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ISLOHOTLAR — INSON QADRI VA JAMIYAT TARAQQIYOTINING MUHIM OMILI

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ANNOTATSIYA: Mazkur maqolada zamonaviy O‘zbekistonda amalga oshirilayotgan islohotlarning inson qadri, huquq va manfaatlarini ta’minlash hamda jamiyat taraqqiyotini jadallashtirishdagi o‘rni tahlil qilinadi. Tadqiqotning asosiy g‘oyasi shundan iboratki, har qanday islohotning yakuniy qiymati uning qanchalik ko‘p hujjat yoki dastur bilan ifodalanganida emas, balki inson hayotida qanday real o‘zgarish yuzaga keltirganida namoyon bo‘ladi. Shu nuqtayi nazardan, inson qadri islohotlarning maqsadi, inson imkoniyatlarini kengaytirish ularning amaliy mazmuni, jamiyat taraqqiyoti esa yakuniy natijasi sifatida talqin qilinadi.

Bugungi globallashuv sharoitida davlat taraqqiyotini faqat iqtisodiy ko‘rsatkichlar bilan baholash tobora yetarli bo‘lmay qolmoqda. Iqtisodiy o‘sish, zamonaviy infratuzilma, raqamli texnologiyalar, yangi korxonalar va investitsiyalar muhim bo‘lsa-da, ularning barchasi insonning hayot sifati va imkoniyatlarini yaxshilashga xizmat qilgandagina haqiqiy taraqqiyot mazmuniga ega bo‘ladi. Shu sababli maqolada “islohot — imkoniyat — inson — natija — taraqqiyot” mantiqiy zanjiri taklif etiladi.

O‘zbekistonda amalga oshirilayotgan islohotlarning konseptual asoslaridan biri “Inson qadri ustuvor bo‘lgan jamiyat va xalqparvar davlat” tamoyilidir. Rasmiy manbalarda ham inson huquqlari va qonuniy manfaatlarini ta’minlash, davlat organlarining hisobdorligi va ochiqligini kuchaytirish, fuqarolik jamiyati institutlari hamda aholining siyosiy va ijtimoiy faolligini oshirish islohotlarning muhim yo‘nalishlari sifatida qayd etilgan.

2026-yilda tasdiqlangan yangi tahrirdagi “O‘zbekiston — 2030” strategiyasi mazkur jarayonning keyingi bosqichini belgilab berdi. Strategiyada har bir fuqaroning o‘z salohiyatini rivojlantirishi uchun imkoniyat yaratish, sog‘lom va bilimli avlodni tarbiyalash, kuchli iqtisodiyotni shakllantirish, adolat va qonun ustuvorligini ta’minlash, xavfsizlik va barqarorlikni mustahkamlash kabi ustuvor vazifalar belgilangan. Yangilangan strategiya 100 ta ustuvor maqsad va 437 ta samaradorlik ko‘rsatkichini o‘z ichiga oladi.

Maqolada inson qadrining iqtisodiy, ijtimoiy, huquqiy, ta’limiy va ma’naviy jihatlari o‘zaro bog‘liqlikda yoritiladi. Xususan, ta’lim tizimining rivojlanishi inson

kapitalini kuchaytirishi, inson kapitalining yuksalishi esa innovatsiya, bandlik, tadbirkorlik va iqtisodiy o‘sishga bevosita ta’sir ko‘rsatishi asoslanadi. Shu ma’noda ta’limga kiritilgan investitsiya faqat bugungi ehtiyojni qondiruvchi xarajat emas, balki kelajak avlodning imkoniyatlarini shakllantiruvchi strategik kapitaldir.

Shuningdek, maqolada davlat boshqaruvini takomillashtirish, raqamlashtirish, ijtimoiy himoya, mahalla, yoshlar siyosati, ayollar imkoniyatlarini kengaytirish va fuqarolik jamiyati rivoji inson qadri bilan uzviy bog‘liq jarayonlar sifatida ko‘rib chiqiladi. Islohotlarning samaradorligini baholashda “qancha ish amalga oshirildi?” degan savol bilan cheklanmasdan, “bu ish insonning hayotida qanday o‘zgarish yaratdi?” degan mezonni qo‘llash zarurligi ilgari suriladi.

Tadqiqotning muhim yangiligi sifatida muallif tomonidan “Inson qadri — imkoniyat — faollik — natija — taraqqiyot” modeli taklif qilinadi. Ushbu modelga ko‘ra, inson uchun yaratilgan imkoniyat undan foydalanish imkoniyati bilan, foydalanilgan imkoniyat esa real natija bilan davom etishi kerak. Faqat shundagina islohotlar jamiyat taraqqiyotining barqaror omiliga aylanadi.

Maqolada kelajak uchun qator mualliflik takliflari ilgari suriladi. Jumladan, islohotlar samaradorligini insonning ta’lim, bandlik, huquqiy himoya, tibbiy xizmat, raqamli xizmatlar, tadbirkorlik va jamoat hayotidagi imkoniyatlari orqali baholash; yoshlarning tashabbuslarini “ishtirok” emas, “natija” mezoni asosida qo‘llab-quvvatlash; hududlar kesimida inson kapitalini rivojlantirish dasturlarini kuchaytirish; davlat xizmatlarida “bir murojaat — bir yechim” tamoyilini takomillashtirish taklif etiladi.

Maqolaning asosiy xulosasi shundan iboratki, inson qadri islohotlarning bezagi emas, uning ichki mazmuni bo‘lishi kerak. Jamiyat taraqqiyoti esa faqat yangi iqtisodiy ko‘rsatkichlar bilan emas, balki insonlarning bilim olish, mehnat qilish, tadbirkorlik qilish, o‘z fikrini bildirish, munosib hayot kechirish va kelajagini mustaqil qurish imkoniyatlarining kengayishi bilan belgilanadi.

KALIT SO‘ZLAR: islohot, inson qadri, jamiyat taraqqiyoti, Yangi O‘zbekiston, “O‘zbekiston — 2030”, inson kapitali, ta’lim, yoshlar, innovatsiya, davlat boshqaruvi, fuqarolik jamiyati, raqamlashtirish, ijtimoiy himoya, imkoniyat, taraqqiyot.

ABSTRACT: This article analyzes the role of reforms in ensuring human dignity and accelerating social development in contemporary Uzbekistan. The central argument is that the true value of any reform should not be measured merely by the number of laws, programmes, institutions or administrative decisions introduced, but by the concrete changes that these reforms create in people’s lives.

In the context of globalization and rapid technological transformation, economic growth alone is no longer sufficient to define national development. Infrastructure, investment, digital technologies and industrial expansion become meaningful indicators of progress only when they contribute to improving people's quality of life and expanding their opportunities. Therefore, the article proposes the conceptual chain of "reform — opportunity — individual — result — development."

One of the fundamental principles of current reforms in Uzbekistan is the idea of building a people-oriented state in which human dignity is given priority. Official government materials emphasize the protection of human rights and legitimate interests, strengthening accountability and transparency of public institutions, developing civil society and increasing public participation.

The updated "Uzbekistan — 2030" Strategy, approved in 2026 for the period of 2026–2030, represents an important stage in the continuation of these reforms. The strategy includes 100 priority goals and 437 performance indicators. Its major objectives include creating opportunities for every citizen to develop their potential, raising a healthy and educated generation, strengthening the national economy, ensuring justice and the rule of law, and guaranteeing security and stability.

The article examines human dignity from several interconnected perspectives: economic, social, legal, educational and cultural. Particular attention is given to education and human capital. In a knowledge-based economy, education is not simply a social service but a strategic investment in national development. A highly educated and professionally skilled population creates conditions for innovation, entrepreneurship, employment and sustainable economic growth.

The study also explores the importance of digitalization, social protection, mahalla institutions, youth policy, women's participation, public administration and civil society in strengthening human dignity. Digital transformation, for example, should not be understood only as the introduction of online services. Its deeper purpose should be reducing unnecessary bureaucracy, improving accessibility, increasing transparency and creating a more responsive relationship between citizens and public institutions.

A major contribution of the article is the author's proposed "Human Dignity — Opportunity — Activity — Result — Development" model. According to this model, reform creates opportunities; opportunities must become accessible to individuals; accessible opportunities stimulate activity; activity generates measurable results; and sustainable results become the foundation of social development.

The article argues that future reforms should increasingly be assessed through human-centered indicators: access to quality education, decent employment,

healthcare, legal protection, digital public services, entrepreneurship opportunities and participation in community life.

The article concludes that human dignity should not be treated as a decorative slogan of reform, but as its fundamental content. The real measure of development is not only how much infrastructure has been built or how many programmes have been implemented, but how significantly people's ability to learn, work, create, participate and build their own future has expanded.

KEYWORDS: reform, human dignity, social development, New Uzbekistan, Uzbekistan 2030, human capital, education, youth, innovation, public administration, civil society, digitalization, social protection, opportunity, development.

KIRISH

Jamiyat tarixida taraqqiyotning turli mezonlari mavjud bo‘lgan. Bir davrda mamlakatning kuchi uning hududi bilan, boshqa davrda harbiy salohiyati yoki tabiiy boyliklari bilan o‘lchangan. Bugungi kunda esa davlatning haqiqiy qudratini belgilovchi eng muhim omillardan biri — inson kapitali va inson uchun yaratilgan imkoniyatlardir. Shu nuqtayi nazardan qaraganda, islohot tushunchasi ham o‘zining mazmuniy chegaralarini kengaytirmoqda.

Islohot — bu faqat qonun qabul qilish emas.

Islohot — bu faqat yangi bino qurish emas.

Islohot — bu faqat yangi texnologiyani joriy etish ham emas.

Islohot — inson va jamiyat hayotida ijobiy, o‘lchanadigan va barqaror o‘zgarish yaratish jarayonidir. Bugungi O‘zbekistonda amalga oshirilayotgan o‘zgarishlarning asosiy mazmuni ham insonning huquq va manfaatlarini ta’minlash, uning salohiyatini ro‘yobga chiqarish va farovon hayot uchun zarur sharoitlarni yaratishga qaratilgan.

“O‘zbekiston — 2030” strategiyasida har bir fuqaroning o‘z salohiyatini rivojlantirishi uchun imkoniyat yaratish, sog‘lom, bilimli va ma’naviy barkamol avlodni tarbiyalash, kuchli iqtisodiyotni shakllantirish, adolat va qonun ustuvorligini ta’minlash kabi vazifalar belgilangan. Demak, strategik hujjatlarning mazmunida inson omili markaziy o‘rin egallaydi. Ammo bu yerda juda muhim savol tug‘iladi: Inson qadri amalda qanday namoyon bo‘ladi? Menimcha, inson qadri uchta oddiy, ammo chuqur mezonda ko‘rinadi:

insonning huquqi himoyalanganmi?

insonning imkoniyati kengayganmi?

inson o‘z kelajagini qurish uchun zarur sharoitga egami? Agar bu uch savolga ijobiy javob berilsa, islohot inson hayotiga kirib kelgan bo‘ladi.

YOSHLAR — ISLOHOTLARNING ENG KATTA IJTIMOIY KAPITALI

Yoshlar masalasiga faqat “kelajak avlod” sifatida qarash yetarli emas. Yoshlar — bugungi jamiyatning faol qatlamidir. Ularning:

bilimi;

energiyasi;

texnologiyaga moslashuvchanligi;

ijodkorligi;

tadbirkorligi;

ilmiy salohiyati mamlakatning rivojlanish tezligiga bevosita ta’sir qiladi. 2026–2030-yillarga mo‘ljallangan “Yangi O‘zbekiston yoshlari — 2030” strategiyasida yoshlar bandligi, tadbirkorligi, sifatli va inklyuziv ta’lim, xorijiy tillarni o‘rganish, kasbiy rivojlanish va yoshlarning jamiyat hayotidagi ishtirokini kuchaytirish kabi yo‘nalishlar belgilangan. Menimcha, yoshlar siyosatining kelajakdagi eng muhim mezoni quyidagicha bo‘lishi kerak: Yosh qancha tadbirda qatnashgani emas, qancha tashabbusni natijaga aylantirgani muhim. Bu yondashuv yoshlarni passiv oluvchidan faol yaratuvchiga aylantiradi.

KELAJAK UCHUN MUALLIFLIK TAKLIFLARI

Birinchi taklif “Bir muammo bir yechim” tamoyili

Fuqaro davlat idorasiga murojaat qilganda, uning muammosi idoralar o‘rtasida aylantirilmasdan, yakuniy natijagacha kuzatilishi kerak.

Ikkinchi taklif “Yoshlar tashabbusi real loyiha” mexanizmi

Yoshlarning eng yaxshi g‘oyalari faqat tanlov bilan tugamasdan, ularni moliyalashtirish, mentorlik va amaliyot orqali real loyihaga aylantirish mexanizmi kuchaytirilishi kerak.

Uchinchi taklif “Inson kapitali xaritasi”

Har bir hududda yoshlarning ta’limi, kasbi, bandligi, til bilishi va tadbirkorlik salohiyatini o‘rganib, hududning inson kapitali xaritasini shakllantirish mumkin.

To‘rtinchi taklif “Islohotning birinchi foydalanuvchisi” mezoni

Har bir islohot avvalo uning eng ko‘p ehtiyoj sezayotgan fuqarosiga qanday ta’sir qilishi nuqtayi nazaridan sinovdan o‘tkazilishi kerak.

Beshinchi taklif “Natija auditi”

Davlat dasturlarida bajarilgan ishlar soni bilan birga, ularning fuqarolar hayotiga ta’siri ham muntazam baholanishi lozim.

XULOSA

Islohotlar — jamiyatni o‘zgartirishning vositasi. Ammo islohotning o‘zi maqsad emas. Maqsad — insonning munosib hayot kechirishi, o‘z salohiyatini ro‘yobga

chiqarishi va jamiyat taraqqiyotiga munosib hissa qo‘sha olishi uchun sharoit yaratishdir. Bugungi O‘zbekistonda inson qadri, uning huquq va manfaatlari, ta’limi, farovonligi va salohiyatini rivojlantirish masalalari strategik hujjatlarning markaziy yo‘nalishlaridan biriga aylangan. 2026–2030-yillarga mo‘ljallangan yangilangan “O‘zbekiston — 2030” strategiyasining 100 ta ustuvor maqsad va 437 ta samaradorlik ko‘rsatkichini qamrab olishi islohotlarni aniq natijalar bilan bog‘lashga intilish kuchayganini ko‘rsatadi. Lekin har qanday strategiya va dastur qanchalik mukammal bo‘lmasin, uning haqiqiy bahosi inson hayotida namoyon bo‘ladi. Bugungi O‘zbekiston oldida turgan vazifa ham shundan iborat: inson uchun yaratilayotgan imkoniyatlarni yanada kengaytirish, ularning amalda foydalanilishini ta’minlash va har bir ijobiy natijani uzoq muddatli taraqqiyot omiliga aylantirish.

Mening nazarimda, Yangi O‘zbekistonning eng katta boyligi uning tabiiy resurslari yoki bunyodkorlik salohiyati bilangina emas, o‘zgarishlarni amalga oshirishga qodir insonlari bilan belgilanadi. Shuning uchun kelajakdagi eng katta investitsiya — inson kapitaliga kiritilgan investitsiyadir.

Eng katta islohot — insonning tafakkuridagi islohotdir.

Eng katta natija — insonning hayotidagi ijobiy o‘zgarishdir.

Eng katta taraqqiyot esa — har bir inson o‘z kelajagini o‘zi qurish imkoniyatiga ega bo‘lgan jamiyatni barpo etishdir. Va nihoyat, maqolaning bosh g‘oyasini bir jumla bilan ifodalash mumkin: “Islohot inson uchun yaratiladi, inson orqali amalga oshadi va inson hayotidagi o‘zgarish bilangina o‘zining haqiqiy qiymatini topadi.”

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YANGI O‘ZBEKISTON: ISLOHOTLARDAN BARQAROR TARAQQIYOT SARI

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ANNOTATSIYA: Ushbu maqolada yangi tarixiy taraqqiyot bosqichiga qadam qo‘yayotgan O‘zbekistonning islohotlardan barqaror taraqqiyot sari o‘tish jarayoni tahliliy jihatdan yoritiladi. Tadqiqotning asosiy maqsadi mamlakatda amalga oshirilayotgan siyosiy-huquqiy, iqtisodiy, ijtimoiy, ta’limiy, raqamli va ekologik o‘zgarishlarni alohida jarayonlar sifatida emas, balki yagona taraqqiyot tizimining o‘zaro bog‘liq tarkibiy qismlari sifatida tahlil qilishdan iborat.

Maqolada “islohot” va “barqaror taraqqiyot” tushunchalarining o‘zaro munosabati ochib beriladi. Muallif nuqtayi nazariga ko‘ra, islohotning mavjudligi hali taraqqiyotning kafolati emas. Islohotlar muayyan natijalarni yuzaga keltirib, ushbu natijalar iqtisodiy, ijtimoiy, institutsional va ekologik jihatdan uzoq muddat saqlanib qoladigan tizimga aylangandagina ularni barqaror taraqqiyot omili sifatida baholash mumkin. Shu sababli maqolada “islohot — natija — institutsional mustahkamlik — barqarorlik — taraqqiyot” konseptual zanjiri taklif qilinadi.

O‘zbekistonning so‘nggi yillardagi taraqqiyot jarayonida iqtisodiyotni liberallashtirish, tadbirkorlikni rivojlantirish, investitsiya muhitini yaxshilash, davlat xizmatlarini raqamlashtirish, ta’lim va inson kapitaliga e’tiborni kuchaytirish, mahallalarni rivojlantirish, ijtimoiy himoya tizimini takomillashtirish hamda ekologik muvozanatni ta’minlash kabi yo‘nalishlar alohida ahamiyat kasb etmoqda. Rasmiy ma’lumotlarga ko‘ra, 2025-yilda O‘zbekiston iqtisodiyoti yangi ko‘rsatkichlarga erishgan: yalpi ichki mahsulot 145 milliard dollarga yetgan, eksport 23 foizga oshgan, ishsizlik 4,9 foizgacha, kambag‘allik esa 5,8 foizgacha kamaygan.

Maqolada 2026-yil mamlakat taraqqiyotida yangi bosqich sifatida ko‘riladi. 2026-yil uchun davlat dasturlarida mahalla infratuzilmasini rivojlantirish, iqtisodiyotni texnologik va innovatsion o‘sish modeliga o‘tkazish, yangi mehnat bozori arxitekturasini shakllantirish, ekologik muvozanatni ta’minlash, suv resurslaridan oqilona foydalanish, davlat boshqaruvi va sud-huquq tizimini takomillashtirish kabi ustuvor vazifalar belgilangan. Muhimi, yangi yondashuvda “hujjat ishlab chiqish”dan “aniq natijaga erishish” tamoyiliga o‘tish, har bir tashabbus uchun ijro mexanizmi va KPI belgilashga urg‘u berilgan.

Maqolada “O‘zbekiston — 2030” strategiyasi mamlakatning uzoq muddatli taraqqiyot modelini shakllantiruvchi asosiy strategik hujjatlardan biri sifatida tahlil qilinadi. 2026-yilgi bosqichda strategik maqsadlarni real natijalarga aylantirish, islohotlarni hududlar va mahallalargacha tushirish, iqtisodiy o‘sishni innovatsiyalar bilan bog‘lash, inson kapitalini rivojlantirish va ekologik barqarorlikni ta’minlash muhim vazifa sifatida qaraladi.

Tadqiqotda barqaror taraqqiyot faqat iqtisodiy o‘sish bilan chegaralanmasligi asoslanadi. Uning tarkibiga iqtisodiy samaradorlik, ijtimoiy adolat, inson kapitali, institutsional barqarorlik va ekologik muvozanat kabi omillar kiradi. Shu jihatdan maqolada muallif tomonidan “Barqaror taraqqiyotning besh tayanchi” modeli ilgari suriladi: inson kapitali — kuchli iqtisodiyot — samarali institutlar — raqamli transformatsiya — ekologik mas’uliyat.

Shuningdek, yoshlarning barqaror taraqqiyotdagi o‘rni alohida tahlil qilinadi. Yoshlarni faqat davlat siyosatining obyekti sifatida emas, balki yangi iqtisodiyot, ilm-fan, innovatsiya va fuqarolik jamiyatining faol subyekti sifatida ko‘rish zarurligi ta’kidlanadi. 2026-yilgi rasmiy materiallarda ham yoshlarning bilim olishi, kasb egallashi, iqtidorini namoyon qilishi va jamiyatda munosib o‘rin egallashi inson kapitaliga investitsiyaning muhim yo‘nalishi sifatida ko‘rsatilgan.

Maqolada barqaror taraqqiyotga o‘tishning muhim sharti sifatida islohotlarning uzluksizligi, institutsional xotira, qonun ustuvorligi, natijadorlik, hududiy mutanosiblik va fuqarolarning faol ishtiroki masalalari ko‘rib chiqiladi. Muallif tomonidan islohotlarni yanada takomillashtirishga qaratilgan bir qator amaliy takliflar ishlab chiqiladi. Jumladan, har bir islohot uchun “uch bosqichli natija” tizimini joriy etish, hududlarning barqaror taraqqiyot reytingini shakllantirish, yoshlar innovatsion loyihalari uchun “g‘oyadan bozorgacha” mexanizmini yaratish, davlat dasturlarining ijtimoiy ta’sirini muntazam baholash va ekologik mas’uliyatni barcha iqtisodiy loyihalarning ajralmas mezoniga aylantirish taklif etiladi.

Maqolaning asosiy xulosasi shundan iboratki, Yangi O‘zbekistonning keyingi taraqqiyot bosqichi shunchaki yangi islohotlarni boshlash bilan emas, amalga oshirilgan islohotlarni mustahkam, samarali va uzluksiz tizimga aylantirish bilan belgilanadi. Barqaror taraqqiyot — bugungi yutuqni ertangi imkoniyatga aylantirish san’atidir.

KALIT SO‘ZLAR: Yangi O‘zbekiston, islohot, barqaror taraqqiyot, “O‘zbekiston — 2030”, inson kapitali, innovatsiya, raqamlashtirish, iqtisodiy o‘sish, ekologik barqarorlik, yoshlar, tadbirkorlik, mahalla, davlat boshqaruvi, institutsional rivojlanish.

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ABSTRACT: This article provides an analytical examination of Uzbekistan's transition from large-scale reforms toward sustainable and long-term development. The main objective of the study is to analyze political, legal, economic, social, educational, digital and environmental reforms not as isolated processes, but as interconnected components of a comprehensive national development model.

The article argues that the existence of reforms alone cannot automatically be considered a guarantee of sustainable development. Reforms become genuine drivers of sustainable progress only when they produce measurable results, those results become institutionally consolidated, and the resulting changes remain effective over the long term. Based on this approach, the author proposes the conceptual chain of "reform — result — institutional consolidation — sustainability — development."

The ongoing transformation of Uzbekistan includes economic liberalization, support for entrepreneurship, improvement of the investment environment, digitalization of public services, development of human capital, modernization of local communities, strengthening of social protection and environmental reforms. Official data indicate that in 2025 Uzbekistan's GDP reached 145 billion US dollars, exports increased by 23 percent, unemployment decreased from 5.5 to 4.9 percent, while the poverty rate declined from 8.9 to 5.8 percent.

The article considers 2026 as an important stage in the country's development trajectory. The reform programmes for 2026 focus on improving mahalla infrastructure, transforming the economy toward a technological and innovation-based growth model, developing new labour-market architecture, maintaining ecological balance, improving water-resource management, and strengthening public administration and the judicial-legal system. A particularly important feature of the new approach is the transition from simply producing documents to achieving measurable results, with implementation mechanisms and key performance indicators established for individual initiatives.

The article also examines the "Uzbekistan — 2030" Strategy as one of the key strategic frameworks for the country's long-term development. The current stage requires transforming strategic objectives into measurable outcomes, extending reforms to regions and mahallas, connecting economic growth with innovation, strengthening human capital and ensuring environmental sustainability.

The study emphasizes that sustainable development cannot be reduced to economic growth. It requires a balanced combination of economic efficiency, social inclusion, human capital, institutional capacity and environmental responsibility. Therefore, the author proposes a model entitled "Five Pillars of Sustainable Development", consisting

of human capital, a strong economy, effective institutions, digital transformation and environmental responsibility.

Special attention is devoted to the role of young people. Young citizens should not be viewed merely as beneficiaries of government programmes; they should be recognized as active participants in innovation, science, entrepreneurship, digital transformation and civil society. Recent official materials similarly emphasize investment in young people's education, professional development, talents and participation in society as an important component of human-capital development.

The article develops several practical proposals, including a three-stage impact assessment for reforms, a regional sustainable-development index, an "idea-to-market" mechanism for youth innovation projects, systematic assessment of the social impact of state programmes, and the integration of environmental responsibility into major economic projects.

The article concludes that the next stage of New Uzbekistan should not be defined merely by the number of new reforms launched, but by the ability to institutionalize successful reforms, maintain their continuity and transform them into sustainable development. Sustainable development means turning today's achievements into tomorrow's opportunities.

KEYWORDS: New Uzbekistan, reform, sustainable development, Uzbekistan 2030, human capital, innovation, digitalization, economic growth, environmental sustainability, youth, entrepreneurship, mahalla, public administration, institutional development.

KIRISH

Har qanday davlat tarixida shunday davrlar bo‘ladiki, unda amalga oshirilayotgan o‘zgarishlar alohida voqealar emas, balki butun taraqqiyot yo‘nalishini belgilovchi tizimli jarayonga aylanadi. Bugungi O‘zbekiston ana shunday tarixiy bosqichni boshdan kechirmoqda. “Yangi O‘zbekiston” tushunchasi faqat yangi binolar, yangi yo‘llar yoki zamonaviy texnologiyalar bilan belgilanmaydi. Uning mazmuni ancha keng. Yangi O‘zbekiston — yangi tafakkur, yangi boshqaruv madaniyati, yangi iqtisodiy imkoniyatlar va yangi ijtimoiy munosabatlar shakllanayotgan makondir. Shu sababli bugungi islohotlarga faqat “nimalar o‘zgardi?” degan savol bilan qarash yetarli emas. Endi yana bir muhim savol paydo bo‘lmoqda: “Bu o‘zgarishlar qanday qilib uzoq muddatli va barqaror taraqqiyotga aylanadi?” Menimcha, aynan mana shu savol Yangi O‘zbekiston taraqqiyotining keyingi bosqichini tushunishda muhim ahamiyatga ega.

ISLOHOTDAN TARAQQIYOTGACHA BO‘LGAN YO‘L

Islohot va taraqqiyot bir xil tushuncha emas.

Islohot — o‘zgarish.

Taraqqiyot — o‘zgarish natijasida yangi va yaxshiroq holatga erishish.

Barqaror taraqqiyot esa bundan ham yuqori bosqichdir. U: bugungi natijani ertangi avlod imkoniyatlariga zarar yetkazmagan holda saqlash va rivojlantirishdir.

RAQAMLASHTIRISH — BARQAROR TARAQQIYOTNING YANGI INFRASTRUKTURASI

Bugungi dunyoda raqamlashtirishni chetlab o‘tib taraqqiyotga erishib bo‘lmaydi. Ammo raqamlashtirish faqat elektron xizmatlar sonini ko‘paytirish emas. U:

vaqtni tejashi;

byurokratiyani kamaytirishi;

shaffoflikni oshirishi;

korrupsion xavflarni qisqartirishi;

fuqaroga qulaylik yaratishi;

iqtisodiy samaradorlikni oshirishi kerak.

2026-yilgi rasmiy ma’lumotlarda raqamli texnologiyalar davlat boshqaruvi, davlat xizmatlari, iqtisodiyot, sun’iy intellekt va yoshlarni zamonaviy kasblarga yo‘naltirish bilan chambarchas bog‘lanayotgani qayd etilgan. Demak, raqamlashtirishning asosiy savoli:

“Qancha xizmat elektronlashdi?”emas. Balki: “Fuqaroning qancha vaqti va resursi tejaldi?”bo‘lishi kerak.

YANGI O‘ZBEKISTONNING BARQAROR TARAQQIYOTIDA YOSHLAR

Yoshlar — bu kelajak emas, kelajakni bugun yaratadigan kuch.

Yosh olim ilm yaratadi.

Yosh tadbirkor ish o‘rni yaratadi.

Yosh o‘qituvchi yangi avlodni tarbiyalaydi.

Yosh dasturchi texnologiya yaratadi.

Yosh ijodkor jamiyatning ma’naviy dunyosini boyitadi. Shuning uchun yoshlar siyosatini faqat ijtimoiy yordamga tenglashtirish noto‘g‘ri. Yoshlar siyosati — milliy taraqqiyot siyosatidir. Yoshlarning tashabbusini qo‘llab-quvvatlash esa davlatning kelajakka bo‘lgan ishonchidir.

MENING TAKLIFIM: “G‘OYADAN NATIJAGACHA” TIZIMI

Yoshlarning ko‘plab yaxshi g‘oyalari mavjud. Ammo g‘oya bilan loyiha o‘rtasida katta masofa bor. Shuning uchun men:

“G‘oyadan natijagacha”

mexanizmini taklif qilaman. Unga mentor biriktiriladi. Texnik va moliyaviy yordam beriladi. Sinovdan o‘tkaziladi. Bozorga chiqariladi. Shunda yoshlar tanlov uchun emas, natija yaratish uchun loyiha qilishni o‘rganadi.

XULOSA

Yangi O‘zbekiston taraqqiyotining bugungi bosqichi katta o‘zgarishlardan barqaror natijalarni mustahkamlash bosqichiga o‘tishni talab qilmoqda. So‘nggi yillarda iqtisodiyotni liberallashtirish, tadbirkorlikni qo‘llab-quvvatlash, ijtimoiy himoya, ta’lim, raqamlashtirish, mahalla, yoshlar, ekologiya va davlat boshqaruvi kabi ko‘plab yo‘nalishlarda tizimli o‘zgarishlar amalga oshirildi. 2025-yil yakunlari bo‘yicha iqtisodiy va ijtimoiy ko‘rsatkichlarning yaxshilangani rasmiy ma’lumotlarda qayd etilgan. 2026-yilgi davlat dasturlarida esa keyingi bosqich uchun aniq natijaga yo‘naltirilgan mexanizmlar, KPI va ustuvor islohotlar belgilangan. Ammo taraqqiyot yo‘li shu bilan yakunlanmaydi. Aksincha, erishilgan natijalarni saqlash, ularni yanada rivojlantirish va kelajak avlodga mustahkam poydevor sifatida qoldirish yangi vazifalarni yuzaga chiqaradi. “Yangi O‘zbekistonning buyukligi amalga oshirilgan islohotlar soni bilan emas, bugungi islohotlarning ertangi avlod uchun qanchalik mustahkam taraqqiyot poydevoriga aylanganligi bilan belgilanadi.”

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SUN'IY INTELLEKTNING MEHNAT BOZORI VA IQTISODIY O'SISHGA TA'SIRI: RIVOJLANGAN VA RIVOJLANAYOTGAN MAMLAKATLAR TAJRIBASI

Xolsaidova Dilnoza Chorshanbi qizi

ANNOTATSIYA

Maqolada sun'iy intellektning, xususan generativ sun'iy intellektning mehnat bozori va iqtisodiy o'sishga ta'siri rivojlangan hamda rivojlanayotgan mamlakatlar tajribasi asosida qiyosiy tahlil qilindi. Tadqiqot IMF, ILO, OECD va Jahon bankining 2024–2026-yillardagi hisobotlari va ilmiy ishlariga tayandi. ILOning 2025-yilgi yangilangan global indeksiga ko'ra, dunyo bo'yicha har to'rt ishchidan biri GenAI ta'siriga ega kasbda band bo'lib, ushbu ulush yuqori daromadli mamlakatlarda 34%, past daromadli mamlakatlarda 11% ni tashkil etadi. Jahon bankining 2026-yilgi bahosida GenAI sabab mavjud ish o'rinlarining avtomatlashtirish xavfi yuqori daromadli mamlakatlarda 14,2%, rivojlanayotgan iqtisodiyotlarda 4,5%; AI orqali unumdorligi sezilarli oshishi mumkin bo'lgan ishlar ulushi esa mos ravishda 18,7% va 16,2% deb baholangan. OECD G7 mamlakatlari uchun AI kelgusi o'n yillikda yillik agregat mehnat unumdorligi o'sishiga 0,4–1,3 foiz punkt qo'shishi mumkinligini hisoblagan. Natijalar rivojlangan davlatlarda AI ta'siri tezroq va chuqurroq bo'lishini, rivojlanayotgan mamlakatlarda esa qisqa muddatda ish o'rinlarini siqib chiqarish xavfi pastroq bo'lsada, infratuzilma, hisoblash quvvati, mahalliy ma'lumot va malaka yetishmasligi sabab AI dividendidan foydalanish cheklanishi mumkinligini ko'rsatadi.

Kalit so'zlar: sun'iy intellekt, generativ AI, mehnat bozori, bandlik, avtomatlashtirish, mehnat unumdorligi, iqtisodiy o'sish, rivojlangan mamlakatlar, rivojlanayotgan mamlakatlar, raqamli ko'nikmalar.

АННОТАЦИЯ

В статье проведён сравнительный анализ влияния искусственного интеллекта, прежде всего генеративного ИИ, на рынок труда и экономический рост в развитых и развивающихся странах. Исследование основано на материалах МВФ, МОТ, ОЭСР и Всемирного банка за 2024–2026 годы. По обновлённому глобальному индексу МОТ 2025 года, примерно каждый четвёртый работник в мире занят в профессии, подверженной воздействию GenAI; доля составляет

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около 34% в странах с высоким доходом и 11% в странах с низким доходом. По оценке Всемирного банка 2026 года, риск автоматизации существующих рабочих мест из-за GenAI составляет 14,2% в странах с высоким доходом и 4,5% в развивающихся экономиках, тогда как доля рабочих мест с существенным потенциалом повышения производительности равна соответственно 18,7% и 16,2%. ОЭСР оценивает потенциальный вклад ИИ в ежегодный рост совокупной производительности труда в ряде стран G7 в 0,4–1,3 процентного пункта на горизонте десяти лет. Результаты показывают, что развитые экономики сталкиваются с более быстрым воздействием ИИ, тогда как развивающиеся страны имеют меньший краткосрочный риск вытеснения труда, но рискуют получить меньший «дивиденд ИИ» из-за ограничений инфраструктуры, вычислительных мощностей, данных и квалификации.

Ключевые слова: искусственный интеллект, генеративный ИИ, рынок труда, занятость, автоматизация, производительность труда, экономический рост, развитые страны, развивающиеся страны, цифровые навыки.

ABSTRACT

This article comparatively examines the effects of artificial intelligence, particularly generative AI, on labour markets and economic growth in advanced and developing economies. The analysis draws on IMF, ILO, OECD, and World Bank evidence published between 2024 and 2026. The ILO's 2025 refined global index estimates that one in four workers worldwide are employed in occupations with some GenAI exposure, rising to 34% in high-income countries and falling to 11% in low-income economies. The World Bank's 2026 assessment estimates that 14.2% of existing jobs in high-income countries face automation risk from GenAI, compared with 4.5% in developing economies, while 18.7% and 16.2% of jobs respectively may experience meaningful productivity augmentation. OECD modelling suggests that AI could add about 0.4–1.3 percentage points to annual aggregate labour productivity growth over a ten-year horizon in highly exposed G7 economies. The findings indicate that advanced economies are likely to experience earlier and deeper disruption, while developing countries face lower immediate displacement risks but may capture fewer gains unless they strengthen connectivity, compute, locally relevant data, skills, and institutions.

Keywords: artificial intelligence, generative AI, labour market, employment, automation, labour productivity, economic growth, advanced economies, developing economies, digital skills.

KIRISH

Sun’iy intellekt umumiy maqsadli texnologiya sifatida ishlab chiqarish, xizmat ko‘rsatish, boshqaruv va bilimga asoslangan faoliyatning deyarli barcha yo‘nalishlariga kirib bormoqda. Generativ sun’iy intellektning tez tarqalishi avvalgi raqamlashtirish to‘lqinlaridan farqli ravishda faqat takroriy jismoniy yoki ma’muriy vazifalarga emas, balki matn yaratish, kod yozish, tahlil, dizayn, tarjima va professional qarorlarni qo‘llab-quvvatlash kabi kognitiv vazifalarga ham ta’sir qilmoqda.

AI va mehnat bozori munosabati ikki qarama-qarshi kanal orqali ishlaydi. Bir tomondan, ayrim vazifalarning avtomatlashtirilishi mehnatga talabni qisqartirishi, ish haqi bosimini kuchaytirishi va ayrim kasblarni qisqartirishi mumkin. Ikkinchi tomondan, AI xodimlarning imkoniyatlarini kengaytirib, bir birlik vaqt ichida ko‘proq va yuqori sifatli natija yaratish, yangi mahsulot va xizmatlarni shakllantirish hamda butunlay yangi kasblarni paydo qilish imkonini beradi.

Rivojlangan va rivojlanayotgan mamlakatlar uchun bu ikki kanalning nisbati bir xil emas. Yuqori daromadli iqtisodiyotlarda professional, boshqaruv va ma’muriy kasblar ulushi katta, raqamli infratuzilma rivojlangan va firmalarda AI qabul qilish tezligi yuqori. Shu sabab ular avtomatlashtirish riskiga ham, unumdorlik dividendiga ham tezroq duch keladi.

Rivojlanayotgan davlatlarda mehnatning katta qismi jismoniy, norasmiy yoki past raqamlashtirilgan faoliyatlarga to‘g‘ri keladi. Bu GenAI sabab bevosita ish o‘rinlari yo‘qolishining qisqa muddatli xavfini kamaytiradi. Biroq internet, elektr energiyasi, bulutli hisoblash, mahalliy tillardagi ma’lumotlar va malakali kadrlar cheklovi AI mahsuldorlik foydasining ham sekinroq tarqalishiga olib kelishi mumkin.

Masalaning makroiqtisodiy tomoni ham muhim. AI mavjud ishchilarning mahsuldorligini oshirsa, firmalarning xarajatlarini pasaytirsa va yangi innovatsiyalarni tezlashtirsa, potensial YaIM o‘sishi mumkin. Biroq bu samaralar texnologiyaning mavjudligidan ko‘ra, uning qanchalik keng qabul qilinishi va malaka, institut, raqobat hamda infratuzilma kabi komplementar omillar bilan birga rivojlanishiga bog‘liq.

Ushbu maqolaning maqsadi rivojlangan va rivojlanayotgan mamlakatlarda AI ta’sirining mehnat bozori hamda iqtisodiy o‘sish bo‘yicha farqli mexanizmlarini taqqoslash, mavjud xalqaro statistik va model natijalarini tizimlashtirish hamda rivojlanayotgan iqtisodiyotlar uchun siyosiy xulosalarni ishlab chiqishdan iborat.

METODOLOGIYA VA ADABIYOTLAR TAHLILI

Tadqiqot qiyosiy institutsional va narrativ-meta-sintez yondashuviga asoslandi. Empirik va model ma'lumotlari IMFning AI exposure va AI Preparedness tadqiqotlari, ILO–NASKning 2025-yilgi Generative AI and Jobs global indeksi, OECDning G7 mamlakatlarida AI sabab unumdorlik o'sishi modellari va Jahon bankining Digital Progress and Trends Report 2025 hamda World Development Report 2026 materiallaridan olindi.

Mehnat bozori ta'siri uch o'lchamda baholandi: exposure — kasb vazifalarining AI imkoniyatlariga qanchalik mos kelishi; automation — vazifaning inson ishtirokisiz bajarilishi ehtimoli; augmentation — AI inson mehnatini to'ldirib, natijadorlikni oshirishi. Ushbu tushunchalar alohida talqin qilindi, chunki yuqori exposure avtomatik ravishda ish o'rnining yo'qolishini anglatmaydi.

Iqtisodiy o'sish kanali mehnat unumdorligi, kapital va tashkiliy komplementlar, innovatsiya, firma miqyoslanishi hamda yangi bozorlar orqali tahlil qilindi. OECDning micro-to-macro metodologiyasi individual vazifalar darajasidagi samaradorlikni iqtisodiyot miqyosiga chiqarishda AI exposure va kutilayotgan adoption darajasini birlashtiradi.

Rivojlangan va rivojlanayotgan mamlakatlar qiyosida Jahon bankining "Four Cs" modeli — connectivity, compute, context va competency — AI dividendini belgilovchi komplementar infratuzilma sifatida qo'llanildi. Bundan tashqari, institutlar, raqobat va ijtimoiy himoya alohida siyosiy determinant sifatida tahlil qilindi.

Birlamchi firma yoki ishchi panel ma'lumotlari taqdim etilmaganligi sababli maqolada yangi ekonometrik koeffitsientlar yoki sun'iy statistik natijalar yaratilmagan. Keltirilgan barcha foiz va baholar nashr etilgan xalqaro manbalarga tegishli.

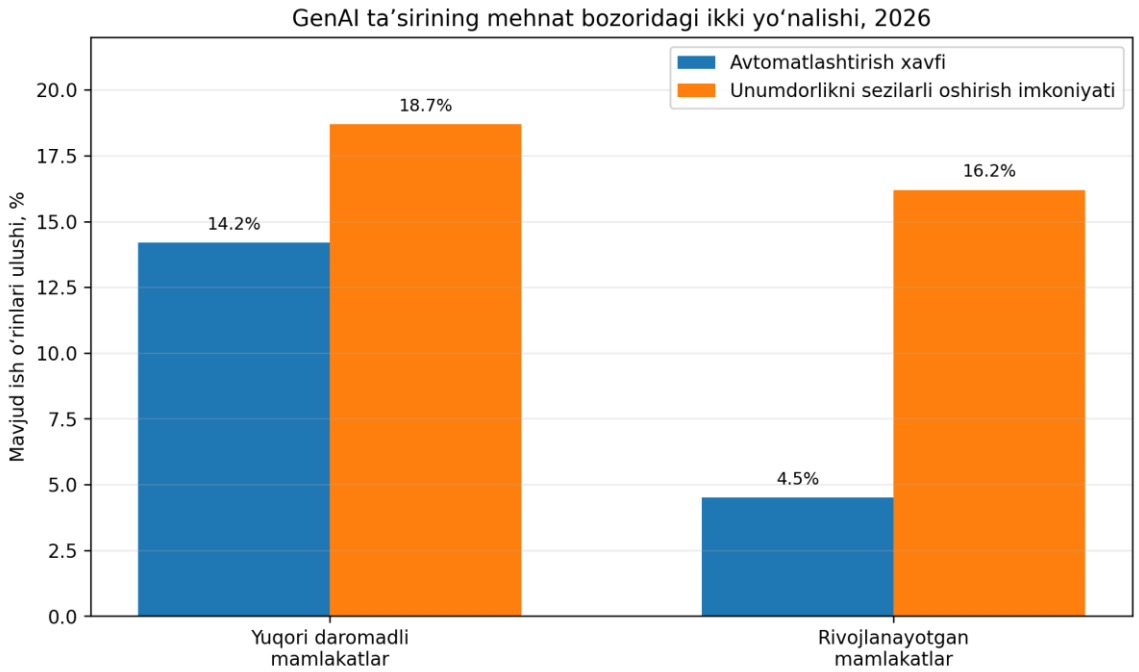
NATIJALAR

Birinchi asosiy natija shundaki, AI exposure rivojlangan iqtisodiyotlarda ancha yuqori. IMFning 2024-yilgi bahosida AI ta'siriga yuqori darajada duch keluvchi bandlik ulushi rivojlangan iqtisodiyotlarda taxminan 60%, emerging marketsda 40% va past daromadli mamlakatlarda 26% deb baholangan. ILOning 2025-yilgi yangilangan metodologiyasi GenAI bilan bevosita exposurega ega ishlar ulushini yuqori daromadli mamlakatlarda 34%, past daromadli mamlakatlarda 11% deb ko'rsatadi. Farq metodologiyaga bog'liq bo'lsa-da, ikki manba ham daromad va raqamlashtirish darajasi oshgan sari exposure yuqoriligini tasdiqlaydi.

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Ko‘rsatkich	Rivojlangan/ yuqori daromadli	Rivojlanayotgan/emerging	Past daromadli	Manba	Talqin
AI yuqori exposure (IMF, 2024)	≈60%	≈40%	≈26%	IMF	Kognitiv va professional kasblar ulushi yuqori bo‘lsa exposure yuqori
GenAI bilan biror darajada exposure (ILO, 2025)	34%	—	11%	ILO – NASK	Ko‘p ishlar transformatsiya alanadi, to‘liq avtomatlashtirish emas
GenAI avtomatlashtirish xavfi (WB, 2026)	14,2%	4,5%*	4,5%*	World Bank	Rivojlanayotgan mamlakatlarda qisqa muddatli displacement xavfi pastroq
AI orqali sezilarli productivity boost (WB, 2026)	18,7%	16,2%*	16,2%*	World Bank	Augmentation imkoniyati daromad guruhlari bo‘yicha nisbatan yaqin

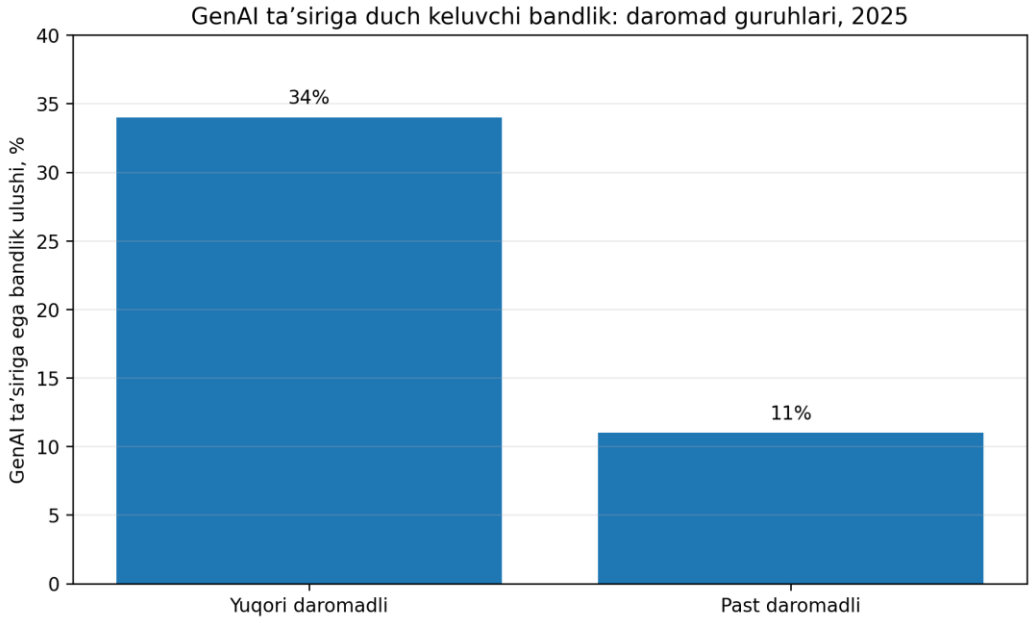
*1-jadval. AI ta’sirining mamlakatlar daromad guruhlari bo‘yicha qiyosiy ko‘rsatkichlari. *Jahon banki “developing economies” agregati.*



1-diagramma. Yuqori daromadli va rivojlanayotgan mamlakatlarda GenAI: avtomatlashtirish xavfi va unumdorlikni oshirish imkoniyati. Manba: World Bank, WDR 2026.

Jahon bankining 2026-yilgi natijasi ayniqsa muhim: rivojlanayotgan mamlakatlarda ishlarning atigi 4,5% i GenAI sabab avtomatlashtirish xavfiga ega bo‘lsa, 16,2% ishda AI unumdorlikni sezilarli oshirishi mumkin. Bu nisbat rivojlanayotgan davlatlar uchun AI siyosatining asosiy maqsadi ish o‘rinlarini himoya qilishdan ko‘ra, ishchilarni AI bilan samarali ishlashga tayyorlash va texnologiyani keng diffuziya qilish bo‘lishi kerakligini ko‘rsatadi.

ILO 2025-yilgi indeksida dunyo bo‘yicha har to‘rt ishchidan biri GenAI ta’siriga ega kasbda band, lekin eng yuqori exposure gradientiga global bandlikning atigi 3,3% i kiradi. ILO ko‘pchilik kasblar ko‘plab vazifalar majmuasidan iborat ekanligi sabab asosiy natija ishlarning yo‘qolishidan ko‘ra transformatsiyasi bo‘lishini ta’kidlaydi.



2-diagramma. Yuqori va past daromadli mamlakatlarda GenAI ta’siriga ega bandlik ulushi. Manba: ILO–NASK, 2025.

Ta’sir kanali	**Rivojlangan mamlakat**	**Rivojlanayotgan mamlakat**	**Mehnat bozori oqibati**	**O‘sish oqibati**	**Asosiy risk**
Kasb/vazifa avtomatlashuvi	Yuqori: clerical, professional va knowledge work	Pastroq: manual va informal ishlar ulushi katta	Qayta taqsimlanish va ayrim hiring freeze	Xarajat kamayishi	Ish haqi polarizatsiyasi
Augmentatsiya	Keng professional xizmatlarda	Ta’lim, sog‘liq, qishloq xo‘jaligi, SMEda katta imkoniyat	Bir ishchiga to‘g‘ri keluvchi output oshadi	Productivity va xizmat sifati oshadi	AIga kirish tengsizligi

Yangi AI kasblari	AI engineering, data, governance, integration	AI-related vacancy tez o‘smoqda, lekin baza kichik	Yangi yuqori malakali bandlik	Raqamli xizmat eksporti	Brain drain
Firma adoptiyasi	Tezroq va murakkab use-case	Tez o‘smoqda, lekin sophisticated use pastroq	Mehnat talabi qayta tarkiblanadi	Firmalar miqyoslanadi	SME ortda qolishi
Kapital/infratuzilma	Compute va data center kuchli	Cloud va import compute’ga ko‘proq bog‘liq	AI foydalanish xarajati farqli	Adoption tezligi farqli	Global AI divide

2-jadval. Rivojlangan va rivojlanayotgan mamlakatlarda AI ta’sir kanallarining qiyosiy tahlili.

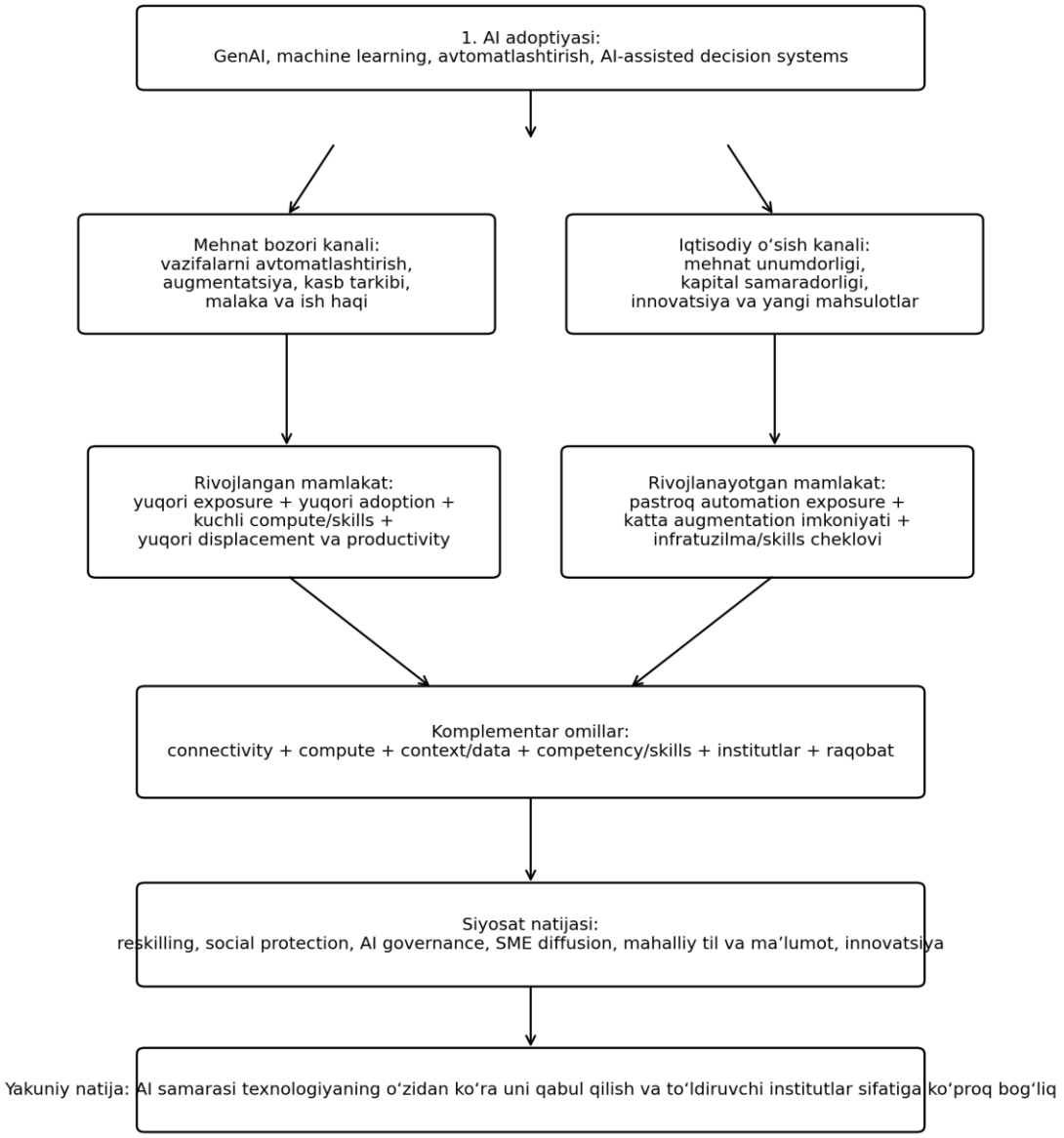
Firma darajasidagi yangi dalillar ham qiyosiy farqni tasdiqlaydi. Jahon bankining 2026-yilda yetti iqtisodiyot — AQSH, Hindiston, Iordaniya, Keniya, Meksika, Nigeriya va Tailanddagi 4 205 firma so‘roviga asoslangan tadqiqotida AI adoptiyasi 2024–2025-yillarda qariyb uch barobar oshgani, biroq murakkab use-case’lar konsentratsiyalanganicha qolayotgani ko‘rsatilgan. Rivojlanayotgan iqtisodiyotlarda erta bosqichda mehnat bozori ta’siri kichik, AQSHda esa AI bilan bog‘liq layoff va hiring freeze holatlari nisbatan ko‘proq qayd etilgan. Shu bilan birga menejerlar keyingi uch yilda AI bandlik va unumdorlikka ijobiy ta’sir qiladi deb kutmoqda.

Makroiqtisodiy unumdorlik bo‘yicha OECDning 2025-yilgi G7 modeli AI yuqori exposure va adoptionga ega AQSH hamda Buyuk Britaniya kabi iqtisodiyotlarda kelgusi o‘n yil davomida yillik agregat mehnat unumdorligi o‘sishiga 0,4–1,3 foiz punkt qo‘shishi mumkinligini baholaydi. Ayrim boshqa G7 mamlakatlarida sektor tarkibi va adoptiya tezligi sabab bu foyda qariyb 50% pastroq bo‘lishi mumkin.

Komplementar omil	**Yuqori daromadli mamlakatlar**	**Rivojlanayotgan mamlakatlar**	**Iqtisodiy ahamiyat**	**Siyosat vositasi**
Connectivity	Internet va elektr deyarli universal	Affordability va sifat bo‘yicha katta gap	AI xizmatiga kirish	Broadband, electricity, digital public infrastructure
Compute	Global data-center quvvatining asosiy qismi	Mahalliy compute cheklangan, cloud importi muhim	Model/adoption tannarxi	Cloud access, regional data centers
Context/data	Ko‘p ma’lumot va dominant tillar	Mahalliy tillar va domain data kam	Model sifati va lokal relevance	Open data, local-language corpora
Competency	Basic va advanced digital skills yuqori	Basic digital skill gap katta	AI bilan komplementarlik	TVET, reskilling, AI literacy
Institutions	AI governance va raqobat siyosati rivojlanganroq	Regulatory capacity notekis	Ishonch, investitsiya va diffuziya	Risk-based governance, competition

3-jadval. AI dividendini belgilovchi komplementar omillar: World Bank “Four Cs” yondashuvi asosida.

Sun’iy intellektning mehnat bozori va iqtisodiy o‘sishga ta’sir mexanizmi



1-rasm. Sun’iy intellektning mehnat bozori va iqtisodiy o‘sishga ta’sirining integratsiyalashgan modeli.

Jahon bankining Digital Progress and Trends Report 2025 hisobotida AI innovatsiyasi yuqori daromadli mamlakatlarda keskin konsentratsiyalashgani ko‘rsatiladi. Yuqori daromadli mamlakatlar global aholining 17% ini tashkil etsa-da, notable AI modellarning 87% i shu guruhga to‘g‘ri keladi. Shu bilan birga, middle-income mamlakatlarda AI bilan bog‘liq ish e’lonlari o‘sishi yuqori: upper-middle-income iqtisodiyotlarda 16%, lower-middle-income mamlakatlarda 11%, high-income

davlatlarda esa 2% o‘sish qayd etilgan. Bu developing economies AI innovatsiyasi markazi bo‘lmasa ham, AI mehnat bozori va xizmatlar eksportida tezroq catch-up qilishi mumkinligini ko‘rsatadi.

MUHOKAMA

Natijalar “AI rivojlangan mamlakatlar uchun xavf, rivojlanayotgan davlatlar uchun esa imkoniyat” kabi soddalashtirilgan xulosani tasdiqlamaydi. Har ikki guruhda imkoniyat va risk mavjud, faqat ularning vaqti va tarkibi farq qiladi. Rivojlangan mamlakatlarda texnologiya tezroq joriy etilishi sabab displacement va productivity ikkala kanali ham erta ishlaydi.

Rivojlanayotgan mamlakatlarda pastroq automation exposure vaqtinchalik himoya vazifasini bajarishi mumkin. Biroq aynan shu holat AIga kamroq mos vazifalar va past raqamlashtirilgan korxonalar ulushi kattaligini anglatadi. Agar firmalar AIga o‘ta olmasa, yuqori daromadli iqtisodiyotlarda mahsuldorlik tezlashishi global ishlab chiqarish va xizmatlar bozoridagi raqobat tafovutini kengaytirishi mumkin.

2026-yilgi ILO tadqiqoti rivojlanayotgan mamlakatlarda avtomatlashtirish xavfi pastroq bo‘lsa ham, task augmentation salohiyati rivojlangan davlatlarnikiga yaqin bo‘lishi mumkinligini ta’kidlaydi. Muammo shundaki, bu salohiyat digital divide sabab real unumdorlik dividendiga aylanmasligi mumkin. Shuning uchun AI exposure va AI readinessni alohida o‘lchash zarur.

Ish haqi tengsizligi ham ikki yo‘nalishda rivojlanishi mumkin. AI yuqori malakali ishchini kuchli to‘ldirsa, uning mahsuldorligi va ish haqi ko‘proq oshadi. Boshqa tomondan, GenAI kam tajribali xodimga ekspert bilimini yaqinlashtirsa, skill gap qisqarishi mumkin. Qaysi effekt ustun kelishi firma tashkiloti, ta’lim tizimi va AI vositasining dizayniga bog‘liq.

Gender ta’siri ham e’tibordan chetda qolmasligi kerak. ILO 2025 ko‘rsatkichlarida yuqori daromadli mamlakatlarda eng yuqori exposure kategoriyasida ayollar bandligining ulushi erkaklarnikidan ancha yuqori. Bunga clerical va administrative kasblarda ayollar ulushining kattaligi sabab bo‘ladi. Shu sabab reskilling dasturlari gender tarkibini hisobga olishi zarur.

Rivojlangan davlatlar uchun optimal siyosat AI adoptiyasini sekinlatish emas, balki mehnat qayta taqsimlanishini yumshatishdir. Bunga portable social protection, active labour-market policy, tezkor qayta tayyorlash, kasblararo ko‘nikmalarni tan olish va firmalarda worker consultation kiradi.

Rivojlanayotgan davlatlar uchun esa asosiy vazifa “AI yaratish”dan oldin AI foydalanish bazasini qurishdir. Jahon bankining connectivity, compute, context va competency modeli aynan shuni ifodalaydi. Arzon va ishonchli internet, elektr, cloud xizmatlari, mahalliy tillardagi raqamli kontent va basic digital skills bo‘lmasa, eng yaxshi global model ham keng iqtisodiy samara bermaydi.

“Small AI” yondashuvi rivojlanayotgan mamlakatlar uchun alohida ahamiyatga ega. Yuqori xarajatli foundation model yaratmasdan mavjud ochiq yoki tijoriy modellarni qishloq xo‘jaligi, sog‘liq, ta’lim, davlat xizmatlari va mikrofirmalarga moslashtirish iqtisodiy jihatdan samaraliroq bo‘lishi mumkin.

AI firma darajasida umumiy maqsadli texnologiya bo‘lgani sabab natija faqat IT departament bilan cheklanmaydi. Jarayonlar qayta loyihalanmasa, ma’lumotlar sifati yaxshilanmasa va xodimlarga yangi rol berilmasa, AI vositasining mavjudligi unumdorlikka to‘liq o‘tmaydi. OECD modellari ham adoption va sector compositionni makro natijaning asosiy determinantlari sifatida ko‘rsatadi.

Rivojlanayotgan mamlakatlarda yana bir risk — “premature de-professionalization”. Agar yuqori daromadli davlatlarda professional xizmatlar AI orqali arzonlashib, masofadan eksport qilinsa, developing economies an’anaviy ravishda qurishi mumkin bo‘lgan ayrim o‘rta va yuqori malakali xizmat ishlarini yaratish imkoniyatini boy berishi mumkin. Shu sabab mahalliy AI kompetensiyasini faqat foydalanuvchi darajasida emas, integrator, data engineer va domain specialist darajasida ham rivojlantirish zarur.

O‘zbekiston kabi rivojlanayotgan iqtisodiyotlar uchun ushbu tajribalar uchta ustuvorlikni ko‘rsatadi: birinchidan, AI literacy va raqamli ko‘nikmalarni ommaviy ta’lim va kasbiy tayyorlashga kiritish; ikkinchidan, mahalliy til va sohalar bo‘yicha sifatli ma’lumot resurslarini yaratish; uchinchidan, SMElar uchun cloud va AI vositalariga kirishni arzonlashtirish. Bu yo‘l AI dividendini faqat yirik firmalarda emas, butun iqtisodiyotda yoyishga yordam beradi.

Tadqiqotning asosiy cheklovi shundaki, keltirilgan ko‘rsatkichlarning bir qismi exposure yoki model-projection bo‘lib, real ish o‘rni yo‘qotilishi yoki YaIM o‘sishi emas. AI texnologiyasi juda tez o‘zgarayotganligi sabab bugungi exposure baholari ham kelgusi model imkoniyatlari bilan yangilanadi. Shu bois natijalarni deterministik prognoz emas, siyosat uchun risk va imkoniyat diapazoni sifatida talqin qilish kerak.

XULOSA

Sun'iy intellektning mehnat bozori va iqtisodiy o'sishga ta'siri rivojlangan va rivojlanayotgan mamlakatlarda bir xil emas. Rivojlangan davlatlarda AI exposure, adoptiya va compute infratuzilmasi yuqori bo'lgani sabab ishlarning avtomatlashtirilishi ham, unumdorlik foydasi ham tezroq yuzaga chiqadi.

Rivojlanayotgan davlatlarda avtomatlashtirish xavfi qisqa muddatda ancha past: Jahon banki 2026 bahosida GenAI sabab riskdagi ishlar ulushi 4,5%, yuqori daromadli mamlakatlarda esa 14,2%. Biroq unumdorlikni oshirish mumkin bo'lgan ishlar ulushi 16,2% bo'lib, yuqori daromadli mamlakatlardagi 18,7% ko'rsatkichiga yaqin. Bu developing economies uchun asosiy imkoniyat augmentatsiya ekanini ko'rsatadi.

AI iqtisodiy o'sishni avtomatik ravishda ta'minlamaydi. OECD baholari yillik mehnat unumdorligi o'sishiga 0,4–1,3 foiz punktlik potensial qo'shimcha mavjudligini ko'rsatsa-da, ushbu samara adoption tezligi, tarmoq tarkibi, tashkiliy o'zgarish va kadrlar malakasiga bog'liq.

Rivojlangan mamlakatlar siyosatida mehnat qayta taqsimlanishi, gender va daromad tengsizligi, ijtimoiy himoya va AI governance ustuvor bo'lishi kerak. Rivojlanayotgan davlatlarda esa connectivity, compute, mahalliy context/data va competencyga investitsiya qilish, SMElarning AI adoptiyasini qo'llab-quvvatlash va mahalliy tilga mos "small AI" yechimlarini rivojlantirish birinchi darajali vazifadir.

Shunday qilib, AI dividendini belgilovchi omil texnologiyaning mavjudligi emas, balki iqtisodiyotning uni inson mehnatini to'ldiruvchi, keng tarqalgan va inklyuziv unumdorlik vositasiga aylantira olish qobiliyatidir.

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AKADEMIK LITSEY O‘QUVCHILARIGA KVANT FIZIKASINI O‘QITISHDA KOMPYUTER TEXNOLOGIYALARI VA PISA YONDASHUVI ASOSIDA HAYOTIY KO‘NIKMALARNI SHAKLLANTIRISH

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Annotatsiya. Maqolada akademik litsey o‘quvchilariga kvant fizikasini o‘qitishda kompyuter texnologiyalari va PISA xalqaro baholash dasturining kompetensiyaviy yondashuvini uyg‘unlashtirish masalalari yoritilgan. Interaktiv simulyatsiya, virtual tajriba, multimedia va hayotiy kontekstga asoslangan topshiriqlardan foydalanish taklif etilgan. PISA tabiiy-ilmiy savodxonligi asosida hodisalarni ilmiy tushuntirish, ma’lumot va dalillarni tahlil qilish hamda bilimlarni hayotiy vaziyatlarda qo‘llash ko‘nikmalarini rivojlantirish imkoniyatlari asoslangan.
Kalit so‘zlar: kvant fizikasi, akademik litsey, PISA, tabiiy-ilmiy savodxonlik, hayotiy ko‘nikmalar, kompyuter texnologiyalari, interaktiv simulyatsiya.
Аннотация. В статье рассматриваются вопросы интеграции компьютерных технологий и компетентностного подхода международной программы PISA при изучении квантовой физики в академических лицеях. Предлагается использование интерактивных симуляций, виртуальных экспериментов, мультимедиа и заданий, основанных на жизненных ситуациях. На основе естественно-научной грамотности PISA обоснованы возможности развития у учащихся умений научно объяснять явления, анализировать данные и доказательства, а также применять знания в реальных жизненных ситуациях.
Ключевые слова: квантовая физика, академический лицей, PISA, естественно-научная грамотность, жизненные навыки, компьютерные технологии, интерактивная симуляция.
Abstract. The article examines the integration of computer technologies and the competency-based approach of the PISA international assessment programme in teaching quantum physics at academic lyceums. The use of interactive simulations, virtual experiments, multimedia, and real-life contextual tasks is proposed. Based on PISA scientific literacy, the study highlights opportunities to develop students’ abilities to explain phenomena scientifically, analyse data and evidence, and apply scientific knowledge in real-life situations.

Keywords: quantum physics, academic lyceum, PISA, scientific literacy, life skills, computer technologies, interactive simulation.

KIRISH

Bugungi ta’limda o‘quvchining nazariy bilimni eslab qolishi bilan bir qatorda, uni yangi va real vaziyatlarda qo‘llashi, ma’lumotni tahlil qilishi, muammoni hal etishi va dalillangan qaror qabul qilishi muhim natija sifatida qaralmoqda. Xalqaro baholash dasturlari, ayniqsa PISA, o‘quvchilarning bilimni hayotiy kontekstda qo‘llashiga yo‘naltirilgan kompetensiyaviy yondashuvni ta’lim amaliyotiga olib kiradi. O‘zbekiston tadqiqotchilari ham PISA va TIMSS vositalaridan tabiiy-ilmiy savodxonlik monitoringi, fizika ta’limi hamda mantiqiy-tanqidiy fikrlashni rivojlantirishda foydalanish masalalarini tadqiq etganlar [1–5].

Kvant fizikasi mazmuni mazkur yondashuv uchun katta didaktik imkoniyatga ega. Fotoeffekt, yarimo‘tkazgich, lazer, LED, quyosh elementi, rentgen nurlari kabi tushunchalar bir tomondan fundamental fizik qonunlarga, ikkinchi tomondan esa kundalik hayot va zamonaviy texnologiyalarga bevosita bog‘liq. Shuning uchun kvant fizikasi darsini kompyuter texnologiyalari va PISA tipidagi kontekstli topshiriqlar bilan integratsiyalash o‘quvchilarning tabiiy-ilmiy hamda raqamli savodxonligini bir vaqtda rivojlantirish imkonini beradi.

TADQIQOTNING MAQSADI VA METODLARI

Tadqiqotning maqsadi akademik litseyda kvant fizikasini o‘qitish jarayonida kompyuter texnologiyalari va PISA yondashuvi vositasida o‘quvchilarning hayotiy ko‘nikmalarini shakllantirishga xizmat qiluvchi metodik modelni ishlab chiqishdan iborat. Tadqiqotda ilmiy-metodik adabiyotlarni tahlil qilish, qiyoslash, tizimlashtirish, pedagogik modellashtirish va kontekstli topshiriqlarni didaktik loyihalash metodlaridan foydalanildi. Ushbu maqolada keltirilgan model nazariy-metodik taklif bo‘lib, empirik samaradorlikni aniqlash uchun keyingi tajriba-sinov ishlari talab etiladi.

PISA YONDASHUVI VA HAYOTIY KO‘NIKMALAR

PISA tipidagi tabiiy-ilmiy topshiriq odatda real yoki real hayotga yaqin kontekst, ilmiy mazmun, kognitiv faoliyat va dalillarga tayangan javobni birlashtiradi. Bunday topshiriqda o‘quvchi faqat formulani tanlamaydi; vaziyatni tushunadi, zarur ma’lumotni ajratadi, model quradi, hisoblaydi yoki taqqoslaydi, so‘ng natijani mazmunan izohlaydi. Natijada muammoni hal qilish, tanqidiy fikrlash, axborot savodxonligi, qaror qabul qilish, kommunikatsiya va raqamli vositalardan maqsadli foydalanish kabi hayotiy ko‘nikmalar shakllanadi.

O‘zbekistonlik tadqiqotchilar M.T. Ergasheva tabiiy-ilmiy savodxonlik monitoringida PISA va TIMSS baholash vositalaridan foydalanish metodikasini, Sh.A. Abdullayeva va M.T. Ergasheva xalqaro baholash dasturlarida tabiiy-ilmiy savodxonlik masalalarini, A.A. Ismailov PISA talablari asosida tayanch o‘rta ta’lim sifatini baholash mexanizmlarini tadqiq qilgan. M.I. Isakova esa xalqaro baholash dasturlari asosida bo‘lajak fizika o‘qituvchilarining tabiiy-ilmiy savodxonligini rivojlantirishga doir metodik tavsiyalar bergan [1–4].

KVANT FIZIKASINI O‘QITISHDA KOMPYUTER TEXNOLOGIYALARINING DIDAKTIK IMKONIYATLARI

Kompyuter texnologiyalari kvant fizikasi darsida axborot manbai, ko‘rgazmali vosita, virtual tajriba muhiti, modellashtirish vositasi, mashq qildiruvchi hamda nazorat-diagnostika vositasi vazifalarini bajaradi. Interaktiv simulyatsiyada o‘quvchi parametrlarni o‘zgartirib natijani darhol kuzatishi mumkin. Masalan, fotoeffektda yorug‘lik chastotasi va intensivligi alohida o‘zgartirilib, elektronlarning maksimal kinetik energiyasi hamda fotoelektronlar soniga ta’siri taqqoslanadi. Bu jarayon formulani mexanik yodlashdan hodisaning fizik mohiyatini anglashga o‘tishni ta’minlaydi.

Raqamli vositalarning didaktik qiymati ularni shunchaki namoyish qilishda emas, balki o‘quvchiga bashorat qilish, kuzatish, dalil to‘plash va xulosa chiqarish imkonini beruvchi topshiriq bilan birlashtirishda namoyon bo‘ladi. Shu sababli kompyuter simulyatsiyasi PISA formatidagi kontekstli vazifa bilan uyg‘unlashtirilganda o‘quvchi bir vaqtning o‘zida fizik bilim va hayotiy ko‘nikmalarni qo‘llaydi.

TAKLIF ETILAYOTGAN METODIK MODEL

1. Hayotiy kontekstni yaratish. Kvant hodisasi kundalik hayot yoki zamonaviy texnologiya bilan bog‘langan muammoli vaziyat orqali beriladi.
2. Muammoni aniqlash. O‘quvchi berilgan axborotdan asosiy savol, ma’lum va noma’lum kattaliklarni ajratadi.
3. Raqamli tadqiqot. Simulyatsiya, virtual laboratoriya, grafik yoki elektron ma’lumotlar bilan ishlanadi; parametrlar o‘zgartirilib natijalar qayd etiladi.
4. Ilmiy talqin. Olingan natijalar kvant fizikasi qonunlari va matematik ifodalar yordamida tushuntiriladi.
5. Dalilga asoslangan qaror. O‘quvchi bir nechta variantni taqqoslab, dalil va hisob-kitob asosida xulosa chiqaradi.
6. Refleksiya va baholash. PISA uslubidagi qisqa savollar, ochiq javob, grafik tahlili yoki elektron test orqali bilimning yangi vaziyatga ko‘chirilishi tekshiriladi.

PISA TIPIDAGI KVANT FIZIKASI TOPSHIRIQLARI NAMUNALARI

1-topshiriq. Quyosh paneli va fotoeffekt.

Vaziyat: akademik litsey binosiga quyosh panellari o‘rnatish rejalashtirilmoqda. O‘quvchilarga turli to‘lqin uzunligidagi nurlanish, yarimo‘tkazgichning energetik xususiyatlari va panelning elektr quvvati haqidagi jadval beriladi. Savollar: qaysi ma’lumotlar elektr energiyasi hosil bo‘lishini izohlash uchun zarur; foton energiyasini $E=h\nu$ orqali hisoblang; nima sababdan yorug‘lik intensivligining ortishi bilan foton energiyasi o‘zgarmaydi; panel tanlash bo‘yicha qaysi xulosani ma’lumotlar bilan asoslash mumkin? Ushbu topshiriq ilmiy tushuntirish, ma’lumotni talqin qilish, hisoblash va dalilga asoslangan qaror qabul qilish ko‘nikmalarini rivojlantiradi.

2-topshiriq. LED lampani tanlash.

Vaziyat: yotoqxona xonasini yoritish uchun ikki xil LED lampa taklif qilindi. Ularning quvvati, yorug‘lik oqimi, spektri, xizmat muddati va narxi beriladi. O‘quvchi foton energiyasi va elektr energiyasi sarfi haqidagi bilimlardan foydalanib, qaysi ko‘rsatkichlar tanlov uchun muhimligini ajratadi va o‘z qarorini dalillar bilan izohlaydi. Bu topshiriq fizik bilimni maishiy qaror bilan bog‘lab, iqtisodiy va energiya tejamkorlikka oid hayotiy ko‘nikmalarni ham faollashtiradi.

3-topshiriq. Radiatsion xavfsizlik.

Vaziyat: tibbiy diagnostikada rentgen nurlaridan foydalanish haqidagi qisqa axborot va doza ma’lumotlari beriladi. O‘quvchidan elektromagnit nurlanish energiyasining chastotaga bog‘liqligini izohlash, jadvaldagi ma’lumotlarni taqqoslash va xavfsizlik bo‘yicha ilmiy asoslangan xulosani tanlash talab qilinadi. Bu topshiriq axborotni tanqidiy baholash, xavfni tushunish va ilmiy dalilga asoslangan qaror qabul qilish ko‘nikmalarini rivojlantiradi.

MUHOKAMA

PISA yondashuvi kvant fizikasi mazmunini qisqartirish yoki darsni faqat testga tayyorlash degani emas. Aksincha, u o‘quv dasturidagi bilimlarni real hayotiy vaziyatlar bilan bog‘lash, ilmiy savollar qo‘yish va dalillar asosida xulosa chiqarishga yo‘naltiriladi. O‘zbekistonda olib borilgan tadqiqotlarda ham xalqaro baholash dasturlarining tabiiy-ilmiy savodxonlik, mantiqiy va tanqidiy fikrlashni rivojlantirishdagi metodik imkoniyatlari qayd etilgan [3–6]. **Shu jihatdan, kvant fizikasi bo‘limida kontekstli topshiriqlar, virtual tajribalar va muammoli ta’limni yagona didaktik tizimga integratsiyalash o‘quvchilarning nazariy bilimlarini amaliy vaziyatlarda qo‘llash, muammolarni tahlil qilish hamda ilmiy asoslangan qarorlar qabul qilish ko‘nikmalarini rivojlantirishga xizmat qiladi.**

Taklif etilgan yondashuvda o‘qituvchi tayyor axborotni uzatuvchi emas, balki o‘quvchining tadqiqot faoliyatini tashkil etuvchi va yo‘naltiruvchi vazifasini bajaradi. O‘quvchi esa axborotni izlaydi, manbalarni baholaydi, modellardan foydalanadi, natijalarni tahlil qiladi va o‘z xulosalarini dalillar bilan asoslaydi. Bunda kompyuter texnologiyalari maqsad emas, balki **o‘quvchilarning funksional va tabiiy-ilmiy savodxonligi hamda hayotiy ko‘nikmalarini shakllantirish vositasi** sifatida namoyon bo‘ladi.

XULOSA

Akademik litsey o‘quvchilariga kvant fizikasini o‘qitishda kompyuter texnologiyalari va PISA yondashuvini integratsiyalash nazariy bilimlarni hayotiy vaziyatlarda qo‘llashga yo‘naltirilgan ta’lim muhitini yaratadi. Interaktiv simulyatsiya, virtual tajriba, real ma’lumotlar va kontekstli topshiriqlarning uyg‘unligi o‘quvchilarda ilmiy tushuntirish, ma’lumotni tahlil qilish, dalil asosida xulosa chiqarish, muammoni hal qilish, qaror qabul qilish va raqamli vositalardan foydalanish kabi hayotiy ko‘nikmalarni rivojlantirishga xizmat qiladi. Shu sababli kvant fizikasi bo‘yicha dars va nazorat materiallarini PISA kompetensiyalari bilan uyg‘unlashtirish akademik litsey ta’limida funksional savodxonlikni rivojlantirishning istiqbolli metodik yo‘nalishlaridan biri sifatida qaralishi mumkin.

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RAQAMLI AVLOD (ALFA AVLODI) BOSHLANG‘ICH SINF O‘QUVCHILARIDA GADJETGA QARAMLIKNING PSIXOLOGIK MEXANIZMLARI VA UNING OLDINI OLISHDA MAKTAB PSIXOLOGIK XIZMATINING STRATEGIYALARI

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Annotatsiya

Mazkur maqolada raqamli muhitda voyaga yetayotgan Alfa avlodiga mansub boshlang‘ich sinf o‘quvchilarida gadjetlardan muammoli foydalanishning psixologik mexanizmlari tahlil qilinadi. Gadjetga haddan tashqari bog‘lanishning shakllanishida tezkor mukofotlanish, emotsional regulyatsiyaning tashqi vositalarga ko‘chishi, o‘zini o‘zi nazorat qilish mexanizmlarining yetarli shakllanmaganligi, diqqatning fragmentatsiyasi, ijtimoiy ehtiyojlarning virtual muhit orqali qondirilishi hamda oiladagi raqamli xulq-atvor modellari asosiy omillar sifatida ko‘rib chiqiladi. Tadqiqot analitik adabiyotlar sharhi usulida olib borilib, bolalar va o‘smirlarning ekran xulqi, ijro funksiyalari, ota-onalar vositachiligi hamda maktabga asoslangan profilaktik dasturlar bo‘yicha zamonaviy ilmiy manbalar umumlashtirildi. Natijalar gadjet muammosini faqat ekran vaqtini cheklash orqali bartaraf etish yetarli emasligini ko‘rsatadi. Samarali profilaktika erta skrining, psixoedukatsiya, o‘zini boshqarish ko‘nikmalarini rivojlantirish, ota-onalar bilan faol hamkorlik, raqamli gigiyena qoidalari va xavf guruhidagi bolalar uchun individual korreksion dasturlarni birlashtirgan tizimli modelga asoslanishi lozim. Maqolada maktab psixologik xizmatining birlamchi, ikkilamchi va individual profilaktika strategiyalari ishlab chiqilgan.

Kalit so‘zlar: Alfa avlodi, boshlang‘ich sinf, gadjetga qaramlik, muammoli ekran xulqi, raqamli muhit, o‘zini o‘zi boshqarish, ijro funksiyalari, maktab psixologi, raqamli gigiyena, psixologik profilaktika.

Аннотация

В статье анализируются психологические механизмы проблемного использования гаджетов учащимися начальных классов поколения Альфа,

взрослеющими в условиях интенсивной цифровизации. В качестве основных механизмов рассматриваются система быстрого вознаграждения, перенос эмоциональной регуляции на цифровые устройства, недостаточная сформированность самоконтроля, фрагментация внимания, удовлетворение социальных потребностей в виртуальной среде и модели цифрового поведения в семье. Исследование выполнено методом аналитического обзора современной научной литературы, посвящённой экранному поведению детей, исполнительным функциям, родительскому посредничеству и школьным профилактическим программам. Установлено, что профилактика не должна ограничиваться механическим сокращением экранного времени. Наиболее перспективной является комплексная модель, включающая ранний скрининг, психопросвещение, развитие навыков саморегуляции, сотрудничество с родителями, формирование цифровой гигиены и индивидуальную коррекционную работу с детьми группы риска. Предложены основные стратегии деятельности школьной психологической службы на уровнях первичной, вторичной и индивидуальной профилактики.

Ключевые слова: поколение Альфа, начальная школа, зависимость от гаджетов, проблемное использование цифровых устройств, цифровая среда, саморегуляция, исполнительные функции, школьный психолог, цифровая гигиена, профилактика.

Abstract

This article analyses the psychological mechanisms underlying problematic gadget use among Generation Alpha primary school children growing up in an intensive digital environment. The principal mechanisms considered include immediate reward seeking, externalisation of emotional regulation to digital devices, insufficient self-control, fragmentation of attention, fulfilment of social needs through virtual environments, and digital behaviour models within the family. The study employs an analytical literature review of contemporary research on children's screen behaviour, executive functions, parental mediation and school-based prevention programmes. The findings indicate that prevention should not be reduced to merely limiting screen time. A more effective approach requires a comprehensive model integrating early screening, psychoeducation, development of self-regulation skills, active parental involvement, digital hygiene rules and individual psychological interventions for at-risk children. The article proposes primary, secondary and individual prevention strategies for school psychological services.

Keywords: Generation Alpha, primary school children, gadget addiction, problematic digital technology use, screen behaviour, self-regulation, executive functions, school psychologist, digital hygiene, psychological prevention.

KIRISH

Raqamli texnologiyalarning kundalik hayotga jadal integratsiyalashuvi bolalarning rivojlanish muhiti, o‘yin faoliyati, kommunikatsiyasi va bilim olish shakllarini tubdan o‘zgartirmoqda. Ayniqsa, ko‘pincha “Alfa avlodi” deb nomlanadigan zamonaviy bolalar smartfon, planshet, kompyuter, internet, qisqa videolar, mobil o‘yinlar va algoritmik tavsiya tizimlari mavjud bo‘lgan muhitda bolalik davrini boshdan kechirmoqda. Shu sababli gadjet ulardan foydalaniladigan oddiy texnik vosita bo‘lib qolmay, balki o‘qish, muloqot, hordiq, emotsional tinchlanish va rag‘bat olish manbalaridan biriga aylanmoqda.

Alfa avlodi haqida ilmiy va ommaviy diskursda ko‘plab umumlashtiruvchi fikrlar uchrasa-da, avlodning oldingi avlodlardan mutlaq psixologik jihatdan farq qilishini tasdiqlovchi empirik dalillar hali yetarli emas. Shu bilan birga, bolalarning raqamli vositalar bilan erta va intensiv o‘zaro munosabati ijtimoiy-emotsional rivojlanish, diqqat, o‘zini boshqarish va kundalik faoliyatning boshqa turlariga ta’sir ko‘rsatishi mumkinligi zamonaviy tadqiqotlarda muntazam muhokama qilinmoqda (Höfrová, Balidemaj, & Small, 2024).

Muammoning yana bir jihati shundaki, pedagogik va ommaviy nutqda “gadjetga qaramlik” atamasi ko‘pincha bolaning telefondan uzoq vaqt foydalanishi bilan tenglashtiriladi. Ilmiy nuqtai nazardan esa ekran qarshisida ko‘p vaqt o‘tkazishning o‘zi qaramlik tashxisi uchun yetarli mezon emas. Muammoli foydalanish gadjet ustidan nazoratni yo‘qotish, undan foydalanishni to‘xtatishda keskin emotsional reaksiya, boshqa faoliyatlarga qiziqishning kamayishi, uyqu, o‘qish va ijtimoiy munosabatlarning buzilishi kabi belgilar majmuasi bilan tavsiflanishi maqsadga muvofiq.

Boshlang‘ich maktab davri mazkur muammo nuqtai nazaridan ayniqsa muhimdir. 7–11 yosh oralig‘ida bolaning ixtiyoriy diqqati, rejalashtirish, impulslarni nazorat qilish, ishchi xotira, xatti-harakat oqibatlarini oldindan baholash kabi ijro funksiyalari faol rivojlanadi. Shu sababli yuqori darajadagi, tez-tez almashinuvchi va darhol rag‘batlantiruvchi raqamli stimullar bolaning o‘zini o‘zi boshqarish tizimi bilan raqobatga kirishishi mumkin.

Tadqiqotning maqsadi — boshlang‘ich sinf o‘quvchilarida gadjetlardan muammoli foydalanishni shakllantiruvchi asosiy psixologik mexanizmlarni aniqlash

va uning oldini olishda maktab psixologik xizmatining tizimli strategiyalarini asoslashdan iborat.

Tadqiqot vazifalari quyidagilardan iborat:

1. boshlang‘ich sinf o‘quvchilarida gadjetdan muammoli foydalanishning psixologik determinantlarini aniqlash;
2. raqamli xulq bilan o‘zini boshqarish, diqqat va emotsional regulyatsiya o‘rtasidagi aloqalarni tahlil qilish;
3. oilaviy va maktab omillarining himoya hamda xavf omili sifatidagi rolini aniqlash;
4. maktab psixologik xizmatining profilaktika va korreksion faoliyati uchun amaliy model ishlab chiqish.

MATERIAL VA METODLAR

Mazkur tadqiqot nazariy-analitik xarakterga ega bo‘lib, ilmiy adabiyotlarni qiyosiy va integrativ tahlil qilish metodlariga asoslandi. Tadqiqot predmetiga bolalar va o‘smirlarda ekran xulqi, muammoli smartfon va internetdan foydalanish, ijro funksiyalari, o‘zini o‘zi boshqarish, ota-onalar vositachiligi hamda maktabga asoslangan profilaktik dasturlar bo‘yicha ilmiy tadqiqotlar kiritildi.

Tahlilda Jahon sog‘liqni saqlash tashkilotining bolalar va o‘smirlarda jismoniy faollik hamda sedentary xulqqa oid tavsiyalari, maktab salomatligi xizmatlariga oid hujjatlari, shuningdek 2019–2026-yillarda chop etilgan sistematik sharhlar, meta-tahlillar va empirik tadqiqotlar natijalaridan foydalanildi.

Manbalarni konseptual guruhlashda quyidagi yo‘nalishlar ajratildi:

— raqamli qurilmalar va mukofotlanish mexanizmlari;
— ekran xulqi va ijro funksiyalari;
— gadjetdan emotsional regulyatsiya vositasi sifatida foydalanish;
— oila va ota-onalar raqamli xulqining roli;
— maktabga asoslangan psixoprofilaktik strategiyalar.

Tadqiqotda “gadjetga qaramlik” tushunchasi klinik tashxis sifatida emas, balki bolaning raqamli qurilmadan foydalanishni mustaqil boshqarishi qiyinlashgan, kundalik o‘qish, uyqu, jismoniy faollik, oilaviy muloqot yoki emotsional holatiga salbiy ta’sir ko‘rsatuvchi **muammoli raqamli qurilmadan foydalanish** ma’nosida operatsionallashtirildi.

NATIJALAR

1. Tezkor mukofotlanish va xulqning mustahkamlanishi

Raqamli platformalar bolaga qisqa vaqt ichida ko‘p miqdorda emotsional stimullar taqdim etadi. Mobil o‘yinlardagi mukofotlar, yangi bosqichlar, ballar,

animatsiyalar, qisqa videolarning cheksiz ketma-ketligi va tavsiya algoritmlari bolaning qurilmaga qayta-qayta murojaat qilishini mustahkamlaydi.

Boshlang‘ich sinf yoshidagi bola uzoq muddatli maqsadni qisqa muddatli zavqdan ustun qo‘yish qobiliyatini hali to‘liq shakllantirmaganligi sababli “yana bir video”, “yana bir o‘yin” tamoyili oson takrorlanadigan xulq zanjiriga aylanishi mumkin.

Ushbu mexanizm shartli ravishda quyidagicha ifodalanadi:

ichki yoki tashqi stimul → gadjetga murojaat → tezkor emotsional mukofot → xatti-harakatning mustahkamlanishi → qayta murojaat qilish ehtimolining oshishi.

Natijada bola zerikish, kutish yoki qiyin vazifani bajarish holatlariga bardosh berish o‘rniga tezkor raqamli stimulyatsiyani tanlashga o‘rganishi mumkin.

2. Emotsional regulyatsiyaning tashqi vositaga ko‘chishi

Eng muhim psixologik mexanizmlardan biri — gadjetning “raqamli tinchlantiruvchi” vazifasini bajarishidir. Bola yig‘laganda, zerikkanda, asabiylashganda yoki kattalarning bandligi sababli telefon berilishi qisqa muddatda samarali ko‘rinsa-da, muntazam takrorlanganda bola noqulay emotsiyalarni mustaqil boshqarish o‘rniga ularni raqamli stimulyatsiya yordamida bostirishga o‘rganishi mumkin.

Natijada quyidagi zanjir yuzaga keladi:

salbiy emotsiya → gadjet → emotsional yengillik → gadjetga psixologik bog‘lanishning kuchayishi.

Bunda muammo gadjetning o‘zida emas, balki uning bolaning emotsional ehtiyojlarini qondirishning asosiy yoki yagona vositasiga aylanishidadir.

3. Ijro funksiyalari va o‘zini o‘zi nazorat qilish

Ijro funksiyalari bolaning maqsad qo‘yishi, diqqatni saqlashi, impulslarni to‘xtatishi, faoliyatni rejalashtirishi va vazifalar o‘rtasida moslashuvchan almashishini ta’minlaydi.

2026-yilda e’lon qilingan longitudinal tadqiqotlar sharhida ekranlardan ko‘proq yoki muammoli foydalanish bilan ijro funksiyalarining sustroq rivojlanishi o‘rtasidagi aloqa ko‘plab tadqiqotlarda kuzatilgan. Muhimi, mazkur munosabat bir tomonlama emas: yuqori ekran faolligi keyinchalik ijro funksiyalaridagi qiyinchiliklarni bashorat qilishi mumkin bo‘lgani kabi, dastlabki o‘zini boshqarish qiyinchiliklari ham bolaning keyinchalik gadjetdan ortiqcha foydalanishiga moyilligini oshirishi mumkin (Reid et al., 2026).

Demak, “gadjet bolaning o‘zini nazorat qilishini buzadi” degan sodda bir tomonlama xulosa ilmiy jihatdan yetarli emas. Jarayon o‘zaro kuchayuvchi sikl shaklida namoyon bo‘lishi mumkin:

o‘zini nazorat qilishdagi qiyinchilik → ko‘proq raqamli stimulyatsiya → real hayotdagi o‘zini boshqarish mashqlarining kamayishi → nazorat qiyinchiliklarining saqlanib qolishi.

4. Diqqatning fragmentatsiyasi

Tez almashinadigan vizual va audial kontent bolaning doimiy yangilikka yo‘nalgan diqqatini rag‘batlantiradi. O‘quv faoliyati esa aksincha, ma’lum muddat davomida bitta vazifa ustida ishlash, kechiktirilgan natijaga sabr qilish va chalg‘ituvchi stimullarni chetga surishni talab etadi.

Shuning uchun qisqa va yuqori intensivlikdagi raqamli kontentga haddan tashqari odatlanish bolaning kitob o‘qish, yozuv mashqlarini bajarish, matnni tahlil qilish va o‘qituvchi ko‘rsatmalariga uzoqroq vaqt amal qilishini subyektiv jihatdan “zerikarli” his qilishiga olib kelishi mumkin.

Biroq raqamli texnologiyani diqqat buzilishining yagona sababi sifatida ko‘rsatish noto‘g‘ri. Uyqu yetishmovchiligi, oilaviy stress, temperament, mavjud diqqat muammolari va ta’lim muhiti kabi omillar ham nazorat qilinishi kerak.

5. Ijtimoiy va psixologik ehtiyojlarning virtual muhitda qondirilishi

Bola real hayotda yetarli darajada muloqot, muvaffaqiyat hissi, avtonomiya yoki qiziqarli faoliyat topmasa, raqamli muhit ushbu ehtiyojlarni tezroq qondiruvchi makonga aylanishi mumkin.

O‘yinlardagi daraja va yutuqlar kompetentlik hissini, onlayn muloqot ijtimoiy aloqani, mustaqil kontent tanlash esa avtonomiya hissini beradi.

Shuning uchun faqat telefonni olib qo‘yish muammoning sababini bartaraf qilmaydi. Agar gadjet qondirayotgan psixologik ehtiyoj uchun real hayotda muqobil faoliyat yaratilmasa, cheklov yashirin foydalanish, nizolar yoki boshqa ekran qurilmasiga ko‘chishga olib kelishi mumkin.

6. Ota-onalarning raqamli modeli

Boshlang‘ich sinf o‘quvchilari raqamli xulq me’yorlarini faqat og‘zaki ko‘rsatmalardan emas, kattalarning kundalik xatti-harakatlaridan ham o‘zlashtiradi.

Ota-ona bir tomondan bolaga “telefonni qo‘y” deb, ikkinchi tomondan ovqatlanish, muloqot yoki dam olish vaqtining katta qismini o‘zi telefonda o‘tkazsa, verbal talab bilan real model o‘rtasida nomuvofiqlik paydo bo‘ladi.

Ota-onalarning faqat nazorat va taqiqlashga asoslangan yondashuvi ham doim barqaror natija bermaydi. Faol vositachilik — ya’ni bola bilan uning ko‘rayotgan

kontenti, foydalanish sabablari va raqamli xavflar haqida suhbatlashish — nisbatan konstruktiv model sifatida qaraladi (Nielsen et al., 2019; Chen et al., 2025).

7. Asosiy xavf mexanizmlari va maktab psixologi uchun diagnostik belgilar

Psixologik mexanizm	**Bolada kuzatilishi mumkin bo‘lgan belgi**	**Psixologning asosiy vazifasi**
Tezkor mukofotlanishga odatlanish	Qiyin vazifalarni tez tashlab yuborish	Kechiktirilgan mukofotga bardoshlilikni rivojlantirish
O‘zini nazorat qilish zaifligi	“To‘xtata olmayman” tipidagi xatti-harakat	O‘zini boshqarish ko‘nikmalarini mashq qilish
Emotsional qochish	Xafa yoki zerikkanida darhol telefon talab qilish	Emotsiyalarni alternativ boshqarish usullarini o‘rgatish
Diqqat fragmentatsiyasi	Uzoq vazifada tez chalg‘ish	Diqqatni bosqichma-bosqich mashq qildirish
Real faoliyat tanqisligi	O‘yin, sport va muloqotga qiziqishning kamayishi	Muqobil faoliyatlar repertuarini kengaytirish
Oilaviy model	Ota-ona va bola o‘rtasida telefon sababli doimiy nizo	Oilaviy raqamli qoidalarni ishlab chiqish
Uyquning buzilishi	Kechasi telefon ishlatish, ertalab charchoq	Yotish oldi raqamli gigiyenasini shakllantirish

MUHOKAMA

Tahlil natijalari gadjetga muammoli bog‘lanish bitta sabab bilan tushuntirilmasligini ko‘rsatadi. Mazkur hodisa bolaning biologik rivojlanishi, o‘zini o‘zi boshqarish darajasi, emotsional ehtiyojlari, oilaviy munosabatlari va raqamli muhit dizaynining o‘zaro ta’siridan tashkil topgan ko‘p omilli tizimdir.

Shuning uchun maktabda profilaktikani faqat “telefon zararli” mazmunidagi ma’ruzalar yoki telefonni taqiqlash bilan cheklash samarasiz bo‘lishi mumkin.

Žmavc va hammualliflarining 2025-yilda chop etilgan sistematik sharh va meta-tahlilida 6–19 yoshdagi bolalar va o‘smirlar uchun maktabga asoslangan profilaktik dasturlar muammoli raqamli texnologiyadan foydalanishni kamaytirishda sezilarli natija bergani, biroq umumiy ekran vaqtini kamaytirishdagi ta’siri ancha kichik bo‘lgani qayd etilgan. Ayniqsa, ota-onalar faol jalb etilgan, xavf guruhiga yo‘naltirilgan hamda psixologik yoki terapevtik komponentga ega dasturlar istiqbolli natija ko‘rsatgan.

Bu natija amaliyot uchun muhim xulosani beradi: maktab psixologining maqsadi bolaning ekran vaqtini “nol”ga tushirish emas, balki raqamli qurilma ustidan **xulqiy nazoratni tiklash** bo‘lishi kerak.

Maktab psixologik xizmatining uch bosqichli profilaktika modeli

I bosqich. Universal birlamchi profilaktika

Mazkur bosqich barcha boshlang‘ich sinf o‘quvchilarini qamrab oladi.

Asosiy tadbirlar:

— “Raqamli gigiyena” mashg‘ulotlarini tashkil etish;

— gadjetdan foydali va zararli foydalanish o‘rtasidagi farqni tushuntirish;

— uyqudan oldin ekranlardan foydalanish odatlarini muhokama qilish;

— jismoniy faollik, kitob o‘qish, ijodiy faoliyat va jonli muloqotni rag‘batlantirish;

— bolalarda zerikishga bardosh berish ko‘nikmasini shakllantirish;

— “telefon bo‘lmasa nima qilaman?” mavzusida alternativ faoliyat repertuarini rivojlantirish.

Bu bosqichda qo‘rqitish va keskin taqiqdan foydalanish maqsadga muvofiq emas.

II bosqich. Erta aniqlash va xavf guruhini shakllantirish

Maktab psixologi pedagog va ota-onalar bilan birgalikda quyidagi belgilarni kuzatishi mumkin:

— gadjet olib qo‘yilganda keskin jahldorlik;

— foydalanish vaqtini yashirish;

— dars paytida telefon haqida doimiy o‘ylash;

— avval qiziqarli bo‘lgan faoliyatlardan voz kechish;

— uyqu rejimining buzilishi;

— akademik natijalarning sezilarli pasayishi;

— jonli muloqotning qisqarishi;

— o‘z vaqtida to‘xtata olmaslik;

— gadjetdan asosan stress va salbiy emotsiyani yo‘qotish maqsadida foydalanish.

Bitta belgining mavjudligi bolaning “qaram” ekanini anglatmaydi. Baholash bir nechta manba — bola, ota-ona va o‘qituvchi ma’lumotlarini solishtirish asosida amalga oshirilishi kerak.

III bosqich. Individual psixokorreksion yordam

Xavf darajasi yuqori bo‘lgan bolalar bilan quyidagi yo‘nalishlarda ishlash tavsiya etiladi:

1. gadjetdan foydalanishni qo‘zg‘atuvchi vaziyatlarni aniqlash;
2. “stimul — fikr — emotsiya — harakat — oqibat” zanjirini tahlil qilish;
3. impulsni kechiktirish mashqlarini bajarish;

4. emotsional regulyatsiya usullarini o‘rgatish;
5. gadjetsiz qiziqarli faoliyatlar ro‘yxatini tuzish;
6. ota-ona bilan yagona raqamli rejim ishlab chiqish;
7. haftalik monitoring olib borish.

“5R” maktab psixologik strategiyasi

Amaliyot uchun quyidagi besh komponentli model taklif etiladi:

1. Recognize — aniqlash. Muammoli foydalanish belgilarini erta aniqlash.

2. Regulate — boshqarish. Bolaga tashqi taqiq emas, o‘zini o‘zi boshqarish ko‘nikmalarini o‘rgatish.

3. Replace — almashtirish. Gadjet bajarib kelgan psixologik funksiyani sport, o‘yin, ijod, muloqot yoki boshqa faoliyat bilan almashtirish.

4. Relate — munosabatlarni mustahkamlash. Ota-ona–bola va tengdoshlar o‘rtasidagi jonli muloqotni oshirish.

5. Review — monitoring qilish. Natijalarni ma’lum davr oralig‘ida qayta baholash.

Ota-onalar bilan ishlash strategiyasi

Maktab psixologik xizmatining eng katta xatolaridan biri butun mas’uliyatni bolaga yuklash bo‘lishi mumkin. Boshlang‘ich sinf yoshida raqamli rejim kattalar tomonidan tashkil etiladi.

Ota-onalarga quyidagi tamoyillar tavsiya qilinishi mumkin:

— oilada gadjetsiz vaqt va hududlarni belgilash;
— ovqatlanish vaqtini imkon qadar ekransiz tashkil etish;
— uyqu oldidan gadjetdan foydalanishni cheklash;
— bolaning oldida kattalarning ham ekran qoidalariga rioya qilishi;
— gadjetni yaxshi xulq uchun yagona mukofotga aylantirmaslik;
— bolaning salbiy emotsiyasini har safar telefon bilan bostirmaslik;
— faqat nazorat qilish emas, balki bola bilan raqamli kontent haqida suhbatlashish;
— bolaning yoshiga mos bo‘lgan muqobil real faoliyatlarni tashkil etish.

Jahon sog‘liqni saqlash tashkiloti bolalar va o‘smirlarda uzoq davom etuvchi sedentary xulqni, ayniqsa rekreatsion ekran vaqtini cheklashni hamda uni jismoniy faollik, yetarli uyqu va sog‘lom kun tartibi bilan muvozanatlashtirishni tavsiya etadi.

Maktab miqyosidagi profilaktika algoritmi

Maktab psixologik xizmati uchun quyidagi amaliy algoritm taklif etiladi:

1-bosqich: o‘quvchi, ota-ona va pedagoglar o‘rtasida anonim boshlang‘ich skrining.

2-bosqich: muammoli foydalanish xavfi mavjud bolalarni aniqlash.

3-bosqich: ota-onalar uchun “Raqamli tarbiya” psixoedukatsion treninglari.

4-bosqich: o‘quvchilar uchun 6–8 mashg‘ulotdan iborat “Raqamli muvozanat” dasturi.

5-bosqich: xavf guruhidagi bolalar bilan individual yoki kichik guruh mashg‘ulotlari.
6-bosqich: 6–12 haftadan so‘ng qayta diagnostika.
7-bosqich: og‘ir funksional buzilishlar saqlanib qolgan holatlarda tegishli bolalar ruhiy salomatligi mutaxassisiga yo‘naltirish.

Maktab miqyosida muvaffaqiyat mezoni sifatida faqat “telefon necha soat ishlatildi?” savolini olish tor yondashuv hisoblanadi. Quyidagi ko‘rsatkichlar ham baholanishi kerak:

— bolaning gadjetdan mustaqil ajrala olish qobiliyati;
— uyqu sifati;
— darsdagi diqqat barqarorligi;
— oilaviy nizolar soni;
— jismoniy va ijodiy faoliyatning ko‘payishi;
— o‘z his-tuyg‘ularini gadjetsiz boshqarish;
— jonli ijtimoiy munosabatlarning yaxshilanishi.

XULOSA

Boshlang‘ich sinf o‘quvchilarida gadjetdan muammoli foydalanish raqamli qurilmaning mavjudligi bilangina izohlanmaydi. Uning shakllanishida tezkor mukofotlanish, emotsional regulyatsiyaning tashqi vositaga ko‘chishi, ijro funksiyalarining hali to‘liq shakllanmaganligi, diqqatning fragmentatsiyasi, real faoliyatlarning yetishmasligi va oiladagi raqamli xulq modeli o‘zaro ta’sir qiladi.

Shu sababli gadjet muammosini faqat ekran vaqtini qisqartirish yoki telefonni taqiqlash orqali hal qilish ilmiy va amaliy jihatdan yetarli emas.

Maktab psixologik xizmatining samarali faoliyati uch darajali tizimga asoslanishi lozim: barcha o‘quvchilar uchun universal profilaktika, xavf guruhini erta aniqlash va muammosi yaqqol namoyon bo‘lgan bolalar uchun individual psixokorreksion yordam.

Tadqiqot natijalariga asoslanib quyidagi xulosalar chiqarildi:

1. Boshlang‘ich sinf o‘quvchilarida muammoli gadjet foydalanishini baholashda ekran vaqtining o‘zi yetarli mezon emas.
2. Gadjetga bog‘lanishning asosiy psixologik mexanizmlaridan biri tezkor raqamli mukofot va emotsional yengillikning takroriy mustahkamlanishidir.
3. O‘zini o‘zi boshqarishdagi dastlabki qiyinchiliklar gadjetdan muammoli foydalanish xavfini oshirishi, intensiv ekran xulqi esa o‘z navbatida ayrim ijro funksiyalari bilan salbiy bog‘lanishi mumkin.
4. Profilaktik ishda ota-onaning faol ishtirokisiz barqaror natijaga erishish qiyin.

5. Maktab psixologi faqat taqiqlovchi emas, balki diagnostik, psixoedukatsion, rivojlantiruvchi va koordinatsion funksiyalarni bajarishi kerak.
6. Gadjetning psixologik funksiyasi real faoliyat bilan almashtirilmasa, oddiy cheklovning samarasi vaqtinchalik bo‘lishi mumkin.
7. Profilaktikaning asosiy maqsadi “ekransiz bola” yaratish emas, balki raqamli vositalarni ongli, funksional va o‘zini nazorat qilgan holda ishlata oladigan shaxsni shakllantirishdan iborat.

Kelgusida mazkur nazariy modelni O‘zbekiston umumta’lim maktablarining 1–4-sinf o‘quvchilari orasida empirik sinovdan o‘tkazish, gadjetdan muammoli foydalanish darajasi bilan o‘zini o‘zi boshqarish, diqqat, uyqu, ota-ona nazorati va akademik ko‘rsatkichlar o‘rtasidagi bog‘liqlikni statistik tahlil qilish maqsadga muvofiq.

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METHODOLOGY OF TEACHING YOUNG LEARNERS: Principles, Strategies, and Classroom Practice

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Abstract

This article provides a comprehensive examination of the methodologies employed in teaching languages to young learners, tracing the evolution of child language pedagogy from traditional approaches to contemporary, learner-centered frameworks. Drawing upon decades of research in child development, educational psychology, second language acquisition, and early childhood education, the article synthesizes major theoretical frameworks including Piaget's cognitive development theory, Vygotsky's sociocultural theory, and the affective filter hypothesis as applied to young learners. The central argument posits that effective young learner instruction requires a principled, developmentally-appropriate approach that recognizes the unique cognitive, social, emotional, and physical characteristics of children.

Keywords: young learners, child language development, primary English, early childhood education, developmental appropriateness, play-based learning, classroom management, task-based teaching, storytelling, content-based instruction

Teaching languages to young learners is fundamentally different from teaching adolescents or adults. Children are not simply "small adults" who learn in the same ways but with less developed cognitive abilities. They have distinct characteristics, needs, and learning processes that require specialized pedagogical approaches. Yet, for much of the history of language teaching, young learners were taught using methods designed for older learners, with predictable results: boredom, frustration, and limited success.

In recent decades, the teaching of languages to young learners has emerged as a distinct field of study and practice. The expansion of primary English programs worldwide, particularly in Asia, Europe, and Latin America, has driven research and innovation. Educators have recognized that children learn languages differently—through play, interaction, concrete experiences, and meaningful communication. They have

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developed approaches that honor children's developmental stages and capitalize on their natural curiosity and enthusiasm.

Understanding the methodology of teaching young learners requires familiarity with theoretical frameworks that define child development and the processes by which children learn languages.

Jean Piaget's cognitive development theory provides a foundational framework. Piaget identified stages of cognitive development that have implications for language teaching. Preoperational children, typically ages 2 to 7, are egocentric, think concretely, and learn through hands-on experience. Concrete operational children, typically ages 7 to 11, develop logical thinking but still require concrete materials and examples. Formal operational children, typically age 11 and older, can think abstractly. Young learner instruction should be appropriate to the child's cognitive stage. Concrete, hands-on activities are essential for younger children.

Lev Vygotsky's sociocultural theory emphasizes the social nature of learning. Vygotsky introduced the concept of the zone of proximal development, the gap between what a child can do independently and what they can do with assistance. Effective instruction operates within the ZPD, providing scaffolding that supports children in achieving more than they could alone. Peer interaction and collaborative learning are valuable for young learners, who learn through interaction with more capable peers and adults.

The affective filter hypothesis, associated with Stephen Krashen, is particularly relevant for young learners. The affective filter is an emotional barrier that blocks input. When children are anxious, bored, or unmotivated, learning is impeded. When they are relaxed, engaged, and confident, learning is facilitated. Young learners are especially sensitive to affect; they need a supportive, non-threatening environment.

The concept of play-based learning is central to young learner pedagogy. Play is the work of childhood. Through play, children explore, experiment, and make sense of the world. Play-based learning is intrinsically motivating and supports language development in natural, meaningful contexts. Play provides opportunities for communication, negotiation, and creativity.

The theory of multiple intelligences, developed by Howard Gardner, recognizes that children have different strengths and learning styles. Linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic

intelligence, interpersonal intelligence, and intrapersonal intelligence all have implications for language teaching. Effective instruction addresses multiple intelligences, providing varied activities that engage different learners.

Translating the principles of young learner instruction into classroom practice requires a range of strategies for creating a supportive, engaging environment. Classroom management is essential for young learner success. Young learners have short attention spans, limited self-regulation, and high energy. Effective management involves establishing routines, setting clear expectations, using positive reinforcement, and providing smooth transitions. Songs, chants, and signals can support management. A well-organized classroom with clear areas for different activities supports independence.

Creating a supportive affective environment is crucial. Young learners need to feel safe, valued, and confident. The teacher should be warm, encouraging, and patient. Mistakes should be treated as normal and learning opportunities. Positive reinforcement and celebration of effort build confidence. The classroom should be visually appealing and welcoming.

Using routines and rituals provides structure and security. Routines help children know what to expect and reduce anxiety. Opening routines, such as greetings and songs, set a positive tone. Closing routines, such as reflections and goodbyes, provide closure. Routines support classroom management and language learning.

Incorporating movement and physical activity is essential. Young learners need to move; they cannot sit still for extended periods. Activities should include Total Physical Response, action songs, games, and movement breaks. Movement supports learning and manages energy.

Using songs, chants, and rhymes supports language learning. Songs provide repetition, rhythm, and intonation practice. Songs are memorable and enjoyable. They support vocabulary, grammar, and pronunciation. Songs also support classroom management and transitions.

Using stories and storytelling is a powerful tool. Stories engage children's imagination and emotions. Stories provide rich language input in meaningful contexts. Storytelling can be combined with drama, art, and discussion. Children can create and tell their own stories.

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Using games supports learning and motivation. Games provide meaningful practice in an enjoyable context. Games support competition and cooperation. Games should be carefully selected and explained. They should support learning objectives, not just entertainment.

Using visual aids and concrete materials is essential. Young learners think concretely, not abstractly. Visual aids, real objects, pictures, and manipulatives support comprehension and engagement. Materials should be varied and interesting.

Incorporating art, craft, and creativity supports learning. Drawing, coloring, cutting, and creating provide hands-on engagement. Art activities support vocabulary, following instructions, and creative expression. Art activities should be integrated with language learning.

Effective young learner instruction involves a range of activities and tasks that engage children and support language development.

Total Physical Response involves listening and responding physically. The teacher gives commands and children respond. TPR supports comprehension without requiring production. TPR is especially effective for beginners and kinesthetic learners. TPR can be extended to include more complex instructions and storytelling.

Action songs involve singing and moving. Songs provide language input and practice. Movement supports memory and engagement. Action songs are enjoyable and manageable for young learners. They support vocabulary, pronunciation, and grammar.

Chants and rhymes provide rhythm and repetition. Chants are like songs without music. Rhymes support phonological awareness and pronunciation. Chants are memorable and can be used for vocabulary and grammar practice.

Games provide meaningful language practice. Guessing games, memory games, board games, and card games all support learning. Games can practice vocabulary, grammar, and communication. Games should be explained clearly and played fairly.

Storytelling and story-based activities engage children's imagination. Stories provide rich input. Activities include listening to stories, retelling stories, acting out stories, and creating stories. Story-based activities support comprehension, vocabulary, and creativity.

Role plays and drama provide communication practice. Children take on roles and interact. Drama activities include acting out stories, simulating situations, and improvising. Drama supports confidence, creativity, and communication.

Project work involves extended, integrated activities. Projects might include creating a class book, making a poster, or preparing a presentation. Projects integrate language and content. Projects support collaboration, creativity, and ownership.

Information-gap activities involve sharing information. Children have different information and must communicate to complete a task. Information-gap activities support meaningful communication and problem-solving.

Hands-on activities involve making, building, and creating. Children follow instructions, describe their creations, and share with others. Hands-on activities support vocabulary, following instructions, and creativity.

Picture-based activities use images for language practice. Activities include describing pictures, comparing pictures, ordering pictures, and creating stories from pictures. Pictures support comprehension and provide a context for language.

Young learner instruction faces numerous contemporary challenges that require ongoing methodological development and critical reflection.

The expansion of primary English programs has created demands for teacher training. Many teachers are not trained to work with young learners. Teacher education programs should include young learner pedagogy. Professional development should be ongoing.

The balance between play and academic content is a persistent challenge. Young learners need play-based learning, but there are also academic expectations. Play and academic content should be integrated, not opposed. Play-based learning can be rigorous and effective.

The role of the first language in the young learner classroom is debated. Some advocate for exclusive target language use. Others recognize the value of the first language for support and scaffolding. A judicious approach that uses the first language as needed, while maximizing target language exposure, is appropriate.

The assessment of young learners is challenging. Traditional tests are often inappropriate and anxiety-provoking. Assessment should be low-stakes, formative, and integrated into instruction. Observation, portfolios, and self-assessment are valuable.

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The integration of technology with young learners is both promising and concerning. Technology can provide engaging, personalized learning. However, screen time and digital distraction are concerns. Technology should be used thoughtfully and in moderation.

The role of parents and families in young learner education is significant. Parental involvement supports learning. Teachers should communicate with parents and involve them in learning activities.

Based on the theoretical foundations and practical considerations explored in this article, here are recommendations for effective young learner instruction. Be developmentally appropriate. Understand children's developmental characteristics and plan instruction accordingly. Use concrete, hands-on activities. Be realistic in expectations.

Create a supportive environment. Build a warm, encouraging classroom. Use positive reinforcement. Treat mistakes as learning opportunities. Create routines and rituals.

Make learning meaningful. Connect language to children's lives and interests. Use authentic communication. Integrate language with content.

Make learning active and engaging. Use movement, songs, stories, games, and hands-on activities. Keep children engaged and participating.

Integrate language with other development. Address cognitive, social, emotional, and physical development. Use holistic approaches.

Use assessment to support learning. Use observation and formative assessment. Provide feedback and encouragement. Involve children in self-assessment.

Collaborate with parents and families. Communicate with parents. Involve them in learning. Support home learning.

A final reflection: teaching young learners is a privilege and a responsibility. Children are at a formative stage of development, and the language learning experiences they have can shape their attitudes and abilities for life. The methodology we adopt should honor children's innate curiosity, creativity, and capacity for learning. We should create joyful, meaningful experiences that support their development as language learners and as whole human beings.

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JINOYATCHILIK SABABLARI VA JINOYATCHI SHAXSINING KRIMINOLOGIK TAVSIFI: NAZARIY VA STATISTIK TAHLIL

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ANNOTATSIYA

Maqolada jinoyatchilikning ijtimoiy-huquqiy hodisa sifatidagi mohiyati, uning yuzaga kelishiga ta’sir etuvchi sabab va shart-sharoitlar, jinoyatchi shaxsi tushunchasi, tuzilishi hamda kriminologik tavsifi kompleks yondashuv asosida tahlil qilinadi. Tadqiqot nazariy-huquqiy tahlil bilan cheklanmay, O‘zbekiston Respublikasi Milliy statistika qo‘mitasining 2021–2025-yillarga oid rasmiy ma’lumotlari asosida jinoyatchilik dinamikasini baholaydi. Statistik tahlil O‘zbekistonda ro‘yxatga olingan jinoyatlar 2023-yildagi 104 096 tadan 2025-yilda 155 002 taga yetganini, Surxondaryo viloyatida esa shu davrda 5 102 tadan 10 015 taga ko‘payganini ko‘rsatadi. Mazkur o‘sish jinoyatchilikka qarshi siyosatda faqat jazolash mexanizmlariga emas, balki sabab va shart-sharoitlarni barvaqt aniqlash, individual profilaktika, huquqiy madaniyat, bandlik, oilaviy va ta’limiy muhit, raqamli xavfsizlik hamda takroriy jinoyatchilikning oldini olish choralariga ustuvor ahamiyat berish zarurligini ko‘rsatadi. Maqolada jinoyatchi shaxsining ijtimoiy-demografik, ijtimoiy-rol, axloqiy-psixologik va huquqiy xususiyatlari tizimlashtirilib, profilaktika choralarini xavf omillariga mos ravishda differensiallashtirish bo‘yicha amaliy takliflar ishlab chiqiladi.

Kalit so‘zlar: jinoyatchilik, kriminologiya, jinoyatchi shaxsi, jinoyatchilik sabablari, shart-sharoitlar, kriminologik tavsif, jinoyat motivi, huquqiy madaniyat, profilaktika, statistik tahlil.

KIRISH

Jamiyat taraqqiyoti davomida insonlarning huquq va erkinliklarini ta’minlash, qonuniylik va huquq-tartibotni mustahkamlash hamda fuqarolarning xavfsizligini ta’minlash eng muhim vazifalardan biri bo‘lib kelgan. Mazkur vazifalarning samarali amalga oshirilishi ko‘p jihatdan jinoyatchilikning oldini olish va unga qarshi kurashishning samaradorligiga bog‘liq. Chunki jinoyatchilik nafaqat alohida shaxsga,

balki butun jamiyatning iqtisodiy, ijtimoiy va ma’naviy barqarorligiga salbiy ta’sir ko‘rsatishi mumkin bo‘lgan murakkab ijtimoiy hodisadir. [1; 2]

Bugungi kunda jinoyatchilikni o‘rganish masalasi nafaqat huquqshunoslik, balki kriminologiya, sotsiologiya, psixologiya, pedagogika va boshqa fanlar uchun ham muhim ilmiy-amaliy ahamiyat kasb etmoqda. Chunki jinoyat sodir etilishining sabablarini faqat jinoyat-huquqiy normalar doirasida o‘rganish jinoyatchilikning kelib chiqish mexanizmini to‘liq anglash imkonini bermaydi. Jinoyatchilikning sabablarini chuqur o‘rganish uchun jinoyat sodir etgan shaxsning hayot tarzi, tarbiyasi, oilaviy sharoiti, ijtimoiy muhiti, ta’lim darajasi, kasbiy faoliyati, moddiy ahvoli, huquqiy madaniyati, ehtiyojlari, qiziqishlari va boshqa individual xususiyatlarini ham tahlil qilish zarur. [1; 3]

Jinoyatchilik o‘z tabiatiga ko‘ra ko‘p omilli hodisa hisoblanadi. Uning shakllanishiga bir vaqtning o‘zida bir nechta omillar ta’sir qilishi mumkin. Jumladan, iqtisodiy qiyinchiliklar, ishsizlik, ijtimoiy tengsizlik, oiladagi muammolar, tarbiyadagi kamchiliklar, salbiy ijtimoiy muhit, huquqiy madaniyatning yetarli darajada shakllanmaganligi, axloqiy qadriyatlarga bepisand munosabat va boshqa holatlar ayrim jinoyatlarning sodir etilishiga ta’sir qilishi mumkin. [1; 2]

Kriminologiyada jinoyatchi shaxsi tushunchasi aynan mana shu jihatlarni o‘rganishga xizmat qiladi. Jinoyatchi shaxsi deganda jinoyat sodir etgan shaxsni ijtimoiy jihatdan tavsiflovchi, uning xulq-atvori va jinoyat sodir etishi bilan bog‘liq bo‘lgan demografik, ijtimoiy, axloqiy, psixologik va huquqiy belgilar yig‘indisi tushuniladi. Jinoyatchi shaxsini o‘rganish orqali jinoyat sodir etishga olib keluvchi omillarni aniqlash, jinoyat sodir etilishining mexanizmini tushunish va kelgusida shunga o‘xshash jinoyatlarning oldini olish imkoniyatlari kengayadi.

Mazkur maqolaning asosiy maqsadi jinoyatchilikning kelib chiqish sabablarini, jinoyatchi shaxsi tushunchasini, uning tuzilishi va kriminologik tavsifini ilmiy-nazariy jihatdan yoritish hamda jinoyatchilikning oldini olishda ushbu masalalarning ahamiyatini ko‘rsatib berishdan iborat. [1; 4]

Mavzuning dolzarbligi rasmiy statistik ko‘rsatkichlar bilan ham tasdiqlanadi. Milliy statistika qo‘mitasi ma’lumotlariga ko‘ra, O‘zbekistonda 2023-yilda 104 096 ta, 2024-yilda 132 298 ta va 2025-yilda 155 002 ta jinoyat ro‘yxatga olingan. Shunday qilib, 2023–2025-yillar oralig‘ida qayd etilgan jinoyatlar soni 48,9 foizga oshgan. Bu ko‘rsatkichlarni bevosita “jinoyatchilikning real darajasi aynan shuncha oshdi” degan xulosa bilan tenglashtirish metodologik jihatdan noto‘g‘ri bo‘ladi, chunki ro‘yxatga

olish amaliyoti, aniqlash samaradorligi va latent jinoyatchilik darajasi ham statistikaga ta’sir qilishi mumkin. Biroq rasmiy dinamikaning o‘zi profilaktika tizimini omillar, hududlar va shaxs xususiyatlari kesimida chuqurroq o‘rganish zarurligini ko‘rsatadi [10].

Tadqiqotning maqsadi — jinoyatchilikning sabab va shart-sharoitlarini, jinoyatchi shaxsining tarkibiy elementlari va kriminologik tavsifini nazariy hamda statistik ma’lumotlar asosida tizimli tahlil qilish, shuningdek, individual va umumiy profilaktika choralarini takomillashtirishga doir asoslangan takliflarni shakllantirish. Ushbu maqsadga erishish uchun jinoyatchilik tushunchasi va belgilari yoritildi; sabab va shart-sharoitlar differensial tahlil qilindi; jinoyatchi shaxsining ijtimoiy-demografik, ijtimoiy-rol, axloqiy-psixologik va huquqiy komponentlari tizimlashtirildi; 2021–2025-yillardagi rasmiy statistik dinamika O‘zbekiston va Surxondaryo viloyati misolida baholandi; profilaktika tizimini takomillashtirish yo‘nalishlari ishlab chiqildi.

ADABIYOTLAR TAHLILI

Jinoyatchilik sabablari, jinoyatchi shaxsi tushunchasi, uning tuzilishi va kriminologik tavsifi kriminologiya fanining asosiy tadqiqot yo‘nalishlaridan biri hisoblanadi. Mazkur masalalar bo‘yicha ilmiy adabiyotlarda jinoyatchilikning ijtimoiy hodisa sifatidagi mohiyati, uning kelib chiqishiga ta’sir etuvchi sabab va shart-sharoitlar, jinoyat sodir etgan shaxsning individual hamda ijtimoiy xususiyatlari va jinoyatchilikning oldini olish masalalari keng yoritilgan.

O‘zbekistonda kriminologiya bo‘yicha yaratilgan darslik va o‘quv qo‘llanmalarda jinoyatchilikning tushunchasi, belgilari, tarkibi, dinamikasi, sabablari, jinoyatchi shaxsi va jinoyatchilik profilaktikasi masalalariga alohida e’tibor qaratilgan. Xususan, M.X. Rustambayev, Q.R. Abdurasulova va G.B. Nurmuhammedovalarning 2024-yilda nashr etilgan “Kriminologiya” darsligida kriminologiyaning predmeti va vazifalari bilan bir qatorda jinoyatchilik tushunchasi, jinoyatchilik sabablari, jinoyatchi shaxsi, uning kriminologik tavsifi hamda jinoyatchilikning oldini olish masalalari tizimli ravishda bayon etilgan. [1]

S.S. Niyozova va S.N. Salayevlarning “Kriminologiya” darsligida ham mazkur mavzu keng yoritilgan bo‘lib, unda jinoyatchilik sabablari va unga imkon beruvchi shart-sharoitlar, jinoyatchi shaxsi tushunchasi, uning tuzilishi va kriminologik tavsifi, shuningdek, jinoyatchilikning oldini olish tushunchasi va turlari tahlil qilingan. Ushbu manbada kriminologik tadqiqot metodlari masalasiga ham e’tibor qaratilgan. [2]

Ilmiy adabiyotlarni tahlil qilish shuni ko‘rsatadiki, jinoyatchilik sabablarini bitta omil bilan izohlash mumkin emas. Jinoyatchilik murakkab ijtimoiy hodisa bo‘lib, uning shakllanishida ijtimoiy-iqtisodiy, ma’naviy-axloqiy, oilaviy, psixologik, huquqiy va boshqa omillar o‘zaro ta’sir qilishi mumkin. Shu sababli jinoyatchilik sabablarini o‘rganishda kompleks yondashuv muhim hisoblanadi. [1; 2; 4]

Ilmiy manbalarda jinoyatchi shaxsi masalasi ham keng tadqiq qilingan. Jinoyatchi shaxsi jinoyat sodir etgan shaxsning demografik, ijtimoiy, axloqiy, psixologik va huquqiy xususiyatlari majmui sifatida o‘rganiladi. Bunda shaxsning yoshi, jinsi, oilaviy holati, ma’lumot darajasi, kasbi, bandligi, ijtimoiy muhiti, ehtiyojlari, manfaatlari, motivlari, maqsadlari va huquqiy ongiga e’tibor qaratiladi. [4]

Adabiyotlarda jinoyatchilik profilaktikasi masalasi ham muhim yo‘nalish sifatida qaraladi. O‘zbekiston Respublikasining “Huquqbuzarliklar profilaktikasi to‘g‘risida”gi Qonunida huquqbuzarliklar profilaktikasi sohasidagi munosabatlarni tartibga solish, huquqbuzarliklarning sabab va shart-sharoitlarini aniqlash hamda ularni bartaraf etishga qaratilgan chora-tadbirlar nazarda tutilgan. [1; 2]

Umuman olganda, mavjud adabiyotlar tahlili shuni ko‘rsatadiki, jinoyatchilik sabablari va jinoyatchi shaxsini bir-biridan ajratgan holda emas, balki o‘zaro bog‘liqlikda o‘rganish maqsadga muvofiq. Jinoyat sodir etilishida shaxsning individual xususiyatlari, uning ijtimoiy muhiti va konkret vaziyat o‘zaro ta’sir qilishi mumkin. Shuning uchun mazkur tadqiqotda jinoyatchilik sabablari bilan bir qatorda jinoyatchi shaxsining tuzilishi va kriminologik tavsifiga kompleks yondashiladi.

Kriminologik adabiyotlarda jinoyatchilikning sababiy mexanizmini faqat bitta determinant bilan tushuntirishdan voz kechilib, ko‘p omilli va tizimli yondashuvga ustuvorlik beriladi. Bunday yondashuvda makro darajadagi iqtisodiy va ijtimoiy jarayonlar, mezo darajadagi oila, mahalla, ta’lim va mehnat muhiti hamda mikro darajadagi individual motiv, qadriyat, ehtiyoj va huquqiy ong bir-biridan ajratilmaydi [1; 4]. Shu jihatdan maqolada jinoyatchilikning umumiy determinantlari va konkret jinoyatning individual mexanizmini farqlash metodologik mezon sifatida qabul qilindi.

Mavjud tadqiqotlarning zaif tomoni shundaki, nazariy tasniflar ko‘pincha real statistik dinamika bilan yetarlicha bog‘lanmaydi. Shu sababli mazkur ishda nazariy qoidalar Milliy statistika qo‘mitasining hududlar bo‘yicha ro‘yxatga olingan jinoyatlar ma’lumotlari bilan solishtiriladi. Bu yondashuv sababiy bog‘liqlikni avtomatik isbotlamaydi, biroq kriminologik tavsif va profilaktika uchun qaysi yo‘nalishlarda qo‘shimcha empirik tekshiruv zarurligini ko‘rsatadi [10].

TADQIQOT METODOLOGIYASI

Mazkur tadqiqotda jinoyatchilik sabablari, jinoyatchi shaxsi tushunchasi, uning tuzilishi va kriminologik tavsifini o‘rganishda kompleks va tizimli yondashuvdan foydalanildi. Tadqiqotning metodologik asosini kriminologiya fanining nazariy qoidalari, jinoyatchilikning ijtimoiy hodisa sifatidagi xususiyatlari hamda jinoyatchi shaxsini o‘rganishga oid ilmiy qarashlar tashkil etadi. [1; 2]

Tadqiqot jarayonida, avvalo, kriminologiya sohasiga oid darsliklar, ilmiy maqolalar, o‘quv qo‘llanmalar va normativ-huquqiy hujjatlar o‘rganildi. Xususan, jinoyatchilik sabablari, jinoyatchi shaxsining tuzilishi va uning kriminologik xususiyatlariga oid ilmiy qarashlar tahlil qilindi. Olingan ma’lumotlar umumlashtirilib, mavzuning asosiy nazariy jihatlari aniqlandi. [1–6]

Tadqiqotda tahlil, sintez, qiyosiy-huquqiy, tizimli, mantiqiy va statistik usullardan foydalanildi. Tahlil usuli yordamida jinoyatchilikning sabablari va jinoyatchi shaxsining alohida xususiyatlari o‘rganildi. Sintez usuli orqali alohida ilmiy qarashlar umumlashtirilib, jinoyatchilikning umumiy xususiyatlari aniqlandi. [1; 2]

Qiyosiy-huquqiy usul yordamida turli olimlarning jinoyatchilik sabablari va jinoyatchi shaxsiga oid ilmiy qarashlari o‘zaro taqqoslandi. Tizimli yondashuv orqali jinoyatchilik sabablari, shaxsning individual xususiyatlari va ijtimoiy muhit o‘rtasidagi o‘zaro bog‘liqlik o‘rganildi.

Tadqiqotda jinoyatchi shaxsining kriminologik tavsifini aniqlash uchun uning ijtimoiy-demografik, ijtimoiy-psixologik, axloqiy va huquqiy xususiyatlari hisobga olindi. Shuningdek, jinoyat sodir etilishida shaxsning ijtimoiy muhiti, oilaviy sharoiti, ta’lim va bandlik holati, ehtiyojlari, manfaatlari hamda jinoyat motivlarining ahamiyati o‘rganildi.

Tadqiqotning obyekti jinoyatchilik va jinoyat sodir etgan shaxs bilan bog‘liq ijtimoiy-huquqiy munosabatlardan iborat. Tadqiqot predmeti esa jinoyatchilikning sabablari va shart-sharoitlari, jinoyatchi shaxsining tuzilishi hamda uning kriminologik tavsifini tashkil etadi. [1]

Statistik tahlil uchun O‘zbekiston Respublikasi Milliy statistika qo‘mitasining “Ro‘yxatga olingan jinoyatlar soni (hududlar bo‘yicha)” rasmiy ma’lumotlar to‘plamidan foydalanildi. Ushbu ma’lumotlar Ichki ishlar vazirligi tomonidan taqdim etiladigan hisobga qo‘yilgan jinoyatlar statistikasi asosida shakllantiriladi. Tahlil davri

2021–2025-yillar etib belgilandi. Dinamikani baholashda mutlaq ko‘rsatkichlar, yilma-yil o‘sish sur’ati va 2023–2025-yillardagi yig‘ma o‘zgarish hisoblandi [10].

Tadqiqotning muhim metodologik cheklovi shundan iboratki, ro‘yxatga olingan jinoyatlar soni latent jinoyatchilikni to‘liq qamrab olmaydi va jinoyatlarni aniqlash hamda ro‘yxatga olish amaliyotidagi o‘zgarishlarga sezgir. Shuningdek, mazkur maqolada individual jinoyatchilar bo‘yicha so‘rov, intervyu yoki jinoyat ishlari kontent-tahlili o‘tkazilmagan. Shu sababli shaxsiy determinantlarga oid xulosalar nazariy manbalar bilan, hududiy dinamika haqidagi xulosalar esa rasmiy statistik ma’lumotlar bilan chegaralangan.

JINOYATCHILIK TUSHUNCHASI VA UNING ASOSIY BELGILARI

Jinoyatchilik kriminologiya fanining eng muhim va asosiy kategoriyalaridan biri hisoblanadi. Jinoyatchilikni to‘g‘ri anglash, uning mazmun-mohiyatini ochib berish hamda unga ta’sir etuvchi omillarni aniqlash jinoyatlarning oldini olish va ularga qarshi kurashishning samarali tizimini shakllantirishda katta ahamiyatga ega. Jinoyatchilik alohida olingan bitta jinoyat emas, balki muayyan vaqt va hududda sodir etilgan jinoyatlarning o‘ziga xos tizimli yig‘indisidan iborat murakkab ijtimoiy hodisadir. [1; 2]

Jinoyatchilik jamiyatdan tashqarida mavjud bo‘la olmaydi. U jamiyatdagi iqtisodiy, ijtimoiy, ma’naviy, siyosiy va huquqiy jarayonlar bilan uzviy bog‘liq. Jamiyatda yuz berayotgan o‘zgarishlar jinoyatchilikning miqdori, tarkibi, shakllari va rivojlanish tendensiyalariga ma’lum darajada ta’sir ko‘rsatadi. Shu sababli jinoyatchilikni o‘rganishda faqat jinoyatlarning huquqiy tavsifiga emas, balki ularni yuzaga keltiruvchi ijtimoiy jarayonlarga ham e’tibor qaratish lozim.

Kriminologik nuqtayi nazardan jinoyatchilikni bir nechta asosiy belgilar orqali tavsiflash mumkin. Birinchi navbatda, jinoyatchilik ijtimoiy hodisa hisoblanadi. Chunki jinoyat sodir etuvchi shaxs jamiyatda yashaydi, boshqa insonlar bilan munosabatga kirishadi va uning xulq-atvoriga turli ijtimoiy omillar ta’sir qilishi mumkin. Jinoyatchilikning shakllanishi va o‘zgarishi jamiyatdagi munosabatlar tizimi bilan chambarchas bog‘liq.

Ikkinchidan, jinoyatchilik huquqiy hodisadir. Qaysi qilmish jinoyat hisoblanishi, uning tarkibi va unga nisbatan qanday javobgarlik belgilanashi qonunchilik bilan belgilanadi. Shu sababli jinoyatchilikni o‘rganishda amaldagi jinoyat-huquqiy normalarni ham hisobga olish zarur. [3]

Jinoyatchilikning holatini aniqlashda uning miqdoriy va sifat ko‘rsatkichlari muhim ahamiyatga ega. Miqdoriy ko‘rsatkichlarga ma’lum vaqt davomida sodir etilgan jinoyatlarning soni kiradi. Sifat ko‘rsatkichlari esa jinoyatlarning tarkibi, turi, og‘irlik darajasi, sodir etish usullari, jinoyat sodir etgan shaxslarning xususiyatlari kabi jihatlarni ifodalaydi.

Jinoyatchilikning yana bir muhim xususiyati — uning hududiy farqlanishidir. Turli hududlarda jinoyatchilikning darajasi va tarkibi bir xil bo‘lmasligi mumkin. Bunga aholi soni, urbanizatsiya darajasi, iqtisodiy sharoit, mehnat bozori, migratsiya jarayonlari, ijtimoiy infratuzilma va boshqa omillar ta’sir qilishi mumkin.

Jinoyatchilikni o‘rganishda latent jinoyatchilik, ya’ni rasmiy statistikada to‘liq aks etmaydigan jinoyatlar masalasiga ham e’tibor beriladi. Ayrim jinoyatlar turli sabablarga ko‘ra huquqni muhofaza qiluvchi organlarga xabar qilinmasligi yoki aniqlanmasligi mumkin. Shu sababli rasmiy statistik ma’lumotlar jinoyatchilikning barcha ko‘rinishlarini har doim ham to‘liq aks ettirmasligi mumkin. [1]

Demak, jinoyatchilikni to‘g‘ri tushunish uchun uni faqat jinoyatlar statistikasi sifatida emas, balki jamiyat hayotidagi murakkab ijtimoiy-huquqiy hodisa sifatida baholash zarur. Jinoyatchilikning mohiyatini, tarkibini, dinamikasini va unga ta’sir qiluvchi omillarni chuqur o‘rganish uning oldini olishga qaratilgan samarali chora-tadbirlarni ishlab chiqish uchun nazariy asos bo‘lib xizmat qiladi.

JINOYATCHILIKNING SABABLARI VA SHART-SHAROITLARI

Jinoyatchilikning sabablarini aniqlash kriminologiyaning eng murakkab va muhim vazifalaridan biridir. Chunki jinoyatning kelib chiqishiga odatda bitta sabab emas, balki o‘zaro bog‘liq bo‘lgan ko‘plab omillar ta’sir ko‘rsatadi. Ushbu omillar shaxsning hayot tarzi, ijtimoiy muhiti, moddiy ahvoli, tarbiyasi, huquqiy madaniyati, psixologik xususiyatlari va konkret vaziyat bilan bog‘liq bo‘lishi mumkin. [1; 2]

Jinoyatchilik sabablarini o‘rganishda sabab va shart-sharoit tushunchalarini farqlash muhim. Sabab jinoyat sodir etilishiga olib keluvchi asosiy omil sifatida namoyon bo‘lsa, shart-sharoit jinoyat sodir etilishiga imkon yaratadigan yoki uning sodir bo‘lishini yengillashtiradigan holatni anglatadi. [4]

Masalan, shaxsning noqonuniy yo‘l bilan moddiy manfaat olishga intilishi jinoyat sodir etishning sabablaridan biri bo‘lishi mumkin. Shu bilan birga, mulkning yetarli darajada qo‘riqlanmasligi yoki nazoratning sustligi jinoyat sodir etilishiga imkon yaratgan shart-sharoit bo‘lishi mumkin.

Jinoyatchilikka ta’sir qiluvchi muhim omillardan biri iqtisodiy sharoitdir. Ishsizlik, daromadlarning yetarli emasligi, iqtisodiy imkoniyatlarning cheklanganligi, ijtimoiy tengsizlik va boshqa iqtisodiy muammolar ayrim hollarda jinoyatchilikning ayrim shakllari bilan bog‘liq bo‘lishi mumkin. [1]

Demak, iqtisodiy omil shaxsning jinoyat sodir etishini avtomatik ravishda belgilab bermaydi. U shaxsning boshqa xususiyatlari va muayyan vaziyat bilan birgalikda baholanishi kerak.

Oilaviy muhit

Oila shaxsning shakllanishidagi eng muhim ijtimoiy institutlardan biridir. Insonning dastlabki tarbiyasi, axloqiy qarashlari va xulq-atvor normalari ko‘p jihatdan oilada shakllanadi. [6]

Ta’lim va tarbiya bilan bog‘liq sabablar

Ta’limdan uzilish, maktab yoki boshqa ta’lim muassasasiga muntazam qatnashmaslik, nazoratsizlik, o‘qishga qiziqishning pasayishi va salbiy tengdoshlar ta’siri voyaga yetmaganlar o‘rtasidagi huquqbuzarliklar bilan bog‘liq xavf omillari sifatida o‘rganilishi mumkin.

Ma’naviy-axloqiy omillar

Aksincha, zo‘ravonlikni oqlash, boshqalarning manfaatlarini mensimaslik, moddiy manfaatni mutlaq qadriyat deb bilish, qonunni chetlab o‘tishni oddiy holat sifatida qabul qilish kabi qarashlar ayrim hollarda jinoyat sodir etishga zamin yaratishi mumkin.

Huquqiy madaniyatning yetarli emasligi

Huquqiy bilimlarning yetarli emasligi ayrim huquqbuzarliklarga sabab bo‘lishi mumkin. Shu bilan birga, faqat qonunni bilmaslik jinoyat sodir etishning yagona sababi emas. Shaxs qonunni bilgan holda ham uni buzishi mumkin. [1; 2]

Psixologik omillar

Biroq muayyan psixologik xususiyat jinoyat sodir etishning avtomatik belgisi hisoblanmaydi. Psixologik omillar ijtimoiy muhit, tarbiya va konkret vaziyat bilan birgalikda tahlil qilinishi kerak.

Ommaviy axborot vositalari va raqamli muhitning ta’siri [5]

Jinoyat sodir etilishiga imkon beruvchi shart-sharoitlar

Umuman olganda, jinoyatchilikning sabablari va shart-sharoitlarini chuqur o‘rganish jinoyatchilikning oldini olish siyosatini ilmiy asosda tashkil etishga imkon beradi. Jinoyat sodir etgan shaxsni jazolash muhim huquqiy chora bo‘lsa-da, jinoyatchilikni kamaytirishning uzoq muddatli samaradorligi ko‘p jihatdan uning kelib chiqish sabablarini oldindan aniqlash va bartaraf etishga bog‘liq.

Sabab va shart-sharoitni bir xil tushuncha sifatida qo‘llash profilaktik choralarning nishonini xiralashtiradi. Masalan, jinoyatga yo‘naltirilgan g‘arazli motiv shaxs darajasidagi determinant bo‘lishi mumkin, nazorat tizimidagi bo‘shliq esa shu motivning jinoyat shaklida ro‘yobga chiqishiga imkon beruvchi shart-sharoit bo‘lib xizmat qiladi. Birinchi holatda profilaktika shaxsning motivatsion va ijtimoiy muammolariga, ikkinchi holatda esa tashkiliy nazorat va xavfsizlik infratuzilmasiga qaratilishi kerak. Demak, profilaktika chorasi sababning tabiatiga mos kelmasa, resurs sarflanadi, lekin xavf omili saqlanib qoladi.

JINOYATCHI SHAXSI: TUSHUNCHASI, TUZILISHI VA KRIMINOLOGIK TAVSIFI

Jinoyatchi shaxsi tushunchasi kriminologiya fanining asosiy va muhim kategoriyalaridan biri hisoblanadi. Jinoyatchilikning sabablari va shart-sharoitlarini chuqur o‘rganish uchun jinoyat sodir etgan shaxsning shaxsiy xususiyatlarini, uning hayot tarzi, ijtimoiy muhiti, dunyoqarashi, ehtiyojlari, qiziqishlari va boshqa jihatlarini tadqiq etish zarur. Chunki har qanday jinoyat muayyan shaxs tomonidan sodir etiladi va jinoyat sodir etilishining mexanizmini tushunishda ushbu shaxsning o‘ziga xos xususiyatlari muhim ahamiyat kasb etadi. [1; 2]

Kriminologik nuqtayi nazardan jinoyatchi shaxsi deganda jinoyat sodir etgan shaxsning uning jinoyat sodir etish xulq-atvori bilan bog‘liq bo‘lgan ijtimoiy, demografik, axloqiy, psixologik, huquqiy va boshqa xususiyatlari majmui tushuniladi. [1]

Jinoyatchi shaxsi oddiy inson shaxsidan alohida yoki mutlaqo boshqa mavjudot sifatida qaralmasligi kerak. Jinoyat sodir etgan shaxs ham jamiyatda yashaydigan, muayyan oilaga, kasbga, ta’limga, ijtimoiy aloqalarga va individual xususiyatlarga ega bo‘lgan insondir. Uni kriminologik jihatdan ajratib turadigan jihat — uning muayyan jinoyatni sodir etganligi va shu jinoyat bilan bog‘liq xususiyatlaridir.

Jinoyatchi shaxsini o‘rganishdan asosiy maqsad shaxsga salbiy yorliq qo‘yish emas, balki jinoyat sodir etilishiga olib kelgan omillarni aniqlash va kelajakda shunga o‘xshash jinoyatlarning oldini olish imkoniyatlarini izlashdan iborat. [1; 4]

Har bir inson shaxs sifatida jamiyatdagi muayyan munosabatlar tizimida yashaydi. Shaxsning dunyoqarashi, qadriyatlari, ehtiyojlari, qiziqishlari va xulq-atvori uning hayot davomida shakllanadi.

Jinoyatchi shaxsi tushunchasining o‘ziga xosligi shundaki, unda shaxsning jinoyat sodir etishi bilan bog‘liq xususiyatlari alohida o‘rganiladi. Masalan, shaxsning qonunga munosabati, avvalgi huquqbuzarliklari, jinoyat sodir etish motivi, jinoyat sodir etilgan vaqtdagi vaziyat, ijtimoiy aloqalari va boshqa holatlar kriminologik tahlil qilinadi.

Biroq jinoyat sodir etgan shaxsning barcha xususiyatlarini jinoyat bilan bog‘lash noto‘g‘ri. Uning kasbiy faoliyati, oilaviy hayoti, ta’lim darajasi, ijobiy fazilatlari va boshqa jihatlari ham mavjud bo‘lishi mumkin. Shu sababli jinoyatchi shaxsini har tomonlama va xolis o‘rganish talab etiladi. [1]

Jinoyatchi shaxsining shakllanishi bir zumda sodir bo‘lmaydi. Insonning xulq-atvori uzoq vaqt davomida oila, maktab, do‘stlar, mehnat jamoasi, mahalla va boshqa ijtimoiy muhitlar ta’sirida shakllanadi.

Agar shaxsning ijtimoiylashuvi jarayonida huquqiy va axloqiy qadriyatlar yetarlicha shakllanmasa, u ayrim salbiy ta’sirlarga nisbatan zaifroq bo‘lishi mumkin. Shu bilan birga, salbiy muhitning mavjudligi ham shaxs albatta jinoyat sodir etadi degani emas.

Jinoyatchi shaxsining shakllanishida tashqi muhit va shaxsning individual xususiyatlari o‘zaro ta’sir qiladi. Bir xil muhitda bo‘lgan insonlarning turlicha yo‘l tutishi ham aynan shaxsning individual xususiyatlari va qaror qabul qilish qobiliyatining muhimligini ko‘rsatadi. [6]

Inson faoliyatining muhim harakatlantiruvchi kuchlaridan biri uning ehtiyojlari hisoblanadi. Ehtiyojlar moddiy, ma’naviy, ijtimoiy va boshqa shakllarda namoyon bo‘lishi mumkin.

Shuning uchun jinoyatchi shaxsini o‘rganishda uning ehtiyojlari va manfaatlari bilan bir qatorda ushbu ehtiyojlarni qanday usulda qondirishga intilishi ham muhimdir.

Shaxsning dunyoqarashi uning atrofdagi voqelikni qanday baholashiga ta’sir qiladi. Qadriyatlar esa uning qaysi xatti-harakatlarni to‘g‘ri yoki noto‘g‘ri deb hisoblashiga ta’sir qilishi mumkin. [1]

Huquqiy ong shaxsning qonun, huquq va majburiyatlarga bo‘lgan qarashlarini ifodalaydi. Jinoyatchi shaxsini o‘rganishda uning qonunga qanday munosabatda bo‘lishi, o‘z harakatlarining huquqiy oqibatlarini qanday baholashi va huquqiy normalarga qanday munosabatda ekanligi muhimdir.

Jinoyatchi shaxsini o‘rganish bir nechta muhim vazifalarni bajarishga yordam beradi. Birinchidan, jinoyat sodir etilishining individual sabablarini aniqlash imkonini beradi. Ikkinchidan, jinoyatchilikning oldini olish bo‘yicha individual profilaktika choralarini ishlab chiqishga yordam beradi. Uchinchidan, takroriy jinoyatchilikning oldini olish uchun shaxsning ijtimoiy muhitini va ehtiyojlarini hisobga olish imkonini beradi.

1. Jinoyatchi shaxsining asosiy tarkibiy elementlari

Jinoyatchi shaxsining tuzilishi murakkab tizimdan iborat bo‘lib, unda bir-biri bilan bog‘liq bo‘lgan ko‘plab belgilar mavjud. Ushbu belgilarni shartli ravishda demografik, ijtimoiy-rol, axloqiy, psixologik, huquqiy va boshqa guruhlarga ajratish mumkin. [1; 2]

Jinoyatchi shaxsining tuzilishini o‘rganish orqali jinoyat sodir etgan shaxsning umumiy va individual xususiyatlarini aniqlash imkoniyati paydo bo‘ladi.

Demografik xususiyatlar jinoyatchi shaxsining eng oson aniqlanadigan belgilaridan biridir. Unga shaxsning yoshi, jinsi, oilaviy holati, ma’lumoti, kasbi, bandligi va yashash sharoiti kabi ko‘rsatkichlar kiradi. [1]

Yosh jinoyatchi shaxsini tavsiflashda muhim ko‘rsatkichlardan biridir. Turli yosh guruhlarida jinoyatlarning turi, motivlari va sodir etish sharoitlari turlicha bo‘lishi mumkin. Voyaga yetmaganlar o‘rtasidagi huquqbuzarliklarni o‘rganishda tarbiya, tengdoshlar ta’siri va oilaviy muhitga alohida e’tibor qaratiladi.

Ma’lumot darajasi shaxsning ijtimoiy imkoniyatlari va huquqiy savodxonligi bilan bog‘liq bo‘lishi mumkin. Ta’lim shaxsning bilim darajasini oshirish bilan birga, uning ijtimoiylashuviga ham yordam beradi.

Bandlik va kasb ham muhim kriminologik belgilardan biridir. Doimiy mehnat faoliyati shaxsning jamiyatdagi o‘rnini mustahkamlashi va qonuniy daromad manbasini ta’minlashi mumkin.

Har bir shaxs jamiyatda muayyan ijtimoiy rollarni bajaradi. Masalan, u farzand, ota-ona, talaba, xodim, rahbar, tadbirkor yoki boshqa guruh a’zosi bo‘lishi mumkin.

Ijtimoiy-rol xususiyatlarini o‘rganishda shaxsning oila, mehnat jamoasi, ta’lim muassasasi va boshqa guruhlardagi o‘rni aniqlanadi.

Axloqiy xususiyatlar jinoyatchi shaxsining muhim tarkibiy qismidir. Ular shaxsning jamiyatdagi axloqiy me’yorlar va qadriyatlarga munosabatini ifodalaydi. [1; 4]

Agar shaxs jamiyat tomonidan qabul qilingan axloqiy me’yorlarni mensimasa yoki boshqa shaxslarning huquqlarini qadrsiz deb hisoblasa, bu uning xulq-atvorida salbiy ko‘rinishlarda namoyon bo‘lishi mumkin.

Jinoyatchi shaxsining psixologik xususiyatlari ham muhim ahamiyatga ega. Shaxsning hissiy holati, o‘zini boshqarishi, nizoli vaziyatga munosabati, ehtiyojlari, qiziqishlari, motivlari va qaror qabul qilish uslubi ushbu guruhga kiradi.

Shu sababli jinoyatchi shaxsining psixologik xususiyatlarini o‘rganishda har bir jinoyatning konkret holati va shaxsning individual xususiyatlari hisobga olinishi kerak.

Shaxsning ehtiyojlari uning xulq-atvorini shakllantiruvchi muhim omillardan biridir. Ehtiyojlar moddiy, ma’naviy, ijtimoiy va boshqa ko‘rinishlarda bo‘lishi mumkin. [1]

Kriminologik jihatdan shaxs o‘z ehtiyojlarini qaysi usullar bilan qondirishga harakat qilayotganini aniqlash muhim. Qonuniy vositalardan foydalanish ijobiy xulq-atvorning belgisi bo‘lsa, noqonuniy vositalardan foydalanish huquqbuzarlik xavfi bilan bog‘liq bo‘lishi mumkin.

Jinoyatchi shaxsining tuzilishida motiv va maqsad alohida o‘rin egallaydi.

Motiv shaxsni jinoyat sodir etishga undagan ichki sababni ifodalaydi. Maqsad esa shaxs jinoyat sodir etish orqali erishishni ko‘zlagan natijani anglatadi.

Motiv va maqsadni aniqlash jinoyat sodir etilishining ichki mexanizmini tushunishga yordam beradi. Shuningdek, jinoyatning individual profilaktikasida ham motivni hisobga olish muhimdir. [1]

Huquqiy xususiyatlar shaxsning qonun va huquqiy normalarga munosabatini ifodalaydi. Bunda shaxsning huquqiy bilimlari, huquqiy madaniyati, qonunga hurmati va ilgari sodir etgan huquqbuzarliklari kabi jihatlar o‘rganilishi mumkin.

Jinoyatchi shaxsining tuzilishini faqat individual belgilar bilan cheklab bo‘lmaydi. Uning ijtimoiy muhiti ham muhim ahamiyatga ega.

Jinoyatchi shaxsining tuzilishini o‘rganish nazariy jihatdan emas, balki amaliy jihatdan ham muhimdir. Ushbu ma’lumotlar jinoyatchilikning oldini olish, individual profilaktika choralarini ishlab chiqish, voyaga yetmaganlar bilan ishlash, takroriy jinoyatchilikni kamaytirish va shaxslarning ijtimoiy moslashuviga ko‘maklashishda foydalanilishi mumkin. [1]

Kriminologik tavsifning amaliy qiymati tasnifning o‘zida emas, balki undan profilaktik qarorlar uchun foydalanishda namoyon bo‘ladi. Masalan, yosh, bandlik, oilaviy holat va avvalgi huquqbuzarliklar xavf indikatorlari sifatida ko‘rilishi mumkin, biroq ularning hech biri shaxsni avtomatik ravishda “jinoyatchi” deb belgilashga asos bo‘la olmaydi. Profilaktika stigmatizatsiyaga emas, individual ehtiyoj va xatarlarning aniq kombinatsiyasiga tayanishi lozim. Bu yondashuv qonuniylik va insonparvarlik prinsiplari bilan hamohangdir [5].

2021–2025-YILLARDA JINOYATCHILIK DINAMIKASINING STATISTIK TAHLILI

Rasmiy statistik ma’lumotlar nazariy kriminologik xulosalarni real dinamik kontekstda ko‘rish imkonini beradi. 1-jadvalda O‘zbekiston Respublikasi va Surxondaryo viloyatida 2021–2025-yillarda ro‘yxatga olingan jinoyatlar soni keltirilgan [10].

Yil	O‘zbekiston, ta	Yillik o‘zgarish, %	Surxondaryo, ta	Yillik o‘zgarish, %
2021	111082	—	5041	—
2022	105215	−5,3	4995	−0,9
2023	104096	−1,1	5102	+2,1
2024	132298	+27,1	8001	+56,8
2025	155002	+17,2	10015	+25,2

1-jadval. 2021–2025-yillarda ro‘yxatga olingan jinoyatlar dinamikasi

Jadvaldan ko‘rinadiki, respublika bo‘yicha 2021-yildagi 111 082 ta ko‘rsatkich 2022-yilda 105 215 taga va 2023-yilda 104 096 taga kamaygan. Biroq 2024-yilda 132 298 ta, 2025-yilda esa 155 002 ta jinoyat qayd etilgan. 2023-yildan 2025-yilgacha mutlaq

o‘sish 50 906 tani, nisbiy o‘sish esa 48,9 foizni tashkil etadi. 2024-yildagi bir yillik o‘sish 27,1 foiz, 2025-yildagi o‘sish esa 17,2 foiz bo‘lgan. Bu tendensiya profilaktika siyosatida jinoyatchilikning o‘zgaruvchan shakllari, xususan raqamli muhitdagi huquqbuzarliklar va mulkiy manfaatga qaratilgan jinoyatlarni alohida monitoring qilish zarurligini kuchaytiradi [10; 11].

Surxondaryo viloyatida dinamika yanada keskin. 2021-yilda 5 041 ta, 2022-yilda 4 995 ta va 2023-yilda 5 102 ta jinoyat ro‘yxatga olingan bo‘lsa, 2024-yilda ko‘rsatkich 8 001 taga, 2025-yilda esa 10 015 taga yetgan. 2023–2025-yillarda o‘sish 96,3 foizni tashkil etadi. 2025-yilda Surxondaryo hissasi respublika bo‘yicha ro‘yxatga olingan jinoyatlarning qariyb 6,5 foiziga teng. Bu ko‘rsatkich viloyatda jinoyatchilikning tarkibi, tumanlar kesimidagi hududiy farqlari, bandlik, migratsiya, yoshlar muammolari va raqamli firibgarlik kabi omillar bo‘yicha alohida mikro-tadqiqotlar o‘tkazishni talab qiladi [10].

Rasmiy ma’lumotlarda hududlar o‘rtasidagi tafovut ham sezilarli. 2025-yilda Toshkent shahrida 30 600 ta, Toshkent viloyatida 16 883 ta, Samarqand viloyatida 15 998 ta, Farg‘ona viloyatida 15 257 ta, Namangan viloyatida 12 410 ta, Andijon viloyatida 10 784 ta, Surxondaryo viloyatida 10 015 ta va Qashqadaryo viloyatida 9 875 ta jinoyat qayd etilgan [10]. Mutlaq ko‘rsatkichlarning o‘zi hududiy xavf darajasini to‘liq ifodalamaydi, chunki aholining soni turlicha. Shu sababli keyingi tadqiqotlarda har 100 ming aholiga nisbatan jinoyatchilik koeffitsiyenti, jinoyat tarkibi va hududiy ijtimoiy-iqtisodiy indikatorlarni birgalikda tahlil qilish maqsadga muvofiq.

Hudud	**2025-yil, ta**	**Respublika jami tarkibidagi ulushi, %**
Toshkent shahri	30600	19,7
Toshkent viloyati	16883	10,9
Samarqand viloyati	15998	10,3
Farg‘ona viloyati	15257	9,8
Namangan viloyati	12410	8,0
Andijon viloyati	10784	7,0
Surxondaryo viloyati	10015	6,5
Qashqadaryo viloyati	9875	6,4

2-jadval. 2025-yilda ayrim hududlarda ro‘yxatga olingan jinoyatlar soni

Jinoyat turlari bo‘yicha rasmiy ma’lumotlar ham umumiy dinamikani izohlashda muhim. Masalan, ro‘yxatga olingan firibgarlik jinoyatlari 2023-yilda 18 492 ta, 2024-

yilda 29 252 ta va 2025-yilda 44 127 tani tashkil etgan [11]. Demak, firibgarlikning qayd etilgan hajmi ikki yil ichida qariyb 2,4 baravarga oshgan. Aksincha, talonchilik va bosqinchilikning jami ko‘rsatkichi 2023-yildagi 762 tadan 2025-yilda 540 tagacha kamaygan [12]. Bu qarama-qarshi dinamika “jinoyatchilik oshdi yoki kamaydi” kabi umumiy hukmdan ko‘ra jinoyat tarkibidagi strukturaviy siljishlarni tahlil qilish muhimligini ko‘rsatadi.

Mazkur natijalar jinoyatchi shaxsini kriminologik tavsiflashda ham yangi urg‘u beradi. Raqamli va mulkiy manfaatga asoslangan jinoyatlarda an’anaviy tajovuzkor xulq belgilaridan ko‘ra axborot-kommunikatsiya ko‘nikmalari, aldov strategiyalari, iqtisodiy motiv, anonimlik hissi va raqamli muhitdagi imkoniyatlar muhimroq bo‘lishi mumkin. Shu bois jinoyatchi shaxsining tipologiyasi jinoyat turlarining o‘zgarishi bilan birga yangilanib borishi zarur.

JINOYATCHILIK PROFILAKTIKASI VA UNI TAKOMILLASHTIRISH YO‘NALISHLARI

Jinoyatchilikning oldini olish davlat va jamiyat oldidagi muhim vazifalardan biridir. Jinoyat sodir etilgandan keyin unga huquqiy baho berish va aybdorni javobgarlikka tortish bilan bir qatorda, jinoyat sodir bo‘lishining oldini olish ham katta ahamiyatga ega. [5]

Jinoyatchilik profilaktikasi deganda jinoyat va boshqa huquqbuzarliklarning sodir etilishiga sabab bo‘layotgan yoki imkon berayotgan omillarni aniqlash, ularni bartaraf etish yoki kamaytirish hamda shaxslarning qonuniy xulq-atvorini shakllantirishga qaratilgan chora-tadbirlar tizimi tushuniladi.

Umumiy profilaktika

Umumiy profilaktikaning asosiy yo‘nalishlariga huquqiy tarbiya, ta’limni rivojlantirish, bandlikni ta’minlash, yoshlar bilan ishlash, oilalarni qo‘llab-quvvatlash, ijtimoiy muammolarni kamaytirish va fuqarolarning huquqiy madaniyatini oshirish kiradi. [5]

Individual profilaktika

Individual profilaktikaning samaradorligi shaxsning konkret muammolarini aniqlashga bog‘liq. Masalan, ta’limdan uzilgan yosh bilan ishlashda uni o‘qishga qaytarish, ishsiz shaxsga qonuniy mehnat imkoniyatlarini topishda ko‘maklashish yoki oilaviy nizolarni bartaraf etishda tegishli ijtimoiy yordam ko‘rsatish kabi choralar qo‘llanishi mumkin.

Voyaga yetmaganlar o‘rtasida jinoyatchilik profilaktikasi [5]

Yoshlar bilan profilaktik ishlarda quyidagi yo‘nalishlarga e’tibor qaratish mumkin:

Oilaviy profilaktika

Ta’lim muassasalarining roli [6]

Bandlik va mehnat orqali profilaktika

Huquqiy tarbiya

Raqamli muhitda jinoyatchilikning oldini olish [5]

Jinoyatchilik profilaktikasida davlat va jamiyat hamkorligi

Takroriy jinoyatchilikning oldini olish

Jinoyat sodir etgan shaxsning jamiyatga qayta moslashuvi takroriy jinoyatchilikning oldini olishda muhim ahamiyatga ega. Shaxsning qonuniy hayot tarziga qaytishi uchun ta’lim, kasb, bandlik va ijtimoiy aloqalar bilan bog‘liq masalalarda tegishli yordam zarur bo‘lishi mumkin. [5]

Takroriy jinoyatchilikning oldini olishda shaxsning jinoyat sodir etishiga olib kelgan sabablarni aniqlash va aynan shu omillarni kamaytirishga qaratilgan individual yondashuv muhim.

Profilaktika tizimida ma’lumotga asoslangan boshqaruv alohida o‘rin tutishi lozim. Hudud, vaqt, jinoyat turi va xavf omillari bo‘yicha muntazam statistik monitoring umumiy resurslarni bir xil taqsimlashdan ko‘ra aniq muammoga yo‘naltirish imkonini beradi. Bunda statistik ko‘rsatkichlar shaxsni avtomatik xavf guruhiga kiritish uchun emas, hududiy va institutsional choralarni rejalashtirish uchun qo‘llanishi kerak. Individual profilaktika esa faqat qonunda belgilangan asoslar va inson huquqlariga rioya etgan holda amalga oshirilishi zarur [5].

MUHOKAMA

Mazkur tadqiqotda jinoyatchilik sabablari, jinoyatchi shaxsi tushunchasi, uning tuzilishi va kriminologik tavsifi masalalari o‘rganildi. Tadqiqot davomida olingan natijalar shuni ko‘rsatdiki, jinoyatchilik murakkab ijtimoiy hodisa bo‘lib, uning shakllanishiga bir nechta omillar birgalikda ta’sir ko‘rsatadi. Shu sababli jinoyatchilikning kelib chiqishini faqat bitta sabab bilan izohlash yetarli emas.

Jinoyatchilik sabablari bilan bir qatorda unga imkon beruvchi shart-sharoitlarni ham o‘rganish muhimdir. Tadqiqot davomida sabab va shart-sharoit tushunchalarining o‘zaro bog‘liqligi aniqlandi. Sabablar shaxsning noqonuniy xulq-atvoriga ta’sir qiluvchi omillarni ifodalasa, shart-sharoitlar jinoyat sodir etilishi uchun muayyan imkoniyat yaratishi mumkin. Shu jihatdan jinoyatchilik profilaktikasida nafaqat sabablarni, balki jinoyat sodir etilishiga imkon beruvchi holatlarni ham bartaraf etish zarur.

Jinoyatchi shaxsining tuzilishini muhokama qilish natijasida uning ijtimoiy-demografik, ijtimoiy-rol, axloqiy-psixologik va huquqiy xususiyatlarini alohida o‘rganish muhimligi aniqlandi. Shaxsning yoshi, jinsi, ma’lumoti, oilaviy holati, kasbi va bandligi uning umumiy kriminologik tavsifini shakllantiruvchi belgilar hisoblanadi. Shu bilan birga, ushbu belgilarni jinoyatning bevosita sababi sifatida emas, balki boshqa omillar bilan birgalikda tahlil qilish lozim. [10]

Shaxsning shakllanishida oila va ijtimoiy muhitning o‘rni ham alohida ahamiyatga ega. Oiladagi nizolar, nazoratsizlik, tarbiyadagi kamchiliklar va salbiy muhit ayrim holatlarda shaxsning xulq-atvoriga ta’sir qilishi mumkin. Shu sababli jinoyatchilik profilaktikasida oila bilan ishlash, yoshlarning tarbiyasiga e’tibor berish va ularning ijtimoiy muhitini sog‘lomlashtirish muhim yo‘nalishlardan biri hisoblanadi.

Olingan natijalar jinoyatchilik profilaktikasida kompleks yondashuv zarurligini ko‘rsatadi. Jinoyatchilikka qarshi kurashishda faqat jazolash choralariga tayanish bilan cheklanib qolmasdan, jinoyatga olib keluvchi sabab va shart-sharoitlarni aniqlash, shaxsning ijtimoiy muhitini o‘rganish, huquqiy tarbiya va ijtimoiy profilaktikani kuchaytirish zarur.

Umuman olganda, tadqiqotda o‘rganilgan ma’lumotlar jinoyatchilik sabablari va jinoyatchi shaxsi o‘rtasida uzviy bog‘liqlik mavjudligini ko‘rsatdi. Jinoyatchilikning kelib chiqishini chuqur anglash uchun shaxsning individual xususiyatlarini uning ijtimoiy muhiti va konkret hayotiy sharoitlari bilan birgalikda o‘rganish zarur. Bunday yondashuv jinoyatchilikning sabablarini aniqroq belgilash va uning oldini olishga qaratilgan profilaktik choralarni takomillashtirish imkonini beradi.

Shu nuqtayi nazardan, jinoyatchilikni o‘rganishda kriminologik, ijtimoiy, psixologik va huquqiy yondashuvlarni o‘zaro uyg‘unlashtirish maqolaning asosiy ilmiy yo‘nalishini tashkil etadi. Tadqiqot natijalari asosida jinoyatchilikning oldini olishda sabab va shart-sharoitlarni barvaqt aniqlash, jinoyatchi shaxsining xususiyatlarini

kompleks o‘rganish hamda individual profilaktika choralarini kuchaytirish muhimligi asoslandi [5]

Tahlilning asosiy ilmiy natijasi shundan iboratki, jinoyatchilikning sabablari va jinoyatchi shaxsining tavsifi profilaktika tizimida ikki alohida blok sifatida emas, o‘zaro bog‘langan risk modeli sifatida ko‘rilishi kerak. Bir xil ijtimoiy sharoit turli shaxslar uchun turli oqibatlarni keltirib chiqarishi mumkin; ayni paytda bir xil individual xususiyat ham turli muhitlarda turlicha namoyon bo‘ladi. Shu sababli kriminologik prognozning markazida “bir omil — bir natija” sxemasi emas, balki omillar kombinatsiyasi turishi lozim.

2021–2025-yillardagi statistik dinamika ham shu xulosani qo‘llab-quvvatlaydi. Umumiy jinoyatlar sonining 2024–2025-yillarda sezilarli ko‘payishi bilan bir vaqtda ayrim jinoyat turlari, masalan talonchilik va bosqinchilik kamaygan, firibgarlik esa keskin oshgan [10–12]. Demak, profilaktika siyosatini faqat umumiy jinoyatlar soniga asoslab qurish yetarli emas; jinoyat tarkibi, sodir etish usuli va jinoyatchi shaxsining zamonaviy xususiyatlari ham hisobga olinishi kerak.

ILMIY TAKLIF VA TAVSIYALAR

1. Hududiy kriminologik monitoringni jinoyat turi, vaqt, yosh va bandlik kabi ko‘rsatkichlar bilan integratsiya qilish hamda natijalarni profilaktika subyektlarining rejalashtirish jarayoniga kiritish.

2. Surxondaryo viloyatida 2023–2025-yillardagi keskin o‘sish sabablarini aniqlash uchun tumanlar kesimida alohida statistik va sotsiologik tadqiqot o‘tkazish; mutlaq son bilan bir qatorda har 100 ming aholiga nisbatan koeffitsiyentlardan foydalanish.

3. Jinoyatchi shaxsining yagona kriminologik profilini tuzishda ijtimoiy-demografik, ijtimoiy-rol, axloqiy-psixologik va huquqiy belgilarni birgalikda baholash, lekin bu profilni stigmatizatsiya yoki avtomatik ayblash vositasiga aylantirmaslik.

4. Firibgarlik va raqamli muhitdagi jinoyatlar ulushining o‘sishini hisobga olib, raqamli savodxonlik, kiberxavfsizlik va moliyaviy firibgarlikdan himoyalanish bo‘yicha maqsadli profilaktik dasturlarni kuchaytirish [11].

5. Voyaga yetmaganlar va yoshlar bilan ishlashda oila–ta’lim muassasasi–mahalla hamkorligini aniq indikatorlar asosida baholash, bandlik va mazmunli bo‘sh vaqt dasturlarini individual xavf omillari bilan bog‘lash.

6. Jazoni o‘tab chiqqan shaxslarning qayta ijtimoiylashuvi uchun bandlik, kasbiy tayyorlash, psixologik va huquqiy maslahatlarni bir paketda taklif etuvchi individual reabilitatsiya rejasini qo‘llash.

7. Profilaktik dasturlarning samaradorligini faqat o‘tkazilgan tadbirlar soni bilan emas, takroriy huquqbuzarlik, xavf omillarining kamayishi va ijtimoiy moslashuv ko‘rsatkichlari bilan baholash.

8. Ilmiy tadqiqotlarda rasmiy statistika bilan birga viktimologik so‘rovlar, jinoyat ishlari kontent-tahlili va ekspert intervyularidan foydalanish orqali latent jinoyatchilik va individual motivatsiyani chuqurroq o‘rganish.

XULOSA

Xulosa qilib aytganda, jinoyatchilik jamiyat taraqqiyotiga salbiy ta’sir ko‘rsatadigan murakkab, ko‘p qirrali va ko‘p omilli ijtimoiy-huquqiy hodisa hisoblanadi. Jinoyatchilikning mavjudligi jamiyatdagi turli ijtimoiy munosabatlar, shaxsning hayot tarzi, tarbiya jarayoni, oilaviy muhit, iqtisodiy sharoit, ma’naviy-axloqiy qadriyatlar va huquqiy ong bilan chambarchas bog‘liq. Shu sababli jinoyatchilikka qarshi kurashish va uning oldini olish masalasini faqat huquqiy choralar bilan cheklab qo‘yish mumkin emas. Mazkur muammoni kompleks va tizimli ravishda o‘rganish talab etiladi.

Tadqiqot davomida jinoyatchilikning sabab va shart-sharoitlari o‘zaro bog‘liq bo‘lsa-da, mazmun jihatidan farqli tushunchalar ekanligi aniqlandi. Jinoyatchilikning sabablari shaxsning yoki jamiyatning muayyan sharoitlarda jinoyat sodir etishiga ta’sir qiluvchi omillarni ifodalasa, shart-sharoitlar jinoyat sodir etilishi uchun imkoniyat yaratadigan holatlarni anglatadi. Shuning uchun jinoyatchilik profilaktikasida ushbu ikki jihatni birgalikda o‘rganish va ularni bartaraf etishga qaratilgan choralarni ishlab chiqish muhimdir.

Tadqiqot natijalariga ko‘ra, jinoyatchilikning shakllanishiga ijtimoiy-iqtisodiy, oilaviy, ma’naviy-axloqiy, psixologik va huquqiy omillar ta’sir ko‘rsatishi mumkin. Ishsizlik, moddiy muammolar, tarbiyadagi kamchiliklar, oiladagi nizolar, nazoratsizlik, salbiy ijtimoiy muhit va huquqiy madaniyatning yetarli darajada shakllanmaganligi ayrim holatlarda shaxsning noqonuniy xulq-atvoriga ta’sir qilishi mumkin. Biroq mazkur omillarning mavjudligi avtomatik ravishda jinoyat sodir etilishiga olib kelmaydi. Ularning ta’siri shaxsning individual xususiyatlari va konkret vaziyat bilan birgalikda baholanishi lozim.

Maqolada jinoyatchi shaxsi tushunchasiga ham alohida e’tibor qaratildi. Jinoyatchi shaxsi jinoyat sodir etgan shaxsning kriminologik jihatdan muhim bo‘lgan xususiyatlari yig‘indisini ifodalaydi. Jinoyatchi shaxsini o‘rganishda faqat uning sodir etgan jinoyatini hisobga olish yetarli emas. Uning hayot tarzi, tarbiyasi, oilaviy munosabatlari, ijtimoiy muhiti, ma’lumoti, kasbi, bandligi, ehtiyojlari, manfaatlari, dunyoqarashi, huquqiy ongi, motiv va maqsadlari ham kompleks ravishda tahlil qilinishi lozim.

Jinoyatchi shaxsining tuzilishini o‘rganish natijasida uning ijtimoiy-demografik, ijtimoiy-rol, axloqiy-psixologik va huquqiy xususiyatlari muhim ahamiyatga ega ekanligi aniqlandi. Ijtimoiy-demografik xususiyatlar shaxsning yoshi, jinsi, ma’lumoti, oilaviy holati, kasbi va bandligi kabi belgilarni qamrab oladi. Ijtimoiy-rol xususiyatlari esa shaxsning oilada, ta’lim muassasasida, ish joyida va boshqa ijtimoiy guruhlardagi o‘rnini ifodalaydi. Axloqiy-psixologik xususiyatlar shaxsning qadriyatlari, dunyoqarashi, ehtiyojlari, manfaatlari, motivlari va maqsadlarini o‘z ichiga oladi. Huquqiy xususiyatlar esa shaxsning qonunga munosabati, huquqiy bilimlari va huquqiy madaniyati bilan bog‘liq.

Tadqiqot davomida jinoyatchi shaxsining shakllanishida oilaning o‘rni alohida ahamiyatga ega ekanligi ko‘rsatildi. Oila shaxsning dastlabki ijtimoiylashuv muhiti bo‘lib, uning dunyoqarashi, axloqiy qadriyatlari va xulq-atvori shakllanishida muhim rol o‘ynaydi. Oiladagi nizolar, e’tiborsizlik, tarbiyadagi kamchiliklar va nazoratsizlik ayrim hollarda shaxsning salbiy xulq-atvoriga ta’sir qilishi mumkin. Shu sababli oilaviy muammolarni barvaqt aniqlash va tegishli profilaktik choralarni amalga oshirish muhimdir.

Huquqiy ong va huquqiy madaniyat masalasi ham tadqiqotning muhim jihatlaridan biri bo‘ldi. Shaxsning qonunlarni bilishi, o‘z huquq va majburiyatlarini anglashi hamda qonun talablariga hurmat bilan munosabatda bo‘lishi uning qonuniy xulq-atvorini shakllantirishda muhim ahamiyatga ega. Shu bois aholining, ayniqsa yoshlarning huquqiy savodxonligini oshirish jinoyatchilik profilaktikasining muhim vositalaridan biri sifatida qaralishi lozim.

Shuningdek, jinoyatchilikning oldini olish faqat jazolash choralaridan iborat bo‘lmasligi kerak. Jinoyatchilikka olib keluvchi sabab va shart-sharoitlarni aniqlash, ularni bartaraf etish, shaxsning ijtimoiy muammolarini hal qilish, huquqiy tarbiya va ijtimoiy moslashuvni kuchaytirish profilaktik faoliyatning muhim tarkibiy qismlaridir.

Ayniqsa, jinoyat sodir etgan shaxslarning jamiyatga qayta moslashuviga yordam berish va ularning qonuniy hayot tarziga qaytishi uchun zarur sharoitlarni yaratish muhimdir.

Umumiy jihatdan olib qaraganda, jinoyatchilik sabablari, jinoyatchi shaxsi va uning kriminologik tavsifi bir-biri bilan chambarchas bog‘liq tushunchalardir. Jinoyatchilik sabablarini chuqur o‘rganmasdan turib jinoyatchi shaxsining shakllanish mexanizmini to‘liq tushunish qiyin. Xuddi shuningdek, jinoyatchi shaxsining xususiyatlarini hisobga olmasdan turib jinoyatchilik profilaktikasining individual yo‘nalishlarini samarali tashkil etish imkoniyati cheklanadi.

Shu asosda jinoyatchilikka qarshi kurashishning samaradorligini oshirish uchun, birinchidan, jinoyatchilikning sabab va shart-sharoitlarini muntazam o‘rganish; ikkinchidan, jinoyatchi shaxsining kriminologik xususiyatlarini kompleks tahlil qilish; uchinchidan, yoshlar va voyaga yetmaganlar o‘rtasida profilaktik ishlarni kuchaytirish; to‘rtinchidan, aholining huquqiy madaniyatini oshirish; beshinchidan, oilaviy va ijtimoiy muammolarni barvaqt aniqlash hamda ularni bartaraf etish choralarini kuchaytirish zarur.

Yakuniy xulosa sifatida aytish mumkinki, jinoyatchilikning oldini olishning eng muhim shartlaridan biri jinoyat sodir etilgandan keyin unga munosabat bildirish bilan cheklanmasdan, jinoyat sodir etilishiga olib kelishi mumkin bo‘lgan sabab va shart-sharoitlarni oldindan aniqlash va bartaraf etishdan iborat. Jinoyatchi shaxsini chuqur va har tomonlama o‘rganish esa ushbu jarayonning ilmiy asoslarini mustahkamlaydi. Kompleks, tizimli va individual yondashuvlardan foydalanish jinoyatchilik profilaktikasini takomillashtirish, huquqiy madaniyatni oshirish va jamiyatda qonuniylikni mustahkamlashga xizmat qiladi.

Rasmiy statistik tahlil maqolaning nazariy xulosalarini konkretlashtirdi: O‘zbekistonda ro‘yxatga olingan jinoyatlar 2023-yildan 2025-yilgacha 48,9 foizga, Surxondaryo viloyatida esa 96,3 foizga oshgan. Shu bilan birga, jinoyat tarkibidagi turli yo‘nalishlar bir xil dinamikaga ega emas: firibgarlik sezilarli ko‘paygan, talonchilik va bosqinchilik esa kamaygan [10–12]. Bu holat jinoyatchilikka qarshi kurashda umumiy ko‘rsatkichlardan tashqari strukturaviy tahlilni ham majburiy elementga aylantirish zarurligini ko‘rsatadi.

Tadqiqotning amaliy xulosasi shuki, samarali profilaktika uch darajani birlashtirishi kerak: birinchisi — hudud va jamiyat miqyosidagi ijtimoiy-iqtisodiy hamda tashkiliy omillarni kamaytirish; ikkinchisi — oila, ta’lim, mahalla va mehnat muhiti orqali ijtimoiy nazorat va qo‘llab-quvvatlashni kuchaytirish; uchinchisi — konkret shaxsning

motivi, ehtiyoji, huquqiy ongi va ijtimoiy moslashuviga mos individual chora ko‘rish. Ana shu integrativ yondashuv jinoyatchilik sabablarini bartaraf etish va jinoyatchi shaxsini ilmiy asosda o‘rganish o‘rtasidagi bog‘liqlikni amaliy profilaktika mexanizmiga aylantiradi.

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PHARMACOTHERAPY OF HEART FAILURE: A NARRATIVE REVIEW OF CONTEMPORARY GUIDELINE-DIRECTED DRUG THERAPY

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Abstract

Heart failure remains one of the most common, costly, and lethal cardiovascular syndromes worldwide, affecting more than 64 million people globally and carrying a prognosis that is often worse than many forms of cancer. Over the past four decades, pharmacological management has evolved from a purely symptomatic, diuretic-centred approach into a sophisticated, evidence-driven strategy that targets the neurohormonal maladaptation underlying the disease. This narrative review summarizes the pharmacotherapy of heart failure with a focus on guideline-directed medical therapy (GDMT) for heart failure with reduced ejection fraction (HFrEF). We discuss the mechanistic rationale, clinical evidence, dosing principles, and safety considerations of the four foundational drug classes — renin–angiotensin system inhibitors (including angiotensin receptor–neprilysin inhibitors), evidence-based beta-blockers, mineralocorticoid receptor antagonists, and sodium–glucose cotransporter-2 inhibitors — followed by symptom-directed agents such as loop diuretics, digoxin, ivabradine, and vericiguat. Special attention is given to heart failure with preserved ejection fraction, comorbidity-driven choices, and the practical challenge of up-titration and adherence. Collectively, modern combination therapy has transformed heart failure from an inexorably fatal condition into a chronic disease in which survival and quality of life can be meaningfully improved.

Keywords: Heart failure; guideline-directed medical therapy; HFrEF; ACE inhibitors; beta-blockers; mineralocorticoid receptor antagonists; SGLT2 inhibitors.

1. Introduction

Ask any cardiologist what has changed most in heart failure care over the last thirty years and the answer rarely concerns a single miracle drug. Instead, the transformation has been cumulative: a steady accumulation of randomized evidence showing that carefully chosen combinations of ordinary medicines, started early and pushed to target doses, can halve the risk of death and hospitalization in selected patients. Heart failure is not a single disease but a clinical syndrome in which the heart is unable to pump or fill sufficiently to meet the body's needs. Its burden is enormous. In the United States alone, more than six million adults live with the condition, and despite declining age-adjusted mortality, the absolute number of cases continues to rise as populations age and more people survive myocardial infarction [1].

The syndrome is conventionally divided by left ventricular ejection fraction (LVEF) into heart failure with reduced ejection fraction (HFrEF, LVEF ≤ 40%), mildly reduced ejection fraction (HFmrEF), and preserved ejection fraction (HFpEF, LVEF ≥ 50%) [1,2]. This distinction matters therapeutically: nearly all mortality-reducing therapy has been established in HFrEF, whereas treatment of HFpEF remains largely centred on comorbidity management, symptom relief, and — more recently — sodium–glucose cotransporter-2 (SGLT2) inhibition. The purpose of this review is to walk through the pharmacological armamentarium in a clinically grounded way, explaining not only which drugs are recommended but why they work, how they are used in practice, and where their limits lie.

2. The Pathophysiological Rationale for Drug Therapy

A failing ventricle sets in motion a chain of compensatory responses that are initially life-preserving but ultimately self-destructive. Reduced cardiac output lowers renal perfusion, which triggers renin release from the juxtaglomerular apparatus. Renin cleaves angiotensinogen to angiotensin I, which is converted by angiotensin-converting enzyme (ACE), predominantly in the pulmonary circulation, into angiotensin II — a potent vasoconstrictor that also stimulates aldosterone secretion, sodium and water retention, sympathetic activation, and pathological myocardial remodelling (Figure 1). In parallel, baroreceptor unloading drives sympathetic nervous system activation, raising heart rate and contractility at the cost of myocyte calcium overload, apoptosis, and arrhythmogenicity. Natriuretic peptides, released in response to wall stretch, are the body's counter-regulatory signal, promoting natriuresis, vasodilation, and anti-fibrotic effects — but in chronic heart failure this brake is

overwhelmed and, in the case of neprilysin-degraded peptides, metabolically short-lived.

Virtually every drug class that improves survival in HFrEF interrupts one or more arms of this neurohormonal cascade (Figure 2). Understanding this biology explains two otherwise puzzling clinical observations: first, drugs that are negatively inotropic or that lower blood pressure in the short term (beta-blockers, ACE inhibitors) nonetheless prolong life; and second, drugs that acutely relieve congestion (loop diuretics) improve symptoms dramatically but, used alone, do not modify the disease's lethal trajectory.

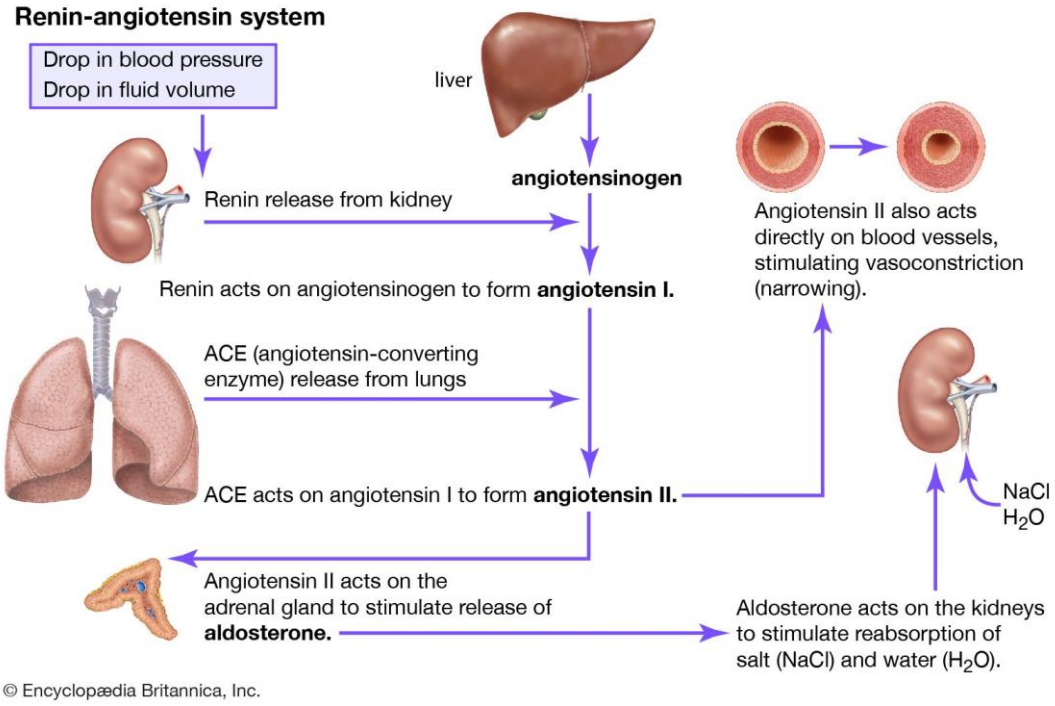


Figure 1. The renin–angiotensin–aldosterone system: the central therapeutic target in heart failure. (Image source: Encyclopaedia Britannica, britannica.com)

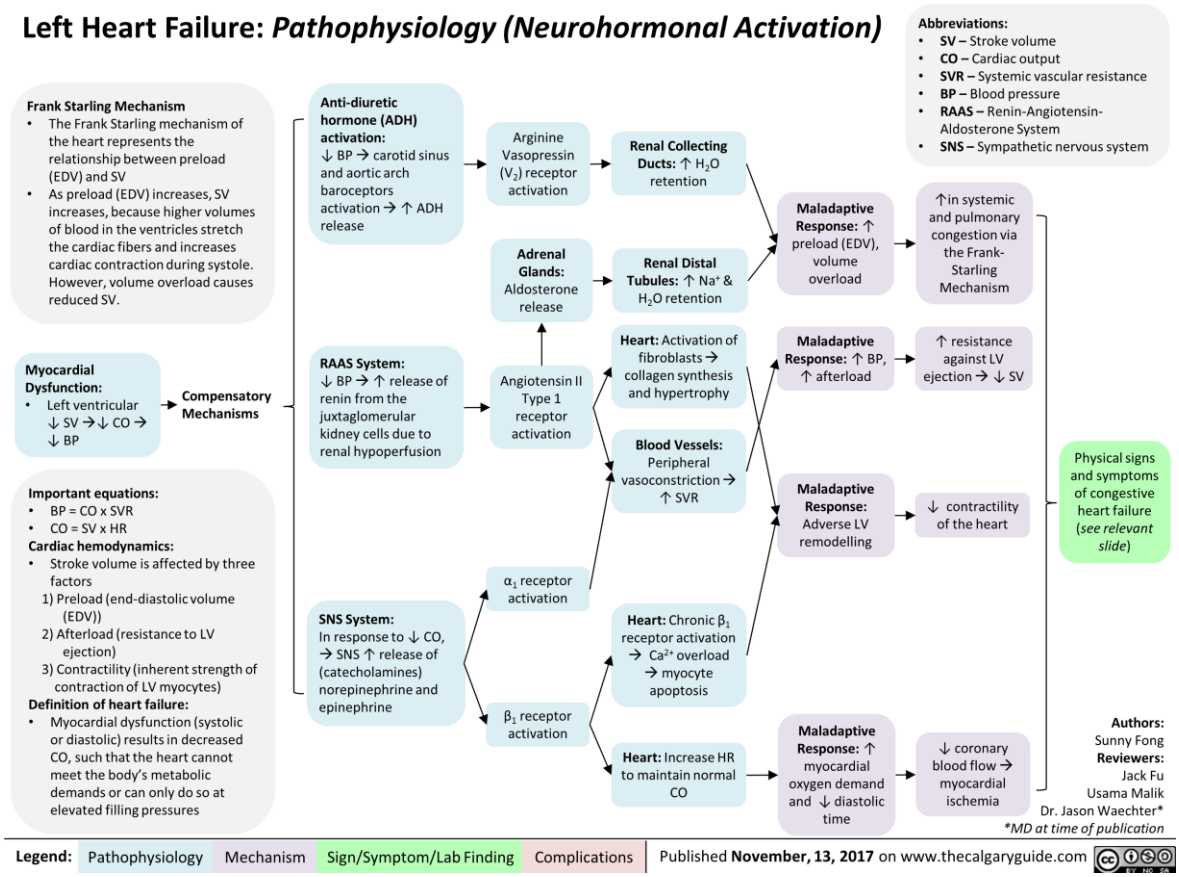


Figure 2. Neurohormonal activation and maladaptive responses in left heart failure. (Image source: Calgary Guide, University of Calgary)

3. Inhibition of the Renin–Angiotensin–Aldosterone Axis

3.1 ACE inhibitors and ARBs

ACE inhibitors were the first drug class to prove that heart failure mortality could be reduced by neurohormonal blockade. In the landmark CONSENSUS trial, enalapril reduced one-year mortality from 52% to 36% in patients with severe heart failure [3]; the SOLVD treatment trial extended this benefit to mild-to-moderate disease, demonstrating a 16% relative reduction in mortality alongside fewer hospitalizations [4]. Angiotensin receptor blockers (ARBs) such as losartan and valsartan offer an alternative for patients who develop intolerable cough or angioedema on ACE inhibitors, with valsartan shown to be non-inferior in the Val-HeFT and CHARM-Alternative populations [1]. Because both classes cause vasodilation of the efferent arteriole, clinicians must anticipate an expected rise in serum creatinine at initiation;

an increase of up to 30% from baseline is generally acceptable, provided potassium remains below 5.5 mmol/L.

3.2 Angiotensin receptor–neprilysin inhibition (ARNI)

Sacubitril/valsartan, the first-in-class ARNI, pairs valsartan with a neprilysin inhibitor that slows the degradation of natriuretic peptides, bradykinin, and other vasoactive peptides. In PARADIGM-HF, sacubitril/valsartan reduced the composite of cardiovascular death or heart failure hospitalization by 20% relative to enalapril and cut cardiovascular mortality by 20% — arguably the single most important drug trial in modern heart failure care [10]. Current guidelines therefore recommend substitution of an ARNI for an ACE inhibitor or ARB in symptomatic HFrEF patients who remain stable, with a mandatory 36-hour washout after ACE inhibitor use to avoid angioedema from bradykinin accumulation [1].

4. Beta-Adrenergic Receptor Blockade

Blocking the sympathetic nervous system in a failing heart seemed counterintuitive when first proposed. Yet three landmark trials — CIBIS-II (bisoprolol), MERIT-HF (metoprolol succinate), and the carvedilol program — established that beta-blockers reduce all-cause mortality by roughly one third in stable HFrEF [5–7]. Only three agents carry this evidence base: carvedilol, metoprolol succinate (the extended-release formulation, not tartrate), and bisoprolol. The practical art lies in initiation: start low, go slow. Patients are typically begun on one-eighth to one-quarter of the target dose and up-titrated at two-week intervals as tolerated, with transient fatigue and fluid retention being the most common obstacles. Crucially, beta-blockers should not be started — or dose-escalated — during frank decompensation; a common mistake is discontinuing the drug during a flare, when in fact it should merely be held or reduced and then re-established once euvolemia returns.

5. Mineralocorticoid Receptor Antagonists

Aldosterone escapes chronic ACE inhibition and drives sodium retention, myocardial fibrosis, and potassium wasting. Spironolactone proved its lethality in RALES, where it reduced mortality by 30% in patients with severe HFrEF already on standard therapy [8]; eplerenone extended the benefit to post-infarction and mildly symptomatic patients in EPHESUS and EMPHASIS-HF respectively [9]. The price of this protection is hyperkalemia, which is common enough that contemporary practice increasingly uses potassium binders such as patiromer to keep patients on therapy. Gynecomastia, a class

nuisance of spironolactone, usually resolves on switching to the more selective eplerenone. Renal function and electrolytes should be checked within one to two weeks of initiation or dose change, then periodically thereafter.

6. Sodium–Glucose Cotransporter-2 Inhibitors: From Diabetes to Heart Failure

Few chapters in cardiovascular medicine are as remarkable as the repurposing of SGLT2 inhibitors. Developed as oral hypoglycemics, dapagliflozin and empagliflozin were found to reduce heart failure hospitalizations in diabetic populations, prompting dedicated heart failure trials. DAPA-HF showed that dapagliflozin reduced cardiovascular death or worsening heart failure by 26% in HFrEF patients regardless of diabetes status [11]; EMPEROR-Reduced confirmed the class effect with empagliflozin [12]. The mechanism appears multifactorial — osmotic diuresis, improved tubuloglomerular feedback, reduced preload and afterload, and possibly favourable metabolic and anti-inflammatory effects — rather than simply glucose lowering. Two observations cemented their place in therapy: benefit is consistent across the ejection fraction spectrum (including HFpEF, as shown in DELIVER [17]), and side effects are comparatively benign, limited mainly to genital mycotic infections and rare euglycemic ketoacidosis [2,11,12]. Guidelines now position SGLT2 inhibitors as a core component of the 'four pillars' of HFrEF therapy, safe to start even in patients with relatively low blood pressure [1].

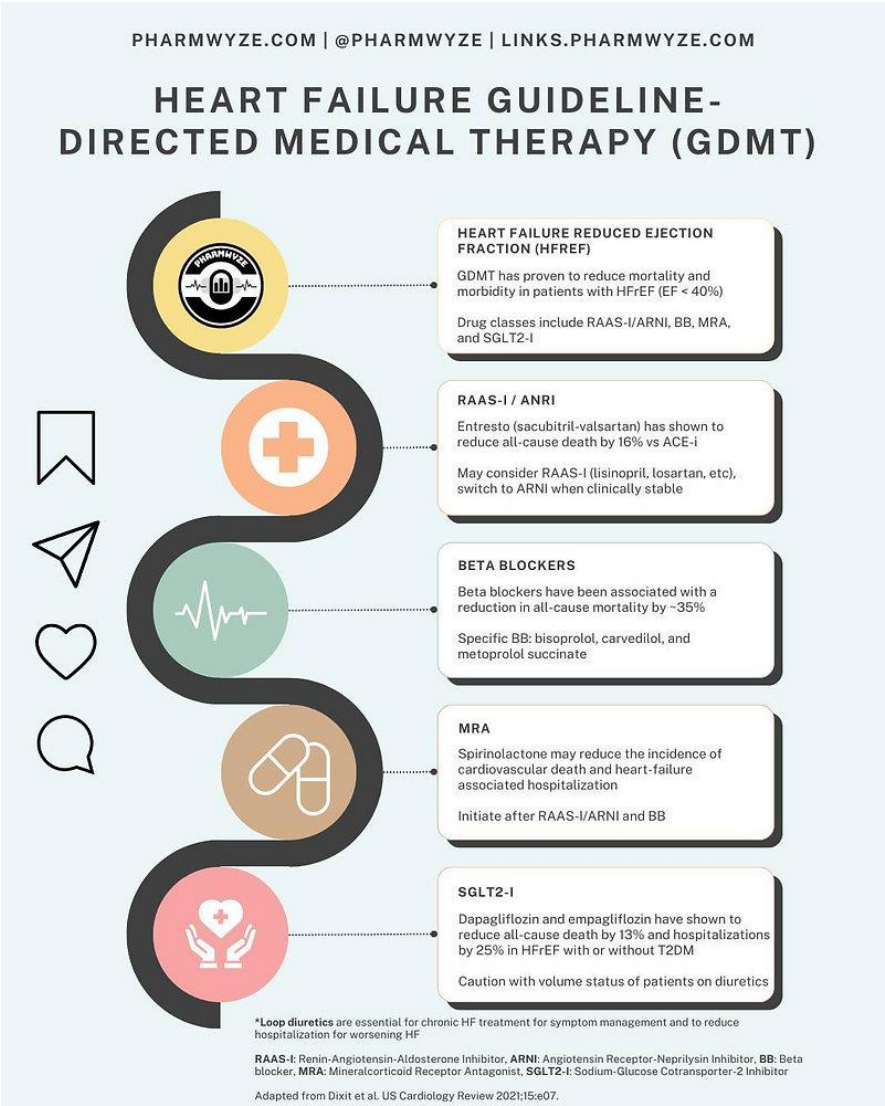


Figure 3. Summary of guideline-directed medical therapy for heart failure with reduced ejection fraction. (Image source: pharmwyze.com, adapted from US Cardiology Review)

7. Symptom-Directed and Adjunctive Pharmacotherapy

7.1 Loop diuretics

Furosemide, bumetanide, and torsemide remain the workhorses for congestion. They relieve dyspnoea and oedema rapidly and remain essential during decompensation, but no trial has shown they improve survival when used alone. The therapeutic targets are clinical — resolution of jugular venous pressure, orthopnoea, and peripheral oedema — rather than a fixed dose. Over-diuresis provokes prerenal azotemia and electrolyte derangements; under-diuresis leaves the patient in a vicious cycle of recurrent

admission. Torsemide's reliable bioavailability makes it attractive when furosemide response is erratic, a strategy formally compared in the TRANSFORM-HF trial.

7.2 Digoxin and ivabradine

Digoxin, the oldest cardiac drug still in use, reduces heart failure hospitalization without affecting mortality, as the Digitalis Investigation Group showed [15]. Its narrow therapeutic index demands vigilance for toxicity — nausea, visual changes, and arrhythmia — particularly in renal impairment and hypokalemia. Ivabradine offers a more modern, mechanistically elegant option: selective inhibition of the sinoatrial If current slows heart rate without negative inotropy. In SHIFT, ivabradine reduced cardiovascular death or hospitalization in patients in sinus rhythm with a resting rate ≥ 70 beats per minute despite maximally tolerated beta-blockade [14].

7.3 Vericiguat and vasodilators

Vericiguat, an oral soluble guanylate cyclase stimulator, reduced the composite of cardiovascular death or hospitalization by 10% in the high-risk, recently decompensated VICTORIA population [13], filling a niche for patients who deteriorate despite the four pillars. Hydralazine–isosorbide dinitrate retains a specific evidence base in self-identified Black patients with symptomatic HFrEF (A-HeFT) and in those intolerant of RAAS blockade. Intravenous inotropes — milrinone, dobutamine, levosimendan — are reserved for cardiogenic shock or palliation, since they worsen long-term outcomes when used chronically.

8. Comparative Overview of Major Drug Classes

Table 1 summarizes the principal pharmacological classes used in chronic heart failure, their mechanisms, evidence of outcome benefit, and key monitoring requirements.

Drug class	Representative agents	Principal mechanism	Outcome evidence	Key adverse effects / monitoring
ACE inhibitors	Enalapril, lisinopril, ramipril	Block conversion of angiotensin I to II; reduce vasoconstrictio	Reduced mortality and hospitalization (CONSENSUS, SOLVD)	Cough, angioedema, hyperkalemia, creatinine rise

		n and aldosterone		
ARBs	Losartan, valsartan, candesartan	Block angiotensin II type-1 receptor	Mortality/morbidity benefit; alternative to ACEi (CHARM-Alternative)	Hyperkalemia, hypotension, renal dysfunction
ARNI	Sacubitril/valsartan	AT1 blockade plus neprilysin inhibition, raising natriuretic peptides	Superior to enalapril; 20% CV death reduction (PARADIGM-HF)	Angioedema (washout after ACEi), hypotension
Beta-blockers	Carvedilol, metoprolol succinate, bisoprolol	Antagonize chronic sympathetic activation; anti-arrhythmic, anti-remodelling	~35% mortality reduction (CIBIS-II, MERIT-HF, COPERNICUS)	Bradycardia, fatigue, fluid retention; start low, go slow
MRA	Spironolactone, eplerenone	Aldosterone blockade; antifibrotic, potassium-sparing	30% mortality reduction in severe HFrEF (RALES); benefit across severity (EMPHASIS-HF)	Hyperkalemia, renal impairment; gynecomastia (spironolactone)
SGLT2 inhibitors	Dapagliflozin, empagliflozin	Glucosuric diuresis, improved tubuloglomerular feedback, metabolic effects	26% reduction CV death/HF hosp. (DAPA-HF); class effect (EMPEROR-Reduced); benefit in HFpEF (DELIVER)	Genital mycotic infection, rare euglycemic ketoacidosis; minimal BP effect

Loop diuretics	Furosemide, torsemide, bumetanide	Inhibit Na-K-2Cl cotransporter in ascending limb; reduce preload	Symptom relief only; no proven mortality benefit	Electrolyte loss, prerenal azotemia, ototoxicity at high dose
Ivabradine	Ivabradine	Selective If channel inhibition; slows sinus rate	Reduced CV death/HF hosp. in sinus rhythm ≥70 bpm (SHIFT)	Bradycardia, visual phosphenes; only if sinus rhythm
Digoxin	Digoxin	Na/K-ATPase inhibition; positive inotropy; AV nodal slowing	Fewer HF hospitalizations, neutral mortality (DIG)	Narrow therapeutic index; toxicity worsened by hypokalemia, renal impairment
Vericiguat	Vericiguat	Soluble guanylate cyclase stimulator; cGMP-mediated vasodilation	10% reduction in CV death/HF hosp. after decompensation (VICTORIA)	Hypotension, anaemia; add-on for worsening HFrEF

Table 1. Overview of major pharmacological classes in chronic heart failure.

9. Heart Failure with Preserved Ejection Fraction and Special Populations

Pharmacotherapy for HFpEF tells a humbler story. Aldosterone antagonism showed benefit in a pooled, older analysis (TOPCAT) in selected subgroups, and ARNI and ARB trials yielded neutral composite endpoints. The genuine breakthrough came with SGLT2 inhibitors: DELIVER demonstrated that dapagliflozin reduced cardiovascular death or worsening heart failure across the full LVEF spectrum, including patients above 60% [17]. Otherwise, treatment centres on blood pressure control, rhythm management of atrial fibrillation, diuretics for congestion, and treatment of diabetes, obesity, and sleep apnoea. In right-sided failure and pulmonary hypertension, vasodilator therapy requires caution; in advanced renal disease, RAAS blockers and

MRAs must be dosed judiciously; and in pregnancy, ACE inhibitors, ARBs, and ARNIs are strictly contraindicated. Iron deficiency deserves mention as a therapeutic target in its own right — intravenous ferric carboxymaltose improved symptoms and reduced hospitalizations in AFFIRM-AHF [16] — and is now routinely screened for in guideline follow-up.

10. Landmark Randomized Trials in Heart Failure Pharmacotherapy

Trial (year)	Agent / class	Population	Principal result
CONSENSUS (1987)	Enalapril (ACEi)	Severe HFrEF	40% reduction in 6-month mortality; established neurohormonal blockade
SOLVD-Treatment (1991)	Enalapril (ACEi)	Mild–moderate HFrEF	16% reduction in mortality; fewer HF hospitalizations
RALES (1999)	Spironolactone (MRA)	Severe HFrEF	30% reduction in mortality on background therapy
CIBIS-II (1999)	Bisoprolol (BB)	Moderate–severe HFrEF	34% reduction in mortality; trial stopped early for benefit
MERIT-HF (1999)	Metoprolol succinate (BB)	Mild–severe HFrEF	34% reduction in mortality
PARADIGM-HF (2014)	Sacubitril/valsartan (ARNI)	Symptomatic HFrEF	20% reduction in CV death or HF hospitalization vs. enalapril
DAPA-HF (2019)	Dapagliflozin (SGLT2i)	HFrEF, ± diabetes	26% reduction in CV death or worsening HF

			regardless of diabetes
EMPEROR-Reduced (2020)	Empagliflozin (SGLT2i)	HFrEF	25% reduction in CV death or HF hospitalization
VICTORIA (2020)	Vericiguat (sGC stimulator)	Recently decompensated HFrEF	10% reduction in CV death or HF hospitalization
DELIVER (2022)	Dapagliflozin (SGLT2i)	HF with LVEF > 40%	18% reduction in CV death or worsening HF

Table 2. Selected randomized controlled trials that shaped guideline-directed medical therapy.

11. Putting It Together: Sequencing, Monitoring, and Adherence

Guidelines now frame HFrEF treatment around the four pillars initiated rapidly and concurrently — or in quick sequence — rather than the older, leisurely 'one drug at a time' escalation. SGLT2 inhibitors are particularly attractive first-line agents because they are well tolerated and require little up-titration, while ARNI, beta-blockers, and MRAs are titrated toward target doses derived from the trials that proved their benefit. Real-world data remain sobering: in many registries, fewer than a quarter of eligible patients receive all four pillars at any meaningful dose, and even fewer reach target doses. Blood pressure, renal function, electrolytes, and clinical congestion should be reassessed at every step. Patient education matters as much as prescription — daily weights, salt moderation, and recognition of early congestion empower patients to avert admissions. Multidisciplinary heart failure clinics, telemonitoring, and pharmacist-led titration programs consistently demonstrate improved GDMT uptake and outcomes.

12. Emerging Directions

The pipeline remains active. Omecamtiv mecarbil, a selective cardiac myosin activator, increased systolic ejection time and reduced hospitalizations in GALACTIC-HF without a mortality signal, and may yet find a role in highly selected patients. Gene and cell therapies targeting the cardiac cytoskeleton, novel non-steroidal MRAs with a kinder potassium profile (finerenone is under study in heart failure), and RNA-targeted approaches to transthyretin amyloidosis are reshaping what 'heart failure pharmacotherapy' will mean in the coming decade. Perhaps the greatest unrealized

gain, however, is not molecular but logistical: closing the implementation gap between what trials have proven and what patients actually receive.

13. Conclusion

Pharmacotherapy has turned heart failure into a condition in which evidence-based combination treatment can transform prognosis. The modern paradigm — ARNI (or ACE inhibitor/ARB), an evidence-based beta-blocker, a mineralocorticoid receptor antagonist, and an SGLT2 inhibitor, layered on symptom-directed diuretics and individualized adjuncts — attacks the neurohormonal vicious cycle at several levels simultaneously. Success depends less on novelty than on execution: early initiation, courageous up-titration, vigilant monitoring of renal function and potassium, and relentless attention to adherence. For clinicians willing to apply the evidence fully, and for health systems willing to support them, the tools to change the natural history of heart failure already exist.

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THE HYGIENE HYPOTHESIS: HOW EARLY-LIFE MICROBIAL EXPOSURE MAY INFLUENCE ALLERGIC DISEASES

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Abstract

Over the past half century, allergic diseases such as asthma, atopic eczema, hay fever and food allergy have risen dramatically, particularly in industrialized, urbanized societies. In 1989, epidemiologist David Strachan proposed what became known as the 'hygiene hypothesis': a lack of early-childhood exposure to infectious agents, and more broadly to a diverse microbial environment, may disturb the development of the immune system and predispose a child to allergic disease. Since then, the hypothesis has evolved considerably. It is no longer understood as a simple call to abandon cleanliness, but rather as a recognition that the human immune system is calibrated by lifelong contact with beneficial microorganisms, the so-called 'old friends', including the gut microbiota. This narrative article traces the historical development of the hygiene hypothesis, reviews the mechanistic evidence implicating regulatory T cells, microbial metabolites and innate immune pattern-recognition receptors, and synthesizes the observational and interventional evidence gathered from studies of birth order, daycare attendance, pet ownership, farming environments, antibiotic use, breastfeeding and mode of delivery. The article also examines the criticisms and revisions of the hypothesis, including the 'old friends' and 'biodiversity' frameworks, and discusses their practical implications for families, clinicians and public health. The weight of current evidence suggests that it is not excessive hygiene itself but a broader loss of microbial biodiversity in modern environments that shapes allergic risk, pointing toward a more nuanced message for the twenty-first century.

Keywords: hygiene hypothesis; allergic disease; atopy; early-life microbiota; regulatory T cells; immune tolerance; gut microbiome; farm effect; childhood asthma; biodiversity

1. Introduction

There is a striking pattern in the geography of allergic disease. A child born today in a wealthy, highly urbanized country faces a markedly higher risk of developing eczema, asthma, hay fever or a food allergy than a child born on a traditional farm, in a large family, or in a rapidly developing country where exposure to soil, animals and untreated water remains routine. Epidemiologists noticed this pattern decades ago and, with it, a paradox: as infectious disease burden fell, allergic disease climbed. Polio and measles retreated; inhalers and adrenaline auto-injectors moved in.

The explanation offered by the 'hygiene hypothesis', first articulated by David Strachan in 1989, is deceptively simple: the immune system of a newborn is like an instrument that must be tuned during infancy, and the tuning is done by microbes. Deprive a child of that microbial education, the argument goes, and the immune system may fail to learn the difference between friend and foe, overreacting to harmless allergens such as pollen, dust-mite particles, peanuts or egg protein. In its strongest form, the hypothesis suggests that aspects of modern cleanliness have deprived children of precisely the exposures needed to build durable immune tolerance.

Nearly four decades later, the hygiene hypothesis remains one of the most influential and most debated ideas in allergy science. This article offers a narrative account of its origins, its biological foundations, the evidence for and against it, and what it means in practice for modern families who are simultaneously told that germs are dangerous and that dirt may be protective.

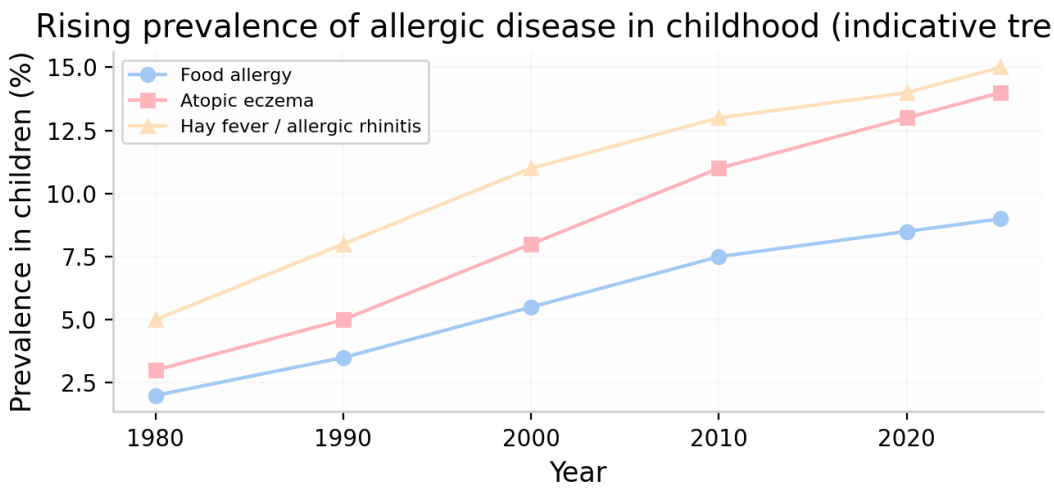


Figure 1. Indicative trends in the rising prevalence of allergic disease in childhood over the last decades.

2. The Birth of an Idea

The intellectual seeds of the hygiene hypothesis were planted well before 1989. Immunologists had long suspected that infections could influence allergy: studies of tuberculosis and of measles in the mid-twentieth century hinted that children who suffered these infections had lower rates of atopy. But it was Strachan's landmark 1989 analysis of the British national birth cohort that crystallized the idea. Examining more than 17,000 children, he found that the risk of hay fever and eczema declined steadily with the number of older siblings in the household. He speculated that 'unhygienic contact' with older children offered protection, presumably by transmitting infections that shaped the developing immune system.

The hypothesis was provocative for two reasons. Scientifically, it inverted the intuitive assumption that more exposure to microbes simply meant more disease. Culturally, it arrived at exactly the moment when consumer culture was embracing disinfection, antibacterial products and spotless homes, forcing an uncomfortable question: had we, in our zeal for cleanliness, unwittingly reprogrammed our children's immune systems?

3. The Biology Behind the Hypothesis

3.1 Two arms of adaptive immunity

The biological core of the hygiene hypothesis lies in the balance between two arms of the adaptive immune response. Helper T cells of the Th1 lineage direct defenses against intracellular pathogens, while Th2 cells drive responses to parasites and mediate allergic inflammation. An attractive early version of the hypothesis held that infections in infancy push the immune system toward Th1 dominance, preventing the excessive Th2 responses characteristic of allergy. Although elegant, this 'Th1/Th2 imbalance' model proved incomplete: it could not easily explain why some infections worsen asthma, nor why germ-free animal models show exaggerated Th2 responses without ever having mounted a Th1 response in the first place.

3.2 Regulatory T cells and microbial metabolites

The field's understanding deepened with the discovery of regulatory T cells (Tregs), which act as peacekeepers, suppressing excessive immune reactions. Experiments in germ-free mice showed that colonization with a normal microbiota restored Treg populations and calmed allergic inflammation. Researchers then identified concrete molecular mediators: short-chain fatty acids, produced when gut bacteria ferment

dietary fibre, promote Treg development and strengthen the epithelial barrier. Commensal bacteria such as Bacteroides fragilis, Faecalibacterium prausnitzii and members of the Clostridia clusters were found to modulate immune tone through both metabolites and direct signaling. A rich, diverse early-life microbiome, in this view, trains dendritic cells and Tregs to respond to allergens with tolerance rather than attack.

3.3 Pattern recognition and the 'old friends'

Innate immune receptors, particularly Toll-like receptors (TLRs) that recognize conserved microbial structures, add another layer. Germ-free and TLR-deficient animals show defective tolerance, while low-dose microbial stimulation of TLRs appears to promote regulatory pathways. Immunologist Graham Rook refined the hypothesis into the 'old friends' mechanism: humans co-evolved with a suite of mostly harmless environmental and commensal organisms, and the immune system expects encounters with them. Modern environments, he argued, deprive us not of pathogens but of these old microbial companions, leaving immune regulation underdeveloped.

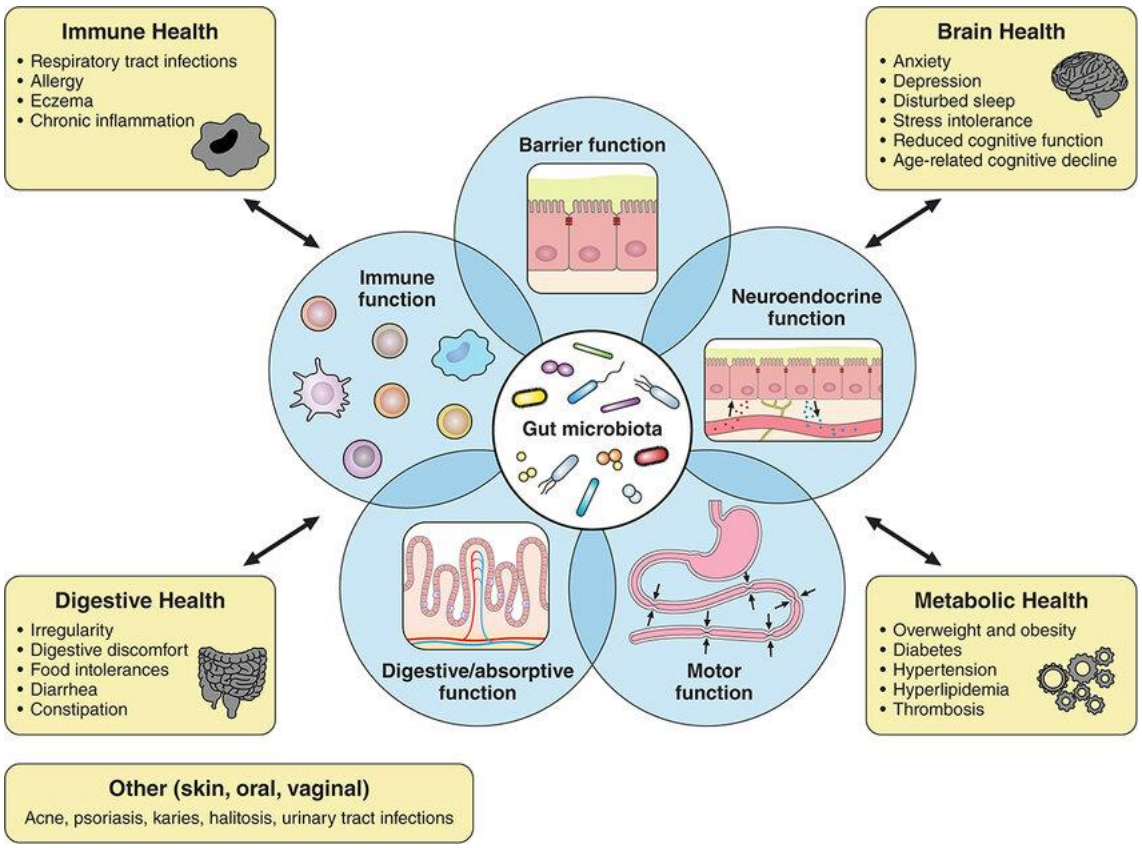


Figure 2. The gut microbiota and human health: microbial communities influence immune function, barrier integrity and metabolic processes.

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4. What the Evidence Shows

4.1 Birth order and family size

Strachan's original signal, the protective effect of older siblings, has been replicated many times. Children with several older siblings have consistently lower rates of hay fever, eczema and atopy, as do children from larger families. The proposed mechanism is sustained exposure, during the first year of life, to a stream of organisms brought home by older children, a phenomenon sometimes called the 'sibling microbiome' effect.

4.2 Daycare and early social mixing

Formal childcare offers a natural experiment. Infants who enter daycare before their first birthday, and who therefore exchange microbes with many peers, show lower subsequent risks of asthma and atopy in several large cohorts, despite experiencing more frequent respiratory infections in the short term. Timing matters: protection is strongest when exposure begins early, before the immune system's regulatory architecture is set.

4.3 Pets and farm animals

Dogs and cats, long blamed by parents for triggering allergies, emerge in large observational studies as more often protective, particularly when exposure begins in the first year of life. The effect is largest of all in farming communities. The ALEX and PARSIFAL studies in Central Europe found that children raised on farms, drinking farm milk and regularly tending animals had roughly half the risk of asthma and hay fever of matched urban children. Farm dust is rich in microbial compounds that engage TLR2 and TLR4 signaling and expand regulatory T cells. German and Swiss work went further, identifying specific cow-shed-dwelling bacteria, such as Acinetobacter lwoffii, whose exposure in mice protected against airway inflammation.



Figure 3. Children raised on farms, in regular contact with animals and unprocessed milk, consistently show lower rates of allergic disease.

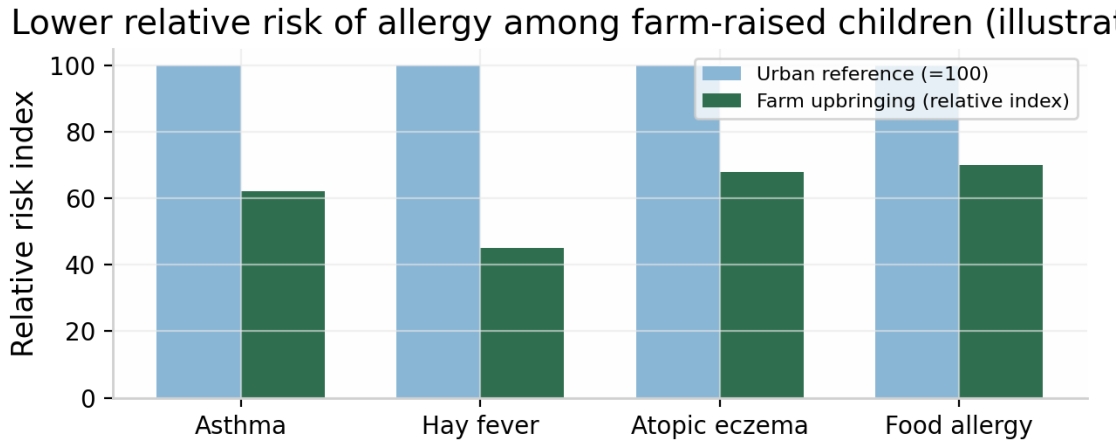


Figure 4. Illustrative comparison of relative allergic-disease risk among farm-raised versus urban children.

4.4 Antibiotics, delivery mode and diet

The flip side of exposure is its disruption. Multiple cohort studies link early-life antibiotic courses, especially in the first year, with modestly increased risks of asthma, eczema and food allergy, plausibly through disturbance of the developing gut microbiome. Caesarean delivery, which bypasses the maternal birth-canal inoculation

and delays microbiome maturation, is associated in many studies with a 20 to 40 percent increase in asthma and allergy risk, while breastfeeding, which seeds the infant gut with beneficial organisms and immune factors, is broadly protective. Diets high in fermentable fibre, the raw material for protective short-chain fatty acids, are likewise associated with lower atopy.

4.5 Migration and urbanization

The natural laboratory of migration reinforces the picture. Children migrating from low-allergy regions such as rural Africa or South Asia to high-allergy Western countries quickly acquire local-level allergy risks, with the effect strongest for those migrating early in life, suggesting an environmental rather than purely genetic cause.

Line of evidence	Finding	Proposed mechanism	Key limitation
Birth order / family size	More older siblings → lower atopy risk	Shared microbial environment in infancy	Confounding by lifestyle and genetics
Daycare attendance	Early entry (first year) protective	Peer microbial exchange; Treg induction	Short-term infections increase
Pet ownership	Dogs/cats protective when exposure begins early	Household microbial enrichment	Selection: allergic families avoid pets
Farming upbringing	Approx. 50% lower asthma and hay fever risk	Diverse farm microbiota; Treg expansion; TLR2/4 signaling	Rural upbringing confounded by other exposures
Early antibiotics	Associated with higher atopy risk	Microbiome disruption	Antibiotics may mark illness-prone children
Caesarean delivery	Higher asthma/atopy risk	Missed maternal microbial seeding	Indications for C-section may confound
Breastfeeding	Broadly protective	Maternal microbes, HMOs, immune factors	Socioeconomic confounding

Table 1. Summary of major lines of observational evidence relevant to the hygiene hypothesis.

5. From 'Hygiene' to 'Old Friends': Reframing the Hypothesis

Strictly interpreted, the original hygiene hypothesis faces problems. Allergic diseases continue to rise in countries that were never obsessively clean, and not all infections are protective: respiratory syncytial virus bronchiolitis, for example, increases later asthma risk. Nor is there evidence that ordinary domestic hygiene, such as handwashing, meaningfully drives allergy at the population level. These inconsistencies pushed researchers toward broader formulations.

The 'old friends' hypothesis, advanced by Rook and colleagues, holds that the immune system evolved to expect continual, low-level contact with a specific guild of environmental organisms, soil microbes, commensals, helminths and the microbes of animals and other people. Modern environments impoverish this guild through antibiotics, cesarean sections, indoor lifestyles, processed diets and reduced contact with nature. A related 'biodiversity hypothesis', proposed by Finnish researchers, extends the idea to ecosystems: contact with diverse natural environments enriches the skin and gut microbiota and is associated with lower allergy risk, a finding demonstrated in studies comparing children living on biodiversity-rich farms with those on biodiversity-poor farms.

Under these reframings, the enemy is not soap but ecological simplification. A sanitized lifestyle is only one of many modern forces pruning the microbial world of early childhood.

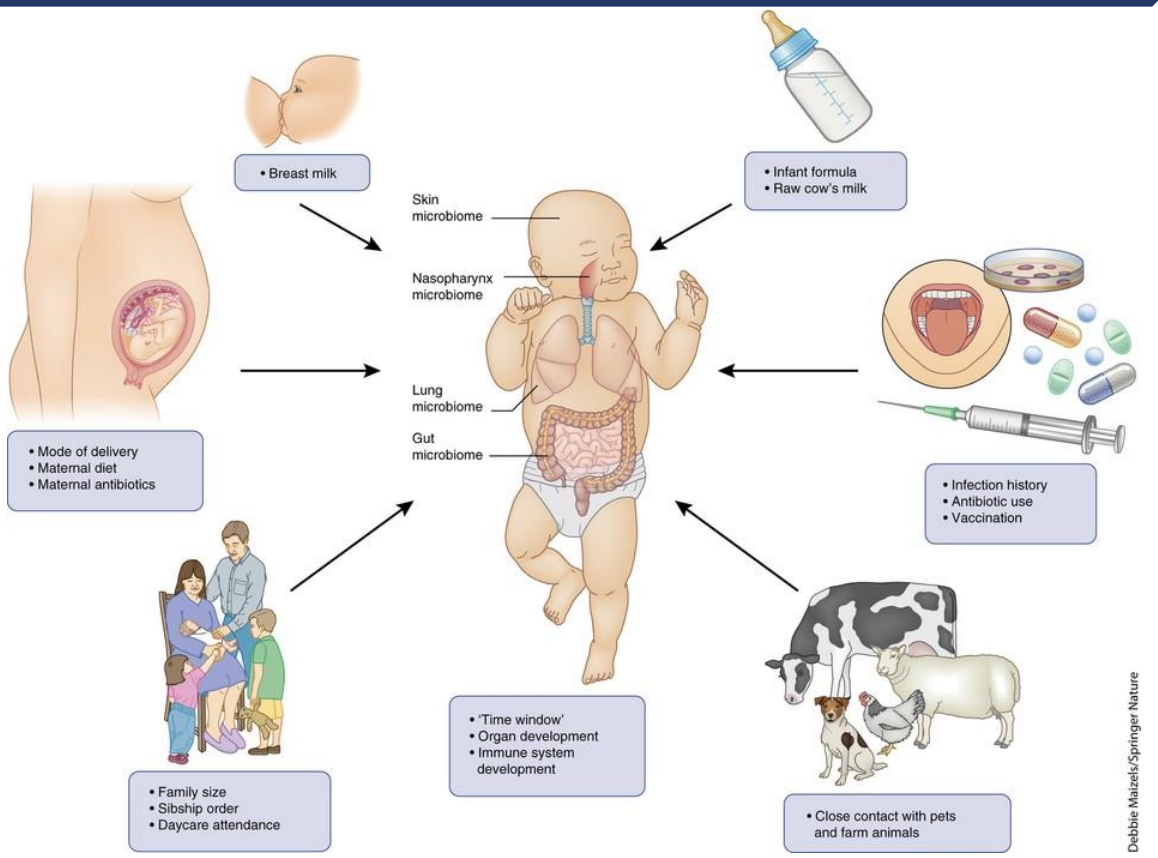


Figure 5. Early-life exposures shaping the infant microbiome and immune system, as illustrated in reviews of the allergy epidemic.

6. Criticisms and Open Questions

Several caveats temper enthusiasm. First, observational studies are vulnerable to confounding and reverse causation: parents who keep pets, farm, or avoid antibiotics may differ in many other ways, and early allergic symptoms may themselves alter microbial exposure. Second, microbiome studies have struggled with reproducibility, since microbial composition varies enormously between individuals, populations and laboratory methods. Third, the strong effects seen in animal models, where germ-free mice develop florid allergy, may overstate the situation in humans, whose immune systems are inevitably exposed to some microbes everywhere. Fourth, the rise in allergy likely has multiple drivers; vitamin D status, diet, obesity, air pollution and reduced physical activity all plausibly contribute, and microbial exposure is only part of the story.

Most importantly, no large randomized trial has yet proven that deliberately increasing microbial exposure in infancy prevents allergic disease. Trials of probiotics, prebiotics and farm-dust-derived products have yielded mixed or modest results, leaving

practitioners without a simple prescription. The evidence remains strongest at the level of populations and ecosystems, and weakest at the level of individual intervention.

Modern environmental change	Effect on early microbiota	Plausible allergic consequence
Antibiotic use in infancy	Reduces diversity; delays maturation	Impaired oral tolerance; higher atopy risk
Caesarean delivery	Misses birth-canal inoculation	Delayed Treg development
Formula feeding	Less maternal microbial and oligosaccharide input	Altered gut colonization
Indoor, urban lifestyle	Reduced contact with soil, animals, biodiversity	Impaired immune regulation (old friends deficit)
High-fibre diet	Increases short-chain fatty acids	Promotes Treg function and tolerance
Farm animal contact	Diverse microbial and endotoxin exposure	Lower asthma and hay fever risk

Table 2. Environmental exposures in early life and their reported associations with microbial diversity and allergic disease.

7. Practical Implications

For parents, the modern evidence supports a pragmatic middle path. Routine cleanliness, handwashing, food hygiene and vaccination remain essential for preventing serious infections and must not be abandoned; no reputable researcher advocates a return to dirt for its own sake. At the same time, there is little reason to sterilize a child's entire world. Allowing a baby supervised contact with pets, encouraging outdoor play, avoiding unnecessary antibiotics, supporting breastfeeding where possible, and including fibre-rich foods are reasonable, low-risk choices consistent with current evidence.

For clinicians and public health, the message is twofold. First, antibiotic stewardship in infancy has benefits that may extend beyond antimicrobial resistance to immune development. Second, urban planning that preserves green space and biodiversity may carry an unexpected immune dividend. The hygiene hypothesis, properly understood,

is ultimately a hypothesis about ecology: the health of the immune system reflects the health of the microbial world it grows up in.

8. Future Directions

Research is moving from correlation toward mechanism and intervention. Large birth cohorts with longitudinal microbiome sequencing, metabolomics and epigenetic profiling aim to identify the critical windows and microbial signals that establish tolerance. Early clinical trials are testing defined bacterial consortia, microbial metabolites such as butyrate, and farm-derived immunomodulators as allergy prevention strategies. If such interventions succeed, the hygiene hypothesis will have completed an extraordinary journey, from a puzzling observation about hay fever and family size to a microbiome-based toolkit for preventing one of the most common disease burdens of the modern age.

9. Conclusion

The hygiene hypothesis began as a paradox and matured into a framework for understanding how modern life reshapes the immune system. The evidence now indicates that allergic risk is shaped less by soap and cleanliness than by the breadth and character of a child's microbial world in the earliest years of life, and that regulatory immune pathways, microbial metabolites and innate pattern recognition form the biological bridge between environment and disease. While causal proof in individuals remains elusive, the hypothesis has already changed how scientists think about allergy, and its central insight endures: a newborn immune system is educated by its microbial surroundings, and the lesson it learns there lasts a lifetime.

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THE SEMIOTIC BREACH

Reframing antimicrobial resistance through information theory, network topology, and the limits of pharmacological reductionism.

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For decades, the discourse surrounding drug-resistant pathogens has been imprisoned within the crude vocabulary of warfare. We speak endlessly of miracle drugs, frontline defenses, last-resort armaments, and pathogenic enemies laying siege to human health. This militaristic conceit is not merely a poetic flourish; it is a fundamental cognitive error that obscures the biological reality of microbial systems. Bacteria are not hostile combatants invading an alien territory; they are the baseline architects of Earth's biogeochemical machinery. When we introduce concentrated synthetic molecules to eliminate them, we are not waging war—we are writing software updates for a planetary biological network that reads chemical interventions as raw data.

To overcome the stagnation in how we confront drug resistance, we must abandon the linear paradigm of chemical attrition. Resistance is not an unpredictable accident of nature, nor is it simply a statistical byproduct of bad patient compliance or agricultural overfeeding. It is an inevitable systemic outcome of applying static molecular monocultures to a hyper-connected, decentralized evolutionary network.

1. The Illusion of Centralized Pharmacology

Modern drug discovery has long been governed by an engineering mindset: the pursuit of molecular perfection. Pharmacologists construct single, highly purified compounds designed with absolute affinity to lock onto a precise macromolecular target inside a bacterial cell, such as a specific ribosomal subunit or a cell-wall synthesis enzyme. The

assumption underlying this paradigm is reductionist and mechanical—if you break the key component of the machine, the machine ceases to function.

Yet biological entities do not behave like mechanical clocks. They operate as adaptive complex systems possessing immense degeneracy and redundancy. When a human body or an agricultural feedlot is saturated with a uniform synthetic molecule, the system experiences extreme selective compression. Any organism harboring a stochastic, pre-existing genetic variation that neutralizes the drug's binding affinity is instantly elevated from obscurity to total evolutionary dominance. We have not destroyed the system; we have simply cleared out the noise and selected for the signal that defeats our code.

> *"We have engineered an industrial philosophy that treats biology as a set of mechanical locks and keys, ignoring the reality that microbes operate as a globally integrated information network capable of real-time compilation."*

2. The Planetary Neural Network and the Metagenomic Commons

To understand why resistance evolves and spreads with terrifying velocity, we must discard the traditional view of bacteria as isolated single-celled organisms competing in isolation. Through horizontal gene transfer, microbial populations function as a distributed computing network. Plasmids, transposons, and integrons operate as open-source code repositories circulating through a vast, global metagenomic commons.

Consider the topology of this network. A soil microorganism residing in an uncultivated forest and an opportunistic pathogen thriving inside a metropolitan hospital intensive care unit are nodes within the same continuous information web. When an antibiotic is deployed anywhere in the biosphere, it acts as a selective query, testing the resilience of the network at that specific junction. Within hours of a compound entering an ecological niche, the network compiles, tests, and distributes a functional mitigation patch across species boundaries.

This explains why discovering a novel chemical class offers only temporary respite. Every new drug introduced into the commercial market is instantly fed into the microbial compilation engine, where it undergoes exhaustive evolutionary screening across trillions of iterations daily.

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3. The Thermodynamic Cost of Adaptation

A persistent puzzle in evolutionary biology is why resistance genes do not dominate microbial genomes entirely, given their clear survival advantage under drug pressure. The answer lies in metabolic economics. Expressing efflux pumps, synthesizing degrading enzymes, or structurally altering outer-membrane porins incurs a severe energetic tax.

In a pristine environment devoid of pharmacological stress, resistant strains are frequently penalized by their own machinery; they burn cellular energy manufacturing useless defenses while their wild-type neighbors allocate those resources toward rapid reproduction. However, modern human infrastructure has systematically erased this natural penalty. Industrial agriculture, urban sewage accumulation, and hospital effluent streams have constructed a permanent, subsidized niche where chemical stress is ubiquitous. We have engineered a planetary habitat where the metabolic tax of resistance is continuously offset by ambient pollution, ensuring that resistant variants never face an evolutionary disadvantage.

4. Shifting from Eradication to Ecological Modulation

If the crisis of drug resistance is a structural consequence of our attempts to sterilize the biosphere, then the solution cannot lie in the frantic search for more potent poisons. Doubling down on chemical eradication is a game of diminishing returns that leads directly to the post-antibiotic cliff.

A viable paradigm shift requires moving away from the goal of microbial annihilation and toward the art of ecological modulation. Instead of deploying broad-spectrum agents that scorch entire microbial communities—thereby clearing fertile ground for multi-drug resistant opportunists—future interventions must focus on targeted governance. This involves quorum-sensing inhibitors that jam the chemical signaling protocols bacteria use to coordinate virulence, alongside phage therapies designed to apply predatory pressure exclusively to rogue strains while leaving the commensal microbiome intact.

By fostering high internal diversity within the human microbiome, we establish biological friction against resistant invaders. In a diverse ecological community, incoming pathogens find every niche occupied, every nutrient channel claimed, and every metabolic pathway contested.

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5. Conclusion: Acknowledging Biological Sovereignty

The phenomenon of antimicrobial resistance forces upon us a humbling epistemological reckoning. For a century, industrial civilization operated under the hubristic assumption that nature could be engineered into submission through chemical force. Bacteria have answered this assumption with the quiet, relentless logic of evolution.

Protecting the future of medicine requires abandoning the illusion of absolute biological control. We share a living biosphere governed by ancient, hyper-adaptive networks where chemical arrogance is met with swift systemic adaptation. True security will not come from inventing a better poison, but from learning how to coexist within a microbial world that holds the ultimate veto.

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SCREEN EXPOSURE AS A MODIFIABLE RISK

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Abstract

Digital screens have become part of everyday life, supporting education, communication, entertainment and access to health information. At the same time, prolonged or poorly timed screen exposure may displace sleep, physical activity, face-to-face interaction and other behaviours that protect health. This narrative review discusses screen exposure as a potentially modifiable risk factor, with particular attention to children and adolescents. Evidence is considered across sleep, physical activity and weight-related outcomes, vision and posture, and psychosocial well-being. The literature does not support treating every screen activity as harmful or assuming that screen duration alone explains health outcomes. Effects appear to depend on age, content, context, timing, the degree of adult involvement and what screen use replaces. Educational and socially supportive uses can be beneficial, while automatic playback, constant notifications and bedtime use can make balanced habits harder to maintain. Practical approaches include family media plans, screen-free meals and bedrooms, a pause from screens before sleep, regular movement breaks, co-viewing with younger children and age-appropriate content selection. The review concludes that screen exposure is best addressed through proportionate, family-centred and context-sensitive strategies rather than blame or a single rule for every child. Because this is a narrative review, the discussion is descriptive and does not constitute a systematic assessment or meta-analysis.

Keywords: screen exposure; screen time; children; adolescents; sleep; sedentary behaviour; digital health; prevention

1. Introduction

Phones, tablets, computers, televisions and gaming devices are now woven into ordinary routines. A child may use a tablet to practise reading, watch a cartoon while a caregiver prepares dinner, speak to relatives in another country and later play a game before bed. These activities look similar when measured as minutes in front of a screen, yet they differ in purpose, content, social setting and likely effect. For this reason, screen exposure should be understood as a pattern of behaviour rather than a single number.

The term "modifiable risk" means that exposure can be changed, at least partly, through personal choices, family routines, school practices and the design of digital environments. It does not mean that screens are inherently dangerous or that families can control every influence. Digital media can help children learn, create, maintain relationships and access support. The concern arises when use becomes excessive, difficult to stop, unsuitable for a child's developmental stage or regularly replaces essential activities such as sleep, movement, meals and conversation.

Research reviews have reported associations between higher screen exposure and several health outcomes, including adiposity, depressive symptoms, diet quality and sleep. However, the strength of evidence varies by outcome, and many studies are observational. This means that an association does not prove that screen use alone caused the outcome. Family stress, neighbourhood safety, socioeconomic circumstances, pre-existing health difficulties and the content being viewed may influence both screen habits and health. A balanced review must therefore distinguish plausible mechanisms from established causal conclusions.

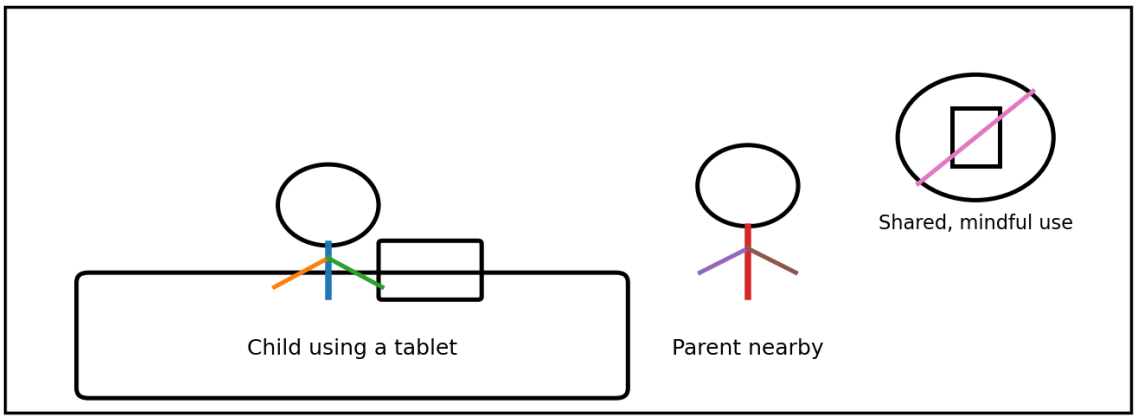


Figure 1. Conceptual illustration of shared, supervised screen use in a family setting.

2. Literature overview and approach

This narrative article draws on influential guidance and review literature identified through targeted searches of PubMed-indexed material, the American Academy of Pediatrics (AAP), the World Health Organization (WHO) and peer-reviewed review articles. Key sources include a systematic review of reviews on screen time and child and adolescent health, AAP guidance on media use and family media planning, and WHO guidance on sedentary behaviour. The aim is to explain recurring findings and practical implications, not to provide a reproducible systematic review.

An important limitation in this field is measurement. Some studies count television only; others include schoolwork, social media, video calls, gaming and background television. Self-reported time can be inaccurate, and the same duration may involve very different levels of attention or physical inactivity. Evidence also changes as platforms and devices evolve. Findings should therefore be interpreted as a broad picture rather than as a precise prediction for an individual child.

3. Potential pathways linking screen exposure and health

3.1 Sleep and daily rhythm

Screen use can affect sleep in several ways. A video or game may delay bedtime because the user wants to continue; notifications can interrupt wind-down routines; and stimulating content can make it harder to settle. Light from a screen may also contribute to circadian effects, although real-world sleep outcomes depend on brightness, timing, duration and individual sensitivity. Sleep matters for attention, mood, learning, growth and general well-being, so a small nightly delay repeated across a week may become meaningful.

Practical advice should focus less on fear of a device and more on protecting a predictable bedtime. Families can charge phones outside bedrooms, disable non-essential notifications and agree on a screen-free period before sleep. AAP guidance commonly recommends avoiding screens during the hour before bedtime and keeping devices out of sleeping spaces when possible. These steps are easier to follow when adults adopt them too.

3.2 Sedentary behaviour, diet and weight

Many screen activities involve sitting for long periods. When they replace outdoor play, walking or sport, daily movement can fall. Television and online content may also encourage distracted eating or expose children to advertising for energy-dense foods. These pathways can help explain why research has found associations between greater screen exposure and higher adiposity or less healthy dietary patterns. Still, screen use is not the only driver of weight: food access, sleep, genetics, medication, family routines and the built environment also matter.

A useful goal is to interrupt long sitting periods rather than simply counting minutes. A short walk, stretching, dancing to music or active play between online tasks can make a difference to the daily routine. Meals and snacks are good opportunities to put devices away and notice hunger and fullness cues.

3.3 Vision, headaches and posture

Extended near work can contribute to eye strain, dry or tired eyes, blurred vision and headaches, particularly when a person blinks less, holds a device very close or uses it continuously without breaks. Prolonged downward head posture and poorly arranged desks may also contribute to neck, shoulder or back discomfort. These symptoms are not unique to digital screens, and persistent pain or visual changes should not automatically be attributed to screen exposure.

Simple adjustments include using comfortable lighting, placing the screen at a reasonable distance, increasing text size, taking regular visual breaks and changing posture. The commonly used 20-20-20 reminder—every 20 minutes, look at something about 20 feet away for 20 seconds—is a practical habit rather than a guarantee against eye problems. Outdoor time is also valuable, particularly for children, and should not be replaced by additional screen-based leisure.

3.4 Emotional and social well-being

Digital media can support friendship, identity, creativity and connection, especially for young people who feel isolated offline. It can also expose users to cyberbullying, unrealistic comparisons, distressing content, privacy risks or pressure to remain constantly available. The impact is shaped by what a person sees, how they feel during and after use, and whether online activity supports or disrupts their relationships and responsibilities.

Parents and educators should look for changes in functioning rather than assume that every frequent user has a problem. Warning signs may include persistent sleep loss, falling school participation, abandoning previously enjoyed activities, repeated conflict about stopping, or distress linked to online interactions. Calm conversations and practical support are generally more helpful than shame or sudden punishment.

4. Summary of evidence and practical interpretation

Area	What research suggests	Practical interpretation
Sleep	Higher or bedtime screen use is associated with poorer sleep outcomes in some studies.	Protect bedtime routines; keep devices away from beds when feasible.
Weight and diet	Review-level evidence links greater screen time with adiposity and less healthy diet patterns.	Pair device boundaries with movement, regular meals and healthy food access.
Mental well-being	Associations with depressive symptoms are reported; findings vary by type of use and person.	Ask about content, online experiences and functioning, not time alone.
Vision and posture	Continuous near work may cause temporary strain or discomfort.	Use breaks, comfortable positioning and appropriate lighting; assess persistent symptoms.
Learning and connection	High-quality media can support learning and relationships; passive or distracting use may interfere with tasks.	Choose age-appropriate content and use media together when useful.

Table 1. Broad evidence themes and practical implications. These statements summarise associations and guidance; they should not be read as proof that screen exposure alone causes each outcome.

5. Screen exposure as a modifiable risk: what can be changed?

Effective prevention is usually realistic, consistent and shared. A strict rule that ignores school requirements, family work schedules or a child's needs may fail quickly. Instead, families can identify the situations where screens are most likely to displace something important, then make one or two changes at a time. For example, a household may start by keeping meals device-free and charging phones outside bedrooms, then review whether sleep and family interaction improve.

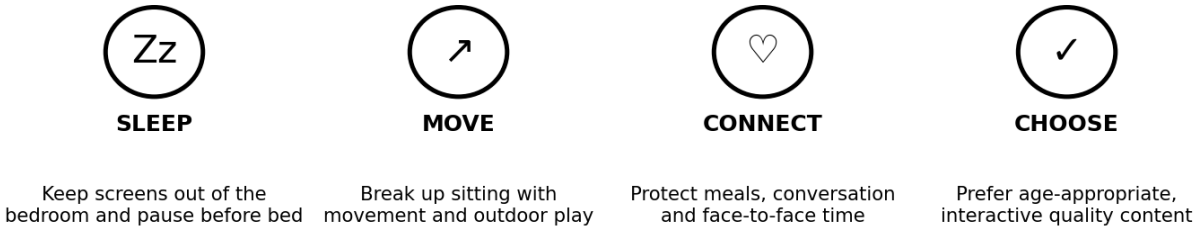


Figure 2. Four practical pillars for healthier screen habits: sleep, movement, connection and content choice.

5.1 Guidance by developmental stage

For very young children, real-world interaction, play, language-rich conversation and sleep are especially important. AAP guidance advises avoiding screen media before 18 months except video chatting, choosing high-quality content and watching together for children aged 18–24 months, and limiting use to about one hour per day of high-quality programming for children aged 2–5 years. Recommendations can differ slightly across organisations and are updated as evidence develops; caregivers should consult current local guidance and their child's clinician when needed.

For school-age children and adolescents, a single daily limit is often less useful than a plan that protects sleep, physical activity, school responsibilities and in-person relationships. Families can discuss when screens are useful, which activities are recreational, what content is appropriate and what to do when online experiences become upsetting. The plan should be reviewed as a child's maturity, school demands and technology use change.

5.2 A sample family media plan

Routine	Example agreement
Meals	Phones and tablets stay away from the table.
Bedtime	Devices charge outside bedrooms; quiet wind-down begins about one hour before sleep.
Study	School tasks are done with non-essential notifications off.
Movement	Stand, stretch or move between long sitting periods.
Young children	Adults choose suitable content and watch or play together where possible.
Review	Family checks the plan weekly and changes rules that are unrealistic.

Table 2. Illustrative family agreement. It should be adapted to age, accessibility needs, school demands and family circumstances.

5.3 Schools, clinicians and digital platforms

Schools can help by teaching digital literacy, building movement into the day and avoiding unnecessary device use when a non-digital method serves the same purpose. Clinicians can ask non-judgmental questions about sleep, mood, physical activity and media habits during routine visits. Platforms and device makers also have a role: clear parental controls, age-appropriate defaults, reduced manipulative notifications and tools that make stopping easier can support healthier behaviour. Prevention should not place the entire responsibility on individual parents when digital products are designed to hold attention.

6. Discussion

The strongest public-health message is not that all screen exposure is harmful, but that its timing, content and opportunity cost matter. A child video-calling a grandparent, completing a guided science lesson or creating digital art is not having the same experience as a child watching autoplay videos late into the night. Measuring total minutes alone can hide these differences. A more useful assessment asks what the screen is being used for, whether the child can stop, what activity it replaces and how the child feels afterwards.

Evidence also needs careful interpretation. Much of the literature is observational, so direction of effect can be complicated. For example, poor sleep may lead to more nighttime device use, as well as nighttime device use contributing to poor sleep. Similarly, a young person experiencing low mood may seek online distraction or support. Longitudinal studies, objective device-use measures and studies that distinguish content and context can improve understanding. Future research should include diverse family settings and children with disabilities, for whom digital access may provide essential communication or participation.

Screen exposure is nevertheless a practical prevention target because routines can be adjusted without eliminating technology. Small changes—such as moving a charger out of the bedroom, turning off autoplay, taking movement breaks and making meals screen-free—are low-cost and can be tested at home. The best plan is one that improves daily life and can be maintained, rather than one that creates constant conflict.

7. Conclusion

Screen exposure is a modifiable influence on health, but its effects are neither uniform nor determined by time alone. Higher or poorly timed use may contribute to sleep disruption, sedentary routines, less healthy eating, temporary eye strain and some psychosocial difficulties, while purposeful digital media can support learning and social connection. Families, schools, clinicians and technology providers can reduce avoidable risks by protecting sleep, encouraging movement, prioritising face-to-face relationships, choosing suitable content and revisiting clear media boundaries. A balanced, developmentally appropriate approach is more defensible than fear-based messaging or a universal rule for every child.

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THE ROLE OF PHARMACOGENETICS IN PREDICTING DRUG RESPONSE AND ADVERSE DRUG REACTIONS

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Abstract

Give the same dose of the same drug to two patients, and one may be cured while the other is harmed—a problem as old as prescribing itself. Much of that variability is written in the genome. Pharmacogenetics, the study of how inherited variation modifies drug response, has matured from a laboratory curiosity into a clinical discipline with published dosing guidelines for more than a hundred drugs. This narrative review traces the field from its accidental discoveries—haemolysis in G6PD-deficient soldiers given primaquine, prolonged paralysis after suxamethonium, decades of genotype-blind warfarin dosing—to the modern era of international implementation consortia, pre-emptive panel testing, and point-of-care clinical decision support. We review the mechanistic families through which variants act (metabolic enzymes, drug targets, transporters, and immune-related HLA alleles), assemble the landmark gene–drug pairs with proven clinical actionability, and examine the strongest outcome evidence to date: the PREPARE trial, in which a 12-gene panel reduced adverse drug reactions by 25% in nearly seven thousand European patients. We then confront the obstacles—cost, ancestral bias in variant catalogues, drug–drug–gene interactions, education, and ethics—and argue that pharmacogenetics has crossed the threshold from promise to practice. The conclusion is measured but firm: for a growing list of medicines, the most important laboratory test is already inside the patient, waiting to be read once.

Keywords: pharmacogenetics; pharmacogenomics; adverse drug reactions; precision medicine; CYP450; CPIC guidelines; HLA; gene–drug interaction; pre-emptive testing

1. Introduction

Two patients sit in adjacent beds on a cardiology ward, both having received stents after heart attacks, both started on clopidogrel at the same dose on the same morning. Six months later, one returns to work; the other returns with a stent thrombosis and a second, larger infarction. Nothing about their charts—age, weight, kidney function, smoking—explains the difference. But a single-letter change at position 681 of the CYP2C19 gene does: the patient who carried two loss-of-function alleles converts almost none of the prodrug into its active antiplatelet form and was, in effect, unmedicated during the weeks that mattered most. This is the everyday argument for pharmacogenetics, told not in odds ratios but in a ward round.

The scale of the underlying problem is sobering. Adverse drug reactions remain among the leading causes of hospital admission and in-hospital harm, and large twin and family studies attribute 20% to 95% of the variability in drug response between individuals to heredity—a range that dwarfs what age, organ function, and comorbidity together can explain. For decades, medicine has managed this variability the only way it could: empirically, by starting a standard dose and adjusting by trial, error, and occasionally catastrophe. Pharmacogenetics offers a different sequence—test first, then dose—whose logic has been reinforced by a striking observation: roughly 99% of people carry at least one actionable pharmacogenetic variant somewhere in their genome. This article reviews how that knowledge was discovered, which gene–drug pairs have earned their place in guidelines, what the outcome trials show, and what still stands between the genome and the prescription pad.

2. A Short History of Accidental Discoveries

The field was born of toxicity, not theory. Pythagoras is said to have warned against fava beans, and the haemolytic crises his followers avoided were favism—today understood as acute oxidative destruction of red cells in people with glucose-6-phosphate dehydrogenase (G6PD) deficiency. The modern era opened in the 1950s, when antimalarial primaquine produced haemolysis in a predictable fraction of soldiers, and when studies of the tuberculosis drug isoniazid revealed two populations—rapid and slow acetylators—whose difference lay in polymorphic N-acetyltransferase. Famously, 6–10% of patients given the muscle relaxant suxamethonium in the 1950s and 1960s suffered prolonged apnoea because of inherited variants in butyrylcholinesterase, a finding that made anaesthetists geneticists by necessity. The molecular watershed came in 1988, when striking ethnic and interindividual differences in the metabolism of the antihypertensive debrisoquine

were traced to the CYP2D6 gene—launching the CYP450 era. The succeeding decades mapped variant after variant: TPMT and mercaptopurine, DPYD and fluorouracil, VKORC1 and warfarin, and a wholly different mechanism in the HLA system, where immune-response alleles presage idiosyncratic hypersensitivity to abacavir and carbamazepine. By the time the Human Genome Project finished, pharmacogenetics had moved from pharmacology footnotes to drug labels, and by 2009 the Clinical Pharmacogenetics Implementation Consortium (CPIC) had formed precisely to solve the next problem—translating genotypes into prescribing decisions.

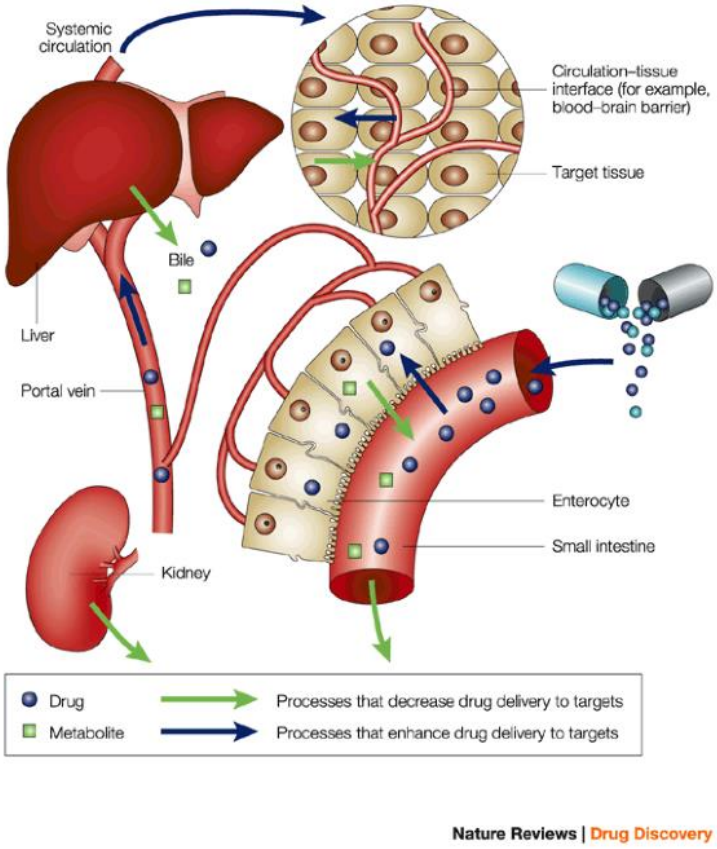


Figure 1. The genetic basis of variability in drug response: absorption, distribution, metabolism, and target engagement differ between individuals with different variants, so the same dose delivers very different concentrations and effects. (Reproduced from Nature Reviews Drug Discovery.)

3. How Variants Speak: Four Mechanistic Families

Pharmacogenetic variants act through four recognisable routes. The first and largest is drug metabolism, dominated by the cytochrome P450 superfamily. CYP2D6, CYP2C19, and CYP2C9 are extraordinarily polymorphic—CYP2D6 alone exists as

normal, reduced, absent, and even multi-copy ("ultrarapid") versions—and their combined diplotypes sort patients into poor, intermediate, normal, rapid, and ultrarapid metaboliser phenotypes. The consequences run in both directions: a poor metaboliser given codeine converts almost none of it to morphine and gets no analgesia, while an ultrarapid metaboliser—sometimes carrying three or four active copies—may flood a breastfed infant with morphine from a routine maternal dose, a tragedy documented in case reports and now answered by boxed warnings. Non-CYP enzymes matter too: variants in TPMT and NUDT15 predict thiopurine myelosuppression, and DPYD deficiency converts fluoropyrimidine chemotherapy into life-threatening or lethal toxicity. The second family is pharmacodynamic: VKORC1 variants change warfarin's target itself, explaining much of the dose gap between a patient needing 2 mg and one needing 10 mg daily. The third is transport: SLCO1B1 variants impair hepatic statin uptake and raise simvastatin-associated myopathy risk sharply in carriers of two risk alleles. The fourth, and most dramatic, is immune: specific HLA alleles act as molecular gatekeepers of severe hypersensitivity—HLA-B*57:01 for abacavir, HLA-B*15:02 for carbamazepine-induced Stevens–Johnson syndrome in South-East Asian populations, and HLA-B*58:01 for allopurinol hypersensitivity. For these, the test is not about dose but about veto: carrying the allele contraindicates the drug outright.

Gene–drug pair	Variant effect	Clinical action	Comments
CYP2C19 – clopidogrel	Loss-of-function alleles impair prodrug activation	Avoid clopidogrel in poor metabolisers; use prasugrel/ticagrelor	Boxed warning; ~30% of patients have suboptimal response
CYP2C9 / VKORC1 – warfarin	Reduced clearance; increased target sensitivity	Lower starting dose per FDA label/CPIC algorithm	Genotype explains a large share of dose variability; label updated 2007/2010
HLA-B*57:01 – abacavir	Immune-mediated hypersensitivity	Test before prescribing; drug contraindicated if positive	Testing made routine; virtually eliminated abacavir hypersensitivity reactions

HLA-B*15:02 – carbamazepine	Stevens–Johnson syndrome / toxic epidermal necrolysis	Test at-risk ancestries (e.g., South-East Asian); avoid if positive	Prevalence of allele drives regional testing policy
HLA-B*58:01 – allopurinol	Severe cutaneous adverse reactions	Test before therapy in high-risk groups; avoid if positive	Strongest HLA association known; relevant to gout therapy worldwide
CYP2D6 – codeine, tramadol, tamoxifen	Ultra-rapid: toxicity (respiratory depression); poor: no efficacy	Avoid in ultra-rapid metabolisers; alternative analgesics; tamoxifen adjuvant choice	Breastfeeding infant deaths prompted boxed warnings
TPMT / NUDT15 – azathioprine, mercaptopurine	Thiopurine over-exposure → myelosuppression	Start at greatly reduced dose or avoid	Standard pre-treatment test in gastroenterology, oncology, transplant
DPYD – 5-fluorouracil, capecitabine	DPD deficiency → severe/life-threatening toxicity	Dose reduction per activity score or avoid	CPIC guideline; prevents avoidable chemotherapy deaths
SLCO1B1 – simvastatin	Impaired hepatic uptake → myopathy risk	Limit dose or choose alternative statin	CPIC guideline for statin-associated muscle symptoms
G6PD – rasburicase, primaquine	Oxidative haemolysis risk	Avoid in deficient patients; test per label	Old example, still required by FDA label

Table 1. Landmark gene–drug pairs with established clinical actionability.

4. The Trial Evidence: From Association to Outcomes

For years the field's critics offered a fair challenge: pharmacogenetics had mechanism and guidelines, but where were the randomised outcome data? That gap has now been substantially closed. The strongest result comes from the PREPARE study, an open-label, multicentre, cluster-randomised crossover implementation trial published in The Lancet: 6,944 patients across seven European countries were tested with a 12-gene pharmacogenetic panel, and treating physicians received the results with guideline-based recommendations. Adverse drug reactions occurred in 21.5% of the genotype-guided arm versus 28.6% with standard treatment—a 25% relative reduction, with an odds ratio of 0.70. Supporting data are consistent across settings: HLA-B*57:01 screening essentially eliminated immunologically confirmed abacavir hypersensitivity; genotype-guided warfarin dosing using validated algorithms outperformed clinical-only dosing in the early, highest-risk weeks in several trials; and DPYD-guided fluoropyrimidine dosing has become an oncology safety standard. Cumulatively, the evidence has shifted the question from "does pharmacogenetic testing work?" to "how do we make it routine?"

5. From Bench to Bedside: Guidelines, Panels, and Decision Support

The translational engine of the field is the guideline ecosystem. CPIC publishes freely available, peer-reviewed, regularly updated gene–drug guidelines with standardised phenotype terminology and activity scores; the Dutch Pharmacogenetics Working Group and national networks contribute parallel guidance; and the Pharmacogenomics Knowledgebase (PharmGKB) curates the evidence that feeds them. As of recent tallies, genotype-based recommendations exist for well over a hundred drugs across roughly two dozen genes—CPIC alone covers 79 drugs—yet the number of genes is modest precisely because a handful of enzymes metabolise so many medicines. The FDA, for its part, maintains a table of pharmacogenetic associations in drug labels, ranging from outright requirements (abacavir, rasburicase) to actionable dosing information (warfarin, clopidogrel) to descriptive mentions of uncertain utility.

Two implementation models compete. Reactive testing orders a single-gene test when a particular drug is prescribed—the traditional approach, simple but perpetually one step behind, since results arrive after decisions. Pre-emptive panel testing genotypes a panel of core pharmacogenes once, stores the result in the electronic health record, and fires an alert whenever a future prescription hits a stored variant—turning a lifetime of encounters into opportunities. Health systems that have built this infrastructure, from children's hospitals to academic medical centres, report workflows in which the

prescription, the genotype, and the guideline meet at the exact moment of decision, as depicted in Figure 2. The cost logic favours panels: with ~99% of individuals carrying at least one actionable variant and dozens of high-use drugs affected, a single test amortises across decades of prescribing.



Figure 2. Dose and medicine selection based on genomic profile: the same drug yields benefit, reduced benefit, or harm depending on the patient's variants—one reason pre-emptive panel testing is replacing reactive single-gene testing. (Image: ZibdyHealth.)

Phenotype	Typical diplotype/activity	General prescribing implication
Poor metaboliser	Two no-function alleles (activity score 0)	Greatly reduced metabolism: risk of toxicity at standard doses or no efficacy for prodrugs (clopidogrel). Reduce dose, avoid, or choose alternative.
Intermediate metaboliser	One normal + one no-function allele (score 0.5–1.25; gene-specific)	Moderately reduced metabolism: dose reduction may be recommended for high-risk drugs; monitor closely.
Normal metaboliser	Two normal-function alleles	Standard dosing anticipated; no adjustment.

Rapid metaboliser	Increased-function allele(s) with normal function (score >2)	Increased metabolism: higher dose may be needed for some drugs; watch for subtherapeutic exposure.
Ultrarapid metaboliser	Multi-copy or strong increased-function alleles	Markedly increased metabolism: prodrugs (codeine) can cause severe toxicity—avoid; some substrates may need dose escalation or alternatives.
Indeterminate / unknown	Uncharacterised alleles or ambiguous diplotype	Treat as normal metaboliser unless clinical factors suggest otherwise; avoid assuming altered phenotype without evidence.

Table 2. CPIC standardised metaboliser phenotype terminology (CYP450 genes) and its general prescribing logic.

6. What Still Stands in the Way

Honesty requires the obstacles to be named as clearly as the successes. Cost and reimbursement lag behind evidence in many systems, leaving patients to fund tests that guidelines already justify. Variant catalogues carry an ancestral skew: most pharmacogenetic data derive from European-ancestry cohorts, so allele frequencies—and therefore testing yield and accuracy—differ across populations, a scientific and equity problem the field is only beginning to repair through diverse biobanking. Drug–drug–gene interactions are under-served by current tools, which typically address a drug pair or a gene–drug pair, rarely both: a CYP2D6 inhibitor can phenoconvert a normal metaboliser into a functional poor one, and guidelines are only now catching up with combination logic. Education remains a bottleneck—surveys repeatedly show prescribers undertrained and underconfident—and laboratory reporting formats still vary. Ethically, the field must resist overreach: incidental findings, insurance

implications, and the temptation to stretch beyond evidence all demand restraint. None of these obstacles is fundamental; all are administrative, curricular, or scientific, and each is being actively worked on.

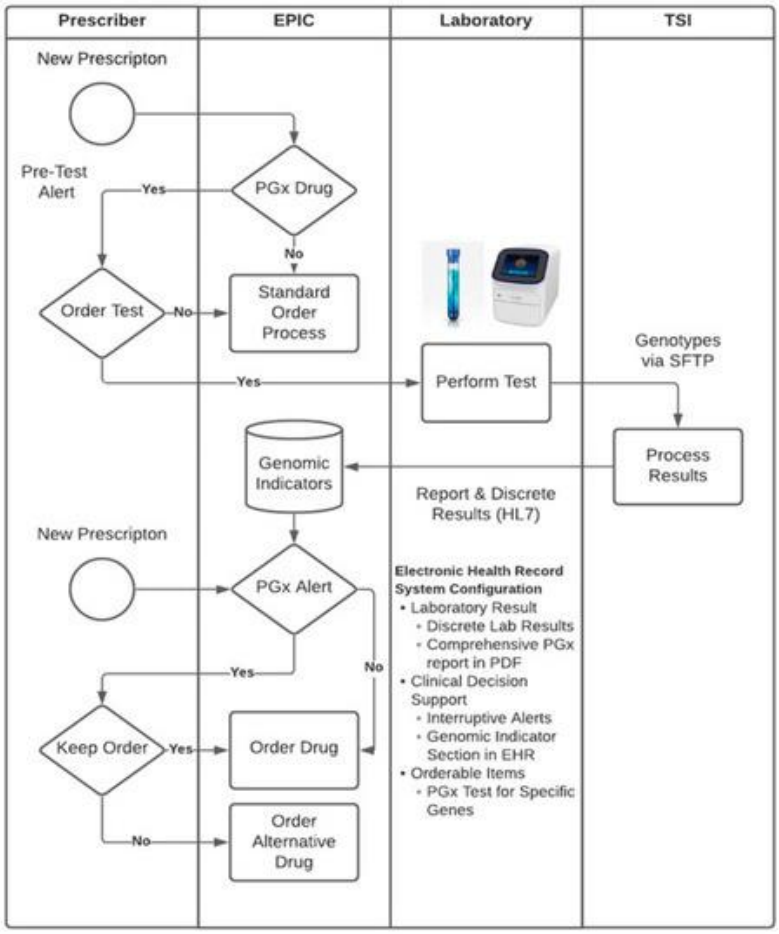


Figure 3. Real-world implementation of pharmacogenomics: a single-centre workflow in which new prescriptions trigger pre-test alerts, panel testing, and genotype-guided decision support at the point of ordering. (Adapted from Arkansas Children's Hospital experience, JPM.)

7. Conclusion

The ward vignette with which this article opened no longer needs to end with a second heart attack. The variant that silently defeated clopidogrel is detectable with a test whose marginal cost falls every year; the guideline translating that result into an alternative drug exists, is free, and is updated as evidence matures; and the trial proof—25% fewer adverse drug reactions across nearly seven thousand patients—has been published in one of medicine's most demanding journals. What remains is adoption: embedding genotypes in health records, wiring alerts into prescribing, paying for the

test once instead of paying for the reaction repeatedly, and teaching the next generation of clinicians to read the genome as naturally as they read a creatinine. Pharmacogenetics does not promise perfect prediction—drug response is multifactorial, and environment, adherence, and drug–drug interactions will always share the stage. But for a defined and growing list of medicines, it has already done something medicine rarely achieves: it has converted a portion of clinical uncertainty into a letter of the alphabet, read once, acted upon, and carried by the patient for life. The most rational next step in therapeutics is to start reading it before the first dose, not after the first disaster.

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YOPIQ KALLA-MIYA JAROHATLARINING OQIBATLARINI SUD-TIBBIY BAHOLASHNING KLINIK-MORFOLOGIK MEZONLARI

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Ishtixon Abu Ali ibn Sino nomidagi jamoat salomatligi texnikumu direktori, tibbiyot fanlari falsafa doktori (PhD)

Annotatsiya. Maqolada yopiq kalla-miya jarohatlaridan keyin uzoq muddat saqlanishi yoki kechroq namoyon bo‘lishi mumkin bo‘lgan klinik va morfologik o‘zgarishlarni sud-tibbiy baholash masalalari ko‘rib chiqiladi. Jarohat tarixi, dastlabki tibbiy hujjatlar, nevrologik va kognitiv holat, neyrovizualizatsiya ma’lumotlari hamda mavjud bo‘lganda morfologik tekshiruv natijalarini kompleks tahlil qilishning ahamiyati yoritiladi. Jarohat bilan keyingi buzilishlar o‘rtasidagi sababiy bog‘lanishni baholashda muqobil sabablar, jarohatdan oldingi holat va klinik dinamikani hisobga olish zarurligi ta’kidlanadi. Maqola adabiyotlar tahliliga asoslangan bo‘lib, unda yangi empirik natijalar yoki statistik ko‘rsatkichlar da’vo qilinmaydi.

Kalit so‘zlar: yopiq kalla-miya jarohati, uzoq muddatli oqibatlar, posttravmatik o‘zgarishlar, neyrovizualizatsiya, klinik-morfologik baholash, sud-tibbiy ekspertiza.

Yopiq kalla-miya jarohati markaziy asab tizimining o‘tkir shikastlanishi bilan cheklanib qolmasligi mumkin. Ayrim hollarda jarohatdan keyingi davrda bosh og‘rig‘i, bosh aylanishi, diqqat va xotira buzilishlari, uyqu muammolari, emotsional o‘zgarishlar, harakat yoki nutq funksiyalaridagi nuqsonlar saqlanib qoladi. O‘rtacha va og‘ir jarohatlarda fokal nevrologik nuqsonlar, posttravmatik epilepsiya, posttravmatik gidrotsefaliya va jarohat bilan bog‘liq boshqa asoratlar ham kuzatilishi mumkin. Uzoq muddatli oqibatlar bemorning yoshi, jarohat og‘irligi, dastlabki hush buzilishining davomiyligi, amneziya, intrakranial shikastlanish turi, hamroh kasalliklar va reabilitatsiya jarayoni bilan bog‘liq holda turlicha kechadi [1, 2].

Sud-tibbiy ekspertizada asosiy vazifa faqat mavjud simptomlarni qayd etish emas, balki ularning ob’ektivligi, barqarorligi, jarohat bilan vaqt va mazmun jihatidan muvofiqligi hamda boshqa ehtimoliy sabablar bilan tushuntirilishi mumkinligini baholashdan iborat. Shuning uchun klinik ma’lumotlar alohida-alohida emas, balki jarohat mexanizmi, dastlabki hujjatlar, dinamik kuzatuv va instrumental tekshiruvlar bilan birgalikda tahlil qilinishi lozim [3, 4].

Tadqiqot maqsadi: Yopiq kalla-miya jarohatlarining uzoq muddatli oqibatlarini sud-tibbiy baholashda ahamiyatli bo‘lgan klinik va morfologik mezonlarni adabiyotlar asosida tizimlashtirish.

Material va uslublar: Maqola narrativ adabiyotlar tahlili shaklida tayyorlandi. Tahlil uchun kalla-miya jarohatlarining uzoq muddatli natijalari, neyropsixiatrik oqibatlari va sud-tibbiy baholashga oid ilmiy sharhlar hamda retsenziyalangan maqolalar tanlandi. Manbalarda bayon etilgan ma’lumotlar klinik kechish, neyrovizualizatsiya, morfologik o‘zgarishlar va sababiy bog‘lanishni baholash nuqtai nazaridan umumlashtirildi. Bu maqola sistematik sharh sifatida ro‘yxatdan o‘tkazilmagan; shu sababli qidiruvning to‘liq protokoli, tanlash oqimi yoki meta-tahlil natijalari mavjud deb ko‘rsatilmaydi.

Uzoq muddatli oqibatlar shartli ravishda nevrologik, kognitiv, psixoemotsional va funksional guruhlarga ajratilishi mumkin. Nevrologik oqibatlarga parez yoki boshqa fokal nuqsonlar, muvozanat va yurish buzilishlari, epileptik tutqanoqlar hamda ayrim hollarda likvorodinamik buzilishlar kiradi. Kognitiv sohada diqqatni jamlash, ma’lumotni qayta ishlash tezligi, xotira, rejalashtirish va ijro funksiyalarida qiyinchiliklar kuzatilishi mumkin. Psixoemotsional o‘zgarishlar kayfiyat, xavotir, asabiylashish, uyqu va xulq-atvor bilan bog‘liq shikoyatlarni o‘z ichiga oladi. Bir bemorda bir nechta domen bir vaqtda zararlanishi ehtimoldan xoli emas [1, 2, 5]. Oqibatlarning mavjudligi va og‘irligi jarohatdan keyin o‘tgan vaqtga qarab o‘zgarishi mumkin. Ayrim funksiyalar tiklanadi, boshqalarida esa uzoq davom etuvchi nuqsonlar saqlanishi yoki klinik holatning o‘zgaruvchan kechishi kuzatilishi mumkin. Og‘ir kalla-miya jarohatidan keyingi uzoq muddatli natijalarga bag‘ishlangan tizimli sharhda tadqiqotlar o‘rtasida natija ko‘rsatkichlari va kuzatuv davri bo‘yicha sezilarli geterogenlik qayd etilgan; bu holat barcha bemorlarga bir xil prognozni tatbiq etish mumkin emasligini ko‘rsatadi [1].

Klinik ma’lumotlarni baholash-Ekspertlik tahlili jarohatdan keyingi dastlabki davr hujjatlaridan boshlanadi. Hush darajasi, Glazgo koma shkalasi ko‘rsatkichlari, posttravmatik amneziya davomiyligi, qayd etilgan fokal nevrologik belgilar, qusish, tutqanoqlar, bosh miya cho‘qqi yoki asos suyaklari shikastlanishi, intrakranial qon quyilishlar va neyroxirurgik aralashuvlar haqidagi ma’lumotlar muhim bo‘lishi mumkin. Biroq ayrim ma’lumotlarning yo‘qligi o‘z-o‘zidan jarohat bo‘lmaganini isbotlamaydi; mavjud hujjatlarning to‘liqligi va tekshiruv o‘tkazilgan vaqt ham inobatga olinishi zarur [3, 4].

Keyingi davrda shikoyatlarning boshlanish vaqti, davomiyligi, takrorlanishi, klinik dinamikasi va ob’ektiv tekshiruvlarda tasdiqlanishi o‘rganiladi. Bemorning jarohatdan

oldingi nevrologik, kognitiv va psixiatriya holati haqida ma’lumot mavjud bo‘lsa, u taqqoslash uchun muhim. Qandli diabet, qon-tomir kasalliklari, avvalgi kalla-miya jarohatlari, modda iste’moli, uyqu buzilishlari va boshqa omillar simptomlarga ta’sir qilishi mumkin. Bu omillarni qayd etish jarohatning ahamiyatini kamaytirish uchun emas, balki sababiy xulosaning ilmiy asoslanganligini ta’minlash uchun zarur.

Neyrovizualizatsiya va morfologik o‘zgarishlar-Kompyuter tomografiyasi o‘tkir davrda qon quyilishlar, suyak shikastlanishlari, mass-effekt va boshqa makrostrukturaviy o‘zgarishlarni aniqlashda muhim. Magnit-rezonans tomografiyasi ayrim hollarda kontuziyalar, glioz, gemosiderin to‘planishlari, oq modda shikastlanishi yoki boshqa struktur o‘zgarishlarni yaxshiroq tavsiflashi mumkin. Biroq tasvirdagi har qanday o‘zgarishni klinik simptomning yagona sababi deb talqin qilish mumkin emas; topilmaning joylashuvi, xususiyati, vaqti va klinik holat bilan muvofiqligi baholanadi [3, 4].

Posttravmatik morfologik o‘zgarishlarga kontuziyadan keyingi glioz, ensefalomalyatsiya, ayrim hollarda atrofik o‘zgarishlar va gemosiderin qoldiqlari kirishi mumkin. Diffuz aksonal shikastlanish klinik jihatdan muhim bo‘lsa-da, an’anaviy neyrovizualizatsiyada uning belgilari har doim ham yaqqol ko‘rinmasligi mumkin [3]. Shuning uchun neyrovizualizatsiyada yaqqol struktur o‘zgarish aniqlanmagani klinik shikoyatlarni avtomatik ravishda inkor etish uchun yetarli asos emas. Shu bilan birga, sub’ektiv shikoyatlarning mavjudligi ham muayyan morfologik shikastlanishni isbotlamaydi.

Patomorfologik tekshiruv ma’lumotlari mavjud bo‘lgan hollarda makroskopik va mikroskopik belgilar birgalikda baholanadi. Morfologik o‘zgarishlarning joylashuvi va xususiyati jarohat mexanizmi hamda klinik ma’lumotlar bilan taqqoslanadi. Immunogistokimyoviy yoki molekulyar usullar qo‘llanilgan bo‘lsa, ularning natijalari tekshiruv usulining imkoniyatlari va cheklovlari doirasida talqin etilishi kerak [6]. Bu usullar har qanday holatda jarohat vaqti yoki sababini mutlaq aniqlikda belgilab beradi, deb hisoblash mumkin emas.

Sud-tibbiy baholash: Jarohat bilan uzoq muddatli oqibat o‘rtasidagi sababiy bog‘lanishni baholash bir nechta o‘zaro bog‘liq savollarga javob berishni talab qiladi: jarohatning hujjatlashtirilganligi va og‘irligi qanday; oqibatning paydo bo‘lish vaqti jarohatdan keyingi kutilgan klinik kechishga mos keladimi; simptomlar jarohatdan oldin mavjud bo‘lganmi; ob’ektiv tekshiruvlar qanday ma’lumot beradi; muqobil kasalliklar yoki omillar mavjudmi; klinik dinamika sababiy taxminni qo‘llab-quvvatlaydimi. Hech bir belgi alohida holda barcha savollarga javob bermaydi.

Sababiy bog‘lanishni baholashda vaqt jihatidan ketma-ketlik zarur, ammo yetarli shart emas. Jarohatdan keyin paydo bo‘lgan har qanday simptomni faqat shu voqea bilan izohlash xato bo‘lishi mumkin. Aksincha, dastlabki hujjatlarda ayrim simptomlar qayd etilmagani ham keyingi oqibatning jarohatga aloqadorligini mutlaq inkor etmaydi. Ekspert hujjatlardagi qarama-qarshiliklar, kuzatuvdagi uzilishlar va ma’lumotlarning ishonchlilik darajasini ochiq bayon qilishi lozim [3, 4].

Muhokama: Klinik va morfologik ma’lumotlar o‘rtasidagi muvofiqlikni baholashda topilmaning anatomik joylashuvi, klinik belgining turi va paydo bo‘lish vaqti birgalikda ko‘rib chiqiladi. Masalan, muayyan sohadagi posttravmatik o‘zgarishning mavjudligi tegishli nevrologik funksiya bilan bog‘liq bo‘lishi mumkin, ammo bu bog‘liqlikni faqat anatomik yaqinlikka asoslanib qat’iy belgilash mumkin emas. Nerv tizimi funksiyalari murakkab tarmoqlar orqali ta’minlanishi, bir nechta sohalarning ishtiroki va kompensatsiya mexanizmlari klinik ko‘rinishni o‘zgartirishi mumkin.

Differensial baholashda yoshga bog‘liq o‘zgarishlar, serebrovaskulyar kasalliklar, neyrodegenerativ jarayonlar, avvalgi nevrologik kasalliklar va jarohatdan mustaqil ravishda rivojlangan psixoemotsional buzilishlar inobatga olinadi. Ayrim hollarda jarohat mavjud kasallikning klinik namoyon bo‘lishini kuchaytirgan bo‘lishi mumkin. Bunday vaziyatda “yagona sabab” va “hissa qo‘shuvchi omil” tushunchalarini farqlash, mavjud dalillar imkon bergan darajada ehtiyotkor xulosa berish lozim.

Hujjatlarning xronologik tahlili-Tibbiy hujjatlarni xronologik tartibda tahlil qilish dastlabki shikastlanishdan keyingi o‘zgarishlar dinamikasini ko‘rsatadi. Tez yordam qaydlari, statsionar epikrizlar, neyrovizualizatsiya bayonnomalari, ambulator kuzatuvlar va reabilitatsiya ma’lumotlari o‘zaro taqqoslanadi. Hujjatlar orasidagi tafovutlar aniqlansa, ularni yashirish yoki taxmin bilan to‘ldirish o‘rniga, xulosaga ta’sir darajasi ko‘rsatilishi kerak.

Ekspert xulosasining tuzilishi-Ekspert xulosasida aniqlangan holatlar, foydalanilgan manbalar va talqin alohida ajratilishi maqsadga muvofiq. Ob'ektiv aniqlangan o'zgarishlar avval bayon qilinib, keyin ularning klinik ahamiyati va jarohat bilan ehtimoliy bog'liqligi muhokama qilinadi. Xulosa dalillardan kelib chiqishi, dalillar esa oldindan tanlangan xulosani tasdiqlash uchun tanlab olinmasligi kerak. Ma'lumotlar yetarli bo'lmagan holatlarda noaniqlikni ochiq qayd etish ilmiy xolislik belgisidir.

Adabiyotlar uzoq muddatli oqibatlarni bir o'lchov bilan baholash yetarli emasligini ko'rsatadi. Nevrologik ko'rik, kognitiv baholash, funksional mustaqillik, psixoemotsional holat va neyrovizualizatsiya bir-birini to'ldiruvchi ma'lumotlar beradi. Ayrim bemorlarda shikoyatlar va ob'ektiv topilmalar o'rtasida to'liq muvofiqlik bo'lmasligi mumkin. Bu holat ekspertni bir tomonlama xulosa chiqarishdan saqlashi, klinik kontekstni va tekshiruv usullarining sezgirlik hamda spesifiklik cheklovlarini hisobga olishga undashi lozim.

Sud-tibbiy baholashning sifatini oshirish uchun hujjatlarning xronologik tahlili, jarohatdan oldingi holatni aniqlash, ob'ektiv tekshiruv natijalarini taqqoslash va alternativ tushuntirishlarni baholash muhim. Maqolada taklif etilgan mezonlar rasmiy normativ hujjat o'rnini bosmaydi; ular ekspertning ilmiy mantig'ini izchil bayon etishga yordam beruvchi tahliliy yondashuv sifatida qaralishi kerak.

Xulosa: Yopiq kalla-miya jarohatlarining uzoq muddatli oqibatlarini sud-tibbiy baholash klinik, neyropsixologik, instrumental va mavjud bo'lganda morfologik ma'lumotlarni kompleks tahlil qilishni talab etadi. Posttravmatik o'zgarishlarning mavjudligi, joylashuvi va xususiyati jarohat tarixi hamda klinik dinamika bilan taqqoslanishi lozim. Sababiy bog'lanish haqidagi xulosa faqat vaqt ketma-ketligiga emas, balki ob'ektiv dalillar, muqobil sabablar va ma'lumotlarning ishonchliligiga asoslanishi kerak. Standartlashtirilgan, ko'p o'lchovli baholash ekspert xulosasining aniqligi va tekshiruvchanligini oshirishga xizmat qiladi.

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THE POWER OF CREATIVE HOMEWORK AND PROJECTS IN ELT.

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ANNOTATION

This article explores the pedagogical potential of creative homework and project-based learning in primary English language teaching, drawing on classroom-based practical experience. It examines how authentic, learner-centred tasks transform homework from routine practice into purposeful language use, fostering vocabulary retention, grammatical competence, speaking fluency, creativity, learner autonomy, and social interaction. Through practical examples, the article illustrates how integrating play, personal expression, and real-life communication can enhance learner engagement and create meaningful opportunities for language development beyond the classroom.

Key words: 40 creative homework ideas, project-based learning, primary English language teaching, collobaration, emotional engagement, real-life tasks, communicative competence, learner autonomy, language acquisition, learner engagement, experiential learning, creativity.

INTRODUCTION

Over the past few decades, experience in foreign language teaching has expanded considerably, and the advantages and disadvantages of different teaching methods have become increasingly apparent. Research into English language teaching and learning continues to develop, generating new knowledge, approaches, and practical insights. Current educational demands and teaching experience indicate that even homework should become more innovative, engaging, and aligned with modern educational practices.

To understand this development, it is useful to look back at the evolution of English language teaching methodologies in Uzbekistan. In the relatively recent past, English homework often began with translating texts, followed by memorizing vocabulary related to those texts. During the periods when university entrance

examinations in English consisted of 36 questions and later 30 questions, teaching and preparation largely focused on grammar and reading comprehension. As a result, numerous grammar books became widely used and remained popular among learners until relatively recently.

In 2012, a law was adopted to strengthen the teaching and learning of foreign languages, gradually increasing attention to foreign language education in Uzbekistan. Educational practices and assessment systems began to change progressively. From the second year following Shavkat Mirziyoyev's election as President, changes in English examination requirements had a significant impact on teaching methodologies. Instead of relying primarily on 36-question or 30-question tests, assessment increasingly incorporated the four language skills: listening, reading, writing, and speaking. Subsequently, assessment approaches also began to recognize the importance of evaluating all five skills in certain contexts, including the assessment of grammar as a separate component. The opportunity to apply for higher education using results from the national CEFR-based assessment system or international examinations such as IELTS has also become an important part of the educational system. In recent years, foreign language proficiency has become increasingly important for students pursuing different academic and professional fields, including postgraduate studies. Consequently, developing proficiency in all four major language skills has become an essential educational objective.

These developments demonstrate that homework should also contribute to the development of listening, reading, writing, and speaking skills. Rather than relying exclusively on translation exercises or constructing grammatically correct sentences, homework practices have increasingly incorporated workbooks containing structured exercises related to the topics covered in class. Assigning exercises from workbooks has consequently become a common practice across educational institutions throughout Uzbekistan. However, although workbooks provide structure and support the consolidation of classroom learning, homework should not become repetitive or limited to completing similar exercises. Therefore, this article aims to share practical experience and methodological insights into making English homework more varied, engaging, and effective. It explores ways to move beyond routine workbook exercises and create meaningful homework activities that support the development of learners' language skills and encourage greater independence in the learning process.

METHODOLOGY

This article adopts a practice-based qualitative approach grounded in the author’s classroom experience in primary English language teaching. It examines

creative homework and project-based activities, including posters, recipe videos, educational games, paper puppets, classroom simulations, and gift-making tasks. These activities are analysed in terms of their potential to develop vocabulary, grammatical competence, speaking skills, creativity, and collaboration. Particular attention is given to learners' active participation and the practical application of English in meaningful, real-life contexts.

LITERATURE REVIEW

Creative homework draws on several established approaches to language learning. Dewey (1938) emphasised learning through experience, while Vygotsky (1978) highlighted the role of social interaction in learning. In language education, Krashen (1982) explored comprehensible input, and Swain (1985) emphasised the importance of language production in developing communicative competence. Stoller (1997) and Beckett and Slater (2005) demonstrated the value of project work for integrating language, content, and practical skills. Additionally, Liao et al. (2018) examined creative pedagogy in elementary EFL classrooms, focusing on learning performance, creativity, and motivation. Kapp (2012) discussed the educational potential of game-based learning, while Thomas (2000) reviewed the principles of project-based learning. These perspectives support creative homework activities such as recipe videos, posters, educational games, role-play, and classroom bazaars, which connect vocabulary and grammar with purposeful communication, creativity, and collaboration.

DISCUSSION

In today's rapidly developing world, creativity, originality, and the ability to move beyond uniformity and established standards have become essential qualities. We live in an era that demands the ability to explore unfamiliar perspectives, discover possibilities that others may not have considered, and introduce innovative ideas. In English language education, this concept is known as *creativity*. Therefore, we need to design tasks, assignments, and homework activities that encourage young learners to think independently and actively engage their minds while acquiring language skills in interesting and meaningful ways. Rather than confining children to fixed patterns and limiting them to teacher-directed activities in which the teacher remains the central figure, we should provide homework and assignments that allow learners to go beyond these boundaries. Such tasks should give children the freedom to explore new ideas, express their own thoughts, and demonstrate their creativity in ways that reflect their

individual perspectives. The primary goal is to enhance their language potential by encouraging independent thinking, imagination, and personal discovery. The rapid development of artificial intelligence, which has increasingly demonstrated its ability to perform tasks traditionally carried out by humans, has become a global reality. Artificial intelligence is making significant advances across numerous fields, including various professions, software development, medicine, education, and manufacturing. As technology continues to evolve, it is becoming increasingly important to prepare younger generations for a future in which creativity, critical thinking, adaptability, and independent problem-solving will be essential. For this reason, we emphasize the importance of teaching methods that nurture children's creative potential and prepare them to respond effectively to future challenges. Rather than viewing technological progress solely as a threat, we can use it as an opportunity to demonstrate and strengthen the distinctive capabilities of the human mind. By developing learners' intellectual abilities, reasoning, imagination, and creativity, educators can help young people discover their potential and demonstrate their abilities through meaningful learning outcomes.

Consequently, homework and supplementary assignments should no longer be limited to the traditional formula of “make a sentence and translate it.” Instead, they should incorporate a variety of engaging, practical, and real-life activities that encourage creativity and active language use. This discussion therefore focuses on creative approaches to English homework that move beyond routine exercises and provide learners with opportunities to explore, experiment, communicate, and express themselves while developing their language proficiency.

RESULTS

If a student perceives homework not as a written assignment to be submitted, but as an engaging experience of using English, the learning process will become even more memorable and effective.

Figure 1. Traditional vs Creative Homework

Traditional (Mechanical repetition)	Creative (Living the language)
Approach Memorization-based	**Approach** Experience-based

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Connection to language Rules and word lists	**Connection to language** A tool for real communication
Motivation External obligation	**Motivation** Internal curiosity
Memory type Short term, fades fast	**Memory type** Emotional, long lasting
Independence Follows fixed instructions	**Independence** Makes own decisions
Social aspect Usually done alone	**Social aspect** Supports family or peer work
Skills built Reading and writing only	**Skills built** Video, art, storytelling
Examples Write 20 sentences, memorize vocabulary	**Examples** Film a daily routine, find words at home, make a comic

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To explain the figure above more simply, traditional homework mainly focuses on written tasks, such as "Write 20 sentences using this structure" or "Complete the following exercises in the workbook." In contrast, creative homework depends on the topic covered in the lesson. For example, learners may be asked to "Make a video showing your daily routine," "Create a poster about your daily routine," or "Present it in front of the class."Each learner approaches the lesson with their own creativity and ideas. Every student is given approximately five minutes to talk about their daily routine. Since each group consists of around 10–12 learners, the presentations are followed by a vocabulary-based question-and-answer game related to the topic "My Daily Routine" (Picture A).

Picture A

rners put considerable effort into their homework and complete it with ion to creativity, they are able to acquire and remember new vocabulary related to the topic during the learning process itself. Such creative tasks encourage active participation, develop speaking confidence, and make language learning more meaningful and enjoyable.

A wide range of ideas and digital tools can be used to design engaging creative projects and homework activities. Below, we share some practical ideas for implementing such tasks in English language teaching.

Creative Homework Ideas:

1. Daily Routine Video/Poster
2. Family Interview
3. Photo Story (creating a story using photos)
4. Describing your home video/poster
5. "In Bazaar"©
6. Cooking In English (explain a recipe -video and recipe poster)
7. Role-play at home
8. Create your own Newspaper

9. Make a mini English book
10. Create a restaurant menu
11. Fashion designer challenge
12. Voice Message Homework
13. Create a song or poem
14. Build a word wall
15. Find these words around your house and take photos
16. Create a shopping list
17. Keep and Write a Secret Diary in English
18. Silent Cartoon+English narration
19. Teach sb 5 English words
20. Make a paper puppet and describe it in Class

Projectwork Ideas:

A. My Family Tree

B. Create Cartoon Character

C. Create your own Island

D. My Dream Country

E. Design a New City

F. Become a Tour Guide

G. Create a Travel Brochure

H. Design a map from home to school

I. Invent a Superhero

J. Invent a Robot

K. Create a new Toy and describe it

L. Create your own Fairy Tale

M. Create a useful YouTube Channel

N. Make a podcast

O. My eco-friendly City

P. A Day without speaking Uzbek

Q. Making a Gift and sharing

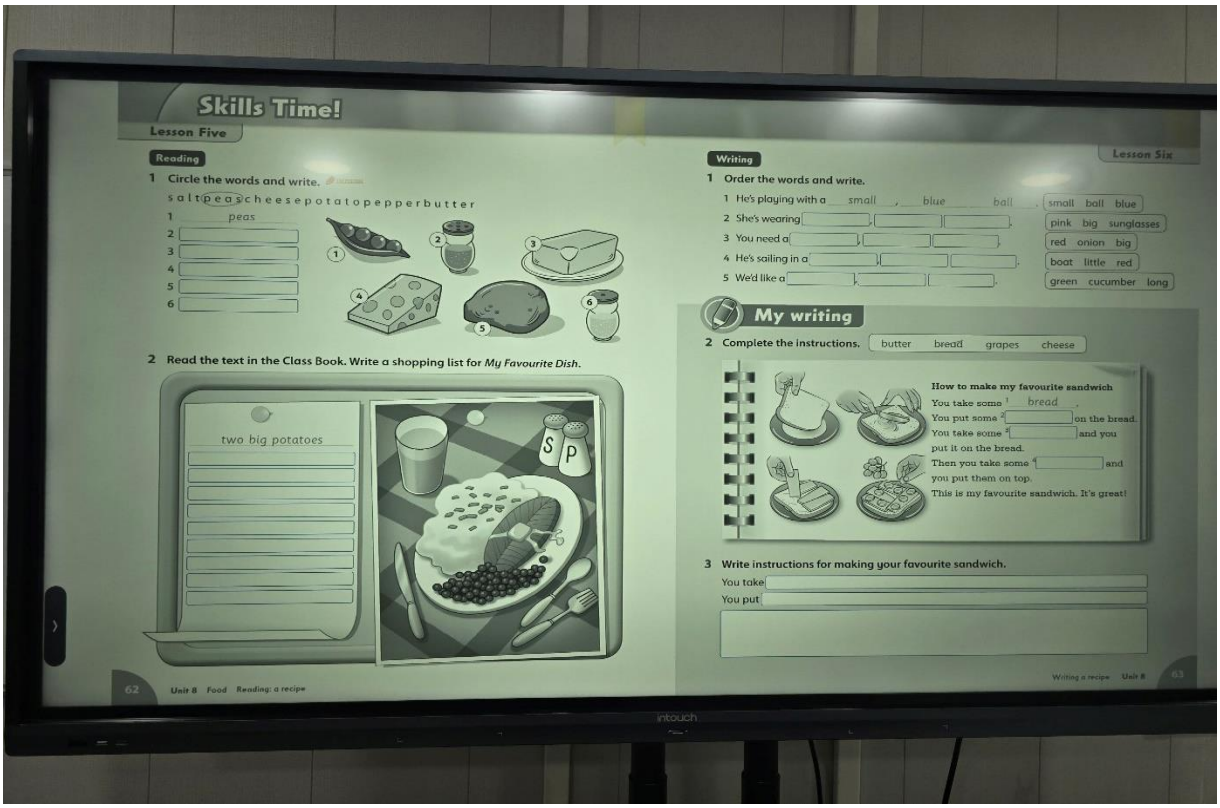
R. Make an advertisement buying/selling

S. Create a game book on grammar

T. Mini Library Project

All these homework assignments and project-based activities are designed to help learners practise English grammar, acquire essential vocabulary, and develop their speaking skills. The teacher plays a key role in guiding learners and adapting tasks to their learning needs. Now, drawing on our classroom experience, let us analyse several creative homework and project ideas in greater detail.

In *Family and Friends 3*, Unit 8 focuses on the topic of **"Food."** We begin by introducing and practising the topic-related vocabulary with a group of 12 third-grade learners, representing half of the class. Audio materials and reading texts are explored,



followed by songs and a variety of interactive writing and speaking activities. Next, we study the grammar point featured in the unit. Once learners have covered the vocabulary, listening, reading, speaking, and grammar components, they move on to the consolidation stage by completing the relevant workbook exercises. The final pages of the workbook for the "Food" unit (pp. 62–63) contain two or three writing tasks that bring the unit to a close. These exercises provide an opportunity to review the language learned throughout the unit and prepare learners for more creative, practical applications of their knowledge.

Having completed these activities, learners are now ready to combine their knowledge by writing a food recipe and preparing a creative homework assignment. Under the title "My Favourite Dish," they create a video at home in which they demonstrate how to prepare a dish, dessert, or even a simple snack they can make themselves. While preparing the food, learners present the ingredients and explain the steps of the recipe in English. They then share their videos (Picture C) in the designated class group created for homework submission. As this activity involves food preparation, learners are expected to complete it with the support and supervision of their parents or another responsible adult. Each submitted video is assessed by the teacher, who values every learner's effort,

Picture C



creativity, and individual contribution. The assessment focuses on the appropriate use of topic-related vocabulary, grammatical accuracy, and the correct language structures used to describe ingredients and explain the preparation process. Furthermore, this activity promotes peer learning and knowledge sharing. By watching one another's videos, learners discover different recipes, expand their vocabulary, and observe how English expressions can be used naturally and effectively in spoken communication. In

this way, creative homework transforms language practice into a meaningful, practical, and collaborative learning experience.

Following this activity, learners bring another creative product to the classroom: a recipe poster based on the dish they presented in their videos. They illustrate the finished dish or draw its ingredients and write the "Ingredients" and "Recipe" sections in English alongside their pictures. These posters serve as examples of learners' written creative work, allowing them to combine visual expression with written language practice. Through this task, learners reinforce food-related vocabulary, practise writing instructions in English, and develop their ability to organise information in a clear and logical sequence. Furthermore, the activity encourages creativity, independence, and the practical application of the language learned in class.



This approach further enhances learners' creativity, as each student brings a unique perspective to the task. Consequently, their work reflects a wide variety of ideas and creative approaches. Most importantly, these activities help learners build a solid foundation in the targeted areas of English by reinforcing topic-related vocabulary and grammatical structures while simultaneously developing Picture D

their speaking skills. For example, when teaching the topic of **"Family"** to first-grade learners, we begin by creating a *Family Tree*, one of the most widely used activities for teaching family-related vocabulary. After learning the relevant vocabulary with the teacher, learners create their own family trees and place their family members in the appropriate positions.



After that, learners are given homework to make paper puppets of their family members. They make the puppets to fit their five fingers, or, if they have a large family, they can make up to ten puppets to fit all ten fingers. They bring their paper family-member puppets to class. Standing in front of the class at the board, each learner puts the puppets on their fingers and describes their family in

Picture E

English, using sentences such as “This is my



Picture F is my ….”

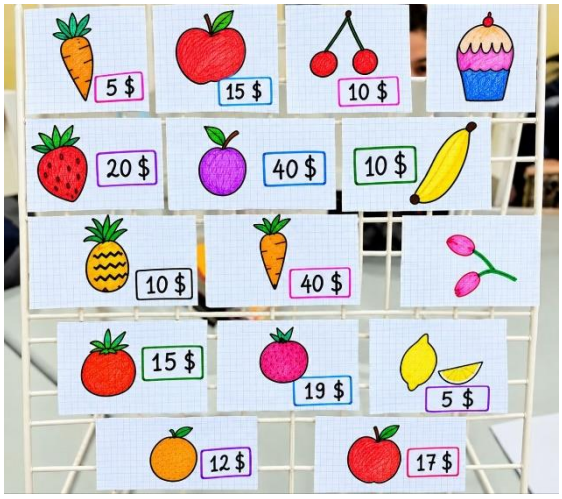
Other similar engaging and creative homework tasks include making posters of body parts or creating paper toys using animal templates. Afterwards, learners bring their creations to class and describe them in English.

"This is its hand. These are its eyes and ears..."

Once the key language has been taught by the teacher, learners put it into practice.

Using “In Bazaar” Method for Homework

While exploring teaching methods, I came across a guide uploaded in 2025 for the popularisation of effective teaching methodologies for the *Prepare* and *Guess What?* coursebooks in schools. The guide was prepared by Nodira Shodmonkhonova, an English language teacher at School No. 21 in Yangiyo‘l District, Tashkent Region. The “In Bazaar” method particularly caught my attention. Indeed, this methodological guide was rich in new teaching methods. In this article, I would like to introduce this method to fellow teachers, acknowledging its author. I have also actively used it in my own lessons and achieved positive results. This method meets the requirements of creative homework and its practical, interactive use in the classroom. For example, when teaching the topic of **“Food and Products,”** teachers first introduce the relevant vocabulary and then give learners opportunities to use it in practice. At the same time, learners can practise the grammar structures **“How much?”** and **“How many?”**, learn numbers and how to state prices, and use key language for asking for goods and negotiating. Furthermore, after working in pairs and groups, learners develop their collaborative skills. As homework, learners prepare small flashcards related to the topic of *Food*. They draw pictures of the fruits, vegetables, clothes, or other products they have studied, depending on the lesson topic. They then assign prices to their products using agreed-upon numbers. Each learner also makes the same amount of paper money to bring to class.



Picture G

After preparing their flashcards at home, learners arrange them on their desks in the classroom. The teacher explains the key language on the board, including “How much?”, “How many?”, “There is…”, “There are…”, “I need…”, “Do you need…?”, and “You’re welcome.” The learners then work in pairs, creating dialogues in English and bargaining with each other to collect products in their baskets. At the end of the game, the pair that fills its basket most successfully while making the most effective use of the target language wins. Through this game-based method, learners develop a wide range of skills. In addition to vocabulary, grammar, and speaking, they practise bargaining in English, discussing prices, and developing collaborative skills.

Creative Game Books Based on the Taught Topic, Vocabulary, or Grammar

With this method, homework or project work is designed to engage learners in thinking independently about the topic they have studied. For example, suppose the indefinite articles *"a"* and *"an"* have been taught in class. We may want to assign homework that presents the topic in a slightly unconventional way. In this case, learners are asked to create an interesting game, quiz, crossword, or task related to the use of *"a"* and *"an"* and bring it to class.



Picture H

The learners came to class with interesting games they had created, each one different from the others. They enjoyed playing each other's games and completing the activities, while also reinforcing the target topic. Such homework tasks are completed with genuine enjoyment and enthusiasm, and learners look forward to doing them.

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Creating Cartoon Characters

In our previous article, we discussed the contribution of watching cartoons with English subtitles to the development of language skills. Now, we would also like to include this activity in the category of creative homework. Learners prepare posters describing the cartoon characters they have watched at home and then present their posters in class.



Picture I

You can believe me, this is one of the learners' favourite projects, and it also produces excellent results. Through this activity, learners experience creativity and enjoy learning in an interesting and meaningful context.

Gift-sharing

This activity is not simply about exchanging gifts; rather, it is presented as a communicative and social English language activity. As part of this method, learners are assigned homework to make small gifts for one another and bring them to class. They then present their gifts to each other in the classroom.



Picture J

The aim of this method is to improve speaking skills and encourage learners to use everyday English expressions. When exchanging gifts, learners practise using key language such as “This is for you!”, “Thank you!”, “You’re welcome!”, “I made it especially for you at home”, “I like it!”, and “This is a surprise!” in real-life communication.

Furthermore, this activity fosters social interaction and emotional engagement, allowing learners to learn through real-life experiences. They realise that English can bring them together and help them develop mutual respect, care, and affection for one another.

CONCLUSION

Creative homework and project-based activities transform traditional assignments into meaningful, engaging, and practical learning experiences. By integrating creativity, play, and real-life communication, teachers can create opportunities for learners to apply vocabulary and grammatical structures in authentic contexts. These

approaches not only strengthen language skills but also foster learner autonomy, collaboration, confidence, and motivation. Ultimately, creative homework demonstrates that effective language learning extends beyond the classroom, where curiosity and purposeful engagement turn learning into a natural and enjoyable process.

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ADHERENCE TO INFANT AND YOUNG CHILD FEEDING (IYCF) GUIDELINES AMONG MOTHERS ATTENDING A RURAL IMMUNIZATION CLINIC

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Abstract

The first one thousand days of life — from conception to a child's second birthday — shape health more powerfully than almost any other period. How infants and young children are fed during this window determines not only their survival but their growth, cognitive development, and lifelong risk of disease. The World Health Organization and UNICEF have distilled decades of evidence into clear Infant and Young Child Feeding (IYCF) guidelines: early initiation of breastfeeding within the first hour of life, exclusive breastfeeding for the first six months, and the timely introduction of safe, diverse, and nutritious complementary foods thereafter. Yet in rural communities around the world, these simple recommendations remain surprisingly difficult to follow. This narrative article explores adherence to IYCF guidelines among mothers attending a rural immunization clinic — a setting where nutrition and preventive health uniquely intersect. Drawing on global evidence and the realities of rural practice, it examines how well mothers follow key IYCF recommendations, the barriers they face, from cultural beliefs and family pressure to poverty and poor counselling, and the opportunities that immunization visits offer for strengthening feeding practices. The article argues that immunization clinics, already trusted touchpoints in rural life, could become powerful platforms for nutrition education if health systems choose to invest in them.

Keywords: infant and young child feeding, IYCF, breastfeeding, complementary feeding, immunization clinic, rural health, maternal nutrition, child malnutrition

1. Introduction

On any given immunization day at a rural health clinic, the scene is remarkably similar across continents. Mothers arrive early, babies wrapped against the morning chill, some

having walked kilometres along unpaved roads. They queue patiently for vaccines that will protect their children against polio, measles, diphtheria, and tuberculosis. But while the syringe gets most of the attention, another kind of protection — the kind that comes from how a child is fed — is quietly waiting in the same room. Immunization clinics bring health workers and mothers together at exactly the moments when feeding guidance matters most. Whether that opportunity is seized or wasted may say a great deal about a child's future.

Infant and young child feeding is one of the most cost-effective interventions in all of public health. The landmark Lancet nutrition series estimated that poor feeding practices contribute to more than a third of child deaths globally, and that optimal breastfeeding alone could prevent over 800,000 child deaths every year. The benefits extend far beyond survival: children who are breastfed perform better on intelligence tests, are less likely to be overweight or diabetic later in life, and enjoy stronger immune systems. For mothers, breastfeeding reduces the risk of breast and ovarian cancer. The science is settled; the challenge lies in practice, particularly in rural communities where resources are scarce and traditions run deep.

This article examines adherence to IYCF guidelines among mothers attending a rural immunization clinic. It reviews the core recommendations, summarises what global and regional studies tell us about how closely rural mothers follow them, explores the barriers that stand in the way, and considers how the immunization platform itself can be leveraged to close the gap between what we know and what mothers are able to do.



Figure 1. Growth monitoring at a rural clinic — a routine touchpoint where feeding guidance can be shared alongside vaccination and weighing. (Image: Government of Japan / Kizuna)

2. What the IYCF Guidelines Recommend

The IYCF guidelines rest on a small number of deceptively simple recommendations. Mothers are advised to initiate breastfeeding within the first hour after birth, because early feeding helps establish milk supply, protects against infection through the transfer of antibodies, and strengthens the bond between mother and child. For the first six months, breast milk alone should sustain the infant — no water, no formula, no traditional porridges — because exclusive breastfeeding provides ideal nutrition and unmatched protection against diarrhoea and pneumonia, two of the leading killers of young children. From six months onwards, complementary foods should be introduced: soft, varied, nutrient-rich foods given alongside continued breastfeeding, with the frequency and texture increasing as the child grows. Beyond feeding, the guidelines emphasise responsive feeding — recognising and responding to a child's hunger cues — and continued breastfeeding up to two years of age or beyond.

These recommendations have been measured for decades using standard WHO/UNICEF indicators, such as the rate of early initiation of breastfeeding, the prevalence of exclusive breastfeeding under six months, and the proportion of children receiving a minimum acceptable diet. The table below summarises the key recommendations and their core rationale.

Table 1. Core WHO/UNICEF IYCF recommendations

Recommendation	Timing	Rationale
Early initiation of breastfeeding	Within 1 hour of birth	Establishes milk supply; transfers protective antibodies; reduces neonatal mortality
Exclusive breastfeeding	0–6 months	Optimal nutrition; protects against diarrhoea and pneumonia; supports cognitive development
Continued breastfeeding	6–24 months and beyond	Provides ongoing nutrients and immune protection as

		complementary foods increase
Timely complementary feeding	From 6 months	Meets rising energy and micronutrient needs that breast milk alone can no longer cover
Minimum dietary diversity & frequency	6–23 months	Ensures adequate intake of vitamins and minerals; prevents stunting and anaemia
Responsive feeding	Throughout infancy	Encourages self-regulation, bonding, and adequate intake

3. How Well Do Rural Mothers Follow the Guidelines?

The honest answer is: better than before, but not well enough. Globally, only about four in ten infants under six months are exclusively breastfed, a figure that has improved in recent decades but remains far short of the World Health Assembly's target of 50% by 2025. Early initiation within the first hour hovers around 45% worldwide, and rural areas consistently lag behind urban centres, though the gap varies by region. In South Asia and sub-Saharan Africa, where the burden of child malnutrition is heaviest, studies repeatedly find that prelacteal feeds — water, honey, or herbal preparations given in the first days of life — remain deeply entrenched, undermining exclusive breastfeeding from the very start.

Complementary feeding tells an even more difficult story. Surveys across low- and middle-income countries show that fewer than a third of children aged 6–23 months receive a minimum acceptable diet, and rural children fare worst of all. Complementary foods are often introduced too early or too late, are frequently thin and monotonous — a single staple gruel day after day — and are given too infrequently to meet growing energy needs. The result is visible in the growth curves of rural clinics: children who begin life at healthy weights gradually slide down the chart between six months and two years, the very window in which complementary feeding should be closing the nutrition gap.



Figure 2. Complementary feeding done well: a mother offers varied, nutrient-rich foods to her young child. (Image: UNICEF)

4. Barriers to Adherence in Rural Settings

If the guidelines are simple and the benefits proven, why is adherence so poor? The barriers fall into several interconnected categories. Cultural beliefs are among the most powerful. In many communities, colostrum — the thick, yellowish first milk — is mistakenly believed to be dirty or harmful and is discarded, depriving newborns of its concentrated protection. Grandmothers and mothers-in-law, whose experience commands respect, may insist on prelacteal feeds or early introduction of family foods, and young mothers rarely feel empowered to disagree. Breastfeeding in the first hour is further undermined by traditional birth practices at home and by health facilities that separate mothers and newborns or routinely give infants sugar water or formula.

Socioeconomic pressures add another layer. Poverty limits dietary diversity; a family that struggles to afford staple foods cannot easily provide the eggs, dairy, fruits, and flesh foods that enrich a child's plate. Food insecurity, seasonal shortages, and the demands of agricultural labour — which often force mothers back into the fields within weeks of delivery — make exclusive breastfeeding physically difficult. Water, sanitation, and hygiene challenges make safe preparation of complementary foods a daily gamble, and the time and fuel required to cook frequent, nutritious meals are scarce commodities in rural households.

The health system itself carries part of the responsibility. Rural clinics are chronically understaffed, and nurses managing long immunization queues rarely have time for

lengthy feeding counselling. Training in IYCF is often superficial, counselling materials are scarce, and breastfeeding support is fragmented between antenatal care, delivery services, and child health visits. The table below summarises these barriers and their practical consequences.

Table 2. Common barriers to IYCF adherence in rural communities

Category	Barrier	Effect on feeding practice
Cultural	Discarding colostrum; prelacteal feeding traditions; elder pressure	Delayed initiation; undermined exclusive breastfeeding
Socioeconomic	Poverty; food insecurity; maternal workload	Poor dietary diversity; early cessation of breastfeeding
Health system	Shortage of trained staff; weak counselling; fragmented services	Missed opportunities for guidance and support
Knowledge	Misconceptions about breast milk adequacy and infant hunger cues	Unnecessary introduction of water, formula, or solids
Environmental	Unsafe water; poor sanitation; lack of fuel and time	Contaminated complementary foods; reduced meal frequency
Policy / workplace	Short maternity protection; no breastfeeding breaks	Premature weaning among working mothers

5. The Immunization Clinic: A Missed Opportunity or a Hidden Asset?

Here lies the paradox at the heart of this topic. Immunization clinics already achieve what nutrition programmes struggle to do: they bring mothers and infants back to the health facility repeatedly and predictably during the first two years of life — precisely the period when feeding practices evolve fastest. A child who follows the basic immunization schedule visits a clinic at least six times before the second birthday. Each visit is a natural, low-cost moment to ask how the child is being fed, to correct misconceptions, to demonstrate complementary food preparation, and to link mothers

with community support networks. In many settings, growth monitoring already happens at these visits; feeding assessment would add only minutes.

Evidence supports seizing this opportunity. Studies of integrated immunization–nutrition interventions have found that even brief counselling delivered by vaccinators and community health workers can improve exclusive breastfeeding rates and dietary diversity. Peer support groups, where mothers learn from one another under gentle facilitation, have proven remarkably effective at shifting cultural norms. Some programmes have gone further, training immunization staff in the Baby-Friendly Hospital Initiative's community follow-up principles or using clinic days to distribute micronutrient powders and demonstrate recipes with locally available foods. The common thread is integration: nutrition services travel on the rails that immunization has already built.



Figure 3. An immunization visit offers repeated, trusted contact between health workers and mothers — an ideal platform for feeding counselling.

6. Strengthening Adherence: Practical Strategies

Improving IYCF adherence in rural clinics does not require new science; it requires commitment to known solutions. First, health workers need training and time. Brief, practical IYCF counselling should be part of every immunization encounter, supported by simple job aids and supervision. Second, counselling must extend beyond the clinic walls. Community health workers, traditional birth attendants, and mother support groups can reinforce messages at home, where feeding actually happens — and where grandmothers, whose influence is decisive, must be deliberately engaged. Third, families need material support: maternity protection for working mothers, promotion

of nutritious local foods, and linkages with social protection programmes that ease food insecurity.

Measurement matters too. Clinics should routinely track IYCF indicators alongside immunization coverage, turning anecdote into data and data into action. When a clinic discovers that only a third of its infants are exclusively breastfed, that number becomes a target, a budget line, and a rallying point. Ultimately, feeding a child well is one of the oldest acts of motherhood; the health system's job is simply to make the right choice the easy choice.

7. Conclusion

Every immunization visit is a quiet negotiation with the future. The vaccine in the syringe protects against one disease; the feeding practice that surrounds it protects against many. For mothers attending rural immunization clinics, adherence to IYCF guidelines is shaped as much by culture, poverty, and the strength of health services as by knowledge alone. The evidence gathered across countries and decades points to a hopeful conclusion: when clinics, communities, and families work together, feeding practices improve, children thrive, and the promise of the first thousand days is fulfilled. The mothers are already coming to the clinic. The opportunity is already there. What remains is to meet them — with more than a vaccine.

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MICROPLASTICS AND NANOPLASTICS IN CARDIOVASCULAR DISEASE

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Abstract

Plastic has become so deeply woven into modern life that it is now found in the food we eat, the water we drink, and even the air we breathe. As these materials fragment into microplastics and nanoplastics, particles small enough to cross into the human body, a pressing question has emerged: what are they doing to our hearts and blood vessels? This article explores the growing evidence linking micro- and nanoplastic exposure to cardiovascular disease. It traces how these particles enter the bloodstream, the routes by which they reach the heart, and the biological mechanisms — oxidative stress, chronic inflammation, lipid dysfunction, and endothelial injury — through which they may promote atherosclerosis, hypertension, and thrombosis. Landmark human studies, including the recent detection of plastic particles within human atheromas and their association with cardiovascular events, are reviewed alongside animal and laboratory findings. The article also considers the formidable challenges scientists face in measuring exposure and establishing causality, and outlines steps individuals and societies can take to reduce contact with these invisible pollutants. While much remains unknown, the evidence gathered so far urges us to take this emerging risk seriously before it becomes another irreversible public health burden.

Keywords: microplastics, nanoplastics, cardiovascular disease, atherosclerosis, endothelial dysfunction, environmental pollution, heart health

1. Introduction

Every year, humanity produces more than 400 million tonnes of plastic, a figure that continues to climb. Much of it is used briefly and then discarded, but plastic does not truly go away — it breaks down. Sunlight, waves, and mechanical wear shatter plastic

bottles, bags, and packaging into ever-smaller fragments. Pieces smaller than five millimetres are called microplastics; those below one micrometre are nanoplastics, so tiny that they cannot be seen under an ordinary microscope. Scientists once assumed these particles simply passed through the environment. We now know they are passing through us.

The implications for the cardiovascular system are only beginning to be understood. Cardiovascular disease remains the leading cause of death worldwide, responsible for nearly 18 million deaths each year. Its classic risk factors — smoking, high blood pressure, diabetes, high cholesterol, and physical inactivity — are well established. Yet cardiologists have long noted that heart attacks and strokes sometimes strike people with few of these conventional risks. Could an invisible, ubiquitous pollutant be part of the explanation? Emerging research suggests the answer may be yes. This article examines the journey of microplastics and nanoplastics from the environment into the human heart, the mechanisms by which they may damage blood vessels, the evidence linking them to cardiovascular events, and what can be done to reduce the risk.



Figure 1. Microplastic fragments viewed under magnification — a colourful but invisible pollutant that has spread through every corner of the environment. (Image: Woolcock Institute of Medical Research)

2. Where Do Microplastics Come From, and How Do They Reach Us?

Microplastics enter our lives through two broad pathways. Primary microplastics are manufactured small — think of the microbeads once common in cosmetics or the plastic pellets (nurdles) used as industrial raw material. Secondary microplastics form when larger items degrade: a plastic bag left in the sun, synthetic clothing shed in the washing machine, or car tyres wearing down on the road. Synthetic textiles alone can

release hundreds of thousands of fibres per wash, while tyre abrasion is now considered one of the largest sources of microplastics entering the environment.

From there, the particles travel. Rivers carry them to the sea, where they contaminate seafood; they settle into soil and enter crops and livestock; they float in indoor and outdoor air and settle on our food. Bottled water, table salt, tea bags, and even the dust in our homes have all been shown to contain them. The average person may ingest tens of thousands of microplastic particles every year, and inhale many more. What happens next is where the story becomes medically important: some of these particles are small enough to be absorbed through the gut and lungs, and from there they can enter the circulation.

Table 1. Common sources of microplastic and nanoplastic exposure

Source	Example	Route into the body
Food and beverages	Bottled water, seafood, salt, packaged food	Ingestion
Air (indoor and outdoor)	Household dust, synthetic fibre shedding, tyre wear particles	Inhalation
Personal care products	Microbeads in scrubs, toothpaste (being phased out)	Skin contact / ingestion
Textiles	Synthetic clothing and furnishings releasing fibres	Inhalation and ingestion
Occupational exposure	Plastic production, recycling, textile industries	Inhalation and skin contact

3. From Bloodstream to Heart: What the Evidence Shows

For years, the idea that plastic particles circulated in human blood belonged to the realm of speculation. That changed in 2022, when researchers in the Netherlands announced they had detected microplastics in the blood of healthy adults — the first direct proof that these particles can and do enter the human circulation. Since then, microplastics have been reported in the lungs, liver, kidneys, placenta, and even the brain, with

concentrations rising over time in post-mortem tissue studies. Each new detection narrows the gap between environmental exposure and human health.

The cardiovascular evidence took a decisive turn in 2024, when a study published in the New England Journal of Medicine reported that microplastics and nanoplastics had been found within atherosclerotic plaques — the fatty deposits that clog arteries — in patients undergoing surgery. Strikingly, patients whose plaques contained plastic particles experienced more heart attacks, strokes, or death over the following years than those without. Although the study could not prove that the particles caused the events, the association was strong enough to send shockwaves through the cardiology community. Animal studies have added biological plausibility: in mice and rats, engineered plastic particles have been shown to promote plaque formation, raise blood pressure, trigger abnormal heart rhythms, and impair the function of blood vessels.

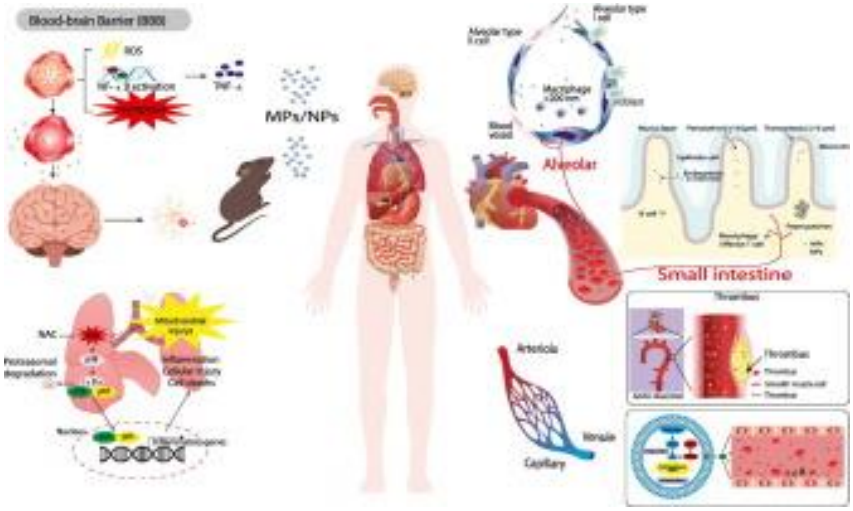


Figure 2. Micro- and nanoplastics can enter the body through the lungs and gut, cross biological barriers, and reach the cardiovascular system, where they may drive inflammation and vascular injury. (Illustration based on a Science of The Total Environment review, 2024)

4. How Tiny Particles Can Harm the Heart: Proposed Mechanisms

How could something so small injure an organ as robust as the heart? The answer lies in the biology of the blood vessel wall. The inner lining of our arteries, called the endothelium, is a thin, delicate barrier that regulates blood flow, clotting, and inflammation. Laboratory studies show that microplastics can attach to and cross this barrier, generating oxidative stress — an imbalance of damaging molecules that injures cells. The immune system responds by sending inflammatory cells to the site, and chronic low-grade inflammation is a well-known driver of atherosclerosis, the slow

build-up of plaques that narrows arteries and can rupture to cause heart attacks and strokes.

Other proposed mechanisms add to the concern. Some plastics carry chemical additives — plasticizers, flame retardants, heavy metals — that can leach out and disrupt hormones and lipid metabolism. Nanoplastics are small enough to penetrate cell membranes, enter the mitochondria that power our cells, and interfere with energy production. Particles in the bloodstream may also activate platelets and the clotting cascade, tilting the balance toward thrombosis. In the heart muscle itself, animal experiments have linked plastic exposure to altered calcium handling and abnormal rhythms. Individually, each effect may be small; together, over years of continuous exposure, they may quietly erode cardiovascular health.

Table 2. Proposed mechanisms linking microplastics to cardiovascular damage

Mechanism	Description	Cardiovascular consequence
Oxidative stress	Particles generate reactive oxygen species that injure endothelial cells	Endothelial dysfunction, early atherosclerosis
Chronic inflammation	Immune activation at particle deposition sites	Plaque formation and destabilisation
Chemical toxicity	Leaching of additives (phthalates, bisphenols, flame retardants)	Hormone and lipid metabolism disruption
Mitochondrial injury	Nanoplastics disrupt cellular energy production	Heart muscle and vascular cell damage
Pro-thrombotic effects	Platelet activation and clotting cascade stimulation	Increased risk of heart attack and stroke
Autonomic disruption	Airborne particles may alter nervous system control of the heart	Blood pressure changes, arrhythmias

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5. How Big Is the Risk? Interpreting the Evidence Honestly

It is important to hold this evidence with care. Most studies so far are observational or preclinical; they show association and biological plausibility, not proven causation. Microplastics come in countless shapes, sizes, and chemical compositions, and standardised methods to measure human exposure are still being developed — different laboratories can report very different concentrations from similar samples. Doses used in animal experiments are also often far higher than typical human exposures, though some researchers argue that real-world doses may be higher than we think, and that chronic low-dose exposure over decades has never been properly studied.

Even with these caveats, the pattern of evidence follows a familiar path. Decades ago, the health effects of tobacco smoke and air pollution were similarly debated before the cumulative evidence became undeniable. Today, few scientists doubt that inhaled particulate air pollution worsens cardiovascular disease, and microplastics may represent a new and poorly measured fraction of that burden. Prudent public health practice suggests acting on reasonable suspicion rather than waiting for perfect certainty.

6. Protecting the Heart: Individual and Societal Responses

No one can eliminate microplastic exposure entirely; the particles are too widespread. But exposure can be reduced. At the individual level, choosing glass or stainless steel over plastic bottles and food containers, avoiding heating food in plastic, filtering drinking water, ventilating indoor spaces, damp-dusting rather than dry-dusting, and choosing natural fibres over synthetics where practical can all lower intake. These steps are modest, but they mirror the logic of established preventive cardiology: many small risk reductions add up.

At the societal level, the solutions are bigger. Reducing single-use plastic production, designing plastics that degrade safely, improving recycling, capturing tyre and textile fibres at their source, and funding research into the health effects of nanoplastics are all active areas of policy and science. Regulators are beginning to respond: microbeads have been banned in personal care products in many countries, and the World Health Organization has called for urgent research into the human health impacts of microplastics in drinking water. The heart, it turns out, has yet another reason to hope for a less plastic world.

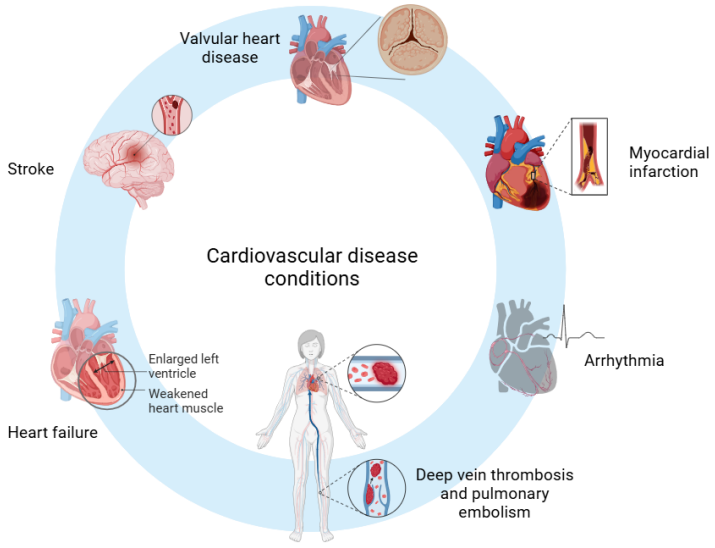


Figure 3. The spectrum of cardiovascular conditions — from atherosclerosis and heart attack to stroke and heart failure — that chronic microplastic exposure may help trigger or worsen. (Illustration: BioRender)

7. Future Directions

The research agenda ahead is clear. Scientists need harmonised methods to detect and quantify nanoplastics in human tissues, large long-term cohort studies that track exposure alongside cardiovascular outcomes, and toxicology work that uses environmentally realistic doses. Clinicians, meanwhile, may one day add exposure history to their cardiovascular risk assessments, just as smoking and pollution exposure are considered today. For now, the humblest summary of the science is also the most sobering: plastic designed for minutes of use may linger in our arteries for years.

8. Conclusion

A generation ago, microplastics were a curiosity of ocean science. Today, they are a subject of cardiology journals. The evidence that these particles enter the human bloodstream, lodge within arterial plaques, and are associated with heart attacks and strokes is young but rapidly strengthening. Many questions remain unanswered, yet the direction of discovery is consistent: the heart appears to be on the front line of humanity's plastic experiment. Reducing plastic pollution is often framed as an environmental cause. It may also, in the end, be a matter of the heart.

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GUARDING THE ENGINE OF LIFE

Modifiable and Non-Modifiable Causes of Cardiac Problems — and How Prevention Changes the Story

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Abstract

Cardiovascular disease remains the single leading cause of death worldwide, claiming close to 18 million lives each year, yet a large share of this burden is neither inevitable nor mysterious. This narrative article reviews the causes of cardiac problems through a practical lens, sorting them into non-modifiable factors — age, sex, family history and heredity, and ethnic background — which cannot be changed but can be anticipated, and modifiable factors — tobacco use, high blood pressure, abnormal cholesterol, diabetes and obesity, physical inactivity, unhealthy diet, harmful alcohol use, chronic stress, and poor sleep — which respond to everyday choices and medical care. Drawing on landmark studies such as the Framingham Heart Study and the INTERHEART study, the article argues that roughly nine in ten heart attacks are explained by modifiable risk factors acting together, which means prevention is not a matter of luck but of strategy. Tables summarize the distinction between the two categories and the clinical targets for each modifiable factor, while figures illustrate the anatomy at stake and the lifestyle levers that protect it. The central message is hopeful: we cannot choose our genes or our birth year, but we can decide, to a remarkable degree, how our hearts will age.

Keywords: cardiovascular disease; risk factors; modifiable; non-modifiable; prevention; lifestyle; hypertension; atherosclerosis

1. Introduction

Every day, the human heart beats around 100,000 times, quietly pumping nearly 7,500 litres of blood through a network of vessels that would stretch more than 100,000 kilometres if laid end to end. It asks for remarkably little in return — no conscious

effort, no special attention — which is perhaps why so many of us take it for granted until the day it falters.

The good news — and it is genuinely good news — is that a large part of that story is written by factors we can influence. Researchers divide the causes of heart disease into two broad families. The first, the non-modifiable causes, are the cards we are dealt: our age, our sex, the genes we inherit, and the ethnic community into which we are born. We cannot change these, but we can measure their weight and plan around them. The second family, the modifiable causes, includes behaviours and conditions such as smoking, blood pressure, cholesterol, blood sugar, body weight, diet, exercise, alcohol, stress, and sleep. These are the levers within our reach — and the evidence shows that pulling them, even modestly and even later in life, dramatically changes the odds.

2. The Heart Under Threat: A Brief Look at What Can Go Wrong

Most cardiac problems share a common villain: atherosclerosis, the gradual build-up of fatty plaques inside the walls of arteries. Imagine a water pipe that slowly collects rust and scale on its inner surface. For years the water still flows, and everything seems fine. Then one day a patch of scale cracks, a clot forms on top, and the pipe suddenly blocks. When the 'pipe' is a coronary artery feeding heart muscle, the result is a myocardial infarction — a heart attack. When it is an artery in the brain, the result is a stroke. Chronic high pressure in the system leads to heart failure; erratic electrical signals produce arrhythmias such as atrial fibrillation. Nearly every risk factor discussed below either accelerates plaque build-up, raises blood pressure against vessel walls, or disturbs the heart's rhythm and metabolism.

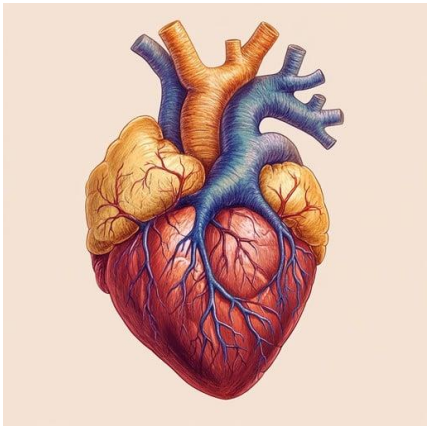


Figure 1. Surface anatomy of the human heart. The coronary arteries visible on its surface supply the muscle itself — they are the 'pipes' most often blocked in a heart attack. (Educational illustration.)

3. Non-Modifiable Causes: The Hand We Are Dealt

Non-modifiable risk factors cannot be removed by diet, exercise, or medication. Calling them 'causes' requires a small caution: with the partial exception of inherited disorders, they are better understood as amplifiers. They do not create plaque by themselves so much as they raise the baseline pressure of risk against which every other factor acts.

Age is the most powerful of all. The lifetime of a heart is written in its vessels, and decades of pulsatile blood flow leave their mark. The risk of a first heart attack roughly doubles with each decade after age 40, and most events occur after the age of 65. This is not a verdict of doom — it is a calendar. Knowing that risk climbs with age tells us that prevention should begin early, when habits are still forming and vessels are still healthy.

Sex shapes the risk profile in ways that biology and medicine are still untangling. Men generally develop coronary disease earlier than women; a man's lifetime risk is appreciably higher in middle age. Women are partly protected by oestrogen before menopause, yet their risk catches up and, after 65, can exceed men's. Worse, women are more likely to have atypical symptoms and to be underdiagnosed, which means their non-modifiable disadvantage is often compounded by a modifiable one — delayed care.

Family history is the factor that surprises people most. Having a first-degree relative — a parent or sibling — who suffered a heart attack or stroke before age 55 (men) or 65 (women) roughly doubles a person's own risk. At the extreme end of inheritance sit monogenic disorders such as familial hypercholesterolaemia, in which a single faulty gene keeps cholesterol dangerously high from childhood. None of this can be edited away, but it can be screened for, monitored, and aggressively managed — a family history, in effect, is an early-warning system, not a death sentence.

Ethnicity and geography complete the picture. South Asian communities, for instance, carry a markedly higher burden of coronary disease at younger ages and lower body weights, while some African and Afro-Caribbean populations show higher rates of hypertension and stroke. These differences reflect a tangled mix of genetics, diet, social conditions, and access to care — a reminder that 'non-modifiable' and 'unimportant' are very different things.

Non-modifiable factor	Why it raises cardiac risk	What CAN still be done
Age	Arterial wear accumulates over decades; risk roughly doubles each decade after 40.	Start screening early; manage every modifiable factor more strictly with age.
Sex	Men at higher risk earlier; women catch up after menopause and are often underdiagnosed.	Sex-aware symptom awareness; regular check-ups especially around menopause.
Family history / genetics	Inherited lipid disorders and shared genes can double risk; familial hypercholesterolaemia is a prime example.	Screen relatives; earlier and more intensive cholesterol and blood pressure control.
Ethnic background	Some groups carry higher susceptibility at younger ages or to specific conditions (e.g., hypertension).	Community-targeted screening; culturally adapted diet and lifestyle programmes.

Table 1. Non-modifiable causes of cardiac disease: they cannot be changed, but their consequences can be anticipated and blunted.

4. Modifiable Causes: Where Prevention Actually Lives

If the previous section is about fate, this one is about freedom. The modifiable causes of cardiac disease are the everyday variables — some behavioural, some clinical — that individuals, clinicians, and communities can genuinely alter. The INTERHEART study, which compared roughly 15,000 heart attack patients with an equal number of matched controls across 52 countries, produced the statistic that anchors this entire field: nine potentially modifiable risk factors together explained more than 90% of the population-attributable risk of a first heart attack in men, and around 94% in women. In plain language, the vast majority of heart attacks are, in principle, preventable.

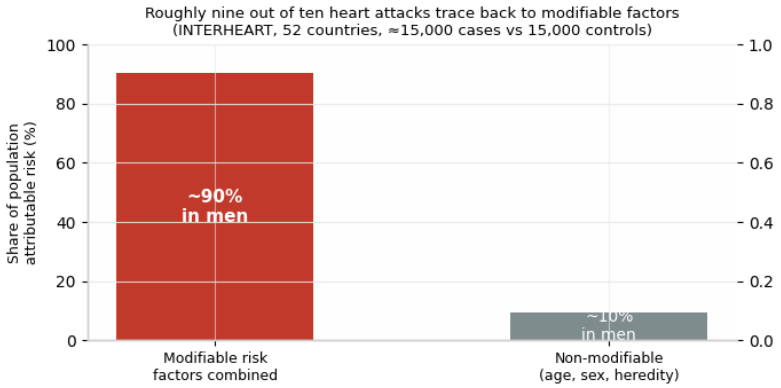


Figure 2. The approximate share of first-heart-attack risk attributable to modifiable versus non-modifiable factors, based on the INTERHEART case-control study (Yusuf et al., Lancet, 2004). Values are approximate population-attributable estimates.

Tobacco sits near the top of any honest list. Smoking damages the endothelium — the delicate inner lining of blood vessels — within minutes of the first puff, promotes clotting, lowers 'good' HDL cholesterol, and accelerates plaque growth. The harm is dose-related but also fast-reversible: within a year of quitting, heart disease risk falls by roughly half, and within fifteen years it approaches that of a never-smoker. Few actions in all of medicine repay themselves so quickly.

High blood pressure, the 'silent killer,' rarely announces itself until damage is done. Persistent pressure hardens and scars arteries, thickens the heart muscle, and sets the stage for both heart failure and stroke. Because it produces no symptoms for most people, it is discovered only by measurement — which is why the simple act of having one's blood pressure checked regularly is itself a preventive intervention.

Abnormal cholesterol — especially high LDL ('bad') cholesterol and triglycerides, and low HDL — supplies the raw material for atherosclerotic plaque. Modern guidelines no longer treat cholesterol as a stand-alone number but as one ingredient in an overall risk score, since the same LDL level means very different things for a 30-year-old woman and a 60-year-old man with diabetes.

Diabetes and obesity form a closely linked pair. Persistently high blood sugar injures small vessels and nerves, accelerates coronary disease, and roughly doubles cardiovascular risk; diabetes is now considered a 'coronary risk equivalent.' Obesity — particularly fat carried around the waist — feeds the problem through insulin resistance, inflammation, and strain on the heart. The encouraging corollary is that losing 5–10% of body weight produces measurable improvements in blood pressure, sugar, and lipids within months.

Physical inactivity, an unhealthy diet, harmful alcohol use, chronic stress, and poor sleep round out the list. Sedentary lifestyles weaken the heart's efficiency and worsen every metabolic number; diets heavy in salt, trans fats, processed meat, and sugar do the same from the inside. Alcohol's relationship with the heart is a J-shaped curve often misquoted: while very light drinking was once thought protective, recent large analyses find that the safest level for the cardiovascular system is none at all. Chronic psychological stress and depression keep the body flooded with stress hormones that raise pressure and promote inflammation, and short or fragmented sleep compounds every one of these effects — the neglected hours of the night turn out to be working hours for heart health.

Modifiable factor	Why it harms the heart	Evidence-based target
Smoking / tobacco	Endothelial damage, clotting, low HDL; risk ↑ even from a few cigarettes/day.	Complete cessation; risk falls ~50% within 1 year of quitting.
High blood pressure	Hardens arteries, thickens heart muscle → heart failure, stroke.	Generally < 130/80 mmHg in most adults (individualized by clinician).
High LDL cholesterol	Supplies the lipid core of atherosclerotic plaque.	LDL lowered per overall risk score; very high-risk patients aim < 55–70 mg/dL.
Diabetes / high blood sugar	Damages small vessels and nerves; ~doubles CVD risk.	HbA1c usually < 7% (individualized); tight BP + statin therapy for protection.
Obesity (esp. abdominal)	Insulin resistance, inflammation, cardiac workload.	BMI 18.5–24.9; waist < 94 cm (men) / < 80 cm (women); lose 5–10% weight for benefit.
Physical inactivity	Weak cardiac fitness; worsens BP, sugar, lipids, weight.	≥150 min/week moderate activity (e.g., brisk

		walking) or 75 min vigorous.
Unhealthy diet	Excess salt, trans fat, processed meat, sugar → BP, lipids, weight.	Vegetables, fruit, whole grains, legumes, fish; nuts in moderation; limit salt < 5 g/day.
Harmful alcohol use	Raises BP, arrhythmia risk, cardiomyopathy; no safe level for CVD.	Avoid or strictly limit; do not start 'for the heart.'
Chronic stress / depression	Stress hormones → hypertension, inflammation, poor self-care.	Regular relaxation, social connection, professional help when needed.
Poor sleep (< 7 h / apnea)	Linked to hypertension, obesity, arrhythmia, diabetes.	7–9 hours nightly; screen for and treat obstructive sleep apnoea.

Table 2. The modifiable causes at a glance: the damage mechanism and the practical target for each.

5. Prevention in Practice: Turning Knowledge into Habit

Knowing the causes is one thing; living the prevention is another. The clinical guidelines of the American Heart Association and the American College of Cardiology frame primary prevention around a simple hierarchy: first, assess total risk; second, treat the obvious villains (smoking, blood pressure, cholesterol, diabetes); third, build the lifestyle scaffold — diet, activity, weight, sleep — on which everything else rests. Risk calculators such as the pooled cohort equations convert a person's age, sex, pressures, and numbers into a ten-year probability, helping patient and doctor decide together how aggressive treatment should be.



Figure 3. Evidence-based pillars of cardiovascular prevention: nutrition, exercise, tobacco avoidance, social determinants, and informed medication use. (Infographic by the American Heart Association, 2019.)

6. Discussion: Reading Both Sides of the Balance Sheet Together

It would be a mistake to treat this article's two sections as separate lists. The non-modifiable and modifiable factors interact constantly, and their interaction is precisely where prevention earns its keep. A 58-year-old man with a strong family history (non-modifiable) who quits smoking, walks daily, and brings his blood pressure under control (modifiable) can easily carry a lower absolute risk than a 30-year-old with clean genes who smokes, sleeps five hours, and never checks a single number. The dealt cards matter — but the way the hand is played matters more.

This is also why 'non-modifiable' must never become an excuse for fatalism. Age cannot be reversed, but its vascular consequences can be slowed; a parent early heart attack cannot be undone, but it can trigger family screening that saves the next generation; ethnicity cannot be chosen, but culturally tailored community programmes demonstrably improve outcomes in high-risk groups. The honest reading of the evidence is not 'your fate is fixed' but 'your risk is readable' — and what can be read can, to a remarkable degree, be managed.

7. Review of the Literature

The scientific foundation for this article rests on several pillars of cardiovascular epidemiology. The Framingham Heart Study, launched in 1948 and following a Massachusetts town across generations, was the first large cohort to identify the major risk factors — cholesterol, blood pressure, smoking — as measurable, trackable predictors of coronary events, and to quantify how they compound one another. Framingham's enduring gift was the idea of 'risk factors' itself: the notion that a disease of middle age is forecast by measurable conditions of early adulthood.

Half a century later, the INTERHEART study brought this framework to the whole world. By enrolling cases and controls from every inhabited continent, it demonstrated that the same handful of modifiable factors — lipids, smoking, hypertension, diabetes, obesity, inactivity, diet, alcohol, and psychosocial stress — dominates heart attack risk across radically different populations, and that their combined population-attributable risk exceeds 90%. Global Burden of Disease analyses have since confirmed the picture at the level of entire nations, ranking high blood pressure, tobacco, unhealthy diet, and high blood sugar among the leading metabolic and behavioural drivers of premature death worldwide.

8. Conclusion

The causes of cardiac problems fall into two families, and honesty requires naming both. The non-modifiable causes — age, sex, heredity, and ethnicity — set the stage on which the drama is played, and they deserve respect, screening, and early attention. But the stage is not the script. The modifiable causes, which explain the overwhelming majority of preventable heart disease, are written daily: in what we smoke or refuse to smoke, what we eat, how we move, how we sleep, how we manage pressure — both the blood-borne and the life-borne kind. Prevention, in the end, is not a pill or a single dramatic resolution. It is the quiet, repeated arithmetic of small choices, made over years, adding up to a heart that keeps its rhythm for a lifetime. We cannot choose our genes. We can, with knowledge and persistence, choose a great deal of everything else.

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VITAMINS IN HUMAN NUTRITION: IMPORTANCE, DEFICIENCY AND PREVENTION

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Abstract

Vitamins are needed by the human body in small amounts, but they are important for many normal body functions. They help the body use nutrients, support growth, maintain immunity, form blood cells and keep organs and tissues working properly. There are 13 commonly recognized essential vitamins. They are divided into fat-soluble vitamins (A, D, E and K) and water-soluble vitamins (the B-group vitamins and vitamin C). A lack of vitamins can happen because of poor food choices, increased requirements, problems with absorption, some diseases, certain medicines or limited access to nutritious food. Different deficiencies can lead to problems such as night blindness, rickets, anemia, nerve problems and scurvy. The main way to prevent deficiency is to eat a varied diet. In some situations, fortified foods or supplements are also needed. At the same time, taking very large amounts of supplements is not always safe. This article explains the main vitamins, their sources, functions, deficiency disorders and simple ways of prevention.

1. Introduction

Good nutrition is necessary for the body to keep its normal structure and work properly. Nutrients can be broadly split into macronutrients and micronutrients. Macronutrients like carbohydrates, proteins and fats are needed in large amounts, while micronutrients are needed only in small amounts. Vitamins are one of the most important groups of micronutrients.

From daily meals to supplements, getting enough of the 13 essential vitamins is key to long-term health. Microscopic as these daily requirements might seem, they drive crucial internal processes—helping us convert food into energy, fight off infections, protect nerve health, and heal damaged tissues. [1,2].

Vitamins don't deliver calories directly, but we can't unlock energy from food without them. They act as essential helpers that allow enzymes to break down carbs, proteins, and fats. Beyond fueling metabolism, each vitamin has a specialized job.

2. Classification of Vitamins

Vitamins are classified based on what they dissolve in, so they are either fat soluble or water soluble.

2.1 Fat soluble vitamins

The fat soluble vitamins are:

- Vitamin A
- Vitamin D
- Vitamin E
- Vitamin K

These are absorbed along with the fat in our diet and get stored in the body, mainly in the liver and fat tissue. Since the body can store them, deficiency usually develops slowly. But if they are taken in excess, mostly through supplements, they can build up and become toxic [4].

2.2 Water soluble vitamins

The water soluble vitamins are:

- Vitamin B1 (Thiamine)
- Vitamin B2 (Riboflavin)
- Vitamin B3 (Niacin)
- Vitamin B5 (Pantothenic acid)
- Vitamin B6 (Pyridoxine)
- Vitamin B7 (Biotin)

- Vitamin B9 (Folate)
- Vitamin B12 (Cobalamin)
- Vitamin C (Ascorbic acid)

Most of these are not stored much in the body, so we need to get them regularly from food. Vitamin B12 is an exception because the body can keep good stores of it [4].

3. Functions and Importance of Vitamins

3.1 Role in metabolism

B-complex vitamins are the core drivers of human metabolism. Serving as essential coenzymes—or the building blocks that form them—they allow our cells to unlock energy from the proteins, carbohydrates, and fats in the food we eat.

Thiamine forms thiamine pyrophosphate, which is used in carbohydrate metabolism and oxidative decarboxylation. Riboflavin forms FAD and FMN, which are used in oxidation reduction reactions. Niacin is needed to make NAD and NADP, which are also used in many redox reactions. Pantothenic acid is a part of coenzyme A and helps in fatty acid and energy metabolism. Vitamin B6 helps in amino acid metabolism and in making neurotransmitters [2,4].

This shows that even though vitamins are needed in small amounts, not having enough of them can disturb important pathways inside cells.

3.2 Growth and development

Vitamins are needed for normal growth and development of tissues. Vitamin A controls cell differentiation and keeps epithelial tissues healthy. Vitamin D is needed for proper bone development and mineralization. Folate and vitamin B12 are needed for DNA synthesis and cell division, which is why they matter so much during periods of fast growth.

Getting enough folate before conceiving and through the first few weeks of pregnancy is essential for a baby's growing nervous system. When a mother's folate levels drop too low during this initial window, the risk of brain and spinal cord birth defects—such as spina bifida—increases significantly.

3.3 Blood formation (hematopoiesis)

Some vitamins help in forming blood. Folate and vitamin B12 are needed for DNA synthesis and for red blood cells to mature properly. Lack of either one can lead to megaloblastic anemia.

Proper hemoglobin synthesis and iron utilization rely heavily on supporting vitamins. Vitamin B6 acts as a vital cofactor in heme production, while vitamin C enhances the intestinal absorption of non-heme iron. Consequently, clinicians evaluating a patient for anemia should always consider underlying vitamin deficiencies alongside standard iron panels.

3.4 Nervous system

Many vitamins are needed for the nervous system to work properly. Thiamine is needed for energy metabolism in neurons, and severe deficiency can cause peripheral neuropathy, heart problems or Wernicke encephalopathy.

Our nervous system relies heavily on B vitamins to run smoothly. Vitamin B12 protects the myelin sheath—the insulation around our nerves—so running low over time can trigger nerve damage, leading to numbness, loss of balance, and trouble coordinating movement. Vitamin B6 is just as crucial, working behind the scenes to produce chemical messengers like serotonin and dopamine that carry signals across the brain. [4].

3.5 Vision

Vitamin A is necessary for normal vision. Retinal, which comes from vitamin A, is part of rhodopsin, the pigment in the eye that helps us see in dim light.

Vitamin A also keeps epithelial tissues healthy. Severe deficiency first causes night blindness and can later lead to xerophthalmia, damage to the cornea and even blindness. This is a big problem in children in areas where diet is poor [1].

3.6 Bone health

Skeletal strength relies heavily on vitamin D to regulate calcium and phosphate levels. By enabling the body to absorb these nutrients through digestion, it supplies what bones need to harden properly. Long-term shortages compromise bone framework, leading to developmental bone softening in children and osteomalacia later in life.

Vitamin K also plays a supporting role here, helping produce key proteins needed to build and maintain healthy bone tissue.[4].

3.7 Immunity

Getting enough vitamins supports a healthy immune system. Vitamin A helps keep epithelial barriers intact and supports immune responses. Vitamins C and E work as antioxidants, and vitamin D has a regulating effect on immune cells.

Severe vitamin A deficiency makes children more likely to get serious infections and is still a public health issue in many populations [1].

4. Major Vitamins: Sources, Functions and Deficiency

Table 1. Summary of the major vitamins [4,6]

Vitamin	Food sources	Main role in body	Deficiency disease / signs
A	Liver, eggs, milk, carrots, green leafy veg	Vision, healthy skin and lining tissues, immunity	Night blindness, xerophthalmia
D	Sunlight, fatty fish, egg yolk, fortified foods	Calcium and phosphate absorption, bones	Rickets (children), osteomalacia (adults)
E	Vegetable oils, nuts, seeds	Antioxidant, protects cell membranes	Nerve problems, hemolysis
K	Green leafy vegetables, oils	Blood clotting	Bleeding tendency
B1 (Thiamine)	Whole grains, pulses, meat, nuts	Carbohydrate metabolism, nerves	Beriberi
B2 (Riboflavin)	Milk, eggs, meat, cereals	Redox reactions (FAD, FMN)	Cheilosis, glossitis
B3 (Niacin)	Meat, fish, poultry, legumes	Forms NAD and NADP	Pellagra
B5 (Pantothenic acid)	Meat, eggs, dairy, legumes	Part of coenzyme A	Deficiency is rare

B6 (Pyridoxine)	Meat, fish, cereals, legumes	Amino acid metabolism, heme synthesis	Neuropathy, anemia
B7 (Biotin)	Eggs, nuts, seeds, meat	Carboxylation reactions	Rare, dermatitis
B9 (Folate)	Leafy vegetables, legumes, fortified grains	DNA synthesis, cell division	Megaloblastic anemia, neural tube defects
B12 (Cobalamin)	Meat, fish, eggs, dairy	DNA synthesis, nerve function	Megaloblastic anemia, neuropathy
C (Ascorbic acid)	Citrus fruits, amla, guava, tomatoes	Collagen formation, iron absorption	Scurvy

5. Dietary Sources and Requirements

Eating a varied diet is the main way to get enough vitamins. Important food groups are vegetables, fruits, whole grains, pulses, legumes, nuts, seeds, milk products, eggs, fish and other animal foods for those who eat them.

How much of each vitamin a person needs depends on age, sex and physiological state. The need goes up during pregnancy, breastfeeding, childhood and illness. In India, the ICMR National Institute of Nutrition gives the recommended dietary allowances for Indians, so it is the most useful reference for us [7].

Dietary vitamin A comes in two forms: active preformed retinoids found in animal products like liver, eggs, and milk, and provitamin A carotenoids abundant in orange and dark leafy vegetables. Meanwhile, rich sources of vitamin C include a wide variety of fresh produce—most notably citrus fruits, amla, guava, bell peppers, and tomatoes.

Vitamin D is different from most other vitamins because our skin can make it when exposed to UVB rays from sunlight. Food sources such as fatty fish, egg yolk are good vitamin D sources. Vitamin D levels depend on age, skin colour, where a person lives, the type of clothes they wear and how much time they spend outdoors.

Animal foods are a good source of vitaminB12. So people who follow a strict vegan diet need to get B12 from fortified foods or supplements [6].

No single food has all the vitamins in enough amounts, which is why eating a variety of foods is important. The WHO also recommends a healthy diet with many different nutrient rich foods [8].

6. Causes and Risk Factors of Vitamin Deficiency

There are several reasons why a person may become deficient in vitamins.

6.1 Not eating enough

A diet with little variety, lack of access to food, or a diet mostly made of low nutrient foods can lead to low vitamin intake. Very strict diets can cause specific deficiencies.

6.2 Higher requirements

The body needs more vitamins during periods of fast growth. Pregnancy and breastfeeding are especially important since good nutrition of the mother is needed for her own health and for the growth of the baby.

6.3 Malabsorption

Diseases of the gut can reduce how well vitamins are absorbed. Celiac disease, Crohn disease, long term diarrhea, pancreatic disease and some surgeries can lead to deficiency.

Fat malabsorption is a big concern because vitamins A, D, E and K depend on normal fat digestion to be absorbed [4].

6.4 Chronic diseases and medicines

Chronic liver disease, alcohol use disorder and some gut diseases can affect how vitamins are stored or used.

6.5 Restrictive diets

People who follow very restrictive diets can develop specific deficiencies. Vitamin B12 is the main concern for people on strict vegan diets unless they use fortified foods or supplements.

7. Major Vitamin Deficiency Disorders

7.1 Vitamin A deficiency

This mainly affects the eyes and epithelial tissues. The first sign is usually difficulty seeing in the dark, or night blindness. As it gets worse it causes changes in the conjunctiva and cornea, called xerophthalmia.

Severe cases can lead to corneal ulcers, keratomalacia and permanent blindness. It weakens immunity and can increase the risk of serious infections in children [1].

7.2 Vitamin D deficiency

Lack of vitamin D leads to poor mineralization of bones.

In children, this is called rickets, which can cause poor growth and bone deformities. In adults, it causes osteomalacia, where newly formed bone does not mineralize properly, sometimes with bone pain and muscle weakness.

Risk factors are low intake, less exposure to sunlight, malabsorption and some chronic diseases [4].

7.3 Vitamin E deficiency

This is not common in healthy people but can happen in severe fat malabsorption or some genetic disorders. It can cause nerve problems and, in severe cases, hemolysis [4].

7.4 Vitamin K deficiency

Vitamin K is essential for generating hepatic coagulation proteins. Deficiencies directly compromise normal hemostasis, increasing hemorrhagic risk and prolonging bleeding times.

It is seen mainly in newborns, in patients with severe fat malabsorption and in people taking medicines that interfere with vitamin K.

7.5 Thiamine (B1) deficiency

Thiamine deficiency causes beriberi.

Dry beriberi mostly affects nerves and causes peripheral neuropathy, weakness and sensory problems. Wet beriberi affects the heart and can lead to heart failure.

Severe deficiency can also cause Wernicke encephalopathy, mostly in people with severe malnutrition or alcohol use disorder [4].

7.6 Riboflavin (B2) deficiency

This can cause angular stomatitis, cheilosis, glossitis and dermatitis. It usually occurs along with other nutritional deficiencies and is rarely seen alone.

7.7 Niacin (B3) deficiency

Severe niacin deficiency causes pellagra, which is known for the 3 Ds: dermatitis, diarrhea and dementia.

If not treated, severe pellagra can be fatal. It is mostly linked with severe malnutrition and conditions that affect niacin metabolism [4].

7.8 Vitamin B6 deficiency

This can cause dermatitis, anemia, peripheral neuropathy and in severe cases, seizures. It can happen due to low intake or because of some medicines that affect B6 metabolism.

7.9 Folate (B9) deficiency

Folate is needed for DNA synthesis and cell division. Lack of it affects red blood cell maturation and causes megaloblastic anemia.

It is very important in pregnancy because low folate in early development increases the risk of neural tube defects [5].

7.10 Vitamin B12 deficiency

B12 deficiency causes megaloblastic anemia and can also cause nerve problems.

The nerve symptoms include tingling (paresthesia), peripheral neuropathy, loss of vibration and position sense, ataxia and changes in memory and thinking. If the deficiency goes untreated for long, the nerve damage can become permanent.

It can be caused by low intake, poor absorption, autoimmune disease affecting intrinsic factor, or other gut disorders.

7.11 Vitamin C deficiency

Severe vitamin C deficiency causes scurvy. Vitamin C is needed to make collagen and keep connective tissue healthy.

Signs include bleeding gums, easy bruising, petechiae, slow wound healing, tiredness and anemia. Scurvy is rare where fresh fruits and vegetables are easily available, but it can still happen with very restricted diets or lack of food [4].

8. Clinical Assessment and Diagnosis

To diagnose a vitamin deficiency, the doctor has to put together the clinical findings, diet history and suitable tests.

Lab tests

Tests should be chosen based on which deficiency is suspected. Some examples are:

- CBC and peripheral smear for nutritional anemia
- Serum vitamin B12, and methylmalonic acid or homocysteine if needed
- Folate levels
- Serum 25 hydroxy vitamin D
- PT/INR if significant vitamin K deficiency is suspected
- Other specific tests when needed

Lab results should always be read along with the clinical picture, because blood levels of a vitamin do not always show the total amount stored in the body or how well the tissues are working.

9. Prevention of Vitamin Deficiency

Prevention is a key part of both clinical nutrition and public health.

9.1 Dietary diversification

A varied, balanced diet is your best defense against deficiencies. The WHO advises filling your plate with diverse, wholesome foods, including produce, whole grains, legumes, nuts, seeds, and quality animal products. [8].

9.2 Food fortification

Food fortification means adding vitamins or minerals to foods that people commonly eat. It works well when a deficiency is common in a population and there is a food that most people eat regularly.

Examples are fortified wheat flour, rice, edible oil and other staple foods.

The WHO considers food fortification an important way of preventing and reducing micronutrient deficiencies [1,9].

9.3 Supplementation

Supplements are helpful when diet alone is not enough or when the body needs more due to some condition.

Supplements should be based on evidence and given in the right dose, not taken randomly.

9.4 Biofortification

Biofortification means increasing the vitamin and mineral content of crops through farming and breeding methods. It is useful for people who depend heavily on a few staple foods.

It can work together with a varied diet, regular food fortification and supplements [3].

10. Vulnerable Groups

Some groups of people need special attention when it comes to vitamins.

10.1 Infants and children

Fast growth means children need more nutrients. Poor variety in diet and improper complementary feeding can lead to deficiency.

10.2 Adolescents

Adolescence is a time of fast growth. Poor eating habits, dieting, and not eating enough nutritious food can increase the risk of deficiency.

10.3 Elderly people

Elderly people are at higher risk because they may eat less, have chronic diseases, take many medicines and absorb nutrients poorly. Vitamin B12 and vitamin D need special attention in them.

10.4 People with malabsorption

Patients with gut diseases or past gut surgery may need nutritional assessment and sometimes long term supplements.

11. Vitamin Toxicity

Deficiency is the bigger concern, but taking too much of some vitamins can also be harmful.

Fat soluble vitamins are more likely to build up and cause toxicity. Too much vitamin A can cause headache, nausea, liver damage and other problems. High doses of preformed vitamin A are especially risky in pregnancy as they can cause birth defects [4].

Too much vitamin D can cause hypercalcemia, which can affect the gut, kidneys and other organs. This usually happens from taking too many supplements and not from normal sun exposure [4].

High vitamin B6 doses for a long time can cause sensory neuropathy. So the idea that a bigger dose always means more benefit is wrong.

The aim should be to get enough vitamins, not as much as possible. Supplements should only be used when there is a real need and in the right dose.

12. Conclusion

Vitamins are essential micronutrients needed for growth, metabolism, nerve function, immunity, blood formation, vision, bone health and maintenance of tissues. Even though only small amounts are needed, not getting enough can lead to serious diseases like xerophthalmia, rickets, beriberi, pellagra, megaloblastic anemia and scurvy.

Deficiency can be caused by poor diet, higher body needs, malabsorption, chronic illness, restrictive diets and social and economic conditions. The groups at higher risk are pregnant women, infants, children, adolescents, the elderly and people with gut disorders or restricted diets.

The main way to prevent deficiency is a balanced and varied diet with many nutrient rich foods. Where diet is not enough, fortification, proper supplementation, biofortification and nutrition education are useful additional steps. Surveillance and targeted programmes are especially important for high risk populations.

At the same time, too many supplements should be avoided since some vitamins can be toxic in large doses. The goal is not maximum intake but adequate and balanced intake based on evidence.

For doctors, understanding vitamin nutrition is necessary to recognize nutritional diseases, prevent deficiency, counsel patients and contribute to public health. Adequate vitamin intake at every stage of life plays an important part in preventing disease and keeping the body healthy.

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ACUTE RESPIRATORY DISTRESS SYNDROME: PATHOPHYSIOLOGY, DIAGNOSIS, AND CONTEMPORARY MANAGEMENT

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Abstract

Acute respiratory distress syndrome (ARDS) is a heterogeneous, life-threatening form of acute hypoxemic respiratory failure caused by diffuse inflammatory injury to the lungs. Increased permeability of the alveolar–capillary barrier allows protein-rich fluid to enter the interstitium and alveoli, impairing gas exchange and reducing functional lung volume. Common precipitating conditions include pneumonia, sepsis, aspiration, trauma, and pancreatitis. Diagnosis is clinical and depends on the acute time course, oxygenation impairment, bilateral pulmonary opacities, and assessment that respiratory failure is not primarily explained by cardiac failure or fluid overload. The 2023 global consensus definition broadened recognition by including selected patients receiving high-flow nasal oxygen, permitting lung ultrasound as an imaging option, and adapting oxygenation assessment for settings with limited resources. Management remains predominantly supportive: treat the underlying cause, use lung-protective ventilation, consider prolonged prone positioning in severe disease, individualize positive end-expiratory pressure, and avoid unnecessary fluid accumulation after shock has resolved. Outcomes vary with disease severity, comorbidities, and access to timely critical care. Survivors may experience physical, cognitive, and psychological sequelae, making rehabilitation and follow-up important. This narrative review summarizes core mechanisms, recognition, treatment principles, complications, and current research priorities.

Keywords: acute respiratory distress syndrome; ARDS; hypoxemic respiratory failure; lung-protective ventilation; prone positioning; critical care; pulmonary edema

1. Introduction

Acute respiratory distress syndrome is not a single disease but a clinical syndrome in which an acute insult produces widespread inflammation and impaired function of the lungs. It was first described in 1967, and definitions have since evolved as evidence and respiratory-support technologies have developed. ARDS can follow direct lung injury, such as pneumonia or aspiration, or indirect injury arising from systemic inflammation, including sepsis and major trauma. The resulting hypoxemia may progress quickly and often requires care in an intensive care unit (ICU) [1,2].

Its importance lies not only in the immediate risk of respiratory failure but also in the complexity of treatment. The injured lung is unevenly affected: some regions remain relatively aerated while others are fluid-filled or collapsed. Ventilation that is excessive for the remaining functional lung can worsen injury, so the goal is to support oxygenation while minimizing additional mechanical stress. Contemporary care therefore combines treatment of the trigger with carefully adjusted respiratory support, hemodynamic management, prevention of ICU complications, and rehabilitation [2,3].

This article is a narrative review of selected consensus statements, clinical practice guidelines, and influential clinical studies. It is intended for educational use rather than as a substitute for individualized clinical judgment.

2. Pathophysiology and Causes

The central biological event in ARDS is damage to the alveolar epithelium and pulmonary capillary endothelium. Inflammatory cells and mediators disrupt the normally selective barrier, allowing fluid and proteins to move into the lung tissue and air spaces. Surfactant function may be impaired, small airways and alveoli may collapse, and the lungs become less compliant. Blood continues to pass through poorly ventilated areas, producing ventilation–perfusion mismatch and intrapulmonary shunt. These processes explain why oxygen levels can remain low despite supplemental oxygen [1,2].

ARDS is commonly described as an early exudative phase, followed in some patients by proliferative repair and, in a subset, persistent fibrotic remodeling. These phases overlap rather than follow a fixed timetable. Recovery depends on resolution of inflammation, epithelial repair, clearance of alveolar fluid, and avoidance of secondary insults. Mechanical ventilation can be lifesaving, but high tidal volumes or excessive pressures may stretch vulnerable tissue and contribute to ventilator-induced lung injury; this is a key reason for lung-protective strategies [3].

Category	Examples	Mechanism / clinical relevance
Direct pulmonary injury	Pneumonia, aspiration of gastric contents, inhalational injury, pulmonary contusion	Initial damage occurs mainly in the airways and alveolar epithelium.
Indirect systemic injury	Sepsis, pancreatitis, major trauma, severe burns, transfusion-related injury	Systemic inflammation and endothelial dysfunction affect the pulmonary microvasculature.
Predisposing factors	Severe infection, shock, multiple injuries, major surgery, high-risk transfusion contexts	Risk varies with the insult, patient vulnerability, and speed of recognition.

3. Clinical Presentation and Diagnosis

Typical findings include rapidly worsening breathlessness, increased respiratory rate, low oxygen saturation, and increased work of breathing. Examination may reveal crackles, but no single physical sign confirms ARDS. In severe cases, patients may develop fatigue, altered mental status related to hypoxemia or systemic illness, and dysfunction of other organs. The underlying trigger can dominate the initial presentation; for example, fever and productive cough may accompany pneumonia, while hypotension may be prominent in sepsis.

Diagnosis integrates the timing of respiratory deterioration, oxygenation, chest imaging, and evaluation for alternative explanations. The Berlin definition describes onset within one week of a known clinical insult or new/worsening respiratory symptoms, bilateral opacities not fully explained by effusions or collapse, and respiratory failure not primarily caused by cardiac failure or fluid overload. Oxygenation severity is classified using the ratio of arterial oxygen partial pressure to inspired oxygen fraction (PaO_2/FiO_2) when appropriate respiratory support is in place [1].

A global consensus definition published in 2023 expanded the framework. It includes selected non-intubated patients receiving high-flow nasal oxygen at flows of at least 30 L/min, allows lung ultrasound when performed by trained operators, and permits an oxygen saturation-to-inspired oxygen ratio in specified circumstances. These changes

aim to improve recognition in different clinical settings, including facilities with limited access to arterial blood gases or advanced imaging. The definition supports recognition but does not replace clinical assessment [2].

Assessment	Purpose	Important limitation
Pulse oximetry and arterial blood gas	Assess oxygenation and acid–base status; calculate oxygenation indices when data allow.	Readings must be interpreted with oxygen delivery, perfusion, and clinical condition in mind.
Chest radiograph or CT	Identify bilateral opacities and evaluate alternative diagnoses.	Imaging patterns are not unique to ARDS.
Lung ultrasound	Identify bilateral loss of aeration or consolidations when expertise is available.	Operator training and the clinical context matter.
Cardiac assessment and fluid review	Consider cardiac dysfunction, fluid overload, and mixed causes of edema.	ARDS and cardiac disease can coexist.
Cultures and targeted investigations	Identify infection or another precipitating cause.	Tests should be guided by history and examination.

4. Severity and Clinical Monitoring

Severity is commonly grouped by the degree of oxygenation impairment, interpreted alongside respiratory support and the overall clinical picture. A low PaO_2/FiO_2 ratio indicates more severe oxygenation failure, but it should not be used in isolation to predict an individual outcome. Compliance, hemodynamics, renal function, mental status, infection control, and response over time also inform management. Repeated assessment is essential because ARDS can evolve over hours and because both the disease and its treatment may cause complications.

Severity category (Berlin framework)	PaO_2/FiO_2 ratio*	General interpretation
Mild	201–300 mm Hg	Oxygenation impairment; monitor trajectory and support needs.

Moderate	101–200 mm Hg	More substantial impairment; ventilatory support and careful monitoring are often required.
Severe	≤100 mm Hg	Marked impairment; consider evidence-based adjuncts such as prone positioning when clinically appropriate.

**The Berlin oxygenation categories are applied with the specified positive end-expiratory pressure condition. The expanded global definition includes additional pathways for selected non-intubated patients and resource-limited settings [1,2].*

5. Management

5.1 Treat the precipitating cause and provide supportive care

Management begins with identifying and treating the trigger. This may include appropriate antimicrobials and source control for infection, management of aspiration or trauma, and treatment of shock or other organ dysfunction. Supportive care includes oxygen delivery, monitoring, nutrition, prevention of venous thromboembolism and pressure injuries, delirium prevention, and early mobilization when feasible. Treatment should be individualized by an experienced critical-care team.

5.2 Lung-protective ventilation

For patients requiring invasive ventilation, guideline-supported practice is to use lower tidal volumes based on predicted body weight and limit plateau pressure. A common initial target is approximately 6 mL/kg predicted body weight, adjusted within a 4–8 mL/kg range according to clinical response, with plateau pressure generally kept below 30 cm H_2O. Predicted body weight is used rather than actual weight because lung size correlates more closely with height and sex than with body mass [3,4].

Positive end-expiratory pressure (PEEP) helps prevent repeated alveolar collapse, but the optimal level varies. Higher PEEP may be considered in moderate-to-severe ARDS without prolonged recruitment maneuvers, while excessive pressures can impair circulation or overdistend lung regions. Ventilator settings should therefore be titrated to oxygenation, mechanics, hemodynamics, and the patient's response rather than applied as a fixed recipe [4].

5.3 Prone positioning and fluid strategy

For appropriately selected patients with severe ARDS, prone positioning for more than 12 hours per day is recommended in established guidance. Turning the patient prone can improve the distribution of ventilation and reduce regional stress differences; it requires trained staff, a safety checklist, and careful protection of the airway and pressure points. It is not suitable for every patient and should be undertaken by a qualified team [3,4].

Fluid management must balance adequate organ perfusion against worsening pulmonary edema. During active shock, resuscitation and hemodynamic stabilization take priority. Once shock has resolved, a conservative fluid strategy may improve oxygenation and increase ventilator-free days, although it has not consistently shown a mortality benefit. Diuretics and fluid restriction require individualized decisions, particularly when kidney injury or ongoing circulatory instability is present [5].

5.4 Adjuncts and rescue options

Selected patients may require neuromuscular blockade, inhaled pulmonary vasodilators as temporary rescue measures, or referral for extracorporeal membrane oxygenation (ECMO) in specialized centers. These interventions are not universal treatments and their role depends on severity, contraindications, local expertise, and evidence of benefit. Routine use of high-frequency oscillatory ventilation is not recommended for moderate or severe ARDS in major guidelines. Supportive interventions should be reviewed frequently to avoid continuing therapies that are no longer needed [3,4].

6. Evidence Snapshot: Tables and Graph

Table 3 summarizes several widely accepted management principles. These recommendations represent a framework for clinician-led care; they are not a patient-specific protocol.

Intervention	Evidence-informed principle	Practical caution
Low tidal volume ventilation	Use 4–8 mL/kg predicted body weight; commonly start near 6 mL/kg.	Track plateau pressure, gas exchange, and patient–ventilator interaction.

Prone positioning	Use for more than 12 h/day in suitable patients with severe ARDS.	Requires trained staff and prevention of line, airway, and pressure-related complications.
PEEP adjustment	Consider higher PEEP in moderate-to-severe ARDS without prolonged recruitment maneuvers.	Balance recruitment against overdistension and hemodynamic effects.
Fluid management	After shock resolves, avoid unnecessary positive fluid balance when safe.	Do not compromise perfusion; reassess renal function and circulation.
ECMO / rescue therapies	Consider only in selected severe cases after expert review.	Requires specialized resources; risks and expected benefits must be discussed.

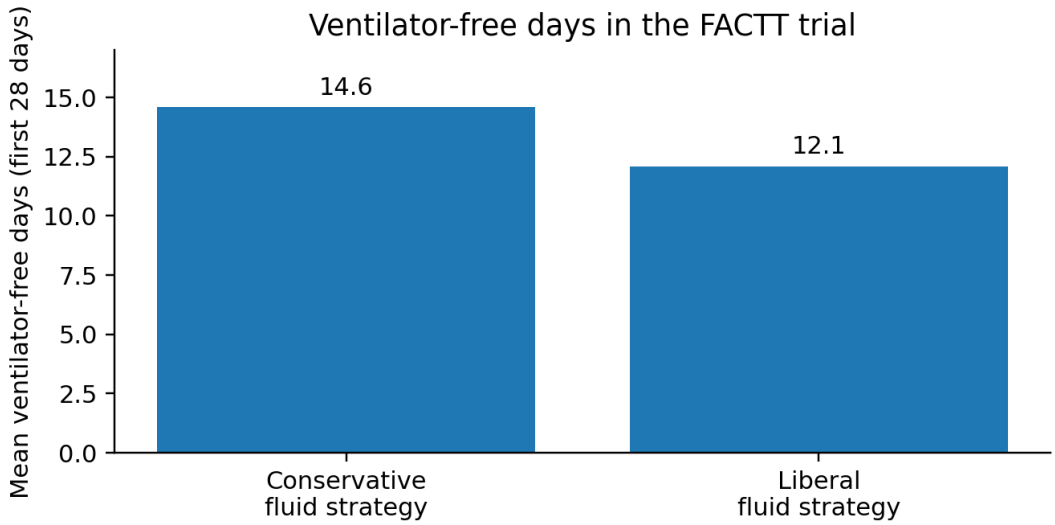


Figure 1. Mean ventilator-free days reported in the FACTT study comparison: conservative fluid management (14.6 days) versus liberal fluid management (12.1 days). The values are study-group averages, not predictions for an individual patient. Conservative fluid management improved ventilator-free days, while the original trial did not demonstrate a statistically significant difference in 60-day mortality [5,6].

7. Complications, Recovery, and Prognosis

Complications arise from severe illness, immobility, infection, and treatment. They may include ventilator-associated pneumonia, barotrauma, delirium, weakness

acquired in the ICU, kidney injury, thromboembolism, and pressure injuries. Risk reduction requires coordinated daily review of sedation and ventilation, infection prevention, appropriate nutrition, mobility when safe, and assessment of organ function. The clinical team must also recognize that oxygenation can improve before strength and endurance return.

Recovery varies considerably. Some people regain their previous function, while others have persistent breathlessness, reduced exercise tolerance, muscle weakness, sleep disturbance, anxiety, depression, or cognitive difficulties after discharge. Follow-up should therefore consider physical rehabilitation, respiratory symptoms, nutrition, and emotional well-being. Family education and clear discharge planning can help patients and caregivers understand that recovery may continue for months.

Mortality is influenced by age, pre-existing disease, the precipitating cause, severity of organ dysfunction, and access to high-quality critical care. A single percentage cannot adequately describe risk for every setting or patient group. Prevention and early treatment of precipitating conditions, timely recognition, and reliable delivery of supportive care remain central priorities.

8. Research Priorities

ARDS remains biologically and clinically heterogeneous, which may explain why treatments that help some patients do not benefit all patients. Research priorities include validating the global definition across diverse health systems, identifying clinically useful biological subgroups, improving noninvasive respiratory support strategies, and determining which patients benefit most from adjunctive treatments. Studies should also examine long-term outcomes rather than focusing only on survival to hospital discharge. More accessible diagnostic pathways may improve recognition where arterial blood gas testing, CT, or advanced respiratory support are limited, but the reliability and prognostic value of these approaches require continued evaluation [2,4].

9. Conclusion

Acute respiratory distress syndrome is a complex form of acute lung injury that can progress rapidly and affect multiple organs. Its core features—diffuse inflammation, alveolar–capillary barrier dysfunction, pulmonary edema, and impaired oxygen transfer—explain both the severity of illness and the need for carefully controlled respiratory support. Diagnosis combines clinical timing, oxygenation assessment, imaging, and exclusion of alternative primary causes, with the newer global definition

broadening recognition in selected non-intubated patients and resource-limited settings. Current management relies on treating the trigger, lung-protective ventilation, prone positioning for appropriate severe cases, individualized PEEP, and thoughtful fluid management after shock has resolved. Because survivors may experience lasting physical and psychological effects, recovery planning and follow-up are integral parts of care. Ongoing research should improve early recognition, personalize treatment, and strengthen long-term outcomes.

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Annotatsiya: Nutq faoliyati - insonning ichki kechinmalari, his tuyg'ulari, o'z fikri, shaxsiy g'oyasini omma oldida ifodalash hamda kommunikativ jarayonda boshqalarning nutqini ham tushunish uchun zarur. Bu faoliyatning bolalar ruhiyatida singishi esa uning atrofidagi insonlar, xususan, ota-onasi, aka-uka, opa-singillari hamda aqliy, hissiy va ijtimoiy rivojlanishi bilan bog'liq. Bolalarda nutq faoliyatining rivojlanishi turli xil bo'ladi va bunda ota-onaning ham roli katta hisoblanadi. Ushbu maqolada bolalarda nutqning rivojlanish shakllari, ular duch keladigan qiyinchiliklar, hamda suhabatlashish odoblari haqida so'z boradi.

Kalit so'zlar: kommunikativlik, gapirish ko'nikmasi, tinglash odobi, logoped, nutq faoliyati, ong, tafakkur.

Bolalar bu dunyoga kelganda hali dunyodan bexabar bo'ladi. Ular atrofidagi narsalarga, insonlarga, voqea-hodisalarga taqlid qilgan holda rivojlanadi. Ularning nutqi ham shunday. Lekin hamma bolalarda ham bir xil vaqtda va bir yoshda shakllanmaydi. Ular ham kimlarning aytgan gaplarini, hayvonlarning ovozini qaytargan holda o'z salohiyatini kuchaytirib boradi. Bazan nima aytmoqchi bo'lgan gaplarini tana harakatlari orqali yoki o'sha gapni ma'nozini ochib beruvchi qisqa-qisqa so'zlar orqali ifodalaydi. Bolalarning ruhiyati, ularning o'ziga bo'lgan ishonchi ham ularning gapira olish salohiyatiga hamda nutqidagi so'z boyligiga bog'liq. Bolalarning yoshlikdagi qichqirig'i , yig'lashi ularning ularning ilk nutqi hisoblanadi. Misol uchun, yosh chaqaloq qorni ochqagani, uyqisi kelganini faqatgina yig'isi orqaligina onasiga ifoda etishi mumkin. Ona shundan keyingina uning fikrini tushunadi, anglaydi va harakat qiladi. Umuman olganda, yosh bolalar kattalar bilan muloqot qilganda,

aytmoqchi bo'lgan gaplarini o'zlari bilgan va o'rgangan so'zlar bilangina ifoda etishga harakat qiladi.

Aslida nutq bu bir vosita bo'lib u bilan aloqa bog'lash jarayonida har bir kishi muloqot orqali bilimlar olishi, tajriba orttirishi va o'z bilimlarini ham ulashishi mumkin. Bolalar nutqiga keladigan bo'lsak, bolalar, odatda, ikki yoshga o'tganda, o'rta hisobda o'n yetti-o'n sakkiz oylik bo'lganda faol nutqni eggalay bopshlaydilar. Bolaning nutqi egallash vaqtigacha bo'lgan davrni va shu davrdagi o'sib borish vaqtini uning tili chiqmagan davri yoki tili chiqmagan bosqich deb aytiladi. Bolaning o'sishidagi bu davr nutqni egallashga tayyorgarlik davri bo'ladi. Va bu tayyrogarlik davri uchta bosqichda bo'ladi: chinqirish bosqichi, guvrash bosqichi, til chiqa boshlash bosqichi. Ma'lumki, chaqaloq tug'ulgan paytdan boshlab, chinqira boshlaydi: u yig'laydi. Chaqaloqning chinqirib yig'lashi uning bezovta qilayotgan organik va tashqi qo'zg'ovchilarning ta'siriga - ochlikka, og'riqqa, sovuqqa, tagi ho'llikka va shu kabilarga bo'lgan reaksiyadir. Chaqaloq ikki yo uch oylik bo'lganida, odatdagi chinqirib yig'lashdan tashqari "a", "u", "guv-guv", "ruv-ruv", "ga", "agu", "bu" va boshqa shu kabi tovush birikmalarini chiqara boshlaydi. Bu tovushlar guvrashning boshlanishidir. Bola uch-to'rt oylik bo'lganida u til chiqara boshlaydi. Chaqaloqda, masalan, "buv-va", "nan-nan-nan", "gi-gi-gi", "dad-dad-da" va boshqa shu kabi tovush birikmalari paydo bo'ladi. Bola tovushlarni birga qo'shib, narsalarning nomini va o'z fikrini ifodalashga qadam qo'yoshidan boshlab, u tom ma'noda nutqni egallay oshlaydi. Abstraksiyalashga va umumiylashtirishga imkon beradigan ikkinchi signal sistemasi o'sa borishi bilan ma'noli nutq paydo bo'la boshlaydi. Tarbiyaning belgilovchi ta'siri ostida tafakkur o'sa boshlaydi va shu bilan chambarchas bog'langan holda nutq ham o'sadi. [1] Demak, nutq bilan taffakur bi biriga bog'liq desak bo'ladi, nimakaki, biz miyamizda biror narsani o'ylab, fikrlab tafakkur qilmasak uni nutqimizga ham chiqara olmaymiz. Shuning uchun, bolalar ham qancha erkin fikrlab o'z fikrini ifoda eta olsa ularning firklash qobiliyati ham shuncha o'sib boraveradi.

Aksincha, noqulay sharoitlar bolalar nutqini rivojlanishiga to'sqinlik qiladi. Natijada bunday bola tengdoshlari bilan yomon aloqada bo'ladi, boshqa kattalarni xavf manbayi deb biladi, o'qishni yoqtirmaydi va o'rganishga qiziqish bildirmaydi. Hozirgi vaqtda shahar markazlarida yashovchi aksariyat ota-onalar farzandining odob-ahloqiga, ta'lim-tarbiyasiga qishloqdagi ota-onalarchalik e'tiborli bo'lmaydilar, natijada bu e'tiborsizlik ularning xatti harakatida, ayniqsa, nutqida yaqqol namoyon bo'ladi. O'z farzandlarining ehtiyojlariga unchalik qiziqmaydigan shahar ota-onalari farzandlari tomonidan til madaniyatini sindirish, ayrim so'zlarni neologizmlar bilan ishlatishiga sharoit yaratadilar. Ota-onadan bolaga e'tibor yetishmasligi va ularning salbiy nutq faoliyati bola rivojlanishiga, nutqiga, ayniqsa, fikrlash

jarayoniga ijobiy ta’sir ko‘rsatishi mumkin emas. Birinchidan, bu vaziyatda boladagi taqlid mexanizmi ishlaydi, ota-onalarning nutqida ishlatiladigan so‘zlarni, nutq vositasini bola ongsiz ravishda qabul qiladi. Ikkinchidan, nizoli vaziyatlarda ota-onalarning stereotipli, tezlashtirilgan nutq darajasi, so‘zlardagi ohanglarning baland-pastligini eshitgani bo‘yicha qabul qiladilar.[2] Bundan tashqari, bolalar idrokining va nutqining takomillashuvida so’z katta ahamiyatga ega. So’z mohiyati jihtidan umumlashgan xarakterga ega bo’lib, u narsalarni umumlashtirish imkonini beradi. Bola so’z yordamida o’xshash nrsalarni oddiygina guruhlarga ajrata boshlaydi. [3] Afsuski hamma bolalar ham tez gapirib ketolmaydi. Ularning nutqida qiyinchiliklar, buzilishlar, noto’g’ri talaffuzlarni kuzatishmiiz mumkin. Aynan mana shu hollarda nutqi to’liq rivojlanmagan bolalar uchun mo’ljallangan logopedik gruhlarfa nutqining leksik-grammatik tomonlarining buzilishlariga ega, nutqiy rivojlanishning turli darajalariga ega bolalar qabul qilinadi.[4] Lekin, Bola nutqining rivojlanish xususiyatlarini bilish, nutq buzilishlariga to‘g‘ri diagnoz qo‘yish uchun ham zarurdir. Ba’zi mutaxasislar uch yoshli bolaning tovush talaffuzidagi kamchiliklarni bartaraf etish uchun uni logoped qabuliga yuboradilar. Bu to‘g‘rimi? Yo‘q, albatta. Chunki nutqi normal rivojlanayotgan bolaga hali bu yoshda ba’zi bir tovushlarni noto‘g‘ri talaffuz etish xos bo‘ladi. Bu ko‘rinish fiziologik dislasiya deb atalib, bu shu yoshdagi bolalarda artikulyatsiya apparatining hali yetarli darajada shakllanmaganligini bildiradi. Nutq kamchiliklarini bartaraf etishda to‘g‘ri va aniq tarbiyaviy-tuzatish ish rejasini tuzish uchun bola nutqining rivojlanish qonuniyatlarini yana bir karra bilish zarur hisoblanadi.[5] Demak, bolalardaning nutq faoliyatidagi kamchiliklarni birdaniga to’grilab bo’lmaydi, bu vaqt talab qiladi. Chunki, endi o’sib kelayotgan bolalarning nutqida buzilishlar, kamchiliklar bo’lishi tabiiy. Ammo bu holat uzoqqa cho’zilsa, masalan, maktab davrida ham davom etsa, mana shbu hollarda logopedik darslarga bolalarnin yozdirishimiz mumkin ekan. Qolaversa, bolalarning nutqi rivojlanib borar ekan ular boshqa odamlar bilan muloqot qilganda nafaqat o’z fikrini erkin ayta olishi, balki suhbatdoshining gaplarini ham tinglay olishi zarur. Masalan, notiq, psixolog Deyl Karnegi “ Yaxshi suhbatdosh- yaxshi gapirishni biladigan emas, balki yaxshi tinglashni biladigan suhbatdoshdir”deganda aynan shu qobiliyatlarni insonlarda rivojlangan bo’lishini nazarda tutgan edi. [6] Shunday ekan, atrofimizdagi insonlar bilan suhbat qursak yo tajriba olamiz yoki tajriba beramiz, bularning barchasi bizning nutqimizning tushuntirish qobiliyatimizga hamda so’z boyligimizga bog’liq. Demak, yorkin fikr natijasi - nutqning tushunarli bulishiga yetarlicha tulik va anik ketma-ketlikda gapira olish bilan erishiladi. Bola nutqining ma’noli va tushunarli bulishi ustida ishlash - bu bir vaktning uzida bola fikrlashini shakllantirish va uning dunyokarashini kengaytirish ustida ishlashdir.[7]

Xulosa qilib shuni aytish mumkin, bolalar hali o'sib rivojlanar ekan, ular ota-onasining, aka-ukalarining aytgan so'zlari orqali o'z nutqini va so'z boyligini shakllantirib boraveradi. Ular toki katta bo'lib, o'zini anglab olgunga qadar atrofidagilarga taqlid qiluvchilardan bo'lishadi. Bundan tashqai, ota-onalar bolalarining ilk so'zlarini eshitishlari va ularni tinglashlari kerak. Aks holda ularning nutqiga salbiyta'sir ko'rsatishi va bir fikrni ifodalash uchun o'ziga bo'lgan ishonchini yo'qotishi mumkin. Shuning uchun, bolalarni iloji boricha tinglashimiz, nutqidagi xatoliklarni tuzatish va to'g'ri talaffuz qilishga yordam berishimiz kerak. Yuqorida ta'kidlab o'tilgandek, yosh bolalarning nafaqat gapirish ko'nikmalar rivojlanishiga yordam berish, balki ularga insonlar bilan kommunikativ qilganda tinglash odonbini ham o'rgatish zarur.

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SURXONDARYO VOHASI MUSIQA MADANIYATINING TARIXIY SHAKLLANISHI VA RIVOJLANISH BOSQICHLARI

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Annotatsiya: Mazkur maqolada Surxondaryo vohasi musiqa madaniyatining tarixiy shakllanish jarayonlari, rivojlanish bosqichlari hamda o‘ziga xos badiiy-estetik xususiyatlari ilmiy-nazariy jihatdan tahlil qilinadi. Surxondaryo hududida qadimdan shakllangan musiqiy an’analar, xalq og‘zaki ijodi, baxshichilik va dostonchilik san’ati, milliy cholg‘u ijrochiligi hamda marosim qo‘shiqlarining tarixiy ildizlari yoritiladi. Shuningdek, voha musiqa madaniyatining ijtimoiy-madaniy hayotdagi o‘rni, avlodlararo uzviyligi va milliy musiqiy merosni saqlashdagi ahamiyati o‘rganiladi. Maqolada an’anaviy musiqa san’atining tarixiy taraqqiyot bosqichlari, mahalliy ijrochilik maktablarining shakllanishi va ularning o‘zbek milliy musiqa madaniyati rivojiga qo‘shgan hissasi ko‘rib chiqiladi. Surxondaryo musiqiy merosining zamonaviy madaniy jarayonlar bilan o‘zaro aloqasi hamda uni asrab-avaylash, ilmiy tadqiq etish va kelajak avlodlarga yetkazish masalalariga alohida e’tibor qaratiladi.

Kalit so‘zlar: Surxondaryo vohasi, musiqa madaniyati, tarixiy taraqqiyot, musiqiy meros, xalq og‘zaki ijodi, baxshichilik san’ati, dostonchilik, an’anaviy musiqa, milliy cholg‘ular, ijrochilik maktablari, madaniy an’analar, folklor, milliy qadriyatlar.

ИСТОРИЧЕСКОЕ ФОРМИРОВАНИЕ И ЭТАПЫ РАЗВИТИЯ МУЗЫКАЛЬНОЙ КУЛЬТУРЫ СУРХАНДАРЬИНСКОГО ОАЗИСА

Аннотация: В данной статье рассматриваются исторические процессы формирования музыкальной культуры Сурхандарьинского оазиса, основные этапы её развития, а также характерные художественно-эстетические особенности. С научно-теоретической точки зрения анализируются исторические корни музыкальных традиций региона, устного народного творчества, искусства бахши и дастанного исполнительства, традиционного инструментального музицирования и обрядовых песен. Особое внимание уделяется роли музыкальной культуры в общественной и культурной жизни

населения, преемственности поколений и значению традиционного музыкального наследия в сохранении национальной самобытности. В статье рассматриваются этапы исторической эволюции традиционного музыкального искусства, формирование местных исполнительских школ и их вклад в развитие узбекской национальной музыкальной культуры. Кроме того, освещаются вопросы взаимодействия музыкального наследия Сурхандарьинского оазиса с современными культурными процессами, его сохранения, научного изучения и передачи будущим поколениям.

Ключевые слова: Сурхандарьинский оазис, музыкальная культура, историческое развитие, музыкальное наследие, устное народное творчество, искусство бахши, дастанное исполнительство, традиционная музыка, национальные музыкальные инструменты, исполнительские школы, культурные традиции, фольклор, национальные ценности.

HISTORICAL FORMATION AND STAGES OF DEVELOPMENT OF THE MUSICAL CULTURE OF THE SURKHANDARYA OASIS

Abstract: This article examines the historical processes of the formation of musical culture in the Surkhandarya oasis, the main stages of its development, and its distinctive artistic and aesthetic characteristics. From a scientific and theoretical perspective, the study explores the historical roots of regional musical traditions, oral folk creativity, the art of bakhshi and epic storytelling, traditional instrumental performance, and ceremonial songs. Particular attention is paid to the role of musical culture in the social and cultural life of local communities, the continuity of traditions across generations, and the significance of traditional musical heritage in preserving national identity. The article discusses the historical evolution of traditional musical practices, the emergence and development of local performance schools, and their contribution to the broader development of Uzbek national musical culture. Furthermore, the study addresses the relationship between the musical heritage of the Surkhandarya oasis and contemporary cultural processes, emphasizing the importance of its preservation, scholarly investigation, and transmission to future generations.

Keywords: Surkhandarya oasis, musical culture, historical development, musical heritage, oral folk traditions, bakhshi art, epic storytelling, traditional music, national musical instruments, performance schools, cultural traditions, folklore, national values.

Kirish

O‘zbekiston xalqining boy madaniy merosi, ko‘p asrlik tarixiy taraqqiyoti va milliy qadriyatlari tizimida musiqa san’ati alohida o‘rin egallaydi. Musiqa xalqning ma’naviy dunyosi, tarixiy xotirasi, turmush tarzi, urf-odatlari va estetik qarashlarini o‘zida mujassam etuvchi muhim madaniy hodisa hisoblanadi. O‘zbek milliy musiqa madaniyati asrlar davomida turli tarixiy, ijtimoiy, iqtisodiy va madaniy jarayonlar ta’sirida shakllanib, o‘ziga xos mahalliy ijrochilik an’analari va musiqiy uslublarni yuzaga keltirgan. Ana shunday boy tarixiy-madaniy merosga ega hududlardan biri Surxondaryo vohasi bo‘lib, uning musiqa madaniyati o‘zining qadimiy ildizlari, xalqona ohanglari, baxshichilik va dostonchilik an’analari, marosim qo‘shiqlari hamda milliy cholg‘u ijrochiligi bilan ajralib turadi. Surxondaryo vohasi qadimdan Markaziy Osiyoning muhim tarixiy-madaniy hududlaridan biri sifatida shakllangan. Hududning geografik joylashuvi, tabiiy sharoiti, etnik tarkibi va tarixiy taraqqiyot jarayonlari mahalliy madaniyatning, jumladan, musiqa san’atining rivojlanishiga sezilarli ta’sir ko‘rsatgan. Vohaning qadimgi sivilizatsiyalar, savdo yo‘llari va madaniy aloqalar chorrahasida joylashgani turli xalqlar o‘rtasidagi madaniy munosabatlarning rivojlanishiga zamin yaratgan. Natijada hududda o‘ziga xos musiqiy tafakkur, ijrochilik uslublari, xalq qo‘shiqlari va og‘zaki an’analar shakllanib, avloddan avlodga yetkazib kelingan. Ayniqsa, Surxondaryo musiqa madaniyatida xalq og‘zaki ijodi bilan chambarchas bog‘liq bo‘lgan baxshichilik san’ati muhim ahamiyat kasb etib, xalqning tarixiy xotirasi, qahramonlik tasavvurlari, ma’naviy qadriyatlari va estetik dunyoqarashini ifodalovchi noyob san’at turi sifatida rivojlangan. Surxondaryo vohasining an’anaviy musiqa madaniyati xalqning kundalik turmushi, mehnat faoliyati, oilaviy munosabatlari, mavsumiy marosimlari va ijtimoiy hayoti bilan uzviy bog‘liq holda taraqqiy etgan. Hududda keng tarqalgan xalq qo‘shiqlari, laparlar, aytimlar, to‘y va marosim kuylari, shuningdek, doston ijrochiligi mahalliy aholining ma’naviy ehtiyojlarini qondirish bilan bir qatorda, milliy qadriyatlarni saqlash va avlodlarga yetkazishning muhim vositasi bo‘lib xizmat qilgan. Musiqiy asarlarning mazmuni va ijro uslublarida xalqning tarixiy kechinmalari, orzu-intilishlari, dunyoqarashi hamda ijtimoiy munosabatlari o‘z aksini topgan. Shu jihatdan Surxondaryo musiqa madaniyatini o‘rganish nafaqat san’atshunoslik, balki tarix, etnografiya, madaniyatshunoslik va folklorshunoslik fanlari uchun ham muhim ilmiy ahamiyatga ega. Vohaning musiqiy an’analarida baxshichilik va dostonchilik san’ati alohida mavqega ega. Baxshilar xalq orasida nafaqat musiqiy asarlar ijrochisi, balki tarixiy xotira, og‘zaki adabiyot, axloqiy qarashlar va milliy qadriyatlarning

targ‘ibotchisi sifatida ham e’tirof etilgan. Ular tomonidan ijro etilgan “Alpomish”, “Go‘ro‘g‘li” turkumidagi dostonlar va boshqa epik asarlar xalqning qahramonlik, vatanparvarlik, sadoqat, adolat va insoniylik haqidagi tasavvurlarini badiiy ifodalashga xizmat qilgan. Doston ijrochiligida so‘z, kuy, ohang, ritm va ijrochilik mahoratining o‘zaro uyg‘unlashuvi Surxondaryo baxshichilik an’analarining muhim xususiyatlaridan biri hisoblanadi. Ushbu san’atning ustoz-shogird an’analari asosida rivojlanishi musiqiy merosning davomiyligini ta’minlashda muhim omil bo‘lib kelgan.

Surxondaryo musiqa madaniyatining tarixiy rivojlanishi turli davrlarda yuz bergan siyosiy, ijtimoiy va madaniy o‘zgarishlar bilan bevosita bog‘liqdir. Xususan, qadimgi davrlarda shakllangan marosimiy va xalqona musiqiy tasavvurlar, o‘rta asrlardagi madaniy aloqalar, keyingi tarixiy bosqichlarda mahalliy ijrochilik an’analarining takomillashuvi hamda XX asrda professional musiqa ta’limi va madaniyat muassasalarining rivojlanishi voha musiqiy hayotining mazmunan boyishiga ta’sir ko‘rsatgan. Mustaqillik yillarida esa milliy madaniy merosni qayta tiklash, xalq ijodiyotini qo‘llab-quvvatlash, an’anaviy ijrochilik maktablarini rivojlantirish va nomoddiy madaniy meros namunalarini asrab-avaylash masalalariga e’tibor kuchaydi. Jumladan, 2021-yilda baxshichilik san’atining UNESCO Insoniyat nomoddiy madaniy merosi reprezentativ ro‘yxatiga kiritilishi ushbu an’ananing xalqaro miqyosdagi madaniy ahamiyatini yana bir bor namoyon etdi. Bugungi globallashuv sharoitida milliy musiqa madaniyatining tarixiy ildizlarini chuqur o‘rganish, hududiy musiqiy an’analarning o‘ziga xos xususiyatlarini aniqlash va ularni ilmiy asosda tadqiq etish dolzarb vazifalardan biri hisoblanadi. Zamonaviy ommaviy madaniyatning keng tarqalishi, musiqiy ijrochilik shakllarining yangilanishi va axborot texnologiyalarining rivojlanishi an’anaviy musiqa merosini saqlash hamda uni yosh avlodga yetkazishning yangi usullarini ishlab chiqishni taqozo etmoqda. Ayniqsa, Surxondaryo vohasiga xos bo‘lgan baxshichilik, xalq qo‘shiqlari, marosim musiqasi va mahalliy ijrochilik uslublarini tarixiy manbalar, folklor materiallari hamda musiqashunoslik tadqiqotlari asosida o‘rganish milliy madaniy merosning ilmiy tavsifini yanada boyitishga xizmat qiladi. Mazkur tadqiqotning asosiy maqsadi Surxondaryo vohasi musiqa madaniyatining tarixiy shakllanish jarayonlarini o‘rganish, uning rivojlanish bosqichlarini tahlil qilish, mahalliy musiqiy an’analarning o‘ziga xos xususiyatlarini aniqlash hamda ularning o‘zbek milliy musiqa madaniyati taraqqiyotidagi o‘rnini ilmiy jihatdan yoritishdan iborat. Tadqiqot doirasida Surxondaryo vohasining tarixiy-madaniy muhiti, an’anaviy musiqa janrlarining shakllanish omillari, baxshichilik va dostonchilik maktablarining rivojlanishi, xalq

cholg‘ulari va marosim musiqasining ijtimoiy-madaniy vazifalari, shuningdek, zamonaviy davrda musiqiy merosni saqlash va rivojlantirish jarayonlarini o‘rganish nazarda tutiladi. Ushbu masalalarni yoritishda tarixiy-qiyosiy, madaniyatshunoslik, etnografik va musiqashunoslik tahlili usullaridan foydalanish maqsadga muvofiqdir. Shunday qilib, Surxondaryo vohasi musiqa madaniyatining tarixiy shakllanishi va rivojlanish bosqichlarini tadqiq etish hududning boy ma’naviy merosini ilmiy jihatdan anglash, milliy musiqiy an’analarning tarixiy davomiyligini ochib berish hamda ularning zamonaviy madaniy taraqqiyotdagi ahamiyatini belgilash imkonini beradi. Mazkur yo‘nalishdagi ilmiy izlanishlar o‘zbek musiqa madaniyati tarixini hududiy xususiyatlar asosida yanada mukammal o‘rganishga, xalq ijodiyotining noyob namunalarini asrab-avaylashga va ularni kelajak avlodlarga yetkazishga xizmat qiladi.

Surxondaryo vohasi musiqa madaniyatining tarixiy ildizlari va shakllanish omillari

Surxondaryo vohasi O‘zbekistonning qadimiy tarixiy-madaniy hududlaridan biri bo‘lib, uning ko‘p asrlik taraqqiyoti davomida o‘ziga xos madaniy an’analar, xalq og‘zaki ijodi va musiqiy meros shakllangan. Hududning geografik joylashuvi, tabiiy-iqlim sharoiti, aholining etnik tarkibi, xo‘jalik faoliyati hamda qo‘shni xalqlar bilan olib borilgan madaniy aloqalar voha musiqa madaniyatining rivojlanishiga ta’sir ko‘rsatgan. Ayniqsa, Surxondaryoning qadimgi Baqtriya madaniy makoniga mansubligi, Buyuk ipak yo‘li bilan bog‘liq tarixiy aloqalari va turli sivilizatsiyalar o‘rtasidagi madaniy munosabatlari hududda musiqiy an’analarning shakllanishini o‘rganishda muhim tarixiy asos hisoblanadi. Musiqa madaniyatining dastlabki shakllanish jarayonlari insonlarning kundalik mehnat faoliyati, diniy e’tiqodlari, marosimlari va jamoaviy turmush tarzi bilan chambarchas bog‘liq bo‘lgan. Qadimgi jamiyatlarda musiqa nafaqat estetik ehtiyojlarni qondirish, balki kishilarni birlashtirish, marosimlarni tashkil etish, tabiat hodisalariga munosabat bildirish va muayyan ijtimoiy qadriyatlarni ifodalash vositasi sifatida ham xizmat qilgan. Shu nuqtayi nazardan, Surxondaryo vohasining qadimgi madaniy muhitini o‘rganish mahalliy musiqiy tafakkurning tarixiy ildizlarini anglash imkonini beradi. Surxondaryo hududidagi Dalvarzintepa, Kampirtepa, Fayoztepa va Qoratepa kabi arxeologik yodgorliklar vohaning qadimiy shaharsozlik, diniy va badiiy madaniyati rivojlanganligini ko‘rsatadi. Ushbu yodgorliklar hududda murakkab madaniy hayot mavjud bo‘lganini tasdiqlasa-da, ulardan bugungi Surxondaryo musiqa an’analarining bevosita kelib chiqishini aniqlash alohida musiqiy-arxeologik dalillarni talab etadi. Shuning uchun

voha musiqa madaniyatining qadimgi tarixini o‘rganishda arxeologik ma’lumotlarni etnografik kuzatuvlar, yozma manbalar va xalq og‘zaki ijodi namunalari bilan qiyosiy tahlil qilish muhimdir. Hudud musiqa madaniyatining shakllanishida aholining turmush tarzi ham alohida o‘rin tutgan. Surxondaryoning tog‘li va tog‘oldi hududlarida chorvachilik, voha va tekislik qismlarida esa dehqonchilik hamda hunarmandchilik faoliyatining rivojlanishi xalq qo‘shiqlari va marosim an’analarining mazmuniga ta’sir etgan. Mehnat jarayonlari, mavsumiy bayramlar, oilaviy marosimlar va jamoaviy yig‘inlarda ijro etilgan qo‘shiqlar mahalliy aholining ijtimoiy tajribasi, dunyoqarashi va estetik didini aks ettirgan. Shuningdek, Surxondaryo vohasining Afg‘oniston va Tojikiston bilan tarixiy-madaniy aloqalari hudud musiqiy muhitining rang-barangligini tushuntirishda muhim ahamiyat kasb etadi. Turli madaniyatlar o‘rtasidagi aloqalar musiqiy janrlar, ijrochilik uslublari, cholg‘u an’analari va folklor namunalarining o‘zaro ta’sirlashuviga sharoit yaratgan. Biroq bunday o‘zaro ta’sirlarning aniq shakllari va davrlarini belgilash uchun mahalliy musiqiy materiallarni qiyosiy o‘rganish zarur. Demak, Surxondaryo vohasi musiqa madaniyatining shakllanishi uzoq davom etgan tarixiy-madaniy jarayonlar bilan bog‘liq bo‘lib, uning asosiy xususiyatlari hududning geografik muhiti, xalq turmushi, og‘zaki ijod an’analari va madaniyatlararo munosabatlar ta’sirida rivojlangan.

Surxondaryo musiqa madaniyatining tarixiy rivojlanish bosqichlari

Surxondaryo vohasi musiqa madaniyatining tarixiy taraqqiyotini o‘rganishda uning rivojlanish jarayonlarini muayyan davrlarga ajratish ilmiy jihatdan muhim hisoblanadi. Bunday davrlashtirish musiqiy an’analarning shakllanish omillarini, ijrochilik uslublarining takomillashuvini va madaniy merosning avlodlararo uzatilish mexanizmlarini izchil tahlil qilish imkonini beradi. Voha musiqa madaniyatining tarixiy rivojlanishini shartli ravishda quyidagi bosqichlarda ko‘rib chiqish mumkin.

Birinchi bosqich - qadimgi davr va ilk o‘rta asrlardagi madaniy asoslarning shakllanishi. Mazkur bosqich Surxondaryo hududida qadimgi jamiyatlar, Baqtriya madaniy muhiti va keyinchalik Kushon davri shahar madaniyatining rivojlanishi bilan tavsiflanadi. Ushbu davrlarda diniy marosimlar, jamoaviy bayramlar va ijtimoiy hayot bilan bog‘liq badiiy ifoda shakllari mavjud bo‘lgan. Musiqa ham qadimgi jamiyatlar madaniy hayotining tarkibiy qismi sifatida qaralishi mumkin. Biroq uning aniq janrlari, ijro shakllari va cholg‘u tarkibini Surxondaryo hududi misolida belgilash uchun maxsus tarixiy manbalar zarur.

Ikkinchi bosqich - rivojlangan o‘rta asrlarda musiqiy an’analarning boyishi. O‘rta asrlarda Movarounnahr va unga tutash hududlarda ilm-fan, adabiyot, falsafa hamda san’atning rivojlanishi musiqiy tafakkurning takomillashuviga xizmat qilgan. Abu Nasr Forobiy, Abu Ali ibn Sino va boshqa mutafakkirlarning musiqa nazariyasiga oid qarashlari umumiy mintaqaviy musiqiy tafakkur tarixini o‘rganishda muhim ilmiy manbalardir. Surxondaryo vohasida esa xalq og‘zaki ijodi, marosim qo‘shiqlari va an’anaviy ijrochilik shakllarining tarixiy taraqqiyotini ushbu keng madaniy jarayonlar bilan bog‘liq holda tadqiq etish mumkin. Bu davrning musiqiy xususiyatlarini aniqlashda umumiy mintaqaviy tarix bilan mahalliy dalillarni bir-biridan farqlash muhimdir.

Uchinchi bosqich - an’anaviy xalq musiqa ijrochiligi va baxshichilik maktablarining rivojlanishi. Keyingi tarixiy davrlarda Surxondaryo musiqa madaniyatida og‘zaki ijod, ayniqsa, dostonchilik va baxshichilik an’analari muhim mavqega ega bo‘ldi. Xalq orasida dostonlarni kuylash, qahramonlik voqealarini musiqiy-badiiy shaklda ifodalash va ularni ustoz-shogird munosabatlari asosida o‘rgatish an’analari rivojlandi. Surxondaryo va Qashqadaryo hududlari bilan bog‘liq Janubiy O‘zbekiston dostonchilik an’analari o‘ziga xos ijro uslubi, ovoz imkoniyatlari, poetik matn va musiqiy ohang uyg‘unligi bilan ajralib turadi. Ushbu bosqichda musiqa xalqning tarixiy xotirasini saqlash, ma’naviy qadriyatlarni targ‘ib qilish va ijtimoiy munosabatlarni badiiy ifodalash vositasi sifatida muhim vazifalarni bajargan.

To‘rtinchi bosqich - XX asrda musiqa madaniyatining institutsional rivojlanishi. XX asrda O‘zbekistonning boshqa hududlari singari Surxondaryoda ham musiqiy hayotning tashkiliy shakllarida sezilarli o‘zgarishlar yuz berdi. Madaniyat muassasalari, badiiy havaskorlik jamoalari, musiqa ta’limi va sahna ijrochiligi faoliyatining rivojlanishi an’anaviy musiqiy merosni yangi shakllarda namoyish etish imkonini yaratdi. Mazkur davrda xalq qo‘shiqlari, dostonchilik namunalari va milliy kuylarni yozib olish, to‘plash, qayta ishlash hamda sahnaga olib chiqish jarayonlari kuchaydi. Natijada an’anaviy musiqa san’ati og‘zaki ijrochilik muhitidan tashqari konsert dasturlari, radio va televideniye orqali ham kengroq auditoriyaga yetib bora boshladi. Shu bilan birga, musiqiy merosning sahnalashtirilishi ayrim an’anaviy ijro shakllarining o‘zgarishiga ham sabab bo‘ldi. Bu holat musiqa madaniyatining tarixiy taraqqiyotini baholashda an’ana va yangilanish o‘rtasidagi munosabatlarni alohida o‘rganishni talab etadi.

Beshinchi bosqich - mustaqillik davrida milliy musiqiy merosning qayta qadrlanishi va zamonaviy rivojlanishi. O‘zbekiston mustaqillikka erishgach, milliy qadriyatlarni tiklash, xalq ijodiyotini rivojlantirish va nomoddiy madaniy merosni muhofaza qilishga alohida e’tibor qaratildi. Surxondaryo vohasida ham baxshichilik, dostonchilik, folklor va an’anaviy musiqa ijrochiligini qo‘llab-quvvatlash madaniy siyosatning muhim yo‘nalishlaridan biriga aylandi. Xususan, 2019-yilda Termiz shahrida birinchi Xalqaro baxshichilik san’ati festivalining tashkil etilishi hududning dostonchilik merosini keng targ‘ib qilishda muhim voqea bo‘ldi. 2021-yilda baxshichilik san’atining UNESCO Insoniyat nomoddiy madaniy merosi reprezentativ ro‘yxatiga kiritilishi esa ushbu san’atning xalqaro e’tirofini mustahkamladi. Shunday qilib, Surxondaryo musiqa madaniyatining tarixiy taraqqiyot bosqichlari qadimgi madaniy asoslardan boshlab, an’anaviy xalq ijrochiligi, institutsional rivojlanish va zamonaviy madaniy yangilanish jarayonlarigacha bo‘lgan keng tarixiy davrni qamrab oladi.

Surxondaryo vohasida baxshichilik va dostonchilik san’atining shakllanishi hamda rivojlanishi

Surxondaryo vohasi musiqa madaniyatining eng muhim tarkibiy qismlaridan biri baxshichilik va dostonchilik san’atidir. Ushbu san’at xalqning tarixiy xotirasi, ma’naviy qadriyatlari, axloqiy qarashlari va estetik dunyoqarashini o‘zida mujassamlashtirgan murakkab musiqiy-badiiy hodisa hisoblanadi. Baxshichilik san’ati she’riyat, musiqa, og‘zaki hikoyachilik va ijrochilik mahoratining o‘zaro uyg‘unlashuvi asosida shakllanganligi bilan boshqa xalq ijodiyoti turlaridan ajralib turadi. Surxondaryo hududida baxshichilik an’analari xalqning kundalik turmushi, to‘y-marosimlari, bayramlari va jamoaviy yig‘inlari bilan uzviy bog‘liq holda rivojlangan. Baxshilar xalq orasida nafaqat doston ijrochilari, balki milliy qadriyatlarni targ‘ib qiluvchi, tarixiy voqealarni badiiy talqin etuvchi va yosh avlodni ma’naviy tarbiyalovchi ijodkorlar sifatida e’tirof etilgan. Janubiy O‘zbekiston dostonchilik an’analarida Sherobod baxshichilik maktabi alohida o‘rin egallaydi. Ushbu maktab Surxondaryo vohasining musiqiy-badiiy qiyofasini belgilovchi muhim ijrochilik yo‘nalishlaridan biri hisoblanadi. Sherobod dostonchilik an’anasida qahramonlik, vatanparvarlik, sadoqat, mardlik va insoniy fazilatlarni tarannum etuvchi epik asarlar muhim mavqega ega. Sherobod baxshichilik maktabi bilan bog‘liq mashhur ijrochilar qatorida Shernazar Beknazar o‘g‘li hamda Qodir baxshi Rahimov kabi san’atkorlarning ijodiy faoliyati alohida ilmiy ahamiyatga ega. Ularning ijrochilik

merosi mahalliy dostonchilik an'analarining saqlanishi, takomillashuvi va keyingi avlodlarga yetkazilishida muhim o'rin tutadi. Baxshichilik san'atining muhim xususiyatlaridan biri uning ustoz-shogird an'anasi asosida rivojlanishidir. Mazkur tizimda yosh ijrochilar tajribali baxshilardan doston matnlarini, musiqiy ohanglarni, ijro usullarini, ovoz imkoniyatlaridan foydalanish yo'llarini hamda tinglovchilar bilan muloqot madaniyatini o'rganganlar. Bunday ta'lim shakli yozma manbalardan ko'ra ko'proq bevosita ijro, eshitish, takrorlash va amaliy tajriba orttirishga asoslangan. Surxondaryo baxshichilik an'analarida do'mbira muhim musiqiy cholg'u hisoblanadi. Uning jo'rligida ijro etiladigan dostonlar musiqiy ohang, ritmik tuzilish, she'riy matn va ijrochining ovoz imkoniyatlari uyg'unligiga asoslanadi. Baxshi ijro davomida voqealarning mazmuni, qahramonlarning ruhiy holati va asarning dramatik rivojiga mos ravishda ohang hamda ifoda vositalarini o'zgartirib boradi. Dostonchilik san'atida "Alpomish", "Go'ro'g'li" turkumidagi asarlar va boshqa xalq eposlari alohida ahamiyatga ega. Ushbu dostonlarda xalqning ozodlik, adolat, mardlik, sadoqat, oila va Vatanga muhabbat haqidagi tasavvurlari badiiy ifodasini topgan. Ularning musiqiy ijrosi esa asar mazmunining tinglovchilarga kuchli hissiy ta'sir ko'rsatishini ta'minlaydi. Baxshichilik san'atining tarixiy ahamiyati faqat musiqiy ijrochilik bilan cheklanmaydi. U xalqning ijtimoiy xotirasini saqlash, axloqiy me'yorlarni mustahkamlash, tarixiy voqealarni badiiy talqin etish va milliy o'zlikni anglash jarayonlarida ham muhim vazifalarni bajaradi.

Surxondaryo xalq qo'shiqlari va marosim musiqasining o'ziga xos xususiyatlari

Surxondaryo vohasining musiqa madaniyatida xalq qo'shiqlari va marosim musiqasi muhim o'rin egallaydi. Ushbu musiqiy janrlar xalqning kundalik turmushi, mehnat faoliyati, oilaviy munosabatlari, mavsumiy bayramlari va ma'naviy qadriyatlari bilan bevosita bog'liq holda shakllangan. Xalq qo'shiqlari mazmuni va vazifasiga ko'ra turli guruhlarga ajratilishi mumkin. Jumladan, mehnat qo'shiqlari, mavsumiy-marosim aytimlari, to'y qo'shiqlari, alla, lapar, yor-yor va boshqa folklor janrlari xalq musiqiy ijodiyotining muhim tarkibiy qismlarini tashkil etadi. Surxondaryo xalq qo'shiqlarida insonning tabiat bilan munosabati, oilaviy qadriyatlar, sevgi-muhabbat, mehnatsevarlik, vatanparvarlik va jamoaviy birdamlik kabi mavzular keng ifodalanadi. Bunday qo'shiqlarning musiqiy tuzilishi, ohang xususiyatlari va ijro usullari ularning bajarilish vazifasi hamda mahalliy an'analar bilan bog'liq holda shakllangan. To'y marosimlari bilan bog'liq qo'shiqlar voha musiqiy madaniyatining

muhim yo‘nalishlaridan biridir. Xususan, yor-yor va boshqa marosim aytimlari nikoh marosimining muayyan bosqichlarida ijro etilib, oilaviy qadriyatlar, ota-ona duosi, yangi hayotga qadam qo‘yish va qarindoshlik munosabatlarining mustahkamlanishi kabi tushunchalarni ifodalaydi. Alla janri esa xalq musiqiy merosining eng qadimiy va keng tarqalgan shakllaridan biri sifatida bolani uxlatish, unga mehr-muhabbat ko‘rsatish va dastlabki ma’naviy tarbiya berish vazifalarini bajaradi. Allalarda onaning orzu-umidlari, farzandining kelajagiga bo‘lgan ishonchi va oilaviy qadriyatlar musiqiy-poetik shaklda ifodalanadi. Surxondaryo vohasining marosim musiqasida Navro‘z bayrami, bahoriy udumlar, hosil bilan bog‘liq tadbirlar va boshqa jamoaviy marosimlar ham muhim o‘rin tutadi. Bunday tadbirlarda ijro etiladigan kuy va qo‘shiqlar jamoaviy birdamlikni mustahkamlash, tabiatning yangilanishini nishonlash va xalqning madaniy xotirasini davom ettirishga xizmat qiladi. Mahalliy xalq qo‘shiqlarini ilmiy o‘rganishda ularning she’riy matni, musiqiy tuzilishi, ritmik xususiyatlari, ijro muhiti va ijtimoiy vazifalarini birgalikda tahlil qilish zarur. Ayniqsa, Surxondaryoning Boysun, Sherobod, Denov, Sariosiyo, Uzun va boshqa hududlaridagi folklor namunalarini qiyosiy o‘rganish voha musiqa madaniyatining ichki hududiy xilma-xilligini aniqlashga yordam beradi. Bu jihatdan xalq qo‘shiqlari va marosim musiqasi nafaqat badiiy ijod mahsuli, balki tarixiy-etnografik axborot manbai sifatida ham alohida ahamiyat kasb etadi.

Surxondaryo vohasida milliy cholg‘u ijrochiligi va mahalliy musiqiy an’analar

Surxondaryo vohasi musiqa madaniyatining shakllanishi va rivojlanishida milliy cholg‘u ijrochiligi muhim ahamiyatga ega. Xalq cholg‘ulari musiqiy asarlarning ohangdorligi, ritmik tuzilishi, ijro uslubi va badiiy ifoda imkoniyatlarini belgilovchi asosiy vositalardan biri hisoblanadi. Hudud musiqiy an’analarida do‘mbira, dutor, doira, surnay, karnay va boshqa cholg‘ular turli ijro muhitlarida qo‘llanib kelgan. Ularning har biri o‘zining tovush xususiyatlari, ijro texnikasi va marosimiy vazifasi bilan ajralib turadi. Do‘mbira Surxondaryo baxshichilik san’ati bilan uzviy bog‘liq cholg‘ulardan biridir. Uning sodda tuzilishi, o‘ziga xos tembri va ritmik imkoniyatlari doston ijrochiligida muhim o‘rin tutadi. Baxshi do‘mbira jo‘rligida asarning poetik mazmunini musiqiy ifodalash, voqealar rivojini ta’kidlash va tinglovchilarning hissiy munosabatini kuchaytirish imkoniyatiga ega bo‘ladi. Dutor esa o‘zbek xalq musiqa madaniyatida keng tarqalgan torli cholg‘u bo‘lib, lirik kuylar, xalq qo‘shiqlari va turli musiqiy asarlar ijrosida qo‘llanadi. Uning mayin tovushi va ohangdorlik imkoniyatlari

musiqiy asarlarning hissiy mazmunini ifodalashda muhim vosita hisoblanadi. Doira xalq musiqa ijrochiligida ritmik asosni ta'minlovchi cholg'u sifatida alohida ahamiyatga ega. U xalq qo'shiqlari, raqs kuylari va ansambl ijrochiligida qo'llanib, musiqiy asarlarning ritmik harakatini belgilaydi. Karnay va surnay kabi puflama cholg'ular esa to'y, bayram va ommaviy tantanalar bilan bog'liq ijro an'analarida muhim o'rin tutadi. Ularning kuchli va jarangdor tovushi ochiq maydonlarda o'tkaziladigan tadbirlarning tantanavor ruhini ifodalashga xizmat qiladi. Surxondaryo vohasida cholg'u ijrochiligining rivojlanishi xalqning turmush tarzi, marosimlari va estetik ehtiyojlari bilan bog'liq holda kechgan. Cholg'u asboblarining ijro uslublari ko'pincha ustoz-shogird an'analari asosida o'rgatilgan, bu esa mahalliy musiqiy tajribaning avlodlararo davomiyligini ta'minlagan. Shu bilan birga, vohaning turli hududlarida cholg'u ijrochiligi xususiyatlarini alohida o'rganish muhimdir. Chunki mahalliy ijrochilik an'analari kuylarning ohang tuzilishi, ritmik shakllari, ijro texnikasi va cholg'ularning o'zaro uyg'unlashuvi jihatidan farqlanishi mumkin.

XX asrda Surxondaryo musiqa madaniyatining rivojlanishi va professional san'atning shakllanishi

XX asr Surxondaryo vohasi musiqa madaniyati taraqqiyotida muhim tarixiy bosqichlardan biri hisoblanadi. Ushbu davrda jamiyatning siyosiy, iqtisodiy va madaniy hayotida yuz bergan o'zgarishlar musiqiy ijodiyotning mazmuni, shakli va ijro muhitiga sezilarli ta'sir ko'rsatdi. An'anaviy xalq musiqa san'ati bilan bir qatorda professional musiqa ijrochiligi, badiiy havaskorlik jamoalari, madaniyat muassasalari va musiqa ta'limi tizimining rivojlanishi voha musiqiy hayotida yangi yo'nalishlarni yuzaga keltirdi. Mazkur davrda xalq ijodiyoti namunalarini to'plash, ularni yozib olish, musiqiy jihatdan qayta ishlash va keng jamoatchilikka taqdim etish jarayonlari faollashdi. Xalq qo'shiqlari, dostonlar, marosim kuylari va boshqa folklor namunalari radio, televideniye hamda sahna ijrochiligi orqali kengroq auditoriyaga yetkazila boshladi. Musiqa ta'limining rivojlanishi yosh avlodning musiqiy bilim va ko'nikmalarini shakllantirish, milliy cholg'ularni o'rgatish va professional ijrochilarni tayyorlash uchun muhim sharoit yaratdi. Shu tariqa an'anaviy ijrochilik tajribasi bilan nazariy musiqa ta'limi o'rtasida yangi munosabatlar shakllandi. Biroq an'anaviy musiqiy merosning professional sahna talablariga moslashtirilishi ayrim o'zgarishlarni ham yuzaga keltirdi. Jumladan, xalq qo'shiqlarining sahna uchun qayta ishlanishi, ijro davomiyligining qisqartirilishi, cholg'u tarkibining kengaytirilishi va yangi aranjirovkalarning qo'llanilishi an'anaviy ijro shakllariga ta'sir ko'rsatdi. Mazkur

jarayonning ijobiy jihati shundaki, mahalliy musiqiy merosning ommalashuvi va yangi auditoriyaga yetib borishi uchun imkoniyatlar kengaydi. Shu bilan birga, an'anaviy ijro uslublarining asl xususiyatlarini saqlash masalasi ham dolzarb bo'lib qoldi. Shu sababli XX asrdagi Surxondaryo musiqa madaniyatini o'rganishda xalq ijodiyoti va professional san'atning o'zaro munosabatlarini, madaniyat muassasalarining faoliyatini hamda musiqiy ta'lim tizimining rivojlanishini tarixiy-qiyosiy yondashuv asosida tahlil qilish maqsadga muvofiqdir.

Mustaqillik yillarida Surxondaryo musiqa madaniyatining rivojlanishi va xalqaro e'tirofi

O'zbekiston mustaqillikka erishganidan keyin milliy madaniy merosni tiklash, tarixiy qadriyatlarni asrab-avaylash va xalq ijodiyotini rivojlantirish masalalari davlat madaniy siyosatining muhim yo'nalishlaridan biriga aylandi. Ushbu jarayon Surxondaryo vohasining an'anaviy musiqa san'ati, xususan, baxshichilik, dostonchilik va folklor an'analarini rivojlantirish uchun yangi imkoniyatlar yaratdi. Mustaqillik davrida mahalliy musiqiy merosni o'rganish, xalq ijrochilarining ijodiy faoliyatini qo'llab-quvvatlash, folklor jamoalarini rivojlantirish va milliy musiqa namunalarini keng targ'ib qilishga e'tibor kuchaydi. Surxondaryo musiqa madaniyatining xalqaro miqyosda tanilishida Boysun folklor merosi muhim o'rin tutadi. Boysun madaniy makoni o'zining qadimiy urf-odatlari, marosimlari, xalq qo'shiqlari, raqslari va og'zaki ijod namunalari bilan ajralib turadi.

2001-yilda UNESCO tomonidan Boysun madaniy makonining insoniyat og'zaki va nomoddiy merosi durdonasi sifatida e'lon qilinishi, 2008-yilda esa Insoniyat nomoddiy madaniy merosi reprezentativ ro'yxatiga kiritilishi ushbu hududning madaniy ahamiyatini xalqaro miqyosda e'tirof etishga xizmat qildi. Boysun folklor merosi tarkibida xalq qo'shiqlari, marosim aytimlari, raqslar, an'anaviy ijrochilik usullari va mahalliy urf-odatlar muhim o'rin tutadi. Ularning saqlanishi va avlodlarga yetkazilishi Surxondaryo musiqa madaniyatining tarixiy davomiyligini ta'minlovchi muhim omillardan biridir. Shuningdek, 2019-yilda Termiz shahrida birinchi Xalqaro baxshichilik san'ati festivalining o'tkazilishi milliy dostonchilik an'analarini keng targ'ib qilish, xorijiy ijrochilar bilan madaniy aloqalarni rivojlantirish va baxshichilik san'atiga xalqaro e'tiborni kuchaytirishda muhim voqea bo'ldi. Mazkur festival doirasida baxshichilik san'atining tarixiy ildizlari, ijrochilik an'analari, musiqiy-poetik xususiyatlari va zamonaviy rivojlanish masalalariga bag'ishlangan ilmiy hamda madaniy tadbirlar tashkil etilishi ushbu yo'nalishdagi tadqiqotlarga yangi imkoniyatlar

yaratdi. 2021-yilda baxshichilik san'atining UNESCO Insoniyat nomoddiy madaniy merosi reprezentativ ro'yxatiga kiritilishi esa o'zbek xalqining boy epik ijrochilik an'analarini xalqaro darajada muhofaza qilish va targ'ib etish uchun muhim asos bo'ldi. Ushbu tarixiy voqealar Surxondaryo musiqa madaniyatining milliy va xalqaro madaniy jarayonlardagi o'rnini mustahkamlash bilan birga, uning ilmiy tadqiq etilishi, hujjatlashtirilishi va kelajak avlodlarga yetkazilishi masalalarining dolzarbligini ham oshirdi.

Surxondaryo musiqa madaniyatining zamonaviy taraqqiyot tendensiyalari va uni saqlash istiqbollari

Hozirgi globallashuv va axborot texnologiyalari rivojlangan sharoitda Surxondaryo vohasining musiqa madaniyati yangi ijtimoiy-madaniy jarayonlar ta'sirida rivojlanmoqda. An'anaviy musiqiy merosning zamonaviy ijrochilik shakllari, raqamli axborot vositalari va madaniy tadbirlar orqali targ'ib qilinishi uning keng auditoriyaga yetib borish imkoniyatlarini oshirmoqda. Bugungi kunda musiqa madaniyatining rivojlanishida an'anaviylik va zamonaviylik o'rtasidagi munosabatlar muhim ilmiy masalalardan biri hisoblanadi. Bir tomondan, zamonaviy texnologiyalar yordamida qadimiy kuylar, dostonlar va xalq qo'shiqlarini yozib olish, saqlash hamda ommalashtirish imkoniyatlari kengaymoqda. Ikkinchi tomondan, musiqiy asarlarning ommaviy madaniyat talablariga moslashtirilishi ayrim an'anaviy ijro xususiyatlarining o'zgarishiga olib kelishi mumkin. Surxondaryo musiqa madaniyatini asrab-avaylashda mahalliy baxshilar, folklor ijrochilari, musiqa o'qituvchilari, madaniyat muassasalari va ilmiy tadqiqotchilar o'rtasidagi hamkorlikni rivojlantirish muhim ahamiyatga ega. Ayniqsa, keksa avlod vakillaridan xalq qo'shiqlari, dostonlar, marosim aytimlari va cholg'u ijrochiligi namunalarini yozib olish, ularni ilmiy tasniflash hamda elektron arxivlar yaratish zarur. Bunday faoliyat musiqiy merosning yo'qolib ketish xavfini kamaytirish va uning asl ijro xususiyatlarini saqlashga xizmat qiladi. Bundan tashqari, hududiy musiqa madaniyatini ilmiy tadqiq etishda tarixiy manbalar, etnografik materiallar, audio va video yozuvlar, ijrochilar bilan suhbatlar hamda musiqiy asarlarning tahlilidan kompleks foydalanish muhimdir. Bunday yondashuv Surxondaryo musiqa madaniyatining tarixiy rivojlanishini yanada aniqroq yoritish imkonini beradi. Surxondaryo vohasining musiqiy merosini kelajak avlodlarga yetkazishda ta'lim tizimining imkoniyatlaridan samarali foydalanish ham muhim vazifalardan biridir. Umumiy o'rta ta'lim, bolalar musiqa va san'at maktablari, oliy ta'lim muassasalari hamda madaniyat markazlarida mahalliy musiqa an'analariga oid

bilimlarni kengaytirish yoshlarning milliy madaniyatga bo‘lgan qiziqishini oshirishga xizmat qiladi. Shuningdek, baxshichilik va folklor san’atiga bag‘ishlangan ilmiy konferensiyalar, festivallar, ijodiy uchrashuvlar va mahorat darslarini tashkil etish mahalliy ijrochilik maktablarining rivojlanishiga ijobiy ta’sir ko‘rsatadi. Surxondaryo musiqa madaniyatining istiqboldagi taraqqiyoti ko‘p jihatdan uning tarixiy ildizlarini ilmiy asosda o‘rganish, an’anaviy ijrochilik tajribasini saqlash va zamonaviy madaniy jarayonlar bilan uyg‘unlashtirishga bog‘liqdir. Shu bois hududiy musiqiy merosni faqat tarixiy yodgorlik sifatida emas, balki bugungi kunda ham rivojlanib borayotgan jonli madaniy hodisa sifatida tadqiq etish zarur. Umuman olganda, Surxondaryo vohasi musiqa madaniyatining tarixiy shakllanishi va rivojlanish bosqichlari o‘zbek milliy musiqa san’atining hududiy xilma-xilligi, tarixiy davomiyligi va badiiy boyligini namoyon etadi. Qadimgi madaniy muhit, xalq og‘zaki ijodi, baxshichilik va dostonchilik an’analari, milliy cholg‘u ijrochiligi hamda zamonaviy madaniy jarayonlar o‘rtasidagi uzviy bog‘liqlik voha musiqa madaniyatining o‘ziga xosligini belgilaydi. Mazkur musiqiy merosni chuqur ilmiy o‘rganish, uning tarixiy taraqqiyot qonuniyatlarini aniqlash va mahalliy ijrochilik an’analarini asrab-avaylash O‘zbekiston musiqa madaniyati tarixini yanada mukammal yoritish uchun muhim ilmiy-amaliy ahamiyat kasb etadi.

Surxondaryo vohasi musiqa madaniyatining tarixiy shakllanishi va rivojlanish bosqichlari

№	Tarixiy bosqichlar	Musiqa madaniyatining rivojlanish xususiyatlari	Asosiy musiqiy yo‘nalishlar	Tarixiy-madaniy ahamiyati
1	Qadimgi davr va ilk o‘rta asrlar	Diniy marosimlar, jamoaviy hayot va badiiy madaniyat bilan bog‘liq musiqiy an’analarning dastlabki asoslari	Marosimiy musiqa va qadimgi musiqiy ifoda shakllari	Vohaning keyingi musiqiy taraqqiyotini o‘rganish uchun tarixiy-madaniy zamin
2	Rivojlangan o‘rta asrlar	Mintaqaviy madaniy aloqalar va musiqiy tafakkurning rivojlanishi	Xalq og‘zaki ijodi, marosim qo‘shiqlari va an’anaviy ijrochilik	Musiqiy an’analarning boyishi va madaniy aloqalarning kengayishi

3	XVIII–XIX asrlar	Mahalliy ijrochilik va dostonchilik an’analarining davom etishi	Baxshichilik, dostonchilik, xalq qo‘shiqlari, do‘mbira ijrochiligi	Xalqning tarixiy xotirasi va ma’naviy qadriyatlarini saqlash
4	XX asr	Musiqa ta’limi, madaniyat muassasalari va sahna ijrochiligining rivojlanishi	Folklor ansambllari, xalq cholg‘ulari, professional musiqa ijrochiligi	An’anaviy musiqiy merosning ommalashuvi va yangi ijro shakllarining yuzaga kelishi
5	1991–2018-yillar	Milliy madaniy merosni qayta qadrlash, folklor va baxshichilik an’analarini qo‘llab-quvvatlash	Baxshichilik, xalq qo‘shiqlari, folklor, milliy cholg‘u ijrochiligi	Milliy o‘zlikni anglash va madaniy merosni muhofaza qilish
6	2019-yildan hozirgi davrgacha	Xalqaro festivallar, nomoddiy madaniy merosni targ‘ib qilish va raqamli texnologiyalardan foydalanish	Baxshichilik, dostonchilik, zamonaviy folklor ijrochiligi	Musiqiy merosning xalqaro e’tirofi va avlodlararo davomiyligini ta’minlash

Surxondaryo vohasi an’anaviy musiqa madaniyatining asosiy yo‘nalishlari

Musiqiy yo‘nalish	O‘ziga xos xususiyatlari	Madaniy vazifasi
Baxshichilik san’ati	Do‘mbira jo‘rligida epik asarlarni kuylash	Tarixiy xotira va milliy qadriyatlarni saqlash
Dostonchilik	Qahramonlik va ishqiy-romantik dostonlarning musiqiy-badiiy ijrosi	Ma’naviy-axloqiy tarbiya
Xalq qo‘shiqlari	Lirik, mehnat va turmush mavzularining musiqiy ifodasi	Xalqning his-tuyg‘ulari va dunyoqarashini aks ettirish

Marosim musiqasi	Yor-yor, alla, mavsumiy va oilaviy marosim aytimlari	Urf-odatlar va oilaviy qadriyatlarni davom ettirish
Milliy cholg‘u ijrochiligi	Do‘mbira, dutor, doira, surnay va karnay kabi cholg‘ulardan foydalanish	An’anaviy ijrochilik tajribasini avlodlarga yetkazish
Folklor ijrochiligi	Mahalliy kuy, qo‘shiq, raqs va urf-odatlarning uyg‘unligi	Hududiy madaniy o‘ziga xoslikni saqlash

Yuqoridagi jadvallar tahlili Surxondaryo vohasi musiqa madaniyatining rivojlanishi ko‘p bosqichli tarixiy jarayon ekanligini ko‘rsatadi. Mazkur jarayonda xalq og‘zaki ijodi, baxshichilik va dostonchilik an’analari musiqiy merosning davomiyligini ta’minlovchi asosiy omillar sifatida namoyon bo‘ladi. Ayniqsa, an’anaviy ijrochilik shakllarining XX asrda madaniyat muassasalari va musiqa ta’limi bilan o‘zaro aloqaga kirishishi, mustaqillik davrida esa milliy merosni asrash va xalqaro miqyosda targ‘ib etish jarayonlarining kuchayishi voha musiqa madaniyatining yangi taraqqiyot yo‘nalishlarini belgilab berdi. Shu jihatdan Surxondaryo musiqiy merosi tarixiy davomiylik, mahalliy o‘ziga xoslik va zamonaviy yangilanishning o‘zaro uyg‘unligi asosida tadqiq etilishi maqsadga muvofiqdir.

Xulosa

Xulosa qilib aytganda, Surxondaryo vohasi musiqa madaniyati o‘zining qadimiy tarixiy ildizlari, boy folklor merosi, baxshichilik va dostonchilik an’analari bilan o‘zbek milliy musiqa san’atida alohida o‘rin egallaydi. Vohaning musiqiy madaniyati turli tarixiy bosqichlarda ijtimoiy-madaniy jarayonlar ta’sirida shakllanib, xalqning ma’naviy qadriyatlari, urf-odatlari va milliy o‘zligini ifodalovchi muhim vositaga aylangan. Ayniqsa, Sherobod baxshichilik maktabi va Boysun folklor an’analari hudud musiqiy merosining o‘ziga xosligini namoyon etadi. Bugungi kunda ushbu boy madaniy merosni ilmiy asosda o‘rganish, asrab-avaylash va kelajak avlodlarga yetkazish milliy musiqa madaniyatining uzluksiz rivojlanishini ta’minlashda muhim ahamiyat kasb etadi.

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NON-INVASIVE BIOMARKERS AND ADVANCED IMAGING FOR EARLY DETECTION OF ENDOMETRIOSIS: DIAGNOSTIC PERFORMANCE, REAL-WORLD EVIDENCE, ARTIFICIAL INTELLIGENCE, AND IMPLEMENTATION PRIORITIES

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Abstract

Background: Endometriosis is a chronic, heterogeneous inflammatory disease for which delayed recognition and unequal access to specialist imaging remain important clinical problems. The transition from surgically centered diagnosis to an integrated, non-invasive strategy has increased interest in expert transvaginal ultrasonography, magnetic resonance imaging, circulating biomarkers, and saliva-based microRNA signatures. Objective: To critically appraise the diagnostic role of these modalities and describe how real-world data, causal inference and artificial intelligence can support safe implementation. Methods: A structured critical narrative evidence synthesis was undertaken using identifiable clinical guidelines, regulatory publications, diagnostic-accuracy studies and systematic evidence available through October 2026. This is not a prospectively registered systematic review or a new patient-level analysis; no de novo pooled effect estimates were calculated. Results: The 2022 ESHRE guideline endorses ultrasound or MRI during diagnostic work-up but cautions that negative imaging cannot exclude disease, especially superficial peritoneal lesions. A 2025 multicenter external validation of a salivary microRNA signature included 971 symptomatic participants, reported sensitivity of 97.3% and specificity of 94.1%, and requires assessment of transportability, reference-standard variation, and clinical utility before routine adoption. A comparative meta-analysis of rectosigmoid deep endometriosis synthesized 10 studies and 1,604 participants: ultrasound sensitivity/specificity was 0.85/0.92 and MRI 0.83/0.95. These estimates are lesion-site-specific and must not be generalized to all disease phenotypes. Real-world clinical datasets can characterize care pathways, delayed diagnoses, health-service inequality, therapeutic effectiveness, and post-deployment algorithm performance, but do not independently establish diagnostic truth or remove confounding. Conclusions: A phenotype-aware, symptom-

led pathway combining expert imaging with appropriately validated adjunctive biomarkers is preferable to reliance on any single test. Responsible use of artificial intelligence requires transparent external validation, calibrated risk estimates, bias audits, prospective clinical impact studies and clear regulatory oversight. Implementation in Uzbekistan should prioritize standardized reporting, structured longitudinal records, workforce development and privacy-preserving diagnostic registries.

Keywords: endometriosis; early diagnosis; non-invasive biomarkers; microRNA; saliva; transvaginal ultrasound; magnetic resonance imaging; deep endometriosis; real-world evidence; diagnostic accuracy; machine learning; precision medicine; Uzbekistan.

1. Introduction

Clinical burden and diagnostic uncertainty

Endometriosis cannot be understood as a single imaging phenotype. Ovarian endometrioma, deep infiltrating disease and superficial peritoneal implants exhibit different visibility, biological behavior, symptom associations and risks. The WHO estimated that approximately 10% of reproductive-age women, about 190 million globally, are affected [1]. This estimate describes disease burden, not the prevalence in a referred diagnostic cohort. Pain severity is not a reliable surrogate for lesion extent; alternatively, severe organ involvement may be present in women whose symptoms are non-specific. Delayed recognition can arise when dysmenorrhea is normalized, when infertility is assessed without structured pain history, or when a normal routine scan is incorrectly interpreted as evidence against the disease. These distinctions matter because clinically meaningful early detection should accelerate appropriate care rather than simply increase positive test counts.

From laparoscopy to non-invasive clinical pathways

Historical diagnostic paradigms privileged laparoscopic visualization and histology. Contemporary ESHRE guidance recognizes a greater role for high-quality imaging and empirical management, while preserving laparoscopy for selected patients with negative imaging or unsuccessful or unsuitable empirical treatment [2,3]. The shift is not a declaration that imaging detects all endometriosis. Rather, it reflects the balance between diagnostic information, surgical exposure, resource availability and patient

preference. In practice, the clinician must ask which phenotype is being sought, at what anatomical location, by which operator, and for which decision. A scan that adequately assesses an ovarian endometrioma may still fail to document posterior compartment mobility or superficial peritoneal lesions.

RWD and RWE: concepts and distinctions

Real-world data (RWD) are routinely collected observations arising from clinical practice, including electronic health records, pharmacy dispensing, laboratory systems, hospital registries, administrative claims and patient-generated digital information. Real-world evidence (RWE) is the clinical evidence about the use, benefits or risks of an intervention derived from analysis of such data. It is therefore a category error to equate the existence of a large database with strong evidence. In endometriosis, routinely captured data can measure time from first symptom-coded encounter to diagnosis, practice variation in imaging referral, persistence with hormonal treatment, postoperative re-intervention and inequalities in access. However, symptom documentation is often incomplete and the coded date of diagnosis can differ substantially from the biological onset of the disease [13-15].

RCTs and observational evidence

Randomized controlled trials (RCTs) seek causal estimates by allocating interventions at random under defined protocols, thus mitigating measured and unmeasured baseline confounding in expectation. RWE studies observe care decisions shaped by symptoms, previous treatment, patient choice and clinician preference. They can offer greater generalizability and longer follow-up, but are vulnerable to confounding by indication, differential ascertainment and immortal-time bias. These approaches are complementary, not substitutes: RCTs may evaluate whether a diagnostic strategy or drug changes patient-relevant outcomes, while RWD may illuminate adoption, off-label patterns, access barriers and effectiveness across heterogeneous clinical settings. Diagnostic-accuracy studies are a third evidentiary category; sensitivity and specificity alone do not show that earlier testing improves pain, fertility or quality of life.

Efficacy versus effectiveness

Treatment efficacy refers to a therapy's effect in controlled experimental conditions, while effectiveness describes its performance in routine care. For endometriosis, trial

eligibility may exclude complicated comorbidity or concurrent hormonal regimens that are common in practice. Treatment effectiveness may depend on adherence, adverse effects, affordability and clinician follow-up. The same distinction applies to diagnostic tools: technical discrimination in a carefully selected validation cohort is not equivalent to improved decisions in a primary-care population. A technically precise classifier may have low positive predictive value when deployed in a lower-prevalence population, producing unnecessary referrals and anxiety.

International policy and artificial intelligence

FDA guidance provides a framework for using electronic records and claims to support regulatory inferences, emphasizing data relevance, reliability and transparency [13-15]. WHO guidance identifies autonomy, safety, explainability, accountability, equity and sustainability as central to responsible health AI [16-18]. FDA guidance on AI-enabled medical-device software adopts a lifecycle perspective, including predetermined change control plans [19-22]. These general frameworks are relevant to imaging algorithms and biomarker interpretation; they must not be misread as approval of any particular endometriosis diagnostic product. The European regulatory emphasis on RWE and networked data generation can inform governance, but local legal compliance and independent validation remain essential.

Purpose and scope

The objective of this review is to evaluate the relative and complementary roles of imaging, biomarkers and AI in recognizing endometriosis earlier, while articulating a methodologically sound RWD/RWE agenda for longitudinal evaluation. The review also examines pharmacovigilance and personalized treatment as downstream uses of the same information infrastructure. Examples from diabetes, cardiology, oncology, infection and neurology are presented only as methodological transfer opportunities; evidence from those specialties cannot be used as evidence that an endometriosis tool works.

2. Materials and Methods

Review design and reporting status

This manuscript is a structured critical narrative review integrating independently identifiable guidelines, regulatory documents, consensus statements, and selected

primary diagnostic studies. It does not claim a completed PRISMA systematic review, a registered protocol, exhaustive database retrieval, formal meta-analysis or patient recruitment. Sources were located using targeted public bibliographic and institutional searches for material available by 16 October 2026. PubMed-indexed reports and official WHO, ESHRE and FDA publications provide the core verifiable basis. Scopus, Web of Science, Embase, Cochrane Library, Nature Medicine, The Lancet, NEJM and JAMA are discussed as appropriate bibliographic and journal sources, but independent comprehensive searches of all subscription platforms were not performed and must not be asserted as completed.

Eligibility framework

Priority was given to adult or adolescent populations with suspected or confirmed endometriosis; studies addressing transvaginal ultrasound, MRI, biochemical or molecular biomarkers; prospective diagnostic validation; evidence synthesis; guidelines; and transparent regulatory policy. Preferred publication dates were 2020–2026, with seminal consensus work retained when essential for protocol definitions. Exclusion from quantitative comparison applied to non-endometriosis populations, tests evaluated only in animals, convenience case–control studies without transportability assessment, unverified promotional statistics, inaccessible unconfirmed citations and duplicate publications of identical consensus work. Narrative context can still describe exploratory findings as hypotheses rather than validated clinical tests.

Evidence extraction and methodological appraisal

Data elements included population spectrum, recruitment setting, index-test protocol, operator training, sample and handling conditions, reference standard, blinding, lesion phenotype, disease prevalence, sensitivity, specificity, uncertainty intervals, external validation, conflicts of interest and implementation status. QUADAS-2 domains inform the appraisal of patient selection, index test, reference standard and flow/timing. Risk of bias is conceptually distinguished from statistical imprecision. Because there was no exhaustive search and study-level re-extraction, numerical pooling, publication-bias tests and grading certainty with GRADE would give a false appearance of quantitative completeness.

Causal inference and target trial emulation

A target-trial emulation specifies eligibility, time zero, assigned strategies, follow-up, outcome, estimand, analysis and censoring before observational data analysis. An endometriosis example would compare immediate expert ultrasound referral against usual referral among symptomatic patients who meet the same baseline criteria. The outcome might be time to appropriate specialist-directed management, not simply time to a coded diagnosis. Time zero must be identical for both arms; treatment switching, indication severity, and availability of ultrasound expertise require explicit management. The analysis remains vulnerable to unmeasured confounding and inconsistent documentation even when design is careful.

Propensity scores and inverse probability weighting

Propensity score matching attempts to balance measured pre-exposure variables between comparison groups; inverse probability weighting reweights observations by their probabilities of receiving the observed exposure. Candidate confounders include age, symptom burden, prior imaging, fertility goals, socioeconomic position, referral channel and comorbidity. Diagnostics include overlap plots, stabilized weights and standardized mean differences, not merely an apparently favorable p value. Extreme weights indicate positivity problems, while adjustment for post-exposure variables can bias effects. Neither approach repairs unknown confounders or poorly defined exposure dates.

Survival and longitudinal methods

Kaplan–Meier curves summarize event-free experience and require honest censoring assumptions; Cox proportional hazards regression estimates conditional hazard ratios if proportional hazards and model assumptions are acceptable. In endometriosis datasets, follow-up can evaluate delay to referral, surgery, symptom recurrence or treatment discontinuation, with competing events and informative loss to follow-up addressed where relevant. Diagnostic sensitivity is not a survival endpoint. Recurrent clinical encounters and symptom fluctuation may call for multistate models, recurrent-event models or mixed effects rather than a simplistic first-event Cox model.

Machine learning, deep learning and NLP

Logistic regression and gradient-boosting classifiers offer benchmark prediction approaches; convolutional or transformer image models may process sonograms or

MRI, while natural language processing (NLP) can structure symptom narratives and radiology reports. Models should be developed using patient-level separation, nested resampling when appropriate, representative external sites, calibration assessment and decision-curve or clinical utility analyses. Large language models may support documentation extraction but can hallucinate diagnoses, silently omit negation or propagate dataset inequity. Reinforcement learning for adaptive referral pathways remains a research concept rather than established endometriosis care.

Diagnostic metrics and synthesis rules

Sensitivity and specificity refer to classification relative to an explicit reference standard; likelihood ratios and predictive values help translate them to practice. Predictive values depend on pretest probability. Results by bowel segment, ovarian site or superficial disease must not be combined into an undifferentiated global accuracy score. Confidence intervals are reproduced only when explicitly supported by a verified publication. No new diagnostic pooled estimate, hazard ratio, matched-cohort treatment effect or AI performance metric was calculated for this article.

3. Results: Critical Synthesis of the Available Evidence

3.1 Diagnostic landscape and benchmark findings

Across the reviewed guidance and clinical studies, the decisive distinction is phenotypic visibility. ESHRE recommends ultrasound and/or MRI for suspected endometriosis, while explicitly noting that negative findings do not exclude superficial peritoneal disease [2,24,25]. The 2024 international imaging consensus supports harmonized lesion mapping and classification by trained teams [9,10]. The 2025 prospective diagnostic-accuracy study comparing ultrasound with surgery documented particularly poor sensitivity for some superficial disease sites, notwithstanding strong performance for endometriomas and deep lesions [11]. Consequently, an early-detection pathway should separate detection of visible structural disease from management of persisting symptoms when structural imaging is negative.

Evidence	Population / design	Published finding	Interpretation
WHO 2025 [1]	Global burden estimate	~10%; ~190 million	Burden estimate, not test prevalence

		reproductive-age women	
Saliva miRNA 2025 [4]	Multicenter external validation; n=971	Sensitivity 97.3%; specificity 94.1%; 95% CI 96.4–98.0 and 91.0–96.4	Promising selected symptomatic cohort; needs impact evidence
Rectosigmoid imaging meta-analysis [5]	10 studies; n=1,604	TVUS Se 0.85 / Sp 0.92; MRI Se 0.83 / Sp 0.95	Site-specific pooled estimates; not superficial disease
IDEA-based TVUS 2025 [11]	Prospective surgical-reference study; n=125	Superficial-site sensitivity 4.0–43.5%	Negative examination cannot exclude superficial disease

3.2 Expert transvaginal ultrasound, dynamic mapping and adolescent adaptations

Transvaginal ultrasonography is frequently the first-line imaging technique because it combines availability, dynamic examination, anatomic resolution and comparatively modest cost. Expert examination is not equivalent to a routine generic pelvic scan. IDEA-based practice addresses the uterus and adnexa, the sliding sign, tenderness-guided examination, soft markers and structured anterior/posterior compartment mapping [6,11,12]. A technically adequate scan also documents which compartments could not be assessed; unspecified “pelvis normal” language is a poor substitute. When transvaginal examination is inappropriate or unacceptable, transabdominal, transperineal and selected transrectal modalities or MRI may be considered, particularly for younger patients. Clinical consent and patient preference remain essential.

An important innovation in 2025 was the IDEA addendum focusing on superficial disease. It standardizes emerging sonographic observations while implicitly acknowledging that further validation is needed [7]. Earlier diagnosis should not be equated with finding all implants in every patient. For deep lesions, technical training and protocol harmonization may matter more immediately than introduction of a black-

box classifier. Imaging also serves presurgical planning and anticipates the need for colorectal or urological collaboration, a different endpoint from diagnostic triage.

3.3 Magnetic resonance imaging and complementary lesion characterization

MRI is especially useful in defining complex anatomy, deep compartment extent, lateral pelvic involvement and ambiguous findings when performed with an optimized pelvic protocol and expert interpretation. MRI has an advantage in broad field of view and multiplanar mapping, whereas dynamic ultrasound provides real-time mobilization information. Such complementary strengths do not imply that MRI should replace high-quality ultrasound for all patients. Imaging choice depends on suspected phenotype, local expertise, contraindications, clinical objectives and cost. Rectosigmoid meta-analysis results are close in pooled performance, with ultrasound sensitivity/specificity 0.85/0.92 and MRI 0.83/0.95 across the reported evidence [5].

An MRI report that lacks lesion-compartment mapping may fail to support multidisciplinary planning even if it correctly identifies endometriosis. Conversely, high-resolution images may create false reassurance if superficial lesions remain below practical detection. Because pathology is a selective reference standard and surgery is more likely in complicated patients, published diagnostic accuracy can be affected by verification and referral bias. Methodologically credible MRI research should disclose scan sequences, reader experience, blinded interpretation, target lesion sites and reference-standard timing.

3.4 Blood-based biomarkers, CA-125 and inflammatory panels

Serum CA-125 is biologically plausible because peritoneal inflammation can elevate circulating antigen concentrations. However, physiological cycle variation, ovarian disease and numerous non-endometriosis conditions compromise specificity and sensitivity. ESHRE explicitly recommends against using tissue, blood, menstrual or uterine-fluid biomarkers alone to establish the diagnosis [2,24]. Multiplex inflammatory panels incorporating cytokines, angiogenesis mediators or immune-cell signatures have not yet overcome the practical obstacles of between-laboratory reproducibility, sample timing and disease-spectrum bias. A statistical difference in mean biomarker concentration between surgical cases and healthy controls does not by itself yield a clinically safe test.

The critical issue is not whether a marker correlates with the presence of lesions but whether a prespecified threshold performs in the population where clinicians intend to order the assay. Prospective all-comers studies must include symptomatic alternative diagnoses and mild disease, not just advanced cases. Measurement error, hormonal exposure, menstrual-cycle timing, coexisting adenomyosis, obesity and inflammation require explicit characterization. When a biomarker is combined with symptoms and ultrasound, the incremental benefit should be measured against the clinical baseline model rather than against chance.

3.5 Salivary microRNA and other multi-omic signatures

Circulating and salivary microRNAs may capture regulatory pathways involving inflammation, apoptosis and epithelial-mesenchymal biology. Their non-invasive sampling is attractive for young patients and longitudinal reassessment, but sequencing pipelines can be sensitive to collection containers, storage time, hemolysis or oral inflammation. In the 2025 ENDOmiRNA external validation study, 971 symptomatic patients were evaluated, with endometriosis prevalence of 77%; reported sensitivity was 97.3% (95% CI 96.4–98.0) and specificity 94.1% (95% CI 91.0–96.4) [4]. The reported positive and negative predictive values are conditional on the high-prevalence study setting and therefore cannot be directly exported to population screening.

The external validation is stronger evidence than discovery-stage biomarker comparisons, yet it does not settle clinical utility. The study used imaging and/or surgery to determine disease status, creating potential heterogeneity in reference standard; the way controls were established and the prevalence spectrum require careful interpretation. Funding by the test developer, documented in the publication, should be transparently considered alongside scientific merit [4]. Future independent, geographically diverse validation should prioritize calibration, missed superficial lesions, diagnostic delay, patient-centered outcomes and cost-effectiveness.

3.6 Urine, menstrual effluent, proteomics and metabolomics

Urinary peptide, extracellular vesicle, metabolite and cell-free RNA candidates may reflect pelvic inflammation or systemic response. Menstrual effluent is conceptually closer to the affected tissue environment but is harder to standardize for cycle day, sample contamination and hormonal treatment. Across these modalities, the central translational challenge is repeated demonstration of stable individual-level

classification independent of sample batch and case–control selection. A high discovery AUC in a small cohort can fall substantially in routine symptomatic referrals.

Proteomic and metabolomic pipelines are particularly susceptible to high-dimensional overfitting. Quality-control samples, pre-analytical standard operating procedures, lockbox validation, replicate measurements and prespecified assay failure rules must precede adoption. Multi-omics integration may identify biologically coherent subtypes, yet adding omics layers increases costs and missingness. An ideal assay should define whether it diagnoses the disease, characterizes lesions, predicts progression, or forecasts response; these are distinct intended-use claims.

3.7 Combining symptoms, imaging and biomarkers

A clinically useful strategy can begin with a structured symptom history, examination when acceptable, and an expert imaging referral targeted to the suspected anatomical pattern. Adjunctive biomarkers are more defensible when they resolve a clearly defined uncertainty, such as prioritizing further referral among symptomatic people whose initial imaging is negative. A risk model should not automatically substitute a positive biomarker for specialist assessment, and it should not use negative biomarker results to deny reassessment when severe cyclical pain persists.

Multimodal models should be evaluated for calibration, sensitivity at clinically defensible thresholds, net benefit and the consequences of false reassurance. Pretest probability varies between adolescents in primary care, infertility clinics and tertiary referral centers. Thresholds appropriate for a high-prevalence specialist population may overload imaging services if transferred unchanged into general practice. Explicit “do not miss” pathways are especially important for bowel, urinary tract and obstructive disease.

3.8 Electronic medical records and electronic prescribing as RWD sources

Longitudinal EHRs can connect clinical history, coded symptoms, imaging interpretations, analgesic use, hormonal therapy, surgery and functional outcomes. Well-designed data dictionaries are essential because endometriosis can be coded as suspected, probable, surgically confirmed or historical; treating these as identical creates misclassification. Free-text records may contain the most relevant features, including cyclical dyschezia or school absenteeism, but their structure and language

vary. Electronic prescribing can capture treatment initiation and switching, although prescription is not synonymous with dispensing or adherence.

In endometriosis, real-world "time to diagnosis" should ideally begin at the first documented relevant symptom rather than the first specialist visit. Left-censoring, episodic attendance and migratory care must be examined. De-identified linkage across EHRs and pharmacies can distinguish intolerance-related discontinuation from supply limitations; without explicit causal design, however, observed treatment persistence must not be called treatment efficacy. FDA guidance on EHR/claims emphasizes fitness for purpose and traceability [14].

3.9 Laboratory databases, registries and insurance claims

Laboratory databases can support exploration of inflammatory and hematological trajectories and verify assay procedures, but specimen handling and indication bias complicate analysis. Disease registries can anchor standardized phenotyping, surgical mapping and longitudinal outcomes across facilities. Claims datasets offer scale for tracking healthcare utilization, imaging, medication and reoperations, while commonly lacking detailed symptom severity or lesion maps. These datasets complement rather than replace clinical examination and reference-standard assessments.

A reliable registry should record the date and basis of diagnosis, suspected phenotype, standardized imaging location, treatment exposure, fertility intentions, and validated patient-reported outcomes. Linkage rules should be audited for duplicate records, changes of surname, referral transfers and missing encounters. The purpose of a registry is not simply to collect more records, but to create reproducible information that supports clinically interpretable comparisons.

3.10 Wearables, mobile applications and patient-generated information

Cycle-tracking applications, sleep/activity monitors and symptom diaries may capture the temporal structure of pain, fatigue and functional impairment that is poorly represented in episodic clinic visits. These signals can improve communication and reveal delayed referral or cyclical symptom patterns. They cannot diagnose histological endometriosis by themselves, and symptom variability or menstrual-cycle association is not specific. App data are prone to self-selection, differential access, device measurement error and loss to follow-up.

User-controlled export, consent, secure storage, transparent data retention and usability for diverse literacy levels are vital. An application that promises screening without external validation may increase alarm or falsely reassure. Clinical value should be assessed as improvement in referral appropriateness, symptom communication or time to suitable treatment, not merely engagement metrics or classifier accuracy.

3.11 Machine learning and deep learning for imaging

Machine learning can synthesize structured symptom profiles, morphological imaging descriptors and laboratory covariates. Deep learning can assist lesion segmentation, image-quality assessment and identification of patterns that are difficult to formalize manually. However, labeled training images often come from expert centers and devices with distinct acquisition presets. Models may learn scanner artifacts, annotation conventions or referral prevalence instead of transferable disease features. A model trained on patients scheduled for surgery must not be presented as a validated community screening tool.

Essential safeguards are patient-level train-test separation, site-held-out validation, prospective silent deployment, calibration testing, subgroup audits and reporting of failure modes. An interpretable baseline is needed to show whether AI improves over expert ultrasonography. No verified evidence reviewed here justifies claiming that an AI algorithm independently exceeds specialist imaging performance for all endometriosis phenotypes. Explainable-AI heatmaps can reveal areas of model attention but do not prove causal pathophysiology.

3.12 NLP, LLMs and adaptive clinical decision support

NLP can transform free-text notes into time-stamped symptom features, detect negation and identify prior inconclusive scans. LLM systems can support referral-letter drafting, report harmonization and patient education, but generative output is not a reference standard. Clinical records frequently contain copied forward diagnoses and shorthand that may confuse automated extraction. Any AI-assisted documentation service requires human review of clinical facts, version control, representative evaluation datasets and incident reporting.

Reinforcement learning is sometimes proposed to optimize referral sequences or testing thresholds. Its use in this domain is preliminary: reward functions may trade shorter coded diagnosis time against avoidable investigations or unequal access, and

policy learning from historical decisions may amplify bias. A safer initial use of CDSS is guideline-concordant prompts that flag persistent cyclical symptoms and incomplete imaging maps, while preserving clinician accountability [16-22].

3.13 Treatment-response prediction and cross-specialty lessons

Prediction of pharmacological response could eventually help select hormonal therapies and anticipate discontinuation, but endometriosis treatment choice must incorporate fertility intentions, contraindications, prior adverse effects and patient preference. Transferable examples from diabetes include individualized glycemic outcomes and confounding by baseline disease severity; cardiovascular studies illustrate longitudinal safety and competing risks; oncology emphasizes biomarker–treatment interactions and external validation; infectious diseases require time-varying exposure accounting; neurological disorders highlight symptom heterogeneity and patient-reported endpoints. These are analytic analogies, not claimed disease-specific trial findings.

Machine-learning risk scores for pain persistence should be judged by incremental benefit over transparent clinical models and their impact on decisions. Diagnostic and prognostic models must not be conflated. A biological biomarker associated with the presence of endometriosis may perform poorly for predicting progestin response; conversely, a drug-response predictor need not detect lesions. Prospective treatment-strategy comparisons remain necessary before decision systems guide therapy.

3.14 Pharmacovigilance and adverse drug reactions

Medication safety surveillance can identify suspected adverse drug reactions associated with analgesics, hormonal agents and other therapies used in patients with endometriosis. Spontaneous reporting systems support signal generation but cannot independently determine incidence or causality because reporting is incomplete, stimulated by publicity and affected by denominator uncertainty. EHR-linked cohorts can assess pre-specified outcomes using active comparators, while accounting for contraindications and baseline risk. Pharmacovigilance analytics should separate new safety signals from established adverse-effect profiles and reflect available product information.

Drug-safety signal detection may use disproportionality analyses or sequence-based methods; these are hypotheses requiring clinical review. In an endometriosis registry,

clinically important follow-up includes treatment discontinuation due to adverse effects and effects on daily function. AI can accelerate narrative case processing but should not silently substitute code-based classification for clinician causality assessment. Reproductive and pregnancy status heighten the need for careful exposure definition.

3.15 Precision medicine, pharmacogenomics and biological heterogeneity

Precision medicine seeks to align investigation and therapy with a clinically meaningful disease subtype or treatment-response profile. Endometriosis varies by anatomic site, inflammatory activity, age, hormonal milieu, central sensitization and coexistence with adenomyosis or pelvic-floor disorders. A biomarker should be labeled diagnostic, prognostic, predictive or pharmacodynamic according to its validated purpose. Pharmacogenetics describes specific inherited variant effects; pharmacogenomics more broadly examines genomic contributions, often in combination with environmental and biological context.

Although omics research is expanding, routine biomarker-guided drug selection in endometriosis lacks a broadly established, clinically validated pathway. A precision framework must therefore integrate patient goals and structured phenotype description before expensive molecular panels. Evidence of analytical validity, clinical validity and demonstrated utility is required in sequence. Claims of personalized care must be tied to a measured improvement in patient-relevant outcomes, not merely to the use of sequencing.

3.16 Practical diagnostic pathway and uncertainty management

At first contact, clinicians should recognize persistent or progressive severe menstrual pain, chronic pelvic pain, dyspareunia, bowel or urinary symptoms associated with cycles, fatigue and infertility [2,23]. A structured history and focused examination should guide expert imaging; MRI can supplement uncertain or complex anatomical mapping. When imaging is negative, the patient should not be told that endometriosis has been excluded. Decisions about empirical hormonal therapy, reassessment and possible laparoscopy should reflect preferences, contraindications, symptom burden and the differential diagnosis.

Adjunctive salivary or molecular testing should currently be assessed through local regulatory status, independent performance evidence and the availability of appropriate

counseling. A "positive" or "negative" biomarker cannot replace clinical judgment in an unvalidated setting. Implementation metrics should include the proportion receiving structured imaging, time to appropriate treatment, burden of unnecessary procedures, missed complicated lesions and patient-reported quality of life.

3.17 Data systems: comparative value for endometriosis RWE

Source	Useful endometriosis variable	Major limitation	Data-quality safeguard
EHR	Symptom onset, imaging, treatment	Missing history; miscoding	Structured phenotypes and audit
E-prescription	Initiation and switching	Prescription ≠ adherence	Link with dispensing
Laboratory	Assay results and trends	Preanalytic variation	Timestamp / batch metadata
National registry	Longitudinal lesion mapping	Coverage and selection bias	Common data model
Pharmacovigilance	Suspected adverse reaction	Under-reporting	Case validation
Insurance claims	Resource use and surgery	Sparse clinical detail	Clinical linkage
Wearables	Activity and sleep trends	Device and selection bias	Device QA; consent
Mobile applications	Cycle-related symptoms	Self-report and attrition	Validated instruments

3.18 Statistical designs and interpretation of endometriosis RWE

Comparative effectiveness target trial

A practical emulation would assess specialist imaging referral within a defined interval versus a usual-care pathway among comparable symptomatic patients. Define eligibility before treatment/referral choice, a single time zero, follow-up windows and safety/utility endpoints. Confounding by pain severity and fertility goals is a major

threat. Matching or weighting can address measured differences if positivity and measurement assumptions hold.

Time-to-event models

Kaplan–Meier curves can describe referral or recurrence trajectories with reported censoring distributions. Cox regression offers a conditional hazard ratio if proportional-hazards assumptions are examined. Competing events, such as pregnancy or hysterectomy, may change interpretation; death is not the only competing event in longitudinal reproductive care. Hazard ratios should not be invented from aggregate diagnostic summaries.

Prediction validation

Machine-learning work requires separate tasks for diagnosis, progression and treatment response. Discrimination alone is insufficient: calibration curves, net-benefit analysis and external validation are needed. Non-independent imaging frames from the same patient or physician lead to data leakage. Threshold performance should be analyzed against the cost of false reassurance and unnecessary escalation.

Missing-data mechanisms

Missing completely at random, missing at random and missing not at random carry different implications. Multiple imputation may be useful for incomplete measured confounders under assumptions, but cannot reconstruct absent symptom episodes in routinely coded records. Sensitivity analyses should explore plausible deviations, and complete-case analyses should not be accepted uncritically.

3.19 Diagnostic test accuracy, prevalence and decision thresholds

The interpretation of a diagnostic test depends on the intended decision, not solely on its numerical sensitivity and specificity. Positive predictive value represents the proportion of positive test results that correspond to disease within the tested population, and negative predictive value represents the analogous proportion of true absence among negative results. Both quantities change with prevalence even if sensitivity and specificity remain constant. Thus, a salivary signature validated in a specialist population with 77% prevalence cannot automatically be expected to produce the same predictive values in adolescents presenting with nonspecific dysmenorrhea at

a primary-care clinic [4]. A transparent economic and clinical model should vary pretest probabilities, referral capacity, test failure and access costs. Decision thresholds must also balance the asymmetric harms of a missed bowel lesion and an unnecessary specialist referral. A rule-out claim demands particularly convincing sensitivity in the intended low-prevalence environment and independent evidence about superficial lesions. Reporting one summary accuracy number risks concealing these considerations.

Likelihood ratios provide a more transportable mathematical link between a result and pretest odds, yet their stability also presupposes comparable disease spectrum and verification methods. They are not biological constants. For serial pathways, the performance of each stage depends on the selection induced by previous stages. If imaging-negative individuals alone receive a molecular test, the assay is operating in a conditional subgroup whose disease spectrum differs from the original biomarker validation study. Diagnostic studies should therefore reproduce the proposed clinical sequence in the same cohort. When comparing combinations of clinical history, imaging and molecular testing, investigators should report incremental discrimination alongside calibration, reclassification consequences and decision-curve net benefit, avoiding a misleading inference that a modest AUC improvement necessarily produces patient benefit.

3.20 Reference standards, disease verification and latent misclassification

Endometriosis creates a difficult reference-standard problem. Laparoscopy with appropriately interpreted histology is often treated as definitive when surgery is undertaken, but patients with less severe symptoms or a reassuring scan are less likely to undergo surgery. This introduces partial verification bias because the reference standard is applied according to the index test or clinical suspicion. Meanwhile, expert imaging can establish clinically actionable ovarian or deep disease without surgery, although it is not equally sensitive for superficial implants. Combining imaging and surgery into a composite reference may improve practical inclusiveness yet permits dependence between the index and reference tests. Consequently, a diagnostic validation study must state whether imaging itself contributed to case classification and whether all controls had comparable disease verification. The ENDOmiRNA study reported surgical evaluation of controls, an important design detail that warrants careful consideration together with its other reference-standard choices [4].

Histological negative findings do not necessarily refute endometriosis when sampling is limited, and surgical inspection also has operator limitations. Accordingly, sensitivity estimates should not be treated as precise measures of an immutable latent truth when the reference procedure is imperfect. Protocols can specify independent adjudication, blinded imaging review, standardized operative documentation and follow-up to reduce uncertainty. Advanced methods such as latent-class models can explore imperfect reference standards, but these approaches depend on strong and often unverifiable assumptions regarding conditional independence and population composition. A rigorous paper should prioritize honest uncertainty about disease verification over the appearance of mathematical certainty.

3.21 Imaging quality assurance and reporting comparability

The diagnostic performance of imaging systems is partly produced by institutions rather than devices. Ultrasound quality depends on examination time, equipment, transducer choice, operator experience and the ability to perform dynamic tests. MRI performance depends on protocol standardization, field strength, sequence choice and expert interpretation. A multicenter implementation program should therefore document not only machine manufacturer and nominal modality but also the proportion of examinations conforming to protocol, competence levels of operators, structured report completeness and rates of technically limited studies. The IDEA statement and subsequent addenda provide a starting vocabulary for consistent lesion location and compartment mapping [6-8]. A standardized structured report can facilitate longitudinal comparison and multidisciplinary planning, although it cannot compensate for an inadequately acquired examination.

Quality assurance is essential when comparing clinics using RWD. Referral centers may receive a higher concentration of deep disease and employ more experienced sonographers; naive comparisons of positive-scan rates would therefore confound disease spectrum with performance. A defensible benchmarking approach adjusts for referral case mix and assesses inter-reader agreement, blinded re-reading and clinically relevant discrepancies. Report-level auditing can identify missing sliding-sign documentation, incomplete bowel or urinary assessment, and unrecognized uncertainty. These process metrics may provide more immediate gains in real-world diagnostic reliability than replacing reporting staff with automated image classification.

3.22 Data harmonization, interoperability and reproducibility

RWD studies across hospitals require stable semantic definitions of symptoms, interventions, imaging compartments, and outcomes. A diagnosis date may represent the first provisional code, first expert scan, histological confirmation or time of discharge; pooling these dates without a shared rule invalidates comparisons. Common data models can harmonize high-level concepts, but mapping free-text phrases such as cyclical bowel pain or focal posterior tenderness remains challenging. Provenance metadata should distinguish physician-entered evidence, patient-reported history, machine-generated interpretation and retrospective coding. Missing timestamps and copied-forward diagnosis labels demand particular attention. The FDA data-standards guidance offers general regulatory rationale for standardized electronic submissions and traceable source data [15].

A reproducible study should maintain versioned codebooks, audit trails, site-specific extraction scripts and prespecified transformation rules. Phenotype labels should be sufficiently granular to avoid conflating endometrioma with superficial peritoneal findings; the ability to encode simultaneous phenotypes is useful. Multi-institutional databases must resolve duplicated visits, transfers, pregnancy intervals, hormonal treatment changes and diverse report languages. In Uzbekistan, these practical interoperability challenges make development of a minimum common dataset more feasible as an initial goal than a nationwide machine-learning prediction service.

3.23 Confounding, selection and fairness in longitudinal pathway analyses

Observed treatment choice and specialist referral are not random events. Severe pain, previous infertility treatment, health literacy, insurance or out-of-pocket capacity, rural residence and clinician judgment can influence who receives MRI or specialist ultrasound. These same variables may influence subsequent treatment and measured time to diagnosis. Conventional adjustment, propensity matching and inverse probability weighting can balance observed baseline characteristics but cannot correct for unknown preferences or undetected disease severity. The positivity assumption can fail when some patients have no realistic access to specialist scanning, rendering weighted comparisons unstable or conceptually inappropriate. A target-trial formulation should identify the actual clinical choice available to each eligible person, explicitly restrict comparisons to populations with reasonable treatment overlap, and distinguish intention-to-refer from completed imaging.

Algorithmic fairness further complicates implementation. A classifier with acceptable pooled sensitivity can still perform poorly in subgroups if their symptoms or imaging data were underrepresented in training. Device type, age, rural referral patterns and disease phenotype should be evaluated prospectively as prespecified strata. Fairness cannot be resolved only through demographic balance in the training data; it also concerns outcomes of error, clinical recourse and differential access to confirmatory care. A false negative that delays specialist review can have more serious consequences for patients with progressive urinary obstruction than for a patient with stable uncomplicated symptoms. Therefore, subgroup calibration and decision consequences should accompany subgroup discrimination metrics.

3.24 Missing data, privacy and federated learning

Missing clinical data may be a symptom of the health system rather than random technical failure. A symptom can be absent from a record because it was not asked, was not disclosed, or was considered unrelated to the visit. This mechanism can correlate with clinician expertise and patient background. A statistical imputation model may offer sensible estimates under a missing-at-random assumption, but cannot reliably repair systematic non-recognition of disease. Investigators should provide a variable-level missingness table, compare data completeness across clinical settings and perform sensitivity analyses for plausible departures from assumptions. Complete-case models preferentially select patients with comprehensive specialist documentation, potentially overestimating performance in ordinary care.

Sensitive reproductive-health information warrants proportional governance. Federated learning may allow selected algorithms to train on records held at participating institutions, reducing transfer of raw data, but does not itself solve privacy, security, representativeness or governance problems. Model updates can leak information if improperly designed; differential privacy, secure aggregation and access control require evaluation in context. Consent, lawfully defined access, data minimization and independent oversight remain prerequisites. Longitudinal records must also allow auditing of erroneous linkage or patient-requested corrections without compromising analytic traceability.

3.25 Prospective implementation and health-economic evaluation

A diagnostic innovation should ultimately be judged through its effect on clinical pathways and patient-relevant outcomes. A pragmatic prospective study could compare usual symptom-led care with a strengthened pathway incorporating an expert imaging template and structured referral prompts. Primary outcomes might include time to appropriate diagnostic assessment, patient-reported pain-related functional interference, or proportion of clinically consequential disease identified within a prespecified interval. Secondary outcomes could include unhelpful imaging, unnecessary surgery, treatment initiation, delayed complicated disease and clinician workload. Importantly, shorter time to a positive label is not necessarily beneficial if it results from overdiagnosis or excessive testing. Studies should measure harms and costs alongside perceived benefit.

Health-economic models should itemize the costs of imaging training, MRI slots, molecular assays, laboratory infrastructure, confirmatory consultations and future surveillance. Assumptions about test prevalence, diagnostic accuracy and pathway uptake should be explicit and varied in sensitivity analysis. In a resource-limited setting, improved imaging quality may outperform universal molecular screening despite less striking headline technology claims. Independent local cost and implementation evidence is required before proposing national procurement. Research protocols should specify how incidental ovarian masses, negative imaging with persistent symptoms and urgent organ-involvement findings are handled so that randomized or observational pathway comparison does not compromise appropriate care.

4. Discussion

Synthesis with international guidance

The strongest actionable message is a layered interpretation rather than a competition between molecular diagnostics and imaging. Established imaging recommendations retain immediate clinical applicability for endometriomas and deep disease [2,9,10], whereas the exceptionally high reported salivary-miRNA performance is promising but context-dependent [4]. These two evidence types are not directly comparable without matched cohorts, consistent reference standards and a clear clinical decision. The 2025 superficial-imaging consensus addendum [7] also reinforces how technology and examination technique evolve: a negative scan should prompt context-sensitive reassessment, not diagnostic closure.

Bias, applicability and spectrum effects

Spectrum bias arises when validation relies on high-prevalence tertiary populations or surgically selected cases. Verification bias arises when only some women undergo definitive operative investigation; reference-standard heterogeneity can further distort estimates. Operator experience is a causal component of real-world imaging performance. Biomarker signals may reflect cycle phase or coexisting inflammatory disorders. Diagnostic development studies should prospectively enroll consecutive symptomatic patients and compare the new test with explicit current-care pathways rather than highly selected healthy controls.

Explainability and clinical oversight

Explainable AI can improve debugging, particularly if saliency maps highlight irrelevant image margins or metadata, but an explanation is not a guarantee of clinical correctness. A clinical decision-support system should disclose intended population, limitations, uncertainty and audit status. The WHO guidance prioritizes human oversight, inclusiveness and transparency [16-18]. FDA lifecycle guidance similarly supports supervised software modifications and performance monitoring [19-22]. In resource-constrained settings, an interpretable rule using verified symptoms and structured imaging can be safer than a complex model with fragile external validity.

Governance and regulatory science

Clinical research and clinical deployment are different legal and evidentiary activities. A prospective study can establish analytical and clinical validity, whereas deployment typically requires consideration of medical-device regulation, post-market monitoring, privacy and liability. Regulatory RWE policies illustrate the importance of traceability, prespecification, sufficient data quality and reproducible analyses [13-15]. The EMA's DARWIN EU network is a useful institutional example of how distributed observational analyses may support medicine regulation; analogous networks for endometriosis must still solve phenotype and imaging-data standardization.

Ethics and patient-centered benefit

Early detection is only useful if it leads to better care. Any pathway that prioritizes a novel test while restricting access to experienced clinical assessment risks exacerbating inequality. Adolescents and patients who cannot undergo transvaginal imaging deserve

alternative appropriate options. Consent for reuse of intimate symptom histories, infertility records and imaging must be explicit and understandable. Subgroup monitoring should examine differential false-negative rates and delayed treatment among rural patients and those facing financial or geographic access barriers.

Limits of the present review

This work is a structured narrative evidence synthesis, not an exhaustive systematic review. It does not have a registered protocol, complete citation-by-citation screening log, independent dual review, formal pooled reanalysis or access to confidential claims/EHR datasets. Database and journal names in methodological sections should not be mistaken for proof of comprehensive searches in all platforms. The selected evidence emphasizes highly relevant international guidance and landmark diagnostic studies; unavailable subgroup or post-deployment utility outcomes are treated as evidence gaps, not approximated as facts.

4.1 Uzbekistan: feasible digital diagnostic infrastructure

Clinical service and national policy

For Uzbekistan, a clinically defensible strategy begins with gynecology and radiology workforce capacity, standardized referral criteria and quality assurance for pelvic imaging. The Ministry of Health has a coordinating role in standards, training, digital interoperability and safe data governance. However, no unpublished national prevalence, diagnostic-delay statistic or uptake figure is asserted here. Publicly available documentation would need separate verification before claims about nationwide coverage, electronic prescription completion or registry maturity are made.

Electronic health and e-prescribing

Electronic health records and e-prescribing initiatives could make endometriosis pathways visible if symptom onset, clinical suspicion, imaging phenotype, prescriptions and surgery are encoded consistently. The most informative near-term objective is not nationwide AI rollout but agreement on a minimum data set and interoperable report templates. A feasibility pilot should assess clinician workload, missing-data rates, patient consent and continuity of records across primary care and referral hospitals. Prescription data should retain distinctions between ordered, dispensed and reported medication use.

Registers, training and quality systems

A phased endometriosis registry could start at selected tertiary and regional centers with structured IDEA-aligned imaging forms, standardized anatomy, treatment dates and outcome instruments. Governance should include a data protection assessment, access controls, version history and audit logs. Inter-observer reliability can be monitored using case review and second reading of a sample of scans. Rural facilities may initially need tele-education and referral networks rather than expensive stand-alone molecular testing systems.

AI implementation and evaluation

Pilot AI could first perform low-risk functions such as checking completeness of referral records or flagging missing structured imaging fields. More consequential image-based triage or biomarker classifiers should require independent Uzbek-language and locally representative external validation, prespecified performance thresholds, calibration, subgroup assessment and prospective evaluation before informing care. Real-world monitoring must detect changes in scanner type, referral populations or coding practices. A regulator-approved research protocol should not be portrayed as approval for routine autonomous diagnosis.

Actionable implementation sequence

Phase 1: multidisciplinary consensus on case definitions, reporting templates and clinical escalation rules. Phase 2: prospective multicenter observational registry with data-quality indicators and privacy safeguards. Phase 3: standardized imaging training and blinded inter-reader audit. Phase 4: independent evaluation of proposed biomarker or AI adjuncts against expert imaging pathways with patient-relevant endpoints. Phase 5: cost-effectiveness, equity impact, maintenance and post-deployment surveillance. This staged approach protects resources while enabling scientifically interpretable studies.

5. Conclusion

Earlier and safer diagnosis of endometriosis depends on recognizing clinical suspicion before lesions become radiologically apparent, applying expert and appropriately chosen imaging, and avoiding the misuse of isolated biomarker results. Ultrasound and MRI provide established value for ovarian and deep disease but cannot reliably exclude

superficial peritoneal endometriosis; salivary miRNA signatures constitute an important, still context-sensitive validation advance. RWD and RWE can evaluate pathway delays, equitable access, longitudinal effectiveness and safety, whereas target-trial design, bias control and transparent AI validation are indispensable for credible causal and predictive claims. Uzbekistan can make substantive progress through standardized phenotyping, imaging training, interoperable and privacy-preserving registries, and independent prospective validation before adopting molecular or automated screening as routine practice.

Declarations

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O‘ZBEKISTONDA YASHIRIN IQTISODIYOTNI QISQARTIRISHDA RAQAMLI SOLIQ TIZIMINING ROLI

РОЛЬ ЦИФРОВОЙ НАЛОГОВОЙ СИСТЕМЫ В СОКРАЩЕНИИ ТЕНЕВОЙ ЭКОНОМИКИ В УЗБЕКИСТАНЕ

THE ROLE OF THE DIGITAL TAX SYSTEM IN REDUCING THE SHADOW ECONOMY IN UZBEKISTAN

Xayriyeva Chinara Baxtiyor qizi
Jamoat xavfsizligi universiteti
Iqtisodiyot yo‘nalishi 3-bosqich talabasi

Annotatsiya. Ushbu maqolada O‘zbekistonda kuzatilmaydigan va yashirin iqtisodiyot ko‘lamini qisqartirishda raqamli soliq ma’murchiligi vositalarining ta’siri rasmiy makroiqtisodiy statistika hamda me’yoriy-huquqiy hujjatlar asosida tadqiq etilgan. Tadqiqotda qiyosiy-statistik va tizimli tahlil usullari yordamida kuzatilmaydigan iqtisodiyotning tarkibiy dinamikasi (norasmiy va yashirin segmentlar), tarmoqlar kesimidagi taqsimoti hamda elektron hisobvaraq-faktura (EHF), onlayn nazorat-kassa mashinalari (onlayn-NKM), yagona QR-kod va majburiy naqdsiz hisob-kitob mexanizmlarining fiskal samaradorligi baholangan. Empirik tahlil natijalari kuzatilmaydigan iqtisodiyotning YaIMdagi ulushi 2024-yildagi 34,8 foizdan 2026-yil birinchi choragida 22,9 foizga tushganini, biroq bu qisqarish asosan norasmiy bandlikni legallashtirish hisobiga yuz berib, yashirin iqtisodiyotning o‘zi (7,5–7,9 foiz) hamda qishloq xo‘jaligi (60,5 foiz) va xizmatlar (23 foiz) tarmoqlaridagi noformal aylanma barqaror saqlanib qolayotganini ko‘rsatdi. Maqola yakunida raqamli nazorat xarajatlarini optimallashtirish, keshbek tizimidan intellektual xavf-tahlil modeliga o‘tish va kichik biznesning raqamli moslashuvini rag‘batlantirish bo‘yicha ilmiy-amaliy takliflar ishlab chiqilgan.

Kalit so‘zlar: yashirin iqtisodiyot, kuzatilmaydigan iqtisodiyot, norasmiy sektor, raqamli soliq ma’murchiligi, elektron hisobvaraq-faktura, onlayn nazorat-kassa mashinalari, naqdsiz to‘lovlar, soliqdan bo‘yin tovlash.

Аннотация. В данной статье на основе официальной макроэкономической статистики и нормативно-правовых актов исследовано влияние инструментов цифрового налогового администрирования на сокращение масштабов

ненаблюдаемой и теневой экономики в Узбекистане. С применением методов сравнительно-статистического и системного анализа оценена структурная динамика ненаблюдаемой экономики (неформальный и теневой сегменты), её отраслевое распределение, а также фискальная результативность электронных счетов-фактур (ЭСФ), онлайн-контрольно-кассовых машин (онлайн-ККМ), единого QR-кода и обязательных безналичных расчётов. Результаты эмпирического анализа показали, что доля ненаблюдаемой экономики в ВВП снизилась с 34,8% в 2024 году до 22,9% в первом квартале 2026 года, однако это сокращение произошло преимущественно за счёт легализации неформального сектора, тогда как собственно теневая экономика (7,5–7,9%) и неформальный оборот в сельском хозяйстве (60,5%) и сфере услуг (23%) остаются устойчивыми. В заключении разработаны научно-практические предложения по оптимизации издержек цифрового контроля, переходу от кешбэк-механизма к интеллектуальной модели риск-анализа и стимулированию цифровой адаптации малого бизнеса.

Ключевые слова: теневая экономика, ненаблюдаемая экономика, неформальный сектор, цифровое налоговое администрирование, электронный счёт-фактура, онлайн-ККМ, безналичные платежи, уклонение от налогов.

Abstract. This study examines the impact of digital tax administration tools on reducing the scale of the non-observed and shadow economy in Uzbekistan based on official macroeconomic statistics and regulatory frameworks. Using comparative statistical and systems analysis methods, the paper evaluates the structural dynamics of the non-observed economy (informal and shadow segments), its sectoral breakdown, and the fiscal effectiveness of electronic invoicing (E-invoice), online cash registers (online-CCR), unified QR-code payments, and mandatory cashless settlements. Empirical findings indicate that while the share of the non-observed economy in GDP declined from 34.8% in 2024 to 22.9% in the first quarter of 2026, this reduction was driven primarily by formalizing household and informal activities, whereas the core shadow economy (7.5–7.9%) and informal turnover in agriculture (60.5%) and services (23%) remain persistent. The article concludes with practical policy recommendations focused on optimizing digital compliance costs, transitioning from fiscal cashback subsidies to an intelligent risk-analysis model, and supporting the digital adaptation of small businesses.

Keywords: shadow economy, non-observed economy, informal sector, digital tax administration, electronic invoice, online cash register, cashless payments, tax evasion.

Kirish

Yashirin iqtisodiyotning yuqori darajada saqlanib qolishi davlat byudjeti daromadlar bazasini qisqartiruvchi, halol soliq to‘lovchilar o‘rtasida sog‘lom raqobat muhitini izdan chiqaruvchi hamda mehnat bozorida ijtimoiy kafolatlardan mahrum bo‘lgan norasmiy bandlikni keltirib chiqaruvchi jiddiy makroiqtisodiy muammodir. Iqtisodiy tahlillarga ko‘ra, O‘zbekistonda 1996–2026-yillar mobaynida yashirin va norasmiy faoliyatning mamlakat yalpi ichki mahsulotidagi (YaIM) ulushi turli bosqichlarda 30 foizdan 50 foizgacha bo‘lgan oraliqda tebranib kelgan [13]. Shu bois so‘nggi yillarda iqtisodiyotni rasmiylashtirish va soliq ma’murchiligini raqamlashtirish davlat iqtisodiy siyosatining eng ustuvor yo‘nalishlaridan biriga aylandi.

Milliy statistika qo‘mitasi ma’lumotlariga tayansak, olib borilgan chora-tadbirlar natijasida kuzatilmaydigan iqtisodiyotning YaIMga nisbatan ulushi 2024-yildagi 34,8 foizdan 2025-yil yakunida 26,9 foizgacha qisqargan bo‘lib, uning nominal hajmi 498,04 trln so‘mni (yoki qariyb 39,62 mlrd AQSh dollarini) tashkil etdi [1]. Davlat rahbari tomonidan qabul qilingan strategik hujjatlarda 2030-yilga qadar kuzatilmaydigan iqtisodiyot ulushini 1,3–2 baravarga qisqartirish, savdo va xizmat ko‘rsatish sohasidagi aholi to‘lovlarida naqdsiz hisob-kitoblar salmog‘ini 75 foizga yetkazish hamda rasmiy band aholi sonini 14 million nafarga olib chiqish maqsadli ko‘rsatkich sifatida belgilangan [4; 5]. Biroq umumiy ko‘rsatkichlar pasayayotgan bo‘lsa-da, yashirin iqtisodiyotning yadro qismi va ayrim tarmoqlardagi noformal aylanma hanuz yuqoriligicha qolmoqda [2; 3].

Mazkur tadqiqotning maqsadi O‘zbekistonda kuzatilmaydigan va yashirin iqtisodiyotning tarkibiy o‘zgarishlarini tahlil qilish, raqamli soliq tizimi vositalarining fiskal hamda institutsional samaradorligini baholash va yashirin aylanmani qonuniy sektorga jalb etish bo‘yicha ilmiy asoslangan takliflar ishlab chiqishdan iborat.

Mavzuga oid adabiyotlar tahlili va tadqiqot metodologiyasi

Iqtisodiy adabiyotlarda kuzatilmaydigan iqtisodiyotning shakllanishi va soliqdan bo‘yin tovlash sabablari ko‘p omilli jarayon sifatida talqin etiladi. Nazariy va uslubiy tadqiqotlarda yashirin iqtisodiyot ko‘lamiga faqatgina soliq stavkalarining yuqoriligi emas, balki ichki va tashqi mehnat migratsiyasi, rasmiy bandlikdagi ijtimoiy himoya mexanizmlarining zaifligi hamda davlat institutlari faoliyatining samaradorlik darajasi bevosita ta’sir ko‘rsatishi asoslab berilgan [10]. Xususan, xo‘jalik yurituvchi subyektlarning soliq majburiyatlaridan qochish qarori to‘rtta asosiy omil bilan izohlanadi: birinchidan, tadbirkor tomonidan soliq to‘lash va rasmiy hisob yuritish

xarajatlarining qonuniy faoliyat beradigan ustunliklardan yuqori deb baholanishi; ikkinchidan, naqd pul aylanmasining soliq organlari monitoringidan chetda qolish imkoniyati; uchinchidan, rasmiy ish haqi va ijtimoiy badallarning xodim hamda ish beruvchi uchun yetarli rag‘bat yaratmasligi; to‘rtinchidan, ayrim hollarda soliq ma’murchiligining murakkabligi va nazorat idoralariga bo‘lgan institutsional ishonchning pastligi.

So‘nggi yillarda chop etilgan ilmiy ishlarda yashirin iqtisodiyotni qisqartirishda ma’muriy majburlov choralaridan ko‘ra raqamli fiskal instrumentlarning samaradorligi yuqori ekani ta’kidlanmoqda [11]. Jumladan, soliq ma’murchiligini raqamlashtirish va inson omilini cheklash korrupsiyaviy xavflarni kamaytirishning xalqaro huquqiy standarti sifatida e’tirof etiladi [8]. Mahalliy tadqiqotchilar elektron ro‘yxatga olish, elektron hisobvaraq-faktura (EHF), onlayn nazorat-kassa mashinalari (onlayn-NKM), QR-kodli to‘lovlar, idoralararo ma’lumotlar integratsiyasi va sun’iy intellekt algoritmlariga asoslangan tahlilni norasmiy bandlikni legallashtirishning eng muhim dastaklari sifatida ko‘rsatadilar [12; 13]. Shuningdek, keshbek va raqamli markirovkalash kabi vositalarni tahlil qilgan mualliflar byudjetdan doimiy moliyaviy rag‘bat talab qilmaydigan “intellektual nazorat modeli”ga o‘tish zarurligini ilgari surmoqda [9].

Ushbu maqolada kuzatilmaydigan iqtisodiyot dinamikasi va raqamli soliq instrumentlari ta’sirini o‘rganishda qiyosiy-iqtisodiy tahlil, tarkibiy va dinamik statistik guruhlash, me’yoriy-huquqiy hujjatlar kontent-tahlili hamda tizimli yondashuv usullari qo‘llanildi. Tadqiqotning axborot bazasini O‘zbekiston Respublikasi Vazirlar Mahkamasining qarorlari va qonunchilik hujjatlari [7; 14], Milliy statistika qo‘mitasi hamda Soliq qo‘mitasining 2024–2026-yillardagi rasmiy statistik ma’lumotlari [1; 2; 3; 4], shuningdek, xalqaro va mahalliy ilmiy nashrlardagi empirik tahlillar [8; 9; 11; 12; 13] tashkil etdi.

Tahlil va natijalar

Makroiqtisodiy hisob-kitoblarda kuzatilmaydigan iqtisodiyot ikki tarkibiy bo‘g‘inga — norasmiy iqtisodiyot (ro‘yxatdan o‘tmasdan faoliyat yurituvchi uy xo‘jaliklari va jismoniy shaxslar mehnati) hamda yashirin iqtisodiyotga (ro‘yxatdan o‘tgan subyektlar tomonidan soliqdan qochish maqsadida yashirilgan daromad va aylanma) ajratiladi. Rasmiy statistikaga ko‘ra, 2025-yil yakunida norasmiy iqtisodiyotda yaratilgan yalpi qo‘shilgan qiymat 351,04 trln so‘mni (YaIMning 19,0 foizi), yashirin iqtisodiyot hajmi esa 147 trln so‘mdan ziyodni (YaIMning 7,9 foizi)

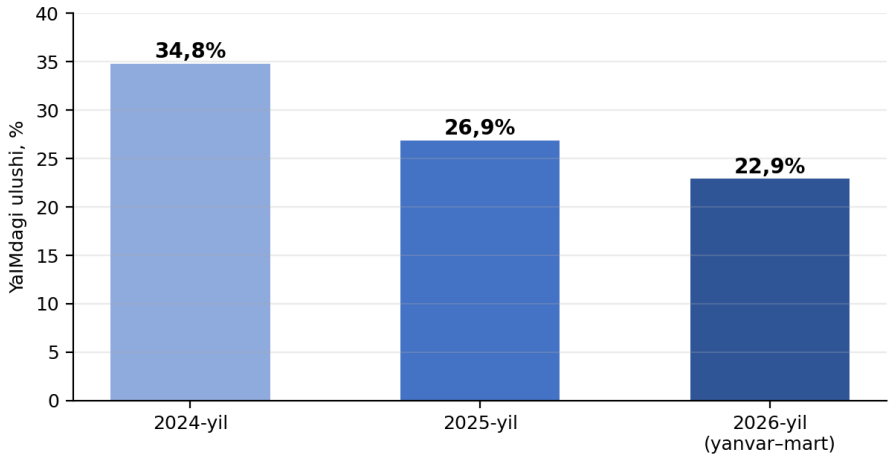
tashkil etgan [1]. 2026-yilning yanvar–mart oylariga kelib, kuzatilmaydigan iqtisodiyotning umumiy ulushi 22,9 foizgacha tushdi (1-jadval).

1-jadval.

O‘zbekistonda kuzatilmaydigan iqtisodiyotning tarkibiy dinamikasi (YaIMga nisbatan, foizda) *[1; 2]*

№	Tarkibiy ko‘rsatkichlar	2025-yil yakuni	2026-yil (yanvar–mart)
1	Kuzatilmaydigan iqtisodiyotning YaIMdagi jami ulushi	26,9%	22,9%
2	Norasmiy iqtisodiyot (uy xo‘jaliklari va jismoniy shaxslar sektori)	19,0%	15,4%
3	Yashirin iqtisodiyot (yashirilgan korporativ va tadbirkorlik aylanmasi)	7,9%	7,5%

1-jadval va 1-rasm ma’lumotlarining qiyosiy tahlili juda muhim iqtisodiy qonuniyatni namoyon etadi: 2024-yildagi 34,8 foizlik ko‘rsatkichdan 2026-yil birinchi choragidagi 22,9 foizgacha bo‘lgan sezilarli pasayish [1; 2] asosan norasmiy sektorning (19,0 foizdan 15,4 foizga) qisqarishi hisobiga ro‘y bergan. Ya’ni, o‘zini o‘zi band qilgan fuqarolar va kichik uy xo‘jaliklarini raqamli ro‘yxatga olish o‘z samarasini bergan bo‘lsa-da, yuridik shaxslar va yirikroq tadbirkorlik subyektlari hissasiga to‘g‘ri keluvchi yashirin iqtisodiyot ulushi (7,9 foizdan 7,5 foizga) deyarli o‘zgarishsiz qolgan.



1-rasm. Kuzatilmaydigan iqtisodiyotning YaIMdagi ulushi dinamikasi, foizda
(Manba: [1; 2] ma'lumotlari asosida; 2024–2025-yillar yillik, 2026-yil yanvar–mart yakuni).

2026-yilning birinchi yarim yilligi (yanvar–iyun) yakunlariga ko‘ra, mamlakatda kuzatilmaydigan iqtisodiyotning yalpi qo‘shilgan qiymati 245,5 trln so‘mni tashkil qilib, shundan 165,5 trln so‘mi uy xo‘jaliklari va jismoniy shaxslar faoliyatiga, 80,0 trln so‘mi esa yashirin iqtisodiyotga to‘g‘ri keldi [3]. Tarmoqlar kesimida tahlil qilinganda, eng yuqori noformal ulush qishloq, o‘rmon va baliqchilik xo‘jaligida (60,5 foiz), xizmat ko‘rsatish sohasida (23,0 foiz) hamda qurilish tarmog‘ida (17,8 foiz) kuzatilib, sanoat tarmog‘ida bu ko‘rsatkich nisbatan past — 6,7 foiz darajasida qayd etilgan [3].

Naqd pul aylanmasining yuqoriligi soliq bazasini yashirish uchun asosiy texnik imkoniyat yaratadi, chunki naqd operatsiyalarda raqamli iz qolmaydi. Shu sababli davlat tomonidan yirik va ijtimoiy ahamiyatli bitimlarni naqdsiz shaklga o‘tkazish bo‘yicha qat’iy me’yorlar joriy etildi: 2026-yil 1-apreldan e’tiboran davlat xizmatlari, kommunal to‘lovlar (elektr energiyasi, tabiiy gaz, ichimlik suvi), alkogol va tamaki mahsulotlari, yoqilg‘i-energetika sotuvi, qiymati 25 mln so‘mdan yuqori bo‘lgan tovar va xizmatlar savdosi, shuningdek, ko‘chmas mulk hamda avtotransport vositalari oldi-sotdisi faqat bank kartalari yoki elektron to‘lov tizimlari orqali amalga oshirilishi belgilandi [5].

Ayni paytda raqamli soliq ma’murchiligining texnologik yadrosini elektron hisobvaraq-faktura (EHF) tizimi va Vazirlar Mahkamasining 2019-yil 23-noyabrdagi 943-son qarori asosida joriy etilgan onlayn nazorat-kassa mashinalari (onlayn-NKM) tashkil etmoqda [7]. Rasmiy ma’lumotlarga ko‘ra, respublika bo‘yicha o‘rnatilgan onlayn-NKM va virtual kassalar soni 140 mingtaga yetgan, korxonalar o‘rtasidagi

ulgurji bitimlar to‘liq EHF orqali qog‘ozsiz rasmiylashtirilmoqda [8]. Natijada soliq hisobotlarini inson omilisiz avtomatik shakllantirish darajasi yer va mol-mulk soliqlari bo‘yicha 100 foizga, qo‘shilgan qiymat solig‘i (QQS) bo‘yicha 88 foizga hamda aylanmadan olinadigan soliq bo‘yicha 81,3 foizga yetkazildi [8] (2-jadval).

2-jadval.

O‘zbekistonda qo‘llanilayotgan raqamli soliq nazorati vositalari va ularning funksional ko‘rsatkichlari *[5; 6; 7; 8; 12; 14]*

№	Raqamli soliq vositasi	Asosiy funksiyasi va qamrov ko‘rsatkichi	Manba
1	Onlayn nazorat-kassa mashinalari (onlayn-NKM)	Chakana savdo operatsiyalarini real vaqt rejimida Soliq qo‘mitasi bazasiga uzatish; 140 mingta apparat faoliyatda	[7; 8]
2	Elektron hisobvaraq-faktura (EHF) tizimi	Xo‘jalik yurituvchi subyektlar o‘rtasidagi bitimlarni qog‘ozsiz ro‘yxatga olish va litsenziya shartlarini avtomatik tekshirish	[6; 8]

№	Raqamli soliq vositasi	Asosiy funksiyasi va qamrov ko‘rsatkichi	Manba
3	Yagona QR-kodli to‘lov standarti	2026-yil 1-iyuldan barcha chakana savdo va xizmat ko‘rsatish subyektlari uchun majburiy elektron to‘lov qabul qilish vositasi	[6]
4	Majburiy naqdsiz hisob-kitob tartibi	Kommunal to‘lovlar, ko‘chmas mulk, avtotransport va 25 mln so‘mdan yuqori xaridlarni faqat bank va elektron tizim orqali o‘tkazish	[5]
5	To‘lov tashkilotlarining raqamli platformalari	O‘zini o‘zi band qilgan fuqarolarni masofaviy ro‘yxatga olish, EHF rasmiylashtirish va hisobotlarni avtomatik yuritish	[12; 14]

Raqamli soliq instrumentlarining keng joriy etilishi makroiqtisodiy va byudjet ko‘rsatkichlarida sezilarli natija berdi: so‘nggi ikki yil davomida kuzatilmaydigan iqtisodiyot ulushining 35 foizdan 23 foiz atrofiga tushishi fonida davlat byudjetiga qo‘shimcha 38 trln so‘m soliq tushumlari undirildi, rasmiy sektorda band bo‘lganlar

soni 8,5 million kishidan oshdi va rasmiy hisoblangan o‘rtacha oylik ish haqi 6,5 mln so‘mga yaqinlashdi [4].

Muhokama

Olingan empirik natijalar raqamli soliq ma’murchiligi byudjet tushumlarini oshirish va kichik norasmiy faoliyatni ro‘yxatga olishda yuqori samara berganini tasdiqlasa-da, tizimning uzoq muddatli barqarorligi bilan bog‘liq bir qator bahsli va muammoli jihatlarni yuzaga chiqaradi.

Fiskal rag‘batlantirish xarajatlari va intellektual nazoratga o‘tish zarurati. Chakana savdoda iste’molchilar tomonidan xarid chekini talab qilish madaniyatini shakllantirish maqsadida joriy etilgan 1 foizlik soliq keshbeki jamoatchilik nazoratini kuchaytirishda muhim rol o‘ynadi. Biroq tahlillar ushbu mexanizmning davlat byudjetiga yuki tez sur’atda ortib borayotganini ko‘rsatadi: xususan, 2026-yilda aholiga to‘lab beriladigan keshbek xarajatlari 1,81 trln so‘mga yetishi prognoz qilingan [9]. Iqtisodchi mutaxassislar haqli ravishda ta’kidlaganidek, onlayn-NKM, EHF, tovarlarni raqamli markirovkalash hamda katta hajmli ma’lumotlar (Big Data) tahlili to‘liq ishlagan sharoitda byudjetdan doimiy subsidiya talab qiluvchi keshbek tizimidan bosqichma-bosqich xavfni avtomatik aniqlovchi “intellektual nazorat modeli”ga o‘tish fiskal jihatdan ancha tejamkor hisoblanadi [9].

Tadbirkorlar uchun huquqiy kafolatlar va raqamli moslashuv xarajatlari. Raqamli soliq nazorati tadbirkorlik muhitiga ikki yo‘nalishda ta’sir ko‘rsatmoqda. Ijobiy jihatdan, qonunchilikda insofli soliq to‘lovchilar huquqlarini himoya qiluvchi me’yorlar kuchaytirildi: kameral soliq tekshiruvida aniqlangan tafovutlarni asoslash uchun tadbirkor taqdim etgan hujjatlarni soliq organlari ko‘rib chiqishi majburiy etib belgilandi, kamchiliklar muddatida bartaraf etilib, soliq va penyalar to‘liq to‘langan taqdirda mansabdor shaxslar javobgarlikdan ozod etilishi qonuniylashtirildi [6]. Shu bilan birga, QQS summasini tekshiruvsiz tezlashtirilgan tartibda qaytarish imtiyozi soliqdan bo‘yin tovlash jinoyatini sodir etgan subyektlarga nisbatan tatbiq etilmasligi halol biznes uchun raqobat ustunligini yaratadi [6]. Shuningdek, 2026-yildan boshlab O‘zbekistonda soliq hisobiga turmasdan jismoniy shaxslarga elektron xizmat ko‘rsatuvchi xorijiy internet-kompaniyalarga ogohlantirishdan so‘ng 30 kun ichida ro‘yxatdan o‘tish majburiyati yuklatilib, aks holda ularning faoliyati cheklanishi milliy va xorijiy subyektlar uchun teng soliq sharoitini ta’minlaydi [6].

Biroq masalaning ikkinchi tomoni ham borki, onlayn-NKM va raqamli hisob tizimlariga o‘tish jarayonida kichik tadbirkorlik subyektlari kassa apparati xaridi

(o‘rtacha 3 mln so‘m atrofida) hamda texnik xizmat ko‘rsatish markazlariga to‘lanadigan oylik abonent to‘lovlari kabi qo‘shimcha moliyaviy yukka duch kelgan [15]. Agar mikro-biznes va qishloq xo‘jaligi ishlab chiqaruvchilari uchun raqamli infratuzilma xarajatlari arzonlashtirilmasa, ular naqd hisob-kitobda qolishga intilaveradi.

Yuqoridagi tahlil va muhokamalardan kelib chiqib, bugungi kunda O‘zbekistonda yashirin iqtisodiyotni qisqartirishga to‘sqinlik qilayotgan oltita asosiy tizimli muammoni ajratib ko‘rsatish mumkin: (1) kuzatilmaydigan iqtisodiyot tarkibida uy xo‘jaliklari va jismoniy shaxslarning norasmiy faoliyati ulushi (15,4–19,0 foiz) yuqoriligi va ularni standart soliq nazoratiga tortish qiyinligi [1; 2]; (2) tarmoqlar kesimida keskin nomutanosiblik mavjudligi — qishloq xo‘jaligida 60,5 foiz va xizmatlar sohasida 23,0 foiz faoliyat rasmiy hisobdan tashqarida qolayotgani [3]; (3) majburiy naqdsiz to‘lovlar faqat yirik (25 mln so‘mdan yuqori) va ayrim maxsus operatsiyalarni qamrab olib, kundalik chakana savdoda naqd pul aylanmasining yuqori saqlanib qolayotgani [5]; (4) kichik biznes subyektlari uchun onlayn-NKM va dasturiy ta’minotga xizmat ko‘rsatish bilan bog‘liq raqamli moslashuv xarajatlari [15]; (5) soliq keshbeki mexanizmining davlat byudjetiga yuki (1,81 trln so‘m) yildan yilga oshib borayotgani [9]; (6) ayrim tadbirkorlik qatlamlarida soliq madaniyati va soliq ma’murchiligiga bo‘lgan institutsional ishonchning yetarli darajada emasligi [10].

Xulosa va takliflar

Tadqiqot natijalari O‘zbekistonda raqamli soliq tizimi — elektron hisobvaraq-faktura, onlayn-NKM, yagona QR-kod hamda majburiy naqdsiz hisob-kitob instrumentlari [5; 6; 7; 8] kuzatilmaydigan iqtisodiyotni qisqartirish va davlat byudjeti daromadlarini barqarorlashtirishning hal qiluvchi dastagiga aylanganini ko‘rsatadi. 2024-yildan 2026-yilning birinchi choragiga qadar kuzatilmaydigan iqtisodiyotning YaIMdagi ulushi 34,8 foizdan 22,9 foizga tushgani va byudjetga qo‘shimcha 38 trln so‘m mablag‘ jalb etilgani buning yaqqol tasdig‘idir [1; 2; 4]. Shu bilan birga, yashirin iqtisodiyotning yadro qismi (7,5 foiz) hamda qishloq xo‘jaligi va xizmat ko‘rsatish tarmoqlaridagi noformal faoliyat ulushi yuqoriligicha qolayotgani [2; 3] raqamli nazoratni iqtisodiy rag‘batlantirish va institutsional ishonch choralari bilan uyg‘unlashtirishni taqozo etadi.

Aniqlangan tizimli muammolarni hal etish va yashirin aylanmani qonuniy sektorga samarali jalb qilish maqsadida quyidagi amaliy takliflar ilgari suriladi:

1. Soliq to‘lovchining yagona raqamli profilini shakllantirish: har bir xo‘jalik yurituvchi subyekt bo‘yicha EHF, onlayn-NKM, tijorat banklari, bojxona va bandlik organlari ma’lumotlarini yagona idoralararo bazada integratsiya qilib, sun’iy intellekt yordamida xavfga asoslangan (risk-oriented) kameral nazorat qamrovini kengaytirish.

2. O‘zini o‘zi band qilganlar va mikro-biznes uchun “bir tugmali” raqamli rejimni kengaytirish: tijorat banklari va to‘lov tashkilotlarining mobil ilovalari orqali ro‘yxatdan o‘tish, yagona QR-kod orqali to‘lov qabul qilish va soliq majburiyatlarini inson ishtirokisiz avtomatik hisoblash amaliyotini barcha xizmat turlariga tatbiq etish.

3. Chakana savdo va xizmat ko‘rsatishda naqdsiz hisob-kitoblarni iqtisodiy rag‘batlantirish: hududlardagi kichik savdo shoxobchalari uchun ekvayring va QR-kod orqali qabul qilingan to‘lovlar bo‘yicha bank komissiyasi stavkalarini pasaytirish hamda naqdsiz aylanma ulushi 80 foizdan oshgan mikro-subyektlarga soliq stavkasi bo‘yicha chegirmalar berish.

4. Kichik tadbirkorlik subyektlarining raqamli moslashuv xarajatlarini qisqartirish: jismoniy onlayn-NKM qurilmalarini xarid qilish o‘rniga bepul mobil virtual kassa ilovalaridan foydalanish ko‘lamini kengaytirish hamda hududlarda EHF va raqamli hisobot bo‘yicha bepul maslahat markazlarini tashkil etish.

5. Soliq keshbeki tizimini bosqichma-bosqich “intellektual tahlil” modeliga o‘tkazish: byudjetning 1,81 trln so‘mlik to‘g‘ridan to‘g‘ri keshbek xarajatlarini maqbullashtirish maqsadida keshbekni faqat yashirin aylanma xavfi yuqori bo‘lgan sohalarda (umumiy ovqatlanish, maishiy va tibbiy xizmatlar, qurilish mollari) tabaqalashtirilgan holda qo‘llash hamda elektron chek lotereyalari bilan to‘ldirish.

6. Yashirin iqtisodiyot xavfini baholovchi platformani tarmoq va hududlar kesimida ochiqlash: ishga tushirilayotgan xavfni baholash platformasida qishloq xo‘jaligi (60,5 foiz), xizmatlar (23 foiz) va qurilish (17,8 foiz) sohalaridagi tovar va pul oqimlari zanjirini shaffof monitoring qilish modulini joriy etish.

7. Soliq organlari va tadbirkorlar o‘rtasida institutsional ishonchni mustahkamlash: kameral tekshiruvlarda tadbirkor taqdim etgan asoslovchi hujjatlarni xolis ko‘rib chiqish jarayonini raqamli monitoring qilish, soliq nizolarini sudgacha elektron tarzda tezkor hal etish mexanizmini kuchaytirish.

8. Oliy ta’lim tizimida raqamli soliq savodxonligi va tahliliy tadqiqotlarni rivojlantirish: iqtisodiyot yo‘nalishidagi oliy ta’lim muassasalari o‘quv rejalariga

“Raqamli soliq ma’murchiligi va komplayens” amaliy modulini kiritish hamda talabalar ishtirokida hududiy yashirin iqtisodiyot omillarini o‘rganish bo‘yicha ilmiy-amaliy loyihalarni yo‘lga qo‘yish.

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BANKLARNING INVESTITSIYA FAOLIYATI SAMARADORLIGINI OSHIRISH IMKONIYATLARI

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Annotatsiya

Maqolada tijorat banklarining investitsiya faoliyati samaradorligini oshirish imkoniyatlari, bank investitsiya aktivlari dinamikasi hamda mamlakat investitsion jozibadorligini belgilovchi asosiy omillar tadqiq etilgan. O‘zbekiston Respublikasi Markaziy banki ma’lumotlari asosida tijorat banklarining investitsiyalar va boshqa qimmatli qog‘ozlar bo‘yicha aktivlari hajmidagi o‘zgarishlar tahlil qilingan. Shuningdek, 2020–2024-yillarda asosiy kapitalga investitsiyalarning yalpi ichki mahsulotdagi ulushi dinamikasi o‘rganilib, investitsion jozibadorlikka ta’sir etuvchi makroiqtisodiy, normativ-huquqiy, moliyaviy, infratuzilmaviy va boshqa omillar tizimlashtirilgan. Mamlakat investitsion muhitini yaxshilash, banklar faoliyatining shaffofligini oshirish, investitsion risklarni kamaytirish va xorijiy investitsiyalarni jalb etish mexanizmlarini takomillashtirishga qaratilgan takliflar ishlab chiqilgan.

Kalit so‘zlar: tijorat banklari, investitsiya faoliyati, investitsiya samaradorligi, investitsion jozibadorlik, investitsion faollik, investitsiya aktivlari, qimmatli qog‘ozlar, investitsion muhit, moliyaviy resurslar, investitsion risklar.

Kirish. Jahon moliya bozorlarida iqtisodiy beqarorlikning kuchayishi, investitsiya resurslariga bo‘lgan talabning ortib borishi, moliyaviy instrumentlar turlarining kengayishi hamda banklar o‘rtasidagi raqobatning keskinlashuvi tijorat banklarining investitsiya faoliyati samaradorligini oshirish masalasini dolzarb ilmiy-amaliy muammolardan biriga aylantirmoqda.

O‘zbekiston Respublikasida bank tizimini isloh qilish, moliya bozorini rivojlantirish, banklar faoliyatida bozor mexanizmlarini kengaytirish va iqtisodiyotga investitsiyalarni jalb etish bo‘yicha amalga oshirilayotgan islohotlar tijorat banklarining investitsiya faoliyatini takomillashtirish uchun yangi imkoniyatlar yaratmoqda. Banklar faoliyatida moliyaviy resurslardan samarali foydalanish, investitsiya aktivlari hajmini maqbul darajada oshirish, daromad manbalarini kengaytirish va investitsion risklarni nazorat qilish mamlakat bank tizimining raqobatbardoshligini ta’minlashda muhim omillar hisoblanadi. Shu nuqtayi nazardan, tijorat banklarining investitsiya faoliyati samaradorligini oshirish nafaqat alohida banklarning moliyaviy natijalarini yaxshilash, balki milliy moliya bozorining

rivojlanishi va iqtisodiyotning investitsion salohiyatini mustahkamlash uchun ham ahamiyatlidir.

Asosiy qism.

O‘zbekiston Respublikasi Markaziy bankining tijorat banklari jamlanma balansi ma’lumotlariga ko‘ra, 2025-yil 1-avgust holatida banklarning investitsiyalar va boshqa qimmatli qog‘ozlar bo‘yicha aktivlari 69 151 mlrd so‘mni tashkil etgan bo‘lsa, 2026-yil 1-avgust holatida ushbu ko‘rsatkich 143 913 mlrd so‘mga yetgan. Natijada mazkur aktivlar hajmi bir yil davomida qariyb 108 foizga oshgan. Ushbu ko‘rsatkich banklar aktivlari tarkibida investitsiyalar va qimmatli qog‘ozlarning ahamiyati ortib borayotganini ko‘rsatadi. Biroq investitsiya aktivlari hajmining o‘sishi o‘z-o‘zidan investitsiya faoliyati samaradorligi yuqori ekanligini anglatmaydi. Investitsiyalar hajmining oshishi bilan bir qatorda, ularning daromadliligi, risk darajasi, likvidliligi va banklarning umumiy moliyaviy natijalariga ta’sirini ham kompleks ravishda baholash zarur. Shu sababli O‘zbekiston tijorat banklarida investitsiya faoliyatining amaldagi holatini tahlil qilish va uning samaradorligini oshirish imkoniyatlarini aniqlash dolzarb vazifa hisoblanadi.

O‘zbekiston Respublikasining har bir hududi o‘ziga xos, takrorlanmas investitsion salohiyatga ega bo‘lib, bu holat potensial investorlar uchun tahliliy qarorlar qabul qilishda muhim omil hisoblanadi. Investitsion muhitni har tomonlama tushunish, xususan, hududlarda faoliyat yuritayotgan banklar va ularning ish faoliyati to‘g‘risida ochiq va shaffof ma’lumotlarning mavjudligi, investorlar uchun muhim axborot manbaidir. Shu nuqtai nazardan, banklar faoliyatining investitsion jozibadorlik darajasini baholash tizimini ishlab chiqish va joriy etish davlatning barqaror iqtisodiy taraqqiyotini ta’minlashda muhim omillardan biri hisoblanadi.

Tahlillar.

Mamlakatning umumiy investitsion jozibadorligi ikki asosiy omil – investitsion jozibadorlik darajasi va investitsion faollik darajasi orqali baholanadi. Bunda investitsion jozibadorlikni aniqlash uchun turli statistik indikatorlar va ko‘rsatkichlar tizimi qo‘llaniladi. Ular orasida asosiy kapitalga yo‘naltirilgan investitsiyalarning o‘sishi, korxonalar investitsiyalari, xorijiy va bank investitsiyalari, hamda aholining investitsion faolligi asosiy o‘rin tutadi.

Hududiy investitsion muhitni kompleks tahlil qilish uchun investitsion jozibadorlik va investitsion faollikni ifodalovchi ko‘rsatkichlar asosida integral baholash tizimini yaratish maqsadga muvofiqdir.

Investitsion jozibadorlikning integral indeksini aniqlash tartibi

№	Baholash omili	Ko‘rsatkichlar	Tavsif / Izoh

		(indikatorlar)	
1	Makroiqtisodiy barqarorlik	– YaIM o‘sish sur’ati – inflyatsiya darajasi – soliq tushumlari	Mamlakat iqtisodiyoti barqarorligining umumiy holatini ifodalaydi.
2	Infratuzilma holati	– transport va logistika tarmoqlari – energetika ta’minoti	Investitsiya uchun zarur infratuzilma mavjudligini ko‘rsatadi.
3	Bank-moliya sektori faoliyati	– kreditlash hajmi – foiz stavkalari – banklarning soni va barqarorligi	Moliyaviy muhitning investorlarga ochiqligini ifodalaydi.
4	Mehnat resurslari	– aholi soni – ishchi kuchi – malakali kadrlar ulushi	Ishchi kuchining mavjudligi va sifati baholanadi.
5	Raqobatbardoshlik darajasi	– bozor ulushi – ishlab chiqarish quvvati – innovatsion faoliyat	Hudud yoki tarmoqning boshqa investorlar uchun jozibadorligini ifodalaydi.
6	Tabiiy resurslar salohiyati	– foydali qazilmalar – qishloq xo‘jaligi resurslari	Resurslarga boylik investitsiya uchun qo‘shimcha ustunlik beradi.
7	Davlat tomonidan qo‘llab-quvvatlash	– soliq imtiyozlari – subsidiyalar – investitsion hududlar mavjudligi	Investorlar uchun yaratilgan yengilliklar va imtiyozlar darajasi hisoblanadi.
8	Xorijiy investitsiyalar hajmi	– to‘g‘ridan-to‘g‘ri xorijiy investitsiyalar hajmi – xorijiy korxonalarning soni	Xorijiy investorlarning ishonch darajasi va mavjudligi baholanadi.
9	Sotsial-iqtisodiy rivojlanish darajasi	– ishsizlik darajasi – o‘rtacha ish haqi – ijtimoiy infratuzilma	Hududning umumiy yashash darajasi va rivojlanish holati aks ettiriladi.

Investitsion jozibadorlikni tahlil qilishda makroiqtisodiy ko‘rsatkichlar, normativ-huquqiy va axborot ta’minoti, shuningdek, tabiiy-demografik

indikatorlardan foydalanish muhim ahamiyat kasb etadi. Mavjud statistik va tahliliy ma'lumotlarga tayangan holda amalga oshirilgan hisob-kitoblar investitsion jozibadorlikning hozirgi vaqtda ijobiy o'sish dinamikasiga ega ekanligini ko'rsatmoqda.

Amaliyotda investor tomonidan ma'lum bir hududga investitsiya kiritish jarayonida uchrashi mumkin bo'lgan tijorat va notijorat tavakkalchiliklar majmuasi "investitsion jozibadorlik" tushunchasi bilan ifodalanadi. Ya'ni, bu tushuncha investor qarorlariga bevosita ta'sir ko'rsatuvchi kompleks omillarni o'z ichiga oladi. Hududning investitsion jozibadorligi esa asosan ijtimoiy-iqtisodiy holat, tabiiy resurslar mavjudligi va texnogen sharoitlar asosida shakllanadi.

Investitsion jozibadorlikka ta'sir etuvchi omillar ta'sirida hududda investitsion faollik yuzaga keladi. Bunday faollik esa bevosita iqtisodiy o'sish sur'atlariga ijobiy ta'sir ko'rsatadi. Shu bois, investitsion muhitni rivojlantirish bo'yicha tizimli yondashuvlar iqtisodiy siyosatning ustuvor yo'nalishlaridan biri hisoblanadi.

Alohida ta'kidlash joizki, iqtisodiyotga investitsiyalarni jalb etishda muhim vositalardan biri bu – tijorat banklaridir. Ular nafaqat moliyaviy vositachilikni amalga oshiradi, balki investitsion loyihalarni moliyalashtirishda ham bevosita ishtirok etadi. Shu munosabat bilan tijorat banklarida zamonaviy korporativ boshqaruv tizimlarini joriy etish, ularning institutsional salohiyatini oshirish orqali investitsion faollikni kuchaytirish dolzarb vazifa bo'lib qolmoqda.

Bugungi kunda mamlakatning investitsion jozibadorligini baholashda turli xil ichki va tashqi omillar inobatga olinadi. Bu omillar dunyo miqyosidagi yetakchi reyting agentliklari tomonidan ishlab chiqilgan baholash tizimlarida muhim indikatorlar sifatida namoyon bo'ladi. Xorijiy investorlar manfaatlarini ishonchli tarzda himoya qilish va ularga qulay shart-sharoitlar yaratish uchun ushbu indikatorlar asosida davlat siyosatini shakllantirish zarur.

Shuningdek, aksiyadorlik jamiyatlariga xorijiy investitsiyalarni jalb qilish jarayonida investitsion jozibadorlikka ta'sir etuvchi omillarni ichki va tashqi omillar sifatida tahlil qilish dolzarb masala sanaladi (2.3-jadvalga qarang). Ushbu yondashuv investitsion qarorlar qabul qilishda yanada aniqlik va asoslanganlikni ta'minlaydi.

Mamlakat investitsion jozibadorligiga ta'sir etuvchi omillar

T/r	Omillar guruhi	Omil nomi	Investitsion jozibadorlikka ta'siri
1	Makroiqtisodiy omillar	YaIM o'sishi sur'ati	Barqaror o'sish – investorlarga ishonch uyg'otadi

		Inflyatsiya darajasi	Past inflyatsiya – investitsiya xavfini kamaytiradi
		Valyuta kursining barqarorligi	Kursdagi barqarorlik – valyuta risklarini kamaytiradi
2	Normativ-huquqiy omillar	Investitsiya qonunchiligi	Ochiq va aniq qonunchilik – investorlar huquqlarini kafolatlaydi
		Mulkiy huquqlar kafolati	Xavfsiz huquqiy muhit – investorlarning ishonchini oshiradi
3	Fiskal va soliq siyosati	Soliq yengilliklari va imtiyozlar	Soliq imtiyozlari – investitsiyalarni jalb qilishda muhim omil
4	Infratuzilma omillari	Transport va logistika infratuzilmasi	Yaxshi infratuzilma – ishlab chiqarish va tashishni osonlashtiradi
		Energiya ta’minoti va telekommunikatsiya	Barqaror ta’minot – ishlab chiqarish samaradorligini oshiradi
5	Mehnat resurslari	Malakali ishchi kuchi	Malakali va arzon ishchi kuchi – ishlab chiqarish xarajatlarini kamaytiradi
6	Demografik omillar	Bozor hajmi (aholi soni)	Katta iste’mol bozori – mahsulot sotish imkoniyatlarini kengaytiradi
7	Ijtimoiy omillar	Sog‘liqni saqlash va ta’lim tizimi	Ijtimoiy barqarorlik – yashash va ish muhitini yaxshilaydi
8	Ekologik va xavfsizlik omillari	Ekologik barqarorlik	Ekologik xavflar pastligi – investitsion risklarni kamaytiradi
9	Moliyaviy omillar	Bank tizimining rivojlanishi	Kredit olish imkoniyati – loyihalarni moliyalashtirishni osonlashtiradi
10	Xalqaro omillar	Xalqaro reytinglar va indekslar	Yaxshi reytinglar – investorlar ishonchini oshiradi

		Tashqi iqtisodiy aloqalar	Eksport-import imkoniyatlari – xalqaro bozorga kirish imkonini beradi
11	Siyosiy omillar	Siyosiy barqarorlik	Barqaror siyosiy muhit – investitsiyalarning xavfsizligini ta’minlaydi

Hozirgi vaqtda O‘zbekiston Respublikasida investitsiyalarni jalb etishni rag‘batlantirish maqsadida tashkilotlar va banklarga alohida imtiyoz va preferensiyalar taqdim etilishiga katta e’tibor qaratilmoqda. Bu boradagi muhim hujjatlardan biri sifatida 2020-yil 2-iyunda Prezident tomonidan imzolangan “O‘zbekiston Respublikasining xalqaro reyting va indekslardagi o‘rnini yaxshilash hamda davlat organlari va tashkilotlarida ular bilan tizimli ishlashning yangi mexanizmini joriy qilish to‘g‘risida”gi farmonni ko‘rsatish mumkin. Ushbu farmon mamlakat investitsion jozibadorligini oshirish, xalqaro maydondagi ijobiy imijni mustahkamlash hamda davlat organlari va tashkilotlarida xalqaro reyting va indekslar bilan samarali hamkorlik qilish mexanizmlarini joriy qilishga qaratilgan.

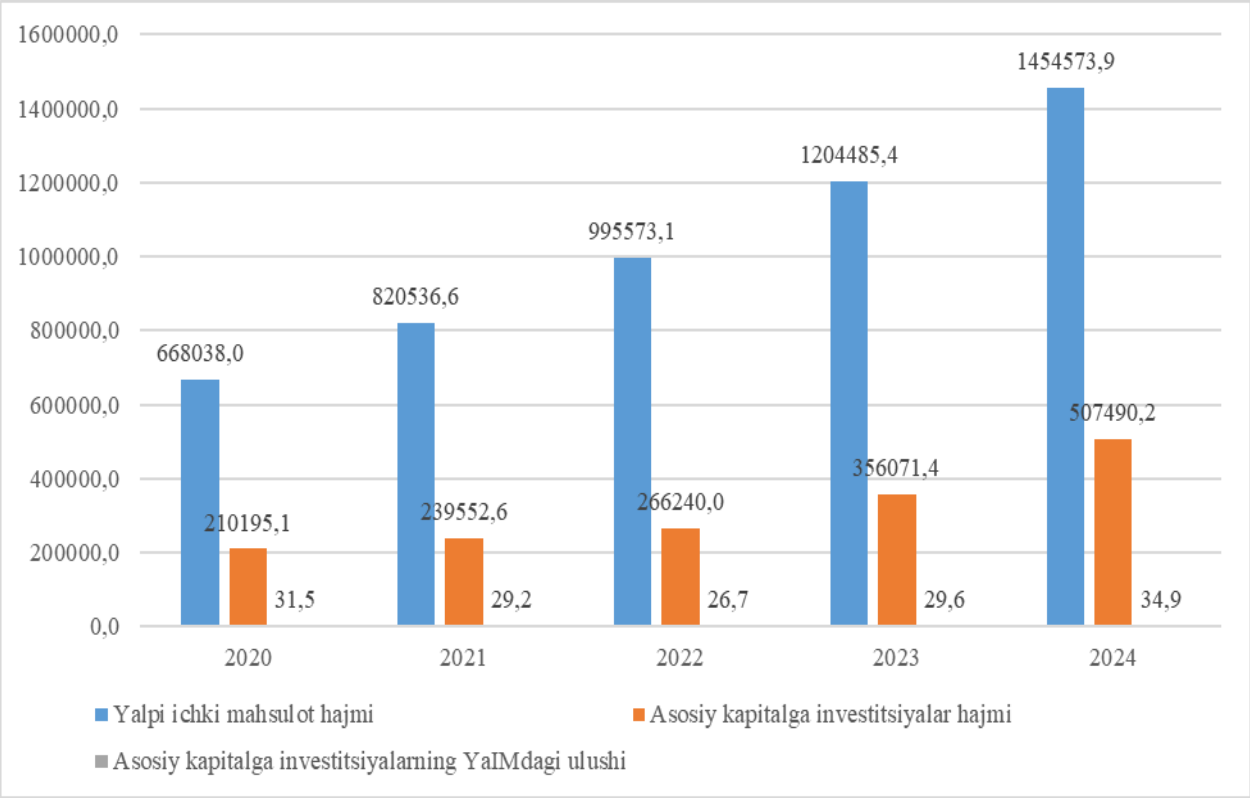
Shuningdek, 2022–2026-yillarga mo‘ljallangan Taraqqiyot strategiyasida belgilangan maqsad va vazifalar investitsion siyosatni yanada samarali qilishni ko‘zda tutadi. Investitsion jozibadorlikni aniqlashda zarur bo‘lgan ma’lumotlar va metodologiyalar sifatida Harvard biznes maktabi olimlari, shuningdek, “The Economist”, “Fortune” kabi nufuzli iqtisodiy jurnallar, shuningdek, “Moody’s”, “S&P Global” va “Fitch” reyting agentliklari hamda “McKinsey & Co” konsalting kompaniyasi tajribalaridan foydalanish maqsadga muvofiqdir. Mazkur agentliklar tomonidan tayyorlangan reytinglar mamlakat yoki alohida banklarning investitsion jozibadorligini aniq baholash imkonini yaratadi.

Biroq, investitsion tizim rivojlanishiga to‘sqinlik qilayotgan bir qator muammolar mavjud bo‘lib, ular quyidagilardan iborat: bank-kredit tizimining yetarlicha takomillashmaganligi; yirik va rivojlangan bozorlardan masofaning uzoqligi; aloqa va axborot almashish tizimlarining yetarli darajada samarali ishlamasligi; investorlarning huquqlari kafolatlanmaganligi; inflyatsiya sur’atlarining yuqoriligi; normativ hujjatlarning xalqaro standartlarga mos emasligi; byurokratik to‘siqlarning mavjudligi hamda past investitsiya reytinglari.

Ushbu muammolarni bartaraf etish va mamlakat investitsion jozibadorligini oshirish uchun quyidagi tavsiyalarni ishlab chiqish va amaliyotga joriy etish tavsiya etiladi: banklarning xalqaro reytinglarda ishtirokini ta’minlash; milliy valyuta qadrini

mustahkamlash va buning natijasida bank foiz stavkalarini barqarorlashtirish; favqulodda vaziyatlarda investorlarning manfaatlarini himoya qiluvchi chora-tadbirlar rejasini ishlab chiqish; ma'muriy buyruqbozlikni kamaytirish hamda xorijiy investorlarga yaratilayotgan imkoniyatlar haqida muntazam axborot berish; jalb qilingan xorijiy investitsiyalarning holatini va daromadlilik darajasini kuzatish uchun elektron monitoring tizimini yaratish; soliq va bojxona tizimlarida aniq va barqaror siyosat yuritish; investorlarga huquq va imkoniyatlarni kafolatlovchi normativ-huquqiy hujjatlarni takomillashtirish; respublikaning transport va aloqa infratuzilmasini rivojlantirish; bozor infratuzilmasining faoliyatini erkinlashtirish va rivojlantirish; shuningdek, xorijiy investorlarga turli sohalarda ma'lumot va yordam beruvchi xizmat ko'rsatish markazlarini tashkil etish.

Mazkur tavsiyalarni amalga oshirish O'zbekiston iqtisodiyotiga xorijiy investitsiyalarni jalb qilish jarayonlarini faollashtirishda muhim omil bo'lishi kutilmoqda.



Asosiy kapitalga o'zlashtirilgan investitsiyalarning YaIMdagi ulushi *(foizda)*

Yuqorida keltirilgan ma'lumotlarga ko'ra, mamlakatimizda asosiy kapitalga investitsiyalarning yalpi ichki mahsulotga (YaIM) nisbati 2020-yilda 31,5 foizni tashkil etgan. Bu ko'rsatkich 2021-yilda 29,2 foizga, 2022-yilda esa 26,7 foizga

tushgan. Bunday pasayish pandemiyadan so‘nggi davrda global iqtisodiy beqarorlik, yetkazib berish zanjirlaridagi uzilishlar, ehtiyotkor sarmoya siyosati, shuningdek, ichki iqtisodiy faollikning sustlashgani bilan izohlanadi. Investorlar uchun noaniqliklar ko‘paygan bo‘lib, bu esa investitsion faollikka bevosita ta’sir qilgan.

Shuning bilan bir qatorda, 2023-yilda ushbu ko‘rsatkich 29,6 foizga ko‘tarilgan. Bu esa iqtisodiy tiklanish boshlanganini va investitsion faollik qayta jonlanganini ko‘rsatadi. 2024-yilda esa bu ko‘rsatkich 34,9 foizga yetgan bo‘lib, bu besh yillik davr ichidagi eng yuqori ko‘rsatkich hisoblanadi.

Bunday sezilarli o‘sish davlat tomonidan amalga oshirilgan yirik infratuzilmaviy loyihalar, qulay sarmoya muhiti yaratishga qaratilgan islohotlar, hamda tashqi moliyaviy manbalarni jalb qilish (jumladan, to‘g‘ridan-to‘g‘ri xorijiy investitsiyalar) bilan bog‘liq bo‘lishi mumkin.

Mamlakatimizdagi bunday ijobiy tendensiyalar xorijiy investorlarning mamlakat iqtisodiyotida faol qatnashishiga va investitsiyalarni jalb qilishga yordam berib, O‘zbekiston iqtisodiyotining global bozor bilan integratsiyalashuv jarayonini yanada mustahkamlashga xizmat qiladi.

Investitsiyalarni jalb qilish jarayoni bozor sharoitini chuqur tahlil qilish, xatarlarni oldindan aniqlash va samarali investitsiya strategiyalarini shakllantirishga asoslanadi. Investitsiya faoliyatining faollashuvi nafaqat iqtisodiy ko‘rsatkichlarga, balki mamlakat yoki mintaqaning investitsion jozibadorligining ortishiga ham olib keladi.

Xulosa

O‘tkazilgan tahlillar asosida tijorat banklari investitsiya faoliyati samaradorligini oshirish mamlakat moliya tizimining barqarorligini mustahkamlash, investitsion resurslardan oqilona foydalanish va iqtisodiyotga ichki hamda tashqi kapital oqimini kengaytirishning muhim sharti ekanligi aniqlandi. Banklarning investitsiya faoliyati samaradorligi nafaqat investitsiya aktivlari hajmi, balki ularning daromadliligi, likvidligi, risk darajasi va banklarning umumiy moliyaviy natijalariga ta’siri bilan ham belgilanadi.

O‘zbekiston Respublikasi Markaziy banki ma’lumotlari tahlili 2025-yil 1-avgustdan 2026-yil 1-avgustgacha tijorat banklarining investitsiyalar va boshqa qimmatli qog‘ozlar bo‘yicha aktivlari 69 151 mlrd so‘mdan 143 913 mlrd so‘mga yetganini, ya’ni qariyb 108 foizga oshganini ko‘rsatdi. Ushbu o‘zgarish banklar faoliyatida investitsiya aktivlarining ahamiyati ortib borayotganini ifodalaydi. Biroq mazkur o‘sishning banklar moliyaviy barqarorligi va daromadliligiga ta’sirini aniqlash

uchun investitsiya portfeli sifati, aktivlarning risk darajasi va daromad keltirish imkoniyatlarini kompleks baholash zarur.

Shuningdek, 2020–2024-yillarda asosiy kapitalga investitsiyalarning yalpi ichki mahsulotdagi ulushi dastlab 31,5 foizdan 26,7 foizgacha pasayib, keyinchalik 2024-yilda 34,9 foizga yetgani kuzatildi. Ushbu dinamika investitsion faollikning davrlar bo‘yicha o‘zgarib borishini ko‘rsatadi hamda investitsiyalarni rag‘batlantirishda makroiqtisodiy barqarorlik, qulay moliyaviy muhit va samarali institutsional mexanizmlarning ahamiyatini tasdiqlaydi.

Tadqiqot natijalariga ko‘ra, mamlakat investitsion jozibadorligini oshirishda makroiqtisodiy barqarorlikni ta’minlash, qonunchilikning izchilligi va investorlar huquqlarini himoya qilish, transport hamda energetika infratuzilmasini rivojlantirish, moliyaviy xizmatlardan foydalanish imkoniyatlarini kengaytirish va xorijiy investorlarga ochiq axborot taqdim etish muhim o‘rin tutadi. Ushbu omillarning o‘zaro uyg‘unligi investitsion risklarni kamaytirish, investorlar ishonchini mustahkamlash va uzoq muddatli kapitalni jalb etish uchun qulay sharoit yaratadi.

Tijorat banklarining investitsiya faoliyati samaradorligini oshirish maqsadida investitsiya portfelini diversifikatsiyalash, qimmatli qog‘ozlar emitentlarining moliyaviy holatini chuqur baholash, aktivlar va majburiyatlar muddatlari o‘rtasidagi muvofiqlikni ta’minlash hamda investitsion risklarni muntazam monitoring qilish maqsadga muvofiq. Bundan tashqari, banklarning xalqaro reytinglardagi ishtirokini kengaytirish, investitsiyalar daromadliligini elektron monitoring qilish tizimlarini rivojlantirish va investorlar uchun ma’lumotlarning ochiqligini oshirish investitsiya qarorlarining asoslanganligini kuchaytirishi mumkin.

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O‘ZBEKISTONDA KUZATILMAYDIGAN IQTISODIYOT DINAMIKASI VA UNING MAKROIQTISODIY BARQARORLIKKA TA’SIRI: EMPIRIK TAHLIL VA RIVOJLANISH ISTIQBOLLARI

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Annotatsiya. Mazkur maqolada O‘zbekiston iqtisodiyotida kuzatilmaydigan (norasmiy va xufiyona) sektorning tutgan o‘rni, 2024–2026-yillardagi tarkibiy o‘zgarishlari hamda davlat byudjeti barqarorligiga ta’siri IMRAD xalqaro ilmiy standarti asosida tahlil qilingan. Tadqiqotda rasmiy statistika ma’lumotlariga tayangan holda kuzatilmaydigan iqtisodiyot ulushining 2024-yildagi 34,8 foizdan 2026-yilning birinchi choragida 22,9 foizgacha qisqarish omillari ochib berilgan. Shuningdek, raqamli fiskal vositalar, jumladan, P2P o‘tkazmalar nazorati va “Yashirin iqtisodiyot xaritasi” platformasining samaradorligi hamda ularni joriy etishda bank siri va fuqarolar huquqlarini ta’minlash masalalari muhokama etilib, amaliy takliflar ishlab chiqilgan.

Kalit so‘zlar: kuzatilmaydigan iqtisodiyot, norasmiy sektor, xufiyona faoliyat, yalpi ichki mahsulot (YaIM), raqamli fiskal nazorat, soliq bazasi, P2P tranzaksiyalar, MIMIC modeli.

1. KIRISH (INTRODUCTION)

Bozor munosabatlari jadal rivojlanayotgan davlatlarda, xususan O‘zbekistonda ham hisobga olinmaydigan iqtisodiy faoliyat ko‘lami uzoq yillar davomida makroiqtisodiy barqarorlikka jiddiy to‘siq bo‘lib kelmoqda. Soliqdan qochish va aylanmalarni yashirish nafaqat davlat g‘aznasiga tushadigan daromadlarni kamaytiradi, balki rasmiy statistik ma’lumotlarning aniqligiga putur yetkazib, qonuniy ishlayotgan tadbirkorlar uchun nosog‘lom raqobat muhitini yuzaga keltiradi. Iqtisodiy tahlillarga nazar tashlasak, mustaqillik yillarida mamlakatimizda yashirin sektorning yalpi ichki mahsulotdagi (YaIM) ulushi 30 foizdan 50 foizgacha bo‘lgan oraliqda tebranib turgan [1]. Bu esa masalaga shunchaki soliq intizomi emas, balki milliy iqtisodiy xavfsizlikning ustuvor vazifasi sifatida qarashni taqozo etdi.

So‘nggi yillarda bu yo‘nalishda aniq maqsadli marralar belgilab olindi. Jumladan, 2022–2026-yillarga mo‘ljallangan Yangi O‘zbekistonning taraqqiyot strategiyasida

xizmat ko‘rsatish tarmog‘ida yashirin aylanmalarni uch barobarga kamaytirish vazifasi qo‘yildi [2]. Prezident Shavkat Mirziyoyev 2025-yil dekabr oyidagi Oliy Majlisga Murojaatnomasida amalga oshirilgan islohotlar natijasida kuzatilmaydigan iqtisodiyot ulushi ilgarigi 45–50 foizdan 28 foizga tushirilganini, biroq bu hali yo‘lning boshlanishi ekanligini alohida urg‘uladi [3]. Shundan kelib chiqib, ushbu maqolaning asosiy maqsadi — 2024–2026-yillardagi yangilangan statistik ko‘rsatkichlar yordamida yashirin iqtisodiyotning tarmoqlar bo‘yicha harakatini o‘rganish, uning xalq xo‘jaligiga ko‘rsatayotgan ta’sirini baholash va raqamli nazorat mexanizmlarining oqibatlarini tahlil qilishdan iborat.

2. TADQIQOT METODOLOGIYASI (METHODS)

Ilmiy adabiyotlar va zamonaviy statistika amaliyotida “kuzatilmaydigan iqtisodiyot” tushunchasi ikkita asosiy yo‘nalishga ajratib o‘rganiladi [4]:

• **Norasmiy iqtisodiyot —** uy xo‘jaliklari hamda yakka tartibdagi jismoniy shaxslar tomonidan qonun doirasida amalga oshiriladigan, ammo rasmiy davlat ro‘yxatidan o‘tkazilmagan mehnat va ishlab chiqarish faoliyati;

• **Xufiyona (yashirin) iqtisodiyot —** qonuniy ruxsat etilgan bo‘lsa-da, soliq to‘lovlari va ma’muriy nazoratdan qasddan yashiriladigan iqtisodiy operatsiyalar majmui.

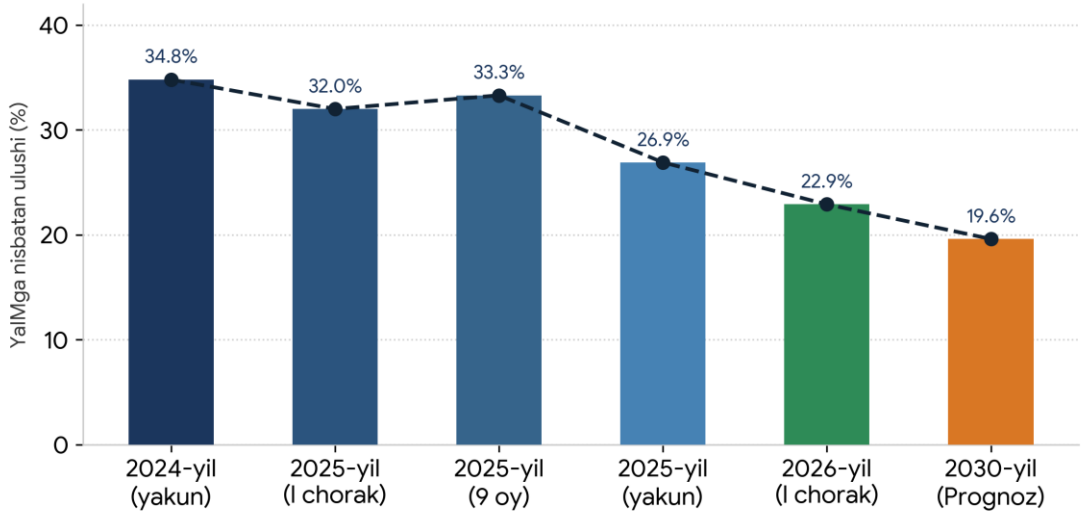
Jahon amaliyotida ushbu qatlamni o‘lchashda bilvosita va ekonometrik yondashuvlar — MIMIC (ko‘p ko‘rsatkichli va ko‘p sababli) modeli, elektr energiyasi sarfi usuli hamda Guttmann va Tanzi tomonidan asos solingan naqd pulga bo‘lgan talabni baholash metodlaridan keng foydalaniladi [1]. Mazkur tadqiqotda O‘zbekiston Respublikasi Milliy statistika qo‘mitasining 2024–2026-yillardagi hisobotlari, qiyosiy-dinamik tahlil, tarkibiy guruhlash hamda institutsional tahlil usullari qo‘llanildi. Bunday yondashuv norasmiy sektorni yengillashtirilgan soliq va ro‘yxatga olish yo‘li bilan oqartirish, xufiyona aylanmalarga esa raqamli monitoring orqali barham berish choralarini aniq farqlash imkonini beradi.

3. NATIJALAR (RESULTS)

Statistik raqamlar tahlili mamlakatimizda iqtisodiyotni “oqartirish” siyosati sezilarli samara berayotganini tasdiqlaydi. Milliy statistika qo‘mitasi ma’lumotlariga binoan, 2025-yil yakunida O‘zbekistonda kuzatilmaydigan iqtisodiyotda yaratilgan yalpi qo‘shilgan qiymat 498,04 trln so‘mni (ekvivalentda qariyb 39,62 mlrd AQSh dollarini) tashkil qildi. E’tiborli jihati shundaki, mamlakat YaIM hajmi 7,7 foizga o‘sib,

1,85 kvadrillion so‘mga ($147 mlrd) yetgan bir paytda, kuzatilmaydigan sektorning YaIMdagi salmog‘i 2024-yildagi 34,8 foizdan 26,9 foizgacha pasaydi [5].

1-rasm. O'zbekistonda kuzatilmaydigan iqtisodiyotning YaIMdagi ulushi dinamikasi va 2030-yilgacha maqsadli prognozi (%)



Ijobiy tendensiya 2026-yilda ham davom etdi. Xususan, 2026-yilning I choragida kuzatilmaydigan iqtisodiyotning umumiy hajmi 102,7 trln so‘mni tashkil etib, YaIMga nisbatan ulushi 22,9 foizgacha tushdi. Agar buni tarkibiy jihatdan ko‘rib chiqsak, 69,1 trln so‘m (15,4%) norasmiy sektorga, 33,6 trln so‘m (7,5%) esa xufiyona sektorga to‘g‘ri keladi. Qiyoslash uchun: 2025-yilning xuddi shu choragida jami ko‘rsatkich 32,0 foizni (norasmiy — 23,6%, xufiyona — 8,4%) tashkil etgan edi [6]. Demak, bir yil ichida aynan norasmiy faoliyatni legallashtirish hisobiga sezilarli siljishga erishilgan (1-jadval).

1-jadval. O‘zbekistonda kuzatilmaydigan iqtisodiyotning tarkibiy o‘zgarishi (2025 va 2026-yil I chorak kesimida) [6]

Norasmiy iqtisodiyot	78,8 trln so‘m	23,6%	69,1 trln so‘m	15,4%	-8,2 f.p.

Xufiyona (yashirin) iqtisodiyot	28,0 trln so‘m	8,4%	33,6 trln so‘m	7,5%	-0,9 f.p.
Kuzatilmaydigan iqtisodiyot, jami	**106,8 trln so‘m**	**32,0%**	**102,7 trln so‘m**	**22,9%**	**-9,1 f.p.**

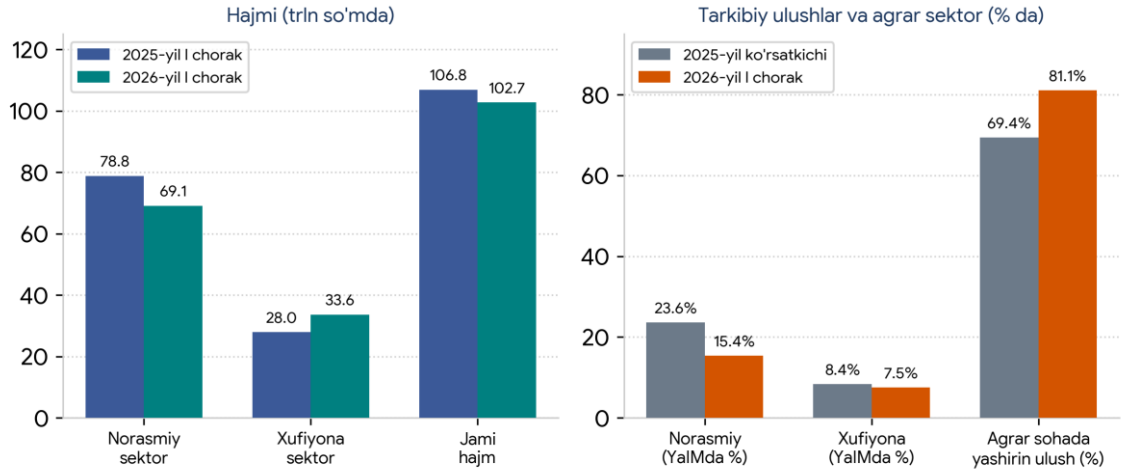
Biroq sohalar kesimidagi manzara barcha tarmoqlarda ham vaziyat birdek emasligini ko‘rsatmoqda. Masalan, 2025-yilning to‘qqiz oyida kuzatilmaydigan iqtisodiyot 433,7 trln so‘mni (YaIMning 33,3 foizi) tashkil etgan bo‘lsa, eng katta ulush qishloq, o‘rmon va baliqchilik xo‘jaligida qayd etilgan — 69,4 foiz. 2026-yilning dastlabki choragiga kelib agrar tarmoqdagi bu ko‘rsatkich 81,1 foizga yetgan [6; 7]. Bu holat qishloq xo‘jaligi va xizmat ko‘rsatishda uy xo‘jaliklarining norasmiy mehnati hamon yuqori ekanligidan dalolat beradi. Shuningdek, 2026-yilning birinchi yarmida mamlakat YaIM 8,5 foizga o‘sib, 1,073 kvadrillion so‘mdan oshgan bo‘lsa, shuning 80 trln so‘mdan ziyodi yashirin iqtisodiyot hissasiga to‘g‘ri kelgan [8] (2-jadval).

2-jadval. Kuzatilmaydigan iqtisodiyot ko‘rsatkichlarining davriy dinamikasi (2024–2026 yy.) [5; 6; 7; 8]

2024-yil yakuni	—	34,8%	Islohotlar samaradorligini qiyoslash uchun bazaviy yil
2025-yil (9 oylik)	433,7 trln so‘m	33,3%	Agrar tarmoqda norasmiy ulush — 69,4%
2025-yil yakuni	498,04 trln so‘m (~$39,62 mlrd)	26,9%	YaIM — 1,85 kvdrln so‘m ($147 mlrd), real o‘sish — 7,7%

2026-yil I chorak	102,7 trln so‘m	22,9%	Qishloq xo‘jaligida norasmiy faoliyat ulushi — 81,1%
2026-yil I yarim yillik	> 80 trln so‘m (yashirin)	—	YaIM — 1,073 kvdrln so‘m, real iqtisodiy o‘sish — 8,5%

2-rasm. Kuzatilmaydigan iqtisodiyotning tarkibiy transformatsiyasi (2025–2026 yy.)



Iqtisodiyotni soyadan chiqarish bevosita byudjet va aholi daromadlarida o‘z aksini topdi. Oxirgi ikki yilda kuzatilmaydigan ulushning 35 foizdan 23 foiz atrofiga tushishi hisobiga davlat byudjetiga qo‘shimcha 38 trln so‘m tushum jalb qilindi. Bundan tashqari, rasmiy ishlovchilar soni 8,5 million kishidan oshib, mamlakat bo‘yicha o‘rtacha rasmiy ish haqi 6,5 million so‘mga yaqinlashdi [9]. Hududlarda ham ijobiy o‘zgarishlar kuzatilib, 2025-yil oktabr holatiga soliq tushumlari legallashtirish choralari evaziga 27 foizga ko‘paydi [10].

4. MUHOKAMA (DISCUSSION)

Tahlil natijalari ko‘rsatganidek, yashirin iqtisodiyotning qisqarishi byudjet imkoniyatlarini kengaytirsa-da, uning saqlanib qolayotgan qismi hamon jiddiy xatarlarni tug‘dirmoqda. Birinchidan, hisobga olinmagan katta pul aylanmasi rasmiy YaIM raqamlarining aniqligiga soya soladi va makroiqtisodiy rejalashtirishda xatoliklarga olib kelishi mumkin [1]. Ikkinchidan, norasmiy yollanma ishchilar bugun

qo‘liga naqd daromad olsa-da, kelajakda pensiya va ijtimoiy sug‘urta kafolatlaridan mahrum bo‘lib, davlatning ijtimoiy yordam tizimiga qo‘shimcha yuklama yaratadi.

Hukumat ushbu muammolarni hal etishda ma’muriy bosimdan ko‘ra raqamli texnologiyalarga tayanmoqda. 2026-yil aprel oyida Prezidentga taqdim etilgan yangi chora-tadbirlar dasturiga ko‘ra, sun’iy intellekt va “aqlli” tahlil tizimlari yordamida 2026-yilning o‘zida byudjetga qo‘shimcha 30 trln so‘m tushirish, 2030-yilga borib esa jami soliq tushumlarini 491,5 trln so‘mga yetkazib, kuzatilmaydigan iqtisodiyot ulushini 19,6 foizgacha tushirish ko‘zda tutilgan [11]. Bu jarayonda 2026-yil 1-apreldan boshlab uy-joy va avtotransport oldi-sotdisida “eskrou” tizimi yo‘lga qo‘yildi, spirtli ichimliklar, tamaki hamda 25 million so‘mdan qimmat xaridlar uchun to‘lovlarni faqat naqdsiz shaklda amalga oshirish tartibi belgilandi [12]. Shuningdek, hudud va tarmoqlarni byudjet yo‘qotishlari darajasiga qarab “qizil”, “sariq” va “yashil” toifalarga ajratuvchi “Yashirin iqtisodiyot xaritasi” platformasi ishga tushirildi [13] (3-jadval).

3-jadval. Yashirin iqtisodiyotni qisqartirishning institutsional mexanizmlari va kutilayotgan natijalar [9; 11; 12; 13]

Raqamli fiskal nazorat va SI	Tovarlarni raqamli markirovkalash, yuk tashishlar monitoringi, “Yashirin iqtisodiyot xaritasi”	2026-yilda byudjetga qo‘shimcha +30 trln so‘m tushum ta’minlash
Naqdsiz hisob-kitoblarni kengaytirish	Ko‘chmas mulk va avto uchun eskrou tizimi, 25 mln so‘mdan yuqori xaridlar hamda aksiz tovarlarni kartada to‘lash	Naqd puldagi xufiyona aylanmalarni keskin qisqartirish va shaffoflik
Soliq ma’muriyatchiligini modernizatsiya qilish	Xavfni avtomatik tahlil qilish (svetofor tizimi), yagona soliq hisobvarag‘i	2030-yilga borib soliq tushumlarini 491,5 trln

		so‘mga, yashirin ulushni 19,6% ga tushirish
Mehnat bozorini legallashtirish	Savdo, umumiy ovqatlanish, sanoat va qurilishda ish o‘rinlarini oqartirish	Rasmiy bandlar soni 8,5 mln kishidan oshdi, byudjetga +38 trln so‘m tushdi

Biroq raqamli nazoratni kuchaytirishda ehtiyotkorlik va muvozanat zarur. Xususan, fuqarolarning kartadan kartaga (P2P) pul o‘tkazmalarini keng ko‘lamda soliq nazoratiga olish tashabbusi Markaziy bank tomonidan jiddiy tanqid ostiga olindi. Regulyatorning ta’kidlashicha, jismoniy shaxslarning shaxsiy o‘tkazmalari haqidagi ma’lumotlarni soliq idoralariga ochiqlash Konstitutsiyada belgilangan shaxsiy hayot daxlsizligi va bank siri tamoyillariga zid keladi hamda aholining bank tizimidan qochib, yana naqd pulga qaytishiga sabab bo‘lishi mumkin [14]. Bu esa yashirin iqtisodiyotga qarshi kurashda ma’muriy cheklovlar emas, balki iqtisodiy rag‘bat va huquqiy kafolatlar ustuvor bo‘lishi lozimligini ko‘rsatadi.

5. XULOSA VA TAKLIFLAR (CONCLUSION AND RECOMMENDATIONS)

Xulosa qilib aytganda, O‘zbekistonda kuzatilmaydigan iqtisodiyot ko‘lami aniq pasayish yo‘liga o‘tdi: uning YaIMdagi ulushi 2024-yildagi 34,8 foizdan 2026-yil I choragida 22,9 foizga tushdi. Raqamlashtirish va soliq islohotlari natijasida byudjetga qo‘shimcha 38 trln so‘m jalb etilib, rasmiy bandlik 8,5 million kishidan oshgani iqtisodiyotni oqartirishning bevosita xalq farovonligiga ijobiy ta’sirini isbotlaydi. Shunga qaramay, qishloq xo‘jaligi (81,1%), qurilish va xizmatlarda norasmiy ulushning yuqoriligi hamda P2P nazorati atrofidagi bahslar tizimli takliflarni ishlab chiqishni talab etadi:

1. Tarmoq xususiyatidan kelib chiqib yondashish: Agrar soha, qurilish va maishiy xizmatlarda norasmiy bandlik yuqori ekanini inobatga olib, ushbu sohalar uchun mavsumiy va soddalashtirilgan patent hamda o‘zini o‘zi band qilish mexanizmlarini kengaytirish.

2. Yumshoq o‘tish va soliq rag‘batlari: Norasmiy faoliyatdan ixtiyoriy ravishda qonuniy maydonga o‘tayotgan mikro va kichik biznes vakillariga dastlabki davrda “soliq ta’tillari”, bepul buxgalteriya maslahatlari hamda jarimasiz moslashuv davrini taqdim etish.

3. Huquqiy muvozanat va bank siri daxlsizligi: P2P o‘tkazmalar va raqamli to‘lovlarni monitoring qilishda fuqarolarning konstitutsiyaviy huquqlari hamda bank siri qonunchiligiga qat’iy rioya etish, nazoratni oddiy aholi o‘tkazmalariga emas, balki yirik yashirin savdo zanjirlariga qaratish.

4. Ijtimoiy kafolatlar jozibadorligini oshirish: Rasmiy mehnat shartnomasi asosida ishga o‘tgan fuqarolar uchun to‘lanadigan ijtimoiy soliqlar evaziga tibbiy sug‘urta va jamg‘arib boriladigan pensiya bonuslarini taqdim etish tizimini joriy qilish.

5. Manzilli tahlil va hududiy monitoring: “Yashirin iqtisodiyot xaritasi” platformasi ma’lumotlari asosida “qizil” toifaga tushgan tuman va tarmoqlarda jazolash emas, balki yashirinlikni keltirib chiqarayotgan infratuzilmaviy va byurokratik to‘siqlarni bartaraf etish.

6. Raqamli xizmatlarni soddalashtirish: Tadbirkorlar uchun soliq hisobotlarini inson omilisiz avtomatik shakllantirish va yagona soliq hisobvarag‘i amaliyotini yanada qulaylashtirish orqali ma’muriy xarajatlarni kamaytirish.

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BILISH FALSAFASINING MOHIYATI VA ZAMONAVIY JAMIYATDA UNING AHAMIYATI

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Ta'lim muassasasi: Toshkent davlat tibbiyot universiteti Termiz filiali

Annotatsiya

Ushbu maqolada bilish falsafasining mohiyati, uning falsafiy tafakkur tizimidagi o'rni, insonning borliqni anglash jarayoni hamda bilimlarning shakllanish qonuniyatlari tahlil qilinadi. Shuningdek, bilishning hissiy va aqliy bosqichlari, haqiqat muammosi, ilmiy bilish metodlari va zamonaviy axborotlashgan jamiyatda bilimning ahamiyati yoritiladi. Maqolada inson tafakkurining rivojlanishi, tanqidiy fikrlash va axborotni ishonchli manbalar asosida baholashning dolzarb jihatlariga alohida e'tibor qaratiladi.

Kalit so'zlar: bilish falsafasi, gnoseologiya, epistemologiya, bilim, haqiqat, tafakkur, hissiy bilish, aqliy bilish, ilmiy metod, tanqidiy fikrlash.

Kirish

Falsafa insoniyatning borliq, tabiat, jamiyat va inson tafakkuriga oid eng muhim savollariga javob izlaydigan nazariy tafakkur shaklidir. Falsafaning muhim yo'nalishlaridan biri bo'lgan bilish falsafasi insonning olamni qanday anglashini, bilimlarning qay tarzda shakllanishini, ularning ishonchliligi va haqiqatga muvofiqligini o'rganadi. Mazkur yo'nalish falsafada gnoseologiya yoki keng xalqaro ilmiy adabiyotlarda epistemologiya deb yuritiladi.

Bilish muammosi qadim zamonlardan buyon mutafakkirlar e'tiborida bo'lib kelgan. Insonning o'zini va atrofidagi olamni anglashga bo'lgan intilishi ilm-fan, madaniyat, texnologiya va ijtimoiy taraqqiyotning rivojlanishiga asos yaratgan. Shu jihatdan bilish falsafasi nafaqat nazariy, balki amaliy ahamiyatga ham ega.

Bugungi globallashuv va axborot texnologiyalari rivojlangan sharoitda inson turli manbalardan juda katta hajmdagi ma'lumotlarni olmoqda. Biroq ma'lumotning ko'pligi har doim ham ishonchli bilim mavjudligini anglatmaydi. Yolg'on axborot, noto'g'ri talqinlar va asossiz xulosalar sharoitida bilimning manbai, asoslanganligi va haqiqatga muvofiqligini aniqlash masalasi yanada dolzarb bo'lib bormoqda. Shuning

uchun bilish falsafasini o‘rganish zamonaviy insonning ilmiy dunyoqarashi va tanqidiy tafakkurini rivojlantirishda muhim ahamiyat kasb etadi.

Maqolaning maqsadi bilish falsafasining mazmun-mohiyatini ochib berish, bilish jarayonining asosiy shakllarini tahlil qilish hamda uning zamonaviy jamiyat taraqqiyotidagi o‘rnini asoslashdan iborat.

1. Bilish falsafasining mohiyati va asosiy muammolari

Bilish falsafasi — inson bilimining kelib chiqishi, imkoniyatlari, chegaralari, shakllari va haqiqatga munosabatini o‘rganuvchi falsafiy ta’limotdir. Uning markazida inson va borliq o‘rtasidagi munosabat, subyektning obyektni anglash jarayoni hamda hosil qilingan bilimlarning ishonchliligi masalalari turadi.

Bilish jarayonida subyekt sifatida bilim olish va anglash faoliyatini amalga oshiruvchi inson yoki insonlar jamoasi namoyon bo‘ladi. Obyekt esa bilish faoliyati yo‘naltirilgan narsa, hodisa, jarayon yoki munosabat hisoblanadi. Subyekt va obyekt o‘rtasidagi o‘zaro munosabat bilishning mazmunini tashkil etadi.

Bilish falsafasining asosiy savollariga quyidagilar kiradi: inson borliqni qay darajada bila oladi? Bilimning manbalari nimalardan iborat? Haqiqatni yolg‘ondan qanday farqlash mumkin? Bilimning ishonchliligi qanday mezonlar asosida belgilanadi? Inson tafakkuri va tajribasi bilim shakllanishida qanday o‘rin tutadi?

Mazkur savollarga falsafa tarixida turli javoblar berilgan. Masalan, empirizm bilimning asosiy manbai sifatida tajribani e’tirof etadi. Ratsionalizm esa aql, mantiqiy fikrlash va tafakkurning bilim hosil qilishdagi roliga alohida e’tibor qaratadi. Zamonaviy bilish nazariyalarida esa tajriba, tafakkur, til, ijtimoiy muhit va ilmiy faoliyatning o‘zaro ta’siri keng o‘rganiladi.

Bilish falsafasining muhim vazifalaridan biri insonning mavjud bilimlarini shunchaki qabul qilish emas, balki ularni tahlil qilish, asoslash va qayta tekshirishga o‘rgatishdir. Bu yondashuv insonni mustaqil fikrlashga, dalillarni baholashga va asoslangan xulosalar chiqarishga yo‘naltiradi.

2. Bilish jarayonining asosiy shakllari

Falsafada bilish jarayoni, odatda, hissiy va aqliy bilish shakllari orqali izohlanadi. Ushbu shakllar bir-biridan farq qilsa-da, amalda ular o‘zaro bog‘liq holda namoyon bo‘ladi.

2.1. Hissiy bilish

Hissiy bilish insonning sezgi a’zolari orqali tashqi olamdagi narsa va hodisalar haqida dastlabki ma’lumotlarni olishi bilan bog‘liq. Uning asosiy shakllari sezgi, idrok va tasavvurdan iborat.

Sezgi — narsa va hodisalarning alohida xususiyatlarini aks ettirish jarayoni. Masalan, inson rangni ko‘rish, tovushni eshitish, haroratni sezish orqali atrof-muhit haqida ma’lumot oladi.

Idrok — narsa yoki hodisaning turli xususiyatlarini yaxlit holda anglashdir. Masalan, inson daraxtni ko‘rganda uning rangini, shaklini va hajmini alohida emas, balki yaxlit obyekt sifatida idrok etadi.

Tasavvur — ilgari idrok etilgan narsa va hodisalarning obrazlarini ongda qayta tiklash jarayonidir. Tasavvur insonning xotirasi, tajribasi va ijodiy faoliyati bilan chambarchas bog‘liq.

Hissiy bilish insonning olam bilan bevosita aloqasini ta’minlaydi. Shu bilan birga, sezgi va idrok turli sharoitlar, insonning avvalgi tajribasi va individual xususiyatlari ta’sirida shakllanishi mumkin. Shu sababli hissiy ma’lumotlarni tahlil qilish va zarur hollarda qo‘shimcha tekshirish muhim hisoblanadi.

2.2. Aqliy bilish

Aqliy bilish insonning tafakkuri orqali narsa va hodisalarning ichki aloqalari, muhim xususiyatlari hamda qonuniyatlarini anglash jarayonidir. Uning asosiy shakllari tushuncha, hukm va xulosa chiqarish hisoblanadi.

Tushuncha — narsa va hodisalarning muhim hamda umumiy belgilarini aks ettiruvchi tafakkur shakli. Masalan, “jamiyat”, “tabiat”, “bilim” va “haqiqat” tushunchalari muayyan hodisalarning umumiy jihatlarini ifodalaydi.

Hukm — narsa yoki hodisa haqida biror fikrni tasdiqlash yoki inkor etish shaklidir. Masalan, “Ilmiy bilim dalillar asosida tekshirilishi kerak” degan fikr hukm hisoblanadi.

Xulosa chiqarish — bir yoki bir nechta hukmdan yangi hukmni hosil qilish jarayoni. Xulosa chiqarish deduksiya, induksiya va boshqa mantiqiy usullar orqali amalga oshirilishi mumkin.

Aqliy bilish hissiy ma’lumotlarni umumlashtirish, sabab-oqibat munosabatlarini aniqlash va nazariy tushuntirishlar yaratish imkonini beradi. Ilmiy faoliyatda kuzatish va tajriba orqali olingan ma’lumotlar mantiqiy tahlil, taqqoslash va umumlashtirish yordamida izohlanadi.

Hissiy va aqliy bilishni bir-biriga qarama-qarshi qo‘yish to‘g‘ri emas. Hissiy bilish tafakkur uchun muhim ma’lumotlar beradi, aqliy bilish esa ushbu ma’lumotlarni qayta ishlab, mazmunli va tizimli bilimga aylantirishga yordam beradi.

3. Haqiqat muammosi va bilimning ishonchliligi

Bilish falsafasining markaziy masalalaridan biri haqiqat muammosidir. Haqiqat tushunchasi bilimning o‘rganilayotgan voqelik bilan muvofiqligi, asoslanganligi va to‘g‘riligi bilan bog‘liq. Biroq haqiqatni aniqlash barcha holatlarda oddiy jarayon emas, chunki inson bilimlari tarixiy sharoit, mavjud dalillar va tadqiqot usullariga bog‘liq holda rivojlanadi.

Falsafada haqiqatni tushuntirishning bir necha yondashuvlari mavjud. Muvofiqlik yondashuviga ko‘ra, fikrning haqiqatligi uning voqelikka mos kelishi bilan belgilanadi. Koherensiya yondashuvi esa bilimning boshqa asoslangan fikrlar va nazariyalar bilan mantiqiy izchilligiga e’tibor qaratadi. Pragmatik yondashuvda bilimning amaliy faoliyatdagi natijalari muhim o‘rin egallaydi. Ushbu yondashuvlar haqiqat muammosining turli jihatlarini yoritadi.

Bilish falsafasida mutlaq va nisbiy haqiqat tushunchalari ham muhimdir. Mutlaq haqiqat voqelik haqidagi to‘liq va inkor etib bo‘lmaydigan bilim idealini ifodalaydi. Nisbiy haqiqat esa muayyan tarixiy sharoit va mavjud dalillar doirasida to‘g‘ri bo‘lgan, biroq yanada chuqurroq o‘rganilishi mumkin bo‘lgan bilimni anglatadi.

Ilmiy bilimlarning rivojlanishi ko‘pincha mavjud qarashlarni tekshirish, ayrim xulosalarni aniqlashtirish va yangi dalillar asosida nazariyalarni takomillashtirish

orqali amalga oshadi. Bu holat ilm-fanning zaifligini emas, balki uning o‘zini tekshirish va rivojlantirish imkoniyatiga ega ekanini ko‘rsatadi.

Bilimning ishonchliligini baholashda dalillarning yetarliligi, mantiqiy izchillik, tekshirish imkoniyati, manbaning ishonchliligi va boshqa tadqiqotlar natijalari bilan qiyoslash muhim hisoblanadi. Shuningdek, inson o‘z qarashlariga zid bo‘lgan dalillarni ham xolis ko‘rib chiqishi kerak. Bunday yondashuv tanqidiy tafakkurni rivojlantiradi va asossiz xulosalar chiqarish ehtimolini kamaytiradi.

4. Ilmiy bilish metodlari va ularning ahamiyati

Ilmiy bilish — voqelik haqidagi bilimlarni tizimli ravishda olish, asoslash, tekshirish va rivojlantirishga qaratilgan faoliyatdir. U kundalik tajribadan farqli ravishda aniq metodlar, izchil tahlil va dalillarga tayanishi bilan ajralib turadi.

Ilmiy bilishda quyidagi metodlar keng qo‘llaniladi:

Kuzatish — narsa va hodisalarni maqsadli ravishda o‘rganish, ularning xususiyatlari va o‘zgarishlarini qayd etish usuli.

Tajriba — muayyan sharoitlarni nazorat qilish orqali hodisalar o‘rtasidagi munosabatlarni tekshirish usuli.

Tahlil va sintez — murakkab hodisani tarkibiy qismlarga ajratib o‘rganish hamda olingan natijalarni yaxlit holda birlashtirish jarayonlari.

Induksiya va deduksiya — xususiy holatlardan umumiy xulosaga kelish hamda umumiy qoidalardan xususiy xulosalar chiqarish usullari.

Modellashtirish — murakkab obyekt yoki jarayonning muhim xususiyatlarini soddalashtirilgan model orqali o‘rganish usuli.

Tarixiy va mantiqiy tahlil — hodisalarning rivojlanish tarixini hamda ularning ichki mantiqiy aloqalarini o‘rganishga xizmat qiluvchi yondashuvlar.

Ushbu metodlardan foydalanish tadqiqotchiga muammoni turli nuqtayi nazardan ko‘rib chiqish, dalillarni tizimlashtirish va asoslangan natijalarga erishish imkonini beradi. Bunda muayyan metodning samaradorligi tadqiqot mavzusi, maqsadi va o‘rganilayotgan obyektning xususiyatlariga bog‘liq.

Ilmiy bilishning yana bir muhim xususiyati — natijalarni tanqidiy baholash va qayta tekshirishga ochiqlikdir. Ilmiy xulosa faqat muallifning shaxsiy ishonchiga emas, balki tegishli dalillar va asoslash usullariga tayanishi kerak.

5. Zamonaviy jamiyatda bilish falsafasining ahamiyati

Hozirgi davrda raqamli texnologiyalar, internet va sun’iy intellektning rivojlanishi bilim olish imkoniyatlarini kengaytirdi. Inson qisqa vaqt ichida katta hajmdagi axborotga ega bo‘lishi mumkin. Shu bilan birga, axborotning ishonchliligini aniqlash, noto‘g‘ri ma’lumotlarni farqlash va mustaqil xulosa chiqarish muammolari ham kuchaydi.

Bilish falsafasi ushbu jarayonlarni anglashda muhim nazariy asos bo‘lib xizmat qiladi. U insonni ma’lumotni tayyor holda qabul qilishdan ko‘ra, uning manbasini, mazmunini va daliliy asoslarini tekshirishga undaydi.

Birinchidan, bilish falsafasi **tanqidiy fikrlashni rivojlantiradi**. Tanqidiy fikrlash ma’lumotni shubha ostiga olish uchungina emas, balki uning qanchalik asoslanganini aniqlash, dalillarni taqqoslash va xolis xulosa chiqarish uchun zarurdir.

Ikkinchidan, u **ilmiy dunyoqarashni shakllantirishga yordam beradi**. Ilmiy dunyoqarash tabiat va jamiyat hodisalarini dalillar, mantiqiy tahlil va tizimli bilimlar asosida tushuntirishga yo‘naltiradi.

Uchinchidan, bilish falsafasi **ta’lim jarayonining sifatini oshirishga xizmat qiladi**. Ta’lim faqat tayyor ma’lumotlarni yod olishdan iborat bo‘lmasligi, balki savol qo‘yish, muammoni tahlil qilish, dalillarni baholash va mustaqil xulosa chiqarish ko‘nikmalarini ham shakllantirishi lozim.

To‘rtinchidan, u **raqamli muhitda axborot savodxonligini oshiradi**. Internetdagi har qanday ma’lumotni haqiqat deb qabul qilish mumkin emas. Axborotning muallifi, e’lon qilingan vaqti, dastlabki manbasi va boshqa ishonchli manbalar bilan mosligi tekshirilishi zarur.

Beshinchidan, sun’iy intellekt vositalaridan foydalanishda ham bilish falsafasining ahamiyati katta. Sun’iy intellekt yaratgan javoblar foydali bo‘lishi mumkin, ammo ular xato, noaniq yoki yetarli asoslanmagan ma’lumotlarni ham o‘z ichiga olishi ehtimoli mavjud. Shu sababli bunday natijalarni mustaqil tekshirish, muhim da’volarni

ishonchli manbalar bilan solishtirish va yakuniy xulosa uchun insoniy mas’uliyatni saqlab qolish muhimdir.

Demak, zamonaviy jamiyatda bilish falsafasi insonning bilim olish madaniyatini rivojlantirish, axborotga ongli munosabatda bo‘lish va ilmiy tafakkur asosida qarorlar qabul qilishida muhim o‘rin egallaydi.

Xulosa

Bilish falsafasi insonning borliqni anglash jarayoni, bilimlarning shakllanishi, haqiqatni aniqlash va bilimning ishonchliligini baholash masalalarini o‘rganuvchi muhim falsafiy yo‘nalishdir. Uning asosiy mazmuni inson qanday bilishi, bilimni qanday asoslash mumkinligi va haqiqatga erishishda qanday usullardan foydalanish zarurligini tushuntirishdan iborat.

Tahlillar shuni ko‘rsatadiki, hissiy va aqliy bilish insonning bilish faoliyatida bir-birini to‘ldiradi. Hissiy bilish voqelik haqida dastlabki ma’lumotlarni taqdim etsa, aqliy bilish ularni umumlashtirish, tahlil qilish va qonuniyatlarni aniqlash imkonini beradi. Bilimning haqiqatga muvofiqligini aniqlash esa dalillar, mantiqiy izchillik va tekshirish imkoniyatiga tayanadi.

Ilmiy bilish metodlaridan foydalanish, mavjud qarashlarni tanqidiy tahlil qilish va yangi dalillarga ochiq bo‘lish bilimlarning rivojlanishiga xizmat qiladi. Ayniqsa, zamonaviy axborotlashgan jamiyatda axborotni ishonchli manbalar asosida tekshirish, mustaqil fikrlash va sun’iy intellekt natijalarini tanqidiy baholash alohida ahamiyat kasb etadi.

Shunday qilib, bilish falsafasini o‘rganish insonning nazariy bilimlarini boyitish bilan birga, uning amaliy faoliyatida ham muhim ahamiyatga ega. Mazkur yo‘nalish ilmiy dunyoqarashni shakllantirish, ta’lim sifatini oshirish va jamiyatda bilimga asoslangan qarorlar qabul qilish madaniyatini rivojlantirishga yordam beradi.

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ISLOM FALSAFASIDA INSON KAMOLOTI VA MA'NAVIY-AXLOQIY QADRIYATLARNING AHAMIYATI

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Annotatsiya

Ushbu maqolada Islom falsafasida inson kamoloti, ma'naviy-axloqiy qadriyatlar, aql va e'tiqod munosabatlari hamda komil inson g'oyasining falsafiy mazmuni tahlil qilinadi. Shuningdek, Abu Nasr Forobiy, Abu Ali ibn Sino va Abu Homid G'azzoliy kabi mutafakkirlarning inson tarbiyasi, axloqiy yetuklik va baxt-saodat haqidagi qarashlari o'rganiladi. Islom falsafasining zamonaviy jamiyat ma'naviy hayotidagi o'rni va ahamiyati ham yoritiladi.

Kalit so'zlar: Islom falsafasi, inson kamoloti, ma'naviyat, axloq, aql, e'tiqod, Forobiy, Ibn Sino, G'azzoliy, komil inson.

Kirish

Islom falsafasi jahon falsafiy tafakkuri tarixida muhim o'rin tutadigan ilmiy-ma'naviy meroslardan biridir. U insonning borliqdagi o'rni, hayotning mazmuni, bilimning mohiyati, axloqiy mas'uliyat, adolat va baxt-saodat kabi muhim masalalarni o'rganadi. Islom falsafasi diniy e'tiqod, aqliy mushohada va axloqiy tafakkur o'rtasidagi munosabatlarni anglashga xizmat qiluvchi keng qamrovli fikriy an'anadir.

Bugungi globallashuv sharoitida insoniyat turli ma'naviy, axloqiy va ijtimoiy muammolarga duch kelmoqda. Bunday vaziyatda tarixiy falsafiy merosni chuqur o'rganish, uning insonparvarlik, adolat, ilm-ma'rifat va bag'rikenglik bilan bog'liq jihatlarini tahlil qilish muhim ahamiyat kasb etadi.

Islom falsafasining markaziy masalalaridan biri insonning ma'naviy va aqliy kamolotidir. Ushbu masala musulmon mutafakkirlarining asarlarida turli yo'nalishlarda tadqiq etilgan bo'lib, ularning qarashlari bugungi kunda ham falsafiy va tarbiyaviy ahamiyatini saqlab kelmoqda.

Asosiy qism

1. Islom falsafasining shakllanishi va asosiy xususiyatlari

Islom falsafasi musulmon dunyosida Qur’oni karim, hadislar, qadimgi yunon falsafasi va Sharq tafakkuri bilan o‘zaro munosabatlar jarayonida rivojlangan. Uning shakllanishida kalom, falsafa, tasavvuf va axloqiy tafakkur an’analari muhim rol o‘ynagan.

Islom falsafasida borliq va uning mohiyati, sababiyat, bilish nazariyasi, inson erkinligi, ruh va tana munosabati, ezgulik va yovuzlik kabi masalalar keng muhokama qilingan. Mutafakkirlar ushbu masalalarni aqliy tahlil, mantiqiy mushohada va diniy qarashlar asosida tushuntirishga intilganlar.

Islom falsafasining muhim xususiyatlaridan biri bilim va axloq o‘rtasidagi uzviy aloqaga e’tibor qaratilishidir. Bilim insonning nafaqat borliqni anglashi, balki o‘z xulq-atvorini takomillashtirishi va jamiyat oldidagi mas’uliyatini chuqur his etishiga ham xizmat qilishi lozim.

2. Abu Nasr Forobiy falsafasida inson kamoloti

Abu Nasr Forobiy Sharq falsafasining yirik namoyandalaridan biri bo‘lib, uning qarashlarida insonning baxt-saodatga erishishi, bilim olishi va jamiyatda munosib hayot kechirishi muhim o‘rin egallaydi.

Forobiyning “Fozil odamlar shahri” asarida adolatli jamiyat, yetuk rahbar va ma’naviy barkamol inson masalalari yoritilgan. Mutafakkirning qarashlariga ko‘ra, insonning haqiqiy kamoloti faqat moddiy farovonlik bilan belgilanmaydi. Bunda aqliy rivojlanish, axloqiy fazilatlar va ezgu maqsadlarga intilish ham muhim ahamiyatga ega.

Forobiy fozil jamiyatni insonlar bir-biriga yordam beradigan, umumiy ezgulikka intiladigan va baxt-saodatga erishishni ko‘zlaydigan jamiyat sifatida tasvirlaydi. Ushbu yondashuv inson kamolotini ijtimoiy muhitdan ajratib bo‘lmasligini ko‘rsatadi.

Mutafakkirning g‘oyalari bugungi kunda ham ta’lim-tarbiya, fuqarolik mas’uliyati, ijtimoiy adolat va ma’naviy yetuklik masalalarini o‘rganishda muhim nazariy manba bo‘lib xizmat qiladi.

3. Ibn Sino qarashlarida aql, bilim va axloqiy tarbiya

Abu Ali ibn Sino Sharq falsafasi, tibbiyoti va ilm-fani taraqqiyotiga ulkan hissa qo‘shgan mutafakkirdir. Uning falsafiy qarashlarida inson tabiati, ruh, bilish jarayoni va aqliy kamolot masalalari alohida o‘rin tutadi.

Ibn Sino insonning bilimga erishishida sezgi, tajriba va aqliy mushohadaning ahamiyatini tahlil qiladi. Uning fikriy merosida insonning borliqni anglashga intilishi va aqliy qobiliyatlarini rivojlantirishi kamolotning muhim shartlaridan biri sifatida namoyon bo‘ladi.

Mutafakkirning axloqiy qarashlari insonning o‘z xatti-harakatlarini nazorat qilishi, nafsni boshqarishi va oqilona hayot kechirishi bilan bog‘liq. Bu yondashuv shaxsning o‘z ustida ishlashi, bilim olishga intilishi va jamiyatda mas’uliyatli faoliyat yuritishi uchun muhim nazariy asos yaratadi.

Ibn Sino merosini zamonaviy nuqtayi nazardan o‘rganish ilmiy tafakkur, mustaqil fikrlash va ma’naviy tarbiyaning o‘zaro aloqalarini chuqurroq tushunishga yordam beradi.

4. Imom G‘azzoliy ta’limotida qalb tarbiyasi va axloqiy kamolot

Abu Homid G‘azzoliy islom tafakkurining yirik vakili bo‘lib, uning asarlarida axloq, qalb tarbiyasi, niyat, ixlos va insonning ichki dunyosini takomillashtirish masalalari keng yoritilgan.

G‘azzoliy insonning tashqi xatti-harakatlari bilan bir qatorda uning ichki ma’naviy holatiga ham katta e’tibor qaratadi. Uning qarashlariga ko‘ra, axloqiy yetuklik insonning o‘z nafsini anglash, salbiy odatlarni bartaraf etish va ezgu fazilatlarni shakllantirishga intilishi bilan chambarchas bog‘liq.

G‘azzoliy ilm va amal birligini muhim deb biladi. Ya’ni, bilim inson hayotida ijobiy o‘zgarishlarga olib kelishi, uning xulq-atvori va munosabatlarida namoyon bo‘lishi kerak. Bu fikr ilm olishning maqsadi faqat nazariy ma’lumotlarni o‘zlashtirish emas, balki insonning ma’naviy hayotini boyitish ham ekanini ko‘rsatadi.

Mazkur qarashlar zamonaviy ta’lim tizimida yoshlarning axloqiy mas’uliyatini, o‘zini anglash qobiliyatini va ijtimoiy munosabatlar madaniyatini rivojlantirish nuqtayi nazaridan ahamiyatlidir.

5. Islom falsafasining zamonaviy jamiyatdagi ahamiyati

Islom falsafasining tarixiy merosi bugungi kunda insonparvarlik, adolat, ilm-ma’rifat, halollik va o‘zaro hurmat kabi qadriyatlarni falsafiy jihatdan tahlil qilish imkonini beradi.

Birinchidan, ushbu meros insonning o‘z hayoti va xatti-harakatlari uchun mas’uliyatini anglashiga yordam beradi. Ikkinchidan, u bilim va axloqning o‘zaro aloqasini ochib berib, ilmiy taraqqiyotning ma’naviy mezonlar bilan uyg‘unligini muhokama qilishga zamin yaratadi. Uchinchidan, Forobiy ilgari surgan fozil jamiyat g‘oyasi ijtimoiy hamkorlik, adolat va umumiy manfaat masalalarini o‘rganishda muhim falsafiy ahamiyat kasb etadi.

Shu bilan birga, Islom falsafasi tarixini o‘rganishda turli mutafakkirlarning qarashlarini bir-biridan farqlash, ularning yashagan davri va ilmiy muhitini hisobga olish lozim. Chunki islom tafakkuri yagona va o‘zgarmas qarashlar majmuasi emas, balki turli maktablar, bahslar va intellektual an’analarni qamrab olgan murakkab tarixiy hodisadir.

Shunday ekan, Islom falsafasini zamonaviy ilmiy yondashuvlar asosida o‘rganish tarixiy merosni xolis baholash, yosh avlodning falsafiy tafakkurini rivojlantirish va ma’naviy qadriyatlarning mazmunini chuqur anglashga xizmat qiladi.

Xulosa

Islom falsafasi insonning borliqdagi o‘rni, bilimning mohiyati, axloqiy mas’uliyat va baxt-saodat masalalarini o‘rganishda muhim nazariy meros hisoblanadi. Forobiy, Ibn Sino va G‘azzoliy kabi mutafakkirlarning qarashlari inson kamolotining aqliy, axloqiy va ma’naviy jihatlarini turli nuqtayi nazarlardan yoritib beradi.

Tahlil natijalari shuni ko‘rsatadiki, insonning yetukligi faqat bilim yoki moddiy imkoniyatlar bilan cheklanmaydi. U aql, axloq, o‘zini anglash va jamiyat oldidagi mas’uliyat kabi omillar bilan ham bog‘liq. Shu jihatdan Islom falsafasining inson kamoloti haqidagi g‘oyalari zamonaviy falsafiy tadqiqotlar, ma’naviy tarbiya va ijtimoiy munosabatlarni anglashda muhim ahamiyatga ega.

Islom falsafiy merosini chuqur va xolis o‘rganish tarixiy tafakkur an’analarini asrab-avaylash, ilmiy dunyoqarashni rivojlantirish hamda umuminsoniy qadriyatlarni teran anglashga xizmat qiladi.

Foydalanilgan adabiyotlar

1. Forobiy, Abu Nasr. *Fozil odamlar shahri*. — Toshkent: turli nashrlar.
2. Ibn Sino, Abu Ali. *Donishnoma*. — Turli nashrlar.
3. G‘azzoliy, Abu Homid. *Ihyo ulum ad-din*. — Turli nashrlar.
4. Qur’oni karim.
5. Falsafa asoslari: oliy ta’lim muassasalari uchun darslik va o‘quv qo‘llanmalar.
6. Islom falsafasi tarixi va Sharq mutafakkirlari merosiga oid ilmiy tadqiqotlar.

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ÁMET BAQSÍ DÓRETIWSHILIGI

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Annotaciya

Kórkem-ónerdiń sázendeshilik óneriniń jámiyettegi adamlardıń ruwxıy jaqtan kamalǵa keliwi, olardıń óz eliniń hár tárepleme rawajlanǵan azamatları bolıp jetilisiwinde tutqan ornı ayrıqsha dep ayta alamız. Mine usınday óz izinde qaldırǵan bay miyrasları úyrenilmey kiyatırǵan qaraqalpaq baqsılarınıń biri-Ámet Sultanov. Ámet baqsınıń atqarǵan qosıq hám namaları áwládtan áwládqa jetkerilip ataqlı kórkem-óner sheberine ornatılǵan máńgilik estelik ekenligin belgilep ótiw dárkar dep esaplaymız.

Gilt sózler: Baqsı, kórkem-óner, repertuar, ekspediciya, dástan, qosıq, sázendelik, alım.

Аннотация

Мы можем сказать, что музыкальное искусство играет особую роль в духовном развитии людей в обществе и в их становлении всесторонне развитыми гражданами своей страны. Одним из каракалпакских бахши, чье богатое наследие остается неизученным, является Ахмет Султанов. Мы считаем необходимым отметить, что песни и мелодии, исполненные Ахметом бахши, передавались из поколения в поколение и являются бессмертным памятником известному мастеру искусства.

Ключевые слова: Бахши, искусство, репертуар, экспедиция, эпос, песня, музыкантство, учёный.

Annotation

We can say that musical art plays a special role in the spiritual development of people in society and their development into well-rounded citizens of their country. One of the Karakalpak bakhshis whose rich legacy remains unexplored is Ahmet Sultanov. We believe it is essential to emphasize that the songs and melodies performed by Ahmad

Baxshi have been passed down from generation to generation and are an eternal monument to the renowned artist.

Keywords: Bakhshi, art, repertoire, expedition, epic, song, music, scholar.

Orta ásirdegi shıǵıstıń ullı alımlarınıń biri, watanlasımız Ábu áli Ibn Sina (Avicenna) óz zamanında kishkenelerdi tárbiyalaw máselesine ayrıqsha dıqqat bólip, buǵan baylanıslı pikirin tómendegishe bildirgen edi: «Balanıń tilegin orınlawda eki usıldı qollanıw dárkar: birinshiden, onı áste ǵana terbetiw, ekinshiden, onıń uyqılawı ushın dástúriy besik jırınıń namasına salıp, qosıq aytıw aqılǵa muwapıq keledi. Balanıń usı usıllardı qabıllaw qásiyetine baylanıslı onda dene tárbiyası hám sazǵa degen uqıplılıq iske asadı». Egerde joqarıda aytılǵanlardı esapqa alsaq, kórkem-ónerdiń sázendeshilik óneriniń jámiyettegi adamlardıń ruwxıy jaqtan kamalǵa keliwi, olardıń óz eliniń hár tárepleme rawajlanǵan azamatları bolıp jetilisiwinde tutqan ornı ayrıqsha dep ayta alamız. Mine usınday óz izinde qaldırǵan bay miyrasları úyrenilmey kiyatırǵan qaraqalpaq baqsılarınıń biri-Ámet Sultanov. Ataqlı baqsınıń ómiri hám dóretiwshilik xızmeti usı waqıtqa deyin keń kólemde izertlenbedi.

Bunıń sebebi-saz úyreniwshilerdiń xalıqqa burınnan tanıs baqsılardı kóbirek násiyatlap, basqalarına ele qolınıń jetispey atırǵanlıǵı dep oylaymız. Baqsı Ámet Sultanov Tórtkúl rayonınıń Shıbıqlı awılı, házirgi “Ózbekstan” jámáátlik xojalıǵınıń aymaǵında kamalǵa kelgen. Ózbekstan Ilimler akademiyası Qaraqalpaqstan filialı N.Dáwqaraev atındaǵı Til hám ádebiyat institutınıń qaraqalpaq tili tariyxı jáne dialektologiyası bólimi tárepinen shólkemlestirilgen ekspediciyaǵa qatnasıp, 1967-jıldıń 20-sentyabrinde baqsı menen gúrrińlesiw payıtında mınaday nárselerdi bayan etken edi: «Bul jerlerge atamız biz altı jasar waqtımızda kelgen. Turmıstıń gárdishlerin kóp kórgenbiz. Onıń bárin aytıp otırıw múmkin emes. Máselen men 7-8 jaslarımnan baslap-aq túye baǵıp, tirishilik ettik...»

«Ata-anam awıl balaları arasınan bólinip shıǵıp duwtarǵa asa bir ıqlaslasımdı sezdime, kúnlerdiń birinde tozıǵı jetken góne duwtardı alıp berdi jáne awılımızǵa jaqın jerde jasaytuǵın, sol waqıtlardıń ózinde qırıq jaslardı quwsırıp qalǵan, qaraqalpaqsha, ózbekshe, túrkmenshe, qazaqsha namalardı júdá bir naǵısına keltirip shertetuǵın, gújimniń kóleńkesiniń astında otırıp «Búlbil» namasın shertkende búlbillerdi tómenge túsiretuǵın Jumash baqsı Amandurdı ulına (1843-1918 jj) shákirtlikke berdi».

Ózin kórkem-ónerdiń bul salasına ıqlasın, talantınıń kem-kemnen jetilisiwi nátiyjesinde ol kóplegen xalıq qosıqları, namaların (máselen, “Muxalles”, “Bes perde”, “Ne payda”, “Xoja bala”, “Tarlan”, “Nigarım”, «Jekke baslı», «Arıwxan»,

«Ǵubbadin», «Yasha peri», «Eshbay», «Gór qız», «Ílǵal», «Xoja baǵman», «Kelte nalısh», «Bozataw», «Ne daǵı», «Sanalı keldi», «Sen yar qal endi», «Sen yar ketkeli», «Muwsa sen yarı», «Daǵ álińnen», «Ala qayıs», «Qara kóz», «Ǵulpaq», «Saltıq», «Úsh top», «Adıńnan») sonday-aq «Qırmandáli», «Bázirgen», «Sayatxan-Hámrá» sıyaqlı dástanlardı xalıq arasında erkin atqarıw dárejesine erisken.

Ámet baqsınıń usınday óner shıńına kóteriliwinde onıń ustazı Jumash baqsınıń ornı ayrıqsha dep aytıwımızǵa boladı. Sebebi, ol (Jumash) Túrkmenistannıń Tashawız wálayatı Porsı degen jerde tuwılıp, Xorezm oypatında dańqı shıqqan, Tórtkúl, Xojeli, Shımbaydı aralap, bir qansha qaraqalpaq baqsılarına ustazlıq etip, óz mektebin shólkemlestirgen, qaraqalpaq, ózbek, túrkmen qosıqların jaqıs aytıp, úsh xalıqtıń ortaq baqsısı atanǵan. Repertuarında 12 dástan, sonıń ishinde «Góruǵlı» dástanınıń barlıq shaqapları hám «Xoja eli» dep atalǵan dástandı ómirinshe jırlaǵan Súyew baqsınıń (1850-1916jj) shákirti bolıp tabıladı.

Joqarıda keltirilgenlerden basqa Ámet baqsı Maqtumqulı shayırdıń «Yaqshı», Ájiniyazdıń «Qaraqalpaqta», Berdaqtıń «Qannazar bayǵa» qosıqları hám taǵı basqa dóretpelerdiń xalıq arasında aytılıp júrgen variyantların olardıń namalarına salıp aytqanda qubla rayonlar aymaqlarında onıń lapızın esitkenler bunday insannıń dúnyaǵa keliwi-adamlardıń ruwxıy lázzetleniwi ushın úlken sawǵa dep esaplanǵan. Biz sóz etip otırǵan baqsı Muwsa, Súyew baqsı hám Jumashlardıń sázendelik salasındaǵı erisken tabısların bayıtıp, olardıń aytıp júrgen qosıqları, atqarǵan namalarına jańa namalar qosıp, ustazlarınıń ónerin bunnan bılay da rawajlandırǵan kórkem sóz sheberleriniń biri dep aytsaq qátelespeymiz. Sonlıqtanda sol zamanlarda atı pútkil Xorezm oypatındaǵı qaraqalpaq, ózbek, qazaq, túrkmenler arasında keńnen tanıs Muwsa, Allaniyaz, Dosnazar (solaqay), qońsılas túrkmen xalqınıń wákili Súyew baqsınıń atqarıw sheberligin ıqlas penen úyrenip, olardıń mekteplerine qatnaslı baqsılardıń jetiskenliklerin maqtansıh etip, geyparalarınıń (Muwsa, Jumash) atqarǵan qosıqları, namaların repertuarına engizgen.

Demek, Ámet baqsı Sultanov qaraqalpaq xalıq qosıqları, dástanların tıńlawshılar júregine yoshlı lapızı, gúmbirlegen sazı hám onı sheber atqarıwı arqalı jetkere bilgen keń kólemdegi kórkem-óner sheberi. Óz dáwirinde bul baqsınıń atqarıw shebrligin tıńlaǵanlardıń pikirlerine qaraǵanda onıń dawısı basqalarǵa qaraǵanda ózgeshelenip turatuǵınlıǵı belgili.

Mine, usınday táreplerin esapqa alsaq, ol Tórtkúl rayonınıń Shıbıqlı, Aqbaslı, Aqqamıs, Dosbay, Kelteminar hám taǵı basqa awıllarında jasaytuǵın qaraqalpaqlar arasında ǵana

emes, al sol dáwirlerde Shabbaz (Beruniy), Qıpshaq (Ámiwdárya) sonday-aq respublikamızdıń arqa rayonları, qońsılas Buxara wálayatındağı ózbek, qaraqalpaq, qazaq, túrkmen xalıqları arasında da úlken abırayǵa iye bolıp ózi de kóplegen shákirtler tayarlaǵan.

Iyni kelgende baqsınıń tuwılǵan awılına baylanıslı da pikir bildirgimiz keledi. Kórkem-óner izertlewshisi, marxum Allamuratovtıń "Ámiwdárya" jurnalınıń 1994-jıl, №5-6 sanında járiyalanǵan «Duwtar sazları» atlı maqalasında basqa baqsılar menen qatar Ámet baqsı Sultanovqa da orın berilip, ol 1914-jılı tuwılǵan dep jazılǵan. Bul haqıyqatlıqqa onsha jaqınlaspaydı, sebebi biz oǵan ushırasqanda (1967 jılı bıyıl 81 jastaman dep aytqan edi). Demek, keltirilgen maǵlıwmatlarǵa qaraǵanda ol 1886-jılı tuwılǵan hám 1969-jılı 83 jasında dúnyadan ótken. Muwsa, Súyew hám Jumash baqsılardıń mektebinde tárbiyalanıp, ózi de ustazlıq dárejege jetip xalıqtıń dıqqatı hám alǵısına bólengen. Ámet baqsınıń ruwxıy miyrasları atap ótilgen xalıqlardıń júrek tórinde jasap, ol atqarǵan qosıq hám namalar áwládtan áwládqa jetkerilip ataqlı kórkem-óner sheberine ornatılǵan máńgilik estelik ekenligin belgilep ótiw dárkar dep esaplaymız.

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ALEKSANDR FAYNBERG IJODIDA TOSHKENT OBRAZI: VATAN TUYG‘USI, TARIXIY XOTIRA VA SHAHAR POETIKASI

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Annotatsiya

Maqolada Aleksandr Faynberg ijodida Toshkent obrazining badiiy vazifalari shaxsiy xotira, tarixiy tajriba va madaniy meros tushunchalari doirasida tahlil qilinadi. “Toshkent. 1943” she’ri, “Monolog o Tashkente” essesi hamda bolalik xotiralariga oid she’riy parchalar qiyosiy-tahliliy yondashuv asosida ko‘rib chiqiladi. Tahlil Toshkent obrazining uch o‘zaro bog‘liq qatlamini ajratishga imkon beradi: shaxsiy xotira makoni, insoniy taqdirlar tutashgan tarixiy muhit va kelajak avlod oldidagi ma’naviy mas’uliyat. Natijada shahar Faynberg ijodida oddiy geografik manzildan kengroq ma’no kasb etib, shaxsiy tajriba va jamoaviy xotirani bog‘lovchi badiiy makon sifatida talqin qilinadi.

Kalit so‘zlar: Aleksandr Faynberg, Toshkent obrazi, vatan tuyg‘usi, tarixiy xotira, shahar poetikasi, bolalik xotirasi, madaniy mansublik, badiiy makon.

Аннотация

В статье художественные функции образа Ташкента в творчестве Александра Файнберга рассматриваются в контексте личной памяти, исторического опыта и культурного наследия. На основе сопоставительно-аналитического подхода анализируются стихотворение «Ташкент. 1943», эссе «Монолог о Ташкенте» и поэтические фрагменты, связанные с воспоминаниями о детстве. Выделяются три взаимосвязанных смысловых пласта образа города: пространство личной памяти, историческая среда человеческих судеб и нравственная ответственность перед будущими поколениями. Делается вывод, что Ташкент в творчестве Файнберга выступает не только географическим местом, но и художественным пространством, соединяющим личный опыт с коллективной памятью.

Ключевые слова: Александр Файнберг, образ Ташкента, чувство Родины, историческая память, поэтика города, воспоминания о детстве, культурная принадлежность, художественное пространство.

Abstract

This article examines the artistic functions of Tashkent in Alexander Feinberg's work through the concepts of personal memory, historical experience, and cultural heritage. A comparative analytical approach is applied to the poem "Tashkent. 1943," the essay "Monologue about Tashkent," and poetic passages associated with childhood memories. Three interconnected layers of the city image are identified: a space of personal memory, a historical environment shaped by human destinies, and a form of responsibility toward future generations. The article argues that Tashkent in Feinberg's writing functions not merely as a geographical location but as an artistic space connecting individual experience with collective memory.

Keywords: Alexander Feinberg, image of Tashkent, sense of homeland, historical memory, urban poetics, childhood memories, cultural belonging, artistic space.

Kirish

Adabiyotda shahar ko‘pincha voqealar sodir bo‘ladigan fon sifatida tasvirlanadi. Biroq ayrim ijodkorlar asarlarida shahar makoni bundan kengroq vazifani bajaradi: u qahramon xotiralarini uyg‘otadi, tarixiy tajribani saqlaydi va insonning o‘zini muayyan madaniy muhitga daxldor his etishiga yordam beradi. Bunday holatda ko‘cha, uy, hovli yoki kundalik hayot manzarasi shunchaki tasviriy detal bo‘lib qolmay, shaxsiy va jamoaviy xotiralar tutashadigan badiiy belgiga aylanadi.

Aleksandr Arkadyevich Faynberg ijodida Toshkent ana shunday ko‘p qatlamli obrazlardan biridir. Toshkentda tug‘ilib o‘sgan, rus tilida ijod qilgan shoirning adabiy merosi O‘zbekistonning madaniy hayoti bilan uzviy bog‘liq. Uning shahar haqidagi she’riy va nasriy matnlarida Toshkent turli vazifalarda namoyon bo‘ladi: bolalik xotiralarini uyg‘otuvchi makon, tarixiy voqealar guvohi va avlodlar asrashi lozim bo‘lgan madaniy meros.

Maqolaning maqsadi — Faynberg ijodidagi Toshkent obrazini shaxsiy xotira, tarixiy xotira va kelajak oldidagi mas’uliyat o‘rtasidagi bog‘liqlikda tahlil qilish. Tadqiqotning vazifalari shahar obrazining turli matnlardagi vazifalarini aniqlash, “Toshkent. 1943” she’ridagi tarixiy qatlamni sharhlash, “Monolog o Tashkente” essesi bilan xotira mavzusidagi she’riy parchalar o‘rtasidagi mazmuniy aloqani ochishdan iborat. Biografik, tavsifiy-tahliliy va qiyosiy usullardan foydalaniladi.

Maqolaning mualliflik yondashuvi Toshkent obrazini uch vaqt qatlamida — shaxsiy o‘tmish, tarixiy tajriba va kelajak avlod oldidagi mas’uliyat doirasida —

birgalikda o‘qishdan iborat. Bu yondashuv shahar tasvirini faqat mehr va sog‘inch ifodasi sifatida emas, balki insoniy taqdirlar hamda madaniy davomiylik bilan bog‘liq murakkab badiiy hodisa sifatida ko‘rib chiqishga imkon beradi.

Mavzuning o‘rganilganlik darajasi va tadqiqot yondashuvi

Faynberg hayoti va ijodiga oid tadqiqotlarda shoirning adabiy faoliyati, zamondoshlari xotiralari va ayrim asarlarining mazmuni yoritilgan. Xususan, uning ijodi haqida umumiy ma’lumot beruvchi ishlar hamda “Toshkent. 1943” she’rini urush davri ijtimoiy muhiti va madaniy xotira bilan bog‘liq holda o‘rganuvchi maqola mavjud [1; 2; 5]. Ushbu ishlar mazkur mavzuni o‘rganish uchun muhim kontekst beradi.

Mazkur maqolada e’tibor faqat Toshkent haqidagi alohida matnlarni tavsiflashga emas, balki ularning o‘zaro munosabatini ochishga qaratiladi. Bolalik xotiralari shaxsiy vaqtni, “Toshkent. 1943” tarixiy vaqtni, “Monolog o Tashkente” esa kelajak oldidagi mas’uliyatni yorituvchi material sifatida talqin qilinadi. Shunday qilib, tadqiqotning asosiy farqli jihati — uch vaqt qatlamini yagona tahliliy model doirasida bog‘lashdir. Bu farq mavjud ilmiy ishlarni inkor etmaydi, balki ularning yonida alohida interpretativ yo‘nalishni taklif qiladi.

Aleksandr Faynberg va Toshkent madaniy muhiti

Aleksandr Arkadyevich Faynberg 1939-yil 2-noyabrda Toshkentda tug‘ilgan. U rus tilida ijod qilgan shoir, tarjimon va ssenariynavis sifatida tanilgan. Uning faoliyati O‘zbekiston adabiy muhiti bilan bog‘liq bo‘lib, o‘zbek adabiyoti namunalari bilan ishlashi hamda mahalliy madaniy hayotga murojaat qilishi ijodiy merosining muhim jihatlaridan hisoblanadi [1; 2]. Faynberg 2004-yilda O‘zbekiston xalq shoiri unvoniga sazovor bo‘lgan va 2009-yil 14-oktabrda Toshkentda vafot etgan [1; 2].

Biroq shoirning shahar bilan aloqasini faqat tarjimayi hol faktlari bilan tushuntirish yetarli emas. Biografik yaqinlik badiiy obrazga qanday aylanganini anglash uchun matnning o‘ziga murojaat qilish lozim. Shu sababli Toshkentning Faynberg ijodidagi ahamiyati shoirning kelib chiqishi bilangina emas, balki shahar xotira, tarix va madaniy mansublikni ifodalashda qanday vazifa bajarishi bilan belgilanadi.

Toshkent — shaxsiy va bolalik xotirasi makoni

Xotira bilan bog‘liq badiiy matnlarda shahar o‘tmishni qayta tiklashga yordam beradigan belgilar tizimi sifatida ishlaydi. Eski ko‘cha, uy yoki kundalik hayot

manzarasi insonning bolalik davri bilan bog‘liq tuyg‘ularni uyg‘otishi mumkin. Biroq xotira o‘tmishning aynan nusxasi emas: inson vaqt o‘tishi bilan o‘zgaradi, shahar ham o‘z qiyofasini o‘zgartiradi. Shu bois xotiraga qaytish ko‘pincha sog‘inch bilan birga yo‘qotish va qaytmaslik hissini ham yuzaga chiqaradi.

Faynbergning bolalik xotiralariga oid she’riy parchasida uchraydigan “Что стало, детство? Где твоё начало?” savoli o‘zbekchada “Nima bo‘ldi, bolalik? Boshlanishing qayerda?” mazmunini anglatadi [4]. Bu savol oddiy eslashdan ko‘ra kengroq ma’noga ega: lirik ovoz o‘tmishning qayerdan boshlanishini izlar ekan, bolalikning endi to‘liq qaytarib bo‘lmaydigan davr ekanini ham his qiladi. Ushbu misolni tahlil qilishda savol shaklining o‘zi muhim: u tayyor javob bermaydi, aksincha, vaqt va xotira o‘rtasidagi masofani sezdiradi.

Bunday kontekstda Toshkent lirik qahramonning xotirasini faollashtiruvchi makon sifatida namoyon bo‘ladi. Shahar o‘tmishni o‘z holicha saqlab qoladigan muzey emas; uning manzaralari inson ongida yangi ma’no kasb etadi. Ayrim joylar saqlanib qolishi, boshqalari o‘zgarishi yoki yo‘qolishi mumkin. Ana shu tafovut xotira va bugungi voqelik o‘rtasidagi ziddiyatni kuchaytiradi. Shuning uchun Toshkent obrazining badiiy ta’siri faqat shaharni tasvirlashda emas, balki insonning vaqt o‘tishi bilan o‘z xotiralariga qanday munosabatda bo‘lishini ko‘rsatishda ham namoyon bo‘ladi.

Mazkur talqinda “xotira makoni” iborasi mualliflik tahliliy tushunchasi sifatida qo‘llanadi. Uni Faynbergning o‘ziga tegishli bevosita ta’rif deb tushunmaslik kerak. Bu tushuncha shahar tasviri va lirik qahramonning ichki kechinmalari o‘rtasidagi munosabatni izohlashga xizmat qiladi.

“Toshkent. 1943” she’rida tarixiy xotira

“Toshkent. 1943” she’rining sarlavhasi ikki muhim unsurni yonma-yon qo‘yadi: shahar nomi va aniq yil. Toshkent geografik makonni bildirsa, 1943-yil Ikkinchi jahon urushi kechayotgan tarixiy davrni eslatadi. Shu tariqa sarlavhaning o‘zi o‘quvchini makon va tarix o‘rtasidagi munosabat haqida o‘ylashga undaydi. Shahar bu yerda voqealar sodir bo‘ladigan fon bo‘lish bilan cheklanmay, tarixiy tajriba izlari jamlangan muhit sifatida talqin qilinishi mumkin.

She’rga bag‘ishlangan tadqiqotda asarning urush davridagi ijtimoiy muhit va madaniy xotira bilan aloqasi alohida ko‘rib chiqiladi [5]. Ushbu ilmiy qarash shahar obrazini tarixiy kontekstda o‘qish uchun muhimdir. Biroq she’rning ahamiyatini faqat urush haqidagi tarixiy ma’lumot bilan izohlash to‘liq bo‘lmaydi. Adabiy matn tarixni

inson hayotiga ta’sir qiluvchi tajriba sifatida ko‘rsatishi, katta voqealarni kundalik hayot tafsilotlari orqali idrok etishga imkon berishi bilan ham ahamiyatlidir.

Toshkent obrazining tarixiy qatlamini tahlil qilganda, urush davrini umumiy shiorlar yoki mavhum fojiaviylik bilan almashtirib yubormaslik lozim. Tarixiy xotira aniq insoniy taqdirlar, kundalik turmush va shaxsiy kechinmalar bilan bog‘langanida badiiy jihatdan ta’sirchan bo‘ladi. Shu sababli she’rda uchraydigan har bir detalni faqat tarixiy bezak sifatida emas, balki inson va davr o‘rtasidagi aloqani ochuvchi unsur sifatida o‘qish maqsadga muvofiq.

Shu nuqtayi nazardan, “Toshkent. 1943” she’rida shaharni insoniy taqdirlar tutashgan tarixiy makon sifatida talqin qilish mumkin. Bu talqin Toshkentni ideal va o‘zgarmas obrazga aylantirmaydi; aksincha, shahar tarixiy sinovlar, og‘irliklar va kundalik hayot bilan birgalikda namoyon bo‘ladi. Natijada shahar obrazi xotira va mehr bilan birga murakkab tarixiy tajribani ham o‘zida mujassam etadi.

“Monolog o Tashkente”: ma’naviy mansublik va kelajak oldidagi mas’uliyat

“Monolog o Tashkente” essesi Toshkentga bo‘lgan munosabatni bevosita ifodalashi bilan muhim manba hisoblanadi. Unda shahar faqat shoirning o‘tmishi bilan bog‘liq joy sifatida emas, balki qadrlanishi va asralishi lozim bo‘lgan umumiy meros sifatida ko‘rinadi. Essening yakunidagi “Берегите его. Он того стоит” jumlasi “Uni asrang. U bunga arziydi” deb tarjima qilinadi [3]. Ushbu qisqa murojaat shahar bilan shaxs o‘rtasidagi munosabatni kelajak avlodga qaratilgan mas’uliyat bilan bog‘laydi.

Murojaatning sodda va bevosita shakli uning mazmunini kuchaytiradi. “Asrang” fe’li shaharni shunchaki eslash yoki unga mehr qo‘yish bilan cheklanmasdan, unga nisbatan faol munosabat zarurligini bildiradi. “U bunga arziydi” jumlasi esa Toshkentning qadri faqat tashqi ko‘rinish yoki shaxsiy xotiralar bilan belgilanmasligini anglatadi. Shahar tarix, madaniyat va insonlar hayoti orqali to‘plangan ma’nolarni o‘zida saqlaydi.

Bu o‘rinda vatan tuyg‘usini faqat etnik kelib chiqish bilan tenglashtirib bo‘lmaydi. Faynbergning hayoti va ijodi shaxsning ma’lum madaniy muhitga daxldorligi uning yashagan joyi, ijodiy aloqalari va shu muhitga bo‘lgan munosabati orqali ham shakllanishi mumkinligini ko‘rsatadi. Biroq bunday xulosani shoirning tarjimayi holidan avtomatik tarzda chiqarish emas, balki uning asarlaridagi badiiy ifodalar bilan asoslash kerak. Toshkent haqidagi she’rlar va esse shahar bilan ma’naviy yaqinlikni ko‘rsatadigan matnlar sifatida o‘qilishi mumkin.

Essedagi kelajakka qaratilgan murojaat Toshkent obrazining uchinchi vaqt qatlamini yuzaga chiqaradi. Bolalik xotiralari o‘tmishga, “Toshkent. 1943” tarixiy tajribaga murojaat qilsa, shaharni asrash haqidagi chaqiriq kelajak bilan bog‘lanadi. Demak, Toshkent faqat xotirlanadigan narsa emas; u keyingi avlodlar uchun ham ahamiyatini saqlashi kerak bo‘lgan madaniy makondir.

Mualliflik tahlili: uch vaqt qatlamining o‘zaro bog‘liqligi

Ko‘rib chiqilgan matnlarni qiyoslash Toshkent obrazining uch qatlamini ajratish imkonini beradi. Birinchi qatlam — shaxsiy xotira. Bolalik haqidagi savol va xotira tasvirlari shaharni insonning ichki dunyosi bilan bog‘laydi. Bu qatlamda Toshkent o‘tgan vaqtni eslatadi, lekin o‘tmishga to‘liq qaytish mumkin emasligini ham anglatadi. Shahar tasviri shaxsning o‘zgarishi va vaqtning qaytmasligi haqidagi mulohazaga aylanadi.

Ikkinchi qatlam — tarixiy xotira. “Toshkent. 1943” sarlavhasida makon va sana birlashib, shaharni tarixiy davr bilan bog‘laydi. Bu qatlamda Toshkent insonlar hayoti va tarixiy sinovlar tutashadigan muhit sifatida talqin qilinadi. Tarixiy voqelikning badiiy ifodasi umumiy ma’lumotlarni takrorlashdan ko‘ra, ularning insoniy tajribaga ta’sirini ochishga qaratiladi.

Uchinchi qatlam — kelajak oldidagi mas’uliyat. “Monolog o Tashkente”dagi “Uni asrang” mazmunidagi murojaat shaharni kelajak avlodga tegishli meros sifatida ko‘rsatadi. Bu yerda xotira passiv eslash emas, balki asrash va davom ettirish zarurati bilan bog‘lanadi. Shunday qilib, shahar obrazi o‘tmish, tarixiy tajriba va kelajakni birlashtiradi.

Uch qatlamning o‘zaro aloqasi maqolaning asosiy tahliliy natijasidir. Shaxsiy xotira tarixiy xotiradan ajralgan emas: insonning shahar haqidagi tasavvuri yashagan davri va ko‘rgan voqealari bilan shakllanadi. Xuddi shuningdek, kelajak oldidagi mas’uliyat ham o‘tmishni bilish va uning ma’nosini anglashga tayanadi. Toshkent shu munosabatlar kesishgan badiiy makon sifatida namoyon bo‘ladi.

Shu bilan birga, Faynbergning butun ijodini faqat Toshkentga muhabbat mavzusi bilan izohlash to‘g‘ri emas. Uning ijodiy merosi mavzu va janr jihatidan keng. Mazkur maqola shoir ijodining faqat Toshkent obrazi bilan bevosita bog‘liq qismiga e’tibor qaratadi. Shu chegarani saqlash tadqiqot xulosalarini aniqroq va dalillarga yaqinroq qiladi.

Xulosa

Tahlil natijalari Aleksandr Faynberg ijodida Toshkent obrazi bir necha mazmuniy qatlamga ega ekanini ko‘rsatadi. Shahar shaxsiy xotiralar uyg‘onadigan makon, tarixiy tajriba va insoniy taqdirlar tutashgan muhit hamda kelajak avlod oldidagi mas’uliyat bilan bog‘liq madaniy meros sifatida talqin qilinishi mumkin.

Birinchidan, bolalik xotiralariga oid she’riy parchalarda Toshkent o‘tmish bilan bugun o‘rtasidagi aloqani yuzaga chiqaradi. Xotira insonni o‘tgan davrga qaytargandek bo‘lsa-da, ayni paytda vaqtning qaytmasligini ham anglatadi. Ikkinchidan, “Toshkent. 1943” she’rida shahar va tarixiy sana birlashib, Toshkentni urush davri tajribasi bilan bog‘liq badiiy makon sifatida ko‘rishga imkon beradi. Uchinchidan, “Monolog o Tashkente” essesi shaharni asrash va uning qadriyatlarini keyingi avlodlarga yetkazish g‘oyasini ilgari suradi.

Maqolaning asosiy xulosasi shundan iboratki, Faynberg ijodidagi Toshkent obrazini shaxsiy, tarixiy va kelajakka yo‘naltirilgan qatlamlarning o‘zaro aloqasi orqali o‘qish samarali tahliliy yondashuvdir. Bu yondashuv shaharni faqat geografik joy yoki sog‘inch timsoli sifatida emas, balki inson xotirasi, tarixiy tajriba va madaniy davomiylikni birlashtiruvchi badiiy hodisa sifatida anglashga yordam beradi. Mazkur talqin Faynberg merosidagi Toshkent obrazining murakkabligi va ko‘p ma’noliligini ochishga xizmat qiladi.

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KADRLAR TAYYORLASH TIZIMINI MODERNIZATSIYALASH SHAROITIDA TALABALARNING MA'NAVIYATINI RIVOJLANTIRISHNING NAZARIY-METODOLOGIK ASOSLARI

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ANNOTATSIYA: Mazkur maqolada kadrlar tayyorlash tizimini modernizatsiyalash sharoitida oliy ta'lim muassasalari talabalarining ma'naviyatini rivojlantirishning nazariy-metodologik asoslari, pedagogik qonuniyatlari, tamoyillari hamda ustuvor yo'nalishlari ilmiy-nazariy jihatdan tahlil etilgan. Shuningdek, zamonaviy ta'lim paradigmalari asosida talabalarning ma'naviy-axloqiy kompetensiyalarini shakllantirish, milliy va umuminsoniy qadriyatlarni ularning ongiga singdirish, ijtimoiy faolligi, mustaqil tafakkuri hamda fuqarolik mas'uliyatini rivojlantirish masalalari yoritilgan. Tadqiqotda shaxsga yo'naltirilgan, kompetensiyaviy, aksiologik, tizimli va faoliyatga asoslangan yondashuvlarning talabalar ma'naviyatini rivojlantirishdagi metodologik ahamiyati ochib berilgan. Kadrlar tayyorlash jarayonida ta'lim va tarbiya integratsiyasini ta'minlash, innovatsion pedagogik texnologiyalardan foydalanish, ma'naviy-ma'rifiy muhitni takomillashtirish hamda bo'lajak mutaxassislarning kasbiy va ma'naviy kamolotini uyg'un rivojlantirishning pedagogik imkoniyatlari asoslangan. Shuningdek, oliy ta'lim tizimida ma'naviy tarbiya samaradorligini oshirishga xizmat qiluvchi tashkiliy-pedagogik shart-sharoitlar, metodologik yondashuvlar va ilmiy-amaliy tavsiyalar bayon etilgan.

KALIT SO'ZLAR: Kadrlar tayyorlash tizimi, modernizatsiyalash, talabalar ma'naviyati, ma'naviy-axloqiy tarbiya, nazariy-metodologik asoslar, oliy ta'lim, kompetensiyaviy yondashuv, aksiologik yondashuv, shaxsga yo'naltirilgan ta'lim, pedagogik innovatsiyalar, milliy va umuminsoniy qadriyatlar, ma'naviy kompetensiya, ta'lim va tarbiya integratsiyasi, kasbiy kompetentlik, ma'naviy-ma'rifiy muhit.

KIRISH

Bugungi globallashuv, raqamli transformatsiya va ijtimoiy-iqtisodiy taraqqiyot jarayonlari jamiyatning barcha sohalarida, xususan, ta'lim tizimida ham tub tarkibiy va mazmuniy o'zgarishlarni yuzaga keltirmoqda. Jahon miqyosida ilm-fan, texnika va innovatsion texnologiyalarning jadal rivojlanishi zamonaviy mehnat bozori talablariga

javob beradigan, yuksak kasbiy kompetensiyaga, mustaqil tafakkurga, ijodiy yondashuvga hamda mustahkam ma’naviy-axloqiy fazilatlarga ega mutaxassislarni tayyorlash zaruratini kuchaytirmoqda. Mazkur sharoitda kadrlar tayyorlash tizimini modernizatsiyalash nafaqat ta’lim mazmunini yangilash, o‘quv jarayoniga ilg‘or pedagogik va axborot texnologiyalarini joriy etish, balki talabalarning ma’naviy dunyoqarashini rivojlantirish, ularning ijtimoiy mas’uliyati, fuqarolik pozitsiyasi va axloqiy madaniyatini yuksaltirish bilan ham bevosita bog‘liqdir. O‘zbekiston Respublikasida amalga oshirilayotgan keng ko‘lamli islohotlar ta’lim tizimini sifat jihatidan yangi bosqichga olib chiqish, inson kapitalini rivojlantirish va intellektual salohiyatli, ma’naviy barkamol avlodni tarbiyalashga qaratilgan. Ayniqsa, oliy ta’lim muassasalarida bo‘lajak mutaxassislarni tayyorlash jarayonida ularning kasbiy bilim va ko‘nikmalarini shakllantirish bilan bir qatorda, ma’naviy-axloqiy sifatlarini rivojlantirish, milliy o‘zlikni anglash, tarixiy xotira, vatanparvarlik, insonparvarlik va ijtimoiy faollik kabi fazilatlarni mustahkamlash muhim pedagogik vazifalardan biri hisoblanadi. Zero, zamonaviy jamiyat taraqqiyoti nafaqat yuqori malakali mutaxassislarga, balki o‘z kasbiy faoliyatida axloqiy me’yorlarga amal qiladigan, jamiyat manfaatlarini shaxsiy manfaatlari bilan uyg‘unlashtira oladigan, ijtimoiy jarayonlarga ongli munosabat bildiradigan ma’naviy yetuk shaxslarga ham ehtiyoj sezmoqda. Kadrlar tayyorlash tizimini modernizatsiyalash sharoitida talabalar ma’naviyatini rivojlantirish masalasi pedagogika fanining dolzarb ilmiy-nazariy muammolaridan biri sifatida namoyon bo‘lmoqda. Chunki ta’lim tizimidagi modernizatsion jarayonlar o‘quv dasturlari, ta’lim standartlari, pedagogik texnologiyalar va baholash mexanizmlarining takomillashuvi bilan cheklanib qolmasdan, ta’lim oluvchi shaxsining ma’naviy, axloqiy, intellektual va ijtimoiy rivojlanishini ta’minlaydigan yaxlit pedagogik tizimni shakllantirishni ham talab etadi. Shu nuqtayi nazardan, talabalar ma’naviyatini rivojlantirishning nazariy-metodologik asoslarini aniqlash, mazkur jarayonning pedagogik qonuniyatlari, tamoyillari, omillari va tashkiliy shart-sharoitlarini ilmiy jihatdan asoslash alohida ahamiyat kasb etadi. Ma’naviyat insonning dunyoqarashi, axloqiy qarashlari, qadriyatlar tizimi, ijtimoiy munosabatlarga bo‘lgan yondashuvi, madaniy saviyasi va shaxsiy mas’uliyatini o‘zida mujassamlashtiruvchi murakkab ijtimoiy-pedagogik hodisadir. Talabalarning ma’naviyatini rivojlantirish esa ularning ma’naviy bilimlarini boyitish, axloqiy qadriyatlarga ongli munosabatini shakllantirish, ijtimoiy faoliyatda ma’naviy me’yorlarga amal qilish ko‘nikmalarini takomillashtirish hamda shaxsiy va kasbiy faoliyatida umuminsoniy qadriyatlarni namoyon etishga yo‘naltirilgan uzluksiz pedagogik jarayon sifatida tavsiflanadi. Mazkur jarayonning samaradorligi ta’lim va

tarbiyaning uzviyligi, pedagogik ta’sirning tizimliligi, talabalar individual xususiyatlarining hisobga olinishi hamda ma’naviy-ma’rifiy muhitning rivojlanganlik darajasiga bog‘liq.

Zamonaviy pedagogik tadqiqotlarda talabalar ma’naviyatini rivojlantirish muammosini o‘rganishda bir qator metodologik yondashuvlardan foydalanish muhim ahamiyatga ega. Jumladan, aksiologik yondashuv shaxsning qadriyatlar tizimini shakllantirish va rivojlantirishga, kompetensiyaviy yondashuv ma’naviy-axloqiy bilimlarni amaliy faoliyatda qo‘llash ko‘nikmalarini takomillashtirishga, shaxsga yo‘naltirilgan yondashuv talabalarning individual ehtiyojlari, qiziqishlari va shaxsiy imkoniyatlarini hisobga olishga xizmat qiladi. Tizimli yondashuv esa ma’naviy tarbiya jarayonining maqsadi, mazmuni, shakllari, metodlari va natijalarini o‘zaro bog‘liq holda tashkil etishni nazarda tutadi. Faoliyatga asoslangan yondashuv orqali talabalarni ma’naviy-ma’rifiy tadbirlar, ijtimoiy loyihalar, jamoaviy tashabbuslar va mustaqil ijodiy faoliyatga jalb etish imkoniyatlari kengayadi. Shuningdek, kadrlar tayyorlash tizimini modernizatsiyalash sharoitida ma’naviy tarbiyaning mazmuni va metodlarini yangilash zarurati ham ortib bormoqda. An’anaviy tarbiyaviy yondashuvlarni zamonaviy innovatsion pedagogik texnologiyalar, interaktiv metodlar, raqamli ta’lim resurslari va ijtimoiy hamkorlik mexanizmlari bilan uyg‘unlashtirish talabalar ma’naviyatini rivojlantirishning muhim shartlaridan biri hisoblanadi. Bunda talabalarning tarbiyaviy jarayondagi faolligini oshirish, ularni mustaqil fikrlashga, ma’naviy-axloqiy muammolarni tahlil qilishga, turli ijtimoiy vaziyatlarda asosli qarorlar qabul qilishga va o‘z xatti-harakatlarini tanqidiy baholashga yo‘naltirish muhim o‘rin tutadi. Alohida ta’kidlash lozimki, zamonaviy axborot makonining kengayishi, ijtimoiy tarmoqlarning yoshlar hayotiga faol kirib kelishi, turli madaniyatlar va qadriyatlar o‘rtasidagi o‘zaro ta’sirning kuchayishi talabalar ma’naviyatini rivojlantirish jarayoniga yangi talablarni qo‘ymoqda. Bunday sharoitda talabalarda axborot madaniyati, tanqidiy tafakkur, mafkuraviy immunitet, ma’naviy mustaqillik va ijtimoiy mas’uliyatni shakllantirish ustuvor pedagogik vazifalardan biriga aylanmoqda. Shu sababli oliy ta’lim muassasalarida ma’naviy tarbiya jarayonini tashkil etishda milliy pedagogik meros, umuminsoniy qadriyatlar va zamonaviy ilmiy-metodologik yondashuvlarning o‘zaro uyg‘unligini ta’minlash zarur.

O‘zbekiston Respublikasining “Ta’lim to‘g‘risida”gi Qonuni, oliy ta’lim tizimini rivojlantirishga oid strategik hujjatlar hamda ma’naviy-ma’rifiy ishlar samaradorligini oshirishga qaratilgan davlat siyosati ta’lim va tarbiya jarayonlarini

o‘zaro integratsiyalash, yoshlarning ma’naviy kamolotini ta’minlash va ularni ijtimoiy faol shaxs sifatida shakllantirish uchun muhim huquqiy asos yaratmoqda. Mazkur hujjatlarda belgilangan ustuvor vazifalar oliy ta’lim muassasalarida ma’naviy tarbiya tizimini takomillashtirish, pedagogik faoliyatning innovatsion shakllarini kengaytirish va talabalarning shaxsiy rivojlanishiga yo‘naltirilgan ta’lim muhitini yaratish zaruratini ko‘rsatadi. Ilmiy-pedagogik nuqtayi nazardan qaralganda, talabalar ma’naviyatini rivojlantirish jarayoni faqat alohida tarbiyaviy tadbirlar yoki ma’naviy-ma’rifiy mashg‘ulotlar doirasida amalga oshiriladigan faoliyat emas, balki oliy ta’lim muassasasining barcha tarkibiy yo‘nalishlarini qamrab oluvchi yaxlit pedagogik tizim sifatida tashkil etilishi lozim. Ushbu tizim o‘quv jarayoni, auditoriyadan tashqari faoliyat, ilmiy-tadqiqot ishlari, talabalar jamoasi, ijtimoiy hamkorlik va ma’naviy-ma’rifiy muhitning o‘zaro integratsiyasiga asoslanishi zarur. Aynan shunday yondashuv orqali bo‘lajak mutaxassislarning kasbiy kompetensiyalari bilan bir qatorda, ularning ma’naviy-axloqiy madaniyati, ijtimoiy mas’uliyati va fuqarolik pozitsiyasini uyg‘un rivojlantirish imkoniyati yuzaga keladi. Shu jihatdan, kadrlar tayyorlash tizimini modernizatsiyalash sharoitida talabalar ma’naviyatini rivojlantirishning nazariy-metodologik asoslarini tadqiq etish, mavjud pedagogik yondashuvlarni tizimlashtirish, ma’naviy tarbiya jarayonining mazmuniy va tashkiliy komponentlarini aniqlash hamda ularni zamonaviy ta’lim talablari asosida takomillashtirish dolzarb ilmiy ahamiyatga ega. Mazkur tadqiqotning maqsadi kadrlar tayyorlash tizimini modernizatsiyalash sharoitida oliy ta’lim muassasalari talabalarining ma’naviyatini rivojlantirishning nazariy-metodologik asoslarini ilmiy jihatdan tahlil qilish, mazkur jarayonga ta’sir etuvchi pedagogik omillar va shart-sharoitlarni aniqlash, shuningdek, ma’naviy tarbiya samaradorligini oshirishga xizmat qiluvchi metodologik yondashuvlar hamda pedagogik mexanizmlarni asoslashdan iborat. Tadqiqotning ilmiy ahamiyati talabalar ma’naviyatini rivojlantirishga oid nazariy qarashlarni tizimlashtirish, kompetensiyaviy, aksiologik, shaxsga yo‘naltirilgan va tizimli yondashuvlarning o‘zaro aloqadorligini ochib berish hamda kadrlar tayyorlash tizimidagi modernizatsion jarayonlar bilan ma’naviy tarbiya o‘rtasidagi uzviy bog‘liqlikni ilmiy-pedagogik jihatdan izohlashda namoyon bo‘ladi. Amaliy ahamiyati esa oliy ta’lim muassasalarida ma’naviy-ma’rifiy faoliyatni takomillashtirish, tarbiyaviy ishlarni ilmiy asosda rejalashtirish va bo‘lajak mutaxassislarning kasbiy hamda ma’naviy kamolotini ta’minlashga qaratilgan pedagogik tavsiyalarni ishlab chiqish imkoniyati bilan belgilanadi.

Kadrlar tayyorlash tizimini modernizatsiyalashning pedagogik mohiyati va talabalar ma’naviyatini rivojlantirishdagi o‘rni

Zamonaviy jamiyat taraqqiyotining muhim xususiyatlaridan biri ta’lim tizimining ijtimoiy-iqtisodiy, madaniy va texnologik o‘zgarishlarga mos ravishda uzluksiz yangilanib borishidir. Kadrlar tayyorlash tizimini modernizatsiyalash ta’limning maqsadi, mazmuni, metodlari, tashkiliy shakllari va natijalarini jamiyatning istiqboldagi ehtiyojlari bilan uyg‘unlashtirishga qaratilgan kompleks pedagogik jarayon sifatida namoyon bo‘ladi. Mazkur jarayonda bo‘lajak mutaxassislarning kasbiy bilim va amaliy ko‘nikmalarini rivojlantirish bilan bir qatorda, ularning ma’naviy-axloqiy dunyoqarashi, ijtimoiy mas’uliyati, fuqarolik pozitsiyasi hamda madaniy kompetensiyalarini shakllantirish muhim ahamiyat kasb etadi. Kadrlar tayyorlash tizimini modernizatsiyalashning pedagogik mohiyati, avvalo, ta’lim jarayonini shaxsning har tomonlama rivojlanishiga yo‘naltirish bilan belgilanadi. Bunda ta’lim oluvchi faqat tayyor bilimlarni o‘zlashtiruvchi subyekt emas, balki mustaqil fikrlaydigan, ijtimoiy munosabatlarda faol ishtirok etadigan, o‘z kasbiy faoliyatining ma’naviy-axloqiy oqibatlarini anglaydigan shaxs sifatida qaraladi. Shunday ekan, zamonaviy oliy ta’lim tizimida talabalar ma’naviyatini rivojlantirish kadrlar tayyorlash sifatining muhim tarkibiy qismi hisoblanadi. Modernizatsiyalash jarayonida ta’limning insonparvarlik, demokratiklik, uzluksizlik, tizimlilik va innovatsionlik tamoyillariga asoslanishi talabalar ma’naviyatini rivojlantirish uchun qulay pedagogik shart-sharoitlarni yuzaga keltiradi. Ayniqsa, ta’lim va tarbiya jarayonlarining o‘zaro integratsiyalashuvi, talabalar shaxsiy ehtiyojlari va qiziqishlarining hisobga olinishi, milliy hamda umuminsoniy qadriyatlarning ta’lim mazmuniga singdirilishi ma’naviy tarbiya samaradorligini oshirishga xizmat qiladi. Mazkur jarayonda talabalar ma’naviyatini rivojlantirish quyidagi ustuvor yo‘nalishlar orqali amalga oshirilishi maqsadga muvofiq: ma’naviy-axloqiy bilimlarni shakllantirish, qadriyatli munosabatlarni rivojlantirish, ijtimoiy faollikni rag‘batlantirish, mustaqil fikrlashni takomillashtirish, kasbiy etika me’yorlarini o‘zlashtirish hamda ma’naviy refleksiya ko‘nikmalarini rivojlantirish. Demak, kadrlar tayyorlash tizimini modernizatsiyalash sharoitida talabalar ma’naviyatini rivojlantirish ta’lim jarayonining alohida yo‘nalishi sifatida emas, balki bo‘lajak mutaxassis shaxsini shakllantirishga qaratilgan yaxlit pedagogik tizimning ajralmas tarkibiy qismi sifatida tashkil etilishi zarur.

Talabalar ma’naviyatini rivojlantirishning nazariy-metodologik yondashuvlari

Talabalar ma’naviyatini rivojlantirishning nazariy-metodologik asoslarini belgilashda zamonaviy pedagogika, falsafa, psixologiya va aksiologiya fanlarida shakllangan ilmiy yondashuvlarga tayanish muhim ahamiyatga ega. Mazkur yondashuvlar ma’naviy tarbiya jarayonining mazmuni, pedagogik mexanizmlari, tashkiliy shakllari hamda kutilayotgan natijalarini ilmiy asosda belgilash imkonini beradi. Aksiologik yondashuv talabalar ma’naviyatini rivojlantirishning muhim metodologik asoslaridan biri hisoblanadi. Ushbu yondashuv shaxsning qadriyatlar tizimini shakllantirish, milliy va umuminsoniy qadriyatlarga ongli munosabatni rivojlantirish hamda axloqiy me’yorlarni shaxsiy e’tiqod darajasiga ko‘tarishga yo‘naltiriladi. Aksiologik yondashuv asosida tashkil etilgan tarbiyaviy faoliyat talabalarning insonparvarlik, adolat, halollik, vatanparvarlik, bag‘rikenglik va ijtimoiy mas’uliyat kabi fazilatlarni anglashiga yordam beradi. Kompetensiyaviy yondashuv ma’naviy-axloqiy bilimlarni real hayotiy vaziyatlarda qo‘llash, axloqiy qarorlar qabul qilish va ijtimoiy munosabatlarda mas’uliyatli faoliyat yuritish ko‘nikmalarini rivojlantirishni nazarda tutadi. Mazkur yondashuvning asosiy xususiyati shundaki, unda ma’naviy tarbiya natijasi faqat nazariy bilimlar hajmi bilan emas, balki talabaning amaliy xulq-atvori, ijtimoiy faolligi va qadriyatlarga asoslangan faoliyati orqali baholanadi. Shaxsga yo‘naltirilgan yondashuv talabalarning individual xususiyatlari, ehtiyojlari, qiziqishlari, hayotiy tajribasi va shaxsiy imkoniyatlarini hisobga olgan holda ma’naviy tarbiya jarayonini tashkil etishga asoslanadi. Bunday yondashuv talabalarni tarbiyaviy faoliyatning passiv ishtirokchisi emas, balki o‘z ma’naviy rivojlanishining faol subyekti sifatida shakllantirishga xizmat qiladi.

Tizimli yondashuv talabalar ma’naviyatini rivojlantirish jarayonining barcha tarkibiy qismlarini o‘zaro bog‘liq holda o‘rganish va tashkil etishni nazarda tutadi. Bunda maqsad, mazmun, metod, vosita, tashkiliy shakl, pedagogik shart-sharoit va natijalar yagona tizim sifatida qaraladi. Faoliyatga asoslangan yondashuv talabalarning ma’naviy-axloqiy sifatlarini amaliy faoliyat jarayonida rivojlantirishga qaratiladi. Mazkur yondashuv doirasida ijtimoiy loyihalar, volontyorlik faoliyati, jamoaviy tadbirlar, munozaralar, ijodiy topshiriqlar va mustaqil izlanishlar muhim pedagogik vosita sifatida qo‘llaniladi. Integrativ yondashuv esa ta’lim va tarbiya jarayonlarining o‘zaro uzviyligini ta’minlash, turli fanlar mazmuniga ma’naviy-axloqiy g‘oyalarni singdirish hamda auditoriya va auditoriyadan tashqari faoliyatni yagona pedagogik maqsadga yo‘naltirishni nazarda tutadi. Ushbu metodologik yondashuvlarning o‘zaro uyg‘unligi talabalar ma’naviyatini rivojlantirishning ilmiy asoslangan, izchil va samarali pedagogik tizimini yaratishga imkon beradi.

Talabalar ma’naviyatini rivojlantirishning asosiy metodologik yondashuvlari

Metodologik yondashuv	Mazmuni	Pedagogik imkoniyatlari	Kutilayotgan natija
Aksiologik	Milliy va umuminsoniy qadriyatlarni o‘zlashtirish	Qadriyatli munosabatlarni shakllantirish	Ma’naviy-axloqiy qarashlarning rivojlanishi
Kompetensiyaviy	Bilim, ko‘nikma va qadriyatlarni amaliyotda qo‘llash	Axloqiy vaziyatlarni tahlil qilish	Ma’naviy kompetensiyaning rivojlanishi
Shaxsga yo‘naltirilgan	Individual ehtiyoj va imkoniyatlarni hisobga olish	Mustaqil rivojlanishni rag‘batlantirish	Shaxsiy mas’uliyatning ortishi
Tizimli	Tarbiyaviy jarayon komponentlarining uzviyligi	Maqsad va natijalar uyg‘unligini ta’minlash	Tarbiyaviy faoliyatning izchilligi
Faoliyatga asoslangan	Ma’naviy sifatlarni amaliy faoliyatda rivojlantirish	Ijtimoiy loyihalarga jalb etish	Ijtimoiy faollikning kuchayishi
Integrativ	Ta’lim va tarbiyaning o‘zaro uyg‘unligi	Fanlararo va tarbiyaviy aloqalarni kuchaytirish	Yaxlit ma’naviy dunyoqarashning shakllanishi

Jadvalda keltirilgan yondashuvlar talabalar ma’naviyatini rivojlantirishning o‘zaro bog‘liq metodologik asoslarini ifodalaydi. Ularning har biri ma’naviy tarbiya jarayonining muayyan jihatini takomillashtirishga xizmat qilsa-da, kompleks qo‘llanilganda yaxlit pedagogik natijaga erishish imkoniyati kengayadi.

Talabalar ma’naviyatini rivojlantirishning pedagogik tamoyillari va qonuniyatlari

Kadrlar tayyorlash tizimini modernizatsiyalash sharoitida talabalar ma’naviyatini rivojlantirish jarayonini samarali tashkil etish muayyan pedagogik tamoyillarga asoslanishni talab etadi. Mazkur tamoyillar ma’naviy tarbiya mazmunini

belgilash, pedagogik faoliyatni rejalashtirish va ta’lim oluvchilarning shaxsiy rivojlanishiga yo‘naltirilgan metodlarni tanlashda muhim metodologik mezon vazifasini bajaradi. Birinchi navbatda, ilmiylik tamoyili ma’naviy tarbiya jarayonining pedagogik, psixologik va falsafiy bilimlarga asoslanishini nazarda tutadi. Ushbu tamoyilga muvofiq, talabalar ma’naviyatini rivojlantirishda qo‘llaniladigan metod va vositalar ilmiy jihatdan asoslangan bo‘lishi, tarbiyaviy faoliyat esa aniq maqsad va kutilayotgan natijalarga yo‘naltirilishi zarur. Tizimlilik va uzluksizlik tamoyili ma’naviy tarbiyaning barcha bosqichlarda izchil amalga oshirilishini ta’minlaydi. Talabalarning ma’naviy rivojlanishi bir martalik tadbirlar bilan cheklanmasdan, o‘quv mashg‘ulotlari, mustaqil ta’lim, ijtimoiy faoliyat va kundalik muloqot jarayonida davom ettirilishi lozim. Milliy va umuminsoniy qadriyatlar uyg‘unligi tamoyili talabalarni milliy madaniy meros, tarixiy an’analar va xalqning ma’naviy qadriyatlari asosida tarbiyalash bilan bir qatorda, inson huquqlari, bag‘rikenglik, adolat va tinchlik kabi umuminsoniy qadriyatlarga hurmat ruhida shakllantirishni nazarda tutadi. Faollik va mustaqillik tamoyili talabalarning tarbiyaviy faoliyatda ongli ishtirok etishi, mustaqil fikr bildirishi, muammoli vaziyatlarni tahlil qilishi va shaxsiy xulosalar chiqarishiga asoslanadi. Mazkur tamoyil ma’naviy tarbiya jarayonida talabalar tashabbuskorligini rag‘batlantirishga xizmat qiladi. Refleksivlik tamoyili talabalarning o‘z qarashlari, xatti-harakatlari va axloqiy qarorlarini mustaqil tahlil qilish, o‘z faoliyatiga tanqidiy baho berish hamda shaxsiy rivojlanish istiqbollarini belgilash ko‘nikmalarini rivojlantirishni taqozo etadi. Shuningdek, ma’naviy tarbiya jarayonida pedagogik hamkorlik, insonparvarlik, individual yondashuv, ijtimoiy faollik va innovatsionlik tamoyillarining uyg‘un qo‘llanilishi muhim ahamiyatga ega. Mazkur tamoyillarning amaliy tatbiqi ma’naviy tarbiya jarayonini talabalarning shaxsiy ehtiyojlari, jamiyatning ijtimoiy talablari va zamonaviy ta’limning strategik maqsadlari bilan uyg‘unlashtirish imkonini beradi.

Kadrlar tayyorlash tizimida ta’lim va tarbiya integratsiyasining nazariy asoslari

Zamonaviy oliy ta’lim tizimida ta’lim va tarbiya jarayonlarining o‘zaro integratsiyalashuvi bo‘lajak mutaxassislarni har tomonlama rivojlantirishning muhim pedagogik sharti hisoblanadi. Ta’lim jarayoni talabalarni ilmiy bilimlar, kasbiy ko‘nikmalar va intellektual kompetensiyalar bilan qurollantirsa, tarbiya jarayoni ularning ma’naviy-axloqiy qarashlari, qadriyatlar tizimi, ijtimoiy mas’uliyati va shaxsiy madaniyatini shakllantirishga xizmat qiladi. Mazkur ikki jarayonning o‘zaro

uyg‘unligi ta’lim oluvchilarning nafaqat kasbiy jihatdan malakali, balki ma’naviy yetuk va ijtimoiy mas’uliyatli mutaxassis sifatida kamol topishini ta’minlashga yo‘naltiriladi. Ta’lim va tarbiya integratsiyasini amalga oshirishda o‘quv fanlarining tarbiyaviy imkoniyatlaridan samarali foydalanish alohida ahamiyatga ega. Jumladan, ijtimoiy-gumanitar fanlar orqali talabalarda tarixiy xotira, milliy o‘zlikni anglash, fuqarolik mas’uliyati va axloqiy qadriyatlar shakllantirilsa, tabiiy va texnik fanlar doirasida ilmiy halollik, ekologik mas’uliyat, kasbiy etika va inson manfaatlariga xizmat qilish kabi sifatlarni rivojlantirish mumkin. Bunda pedagoglarning kasbiy faoliyati ham muhim o‘rin tutadi. Pedagog nafaqat bilim beruvchi, balki talabalarning ma’naviy dunyoqarashini rivojlantiruvchi, ularda ijtimoiy mas’uliyat va axloqiy madaniyatni shakllantiruvchi shaxs sifatida faoliyat yuritadi. Uning shaxsiy namunasi, kasbiy odobi, pedagogik muloqot madaniyati va tarbiyaviy kompetensiyasi talabalarning ma’naviy kamolotiga bevosita ta’sir ko‘rsatadi. Ta’lim va tarbiya integratsiyasining yana bir muhim jihati auditoriya mashg‘ulotlari bilan auditoriyadan tashqari faoliyat o‘rtasidagi uzviylikni ta’minlashdir. Ma’naviy-ma’rifiy tadbirlar, ilmiy-amaliy konferensiyalar, talabalar klublari, volontyorlik harakatlari, ijodiy tanlovlar va ijtimoiy loyihalar orqali talabalarning nazariy bilimlari amaliy faoliyat bilan mustahkamlanadi. Shu sababli kadrlar tayyorlash tizimini modernizatsiyalashda ta’lim va tarbiya integratsiyasini ta’minlash pedagogik jarayonning asosiy strategik yo‘nalishlaridan biri sifatida qaralishi maqsadga muvofiq.

Talabalar ma’naviyatini rivojlantirishning tashkiliy-pedagogik shart-sharoitlari

Talabalar ma’naviyatini rivojlantirish samaradorligi oliy ta’lim muassasasida yaratilgan tashkiliy-pedagogik shart-sharoitlar bilan chambarchas bog‘liq. Mazkur shart-sharoitlar ma’naviy tarbiya jarayonining maqsadga muvofiq tashkil etilishi, talabalarning individual imkoniyatlarini ro‘yobga chiqarish va pedagogik ta’sirning izchilligini ta’minlashga xizmat qiladi. Birinchi pedagogik shart - oliy ta’lim muassasasida ma’naviy-ma’rifiy muhitni shakllantirish va rivojlantirishdir. Bunday muhit talabalar, pedagoglar va ta’lim muassasasi rahbariyati o‘rtasidagi o‘zaro hurmat, hamkorlik, ijtimoiy mas’uliyat va axloqiy qadriyatlarga asoslangan munosabatlar tizimini o‘z ichiga oladi. Ikkinchi pedagogik shart - ma’naviy tarbiya mazmunini zamonaviy ijtimoiy ehtiyojlar va ta’limning strategik maqsadlariga muvofiq takomillashtirishdir. Bunda tarbiyaviy dasturlar, o‘quv materiallari va ma’naviy-ma’rifiy tadbirlar mazmuni talabalarning yosh xususiyatlari, qiziqishlari, kasbiy

yo‘nalishi hamda ijtimoiy tajribasiga moslashtirilishi lozim. Uchinchi pedagogik shart - innovatsion pedagogik texnologiyalar va interaktiv metodlardan samarali foydalanishdir. Muammoli ta’lim, loyiha metodi, keys-stadi, debat, rolli o‘yinlar, refleksiv mashg‘ulotlar va raqamli ta’lim texnologiyalari talabalarning ma’naviy-axloqiy masalalarni mustaqil tahlil qilish hamda asosli qarorlar qabul qilish ko‘nikmalarini rivojlantirishga xizmat qiladi. To‘rtinchi pedagogik shart - talabalarning ijtimoiy faolligi va tashabbuskorligini rag‘batlantirishdir. Talabalarni jamoatchilik ishlari, ijtimoiy loyihalar, volontyorlik faoliyati va ma’naviy-ma’rifiy tashabbuslarga jalb etish orqali ularda mas’uliyat, hamkorlik, yetakchilik va fuqarolik pozitsiyasi kabi sifatlarni rivojlantirish mumkin. Beshinchi pedagogik shart - ma’naviy rivojlanish natijalarini muntazam diagnostika qilish va baholash mexanizmlarini joriy etishdir. Bunda talabalarning ma’naviy bilimlari, qadriyatli munosabatlari, ijtimoiy faolligi va refleksiv ko‘nikmalarini aniqlashga qaratilgan pedagogik diagnostika usullaridan foydalanish maqsadga muvofiq.

Talabalar ma’naviyatini rivojlantirishning tashkiliy-pedagogik shart-sharoitlari

Pedagogik shart-sharoitlar	Amalga oshirish mexanizmlari	Kutilayotgan pedagogik natija
Ma’naviy-ma’rifiy muhitni rivojlantirish	Tarbiyaviy dasturlar, ma’naviyat soatlari, jamoaviy tadbirlar	Ma’naviy qadriyatlarga ongli munosabat
Ta’lim mazmunini takomillashtirish	Fanlararo integratsiya, tarbiyaviy komponentlarni kuchaytirish	Ma’naviy bilim va dunyoqarashning kengayishi
Innovatsion metodlardan foydalanish	Keys-stadi, debat, loyiha metodi, interaktiv mashg‘ulotlar	Mustaqil fikrlash va axloqiy qaror qabul qilish
Ijtimoiy faollikni rag‘batlantirish	Volontyorlik, talabalar klublari, ijtimoiy loyihalar	Fuqarolik mas’uliyati va tashabbuskorlik
Pedagogik diagnostikani tashkil etish	So‘rovnoma, kuzatuv, refleksiya, portfolio	Individual ma’naviy rivojlanish dinamikasini aniqlash

Jadvalda aks ettirilgan tashkiliy-pedagogik shart-sharoitlar o‘zaro bog‘liq bo‘lib, ularning kompleks amalga oshirilishi talabalar ma’naviyatini rivojlantirishga qaratilgan pedagogik faoliyatning yaxlitligini ta’minlaydi.

Talabalar ma’naviyatini rivojlantirishning tarkibiy-komponentli modeli

Kadrlar tayyorlash tizimini modernizatsiyalash sharoitida talabalar ma’naviyatini rivojlantirish jarayonini ilmiy asosda tashkil etish uchun uning tarkibiy-komponentli modelini ishlab chiqish muhim ahamiyatga ega. Mazkur model ma’naviy tarbiya jarayonining maqsadi, mazmuni, tashkiliy mexanizmlari va natijalarini yagona pedagogik tizimda birlashtirishga xizmat qiladi. Tadqiqot doirasida talabalar ma’naviyatini rivojlantirishning quyidagi tarkibiy komponentlarini ajratish maqsadga muvofiq:

Motivatsion-qadriyatli komponent talabalarning ma’naviy rivojlanishga bo‘lgan ehtiyoji, qadriyatlarga munosabati, shaxsiy e’tiqodi va ma’naviy-axloqiy faoliyatga intilishini ifodalaydi. Mazkur komponent talabalarni ma’naviy kamolotga undovchi ichki motivlarni shakllantirishga qaratiladi.

Kognitiv komponent talabalarning ma’naviyat, axloq, madaniyat, milliy va umuminsoniy qadriyatlar, fuqarolik mas’uliyati hamda kasbiy etika haqidagi bilimlarini qamrab oladi. Ushbu komponent ma’naviy-axloqiy dunyoqarashning nazariy asoslarini shakllantirishga xizmat qiladi.

Faoliyatli-amaliy komponent talabalarning egallagan ma’naviy bilim va qadriyatlarini real hayotiy vaziyatlarda qo‘llashi, ijtimoiy munosabatlarda axloqiy me’yorlarga amal qilishi, jamoaviy faoliyatda mas’uliyatli ishtirok etishi bilan tavsiflanadi.

Refleksiv-baholash komponenti talabalarning o‘z ma’naviy rivojlanish darajasini anglash, shaxsiy qarashlari va xatti-harakatlarini tahlil qilish, o‘z-o‘zini baholash hamda ma’naviy takomillashuv yo‘nalishlarini belgilash ko‘nikmalarini o‘z ichiga oladi. Mazkur komponentlar bir-biri bilan uzviy bog‘liq bo‘lib, talabalar ma’naviyatini rivojlantirishning yaxlit pedagogik mexanizmini shakllantiradi.

Talabalar ma’naviyatini rivojlantirishning tarkibiy-komponentli modeli

Komponentlar	Mazmuni	Rivojlantirish vositalari	Natijaviy ko‘rsatkichlar
Motivatsion-qadriyatli	Ma’naviy ehtiyoj, qadriyatli munosabat, ichki motivatsiya	Ma’naviy suhbatlar, qadriyatli vaziyatlar	Ma’naviy faoliyatga ongli intilish
Kognitiv	Ma’naviy-axloqiy bilimlar va dunyoqarash	Ma’ruzalar, seminarlar, mustaqil ta’lim	Ma’naviy bilimlarning kengayishi
Faoliyatli-amaliy	Axloqiy xulq-atvor va ijtimoiy faollik	Ijtimoiy loyihalar, amaliy mashg‘ulotlar	Ma’naviy qadriyatlarning amaliy namoyon bo‘lishi
Refleksiv-baholash	O‘z-o‘zini tahlil qilish va baholash	Refleksiya, portfolio, diagnostika	Ma’naviy o‘zini o‘zi rivojlantirish

Taklif etilgan modelning metodologik ahamiyati talabalar ma’naviyatini rivojlantirish jarayonini alohida pedagogik ta’sirlar yig‘indisi sifatida emas, balki o‘zaro bog‘liq tarkibiy qismlardan tashkil topgan yaxlit tizim sifatida tushuntirish imkoniyatini berishidadir.

Talabalar ma’naviyatini rivojlantirish samaradorligini baholash mezonlari va darajalari

Talabalar ma’naviyatini rivojlantirishning nazariy-metodologik asoslarini tadqiq etishda mazkur jarayon samaradorligini aniqlash mezonlari va ko‘rsatkichlarini ishlab chiqish muhim ilmiy-amaliy vazifa hisoblanadi. Chunki ma’naviy rivojlanish ko‘p qirrali jarayon bo‘lib, uning natijalarini faqat bilim darajasi yoki tarbiyaviy tadbirlardagi ishtirok ko‘rsatkichlari bilan baholash yetarli emas. Ma’naviy rivojlanish samaradorligini aniqlashda kognitiv, motivatsion-qadriyatli, faoliyatli va refleksiv mezonlardan kompleks foydalanish maqsadga muvofiq. Kognitiv mezon talabalarning ma’naviy-axloqiy bilimlari, milliy va umuminsoniy qadriyatlar haqidagi tasavvurlari hamda ijtimoiy-axloqiy muammolarni tushunish darajasini ifodalaydi. Motivatsion-qadriyatli mezon ma’naviy qadriyatlarga ongli munosabat, shaxsiy e’tiqod, ma’naviy rivojlanishga intilish va ijtimoiy mas’uliyat hissining shakllanganlik darajasini

belgilaydi. Faoliyatli mezon talabalarning ijtimoiy faoliyatdagi ishtiroki, axloqiy me'yorlarga amal qilishi, jamoaviy hamkorlik va ijtimoiy tashabbuslarda namoyon bo'ladigan xulq-atvorini baholashga yo'naltiriladi. Refleksiv mezon esa talabalarning o'z qarashlari va xatti-harakatlarini tahlil qilish, shaxsiy kamchiliklarini anglash, o'z-o'zini baholash hamda ma'naviy rivojlanish maqsadlarini belgilash ko'nikmalarini qamrab oladi. Mazkur mezonlar asosida talabalar ma'naviy rivojlanishining yuqori, o'rta va boshlang'ich darajalarini ajratish mumkin. Yuqori daraja talabaning ma'naviy-axloqiy bilimlarni chuqur egallashi, qadriyatlarga ongli munosabat bildirishi, ijtimoiy faoliyatda tashabbuskorlik ko'rsatishi va axloqiy qarorlarni mustaqil qabul qila olishi bilan tavsiflanadi. O'rta daraja ma'naviy bilim va qadriyatlarning ma'lum darajada shakllanganligi, biroq ularni amaliy faoliyatda qo'llashda izchillikning yetarli emasligi bilan belgilanadi. Boshlang'ich daraja ma'naviy-axloqiy bilimlarning cheklanganligi, qadriyatli munosabatlarning yetarli darajada shakllanmaganligi va tarbiyaviy faoliyatda tashqi pedagogik rag'batlantirishga ehtiyoj mavjudligi bilan tavsiflanadi. Bunda ma'naviy rivojlanish darajalarini belgilash talabalarga qat'iy shaxsiy baho berish yoki ularni ma'naviy jihatdan toifalash uchun emas, balki pedagogik qo'llab-quvvatlash ehtiyojlarini aniqlash hamda individual rivojlanish dinamikasini kuzatish uchun xizmat qilishi lozim.

Kadrlar tayyorlash tizimini modernizatsiyalash sharoitida talabalar ma'naviyatini rivojlantirishning istiqbolli yo'nalishlari

Oliy ta'lim tizimining modernizatsiyalashuvi talabalar ma'naviyatini rivojlantirish jarayoniga yangicha yondashuvlarni joriy etishni taqozo etmoqda. Zamonaviy pedagogik jarayonda ma'naviy tarbiyaning mazmuni faqat an'anaviy axloqiy tushunchalar bilan cheklanib qolmasdan, raqamli madaniyat, global fuqarolik mas'uliyati, ekologik ong, kasbiy etika, madaniyatlararo muloqot va ijtimoiy hamkorlik kabi yo'nalishlarni ham qamrab olishi zarur.

Birinchi istiqbolli yo'nalish - ma'naviy tarbiya mazmunini kompetensiyaviy yondashuv asosida takomillashtirishdir. Bunda talabalarning ma'naviy-axloqiy bilimlarini amaliy faoliyat bilan bog'lash, ularni real hayotiy vaziyatlarda axloqiy qarorlar qabul qilishga tayyorlash muhim ahamiyatga ega.

Ikkinchi yo'nalish - ma'naviy-ma'rifiy faoliyatni raqamlashtirish va innovatsion pedagogik texnologiyalardan foydalanish imkoniyatlarini kengaytirishdir. Virtual ma'naviyat mashg'ulotlari, elektron ta'lim resurslari, interaktiv platformalar va

raqamli loyihalar talabalarning tarbiyaviy faoliyatdagi ishtirokini kuchaytirishga xizmat qilishi mumkin.

Uchinchi yo‘nalish - oliy ta’lim muassasalari, oila, mahalla va jamoat tashkilotlari o‘rtasidagi ijtimoiy hamkorlikni rivojlantirishdir. Mazkur hamkorlik talabalar ma’naviy tarbiyasining uzluksizligini ta’minlash, ularni ijtimoiy faoliyatga jalb etish va real hayotiy tajriba asosida ma’naviy-axloqiy sifatlarini mustahkamlash imkonini beradi.

To‘rtinchi yo‘nalish - bo‘lajak mutaxassislarning kasbiy faoliyatida ma’naviy-axloqiy qadriyatlarning ustuvorligini ta’minlashdir. Bunda kasbiy halollik, mas’uliyat, insonparvarlik, adolat, mehnatsevarlik va jamiyat manfaatlariga xizmat qilish kabi fazilatlarni rivojlantirishga alohida e’tibor qaratilishi lozim.

Beshinchi yo‘nalish - ma’naviy rivojlanish jarayonining pedagogik monitoringi va diagnostikasini takomillashtirishdir. Zamonaviy baholash usullari, elektron portfoliolar, refleksiv topshiriqlar va individual rivojlanish xaritalari orqali talabalarning ma’naviy kamolot dinamikasini o‘rganish hamda tarbiyaviy faoliyat mazmunini muntazam takomillashtirib borish mumkin. Umuman olganda, kadrlar tayyorlash tizimini modernizatsiyalash sharoitida talabalar ma’naviyatini rivojlantirishning nazariy-metodologik asoslari shaxsga yo‘naltirilgan ta’lim, kompetensiyaviy yondashuv, aksiologik tamoyillar, pedagogik integratsiya va innovatsion texnologiyalarning o‘zaro uyg‘unligiga asoslanishi zarur. Mazkur yondashuvlar asosida tashkil etilgan ma’naviy tarbiya jarayoni bo‘lajak mutaxassislarning kasbiy bilimlari bilan bir qatorda, ularning axloqiy madaniyati, ijtimoiy mas’uliyati, mustaqil tafakkuri va ma’naviy yetukligini rivojlantirish uchun nazariy hamda amaliy imkoniyatlar yaratadi (keltirilgan uchta jadval nazariy tahlil asosida ishlab chiqilgan konseptual tavsiyalar hisoblanadi. Ular empirik tadqiqot yoki tajriba-sinov natijalari sifatida talqin qilinmasligi lozim.)

XULOSA

Xulosa qilib aytganda, kadrlar tayyorlash tizimini modernizatsiyalash sharoitida talabalar ma’naviyatini rivojlantirish zamonaviy oliy ta’lim tizimining ustuvor pedagogik vazifalaridan biri hisoblanadi. Mazkur jarayon bo‘lajak mutaxassislarning nafaqat kasbiy bilim va kompetensiyalarini, balki ularning ma’naviy-axloqiy dunyoqarashi, milliy va umuminsoniy qadriyatlarga munosabati, ijtimoiy mas’uliyati

hamda fuqarolik pozitsiyasini kompleks rivojlantirishga yo‘naltirilishi zarur. Tadqiqot doirasidagi nazariy tahlillar talabalar ma’naviyatini rivojlantirishda aksiologik, kompetensiyaviy, shaxsga yo‘naltirilgan, tizimli, faoliyatga asoslangan va integrativ yondashuvlarning o‘zaro uyg‘unligini ta’minlash muhimligini ko‘rsatadi. Ushbu metodologik yondashuvlar ma’naviy tarbiya jarayonining maqsadi, mazmuni, shakllari, metodlari va natijalarini yaxlit pedagogik tizim sifatida tashkil etish imkonini beradi. Shuningdek, oliy ta’lim muassasalarida ta’lim va tarbiya integratsiyasini kuchaytirish, innovatsion pedagogik texnologiyalardan foydalanish, ma’naviy-ma’rifiy muhitni takomillashtirish hamda talabalarning ijtimoiy faolligi va mustaqil fikrlashini rag‘batlantirish ma’naviy rivojlanish samaradorligini oshirishning muhim pedagogik shartlari sifatida belgilanadi. Umuman, kadrlar tayyorlash tizimini modernizatsiyalash jarayonida ma’naviy tarbiyaning nazariy-metodologik asoslarini takomillashtirish, milliy pedagogik merosni zamonaviy ta’lim yondashuvlari bilan uyg‘unlashtirish hamda talabalarning ma’naviy-axloqiy kompetensiyalarini izchil rivojlantirish jamiyat taraqqiyoti talablariga javob beradigan, yuksak ma’naviyatli, mustaqil fikrlaydigan va ijtimoiy mas’uliyatli mutaxassislarni tayyorlashga xizmat qiladi.

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YOSHLAR NEGA KAM O‘QIYDI? SABABLAR VA YECHIMLAR

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Annotatsiya: Mazkur maqolada zamonaviy yoshlar o‘rtasida kitobxonlik madaniyatining pasayishiga ta’sir etuvchi asosiy omillar, jumladan, raqamli texnologiyalarning keng tarqalishi, ijtimoiy tarmoqlarga haddan tashqari berilish, vaqtni noto‘g‘ri taqsimlash, oilaviy va ta’lim muhitida mutolaa madaniyatining yetarli darajada shakllanmaganligi tahlil qilinadi. Shuningdek, kitob o‘qishga bo‘lgan qiziqishning susayishi natijasida yuzaga kelishi mumkin bo‘lgan intellektual, ma’naviy va ijtimoiy muammolar yoritiladi. Yoshlar orasida kitobxonlikni rivojlantirish, mutolaa madaniyatini shakllantirish, ta’lim muassasalari va oilaning bu boradagi hamkorligini kuchaytirish hamda zamonaviy axborot texnologiyalaridan samarali foydalanishga qaratilgan amaliy taklif va tavsiyalar ilgari suriladi.

Kalit so‘zlar: yoshlar, kitobxonlik madaniyati, mutolaa, raqamli texnologiyalar, ijtimoiy tarmoqlar, ma’naviy tarbiya, tanqidiy fikrlash, intellektual rivojlanish, oila, ta’lim, audiokitob, elektron kutubxona.

KIRISH

Bir paytlar kitob insonning eng yaqin hamrohi edi. Metroda, avtobusda, uyda, choy ustida - hamma joyda qo‘lida kitob tutgan odamni uchratish mumkin edi. Bugun esa shu joylarning deyarli hammasida odamlar telefon ekraniga tikilib o‘tiribdi. Bu manzara ko‘pchilikni o‘ylantiradi: yoshlar nega kam o‘qiydi va bu holat jamiyat kelajagiga qanday ta’sir qiladi? Mazkur maqolada yoshlar o‘rtasida kitobxonlik darajasi pasayishining asosiy sabablari tahlil qilinadi hamda ushbu muammoni hal etishga yordam beradigan amaliy yechimlar taklif etiladi.

Raqamli chalg‘ish: diqqatning «o‘g‘irlanishi»

Birinchi va eng asosiy sabablardan biri - raqamli muhitning yoshlar diqqatini katta darajada egallab olganidir. Ijtimoiy tarmoqlar, qisqa videolar va tezkor xabarlar miyani doimiy ravishda yangi taassurotlar bilan ta’minlaydi. Bunday «tez mukofot»ga o‘rganib qolgan inson uchun kitobning sekin va izchil bayon etiladigan mazmuni

zerikarli tuyulishi mumkin. Kitob esa sabr, e'tibor va chuqur fikrlashni talab qiladi. Chalg'ituvchi bildirishnomalar bir sahifani ham xotirjam o'qishga imkon bermaydi.

Vaqt tanqisligi va hayotning jadal sur'ati

Zamonaviy yoshlarning kun tartibi gavjum: o'qish yoki ish, qo'shimcha kurslar, til o'rganish, oilaviy vazifalar. Ko'pchilik «Kitob o'qishga vaqtim yo'q», deydi. Aslida, muammo ko'pincha vaqtning yetishmasligida emas, balki uning noto'g'ri taqsimlanishidadir. Kuniga bir necha soat ijtimoiy tarmoqlarda vaqt o'tkaziladi, lekin kitob o'qishga yigirma daqiqa ham ajratilmaydi.

Qiziqish va mutolaa madaniyatining shakllanmaganligi

Kitobxonlik odati, odatda, bolalikda shakllanadi. Agar bola uyda ota-onasining kitob o'qishini ko'rmasa, maktabda esa mutolaa faqat majburiy «adabiyot darsi vazifasi»ga aylansa, kitobga nisbatan ijobiy munosabat shakllanmaydi. Majburan o'qitilgan asar ko'pincha o'quvchini kitobdan sovitadi, xolos. Shuningdek, o'quvchining yoshi va qiziqishiga mos kitob tanlanmasa, mutolaa mashaqqatli yumushga aylanadi.

Qisqa kontent va «tayyor xulosa» odati

Internetda har qanday mavzuni bir daqiqalik video yoki qisqa post orqali tushuntirib berish mumkin. Bu qulay, ammo chuqur bilimning o'rnini bosa olmaydi. Yoshlar ko'pincha kitobning o'zini o'qimay, uning qisqacha mazmuni bilan kifoyalanadi. Natijada fikrlash chuqurligi, so'z boyligi va tahliliy qobiliyatning rivojlanishi cheklanadi.

Kitobdan foydalanish imkoniyati va muhit masalasi

Ba'zi hududlarda kutubxonalar va kitob do'konlari yetarli emas yoki ular yoshlarning qiziqishlariga mos yangi nashrlar bilan boyitilmagan. Kitob narxi ham ayrim oilalar uchun qo'shimcha xarajat hisoblanadi. Shu bois elektron va audiokitoblar, onlayn kutubxonalar yoshlar uchun muhim muqobil vosita bo'lib xizmat qilmoqda.

Kitob o'qimaslikning oqibatlari

Mutolaa qilmaslik shunchaki «yaxshi odatning yo‘qligi» emas. Uning oqibatlari ancha keng bo‘lishi mumkin: so‘z boyligi va fikrni ifodalash qobiliyatining cheklanishi; tanqidiy fikrlash va tahlil qilish ko‘nikmalarining susayishi; diqqatni uzoq muddat jamlay olmaslik; yolg‘on va sifatsiz ma’lumotlarni ajrata olmaslik xavfining ortishi; milliy va jahon madaniyatidan uzoqlashish.

Yechimlar: nima qilish kerak?

Yoshlar uchun. Katta maqsadlar bilan boshlash shart emas. Kuniga atigi 15-20 daqiqa mutolaa qilish ham yaxshi boshlanish bo‘lishi mumkin. O‘zingizga qiziqarli mavzudagi kitobni tanlang: majburiy ravishda «aqlli» kitoblarni emas, balki o‘qiganda zavq bag‘ishlaydigan asarlarni mutolaa qiling. O‘qish vaqtida telefonni boshqa xonaga qo‘yish yoki «Bezovta qilmang» rejimiga o‘tkazish diqqatni jamlashga yordam beradi. O‘qiganlaringiz haqida do‘stlaringiz bilan suhbatlashish yoki kitobxonlar davrasiga qo‘shilish mutolaaga bo‘lgan ishtiyoqni kuchaytiradi.

Oila uchun. Bolaga eng yaxshi tarbiya - shaxsiy namuna. Uyda kitob o‘qiladigan muhit yaratish, bolalarga yoshiga mos kitoblar sovg‘a qilish, birgalikda mutolaa qilish va o‘qilgan asarlarni muhokama qilish kitobxonlik odatini mustahkamlaydi.

Ta’lim muassasalari uchun. Majburiy adabiyotlar ro‘yxati bilan bir qatorda, o‘quvchilarga kitob tanlash erkinligini berish, kitob muhokamalari, uchrashuvlar va tanlovlar o‘tkazish mutolaaga qiziqishni oshiradi. Mualliflar bilan uchrashuvlar tashkil etish va kutubxonalarni zamonaviylashtirish ham samarali yo‘llardan biridir.

Jamiyat va davlat uchun. Kutubxonalarni yoshlar uchun qulay maskanga aylantirish, sifatli va arzon nashrlarni qo‘llab-quvvatlash, elektron va audiokitob platformalarini rivojlantirish zarur. Ommaviy axborot vositalari va ijtimoiy tarmoqlarda kitob targ‘iboti yoshlarga yaqin va tushunarli shaklda olib borilsa, natija yanada samarali bo‘ladi.

Texnologiya - dushmanmi yoki ittifoqchi?

Texnologiyani faqat kitobning raqibi deb hisoblash to‘g‘ri emas. Elektron kitoblar va audiokitoblar yo‘lda, sport zalida yoki uy yumushlari paytida ham mutolaa qilish yoxud asarlarni tinglash imkonini beradi. Muhimi, texnologiyadan kitobga yo‘l ochish uchun foydalanish, undan uzoqlashish uchun emas. Asosiy masala kitobni qaysi

shaklda o‘qishimizda emas, balki umuman mutolaa qilamizmi yoki yo‘qmi, degan savoldadir.

Xulosa

Yoshlarning kam kitob o‘qishi bitta sabab bilan emas, balki raqamli chalg‘ish, vaqtni noto‘g‘ri taqsimlash, oila va maktabdagi muhit hamda kitobxonlikka yetarli e’tibor berilmasligi kabi omillar yig‘indisi bilan izohlanadi. Biroq bu holatni o‘zgartirish mumkin. Kichik, ammo izchil qadamlar - har kuni bir necha sahifa mutolaa qilish, oilada shaxsiy namuna ko‘rsatish, qiziqarli kitoblar tanlash va qulay muhit yaratish - kitobxonlikni qayta jonlantirishga xizmat qiladi. Kitob o‘qiydigan yosh nafaqat bilimli, balki mustaqil fikrlaydigan, o‘z fikrini erkin ifoda eta oladigan va jamiyat taraqqiyotiga munosib hissa qo‘shadigan inson sifatida shakllanadi. Shuning uchun kitobga qaytish - kelajakka sarmoya kiritish demakdir.

«Kitob — insoniyatning eng sadoqatli do‘sti»

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AYRIM ICHKI KASALLIK TEMIR TANQISLIGI ANEMIYASI FONIDA KECHADIGAN HOMILADORLIK VA TUG'RUQNING XUSUSIYATLARI

Nasriddinova Safona Normeyli qizi
Termiz iqisodiyot va servis universiteti Akusherlik va ginekologiya kafedrasi 1-kurs magistranti

ANNOTATSIYA: Mazkur ilmiy tadqiqotda temir tanqisligi anemiyasi fonida kechadigan homiladorlik va tug‘ruq jarayonlarining klinik xususiyatlari, kasallikning ona va homila organizmiga ta’siri, akusherlik hamda perinatal asoratlarning rivojlanish xavfi, shuningdek, ularni erta aniqlash, davolash va profilaktika qilishning zamonaviy yondashuvlari o‘rganiladi. Tadqiqotning asosiy maqsadi temir tanqisligi anemiyasining turli og‘irlik darajalarida homiladorlik va tug‘ruqning kechish xususiyatlarini qiyosiy baholash, klinik-laborator ko‘rsatkichlar bilan akusherlik natijalari o‘rtasidagi bog‘liqlikni aniqlash hamda tibbiy yordam samaradorligini oshirishga qaratilgan ilmiy asoslangan tavsiyalar ishlab chiqishdan iborat.

Tadqiqot Surxondaryo viloyatidagi tug‘ruq muassasalari va ayollar maslahatxonalarida 2022–2024-yillar davomida kuzatuvda bo‘lgan jami 100 nafar ayolning klinik ma’lumotlarini retrospektiv va prospektiv tahlil qilishga asoslangan. Ishtirokchilar temir tanqisligi anemiyasining og‘irlik darajasi va homiladorlik asoratlariga ko‘ra guruhlarga ajratilgan hamda anemiya kuzatilmagan sog‘lom homilador ayollardan iborat nazorat guruhi bilan taqqoslangan. Tadqiqotda gemoglobin, ferritin, eritrotsitlar miqdori, ultratovush tekshiruvlari va umumiy klinik kuzatuv natijalarini kompleks baholash nazarda tutilgan. Olingan ma’lumotlar asosida temir tanqisligi anemiyasining homiladorlik va tug‘ruq jarayoniga ta’sirini aniqlash, ona va homila salomatligiga xavf tug‘diruvchi omillarni baholash, diagnostika hamda davolash-profilaktika tadbirlarini takomillashtirish kutilmoqda. Tadqiqotning ilmiy-amaliy ahamiyati temir tanqisligi anemiyasi mavjud homilador ayollarga individual yondashuvni shakllantirish, akusherlik va perinatal asoratlar xavfini kamaytirish hamda onalik va bolalikni muhofaza qilish tizimida ko‘rsatiladigan tibbiy yordam sifatini oshirishga qaratilganligi bilan belgilanadi.

Mavzuning dolzarbligi:

Temir tanqisligi anemiyasi homilador ayollar orasida eng ko‘p uchraydigan patologiyalardan biridir. Dunyoda har uchinchi homilador ayolda anemiya qayd etiladi. O‘zbekiston, xususan Surxondaryo viloyatida ovqatlanishdagi muvozanatsizlik,

ijtimoiy-iqtisodiy sharoitlar va profilaktika choralarining sustligi tufayli bu kasallik keng tarqalgan. Anemiya homiladorlikning asoratli kechishiga, homila rivojlanishida nuqsonlarga va tug‘ruqdagi xavfli holatlarga sabab bo‘ladi. Shunga qaramay, ushbu holatning klinik jihatlari, lokal xususiyatlari va samarali davolash yo‘llari yetarli darajada o‘rganilmagan.

Ilmiy manbalar va misollar

Jahon sog‘liqni saqlash tashkiloti (JSST) ma’lumotlariga ko‘ra, har yili dunyoda 40% homilador ayollarda temir tanqisligi anemiyasi aniqlanadi. O‘zbekiston sog‘liqni saqlash statistikasi bo‘yicha esa bu ko‘rsatkich 2023 yilda 55% ga yetgan. Temir tanqisligi anemiyasi bo‘yicha prof. A. T. Yunusxo‘jayev, dots. G. R. Karimova kabi mahalliy olimlarning ishlari mavjud bo‘lsa-da, aynan Surxondaryo viloyatida o‘tkazilgan izlanishlar yetarli emas.

Tadqiqot maqsadi va vazifalari

Tadqiqotning asosiy maqsadi — temir tanqisligi anemiyasi bilan og‘rigan homilador ayollarda homiladorlik va tug‘ruq jarayonining klinik kechishini baholash, asoratlarni aniqlash hamda profilaktik va davolovchi choralarni ishlab chiqishdir.

Tadqiqot vazifalari:

Temir tanqisligi anemiyasining homiladorlik va tug‘ruqqa ta’sirini o‘rganish

Klinik belgilar va laborator ko‘rsatkichlar asosida xulosa chiqarish

Mavjud diagnostika va davolash usullarini baholash

Amaliy tavsiyalar ishlab chiqish

Tadqiqot materiallari va usullari

Tadqiqot Surxondaryo viloyatining tug‘ruqxona va ayollar maslahatxonalarida 2022–2024 yillar davomida olib borildi. Tadqiqotda temir tanqisligi anemiyasi tashxisi bilan ro‘yxatga olingan homilador ayollar ishtirok etdi. Tadqiqot retrospektiv va prospektiv usullarda olib borildi.

Tadqiqot ishtirokchilari quyidagi guruhlarga ajratildi:

1-guruh (n=20) – temir tanqisligi anemiyasining yengil darajasiga ega bo‘lgan homilador ayollar.

2-guruh (n=20) – temir tanqisligi anemiyasining o‘rta darajasi aniqlangan homilador ayollar.

3-guruh (n=20) – og‘ir darajadagi temir tanqisligi anemiyasi bilan ro‘yxatga olingan homilador ayollar.

4-guruh (n=20) – temir tanqisligi anemiyasi bilan og‘rigan bo‘lib, homiladorlik vaqtida tug‘ruqqa yaqin keskin asoratlar bilan yotqizilgan ayollar.

Nazorat guruhi (n=20) – fiziologik normal homiladorlik kechirayotgan, anemiya belgilari kuzatilmagan sog‘lom ayollar.

Tadqiqot usullari:

Klinik-eksperimental usullar — retrospektiv va prospektiv kuzatuv.

Diagnostik usullar — laborator tekshiruvlar (gemoglobin, ferretin, eritrotsitlar soni), ultratovush tekshiruvlari (UTT), umumiy klinik kuzatishlar.

Statistik tahlil usullari — foizli taqqoslash, χ^2 testi va grafik tahlillar yordamida natijalar baholandi.

Ilmiy yangilik darajasi:

Surxondaryo viloyati misolida kesarcha kesish ko‘rsatkichlari va uning sabablariga ilmiy baho beriladi.

Bachadon chandiqli ayollarda va qayta kesarcha kesish natijalari birinchi marta keng qamrovli tahlil qilinad va xavfsiz tug‘ruqni ta’minlash uchun yangi klinik tavsiyalar ishlab chiqiladi.

Tadqiqot natijalarining amaliy ahamiyati

Akusher-ginekologlar uchun bachadon chandiqli ayollarda tug‘ruq usulini tanlash bo‘yicha tavsiyalar ishlab chiqiladi.

Tug‘ruq natijalarini yaxshilash orqali onalik va perinatal asoratlarni kamaytirishga hissa qo‘shiladi.

O‘zbekiston sharoitida chandiqli bachadon bilan homiladorlikni olib borish bo‘yicha amaliy qo‘llanmalar yaratishga asos bo‘ladi.

Tadbiq etilishi;

Akusher-ginekologiya klinikalarida – tug‘ruq usulini tanlash bo‘yicha tavsiyalar.

Ilmiy-tadqiqot markazlarida – bachadon chandiqli ayollar bo‘yicha yangi tadqiqotlar olib borish.

Tibbiyot oliygohlarida – akusherlik va ginekologiya bo‘yicha o‘quv dasturlarini takomillashtirish

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MAKTAB O‘QUVCHILARIDA LIDERLIKNI RIVOJLANTIRISHNING ZAMONAVIY PEDAGOGIK KONSEPSIYALARI

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Annotatsiya

Mazkur maqolada umumiy o‘rta ta’lim maktabi o‘quvchilarida liderlikni rivojlantirishning zamonaviy pedagogik konsepsiyalari yoritiladi. Liderlikning pedagogik mazmuni, uning shaxsiy xususiyatlar bilan bir qatorda ijtimoiy-kommunikativ, tashkiliy va refleksiv kompetensiyalar bilan bog‘liqligi tahlil qilinadi. Konstruktivistik yondashuv, ijtimoiy o‘rganish nazariyasi, transformatsion va taqsimlangan liderlik konsepsiyalari hamda o‘quvchi agentligining ta’lim jarayonidagi imkoniyatlariga alohida e’tibor qaratiladi. Shuningdek, hamkorlikka asoslangan ta’lim, loyiha faoliyati, muammoli vaziyatlarni hal etish, refleksiya va o‘quvchilarning o‘zini o‘zi boshqarishi liderlik sifatlarini rivojlantirish vositalari sifatida ko‘rib chiqiladi. Gender yondashuvi doirasida o‘quvchilarning yetakchilik faoliyatida ishtirok etish imkoniyatlariga ta’sir qilishi mumkin bo‘lgan stereotiplar, ijtimoiy kutilmalar va pedagogik muhitning xususiyatlari muhokama qilinadi. Maqolada zamonaviy pedagogik konsepsiyalarni o‘zaro uyg‘unlashtirish asosida o‘quvchilarda tashabbuskorlik, mas’uliyat, mustaqil fikrlash, hamkorlik va jamoaviy qaror qabul qilish ko‘nikmalarini rivojlantirishning pedagogik imkoniyatlari asoslab beriladi.

Kalit so‘zlar: liderlik, o‘quvchi liderligi, pedagogik konsepsiya, umumiy o‘rta ta’lim, liderlik kompetensiyasi, konstruktivistik yondashuv, taqsimlangan liderlik, o‘quvchi agentligi, hamkorlikda o‘qitish, gender yondashuvi, pedagogik muhit.

MODERN PEDAGOGICAL CONCEPTIONS OF LEADERSHIP DEVELOPMENT AMONG SCHOOL STUDENTS

Abstract

This article explores modern pedagogical conceptions of leadership development among general secondary school students. It examines the educational significance of leadership and its relationship with social, communicative, organizational, and reflective competencies. Particular attention is given to constructivist approaches, social learning theory, transformational and distributed leadership, and learner agency. Collaborative learning, project-based activities,

problem-solving, reflection, and student self-governance are discussed as pedagogical means of developing leadership qualities. From a gender-responsive perspective, the article considers how stereotypes, social expectations, and educational environments may influence students' opportunities to participate in leadership activities. It argues that integrating contemporary pedagogical conceptions can support the development of initiative, responsibility, independent thinking, collaboration, and collective decision-making among school students. The article emphasizes the importance of creating an inclusive educational environment in which all students can explore different leadership roles and contribute meaningfully to shared goals.

Keywords: leadership, student leadership, pedagogical conception, general secondary education, leadership competence, constructivist approach, distributed leadership, learner agency, collaborative learning, gender-responsive approach, educational environment.

KIRISH

Zamonaviy ta'limning vazifasi faqat o‘quvchilarga muayyan fanlar bo‘yicha bilim berish bilan cheklanmaydi. Bugungi ijtimoiy va kasbiy muhitda insonning mustaqil fikrlashi, vaziyatni tahlil qilishi, qaror qabul qilishi, boshqalar bilan hamkorlik qilishi va umumiy maqsad sari jamoani birlashtira olishi ham muhim ahamiyat kasb etmoqda. Shu jihatdan liderlik sifatlarini rivojlantirish masalasi umumiy o‘rta ta'limning shaxsga yo‘naltirilgan vazifalari bilan uzviy bog‘liqdir.

Liderlik ko‘pincha boshqalarga rahbarlik qilish, jamoani boshqarish yoki muayyan guruhda yetakchi mavqega ega bo‘lish sifatida tushuniladi. Biroq maktab ta'limi nuqtayi nazaridan bunday talqin yetarli emas. Chunki har bir o‘quvchi sinf sardori yoki maktab kengashi a'zosi bo‘lmasligi mumkin, lekin u o‘z fikrini asoslash, tashabbus ko‘rsatish, guruhdagi vazifani mas'uliyat bilan bajarish, kelishmovchiliklarni tinch yo‘l bilan hal qilish va boshqalarning fikrini inobatga olish orqali liderlik kompetensiyalarini namoyon etishi mumkin. Demak, pedagogik jarayonda liderlikni faqat rasmiy mavqe bilan tenglashtirish o‘quvchilarning real imkoniyatlarini to‘liq ochib bermaydi.

Liderlikni rivojlantirishning zamonaviy konsepsiyalari yetakchilikni alohida shaxsning o‘zgarmas xususiyati sifatida emas, balki insonlar o‘rtasidagi munosabatlar, umumiy faoliyat, ijtimoiy vaziyat va o‘rganish tajribasi bilan bog‘liq jarayon sifatida talqin qiladi. Bunday qarash maktab o‘quvchilarining yosh xususiyatlari va ta'lim ehtiyojlariga mos keladi: o‘quvchi liderlikni faqat nazariy tushuntirish orqali emas, balki amaliy vazifalarni bajarish, mustaqil qaror qabul qilish, o‘z xatti-harakatlarini baholash va jamoa bilan hamkorlik qilish orqali o‘zlashtiradi.

James P. Spillane, Richard Halverson va John Diamond tomonidan ishlab chiqilgan taqsimlangan liderlik konsepsiyasida yetakchilik faoliyati rahbar, boshqa ishtirokchilar va vaziyat o‘rtasidagi o‘zaro ta’sir natijasi sifatida talqin qilinadi [1]. Ushbu qarashni maktab sharoitiga tatbiq etganda, o‘quvchilar o‘rtasida vazifalarni taqsimlash, tashabbuslarni qo‘llab-quvvatlash va turli faoliyatlarda yetakchilik rolini almashish muhim pedagogik vositalar sifatida namoyon bo‘ladi.

Liderlikni rivojlantirishning dolzarbligi ta’limda teng imkoniyatlarni ta’minlash masalasi bilan ham bog‘liq. O‘quvchilarning tashabbuskorligi va yetakchilikka moyilligi faqat individual qobiliyat bilan belgilanmaydi. Oiladagi tarbiya, tengdoshlarning munosabati, o‘qituvchining kutishlari va sinfdagi norasmiy qoidalar o‘quvchining o‘z imkoniyatlarini namoyon etishiga ta’sir ko‘rsatishi mumkin. Shu sababli liderlikni rivojlantirishda pedagogik muhitning adolatliligi va inklyuzivligini hisobga olish zarur.

Kanwal Syeda Hassan va Ewan Wrightning maktab o‘quvchilari ishtirokidagi tadqiqotida gender stereotiplari va liderlik haqidagi qarashlar o‘rganilgan [2]. Ushbu yo‘nalishdagi ilmiy ishlar o‘quvchilarning liderlik imkoniyatlarini tahlil qilishda ularning o‘z tajribasi, ijtimoiy munosabatlar va faoliyatda ishtirok etish sharoitlariga e’tibor berish muhimligini ko‘rsatadi.

Shu sababli liderlikni rivojlantirishni faqat alohida tadbirlar, sinf sardorlarini tayinlash yoki yetakchilik haqida suhbatlar o‘tkazish bilan cheklash maqsadga muvofiq emas. U ta’lim mazmuni, o‘qitish metodlari, o‘quvchilar o‘rtasidagi munosabatlar, mustaqil faoliyatni tashkil etish va pedagogik baholash bilan bog‘liq yaxlit jarayon sifatida ko‘rib chiqilishi lozim.

ASOSIY QISM

Liderlik tushunchasining pedagogik mazmuni

Liderlik masalasi psixologiya, menejment, sotsiologiya va pedagogika fanlarida turli nazariy yo‘nalishlar doirasida o‘rganilgan. Ushbu yo‘nalishlarda liderlikning shaxsiy xususiyatlari, guruhdagi o‘zaro munosabatlar, ta’sir ko‘rsatish mexanizmlari, umumiy maqsadni shakllantirish va hamkorlikni tashkil etish bilan bog‘liq jihatlari tadqiq etilgan.

Pedagogik nuqtayi nazardan liderlikni rivojlantirish o‘quvchilarni erta yoshdan ma’muriy boshqaruvga yo‘naltirishni emas, balki ularning mustaqilligi, mas’uliyati, muloqot madaniyati va ijtimoiy faolligini shakllantirishni anglatadi. Shu jihatdan maktabdagi liderlik kattalar tashkilotlaridagi boshqaruv faoliyati bilan aynan bir xil emas. O‘quvchilar liderligi, avvalo, ta’limiy va ijtimoiy vaziyatlarda tashabbus

ko‘rsatish, umumiy maqsadga hissa qo‘shish va tengdoshlar bilan samarali hamkorlik qilish orqali namoyon bo‘ladi.

Albert Banduraning ijtimoiy o‘rganish nazariyasi inson xulq-atvorining kuzatish, namuna olish va o‘z faoliyati oqibatlarini anglash orqali shakllanishini izohlashga yordam beradi [3]. Ushbu nazariyadan kelib chiqib, o‘qituvchi, tengdoshlar va maktab jamoasidagi munosabatlar liderlik xulqini rivojlantirish uchun muhim sharoit yaratishi mumkin.

Lev Vygotskiyning ijtimoiy-madaniy yondashuvi ham o‘quvchining rivojlanishini ijtimoiy o‘zaro ta’sirdan ajratib bo‘lmasligini asoslaydi [4]. Bu qarash liderlik kompetensiyalarini shakllantirishda hamkorlikdagi faoliyat, pedagogik ko‘mak va murakkab vazifalarni bosqichma-bosqich mustaqil bajarishga o‘tishning ahamiyatini tushuntirishga imkon beradi.

James MacGregor Burns va Bernard M. Bass nomlari bilan bog‘liq transformatsion liderlik konsepsiyasi umumiy maqsad, qadriyatlar, motivatsiya va o‘zaro rivojlanishga alohida e’tibor qaratadi [5; 6]. Maktab sharoitida ushbu yondashuv o‘quvchilarda jamoaviy maqsadni anglash, boshqalarni qo‘llab-quvvatlash va o‘z faoliyatini umumiy natija bilan bog‘lashni rivojlantirishga moslashtirilishi mumkin.

James P. Spillane va hamkorlarining taqsimlangan liderlikka oid ishlari yetakchilikning o‘zaro bog‘liq harakatlar orqali namoyon bo‘lishini yoritadi [1]. Ushbu konsepsiya maktabda liderlik imkoniyatlarini faqat rasmiy lavozimlar bilan chegaralamaslik zarurligini asoslashga yordam beradi.

Valerie Hannon va Amelia Petersonning *Thrive: The Purpose of Schools in a Changing World* kitobida o‘quvchi agentligi, ya’ni maqsad qo‘yish, tashabbus ko‘rsatish va o‘z faoliyatiga ta’sir o‘tkazish qobiliyatiga alohida e’tibor qaratiladi [7]. O‘quvchi agentligi va liderlik bir-biriga yaqin, ammo aynan bir xil tushunchalar emas. Agentlik o‘quvchining o‘z ta’limi va harakatlariga ta’sir ko‘rsatish qobiliyatini ifodalasa, liderlik umumiy faoliyatga, boshqalar bilan hamkorlikka va jamoaviy natijaga ta’sir ko‘rsatishni ham qamrab oladi.

Konstruktivistik va ijtimoiy-madaniy yondashuvlar

Konstruktivistik yondashuvga ko‘ra, o‘quvchi bilim va ko‘nikmalarni tayyor ma’lumotni passiv qabul qilish orqali emas, balki faoliyat, muammo ustida ishlash va avvalgi tajribasi bilan yangi tajriba o‘rtasida aloqa o‘rnatish orqali o‘zlashtiradi. Liderlikni rivojlantirish nuqtayi nazaridan bu yondashuvning asosiy ahamiyati o‘quvchini pedagogik jarayonning faol ishtirokchisiga aylantirishidadir.

Masalan, o‘qituvchi sinfda ekologik muammoni hal etishga qaratilgan loyiha tashkil qilishi mumkin. O‘quvchilar muammoni aniqlaydi, maqsad belgilaydi,

vazifalarni taqsimlaydi, ma’lumot to‘playdi va yakuniy yechimni taqdim etadi. Ushbu jarayonda liderlik alohida ma’ruza orqali emas, balki real vazifalarni bajarish davomida rivojlanish imkoniga ega bo‘ladi.

Bunday faoliyat o‘quvchilardan faqat tashabbuskorlikni emas, balki rejalashtirish, kelishish, vaqtni boshqarish, boshqalarning fikrini tinglash va o‘z qarorlarini asoslashni ham talab qiladi. Shu bilan birga, o‘qituvchi barcha qarorlarni o‘zi qabul qilib, o‘quvchilarga faqat ijro vazifasini topshirsa, loyiha liderlikni rivojlantirish imkoniyatini yo‘qotishi mumkin. Shuning uchun pedagogik ko‘mak o‘quvchilarning mustaqilligini cheklamasdan, zarur paytda yo‘naltirish va yordam berishga qaratilishi lozim.

Vygotskiyning ijtimoiy-madaniy yondashuvi o‘quvchining rivojlanishida ijtimoiy o‘zaro ta’sir va pedagogik ko‘makning rolini tushuntiradi [4]. Liderlik faoliyatida ham o‘quvchi dastlab murakkab vazifani o‘qituvchi yoki tajribaliroq tengdoshining yordami bilan bajarishi, keyinchalik esa uni mustaqil amalga oshirishga o‘tishi mumkin. Masalan, guruh ishini tashkil etishda qiynalayotgan o‘quvchiga tayyor buyruqlar berish o‘rniga, vazifalarni taqsimlashning bir necha usuli taklif qilinadi va ulardan qaysi biri maqsadga muvofiqligini o‘quvchilarning o‘zi muhokama qiladi.

Mazkur yondashuvning muhim natijasi shundaki, pedagog o‘quvchi uchun barcha muammolarni hal qiluvchi shaxs emas, balki uning mustaqil qaror qabul qilish qobiliyatini bosqichma-bosqich rivojlantiruvchi hamkor sifatida namoyon bo‘ladi.

Ijtimoiy o‘rganish nazariyasi va liderlik namunalari

Albert Banduraning ijtimoiy o‘rganish nazariyasi liderlikni rivojlantirishda kuzatish va namuna olishning ahamiyatini izohlash uchun muhim nazariy asosdir [3]. O‘quvchilar o‘qituvchining muammoga qanday munosabatda bo‘lishini, kelishmovchilikni qanday hal etishini, xatoga yo‘l qo‘ygan o‘quvchiga qanday javob berishini va jamoaviy qarorlarni qanday qabul qilishini kuzatadilar. Bunday tajribalar ularning liderlik haqidagi tasavvurlariga ta’sir ko‘rsatishi mumkin.

Biroq namuna olishni shunchaki o‘qituvchiga taqlid qilish sifatida tushunish cheklangan yondashuv bo‘ladi. Pedagogik maqsad o‘quvchilarning muayyan xatti-harakatni nima uchun qo‘llash kerakligini anglashiga yordam berishdan iborat. Masalan, o‘qituvchi bahsli masalada avval barcha ishtirokchilarning fikrini tinglasa, keyin qaror qabul qilish mezonlarini tushuntirsa, o‘quvchilar yetakchilikning tinglash va asoslash bilan bog‘liq tomonlarini kuzatishlari mumkin.

Tengdoshlarning xulqi ham muhim namuna vazifasini bajaradi. Agar guruhdagi o‘quvchilar tashabbus ko‘rsatgan tengdoshini qo‘llab-quvvatlasa, xato qilganida uni kamsitmasa va vazifalarni adolatli taqsimlasa, liderlikni namoyon etish uchun qulay

ijtimoiy sharoit yuzaga keladi. Aksincha, tashabbus masxara qilinsa yoki barcha qarorlar doim bir xil o‘quvchilar tomonidan qabul qilinsa, boshqa ishtirokchilarning faolligi pasayishi mumkin.

Shu jihatdan, liderlikni rivojlantirish uchun o‘qituvchining shaxsiy namunasi bilan bir qatorda, sinfdagi munosabatlar madaniyatini ham shakllantirish zarur. Pedagog o‘quvchilarning xatti-harakatlarini kuzatish, ularning muvaffaqiyatli urinishlarini izohlash va xatolarini rivojlanish imkoniyati sifatida tahlil qilish orqali liderlik kompetensiyalarini mustahkamlashi mumkin.

Transformatsion liderlik konsepsiyasi va uning maktab ta’limidagi imkoniyatlari

Transformatsion liderlik konsepsiyasi umumiy maqsadni shakllantirish, ishtirokchilarni rag‘batlantirish, shaxsiy rivojlanishni qo‘llab-quvvatlash va mavjud vaziyatga yangicha qarashga undash kabi jihatlarni qamrab oladi. James MacGregor Burns liderlikni yetakchi va izdoshlar o‘rtasidagi o‘zaro ta’sir hamda motivatsiya bilan bog‘liq jarayon sifatida tahlil qilgan bo‘lsa [5], Bernard M. Bass transformatsion liderlikning nazariy jihatlarini keyinchalik rivojlantirgan [6].

Maktab o‘quvchilariga nisbatan ushbu konsepsiyani bevosita tashkilot boshqaruvi modeli sifatida qo‘llash to‘g‘ri emas. Uning pedagogik imkoniyati o‘quvchilarning umumiy maqsadni tushunishi, jamoa a’zolarini rag‘batlantirishi, yangi g‘oyalarni taklif etishi va boshqalarning rivojlanishiga hissa qo‘shishini qo‘llab-quvvatlashda ko‘rinadi.

Masalan, maktabda kitobxonlikni rivojlantirishga qaratilgan loyiha tashkil etilganda, o‘quvchilar faqat kitoblar ro‘yxatini tuzish bilan cheklanmay, tengdoshlarining qiziqishlarini o‘rganishi, o‘qish bo‘yicha muhokamalar tashkil qilishi va boshqalarni jarayonga jalb etishi mumkin. Bunda liderlik shaxsiy muvaffaqiyat bilan emas, jamoada ijobiy o‘zgarish yaratish bilan bog‘lanadi.

Transformatsion yondashuvning muhim jihati o‘quvchining ichki motivatsiyasini qo‘llab-quvvatlashdir. Agar o‘quvchi faqat mukofot olish yoki o‘qituvchining maqtoviga sazovor bo‘lish uchun tashabbus ko‘rsatsa, uning faolligi tashqi rag‘batga bog‘lanib qolishi mumkin. Agar u amalga oshirayotgan faoliyatning ma’nosini tushunsa, o‘z hissasining umumiy natijaga ta’sirini ko‘rsa va qaror qabul qilishda ishtirok etsa, liderlik tajribasi chuqurroq o‘zlashtirilishi uchun sharoit yuzaga keladi.

Shu bilan birga, transformatsion liderlikni maktabda joriy etish o‘quvchilarni doimiy ravishda boshqalarni ruhlantirishga majburlash degani emas. Har bir o‘quvchining muloqot uslubi va faollik darajasi turlicha bo‘lishi mumkin. Pedagogik

maqsad barcha o‘quvchilardan bir xil xulq-atvorni talab qilish emas, balki ularning imkoniyatlariga mos ravishda tashabbus ko‘rsatish, hamkorlik qilish va mas’uliyatni o‘z zimmasiga olish tajribasini kengaytirishdir.

Taqsimlangan liderlik: yetakchilik imkoniyatlarini kengaytirish

Taqsimlangan liderlik konsepsiyasi maktab o‘quvchilarida liderlikni rivojlantirish uchun alohida ahamiyatga ega. Spillane, Halverson va Diamondning yondashuvida liderlik amaliyoti muayyan shaxsning xatti-harakatidan tashqari, boshqa ishtirokchilar va vaziyat bilan o‘zaro aloqada shakllanadi [1]. Keyingi ilmiy tahlillarda ham taqsimlangan liderlik jamoaviy faoliyat, o‘zaro bog‘liqlik va birgalikda mas’uliyat olish bilan bog‘liq yondashuv sifatida ko‘rib chiqilgan [8].

Maktab sharoitida bu yondashuv o‘quvchilarning liderlik rollarini almashib bajarishi, guruh ishida turli mas’uliyatlarni o‘z zimmasiga olishi va umumiy natija uchun hissa qo‘shishini anglatadi. Masalan, bir loyiha davomida bir o‘quvchi vazifalarni rejalashtirishi, boshqasi ma’lumot to‘plashi, uchinchisi jamoaviy muhokamani olib borishi, yana biri natijalarni taqdim etishi mumkin. Keyingi loyiha jarayonida rollar o‘zgartirilsa, o‘quvchilar turli faoliyat turlarini sinab ko‘rish imkoniga ega bo‘ladi.

Bunday tashkil etishning pedagogik afzalligi shundaki, liderlik doim bir xil o‘quvchilarning qo‘lida qolib ketmaydi. Biroq vazifalarni mexanik ravishda taqsimlashning o‘zi yetarli emas. Agar o‘qituvchi faqat topshiriqlarni bo‘lib bersa-yu, qaror qabul qilish huquqini o‘zida saqlab qolsa, o‘quvchilar real liderlik tajribasiga ega bo‘lmasligi mumkin. Taqsimlangan liderlik uchun o‘quvchilarning fikri qarorlarga ta’sir ko‘rsatishi, ularning tashabbuslari muhokama qilinishi va mas’uliyatni amalda bajarish imkoniyati mavjud bo‘lishi kerak.

Shu bilan birga, jamoaviy liderlik barcha ishtirokchilar har qanday vaziyatda bir xil vakolatga ega bo‘lishi kerakligini anglatmaydi. Yosh, tajriba, vazifaning murakkabligi va xavfsizlik talablari ayrim qarorlarda pedagogning mas’uliyatini saqlab qolishni talab qiladi. Demak, taqsimlangan liderlik o‘qituvchi vakolatini butunlay bekor qilish emas, balki o‘quvchilarni qarorlar va faoliyatga mazmunli jalb etishdir.

Hamkorlikka asoslangan ta’lim va liderlik kompetensiyalari

Hamkorlikka asoslangan ta’lim o‘quvchilarning umumiy maqsad sari birgalikda ishlashini, vazifalarni muvofiqlashtirishini va natijaga o‘zaro bog‘liq hissa qo‘shishini nazarda tutadi. Bunday faoliyat liderlikni rivojlantirish uchun tabiiy pedagogik maydon yaratadi, chunki o‘quvchilar o‘z fikrlarini bildirish, boshqalarni tinglash, kelishmovchiliklarni hal qilish va umumiy qarorga kelish jarayonlarida ishtirok etadi.

Hamkorlikdagi ta’limni oddiy guruh ishidan farqlash lozim. O‘quvchilarni bir guruhga joylashtirishning o‘zi hamkorlikni kafolatlamaydi. Agar topshiriqni bitta faol o‘quvchi bajarsa, qolganlar esa passiv kuzatuvchi bo‘lib qolsa, jamoaviy faoliyat liderlikni rivojlantirish vazifasini to‘liq bajarmaydi. Shuning uchun topshiriqlar o‘zaro bog‘liqlik, individual mas’uliyat va barcha ishtirokchilarning mazmunli hissasini talab qiladigan tarzda ishlab chiqilishi lozim.

Masalan, tarix darsida muayyan ijtimoiy muammoni turli nuqtayi nazarlardan tahlil qilish, biologiya darsida ekologik vaziyatga yechim taklif etish yoki ona tili darsida ijtimoiy mavzudagi munozarani tashkil qilish o‘quvchilarning liderlik ko‘nikmalarini rivojlantirish uchun qo‘llanishi mumkin. Bunday topshiriqlarda o‘quvchilar ma’lumotni tahlil qiladi, dalillarni taqqoslaydi, muqobil qarashlarni tinglaydi va jamoaviy xulosaga keladi.

Hamkorlikka asoslangan ta’limning yana bir muhim jihati — liderlikni faqat baland ovozda gapirish yoki tez qaror qabul qilish bilan bog‘lamaslikdir. Ba’zan guruhning samarali ishlashiga boshqalarning fikrini diqqat bilan tinglaydigan, muhim ma’lumotlarni tartibga soladigan yoki kelishmovchilik paytida murosali yechim taklif qiladigan o‘quvchi ko‘proq hissa qo‘shadi. Shu sababli pedagog liderlikning turli ko‘rinishlarini tan olishi va baholashda faqat tashqi faollikka tayanmasligi lozim.

Loyiha faoliyati va muammoli ta’limning pedagogik imkoniyatlari

Loyiha faoliyati o‘quvchilarga real yoki shartli muammoni aniqlash, maqsad belgilash, vazifalarni rejalashtirish, resurslardan foydalanish va natijani taqdim etish imkonini beradi. Mazkur jarayon liderlik kompetensiyalarini bir nechta yo‘nalishda rivojlantirishga xizmat qilishi mumkin.

Birinchidan, loyiha o‘quvchilardan tashabbus ko‘rsatishni talab qiladi. O‘quvchilar mavjud muammoni aniqlashi yoki unga yechim taklif qilishi lozim. Ikkinchidan, loyiha faoliyati rejalashtirish va vaqtni boshqarish ko‘nikmalarini shakllantirishga yordam beradi. Uchinchidan, jamoaviy faoliyat vazifalarni taqsimlash va o‘zaro kelishishni talab qiladi. To‘rtinchidan, yakuniy natijani taqdim etish o‘quvchilarning o‘z fikrini asoslash va jamoa oldida javobgarlikni his etishiga imkon yaratadi.

Biroq loyiha faoliyatining samarasi uning nomi bilan emas, tashkil etilish sifati bilan belgilanadi. Agar barcha qarorlarni o‘qituvchi qabul qilsa yoki topshiriq faqat tayyor mahsulotni yaratishga qaratilib, o‘quvchilarning o‘zaro munosabatlari tahlil qilinmasa, liderlikni rivojlantirish imkoniyati cheklanishi mumkin.

Muammoli ta’lim ham o‘quvchilarning mustaqil fikrlashi va qaror qabul qilishiga sharoit yaratadi. Muammoli vaziyatda yagona, darhol ko‘rinib turgan javob

bo‘lmasligi mumkin. O‘quvchilar dalillarni tahlil qilishi, turli yechimlarni taklif etishi, ularning afzallik va cheklovlarini muhokama qilishi kerak bo‘ladi. Bu jarayon liderlikning intellektual va kommunikativ tomonlarini birlashtiradi.

Shunday qilib, loyiha faoliyati va muammoli ta’lim liderlikni alohida mashq sifatida emas, balki fanlarni o‘qitish jarayoniga singdirish imkonini beradi. Bu esa liderlikni faqat ma’naviy-ma’rifiy tadbirlar bilan chegaralamasdan, kundalik ta’lim faoliyatining tarkibiy qismiga aylantirishga yordam beradi.

Refleksiya va o‘z faoliyatini baholash

Liderlikni rivojlantirishda o‘quvchining o‘z harakatlari va qarorlari haqida fikr yuritishi alohida ahamiyatga ega. Faoliyat davomida o‘quvchi tashabbus ko‘rsatishi yoki jamoani muayyan maqsadga yo‘naltirishi mumkin, lekin o‘z qarorlarining boshqalarga qanday ta’sir ko‘rsatganini anglamasa, tajriba to‘liq o‘zlashtirilmasligi mumkin.

Refleksiya o‘quvchiga “Men nima qildim?”, “Nima uchun aynan shunday qaror qabul qildim?”, “Boshqalarning fikrini qay darajada inobatga oldim?” va “Keyingi safar nimani o‘zgartirishim mumkin?” kabi savollar orqali o‘z faoliyatini tahlil qilish imkonini beradi. Bunday savollar o‘quvchini faqat muvaffaqiyatni qayd etishga emas, balki xatolar va qiyinchiliklardan xulosa chiqarishga ham yo‘naltiradi.

Refleksiyani joriy etishda o‘qituvchi ayblash yoki shaxsiy xususiyatlarga baho berishdan qochishi lozim. Masalan, “Sen yaxshi lider emassan” degan hukm o‘quvchining o‘ziga ishonchini pasaytirishi mumkin. Buning o‘rniga, “Guruh muhokamasida boshqa o‘quvchilarning fikrini eshitish uchun qanday imkoniyat yaratding?” kabi xatti-harakatga yo‘naltirilgan savol berish maqsadga muvofiq.

O‘zaro baholash ham refleksiyaning bir shakli bo‘lishi mumkin. Biroq tengdoshlar bahosi shaxsiy munosabatlar yoki mashhurlik ta’sirida shakllanishi ehtimoli bor. Shu sababli baholash aniq mezonlarga tayanishi, fikr-mulohaza hurmat bilan ifodalanishi va o‘quvchining shaxsini emas, uning kuzatiladigan xatti-harakatlarini muhokama qilishi kerak.

Gender yondashuvi va liderlik imkoniyatlarining tengligi

Gender yondashuvi liderlikni rivojlantirish jarayonida o‘quvchilarning o‘z qobiliyatlarini namoyon etishiga ta’sir qilishi mumkin bo‘lgan ijtimoiy kutilmalar, stereotiplar va pedagogik sharoitlarni tahlil qilishni nazarda tutadi. Ushbu yondashuvning maqsadi o‘g‘il va qiz bolalarning liderlik qobiliyatlarini oldindan belgilangan qoliplarga ajratish emas, balki barcha o‘quvchilar uchun rivojlanish imkoniyatlarini ta’minlashdan iborat.

Gender stereotiplari liderlik haqidagi tasavvurlarda turli shakllarda namoyon bo‘lishi mumkin. Masalan, qat’iy fikr bildirish bir o‘quvchida ijobiy tashabbus sifatida, boshqa o‘quvchida esa noo‘rin xatti-harakat sifatida talqin qilinishi ehtimoli mavjud. Bunday vaziyatlar muayyan maktabda albatta kuzatiladi, degan xulosa chiqarib bo‘lmaydi; ularni mahalliy sharoitda kuzatuv va tahlil orqali aniqlash lozim.

Hassan va Wrightning tadqiqoti gender stereotiplari va liderlik intilishlari o‘rtasidagi munosabatni o‘quvchilarning o‘z nuqtayi nazari orqali o‘rganish zarurligini ko‘rsatadi [2]. Bu yondashuv pedagog uchun muhim xulosaga olib keladi: o‘quvchilarning liderlik imkoniyatlarini faqat kattalarning kuzatuvi asosida baholash yetarli emas. O‘quvchilarning o‘z tajribasi, sinfdagi munosabatlar va faoliyatda ishtirok etish imkoniyatlari ham e’tiborga olinishi kerak.

Genderga sezgir pedagogik amaliyotda o‘qituvchi bir necha jihatga e’tibor qaratishi mumkin. Birinchidan, guruh ishlarida mas’uliyatli vazifalar doim bir xil o‘quvchilarga berilmasligi kerak. Ikkinchidan, muhokamalarda fikr bildirish imkoniyatlari teng taqsimlanishi lozim. Uchinchidan, liderlik faqat buyruq berish yoki jamoa oldida chiqish qilish bilan chegaralanmasdan, tinglash, murosaga kelish, vazifalarni muvofiqlashtirish va boshqalarga ko‘maklashish kabi faoliyatlarni ham qamrab olishi zarur. To‘rtinchidan, pedagog o‘quvchilarning qiziqishlari va individual xususiyatlarini genderga oid taxminlar bilan almashtirmasligi kerak.

Bunda teng imkoniyatlar barcha o‘quvchilarga aynan bir xil vazifani bir xil shaklda berish degani emas. Ayrim o‘quvchilar jamoa oldida nutq so‘zlashga, boshqalari esa vazifalarni rejalashtirish yoki ma’lumotlarni tahlil qilishga ko‘proq tayyor bo‘lishi mumkin. Muhim jihat shundaki, har bir o‘quvchi turli faoliyat turlarini sinab ko‘rishi va o‘z imkoniyatlarini kengaytirishi uchun sharoit yaratiladi.

Demak, gender yondashuvi liderlikni rivojlantirishga qo‘shimcha ravishda qo‘llanadigan tashqi omil emas, balki pedagogik jarayonning tashkil etilishi, rollarning taqsimlanishi va natijalarni baholash usullariga ta’sir qiluvchi tamoyil sifatida qaralishi mumkin.

Zamonaviy pedagogik konsepsiyalarni uyg‘unlashtirish

Yuqoridagi nazariy qarashlarning har biri liderlikni rivojlantirishning muayyan tomonini yoritadi. Ijtimoiy o‘rganish nazariyasi namuna va kuzatishning rolini tushuntiradi; ijtimoiy-madaniy yondashuv hamkorlik va pedagogik ko‘makning ahamiyatini ochib beradi; konstruktivistik yondashuv faoliyat orqali o‘rganishni asoslaydi; transformatsion liderlik umumiy maqsad va motivatsiyaga e’tibor qaratadi; taqsimlangan liderlik esa jamoaviy faoliyat va yetakchilik rollarining ko‘pligini

ko‘rsatadi. O‘quvchi agentligi konsepsiyasi mustaqillik va o‘z faoliyatini boshqarish jihatini to‘ldiradi.

Ushbu nazariyalarni bir-biriga qarama-qarshi qo‘yish o‘rniga, ularning pedagogik vazifalarini o‘zaro to‘ldiruvchi tarzda birlashtirish mumkin. Shu maqsadda liderlikni rivojlantirish quyidagi o‘zaro bog‘liq yo‘nalishlar asosida tashkil etilishi maqsadga muvofiq.

Birinchi yo‘nalish — shaxsiy tayyorgarlik va o‘zini anglash. O‘quvchining o‘z kuchli tomonlarini, qiziqishlarini, rivojlantirish zarur bo‘lgan ko‘nikmalarini anglashiga yordam beriladi. Bunda o‘ziga ishonchni qo‘llab-quvvatlash, maqsad qo‘yish va mas’uliyatni tushunish muhim hisoblanadi.

Ikkinchi yo‘nalish — kommunikativ va hamkorlik kompetensiyalari. O‘quvchilar fikr bildirish, tinglash, savol berish, kelishmovchiliklarni hal qilish, vazifalarni muvofiqlashtirish va umumiy qarorga kelish bo‘yicha tajriba orttiradi.

Uchinchi yo‘nalish — tashabbus va jamoaviy faoliyat. Loyiha ishlari, muammoli topshiriqlar, sinf tashabbuslari va o‘zini o‘zi boshqarish faoliyati orqali o‘quvchilar real mas’uliyatni bajarish imkoniyatiga ega bo‘ladi.

To‘rtinchi yo‘nalish — refleksiya va o‘zini baholash. O‘quvchilar o‘z qarorlari, guruhga qo‘shgan hissasi, uchragan qiyinchiliklari va kelgusidagi rivojlanish yo‘nalishlarini tahlil qiladi.

Beshinchi yo‘nalish — genderga sezgir va qo‘llab-quvvatlovchi pedagogik muhit. Barcha o‘quvchilarning faoliyatda qatnashishi, tashabbus ko‘rsatishi va turli liderlik rollarini sinab ko‘rishi uchun adolatli sharoit yaratiladi.

Mazkur yo‘nalishlar alohida-alohida faoliyatlar ro‘yxati emas. Ular o‘zaro bog‘langan holda amalga oshirilganda liderlikni rivojlantirishning izchil jarayoni shakllanadi. Masalan, o‘quvchiga jamoaviy loyiha topshirish tashabbus va hamkorlikni rivojlantirishi mumkin, biroq undan keyin refleksiya tashkil etilmasa, o‘quvchi o‘z faoliyatining kuchli va zaif tomonlarini to‘liq anglamasligi ehtimoli bor. Xuddi shuningdek, refleksiya o‘tkazishning o‘zi yetarli emas, agar o‘quvchiga keyingi faoliyatda xatolarini tuzatish va yangi rolni sinab ko‘rish imkoniyati berilmasa.

Shuning uchun pedagogik jarayon boshlang‘ich imkoniyatlarni hisobga olish, faoliyat uchun sharoit yaratish, o‘quvchilarning mustaqil va jamoaviy ishtirokini ta’minlash, jarayonni kuzatish, refleksiya o‘tkazish va keyingi rivojlanish vazifalarini belgilash kabi bosqichlarni qamrab olishi mumkin. Bu ketma-ketlik qat’iy va o‘zgarmas algoritm emas; u o‘quvchilarning yoshi, vazifa mazmuni va ta’lim sharoitlariga qarab moslashtiriladi.

Liderlik sifatlarini rivojlantirish mezonlari

Liderlikni rivojlantirishga qaratilgan pedagogik faoliyatda o‘quvchilarning o‘sishini kuzatish uchun tushunarli mezonlar zarur. Biroq liderlikni bitta umumiy ball yoki o‘quvchining ommabopligi bilan o‘lchash uning ko‘p qirrali mazmunini cheklaydi. Shu sababli turli vaziyatlarda kuzatiladigan xatti-harakatlar va faoliyat natijalarini birgalikda hisobga olish maqsadga muvofiq.

Tashabbuskorlik o‘quvchining muammoni aniqlashi, yangi g‘oya taklif qilishi va faoliyatni boshlashga tayyorligida namoyon bo‘ladi.

Kommunikativ kompetensiya fikrni tushunarli ifodalash, boshqalarning fikrini tinglash, savol berish va munozarada dalillarga tayanish bilan belgilanadi.

Hamkorlik vazifalarni kelishib taqsimlash, jamoa a’zolariga ko‘maklashish va umumiy natijaga hissa qo‘shishda ko‘rinadi.

Mas’uliyat va qaror qabul qilish vazifalarni o‘z vaqtida bajarish, muqobil yechimlarni taqqoslash va qabul qilingan qarorning oqibatlarini anglashga intilishni qamrab oladi.

Refleksivlik o‘z faoliyatining kuchli va zaif tomonlarini aniqlash, fikr-mulohazalarni qabul qilish va keyingi faoliyat uchun xulosa chiqarishda namoyon bo‘ladi.

Ijtimoiy sezgirlik va teng ishtirokni qo‘llab-quvvatlash boshqalarning faoliyatga qo‘shilishiga sharoit yaratish, turli fikrlarni hurmat qilish va jamoaviy qarorlarda adolatli ishtirokni ta’minlashga intilish bilan tavsiflanadi.

Ushbu mezonlar pedagogik kuzatuv, o‘zini o‘zi baholash va o‘zaro fikr-mulohaza berish jarayonida qo‘llanishi mumkin. Ularni amaliy diagnostik vositaga aylantirish uchun esa aniq indikatorlar, baholash shkalalari va yosh xususiyatlariga mos topshiriqlar ishlab chiqilishi lozim.

Gender omilini hisobga olishdan maqsad o‘g‘il va qiz bolalar uchun turli standartlar belgilash emas. Aksincha, liderlik faoliyatiga kirishish, tashabbus ko‘rsatish va qarorlar qabul qilish imkoniyatlarida tizimli farqlar mavjud yoki mavjud emasligini aniqlash muhimdir. Agar farqlar kuzatilsa, ularni faqat o‘quvchilarning individual xususiyatlari bilan izohlashdan oldin, pedagogik muhit va vazifalar taqsimotini ham tahlil qilish zarur.

MUHOKAMA

Zamonaviy pedagogik konsepsiyalar liderlikni rivojlantirishda muhim nazariy burilishni ko‘rsatadi: e’tibor faqat “kim lider bo‘lishi mumkin?” degan savoldan “liderlik qaysi sharoitlarda rivojlanadi?” degan savolga ham ko‘chadi. Bu o‘zgarish maktab pedagogikasi uchun muhimdir, chunki ta’limning vazifasi mavjud qobiliyatlarni aniqlash bilangina cheklanmaydi. U o‘quvchilarning yangi qobiliyatlarni

egallashi va ijtimoiy faoliyatda o‘z imkoniyatlarini kengaytirishi uchun sharoit yaratishi kerak.

Liderlikni tug‘ma yoki o‘zgarmas xususiyat sifatida talqin qilish ayrim o‘quvchilarning rivojlanish imkoniyatlarini oldindan cheklab qo‘yishi mumkin. Masalan, kamgap yoki jamoa oldida chiqish qilishga qiynaladigan o‘quvchi liderlik salohiyatiga ega emas, degan xulosa chiqarish pedagogik jihatdan asosli emas. U vazifalarni puxta rejalashtirish, boshqalarning fikrini tinglash, dalillarni tahlil qilish yoki kelishmovchiliklarni murosali hal etish orqali liderlikni namoyon qilishi mumkin.

Shu bilan birga, liderlikning rivojlantirilishi mumkinligini ta’kidlash barcha o‘quvchilar bir xil darajada yoki bir xil usulda yetakchilik qilishi kerakligini anglatmaydi. Individual farqlar saqlanib qoladi. Pedagogik vazifa bu farqlarni yo‘qotish emas, balki har bir o‘quvchiga o‘z imkoniyatlarini sinash, rivojlantirish va zarur ko‘nikmalarni egallash uchun imkon berishdir.

Liderlikni rivojlantirishga oid yondashuvlarni alohida qo‘llash muayyan natijalar berishi mumkin, biroq ularning imkoniyatlari bir-birini to‘ldiradi. Ijtimoiy o‘rganish nazariyasi ijobiy namunaning ahamiyatini tushuntirsa, konstruktivistik yondashuv o‘quvchining faol tajribasiga urg‘u beradi. Taqsimlangan liderlik jamoaviy faoliyatni, transformatsion yondashuv umumiy maqsad va motivatsiyani, agentlik konsepsiyasi esa mustaqillik va o‘zini boshqarishni yoritadi.

Ushbu yondashuvlardan faqat bittasini mutlaq ustun qo‘yish liderlikning ayrim tomonlarini e’tibordan chetda qoldirishi mumkin. Masalan, namuna ko‘rsatishga haddan tashqari tayanish o‘quvchilarning mustaqil qaror qabul qilish imkoniyatini cheklashi mumkin. Aksincha, pedagogik ko‘maksiz mustaqillik talab qilish tajribasi kam o‘quvchilar uchun qiyinchilik tug‘diradi. Jamoaviy ishni tashkil etish ham o‘z-o‘zidan adolatli ishtirokni ta’minlamaydi, chunki guruhdagi norasmiy mavqe va o‘zaro munosabatlar vazifalarning kimga berilishiga ta’sir qilishi mumkin.

Shu sababli integrativ yondashuv liderlikni rivojlantirishning yagona universal formulasi sifatida emas, balki turli pedagogik vositalarning o‘zaro muvofiqligini ta’minlovchi konseptual asos sifatida qaralishi kerak. Uning amaliy samarasi o‘quvchilarning yoshi, maktabning ijtimoiy-madaniy muhiti, o‘qituvchilarning tayyorgarligi va mavjud ta’lim resurslariga bog‘liq bo‘lishi mumkin.

Genderga sezgir yondashuvni liderlikning faqat qiz bolalarga yoki faqat o‘g‘il bolalarga xos shakllarini o‘rgatish sifatida talqin qilish noto‘g‘ri bo‘ladi. Bunday yondashuv mavjud stereotiplarni mustahkamlashi mumkin. Uning asosiy vazifasi barcha o‘quvchilarning qobiliyatlarini namoyon etishiga to‘sqinlik qilishi mumkin bo‘lgan ijtimoiy va pedagogik omillarni aniqlashdan iborat.

Hassan va Wrightning tadqiqoti o‘quvchilarning liderlik va gender stereotiplari haqidagi qarashlarini bevosita o‘rganish muhimligini ko‘rsatadi [2]. Biroq boshqa mamlakatlarda o‘tkazilgan tadqiqot natijalarini O‘zbekiston maktablariga avtomatik tarzda ko‘chirish mumkin emas. Mahalliy ta’lim muhiti, oilaviy tarbiya, maktab an’analari va o‘quvchilar o‘rtasidagi munosabatlar alohida o‘rganishni talab qiladi.

Shu nuqtayi nazardan, pedagogik amaliyotda o‘quvchilarning liderlikka bo‘lgan munosabati, sinfda vazifalarning taqsimlanishi, o‘qituvchilarning kutishlari va o‘quvchilarning o‘zini namoyon qilish tajribalariga e’tibor berish maqsadga muvofiq. Bunda genderga oid farqlarni oldindan mavjud deb qabul qilish emas, balki ularning mavjudligi, ko‘rinishi va pedagogik ahamiyatini dalillar asosida aniqlash lozim.

Maktab amaliyotida liderlikni rivojlantirish kundalik pedagogik faoliyatga singdirilishi kerak. Bu jarayonni faqat sinf sardorlari bilan ishlash yoki alohida yetakchilik treninglari bilan chegaralash yetarli emas. O‘qituvchilar fan darslarida ham o‘quvchilarning tashabbus ko‘rsatishi, qaror qabul qilishi va jamoaviy vazifalarni bajarishi uchun imkoniyat yaratishlari mumkin. Sinf rahbarlari o‘quvchilarning o‘zini o‘zi boshqarish faoliyatini qo‘llab-quvvatlashi, maktab ma’muriyati esa o‘quvchilar tashabbuslarini ko‘rib chiqish va amalga oshirish uchun aniq mexanizmlar ishlab chiqishi mumkin.

Biroq bu vazifalar faqat o‘quvchilarga mas’uliyat yuklash bilan cheklanmasligi lozim. O‘quvchi qaror qabul qilishda ishtirok etayotgan bo‘lsa, uning fikri haqiqatan ham muhokama qilinishi va tegishli darajada hisobga olinishi kerak. Aks holda, o‘zini o‘zi boshqarish shaklan mavjud bo‘lsa-da, amalda o‘quvchining ta’lim muhitiga ta’siri cheklangan bo‘lib qoladi.

Liderlikni rivojlantirishda pedagogning vazifasi o‘quvchilar o‘rniga qaror qabul qilish emas, balki ularga mas’uliyatli qaror qabul qilishni o‘rganish uchun zarur sharoit yaratishdir. Shu bilan birga, pedagog xavfsizlik, axloqiy me’yorlar va o‘quvchilarning huquqlarini ta’minlash bo‘yicha o‘z mas’uliyatini saqlab qoladi.

XULOSA

Maktab o‘quvchilarida liderlikni rivojlantirishning zamonaviy pedagogik konsepsiyalari liderlikni faqat tug‘ma qobiliyat, shaxsiy xarizma yoki rasmiy rahbarlik maqomi bilan izohlash yetarli emasligini ko‘rsatadi. Pedagogik nuqtayi nazardan liderlik o‘quvchining tashabbus ko‘rsatishi, o‘z fikrini asoslay olishi, boshqalar bilan hamkorlik qilishi, qaror qabul qilishi, mas’uliyatni o‘z zimmasiga olishi va o‘z faoliyati natijalarini tahlil qilishi orqali rivojlanadigan ko‘p qirrali kompetensiyalar tizimi sifatida qaralishi lozim.

Konstruktivistik va ijtimoiy-madaniy yondashuvlar liderlikni faoliyat va ijtimoiy o‘zaro ta’sir orqali rivojlantirishning nazariy asoslarini ochib beradi. Ijtimoiy o‘rganish nazariyasi pedagog va tengdoshlar namunasining ahamiyatini ko‘rsatsa, transformatsion liderlik konsepsiyasi umumiy maqsad, motivatsiya va boshqalarning rivojlanishini qo‘llab-quvvatlashga e’tibor qaratadi. Taqsimlangan liderlik yondashuvi yetakchilik imkoniyatlarini jamoa a’zolari o‘rtasida kengaytirish zaruratini asoslaydi. O‘quvchi agentligi konsepsiyasi esa mustaqillik, maqsad qo‘yish va o‘z faoliyatini boshqarishning liderlik bilan aloqador jihatlarini yoritadi.

Ushbu konsepsiyalarni o‘zaro uyg‘unlashtirish orqali shaxsiy tayyorgarlik va o‘zini anglash, kommunikativ va hamkorlik kompetensiyalari, tashabbus va jamoaviy faoliyat, refleksiya hamda genderga sezgir pedagogik muhitni birlashtiruvchi yondashuvni shakllantirish mumkin. Bunday yondashuv liderlikni rivojlantirishni alohida tadbirlardan izchil pedagogik jarayonga aylantirishga xizmat qiladi.

Gender yondashuvining asosiy vazifasi o‘quvchilarning liderlik imkoniyatlarini jinsga oid oldindan belgilangan qarashlar bilan cheklamaslik, balki ularning faoliyatda teng va mazmunli ishtirok etishi uchun sharoit yaratishdan iborat. Shu bilan birga, genderga oid ehtimoliy farqlarni oldindan mavjud deb qabul qilish emas, ularni mahalliy ta’lim sharoitida ilmiy asoslangan usullar yordamida o‘rganish lozim.

Umuman olganda, liderlikni rivojlantirish samarali pedagogik muhit, mazmunli amaliy faoliyat, o‘quvchilarning qaror qabul qilishdagi ishtiroki va refleksiv tahlilning o‘zaro uyg‘unligiga bog‘liq. Maktabda liderlikni rivojlantirishga yo‘naltirilgan pedagogik faoliyat o‘quvchilarni faqat kelajakdagi rahbarlik vazifalariga tayyorlash bilangina cheklanmaydi; ularning bugungi ta’lim jarayonida faol, mas’uliyatli, hamkorlikka tayyor va mustaqil fikrlaydigan shaxslar sifatida shakllanishiga ham xizmat qiladi.

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