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"CONFERENCE OF NATURAL AND APPLIED SCIENCES IN SCIENTIFIC INNOVATIVE RESEARCH"

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The Concept of Equivalence in Translation Theory

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Abstract: Translation is a complex and multifaceted process that involves the transfer of meaning from one language to another. In the field of translation theory, the concept of equivalence plays a central role in ensuring that the meaning, context and nuances of the source text are faithfully conveyed in the target language. Equivalence is a fundamental principle that supports accurate and efficient translations, especially in specialized fields such as legal, medical, technical and scientific translations. The purpose of this article is to explore the concept of equivalence in translation theory, explore its theoretical foundations, practical applications and implications for effective communication between different languages and cultures.¹

Key words: terminology extraction, terminological variation, cultural equivalence, language equivalence, contextual equivalence.

Theoretical Foundations of Translation Equivalence

Equivalence has been central to translation theory, and scholars and theorists have explored its various dimensions and implications for interlingual communication. The theoretical foundations of translation equivalence come from the works of famous scholars such as Eugene Nida, Roman Jakobson and Georges Mounin, who have greatly contributed to our understanding of equivalence as a key concept in translation theory.

Famous linguist and translation theorist Eugene Nida introduced the concept of dynamic equivalence, emphasizing conveying the meaning and purpose of the source text in a way that is natural and easy to understand in the target language. Nida's theory of dynamic equivalence focused on the functional side of translation and emphasized the need to prioritize the communicative function of the source text over formal or structural aspects.

¹ Wright, S. E., & Budin, G. (Eds.). (2011). Handbook of terminology management: Volume 2: Application-oriented terminology management. John Benjamins Publishing.

Well-known linguist and semiotician Roman Jakobson proposed the function of intersemiotic transfer in interlingual translation, which involves the transfer of meaning from one reference system (source language) to another (target language). Jakobson's framework emphasized the role of equivalence in maintaining the communicative function and expressive purpose of the source text by adapting it to the linguistic and cultural norms of the target language.

Georges Mounin, a French linguist and translation theorist, contributed to the equivalence debate by exploring the challenges of finding appropriate equivalents for the special terminology of different languages. Mounin's work emphasized the consideration of different types of equivalence, including lexical, grammatical, semantic, pragmatic, and cultural equivalence, to ensure accurate and effective translation. of.

These basic theories laid the foundation for modern debates about the equivalence of translation theory and informed the development of practical methods and approaches to produce accurate and contextually appropriate translations.

Types of Translation Equivalence

Translation equivalence includes the various types necessary to accurately convey meaning and preserve the integrity of the source text. These types of equivalents include:²

1. Lexical equivalence: Lexical equivalence involves finding appropriate equivalents for individual words or terms from one language to another. Translators must consider factors such as denotation, connotation, register and stylistic appropriateness when identifying lexical matches so that the translated text accurately reflects the meaning and tone of the original.

2. Grammatical equivalence: Grammatical equivalence is about preserving syntactic structures, grammatical categories and sentence patterns across languages. Translators must ensure that the grammatical features of the source text are preserved in the target language in order to maintain the consistency and naturalness of the translation.³

3. Semantic Equivalence: Semantic equivalence focuses on conveying the same or similar meaning between the source and target texts. It involves capturing the main

² Kockaert, H., & Steurs, F. (Eds.). (2015). Handbook of terminology (Vol. 1). John Benjamins Publishing

³ Temmerman, R., & Van Campenhoudt, M. (Eds.). (2000). The need for specialised bilingual dictionaries: Terminology and lexicography research and practice in Belgium (Vol. 14). Leuven University Press.

semantic content, nuances and implications of the source text in a way that fits the context and is easily understood by the target group.

4. Pragmatic equivalence: Pragmatic equivalence implies taking into account the implication of the source text, speech acts and conversation when translating into another language. Interpreters must consider pragmatic factors such as politeness, indirectness and cultural norms to achieve an effective practical equivalent.

5. Cultural equivalence: Cultural equivalence concerns the adaptation of cultural references, idiomatic expressions and socio-cultural norms from the source culture to the target culture. Translators must ensure that culture-specific elements are properly represented in the target language so that they resonate with the target audience and convey cultural nuances accurately⁴.

This type of correspondence is interconnected and often intersects in practice, requiring translators to take linguistic, cultural and contextual considerations into account in order to achieve accurate and effective translations.

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Определение слуховой чувствительности уха аудиометром

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Аннотация. В статье рассматриваются физические аспекты определения слуховой чувствительности уха с помощью аудиометра. Аудиометрия представляет собой метод диагностики, основанный на измерении порогов слышимости для различных частот и интенсивностей звука. Основные физические принципы, лежащие в основе работы аудиометра, включают генерацию и передачу звуковых волн, их усиление и преобразование в электрические сигналы в ухе. Анализ аудиограмм позволяет выявить тип и степень слуховых нарушений, что имеет важное значение для разработки индивидуальных планов лечения и реабилитации пациентов с нарушениями слуха. Понимание физики звука и его взаимодействия с биологическими структурами уха способствует улучшению диагностических методик и эффективности слухопротезирования.

Ключевые слова. Аудиометрия, слуховая чувствительность, звуковые волны, частота, интенсивность звука, пороги слышимости, аудиограмма, физика звука, биофизика уха, слуховые аппараты, усиление звука, трансформация звука, среднее ухо, внутреннее ухо, улитка.

Введение. Слуховая чувствительность уха является важным аспектом человеческого восприятия, влияющим на способность взаимодействовать с окружающим миром. Нарушения слуха могут существенно снижать качество жизни, затрудняя общение и восприятие окружающей среды. Аудиометрия – это метод диагностики, который позволяет точно оценить слуховую чувствительность человека. Основой аудиометрии является измерение порогов слышимости для различных частот и интенсивностей звука с использованием аудиометра. Физические принципы, лежащие в основе работы аудиометра, включают генерацию звуковых волн, их передачу через наушники или костный вибратор, и последующую регистрацию порогов слышимости. Звуковые волны,

представляющие собой механические колебания среды, взаимодействуют с биологическими структурами уха, вызывая преобразование механической энергии в электрические сигналы, воспринимаемые мозгом.

Физические принципы работы аудиометра

Аудиометр – это медицинское устройство, основанное на физических принципах звуковых волн. Звук представляет собой механическую волну, распространяющуюся в среде (воздухе, воде, твердых телах) в виде колебаний частиц среды. Основные характеристики звуковых волн, которые важны для аудиометрии, включают частоту, интенсивность и амплитуду.

Частота (f). Определяет высоту звука и измеряется в герцах (Гц). Звуковые волны с различными частотами по-разному воспринимаются человеческим ухом, что важно для определения порогов слышимости.

Интенсивность (I). Отражает мощность звуковой волны и измеряется в децибелах (дБ). Интенсивность звука определяет его громкость, и порог слышимости измеряется как минимальная интенсивность, при которой звук становится слышимым.

Амплитуда. Амплитуда звуковой волны связана с интенсивностью звука и является мерой максимального отклонения частиц среды от положения равновесия.

Методика проведения аудиометрии

1. Генерация звуковых сигналов:
 - Аудиометр генерирует звуковые сигналы с различными частотами и интенсивностями, используя электронные осцилляторы и усилители.
 - Эти сигналы передаются через наушники или костный вибратор к уху пациента.
2. Измерение порогов слышимости:
 - Интенсивность звукового сигнала постепенно увеличивается от минимального уровня, пока пациент не услышит звук.
 - Для каждой частоты измеряется минимальная интенсивность звука, при которой пациент фиксирует его наличие, что называется порогом слышимости.
3. Запись и анализ данных:

- Полученные данные записываются в аудиограмму, которая представляет собой график зависимости порогов слышимости от частоты.
- Аудиограмма позволяет выявить отклонения от нормальных порогов слышимости и определить тип слуховых нарушений.

Физические аспекты восприятия звука

Человеческое ухо представляет собой сложную биофизическую систему, преобразующую звуковые волны в электрические сигналы, которые передаются в мозг. Этот процесс включает несколько этапов:

1. Передача звуковых волн:
 - Звуковые волны улавливаются ушной раковиной и направляются в слуховой канал.
 - Барабанная перепонка колеблется под воздействием звуковых волн, передавая вибрации в среднее ухо.
2. Усиление звука:
 - Косточки среднего уха (молоточек, наковальня, стремечко) усиливают механические колебания и передают их к овальному окну внутреннего уха.
3. Трансформация звука:
 - Внутреннее ухо, или улитка, содержит жидкость и чувствительные волосковые клетки, которые преобразуют механические колебания в электрические сигналы.
 - Эти сигналы передаются по слуховому нерву в мозг, где они интерпретируются как звуки.

Взаимодействие звуковых волн с биологическими структурами уха

Физика звука играет решающую роль в понимании того, как звуковые волны взаимодействуют с биологическими структурами уха. Механические колебания барабанной перепонки передаются через три маленькие косточки среднего уха к овальному окну, вызывая вибрации в жидкости внутреннего уха. Эти вибрации, в свою очередь, возбуждают волосковые клетки, которые преобразуют механические движения в электрические сигналы. Эти сигналы передаются через слуховой нерв в мозг, где интерпретируются как звуковые впечатления.

Факторы, влияющие на слуховую чувствительность

1. Акустическая импеданс. Сопротивление, которое ухо оказывает звуковым волнам, зависит от частоты звука и состояния слуховых структур. Изменения импеданса могут указывать на наличие патологий.

2. Резонансные частоты. Частоты, при которых структуры уха наиболее эффективно передают звуковые колебания, могут варьироваться в зависимости от индивидуальных анатомических особенностей.

3. Возрастные изменения. С возрастом эластичность и подвижность слуховых структур могут снижаться, что влияет на пороги слышимости.

Заключение. Определение слуховой чувствительности уха с помощью аудиометра является важным и точным методом диагностики, основанным на физических принципах звуковых волн и их восприятия человеческим ухом. Аудиометрия позволяет измерить пороги слышимости для различных частот, что помогает выявить и классифицировать слуховые нарушения. Понимание физики звука и его взаимодействия с биологическими структурами уха не только обеспечивает точную диагностику, но и способствует разработке эффективных методов лечения и реабилитации, таких как слуховые аппараты и кохлеарные импланты. Регулярное использование аудиометрии играет ключевую роль в раннем выявлении проблем со слухом, улучшая качество жизни пациентов. Таким образом, интеграция физических и биологических знаний в аудиометрии является неотъемлемой частью современной медицины и биофизики, направленной на улучшение слуховых возможностей человека.

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**PROBLEMS AND SOLUTIONS OF SCIENTIFIC EDUCATION IN THE
FIELD OF SPORTS**

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dzyodo-sport teacher

Abstract: Modern sport is a powerful industry that includes a special system for the production of sports records. It involves along with athletes and coaches, managers, sports doctors, psychologists, researchers. The media are constantly promoting large-scale competition to the level of the main events of the life of society. However, one should not represent modern sport as a single phenomenon with one goal, function and general patterns of development. Modern sports are many-sided and varied. The system of sports includes such varieties as mass, children and youth, school, student sports, which solve the problems of health improvement and the formation of sports culture of the younger generation. Sports of the highest achievements (Olympic and professional sports) is aimed at achieving high sports results and victories. These varieties share common functions: entertainment, political, economic. The sport of excellence broadcasts a special example of a lifestyle, a way success, demonstrates high sports technique, the ability to beat rival. For many viewers, this model becomes a model for imitation not only in sports, but also in other spheres of life. However, elite sport has generated a large number of contradictions that do not allow modern sport to develop positively, often discredit it and form a negative attitude of people, especially parents, to sports. Increasingly, public opinion evaluates modern sport as a dangerous sphere for human’s activities. Purpose of the study: to conduct a sociological analysis of the contradictions of modern sports and propose ways to overcome them.

Keywords— modern sports, elite sports, Olympic and professional sports.

1. INTRODUCTION

Among the most acute contradictions in the development of sports in modern society is the myth that sport is perhaps the only and main factor in maintaining and strengthening health. No one disputes the preventive value of exercise. However, you need to understand that this is just one of the factors that make up a healthy lifestyle. In addition to sports, human health is influenced by the environmental situation, the

regime and quality of nutrition, the presence of bad habits, the standard of living, heredity, etc. Therefore, one should not directly link the state of health and sports. In addition, there are known tragic cases that happened to outstanding young athletes due to injuries and high sports loads. It is enough to give an example of the tragic fate of Alexei Cherepanov, when the heart of a young and promising athlete. Has already become familiar a picture when athletes, skiers, biathletes after passing the distance "dead" fall on the track of the stadium or on the track [1].

2. MAIN PART

Sports of the highest achievements is associated with the risk and the need to influence the maximum permissible physical activity on the body. Unfortunately, due to a number of circumstances (disposition to win at any cost, doping), an athlete goes over the edge of what is permissible and damages his own health, and sometimes the health of an opponent. Currently, the number of new sports, especially extreme ones, is rapidly increasing: mountain biking, quads, freestyle, scooters and much more. Extreme sports sometimes supplant classical ones - skiing, athletics, gymnastics. However, a person cannot be prohibited from engaging in any kind of sport and learning the capabilities of his own body. Moreover, often in life we are faced with situations when only a complete concentration of forces allows us avoid danger. And the more physical strength a person has, the less health losses he gets out of a difficult situation. Sport helps to simulate problem situations and find ways out of them. Therefore, each person must decide to what level of sports to strive for achievements. The contradiction associated with sports and the health of an athlete can be resolved by improving sports equipment, competition rules, improving the material and technical equipment of sports bases, prevention health, medical control over the health of athletes, as well as improving the quality of professional training of the coaching staff. However, the problem of "sport and health" remains unresolved so far. The next contradiction in the field of elite sports is that many sports have become rapidly "younger". Record results are achieved by adolescents, almost children, for example, in sports such as rhythmic and artistic gymnastics, figure skating. In other sports, the age of the winners also has a noticeable tendency to decrease (O. Korbut, M. Filatova, L. Mukhina, T. Lepinski, Yu. Lipnitskaya achieved the highest results at the age of 14). It is clear that young athletes can also win the highest ranked competitions. However, the essence of the problem is that there is a forced training of a young athlete without taking into account age indicators of its development. Compounding this problem is the presence of a

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system selection of talented children when not sports for the child, and the child for sports. Selection is a serious psychological stress for many children and parents, which often pushes the child away from sports forever. The use of special technologies, "worked out" on the adult contingent, without adaptation leads them to the methodology of youth sports to premature "pumping" of a young athlete, and sports longevity is out of the question. This is a contradiction in the field of youth sport ultimately distorts the essence of sport, cripple's athletes physically and mentally. Another contradiction, seriously undermining the foundations of sports, is generated by the system of contractual victories that are organized in hotel numbers of judges, in the offices of managers, that is, far from gyms, playgrounds, fields. The displacement of the competitive factor has become significant, especially in team sports. According to researchers, a considerable number of football and hockey championship matches are sold out in advance. This, of course, affects the moral foundations of athletes, as well as the entertainment of sports. Therefore, we often see half-empty stands and disappointed fans. In professional sports, as well as in show business, big money "spins". But the fight for the "purity" of sports, of course, must be waged. An equally difficult situation is developing in the pharmacological service of sports. Using doping, which began in the 1970s and 1980s, has spread to all sports. Problem doping is perceived ambiguously in society. Of course, in this way sport wins in entertainment, but it loses much more in humanity. Indeed, subject to the use of doping, we are not talking about identifying the strongest, in this case there is a struggle between doctors and pharmacologists who can most successfully "pump up" athlete. Currently allow this the problem is hardly possible, since in modern sports, the tendencies to conquer victory at any cost only intensify and develop. Doping is not a private practice in sports doctors, and a well-thought-out system of scientific, methodological and medical support. At the same time, there is no doubt that that a modern athlete experiences colossal training loads and his body unable to recover quickly without help pharmacological agents. If not use maintenance drugs, the athlete will not able to train in modern volumes and preset modes of intensity, and negative the consequences of stress will lead to pathological changes in his body and psyche. Therefore, sports doctors demand to legitimize some pharmacological agents that will help athletes to cope with excessive stress and stress, increase resistance the body for colds, will increase pain threshold in the treatment of sports injuries. Nobody forbids people of extreme professions (miners, oilmen, astronauts) to restore their working capacity with the help of pharmacological

means. Then why can't a professional athlete be helped to reduce recovery time from injury or excessive training stress? The activities of specially created anti-doping organizations did not meet expectations: doping scandals do not subside in the society. Athletes convicted of doping are closed for a long time the road to big sport, there are deprived of sports awards, they become in a row people who are rejected by society.

3. CONCLUSION

Thus, the way to solve these and others social contradictions of modern sports in strengthening the educational, scientific and cultural components of sports activities. Formation and intensive development of sports cultures can significantly increase the potential modern sports and form a positive public opinion to seek new resources for mass engagement into the sports movement.

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Atmosfera havosi ifloslanishiga sabablar va oqibatlari

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Anatatsiya: Ushbu maqolada atmosfera ifloslanishiga asosiy sabab bo`layotgan jiddiy holatlar, keltirib chiqarayotgan xavfli oqibatlari, tabiatga va insonga zararlari, bundan tashqari keltirib chiqaradigan kasalliklari bir qanchasi keltirilgan.

Kalit so`zlar: Atmosfera, ifloslanish, havo, sanoat, avtotransport, kislorod, smog, kislotali yomg`ir, global, metallurgiya, sovitish, CFC, antropogen, ozon.

Abstract: In this article, the main causes of atmospheric pollution are serious conditions, dangerous consequences, damage to nature and people, and several diseases caused by it.

Key words: Atmosphere, pollution, air, industry, motor transport, oxygen, smog, acid rain, global, metallurgy, cooling, CFC, anthropogenic, ozone.

Atmosfera havosi ko`rinmas va elementlarga to`liq bo`lib, atrof muhitning abiotik omili sifatida ahamiyatga ega. Atmosfera sayyoramizning gazsimon qobig`i hisoblanib. Yer yuzasi har hil gazlar aralashmasi va suv bug`lari, changlardan tashkil topgan. Havo o`z ichiga quyidagi elementlarni oladi. (1-jadval)

1-jadval.

	gazlar	Foiz ko`rsatkich
1	Azot	78%
2	Kislorod	21%
3	Argon	0,94%
4	Karbonat angidrid	0,03%
5	Mikrogazlar	0,00...

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Atmosfera ifloslanishi deb, bir soʻz bilan aytganda ,havo tarkibiga begona moddalar va qoʻshinchalarning meʼyoridan ortiq toʻplanishiga aytiladi. Havoning ifloslanishi tabiiy yoki sunʼiy (antropogen) boʻlishi mumkin.

Tabiiy ifloslanish. Atmosferada doimo maʼlum miqdorda changlar boʻladi. U tabiatda sodir boʻladigan tabiiy hodisalalar natijasida hosil boʻladi. Bunday changlarni 3 turga: yaʼni, mineral(noorganik), organik va koinot changlariga ajratish mumkin.

Antropogen ifloslanish. Asosan transport vositalarida ,sanoat korxonalarida va energiya ishlab chiqaruvchi tarmoqlarda organik yonilgʻilardan foydalanish natijasida hosil boʻladigan chiqindilar va ajratmalarning havo havzasiga tushishi oqibatida sodir boʻladi.

Transport vositalari va sanoat korxonalari sonining yildan-yilga koʻpayib borishi, turli yonilgʻilardan foydalanish, shuningdek, oʻrmonlarning kamayishi, okean suvlarining neft mahsulotlari bilan ifloslanishi, yadro qurollarining portlatishi natijasida atmosferadagi kislorod miqdori keskin kamayib, karbonat angidridi va azot oksidlari miqdorining oshishi kuzatilmoqda.

Agar havo tarkibida karbonat angidrid miqdori oshib boraversa, uning ifloslanishining oldi olinmasa, yana 50 yildan soʻng yer yuzasi harorati oʻrtacha 1,5-3,0 gradusga oshishi mumkin . Natijada muzliklarning erishi ,okean suvlari sathining koʻtarilishi, quruqlikning bir qismi suv bosishi, geografik muhitning oʻzgarishi sodir boʻladi.

Atmosfera havosini ifloslantiruvchi manbalar.

AVTOTRANSPORT. Rasmiy maʼlumotlarga qaraganda, atmosferaga dunyo boʻyicha 50 million tonna har hil uglevodorodlar, 260 million tonna oltingugurt oksidlari , 50-60 million tonna azot oksidlari , 2 million tonnadan ortiqroq chang va kulsimon moddalar tashlanmoqda. Atmosfera havosining kundan-kunga, yildan-yilga bunchalik ifloslanib borishida avtotransportlarning “aybi” borligi yaqqol koʻrinib turibdi. Hozirgi kunda dunyo boʻyicha 500 milliondan ortiqroq avtomobil mavjud boʻlib, ular yiliga 3 milliard tonnadan ortiq uglevodorod yoqilgʻisini sarflamoqda.

Maʼlumotlar shuni koʻrsatadiki, AQSH va Yaponiyada atmosferani ifloslantiruvchi manbalar ichida avtotransport vositalari oldingi oʻrinda turadi. Xorijiy mamlakatlar atmosferasini ifloslantiruvchi manbalar ichida is gaz, uglevodorodlar va azot oksidlari barcha tajovuzkor gazlarning 60-70% ini tashkil qilsa, respublikamizda bu koʻrsatkich 35% ni, ayrim shaharlarda (Andijon, Buxoro, Samarqand, Toshkent) esa 80 % ni tashkil qiladi.

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Keyingi yillarda olib borilgan kuzatishlar shuni ko'rsatadiki, rak kasalligi kelib chiqishida avtomobilda yonilg'ining chala yonishi natijasida ajralib chiqadigan aromatik uglevodorodlar ham rol o'ynashi ma'lum bo'ldi.

Sanoat tashlanmalarining kimyoviy tarkibi yonilg'i turiga (qattiq, suyuq, gazsimon) va uni yondirish usullariga ko'ra turlicha bo'ladi. Ko'mir, neft, gaz yonilg'ilari yonganda turli sabablarga ko'ra to'la yonmaydi. Shuning uchun sanoat korxonalaridan atmosferaga katta miqdorda chala yongan zarrachalar, uglevodorodlar, oltingugurt birikmalari, oltingugurt(II) oksidi, azot oksidlari chiqadi.

Qora va rangli metallurgiya korxonalarida chang, oltingugurt gazi, uglerod va azot oksidlarini havoga chiqaradi. Alyuminiy sanoati esa atmosfera havosini ftor bilan ifloslantiruvchi manba hisoblanadi.

Amerika olimlari ma'lumotlariga ko'ra, sement zavodlarida bir tonna sement mahsulotini ishlab chiqarish mobaynida taxminan 100 kg sement changi havoga chiqariladi. Sement zavodlari joylashgan hududlar havosining ifloslanishi korxonalar atrofidagi 1000 metrgacha bo'lgan mintaqaning tuproq va o'simliklar qoplaminin kuchli darajada ishdan chiqishiga olib keladi.

O'zbekiston Respublikasi hududida joylashgan 2600 dan ortiq korxonlardan yiliga 164 ming tonna 150 turdagi ifloslantiruvchi moddalar havoga chiqarib yuborilmoqda. (2007-yilga nisbatan)

Atmosferaning ifloslanishi havoga nihoyatda ko'p miqdorda chiqayotgan chang-to'zon, tutun, mikroblar, uglerod oksidi, vodorod sulfidi, uglevodorodlar, organik moddalar, sulfidlar, nitratlar, qo'rg'oshin, temir, ftor birikmalari, radioaktiv moddalar va pestitsidlar bilan bog'liq.

Atmosfera havosi ifloslanishi qanday oqibatlariga olib keladi:

Fotokimyoviy smog. "SMOG" so'zi birinchi marta 1905-yilda ishlatilgan bo'lib, uni ingliz tilidan tarjimasini tutun ma'nosini beradi. Sanoat korxonalarida va transport vositalaridan ajralib chiqayotgan gazlar tufayli havoning og'irlashib, sarg'ayib tuman hosil bo'lishi kuzatiladi. Smog hosil bo'lganda havoda juda yomon qo'lansa hid paydo bo'ladi. Bunday hodisa birinchi marta Londonda kuzatilgan. Kuzatishlar shuni ko'rsatadiki, London smogining hosil bo'lishida SO₂ gazi asosiy rol o'ynaydi.

Kislotali yog'inlar. Atmosferani oltingugurt va azot gazlari bilan ifloslanishi bilan bog'liq holda yog'inlarni kislotaga aylanishi namoyon bo'ladi. Bunday hodisa, odatda atmosferaga oltingugurt va azot gazlari chiqaradigan yirik sanoat korxonalarida osmonida

sodir bo`ladi va bulutlar yordamida harakatlanib, boshqa hududlarga ham yog`ishi mumkin.

Global isish. Dovullar sonining oshishi mumkin. Muz qutblarining erishi boshlandi, bular dengiz suv sathining ko`taradi va qirg`oqbo`yi hududlarini suvga g`arq qiladi. Ob-havoning isishi tropik kasalliklarni keltirib chiqarmoqda, misol uchun bezgak kasalligi ko`p tarqalishi kuzatilmoqda.

Ozon qatlamining yemirilishi. Har yili bahor faslida ozon qatlamining vaqti-vaqti bilan yupqalashib borishi kuzatilmoqda. Ozon qatlamining yupqalashib borishi ozon qatlamining yemirilishi, deyiladi. Ifloslangan gazlar bu muammoning asosiy sababi bo`lib, ozon qoplami uchun eng havfli gaz CFC (xlor-ftor-uglerod) dir, u sovitish tizimida ishlatiladi. Ozon qatlami hayotni ta`minlash uchun juda muhim sanaladi, shu sabab butun dunyo davlatlari sanoatida CFC ni ishlatishni to`xtatish lozim.

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**TALABA SHAXSI POZITSIYASINING UMUMIY PSIXOLOGIK
XUSUSIYATLARI**

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Annotatsiya: Ushbu maqolada talabalik davrining yoshga oid xususiyatlari hamda shaxs holatini namayon qiluvchi ilmiy psixologik bilimlarning nazariy bayoni izohlangan.

Kalit soʻzlar: Oliy nerv faoliyati, talaba, yosh, oʻsmirlik, yetuk hayot, rahbarlik, ruhiy holat, ijtimoiy munosabatlar.

Аннотация: В данной статье дано теоретическое описание научного психологического знания, отражающего возрастные особенности студенческого периода и состояния личности.

Ключевые слова: Высшая нервная деятельность, студент, возраст, подростковый возраст, взрослая жизнь, лидерство, психическое состояние, социальные отношения.

Annatation: This article provides a theoretical description of scientific psychological knowledge that reflects the age-related characteristics of the student period and the state of the individual.

Key words: Higher nervous activity, student, age, adolescence, adult life, leadership, mental state, social relationships.

Hozirgi vaqtda shaxsning psixologik holatining bir nechta asosiy turlari mavjud. Yigirmanchi asrning oʻrtalariga qadar bu omil baholanmagan va individual shaxsning psixosomatik portretini shakllantirish uchun aniq belgilanmagan. Garchi bu koʻrsatkichlar koʻpincha insonning qulay kundalik turmush tarzini va uning turli xil faoliyat turlari bilan shugʻullanishga tayyorligini shakllantirishning koʻplab yetakchi omillarini aniqlashda hal qiluvchi boʻlishga tayyor boʻlsa ham. Ijtimoiy-psixologik holat umuman hayotning ijobiy yoki salbiy idrokiga sezilarli taʼsir koʻrsatishi mumkin. Bunday vaziyatda talaba har xil darajada kiradigan barcha munosabatlarni va ularda oʻzini qanchalik ishonchli his qilishini hisobga olish kerak. Oliy taʼlim inson psixologiyasi va shaxsiy rivojlanishiga taʼsir qiladi[3].

Avvalambor talabalik taraqqiyot davrlaridan qaysi chegaralarni egallaydi shu masalaga biroz to‘xtalib o‘tamiz. Talabalik yoshi shaxs rivojlanishining muhim bosqichidir. Agar biz o‘quvchi yoshini yosh toifasi deb hisoblasak, u “kamolot” dan “yetuklik” ga o‘tish bosqichini ifodalaydi. Talabalik yoshi kech o‘smirlik yoki erta balog‘at yoshi sifatida belgilanadi va 18 yoshdan 25 yoshgacha bo‘lgan davrga to‘g‘ri keladi.

Bu borada Rus psixolog olimi L.S. Vygotskiy birinchi bo‘lib o‘smirlikni bolalik davrlariga kiritmagan va shu bilan bolalik va kattalikni ajratgan. “18 yoshdan 25 yoshgacha bo‘lgan yosh bola rivojlanishidagi yakuniy bo‘g‘indan ko‘ra kattalar yoshi zanjirining boshlang‘ich bo‘g‘ini bo‘lishi mumkin ...“ Shunga ko‘ra, u birinchi bo‘lib yoshlarni “yetuk hayotning boshlanishi” deb atagan[1].

G‘arb psixologiyasida yetuklik davridagi inqirozlarni o‘rganish bu yosh davridagi rivojlanishni tahlil qilishning asosiy yondashuvlaridan biridir[4].

Talabalik davri jamiyatda asosiy qobiliyatlarni rivojlantirish uchun sezgir davr hisoblanadi. Oliy ta‘lim inson psixologiyasi va shaxsiy rivojlanishiga ta‘sir qiladi. Universitet tadqiqoti davomida talabalar o‘z g‘oyalarini barcha darajalarda va qulay muhitda rivojlantiradilar. Ular insonning ruhiy holatining yo‘nalishini aniqlaydi va shuning uchun insonning professional rahbarlikka bo‘lgan asosiy ehtiyojini qo‘zg‘atishi mumkin bo‘lgan ruhiy holatni yaratishi mumkin. Xuddi ma‘lum bir yoshdagi odamlar kabi, o‘quvchining xususiyatlarini uchta usulda aniqlash mumkin:

1. Uyg‘unlik, holat va shaxsiy xususiyatlarni ifodalovchi psixologik. Qarashning ma‘naviy mohiyatining kaliti (yo‘nalish, kamtarlik, tabiat, qobiliyat) yoki psixik jarayonlar jarayoniga ta‘siri, ruhiy holatlarning yaratilishi, hissiy shakllanishlarning paydo bo‘lishidir. Bu tabiat, jarayonlar, ruhiy holatlar va shaxsiy izlanishlarning aksidir.

2. Ijtimoiy, shu jumladan, ijtimoiy munosabatlar, muayyan ijtimoiy guruhga a‘zolik, o‘quvchining millati va boshqa xususiyatlari.

3. Oliy nerv faoliyatining yuqori turlarini o‘z ichiga olgan biologik bilan, analizatorning tuzilishi, reflekslari, sezgisi, kuchi, fizikasi, yuz xususiyatlari, ko‘z rangi, bo‘yi. Bu jihat, asosan, genetik va tug‘ma motivatsiya bilan belgilanadi, ammo ma‘lum chegaralarda unga hayot sharoitlari va o‘zgarishlar ta‘sir qiladi[3]. Aleksey Nikolaevich Leontyev o‘z asarlarida o‘smirlik davrini tahlil qilar ekan, faoliyatning yetakchi turining o‘zgarishiga e‘tibor beradi. Daniel Borisovich Elkonin va Aleksey Nikolaevich Leontyevning psixologik davriyliklarida yoshlardagi yetakchi faoliyat ta‘lim va kasbiy faoliyat sifatida tan olingan. Bu bosqichda o‘z taqdirini o‘zi belgilash,

kasb tanlash va mustaqil hayotga tayyorlash bilan bog‘liq motivlar asosiy va kuchli hisoblanadi[2].

Demak kasbiy faoliyat bilan qiziqish, mustaqillikka intilish talabada o‘smirlikdan boshlanada va talabalik davrida mustahkamlanadi.

Xulosa: Shunday qilib, biz shuni xulosa qilishimiz mumkinki, talaba yoshi, eng faol yosh rivojlanish davri sifatida, o‘zini-o‘zi axloqiy tartibga solish qobiliyati va ehtiyoji, hayotning mazmunlilik va hayotiy ko‘rsatmalar, shuningdek, kasbiy faoliyatning individual boyitilganligi bilan tavsiflanadi. Kasbiy faoliyat shaxsiy e‘tiqodlar, qadriyatlar, ideallar, motivlar bilan bog‘liq bo‘lgan shaxsiy ma’nolar, tushunish va tajriba bilan amalga oshiriladigan faoliyat - bu kasbiy huquqiy ongni shakllantirish uchun sezgir, eng qulay davr hisoblanadi.

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Ta’lim jarayonida topishmoq, she’r va maqollardan foydalanish shakllari

Madrimova Madinabonu Otabek qizi

Urganch davlat universiteti

Talaba

Geografiya insoniyatning beshigi hisoblanish yer sayyorasi va uning tasvirini o’rganuvchi eng qadimiy fandır, murg’ak qalblarni o’zi yashab turgan zamin hamda uning ajoyib va g’aroyib tabiat sirlaridan ogoh etgani bois uni sevib o’qimaydigan o’quvchi bo’lmas kerak.

Kishilk jamiyati vujudga kelibdiki, geografiya fani mavjuddir. chunki qadimgi sayyoralarning o’ziga qit’alarga qiziqib yo’l olishlari, undan ham ilgariyoq yo’llarini aniqlab olish uchun tosh va yog’ochlarga shartli ko’rsatkich belgilarini ishlata olishga harakat qilishlari, yerning shakli va kattaligi haqidagi gipotezalar fikrimiz isbotidir.

Demak, geografiya fani avvalo extiyoj tufayli yuzaga keladi. U vujudga kelgan kundan bugungi yuksak texnikalashgan davr tubdan farq qiladi. Bashariatning qo’hna tarixga nazar tashlasak. Geografiya fani insoniyatga nima berdi? geografiya fani va uning jasur jonkuyar sayyohlar bo’lmaganida balki Amerika, Afrika, Avstraliya qit’alari tog’larning balandligi, cho’qqilari okean osti cho’kmalar, noyob yer osti va ustki boyliklari, o’zga qi’ta jonzotlari, tabiat mo’jizalarini va bir qancha noyob durdonalar noma’lumligicha qolgan bo’lardi. Shuningdek, butun sayyora aholisi, uning ishlab chiqarish jarayonlari, ijtimoiy iqtisodiy ahvoli hamda yer sharinng ekologik vaziyatlarini o’rganib bo’lmasdi. Bugungi kun geografiyasi ham ushbu masalalarga asoslanib, ravnaq topmoqda. Sayyoraning barcha huquqlari o’rganilmoqda. Shu bois geografiya fani o’rganilishiga o’rta va oliy maktab dasturlarida alohida e’tibor qaratib kelinmoqda. Ushbu fanni o’quvchilarga o’rgatish davomida albatta boshqa fan asoslariga ham tayanishga to’g’ri keladi. Bu esa uning mukammalligini ta’minlaydi va fan obro’sini oshiradi. Masalan, joylarning uzoqligi kengligi, balandlik va chuqurliklarini o’lchashda ayniqsa masshtab bilan ish olib borishda matematika, yer sayyorasining o’zga sayyoralar bilan taqqoslashda astronomiya faniga bog’lanish, jismlarni fizikaviy va kimyoviy xossalarini aniqlashda ushbu tabiiy fanlarga yer shari o’simlik va hayvonlarni chuqurroq tahlil etishga qaratilgan masalalarda biologik va geografik lug’at va atamalar bilan ishlash

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jarayonida, xorijiy tillar hamda fikrlari jozibali va ohangdor ifoda etish dars saviyasini oshiradi[7,8].

Tabiiy geografiyaning umumiy masalalariga bag`ishlangan boshlang`ich qismi o`quvchilarning yoshiga nisbatan biroz murakkabroq tuzilgan bo`lib, unda geografiyaning boshqa darslikdagi kabi o`quvchilar bilan hayolan sayohat qilish imkoniyatlari yo`q. O`rta umumiy ta`lim maktablarining 7- sinflariga mo`ljalangan ushbu darslikning umumiy geografik masalalarga tayangan qismini o`quvchilarga yetkazishda, o`quvchi juda ko`plab uslublar va usullardan texnika vositalar, rasm diogramma va jaridalar hamda turli geografik o`yinlardan foydalanishga to`g`ri keladi. Ta`limda badiiy adabiyotga tayanib hikoya, she`r va ertak va asarlarning mavzuiga mos qisimlaridan parchalar o`qib berish maqsadga muvofiq. O`qituvchi ushbu qo`llanmalarni har bir darsi uchun ajratib olib darsdagi mavzular bo`yicha to`plam xoliga keltirib olsa, bu uning eng katta yutug`i bo`ladi. Bu manbaa o`qituvchiga darsni uslubiy jihatdan mukammal, serqirra eng asosiy zamonaviy tashkil etishda tayanch vazifasini bajaradi. Shuningdek, geografik o`yinlar, testlar bilan birga topishmoqlar va she`rlarni geografiya o`qituvchisi, o`z tushunchasi asosida sodda va tushinarli qilib yaratib olsa, ko`zlangan qilib yaratib olsa, ko`zlangan maqsad yanada samaraliroq bo`ladi. Shunday xildagi uslubni she`riy mislollarni sizga taqdim etamiz [5].

Ushbu hukmingizga havola etilayotgan «geografiya darslarining nazmiy usulda tashkil etish»gi asoslangan mavzuni «geografiya madhi» bilan boshlaymiz. Ushbu she`r o`quvchilarga geografiya fanini va uning afzaliklari bebaho hislatlari haqidagi gap ochib, uni asosiy o`rganish obyekti hisoblanmish tabiat va uning ajib sirlari-yu tengi yo`q ijodi haqida tushuncha beradi fani va ona tabiat timsoli yaratish hamda unga mehr uyg`ota olishdan iboratdir.

Geografiya madhi.

Buyuk sayyoh olimlarning kashfiyoti – bu,

Yer qirrasin etuvchi quy-bayoti – bu,

Zamindagi mavjudotlar hur-hayoti – bu,

Sayyoramiz siyrati-geografiya – bu.

Bu demakki, jasoratlar majmuasidir,

Sayyohlarning tasavvuri, tasviri shudir,

qalbinga beruvchi olam-olam ziyo nur,

Tabiatni o`rgatuvchi geografiya – bu.

Barcha olam sirlari jam bo`lgan bunda,

Shoir qalbin zabt etuvchi ilhom ham shunda,
Hayollarni tilsimlagan sehrlar shunda,
Mening ezgu ko‘ngil torim geografiya – bu.
Kurrimizmi ob-havosi sahovatidan,
Yer yuzining go‘zal, nodir tarovatidan,
Turli tuman jonzotlari nabotatidan,
Hikoyalar so‘zlaguvchi geografiya – bu.
Al-Beruniy, Bobur Mirzo, Dono Ulug‘bek,
Magellan, Kolumb hamda frantsis Dreyk
Falsafani yaratgan emishlar buyuk,
Tabiiy fanlar sultoni geografiya – bu.

Geografiya darslarning nazariy asosi o‘quvchilarga yer shari tabiati va aholisining xo‘jalik faoliyati haqidagi tasvir yaratib berishga qaratilgan bo‘lsa, uning ikkinchi yana bir kurrasi o‘quvchilarga sehrga to‘la saxiy, mo‘jizakor hamda maftunkor ona zaminimiz tabiati ijodidan shodlanib, ruhlanish ilhom olish zavqlarni tuyishga undovchi ekologik-estetik tarbiya berish nizomlariga asoslanadi. Biz bu tarbiyani o‘quvchilarni murg‘ak, pok borliqqa shaydo qalblariga geografiya darslariga ilk bor kirib kelgan kunimizdanoq singdirib olishni maqsad qilib olsak o‘z vazifamizni a‘lo darajada uddalay olgan bo‘lamiz. qo‘yidagi «tabiatdan yaralgansan» deb ataluvchi shoir o‘g‘itlari bilan sug‘orilgan satrlar bizga yuqoridagi ezgu istaklarni ro‘yobga chiqarishga yordam beradi.

Tabiatdan yaralgansan.
Go‘zal diyor, moviy osmon,
Suv xo‘p zilol, tanga darmon,
Desalar hech qosh chimirma,
Tabiatdan yaralgansan.
Sochingni shamol o‘ynasa,
Xazon kabi undan qochma,
Boshing silab yomg‘ir yog‘sa,
Labing burib pana topma.
Oftob o‘tib qizdirsa bosh,
Yuz o‘girma ayla bardosh,
qalbingdagi qora otash,
tabiatdan yaralgansan.

Tabiatning ajib siri,
Mana shunday tuzilgandir,
Tovus kabi go‘zalliging,
Tabiatdan yaralgandir.

Tabiiy geografiya darslari «geografiya nimani o‘rganadi» degan mavzu bilan boshlanadi. Bu mavzuni o‘qitishda geografiya fani tarixiga nazar tashlash va uni o‘rganish tadqiq etish, xo‘jalikda foydalanish borasida katta ahamiyatli ekanligini batafsil tushintiriladi. Mavzu mavzuni chuqur anglash uchun ko‘plab atamalar bilan ishlarga turi keladi. Mavzu o‘qituvchi tomonidan bayon qilib berilgan, quyidagi she`rni ijro etib berish uchun tayyorlab quyilgan o‘quvchiga navbat beriladi. She`r ijro etilayotgan paytda o‘quvchi oldida geografiya kitobining kattalashtirilgan nusxasi turadi.

Geografiya so‘zi.
qadimda Eratosfen,
Atagan fan o‘sha men,
Yunoncha so‘z geo-yer,
Grafo-chi yozaman der.
O‘zbekcha o‘girsak,
Yerning tasviri demak,
Buni barcha o‘quvchi,
Albat bilmog`i kerak.

Ikki jonim bor mening,
Yer shari shonim mening,
Tabiatdir vujudim,
Sizlar mening bor budim.

Bir tarmog`im tabiat,
Shaydosi bo‘lsa agar.
Ikkinchi bilim, qoida,
Jam xo‘jalik faoliyat.

Bu she`r o‘quvchilarga eshittirilib bo‘lingach ulardan she`rni tahlil qilib berish so‘raladi va dars mustahkamlanadi. She`rni mazmunini namuna sifatida yoritib beriladi.

Yuqoridagi she`r orqali o‘quvchi avvalo geografiya faniga va atamasiga kim asos solganini geografiya so‘zini lug`aviy ma`nosi qanday ekanligini uning ikki qismdan

iboratligi va bu qismlar o'z o'rganish obyektiga ega ekanligi bilan chuqur tanishib oladi. O'z o'rnida Eratosfen haqida gap borilayotganda uni nafaqat fanni birinchi nomlanganligi balki xaritaning birinchi bor tuzishga harakat qilganligi haqida bir qator olamshumul geografik tadqiqotlarga to'xtab o'tish o'rinlidir. Masalan: Eratosfenning fan nomlashga asos bo'lgan tadqiqoti quydagicha edi. Geografiya deb sarlavha boshlagan eng birinchi kitobni bundan 2000 yildan ham ilgariroq Aleksandriyalik olim Eratosfen yozgan edi. Eratosfen tomonidan yozilgan geografiya kitobida yerning shakli va kattaligi o'sha vaqtda ma'lum bo'lgan dengizlar, quruqliklarning taqsimlanishi haqida fikrlar yuritilib to'liq tasvirlab berilgan. Shundan beri yani Eratosfen kitobi yozilgandan boshlab butun yer yuzasi yoki yer yuzasining biror qismini tasvirlashni geografiya deb aytadigan bo'ldilar [19].

She'r o'qib berilgach, uni tahlil qilib so'ralib, qisqacha konspekt yozdirib qo'yilishi maqsadga muvofiq bo'ladi.

Yer haqidagi geografik bilimlarning rivojlanishi bu mavzuni yoritishda «Buyuk geograflarmiz» nomli she'ridan foydalanish maqsadga muvofiqdir. Bu she'rdan imkoningiz bo'lsa har bir sayyoh portretiga qarab she'r o'qing, chunki bu holat darsga jonlilik baxsh etadi.

Dars oxirida uning yodlash uchun uyga topshiring.

Buyuk geograflarmiz

Dunyo xaritasini

Birinchi bor tuzgan kim?

So'rsalar o'sha men,

Nomimdur Eratosfen.

Globusni birinchi

Yaratdik biz ikkovlon

Menman nemis Bexaym

Beruniy o'zbek o'g'lon.

Dunyo bo'ylab eng avval,

Sayyoh u kim bo'lgan ekan?

Savolingiz etay hal,

Uning nomi Magellan.

Sandiq to'la javohir izlab

Hindistonni borardim ko'zlab,

Hayolimni ummon oldimi?

Dilga Amir qoni soldimi?

Orol tomon yuzlanib nogoh,
Xindu dedim aholisin goh,
Sharqiy Hitndiston deb atadim,
Men sayyohlik burchini o‘tadim,
Kolomb nomim mamlakat oldi,
Xatolarim tarixda qoldi.

Shuni ham takidlash lozimki, garchan Amerika qita`cini 15-asrning oxirlarida ispan dengizchisi X. Kolomb o‘z sayohatlari natijasida tadqiq etgan bo‘lsada, undan necha yuz yillar avval vatandoshimiz A. Beruniy o‘z asrlarida yer qirrasining orqa tomonida ham quruqlik mavjud ekanini bashorat qilib o‘tganligi ham o‘z davrning muhim geografiya voqeasi edi. Shu bois yuqoridagi X.Kolomb sayohatlariga bag`ishlov o‘qib berilagach, atoqli shoirimiz A.Oripovning quyidagi misralari bilan hamnafas bo‘lishimiz, fikrlar uzviyligini ta`minlaydi, aniqligini oshiradi.

Amerika sehrli diyor,
Uxlar edi Kolomb ham hali
Dengiz ortin yoritdi ilk bor,
Beruniyning aql mash`ali
Kolombda bor alamim mani,
O‘zbekiston vatanim manim.

Darvoqe sizga yuqoridagi tavsiya etgan bitiklarning ikkinchi bandida yerning shakliy modeli globusni yaratgan olimlar A.R.Beruniy hamda M. Behaymlar haqida fikr ilgari surilgan edi. Shu o‘rinda shuni ta`qidlash joizki, o‘quvchilar globusni qaysi ixtirochi dastlab yaratgani haqida o‘ylab ikkilanadilar. Buni bir necha yillik tajribalar tasdiqlanmoqda. Shu bois ham har ikki olimning yashagan davrlari va ixtiro etgan globuslarning aniq tafsilotlari keltirib o‘tilishi fikrlarni yanada oydinlashtiriladi.

X.Kolomb sayohatidan keltirilgan band tahlil qilinayotganda esa dunyo siyosiy xaritasidan Kolumbiya mamlakatini ko‘rsatib o‘tishni unitmang.

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**O'ZBEK XALQ ARXITEKTURASINING BOSH MAKTABINI PAYDO
BO'LISHI**

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Annotatsiya: Ushbu maqolada tarixiy arxitektura yodgorliklari bezaklarini ta'mirlashdagi qurilish ashyolarining turlari hamda qay tarzda ta'mirlash masalalari, Farg'ona xalq me'morchiligidagi ustunlari borasida so'z boradi.

Kalit so'zlar: xarsangtoshlar, paxsalar lentasimon, injenerlik kommunikatsiyalari, koshinburush san'ati, material bo'laklar

Kirish. Milliy merosning rivojlanishi, odatda, o'zining boy o'tmishiga ega bo'lgan tarixiy uslublardan birining rivojlanishi sifatida qaraladi. Turkiston me'morchiligi rivojlanishining dastlabki bosqichi tonozli-ark tektonikasida keltirilgan diniy me'morchilik shakllaridan foydalanish bilan tavsiflanadi. O'zbekiston mustaqillikdan keyin dunyo miqyosida olis o'tmish bag'ridan bugungi kungacha yetib kelgan tarixiy boyliklari madaniy meros ob'yektlariga boy mamlakatlardan biriga aylandi.

Arxitektura masjidlar, maktablar, madrasalar an'anaviy, ammo binolar ichidagi bezaklar o'ziga xosligicha qoldi. Fuqarolik va xalq uy-joy me'morchiligida alohida ajralib turardi bir qancha mahalliy maktablar - Farg'ona, Toshkent, Samarqand, Buxoro va Xiva - mahalliy hisobga olingan holda o'ziga xos xususiyatlari bilan an'analar va iqlim sharoitlari. Farg'ona vodiysi tarixida Turkiston durdonasi sifatida shuxrat topgan

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go'zal o'lka bo'lib, Andijon, Namangan va Farg'ona viloyatlari joylashgan ko'rkam vodiyning nomidir.[1] G'arbdan Sharqqa qariyb 300 kilometr ga cho'zilgan, kengligi 150 kvadrat kilometr maydonda yasalgan. Farg'ona vodiysi shimol, shimoli-shaqrda Qurama va Chotqol, shaqrda Farg'ona xamda janubdan Oloy tog' tizimlari bilan o'ralgan. Bu tog'lar oralig'i bo'ylab Norin va Qoradaryolarini qo'shilishidan xosil bo'lgan dunyodagi eng uzun daryolardan biri (2220 km) sersuv Sirdaryo- tarixiy Sayxun daryosi oqib o'tadi.

Janub va shimol tomonidan tog'lar bilan o'ralgan Farg'ona vodiysi g'arb tomonidan Markaziy Osiyo tekisliklari bilan sharqdan esa, Qoshg'ar bilan yensiz Terak Dovoni, ya'niy tog' oralig'i yo'llari orqali tutashgan. O'zbekiston arxitekturasini, jumladan, Farg'ona arxitekturasini o'rganish tarixida bir qator olimlar ish olib borganlar. Jumladan, V. L. Voronina, A. K. Pisarchik va I. Azimovlar o'z tadqiqotlarida Farg'ona tarixiy merosini, milliy an'anlari, arxitekturaviy uslublari yodgorliklar va tarixiy obidalar xaqida ma'lumotlar berilgan.[2] Farg'ona vodiysida bir yoki ikkita qo'shma yashash xonalarning joylashuvi uy-joy qurilishida yetakchi tipologik belgi sifatida aloxida ajralib turadi. Farg'ona tipidagi uylarning odatdagi rejasi-yopiq, kontur bo'yicha xonalarning joylashuvi yoki xovlining devor bilan o'rab olishidan, ikkita yashash xonasidan tashkil topgan bir yoki ikkita asosiy yashash sektsiyasidan iborat bo'lib, ular orasida, ya'niy markazda kishi qoshg'archa ayvon joylashadi. Xovli perimetri bo'ylab ketma-ket va yonma-yon aloxida yashash xonalari, ochiq ayvon va yordamchi xo'jalik xonalari quriladi.[3]

Xulosa. Shunday qilib, quyidagi eng asosiy xarakterli elementlar: tashqi devordagi panjarali tuynuklar, yopiq xovlilar, ma'lum tipdagi qoshg'archa pechkalar, uying fasad qismini galereyali qilib rejalashtirilishi va qurilishi, ikkala tomondagi yarim ochiq xonalar (ayvon) ning simmetrik joylashtirilishi, yengil harakatlanuvchi devorsimon

qoplamalar, janubiy orientatsiyasi esa, Xitoy arxitekturasi uslubiga monandligi kabi belgilari orqali Farg’ona arxitektura maktabining o’ziga xos jixatlari haqida keng va tushunarli ma’lumotlarga ega bo’lamiz. Demak, Xorazm, Buxoro va Farg’onaning siyosiy jixatdan aloxidaligi o’zbek xalq arxitekturasi uchta bosh maktabining paydo bo’lishi xamda rivojlanishiga sabab bo’ldi.

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**TARIXIY SHAHARLARNIG SHAKLLANISHIDA ARXEOLOGIK
TURIZM. (FARG`ONA VILOYATI MISOLIDA)**

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Abstract. This article discusses the role, problems and proposals for the development of archeological tourism in the formation and development of historical cities in Fergana region.

Keywords: Monument, archeological, territories, resource, stratum.

Аннотация. В данной статье рассматриваются роли, проблемы и предложения по развитию археологического туризма в формировании и развитии исторических городов Ферганской области.

Ключевые слова: Памятник, археологический, территории, ресурсы, пласт.

Annotatsiya. Bu maqolada Farg`ona viloyatida tarixiy Shaharlarnig hsakllanishi va rivojlanish taraqqiyotida arxeologik turizmni rivojlantirish o`rni, muammo va takliflari ko`rib chiqiladi.

Kalit so`zlar: Yodgorlik, arxeologik, xududlar, resuros, qatlam.

Xozirgi kunga kelganda turli davlatlarda arxeologik turizmga qarashlar turlicha shakllangan. Bu o`z navbatida davlatlarning siyosiy jixatdan barqarorligiga va o`z navbatida iqtisodiy imkoniyatlarining yuqoriligi bilan ham bog`liq albatta.

Fargona shaxri Uzbekiston Respublikasining sharqiy qismida joylashgan shaharlardan biri. U Farg'ona arxitekturasi oldingi davrlardan hozirgacha kelgan, ushbu shaharning tarixiy va madaniyatiy barcha me'oriylariga asoslanadi.

Fargona shahrida ajoyib arxitekturli manzaralar, tarixiy quvvatli hamkorliklar va madaniyatiy me'oriylarni ko'rsatish uchun mahalliy ayrim muzeylar va madaniyat markazlari mavjud. Bundan tashqari, ushbu shahrning markaziy ko'chalari, bozorlar, madaniyati sohalar va ijtimoiy-iqtisodiy joylar mamlakat bo'ylab taniqli mavjudligini ko'rsatish mumkin. Farg`ona viloyatda

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aniqlangan yodgorliklar tahlil qilinganda, ularning 30 % i 1980-yillarda to'liq buzilganligi, 20 % i kuchli buzilganligi hamda 5 % i qisman buzilganligi aniqlandi. Ayni vaqtda arxeologik yodgorliklarning 30 % dan ortig'i qabriston sifatida foydalanilmoqda. Bu holat esa yodgorliklar yuqori qismi madaniy qatlamlarining butunlay yo'q bo'lib ketishiga olib keladi. Yodgorliklarning asosiy qismi (84%) asosan manzilgohlar, shaharlar, qadimgi qabrlar va turli ko'rinishdagi xo'jalik binolari hisoblanadi.

Xar bir arxeologik yodgorliklarda arxeologik yodgorlik va u joylashgan xudud tabiati, asori atiqalar aks ettirilgan maxsus fotosuratlar va tasviriy san'at asarlarini ko'rgazmalari tashkillansa ham maqsadga muvofiq bo'lar edi. Ma'lum amaliy va ilmiy tadqiqot ishlarini amalga oshirish maqsadida Farg'ona viloyatiga muntazam xorijlik turistlar tashrifini ta'minlash maqsadida turli xalqaro va mintaqaviy konferentsiya va simfozium, festivallarni tashkillash zarur. Bugungi kunda mavjud arxeologik yodgorliklarni o'rganish maqsadida xorijiy sarmoyalar va grant dasturlarni amalga oshirishga ham alohida e'tibor qaratish zarur. Bu o'z navbatida arxeologik yodgorliklarni tiklash va asrab qolishni tizimli faoliyatini yo'lga qo'yishda katta ahamiyatga ega bo'ladi.

2013-yilda O'zR FA Arxeologiya instituti hodimlari tomonidan Farg'ona viloyatining arxeologik xaritasini yaratish maqsadida arxeologik kuzatuv ishlarini amalga oshiradi. Tadqiqot davomida viloyat arxeologik yodgorliklariga oid ilmiy ishlar, arxiv ma'lumotlari hamda bevosita kuzatuv ishlari natijasida 177 ta arxeologik yodgorliklar qayd etiladi. shundan bevosita 153 ta yodgorlik 1979-yildagi N.Gorbunovning xaritasida qayd etilgan bo'lsa, qolgan 20 dan ziyod yodgorlik keyingi yillarda amalga oshirilgan arxeologik tadqiqotlar davomida aniqlangan. Jumladan, Farg'ona o'lkashunoslik muzeyi ilmiy hodimi G.Ivanov tomonidan Ko'ktosh qabrlari, Galasak, Mo'yi muborak yodgorliklari, O'zR FA Arxeologiya instituti ilmiy hodimlari tomonidan Mashadtepa, Surxtepa, Qizlarmozor, Tepaqo'rg'on kabi yodgorliklar o'rganilgan va ro'yhatga olingan. Qo'qon shahrida joylashgan Tepaqo'rg'on yodgorligi 2008 yilda A.A. Anarbayev rahbarligidagi Qo'qon otryadi tomonidan aniqlangan. 2011-yilda bu yerda keng ko'lamlil arxeologik qazishmalar amalga oshirildi. Natijada, bu yerda miloddan avvalgi birinchi va milodiy asr boshlarida urbanizatsiyalashgan qarorgoh shakllanganligi va arablar bosqiniga qadar faoliyat ko'rsatganligi ma'lum bo'ldi.

Arxeologik yodgorliklar o`z navbatida o`tmish bilan bugungi kunni bog`lovchi ko`prik xisoblanadi. SHu bilan bir qatorda qadim o`tmishning tilsiz guvosi ekanligini ham unutmasligimiz zarur. Bugungi kunda qishloq va kichik shaxarchalarda turizmni rivojlantirishda arxeologik yodgorliklarni o`rni beqiyos xisoblanadi. Bu xududlardagi arxeologik yodgorliklarni tiklash rekonstruktsiya qilish orqali maxalliy axolining g`urur va iftixorini oshirish imkoni paydo bo`ladi.

Xulosa. Mamlakatimizda turizm rivojlanishi jamiyatning yangilanish davriga to`g`ri kelib, u asta-sekinlik bilan sodir bo`layotgan o`zgarishlar jarayonini hisobga olgan holda, uning sifatini yanada yaxshilashga qaratilgan. O`zbekiston sharoitida turizmni hozirgi zamon talablariga javob bera oladigan darajada rivojlantirish uchun yetarlicha turistik resurs imkoniyatlari mavjuddir.

Turistik resurslardan samarali foydalaniSH imkoniyatlarini tadqiq etishda, ulardan foydalanishning samaradorligini oshirish yo`llari, ularga ta`sir etuvchi omillar va ularni aniqlash, hamda turistik resurslaridan foydalanish imkoniyatlarini baholash, iqtisodiy samaradorligini oshirishning nazariy va amaliy jihatdan o`rganish natijasida quyidagi xulosalarga kelindi va tavsiyalar ishlab chiqildi:

1. Farg`ona viloyatida turizm resurslari salohiyatini yuqoriligi, ya`ni bu yerda madaniy – tarixiy yodgorliklarning mavjudligi, boy tarixiy merosi, diniy, ekologik, ilmiy, hamda o`ziga xos an`analari va boshqa xislatlari turizmni rivojlanishini zamon talablari asosida yo`lga qo`yishni taqozo etadi. Ayniqsa turistik resurslar salohiyatidan samarali foydalanish, iqtisodiy jarayonning faol kechishiga sababchi bo`lib, uning imkoniyatlari respublikamiz olimlari tomonidan yetarli darajada o`rganilmagan. SHunga ko`ra, respublikamizda ushbu mavzuda ilmiy – tadqiqot ishlarini olib borish, uning ko`plab nazariy va amaliy masalalari bo`yicha tegishli taklif va tavsiyalar ishlab chiqilishi lozimdir.

2. Turistik resurslar muhim ijtimoiy – iqtisodiy ahamiyatga ega bo`lib, ayniqsa ulardan samarali foydalanish mahalliy aholi hayotiga ijobiy ta`sir ko`rsatadi. Bu ijobiy xususiyatlar quyidagilar orqali asoslanib berildi:

- iSH o`rinlarining yaralishi;
- daromadning ko`payishi, mahalliy aholini yashash darajasini oshishi;
- ijtimoiy va madaniy jarayonlarning tezlashishi;
- mahalliy madaniyat o`choqlarning yaralishi, xalq ijodiyoti, an`analari, udumlarining rivojlanishi;

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- qishloq xo`jaligi mahsulotlari va mahalliy ishlab chiqarilgan tovarlarga talabning oshishi;
- mahalliy madaniy yodgorliklarni tiklanishi va muhofazasi;
- tabiiy komplekslarning kengayishi;
- mintaqa jozibadorligining oshishi;
- mahalliy madaniy hayotning jonlanishi va boshqalar.

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ESKI O‘ZBEK ADABIY TILIDA ARABIY VA FORSIY OMONIM O‘ZLASHMALAR

UrDU o‘qituvchisi

X.Bobojonova

Eski o‘zbek adabiy tilida fors va arab tilidan o‘zlashgan leksik omonimlar o‘zbek tilidagi leksik omonimiya orasida katta o‘rin tutadi. Badiiy asarning poetik talabiga ko‘ra ijodkor arab va fors tilidagi omonimlarga ko‘p murojaat qilishi, o‘z asarida ularning semantik va, albatta, poetik imkoniyatlaridan foydalanishiga to‘g‘ri kelgan. Bu ayniqsa, tajnis va uning turlarini yuzaga keltirishda muhim ahamiyat kasb etgani barchamizga ayon. Quyida eski o‘zbek adabiy tilidagi ana shunday bir necha omonim o‘zlashmalarning adabiy asardagi o‘rni va ahamiyati haqida fikr yuritamiz.

Girih omonim o‘zlashmasi. Yuqoridagi tasnifning ikkinchi turiga mansub bo‘lgan lug‘aviy shakldosh so‘zlar bo‘lib, talaffuzi va imlosi bir xil, leksik va grammatik ma’nolari turlicha bo‘lgan forsiy o‘zlashmadir. Ushbu omonimik juftlikning ikki ma’nosi mavjud:

1) گره – tugun, muammo, bog‘lam, bog‘langan joy. Alisher Navoiy asarlarida ushbu so‘z bir necha ma’nolarda qo‘llangan:

a) tugun, chigil:

Demasmenkim, kesib o‘qi zirihni,

Taxayyul toridi ochib girihni¹.

b) egrilik, qing‘irlik:

Agarchi yova girih bo‘lsa, o‘qi tuz chiqmas,

¹Алишер Навоий. Мукаммал асарлар тўплами. Том VIII. – Тошкент. Фан. 1991. –Б. 60.

Qoshi girih bila zulm o‘qin etmadi taqsir².

- c) mushkullik, qiyinchilik:

*Ko‘pgirih tushti Navoiy ishiga,
Sen kushode ber anga, yo Fattoh³.*

- d) o‘rim, soch o‘rimi:

*Girih-girih chu tugarsen etar oyog‘ingg‘a soch,
Girihlarin chu ocharsen tushar quloch-quloch⁴.*

Bundan tashqari ushbu so‘z Navoiy asarlarida *girih urmoq – bog‘lamoq, tugmoq, girih solmoq – qoshni chimirmoq* kabi qo‘shma fe‘llar, *girihsir – tugunli, jingalak* kabi sodda yasama sifatlarning yasalishida ishtirok etgan⁵.

Ko‘rinib turganidek, Navoiy asarlarida uchraydigan *girih* bir so‘zning turli ma‘nolari. Eski o‘zbek adabiy tilida biz ushbu so‘zni nafaqat yuqoridagi ma‘nolarda, balki ayni asosdan paydo bo‘lgan *murakkab naqsh* ma‘nosida qo‘llanganini ham kuzatamiz. Asli ushbu so‘zning asosi ham aynan *tugun* ma‘nosidagi *girihsir*dir. Chunki dastlab burama, murakkab tugunlarga ega naqshlar *girih* yoki *gireh* deyilgan. Keyinchalik bu bog‘liqlik yo‘qolgan.

Chunonchi, quyidagi misollarga e‘tibor beraylik:

*Ta‘bi daqoyiqda girihlar ochib,
Nutqi haqoyiqda guharlar sochib (JVS, 12).*

Ushbu satrlarda ijodkor *girih* so‘zini *tugun, chigallik* ma‘nosida qo‘llamoqda va so‘zni *tavzi‘, tazod, tarse‘* kabi san‘atlarni yuzaga keltirishga xizmat qildirmoqda.

*Vale suvda mavji girehgirlar,
Solib sarv oyoqig‘a zanjirlar (FI, 105).*

²Алишер Навоий. Мукаммал асарлар тўплами. Том III. – Тошкент. Фан. 1988. –Б. 132.

³Алишер Навоий. Мукаммал асарлар тўплами. Том V. – Тошкент. Фан. 1990. –Б. 80.

⁴Алишер Навоий. Мукаммал асарлар тўплами. Том IV. – Тошкент. Фан. 1989. –Б. 73.

⁵Алишер Навоий асарлари тилининг изоҳли луғати. I жилд. – Тошкент. Фан. 1983. – Б. 405.

Ushbu misralarda shoir soʻzning *naqsh, naqshinkor* maʼnosidan istifoda etib, tashbeh, tashxis, tavziʼ, tanosub kabi sanʼatlarni yuzaga keltirmoqda.

Eski oʻzbek adabiy tili davriga oid sheʼriy parchalarning oʻzidayoq ushbu soʻzni bir necha maʼnolarda kelgani oʻquvchini hayratga soladi. Chunonchi:

Otib oʻqchilar qoshgʻa solmay gireh,

Chiqib goʻshayi yodin ovozi zeh (FI, 442).

Ushbu oʻrinda shoir oʻzlashmani *egrilik* maʼnosida qoʻllab, tanosub, tashxis, tashbeh sanʼatlarini baytda yuzaga keltirmoqda.

Shanba kuni choshtgohdin soʻng falaki nilchehr sard mehrlik ogʻoz qilib, havo mavji burudat shiddatidin guhar suyidek girihband boʻldi (FI, 613) satrlarida ijodkor nasrda nazm goʻzalligini namoyish etmoqdaki, bunda *girihband* dumaloq, tugunchak maʼnolarida qoʻllanib, tashbehning goʻzal namunasini yuzaga keltirmoqda.

Burj omonim oʻzlashmasi. *Chun hazrati zillullohiy xurshidi duraxshon bila mohi tobon bir burjdin jilvagar boʻlgʻondek va yo laʼli rangin bila guhari samin bir durjni maqar qilgʻondek* (ZT, 394^a). Ushbu misolda qoʻllangan *burj* soʻzi astronomik atama sifatida qoʻllangan. *El-u urugʻimiz bila qalʼadin chiqib, mahkam xandaq qozib, burj-u borular bino qilib, ahl-u ayolimiz bila kirib oʻlturgʻumuzdur* (JVS, 91). Keltirilgan bu misolda esa *burj* meʼmorchilikka oid atama sifatida qoʻllanmoqda. SHuningdek, eski oʻzbek adabiy tili davriga oid adabiy manbalarda *Chilburj* toponimi uchraydiki, undagi komponent sifatida qoʻllanayotgan *burj* ham meʼmorchilikka oidligi sezilib turibdi. Avvalgi misolda *burj* tanosub, tashbeh kabi sanʼatlarga hamda musajjaʼ usuliga xizmat qildirilmoqda. Ikkinchi misolda tanosub, taʼdid, tavziʼ sanʼatlari yuzaga chiqishiga xizmat qilmoqda. Har ikki *burj* soʻzi ham arab tili orqali oʻzlashgan oʻzlashma boʻlib, muarrablardan biri hisoblanadi. Soʻzning dastlabki maʼnosi shaharsozlik (meʼmorchilik)da keng qoʻllanadigan qalʼa devoriga tutashtirib, unga

tirgak sifatida tashqi tomonidan minora shaklida qurilgan qo‘shimcha binoni anglatadi⁶. Ikkinchi quyoshning yillik ko‘rinma harakati doirasidagi o‘n ikkita yulduzlar turkumi yoki ularning har biri ma‘nosi aslida dastlabki ma‘nodan o‘sib chiqqan va keyinchalik oradagi bog‘liqlik yo‘qolgan. Bu haqda Sijjistoniy alohida ham to‘xtalib o‘tgan. Uning ta‘kidicha, Qur‘oni Karimda to‘rt o‘rinda qo‘llangan *buruj* burjning siniq ko‘pligi bo‘lib, janubiy arab shevalariga suryoniyan o‘zlashgan⁷. A. Jeffery ushbu so‘zning genezisini Oromiy shevalari bilan bog‘laydi⁸. SHaharsozlikda qo‘llanuvchi *burj* atamasi tarqalish areali keng bo‘lib, yunon tilida *πύργος* (*pyrgos*⁹) – *tog‘, qal‘a*, lotin tilida *burgus* tarzida qo‘llangan va *qal‘a* yoki *qal‘a, shahar devori* ma‘nosini anglatgan. Suryoniyga o‘zlashgandagina u astronomik ma‘no kasb qilgan. Bu biz bilgan *Hamburg, Wolfsburg, Nürnberg, Frankfurt, Peterburg* kabi shahar nomlaridagi *burg, berg, furt* kabi, Xorazm toponimlaridagi *fil, bil, fir, pir, bur*¹⁰ (*Alfir, Ardabil, Pir kabi*) komponentlar bilan bog‘liq tarzda paydo bo‘lgani shubhasiz. Yuqorida ta‘kidlanganidek, ushbu omonim polisemiya asosida hosil bo‘lgan.

Shayx omonim o‘zlashmasi. Eski o‘zbek adabiy tili davri adabiy manbalarida keng qo‘llanuvchi ushbu omonim o‘zlashma ham polisemiya o‘rtasida ma‘no uzilishi natijasida paydo bo‘lgan. Misol tariqasida quyidagi ikki jumlaning tahlil qilishimiz mumkin: *Marv sarhadidin to Oxalg‘acha qaysi erda arbobi mol bo‘lsa va shayxu shobdin mol naqdida sohibi nisob topilsa...* (RD, 263^b). Ushbu o‘rinda qo‘llangan *shayx* o‘zlashmasi diniy-siyosiy atama sifatida diniy-huquqiy fatvo chiqaruvchi amaldor ma‘nosini anglatadi, *Zubdatu-l-avliyo shayx Najmiddin Kubro quddisa sirruhu-l-*

⁶Ўзбек тилининг изохли луғати. I том. –Т.: Ўзбекистон миллий энциклопедияси. 2006. –Б. 378.

⁷As-Sijjistānī. Nuzhat al-Qulūb fī Gharīb al-Qur‘ān. Cairo, 1924. –P. 63.

⁸Jeffery A. The foreign vocabulary of the Qur‘an. Leiden-Boston. 2007. –P. 78-79.

⁹شمس الدين محمد بن خلف تبریزی. برهان قاطع. با اهتمام دكتور محمد معين. تهران. امير كبير. ۱۳۸۶. در جلد اول ص. ۲۵۰.

¹⁰Дўсимов З. Хоразм топонимияси ва «Авесто» // «Авесто» – буюк қомусий асар. – Тошкент: Фан, 2001. – Б. 13-16., Дўсимов З. Хоразм топонимлари. – Тошкент: Фан, 1985. – 104 б., Дўсимов З., Тиллаева М. Топонимика асослари. – Тошкент, 2002. – 88 б., Дўсимов З., Тиллаева М. Хоразм ономастикасининг шаклланиши ва «Авесто» . – Тошкент: Фан, 2010. –112 б., Юлдашев Д. Жанубий Қорақолпоқистон топонимларининг тарихий-этимологик таснифи. Филол. фан. ном. дис. –Нукус. 2011. –Б. 82.

azizning muborak maqbarasi javorig‘a tushub lashkargoh qildilar (GD, 187^b) satrlaridagi omonim o‘zlashma esa tasavvuf tariqati shayxi ma’nosini ifodalaydi. Aslida omonim birliklarning ikkinchisi avvalgisi asosida paydo bo‘lgani shubhasiz. Chunki tasavvufiy terminlarning katta qismi diniy terminlar asosida yuzaga kelgan.

Hur shakldosh o‘zlashmasi. Ushbu omonim o‘zlashma M.Rustamiy ta’kidlagan IV tur – talaffuzi bir xil bo‘lib, yozilishi, leksik va grammatik ma’nolari turlicha bo‘lgan so‘zlar¹¹ga mansub. Chunki arab tili va eski o‘zbek yozuvida shaxlo ko‘z ma’nosidagi hur حور shaklida, ozod ma’nosidagi hur esa حر tarzida ifoda etiladi

Har sori anda hur kibi jilva qilg‘uchi,

Xo‘blar guruhig‘a ne hisobu ne son erur (ZT, 391^b).

Ushbu misralardagi *hur* so‘zi arab tili orqali kirib kelgan o‘zlashma (muarrab) bo‘lib, asli ma’nosi *shaxlo ko‘z* demakdir. Islomiy atama sifatida turkiy tillarga kirib kelgan ushbu o‘zlashma islom an’anasi va Qur’onga ko‘ra, taqvodorlar bilan birgalikda jannatda yashaydigan, jismoniy va ma’naviy kamchiliklardan xoli bo‘lgan nihoyatda go‘zal qiz(lar) ma’nosida istifoda etiladi. Bundan tashqari o‘zbek tilida bu so‘zni juda chiroyli, go‘zal, nozanin qiz hamda sharm-hayoli, pok ma’nolari ham bor¹². Uning asosi “Avesto”dagi *𐬀𐬀𐬀𐬀𐬀* – *hūraōda*¹³, pahlaviy matnlaridagi, xususan, “Arda Virof”ning 18-bandida va “Hādōxt Nask”ning 23-bandida uchraydigan go‘zal qiz, chiroyli fikrlovchi ma’nosini ifodalovchi *𐬀𐬀𐬀𐬀* – *hurustga* bog‘lanadi. Keyinchalik ushbu so‘z semit tillariga ham o‘zlashgan. Keltirilgan misrada *hur* o‘zlashmasi *tavzi*, *tanosub*, *tashbeh* kabi bir qancha san’atlarni yuzaga chiqishiga asos bo‘lmoqda. Boshqa bir o‘rinda: *Biz hanuzg‘acha banda berib hur sotg‘un olg‘an ermasmiz* (RD, 331^a) misolini uchratamizki, bu satrlarda *hur* o‘zlashmasi ozod, erkin,

¹¹Рустамий М. Луғавий шаклдошлик ва унинг турларига доир // Ўзбек тили ва адабиёти. – Тошкент, 1994. - №1-2. – Б. 31.

¹²Ўзбек тилининг изоҳли луғати. V том. –Т.: Ўзбекистон миллий энциклопедияси. 2008. –Б. 127.

¹³Bartholomae Chr. Altiranisches Werterbuch. Strassburg, 1904 (repr.: Berlin-NewYork, 1979). –P. 1836.

mustaqil; erksevar, asil, toza; birovning izmidan xoli, erki o‘zida bo‘lgan ma’nolarini ifodalamoqda hamda nasrda kontrast (tazod san’ati)ga asos bo‘lmoqda. *Hurriyat – ozodlik* so‘zi ayni asosdan hosil qilingan. Arab tilidagi ushbu o‘zlashmaning negizi ibroniydagi *hor – ozod*, oromiydagi *horin – erkin*, suryoniydagi *her-ā – erkin*, midiya tilidagi *harya – ozod*, *erki bilan tug‘ilgan* so‘zlari bilan bog‘lanadi. Har ikki o‘zlashma ham Qur’oni Karimning bir necha suralarida uchraydi va keltirilgan ma’nolarda istifoda etiladi.

Ado omonim o‘zlashmasi. Arabiy omonim o‘zlashma bo‘lib, talaffuzi bir xil bo‘lib, yozilishi, leksik va grammatik ma’nolari turlicha bo‘lgan omonimlar guruhiga mansub. Chunki tugatmoq ma’nosidagi ado arab tili va eski o‘zbek yozuvida ادا tarzida, noz – karashma ma’nosidagi ado عدا shaklida ifodalangan. *Va ul janob farmoni saodatintisob muqtazosicha mazkur sura tafsirin fasohati tamom va balog‘ati molokalom bila ado qilib...*(GD, 74^b). Ushbu misralarda qo‘llangan *ado* so‘zi *ado – tugatmoq, itmomiga etmoq* ma’nosini ifodalashga xizmat qilgan. Ushbu satrlarda *tavzi’, tanosub, musajja’* kabi badiiy-tasviriy san’atlar yuzaga kelgan. Boshqa bir o‘rinda: *...bu ilmi sharif qavoidining ta’limig‘a ishtig‘ol ko‘rguzub, husni adoyi maxorijdin tullobni bahramand etgay...*(FI, 602). Ushbu o‘rinda esa *ado – ishva, noz* ma’nolarini ifodalaydi va keltirilgan misralarda tanosub, tazod san’atlarini yuzaga kelishida xizmat qilmoqda. Aslida ushbu ikki omonim ham polisemiya asosida yuzaga kelganligi haqida fikr yuritish mumkin. Chunki *ado* so‘zining *qiynalmoq* ma’nosi ham mavjud. Noz-karashma ma’nosidagi *ado* so‘zida ham ayni *qiynash, qiynalish* holati yo‘q emas.

Shuningdek, ushbu qatorga turkiy *sur* (surmoq fe’lining buyruq mayli shakli) hamda forsiy o‘zlashma *sur* (to‘y, bazm), arabiy o‘zlashma *sur* (karnay, shox, muguz) kiritishimiz mumkin. Albatta, ushbu omonimlik qatoriga shevada qo‘llanadigan yana bir forsiy o‘zlashma *sur* (salobat so‘zining sinonimi) va forsiy *so‘rx – qizil* so‘zining

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ayrim o‘zbek shevalaridagi varianti *sur* (qirmizi, qizil, qizg‘ish)ni ham qo‘shish mumkin. Chunonchi, “Zubdatu-t-tavorix”da o‘qiymiz:

Kimki sur ichra qilsa bir ishrat,

Etkurur motam ichra yuz hasrat (ZT, 435^a).

ushbu misralarda *sur* o‘zlashmasi *to‘y, bazm* ma’nosida qo‘llanayotganini sezish qiyin emas hamda o‘zlashmaning *sur – motam* o‘rtasida tazod san’atini, *sur – ishrat, motam – hasrat* o‘rtasida tanosubni yuzaga keltirayotganini kuzatish mumkin.

Yana bir o‘rinda muarrix:

Bo‘lub to‘y uzra to‘y, sur uzra sur,

Sarosar bo‘ldi davron ahli masrur (RD, 253^b).

misrasini keltiradiki, ushbu o‘rinda *urning karnay* ma’nosida qo‘llangani anglashiladi va *to‘y-sur-masrur* o‘rtasida tanosub, *to‘y* va *sur* takrorlanishi asosida takrir san’atlari yuzaga chiqmoqda.

Xulosa qilib aytganda, eski o‘zbek adabiy tili adabiy manbalaridagi lug‘aviy shakldosh bo‘lgan o‘zlashmalarning poetik imkoniyatlarini tahlil qilish, ulardagi ma’no nozikliklarini o‘rganish, lug‘aviy shakldoshlik turlarini tasniflash bizga eski o‘zbek adabiy tilidagi omonimiya hodisasini butun bo‘y-basti bilan o‘rganish imkoniyatini beradi. Chunki eski o‘zbek tilidagi omonimiya asl matn bilan bog‘liq holda o‘rganilganida hozirgi o‘zbek adabiy tilidagiga nisbatan farqli holatlarni yuzaga keltirishi tabiiy. Chunonchi, hozirgi o‘zbek tili va yozuvi nuqtai nazaridan *mulk* va *malak* so‘zlarini hech qanday mezon asosida shakldosh deya olmaymiz. Lekin eski o‘zbek adabiy tiliga oid matnlarda, xususan, eski o‘zbek adabiy tili davriga oid adabiy manbalarda asl matn nuqtai nazaridan ular omonim deb qaraladi. Eski o‘zbek tili matnlaridagi ملك – ملك hozirgi o‘zbek tilidagi soya (ko‘lanka) – soya (o‘simlik) juftligi kabi bir mezonga tushadi (yozilishi bir xil talaffuzi har xil, ilmiy tilda ularga nisbatan *omograf* atamasi qo‘llanadi) va omonimning bir turi bo‘la oladi. Demak, eski o‘zbek

adabiy tili davriga oid adabiy manbalar asosida tahlil qilganimiz lug‘aviy shakldoshlik va uning turlari o‘zbek tilidagi omonimiya hodisasiga oid qonun-qoidalarni to‘ldirish uchun xizmat qiladi.

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Suvo`tlar tarqalishi, ekologik guruhlari

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Annotatsiya: Ushbu maqolada suvo`tlarning ekologik guruhlari, qaysi muhitda o`shishiga qarab qanday turlar tarqalganini haqida ma`lumot keltirilgan. Xususan, plankton, sho`r suv, turli muhitdagi tuproqlar shular jumlasidan.

Abstract: This article provides information about the ecological groups of algae, the distribution of species depending on the environment in which they grow. In particular, plankton, salt water, soils in different environments are among them.

Kalit so`zlar: Suvo`tlar, ekologik guruhlar, plankton, bentos, neyston, tuproq, sho`r suv, issiq suv, buloq, chuchuk suv, ko`k-yashil, diatom, oltin tusli.

Key words: Algae, ecological groups, plankton, benthos, neuston, soil, salt water, hot water, spring, fresh water, blue-green, diatom, golden hue.

Suvo`tlar yer kurrasi bo`ylab turli suv, quruqlik va tuproq biotoplarida keng tarqalgan. Bu organizmlarning quyidagi ekologiya jigatdan guruhlari ma`lum. Bular: plankton suvo`tlari, bentos suvo`tlari, quruqlik suvo`tlari, tuproq suvo`tlari, qaynoq buloqlar suvo`tlari, muz va qor suvo`tlari, sho`r suvlardagi suvo`tlar va boshqalar.

Plankton har xil chuqurlikda yashovchi suvo`tlar (fitoplankton) va mayda jonivorlar (zooplankton) dan iborat suv qatlami. Fitoplankton asosan erkin harakat qiladigan yoki harakat qilmaydigan suvo`tlardan tashkil topadi. Bular asosan bir hujayrali yoki kolonial suvo`tlar qatlamidan iborat. Ba`zan fitoplankton tarkibida bakteriyalar, zamburug`lar va aktinomozetlar ham bo`ladi. Fitoplankton tabiatda keng tarqalgan bo`lib, chuchuk, ariq, zovur, daryo, kanal, hovuz, ko`l, dengiz va okean suvlarida uchraydi. Harorati 70 C (seltsiy) ga yetadigan buloq suvlarida hamda tarkibida zaharli moddalar bo`lgan suvlarda tipik plankton mavjud bo`ladi. Daryo suvlari quyiladigan kichik suv havzalaridagi tipik planktonlar suv tubidagi

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mikroorganizmlar bilan aralashib ketadi. Chuqur suv havzalarida suvo`tlar faqat suvning quyosh nuri kirib boradigan qatlamida o`sadi. Suv havzalarining xiliga qarab, plankton suvo`tlar har xil chuqurlikda o`ishi mumkin. Masalan, chuchuk va dengiz havzalaridagi planktonlar yorug`likning kirib borishiga qarab, turlicha 100 m gacha chuqurlikda, ba`zi hollarda ular yanada chuqurroq bo`ladi. Chuchuk suv havzalardagi fitoplankton asosan diatom, yashil, ko`k-yashil, oltin tusli, pirofit va yevglonofit kabi suvo`tlardan tashkil topgan. Yashil suvo`tlardan ayniqsa, monad va kokkoid vakillari ko`proqni tashkil etadi. Bulardan eng ko`p tarqalganlari Chlamydomonas, Pandarina, Eudarina, Gonium, Volvox, Scenedesmus, Pediastrum, Ankistrodesmus, Kirchneriella, Chlorella va boshqalardir. Botqoq va botqoqlashgan suvlarda desmidiumlilardan Cosmarium, Closterium, Staurastrum, Suastrum, Micrasterias, Xanthidium, Desmidium, Hyalotheca larni uchratish mumkin. Ko`k – yashil suvo`tlardan Microcystis, Aphanizomenon, Gloetrichia ko`p tarqalgan. Shuningdek, diatom suvo`tlarning patsimon sinfidan Asterionella, Tadellaria, Fragaria va sentriksimonlar sinfidan Melosira uchraydi. Tipik planktonlarda diatom suvo`tlari ko`proq uchramaydi. Lekin ba`zan suv havzalarining tubidagi mikroorganizmlarning suv yuzasiga vaqtincha ko`tarilishi hisobiga ularning soni ancha ortadi. Sovuq suvli havzalarda uchraydigan planktonlar tarkibida juda ko`p miqdorda xrizomonadlar vakillaridan Synura, Dnabyron, Uroglena, Mallomonas, issiq suvli havzalarda yevglonofitlardan Euglena, Trechelemonas, Phacus, pirofitlardan Peredinium, Ceratium va boshqalalar uchraydi.

Suvni yuzasida qalqib hayot kechiradiganlarni epineyston, uni ostidagilari giponeyston deyiladi. Neyston organizmlar kichik suv havzalari (ko`lmak, hovuz kabi) hamda dengiz va okeanlarda ham mavjud. Ayrim hollarda bu organizmlar juda ko`p miqdorda ko`payib suv sathini qoplab ham oladi. Neystonda tillarang suvo`tlaridan Chromulina ayrim yashil suvo`tlari, masalan, Chamydom onda keng tarqalgan. Bentos (suv tagi) organizmlariga suv tagi va undagi turli narsalarga birikib yoki birikmay, shu sharoitga moslashgan organizmlar kiradi. Bentos suvo`tlar muayyan sharoitda o`shishga abiogen va biogen omillar ta`siri ostida bo`ladi. Bentos suvo`tlari o`shishi uchun fotosintezlovchi organizmlar kabi yorug`lik zarur.

Suv oqimining kuchi ayniqsa daryo, soy, kanal, irmoqlarda suvo`tlarni tarqalishi va rivojlanishiga katta ta`sir qiladi. Bunday sharoitli suv havzalarida bentosning reofil organizmlar guruhi shakllanadi. Suv oqimi va biogen moddalar yetarli darajada bo`lmasa bentos suv o`tlari yaxshi rivojlanmaydi. Biogen moddalarning

manbai bo 'lib suv oqimi va suv osti cho'kindilari hisoblanadi. Bentos suvo'tlarining rivojlanishiga ular bilan oziqlanadigan turli umurtqasiz hayvonlar va baliqlar ham ta'sir qiladi. Bentos suvo'tlari o'sish joyiga ko'ra epiut-qattiq joyda, epielit-yumshoq joyda, epifit-o'simliklar ustida o'sadigan guruhlariga bo'linadi. Perifiton-deb nomlanadigan organizmlar (suvo'tlar) guruhi ham bo'lib ular suv havzasida suzib yuradigan turli predmetlarda o'sadi. Suvo'tlar orasida haqiqiy bentos turlari bilan bir qatorda hayotini ma'lum vaqtini bentosda, boshqasini planktonda o'tkazadigan turlar ham kam emas. Ularni ko'pchiligida o'sish joyiga birikadigan moslamalar yo'q, ayrimlaridagina shilimshiq bog'lamlar yoki uzun o'siqlar bor.

Qaynoq buloqlardagi suvo'tlar 32-52°C da ayrim hollarda esa 90°C gacha haroratda o'sa oladi. Ko'pincha mineral tuzlar yoki organik moddalar ortiqcha bo'lgan, masalan, zavod va fabrikalarning issiq oqova suvlarida o'sadi. Bunday suv havzalarda odatda asosan ko'k-yashil suvo'tlar, kamroq diatom va ulardan ham kamroq yashil suvo'tlar o'sadi.

Qor va muzlikda o'sadigan yashil, ko'k-yashil va diatom suvo'tlar kriofillar deyiladi. Ayrim vaqtlarda ular juda ko'p miqdorda o'sib qor va muzni yashil, sariq, moviy, qizil, jigarrang, qo'ng'ir hatto qora tusda tovlanishiga ham sabab bo'ladi. Qorni zangori tusda bo'lishiga Rhabdonema nivelis, qizil ranga kirishiga esa Chlamydomonada, jigarranglikni Ancilonema hordenskiodii hosil qiladi. Bu suvo'tlar qor yoki muzning yuza qismida bo'lib, ular erish harorati 0°S atrofi vaqtida ommaviy ravishda ko'payib, qor yoki muzni u yoki bu tusga kirishiga sabab bo'ladi.

Sho'r suv havzalarining suvo'tlarini galobiontlar dcyilib, ular suvda erigan osh tuzining kontsentratsiyasi 285 g/l dan 347g/l gacha bulgan suv havzalarida tarqalgan. Suvning sho'rliigi bundan ortishi bilan suvo'tlarning miqdori kamayib boradi. O'ta sho'rlangan (gipertalin) suv havzalarida Dunaliella, Asteromonas, Pedimonas tarqalgan. Ayrim gipergalin suv havzalarining tagi ko'k-yashil suvo'tlari bilan qoplangan, ularni asosiy qismini Microcoleus, Aphanothece, Spirulina, Oscillatoria turkumlarining turlari tashkil qiladi. Suvning sho'rliigi kamaya borishi bilan boshqa turlarga mansub suvo'tlar ham paydo bo'la boshlaydi.

Suvo'tlar asosan suvda hayot kechirsada, undan tashqari turli tuman muhitlarda ham keng tarqalgan. Suv muhitidan tashqaridagilarni aerofil, edaofil va litofil guruhlariga bo'linadi. Aerofil suvo'tlarning o'sish muhiti fizik, kimyoviy jihatidan ta'sir etmaydigan toshlar, tog' qoyalari, daraxt po'stloqlari kabi qattiq substratlar hisoblandi. Ularni faqat atmosfera havosini namlanishi bilangina qanoatlanadigan hamda suv

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bilan yuvilib turadigan joylarda o'sadigan guruhlarga bo'linadi. Aerofil suvo'tlar haroratni doimiy o'zgarib turishi ta'sirida bo'ladi. Kunduzi ular qiziydi, kechasi soviydi, qishda muzlaydi. Bu guruh suvo'tlari asosan Chlorophyta, Cyanophyta qisman, Bacillariophyta guruhlariga mansub bir hujayrali va ipsimon tuzulganlardan iborat. Tuproq yuzasi va uning qa'ri ham suvo't uchun o'sish muhiti bo'lib, unga ma'lum darajada ta'sir ko'rsata oladigan suvo'tlar guruhi edafofil deyiladi. Suvo'tlarning rivojlanishi uchun fototrof organizmlar kabi yorug'lik ham zarur. Shudgor qilingan tuproqda yorug'lik 1 sm gacha kirib boradi. Hayotiy xususiyatlarini saqlab qolgan suvo'tlarni shudgorlanmagan tupoqlarda 20 sm gacha, shudgorlanganlarida esa 2,7 m chuqurlikgacha uchratish mumkin. Suvo'tlar bu chuqurliklarda ko'pincha tinim holida bo'ladi. Tuproq suvo'tlariga xos harakterli xususiyat bo'lib ularning “efemerligi”-tinim holatidan faol holatga tez o'ta olishi va aksinchaligi. Tuproq haroratining keskin o'zgarishlariga ultrabinafsha va radioaktiv nurlanishlarga chiday oladilar. Bu bilan ularning keng tarqalganligi ifodalanadi.

Ohaktoshlarda o'sadigan suvo'tlar. Bu guruhga kiruvchi ohak toshlari ustiga birikib o'sadi va “parmolovchi” suvo't deb ataladi. Bunday suvo'tlar ko'pincha ko'k-yashil suvo'tlar orasida tarqalgan bo'lib, 20 ga yaqin turi bor. Bular asosan chuchuk suv va dengizlarda tarqalgan bo'lib, ohaktoshlar, marjon qoyalar ustiga birikib o'sadi. Ular o'zidan organik kislota ajratib, ohaktoshlarni eritadi va natijada toshning ustida ingichka kanalchalar hosil bo'ladi. Kanalchalarda o'rnatilgan suvo't o'zidan yangi kislota chiqarib, toshni yana ham chuqurroq teshadi va hosil bo'lgan chuqurchalarga o'rnatilib o'sadi.

Ba'zi suvo'tlar o'zidan kaltsiy karbonat ajratib, ohaktoshlar hosil qiladi. Ohakni ajratish miqdori har xil. Ba'zi turlar juda ham oz miqdorda ohak ajratsa, boshqalari ko'p miqdorda ohak chiqaradi va g'ilof (quticha) hosil qiladi: g'ilof ichida suvo'tlarning hujayrasi joylashadi.

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ISLOMDA MUALLIFLIK HUQUQI VA TURDOSH HUQUQLAR MUHOFAZASI

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ANNOTATSIYA

Dunyoda insonning jismoniy mehnati, moddiy mol-mulklari bilan bir qatorda yana bir qimmatli narsasi aqliy mehnatidir. Kimdir jismoniy mehnati bilan, jismoniy kuch sarflash, ter to‘kib ishlashi orqali insonlarga manfaat keltiradi va o‘zi ham shundan manfaat oladi. Ya’ni mehnati evaziga haq oladi. Odatda insonlarning askari mana shu yo‘l bilan kun kechiradi. Yana bir toifa odamlar borki, ularning jismoniy mehnati emas balki aqliy mehnati qadrliroq. Bunday kishilar bor vaqtini aqliy mehnatga sarflashadi. Olimlar, ixtirochilar, yozuvchilar, shoirlar, san’atkorlar, tadbirkorlar va hokazo. Ularning bu mehnatini ham qonuniy ravishda qadrlanishi, munosib baholanishini ta’minlash kerak. Shu o‘rinda mualliflik huquqi degan masala o‘rtaga chiqadi. Shu yo‘l bilan insonning aqliy mehnati samarasini uning o‘z mulki deb e’tiborga olsih va uni qonun bilan himoyalash lozim bo‘ladi. Chunki muallif bu ishi uchun jismoniy mehnatdan kam bo‘lmagan kuch-quvvat, vaqt sarflaydi. Bugungi kunda butun dunyoda mualliflik huquqining himoyasi qanunlar va xalqaro konvensiyalar asosida tartibga solingan. Butun dunyoda muallifning huquqi qonuniy tarzda himoya qilinadi va unga tajovuz qilishni jinoyat deb baholaydi. —

Kalit so‘zi: Mualliflik huquqi, mualliflik haqqi, aqly mehnat

Mualliflik huquqi — keng ma’noda — fan, adabiyot va san’at asarlarini yaratish, foydalanish va ququqiy himoya qilishda vujudga keladigan munosabatlarni tartibga soluvchi huquqiy normalar yig‘indisi; fuqarolik huquqining bir bo‘limi. Tor ma’noda — asar muallifiga tegishli bo‘lgan va qonunlarda mustahkamlanib qo‘yilgan shaxsiy va mulkiy huquqlar tizimini tashkil etadi. Mualliflik huquqi bo‘yicha munosabatlar har bir davlatga xos qonunlar va xalqaro konvensiyalar bilan tartibga solinadi.¹

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

Ushbu masalaga Islom shariatida qanday qaraladi?. Albatta islom shiati doimo insonning barcha huquqlarini himoya qilib kelgan. Islom shiati insonlarni o‘zgar molini botil (nohaq) yo‘l bilan yeyishdan qaytaradi va buni qattiq qoralaydi. Qur’oni Karimning “Baqara” surasi 188-oyatida shunday deyiladi:

وَلَا تَأْكُلُوا أَمْوَالَكُمْ بَيْنَكُمْ بِالْبَاطِلِ

Bir-birlaringizning mollaringizni botil yo‘l bilan yemang...

Botil yo‘l bilan yeyish deganda birovning mulkiga har qanday nohaq tajovuz nazarda tutiladi. Xoh o‘g‘irlik yo‘li bilan bo‘lsin, xoh g‘irromlik yoki zulm bilan barchasi botil yo‘l hisoblanadi.

“Niso” surasining 29-oyatida esa bunday deyiladi:

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تَأْكُلُوا أَمْوَالَكُمْ بَيْنَكُمْ بِالْبَاطِلِ إِلَّا أَنْ تَكُونَ
تِجَارَةً عَنْ تَرَاضٍ مِنْكُمْ وَلَا تَقْتُلُوا أَنْفُسَكُمْ إِنَّ اللَّهَ كَانَ بِكُمْ رَحِيمًا

Ey iymon keltirganlar! Bir-birlaringizning mollaringizni botil yo‘l bilan yemang. Magar o‘zaro rozilik ila tijorat bo‘lsa, mayli. O‘zingizni o‘zingiz o‘ldirmang. Albatta, alloh sizlarga o‘ta rahmlidir.

Keyingi 30-oyatda esa bunday yo‘lga yurgan kishining oqibati haqida bunday deyiladi:

وَمَنْ يَفْعَلْ ذَلِكَ عُدْوَانًا وَظُلْمًا فَسَوْفَ نُصَلِّيهِ نَارًا وَكَانَ ذَلِكَ
عَلَى اللَّهِ يَسِيرًا

Kim buni tajovuzkorlik va zulm ila qilsa, albatta, uni olovga kiritib kuydirurmiz. Bu esa Allohga osondir.

Yuqoridagi oyatlarning mazmunidan ko‘rinib turibdiki, Islom dini insonning molini qat’iy himoya qiladi va unga tajovuz qilganni esa og‘ir jazoga tortadi.

Muslmon ulamolari ma'naviy huquq, intellektual mulkni ham moddiy mulk bilan bir qatorda ekanini va uning egasi mulkdor sifatida e'tiborga olinishini va mualliflik huquqini sotish va undan moddiy foyda olishi joiz ekanini bir ovozdan ta'kidlaydilar. Bunga asos sifatida muallifning shunday intellectual mulk yaratish uchun aqliy jismoniy va moddiy hatti-harakatlar sarf qilinganini keltirishadi. Biror bir manfaat olib keluvchi narsa ustidan haq olish esa joizligi ma'lum.

Shayx Muhammad Sodiq Muhammad Yusuf rohmatallohi alayh ham mualliflik huquqi borasida kelgan savolga quyidagicha javob bergan:

Bismillahir Rohmanir Rohiym.

Bu savolga javob berishdan oldin shuni aytib o'tish kerakki, mualliflik haqqi, haqiqatan, dunyo bo'yicha tan olingan haqq. Muallifning haqqini poymol qilishga hech kimning haqqi yo'q, balki bu narsa barcha davlatlarning qonuni bo'yicha jazoga tortiladigan jinoyat hisoblanadi. Islom diynida bunga qanday nazar bilan qaraladi?

Javobni batafsil aytishdan oldin hozirgi kundagi ahvolimizga nazar solishimiz kerak. Ayniqsa, diynni mahkam tutishni da'vo qilayotgan, diyniy adabiyot va shunga o'xshagan narsalar bilan savdo qilayotgan jamoani, o'sha ishda ishtirok etadigan odamlarning holatini alohida ko'rish kerak bo'ladi. Chunki, bu sohada mualliflik haqqi nima ekanligini umuman e'tiborga olmaydigan odamlar 100 bo'lmasa ham 95 foizni tashkil qiladi. Ular: «Muallifning haqqi yo'q, kim qo'lga nima tushsa, shuni ko'paytirib sotsa, diyniga xizmat qilayotgan bo'ladi», degan da'voni qilishadi. O'zlarini taqvodor qilib ko'rsatishadi, namoz o'qib, ro'za tutayotganlik da'vosini qilishadi, Xudoning yo'lida xizmat qilayotganlik da'vosini qilishadi, lekin o'zlaridan ko'proq Allohning yo'lida xizmat qilayotgan, kitob yozayotgan, kechalari uxlamasdan ko'zining nurini to'kib, yillar davomida yig'ib-terib, yozib, kitob holiga keltirib, bozorga qo'ygan yoki sotib o'z mehnatining samarasini biroz ko'rmoqchi bo'lgan kishilarning haqqini vahshiylarcha poymol etishadi. Qo'lga tushgan kitobni iloji boricha o'g'rilik yo'li bilan, suratini olib, ko'paytirib, sotishga harak'at qilishadi. Muallif bechora o'zi chop qildirgan kitobini sota olmay o'tiraveradi, ular o'g'irlikdan bo'lganligi va o'zlariga arzon yoki bepul tushganligi uchun, tezroq pul qilish maqsadida, xohlagan narxida sotib, muallifning haqqini poymol qilishadi.

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Shuningdek, ovoz tasmalari, kompyuter disketlari va boshqalar savdosida ham mana shu holni ko‘rish mumkin. Bularning hammasi juda ham noqulay bir holat, nihoyatda og‘ir musiybat hisoblanadi. Ana shu holat albatta musulmon ulamolarini ham tashvishga solgan va Makkai Mukarramadagi Islom Fiqhi akademiyasi mana shu masalani alohida ko‘rib chiqishga majbur bo‘lgan. Hozirgi kunimizning ko‘zga ko‘ringan katta ulamolari a‘zo bo‘lgan bu fiqh akademiyasida mualliflik haqqi to‘laligicha, batafsil ko‘rib chiqilganidan so‘ng, musulmon ummatiga, mo‘min-musulmonlarga qarata o‘zlarining qarorlarini chiqarib, mualliflarning mualliflik haqqlari to‘g‘risidagi bayonotni berganlar. Ana shu bayonotda quyida biz so‘zma-so‘z tarjima qiladigan ma‘nolar ifoda qilingan:

“Bismillahir Rohmanir Rohiym.

“Ba’zi paytlarda muallif o‘zining butun umrini bir foydali kitob ta’liyf qilishga sarflaydi. Va undan foyda ko‘rish uchun nashr qiladi. Shunda boshqa bir odam kelib, haligi kitobdan bir nusxani oladi-da, hozirgi zamonda chiqqan oson vositalar orqali yo chop qiladi, yo suratga oldirib u ham sota boshlaydi. Uning sotishi, albatta, muallifning yo‘lini to‘sadi, unga qarshi bir odamga aylantiradi, ana shuning oqibatida haligi odam hech qanday ta’liyfga aralashmasdan, zahmatini chekmasdan, birovning mehnati samarasini ko‘rishga o‘tadi. Ba’zi birovlar bu kitobni bepul tarqatishlari ham mumkin. Lekin, ana shu bepul tarqatishi bilan u o‘ziga shuhrat qozonadi, shuhrat qozonish yo‘lida esa muallif bechoraning charchagani, horigani, qilgan mehnati, hatti-harak’atining hammasini zoega chiqaradi. Mana shu fikrni ixtiro qiluvchilar haqida ham aytish mumkin.

Bunday narsalar bo‘laverganidan keyin ilmi, zakovatli, kitob ta’liyf qilishga, ixtiro qilishga qudrati yetadigan odamlarning himmatlari pasayadi. Chunki, ular o‘zlarining mehnatlari samarasini ko‘rmaydilar, boshqalar uning mehnatini qo‘lidan yulib, tortib oladilar va o‘zlarining foydasiga ishlatadilar, tijorat qiladilar, muallifning yo‘lini to‘sadilar. Holbuki, u “tijoratchilar” bu kitobning yoki ixtironing dunyoga kelishida hech narsa sarflaganlari yo‘q, buni xayollariga ham keltirmaganlar. Zamon o‘zgarishi bilan, vaziyatlar ham o‘zgardi, yangi-yangi narsalar chiqarildi, endilikda har

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kim o‘zining qilgan mehnatining samarasini ko‘rishi kerak. Muallif yoki ixtirochi ham o‘zi ta’lif qilgan asari yoki ixtiro qilgan narsasining haqqdori bo‘lishi vojibdir. Bu haqq ana shu muallifning shar’iy mulki hisoblanadi, biror kishi unga tajovuz qilmasligi kerak, uning iznisiz ko‘chirmaslikga, chop qilmasligi, sotmasligi kerak. Ana shu narsalarning hammasi-kitob bo‘lsin, boshqa bo‘lsin, asosan, shariatga to‘g‘ri keladigan, zalolatga boshlamaydigan narsalar bo‘lishi sharti bilan, albatta. Shuningdek, o‘sha yozilgan narsani nashr qilgan noshir ham muallifning sherigi bo‘la olmaydi, u faqat muallif nimaga ahdlashgan bo‘lsa, shu ahdda haqqi xolos, boshqa narsaga haqqi yo‘q. Muallifning iznisiz noshir kitobning mazmuniga o‘zgartirish kiritishi mumkin emas yoki biron yerini boshqacha qilishga haqqi yo‘q. Mualliflik haqqi meros bo‘lib qoladi, ya’ni muallifning merosxo‘rlariga haqq ham meros bo‘lib qoladi. Ana shu narsalarning hammasi xalqaro shartnomalarda o‘z aksini topgan, mana shu narsalarning hammasini mo‘min-musulmonlar amalga oshirishlari kerak, shariatga xilof ishlarni qilmaslik lozim, bu narsalarning hammasini joyiga qo‘yish vojib hisoblanadi”.

Mana, mualliflik haqqi haqidagi Islom Fiqhi akademiyasi ulamolari chiqargan qaror. Bu qaror juda muhim bir hujjat hisoblanadi. Har bir mo‘min-musulmon kimsa muallifning haqqini, ixtirochining haqqini hurmat qilishi kerak. Muallifning haqqini poymol qilish xuddi bir odamning bir joyga to‘plab qo‘ygan mol-mulkini o‘g‘irlash bilan barobar bo‘ladi. Ana shuni o‘g‘irlab, olib chiqib sotib, pul qilgan odam qanchalik gunohkor bo‘lsa, muallifning iznisiz undan berkitib, kitobini chop qilib yoki boshqa asarini boshqa uslub bilan ko‘paytirib sotayotganlar birovning molini botil yo‘l bilan yeyayotgan va Qiyomat kunida qorinlariga olovni yeydigan shaxslardan bo‘ladi. Muallif iznisiz, o‘g‘irlikcha uning haqqini yulib olib, uning haqqini tortib olib savdo qilayotganlardan narsa sotib oladiganlar ham o‘ylab qo‘yishlari kerak. Chunki bizning shariatimizda o‘g‘irlangan, g‘asb qilib tortib olingan mollarni sotib olishga ruxsat yo‘q, ular harom bo‘ladi.

Shuning uchun, ana shunday o‘g‘rilardan, muttahamlardan birovning haqqini tortib olganlarning mahsulotini sotib olishdan ham hazar qilish kerak. Balki asl nusxani, halol, ter to‘kib, mehnat qilib, yillar davomida butun bilimini, aqlini, zakovatini, kuchini, qudratini sarflab asar yuzaga keltirgan insonning kitobini va boshqa mahsulotlarni sotib olib, o‘shalardan foydalanilsa, savob yo‘lida to‘g‘ri ish qilish baxtiga muyassar bo‘linadi, hamma narsa halol-pok, yaxshi bir suratda amalga oshgan bo‘ladi. Alloh subhanahu va taolo O‘zi barchalarimizga insof-tafviq bersin, jumladan,

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mualliflarning, haqqdorlarning haqqini poymol qilib, o‘zlariga oson mol, pul topish yo‘liga kirib olganlarga ham insof bersin, hammamizni Allohning shariatiga amal qilib, halol, pok rizq bilan rizqlanib yurishimizda Alloh taoloning O‘zi madadkor bo‘lsin. Vallohu a‘lam”²

Xulosa: Insoniyatning rivojlanishidagi eng asosiy omil bo‘lgan aqly mehnatni munosib baholash, uni qadriga yetish va uning bardavomligini ta‘minlash uchun mualliflik huquqini himoya qilish shartdir. Islom shariati ham bu masalani e‘tibordan chetda qoldirmagan. Islom shariatida kishining har qanday mehnati munosib baholanadi. Shu o‘rinda intellectual mulk ham islom shariati tomonidan to‘liq muhofaza qilingan va uning ortidan moddiy manfaat olsihning shar‘iy yo‘larini batafsil bayon qilib bergan ekan. Bu masalada butun insoniyat deyarli bir xil qarashda. Faqatgina b‘azi juz‘iy farqlar bo‘ishi mumkin, xolos. Mualliflik huqiga barcha jiddiy yondoshishi, o‘zganing mehnatini qadrlashi lozim. Shu yo‘l bilan aql, bilim egalarining faoliyati ta‘minlanadi. Shu yo‘l bilan taraqqiyotga erishiladi.

Foydalanilgan adabiyotlar ro‘yhati:

1. https://uz.wikipedia.org/wiki/Mualliflik_huquqi
2. <https://islom.uz/maqola/3>

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² <https://islom.uz/maqola/3>

**O‘zbekistonda xalqaro moliyaviy hisobot standartlariga
rioya qilishning ahamiyati**

**O‘zbekiston Respublikasi
bank moliya akademiyasi
magistranti Tursunova Yulduz**

Annotatsiya

Ushbu maqolada biz xalqaro moliyaviy buxgalteriya standartlarini joriy etishning O‘zbekiston moliya sektoriga ahamiyati va ta'sirini ko‘rib chiqamiz. Biz ushbu jarayonning asosiy jihatlarini tahlil qilamiz va uning mamlakat moliyaviy faoliyatining turli jabhalariga ta'sirini ko‘rib chiqamiz.

Аннотация

В данной статье мы рассматриваем важность и влияние внедрения международных стандартов финансового учета на финансовый сектор Узбекистана. Мы анализируем основные аспекты этого процесса и рассматриваем его влияние на различные аспекты финансовой деятельности страны.

Annotation

In this article, we consider the importance and impact of the introduction of international financial accounting standards on the financial sector of Uzbekistan. We analyze the main aspects of this process and consider its impact on various aspects of the country's financial activity.

Kalit so‘zlar:

Xalqaro moliya standartlari, moliyaviy hisob, investisiyalarni jalb qilish, integratsiya, iqtisodiy rivojlanish.

Keywords:

International financial standards, financial accounting, investment attraction, integration, economic development.

Ключевые слова:

Международные финансовые стандарты, финансовый учет, привлечение инвестиций, интеграция, экономическое развитие.

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Zamonaviy dunyoda moliyaviy hisob va hisobot sohasida standartlashtirish milliy iqtisodiyotlar moliyaviy tizimlarining shaffofligi, barqarorligi va raqobatbardoshligini ta'minlashda asosiy rol o'ynaydi. Jahon iqtisodiy tizimiga integratsiyalashish va barqaror iqtisodiy o'sishga erishishga intilayotgan O'zbekiston moliyaviy hisobning xalqaro standartlarini joriy etishga ham alohida e'tibor qaratmoqda. Ushbu mavzuning mamlakat iqtisodiy taraqqiyoti uchun ahamiyatini yoritib, bizning maqolamiz O'zbekiston moliya tizimini yanada takomillashtirish yo'llarini ko'rib chiqish va asosiy masalalarni muhokama qilishga qaratilgan.

O'zbekiston Respublikasi Prezidentining 2015 yil 24 apreldagi PF-4720-sonli “Aktsiyadorlik jamiyatlarida zamonaviy korporativ boshqaruv uslublarini joriy etish chora-tadbirlari to'g'risida”gi Farmoniga asosan, 2015-2018 yillarda barcha aktsiyadorlik jamiyatlari yillik moliyaviy hisobotni nashr etishi va Xalqaro audit standartlari hamda Xalqaro moliyaviy hisobot standartlariga muvofiq tashqi auditni o'tkazishi va aktsiyadorlik jamiyatlari faoliyatining samaradorligini oshirish va korporativ boshqaruv tizimini takomillashtirish komissiyasi 2015 yilning 1 iyuliga qadar aktsiyadorlik jamiyatlarining yillik moliyaviy hisobotini xalqaro standartlarga muvofiq nashr etish jadvalini tasdiqlanishi lozimligi belgilangan. Bundan so'ng, O'zbekiston Respublikasi Prezidentining 2015 yil 21 dekabrda PQ-2454-sonli “Aktsiyadorlik jamiyatlariga xorijiy investitsiyalarni jalb qilish borasidagi qo'shimcha chora-tadbirlar to'g'risida”gi Qaroriga asosan, aktsiyadorlik jamiyatlarining ustav kapitaliga 15 foizdan kam bo'lmagan miqdorda xorijiy investorlarning ulushi jalb qilinishi lozimligi belgilangan. Yuqoridagilardan kelib chiqqan holda, aktsiyadorlik jamiyatlarida moliyaviy hisobotni tuzish va taqdim etish moliyaviy hisobotning xalqaro standartlari asosida tuzilishiga to'g'ri keladi. Chunki, undan xorijiy investorlar aktsiyadorlik jamiyatlarining moliyaviy hisobotlarini to'g'ridan to'g'ri tushunishiga va ishonch hosil qilish lozimligiga erishadi. Moliyaviy hisobotning xalqaro standartlari (MHXSlar) – bu Moliyaviy hisobotning xalqaro standartlari bo'yicha Kengashi (MHXSK) tomonidan chiqarilgan standartlar va sharhlardir. Ular quyidagilarni qamrab oladi:

- (a) Buxgalteriya hisobining xalqaro standartlari;
- (b) Moliyaviy hisobotning xalqaro standartlari (1,20).

O'zbekiston iqtisodiy o'sish va taraqqiyotga intilayotgan davlat sifatida moliya sohasida buxgalteriya hisobi va hisoboti mexanizmlarini standartlashtirish va takomillashtirish jadal suratlarda o'smoqda. So'nggi yillarda mamlakatimizda

moliyaviy hisob standartlarini xalqaro standartlarga yaqinlashtirish bo‘yicha faol ishlar olib borilmoqda. Keling, nima uchun bu muhimligini ko‘rib chiqaylik:

✓ **Shaffoflik va ishonchni oshirish:** Xalqaro standartlarni joriy etish kompaniyalarning moliyaviy hisobotlarining shaffofligini yaxshilaydi, bu esa investorlar va manfaatdor tomonlarning milliy va xalqaro darajada ishonchini oshirishga yordam beradi.

✓ **Hisobotning taqqoslanuvchanligi:** standartlashtirilgan buxgalteriya hisobi va hisobot berish usullari turli kompaniyalar va tarmoqlarning moliyaviy ma'lumotlarini mahalliy va xalqaro miqyosda solishtirishni osonlashtiradi. Bu investitsiyalar uchun qulay muhit yaratadi va kapitalning kirib kelishiga yordam beradi.

✓ **Biznes samaradorligini oshirish:** Xalqaro standartlar yanada samarali va shaffof buxgalteriya amaliyotini ta'minlaydi, bu esa kompaniyalarga to‘g‘ri va ishonchli moliyaviy ma'lumotlar asosida asoslangan qarorlar qabul qilishga yordam beradi.

✓ **Jahon iqtisodiyotiga integratsiya:** moliyaviy hisob standartlarini xalqaro talablarga moslashtirish O‘zbekiston iqtisodiyotining jahon iqtisodiy tizimiga integratsiyalashuviga xizmat qiladi, savdo va sarmoyani rivojlantirish uchun yangi imkoniyatlar ochadi.

✓ **Barqaror iqtisodiy o‘shishga ko‘maklashish:** Buxgalteriya hisobi va hisobotning samarali va shaffof mexanizmlari barqaror va barqaror iqtisodiy rivojlanishning muhim elementi hisoblanadi, chunki ular moliyaviy risklarni minimallashtirish va ichki va tashqi bozorlarga ishonchni oshirishga yordam beradi.

✓ **Investitsiyalarni jalb qilish:** Xalqaro moliyaviy buxgalteriya standartlari yanada shaffof va taqqoslanadigan moliyaviy hisobot uchun sharoit yaratadi, bu esa mamlakatni xorijiy investorlar uchun yanada jozibador qiladi. Bu moliya sektori va umuman iqtisodiyotni rivojlantirish uchun zarur bo‘lgan kapitalni jalb qilish uchun yangi imkoniyatlar ochadi.

Moliyaviy hisobning xalqaro standartlarini joriy etish O‘zbekiston moliya tizimini modernizatsiya qilishning muhim bosqichidir. Moliyaviy hisobotning taqqoslanuvchanligi, shaffofligi va ishonchligini ta’minlash sarmoyalarni jalb etish, ishbilarmonlik muhitining raqobatbardoshligini oshirish va mamlakat moliyaviy barqarorligini mustahkamlashning asosiy elementiga aylanmoqda.

Buxgalteriya hisobining xalqaro standartlarini joriy etish bir qator afzalliklarni keltirib chiqaradi, ammo yangi talablarga moslashish va O‘zbekistonning milliy xususiyatlari va bozor sharoitlariga mos kelishini ta’minlash kabi muammolarga duch kelmoqda. Biroq hukumat, ishbilarmon doiralar va mamlakat professional jamoalarining sa’y-harakatlari tufayli O‘zbekiston bu to‘siqlarni yengib o‘tishda davom etmoqda va moliya sektorini modernizatsiya qilish va rivojlantirish yo‘lida olg‘a intilmoqda.

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O‘zbek tili tarixiy matnlari lingvopoetikasi tahlilida “Lahjatu-l-lug‘ot”ning o‘rni

F.f.f.d. Rajabova Umida

UrDU O'zbek tilshunosligi kafedrasi katta o'qituvchisi

“Lahjatu-l-lug‘ot” asari o‘zining keng qamrovliligi, faktik materiallarga boyligi bilan o‘zbek mumtoz matnlari lingvopoetikasi tahlilida ham muhim ahamiyatga ega. Xususan, unda Sharq falsafasining murakkab atamalari, kamdan kam o‘quvchilar anglaydigan istilohlarga atroflicha ta’rif berilgani fikrimizning isbotidir.

“Lahjatu-l-lug‘ot” asari materiallari o‘zbek mumtoz matnlarida uchraydigan sinonimlar, aniqrog‘i, sinonim so‘zlar o‘rtasida muayyan ma’no farqlarini aniqlashda katta ahamiyat kasb etadi. Buni “Lahjatu-l-lug‘ot”dagi *at* (ot) maqolasi va o‘zbek mumtoz matnlaridagi *ot* tushunchasini ifodalovchi so‘zlar qiyosi orqali ko‘rishimiz mumkin.

“Lahjatu-l-lug‘ot”dagi *at* lug‘at maqolasi quyidagicha: (qisqartirilgan holda mazmuni berilmoqda) “*at... bərtək* yo‘rg‘a otdir; *bādrənk* tez va chopqir otdir; *bārə* yaxshi otdir; *bārəgi* yaxshi ot va forsiyda *pāsebük* – yuguruk ot; *pâyâ* –yo‘rg‘a ot; *təkavər* – yo‘rg‘a ot; *təvsən* – sarkash ot; *palâni* – tengi kam topiladigan, noyob ot; *tik* – ot; *cərmə* – rangi bo‘z ot; *çâlig* – kamyob ot”. Shu tariqa *çahrî*, *zərdpur*, *səbzink*, *şûlək kahar*, *kümşje*, *nezîc*, *həykər*, *həmraf*, *yəkrân* kabi *at* leksemasining ma’nodosh va uyadoshlari keltirilgan.

Lug‘at maqolada muallif o‘zining otlar borasida ancha hayotiy tajribaga ega ekanligini ham namoyon qiladi. Maqola so‘ngida, jumladan, “Arap kavlince atın âlâsı oldur ki başı kuru ola, kalem kulaklı ola, burun delikleri büyük ola, boynu uzun ola, yani dal boyunlu ola karnı ziyade geniş ola ceyran güzeli olup yavuz bakışlı ola ve yürüdükte iki adımı beyni altı zira’ miktan ola, ve soyu iki taraftan malôm ve mazbut ola. Turkmen kavlince atın âlâsı oldur ki onda evveli yedi nesne mevcut ola. Yassı ola, yancıklı ola, ya leylî ola, yepegen ola, yedegen ola, yelegen ola, yaşagan olup çul her yanına değe ve bazı hayal kavlince atın âlâsı çekiç başlı ola, tepeden kulaklı ola, kalkan göğüslü ola, dibek kannlı ola, dal sağnı ola, elma güzeli ola, okuz bilekli ola, katır

tırnaklı ola, ardı onu ortası çok satanı açık ola şehirlerde ve alaylar olan mahallerde kibara yarar atın *âlâsı* oldur ki öküz başlı sazan enseli ve çatal sağnılı yere yakın yassı sürçmez kakmaz usti çok gögsü çok eskini çok cebe yorgalı ağır busât kaldırın siniri tamam gömüklü ola. At bir mübarek mahlûktur havâss-i kesîresi vardır. Evvelâ atın tabiatı har ve yâbistir. Riyâhı tahlil eder. Eğer at masumların koltuklarına ve kasıklarına terini ve ferc ve zekerine sürseler o mahallerde asla kıl bitmeye. Eğer o ter ile ok temreni ve o misilli demirlere su verseler semiyet peyda olup o alet ile mecruh olan elbette helâk ola” deb yozadi.

Ayrim tadqiqotchilar *ot* so‘zini turk-mo‘g‘ul parallellaridan biri sifatida qayd etadilar¹. A.M.Shcherbak esa, aksincha, bu so‘zni turk va mo‘g‘ul tillari o‘rtasida hech qanday aloqasi bo‘lmagan so‘zlar sirasida qayd etadi².

Qaysi aduv uzraki, yetkurdi *ot*,

Oni piyoda etibon qildi mot. (RD, 256^a)

Ko‘rinib turibdiki, parchada *ot* so‘zining ham zoonim, ham shaxmat atamasi ma‘nosi orqali iyhom san‘ati yuzaga kelgan. *Piyoda* so‘ziga ham urfiy, ham istilohiy ma‘no berish hamda *mot* so‘zining istilohiy va qilmoq yordamchi fe‘li bilan birikib anglatgan frazeologik ma‘nosi bunga imkon bergan. Baytdagi *aduv*, *piyoda*, *mot qilmoq* so‘zlarining mavjud ma‘no tovlanishlarini e‘tiborga olib, aytish mumkinki, *ot yetkurmak* fe‘li orqali uchinchi ma‘no – “nomini baland qilmoq, shukuhidan larzaga solmoq” mazmuni ham nazarda tutilgan. Bu holda baytda zulujuh³ yuzaga kelgani ayon bo‘ladi. Boshqa misollarga murojaat qilaylik: “ot va tevalarin serob qilib...” (RD, 269^b). Bu kabi misollar Ogahiy tarixiy asarlarining nazmiy qismlari nasriy qismlarga nisbatan lingvoestetik jihatdan ustunligini ko‘rsatadi. Bu, albatta, tabiiy holdir. Ogahiyda otning maxsus bir turi *to pchoq ot* birikmasi orqali ham ifodalangan: “...*to pchoq ot* va zarrin liboslar in‘omi bila sarafrozliq etkurdi. (RD, 272^b)

¹ Нуриева А.Х. Татарско-монгольские лексические параллели и определение монголизмов // Тюркское языкознание. – Ташкент: Фан, 1985. – С.379.

² Щербак А. Названия домашних и диких животных в тюркских языках // Историческое развитие лексики тюркских языков. – М.: Издательство Академии наук, 1987. – С.83.

³ Фахриддин Али Сафий. Латофатнома (Латойиф ут-тавойиф). Форсчадан Хожа Сотимхон Хожа Инъом Мунаввар таржимаси. – Тошкент: Ф.Ғулом номидаги Адабиёт ва санъат нашриёти, 1996. – Б.7.

Tavsan توسن so‘zi “Navoiy asarlari lug‘ati”da “sho‘x ot, o‘ynoqi ot, to‘pichoq” tarzida izohlanib, forscha so‘z sifatida berilgan⁴. L.Budagov ham ushbu so‘zni turkiy tillar uchun forsiy o‘zlashmalardan biri hisoblagan⁵. M.Mu’in mazkur so‘zning “Devonu lug‘ot it-turk”dan joy olganini qayd etar ekan, uning fors tilida qadimdan ishlatilib kelinayotganini “Lug‘ati furs”dagi Minjik Termiziy qalamiga mansub bir bayt orqali ko‘rsatadi va uning boshqa eroniy tillardagi shakli keltirilmagani o‘quvchiga forsiy so‘z bo‘lmasligi mumkinligi xususida xulosa chiqarishi uchun asos bo‘ladi. Fors tilida shu asosda *tavsani* توسنى (eski o‘zbek tilida *tavsanliq*) – “sarkashlik qilish, bo‘ysunmaslik” so‘zi yasalgan. M.Mu’in bu so‘zga “Lug‘ati furs”dan joy olgan Og‘ochiy qalamiga mansub quyidagi baytni misol keltiradi:

Tavsaniy kardam nadonistam hame

K-az kashidan saxttar gardad kamon⁶.

“Devon”da *tavsan tusan* تُسَن shaklida “toy” deb izohlangan. S.Mutallibov “bu so‘z Navoiy asarlarida *tavsan* tarzida sho‘x, o‘ynoqi ot ma’nolarida uchraydi” deb qayd etadi⁷. “Alisher Navoiy asarlari tilining izohli lug‘ati”da “tavsan”ning ma’nolari misollar orqali izohlangan⁸.

Asb so‘zi eroniy tillar uchun umumiy lug‘aviy birliklardan sanalib, uning turli eroniy tillardagi shakli bir-biriga yaqin⁹. Ogahiyda ot so‘zining ma’nodoshidan tashqari shaxmat atamasi sifatida ham ishlatilgan:

Summi *asb* etib tog‘ni gard-gard,

Hamul nard etib kun yuzin lojuvard. (RD, 259^b)

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⁴ Иброҳимов С., Шамсиев П. Алишер Навоий асарлари луғати. – Тошкент: Фафур Ғулом номидаги Адабиёт ва санъат нашриёти, 1972. – Б. 584.

⁵ Будагов Л.З. Сравнительный словарь турецко-татарских наречий. Том 2. – СПб. – С.394.

⁶ ۹۴۵ ص ۲. جلد ۱۳۸۶. امير كبير. تهران. با اهتمام دكتور محمد معين. تهران. قاطع. برهان قاطع. ب. ۵۳۴.

⁷ Маҳмуд Кошғарий. Девону луғотит турк. Таржимон ва нашрга тайёрловчи С.Муталлибов. – Тошкент: ЎзФАН, 1960. – Б.382.

⁸ Маҳмуд Кошғарий. DLT. 3-jild.

⁹ Эдельман Д.И. Еще раз об этапах филиации арийской языковой общность // Вопросы языкознания. – №3. – 1992. – С.49.

Yilqi soʻzi. Bu soʻz “hayvon” maʼnosida “Qudagʻu bilig”da bir necha bor ishlatilgan¹⁰. Ogahiy tarixiy asarlari tilida *yilqi* shaklidagi soʻz ikki xil maʼno beradi: 1. Yillik, yilga oid: “...*har yilqi* (har yilgi) qarori voqeʻidin ziyoda inʻom qilib, ahli sipohni xurram va shodkom qildi”. (RD, 309^a) 2. Ot. “...*yilqi* yili sana ming ikki yuz ellikda...” (RD, 276^a). Muchal hisobidagi ot yili Ogahiy tarixiy asarlarida, asosan, *yilqi yili* shaklida ishlatilgan: “Hamul yil, yaʻni *yilqi yili*... gʻazot savobi tahsili iroda qilib,..” (RD, 286^b); “*yilqi yili* rabialavval oyining oʻn segizida dushanba kunikum, asʻadi soot va arshadi avqot erdi”. (JVS, 11^a) Demak, Ogahiy davrida xalqona ifoda shunday boʻlgan. Xorazmlik keksalar yaqingacha “ot yili”ni “yilqi yili” deyishlari sababi shu bilan oydinlashadi.

Alisher Navoiy asarlari tilida bu ikki soʻz alohida shakllarga ega, yaʻni “yilqi” (hayvon) *ilqi* ايلقى; “yilqi” (yillik, yilgi) esa *ilgʻi* ايلغى tarzida ishlatilgan¹¹. Ogahiy tarixiy asarlarida sintaktik omonimlarga misol boʻla oladigan badiiy barkamol oʻrinlar aynan *yilqi* soʻzi shakldoshligi bilan bogʻliq. Ularning tahlili, bir tomondan, eski oʻzbek tilidagi lugʻaviy omonimlar tabiatini oʻrganishga yordam bersa, ikkinchi tomondan, Ogahiyning shakldosh soʻzlardan foydalanish bobidagi poetik mahoratidan zavqlantiradi. Masalan, “Jomeʻ ul-voqeʻoti sultoniyy”dan joy olgan masnaviylarning birida shunday satrlar bor:

Birov oldi komin surib *yiqisin*,

Na bir *yilqisin*, balki ming *yilqisin*. (JVS, 47^a)

Baytda qoʻllanilgan *yilqisin* soʻzining birinchisi “yilqisini”, “ot-ulovini”; ikkinchi va uchinchi qoʻllanishida “yilgisini”, “yilligini” tarzida tushunish mumkin. Bunda baytning umumiy mazmuni “birovlar maqsadiga erishib (gʻorat qilinganlar)ning ot-ulovini oldi, nafaqat bir ot-ulovini, balki ming ot-ulovini oldi” tarzida namoyon boʻladi. Endi aynan shu baytdan oʻzgacha mazmuni anglashimiz ham mumkin, yaʻni bunda bayt mazmuni “birovlar maqsadiga etgan holda (gʻorat qilinganlar)ning yilqisini oldi. Ular nafaqat bir yilgi, balki ming yillik orzulariga erishdi” koʻrinishini oladi. Asarda soʻz ketayotgan voqealar bayoni ham, baytning

¹⁰ Kutadgu bilig. III Indeks. Indeksi neʻre hazirlayanlar: Kemal Eraslan, Osman F.Sertkaya, Nuri Yuce. Türk Kültürünü Araştırma Enstitüsü Yayınları:47. Seri IV – A.12. Istanbul, 1979. – S.539.

¹¹Хасанов Б. Навоий асарлари учун қисқача луғат. – Тошкент: Фан, 1993. – Б.109.

umumiy ruh va mazmuni ham, muhimi, eski o‘zbek tilining grammatik qurilishi ham bunga imkon beradi. Shuning uchun ham badiiy barkamol satrlar nazmda bo‘lsin, nasrda bo‘lsin, grammatik qoidalarga to‘la rioya qilingin holatdagina yuzaga keladi. Bu kabi baytlar Ogahiy Alisher Navoiyga badiiy mahorat bobida to‘la ergashganligini ko‘rsatib beruvchi faktik material hamdir. Qolaversa, baytda Ogahiy eski o‘zbek tilining leksik va sintaktik imkoniyatlarini namoyon qila olgan. Umuman olganda, tilning qator sathlardagi imkoniyatlari uning sintaktik qurilishida namoyon bo‘lishi ma’lum. Qizig‘i shundaki, *yilqi* (chorva) va *yilqi* (yilgi, yillik) so‘zlarining shakldoshligidan foydalanib, tajnis hosil qilish “Qutadg‘u bilik”da ham uchraydi:

Tili yalg‘an erning jafa qilqi ul,

Jafa kimda ersa o‘shul *yilqi* ul.

Kishi yalg‘anindan tilama vafa,

Bu bir so‘z sinamish o‘kush *yilqi* ul.

Ogahiy “Qutadg‘u bilik” bilan tanish bo‘lmagani aniq. Bunday faktlar esa buyuk iste’dodlar va maslakdoshlar g‘oyibona bir-birlari bilan hamfikir bo‘lishidan darak beradi.

Kumayt so‘zi. “Chahorshanba kuni Yog‘lito‘pa mavzeidin davlat *kumaytig‘a* rukub qilib, ... (RD, 265^b) Bu so‘z Xorazmshoh Otsiz qalamiga mansub quyidagi qit‘ada ham ishlatilgan:

اگر باد پایست یکران شاه

کمیت مرا هم پای لنگ نیست¹²

(Tarjimasi: “Agar shoh (Sulton Sanjar)ning yakroni (oti) shamoldek uchqur bo‘lsa ham, bizning *kumayt* (ot) oyog‘i ham oqsoq emas”). Shu o‘rinda Zabihullo Safo *kumayt* so‘ziga “qizil rangli ot” deb izoh bergan.

Kumayt so‘zi L.Budagov lug‘ati¹³da ham arabcha so‘z sifatida yuqorida qayd etilgan ma’nosida berilgan. Bu so‘z “Navoiy asarlari lug‘ati”da “1. To‘riq, chopqir ot.

¹² ۳۵ ذبیح الله صفا. تاریخ ادبیات در ایران. جلد دوم. چاپخانه ر امین. ۱۳۷۳. ص ۱۳۷.

¹³ Будагов Л.З. Сравнительный словарь турецко-татарских наречий. Том 2. – СПб. – С.138.

2. Qoramtil qizil ot” tarzida izohlangan bo‘lsa¹⁴, “Alisher Navoiy asarlari tilining izohli lug‘ati”da faqat “To‘riq ot, chopqir ot” qismi berilgan¹⁵. Bu so‘zning “qoraga moyil qizil sharob” ma‘nosi ham mavjud¹⁶. “Burhoni qote”da “*kumayti nishot*” birikmasi “qizil sharob” tarzida izohlangan. *Kumaytning* siniq ko‘pligi *kumt* كُمت dir.

Yakron so‘zi tarixan ikki qismdan iborat: *yak*+*ron*. *Yak* bir (1) ma‘nosini berib, qadimgi fors tilida *aivaka*, avestoviyda *aeva*¹⁷, pahlaviy tilida *ēv*, *ēvak* shakllariga ega bo‘lgan bo‘lsa, pushtu tilida *yo*, yag‘nob tilida *i* shakliga ega¹⁸. Mazkur sonning sharqiy eroniy tillardagi shakli fors tilidagi yoyi vahdat – birlik, yagonalikni ifodalovchi “yo”ning kelib chiqishini oydinlashadi. “Yo-yi vahdat” eski o‘zbek tilida ham keng qo‘llanilgan. Masalan, “...*mehribone* topmadim” (Alisher Navoiy) – “bir mehribon topmadim”; “zamon ko‘rmadi men kebi *nodire*” va hokazo. Xorazmiy tilida artikl masalasi A.A.Freyman tomonidan maxsus tadqiq qilingan¹⁹. Bir sonining yag‘nob tilidagi shakli xorazmiy tilidagi artikl evolyutsiyasini tasavvur qilishga yordam beradi. Shu tarzda Xorazm shevalaridagi *yap* so‘zining etimoni (*y*)*i*+*ap* (ob – suv) ekaniga shubha qolmaydi.

So‘zning ikkinchi qismi *-ron* esa forsiy *rondan* راندن 1) haydamoq; 2) yurgizmoq fe‘lining hozirgi zamon o‘zagi sanaladi²⁰ va so‘z yasovchi sifatida haydovchi (*govron*); yurgizuvchi (*hukmron*); bo‘ysundiruvchi (*komron*) kabi ma‘nolarni beradi. Demak, har ikkala qism birgalikda “bir (zarb bilan) yuruvchi” degan ma‘noni beradi. Bunday talqinga shu tipdagi *yaknazar*, *yakson*, *yakrang* kabi so‘zlar ma‘nolari asos bo‘ladi.

Mazkur so‘zning yuqoridagi tarzda tarixiy-etimologik tahlili uning onomasiologik jihatini yoritish uchun muhim. Qadimiy lug‘atlarda *yakron* “asil va yaxshi ot”; “sariq va qizil orasidagi bir tusli ot”, “yoli va dumi oq ot”²¹ tarzida talqin qilingan. Demak, *yakron* uchun qayd etilganlardan birinchisi xos bo‘lib, nom uchun

¹⁴Навоий асарлари луғати. – Тошкент: Ф.Ғуллом номидаги Адабиёт ва санъат нашриёти, 1972. – Б.321.

¹⁵Алишер Навоий асарлари тилининг изоҳли луғати. 2-жилд. – Тошкент: Фан, 1983. – Б.137.

¹⁶فرهنگ لاروسى عربى- فارسى. ترجمهء كتاب المعجم العربى الحديث. جلد دوم. تهران: امير كبير. ۱۳۸۰ ش. ص ۱۷۳۲

¹⁷Bahrami E., Jonnaydi F. Dictionary of the Avesta. Bonyod-e Nishopur. Vol. 1. – P. 27.

¹⁸ص ۲۲۴۰ شمس الدين محمد بن خلف تبریزی. برهان قاطع. با اهتمام دكتور محمد معين. تهران. امير كبير. ۱۳۸۶. جلد ۴

¹⁹Фрейман А.А. Хорезмийский язык. Материалы и исследования I. – М.-Л.: Издательство Академии наук, 1951. – С.42–44.

²⁰Персидско-русский словарь. Том I. – М.: Русский язык, 1983. – С.710.

²¹ص ۲۲۴۳ شمس الدين محمد بن خلف تبریزی. برهان قاطع. با اهتمام دكتور محمد معين. تهران. امير كبير. ۱۳۸۶

otning rangi emas, xususiyati asos bo‘lgan.

Adham “qorato‘riq ot”²²: “Chobuksuvori qalam sahifayi maydonig‘a bu yonglig‘ *adham* surarkim,... (FI, 1038); “Shanba kuni andin nahzat *adhamig‘a* rukub qilib, harakat alamin jilvag‘a kirguzib, dabdabai tamom va kavkabi molokalom bila masnadi xulofotg‘a nuzul qildi”. (FI, 1102)

“Yurumol ot” ma’nosidagi *takovar*²³ ham mana shu guruhga mansub:

Bu yanglig‘ ikki kun amvoji mansur,

Surub ul julg‘ada har yon *takovar*. (RD, 263^b)

Bu so‘z “chopqir ot” ma’nosini anglatganini Ogahiy Buroqni *takovar* deb ta’riflagani ham tasdiqlaydi:

Chu surdi lamakon sari *takovor*,

Bo‘lub payki oning Nomusi Akbar. (RD, 247^a)

Ogahiy tarixiy asarlarida “ot” tushunchasini ifodalovchi so‘zlardan yana biri *raxsh*dir:

Ang‘a gom ursa *raxshi* bodraftor,

Botib to tizg‘acha bo‘lg‘usi nokor. (RD, 256^b)

Rustamning afsonaviy oti laqabi ham *Raxsh* bo‘lgani ma’lum. *Raxsh* haqida “Farhangi “Shohnoma”da e’tiborli ma’lumotlar berilgan²⁴.

O‘zbek mumtoz adiblari tilida *javod* so‘zi ham ishlatilgan. Uning “tulpor” ma’nosini anglatishini arablar orasida *إن حَوَادُ قَدْ يَعِثُرُ* – “Tulpor ham qoqiladi-ku!” maqoli mashhurligidan ham bilsa bo‘ladi. *Javod*ning birlamchi ma’nosi “saxovatli” bo‘lib, Ogahiy tarixiy asarlari faqat shu ma’no ko‘zga tashlandi: “Ul (O‘g‘uzxon) basi *javod* va asru oqil erdi”. (FI, 84)

Ko‘rinadiki, o‘zbek mumtoz adabiyotida iloh tushunchasi bilan bog‘liq birliklar tadqiqida “Lahjatu-l-lug‘ot” asaridagi ma’lumotlari tizimliliği alohida e’tibor bilan qaralganligi ajralib turadi.

²² Навоий асарлари луғати. – Тошкент: F.Фуллом номидаги Адабиёт ва санъат нашриёти, 1972. – Б.31.

²³ Навоий асарлари луғати. – Ko‘rsatilgan nashr. – Б.558.

²⁴ مازندرانی حسین شهید فرهنگ شاهنامه (نام کسان و جاها) بلخ بنیاد نساپور ۱۳۸۸. ص.۴۶.

Assessment as a main tool to evaluate knowledge of students

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Abstract

The term assessment has various definitions depending on its context. In training settings, an assessment is insightful detective work, a diagnostic journey that uncovers the unique landscape of knowledge, skills, and progress. It is the art of understanding where learners stand, illuminating their growth areas, and paving the way for tailored training journeys. Evaluations go beyond mere measurement; they involve a thorough exploration to understand the true value of training materials. The term 'evaluation' originates from 'value', so it's not a quick look; it's a step-by-step process of measuring and observing, akin to giving really good advice. This organized method, governed by specific rules and criteria, acts like a report card for individuals, finished projects, processes, or products

Key words: exploration, value, illumination, measurement, progress, landscape, diagnostic test, insightful, growth, evaluations

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Термин «оценка» имеет различные определения в зависимости от контекста. В условиях обучения оценка представляет собой глубокую детективную работу, диагностическое путешествие, раскрывающее уникальный ландшафт знаний, навыков и прогресса. Это искусство понять, где находятся учащиеся, выявить области их роста и проложить путь для индивидуального обучения. Оценки выходят за рамки простого измерения; они предполагают тщательное исследование, чтобы понять истинную ценность учебных материалов. Термин «оценка» происходит от слова «ценность», так что это не быстрый взгляд; это пошаговый процесс измерения и наблюдения, сродни даже действительно

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хорошего совета. Этот организованный метод, регулируемый конкретными правилами и критериями, действует как табель успеваемости для отдельных лиц, завершённых проектов, процессов или продуктов.

Ключевые слова: исследование, ценность, освещение, измерение, прогресс, ландшафт, диагностический тест, проницательность, рост, оценки

Assessments have become integral to today's teaching, learning, and data-driven decision-making efforts. Within the world of assessments, there are two paramount ideologies at work: assessments for learning and assessments of learning.

Both forms of assessments serve a distinct and powerful purpose, and it's important to understand how they play off one another and ultimately enhance instruction, intervention, and student achievement.

Assessments of Learning

Assessments of learning are typically administered at the end of a unit or grading period and evaluate a student's understanding by comparing his or her achievement against a class-, district-, or nationwide benchmark or standard,¹ as noted by the Eberly Center for Teaching Excellence & Educational Innovation at Carnegie Mellon University.

Benchmark assessments are examples of assessments of learning, where students are assessed three times per year for universal screening (early identification).

Assessments for Learning

Assessments for learning – also described as assessments as learning – assess a student's comprehension and understanding of a skill or lesson during the learning and teaching process.

According to the Eberly Center at Carnegie Mellon, this provides educators with ongoing feedback and allows them to:

Identify at-risk students early

Adjust instruction accordingly and immediately

Monitor student progress¹

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Frequent progress monitoring is an example of assessments for learning, where a student’s academic performance is regularly assessed between benchmarks to determine if the current instruction and intervention is positively impacting student achievement or if adjustments need to be implemented.

Can a teaching strategy utilize both assessments for and assessments of learning?

Certainly. Assessments for and of learning both have a place within instructional and intervention plans. When the two are balanced and administered properly, a comprehensive assessment strategy develops that details:

How a student is progressing with key foundational skills and measures

Where a student’s achievement level is compared to state standards and end-of-year targets

Catherine Garrison and Michael Ehringhaus, PhD, authors of *Formative and Summative Assessments in the Classroom*, point out that the more information we can gather about students as they engage and advance in the learning process, the more equipped educators are with vital insight and data to adjust instruction and intervention plans. This will help every student continue to move forward in their education.²

How Data-Driven Assessments Fuel Student Success

“If assessment is to be a positive force in education, it must be implemented properly. It cannot be used to merely sort students or to criticize education. Its goals must be to improve education. Rather than 'teach to the test,' we must 'test what we teach.’”

-Lockwood and McLean, authors of *Why We Assess Students -- And How: The Competing Measures of Student Performance*³

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When discussing how assessments for learning and assessments of learning help you and your team of educators evaluate the impact of teaching and learning, it's beneficial to ask yourselves if you're administering the right assessments and measures via the right technology.

This crucial question can help you understand if you're truly fueling your instructional decisions and promoting student progress with effective, reliable, easy-to-understand data.

A data-driven assessment process will fuel student success by empowering all educators to:

Identify students with specific needs early

Adjust instruction and set appropriate goals to close their learning gaps

Track the effectiveness of their intervention and instruction

Monitor student progress

Report responsiveness to intervention

Predict performance on key indicators

You can drive improved learning outcomes for your students and help them make significant gains by establishing a seamless assessment for and of process.

Discover an all-in-one web-based benchmarking and progress monitoring assessment system that allows you to screen all of your students with short, accurate assessments that:

Evaluate a student's understanding by comparing his or her achievement against a class-, district- or nation-wide benchmark or standard, and

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Assess a student’s comprehension and understanding of a skill or lesson during the learning and teaching process.

measure a student’s academic achievement and competency development

promote timely and specific feedback to students so they can evaluate their progress

identify students with academic difficulty to support and provide remediation as needed and identify and recognize outstanding students.

These goals are achieved by the following objectives:

Objective 1: Student evaluations must be based upon learning objectives that are competency-based and criterion-referenced when possible.

Objective 2: Performance-based assessment must be a component of course and clerkship evaluation plans.

Objective 3: Formative evaluations and feedback must be incorporated into the evaluation process.

Objective 4: Summative evaluations of students’ learning must be based upon competency-based objectives.

Objective 5: Evaluation by individuals, other than teaching faculty [e.g., students (self and peer), patients, nurses], when possible, will be incorporated into the evaluation process.

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American and British English variations and similarities

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Abstract

There are plenty of reasons why you should master an American accent. For starters, it will reduce communication barriers and improve your self-confidence, while also preventing mistakes caused by confusion or having to repeat yourself. It's important to keep in mind that the term “American accent” is a gross oversimplification as there are multiple accents even within a single region of America! With so many advantages of having an American accent, it's worth the effort to develop one. However, you'll need to work hard to make it happen. But before you can feel confident in your English speaking abilities and begin WOW-ing people who find out that English is actually your second language, you'll need a strategy in place to help you master the American English accent.

Key words: assistance, accent, multiple. Confusion, repeat, happen, improve, self-confidence, mind, repetition, single, oversimplification, preventing

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Отрывок

Есть множество причин, по которым вам следует овладеть американским акцентом. Во-первых, это уменьшит коммуникативные барьеры и повысит вашу уверенность в себе, а также предотвратит ошибки, вызванные путаницей или необходимостью повторяться. Важно помнить, что термин «американский акцент» — это сильное упрощение, поскольку даже в одном регионе Америки существует несколько акцентов! Имея так много преимуществ американского акцента, стоит приложить усилия, чтобы его развить. Однако вам придется приложить немало усилий, чтобы это произошло. Но прежде чем вы сможете почувствовать уверенность в своих способностях говорить по-английски и

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начать удивлять людей, которые узнают, что английский на самом деле является вашим вторым языком, вам понадобится стратегия, которая поможет вам освоить американский английский акцент.

Ключевые слова: помощь, акцент, множественность. Путаница, повторение, случиться, улучшить, уверенность в себе, разум, повторение, одиночное, упрощение, предотвращение

By around 1720, Americans had begun to notice that their evolving dialect was different from the ol' mother tongue. The Scots and the Irish began to arrive in the United States, bringing new dialects and a distinctive accent. Swedish, Spanish, Dutch, and French speakers also began to arrive during the colonial era, helping shape new dialect areas throughout the colonies. It seemed as though American English was leaving certain aspects of British English behind, while at the same time welcoming new words from other cultures.

By the 1800's, there were three distinct dialect areas with different pronunciations, but similar vocabulary: Northern (New York, New England, and due west), Southern (Virginia to Georgia, out to Louisiana and due west), and Midland (Pennsylvania and the lower Midwest). The map below shows a similar pattern for modern-day U.S. English speakers.

Map of American English dialects

Image courtesy of UPenn

This evolution was primarily an intentional one, pushed along by people like Franklin, Paine, and other patriots. As Noah Webster would explain roughly 60 years later: “The reasons for American English being different than English English are simple [...as] an independent nation, our honor requires us to have a system of our own, in language as well as government.”

These new words and phrases created throughout the centuries, referred to as “Americanisms”, signified the split from our English forefathers. As early as 1735, the English began to refer to American English, and our “Americanisms”, as barbaric, sneering and laughing at the hundreds of new American terms being used. It's believed the American Revolution was a turning point for embedding this new English, as rebels fiercely desired their independence from British rule.

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One way American English began to differ from its British version? By continuing to use words that Great Britain had come to consider obsolete, like “wilt,” “allow,” “bureau,” and “fall” (instead of “autumn”). In other situations, we Americans just invented new words, like “groundhog” and “belittle,” which was first coined by Thomas Jefferson.

American English also came to be characterized by heavy use of contractions like “can’t” and “ain’t” — much to the dismay of certain British purists, who viewed these changes as “barbarous.” Contractions had been around for a while by this point (‘won’t’ had taken the form of ‘wonnot’ by 1580), but Americans were the first to really make the most of them, using these shortened phrases to improve both grammatical freedom and flow.

American English also gladly adopted words from other languages, among them more than a few (like moose, raccoon, and opossum) from different Native American tongues. Words were borrowed from the languages of Spanish, French, and German immigrants, too: armada from the Spanish, chocolate from the French, dollar and ouch! from the Germans.

The British actually introduced the language to the Americas when they reached these lands by sea between the 16th and 17th centuries. At that time, spelling had not yet been standardised. It took the writing of the first dictionaries to set in stone how these words appeared. In the UK, the dictionary was compiled by London-based scholars. Meanwhile, in the United States, the lexicographer was a man named Noah Webster. Allegedly, he changed how the words were spelled to make the American version different from the British as a way of showing cultural independence from its mother country.

In terms of speech, the differences between American and British English actually took place after the first settlers arrived in America. These groups of people spoke using what was called rhotic speech, where the ‘r’ sounds of words are pronounced. Meanwhile, the higher classes in the UK wanted to distinguish the way they spoke from the common masses by softening their pronunciation of the ‘r’ sounds. Since the elite even back then were considered the standard for being fashionable, other people began to copy their speech, until it eventually became the common way of speaking in the south of England.

Spelling differences

British and American English have some spelling differences. The common ones are presented in the table below.

British English

American English

-oe-/-ae- (e.g. anaemia, diarrhoea, encyclopaedia)

-e- (e.g. anemia, diarrhea, encyclopedia)

-t (e.g. burnt, dreamt, leapt)

-ed (e.g. burned, dreamed, leaped)

-ence (e.g. defence, offence, licence)

-ense (defense, offense, license)

-ell- (e.g. cancelled, jeweller, marvellous)

-el- (e.g. canceled, jeweler, marvelous)

-ise (e.g. appetiser, familiarise, organise)

-ize (e.g. appetizer, familiarize, organize)

-l- (e.g. enrol, fulfil, skilful)

-ll- (e.g. enroll, fulfill, skillfull)

-ogue (e.g. analogue, monologue, catalogue)

-og (e.g. analog, monolog, catalog)

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**English speaking countries and their role in popularization of English as the
language of globalisation**

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Abstract

English is widely used as the official language of the European Union and many Commonwealth countries, as well as many other organizations worldwide. It is the third most spoken language in the world as a first language, after Mandarin and Spanish, according to Ethnologue: Languages of the World. English is also among the official languages of the United Nations – UN. There are six official languages used by the UN English, French, Chinese (Mandarin), Spanish, Arabic and Russian.

Key words: fabulous, immense, amazing, a new world, population, languages, worldwide, among, commonwealth,

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Английский широко используется в качестве официального языка Европейского Союза и многих стран Содружества, а также многих других организаций по всему миру. По данным Ethnologue: Languages of the World, это третий по распространенности язык в мире в качестве первого языка после мандаринского и испанского. Английский также входит в число официальных языков Организации Объединенных Наций – ООН. ООН использует шесть официальных языков: английский, французский, китайский (мандаринский диалект), испанский, арабский и русский.

Ключевые слова: сказочный, необъятный, удивительный, новый мир, население, языки, всемирный, среди, содружество,

The United States, Australia, and England are always the first ones that come to your mind when you talk about English-speaking countries. Undoubtedly, English is the most spoken language (after Mandarin) also; some term it as an international language because no matter where you travel in the world, if you know how to speak and understand it, you are good to go.

Let me share an interesting fact with you: the significant countries I have mentioned at the very start of this blog are not in the list of countries that use English as their official language. However, more than 60 country's official language is English, even though their first language is different. Know that, my dear readers, if you know how to speak English fluently or have a great understanding of reading content in English, then this thing counts as a skill.

Speaking and understanding English in today's world is very important as it opens doors for new opportunities for you. Whether in which area of the world you live in or seeking a job, writing your CV/Resume in English is often considered necessary. Other than this, to develop your own online business or work as a freelancer, you need to command this language as more than 80% of the data you interact with on the internet is in English. So to have access to unlimited opportunities, you have to learn English. Learning English in today's era is a privilege because it is said that if you are lost in the world, you know nothing but the English language, you can easily handle any situation, meet or greet new people, order food in any food café/restaurant and make money.

List of English speaking countries:

After the UK and US, Canada is the third-largest place globally where people speak English fluently, but this doesn't count as their only official language. Other than this, some countries have English as their official language, where more than 13 million speak English (men and women). Together more than 840 million in the world speak English as their first or second language. This shows that knowing English is just like knowing any other skill, and this mastery can make you a strong pillar of any international employment sector.

Below are the tables of top English-speaking countries and countries and their territories that use English as their official language.

Know that these are the countries whose native language is English, but all of them differ in their accent and the usage of certain words. Their style or the way of expressing ideas is what makes them unique. Language is our primary source of communication. It is the method through which we share our ideas and thoughts with others. There are thousands of language in the world. Every country has their own national language in addition to a variety of local languages spoken and understand by their people in

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different regions some languages are spoken by millions of people and others by only a few thousand. In global world the importance of English cannot be denied and ignored since English is the most common language spoken everywhere. English is one of the most used language in the world. Even outside of countries like the USE and the UK, many people can speak and understand English. If you include people who speak it as a second language, an estimated 1 billion people worldwide speak English. On top of this, 67 countries have English as their official language and there are 27 countries that have English as their secondary official language. Throughout the countries the British Empire expanded and ruled over many different countries including most of the ones just mentioned and many more . In many cases ,the British forced the people they ruled over to speak English and some of these countries still speak English ,even if it is not their main language .People often talk about English as a global language . With more than 350 million people around the world speaking English as a first language and more than 430 million speaking it as a second language , there are English speakers in most countries around the world. English may not be the most English is the dominant or official language in a number of countries, including many former British Empire territories. The rise of the British Empire offers many clues as to why the English language is so popular. People often want to know the best language to learn to grt ahead in life .Many think that learning English, the international language, is the best option. English is of course an excellent choice .It is not enough to want to be fluent in English. In order to actually learn English, you have to like learning English. With the help of developing technology, English has been playing a major role in many sectors including medicine, engineering and education, which, in my opinion, is the most important arena where English is needed. If we want a career in travel, English is absolutely essential. As the international language of aviation, pilots and cabin crew all need to speak English. Even if you are not up in the air, speaking English accurately will ensure you are able to communicate with clients and suppliers all over the world. Having a good understanding of communicating in English makes it easier to travel around to globe .Because it is the main international common language for foreigners, knowing English makes it easy to get assistance and in many parts of the world

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The role of conjunctions in English language teaching

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Abstract

Most Conjunction in English in English are short, but they hold a significant place in designing English sentences. Sometimes, we do not even notice this tiny conjunction in sentences but they are everywhere in English writings. Ignoring these conjunctions can lead to several English mistakes that make writing pieces full of errors. Conjunctions are the ‘joining words’ of a language. A sentence is broken up into parts and joined together as a whole by using these connecting words of the English language. Conjunctions help to make a sentence flow smoothly by joining phrases and clauses, showing the relationship between connected ideas.

There are three main types of conjunctions in the English language: coordinating, subordinating and correlative.

Key words: resembling, suitable, correlative, unimaginable, smooth, leading, relationship, joined, clauses.

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Большинство союзов в английском языке короткие, но они занимают важное место в построении английских предложений. Иногда мы даже не замечаем этого крошечного союза в предложениях, но в английских произведениях они есть повсюду. Игнорирование этих союзов может привести к нескольким ошибкам в английском языке, из-за которых написание текстов будет полно ошибок. Союзы – это «соединяющие слова» языка. Предложение разбивается на части и объединяется в единое целое с помощью этих соединительных слов английского языка. Союзы помогают сделать предложение

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плавным, соединяя фразы и предложения, показывая связь между связанными идеями.

В английском языке существует три основных типа союзов: сочинительные, подчинительные и соотносительные.

Ключевые слова: сходное, подходящее, соотносительное, невообразимое, плавное, ведущее, отношение, соединенное, придаточные.

Despite being tiny, no one can ignore the importance of conjunction in English. They are some of the most important words in English. They play a very crucial role in designing the sentences that we speak and write a daily basis.

A conjunction, like a noun, verb, or pronoun, is a part of speech. A conjunction's primary function is to join together other parts of speech.

Conjunctions can combine two basic words:

Do you like ice cream or chocolate?

I run and exercise every morning.

They are also used to combine different clauses. Such as:

Until next week, I cannot afford to buy a new mobile.

Additionally, you can use a conjunction to combine two sentences into one. For instance:

I can sing.

My best friend can dance.

You can use the conjunction “and,” and create one sentence. For instance:

I can sing and my best friend can dance.

Sometimes two sentences may look quite different from one another but once, they are connected with conjunction they make sense. Let us look at it with the help of an example:

I like my teacher.

I don't like the arts.

These two sentences are different from one another. But they can make sense with the help of the right conjunction. For example:

I like my teacher but I don't like the arts.

Now you know, how important as well as convenient Conjunctions in English are.

Conjunctions are very common. Once you've mastered the ability to construct basic sentences in English, the next logical step is to learn conjunctions. To learn their usage at an advanced level, you can get your hands into italki's lesson plans. It is a well-established language learning platform with around 7200+ online English tutors that will help you learn English online in a systematic way. The lessons will help you develop an understanding of English prepositions, vocabulary, conjunction, other parts of speech, etc.

Conjunctions are used to combine two or more objects, phrases or clauses. It can also be termed as connectors as they are employed in sentences to make connections. Conjunctions can normally be found in the latter part of a sentence if they are used to connect clauses. If conjunctions are used to connect objects or phrases, they can appear in the beginning, middle or end of the sentence according to the position of the objects or phrases.

Definition of a Conjunction

A conjunction, according to the Cambridge Dictionary, is defined as “a word such as ‘and’, ‘but’, ‘while’, or ‘although’ that connects words, phrases, and clauses in a sentence.” The Merriam Webster Dictionary defines a conjunction as “an uninflected linguistic form that joins together sentences, clauses, phrases, or words.”

A conjunction is “word that joins words, phrases or sentences, for example and, but or so”, according to the Oxford Learner’s Dictionary. The Collins Dictionary gives a slightly different definition. According to it, a conjunction is “any word or group of words, other than a relative pronoun, that connects words, phrases, or clauses.”

Types of Conjunctions

Conjunctions are mainly used to join actions, ideas and thoughts. They are categorised into three main types:

Coordinating conjunctions – used to combine two independent clauses. Examples of coordinating conjunctions are for, and, nor, but, or, yet and so.

Subordinating conjunctions – used to combine an independent clause and a dependent clause. Examples of subordinating conjunctions are if, although, though, after, before, because, as if, unless, until, when, while, etc.

Correlative conjunctions – used to combine two phrases or parts of the sentence which have equal importance within a sentence. Examples of correlative conjunctions are not only...but also, either...or, neither...nor, whether...or, rather...or, if...then, etc.

Examples of Conjunctions

Have a look at the following sentences to understand how conjunctions can be employed in sentences.

Sruthi and I visited Gokarna last weekend.

Do you have a rough notebook or at least a rough sheet of paper?

I did not go to work today because I was not keeping well.

She did not like the food, yet she ate it.

I will be leaving tomorrow so I am trying to finish all the pending assignments.

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List of Most Commonly Used Conjunctions in Daily Communication

Given below is a list of most commonly used conjunctions that you can use in your daily communication.

Examples of Conjunctions

And	Or	Nor
But	Yet	So
Because	Still	For
Not only...but also	As	When
While	As soon as	If
Unless	In case	In addition to
Whereas	Though	Although
Until	Before	After
Even if	Rather than	So that
Either...or	As if	Neither...or
Both...and	Whether...or	Or else

Check Your Understanding of Conjunctions

Fill in the blanks with the most appropriate conjunctions in the following sentences:

1. Deepak _____ Santhosh are best friends.
2. Make sure you work hard _____ you will not be able to score good marks.
3. _____ Anna does not cook much, she loves baking.

4. Let me know _____ you will be able to make it to the party.
 5. I have to go home now _____ I really wish I could stay for some more time.
 6. I am not well _____ I decided to take a day off from work.
 7. _____ you work out regularly, you will not see any results.
 8. He had no money, _____ he was prepared to help me
 9. I could not find the place _____ I lost the map.
 10. _____ I was walking on the street, I found a wounded dog.
- Find out if you have answered it all correctly.

1. Deepak and Santhosh are best friends.
2. Make sure you work hard or you will not be able to score good marks.
3. Although Anna does not cook much, she loves baking.
4. Let me know if you will be able to make it to the party.
5. I have to go home now but I really wish I could stay for some more time.
6. I am not well, so I decided to take a day off from work.
7. Unless you work out regularly, you will not see any results.
8. He had no money, yet he was prepared to help me.
9. I could not find the place since/because I lost the map.

10. While I was walking on the street, I found a wounded dog.

Frequently Asked Questions on Conjunctions in English

Q1

What is a conjunction?

A conjunction is used to combine two or more objects, phrases or clauses. It can also be termed as connectors as they are employed in sentences to make connections.

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English adjectives in the classroom

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Abstract

Demonstrative adjectives are used to point out specific nouns or pronouns. They include words like “this,” “that,” “these,” and “those.” For example, “This book is my favorite.” In this sentence, “this” is a demonstrative adjective because it is pointing out the specific book.

Demonstrative adjectives can also be used to indicate distance. For example, “This book is over there”. In this sentence, “this” indicates that the book is close by, and “over there” indicates that the book is further away. They can also express preference. For example, you could say, “This book is better than that one.” In this sentence, “better” is a demonstrative adjective.

Key words: demonstrative, indication, improvement, expressions, distance, favorite, specification, inclusion, preference

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Отрывок

Указательные прилагательные используются для обозначения определенных существительных или местоимений. Они включают в себя такие слова, как «это», «то», «эти» и «те». Например: «Эта книга — моя любимая». В этом предложении «это» является указательным прилагательным, поскольку оно указывает на конкретную книгу.

Указательные прилагательные также могут использоваться для обозначения расстояния. Например: «Эта книга вон там». В этом предложении «это» указывает на то, что книга рядом, а «там» указывает на то, что книга находится

дальше. Они также могут выражать предпочтения. Например, вы можете сказать: «Эта книга лучше, чем та». В этом предложении «лучше» — указательное прилагательное.

Ключевые слова: указательное, указание, улучшение, выражения, дистанция, избранное, уточнение, включение, предпочтение.

An adjective is a part of speech that can be used to describe or provide more information about a noun or pronoun that acts as the subject in a sentence. Adjectives are found after the verb or before the noun it modifies.

Definition of an Adjective

According to the Cambridge Dictionary, an adjective is defined as “a word that describes a noun or pronoun.” The Collins Dictionary gives a more elaborate definition. According to it, “an adjective is a word such as ‘big’, ‘dead’, or ‘financial’ that describes a person or thing, or gives extra information about them. Adjectives usually come before nouns or after link verbs.”

The Oxford Learner’s Dictionary defines an adjective as “a word that describes a person or thing, for example ‘big’, ‘red’ and ‘clever’ in a big house, red wine and a clever idea.” An adjective is “a word belonging to one of the major form classes in any of numerous languages and typically serving as a modifier of a noun to denote a quality of the thing named, to indicate its quantity or extent, or to specify a thing as distinct from something else”, according to the Merriam-Webster Dictionary.

Forms of Adjectives – Degrees of Comparison

Did you know that adjectives can be used to compare similar qualities of different subjects that perform the same action. There are three forms of adjectives or rather three degrees of comparison. The are:

Positive or Absolute Form

Comparative Form

Superlative Form

Positive Degree of Comparison:

The positive form or the positive degree of comparison is the form of the adjective used in the original form. For example: This book is interesting. This form of adjective is used when there is no other subject to be compared.

Comparative Degree of Comparison

The comparative form of the adjective is used when two subjects performing the same action or possessing the same quality are compared. For example: The book I read yesterday was more interesting than the one I read today.

Superlative Degree of Comparison

The superlative degree of comparison is used when comparing the same quality of two or more subjects and to represent that a subject is superior to two or more subjects in performing an action. For example: This fantasy novel is the most interesting book that I have ever read.

Types of Adjectives

Adjectives can be divided into different categories based on their functions when used in a sentence. The different types of adjectives are:

Possessive Adjectives

Interrogative Adjectives

Demonstrative Adjectives

Compound Adjectives

Possessive Adjectives:

These adjectives, like possessive pronouns, are used to show or represent possession of a quality. For example: my, your, his, her, their, its, whose, etc.

Interrogative Adjectives:

An adjective that is used to modify a noun or a pronoun by asking a question is called an interrogative adjective. There are only a few adjectives that can be termed as interrogative adjectives. They are whose, what and which.

Demonstrative Adjectives:

Demonstrative adjectives are mainly used to describe the position of a subject (a noun or pronoun) in space or time. This, that, these and those are the demonstrative adjectives in English.

Compound Adjectives:

Compound adjectives consist of two or more adjectives that are combined together to form an adjective that can be used to modify the subject. Some examples

of compound adjectives are cotton-tailed, curly-haired, absent-minded, happy-go-lucky, etc.

How to Use Adjectives in Sentences?

Adjectives are known to give your writing and speech a very flowery look. It aids in making it descriptive and also in giving your readers and listeners a visual treat. However, stuffing it with too many adjectives can make it look or sound vague and unclear. This would only lead to misunderstanding of your content. Knowing when, where and how to use adjectives is a skill that you should master.

Any piece of writing should be clear and precise. Find out if there is a word that specifically means whatever you are trying to convey. For example: quick, swift, hasty, fleet, etc. are all adjectives that mean ‘very fast’. Likewise, contented, cheerful, merry, joyful, ecstatic, delighted, etc. are all words that describe different degrees of happiness. There is also another concept that you should know. There is a particular order in which you should place adjectives when you are using two or more adjectives to describe the same subject or object. Check out the order of adjectives to learn more.

Examples of Adjectives

If you are wondering what part of speech a colour or a number belongs to, do not waste any more time thinking about it. All colours and numbers are classified as adjectives. Adjectives are words that modify nouns but in most cases, they can be seen to be doing much more than that. Given below are the various ways in which adjectives can function and be used.

Adjectives as Complements

Adjectives can act as complements that modify nouns that act as subjects and objects. When the adjective describes the object in a sentence, it is called an object complement and when it is used to describe the subject in a sentence, it is referred to as a subject complement. They are seen to be used in sentences which are seen to use the following patterns:

SVC – Aaron is good.

In the above example, the adjective is ‘good’ and it is used to describe the subject ‘Aaron’ and so it is called a subject complement.

SVOC – The movie made Karthik sleepy.

Here, the adjective ‘sleepy’ describes the object ‘Karthik’ and so comes under the category of object complements.

Adjectives as Coordinates

When two or more adjectives are used to describe the same noun in a sentence, they are called coordinate adjectives. Coordinate adjectives are often separated by a comma or the conjunction ‘and’.

For example:

The mobile phone is easy to use and handy.

My cousin is tall and thin.

Multifunctional Adjectives

Adjectives can be made to function like or take the role of nouns in a sentence, and sometimes, a noun, when used to describe or provide more information about another noun, can perform the role of an adjective.

For example:

I like my English teacher.

In the above example, the word ‘English’ is generally considered a noun as it represents a language and it is a proper noun. But here, it is used to describe the noun ‘teacher’ which makes it an adjective.

It is our duty to tend to the poor and the oppressed.

In this sentence, the words ‘the poor’ and ‘the oppressed’ pass off as nouns as it refers to ‘poor people’ and ‘oppressed people’. So, when adjectives are preceded by the article ‘the’, it often refers to a category of people which makes the adjective a noun.

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O‘ZBEKISTONDA TUR MAHSULOT ISHLAB CHIQISH VA UNI SOTISH

Toshkent davlat iqtisodiyot universiteti
"Turizm"(faoliyat turlari bo'yicha) yo‘nalishi magistranti
Ne‘matullayeva Guli Ne‘matullayevna

Annotatsiya: Ushbu tezis O‘zbekistonda tur mahsulot ishlab chiqarish va uni sotish jarayonlarini o‘rganishga qaratilgan. Mamlakatning boy tabiiy resurslari va madaniy merosidan foydalangan holda, tur mahsulotlarini ishlab chiqarish va sotish imkoniyatlari tahlil qilinadi. Shuningdek, ishlab chiqarish hajmi va savdo statistik ma'lumotlari o‘rganiladi.

Kalit so‘zlar: tur mahsulot ishlab chiqarish, madaniy turizm, barqaror rivojlanish, turizm marketing, madaniy meros.

So‘nggi yillarda O‘zbekiston hayratlanarli madaniy tajribalar, boy tarix va hayratlanarli arxitekturani izlayotgan sayohatchilar uchun jozibali manzilga aylandi. Mamlakat dunyoga o‘z eshiklarini ochishda davom etar ekan, O‘zbekistonning turizm sohasi jiddiy o‘zgarishlarga tayyor. “O‘zbekiston sayyohlik inqilobi: yangi yondashuv” ushbu maftunkor Markaziy Osiyo davlatida turizmni rivojlantirishga yangi va ilg‘or yondashuvga bo‘lgan muhim ehtiyojni o‘rganadi. Barqarorlik, hamjamiyat ishtiroki va iqtisodiy ta’sirga ustuvor ahamiyat berib, O‘zbekiston o‘zining noyob madaniy, tarixiy va tabiiy merosini saqlab qolgan holda o‘zining turizm industriasini qayta belgilashi mumkin. Istiqboldagi bu o‘zgarish sayyohlar ham, mahalliy aholi ham gullab-yashnashi mumkin bo‘lgan farovon va uyg‘un muhitni yaratishga va‘da beradi, bu mintaqada mas’uliyatli turizm amaliyoti uchun yangi standartni o‘rnatadi.

YUNESKOning Butunjahon merosi ro‘yxatiga kiritilgan O‘zbekistonning boy madaniy va tarixiy merosi tarixiy Buxoro va Xivadagi Itchan qal’a majmuasi turizmni rivojlantirish uchun noyob imkoniyat yaratadi. Ushbu joylar sayyohlar uchun asosiy diqqatga sazovor joylar bo‘lgan mamlakatning boy tarixi va me‘moriy merosi bilan tanishish imkonini beradi. Bundan tashqari, mamlakatning ipakchilik va kulolchilik kabi an’anaviy hunarmandchiligi ham sayyohlar uchun asosiy diqqatga sazovor joy hisoblanadi. O‘zbekiston hukumati ushbu hunarmandchilikni targ‘ib qilish, mahalliy

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hamjamiyatni turizm sohasiga jalb etish ustida ishlamoqda. Butunjahon sayyohlik tashkiloti hisobotiga ko'ra, madaniy va tarixiy meros sayyohlarni diqqatga sazovor joylarga jalb qiluvchi asosiy omil hisoblanadi. O'zbekistonda turizmning ana shu jihatlari qaratilayotgan e'tibor jahon tendensiyalariga hamohangdir.

O'zbekistondagi turizm bo'yicha ekspert, doktor Ahmad Tursunov “Madaniy-tarixiy meros O'zbekiston turizm industriyasi uchun asosiy savdo nuqtasi bo'lib, biz bu boyliklarni mas'uliyatli va barqaror tarzda himoya qilishimiz va targ'ib qilishimiz juda muhim”, deydi. [1] Bu orqali O'zbekiston turli xil sayyohlarni jalb qilishi hamda iqtisodiyotga ham, jamiyatga ham foyda keltiradigan barqaror va mas'uliyatli turizm industriyasini yaratishi mumkin. O'zbekiston turizmni rivojlantirishga yangicha yondashuvda barqaror va mas'uliyatli turizm muhimligini ta'kidlamoqda, bu esa atrof-muhit va mahalliy hamjamiyat uchun ko'plab imtiyozlar beradi. Ushbu yondashuv turizmni iqtisodiy, ijtimoiy va ekologik manfaatlarni maksimal darajada oshirish va salbiy ta'sirlarni minimallashtiradigan tarzda rivojlantirish va boshqarishni o'z ichiga oladi. Madaniy va tabiiy merosni muhofaza qilishga ustuvor ahamiyat berish, atrof-muhitni muhofaza qilishni rag'batlantirish va qarorlar qabul qilish jarayonida mahalliy hamjamiyatlarni jalb qilish orqali O'zbekiston barcha manfaatdor tomonlar uchun foydali bo'lgan noyob va haqiqiy turizm tajribasini yaratishi mumkin.

O'zbekistondagi Jahon iqtisodiyoti va diplomatiya universitetining turizm bo'yicha eksperti, doktor Karim Aliyev ta'kidlaganidek, barqaror va mas'uliyatli turizm O'zbekistonning boy madaniy va tabiiy merosini asrab-avaylash, mahalliy iqtisodiyotni qo'llab-quvvatlash va bu borada mamlakat uchun ijobiy imidj yaratishga yordam beradi. [2] O'zbekistonning turizm industriyasi so'nggi yillarda yangi mehmonxonalar, restoranlar va transport tizimlari barpo etilib, infratuzilmani jadal rivojlantirmoqda. Bu mamlakatning yangi turizm yondashuvining muvaffaqiyati uchun juda muhim, chunki bunday infratuzilmaning etishmasligi o'tmishda muammo bo'lib kelgan. Hukumatning Toshkent shahrida yangi xalqaro aeroport qurish va mavjud aeroportlarni modernizatsiya qilish rejasi sayyohlarning mamlakat ichida tashrif buyurishi va sayohat qilishini yanada qulaylashtiradi. Yaxshilangan telekommunikatsiya infratuzilmasi, jumladan, internetga ulanish ham sayyohlarning bo'lish vaqtida aloqada bo'lishini osonlashtiradi.

Bundan tashqari, mahalliy aholini turizm sohasida o'qitish va o'qitish dasturi sayyohlarning ijobiy tajribaga ega bo'lishiga yordam beradi. Jahon sayyohlik tashkiloti turizm sohasining barqaror o'sishida inson resurslarini rivojlantirish muhimligini

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ta'kidlaydi. UNWTO ma'lumotlariga ko'ra, “inson resurslarini rivojlantirish turizm sektorining barqaror o'sishi uchun hal qiluvchi ahamiyatga ega” (2020). [3] Global auditoriyani qamrab olish va O'zbekistonga sayohatga qiziqishni oshirish uchun ijtimoiy tarmoqlar va maqsadli onlayn reklamalar kabi raqamli marketing strategiyalaridan foydalanish zarur. Ushbu platformalar O'zbekistonning noyob takliflarini namoyish etishda yordam beradi va ilgari bu mamlakatni sayyohlik yo'nalishi deb hisoblamagan potentsial sayyohlarni qamrab oladi. Bundan tashqari, sayohatchilar va ommaviy axborot vositalari bilan hamkorlik qilish ham ko'rinish va ishonchlilikni oshirishi mumkin. Bu hamkorliklar O'zbekistonning yangi sayyohlik takliflariga shov-shuv va qiziqish uyg'otishga yordam beradi hamda mamlakatning diqqatga sazovor joylari va tajribalari haqida yanada haqiqiy va shaxsiy nuqtai nazarni taqdim etadi.

O'zbekistonda turizmning yangi shaklini rivojlantirish va targ'ib qilishning muhim elementi mahalliy hamjamiyat va biznes bilan hamkorlik qilishdir. Ushbu guruhlar bilan hamkorlik qilish orqali O'zbekiston hukumati mahalliy bilim va tajribadan foydalanishi, shu bilan birga jamiyatlarga iqtisodiy afzalliklar berishi mumkin. Bunday yondashuv O'zbekistonning tog'li qishloqlarida ekoturizmni rivojlantirishda yaqqol namoyon bo'lmoqda. Bu yerda mahalliy jamoalar sayyohlik tadbirlarini rejalashtirish va amalga oshirishda, masalan, sayyohlik va yovvoyi tabiatni tomosha qilishda muhim rol o'ynagan. Bu hamkorlik nafaqat mahalliy hamjamiyatlarga iqtisodiy foyda keltirdi, balki tabiiy atrof-muhitni muhofaza qilish va barqaror turizm amaliyotini rivojlantirishga ham yordam berdi.

Jahon sayyohlik tashkiloti ma'lumotlariga ko'ra, inson resurslarini rivojlantirishga — sarmoya — kiritish — turistik — yo'nalishlarning — uzoq muddatli raqobatbardoshligining hal qiluvchi omilidir. Yaxshi tayyorlangan va bilimli ishchi kuchi O'zbekistondagi turizm inqilobi muvaffaqiyatiga sezilarli hissa qo'shishi mumkin. Jahon sayyohlik tashkiloti 2019-yilda O'zbekistonga xalqaro sayyohlar kelishi 27,3 foizga oshganini ma'lum qildi, bu yangi turizm yondashuvi muvaffaqiyatidan dalolat beradi. Turizmning bunday o'sishi nafaqat iqtisodiyotga, balki atrof-muhitni muhofaza qilish va O'zbekistonning madaniy o'ziga xosligini targ'ib qilishga ham hissa qo'shadi.

Xulosa o'rnida aytish mumkinki, O'zbekiston o'zining noyob madaniy va tarixiy merosiga e'tibor qaratgan holda, sayyohlarni turli doiraga jalb etish, mamlakatning iqtisodiy va ijtimoiy rivojlanishiga hissa qo'shish imkoniyatiga ega.

Keyingi qadam - bu yangi turistik takliflarni dunyoga sotish uchun zarur infratuzilma va marketing strategiyalarini ishlab chiqish. O‘zbekistonning turizmni rivojlantirish uchun noyob diqqatga sazovor joylari va resurslari bilan bir qatorda, sayyohlarni jalb qilishda madaniy-tarixiy merosning o‘rni ham muhim. O‘zbekiston o‘zining madaniy merosini asrab-avaylash va targ‘ib qilish orqali turli sayyohlarni jalb qilishi, mamlakatning iqtisodiy va ijtimoiy rivojlanishiga hissa qo‘shishi, tashrif buyuruvchilar uchun noyob va boyituvchi tajriba taqdim etishi mumkin.

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**BOLALARNI TARBIYALASHDA MILLIY URF - ODAT VA
AN'ANALARNING PEDAGOGIK VA PSIXOLOGIK XUSUSIYATI**

**FarDU Pedagogika yo‘nalishi 1-kurs talabasi
Najmiddinova Saodat Abduvohid qizi**

Annotatsiya: Ushbu maqolada, bolalarning pedagogik qobiliyatlari, pedagogik xususiyatlari haqida so'z borar ekan eng avvalo pedagogning o'zi qandey xususiyatlarga ega bo'lishi bayon qilinadi. Bolalarni tarbiyalashda tarbiyalovchi Pedagoglarning o'rni juda katta hisoblanadi, negaki bolani to'g'ri yo'lga boshlash psixologik muammolarini tushuna olib, bolani tarbiyalash oliy o'qituvchilarga xosdir. Bolalarga milliy bo'lgan urf - odatlarimizga o'rgatmoq mushkul ish hisoblansada, buni tushuntirib berishlari uchun oliy Pedagog katta o'rin tutadi. Tushunish va tushuntirib berishda O'qituvchilarning ham pedagogik psixologik xususiyatlari o'rganiladi.

Аннотация: В данной статье, говоря о педагогических способностях и педагогических характеристиках детей, в первую очередь описывается, какими характеристиками обладает сам педагог. Педагоги играют очень важную роль в воспитании детей, потому что для высоких учителей свойственно воспитывать ребенка, понимая психологические проблемы постановки ребенка на правильный путь. Научить детей нашим национальным традициям – непростая задача, но у старшего учителя есть прекрасное место, чтобы это объяснить. Педагогические психологические особенности учителей также изучаются в понимании и объяснении.

Abstract: In this article, while talking about children's pedagogical abilities and pedagogical characteristics, first of all, it is described what characteristics the pedagogue himself has. Educators play a very important role in the education of children, because it is characteristic of high teachers to educate a child by understanding the psychological problems of starting a child on the right path. It is a difficult task to teach children about our national traditions, but a high teacher has a great place to explain it. Pedagogical psychological characteristics of teachers are also studied in understanding and explaining.

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Kalit so'zlar: pedagogika, psixologiya, urf - odat, an'ana, tarbiya, ijtimoiylashuv, shaxslararo munosabat, oila, shaxs, ijtimoiylashuv, milliy tarbiya, ajdodlarimiz merosi, oilaviy hayot, xulq-atvor, sharqona odob, qadriyat, madaniyat, ma'rifat.

Ключевые слова: педагогика, психология, обычай, традиция, воспитание, социализация, межличностные отношения, семья, личность, социализация, национальное воспитание, наследие наших предков, семейная жизнь, поведение, восточные нравы, ценности, культура, просвещение.

Key words: pedagogy, psychology, custom, tradition, education, socialization, interpersonal relations, family, personality, socialization, national education, heritage of our ancestors, family life, behavior, oriental manners, value, culture, enlightenment.

KIRISH

Bolalarni Tarbiyalashda Milliy Urf-Odat va An'analarning Pedagogik-Psixologik Xususiyatlari: Bolalarni tarbiyalash jarayonida milliy urf-odat va an'analar muhim o'rin tutadi. Har bir xalqning o'ziga xos tarixi, madaniyati va qadriyatlari mavjud bo'lib, ular tarbiya jarayoniga sezilarli ta'sir ko'rsatadi. Milliy urf-odat va an'analar bolalar uchun axloqiy me'yorlar, ijtimoiy munosabatlar va shaxsiy xulq-atvor qoidalarini o'rgatishda samarali vosita bo'lib xizmat qiladi. Ushbu maqolada milliy urf-odat va an'alarining pedagogik-psixologik xususiyatlari haqida batafsil to'xtalib o'tamiz.

Milliy Urf-Odat va An'analarning Ahamiyati.

1. Identifikatsiya: Bolalar milliy urf-odat va an'analar orqali o'zligini angelaydi, milliy madaniyatga oidligi hissini kuchaytiradi.
2. Axloqiy tarbiya: Urf-odatlar va an'analar orqali bolalarga halollik, mehnatkashlik, hurmat, kattalarga hurmat ko'rsatish kabi axloqiy qadriyatlar singdiriladi.
3. Ijtimoiylashuv: Milliy an'analar ijtimoiy me'yorlarni o'rgatadi, jamoada o'zini tutish qoidalarini o'rgatadi.
4. Ma'naviy rivojlanish: Bolalar urf-odatlar orqali ma'naviy boyliklar, estetik did va hayotiy maqsadlarni angelaydi.

Pedagogik-Psixologik Xususiyatlari:

Motivatsiya: Milliy urf-odatlar va an'analar bolalarda milliy iftixor va motivatsiyani shakllantiradi. Masalan, Navro'z bayrami bolalarni tabiatni sevish, yangilanish va mehnat qilishga rag'batlantiradi. An'anaviy urf-odatlar bolalar uchun namunaviy xulq-atvorni ko'rsatadi. Qahramonlik, jasorat, fidoyilik kabi qadriyatlar milliy qahramonlar va afsonalar orqali tarbiyalanadi.

Shaxsiy xulq-atvorni shakllantirish: Urf-odatlar orqali bolalar shaxsiy xulq-atvor me'yorlarini o'rganadi, mas'uliyat, o'zini tuta bilish va sabr-toqat kabi sifatlarni rivojlantiradi. An'anaviy tadbirlar va marosimlar bolalarni muloqot ko'nikmalariga o'rgatadi, jamoada bir-biriga hurmat ko'ratish, mehr-muhabbatni rivojlantiradi.

Milliy Urf-Odat va An'analarning Tarbiyada qo'llanishi:

Ta'lim muassasalarida qo'llash: Maktab va maktabgacha ta'lim muassasalarida milliy bayramlar va an'analarni nishonlash orqali bolalarni milliy qadriyatlarga oid bilimlar bilan tanishtirish.

Oilaviy tarbiya: Oila doirasida milliy urf-odat va an'analarni saqlab qolish va bolalarni ushbu qadriyatlar asosida tarbiyalash.

Madaniy tadbirlar: Milliy bayramlar, festivallar va tadbirlar orqali bolalarga milliy urf-odat va an'analarni amaliy tarzda o'rgatish.

Adabiyot va san'at: Bolalar adabiyoti va san'ati orqali milliy qadriyatlar va an'analarni targ'ib qilish, bolalar uchun qiziqarli va o'rgatuvchi hikoyalar, ertaklar va she'rlar yaratish.

ADABIYOTLAR TAHLILI VA METODOLOGIYASI

Adabiyotlar tahliliga nazar tashlar ekanmiz, Buxoro davlat Universiteti talabasi Musinova Nozira Mirjadjanova talabasining "Oilada Bola Shaxsini Tarbiyalashda Milliy Qadriyatlarning Ta' siri va Ijtimoiy Psixologik Tavsifi" nomli maqolasida shularni keltirib o'tgan.

Tarixiy taraqqiyot bosqichlariga nazar tashlar ekanmiz, har bir jamiyat, davlat o'zining milliy qadriyatlarini rivojlantirmay hamda mustahkamlamay turib taraqqiy etmagan. O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev raisligida 2021-yil 19-yanvar kuni ma'naviy-ma'rifiy ishlar tizimini tubdan takomillashtirish, bu borada davlat va jamoat tashkilotlarining hamkorligini kuchaytirish masalalari bo'yicha o'tkazilgan videosektor yig'ilishida: "Agar jamiyat hayotining tanasi iqtisodiyot bo'lsa, uning joni va ruhi ma'naviyatdir. Biz yangi O'zbekistonni barpo etishga qaror qilgan ekanmiz, ikkita mustahkam ustunga tayanamiz. Birinchisi — bozor tamoyillariga asoslangan kuchli iqtisodiyot. Ikkinchisi – ajdodlarimizning boy merosi va milliy qadriyatlarga asoslangan kuchli ma'naviyat", – deb e'tirof etadilar. Taniqli psixolog E.Goziev ta'kidlagandek: "O'zbek oilasida tarbiya moshiyati, mazmuni, tarbiyaning kundalik va istiqbol rejasi, bolalarga ta'sir o'tkazish vositalarini tanlash va ulardan foydalanish o'ziga xos xususiyatga ega, chunki uning asosida xalq an'analari yotadi. O'zbek xalqining etnopsixologik xususiyatlaridan unumli foydalanish - XXI

asrda yashash nasib etgan odamlarni barkamol shaxs sifatida tarkib toptirishda muhim rol o'ynaydi. Xuddi shu boisdan ham xalqimizning milliy ruhiyatidagi bunday urf-odatlar, an'analar, udumlar kelajak avlodga obida, meros tariqasida qoldirilishi muqaddas burchdir.

MUHOKAMA va natijalar

Bolalarni tarbiyalashda milliy urf-odat va an'analarning pedagogik-psixologik xususiyatlari jamiyatning madaniy merosi va qadriyatlarini avlodlarga yetkazishda muhim o'rin tutadi. Ushbu urf-odat va an'analar bolaning shaxsiyati, axloqiy-ruhiy rivojlanishi, ijtimoiy muhitga moslashuvi hamda milliy o'zlikni anglash jarayonlarida asosiy rol o'ynaydi.

Madaniy merosni saqlash va rivojlantirish: Milliy urf-odat va an'analar bolalarga ota-bobolarining hayoti, urf-odatlari, qadriyatlari va tarixini o'rgatish orqali madaniy merosni saqlashga xizmat qiladi. Bu, o'z navbatida, bolalarning milliy g'urur va vatanga sadoqat tuyg'ularini rivojlantiradi. Ko'pgina milliy urf-odatlar va an'analar axloqiy tarbiyani o'z ichiga oladi. Masalan, kattalarni hurmat qilish, mehnatsevarlik, halollik, mehr-oqibat kabi fazilatlar an'anaviy oilalarda avloddan-avlodga o'tib keladi va bolalarga ushbu qadriyatlar bolalikdan singdiriladi.

Oilaviy tarbiya: Milliy an'analarning aksariyati oilaviy tarbiya jarayonida namoyon bo'ladi. Oilada o'tkaziladigan bayramlar, marosimlar, va turli tadbirlar bolalarga ijtimoiy ko'nikmalarni o'rgatadi, oilaviy birdamlikni mustahkamlaydi va o'zaro hurmat tuyg'usini rivojlantiradi. Urf-odatlar jamoatchilikda bolalarni tarbiyalashda ham muhim ahamiyatga ega. Masalan, mahalla, qo'shnilar va keng jamoatchilik bilan munosabatlar o'rnatish, kattalardan o'rnak olish bolalar uchun ijtimoiylashuv jarayonini osonlashtiradi. Milliy urf-odat va an'analar bolalarning o'z milliy o'zligini anglashida katta rol o'ynaydi. Bu orqali bolalar o'zlarini milliy madaniyatning bir qismi sifatida his qilishadi va bu his-tuyg'u ularning kelgusidagi hayotida muhim asos bo'ladi.

Bolalarni tarbiyalashda milliy urf - odatlarni o'rni bunda bolaning tarbiyasi jihatdan ham vatanga bo'lgan muhabbatni oshirishga ham yordam beradi. Unda qadriyat meros tushunchalari paydo bo'ladi. Milliy urf odatlarni o'rganishdagi psixologik o'ziga xoslik va pedagogik metodlarni ahamiyati ham muhimdir.

Pedagogik metodlar: Milliy urf-odatlar va an'analardan foydalanish pedagogik metod sifatida ham ahamiyatlidir. Masalan, xalq o'yinlari, maqollar, matallar va dostonlar bolalarning ma'naviy va intellektual rivojlanishiga xizmat qiladi.

Psixologik o‘ziga xoslik: Milliy urf-odat va an‘analarning psixologik ta‘siri ham sezilarli. Bolalar o‘z xalqining urf-odatlari va qadriyatlarini o‘zlashtirib, o‘z-o‘ziga ishonch, ijobiy xulq-atvor va ijtimoiy moslashuvchanlik kabi psixologik xususiyatlarni rivojlantiradi.

XULOSA

Xulosa qilib aytganda, bolalarni tarbiyalashda milliy urf-odat va an‘analardan foydalanish pedagogik-psixologik jarayonning ajralmas qismi bo‘lib, bu nafaqat bolalarning ma‘naviy va axloqiy tarbiyasiga, balki ularning shaxsiy va ijtimoiy rivojlanishiga ham katta hissa qo‘shadi. Milliy urf-odat va an‘analar bolalar tarbiyasida muhim rol o‘ynaydi. Ular bolalarga axloqiy, ma‘naviy va ijtimoiy qadriyatlarni o‘rgatishda samarali vosita hisoblanadi. Milliy urf-odat va an‘analarni ta‘lim va tarbiya jarayoniga kengroq jalb etish orqali bolalarda milliy iftixor, ma‘naviy boylik va ijtimoiy xulq-atvor ko‘nikmalarini rivojlantirish mumkin. Shu tariqa, biz kelajak avlodni milliy qadriyatlarga sodiq, madaniy va ma‘naviy boy shaxslar sifatida tarbiyalaymiz.

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