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THE IMPORTANCE OF ONLINE EDUCATION AND THE WAYS OF CONDUCTING ONLINE LESSONS EFFICIENTLY

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Abstract: *This article is about the significance of online learning and gives detailed information about effectively conducting lessons while teaching students online. This report contains some ways and methods for improving the condition of our lessons in online learning.*

Keywords: *online education, advanced technologies, traditional education, effective lessons, internet connection.*

INTRODUCTION

In today's contemporary world, advanced technologies are developing at a rapid rate. And also, the need for online education is increasing day by day. We know that during our lives, we feel the necessity for education in every situation. Therefore, deepening this system as well as possible is our primary duty. So, our government is also trying to establish new rules and measures to improve our education system. For instance, the law that was established in 2019 also aims to upgrade the education system until 2030. According to this law, the decision is mainly to confirm the priorities of the reform of the quality of the education system and to bring the process of training personnel with strong knowledge and skills who can think independently and freely to a new level in terms of quality, which includes several directions, such as conducting classes using advanced technologies.

We know that there are two modalities of classes. They are:

1. Traditional classes
2. Online classes

Distance learning is becoming one of our primary needs in today's world. When it comes to the history of online learning, it began in about 1700s. Namely, according to the suggestion of Kaleb Fillips that was sent to the newspaper called Boston in 1728, it was stated that students were interested in studying shorthand in many countries of the world through the exchange of letters. This was the first stage of distance education. Later, this field continued to develop. For example, by 1960, the form of online education began to develop more rapidly with the help of the internationally recognized organization UNESCO. Later, in 1969, for the first time in the world, to unite all educational organizations, the first open-university-Efir University, was established. Attention to this form of education is rising day by day in our country. After all, the decision of the Cabinet of Ministers of the Republic of Uzbekistan adopted in 2022 "On measures to introduce the distance education system in higher education organizations" is one of them. The purpose of this form of education is to create an opportunity for the students to learn educational programs using active information technologies, regardless of their place of residence, and to develop their professional potential based on the student's interests, needs, and talents.

METHODS

Distance education is organized based on the following conditions:

- The interactivity of class participants;
- Identification of class participants;
- Compliance with pedagogical goals of using information and communication technologies;
- Flexibility and openness of the education process and teaching;

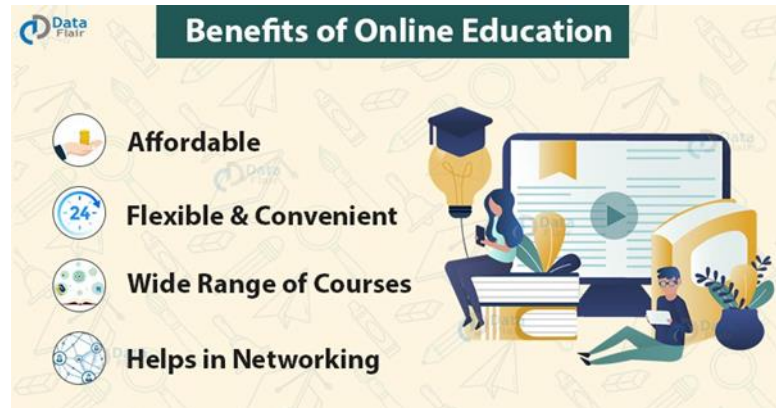
Therefore, if these requirements are fully fulfilled in the form of distance education, the quality of the lessons will be high. Advanced information technologies are considered the most important tool in organizing online classes at a higher educational institution, lyceum, college, and school, and teaching students online. We know that to receive education in the form of distance education, the first thing we

need is an active internet, a computer, or a mobile phone. These tools are one of the most essential technologies that we feel are necessary for distance learning. Therefore, first of all, we are required to prepare an appropriate study room for ourselves and an available computer and Internet. And also some methods can help you to conduct your lessons efficiently. Firstly, when you begin your lessons online you should never forget that you ought to keep in touch with your students to provide their activeness in your lesson. It is clear that learning lessons at home, namely online is a challenging task. However, to have effective lessons for both teachers and students while online education there are some tips and strategies that can help you successfully navigate your online lessons.



- Create an energetic learning environment for yourself. Dr. Hatten who is a member of the USF Instructional Technology faculty recommends that each student who is learning online should choose an environment at their home that is free from different distractions. And the student should make that area her or his workplace.
- Establish a timetable for concluding and reviewing assignments. If you do not have any schedule for your lessons, it will be confusing and makes you bewildered. But when you create a certain timetable you know when you should study that subject or another. Because you establish specific times for your subjects, to work on each class. Not only students should establish a timetable, but also the instructors have to create their ones.

- Affirm the online course's technical requirements. As it has mentioned above, the main difference between online learning and traditional education is that you have to work with modern information technologies while you are learning online. You are required to provide a place, computer, active internet, and other items you need while studying to have a successful online education. You should be aware of technical requirements during online education. Unless you get to know these requirements you should not sign up for any online courses.
- Make your student interested in your lessons. The degree to which a student can pass the lesson depends first of all on his interest in the subject. Arousing interest in lessons, especially among young children, is the most important and first task of a pedagogue. For example, before starting online lessons warning children about the topic to be covered and arousing their interest in this topic ensures that the lesson will be more effective.
- Preparing interesting presentations related to the theme. It is an important task to ensure the activeness of every student in the lesson, and it is the main task of the teacher to share the necessary information with them. If presentations related to the topic are created and used during the lesson, each student will develop a broader understanding of the lesson. And if these presentations are presented to the students at the end of the lesson, they will be able to further expand their knowledge using these presentations outside of the lesson.
- Keep consistent communication with your students. Every teacher is in charge of his or her student's studies. And their responsibility is also to instruct and educate them. Teachers should try to keep in touch with individual students daily. Because we know that being distracted is much easier while learning online than in traditional education. Therefore, instructors should communicate and interact with their students as much as possible to make them engaged in their studies.



RESULTS

After using these kinds of methods while educating online, your lessons will be not only effective but also practical for your students.

As we have mentioned above, there are lots of benefits of online learning:

- It can provide added flexibility and self-paced learning. Not many people can take time off from work to commit to a full-time graduate program. For people who need to juggle working and going to educational places such as schools, universities, colleges, and so on, the flexibility of online learning can provide individuals with the opportunity to learn what they want while they are working or busy with their family members. Namely, the flexibility allows you to balance work, life, and graduate school.
- You can manage your time more efficiently. We know that, while keeping the balance between work, family, and education, commuting to schools is not an easy thing to do. However, if you want to learn lessons online you will be able to have enough time for these three. The particular reason for this circumstance is that you can learn the lessons online wherever and whenever you want. In place of going to study places you can save your precious time and you can spend this time on other important tasks.
- You can enrich your knowledge in terms of IT skills. To go online and start the online lessons you need to know how to use your computer or smartphone as well as possible. You will be given some assignments or coursework during the period of learning online. And of course, you have to use digital learning materials and

websites, and you will get to know new tools and software and so on. And such kinds of situations help you to enhance your computer skills.

- You can broaden your outlook about the world. As you communicate with a lot of people who are from all around the globe while online learning you have an opportunity to get many information about these countries and their nationalities. Discussions that take place in the online lessons can include students from all nations which can enable you to not only broaden your perspective but also become culturally aware.

- There are plenty of course options that can lead to better job prospects. People can easily find high a wide range of courses that are related to their field. With the help of these programs of study, you can develop your abilities in terms of your area. Distance learning can provide these courses for all ages, putting them in control of their advancement and reaching their goals.

- You can spend less money on online learning than on traditional learning. It is clear that getting knowledge, namely education, costs expensive, but with the help of online education, you can save money in several ways. We all have to spend our money on transportation while commuting to our study places. However, if we learn online, we can save the money that is spent on transportation. Additionally, every student who studies in school spends a large amount of money on textbooks, tuition fees, and course materials. In comparison to traditional education, online learning offers virtual resources which are cheaper than these textbooks.

- You can get instant feedback about your results. In online lessons, students upload assignments to get feedback from their professors. As long as professors review students' work they give their feedback electronically. As a result, students can receive feedback right after submitting their work rather than waiting for two or three days.

DISCUSSION

We know that there are several useful platforms such as Moodle, My Teacher, Stem, and so on for creating efficient lessons for students while teaching online. And

the platform of Moodle is one of the most valuable online platforms. There are many opportunities in this online platform for both students and teachers. This platform includes the following:

- Students can get knowledge all day on this platform when the internet works well;
- There are a lot of chances for both students and teachers in terms of time;
- This platform helps you to enhance your knowledge of advanced communication technologies
- On this platform teachers upload some sources related to the topic and they evaluate students' work
- Students study, submit assignments and do tests on this platform

Besides, you can find other useful platforms to continue your study online. For example:

1. iSpring Market
2. Coursera
3. Udemy Business

and other platforms. These platforms offer many benefits for users. First of all, in these platforms teachers, trainers and students can interact with each other which leads the lessons to effectiveness. Moreover, students can study in groups, namely teachers can divide students into small groups during some activities.

CONCLUSION

As you can see teachers can conduct lessons in this platform and other ones in an effective way. The particular reason is that students can get new information about the new topic with the help of the sources, their teacher sent. In addition, they can enrich their sight about this topic by doing tests at the end of lessons. Ultimately, students have a chance to do some assignments which are helpful for their study and after submitting these assignments they can get feedback from their teachers as well. Taking everything into account, students can upgrade their knowledge with the help of online learning without wasting their time. Furthermore, there are lots of relevant information and courses in online education.

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ПОСЛОВИЦЫ И ИХ ПРОИСХОЖДЕНИЕ

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АННОТАЦИЯ

В данной научной статье рассматриваются пословицы русского языка как основной вид паремиологических единиц, с целью изучения различных точек зрения учёных-лингвистов, выделяющих пословицы как устойчивые словосочетания поучительного характера, отражающие особенности языковой картины мира того или иного народа.

Ключевые слова: *пословицы, лингвистика, учёные, точки зрения, устное народное творчество, народная речь, рифма.*

АННОТАЦИЯ

Ушбу илмий мақолада рус тилининг мақоллари паремиологик бирликларнинг асосий тури сифатида, мақолларни маълум бир халқ дунёси тил тасвирининг хусусиятларини ақс эттирувчи ибратли хусусиятга ега барқарор иборалар сифатида ажратиб кўрсатадиган тилишуносларнинг турли нуқтаи назарларини ўрганиш учун муҳокама қилинади.

Калит сўзлар: *мақол, тилишунослик, олимлар, қараешлар, оғзаки халқ оғзаки ижоди, халқ нутқи, қофия.*

В современной речи достаточно представлены пословицы, их употребление объясняется тем, что они придают ей особый колорит, реализуя, вместе с коммуникативной функцией языка, так же и эмоционально-

воспитательную. Именно в этих фольклорных элементах заключен глубокий смысл и народная мудрость, уходящая корнями в далекое прошлое, особенно в них мы можем увидеть традиции и историю нашего народа, именно через пословицы воспитывается в человеке духовность и культура.

Пословица - это высказывание, в речи выступающее как самостоятельное суждение. Основным признаком которого является: 1) устойчивость и фразеологичность семантики; 2) устойчивая лексика речевого обихода; 3) систематизация практического опыта говорящих; 4) оценка определенных жизненных явлений или ситуаций.

По мнению учёного В. А Жукова, трудно определить с какого времени в народе стали ходить пословицы и устные краткие изречения на различные темы. Точно не известно и время возникновения первых поговорок – метких речений, которые способны в разговоре выразительно и точно охарактеризовать что-либо без помощи утомительных и сложных пояснений, но, по мнению исследователя, неоспоримо одно: пословицы и поговорки возникли в отдельной древности и с той поры сопутствуют народу на всем протяжении его истории. Но известно одно: они возникли еще до появления языка речи народа на всех его этапах истории! Особые свойства сделали и пословицы, и поговорки столь стойкими и необходимыми в быту и речи [1, с.12 – 13].

Л.Н. Оркина считает, что пословица не простое изречение. Она выражает мнение народа. В ней заключается народная оценка жизни, наблюдения народного ума. Не всякое изречение становилось пословицей, а только такое, которое согласовывалось с образом жизни, мыслями множества людей – такое изречение могло существовать тысячелетия, переходя из века в век. За каждой пословицей стоит авторитет поколений, их создавших. Поэтому пословицы не спорят, не доказывают – они просто утверждают или отрицают что-либо в уверенности, что все ими сказанное – твердая истина [2, с.120–121].

Изучая пословицы, А.А. Сырейщикова сделала вывод, то что они очень сильно укладываются в памяти. Их запоминание облегчается разными созвучиями, рифмами, ритмикой, порой весьма искусной. Люди, создавшие пословицы не знали грамоты, и не было у народа иного способа хранить свой жизненный опыт и свои наблюдения. Однако автор отмечает, что нельзя понять пословицу, не принимая во внимание их особую связь с речью. Никто не вспоминает пословицы так, без повода, без причины. Они всегда приходят нам на память в разговоре, к случаю. [3, с. 90]

Пословицы редко бывают спокойными. Они, как люди, их создавшие: гневаются и грустят — они так же по-разному выражают свои чувства в народе творце прибауток; словом, у них столько чувств сколько людей.

Так что происхождение пословиц, несомненно, очень древнее. Необходимость появления паремий, объясняется особенностями развития языка человека, его способностью пользоваться им. Многие лингвисты сходятся в том, что пословицы и поговорки возникают устным народным творчеством или заимствуются из определенных литературных источников (по сути они просто обобщают опыт народа), который он вынес с его общественной практики.

Пословица – это коротенькая притча, суждение, приговор, поучение, высказанное обиняком и пущенное в оборот, под чеканом народности.

Пословицы советуют, рекомендуют, высказывают опасения, предостерегают, предупреждают, успокаивают, высмеивают и т.д. Существуют такие ситуации, когда с пословицами советуются, как советуются с мудрыми людьми. Пословицы выносят положительную или отрицательную оценку поведения, поступка, ситуации. В аргументативном дискурсе они могут служить весомыми аргументами (контраргументами), своей выразительностью оказывая мощное воздействие на коммуниканта, другими словами, пословицами можно проиллюстрировать свою мысль и обобщить ее в краткой форме [4, с.34].

На данный момент нет единого мнения на определение термина «пословица». Каждый автор по своему трактует его как устойчивое выражение, которое отражает особенности языковой картины мира каждого народа в отдельности.

Народные речения имеют не простую природу и являются объектом изучения разных сторон науки. Как правило, в фольклористике пословицы как художественные миниатюры рассматриваются как одну из сторон устного народного творчества".

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ZIG'IR MOYINI RAFINATSIYA QILISH

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***Annotatsiya:** Ushbu maqolada zigir urug'idan olingan moyning rafinatsiyalash texnologiyasi haqida ma'lumot berilgan, ya'ni, rafinatsiyalash jarayonida zigir moyi tarkibidagi tayingan va tayinginmagan kislotalarni aniqlash usullari keltirib otilgan. Bugungi shiddat bilan rivojlanayotgan zamonda har bir sohada zamonaviy texnologiyalardan foydalanish maqsadga muvofiq b'oladi. Shuningdek, yog'- moy sanoatida ham foydalanish yuqori samara beradi.*

***Kalit so'zlar:** yog'-moy sanoati, zig'ir urug'i va zig'ir moyi, linol kislota, dezodaratsiya, linolein kislota, natriy silikat.*

Bugungi kunda dunyo miqyosida oziq-ovqat mahsulotlari ishlab chiqarish hajmining o'sishi aholi soni va ehtiyojlarining ko'payishidan ortda qolayotgani sohada amalga oshirilishi lozim bo'lgan ishlarning ko'lami kengligidan dalolatdir. Ayniqsa, Prezidentimizning agrar sohaga ilg'or agrosanoat texnologiyalarini jalb etish, qishloq xo'jaligi infratuzilmasi, irrigasiya va meliorasiya tizimlarini rivojlantirish va rekonstruksiya qilish, marketing va jahon bozorlariga chiqish bo'yicha yangi texnologiyalarni joriy qilish zarurati va bunda xorijiy investisiyalarning tutgan o'rni haqidagi mulohazalari e'tiborga molikdir.

Zig'ir moyi tarkibidagi ko'p miqdordagi o'ta to'yinmagan linol (15-30%), linolen (44-61%), izolinol kislotalarining bo'lishi hisobiga bular quriydigan moylar hisoblanadi. Moyda sterinlar, fosfatidlar, uglevodlar bo'lib, shuningdek ular bo'yovchi moddalar mavjud. O'ta to'yinmagan bu moylarda kislotalarning borligi, neytrallashda misellyar qatlami yupqa va harakatchan sovunli plyonkalar hosil

bo'lishiga olib kelib, kungaboqar va paxta moylari soapstoklari uchun xarakterli bo'lgan soapstok parchalari shakllanishi qiyin kechishi aniqlandi. Unda hosil bo'layotgan sovunli sistemalar gidrofil komplekslari: fosfatidlar, uglevodlar bilan muvozanatlanadi. Rafinatsiya qilingan yog'ni iste'molga yoki texnik maqsadda ishlatish mumkin. Rafinatsiyalanmagan yog' va moylarni esa ishlatish qiyinchilikka olib keladi, ba'zi bir hollarda umuman ishlatib bo'lmaydi. Yog' tarkibidagi aralashmalar har xil bo'lganligi uchun rafinatsiya jarayoni kompleks usulda ya'ni moydan chiqarib tashlanayotgan aralashmaning tarkibi, xususiyatiga qarab har xil reagentlar yordamida ketma-ket jarayonlar bilan olib boriladi. Yog'-moy sanoatida rafinatsiya turli fizikaviy va kimyoviy jarayonlarning murakkab kompleksidir. Ularni qo'llash moydan hamrox moddalarni ajratib olishga imkon beradi. Bu jarayonlarning harakteri, moyning tabiati va tozalangan moy sifati bilan aniqlanadi. Rafinatsiya usulini shunday tanlash kerakki, bunda moyning triglitserid qismi o'zgarishsiz qolsin va moydan maksimal miqdorda qimmatli hamrox moddalar (fosfatidlar) ajralib chiqishi kerak. Rang beruvchi moddalar tozalanmagan zig'ir moyini 20-30 ° C haroratda 5-8% konsentratsiyali natriy silikatning suvli eritmasi ishlash orqali amalga oshiriladi. Rafinatsiyalangan zig'ir moyi toza, shaffof, cho'kindisiz, yashil-sariq rangga ega bo'lishi kerak, ta'mi va hidi biroz aniq bo'lishi kerak. Ta'mi va hidi toza, achchiqsiz, cho'kindi. Natriy silikat ($\text{Na}_2\text{O} \cdot n \text{SiO}_2$) alohida ajralib turadi, o'simlik moylarini (kungaboqar, soya, danakli mevalar va boshqalar) rafinatsiyalashda ijobiy natijalar beradi. Bundan tashqari, oziq-ovqat salomasini rafinatsiyalash jarayonida natriy silikatidan foydalanish tozalangan moy mahsulotining chiqishini o'rtacha 2,7% ga oshirish imkonini beradi.

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YURTIMIZDAGI NOYOB YOG‘LI O‘SIMLIKLARNI NOYOB XUSUSIYATLARI

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ANNOTATSIYA

Oxirgi yillarda dunyo aholisi orasida turli xil kassaliklar ko‘payib ketganligini inkor etolmaymiz. Buning asosiy sababini oziq ovqat bilan bog‘lash tabiiy albatta. Dunyo aholisinging shiddatli ravishda o‘sib borayotganligi sababli oziq ovqat mahsulotlari bo‘lgan extiyoj sezilarli ravishda oshadi. Oziq ovqat mahsulotlarining tarkibida inson organizimi uchun kerakli barcha moddalar bo‘lishi lozim. Biror bir zaruriy elementlat yetishmasliga odam organizimigig normal fiziologiyasining buzilishiga olib keladi.

Kalit so‘zlar: shifobaxsh yog‘lar, sedana yog‘i, ipak qurti yog‘i.

Odam organizimida yog‘lar murakkab fizilogik juda katta ahamiyatga ega. Yog‘ energiya manbayi bo‘lib xizmat qiladi. Organizimdagi fizialagik jarayonlar oz maraomida borishi uchun kerak bo‘ladigan energiyani asosan yog‘dan oladi. Bundan tashqari yog‘ning boshqa muhim ahamiyatlari ko‘p. Masalan, organizmning qurishlash funksiyasi, transport, energiya va zaxira sifatida xizmat qiladi.

Deyarli barcha o‘simliklarda ozgina miqdorda bo‘lsa ham yog‘ bo‘ladi. Ishlab chiqarish sanoati jarayonida barcha o‘simliklardan yog‘ olingan. Yog‘lar ko‘pgina ishlab chiqarish jarayonlari uchun mahsus hom ashyo bo‘lishi mumkin. Yog‘lar asosan oziq ovqat sanoati, farmaseftika va pafumeriya sanotida ishlatiladi. Yog‘larning shifobaxshlik xusiyati juda ko‘p. Bu ularning tarkibiga va yog‘ olinish sharoitiga bog‘liq. Shifobaxshlik xuxsiyatiga ega bo‘lgan yog‘larga

qora sedana yog‘i, kanakunjut yog‘i, bodom yog‘i va so‘ngi paytlarda ilmiy izlanishlar olib borilayotgan tut ipak qurti yog‘i kabilarni kiritishimiz mumkin.

Qora sedana yog‘i yuzdan ortiq foydali komponentlarni o‘z ichiga olgan. Uning tarkibiga kiruvchi Omega -6 va Omega-9, yog‘ kislotalari yurak-qon tomiz tizim, asab tizimi va hzim qilish tizimlari faoliyatini yaxshilaydi. Bundan tashqarai qora srdana yog‘i inson organizimidagi gormonal muhitni yaxshilaydi. Yallig‘lanish jarayonlarini to‘xtatadi, shuningdek teriga yaxshi tasir ko‘rsatadi. Imun tizimini yaxshilaydi va bitun organizmni keraksiz moddalardsn halos etadi. Yog‘ tarkibiga kiruvchi vitaminlar, yog‘ kislotalar yallig‘lanish jarayonini to‘xtatadi. Terida suv balansini yaxshilaydi. Shu bilan birga uning tarkibida tabiiy antioksidantlar bo‘lib ular bo‘g‘imlar faoliyatini yaxshilaydi, jismoniy quvvatni oshiradi. Qora sedana tarkibiga kiruvchi foydali moddalar inson organizimidagi zararli mikroorganizmlar bilan kurashadi va qondagi xolesterin miqdorini kamaytiradi.

Hozirgi kunda ilmiy izlanishlar olib borilayotgan ipak ishlab chiqarish sanoati chiqindi mahsulotidan olinadigan bo‘lgan qurtidan olinadigan yog‘ yaxshi sifat ko‘rsatgichlarga ega. Ipak qurti yog‘ida tirik organizm uchun muhim ahamiyatga ega bo‘lgan turli xil minerallarning 25 ta turi mavjud bo‘lib, bu minerallar organizmda malum fiziologik funksiyalarni bajarishi mumkin. Ipak qurti yog‘ida fosfor, kalsiy va magniy minerallari miqdori ko‘roq ekanligini aytishimiz mumkin. Ipak qurti yog‘i selenga (Se) boy bo‘lib, saraton kasalligini oldini olish va stressdan himoya qilishida muhim rol o‘ynaydi.

Hozirgi vaqtda saraton kimyo terapiya va radioterapiya bilan davolanadi. Bu organizmga nojoya tasiri ko‘rsatadi. Shuning uchun ham uni oldini olish uchun tabiiy ozuqalarni istemol qilish yaxshi yo‘ldir. Tadqiqotlarga ko‘ra ipak qurti yog‘i va uning tarkibidagi oqsillar odamning oshqozon saratoni hujayralari, ko‘krak saratoni, jigar saratoni hujayralari ustidan boshqarib ularni rivojlanishini oldini oladi.

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EMPOWERING MULTILINGUAL EDUCATION: NAVIGATING CULTURAL DIVERSITY IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

This article explores the significance of cultural diversity in teaching English as a foreign language (TEFL) and its impact on multilingual education. With the increasing globalization of education, the role of language teachers has evolved to include not only linguistic competence but also intercultural awareness. This paper delves into the challenges and benefits of incorporating cultural diversity into TEFL, emphasizing its role in empowering students for effective communication in a multicultural world.

INTRODUCTION

In an interconnected world, proficiency in English has become a vital skill, transcending borders and facilitating communication. Teaching English as a foreign language (TEFL) plays a pivotal role in equipping learners with this essential skill. However, as the classrooms continue to diversify, the importance of recognizing and embracing cultural diversity within TEFL can not be overstated. This article explores the multifaceted landscape of multicultural education in TEFL, shedding lights on its challenges and potential benefits.

METHODS

Cultural diversity in TEFL is not just about learning language structures; it is about understanding the nuances of different cultures and their impact on communication. According to Byram's intercultural communicative competence but

also cultural awareness and sensitivity. Incorporating culturally diverse content and contexts in TEFL enhances students' ability to comprehend diverse viewpoints, fostering empathy and open-mindedness.

To understand the impact of cultural diversity in TEFL, this study employed a mixed-methods approach. Quantitative data was collected through surveys to gauge students' perceptions of the role of cultural diversity in language learning. Additionally, qualitative data was obtained through interviews with TEFL instructors to gather insights into their strategies for integrating cultural diversity into their teaching methods.

RESULTS

The survey results underscored the positive correlation between exposure to cultural diversity and language acquisition. Students exposed to culturally diverse teaching materials exhibited a greater willingness to engage with diverse perspectives, enhancing their overall communication skills. Furthermore, instructors reported that incorporating real-life scenarios from different cultures not only improved language proficiency but also enhanced intercultural understanding among students.

DISCUSSION

The findings of this study highlight the significance of embracing cultural diversity in TEFL. By integrating diverse cultural elements into language instruction, educators can prepare students to effectively navigate multicultural communication scenarios. This approach not only enhances linguistic skills but also promotes global citizenship and intercultural competence.

However, it is crucial to acknowledge the challenges that come with incorporating cultural diversity into TEFL. These challenges include selecting appropriate cultural content, avoiding stereotypes, and addressing potential discomfort among students when discussing unfamiliar cultures. Sensitivity training for instructors and the careful curation of teaching materials are essential to overcome these obstacles.

The benefits of incorporating cultural diversity into TEFL are numerous. It enriches the learning experience by making it more engaging and relevant to students' lives. Additionally, prepares learners for the global workforce, where cross-cultural communication is increasingly important. Furthermore, it fosters an inclusive classroom environment where students from various backgrounds feel valued and represented.

CONCLUSION

In conclusion, the article emphasizes that teaching English as a foreign language is no longer just about language proficiency – it's about fostering intercultural awareness, empathy, and effective communication across cultural boundaries. Embracing cultural diversity in TEFL equips students with the skills they need to thrive in an interconnected world. By recognizing the challenges and harnessing the benefits, educators can empower learners to become proficient English speakers and culturally sensitive global citizens.

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THE MORPHOLOGICAL AND SEMANTIC FEATURES OF THE PARTS OF SPEECH IN ENGLISH AND UZBEK LANGUAGES

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***Annotatsiya:** Ushbu maqolada ingliz va o'zbek tillarida so'z turkumlari va uning xususiyatlarini ikki til kesimida o'xshash va qarama qarshi tomonlari taqqoslanadi. Shuningdek, Sharq va G'arb tilshunoslarining so'z turkumlari o'rganishda olib borgan izlanishlaridagi farqlar va o'xshashliklar ham ko'rib chiqiladi. Uning maqsadi, shuningdek so'z turkumlarining umumiy xususiyatlari va tarkibiy xilma-xilligini tavsiflash va tushuntirishdir.*

***Tayanch so'zlar:** so'z turkumlari, fel,ot,sifat, qiyosiy tipologiya va morfologiya.*

***Abstract:** This article compares the similarities and opposites of the parts of speech and its peculiarities in English and Uzbek languages. Also, the differences and similarities between Eastern and Western linguists in the study of parts of speech considered. Its purpose is also to describe and explain the common features and structural diversity of similarity and difference in two languages.*

***Key words:** grammatical category, parts of speech, verb, adjective, noun, adverb, comparative typology and morphology.*

Morphology studies how words are formed and varied. It studies the relationship between morphemes, and how morphemes can be put together to create new words, or new forms of the stem word.

There are two types of morphological relations: inflectional and derivational. When an inflectional affix is added to a stem word, a new form of the stem word is produced. When a derivational affix is added to a stem word, a new word with new meaning is produced. Affixes, such as prefixes and suffixes, are bound morphemes,

and are different from free morphemes. Free morphemes are lexical units, and when two free morphemes are put together, a compound word is produced.

Due to the way syntactic and lexical derivatives are represented, it often happens that a node's t-lemma differs from its m-lemma.

Complex nodes are divided into four basic groups (according to their tlemmas) which are further subdivided. These four basic groups are called semantic parts of speech. Semantic parts of speech are categories of the tectogrammatical level and correspond to the basic onomasiological categories: substances, properties, circumstances and events.

The part of speech¹ include the followings in English languages:

- noun;
- adjectives;
- verb;
- pronoun;
- numeral;
- adverb;
- interjection;
- conjunction;
- preposition;
- articles.

When it comes to the morphology, it analysis the structure and parts of words. To be more precise it analysis stems, root words, prefixes and suffixes. Another feature of the morphology in English language is that it studies parts of speech, intonation and stress. Moreover, the ways context changes a word's pronunciation and meaning are studied as well.

Precisely, Morphology studies how morphemes, parts of words, form various meanings by mixing with each other or standing alone. With the help of morphology, we can have a strong awareness of prefixes, suffixes and base words.

¹ Rijkhoff, Jan (2007). „, Word classes”

Additionally, the structures and meanings can be understood within words.

In English language, morphemes are divided into three main parts;

- Free and Bond;
- Derivational and Inflectional;
- Prefixes and Suffixes.

When we refer to “free morphemes”¹, we should think of an independent word that can be used alone, such as, university, woman, table, intelligent.

However, “Bond morphemes” only occur as part of a word. For instance, -ed as educate +ed.

Bond morpheme includes inflectional and derivational morphemes.

- Inflectional morphemes are suffixes which are, for example, -s, -ing, -ed.
- Derivational morphemes consist of prefixes. e.g.: de-, pre-, in-, un-.

On the other hand, in the Uzbek language, the parts of speech are divided into three main parts. They are the followings:

1) Mustaqil so‘zlar (independent words):

- noun;
- adjectives;
- numeral;
- verb;
- adverb;
- pronoun.

2) Oraliqdagi so‘zlar (middle words):

- exclamation (undov so‘zlar);
- modal;
- imitative words (taqlid so‘zlar)

3) Yordamchi so‘zlar (auxiliary words):

- Bog‘lovchi (conjunctions);
- Ko‘makchi (auxiliary words);

¹ Kroeger, Paul (2005). *Analysing Grammar: An introduction*, Cambridge University press. P. 13. ISBN 978-0-52101653-7.

– Yuklama (exclamations).

Words can change according to the morphological features. For example:

e.g.: Uy-uylar, home-homes.

e.g.: Salim bugun ukasiga beshta daftar oldi;

e.g.: Salim has bought 5 copy books to his brother today.

Here – “Salim, bugun, daftar, uka, ol”, are independent words, whereas *-i*, *-ga*, *-di* are the suffixes which do not mean anything when they come alone.

Semantically, in English grammar sentences structure includes the arrangement of words, phrases and clauses¹.

Semantic features basic components of meaning in any lexis.

Semantic features help to explain meaning and their contrast. It shows how words are both similar and different which puts an emphasis on the uniqueness of each words.

Actually, the part-of-speech consists of 2 main groups.

- 1) Major word-classes: nouns, verbs, adjectives, adverbs.
- 2) Minor word-classes: articles, prepositions, conjunctions, interjections.

All members of all major word-class share a distinguishing semantic component as a lexical one of a part-of-speech meaning: nouns have the meaning of thingness or substantiality, though they possess different grammatical meanings of number and case.

Semantics are united in terms of grammatical meaning.

Syntactic parts of speech. The term syntactic part of speech refers to the role of a word in the sentence. The fact that a word belongs to a syntactic part-of speech is not encoded in any attribute of the word; the term is used exclusively to make the explanation of the difference between the semantic and traditional parts of speech easier.

1. *NOUN* is the name of a person, place, thing, or idea. For example: *man*, *butter*, *college*, *house*, *happiness* and the like.

¹ Partee, B., Semantics in R. A. Wilson and F.C. Keil . Press. 1999. P 739-742.

A noun is a word for a person, place, thing, or idea. Nouns are often used with an article (the, a, an), but not always. Proper nouns always start with a capital letter; common nouns do not. Nouns can be singular or plural, concrete or abstract. Nouns show possession by adding 's. Nouns can function in different roles within a sentence; for example, a noun can be a subject, direct object, indirect object, subject complement, or object of a preposition.

The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my!

2. *PRONOUN*. A pronoun is a word used in place of a noun.

A pronoun is a word used in place of a noun. A pronoun is usually substituted for a specific noun, which is called its antecedent. In the sentence above, the antecedent for the pronoun she is the girl. Pronouns are further defined by type: personal pronouns refer to specific persons or things; possessive pronouns indicate ownership; reflexive pronouns are used to emphasize another noun or pronoun; relative pronouns introduce a subordinate clause; and demonstrative pronouns identify, point to, or refer to nouns.

The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my!

3. *VERB*

A verb expresses action or being.

jump... is... write... become

The verb in a sentence expresses action or being. There is a main verb and sometimes one or more helping verbs. ("She can sing." Sing is the main verb; can is the helping verb.) A verb must agree with its subject in number (both are singular or both are plural). Verbs also take different forms to express tense.

The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my!

See the TIP Sheet on "Verbs" for more information.

4. *ADJECTIVE*

An adjective modifies or describes a noun or pronoun.

pretty... old... blue... smart

An adjective is a word used to modify or describe a noun or a pronoun. It usually answers the question of which one, what kind, or how many. (Articles [a, an, the] are usually classified as adjectives.)

The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my!

See the TIP Sheet on "Adjectives" for more information.

5. *ADVERB*

An adverb modifies or describes a verb, an adjective, or another adverb.

gently... extremely... carefully... well

An adverb describes or modifies a verb, an adjective, or another adverb, but never a noun. It usually answers the questions of when, where, how, why, under what conditions, or to what degree. Adverbs often end in -ly.

The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my!

See the TIP Sheet on "Adverbs" for more information.

6. *PREPOSITION*

A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence.

by... with.... about... until

(by the tree, with our friends, about the book, until tomorrow)

A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence. Therefore a preposition is always part of a prepositional phrase. The prepositional phrase almost always functions as an adjective or as an adverb. The following list includes the most common prepositions:

The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my!

See the TIP Sheet on "Prepositions" for more information.

7. *CONJUNCTION*

A conjunction joins words, phrases, or clauses.

and... but... or... while... because

A conjunction joins words, phrases, or clauses, and indicates the relationship between the elements joined. Coordinating conjunctions connect grammatically equal elements: and, but, or, nor, for, so, yet. Subordinating conjunctions connect clauses that are not equal: because, although, while, since, etc. There are other types of conjunctions as well.

The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my!

See the TIP Sheet on "Conjunctions" for more information.

8. *INTERJECTION*

An interjection is a word used to express emotion.

Oh!... Wow!... Oops!

An interjection is a word used to express emotion. It is often followed by an exclamation point.

The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my! For example, substantivity is for nouns, verbality is for verbs, quality is for adjectives, the quality of the quality is for adverbs, numbers is for numerals, state is for statives. This means that semantics is the grammatical meaning of the whole class of words, general grammatical meaning.

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MAXSUS PEDAGOGIKA FANINING RIVOJLANISH TENDENTSIYALARI

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***Annotatsiya:** Nogironligi bo'lgan alohida yordamga muhtoj bolalar ta'lim tarbiyasi ma'suliyatli va mashaqqatli soha hisoblanadi. Bu sohaning kundan kunga rivojlanib borayotganligi esa bunday bolalar sonining ko'payayotganini ko'rsatadi. Xo'sh, O'zbekistonda imkoniyati cheklangan bolalarni o'qitish, ularga ta'lim-tarbiya berish masalalariga qachondan e'tibor qaratila boshlandi? Bu sohaning rivojlanishiga nima turtki bo'ldi? Nima sababdan bu toifadagi bolalar soni dunyo miqyosida kundan kunga oshib bormoqda? Nogironligi bor bo'lgan bolalar nuqsonlarini korreksiyalash va ularning oldini olish uchun nimalar qilishimiz lozim? Mana shunday bugungi kunda dolzarb mavzuga aylangan savollarga quyidagi javob izlaymiz.*

***Kalit so'zlar:** defektologiya, maxsus pedagogika, korreksiya, inklyuziv ta'lim.*

Bugungi kunda dunyo miqyosida jismoniy vs ruhiy rivojlanishida nuqsoni bor bo'lgan shaxslar Umumjahon sog'liqni ekologik saqlash tashkiloti ma'lumotlariga ko'ra 15% ni tashkil etmoqda. O'zbekistonda esa 760 mingdan ortiq nogironligi bo'lgan shaxslar istiqomat qilishmoqda. Ularning 120 mingga yaqin qismini 18 yoshga to'lmaganlar tashkil etadi. Albatta bunday shaxslarga alohida ta'lim va tarbiya berish ishlari barcha sog'lom bolalar bilan teng olib borilmoqda. Yurtimizda ilk bor 1929-yil O'zbekiston Respublikasi markaziy ijroiya qo'mitasi raisi Yo'ldosh Oxunboboyev tashabbusi bilan rivojlanishida nuqsoni bo'lgan bolalar uchun Toshkentda alohida maktab ochilgan. 1975-yilda "Aqliy va jismoniy rivojlanishida kamchiliklari bo'lgan bolalarni o'qitish, tarbiyalash va ishga joylashtirish haqidagi" qarordan keyin bu sohaga munosabat ancha o'zgardi. Maxsus pedagogika sohasi

rivojlanishi, rivojlanishida nuqsoni bo'lgan shaxslarning ta'lim tarbiyasi bilan shug'ullanish uchun zarur bo'lgan yuqori bilim va ko'nikmaga ega bo'lgan mutaxassislarni tayyorlash ishlari esa Markaziy Osiyoda ilk bor 1965-1967-yillarda boshlangan edi. O'sha davrda Nizomiy nomidagi pedagogika instituti hozirgi kunda Nizomiy nomidagi Toshkent davlat universiteti nomi bilan o'z faoliyatini davom ettirib kelmoqda. Ilk tashkil etilgan yillarda bu soha bo'yicha yetarlicha qo'llanmalar bo'lmagan. Shunga qaramasdan o'tgan davrda O'zbekiston Respublikasining defektologiya sohasidagi birinchi olimasi- pedagogika fanlari nomzodi, dotsent S.Sh.Aytmetovadir. Sh.Aytmetova defektologiya fakultetining mustaqil fakultet sifatida tashkil etilishida va dastlabki defektolog mutaxassislarni yetishtirib berishda katta xizmat qildi. [1.6]

Shundan keyin bu soha mutaxassislari ko'paya boshladi. V.S.Rahmonova, B.Shoumarov, K.Mamedov, P.Po'latova kabi yosh kadrlar o'z ish faoliyatlari davomida maxsus pedagogika va maxsus psixologiya sohalarida katta yutuqlarni qo'lga kiritib boshladilar. Misol qilib aytadigan bo'lsak birgina G'.B.Shoumarovning birgina o'zi "Ming bir savolga ming bir javob", "Oila va muhabbat", "Oila etikasi va psixologiyasi" kabi kitob va ilmiy-ommabop o'quv qo'llanmalar yaratdi. K.Mamedov bilan birgalikda yaratgan "Rivojlanishi sustlashgan bolalar diagnostikasi" o'quv qo'llanmasi ham bugungacha asosiy qo'llanmalar qatorida foydalanib kelinmoqda.

Keyingi yosh mutaxassislardan biri bo'lgan M.Ayupovaning "Logopediya" kitobi esa hozirgi kunda O'zbekistondagi Maxsus pedagogika mutaxassisligi uchun asosiy darslik sifatida qo'llanilib kelinmoqda.

Bu sohaning rivojlanishi, bugungi kunga kelib yanada kengayib borayotganligiga sabab esa dunyoda yuz berayotgan ijtimoiy, iqtisodiy o'zgarishlar, ob-havodagi keskin isishlar, turli infeksiya va virusli kasalliklarning keng tarqalishi, nosog'lom hayot kechirish va boshqa shu kabi salbiy illatlar tufayli nogiron bolalarning ko'plab tug'ilishidir. Aqliy va jismoniy tomondan nuqsonga ega bolalar sonining ortishi ularning talim-tarbiyasi bilan shug'ullanishga bo'lgan talabning ham

oshishiga sabab bo'ldi. Ularni ta'limga qamrab olishdan ko'zlangan asosiy maqsad nogironligi bo'lgan shaxslarning jamiyatdan ajralib qolmasligini ta'minlash, ularga bo'lgan ijobiy ko'z qarashlarni shakllantirish, ularning o'z imkoniyatlaridan to'liq foydalana olishiga imkon yaratish bo'lib hisoblanadi. Ularning qay darajada korreksiyalanishi, jamiyatga qo'shib keta olishlari eng avvalo ular yashab turgan joyga, ularning qanday xizmatlardan foydalanishlari, ularning atrofidagi muhitga bog'liq.

Nogironligi bo'lgan shaxslar uchun yana bir yaratilayotgan keng imkoniyatlardan biri bu inklyuziv ta'limning joriy etilishidir. Inklyuziv ta'lim- bu davlat siyosati bo'lib, nogiron va sog'lom bolalar o'rtasidagi to'siqlarni bartaraf etish, maxsus ta'limga muhtoj bolalarni rivojlanishidagi nuqsonlari yoki iqtisodiy qiyinchiliklaridan qat'iy nazar ijtimoiy hayotga moslashtirishga yo'naltilgan umumta'lim jarayoniga qo'shishni ifodalovchi ta'lim tizimidir [2.7]. Ushbu ta'lim tizimining joriy etilishi avvallari jamiyatimizdan yashirib kelingan rivojlanishda nuqsoni mavjud bo'lgan bolalarning o'z tengqurlariga qo'shilishi uchun imkon yaratadi.

Hozirgi davrda defektologiya sohasining rivojlanishi, bu borada olib borilayotgan keng qamrovli ishlar natijasida imkoniyati cheklangan bolalar nuqsonlarini korreksiyalashning bir qator namunalari yaratilmoqda. Eng avvalo rivojlanishida nuqsoni bo'lgan bola bilan to'g'ri ish tashkil etishda unga to'g'ri tashxis qo'yish muhim ahamiyatga ega. Bunday bolalar nuqsonlarini korreksiyalash ishlari o'z vaqtida muntazam ravishda olib borilishi yaxshi natija erishish uchun eng katta hissa qo'shuvchi jarayondir. Yaratilayotgan imkoniyatlarga qaramasdan har qanday kasallikni davolashdan ko'ra uning oldini olgan yaxshiroqdir. Ya'ni tug'ilajak bolaning sog'ligi uchun ota-ona birdek ma'suldir. Farzandni to'g'ri rejalashtirish, sog'lom turmush tarziga amal qilish, bolaga e'tiborli bo'lish, turli kasalliklarnin oldini olish, erta turmush qurmaslik va shu kabi boshqa qoidalarga amal qilish orqali ko'plab nuqsonlarning oldini olishimiz mumkin.

Xulosa o'rnida shuni aytishimiz mumkinki defektologiya sohasining rivojlanib borishiga sabab nogiron bolalarning tug'ilish sonining ortishidir. Biz ularga yordam

berish uchun imkoniyatlar yaratishimiz, ularning nuqsonlarini korrektsiyalashda yangi metod va usullarni o'ylab topishimiz lozim. Ularning imkoniyatlarini hisobga olgan holda ularni kasb-hunarga o'rgatishimiz mumkin. Ular o'z nuqsonlari sabab jamiyatdan ajralib qolmasliklarini ta'minlash ularga ham xuddi sog'lom bolalar kabi munosabatda bo'lib qulayliklar yaratish bizning eng katta vazifamizdir.

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3. M.Ayupova "LOGOPEDIYA" Toshkent-2019
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ТАЪЛИМДА КОМПЕТЕНЦИЯВИЙ ЁНДАШУВ-ЮҚОРИ САМАРАДОРЛИК ГАРОВИДИР

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Аннотация. Ушбу мақолада илгари сурилган муаммо, ҳозирги вақтдаги долзарб мавзу талабаларнинг замон талабларига мослашиб фан техника ютуқларига ҳамоҳанг равишда такомиллашиб борадиган жараёнда таълим тизимининг ўзига хос жиҳатларидан бири- техника олий таълим муассасаларида талабаларнинг олган билимларини ҳаётда қўллай олишларига бўлган талаб, компетенциявий ёндашувнинг таълим тизими мазмунига сингдирилиши, унинг таълим натижаларига эришиши концепциясини шакллантиришдан иборат. Ҳақиқатан ҳам, физика қонуниятларини чуқур эгалламасдан туриб, машинасозлик, электротехника, сув ва энергияни тежайдиган технологиялар каби бугун замон талаб қилаётган соҳаларда натижага эришиб бўлмайди. Жаҳон таълим тизимида ҳам замон талабларига мос мухандис кадрларни тайёрлаш мавзу долзарб мавзу ҳисобланади.

Калит сўзлар. Мухандислик, технология, машинасозлик, электротехника. Компетенция, компетентлик энергия, технологиялар, вектор, кадрлар.

Мавзу мақсади. Компетенциявий ёндашувнинг ҳозирги ҳолатини таҳлил этиш асосида компетент мухандис кадрлар тайёрлашдан иборат

Мавзунинг баёни: Таълим масаласи муттасил тарзда замон талабларига мослашиб, фан-техника ютуқларига ҳамоҳанг равишда такомиллашиб борадиган жараён ҳисобланади. XXI асдаги таълим тизимининг ўзига хос жиҳатларидан бири- техника олий таълим муассасаларида талабаларнинг олган

билимларини ҳаётда қўллай олишларига бўлган талаб, ДТСлари ва дастурларининг такомиллаштирилиши, бошқача қилиб айтганда, компетенциявий ёндашувнинг таълим тизими мазмунига сингдирилиши, унинг таълим натижаларига эришиш концепциясини шакллантиришдан иборат.

Ўзбекистон Республикаси Президентининг 2021 йил 19 мартдаги “Физика соҳасидаги таълим сифатини ошириш ва илмий тадқиқотларни ривожлантириш чора-тадбирлари тўғрисида” ПҚ-5032-сон қарорида “физика соҳасида таълим сифатини ошириш ва илмий тадқиқотларни ривожлантириш” бўйича устувор вазифалар белгиланган. Бу эса физика фанини ўқитиш методикасининг мазмунини компетенциявий ёндашув асосида такомиллаштирилишини талаб этади.

Ўзбекистон Республикаси Президенти Шавкат Мирзиёевнинг Олий Мажлисга Мурожаатномасида “Агар тарихга назар ташлайдиган бўлсак, дунёдаги деярли барча кашфиёт ва технологияларни яратишда физика фани фундаментал асос бўлганини кўрамиз. Ҳақиқатан ҳам, физика қонуниятларини чуқур эгалламасдан туриб, машинасозлик, электротехника, IT, сув ва энергияни тежайдиган технологиялар каби бугун замон талаб қилаётган соҳаларда натижага эришиб бўлмайди” деб таъкидлаб ўтган. Таълимда компетенциявий ёндашувга оид материаллар таҳлили асосида қуйидаги маълумотларни келтириш мумкин. “Компетенция” ва “Компетентлилик” сўзлари илк бор илмий адабиётларга кириб кела бошлади. Масалан, тилшунослик назариясига нисбатан компетенция атамасининг америкалик лингвист Н.Хомский томонидан “Синтаксис назарияси аспекти” номли асарида “Компетенция (ўз тилини биладиган, гапирадиган, эшитадиган) истеъмол қиладиган (аниқ ҳолларда тилдан реал фойдаланадиган) фундаментал фарқни ажратамиз” ёки “инсоннинг қандайдир фаолиятни бажариш қобилиятидир” деган фикрларини келтириб ўтиш мумкин. Муаллифлар таълим тизимини муваффақиятли равишда жалб қилиш учун педагогик тизимнинг барча бўғинларига қуйидаги фикрлар муҳим аҳамиятли эканлигини таъкидладилар:

- таълим таркиби ва мазмунини ўзгартириш: алоҳида бир-бирдан ажралган турли ўқув фанларида тўпланган назарий тушунчалардан, атроф-олам ҳақида универсал тасаввур берадиган ҳамда ўзининг амалий ва ижтимоий кўникмалари орқали амалга оширадиган методларга ўтиш;

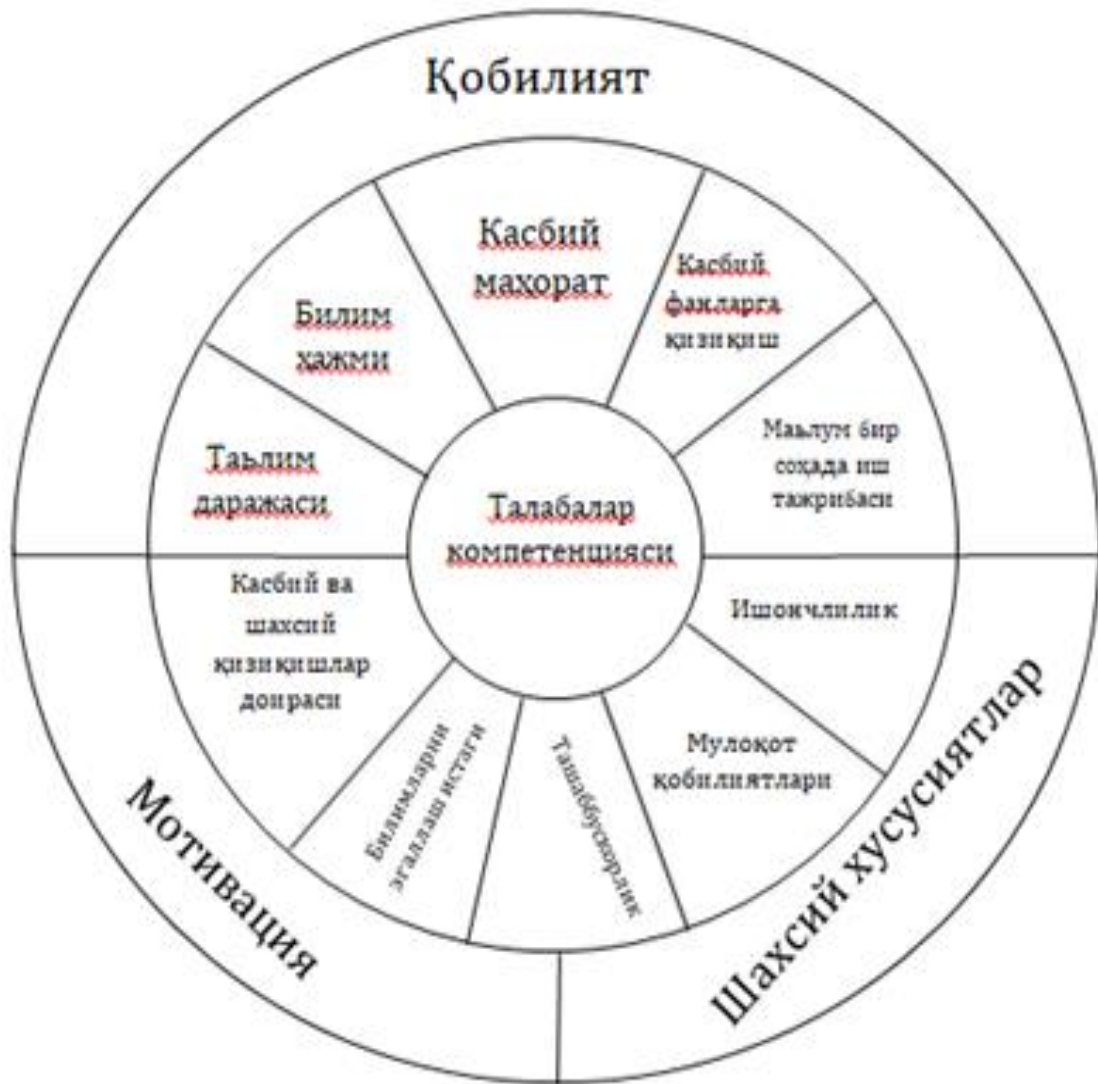
- ўқитишнинг мақсади ва натижаларига бўлган ёндашувни ўзгартириш: олинган ахборотни талабалар томонидан содда ўзлаштиришдан ижтимоий ва интеллектуал маданиятга сингдириш орқали инсон атроф олам образини сифат жиҳатидан шакллантиришга ўтиш;

- ўқитувчининг педагогик фаолияти таркибига ўзгаришлар киритиш: ўқув материални бир томонлама баён қилишдан талабалар билан диалог олиб боришга ўтиш; талаба шахсини самарали ривожлантириш:

- олий таълим муҳитига компетенциявий ёндашувни киритиш; оммавий ахборот воситалари, ижтимоий борлиқ, оила, мамлакат, маданият ва ҳ.к. ўзгаришлар киритиш; технологик таъминотни ислоҳ қилиш:

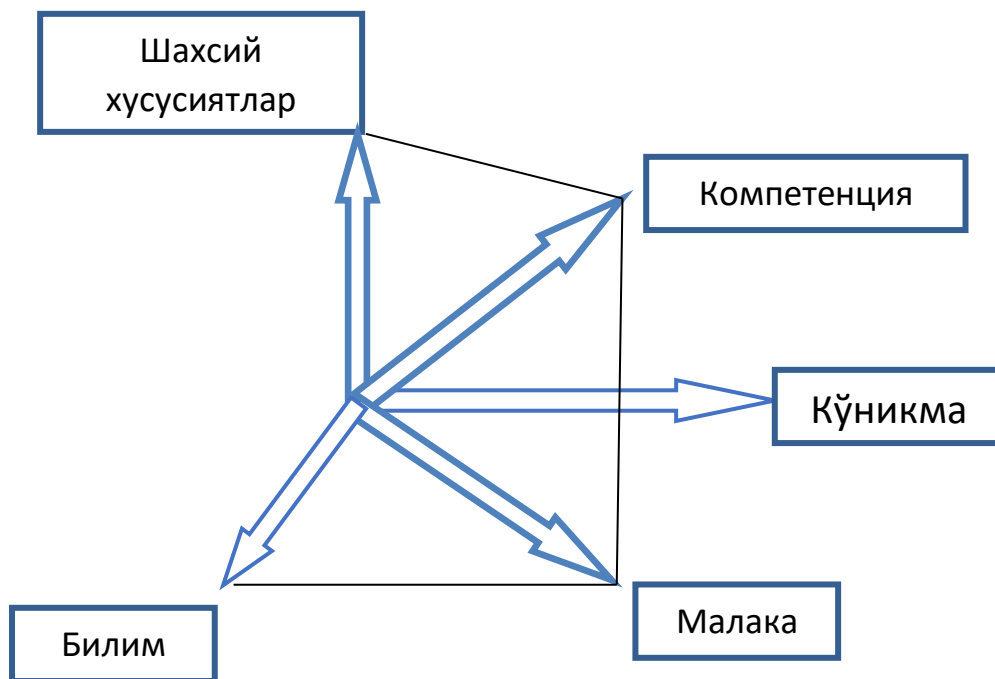
- талабалар фаолиятини ривожлантиришга йўналтирилган инновацион технологияларга ўтиш; таълим тизимининг ташкилий, кадрлар, моддий-техника ва молиявий таъминотини кучайтириш .

“Компетенциявий ёндашув” атамасининг пайдо бўлиши ўз навбатида педагогиканинг ўзига хос мавжуд категориялар тизимини қайта кўриб чиқиш масаласига таъсир қилди .Ушбу ёндашув талабани фаол, онгли фаолиятга жалб қилиш, ахборот, коммуникатив, таълим ва билиш қобилиятларини, шахсий салоҳиятини ривожлантириш, ўз-ўзининг кадр-қимматини шакллантириш, ўз-ўзини бошқариш қобилиятини ривожлантиришга имкон беради .



1- расм. Талаба касбий компетентлиги элементларининг ўзаро боғлиқлиги.

Талаба қобилияти унинг компетентлиги орқали намоён бўлади. Талаба фазилатлари, мотивацияси, қобилияти комбинациясини қуйидагича вектор шаклида кўрсатиш мумкин ва унинг таркиби, билим, кўникма, малака ва касбий компетентлиги тўплами сифатида таҳлил қилинади.



2-расм. Талаба компетентлигининг вектор шакли.

Юқоридагиларга кўра, компетентлилик тушунчасига нисбатан турли нуқтаи назарлар, мазкур тушунчани худди мажмуали тузилиш каби талқин қилиш кераклигини исботлайди.

1) шахсий натижалар; 2) тизимли-фаолиятига кўра натижалари; 3) ўқув фанлари бўйича натижалари. Бу эса таълим тизимини компетенциявий ёндашув асосида олиб боришни тақозо этади.

Талабаларда умумбашарий маданиятнинг таркибий қисми - саводхон-лик компетенциясини шакллантириш интилувчанлик фаолияти асосида машғулот жараёнининг ўзида талабаларнинг муайян мавзу устида мустақил ишлаш кўникма ва таянч компетенцияни шакллантириш. Мамлакатимиз инновацион ривожланишда экан, ҳозирги замон моделига ўтиши учун ҳамма зарур шароитларига эга. Бу моделни вужудга келтириш илмий-техникавий салоҳиятидан кенг ва самарали фойдаланилиб, фундаментал ва амалий фанларнинг ютуқларидан фойдаланиш ва чуқур илм талаб қилади.

Технологияларни амалиётга жорий этиш юқори малакали иқтидорли миллий кадрлар сонини кўпайтиришга асосланган.

Компетентлилик ўз билимларини тинмай бойитиб бориш, ўрганиш, замон талабларини ҳис этишни, янги билимларни излаб топиш маҳоратини ўз амалий фаолиятида қўллашни талаб этади. Компетенция эгаси бўлган мутахассис муаммоларни ечишда ўзига муносиб бўлган методларни танлаши, тўғри келмайдиганларини рад этиш, масалага танқидий кўз билан қараш кўникмасига эга бўлади. Техника соҳасига оид компетентлилик – техник мутахассиснинг шахсий сифатлар тўплами, бўлажак техник мутахассислар таянч, умумий, хусусий компетенциялар билан қуроллантирилса, янги инновацион тажрибалар излаб топишга киришишади, янги ижодий ишларнинг илмий асослари, инновацион ғоялар тузиб, шу асосида жамият қолаверса, техника ривожланиши новатори бўла олади.

Таҳлиллар асосида айтиш мумкинки, «компетенция» сўзи «Competence» сўзидан келиб чиққан бўлиб, «мусобақалашмоқ», «бахслашмоқ» «беллашув» деган маъноларни ёки «мусобақалашмоқга лаёқатлилик» маъносини англатади. Илмий психологик, педагогик манбаларда берилишича, компетенция, компетентлилик ўта мураккаб, кўп қисмли. Шунинг учун унинг талқинлари ҳар жиҳатдан таркибига кўра, турли-туман. «компетентлилик», «компетенция» тушунчалари қуйидаги ҳолатларга алоҳида эътибор қаратилади: коммуникатив компетенция; ахборотлар билан ишлаш компетенцияси; ўзини ўзи ривожлантириш компетенцияси; ижтимоий фаол фуқаролик компетенцияси; миллий ва умуммаданий компетенция; математик саводхонлик, фан ва техника янгиликларидан хабардор бўлиш ҳамда фойдаланиш компетенцияси.

1-жадвал

Физикавий компетенциялар орқали қуйидагича шаклланади

	Физика фани бўлимлари	Механик ҳодисалар
	Асосий назарий қисм	«Физика» фанининг бошқа фанлар билан боғланиш кинематикаси асослари. Механика ҳақида умумий маълумот. Координаталар тизими нуқтанинг тўғри чизиқли ҳаракати. Динамиканинг асосий вазифаси Ньютон қонунлари бутун олам тортиш қонуни, механикада сақланиш қонунлари. Механик иш, энергия, қувват, импульснинг сақланиш қонуни. Ракетанинг тузилиши. Жисмларнинг мувозанат шартлари. Механик тебранишлар, гармоник тебранишлар. Пружинали математик ва физик маятниклар. Механик тўлқинлар, кўндаланг ва бўйлама тўлқинлар. Пойнтинг вектори. Товуш тўлқинлари
1	Жараён ва ҳодисаларни кузатиш ва тушуниш компетенцияси	Механик ҳаракат, жисмларнинг ўзаро таъсири суюқликлар ва газларда босимнинг узатилиши, механик тебраниш ва тўлқинларни кузатиш
	Катталикларни ўлчаш ва аниқлаш	Вақт, масофа, тезлик, масса, зичлик куч, босим, иш қувват, энергия, тебраниш даври ва частоталарини ўлчаш ва аниқлаш
Компетенциялар	Жараён ва ҳодисаларни тушунтириш	Механик ҳаракат, жисмларнинг ўзаро таъсири, суюқлик ва газларда босимни узатиш, Ньютон қонунлари, бутун олам тортишиш қонунлари. Импульс ва энергиянинг сақланиш қонунлари. Гук қонуни
	Тажрибалар ўтказиш ва хулоса чиқариш	Тўғри чизиқли текис ва текис тезланувчан ҳаракатда босиб ўтилган йўл. Эластиклик кучининг пружина узайишига, ишқаланиш кучининг нормал босим кучига, ричагнинг мувозанат шартларига боғлиқлигини намоён қилиш бўйича тажрибалар ўтказиш ва хулосалар чиқариш
	Физика асбобларнинг ишлаш тамойиллари ва техник объектларнинг тузилишини тушунтириш	Секундомер, узунликни ўлчайдиган асбоб, тарози, динамометр, барометр, гидравлик пресс, оддий механизмларнинг ишлаши
	Назарий билимларни мустаҳкамлаш ва физик билимларни амалиётга қўллаш	Тўғри чизиқли текис, тезланувчан, айланма, илгариланма ҳаракатлар. Ньютон қонунлари, Бутун олам тортишиш қонунлари. Оғирлик, эластиклик, ишқаланиш кучлари. Механик иш қувват, энергия, импульс, куч моменти, оддий механизмлар, механик тебранишлар, тўлқинларга оид олган билимларни мустаҳкамлаш

		учун масалалар ечиш, илмий оммабоп адабиётлардан электрон ишланма ва электрон дарсликлар, Интернет ва бошқа воситалардан фойдаланиш. Вақт, масофа, тезлик, масса, иш, қувватларни ўлчаш. Ньютон, Паскаль, Архимед қонунларидан билим, кўникма ва малакаларнинг кундалиқ турмушда қўлланилиши.
	Иссиқлик ҳодисалари	
	Эгалланиши зарур бўлган ўқув материаллари	Модда тузилиши, молекулаларнинг иссиқлик ҳаракати, температура, идеал ва ёпишқоқ суюқлик. Бернулл тенгламаси. Пуазейль формуласи, молекуляр-кинетик назария, изожараёнлар. Максвелл тақсимлаш, ички энергия, термодинамика қонунлари, реал газлар Ван-Дер-Вальс тенгламаси. Газларнинг суюқликка айланиши Жоуль-Томсон эффекти. Иссиқлик миқдори. Молекулалар иссиқлик ҳаракатининг ўртача кинетик энергияси, Барометрик формула. Больцман тақсимои
	Компетенциялар Жараён ва ҳодисаларни кузатиш, тушунтириш	Модда, агрегат ҳолатини ўзгартириш, суюқликнинг най бўйлаб оқими, Пуазейль формуласи, иссиқлик ҳаракати, молекулалар иссиқлик ҳаракати
	Физик катталиқларнинг сон қийматларини аниқлаш	Температура, иссиқлик миқдори, солиштирма иссиқлик сифими, ҳавонинг намлигини ўлчаш
	Жараён ва ҳодисаларнинг физик моҳиятини тушунтириш	Модда агрегат ҳолати ўзгариши. Модданинг атом-молекуляр тузилиши, термодинамика қонунлари, энергиянинг сакланиш қонунлари
Компетенциялар	Тажрибаларни ўтказиш ва хулосалар чиқариш	Иссиқлик алмашиниш жараёнида температуранинг ўзгариши, изожараёнлар, молекулаларнинг иссиқлик ҳаракати. Адиабатик жараён, кристалл панжалар
	Физик асбобларнинг ишлаш тамайли ва техник объектларнинг тузилишини тушунтириш	Термометр тузилиши, психрометр, ички ёзув двигатели, буғ турбинаси тузилиши
	Назарий билимларни мустаҳкамлаш, физик билимларнинг амалиётда қўлланилиши	Молекулаларнинг ўлчами ва массаси, модда миқдори, моляр масса, молекуляр-кинетик назариянинг асосий тенгламаси, иссиқлик миқдори, ёқилғининг солиштирма ёниш иссиқлигига оид олган назарий билимларни мустаҳкамлаш учун масалалар ечиш, тест топшириқларини бажариш, илмий адабиётлардан, Интернет, электрон ишланма, электрон дарсликлардан, виртуал лабораториялардан фойдаланиш. Қаттиқ жисмларнинг эриши ва қотиши, ички энергия ва иш, буғланиш ва

		конденсацияни ўрганиш
		Электромагнит ҳодисалар
Ўқув материаллари		Жисмларнинг электрланиши, Кулон қонуни, Гаусс теоремаси, электростатик майдон потенциали. Электр сиғими, конденсаторлар. Ўтказгичларда электр токининг мавжуд бўлиши. Ом ва Жоуль-Ленц қонуни, магнит майдони, Био-Савар-Лаплас қонуни, Лоренц ва Алинец кучлари
		Модданинг магнит майдони. Магнетикларнинг турлари. Электромагнит индукция қонуни, индуктив-лик, трансформаторлар, электромагнит майдон учун Максвелл тенгламалари. Электромагнит тебранишлар, электромагнит тўлқинлар. Пойнтинг вектори
Жараён ва ҳодисаларни кузатиш		Жисмларни электрлаш Магнетикларнинг ўзаро таъсири. Магнит майдонининг токли ўтказгичга таъсири. Токнинг иссиқлик таъсири. Электромагнит индукцияни кузатиш.
Катталикларни ўлчаш ва аниқлаш		Ток кучи, кучланиш, электр қаршилик, солиштирма қаршилик, электр токининг иши ва қувватини ўлчаш
Жараён ва ҳодисаларни тушунтириш		Зарядланган жисмларнинг ўзаро таъсири, магнит майдонининг токли ўтказгичга таъсири, токнинг иссиқлик таъсири, электромагнит ҳодисалар
Тажрибалар ўтказиш ва хулосалар чиқариш		Ўтказгичларни кетма-кет, параллел ва аралаш улаш, занжирнинг бир қисмида ток кучининг кучланишга боғлиқлигига доир тажрибалар
Физик асбобларнинг ишлаш тамойили ва уларнинг амалиётда қўлланилиши		Ток кучи, кучланиш, электр қаршилик, занжирнинг бир қисми учун Ом қонуни, ўтказгичларни кетма-кет ва параллел улаш. Кучланиш, электр қаршилик, солиштирма қаршилик. Электр токининг иши ва қувватини, ўзгарувчан токни трансформациялаш бўйича олган билим, кўникма ва малакаларнинг турмушда ва техникада қўлланилиши.

Физиканинг оптика, атом ва ядро физикаси бўлимлари компетенцияларга тақсимланиб ўрганилади.

2 - жадвал

Талабанинг ҳар томонлама ривожланишига таъсир этувчи педагогик муҳитни яратиш.

Талабани ҳар томонлама ривожлантиришга таъсир этувчи педагогик муҳитни яратиш	Талабалар ўзлаштириш керак бўлган билим кўникма, фикрлаш дунёни англаш, уни тадқиқ қилиш, жараёнларини ўрганиш, воқеалар, ҳолатлар қонун ва қоидалар муносабати ва ҳ.к.
Жорий этиш учун: “Мен хоҳлайман”, “Мен бажара оламан”, “Менда қониқиш ҳисси пайдо бўлди”, “Мени ёқтирадилар”	
Ушбу ёндашув доирасида, шахсни ҳар томонлама ривожлантириш, фаолият сфераси ҳис-туйғу ҳолати ҳақида сўз боради.	

Талабалар онгининг ривожланишини ташкил этиш учун ҳар бир ютуқни кўриш керак, бунинг учун шундай топшириқлар ва масалаларни таклиф этиш керакки, талаба уни бажара олсин.

Шуларга мувофиқ ташхиснинг вазифалари қуйидагилардан иборат:

1. Талабаларнинг нисбатан ривожланганлигини аниқлаш.
2. Маълум бир таъсирлар натижасида ривожланганлик даражаси ўзгартиришни таҳлил қилиш.

Техника олий таълим муассасаларида юқори малакали муҳандислар тайёрлашда физика, математика ўқитувчилари томонидан физика курсининг асосларини чуқур ўзлаштиришга, физика фани ва уни узлуксиз таълимнинг турли босқичларида ўқитишдаги изчиллигини таъминлашга катта эътибор қаратиш лозим. Кўпчилик техника олий таълим муассасаларида педагоглар ва талабалар физика курсининг мазмуни қандай даражада акс эттирилганлигини тўла тасаввур қила олмайдилар.

3-жадвал

Анъанавий ва компетенциявий ёндашувнинг қиёсий таҳлили.

Т/р	Таълим жараёнини дидактик элементлари	Анъанавий ёндашув	Компетенциявий ёндашув
1.	Мақсадлар	Билим, кўникма ва малакаларни шакллантиришга йўналтирилган	Компетентлиликни ривожлантиришга йўналтирилган
2.	Таълим дастурлари (таълим мазмуни)	Давлат таълим стандартини амалга оширади	Касбий-таълимий дастурларни ўзлаштиришга қаратилган индивидуал ҳаракатлар траекторияси
3.	Таълимни ташкил этиш шакллари	Ўқув соатлари хажмининг аудиторияда 60%, аудиториядан ташқари 40 % миқдорда ташкил этилиши	Индивидуал ва фронталь кўринишда ишлаш
4.	Педагогик жараёни ташкил этиш ва амалга ошириш методлари	Ўқитишнинг -аудитория тизими доирасидаги анъанавий методлар	Индивидуал ва компетенциявий ёндашувга йўналтирилган ноанъанавий методлар
5.	Педагогларнинг фаолият жараёнидаги ўрни	“Насихатгўй”, “ахборот берувчи”, “баҳоловчи”	“Ҳамкор”, “маслаҳатчи”, “ёрдамчи”, “воситачи”
6.	Таълим оловчиларнинг фаолият жараёнидаги ўрни	“Тингловчи”, “қабул қилувчи”, “хотирасида сақловчи”	“Ҳамкор”, “тажриба ўтказувчи”, “тадқиқотчи”, “конструктор-яратувчи”, олган билимларини нотаниш вазиятларда қўлловчи

7.	Таълим муассасасини бошқариш тузилмаси	Тузилма техника олий таълим муассасаси фаолиятини юритишга йўналтирилган	Тузилма техника олий таълим муассасасини ривожлантиришга йўналтирилган
8.	Таълимни ривожлантириш технологияларини қўллаш	Таълим технологиялари билим, кўникма ва малакаларни ривожлантиришга хизмат қилади	Амалий фаолиятда лаёқатлилиги ва бир вазиятдан бошқа вазиятга ўтишда ижодий ёндаша олиш компетентлилиги ривожланади
9.	Таълим натижаларини назорат қилиш ва баҳолаш	Билим, кўникма ва малакаларнинг шаклланганлигини текширишга йўналтирилган	Мутахассиснинг касбий ва шахсий сифатлари ривожланиш даражасини аниқлашга йўналтирилган

Компетентлилиги билим, кўникма, малака ва шахсий хусусиятлар йиғиндисидан иборат шахсий натижалар, тизимли фаолият. Бу эса, таълим тизимини компетенциявий ёндашув асосида олиб боришни тақозо этади. Компетентлилиги ва компетенциянинг ўзаро нисбатини кўрсатса, унда “компетенция” бирламчи, “компетентлилиги” иккиламчи эканлиги аён бўлади. Берилган ахлоқий ўқувларга кўра, шахснинг у ёки бу соҳадаги компетентлилиги шакллантирилади, компетентлилиги ва компетенцияларнинг интерференцияси асосида шахс компетентлиги деб ҳисобланади.



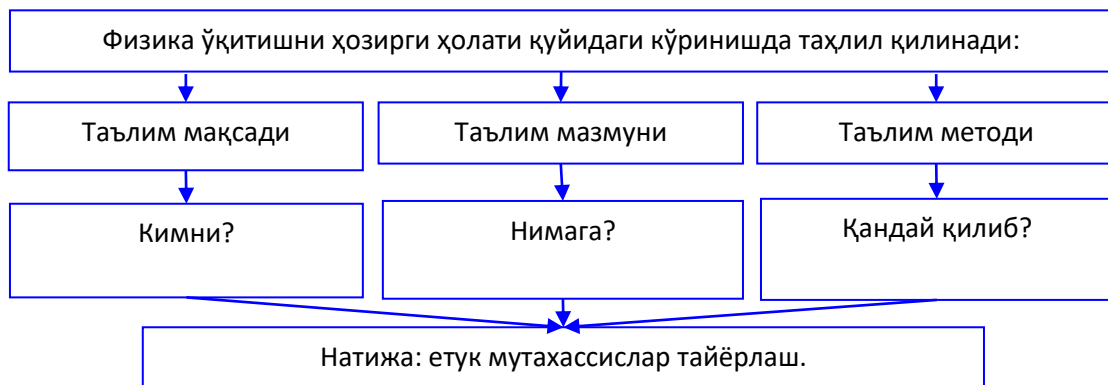
расм. Компетентлилиги ва компетенция тушунчаларининг анъанавий таълимдаги боғланиши



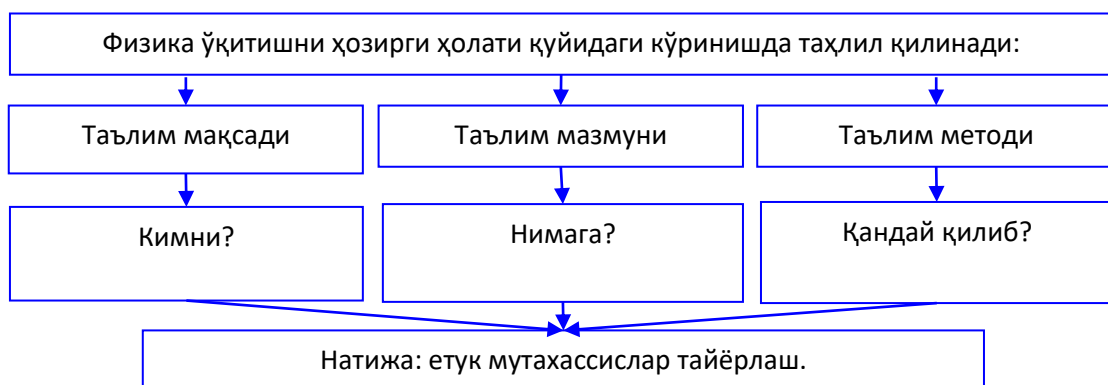
расм. Компетентлилиги ва компетенция тушунчаларининг интерференцияси

Техника олий таълим муассасаларида физика фанини ўқитишнинг мақсади билим, кўникма, малака ва компетентлилиги шаклланган,

интеллектуал салоҳиятга эга бўлган шахсни тарбиялашдан иборатдир. Мақсад – олдиндан белгиланган натижага эришиш мақсули бўлиб, таълим жараёнида унинг субъектлари (ўқитувчи ва талаба)нинг биргаликдаги фаолияти якунида юқори самарадорликка эришишдир .



Техника олий таълим муассасаларида физика фанини ўқитишнинг мақсади билим, кўникма, малака ва компетентлиги шаклланган, интеллектуал салоҳиятга эга бўлган шахсни тарбиялашдан иборатдир. Мақсад – олдиндан белгиланган натижага эришиш мақсули бўлиб, таълим жараёнида унинг субъектлари (ўқитувчи ва талаба)нинг биргаликдаги фаолияти якунида юқори самарадорликка эришишдир .



Компетенциявий ёндашув асослари методларини аниқлаштиришда ДТС асосида шакллантирилган таълим жараёнини замонавий педагогик технологиялар асосида ташкил қилишда қўлланилаётган, учта тоифага ажратилаётган педагогик методлардан фойдаланиш тавсия этилади.

Техника олий таълим муассасаларида физика ўқитиш методикасини компетенциявий ёндашув асосида такомиллаштириш босқичлари

Т/р	Мазмуни	Амалга ошириладиган ишлар
1.	Физик тушунчаларни назарий умумлаштириш орқали эмпирик хулосаларни шакллантириш ва фанга оид компетенцияларни ривожлантириш	<p>педагогик кузатишларни олиб бориш, физика ўқитиш жараёнида ўқитувчи ва талаба фаолиятини таҳлил қилиш;</p> <p>физика ўқитиш воситалари, метод ва шакллари илмий ўрганиш ва уларни қўллаш методикасини лойиҳалаш;</p> <p>физика ўқитиш жараёнини режалаштириш ва методларини қўллашнинг дастлабки тажрибаларини шакллантириш;</p> <p>физика курси материалларини тизимлаштириш ва талабалар томонидан ўзлаштирилиши;</p> <p>талабаларнинг асбоб-ускуналар билан танишиши, эксперимент ўтказиш кўникмаларини шакллантириш;</p> <p>талабаларнинг амалий машғулотлар даврида таниш ва нотаниш вазиятларда билимларини номойиш этиши ва амалиётда қўллаши.</p>
2.	Амалий ишлар билан назарий билимларни умумлаштириш ва амалиётга тадбиқ этиш компетенциясини ривожлантириш	<p>талабалар томонидан физика фани бўйича билимларни умумлаштира олишлари (умумий саволлар, физик қонуният ва тушунчаларни шакллантириш, хусусий саволлар);</p> <p>талабаларнинг оддий педагогик тадқиқот ўтказишда тадқиқотчилик қобилиятини ривожлантириш;</p> <p>таалабаларни физикадан экспериментлар ўтказиш ва носозликларни аниқлаш ва ундан фойдаланиш, масалалар ечишга ўргатиш.</p>
3.	Кенгайтирилган эмпирик хулоса, қонуниятларни тушуниш ҳамда таянч ва фанга оид компетенцияларни ривожлантириш	<p>Физика ўқитишнинг компетенциявий ёндашувга асосланган замонавий технологияларини ўрганиш ва уларни қўллаш тамойилларини ишлаб чиқиш;</p> <p>талабаларнинг физика фанини ўрганиш давомида зарур меёрий хужжатлар ва унинг амалиётдаги аҳамиятини ўрганиши;</p> <p>талабаларнинг физика ўқитиш жараёнида физик экспериментларни ўтказиш малакаси ва ундан амалиётда фойдаланиш ва масалалар ечишнинг турли усулларидан фойдаланиши;</p> <p>талабаларнинг физика фанини ўрганиш давомида стартап ва инновацион лойиҳалар яратиши ва кундалик турмушда фойдаланиши.</p>

Компетенциявий ёндашув асослари методларини аниқлаштиришда ДТС асосида шакллантирилган таълим жараёнини замонавий педагогик технологиялар асосида ташкил қилишни такомиллаштириш босқичлари қуйидагича.

Техника олий таълим муассасаларида физика ўқитиш методикасини компетенциявий ёндашув асосида такомиллаштириш босқичлари

Т/р	Мазмуни	Амалга ошириладиган ишлар
1.	Физик тушунчаларни назарий умумлаштириш орқали эмпирик хулосаларни шакллантириш ва фанга оид компетенцияларни ривожлантириш	<p>педагогик кузатишларни олиб бориш, физика ўқитиш жараёнида ўқитувчи ва талаба фаолиятини таҳлил қилиш;</p> <p>физика ўқитиш воситалари, метод ва шакллари илмий ўрганиш ва уларни қўллаш методикасини лойиҳалаш;</p> <p>физика ўқитиш жараёнини режалаштириш ва методларини қўллашнинг дастлабки тажрибаларини шакллантириш;</p> <p>физика курси материалларини тизимлаштириш ва талабалар томонидан ўзлаштирилиши;</p> <p>талабаларнинг асбоб-ускуналар билан танишиши, эксперимент ўтказиш кўникмаларини шакллантириш;</p> <p>талабаларнинг амалий машғулотлар даврида таниш ва нотаниш вазиятларда билимларини номойиш этиши ва амалиётда қўллаши.</p>
2.	Амалий ишлар билан назарий билимларни умумлаштириш ва амалиётга тадбиқ этиш компетенциясини ривожлантириш	<p>талабалар томонидан физика фани бўйича билимларни умумлаштира олишлари (умумий саволлар, физик қонуният ва тушунчаларни шакллантириш, хусусий саволлар);</p> <p>талабаларнинг оддий педагогик тадқиқот ўтказишда тадқиқотчилик қобилиятини ривожлантириш;</p> <p>таалабаларни физикадан экспериментлар ўтказиш ва носозликларни аниқлаш ва ундан фойдаланиш, масалалар ечишга ўргатиш.</p>
3.	Кенгайтирилган эмпирик хулоса, қонуниятларни тушуниш ҳамда таянч ва фанга оид компетенцияларни ривожлантириш	<p>Физика ўқитишнинг компетенциявий ёндашувга асосланган замонавий технологияларини ўрганиш ва уларни қўллаш тамойилларини ишлаб чиқиш;</p> <p>талабаларнинг физика фанини ўрганиш давомида зарур меёрий ҳужжатлар ва унинг амалиётдаги аҳамиятини ўрганиши;</p> <p>талабаларнинг физика ўқитиш жараёнида физик экспериментларни ўтказиш малакаси ва ундан амалиётда фойдаланиш ва масалалар ечишнинг турли усулларидан фойдаланиши;</p> <p>талабаларнинг физика фанини ўрганиш давомида стартап ва инновацион лойиҳалар яратиши ва фойдаланиши.</p>

Тадқиқотнинг илмий янгилиги куйидагича:

Бўлажак техник муҳандисларни тайёрлашда физикадан мустақил ўқув фаолиятига компетенциявий ёндашув ўқитишнинг сифати ва самарадорлигини ошириш истиқболларини стратегик аниқлаш асосида такомиллаштирилган.

Тадқиқотнинг амалий натижалари. Бўлажак техник муҳандисларнинг касбий фаолиятини компетенциявий ёндашув асосида ривожлантириш технологиялари, физикани компетенциявий ёндашув асосида ўқитишда талабаларнинг мустақил ўқув фаоллиги, инновацион қизиқишларини ривожлантириш бўйича “Физика фанидан савол ва масалалар” дарслиги, ҳамда

Компетенциявий ёндашув асосида физика ўқитиш методикаси монографияси чоп этилди. (Олий ва ўрта махсус таълим вазирлигининг 2021 йил 18 августдаги 356-сон буйруғига асосан берилган 356-006-рақамли нашр рухсатномаси)

Тадқиқот натижаларининг илмий ва амалий аҳамияти. Талабаларнинг машғулотларда ўқув фаолиятини ташкил этиш асосида хулосалар чиқариш, олинган назарий билимларини амалиётга қўллаш қўникма, малака ва компетенцияларини шакллантириш имкониятлари аниқланди.

Тадқиқот натижаларининг жорий қилиниши. Компетенциявий ёндашув асосида олий таълим муассасаларида физика ўқитиш методикасини такомиллаштириш бўлажак техник мутахассисларга физика ўқитишнинг методик тизими (мақсад, мазмун, шакл, восита ва метод) ижодий ёндашув ўқитувчининг инновацион фаолияти, талабанинг мустақил таълим олиши, англаш, хотирада сақлаш, олган билимларини амалиётга қўллаш, татбиқ этилди.

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FINANCIAL LITERACY IN THE MANAGEMENT OF HUMAN RESOURCES IN THE ORGANIZATIONS

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ANNOTATION

Financial literacy in the management of human resources in organizations refers to the understanding and competence of individuals, particularly HR professionals, in comprehending and effectively utilizing financial concepts, principles, and tools within the context of workforce management. This encompasses the ability to interpret financial data, analyze budgets, and make informed decisions that impact the allocation of resources for personnel-related activities. The concept underscores the significance of integrating financial knowledge into HR practices to ensure optimal utilization of funds, aligning employee initiatives with organizational goals, and fostering sustainable growth. Effective financial literacy among HR personnel contributes to prudent budget planning, informed compensation and benefits structures, data-driven recruitment strategies, and efficient talent development initiatives. This annotation explores the multifaceted relationship between financial proficiency and human resource management, highlighting its role in driving organizational success through sound financial decision-making and strategic resource allocation.

Keywords: *Financial Literacy: human resources management, organizational finance, employee benefits, compensation planning, budgeting, retirement planning, payroll management, employee financial, education, investment options, taxation, financial wellness, cost control, benefits administration, financial planning, employee engagement, financial training, compensation packages, financial decision-making, financial communication, financial health programs, financial literacy workshops, employee retention, financial incentives, risk management.*

Introduction

In today's business world, the connection between financial know-how and managing human resources is gaining recognition. This means understanding money matters isn't just for finance teams – it's crucial for HR too. When organizations link financial literacy with HR practices, they improve decision-making for HR professionals and help employees make smarter financial choices. This is a win-win, increasing job satisfaction and aiding overall engagement. This discussion will dive into how financial literacy and HR management intersect. We'll see how teaching financial smarts enhances both HR decision-making and employee financial wellness. We'll also look at practical examples of businesses successfully merging financial education into HR strategies and the positive results they've seen. Throughout, we'll highlight the role of financial knowledge in boosting employee contentment, how HR pros can act as financial educators, crafting comprehensive benefits, and aligning pay strategies with company goals. This connection is key. By arming HR teams and workers with financial insight, organizations can create not just a productive workforce, but one that's prepared to handle its financial future.

The Importance of Financial Literacy in HR. Financial literacy has traditionally been associated with accounting and finance departments, but its significance has extended to various aspects of business, including human resources (HR). In today's intricate organizational landscape, HR professionals who possess a strong foundation in financial literacy play a pivotal role in driving informed decision-making, fostering employee well-being, and aligning HR strategies with broader business goals.

1. Informed Decision-Making:

Financially literate HR professionals are equipped to make more strategic decisions. Understanding budgeting, cost structures, and financial implications helps HR teams design compensation packages, benefits, and incentives that are not only competitive but also sustainable for the organization's financial health.

2. Designing Effective Benefits:

Crafting comprehensive benefits packages requires an understanding of financial principles. Financially astute HR professionals can create benefits that cater to employees' needs while considering budget constraints, ensuring that benefits contribute to both employee satisfaction and organizational efficiency.

3. Alignment with Organizational Goals:

Financial literacy enables HR teams to align their strategies with broader business objectives. When HR understands financial data and metrics, they can develop compensation plans that motivate employees to achieve company goals, creating a cohesive connection between individual performance and organizational success.

4. Employee Financial Wellness:

Financial stress can significantly impact employee performance and engagement. HR professionals with financial literacy can design financial wellness programs, offer educational resources, and provide guidance on budgeting, investments, and retirement planning. This leads to a more engaged and productive workforce.

5. Managing Compensation Effectively:

A major aspect of HR's responsibility is managing compensation structures. Financially literate HR professionals can navigate intricate pay systems, understand the implications of various components, and ensure fairness and equity in compensation practices.

6. Mitigating Risk and Compliance:

HR professionals must navigate legal and regulatory landscapes related to compensation, benefits, and tax implications. A solid grasp of financial concepts helps HR teams manage compliance effectively, reducing the risk of legal issues and financial penalties.

7. Enhancing HR's Strategic Role:

As organizations recognize HR's strategic importance, financially savvy HR professionals are better positioned to contribute to executive discussions. They can

provide valuable insights into the financial impact of HR initiatives and demonstrate the ROI of HR investments.

8. Effective Communication with Employees:

Financially literate HR professionals can communicate complex benefits and compensation information to employees in clear terms. This improves transparency, builds trust, and empowers employees to make informed decisions regarding their financial well-being.

Managing Compensation Effectively: The Role of Financially Literate HR Professionals. Compensation management is a cornerstone of human resources (HR) responsibilities, directly influencing employee satisfaction, motivation, and organizational success. In an era where financial literacy is gaining prominence as a critical skill across various business functions, its importance within the realm of HR cannot be overstated. Financially literate HR professionals possess the acumen to navigate the intricate landscape of compensation structures, comprehend the implications of diverse components, and establish a balance between fairness, equity, and the financial well-being of both the organization and its employees.

Navigating Complexity and Informed Decision-Making

The labyrinthine nature of compensation structures demands a comprehensive understanding of not only salary components but also incentives, bonuses, and benefits. Financially literate HR professionals possess the expertise to decipher these complexities, enabling them to craft compensation plans that strategically align with the overarching goals of the organization. Their adeptness in interpreting financial data equips them to make well-informed decisions that balance the organization's financial sustainability with competitive compensation offerings.

Equity and Fairness in Compensation Practices

Equity and fairness in compensation are paramount to employee morale and engagement. Financial literacy empowers HR professionals to conduct thorough analyses of industry standards, salary benchmarks, and market dynamics. Armed with this knowledge, they can design compensation practices that mitigate pay disparities

and ensure fairness, thereby minimizing the potential for conflicts arising from perceived inequities.

Incentive Design and Performance Metrics. Incentive programs play a pivotal role in motivating employees to excel and driving desired performance outcomes. Financially literate HR professionals possess the insights needed to design effective incentive structures. By linking compensation to performance metrics that align with the organization's strategic objectives, these professionals create a symbiotic relationship between individual efforts and the company's success.

Balancing Budgets and Legal Compliance. Compensation decisions exert a direct impact on an organization's financial bottom line. Financially literate HR professionals exhibit a unique capacity to manage budgets prudently while allocating resources to compensation without compromising other vital operational areas. Moreover, these professionals are well-versed in the legal and regulatory complexities associated with compensation, ranging from tax implications to adherence to labor laws. Their grasp of these intricacies helps minimize the risk of legal challenges.

Transparent Communication and Employee Trust. Transparent communication about compensation is essential for maintaining employee trust and confidence in the organization. Financially literate HR professionals can translate complex compensation structures into clear, understandable terms for employees. This transparency enhances employees' understanding of their compensation and builds trust, contributing to a positive employee-employer relationship.

In the dynamic landscape of modern HR, financial literacy has emerged as an indispensable tool for effective compensation management. HR professionals who possess financial acumen exhibit the capability to navigate complexity, ensure fairness, and create strategic compensation plans that reflect both the organization's fiscal prudence and the welfare of its employees. This marriage of financial understanding and HR expertise not only drives employee satisfaction but also serves as a catalyst for organizational success. As the business environment continues to

evolve, organizations that prioritize financial literacy within their HR function stand poised to reap the rewards of a motivated, engaged, and financially secure workforce.

Technology and Financial Education: Enhancing Financial Literacy for HR Professionals and Employees

The digital age has brought about transformative changes across industries, and the realm of financial education is no exception. Leveraging technology to deliver effective financial education offers unprecedented opportunities to empower HR professionals and employees alike. E-learning platforms, mobile apps, and other digital tools have emerged as dynamic instruments to enhance financial literacy, providing accessible and interactive resources that foster informed decision-making and financial well-being.

E-learning platforms have revolutionized the way financial education is delivered. These online platforms offer a wealth of resources, ranging from introductory financial concepts to advanced investment strategies. HR professionals can leverage these platforms to upskill themselves in financial literacy, enhancing their ability to make informed decisions when designing compensation plans, benefits packages, and employee financial wellness programs.

For employees, e-learning platforms break down the barriers of time and location. They provide a convenient avenue for individuals to access personalized financial education materials at their own pace. Interactive modules, video tutorials, and quizzes engage learners, ensuring that financial concepts are not only understood but also retained.

Mobile Apps: Empowering On-the-Go Learning. Mobile apps have become integral to modern lifestyles, and their integration into financial education has been a game-changer. With financial literacy apps, HR professionals can stay updated on industry trends, financial regulations, and investment strategies. This knowledge arms them with the insights needed to create relevant and effective financial education initiatives for employees. For employees, financial literacy apps extend learning beyond the confines of the workplace. These apps provide tools for budgeting,

investment tracking, and retirement planning. They offer real-time financial insights and interactive features that engage users in their financial journey. By placing financial information and tools in the palm of employees' hands, these apps empower individuals to take charge of their financial well-being.

Interactive Tools: Engaging Learning Experiences. Interactive tools, such as calculators, simulations, and gamified learning modules, play a crucial role in enhancing financial literacy. HR professionals can use these tools to illustrate complex financial concepts, making them accessible to employees from diverse backgrounds. Simulations can help HR professionals understand the financial implications of different compensation strategies and benefits packages, enabling them to make data-driven decisions. For employees, interactive tools offer experiential learning. Retirement planning calculators can illustrate the impact of savings and investment decisions over time. Budgeting simulations provide a safe space to explore financial trade-offs and consequences. These tools transform learning from a passive experience into an engaging journey that encourages active participation and practical application.

In the evolving landscape of financial education, technology stands as a powerful ally. E-learning platforms, mobile apps, and interactive tools offer flexible, accessible, and engaging ways to enhance financial literacy for HR professionals and employees alike. By leveraging these digital resources, organizations can equip their HR teams with the knowledge needed for strategic decision-making while empowering employees to navigate their financial journeys with confidence. As technology continues to advance, the integration of digital tools with financial education holds the promise of creating a financially informed and empowered workforce ready to thrive in the complexities of the modern financial landscape.

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4. National Endowment for Financial Education (NEFE): NEFE focuses on improving financial literacy and offers resources that may include insights into how technology enhances financial education.
5. EdTech Magazines and Websites: Websites and magazines that focus on educational technology (EdTech) often cover the intersection of technology and education, including financial education. Examples include EdSurge and EdTech Magazine.
6. Corporate HR and Employee Education Websites: Large corporations often have sections on their websites dedicated to HR and employee benefits. These sections might discuss financial education initiatives and how technology is used to deliver them.
7. Educational Technology Conferences
8. Government Financial Education Websites: Some government agencies have dedicated sections on their websites that provide financial education resources. These resources might include information on how technology is utilized in financial education.

TABLE OF CONTENTS

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