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TEXNIKA OLIY TA'LIM MUASSASALARIDA AMALIY VA LABORATORIYA MASHG'ULOTLARNING O'TKAZILISH METODIKASI

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Termiz muxandislik-texnologiya instituti 2-kurs talabalari,

Amaliy mashg'ulotlarning ma'ruzadan farqlanadigan asosiy me'yorlaridan biri o'quv jarayoni qatnashchilarining birgalikdagi harakatlanishining o'ziga xos xarakter bilan namoyon bo'lishidir. Ular vazifalariga ko'ra ham farqlanadi. Agar ma'ruzada ilmiy bilimlar asosi bayon qilinadigan bo'lsa, amaliy mashg'ulotlarda esa bilimlar chuqurlashtiriladi, kengaytiriladi. Eng muhimi, amaliy mashg'ulotlar talabalar bilimini sinash uchun ham xizmat qiladi.

Talabalarning tahlil qilish, ilmiy-tadqiqot va bilish qobiliyatlarini o'stirish, nazariy o'qitish jarayonida egallangan bilimlarning amaliyotda qo'llash muhim ahamiyatlidir.

Laboratoriya mashg'ulotlarining asosiy tavsifi shundaki, unda talabalar mustaqil ravishda berilgan amaliy vazifani bajaradilar yoki eksperiment o'tkazadilar. Hozirgi shiddat bilan rivojlanayotgan texnika asrida dunyodagi barcha kashfiyot va texnologiyalarni yaratishda fizika fani fundamental asos bo'lganini ko'ramiz. Ilmiy-texnik taraqqiyot nazariy bilimlarni qo'llash laboratoriya ishlaridan unumli foydalanish ko'rgazmali o'rganish imkonini beradi. Laboratoriya mashg'ulotlari talabada tadqiqot o'tkazish ko'nikmalarini shakllantiradi, fan va texnikaga ijodiy yondashuvni ta'minlaydi va eksperimentning umumiy metodikasini egallashga imkon beradi.

Laboratoriya mashg'ulotlarini o'tkazishda quyidagi didaktik tamoyillarga amal qilinadi: laboratoriya mashg'ulotlarini o'tkazilishini rejalashtirish va o'tkaza olish

qobiliyati;laboratoriya mashg'ulotlarining maqsadlarini aniq belgilab olish tafsilotlarni diqqat bilan o'rganish asboblarning ishlash tamoillarini o'rganish, kuzatish;Elektromagnitizm bo'limidagi laboratoriya ishlarini o'tkazish orqali fan va ishlab chiqarishda qurilmalarning ishlashlash tamoillarini ko'rish orqali bilimlarni chuqurlashtirish hamda talabalarda qiziqish uyg'otish;Laboratoriya mashg'ulotlari o'tkazish davomida talabaning ish natijalarini mustaqil ravishda qo'lga kiritish imkoniyatini ta'minlash;Laboratoriya mashg'ulotlari o'tkazish davomida nazariy jihatdan mukammalroq to'la tayyorgarlikka erishish.

Laboratoriya mashg'ulotlari nafaqat aniq mavzu bo'yicha bilimlarni mustahkalash emas, balki talabalarni amaliy masalalar yechish davrida ham foydalanish uchun manba hisoblanadi.

Fizikadan o'quv eksperimenti – mashg'ulot paytida fizik hodislarni yuz berish mexanizmini, qonuniyatlarini va turli bog'lanishlarini maxsus asboblar yordamida ko'rsatishdan iborat. SHuningdek, fizika o'qituvchilari uchun o'quv eksperimenti har doim bilimlar manbai, o'qitish vositalari va tadqiqot metodining vazifasini bajaradi. Oliy ta'lim muassasalari sharoitiga mos ravishda, fizik eksperimentlar quyidagi bir nechta turlarga bo'linadi. [16.18.45.62.].

Namoyishli tajriba – fizik hodisalar va ular orasidagi bog'lanish qonunlarini o'qituvchi tomonidan tajribada ko'rsatilishidir. U bir vaqtda auditoriyadagi barcha talabalarga tajribani kuzatish va ko'rishiga mo'ljallangan hodisalarni barchasi bir vaqtda kuzatishadi.

Namoyishli tajribalar fizik hisoblashlarni amalga oshirishga va fizik tushunchalarni shakllantirishga sharoit yaratadi. O'qituvchining tushuntirishini oydinlashtirib va asoslab, hodisaning turli belgilarini ko'rgazmali va ishonchli bayon qilishga yordam beradi. Ayrim hodisalarning borish mexanizmini ko'rsatish uchun hozirgi vaqtda kompyuter texnologiyasi keng qo'llanilmoqda. Natijada, tushinib va ko'rib qabul qilingan axborotlar tafakkur orqali tahlil qilinadi. Fikrlash asosida hodisaning mazmuni uzlashtiriladi va natijada bo'lajak muxandislar chuqur

musnahkam bilimga ega bo'ladi. Bilimlarni amalda qo'llashga o'rgangandagina , bo'lajak muxandis uchun haqiqiy bilim bo'lib hisoblanadi.

Namoyishli tajriba metodikasi – tajriba o'tkazishga talabaning ozi vaqt sarflab tajribani o'tkazadi, bo'lajak muxandis uchun maksimal dilimga ehtiyoj uyg'otadi. Namoyishli tajriba texnologiyasi deganda tajribaning samaradorligini ta'minlovchi vositalar va metodlarning to'plamiga aytiladi. O'tkazilayotgan tajriba va nomoiishlar talabalar tomonidan to'g'ri bajarilsa natijalar olinsa to'g'ri xulsaga kelinsa ta'lim samaradorligi yaxshi deb baholansa bo'ladi.

Namoyish xulosasining haqqoniyliigi – u namoyishning xulosasini hech qanday shubhaga olib kelmaslik ishonch bilan bajarilganligi isbotlanishi lozimdir.

Namoyishning yaqqolligi – bu talab auditoriyadagi barcha bo'lajak texnik muxandislar asboblarnigina emas, balki ularning barcha qismlarini bilishlari tuzata olishlari bilan aniqlanadi;

Namoyishning ko'rgazmaliligi – bu talab esa ko'rsatilayotgan hodisa yaqqol, aniq, qulay va tushunarli bo'lishi bilan aniqlanadi;

namoyish xulosasining ishonchliligi - tajriba hech qachon noto'g'ri fikrlashga olib kelmasligi, boshqacha aytganda, uning borishidagi har bir lavha va xulosa har doim ishonchli bo'lishi kerak:

Namoyishli tajriba qisqa vaqtda o'tkazilishi kerak – buning uchun, o'qituvchi tomonidan tajribani bajarishning muqobil varianti o'ylab topiladi va u bir necha marta takroran o'tkazish orqali amalga oshiriladi;

namoyishni bajarishning ishonchliligi - asboblarning ko'rsatish aniqligi, qurilmaning har bir elementining mustahkamligi orqali aniqlanadi;

Namoyishning dizaynli estetik bo'lishi – bu tajribani bajarishning ko'rkamligi, asboblari va materiallarning tashqi ko'rinishi qiziqarli ekanligi bilan belgilanadi;

Namoyishni o'tkazish vaqtida texnika xavfsizligiga rioya qilish kerak bo'ladi. Laboratoriya mashg'ulotlarini tashkil etishda Har bir guruhga bir xil asboblari va materiallar beriladi. Ishning maqsadi, kerakli anjomlar, ishni bajarish tartibi va xulosa chiqarish yo'li ishning bayonnomasida to'liq beriladi, qo'shimcha

ma'lumotlarni o'qituvchi qo'shimcha tarzda taklif qiladi. Fizik asboblardan foydalanish bilan bir qatorda laboratoriya ishlarini virtual shaklda kompyuterda bajarish ham taklif qilinad.

Laboratoriya ishlarini bajarishda darsning tarkibi quyidagicha: kirish qismidagi suhbat, Talabalarning eksperimentni bajarishi, olingan natijalarni qayta ishlash va tahlil qilish, xatoliklarini hisoblash ishni yakunlash, hisobot tayyorlash hamda nazorat savollariga javob tayyorlash, laboratoriya ishlari hisobotini topshirishdan iborat.

1) Laboratoriya ishlarini bajarishda uning qisqacha nazariyasi va talab qilinayotgan kattalikni aniqlash lozimligi;

2) Kerakli asbsblarni ajrata olish asboblarning ishlashi haqida bilimga ega bo'lish;

3) ishni bajarish tartibi bilan tanishib ishni bajarishga kirishish;

4) o'lchashlar xulosasini chiqarish tartibi va xatolikni hisoblash yo'li;

5) nazorat ballarini hisoblash; nazorat va qo'shimcha savollarning javobi bo'lishi kerak. Auditoriyadan tashqari kuzatishlar va tajribalar. Bu ishlar tabiat qo'ynida, uyda, ishlab chiqarishda yoki ilmiy laboratoriyalarda o'tkazilishi mumkin. Ular o'qituvchiining topshirig' bo'yicha mustaqil bajariladi. Bunday ishlarning turlarini o'qituvchi o'ziga xos tarzda talabalarning qobiliyatiga, imkoniyatiga, eksperiment o'tkazishga bo'lgan qiziqishiga tayangan holda tanlab oladi va ayrim iqtidorli talabalarga shaxsiy topshiriqlar berishi mumkin. Bunday ishlarni bajarish talabalarning kuzata olish qobiliyatini, mustaqilligini va texnik madaniyatini o'stirishga yordam beradi.

Frontal laboratoriya ishlarini bajarish quyidagi muammolarni yechishga yordam beradi: bilimlarni amalda qo'llashga o'rgatadi; hayotda va mehnatda zarur metodlarni va ko'nikmalarni shakllantiradi; asbob va qurilmalardan foydalanish malaka va ko'nikmalarini shakllantiradi; bo'lajak muxandislarni kasbiy qobiliyatini o'stirishga yordam beradi; ularning mustaqil fikrlash va ishlash ko'nikmasini rivojlantiradi. Laboratoriya ishlarining tasniflari bo'yicha quyidagi turlarga ajratish mumkin.

1. Mazmuni bo'yicha.
2. Bajarish va xulosalardan foydalanish metodlari bo'yicha (kuzatish, tajriba sifati, o'lchov ishlari, kattaliklarning miqdoriy bog'lanishlarini tadqiq qilish).
3. Tajribaning mustaqilligi bo'yicha (tekshirish, tadqiqot va ijodkorlikni talab qiluvchi).
4. Didaktik maqsad bo'yicha (yangi materialni o'rganish, takrorlash, mustahkamlash, amaliy metodlarni shakllantirish, ijodkorlikni rivojlantirish).
5. O'qitish jarayonidagi o'rni va maqsadi bo'yicha (ko'rgazmali, yakunlovchi va oldindan bajariladigan ishlar).
6. Bajarilish o'rni bo'yicha (auditoriyada, laboratoriyada, uyda va ishlab chiqarish laboratoriyasida).
7. Tashkil qilish usuli bo'yicha kum).
8. O'tkazish vaqti bo'yicha (qisqa muddatli frontal ishlar, 1 soatli frontal ishlar).

Foydalanilgan adabiyotlar.

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QUYOSH PANELLARI - ENG TEJAMLI ENERGIYA MANBAYIDIR

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Talabga javob beradigan muqobil energiya manbaalari hozirda quyoshdan energiya olib ishlaydigan uskunalar hisoblanadi. Bu yo‘nalish dunyo bo‘ylab juda jadallik bilan rivojlanmoqda, hususan O‘zbekiston ham bu borada qolishayotgani yo‘q. Elektr energiya va boshqa manbaalarning narxi ko‘tarilayotgani sababli bizning mamlakatimizda ham ko‘p insonlar geliopanelarga qiziqishi ortib bormoqda. Hozirda bozor sizga shunchalik ko‘p turdagi quyosh panellarini taklif qilishi mumkin, ularning turlari judayam ko‘p, shu sababdan haridorlarda savol tug‘ilishi mumkin “ Qanday qilib sifatli quyosh panelini tanlash mumkin? Quyosh panellarining qanday turlari bor degan savol tugiladi. Kremniydan tashkil topgan quyosh panellari. Bunday turdagi panellarning eng birinchi farqi bu ishlatiladigan materialidadir. Nomidan bilib olishingiz mumkin, bu kremniy quyosh panellaridir. Bugungi kunda bozordagi eng ko‘p uchraydigan panel. Bu kremniyni topish osonligidan, hamyonbop va boshqa panellarga qaraganda energiya ishlab chiqarishi ham anchagina yaxshiroqdir. Bunday panellarni ishlab chiqarishda nafaqat kremniydan, undan tashqari mono, polikristal va amorf kremniy ham ishlatiladi. Farqi nimada?

Monokristal quyosh panellari. Monokristal quyosh panellarini ishlab chiqarishda eng toza kremniydan foydalaniladi. Ko‘rinishida esa, barcha yacheykalar bir tizimga ulangan holda bo‘ladi. Monokristalni tozalab bo‘lgandan so‘ng uni qotishi uchun vaqt talab etiladi. Qotib bo‘lgandan so‘ng esa o‘ta yupqa plastinalarga ajratiladi. Bunday plastinalar elektrodan yasalgan yuqa sim bilan bir biriga bog‘lanadi. Amorfli panellarga nisbatan qimmatroq turadi. Sababi, bu turdagi panellarni ishlab chiqarish

juda qiyin. Ammo, bu turdagi panellarni tanlash ham yaxshi, sababi bu panellarning foydali ish koeffitsiyenti 20% atrofida bo'lib, quyosh panellari uchun juda yaxshi ko'rsatkich.

Polikristal quyosh panellari .Polikristalni ajratib olish uchun, kremniylik plastina sovutiladi. Bu turdagi panellarni ishlab chiqarish monokristal panellarni ishlab chiqarishdan ko'ra arzonroq. Shu sababli, bu panellar ham arzonroq. Bu panellarni tayyorlash ham kam energiyani talab etadi, bu omil ham narxga ijobiy ta'sir etadi. Nega bu turdagi panellarning foydali ish koeffitsiyenti 18% va undan past? Polikristalning ichida paydo bo'ladigan aralashma sababli foydali ish koeffitsiyenti pasayib ketadi. Qayerda qo'llash mumkin? Quyosh panellari inson hayotida ko'p sohalarda qo'llanishni boshladi. Boshlanishida faqatgina uy sharoitidagi xo'jalik ishlari va elektrenergiyasi o'rniga qo'llanilgan bo'lsa, hozirda bu qobiqdan chiqib boshqa sohalarga ham kirib bormoqda. Qishloq xo'jaligi va boshqa ishlab chiqarish strukturalarida- Kichik korxonalarida- Xususiy uylarda issiqlikni saqlash uchun- Ko'cha yoritgichlarida, energiya tejoychi lampa uchun

Kommunal korxonalarida, shaxarni yoritish uchun Quyosh panellari: afzalliklari
Quyosh resurslaridan foydalanishni bir necha xil afzalliklari bor.-

Boshqa energiya manbaalaridan farqli o'laroq, quyosh energiyasi tugamaydi. Quyosh panellarini o'rnatish va undan foydalanish elektr va issiqlik energiyasidan foydalanish uchun ajoyib yechim bo'lib xizmat qiladi. NASA tadqiqotlari bo'yicha quyosh yana 6.5 milliard yil o'z nurini sayyoramizdan ayamaydi.

Quyosh energiyasini potensiali o'ta yuqori darajada. Foydalanish uchun olinishi mumkin bo'lgan energiya manbai terravatlarda o'lchanadi. Bu esa talabdan ko'ra 20 baravar ko'proqdir. Undan, tashqari quyosh energiyasini isrof qilib tugatishni iloji yo'q, shu sababdan bu energiyadan kelajak avlod ham bemalol foydalanishi mumkin.

Quyosh nurlari Yer sayyorasining istalgan nuqtasigacha yetib boradi, bu faqatgina ekvator atrofida joylashgan davlatlarga tegishli emas, hatto Shimoliy Qutbda ham quyosh energiyasidan bemalol foydalanish mumkin. Hozirda davlatlar orasida bu energiyada foydalanish bo'yicha Germaniya ustunlik qiladi.

Ekologiya uchun havfsiz. Hozirda foydalanilayotgan energiya manbaalari atrof muhitga katta zarar yetkazibgina qolmasdan, ularni o‘rnini qoplash ilojsizdir. Quyosh energiyasi esa bundan mustasno. Quyosh panellarini ishlab chiqarish, undan foydalanish ekologiya uchun mutlaqo havfsizdir.

Shovqinsiz. Ishlab chiqarish va undan foydalanishda shovqin umuman bo‘lmaydi. Tejamkorlik. Ishlatish uchun kam harajat talab etiladi. Qo‘llash mumkin bo‘lgan jabhalar juda ko‘p.

Foydalanilgan adabiyotlar

1. Dastlabki quyosh elementini 1953—54 yillarda AQSH olimlari G.Pirson, K.Fuller va D.Chapinlar ishlab chiqishgan.

LEXICAL AND GRAMMATICAL ANALYSIS OF UZBEK AND ENGLISH PROVERBS

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Abstract: *Idiomatic idioms, proverbs, and sayings have a strong connection to the history and culture of a particular country. They are therefore not well understood by other countries. This is one of the reasons why some academics argue that certain lexical terms cannot be translated; nevertheless, other writers have suggested several translation approaches to address this issue. This article specifically analyzes this issue. Comparative, contrastive, and content analyses were all used in this study.*

Keywords: *equivalent of English and Uzbek languages, translated metaphorically and literally, translating techniques of proverbs, untranslatable.*

INTRODUCTION

Proverbs, sayings, and idioms have been referred to as the "miracles of the language" by renowned Uzbek translator Ghaybullat Salomov.

A proverb is "a short, generally understood sentence of the folk that contains wisdom, truth, morals, and traditional views in a metaphorical, fixed, and memorable form and that is handed down from generation to generation," according to Mieder (1985: 119). It begs the question of why the proverbs are in a form that can be memorized. The answer is straightforward: Because they are short and incorporate stylistic devices (metaphor, antithesis, parallelism, alliteration, and rhyme), listeners are more likely to recall, repeat, and learn them.

Research materials

We employed one monolingual Uzbek proverbial dictionary. O‘zbek xalq maqollari [Uzbek people proverbs] were compiled by T. Mirzayev, A. Musoqulov, and B. Sarimsoqov and published in 2005.

The second research material is the Oxford Dictionary of Proverbs (6 ed.), which was compiled by J. Speake and published in 2015. This valuable resource provided explanations, origins, and themes for the proverbs. We used the online dictionary <https://idioms.thefreedictionary.com> along with the Oxford Dictionary of Proverbs to identify the meanings of proverbs in the original text.

1. Time is money—Vaqt pul demakdir.

The proverb "Time is money" means that "you should not waste time, because you could be using it to earn money; your time does not wait, and you cannot come back and find that time " We translated the proverb "Time is money" word-for-word as "Vaqt pul demakdir" without any change. And also, there is an equivalent proverb: "Vaqting ketti naqting ketti".

Uzbek: "*Vaqting ketti naqting ketti*".

English literary translation: "Time is wasted; you lost your point." [author's translation]

2. Children and fools tell the truth—Bolali uyda gap yotmas.

The English proverb "*Children and fools tell the truth*" means that lying can sometimes be beneficial or advantageous to someone. This is not making a moral claim that lying is good; it simply means that in some circumstances, lying is advantageous for people because the truth can get you into trouble. The only people who don't know this are children and fools. (<https://writingexplained.org/idiom-dictionary/children-and-fools-tell-the-truth>). A word-for-word Uzbek translation of this proverb is "*bolali uyda gap yotmas*". We considered that some information is missing in translation; for this reason, in our translation, we miss the English word "fools".

3. Do not count chickens before they are hatched—Jo‘jani kuzda sanaymiz.

There is one equivalent proverb that fits exactly in the Uzbek language. The English proverb "*Do not count chickens before they hatch*" means how many eggs can hatch and how many chickens can survive. Some of them may not hatch due to external damage. We don't know its results or what happens. You should not make plans that depend on something good happening before you know that it has actually happened. A word-for-word Uzbek translation of this proverb is "*jo 'jani kuzda sanaymiz*". There is kept lexical meaning of proverb but the space-time is changed. In English preverbs, the time expressed is before the eggs hatch, while the time after eggs hatch to become hens is expressed in Uzbek proverbs. There were other equivalents of the proverb: *chuchvarani xom sanama, podadan oldinchang chiqarma*.

Uzbek: "*Chuchvarani xom sanama*"

English literary translation: "Don't count raw dumplings" [author's translation]

Uzbek: "*Podadan oldin chang chiqarma*"

English literary translation: "Don't be dust before the herd" [author's translation]

4. **Fields have eyes, and woods have ears—devorning ham qulog'I bor.**

The proverb "Fields have eyes and woods have ears" means that even though you are outside in an apparently empty landscape, someone may be eavesdropping on you. *Jill: You said you had a secret. Tell me. Jane: Not here. Jill: But there's nobody else in the park. Jane: Fields have eyes, and woods have ears.*"

<https://idioms.thefreedictionary.com/fields+have+eyes%2C+and+woods+have+ears/> .

During our research, we encountered the Uzbek equivalent, *Devorning Ham Qulog'I Bor*. This proverb urges people to be alert and cautious.

5. **There is no such thing as bad weather, only the wrong clothes—Nato'g'ri eshiklar yo'q faqat nato'g'ri kalitlar bor.**

"There's no such thing as bad weather, only bad clothing." What it means is that it's never a bad day to go outside, as long as you're appropriately dressed for the conditions. (Speake Scandinavian). Uzbek people frequently use similar phrases in

this situation, such as *Nato 'g'ri eshiklar yuq faqat nato 'g'ri kalitlar bor*. It means that when you are doing something, you should do it to find the right solution to the problem.

6. Dog does not eat dog. Qarg'a qarg'aning ko'zini cho'qimaydi.

This idiomatic expression means that, in English, one disreputable person will not harm other disreputable people. *Ellen: My lawyer did such a bad job that I want to hire another lawyer to sue him. Jane: You'll never find a lawyer to take on that job. Dog does not eat dog.*

<https://idioms.thefreedictionary.com/dog+does+not+eat+dog>. Uzbek people frequently use similar phrases in this situation, such as *Qarg'a qarg'aning ko'zini cho'qimaydi*. It was translated metaphorically.

CONCLUSION

What justifies the frequent use of some proverbs? They are primarily employed by individuals for inductive objectives, which is the reason. Proverbs and other logical works are unquestionably part of humanity's collective heritage, not just that of a specific nation. Translation and interpretation are important in the transfer of this kind of heritage. We believe that by including our own translations of six English proverbs into Uzbek in this post, we will be able to partially accomplish this mission. The conclusions showed that it is not possible to apply the generalizations "idiomatic expressions are untranslatable" and "words cannot be added or omitted" in all situations. In our instance, we had only one difficulty in translating an English proverb: "fields have eyes, and woods have ears." As a result, we omitted one part of the proverb (*fields have eyes*). Two of the proverbs say, "There is no such thing as bad weather, only the wrong clothes." (*Noto'g'ri eshiklar yo'q faqat Noto'g'ri kalitlar bor*, "Time is money," and *Vaqt pul demakdir* are idiomatic expressions; one of them was translated metaphorically and another was interpreted literally. The success of their familiarity depends on the appropriate context, regardless of how well we succeeded in translating nine English proverbs by taking into account their lexicogrammatical and stylistic aspects. Therefore, in the upcoming studies that are connected, additional researchers will have the chance to talk about this topic.

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МУСТАФО БАФОЕВ ИЖОДИДА ОРАТОРИЯ ЖАНРИНИНГ ЎЗИГА ХОС ТАЛҚИНИ

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“Муסיқа назарияси” кафедраси катта ўқитувчиси

***Аннотация:** Ушбу мақолада санъат арбоби, композитор, дирижёр, педагог Мустафо Бафоев ижодидда оратория жанрининг ўзига хос талқинига эътибор қаратилган. Жанрдаги мазмунни муסיқада гавдаланиши масаласи ёритилган.*

***Калит сўзлар:** композитор, жанр, оратория, мазмун, муסיқий шакл ва муסיқий мавзулар тузилиши.*

Қадимдан Шарқ муסיқа маданияти ўзининг жозибадорлиги ва серқирра оҳанглари билан бутун дунё диққат марказида бўлган. XX аср жахон классик дурдоналари билан бир қаторда Ўзбекистон композиторлик мактаби ҳам шаклланиб борди ва ривож топди. Анъаналарни сақлаган ҳолда ва ўзининг ижод услублари билан замондош композиторларимиз ҳам мустақиллик йилларидан сўнг бир қанча ишларни амалга оширдилар.

Истиклолнинг дастлабки йиллариданоқ композиторлик ижоди миллий анъаналарга, халқимиз тарихига, жумладан ўрта асрларда яшаб ижод этган буюк алломалар, мутафаккирлар хаёти ва ижодига бўлган эътибор кучайди. Хар қайси жанр ўзининг ички қонунияти доирасида ривожланиб бориши жараёнида анъанавийлик ва замонавийлик ҳамоҳанг бўлиб қолди. Бу даврга оид қатор асарларда миллийликни ифода қилишнинг ижодий доираси аста-секин кенгайиб борди. Композиторлик ижодиётининг таркиби муסיқали сахна жанрлари, симфоник, вокал- симфоник ва хор муסיқаси, кўшиқчилик ва романс

ижодиёти, киномусиқа, драма ва кўғирчоқ театрлари мусиқаси, ўзбек халқ чолғулари оркестрлари учун ёзилган асарлар ва ҳ.к каби жанрлар бойиб, такомиллашиб борди. Мана шундай сермахсул ижод қилиб, ўзбек миллий композиторлик мактабининг янада ривожланиб, равнақ топишига ўзининг ҳисасини қўшиб келаётган тажрибали композиторлардан бири бу Мустафо Бафоевдир.

Ўзбекистон Республикаси санъат арбоби, композитор, дирижёр, педагог Мустафо Бафоев ижоди ҳақида фикр юритмоқни жоиз деб топдик. Композитор ўзига ҳос серкирра, ноёб, такрорланмас, замонавий ва анъанавий услубидаги асарлари билан санъатга кириб келди. Композитор асарларида замонавийлик ва миллийлик уйғун келганини кўп кузатишимиз мумкин. Унинг асарларида ўзбек халқининг юрагига яқин бўлган, қонига сингган оҳанглар барқ уриб туради. Мустафо Бафоевнинг ижодига ўзгача бадиийликни сезамиз. Ҳар бир жанрга ёндашув, услублар композиторнинг кўп қирралигидан далолат беради. Асарларидаги халқ куйларидан олинган ихтибослар композиторнинг асарларида миллийликда янада ёрқинроқ намоён бўлишига ҳизмат қилади.

Композитор вокал-симфоник жанрларда ҳам самарали ижод қилиб келмоқда. У хор ва оркестр жамоалар репертуарларини ўз асарлари билан бойитди. Унинг “Ҳаяжонли поэма” номли кантатаси (1983), “Тошкент ҳақида кўшиқ” ораторияси (1983), яқка хонанда, хор ва симфоник оркестр учун “Тошкент шарқ машъали” поэмаси (1984), “Роксананинг кўз ёши” номли ораторияси (1987), “Ҳажнома” ораторияси (1993), “Зартуштийлар маросими” оратория-балети (1995), Мутал Бурхоновга бағишланган “Таҳсиннома” поэмаси (2001) ва “Санъатим” романс-поэмаси (2002) сингари асарлари мавжуд.

Юқорида келтирилган асарларга эътибор қаратадиган бўлсак, композитор ижодида кўпроқ йирик ҳажмга эга бўлган асарлар кенг ўрин эгаллайди. Бу ҳолат композиторни кенг тафаккурга эга эканлигидан далолат беради. Бунга яратилган асарларнинг жанр жиҳатидан кенг қамровлилиги, мусиқа ижодиётида кичик, лекин кўп маъноли миниатюралардан тортиб то симфония,

опера, оратория ва концерт каби йирик шаклдаги асарлар яратганлиги фикримиз исботидир.

Мақоламизда композиторнинг вокал-симфоник асарлари ичида ўзига хос ўрин тутган оратория жанрига эътибор қаратамиз. Унинг “Роксананинг кўз ёши”, “Ҳажнома”, “Бухоронома”, “Тошкент ҳақида кўшик”, “Етти пир” ораториялари ва “Зартуштийлар маросими” оратория-балети, композитор ижодида бу жанрга бўлган эътиборни юқори эканлигидан далолат беради.

Композитор ижодида ўзи туғилиб ўсган Бухоро заминини тараннум этувчи асарларнинг кенг доираси мавжуд. Улар ичида “Бухоронома” ораторияси ҳам ўзига хос ўрин эгаллайди. Мазкур оратория композиторнинг бу жанрдаги илк асари ҳисобланади. Асар мазмунида инқилоб мавзуси акс этирилган бўлиб, бу ҳолат совет иттифоқи мафкураси ғояси билан боғлиқдир. Оратория олти қисмдан иборат бўлиб, суҳандон, яккахонлар, хор ва оркестр учун ёзилган.

Асарнинг I-қисми оркестр томонидан ижро этилган вазмин суръатдаги, ўзбек миллий оҳанглари ўзида мужассам этган мусиқий мавзудан бошланади. Мазкур мавзу кириш вазифасини бажаради. Мусиқий мавзу яқунлангач оркестр фони асосида суҳандон минг йиллик тарихга эга бўлган Бухоро заминини таърифлайди. Мазкур қисмда асосий мазмун ташувчи сифатида суҳандон партияси ҳисобланади. II-қисм биринчи қисмнинг мантиқий давоми ҳисобланиб, бу қисмда ҳам асосий маъно мазмун суҳандон партияси ҳисобланади. Мазкур қисмда хор ўзбек миллий рухиятига яқин бўлган мусиқий мавзунини куйлайди. Мусиқа оҳанглари аввал эркаклар овозларида икки овозлик тарзида, сўнгра эса аёллар овозлари орқали куйланади. Суҳандон партияси мазмунида Бухоро заминини аянчли тарихи ҳақида сўз кетади. Суҳандон сўзлари таъсири мусиқада ҳам ўз аксини топади. III-қисм ўзидан аввалги қисмлардан фарқли жиҳати шундаки, бу қисмда асосий маъно мазмун баритон яккахон томонидан очиб берилади. Асарнинг IV- қисми оркестр партиясидан бошланади. Бу қисмнинг кириш қисмида суҳандон партияси берилмаган. Мазкур қисм фақат хор томонидан ижро

этилади. Мазмун жиҳатидан Бухоро халқи азалий орзулари рўёби ҳақида куйланади. Асарнинг V- қисми фақат тенор яккахон партияси учун ёзилган. Мазмунида Бухоро доврўғи ҳақида куйланади. Асарнинг VI- қисми ораториянинг якуний хотима қисми ва авж нуктаси ҳисобланади. Бу қисм бошқа қисмларга нисбатан ҳажм жиҳатидан катта бўлиб, хор, яккахон ва суҳандон партиялари учун ёзилган. Асар мазмунида композитор ўзи тўғилиб ўсган ватани Бухоро замини шарафлайди. Ораторияда туркумли шакл хусусиятлари мавжуд¹.

Мустафо Бафоевнинг “Бухоронома” ораторияси композиторнинг битирув малакавий иши ҳисобланади. Композитор дастлабки ишларидаёқ йирик жанрларга мурожат қилганлиги унинг маҳоратли ижодкор эканлигидан далолат беради. Инқилобий мавзуни илгари сурган “Тошкент ҳақида кўшиқ” оратория ўзининг даври учун муҳим мавзудаги мусиқий асар ҳисобланади².

Тошкент тарихини ўз ичига олган оратория беш қисмдан иборат, суҳандон, оркестор, хор, яккахонлар ижроси учун ёзилган. Шунини айтиб ўтиш жоизки, ҳар бир қисмга алоҳида ном берилган бўлиб, дастурийлик асосида ёзилган.

Оратория ўзбекона оҳангга йўғрилган бўлиб, ҳар бир қисмнинг мавзуси ўзбекча оҳанглардан йироқлашмаган ҳолда ёзилган. Ораториянинг адабий мазмунида Тошкентнинг қайғули ўтмиши ва ёрқин келажаги ҳақида сўзланади. Асарнинг бош қаҳрамонлари халқ бўлиб, буни ифодалаш учун композитор хордан фойдаланган. Ушбу ораториянинг ҳар бир қисмларига тўхталиб ўтамыз.

Биринчи қисм “Ўтмиш” деб номланиб, суҳандон партияси қисми очиб беради сўнгра оркестр партияси ёрқин ритмга асосланган куйни ижро этади. Асар мазмунида Тошкентнинг аянчли ўтмиши ҳақида куйланади. Қисм

¹ I-қисм Andante суръатида- оддий уч қисмли; II-қисм Andante суръатида- мураккаб уч қисмли; III-қисм Andante суръатида- вариацион шаклга; IV-қисм Grave суръатида- мураккаб уч қисмли; V- қисм Allegro суръатида- оддий уч қисмли; VI-қисм Allegro суръатида- рондо шаклига эга.

² Мазкур асар 1983 йили ёзилган.

давомида фақат хор куйлайди, хорга эса оркестр жўр бўлади. Оркестрда тўлқинсимон фактурани кўришимиз мумкин. Қисм бошланишида ва якунланишида жуфтланган тоника орган пунктидан фойдаланилган. Мазкур қисмда фақат ўтмиш ҳақида сўзланади. Қисмнинг шаклига эътибор қаратадиган бўлсак, банд-нақорат шакли белгиларини кўришимиз мумкин.

Иккинчи қисм “Инқилоб” деб номланиб, оркестрдаги каттагина кириш қисми билан бошланади. Сўнгра оркестр фони асосида хор партияси кўшилади. Куй характери шиддатли янграб, уруш кайфиятини беради. Инқилоб даврида бўлиб ўтган воқеалар, қийинчиликлар ҳақида куйланади. Қисм шаклига эътибор қаратадиган бўлсак, рондо шаклини кўришимиз мумкин. Қисм бошидаги кириш мавзуси рефрен сифатида ишлатилган.

Учинчи қисм “Жигарбандлар кўшиғи” деб номланиб, асарнинг адабий мазмунида ёруғ кунларга, озодликка эришиш халқнинг улуғ мақсади сифатида ифодаланади. Куй характери ёрқин бўлиб, Тошкентнинг келажакдаги нурафшон кунлари ҳақида куйланади. Куй мавзуси секвенция асосида ривожланиб, куйнинг авж нуқтасига олиб боради. Қисмнинг шакли вариация асосида тузилган.

Тўртинчи қисм “Тошкент ҳақида кўшиқ” деб номланиб, асосан юқори тонларда куйланади ва куй характери ёрқин куйларга асосланган. Адабий мазмунга эътибор қаратсак, Тошкентни шарафлаб, унинг буюк келажаги ҳақида сўзланади ва буни хор орқали амалга оширилади. Асосан мавзуни хор очиб берган бўлиб, суҳандон партияси ҳам қисмнинг якунида киритилган ва қисмга хотима ясаган. Мазкур қисмнинг шакли банд нақорат асосида тузилган.

Бешинчи қисм “Тошкентга қасида” деб номланиб, бу қисмда Тошкентни шарафлаб, мадҳ этиш каби мавзулар қисми ташкил этади. Қисм оркестрдаги кириш қисмидан бошланади. Кириш қисмидан сўнг баритон овоздаги яккахон партияси берилган. Яккахон партияси асарнинг асосий мазмунини очиб бериш учун хизмат қилган. Ораториянинг мазкур қисмида илк бор яккахон

партиясини кўришимиз мумкин. Хор партияси яккахон партиясига каноник имитация тарзида жўр бўлади. Оркестр триоллар билан бойитилган ёрқин мавзуни ижро этади.

Бу қисм ораториянинг яқунловчи хотимаси ва асарнинг авжи сифатида ёзилган. Мазкур қисм ўзидан аввалги қисмларга нисбатан ҳажман катта бўлиб, шаклини кўриб чиқадиган бўлсак рондо хусусиятлари кўринади.

Мустафо Бафоевнинг оратория жанридаги эътиборга молик яна бир асари бу “Роксананинг кўз ёзлари” ораториясидир³. Мазкур асар ёзувчи ва шоир Ҳамид Олимжоннинг “Роксананинг кўз ёшлари” номли достони асосида ёзилган бўлиб, фожияли мавзуга эга олти қисмли ораториядир. Оратория суҳандон, яккахонлар, аёллар хори, “торли ва зарбли” чолғулардан ташкил топган оркестр ва фортепиано ижролари учун мўлжалланган.

Асар мазмунида иккинчи жаҳон уруши вақтидаги вазиятлар ҳамда Роксана исмли аёлнинг аянчли тақдири ҳақида ҳикоя қилинади. Украин миллати ва насроний динига мансуб бўлган Роксана исмли аёл тақдир тақозоси билан юртимизга келиб шу ерда яшайди. Роксана кўп азоб уқубатлар кўради, уни ватан соғичи жуда қийнайди ва ўзи туғилган ерларни кўп соғиниб эслайди. Кунлардан бир кун унинг ўғли қаттиқ бетоб бўлиб оламдан ўтади. Роксана вафот этганган ўғлини кўксига босиб Шахрихоннинг тор кўчалари бўйлаб йиғлаган ҳолда боласига алла айтиб юради. Роксананинг Сара исмли дугонаси унинг ортидан қидириб боради. Роксана бир қабристонга етиб боради ва у ерда бир гўрков бўлиб ишлайдиган кекса отахонни кўради. У отахондан насроний динидаги ўлган ўғлини қабиристонга кўмишини илтимос қилиб, ялиниб ёрворади. Тақдирни қарангки у отахоннинг ўғли ҳам уруш туфайли Украинада вафот этиб, ўша ерларда қолиб кетади. Шунинг учун отахон болангни жон деб қабул қиламан дейди ва болани кўмишади. Асар мурғак боланинг қабри устида йиғлаб, фарёд чекётган онанинг қиёфасини тасвирлаган ҳолда яқунланади.

3 Оратория 1987 йил ёзилган.

Ораторияда воқеа ходисаларни ёритиб бериш асосан суҳандон партиясига юклатилган. Шу билан бирга учта яккахонлар партияси мавжуд: Роксана-сорано овозда; Сара-мецо сопрано овозда, кекса отахон-баритон овозда.

Ораторияда хор ҳам муҳим аҳамиятга эга бўлиб, фақат аёллар хоридан фойдаланилган (сопрано ва альт). Хор асосан яккахонлар партиясига жўр бўлган ҳолда фақат фон вазифасини бажаради. Нақоратлар ҳам асосан хор томонидан ижро қилинади.

Композиторнинг бир нечта ораториялари асосан шоирларнинг шеърлари асосида ёзилган. “Роксананинг кўз ёшлари” номли ушбу ораторияси эса унинг маълум бир воқеликка асосланган илк ораторияси ҳисобланади. Мазкур асар аниқ бир сюжетга асосланган бўлиб, унда асар қахрамонлари ёрқин тарзда гавдаланади.

Мустафо Бафоев биринчилардан бўлиб “Ҳажнома” ораторияси орқали диний мазмунга эга бўлган мусиқий асарлар яратишга қўл урди. “Ҳажнома” ораторияси мусиқа ихлосмандлари томонидан илиқ кутиб олинган. Диний мавзудаги асарлар яратиш композитордан юқори масъулиятни талаб этади. Сабаби, мусиқа ёзиш учун унга танланадиган матн мазмуни ҳаққоний, чуқур ўйланган бўлиши лозим. Абдулла Орипов сўзига ёзилган оратория мазкур жанрни композиторлик ижодиётида янада ривожланишига катта туртки берган десак муболаға бўлмайди. Мустафо Бафоевнинг мазкур ораторияси “Ҳазрати рисолатпаноҳ, Муҳаммад Мустафо саллаллаҳу васаллам” хотираларига бағишланади. Оратория олти қисмдан иборат туркумли асар бўлиб, ҳар бир қисми дастурлилик асосида ёзилган. Оратория суҳандон, яккахонлар (мецо сопрано, тенор, баритон), хор ва оркестр ижролари учун ёзилган. Оратория “Каъбатуллоҳ”, “Она”, “Қуръон суралари”, “Ҳожилар”, “Ибрат”, “Пайғамбар” номли қисмлардан ташкил топган. Мазкур асар истиқлолнинг дастлабки йилларида ёзилган биринчи диний мавзудаги ораториядир. Оратория қисмлари тарихий жараёндаги кетма-кетлик асосида тузилган. Азон ва

Қуръон суралари (Сураи фотиха, Сураи ихлос, такбир) маълум бир оҳанглар орқали нотага туширилган.

Бу ҳолатни ифодалаш композитордан катта маъсулиятни талаб этади. Бундан кўриниб турибдики, айнан Мустафо Бафоев биринчилардан бўлиб оратория жанри хусусиятларини чуқур англаган ҳолда муқаддас динимизга оид мавзуда асар яратишга қўл урган композитор ҳисобланаши жоиздир. Албатта оратория тингловчилари маълум бир тайёргарчилик билан яъни, тингланадиган асар мазмуни билан олдиндан таништирилиши лозим. Чунки бу асар тингловчини маълум бир ҳолатга тушуриб созланади. Назаримизда бу мавзуга оид ораториялар кам эканлиги табиийдир. Чунки бу каби асарлар композитордан авваламбор чуқур билим ва малакани талаб этади. Композиторнинг диний мазмунга эга бўлган асарлари ёш композиторларнинг бу йўлда ижод қилишига пойдевор бўлади.

Хулоса ўрнида шуни айтиш жоизки, юқорида келтирилган ораториялар композитор ижодида бу жанрда ўзига хос ривожланиш жараёнини босиб ўтганлигини намоён қилади. Дастлабки ораторияларида асарни мазмун моҳиятини очишда суҳандон, яккахонлар, оркестр ва хор орқали ифода қилиш усуллари, шакл яшаш қонуниятлари кўпроқ умумий тарзда ифодаланганлигига гувоҳи бўламиз. Воқеликка асосланган ораторияларида қаҳрамонлар характери, ўй кечинмалари мусиқада ўзини тўлақонли ечимини топган. Шу билан бирга дастлабки ораторияларидан бошлаб композиторнинг миллийликни ифода қилишда оҳанг масаласига катта эътибор билан қарагани композиторнинг ютуқларидан бири деб ҳисоблаймиз.

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XALQARO IQTISODIY INTEGRATSIYANI KENGAYTIRISHDA TASHQI SAVDO ALOQALARINI RIVOJLANTIRISH YO‘NALISHLARI

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ANNOTATSIYA

Ushbu maqolada mamlakatimizning jahon iqtisodiyotiga integratsiyalashuvni kuchaytirishda sanoat ishlab chiqarishining rivojlanishi va eksport salohiyati, mahsulotlarning jahon bozorlaridagi raqobatbardoshlik darajasi o‘rganilgan.

Kalit so‘zlar: *xalqaro iqtisodiy integratsiya, tashqi savdo aloqalari, tashqi savdo aylanmasi, eksport, import.*

DIRECTIONS FOR THE DEVELOPMENT OF FOREIGN TRADE RELATIONS IN EXPANDING INTERNATIONAL ECONOMIC INTEGRATION

ANNOTATION

This article examines the development of industrial production and export potential, the level of competitiveness of products in world markets, in strengthening the integration of our country into the world economy.

Key words: *international economic integration, foreign trade relations, foreign trade turnover, export, import.*

KIRISH

Ma'lumki, so'nggi yillarda mamlakatimizda tashqi iqtisodiy faoliyatni rivojlantirish, xorijiy mamlakatlar bilan savdo-iqtisodiy aloqalarni kuchaytirish, shuningdek, yuqori sifatli raqobatbardosh mahsulotlar ishlab chiqarish asosida jahon bozorlaridan mustahkam o'rin egallash va shu orqali milliy iqtisodiyotning eksport salohiyatini oshirishga qaratilgan iqtisodiy islohotlar faol ravishda amalga oshirilmoqda. Mamlakatimizning jahon bozorlarida mustahkam o'rin egallashi va tashqi iqtisodiy aloqalarning rivojlanishi ko'p jihatdan milliy iqtisodiyotning eksport salohiyatini yanada oshirish hamda mavjud imkoniyatlardan samarali foydalanishga bog'liqdir.

Mamlakatimizda ijtimoiy-iqtisodiy taraqqiyotni ta'minlashning ustuvor maqsad va vazifalarini o'zida mujassam etgan "2022-2026 yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi"da "respublikaning eksport salohiyatini oshirish orqali 2026 yilda respublika eksport hajmlarini 30 milliard AQSh dollariga etkazish" ustuvor maqsad etib belgilangan. Shu bilan birgalikda mazkur maqsadga erishishda eksportchi korxonalar faoliyatini qo'llab-quvvatlash tizimini faol davom ettirish orqali respublika eksport salohiyatini oshirish, mavjud imkoniyatlarni to'liq ishga solgan holda mahalliy sanoat tarmoqlari eksport salohiyatini yanada rivojlantirish, tashqi bozor va xalqaro talablarga javob beradigan standartlarni joriy etish va mashhur brendlarni jalb qilish, xususiy sektorning eksportdagi ulushini 60 foizga etkazish, eksportchi korxonalarga ko'rsatilayotgan tashkiliy va moliyaviy yordam berish tizimini takomillashtirish, eksport tarkibida tayyor va yarim tayyor mahsulotlar hajmini 3,3 baravar ko'paytirib, Yevropa davlatlariga GSP+ tizimi doirasida tayyor mahsulotlar eksportini kengaytirish kabi ustuvor vazifalarni amalga oshirish qayd etilgan [1].

MAVZUGA OID ADABIYOTLAR SHARHI

Globalashuv sharoitida milliy iqtisodiyotni rivojlantirishning asosiy shart-sharoitlari va xususiyatlari, unga ta'sir ko'rsatuvchi omillar ko'plab xorijiy va mahalliy iqtisodchi olimlar tomonidan maxsus ilmiy tadqiqot sifatida o'rganilgan

bo‘lib mazkur tadqiqotlar muhim ilmiy yondoshuvlarga egadir. Jumladan, barqaror rivojlanish masalalari D.Meadows [2], E.Daley [3], J.Harris [4] asarlarida tadqiq etilgan bo‘lib, ular tomonidan “barqaror rivojlanish” tushunchasining umumiy tavsifini va uni ta’minlashning usullari hamda mumkin bo‘lgan yo‘llari keltirilgan.

Mamlakatimiz iqtisodchilaridan J.Ataniyazov va E.Alimardonov mamlakatning xalqaro moliya munosabatlaridagi ishtirokining kuchayishida xalqaro moliya munosabatlarini amalga oshirish mexanizmlarini samarali tarzda tashkil etish bilan uzviy bog‘liqdir deb ta’riflashgan [5].

TAHLIL VA NATIJALAR

O‘zbekiston Respublikasining jahon xo‘jaligiga integratsiyalashuvida uning hududiy va global darajadagi raqobatbardoshligi bo‘yicha qiyosiy ustunligi, tashqi iqtisodiy siyosatni ishlab chiqish va uni amalga oshirish bilan ko‘p jihatdan bog‘liq. Amalga oshirilayotgan tarkibiy islohotlar bo‘yicha qizg‘in munozaralarning mavjudligiga qaramasdan, tashqi iqtisodiy siyosatni ishlab chiqishda, mamlakatning geografik, ishlab chiqarish va texnologik, mehnat resurslaridan foydalanish samarasini inobatga olish muhim o‘rin tutadi. Chunki, xalqaro mehnat taqsimotining kuchayishi xalqaro moliyaviy munosabatlar ishtirokchilaridan yuqori darajadagi raqobatbardoshlikni talab etadi.

Hozirgi davrda mamlakatimizda tashqi savdo munosabatlarini rivojlantirishni rag‘batlantirish orqali jahon bozorlaridan mustahkam o‘rin egallash hamda mamlakat eksport salohiyatini oshirishga qaratilgan chora-tadbirlar faol tarzda amalga oshirilmoqda.

Mamlakatimizning tashqi iqtisodiy faoliyati, xususan tashqi savdo aloqalari milliy iqtisodiyot tarmoqlari rivojiga ta’sir etuvchi asosiy omillardan hisoblanadi. Tashqi savdo aylanmasi 2022 yil yakuni bo‘yicha jami 50,1 mlrd. AQSh dollarini tashkil etgan holda o‘tgan yilning shu davriga nisbatan 8 mlrd. AQSh dollariga yoki sof o‘shish 18,8 foizni tashkil etgan. O‘tgan yildagiga nisbatan tashqi savdo aylanmasining oshishi mamlakatimizda tashqi savdo munosabatlarini rivojlantirish,

xususan eksportyor korxonalarini qo'llab-quvvatlashga qaratilgan chora-tadbirlarning faol ravishda amalga oshirilganligi bilan izohlanadi.

Shuningdek, mazkur davrda tashqi savdo aylanmasi tarkibida eksport hajmi 19 309,1 mln. AQSh dollarini tashkil etgan holda o'tgan yilning shu davriga nisbatan 116,25 foizga ko'paygan. Jami eksport tarkibida tovarlar ulushi 57,45 foizni, xizmatlar 20,51 foizni, oltin 22,04 foizni tashkil etgan hamda tovarlar, xizmatlar va oltin eksporti hajmi o'tgan yildagi ko'rsatkichga nisbatan mos ravishda 111,46, 155,43 va 103,55 foizga ko'paygan.

1-jadval.

Tashqi savdo aylanmasi va balansi (yanvar-dekabr, mln. AQSh dollari) [6]

Ko'rsatkichlar	2021 y.	2022 y.	O'sish sur'ati, %da	Jamiga nisbatan %da
Tashqi savdo aylanmasi	42 071,6	50 008,4	118,86	-
Eksport	16 610,6	19 309,1	116,25	100
tovarlar	9 953,4	11 094	111,46	57,45
xizmatlar	2 547,4	3 959,5	155,43	20,51
oltin	4 109,8	4 255,6	103,55	22,04
Import	25 461,0	30 699,3	120,57	100
tovarlar	23 724,2	28 172,9	118,75	91,77
xizmatlar	1 736,8	2 526,3	145,46	8,23
Saldo	-8 850,4	-11 390,2	-	-
Eksport (oltinni hisobga olmaganda)	12 130,4	15 053,5	124,1	-

Jami import hajmi 30 699,3 mln. AQSh dollarini tashkil etgan va o'tgan yilning shu davriga nisbatan 20,57 foizga ko'paygan, lekin shunday bo'lsada 2022 yilning yanvar-dekabr oylarida mamlakatimiz tashqi savdo aylanmasi tarkibida import hajmi eksport hajmiga nisbatan yuqori bo'lib mazkur holat tashqi savdo saldosi salbiy 11 390,2 mln. AQSh dollariga teng bo'lishiga olib kelgan. Jami import hajmida yuqori ulush (91,77 foiz) tovarlar hissasiga to'g'ri kelgan.

Import tarkibida eng katta ulush, mashinalar va transport asbob-uskunalari (31,4 foiz), sanoat tovarlari (18,8 foiz) hamda kimyoviy vositalar va shunga o'xshash mahsulotlar (13,8 foiz) hisobiga to'g'ri keldi. Shu boisdan import tarkibida yuqori ulushni tashkil etuvchi mahsulotlarni milliy iqtisodiyotda ishlab chiqarish bo'yicha sanoatdagi tarkibiy islohotlarni davom ettirish va faollashtirish maqsadga muvofiq.

MUHOKAMA

Ma'lumki, so'nggi yillarda mamlakatimizda tashqi iqtisodiy faoliyatni rivojlantirish, xorijiy mamlakatlar bilan savdo-iqtisodiy aloqalarni kuchaytirish, shuningdek, yuqori sifatli raqobatbardosh mahsulotlar ishlab chiqarish asosida jahon bozorlaridan mustahkam o'rin egallash va shu orqali milliy iqtisodiyotning eksport salohiyatini oshirishga qaratilgan iqtisodiy islohotlar faol ravishda amalga oshirilmoqda. Mamlakatimizning jahon bozorlarida mustahkam o'rin egallashi va tashqi iqtisodiy aloqalarning rivojlanishi ko'p jihatdan milliy iqtisodiyotning eksport salohiyatini yanada oshirish hamda mavjud imkoniyatlardan samarali foydalanishga bog'liqdir. Shu jihatdan mamlakatimizda iqtisodiyotning rivojlanishi uchun tashqi savdoning rolini, ayniqsa uning eksport salohiyatini oshirishga alohida e'tibor qaratilmoqda.

Istiqbolda eksport tarkibini diversifikatsiyalashga qaratilgan chora-tadbirlarni faollashtirish lozim. Chunki mamlakat eksporti tarkibida faqat bitta tovar yoki mahsulotning yuqori salmoqni tashkil etishi, ya'ni eksport hajmining shu tovarga bog'liq bo'lishi istiqbolda kutilgan natija bermaydi. Buning sababi jahon bozori kon'yunkturasiga bog'liq bo'lib mazkur tovarning jahon bozoridagi narxida keskin o'zgarish yuz bersa yoki unga bo'lgan talab pasaysa tabiiy ravishda bu holat mamlakat eksport salohiyatiga salbiy ta'sir ko'rsatadi. Shu boisdan eksportni rivojlantirish strategiyasida uning tarkibini diversifikatsiya qilishga ustuvorlik berish lozim. Bu jarayonda tayyor mahsulotlar, sanoat tovarlari va xizmatlar eksportini oshirish borasidagi chora-tadbirlarni faollashtirish, xorijiy hamkorlarning import mahsulotlariga bo'lgan ehtiyojlarini doimiy ravishda monitoringini amalga oshirish, yangi bozorlarni o'zlashtirishga qaratilgan marketing faoliyatini rivojlantirish maqsadga muvofiq.

XULOSA

Milliy iqtisodiyotning eksport salohiyatini rivojlantirish va uning mahsulot tarkibini diversifikatsiya qilish ikkita o‘zaro aloqador bo‘lgan omillar guruhi orqali belgilanadi. Bir tomondan bu tabiiy resurslar sohasidagi qiyosiy ustunliklar bilan tavsiflangan statik omillar bo‘lib ularning ta’siri natijasida keyinchalik yuqori texnologik va yuqori darajada qayta ishlangan mahsulotlarga e’tiborni kuchaytirishga imkon yaratiladi. Boshqa tomondan bu innovatsiyalar va ilmiy-texnik yutuqlar bilan bog‘liq bo‘lgan dinamik ravishda o‘zgarib turadigan raqobat ustunligi omillari hisoblanadi. Mazkur omillarning birgalikda uzviy harakati natijasida milliy iqtisodiyot raqobatbardoshligini oshirish, eksportning barqaror o‘shishini va umuman iqtisodiyot rivojida rag‘batlantiruvchi ta’sirni ta’minlashga erishiladi.

Xulosa o‘rnida ta’kidlash lozimki, milliy iqtisodiyotda eksport qiluvchi korxonalarini rag‘batlantirish va raqobatbardosh mahsulotlarning eksport qilinishini kengaytirish, to‘g‘ridan-to‘g‘ri chet el investitsiyalarini jalb qilish hamda jahon iqtisodiyotiga integratsiyalashuvni kuchaytirishga doir qo‘shimcha chora-tadbirlar ushbu yo‘nalishda barqaror iqtisodiy o‘shishga erishishning muhim omili bo‘lib xizmat qiladi.

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INTERACTIVE STRATEGIES OF TEACHING ENGLISH LANGUAGE AT SCHOOL

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Abstract: *The article discusses interactive methods of teaching English. The possibility of using some of these methods and techniques in English lessons is described. Interactive learning method increases motivation in learning English, the learning process becomes more interesting and entertaining.*

Keywords: *interactive methods, training, communication motivation, interest, skills.*

1. INTRODUCTION

Currently, information and communication technologies are widely used in the education system, as well as in other industries. Conducting classes with the use of new pedagogical technologies requires the teacher to have the highest intellectual ability. Education can be transformed only when the teacher can accurately identify the interests of students, correctly direct them on the path to achieving the goal. The teacher's use of interactive methods in their classes contributes to the development of a real environment of competition and cooperation.

Interactive learning is a specific form of organization of cognitive activity, which aims to create a comfortable learning environment in which each student feels comfortable, confident, considers himself successful, intelligent and believes in himself. The essence of interactive learning is that the learning process takes place under the condition of constant, active positive interaction of all students. When the teacher and student are equal [1, 2].

2. PROPOSED INTERACTIVE METHODS

Role-playing is a speech, game and educational activity at the same time.

From the point of view of students, role - playing is a game activity in which they act in different roles. For the teacher, the goal of the game is the formation and development of speech skills and abilities of students. The role-playing game is manageable, its educational character is clearly understood by the teacher. Since role-playing is based on interpersonal relationships, it causes a need for communication, stimulates interest in participating in it in a foreign language, i.e., it performs a motivational and motivational function. Role-playing is largely determined by the choice of language tools, contributes to the development of speech skills and abilities, and allows students to model communication in various speech situations. In other words, it is an exercise for mastering skills and abilities in the context of interpersonal communication. In this regard, the role-playing game provides a learning function. There are a huge number of forms of role-playing games in English lessons: presentations, interest clubs, interviews, correspondence trips, round tables, press conferences, excursions, fairy tales, reports, etc. As the results of training show, the use of role-playing games in foreign language lessons contributes to positive changes in students' speech both in qualitative terms (a variety of dialogical units, initiative of speech partners, emotionality of utterance) and in quantitative terms (correctness of speech, volume of utterance, pace of speech). game provides a learning function. There are a huge number of forms of role-playing games in English lessons: presentations, interest clubs, interviews, correspondence trips, round tables, press conferences, excursions, fairy tales, reports, etc. As the results of training show, the use of role-playing games in foreign language lessons contributes to positive changes in students' speech both in qualitative terms (a variety of dialogical units, initiative of speech partners, emotionality of utterance) and in quantitative terms (correctness of speech, volume of utterance, pace of speech) [2, 3].

"The effectiveness of this technology is obvious because the project has become one of the most active forms of interactive learning and development of

communication skills in English lessons. This method is aimed at developing active independent thinking of the child and teaches him not just to remember and reproduce the knowledge that he receives, but to be able to apply it in practice. Working on a project requires a high level of individual and collective responsibility for each project development task. Technology "working in a group".

Group work provides an opportunity for all students to participate in the work, as it allows them to practice collaboration and interpersonal skills, which makes it one of the most popular strategies. All this is often impossible in a large team. This is an integral part of many interactive methods, such as mosaics, debates, public hearings, and almost all types of simulations.

Technology "Mosaic". The text of the information is divided into chunks. Individual pieces of information are served to students in a scattered form. The task is to collect the full text of the information. Each student reads their own piece, and then make up the full text, based on what they heard.

The "Sociological survey" technology aims to collect information on the proposed topic and involves the movement of students throughout the class. They get sheets with questions and tasks written on them. Alternatively, it is possible to propose the following assignment: Find out what movies you like to watch your classmates. Ask as many guys as you can. In this case, the question "What films do you like to see?" is worked out, the answer to which often causes difficulties for students, since it requires a complete answer. Snowball technology"

This technique is well used for the development of speech and memory of younger students. The student names the item and passes the baton to the neighbor, who comes up with a second word related to the same group of items, and calls two words in order. The next student names two words and adds their own, and so on.

You can work out vocabulary on the following topics:" Toys"(I have a teddy bear, a doll, a dog...)," Clothes "(I have a shirt, a sweater, ...)," Fruits and vegetables "(I like oranges, bananas, apples).

Advantages of using interactive learning methods: - activate all students; -fun and interesting;

- increases motivation to learn;
- allows you to diversify the forms of work in the classroom;
- allow you to apply your knowledge in practice; -teach independent work;
- develop mental activity; - develop the ability to work in a team;
- allow you to identify different points of view;
- foster a culture of communication;
- facilitate the perception of new material;
- stimulate cognitive activity;
- increase self-esteem and satisfaction from their work;
- they teach you to listen, understand, and respond to the other person. Thus,

the essence of interactive learning is that the learning process is

organized in such a way that almost all students are involved in the process of learning, they have the opportunity to understand and reflect on what they know and think. Joint activity of students in the process of learning, mastering the educational material means that everyone makes their own special individual contribution, there is an exchange of knowledge, ideas, and methods of activity [4, 5].

All of the above technologies are not used in isolation. There is an active process of their integration. Integrated learning technology is fundamental in English lessons. Integrated lessons do not differ from traditional lessons in types and forms. These are lessons in the formation of skills and abilities, lessons in their development, lessons in their application in practice, and lessons in control and verification. The difference is that all types and forms of integrated lessons imply a fairly large information block in the lesson itself or independent work on solving a problem. Based on my experience, I can say that studying the material in small blocks does not lead to the formation of a knowledge system. The process of conscious, deep assimilation of the material slows down. Integrated learning technology allows you to make the process of learning English more effective. Here, this technology is

implemented through the use of various methods and forms of work. Before proceeding to their description, I want to note that my main task as a teacher, I see in teaching children the skills to independently extract the necessary information, analyze the knowledge obtained and apply it to solve new problems. To do this, I use several methods described below in my work [5].

3. CONCLUSION

The teacher should not stop there. It must constantly develop, engage in self-education, so that the knowledge received by students meets the requirements of modern society and education, including. Information and communication technologies offer great opportunities for teachers who are looking for additional tools to solve their professional tasks.

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MA'NAVIY BARKAMOL INSONNI SHAKLLANTIRISHDA MUSIQANING AHAMIYATI

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“Xalq cholg‘ulari” yo‘nalishi o‘qituvchilari

Har bir xalqning milliy musiqa merosi uning xis tuyg‘ularini dunyo qarashini, yurak dardini ifodalab berishdek kuchga egadir. Qaysi bir xalq bo‘lmasin o‘zining qadimiy milliy merosini sevsa ardoqlasa o‘rgansa va o‘zidan boshqalarga xam o‘rgatsa unday komil inson o‘sha milliy musiqadan zavqlanadi va e‘zozlaydi.

Boshqa xalqlar singari o‘zbek xalqining musiqa merosi xam qadimiydir. Bu musiqiy merosimizda o‘zbek xalqiga mos bo‘lgan milliy an’analar, laparlar, xonishlar, aytishuvlar, yallalar, xalpalalar, mavrigiylar, maqomlar, joylarga xos bo‘lgan maxalliy uslublarda o‘z aksini topgan.

O‘zbekiston mustaqillikka erishgandan so‘ng, barcha ijtimoiy-ma’naviy sohalarda bo‘lgani kabi, musiqa sohasida ham avvalo milliy an’analarimizni, merosimizni asrab-avaylash va rivojlantirish jarayoni boshlandi. Bu hol o‘tgan davrlarda erishilgan muvaffaqiyatlarni, to‘plangan badiiy qadriyatlarni milliylik va umuminsoniylik nuqtai nazaridan, umumbashariy qadriyatlar ustuvorligiga asoslangan holda taraqqiy ettirish imkoniyatini yaratdi.

Binobarin, mustaqillik tufayli milliy musiqa madaniyatimiz o‘zining azaliy manbalaridan kuch olib, milliy ruhiyatni, ma’naviy kamolotni shakllantirishga xizmat qila boshladi, zamonaviy janrlar bilan boyigan holda xalqimizni yangi jamiyat qurishga ruhlantirmoqda.

Musiqqa shunday vositaki, u yangi avlod tarbiyasida muhim ahamiyat kasb etadi, inson ruhiy olamiga bevosita ta'sir ko'rsatadi, tinglovchi dunyo qarashini shakllantiradi. Aynichoqda u insonning ma'naviy ehtiyojlarini qondiradi, his-tuyg'ularini boyitadi.

Inson hayotida qo'shiqning hamisha o'z o'rni, o'z vazifasi mavjud u ermakka to'qilmagan, havasga aytilmagan, bekorchilikdan eshitilmagan: qo'shiq kishilarni yashashga, kurashga chorlagan, mehnatga, muhabbatga ruhlantirgan, dardu qayg'usiga malham, baxtu quvonchiga sherik bo'lgan. Qo'shiqning xalq orzu-armonlarining ifodasi, xalq ruhiyatining ko'zgusi hisoblanishi shundan.

Insonning go'zallik tuyg'usini taraqqiy ettirmay turib, ma'naviy barkamol inson haqida gapirib bo'lmaydi.

To ki odamzod o'zini qurshab turgan tashqi olamda, o'zi yashayotgan jamiyatda, o'zi bilan muloqotda bo'layotgan kishilarda tarixan shakllangan va muayyan davrda amal qilinayotgan badiiy ijod namunalarida mujassamlashgan go'zallikni his qilaolmas ekan, hech qachon ma'naviy barkamol inson darajasiga ko'tarila olmaydi.

Musiqqa anashu nozik tuyg'ularni shakllantirish va tarbiyalashning qudratli vositalaridan biridir.

Shaxsni kamol toptirishda musiqqa madaniyatining o'rni va ahamiyatini ochib berish, birinchidan, inson va uning mohiyati masalasini, ikkinchidan, ma'rifatlilik ko'lamini, uchinchidan, ma'naviy kamolotda musiqqa ega bo'lgan imkoniyatlarni aniqlash demakdir.

Sharq mutafakkirlari musiqqaga doir alohida risolalar yozib qoldirganlar. Ular Sharq musiqqa madaniyati va uning o'ziga xos badiiy-estetik va tarbiyaviy mohiyati haqida ajoyib fikr-mulohazalar bayon etganlar.

Musiqaning inson ma'naviyatiga ta'siri haqida so'z ketganda buyuk Sharq mutafakkiri Forobiyni eslamay iloj yo'q. Forobiy qomusiy olim bo'lish bilan birga buyuk musiqashunos ham edi. Uning musiqqa ilmi sohasidagi faoliyati faqat nazariy qarashlar bilan chegaralanib qolmasdan, amaliy ifodasini ham topgan. Forobiyning

o‘z davri uchun yangilik bo‘lgan musiqa asbobi yaratgani, mohir sozanda va bastakor sifatida tanilgani haqida rivoyatlar ko‘p.

Forobiy o‘zining “Musika haqida katta kitob” asarida musiqani uch turga ajratadi. Uning fikricha, bir xil musiqa insonga huzur-halovat baxsh etadi, ikkinchi xili esa ehtirolarni qo‘zg‘ab, jo‘shqin qiladi va, nihoyat, uchinchi xil musiqa borki, o‘yga toldiradi, fikrlashga, tafakkur qilishga majbur etadi. Shunday qilib, Forobiy musiqaning rivojlanish bosqichlarini, uning inson ruhiga u yoki bu holda ta’sir qilishini, ma’naviy oziq berib, uni yaxshi ishlarga ruhlantirishini, xursandchilik va qayg‘uda odamga hamdam bo‘la olishini va, nihoyat, musiqa odamni katta ishlarni amalga oshirish uchun kurashga chorlay olishini bashorat qilgan.

Forobiy musiqa ilmini keltirib chiqargan sabablar xususida yozar ekan, musiqaning axloqiy-tarbiyaviy jihatlariga diqqatni jalb etadi. “Bu ilm shu ma’noda foydaliki, –deb yozadi Forobiy “Ixsoal-ulum” asarida – o‘z muvozanatini yo‘qotgan (odamlar) xulqini tartibga keltiradi, mukammallikka etmagan xulqni mukammal qiladi va muvozanatda bo‘lgan (odamlar) xulqining muvozanatini saqlabturadi. Bu ilm tananing salomatligi uchun ham foydalidir, chunki tana kasal bo‘lsa, ruh hams o‘ladi, tana to‘siqqa uchrasa, ruh ham to‘siqqa uchraydi. Shuning uchun ovozlarning ta’siri bilan ruhni sog‘aytirish yordamida tana sog‘aytiriladi, ruh esa o‘z kuchlarining tartibga solinishi va substansiyasiga moslashtirilishi orqali sog‘ayadi”.

Forobiy kuylarning turlari va ularning inson ruhiyatiga ta’siri haqida gapirib, ularni uch turga ajratadi: biri ko‘ngilga lazzat va rohat bag‘ishlaydi; boshqasi birinchi tur kuylar birga qo‘shilib, ko‘ngilni taxayyul bilan boyitadi. Bu jarayonda narsalarning suratlari go‘yoki chizilayotgan yanglig‘ ko‘ngilda gavdalanadi; uchinchi xil kuylar hayvonning lazzati yoki aziyati bilan bog‘liq infiolot va ahvol haqidagi mazmundan tarkib topadi. Bunda inson va tovush chiqaruvchi hayvon tabiatlarida uchraydigan nag‘malardan lazzat yoki aziyat chekish hollari ko‘zda tutiladi.

Abu Ali Ibn Sino qadimgi yunon faylasuflari hamda Forobiyning musiqa to‘g‘risidagi ta’limotlarini chuqur o‘zlashtirgan holda, musiqaning inson ma’naviyati bilan bog‘liq jihatlariga ham katta e’tibor beradi. Olimning fikricha, “musika

hayotbaxsh, olijanob axloqiy xususiyatlarni rivojlantiradi, u insonga xizmat qiladi, uning intellektual va axloqiy qiyofasini shakllantiradi”.

Umuman, musiqa inson tabiatini nechog‘liq o‘zgartirgani, insonning inson bilan o‘zaro aloqasi va munosabatlari naqadar bog‘liq ekanligi Ibn Sinoning “Kitob ash-shifo” risolasining musiqa bo‘limida bayon etiladi.

Demak, Sharq allomalarining musiqa va inson ma‘naviyatiga doir qarashlaridan shu narsa ayon bo‘ladiki, musiqa asarlari kishilarni estetik va axloqiy jihatdan tarbiyalashda beqiyos imkoniyatlarga ega.

Musiqa har davrning ijtimoiy-iqtisodiy va ma‘naviy-mafkuraviy hayotining muhim va ta‘sirchan vositasi bo‘lib kelgan. Musiqa asarlari xalqning ma‘naviy ehtiyojlarinigina qondirib qolmay, balki kishilarning mavjud ijtimoiy tuzumga, jamiyatga, hayotning salbiy hodisalariga nisbatan bo‘lgan qarashlarini ham aks ettirgan.

Ma‘naviy barkamol insonni shakllantirishda musiqaning ahamiyati haqida gap ketganda shuni alohida ta‘kidlash joizki, musiqa asarlarining insonda go‘zallik, ulug‘vorlik, ko‘tarinkilik, tushkunlik, g‘amginlik, hazinlik, ma‘yuslik singari tuyg‘ularni uyg‘otuvchi xususiyatlari mavjud va xuddi manashu jihatlari orqali inson ma‘naviyatga ta‘sir ko‘rsatadi. Bundan tashqari, musiqa insonning umuman hayotga bo‘lgan estetik munosabatlarini kuchaytiradi va noziklashtiradi, ayniqsa, yoshlarning iste‘dodini ro‘yobga chiqarish, axloqan poklanish, hayotga moslashish, biror kasb-hunar egasi sifatida ijtimoiy faollashishiga yordam beradi. Musiqa bilan chinnakam oshno bo‘lgan shaxsning hatto tashqi qiyofasi, hatti-harakati va muomala madaniyatida ham o‘zgarish ro‘y beradi.

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**UMUMIY O'RTA TA'LIM MAKTAB O'QUVCHILARINING KIMYO
FANIDAN LABORATORIYA MASHG'ULOTLARINI ZAMONAVIY
TA'LIM TEXNOLOGIYASI ORQALI TASHKIL ETISH**

(«Fizik xossalari turlicha bo'lgan moddalar bilan tanishish» mavzusi misolida)

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ANNOTATSIYA

Umumiy o'rta ta'lim maktablarida kimyo fanidan laboratoriya ishlarini tashkil etishning klaster usuli orqali biz laboratoriya ishlarining asosiy mohiyatini keltirilgan mavzularning bir-biriga bog'lash metodi orqali tushuntirish, o'quvchilar ongida keyingi mavzularni tushunishlari uchun ham zamin yaratadi. Shu bilan birga, xom-ashyo bazasi (reaktivlar) yetarlicha mavjud bo'lmagan maktablarda ham kundalik turmush tarzimizda mavjud bo'lgan kimyoviy moddalar orqali bir nechta mavzularni bir-biriga bog'lab tushuntirish imkoniyatiga ham ega bo'lamiz. Misol uchun, uglerod mavzusi orqali tanish bo'lgan kristall soda hamda azot va fosfor mavzularida o'rganilgan mineral o'g'itlar, biz uchun xalq xo'jaligida topilishi oson va reaksiya jarayonida qo'shimcha jihoz talab etmaydigan, hamda o'quvchilar ongida bu jarayonni virtual laboratoriya ko'rinishida ko'rishdan ko'ra demonstratsion ko'rish imkoniyatini ta'minlaydi. Buning natijasida esa, amaliyot orqali o'quvchilar bir emas bir nechta mavzularni o'zlashtirishi, tahlil qila olishi va kundalik hayot tarzi davomida duch kelgan vaqtlarida, kimyoviy reaktivlarni sezgi retseptorlari orqali analiz qila olish imkoniyatiga ega bo'ladilar. Shu o'rinda, laboratoriya mashg'ulotlarini klasterlash usuli orqali esa, "reaktiv taqchiligi yoki asbob-uskunalar yetishmovchiligi" degan jumalarga ehtiyoj sezilmaydi, hamda bir necha mavzular bir-biriga bog'lagan holda, integratsiyalab oson o'zlashtirilishiga erishiladi.

ABSTRACT

Through the cluster approach to the organization of laboratory work in chemistry in general secondary schools, we explain the main essence of laboratory work through the method of interconnection of the given topics, creating a basis for students to understand the following topics. At the same time, even in schools where the raw material base (reagents) is not enough, we will be able to explain several topics in relation to each other through the chemicals that are present in our daily lives. For example, crystalline soda, which is familiar through the subject of carbon, and mineral fertilizers on the subject of nitrogen and phosphorus, which are easy for us to find in the economy and do not require additional equipment in the reaction process, as well as in the minds of students. It provides a demonstration view of the process rather than a virtual laboratory view. As a result, through practice, students will be able to master and analyze more than one topic, and will be able to analyze chemical reagents through sensory receptors when they encounter them in their daily lives. At the same time, the clustering method of laboratory training does not require the phrase "jet shortage or lack of equipment", and it is easy to integrate and master several topics.

KIRISH

Ta'lim – bu o'quvchilarning o'z imkoniyatlarini rivojlantirish uchun yaxshi o'quv jarayonini yaratish uchun ongli va rejalashtirilgan harakatdir. O'zbekistonda ta'lim yaxshi integratsiyalashgan va uni yanada rivojlantirish kerak. Uzluksiz ta'lim tizimi qo'llaniladigan o'quv dasturi bilan chambarchas bog'liq bo'lishi kerak. Hozirgi vaqtda qo'llanilayotgan o'quv dasturi o'quvchilardan o'qishga ilmiy munosabatda bo'lishni talab qiladi.

Maktabda kimyo fanidan laboratoriya ishlarini tashkil etilishi, ilmiy izlanishlarning ilk debochasi deb qaralsa, jarayonlarni tahlil qila olishi ushbu fanni o'rganishning zarur elementi hisoblanadi. Imkoniyati cheklangan maktab laboratoriyalarida asbob-uskuna va reaktivlar yetishmasa o'quvchi laboratoriya mashg'ulotlarini yakka yoki jamoaviy tarzda olib borib, ishlarni bajarishning amaliy

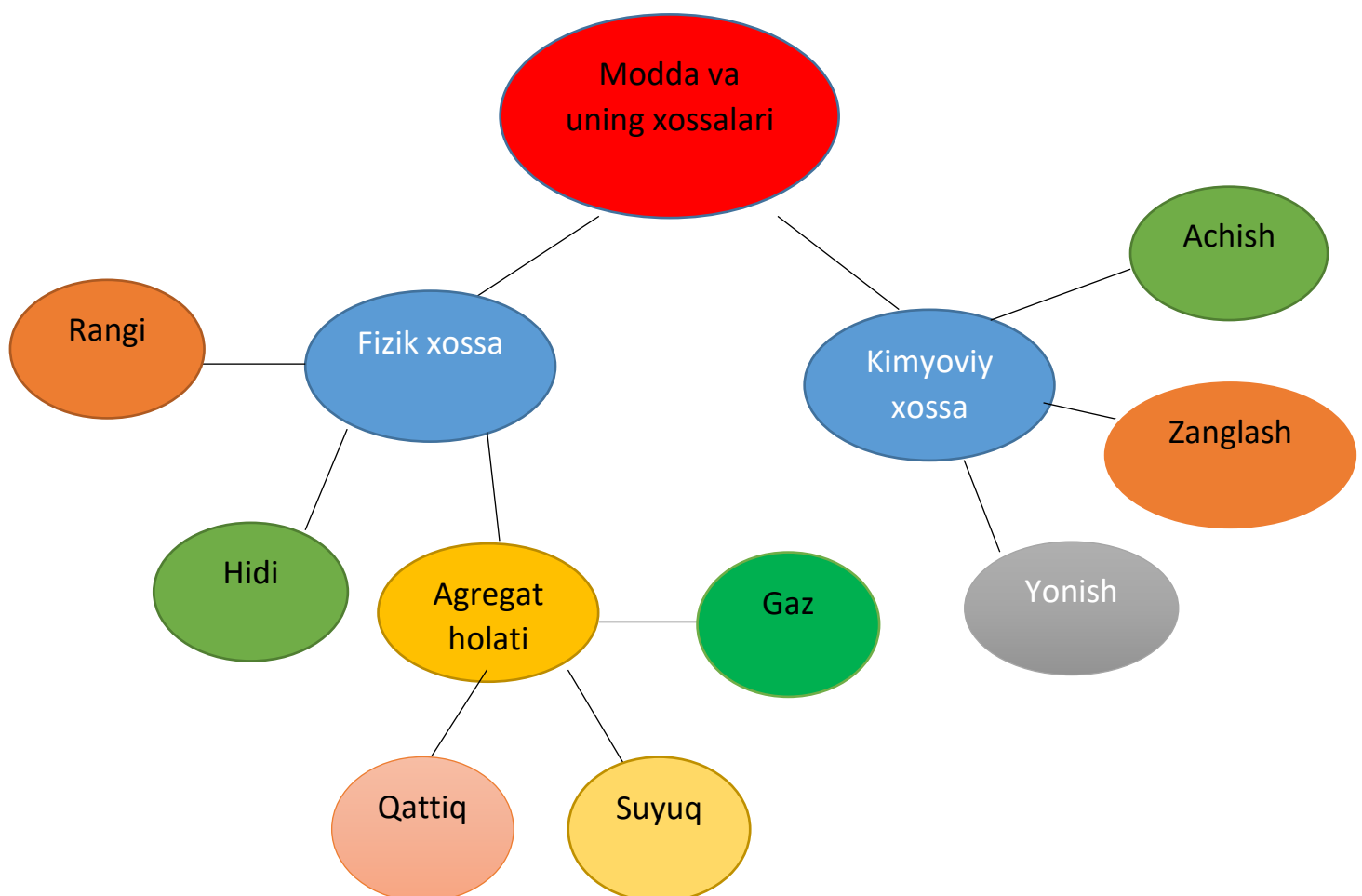
ko'nikmalarini ishlab chiqishi, hodisalarni kuzatib va olingan tajribalar asosida tegishli xulosalar chiqarishi mushkul. Bundan tashqari ko'pgina laboratoriyalarni bajarishda texnika xavfsizligi qoidalariga amal qilinmasa jarohatlanish xavfi mavjud. Jarohatlanish xavfi esa quyidagi normativlari buzish orqali yuzaga keladi: zaharli, tez alanganuvchan, uchuvchan, portlovchi va radioaktiv xususiyatga ega bo'lgan moddalar bilan ishlashda texnika xavfsizligi qoidalariga amal qilmaslikdan yuzaga keladi[2]. Shu bilan birga laboratoriya ishlarini bajarishda texnik va texnologik omillarga qat'iy e'tibor berishimiz, o'zimiz va atrofimizdagilarning salomatligi uchun javobgarlikni his qilishimiz kabi bir qancha majburiyatlarni yuklaydi[3]. Shu kabi, texnik va texnologik omillarni chetlab o'tish uchun, ko'pgina xorijiy davlatlar kimyo laboratoriyalarida virtual laboratoriyalardan foydalanishga qaror qilishgan.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Kimyo fanidan laboratoriya ishlarini tashkil etishda virtual laboratoriyalariga murojaat qilish hozirgi zamon talabi. Bir qator rivojlangan davlatlarda virtual laboratoriyalar orqali dars jarayonini tashkil etish orqali, yuqori samaradorlikka erishishga zamin yaratayotganining guvohi bo'lib kelmoqdamiz. Virtual laboratoriyalar o'quvchilarning jarayon haqidagi tasavvurlarini boyitishga va sodir bo'layotgan hodisani aniq va ravshan guvohi bo'lishga imkon beradi. Kimyo fani eksperimental fanlar sirasiga kirganligi uchun ham bilim va ko'nikmalar ko'proq laboratoriya mashg'ulotlarida mustahkamlanadi[4]. Laboratoriya mashg'ulotlarini o'tkazish davomida, ko'p hollarda zaharli, tez alanganuvchan va portlovchi reaktivlar, murakkab asbob va uskunalalarni ishlatish talab etiladi. Bevosita laboratoriya ishini bajarishga kirishishdan oldin uni kompyuter yordamida virtual holatda ko'rib chiqib – reaktivlarni tejashga, xavfsizlikni ta'minlashga, o'quv jarayonini samaradorligini oshirish mumkin. Shu sababdan hozirda ko'plab kimyo fanidan virtual laboratoriyalar ishlab chiqilgan[5]. Bizning asosiy maqsadimiz ham moddiy resurslarni tejash va samarali natijalarga erishishga qaratilgan. Virtual laboratoriyaning imkoniyatlari juda keng bo'lib o'qitish jarayonini sifatli va

samaradorligini yuqori bo'lishini ta'minlaydi, lekin shuni ham inobatga olish kerakki, o'quvchilar o'zlari o'z qo'llari bilan bajarib jarayon natijalarini bevosita kuzatib borsa fanni o'zlashtirishda to'siq bo'layotgan stimulyatsiyani oshiradi, dunyoqarashini kengaytiradi. Klaster metodi pedagogik, didaktik strategiyaning muayyan shakli bo'lib, u ta'lim oluvchilarga ixtiyoriy muammo (mavzu) lar xususida erkin, ochiq o'ylash va fikrlarni bema'lol bayon etish uchun sharoit yaratishga yordam beradi. Ushbu metod har xil g'oyalar o'rtasidagi aloqalar fikrlash imkoniyatini beruvchi tuzilmani aniqlashni talab etadi. Ushbu metod muayyan mavzuning ta'lim oluvchilar tomonidan chuqur hamda puxta o'zlashtirilguniga qadar fikrlash faoliyatining bir maromda bo'lishini ta'minlashga xizmat qiladi[6].

MUHOKAMA VA NATIJALAR



Mavzu haqida atroflicha tushunchalar shakllantirilgandan so'ng o'quvchilar laboratoriya mashg'uloti daftoriga quyidagi jadvalni chizib olishlar vazifasi beriladi.

Modda nomi	Agregat holati	Rangi	Hidi	Suvda eruvchanligi	Qattiqligi	Ta'mi
Osh tuzi						
Shakar						
Ichimlik sodasi						

Barcha o'quvchilar jadvalni chizib bo'lganlaridan keyin o'qituvchi ularga "6x6" va "Bumerang" texnologiyasi mazmun mohiyatini tushuntiradi va bugungi dars shu asosida o'tilishini ta'kidlaydi. Buning uchun quyidagi ketma-ketliklar bajariladi:

- O'qituvchi o'quvchilar soniga qarab 6 ta guruhga ajratiladi.
- Navbatchilar yordamida har bir guruh oldiga yuqoridagi jadvaldan 6 ta modda tanlab olinib, modda tahlili uchun to'plam idishiga ozginadan solinib tarqatiladi.
- Har bir guruhga bittadan jami 6 ta o'qituvchi tomonidan oldindan tayyorlanib kelingan va quyidagi jadval chizilgan A-4 formatli qog'ozlar tarqatiladi.

Modda nomi	Agregat holati	Rangi	Hidi	Suvda eruvchanligi	Qattiqligi	Ta'mi

- O'qituvchi 6 ta guruhga jadvaldagi "Modda nomi" degan joyga bittadan modda nomini taqsimlab chiqadi va qog'oz yuqorisiga guruh raqamini yozib qo'yishlarini ta'kidlaydi.
- Har bir guruh aniq vaqt ichida (2 minut) o'ziga berilgan modda nomiga qarab, oldinda turgan (to'plamdagi moddalarning nomlari oldindan yozib qo'yilishi kerak) to'plamdan topib olib jadvalning "Agregat holat" degan joyi

to'ldiriladi. O'qituvchi bergan qogozga to'ldirilib turgan ma'lumotlar baravariga laboratoriya ishi daftariga chizilgan jadvalga ham yozilib turilishi kerak.

- Vaqt tugagach 1- guruh o'zining A-4 formatli qog'ozini 2- guruhga, qolgan guruhlar ham shu ketma-ketlikda, 6-guruh esa 1- guruhga uzatadi.
- Materiallar almashib bo'lingach hamma guruh baravariga oldida turgan qog'ozdagi boshqa guruh moddasining nomi yozilgan jadvalni "Rangi" degan joyini to'ldiriladi.
- Har bir guruh shu tarzda o'zining qog'ozini aylanib oldiga kelguncha ("Bumerang" aylanib o'ziga qaytish) jadvaldagi moddalarning fizik xossalarini yozib boradi.
- Qog'ozlar 6 marta aylanib jami 12 minut vaqt ichida 6 xil moddaning 6 ta xossasi to'ldiriladi ya'ni har bir guruh qog'ozlarni aylantirishda har xil moddaga, lekin hammasi bir xil xossaga javob yozishadi.
- Dars so'ngida har bir guruh darslabki o'ziga berilgan qog'ozdagi moddaning fizik xossasini o'qib beradi. Daftarida jadval to'ldirib ulgurmagan o'quvchilar bu imkoniyatdan foydalanishlari mumkin.
- Hamma guruh taqdimoti tugagach, o'qituvchi bilan birgalikda xulosa qilinadi. Agar qaysi guryhda noto'g'ri izoh qilingan bo'lsa boshqa guruhlar oldida turgan moddalardan foydalanib xatoni to'g'rilashi mumkin.
- Dars so'ngida daftardagi jadval bo'yicha uyga vazifa beriladi, ya'ni jadvaldagi oltita modda sinfda ko'rib o'rganilgan bo'lsa, qolgan moddalar xossalari uyda to'ldiriladi. Shu bilan birga 2-3- laboratoriya ishlarini o'qib xulosa yozib kelishlari aytiladi.
- Laboratoriya ishlarini baholash keyingi darsda daftarlar yig'ishtirilib olinib, jadvalni to'ldirganliklari va xulosalar tekshirilib 5 ballik tizimda amalga oshiriladi.

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VINILXlorid SINTEZ MEXANIZMI VA KINETIK TENGLAMALARI

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Polivinilxlorid ko'p tonnali ishlab chiqarilayotgan polimer mahsulotlardan hisoblanadi. Bugungi kunda O'zbekistonda investitsion dastur asosida atsetilen va vodorod xloriddan vinilxlorid, vinilxloridni polimerlab polivinilxlorid olish mo'ljallangan.

2019 -yilgi Investitsiya dasturiga ko'ra, 2019- yilning sentyabr oyidan boshlab O'zbekiston "Navoiyazot" AJ da polivinilxlorid ishlab chiqarishni boshladi. 2019-yilda bu yerda 17,5 ming tonna polivinilxlorid, 12,9 ming tonna kaustik soda va 52,5 ming tonna metanol ishlab chiqariladi. Yangi zavodning loyiha quvvati 100 ming tonna polivinilxlorid, 71,8 ming tonna kaustik soda va 300 ming tonna metanol ishlab chiqarishga mo'ljallangan.

Vinilxlorid (vinilxlorid, vinilxlorid, xloretilen, xloretilen, etilenxlorid) - organik modda; C_2H_3Cl formulasiga ega va etilenning eng oddiy xlor hosilasini ifodalovchi yengil shirin hidli rangsiz gaz. Modda juda tez yonuvchan va portlovchi bo'lib, yonish paytida zaharli moddalarni chiqaradi: uglerod oksidi, vodorod xlorid, fosgen . Vinilxlorid kuchli zahar bo'lib, odamlarga kanserogen, mutagen va teratogen ta'sir ko'rsatadi.[1]

Polivinilxlorid ko'p tonnali ishlab chiqarilayotgan polimer mahsulotlardan hisoblanadi. Bugungi kunda O'zbekistonda investitsion dastur asosida atsetilen va vodorod xloriddan vinilxlorid, vinilxloridni polimerlab polivinilxlorid olish mo'ljallangan.

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Vinilxlorid sintez mexanizm reaksiyasi

Katalizator miqdorining saqlanish qonuni mavjud bo'lgani uchun, chiziqli mustaqil oraliq mahsulotlar soni quyidagicha :

$$I = I_{\text{umum}} - 1$$

v_r (P×S) matritsasini matritsaga ko'paytirish orqali $G_{pr}(S \times I_{\text{umum}})$ matritsalar orqali $v_r G_{pr}$ matritsasini hosil qiladi. Horiut $v(S \times P)$ sonlar matritsasining ustun vektori kompleks reaksiya yo'lini ifodalaydi. Odatda,

$$\text{rg}G_{pr} = S - P$$

Boshqa tomondan, katalizator uchun yagona saqlash qonuni :

$$\text{rg}G_{pr} = I = I_{\text{umum}} - 1$$

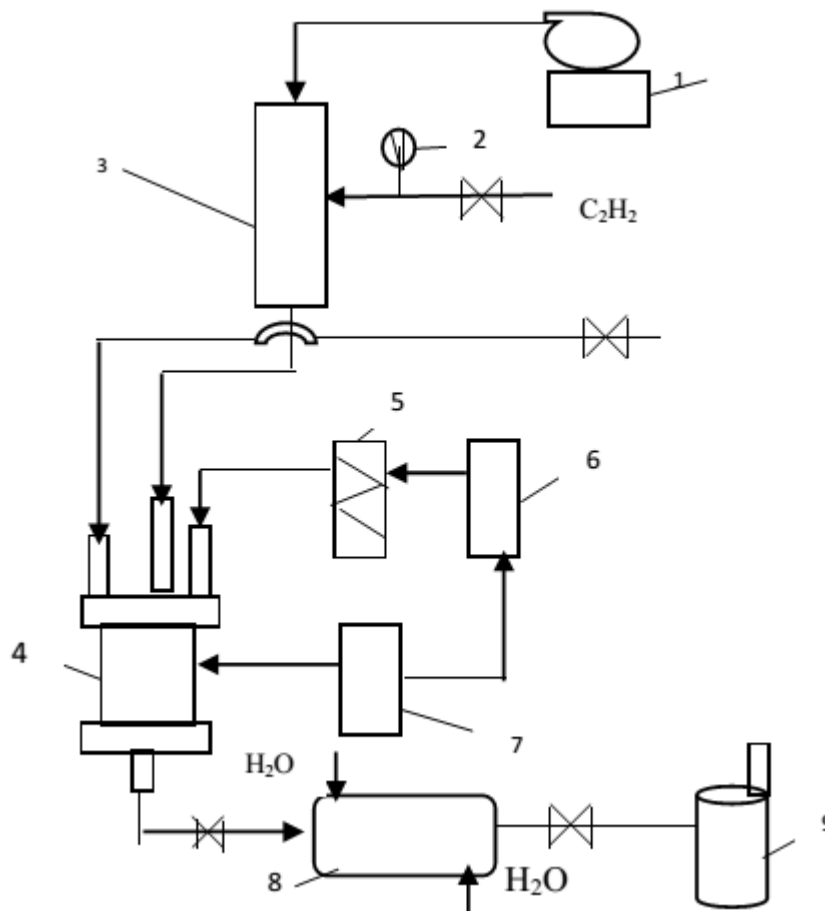
Vinilxlorid sintez reaksiyasi uchun batafsil mexanizmi:



Bu yerda, Z-aktiv markaz;(HgCl₂, HCl); $I_{\text{umum}}=3$, bosqichlar soni $S=4$

Chiziqli mexanizm bo'yicha: $P = S - I_{\text{umum}} + 1 = 4 - 3 + 1 = 2$ [4]

Biz tajriba olib borish uchun „Navoiyazot”AJ ning maxsus ilmiy-tadqiqot laboratoriyasini tanlab oldik. Jarayon quyidagi prinsipial-texnologiya bo'yicha boradi:



Vinilxlorid monomeri sintezining laboratoriya sharoitida olinish sxemasi

1-Kipp apparati; 2-rotometr; 3-aralashtirgich; 4- reaktor; 5-elekr qizdirgich; 6-termopara; 7-potensiometr; 8 - issiqlik almashinish qurulmasi; 9- yig'gich;

Jarayon quyidagicha boradi:

Ishlab chiqarilgan, tozalangan va quritilgan asetilen (namligi 1,5 g/m³ dan ko'p bo'lmagan) taxminan 1,0:1,1 nisbatda tozalangan va quritilgan vodorod xlorid bilan aralashtiriladi. Gazlarning bu aralashmasi quvurli reaktorning yuqori qismiga oziqlanadi, uning quvurlari katalizator bilan to'ldiriladi. Reaktor GOST - 5705728 bo'yicha karbonli po'latdan yasalgan; quvurlarning balandligi 1-1.5 metr, diametri 30-50 sm, 1-50 atm bosim ostida, issiqlik berish uchun 300-800⁰ C issiqlikda chidaydigan teploizolyatorlar o'rnatilgan. Davom etish vaqti 0,5-5 soatgacha bo'ladi va mahkamlanadigan og'iz qismi temirdan iborat. Unda 2ta gaz kelib aralashib,

katalizator bilan sintez bo'lib, tayyor mahsulot chiqadi. Kipp apparatida birinchi navbatda NaCl va H₂SO₄ solinib, gaz tiqini mahkamlanadi. So'ngra atsetilen ventili ochiladi va Kipp apparatdan chiqqan HCl bilan ikkalasi aralastirgichda aralastirilib, reaktorga yuboriladi. Termopara 300⁰C ga kutarilguncha qizdiriladi. Potensiometrdan issiqlik almashinish qurilmasida sovutilib turiladi va yig'gich kolbada yig'ib olinadi. Sintez mahsulot analizga jo'natiladi.

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СЕМАНТИКО-ПРАГМАТИЧЕСКИЕ ОСОБЕННОСТИ ВЫРАЖЕНИЯ МЕНАСИВА (УГРОЗА) И ИНЬЮКТИВА (ПРИКАЗАНИЕ)

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***Аннотация.** В данной статье описываются семантико-прагматические особенности выражения менасива (угроза) и иньюктива (приказание). Несмотря на обилие классификаций и классификационных признаков, разработанных лингвистами для типологии речевых актов, между ними можно проследить определенное сходство. Она заключается в наличии сходных или даже идентичных групп речевых актов в разных классификациях, несмотря на то, что классификация основана на разных признаках и группы называются по-разному. Тем не менее, их прагматическая функция может быть одной и той же.*

***Ключевые слова и выражения:** менасив, иньюктив, семантико-прагматические особенности, речевой акт, прагматическая функция, нейтральный директив, категорический директив, превентив.*

Представление прагматических ценностей в виде иерархии коммуникативных целей может показаться наиболее практичным. Самый высокий уровень в его системе состоит из 4 основных зон: сообщение,

мотивация, оценка и фатические высказывания. Каждая из зон представляет собой объединение определенного набора специфических прагматических типов высказываний (РА), которое имеет более или менее четкое ядро и развитую периферию. Ядро и периферия характерны как для плана выражения, так и для плана содержания. Например, ядром в области сообщений является отчет, затем идет утверждение, констатация, предположение. Вопросительные высказывания имеют особый статус в этой классификации, занимая промежуточное положение между зонами коммуникации и мотивации.

Важным преимуществом такой классификации является то, что граница между зонами представляет собой не линию, а полосу. Языковые структуры, которые попадают в эту часть поля, обладают характеристиками обеих смежных функциональных зон. Подход к прагматическим значениям с точки зрения иерархии коммуникативных целей позволяет анализировать высказывания не только по наличию/отсутствию в них определенного признака, но и по его интенсивности. В. И. также говорит о полевой структуре РА. Карасик, признавая при этом существование прототипических: приказов, просьб, извинений и более сложных «размытых» РА, которые, с определенными оговорками, можно отнести к той или иной группе [1].

Поворот к изучению высказывания в ономазиологическом аспекте, когда разные языковые формы выражают одно и то же содержание, вызвал повышенный интерес к анализу речевого поведения в различных условиях общения. Собственное значение высказывания (то, которое складывается из значений его компонентов), как было показано выше, не всегда совпадает с его прагматическим значением (тем, которое определяется ситуацией общения). Итак, обычная констатация факта: «Он придет завтра» — в реальных условиях общения становится либо обещанием, либо предупреждением, либо угрозой.

В качестве примера анализа конкретного речевого акта обратимся к речевой ситуации угрозы. Выбор объясняется тем, что, как отмечается в монографии М. Г. Безяевой, коммуникативная задача угрозы была изучена

меньше, чем другие целевые установки. В последнее время в ряде работ была предпринята попытка определить цель угрозы, и исследования проводятся, как правило, в традициях теории речевых актов [2].

Актуальность изучения этой проблемы обусловлена еще и тем, что она связана с двумя исследовательскими программами в современной прагмалингвистике: анализом функционирования постулата «вежливости» в разных культурах, а также теорией конфликтологии. Как разновидность вербальной агрессии, угроза противоречит кодексу коммуникативного поведения и приводит к конфликту.

В русской лингвистической традиции угроза ассоциируется с повелительностью, повелеваемостью, волей. Будучи мотивационным речевым актом, угроза функционирует как особый тип мотивации к действию (или бездействию), в котором заинтересован говорящий. Угроза относится к адресантноиницирующим речевым актам, поскольку адресат, чтобы обязать, склонить адресата — предполагаемого исполнителя — к своей точке зрения, возлагает на себя ответственность за ход действия. Предпосылка заключается в том, что получатель-исполнитель изначально не разделяет точку зрения адресата, занимает нейтральную или противоположную позицию, что подразумевает возможность сомнения, неподдержки. Данные характеристики сближают угрозу с такими речевыми актами, как обещание, клятва и позволяют большинству лингвистов, в том числе Дж. Серлю, относить угрозу к комиссивам [3].

Однако следует отметить, что осуществление речевого акта угрозы предполагает радикально противоположные комиссарам подготовительные условия. Так, Дж. Серль в статье "Что такое речевой акт?", анализируя речевой акт обещания, проводит различие между обещанием и угрозой. "Фундаментальное различие между обещаниями, с одной стороны, и угрозами, с другой, заключается в том, что обещание - это обязательство сделать что-то для вас, а не в ущерб вам, тогда как угроза - это обязательство сделать что-то во

вред вам, а не для вас. Обещание неверно, если они обещают сделать что-то, чего получатель обещания не хочет; это тем более неверно, если обещающий не убежден, что адресат обещания хочет, чтобы это было сделано, поскольку правильное обещание должно восприниматься как обещание, а не как угроза". [4]. Например, Регина Аркадьевна, она мечтает учиться у вас. Пожалуйста, пожалуйста... Я заплачу за свою дочь, просто заберите ее (Маринину). В этом примере выражение "Я заплачу за свою дочь" представляет собой обещание, а не угрозу, поскольку адресату не причиняется никакого ущерба. Остановись, Лариса! Иначе вы пожалеете об этом! (Пронин). Выражение "Иначе вы об этом пожалеете" является угрозой, так как предсказывает негативные последствия для адресата.

Если обещание, клятва декларирует добровольное действие, которое обычно отвечает интересам исполнителя и тем самым неявно выражает стремление принять сторону адресата, то угроза, как правило, прямо или косвенно представляет ситуацию выбора. Адресат-исполнитель должен выбрать, совершать ли действие, которое якобы отвечает его интересам, или ожидать от адресата выполнения обещанного (чаще всего негативных последствий). Эта ситуация выбора лишь маскирует первоначально принятое обязательство действовать в интересах говорящего, что характерно для категорической директивы.

Наличие такого прагматического обстоятельства, а также часто явно выраженного мотива - действия, на выполнение которого исполнитель должен сделать выбор, позволяет отнести речевой акт угрозы к директивным.

Обратите внимание, что мотивация, содержащаяся в угрозе, может выражать целый ряд прагматических значений:

- категорический директив:

- запрет: Слушай, перестань морочить мне голову, я сейчас позвоню на место службы. Здесь содержится просьба говорящего прекратить действие, совершенное адресатом;

- приказ: молчи, иначе я тебя укушу;

- нейтральный директив — совет: Не как-нибудь, а возьми машину, - строго сказал Алексей. — Иначе послезавтра ты даже не сможешь ходить в тапочках;

- смягченный директив — просьба: Поэтому, пожалуйста, ведите себя таким образом, чтобы не вынуждать меня прибегать к крайним мерам. И я приму их, как только пойму, что ты несерьезный человек;

- превентив (предостережение): Любой шаг в сторону - и ты покойник. Любое лишнее слово, лишний жест или самый незначительный вопрос, выходящий за рамки вашей работы, - это будет тот самый шаг в сторону.

Тот факт, что речевой акт угрозы приписывается либо комиссарам, либо директивам, объясняется его сложной двойственной природой, поскольку в семантике угрозы присутствуют два компонента: с одной стороны, это стимул совершить действие в интересах говорящего, с другой - побуждение к совершению действия в интересах говорящего. обещание негативных последствий в случае неповиновения.

М.Г. Безяева определяет значение угрозы, подчеркивая ее превентивный характер: угроза - это "предупреждение (я хочу, чтобы вы знали) о желании говорящего совершить нежелательное для слушателя (или третьего лица) действие, если он совершил, совершает, передоверяет или возобновляет действие нежелательное для говорящего или третьего лица, либо не совершило, не совершает, не хочет совершать или возобновлять действие, желательное для говорящего (реже третьего лица), которое обычно реализуется в активном эмоциональном состоянии говорящего" [5].

Несмотря на проблематичность определения типа речевого акта, к которому относится угроза, обобщенная семантическая модель этого речевого акта такова: (Не) делай что-либо, иначе я сделаю тебе плохо.

В прагмалингвистике такие модели речевых актов основаны на языке семантических примитивов, активное использование которых

продемонстрировано в работах А. Вежбицкой. Давайте сравним интерпретацию угрожающего речевого акта этим исследователем [4].:

Если ты пошевелишься, я выстрелю (угрожающе) = Предполагая, что ты не хочешь, чтобы я стрелял в тебя (или: что если я выстрелю в тебя, тебе будет плохо), желая убедиться, что ты знаешь это заранее и не сделаешь этого, я говорю: если вдруг ты пошевелишься, я буду стрелять.

М.Я. Гловинская уточняет модель, вводя в интерпретацию слова угроза, называющего речевой акт, не только информацию о возможном совершении плохого (непродуктивного) действия для адресата, но и фактор прогнозируемого страха [5]:

X говорит У-у, что сделает Р, плохое для У-а.

X говорит это для того, чтобы У боялся, что X сделает Р.

Специфика речевого акта угрозы обусловлена также невозможностью его перформативной формализации, поскольку глагол угрожать является квазиперформативом, содержащим, по мнению З. Вендлера, "подрывной фактор" в своей семантике. Однако существует мнение, что такие иллокутивные глаголы (в том числе глагол угрожать) могут использоваться в данной грамматической конструкции, выполняя особую коммуникативную задачу в общем интенциональном плане говорящего. Итак, заявление: я вам не угрожаю, но вы об этом пожалеете! есть две структурные особенности: союз но, который создает его логическую двухкомпонентность, и отрицательная частица не перед иллокутивным глаголом угрожать, который стоит в 1-м лице настоящего времени и употребляется с актантом, выраженным личным местоимением во 2-м лице.

Первая часть заявления "Я вам не угрожаю" является констатирующей: говорящий утверждает, что он не совершает никаких действий. Однако, вторая часть ... но ты пожалеешь об этом! он вносит ряд прагматических коррективов, которые оказываются решающими и переводят все высказывание в перформативный план, доказывая ложность первой части. Адресат тщательно

маскирует свою иллокутивную цель, и это обеспечивает успех осуществления, задуманного им действия. Именно для этой цели используется иллокутивный глагол 1-го лица единственного числа настоящего времени: из-за их антирезультативности легче осуществить реальное перформативное высказывание.

Таким образом, внутри высказывания происходит иллокутивная борьба двух сил — констативной (претендующей на искренность) и перформативной (обладающей искренностью и гарантирующей успех действия). Если преобладает иллокутивная сила перформативности, т.е. если слушатель правильно интерпретирует такое высказывание и установит существование сверхсекретной иллокутивной цели (угрозы), одновременно установив ложность утверждения, содержащегося в первой части, то это позволит ему адекватно оценить изменение отношений, которые сложились между коммуникантами на момент этого высказывания.

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TUSH MOTIVINING ZAMONAVIY HIKOYALARDAGI STILIZATSIYASI (NAZAR ESHONQUL HIKOYALARI MISOLIDA)

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***Annotatsiya:** Folklordagi asosiy motivlardan biri - tushning zamonaviy hikoyalardagi o‘rni Nazar Eshonqul hikoyalari misolida o‘rganildi. Tushning syujet tarkibidagi o‘rni, vazifalari, qo‘llanish maqsad va qo‘llash uslublari tahlil qilindi. Folklordagi va zamonaviy hikoyalardagi tush motivi o‘rinlari solishtirildi.*

***Kalit so‘zlar:** Tush, motiv, shomoniylilik, yadro, kompozitsion o‘rin, kompozitsion vazifa.*

Bilamizki, o‘zbek adabiyotida tush motividan foydalanish tajribasi an’anaviy bo‘lib, uning bosqichma-bosqich takomillashayotganidan mavjud manbalar guvohlik beradi. Xalq og‘zaki ijodidan boshlangan bu badiiy tajriba mumtoz ijodkorlar tomonidan yanada mahorat bilan davom ettirildi. Endilikda davr adabiyotida bu tajriba yanada boyidi. Tush epizodlari kompozitsion vosita sifatida yoki badiiy syujetning boshida keladi, yoki asar voqealarini o‘zaro bog‘lash va umumiy mazmun kasb etuvchi sifatida asar kulminatsion qismida aks etadi. Tush istilohi ilmiy jihatdan ko‘o o‘rganilgan bo‘lib, badiiy ijoddagi o‘rni Murtazoyev, X.Safarova, M.Narziqulova kabi boshqa olimlarning tadqiqotlari alohida e‘tiborni tortadi. Istamova Sh.ning “Badiiy asarda tushning poetik-kompozitsion vazifalari” ilmiy dissertatsiyasida esa tushning badiiy asarda tutgan vazifasiga urg‘u beriladi. Bu sohada J.Eshonqulning “O‘zbek folklorida tush motivi va uning badiiy talqinlari” nomi ostida qilingan ilmiy ishlari eng yirik izlanishlardan biri bo‘ldi. Olimning tadqiqiga ko‘ra inson tushlar olamini qadimdanoq sirli va qandaydur mavhum

kuchlarga aloqasi bor holat sifatida qaralgani takidlanadi. Shuningdek, qadimiy e'tiqodlarga ko'ra xalq orasidan tanlab olingdan rahnamo - shomon ham tushlar vositasida o'z kelajagiga ishoralar ko'ra olgan. Nazar Eshonqul hikoyalarida tush motiviga bot-bot murojaat qilinadi. Ularda ma'lum vazifa bor ekanligi yaqqol seziladi. Folklor asarlarida tush motivining qo'llanishi ko'proq bashorat, kelajakka ishorat tarzida bo'lsa, Nazar Eshonqul hikoyalarida ham shu kabi ma'no bilan bir qatorda, ruhiy tahlil, ong anglay olmagan voqelikni, ongosti sezimlari bilan ramziy ko'rsatilganiga guvoh bo'lamiz. Xususan, "Alpomish" dostonida Alpomish, Barchin va Qorajon bir vaqtning o'zida ayni bir tushni ko'radi: *"Alpomish cho'ponlarning qo'shxonasida uxlab yotdi. Kechasi fayzi sahar vaqtiga yetdi, sahar vaqti cho'ponlarning qo'shxonasida yotib bir tush ko'rdi. Izlab borayotgan Barchin yori, bul ham baxmal o'tovda yotib, subhi sodiq tuqqan vaqtda bir tush ko'rdi. Kashal g'orida, to'qson qalmoqning ichida Qorajon alp ham bir tush ko'rdi. Uchovining tushi oldin keyin, do'g'ulish ko'rdi"*¹.

Bu tush motivini folklorshunos J.Eshonqul tahlil qilib shunday ta'rif beradi: "Ana shu tush motivida butun doston voqealari oldindan bashorat qilinib, ramzlar tilida bayon etiladi. Ya'ni doston syujetining butun keyingi voqealari rivoji ana shu parchada ko'rsatib beriladi. Ushbu motivdan so'ng doston voqealari tezlashib, syujetning keyingi halqalari uchun vaziyat yaratiladi. Qorajon ana shu tush tufayli Alpomish bilan do'st tutinadi. Sinovda o'zi tug'ishgan akalarining yonida turib emas, Alpomish tomonda turib davraga tushadi. Alpomishning do'sti, sirdoshi, yaqin ko'makchisiga aylanadi. Shuning uchun ham ana shu tush parchasini doston syujetining "yadrosi" deb qarash mumkin."²

Nazar Eshonqulning "Ajr" hikoyasida boshida kelgan tush motivi ham aynan shu vazifani bajargan desak xato bo'lmaydi. Xususan,

1 Алпомиш. Достон / Айтувчи Фозил Йўлдош ўғли. Нашрга тайёрловчи Т. Мирзаев. – Тошкент: Фан, 1999. – Б.144 – 145.

2 Эшонкулов Ж. Ўзбек фольклорида туш ва унинг бадий талқини. – Филол.фан д-ри... дисс. – Тошкент, 2010 – 292 б.

“– Esingdami, – derdi chol o‘g‘lining harsillab qolganiga yuragi achishayotgandek va atrofdagi mudhish sukunatdan cho‘chiyotgandek shivirlab, – o‘n yilcha oldin shu yo‘lni tush ko‘rgan eding. Aynan shu yo‘lni. O‘sha tushni sen bilan bir kechada men ham ko‘rgan edim – axir qonimiz bir-da! O‘shandayoq senga rahmim kelgan edi ham bag‘rim manavi daladay tutab ketgandi! Anavi tepalik ham kirgan edi, esingdami, o‘zing ham bir haftagacha o‘sha tushni eslab, xufton bo‘lib yurganding. Har qalay, shu tushingni sotib yemagandirsan? Yo uni ham biron narsaga almashtirib yubordingmi? Yo‘l, dala, tutun, o‘kiriklar, yig‘i-sig‘i – esingdami?”

– Esimda, – xirilladi o‘g‘il, – hammasi esimda.

– O‘shanda men ham bir necha kun uxlay olmagan edim bu yo‘ldan qanday o‘tarkansan deb. U tush emas, yozdig‘ edi. O‘sha kechasiyoq sening peshonangga yozib qo‘yilgandi. Men shundan qo‘rqan edim”.

Ko‘rinib turibdiki, asar boshidayoq yozuvchi qahramonlarga hukm o‘qilganligini, ularning kelajak taqdiri tushlari orqali bildirilganligini keltirib o‘tadi. Hikoya voqealarining keyingi “taqdir”i shu tushning ifodasi o‘laroq davom etadi. E‘tiborli jihati shundaki, yuqorida ko‘rib o‘tgan dostonimizda ham, hikoyada ham qahramonlar aynan bir tushni bir xil vaqtda ko‘rishadi. Dostonda bu holatni chiltonlar ruhlarni uchrashtirishini sabab qilib ko‘rsatadi. Hikoyada esa bunga o‘xshash sababga duch kelmaymiz. Ammo bu motivning asar tarkibida aynan shu kabi o‘rin olishi tasodif emas. Bu tush emas, yozdig‘ edi, taqdirning hukmi edi. Ya‘ni bir so‘z bilan aytganda hikoyamizning "yadro"si edi. "Ajr" hikoyasida real dunyoda inson tomonidan sodir etiladigan voqealar do‘zax, arosat, jannat mezonlari bilan baholanadi. Xalq og‘zaki ijodining asosi - ezgulik va yovuzlik kurashi, yovuzlikning jazosiz qolmasligi kabi mezonlari asarning bosh g‘oyasiga singdiriladi.

Zubayda ismli bir ko‘r qizni zo‘rlagan, oqibat qiz o‘zini o‘ldirgan. Eng mudhish jinoyati, o‘g‘il – padarkush. Yolg‘onchi dunyodagi mansab-martaba deb otasini o‘ldirgan, padarkush bo‘lgan, mustamlaka tuzumiga qul bo‘lgan o‘g‘il milliy ozodlik yo‘lida kurashga chiqqan otasini o‘ldiradi. “Biz faqat eski osoyishta hayotimizni qurolli kishilardan qurol bilan qaytarib olmoqchi edik. Bor gunohimiz

shu edi, boshqa hech narsa!”, – deydi ota. Bor-yo‘g‘i shu gunohi uchun qattol tuzum uni o‘z o‘g‘li qo‘li bilan o‘ldiradi. Tog‘da, odamlar ko‘zidan yiroqda, qaltis bir cho‘qqida otasi minib ketayotgan otga qamchi uradi. O‘z otasini oti bilan qo‘shib jarga qulatadi. Qilmishini boshqalardan yashirish uchun yig‘lab, egardan uchib chil-parchin bo‘lib ketgan ota jasadi ustiga ikki cho‘ponni boshlab keladi. Biroq el og‘ziga elak tutib bo‘lmaydi. El uni baribir “Padarkush” deb ataydi. Faqat u tuzumning katta mavqedagi kishisi bo‘lgani uchun, yashirincha, orqavarotdan aytishadi. O‘g‘il butun umr o‘zini padarkush deganlarni ta‘qib etadi. Qamatadi, o‘ldiradi. Ammo Xudoning muqarrar jazosidan qochib qutula olmaydi. Nurgali Sizdikbayev Nazar Eshonqulning aynan shu hikoyasini tahlil qilib, “undagi “o‘liklar dunyosi”ning ikki qutbi haqidagi diniy tasavvur hikoyaga badiiy maqsadini singdirish va undan davr uchun zarur xulosalar chiqarish, eng muhimi, asarning mifologik poetikasini kuchaytirish imkonini beradi” – deya ta‘kidlaydi. Asardagu “padarkush”ning fojiasi shundaki, u ana shu – do‘zax va jannatni unutadi, bu esa shunchaki xotirasizlik emas, balki Yaratganning jazosini unutish, bu jazodan qo‘rqmaslik, bu jazoni mensimaslik demakdir. Nazar Eshonqul aynan shuning uchun ham “Ajr” hikoyasida qahramonni Yaratganning huzurida – Ajr vodiysida tasvirlaydi, bu “Pulisirotni vodiysida padarkushning qilmishi guvohlari hozir bo‘lishadi – ular turli ovozlarda uning gunohlarini birma-bir sanash boshlanadi. Muhim jihati shundaki, Nazar Eshonqul bu guvohliklarni shunchaki qoralovchi monolog shaklida emas, balki turli detallar, turli holatlar, turli savollar tariqasida, badiiy bo‘yoqlar yordamida tasvirlab boradi.

Shuningdek, Nazar Eshonqulning “Xayol tuzog‘i” hikoyasida qahramonning yovuzlikni odat qilgan jamiyatdan ajralib borishi, ularga o‘xshab yovuz bo‘lib qolmaslik uchun tahlikada yurishi boshqa hikoyalar qahramonlaridan deyarli farq qilmaydi. Qahramonning ichki ruhiyati esa ba‘zan tushlar, ba‘zan esa xayoliy uydirmalari orqali ochib beriladi. Shu jihatdan o‘rganilganda esa, asar qahramonining tushida doim tobut, o‘lim, marhumlar, o‘z qabri boshida yig‘lash kabi epizodlar keladiki, bu bevosita “tanlangan shomon”ga o‘xshab ketadi. Boshqalardan farqli ravishda aynan uni “xuddi qabrdan chiqqandek tovushi sovuq” – o‘lim malikasi doim yo‘qlaydi, sekin asta o‘ziga “rom etib boradi”. Shu tariqa bu hikoyamiz qahramoni ham narigi olamni makon qiladi.

ЗНАЧИМОСТЬ ДВИЖЕНИЯ ДЕНЕГ НА МЕЖДУНАРОДНОМ УРОВНЕ

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***Аннотация.** В данной статье рассматриваются вопросы, связанные с процессом международного движения денег и его значение для мировой экономики. Раскрывается взаимосвязь мировой экономики и роль международных денежных потоков в стимулировании экономического роста и стабильности.*

***Ключевые слова:** международный денежный поток, торговля, прямые иностранные инвестиции, валютные курсы, денежные переводы, нормативно-правовая база.*

Введение. Движение денег на международном уровне оказывает глубокое влияние на мировую экономику. Это сложный и взаимосвязанный процесс, в котором участвуют различные заинтересованные стороны, от правительств и транснациональных корпораций до отдельных лиц. Понимание динамики международных денежных потоков имеет решающее значение для понимания тонкостей мировой финансовой системы.

Мир более взаимосвязан, чем когда-либо прежде, с торговлей и инвестициями, пересекающими границы. Поскольку страны участвуют в обмене товарами и услугами, платежи производятся в разных валютах, что приводит к движению денег между странами. Кроме того, прямые иностранные инвестиции и портфельные инвестиции стимулируют значительные потоки капитала, формируя экономическое развитие и рост.

Обменные курсы, еще один важный элемент, играют ключевую роль в международном движении денег. Колебания обменных курсов могут повлиять на торговую конкурентоспособность, инвестиционные решения и финансовые рынки. Понимание факторов, влияющих на движение обменного курса, имеет важное значение для предприятий и инвесторов, стремящихся ориентироваться в сложностях мировой экономики.

Кроме того, денежные переводы, средства, отправляемые физическими лицами, работающими за границей, в свои страны, способствуют международному денежному потоку. Эти финансовые переводы поддерживают семьи, стимулируют местную экономику и сокращают бедность в развивающихся странах. Анализ факторов, влияющих на потоки денежных переводов, дает представление о социально-экономическом воздействии международного движения денег.

Нормативная база и контроль за движением капитала также влияют на движение денег на международном уровне. Правительства осуществляют политику и правила для управления обменными курсами, стабилизации местной экономики и предотвращения финансовых кризисов. Изучая действующие меры регулирования и понимая их последствия, мы можем глубже понять, как они формируют глобальное движение капитала.

В этой статье мы исследуем тонкости международного денежного потока, изучая различные факторы, которые управляют этим движением, и последствия для различных заинтересованных сторон. Проливая свет на механизмы, лежащие в основе международного движения денег, мы можем лучше понять мировую финансовую систему и принимать обоснованные решения, способствующие экономическому росту и стабильности.

Степень изученности. С вопросами связанных с движением денег на уровне международных денег работами многие ученые исследователи, к числу которых относятся: П.А.Минакир, М.А.Трушова, Р.А.Джонсон, Л.П.Мартинес, Дж.Смит, Т.Бетердорф, Р.Барский, М.Эастон и многие другие.

Методология исследования. Данное исследование проводилось с использованием методов научного абстрагирования, индукции и синтеза.

Основная часть. Стабильность и процветание экономики сильно зависят от движения капитала через национальные границы. Но экономические показатели страны могут повлиять колебания потоков капитала из-за их влияния на курс валюты страны, торговый баланс и условия финансового рынка. Чтобы обеспечить стабильность и долгосрочный рост, правительства, центральные банки и политики тщательно изучают международные денежные потоки.

Глобализация и международная торговля неразрывно связаны с обращением иностранной валюты. Деньги пересекают границы для расчетов по сделкам, когда страны импортируют и экспортируют товары и услуги. Торговые диспропорции, конкурентоспособность и общее состояние международных торговых связей можно лучше оценить, зная динамику денежных потоков. Это полезно для анализа преимуществ и недостатков глобализации.

Прямые иностранные инвестиции (ПИИ) и портфельные инвестиции являются основными источниками глобального движения средств. Компании и финансисты уезжают за границу в поисках возможности распределить свои риски, выйти на новые рынки и получить прибыль от расширения. Инвесторы могут найти новые многообещающие места для инвестиций и лучше управлять соответствующими рисками, если они будут иметь четкое представление о тенденциях и силах, формирующих потоки капитала.

Изменения стоимости одной валюты по отношению к другой являются основным фактором движения денежных средств по всему миру. Последствия

колебаний валютных курсов для экспортеров, импортеров и инвесторов могут быть значительными. Способность предвидеть и управлять влиянием колебаний валютных курсов на торговую конкурентоспособность, прибыльность и доходность инвестиций вызвала большой интерес к лежащей в основе динамике обменных курсов.

Существует сильная корреляция между денежными переводами, отправляемыми домой рабочими-мигрантами, и экономическим ростом в этих странах. Поддерживая местное потребление, инвестиции и сокращение бедности, денежные переводы помогают странам-получателям процветать в экономическом плане. Социально-экономические последствия денежных переводов как для страны происхождения, так и для страны назначения можно лучше понять путем тщательного анализа.

Торговля между странами является главной движущей силой оборота денежных средств в глобальном масштабе. Платежи производятся в различных валютах, когда страны торгуют продуктами и услугами друг с другом, что приводит к перемещению денег через международные границы. Когда одна страна покупает больше, чем продает, или наоборот, возникает торговый дефицит, который влияет на поток валюты. Когда это происходит, правительства должны использовать валютные свопы или другие финансовые инструменты, чтобы исправить ситуацию. На направление и масштаб потоков иностранного капитала влияют такие факторы, как торговый баланс, волатильность валютных курсов и торговая политика.

И ПИИ, и ПИИ, или прямые иностранные инвестиции, и портфельные инвестиции, играют важную роль в обращении капитала по всему миру. Прямые иностранные инвестиции (ПИИ) относятся к процессу создания бизнеса или покупки недвижимости в другой стране. Чтобы получить доступ к новым рынкам, ресурсам или конкурентным преимуществам, многие компании начали инвестировать в зарубежные рынки. Огромные потоки капитала являются результатом ПИИ из-за международного движения денег в

инвестиционных целях. Портфельные инвестиции аналогичны тем, что влекут за собой приобретение акций, облигаций или других финансовых активов на международных биржах. Инвестирование в портфель — отличный способ распределить риски и увеличить потенциальную прибыль. Прямые иностранные инвестиции (ПИИ) и портфельные инвестиции (ПИ) влияют на обменные курсы валют и прямые инвестиции в доллары стран с привлекательными инвестиционными возможностями.

Важность обменных курсов и валютных рынков в международных валютных операциях имеет решающее значение. Курсы обмена валют имеют решающее значение для международной торговли и инвестиций, поскольку они определяют относительную ценность одной валюты по отношению к другой. Изменения стоимости одной валюты по отношению к другой побуждают участников валютного рынка покупать и продавать эти валюты с целью получения прибыли. Дифференциал процентных ставок, экономические показатели, геополитические события и рыночные настроения — это лишь некоторые из вещей, которые могут повлиять на обменные курсы валют. Компании, участвующие в международной торговле, инвесторы, управляющие валютными рисками, и руководители центральных банков, разрабатывающие успешную денежно-кредитную политику, получают пользу от более глубокого знакомства с динамикой обменного курса.

Потоку денег во всем мире в значительной степени способствуют денежные переводы или отправка денег домой теми, кто нашел работу в другой стране. Чтобы помочь своей семье с едой, жильем и медицинским обслуживанием, работники отправляют деньги домой. Увеличение местного потребления, развитие малых предприятий и сокращение бедности — все это способы, с помощью которых денежные переводы помогают экономике стран, в которые они отправляются. На размер и распределение денежных переводов влияют макроэкономические и политические факторы, такие как уровень безработицы, иммиграционные правила и разница в обменных курсах валют.

Социальные и экономические последствия международного движения денег можно лучше понять, проанализировав движение денежных переводов.

Правительства играют ключевую роль в надзоре за глобальным движением денег с помощью нормативно-правовой базы и контроля за движением капитала. Их экономика защищена, валютные курсы контролируются, а финансовые кризисы избегаются благодаря законам и нормативно-правовой базе, которые они вводят в действие. Для управления движением денежных средств и стабилизации местной экономики используются меры контроля за движением капитала, такие как ограничения на конвертацию валюты или лимиты на трансграничные транзакции. Эти действия могут повлиять на движение капитала по всему миру, повлияв на настроения инвесторов, доступность средств и относительную привлекательность различных рынков.

Заключение и предложение. Таким образом, международные денежные переводы представляют собой запутанный и взаимозависимый процесс, который имеет далеко идущие последствия для мировой экономики. На динамику международного денежного потока влияет широкий круг факторов, включая, помимо прочего, международную торговлю, ПИИ, портфельные инвестиции, курсы валют, денежные переводы и нормативно-правовую базу.

Политики должны работать над созданием среды, которая способствует открытости торговли, приветствует иностранные инвестиции и поддерживает стабильные обменные курсы, чтобы их страны могли успешно справляться с рисками и извлекать выгоду из возможностей, предоставляемых глобальными денежными потоками. Международные денежные потоки можно сделать более эффективными и эгалитарными, среди прочего, путем поощрения доступа к финансовым услугам, снижения операционных издержек при денежных переводах и повышения прозрачности финансовых рынков.

Понимание сил, которые перемещают деньги по всему миру, необходимо для каждой компании или инвестиции. Оптимизация внешнеторговых операций и инвестиционной стратегии компании требует постоянной бдительности в

отслеживании колебаний обменного курса, анализе конъюнктуры рынка и управлении валютными рисками.

Чтобы полностью понять нюансы трансграничных денежных транзакций, необходимы дальнейшие исследования и исследования. Чтобы лучше продвигать устойчивые и инклюзивные глобальные финансовые системы, ученые, политики и практики должны продолжать совместную работу для обмена информацией и разработки успешных мер.

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THE ROLE OF MARKETING IN THE DEVELOPMENT OF TOURISM ACTIVITIES

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***Abstract.** This article discusses the issues of innovative development of the tourism sector, the reasons and factors hindering the increase in the efficiency of their activities, and also offers suggestions for solving existing problems.*

***Keywords:** economy, tourism, private business, tourist activity, tourist resources, marketing, tourist industry, tourist product.*

***Аннотация:** В данной статье рассмотрены вопросы инновационного развития сферы туризма, причины и факторы, препятствующие повышению эффективности их деятельности, а также даны предложения по решению существующих проблем.*

***Ключевые слова:** экономика, туризм, частный бизнес, туристская деятельность, туристские ресурсы, маркетинг, турбизнес, турпродукт.*

INTRODUCTION. Currently, an important condition for such a rapid development of the economic sector is the accelerated introduction of modern innovative technologies, that is, successful activity is impossible without innovation. Rapidly developing all spheres of state and public life of the country require close support of ongoing reforms based on modern innovative ideas, developments and technologies that ensure a quick and high-quality breakthrough of the country into the ranks of world civilization leaders.

The development of the economy of Uzbekistan is certainly connected with the development of the tourism industry, which is a social and priority area, the development of which affects the economy of both the state and the global economy. More than 10 percent of the world's gross domestic product is provided by the tourism industry, and about 75-80 percent is generated by the service sector. However, despite such rapid development, there are many problems associated with this activity in the sphere, which indicates a significant lag behind the economically developed countries of the world.

Our Republic has a huge resource potential for the development of the sphere. First of all, the presence of over 7.4 thousand objects of material cultural heritage of different eras and civilizations, including the historical centers of Samarkand, Bukhara, Khiva and Shakhrisabz included in the UNESCO World Heritage List, testifies to the capabilities of our country. The country is rich in 11 national nature parks, state reserves, 37 theaters, 106 museums, 187 recreation and cultural parks, as well as many other tourism facilities.

The presence of ancient attractions, mosques, mausoleums, madrassas, as well as many unspoiled corners of nature, medical centers, and many resources allow you to develop many types of tourism. World-famous historical monuments, modern cities, the unique nature of Uzbekistan, the unique national cuisine, as well as the unsurpassed hospitality of our people attract travel lovers. Thanks to this, a breakthrough in obtaining foreign exchange earnings from tourism activities and replenishing the country's budgets is possible in the country. In other words, the tourism industry produces a tourist product that is in demand both in the foreign and domestic markets. The main task of the tourism industry is to create a high-quality and popular tourist product.

MATERIALS AND METHODS. In the process of writing the article, textbooks, regulatory acts of the Republic of Uzbekistan, statistical data of the State Committee of the Republic of Uzbekistan were used, as well as the general analysis method was implemented.

DEGREE OF STUDY. Issues related to innovation activity and its development were considered in the works of domestic and foreign scientists such as: J.Schumpeter, A.Chicherin, Y. Gribov, F.Valent, L.Vodachek, O.Vodachkov, M. Hucek, G.Mensch, A.Karimova and others. [4,5,6,7,8,9,10,11,12,13,17,18]

THE MAIN PART. Innovation activity focuses on the results of scientific research, as well as experimental developments.

The term "*innovation*" in its modern sense, the Austrian scientist J. Schumpeter was the first to apply it. He emphasized that innovation is a significant change in the function of what is produced, consisting in a new combination and commercialization of all new combinations based on the use of new materials and components, the introduction of new processes, the opening of new markets, as well as the introduction of new organizational forms. [4,18,19]

To produce, according to Schumpeter, is to combine the things and forces available in our sphere. To produce something different or otherwise is to create other combinations of these things and forces. The central place in his theory is occupied by the entrepreneur - innovator as the creator of new products, new markets, new technologies. According to Y. According to Schumpeter, innovation is the main source of profit: "... profit is essentially the result of performing new combinations", "... development there is no profit, without profit there is no development " [5].

A similar definition is given by L. Vodachek and O. Vodachkova [6]. In their opinion, innovation is "a targeted change in the functioning of the enterprise as a system, which can be expressed in a quantitative and qualitative transformation in any area of the enterprise's activity." Similar is the view of M. Hucek [7,19], who interprets innovations as: "... changes in technology, organization, economy, as well as in the social life of the enterprise". P. N. Zavlin, A. A. Ipatov and A. S. Kulagin [8,17] by innovation (innovation) mean an object introduced into production as a result of the conducted research. a scientific study or discovery that is qualitatively different from its previous counterpart. Innovation is characterized by a higher

technological level, new consumer qualities of the product or services compared to the previous product.

After studying the works of scientists (J. Schumper, F. Valenta, M. Hucek, P. N. Zavlin, A.A. Ipatov, L.Vodachek, O.Vodachkov, A.S. Kulagin, O.V. Smorudova) we came to the conclusion that on the basis of the conducted research, scientists considered innovations as the transformation of a system using new materials, new equipment, technologies, the introduction of new processes in the field of production activities, that is, the creation of a new consumer product, the quality of which was much higher than the above ones. However, the scientists did not reveal the essence of innovations in the service sector (tourism). In our opinion, an innovatively developed field of activity should be engaged not only in the production and supply of goods, but also in the provision of high-quality services.

Today, the development of the tourism industry is considered as one of the most important areas. Based on international experience, many regulatory acts have been reviewed and adopted in the country. For example, in January of this year, important regulations for the tourism sector were adopted. Decree of the President of the Republic of Uzbekistan "On additional measures for accelerated development of tourism in the Republic of Uzbekistan" [1], as well as the Decree of the President of the Republic of Uzbekistan "On measures for accelerated development of the tourism industry [2]". These regulations define the main strategic directions for the development of the tourism sector. In particular, the Decree of the President of the Republic of Uzbekistan approved the Concept of development of the tourism sector in the period up to 2025 [3] with the annual adoption of a plan of specific measures to implement the Concept.

Based on the above-mentioned regulations, currently the main directions of state policy in the field of tourism are:

- ❖ development of this sphere as a strategic branch of the country's economy;
- ❖ ensuring the rights of citizens to rest, freedom of movement and other rights when traveling;

- ❖ rational use and preservation of tourist resources;
- ❖ improvement of the regulatory framework;
- ❖ creating the necessary conditions for the development of domestic tourism, including organizing tourism and excursions for children, youth, the elderly, as well as persons with disabilities and low-income segments of the population within the framework of social tourism development;
- ❖ attracting investment and creating favorable conditions for investment in the tourism sector;
- ❖ development of public-private partnership in this area;
- ❖ organization and development of scientific research;
- ❖ training, retraining and advanced training of personnel;
- ❖ development of international cooperation;
- ❖ improving the image of the Republic of Uzbekistan as a country attractive for tourism;
- ❖ providing state support to the subjects of the tourism sector in promoting their national tourist product in the tourist markets;
- ❖ stimulating the introduction of advanced innovative and information and communication technologies;
- ❖ stimulating the development of tourist zones and tourist clusters, etc.

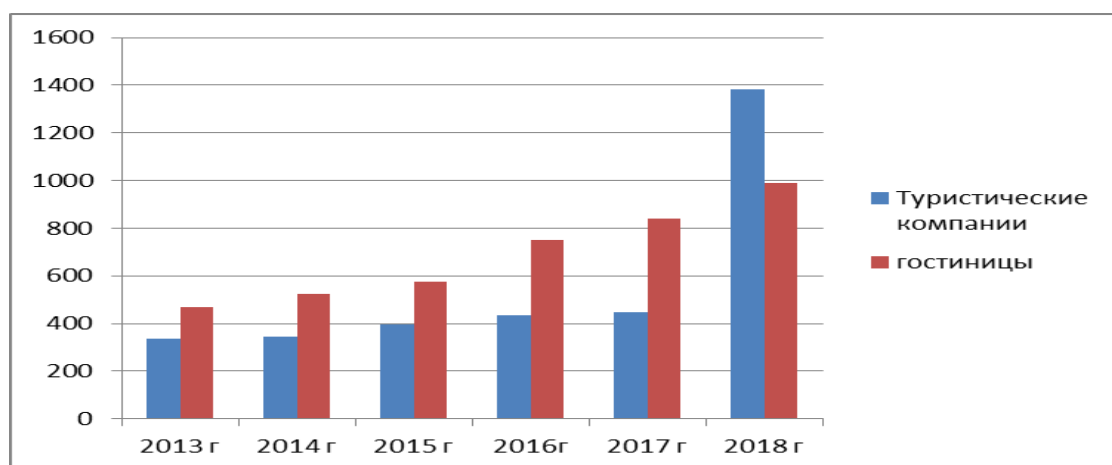


Fig. 3. Number of companies engaged in tourism activities activity

As of October 1, 2019, 1,381 travel companies are successfully operating in the country. Statistics on the export of tourist services since the beginning of 2017 amounted to more than 694 million US dollars, these figures increased to 1,557 million US dollars by the end of 2017.[19] In 2018, it grew to \$ 1.4 billion. The export of tourist services in 2019 amounted to \$ 854.5 million. Compared to the same period last year (\$666.8 million), the export of tourist services increased by 28 percent [8,9,15,16,].

As statistics show, a lot of work has been done in the tourism sector. But, despite this, there are still many unresolved problems, the existence of which is an obstacle to the development of activities. These include:

- lack of an effective financial and credit support mechanism;
- lack of financial mechanisms of the innovation and investment support system;
- lack of a simplified credit system (high interest rate);
- restrictions on preferential taxation;
- lack of a financial institution, support and development of tourism.
- the solution of these problems based on the development of state regulation and support for the activities of the tourism sector will make it possible to make the most effective use of the existing tourist potential of the country.

- in other words, the tourism industry produces a tourist product that is in demand both in the foreign and domestic markets.

Based on the above, we consider it necessary to eliminate the factors that are obstacles in the strategic plan for the formation of financial resources in order to ensure that tourism enterprises are competitive.

CONCLUSION AND SUGGESTIONS. Summing up, we can conclude that the existing problems hinder the innovative development of the tourism sector, which affects the receipt of additional funds in the country's budget revenues.

The creation of a marketing company engaged in marketing research in the tourism sector will lead to the solution of the above problems, that is, it will be possible to meet the needs of tourists, ensure replenishment of budgets at all levels,

attract foreign currency to the region, solve socio-economic problems, and increase the level of employment of the population.

In our opinion, the main activity of a marketing company should consist in carrying out the following activities:

- survey of tourists (identification of requests for the quality of services provided, price, needs);
- identification of problems faced by tourists when arriving in the country;
- preferences and interests of tourists in the country;
- identify the most important trends in the tourism sector in the country;
- survey and survey of tourism business entities;
- conducting master classes on training qualified personnel, conducting successful work for companies.

These activities should be carried out jointly. Interviewing potential tourists at destination markets abroad, analyzing competitors' offers, and identifying destination markets involves high financial costs in the former cases, while in the latter cases information is unavailable. Therefore, these functions should be performed at the expense of budget funds and with the participation of government representatives.

Marketing activities should be carried out at the levels of regional and central tourism management bodies, tourist businesses and public organizations, which should act on the basis of standards established by the state bodies of the republic. The activities of all structures must be coordinated by the Uzbektourism Tourism Agency of the Republic of Uzbekistan.

In conclusion, tourism is an essential part of the entire country's economy. The implementation of the proposed form of public-private partnership will contribute to the development of tourism organizations, enhance the introduction of new competitive tourist products, increase the efficiency of their activities, create additional jobs, stimulate the formation of new organizations, increase tax revenues, and increase the welfare of the population.

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O‘ZBEK TILINI O‘QITISHDA AUDIO VA VIDEO MATERIALLARDAN FOYDALANISH TEXNOLOGIYALARI

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***Annotatsiya:** Ushbu maqolada o‘zbek tili fanini o‘qitish jarayonida interfaol usullardan va O‘zbek tilini o‘qitishda audio va video materiallardan foydalanish texnologiyalari to‘g‘risida batafsil yoritilgan. Turli ko‘rinishdagi zamonaviy metodlar va interfaol usullardan namunalar keltirilgan.*

***Kalit so‘zlar:** ta‘lim, pedagog, interfaol usul, innovatsion texnologiya, charxpalak, taqdimot usuli, imkoniyat, metod, texnologiya.*

Strukturaviy tilshunoslikning muhim tamoyili shundan iborat ediki, tilning asosiy vositasi og‘zaki nutqdir: nutq - til. Ko‘pgina tillarda yozma shakl yo‘qligi sababli, biz o‘qishni o‘rganishdan oldin gapirishni o‘rganamiz. yoki yozish, til “birinchi navbatda aytilgan narsa va faqat ikkinchi o‘rinda yozilgan narsa”

Nelson Bruks (1964)

Metod aslida yunoncha, ”metodos“ so‘zidan olingan bo‘lib, „bilish va tadqiqot yo‘li“, „nazariya“, „ta‘limot“ kabi ma‘nolarni bildiradi. Metodika (“yurt, methodike”) biror ishni bajarish, amalga oshirish, ado etish metodlarining, usullarining yig‘indisi yoki o‘qitish usullari haqidagi ta‘limot – ta‘lim berish metodlari, yo‘llari va vositalari haqidagi fandır.

Boshlang‘ich sinflarda ona tili o‘qitish metodikasi fanining predmeti o‘quvchilarga o‘zbek tilini o‘rgatish yo‘llari va vositalari, ona tilini egallash, ya‘ni nutqni, o‘qish va yozishni, grammatika va imloni o‘zlashtirib olish to‘g‘risidagi ilmdir. Metodika maktab oldiga qo‘yilgan ta‘lim va tarbiyaviy vazifalardan kelib

chiqib, ona tilini o'rgatishning vazifalarini va mazmunini belgilaydi, ta'lim-tarbiya berish jarayonini tekshiradi, shu jarayonning qonuniyatlarini va ta'lim berish usullarining ilmiy asoslangan tizimini belgilaydi. Metodika fani quyidagi masalalarni o'rganadi:

1. O'qitishning vazifalari va mazmunini aniqlaydi. "Nimani o'qitish kerak?" savoliga javob beradi, ya'ni boshlang'ich sinflar ona tili kursining dasturlarini, ta'lim mazmunini belgilab beradi, o'quvchilar uchun darsliklar va qo'llanmalar yaratib, ularni takomillashtirib, samaradorligi va muvofiqligini doimiy nazorat qilib boradi.

2. O'qitish metodlari, tamoyillari, usullari, dars va uning turlarini, o'quvchilar amaliy ishlari - mashqlar va yozma ishlarning izchil tizimini ishlab chiqadi, ya'ni „Qanday o'qitish kerak?“ savoliga javob tayyorlab beradi.

3. O'quvchilarga ona tilidan bilim berish va ko'nikma hosil qilishda ilmiy nuqtai nazardan eng foydali shart-sharoitlar haqidagi masalalarni hal qiladi, ya'ni „Nega xuddi mana shunday o'qitish kerak?“ savoliga javob tayyorlaydi. Eng foydali materiallarni, metodlarni o'rganadi, tanlangan metodlarni asoslaydi, tavsiyalarni eksperimental tekshiradi.

Bugungi kunda jamiyatimizda yangi ijtimoiy munosabatlarning shakllanishi, ta'limning jahon ta'lim tizimiga integratsiyalashuvi zamonaviy pedagogik texnologiyalarda yangicha yondashuv zarurligini taqozo etmoqda. Bu yondashuvlar o'z navbatida o'quv jarayonining tashkiliy va metodik jihatlariga muayyan ijobiy o'zgarishlar olib kirmoqdaki, ularning ko'pchiligi pedagogik texnologiya va pedagogik mahorat bilan uzviy bog'liq.

Har bir darsni o'ziga xos usul asosida o'tish, o'quvchining fanga bo'lgan qiziqishini oshirish, uning qalbida ilmga muhabbat uyg'otish o'qituvchining mahoratiga bog'liq. Muallimning mahoratini oshirishga xizmat qiluvchi vositalardan biri zamonaviy pedagogik texnologiyalardir. Zamonaviy pedagogik texnologiya – hozirgi zamon didaktikasi va pedagogikasi taraqqiyotining mahsuli. Har bir zamonaviy pedagog mavjud pedagogik texnologiyalarni o'z darslarida qo'llasa, albatta ijobiy natijaga erishadi. Bugungi kun o'qituvchisining maqsadi barkamol

yoshlarni tarbiyalash, ularga puxta ta'lim-tarbiya berish, zarur axborotlar bilan ta'minlash, mustaqil fikrlashga o'rgatish, bilim va hayotiy ko'nikmalar hosil qilish, ular qalbida vatanparvarlik, xalqparvarlik tuyg'ularini qaror toptirishdan iborat.

Bu ezgu maqsadlarni ilg'or pedagogik va innovatsion texnologiyalar asosida o'tilgan mashg'ulotlarda amalga oshirish mumkin. Innovatsion texnologiya – ta'lim samaradorligini oshiruvchi omillardan foydalanish, turli pedagogik jarayonlarni loyihalash va amalda qo'llash orqali bilim egallashni takomillashtirish usullari. Uning asosiy maqsadi ta'lim jarayonida o'qituvchi va bilim oluvchi faoliyatiga yangilik, o'zgartirishlar kiritish bo'lib, interfaol metodlardan foydalanishni taqozo etadi. Interfaol usullar ta'lim jarayonida qatnashayotgan har bir bilim oluvchining faolligiga, erkin va mustaqil fikr yuritishga asoslanadi.

Bu usullardan foydalanganda bilim olish qiziqarli mashg'ulotga aylanadi. Ko'p yillar davomida an'anaviy dars o'tish ta'limning asosiy shakllaridan biri bo'lib keldi. An'anaviy darsda o'qituvchi faol, o'quvchi esa passiv ishtirokchiga aylanadi. Bu esa o'quvchining mustaqil fikrlashi, izlanuvchanlik qobiliyati rivojlanishiga to'sqinlik qiladi. Axborot-kommunikatsiya texnologiyalari shiddat bilan rivojlanayotgan bir paytda bunday darslar yaxshi samara bermaydi. Bugungi davr talabi dars jarayonini noan'anaviy tarzda mazmunli tashkil etish, o'quvchilarning qiziqishini orttirib, ularning o'quv jarayonidagi faolligini ta'minlashni taqozo etadi.

Ona tili o'qitish metodikasi o'zbek tilining ma'lum qismini nazariy egallashni nazarda tutadi, shuning uchun ham fonetika va fonologiya, leksikologiya va frazeologiya, so'z yasalishi va etimologiya, grammatika – morfologiya va sintaksis, stilistika, shuningdek, orfoepiya, grafika, orfografiya kabi fanlar ona tili metodikasining muhim asosi hisoblanadi. Fonetika va fonologiya grafika bilan bog'liq holda savod o'rgatish metodikasini ishlashda, elementar o'qish ko'nikmasini shakllantirishda asos bo'lib xizmat qiladi. Fonetika va grafikaning fonetik tamoyil asosida yoziladigan imlo qoidalarini o'zlashtirishda ham ahamiyati katta. Husnixat metodikasi grafika nazariyasiga tayanadi. Leksikologiyani bilish maktabda lug'at ishini (ma'nodosh va zid ma'noli so'zlarga oid xilma-xil mashqlar o'tkazish, ko'p

ma'noli so'zlar, ularning ma'no bo'yoqlari ustida ishlash) to'g'ri tashkil etish uchun juda muhimdir.

Noan'anaviy darslarni tashkil etishda interfaol metodlar muhim bo'g'in hisoblanadi. Ular o'qituvchi va o'quvchilarning o'zaro faol munosabatlarida tashkil etiladigan mashg'ulot turidir. Bunda o'qituvchi va o'quvchi o'zaro hamkorlikda ishlaydi. Fikrlar to'qnashuvi yuzaga keladi. O'quvchining erkin fikrlash jarayoni yangi pog'onaga ko'tariladi. O'qituvchi shu tarzda o'quvchilarni faollashtiradi, o'zlashtirishi past o'quvchilar dunyoqarashi va tafakkurini boyitib boradi.

Ta'lim uzoq davom etadigan jarayon bo'lib, uning sifati darsda qo'llanilgan metodlarga bog'liq. Darsning mazmunli o'tishi, unda qanday metodlardan foydalanilgani va natijaga erishilgani o'qituvchining mahorati, bilim darajasini belgilaydi. Darsda metodlar to'g'ri tanlansa, maqsadga tez va oson erishiladi. Interfaol metodlarni tanlash har bir darsning didaktik maqsadidan kelib chiqqan holda amalga oshiriladi. Bu esa o'qituvchidan har doim bir xil usulda emas, dars mavzusiga mos metodlar asosida dars o'tishni talab etadi.

Buning uchun o'qituvchi doimo o'z ustida ishlashi, bilim va kasbiy malakasini oshirib borishi, ilm-fan yangiliklaridan xabardor bo'lishi va o'z faoliyatida ulardan samarali foydalanishi lozim. O'qituvchi bir vaqtning o'zida ijodkor, aktyor va fan bilimdoni bo'lsa, kasbiy mahoratidan kelib chiqqan holda darsning mazmuni, o'quvchilarga yetkazish usul va shakllari, vositalarini oldindan belgilab, mavzuga mos metodni tanlasagina dars samaradorligi yuqori bo'ladi.

Ma'lumki, hozirgi kunda interfaol metodlarning yuzdan ortiq turi mavjud bo'lib, ularning aksariyati tajriba-sinovdan o'tib, yaxshi natija bergan. Keng qo'llaniladigan usullar – "Klaster", "Aqliy hujum", "Davom ettir", "Taqdimot", "Blits-so'rov", "Muammoli vaziyat" kabilardan foydalanib, darsda samarali natijalarga erishish mumkin. Darsning o'tilgan mavzuni so'rash qismida "Sinkveyn", "Teskari test", "Aql charxi" metodlarini, yangi mavzuni tushuntirish qismida "Insert", "Pinbord", "Zinama-zina", "Bumerang" texnologiyalarini, mavzuni mustahkamlash qismida "Venn diagrammasi", "Baliq skeleti", "Nima uchun?",

“Qanday?”, “Konseptual jadval”, “Nilufar guli” kabi grafik tashkil etuvchilar hamda “Tushunchalar tahlili”, “T-jadval”, “Rezyume”, “Kungaboqar”, “Charxpalak” metodlarini, uyga vazifa berishda “FSMU”, “Klaster”, “BBXB” metodlarini qo‘llash dars samaradorligini ta’minlab, o‘quvchilarning bilimini oshirishga yordam beradi. Ona tili va adabiyot darslarida ham yuqorida sanab o‘tilgan interfaol metodlardan tashqari “Ha... yo‘q”, “Ta’rif egasini top”, “Men kimman?”, “Domino” kabi didaktik o‘yinlardan foydalanish mumkin. O‘yin vaqtida o‘quvchilar o‘zini erkin tutadi, bilimini namoyon etgisi keladi. Natijada o‘quvchida ishonch, qat’iyat paydo bo‘ladi. Munozaraga kirishishni o‘rganadi. Fikrini asoslashga odatlanadi. Bunda o‘quvchilarning yoshi, bilim darajasi inobatga olinishi lozim. So‘zning tarkibi va so‘z yasalişini o‘rganishda metodikaga so‘z yasaliş, etimologiya, grammatika asos vazifasini bajaradi. Morfologiya va sintaksis mavhum til hodisalarini shakllantirishni, til quriliş haqida tushuncha hosil qilishni to‘g‘ri tashkil etishga, grammatik tushunchalardan to‘g‘ri yozuv masalalarini hal qilish uchun foydalanishga imkon beradi. Grammatikadan bilimi bo‘lmagan o‘quvchilarda imlo va punktuatsiyadan ko‘nikma va malakalarni shakllantirish mumkin emas. Grammatika o‘quvchilar nutqini o‘stirishda muhim o‘rin tutadi, chunki grammatika so‘z shakllarini to‘g‘ri tuzish, so‘z birikmasi tarkibidagi so‘zlarni o‘zaro to‘g‘ri bog‘lash va gapni to‘g‘ri tuzishga o‘rgatadi. To‘g‘ri yozuvga o‘rgatish metodikasining Alisher Navoiy lirikasini “Kungaboqar” usuli asosida tushuntiring.

Alisher Navoiyning “Xamsa” asarini konseptual jadval asosida tushuntiring. Har bir guruh berilgan yo‘nalishlar bo‘yicha darslik va qo‘shimcha adabiyotlardan foydalanib ma’lumot to‘playdilar va slayd yoki chizmalar orqali taqdimot qiladilar.

“Taqdimot” darslari orqali o‘quvchilarda quyidagi ko‘nikmalarni shakllantirishga erishish mumkin:

- o‘z fikrini og‘zaki va yozma tarzda aniq va tushunarli bayon qilish;
- axborot manbalaridan foydalana olish, zarur ma’lumotlarni izlab topish, tahlil qilish, saralash orqali ma’lumotlar bazasini yarata olish.

Ona tili o'qitish tamoyillari quyidagilar:

1. Til materialiga, nutq organlarining o'sishiga, nutq malakalarining to'g'ri rivojlanishiga e'tibor berish tamoyili. Nutq, til qonuniyatlariga, oz bo'lsa-da, e'tibor bermaslik amaliy nutq faoliyatini egallashga salbiy ta'sir ko'rsatadi. Masalan, fonetik ko'nikmalarga yetarli e'tibor berilmasa, imloviy savodxonlikka putur yetadi. Bu ta'lim tamoyili tildan olib boriladigan mashg'ulotlarda eshituv va ko'ruv ko'rsatmaliligini ta'minlashni va nutq organlarini mashq qildirishni (gapirib berish, ifodali o'qishni, ichida gapirishni) talab etadi.

2. Til ma'nolarini (leksik, grammatik, morfemik, sintaktik ma'nolarini) tushunish tamoyili. So'zni, morfemani, so'z birikmasini, gapni tushunish borliqdagi ma'lum voqea va hodisalar o'rtasidagi bog'lanishni aniqlash demakdir. Til ma'nolarini tushunish tamoyiliga amal qilishning sharti tilning hamma tomonlarini, tilga oid barcha fanlar (grammatika, leksika, fonetika, orfografiya, uslubiyat)ni o'zaro bog'langan holda o'rganish hisoblanadi. Masalan, morfologiyani sintaksisga tayangan holdagina o'rganish, o'zlashtirish mumkin. Sintaksisni o'rganishda esa morfologiyaga suyaniladi, orfografiya fonetika, grammatika, so'z yasalishiga suyanadi va hokazo. So'zni morfemik tahlil qilish uning ma'nosini tushunishga yordam beradi. Tilning hamma tomonlari bir-biri bilan o'zaro bog'langan bo'lib, o'qitishda buni albatta hisobga olish kerak.

3. Tilga sezgirlikni o'stirish tamoyili. Til – juda murakkab hodisa, uning tuzilishini, izchil tizimini fahmlab olmay turib, sal bo'lsa-da, uning qonuniyatlarini, o'xshashliklarini o'zlashtirmay turib, uni yodda saqlab bo'lmaydi. Bola gaplashish, o'qish, eshitish bilan til materiallarini yig'adi, uning qonunlarini o'zlashtiradi. Natijada kishida tilga sezgirlik (til hodisalarini tushunish) xususiyati shakllanadi.

4. Nutqning ifodaliligiga baho berish tamoyili. Bu tamoyil til hodisalarini tushunmay turib savodli yozish, nutq madaniyati vositalarining xabar berish vazifasini tushunish bilan bir qatorda, uning ifodaliligini (uslubga oid) tushunishni, mazmuninigina emas, balki so'z va nutq birliklarining, tilning boshqa badiiy-tasviriy vositalarining hissiy bo'yoqdorligini ham tushunishni ko'zda tutadi. Bu tamoyilga

amal qilish uchun, birinchi navbatda, badiiy adabiyotlardan, shuningdek, tilning uslubiy xususiyatlari aniq ifodalangan boshqa matnlardan foydalanish talab etiladi. Bu esa matn mazmuni va uning o'ziga xos „noziklik“larini ham anglab yetishga yordam beradi.

5. Og'zaki nutqni yozma nutqdan oldin o'zlashtirish tamoyili. Bu tamoyil ham kishi nutqining rivojlanishiga ta'sir etadi va til o'qitish metodikasini tuzishda xizmat qiladi. Metodika tamoyillari, didaktika tamoyillari kabi, o'qituvchi bilan o'quvchining maqsadga muvofiq faoliyatini belgilashga, ularning birgalikdagi ishlarida qulay yo'nalishni tanlashga yordam beradi, metodikaning fan sifatida nazariy asoslash elementlaridan biri bo'lib xizmat qiladi.

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ЎҚУВЧИЛАРДА ЎҚИШГА НИСБАТАН ИЖОБИЙ МУНОСАБАТНИ НАМОЁН БЎЛИШНИНГ ДИНАМИК ХУСУСИЯТЛАРИ

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***Аннотация:** Мазкур мақолада ўқувчиларни мактаб таълимига нисбатан эмоционал барқарорлигини ошириш мақсадида улар билан махсус ишлаб чиқилган дастур асосида психологик ўйинлар, ўқувчилар учун танлаб олинган психологик ўйинлар, уларнинг ўқув фаолиятига нисбатан интилиш ва иштиёқларини оширишга хизмат қилади. Шундан сўнг, биз томонимиздан таклиф қилинган психологик ўйинларнинг самарадорлик даражасини текшириш мақсадида улар билан қайта диагностика ишлари ва ўтказилган методика натижалари жадвалда акс эттирилган.*

***Калит сўзлар:** ижобий муносабат, рефлексив қобилиятлар, ҳиссиёт, назарий онг, тафаккур, мнемоник ҳаракатлар, ақлий режаслаштириш, эпизодик тажрибалар.*

***Аннотация:** В целях повышения эмоциональной устойчивости учащихся по отношению к школьному обучению психологические игры по специально разработанной программе, подобранные для учащихся психологические игры служат повышению их стремления и энтузиазма к учебной деятельности. После этого для проверки уровня эффективности предложенных нами психологических игр результаты повторной диагностической работы с ними и методика приведены в таблице.*

***Ключевые слова:** позитивный настрой, рефлексивные способности, эмоция, теоретическое сознание, мышление, мнемонические действия, мыслительное планирование, эпизодические переживания.*

Abstract: *In order to increase the emotional stability of students in relation to school education, psychological games based on a specially developed program, selected psychological games for students, serve to increase their aspirations and enthusiasm for educational activities. After that, in order to check the level of effectiveness of the psychological games offered by us, the results of re-diagnostic work with them and the methodology are shown in the table.*

Key words: *positive attitude, reflective skills, emotion, theoretical consciousness, thinking, mnemonic actions, mental planning, episodic experiences.*

Мактаб ёши, айниқса, ўқув фаолияти учун муҳим бўлган ҳис-туйғуларни шакллантириш учун энг сезгир ҳисобланади. Боланинг ҳис-туйғуларининг мазмуни, у тез-тез бошдан кечираётган ҳис-туйғулари, турли вазиятларда, у дуч келадиган ҳаётнинг турли ҳодисаларига бўлган реакциялар мактабдаги таълим фаолиятининг ўзига хос хусусиятларидан келиб чиқади.

Д.Б.Элькониннинг сўзларига кўра, болага инсон фаолиятининг янги соҳасида - ўқитишда янги ютуқларни ваъда қилади. Мактабда бола ёзиш, арифметика, ўқиш, жисмоний тарбия, расм чизиш, қўл меҳнати ва бошқа турдаги таълим фаолиятига хизмат қилиши керак бўлган махсус психофизик ва ақлий фаолиятни ўрганади. Ўқиш учун қулай шароитларда ва боланинг ақлий ривожланишининг этарли даражасида ўқув фаолияти асосида назарий онг ва тафаккур учун зарур шарт-шароитлар пайдо бўлади.

Мактабда, ҳаётнинг янги шароитида, бу эгалланган рефлексив қобилиятлар болага ўқитувчи ва синфдошлар билан муносабатлардаги муаммоли вазиятларни ҳал қилишда яхши хизмат қилади. Шу билан бирга, ўқув фаолияти боладан ақлий операциялар билан боғлиқ бўлган алоҳида акс этиришни талаб қилади: ўқув вазифаларини таҳлил қилиш, ҳаракатларни назорат қилиш ва ташкил этиш, шунингдек диққатни назорат қилиш, мнемоник ҳаракатлар, ақлий режалаштириш ва муаммоларни ҳал қилиш. Шу билан бирга, ҳиссий соҳанинг уйғун ривожланиши баъзан ҳал қилувчи рол ўйнайди.

Мақтаб ўқувчиси шахси тузилишидаги ҳиссий соҳанинг аҳамияти, унда турли хил ҳис-туйғулар тенг бўлмаган ўрин эгаллашида ҳам намоён бўлади. Туйғулар, айниқса эпизодик кечинмалар мавжуд бўлиб, улар образли қилиб айтганда, боланинг ички дунёсининг чеккасида жойлашган.

Эпизодик тажрибалар кичик ўқувчининг моҳиятига унчалик таъсир қилмайди, унинг виждонини гапиришга мажбурламайди, инқирозга, танглик фаровонлигига олиб келмайди, гарчи улар баъзан жуда катта куч билан бошдан кечирилса. Бундай ҳис-туйғулар изсиз ўтади. Аммо бола шахсининг асосий интилишлари, унинг э'тиқодлари, идеаллар доираси, келажак орзулари билан боғлиқ чуқур ҳис-туйғуларни ҳам бошдан кечиради. Бу, шунингдек, шахсининг асосий интилишларига зид келадиган, ўткир ахлоқий зиддиятларни, виждон азобларини келтириб чиқарадиган тажрибалар бўлиши мумкин. Улар ўзлари ҳақида жиддий хотира қолдирадилар, муносабатларнинг шахсиятининг ўзгаришига олиб келади. Агар талаба бошидан кечирган ҳис-туйғулар унга чуқур таъсир қилган бўлса, унда улар нафақат унинг фаровонлигига таъсир қилади, балки унинг хатти-ҳаракати ва фаолиятини ўзгартиради.

Шубҳасиз, биринчи ва тўртинчи синф ўқувчиларининг руҳий тузилишида жиддий фарқлар мавжуд. Агар улар ўртасида фарқлар мавжуд бўлса, боланинг ҳиссий ҳаётига хос бўлган нарсаларни этарлича аниқ кўриш мумкин.

Биринчи синф боласи учун янги, жуда муҳим ижтимоий алоқалар пайдо бўлади: биринчи навбатда ўқитувчи билан, кейин эса синф жамоаси билан. Унинг синфдаги хатти-ҳаракатларига янги талабларнинг пайдо бўлиши, ўзгаришлар пайтида, унинг ўқув фаолиятига қўйиладиган талабларнинг пайдо бўлиши - ўқиш, бутун синф билан топшириқларни бажариш, уйда дарс тайёрлаш, ўқитувчининг тушунтириши ва унинг жавобларига диққат билан муносабатда бўлиш. ўртоқлар, унинг фаровонлигини ўзгартиради ва унинг тажрибасига таъсир қилувчи кучли омилга айланади. Ижтимоий тажриба ҳиссиётларнинг тартибга солиш функциясининг шаклланишига асос бўлиб, ўқув фаолияти учун энг муҳим ҳисобланади.

Туйғуларнинг тартибга солувчи роли нафақат у ёки бу ўқув фаолиятига ҳамроҳ бўлади, балки уни олдиндан кўра олади, бунинг натижасида у кичик ўқувчини ушбу фаолиятга тайёрлайди. Шундай қилиб, ҳис-туйғулар нафақат унга таъсир қилади, балки ўқув фаолиятига ҳам боғлиқдир.

Ўқув мавзусига ижобий ҳиссий муносабат вазифаларни бажаришни яхшилади. Шу муносабат билан, ҳар қандай мураккаблик даражасидаги вазифаларни бажараётганда, қобилияцизлик билан боғлиқ салбий ҳис-туйғуларга эга бўлган ҳис-туйғулар вазифаларни бажариш даражасини пасайтиришга ёрдам беради, муваффақиятга эришиш билан боғлиқ ижобий ҳис-туйғулар, аксинча, ўқув фаолиятини яхшилашга ёрдам беради.

Таълим фаолиятидаги ҳиссий фаровонлик юқори ўз-ўзини ҳурмат қилишни, шаклланган ўзини ўзи бошқаришни, мақсадларга эришишда муваффақиятга йўналтиришни, таълим фаолиятида ҳиссий қулайликни таъминлайди. Бу ҳиссий фаровонлик боланинг ривожланишининг муваффақиятини аниқлаш учун энг кенг қамровли тушунчадир.

Бироқ, шуни унутмаслигимиз керакки, бу ёшдаги бола учун ҳиссий сезгирлик ва эмпатия доираси чекланган. Бир қатор ҳиссий ҳолатлар ва одамларнинг тажрибалари уни қизиқтирмайди, нафақат ҳамдардлик, балки тушуниш учун ҳам кириш мумкин эмас.

Мактаб ёшидаги болаларнинг ўзига хос хусусияти уларнинг таъсирчанлиги, ёрқин, катта, ранг-баранг ҳамма нарсага ҳиссий муносабатда бўлишидир. Монотон, зерикарли дарслар биринчи синф ўқувчисининг когнитив қизиқишини тезда пасайтиради, ўрганишга салбий, ҳиссий муносабатнинг пайдо бўлишига олиб келади.

К.Е.Изарднинг сўзларига кўра. ҳис-туйғуларнинг мотивацион функцияси, биринчи навбатда, қизиқишнинг шаклланишида ётади. Натижада, кичик ёшдаги ўқувчилар ўз эҳтиёжларини, истакларини қондириш ва таълим фаолияти мақсадига муваффақиятли эришишда ижобий ҳис-туйғуларга эга.

Болаларнинг ўқув фаолиятида улар ўрганиш учун мотивация, муваффақият мотивацияси қондирилганда ўзини намоён қилади.

Мактаб ўқувчилари одатда ўқув фаолиятидаги мустақилликдан, хусусан, ўқув ишининг бир босқичидан иккинчисига мустақил ўтишдан, масалан, ўқув вазифасини (муаммосини) шакллантиришдан ўқув ҳаракатларини белгилашга ўтиш қобилиятидан катта қувонч топадилар. муаммони ҳал қилиш йўллари), ўқитувчининг ёрдамсиз, кейин танланган ечим йўлини текшириш усулларига.

Мактаб ёшида билимга қизиқиш боланинг ҳаракатларининг мустақил мотивига айланади, унинг хатти-ҳаракатларини бошқара бошлайди. Кичик мактаб ўқувчилари мусобақаларнинг ўзи ўз ичига олмайдиган бундай тадбирларга рақобат мотивларини киритадилар. Болалар доимо ўз муваффақиятларини таққослайдилар, улар мақтанишни яхши кўрадилар, муваффақиятликларни кескин бошдан кечирадилар

Ижобий тажрибага асосланган ҳаракат мотивлари: мактаб ёшидаги болаларда барқарор бўлган ҳамдардлик, мойиллик, меҳр янада самаралироқ бўлиб, тобора хилма-хил шаклларда намоён бўлади.

Ҳаракатларда мустаҳкамланган ижтимоий интилишларда янада барқарор характер касб этадиган ахлоқий туйғулар шаклланади. Аммо бу содир бўлади, агар бундай ҳолатлар тегишли ҳиссий муносабат билан кичик ёшдаги талабалар томонидан амалга оширилса, яъни. ижтимоий тажрибалардан келиб чиққан ҳаракатлар сифатида. Агар бу нарсаларни ёш ўқувчилар аниқ ифодаланган ҳиссий муносабақиз амалга оширсалар, унда уларни амалга ошириш ўқувчининг ички дунёсида ўзгаришларга олиб келмайди ва фақат расмий равишда яхши, яхши, лекин моҳиятан бефарқ бўлган ҳаракатга айланади ва кейин у талабанинг маънавий қиёфасига таъсир қилмайди.

Шакланган салбий ҳиссий мотивация унинг пайдо бўлишига олиб келадиган фаолиятни тартибсизлантиради, лекин зарарли таъсирларни камайтириш ёки йўқ қилишга қаратилган ҳаракатларни ташкил қилади. Ҳиссий таранглик мавжуд. Бу ақлий ва психомотор жараёнлар барқарорлигининг

вақтинча пасайиши билан тавсифланади, бу ўз навбатида турли хил сезиларли вегетатив реакциялар ва ҳиссиётларнинг ташқи кўринишлари билан бирга келади. У турли хил ҳиссий, психоген, стресс ва бошқа омиллар, яъни мотивацион, ҳиссий, иродавий, интеллектуал соҳаларга жуда кучли таъсирлар билан боғлиқ ҳолда пайдо бўлади ва ривожланади, турли ҳиссий реакциялар ва тажрибалар билан бирга келади.

Ҳиссиётларнинг мотивацион функциясини ривожлантириш учун турли ҳис-туйғулар ва ҳис-туйғуларни уйғун тарбиялаш, шунингдек, боланинг ҳис-туйғулари ва ҳис-туйғуларини (ғазаб, ташвиш, кўрқув, шароб, шармандалиқ, хушёкиш, ачиниш, эмпатия, мағрурлик, зодагонлик, севги ва бошқалар) бошқаришда зарур кўникмаларни шакллантириш керак; унинг ҳиссий ҳолатини тушунишга ўргатиш ва уларни келтириб чиқарадиган сабаблар. Боланинг ҳиссий фаровонлиги билан унинг ўзи, қобилиятлари, ахлоқий ва бошқа фазилатларини баҳолаш билан боғлиқ.

П.В.Симоновнинг фикрича, ҳис-туйғуларнинг компенсацион функцияси ҳар қандай эҳтиёж ва истакларнинг қондирилмаслиги натижасида ўзини намоён қилади. Бу, айниқса, бошланғич синфларда ўқув фаолиятидаги муваффақиятсизликлар туфайли яққол намоён бўлади. Бундай болалар ўзларини қолган ўқувчилар билан бир хил ҳис қилишни тўхтатадилар, улар ўқув фаолиятида мақсадни кўрмайдилар, улар бошқа жамоа, ҳаёт ва фаолиятнинг бошқа мазмунини қидирадилар.

Ўқувчининг ҳиссий ҳаётининг хусусиятларида ижобий йўналишдаги ўзгаришлар кичик ёшдаги ўқувчиларни ижтимоий маъқуллайдиган фаолиятга жалб қилиш натижасида юзага келиши мумкин. Агар ёшроқ ўқувчи бирон бир ўқув фаолиятига, маълум бир ўқув предметига қатнаша бошласа ва унда муваффақиятга эриша бошласа пайдо бўлади.

Натижада, бундай ўқувчи соғлиғининг янада қулай ҳиссий ҳолатини ривожлантиради. Муваффақиятли таълим фаолияти тўғрисида бўрттирилган ва асоссиз даъволар ушбу фаолиятда энг муваффақиятли бўлган синфдошларига салбий ҳиссий муносабатни яратади.

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WHY DO WE STUDY

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Abstract: *This abstract explores the importance of education in modern society and how it contributes to bridging borders, creating equal opportunities, and introducing empowerment. Moreover, Education is an essential part of a society's growth and progress, enabling people to contribute to their families and society in multiple fields. This essay outlines five reasons why education is important to society: creating employment opportunities, securing a higher income, developing problem-solving skills, improving the economy, and providing a prosperous and happy life. Education empowers individuals to obtain qualifications, skills, knowledge, and experience to stand out from a pool of applicants, increase their chances of securing a fulfilling job, and make sound decisions on various quandaries. In addition, it leads to an increase in well-paid jobs, a decrease in poverty rates, a better reputation, and a higher chance of climbing the career ladder. Finally, it provides financial resources for stable lives, increases self-confidence, and leads to creating a positive environment for families and communities.*

Keywords: *vitality of education, advantages of education, importance of education in society, communication and opinion sharing with individuals from different nations.*

INTRODUCTION

Education has long been seen as the key to unlocking a better society for all of us. It provides us with the tools to understand and solve the problems we face, as well as to create better opportunities for ourselves and those around us. Education helps bridge the gaps between different cultures, and create equal opportunities regardless of gender, race, or religion. By educating ourselves, we become more empowered to make the right decisions in life and to stand up for what we believe is right. Education

also helps to create a more stable and secure society, as it encourages people to take part in projects that improve their neighborhoods and society as a whole. With education, we can use our knowledge and understanding to shape a better world for everyone to live in. Education also helps people develop problem-solving skills and encourages them to think critically and logically. Moreover, it is a key factor in the economic growth of a society as educated individuals are more likely to get high-paying jobs. Therefore, it is essential to understand the importance of education and take advantage of it to secure a successful future.

Research materials

We employed *The Study Skills Handbook : 5th edition - Stella Cottrell, General Studies* published or distributed by the University of Chicago Press.

The second research material is Lucent's General Knowledge with General Science. This valuable resource provided explanations, reasons for studying. We used the online site <https://www.booktopia.com.au/books-online/nonfiction/education/general-study-learning-skills> to clarify the topic fully.

Do you believe that working on college assignments and going to class are a waste of time? If you do, you might want to reevaluate that statement because education is crucial to the development and advancement of a civilization. People who have received an education may make a substantial contribution to their families, society, and a variety of other disciplines, which helps to build a thriving and stable neighborhood. What is education vital to society? Let's think about a few causes.

1. Increasing Employment Possibilities

It's difficult to get a work, especially in difficult economic times. You frequently have to rival hundreds of more applicants for a post that is open. Additionally, more individuals apply for the same entry-level job with low compensation the less education level they have. But if you have the correct credentials and educational background, you'll have a better chance of getting a job you'll enjoy. Would you like to learn how to make yourself stand out amid a crowd

of applicants? Learn, educate yourself, gain a degree, and acquire as many credentials, abilities, know-how, and experiences as you can.

2. Fostering equality of opportunity

Education has always been of utmost significance in society, regardless of caste, color, gender, or religion. People who have received an education are treated equally based on their knowledge and skill. Additionally, educated individuals are open-minded and capable of listening to and accepting the opinions of others, regardless of how unlike they are. The opportunity to live independently and so be free is provided through education. It serves as our refuge against bad financial decisions and storms.

3. Building the Modern Society

For today's society, education is crucial. In order to be able to contribute to contemporary society, one has to learn about culture, history, and other crucial topics. Education shapes individuals into leaders by teaching them how to lead with emotions and authentic ideals in addition to providing them with knowledge of (college) courses. People who have received an education can distinguish between good and wrong with ease, which lowers the crime rate. Around the world, terrible things are happening; only capable leaders can lead us in the right direction.

4. Creating a Wealthy and Happy Life

Respect from society has always been earned via education. People should educate themselves and get a well-paying profession to be successful and fulfilled in order to assure a comfortable living. Gaining a higher reputation aids in improving one's chances of swiftly and simply moving up the professional ladder.

As a result, individuals may afford to buy their own home or apartment, securing the happiness and prosperity of their children. This in turn gives financial means for stable lifestyles. Additionally, having a place of your own offers stability and boosts self-assurance. It results in the development of a favorable environment for families and communities. "Children of homeowners are 116% more likely than children of renters of the same age, race, and income to graduate from college. According to

study from the University of Tennessee, they have less behavioral issues, higher math and reading scores, and are 25% more likely to graduate from high school.

5. Increasing Problem-Solving Capabilities

One of the advantages of education is that it teaches us how to acquire and develop logical and critical thinking as well as the ability to make autonomous judgments. When kids grow up, they have a number of difficult decisions to make, including how to pay off college loans, get employment, buy a house and vehicle, support their families, etc. But if one has spent years educating oneself, they ought to be able to make wise choices regarding these numerous conundrums. Not only are individuals capable of forming their own beliefs, but they are also adept at locating strong and trustworthy arguments and supporting data to support and validate those opinions.

6. Crossing Boundaries

Connecting with individuals and organizations throughout the world is made easier by digital education. Borders no longer exist. Communication and opinion sharing with individuals from different nations and cultures broadens perspectives and enables us to comprehend and value one another.

7. Increasing Your Income

Higher education and a variety of experiences increase a person's likelihood of landing a high-paying, specialized job. If you want to live comfortably, put a lot of work and time into your studies so you can learn a lot and become very competent. Your qualifications are what will persuade a potential employer to pick you above other applicants. Studying diligently throughout your academic career demonstrates that you are not intimidated by effort and are capable of achieving your objectives. Since all employers desire a dependable and informed worker, this is a major benefit. After you graduate, you may begin looking for positions that will allow you to put your newfound knowledge into practice.

CONCLUSION

In conclusion, a society's growth and success depend on its ability to educate its members. It is essential for expanding work possibilities, promoting equality of

opportunity, establishing a contemporary society, leading a prosperous and contented life, developing problem-solving skills, and overcoming barriers. Education equips people with the abilities, information, and life experiences they need to significantly impact their families, society, and a wide range of other fields, which contributes to the development of a vibrant and secure neighborhood. Since education is essential to the development and prosperity of both people and society as a whole, it is crucial to reexamine the notion that attending class and working on college projects is a waste of time. Long seen as the key to creating a better society for all of us, education. It gives us the resources we need to comprehend and address the issues we encounter, as well as to improve possibilities for both ourselves and others around us. Education promotes equality for all people, regardless of gender, ethnicity, or religion, and helps close cultural divides. We may better equip ourselves to make moral judgments and to defend our convictions by educating ourselves. Education also encourages individuals to get involved in community and societal improvement initiatives, which helps to build a more secure and stable society. With the use of education, we may apply our knowledge and comprehension to create a better world in which to live for everyone.

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BOSHLANG'ICH SINIF O'QUVCHILARIDA MAS'ULIYAT HISSINI SHAKLLANTIRISH

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Annotatsiya: Ushbu maqolada siz boshlang'ich sinf o'quvchilarini mas'uliyatli qilib tarbiyalash qanchalik muhim va dolzarb ekanligi haqida ma'lumotga ega bo'lasiz. Hamda bu jarayon qanday olib borilishi haqida so'z boradi.

Kalit so'zlar: o'qituvchi, o'quvchi, ota-ona, bola, ilm, talim-tarbiya, maktab.

РОЛЬ РОДИТЕЛЕЙ В ОБРАЗОВАНИИ ДЕТЕЙ

Аннотация: В этой статье вы получите информацию о том, насколько важно и актуально воспитывать учащихся начальной школы ответственным образом.

Ключевые слова: учитель, ученик, родитель, ребенок, наука, воспитание, школа.

ROLE OF PARENTS IN CHILD EDUCATION

Abstract: In this article, you will get information about how important and relevant it is to raise elementary school students responsibly.

Key words: teacher, student, parent, child, science, education, school.

KIRISH

Mas'uliyatni shaxsning ixtiyoriy sohasidagi eng murakkab hodisalardan biri deb hisoblash kerak. Bugungi davrda har bir bolani mas'uliyat hissi bilan tarbiyalash har biro ta-ona hamda o'qituvchi oldida turgan dolzarb vazifalardan biridir. Kelajakda farzandining jamiyatda munosib o'rin egallashini istagan otalar farzand tarbiyasiga be'etibor emas.

Maktab – yosh avlodni tarbiyalash tizimining asosiy bo‘g‘ini. Bola ta’limining har bir bosqichida tarbiyaning o‘ziga xos tomoni ustunlik qiladi. Kichik maktab o‘quvchilarining tarbiyasida axloqiy tarbiya shunday bo‘ladi: bolalar oddiy axloq me’yorlarini o‘zlashtiradilar, turli vaziyatlarda ularga rioya qilishni o‘rganadilar. Axloqiy xulq-atvorning shakllanishi bolalarning ko‘p qirrali faoliyati (o‘yinlar, o‘qish) jarayonida, ular turli vaziyatlarda tengdoshlari bilan, o‘zlaridan kichikroq bolalar va kattalar bilan bo‘lgan munosabatlarda sodir bo‘ladi.

O‘quv mashg‘ulotlarida va tengdoshlar jamoasida, yosh o‘quvchi, birinchi navbatda, mustaqillik, o‘ziga ishonch, mas’uliyat, qat’iyatlilik, chidamlilik kabi irodali xarakterli xususiyatlarni shakllantiradi.

TADQIQOT METODI VA METODOLOGIYASI

Bugungi kunda har bir bolani qilayotgan ishlariga ,berilgan vazifalarni bajarishga ,o‘z hayotiga hamda ertasiga mas’uliyat bilan yondashishini o‘rgatish bizning oldimizda turgan eng ustuvor vazifalardan biri hisoblanadi.Shunday ekan bu har bir farzandning ota-onasi shuningdek ustoz hamda murabbiylari zimmasida turadi.Chunki bola kunning yarmisini uyda o‘tkazsa ,qolgan yarmini esa maktabda ya’ni sinfdoshlari hamda ustozlari atrofida o‘tkazadi.Bola uyda bo‘lgan vaqtda onalarimiz uy yumushlarini bajarishi uchun ro‘yxat tuzib berishimiz kerak.Bola bu ro‘yxatda ko‘rsatilgan vazifalarni bajarishi kerak.Shuni unutmasligimiz kerakki, bolaning yoshidan qat’iy nazar vazifalarning natijasi ulardan so‘ralishi kerak.Shunda bola chin dildan yumushlarni bajarishga harakat qiladi.Aks holda esa ,tabiiyki erkalik qilib ,bergan yumushlaringiz va say-harakatingiz bekor ketishi mumkin.Vaqt o‘tkan sayin sekinlik bilan bajargan vazifalarining sifatiga ham qarab boriladi va shu bilan birga boladan ham talab qilinadi.Bu bolani mas’uliyat hissi bilan katta bo‘lishiga yordam beradi.Mas’uliyatli bola esa hech bir ishda va hayot yo‘lida qoqilmaydi.Bundan tashqari biz bolaga erkinlik orqali qilishi kerak bo‘lgan vazifalar ham berib borishimiz kerak.Ya’niki, bajarilishi kerak bo‘lgan yumushni bolaning ixtiyoriga tashlab qo‘ying.Mas’uliyatni his qilgan bola ,albatta bu yumushni o‘z vaqti hamda o‘z o‘rnida bajaradi.

Shu bilan birga maktab muhiti hamda o'qituvchi ham bola tarbiyasida juda katta rol o'ynaydi. Chunki bola kunning yarmi ba'zan undan ham ko'prog'ini maktabda o'tkazadi. Bola maktabda bo'lgan vaqtida jamoaviy o'yinlarni tashkillashtirish bolani mas'uliyatni his qilib katta bo'lishida juda katta yordam beradi. Chunki bola jamoaning g'alabasi uchun kurashadi, bor kuchini sarflaydi, jamoa a'zolarining hurmatini joyiga qo'yadi. Asosiysi "Hamma bir kishi uchun, bir kishi hamma uchun" naqling ma'no va mazmunini anglab yetkan holda harakat qilari. Shu sababli o'qituvchi bolalar bilan jamoaviy o'yinlar tashkillashtirib turishi kerak.

Maktabda navbatchilikni tashkillashtirish ham bolani mas'uliyatli qilib tarbiyalashga juda katta yordam beradi. Chunki sinfda navbatchilikka navbati kelgan o'quvchi o'zidan bilgan holda xona tozaligiga e'tibor beradi va boshqa topshirilgan vazifalarni ham bajaradi.

TADQIQOT NATIJASI.

Shak-shubhasiz, ota-ona, oila, mahalla, maktablar bolalar tarbiyasida muhim ahamiyat kasb etadi. Hozirgi kunda bolani chiroyli odob-axloqli, ilmi, tarbiyali qilib voyaga yetkazish davlat miqyosidagi dolzarb masala hisoblanadi. "Bir bolaning tarbiyasiga yetti mahalla ota-ona" - deganlari ham bejiz emas .

Bolani tarbiyalashda agar maktab yoshida bo'lsa ota-ona va maktab hatto mahalla ham doimo yaxshi yo'lga qo'yilar ekan, o'sha oila, o'sha mahalla gullab-yashnaydi. Ammo hozirgi kunda bolalarning tarbiyasiga e'tibor bermayotgan kishilar ham ko'p uchraydi. O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev o'z nutqlarida bolalar tarbiyasida mahallaning o'rnini kamayib borayotganligi, ma'naviyatimiz uchun eng katta xavf – aksariyat odamlarimizdagi loqaydlik va beparvolik kuchayib borayotganligini qayd etdilar". Haqiqatdan ham, kundan kunga bunday insonlar soni ortib bormoqda. Yana shuni alohida takidlash kerakki, hozirgi yoshlar ham kattalar tanbeh berganda "sizga nima?", "bu mening ishim, ishimga aralashmang", "kimsiz o'zi menga aql menga aql o'rgatadigan?" zaylidagi gaplarni

aytishyapti. Bu ham tarbiyasizlikning bir namunasidir. Aynan shu inson oilada noto‘g‘ri tarbiya topgan yoki tarbiyasining qaysidir joyida xatolik ketgan.

XULOSA

Xullasa shuki, bolaning kamol topishi uchun o‘qituvchi ham, ota-ona ham xatto o‘sha bolaning o‘zi ham harakat qilishi kerak ekan. Shundagina o‘‘sish bo‘‘ladi, natija bo‘‘ladi. Bolani tarbiyalashda ota-onaning o‘‘rni beqiyosdir. Ota-ona o‘‘z farzandini kamoli uchun uning tarbiyasiga, ilm olishiga e‘tiborli bo‘lishi kerak. Jamiyat taraqqiy etmog‘i uchun tarbiya samarali bo‘lishi kerak. Samarali tarbiya uchun ota-ona ilmi tarbiyasi bo‘lishi kerak. Farzandlarimiz ilmi va tarbiyasi bo‘lishi uchun o‘zimizni ma‘naviy rivojlantirishimiz va atrofdagi bolalar tarbiyasiga ham befarq bo‘lmaslik zarur.

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ONA TILI VA O'QISH SAVODXONLIGI DARSLARIDA INTERFAOL TEKNOLOGIYALARDAN FOYDALANISH

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***Annotatsiya:** Ushbu maqolada siz boshlang'ich sinf o'quvchilarni axborot texnologiyalardan foydalanishni o'rgatish haqida ma'lumotga ega bo'lasiz. Hamda bu jarayon qanday qilib amalga oshirilishi haqida gap boradi..*

***Kalit so'zlar:** o'qituvchi, o'quvchi, interfaol o'yinlar, kompyuter.*

ОТ ИНТЕРАКТИВНЫХ ТЕХНОЛОГИЙ НА РОДНОМ ЯЗЫКЕ И ЗАНЯТИЙ ПО ЧТЕНИЮ ИСПОЛЬЗОВАТЬ

***Аннотация:** В этой статье вы получите информацию об обучении учащихся начальных классов использованию информационных технологий. И как реализовать этот процесс.*

***Ключевые слова:** учитель, ученик, интерактивные игры, компьютер*

FROM INTERACTIVE TECHNOLOGIES IN MOTHER TONGUE AND READING LITERACY CLASSES USE

***Abstract:** In this article, you will get information about teaching primary school students to use information technologies And how to implement this process.*

***Key words:** teacher, student, interactive games, computer.*

KIRISH

Hozirgi kunda ta'lim jarayonida interfaol metodlar va axborot texnologiyalarini o'quv jarayonida qo'llashga bo'lgan qiziqish kundan-kunga ortib bormoqda. Bunday bo'lishining sabablaridan biri, shu vaqtgacha an'anaviy ta'limda o'quvchilar faqat tayyor bilimlarni egallashga o'rgatilgan bo'lsa, zamonaviy texnologiyalardan foydalanish esa ularni egallayotgan bilimlarini o'zlari qidirib topish, mustaqil o'rganish va fikrlash, tahlil qilish, hatto yakuniy xulosalarni ham o'zlari keltirib chiqarishga o'rgatadi. O'qituvchi bu jarayonda shaxs rivojlanishi, shakllanishi, bilim olishi va tarbiyalanishiga sharoit yaratadi va shu bilan bir qatorda boshqaruvchilik, yo'naltiruvchilik funksiyasini bajaradi.

Boshlang'ich ta'limga zamonaviy axborotlar texnologiyalarini tatbiq etish o'quv mashg'ulotlarining samaradorligini oshiribgina qolmay, ilm-fan yutuqlarini amaliyotda qo'llash orqali mustaqil va mantiqiy fikrlaydigan, har tomonlama barkamol yuksak ma'naviyatli shaxsni tarbiyalashda muhim ahamiyat kasb etadi. Har bir o'qituvchi ijodkor bo'lishi kerak, u har bir o'quv soatiga puxta tayyorlanib yangilik bilan kirishi kerak, chunki har darsda takrorlanadigan bir xillik o'quvchini darsga va fanga qiziqishini susaytiradi, natijada dars samaradorligining pasayishiga olib keladi.

TADQIQOT METODI VA METODOLOGIYASI.

Ona tili o'qishdan maqsad tilning grammatikasini o'rganish til strukturasi ko'ra tilning leksiologik semantic tomonlariga urg'u beradi. 1-sinf Ona tili va o'qish savodxonligi darslarida tushunchalar tahlili metodi qo'llanilishi mumkin. Tabiat ne'matlari mavzusini mustahkamlash va takrorlashda ma'lumotlarni eslatib o'tilgan. O'quvchilarga tushunchalar tushurilgan jadval tarqatiladi. Tushunchani izohlab, o'quvchilar uning tahlilini yozadilar.

TADQIQOT NATIJASI.

Multimedia taqdimotlaridan foydalangan holda zamonaviy darsni qurish kerak bo'lgan kontseptual pedagogik qoidalarning ahamiyati shundan kelib chiqadi. Multimedia taqdimotlarini yaratishda quyidagi talablarni hisobga olish kerak. Motivatsiya o'rganishning zaruriy komponenti bo'lib, u butun dars jarayonida saqlanishi kerak.

XULOSA

Xulosa qilib shuni aytish mumkinki, axborot texnologiyalari, kompyuter va kompyuter dasturlari insonlar bajaradigan ishlarni yengillashtirish, samarali faoliyat yuritish va bilimlarga ega bo'lish uchun yaratildi, yangi imkoniyatlar ochdi va bizdan yangi bilim va ko'nikmaga ega bo'lishimizni talab etadi. Shu o'rinda Kreyg Barretning so'zlarini keltirish o'rinli bo'ladi: "Mo'jizani kompyuterlar emas, balki o'qituvchilar yaratadi". Ya'ni, axborot texnologiyalari vositalari ta'lim sifatini oshirishga xizmat qilishi, bu jarayonda ular faqatgina bilimlarni yig'ish vositasi sifatida qatnashishi nazarda tutiladi. Zamonaviy o'qituvchi o'quvchilarda AKTdan foydalanishda xamkorlik qilish, vujudga kelgan muammolarni xal etish, bilimlarni izlash, turli manbalardan olgan ma'lumotlarni tanqidiy nuqtai nazardan tahlil qila olish va umumlashtirish kabi ko'nikmalarni hosil qilishga ko'mak berishga qodir bo'lishligi kerak va zarur bo'ladi.

1. Ta'lim jarayonida multimedia vositalari yordamida darslarning samaradorligini oshirish mumkin. Hozirda amaliyot shuni ko'rsatmoqdaki, multimedia vositalari yordamida tinglovchilarni o'qitish ikki barobar samarali bo'lmoqda. Ma'lumotlarga qaraganda, eshitgan materialning to'rtidan bir qismi xotirada qoladigan bo'lsa, tinglovchilarga berilayotgan materiallarni video orqali amalga oshirsak, axborotni xotirada saqlanib qolishi va tasavvur qilish imkoniyati 35-70 foizgacha oshishi aytilib o'tilgan.

2. Boshlang'ich ta'limga zamonaviy axborotlar texnologiyalarini tatbiq etish o'quv mashg'ulotlarining samaradorligini oshiribgina qolmay, ilm-fan yutuqlarini amaliyotda qo'llash orqali mustaqil va mantiqiy fikrlaydigan, har tomonlama barkamol, yuksak, ma'naviyatli shaxsni tarbiyalashda muhim ahamiyat kasb etadi. Har bir o'qituvchi ijodkor bo'lishi kerak, u har bir o'quv soatiga puxta tayyorlanib yangilik bilan kirishi kerak, chunki har darsda takrorlanadigan bir xillik o'quvchini darsga va fanga qiziqishini susaytiradi, natijada dars samaradorligining pasayishiga olib keladi. Darsni yanada qiziqqarli va ko'rgazmalarga boy qilib o'tishda AKT o'z xizmatini ko'rsatadi.

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O'LCHASH VOSITALARINING O'LCHASH SHAROITLARIDA NOANIQLIGINI ANIQLASH TAHLILLARI

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Annotatsiya: Ushbu maqolada hozirgi kunda har bir mutaxassis o'z faoliyat sohasidagi parametrlarni va ularni o'lchash usullarini, o'lchash vositalarini, ularning texnikaviy tavsiflarini bilishlari zarur bo'lgan noaniqlik ta'riflari va ayrim yechimlari keltirilgan. Bundan tashqari texnika yo'nalishidagi mutaxassislar o'lchanadigan va baholanadigan kattaliklarni nazorat qilish vositalari hamda ularni ishlatish bilan bog'liq bo'lgan masalalar haqidagi noaniqliklar haqida ma'lumotlar tahlil qilingan.

Kalit so'zlar: texnikaviy tavsiflar, statik noaniqlik, dinamik noaniqlik, datchiklarining nohiziqiligi, kvantlash noaniqligi, analogli-raqamli, operatorning noaniqliklari.

ANALYZES FOR DETERMINING THE UNCERTAINTY OF MEASURING TOOLS IN MEASURING CONDITIONS

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Abstract: In this article, definitions of uncertainty and some solutions are presented that every specialist needs to know about the parameters and their measurement methods, measuring tools, and their technical descriptions. In addition, the information about the uncertainty about the issues related to the control of quantities measured and evaluated by technical experts and their use was analyzed.

Keywords: technical specifications, static uncertainty, dynamic uncertainty, sensor nonlinearity, quantization uncertainty, analog-digital, operator uncertainties.

KIRISH

Ma'lumki, respublikamizda tub iqtisodiy islohotlar orqali bozor munosabatlarini shakllantirishga kirishishda eng avvalo, uning strategik maqsadlari belgilanib olindi. Bu maqsadlar ichida "raqobatbardosh mahsulotlarni ishlab chiqarishni ta'minlash" alohida ta'kidlab o'tilgan. Iqtisodiy islohotlarning ustivor sanalgan yo'nalishlarida ham quyidagilarni ko'rishimiz mumkin:

- ilg'or texnologiyalarni joriy qilish orqali tayyor ekspertbob mahsulotlar ishlab chiqarishni kengaytirish;
- aholini yuqori sifatli oziq-ovqat mahsulotlari bilan ta'minlash;
- mamlakatning eksport quvvatidan to'la-to'kis foydalanish, uni jadallik bilan rivojlantirish.

Bu borada respublikamizda qisqa muddat ichida ulkan ishlar amalga oshirildi va natijada O'zbekistonga faqat xomashyo zonasi sifatida qarashlarga barham berildi. Hozirgi kunda har bir mutaxassis o'z faoliyat sohasidagi parametrlarni va ularni o'lchash usullarini, o'lchash vositalarini, ularning texnikaviy tavsiflarini bilishlari zarur [1]. Bundan tashqari texnika yo'nalishidagi mutaxassislar o'lchanadigan va baholanadigan kattaliklarni nazorat qilish vositalari hamda ularni ishlatish bilan bog'liq bo'lgan masalalarni bilmog'i zarur.

Ilmiy-texnika taraqqiyotining asosiy yo'nalishlaridan biri kattaliklarni yanada aniqroq o'lchaydigan mukammal nazorat-o'lchash asboblarini, qurilmalarini va tizimlarini yaratishdir.

Noaniqlik masalasini o'rganish metrologiya bo'yicha o'lchash usullari va vositalari hamda ularning metrologik tavsiflarini, o'lchash xatoliklari va ularni baholash kabi masalalarni bilishini taqozo etadi.

Bu esa bugungi kunda, ayniqsa, jahon andozalariga mos keluvchi mahsulotlarni ishlab chiqarish va ularning raqobatbardoshligini ta'minlashda, eng muhimi respublikamizning iqtisodiy salohiyatini oshirishda o'ta muhim masalalardan biri sanaladi.

Asbobiy noaniqliklar

Asbobiy noaniqliklar - o'lchash vositalarining takomillashmaganligiga bog'liq bo'lgan noaniqliklardir. Bunday noaniqliklarga, masalan, analitik tarozilarning aniqlik chegaralari; qayd qilinadigan temperaturadan farqlanuvchi o'rtacha temperaturani ta'minlovchi temperatura rostlagichining mavjudligi; ortiqcha yuklama effektiga uchrashi mumkin bo'lgan avtomatik analizator; o'lchash vositalarining ishlash prinsipiga kirgan noaniqliklar; o'lchash vositasini tayyorlash texnologiyasi yoki konstruksiyasidagi kamchilikka bog'liq bo'lgan noaniqliklar va h.k. kirishi mumkin.

O'lchash vositalarining ishlash prinsipiga kirgan noaniqliklar. Bu noaniqliklar, o'lchash vositasidan foydalanish tartibiga qarab, statik va dinamik noaniqliklarga ajraladi. Statik noaniqlik - o'lchash vaqti davomida o'lchami o'zgarmas deb hisoblangan kattalikni o'lchash noaniqligidir [2]. Dinamik noaniqlik – o'lchanayotgan kattalikning o'lchami o'zgarib, deb bo'lmaydigan dinamik o'lchashlar vaqtida statik noaniqlikka qo'shimcha ravishda paydo bo'ladigan o'lchashlar noaniqligining tashkil etuvchisidir. Dinamik noaniqlik ikki omilga: o'lchash vositasining dinamik xossalari va o'lchanadigan kattalikning vaqt ichida o'zgarish xarakteriga qarab aniqlanadi [1].

Bu turdagi statik noaniqlikka o'lchash vositasi almashtirish funksiyasining noxizirligiga bog'liq bo'lgan noaniqlik misol bo'la oladi. Masalan, Guk qonunining keng oraliqda noxizirliligi, temperaturani o'lchashda temperatura datchiklarining noxizirliligi, o'zgaruvchan tok voltmetrlarining chastotaviy noaniqliklari tufayli statik noaniqliklar kelib chiqadi. Dinamik noaniqliklarga o'lchash vositalarining inersion xossalari (temperaturani ulchashda termometrning inersionligi, tez o'zgaruvchi tezliklarni aniqlashda spidometrning inersionlik xossalari va h.k.) ga bog'liq bo'lgan noaniqliklar misol bo'la oladi [2].

Kvantlash jarayonida uzluksiz o'zgaruvchi X kattalikni, pog'onalarining q o'lchamlari berilgan pog'onali o'zgaruvchi $X_N = N_q$ kattalikka o'lchovli almashtirish sodir bo'ladi. Bunda X kattalikning mumkin bo'lgan qiymatlarining cheksiz

to'plamiga mumkin bo'lgan ko'rsatuvlarning yoki raqamli qurilmaning chiqish kodlarining chekli va hisobli N to'plami mos keltiriladi.

Kvantlash, ya'ni o'lchovli almashtirish, o'lchami uzluksiz o'zgaruvchi X kattalikning razryad sonlari cheklangan son N bilan almashtirishda paydo bo'ladigan xatolikka ega. Kvantlash xatoligi, agar o'lchov va komparatorning xatoligi nolga teng bo'lsa, o'lchash natijasi bilan X kattalikning haqiqiy qiymati o'rtasidagi farqqa teng:

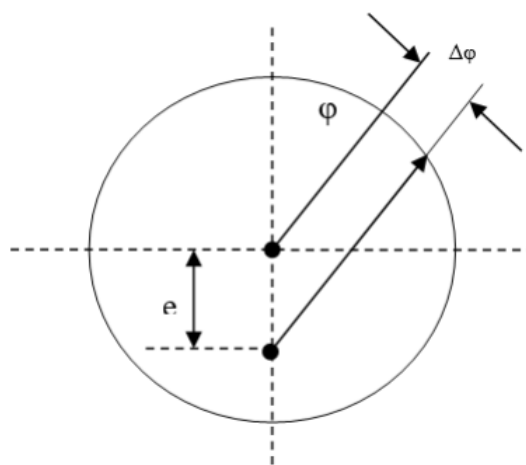
$$\Delta_k \approx X_N - X \quad (1)$$

Demak, (1) ga binoan, kvantlash Δ_k xatoligining o'lchanadigan X kattalikka bog'liqligi kvantlash q qadami chegaralarida chiziqli bo'ladi [2].

Raqamli o'lchash vositalarida ikkita X_N va X_{N+1} , kvantlash darajalarida joylashgan, o'lchanadigan X kattalik, odatda, quyi raqamli qiymat bilan ifodalanadi. Bu holda kvantlash xatoligi Δ_k doim manfiy bo'ladi, uning maksimal qiymati esa kvantlash qadami q ga teng bo'ladi.

O'lchash vositasining tayyorlash texnologiyasi yoki konstruksiyasidagi kamchilikka bog'liq bo'lgan noaniqliklar.

1-rasmda, masalan, sekundomerdagi aylanuvchi qismlarning eksentrikligi sababli sodir bo'ladigan Δ_s xatolik ko'rib chiqilgan (1-rasm). Bu xatolik $\Delta\varphi = e \cdot \cos\varphi$ sinusoidal qonun bo'yicha davriy o'zgaradi.



1-rasm. Sekundomerdagi aylanuvchi qismlar sxema

e – milning shkala markaziga nisbatan siljishi (eksentrisitet);

φ – milning burilish burchagi

O'lchash sharoitlarining noaniqliklari

Ko'rilayotgan noaniqlikka temperatura, namlik, bosim, binoning tozaligi, magnit va gravitatsion maydonlar, titrashlar, turli nurlanishlar, yorug'lik va h.k. larni o'lchash va tutib turish noaniqliklari kiradi.

Masalan, o'lchov shisha idishi o'zi kalibrlangan temperaturadan farqlanuvchi temperaturada qo'llanilishi mumkin. Katta temperaturalar tuzatmalar kiritib hisobga olinishi lozim, ammo bunday holda suyuqlik va shisha temperaturalarining qiymatlaridagi har qanday noaniqlikni ko'rib chiqishga to'g'ri keladi. Huddi shunday, agar atrof muhit namligini o'lchashda qo'llaniladigan materiallar namlikning o'zgarishiga sezgir bo'lsa, atrof muhit namligining qiymati ham ahamiyatga ega bo'lishi mumkin [3].

O'lchash vositalarining noaniqliklariga noaniq kalibrlash, ko'rsatuvlarning variatsiyalanishi, oxirgi qiyoslash va kalibrlashdan keyin o'tgan vaqt, o'lchash vositasining sezgirlik chegarasi yoki chekka ajrata olish qobiliyati va h.k. ga bog'liq bo'lgan noaniqliklar ham kiradi.

Namuna yoki aniqlanadigan komponentning barqarorligi, issiqlik rejimining o'zgarishi yoki boshqa effekt tufayli, taxlil vaqtida o'zgarishi mumkin [2, 3].

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AMIR TIMUR: THE CONQUEROR AND PATRON OF ARTS.

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Abstract: Overall, Amir Temur remains a significant figure in world history, with his reign and empire leaving a lasting mark on the regions he conquered and the legacy of his accomplishments still studied and debated by historians. Amir Temur is a historical figure who has a great place in world history. After achieving independence, as a result of the tremendous work to restore historical justice and national pride of our people, a rich historical heritage and names of many great ancestors were revived. A special place in their row is occupied by the symbol of courage, courage and wisdom, national pride of our people Sahibkiran Amir Temur.

Key words: Central Asia, Early Life and Rise to Power, Conquests and Empire Building, Administration and Governance, Cultural and Intellectual Patronage, Legacy and Impact, Conclusion.

Introduction:

Amir Temur, also known as Tamerlane or Timur Lang, was a prominent figure in Central Asia during the 14th century. He was the founder and ruler of the Timurid Empire, which encompassed vast territories and played a significant role in shaping the region's history. This article explores the life, achievements, and legacy of Amir Temur.

Main Part:

Early Life and Rise to Power:

Amir Temur was born in 1336 into a noble family in Transoxiana (present-day Uzbekistan). He grew up in a turbulent period, witnessing the disintegration of the

Mongol Empire. Taking advantage of the power vacuum, Temur embarked on a military and political career, gradually consolidating his authority and gaining support from various factions.

Conquests and Empire Building:

Amir Temur's military campaigns were characterized by their scale and brutality. He embarked on numerous conquests, expanding his empire across Central Asia, Persia, and parts of the Middle East. His military strategies and tactics were highly effective, often overwhelming larger and more organized armies. His empire stretched from Anatolia to Delhi, encompassing diverse cultures and populations.

Administration and Governance:

Despite his reputation as a conqueror, Amir Temur demonstrated a keen interest in governance and administration. He established a centralized government, implementing reforms and policies aimed at maintaining order and promoting economic prosperity. Temur's capital, Samarkand, became a center of art, science, and intellectual pursuits, attracting scholars and artists from different regions.

Cultural and Intellectual Patronage:

Amir Temur's court became renowned for its patronage of art, architecture, and scholarship. He supported the construction of magnificent architectural structures, including the Bibi-Khanym Mosque and the Gur-e Amir mausoleum in Samarkand. Temur also encouraged learning and intellectual pursuits, establishing educational institutions and inviting renowned scholars to his court, such as the astronomer Ulugbek.

Legacy and Impact:

Amir Temur left a lasting impact on the territories he conquered and the regions he ruled. His empire fostered cultural exchange, trade, and the transfer of knowledge between East and West. However, his legacy is not without controversy. Critics point to the immense human suffering caused by his conquests and the devastation of conquered cities.

Conclusion:

Amir Temur, the formidable conqueror and statesman, left an indelible mark on the history of Central Asia. His military successes, administrative reforms, and patronage of art and scholarship continue to shape the region's cultural and architectural heritage. While his legacy is complex, there is no denying his significant contributions to the political and cultural landscape of his time.

Please note that this is just a brief overview, and there are many more aspects and details that can be explored in an in-depth article about Amir Temur.

However, Amir Timur was not only a military conqueror but also a patron of arts and culture. He established Samarkand as his capital and transformed it into a magnificent center of learning and artistic achievement. Under his patronage, the city flourished, attracting scholars, poets, artists, and architects from across the empire and beyond. Timur's court became a vibrant hub of intellectual and cultural exchange, fostering the development of literature, architecture, calligraphy, and the sciences.

One of the most notable architectural achievements of Amir Timur's reign was the Registan Square in Samarkand, a breathtaking complex of madrasas (Islamic educational institutions). These grand structures, adorned with intricate tilework and majestic domes, showcased the empire's architectural prowess and served as centers of learning for generations to come.

Despite his military conquests and imperial ambitions, Amir Timur also engaged in diplomacy, establishing alliances and maintaining diplomatic ties with neighboring states and even European powers. His astute understanding of geopolitical dynamics allowed him to navigate complex relationships and secure his empire's stability.

Amir Timur's reign came to an end with his death in 1405, leaving a mixed legacy. While he was undoubtedly a formidable conqueror, his empire did not endure beyond his immediate successors. Nevertheless, his cultural and artistic patronage

had a lasting impact. The Timurid dynasty left an artistic and intellectual legacy that influenced the subsequent development of Central Asian and Islamic civilizations.

Amir Timur's life and achievements continue to captivate historians, scholars, and enthusiasts alike. His military strategies, cultural patronage, and enduring influence on the arts make him an intriguing and complex figure in world history. As we delve deeper into the legacy of Amir Timur, we gain a deeper understanding of the complexities of power, conquest, and cultural exchange in the medieval world.

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QOP ISHLAB CHIQRISH KORXONASINI AVTOMATLASHTIRISH

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***Annotatsiya:** Ushbu maqolada qop ishlab chiqarish korxonasini avtomatlashtirish uchun zarur bo'lgan qurulma va texnik vositalash bilan tanishish, ishlash prinsplarini o'rganish yoritib berilgan.*

***Kalit so'zlar:** Avtomat, Blok-sxema, TK-3/900CP, TK-4/800H, Ekstruder.*

Har qanday mahsulotlar bugungi kunda qadoqlanib sotilmoqda. Shu sababdan polipropilen qoplar qurilish mollari, un mahsulotlari, shakar mahsulotlari va hattoki poliz mahsulotlari uchun ham ajoyib qadoq mahsuloti bo'lib xizmat qilmoqda[1].

Qop ishlab chiqarishni tayyor mahsulot shakliga keltirish uchun xomashyodan boshlab tayyor qop shakliga kelguniga qadar bosqichlarga bo'lamiz:

1. Ishlab chiqarishni boshlash avvalo Mikserda mahsulotlarni aralashtirishdan boshlanadi. Asosiy xomashyo PP (polipropilen) bo'lib unga kam miqdorda Masterbatch va boshqa polimerlar qo'shiladi.

2. Ekstruder granuladan qop to'qish uchun ip holiga keltirib beruvchi qism sanaladi. Ekstruder-ishlab chiqarishda asosiy ahamiyat kasb etuvchi qismlardan biri sanaladi. Ekstruder siz olinadigan to'quv uskunalarning soniga qarab ishlab chiqarish quvvati tanlanadi. Qoplar turiga qarab uning qalinligi va kengligini o'zgartirish mumkin bo'ladi.

Uskuna polipropilen va yuqori zichlikka ega polietilenni qizitish yo‘li orqali lentalar(iplar) chiqaradi. Bu iplar keyinchalik g‘altakka o‘rab beruvchi uskuna tomon yo‘l oladi. Uskuna 100% qayta ishlangan PP(polipropilen) va PE(polietilen), kukun yoki granula shaklidagi PP va yuqori zichlikdagi PE larni xom-ashyo sifatida foydalana oladi. Ekstruder shnegi va silindri 38CrMoA1A qotishma po‘latidan yasalgan. Agar uskunaga azot bilan ishlov berilsa, uning mustahkamligi yanada oshadi. Uskuna roliklari qattiq Cr(xrom) moddasi bilan qoplangan.

3. Bu qismda tayyor iplar maxsus g‘altaklarga o‘raladi. O‘rash jarayoni kompyuterlashtirilgan tizim orqali nazorat qilinadi. Bu qism ham nechta dona to‘quv uskunasi olinishiga qarab g‘altakka o‘rab berish qism hajmi tanlanadi.

Ushbu uskuna so‘nggi texnologiyalar yordamida energiya-tejamkorlikni oshirish uchun 2,2/3 kw motor bilan jihozlangan. Uskunadagi qismlar oson almashtiriladi, shu tufayli ham ehtiyot qismlar kamroq eskiradi, barqaror harakatlanadi va tekis o‘raladi.

4. TK-3/900CP siz ishlab chiqaradigan mahsulot diametri va uning zichligiga qarab turlicha bo‘ladi. Bizda keng foydalaniladigan qoplar uchun to‘quv uskunalari 4G va 6G modellar hisoblanadi. Agar siz Big bag ya‘ni 1 tonnalik mahsulotlar uchun mo‘njallangan qoplar chiqarish niyatida bo‘lsangiz, u holda sizga 10G-12G modellar tog‘ri keladi. Qoplar diametrini o‘zgartirish uchun siz maxsus silindr uchun qoliplar qo‘shib olishingiz lozim.

Eski modellar bilan solishtirib ko‘radigan bo‘lsak, bu uskuna ko‘proq va yaxshiroq qulayliklarga ega. Misol uchun, uskunaning ishlash prinsipi osonroq va barqaror, maxsus moy kerak bo‘lmaydi, 82 DB(detsibel)dan kamroq tovush chiqaradi[2].



1-rasm. Qop ishlab chiqaruvchi TK-3/900CP uskunasi

5. Qoplarni kesib berish va tikish. Qoplarni qo‘l mehnati yordamida kesib ularni ostki qismini tikish ko‘p ishchi kuchi va mehnat talab qiladigan jarayondir. Shu sababli ushbu qismni avtomatik uskunalarga ishonib topshirish maqsadga muvofiq.

6. Tayyor qoplar mijozga yetkazish davomida transport xarajatlarini minimallashtirish uchun ular 60T kuch bilan presslanadi. Ushbu qadoqlash jarayoni birmuncha sodda ish bo‘lib unga alohida malakali kadrlar talab etilmaydi.

Qop ishlab chiqarishni avtomatlashtirish, qo‘l mehnatini kamaytirish ishni samaradorligi va ishlab chiqarish tezligini yaxshilaydi.

Xulosa

Xulosa qilib shuni aytish mumkinki avtomat qurilmalar inson hayotida katta ahamiyat kasb etadi. Avtomat korxonalarini tashkil etish, yurutish, uskunalar va modellashtirish bugungi kunimizda eng dolzarb muommolardan biri sanaladi.

Texnologik jarayonlarni nazorat qilish va avtomatlashtirish faqat ishlab chiqarish texnikasini takomillashtirish hamda mehnat sharoitlarini yaxshilash bilangina emas, balki ishlab chiqarish rentabelligini oshirish, birlik mahsulotga ketadigan moddiy va mehnat xarajatlarini pasaytirib, uning texnik-iqtisodiy ko‘rsatkichlarini orttirish bilan bog‘liq[3].

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XONA CHIROG‘INI ONLAYN YOQIB O‘CHIRISH ILOVASINI YARATISH

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***Kalit so‘zlar:** Aqlli yoritish texnologiyasi, aqilli uylar, veb ilova.*

So‘nggi yillarda aqlli yoritish texnologiyasi jadal rivojlandi va hozirda bozorda turli xil aqlli lampochkalar va yoritish tizimlari mavjud. Ushbu tizimlarning ba‘zilari hatto smartfonimizda mavjud bo‘lgan ilovalar orqali boshqariladi, bu esa dunyodagi har qanday joydan chiroqlarni yoqish va o‘chirish imkonini beradi. Aqlli yoritish qulaylik va energiya tejashdan tashqari, uyimizda turli xil kayfiyat va muhitni yaratishda ham ishlatilish mumkin[1].

Xonaning yorug'ligini onlayn yoqish va o'chirishning afzalliklari ko'p. Birinchidan, bu qulaylik beradi, chunki siz xonada bo'lmasangiz ham yorug'likni boshqarishingiz mumkin. Bu shuni anglatadiki, yorug'likni o'chirish uchun qulay joyingizdan turishingiz shart emas. Bundan tashqari, uyda bo'lmaganingizda ham chiroqni yoritib, kimdir uyda bo'lgani kabi ko'rinishga keltirishingiz mumkin. Yana bir afzalligi shundaki, u energiyani tejaydi va elektr to'lovini kamaytiradi. Yorug'likni masofadan turib o'chirib qo'yish qobiliyati bilan siz xonada bo'lmaganingizda yorug'lik keraksiz holda yoqilmasligiga ishonch hosil qilishingiz mumkin. Bundan tashqari, yorug'likni aniq vaqtlarda yoqish va o'chirishni rejalashtirsangiz, energiyani tejashingiz mumkin. Bundan tashqari, yorug'likni onlayn yoqish va o'chirish harakatlanish muammolari bo'lgan odamlar uchun ham foydali bo'lishi mumkin, chunki ular yorug'lik tugmachasiga jismoniy ravishda erishish qiyin bo'lishi mumkin[2].

Mobil ilova yordamida ular hech qanday jismoniy harakat qilmasdan yorug'likni osonlikcha boshqarishlari mumkin. Biroq, aqlli lampalardan foydalanishning ba'zi kamchiliklari borligini ta'kidlash muhimdir. Birinchidan, ular an'anaviy lampochkalardan qimmatroq bo'lishi mumkin. Ikkinchidan, ular barqaror Wi-Fi aloqasiga bog'liq, shuning uchun agar sizning Internet aloqangiz sekin yoki ishonchli bo'lmasa, siz yorug'likni boshqarish bilan bog'liq muammolarga duch kelishingiz mumkin. Xulosa qilib aytganda, xona chiroqlarini onlayn yoqish va o'chirib qo'yish qulaylik, xavfsizlik va energiya tejashga xizmat qiladi. Bu uyingizni modernizatsiya qilish va hayotingizni osonlashtirishning ajoyib usuli, ammo aqlli yoritgichga o'tishdan oldin, uning salbiy tomonlarini ko'rib chiqish muhimdir.

Ba'zi aqlli lampochkalar ranglarini o'zgartirishi mumkin, bu sizga kino kechalari uchun iliq va qulay muhit yaratishga yoki uyda ishlash uchun yorqin va energiyali muhit yaratishga imkon beradi. Aqlli yoritishning yana bir afzalligi shundaki, uni boshqa aqlli uy qurilmalari bilan birlashtirish mumkin. Masalan, siz xonaga kirganingizda avtomatik ravishda yoqadigan yoki chiqib ketganingizda o'chadigan chiroqlarni o'rnatishingiz mumkin. Shuningdek, siz o'zingizning aqlli

yoritish tizimingizni xavfsizlik tizimiga ulashi mumkin, shunda agar buzilish aniqlansa, chiroqlar avtomatik ravishda yoqiladi. Shuningdek, aqlli yoritish texnologiyasi yanada qulay va arzonlashmoqda. Hozirda bozorda an'anaviy lampochkalar bilan raqobatbardosh narxlarda bir nechta variantlar mavjud bo'lib, yorug'lik tizimini yangilashni har qachongidan ham osonlashtiradi.

Umuman olganda, xona yorug'ligini onlayn yoqish va o'chirib qo'yish - bu aqlli uy inqilobining bir tomoni. Texnologiya rivojlanib borar ekan, uylarimizni masofadan boshqarishning yanada qulay va samarali usullarini ko'rishimiz mumkin.

Aqlli yoritish texnologiyasining eng qiziqarli jihatlaridan biri bu ovoz buyruqlari orqali uni boshqarish qobiliyatidir. Bu Amazon Alexa yoki Google Assistant kabi ovoz yordamchilari orqali amalga oshiriladi, ular aqlli yoritish tizimlari bilan birlashtirilishi mumkin va sizga o'zingizning ovozingiz bilan chiroqlaringizni boshqarishga imkon beradi. Masalan, siz "Hey Google, yashash xonasi chiroqlarini yoq" deb aytishingiz mumkin va chiroqlar barmog'ingizni ko'tarmasdan yoqiladi. Bu ayniqsa harakatlanish muammolari yoki nogironligi bo'lgan odamlar uchun foydali, chunki u yorug'likni o'zgaruvchi bilan jismoniy aloqada bo'lmasdan boshqarishni osonlashtiradi. Aqlli yoritish texnologiyasining yana bir afzalligi shundaki, uni jadvalga mos ravishda dasturlash mumkin, bu esa energiyani tejashga yordam beradi. Misol uchun, har kecha o'z-o'zidan o'chadigan chiroqlarni o'rnatishingiz mumkin[3].

Xulosa. Umuman olganda, xonaning yorug'ligini onlayn ravishda yoqish va o'chirish aqlli uy texnologiyasining ko'plab afzalliklaridan biridir. Texnologiya rivojlanib borar ekan, uylarimizni masofadan boshqarishning yanada yangi va qiziqarli usullarini ko'rishni kutishimiz mumkin, shu bilan birga energiyani tejash va yanada qulay yashash muhitini yaratish.

Foydalanilgan adabiyotlar.

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METHODS OF USING MODERN TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

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***Annotation:** in this article, information about the types of modern technologies and their importance in learning a foreign language is provided. Each person can learn to use the benefits of modern technologies.*

***Key words:** modern technologies, methods, electronic resource, individual section, language system, language proficiency, academic disciplines.*

Modern education, including its foreign language component, creates new challenges, which are reflected in the current-generation Federal State Educational Standard of Higher Education. The presiding idea of the standard is to form and develop universal and executive competences and professional culture of a specialist of the future ready to address provocation and problems using one's acquired knowledge, abilities and skills, professional values and empirical experience. The goal of the research under review may be described as a strive to present a technology of creating electronic teaching materials by liberal arts undergraduate students of teacher coaching institutions. The prime aim of this paper is to contemplate the specifics of generating electronic educational resources to be used in face-to-face and distance FL learning. Goal-oriented interaction of educational process is one of the aspects conducive to enhancing the features of FL teaching. Teaching techniques in cooperation are implemented in the course of the performance of game charges by the

students in the situations of society extended to them. For mastering a language, significant condition is communication in the target language. According to our observations, learning in cooperation is learning in the process of communication of students with each other, and purposeful work in cooperation can expand interest in classes and significantly increase the time of speech practice of each student in the lesson.

Computer training. This is teaching a foreign language using curricula designed for working with a computer. It arose on the ideas of programmed teaching and current days, has a significant impact on all aspects of the educational process in connection with the enormous computerization of secondary and inflated schools, the creation of computer programs for different academic disciplines, including for those studying foreign languages, using the capabilities of the Internet. Nowadays, the following types of computer training programs have become widespread: those devoted to mastering individual sections of the language system, the development of speech skills, control programs assessing the degree of language potentiality, socio-cultural programs introducing the culture of the country of the target language. At the same time, in the programs of recent years, multimedia systems that synthesize sound, video and text have been increasingly used, which allows using all types and means of visualization within the framework of a computer training course with maximum efficiency. Thanks to the use of the EER program, the probabilities of online open-source tasks (creative tasks) are most fully realized. Contemporary technologies are considered an active agent for enhancing the quality of the educational activity and a vital pre-condition for developing modern teacher non-manual competency. All types of training materials (online courses, video lectures, training devices, tests, polls, interactivities) used to build a particular course are concentrated in one ISpring Suite program. A significant feature is the add-in over Microsoft Office (Power Point), which is a time-saver, allowing the consumer not to waste time getting used to the interface. A new modern approach to the application of new technological processes and new modern methods of teaching in the educational process. The purpose of foreign language teaching is not only to educate students and

develop certain, speaking skills, but also to develop students' abilities. development, increasing interest in the foreign language they are learning, using the internal capacity of their memory, and building students' confidence in their own power. As you know, the educational process is complicated. Foreign language lessons include the stages of developing relevant speaking skills and competencies through the presentation of new learning material, its practice through a variety of exercises, and its application to a variety of speech situations. A number of interactive methods can be used to increase student engagement in the classroom. The term correlative method is derived from the English word "interactive", which means to increase students' internal activity. There are a number of types of this method, some of which are currently widely used interactive methods such as "brainstorming", "business games", "pinboard", "cluster", "sinkveyn", "cubic technology", role-playing games are aimed at increasing the activity of students in the educational process. In interactive teaching, group teaching, small groups of 3-5 people are effective. So that, it can be called "Innovative technology". Innovative technologies are ways to develop the acquisition of knowledge through the operate of factors that increase the effectiveness of education, the design and implementation of different pedagogical processes. Its main purpose is to make innovations and swap in the activities of teachers and students in the educational summons which requires the use of interactive methods. Interactive methods are based on the active, free and independent thinking of each learner involved in the learning process. When using these methods, learning becomes a fun activity.

In conclusion, learning a foreign language using computer programs and other modern technologies can be more effective and motivating. These modern technologies also help the development of types of that writing, speaking, listening and reading. This can lead to excellent results in English language learning.

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TARBIYA DARSLARI JARAYONIDA BAHOUDDIN NAQSHBAND TA'LIMiy-AXLOQiy QARASHLARIDAN FOYDALANISH

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***Annotatsiya:** Ushbu maqolada siz Bahouddin Naqshbandning tarbiyaviy va axloqiy qarashlarini tarbiya darslarida qo'llagan holda o'quvchilar uchun ta'lim qanchalik muhim va dolzarb ekanligi hamda bu jarayon qanday olib borilishi haqida ma'lumotga ega bo'lasiz.*

***Kalit so'zlar:** o'qituvchi, o'quvchi, ota-ona, bola, ilm, talim-tarbiya, maktab.*

***Аннотация:** В этой статье вы узнаете, насколько важно и актуально образование для учащихся и как осуществляется этот процесс, применяя воспитательные и нравственные взгляды Бахауддина Накиббанда на учебных занятиях.*

***Ключевые слова:** учитель, ученик, родитель, ребенок, наука, образование, школа.*

***Annotation:** In this article, you will get information about how important and relevant education is for students and how this process is carried out, applying Bahauddin Naqshband's educational and moral views in education classes.*

***Key words:** teacher, pupil, parent, child, science, education, school.*

“Tarbiya” darsliklarida Bahouddin Naqshband ta’limiy-axloqiy merosidan foydalanishdan ko‘zlangan maqsad – o‘quvchilar tomonidan egallangan Bahouddin Naqshband hayoti va ta’limiy-axloqiy qarashlari borasidagi nazariy bilimlarni mustahkamlash, ularni amaliy faoliyatga tadbiq etish, o‘quvchilar tomonidan tashkil etilayotgan faoliyat, hatti-harakatlarning ma’naviy-axloqiy mazmun kasb etishiga erishish, bu borada dastlabki ko‘nikma va malakalarni hosil qilish, ularda ma’naviy-axloqiy sifatlarni shakllantirish, ushbu sifatlarni yanada boyitish va doimiy sur’atda rivojlantirib borishdan iboratdir.

Sinfdan tashqari sharoitda uyushtiriluvchi tarbiyaviy ishlar jarayonida Bahouddin Naqshbandning ta’limiy-axloqiy qarashlaridan foydalanish quyidagi tarbiyaviy ishlar shaklida tashkil etish mumkin: ma’ruza, seminar, suhbat, ifodali o‘qish, matbuot konferensiyasi, o‘quvchilarning nazariy anjumanlari, bahs, sayohat va boshqalar.

O‘quvchilar Bahouddin Naqshbandning ta’limiy-axloqiy qarashlarini o‘rganishi va ularni barkamol inson sifatida tarbiyalashda guruhlar bilan o‘tkaziladigan tarbiyaviy tadbirlar ham o‘ziga xos xususiyatlarga ega bo‘lib, u dars jarayonida olgan bilimlarni mustahkamlash, to‘ldirishga xizmat qiladi. Bu guruhdagi tarbiyaviy tadbirlar o‘quvchilarning qiziqishlariga ko‘ra uyushtiriladi. Ommaviy tadbirlardan farqli tarzda mag‘lub va g‘olib aniqlanadi, tarbiyaviy tadbir jarayonida har bir o‘quvchining ma’naviy qiziqishi, qobiliyati, saviyasi, tarbiyalanganlik darajasi, alloma merosiga munosabati namoyon bo‘ladi, o‘quvchi qobiliyatini rivojlantirishga alohida e’tibor beriladi: tarbiyaviy tadbir o‘tkazishda reja, dastur asos bo‘lib xizmat qiladi, natijani yakunlash va baholash faol kechadi.

Guruhlar asosida tashkil etiladigan tarbiyaviy tadbirlar jarayonida o‘quvchilarning ma’naviyatini shakllantirish bilim, nazariy, amaliy, ijodiy, ijtimoiy-ma’naviy faoliyatlar orqali amalga oshiriladi.

Umumiy O‘rta ta’lim maktablarida “Odobnoma”, “O‘qish”, “Milliy istiqlol g‘oyasi va ma’naviyat asoslari” fani to‘garagi rejasiga Bahouddin Naqshband merosini kengroq o‘rganishga yordam beradigan ilmiy asarlarni o‘qib-o‘rganish

vazifasi ham kiritiladi. Shu bilan birga mazkur to‘garak rejasini tuzishda o‘quvchilar jamoasining xohish-istaklari, yosh xususiyati hisobga olinadi. To‘garakda o‘tkaziladigan mashg‘ulotlar rejasining har taraflama o‘ylanib tuzilishi to‘garak a‘zolarining faoliyatini oshirishga yordam beradi. «Oltin meros» to‘garagining ish uslubi quyidagicha bo‘lishi mumkin: Bahouddin Naqshband merosidagi ayrim pand-nasihatlarini ifodali o‘qish, ayrimlarining tahlili ustida ishlash, alloma ta‘limoti yuzasidan ma‘ruzalar tayyorlash va uni muhokama qilish, ayrimlari yuzasidan kitobxonlar anjumani o‘tkazish va boshqalar.

Shuningdek, adabiy to‘garaklarda mutafakkirning «Diling – Allohda, qo‘ling mehnatda bo‘lsin» shiorini o‘rganish o‘quvchilarni mehnatsevar bo‘lishga, ularda hurfikrlilik, insonparvarlik, ma‘rifatparvarlik, mehnatsevarlik, vatanparvarlik hissini tarbiyalashga, nafosatlilik g‘oyalarini o‘stirishga katta ta‘sir ko‘rsatadi.

Bundan tashqari dramatik to‘garaklarda Bahouddin Naqshband hayoti va ta‘limoti haqidagi rivoyatlardan kichik sahna epizodlar tayyorlash ham mumkin.

O‘quvchilarni ma‘naviy-axloqiy, milliy qadriyatlar ruhida tarbiyalashga yo‘naltirilgan tarbiyaviy tadbirlarning asosiy xususiyati o‘quvchi kundalik hayotining muhim tarkibiy qismi sifatida namoyon bo‘ladi. Bu tadbirlarda ishtirok etish natijasida o‘quvchi, birinchidan, o‘quv ishining davomi sifatida turli mavzudagi ma‘ruzalar, suhbatlar, savol-javoblarda qatnashadi, o‘z bilim va ma‘naviy saviyasini boyitib boradi.

Bahouddin Naqshbandning ta‘limiy-axloqiy qarashlari vositasida o‘smirlarni ma‘naviy-axloqiy qadriyatlar ruhida tarbiyalashni ko‘zda tutgan tarbiyaviy tadbirlarga umumiy O‘rta ta‘lim maktabi tarbiyaviy ishlarining tarkibiy qismi sifatida qarash maqsadga muvofiqdir.

Uchinchidan, o‘quvchilarni tarbiyaviy tadbirlar jarayonida Bahouddin Naqshband ta‘limiy-axloqiy qarashlaridan foydalanish orqali ularda insoniylik fazilatlarini shakllantirish, asosan, maktabning mavjud imkoniyatlaridan kelib chiqqan holda uyushtiriladi.

To‘rtinchidan, Bahouddin Naqshbandning ta‘limiy-axloqiy qarashlaridagi odob, axloqiy fazilatlar va ta‘limiy qarshlarni o‘rganish, qsmirlarni tarbiyalashga bag‘ishlangan tarbiyaviy tadbirlarning mazmuniga o‘rganiladigan davr ijtimoiy, iqtisodiy, ma‘naviy hayoti mohiyati singdiriladi.

Bahouddin Naqshbandning ta‘limiy-axloqiy merosidan tarbiyaviy jarayonda foydalanishga yo‘naltirilgan tadbirlar o‘quv faoliyatning uzviy davomi hisoblanib, ular o‘quvchilar tomonidan egallangan nazariy bilimlarni mustahkamlash, ularda ma‘naviy-axloqiy mazmundagi amaliy faoliyatni tashkil etish borasidagi ko‘nikma va malakalarni shakllantirishga yordam beradi. Sinfdan tashqari tarbiyaviy ishlar jarayonidagi tadbirlarning aniq maqsad va puxta asoslangan vazifalarni hal etishga yo‘naltirilishi o‘quvchilarda Bahouddin Naqshband ta‘limiy-axloqiy g‘oyalari asosida muayyan ma‘naviy-axloqiy kamolotni ta‘minlaydi. Bahouddin Naqshband ta‘limotidan darsdan tashqari tarbiyaviy tadbirlar o‘quv faoliyatning uzviy davomi bo‘lib, ular o‘quvchilar tomonidan egallangan nazariy bilimlarni mustahkamlash, ularda ma‘naviy-axloqiy sifatlarni shakllantirish, ular tomonidan ma‘naviy-axloqiy mazmundagi amaliy faoliyatni tashkil etish borasidagi ko‘nikma hamda malakalarni shakllantirishga yordam beradi.

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O‘ZBEK FOLKLORI VA XALQARO FOLKLORISTIKA: JANR VA IFODA MUSHTARAKLIGI

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ANNOTATSIYA

Har bir xalq madaniyati va adabiyotining boshlangich «alifbo»si folklordir. Folklor xalq donishmandligi ifodasi sifatida xalqlar va umumjahon miqyosida insoniylik tamoyillarining shakllanishi, ravnaq topishida hal qiluvchi rol o‘ynagan.

Maqolada o‘zbek folklorshunosligi, xususan, Xorazm folklorshunoslik maktabining yaratilishi, taraqqiyotida folklorshunos olim, professor Safarboy Ro‘zimboyevning ilmiy tadqiqotlari, soha rivojiga qo‘shgan hissasi haqida fikr yuritiladi.

Olimning folkloristik tadqiqotlari hamda uning rahbarligida folklor manbalarini yozib olish va to‘plash, manbalarni ilmiy jihatdan tahlil qilinishi borasidagi ijobiy va ijodiy ma’lumotlar bazasi haqida ma’lumotlar keltirilgan.

O‘zbek folklorshunos olimi Safarboy Ro‘zimboyevning Xorazm folkloriga oid izlanishlari turkiy xalqlar o‘rtasida keng miqyosda o‘rganilayotganligi haqida ma’lumotlar keltiriladi.

Folklor namunalarini noyob nomoddiy madaniy meros sifatida asrash lozimligini bayon qilgan.

Professor S. Ro‘zimboyevning ilmiy maqolalari tahlil qilinib, xalq baxshilari va folklor namunalari millatlarni birodarlikka undovchi ma’naviy qudrat ekanligi, xalqlarni ko‘rsatilgan.

Kalit so‘zlar: *Folklor – ilm-fan va madaniyat alifbosi, O‘zbek folklorshunosligi, Xorazm folklori, Xorazm dostonlari, folklorshunoslik maktabining yaratilishi, professor Safarboy Ro‘zimboyevning ilmiy tadqiqotlari, nomoddiy madaniy meros, xalq baxshilari, "Oshiqnoma", "Go‘ro‘g‘li" eposlari, xalq baxshilari, urf-odat va an’analar axloqiy- ma’naviy tarbiya, xalfalar,*

ANNOTATION

The initial "alphabet" of every national culture and literature is folklore. Folklore, as an expression of folk wisdom, played a decisive role in the formation and development of the principles of humanity on a global scale.

The article discusses the scientific research and contribution to the development of Uzbek folklore studies, especially the creation and development of the Khorezm School of Folklore Studies, by professor Safarboy Rozimboyev, a folklorist scientist. Information about the positive and creative database of the scientist's folkloristic research and the recording and collection of folklore sources, scientific analysis of sources under his leadership is given.

It is reported that the researches of the Uzbek folklorist Safarboy Rozimboyev on Khorezm folklore are widely studied among the Turkic peoples.

He stated that folklore samples should be preserved as unique intangible cultural heritage.

The scientific articles of Professor S. Rozimboyev were analyzed, and it was shown that folk traditions and folklore examples are a spiritual power that encourages nations to brotherhood.

Keywords: *Khorezm epics, bakhshi and halfas, recitation-short story halfas, "Ashiqnoma" series, scientific researches of professor Safarboy Rozimboyev, especially the creation and development, Khorezm School of Folklore Studies, a folklorist scientist, Khorezm folklore are widely studied among the Turkic peoples, brotherhood.*

АННОТАЦИЯ

И сходным «алфавитом» каждой национальной культуры и литературы является фольклор. Фольклор, как выражение народной мудрости, сыграл решающую роль в формировании и развитии принципов гуманности в мировом масштабе.

В статье рассматриваются научные исследования и вклад в развитие узбекского фольклориста, особенно создание и развитие Хорезмской школы фольклористики профессора Сафарбоя Розимбоева, ученого-фольклориста.

Приводится информация о положительной и творческой базе фольклорных исследований ученого и о записи и сборе фольклорных источников, научном анализе источников под его руководством.

Сообщается, что среди тюркских народов широко изучаются исследования узбекского фольклориста Сафарбоя Розимбоева по хорезмийскому фольклору.

Он заявил, что образцы фольклора должны быть сохранены как уникальное нематериальное культурное наследие.

Ключевые слова: Первая фольклорная экспедиция учёного, поэма "Gurugli", Хорезмские дастаны, цикл "Ошикнома" ("Поэма о влюбленных"), научные исследования проф.С.Рузимбаева.

Folklor — bu har bir xalq madaniyati va adabiyotining boshlangich «alifbo»si boʻlib, u ana shularning shakllanishi, ravnaq topishida hal qiluvchi rol oʻynagan. Ularning tarkibiga uzviy ravishda singib, badiiy jozibadorligini oshirish bilan birga, xalqlarning madaniy hayotida ham muhim oʻrin tutadi. Binobarin, uni chuqur va atroflicha oʻrganmay turib, u yoki bu xalqning milliy madaniyati, adabiyoti ijtimoiy borlivda bulgan munosabati haqida ham turli tasavvurga ega boʻlish amri maholdir.

Xorazm folklori namunalari dostonlarni kitobat qilish, ularni qissaxonlar va xalfalar tomonidan erkaklar hamda ayollar davralarida ayrim-ayrim holda oʻqib eshittirish qadimdan mavjud boʻlib, uning ildizlari muqaddas "Avesto"ga borib taqaladi. Folklor namunalari ommaviy ijod mahsuli boʻlsa-da asrlar osha yozuv madaniyati, kitobat san'atining vujudga kelishi natijasida folklor asarlari qoʻlyozmalari ommaviy ijod mahsuli sifatida qogʻozlarga koʻchirila boshlangan. Bunday xalqona ijod— el adabiyoti yoki boshqacha aytganda, xalq donishmandligi durdonalari ustoz-shogirdlik anʼanalari natijasida hamda folklor janrlarining yaratilishi, oʻziga xosliklari tufayli qoʻlyozma nusxalari yaratilgan boʻlsa ham folklorning janriy tamoyillarga moneliklar boʻlmagan.

Ana shunday bebaho xalq ogʻzaki badiiy ijodi namunalarini toʻplash, oʻrganish bilan bir qatorda uni xalqqa taqdim qilish borasida salmoqli ishlarni amalga oshirgan atoqli olim Hodi Tillaevich Zarifov oʻzining nazariy qarashlari bilan oʻzbek folklorshunosligi faniga asos solib, gʻoyat katta ilmiy meros qoldirgan. Hodi Zarifov ilmiy ijodiga nazar tashlasak, u xalq ijodi asarlarini ilmiy asosda yozib olish, arxivlashtirish, nashr etish va ilmiy tadqiq qilish ishini tashkil etgan ilk folklorshunos, xalqimizning etnomadaniyatiga doir materiallarni toʻplagan birinchi oʻzbek muzeyshunosi, keng qamrovli etnografik kuzatishlar olib borgan etnolog olim siymosi namoyon boʻladi. Shunga qaramay, uning tadqiqotchilik faoliyatida xalq ogʻzaki ijodini oʻrganish ustuvor ahamiyat kasb etadi. Xorazm folklorshunosligining

nazariy muammolariga doir 200 dan ziyod ilmiy asarlar yaratgan Safarbay Ro‘zimboyev o‘zbek dostonchilik maktablari, baxshilik san’ati, xalq shoirlarining hayoti, ijodi va repertuari, eposshunoslik, folkloristika tarixi, marosim folklori, bolalar folklori, nazariy folklorshunoslik, folklor tekstologiyasi kabi dolzarb masalalarni o‘rganishga bag‘ishlangan asarlari bilan Xorazm folklorshunosligi maktabiga asos solgan va uni jahonning eng yetakchi ilmiy maktablaridan biriga aylantira olgan.

U XX asrning 70 -yillarida folklorshunoslik tarixida Xorazm hududida yaratilgan va ijro qilinib kelayotgan o‘zbek xalq og‘zaki badiiy ijodi asarlarini yozib olish maqsadida folklor ekspeditsiyalarini uyushtirib, barcha janrlarga oid folklor asarlarini yozib olish ishini tashkil etgan. Bola baxshi, Norbek baxshi, Qalandar baxshi shoir kabi mashhur baxshilar repertuaridagi epik asarlar Safarboy Ro‘zimboyevning xizmatlari tufayli yozib olinib, xalqimiz mulkiga aylantirilgan.

Safarbay Ro‘zimboyev Xorazm folklorshunoslik tarixida ilk bor xalq ijodi asarlarini yozib olish va to‘plash yuzasidan qo‘llanma ishlab chiqqan hamda folklor asarlari turli sheva vakillari tomonidan jonli ijro holatida yozib olinishini hisobga olib, maxsus transkripsiya yaratgan. Olimning izdoshlari u yaratgan ilmiy asarlar asosida, aynan, “Xalq og‘zaki ijodi asarlarini nashrga tayyorlash printsiplari”ga monand holda folklor asarlarini nashrga tayyorlab, chop ettirmoqdalar.

Xorazm folklorshunosligi faniga asos solgan yirik olim Safarboy Ro‘zimboyev tomonidan nashr etilgan ilmiy asarlar, folklor asarlarini nashrga tayyorlash va chop ettirish borasidagi ilmiy faoliyati, uning folklor ekspeditsiyalari chog‘ida yozib olgan materiallari hamda Alisher Navoiy nomidagi Til va adabiyot instituti folklor arxivida saqlanayotgan “Shaxsiy fondi” materiallari asosida ilmiy o‘rganilishi ko‘zda tutilgan mazkur tadqiqot mavzusi quyidagi nazariy masalalarni yoritishi jihatidan dolzarblik kasb etadi:

– Xorazm folklorshunosligi fanining asoschisi Safarbay Ro‘zimboyevning ilmiy merosining fan tarixida tutgan o‘rni ko‘rsatib berilishi;

- o‘zbek folklorshunosligining shakllanishi tarixining yoritilishi va uning taraqqiyot tamoyillarini ta’minlovchi qonuniyatlar ochib berilishi;
- Safarbay Ro‘zimboyevning folklor namunalarini to‘plovchilik sohasida, xalq og‘zaki badiiy ijodi asarlarini nashrga tayyorlash va folkloristik tamoyillarga tayanib ilmiy tadqiq etish bilan bog‘liq nazariy konsepsiyalarining ilk bor yaxlit tizim holida o‘rganilishi;
- XX asrning 70-yillaridan o‘z faoliyatini boshlagan folklor ekspeditsiyalarining xalq ijodi asarlarini to‘plashdagi ahamiyati va S.Ro‘zimboyevning folklor to‘plovchilik faoliyatining keng tahlil qilinishi;
- folklor asarlarini arxivlashtirish, sistemalashtirish, kataloglashtirish va nashrga tayyorlash prinsiplarining Safarbay Ro‘zimboyev tomonidan ishlangan ilmiy mezonlari tahlili;
- Safarbay Ro‘zimboyevning Xorazm xalq dostonlarini ilmiy o‘rganishga qo‘shgan hissasi va eposshunoslikning asosiy nazariy konsepsiyalarining yoritilishi;
- Folklor arxivida saqlanayotgan Safarbay Ro‘zimboyev shaxsiy fondi materiallarini ilmiy tavsiflash orqali olim ilmiy faoliyatining ko‘p qirrali xususiyatlarining oydinlashtirilishi.

Aksincha, bunday qo‘lyozmalar har bir folklor ijrochisi repertuari xazinasini boyishini ta’min qilgan. Folklor asarlaridagi an’anaviylikning buzilmasligini ta’min etib, marosim folkloridagi milliy qadr-qimmatga ega turli ijobiy, millatimizning tarbiya va ma’naviyat hamda madaniyatga erishuvi uchun tgzamin vazifasini o‘tagan. Ana shunday qo‘lyozmalarni izlab toppish, fanga ma’lum qilish, uning ko‘chiruvchisi va ijrochilari haqidagi ma’lumotlarni xalqqa yetkazish folklor asarlarining yaratilishi, genezisi ijro uslublari hamda ijrochilarning mahoratlarining o‘rganilishi, baholanishi folkloristikada uzviylik zanjirini mustahkamlaydi. Bu sohada izlanishlar qilgan tadqiqotchining mehnatlari qay darajada muhimligini ko‘rsatadi.

Urganch davlat universitetining jonkuyar olimi, professor Safarboy Ro‘zimboyev o‘zining ko‘p yillik samarali izlanishlari bilan milliy folklorimiz rivojiga salmoqli hissa qo‘shgan. Universitet filolog olimlari bilan birgalikda Xorazm vohasining

ko'plab qissaxonlar va xalfalar bisotidagi qo'lyozma, toshbosma kitoblarni topib, ularni hozirgi joriy alifboga o'tkazib, juda xayrli ishlarni amalga oshirganlar.

Asrlar osha madaniyatimiz ravnaqi yo'lida ijobiy hissa qo'shgan tengsiz ma'naviy merosimizga ikkinchi umr bag'ishlaganlar. Go'zal folkloristik majmua yaratib, unga "Oshiq G'arib", Oshiq Alband", "Oshiq Miskin" kabi dostonlarni jam qilib, Xorazm mintaqasida mazkur dostonlarning muxlislari "Go'ro'g'li" dostonlari muxlislaridan kam emasligining isboti sifatida va muxlislarga mazkur to'plam tuhfa qilindi.

Shuni alohida ta'kidlash kerakki, Xorazm vohasida "Oshiq G'arib" dostonining qo'shiqlaridan bir-ikkitasini yod bilmagan, qo'shiq qilib aytmagan keksa avlod vakillarini ucratish qiyin. Afsuski, keyingi asrda mafkuraviy tazyiq asosida arab alifbosidagi qo'lyozm kitoblar eskilik sarqiti sifatida taqiqlandi. bunday kitoblarni savodxon xalfalar faqat tor doiralardagina o'qib, targ'ib qilib kelishdi. Shu sababli bunday bebaho kitoblar sahifasiga bitilgan dostonlarimizdan keyingi avlod bebhra qoldi. Ushbu dostonlarni nashrga tayyorlash ma'naviy qadriyatlarimizni qayta tiklab, xalqimizning ma'naviy mulkiga aylantirish demakdir.

“ Ushbu qo'lyozma kitoblardan vohadagi o'zbek, turkman, qoraqalpoq baxshi va qissaxonlari birgalikda foydalanib, ulardan ma'naviy oziq olib kelishgan. Hatto arab alifbosida bitilgan bitta nusxani uch millat vakili bemalol o'qiy olishgan. Bu holat xalqlar o'rtasidagi do'stlik aloqalarini yanada rivojlantirishga katta yordam bergan. Xullas, ushbu dostonlarni nashrga tayyorlash mashaqqatidan cho'chimay, matnlarni qayta tiklab, hozirgi o'quvchiga taqdim qilish milliy istiqlolimiz bergan imkoniyatning yana bir sharofatidir”.

[A.Sa'dullayev,UrDU rektori, professor O'zR FA akademigi."Oshiqnoma".

2-kitob.– Urganch:"Xorazm".–2006.–B.452.]

Professor Safarboy Ro'zimboyev o'zining "G'aribniyoz – do'stlik kuychisi" maqolasida Xorazm vohasida XIX asr o'rtalarida yashab ijod etgan baxshi G'aribniyoz haqida ma'lumot berib,uning shogirdi turkman baxshisi Suyan (suyanch, tayanch) haqida so'z yuritadi. Bu baxshi haqida folklorshunos olim A.N.

Samoylovichning bergan ma'lumotlarini keltirib o'tadi: "Suyav baxshi Toshhovuz viloyati, hozirgi "Bo'ldimsoz" tumanida yashagan. U faqatgina turkman tilida emas, o'zbek va qoraqalpoq tillarida ham doston kuylagan". Folklorshunos olim A.N. Samoylovich Xorazm vohasiga 1908-yillarda tadqiqot uyushtirgan paytda Suyav baxshi 58 yoshda bo'lganligi haqida ma'lumot keltiradi. Folklorshunos olim, professor Safarboy Ro'zimboyev tadqiqotchi-folklorshunos olim A.N. Samoylovichning ma'lumotlariga asoslanib, Suyav baxshi 1850- yilda tavallud topganligiga aniqlik kiritadi.

Suyav baxshi repertuaridagi doston va termalar turkman, o'zbek, qoraqalpoq baxshilari ijodida hozirgacha saqlanib kelayotgani to'g'risida ma'lumotlar keltiradi tadqiqotchi S.Ro'zimboyev. ["Xorazm folklori" X tom Urganch –2008, 3-bet.]

Suyav baxshi Toshhovuz viloyatidagi Porsi dostonchilik maktabi asoschilaridan bo'lgan. Gurlanlik Sakrak baxshi va mang'itlik Tursun baxshi Porsi dostonchilik maktabining so'nggi vakillaridan ekanligi haqida ma'lumot beradi.. Suyav baxshi repertuarida "Eshvoy" qo'shig'i alohida o'rin tutgan. Mazkur qo'shiq XVIII asrda Porsi atroflarida yashagan o'zbek baxshisi Eshboy baxshiga bag'ishlangan va unda baxshining yuksak insoniy fazilatlari aks etgan:

Eshboy Otash Nurjon bilan soz etdi,

Besh kunlik umrini sarafroz etdi.

O'lgandan so'ng vasfin G'aribniyoz aytdi,

Soz – so'z bilan umri o'tdi Eshboyni.

Porsi baxshisi ijro etgan Eshboy qo'shig'i tarixi xususida qoraqalpoq folklorshunosi professor Q.Ayimbetov 1968-yil Nukusda bosilgan "Xalq donoligi" kitobida Suyav baxshidan burun Eshboy, Otash, G'aribniyoz kabi taniqli baxshilar yashab ijod etganliklari haqida ma'lumotlarni keltirganidan bilib olishimiz mumkin.

Professor S.Ro'zimboyev "Garibniyoz – do'stlik kuychisi" maqolasida Eshboy baxshi, G'aribniyoz baxshi, Suyav baxshilar – o'zaro ustoz – shogirdlar zanjirini tarixy-ilmiiy jihatdan asoslaydi.

"Eshboy" qo'shig'i asrlar osha hozirgacha yetib kelganligi, ya'ni qo'shiqning uzoq tarixi haqida 1963-yilda Ashxobodda nashr etilgan "Marjon donalar" va Nukusda bosilgan "Qoraqalpoq xalq qo'shiqlari" kitobiga ham kiritilganligi fikrimizning yaqqol dalilidir. O'zaro qardosh xalqlar madaniyatiga singib ketgan bunday qo'shiqlardan juda ko'plab topishimiz mumkin. Xalq baxshilarining hayoti, ijodi misolida folklor san'ati faqat ezgulik ulashishi, millatlarni birodarlikka undovchi go'zal ma'naviy tug' ekanligini anglaymiz. Bu esa folklor namunalarining qadr-qimmatini yana-da oshiradi.

O'zbek, turkman, qoraqalpoq xalqlari orasidagi o'zaro sodda samimiy, xalqona, do'stona, adabiy-madaniy aloqalar haqidagi ma'lumotlarni asoslab, folklorshunoslik xazinasiga qimmatli ma'lumotlar bilan hissa qo'shgan. Doston kuylash va baxshilarning xalqlar o'rtasidagi ma'naviy taraqqiyot va birodarlikka undovchi kuchdir. Bunday ma'naviy qudrat hozirda tengsiz badiiy asarlarga ham ko'chganki, badiiy asarlarning aksariyatida folklor unsurlari asarga yorqin pafos baxsh etib kelmoqda.

Folklorshunos olimning tadqiqotlari davomida eposlarga oid qaydlaridan namunalar keltirishni joiz deb topdim:

Xorazmda musiqa qadimdan taraqqiy qilgan. Bu holat epos ijrochilariga ta'sir etmasdan qolmagan. Baxshilar qo'biz ishlatishni xorazmshohlar davridayoq to'xtalib, dutor ijrosiga o'tishgan. Bulamon, g'ijjak, doira dutorga jo'r bo'lishgan. Rubob Bola baxshi tomonidan 1928 yilda doston ijrosiga olib kirilgan. Garmon tarixi Yangiariqning Oqmachit mahallasida yashagan nemislar bilan aloqador bo'lib, ular 1890-yillarda Rossiyadan bayanni, keyinchalik ozarbayjon va tatarlar vohaga sal bo'lsa-da rekonstruksiya qilingan soz –garmonni olib kelishgan. 1900 yilda uni ilk bora Onajon xalfa ishlatgan. Shu tariqa garmonni baxshilar va xalfalar doston ijrosiga olib kirganlar.

* * *

Epos xalq etnografiyasi bilan chambarchas bog'liq. Unda xalqning muomala madaniyati, kiyinishi, uy jihozlari, bezaklar, asbob – uskunalar, ovqatliklar,

dehqonchilik va chorvachilikka oid masalalar, urf – odatlar, marosimlar, olqish va qaragʻishlar oʻzining yorqin ifodasini topgan.

* * *

Doston xalq maʼnaviyatining yuksak choʻqqisidir.

* * *

Epos xalq tafakkurining gultojidir.

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SYSTEMIC AND STRUCTURAL FEATURES OF ENGLISH AND RUSSIAN PHONETIC TERMINOLOGY

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ABSTRACT

This article talks about diachronic terms that are unique in the phonetic system of English and Russian languages. The article consists of an annotation, key words, introduction, main part, conclusion and a list of used literature as required.

Basic concepts: *systemic features, structural features, phonology, semantics, linguistics, synchronic.*

INGLIZ VA RUS FONETIK TERMINOLOGIYASINING TIZIMIK VA TUZILIK XUSUSIYATLARI

ANNOTATSIYA

Ushbu maqolada ingliz va rus tillarining fonetik tizimida noyob bo'lgan diaxronik atamalar haqida so'z boradi. Maqola izoh, tayanch so'zlar, kirish, asosiy qism, xulosa va talabga muvofiq foydalanilgan adabiyotlar ro'yxatidan iborat.

Asosiy tushunchalar: *diaxronik aspektlar, tarixiy o'ziga xoslik, fonologiya, semantika, lingvistik, sinxron.*

When studying terminology from diachronic positions, history is understood as the study of successive changes and development of our knowledge system in certain areas of science, technology, nature, culture, etc.. The diachronic approach to the study of terminology is based on an attempt to overcome the well-known Sossurian dichotomy "synchronicity-diachronicity". Introduced in the early 20th century

emphasizes the contrast between the two ways of considering linguistic phenomena: the study of language at a given moment and the study of linguistic development in its extension in time, and synchronicity is absolutized in its opposition to diachronicity and is proclaimed the only plane in which language can be represented. Undoubtedly, the synchronous analysis, especially in relation to the current state of the language, is easier to implement in practice - due to the greater completeness of factual data and their accessibility. It is easier to check and verify. However, in synchronic linguistic research the language system appears as a fixed static object, a set of ready-made, from nowhere words, word combinations, grammatical structures, phonemes and rigid rules of their combinability. Whereas only the structural-diachronic approach helps to understand how a given language system was formed. Modern systems diachrony extends the theoretical principles of Sossurian antinomy and tries to overcome it. The works of the Prague Linguistic Circle, foreign and domestic linguists determine the following approaches to diachronic and synchronic phenomena. First, systemicity is present in both synchronic and diachronic phenomena; second, diachronic analysis consists in determining the relationship between two successive structures and in establishing relations between them, in other words, it allows one to find out which parts of the preceding system have undergone change. The comparison of consecutive synchronicities reveals the systematicity of diachronic studies. The essence of this antinomy, the principles of which are applied in this study, was most fully expressed by the founder of psychosystematics, G. Guillaume, who noted that language is not only a system, but also a system of systems - diachronic synchronicity. The diachronic approach, using the chronological perspective represented by different states of language, makes it possible to record the changes taking place in language as a process. Language dynamics is defined as a way of functioning (being) of the language family. Language changes in order to continue functioning, though at the same time it can seem unchanged outwardly, as it has to keep up with the changing needs of communication and expression. In all areas of language life there is a development,

artificially divided by researchers into stages, gradually passing from one to the other. The development of terminology is also an ongoing process. Terminological systems, on the one hand, are holistic and stable entities over a period of time. On the other hand, considering the progressive development inherent in science and technology, we can talk about changes in the terminology that serves them: terminological composition expands quantitatively, many terms undergo qualitative shifts in meaning, neologisms appear, some special words are taken out of active use. At the same time, the "patchwork" of terminology is always revealed, which becomes apparent when comparing certain chronological intervals, reflecting different socio-historical and linguistic states and different stages of the formation of terminosystems.

Doublet correspondences of the "word - word combination" type are extremely few in the English phonetic macro-terminological system and account for about 5%. Examples of this type of doublet correspondences are the following series: gliding vowel – **diphthong- дифтонг**, **drum membrane - барабанная мембрана** **tympnum- тимпанум**, **tongue-slip n - slip of the tongue**.

The approach to the study of English phonological terminology applied in this paper implies the study of the processes occurring in terminological semantics from a historical perspective. Therefore, all the identified doublet mono- and polylexemic terminology was analyzed terminology was analyzed from a diachronic point of view.

Examples of doublet terminology that arose: in the chronological periods mentioned above:

XV century - exhalation - выдыхание expiration ;

XVI century - assimilative - assimilatory, caesura - cesura, esophagus - Oesophagus;

XVII century - abrupt - ejective, multisyllabic - polysyllabic , rime - rhyme;

XIX century. - pharyngeal cavities - pharyngeal cavities; rounded - labialized, sonagrams - spectrograms; umlaut ,vowel mutation ;

XX century - false vocal folds - veniricular bands, impressionistic transcription - phonetic transcription, flat fricative - s lit fricative, free stress - movable stress ; superfix - suprafix.

Thus, the study of synonymy in English phonetic terminology leads us to the conclusion that this terminosystem is characterized by a constant quantitative growth, achieved largely through the increase in the number of doublets. Their presence in individual terminological systems and in the language of science as a whole is rightly recognized in the linguistic literature as unnecessary and undesirable.

The use in the process of terminological nomination of various linguistic resources, which may include word-formation elements of Greek, Latin, native or other origin.

The parallel functioning of semantically identical mono- and polylexemic terminological formations as a result of lexicalization of term combinations within the English phonological system. Differentiation of term-word variants, arising on various grounds.

To summarize, we can conclude that the processes leading to the emergence of doublets in the terminology of English phonetics have both general and specific (i.e. inherent in terminology as a set of units of special nomination) nature.

Thus, we can conclude that the phonetic structure of monolexemic terminological units of English and Russian phonetics reveals a steady tendency towards complexity, fixed throughout the main periods of the history of the English language.

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INTERCULTURAL COMMUNICATION AS AN OBJECT OF STUDY IN LINGUOCULTUROLOGY AND PSYCHOLINGUISTICS

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Abstract: *This article was written because research into how culture is reflected in language and human society advances our understanding of other cultures and mentalities as well as intercultural communication. This study aims to trace the history of cultural linguistics' emergence as a distinct scientific field, determine its antecedents, and assess its contemporary state.*

Key words: *cultural linguistics, competence, communication, study.*

Introduction

The term "intercultural communication" refers to the contextual exchange of information between people or groups with various linguistic and cultural backgrounds. The following fundamental definitions serve as a foundation for this: Intercultural means that this communication is taking place between people from different cultural backgrounds. Culture is the structured expression of human behavior in social life within particular national and local contexts, such as political, linguistic, economic, institutional, and professional contexts. Intercultural competence, which can be described in terms of three main characteristics—knowledge, abilities, and attitudes—is the active ownership by people of traits that support effective intercultural communication. This document only views the development of abilities and traits that are likely to improve cross-

cultural communication as a component of language-learning programs, that is, as an adjunct to the actual practice of language acquisition.

Intercultural communication develops when many groups from various cultures come together and accurately and expertly transmit information in a way that is acceptable to the group's various viewpoints.

People from one culture attempt to understand the information being sent to them by other cultures through intercultural communication. For instance, hotel employees determine what services to offer based on the needs and preferences of their guests. Customers communicate their needs to hoteliers as well.

The study of the connection between language and culture has been one of the most important issues in linguistics during the 20th century. In this sense, the shift to linguistics, which examines language in relation to the cultural and cognitive arenas of human activity, marks the modern stage of evolution of the science of language. Cultural linguistics is a separate branch of linguistics that was established in the 1990s and focuses on the interaction between language and culture.

A brand-new field of study, cultural linguistics, integrates its linguistic and cultural roots by developing its own conceptual and terminological apparatus. Such an apparatus can be built on the idea that has been actively developing recently.

Linguocultural research corresponds to the general trend of modern linguistics - the transition from linguistics "internal", "immanent", structural, to linguistics "external", anthropological, considering the phenomena of language in close connection with a person, his thinking, spiritual and practical activities [2.p, 356].

Cultural linguistics is one of the leading areas of linguistic research. It comes from the spirit of the language or from certain phenomena associated with the linguistic mentality, studies the national-cultural specific rules for organizing speech communication, shows the spirituality, collegiality of the Russian people, reflected in the language [2, p.23].

Comparative historical linguistics and the emergence of cultural linguistics share a strong relationship. Foreign writers who dealt with linguistics in various ways

shared their opinions on its subject in the 18th and 19th centuries, which helped to shape the idea of "cultural linguistics" and the growth of this discipline in the 20th and 21st centuries. A relatively new field of study in humanities, cultural linguistics first emerged in the final decade of the 20th century. It has gathered a very sizable following, and linguistic researchers are still very interested in it at the moment.

V.N. Telia, M.L. Kovshova, V.V. Vorobiev, V.A. Maslova, N.I. Tolstoy, E.A. Yakovleva, and others are notable figures in this field. From their individual perspectives, each of these experts provided a definition of cultural linguistics. The field of linguistics known as "cultural linguistics" explores the ways in which a people's culture is expressed and ingrained in their language. It developed from the fusion of linguistics and cultural studies. It is closely related to sociolinguistics and ethnolinguistics, so much so that V.N. Telia considered cultural linguistics to be a subfield of ethnolinguistics. Despite this, these sciences are fundamentally dissimilar.

Cultural linguistics is a science that "rose at the intersection of linguistics and culturology," according to V.A. Maslova. This field should be thoroughly researched because it is not merely a "addition" to linguistics and cultural studies but rather a brand-new field all on its own. Such a study requires, first and foremost, an overview examination of the key stages in the construction and development of that system, sometimes known as "culture linguistics." This field of study is linked to national identity, mindset, and philosophy. It is a type of body of knowledge regarding regional, societal, and linguistic distinctions as well as how voice communication is organized.

The overall trend in modern linguistics is the shift from "internal," "immanent," structural linguistics to "external," "anthropological" linguistics, which considers the phenomena of language in close relation to a person, his thinking, spirituality, and practical activities. Cultural linguistics' main focus is on "the relationship and interaction of culture and language in the process of its functioning and the study of the interpretation of this interaction in a single systemic integrity," and its subject is "national forms of society being reproduced in the system of language

communication and based on its cultural values," or everything that contributes to the "linguistic picture of the world" [3, p. 54].

Cultural linguistics is currently undergoing rapid development. The relationship and interplay between language, thinking, culture, and ethnicity are of growing interest to linguists. Language has long been seen as a potent culture-carrier. The relationship of language and culture is currently a complex subject of study for cultural linguistics as a separate field.

Conclusion

Attempts to connect language and culture on the basis of their ontological community, whose ideal objective form of existence exists, are currently one of the most effective ways to develop methodological schemes for evaluating the problem of language and culture.

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THE PROBLEMS OF TEACHING ENGLISH AS A SECOND LANGUAGE

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***Annotation:** this article study the challenges that teachers face while teaching English language. Teaching English as a foreign language is a demanding task, especially when it is done in settings where the English language distributes a very limited purpose. This article paper is important to highlight and investigate the challenges of teaching English and the viewpoint of English language teachers in facing the challenges of teaching English in the classroom. A number of challenges rebelled, partly from students, partly from teachers and partly from the school facility.*

***Key words:** challenges, factors, provocation, distribution, technical knowledge, solution, methods.*

Teaching English as a foreign language refers to teaching English to students whose first language is not English. Teaching English as a foreign language usually occurs in the students or pupils own country, either within the state school system or private ones, in an after-hours language school or with a teacher. As a foreign language, there are so many things that make it quite hard to teach and, one of them is the subjection. English is a language that must be exposed or practiced many times. As a foreign language, using English language is a provocation for students because they cannot use it all the time and in all the places. The other thing is the This research paper is salient to highlight the challenges of teaching English the struggles of teachers and students that they face during teaching or learning the second

language the detriment of appropriate solutions to it. In addition, it is attempts to investigate the challenges in teaching English as foreign language at school in the world. This paper also intends to show how pre-service teacher education would benefit from an interdisciplinary approach with a combination of declarative knowledge and technical knowledge with all teaching being ‘science-based. Moreover, different factors such as poor parental support, lack of students’ and parents’ support, lack of learning/teaching materials at schools, both students’ and parents’ negative attitude towards learning English, lack of motivation and proper guidance, lack of interest in learning English, poor learning environment, poor family background and lower level of basic knowledge in English which contribute to the challenges faced by the teachers in teaching English at rural schools.

Limited access to resources

There are many types of educational resources that can help teachers deliver lessons in a better way. Some examples of resources commonly available for English teachers include: Wi-Fi, projector, copier, textbooks, whiteboards, computers, other technologies (such as CD players), art supplies, and educational posters. Teachers may find themselves completely without these resources, or they may end up in a situation where supply is limited or not working properly .and this lack of equipment hinder teachers to embody an effective teaching process puts forward that “language could only be understood by practicing all the four skills; listening, speaking, reading, and writing”.

Wrong syllabus to be taught

The syllabus is a kind of content that the teachers follow to teach to the students. The syllabus plays a very important role in teaching the English language and also in other subjects. The syllabus helps the teachers to prepare the important factors of the course and organized the overall course to teach to the student’s step by step. Mostly the teachers faced this problem in teaching the English language. The wrong syllabus is given to them to teach the students the English language. The teachers teach the

wrong syllabus will make negative impressions on the students, and by this, the students cannot learn and speak the English language.

Students Disturbed the Class

Sometimes the students get bored and try to do other activities during the lectures which disturbed the teachers during teaching the English language. They try to speak to the other students during the lectures which disturbed the teachers a lot. Some students come late for the lecture. They enter the class during the lecture it disturbed the teacher. The disturbance is the biggest problem mostly the teachers faced in teaching the English language.

Teaching English language is not an easy task, it requires the teachers to have ability to use methods and approaches and teaching supports. Teacher has to play many roles in the classroom. One side teachers have to focus on teaching the classes at understanding level of students. In other ways, they have to complete the syllabus given time and assess the learning of the students in the classroom. If classroom is observed, there can be find variation among the student's proficiency. Teachers necessary keep it mind before get ready lesson plan. Apart from that time factor and infrastructure, resources are mostly mandatory things for teaching language in the classroom. Language is not subject, like chemistry, mathematic but it is skill oriented where practice is needed to acquire skills of language. All main basic skills of language like Listening, Speaking, Reading and Writing are integrated. Most of the studies conducted on the areas of methods of teaching, diagnosis the learning difficulties, teaching Grammar, Spelling, Pronunciation etc. However, few studies revealed that seniority of the teachers were not professionally equipped to teach English. Problems related to school facilities 20% of teachers have stated that the children do not have proper seating arrangements in the classrooms. Finally, if we think about these problems that as said at the top, in depth and find a broader solution, the challenges will disappear. These matters depend more on the government of education.

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THE MAIN PURPOSE OF CHATBOTS IN TODAY'S WORLD

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Abstract: *Chatbots are computer programs that are designed to mimic human-like conversation and help resolve customer queries in real-time. But with advanced technologies like artificial intelligence and natural language processing, chatbots have evolved to become smarter, faster and more efficient. In this article, we will discuss the emergence of chatbots in modern times, their underlying technologies, types, and how they are being integrated into different industries.*

Keywords: *Artificial intelligence, chatbot, customers, Language Processing, Machine Learning and API.*

INTRODUCTION

Chatbots have become ubiquitous in the digital world and are transforming the way businesses operate. The rapid adoption of chatbots has been facilitated by advancements in technology and the need for efficient, cost-effective methods of customer engagement. In this blog, we will discuss the importance of chatbots in

today's world, their underlying technologies, types of chatbots, challenges, and limitations, and their impact on different industries.

IMPORTANCE OF CHATBOTS IN TODAY AND WORLD

Importance of Chatbots in Today's World: 24/7 Availability and Improved Customer Service: One of the significant benefits of chatbots is their ability to provide round-the-clock customer service, with instantaneous and accurate responses to customer queries. This ensures that customers get quick resolutions to their problems, thereby improving customer satisfaction. Chatbots can handle multiple customer requests simultaneously, which would be impossible for human support staff to achieve.

Cost Reduction and Increased Productivity: Chatbots perform repetitive tasks accurately and efficiently, allowing businesses to save on costs that would have been incurred on hiring employees for the same tasks. This, in turn, allows businesses to invest their resources in more important areas, such as product development, marketing, and customer experience improvement. Chatbots also increase the productivity of customer service staff by handling routine queries, freeing staff to deal with more complex issues.

Personalization and Improved Customer Engagement: Chatbots can engage customers in personalized conversations, making customers feel valued and appreciated. Personalization increases customer loyalty and drives repeat business. Using chatbots, businesses can capture customer data and use it to personalize their products and services. Improved customer engagement also provides valuable feedback to organizations on areas that require improvement.

Data Collection and Analysis: Chatbots can gather customer data at a significantly faster rate than humans, which is essential for customer analysis and personalization. This data can be used to track customer behavior, preferences, and trends, which can help businesses understand their customer base and adjust their strategies accordingly. Chatbots can also use this data to make product recommendations, which can drive additional revenue.

Future Scope: Chatbots are still evolving, with more sophisticated technology being developed every day. It is expected that chatbots will become more intelligent, offering even more personalized services and support, increasing the efficiency and effectiveness of customer service. As chatbots become more advanced, they will also begin to offer more complex services, such as financial advice or medical diagnoses.

CHALLENGES AND LIMITATIONS OF CHATBOTS

Chatbots are gradually paving their way in various industries to enhance customer engagement and deliver an improved customer experience. However, these technological advancements also come along with their own set of challenges and limitations. Contextual awareness is a significant challenge faced by chatbots. Sometimes, they fail to understand the context of the conversation due to limited access to customers' personal data. It results in irrelevant or confusing responses that frustrate the customer and damage the brand image. Another limitation is human-like interaction and emotional intelligence. Chatbots lack the ability to express emotions and empathy in a conversation. For example, in a situation where a customer needs emotional support, chatbots may not be able to provide the necessary response. The language and culture barrier is another limitation for chatbots. They may not be able to understand the user's language or interpret the context of the conversation if it is not in their database. It creates communication gaps leading to miscommunication and misunderstanding. Data privacy and security is a major concern for chatbot users. Since they access users' data, a security breach can result in compromising sensitive information like personal and financial data. It can lead to severe consequences and negatively affect the brand's trustworthiness. Although chatbots have certain limitations, they continue to evolve through advanced technologies like natural language processing, artificial intelligence, and machine learning. These technologies help chatbots to upgrade their abilities and overcome their challenges to deliver more satisfying customer service.

CONCLUSION

In a nutshell, chatbots serve as a perfect solution to many of the customer service-related challenges, especially in today's fast-paced world. They offer endless possibilities through their ability to deliver immediate support, reduce costs and increase productivity, improve customer engagement, and more. With the right technology in place, chatbots will undoubtedly continue to play a crucial role in various industries, proving their value as we move into the future. So, treat your chatbot well, and it will return the favor by making your life easier.

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IMAGE OR VIDEO RECOGNATIONS SYSTEMS IN MEDICINE

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ABSTRACT: *Medical imaging is the process of producing visible images of inner structures of the body for scientific and medicinal study and treatment as well as a visible view of the function of interior tissues. This process pursues the disorder identification and management. This process creates data bank of regular structure and function of the organs to make it easy to recognize the anomalies. This process includes both organic and radiological imaging which used electromagnetic energies (X-rays and gamma), sonography, magnetic, scopes, and thermal and isotope imaging.*

Key words: *Image recognition, 2D and 3D images, neural signals, Pathology, Deep learning, Computer vision, Computed radiography, Image Enhancement*

INTRODUCTION

An image processing technique is the usage of computer to manipulate the digital image. This technique has many benefits such as elasticity, adaptability, data storing, and communication. With the growth of different image resizing techniques, the images can be kept efficiently. This technique has many sets of rules to perform into the images synchronously. The 2D and 3D images can be processed in multiple dimensions. The image processing techniques were founded in the 1960s. Those techniques were used for different fields such as Space, clinical purposes, arts, and TV image improvement.

LITERATURE REVIEW

Oufqir et al. discussed ARKit and ArCore, the two open-source libraries that show virtually created models in reality. Muñoz-Saavedra et al. proposed work-focused healthcare, which is the most notorious field of application of AR and VR. Yung and Khoo-Lattimore discussed the role of AR in tourism. Regardless of the developing interest and conversations on AR and VR in the tourism business. Aggarwal and Singhal talked about AR, which is a mix of objects and a computer-created or virtual world. Huang et al. developed a sign-perusing assistant which recognizes digital word text and converts it to highly computed AR lettering.

DISCUSSION

Image and video recognition systems play a significant role in various medical applications. Here are some examples of image and video recognition systems used in medicine:

1. Radiology Imaging: In radiology, systems like computer-aided detection (CAD) and computer-aided diagnosis (CADx) use image recognition algorithms to assist radiologists in detecting abnormalities.
2. Pathology: Digital pathology involves scanning and analyzing tissue samples to aid in diagnosis. Image recognition algorithms can automatically analyze digital pathology images to identify and classify cancer cells.

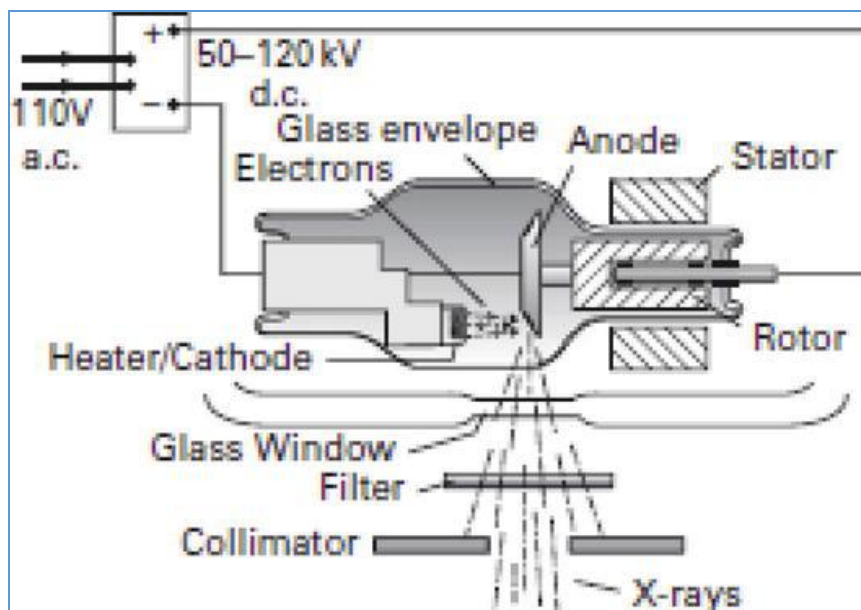
3. **Dermatology:** Dermatology applications use image recognition to analyze skin lesions and help in the detection of skin cancer. Dermatologists can capture images of skin lesions, and machine learning algorithms can compare these images.

RESULTS

Medical imaging systems use the signals received from the patient to produce images. Medical imaging systems use both ionizing and nonionizing sources.

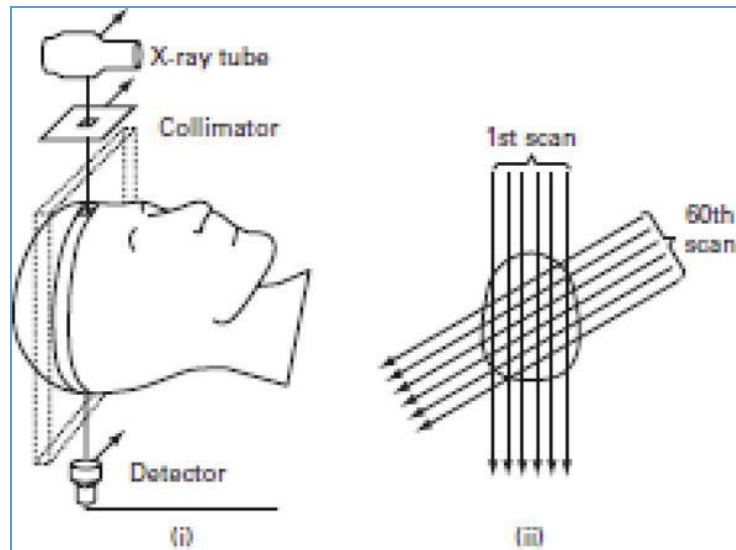
X-ray imaging systems

Since the discovery of X-rays by the German scientist Roentgen, X-rays have been used to image the body parts for diagnostic purposes. In X-ray tube, the electrons are produced in cathode through a thermal emission process and are accelerated through a potential difference of 50–150 KV. The electrons hit the anode to produce the X-rays. Only 1% of this energy is converted to X-rays, and the remaining amount is changed to heat.



Computed tomography (CT)

In this modality, the images are produced in multiple dimensions rather than the conventional radiography. CT scanner produces multiple slices of the body tissues in different directions. In CT scanner, the patient is placed inside its aperture and scanned by a rotating X-ray tube in all directions.

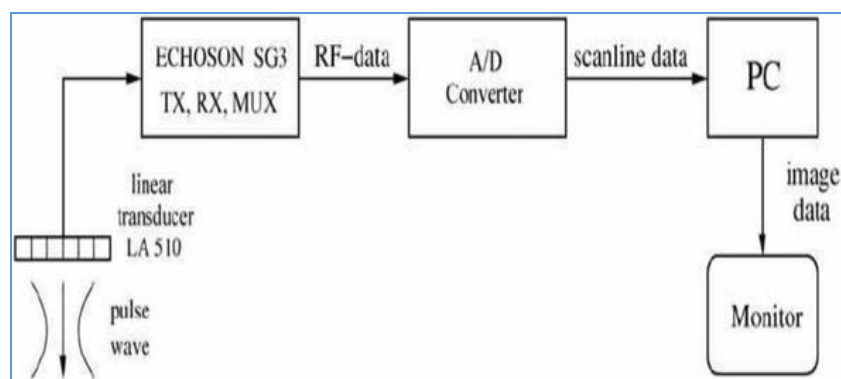


Nuclear medicine

This imaging modality uses the radioisotopes to produce images about the functions of the different structures such as the heart, kidney, and liver. The radioisotopes are labeled by pharmaceutical materials to be guided to the certain organs. The patient's emitted photons are received in the detectors and convert into signals. Those signals are converted to interpretable digital images.

Ultrasound

Ultrasound is a technique, which uses high-frequency sound waves to produce images of the internal structure of the body from the returned echoes. Ultrasound is similar to the location determination technique, which is used by some animals like bats and whales in the nature.



CONCLUSION

Research in medical imaging using image processing techniques is an active field with continuous advancements. Image processing techniques aim to improve the

quality, accuracy, and efficiency of medical image analysis, interpretation, and diagnosis. Here are some areas of research in medical imaging using image processing techniques:

Image Enhancement: Researchers develop algorithms to enhance the quality of medical images by reducing noise, improving contrast, and enhancing fine details. Techniques such as filtering, histogram equalization, and wavelet transform are employed to improve image quality and aid in accurate diagnosis.

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THE DARK SIDE OF ARTIFICIAL INTELLIGENCE: UNDERSTANDING ITS NEGATIVE IMPACTS ON HUMANITY

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***Abstract:** Artificial intelligence (AI) has been hailed as the technology of the future, with companies and governments investing heavily in its development. But with great power comes great responsibility, and we must consider its negative impacts on humanity. AI is the simulation of human intelligence by machines, including processes such as learning, reasoning and self-correction.*

***Key words:** Artificial intelligence, technology.*

Introduction

Artificial intelligence (AI) has been hailed as the technology of the future, with companies and governments investing heavily in its development. But with great power comes great responsibility, and we must consider its negative impacts on humanity. AI is the simulation of human intelligence by machines, including processes such as learning, reasoning and self-correction. The field of AI dates back

to the 1950s, but recent advances in computing power and big data have accelerated its development. The positive effects of AI include increased efficiency, accuracy and productivity. It has revolutionized industries such as manufacturing, healthcare and finance, but its negative impact on the workforce cannot be ignored. AI automation and the growing skills gap threaten to leave many people jobless, and we must consider the future of work. While AI has the potential to improve warfare, there are also concerns that it could lead to lethal autonomous weapons, posing ethical concerns and affecting international security. AI also raises surveillance and privacy concerns, as data breaches and misuse become a growing concern. The lack of personal privacy and potential for abuse are also major issues. Another concern is AI bias and discrimination, which could perpetuate social inequalities. Misinterpretations and overgeneralizations could result in harm to individuals or groups.

Negative impacts of AI on the job market

We always think about the benefits of AI, but what happens to the jobs that will disappear once AI takes over? Yes, you guessed it right. AI automation will take away jobs from humans. The fear of AI taking over the world and leaving us jobless is not new. What's worse, it's becoming a reality. As companies are looking for ways to cut costs and increase efficiency, many are implementing automated systems. These systems can perform tasks faster and more accurately than humans. This means that humans are being replaced by robots and machines, and it's happening at an alarming rate. The growing skills gap is another concern. As AI develops new skills, humans must learn to keep up. However, not everyone can retrain themselves and acquire new skills. This leaves a gap in society where people are left behind without employment. So, what's the future of work? It's uncertain. With the rise of AI, many jobs will no longer be necessary. While new jobs will be created, it's unclear if there will be enough and if people will have the required skills. It's a scary thought that AI will change the job market forever. But wait, AI is not all bad. It's important for us to accept that it will completely change the job market and prepare for it. Yes, in some

industries, jobs will be lost, but at the same time, new jobs will also be created. We should embrace the change and work together to develop new skills that are relevant in the future job market.

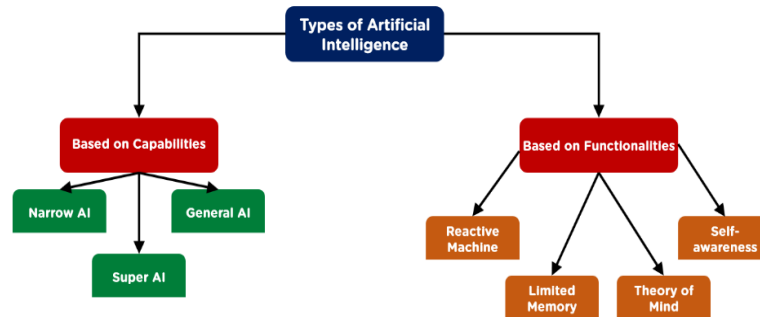


Image 1. Types of artificial intelligence.

The use of AI in warfare

The use of AI in warfare has been a topic of debate for years. Lethal autonomous weapons, also known as killer robots, are a cause of concern. These weapons have the ability to select and engage targets independently, without human intervention. It's terrifying to think about machines making life or death decisions. The ethical concerns surrounding the use of AI in warfare are a potent issue. Should machines be able to take lives on their own, without a human being held accountable? What's the moral impact of delegating decisions that could have life or death consequences? While AI offers advantages in the field, the implications of its use cannot be overlooked. The impact of AI on international security is also a significant concern. As world superpowers continue to invest in and develop AI weapons technology, there is a chance of it becoming a tipping point for global conflicts. It's necessary to strike a balance between leveraging AI advancements and ensuring diplomatic relationships.

Surveillance and Privacy Concerns

Surveillance and Privacy Concerns: We live in a world where our every movement is tracked, recorded and analyzed. With the increasing use of AI in surveillance, this means that our personal data is becoming more vulnerable than ever before. Data breaches and misuse have become commonplace, and there is no telling when the next big cyber-attack will occur. Furthermore, the lack of personal privacy

is concerning. With AI-powered facial recognition technology and other surveillance systems, we are under constant observation, and our behavior is constantly monitored. This level of scrutiny is simply unacceptable. Perhaps the most worrying aspect of AI surveillance is the potential for abuse. Governments and other entities with access to surveillance technology can use it to track and suppress dissent. This is precisely what we have seen in countries like China, where facial recognition technology is used to identify and track members of the Uighur Muslim minority. To make matters worse, there are currently no effective regulations in place to prevent the misuse of AI surveillance technology. It is up to us to demand greater accountability and transparency from those who are developing and using these systems. Our privacy and freedom depend on it.

CONCLUSION

It's clear that AI has immense potential to transform the world. However, we must consider the negative impacts it can have on humanity. Ethical development practices are necessary to ensure responsible AI. Developers and users alike have a responsibility to recognize and mitigate the potential for bias and discrimination, ensure safety and regulatory compliance, and balance progress with safety. We must take the necessary steps to ensure that the benefits outweigh the risks and that AI will work for the betterment of humanity.

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UDK: 631,51,023;631.43

ZAMONAVIY EKISH MOSLAMALARIDA TEXNIK EKINLARNI EKISH USULI VA CHUQURLIGINING DALA UNUVCHANLIGIGA TA'SIRI

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ANNOTATSIYA

Maqolada suvga chidamsiz agregatli tuproq iqlim sharoitlarida texnik ekinlarni zamonaviy «CANSА» ekish moslamalarida ekish chuqurliklarini belgilash bo'yicha tadqiqotlar olib borilgan. Bunda asosan dala unuvchanligiga ta'siri aniqlangan.

***Kalit so'zlar:** G'o'za, soya, mosh, me'yor, ming dona, suvga chidamsiz agregatlar, ekish moslamasi, tuproq, dala unuvchanlik, chuqurlik.*

ANNOTATION

In the article, studies were conducted on determining the planting depth of technical crops in modern "CANSА" planters in climatic conditions of water-resistant aggregate soil. In this, the effect on field fertility was determined.

***Keywords:** Cotton, soybean, mugbean, standard, thousand grain, waterproof aggregates, planter, soil, field fertility, depth.*

KIRISH. Dunyoda sugʻoriladigan maydonlarning tuproq-iqlim sharoitlaridan kelib chiqib oziq-ovqat mahsulotlari yetishtirishda samarali agrotadbirlarni ishlab chiqish muhim ahamiyat kasb etadi. Shuningdek, «dunyo qishloq xoʻjaligida nisbatan barqaror rivojlanish kontseptsiyasi keng tarqaldi va butun dunyoda katta qiziqish uygʻotdi. Chunki, dunyo aholisi har yili taxminan 80 millionga koʻpaymoqda va 2050 yilga kelib 9 milliardga yetishi kutilmoqda. Ushbu oʻsib borayotgan aholining global oziq-ovqat talabini qondirish uchun qishloq xoʻjaligi ishlab chiqarish 2050 yilga kelib 70% ga oshishi kerak. Shu bilan birga, olimlar tuproq unumdorligi va haydaladigan erlarning umumiy maydoni doimiy ravishda kamayib borayotganini taʼkidlamodalar. Tabiiy resurslar insoniyat uchun dahshatli darajada isteʼmol qilinmoqda. Erning degradatsiyasi 20-asr muammosi sifatida tan olingan. Biroq, mahsulot ishlab chiqarishdagi resurstejamkor qishloq xoʻjaligi texnologiyasi butun insoniyat uchun chiqish yoʻli boʻlishi mumkin». Shu sababli, sugʻoriladigan maydonlarda ish hajmi, yoqilgʻi xom ashyoni va boshqa mahsulotlarni tejaydigan zamonaviy moslamalar ishlab chiqilgan boʻlib, har bir moslamani tuproq-iqlim sharoiti asosida maqbul qoʻllash agrotadbirlarini ishlab chiqish dolzarb masalalardan biri hisoblanadi.

Dunyoda qishloq xoʻjaligida foydalaniladigan ekin maydonlaridan oziq-ovqat mahsulotlarini ishlab chiqarishda qoʻllaniladigan agrotexnologiyalarni minimallashtirishda zamonaviy resurstejamkor ekish moslamalari ishlab chiqilib turli hil tuproq-iqlim sharoitlarida qoʻllash boʻyicha agrotadbirlar ishlab chiqish borasidagi ustuvor yoʻnalishlarda tadqiqotlar olib borilmoqda. Bu borada, mintaqalarning tuproq-iqlim sharoitlaridan kelib chiqib, bugungi kundagi ishlab chiqarilayotgan zamonaviy resurstejovchi ekish moslamalarni asosida texnik ekinlarni ekish va ularning dala unuvchanligiga taʼsirini aniqlash borasidagi tadqiqotlarga alohida eʼtibor qaratilmoqda.

Respublikamizda ekin maydonlaridan oziq-ovqat mahsulotlarini yetishtirishda qoʻllaniladigan agrotexnologiyalarni minimallashtirishda zamonaviy resurstejamkor ekish moslamalari ishlab chiqilib turli hil tuproq-iqlim sharoitlarida qoʻllash boʻyicha

agrotadbirlar ishlab chiqish borasidagi tadqiqotlar olib borilib muayyan natijalarga erishilmoqda. O'zbekiston Respublikasi Vazirlar Mahkamasining 2019 yil 18 yanvardagi 45-son «Qishloq xo'jaligini mexanizatsiyalash sohasida ilmiy-tadqiqot ishlarini amalga oshirish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida»gi qarorida xorijiy va mahalliy korxonalarda ishlab chiqarilgan qishloq xo'jalik texnikasi va texnika vositalarining yangi zamonaviy turlaridan respublika qishloq xo'jaligida samarali foydalanishga doir ilmiy asoslangan tavsiyalarni ishlab chiqish bo'yicha vazifalari belgilangan. Shu sababli, har bir tuproq-iqlim sharoitida oziq-ovqat mahsulot yetishtirishda ish hajmi, yoqilg'i xom ashyoni va boshqa mahsulotlarni tejaydigan zamonaviy moslamalar ishlab chiqilgan bo'lib, ularni ishlab chiqarishda maqbul qo'llash agrotadbirlarini ishlab chiqish borasida iqtisodiy jihatdan samarali bo'lgan agrotadbirlarni ishlab chiqish respublikamiz uchun dolzarb masalalardan biri hisoblanadi.

Tadqiqotning amaliy ahamiyati. Respublikamizning suvga chidamsiz strukturali tuproq - iqlim sharoitlarida texnik ekinlarni xorijda ishlab chiqarilgan zamonaviy ekish moslamalarida ish hajmi va vaqtini qisqartiradigan, ekish uchun sarflanadigan urug' me'yorlari kamaytiradigan va yoqilg'i moylash materiallarini tejaydigan agrotadbirlar ishlab chiqiladi.

Tadqiqot ob'ekti va usullari. Texnik ekinlarni xorijda ishlab chiqarilgan zamonaviy ekish moslamalarida ekish bo'yicha olib borilgan tadqiqotlar Janubiy dehqonchilik ilmiy tadqiqot institutining markaziy tajriba maydonida olib borildi.

Tadqiqot xududi dengiz sathidan 340 metr balandlikda, 33,313150 shimoliy kenglikda, 65,531810 sharqiy uzunlikda joylashgan. Tuproq qoplami bo'z tuproqlar sharoiti bo'lib, chirindi va oziqa moddalar bilan kam darajada ta'minlangan. Tuproq strukturasiga ko'ra qoniqarsiz (<45 mm), hajm og'irligi 1,43 g/sm³, g'ovaklik 46,4% ni tashkil qiladi.

Dala ekinlarini ekish va unib chiqishini aniqlashda umum kabul qilingan uslublarda amalga oshirildi [2; 4].

NATIJARLAR

Tuproq strukturasi qoniqarsiz bo'lgan ekin maydonlarda zamonaviy «CANSА» ekish moslamasida turli chuqurlikda (2-7 sm) texnik ekinlarni (g'o'za, soya va mosh) ekish (qator orasi 90 sm) tadbirlari olib borildi. Urug'larni unib chiqishini ta'minlash uchun ekishdan oldin va ekishdan keyin sug'orish tadbirlari olib borildi. Olingan natijalarga ko'ra, urug'larni unib chiqishini ta'minlash uchun ekishdan oldin sug'orilib, urug'lik tuksiz chigit 30 kg/ga me'yorida (255,1 ming dona/ga) 4-5 sm chuqurlikda ekilganda, chigitning dala unuvchanligi 210,7 ming dona/ga yoki 82,6%, soyaning 50 kg/ga me'yorida (325,1 ming dona/ga) 4-5 sm chuqurlikda ekilganda, dala unuvchanligi 270,8 ming dona/ga yoki 83,3% va moshning 20 kg/ga me'yorida (335 ming dona/ga) 3-4 sm chuqurlikda ekilganda, dala unuvchanligi 275,1 ming dona/ga yoki 82,1% ni tashkil etishi aniqlandi.

Texnik ekinlarni zamonaviy «CANSА» ekish moslamasida turli chuqurlikda ekishning urug'larni unib chiqishiga ta'siri

(Janubiy dehqonchilik ITI tajriba maydoni. 2023 y)

№	Ekin turi	Ekish chuqurligi, sm	Ekish me'yor		Urug'larni unib chiqishi uchun sug'orish muddatlari			
					Ekishdan oldin		Ekishdan keyin	
			ming dona/ga	kg/ga	Дала унувчанлиги			
					Ko'chat soni, ming dona	%	Ko'chat soni, ming dona	%
1	G'o'za	2-3	255,1	30	203,8	79,9	209,2	82,0
2		3-4			208,1	81,6	212,4	83,3
3		4-5			210,7	82,6	191,7	75,1
4		5-6			194,2	76,1	151,5	59,4
5		6-7			147,4	57,8	114,8	45,0
6	Soya	2-3	325,1	50	261,1	80,3	270,4	83,2
7		3-4			268,4	82,6	280,7	86,3
8		4-5			270,8	83,3	257,2	79,1
9		5-6			254,5	78,3	204,9	63,0
10		6-7			237,8	73,1	158,5	48,8
11	Mosh	2-3	335,0	20	268,4	80,1	283,1	84,5
12		3-4			275,1	82,1	231,6	69,1
13		4-5			271,3	81,0	192,3	57,4
14		5-6			226,7	67,7	122,9	36,7
15		6-7			163,8	48,9	98,5	29,4

Ushbu tuproqni namlab texnik ekinlarni maqbul chuqurliklarda ekishga nisbatan boshqa ekish chuqurliklarida urug'larni dala unuvchanligi past bo'lib, eng past ko'rsatgich 6-7 sm chuqurlikda g'o'za, soya va mosh ekilganda dala unuvchanlik tegishlicha 147,4; 237,8; 163,8 ming/dona yoki 57,3; 73,1; 48,9% ni tashkil etgan bo'lsada, unib chiqqan ko'chatlarni aksariyati kasallangan va tashqi salbiy omillarga bardoshligi pastligi bo'lishi kuzatildi.

Urug'larni unib chiqishini ta'minlash uchun ekishdan keyin sug'orilganda, urug'lik tuksiz chigit 30 kg/ga me'yorida (255,1 ming dona/ga) 3-4 sm chuqurlikda ekilganda, chigitning dala unuvchanligi 212,4 ming dona/ga yoki 83,3%, soyaning 50 kg/ga me'yorida (325,1 ming dona/ga) 3-4 sm chuqurlikda ekilganda, dala unuvchanligi 280,7 ming dona/ga yoki 86,3% va moshning 20 kg/ga me'yorida (335 ming dona/ga) 2-3 sm chuqurlikda ekilganda, dala unuvchanligi 283,1 ming dona/ga yoki 84,5% ni tashkil etishi aniqlandi.

Urug'larni unib chiqishini ta'minlash uchun ekilgandan keyin sug'orilgan maydonlarda texnik ekinlarni maqbul chuqurliklarda ekishga nisbatan boshqa ekish chuqurliklarida urug'larni dala unuvchanligi eng past bo'lganligi aniqlandi. Bunda, asosan tuproqning suvga chidamsiz strukturali xususiyatlari sug'orish natijasida urug'larning dala unuvchanligiga salbiy ta'sir qilgan.

MUXOKAMA

Tadqiqot natijalaridan shuni anglash mumkinki, sug'oriladigan tuproq-iqlim sharoitlarida, tuproq agregatlarining suvga chidamlilik darajasi qoniqarsiz bo'lishi urug'larning maqbul muddatlarda, bir tekis unib chiqishiga ta'sir qiladi. Chunki, tuproqning sug'orish natijasida tuproq agregatlarining suv ta'sirida parchalanib, agregatlar orasidagi havo kapilyarlari kamayib, aeratsiya pasayadi. Havo haroratining isib borishi natijasida tuproq zichlashadi (6-7 sm). Zichlashgan tuproqdagi urug'larning ekish chuqurligiga ko'ra, ekilgan urug'larning aksariyati o'simta hosil qilib tuproq aeratsiyasining buzilishi hisobiga nafas olish jarayoni keskin kamayib, patogen mikroorganizmlar ta'sirida kasallanib nobud bo'ladi [3].

Urug'larning unib chiqishida yana bir ahamiyatga molik tomoni shundaki, an'anaviy klassik usulda ekish davomida urug'lar ekish me'yordan ortiqcha miqdorda ekilganligi sababli urug'lar tuproqni ko'tarib unib chiqishida bir-biriga ko'maklashishi hisobiga dala unuvchanligi yuqori bo'lgan. Ammo, mazkur ekish moslamasida urug' sarfi keskin kamaytirilib, maqbul ekish chuqurligi asosida ekish tadbirlari amalga oshirilgan.

Yuza ekilgan (2-3 sm) urug'larning unib chiqishi tuproqning nam bilan ta'minlanishiga bog'liq bo'lib, tuproqning agregatlik holati qoniqarsiz bo'lganligi bois tuproqning nam tutib turish qobiliyati past bo'ladi. Bunda, ekilgan urug'lar tuproqdagi namlikni to'liq o'zlashtirib olishi nisbatan kamayadi. Shu bois urug'lar to'liq unib chiqishiga to'sqinlik qiladi.

Ekish chuqurligiga (5-6 sm) ko'ra, urug'larning unib chiqishida qiyinchiliklar tug'diradi. Natijada, urug'larning nisbatan unib chiqishi kechikadi. Bunda unib chiqqan aksariyat ko'chatlar tashqi omillar ta'siriga bardoshlilik past bo'ladi.

XULOSA

Xulosa qilib shuni ta'kidlash joizki, tuproq agregatlari suvga chidamsiz, zichlashgan tuproq-iqlim sharoitlarida urug'larni unishi uchun ekishdan oldin sug'orilgan maydonlarda zamonaviy «CANSА» ekish moslamasida tuksiz chigit, soya 4-5 sm chuqurlikda mosh 3-4 sm chuqurlikda ekilganda urug'larning o'z vaqtida bir tekis unib chiqishini ta'minlar ekan. Aksincha, tuksiz chigit, soya 3-4 sm chuqurlikda mosh 2-3 sm chuqurlikda ekilib urug'larni undirib olish uchun ekishdan keyin sug'orish tadbirlari olib borilganda urug'lar maqbul unib chiqishi kuzatilgan.

Xar bir tuproq-iqlim sharoitida tuproqning agronomik xossalarini aniqlab maqbul ekish me'yori va chuqurligida ekish tadbirlarini olib borish orqali har gektar maydonda ekilgan urug'lardan to'liq va bir tekis ko'chat olinar ekan.

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IMMUN TIZIMI VA UNING PATOLOGIK JARAYONLARDAGI ROLI

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***Annotatsiya:** Maqolada immun tizimining umumiy tuzilishi, hujayraviy turlari, uning inson salomatligida tutgan o'rnini hamda immun tizimining turli patologik jarayonlardagi ishtiroki haqida batafsil ma'lumotlar berilgan.*

***Kalit so'zlar:** Immunitet, antigen, patogen, antikorlar, limfotsitlar, oq qon tanachalari.*

Immunitet (lot. immunitas - biron narsadan xalos, ozod qilish, qutulish) - tirik mavjudotlarning o'z butunligi va biologik noyobligini buzuvchi "yot" omillardan himoyalashidir. Inson organizmida immunitet tizimi bir qator tarkibiy qismlardan iborat, jumladan: oq qon hujayralari (leykotsitlar) taloq, suyak iligi limfa tizimi, timus, bodomsimon bezlar, adenoidlar va appendiks.

Limfa tizimi qon tomirlariga o'xshash tarmoq hosil qiladi. U qon o'rniga limfa suyuqligini olib yuradi. Limfa - bu immunitet bilan bog'liq bo'lgan hujayralarni ularga muhtoj bo'lgan joylarga olib boradigan suyuqlik hisoblanadi. Oq qon hujayralari doimo patogenlarni izlaydi. Ular biror bir patogenlardan bittasini topsa ko'paya boshlaydi va ularga qarshilik qilish uchun boshqa hujayra turlariga signal yuboradi.

Inson organizmi oq qon hujayralarini limfoid organlar deb nomlanuvchi turli joylarda saqlaydi. Bularga quyidagilar kiradi:

Timus: Ko'krak suyagi orqasidagi bez, u yerda limfotsitlar deb nomlanuvchi oq qon hujayralari yetiladi.

Taloq: Qorin bo'shlig'ining yuqori chap qismidagi organ, u yerda immunitet hujayralari to'planadi va ishlaydi.

Suyak iligi: qizil va oq qon hujayralarini ishlab chiqaradigan suyaklar markazidagi yumshoq to'qimalar.

Limfa tugunlari: Bular butun tanadagi, ayniqsa bo'yin, qo'ltiq osti, chanoq va qorindagi mayda, loviya shaklidagi bezlardir. Ular limfa tomirlari orqali bog'lanadi. Immun hujayralari limfa tugunlarida to'planadi va antigenlar mavjud bo'lganda reaksiyaga kirishadi.

Bodomsimon bezlar, adenoidlar va appendiks: Bular patogenlarning tanaga kirishi uchun eshiklardir, shuning uchun ularda limfoid to'qimalar ham mavjud.

Antigen - bu immunitet reaksiyasini keltirib chiqaradigan har qanday modda. Ko'p hollarda antigen bakteriya, zamburug', virus, toksin yoki boshqa begona jismdir. Immun tizimi antigenda patogen bilan bog'liq molekulyar belgilarni ham aniqlaydi. Shu tarzda tizimning turli qismlari antigenni bosqinchi sifatida tan oladi va hujumni boshlaydi. Bularni bartaraf etishda albatta leykotsit hujayralari kata ahamiyatga ega. Leykotsitlar yoki oq qon hujayralarining ikkita asosiy turi mavjud:

1.Fagotsitlar - Bu hujayralar patogenlarni o'rab oladi va ularni parchalaydi. Fagotsitlarni ham o'z navbatida bir nechta turlari mavjud, jumladan:

Neytrofillar: Ular granulotsitlar sifatida ham tanilgan va yallig'lanishga erta javob beradi. Ular patogenlarni o'ldiradilar, ammo natijada o'zlari ham halok bo'ladi.

Makrofaglar: Ular patogenlarni, o'lik neytrofillarni va boshqa qoldiqlarni olib tashlaydi va tozalaydi.

Dendritik hujayralar: Bular immunitetni faollashtiradi va mikroblar va boshqa bosqinchilarni yutishda yordam beradi.

Monotsitlar: Ular kerak bo'lganda dendritik hujayralar va makrofaglarga ajralib turishi mumkin.

Mast hujayralari: Ular antigenni aniqlaganlarida immunitet reaksiyasini qo'zg'atadilar.

2. Limfotsitlar - Organizmga kirgan oldingi patogenlarni eslab qolishga yordam beradi va agar ular yana hujumga qaytsa, ularni tanib olganligi uchun qayta kurashadi.

Limfotsitlar hayotini suyak iligida boshlaydi. Ba'zilar ilikda qoladi va B limfotsitlarga (B hujayralari) aylanadi; boshqalari timusga boradi va T-limfotsitlarga (T hujayralari) aylanadi. Bu ikki turdagi hujayralar turli rollarga ega.

B limfotsitlari antikor ishlab chiqaradi va T limfotsitlarini ogohlantirishga yordam beradi. T-limfotsitlar tanadagi buzilgan hujayralarni yo'q qiladi va boshqa leykotsitlarni ogohlantirishga yordam beradi.

Tabiiy qotil (NK) hujayralar ham limfotsitlardir. NK hujayralari virusni o'z ichiga olgan hujayralarni taniydi va yo'q qiladi. B-limfotsitlar antigenni (antikor generatorlari) aniqlagandan so'ng, ular antikorlarni ajratishni boshlaydilar. Antikorlar - bu o'ziga xos antigenlarga yopishgan maxsus oqsillar. Har bir B hujayrasi bitta o'ziga xos antikor hosil qiladi. Masalan, kimdir pnevmoniyaga olib keladigan bakteriyalarga qarshi antikor ishlab chiqarishi mumkin, ikkinchisi esa umumiy patogen virusini taniydi. Antikorlar immunoglobulinlar deb ataladigan kimyoviy moddalarning katta oilasining bir qismi bo'lib, ular immunitet reaksiyasida ko'p rol o'ynaydi:

Immunoglobulin G (IgG) mikroblarni belgilaydi, shuning uchun boshqa hujayralar ularni tanib olishlari va ular bilan kurashishlari mumkin

IgM bakteriyalarni o'ldirishga ixtisoslashgan

IgA ko'z yoshlari va so'lak kabi suyuqliklarda to'planib, u yerda tanaga kirish yo'llarini himoya qiladi.

IgE parazitlardan himoya qiladi va allergiyada rol o'ynaydi

IgD B limfotsitlari bilan bog'lanib qoladi, bu ularning immun javobini boshlashiga yordam beradi

Antikorlar antigenga yopishadi, lekin uni o'ldirmaydi - ular faqat o'limni belgilaydilar. O'ldirish boshqa hujayralar, masalan, fagotsitlarning ishi.

T-limfotsitlar yoki T hujayralarining alohida turlari mavjud. Yordamchi T hujayralari (Th hujayralar) immun javobini muvofiqlashtiradi. Ba'zilari boshqa hujayralar bilan aloqa qiladi, ba'zilari esa ko'proq antikor ishlab chiqarish uchun B hujayralarini rag'batlantiradi. Boshqalar esa ko'proq T hujayralarini yoki hujayra bilan oziqlanadigan fagotsitlarni jalb qiladi.

Qotil T hujayralari (sitotoksik T-limfotsitlar) boshqa hujayralarga hujum qiladi. Ular viruslarga qarshi kurashda ayniqsa foydalidir. Ular infeksiyalangan hujayralarning tashqi qismidagi virusning kichik qismlarini tanib olish va zararlangan hujayralarni yo'q qilish orqali ishlaydi. Bundan tashqari, limfotsitlarning bu turi kuchli kimyoviy moddalarga ega bo'lgan granulalarni o'z ichiga oladi. Ular ko'p turdagi kiruvchi hujayralarga hujum qilish uchun foydalidir.

Umuman olganda, immunitet tizimi turli patogenlar ta'sirida kuchayadi. Voyaga yetganida, ko'pchilik odamlar turli xil patogenlar bilan ta'sirlashgan va ko'proq immunitet hosil qilgan. Tana antikor ishlab chiqargandan so'ng, u xuddi shu antigen yana paydo bo'lsa, tana u bilan tezroq kurashishi uchun nusxasini saqlaydi. Ba'zi kasalliklar (masalan qizamiq) agar ular paydo bo'lsa, og'ir bo'lishi mumkin, shuning uchun mutaxassislar emlashni tavsiya qiladilar. Agar odam qizamiqqa qarshi emlangan bo'lsa, u kasallikka duchor bo'lmaydi. Agar emlanmagan odam bir marta qizamiq bilan kasallangan bo'lsa, uni qayta yuqtirish ham kam uchraydi. Ikkala holatda ham tanada qizamiq antikori saqlanadi. Antikor keyingi safar virusni yo'q qilishga tayyor bo'ladi. Ushbu jarayonlarning barchasiga immunitet deyiladi. Immunitetni oshirish uchun yangi meva va sabzavotlar, tabiiy oziq-ovqat va yog'siz oqsilli taomlarni afzal ko'radigan turli xil parhezga rioya qilish kerak. Ortiqcha tuzlar, yog'lar, shakar va spirtli ichimliklarni iste'mol qilishni cheklash, muntazam ravishda mashq qilish va yetarli uyquga ega bo'lish, mos tana vaznini saqlash hamda chekish kabi zararli odatlarga ruju qo'ymaslik kifoya.

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COVID-19 NING QALQONSIMON BEZGA TA'SIRI

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***Annotatsiya:** SARS-CoV-2 infeksiyasining bolalar qalqonsimon beziga ta'siri, Covid-19 ning tarqalishi orqali qalqonsimon bezning patologiyalari rivojlanishi, kechishi va davolashni olib borish. Yangi koronavirus infeksiyasi orqali turli xil qalqonsimon bezning patologiyalarining rivojlanishi*

***Kalit so'zlar:** B-koronavirus, infiltratsiya, SARS-CoV-2, tireotsitlar apoptozi, TTG, T3 va T4 gormonlari, giperkoagulatsiya, Graves, adenovirus.*

2020-yil 11-mart kuni Jahon sog'liqni saqlash tashkiloti (JSST) yangi koronavirus infeksiyasi COVID-19 pandemiyasi deb e'lon qildi, uning qo'zg'atuvchisi RNK-tutuvchi B-koronavirus SARS-CoV-2 bo'lib, birinchi marta 2019-yilda aniqlangan. Xitoy Xalq Respublikasining Uxan shahrida paydo bo'lgan. 2020-yil fevral oyida JSST 108 milliondan ortiq kasallar tasdiqlangan va 2 milliondan ortiq o'lim tasdiqlangan. Filogenetik jihatdan o'z tuzilishiga ko'ra virus bu 2002-2003 yillarda og'ir o'tkir respirator sindromni keltirib chiqargan. Virus retseptor vazifasini bajaradigan membrana oqsili angiotensinga aylantiruvchi ferment (APF-2) yordamida hujayralarni zararlaydi. Yana bir muhim patogen omil - bu SARS-CoV-2 ning oqsilini faollashtirish uchun zarur bo'lgan transmembran serin proteazadir ya'ni TMPRSS2. Ma'lumki, APF-2 va TMPRSS2 turli to'qimalarga ta'siri bor va qalqonsimon bezga ta'sir qilish darajasi o'pka to'qimalariga qaraganda yuqori. SARS-CoV-2 infeksiyasi og'ir holatlarda o'tkir respirator distress sindromi rivojlanishi bilan nafas olish tizimining shikastlanishiga va o'pkadan tashqari ko'p a'zolarining zararlanishiga olib keladi. SARS-CoV-2 ning bunday ko'p tizimli

shikastlanishi virusning maqsadli hujayralarga to'g'ridan-to'g'ri zarar yetkazishi natijasida, bilvosita agressiv immun-yallig'lanish reaksiyasi, giperkoagulatsiya, komplement tizimining faollashuvi va rivojlanish natijasida yuzaga kelishi mumkin va sitokinlarning ko'p hosil bo'lishiga olib keladi. Qalqonsimon bez patologiyasi, xususan, o'tkir osti tiroidit, bir qator virusli infeksiyalar, masalan, gripp, adenovirus, Koksaki, Epshteyn-Bar va boshqalar natijasida kelib chiqishi mumkin. Kasallanib tuzalgan odamda infeksiyaning to'g'ridan-to'g'ri belgilaridan tashqari, bemorlarning qon zardobida ko'pincha turli viruslarga antitelalar aniqlanadi, ammo qalqonsimon bez to'qimalarida virus antigenlarining yo'qligi qalqonsimon bez kasalliklarining bevosita virusli etiologiyasiga bog'liqligiga shubha tug'diradi. Shunga qaramay, to'g'ridan-to'g'ri qalqonsimon bez to'qimalarining biopsiyasi yoki autopsiya materialida viruslarni aniqlab bo'lmasligi yoki yo'qligi viruslar qalqonsimon bez kasalliklari patogenezida hech qanday rol o'ynamaydi degani emas.

Epidemiyasi davrida ham ko'plab bemorlarda T4 va T3 ning past darajasi, shuningdek, TTG konsentratsiyasining pasayishi kuzatildi. Shu bilan birga, qalqonsimon bez gormonlari tarkibidagi pasayish darajasi kasallikning vaqti va og'irligiga bog'liq bo'lib, T3 va T4 ning past konsentratsiyasi infeksiyaning o'tkir bosqichida SARS-CoV bilan kasallangan bemorlarning 94% va 46% , sog'aygan odamlarda 90% va 38% ni tashkil etadi.

SARS-CoV bilan kasallangan 5 nafar bemorning autopsiya natijalari tireotsitlar apoptozi belgilarini aniqladi, epiteliya hujayralarining deskvamatsiyasi, nekroz yoki limfotsitar infiltratsiya belgilarisiz follikullar tomonidan kolloidni yo'qotilishi aniqlangan. Kasallikdan tuzalganda so'ng 3 oy o'tgach 61 bemorda qalqonsimon bezning patologiyalari, markaziy gipotiroidizmning 4 ta holatda va autoimmun etiologiyali birlamchi gipotireozning 1 holatda aniqlangan, bemorlarning 39% ikkilamchi gipokortitsizm belgilari aniqlangan. Gipotalamus-gipofiz tizimda molekulyar genetik tahlil paytida gipotalamusda SARS-CoV virusini aniqlanishi va immunogistokimyoviy tadqiqotlarga ko'ra TTG ishlab chiqaruvchi adenogipofiz hujayralari sonining kamayishi ham aniqlanadi.

COVID-19da molekulyar genetik tahlil qalqonsimon bez to'qimalarida SARS-CoV-2 virusi RNK sini ham aniqlamadi. Ammo bemorlarning 64 % T3 yoki TTG konsentratsiyasining pasayishi kuzatiladi ammo, bu COVID-19 ning og'irlik darajasiga bilan bog'liq . Bundan tashqari, turli xil etiologiyali og'ir va o'ta og'ir pnevmoniya bilan og'rigan bemorlarni solishtirganda, SARS-CoV-2 guruhida TTG sekretsiyasi sezilarli darajada past bo'lgan, bu esa SARS-CoV-2 guruhidagi o'zgarishlar patogenezida boshqa turdagi mexanizmlar ham ishtirok etishini ko'rsatadi.

Ma'lumki, SARS-CoV-2 ning yallig'lanishga qarshi sitokinlarni, birinchi navbatda IL-6 va TNFni chiqarishi bilan Th1/Th17 hujayra turining immun javobini faollashtiradi, ular esa sitokinlarning ko'p hosil bo'lishiga olib kelgan . Shu bilan birga yallig'lanishga qarshi IL-6, IL-1 va TNFning yuqori konsentratsiyasi: T3, T4 va TTGning konsentratsiyasining pasayishi bilan bog'liq. Tirotoksikozda IL-6ning yuqori darajasi, uzoq vaqt kasalxonada davolanishga va kasalxonadagi o'lim xavfiga olib kelgan.

Umuman olganda hozirgi vaqtda koronavirus infeksiyasidan keyingi qalqonsimon bezning funksiyasining pasayishining paydo bo'lish ehtimoli masalasi ayniqsa hozirda dolzarbdir. SARS-CoV-2 bilan kasallangan bemorlarda o'tkir osti tiroiditning 15 ta klinik holati batafsil tavsirlangan, ayollarda kasallanish darajasi 4 baravar yuqori, o'rtacha yoshi 37 yoki 13-24 yoshni tashkil etgan. COVID-19 tashxisidan keyin to o'tkir osti tiroidit belgilari paydo bo'lishigacha bo'lgan vaqt 5 dan 49 kuni tashkil etgan, PSR testi musbat natija bergan bemorda ham shu kasallik aniqlangan. Uchta holatda tiroidit paydo bo'lgandan so'ng, koronavirus infeksiyasi uchun kasalxonaga yotqizish paytida SARS-CoV-2 bilan bir vaqtda tashxis qo'yilgan. Ko'pgina bemorlarda o'tkir osti tiroiditning simptomlari - isitma, bo'yinning old yuzasida og'riq, charchoq, taxikardiya, tremor, terlash kabilar aniqlanar edi. Tirotoksikozli barcha bemorlarda laboratoriya tomonidan tasdiqlangan (T3 yoki T4 konsentratsiyasining oshishi va TTGning pasayishi), TTG retseptorlariga nisbatan

antitelolar yo'q, tiroperoksidaza (TPO) va tiroglobulin (TG) ga antitelolar odatda aniqlanmagan yoki kichik miqdorda bemorlarda aniqlanishi mumkin edi.

Bir klinik holatda COVID-19 va 52 yoshli erkakda og'riqsiz tiroidit tasvirlangan gipertiroidizm yoki o'tkir osti tiroiditning tipik klinik ko'rinishi kuzatilmagan ammo, laboratoriya tomonidan tireotoksikoz tasdiqlangan. Qonda yallig'lanish belgilari aniqlandi - C-reaktiv oqsil darajasining oshishi, EChT oshishi, bu COVID-19ning og'irligi bilan bog'liq bo'lishi mumkin. Tug'ruqdan keyingi tiroidit holati 4,5 oy o'tgach va SARS-CoV-2 aniqlangandan keyin bir oy o'tgach, COVID-19 bilan kasallangan 29 yoshli ayolda ham qaytalanishi kuzatilgan. Shunday qilib, o'tkir osti tiroidit ko'pincha COVID-19 ning oqibati bo'ladi, uning rivojlanishining aniq mexanizmlari, boshqa virusli infeksiyalarda bo'lgani kabi noaniq, qalqonsimon bez hujayralari APF-2 orqali virus tomonidan to'g'ridan-to'g'ri zararlanishi yoki faollashishi bilan zararlanishi mumkin deb taxmin qilinadi. Bunda qalqonsimon bezning follikular hujayralariga zarar yetkazishi T-limfotsitlar tomonidan amalga oshirilganligi aniqlangan.

Tirotoksikoz uchun tirostatik terapiyaning o'tkazilishi kasallanish xavfi yoki COVID-19 ning og'ir darajasi, shuningdek, radioyod terapiyasi yoki tiroidektomiya o'tkazilishi haqida ma'lumotlar yo'q. Tirostatik terapiyaning tavsiya etilishi va barqaror eutiroidizmni saqlab turish uchun choralar ko'rish kerak. Shu bilan birga, tirostatik terapiya fonida paydo bo'ladigan agranulotsitoz belgilari rivojlanishi mumkinligi haqida o'ylash kerak, bu esa COVID-19 ning davolanishiniga halal yetkazadi.

Xulosa: Bugungi kunga qadar SARS-CoV-2 virusi tomonidan qalqonsimon bezga bevosita zarar yetkazilganligi haqida hech qanday dalil yo'q, ammo mavjud tadqiqotlar va klinik kuzatishlar natijalari koronavirus infeksiyalarining, xususan, SARS-CoV va SARS-CoV-2, gipotalamusdagi - turli patologiyalar rivojlanishi yoki qalqonsimon gormonlar tarkibidagi o'zgarishlarini chetlab o'tmaslik kerak. Bundan tashqari, qalqonsimon bezning gormonlari konsentratsiyasining o'zgarishi glyukokortikosteroidlar va antikoagulyantlarni qabul qilish bilan bog'liq bo'lishi

mumkin. Qalqonsimon bezning autoimmun kasalliklarining COVID-19 fonida namoyon bo'lishi ham istisno qilinmaydi. Tirotoksikozning atrial fibrilatsiya va giperkoagulatsion holatlar bilan bog'lanishini hisobga olgan holda, og'ir COVID-19 bilan og'rigan bemorlarni skrining qilish maqsadga muvofiqdir.

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TEACHING ENGLISH AS A SECOND LANGUAGE

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Abstract: *This article explores techniques for teaching English as a second language that maximize learning for English language learners. The article discusses the importance of creating a positive learning environment, using different teaching methods to cater to diverse learning styles, incorporating authentic materials, integrating grammar instruction, using technology, scaffolded learning, and ongoing evaluation of student progress. The techniques are aimed at creating a holistic, engaging, and personalized learning experience that fosters cross-cultural understanding and prepares students for success in a globalized world. The article provides practical tips and strategies for ESL teachers to enhance their teaching practice and meet the needs of their English language learners.*

Key words: *Teaching English, second language, ESL learners, learning environment, teaching methods, visual aids, authentic materials, grammar instruction, technology, scaffolding, evaluation, lesson planning, personalized learning, cross-cultural understanding, student motivation, teaching strategies.*

As the world becomes increasingly globalized, the demand for English as a second language (ESL) education is growing. The ability to speak and write in English is now considered a critical skill, essential for communication, education, and career opportunities. English is a universal language that connects people from all around the world, so it is no surprise that many non-native speakers are seeking ESL education. Teaching English as a second language is a challenging and rewarding

career, and in this article, we will explore techniques to maximize learning for ESL learners.

One of the most important techniques for teaching English as a second language is ensuring that the learning environment is conducive to learning. It is essential to create an environment where students can feel comfortable and free to communicate and experiment with the language. Positive reinforcement should be used to encourage and motivate students to continue learning. ESL teachers should create an atmosphere that fosters a community of learners where students feel supported and are encouraged to participate in class activities and discussions. Creating an inclusive and welcoming classroom environment improves the learning experience and promotes student success.

Another important technique for teaching English as a second language is using different teaching methods to cater to different learning styles. All ESL students have different learning styles, so using a variety of teaching methods is essential to ensure students receive a well-rounded education. Teachers should use visual aids such as pictures, graphics, and videos to appeal to visual learners. Games, group activities, and role-plays can be effective strategies for auditory learners. Kinesthetic learners can benefit from hands-on activities, physical movement, and use of a variety of manipulatives.

It is also important to use authentic materials, such as newspapers, magazines, blogs, podcasts, and videos, to help students appreciate the culture of the English-speaking countries. Authentic materials allow students to gain exposure to the language in a natural context and learn relevant vocabulary and expressions. It is also a great way to show students the real-life application of learning the language. This technique not only helps improve language skills but can also enhance cross-cultural understanding, empathy, and appreciation of other cultures.

In ESL education, grammar is an essential component, and teachers should ensure that students receive adequate grammar instruction. While it is essential to plan explicit grammar lessons, it is equally important to integrate grammar instruction in the context of real language use. By doing so, students can appreciate how grammar

works in real-life communication, making the lessons more memorable and practical. Furthermore, incorporating grammar in reading, writing, and speaking activities makes it more interesting and easier to grasp for students.

Technology has also become an essential part of ESL education. Technology helps meet diverse needs and styles of ESL students, create a personalized learning experience and enhances learning outcomes. Teachers can use a variety of tools, such as online platforms, apps, games, videos, and websites, to supplement their lessons. Online platforms such as Zoom, Skype, and Google Meet are useful for online classes and distance learning. Language learning apps such as Duolingo, Rosetta Stone, and Babbel provide personalized instruction and adaptive learning based on the student's level, preferences, and learning pace.

Another effective technique for teaching English as a second language is using scaffolded instruction. Scaffolding is the process of providing support to the learner to gradually move them towards independence and mastery. Teachers should break down complex tasks into smaller, manageable segments, reflecting the student's level of readiness. Teachers can offer prompts, cues, guiding questions, modeling, and feedback to assist students in reaching their potential. This technique can be challenging for the teacher, but it provides students with meaningful learning experiences, fosters self-confidence and motivation.

Effective teaching requires ongoing assessment and evaluation of student progress. Teachers should use formative and summative assessment methods to monitor student learning and ensure that the learning objectives are being met. Formative assessments, such as quizzes, learning journals, and self-assessments, help the teacher identify areas for improvement and provide timely feedback to students. Summative assessments, such as standardized tests, help measure student achievement and progress towards the learning objectives.

Teaching English as a second language is a fulfilling and rewarding career, and it requires a variety of techniques to ensure that student learning is maximized. Creating a positive learning environment, using different teaching methods, incorporating authentic materials, integrating grammar instruction, using technology, scaffolded instruction, and ongoing evaluation of student learning are essential techniques for ESL teachers to ensure that students achieve their learning goals. While it can be challenging, teaching ESL provides an opportunity to connect with people from different cultures and backgrounds, and set them on a path to success.

Effective teaching of English as a second language (ESL) requires a wide range of techniques and strategies that cater to the individual learning needs and styles of students. Teachers not only need a strong command of the language, but also an

understanding of cross-cultural communication and an ability to create a supportive learning environment.

One key technique for maximizing learning is to create a positive learning environment that fosters student motivation and participation. This can be achieved by establishing clear learning objectives, creating a friendly and welcoming classroom environment, and making sure students feel valued and supported. Incorporating engaging activities and games that develop language skills in a fun and interactive way can also help to motivate students.

Another technique that can help ESL learners to maximize their learning is using a variety of teaching methods. Different students have different learning styles and preferences, so it is important for teachers to incorporate multimedia tools such as audio, video, and visual aids to cater to different learning styles. Authentic materials such as news articles, podcasts, and videos can also be used to develop listening and reading skills, while authentic conversation practice with native speakers is vital to develop speaking and listening skills.

Technology can also be used to enhance the English language learning experience. There are many online resources, apps, and digital platforms that can support language learning and provide personalized learning opportunities. For example, language learning platforms like Duolingo and Babbel can supplement classroom instruction and facilitate student learning outside of the classroom.

Scaffolded learning is another vital technique for effective ESL teaching. This involves breaking learning activities down into smaller, more manageable tasks and providing support to students as they progress through the tasks. This can help students to build language confidence and develop a sense of achievement as they progress towards more complex language tasks.

Ongoing evaluation of student progress is also important for maximizing learning in the ESL classroom. This involves using a range of assessment tools, such as self-assessment, peer assessment, and teacher assessment, to provide feedback to students on their language development. This feedback can be used to inform future teaching and learning activities and help students to identify areas for further improvement.

Effective teaching of English as a second language requires the use of a wide range of techniques and strategies that are tailored to the individual learning needs and styles of students. Creating a supportive classroom environment, using a variety of teaching methods, incorporating technology, providing scaffolded learning experiences, and ongoing evaluation of student progress are all key techniques to maximizing learning in the ESL classroom.

Conclusion

In conclusion, teaching English as a Second Language (ESL) can be a challenging task that requires creativity, patience, and a deep understanding of language learning principles. However, by incorporating the techniques outlined in this article, ESL instructors can maximize learning by creating engaging and rewarding learning experiences for their students.

From using real-life situations and cultural elements to emphasizing on speaking, listening, vocabulary acquisition, and self-learning, the approaches presented in this article provide teachers with a diverse toolkit to cater to the unique needs of their students. By utilizing technology, feedback, language games, and interactive teaching methods, teachers can foster a more dynamic, engaging, and experiential learning environment for their ESL students.

As such, we have emphasized the importance of understanding learners' cognitive, emotional, and social needs by taking a student-centered approach to teaching. By doing so, teachers can empower students to take control of their learning by encouraging their curiosity, creativity, and critical thinking skills.

Overall, by implementing the best practices outlined in this article, ESL teachers can help their students develop the language skills needed to thrive in an increasingly globalized world. We hope that educators and language experts find these techniques useful and inspiring in their efforts to maximize learning for ESL students.

Recommendations

1. Use real-life situations and examples: Students often learn better when they can relate the language to real-life situations. Therefore, using examples and stories from everyday life can greatly enhance the learning experience.

2. Emphasize on speaking and listening: Language learners need to have a solid foundation in speaking and listening. Therefore, it is essential to use techniques that encourage students to practice these skills. Pair work and group discussions, for example, can greatly improve their communication abilities.

3. Provide feedback: Students need to know how they are doing in terms of their language abilities. Therefore, providing timely feedback is critical. This can be done by using correction techniques that are both constructive and encouraging.

4. Use technology: Technology has revolutionized language teaching, and it is now possible to use tools such as videos, podcasts, and language learning software to enhance the learning experience. Therefore, incorporating technology can greatly improve the effectiveness of language teaching.

5. Encourage self-learning: While teachers play a critical role in language learning, students also need to take responsibility for their learning. Therefore, it is essential to

encourage self-learning by providing resources and opportunities for students to practice on their own.

6. Use language games: Language games are an effective way to keep learners engaged and motivated. Word games, charades, and trivia games, for example, can help learners practice language skills in a fun and interactive way.

7. Incorporate cultural elements: Learning a language is not just about mastering vocabulary and grammar; it also involves understanding the culture and customs of the target language. Therefore, incorporating cultural elements into language lessons can help to motivate learners and provide a more holistic learning experience.

8. Make learning interactive: Interactive teaching methods such as role-playing, debates, and simulations can help to keep learners engaged and involved in the learning process. This can help to improve their language skills and also help them to develop critical thinking and problem-solving abilities.

9. Emphasize on vocabulary acquisition: Vocabulary is an essential element of language learning, and learners need to be proficient in vocabulary acquisition. Therefore, it is important to use techniques such as visualization, repetition, and association to help learners remember new words.

10. Use authentic materials: Using authentic materials such as news articles, songs, and TV shows can help learners to connect with the language in a more authentic way. This can help to improve their language abilities and also provide a more engaging learning experience.

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IMPORTANCE OF TOURISM AROUND THE WORLD AND IN UZBEKISTAN

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Abstract: *This article explores the tourism industry is one of the most developed and significant industries in the world. Especially historical places and related monuments occupy an important place in the field of world tourism. The UN World Tourism Organization is a major world organization that promotes tourism in every country and organizes a tourism environment in the spirit of mutual respect and common human rights and peace for the population, regardless of nationality, religion, language, race, or origin. The main goal of this organization is to improve the health of the population and increase their interest in travel; to keep historical, spiritual, and cultural heritages in their original form throughout the ages and carry out propaganda about them throughout the world; and to promote the new culture through such tasks as the reproduction of monuments and the support of tourist agencies.*

Key words: *UN World Tourism Organization, developed tourist centers of the world, Samarkand in the eyes of the world, visit of Zurob Palolikashvili, attractions of Uzbekistan.*

Many developed countries around the world are famous for their tourism industries, and each of them has its mentality, customs, and historical places. In particular, the ancient city of Mexico is very famous for Chichen Itza. Russia has been able to attract tourists from all over the world with its wild nature. The oldest

and still-preserved monuments in Great Britain are located in the city of Stonehenge. Not only in these cities but also in Spain, Italy, Turkey, and other European countries, many places attract the attention of tourists.

In addition, such countries with a developed tourism sector are economically well-financed countries. One of the main state incomes comes from the state budget through this sector. At the same time, to develop tourism, the states will implement tasks such as increasing the number of tourism centers, maintaining constant contact with nationalities, further improving service areas, and making visa services cheaper and easier. According to statistics from 2017, the most developed country in the field of tourism is the United States, and its annual income in that year was 211 billion dollars, and we can understand that such a large income greatly contributes to the development of the country not only in the field of tourism but also in other areas.

At this point, it should be said that Uzbekistan is also paying great attention to this field, and with its many historical and memorial monuments, the world is at the center of attention.

We know that in ancient times, the countries of Asia and Central Asia were occupied by conquerors, and despite being hit by many blows, the preservation of historical monuments is amazing. Today, our country, with such a rich history, is becoming a tourist destination around the world. Every Uzbek is proud of the great history left by our ancestors. Especially in Bukhara, Samarkand, Tashkent, Khiva, Termiz, and Shakhrisabz regions, there are architectural monuments built by our ancestors. They were mainly created during the time of our ancestors, such as Amir Temur, Jalaluddin Manguberdi, Alisher Navoi, and Mirzo Ulugbek, and have a history of about 750 thousand years. All of them are included in the UNESCO World Heritage List and are legally insulated.

If we talk about the historical monuments of Uzbekistan, Samarkand is their pillar and the biggest. Today, this city, which has received the name "Savior of the Earth", is crowded with tourists. Samarkand has about 600 ha of historical monuments and modern and touristic centers and is famous for its rich history of

2750 years. Mainly, Registon, Amir Temur mausoleum, Bibi Khanim, Khoja Donyor Madrasa, the Mausoleum of the First President of the Republic of Uzbekistan, and Shahi Zinda are the faces of Samarkand. In addition, in this city, the "Great Silk Road International Tourism Center" serves more than 2 million tourists a year. Besides that, international festivals and Eastern concerts are held in our motherland. Of course, this is a happy situation for every child in Samarkand. The "Bakiy Shahar" tourist center, launched in 2022, has also attracted the attention of tourists.

The President of the Republic of Uzbekistan, Shavkat Mirziyoyev, has turned Samarkand into a tourist center and announced that starting in August 2022, all international agreements and congresses will be held in Samarkand. One such agreement was recently signed on May 29, 2023, at the UN World Tourism Organization headquarters in Madrid, at the official signing ceremony of the agreement between the UN and Uzbekistan to hold the 25th session of the UNWTO General Assembly in Samarkand in October of this year, "Dunyo" AA reporter reports. UNWTO Secretary-General Zurob Palolikashvili, who visited Samarkand for the agreement, expressed his bright thoughts about Samarkand: "Uzbekistan is the heart of Central Asia, the keeper of a huge scientific, cultural, and architectural heritage. Today, Uzbekistan is a rapidly developing country; its economy is developing rapidly, and it is opening its powerful potential to the world. We observe that favorable conditions for the implementation of business initiatives are being formed, as a result of which the demand for foreign and domestic tourism is increasing rapidly. Uzbekistan is one of the recognized leaders in the field of tourism. At the same time, the tourism sector of Uzbekistan is one of the youngest sectors, but it is ahead of many other sectors in its development.

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HOW TO IMPROVE YOUR ENGLISH TEACHING

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Abstract: *This article provides practical tips for English teachers on how to improve their teaching skills and enhance their students' learning experience. These tips include staying up-to-date on the latest teaching methods and strategies, incorporating technology into lessons, encouraging student participation, using authentic materials, providing feedback and encouraging self-reflection, developing cultural awareness, and improving personal language skills. With a focus on continuous learning and development, these tips aim to equip English teachers with the knowledge, tools, and resources they need to create engaging and effective English classrooms and help their students become proficient in English. The article emphasizes the importance of cultural sensitivity and the use of authentic materials to provide students with practical language proficiency in real-life situations, along with the development of more well-rounded cultural understanding. Ultimately, this article demonstrates the importance of ongoing effort and dedication to high-quality English teaching, and highlights the potential rewards for both teachers and students.*

Key words: *English language teaching, teaching methods, technology in education, student engagement, authentic materials, feedback, cultural awareness, language proficiency, teacher development, student-centered learning, classroom management, language skills development, professional development, continuing education, diversity and inclusion.*

English language proficiency is becoming increasingly important in today's globalized world, and English teachers play an important role in ensuring that their students are able to communicate effectively in English. As such, it is important for English teachers to continuously work on improving their teaching skills to ensure that their students are receiving the best possible education.

Here are some tips on how to improve your English teaching:

1. **Stay Up-to-Date on the Latest Teaching Methods and Strategies:** One of the best ways to improve your English teaching is to stay up-to-date on the latest teaching methods and strategies. Attend conferences, workshops, and training sessions to learn about new teaching approaches and get ideas on how to make your lessons more engaging and effective.

2. **Use Technology to Enhance Your Lessons:** Integrating technology into your lessons can help make them more interactive and engaging. Use educational apps, online tools, and social media platforms to enhance your lessons and help your students become more familiar with technology.

3. **Encourage Student Participation:** Encouraging participation is key to creating an engaging and effective English classroom. Encourage students to speak up and participate in class discussions and activities, and provide opportunities for them to share their ideas and opinions.

4. **Incorporate Authentic Materials:** Incorporating authentic materials, such as news articles, podcasts, and music, into your lessons can help students develop their English language skills in a more practical and meaningful way. Authentic materials provide students with the opportunity to learn how to comprehend and analyze language in real-life situations.

5. **Provide Feedback and Encourage Self-Reflection:** Providing feedback is essential to helping students improve their English language skills. Regularly assess your students' work and provide constructive feedback that helps them identify their

strengths and weaknesses. Encourage self-reflection by asking students to reflect on their own learning and progress.

6. **Develop Cultural Awareness:** Teaching English is not just about language proficiency; it is also about cultural awareness. As an English teacher, it is important to develop cultural sensitivity and to help your students understand different cultures and perspectives. Incorporating cultural topics into your lessons can help students develop a greater appreciation for diversity and a more well-rounded understanding of the English language.

7. **Develop Your Own Language Skills:** Finally, it is important for English teachers to continuously work on developing their own language skills. Take language classes or courses, attend language clubs, and immerse yourself in English-language media to gain a deeper understanding of the language and to be better equipped to teach it to others.

Conclusion

In conclusion, improving your English teaching requires a willingness to continuously learn and implement new techniques, strategies, and approaches. By staying up-to-date on the latest teaching methods, encouraging student participation, using technology to enhance lessons, incorporating authentic materials, providing feedback and encouraging self-reflection, developing cultural awareness, and improving your own language skills, you can help your students become more proficient in English and better prepared for success in today's globalized world.

English language teaching is a crucial field in today's globalized world, and it requires continuous effort and development to effectively improve language proficiency and cultural understanding for students. The tips discussed in this article, such as staying up-to-date on the latest teaching methods, incorporating technology into lessons, encouraging student participation, using authentic materials, providing feedback and encouraging self-reflection, developing cultural awareness, and improving personal language skills, all offer effective strategies for English teachers that can be easily implemented into their daily practice to significantly improve their

students' learning experience. The field of English teaching continues to evolve, and it is essential for English teachers to stay engaged with new methodologies and approaches to ensure student success. Overall, a commitment to ongoing learning, teaching innovation, and cultural sensitivity provide the basis for English teachers to achieve their goals and remain engaged with the learning process while ensuring their students are receiving the best possible education in English.

Recommendations

1. Attend workshops and conferences: Attend workshops and conferences to learn about the latest teaching methods and strategies. This will help you stay up-to-date on the latest teaching approaches and get ideas on how to improve your teaching and make your lessons more engaging and effective.

2. Use online resources: Use online resources, such as educational apps, online tools, and social media platforms, to enhance your lessons and help your students become more familiar with technology.

3. Encourage student participation: Encourage students to speak up and participate in class discussions and activities, and provide opportunities for them to share their ideas and opinions. This will help create an engaging and effective English classroom.

4. Use authentic materials: Incorporate authentic materials, such as news articles, podcasts, and music, into your lessons to help students develop their English language skills in a more practical and meaningful way. Authentic materials provide students with the opportunity to learn how to comprehend and analyze language in real-life situations.

5. Provide regular feedback: Provide regular feedback to students on their work and encourage self-reflection by asking them to reflect on their own learning and progress. This will help students identify their strengths and weaknesses and improve their language proficiency.

6. Develop cultural awareness: Develop cultural sensitivity and help your students understand different cultures and perspectives. Incorporating cultural topics

into your lessons can help students develop a greater appreciation for diversity and a more well-rounded understanding of the English language.

7. Improve personal language skills: Continuously work on developing your own language skills by taking language classes or courses, attending language clubs, and immersing yourself in English-language media. This will give you a deeper understanding of the language and make you better equipped to teach it to others.

Overall, by focusing on these recommendations, English teachers can improve their teaching skills and enhance their students' learning experience, leading to greater proficiency in the English language and a better preparation for the globalized world.

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