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

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USEFUL WAYS FOR CLASSIFYING HOMONYMS AND POLYSEMYS.

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Abstract: In this article the information is given about Some useful ways which can be helpful while classifying Homonyms and Polysemys in English lexicology with clear examples .

Key words: Homonym, Homophones, Homographs, Erymology, Semantic analysis.

A **homonym** is a word that has the same pronunciation or spelling as another word but has a different meaning. Homonyms can be divided into two categories: homophones and homographs.

1. Homophones: These are words that have the same pronunciation but different meanings and spellings. For example:

- "to," "too," and "two"
- "their," "there," and "they're"
- "flower" and "flour"

2. Homographs: These are words that have the same spelling but different meanings and pronunciations. For example:

- "bow" (a knot) and "bow" (a gesture of respect)
- "lead" (to guide) and "lead" (a heavy metal)
- "tear" (to rip) and "tear" (a drop of liquid from the eye)

Homonyms can sometimes create confusion or ambiguity in communication, especially in written form, as the intended meaning may not be clear without additional context.

Polysemy refers to a linguistic phenomenon in which a single word or phrase has multiple related meanings. In other words, a polysemous word has evolved to have different senses or interpretations that are conceptually connected. These various meanings often stem from a common origin or have developed over time through semantic shifts.

Unlike homonyms, which are distinct words with unrelated meanings, polysemous words have related meanings that can be connected through a shared concept or underlying semantic relationship. The different senses of a polysemous word are typically related in some way, and understanding the context or usage can help determine the intended meaning.

For example, consider the word "**bank.**" It can refer to:

1. A financial institution where people deposit and withdraw money.
2. The land alongside a body of water, such as a riverbank.

Both of these meanings are related to the concept of "bank," which involves a notion of accumulation or a raised edge. The context in which the word is used helps to disambiguate the intended meaning. Polysemy is a common feature of natural languages, and it allows for nuance, flexibility, and richness of expression. However, it can also lead to ambiguity and challenges in understanding, particularly when the context is unclear or when different interpretations are possible.

Determining whether a word is a homonym or exhibits polysemy involves a combination of linguistic analysis, contextual information, and the perspective of linguists and lexicographers. Here are some approaches we can use:

1. Etymology and historical analysis: Linguists and lexicographers often trace the historical development of words to understand their origins and how different meanings have emerged over time. By examining the etymology and historical usage of a word, they can identify whether the various meanings arose independently (homonyms) or share a common origin or concept (polysemy).

2. Semantic analysis: Linguists analyze the semantic relationships between different meanings of a word. They look for connections in terms of metaphorical extensions, conceptual associations, or shifts in meaning. If the different senses of a word are related through a common underlying concept or theme, it suggests polysemy. If the meanings appear unrelated and have distinct conceptual domains, it suggests homonymy.

3. Corpus analysis: Linguists and lexicographers study large collections of language data, known as corpora, to examine how words are used in different contexts. By analyzing the patterns of word usage and the associations between meanings, they can gain insights into whether a word is used as a homonym or exhibits polysemy. Corpus analysis helps identify the contexts in which different meanings are likely to occur and how they are related.

4. Native speaker intuition: Linguists and lexicographers often rely on the intuitions of native speakers, who have a deep understanding of the language and its nuances. They may conduct surveys, interviews, or collect judgments from native speakers to determine how they perceive the relationships between different word meanings. Native speaker intuitions can provide valuable insights into the polysemy or homonymy of words.

5. Consensus within the linguistic community: Determining whether a word is a homonym or exhibits polysemy can sometimes be subjective and debated among linguists. The consensus within the linguistic community plays an important role in defining and categorizing words. Through scholarly discussions, research papers, and publications, linguists establish conventions and classifications that help distinguish between homonyms and polysemous words.

It's worth noting that the distinction between homonymy and polysemy is not always clear-cut, and there can be cases that are open to interpretation. The categorization of words may vary depending on the linguistic framework or theoretical perspective employed.

In summary, homonyms are words with different meanings that may or may not share the same spelling or pronunciation, whereas polysemy refers to a single word having multiple related meanings that share the same spelling and pronunciation.

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Boshlang‘ich ta‘limda innovatsion faoliyatni rivojlantirish

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Annotatsiya: Ushbu maqolada boshlang‘ich ta‘limdagi innovatsion faoliyatni rivojlantirish zaruriyati to‘g‘risida fikr yuritilgan.

Kalit so‘zlar: innovatsion, texnologiya, konsepsiya, manbalar, metodik, pedagogik jarayonlar, innovatsion o‘qitish, psixologik.

Kirish

O‘zbekiston Respublikasi Prezidenti Sh.Mirziyoyev Oliy Majlisga murojaatnomasida 2018-yilga “Faol tadbirkorlik, innovatsion g‘oyalar va texnologiyalarni qo‘llab-quvvatlash” yili deb nom bergan edi. Davlatimiz rahbari innovatsiyaning ahamiyati to‘g‘risida quyidagilarni ta’kidladi:

“Innovatsiya bu-kelajak degani. Biz buyuk kelajagimizni barpo etishni bugundan boshlaydigan bo‘lsak, uni aynan innovatsion g‘oyalar, innovatsion yondashuv asosida boshlashimiz kerak”.¹ Ushbu jumlar barchamizga birdek mativatsiya ulashgan holda, ta‘limdagi innovatsion faoliyatni rivojlantirishga bo‘lgan talabimizni oshirishga turtki bo‘ladi.

Adabiyotlar sharhi.

Innovatsion ta‘lim tushunchasi birinchi bor 1979-yilda “Rim kulubi” da e’tirof etilgan. Shu bilan bir qatorda buyuk mutafakkir Alisher Navoiy o‘zining Xamsa asarida kelajakdagi innovatsion g‘oyalarni ko‘ra bilgan.

Masalan, Farhod va Shirin “ dostonida Farhod birinchi bor Shirinni sehrlil ko‘zgu yordamida ko‘rib qoladi. Bu esa hozirgi kundagi oynayi jahon , ya’ni televizorga ishora qiladi. Bugungi kunda esa, Navoiy viloyati Xatirchi tumani boshlang‘ich sinf o‘qituvchisi Umarova Fariza Xuvaydullayevna ham ushbu mavzu doirasida o‘zining shaxsiy qarashlarini ifoda etgan deb aytsak, mubolag‘a bo‘lmaydi.

¹ Shavkat Miromonovich Mirziyoyev nutqidan

Muhokama.

Bugungi kunda ilg‘or xorijiy tajribalariga ijodiy yondashgan holda, amaliyotga joriy etish, zamon talabiga mos ravishda ta‘lim jarayonlarini mustaqil fikrlovchi, dunyoqarashi keng, milliy va umuminsoniy qadriyatlarga ega shaxslarni tarbiyalash, ularni dunyoning eng rivojlangan mamlakat yoshlari bilan bellasha oladigan darajaga yetkazish ta‘lim tizimi oldidagi dolzarb masalalar qatoridan joy olgan.

Ta‘lim-tarbiya jarayonida dars samaradorligini oshirish, o‘quvchilar bilimini mustahkamlash, o‘quvchilarning darsga qiziqishlarini oshirishda innovatsion texnologiyalar va interaktiv metodlarni qo‘llash tobora keng tus olmoqda. Bunday metodlarni qo‘llash ta‘lim samaradorligi va ta‘sirchanligini oshiradi, o‘quvchilarning o‘qish motivlarini o‘stiradi. “Innovatsiya” inglizcha innovatoin yangilk yaratish, yangilik ma‘nolarini anglatadi.

Bunda an‘anaviy ta‘limdagi kabi bir xillik asosida emas, balki yangiliklar asosida ta‘lim, jarayonining ta‘sirchanligini oshirishga qaratilgan ish shakllaridan foydalaniladi.

Mashg‘ulotlar, jarayonida pedagogik texnologiyalarga asoslanish va innovatsiya yaga intilish, o‘quvchilarni faollashtirishga qaratilgan turli interaktiv metodlardan foydalanish ta‘lim maqsadini muvaffaqiyatli amalga oshirishga yordam beradi. Ta‘lim jarayonini innovatsion metodlardan foydalanib tashkil etish uchun, avvalo, darsning rejasi va loyihasi aniq ishlab chiqilishi zarur. Dars loyihasini tuzishda o‘qituvchi o‘zining ish shakllari va o‘quvchilarning ko‘nikmani, egallash jarayonidagi ishlari doirasini aniq belgilab olishi lozim. Shuningdek, qanday o‘qitish metodlaridan foydalanishi ham muhim ahamiyatga ega.

O‘qitish metodi – ko‘zlangan maqsad, yoki rivojlantirilgan aniq bir maqsadga erishish yo‘lidagi amallar ketma-ketligidir. “Interaktiv”- inglizcha so‘z bo‘lib, “o‘zaro harakat qilmoq” degan ma‘noni bildiradi.

— Interfaol ta‘lim

— doimiy muloqatga asoslangan metodlar tizimi;

— birgalikda o‘qish va faol ishtirok etishdir. Bu — o‘zaro harakat, ya‘ni hamkorlik asosida o‘qitish demakdir.

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Buyuk faylasuf Konfutsiy 2500 yil oldin shunday degan:

“Eshitganimni yoddan chiqaraman, ko‘rganimni eslab qolaman, mustaqil bajarsam tushunib yetaman”.

Biz darslarda o‘quvchilar bilan birgalikda, juftlikda, guruhlarda ishlashda j
uda ko‘plab
interaktiv metod va mashqlardan — “Guruhlarda ishlash”, “Taqdimot», yangi m
avzuni bayon
qilishda “Kichik ma‘ruza”, “Rolli o‘yin”, “Aqliy hujum”, “Charxpalak” metodlari
dan va
“Hamma, hammaga o‘rgatadi”, “Mevalar salati,” “Impuls” “Hayot yo‘li”, “Vaziy
atlar” “Aql charxi” mashqlaridan foydalanishimiz mumkin.

Bunda o‘quvchilar ta‘lim olish jaroyonida
guruhlarda, hamjihatlikda ishlaydilar, mustaqil bajaradilar va eslab qoladilar. Bu
nda birinchi navbatda o‘quvchilarda do‘stona kelishuv va hayotiy ko‘nikmalar
shakllantiriladi.

“Do‘stona kelishuv” — intizom, faollik, o‘zaro hurmat, o‘ng qo‘l qoidasi,
ijodkorlik, ijodiy jarima, reglament (aniq, qisqa, lo‘nda fikrni bayon qilish)

“Hayotiy ko‘nikmalar” –muloqat qila olish, ijodiy fikrlash, stress holatdan
chiqib ketish, his-tuyg.,ularni jilovlay olish, muammolarni hal qila olish, o‘z-ozini
tahlil qila olish, qaror qabul qilish, tanqidiy fikrlash.

Natija.

Mana shunday dolzarb masalalarga yechim topish uchun turli xil metodikalardan
foydalanish maqsadga muvofiqdir. Darsda ta‘lim maydonini tashkil qilish uchun:

- 1.O‘quv jarayonida va maktabni tugatayotgandan keyin bolalarni ijtimoiylashishga hissa qo‘shish;
- 2.Sinfda o‘qituvchi va talaba o‘rtasida sifat jihatidan yangi munosabatlarni o‘rnatish;
- 3.Aniq bir natijani olishga yo‘naltirish;

Innovatsion texnologiyalar o‘qituvchiga quydagilar orqali foyda beradi:

- * Interaktiv texnologiyalar;
- * Dizayn texnologiyasi,loyiha ishi;

Innovatsion texnologiyaladan dars jarayonida foydalanishning o‘ziga xosligi
shundaki, ular o‘qituvchi va o‘quvchilarning birgalikdagi faoliyati orqali amalga
oshiriladi.O‘qitish jarayoni o‘qituvchi va o‘quvchilar faoliyatini o‘z ichiga oladi.

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O‘qituvchining faoliyati o‘quv materialini bayon qilish, o‘quvchilarning fanga bo‘lgan qiziqishini orttirish, fikrini teranlashtirish va e‘tiqodini shakllantirish, o‘quvchilarning mustaqil mashg‘ulotlariga rahbarlik qilish, ularning bilim, ko‘nikma va malakalarini tekshirish hamada baholashdan iborat.

Xulosa qilib aytganda, ilg‘or innovatsion g‘oyalarni quydagilar orqali e‘tirof etish mumkin:

1. O‘qituvchilarda ijodkorlikni shakllantirishning muhim pedagogik sharti uni mustaqil bilim olish va ijodiy fikrlashga yo‘naltirish;
2. O‘qituvchilar orasida ijodiy muhitni shakllantirish;
3. Ma‘naviy-ruhiy holatni oshirish;
4. Tashkiliy metodikani kuchaytirish;
5. Psixologik chora-tadbirlarni qo‘llash;
6. Darsda o‘quvchilar o‘z qobiliyati va imkoniyatlarini namoyish qilish;
7. Jamoa bilan ishlash malakasiga ega bo‘lish;
8. O‘zgaralar fikrini hurmat qilish ;
9. Ta‘lim sifatini oshirishga xizmat qiladi, shu bilan birga darsning samaradorligini ham ta‘minlab beradi.

Foydalanilgan adabiyotlar

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**MUSIQA TA'LIMI, UNING RIVOJLANISH TARIXI VA BUGUNGI
KUNDAGI TALABLAR**

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Annotatsiya. Maqolada musiqa ta'limi, uning rivojlanish bosqichlari, bugungi kunda musiqa ta'limining turlari, yo'nalishlari, insonning musiqa faoliyati bosqichlari, musiqaning asosiy badiiy vositalari, musiqa ijodiyoti, ijrochiligi va tinglanishi musiqa faoliyatining musiqa tarbiyasi, musiqa ta'limi kabi turlari, musiqiy tanqid bilan birga jamiyat musiqa madaniyati tizimini tashkil etish, o'zbek musiqa merosida to'rt asosiy mahalliy uslub, musiqa tarixi, nazariyasi va ijrochiligiga doir turli namunalardan kuylash, musiqa tinglash, musiqa savodi, musiqa tahlili va adabiyoti elementlari, musiqa darsi o'quvchilar tomonidan bajariladigan turli musiqiy faoliyatlar, o'quvchilarda musiqa madaniyatini shakllantirish masalari haqida so'z boradi.

Kalit so'zlar: musiqa, ijod, ijro, tinglash, nafosat, ijodkorlik, dunyoqarash, mustaqillik, tashabbuskorlik, tayanch o'quv reja, kompetensiya, musiqiy savodxonlik, tasavvur, bilim, malaka, ko'nikma, san'at, hayotga hissiy munosabat, musiqiy-estetik did, tanqidiy saralash.

Аннотация. В статье рассматривается музыкальное образование, этапы его развития, виды, направления музыкального образования на сегодняшний день, этапы музыкальной деятельности человека, основные художественные средства музыки, музыкальное творчество, исполнение и слушание такие виды музыкальной деятельности как музыкальное воспитание, музыкальное образование, организация системы музыкальной культуры общества наряду с музыкальной критикой, четыре основных местных стиля в узбекском музыкальном наследии, элементы пения, прослушивания музыки, музыкальной грамоты, музыкального анализа и литературы из различных образцов истории, теории и исполнения музыки, урок музыки рассказывает о различных

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музыкальных занятиях, выполняемых учащимися, о вопросах формирования музыкальной культуры у учащихся.

Ключевые слова: музыка, творчество, перформанс, аудирование, изысканность, креативность, мировоззрение, самостоятельность, инициатива, базовый учебный план, компетентность, музыкальная грамотность, воображение, знания, умения, навыки, искусство, эмоциональное отношение к жизни, музыкально-эстетический вкус, критическая квалификация.

Annotation. The article covers music education, stages of its development, types, directions of music education today, stages of musical activity of a person, the main artistic means of music, musical creativity, performance and listening types of music activities such as music education, organization of a system of musical culture of society with musical criticism, singing from various samples of the four main local styles, music history, theory and, the music lesson talks about the various musical activities performed by students, the Masas for the formation of musical culture in students.

Keywords: music, creativity, performance, listening, elegance, creativity, worldview, Independence, Initiative, basic training plan, competence, musical literacy, imagination, knowledge, competence, skills, art, emotional attitude to life, musical-aesthetic taste, critical sorting.

Musiqa bu yunon tilidan olingan bo‘lib, “mousiche” “muzalar san’ati” - inson hissiy kechinmalari, fikrlari, tasavvur doirasini musiqiy tovush ton, nag‘malar izchilligi yoki majmui vositasida aks ettiruvchi sanat turi. Uning mazmuni o‘zgaruvchan ruhiy holatlarni ifodalovchi muayyan musiqiy badiiy obrazlardan iborat. Musiqa insonning ko‘tarinkilik, shodlik, zavqlanish, mushohadalik, g‘amginlik, xavf-qo‘rquv kabi turli kayfiyatlarini o‘zida mujassamlashtiradi. Bundan tashqari, Musiqa shaxsning kat’iyatlik, intiluvchanlik, o‘ychanlik, vazminlik kabi irodaviy sifatlari bilan birga uning tabiatini ham o‘zida yorqin aks ettiradi. Musiqaning ushbu ifodaviy tasviriy imkoniyatlari yunon olimlari — Pifagor, Platon, Aristotel va Sharq mutafakkirlari - Forobiy, Ibn Sino, Jomiy, Navoiy, Bobur, Kavkabi, tasavvuf arboblari Imom G‘azoliy, Kalobodiy Buxoriylar tomonidan yuqori baholangan, sharh va ilmiy tadqiq qilingan.

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Musiqaning odam ongi va hissiyotiga ta'sir etishning ajoyib kuchi uning ruhiy jarayonlarga hamohang bo'lgan jarayon - muayyan jarayonli tabiati bilan bog'liqdir. Musiqa asarlari mazmunida badiiy g'oyalar umumlashgan holda berilib, musiqali obrazlarning o'zaro taqqoslanish, to'qnashuv, rivojlanish munosabatlari jarayonida shakllanadi. Mazkur jarayonning xususiyatlariga ko'ra musiqa mazmuni turli — epik, dramatik, lirik belgilarga bo'linadi.

Lirika musiqa tabiatiga ancha yaqin bo'lib, insonning ichki dunyosi, ruhiy holatlarini ifodalaydi. Musiqa mazmuni - shaxsiy, milliy va umumbashariy badiiy qiymatlarning birligidan iborat bo'lib, bunda ma'lum xalq, jamiyat va tarixiy davrga xos ruhiy tarovat, sur'at, ijtimoiy fikr va kechinmalar umumlashgan holda ifodalanadi. Musiqa shakllari har bir davrning ma'naviy-ma'rifiy talablariga javob bergan holda, ayni vaktida inson faoliyatining ko'pgina jamoaviy tadbirlar, odamlarning o'zaro etik va estetik ta'sir etish, muloqot qilish jarayonlari bilan mushtarakdir.

Musiqa asosiy vazifasi insonning axloqiy va estetik didini shakllantirish, hissiy tuyg'ularini rivojlantirish, ijodiy qobiliyatlarini rag'batlantirishdan iborat.

Nutq, tovushli signal berish va tovushli-ma'noli jarayonlar singari, musiqa ham muayyan ma'lumotlarni sadolar vositasida ifodalash imkoniyatiga ega. Jumladan, tovushlarning baland-pastligi, ingichka-yo'g'onligi, uzun-qisqaligi, kuchliligi va vositalar yordamida odamning ichki holatini ifodalash imkoniyati jihatidan musiqa nutq intonatsiyalariga o'xshaydi. Ammo, san'at turi sifatida musiqa faqat ungagina xos bo'lgan xususiyatlar badiiy-estetik maqsadlarni ko'zlashi, mazmun va shakl badiiy qiymat sifatida kasb etilishi, ayniqsa, musiqa tovushlarining muayyan musika tizimlarida tashkil etilishi bilan nutidan farq qiladi. Dunyoning aksariyat xalqlari musiqa madaniyati, jumladan, o'zbek musiqa folklori, an'anaviy musiqa va bastakorlik ijodiyotida lad asosini turli ko'rinishdagi diatonika tashkil etadi.

Musiqada asosiy badiiy vosita — kuydir. Musiqa asosiy ogzaki an'anadagi uslublarida kuy badiiy obrazning yagona va tugal musiqiy ifodasi hisoblanadi. Musiqa asaridagi kuylar rivoji uning kompozitsiyasini tashkil etadi. Musiqa shakli asar mazmunining moddiy tajassumi va vujudga kelish vositasi bo'lib xizmat qiladi. Musiqa asarlari shakliga muntazam takrorlanuvchi tarkib va unsurlar xos bo'lib, bular badiiy mazmundagi o'zgaruvchanlik, harakatchanlik kabi xususiyatlarga ma'lum darajada ziddir. O'zaro aloqa va birlik doirasidagi bunday dialektik ziddiyatlar musiqa asarini yaratish va ijro etish jarayonida hamisha xilma-xil ravishda o'z yechimini

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topadi. Turli xalqlar musiqa madaniyati va an'analarida musiqaning barkaror va beqaror unsurlarining o'zaro munosabatlari ham o'zgachadir. An'anaviylik mezoniga asoslangan og'zaki yo'nalishdagi musiqa uslublarida muayyan badiiy mazmun, estetik qoidalar bilan birga musiqa asarlari shakliga asarning ijro etish vaqti, joyi, sharoiti o'z ta'sirini o'tkazadi. Individual badiiy obrazlarni ifodalashga qaratilgan yozma an'anadagi kompozitorlik san'ati asarlari esa ko'proq aynan musiqiy rivojlanish qoidalariga, ya'ni tugallangan, yaxlit va barqaror shakllarga asoslanadi. Shuning uchun, kompozitorlik musiqada mazkur shakllarni ifodalashga hamda obyektiv holatda saqlashda asosiy omil bo'lgan nota yozuvi muhim o'rin tutadi.

Musiqa inson madaniyatida va jamoaviy hayotda o'ziga xos o'ringa egadir. U dam olish va ko'ngil ochish paytlari, turli marosim, bayram, bazm va sayillar, diniy va rasmiy tadbirlar, ommaviy va harbiy yurishlar, sport mashklari va mehnat jarayonida muayyan vazifalar bajaradi. Shuning uchun Musiqa asarlari o'z mazmuniga muvofiq holda bir nechta uslub, tur va janr guruhlariga ajratiladi. Jumladan, alla, zikr, marsiya, sarbozcha, vals, marsh, messa kabi janrlar hayotdagi maishiy sharoitlar bilan bog'liq bo'ladi. Ashula, dastgoh, cholg'u kuy, maqom yo'llari, konsert, miniatyura, romansda estetik ta'sir o'tkazish vazifalari asosiy o'rin tutadi. Janrlar, o'z navbatida, diniy musiqa, yoshlar musiqasi, maishiy musiqa, ommaviy musiqa, harbiy musiqa, kamer musiqa, simfonik musiqa, xor musiqasi kabi musiqa turlariga birlashadi.

Tarixiy, milliy, mahalliy, shaxsiy musiqa uslublari ham musiqiy tafakkur tarzi, ohang, ritm, shakl kabi musiqiy unsurlarni o'ziga qamrab olib, muayyan bir davr yoki milliy madaniyatga mansub bo'lgan turli janrdagi asarlar umumiyatini aks ettiradi.

Insonning musiqa faoliyati asosan 3 bosqichda amalga oshiriladi:

1. Ijod
2. Ijro
3. Tinglash

Har bir bosqichda asarning mazmun va shakli uzgacha kurinishga ega bo'ladi. Ijod bosqichida badiiy g'oya va shakl muallif ongida mushtarak holda tug'iladi. Ijro jarayonida shakl va mazmun ijrochi tomonidan uning dunyokarashi, estetik tasavvurlari, shaxsiy tajriba va maxrratiga mos ravishda uzgartiriladi. Musiqa ixlosmandlari ham ijro etilayotgan asarni uzlarining xususiy didi, hayotiy va badiiy tajribasiga asoslanib qabul qilishadi. Shunday qilib, musiqa faoliyati hamma bosqichlarda ijodiy tabiatga ega buladi.

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Ular “ustoz-shogird” munosabatlari jarayonida uzlashtirgan yoki nota yozuvi yordamida o‘rgangan asarlarni jonli ravishda tinglovchilar oldida talqin etadilar. Musiqiy folklor tizimida musiqa namunalari omma ongining badiiy mahsuloti sifatida yuzaga kelib, havaskor qo‘shiqchi, sozanda yoki jamoaviy tarzda ijro etiladi. Musiqa ijrochiligi mussha cholg‘ulari hamda inson ovozk vositasida amalga oshiriladi. Bular yakka tarzda, ansambl, xor, orkestr kabi birikma shakllarida namoyon buladi.

Musiqa ijodiyoti, ijrochiligi va tinglanishi musiqa faoliyatining musiqa tarbiyasi, musiqa ta’limi kabi turlari, musiqiy tanqid bilan birga jamiyat musiqa madaniyat i tizimini tashkil etadi.

Buyuk Turon zaminida musiqa madaniyati va ijrochilik san’atining rivojlanishi qadim zamonlarga bog‘lanib ketadi. Buyuk sharq allomalari Muhammad Al-Xorazmiy, Abu Nasr Forobiy, Ahmad al Farg‘oniy, Abu Ali ibn Sino, Pahlavon Mahmud, Umar Hayyom, Mirzo Ulug‘bek, Zahiriddin Muhammad Bobur, Abdurahmon Jomiy, Alisher Navoiy, Pahlavon Muhammad, Najmiddin Kavkabiy, Darvish Ali Changiy va boshqa ulug‘ bobokalonlarimiz o‘zlarining risolalarida ijrochilik san’ati, musiqa ilmi va tarixi, cholg‘u sozlarining tuzilishi, ijroviy uslublari, san’atkorlik qonun - qoidalariga oid qimmatli ma’lumotlarni bayon etib ketganlar. Mashhur didaktik asar «Qobusnoma»da ham hofizlik va san’atkorlikning qoidalariga bag‘ishlangan alohida bob o‘rin olgan. O‘sha davrning buyuk olimi Maxmud Qoshg‘ariyning «Devoni lug‘otiy turk» asarida qadimiy turkiy xalqlarning xalq og‘zaki ijodi va qo‘shiqdari, bayram va marosimlaridagi mehnat qo‘shiqdari, qahramonlik qo‘shiqdari haqida namunalar berilgan bo‘lib, o‘sha zamonda qo‘shiqchilik janri rivoj topganini ko‘rsatadi.

O‘zbekistonda musiqa, asosan, xalq og‘zaki an‘anadagi professional musiqa sifatida qadimdan rivojlanib kelgan. O‘zbek musiqa merosida 4 asosiy mahalliy uslub mavjud. Jumladan,

1. Buxoro-Samarqand musika uslubi;
2. Xorazm musika uslubi,
3. Farg‘ona - Toshkent musiqa uslubi,
4. Surxondaryo-Qashqadaryo musiqa uslubi.

XX asrda o‘zbek va O‘rta Osiyo xalqlari musiqa merosini yozib olish va o‘rganish bo‘yicha muhim ishlar bajarildi, yuzlab nota to‘plamlari nashr etildi. Bastakor, xofiz va sozandalar o‘zbek musiqa merosi durdonalari Shashmakom, Xorazm makomlari, Faryuna-Toshkent makom yo‘llarini keng targ‘ib qilibgina qolmay, yangi cholg‘u kuy va ashulalar yaratdilar. 1930-1940-yillarda O‘zbekistonda avvallari bo‘lmagan yangi

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opera, balet, simfonik musiqa, kamer musiqa, konsert kabi musiqa janrlari yuzaga keldi. Ular, ayniqsa, 1950-1960-yillardan boshlab O‘zbekiston kompozitorlari ijodida keng rivoj topdi, shuningdek, ommaviy Musiqaaning estrada musiqasi, yoshlar musiqasi kabi yo‘nalishlari ham keng yoyildi.

Bugungi kunda musiqa ta‘limi tizimi O‘zbekiston Respublikasi Madaniyat vazirligi tasarrufida bo‘lib, uning tarkibida 311 ta bolalar musiqa maktablari, 3 ta maxsus akademik litsey, 30 ga yaqin san‘at, musiqa hamda madaniyat kollejlari, O‘zbekiston davlat konservatoriyasi, Toshkent davlat madaniyat instituti, Uyg‘ur nomidagi san‘at institutlari o‘z faoliyatini olib bormoqda.

Hozirda O‘zbekistonda Musiqa faoliyati asosan ijrochi jamoalar turli orkestr, xor va ansambllar, «O‘zbeknavo», Uzteleradiokompaniyasi tarkibidagi ijrochi guruxlar va yakkaxonlar hamda mustaqil ravishda ijrochilik bilan shug‘ullanayotgan ayrim xonanda va sozandalar tomonidan amalga oshirilmoqda.

2000-yilda Davlat ta‘lim standarti asosida tasdiqlangan umumta‘lim maktablari musiqa dasturi va o‘quv predmeti endilikda «Musiqa madaniyati» deb atalishi bejiz emas. Shu dasturga ko‘ra «milliy musiqa ta‘lim tarbiyaning maqsadi yosh avlodni milliy musiqa merosiga vorislik qila oladigan hamda umumbashariy musiqa boyligini idrok eta oladigan madaniyatli inson darajasida voyaga yetkazish», ya‘ni o‘quvchilarda musiqa madaniyatini shakllantirishdir. «O‘quvchining musiqiy madaniyati» tushunchasi keng qamrovli bo‘lib, quyidagilarni o‘z ichiga oladi: (o‘quvchining ijtimoiy-badiiy shaxsiy tajribasi – axloqiy estetik qarashlari, hissiyotlari, did va ehtiyojlari; (o‘quvchining musiqiy rivojlanganligi – musiqa san‘atiga qiziqishi, musiqaga emotsional munosabati, musiqiy kuzatuvchanligi, turli xil badiiy musiqa namunalariga bo‘lgan ehtiyoji; (o‘quvchining musiqiy bilimlari – musiqani idrok va ijro etish uchun lozim bo‘lgan tasavvur, bilim, malaka va ko‘nikmaga egaligi, san‘at va hayotga hissiy munosabati, rivojlangan musiqiy-estetik didi, musiqaga bo‘lgan tanqidiy saralash munosabati кабилар.

O‘quvchilarda musiqa madaniyatini shakllantirish maqsadida bir qator vazifalar belgilanadi:

- musiqiy ta‘lim-tarbiyani hayot bilan bog‘lab olib borish;
- o‘quvchilarning musiqa san‘atiga mehr, qiziqishlarini o‘stirish;
- musiqiy-badiiy didni va musiqa faoliyatlariga ehtiyojini rivojlantirish;
- musiqa haqida bilim, malakalar doirasini tarkib toptirish;

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- iqtidorli o‘quvchilarning musiqiy rivojlanishlari uchun sharoit yaratib berish va ularning badiiy ehtiyojini qondirish;

- musiqiy faoliyatlar jarayonida badiiy-ijodkorlik histuyg‘ularini rivojlantirish; o‘quvchilarda axloqiy-estetik qarashlarni tarbiyalash.

Musiqqa haqidagi bilimlarni tizimli ravishda o‘zlashtirish, malaka va ko‘nikmalarni shakllantirish, birinchi navbatda, bolalarda hissiy ta’sirchanlikni, musiqaga qiziqishni rivojlantirishga qaratilgan bo‘lishi lozim. «Tarbiyaning eng oliy ko‘rinishi – tuyg‘ular tarbiyasi» deb yozadi qozoq shoiri M.Shoxonov. Umumta’lim maktablarida musiqqa ta’limi aniq ishlab chiqilgan tizim asosida olib boriladi. Bu tizim o‘zaro bog‘langan tarbiyaviy, ta’limiy va rivojlantiruvchi vazifalarni o‘z ichiga oladi.

Musiqqa darsi - maktabda musiqqa o‘qitishni tashkil etishning asosiy shaklidir. Maktabda musiqiy to‘garaklar, fakultativ mashg‘ulotlar olib boriladi, ammo dars hamma bolalarni yalpi tarzda qamrab olishi sababli o‘z ahamiyatini yo‘qotmaydi.

Musiqqa darslari bir qator xususiyatlariga ko‘ra boshqa fanlardan farq qiladi:

- birinchidan – musiqqa darslari boshqa maktab fanlaridan o‘zining badiiyligi, bolalarda emotsional tuyg‘u va kechinmalar uyg‘otishi bilan ajralib turadi. Musiqqa ayniqsa, bolalarning aqliy va axloqiy rivojiga katta ijobiy ta’sir ko‘rsatadi. Ijobiy histuyg‘u insonning aqliy faoliyatini o‘stiradi. Fiziologlarning aytishicha, bola aqliy rivojining kaliti uning hissiyoti sohasida turadi. Musiqqa mashg‘ulotlari bolalarning badiiy qobiliyatlarini rivojlantirib, ularda ijodiy kuch, tasavvur, fantaziyani uyg‘otadi. Qadimdan ma’lumki, badiiy ijodiy tasavvur bilan ilmiy fikrlash o‘rtasida katta bog‘liqlik bor. V.Belinskiy ayganidek: «Ilm va san’at mazmuni bir. Olim fikrlar tizimi asosida ishontiradi, ijodkor – obrazlar bilan. Ammo ikkalasi ham bir hil ishontiradi». Musiqiy asardan olingan emotsional ta’sir o‘qituvchining ifodali ijrosi, mimika, harakat, so‘z orqali yanada kuchayadi. Butun dars musiqqa bilan «sug‘orilgan» bo‘lishi lozim. Musiqqa-bolalar o‘qituvchi – darsning asosiy bo‘g‘inlaridir.

- ikkinchidan – u musiqqa tarixi, nazariyasi va ijrochiligiga doir turli namunalardan kuylash, musiqqa tinglash, musiqqa savodi, musiqqa tahlili va adabiyoti elementlaridan iborat;

- uchinchidan – musiqqa darsi o‘quvchilar tomonidan bajariladigan turli musiqiy faoliyatlarni o‘z ichiga oladi.

Boshlang‘ich sinflarda kuylash, musiqqa tinglash, musiqqa savodi, ritmik xarakterlar, bolalar cholg‘ularida ijro, ijodkorlik kabi faoliyatlar qo‘llanilsa, o‘rta

sinflarda dars asosan to‘rta faoliyat: tinglash, kuylash va musiqa savodi va musiqa ijodkorligi asosida olib boriladi.

Hozirda amalga tadbiiq etilgan bu yangi dastur mavzuli tuzilishiga ega, ya’ni yil, chorak va dars mavzulari, musiqaning «tili», boyligi, o‘ziga xos mazmuni, musiqa san’atining boshqa san’atlar – rang tasvir, adabiyot, raqs bilan bog‘liqligini muayyan ketma-ketlik asosida yoritib beradi. Darsda o‘quvchilar o‘zbek xalq musiqasi, o‘zbek kompozitorlarining yorqin ajoyib asarlari va jahon musiqasining namunalari bilan tanishadilar. O‘zbek mumtoz musiqa merosining nodir asarlari bilan tanishish va o‘zlashtirish o‘quvchilarda musiqa madaniyatini shakllantirishning asosi bo‘lib xizmat qiladi.

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Differences between British and American culture

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Abstract

A cultural shift is among the most crucial things you need to get ready for when relocating from the UK to the USA, other from packing your belongings. Understanding the differences between these two nations can be crucial while adjusting to life overseas, from language and social customs to perspectives on time management and even educational systems. This article will compare and contrast the cultures of the UK and the USA, highlighting the similarities and contrasts between the two countries and offering advice on how to modify your lifestyle after moving abroad to the USA.

Keywords: Fall-autumn, vacation-holiday, law, voting rights, speech freedom, dialects, higher education

Although both nations use English as their first language, there are minor variances in vocabulary, spelling, and pronunciation. American English is used in the USA, whereas British English is typically used in the UK. Various terms for the same thing (holiday vs. vacation, for example), how some words are spoken (tomato, for example), regional accents in both nations, spellings of words with the same meaning (color, for example), and variations in date formats are a few examples.

Vocabulary: Despite the fact that both nations speak English, there are some notable vocabulary disparities between them. One often cited example is that, although we in the UK take “holidays,” people in the USA are more likely to take “vacations.” Additionally, the UK refers to the following season after summer as the “autumn,” whereas the USA generally uses the term “fall.” Furthermore, a lot of terms have distinct meanings depending on the country you are in. For example, in the USA, you would refer to what the British call trousers, while in Britain, you would say “put on

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your pants,” which would indicate your underwear. Be careful what you say because there are a lot of these terms, some of which could make you feel embarrassed!

Pronunciation and Accent: Due to regional dialects within each nation, there are also pronunciation differences between British and American English. The way Americans typically pronounce the word “tomato,” as in “tomayto,” is a famous example of this, as demonstrated by the way Brits pronounce the same word.

The dialects of the two nations also differ greatly, ranging from the gentle Southern drawls that are prevalent throughout much of America's South East to the distinctive New England accent of Bostonians, which contains some peculiar regional vocabulary.

There are variations between US and UK English while writing. Certain words with similar meanings have various spellings. For instance, the word “color” is spelled differently in the UK and the USA. Other nouns also have US spellings that omit the letter “u.” American date formats differ from British date formats, which are day/month/year (01/02/2023) and month/day/year (02/01/2023), respectively.

An essential consideration when relocating from the UK to the USA is language. This adjustment can be made easier by being aware of the variations in writing style, terminology, pronunciation, and accent.

When it comes to timeliness, work-life balance, and workplace timetables, the US and the UK have comparable standards. Flexible work schedules, allowing employees to start earlier or later based on their needs, have also been embraced in the US.

Being on time is highly regarded in the USA and the UK. On the other hand, being late is far more acceptable in the USA in some social settings, including parties, even though it's becoming more typical in the UK to be “fashionably late.” In the corporate world, punctuality is anticipated for meetings and appointments, and deadlines are treated seriously in both nations. Individuals who don't follow these guidelines could be viewed as unprofessional or untrustworthy.

Workplace schedules and expectations: While most offices in both nations are open Monday through Friday from 9 a.m. to 5 p.m., many US companies have implemented flexible work schedules that let workers arrive early or late based on their needs. Although not quite as typical in the UK today, this kind of schedule may gain traction in the future as attitudes toward work-life balance and remote employment continue to change. The UK and the USA have quite different attitudes about time management, including differences in expectations at work and timeliness.

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The political systems of the USA and the UK are very diverse from one another; each has its own distinct laws, rules, policies, voting rights, and leadership styles.

In the UK, a constitutional monarchy is in place where the reigning monarch is the Head of State but has limited powers. The Prime Minister leads the government while Parliament makes laws that apply to all citizens. In contrast, the US has a federal system of government with an elected President as Head of State who holds executive power over both state and federal governments. Congress is responsible for making laws which are then enforced by state governments.

Voting Rights, Laws, Rules, and Speech Freedoms

Citizens eighteen years of age or older have the right to vote in both countries, although in some American states, some categories, including felons or people without permanent residency, may not be allowed to vote. While the constitutions of both nations provide the right to free expression, other liberties differ, and UK legislation is more easily amendable than US law because of the procedures involved. The Human Rights Act of 1998 in Britain, which permits peaceful protest, and the Bill of Rights in the United States, which permits public meetings, have different assembly and petitioning rights.

While there are certain parallels between the political systems and governmental structures of the UK and the USA, there are also numerous notable distinctions in terms of governance practices, laws, liberties, and voting rights.

The elementary, secondary, and tertiary education systems in the US and the UK differ. While academic skills and elective courses are prioritized in the US, the UK places more emphasis on core topics and extracurricular activities. UK students take tests at the secondary level at age 16, but US students must finish college preparation courses in order to be admitted to universities.

The US and UK have very different primary school curricula. English, math, science, and the humanities are among the basic disciplines that students in the UK are expected to learn. A vast array of extracurricular activities, including music, art, and sports, are also available to them. US schools, on the other hand, place more of an emphasis on the development of academic skills, particularly reading and numeracy. Additionally, elective course options may differ based on the state or district in which the student is enrolled.

Differences in the Secondary School Curriculum: The secondary school curricula in the two nations differ noticeably once more. In most cases, the UK system requires

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students to take GCSE exams at age 16 before going on to A Levels or comparable credentials at age 18 in order to meet university entrance requirements. In the meanwhile, kids in the US usually enroll in a college preparatory program that consists of taking the SAT and ACT exams in order to get admitted to college as well as finishing coursework in subjects relating to their chosen field of study, such as business or science.

Differences in the Higher Education System: In the United States, university education—also referred to as college—is characterized by a number of differences. The first is the average time required to finish a degree; a bachelor's degree in the UK typically takes three years, but it takes four years in the USA. A master's degree (1 year in the UK against 2 years in the USA) and a doctorate (3–4 years versus 5-7 years) follow this. Universities in the UK often focus on lectures and may only offer a single final test, but universities in the USA are more likely to assign multiple projects and papers throughout the course of the semester.

Healthcare: General taxes support the UK's National Health Service (NHS), which provide healthcare services. All residents of the UK are eligible for free healthcare at the point of service. In the United States of America, most healthcare is supplied by private insurance firms, and it is the responsibility of the individual to acquire their own health insurance.

Transport: The United Kingdom is renowned for its vast rail network and its public transport networks, which comprise the London Underground. Its road system is likewise highly developed. Private car ownership is more prevalent in the USA, which boasts a wide network of highways and roads. Cities have different public transit networks.

Cultural Differences: Because of their respective histories, customs, and influences, the UK and the USA have very different cultures. These distinctions are evident in things like cuisine, sports, traditions, and social mores. Compared to their American counterparts, individuals in the UK are typically more courteous and reserved. The British place a great value on tradition and emphasize history and ancestry. Americans, on the other hand, are frequently perceived as being more vocal and open-minded when it comes to sharing their thoughts and beliefs. When meeting someone for the first time, individuals in the UK are typically more formal and shake hands, whilst people in the USA are typically more casual. Even if they have just recently met, Americans often frequently use first names while addressing others. You

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are more likely to talk about the weather than your income when you meet someone in the UK because it is considered unpleasant to discuss personal concerns like salary.

Dining customs and table manners: When it comes to table manners, the UK is often more formal than the US. For instance, in Britain, it's considered rude to begin eating before waiting for everyone at the table to be served. US dining etiquette, on the other hand, is generally less formal; most individuals begin eating as soon as their food is brought, without waiting for others to join them at the table, and meals are frequently consumed standing up at home rather than seated at the dinner table.

While local customs can influence public behavior in both nations, there are certain broad cultural distinctions between American and British cultures that should be taken into consideration before relocating abroad. For example, Americans may come out as friendlier and more laid-back when conversing with strangers in public settings like restaurants or stores, whereas British people tend to maintain a certain level of formality.

It should be noted that American and British cultures might differ greatly. There are numerous distinctions between these two nations, including those in language, social graces, time management attitudes, governmental systems, and educational frameworks. You can readily adapt to these cultural differences, though, if you do a little research and gain some understanding of both. A successful overseas move requires an understanding of the cultural differences between the UK and the USA.

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Semantic structure of English words

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Abstract

The meaning of words is essential to communicating information in language, which is a complicated system of communication. Words in the English language have a semantic framework that helps us decipher their meaning in relation to other words. This article examines the English language's semantic structure, illuminating the several elements that go into a word's overall meaning.

Key words: specialization, generalization, denotative, connotative, polysenmantic

Word Meaning:

A word's meaning is derived from its context and relationships with other words, rather than existing in a vacuum. Semantics is the study of how words carry meaning and how speakers perceive meaning. The study of word meaning falls under this category. There are other classifications of word meaning, such as literal (denotative) and associated (connotative) meanings. A word's meaning is subject to alter throughout time. It is possible to demonstrate lexical meaning changes by contrasting settings from various eras. We refer to this process of meaning transfer as lexico-semantic word-building. In these situations, a word's outside remains unchanged.

Lexical semantics is concerned with the meaning of individual words and how they fit into the overall structure of sentences. Words are categorized according to their semantic qualities and are linked to concepts within this framework. Words, for example, can be categorized as verbs, adjectives, adverbs, nouns, and so forth. Each of these word classes has unique semantic characteristics that aid in communicating particular meanings.

The fundamental components of word meaning are its semantic properties. They are the distinguishing qualities or features that establish a word's meaning and set it apart from other words. For example, attributes like animate, mammal, domesticated, and loyal can be applied to the word “dog”. These characteristics help us comprehend what a dog is and how it varies from other animals.

Terms are defined not only by their inherent qualities but also by the connections they have with other words. The relationships between words and how they add to the overall meaning of a sentence or discourse are referred to as semantic relations. Words with comparable meanings, words with opposite meanings, more specific or general words, and part-whole relationships, or hyponymy, are examples of common semantic relations.

The term “polysemy” describes words with several related meanings. For instance, the term “bank” can designate both the side of a river and a financial institution.

Semantic Structure of Polysemantic Words

The word **table**, e.g., has at least nine meanings in Modern English:

1. a piece of furniture;
2. the persons seated at a table;
3. *sing.* the food put on a table, meals;
4. a thin flat piece of stone, metal, wood, etc.;
5. *pi.* slabs of stone;
6. words cut into them or written on them (the ten tables);
7. an orderly arrangement of facts, figures, etc.;
8. part of a machine-tool on which the work is put to be operated on;
9. a level area, a plateau.

The various meanings that were previously addressed can be used to characterize each distinct meaning. We may break down the eighth meaning of the word table, for example, into its part-of-speech meaning, which is the noun's (which assumes the grammatical meanings of number and case) and its lexical meaning, which is divided into two parts. The connotational semantic component, which can be understood as a special stylistic reference of this particular meaning of the word table (technical terminology), and the denotational semantic component, which can be understood as

the dictionary definition (a component of a machine-tool on which the work is put). See also the Russian term планшайба, стол станка.

However, with polysemantic words, the main issue is not the examination of individual meanings but rather the relationship and interdependence of the several meanings inside the semantic structure of a single word.

A defining trait of any language's vocabulary is the presence of synonyms, which is intimately related to the word meaning issue. The definition of the word “synonyms” is the trickiest issue. There are numerous definitions of the term, but none that are agreed upon by everyone. Synonyms are traditionally described as words with different phonemes but the same or a similar meaning. However, there have been very serious criticisms of this definition.

The concept of “synonymy” is defined here, along with various synonymy criteria (identity of meaning, interchangeability), examples of differences in connotation, emotive coloring, style, etc. However, the primary flaw in this descriptive definition, as well as many others, is that there are no objective standards for “identity,” “similarity,” or semantic consistency. They are all predicated on the scholars' language intuitions.

According to the definition, words used to convey the common denotational meaning of members of a synonymic group in a dictionary should be the same; however, there may be variations in idiomatic usage, shades of meaning, implied connotation, and other aspects. Because hope, expectation, and anticipation all refer to “having smth in mind which is likely to happen,” they are all regarded as equivalent. However, expectations can be either positive or bad. Generally speaking, anticipation is the hope of something positive. Hope is a want for something to happen as well as a belief. There is also a noticeable stylistic difference. While native monosyllabic hope is stylistically neutral, the Romance words anticipation and expectation are formal literary terms used solely by educated speakers. Additionally, their idiomatic usage varies. In such rigid statements as to hope against hope, to lose hope, or to place one's hopes on something, only hope is feasible. The following passage from T. Eliot cannot be replaced with anticipation or expectation: “You don't know what hope is until you have lost it”.

SPECIALIZATION

When a term transitions from one area of communication to another, it does so gradually. For example, the word “case” has the generic meaning “circumstances in which a person or a thing is.” When employed in grammar (a form in the paradigm of a word), in law (a law suit), or in medicine (a patient, a disease), its meaning is specific. The context makes clear how these meanings differ from one another.

When a word is still used widely, its meaning can become more specific. When two absolute synonyms clash, one of them must retain its original meaning in order to continue using the language. For example, the native word “meat” originally meant “food,” and the compound “sweetmeats” retains this meaning. When the word “food,” which is its absolute synonym, prevailed in a battle of absolute synonyms (both terms are native), the meaning “edible flesh” was born. After the English verb “die” was imported from Scandinavia, the meaning of the English verb “starve” became more specific. Because the English language has both the noun “death” and the adjective “dead,” the verb “die” developed to have this wide meaning. The word “starve” originally meant “to die of hunger.”

The creation of proper names from common nouns is the third method of specialization; examples include the City, which is the business district of London, Oxford, which is an English university town, and the Tower, which was once a stronghold and palace before becoming a jail and now a museum.

Ellipsis is the fourth method of specialization. Typically, in these situations, we have a word group of the form “attribute + noun,” which is employed consistently in a certain circumstance. Because of this, the attribute can be removed and the noun can still have the meaning of the entire word group. For example, the adjective “roomy” and the word combinations “no room for,” “to take room,” and “to take no room” preserve the original meaning of “room,” which was originally intended to signify “space.” Because the words “dining room” and “sleeping room,” which respectively meant “space for dining” and “space for sleeping,” were frequently used together, the meaning of the word “room” became specialized.

GENERALIZATION

It is a process that goes against specialization; in certain situations, a word's meaning gradually expands.

Most often, a word will change from a concrete to an abstract meaning. For example, the word “ready,” which comes from the verb “ridan,” which means “ride,” used to signify “prepared for a ride,” but it now means “prepared for anything.” Originally meaning “one day trip,” the word “journey” was taken from French and now refers to “a trip of any duration.”

The auxiliary verbs “have”, “be”, “do”, “shall”, and “will” lose their lexical meaning when used as auxiliary verbs; for example, consider the sentences “I have several books by this writer” and “I have read some books by this author.” All auxiliary verbs are examples of their lexical meaning being generalized because they developed a grammatical meaning. The verb “have” in the first sentence means “possess,” while in the second, it has no lexical meaning and only forms the Present Perfect.

Understanding the meaning of words is crucial for effective communication in language. The study of semantics explores how words carry meaning and how speakers perceive that meaning. Word meaning is not static but can change over time, and this process is known as lexico-semantic word-building. Lexical semantics examines the meaning of individual words and their integration into the structure of sentences. Words are categorized based on their semantic qualities and are connected to concepts within this framework. The semantic properties of a word are its distinguishing features that define its meaning and differentiate it from other words.

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Comparative analysis of synonyms in English and Uzbek

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Abstract

This comparative analysis explores the concept of synonyms in English and Uzbek, two distinct languages with different linguistic characteristics. While English offers a wide range of synonyms due to its extensive vocabulary, Uzbek provides valuable alternatives that allow speakers to vary their language and convey precise meanings.

Key words: synonym, alternative, vocabulary, differences, linguistic characters

Language is a fascinating system that evolves and adapts to the needs and cultural contexts of its speakers. Synonyms, words that share similar meanings, form an integral part of any language. In this article, we will explore the concept of synonyms in two distinct languages: English and Uzbek. While English is a Germanic language with a vast vocabulary, Uzbek belongs to the Turkic language family. Despite their differences, both languages offer interesting insights into the world of synonyms.

Synonyms in English:

English is renowned for its extensive vocabulary and rich linguistic heritage. Synonyms play a significant role in providing nuance, variety, and precision in communication. We try to analyze some examples of synonyms in English:

- Big: In addition to “big,” one can use synonyms like “large,” “huge,” “enormous,” or “gigantic” to convey similar meanings. Each synonym may differ in usage, connotation, or level of intensity, allowing speakers to choose the most appropriate word for their intended meaning.

- Happy: Synonyms such as “joyful,” “delighted,” “pleased,” or “content” express varying degrees of happiness. These synonyms enhance expressive power, enabling speakers to convey shades of emotion and capture specific sentiments.
- Start: Alongside “start,” English offers alternatives like “begin,” “commence,” “initiate,” or “launch.” These synonyms provide flexibility and allow speakers to vary their language while maintaining the core meaning of initiating an action or process.
- Beautiful: In English, “beautiful” can be replaced with synonyms such as “attractive,” “lovely,” “stunning,” or “gorgeous.” These synonyms evoke different aesthetic qualities, enabling speakers to precisely describe something or someone’s appearance.
- Talk: Synonyms like “speak,” “converse,” “chat,” or “communicate” offer different shades of meaning when referring to verbal interactions. Each synonym may be used in specific contexts or carry different connotations, providing speakers with options to convey their intended message effectively.

Synonyms in Uzbek:

Uzbek, a Turkic language spoken primarily in Uzbekistan and neighboring regions, possesses its own set of synonyms. While the vocabulary may not be as extensive as English, Uzbek synonyms offer valuable linguistic variations. There are some examples of synonyms in Uzbek language:

- Katta: Uzbek synonyms for “big” include “ulkan,” “bahaybat,” “ulug’,” and “yirik.” These words convey the sense of size, weight, or thickness, allowing speakers to describe objects or concepts with precision.
- Xursand: Synonyms like “shod,” “xurram,” “hushnud,” and “xushvaqt” serve as alternatives for “happy” in Uzbek. These words capture different shades of joy, gratitude, or contentment, enabling speakers to express their emotional state accurately.
- Boshlash: In addition to “boshlash” (start), Uzbek offers synonyms like “boshlamoq,” “kirishmoq,” and “tutinmoq”. These synonyms provide linguistic variety when indicating the beginning or initiation of an action or process.

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- Chiroyli: Uzbek synonyms for “beautiful” include “go’zal,” “ko’rkam,” “xushro’y,” and “sohibjamol”. These words allow speakers to describe aesthetic qualities, elegance, or excellence, capturing different facets of beauty.

- Gaplashmoq: Uzbek provides synonyms such as “suhbatlashmoq,” “muloqot qilmoq,” and “so’zlashmoq” as alternatives for “talk.” These words reflect various forms of communication, whether through conversation, dialogue, or exchanging messages.

Conclusion:

While English and Uzbek belong to different language families and exhibit unique linguistic characteristics, the concept of synonyms is present in both languages. English, with its extensive vocabulary, offers a wide range of synonyms, allowing speakers to choose words that convey precise meanings, nuances, and emotions. Uzbek, though relatively compact in vocabulary, still provides valuable synonyms that enable speakers to vary their language and express themselves effectively. Exploring synonyms in different languages not only enhances our understanding of language diversity but also highlights the cultural nuances and linguistic richness within each language.

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CULTURE OF CENTRAL ASIA FROM 6 DIMENTIONS OF G. HOFSTEDE

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Abstract

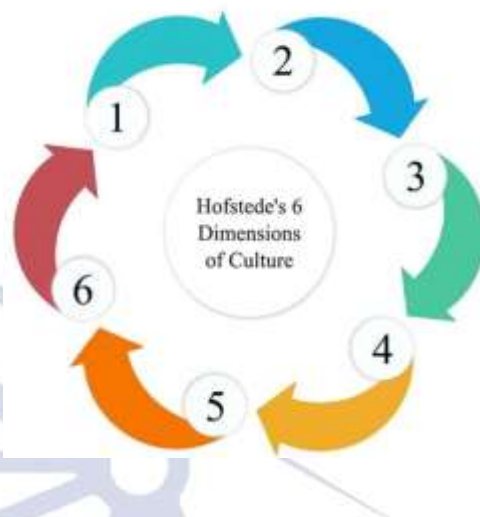
This article provides an analysis of the cultural characteristics of Central Asia based on Geert Hofstede’s six cultural dimensions: power distance, individualism vs. collectivism, masculinity vs. femininity, uncertainty avoidance, long-term vs. short-term orientation, and indulgence vs. restraint. Central Asian cultures generally exhibit high power distance, emphasizing hierarchical structures and respect for authority figures. They lean towards collectivism, prioritizing group harmony and loyalty to family and community. Central Asian societies also tend to exhibit a more masculine orientation, highlighting assertiveness and traditional gender roles. They demonstrate moderate to high uncertainty avoidance, seeking stability and adherence to established norms. Central Asians have a long-term orientation, valuing perseverance and cultural heritage. They lean towards restraint, emphasizing self-discipline and frugality. Understanding these cultural dimensions is crucial for effective cross-cultural communication and collaboration in Central Asia.

Key words:power distance, individualism, collectivism, masculinity, feminity, long-term orientation, short- term orientation, indulgence, restraint

Central Asia, comprising countries such as Kazakhstan, Uzbekistan, Turkmenistan, Kyrgyzstan, and Tajikistan, is a region known for its rich cultural heritage and diverse ethnic groups. This article aims to delve into the characteristics of Central Asian culture using Geert Hofstede’s six cultural dimensions: power distance, individualism vs. collectivism, masculinity vs. femininity, uncertainty avoidance, long-term vs. short-term orientation, and indulgence vs. restraint. By examining these dimensions, we can gain valuable insights into the cultural norms, values, and behaviors that shape Central Asian societies.

1. Power Distance:

Central Asian cultures generally exhibit a high power distance, emphasizing hierarchical structures and respect for authority figures. In these societies, there is a strong reverence for elders and leaders, and decision-making is often centralized within the upper echelons of society. Subordinates typically show deference to their superiors, and social status and age play significant roles in determining one's position in the hierarchy.



2. Individualism vs. Collectivism:



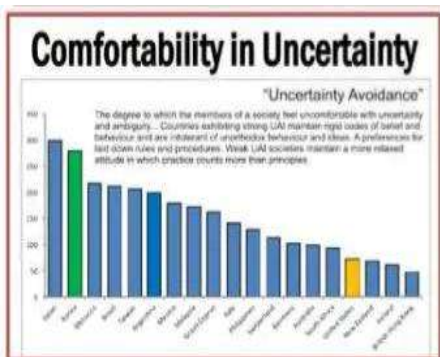
Central Asian cultures lean more towards collectivism, prioritizing group harmony and collective goals over individual needs. Family and community play vital roles, with strong bonds and mutual support. Loyalty to family, extended kinship networks, and community is highly valued, and individuals often derive their identity from these collective units.

3. Masculinity vs. Femininity:

Central Asian cultures tend to exhibit a more masculine orientation, emphasizing assertiveness, ambition, and achievement. Traditional gender roles are prevalent, with men typically occupying positions of authority and decision-making. However, it is important to note that Central Asian societies also value femininity, highlighting attributes such as nurturing, care, and modesty.



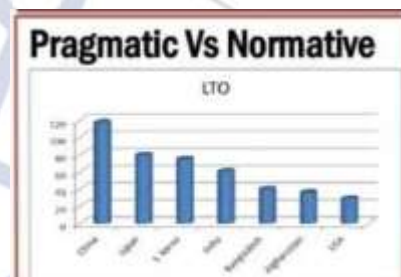
4. Uncertainty Avoidance:



Central Asian cultures generally demonstrate a moderate to high uncertainty avoidance, seeking stability, predictability, and rule compliance. Due to historical and geopolitical factors, Central Asian societies often prefer explicit rules, regulations, and formal procedures. Uncertainty and ambiguity are generally perceived as threats, and people strive to minimize them by adhering to established norms and traditions.

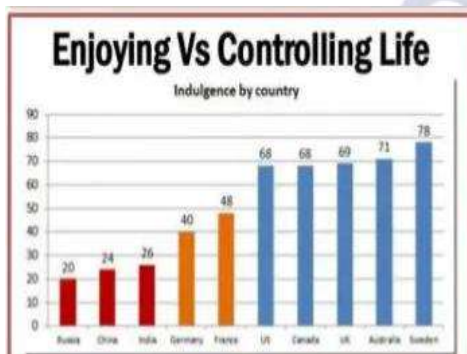
5. Long-term vs. Short-term Orientation:

Central Asian cultures typically exhibit a long-term orientation, emphasizing perseverance, thrift, and respect for traditions. Cultural heritage and intergenerational continuity are highly valued, and individuals prioritize sustainable development and the preservation of cultural values over immediate gratification or short-term gains.



This long-term perspective is deeply rooted in historical legacies and nomadic traditions.

6. Indulgence vs. Restraint:



Central Asian cultures tend to lean towards restraint, emphasizing the regulation of gratification and the importance of self-discipline. This characteristic is influenced by the region's historical nomadic lifestyle, where scarce resources required careful management and self-control. Central Asians value modesty, frugality, and self-restraint in their daily lives.

Conclusion:

Central Asia's culture, shaped by a combination of historical, social, and environmental factors, exhibits distinct characteristics across Hofstede's six cultural dimensions. Central Asian societies generally embrace high power distance, collectivism, masculinity, and long-term orientation. They also demonstrate moderate to high uncertainty avoidance and a tendency towards restraint rather than indulgence. Understanding these cultural dimensions is crucial for effective cross-cultural

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communication, collaboration, and business interactions in Central Asia. By recognizing and respecting these cultural traits, individuals and organizations can foster meaningful relationships and navigate the intricacies of Central Asian societies successfully.

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Importance of mother tongue science in primary grades

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ANNOTATION: (content of the article) - the article talks about the importance, necessity, purpose and tasks of mother tongue science in 1-2 grades and its connection with other subjects and the essence of teaching.

KEY WORDS: mother tongue, young generation, importance, future, student, pedagogue continuous, competence, science, knowledge, skill, qualification.

It is known that every subject taught to students in schools is important in the development of the young generation as a person who is perfect, knowledgeable, able to find his place in life, full of self-confidence, and useful to society. , elementary school students of the first and second grade, i.e. the younger generation, serves as an important foundation for the younger generations who have just taken their first steps on the threshold of knowledge . We can see the importance of science. Today, the attention paid to the education system, the wide opportunities created in this field and the new innovations impose a huge responsibility not only on the student, but also on every pedagogue. Educators consider the process of forming the creative maturity of each young generation to be mentally mature , physically mature, and mentally mature. Indeed, among the subjects taught in the 1st and 2nd grades of the primary school, the subject of the mother tongue occupies an important place . Without knowing the subject of the mother tongue well, without understanding the rules of sentences and words, mastering the rest of the subjects is difficult for every student. We can say that it will definitely cause difficulties for students. The mother tongue of each people is the language of the nation . It consists of words and concepts that tell about national values, preserved customs, and traditions. Mother tongue is the soul of this nation. The language is a national symbol. Preservation and development of the language, preservation of the essence of the language means the rise of the nation . We all know that in the old educational system, the subject of the mother tongue was not taught for the 1st and 2nd grades. the young generation who have not reached the threshold of

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school want to learn not only their mother tongue, but also a foreign language as soon as possible. These aspects require every teacher to work more on himself.

We can cite many of our expert pedagogues as an example of achievements in the field of education system in the Republic of Uzbekistan . For example, in the results of a number of scientific researches, such as Karimova Kasimova's "methodology of mother tongue teaching", Q. Husanboyev 's "literature as a factor of spirituality and independent opinion formation", U. Normatov's "Actual problems of mother tongue teaching", the essence of mother tongue to the young generation collected information about. There is a saying among the people: what you seek, you will find an opportunity. Among our research, we used the study guides of our teachers above.

In all mother tongue classes, students spend time repeating their previous lessons in order to improve their knowledge and ability to improve their independent thoughts and ideas. In our time, the lessons are such that the student should not become a listener, and the teacher should not be exposed. at the same time it helps to strengthen. It is known that every lesson strengthened in the subject of the mother tongue is an important basis for the remaining subjects of the student. The current BU, in turn, is used to determine and take into account the knowledge acquired in the subject of the mother tongue. It is important to improve oral and written speech. The continuity of the actions from the very beginning will continue. because they are based on the foundations of literacy and moral education. That is why they should not get tired of the sacred word "LESSON" from the very beginning, that is, from the 1st or 2nd grade. In the 1st and 2nd grades, the subject of the mother tongue is especially distinguished. Through the lessons of the mother tongue, the student's literacy develops. He learns to write, write correctly and fluently without spelling mistakes, and how to use adverbs. This subject It is important for students to learn other subjects well later. First of all, it is necessary to be able to properly organize the science of the mother tongue in learning a number of features of students, such as increasing vocabulary, teaching them to think broadly, improve their oral and written speech in one form, and increase their consciousness. Teaching to think and think is one of the main tasks of the mother tongue science. it is very important that it is placed on the basis of That's why the main goal of teaching the language is to form creative thinking and independent thoughts of the young generation, to express their thoughts in written and oral form in a free and effective meaningful, logical way. Teaching to master is also aimed at expanding their horizons, educating them in the spirit of love for our motherland, the rich spirituality

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left by our ancestors, and our national traditions. In the 1st and 2nd grades, the state education standard requires age-related and necessary knowledge. The students of the 1st grade must be able to express their opinion in writing, independently. able to connect words to form sentences, create short text in sentences, write two types of 15-20 word dictation, know punctuation marks, use word spacing and the indicated the requirements for being able to visualize independently from the pictures are set. 2nd grade students in the subject of mother tongue; to express his opinion more widely independently, to be able to write a dictation of 35-40 words, to know all three forms of dictation, to be able to independently compose and write a text consisting of 4 to 5 sentences, and to pronounce it correctly. From this we can see that the gradual teaching of the subject of the native language and the acquisition of knowledge in terms of age ensure the continuity of this subject.

COMPETENCY is the ability to apply the acquired theoretical knowledge, practical skills and competencies in solving practical and theoretical problems encountered in everyday life. According to the level of knowledge acquired by each student in terms of age, according to his practical skills, according to the qualification activity, he can embody the processes of competence. means that they can prove their knowledge, and this forms self-confidence in students, develops students' thinking, and allows them to express themselves. It is necessary for the students to retain the necessary knowledge and skills with a deep understanding of their importance. Only then will the students become highly literate individuals in the future.

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CLASSIFICATION OF ENGLISH LANGUAGE HOMONYMS

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Abstract: This article addresses homonyms in the English language and how different scientists classify them. Many well-known foreign linguists, like Arakin, I. N. Kabanov, Arnold, Lyons and others, attempted to define homonymy and classify homonyms in the English language. English homonyms have separate grammatical forms but may have the same sound or spelling.

Key words: Homonymy, homonymous morphemes, terminology, full and partial homonyms, homonym categorization

The phenomena of homonymy is well developed in modern English. Many linguists are drawn to this phenomena in order to examine its challenges and attempt to identify homonyms in the English language. Despite the fact that homonymy has been studied for a long time, there is no widely agreed definition of homonyms or standard nomenclature in this field.

Awareness a foreign language requires a consciousness of homonymy since distinct grammatical forms may have the same sound or spelling. This is typically overlooked in the Russian language. Furthermore, recognizing homonyms is simply important in the practice of the English language, which has a far bigger quantity than the Russian language. Homonymy can be a difficulty in the communication process since it requires determining what exactly the meaning of the word matches to the context of speech. Word-homonyms are also an issue for the speaker, who is required to choose terms in order for his statements to be understood unambiguously.

The study of homonyms is particularly interesting because it allows you to monitor the word's historical meaning and how it evolves over time as language develops. Compared to other languages, modern English has a relatively high number of homonyms. Homonyms are always specific in different languages, and no analogy between

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homonymous groups occurs or can be formed due to their random character. The classification problem occupies an important role in the linguistic description of homonyms.

Materials and methods shows that numerous renowned linguists, including Arakin, Arnold, Lyons, Skeet, and Smirnitsky, have made attempts to define and categorize homonyms in the English language, each presenting their unique perspective on the concept.

Smirnitsky A. I. and Arnold I.V. proposed the most comprehensive classifications of homonyms. Smirnitsky categorized homonyms into full and partial, with three subgroups of partial homonyms. Arnold's classification covers 12 classes of homonyms. It is important to note that there were slight differences in the opinions of scientists regarding the understanding of homonymy in language. Some focused on the sound aspect of words, while others took a broader approach, considering both the sound and graphic forms of words. As a result, the dictionary-reference of linguistic terms by Rosenthal includes various types of homonyms such as lexical, grammatical, graphic, absolute, homophones, and homophorms.

According to result and discussion Arnold I.V. categorizes all homonyms as exactly homonyms, homophones, and homographs, but for a more comprehensive classification of exactly homonyms, he proposes the following 12 classes:

1. Partial homonyms with the same starting form but distinct paradigms (**light, noun, a flame - light, adjective, easy**);
2. Partial homonyms, with the same component word forms but not the original (**might - n. potency, power; might - Past Tense from may**);
3. Words in the same part of speech that differ in their original form but coincide in another form. This is a very rare case. (**Axe - axes, axis - axes**);
4. Different lexical meanings for the same basic form, but the same grammatical meaning in different paradigms. (**laid — lain, lie — lied—lied**);
5. Terms that differ in lexical and grammatical meaning but not in paradigm because they are immutable service terms (**for – preposition, for – conjunction**);
6. The most common sort of full homonymy has a different lexical meaning, although homonyms belong to the same part of speech (**spring - jump, spring - source, spring - season**);
7. Homonyms' lexical meanings share a common component (**before-prep., before-adv., before-conj.**);

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8. The most similar word pairs. Can be considered **variants of the same polysemantic term**;

9. Homonyms formed by the conversion of (**eye - noun, eye - verb**). If the meaning of the original term is known, one can guess what a derived word means;

10. Words from various parts of speech that coincide in one of their forms. Their similarity stems from a same root (**thought - noun, thought - verb**);

11. Lexical and grammatical meanings are similar, but the form differs. 12. A tiny collection of terms, primarily nouns with double plural and slightly distinct meanings (**brother — brothers, brother — brethren**);

I. V. Arnold's classification takes into account all features of the categorization as well as all types of homonymy, including very rare examples;

Kabanov I. N., on degree of identity, allocates three forms of coincidence of a sound and letter form of different words: full homonyms and incomplete homonyms (homophones and homographs).

Full homonyms are words that have identical sound and written forms but differ in meaning. Back, n "part of the body":: back, adv "away from the front":: back, v "go back"; ball, n "a round object used in games":: ball, n "a gathering of people for dancing"; bark, n "the noise made by a dog":: bark, v "to utter sharp explosive cries":: bark, n "the skin of a tree":: bark, n "a sailing ship"; base, n "bottom":: base, v "build a place upon":: base, a "mean".

Homophones are words that sound the same but have different spellings and meanings, such as: air:: heir; buy:: by; him:: hymn; knight:: night; not:: knot; or:: oar; peace:: piece; rain:: reign; steel:: steal; storey:: tale; and write:: right.

Homographs are words that have the same spelling but differ in meaning and pronunciation (both in terms of sound composition and the point of stress in the phrase), for example: bow[bou]:: bow[bau]; lead[li:d]:: lead [led]; row[rou]:: row[rau]; sewer [sou]:: sewer[sju]; and wind [wind]:: wind [waind].

Homofoms are different forms of words that sound similar (saw "jig-saw" and saw past form of the verb to see).

D. Lyons provides his own classification of homonyms, which is rather similar to the classical one: "First, let us introduce the concept of total homonymy. Absolute homonyms must satisfy the following three conditions (in addition to the obligatory minimum condition for all types of homonymy, the identity of at least one of the forms):

- (1) they must have different meanings,
- (2) have same forms, and

(3) be linguistically comparable.

Walter Skeet classified homonyms according to their graphic and sound shell. Based on this, he established three groups:

1. Absolute homonyms: Words with a similar sound and graphic shell.

“School can refer to both a huge group of fish and an educational institution.”

2. Homographs: Words that match graphically but have a distinct sound shell.

Bow [bau] - a bending of the head or body for respect, submission, assent, or salutation

A bow [bəʊ] is a weapon used to propel an arrow and is formed of a strip of flexible material (such as wood) with a cord connecting the two ends and holding the strip bent.

3. Homophones: Words with the same sound shape but distinct spellings.

Night - the interval between sunset and sunrise every 24 hours.

Knight - (in the Middle Ages) a man who served his sovereign or lord as an armoured mounted soldier.

Summing up, it should be emphasized that a single definition of homonyms, recognized by all linguists, has not yet been developed. There are different approaches to classifying homonyms that can be successfully applied to describe homonyms of different languages, in particular English. In the process of language communication, the phenomenon of homonymy can cause certain difficulties, which, however, are removed when considering the context of communication. In the English language throughout the history of its development, there have been and continue to be language changes associated with the phenomenon of homonymy.

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A Linguistic Study of Antonymy in English language

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Abstract.

The objective of this paper is to examine the concept of antonymy in English literature. The paper begins by highlighting the importance of this study, followed by providing a comprehensive explanation of antonymy and its categorization, supported by illustrative examples. The primary emphasis of the paper lies in exploring the utilization of antonymy in specific English texts from a linguistic standpoint. Abundant instances of antonyms are cited to enhance the clarity of the explanations, demonstrating that a deeper understanding and investigation of antonymy can greatly enhance the interpretation of various texts and contribute to the enrichment of literary expression.

Key words: antonymy, antonyms, English text, linguistic study, opposite, concept

Language is a complex and captivating system that allows humans to communicate and share ideas. Within this intricate web of words, antonyms hold a special place. Antonyms, or words with opposite meanings, are an integral part of language, enabling us to express contrasting concepts and add depth to our communications. In this comprehensive article, we will embark on a fascinating journey to unravel the power and significance of antonyms, exploring their types, functions, and examples

Antonyms, often referred to as opposites, are words that convey contradictory or contrasting meanings. They provide a linguistic framework to describe the world in terms of opposites, allowing for precise and nuanced expression. Antonyms play a crucial role in various forms of communication, such as literature, poetry, rhetoric, and everyday conversations. C.J. Smith created the term "antonymy" to mean the reverse of "synonymy." Many attempts have been made since 1867 to define "antonymy," however the term's definition often leans more towards illustration than explanation. To explain antonymy to others, for instance, it is more useful to use contrasts such as old against young, tall versus small, open versus closed, terrible versus good, etc. rather

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than providing a definition. However, it is challenging, if not problematic, to come up with a definition that might encompass all instances of antonymy.

Lyons (1977) defines “antonym” as the words which are opposite in meaning and “antonymy” as the oppositeness between words. For example, “buy” and “sell” is a pair of antonyms and the relation between these two words is termed as antonymy.

Types of Antonyms: antonyms can be categorized into different types based on the nature of their relationship.

1. Gradable Antonyms. The most prevalent form of antonymy is gradable antonymy. The gradable antonyms include antonym pairs such as tall/short, big/small, and hot/cold. It is evident that the majority of them are adjectives. The gradable antonymy is characterized by three things: first, it is gradable, meaning that the members of a pair differ in degree; second, antonyms of this type are graded in accordance with distinct norms; and third, one term from a pair—typically the term for the higher degree—serves as the cover term. (Hu, 2001, p. 164)

2. Complementary Antonyms: Complementary antonyms represent mutually exclusive concepts, where the presence of one implies the absence of the other. They often involve binary oppositions and are central to understanding the world in terms of dichotomies. Examples include day-night, on-off, alive-dead, and true-false.

3. Relational Antonyms: Relational antonyms describe a relationship in which one word implies the opposite of another. These antonyms rely on the context of the relationship to convey meaning. Examples include parent-child, teacher-student, buy-sell, and lend-borrow.

4. Converse Antonyms: Converse antonyms are pairs of words that indicate a relationship between two entities from opposite perspectives. They are used to express reciprocal or complementary actions or states. Examples include give-receive, employer-employee, lend-borrow, and buy-sell.

Egan (1968) describe these antonym pairs as pairs of words which include such a relationship that one of them cannot be used without suggesting the other. Therefore, we can see that there is a huge difference between converse antonymy and the other two subtypes of antonymy, that is, one should presupposes the other as for the two members that involved in an antonym pair. If there is a buyer, then there must be a seller.

5. Auto-Antonyms: Auto-antonyms, also known as contronyms or self-antonyms, are words that have multiple meanings, including opposite meanings. They can be

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confusing as a single word can convey contradictory ideas. Examples include overlook (to observe carefully or to ignore), sanction (to approve or to punish), and cleave (to split or to adhere)

The Importance of Antonyms: antonyms serve several important functions within language:

1. Precision and Clarity: Antonyms allow for precise and unambiguous communication. By using opposites, we can convey the exact opposite meaning of a word, eliminating ambiguity and ensuring clarity.

2. Vocabulary Enrichment: Understanding and utilizing antonyms expands our vocabulary. By learning antonyms, we gain a deeper understanding of words and their nuances, thereby enhancing our linguistic capabilities.

3. Expressive Writing: Antonyms are invaluable tools for writers. They enable authors to create vivid imagery, evoke emotions, and add complexity to their narratives. By employing antonyms, writers can paint a more vibrant and engaging picture in the minds of their readers.

Antonyms play a fundamental role in language, allowing us to express opposing meanings and enrich our communications. By understanding the different types of antonyms and their significance, we become more adept at conveying precise ideas and expanding our vocabulary. Antonyms are powerful linguistic tools that enhance our ability to communicate effectively, evoke emotions, and create vivid narratives. Antonymy helps the English textual cohesion. Employing antonyms in texts correctly reveals the oppositeness of the things and produces the strong sense of comparison. Therefore, writers are fond of and are good at employing the antonyms in their literature works, and it contributes to achieve characterization, scene description, statement of opinions, discussion and refutation. The linguistic study of antonymy in English texts helps readers understand and appreciate authors' intention much more easily. Teachers who emphasize the study of antonymy in class will find their students have a higher reading ability. However, the study of antonymy should not stop at linguistic level. Probing into the rhetorical function of antonymy may help us improve the ability of using language and heighten the effect of language output.

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GASTRONOMIK TURIZMNI RIVOJLANTIRISHNING LINGVISTIK XUSUSIYATLARI (ANDIJON VILOYATI MISOLIDA)

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Annotatsiya: Ushbu maqolada gastronomik turizm va uni rivojlantirishning lingvistik xususiyatlari Andijon viloyati misolida talqin qilinadi.

Annotation: In this article, gastronomik tourism and the linguistic features of its development are interpreted on the example of Andijan region.

Аннотация: В данной статье гастрономический туризм и языковые особенности его развития трактуются на примере Андижанской области.

Kalit soʻzlar: Gastronomik turizm, sayyoh, oshxona madaniyati, An'anaviy taomlar,

Gastronomik turizm, yoki oshxona turizmi, turizmning asosiy turlaridan biri boʻlib, asosiy maqsadi, sayyohlarning ma'lum bir mamlakatga sayohat qilishi asnosida, oʻsha davlatning milliy oshxonasi va ovqatlanish madaniyati bilan ham yaqindan tanishishidir. Gastronomik sayyoh, birinchi navbatda, madaniyatning ajralmas qismi hisoblangan, milliy va an'anaviy taomlarni, tayyorlash jaroyoni, dasturxonga totish usullari, ovqatlanish tartibi va pozitsiyalarini koʻrish bilan birgalikda, sayohat qilayotgan davlatining tarixini, iqtisodiyotini, davlat siyosati hamda mahalliy aholining eʼtiqodlarini oʻrganadi.

Gastronomik turizm, odatda ikki turga boʻlinadi;

1. Agroturizm, dala (qishloq) gastronomik turizmi; Sayohat qilayotgan davlatning, ekologik toza mahsulotlari (meva va sabzavotlar, poliz mahsulotlari, uzumchilik) ni, hosilini yigʻish yoki qadoqlashni oʻz koʻzi bilan koʻrish va mahsulotlarni taʼtib koʻrish tushiniladi.

2. Shahar gastronomik turizmi, mahalliy mahsulotlarni qayta ishlaydigan va ishlab chiqaradigan korxonalar, milliy taomlar tayyorlaydigan ovqatlanish shaxobchalarida, oziq-ovqat doʻkonlariga va boshqa obʼyektlarga, tashrif buyurib, ularni oʻrganish va taʼtib koʻrishni oʻz ichiga oladi.

Hozirgi kunga kelib dunyoning deyarli barcha mamlakatlarida gastronomik turizm

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rivojlangan. Misol uchun Bolgariya va Fransiya uzumchilik va vinochilik, Germaniya, Belgiya, Avstriya va Chexiya davlatlarida pivochilik, Italiya, Shvetsariya va Gollandiya bo‘lsa pishloqchilikka ixtisoslashgan hisoblanadi.

Bizning, yurtimizning gastronomik sayohati ko‘plab xorijlik sayyohlarimiz tomonidan doim yuqori baholanib kelinadi. Shu bilan birga mamlakatimiz National Geographic tanlovida eng yaxshi gastronomik yo‘nalish g‘olibi sifatida e’tirof etilgan.

O‘zbek oshxonalarida ko‘proq qo‘y go‘shidan foydalanish mol va ot go‘shiga qaraganda kamroq foydalaniladi, cho‘chqa go‘shidan esa Islom an‘analariga binoan qo‘llanilmaydi. Bizning oshxonalarimizda eng mashhur taomlardan palov, manti, do‘lma, hasip, tandir nonlar tayyorlanadi.

Eng mazali non O‘zbekistonda. Ko‘pgina o‘zbek taomlari ochiq olovda (o‘choqda) pishiriladi. Jumladan, Andijoncha palovga yetadigani yo‘q.

Andijonda yog‘li va yuqori kaloriyali taomlarni iste‘mol qilish odat tusiga kirgan. Ovqatdan so‘ng andijonliklar issiq choy ichishadi.

O‘zbeklar qo‘y go‘shiti, mol go‘shiti va ot go‘shitini (ot go‘shidan kolbasa – qazi) iste‘mol qiladilar. Asosan, Andijonda mol va qo‘y go‘shitlari iste‘mol qilinadi.

Andijonda mehmonlarni xushbo‘y choy bilan va nonni sindirib, kutib olishadi, mazali palov bilan esa kuzatishadi.

Maxsus choy marosimi (an‘anaga ko‘ra, “O‘zbek choyi” marosimida, mehmon oldida piyoladan choynakka uch marotaba choy qaytariladi, to‘rtinchisida esa mehmonga uzatiladi). O‘zbekistonning turli hududlarida choy ichish an‘analari bir-biridan farqli bo‘lishi mumkin.

Andijon viloyati O‘zbekistonning Sharqiy viloyatlaridan biri bo‘lib, gastronomik tourism nuqtai nazaridan ko‘plab farqlar va boyliklarni taklif etadi. Bu viloyat o‘ziga xos ta‘mi, taomlari va pazandalik madaniyati bilan e’tiborni tortadi. Andijon viloyatidagi gastronomik turizmning lingvistik xususiyatlarini quyidagicha umumlashtirish mumkin:

1. Til: Andijon viloyati O‘zbekistonning sharqida joylashganligi sababli o‘zbek turk tili mintaqaning asosiy tili hisoblanadi. Bu til gastronomik turizmga qo‘llaniladigan menyu va oziq-ovqat reklamalarida keng qo‘llaniladi. Turistlar mahalliy tilda uchraydigan tovush va harf xususiyatlarini aks ettirishi va sayyohlarga mahalliy lazzatlarni his qilishlari mumkin.

2. Ismlar va atamalar: Gastronomik turizmga oziq-ovqat va ichimliklarning nomlari hamda atamalari muhim ahamiyatga ega. Andijon viloyatida turli taom va

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ichimliklarning o‘ziga xos nomlari bor. Bu nomlar mahalliy tilda uchraydigan tovush va harf xususiyatlarini aks ettirishi va sayyohlarga mahalliy lazzatlar haqida ko‘proq ma'lumot berishi mumkin.

3. Targ‘ibot materiallari: Andijon viloyatida gastronomik turizmni rivojlantirish maqsadida turli reklama materiallaridan foydalaniladi. Ushbu materiallar mahalliy tillarda jurnallar, broshyuralar, veb-saytlar kabi turli ommaviy axborot vositalarida nashr etiladi. Tilshunoslik nuqtai nazaridan, mahalliy tildan to‘g‘ri foydalanish va mahalliy taomlarni to‘g‘ri tanishtirish muhimdir.

4. Retseptlarni tushunish: gastronomik turizmga sayyohlar mahalliy retseptlarni tushinishni va hatto mahalliy taomlarni o‘rganishni xohlashlari mumkin. Bunday holda, mahalliy tilni bilish juda foydali bo‘ladi.

5. Oziq-ovqat sayohatlari va seminarlari: Gastronomik turizmga oziq-ovqat turlari va seminarlari mashhur. Bunday tadbirlarda mahalliy tilni bilish sayyohlarga nima qilayotganlarini aniq tushunishga, mahalliy oshpazlar bilan muloqot qilishga va mahalliy oshxonaga haqida ko‘proq ma'lumot olishga yordam beradi.

6. Tarjimalar: Gastronomik turizmga menyu va aksiyalarda mahalliy taomlarni tarjima qilish muhim ahamiyatga ega. Turistlar mahalliy taomlar haqida ma'lumotga ega bo‘lishi va o‘z tanlovini amalga oshirishi uchun aniq tarjimalar amalga oshirilishi kerak. Gastronomik turizmni qo‘llab-quvvatlash uchun Andijon viloyatiga mahalliy tildagi taomlarni to‘g‘ri tarjima qiladigan tarjima xizmatlari kerak.

Natijada, gastronomik turizmga lingvistik xususiyatlari sayyohlar uchun mahalliy taom madaniyatini his qilishlari va mahalliy aholi bilan muloqot qilishlari uchun muhim ahamiyatga ega. Mahalliy til ko‘nikmalari sayyohlarga yanada boy gastronomik tajribaga ega bo‘lishga yordam beradi.

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Specificity of homonyms of the English

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Abstract:

The specificity of homonyms in English lies in the fact that they can create confusion in communication if not used correctly. For example, using the wrong homonym in a sentence can change the meaning entirely. It is important for English speakers and learners to understand the differences between homonyms and use them appropriately to convey the intended message.

To avoid confusion, it's important to pay attention to the context in which homonyms are used and to be mindful of their different meanings. Additionally, understanding the specific meanings and usage of homonyms can help improve communication and prevent misunderstandings.

Key words: origin, classification of homonyms, features of homonymy, sources, word formation, conversation

Homonyms are words that share the same spelling and pronunciation but have different meanings. They can cause confusion in language and are often a source of humor in literature and everyday communication. Homonyms can be classified into two main categories: homophones and homographs.

Homophones are words that sound alike but have different meanings and are often spelled differently. For example, "to," "too," and "two" are homophones because they sound the same but have different meanings and spellings.

Homographs, on the other hand, are words that are spelled the same but have different meanings and may or may not be pronounced the same. An example of homographs is "tear," which can mean a drop of water from the eye, or to rip something apart. They are spelled the same but have different meanings and pronunciations.

Homonyms can create ambiguity and confusion in writing and speech, particularly for language learners and in contexts where precise communication is essential. Understanding homonyms and their different meanings is crucial for effective communication and language comprehension.

In some cases, context or the addition of prefixes or suffixes can help clarify the meaning of homonyms. However, the potential for misunderstanding still exists, making it important for individuals to be aware of homonyms and their various meanings.

Some common examples of homonyms include:

- "Bat" (a piece of sports equipment) and "bat" (a flying mammal)
- "Wave" (a gesture with the hand) and "wave" (a disturbance on the surface of a body of water)
- "Bear" (an animal) and "bear" (to support or carry the weight of something)

Understanding homonyms and their distinctions is essential for clear and effective communication. In educational settings, teaching about homonyms can enhance language skills and help students communicate more precisely.

It's important to note that homonyms are just one aspect of the broader topic of homophones and homographs, which also include homophones, heteronyms, and heterographs, each with its own unique characteristics and linguistic implications.

Homonyms are words that have the same spelling and pronunciation but different meanings. There are two types of homonyms: homophones and homographs.

Homophones are words that sound alike but have different meanings, such as "to," "too," and "two."

Homographs are words that are spelled the same but have different meanings, such as "tear" (to rip) and "tear" (a drop of water from the eye).

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To avoid confusion, it's important to pay attention to the context in which homonyms are used and to be mindful of their different meanings. Additionally, understanding the specific meanings and usage of homonyms can help improve communication and prevent misunderstandings.

The specificity of homonyms in English lies in their potential to create ambiguity and confusion due to their shared spelling and pronunciation. As such, it's important to understand the different meanings and contexts in which homonyms are used in order to communicate effectively.

Here are a few ways to navigate the specificity of homonyms in English:

1. **Context:** Understanding the context in which a homonym is used is crucial for determining its intended meaning. Contextual clues can provide valuable information to help distinguish between homonyms with different meanings. For example, the sentence "I will read the book" can be interpreted differently based on the context. If spoken in the past tense ("I read the book"), the word "read" indicates that the action has already occurred. If spoken in the future tense ("I will read the book"), the word "read" indicates that the action is yet to occur.

2. **Part of Speech:** Paying attention to the part of speech of the homonym can also provide clues to its intended meaning. For example, "tear" can be a noun (a drop of water from the eye) or a verb (to rip something apart). Understanding whether the homonym is being used as a noun, verb, adjective, or adverb can help clarify its meaning.

3. **Prefixes and Suffixes:** In some cases, the addition of prefixes or suffixes to a homonym can alter its meaning. Understanding how these affixes modify the word can

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help disambiguate its meaning. For example, "bear" can be modified to "bare" or "bearing," each with distinct meanings and uses.

4. Visual and Written Context: In written communication, careful attention to the context, punctuation, and formatting can help to disambiguate homonyms. Additionally, visual aids such as diagrams, illustrations, and contextually relevant examples can assist in clarifying the intended meaning of the homonym.

Teaching about the specificity of homonyms in English can help learners develop their language comprehension skills and effectively navigate the complexities of homonyms. By providing real-world examples, engaging in activities that require critical thinking, and encouraging students to apply contextual understanding, educators can enhance students' ability to recognize and use homonyms appropriately in communication.

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Stress va kasbiy stress xolatining namoyon bo‘lish jihatlari

Bog‘bekova Dilnoza Shonazarovna- Xorazm viloyati IIB Ma‘naviy-ma‘rifiy ishlar va kadrlar bilan ta‘minlash xizmati boshlig‘ining Xotin qizlar masalalari bo‘yicha o‘rinbosari , podpolkovnik

Annotatsiya: Mazkur maqolada stress va kasbiy stress xolatining namoyon bo‘lish jihatlari, stress va kasbiy stress ta‘rifi, kasbiy stressni keltirib chiqaruvchi omillar, kasbiy stress turlari to‘g‘risidagi ma‘lumotlar bayon qilingan.

Kalit so‘zlar: stress , kasbiy stress, muloqot, “odam-odam” tizimidagi kasblar, yuksak xis-tuyg‘ular, kayfiyat, affektiv holat, mobillik.

O‘zbekiston Respublikasi mustaqillikni qo‘lga kiritib, jahonning rivojlangan davlatlari orasida munosib o‘rinni egallab, dadil qadamlar bilan ilgarilab borar ekan, shubhasiz shu mustaqillikni va uning porloq istiqbolini ta‘minlovchi omillarning ahamiyati tobora ortib boraveradi.

Barkamol avlod kamoloti g‘oyasini turmushga tadbiq etish uchun istiqloqlarning dastlabki kunlaridanoq milliy ma‘naviyat, milliy ta‘lim va tarbiya muammolarini hal qilishga jiddiy e‘tibor berilmoqda.

Hozirgi davrda yuksak qobiliyatli mutaxassislarni tayyorlashga nisbatan talab kun sayin ortib bormoqda. Modomiki, shunday ekan, alohida olingan iste‘dodli shaxslardagina emas, balki barcha mehnatkashlarning ijodiy imkoniyatlarini iloji boricha ko‘proq rivojlantirish zarurati yuzaga kelmoqda. Bunday sharoitda inson va uning intellektual salohiyatiga aloqador fanlarning roli ortib borishi har bir inson shaxsida mavjud yashiringan tarzda imkoniyatlardan foydalanish, ularni ro‘yobga chiqarish yo‘l-yo‘riqlarini nazariy jihatdan ishlab chiqish ehtiyoji namoyon bo‘lmoqda.

Bugungi kunda psixologlarni qiynayotgan muammolardan biri bu har bir soha vakillarida, ayniqsa “odam-odam” tizimidagi kasb egalarida uchraydigan kasbiy stress holatlarini iloji boricha to‘liq va mukammal o‘rganib chiqishdir. Yuqoridagilardan kelib chiqib, shaxsda kuzatiladigan stress va kasbiy stress holatlarini ilmiy jihatdan o‘rganish dolzarb hisoblanadi.

Stress inglizcha so‘zdan olingan bo‘lib, jiddiylik, keskinlik, zo‘riqish degan ma‘no anglatadi. XX asrning ikkinchi yarmidan boshlab keskin vaziyat tufayli vujudga keladigan emotsional holatlarni tadqiq etish psixologiya, fiziologiya, tibbiyot fanlarida

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keng ko‘lamda amalga oshirila boshlandi. Q.Turg‘unov lug‘atida stenik hisga quyidagi ta’riflar uchraydi: stenik hislar - shaxsning hayot faoliyatini kuch-g‘ayratining orttiradigan barcha bilish jarayonlarins faollashtiradigan ijobiy hissiyot turi.

Stress tushunchasining mazmuni mohiyati borasida qator ta’riflar uchraydi. Jumladan, A.V.Petrovskiy tomonidan stress-affektiv holatga yaqin turadigan, lekin boshdan kechirilishining davomiyligiga ko‘ra kayfiyatlarga yaqin bo‘lgan his-tuyg‘ulami boshdan kechirishining alohida shaklidir, deb ta’rif beriladi. Professor E.G‘ozievning Umumiy psixologiya darsligida yozilishicha, stress-og‘ir jismoniy va murakkab aqliy yuklamalarning me’yoridan oshib ketib, xavfli vaziyatlar tug‘ilganida, zaruriy chora-tadbirlani zudlik bilan topishga intilganda vujudga keladigan hissiy zo‘rig‘ishlar sifatida ko‘rsatiladi. Mana shunday sharoitlar va vaziyatlarning barchasini biron bir emotsiya turini ro‘yobga chiqaradi. Stress emotsional xolatining paydo bo‘lishi xamda kechishining psixologik xususiyatlarini aniqlash, nafaqat o‘qituvchilar, vrachlar uchun, balki sudyalalar, korxonalar raxbari, xarbiy soha xodimlari uchun ham aloxida ijtimoiy psixologik ahamiyat kasb etadi.

Psixologiya faniga stress tushunchasini olib kirgan kanadalik fiziolog G. Sels (1936) sanaladi. U stressni tadqiq qilishda moslashuv alomati masalasiga, uning faoliyatga ijobiy xamda salbiy ta’sir etishiga aloxida ahamiyat bergan. SHuningdek, ekstremal vaziyatlardagi, murakkab jarayonlardagi stressning o‘ziga xosligi, faoliyatni qayta tashkil qilishgacha olib borishi, shunga o‘xshash sharoitlarda shaxs xulqini bashorat etish imkoniyatlari G. Sele tomonidan o‘rganilgan.

Stress xolatida shaxsning xatti-xarakatlari o‘ziga xos tarzda o‘zgaradi, unda ko‘zg‘alishning umumiy reaksiyasi paydo bo‘ladi, uning xarakatlari tartibsiz ravishda amalga oshiriladi. Stressning kuchayishi esa teskari reaksiyaga olib keladi, natijada tormozlanish, sustlik, zaiflik, faoliyatsizlik ustuvorlik qila boshlaydi. Lekin stress xolatida fizio-logik o‘zgarishlar tashqi tomonidan qariyb ko‘zga tashlanmasligi mumkin. Biroq muammoni echishdagi qiyinchilik, diqqatni taqsimlashdagi sarosimalik stressning tashqi ifodasi deb taxmin qilinsa bo‘ladi. Shaxs stress holatida telefon nomerini adashtiradi, vaqtni chamalashda yanglishadi, ong faoliyati engil tormozlanadi, idrok ko‘lami torayadi va boshqalar.

Stress xolatida shaxsning psixologik xususiyatlari, turmush tarbiyasi, shakllangan malakasi muxim rol o‘ynaydi. Keskinlikning oldini olishda shaxsning oliy nerv faoliyati, nerv sistemasining xususiyatlari aloxida ahamiyat kasb etadi. Undagi yuksak

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xis-tuyg‘ular (mas‘uliyat, burch, javobgarlik, vatanparvarlik, sadoqat va xokazo) stress holatida xatti-xarakat buzilishshshsh oldini olishga xizmat qiladi.

Stressning turlaridan biri kasbiy stress bo‘lib, bir qator mutaxassisliklar uchun kasb stressi kunlik norma hisoblanadi, shuning uchun olimlar bu masalani batafsil o‘rganishga kirishmoqdalar. Kasbiy stress nafaqat mehnat qobiliyatiga ta'sir qiladi: immunitet pasayadi, surunkali kasalliklar yomonlashadi, shuning uchun unga qanday qarshi turishni o‘rganish muhimdir.

Kasbiy stress - ishdan (kasbdan) zavqlanishni to‘xtatadigan joydan boshlanadi. Biror ish uchun sog‘lom g‘ayrat har doim yoqimli charchoqni keltirib chiqarmoqda, ammo bu uning tirnash xususiyati va xiralik bilan aloqasi yo‘q. Ish kunining davomiyligi, muddati va rahbar talablarining noaniqligi bezovtalikni kuchaytiradi va asab tizimining tiklanishiga to‘sqinlik qiladi. Kasbiy stress sizni qulaylik hududidan uzoqlashishga majbur qiladi va faqat undan chiqmasin, u jismoniy sog‘liqqa zarar etkaza boshlaydi.

Hatto muvozanatli va bezovtalanadigan odam ham kasbiy stressni yuzaga keltirishi mumkin, sabablari juda boshqacha bo‘lishi mumkin. Surunkali «ofis» tushkunligining rivojlanishiga quyidagilar sabab bo‘lishi mumkin:

1. Jiddiy mas'uliyatni o‘z zimmasiga olish;
2. Ish vaqtiga rioya qilmaslik;
3. Kasbiy faoliyatda o‘zini realizatsiya(imkoniyatlarni to‘liq namoyon qilolmaslik) qilolmaslik;
4. Vazifalarning imkonsiz darajada ko‘pligi;
5. Muloqotning me‘yordan ortiqligi.

Kasbiy stressning oldini olish uchun quyidagilarga e‘tibor berishi kerak bo‘ladi:

- Mustaxkam sog‘lik hamda jismoniy sog‘lomlikni yaxshilashga qaratilgan ongli yondashuv (sog‘lom turmush tarzi, sport bilan muntazam shug‘ullanish) ;
- O‘z kuchi va qobiliyatlariga ishonish , o‘z-o‘zini baholashning yuqoriligi;
- Yuqori mobillik (muloqotga ochiqlik) , o‘ziga ishonish, mustaqillik, kommunikativlik, qiyin vaziyatlarda tezlik bilan qaror qabul qilish alakasi, shuningdek, kabi tajribaga ega bo‘lish;
- Hayotdan zavqlanish, o‘ziga , atrof dagilarga, hayotga, kelajakka nisbatan ijobiy munosabat va ishonchni yo‘qotmaslik.

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KICHIK MAKTAB YOSHI O‘QUVCHILARINING MANTIQUIY TAFAKKURLARINI SHAKLLANTIRISH METODIKASI

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Annotatsiya: Ushbu maqolada tafakkur va tafakkur shakllari haqida qisqacha ma’lumot berilgan hamda bir necha psixologlarning fikrlari bayon etilgan. Shuningdek, matematika darslarida boshlang‘ich sinf o‘quvchilarining mantiqiy fikrlash qobiliyatlarini o‘stirishda mantiqiy masalalarni qo‘llash orqali bolalarning mantiqiy tafakkurini shakllantirishga doir 1-sinf matematika darsidan 1 soatlik dars ishlanma ham keltirilgan.

Kalit so‘zlar: Tafakkur, tafakkur shakllari, tushuncha, hukm, xulosa, tahlil qilish, umumlashtirish, taqqoslash, mavhumlashtirish, aniqlashtirish, fikrlash, mantiqiy masala, sonli bog‘lanish.

Аннотация: В данной статье дается краткий обзор мышления и форм мышления, а также взгляды некоторых психологов. Существует также 1-часовой урок математики от математики 1 класса, чтобы помочь детям развить логическое мышление, используя логические задачи для развития своих навыков логического мышления в начальной школе.

Ключевые слова: Мышление, шкалы мышления, понятие, суждение, вывод, анализ, обобщение, сравнение, абстракция, уточнение, мышление, логическая задача, числовая связь.

Annotation: This article gives a brief overview of thinking and forms of thinking, as well as the views of several psychologists. There is also a 1-hour math lesson from Grade 1 Math to help children develop logical thinking by using logical problems to develop their logical thinking skills in elementary school.

Keywords: Contemplation, contemplation, concept, judgment, conclusion, analysis, generalization, comparison, abstraction, clarification, reasoning, logical problem, numerical connection.

O‘quvchilarning fikrlash qobiliyatini rivojlantirishga o‘rgatish jamiyat hayotida tub burilishlarni amalga oshiradi. Negaki mamlakatimizda yuksak e‘tiqodli, mustaqil fikrli, tashabbuskor, yuqori malakali mutaxassislarga katta ehtiyoj bor.

Ikki tipdagi o‘quvchining qobiliyatiga diqqatimizni jalb etamiz:

Arifmetikani oson o‘zlashtiruvchi o‘quvchilarning faolligi va fikrlashlarining egiluvchanligi, yangi masalaga yechish usulini topish zarur bo‘lgan muammo deb qarashlariga masala shartini analiz qilgan holda masalani yechishga shoshilmaslikda ravshanroq namoyon bo‘ladi. Masalaning ayrim tomonlarini yechishga kirishar ekan, masalaning to‘la shartini diqqat markazlarida tutadilar, ushbu amalni bajarish kerakmi, yoki kerak emasligini bir necha bor o‘z oldilariga qo‘yadilar. Doimo masalaning oxirgi savoli va masala shartidagi boshqa berilganlarni nazarda tutadilar.

Analizning eng qiyin turi o‘ziga xos, ya‘ni keyingi amallarga qaratilgan “Oldindan ko‘rish” tarzidagi hisoblash bo‘lib, buni o‘quvchilar boshlang‘ich sinflardayoq tushunib oladilar.

Arifmetikani o‘rganishda zaif qobiliyatga ega bo‘lgan o‘quvchilar bu holda odatda o‘quvchi o‘qituvchi qo‘ygan vazifadan chekinadi, uni o‘qitish bo‘yicha, shuningdek tarbiyaviy talablariga itoat etmaydi. Bu holni o‘qishning birinchi kunlaridayoq payqash mumkin.

Bunday bolalarni o‘quv jarayonida so‘nggi kuzatishlar shuni ko‘rsatadiki, ular o‘quv materialini sekinlik bilan o‘zlashtirish jihatidan farq qiladilar. Sinfning ko‘pchilik o‘quvchilari qo‘shish jarayonini bajarishda ancha takomillashgan birliklar guruhi bilan hisoblashishga o‘tganlar, bu bolalar esa elementar usul, ya‘ni bittalab sanash orqali hisoblashda davom etadilar. Yoki o‘quvchilarning ko‘pchilik qismi ismsiz hisoblashga o‘tganda, bu bolalar hisoblash jarayonida hali ham barmoqlaridan yoki tayoqchalardan foydalanadilar va hakoza.

O‘zlashtirishning bu susaygan holati fikrlash faoliyatining past darajasidan darak beradi. Dastavval yakunlash qobiliyatining bo‘shligi yorqin ta‘sir ko‘rsatadi. O‘quvchi

¹Prezident Shavkat Mirziyoyev olimlar, ilmiy-tadqiqot muassasalari rahbarlari va ishlab chiqarish sektori vakillari bilan uchrashuv. 31.01.2020 y.

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tayoqchadan foydalanib ko‘p marta, aytaylik 3 ni 4 ga qo‘shgan, hatto undan 3 qalamga 4 qalamni qo‘shsak necha qalam bo‘ladi? O‘qituvchi, u yoki “Bilmayman” deb javob beradi, yoki ularni qaytadan sanash uchun qalamlar tomon yugurib qoladi.

Hamma o‘quvchilarda o‘qishga ijobiy munosabatni, egiluvchan fikrlashning shakllanishini maqsad qilib qo‘yish lozim. Bu bilan ularning bunday shaxsiy xususiyatlaridagi farqni barobarlash mumkin. O‘quv va amaliy o‘quv hamda mahoratlarni shakllantirishda ham ana shunday vazifani qo‘yish kerak; hamma bolalarda bu xususiyat yanada yuqori darajagacha ko‘tarilishi kerak.

Individual – psixologik farqni kuchaytirish uchun uni chuqurlashtirish ustida gap bormoqda. Bu birinchi navbatda aqlning ma‘lum tarzda shakllanishi hamda ilmiy va badiiy ijodda yorqin namoyon bo‘lgan qobiliyatlari bilan bog‘liq shaxsiy tomonlariga taalluqli bo‘lishi kerak.

Bundan tashqari har bir o‘quvchida qandaydir kuchli tomoni bo‘lishi mumkin, u bilan ishlashda unga tayanish lozim. Yuqorida aytib o‘tilgan xususiyat egalari harakati psixologik nuqtai nazardan olib qaraladigan bo‘lsa, ularning tafakkuriga bog‘liq. Tafakkur qanday jarayon degan savol tug‘iladi.

Umumiy psixologiya darslarida tafakkurga turlicha ta’riflar berilgan. P.I.Ivanovning darsligida “Tafakkur insonning shunday aqliy faoliyatidir-ki, bu faoliyat voqelikni eng aniq, to‘liq, chuqur va umumlashtirib aks ettirishga, insonning yanada oqilona amaliy faoliyat bilan shug‘ullanishga imkon beradi” deb ta’riflaydi.

M.V.Galizo “Tafakkur voqelikning umumlashgan holda so‘z va o‘tmish tajriba vositalarida aks ettirilishi” ekanligini bayon qiladi.

A.V.Petrovskiy tahriri ostidagi darslikda tafakkurga ushbu shaklda ta’rif o‘z ifodasini topgan. Tafakkur ijtimoiy – nutq bilan chambarchas bog‘liq, muhim bir yangilik qoldirish, qidirish va ochishdan iborat psixologik protsessdir, boshqacha qilib aytganda tafakkur voqelikni analiz va sintez qilishda uni bevosita va umumlashtirib aks ettirish jarayoni.

O.K.Tixomirovning fikricha “Tafakkur bu – o‘z mahsuloti bilan voqelikni umumlashtirib bevosita aks ettirishni xarakterlaydigan umumlashtirish darajasiga va foydalanadigan vositalarga hamda o‘sha umumlashmalar yangiligiga bog‘liq ravishda turlarga ajratishdan iborat jarayon, bilish faoliyatidir”².

² Barkamol avlod orzusi- Toshkent.: 1999, 205- b.

E.G‘oziyev ko‘pchilik fikriga suyanan holda, tafakkurga quyidagi shartli ta‘rifni bergan. “Tafakkur atrof-muhitdagi voqelikni nutq yordami bilan bevosita umumlashgan holda aks ettiruvchi psixik jarayon ijtimoiy-sababiy bog‘lanishlarni anglashga yangilik ochishga va bashorat qilishga yo‘naltirilgan aqliy faoliyatdir”.

Normal insonni fikrsiz tasavvur qilib bo‘lmaydi. Har on, har daqiqada inson miyasi qandaydir fikrlar bilan band. Ularni tartibga solish, keragiga qaratish, ichki yoki tashqi nutq yordamida uni yechish - fikrlash jarayonidir³.

Tafakkur yoki fikrlashning quyidagi shakllari yoki mahsuli mavjud:

Tushuncha - tafakkurning shunday shakli yoki mahsuliki, u narsa va hodisalarning eng umumiy va xarakterli xususiyatlarni o‘zida aks ettiradi. Ular umumiy, juz‘iy, konkret yoki mavhum bo‘lishi mumkin.

Hukm - atrofda narsa, hodisalar o‘rtasidagi bog‘liqlikni aks ettiradi. Hukmlar bizning nutqimizda har kuni juda ko‘p ishlatiladi va ular tabiatan turli bog‘liqliklarni tasdiqlaydi, inkor qiladi, rost yoki yolg‘on bo‘ladi.

Xulosalar - mantiqiy tafakkurning yana bir shakli bo‘lib, ular fikrlar, hukmlar va tushunchalar o‘rtasidagi bog‘lanishlardan yangi fikrlarni keltirib chiqarishni nazarda tutadi.

Tahlil qilish, mavhumlashtirish, aniqlashtirish, taqqoslash, umumlashtirish kabi operatsiyalar fikrlash jarayonini tashkil etadi. Quyida ularning har biri ustida to‘xtalib o‘tamiz.

Tahlil qilish - bu muammoni fikran qismlarga ajratishdir.

Umumlashtirish - alohida qismlarni yoki elementlarni fikran bir butunga birlashtirib o‘rganishdir.

Ta‘lim bosqichlarining murakkablashib borishi bilan o‘quvchilarda tahlil qilish va umumlashtirish darajasining oshishi kuzatiladi. Tahlil qilish sekin-asta ko‘rgazmali-amaliylikdan ko‘rgazmali va mantiqiy yakun tomon rivojlanadi.

Taqqoslash - o‘xshashliklar va tafovutlarni topish orqali bilish obyektlarini qiyoslash demakdir. Bu operatsiya boshqa barcha fikriy operatsiyalar asosida yotadi.

Mavhumlashtirish - bilish obyektining bir xususiyatini ajratib olib, boshqasini chiqarib tashlashdan iborat fikriy operatsiyadir. Bu xususiyatlar o‘rganilayotgan predmet va hodisalarning «ichiga» kirishga imkon beradi.

³ Кларин М.В. Педагогическая технология в учебном процессе. – М.: “Знание”, 1989 г. С. 75.

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Boshlang‘ich sinflardan o‘quvchilarning mavhumlashtirish qobiliyati namoyon bo‘ladi. Ta‘lim jarayonida o‘qituvchi rahbarligida bu qobiliyat rivojlanadi, mavhumlashtirish shakli ham murakkablashadi – hissiy ko‘rgazmalilikdan fikr yuritishga o‘tiladi hamda tushunchaga aylanadi.

Aniqlashtirish - mavhumlashtirishga yaqin fikriy operatsiya, u umumiydan xususiyga o‘tish, natijada uning turli xususiyat va belgilarini topish orqali namoyon bo‘ladi.

Mavhumiylilik va aniqlashtirish birligi muammoni o‘rganish jarayonida o‘rnatiladi. Bu birlik o‘zaro munosabatga fiziologik asos - ikkinchi signal tizimiga ega. Bilimni chinakam egallashga mavhum tushunchalar va dalillar aniqlashtirilgandagina erishiladi.

Quyida 1-sinf matematika fanidan 1 soatlik dars namunasini keltiramiz.



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1-bo‘lim

12-dars

Darsning maqsadi

- narsalarni tasniflash, u asosida piktogramma tuzish
- piktogrammaga natijani kiritish

Asosiy tushunchalar

- piktogramma

Didaktik materiallar

- rangli qalamlar, darslikda ilova qilinadigan rasmlı kartochkalar to‘plami (har bir o‘quvchi uchun)

Standartlar

O‘BTD.M.01.O.MG.2 Piktogrammani berilgan ma’lumotlar asosida to‘ldiradi va natijani kiritadi



Piktogramma

KIRISH

5 daqiqa

KUN MASHQI

3 daqiqa

• **Kalendar:** O‘quvchilardan bugungi kun va oy so‘raladi.

• **Sanash:** Bir nechta o‘quvchi doska oldiga chiqariladi va ular navbat bilan 10 dan 15 gacha sanaydi.

• **Keling, bugun biz siz bilan “Sanashni davom ettir” o‘yinini o‘ynaymiz.**

• **Mashq:** O‘qituvchi rasmlı kartochkalardan 2 ta olma va 4 ta nok olib, jami mevalar nechta bo‘lganini so‘raydi.

Rasmlar orasidan ikkita olma va to‘rtta nok oling. Jami mevalar soni nechta bo‘ldi?

O‘tgan mavzuni takrorlash 2 daqiqa

O‘tgan darsni takrorlash. Qanday rasmlı jadvallar bilasiz? Rasmlı jadval nima uchun foydali?

ASOSIY QISM 40 daqiqa

Misolni ko‘rsatish va mustaqil ish 5 daqiqa

Bugun biz siz bilan piktogrammalar tuzamiz va natijani piktogrammaga kiritamiz. Duskada tasvirlangan 3 xil sabzavot orasidan (karam, bodring va pomidor) o‘zingizga yoqqanini ayting. Endi esa sabzavotlar tasviridan foydalanib, doskadagi piktogrammani ustun shaklida to‘ldiring.

O‘qituvchi doskaga ustunli jadval chizib, sabzavotlarning rasmini chizadi. Sinfdagi o‘quvchilardan birma-bir kim qaysi sabzavotni yaxshi ko‘rishini so‘rab, har bir sabzavot ustunida berilgan ovozni sabzavot shaklida chizib chiqadi. Piktogramma to‘lgach, ustunda yozilgani va unda rasmlar chizilgani uchun ustunli piktogramma ekanligi tushuntiriladi.

Muhokama

15 daqiqa

1-QISM O‘quvchilar javoblari bilan o‘rtoqlashadilar

Kamida 3 nafar o‘quvchidan sinfga javoblarni topish jarayonini tushuntirishlarini so‘rang.

- Doskadagi chizmani nima deb atadingiz?
- Sabzavotlar jadvalga qanday joylashtirilgan?
- Rasmi jadval bilan piktogramma orasida qanday farq bor deb o‘ylaysiz?
- Sinfimizdagi nechta o‘quvchi karamni yaxshi ko‘rar ekan?
- Demak, o‘quvchilarning eng sevimli sabzavoti qaysi ekan?

Tushuntirish modeli

Men sabzavotlarni ajratganda, ularning umumiy

jihatlari qarang. Har birini turiga qarab avval qator yoki ustunga joylashtirishim mumkin. Men rasmlar piktogrammaga joylashtirilganida, ularni oson va tez

1-bo‘lim
12-dars Piktogramma

1 Shakllardan foydalanib, ustunli va qatorli piktogrammalarni to‘ldiring:

4 4 3 4

4 4 3 4

2 Shakllar miqdorini aniqlang:

4 4 3 4

12

sanay oldim. Demak, piktogramma narsalarni turlarga
ajratib, miqdorini aniqlashga yordam beradi.

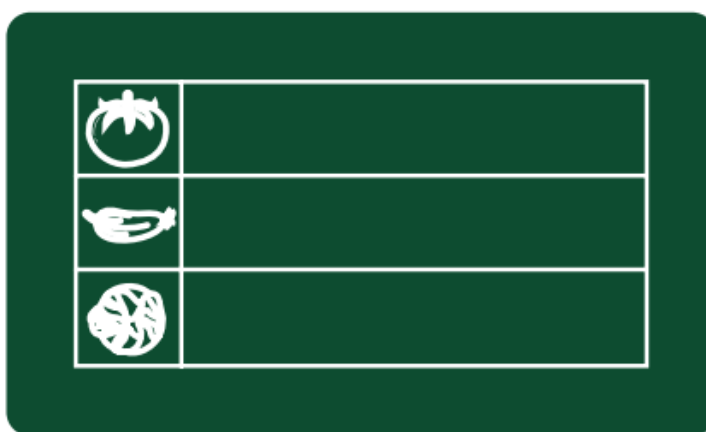
2-QISM Misol va yangi topshiriq

Muhokama mavzusi

•Piktogrammadan foydalanib, narsalarning miqdorini aniqlang.

Misolni o‘quvchilarning javoblari asosida tushuntiring.

Keling, endi yana bir topshiriqni bajaraylik. **Eng sevimli** sabzavotlarga oid
tuzilgan ustunli piktogramma asosida o‘zimiz qatorli piktogramma tuzamiz.



Amaliy topshiriq

15 daqiqa

•O‘quvchilarga topshiriqni yakka holda yoki partadoshi bilan bajarishlarini
ayting.

•1 va 2-topshiriqlardagi ustunli va qatorli piktogrammadan foydalanib, gullar
miqdorini aniqlang.

O‘qituvchining kuzatishlari

O‘qituvchi o‘quvchilar topshiriqni bajarayotganlarida, jadvalda berilgan
narsalarning sonini aniqlab taqqoslashlariga e’tibor berishi kerak.

Darsga yakun yasash (butun sinf)

5 daqiqa

Darsga yakun yasash: “Bugun nimalarni o‘rgandik?”, “Piktogramma nima va qanday bo‘lar ekan?”, “Piktogramma nima uchun qulay?” kabi savollar beriladi.

Agar o‘quvchi topshiriqni yengillik bilan bajarayotgan bo‘lsa, o‘qituvchi 1-topshiriqdagi kabi shakllar yoki mevalar to‘plamini bersin va o‘quvchi uni ustunli va qatorli piktogrammaga joylasin.

Agar topshiriqning ko‘p qismi to‘g‘ri bajarilgan bo‘lsa, shu topshiriqni bajarishda davom etadi.

Agar topshiriqni bajarishga qiynalayotgan bo‘lsa, unda faqat ustunli piktogramma chizsin.

Xulosa qilib shuni aytishimiz mumkinki, yuqorida keltirilgan materiallar o‘zining qiziqarliligi, tuzilishi bilan bolalarga yaqindir. Boshqotirmalar, matematik mantiqiy masalalar o‘quvchilarni shunday sharoitga soladiki o‘quvchilar o‘ylashga, fikr yuritishga majbur bo‘ladilar. Dars jarayonida o‘quvchilarda hosil bo‘lgan ijobiy his – tuyg‘ular ularga aqliy qobiliyatlarni shakllantirishda asosiy shartlardan biri bo‘lib hisoblanadi. Boshlang‘ich sinf o‘quvchilarining matematik tafakkurini shakllantirishga qaratilgan sistemali ravishda olib borilgan ishning ijobiy natija berishi mantiqiy tafakkurning shakllanishiga olib keladi.

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**Tarbiyachi - pedagoglarning kreativ qobiliyatlarini shakllantirish
texnologiyalari**

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“Maktabgacha ta’lim metodikasi” kafedra o‘qituvchisi

S.S.Ro‘zimboyeva UrDPI Pedagogika fakulteti Maktabgacha ta’lim yo‘nalishi
2-bosqich talabasi

Annotatsiya. Ushbu maqolada tarbiyachi pedagoglarning kreativlik qobiliyatlarini shakllantirish, ularda yangicha fikrlash va ijodiy ko‘nikmalarni rivojlantirishning nazariy asoslari yoritib berilgan.

Kalit so‘zlar: kreativlik, kasbiy kompetentlik, pedagogik qobiliyat, ijodkorlik, bilim, malaka, ko‘nikma, kompetensiya, ijodiy yondashuv, kreativ salohiyat, innovatsion kasbiy faoliyat.

Abstract. This article describes the theoretical foundations of the formation of creative abilities of educators, development of new thinking and creative skills in them.

Key words: creativity, professional competence, pedagogical ability, creativity, knowledge, competence, skill, competence, creative approach, creative potential, innovative professional activity.

Kirish. Hozirgi kunda jahonning ilg‘or mamlakatlari qatorida respublikamizda ham maktabgacha ta’lim tizmini isloh qilishga katta e‘tibor qaratib kelinmoqda. Prezidentimiz SH.M.Mirziyoyevning 2019 - yil 19 - oktyabrdagi maktabgacha ta’lim tizmini tubdan takomillashtirish masalalariga bag‘ishlangan yig‘ilishida ta’kidlaganlaridek: “Qaysi sohani olmaylik, biz zamonaviy yetuk kadrlarni tarbiyalamasdan turib biron bir o‘zgarishga, farovon hayotga erisha olmaymiz. Bunda kadrlarni, millatning sog‘lom genofondini tayyorlash, avvalo, maktabgacha ta’lim tizimidan boshlanadi”. Zamonaviy dunyoning innovatsiyalariga moslashish, doimiy yangilanuvchi jamiyat hayotiga mos yosh avlodni tayyorlash va uni zamon talablariga muvofiq takomillashtirish jarayonlarida faol ishtirok etish qobiliyatini rivojlantirish

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bugungi kunning asosiy vazifasi hisoblanadi va bunda pedagoglarning faolligi, ta’lim jarayoniga yangicha yondashuvi muhim ahamiyat kasb etadi.¹

Hozirgi kunda innovatsion rivojlanishning muhim vazifalaridan biri bu insonlarning kreativ fikrlay olish qobiliyatini shakllantirishdir. Kreativlik deganda insonning yangidan yangi ijodiy fikrlarni ishlab chiqarishi, yaratuvchanligi, ijodkorlik qobiyati, tafakkurining kengligi, intiluvchanligi, tashabbuskorligi, o‘z kasbini sevishi, o‘z qobiliyatlarini namoyon qila olishi, kasbiy faoliyatiga ijodiy yondashishi va kasbiy yetukligini tushunishimiz mumkin. Xususan, oliy ta’lim muassasasi pedagoglarini hamda bo‘lajak mutaxassislarining kreativligini, ijodiy qobiliyatlarni rivojlantirish, doimiy ravishda yangilanib turuvchi jamiyatimiz hayotiga ijodiy fikr va yangicha qarashlar bilan yondashuvchi yosh avlodni zamon talablariga mos tarzda tarbiyalash oliy ta’lim muassasasi pedagoglarining muhim kasbiy vazifasi sanalanadi. O‘z kelayotgan yosh avlodni komil inson sifatida tarbiyalashda maktabgacha ta’lim tashkilotlari pedagoglarining ham o‘rni bag‘oyatda kattadir. Tarbiyachi pedagog shaxsiga qo‘yiladigan muhim talablardan biri bu uning o‘z ustida tinmay izlanishlar olib borishidir. Shunday ekan, biz maktabgacha ta’lim tashkiloti tarbiyalanuvchilarini tarbiyalashda o‘z ustimizda tinmay izlanishlar olib borishimiz, har bir bola bilan individual, yakka tarzda shug‘ullana bilishimiz, kasbiy yetuk hamda kreativ kompetetli bo‘lishimiz zarur. Bu esa o‘z-o‘zidan shuni ko‘rsatadiki, maktabgacha ta’lim tashkilotlarida faoliyat yuritadigan pedagoglardan ta’lim-tarbiyaviy faoliyat jarayoniga mazmunan va shaklan ijodiy yondasha bilishni, ta’lim-tarbiya jarayoniga kreativlikni olib kirish ya’ni bolalar uchun inklyuziv muhitni yarata bilishni taqazo etadi. Shaxsning kreativligi uning tafakkurida, dunyoqarashida, muloqotida, nutq madaniyatida, fikrlashida, his-tuyg‘ularida, muayyan faoliyat turlarida namoyon bo‘ladi. Kreativlik shaxsni yaxlit holda kreativ fikrlashini, faoliyat jarayonlariga ijodiy yondashuvini yoki uning muayyan xususiyatlarini va zehni o‘tkiriligini tavsiflaydi. Shuningdek, kreativlik iqtidorning muhim omili sifatida o‘z aksini topgan hisoblanadi. Amerikalik psixolog P.Torrens fikricha, kreativlik ma’lum bir muammo yoki ilmiy farazlarni ilgari surish; farazlarni tekshirish va o‘zgartirish; qaror natijalarini shakllantirish asosida muammoni aniqlash; muammo yechimini topishda bilim va amaliy harakatlarning o‘zaro qarama-qarshiligiga nisbatan ta’sirchanlikni ifodalaydi. Boshqa har qanday sifat,

¹ “Tarbiyachining pedagogik faoliyatga kreativ yondashuvi” maqola Xudoyberdiyeva Feruza 2-bet

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fazilat, xarakter-xususiyat kabi kreativlik ham birdaniga shakllanib qolmaydi. Kreativlik muayyan bosqichlarda izchil tarzda shakllantirib va rivojlantirilib boriladi. Pedagogning kreativlik sifatlariga ega bo‘lishi uning kasbiy faoliyat jarayonini sifatli, samarali tashkil etishga yo‘naltiradi. Maktabgacha ta’lim tizimida faoliyat yuritayotgan pedagoglarning kreativlik sifatlariga ega bo‘lishi ularda ta’lim va tarbiyaviy faoliyatlarni tashkil etishga an’anaviy yondashishdan farqli yangi ijodiy g‘oyalarni yaratish, bir qolipda fikrlamaslik, o‘ziga xoslik, tashabbuskorlik, noaniqlikka toqat qilmaslik kabi bir qancha xususiyatlarni to‘laqonli ochishga yordam beradi. Binobarin, kreativlik sifatlariga ega bo‘lgan tarbiyachi pedagog kasbiy faoliyatini tashkil etishda ijodiy yondashishga, pedagogik muammolarni aniqlash va ularni hal qilishga, bolalarning o‘quv va ta’lim-tarbiyaviy faoliyatini, shaxsiy sifatlarini rivojlantirishga xizmat qiladigan g‘oyalarni yaratishga, ilg‘or pedagogik yutuq va tajribalarni mustaqil o‘rganishga, shuningdek, hamkasblar bilan pedagogik yutuqlar xususida doimiy, izchil fikr almashish tajribasiga ega bo‘lishga e’tibor qaratadi. Har qanday pedagogda bo‘lgani kabi bo‘lajak pedagoglarning kreativlik qobiliyatiga ega bo‘lishlari uchun talabalik yillaridanoq poydevor qo‘yiladi va kasbiy faoliyatni tashkil etishda muntazam ravishda rivojlantirib boriladi. Bunda pedagogning o‘zini o‘zi ijodiy faoliyatga yo‘naltirishi va bu faoliyatni samarali tashkil eta olishi muhim ahamiyat kasb etadi. Tarbiyachi pedagog ijodiy faoliyatini tashkil etishda pedagogik muammolarni aniqlab borishi, muammoli vaziyatlarni tahlil qilishi va muammoli masalalarni yechishi, shuningdek, pedagogik xarakterdagi ijod mahsulotlarini yaratishga alohida e’tibor qaratishi zarur. Muammoli masala va vaziyatlarni hal qilar ekan, pedagogning masala yechimini topishda ijodiy fikrlagan holda yondashishi undagi hissiy-irodaviy sifatlarining rivojlanishiga yordam beradi. Pedagog o‘z oldiga muammoli masalalarni qo‘yishi va uni hal qilishga intilishi orqali mavjud bilimlari va hayotiy tajribalariga zid bo‘lgan dalillar bilan to‘qnash keladi. Buning natijasida o‘z ustida ishlash, mustaqil o‘qib o‘rganishga nisbatan o‘zida ehtiyoj sezadi. Pedagogning ilmiy-tadqiqot ishlari va ijodiy loyihalarni amalga oshirishi unda kreativlik potensialini yanada rivojlantirishga yordam beradi. Pedagog o‘z-o‘zidan ijodkor bo‘lib qolmaydi. Uning ijodkorlik qobiliyati ma’lum vaqt ichida izchil tarzda o‘qib-o‘rganishi, o‘z ustida tinmasdan ishlashi orqali shakllanib boradi. Ko‘pgina tarbiyachi pedagoglar o‘zlarida kreativlik qobiliyatini mavjud emas, deb hisoblaydilar. Bu fikrni ikki xil sabab bilan asoslab berish mumkin: birinchidan, aksariyat pedagoglar aslida “kreativlik” tushunchasi qanday ma’noni anglatishini o‘zida yetarlicha izohlay olmaydilar; ikkinchidan esa

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kreativlik tushunchasi negizida bevosita qanday sifatlarni aks etishidan bexabardirlar. Shu o‘rinda shuni ta’kidlab o‘tish kerakki, har bir shaxs tabiatan kreativlik qobiliyatiga ega hisoblanadi. Xo‘sh, ular o‘zlarida kreativlik qobiliyati mavjudligini qanday namoyon qilishi mumkin. Bu o‘rinda Patti Drapeau shunday maslahat beradi: Agarda o‘zingizni kreativ emasman deb hisoblasangiz, hozirdanoq kreativ tafakkurni rivojlantirishga qaratilgan darslarni tashkil eta boshlashingizni maslahat beraman. Aslida, gap sizning ijodkor va kreativ bo‘lganingiz yoki bo‘lmaganingizda emas, balki darslarni kreativlik ruhida tashkil etishingiz va yangi g‘oyalarni amalda sinab ko‘rishga intilishingizdadir. Patti Drapeau nuqtai nazariga ko‘ra kreativ fikrlash, eng avvalo, muayyan masala yuzasidan har tomonlama fikrlab, masalani tahlil qilib ko‘rishingiz hisobladi. Yuqorida bildirilgan fikrlarga asosgan holda “kreativlik” tushunchasini quyidagicha sharhlashimiz mumkin: Shaxsning kreativligi uning tafakkurida, nutq madaniyatida, fikrlashida, dunyoqarashida, muloqotida, tuyg‘ularida, hissiyotlarida, ma’lum bir faoliyat turlarida o‘z aksini topgan bo‘ladi. Kreativlik iqtidorlikning muhim omili sifatida o‘z aksini topgan.

Xulosa o‘rnida shuni aytish mumkinki, pedagog o‘z-o‘zidan kreativ qobiliyatli bo‘lib qolmaydi. Uning kreativlik tushunchasini o‘zida shakllantirib olishida uning ma’lum vaqt ichida izchil tarzda o‘qib-o‘rganishi, o‘z ustida doimiy ravishda ishlab borishi, shuningdek oliy ta’lim muassasasi pedagoglarining o‘rni ham nihoyatda kattadir.

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IMPORTANCE OF WOMEN'S EDUCATION

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Abstract

The importance of women's education cannot be overstated. Research has consistently shown that educating women has a positive impact on their lives, their families, and their communities. This abstract explores the significance of educating women and its far-reaching benefits. It discusses how education can empower women, improve their economic prospects, and enhance their health and well-being. It also highlights the role of educated women in nurturing the next generation and contributing to the overall development of society. The abstract concludes by emphasizing the urgent need to prioritize and invest in women's education to create a more equitable and thriving world for all.

Key words

Women's education, empowerment, economic impact, health, community development, gender equality, social impact, family dynamics.

Introduction

The education of women has long been recognized as a catalyst for positive change, impacting not only the lives of women themselves but also their families and communities. This article delves into the critical importance of women's education, exploring its multifaceted benefits and the compelling reasons to prioritize and invest in this fundamental right. By examining the far-reaching impacts of educating women, from economic and health outcomes to social and community development, we can gain a deeper understanding of the pivotal role that women's education plays in shaping a more equitable and prosperous society. In this introduction, we set the stage for an in-depth exploration of the transformative power of educating women and the urgent need to champion their right to education. The article will further delve into the empowering effects of education on women, shedding light on how it can break the cycle of poverty

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and contribute to their overall well-being. Additionally, we will explore the impact of educated women on the next generation, as well as their pivotal role in fostering positive societal change. By highlighting the key role of women's education, we aim to underscore the significance of this vital issue and encourage a collective effort to ensure that all women have access to quality education. Through this exploration, we hope to advocate for the prioritization of women's education as a cornerstone for progress and development in every society.

Methods and methodology

As this article aims to explore the importance of women's education and its impact, a multidisciplinary approach will be employed to gather comprehensive and reliable information. Research and data from various fields, such as education, social sciences, economics, and public health, will be reviewed to provide a holistic understanding of the topic.

The methods for gathering data will include a thorough review of scholarly articles, reports, and academic papers from reputable sources. Additionally, statistical data from international organizations and government agencies will be used to substantiate the societal and economic impact of women's education.

Furthermore, qualitative methods such as interviews or case studies with educators, policymakers, and women who have benefited from education will be considered to provide real-life perspectives and experiences on the topic.

The data collected will be critically analyzed to identify patterns, gaps, and implications, ensuring a comprehensive and well-rounded exploration of the importance of women's education.

Moreover, a comparative analysis of the impact of women's education in different cultural and regional contexts will be undertaken to provide a global perspective on the subject.

To ensure the credibility and validity of the information presented, a rigorous evaluation of the sources will be conducted, considering factors such as reliability, relevance, and academic rigor. Additionally, the use of peer-reviewed publications and data from reputable organizations will be prioritized to maintain the quality and accuracy of the information.

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The combination of these approaches and methods will enable a comprehensive and insightful examination of the importance of women's education, encompassing its diverse impacts and implications on individuals and society as a whole.

Results

The results section for the article on the importance of women's education could potentially include data and findings on various aspects such as the positive correlation between women's education and economic empowerment, the impact of educated women on child health and education, the role of women's education in reducing gender inequality, and the broader societal benefits of promoting and supporting women's access to quality education. Additionally, the results section could highlight case studies or real-world examples that demonstrate the tangible outcomes and transformative effects of educating women in different regions and communities.

Discussion

The discussion section of the article on the importance of women's education could focus on synthesizing the results and presenting a deeper analysis of the implications and significance of women's education. This section could explore the multifaceted impact of women's education on various dimensions of society, including economic development, health outcomes, gender equality, and intergenerational progress.

Furthermore, the discussion could address the barriers and challenges that still exist in providing equal educational opportunities for women, as well as the potential strategies and policy interventions to overcome these obstacles. It could also consider the role of cultural and societal norms in shaping women's access to education and the potential ways to address these issues.

Moreover, the discussion section could underscore the long-term benefits of investment in women's education, emphasizing how it not only elevates the status of women but also contributes to the overall prosperity and well-being of communities and nations. Additionally, the discussion might highlight the interconnected nature of women's education with broader social and economic development goals, illustrating how empowering women through education can lead to positive ripple effects across society.

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Overall, this section could provide a platform for a comprehensive exploration of the importance of women's education, offering insights, recommendations, and policy implications for advancing the agenda of gender equality and education globally.

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ROLE OF LINGUOCULTUROLOGY IN MODERN LINGUISTICS

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Abstract. This article is devoted to the study of the features of linguoculturology as a scientific discipline. Particular attention is paid to its role in modern linguistics. The development of linguistic and cultural schools in Uzbekistan, Russia and Europe is considered.

Key words: culture, linguistics, linguoculturology, schools of linguoculturology.

Currently, the development of intercultural communication requires continuous study and improvement of mutual understanding among different nations. This is associated with the emergence of new directions in linguistics aimed at studying the peculiarities of various languages and examining the connection between language and various aspects of people's lives. However, in modern society, conflicts related to cultural or linguistic differences persist and, in some cases, arise. The study of linguoculturology is an important aspect for preventing potential conflicts.

Over the past 200 years, scholars have established the integration of linguistics with a range of humanities disciplines, including history, psychology, ethnography, and philosophy. Due to the continuous development of linguistics, complex scientific directions associated with it start to be introduced. Among these scientific directions, scholars highlight linguoculturology, linguopsychology, and others.

This article is dedicated to examining linguoculturology as a comprehensive science that has emerged at the intersection of linguistics and cultural studies. Currently, it focuses on researching various manifestations of the culture of a particular nation, which are reflected and fixed in the language. It is essential to note that this discipline is not merely a combination of possibilities from two related fields but the

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development of new directions in science that enable the consideration and explanation of previously understudied linguistic facts.

At present, there are several definitions for this branch of linguistics. According to the Sapir-Whorf hypothesis, it represents a "holistic theoretical-descriptive study of objects as a functioning system of cultural values reflected in language, contrasting the linguoculturological spheres of different languages (peoples) based on the theory of linguistic relativity" [Israfilova, 2010: 219].

Another definition of this science is proposed by V. A. Maslova. The author defines linguoculturology as a "branch of linguistics that emerged at the intersection of linguistics and cultural studies," as a "humanitarian discipline studying the material and spiritual culture embodied in a living national language and manifested in language processes," or as an "integrative field of knowledge that incorporates the results of research in cultural studies and linguistics, ethnolinguistics, and cultural anthropology" [Maslova, 2001: 9-32].

A more detailed explanation of this direction in modern linguistics is provided by V. V. Vorobyov. The scholar understands linguoculturology as a "comprehensive scientific discipline of a synthetic type, studying the interconnection and interaction of culture and language in its functioning and reflecting this process as a holistic structure of units in the unity of their linguistic and non-linguistic (cultural) content using systemic methods and with an orientation towards modern priorities and cultural principles (the system of norms and universal human values)." The main object of linguoculturology, according to the author, is the "interconnection and interaction of culture and language in the process of its functioning and the study of the interpretation of this interaction in a unified systemic integrity," and the subject of this discipline is the "national forms of society's existence, reproduced in the system of language communication and based on its cultural values," everything that constitutes the "linguistic picture of the world." The study of linguoculturological objects is proposed to be conducted using a systemic method, which involves the unity of semantics, semiotics, syntax, and pragmatics, allowing for a "holistic representation of them as units in which linguistic and non-linguistic content are dialectically connected" [Vorobyov, 1997: 32-43].

Thus, linguoculturology is an interdisciplinary and independent scientific discipline. Currently, five main directions of research are distinguished in modern linguoculturology.

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1. Linguoculturology of a specific social group.
2. Linguacultural lexicography.
3. Comparative linguoculturology.
4. Diachronic linguoculturology.
5. Comparative linguoculturology.

Since linguoculturology emerged at the intersection of two sciences, linguistics and cultural studies, it is closely related to ethnolinguistics and sociolinguistics. However, these areas of research are distinct disciplines.

The foundation of modern linguoculturology lies in the study and description of cultural-linguistic features of language, which are determined by the diversity of peoples and their cultures. By the present time, cultural scholars have developed a significant number of approaches to understanding and defining culture.

One of the first works dedicated to the study of linguoculturology is G.B. Palmer's research [Palmer, 1996: 348]. In his study, "Toward a Theory of Cultural Linguistics," the author puts forward ideas about linguoculturology as a new direction in linguistics and emphasizes the need for a serious study of the peculiarities of the interaction between the culture of a people and the language used by that people. Palmer underscored the necessary and obvious connection between culture and language. His ideas were supported by the researcher F. Sharifian in later works. In his studies on the Persian language, the researcher repeatedly referred to Palmer's research [Sharifian, 2011, 2015].

Researcher Sabrieva believes that culture influences all aspects of language activity, both in the pronunciation of the same phrases in different cultural contexts and in the grammatical features of the same language used in connection with a specific culturological aspect. Moreover, as the scholar asserts, the connection between language and culture is as evident as the interpenetration of different cultures when interacting with each other. Thus, the author concludes that linguoculturology is one of the most important aspects in the study of intercultural communication. This is because knowledge of the culturological and linguistic aspects of a particular language undoubtedly helps establish contact between people from different societies [Sabrieva, 2014: 178-182].

Similar ideas are held by J.B. Paul and A. Cole, who consider linguoculturology, examining the peculiarities of the political aspect of this discipline. The authors write that in politics, understanding both the culture and language of the population of one's

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own country, as well as understanding one's political opponent, is crucial. The researchers hypothesize that the unwillingness to reconcile with linguistic and culturological realities was one of the reasons for events in European countries such as Spain (issues with the Catalonia republic) and the United Kingdom (Brexit issues). Scholars note that one of the problems in the conflict was the linguistic and cultural aspect [Harguindéguy, 2017: 34-37].

According to the researcher Liu Zhuanya, linguoculturology in Russia is represented by several developed schools, each of which has its own principles, scope, and specific analysis procedures. The Moscow Linguoculturological School is represented by N.A. Arutyunova, V.V. Vorobyov, V.V. Krasnykh, V.A. Maslova, Yu.S. Stepanov, and V.N. Teliya [Liu Z. 2013: 857-859]. Yu.S. Stepanov is the author of the work "Constants. Dictionary of Russian Culture," where he examines the constants of Russian folk culture in a diachronic aspect. As the author notes, "in the Russian language, there are concepts - values of Russian culture and, in general, Russian culture that belong to everyone and no one individually. To use them, they need to be known at least through a dictionary compiled by someone." In the work "Linguoculturology as a New Direction in Foreign Language Teaching" by N.E. Sharipova, linguoculturology is considered as a comprehensive direction studying national languages and the manifested cultural peculiarities in language processes, both material and spiritual [Sharipova, 2015: 993-995]. V.N. Teliya focused on the linguoculturological analysis of phraseologisms. The main goal of V.N. Teliya's research and her students is to examine, study, and describe the cultural and ethnic connotative semantics of phraseologisms, as well as identify personal characteristics of consciousness [Teliya, 1996: 288].

V.V. Vorobyov expands the concept of E.M. Vereshchagin and V.G. Kostomarov [Vereshchagin, Kostomarov 1980]. According to his ideas, linguoculturology is oriented towards a new system of cultural values, which is shaped by the peculiarities of modern society's life and objective information about cultural life in the country. V.V. Vorobyov proposed the main unit of linguoculturological analysis - "lingvoculturema," defining it as a "dialectical unity of linguistic and extra-linguistic (conceptual and substantive) content." And the lingvoculturema has a connotative meaning and "lives as long as the ideological context that spawned it" [Vorobyov, 1997: 52].

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Liu Z. emphasizes that in Russia, there are also other schools dealing with serious study of the peculiarities of linguoculturology [Liu, 2013: 857-859]. In addition to the mentioned author, the book "Linguacultural Situation in Contemporary Russia" by Miheeva L.N., Dolinina I.V., Zdorikova Yu.N. is dedicated to the study of this scientific direction. In this research, scientists note the peculiarities of the linguoculturological situation in Russia at the present time. As examples, they analyze youth discourse, which allows identifying the features of the linguistic personality of a young Russian [Miheeva L.N., Dolinina I.V., Zdorikova Yu.N., 2014: 250].

Currently, significant attention is given to the problems of linguoculturology. The need to study this scientific discipline is recognized not only in Russia but also in European countries. New schools are emerging in Russia and abroad, engaged in the study of linguoculturological features of various languages. Scientific research is being conducted not only on widely used languages but also on their regional variations and less-known languages. From the above, it can be concluded that linguoculturology is of interest to modern researchers.

Therefore, linguoculturology is an important branch of linguistics that requires a serious study of the interaction between the culture and language of each country and each nation. However, due to the existence of a large number of languages in the world, as well as the presence of different cultures, subcultures, and micro cultures in society, there is currently a wide variety of approaches to studying this aspect. Moreover, since linguoculturology is a relatively young scientific discipline, the quantity and quality of approaches to its study will continue to grow. Thus, predicting the possible development and influence of this science on the future of linguistics is practically impossible. However, it cannot be denied that this aspect will continue to interest scholars for a long time.

Examining the peculiarities of linguoculturology, we believe that linguoculturology is one of the quite complex and comprehensive aspects of linguistics, as there is a significant number of different cultures and languages at present. However, this scientific direction is in continuous development, driven by constant changes in language and culture. Linguoculturology plays an important role in linguistics as an interdisciplinary field, and the data obtained from research will allow practical application of this information. Studying the linguoculturological features of various countries will impact mutual understanding among populations and intercultural

communication. However, linguoculturology remains a young and understudied field of science, providing researchers with diverse material for scientific work.

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O‘zbek tili grammatikasidagi muammolar

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Annotatsiya: O‘zbek tilida grammatik muammolar, tushunchalar, va qoidalar o‘rganish uchun ko‘plab sabablardan kelib chiqqan. Masalan, so‘z tartiblik va to‘g‘rilik qoidalariga e‘tibor berish, qo‘shimcha so‘zlar bilan ishlashni o‘rganish, rag‘amli yozuvchi bo‘lish uchun zarur bo‘ladi. Buningdek, ko‘p o‘quvchilarga murojaat qilgan muammolar shundaki, tarjimai hol ko‘rinishi va gaplashuvda to‘g‘ilikka erishishadi. Bu muammolarni hal qilish uchun amalda olib boradigan mashq va darsliklarning yordami bilan muvaffaqiyatga erishishingiz mumkin. Ushbu maqolada o‘zbek tili grammatikasidagi muammolar haqida ma‘lumotlar berilgan.

Kalit so‘zlar: O‘zbek tili grammatikasidagi muammolar odatda quyidagi mavzulardan iborat bo‘ladi:

Kirish: 1. So‘z tartibi: So‘zlar qanday tartibda bo‘lishi kerakligi va bu tartibning qanday holatda o‘zgarishi mumkinligi.

2. Qo‘shimcha so‘zlar: Qo‘shimcha so‘zlarning qanday holatda va qaysi holatlarda ishlatilishi.

3. Ishora qoidalar: Ishora so‘zlari va belgilari to‘g‘ri ishlatish, ularning ma‘nolari va funksiyalari.

4. Tugunlash: So‘zlar, gaplar yoki jumlar orasida to‘g‘ri tugunlash uchun kerak bolgan xossalarni o‘rganish.

5. Gaplashuvda to‘g‘ilik: Ovozli, yog‘on, xattot, yozma matnda gaplarga to‘g‘ilik keltirish.

Bu muammolarni hal qilish uchun amalda olib borishingiz mumkin va barcha savollaringizga javob topishingiz mumkin.

Asosiy qism: O‘zbek tili grammatikasidagi muammolar quyidagi xususiyatlardan iborat bo‘lishi mumkin:

1. Qo‘llanilayotgan hariflar va ularning so‘z birikmalariga qo‘yiladigan tovushlar (qisqa “o” va “u” tovushi, uzun “o” va “u” tovushi)

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2. So‘z birikmalari va ularning bir-biriga qo‘llanilishi (qisqa yozuvlari, so‘z kelib chiqish tartibli, so‘z qoshish tartibli)
3. So‘z turli xil ma‘nolarda qo‘llanilishi (omuzgo‘, yomon, qarashli, tushkunlik)
4. Tarixiy o‘rinda ishlatilayotgan so‘zlar va ularning muammosi
5. Yozma matnda hamda gaplashma tarixida yozma-nasbda topiladigan muammolar.

Bu muammolar o‘zbek tilini o‘rganuvchilar uchun qiyinliklarga sabab bo‘ladi. O‘zbek tili grammatikasidagi muammolar o‘rganuvchilar uchun ko‘p turdagi muammolardan iborat bo‘lishi mumkin. Ba‘zi muammolar quyidagilardan iborat:

1. So‘z birikmalari va ularga qarab kelishiladigan qoidalar (qisqa yozuvlar, so‘z qo‘shish tartibi)
2. Odamning jinsini bildiruvchi so‘z va ularning qo‘llanilishi (erkaklar, ayollar, zamonlar)
3. Tarixiy o‘rinda ishlatilayotgan so‘zlar va ularning ma‘nolari
4. So‘z turli xillarida qo‘llangan “so‘z birikmalarining” ma‘nolari va ularning to‘g‘ri sifatida qo‘llanilishi
5. Yozma matnda hamda gaplashma tarixida yozma-nasbda topiladigan muammolar

O‘zbek tili O‘zbekistonda hukmron til bo‘lib qolishiga hech ham shubha qilmayman. Boshqa yo‘l yo‘q. Ma‘lumki, til yo‘qolganda davlatning o‘zi yo‘qoladi, millat yo‘qoladi. O‘ylaymanki, uning faol targ‘ibotiga uchta omil ta‘sir ko‘rsatmoqda: Birinchidan, o‘zbek tilida so‘zlashadigan oilalarda tug‘ilish darajasi yuqori. Ikkinchidan, o‘zbeklarning chet eldan qaytishi. Uchinchidan, o‘zbek maktablari va bolalar bog‘chalari soni ortib borishi.

XII asrdagi Angliyani yoki XIX asrdagi Rossiyani eslang, elitaning barcha vakillari fransuz tilida muloqot qilishni afzal ko‘rishgan. Aleksandr Pushkin bu haqda yozganidek, “Tatyana o‘z ona tilida o‘z fikrini qiyinchilik bilan ifoda eta olardi”... Bu buyuk imperiyalar o‘z ona tiliga qaytishi uchun juda ko‘p vaqt talab qilindi. O‘zbekistonga necha yil kerak bo‘ladi? Aytish qiyin. Shaxsan men o‘zbek tilining hozirgi rivojlanish sur‘atlaridan hech ham mamnun emasman. Muammolarni hal qilish quyidagicha deb o‘ylayman.

Birinchidan, o‘zbeklar o‘zlari, istisnosiz, shu jumladan, “sovet qobig‘idan” (paltosidan) chiqib ketganlar ham o‘zbek tilida gapirishlari kerak. O‘zbekiston aholisining 80foizini titul millat, ya‘ni o‘zbeklar tashkil etganligi sababli, u boshqa

etnik guruhlar vakillarini avtomatik ravishda o‘ziga tortib oladigan to‘g‘ri til muhitini yaratadi.

Biroq bu ishni aniq va juda nozik tarzda bajarish kerak. Birinchidan, rus tilida so‘zlashadigan o‘zbeklarning katta yoshlilarini o‘zbek tilini faol o‘rganishga undash kerak. Shu narsa tushunarliki, manqurtlikda va xiyonatda majburlash va ayblovlar bilan biz hech narsaga erisha olmaymiz.

Ikkinchidan, aholining ayollar qismi bilan ishlash kerak. Chunki aynan ayollarimiz farzandlarimizni tarbiyalaydi, oilalarda muhit yaratadi va umuman jamiyatimizdagi asosiy tendensiyalarni belgilaydi. Bozordagi falonchi xola, shahardagi chiroyli kiyim kiyib yuruvchi qizlar yoki oddiy uy bekasi bo‘lishidan qat‘iy nazar: toki ular o‘zbek tilida gaplashmas ekan, ularning farzandlari tilni bilishmaydi. Ya‘ni ayollar o‘zbek tiliga ishonishlari, uning zarurligini tushunishlari kerak.

O‘zbek tilini o‘rganishdagi muammolar

1-muammo: Doimiy til amaliyoti va tilni o‘rganish uchun mos muhit yo‘qligi.

Mening fikrimcha, mustaqillikning 26 yili davomida O‘zbekistonda to‘liq faqat davlat tilidagina amal qiladigan hech qanday faoliyat sohasi paydo bo‘lmadi. Odamlar o‘zbek tilida gaplashishlari uchun, hech bo‘lmaganda, uni chuqur o‘rgana boshlashlari uchun til muhiti zarur. Til siyosati ta‘siri ostida atrof-muhit odamlarning til ongiga ta‘sir qilgan va tilni o‘rganishga yordam bergan hayotdan misollar keltira olaman.

Ba‘zan viloyatdan yirik shaharlardagi universitetlarga kelgan talabalar rus tilini umuman bilishmaydi. Ular dastlab rus tiliga nisbatan juda shovinistik moyilliklar bilan kelishadi. Lekin ajablanarli tomoni shundaki, to‘rtinchi kursga kelib, koridorda, foyelarda hamma o‘zaro aralash so‘zlar bilan gaplashadilar. Atrof-muhit o‘z izini qoldiradi.

2-muammo: Jamiyatda o‘rnatilgan o‘zbek tili haqidagi stereotiplar.

O‘zbekistonliklarning ba‘zi bir qismi hali ham stereotiplar hukmronligi ostida yashashmoqda. Rag‘batlantirish (motivatsiya) kerakligiga shubha yo‘q. Ammo ko‘plab o‘zbekistonliklar hali ham hech qanday yaxshi usul yo‘q va o‘zbek bolalar bog‘chalari yaxshi emas deb o‘ylashadi, ehtimol bu to‘g‘ridir?

3-muammo: Tilning obro‘si yo‘qligi.

Menimcha, davlat tilining obro‘cini oshirish kerak va bu esa ta‘lim sifatini yaxshilashga bevosita bog‘liqdir. Tilning nufuzi ko‘tarilgach, ko‘pchilik o‘zbek tilini o‘rganish istagini namoyon etadi, ammo agar munosib ta‘lim darajasi bo‘lmasa, hech narsa ish bermaydi deb hisoblayman.

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4-muammo: O‘zbek tilini o‘qitishning “oqsoq” metodikasi.

O‘ylashimcha, O‘zbekistonda birinchi navbatda o‘zbek tilini o‘qitish metodikasi oqsamoqda. Ingliz tilini bir yil, ikki yil davomida o‘rganib, unda o‘z fikrlarini osongina ifoda etadigan ammo o‘zbek tilini o‘rgana olmaydiganlar ham bor. Bizning mashhur uslubchilarimiz qayerda? Ular ko‘plab darsliklarni ishlab chiqishgan, ammo barcha mehnat-u zahmatlar behuda.

Zamonaviy texnologiya vositalarining yaratilishi hayotimizning barcha jabhalarini osonlashtirishga xizmat qilayotgan bo‘lsada, bugun aynan shu texnologiya O‘zbek tilidagi dolzarb muammolarga sabab bo‘lmoqda. Avvallari, insonlar bir - birlari bilan xat orqali muloqot qilishardi. Ayni vaqtda esa mobil telefonlardagi sms xizmati barchaning “beminnat yordamchi” siga aylangan. Mana shunday texnologiya vositalari tufayli tilimizdagi me‘yoriy qoidalarni tobora unutib boryapmiz. Mobil aloqa vositasi yordamida xabar jo‘natayotganimizda, imloviy xatolar va tinish belgilariga deyarli rioya etmaymiz. Juda ko‘p so‘zlar va harflar noto‘g‘ri yoziladi. Misol uchun, mobil aloqa vositasi xabarlarida “sh” harfi o‘rniga “w” harfini, o‘ harfini o‘ringa esa 6 sonini, “bilan” so‘zi “bn” shaklida, “kerak” so‘zi bo‘lsa “k\k” shaklida qo‘llanishi yoshlar orasida juda ham ommalashib bormoqda. Bu holatga chek qo‘ymaydigan bo‘lsak, o‘zbek tilida to‘g‘ri yozishni unutib qo‘yishimiz mumkin. Vaholanki, mobil vositalarining barchasida tinish belgilarining hammasi mavjud. Bu holat juda ko‘p marotaba bahs - munozara markaziga aylandi. Ammo u hali ham muammo sifatida o‘z yechimini topganicha yo‘q. Hozirgi taraqqiy etayotgan zamon holati nuqtai nazaridan kelib chiqib aytishimiz mumkinki, yosh avlod, umuman olganda, barcha insonlar qog‘oz shaklidagi hujjatlardan ko‘ra texnologiya vositalaridan kompyuterlar, mobil telefonlari, faks va cho‘ntak kompyuterlaridan ko‘proq foydalanishadi. Zamon bilan hamqadam bo‘lishni inkor eta olmaymiz, albatta. Lekin butun dunyo hayrat ko‘zi bilan qarayotgan O‘zbek tili qoidalariga nisbatan bee'tibor bo‘la olmaymiz. O‘zbek tilimiz bizning iftixorimiz, millatimizning mavjudlik belgisidir.

O‘zbek tili grammatikasidagi muammolarga yechim topish uchun quyidagi yo‘llarni kuzatib borishingiz mumkin:

1. Masalan, qaysi vaqt qaysi holatda qo‘llaniladi, yoki fe‘lda fe‘l-qismi, ish-zamir va boshqa qismlar qanday ishlatiladiganini o‘rganing.

2. O‘zbek tilida mavjud bo‘lgan imlo muammolari bilan tanishib chiqib, ularga to‘g‘ri javob topish.

3. O‘zbek tili darsliklarini o‘qish va masalalar ustida mashg‘ulotlar ko‘rish orqali grammatika muammolarni hal qilishga urinib ko‘rishingiz mumkin.

4. O‘zbek tilida so‘z birikmalarining to‘g‘ri ishlashi va ularni to‘g‘ri ishlashni o‘rganing.

Bu yo‘llardan biri yoki bir nechasi sizga g‘alaba keltirishi mumkin. Aynan shu sabablarga ko‘ra O‘zbek tili grammatikasidagi muammolarga yechim topishingiz mumkin.

Xulosa qilib aytadigan bo‘lsak, yuqorida ta’kidlangan masalalar yechimiga butun diqqat e’tiborimizni qaratishimiz lozim. Zotan, “kasallikni davolagandan ko‘ra, uni oldini olgan maqul” dir.

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Annotatsiya

Ushbu maqolada yo‘sinlarning ahamiyati, jumladan, hayvon va inson hayotidagi o‘rni. Bugungi kunda yo‘sinlar tabiatda tarqalishi va ularning turlarini yo‘qolib ketishini oldini olish maqsadida ko‘pkina ilmiy va amaliy chora tadbirlar amaliyotga joriy etilib, o‘zining ijobiy samaralarini berib kelmoqda.

Kalit so‘zlar: Yo‘sintoifalar, o‘simlik, qo‘riqxon, yaylov, sfagnum va funariya.

Kirish

Bir qarashda ko‘rimsiz va xushmanzara bo‘lmagan yo‘sintoifalar tabiatda juda va muhim rol o‘ynaydi. Ular tabiatda quyosh nurini qabul qilish kislorod ajratib moddalarning davriy aylanishini ta‘minlab shuningdek yo‘sintoifalar boshqa o‘simliklar singari biosferaning muhim komponenti sifatida xizmat qilib xuddi odam singari ajralmas qismi hisoblanadi.

Yo‘sinlar o‘zgaruvchan haroratda ham ya‘ni namgarchilikka yoki qirg‘oqchilikda shuningdek kam hosildor muhitlarda ham jamoa hosil qilib o‘sa oladi. Bunday joylarda boshqa yuksak o‘simliklar ahyon – ahyonda yoki umuman uchrashi juda qiyin. Yo‘sinlar odatda birlamchi o‘simliklar guruhi tarkibiga kirib ular qoyalarga, toshlarga va suvli yalong‘och tuproqlarga o‘sa oladigan pioner o‘simliklar hisoblanadi. O‘sha muhitda birinchi paydo bo‘lgan yo‘sinlar asta sekinlik bilan nobud bo‘lishi natijasida boshqa yo‘sinlar yoki yopiq urug‘li o‘simliklar o‘sishi uchun muhit yaratib beradi [42,43,44]. Ayniqsa kakku zig‘iri (*Polutrichum commune*) bilan yoppasiga qoplana boshlaydi. Keyinchalik sfagnum yo‘sinlari paydo bo‘lishi o‘simliklar qoplamiidagi roli asta sekinlik bilan orta boradi va nihoyat yo‘sinlarda tashkil topgan botqoqlik hosil bo‘ladi.



Keyinchalik o‘rmonning asta sekinlik tiklanish natijasida tuproqdagi namlik darajasi o‘zgara boshlaydi. Bu esa sfagnum yo‘sinlari va kakku zig‘iri o‘z o‘rnini boshqa yo‘sinlar va gulli o‘simliklarga ajrata boshlaydi. Shimoldagi tayga zonalarida yog‘ingarchilik yuqori bo‘lishi natijasida ko‘pchilik gulli o‘simliklar namgarchilik va sovuq iqlimga moslasha olmay nobud bo‘la boshlaydi va ularning qoldiklari organik o‘g‘itlarga aylanib torf yo‘sinlarning o‘sishi tezlashib torfli qatlam hosil qilib yerning yoppasiga gilamdek egallaydi. Agar insoniyat o‘tloq hayotiga aralashmasa ya’ni suvni va havoni ta’minlamas ekan bu o‘tloqlar keyinchalik botqoqlikka aylanadi. Sfagnumli botqoqliklar ahamiyati juda katta, ya’ni ulardan torf undan yoqilg‘i sifatida foydalanadi. Shuningdek kimyo sanoati uchun xomashyo materialini hisoblanib qurilish va qishloq xo‘jaligi uchun ham muhim xom ashyo hisoblanadi. Insoniyat bevosita yo‘sintoifalarni bir qancha turlaridan foydalaniladi. Sfagnum yo‘sinini antibiotik xususiyatga ega bo‘lib, u o‘ziga katta namlik to‘plab va issiqlikni o‘tkazmaydi. Izolyasiya vositasi sifatida qo‘llaniladi. Ayniqsa medisina yaralarga bog‘lash uchun bog‘lam sifatida ishlatiladi. Shuningdek bir qancha halq xo‘jaligida (ayniqsa qish vaqtlarida) yosh bolalarni tagiga to‘shaydigan taglik vositasi sifatida bir qancha xalqlar ishlatiladi. Sfagnum yo‘sinlari qurilishda issiqlik ezolyasiyasi sifatida akvariumlar uchun bir qancha yo‘sinlardan manzarali o‘simlik sifatida o‘stirish mumkin, masalan

suzuvchi richchiya misol bo‘la oladi.



Sfagnum va bargli yo‘sinlari mevalarni uzoq saqlashda uning ostki qismiga to‘shash va o‘rash uchun yaxshi material hisoblanadi. Shuningdek chorva mollarining tagiga to‘shashda ba‘zan medisinada dezenfeksiyalovchi material sifatida ishlatiladi. Biroq sfagnum yo‘sinlari zarar ham keltiradi. Ular tundra sharoitida o‘tloq va yaylov pichanzorlarini botqoqlantirib ayniqsa ko‘p zarar yetkazadi [29,32,38]. Xozirda nam o‘lchagich funariya (*Funaria hugrametria*) eksperimental botanik tajribalarida obyekt sifatida turli tashqi muhit faktorlarini o‘simliklarga ta‘sirini o‘rganiladi. Yo‘sintoifalarda shuningdek atmosferaning ifloslanishi indikator aniqlaydigan o‘simlik sifatida ham foydalanadi.

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INGLIZ TILINI O‘RGATISHDAGI XATO VA KAMCHILIKLAR

Isroilova Shoxida Dexqonovna

Farg`ona shahar yuridik texnikumi yuristlar
uchun ingliz tili fani o‘qituvchisi

Annotatsiya. Mazkur maqolada xorijiy tilni o‘rgatishdagi muammolar, so‘zlashuv jarayonida yo‘l qo‘yiladigan grammatik xatolar va ularning tahlili bayon etiladi.

Kalit so‘zlar: old qo‘shimchalar, artikllar, frazeologik fe‘llar va idiomalar, motivatsiya, metodika, aspekt, xotira, talaffuz.

KIRISH

Ingliz tilini o‘rganayotganda oldimizda ko‘ndalang turib qoladigan muammolarni o‘rgandim. Ular asosan quyidagilardan iborat ekan: 1) tilni o‘zlashtirishda eng qiyini old qo‘shimchalar, artikllar, frazeologik fe‘llar va idiomalar bo‘lib, ular bir qarashda har qanday mantiqqa zid keladi va ulardan foydalanishda juda ko‘p chigalliklar mavjud; 2) tilni o‘rganishda motivatsiyaning yetarli emasligi; 3) til o‘rganayotgan kishining o‘zida shunga nisbatan kuchli ishtiyoq bo‘lishi kerak; 4) xorijiy tilni o‘zlashtirish bo‘yicha mukammal metodikaning yo‘qligi; 5) o‘zlashtiruvchi kishining atrofi shunga qulaylik va imkoniyat berguvchi muhit bilan qurshalmagani...

TADQIQOT METODOLOGIYASI VA EMPIRIK TAHLIL

Endi ana shu aspektlarga oid fikr-mulohazalarimni batafsil bayon etishga kirishaman. Avvalo aytish joizki, har qanday til boshqa bir til bilan qiyosan o‘rganilganda unumli bo‘ladi. Afina va Ispaniya parlamentlarida amaliyot o‘tab qaytgan deputatlarimiz, o‘sha yurtning parlamentarlari ikki yoki undan ortiq xorijiy tillarda bimalol so‘zlashishlarini ta’kidlagan edilar.

Bu amaliyot bizning tariximizda bo‘lgan. Bobolarimiz kamida uchta tilda bimalol so‘zlashganlar. Yurt ravnaqi, davlatning qudrati, o‘sib kelayotgan avlodning intellektual salohiyati ham, qaysidir ma’noda shu narsa bilan belgilanadi. Yangilangan O‘zbekiston sharoitida yana shu muammo kun tartibidan joy olgani bejizga emas. Zotan, davlatmiz rahbari 2021 yilning 6 may kuni “chet tillarini o‘qitish tizimini takomillashtirish chora-tadbirlari” yuzasidan o‘tkazilgan videoselektor yig‘ilishida:

“Biz raqobatdosh davlat qurishni o‘z oldimizga maqsad qilib qo‘ygan ekanmiz, bundan buyon maktab, litsey, kollej va oliy o‘quv yurti bitiruvchilari kamida 2 ta chet tilini mukammal bilishlari shart. Bu qat’iy talab har bir ta’lim muassasasi rahbari faoliyatining asosiy mezoniga aylanishi lozim”, – deya ta’kidlagan edilar.

Xususan, muayyan bir xorijiy tilda so‘zlashuvchi kishilar uchun umumiy bo‘lgan bir muammo old va ort qo‘shimchalar, fe’llarning turlari singari unsurlarni qo‘llashdagi qiyinchilik bo‘lib hisoblanadi. Hattoki, rus tilida muayyan bir tajribaga ega bo‘lgan kishilar ham (okonchanie) affiks, perefiks va suffikslarni qo‘llash amaliyotida oqsab qolganlariga ko‘p bor duch kelganman. Binobarin, rus tilida ham, o‘zbek tili grammatikasida ham hozirgi, kelgusi va o‘tgan zamon fe’li mavjud. Ingliz tilida passiv ovoz bilan birgalikda 26 vaqt guruhi mavjud. Mabodo uni oddiy bayon tarzida o‘rgatish amaliyoti qo‘llansa, u kerakli natijani bermasligi mumkin. Shuning uchun tilni tilga chog‘ishtirib o‘rganish tajribasi muhim ahamiyatga ega. Mutaxassislarining ta’kidlashicha, aslida, ingliz tilida rus tiliga qaraganda kamroq chalkashlik bor ekan. Agar ana shu tafovvut to‘la anglansa, nutqda ham, jumlar qurishda ham hech qanday muammo bo‘lmaydi.

Til o‘rganishda ham asosiy omillardan biri – kishida motivatsiya masalasi. Bir kichik misol ustida to‘xtalmoqchiman. Mamlakatimiz mustaqillikka erishgach, juda ko‘p yurtdoshlarimiz tirikchilik g‘amida Rossiya davlatiga keta boshlashdi. Odamlar orasida, ularga munosabat masalasida yagona bir to‘xtam yo‘q. “Rossiyaga borish shart emas, kishi rizqini shu yerda ham topishi mumkin” deyishadi. Lekin, shu o‘rinda “Yigitning rizqi qaerda sochilgan bo‘lsa, o‘sha yerdan teradi” degan gap borligini unutib qo‘yamiz. Shundan yoshlarimizga, “Bolam, taqdirning taqozosi bilan o‘rusning mamlakatiga borib ishlashingga to‘g‘ri kelar, har ehtimolga qarshi tilini puxta o‘rganib qo‘y” deyilmaydi. Vaholanki, ana shunday motivatsiya berilganida juda ko‘p kishilarimiz rus tilini o‘zlashtirgan bo‘lishardi.

Xuddi shu fikrni ingliz tilini o‘zlashtirayotganlarga ham tadbqiq qilishimiz mumkin. Xo‘sh, bugun o‘zini qiynab, jonini halak qilib o‘rganayotgan bu til, oxir-oqibat unga nima beradi? Agar, dunyoda keng tarqalgan xalqaro muomala tili ekani haqidagi almisoqdan qolgan ta’rifni takrorlasak – befoyda. Bu til orqali uni o‘zlashtirayotgan kishining oldida qanaqa imkoniyatlar eshigi ochilishi mumkinligini ro‘y-rost ko‘rsata bilish lozim. Misollar bilan uni ishontirish darkor. O‘shanda uning ishtiyoqi oshadi.

Kishida kuchli ishtiyoq paydo qilish uchun avvalo unda havas uyg‘ota bilish kerak.

Havasi alangalasa ishtiyogi kuchayib boradi. Biz kunda-kunora markaziy telekanalarda, internet saytlari orqali qaysidir bir chet ellik bilan bo‘lgan intervyuga ko‘zimiz tushib qoladi. Tarjima subtitr tarzida yoki matn ortidan o‘qib eshittiriladi. Nega, degan savol tug‘iladi. Shu o‘rinda tarjimonning ishtiroki ta‘minlansa bo‘lmasmidi? Uning har ikki tilda ravon so‘zlashi, tarjima mahorati qancha-qancha yoshlarda havas uyg‘otgan bo‘lardir. Bu esa unda xorijiy tillarni, xususan ingliz tilini puxta o‘rganish ishtiyogini hosil qilishi muqarrar ekanini ta‘kidlashga hojat bo‘lmas kerak.

Har bir fan o‘zining o‘qitish metodikasiga ega. Busiz bir natijaga erishish qiyin. O‘zimizning o‘zbek adabiyoti tarixi va umuman adabiyot fanini o‘rganishda ham shunga oid kamchilik bor. Fanlar bizni shoirning she‘riyati qolib shaxsiyati haqida ko‘p narsa o‘qishga undaydi. Agar bizni, umuman kimning qalamia mansub bo‘lishidan qat‘iy nazar g‘azallarni ifodali o‘qish metodikasini, undan nimalarni uqish, fikrni ifoda etish uslublarini chuqur o‘rganganimizda edi – tamoman boshqacha bir natijaga erishardik.

XULOSA VA MUNOZARA

Shunday ekan, til o‘rganishni o‘z oldiga maqsad qilib qo‘ygan kishi, qat‘iyatlilik bilan unga bor kuch va g‘ayratini safarbar qilsa, tevarak- atrofini qurshab turgan muhit shunga xizmat qilsa dururst bo‘ladi. Buning uchun avvalo uning o‘zi, atrofida ana shu muhitni his etishi kerak. Ustozlar esa, birinchi navbada, til o‘rgangan kishi ham moddiy-ham ma‘naviy ro‘shnolikka erishishi haqidagi kuchli motivatsiyani unga singdirishi lozim.

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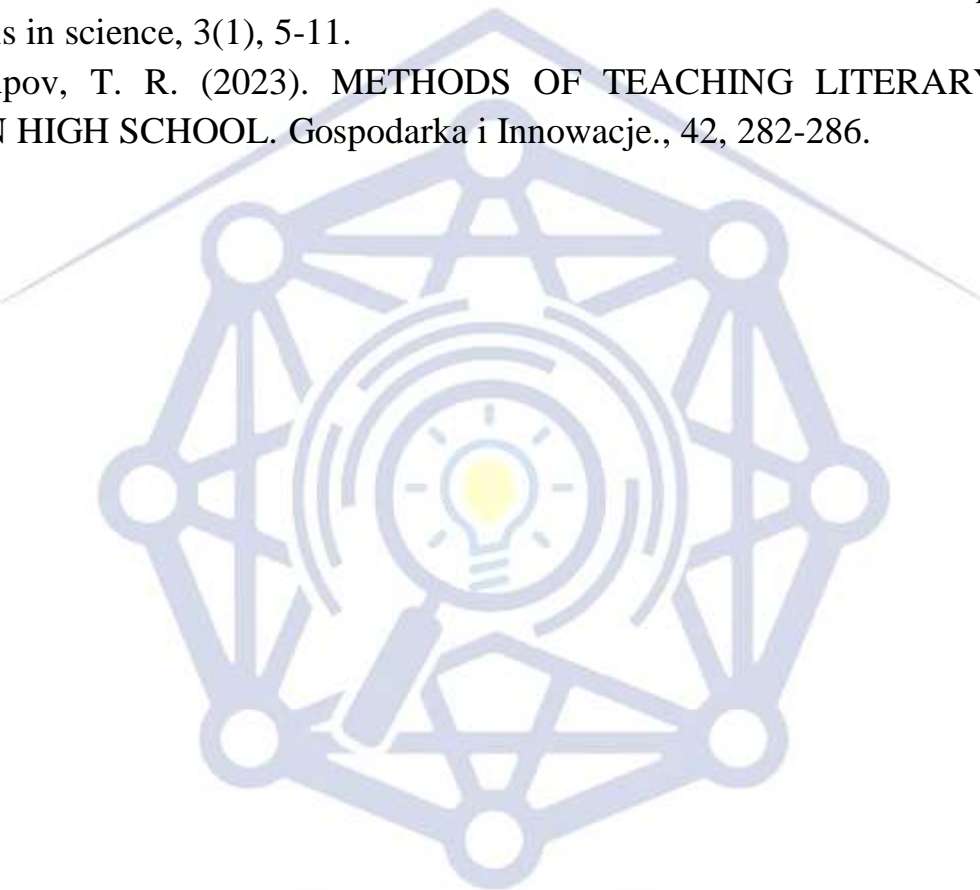
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TIL O‘RGANISHNING INSON MIYA FAOLIYATIGA IJOBIY TA‘SIRI

Isroilova Shoxida Dexqonovna

Farg‘ona shahar yuridik texnikumi yuristlar
uchun ingliz tili fani o‘qituvchisi

Annotatsiya. Mazkur maqolada til o‘rganishning inson miyasiga ko‘rsatadigan ta‘siri, ikki tilni bilishning ustun jihatlari kabi masalalar tahlil etiladi.

Kalit so‘zlar: xorijiy til, o‘qitish, metod, miya faoliyati, tilshunoslik.

KIRISH

Ikki tilda bekamu ko‘st so‘zlashishni uddalay olsangizda, u tildan bu tilga silliqqina o‘tib so‘zlashishda davom etish ko‘pam oson bo‘lmasligi mumkin, deydi o‘zbekistonlik mutaxassis, Janubiy Koreyaning Pusan chet tillar universiteti professori Azamat Akbarov.

TADQIQOT METODOLOGIYASI VA EMPIRIK TAHLIL

Rus tilida ajratilgan fe‘lni buzib yuborish, ingliz tilida noto‘g‘ri talaffuz yoki turk tilida uzun gapning boshi va oxiri orasida bog‘lanish shartini yo‘qotib qo‘yish tez-tez uchraydigan holatlardir. Ikkinchi tilni o‘zlashtirish ko‘p vazifa bajara olish ko‘nikmalarimizni sayqallashtiradimi yoki shunchaki chalkashtirib yuboradimi?

Ushbu bahs tilshunoslar va psixologlarni bir-birlari bilan ko‘p ekspertlar ikki tilni biluvchi bolalar kelgusi hayotlarida aqliy qabul qilish faoliyatlarida buzilishdan qiynaladi, deb ta‘kidlagan 1920 yillardan beri qarama-qarshi qo‘yib kelmoqda. Biroq ilm-fan shaxdam qadamlar bilan rivojlanishda davom etdi. Tadqiqotchilarning da‘vo qilishlaricha, ikki tillilik — inson kundalik hayotida hech bo‘lmaganda ikki til bilan so‘zlashadigan bo‘lsa, bosh miyasiga, xususan, yosh o‘tishi bilan foyda berar ekan.

Birinchi asosiy ustunlik keng ma‘noda bajaruvchanlik funksiyasi deb nomlanuvchi tushuncha bilan bog‘liq. Bu tushuncha insonga o‘z diqqatini nazorat qilish, yo‘naltirish va boshqarishni hamda insonning rejalashtirish qobiliyatini o‘z ichiga oladi. Shuningdek, bu funksiya keraksiz ma‘lumotga e‘tibor bermaslikka va muhim ma‘lumotni diqqat markaziga ola bilishga yordam beradi. Ikki tilni biluvchi inson bu tillarni o‘zlashtirgani tufayli va bu tillar avtomatik ongsiz ravishda

faollashtirilgani tufayli bir tilda aytish lozim bo‘lgan so‘zni boshqa tilda va noto‘g‘ri o‘rin va vaqtda aytib yubormaslik kabi chalkashib ketishni doimiy ravishda nazorat qilib boshqarib boradi. Biror vazifani bajarayotganda diqqatni boshqa tomonga buradigan omillar paydo bo‘lganda bosh miyaning bunday nazoratga javob beradigan qismlari ham ishlaydi. Bunday vazifa til bilan umuman bog‘liq bo‘lmasligi ham mumkin; bu shovqin kuchli muhitda biror narsani tinglashga urinish yoki ish biror virtual vazifani bajarishdan iborat bo‘lishi mumkin. Ikki tilni qo‘llashda rivojlangan avtomatizm (mushak xotirasi) ham turli vazifalar uchun qo‘llanishi mumkin.

Ikki tillik haqidagi turli afsonalarning boshlanishi Birinchi va Ikkinchi jahon urushlari davrida AQSh va Buyuk Britaniyada olib borilgan tadqiqotlarga borib taqaladi. Bu tadqiqotlarda urushdan holdan toygan mamlakatlar bolalari — qochqinlar, yetimlar va, ba’zi hollarda, konsentratsion lagerlarda bo‘lgan bolalar jalb qilingan bo‘lib, saviyasi, sifati juda past bo‘lgan. Ularning maktab tahsillari bir necha yillar uzilib qolgan edi. Ularning ba’zilari (ruhiy, jismoniy) jarohatlar olgan bo‘lishlari mumkin edi, va shu yosinda ular tadqiqotlarga jalb qilinib, og‘zaki nutq qobiliyatlarini o‘lchash tajribalarida qatnashgan. Ushbu tajribalarda bu bolalarning juda past natijalar ko‘rsatganlari hayron qolarli holat emasligi tabiiy.

Tadqiqotchilar past natijalarni jarohatdan keyingi ruhiy tanglik holatiga yo‘yishdimi? Ehtimol, ular bu tushunchaning nimaligini bilmagan bo‘lsa ham kerak. Aksincha, ular bu holatni bolalarning ikki tillilik qobiliyatlariga yo‘naltirdi. Faqat 1960-yillarga kelib Monrealdagi MakGill universiteti olimlari Elizabet Pil va Uollas Lambertlar o‘zlari o‘tkazgan juda muhim tadqiqotlar natijalarini chop qilganlaridan keyin bu masalaga nisabatan qarashlar o‘zgara boshladi. Ularning aniqlashlaricha, ikki tilni biluvchi bolalar nafaqat aqliy (kognitiv) tushunishda orqada qolmas yoki aqliy zaiflikka ega bo‘lmas ekan, balki aslida bu xislat aqliy ustunliklar, foyda berar ekan.

Ikki tilda so‘zlashuvchi bolalarda, doimo bo‘lmasa-da, ustunliklarning mavjudligiga guvoh bo‘lamiz. Shuningdek, yoshi katta bo‘lmagan balog‘atga yetgan odamlarni, masalan, 20 yoshlilarni olsak, ularda bunday ustunliklarni ko‘rish va aniqlash tobora qiyinlashib boradi. Bunga bosh miya ulg‘ayishi nuqtai nazaridan mantiqiy asos bor. Bolalik davrida inson bosh miyasi rivojlanishda davom etayotgan bo‘ladi, biroq balog‘atga yetishning dastlabki pog‘onasiga yetgan sari inson bosh miyasi rivojlanishning yuqori chuqqisiga yetadi, va bunda ikki tillilik insonga ko‘pam qo‘shimcha ustunlik bermaydi.

Uzoq vaqtlar davomida, biror tilni puxta o‘rganishning yagona usuli uni yoshliq chog‘ida o‘rganish degan fikr hukmronlik qilib keldi. Ya’ni balog‘atga yetgandan keyin inson tilni bekamu ko‘st o‘zlashtira olmaydi degan fikr mavjud edi. Chunki bu holda inson so‘zlashuv va talaffuzida doimo o‘z tili lahjasining ta’siri bo‘ladi. Bugungi kunga kelib biz bu fikr haqiqatga to‘g‘ri emasligini bilamiz, chunki ulg‘aygach, chet tillarni o‘rgangan, buning ustiga juda yaxshi o‘zlashtirgan odamlar soni ko‘paymoqda. Bu holat tadqiqotchilarni bolalikda chet tilini o‘rganish ulg‘ayganda o‘rganishdan farq qildiruvchi omillar nima ekani masalalarini qayta o‘rganishga undadi.

Bolagikda bosh miya o‘rganishga ko‘proq moyilmikan yoki ko‘proq moslashuvchanmikan — buni biz ko‘proq «egiluvchan (plastik)» deb ataymiz, va ulg‘ayganda qattiqlashib va bir joyda to‘xtab qoladimi? Balki bolalikda bola oladigan ma’lumotlar hajmi, ko‘lami va turi, ularga boshqalar tomonidan beriladigan erkalik va erkinliklar imkoni va rag‘batlantirish darajasi nuqtai nazaridan bolalarda til o‘rganish sharoitlari boshqachaligi ta’sir qilarmikan? Ikki ishda ishlaydigan va til o‘rganish kursiga kech soat 7:00 da boradigan yoshi katta kishi oladigan ma’lumot bola o‘z onasidan, buvisi, otasi va boshqa birlamchi tarbiyachilardan tinimsiz qabul qiladigan ma’lumotlarga nisbatan boshqacha bo‘ladi.

XULOSA VA MUNOZARA

Pirovard natijada esa, ehtimol, bolalikda va yoshi ulg‘ayganda til o‘rganganlar orasidagi farq moslanuvchanlik va sharoitlar kabi ikki omilning birga qorishib kelishida bo‘lsa kerak. Albatta, har bir alohida olingan shaxs va sharoitlarda ham farqlar mavjud. Turli odamlarga bir xil sharoit yaratilsa, ba’zilar gullab-yashnab ketadi va boshqalar esa qiynalib yuradi.

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TA'LIM SOHASIDAGI INTEGRATSION YONDASHUV

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Annotatsiya: ushbu maqolada jamiyatdagi integratsiya jarayonida insonning integratsiya - alohida elementlarni yig'ib, ularni birlashtirish, yaxlit holga keltirish deb tushunish mumkin. Shuningdek, ko'pchilik olim va metodistlar integratsiya muammosining mazmun-mohiyatini aniqlash bo'yicha fikr berganlar Hozirgi kunda “Integratsiya” tushunchasining aniq ta'rifi metodik adabiyotlarda, bu muammo bo'yicha shug'ullangan olimlar tomonidan bir-biriga yaqin bo'lgan ta'riflarda berilgan. Ta'limni integratsiyalashning asosiy maqsadi boshlang'ich maktabdayoq tabiat va jamiyat haqida yaxshi tasavvur asoslarini qo'yish va ularning rivojlanishi qonunlariga o'z munosabatini shakllantirishdir.

Kalit so'zlar: Iqtisodiy integratsiya, ta'lim integratsiyasi, didaktika, sub'ektiv, fabrikalar, o'zaro birlashish, ishlab chiqarish, bank.

KIRISH.

Integratsiya (lot. integratio — tiklash, to'ldirish, integer — butun so'zidan)— bu suveren davlatlar o'rtasida tovarlar, xizmatlar, moliya, investitsiya, ishchi kuchi erkin harakatlanadigan iqtisodiy kenglikni tashkil qilish maqsadida birlashish jarayoni. 1) sistema yoki organizmning ayrim qismlari va funksiyalarining o'zaro bog'liqlik holatini hamda shunday holatga olib boruvchi jarayonni ifodalaydigan tushuncha; 2) fanlarning yaqinlashishi va o'zaro aloqa jarayoni; differentsiatsiya bilan birga kechadi;

3) 2 va undan ortiq davlatlarning iqtisodiyotini o‘zaro muvofiqlashtirish va birlashtirish (qarang Iqtisodiy integratsiya) [1]

ASOSIY QISM.

Jamiyatdagi integratsiya jarayonida insonning integratsiya - alohida elementlarni yig‘ib, ularni birlashtirish, yaxlit holga keltirish deb tushunish mumkin. Shuningdek, ko‘pchilik olim va metodistlar integratsiya muammosining mazmun-mohiyatini aniqlash bo‘yicha fikr berganlar Hozirgi kunda “Integratsiya” tushunchasining aniq ta’rifi metodik adabiyotlarda, bu muammo bo‘yicha shug‘ullangan olimlar tomonidan bir-biriga yaqin bo‘lgan ta’riflarda berilgan. Ta’limni integratsiyalashning asosiy maqsadi boshlang‘ich maktabdayoq tabiat va jamiyat haqida yaxshi tasavvur asoslarini qo‘yish va ularning rivojlanishi qonunlariga o‘z munosabatini shakllantirishdir.

Ma’lumki, pedagogika fani yuksak aqliy salohiyatga ega bo‘lgan barkamol avlodni shakllantirishga qaratilgan bo‘lib, shunga ko‘ra bugungi kunda davlatimiz va jamiyatimiz tomonidan qabul qilingan muhim me’yoriy hujjatlar - “Ta’lim to‘g‘risida”gi Qonun, “2004-2009 yillarda maktab ta’limini rivojlantirish Davlat umummilliy dasturi”da ko‘rsatib o‘tilgan barkamol shaxsni shakllantirish yo‘nalishlari, qonunyalari va tamoyillariga asoslangan holda keng ko‘lamli tadqiqotlarni amalga oshirish zaruriyati vujudga keldi. Shu sababli pedagogika fani haqli ravishda davlat tomonidan fanning ustuvor sohalaridan biri sifatida e’tirof etilmoqda.

Zamonaviy sharoitlarda fanlarni o‘qitishda ularning integratsiyasini ta’minlashga yetarli e’tibor berilmay kelmoqda. Hatto, o‘rta maxsus, kasb-hunar ta’limi o‘quv rejalaridagi fizika va elektrotexnika, kimyo va materialshunoslik kabi fanlar ham tizimli o‘zaro bog‘liqlikni ta’minmagan holda o‘qitilmoqda. Muammoni bartaraf etishga qaratilgan tadbirlar esa tegishli o‘quv rejalarida ushbu fanlarni o‘qitishning vaqt bo‘yicha muvofiqlashtirilishi yoki fanlar mazmunini qisman uyg‘unlashtirishga oid tadbirlar bilan cheklanmoqda. Uni tubdan hal qilish uchun esa, talabalar egallaydigan

bilimlari yuqori sifat darajasini ta'minlovchi o'quv fanlari integratsiyasining zaruriy shart-sharoitlari, shakl, mazmun va vositalarini ishlab chiqish talab etilmoqda. Didaktika o'quv fanlarini integratsiyalashga bir qancha yondashuvlarni taklif qiladi, biroq hali bu jarayonning umume'tirof etilgan mazmuni, shakl va vositalari yaratilgan emas. Ko'pchilik pedagog olimlar ta'limdagi integratsion jarayonlarni o'rganishda fundamental fanlarni integratsiyalashdagi tasavvurlardan kelib chiqqan holda ish ko'radilar.

O'quv fanlari integratsiyasi ilm-fandagi shu jarayonlardan farq qiladi. Bu ma'noda integratsiya - fanlarning differentsiatsiyasi tufayli tarixan tarkib topgan o'quv fanlariga bo'lib o'qitish tizimining kamchiliklarini tuzatishga qaratilgan ularning o'zaro bog'liqligini ta'minlash shakli sifatida qaralishi mumkin. O'quv fanlarini integratsiyalashning didaktik mohiyati turli o'quv fanlari bo'yicha yangi bilimlarni shakllantirishning kontseptual tuzilma va metodlarini aniqlash imkonini beruvchi pedagogik tadbirlar tartibi hamda qonuniyatlarini ishlab chiqish zarurati bilan belgilanadi. Tor ma'noda qaralganda, o'quv fanlari integratsiyasi fan sohalari va ilmiy bilimlar o'zaro sintezining uzviy davomi hisoblanadi. O'quv fanlari integratsiyasining asosiy maqsadi sub'ektiv yangi bilimlarni sintez qilishdan iborat bo'lib, integratsiya jarayonlarining bosh vazifasi - sub'ektiv yangi ilmiy bilimlarni sintez qilishga qaratilgan pedagogik texnologiyalarni ishlab chiqishdan iborat. O'quv fanlarini integratsiyalashgan holda o'rganishda sub'ektiv yangi bilimlar sintezi qanday kechadi? - degan savol yuzaga kelishi mumkin. Didaktikada turli fanlarga taaluqli o'quv materiallarini bitta kursga birlashtirish kabi integratsiyaning turli shakllari taklif qilinadi. Biroq, pedagogik tajribalar bu kabi shakllarning yetarli samara bermasligini ko'rsatmoqda.

XULOSA.

Ta’lim jarayonida yangi bilimlarning fanlararo sintez jarayoni juda sekin kechib, ba’zida u bir qancha o’n yilliklarga teng davrni qamrab oladi. O’quv jarayonida o’qituvchi bir yoki bir necha mashg’ulot, yoki hatto bir necha daqiqa ichida talabani ilgari turli fanlariga oid o’zlashtirilgan bilimlarga tayanuvchi sub’ektiv yangi bilimga “olib kelishi” kerak bo’ladi. Ya’ni, bilimlarni tayyor holatida berish emas, balki ularning sintezi uchun tegishli shart-sharoitlar yaratilishi kerak.

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**BOSHLANG‘ICH TA’LIMDA DIDAKTIK O‘YINLARDAN
FOSHDALANISH**

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ANNOTATSIYA

Ushbu maqola boshlang‘ich ta’limga kompetensiyaviy yondashuv imkoniyatlarini beradi. Boshlang‘ich ta’lim o‘qituvchilari va oliy ta’lim bituruvchilari foydalanishi mumkin.

АННОТАЦИЯ

В этой статье представлены возможности для компетентностного подхода к начальному образованию. Его могут использовать учителя начального образования и выпускники высших учебных заведений.

ANNOTATION

This article provides opportunities for a competency-based approach to primary education. It can be used by teachers of primary education and graduates of higher education.

KALIT SO‘ZLAR

Didaktik o‘yin, dastur, o‘quv materiallari, idrok, zehn, tafakkur, o‘yin texnikasi, faollik, matematik nutq, kompetensiya, pedagogic texnologiya.

КЛЮЧЕВЫЕ СЛОВА

Дидактическая игра, программа, учебные материалы, восприятие, разум, мышление, техника игры, деятельность, математический дискурс, компетентность, педагогическая технология.

KEY WORDS

Didactic game, program, educational materials, perception, mind, thinking, game technique, activity, mathematical discourse, competence, pedagogical technology.

Didaktik o‘yinlar asosan ta’lim jarayonini o‘quvchilarning yosh xususiyatlari va tayyorgarliklariga qarab samarali tashkil qilishga, ularga bilim va ma’lumot berishni yengillashtirishga, ta’limda ko‘rgazmalilikni ta’minlashga qaratilgan bo‘lib,

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o‘quvchilarni o‘quv materiallari bilan ortiqcha band qilib qo‘ymaslik imkoniyatini yaratadi. Dastur materiallarini o‘zlashtirishda bir qator qulayliklar tug‘diradi.

Didaktik o‘yinlar o‘quvchilarning his-tuyg‘ularini shakllantirishga, ayniqsa ularning sezgi a‘zolari (sezish, ko‘rish, tinglash va boshqalar) faoliyatini faollashtirishga yordam beradi. Bola miyasini „mashq“ qilishga, tafakkurini teranlashtirishga o‘rgatadi. Uning idroki, zehni, faxm-farosati, xotirasi, irodasi, bilim olish ishtiyoqi va ehtiyoji mustahkamlanadi. Ziyrakligi, ixtiyoriy diqqati, topqirligi, tashabbuskorligi oshib boradi. O‘quvchining iste’dodi, ijodiy qobiliyati namoyon bo‘la boshlaydi va olgan imkoniyatlarini o‘z faoliyatida, mehnat va o‘yinda sinab ko‘rish imkoniyati tug‘iladi, O‘quvchilarda kompetensiyalarni shakllantirish uchun o‘yinlardan keng foydalanish lozim.

Didaktik o‘yinlarni darsda qo‘llash ta’lim-tarbiya jarayoniga noan’anaviy usulda yondashuvni ifodalab, an’anaviy usullardan bir qator sifatleri bilan farqlanadi. Ya’ni, o‘quv jarayonini bevosita qiziqarli o‘yinlar asosida tashkillashtirish, o‘quvchilarning birgalikda harakatini ta’minlash, masalaga guruh bo‘lib yondashish natijasida o‘quvchilarning birgalikda harakatini ta’minlash, masalaga guruh bo‘lib yondashish natijasida o‘quvchilarni faol harakatini va mantiqiy tafakkurini rivojlanishiga sharoit yaratadi. Lekin bu harakatlar texnologik jihatdan ta’minlangan bo‘lishi kerak. Bu bilimlarni nomoyon qilishlari uchun esa aynan o‘yin texnologiyalari vositasida tashkillantirilgan darslar alohida ahamiyatga ega. Biz quyuda o‘quvchilarda tayanch va fanga oid kompetensiyalarni shakllantirishga xizmat qiladigan o‘yinlarni taqdim etdik. Taklif etilayotgan didaktik o‘yinlar ham ta’lim jarayonida o‘quvchilar faolligini oshirishga xizmat qiladi. Bunga misol sifatida quyudagi o‘yin turlarini ko‘rsatib o‘tish mumkun: “Sayohat” o‘yini, “Qisqa muddatli yozma ish” o‘yini, “Erudit” o‘yini, “Yumoloqlangan qor o‘yini”, “Zakovatli zukko o‘yini”, “Obrazga kir oyini” va hakozi. Boshlang‘ich ta’lim jarayonida didaktik o‘yinlarga axboratlarni tashuvchi manba sifatida qaraladi. Dars jarayonida didaktik o‘yinlarni tashkil etish o‘quvchilar o‘rtasida muloqotga kirishish, diqqatni jamlash va o‘z navbatida, hozirjavoblik kabi xislatlarni shakllantirishga xizmat qiladi.

Boshlang‘ich ta’lim jarayonida didaktik o‘yinlardan muntazam ravishda foydalanish ta’limda tabiiy vaziyatni yaratadi. Bu esa o‘quvchilarni dars davomida erkin faoliyat ko‘rsatishlariga sharot tug‘diradi. O‘yindan samarali va olib borilayotgan darsning mazmuniga mos holda foydalanish o‘quvchiga dars davomida berilayotgan ma’lumotlarni mustaqil o‘zlashtirishi hamda ijodiy tafakkuri shakllanishini

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ta'minlaydi. O'yin o'quvchilarni yashirin imkoniyatlarini va fanga bo'lgan qiziqishlarini ochib beradi.

Boshlang'ich sinf o'quvchilarini matematik nutqini o'stirishda didaktik o'yinlardan foydalanish samarali natija beradi. O'quvchilarning matematik nutq boyligini oshirish, raqamlar va sonlarni to'g'ri talaffuz qilishda ham didaktik o'yinlardan foydalanish maqsadga muvofiq.

Didaktik o'yinlar o'quvchilarning ma'naviy va axloqiy kamolotida, ularning barkamol inson bo'lib kamol topishida ulkan tarbiyaviy ta'sir qudratiga egadir. Didaktik o'yinlar davomida bolalar jamoa bo'lib ishlashga, birgalikda ijod qilishga, hamkorlikda ishlashga va mustaqil ishlashga o'rganadilar. Bu jarayonda o'quvchilarda intizomlilik, inoqlik va o'z navbatida erkin fikr yurita olishlari kuzatiladi. Ma'lumki 1-sinfqa qabul qilinib, maktab ostonasida ilk qadam qo'ygan bolaning faoliyatida o'yin asosiy o'rinni egallaydi. O'yin ularning eng sevimli mashg'uloti bo'lib, ular har qanday mashg'ulotni o'yin bilan uyg'unlashtirishga harakat qiladilar. Shunday ekan o'qituvchi o'quvchi faoliyatidan ularning sevimli mashg'uloti – o'yinni siqib chiqarmasdan, undan maqsadga muvofiq foydalanish bilan ta'lim jarayonining samaradorligini oshirishga imkon beradi. O'yin – bola hayotining uzviy qismidir. O'yin orqali bola atrof – muhit, tabiat hodisalari, manzaralari, buyumlar, o'simliklar, hayvonlar dunyosi bilan tanishadi. Boshlang'ich ta'lim davrida o'quvchilarning aqliy va jismoniy faoliyatini tashkil qilishda didaktik o'yinlar alohida ahamiyatga ega. Darslarida didaktik o'yinlardan foydalanish o'quvchilar zehni o'stirish, tez hisoblash ko'nikmalarini oshirishda muhim ahamiyatga ega. Didaktik o'yinlar jarayonida o'quvchilar o'yin qoidalariga qat'iy rioya qilishga o'rganadilar, inoqlik his-tuyg'ulari, dunyoqarashlari shakllanib boradi. Ta'lim jarayonida didaktik o'yinlar o'quvchilarning xususiyatiga ko'ra tashkil etilishi kerak. Bu esa ularga bilim berishni yengillashtirishga, ko'rgazmalilikni ta'minlashga qaratilgan bo'lib, o'quvchilarni toliqtirmaslik, zeriktirmaslik imkonini yaratadi. Didaktik o'yinlarni xilma-xil tarzlarda tashkil qilish mumkin. Qo'g'irchoqlar, o'yinchoqlar, rasmlar va tarqatmalar, turli geometrik shakllardan ham foydalanish mumkin. Didaktik o'yinlar maqsadiga ko'ra 4 omilni o'z ichiga oladi:

XULOSA

Eng yaxshi didaktik o'yinlar mustaqil ta'lim olish prinsipida tuzilgan, ya'ni shunday tuzilganki, ularning o'zi o'quvchilarni bilim va ko'nikmalarga ega bo'lishlariga qarab yo'naltiradi. Ma'lumki ta'lim olish ikkita komponentni o'zida

jamlaydi: kerakli ma'lumotni to'plash va to'g'ri yechimni qabul qilish. Bu komponentlar o'quvchilarda didaktik tajribani ta'minlaydi. O'qunchilarda bunday tajribaga ega bo'lishni ko'paytirish, ularni mustaqil ravishda bu ko'nikmaga ega bo'lish mashqlariga o'rgatishdan iboratdir. Bunga psixologik tavsifdagi rivojlantiruvchi o'yinlarni kiritish mumkin: krosvordlar, viktorinalar, boshqatirmalar, rebuslar va boshqa o'yinlarni o'z ichiga oladi.

Boshlang'ich ta'lim jarayonida didaktik o'yinlardan muntazam ravishda foydalanish ta'limda tabiiy vaziyatni yaratadi. Bu esa o'quvchilarni dars davomida erkin faoliyat ko'rsatishlariga sharoit tug'diradi. O'yindan samarali va olib borilayotgan darsning mazmuniga mos holda foydalanish o'quvchiga dars davomida berilayotgan ma'lumotlarni mustaqil o'zlashtirishi va ijodiy tafakkurini shakllanishini ta'minlaydi. O'yin o'quvchilarni yashirin imkoniyatlarini va fanga bo'lgan qiziqishlarini ochib beradi.

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BANDLIKNI OSHIRISHDA KICHIK BIZNES VA XUSUSIY TADBIRKORLIKNING O‘RNI

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Annotatsiya: Ushbu maqola kichik biznes va xususiy tadbirkorlikni rivojlantirishning samarador yo‘llari va tadbirkorlikni isloh qilish, yanada barqarorlashtirish va hozirgi kundagi xususiy korxonalarining o‘sgani, kichik biznes salohiyatining qay darajada ko‘tarilgani haqida so‘z boradi.

Kalit so‘zlar: Kichik biznes, barqarorlik, xususiy korxonalar, iqtisodiy o‘rish, samaradorlik, ishbilarmonlik, aholi bandligi.

Аннотация: В данной статье говорится о путях дальнейшего реформирования и стабилизации малого бизнеса и частного предпринимательства в Республике Узбекистан, а также о росте частного предпринимательства на сегодняшний день, и в какой степени возрос потенциал малого бизнеса.

Ключевые слова: Малый бизнес, устойчивость, частное предпринимательство, экономический рост, эффективность, предпринимательство, занятость населения.

Mamlakatimizni rivojlantirishni 2017-2021 yillarga mo‘njallangan harakatlar strategiyasida kichik biznes oldiga juda keng ko‘lamli vazifalar qo‘ydi. Ushbu vazifalarni samarali tarzda yechish uchun kichik biznes sub'ektlarini boshqarishda innovatsion faoliyatga katta ahamiyat qaratilgan. Faol tadbirkorlikni amalga oshirish uchun ham innovatsion tadbirkorlik bo‘lishi kerak. Innovation faoliyat tadbirkorlik faoliyatining mohiyatini tashkil qilishi kerak. Sharafli nomga ega bo‘lish uchun har qanday shaxs o‘z ustida ishlashi, yangiliklarni qidirish, yaratishi, izlanishi lozim. Bozor iqtisodiyotidagi keskin raqobat kurashida engib chiqib, yashab qolaman degan tadbirkor innovatsion faol bo‘lishi, innovatsion boshqaruvni amalga oshirishi kerak. Bu hayotiy zaruriyat hisoblanadi. Innovatsiya –bu raqobat qonunidir, bozor

iqtisodiyotining o'ziga hos hususiyati bo'lib, u-siz bozor tizimi hech qachon rivojlanmaydi.

Kichik biznes va xususiy tadbirkorlikni qo'llab-quvvatlanishi nafaqat iqtisodiyotni muttasil rivojlanishi, xo'jalik aloqalarini tuzatish, raqobatni rivojlantirish va iste'mol bozorini to'ldirish bilan bog'liq bo'lgan iqtisodiy maqsadlarni ham ta'minlamoqda. Mamlakatimizda kichik biznesni va xususiy tadbirkorlikni yanada barqaror qilish maqsadida O'zbekiston Respublikasi Prezidentining “Xususiy mulkni himoya qilish va mulkdorlar huquqlarining kafolatlarini kuchaytirish, tadbirkorlik tashabbuslarini qo'llab-quvvatlash borasidagi ishlarni tashkil qilish tizimini tubdan takomillashtirish bo'yicha qo'shimcha chora-tadbirlar, shuningdek, tadbirkorlik subyektlarining moliyaviy resurslar va ishlab chiqarish infratuzilmasidan foydalanish imkoniyatlarini kengaytirish to'g'risida” 2019-yil 13-avgustdagi PF-5780-son Farmoni va O'zbekiston Respublikasi Prezidentining “O'zbekiston Respublikasi Iqtisodiyot va sanoat vazirligi huzuridagi Kichik biznes va tadbirkorlikni rivojlantirish agentligi faoliyatini tashkil etish to'g'risida” 2019-yil 13-avgustdagi PQ-4417-son qarorlari qabul qilingan.

Faol tadbirkorlikni amalga oshirish uchun hamda innovasion faoliyatni jadal ravishda qo'llash uchun turli salohiyatga ega bo'lgan kichik biznes faoliyati sub'ektlari innovasion salohiyatini belgilashda quyidagilarga alohida e'tibor berishlari katta ahamiyatga ega deb hisoblaymiz:

1. Rag'batlardan keng miqyosda foydalanish
2. Imkoniyatlardan foydalanish
3. Turli cheklovlar va to'siqlarni bartaraf etish (1-rasm).

Kichik biznes sub'ektini boshqarayotgan mulk egasi o'z foydasini orttirish yo'lida tinmay izlanadi. Buning uchun, u sifatli, raqobatbardoshli yoki umuman yangi xil mahsulot turini ishlab chiqarishga harakat qiladi. Buning uchun u o'zidagi texnologiyani takomillashtiradi, innovatsiyalarni joriy etadi, ya'ni yangiliklarni qidiradi, topadi, o'z korxonasida qo'llaydi. Ushbu harakatlarning barchasi ma'lum xarajatlarni talab qiladi.

Faol tadbirkorlikni amalga oshirish omillari.



Ushbu harakatlarning barchasi ma'lum xarajatlarni talab qiladi. Shu bilan birgalikda, katta xarajatlarni qilib, bozorga olib chiqilgan mahsulotni bozorda yaxshi qabul qilmasliklari mumkin. U etarli miqdorda sotilmasdan, qilingan xarajatlar qoplanmasligi mumkin. Mahsulotning biron-bir hususiyati etarli darajada hisobga olinmagan bo'lishi mumkin. Shuning uchun har qanday tadbirkor har qanday yangi ishni, innovatsiyani amalga oshirish uchun ko'p marta o'ylashi, hisob-kitoblarni amalga oshirishi lozim. Shu bilan birgalikda, tadbirkorni innovasion tavakkalchilikka etaklaydigan bir kuch bor. Bu bozordagi raqobat kuchidir. Bozorda mahsulot ishlab chiqaruvchilar ko'pligidan, ular o'rtasida kuchli raqobat kurashi mavjuddir. Har bir ishlab chiqaruvchi ko'proq mahsulot sotishga harakat qiladi. Kimda-kim harakatni susaytirsa, xotirjamlikka berilsa, raqobatda yutqazib qo'yishi mumkin. Bunday xavf har qanday tadbirkorga doimiy ravishda yo'ldosh bo'ladi. Shu sababli, tadbirkorni innovasion faoliyatga undovchi kuch bo'ladi. Ana shu narsa – innovasion rag'batdir.

Kichik biznes sub'ektlarida innovasion loyiha ustida shug'ullanish uchun ma'lum imkoniyatlarga ham ega bo'lish talab qilinadi. Unda qandaydir o'ylab topilgan yangilik yoki ilmiy-texnikaviy faoliyat natijasi bo'lishi kerak. Tadbirkor qandaydir ilmiy muassasaga topshiriq berishi, ichki yoki tashqi bozordan tayyor lisenziya sotib olishi, patent tadqiqoti o'tkazishi mumkin. Muammo bo'lsa, olimlar va tadqiqotchilar bu muammo ustida ishlaydilar va echimini topishga harakat qiladilar. Shu sababli, tadbirkor o'z muammolarini ilmiy-tadqiqot muassasalariga etkazishi lozim. Bunday ishlarning hammasi tadbirkorda mablag'bo'lishini talab qiladi. Yaratilgan yangilikni joriy qilish uchun ham mablag'bo'lishi kerak. Yirik innovatsiyalarni amalga oshirish uchun kichik biznes sub'ektlarida mablag'etishmaydi. Shu sababli, kichik biznes sub'ektlariga o'zaro birlashishlari mumkin. Shu yo'l orqaligina bunday cheklashlarni engib o'tishi mumkin. Natijada yirik tadbirkorlik sub'ektlari tashkil topadi. Kichik biznes mamlakatimiz yalpi ichki mahsulotining qariyb 60 foizini, sanoat mahsulotlari hajmining uchdan birini, qishloq xo'jaligi mahsulotining 98 foizini, investitsiyalarning

yarmini ta'minlamoqda. Ko'pgina viloyatlarda eksportning 70-90 foizi aynan kichik biznesga to'g'ri keladi.

Kichik biznes va xususiy tadbirkorlik iqtisodiyotni rivojlantirish, aholi bandligi va daromadlarini oshirishda muhim omilidir. Ushbu soha vakillarini har taraflama qo'llab quvvatlash maqsadida oxirgi ikki yarim yilda Prezidentning ellikdan ortiq farmon va qarorlari qabul qilindi. Bularning barchasi kichik biznes va xususiy tadbirkorlikka qaratilgan. Jumladan tadbirkorlik faoliyatini davlat ro'yxatidan o'tkazish, turli ruxsatnomalar olish soddalashtirilgan.

Foydalanilgan adabiyotlar ro'yxati:

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CMS PLATFORMALARI YORDAMIDA TA'LIMIY SAYTLAR YARATISHNING SHAKL, METOD VA VOSITALARI

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Annotatsiya: Ushbu maqolada o'quv jarayonini elektron ta'lim asosida tashkil etish, shu jumladan, o'quv materiallarini bayon etishni takomillashtirish tamoyillariga ma'lum o'zgartirishlar kiritish haqida so'z boradi. Ta'limiy platformalarni yaratish va uning foydali jihatlari haqida fikr yuritilgan.

Kalit so'zlar: axborot-kommunikasiya texnologiyalari, internet texnologiyalari, elektron ta'lim, elektron ta'lim resurslar, o'qitish, ta'limiy platformalar, innovatsion dasturlash.

Аннотация: В данной статье говорится об организации образовательного процесса на основе электронного образования, в том числе о внесении определенных изменений в принципы совершенствования подачи учебных материалов. Обсуждалось создание образовательных платформ и его полезные аспекты.

Ключевые слова: информационно-коммуникационные технологии, Интернет-технологии, электронное обучение, электронные образовательные ресурсы, — обучение, — образовательные — платформы, — инновационное программирование.

Abstract: This article talks about organizing the educational process based on electronic education, including making certain changes to the principles of improving the presentation of educational materials. The creation of educational platforms and its useful aspects were discussed.

Key words: information and communication technologies, Internet technologies, e-learning, e-learning resources, training, educational platforms, innovative programming.

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Hozirgi kunda ta'lim jarayoniga axborot-kommunikasiya texnologiyalari (AKT) shiddat bilan kirib kelishi bilan birga, u ta'limning samaradorligini oshirishda eng qulay omillardan biri bo'lib qolmoqda. Shuning uchun ham ilg'or mamlakatlar ta'lim tizimida kompyuter texnikasidan, zamonaviy axborotkommunikasiya texnologiyalaridan unumli foydalanishga qaratilgan izlanishlar to'xtovsiz kechmoqda.

Elektron ta'lim tizimi ixtiyoriy masofadan hech bir t o'siqlarsiz ta'lim berish va ta'lim olish imkoniyatini yaratadi. Mutaxassislarning ta'kidlashicha, an'anaviy ta'lim tizimiga nisbatan real vaqt tizimidagi masofaviy ta'lim tizimida o'qitish samaradorligi yuqoriroqdir (Means, Toyama, Merfi, Bakiya va Jons, 2013). Real vaqt tizimidagi masofaviy o'qitish tizimida video ma'ruzalardan foydalanish eng samarali o'qitish usulidir. Misol keltiradigan bo'lsak, Vang (2008) Tayvand davlatida 10 yil meditsina sohasida o'qib, onlaynda o'qitilayotgan tibbiyot bo'yicha video ma'ruzalar yordamida aholi orasida tibbiy xizmatni yaxshilanganligini aytadi. Yana bir misol, Janubiy Koreyaning poytaxti Seul shahrida joylashgan Chung- Ang universitetida har bir fan bo'yicha onlayn elektron sinfi (e-class) mavjud. Fanga qatnashishga ro'yxadan o'tgan talaba e-class ga ham kirish huquqiga ega bo'ladi. Ushbu e-classda nafaqat Microsoft Power Point dasturida qilingan prezentatsiyalar balki, video ma'ruzalar, uy vazifasi topshiriqlari ham mavjud. Mashg'ulotga ma'lum sabab bilan qatnasha olmagan yoki darsni yaxshi o'zlashtira olmagan talaba e-class ga kirib video ma'ruzalardan foydalanishi mumkin. Bu albatta ta'lim olish samaradorligini yanada oshiradi va yetuk kadrlar tayyorlashga zamin bo'ladi degan fikrdaman. Axborot jamiyatiga o'tish zaruriyati jahon iqtisodiyotida yangi texnologik tartib shakllanishi va ustuvorligi, axborot resurslarini ijtimoiy-iqtisodiy rivojlanishning haqiqiy resurslariga o'tishi, jamiyatni axborot mahsulotlari va xizmatlariga bo'lgan talabini qondirish, ijtimoiy ishlab chiqish tizimida axborot kommunikatsion infrastruktura ahamiyatini oshishi, xalqaro axborot almashinuvlar asosida maorif, ilmiy-texnik va madaniy sohalarning takomillashuvi, “global axborot afzalliklarini” teng huquq asosida ishlatish bilan shartlanadi. Oxirgi yillarda elektron ta'limning an'anaviy ta'limga qaraganda afzallik jihatlari ko'proq aniqlanmoqda. So'nggi vaqtlarda ta'lim oluvchilar va o'qituvchilar an'anaviy ta'limning ba'zi turlariga qaraganda onlayn ta'limning afzalliklari ko'proq degan xulosaga kelmoqdalar. Sababi, ta'lim tizimida ta'lim sifatini oshirishga qaratilgan raqamli o'qitish platformalari ko'paymoqda, bunda an'anaviy va onlayn ta'limning eng yaxshi tomonlari birlashtirilib aralash ta'lim tizimi shakllantirilmoqda. Aralash ta'lim narxining pastligi, moslashuvchanligi, bepulligi, bundan tashqari ta'lim

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jarayonida murakkab texnologiyalarni qo‘llash afzalligi ushbu alternativa uchun sabab bo‘ladi. Bu tendensiyaga bo‘lgan qiziqish ta‘lim jarayonida talabalarga ta‘sir etadi va ta‘lim sifatini oshiradi. Ko‘pgina tadqiqotlar onlayn ta‘lim talabalarda kreativ fikrlashni rivojlantirishga sabab bo‘lishini ko‘rsatgan, ya‘ni talabalarning mustaqil ta‘lim olishiga, individual ehtiyojlarini inobatga olgan holda o‘quv jarayoniga moslashtirish qobiliyatini shakllantirishga asos bo‘ladi. Elektron ta‘limda rivojlanishini talabalarning raqamli dunyoda o‘zini erkin tutishi, ya‘ni kerakli ma‘lumotlarni yuklab olishi, tahlil qilishi, onlayn kontentlardan erkin foydalana olish qobiliyatida ko‘rishimiz mumkin. Vaqt o‘tgan sayin ushbu tendensiyaga texnologiyalarni qo‘llash asosida an‘anaviy ta‘limning hohlagan turi, metodi, ta‘lim berish usulini kiritishimiz mumkin.

Umuman olganda, hozirgi kunda jamiyatni standart sanoatlashgan iqtisodiyotdan yangi iqtisodiyotga o‘tishi kuzatilmoqda. Yangi iqtisodiyot mijozlari – foydalanuvchilar iqtisodiyoti hisoblanadi, shuning uchun jahon axborot va telekommunikatsiya sanoatini rivojlanishini asosiy omili keng ko‘lamda yangi avlod xizmatlarini taqdim etish bo‘lib kelmoqda. Ta‘limda fan va ishlab chiqarish bilan integrasiyasining asosli mexanizmlarini ishlab chiqish, uni amaliyotga joriy etish, o‘qishni, mustaqil masofaviy ta‘lim tizimi bilim olishni individuallashtirish, texnologiyasini ishlab chiqish va o‘zlashtirish, yangi pedagogik hamda axborot texnologiyalari asosida ETdan foydalangan holda talabalar o‘qishini jadallashtirish ana shunday dolzarb vazifalar sirasiga kiradi. O‘quv jarayonini ET asosida tashkil etish, shu jumladan, o‘quv materiallarini bayon etishni takomillashtirish tamoyillariga ma‘lum o‘zgartirishlar kiritish kerak bo‘ladi. Bunda ta‘lim jarayoniga zamonaviy axborot texnologiyalarini joriy etish va ulardan foydalanish maqsadga erishishdagi eng samarali yo‘ldir. Ta‘lim tizimiga elektron axborot ta‘lim texnologiyalarini tatbiq etish, ta‘lim muassasalarining moddiy texnik bazasini tanqidiy baholash va takomillashtirishdagi asosiy vazifalar quyidagilardan iborat:

- ETni o‘quv jarayoniga tatbiq etish uchun lozim moddiy texnika bazasini yaratish;
- o‘quv jarayoni uchun ET mo‘ljallangan ta‘lim texnologiyalarini yaratish va qo‘llash;
- talabalarni zamonaviy ET texnologiyalari sohasida bilim va ko‘nikmalarini shakllantirish;
- ETni joriy etish orqali ta‘lim tarbiya va o‘qitish jarayonining samaradorligini oshirish.

Elektron axborot resurslari ta'limga oid axborotlarni yig'ish, saqlash, uzatish, qayta ishlash usul va vositalari majmuidan iborat bo'lib, u ta'limga oid turli axborotlarning yaratilishini belgilovchi ichki va tashqi omillarga bog'liq:

- ichki omillar — bu axborotlarning yaratilishi, turlari, xossalari, axborotlar bilan turli amallarni bajarish, ularni jamlash, uzatish, saqlash va h.k

- tashqi omillar — bu ETning texnika uskunaviy vositalari orqali axborotlar bilan turli vazifalarni amalga oshirishni bildiradi. ETdan foydalanish esa, ular bilan muloqotda foydalanuvchilarning ko'nikma va malakalariga bog'liq. Shuning uchun, dastlab zamonaviy telekommunikasiya vositalarining o'zi nimaligini bilib olish muhim sanaladi.

Axborotlashtirish soxasidagi davlat siyosati, axborot resurslari, axborot texnologiyalari va axborot tizimlarini rivojlanish va takomillashuvining zamonaviy jahon tamoyillarini hisobga olgan holda milliy axborot tizimlarini yaratishga qaratilgan. Soxalarda katta xajmdagi axborotlarni to'planishi, yaxlit axborot makonini vujudga kelishi, ularni saqlash, qayta ishlash, uzatish jarayonlarida zamonaviy axborot-kommunikasiya texnologiyalardan foydalanishni yo'lga qo'yishni bilish lozim.

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THE ROLE OF EDMUND SPENCER WITH ENGLISH AND UZBEK SPEECH CULTURE IN THE ART OF ENGLISH SPEECH

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Abstract: In this article, we will provide you with information about the English speech culture, as well as conduct a comparative study of it with the UZBEK language. Through our article, you will get acquainted with the work and brief life of Edmund Spencer, who made a significant contribution to the formation of the English speech culture, raised the English speech culture with his oratorical art, and was the author of several elegant poetic works.

Key words: English speech culture, speech etiquette, lexicon, means of communication, semantic unit.

Speech culture, first of all, following the norms of the correct, literary language is to speak. A high level of speech culture is indispensable for a cultured person is feature. It is the duty of each of us to improve our speech. Of this error in pronunciation, use of word forms, sentence construction we must watch our speech in order not to. [1;43-p]

Speech culture, speech etiquette: 1) norms of oral and written literary language (pronunciation, accent, vocabulary, grammar, stylistic rules) acquisition as well as the ability to use the figurative means of the language in accordance with the purpose and content of the speech in various communication –intervention situations; 2) the branch of linguistics that studies the problems of standardization (regulation) in order to perfect the language as a tool of culture. In Western linguistics, the term „language culture” is also used in a general sense. The concept of „speech culture “ in the 1st sense covers two stages of mastering the literary language: a) correctness of speech and other speech skills. The correctness of speech is adherence to literary standards perceived by speakers and writers of a particular language as „ideal “ or universally accepted and traditionally preserved customs, examples and examples. Speech skill is not only to follow literary standards, but also to choose the most correct, clearest, most appropriate and expressive in terms of style and situation from among the available options. Speech culture is a social phenomenon, which develops in close

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connection with the development of society , science and technology, culture and literary life. As the cultural level of the members of the society increases , their speech becomes polished and polished , improving in accordance with the rules and norms of speech culture . Literature, art , radio, television and periodical press have a special place in the formation and development of speech culture . Lexicography , in particular , explanatory , spelling , pronunciation , educational and other special dictionaries are important in the standardization of literary language and the development of the theory of speech culture. The broad concept of culture is , of course , the culture of communication , the culture of speech behavior.[2;12-p]

Speech etiquette refers to the linguistic signs and rules of their use currently accepted in this society in order to establish a speech connection between interlocutors and ensure communication in an emotionally positive tonality in accordance with the speech situation. For example, Uzbek and English speech etiquette phrases : hello/hi , how are you ?how are you?, with my respect , let me introduce it is an honor to introduce ;welcome ,welcome/here you are ,nice appetite/bon appetite, with best wishes bread and salt, tea and sugar, God supposes; thank you, save Christ Help, please, let me express my deepest gratitude; be healthy / stat healthy, see you again, khayr/goodbye, etc.[4;2-p]

Speech etiquette is a universal language phenomenon that, Uzbek and English language have . At the same time , each language has its own vocabulary of words and phrases that reflect the national specificity of politeness of speech . English and uzbek language Greetings. Nice to meet you Nice to meet you Make an offer. Would you like ..? Do you want..? Apologize Excuse me, I am sorry

Can you do me a favor?

May I/Can you help me ?

The rules of speech etiquette are regulated by the rules of speech etiquette –a system of stable expressions developed in spoken language and used in situation of establishing and maintaining communication . This appeal : Dear Sir or Madam salomlar Good morning et cetera like to invite you tips : I would like to recommend you and other things . Speech etiquette includes everything that conveys a friendly attitude to the interlocutor , creates a comfortable environment for communication.

A rich collection of language tools allows you to choose what is suitable for the speech situation and convenient for the addressee, you or you form of

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communication, setting a friendly, simple or, on the contrary, formal tone of conversation.

In general, by comparing some lexical semantic groups specific to speech etiquettes in Uzbek and English, their comparative study will be of great importance to reflect the rules of etiquette and culture in these language.

Thus, the above was the same developed speech culture. Edmund Spenser made a great contribution to the development of English speech culture. He is a prolific creator of English poetic poetry. Edmund Spenser, who went down in history as a poet who embodied the art of speech along with the culture of speech, was born in London in 1551/1552.

Wealth with livestock. Spenser, a relative of a noble family, born in a simple family, became a nobleman in the future with his oratorical art and creative work. In time, he studied art at the University of Cambridge. He reached the peak of this direction by studying the poetic art of the writers who created before him.

In the poetry of Edmund Spenser, the reader was distinguished by a special elegance, skillful of words. In turn, our hero created an opportunity for his poetic works to reach the heart of the reader with the art of oratory. An importance aspect of his work was that he was able to penetrate all layers of society with his poems.

It is no exaggeration to say that his poems have taken the English speech culture to another level. Being called the „Prince of Poets “ is a clear example of how high a place he holds in the art of English poetry, as well as in speech culture.

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**KIMYO O‘QITUVCHILARINING KASBIY KOMPETENSIYALARIGA OID
AYRIM MASALALAR XUSUSIDA**

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Bugungi kunga O‘zbekiston Respublikasida oliy ta‘lim tizimida amalga oshirilayotgan islohotlar, jumladan pedagoglarni tayyorlovchi oliy ta‘lim muasasalari uchun yo‘naltirilayotgan dasturlar talabning har tomonlama faol bo‘lishi lozimligiga undaydi. Shuning uchun ham ular orasidan o‘z kasbida munosib natijalarga erishishga imkon beruvchi muayyan umumiy va xususiy kompetensiyalarni egallashga astiydil harakat qiluvchilarni ko‘plab ucharish mumkin. Buning natijasida talabalar o‘rtasida sog‘lom raqobat muhiti yuzaga kelayotganligini kuzatish mumkin. Raqobat atamasi ko‘p ma‘noli talqinlar va hatto tushunmovchiliklarni keltirib chiqarishi mumkin, chunki bu tushuncha ko‘p ma‘noli bo‘lib, ta‘lim oluvchilarning ongida shakllanishi uchun ma‘lum bir vaqtni talab etadi. Bu holat ta‘limdagi islohot natijasi sifatida ta‘lim oluvchilarning kompetensiyalarini shakllantirish va oshirishga xizmat qiladi. Umumiy ma‘noda, kompetentsiya, pedagogik faoliyat mezonlariga muvofiq funktsiyalar va vazifalarning kompleks to‘plamini muvaffaqiyatli ishlab chiqishga imkon beradigan munosabat, bilim, malaka va ko‘nikmalarni o‘z ichiga oladi.

Umumiy kompetensiyalar har qanday darajada umumiy elementlarni belgilaydi, masalan, o‘rganish, qaror qabul qilish, loyihalash, shaxslararo munosabatlar va boshqalar. Ular, o‘z navbatida, har bir ta‘lim sohasiga xos bo‘lgan turli xil malakalar bilan to‘ldiriladi. Yuqoridagilardan kelib chiqqan holda, o‘ziga xos malaka va ko‘nikmalar har bir tematik soha bilan bog‘liq va har qanday daraja uchun hal qiluvchi ahamiyatga ega, chunki ular tematik sohaning o‘ziga xos bilimlari bilan chambarchas bog‘langan.

Kasbiy kompetensiyalar – bu o‘z kasbini amalga oshirish bilan bog‘liq bo‘lgan ilmiy bilim, malaka va ko‘nikmalarni integratsiyalashuviga asoslangan holda, sub'ektning o‘z-o‘zini tartibga solishga imkon beradigan shaxsiy fazilatlaridir. O‘zaro ta‘sir va shaxsning qat‘iy o‘zini-o‘zi nazorat ostida faoliyatni amalga oshirish

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pedagogning qobiliyatiga bog‘liq bo‘lib, ularga muayyan kontekstda jamiyatning ta‘limga bo‘lgan talablarini qondirish qobiliyatini shakllantirib beradi.

Kasbiy kompetensiyalar professional pedagog uchun eng xarakterli xususiyatlarini ko‘rsatadigan batafsil va puxta bir tavsif bo‘lishi kerak va mas‘uliyatni o‘z zimmasiga olishga tayyor bo‘lgan shaxsni tarbiyalashni uddalashi kerak. Bu esa professional pedagog kasbining bosh funktsiyalari va vazifalari hisoblanadi. Kimyo sohasida professional qiyofa kuchli nazariy, tajribaviy va tahlil ko‘nikmalari va qobiliyatlarda namoyon bo‘ladi. Shuni ta‘kidlash kerakki, kimyogar axloqiy qadriyatlarga va ijtimoiy ongga o‘rgatilgan bo‘lishi kerak, chunki bu fan sog‘liqni saqlash, atrof-muhit, ekologik havfsizlik va sanoatga bog‘liq hisoblanadi. Bu esa jamiyatning mavjudligi va barqaror rivojlanishining bosh omillaridan biri hisoblanadi.

Xalqaro tendentsiyalarning eng yavshi jihatlarini tahlil qilishga asoslangan kasbiy ta‘lim, asosan, iqtisodiy, siyosiy, ijtimoiy va intizomiy xarakterdagi ehtiyojlar, talablar va kasbiy faoliyatning ma‘lum kognitiv asoslari bilan birlashtirilgan pragmatik malakani anglatadi. Ushbu istiqbolning zamirida muayyan muammolarni hal qilish orqali yuqori samaradorlikka yo‘naltirilgan kasbiy ta‘lim va texnik-texnologik yo‘riqnomalar yotadi. Barcha pedagogik tendentsiyalarda shuni kuzatish mumkinki, ta‘limning maqsadi talabani kelajakdagi ish joyiga tayyorlashdir va shuning uchun uni olishdagi qiyinchiliklar oliy ta‘limning vazifasi deb hisoblanadi. Bu vazifa asosan mutaxassis tayyorlovchi kafedra professor-o‘qituvchilari kompetensiyalariga bog‘liq bo‘ladi.

Kompetent ta‘lim orqali talabaga ushbu kompetensiyani shakllantirish imkonini beradigan bilim, malaka va ko‘nikmalar beriladi, bu esa oliy ta‘lim muassasalari va bitiruvchining ish joyidagi ta‘lim o‘rtasidagi tafovutni kamaytiradi. O‘qituvchining malakasini baholash o‘qitish sifatini oshirish uchun muhim ahamiyatga ega, chunki bu talaba nimani va qanday o‘rganish sifatining kalitidir.

Shuni yodda tutish kerakki, talaba tomonidan ko‘nikmalarni o‘zlashtirish ko‘p jihatdan o‘qituvchilik amaliyotiga bog‘liq. O‘qituvchi o‘z kasbiy mahorati orqali o‘qitish jarayonini muvaffaqiyatli belgilasa, o‘qituvchining bilim olishi ham ko‘nikmalarni egallashda muvaffaqiyatli amalga oshadi.

Xulosa qilib aytadigan bo‘lsak, eng ko‘p ma‘qullangan beshta kompetensiya pedagogik faoliyatda eksperimental va akademik tayyorgarlikka nisbatan kuchli tendentsiyaga ega. Xususan, ular: Kimyo fanining asosiy tushunchalari, tamoyillari va nazariyalarini tushunish, kuzatishlar va o‘lchovlar natijasida olingan ma‘lumotlarni

nazariyaga taalluqli talqin qilish va baholash, analitik usullarni ishlab chiqish, ulardan foydalanish va qo‘llash qobiliyati, bilimlarni qo‘llash qobiliyati va kimyoda sifat va miqdoriy masalalarni yechishda tushunish va qiziqish, tashabbuskorlik va tadbirkorlik bilan harakat qilish qobiliyati kabilar sanaladi.

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**BOSHLANG‘ICH TA‘LIM YO‘NALISHIDA MATEMATIKA DARSLARIDA
TO‘PLAMLAR NAZARIYASINI O‘QITISHNING NAZARIY ASOSLARI**

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ANNOTATSIYA

Boshlang‘ich ta‘lim yo‘nalishida matematika darslarida “To‘plamlar nazariyasi” ni o‘qitishning nazariy asoslari, ta‘lim texnologiyalaridan foydalanib o‘qitishning mazmuni, B. Blum taksonomiyasidan foydalanib o‘qitishning samarali usullari bayon etilgan.

АННОТАЦИЯ

Теоретические основы преподавания “теории множеств” на уроках математики по направлению начального образования, содержание обучения с использованием образовательных технологий, Б. Описаны эффективные методы обучения с использованием таксономии Блюма.

ANNOTATION

The theoretical foundations of teaching “Set Theory” in mathematics classes in elementary education, the content of teaching using educational technologies, effective methods of teaching using B. Bloom's taxonomy are described.

KALIT SO‘ZLAR

Tenglamalar, algoritmlar, ehtimollar To‘plamlar nazariyasi, B.Blum taksonomiyasi, ta‘lim texnologiyalari, matematik mantiq, munosabat, moslik, funksiyalar, sonlar nazariyasi, algebraik nazariyasi

КЛЮЧЕВЫЕ СЛОВА

Уравнения, алгоритмы, вероятности теория множеств, Б.Таксономия Блюма, образовательные технологии, математическая логика, отношение, соответствие, функции, теория чисел, алгебраическая теория

KEY WORDS

Equations, algorithms, probabilities, set theory, B.Blum's taxonomy, educational technologies, mathematical logic, relation, correspondence, functions, number theory, algebraic theory.

Talabalar bilimini hozirgi zamon ta'limi andozalariga to'g'ri keladigan qilib tayyorlashda ularni fan asoslari bilan qurollantirish va o'qitishning turli ilgor pedagogik texnologiyalari bilan qurollantirish muhim omillardan hisoblanadi. Ayniqsa,, Respublikamiz hukumati tomonidan qabul qilingan yangi «Ta'lim to'g'risida»gi qonuni asosida talabalarning aqliy tafakko'rini yuqori darajada rivojlantirish umumta'lim maktablaridagi ta'limni xam jaxon andozalari talablariga to'g'ri keladigan qilib o'qitishning asosini tashkil qiladi.

«Boshlangich ta'lim va sport tarbiyaviy ishlar » yo'nalishi bo'yicha matematika kursini o'qitishni O'zbekiston Respublikasi oliy va o'rta maxsus ta'lim vazirining 2021 yil 8-avgustdagi 343-sonli qarori bo'yicha qabul qilingan «5111700-Boshlangich ta'lim va sport tarbiyaviy ishlar » yo'nalishi bo'yicha ta'lim davlat standartlari (andozasi), hozirgi zamon ta'lim andozalari talablariga mos keladigan dastur asosida tashkil qilish dolzarb muammo bulib turibdi. Ushbu dastur bo'lajak boshlangich sinf o'quvchilari uchun malakali o'qituvchilarni tayyorlashni takomillashtirishda, ularni o'qituvchilik kasbiga tayyorlashda muhim bo'lgan, ya'ni ta'lim andozalariga belgilangan bilim, ko'nikma va malakalarni hosil qilishda katta yordam berishi lozim. Dasturda: [2], [3].

Matematika kursini o'qitish ta'lim andozasida belgilangan ma'lum miqdorda ma'ruza, amaliy mashg'ulot va orqali amalga oshirish;

Ma'ruza darslarida fan-texnikaning eng sunggi yutuqlari bilan boyitilgan xolda matematika fanining asosiy ilmiy izlanishlari natijalari haqida ma'lumotlar berish:

Amaliy va mustaqil ta'lim mashg'ulotlarida esa, ma'ruza darslarida egallangan nazariy bilimlarning amaliyotga tadbik etish va ular asosida ijodiy ishlar yozish rejalashtirilgan.

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Dasturning maqsadi talabalarga matematika kursi bo'yicha.

1. Quyidagi umumiy tushunchalar:

- matematika fani dunyoni bilishning asosi ekanligi haqida;
- o'rganiladigan tushunchalar va ular asosida paydo bo'ladigan tasavvurlar doimo uzaro aloqada ekanligi haqida;
- jarayonlarni yoki ma'lum bir ob'ektni (joyni) matematik modellashtirish haqida;
- jarayonlarni algoritmlash.

2. Quyidagilarni bilish va ulardan foydalanish ko'nikmalariga ega bo'lish:

- matematikaning asosiy tushunchalari va ulardan masalalar echimini topishda foydalanish;
- sonlar nazariyasi asoslari va undan amaliyotda foydalanish;
- matematik mantiq asoslari va ulardan informatika asoslarini o'rganishda foydalanish;
- matematik tahlil usullari va ulardan amaliyotda foydalanish;
- analitik geometriya va undan boshlangich sinf o'qituvchilarini tayyorlashda foydalanish;
- matematik statistika asoslari va ulardan pedagogik tadqiqotlar natijalarini baholashda foydalanish.

3. Quyidagi malakalarga ega bo'lish:

- manbalarning sonli va sifatiy ifodalanishida matematik belgilashlardan foydalana olish;
- ko'p boskichli tuzilmaga ega bo'lgan matematik modellarni tahlil qilish va ulardan olingan natijalarni qo'llash sohasini aniqlay bilish;
- tajribaviy ma'lumotlarni qayta ishlashning asosiy qoida va uslublaridan foydalana olish;
- algebraik tenglamalar, tengsizliklarning sonli va analitik echimlarini topa bilish nazarda tutilgan.

Bo'lardan tashqari ayrim mavzularni talabalarga mustaqil tayyorlanish uchun berilib (ular o'quv rejasida ko'rsatilgan), ularning o'zlashtirilganlik darajasini nazorati berilgan mavzuda yoki referat ko'rinishlarida o'qituvchiga dars mashg'ulotlaridan boshqa vaqtlarda topshiriladi va ular xam reyting tizimi bo'yicha talabalar bilimni baholashda e'tiborga olinadi.

Boshlangich sinf o'qituvchilarini tayyorlashda matematika kursi bo'yicha rejalashtirilgan dastur asosan to'plamlar nazariyasidan boshlanib matematik logika,

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kombinatorika, sonlar nazariyasi, asosiy algebraik tuzilmalar, matematik tahlil, geometriya elementlari, algoritmlar nazariyasi va extimollar nazariyasi asoslari, shuningdek matematik statistika va uning turli tadbiklari haqidagi bilim, ko‘nikma malakalarni shakllantirishdan iborat.

To‘plamlar va ular ustida amallarni o‘rganishda asosan to‘plam elementlari tushunchalari; to‘plamlarning berilish usullari; to‘plamlar orasidagi munosabatlar; to‘plamlar birlashmasi, kesishmasi va ularning konunlari; kism to‘plam va to‘plamlarni sinflarga ajratish tushunchalari; to‘plamlarning dekart ko‘paytmalari haqida ma’lumot beriladi.

Ikkita sonli to‘plamning Dekart ko‘paytmasini koordinata tekisligida tasvirlash; chekli to‘plamlarni Dekart ko‘paytmasi bilan bog‘liq ba’zi masalalar kabi mavzular mustaqil ta’lim orqali urgatiladi.

To‘plamlar haqidagi ma’lumotlar asosida kombinatorika asoslari va ulardan amaliyotda foydalanish haqidagi quyidagi ma’lumotlar beriladi; yigindi va ko‘paytma qoidalari,urinlashtirishlar, urin almashtirishlar xamda gruppashlar.

Matematik mantiq asoslarida esa fikrlar va ular ustidagi amallar haqidagi ma’lumotlar beriladi. Ular quyidagi ketma-ketlikda beriladi:

Formulalar va ularning tenglik jadvallari; ekvivalent formulalar; boglovchilarning to‘liq sistemalari; mantiqiy natija; mantiqiy natija tushunchasining xossalari; predikat tushunchasi va ular ustida amallar; predikatlarning to‘plamlar nazariyasidagi talqini; predikatlar algebrasining formulalari, kvantorlar; interpretatsiyalar;predikatlar algebrasidagi ekvivalentlik; formulalarning logik umumiy ma’noligi kabi ma’lumotlar beriladi.

Munosabat, moslik va funksiyalar haqidagi ma’lumotlar boshlangich sinf o‘qituvchilarini tayyorlashda muhim ahamiyatga ega, ya’ni bo‘larning bevosita boshlangich sinf matematika kursi bilan bog‘liq joylari juda ko‘p. Bunda munosabat tushunchasi, munosabatlarning xossalari, moslik tushunchasi, berilgan moslikka teskari moslik, funksiya haqida tushuncha, funksiyaning aniqlanish va o‘zgarish sohasi, funksiyaning grafiklari, funksiyaning berilish usullari kabi ma’lumotlar beriladi. Ekvivalentlik munosabati, tartib munosabati, uzaro bir qiymatli moslik, teng kuvvatli to‘plamlar, funksiyalarni tekshirish, funksiyaning uzluksizligi kabi mavzular mustaqil ta’lim orqali urgatiladi.

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Boshlang'ich sinf o'quvchilarini o'qitishda matematika darslarida miqdorlarni farqlash va ular bilan samarali ish kurish, ayniqsa, amaliy ahamiyatga ega bo'lgan mashg'ulotlarda muhim ahamiyat kasb etadi va yukori sinf matematika kursini o'rganishning asoslaridan birini tashkil etadi. Shu sababli xam bo'lajak boshlang'ich sinf o'qituvchilarni tayyorlashda miqdorlar va ularni o'lchash tushunchalariga aloxida e'tibor berish kerak va quyidagilarni urgatish lozim: kattalik tushunchasi; kattaliklarni o'lchash tushunchasi; kattaliklarni o'lchov birliklari sistemasini rivojlantirishi; uzunlik, yuza, vaqtlar va ularni o'lchash tushunchalari.

Birliklarning xalqaro sistemasini va kattaliklar orasidagi boglanishlar kabi mavzularni urgatish mustaqil ta'lim orqali amalga oshirilsa bo'ladi.

Sonlar nazariyasi asoslari ma'lumki nafakat boshlang'ich sinf matematikasi asoslari, balki matematika fanlari asoslari xamdir. Bunda nomanfiy butun sonlar, ratsional va haqiqiy sonlar, kompleks sonlar tushunchalari sonlar to'plamlarini kengaytirish haqida ma'lumotlar beriladi.

Nomanfiy butun sonlarni nomerlash, son va sanok tushunchasini, o'nli sanoq sistemasini xususiyatlari va nomerlashga asos qilib olinishi tushuntiriladi. Nomanfiy butun sonlar ustida amallar o'rganiladi.

Shuningdek amal xossalari, komponentalar bilan ular orasidagi boglanish, arifmetik amallar bajarishni to'g'riligini tekshirish va talabalar hisoblash malakasini hosil qilish xam ushbu bulimning bosh vazifalaridan biri. Bo'lardan tashqari ogzaki hisoblashlar, yozma hisoblash algoritmlari, hisoblash natijalarini mikro kalkuliyatorlarda tekshirish kabi bilimlar, ko'nikma va malakalar xam talabalarga etkazilishi kerak.

Ratsional sonlarni tushuntirishda kasr tushunchasi, butunning ulushi, ulushga karab butunni topish, maxraji 10 dan oshirilgan kasrlarni takkoshlash, maxrajlari bir xil bo'lgan kasrlarni kushish va ayirish, cheksiz davriy kasrlar haqida ma'lumotlar beriladi.

Haqiqiy sonlarni tushuntirishda xam asosan musbat irratsional son tushunchasiga, musbat haqiqiy sonlar ustida amallar xamda manfiy sonlarni urgatishga e'tibor beriladi. Kompleks sonlar tushunchasi o'rganiladi.

Algebraik tuzilmalarni o'rganishda son va ifoda tushunchasi, sonli va o'zgaruvchili ifodalar, ifoda munosabati belgilari, sonli tenglik va tengsizlik va ularni echish usullari, turli boglanishlar va ularni berilish usullari yoritiladi.

Shuningdek, gruppalar, xalqa, maydonlar to'g'risida xam etarlicha ma'lumot beriladi.

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Matematika kursida differentsial va integral hisob, shuningdek differentsial tenglamalar haqida ma'lumotlarni yoritish xam kuzda tutilgan. Unda asosan limit, hosila funksiyaning differentsiali, aniqmas integral va uning xossalari, integrallashning asosiy usullari, aniq integral, oddiy differentsial tenglamalar kabi mavzularga tegishli ma'lumotlarni talabalarga etkazish kerak.

Differentsiallashtirish va integrallashtirish jadvallari, sonli differentsiallashtirish, aniq integralga keltiriladigan masalalar, chiziqli birinchi tartibli differentsial tenglamalar kabi mavzular esa talabalar tomonidan mustaqil o'rganishga tavsiya etiladi.

Geometriyaga tegishli ma'lumotlarni urgatish xam bo'lajak boshlangich sinflar o'qituvchilarini tayyorlashda uziga xos bayon qilishni takozo etadi. Undagi figuralar ya'ni nuqta, nur, kesma, to'g'ri chiziq, ko'pburchak va xokazolar, to'g'risida batafsil ma'lumotga ega bo'lish va ularni boshlangich sinf matematika kursi bilan boglash istiqbolli pedagogik samaralarni beradi. Sodda geometrik yasash ishlari, fazoviy tasavvurlarni kengaytirishlar ushbu bulimning vazifasiga kiradi. Talabalar keyingi o'qituvchilik faoliyatida kerak bo'ladigan figuralarni farqlay olish, kislmlarga bo'lish, kislmlardan figura hosil qilish, ko'pburchaklar perimetrlari, xamda yuzasini hisoblashga, perimetr va yuza o'lchov birliklari va ular orasidagi boglanishlar haqida xam to'liq tasavvurlarga ega bo'lish kerak.

Algoritmlarni o'rganish talabalar ongida xar kandy jarayonni ma'lum kat'iy ketma-ketlikda o'rganish mumkinligi to'g'risida ma'lumot bilan boyitilishiga olib kelishi kerak. Talaba sodda amal bajarish ketma-ketligi, ya'ni algoritmdan boshlab, uz atrof tevarakdagi algoritmlarni xam uzlari topa olish bilim, ko'nikma va malakalarni kulga kiritish kerak. Bunda algoritmlar kiyamatliligi va ommaviyligiga aloxida e'tibor beriladi va hayotiy (boshlangich sinflar hayotidan) misollar bilan boyitiladi.

Ehtimollar nazariyasining matematik asoslarida asosan tasodifiy hodisalar, diskret va uzluksiz tasodifiy miqdorlar va ular bilan bog'liq bo'lgan metodlar bayon kilinadi. Bo'lar fan va texnika eng sunggi yutuqlari asosida boyitilgan xolda bayon etiladi, xamda tayyor, kompyuterga tuzilgan dasturdan olingan natijalardan xam foydalaniladi. Shuningdek olingan matematik modellar hayotiyliigi xam atrof-tevarakdagi manbalar orqali misollar keltirish yuli bilan bayon kilinadi. Gipotezalarni tekshirish, maksimal o'xshashlik printsipi (tamoyili), tajribaviy ma'lumotlarni qayta ishlashning statistik usullari boshlangich sinf o'qituvchilarini tayyorlashda uziga xos xususiyatga ega bulib, unda asosan o'quvchilar fikrini pedagogik-psixologik jixatidan o'rganishning matematik asoslarini berish kuzda tutilgan. Albatta xar bir ishni xam,

jumlardan xar kanday o‘tkazilgan tajriba yoki pedagogik tadqiqotning oxirgi natijasi, ya’ni pedagogik samarasi kiziktiradi. Ushbu bulimda ana shunday tajribalar natijalarini baholay olish usullari yoritiladi va xattoqi boshlangich sinf o‘qituvchisi uz o‘quvchilarini o‘rganish uchun tuzgan anketa savollari bo‘yicha xam natijalarni baholash usullari yoritiladi. Bo‘lardan tashqari o‘lchash xatoliklari, miqdorlarni tajriba orqali o‘lchashdagi bevosita xatoliklarni baholash, bevosita o‘lchash natijasida hosil bo‘ladigan miqdorlar xatoliklarini baholash va eng kichik kvadratlar metodi kabi mazmundagi ma’lumotlarni berish xam foydali bo‘ladi.

FOYDALANILGAN ADABIYOTLAR

1. O‘zbekiston Respublikasi Ta’lim to‘g‘risidagi Qonuni 2020 yil 7 avgust.
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ADVERBS: DEFINITION, TYPES, USAGE AND EXAMPLES

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Abstract: In this scientific article, the subject of adverbs is widely covered, as well as brief information about adverbs and their types.

Keywords: definition, types, usage, example, property, provide, verb, speech, supermarket, prepositions, brave, luckily.

INTRODUCTION

Adverbs’ – What are they? How often are they used in sentences? Learn all about adverbs, its definition, types and usage. Take a look at the examples to have a complete understanding of the topic.

What Is an Adverb?

Like an adjective gives us more information about the noun in a sentence, an adverb is used to provide more information about the verb or the action in the sentence. It also has the property of describing the adjective or another adverb.

Definition of an Adverb

An adverb, according to the Oxford Learner’s Dictionary, is “a word that adds more information about place, time, manner, cause or degree to a verb, an adjective, a phrase or another adverb.” The Cambridge Dictionary defines an adverb as “a word that describes or gives more information about a verb, adjective, adverb, or phrase.”

Types of Adverbs

Adverbs are categorised into different types according to their functions when used in a sentence. Given below are the different types of adverbs.

- Adverbs of Manner
- Adverbs of Time
- Adverbs of Place
- Adverbs of Frequency
- Adverbs of Degree

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- Conjunctive Adverbs
- Examples of Adverbs

Now that you know what adverbs are and how there are different types of adverbs, let us look at some adverb examples to see how they can be used effectively in sentences.

How Adverbs are Used in Sentences

Unlike other parts of speech, adverbs can be placed at any part of the sentence (beginning, middle or end), and make complete sense without sounding absurd. Another characteristic is that multiple adverbs can be used in a sentence. Have a look at the following examples to have a clear understanding of the same.

I was planning to go to the supermarket to buy some groceries. However, I did not find the time to go. So I ordered online.

How Adverbs are Used in Sentences

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Adverb Examples

An adverb can also modify adjectives, prepositions, and any other adverb. Even a whole sentence can be modified or adjusted using an adverb. This article briefly explains the adverb and also its types and usage. Let's go through the following cases.

“Rohit is a very brave person.”

Here ‘brave’ is an adjective that is used for ‘Rohit’ and ‘very’ is an adverb used to modify the adjective ‘brave’. By using the adverb ‘very’, it becomes more meaningful that Rohit is a much braver person. Let's see another case.

“She played very aggressively.”

Here ‘aggressively’ is an adverb used to modify the verb ‘played’ and ‘very’ is another adverb used to modify an adverb (aggressively) itself. Similarly, an adverb can also be used to modify a preposition. Let's understand through the following example.

“The aircraft flew exactly above the White House.”

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In this sentence, the preposition ‘above’ explains the relative position of the aircraft, and the adverb ‘exactly’ modifies the preposition by making it more emphasized. Let’s see one more use of an adverb.

“Luckily, She got selected for that job”

Hereby using the adverb ‘Luckily’ It becomes more apparent that She was lucky enough to get that job.

Conjunctive adverbs are often confused with coordinating conjunctions (e.g., “and,” “but”). However, unlike coordinating conjunctions, conjunctive adverbs can’t connect two clauses grammatically.

Instead, conjunctive adverbs are typically separated from a preceding clause by a period or semicolon and followed by a comma.

The car is damaged, besides it’s too expensive.

The car is damaged. Besides, it’s too expensive.

The car is damaged; besides, it’s too expensive.

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EXERCISES DESIGNED TO GROW THE ORAL AND WRITTEN SPEECH OF STUDENTS

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Annotation

This article talks about teaching students to practice the specific features of the conditions and procedures for the use of exercises and methods designed to develop oral and written speech based on theoretical information.

Keyword: Speech, oral and written speech, story, text, monologue speech, style of speech, artistic work.

It is important that the growth of the student's speech is a systematic and continuous process, being able to independently interpret the free assignments given by the teacher, to be able to reflect the concepts in the imagination in the process of completing the assignment, but the understanding that the student receives from the text can be different from the obvious instruction given to Thinking grows, relying on each of the conclusions made by readers – This forms the basis of the development of written and oral speech. Nevertheless, the teacher needs to focus on information that is formed on specific conditions and guidelines so that students can improve their speech skills, visualize thoughts in a lively way and complete a given task. Various exercises are also envisaged for oral and written speech, as well as for communicating the awareness of the reader from the principles of speech.

In conclusion, the periodic development of speech knowledge and competencies of students, the ways of its improvement are a complex research work that illuminates the understandable and detailed classification, since it covers in detail the possibilities of a separate or entire language.

It is no secret that in many cases the use of texts in the cultivation of oral speech has become a tradition. But choosing a free text based on the age and potential of the student

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requires special attention from the teacher. Let's cite an example of tasks that can be performed on the basis of text and text as evidence of our ideas, which are now presented below.

” The unskilled man is near death " is an Uzbek folk tale.

The unskilled man is near death

It turns out that a king lived in the past time. One day he went hunting and fell in love with the beautiful daughter of a carpenter there.

To the suitors who came by the King:

-- What is your king's craft, I marry someone with crafts?- girl.

Suitors:

- Will there be a greater craft in the world than the kingdom? The king will be the father of all the skilled, " they said.

Girl:

-I do not need the father of the artisan, I need the artisan himself. With the change of times, the one who is the king today can remain a beggar tomorrow. Go and tell your king, let him show me his craft, after which I touch.

The suitors come back and say the girl's answer. The King's bitterness at these words meant to punish the girl, but his love for the girl did not allow it.

Not knowing what to do, he was on a board with a teacher who taught himself. The teacher quoted "seventy new trades" and read it out of sound. From one place came out the words "the unskilled man is near death". The teacher also closed the book here:

"The girl has the right to say, "I touch her craft."

Another thousand sorrows were added to the earlier pain of the King. He gave permission to the teacher, but made a covenant to learn a trade on his own. The next day, while sitting on the throne of the King, a man brought a rug. When the carpet was seen, the King was in the mood to learn how to weave the carpet. He begged me to teach the carpet. He taught the king his profession for twenty-five days. Having prepared the necessary things, the King made a carpet with his own hands and gave it to the carpenter's daughter from the suitors. When the suitors showed the girl the carpet that the King had woven with his own hands, she:

- Now the king is the one I want, go and say, let him start the wedding.

Now answer the questions asked on the basis of the assignment.

You will need to read the stories and articles before completing this task. The questions in the assignment refer to the text you read. Some questions may seem easier

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and some more difficult, but when answering any question, try to formulate a certain specific and logical answer in your mind. Some questions are given 4 answer options, mark the letter in which you are right to gather your opinion.

The first example presents such a question and also shows how to answer it correctly.

1. Whose daughter was the girl the King liked?

- A) merchant.
- B) farmer.
- C) Woodman.
- D) fisherman.

2. What kind of person does a girl need ?

- A) a military officer from martial arts.
- B) honourable.
- C) hardworking.
- D) wealthy.

3. What caused the king to add pain to his pain?

1 _____

4. Who was responsible for the craft that the king fell for?

1 _____

5. The girl told the suitors for what work the king would start the wedding?

- A) for trying to punish the girl.
- B) for giving a carpet.
- C) for throwing his father into the dungeon.
- D) for taking the century.

6. What made the king come to the conclusion that death drove me here? express the answer in 2 situations.

1 _____

2 _____

7. How many days does the King ask for respite from the people of kabobchi?

- (A) 25
- B) 40
- C) 30
- D) 20

8. What do you think the king aimed at by saying his craft?

1. _____

9. Who does the King say to pull the carpet?

- A) to my wife.
- B) to ministers.
- C) to the King.
- D) to the poor.

10. What sign did the king leave on the carpet?

- A) left a hole.
- B) left a seal.
- C) drew a map of the dungeon.
- D) asked for help.

11. To whom did kabobchi's people give the carpet?

- A) to the minister.
- B) to the guard.
- C) to the Queen.
- D) to the minister.

12. Who saw the seal from which the king fell?

- A) minister.
- B) daughter of a carpenter.
- C) guards.
- D) passenger.

13. What caused the king to learn a trade?

Write down the reason why the king decides to learn a craft, and to confirm your answer, separate from the text the sentences with the corresponding example.

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14. What saved him from the craft learned by the King? Understand your answer using the information in the story.

1. _____

15. What do you think, would the craft you learned to the King help even later?

1. _____

16. What is the role of the craft in people's lives? You know what trades he needs everyone. What craft do you love yourself and why.

Give one reason.

1. _____

In conclusion, in recent years, the identification of students ' reading and understanding skills, relying on international assessment programs such as PIRLS, TIMSS, TALIS, EGRA, EGMA and the like, has been introduced in the educational system of our country. It is in view of the fact that, relying on memory as part of reading literacy among the primary classes after the International Assessment Program of PISA, it led to the emergence of discussions that it is not effective for students to be evaluated by answering text-based questions after getting acquainted with the text, working with the text and answering, it has also been found that the reader's reading and comprehension skills are mixed with the memory retention skills. Of course, this aspect of Reading Literacy in the program is also taken into account. It would not be a mistake to say that the cultivation of oral and written speech, on the basis of similar problems in elementary grades, is the key to obtaining all knowledge and having positive results. Speech cultivation is the work on a word; work on a word combination and a sentence; separated into directions such as work on linked speech. Lexicology (together with phraseology and Stylistics), morphology, siintaxic serve as the linguistic base for working on words, vocabulary and sentence; while linked speech is based on logic, literary studies and complex syntactic whole linguistics.

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NOUNS: DEFINITION, TYPES WITH EXAMPLES

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Abstract: In this article, the subject of Noun is detailed information about the types and types of nouns. You will also learn more about nouns.

Keywords: noun, verb, complement, ideas, speech, subject, function, perform, indirect, proper noun, common noun.

INTRODUCTION.

What Is a Noun?

Nouns are a part of speech that comprise words that are used to name people, places, animals, objects and ideas. Almost every sentence will definitely have a noun, and they perform different roles in a sentence. Nouns can act as the subject, an indirect object, a direct object, a subject complement and an object complement. Nouns can also function as adjectives and verbs.

Examples of Nouns:

People – Rahul, Sheela, Man, Person, Tommy, Women, Girl, The Prime Minister

Places – Bangalore, India, Mexico, North Pole, South Africa, The Nile River,
Classroom, Bedroom, Basketball Court, Cricket Ground, Swimming Pool

Animals/Birds/Aquatic Animals/Reptiles

Lion, Zebra, Snake, Ostrich, Flamingo, Bear, Cat, Fish, Shark

Ideas – Evolution, Invention, Extinction, Argument, Destruction

Objects/Things – Bat, Cycle, Curtains, Paper, Bag, Blackboard, Cupboard

THE MAIN PART.

Types of Nouns

Nouns can be broadly classified into:

1. Proper Nouns: Nouns that are used to name a person, place or thing specifically are called a proper noun. Proper nouns always begin with a capital letter.

Examples:

My name is Rose. (Name of a particular person)

This is my dog, Bruno. (Name of a specific pet animal owned by someone)

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2. Common nouns are those nouns that refer to a generic item, group or place. This means that, unlike proper nouns, they are not used to identify specific people, places or objects. Common nouns are not capitalised unless they appear at the beginning of a sentence.

I bought a pen yesterday. (Common object)

I am going to school. (Common place)

Only ten employees showed up to work today. (Common group)

3. Singular nouns: These are words that are used to name a single person, place, animal, bird or object.

Examples:

There is a little boy in front of our house. (Single person)

That is my daughter. (Single person)

4. Plural nouns refer to a number of people, places, animals or things. Nouns are made plural by adding an ‘s’ or ‘es’ or ‘ies’ or ‘ves’ to the existing root word. Nouns that end with an ‘s’ remain the same. Some nouns remain the same in both their singular and plural forms, and some others have totally different spelling.

Examples:

I need some apples.

Did you find the boxes you were looking for?

I bought mangoes from the market.

5. Countable nouns are those nouns that can be counted or measured.

Examples:

Tom brought ten packets of lays for the trip. (specific number – ten)

6. Uncountable nouns are those nouns that cannot be counted. This category of nouns includes both concrete and abstract nouns.

Examples:

I have a lot of homework to do. (Not specific)

7. Collective Nouns: A collective noun is a naming word that is used to denote a group of objects, animals or people.

Examples:

Collective nouns for groups of animals

A pride of lions

A flock of sheep

A swarm of bees

A herd of elephants

8. Concrete Nouns: A concrete noun refers to objects that are material and can be perceived by the human senses.

Examples:

The book is on the table.

I had a cup of coffee.

Sharon opened the windows.

9. Abstract Nouns: Any entity that cannot be perceived by the five senses of the human body are called an abstract noun.

Examples:

Love is a strong emotion.

Honesty is the best policy.

It takes a lot of courage to raise your voice and stand up against injustice.

You should not misuse the freedom you are given.

Nouns Used as Different Components of a Sentence

Nouns Used as a Subject

When used as a subject, a noun mostly appears at the beginning of a sentence. It can be identified by asking the question ‘who’.

Bruno went to the playground.

The teacher asked the students to submit their assignments.

The elephant was rescued safely after ten long hours.

Categories of Nouns

There are several categories of nouns, and there can be an overlap across the categories. For example, there are common and proper nouns, and concrete and abstract nouns, yet some nouns are both concrete and common, or concrete and proper. It will become clear as you read on. Common nouns are the words that refer to most general things: country, evening, laughter, puppy, umbrella. Common noun examples in the following sentences are in bold for easy identification.

Cathy loves the weekends in the country.

We enjoy swimming after breakfast.

The cup fell and broke.

CONCLUSION.

Proper nouns are the name that identifies someone or something, a person or a place. Proper nouns are capitalized. John is a proper noun, since the word John represents a particular, single example of a thing, John. Proper noun examples: Mary, Jimmy, Aunt Audrey, Honda, Philadelphia Proper noun examples in the following sentences are in bold for easy identification.

Emily loved spending time with her Aunt Nancy in Paris.

Buick and Jeep are two important carmakers.

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SHARQ PEDAGOGIKASIDA “XULQ-ATVOR” MASALASI HAQIDA

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ANNOTATSIYA. Mazkur moqolada lug‘at qatlamimizdagi xulq-atvor so‘zi ma’no ifodalari, uning yondosh so‘zlarga munosabati, umumiy va matniy ma’no ifodalari yoritilgan. Shuningdek, Sharq donishmandlarining xulq-atvor, odob-axloq borasida aytgan fikr-mulohazalari tahlilga tortilgan, o‘rni-o‘rni bilan ayrim mulohazalar bildirib ketilgan.

KALIT SO‘ZLAR: odob-axloq mezonlari, xulq, xulq-atvor, adab, fazilat, illat, ilm, hikmat, ta’lim-tarbiya, rag‘bat, insoniy fazilatlar.

Sharq xalqlari uchun odob-axloq har bir zamon va har bir makonda o‘ta dolzarb masalalardan biri bo‘lib kelgan. Turli millat va xalqlar singari ota-bobolarimiz ham yosh avlodni hayotga tayyorlashda o‘z tajriba va bilimlariga, o‘zlariga mos urf-odat, an‘analariga tayanishgan. Xalqimiz muayyan bir ta’lim-tarbiya mezonlari, o‘quv adabiyotlari yaratilib ulgurilmagan bir davrda yoshlarni insoniy fazilatlarga – odob-axloq, mehnatsevarlik, jangovorlik, mardlik, halollik, insonparvarlik, mehribonlik, do‘stlik, mehr-shafqat, oliyjanoblik, aqi-idrok, sadoqat va vafoga o‘rgatishga boshqosh bo‘lishgan. Bu kabi fazilatlar insoniylikning bosh belgisi bo‘lib, Sharq xalqlarida juda qadimdan shakllangan va rivoj topgan[1,3]. Ularning ta’lim-tarbiya, xuq-atvor borasidagi fikrlari o‘z davrida ham, bugungi kunda ham inson hayoti, turmush tarzining ajralmas bir qismi bo‘lganligi bilan ulkan ahamiyat kasb etadi, deya olamiz. Donishmandlarning nodir, benazir pand-nasihatlari bugungi kun o‘quvchi-yoshlari, ularning kelajagi, hayot yo‘li uchun muhim manba bo‘lib xizmat qilmoqda.

Juda qadimgi ajdodlarimiz fikr-mulohazalari, haqiqatlari jamlangan “Avesto” asari eng qadimgi, noyob bilimlar xazinasi sanalsa, Mahmud Koshg‘ariy, Abu Nasr Farobiy, Abu Rayhon Beruniy, Abu Ali ibn Sino, Imom Buxoriy, Mahmud Koshg‘ariy, Abu Homid G‘azzoliy, Yusuf Xos Hojib, Kaykovus, Jaloliddin Rumiy, Abulqosim Firdavsiy, Mahmud az-Zamahshariy, Ahmad Yassaviy, Sa’diy Sheroziy, Alisher Navoiy, Bobur, Bedil va boshqa allomalarimizning ilmiy-nazariy asarlari, ibratlari, teran ma’noli

hikmatli soʻzlarida hayotiy haqiqatlar, purmaʼno nasihatlar, hayot falsafasi jam boʻlganligiga amin boʻlamiz. Ularning odob-axloq, xulq-atvor haqidagi fikr-mulohazalari har bir davrda ahamiyat kasb etgan.

“Oʻzbek tilining izohli lugʻati” [5] da xulq-atvor soʻzi doirasida “xulq”, “atvor”, “xulq-atvor”, “feʼl-atvor” kabilar qoʻllanishiga guvoh boʻlamiz. Mazkur soʻzlar arab tilida oʻzlashga boʻlib, izohli lugʻatda xulq soʻziga “kishining muomala va ruhiy xususiyatlari majmuyi, feʼl-xarakteri”, atvor soʻziga “yurish-turish, qiliq, feʼl, xatti-harakat”, xulq-atvor juft shakldagi soʻzga “feʼl-atvor, xarakter”, feʼl-atvor soʻziga esa “shaxsning atrof-muhitga va oʻz-oʻziga munosabatida namoyon boʻladigan, oʻzigagina xos xususiyat, xarakter” tarzidagi izohlar beriladi. Mazkur maʼno-ifodalar oʻzbek millatiga xos har bir kishi tafakkurida umumlashma voqelik tarzida namoyon boʻladi, aslida. Zero, xulq-atvor soʻzining pedagogik-psixologik yondashuv asosida yuzaga chiqarish mumkin boʻlgan maʼno nozikliklari ham borki, tadqiqotchidan alohida kuzatishni talab etadi. Atvor soʻzi xulq soʻzidan ayro holda, yaʼni yakka holda kam qoʻllanib, odatda, bu soʻz oʻrnida axloq soʻzi qoʻllanadi. Xulq, axloq, odob (adab) soʻzlari oʻzaro maʼnodosh[2,215]. “Axloq” xulq soʻzining arab tilidagi koʻplik shakli sanaladi.

Umuman, xulq-atvor soʻzi lugʻaviy maʼnosiga koʻra pedagogik birlik sifatida shaxs tabiatiga xos ijobiy yoki salbiy xislatni anglatmaydi, betaraf maʼno ifodaga ega. Bu soʻz odamzodning holatidan, undagi odob-axloq, tarbiyadan kelib chiqib quyidagicha tasnif va tavsif etiladi: a) ijobiy xarakterdagi xulq-atvor; b) salbiy xarakterdagi xulq-atvor. Bu umumiy pedagogikada, maʼnaviy-maʼrifiy manbalarda “fazilat” va “illat” atamaları ostida ham talqin etiladi. “Fazilat” ijobiy xislat boʻlib, yaxshi xulq, xususiyat sanalsa, “illat” meʼyoriylikni buzuvchi salbiy hodisa, qusur, kamchilik hisoblanadi [5,194].

Keyingi masala xulq-atvorning shakllanish masalasidir. Bilamizki, bu insoniy tuygʻular, yaxshi-yomon xarakterlar individda ona qornidayoq shakllana boshlaydi. Bu borada keng va chuqur fanniy qarashlar mavjud [4]. Xulq-atvorning tadrijiy rivoji esa bola dunyoga kelgach oʻz oilasi, mahallasi, ta-lim-tarbiya muassasalari bilan bogʻliq holda kechadi. Fazilat va illatning xulq-atvor belgisi sifatidagi u yoki bu darajadagi koʻrinishi bevosita va bilvosita oila, mahalla, oʻquv muassasasi bilan uygʻun bogʻliq.

Insoniy tuygʻular – yaxshi va yomon xulq-atvorlar, ularning koʻrinishlari, ijobiy va salbiy jihatlari haqida Sharq mutafakkirlarining koʻpdan koʻp oʻgʻitlari borki, ular hech bir davrda eskirmaydi. Masalan, eng qadimgi maʼrifiy qarashlar jamlangan “Avesto”

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asari zardushtiylik¹ dinining muqaddas kitobi bo‘lib, unda axloq me‘yorlari hayot mezoni deb qaraladi va bashariyatga yaxshi ish, yaxshi xulq va yaxshi amal olamni ham, odamni ham bezaydi, deb tushuntiriladi. “Avesto”da inson fikri, so‘zi va ishi bilan go‘zaldir, degan g‘oya asosiy shior bo‘lib gavdalanadi. Zardusht nazariyasida “so‘z – yaxshi fikr va ezgu amal ifodasidir”. “Avesto” xuliq-atvorlar yoritib berilgan manba hamdir. Zardushtiylik ta’limoti bo‘yicha tinch mehnat, insonning yaratuvchanlik va bunyodkorligi ezgu xulq-atvor bo‘lib, barcha nopok kuchlarni quvadi, faqat mehnat, oliyanob amallar orqali nur va shodlik olamini ko‘paytirish, faqat mehnat tufayli haqiqat, tinchlik, davlatga erishish mumkin.

O‘rta asrlarda Sharqda o‘nlab buyuk donishmandlar yashab, ijod qildi. Ularning mehnati evaziga yuzlab kitoblar dunyo yuzini ko‘rdi. Shulardan biri – Mahmud Koshg‘ariyning “Devonu lug‘otit turk” asaridir. Asar lug‘at deb atalsa-da, lekin unda o‘sha davrdagi va ungacha bo‘lgan ilmiy-adabiy parchalar, xalq ijodi, maqollar, hikmatli so‘zlardan ibratlar keltirilgan. Asarda ilm-fan, ta’lim-tarbiya, bir so‘z bilan aytganda, xulq-atvorga oid fikrlar ham bor. Ular yoshlarga nasihat-o‘git tarzida berilgan. Shunday parchalarning biri: “Ilm-hikmat o‘rgan, o‘rganishda havoyilik qilma, hech narsa o‘rganmasdan o‘zini bilimdon ko‘rsatib maqtangan kishi – imtihon vaqtida uyaladi, achinadi”[3,253]. Adib yoshlarni bilim, hunar egallash uchun sa’y-harakat qilishi lozimligini uqtiradi. Asarning yana bir o‘rnida kelajak avlodga qarata: “Ilmli, aqlli kishilarga yaxshilik qilib, so‘zlarini tingla, ilmlarini, hunarlarini o‘rganib, amalga oshir... O‘g‘lim, o‘git-kengashimni qulog‘ingga ol, bilimsizlikni tashla. Kimning talqoni bo‘lsa, shinniga qoradi. Shuningdek, aqlli odam nasihatni qabul qiladi” [3,255].

Ma’lumki, buyuk mutafakkir Alisher Navoiy ijodining asl mohiyati xulq-atvor, ta’lim-tarbiya bilan uzviy bog‘liqdir. Shoir asarlarining tub mohiyatida inson va uning baxt-saodati turadi. Bunda xulqning ahamiyati yuksak ekanligi ta’kidlanadi. Navoiy fikricha, odamzod dunyoda hamma narsadan yuksak, sharif, aziz va qadrlidir. Navoiy o‘z asrlarida inson haq-huquqlari, qadr-qimmatini uchun kurash olib boradi. Buning uchun Ollohning har bir bandasi, avvalo, sharafli inson nomiga sazovor bo‘lishga harakat qilishi lozimligini uqtiradi. Bu maqsadga erishishda ta’lim-tarbiya muhim o‘rin tutishini qayta-qayta ta’kidlaydi.

¹ Zardusht Sharq faylasuflaridan biri bo‘lib, er.av. VII asrda Xorazmda yashab o‘tgan. O‘z davri chorvador xalqlarning dini, urf-odatlarini, an’analarini o‘rgangan, din peshvolari suhbatida ishtirok etgan. Ko‘p xudolilikdan yakka xudolilik (Axuramazda) ni targ‘ib qilgan.

Buyuk mutafakkir “Mahbub-ul qulub” asarida odob haqida shunday deydi:

“Adab kichik yoshdagilarni ulug‘lar duosiga sazovor etadi va duo barakati bilan umrdan bahramand qiladi. Adab kichiklarning mehrini ulug‘lar ko‘ngliga soladi,...yoshlarni ko‘zga ulug‘ ko‘rsatadi, ularning yurish-turishini xalq ulug‘vor biladi: odamlar tomonidan bo‘ladigan hurmatsizlik eshigini berkitadi, bog‘laydi va kishini hazil-mazaxdan, kamsitishdan saqlaydi...”

Adabdan muhabbatga bezak va pardoz beradi, adab tarkidin do‘stlikning ravnaq va bahosi ketadi. Adab va tavoze do‘stlik ko‘zqusini yarqiratadi, ikki tomondan yorug‘lik yetkazadi”[1,57].

Alisher Navoiy kishilarni muloyim, yoqimli, nafosatli, madaniyatli, xushmuomala bo‘lishga da‘vat etadi. Ayni vaqtda o‘zlari ham bunga amal qiladilar. “Mahbub-ul qulub” asarida Navoiy „...Yoqimlilik, xushmuomalalik inson gavdasining mevali bog‘idir. Odamgarchilik olamning toshlik javohirlik tog‘i, muloyimlikni hodisalar daryosida kishilik kemasining langari desa bo‘ladi va insoniylik mezonining toshiga nisbat bersa bo‘ladi“, deya so‘z qotadi.

Navoiy tamagirlikni qattiq qoralaydi, bu illatdan xoli kishilarni sharaflil odamlar deb biladi. Bu borada u o‘ziga xitob qiladi:

Ey Navoiy, olam ahlida tamasiz yo‘q kishi,
Har kishida bu sifat yo‘qdur, anga bo‘lg‘ay sharaf.

Umuman, Alisher Navoiy asarlari yoshlar xulq-atvori, odobiga bag‘ishlangan cheksiz bir ummon bo‘lib, aytganlarimiz mazkur ummondan kichik bir zarradir. Uning asarlari yoshlarni to‘g‘ri yo‘lga boshlashda, ularga mehnatsevarlik, halollik, to‘g‘rilik, poklik, ilm-ma‘rifat, ma‘nafiyat, do‘stlik va oliyanoblikni o‘rgatishda benazir maslahatlar bera oladigan eng yaqin do‘st sanaladi.

Bir so‘z bilan ayganda, ulug‘ donishmandlarimizning ta‘lim-tarbiya haqidagi e‘tiroflari, shuningdek, ularning hayot yo‘li yoshlar xulq-atvori uchun muhim ahamiyatga ega bo‘lib, Sharq xalqlarining, xususan, o‘zbek pedagogikasining uzviy tarkibiy qismi sanaladi.

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KICHIK MAKTAB YOSHDAGI BOLALARNING NUTQ MADANIYATINI SHAKLLANTIRISH

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Maktabgacha boshlang'ich yunalishi stajyor o'qituvchi

Annotatsiya: Ushbu maqolada o'quvchi-yoshlarda nutq madaniyatini shakllantirishga ta'sir etuvchi omillar haqida fikr yuritiladi. Shuningdek, o'quvchi-yoshlarda nutq madaniyatini shakllantirishga ta'sir etuvchi omillarning ahamiyati va zaruriyati, mazmuni va mohiyati hamda o'ziga xos xususiyatlari o'z aksini topgan.

Annotatsiya: В данной статье рассматриваются факторы, влияющие на формирование речевой культуры у студентов, а также отражается значение и необходимость, содержание и сущность, а также конкретные характеристики факторов, влияющих на формирование речевой культуры у студентов.

Annotatsiya: This article examines the factors influencing the formation of speech culture among students, and also reflects the meaning and necessity, content and essence, as well as specific characteristics of the factors influencing the formation of speech culture among students.

Tayanch so'zlar: Ta'lim, tarbiya, talaba-yoshlar, nutq, qobiliyat, ijodkorlik, muloqot, kognitivlik, kommunikativlik, xotira, diqqat, dunyoqarash, salomatlik, sog'lom turmush tarsi, ma'naviy-ahloqiy barkamollik, shaxs, yetuk mutaxassis, ma'rifat madaniyat.

Ключевые слова: Образование, обучение, студенты, молодежь, речь, способности, творчество, общение, познавательные, коммуникативные, память, внимание, мировоззрение, здоровье, здоровый образ жизни, духовно-нравственная целостность, личность, зрелый специалист, просвещенная культура.

Key words: Education, training, students, youth, speech, ability, creativity, communication, cognitive, communicative, memory, attention, outlook, health, healthy

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lifestyle, spiritual and moral integrity, personality, mature specialist, enlightened culture

O‘sib kenlayotgan bola shaxsining madaniyati uning axloqi, odobi, xulqi, insoniylik sifat va fazilatlari bilan belgilanadi. Bolada shakllanadigan nutq madaniyati madaniy, aqliy, xuquqiy, diniy, iqtisodiy va siyosiy bilimlar zamirida shakllanadi va tarkib topadi. Mazkur bilimlar o‘z navbatida bola shaxsining madaniyatlilik darajasi va ko‘rsatkichlari hamda ulardagi shaxsiy sifat va fazilatlarni kamol topishiga, kelajakda yetuk inson sifatida jamiyatda o‘z o‘rniga ega bo‘lishga imkon beradi. Demak, bola shaxsida madaniyat o‘z-o‘zidan paydo bo‘lmaydi. U egallangan bilim, ko‘nikma va malakalar ta’sirida ro‘yobga chiqadi. Madaniyat - jamiyatning muayyan a’zosi ya’ni bola shaxsining turli faoliyati (o‘quv, o‘yin, mehnat) jarayonida to‘plangan barcha ijobiy, aqliy yutuqlar majmuasi sanaladi.

Ijodkor pedagog bola shaxsining nutq madaniyatini shakllantirishda orttirilgan boy tajribalar bilan bir qatorda xorij tajribalaridan ham kengroq foydalanishga e’tibor qaratishi maqsadga muvoffiq sanaladi. Bunda tarbiyachi - pedagogning tashabbuskorligi, krieativligi, kamunikativligi, kognitivligi va reflektiv yondashishi natijasida bola shaxsi ajdodlar tarixi va madaniyati, adabiyoti, san’ati, an’analari va urf-odatlar haqida chuqur bilim egallaydi. Madaniyatlararo kompetensiyalarni o‘rganish orqali talabalarning davlatlararo madaniy merosiga bo‘lgan qiziqishi va salohiyati oshadi. Til - aloqa vositasi bo‘lsa, nutq - aloqa shaklidir. Inson hayotida har ikkisining ham o‘rni beqiyosdir. Nutq shaxslararo muloqotni ta’minlovchi vositadir. Inson dunyoga kelibdiki, atrof-muhitda u bilan birga bo‘lgan insonlar bilan muloqot jarayonida bo‘ladi. Aslini olganda bu muloqotning poydevori ona qornida shakllanadi. Bola ona qornida 3 oylik bo‘lganida uning yuragi ura boshlaydi. Aynan shu davrda bola onaning psixologik holatini his qiladi hamda tovushlarni eshitadi. Bu davrda onaning bolasi bilan muloqot qilishi muhim ahamiyatga ega hisoblanadi. Shaxs tarbiyasining negizi ham onaning homiladorlik davriga borib taqaladi. Bu holat olimlar tomonidan ham o‘z isbotini topgan. Shu mavzudagi - 193 - turli rivoyatlar bizgacha yetib kelgan. Rivoyat qilishlaricha , bir donishmandning oldiga 6 oylik bolani tarbiyalab bering, deb olib borishadi. Shunda donishmand so‘raydi, “Bolangiz necha oylik bo‘ldi?” desa. “ Bolamiz 6 oylik bo‘ldi “ deb javob qaytarishadi. “ Bola tarbiyasiga 6 oy kechikibsizlar” deb javob beradi, donishmand. Shunday ekan, biz tarbiyani ona qornidan boshlashimiz zarur bo‘lgani kabi, muloqotni ham shu davrdan boshlashimiz lozim. Bu muloqot jarayoni u dunyoga kelgach, alla orqali bevosita olib boriladi.

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Bola tug‘ilgandan so‘ng, ona o‘z mehrini alla ohanglariga tushirib, bolasini allalaydi, ovutadi, butun dil isxorlarini eshilib sochilib kuylaydi. Bola alla orqali birinchi navbatda onasini muhabbatini, mehrini sezadi, tovushlar va kuy bilan tanishadi, orom olib yotadi. Ammo bugungi kunda dilni xira qiladigan bir holat borki, aksariyat yosh onalar bolalariga alla aytishmaydi, yoxud alla aytishni bilishmaydi, go‘yoki eskicha qarash qabig‘ida ish tutadi. Oqibatda buning salbiy ta‘siri yillar o‘tgach, namoyon bo‘ladi. Alla bolada nutqning tezroq vujudga kelishiga yordam beradi. Masalan, alla ko‘p eshitgan bolalar, beshikda yotgan paytida onasi aytgan alla tembriga mos ravishda tovushlarni chiqarib o‘zlariga-o‘zlari alla aytadilar. Bu o‘z-o‘zidan bolada tovushga taqlidchilikni vujudga keltirib, muloqotga kirishishiga imkon yaratadi. Psixolog olimlarning fikricha, bolani besh-oylikdan boshlab nutqni tushunishga o‘rgata boshlash kerak. Buning uchun bolaga, biror predmetni nomini bir necha marta aytib, takror takror eslatib ko‘rsatish kerak. Bu holat bir necha marotaba takrorlangach, keyingi safar shu predmetni ko‘zi bilan qidira boshlaydi. Bu narsa bolaning kattalar nutqiga tushuna boshlashini bildiradi. Bola nutqini shakllantirishda nafaqat muloqot qilish balki, ularda sensor motorikani shakllantirish ham, samarali natija beradi. Bolada yirik va mayda motorikalarni rivojlantirish, miya faoliyatiga ijobiy ta‘sir ko‘rsatib, nutqining rivojlanishiga, tafakkur, idrok, xotiraning shakllanishiga motivatsiya beradi. Bola nutqining noto‘g‘ri shakllanishi va buzilishining yana bir sababi, ikki tilda so‘zlashuv muhitidir. Ayrim ota-onalar farzandini ikki tilni baravar o‘rganishini xohlaydilar va o‘z ona tilida ravon so‘zlay olmagan bolalariga boshqa xorijiy tillarni o‘rgatishga harakat qilishadi. Natijada o‘z ona tilining grammatik qurilishini yaxshi bilmagan bola, o‘zga tilni ham mukammal o‘zlashtira olmaydi, bola nutqida ikki til qorishmasi yuzaga keladi. Na, u tilda na bu tilda aniq va ravon gapira olmaydi. Yoki ota-onalar va pedagog tarbiyachilar bola nutqini rivojlantirishda aniq rejali yondashishi kerak bo‘ladi.

Jadidchi olimlarda Mahmudxo‘ja Behbudiyning shunday so‘zlari bor: “ Avval biz musulmon bo‘laylik, o‘z o‘zbek tilimizni bilaylik, ana undan keyin ikkita emas, to‘rtta tilni o‘rganaylik.” Bu til o‘rganishga nisbatan sharqona qarashning namunasi bo‘lsa, g‘arbda ham til o‘rganishga nisbatan bir qancha fikrlar mavjud.

Y.I. Tixeyeva o‘zining ilmiy qarashlarida, bolalarni o‘qitishda dastlab o‘z ona tilisini o‘rgatish, uni mukammal o‘zlashtirishini maqsadga muvoffiq deb hisoblaydi.

Yuqoridagi muammolarni bartaraf etishda, Maktabgacha ta’lim tashkiloti hamda oila hamkorligi nihoyatda muhimdir. Bunda tarbiyachi-pedagog bolalarning ota-onasi

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bilan muloqotda bo‘lishi kerak. Pedagog bolaning psixologik va fizologik holatini hisobga olib, ta‘lim-tarbiya jarayonini olib borishi lozim. O‘z-o‘zidan buni qanday amalga oshirish mumkin degan savol tug‘iladi. Avvalambor, tarbiyachi bola bilan - 194 - do‘stona munosabatda bo‘lishi, uning ehtiyoji nimada ekanligini bilishi kerak. Bolani psixologiyasi va fizologiyasini o‘rgangach, muammoning yechimini ham shunga qarab izlaydi. Keyingi bosqichda, metodlardan foydalangan holda, bolaning nutqidagi nuqsonini yo‘qotishga kirishadi, uni so‘zlashga o‘rgatadi. Maktabgacha yoshdagi bolalarning asosiy faoliyati o‘yin bo‘lganligi sababli, o‘yin davomida bolani to‘g‘ri talaffuzga tiniq gapirishga, gaplarni grammatik jihatdan to‘g‘ri qurishga o‘rgatiladi. Bolalar nutqining buzilishiga sabab bo‘ladigan yana bir omil bu- badiiy til va sheva o‘rtasidagi nomutanosiblikdir. Pedagogga qo‘yilgan talablarga ko‘ra, pedagog o‘z nutqida, jargonlardan, shevadan foydalanishi qat‘iyan man etiladi. Shu sababli tarbiyachi adabiy tilda gapirishi maqsadga muvofiqdir. Biroq shu yerda yana bir ziddiyat kelib chiqadi. Bola pedagogning nutqi orqali badiiy tilda so‘zlashishni o‘rgandi, vaholanki oilada shevada muloqot qilish kuzatiladi. Bu bolada ikkilanishni yuzaga keltiradi. Bu jarayonda pedagogning ham shevada so‘zlashishi muammoga yechim bo‘la olmaydi. Keyinchalik maktabga chiqqandan so‘ng ham qiynaladi. Chunki, bola o‘qiyotgan adabiyotlar badiiy tilda yozilgan bo‘ladi. Bu holat yuz bermasligi uchun, bola bilan imkon qadar badiiy tilda gaplashish ko‘cha so‘zlardan foydalanmaslik muhim hisoblanadi. Bunda mas‘uliyat ham ota- onaning ham tarbiyachining zimmasiga yuklanadi. Bolalarni badiiy tilga o‘rgatishda ertaklar, she‘rlar qo‘shiqlardan foydalaniladi. Bu bolalarda badiiy til savodxonligini to‘g‘ri shakllanishiga yordam beradi. Ba‘zan ko‘z ilg‘amas, arziyas bo‘lib ko‘ringan xatoliklar katta muammolarning ildiz otishiga imkoniyat yaratadi. Nutq deganda biz faqatgina ravon so‘zlashni emas, balki chiroyli, emotsiyalar bilan so‘zlashni inobatga olishimiz kerak. Shu bilan birgalikda, odob doirasida, madaniyatli muloqot qilishni ham o‘rganishimiz va o‘rgatishimiz lozim. Farzand tarbiyasi haqida so‘z borganda, biz onani va pedagogni ma‘sul qilib ko‘rsatamiz, biroq bu borada otaning o‘rni ham beqiyosdir. Masalan, uzoqqa bormay, hayotiy misollardan oladigan bo‘lsak, ayrim otalar o‘g‘il farzandlariga so‘kinish so‘zlarini o‘rgatishadi va bola buni o‘rganib takrorlaganda kerilib xursand ham bo‘lib qo‘yishadi. Lekin bu birinchidan, bola nutqida aytadigan doimiy so‘zga aylanadi va o‘z tengqurlari hamda o‘zidan kattalarga ham qaytaradi. Ikkinchidan, so‘kinish bilan muloqot qilish bola tarbiyasiga juda salbiy ta‘sir ko‘rsatib, keyinchalik bolada axloqiy me‘yorlarning buzilishiga sabab bo‘ladi. Buning oldini olmaslik,

qadriyatlarining toptalishiga hamda axloqsizlikning tup qo'yib, palak yozishiga imkoniyat yaratib beradi.

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PSIXOLOGIYA METODLARI VA TARMOQLARI

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Annonatsiya: ushbu maqolada psixologiya tarmoqlari haqida tushuncha berilgan. Shuningdek, psixologiya metodlari, kuzatish va tinglash, zamonaviy metodlar haqida keng yoritilgan.

Kalit soʻzlar: psixologiya tarmoqlari, metodlari, diagnostika, psixik jarayon, pedagogik psixologiya.

KIRISH.

Hozirgi kunda psixologiya fani sir-asrorlarini har bir oʻquvchi uchun zarur boʻlgan jihatlarini, chunonchi: psixologiyaning boshqa fanlar bilan integratsiyalashuvi, hamkorligi, bogʻliqligini; psixologiyaning zamonaviy yoʻnalishlari va tarmoqlarini; shaxsni psixologik diagnostika qilish usullarini; shaxs va jamiyat munosabatlarini uygʻunligini; shaxs faoliyati va hatti-harakati motivlarini; faoliyati turlarini; shaxsda kuzatiladigan psixik jarayonlar: sezgi, idrok, diqqat, xotira, tafakkur, xayolni bilish va ularni boshqarish qonuniyatlarini qoʻllay olishni; shaxsdagi qobiliyat, xarakter va temperament kabi individual psixologik xususiyatlarning shaxs faoliyati va hayotidagi tutgan oʻrnini; shaxsning turli yosh davrlarga bogʻliq xususiyatlarini; shaxsning muloqot jarayonidagi shakl, tur, vositalarini; shaxsning guruhga va oʻz navbatida guruhning shaxsga taʼsirini; oʻquv va tarbiya jarayonida qoʻllash mumkin boʻlgan samarali usullarni bilish, oʻrganish muhimdir.

ASOSIY QISM.

“Psixologiya” soʻzi ikkita grek soʻzlaridan – “psyche” – jon, ruh va “logos” – taʼlimot, ilm soʻzlaridan iborat boʻlib, anʼanaviy maʼnoda inson ruhiy dunyosiga aloqador barcha hodisalar va jarayonlar uning predmetini tashkil etadi. Boshqacha qilib aytganda, psixologiyaning predmeti har birimizning tashqi olamni va oʻz-oʻzimizni bilishimizning asosida yotgan jarayonlar, hodisalar, holatlar va shakllangan xislatlar tashkil etadi. Psixologiya boʻyicha adabiyotlarda uning predmetini qisqacha

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qilib, psixikadir, deb ta’rif berishadi. Psixika – bu inson ruhiyatining shunday holatiki, u tashqi olamni (ichki ruhiy olamni ham) 4

ongli tarzda aks ettirishimizni, ya’ni bilishimiz, anglashimizni ta’minlaydi. Lekin bu qisqa ta’riflardan psixikaga aloqador jarayonlar ongning aks ettirish shakllari ekan, degan yuzaki xulosaga kelish noto’g’ri bo’ladi. Chunki inson psixikasi va uning ruhiy olamiga aloqador hodisalar va jarayonlar shu qadar murakkab va xilma-xilki, biz ba’zan o’z-o’zimizni ham tushunmay qolamiz.

Psixologiyaning fan sifatida dunyoga kelishi va rivojlanishi tarixi qator olimlarning ilmiy izlanishlarida bayon etilgan. Frantsiyalik olim J. Godfruaning “CHto takoe psixologiya” nomli 2-jilddan iborat kitobida antik dunyodan boshlab inson psixikasi, uning qalbi, hislari, xulqi masalalari diqqat markazda bo’lgan ekanligi, psixologiyaning fan sifatida rivojlanishida faylasuflarning qarashlari, tabiiy fanlar rivoji, 17-asrdan boshlab falsafa fanidan turli fanlarning ajralib chiqishi, 18 va 19-asrlarda Kondilyak, Lokk, Yum yondashuvlari asoslab berilgan.

Psixologiyaning 300dan ortik tarmoqlari fan sifatida rivojlanayotganligi hozirgi kunda psixologiyaning fanlar tizimida yanada mustahkamlanayotganligidan dalolat beradi.

umumiy psixologiya – psixologiyaning barcha masalalarining o’ziga xos jihatlarini o’rganadigan maxsus sohasi;

pedagogik psixologiya – kishiga ta’lim va tarbiya berishni psixologik qonuniyatlarini o’rganishni o’z predmeti deb biladi;

yosh davrlari psixologiyasi – turli yoshdagi odamlarning tug’ilgandan to umrining oxirigacha psixik rivojlanish jarayonini, shaxsning shakllanishi va o’zaro munosabatlari qonuniyatlarini o’rganadi;

ijtimoiy psixologiya – odamlarning jamiyatdagi birgalikdagi ish faoliyatlari natijasida ularda hosil bo’ladigan tasavvurlar, fikrlar, e’tiqodlar, hissiy kechinmalar va xulq-atvorlarini o’rganadi;

mehnat psixologiyasi – kishi mehnat faoliyati psixologik xususiyatlarini, mehnatni ilmiy asosda tashkil etishning psixologik jihatlarini o’rganadi;

injenerlik psixologiyasi – avtomatlashtirilgan boshqaruv sistemalari operatorning faoliyatini, odam-texnika o’rtasida funktsiyalarni taqsimlash va muvofiqlashtirishning xususiyatlarini o’rganadi;

yuridik psixologiya – huquq sistemasining amal qilishi bilan bog’liq masalalarning psixologik asoslarini o’rganadi;

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harbiy psixologiya – kishining harbiy harakatlar sharoitida namoyon bo‘ladigan xulq-atvorini, boshliqlar bilan ijro etuvchilar o‘rtasidagi munosabatlarning psixologik jihatlarini o‘rganadi;

savdo psixologiyasi – jamiyatda tijoratning psixologik sharoitlari, ehtiyojning individual, yoshga oid, jinsga oid xususiyatlarini, xaridorga xizmat ko‘rsatishning psixologik omillarini aniqlaydi, modalar psixologiyasi kabi masalalarini ko‘radi;

tibbiyot psixologiyasi – shifokor faoliyati psixologiyasini, bemor xulq-atvorining psixologik jihatlarini o‘rganadi.

Introspektoriya — bu o‘z aqliy jarayonlarini kuzatish, hech qanday vositalarni ishlatmasdan o‘z ruhiy hayotini bilish.

Kuzatish — jarayonning o‘ziga xos xususiyatlarini jarayonning o‘zida faol ishtirokisiz o‘rganish.

Eksperiment — bu ma’lum bir jarayonni tajribalar orqali o‘rganish. Tajriba maxsus belgilangan sharoitlarda faoliyatni simulyatsiya qilish asosida qurilishi yoki odatdagi faoliyatga yaqin sharoitlarda o‘tkazilishi mumkin.

Rivojlanish tadqiqotlari — bir necha yillar davomida kuzatilgan bir xil bolalarning o‘ziga xos xususiyatlarini o‘rganish.

Psixologiya metodlari — kelib chiqishi

Zamonaviy psixologiyaning kelib chiqishida Aristotel, Ibn Sino, Rudolf Goklenius birinchi bo‘lib «psixologiya» tushunchasini ishlatgan. Zigmund Freydni esa hatto psixologiyaga aloqasi bo‘lmagan odam ham eshitgan. Fan sifatida psixologiya 19-asrning ikkinchi yarmida falsafa va fiziologiyadan ajralib chiqqan holda paydo bo‘ldi. Psixologiya psixikaning mexanizmlarini, ongsiz ravishda va shaxs tomonidan amalga oshirilishini o‘rganadi.

XULOSA.

Psixologiya nima uchun kerak

Inson o‘zini bilish va yaqinlarini yaxshiroq tushunish uchun psixologiyaga murojaat qiladi. Ushbu bilim ularning harakatlarining haqiqiy motivlarini ko‘rish va anglashga yordam beradi. Psixologiya ruh haqidagi fan deb ham ataladi, inson hayotning ma’lum bir lahzalarida o‘ziga savollar berishni boshlaydi — «men kimman?», «Men qayerdaman?», «Nega men bu yerdaman?» Nima uchun odamga bu bilim va ong kerak? Psixologiya hayot yo‘lida qolib ketmaslik, bir ariqqa keyinchalik qayta tushmaslik va yiqilgandan so‘ng ko‘tarilishga kuch topish va davom etishga yordam beradi.

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**BOSHLANG‘ICH SINFLAR O‘QUVCHILARINI AQLIY
TARBIYALASHDA DIDAKTIK O‘YINLARNING AHAMIYATI**

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ANNOTATSIYA: Ushbu maqolada maktablarda boshlang‘ich sinflardagi bolalarga aqliy tarbiya berishda didaktik o‘yinlardan foydalanish ahamiyati haqida ma‘lumotlar berilgan.

Kalit so‘zlar: didaktika, maktabgacha ta‘lim tashkiloti, boshlang‘ich sinflar, o‘yin, kommunikativ, bola, ijtimoiylashuv, pedagog.

**THE SIGNIFICANCE OF DIDACTIC GAMES IN THE MENTAL
EDUCATION OF PRIMARY CLASS STUDENTS**

ABSTRACT: This article provides information about the importance of using didactic games in mental training of children in primary grades in schools.

Key words: didactics, preschool education organization, primary classes, game, communicative, child, socialization, pedagogue.

Boshlang‘ich sinfdagi bolalar didaktik o‘yinlari hissiyotlarni rivojlantirishi atrofimizdagi dunyoni to‘liq anglash uchun bola uni his qilishi va idrok qilishi kerak. Didaktik o‘yinlarni ta‘lim tarbiyaviy faoliyat jarayonlarida qo‘llash bolalar nutqini rivojlantirishga katta hissa qo‘shadi. Bunday o‘yinlar bola so‘z boyligini boyitadi, ham faol, ham passiv, tovushlarni va butun so‘zlarni to‘g‘ri talaffuz qilishni, jummalarni tuzishni, o‘z fikrlarini aniq ifoda etishni o‘rganadi. Boshlang‘ich sinfdagi bolalar uchun didaktik o‘yinlar mehnat ta‘limi funksiyasini bajaradi. Darhaqiqat, bolalar o‘yin uchun materiallarni mustaqil ravishda tayyorlash orqali boshlang‘ich mehnat ko‘nikmalariga ega bo‘ladilar. Besh yoshdan olti yoshgacha bo‘lgan bolalar rasmlarni, o‘yinlar uchun

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tabiiy materiallarni olishadi, kartalar, chiplar, o'yinlar uchun qadoqlar tayyorlashadi. Agar bola o'yin uchun atributlarni o'zi tayyorlasa, ularga nisbatan munosabat yanada ehtiyotkor bo'ladi. Didaktik material gigienik bo'lishi kerak va iloji bo'lsa estetik tarzda ishlab chiqilgan bo'lishi kerak. Darhaqiqat, yorqin, oqlangan o'yinchoqlar har doim bolalarning e'tiborini jalb qiladi, ular bilan o'ynash istagini uyg'otadi, bu ular estetik tarbiya funksiyasini bajarishini anglatadi. To'g'ri didaktik o'yin yosh avlodning axloqiy tarbiyasiga katta e'tibor beradi. Bolalar kattalar mehnati natijasida o'yinchoqlarga, atrofdagi narsalarga g'amxo'rlik qilishni o'rganadilar, ijtimoiy xulq-atvor me'yorlari, tengdoshlar va kattalar bilan bo'lgan munosabatlar, turli xil shaxsiy xususiyatlar haqida tushunchaga ega bo'ladilar. O'yinning rivojlanish tarixiga nazar soladigan bo'lsak o'yin muammosi dastlab “Avesto”da so'ngra Mahmud Qashg'ariyni “Lug'ati turk” asarida juda keng asoslab berilgan. Bolalarni ovunchog'i o'yinchoqlardir, ayniqsa Boshlang'ich sinfdagi bolalarni ma'naviy, axloqiy rivojida katta ahamiyat kasb etadi. O'yin–ma'naviy his–hayajonlar va tasavvurlarni, xulq xatti–harakat va axloq madaniyatini tarbiyalashning muhim vositasidir. O'yin ma'naviy his–hayajonlar va tasavvurlarni, xulqiy xatti–harakat va axloq madaniyatini tarbiyalashning muhim vositasidir. Bola kattalarning hayotini o'ziga ko'chirma qilib olar ekan, ularning tashvishlari yetadi, ijtimoiy axloq normalarini o'zlashtirib oladi. Ilk qadam o'quv dasturida berilgan o'yin kompetensiyasida bolalarning ijodiy o'yinlar o'ylab topishi, vaziyatni to'g'ri baholash va ijtimoiy hayotda bo'layotgan voqea hodisalarga munosabatini angalaganligini kuzatishimiz mumkin.

Boshlang'ich sinfdagi bolalar rang–barang harakatli, didaktik, milliy o'yinlarni o'ynaydilar. Ular didaktik o'yinlarni afzal ko'radilar, chunki ularda bizni o'rab turgan kundalik turmushdagi barcha narsalarni kishilarning hayot tarzi, mehnat faoliyatini, ularni o'zaro munosabatlarini hamda hozirgi zamon voqealari tasvirlanadi. O'yinda bolalar o'zlarining kattalar hayoti ishtirokchilari bo'lishga bo'lgan qiziqishlarini, qizg'in intilishlarini qoldiradilar. Huddi onasidek qizchalarini (qo'ng'irchoqlarini) tarbiyalaydilar, vrachdek ularni davolaydilar, o'qituvchidek ularni o'qitardilar va hakoza. Tanlangan roli bolani butunlay chulg'ab oladi, ularning aqli va hissiyotiga ta'sir ko'rsatadi. Ona mehribon va g'amxo'r, vrach e'tiborli va ziyrak, kamandir adolatli va talabchan, sotuvchi xushmuomala va ochiq ko'ngil, dengizchi qo'rqmas va jasur. Agar bola bu rollarni qaysi birini tanlasa, u o'shaning mag'zini chaqib va obrazga kirib uni chuqur his qiladi. Boshlang'ich sinfdagi bolaning rivojlanishida o'yinning roli va maktabning ta'lim va tarbiya jarayonida uning ahamiyati haqida batafsil yoritilgan.

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Davlat dasturlarida bolaning o‘yin o‘ynash huquqi tan olinadi, o‘yinning bola uchun ahamiyati, uning pedagogik imkoniyatlari ta’lim va tarbiya jarayonini tashkil etishda inobatga olinadi. O‘yin maktabgacha va maktab yoshda yetakchi faoliyatdir. O‘yin orqali ta’lim olish bolalarni ta’lim olishi va rivojlanishining yondashuvlaridan biridir. Bolalar o‘yinini tashkil etishda pedagogning o‘rni quyidagilar :

- bolalar o‘yinlari uchun sharoit yaratish (vaqt, joy, resurslar).
- bolalar o‘yinini rivojlantirish.
- bolalarning o‘yinda o‘zaro munosabatda bo‘lishiga yordam berish
- bolalarga o‘zlarini va qobiliyatlarini namoyish qilish imkoniyatini berish.

Milliy didaktik o‘yin bu xususiyatiga ko‘ra aks ettiruvchi faoliyatdir. Tevarak atrofdagi kattalar va tengdoshlarining hayoti va faoliyati bu o‘yin mazmuniga asos bo‘lib xizmat qiladi. Bolalarning tevarak–atrofdan olgan taassurotlari, tengdoshlari, kattalar faoliyatidan olgan bilimlari bu o‘yin orqali qayta ishlanadi, to‘ldiriladi. Bolalarning bunday o‘yinlari tevarak–atrofdagi borliqni bilishning amaliy shaklidir. O‘yinning syujeti o‘z harakati, munosabatlari bilan bog‘langan voqeya, hodisalar va ularning qatnashuvchilaridir. Rol–milliy o‘yinning asosiy negizi hisoblanadi.

O‘yin jarayonida juda ko‘p g‘aplashishga, tortishishga, bahslashishga, aytib berishga to‘g‘ri keladi. Bular hammasi bola tafakkuri va hayolining rivojlanishida muhim ahamiyatga egadir. Milliy o‘yinlarni mazmunini rang barangligi ularni tasvirlash va tavsiflash zaruratini keltirib chiqaradi. Hozirgi paytda ko‘pchilik pedagog va psixologlar o‘yinlarning syujetiga ko‘ra uch guruhga bo‘ladilar:

1. Maishiy o‘yinlar
2. Mehnat mavzusidagi o‘yinlar
3. Ijtimoiy mavzusidagi o‘yinlar

O‘yin bolada qanoatlanish, xursandchilik hissini paydo qiladi, shuning uchun bolani qiziqtirib, unda yaxshi kayfiyat uyg‘otadi, bola organizmidagi hayotiy faoliyatni yaxshilaydi. Bola o‘ynayotganda har- xil harakatlar qiladi: yuguradi, sakraydi, tor joydan, ingichka taxtacha ustidan o‘tadi, engashadi, yuqoriga tirlashib chiqadi. Bu harakatlarning hammasini bola be‘malol, o‘z hohishi bilan bajaradi, natijada bolaning muskullari pishiydi, u harakatni yengilroq, chaqqonroq bajaradigan bo‘lib qoladi, jismoniy jihatdan chiniqib boradi. Milliy didaktik o‘yinlar bolaning kuzatuvchanligini, qiziquvchanligini, bilishga qiziqishini oshirib, bilish doirasini rivojlantiradi, boyitadi. O‘yinda bola o‘z oldiga maqsad qo‘yadi, bu boladan aql, idrok ishlatishni talab qiladi, hamda topaganlikka o‘rgatadi.

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Xulosa qilib aytganda didaktik o‘yinlar Boshlang‘ich sinfdagi bolalarning ta‘lim-tarbiya olishida o‘zaro rivojlanishida katta ahamiyatga ega. Didaktik o‘yin faoliyati orqali shaxsning o‘qishga, mehnatga bo‘lgan qiziqishi ortadi. O‘yin davomida shaxsning muloqotga kirishishi ya‘ni, kommunikativ – muloqot madaniyatini egallashi uchun yordam beriladi. Bola shaxsning o‘z iqtidori, qiziqishi, bilimi va o‘zligini namoyon etishiga imkon yaratiladi. Hayotda va o‘yin jarayonida yuz beradigan turli qiyinchiliklarni engish va mo‘ljalni to‘g‘ri olish ko‘nikmalarining tarkib topishiga yordam beradi. Didaktik o‘yin jarayonida ijtimoiy normalarga mos xulq-atvorni egallash, kamchiliklarga barham berish imkoniyati yaratiladi. Bola shaxsning ijobiy fazilatlarini shakllantirishga zamin tayyorlaydi.

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PIRLS-XALQARO O‘QISH SAVODXONLIGINI O‘RGANISH BO‘YICHA

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21- ASRDA INNOVATSION TA'LIMNING O'RNI VA AHAMIYATIGA BASHLANGAN XALQARO KONFERENSIYADA (1-jild, 8-son, 30-35-betlar).

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Особенности мыслительной деятельности школьников в
подростковом возрасте

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Аннотация: В данной статье описаны конкретные стороны мыслительной деятельности учащихся-подростков, в частности, приведены сведения о систематическом изучении основ науки, самостоятельном мышлении, рассуждениях, сравнениях, выводах и обобщениях.

Ключевые слова: Подросток, образование, учебный процесс, мышление, абстрактное мышление, анализ, синтез, конкретное мышление.

В подростковом возрасте происходят существенные изменения в развитии мыслительной деятельности учащихся, преимущественно в учебном процессе. Уровень достижения развития мышления младшего школьника позволяет начать систематическое изучение основ науки уже в подростковом возрасте. Содержание и логика изучаемых в V-VI классах предметов, характер получения знаний, самостоятельное мышление, рассуждение, сравнение, вывод и обобщение требуют опоры. В процессе обучения развивается абстрактное мышление, анализ и синтез изучаемых явлений. Например, математика дает большие возможности для развития мышления подростка.

Переход от арифметики к алгебре обычно означает переход на более высокий уровень обобщения. Если в предмете арифметики имеется абстракция чисел, то для алгебры характерна передача знаков и действий чисел, т. е. обобщение, позволяющее выразить связь между величинами в абстрактной и обобщенной форме. Поэтому изучение алгебры дает новый толчок развитию мышления.

Большое значение имеет также геометрия, где происходит абстрагирование от конкретных предметов и освоение форм, отношений геометрических тел в абстрактной форме. Геометрия учит человека мыслить строго логически,

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развивает умение обосновывать и доказывать, рассуждать, отличать проблемное от возможного.

Все учебные предметы, изучаемые подростком, в первую очередь стимулируют развитие его абстрактного мышления. Конечно, не должно быть упрощенного толкования возрастных изменений мышления, согласно которому юный школьник мыслит конкретно, а в подростковом возрасте переходит к абстрактному мышлению.

С переходом к подростковому возрасту существенно изменяются и обогащаются также абстрактно-обобщающие, образные компоненты психической деятельности (в частности, развивается способность конкретизировать, описывать, раскрывать содержание понятий в конкретных образах и представлениях).

Но общее представление о развитии мышления возникает с точки зрения постепенного перехода от преобладания наглядно-образного мышления (у младших школьников) к преобладанию абстрактного мышления в понятиях (в подростковом возрасте). Постепенно под влиянием школы развивается аналитическая и синтетическая деятельность, у подростков формируется склонность не только к конкретным фактам, но и к объяснению причины и следствия их анализа, учащиеся умеют выделять в материале главное, важное, обрести умение обосновывать, доказывать определенную позицию, делать широкие обобщения.

В ходе учебного процесса формируются абстрактные понятия - математические (точка, линия, угол, равенство), физические (сила, удельный вес, скорость), географические (экватор, полюс, широта, долгота), исторические (рабовладелец, раб, боярин). процесс. Конечно, в подростковом возрасте есть и возрастные различия: одно дело – мышление 11–12-летнего школьника, другое – мышление 15-летнего школьника.

Овладение абстрактным мышлением не происходит без труда. Учащиеся VI, а зачастую и VII класса испытывают в этом плане определенные трудности, что отмечается в ряде исследований психологов. Таким образом, семиклассники, зная важные признаки предмета, не всегда могут идентифицировать их в необычной, изменившейся ситуации. Проиллюстрируем это на примере геометрии. При повороте деревянного прямоугольного треугольника многие ученики называют его прямоугольным треугольником (когда прямой угол

находится «внизу», у основания), то есть остроугольным (когда прямой угол находится «вверху»).

Несмотря на то, что они знают важное свойство, которое ясно и правильно указывает на соответствующее определение, большинство из них не могут определить его в необычной ситуации (когда гипотенуза является основанием треугольника). Отмечается еще одна особенность: у учащихся седьмого класса часто возникают трудности в освоении геометрических фигур, это связано с тем, что способность абстрагироваться и понимать из конкретных фигур, изображенных на картинке, еще не развита, проверенное положение не только связано с этой картинкой, но имеет общий смысл.

Кроме того, учащимся VII класса приходится преодолевать серьезные трудности, связанные с необходимостью сохранять последовательность мышления и обосновывать каждое положение в геометрических рассуждениях; типичными ошибками в этом случае являются ошибки, подмены, повторение отдельных звеньев доказательства, введение ненужных смысловых связей, отсутствие аргументации. Также у многих подростков сравнительно низкий уровень развития аналитико-синтетической деятельности и недостаточное знание образа мышления. Это особенно проявляется в том, что решение геометрических задач на доказательство представляет значительные трудности для многих подростков, особенно когда рисунок не «рассказывает» ни процесс доказательства, ни метод решения.

Ряд психологических исследований отметил отсутствие навыков абстракции, характерных для многих молодых людей, изучающих грамматику. Они не всегда умеют абстрагироваться от значения слов и обращать внимание только на их грамматическую форму: слова «бежать», «ходить», «плавать», «сидеть» часто называются ими глаголами, словами. «толстяк» — к прилагательным.

Некоторые подростки испытывают трудности с установлением причинно-следственных связей, и раньше и лучше им приходится находить причины событий или явлений, чем определять последствия, то есть постепенное (или прямое) рассмотрение причинно-следственных связей (от причины к эффект) обычно регрессивен (или обратный – эффект вызывает больше затруднений, чем Например, выполняя задание на определение того, что такое климат конкретного региона и какие условия от него зависят, учащиеся одновременно задаются

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вопросом: «Какой климат должен соответствовать этим условиям?» они сталкиваются с трудностями при ответе на такие вопросы. Все приведенные материалы показывают, что абстрактное мышление находится в стадии формирования у подростка, его бурное развитие связано с преодолением определенных трудностей.

Другой важной особенностью мыслительной деятельности подростка является большая роль конкретно-образного компонента мышления. С развитием абстрактного мышления конкретно-образные (наглядные) компоненты мышления подростков не исчезают, а сохраняются и развиваются, продолжают играть важную роль в общей структуре мышления (особенно у V-VI классов). Роль наглядного материала в процессе усвоения остается очень важной, наиболее быстрое и точное усвоение понятий происходит, если оно основано на правильно методически подобранных зрительных образах.

Подростки легче усваивают такие признаки понятий, которые можно выразить наглядно. Например, в понятии «раб» легко понять такой символ, как принудительный труд рабов, в понятии «рабовладелец» — символ богатства и т. д. Если понятия по своей природе не могут быть в достаточной степени основаны на зрительных образах (например, понятия об общественных формациях - «рабовладельческий строй», «феодализм» и т. д.), то подростки испытывают значительные трудности в их овладении. То же самое отмечается и в отношении других понятий – геометрических, физических, географических, биологических.

Влияние прямых эмоциональных впечатлений на мышление подростка настолько велико, что в ряде случаев оказывается сильнее влияния слов (объяснения учителя, текста учебника). Если изобразительный материал используется неправильно (однородность, односторонность или ограниченность зрительного опыта), это может иметь и отрицательный эффект – может помешать выявлению важных особенностей предмета или события и сосредоточить внимание учащихся на четко определенных но случайные вещи.

Это часто приводит к распространенной ошибке – незаконному сужению или расширению определенного понятия, когда в понятие включаются явно напечатанные случайные, маловажные признаки, которые тем самым возводятся в ранг важных.

Многие исследования показали, что учащиеся часто не понимают этого «введения», поскольку одновременно правильно определяют понятия и

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правильно перечисляют важные признаки; применяя эти понятия, он фактически опирается на другие, ясно осознаваемые существенные свойства. По этой теме имеется богатый и интересный материал. Например, при изучении ботаники в V-VI классах учащиеся считают корнями все части растения, находящиеся в почве (в том числе мицелий, корни, корневища), к корням они не относят воздушные корни, т.е. им трудно понять, что нахождение в земле не является существенной чертой понятия «корень», даже если его словесное определение верно. При изучении географии студенты V-VI относят к понятию «водный бассейн» только небольшие холмы, они не рассматривают Кавказ, Альпы, Карпаты и Урал как водные бассейны.

Много подобных случаев наблюдалось при изучении геометрии семиклассниками. Например, учащиеся часто думают, что прямая линия бывает только горизонтальной; вертикальные и косые линии не считаются правильными («это не прямая, а перпендикуляр!»), считают, что в окружности можно провести только один или два диаметра (вертикально и горизонтально), только непроходящие внешние углы классифицируются как внешние углы и т. д. Нередко в первоисточники понятия V-VI классников входит ряд сугубо личных, малозначительных черт, взятых из зрительного восприятия картин, рисунков, картин на исторические сюжеты: боярин «стар, в шапке и смотрит на царь с неодобрительными глазами», рабовладелец «толстый, хорошо одетый», раб — сгорбленный, усталый, полуголый человек». Таким образом, подростку иногда трудно «оторваться от ясности, ясности образов».

Накопленный подростками жизненный опыт, в том числе бытовые понятия, несомненно, облегчает приобретение знаний, но в ряде случаев даже правильные «житейские» понятия (не говоря уже о неправильных понятиях) могут быть отделены от содержания соответствующих научных понятий, что вызывает некоторые трудности в освоении последнего. Особенно это происходит, когда научная концепция выражена словом, имеющим иное жизненное значение. Например, молодые подростки (при изучении относительных чисел) удивляются и неохотно принимают предположение, что «добавление» отрицательного числа уменьшит сумму. Ведь они из личного опыта точно знают, что «прибавление» означает умножение. На усвоение геометрического понятия «падение перпендикулярно прямой» большое влияние оказывает бытовое понятие «падение», которое многие подростки отказываются понимать. Как «опустить»

перпендикуляр из точки на прямую, проведя линию снизу вверх? Бытовое понятие «вертикаль» отрицательно влияет на усвоение понятия «вертикальные углы». Большинству подростков понятны все вертикальные углы, ось симметрии которых не является вертикальной линией. Наконец, известны факты, что отдельные младшие школьники, обучающиеся в V-VI классах, «модернизируют» исторические понятия, исходя из обыденного значения соответствующих терминов. Кроме того, для подростка характерно весьма заметное, даже быстрое развитие самостоятельности и критического мышления. Это совершенно новая область развития психической деятельности подростка, в отличие от маленького школьника. Под влиянием школьного образования у подростка формируется общий рост самосознания, способности и потребности в самостоятельном мышлении.

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**MATN USTIDA ISHLASH-MATN YARATISH KO‘NIKMALARINI
SHAKLLANTIRISH VA MUSTAHKAMLASH OMILI**

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Boshlangich ta’lim yo‘nalishi talabasi

ANNOTATSIYA

Ushbu maqoladan boshlang‘ich ta’lim o‘qituvchilari va oliy ta’lim bituruvchi kurs talabalari kichik maktab yoshidagi o‘quvchilarda matn tuzish ko‘nikmalarini rivojlantishda va nutqini o‘stirish maqsadida foydalanishi mumkun.

АННОТАЦИЯ

Данная статья может быть использована учителями начального образования и студентами выпускных курсов высшего образования в целях развития навыков построения текста у младших школьников и развития их речи.

ANNOTATION

This article can be used by teachers of primary education and students of the graduating course of higher education for the purpose of developing text-making skills and growing their speech in students of a small school age.

KALIT SO‘ZLAR

Milliy mafkura, intellektual salohiyat, o‘quv materiallari, idrok, zehn, tafakkur, o‘yin texnikasi, faollik, matn yaratish, kompetensiya, motiv, tafakkur, pedagogik texnologiya.

КЛЮЧЕВЫЕ СЛОВА

Национальная идеология, интеллектуальный потенциал, учебный материал, восприятие, разум, мышление, игровые приемы, активность, создание текста, компетентность, мотив, мышление, педагогическая технология.

KEY WORDS

“CONFERENCE OF NATURAL AND APPLIED SCIENCES IN SCIENTIFIC INNOVATIVE RESEARCH”

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National ideology, intellectual potential, educational materials, perception, mindfulness, thinking, game techniques, activism, Text creation, competence, motive, thinking, pedagogical technology.

Garchi azim daraxt bo'lsa til,

Matn- unda yaralgan hosil.

Millat tafakkurini rivojlantiruvchi, undagi milliy mafkura, ma'naviy barkamollik, intellektual salohiyatni ko'rsatib turuvchi asosiy mezon-tildir. Til barqaror hodisa, nutq esa beqaror- vaqtinchalik, u alohida shaxsning muayyan makon va zamondagi individual-intellektual kursatkichlari: ilmiy-ijodiy tafakkuri, aloqa-aralashuv, ijtimoiy-siyosiy ehtiyojlarini kafolatlovchi, xususiy muloqot, ta'sir va aks ta'sir natijasini voqealantiruvchi bosh vosita sanaladi. Insoniyatning ijtimoiy-siyosiy taraqqiyoti uchun zarur bo'lgan ilmiy manbalarni avlodlarga meros qilib qoldirish uchun birdan—bir, imkoniyat - matn va matn yaratish ilmi bilan shug'ullanishdir. Demak, til imkoniyat, matn esa natijadir, til umumiyliigi, matn esa xususiyliigi bilan farqli, til ijtimoiy muloqot mahsuli, matn-egallangan bilim, ko'nikma va malakalar integrasiyasi, hosilasi, individual tafakkur mahsuli, inson yaratikdarining majoziy ramzi, in'ikosidir.

Kadrlar tayyorlash Milliy dasturi asosida Davlat ta'lim standartlarining ishlab chiqilishi, umumiy o'rta ta'lim yo'nalishi, maktab o'qish va adabiyoti o'qituvchilari oldiga ulkan vazifalarni quymokda. O'sayotgan avlodning mustaqil va ijodiy fikr egasi, ixcham va go'zal nutk, sohibi, nutqiy sharoitni to'g'ri baholay oladigan tadbirkor, Vatan taraqqiyoti uchun xizmat qiladigan, ma'naviy barkamol kishilar bo'lib yetishishini ta'minlash- umumiy o'rta ta'lim maktablari, o'rta maxsus va kasb-hunar tizimi o'qish ta'limining bosh maqsadi hisoblanadi.

Umumiy o'rta ta'lim maktablari, o'rta maxsus va kasb-hunar ta'limi muassasalarida o'qish darsini o'rganishdan asosiy maqsad kommunikativ savodxonlikni rivojlantirish, mustaqil va ijodiy fikrlay oladigan, qiroat va suxandonlik san'atidan boxabar, orzaki nutq; hamda matn yaratish ko'nikmalarini mukammal egallagan, ma'naviy barkamol shaxsni tarbiyalab

yetishtirishdan iborat. O'qishdan Davlat ta'lim standartlari ana shu ta'limiy maqsadni amalga oshirishga xizmat qiladi. Mazkur maqsaddan kelib chiqilganda, o'qish ta'limi:

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– O‘quvchilarning kuzatish, anglash va fikrlash qobiliyatini rivojlantirish, alohidaliklarni ajratish, qiyoslash va tasnif qilish layoqatini, mantiqiy tafakkur darajasini o‘stirishga;

- O‘quvchilarning o‘zligini, moddiy borliqni, voqea-hodisalarni, milliy tilning ifoda vositalari orqali idrok etish, hamda o‘z fikri, dunyoqarashi, his-tuyg‘ularini mazkur til imkoniyatlaridan foydalanib, to‘g‘ri, aniq, ravon ifodalay olish ko‘nikma va malakalarini shakllantirishga;

- yosh respublikamizga ilmiy-ijtimoiy hayotda o‘z o‘rnini topa biladigan, chuqur bilimli, ijodkor va raqobatbardosh mutaxassis, turkiy lison durdonalari, milliy kadriyatlarimizni e‘zoz va ehtirom qiladigan, o‘zbek tilini jaxon miqyosiga olib chiqadigan milliy kadrlar yetkazib berishga xizmat qiladi.

Umumiy o‘rta ta‘lim maktablari, o‘rta maxsus va kasb-hunar kollejlari tizimi o‘qish fani oldiga o‘quvchidagi kommunikativ savodxonlik, nutqiy madaniyat, ijodiy tafakkurni rivojlantirish, o‘z fikrini nutq sharoitiga mos ravishda mustaqil va erkin ifodalay olishga o‘rgatishni o‘z oldiga asosiy vazifa qilib qo‘ydi. Buning uchun oqish ta‘limi mutaxassislari:

- O‘quvchilarning tevarak-atrofdagi buyum, narsa, hodisalar va ularning ilmiy-ijtimoiy mohiyati to‘g‘risidagi tasavvurlari doirasini kengaytirish;

- O‘quvchilarda mazkur buyum va hodisalar orasidagi sabab, shart, oqibat, qarama-qarshi munosabatlar, to‘g‘ri va teskari aloqani aniq farqlash, voqea hodisalarni analiz va sintez qilish, uni ogzaki va yozma holatlarda nutqiy vaziyat taqazosiga ko‘ra to‘g‘ri va o‘rinli tasnif qila bilish ko‘nikmalarini shakllantirish;

- o‘z fikrini erkin, ravon ifodalay olish, o‘z ilmiy iqtidori, bilimi, ularni amaliyotga joriy etish orqali qo‘lga kiritilgan ijobiy natijalarni (nutqiy mahorat, matn yaratish mahorati) boshqalarga ham yetkaza bilish malakalarini rivojlantirish ustida ishlashlari lozim.

Respublikamiz umumiy o‘rta ta‘lim muassasalarida o‘qish ta‘limi samarasini oshirish, pedagog hodimlar va o‘qituvchilar jamoasida ilmiy potensialni kuchaytirish, o‘quvchi va o‘qituvchilar o‘rtasidagi mustahkam ijodiy hamkorlikni, haqiqiy ijodkorlik va izlanuvchanlik ruhiga yo‘g‘rilgan ijobiy-rivojlanuvchi sog‘lom musobaqa muhitini hosil qilish shu kunning eng dolzarb masalalaridan biri bo‘lib turibdi.

Xo‘sh, maktab o‘quvchisini o‘quv jarayonining subektiga (ishlovchisi-izlanuvchisi, ixtirochisi), o‘qituvchini esa shu jarayonning boshqaruvchisi (izlanuvchan va ijodkor shaxs)ga aylantirishimiz uchun nima qilishimiz, ishni nimadan

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boshlashimiz, xususan, o‘quvchining og‘zaki va yozma nutqini DTS talablariga mos ravishda to‘g‘ri, ravon shakllantirishning qanday usul va vositalaridan foydalanishimiz lozim?

- Avvalo, umumiy o‘rta ta’lim muassasalarida 30-50-yillarda shakllanib, to hozirgi kungacha ham davom etib kelayotgan an’anaviy ta’lim tizimidagi eskirgan avtoritar usullardan (o‘qituvchi — tushuntiruvchi, o‘quvchi -bajaruvchi) uzil-kesil voz kechishimiz, ongli verbal-kognitiv ta’limning subekti subekt munosabatlari (o‘qituvchi izlanuvchi-yunaltiruvchi, o‘quvchi izlanuvchi-kashf qiluvchi) ni ta’limga joriy etishimiz;

-til o‘qitish metodikasida eng yangi hisoblangan, zamonaviy didaktik vositalar bilan qurollantirilgan, o‘quvchini izlanish va muammolarni yechishga yo‘naltiruvchi, unda ijobiy o‘quv motivlarini hosil qiluvchi o‘quv-multimedia dasturlari, elektron o‘quv adabiyotlari bilan modernizatsiyalashtirilgan ongli verbal-kognitiv ta’lim tizimi (kashfiyot ta’lim tizimi)ga intensiv sur’atda o‘tishimiz;

- metodist olimlarimiz tomonidan tavsiya qilinayotgan tahlim mazmunini takomillashtirish, bilim, ko‘nikma va malakalarni egallash sur’atini jadallashtirish, matn yaratish ko‘nikmalarini mustaxdamlash maqsadida modullashtirilgai xususiy texnologiyalarni yaratishimiz (mas.,Uyadosh so‘zlar ystida ishlash orqali o‘quvchilarda matn yaratish ko‘nikmalarini shakllantirish texnologiyasi..va x.k.);

-o‘qish ta’limi jarayonida matn yaratishga yunaltiruvchi didaktik vositalar: (kompyuter) multimedia INTERNET, elektron pochta xizmatidan foydalanish, yuqori darajaga ko‘tarishimiz;

-muammoli ta’lim va interfaol metodlardan, ta’sir va aks ta’sir usullaridan unimli to‘plamli foydalanishimiz, o‘quvchi va o‘qituvchi o‘rtasidagi ta’limiy tarbiyaviy, ustoz-shogird munosabatlarini do‘stlik va o‘zaro ijodiy hamkorlik darajasiga olib chiqishimiz;

-berilgan matn ustida ijodiy ishlash bilan boshlangan darsni yangi mustaqil mati yaratish — k a s h f i y o t bilan tugallashga erishishimiz, o‘quvchini ishlovchi, izlanuvchi, kashfiyotchiga, o‘qituvchini esa izlanuvchi

-boshqarushchiga, o‘quvchi iste’dodining xali ochilmagan qirralarini kashf etuvchi, uni muammolar yechimini topish sari yetaklovchi jonkuyar yo‘boshchiga aylintiradi.

O‘qish ta’limida o‘quvchilarning kommunikativ savodxonligini takminlash so‘z boyligini oshirish, nutqiy mahoratni shakllantirish, o‘quvchini madaniy muqalot

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san’atidan xabardor qilish, turli mazmun va o‘quvchini madaniy, ma’rifiy, munshaot matnlari, badiiy-ramziy matnlar ustida ijodiy ishlashga o‘g‘atish, egallangan bilim ko‘nikma malakalar asosida kichik matnlar, manalog va dialoglar tuzish ko‘nikmalarini shakllantirish va mustakil matn yaratishga yo‘naltirishdan iborat bo‘lib, u ona tili ta’limi samaradorligini oshirishning eng muhim va zarur omillardan biri sanaladi.

Zero, mustaqil yaratilgan matn - o‘quvchi tafakkuri, intellektual qobiliyatining voqelanishi, tugal bir mazmunning o‘quvchi tomonidan kashf etilishi, yuzaga chiqishidir.

Xulosa qilib aytganda, “matn yaratish” o‘quvchi uchun to‘liq ijodiy izlanish hisoblansa, “matn tuzish” qisman ijodiy izlanishga taalluqli bo‘ladi.

– “Matn yaratish” faoliyati o‘quvchi so‘z boyligi, nutqiy savodxonligi, mustaqil, izchil, o‘rinli fikr ifodalash bo‘yicha egallangan bilim, ko‘nikma va malakalari darajasini aniq ko‘rsatishga xizmat qiladi.

O‘quvchilarda matn yaratish ko‘nikmalarini shakllantirishga yo‘naltirilgan ushbu tadqiqot shu kunning eng dolzarb vazifalaridan biri – umumiy o‘rta ta’lim muassalarida o‘qish ta’limining yangi pedagogik texnologiyalari asosida tashkil etilishni ta’minlash, o‘quvchida mavjud bo‘lgan lug‘at zaxirasi, nutqiy-intellektual qobiliyatini aniqlash, ijodiy tafakkur faoliyatini jadallashtirish, o‘quvchida ravon nutq, mintiqiy fikrlash, fikr mahsulini yozma ravishda to‘g‘ri, izchil o‘rinli ifodalash, egallangan bilimlarni mustahkamlashga xizmat qiladigan mustaqil matn yaratish ko‘nikmasini shakllantirishga bag‘ishlandi.

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TOG‘AY MUROD ASARLARIDA UMUMINSONIY VA MILLIY QADRIYATLAR TALQINI

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Adabiy taxallusi Tog‘ay Murod, asl ismi–sharifi Tog‘aymurod Mengnorov bo‘lgan bu noyob iste‘dod egasi 70-yillari adabiyot maydoniga kirib keldi. Dastlab mayda hikoyalar yozib yurdi. Ularda o‘ziga xos iste‘dod jilolari borligini birov payqadi, birov payqamadi. 1976-yili «Yulduzlar mangu yonadi» degan qissasi «Sharq yulduzi»da e‘lon etildi-yu, birdaniga uning nomi el og‘ziga tushdi, muhokamalarda, maqolalarda asar yilning eng yaxshi qissasi deb e‘tirof etildi. So‘ng birin-ketin «Ot kishnagan oqshom» (1979), «Oydinda yurgan odamlar» (1980), «Momo yer qo‘shig‘i» (1985) qissalari chiqdi. Bu asarlarning har biri adabiyot osmonida go‘yo momoqaldiroqdek yangradi, keng jamoatchilik e‘tiborini tortdi, qizg‘in bahs-munozaralarga asos bo‘ldi. Bu qissalari uchun Tog‘ay Murod Respublika Yozuvchilar uyushmasi Oybek nomidagi mukofoti bilan taqdirlandi.

Tog‘ay Murod 1986-1991 yillari «Otamdan qolgan dalalar» romani ustida ishladi, asar 1993- yili dunyo yuzini ko‘rdi. Roman 1994- yili istiqlol davri o‘zbek adabiyotining ilk yetuk namunasi sifatida Abdulla Qodiriy nomidagi davlat mukofotiga sazovor bo‘ldi. Ushbu asarlarining barchasining o‘ziga xos yaratilish tarixi bor, adib bularni shunday xotirlaydi:

«Men o‘rta maktabni bitirib shunday niyat etdim: o‘ttiz-o‘ttiz besh yoshlargacha o‘ylanmayman oila qurmayman, biror ifoda faqat tarixchilik uchun ishlayman. Men faqat bir maqsadni ko‘zladim: faqat jahon adabiyotini o‘qish. Faqat o‘qish, o‘qish, o‘qish, qo‘l qotib qolmasini uchun mayda hikoyalar mashq etib turish. Men shu niyat yo‘lida imorat solmadim, mashina olmadim, mansab egallamadim, shon shuhrat qizg‘anmadim.

Nihoyatda... nihoyatda sanoqli kunlarda «Yulduzlar mangu yonadi» nomli birinchi qissamni yaratdim.

Men bu qissam bilan g‘animlarimga:

«Mana men kimman degan bo‘ldim».

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Qissa elchiga manzur bo‘ldi. [1. T. Murod «Otamdan qolgan dalalar. –T.: 1994. – B. 264-265.]

Adibning o‘zbek dehqonlarining va shaxs hamda o‘tmish fojialari talqin qilingan yana bir romani «Bu dunyoda o‘lib bo‘lmaydi» deb nomlanib, asar 2001 yilda nashr qilindi. Tog‘ay Murod badiiy tarjima bilan ham shug‘ullangan, J.Londonning «Boyning qizi» dramasi va qator hikoyalarni, E.Seton-Tompsonning hayvonot dunyosi haqida mashg‘ur «Yovvoyi yo‘rg‘a» kitobini mahorat bilan o‘zbekchalashtirgan.

Tog‘ay Murod ijodiy izlanishlarining rang-barang hayotiy materiallar asosida ruyobga chiqqanligi ayniqsa quvonchlidir. Chunki: «Yozuvchi hayotiy voqealarni tasvirlar, xarakterlar yaratar ekan, u o‘z fantaziyasining bandasi bo‘lib qola olmaydi. Yozuvchi istagidan ustun turadigan qalamining yo‘nalishini belgilab beradigan ma‘lum kuchlar borki, san’atkor ular bilan hisoblashmasdan iloji yo‘q. Shulardan biri hayot mantiqidir» Yozuvchi o‘z qahramonlarining xarakterini ana shu psixologik muhit orqali ochib beradi. Shunday qilib, oddiygina hikoyalardan badiiy kashfiyot yaratadi. Yozuvchi qahramonlarining o‘z dunyosini psixologik dialekti bilan birga beradi. Bularning hammasi T.Murodning mohir yozuvchi bo‘lib shakllanganligidan dalolat beradi. [2.Qo‘shjonov M. Hayot va nafosat. -T.: Fan, 1970. –B. 16.]

Negadir T.Murod o‘zining 2001-yil nashr etilgan «Bu dunyoda o‘lib bo‘lmaydi» degan roman, hikoyalar va maqolalar to‘plamiga hzining har yillarda yozilgan to‘rtta hikoyasini kiritgan. Nega aynan mana shu hikoyalar deb o‘ylab, beixtiyor asarlarning yozilgan vaqtlariga diqqat qilasan kishi. Shunda T.Murodning talabalik davridanoq o‘z hikoyalarda haqiqatni aytishga harakat qilganligini sezish mumkin. «Bu dunyoda o‘lib bo‘lmaydi» romani XX asrdagi o‘zbek xalqi ko‘rgan azob-uqubatlari, dardlari va qayg‘uli voqealarini aniq va ochiq-oydin ko‘rsata olgan asardir. Shu kitobga kiritilgan hikoyalar roman voqealariga adabiy - estetik, ijtimoiy - siyosiy ma‘nosiga qarab tartiblashtirilgan bo‘lishi ehtimoldan yiroq emas. Bizning fikrimizcha «Bobosi bilan nevarasi» (1966), «Kuzning bir kunida» (1967), «Ku-ku-ku...» (1970) va «Er-xotin» (1970) [3. T.Murod «Bu dunyoda o‘lib bo‘lmaydi» -T.: Sharq, 2001. –B.176.] hikoyalari garchi romandan oldin yozilgan bo‘lsa ham, unda aytilmay ketgan ba’zi joylarini to‘ldirib turgandek... T.Murodning bu hikoyalarga nazar tashlar ekanmiz, unda qa’ramonlar kayfiyatini yaqqol sezish mumkin. Uning hikoyalarda inson shaxsiyatiga diqqat-e’tibor kuchliligi bilan birga ruhiy tahlillar ancha terandir. Tog‘ay

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Murod hikoya yaratar ekan, asarlarining sodda, ixcham va mazmundor bo‘lishini ta’minlaydi. Ayrim hikoyalarida portret, peyzaj tasvirlari deyarli kuzatilmaydi ham bor narsalarni xarakterlar va ruhiy tahlillarga yuklaydi. Uning asarlarining tematikasi ham yangi. Demak, u yaratgan asarlar badiiyligi va yangi bir g‘oya, yangi bir masalalarni ko‘tarishi bilan qimmatlidir. T.Murod tasvirlagan voqealar, xarakterlar qismati bir-biriga mantiqan ham mos tushadi.

T.Murod ijodidagi asarlar o‘zining tili va yozilish uslubi bilan ham bosh asarlardan keskin farq qiladi. «Qisman mumtoz adabiyotimizdagi shaxs yo‘lini, ko‘proq xalq dostonlaridagi nasriy ifoda hikoya qilish yo‘sinlarini eslatadigan, aslida faqat Tog‘ay Murodgagina xos XX asr zamonaviy o‘zbek tili yangi o‘zbek nasri mahsuli bo‘lmish bu xil badiiy matn adabiyotimizda tamomila yangi, noyob hodisa. Matndagi gaplarning tuzilishi tarzi, ohangi, so‘z va jummalarning takrorlanishi xalq tilining rang-barang tovlanishi, nozik lutf, qochiriqlar, goh xazin kayfiyat goh tabassum uyg‘otuvchi ifodalar, birgina jumla, birligida tanbeh orqali butun boylarga tatigulik voqei drama, ruhiy holat-kechinmalarining jonli gavdalantirilishi-bularning barchasi yetuk she’riyat, dostonchilik tajribalarini yodga tushiradi» [4. Karimov I. va boshqalar «XX asr o‘zbek adabiyoti tarixi» –T.: 1999. –B. 529.]

O‘zbek nasrining an’anaviy dasturini davom ettirib, yangicha ruhdagi asarlar yaratish T. Murodning oldiga qo‘ygan maqsadi edi. Ularda yozuvchi nozik psixologizmni, mavzuning kengligi, voqealar tor bo‘lgan bilan, mazmuni boyligi hayotga mosligi, hikoyalarida shaxs muammosi, inson taqdiri, avlod, kelajak qanday bo‘ladi? kabi masalalarni ko‘tarib bera oldi. U o‘zining 60-70 yillarda yaratgan hikoyalarida xuddi shu narsalarni e’tirof etib, inson taqdiri, uning tortishuvlari, xarakter xususiyati orqali shu davrga nisbatan tanqidiy ko‘z bilan qaray oldi va shularni ayta bildi.

Tog‘ay Murodning «Ot kishnagan oqshom» qissasi halollik va mardlikni tarannum etuvchi asarlardan biri bo‘ldi. Qissa qahramoni Ziyodulla kal elning mashhur chavandozi. Chavandozlar orasida ham o‘zining halolligi bilan tanilgan. U g‘iromlik ro‘y bersa, u to‘g‘risini aytadi. To‘g‘rilik Ziyodulla kalning qonida bor. Ziyodulla kal bir to‘yda o‘yinga chilvir solgan chavandozlarni ko‘rib nafratlanadi: «Birodarlar, chavandozlar nimaga etagini qoqib ketayapti? Adolatga! Nimaga tupurib ketayapti? Adolatga! Kimdan arazlab ketayapti? Adolatdan! Bir to‘da nomard imonsizga achchiq qilib, adolatni o‘tga tashlab ketayapti!» lekin Ziyodulla chavandoz adolat osmonda deguvchilarga qarata bunday deydi: «Yo‘q

birodarlar, adolat yerda! Oyoqlarimiz ostida! Adolat tuproqqa qorishib yotibdi! adolatni kim bundayin xor qilayapti? Biz-o‘zimiz!» albatta, Ziyodulla chavandoz aytganidek, adolat haqida ko‘p gapirish mumkin.

Xulosa qilib aytganda Tog‘ay Murod yaratgan badiiy obrazlar kitobxon qalbidan chuqur joy egallaydi, kitobxonda obrazga nisbatan iliqlik tuyg‘usini shakllantirishga xizmat qiladi.

Har qanday badiiy asar ham asosan ma’lum bir haqiqatni ruyobga chiqarish uchun yoziladi. Shu bilan birga asar saviyasini oshiradigan ham, tusharidigan ham uning tilidir. Tili ta’sirli bo‘lmasa qahramonlar vapersonajlar ruhiyoti va xarakter mantig‘iga mos tushmasi unday asarda obraz ham psixologizm ham yaxshi ochilmaydi. M.Gor’kiy aytganidek, «Til badiiy adabiyotda xarakterlar va manzaralar yaratish qurolidir». [5. M.Gorkiy «Literaturno-kriticheskie stati. –M.: 1937. –S. 584.]

Bu narsalar T.Murod ijodida xususan hikoyalarida yaxshi ifodalangan. U nima aytmoqchibo‘lsa, shuni aniq ayta biladi. XX asrning 70-yillarda ham o‘z fikrini o‘z so‘zi bilan oshkor eta oldi.

Foydalanilgan adabiyotlar:

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Tarbiyachining nutq madaniyati va unga qo‘yiladigan pedagogik talablar

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Maktabgacha ta’lim yo‘nalishi 2-bosqich talabasi

Annotasiya. Ushbu maqolada maktabgacha ta’lim tashkiloti tarbiyachilarining nutq madaniyati va unga qo‘yiladigan pedagogik talablar shuningdek, nutqining aniqligi, to‘g‘riligi, ifodaviyligi, lug‘at boyligi, nutqidagi kamchiliklar va ularni bartaraf etish yo‘llari xususida batafsil yoritib berilgan.

Kalit so‘zlari: tarbiyachi, nutq, ohang, og‘zaki nutq, nutq o‘stirish, nutq madaniyati, so‘zlashuv, muloqot, nutqning sofliqi, aniqligi, to‘g‘riligi, boyligi, ifodaliligi.

Abstract. This article describes in detail the speech culture of preschool educators and the pedagogical requirements for it, as well as the accuracy, correctness, expressiveness, vocabulary, speech defects and ways to eliminate them.

Key words: educator, speech, tone, oral speech, speech development, speech culture, speech, communication, purity, accuracy, correctness, richness, expressiveness of speech.

Nutq madaniyati - bu fikrlarni to‘g‘ri ifodalay olish, ya’ni fikr birdirish jarayonida nutqiy muloqot shartlari va fikr bildirishdan ko‘zlangan maqsadni inobatga olgan holda tilning barcha vositalaridan (til vositalaridan, shuningdek, ohang, pauza, tembr, urg‘u, intonatsiya, leksik zaxira, gapning grammatik tuzilishidan) to‘g‘ri foydalangan holda, bayon qilinayotgan mavzuga mos tarzda gapirishdan iboratdir. Nutq madaniyati — bu bayon qilinayotgan fikr mazmuniga mos holda tilning barcha vositalaridan (tovush, ohang, so‘zning leksik ma’nosi, intonatsiya, grammatik shakllar, urg‘u, pauza) to‘g‘ri va o‘rnida foydalana olish demakdir. Nutqning tovush madaniyati nutq madaniyatining ajralmas bir qismi hisoblanib, og‘zaki va yozma ko‘rinishda namoyon bo‘ladi.

Tarbiyachi o‘sib kelayotgan yosh avlodni xalqimizga munosib farzand, yetuk, barkamol inson qilib tarbiyalashdek muhim, mas’uliyatli shu bilan birga faxrli vazifani bajaradi. Shunday ekan tarbiyachi pedagoglar o‘z ishiga vijdonan, mas’uliyat bilan yondashishi, pedagogik faoliyatini doimiy ravishda tahlil qilib borishi va o‘z ustida tinimsiz izlanishlar olib borishi lozim. Tarbiyachi bolalarga kundalik hayotda,

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mashgʻulot jarayonida, oʻyin faoliyatida, nutqiy muloqotlarda, birgalikdagi mehnat jarayonida va ular bilan boʻladigan muomalada taʼsir koʻrsatadi. Tarbiyachi har bir bolani diqqat bilan kuzatishi, uning shaxsiy xususiyatlari, xulq-atvori, qobiliyatlarini bilishi, bolalarning ish natijalarini toʻgʻri, haqqoniy baholashi va ularga oʻz vaqtida yetarlicha yordam, yoʻnalish koʻrsata olishi shuningdek, bolaning oiladagi taʼlim-tarbiyasi bilan qiziqishi, ota-onalar bilan toʻgʻri hamkorlik oʻrnata olishi lozim. Hozirgi kunda maktabgacha taʼlim tashkiloti tarbiyachilariga qoʻyiladigan muhim talablardan biri taʼlim-tarbiyaviy jarayonni toʻgʻri tahlil qilishi va kasbiy malakasini boyitib borishi hisoblanadi. Bundan tashqari tarbiyachi shaxsiga qoʻyiladigan yana bir muhim talablardan biri uning nutq madaniyatiga ega boʻlishidir. Nutq madaniyati — bu tarbiyachida boʻlishi shart hisoblangan sifatlardan biridir. Tarbiyachi nutq madaniyatiga ega boʻlishi uchun oʻz nutqida quyidagi xususiyatlarni aks ettirishi lozim: nutqning toʻgʻriligi; nutqning aniqligi; nutqning sofligi; nutqning ravonligi; nutqning ifodaliligi; nutqning boyligi.

— **Nutqning toʻgʻriligi** — bu nutqning eng muhim xususiyatlaridan biridir. Agarda nutqning tuzilishi toʻgʻri boʻlmasa, nutqning aniqligi, mantiqiyliigi, izchilligiga ham putur yetishi mumkin. Shunday ekan, tarbiyachi bolalar nutqining toʻgʻriligiga alohida eʼtibor qaratishi va nutqidagi kamchiliklarni aniqlab, toʻgʻri bartaraf qila olishi lozim.

Tarbiyachining nutqi toʻgʻri boʻlsa, soʻzlarni aniq, toʻgʻri, tushunarli tarzda talaffuz qilsa, bolalar nutqni muvaffaqiyatli oʻzlashtira oladilar.

— **Nutqning aniqligi** — bu soʻzning ifodalanayotgan voqelikka nisbatan muvofiq kelishi hisoblanadi. Bolalar tarbiyachidan soʻzlarni aniq, toʻgʻri talaffuz etishnigina oʻrganib qolmasdan, balki eshitgan ertak va hikoyalarini mazmunan aniq aytib berishga, tevarak-atrofni kuzatish orqali olgan taassurotlarini aytib berishga, oʻz fikrlarini ketma-ketlik bilan izchil tarzda ifodalay olishga oʻrganadilar.

— **Nutqning sofligi** — deganda eng avvalo, uning adabiy til meʼyorlariga mos tarzda ifodalanishi tushuniladi. Tarbiyachi oʻz nutqning sofligiga erishishi uchun nutqida mahalliy soʻzlarni qoʻllamasligi, jargon soʻzlarni ishlatmasligi, soʻz urgʻularini toʻgʻri ishlatishi zarur.

— **Nutqning ifodaliligi** — yaxlit bir sistema asosida tuzilgan, fikrlar tizimli ifodalangan, har bir soʻz, gap, ibora maqsadga mos ravishda ishlatiladigan nutqni tushunamiz. Tarbiyachi nutqning ifodaliligiga fikrlarini faqat soʻzlar orqaligina emas, balki nutqning ifodaviy vositalaridan (pauza, tempr, ovoz kuchi, ritm, urgʻu va

hokazolar) to‘g‘ri foydalanish orqali erishishi mumkin. Tarbiyachi bolalarga ertak, hikoya, rivoyat, she‘r o‘qib berish jarayonida nutqning ifodaviy vositalaridan o‘rinli foydalansa, bolalarning asar mazmunini yaxshi tushunib olishlariga yordam beradi. Tarbiyachining bir xil ohangdagi nutqi bolalarni zeriktiradi va bolalarda ertak, hikoyalarning mazmuniga bo‘lgan qiziqishini susayishiga olib keladi. Bola bunday nutqni tinglashdan tez zerikadi va boshqa narsalarga chalg‘iy boshlaydi, so‘ngra tarbiyachining nutqiga quloq solmay qo‘yadi. Shunday ekan, tarbiyachi bolalarga to‘g‘ri ta‘lim-tarbiya berishi, badiiy adabiyotga nisbatan qiziqish uyg‘otishi uchun avvalambor o‘z nutqi ustida ishlashi, nutqidagi kamchiliklarni aniqlab, bartaraf etishi lozim.

— **Nutqning boyligi** — so‘zning turli sinonimlaridan to‘g‘ri, o‘rinli foydalana olish va nuqtda turli iboralardan, jumalardan foydalanish, yangi so‘zlarni to‘g‘ri qo‘llash orqali yuzaga keladi. Tarbiyachi so‘zlardan to‘g‘ri, o‘rinli foydalana olishi, bolalar so‘z boyligini muntazam tarzda aniqlab, so‘z boyligini kengaytirib borishi lozim.

Tarbiyachi uchun namunali nutqni egallash — bu uning o‘z kasbiy tayyorgarligini belgilovchi ko‘rsatkich hisoblanadi. Taniqli pedagog, bolalarni ona tiliga o‘rgatish uslub va uslubiyotlarini ishlab chiqqan uslubiyotchi, maktabgacha tarbiya bo‘yicha mashhur mutaxassis, professor Y.I. Tixeyeva tarbiyachi nutqiga yuksak yuksak baho berib, shunday degan edi: “Bog‘chada bolalar beixtiyor taqlid qiladigan namuna tarbiyachi (bog‘bon)ning tilidir, tarbiyachining tili bolalar tiliga g‘oyat samarali va nihoyatda kuchli ta‘sir ko‘rsatadigan hamma narsalarni o‘zida birlashtiradigan bo‘lishi kerak. Bog‘bonning tili bekam-u ko‘st, adabiy talaffuzning har qanday nuqsonlaridan xoli bo‘lishi lozim”.¹ Har bir tarbiyachi, pedagog o‘z nuqiga qo‘yiladigan pedagogik talablarni yaxshi bilishi hamda nutqidagi mavjud kamchiliklarni aniqlab, to‘g‘irlab borishi kerak. Tarbiyachi o‘z nutqining ravonligi, ifodaliligi ustida ishlashda nutqning intonatsion vositalaridan to‘g‘ri foydalanishiga e‘tibor qaratishi ya‘ni nutqida urg‘ularni to‘g‘ri ishlatishi, ovoz tempini va kuchini o‘zgartirish bilan so‘zlarning mazmunini ajratishi, to‘xtam, pauza, ma‘lum vaqt ichida aytiladigan so‘zlar miqdori, nutq tempi va ovoz balandligini ma‘lum joyida ko‘tarib, ma‘lum joyida pasaytirib aytishni to‘g‘ri mashq qilishi lozim. Nutqda intonatsiya va ohangni to‘g‘ri qo‘llash

¹ “Maktabgacha ta‘lim tashkilotlarida pedagog tarbiyachining nutqiy faoliyatini o‘ziga xosligi” Norqo‘ziyeva M.A. maqola

nutqni jonli, jo'shqin qiladi va fikrni to'liq, tugallangan tarzda bayon qilishga yordam beradi. Tarbiyachi o'z lug'atini, uning grammatik tomonini badiiy, ilmiy adabiyotlarni doimiy ravishda o'qib, o'rganib borish jarayonida boyitadi va takomillashtirib boradi. Biroq tarbiyachi badiiy adabiyotlarni o'qib, o'rganish davomida uning mazmuniga, yangi so'zlargagina ahamiyat qaratib qolmasdan, balki muallifning asar mazmunini ochishda tilning qaysi vositalaridan foydalanganligiga, qaysi so'z va grammatik shakllarni ishlatganligiga, materialni qay darajada ifodalaganligiga ham e'tibor qaratishi zarur.

Xulosa o'rnida shuni ta'kidlash joizki, jamiyatimizda tarbiyachi va pedaglarning nutq madaniyatini shakllantirishda yuqorida ko'rsatilib o'tilgan vazifalar to'g'ri olib borilsa va rioya qilinsa jamiyatda tarbiyachilar o'z o'rnini va mavqegini topadi. Tarbiyachi nutqi qanchalik tushunarli, mazmunan aniq va to'g'ri ifodalansa, tarbiyalanuvchilarga berilayotgan ta'lim-tarbiya sifati shunchalik yuqori bo'ladi. Tarbiyachi o'z nutqidagi adabiy jihatlarga, nutqining jarangdorligi, tushunarligi, aniqligi va ravonligiga e'tibor berishi ta'lim olayotgan har bir bolaning so'z boyligi rivojlanishiga turtki bo'ladi. Shu sababli, har bir pedagog o'z nuqiga alohida e'tibor qaratishi va o'z nutqi ustida muntazam ravishda ishlab, takomillashtirib bormog'i kerak.

Foydalanilgan adabiyotlar ro'yxati.

1. “Maktabgacha ta'lim tashkilotlarida pedagog tarbiyachining nutqiy faoliyatini o'ziga xosligi” Norqo'ziyeva M.A. maqola
2. “Maktabgacha ta'lim tarbiyachilarining nutq madaniyati va unga qo'yiladigan pedagogik talablar” Turg'unboyeva N. 2022-yil
3. “Tarbiyachining nutqi bolalar uchun namuna” Nuritdinova G..H. maqola

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KICHIK MAKTAB YOSHDAGI BOLALARNING NUTQ MADANIYATINI SHAKLLANTIRISH

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Maktabgacha boshlang'ich yo'nalishi stajyor o'qituvchi

Annotatsiya: Ushbu maqolada o'quvchi-yoshlarda nutq madaniyatini shakllantirishga ta'sir etuvchi omillar haqida fikr yuritiladi. Shuningdek, o'quvchi-yoshlarda nutq madaniyatini shakllantirishga ta'sir etuvchi omillarning ahamiyati va zaruriyati, mazmuni va mohiyati hamda o'ziga xos xususiyatlari o'z aksini topgan.

Annotatsiya: В данной статье рассматриваются факторы, влияющие на формирование речевой культуры у студентов, а также отражается значение и необходимость, содержание и сущность, а также конкретные характеристики факторов, влияющих на формирование речевой культуры у студентов.

Annotatsiya: This article examines the factors influencing the formation of speech culture among students, and also reflects the meaning and necessity, content and essence, as well as specific characteristics of the factors influencing the formation of speech culture among students.

Tayanch so'zlar: Ta'lim, tarbiya, talaba-yoshlar, nutq, qobiliyat, ijodkorlik, muloqot, kognitivlik, kommunikativlik, xotira, diqqat, dunyoqarash, salomatlik, sog'lom turmush tarsi, ma'naviy-ahloqiy barkamollik, shaxs, yetuk mutaxassis, ma'rifat madaniyat.

Ключевые слова: Образование, обучение, студенты, молодежь, речь, способности, творчество, общение, познавательные, коммуникативные, память, внимание, мировоззрение, здоровье, здоровый образ жизни, духовно-нравственная целостность, личность, зрелый специалист, просвещенная культура.

Key words: Education, training, students, youth, speech, ability, creativity, communication, cognitive, communicative, memory, attention, outlook, health, healthy

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lifestyle, spiritual and moral integrity, personality, mature specialist, enlightened culture

O‘sib kenlayotgan bola shaxsining madaniyati uning axloqi, odobi, xulqi, insoniylik sifat va fazilatlari bilan belgilanadi. Bolada shakllanadigan nutq madaniyati madaniy, aqliy, xuquqiy, diniy, iqtisodiy va siyosiy bilimlar zamirida shakllanadi va tarkib topadi. Mazkur bilimlar o‘z navbatida bola shaxsining madaniyatlilik darajasi va ko‘rsatkichlari hamda ulardagi shaxsiy sifat va fazilatlarni kamol topishiga, kelajakda yetuk inson sifatida jamiyatda o‘z o‘rniga ega bo‘lishga imkon beradi. Demak, bola shaxsida madaniyat o‘z-o‘zidan paydo bo‘lmaydi. U egallangan bilim, ko‘nikma va malakalar ta‘sirida ro‘yobga chiqadi. Madaniyat - jamiyatning muayyan a‘zosi ya’ni bola shaxsining turli faoliyati (o‘quv, o‘yin, mehnat) jarayonida to‘plangan barcha ijobiy, aqliy yutuqlar majmuasi sanaladi.

Ijodkor pedagog bola shaxsining nutq madaniyatini shakllantirishda orttirilgan boy tajribalar bilan bir qatorda xorij tajribalaridan ham kengroq foydalanishga e‘tibor qaratishi maqsadga muvoffiq sanaladi. Bunda tarbiyachi - pedagogning tashabbuskorligi, kreativligi, kamunikativligi, kognitivligi va reflektiv yondashishi natijasida bola shaxsi ajdodlar tarixi va madaniyati, adabiyoti, san’ati, an’analari va urf-odatlar haqida chuqur bilim egallaydi. Madaniyatlararo kompetensiyalarni o‘rganish orqali talabalarning davlatlararo madaniy merosiga bo‘lgan qiziqishi va salohiyati oshadi. Til - aloqa vositasi bo‘lsa, nutq - aloqa shaklidir. Inson hayotida har ikkisinin ham o‘rni beqiyosdir. Nutq shaxslararo muloqotni ta‘minlovchi vositadir. Inson dunyoga kelibdiki, atrof-muhitda u bilan birga bo‘lgan insonlar bilan muloqot jarayonida bo‘ladi. Aslini olganda bu muloqotning poydevori ona qornida shakllanadi. Bola ona qornida 3 oylik bo‘lganida uning yuragi ura boshlaydi. Aynan shu davrda bola onaning psixologik holatini his qiladi hamda tovushlarni eshitadi. Bu davrda onaning bolasi bilan muloqot qilishi muhim ahamiyatga ega hisoblanadi. Shaxs tarbiyasining negizi ham onaning homiladorlik davriga borib taqaladi. Bu holat olimlar tomonidan ham o‘z isbotini topgan. Shu mavzudagi - 193 - turli rivoyatlar bizgacha yetib kelgan. Rivoyat qilishlaricha , bir donishmandning oldiga 6 oylik bolani tarbiyalab bering, deb olib borishadi. Shunda donishmand so‘raydi, “Bolangiz necha oylik bo‘ldi?” desa. “ Bolamiz 6 oylik bo‘ldi “ deb javob qaytarishadi. “ Bola tarbiyasiga 6 oy kechikibsizlar” deb javob beradi, donishmand. Shunday ekan, biz tarbiyani ona qornidan boshlashimiz

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zarur bo‘lgani kabi, muloqotni ham shu davrdan boshlashimiz lozim. Bu muloqot jarayoni u dunyoga kelgach, alla orqali bevosita olib boriladi.

Bola tug‘ilgandan so‘ng, ona o‘z mehrini alla ohanglariga tushirib, bolasini allalaydi, ovutadi, butun dil isxorlarini eshilib sochilib kuylaydi. Bola alla orqali birinchi navbatda onasini muhabbatini, mehrini sezadi, tovushlar va kuy bilan tanishadi, orom olib yotadi. Ammo bugungi kunda dilni xira qiladigan bir holat borki, aksariyat yosh onalar bolalariga alla aytishmaydi, yoxud alla aytishni bilishmaydi, go‘yoki eskicha qarash qabig‘ida ish tutadi. Oqibatda buning salbiy ta‘siri yillar o‘tgach, namoyon bo‘ladi. Alla bolada nutqning tezroq vujudga kelishiga yordam beradi. Masalan, alla ko‘p eshitgan bolalar, beshikda yotgan paytida onasi aytgan alla tembriga mos ravishda tovushlarni chiqarib o‘zlariga-o‘zlari alla aytadilar. Bu o‘z-o‘zidan bolada tovushga taqlidchilikni vujudga keltirib, muloqotga kirishishiga imkon yaratadi. Psixolog olimlarning fikricha, bolani besh-oylikdan boshlab nutqni tushunishga o‘rgata boshlash kerak. Buning uchun bolaga, biror predmetni nomini bir necha marta aytib, takror takror eslatib ko‘rsatish kerak. Bu holat bir necha marotaba takrorlangach, keyingi safar shu predmetni ko‘zi bilan qidira boshlaydi. Bu narsa bolaning kattalar nutqiga tushuna boshlashini bildiradi. Bola nutqini shakllantirishda nafaqat muloqot qilish balki, ularda sensor motorikani shakllantirish ham, samarali natija beradi. Bolada yirik va mayda motorikalarni rivojlantirish, miya faoliyatiga ijobiy ta‘sir ko‘rsatib, nutqining rivojlanishiga, tafakkur, idrok, xotiraning shakllanishiga motivatsiya beradi. Bola nutqining noto‘g‘ri shakllanishi va buzilishining yana bir sababi, ikki tilda so‘zlashuv muhitidir. Ayrim ota-onalar farzandini ikki tilni baravar o‘rganishini xohlaydilar va o‘z ona tilida ravon so‘zlay olmagan bolalariga boshqa xorijiy tillarni o‘rgatishga harakat qilishadi. Natijada o‘z ona tilining grammatik qurilishini yaxshi bilmagan bola, o‘zga tilni ham mukammal o‘zlashtira olmaydi, bola nutqida ikki til qorishmasi yuzaga keladi. Na, u tilda na bu tilda aniq va ravon gapira olmaydi. Yoki ota-onalar va pedagog tarbiyachilar bola nutqini rivojlantirishda aniq rejali yondashishi kerak bo‘ladi.

Jadidchi olimlarda Mahmudxo‘ja Behbudiyning shunday so‘zlari bor: “ Avval biz musulmon bo‘laylik, o‘z o‘zbek tilimizni bilaylik, ana undan keyin ikkita emas, to‘rtta tilni o‘rganaylik.” Bu til o‘rganishga nisbatan sharqona qarashning namunasi bo‘lsa, g‘arbda ham til o‘rganishga nisbatan bir qancha fikrlar mavjud.

Y.I. Tixeyeva o‘zining ilmiy qarashlarida, bolalarni o‘qitishda dastlab o‘z ona tilisini o‘rgatish, uni mukammal o‘zlashtirishini maqsadga muvoffiq deb hisoblaydi.

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Yuqoridagi muammolarni bartaraf etishda, Maktabgacha ta'lim tashkiloti hamda oila hamkorligi nihoyatda muhimdir. Bunda tarbiyachi-pedagog bolalarning ota-onasi bilan muloqotda bo'lishi kerak. Pedagog bolaning psixologik va fizologik holatini hisobga olib, ta'lim-tarbiya jarayonini olib borishi lozim. O'z-o'zidan buni qanday amalga oshirish mumkin degan savol tug'iladi. Avvalambor, tarbiyachi bola bilan - 194 - do'stona munosabatda bo'lishi, uning ehtiyoji nimada ekanligini bilishi kerak. Bolani psixologiyasi va fizologiyasini o'rgangach, muammoning yechimini ham shunga qarab izlaydi. Keyingi bosqichda, metodlardan foydalangan holda, bolaning nutqidagi nuqsonini yo'qotishga kirishadi, uni so'zlashga o'rgatadi. Maktabgacha yoshdagi bolalarning asosiy faoliyati o'yin bo'lganligi sababli, o'yin davomida bolani to'g'ri talaffuzga tiniq gapirishga, gaplarni grammatik jihatdan to'g'ri qurishga o'rgatiladi. Bolalar nutqining buzilishiga sabab bo'ladigan yana bir omil bu- badiiy til va sheva o'rtasidagi nomutanosiblikdir. Pedagogga qo'yilgan talablarga ko'ra, pedagog o'z nutqida, jargonlardan, shevadan foydalanishi qat'iyan man etiladi. Shu sababli tarbiyachi adabiy tilda gapirishi maqsadga muvofiqdir. Biroq shu yerda yana bir ziddiyat kelib chiqadi. Bola pedagogning nutqi orqali badiiy tilda so'zlashishni o'rgandi, vaholanki oilada shevada muloqot qilish kuzatiladi. Bu bolada ikkilanishni yuzaga keltiradi. Bu jarayonda pedagogning ham shevada so'zlashishi muammoga yechim bo'la olmaydi. Keyinchalik maktabga chiqqandan so'ng ham qiynaladi. Chunki, bola o'qiyotgan adabiyotlar badiiy tilda yozilgan bo'ladi. Bu holat yuz bermasligi uchun, bola bilan imkon qadar badiiy tilda gaplashish ko'cha so'zlardan foydalanmaslik muhim hisoblanadi. Bunda mas'uliyat ham ota-onaning ham tarbiyachining zimmasiga yuklanadi. Bolalarni badiiy tilga o'rgatishda ertaklar, she'rlar qo'shiqlardan foydalaniladi. Bu bolalarda badiiy til savodxonligini to'g'ri shakllanishiga yordam beradi. Ba'zan ko'z ilg'amas, arzimas bo'lib ko'ringan xatoliklar katta muammolarning ildiz otishiga imkoniyat yaratadi. Nutq deganda biz faqatgina ravon so'zlashni emas, balki chiroyli, emotsiyalar bilan so'zlashni inobatga olishimiz kerak. Shu bilan birgalikda, odob doirasida, madaniyatli muloqot qilishni ham o'rganishimiz va o'rgatishimiz lozim. Farzand tarbiyasi haqida so'z borganda, biz onani va pedagogni ma'sul qilib ko'rsatamiz, biroq bu borada otaning o'rnini ham beqiyosdir. Masalan, uzoqqa bormay, hayotiy misollardan oladigan bo'lsak, ayrim otalar o'g'il farzandlariga so'kinish so'zlarini o'rgatishadi va bola buni o'rganib takrorlaganda kerilib xursand ham bo'lib qo'yishadi. Lekin bu birinchidan, bola nutqida aytadigan doimiy so'zga aylanadi va o'z tengqurlari hamda o'zidan kattalarga ham qaytaradi. Ikkinchidan,

so‘kinish bilan muloqot qilish bola tarbiyasiga juda salbiy ta‘sir ko‘rsatib, keyinchalik bolada axloqiy me‘yorlarning buzilishiga sabab bo‘ladi. Buning oldini olmaslik, qadriyatlarning toptalishiga hamda axloqsizlikning tup qo‘yib, palak yozishiga imkoniyat yaratib beradi.

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**ДЕТСКИЕ ФОБИИ В ДОШКОЛЬНОМ ВОЗРАСТЕ И ПУТИ ИХ
РЕШЕНИЯ С ПОМОЩЬЮ ПЕДАГОГИЧЕСКОГО ПОДХОДА**

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Аннотация

Данная статья посвящена актуальности фобии у детей дошкольного возраста. В ней представлены описание фобии, их возникновение и классификации, которые положительно и отрицательно влияют на жизнь детей, а также при помощи педагогических методов, средств и приёмов учитывая индивидуальные особенности и потребности ребёнка избавиться от детских фобий.

Ключевые слова: Фобия, чувство, педагогический метод, реакция, индивидуальный подход, доверительные отношения, привыкание, релаксация, ассоциирования, игровой подход, творческий метод, наблюдение.

Эмоция каждого ребёнка может означать страх, и за этим стоит инстинкт самосохранения. И каждый из детей испытавший в своей жизни ситуации приводящие к стрессу, будет испытывать страх. Страх - естественное чувство, сильное, распространенное и весьма важное для детей и взрослых. Страх проявляется в неприятном эмоциональном и физическом ощущении в ответ на какую-либо угрозу, существующую в реальности, мыслях или воображении. Основа страха наш инстинкт самосохранения, желание уберечься от опасностей.

¹

Фобия у детей представляет собой чрезмерный и необоснованный страх, который вызывает сильные эмоциональные реакции и может привести к избеганию определенных ситуаций, объектов или мест. Это состояние может

¹ Детские страхи. Каббалистическая психология: набор инструментов по преодолению страхов. Издательство Laitman Kabbalah Publishers, 2010. 120 с.

серьезно ограничивать повседневную жизнедеятельность ребенка и вызывать значительные душевные страдания.

Американские психиатры считают, что существует 367 видов различных фобий и им подвержены 4% всего взрослого населения нашей планеты. Ту или другую фобию испытывает каждый четвертый ребенок на Земле.² Фобии у детей бывают различными и могут влиять на их образ жизни и поведение. Примеры фобий у детей:

1. Темная комната или темнота: у детей может вызывать тревогу и страх;
2. Фобия животных: например, боязнь собак, пауков, змей или насекомых;
3. Страх перед поездками на транспорте, таких как автомобиль, самолет или поезд;
4. Фобия социальных ситуаций: сильный страх перед выступлениями в обществе (ребёнок не может рассказать стих при зрителях), общением с новыми людьми или общественными мероприятиями;
5. Фобии медицинских процедур. Некоторые дети испытывают страх перед приемом у врача, инъекциями, а также перед лечебными процедурами. (начинают истерить и плакать при виде медицинских инструментов и персоналов в белых халатах);
6. Фобии звуков: дети могут реагировать на громкие звуки, гром, пушки, сирены и другие звуки, вызывая панику или беспокойство, что может в последствии вызвать плачь или истерику;
7. Фобии воды: страх перед водой, купанием, плаванием и процедурами водных видов спорта.

Причинами возникновения фобий у детей служат:

- Генетические факторы: наследственная предрасположенность к страхам и фобиям.
- Травматические события: негативные или пугающие события в прошлом, которые могут привести к формированию страхов.
- Негативный опыт: негативный опыт в прошлом, связанный с конкретным объектом или ситуацией, вызывающей страх.
- Избыточная защита: недостаток опыта ситуации, что может усилить страх.

² Светлана Геннадиевна Зубанова, А. С. Зубкова
Детские страхи

Отличием детского страха от взрослого является то, что детские страхи носят временный характер, и обычно проходят с возрастом.

Причиной детского страха являются возрастные особенности развития³.

Профилактика фобий у детей дошкольного возраста играет важную роль в обеспечении их эмоционального благополучия. Вот несколько методов и стратегий, которые могут помочь в профилактике фобий у детей:

Сознательное формирование позитивных ассоциаций. Проведение различных мероприятий, игр и упражнений, направленных на позитивное восприятие тех объектов или ситуаций, которые могут стать источником страха. Например, путем ассоциации определенных событий или объектов с чем-то приятным и безопасным.

Включение в разнообразные социальные сценарии. Социальная интеграция и включение детей в разнообразные общественные среды могут помочь им привыкнуть к различным аспектам жизни и снизить вероятность возникновения страхов.

Открытое обсуждение эмоций и чувств. Сознательное создание открытой атмосферы для обсуждения эмоций и переживаний может помочь детям выражать свои страхи и проблемы, что в свою очередь способствует пониманию и поддержке со стороны взрослых.

Позитивный образец со стороны взрослых. Педагоги и родители могут стать позитивными образцами истинной безопасности в различных ситуациях и реагировании на стресс, что укрепляет эмоциональную стабильность у детей.

Сочетание игровых и педагогических методик. Использование игровых методик, которые обучают детей разрешать свои страхи через игру, в сочетании с адаптированными педагогическими методами и техниками, способствующими пониманию и обработке эмоций

Создание безопасной и поддерживающей образовательной среды. Обеспечение стабильной и безопасной образовательной среды способствует уменьшению уровня тревожности и страхов у детей, создавая условия для уверенного и благополучного развития.

Эти методы и стратегии представляют лишь небольшую часть подходов, которые могут помочь в профилактике фобий у детей дошкольного возраста.

³ Колпакова А. С., Пронина Е. В. Детские страхи и их причины у детей младшего школьного возраста // Альманах современной науки и образования. — 2014. — № 4 (83). — С. 83

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Важно помнить, что профилактика должна быть тщательно адаптирована под индивидуальные особенности каждого ребенка и контекст их окружения.

Опросник «Страхи у детей» (для дошкольников, но предпочтительнее для младших школьников).⁴ Методика использования опросника "Страхи у детей" для выявления детских страхов, особенно для дошкольников и младших школьников, представляет интересный и чуткий подход к пониманию эмоционального состояния детей. Задавая вопросы в ходе игры и делая это непринужденным образом, позволяет создать комфортную и безопасную ситуацию для выражения страхов. Этот метод можно реализовать с использованием различных игровых методик, таких как использование игрушек или сюжетных игр, где задаваемые вопросы строятся по мере развития игры. Разнообразные, креативные методы проведения опросника даруют детям возможность выразить свои чувства и страхи более естественным образом. Этот инфантильный подход к проведению опросника помогает уменьшить дистанцию между исследователем и ребенком и способствует более открытому выражению и пониманию эмоционального состояния маленьких детей. Такие игровые и креативные методы помогают создать доброжелательную обстановку, где дети чувствуют себя более комфортно и могут свободнее выразить свои эмоциональные переживания.

Однако, важно следить за тем, чтобы в ходе таких опросов сохранялся уважительный подход к чувствам и приватности детей, и чтобы проведение не вызывало стресса или беспокойства внутри группы.

Тест "Сказка" Луизы Дюсс представляет собой интересный и творческий метод выявления наличия или отсутствия детских страхов. Его уникальность заключается в использовании сказочных сюжетов и персонажей в качестве инструмента для понимания эмоционального состояния ребенка.⁵ Каждая сказка завершается вопросом, который требует ответа от ребенка. Ответы ребенка позволяют проводить анализ и понимать его образ мышления и эмоциональное состояние. Данный метод, скорее всего, обладает большой притягательной способностью к детям и помогает им более свободно и естественно выразить свои чувства и восприятия. Уникальность метода "Сказка" заключается в его

⁴ Алецкая И. А. Негативные эмоциональные состояния детей дошкольного и младшего школьного возраста

⁵ Сырвачева Л. А., Детцель Т. Ю. Особенности и коррекция страхов у детей с общим недоразвитием речи 6-7-летнего возраста // Сибирский вестник

способности повысить уровень вовлеченности и заинтересованности ребенка, создавая более комфортную обстановку для выражения собственных эмоций. В результате, исследователи могут получить более достоверную и откровенную информацию о внутреннем мире и эмоциональном состоянии детей. Такой метод позволяет изучать детские страхи в более свободной и игровой форме, что может быть чрезвычайно инновационным и полезным в контексте понимания внутреннего мира детей.

Каждая сказка завершается вопросом, который требует ответа от ребенка. Ответы ребенка позволяют проводить анализ и понимать его образ мышления и эмоциональное состояние. Данный метод, скорее всего, обладает большой притягательной способностью к детям и помогает им более свободно и естественно выражать свои чувства и восприятия. Уникальность метода "Сказка" заключается в его способности повысить уровень вовлеченности и заинтересованности ребенка, создавая более комфортную обстановку для выражения собственных эмоций. В результате, исследователи могут получить более достоверную и откровенную информацию о внутреннем мире и эмоциональном состоянии детей. Такой метод позволяет изучать детские страхи в более свободной и игровой форме, что может быть чрезвычайно инновационным и полезным в контексте понимания внутреннего мира детей.

Избавление от фобий у детей с использованием педагогических методов требует комплексного и внимательного подхода, учитывая индивидуальные особенности и потребности каждого ребёнка. Первостепенным моментом при работе с детьми, страдающих от различных фобий, является понимание и принятие их индивидуальных потребностей и особенностей. Педагог должен проявлять терпимость и понимание, стараться создать доверительные отношения с ребенком и быть открытым для обсуждения его страхов и беспокойств. Ребёнок со временем постепенно привыкает к объекту или ситуации своего страха, вызывающего фобию, и это состояние является ключевым моментом в избавлении от фобии. Педагог может помогать ребенку постепенно вступать во взаимодействие с тем, что вызывает страх, начиная с меньших, менее пугающих ситуаций.

Педагогические методы могут включать создание позитивных ассоциаций с объектом или ситуацией, вызывающей страх, путем ассоциирования его с чем-то приятным и безопасным для ребёнка. Также особую роль играют методы

релаксации, такие как дыхательные упражнения, медитация, визуализация, которые могут помочь детям управлять своими эмоциями.

Игровые методики могут помочь ребенку разрешить свои страхи через игровые сценарии и ролевые игры, где ситуации, вызывающие страх, моделируются и преобразуются. Также использование специальных историй, которые рассказывают о других детях, успешно преодолевших свои страхи, может быть полезным.

Использование творческих методов, таких как рисование, лепка, или другие творческие активности, могут оказать положительное влияние на выражение своих страхов и беспокойств, а также создать возможность для обсуждения их в контексте творческих процессов при благоприятных условиях.

Баланс между поддержкой и вытеснением. Педагог должен находить баланс между поддержкой ребенка и постепенным выведением его из зоны комфорта. Помогая ребенку справляться со страхами, педагог должен также поощрять его, преодолевать страхи и поддерживать постепенное расширение его комфортной зоны.

Систематическое наблюдение и отчетность. Структурированное наблюдение и отчетность о реакциях ребенка в различных ситуациях могут помочь определить прогресс и эффективность методик. Это помогает индивидуализировать подход и адаптировать стратегии в зависимости от реакций и потребностей ребенка.

Фобии у детей могут иметь как положительные, так и отрицательные стороны, и важно понимать их влияние на детей и их окружение. Положительные стороны фобий у детей: являются защитным механизмом, обучение осторожности, развитие эмпатии и др., а отрицательные стороны фобий у детей это психологические и эмоциональные трудности, ограничение возможностей, влияние на семью и окружение. Использование этих методов в сочетании с индивидуальным подходом и пониманием особенностей каждого ребенка может значительно помочь в преодолении фобий и создании устойчивых стратегий противоборства страхам.

Важно помнить, что каждый случай уникален, и поддержка со стороны взрослых, положительная обратная связь и правильный подход могут помочь детям преодолеть свои фобии и использовать положительные аспекты страхов в их развитии, минуя отрицательные последствия.

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KIBER XAVFSIZLIK: RAQAMLI DUNYODA HIMOYALANISHNING ZAMONAVIY USULLARI

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Annotatsiya. Maqolada muallif global tahdidlar kontekstida dunyodagi kiberxavfsizlikning zamonaviy muammolari, dunyodagi kibermakon va internetdagi global tahdidlar elementlarini har tomonlama o‘rganish bo‘yicha o‘z qarashlarini taklif etgan hamda kibertahdidlarga qarshi kurashishning engsamarali mexanizmlarini ishlab chiqish va joriy etish muhimligini ilmiy- amaliy jihatdan asoslagan.

Kalit so‘zlar: kiberjosuslik, kiberkosmik tizimning ishonchliligi, xavf-xatar, axborot urushlari.

KIRISH

Kiberxavfsizlikni muvaffaqiyatli ta‘minlash uchun himoyalangan kompyuterlar, tarmoqlar, ilovalar yoki ma‘lumotlarni qamrab oluvchi bir nechta himoya qatlamlarini tashkil qilish kerak. Biz yashayotgan “onlayn” dunyoda ilg‘or kiberhimoya dasturlari har bir foydalanuvchining manfaati uchun xizmat qiladi. Kiberxavfsizlik muhim infratuzilmaning asosiy elementlarini o‘z ichiga oladi. Bu elektr stansiyalari, shifoxonalar va moliyaviy xizmatlar ko‘rsatuvchi kompaniyalar uchun katta ahamiyatga ega.

ADABIYOTLAR SHARHI

Mamlakatimizda kibertahdid va xatarlardan himoyalaniş borasida qandaychora-tadbirlar amalga oshirilmoqda? Barcha mamlakatlarda bo‘lgani kabi O‘zbekistonda ham kiberxavfsizlikka davlat darajasida alohida e‘tibor qaratilmoqda. Ta‘kidlash joizki, O‘zbekiston Respublikasi Prezidentining 2017 yil 30 iyundagi “Respublikada axborot texnologiyalari sohasini rivojlantirish uchun shart-sharoitlarni tubdan yaxshilash chora-tadbirlari to‘g‘risida”gi pf-5099-son farmoni va O‘zbekiston Respublikasi Vazirlar Mahkamasining 2012 yil 19 dekabrda “Axborot-kommunikatsiya texnologiyalarini rivojlantirish jamg‘armasini yanada rivojlantirish va uning mablag‘laridan samarali foydalanish to‘g‘risida”gi 356-son qarori, shuningdek, 2020–2023 yillarga mo‘ljallangan kiberxavfsizlikka doir milliy strategiya va

“Kiberxavfsizlik to‘g‘risida”gi qonunda belgilangan vazifalardan kelib chiqadigan masalalarni hal etish bo‘yicha ishlar davom ettirilmoqda [1,2].

TADQIQOT METODOLOGIYASI VA EMPIRIK TAHLIL

Kiberxavfsizlik odatda kompyuter xavfsizligi, tranzaksiya xavfsizligi, ma‘lumotlar himoyasi, shaxsiy ma‘lumotlar xavfsizligi, internet tarmog‘ixavfsizligi va hattoki har qanday signal uzatuvchi qurilmalar xavfsizliginio‘z ichiga oladi. Ushbu mavzularning keng tarqalishi va muhim ahamiyat kasb etishi sababi kiberhujumlar va tahdidlardir. Kiberhujumlar soni va turi oshgani sayin kiberxavfsizlik tarmoqlari ham oshib bormoqda. 1980- yillardan boshlab “Kiber jinoyatchilar”, “Kiber dunyoda etika”, “Axloqiy kiberqaroqchilik” kabi tushunchalar paydo bo‘ldi. Kiberhujum turlari orasida pul yuvish va kiberjinoyatchilarning o‘z mahoratini namoyish qilish uchun qilingan hujumlari alohida o‘rin tutadi. Kiberxavfsizlik kiberhujumlarning sezilarli darajada oshishi tufayli davlatlar va kompaniyalar uchun juda muhimbo‘lib qoldi [3].

Kiberxavfsizlik - bu kompyuterlar, serverlar, veb-saytlar , mobil qurilmalar, elektron tizimlar, tarmoqlar va ma‘lumotlarni zararli hujumlardan himoya qilish amaliyotidir. Kiberxavfsizlik - bu tizimlar, tarmoqlar va dasturiy ta‘minotni raqamli hujumlardan himoya qilish bo‘yicha chora-tadbirlarni amalga oshirishdir. Bunday hujumlar odatda maxfiy ma‘lumotlarga kirish, uni o‘zgartirish, yo‘q qilish, foydalanuvchilardan mablag‘ olish, tashkilotlar yoki kompaniyalarning normal faoliyatini buzish maqsadida amalga oshiriladi. Kiberxavfsizlik bo‘yicha samarali chora-tadbirlarni amalgaoshirish allaqachon juda qiyin jarayon. Chunki bugungi kunda hujumlar amalga oshirilayotgan qurilmalar soni odamlar sonidan bir necha barobar ko‘p va kiberjinoyatchilar har kuni yangi ixtirolardan foydalanmoqda.

Bugungi kunda butun dunyo bo‘ylab keng tarqalgan xakerlik tarmoqlarimoliyaviy operatsiyalarni amalga oshiradi, fuqarolarning shaxsiy ma‘lumotlariga kirishga erishadi, davlat organlarining rasmiy raqamlarini bosim ostida ushlab turadi. So‘nggi paytlarda ba‘zi shtatlar saylov tizimiga kirish imkoniga ega bo‘lgani haqida ma‘lumotlar tarqalmoqda. bu sohada tashviqot yaratishga urinishlar mavjud va shu bilan manipulyatsiya imkoniyatlarikengayadi. Xakerlar har qanday tizim strukturasi tizim xatolarini yoki tizimteshiklarini topadilar, ular bu ochilish sabablarini bilishadi. Afsuski, birqator kompyuter foydalanuvchilari bilimsizlik va ehtiyosizlik oqibatida moddiy va ma‘naviy zarar ko‘rmoqda. Ushbu zararlardan qochish uchun siz ba‘zi

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asosiy mavzularni bilishingiz va ba’zi xavfsizlik choralarni ko’rishingiz kerak [4].

Kiberxavfsizlik bo’yicha samarali chora-tadbirlarni amalga oshirish bugungi kunda juda qiyin, chunki bugungi kunda odamlar ko’proq qurilmalarga ega bo’lishiga qaramay, kiberjinoyatchilar tobora ko’proq “ixtirochi” rolini o’ynamoqda. Shuningdek, bir qator kompyuter foydalanuvchilari bilimsizlik va ehtiyosizlik oqibatida moddiy va ma’naviy zarar ko’rmoqda. Ushbu zararlardan qochish uchun siz ba’zi asosiy mavzularni bilishingiz va ba’zi xavfsizlik choralarni ko’rishingiz kerak.

XULOSA VA MUNOZARA

Xullas, birinchidan, bugungi kunda dunyodagi ilg’or kiberhimoya dasturlarihar bir foydalanuvchining manfaatlarini himoya qiladi. Individual darajada, kiberhududofaa hujumi shaxsiy ma’lumotlarning o’g’irlanishi, pul mablag’lari yoki oilaviy fotosuratlar kabi qimmatli ma’lumotlarning yo’qolishi va keng miqyosda davlat va harbiy sirlarni oshkor qilish kabi salbiy oqibatlarga olib kelishi mumkin. Elektr stansiyalari, shifoxonalar, moliyaviyxizmatlar ko’rsatuvchi bank sektori va boshqa institutlar kabi barcha muhim infratuzilmalarni himoya qilish jamiyatimiz hayoti va faoliyatini ta’minlash uchun juda muhimdir. Ikkinchidan, hozirda kiberxavfsizlik, onlayn xavfsizlik, tarmoqlar ishonchliligi uchun hal qiluvchi xavfsizlik masalalari eng muhim ustuvor yo’nalishlardan biri sifatida qaralmoqda. Samarali xalqaro hamkorlik, ko’p tomonlama muloqotga erishish, ushbu qarorlarni muvaffaqiyatli qabul qilish va amalga oshirish maqsadida davlat, nodavlat va xalqaro tashkilotlar tomonidan har yili mintaqaviy va jahon miqyosida turlitadbirlar o’tkazilmoqda.

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**Bo'lajak boshlang'ich sinf o'qituvchilarini o'qitish amaliyotida o'z-o'zini
rivojlantirish usullari**

**Urganch innovatsion universiteti Pedagogika va boshlang'ich ta'lim metodikasi
kafedrasi o'qituvchisi**

Qutliyeva Feruzaxon Yusupovna

Annotatsiya: Bo'lajak boshlang'ich sinfi o'qituvchilarini o'qitish amaliyotida o'z-o'zini rivojlantirish mavzusi juda muhimdir. Bu mavzu o'qituvchilarning sinfga oid ma'lumotlarni hamda ta'lim usullarini yangilab borishini ta'minlaydi. O'qigan mavzularni ommalashtirish, yangi o'quv-uslubiy texnologiyalardan foydalanish, o'quvchilarning individual xususiyatlari va zaruratlari bo'yicha ta'hlil qilish, shuningdek, sinfdan har bir o'quvchi uchun afzalliklarni aniqlash va ularni rivojlantirishga yordam beradi. Ushbu maqolada Bo'lajak boshlang'ich sinf o'qituvchilarini o'qitish amaliyotida o'z-o'zini rivojlantirish usullari haqida ma'lumotlar berilgan.

Kalit so'zlar: muhokama, ko'nikma, mantiqiy savollar, tashqari muomala, intellektual rivojlanish, malaka,

Аннотация: Тема саморазвития очень важна в практике подготовки будущих учителей начальных классов. Эта тема позволяет учителям быть в курсе информации о классе и методах обучения. Популяризация изучаемых тем, использование новых учебно-методических технологий, анализ индивидуальных особенностей и потребностей учащихся, а также помогает выявить и развить преимущества каждого ученика в классе. В данной статье представлена информация о методах саморазвития в практике обучения будущих учителей начальных классов.

Ключевые слова: дискуссия, умения, логические вопросы, внешнее поведение, интеллектуальное развитие, компетентность,

Abstract: The topic of self-development is very important in the practice of training future primary school teachers. This theme keeps teachers up-to-date with classroom information and teaching methods. Popularization of studied topics, use of new teaching and methodical technologies, analysis of individual characteristics and needs of students, as well as helps to identify and develop advantages of each student

in the classroom. This article provides information on methods of self-development in the practice of teaching future primary school teachers.

Key words: discussion, skills, logical questions, external behavior, intellectual development, competence,

Kirish: O‘qituvchi bo‘lajak boshlang‘ich sinf o‘quvchilarini o‘qitish amaliyotida o‘z-o‘zini rivojlantirish uchun quyidagi usullarni amalga oshirishi mumkin:

1. O‘qituvchi har bir o‘quvchining shaxsiy rivojlanish mahsulotini ko‘rib chiqadi va ularga mos ravishda maslahat beradi.

2. Maslahat berish: O‘qituvchi o‘quvchilarga maqsadlar, yondashuvlar va amaliy ishlar haqida maslahat beradi.

3. Amaliy ishlar: O‘quvchi egasida bo‘lgan bilim va ko‘nikmalarini amaliy qo‘llab-quvvatlash uchun ularga maslahat beradi.

4. O‘zlashtirilgan ta‘lim: Har bir o‘quvchiga mos ravishda ta‘lim vositalaridan foydalanib, ularga mos ravishda topshiriqlar beradi.

5. Qo‘llanma tasnifi: O‘quvchilarni sinfda va jamiyatda qo‘llanma va tovarni sotib olmoqchi bo‘lganlar uchun qo‘llanma tayyorlash va ularni sotib olmoqqa yordam berishi mumkin. Bu usullar, o‘quvchilarni faol ravishda qatnashganligi, shaxsiy rivojlanishi va maqsadlariga erishishi uchun juda muhimdir. Tarbiya metodlari, boshlang‘ich sinf o‘quvchilarini o‘qitish amaliyotida o‘z-o‘zini rivojlantirish uchun juda muhimdir. Bu, o‘quvchilarning shaxsiy va jamiyat bilan hamkorlikda rivojlanishini ta‘minlash imkoniyatini beradi. Bu maqsadga erishish uchun o‘qituvchilar, o‘quvchilarning masalalarini va muammolarini tushunish va ularni yengillashtirish uchun qulayliklar yaratishga intilishlari kerak. Bu, sinfdagi taqrizlar va mashg‘ulotlar orqali o‘quvchi interaktiv ravishda qatnashib, fikr-mantiqiy qobiliyatlarini rivojlantirishga imkon beradi. Boshqa bir usul shundayki, o‘quvchilarga o‘z ishlari va vazifalari ustida ishlashlari mumkin bo‘lgan jarayonlarni taqdim etib, ularni mustahkamlashga yo‘naltirishdir. Bu usul bilan o‘quvchilarning o‘zlashtirishi va muammolarni hal etishi uchun zarur bo‘lgan iste‘molchi va ijodiy mantiqiy qobiliyatlari rivojlanadi. Bundan tashqari, boshlang‘ich sinf o‘quvchilarining ijtimoiy salohiyatlarini rivojlantiruvchi tarbiya metodlari ham juda muhimdir. O‘quvchi interaktiv muloqotlar orqali qanday qilib do‘stlar bilan muloqot qilinishi, masalalar yoki muammolarni hal etishda boshqa insonlarga ko‘maklashishi kabi ko‘nikmalarni oladi. Bundan tashqari, ijtimoiy salohiyatlarni rivojlantiruvchi jamoatchilik tadbirlariga

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ham faol qatnashishi tavsiya etiladi. Ushbu metodlar bilan boshlang‘ich sinf o‘quvchilarining shaxsiy rivojlanishi va jamiyatda foydalanuvchi a‘zo bo‘lishi ta‘minlanadi. Buning natijasida ularning malakaviy saviyasining yuksakroq darajada bo‘lishi mumkin.

Asosiy qism: Bo‘ljak boshlang‘ich sinf o‘qituvchilarini o‘qitish amaliyotida o‘z-o‘zini rivojlantirish uchun quyidagi usullardan foydalanishingiz mumkin:

1. O‘quvchilarning har birining individual xususiyatlariga e‘tibor berish va ularning personal rivojlanish yo‘li bo‘yicha qo‘llab-quvvatlash.

2. O‘quvchilarni faol qatnashish va suhbatda qatnashishga aksariyatni rag‘batlantirish.

3. Qiziqarli, interaktiv darsliklardan foydalanish va o‘quvchi-talaba ilg‘orliklarini ko‘rib chiqish.

4. Amaliy mashg‘ulotlar, laboratoriya ishlari, jadval tadbirlari va boshqa tajriba sifatida taqdim etiladigan amaliy mashg‘ulotlarni taqdim etish.

5. O‘quvchilarga muhokama va fikrlarini izohlash uchun imkoniyat berish.

6. O‘quv jarayonida ma‘naviy-ma‘rifiy tarbiya asosida faol ishtirok etilishi.

Bu usullar o‘quv jarayonini ko‘rsatish va o‘quvchi-talabalarni shaxsiy rivojlanishi uchun muhimdir.

Birinchi navbatda, boshlang‘ich sinf o‘qituvchilari o‘z-o‘zlarini rivojlantirish uchun quyidagi usullarni amalga oshirishlari mumkin:

1. O‘quvchilarga maslahat berish: O‘qituvchi o‘quvchilarga o‘z fikrlarini bayon etish, ularning fikrlariga e‘tibor berish va ular bilan hamkorlik qilish orqali o‘zi ham rivojlantirilishi mumkin.

2. O‘quvchilar bilan muloqot: O‘qituvchi o‘quvchilar bilan masalan, dars soatidan oldin yoki so‘ng, muloqot va suhbat qurishi orqali ularni tushunish va ularning ma‘lumotlarini aniqlash imkoniyatiga ega bo‘ladi.

3. O‘quvchilar uchun individual dasturlar tuzish: Har bir o‘quvchi uning maqsadlariga mos ravishda o‘z individualligiga ega bo‘lgan dastur tuzishi kerak. Bu uning rivojlanishi uchun juda muhimdir.

4. Yangiliklarga ochiq bo‘lish: O‘qituvchi yangiliklarga ochiq bo‘lish orqali yangi metodlar va texnologiyalardan foydalanib, o‘z-o‘zini rivojlantirishi mumkin.

5. Dars jarayonida ishtirok etishni rag‘batlantirish: O‘quvchilar bilan birgalikda mashg‘ulotlar amalga oshirib, ularni aktivlashtirib, savodxonlikni rag‘batlantirib, ularga yangi bilim va konikmalar berib qo‘yishingiz mumkin.

Bu usullar bilan boshlang‘ich sinf o‘qituvchilari o‘z-o‘zlarini rivojlantirishi va talablarni yuksaltirishi mumkin. Bo‘lajak boshlang‘ich sinf o‘qituvchilarini o‘qitish amaliyotida o‘z-o‘zini rivojlantirish usullari

Bo‘lajak boshlang‘ich sinf o‘qituvchilarini o‘qitish amaliyotida, o‘z-o‘zini rivojlantirishni ta‘minlash uchun quyidagi usullardan foydalanishingiz mumkin:

1. O‘quvchilarning individual xususiyatlariga e‘tibor qaratish: Har bir talaba o‘zining xususiyatlari, qobiliyat va istaklariga e‘tibor qaratilishi kerak. Bu, har bir talabani mahalliy moliya, matematika yoki ijtimoiy fanlar bo‘yicha rivojlantirishga imkoniyat beradi.

2. Har bir talabaning rivojlanishi uchun shaxsiy maqsadlar belgilash: O‘quvchi bilan muloqot qilish va uning shaxsiy maqsadlarini tushuntirish, uning motivatsiyasini ko‘paytiradi.

3. Individual dasturlash: Har bir talaba uchun maxsus dastur tuzilishi kerak, bu dasturda o‘quv-mashqlar, vazifalar va vazifalarning bajarilishi uchun muddatlar belgilanishi kerak.

4. O‘quvchi-talaba bilan ishbilarmonlik: O‘qituvchi har bir talaba bilan birebir ishbilarmonlikda ishlashi lozim. Uning so‘rovlariga javob berish, maslahatlarni hal etish va uning ma‘lumotlari va fikrlari bilan hissa qo‘shish muhimdir.

5. O‘quvchi-talabalarning samarali baholash: Har bir talabaning rivojlanishi va yangi ma‘lumotlarni olishi natijasida baholanadi. Bu baholar uning yangi ma‘lumotlarni nima darajasiga ega bo‘lishi bilan bog‘liq.

Bu usullar orqali o‘qituvchi har bir talabani shaxsiy ravishda rivojlantirib borishi mumkin va ularning potentsialini maksimal darajada ishlab chiqarishi mumkin.

Xulosa va takliflar. — Bo‘lajak boshlang‘ich sinf o‘qituvchilarini o‘qitish amaliyotida o‘z-o‘zini rivojlantirish usullari turli xil bo‘ladi, ammo quyidagi muhim xulosa va takliflar qo‘llanish mumkin:

1. O‘quvchilarning faoliyatini mustahkamlash uchun interaktiv darsliklar, multimedia materiallar va onlayn ta‘lim vositalaridan foydalaning.

2. O‘quvchilarga ko‘p muddatli vazifalarni bajarish va o‘qituvchi bilan birgalikda masalalar yoki savollarni muhokama qilish orqali o‘z-o‘zini rivojlantirishi uchun imkoniyat yaratish.

3. O‘quvchilarning shaxsiy maqsadlarini aniqlash va ularni kollajakka yo‘naltirish orqali o‘z-o‘zini rivojlantirishi uchun yo‘l harakatlarni tayinlash.

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4. O‘quvchilarning tanqid va mulohazalariga e‘tibor qaratib, ularning fikr-mulohazalarini qo‘llab-quvvatlash orqali o‘z-o‘zini rivojlantirishi uchun imkoniyat yaratish.

5. O‘qituvchi va o‘quvchi munosabatlari texnik vositalar orqali ta‘minlash orqali, o‘quvchi tanqid va takliflariga qo‘llanib, uning iste‘dodlariga rioya etib, uning sohani rivojlantirishga imkoniyat yaratish.

Bu usullar bilan boshlang‘ich sinf o‘qituvchilarining o‘z-o‘zini rivojlantirishi va maqsadlari to‘g‘risida zamonaviy nazariylar asosida shaxsiy tarbiya sifatida yangilik yaratishingiz mumkin.

Foydalanilgan adabiyotlar

1. “The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom” - Stephen D. Brookfield
2. “Teaching with Love and Logic: Taking Control of the Classroom” - Jim Fay and David Funk
3. “The First Days of School: How to Be an Effective Teacher” - Harry K. Wong and Rosemary T. Wong
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AHOLI BANDLIGINI OSHIRISHDA KICHIK BIZNES VA XUSUSIY TADBIRKORLIKNI TAKOMILLASHTIRISH USULLARI

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Annotatsiya: Ushbu maqola kichik tadbirkorlik iqtisodiyotda raqobat muhitini shakllantirish, uning moslashuvchanligini ta’minlashning muhim omili ekanligi haqida atroflicha fikr yuritilgan. Kichik biznes va xususiy tadbirkorlik mamlakatdagi bandlik darajasini oshirishi va shu orqali aholi daromadlari darajasini barqarorlashtirish haqida so‘z boradi.

Kalit so‘zlar: Kichik biznes, barqarorlik, iqtisodiyot, xususiy korxonalar, iqtisodiy o‘rish, samaradorlik, ishbilarmonlik, bandlik darajasi.

Аннотация: В данной статье подробно рассматривается, что малый бизнес является важным фактором создания конкурентной среды в экономике и обеспечения ее гибкости. Говорят, что малый бизнес и частное предпринимательство повысят уровень занятости в стране и тем самым стабилизируют уровень доходов населения.

Ключевые слова: Малый бизнес, стабильность, экономика, частное предпринимательство, экономический рост, эффективность, предпринимательство, уровень занятости.

Abstract: In this article, it is considered in detail that small business is an important factor in creating a competitive environment in the economy and ensuring its flexibility. It is said that small business and private entrepreneurship will increase the level of employment in the country and thereby stabilize the income level of the population.

Key words: Small business, stability, economy, private enterprise, economic growth, efficiency, entrepreneurship, employment rate

O‘zbekiston Respublikasi iqtisodiyotini mustahkamlash, har tomonlama rivojlantirib borish, iqtisodiyotni xususan bozor munosabatiga o‘tishni tezlashtiruvchi eng asosiy yo‘llardan biri bu kichik biznes va xususiy tadbirkorlikni rivojlantirish

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hisoblanadi. Shuning uchun ham tadbirkorlikni rivojlantirishga, uni davlat tomonidan qo‘llab- quvvatlanishi, xususiy tadbirkorlikda tashabbus ko‘rsatish, uni rag‘batlantirishga bag‘ishlangan bir qancha qonun, farmon va qarorlar qabul qilindi. Mamlakatimizda olib borilayotgan iqtisodiy ijtimoiy islohotlarning tub negizini tadbirkorlik, omilkorlik va ishbilarmonlik xislatlarisiz tasavvur etish qiyin. Erkin bozor munosabatlarining keng ravnaq topishi kishilar hayotida, ularning turmush tarzida, ma’naviy va hayotiy ko‘nikmalarida namoyon bo‘lmoqda . Kichik biznes va xususiy tadbirkorlikni qo‘llab-quvvatlanishi nafaqat iqtisodiyotni muttasil rivojlanishi, xo‘jalik aloqalarini tuzatish, raqobatni rivojlantirish va iste’mol bozorini to‘ldirish bilan bog‘liq bo‘lgan iqtisodiy maqsadlarni ham ta’minlamoqda. Mamlakatimizda kichik biznesni va xususiy tadbirkorlikni yanada barqaror qilish maqsadida O‘zbekiston Respublikasi Prezidentining “Xususiy mulkni himoya qilish va mulkdorlar huquqlarining kafolatlarini kuchaytirish, tadbirkorlik tashabbuslarini qo‘llab-quvvatlash borasidagi ishlarni tashkil qilish tizimini tubdan takomillashtirish bo‘yicha qo‘shimcha chora-tadbirlar, shuningdek, tadbirkorlik subyektlarining moliyaviy resurslar va ishlab chiqarish infratuzilmasidan foydalanish imkoniyatlarini kengaytirish to‘g‘risida” 2019-yil 13-avgustdagi PF-5780-son Farmoni va O‘zbekiston Respublikasi Prezidentining “O‘zbekiston Respublikasi Iqtisodiyot va sanoat vazirligi huzuridagi Kichik biznes va tadbirkorlikni rivojlantirish agentligi faoliyatini tashkil etish to‘g‘risida” 2019-yil 13-avgustdagi PQ-4417-son qarorlari qabul qilingan. Iqtisodiyot aniq raqamlar, hisob-kitoblar bilan birga, odamlar turmush tarzida yuz berayotgan real o‘zgarishlar, natijadorlikni xush ko‘radi. Davlat manfaatlarigagina xizmat qiladigan iqtisodiyot rivojlanishdan to‘xtaydi. Oxirgi yillarda Yangi O‘zbekistonda amalga oshirilayotgan tub islohot va yangilanishlar avvalida iqtisodiyotimizdagi miqdor va sifat o‘zgarishlari qamrovini kengaytirish, uning bevosita aholi turmushiga ta’sirini oshirishga e’tibor qaratilayotgani boisi ham shundan.

Bu boradagi salmoq va natijalar jadal sur'atlarda oshib borayotganiga guvoh bo‘lyapmiz. Aholi daromadlarida o‘shish, turmush sharoitida sezilarli o‘zgarishlar ko‘zga tashlanmoqda. Statistik ma’lumotlar ham 2016—2020-yillarda yurtimiz odamlarining umumiy daromadlari 2,6 baravardan ko‘proqqa ortganini ko‘rsatyapti.

Kichik biznes faoliyati bilan shug‘ullanuvchi korxonalar davlatga bog‘liq bo‘lmagan holda, ya’ni katta kapital mablag‘larsiz o‘zlari ish joylarini joriy etishlari, vaqtinchalik mavjud bo‘lgan tovarlar tanqisligini kamaytirishlari va, hattoki, bu tanqislikni butunlay yo‘qotishlari mumkin. Hozirgi jamiyatimizda kichik korxonalar

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faoliyatini ayrim kishilarning ehtiyojlarini qondirish sari yo‘naltirish zarur. Bu narsa maishiy xizmat ko‘rsatish hamda xalq iste‘moli tovarlari ishlab chiqarish sohalarida yaqqol ko‘rinmoqda. Kichik korxonalar texnologiya yangiliklarini joriy etishda ham g‘oyat katta ahamiyatga ega

Iqtisodiyotning “**Mushak to‘qimasi**” ma‘lumki, kichik biznes va xususiy tadbirkorlik jahon mamlakatlari tajribasida o‘zining yuksak natija va muvaffaqiyatlari bilan mustahkam o‘rin egallagan bo‘lib, aksariyat xalqlarda uning yalpi ichki mahsulotdagi ulushi 60-70 foizni tashkil etadi. Kichik biznesning rivojlanishi iqtisodiyotdagi jo‘shqinlik va samarali raqobat muhiti uchun qulay shart-sharoitlarni yaratish, iste‘mol sektorini kengaytirish orqali talabni rag‘batlantirish, iste‘mol bozorini tovar va xizmatlar bilan to‘ldirish, atrof-muhitni muhofaza qilish, byudjet tushumlarini kengaytirishga xizmat qiladi. Shunga ko‘ra, ko‘plab rivojlangan davlatlar kichik biznes faoliyatini har tomonlama qo‘llab-quvvatlashga intiladi.

Yana bir jihati, kichik tadbirkorlik iqtisodiyotda raqobat muhitini shakllantirish, uning moslashuvchanligini ta‘minlashning muhim omili hamdir. Iqtisodiyotdagi raqobat muhiti bu — turli mahsulot va xizmatlar ishlab chiqaruvchilari va iste‘molchilari o‘rtasida qulay sharoitga erishish hamda erishishi ko‘zda tutilayotgan foyda yoki iqtisodiy nafni maksimallashtirish maqsadidagi iqtisodiy bellashuv (kurash), deyish mumkin. Odatda kichik biznes va xususiy tadbirkorlik mamlakatdagi bandlik darajasini oshirish orqali aholi daromadlari darajasini oshirishga bevosita va bilvosita ta‘sir ko‘rsatadi. Jumladan, kichik tadbirkorlik sub'ektlarining xususiy daromadlari hamda ular tomonidan yollanma ishchilar mehnatiga haq to‘lash orqali aholi daromadlari bevosita oshirilsa, mustaqil ravishda band bo‘lishga imkon yaratish va rag‘batlantirish, mol-mulk hamda ijtimoiy transfertlardan olinadigan daromadlar uchun manba yaratishda ishtirok etish orqali aholi daromadlari oshishiga bilvosita ta‘sir etiladi. Umuman olganda, ushbu yo‘nalishning yurt taraqqiyotidagi sezilarli ta‘siri, bu borada erishilayotgan yutuqlar haqida ko‘p va xo‘p gapirish mumkin. Eng muhimi, bugun mamlakatimizda kichik biznes va xususiy tadbirkorlikka ijtimoiy-iqtisodiy taraqqiyotni ta‘minlashning muhim yo‘nalishi sifatida e‘tibor qaratilib, sohani yanada rivojlantirish bo‘yicha manzilli va ta‘sirchan chora-tadbirlar amalga oshirilmoqda. Bunga javoban, mazkur soha ham iqtisodiyotimizning turli jabhalarida o‘zining bunyodkorlik va yaratuvchanlik, faollik va jo‘shqinlik baxsh etuvchi xususiyatlarini namoyon etib, Yangi O‘zbekiston taraqqiyoti yo‘lida xizmat qilyapti. Bir so‘z bilan aytadigan bo‘lsak, mamlakatimizda tadbirkorlik va kichik biznesni rivojlantirish

bugungi kunda davlat siyosatining eng ustuvor yo‘nalishlaridan biri bo‘lib qolmoqda. Prezidentimiz Shavkat Mirziyoyevning so‘zlari bilan aytganda, biz faqat faol tadbirkorlik, tinimsiz mehnat va intilish orqali taraqqiyotga, farovon hayotga erisha olamiz.

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2. O‘zbekiston Respublikasi Prezidentining 2017-yil 17-avgustdagi “Tadbirkorlik faoliyatini rivojlantirishni qo‘llab-quvvatlash davlat jamg‘armasini tashkil qilish to‘g‘risida”gi qarori.

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