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ROLE OF PODCAST IN IMPROVEMENT OF LISTENING SKILLS

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ABSTRACT

Listening skills are crucial for language proficiency, yet they often present challenges for learners. Traditional learning tools sometimes fail to fully engage students or reflect real-world communication. Podcasts have been playing an important role in improving listening abilities due to their authentic content, varied formats, and ease of access. This paper is devoted to considering the benefits of integrating podcasts into language education and their impact on developing listening skills.

Keywords: listening skills, authentic language input, language acquisition, proficiency levels of students.

Listening comprehension is a key element of language acquisition, essential for both academic and everyday communication. Historically, language learners have relied on carefully curated listening exercises, which, while useful, often lack the complexity and unpredictability of authentic spoken language. Podcasts, with their increasing popularity, offer an alternative by presenting listeners with real, unscripted dialogue in various contexts. Podcasts serve as an effective means of exposure to real-world language use. Unlike scripted dialogues or staged conversations, podcasts often feature natural, spontaneous speech. This allows learners to hear how language is used in practice, including colloquial expressions, filler words, and speech variations such as pauses or hesitations. Exposure to such elements enables learners to understand language as it is spoken in everyday life.

Another significant benefit is the breadth of topics covered by podcasts. With genres ranging from news and entertainment to education and culture, learners can select podcasts that not only interest them but also match their proficiency levels. This autonomy in choosing content fosters motivation and engagement, which are critical factors for consistent practice in language learning. Moreover, podcasts encourage learners to utilize a range of listening strategies. For instance, learners may predict content based on the context or use key phrases and repeated expressions to understand overall meanings. Since podcasts are typically available for free and can be paused or replayed, learners can take
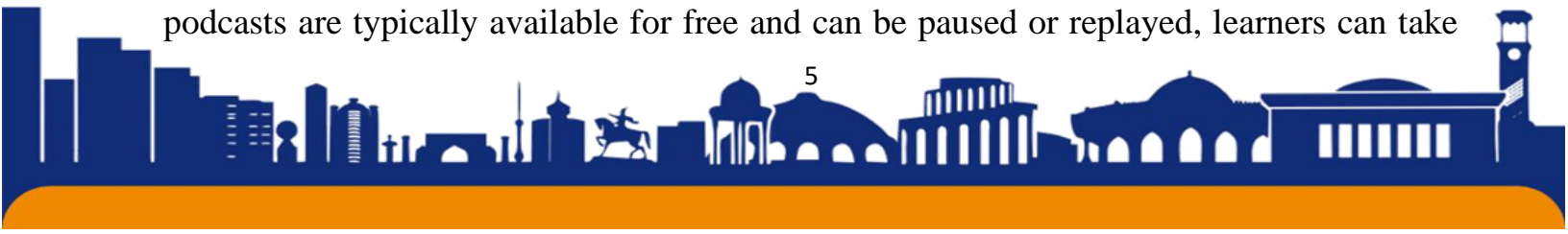
the time to analyze complex parts of the dialogue, strengthening their listening techniques. Frequent exposure to spoken language through podcasts has proven effective in enhancing listening skills. This medium allows learners to repeatedly listen to language structures and vocabulary in varying contexts, reinforcing comprehension and retention. For instance, a language learner who regularly listens to a podcast on a specific subject can begin to predict the use of certain words or phrases, deepening their understanding and fluency. Many podcasts also offer accompanying transcripts, which can be a useful tool for learners who need extra support in understanding unfamiliar terms. By reading along while listening, learners can bridge gaps in comprehension, improving their ability to follow fast-paced conversations or more complex discussions.

Despite their advantages, podcasts are not without challenges for language learners, particularly beginners. The natural pace of native speakers can make it difficult for those with lower proficiency to follow, especially when regional accents, idiomatic expressions, or cultural references are involved. To address this, it is recommended that teachers should guide learners toward podcasts that are appropriate for their language level, gradually introducing more advanced content as learners progress. Additionally, the length of podcast episodes may pose a challenge for sustained concentration. For novice learners, extended listening periods can be overwhelming, which can lead to frustration or disengagement. To mitigate this, starting with shorter podcasts or segmenting longer episodes can help learners build their listening stamina.

In conclusion, podcasts provide a rich and varied resource for enhancing listening skills, offering authentic language input that can be suited to individual learning needs. Through consistent exposure and practice, learners can significantly improve their comprehension of spoken language while developing essential listening strategies. While challenges exist, such as the fast pace of speech or the complexity of unscripted dialogue, the flexibility and accessibility of podcasts make them an invaluable tool in modern language education. With careful selection and guided implementation, podcasts can play a central role in helping learners become more proficient listeners in target language.

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LANGUAGE LEARNING IN POST CONFLICT SOCIETIES

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ABSTRACT

Language learning plays a key role in rebuilding post-conflict societies by promoting understanding and helping people reconnect. This article investigates how language education can help communities heal after conflict. It looks at the importance of using language to bridge divides, address trauma, and foster peace. It also discusses challenges and examples of successful programs.

Key words: multiple language groups, bilingual and multilingual education, post-conflict societies.

In societies recovering from conflict, education is crucial for rebuilding communities. Language learning is especially important because it helps people communicate, but it also helps in deeper ways by promoting healing and reconciliation. When a society is divided after a conflict, language education can help people reconnect and work toward a peaceful future. This article discusses the role of language learning in post-conflict settings. It also explores how language education can support reconciliation and rebuild trust between different groups in society. It also looks at the challenges and possible solutions for making language education successful in these environments.

Language Learning for Rebuilding Trust

Conflict often leaves behind divisions in society, and language can sometimes be a marker of those divisions. For example, different ethnic or religious groups may speak different languages, and these differences can deepen the divide. In post-conflict societies, language education can be a tool to rebuild trust between groups. Bilingual or multilingual education can help bridge the gap between communities by teaching students the languages of different groups. This helps them understand each other better, breaking down stereotypes and mistrust. A common language that everyone learns can also bring people together, helping them communicate and cooperate in rebuilding their society.

Addressing Trauma in Language Learning
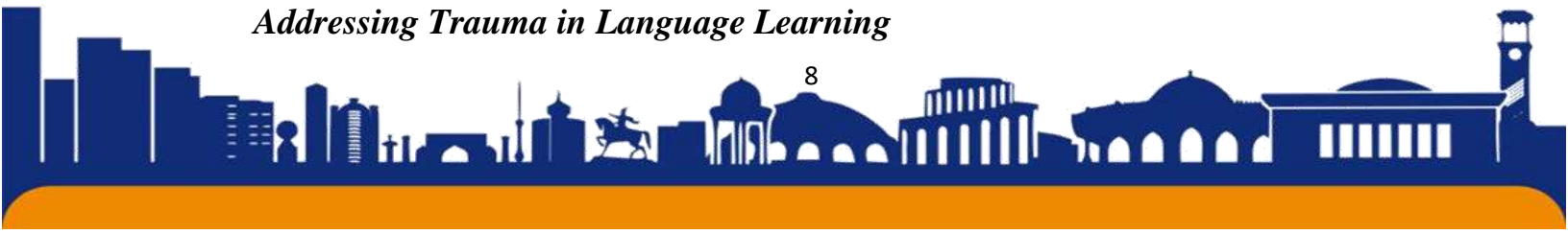
In post-conflict societies, many students have been through traumatic experiences, such as violence, loss, or displacement. Trauma can make it difficult for them to focus on learning. Language teachers need to be aware of this and create a learning environment that is supportive and sensitive to their needs. Language learning can also be a way for students to express their feelings and work through their trauma. Activities like writing about their experiences or talking in class can help students process their emotions. Creating a safe space for students to express themselves is important for their emotional healing.

Reforming the Curriculum for Peace

The content of the language curriculum is important in post-conflict societies. Textbooks or lessons that include negative or biased views can cause further divisions. It is important to revise the curriculum to promote peace and unity. This means including stories and lessons that encourage tolerance, understanding, and cooperation.

Peace education can be included in language classes, where students learn how to resolve conflicts peacefully and respect different perspectives. This can create a more peaceful atmosphere in the classroom and teach students skills they can use in their daily lives.

The Importance of Multilingual Education

Many post-conflict societies are home to multiple language groups. Offering multilingual education helps ensure that no group is left out or feels marginalized. When students learn more than one language, they also gain a better understanding of other cultures and ways of thinking, which helps promote unity in society. Multilingual education not only supports social cohesion but also strengthens students' cognitive skills and broadens their worldviews. Learning the languages of other communities can help students feel more connected and reduce the sense of division.

Overcoming Challenges in Post-Conflict Language Education

There are several challenges to implementing language education in post-conflict societies. The infrastructure, such as schools and teaching materials, may have been damaged or lost during the conflict. Teachers may need special training to handle the emotional needs of students. There may also be a shortage of qualified language teachers. To overcome these challenges, it is important for governments, NGOs, and international organizations to work together to provide resources, rebuild schools, and train teachers. Technology, such as online learning platforms, can also be used to reach students in remote or marginalized areas.

In conclusion, language learning in post-conflict societies is more than just teaching people how to speak a new language. It is a tool for healing, reconciliation, and rebuilding
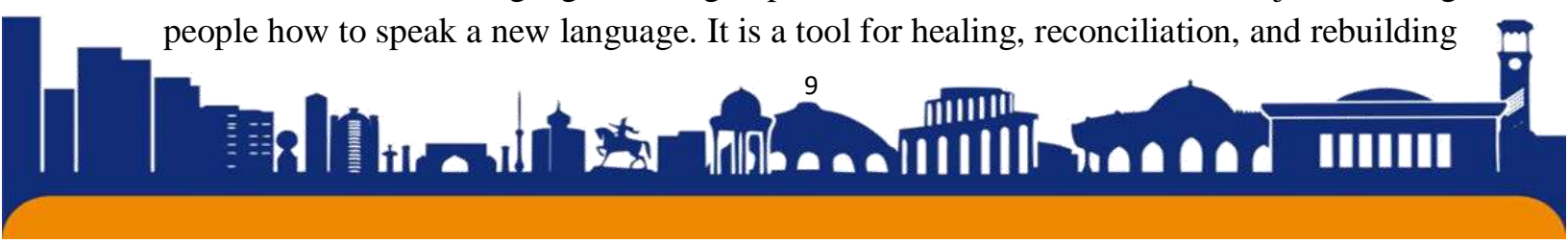
trust. By creating inclusive, supportive, and culturally sensitive language programs, educators can help lay the foundation for a peaceful and united society. Language education that promotes peace and understanding can play a key role in helping societies recover from the devastation of conflict.

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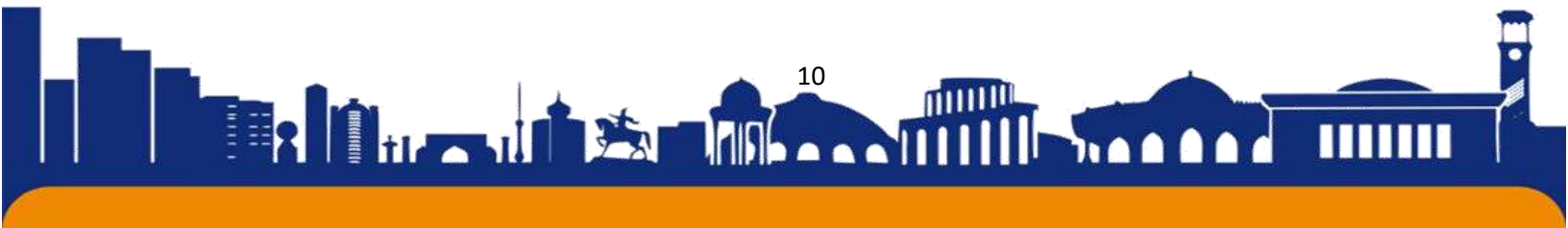
OG'ZAKI NUTQ KO'NIKMALARINI RIVOJLANTIRISHDA INTERAKTIV METODLARNING AHAMIYATI: FENOMENLARGA ASOSLANGAN TA'LIMDAN FOYDALANISH TAJRIBASI

Xusanova Xilola Xaqberdiyevna,
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Annotatsiya: Ushbu maqolada og'zaki nutq ko'nikmalarini rivojlantirishda interaktiv metodlarning ahamiyati fenomenlarga asoslangan ta'lim jarayoni misolida tahlil qilinadi. Interaktiv metodlar o'quvchilarning faolligini oshirish, ularning muloqot qilish qobiliyatlarini rivojlantirish va fenomenlarni o'rganish jarayonida erkin fikrlashini ta'minlash uchun muhim ahamiyatga ega. Shuningdek, maqolada fenomenlarga asoslangan ta'limda interaktiv metodlar qanday qo'llanilishi va bu jarayonning samaradorligi o'rganiladi.

Kalit so'zlar: interaktiv metodlar, fenomenlarga asoslangan ta'lim, og'zaki nutq ko'nikmalari, yuqori sinf o'quvchilari, pedagogik metodlar.

Zamonaviy ta'lim jarayonida og'zaki nutq ko'nikmalarini rivojlantirish muhim vazifalardan biri hisoblanadi, chunki o'quvchilar muloqot orqali o'z bilimlarini mustahkamlashlari va o'z fikrlarini aniq va ravon ifoda etish ko'nikmalarini rivojlantirishlari lozim. Bunday ko'nikmalarni rivojlantirishda interaktiv metodlarning o'rni katta. Interaktiv metodlar o'quvchilarning faolligini oshirib, ularni dars jarayonida faol ishtirok etishga undaydi. Bu, o'z navbatida, ularning og'zaki nutq qobiliyatlarini rivojlantirishda samarali vositadir [1].

Fenomenlarga asoslangan ta'lim (Phenomenon-Based Learning, PBL) aynan interaktiv metodlarga tayanadi. O'quvchilar fenomenlarni o'rganish jarayonida faqatgina nazariy bilimlarni o'rganib qolmay, balki o'zaro muloqot qilish orqali ushbu bilimlarni amalda qo'llash imkoniyatiga ega bo'ladilar. Bu jarayon davomida o'quvchilar o'z fikrlarini sinfdoshlari bilan baham ko'radilar, munozara va muhokamalar orqali o'z bilimlarini boyitadilar va og'zaki nutq qobiliyatlarini oshiradilar [2]. Interaktiv metodlar orqali o'quvchilar o'zlarining fikrlarini tinglovchilar oldida ifodalashga o'rganadilar va ularning lingvistik kompetensiyalari rivojlanadi.

Interaktiv metodlar ta'lim jarayonida turli shakllarda qo'llaniladi. Masalan, guruhli munozaralar, rolli o'yinlar, bahs-munozaralar kabi faoliyatlar o'quvchilarning og'zaki nutq qobiliyatlarini rivojlantirishda juda samarali hisoblanadi [3]. Bu metodlar orqali o'quvchilar bir-birlari bilan o'zaro muloqot qilishadi, o'z fikrlarini ravon va mantiqiy ifoda

etishni o'rganadilar. Ayniqsa, fenomenlarga asoslangan ta'limda o'quvchilarga o'rganilayotgan fenomen haqida o'z fikrlarini ifodalash va ularni sinfdoshlari bilan muhokama qilish imkoniyati beriladi. Bu jarayon o'quvchilarning faolligini oshirish bilan birga, ularning nutq ko'nikmalarini ham sezilarli darajada rivojlantiradi.

Fenomenlarga asoslangan ta'lim jarayonida interaktiv metodlarning ahamiyati shundaki, o'quvchilar mavzuni chuqurroq o'rganish va fenomenlarni tushunish uchun doimiy muloqot qilishlari kerak bo'ladi. O'quvchilar bir-birlari bilan savol-javoblar orqali bilimlarini baham ko'radilar, bu esa ularga o'rganayotgan fenomenlarni yanada chuqurroq tushunishga yordam beradi. Shuningdek, bu jarayon o'quvchilarning nutqiy faoliyatini faollashtiradi, chunki ular o'z fikrlarini aniq va ravon ifodalashga majbur bo'ladilar [4].

Interaktiv metodlardan foydalanish ta'lim jarayonida o'qituvchi uchun ham katta afzalliklarga ega. O'qituvchi o'quvchilarning faolligini kuzatish va ularning bilimlarini baholash imkoniga ega bo'ladi. Shuningdek, interaktiv metodlar o'quvchilar o'rtasida o'zaro hamkorlikni rivojlantirishga yordam beradi, bu esa ta'lim jarayonining samaradorligini oshiradi. Interaktiv metodlar o'quvchilarni bir-birlari bilan ko'proq muloqot qilishga undaydi, bu esa ularning ijtimoiy va kommunikativ ko'nikmalarini rivojlantirishda muhim ahamiyatga ega [5].

Fenomenlarga asoslangan ta'limda og'zaki nutq ko'nikmalarini rivojlantirish uchun o'qituvchilarning to'g'ri metodologik yondashuvni qo'llashlari muhimdir. O'qituvchilar o'quvchilarni faol muloqot qilishga undaydigan interaktiv usullarni qo'llashlari lozim. Masalan, fenomenlarni o'rganish jarayonida o'quvchilarga turli savollar berish, ularni muhokamalarga jalb qilish, guruhli munozaralar tashkil qilish orqali o'quvchilarni dars jarayonida faol ishtirok etishga rag'batlantirish mumkin [6].

Og'zaki nutq ko'nikmalarini rivojlantirishda o'quvchilarning psixologik holati ham katta ahamiyatga ega. Agar o'quvchilar o'zlarini dars jarayonida erkin va qulay his qilishsa, ular muloqot jarayonida o'z fikrlarini ochiq va ravon ifodalash imkoniyatiga ega bo'ladilar. Shuning uchun o'qituvchilar interaktiv metodlardan foydalanishda o'quvchilarning psixologik qulayligini ta'minlashga ham e'tibor qaratishlari kerak. Bu esa o'quvchilarni dars jarayonida erkin va faol muloqot qilishga undaydi, natijada ularning og'zaki nutq qobiliyatlari yanada rivojlanadi [7].

Xulosa qilib aytganda, fenomenlarga asoslangan ta'limda interaktiv metodlarning qo'llanilishi o'quvchilarning og'zaki nutq ko'nikmalarini rivojlantirishda muhim ahamiyatga ega. Ushbu metodlar o'quvchilarni faol ishtirok etishga, o'z fikrlarini ochiq va ravon ifodalashga undaydi va ularning lingvistik hamda kommunikativ ko'nikmalarini rivojlantirishda samarali vosita hisoblanadi. Shu bilan birga, interaktiv metodlar orqali

oʻquvchilar fenomenlarni chuqurroq oʻrganish imkoniyatiga ega boʻladilar, bu esa ularning bilimlarini mustahkamlash va nutqiy qobiliyatlarini oshirishga xizmat qiladi.

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EFFECTIVE DIGITAL TOOLS OF FLIPPED LEARNING IN DEVELOPING DISCOURSE COMPETENCE OF EFL STUDENTS.

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Abstract : This article explores how flipped learning, supported by digital tools, can effectively enhance the discourse competence of English as a Foreign Language (EFL) students. Through an examination of digital tools such as online discussion forums, interactive videos, and language learning platforms, this study highlights the advantages of using flipped learning to foster communication skills in EFL students. The results show that flipped learning, when integrated with appropriate technology, facilitates active student participation and improves discourse competence.

Keywords: flipped learning, digital tools, discourse competence, EFL students, interactive learning

Introduction

The English language has become the lingua franca around the globe. It means that people from all over the world use it to communicate with each other despite their mother tongue language.Flipped learning has revolutionized the traditional classroom by shifting passive learning activities, such as lectures, outside the classroom and emphasizing interactive, student-centered activities during class time. For EFL (English as a Foreign Language) students, flipped learning offers unique opportunities to develop discourse competence—the ability to use language appropriately in various contexts. Digital tools play a crucial role in supporting flipped learning environments, allowing students to access, analyze, and produce language in real-time, regardless of geographical barriers. This paper explores the most effective digital tools used in flipped learning for developing discourse competence in EFL students. The flipped classroom is a newly developed educational method that substitutes teaching and homework. In other words, learning occurs at home . A flipped classroom is a situation in which an activity "which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class" . Milman called flipped classrooms" inverted learning". She also mentioned that a flipped classroom is a type of strategy that refers to blending face-to-face instruction with online learning. According to Yeşilçınar ,the flipped classroom model hasten the learning

process outside and inside the classroom. He also referred to it as reversed teaching, blended learning, and invented classroom.

Methods

This study employed a mixed-methods approach, combining both qualitative and quantitative research. A total of 100 EFL students from different proficiency levels were selected from three institutions. They were divided into two groups: one using traditional learning methods and the other employing flipped learning with digital tools.

The digital tools used for the flipped learning group included:

1. Edmodo: an online educational platform for discussions and assignments.

2. Kahoot: an interactive quiz platform.

3. Google Classroom: used for sharing materials, discussions, and collaborative tasks.

4. Flipgrid: a video-based discussion tool that allows students to record and respond to topics.

5. Padlet: a digital whiteboard for brainstorming and group discussions.

Students' discourse competence was measured through pre-tests and post-tests, focusing on their ability to structure and use language effectively in different discourse types, including narratives, arguments, and discussions. Qualitative data were gathered through student surveys and focus group interviews to understand their experiences and perceptions of the digital tools.

Results

The results indicate that students in the flipped learning group showed significant improvement in their discourse competence compared to the traditional learning group. Specifically:

- Students using Flipgrid demonstrated enhanced speaking and listening skills, as the video-based interaction encouraged frequent practice and reflection on their language use.

- Edmodo and Google Classroom facilitated written discourse, with students engaging in meaningful conversations and group discussions, improving their coherence and fluency.

- Padlet supported collaborative writing and brainstorming activities, helping students organize their ideas and present them in a structured way.

- Kahoot increased student engagement and participation, making grammar and vocabulary revision more interactive and memorable.

The post-tests showed that 75% of the students in the flipped learning group improved their discourse competence, compared to only 40% in the traditional learning group. Qualitative feedback revealed that students found the digital tools engaging, motivating, and beneficial for improving their communication skills.

Discussion

The findings of this study suggest that flipped learning, when integrated with effective digital tools, significantly enhances the discourse competence of EFL students. The flexibility of digital platforms allows students to engage with materials at their own pace, fostering a deeper understanding of discourse structures. Tools like Flipgrid and Edmodo encourage active participation, which is essential for developing discourse competence. By interacting with peers in real-world language contexts, students gain valuable experience in producing and interpreting language, which is not always possible in traditional classroom settings. Furthermore, tools like Kahoot provide immediate feedback, helping students self-assess and improve their grammatical accuracy and vocabulary usage. The collaborative nature of digital platforms like Google Classroom and Padlet enhances the social aspect of language learning, enabling students to work together in constructing meaning and organizing their discourse. This mirrors real-life communication scenarios, further preparing students for authentic language use.

Conclusion

Flipped learning, supported by digital tools, offers a powerful approach to developing discourse competence in EFL students. The interactive and flexible nature of digital tools encourages active participation, collaboration, and real-time feedback, making them essential in a modern language-learning environment. This study suggests that educators should consider integrating flipped learning with digital technologies to enhance the effectiveness of EFL instruction and foster students' communication skills in diverse contexts.

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Idiomatic Expressions in English and Uzbek: A Contrastive Analysis and Translation Implications

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Abstract:

This thesis explores idiomatic expressions in English and Uzbek, conducting a contrastive analysis to highlight linguistic, cultural, and structural differences between the two languages. Idioms often pose challenges for translators due to their figurative meanings, which may not align with direct word-for-word translations. This research identifies common idiomatic expressions in both languages, analyzes their syntactic and semantic properties, and examines the translation strategies used to overcome cultural and linguistic barriers. The study also addresses the implications of these strategies for language learners, emphasizing the need for cultural competence alongside linguistic proficiency in translation.

Chapter 1: Introduction

Background

Idiomatic expressions are integral to the fluency and cultural richness of a language. Idioms are fixed phrases or expressions whose meanings are not deducible from their individual components. As a result, they are one of the most challenging elements of language to translate or learn. English and Uzbek, belonging to different language families (Indo-European and Turkic, respectively), exhibit significant linguistic and cultural differences that affect the use and understanding of idiomatic expressions. This thesis aims to contrast English and Uzbek idioms, focusing on how linguistic differences and cultural nuances affect their meanings and translations. Additionally, it will explore translation

techniques employed to convey the correct meaning and emotional impact of idioms from one language to another.

Research Questions

This study seeks to answer the following questions:

- What are the main structural and semantic differences between English and Uzbek idiomatic expressions?

- How do cultural factors influence the use of idioms in both languages?

- What strategies are commonly used to translate idiomatic expressions between English and Uzbek?

- What are the implications of these findings for language learners and translators?

Objectives

- To conduct a contrastive analysis of idiomatic expressions in English and Uzbek.

- To explore how cultural and contextual factors affect the meanings and translations of idioms.

Significance

Understanding idiomatic expressions is essential for achieving fluency in a language, as idioms are frequently used in both formal and informal communication. This study will contribute to a better understanding of cross-linguistic and cross-cultural idiomatic usage, benefitting both translators and language learners.

Idioms in English

English is rich in idiomatic expressions, which are often derived from historical, literary, or colloquial sources. For example, the idiom "kick the bucket," meaning "to die,"
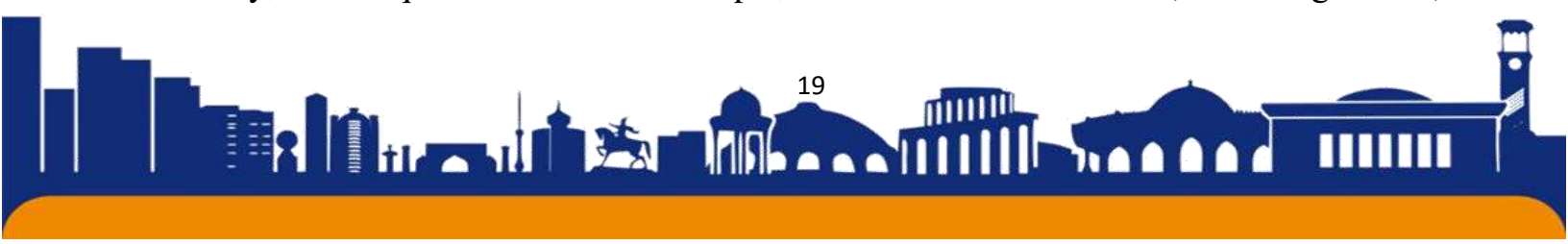
has no direct relation to the literal meaning of the words. English idioms often reflect cultural practices, historical events, or metaphorical thinking.

Idioms in Uzbek

Uzbek, a Turkic language, also has a rich collection of idiomatic expressions, many of which are rooted in the agrarian and nomadic traditions of Central Asia. For example, the Uzbek idiom "quyosh nuri tushmasdan" (literally: "before the sunlight falls") means "very early," reflecting cultural attitudes toward the importance of early work.

Translation of Idioms

Translating idioms is one of the most complex tasks for linguists. Baker (1992) identifies several strategies for translating idioms, such as:

- *Literal Translation*: Directly translating the words, though often ineffective with idioms.

- *Equivalent Idiom*: Finding an idiom in the target language that conveys a similar meaning.

- *Paraphrasing*: Explaining the meaning of the idiom instead of providing an equivalent.

- *Omission*: Removing the idiom if it does not contribute significantly to the message.

Contrastive Analysis of English and Uzbek Idioms

Structural Differences

English idiomatic expressions tend to be shorter, often consisting of three to five words. For example:

- *English*: "Break the ice"

- *Uzbek*: "Muzni sindirish"

Uzbek idioms, on the other hand, are often more elaborate and descriptive, reflecting the rich oral tradition of the language. For example:

- *Uzbek*: "Tilimga pichoq urdilar" (literally: "They stabbed a knife into my tongue") meaning "I was rendered speechless."

Semantic Differences

The figurative meanings of idiomatic expressions in English and Uzbek often differ significantly, even when they share similar themes. For example:

- *English*: "Cat got your tongue?" (used to ask someone why they are not speaking)

- *Uzbek*: "Og'zingdan gullar ochilsin" (literally: "May flowers bloom from your mouth") is used to praise someone for saying something beautiful or wise.

Cultural Differences

Idiomatic expressions are deeply rooted in the cultural contexts of the languages. For instance, English idioms often refer to maritime or industrial practices, while Uzbek idioms frequently reference farming or pastoral life. For example:

- *English*: "Hit the hay" (to go to bed), reflecting historical connections to haystacks used as beds.

- *Uzbek*: "Qo'yini suygan odam" (literally: "The person who loves their sheep"), symbolizing someone who cherishes their possessions or livelihood.

Translation Implications

Challenges in Translating Idioms

The primary challenge in translating idiomatic expressions is the preservation of meaning, tone, and cultural nuance. Word-for-word translations rarely work, as idioms are not understood in their literal sense. For example, translating "break the ice" into Uzbek would result in a literal and confusing interpretation unless adapted to a culturally equivalent phrase.

Strategies for Translating Idioms

- *Using Equivalent Idioms*: When an equivalent idiom exists in both languages, this strategy is often the best choice. For example:

   - *English*: "Out of the frying pan and into the fire"

   - *Uzbek:* "Olovdan qozonga tushish" (literally: "Falling from the fire into the pot")

   - *Paraphrasing*: When no equivalent exists, paraphrasing is used to convey the meaning of the idiom. For example:

   - *English:* "Bite the bullet" (to endure something painful)

   - *Uzbek Paraphrase:* "Azobga chidash" (literally: "To endure suffering")

- *Literal Translation*: This strategy is rarely effective for idioms, but in some cases, the literal meaning can convey an understandable metaphor. However, it often leads to confusion if not carefully considered.

Cultural Competence in Translation

Translators must have a deep understanding of both cultures to navigate idiomatic language effectively. Cultural knowledge enables translators to select idioms that resonate with the target audience and preserve the intended emotional impact.

Strategies for Learning Idioms

- *Contextual Learning*: Idioms should be taught through authentic texts and dialogues, helping learners understand how they are used in real communication.

- *Comparative Learning*: Comparing idioms from both languages can provide insight into cultural differences and help learners grasp figurative language better.

Conclusion

The contrastive analysis of idiomatic expressions in English and Uzbek reveals significant differences in structure, meaning, and cultural relevance. Translators face considerable challenges when conveying the figurative meanings of idioms across these two languages. Successful translation requires not only linguistic proficiency but also a deep understanding of the cultural contexts in which idioms are used. This study underscores the importance of cultural competence in translation and offers practical strategies for both translators and language learners dealing with idiomatic expressions.

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MAKKAJO'XORINING DORIVORLIK XUSUSIYATI VA TABOBATDAGI AHAMIYATI

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Annotatsiya. Makkajo'xori o'simligida izlanishlar orqali uni dorivorlik xususiyati va ko'plab kasalliklarga davo ekanligini va bundan tashqari qishloq xo'jaligidagi ahamiyati o'rganildi.

Kalit so'zlar: shlak va toksin, ateroskleroz, selen moddasi, glaukoma, epilepsiya , kosmetologiya.

Makkajo'xori qadimgi hindu qabilalari orasida muqaddas mahsulot sanalgan, boshoqdoshlar oilasiga mansub bir yillik o'tsimon o'simliklar turi, don va yem-xashak ekini. Makkajo'xori Yer sharidagi yovvoyi holda o'smaydigan eng qadimiy ekinlardan biri bo'lgan. Ular makkajo'xorining ozuqaviy xususiyatlari tufayli ham uni sevib iste'mol qilishgan. Va ular haq bo'lib chiqishdi, chunki makkajo'xori quyidagi xususiyatlarga ega:

*ovqat hazm qilishni y*axshilaydi;

stressga qarshi kurashadi;

asab tizimi, yurak va tomirlar faoliyatini yaxshilaydi;

jigar, buyrak va *oshqozon osti bezi* faoliyatini yaxshilaydi;

ko'rish qobilyatini yaxshilaydi;

organizmni *shlak va toksinlardan* tozalaydi;

immunitetni mustahkamlab, shamollash va virusga qarshi kurashadi.

Uning tarkibida B, PP, C, fosfor, kaliy va yurak faoliyatini yaxshilovchi K vitaminlari mavjud. Yog'li taomlarni xush ko'ruvchilar bu sabzavotdan ko'proq tanovvul qilishlari lozim. Chunki u xolestrenni chiqarib yuborish xusussiyatiga ega.

Makkajo'xorining ozishdagi ahamiyati

Ozish uchun makkajo'xoridan iste'mol qilish kerakmi? Agarda sog'lig'ingizda hech qanday muammo bo'lmasa, unda makkajo'xoridan iste'mol qilishingiz mumkin. Aytgancha, maxsus makkajo'xorili parhezlar ham mavjud bo'lib, ularni qo'llashdan avval albatta shifokor bilan maslahatlashish kerak. Makkajo'xori o'zida ko'pgina oqsil saqlovchi

to'yimli mahsulot bo'lib, u ovqat bilan organizmga kiruvchi yog'larni organizmga singishiga yo'l qo'ymaydi. Shu sabab ham, uni ozmoqchi bo'lgan insonlarga iste'mol qilish tavsiya qilinadi.

Bir kunda nechta makkajo'xorini iste'mol qilish mumkin.

Sog'lom odam bir kunda 200 gramm makkajo'xoridan iste'mol qilsa, bunda barcha kerakli vitamin va minerallarga ega bo'ladi. Uning tarkibida V1, V2, RR, S, D, K darmondorilari, kalsiy, fosfor, temir, natriy kabi 26 ta element mavjud. Agar undan ko'p iste'mol qilinsa, oshqozonga og'irlik qilishi mumkin.

Ateroskleroz xastaligi bilan og'rigan bemorlar haftasiga 1-2 dona qaynatilgan makkajo'xori iste'mol qilsalar foydadan holi bo'lmaydi. Chunki uning donlari tomirlarda tromb hosil bo'lishining oldini oladi va tarkibidagi to'yinmagan moylar qondagi xolesterin miqdorini normallashtiradi.

Makkajo'xori tarkibidagi *selen* moddasi organizmda to'plangan yog'larni tezroq chiqarib yuborib, jigarga yengillik bag'ishlaydi va bundan tashqari qarish jarayonini sekinlashtirib, o'sma kasalliklarini oldini oladi. Asab kasalliklari, depressiya, stress va hattoki epilepsiyada ham makkajo'xori popuklaridan tayyorlangan damlamalar ichish foydali hisoblanadi. Uning tarkibidagi Ca, Mg , P elementlari yurak tizimini yaxshilab , mushaklar qisqarishini ta'minlaydi. U kletchatkaga boy bo'lganligi sababli oshqozon ichak tizimidagi hazm jarayonlarini yaxshilaydi,ichak harakatini tartibga soladi, mikroflorani saqlashga yordam beradi,yo'g'on ichak saratoni bilan kasallanishni kamaytiradi.Bundan ancha ilgari ham Abu Ali ibn Sino o'zining "Tib qonunlari" asarida makkajo'xori va uni popuklari oshqozon osti bezi faoliyatini yaxshilab , qondagi qand miqdorini normada saqlashini aytib o'tgan. Uning tarkibida A vitaminiga o'xshash karotinoid bo'lgan lutein mavjud. Lutein katarakt va boshqa ko'z kasalliklari xavfini kamaytirishi ma'lum. Qaynatilgan makkajo'xori har bir kishining ko'zlar salomatligi uchun foydalidir.

Ayollar uchun makkajo'xori tarkibida B6 vitamini mavjud bo'lib, u sog'lom piridoksin darajasini saqlab turish uchun zarurdir. Ushbu moddaning yetishmasligi anemiyaga olib kelishi va yurak kasalliklari hamda depressiya xavfini oshirishi mumkin

Olimlarning fikricha, jo'xori popugini iste'mol qilgan insonlar saraton kasalligiga boshqalarga nisbatan kamroq chalinar ekanlar.Popukdan tayyorlangan damlamalar jigar shishlari, buyrakdagi toshlarni surish va nefritda yordam beradi.Damlamani tayyorlash uchun 1 oshqoshiq popuk ustiga 1,5 stakan qaynagan suv solinadi va 1 soat davomida past olovda qaynatiladi.Sovigach, suzilib, 1-2 oshqoshiqdan kuniga 4 mahal ichilsa, safro haydashga ham yordam beradi. Jo'xori popugini asal bilan iste'mol qilingani o'pka silini davolashda foydali. O't pufagidagi toshlarni tushirishda esa 3 oshqoshiq o't va 200 ml

suvdan damlama tayyorlash lozim. Jo'xori popugi qondagi xolestirin moddasini kamaytishi xususiyatiga ega. Shuningdek, uning tarkibida B guruhiga oid ko'plab vitaminlar mavjud.

Alsgeymer kasalligi va demensiyada

Makkajo'xori tarkibidagi kvarsetin inson organizmini Alsgeymer kasalligi va demensiyadan himoya qiladi. Kvarsetin neyron hujayralariga ta'sir ko'rsatishi va neyroinflamatsiya, demensiya holatlarini potentsial ravishda kamaytirishi ko'rsatilgan

Uning moyi *kosmetologiyada* ham keng ishlatiladi.Tarkibidagi moddalar zararlangan sochlarni tiklab, jilolantiradi va hajm beradi. Makkajo'xori kraxmali ko'shib tayyorlangan niqoblar ajinlarga qarshi vosita sifatida ko'p qo'llanadi.Makkajo'xori poyasi, zo'g'atasi, qobiq bargidan qog'oz, linoleum, viskoza, izolyasiya materiallari, sun'iy po'kak, kinoplyonka va boshqa ishlab chiqariladi.Makkajo'xori doni oziq-ovqat (un, yorma, bodroq, shirin qalamchalar, makkajo'xori moyi va boshqalar), kraxmal-patoka, pivo, spirt sanoatlarida ishlatiladi. Aralash yem ishlab chiqarish uchun xom ashyo, doni chorva mollari uchun to'yimli ozuqa hisoblanadi.

Xulosa qilib aytganda makkajo'xori o'simligining tabobat va qishloq xo'jaligidagi ahamiyati anchagina tashkil qiladi . U o'zida bir qancha elementlar saqlab , organizmdagi har bir sistemaning faoliyatini yaxshilaydi. Hattoki qaynatilgandan so'ng tashlanadigan popuklari *glaukomani* oldini olishda foydalaniladi va bu kabi foydali xususiyatlari bisyor.Bundan tashqari qishloq xo'jaligida chorva mollari uchun to'yimli ozuqa hisoblanadi.

Foydalanilgan adabiyotlar ro'yxati:

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ENHANCING LANGUAGE LEARNING THROUGH GLOBAL COLLABORATION IN VIRTUAL CLASSROOMS

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ABSTRACT

In the 21st century, globalization has significantly transformed educational landscapes, particularly in language learning. Collaborative international projects in virtual classrooms present innovative ways for students to engage with diverse cultures and languages. These projects leverage technology to connect learners from different parts of the world, fostering not only language acquisition but also intercultural competence. This paper is devoted to considering the benefits and challenges of integrating collaborative international projects into virtual language classrooms, highlighting how such initiatives contribute to improved communication skills, increased cultural awareness, and deeper engagement in language learning.

Keywords: intercultural communication, 21st-century skills, collaborative international projects.

As the world becomes increasingly interconnected, language educators are seeking innovative ways to enhance students' learning experiences. Traditional language learning methods, while valuable, are often limited in their capacity to expose learners to authentic, real-world language use. Collaborative international projects conducted in virtual classrooms offer a promising alternative, enabling students to interact directly with native speakers and other learners globally. These projects provide opportunities for meaningful, context-rich communication that promotes both language proficiency and intercultural competence.

Collaborative international projects are educational activities in which students from different countries work together on common tasks. These projects are typically facilitated through virtual platforms, allowing participants to collaborate across geographical boundaries. Such projects can range from simple exchanges of cultural information to more complex tasks like joint research projects or co-authored presentations. In language learning, these collaborations are particularly beneficial as they create authentic language practice environments. The projects often involve tasks such as:

Collaborative writing exercises: Students from different countries co-write essays or reports in a target language.

Cultural exchange: Learners share cultural traditions, history, and perspectives using the target language.

Joint research: Participants work together on research projects, which require discussions and exchanges of ideas in the target language.

Benefits of Collaborative International Projects in Virtual Classrooms

1. Authentic Language Practice

One of the primary advantages of international collaboration is that it allows learners to use the language in authentic contexts. Communicating with peers from different linguistic and cultural backgrounds forces students to move beyond textbook language and engage in real-world conversations. These interactions foster both receptive (listening and reading) and productive (speaking and writing) skills, as learners are required to negotiate meaning, clarify misunderstandings, and adapt their language use to various communication contexts.

2. Cultural Awareness and Competence

Language learning is deeply intertwined with cultural understanding. Collaborative international projects provide a unique opportunity for learners to gain firsthand insights into the cultures of their peers. This exposure helps students develop a more nuanced understanding of cultural differences, promoting empathy, tolerance, and global citizenship. These projects also help debunk stereotypes and misconceptions, fostering more authentic intercultural communication.

3. Increased Motivation and Engagement

Collaborative projects are inherently interactive and often involve creative, real-world tasks that capture students' interest. Working with international peers can boost learners' motivation, as they feel more invested in the outcome of the project. Additionally, the sense of responsibility to their partners can push students to put more effort into their language use, leading to greater progress in their linguistic abilities.

4. Development of 21st-Century Skills

In addition to language skills, collaborative international projects in virtual classrooms help students develop key competencies such as teamwork, digital literacy, problem-solving, and communication. These are essential skills in today's globalized workforce, where cross-cultural collaboration is becoming increasingly common. Through virtual platforms, students also gain familiarity with digital tools that enhance their ability to communicate effectively across distances.

To maximize the effectiveness of collaborative international projects, educators should adopt specific strategies:

- *Clear project guidelines:* Teachers should provide detailed instructions and clear objectives to help students understand what is expected of them.
- *Asynchronous and synchronous activities:* A mix of real-time and flexible tasks can accommodate time zone differences and varying schedules.
- *Structured reflection:* Encouraging students to reflect on their learning experiences can deepen their understanding of both language and culture.
- *Cross-cultural training:* Prior to the project, educators can offer training sessions that address potential cultural differences in communication and teamwork.

In conclusion, collaborative international projects in virtual classrooms offer language learners a unique opportunity to practice language skills in authentic, meaningful contexts while simultaneously developing intercultural competence. Despite the challenges, the benefits of these projects, enhanced motivation, improved communication skills, and deeper cultural understanding, make them a valuable component of modern language education.

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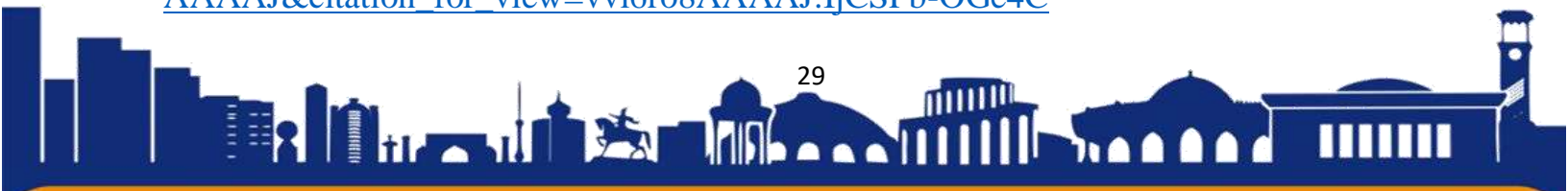
EFFECTIVENESS OF MIND MAPS IN ENHANCING VOCABULARY ACQUISITION

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ABSTRACT

Vocabulary acquisition is a critical component of language learning that significantly impacts communication proficiency. Traditional methods of vocabulary instruction often fall short of engaging students or promoting long-term retention. This article explores the effectiveness of mind maps as a tool for enhancing vocabulary acquisition among language learners. By analyzing cognitive and educational theories, as well as empirical research, this study aims to demonstrate how mind mapping facilitates deeper understanding, better retention, and improved recall of vocabulary. Additionally, it highlights practical applications and potential challenges in implementing mind maps in educational settings.

Keywords: mind maps, graphical representations, vocabulary acquisition, educational contexts, reading comprehension, writing ability, and verbal communication.

The ability to acquire and use a rich vocabulary is essential for effective communication in any language. Vocabulary serves as the foundation for language skills, influencing reading comprehension, writing ability, and verbal communication. While various methods exist for teaching vocabulary, many learners struggle with retention and application, leading to limited proficiency. Mind mapping, a visual thinking tool developed by Tony Buzan, has gained attention in educational contexts for its potential to enhance understanding and memory. This article examines how mind maps can be employed in vocabulary acquisition, detailing their structure, cognitive benefits, and practical applications in language learning.

Mind maps are graphical representations that organize information hierarchically around a central concept. They utilize keywords, colours, and images to create associations between related ideas. This structure mirrors the brain's natural thought processes, facilitating both comprehension and retention. When applied to vocabulary acquisition, mind maps allow learners to visualize relationships between words, phrases, and contexts, leading to a more effective understanding of the language. The central idea in a mind map serves as the focal point, with branches extending to subtopics or related vocabulary. This
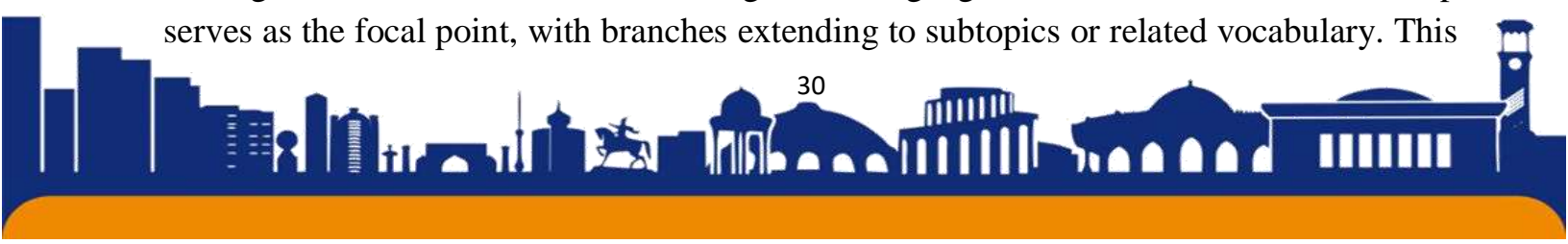
branching technique encourages learners to explore synonyms, antonyms, and contextual usages, enriching their vocabulary knowledge. Furthermore, the incorporation of visuals and colours enhances engagement and memory retention, making the learning process more enjoyable.

- **Cognitive Benefits of Mind Mapping**

Research in cognitive psychology highlights several benefits of mind mapping in learning processes:

1. Enhanced Memory Retention: Mind maps encourage active engagement with material. By connecting new vocabulary to existing knowledge, learners create mental pathways that aid retention. This method is particularly effective for visual learners who benefit from seeing information organized in a structured format.

2. Deeper Understanding: Creating a mind map requires learners to process vocabulary beyond simple memorization. They must categorize words, identify relationships, and understand context, leading to a deeper comprehension of meanings and uses. This deeper processing is aligned with the principles of constructivist learning theories, which emphasize active involvement in the learning process.

3. Improved Recall: The visual nature of mind maps aids retrieval. Studies show that learners who use mind maps perform better on vocabulary recall tasks than those who rely on traditional rote memorization methods. The act of recalling information from a mind map taps into spatial and visual memory, enhancing retrieval skills. This benefit is particularly evident in assessments where learners are required to apply vocabulary in context rather than merely reciting definitions.

4. Facilitated Critical Thinking: Mind mapping encourages learners to think critically about vocabulary usage and relationships. By examining how words relate to one another, learners develop a more nuanced understanding of language.

This critical engagement fosters analytical skills that are vital in language acquisition.

- **Practical Applications in Vocabulary Acquisition**

To effectively incorporate mind maps into vocabulary instruction, educators can follow several strategies:

1. Collaborative Mind Mapping: Engaging learners in group mind mapping activities fosters collaboration and discussion. As students share their ideas, they reinforce their understanding and explore multiple perspectives on vocabulary usage. Collaborative learning enhances motivation and allows students to learn from one another's insights and experiences.
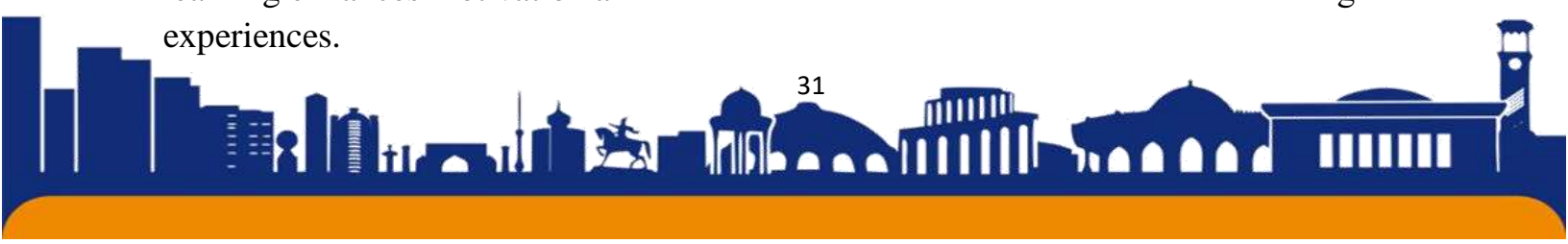
2. Thematic Mind Maps: Teachers can encourage students to create mind maps around specific themes or topics. This approach helps learners categorize vocabulary in meaningful ways, making it easier to remember and apply in context. For example, a thematic mind map on "food" might include branches for types of cuisine, cooking verbs, and related adjectives.

3. Digital Mind Mapping Tools: Technology can enhance the mind mapping experience. Tools such as Coggle, MindMeister, or XMind allow students to create interactive and shareable mind maps. These digital formats often include multimedia elements, further enriching the learning experience. Students can incorporate images, audio, and links to resources, making their mind maps more comprehensive.

4. Integrating Mind Maps with Other Learning Strategies: Mind maps can be effectively combined with other vocabulary acquisition strategies, such as flashcards, games, and storytelling. For instance, students could create a mind map of vocabulary from a story they read, linking words to characters, settings, and plot points. This integration reinforces learning through multiple modalities.

Several studies have investigated the impact of mind mapping on vocabulary acquisition. A notable study conducted by Buzan (2006) found that students who used mind maps scored significantly higher on vocabulary tests compared to those who did not. Similarly, research by Bassey (2017) revealed that students using mind mapping strategies demonstrated improved retention rates and a greater ability to use vocabulary in context. Moreover, a meta-analysis of various studies on mind mapping and language learning indicated a positive correlation between mind mapping and vocabulary acquisition outcomes. The findings suggest that integrating mind mapping into vocabulary instruction can lead to more effective and enjoyable learning experiences. Additionally, studies have shown that mind mapping can reduce cognitive overload by organizing complex information in a visually digestible format, allowing students to focus on essential vocabulary without feeling overwhelmed.

While mind mapping offers numerous benefits, several challenges must be addressed:

Diverse Learning Preferences: Mind maps may not suit every learner's preference or learning styles, necessitating a flexible approach that accommodates diverse needs. It is important for educators to recognize that some students may prefer traditional methods of learning and may need additional support when using mind mapping.

Time Consumption: Creating comprehensive mind maps can be time-consuming, especially for learners who are not accustomed to visual thinking. Educators should balance

mind mapping activities with other instructional methods to maintain engagement without overwhelming students.

Assessment of Effectiveness: Measuring the effectiveness of mind maps in vocabulary acquisition can be challenging. Educators should implement various assessment strategies, such as formative assessments, quizzes, and observations, to evaluate the impact of mind mapping on learners' vocabulary skills.

In conclusion, the effectiveness of mind maps in enhancing vocabulary acquisition is supported by both cognitive theory and empirical research. By promoting deeper understanding, improving retention, and facilitating recall, mind mapping serves as a valuable tool for language learners. As teachers increasingly seek innovative methods to engage students in vocabulary learning, incorporating mind maps into instruction offers a promising avenue for fostering vocabulary growth. Future research should continue to explore the long-term effects of mind mapping on vocabulary acquisition and its potential integration with other teaching strategies.

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KUCHLI FUQAROLIK JAMIYATINI ERKINLIK VA MA'SULIYAT BILAN BOG'LIQLIGI.

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Annotatsiya: Ushbu maqolada demokratiya va kuchli fuqarolik jamiyatida erkinlik va mas'uliyat tushinchalari bilanbog'liqligi va erkinlik va mas'uliyatni ortishi o'rganilgan**.**
Kalit so'zlar: Fuqarolik jamiyati, milliy tiklanish, erkinlik, mas'uliyat, demokratiya.

Inson jamiyatdan ayri holda yashay olmaydi. Yashagan taqdirda ham uning ma`naviyati, ongi va tafakkuri shakllanmaydi. Inson jamiyatda yashar ekan o'zining manfaatlarini yuqori darajaga qo'yib uni yuzaga chiqarishga harakat qiladi. Bu manfaatlarni qaydarajada yuzaga chiqishi uning irodasiga bog'liq. Irodasi zaif inson har qanday vaziyatda ham o'z manfaatini o'ylab harakat qiladi. Jamiyat manfaatini inobatga olmaydi. O'zining manfaatini jamiyat manfaatidan ustun qo'yadi.

Inson va jamiyat manfaatlarini bir biridan ustun qo'yib bo'lmaydi, aks holda o'rtadagi muvozanat buziladi. Jamiyat inson manfaatlarini inkor qilib, ko'pchilikni manfaatini ustun qo'ysa, shaxsiy manfaatlarni hisobga olmasa sotsializm davridagidek bo'ladi. Agar inson manfaatlari jamiyat manfaatlaridan ustun qo'yilsa inson faqat o'zini o'ylaydigan, o'zi uchun harakat qiladigan xudbin shaxsga aylanib qoladi. Shuning uchun ham inson va jamiyat manfaatlarini uyg'un holda olib borish zarur.

Inson shunday faoliyat bilan shug'illanishi kerakki, bu faoliyatdan uning o'zi ham, jamiyat ham manfaatdor bo'lishi lozim. Masalan, insonning bilim olib, ma`lum bir kasbni egallash uchun o'qib o'rganishidan, bir tomondan, bilimi oshganidan o'zi ham manfaatdor, ikkinchi tomondan, yuksak bilimli, o'z kasbini yaxshi biladigan kadr yetishib chiqayotganidan jamiyat ham manfaatdor. Chunki jamiyatga aynan mana shunday bilimli insonlar kerak. Bunday vaziyatda inson va jamiyat manfaatlari bir biriga mos keladi. Jamiyat insonlarning manfaatidan kelib chiqqan holda rivojlanishi kerak. Jamiyat insonlarning mustaqil yashashiga, adolatli mehnat sharoitida ishlashiga, o'zi qiziqqan kasb bilan shug'illanishiga sharoit yaratib berishi lozim. To'g'ri, jamiyat barcha insonlarga o'zi xohlagandek hayotni taqdim etolmasligi mumkin. Chunki inson

hayotining qanday kechishi uning o'z xatti-harakatiga, mehnatsevarligiga bog'liq. Jamiyat faqat bunday insonlarning xatti-harakatini ijobiy yoki salbiy baholash orqali ularni qo'llab-quvvatlashi yoki e`tiroz bildirishi mumkin.

Fuqarolik jamiyati- insoniyat svilizatsiyasining nodir kashfiyoti. U yuksak madaniyatga asoslangan demokratik taraqqiyotning oliy shakli bo'lib, o'ziga xos ijtimoiy erkin makondir. Bu makonda odamlar bir-biridan va davlatdan mustaqil holda o'zaro hamkorlikda aloqada bo'lishadi.

Fuqarolik jamiyatining asosi bu-tamaddudlashgan, faoliyatda ongli va erkin, to'laqonli huquqqa ega individdir. Demak, jamiyat mohiyati va sifati, eng avvalo, unda yashovchi shaxslarning teran insoniy fazilatlariga – komil madaniyatiga bog'liq. Ana shu tariqa fuqarolik jamiyatining shakllanishi bevosita shaxsning individual ozodligi va erkinligiga bog'liq[1].

Mavjud ilmiy adabiyotlarning aksariyati demokratik, fuqarolik jamiyati uning muhim sharti bo'lgan huquqiy davlat, keng ma'noda tinchlik va erkinlikka asoslangan xalq hokimiyatini yagona manba deb tan oluvchi davlat va jamiyatning siyosiy tuzilishi, shakli sifatida talqin qiladi. Biz demokratik jamiyatga nisbatan ushbu ilmiy yondashuvdan kelib chiqqan holda unda erkinlik masalasini va ana shu erkinlikning ta'minlanishida davlatning tutgan o'rni va ahamiyati haqida to'xtaladigan bo'lsak, bundan asosiy maqsad demokratik erkin jamiyatni erkin fuqaro barpo qila olishini alohida ta'kidlashdir.

O'zbekistonda istiqlolning dastlabki yillaridanoq huquqiy demokratik davlat hamda kuchli fuqrolik jamiyati barpo etish bosh maqsad qilib qo'yildi. Murakkablashib borayotgan ko'p qutbli dunyoda Jahon xaritasidan joy olgan O'zbekiston Respublikasining ijtimoiy-siyosiy, iqtisodiy hayoti katta o'zgarishlar vujudga kela boshladi. Demokratlashtirish va kuchli fuqarolik jamiyati barpo etish uchun shart-sharoitlar yaratildi. Demokratiya haqida fikr yuritadigan bo'lsak, demokratiya bu xalq hokimiyati bo'lib, uning ilk ko'rinishlari svilizatsiya tongidayoq qaror topgan va u insoniyatning buyuk qadriyatidir. Insoniyat tarixida demokratiya yo sahnadan ancha vaqt tushib, yo qisqa vaqt tiklanib turgan.

"Demokratiyani inson va jamiyat mushtarakligi orqali tahlil qiladigan bo'lsak- "demokratiya –bu inson qadr-qimmatini, aql zakovatini, jamiyatni boshqarish (boshqaruvda ishtirok etish) iqtidori va huquqini tan olishdir, shaxs va jamiyatning yuksak siyosiy madaniyati va o'zaro mas'ulligidir. Demokratiya bu –toleriantlik, jamiyat hayotining u yoki bu masalalariga oid fuqaro fikrini eshitishdir. Shunday qilib, demokratiya erkin inson, haqiqiy fuqaro, haqiqiy fuqarolik jamiyati shakillanishiga xizmat qiladi"[2].

Adolat asosida qurilgan huquqiy jamiyatda erkin yashovchi, erkin fikrlab o'z ma'suliyatini his qilgan asl fuqarolar va kuchli fuqarolik jamiyati taraqqiy topadi. Zero, birinchi Prezidentimiz Islom Abdug'aniyevich Karimov shunday degan edilar -" Biz uchun fuqarolik jamiyati-ijtimoiy makon. Bu makonda qonun ustuvor bo'lib, u insonning o'z-o'zini kamol toptirishga monelik qilmaydi, aksincha yordam beradi. Shaxs manfaatlari, uning huquq va erkinliklari to'la darajada ro'yobga chiqishga ko'maklashadi"[3]. Fuqarolik jamiyatida yashovchi har bir fuqaroning huquq va erkinliklari qonun bilan himoyalanadi va hech bir insonning erkinliklarini kamsitilishiga yo'l qo'yilmaydi.

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INSON HUQUQLARI VA ERKINLIKLARI YUKSALISHINING IJTIMOIY TARAQQIYOTDAGI ROLI

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 Annotatsiya: Maqolada inson huquqlari va erkinliklarini yuksaltirish hamda inson huquq va erkinliklari yuksalishining jamiyat taraqqiyotiga ta'siri o'rganilgan

 Kalit so'zlar: Inson huquqlari, erkinlik, mas'uliyat, huquq, jamiyat, ijtimoiy taraqqiyot.

Inson huquq va erkinliklari - oliy qadriyat. Inson huquqlari insoniyat mavjudligining va birgalikda yashashining asosidir va u barcha uchun umumiy, ajralmas ekanini e'tiborga olish muhimdir. Qadimgi antik davri faylasuflari talqinicha, tabiiy huquq tabiatga bog'liq holda insonlar tug'ilishlaridanoq bir xildirlar. Qolaversa, ana shu tabiiy huquq va erkinlikni ta'minlashga intilish, xususiy mulk jozibasi, uni saqlash va ko'paytirish manfaatlari insonni jamiyatda tezlik bilan ijtimoiylashuviga va faollashuviga olib keladi.

"Inson huquqlariga haqiqiy kuch bag'ishlovchi narsa ularning umumiyligidir. U har qanday chegaralarni kesib o'tadi, har qanday to'siqlarni bartaraf etadi. Inson huquqlari uchun kurash hamma vaqt va hamma yerda yakka hokimlik va adolatsizlikning barcha shakllariga: qullik, qaramlik, zo'ravonlik mustamlakachilikka qarshi kurash bo'lib kelgan. Bugungi kunda uning dolzarbligi kamaygan yoki mohiyati o'zgargan emas"[1].

Inson erkinliklari va huquqlarini himoya qilish zarurati mustabid o'rta asrlar tuzumiga qarshi kurashish vaziyatida yuzaga keldi. Oddiy inson, uning qadr- qimmati, sha'ni, or-nomusi, g'ururi va eng muhimi uning hayoti hech qanday ahamiyat kasb etmay qolgan o'rta asrlar qonun qoidalari tanqid ostiga olinib, gumanizm va har bir inson xudo oldida teng ekan, demak jamiyat qonunlari oldida ham teng huquqli bo'lishi lozim degan g'oyalarni olg'a surgan. Bu Uyg'onish va ma'rifatparvarlik davrida paydo bo'ldi. Sharq xalqlarida mazkur g'oyalar mustamlakachilik davrida tarqala boshladi. Bunday jirkanchli
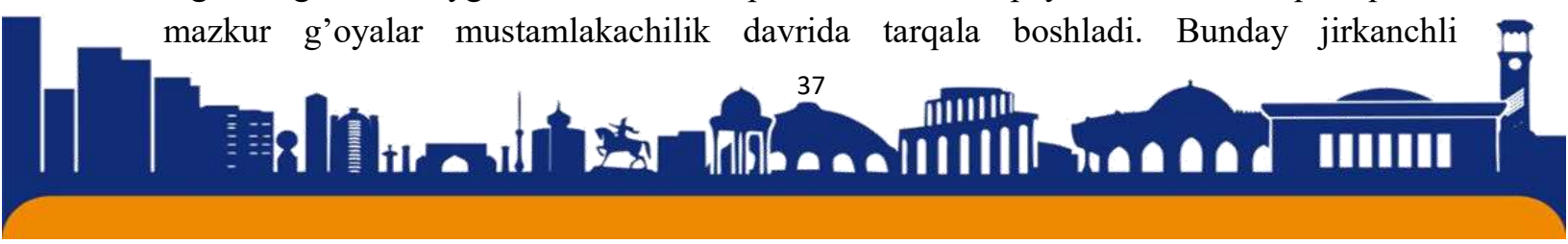
vaziyatlarda va insonlarning huquq va erkinliklari himoya qilinmagan bir zamonda, jamiyatlarning ijobiy rivojlanishi va taraqqiyoti to'xtab qoldi. Vaholanki, insonlarning huquq va erkinligi himoya qilinadigan jamiyatda ijobiy o'sish bo'ladi, rivojlanish bo'ladi. Inson yetarli huquq va erkinliklar hamda muayyan majburiyatlarga ega bo'lsagina shaxs sifatida o'z imkoniyatlarini namoyon qila oladi. Bu o'z navbatida jamiyat taraqqiyotiga yo'l ochib beradi. Agar jamiyat totalitar tuzimga asoslangan bo'lib, yuqorida aytib o'tganimizdek, insonlar erkinlik huquqidan mahrum qilinsa, yoki turli xil tazyiqlarga uchrasa, bunday jamiyatda insonlar qo'rquv ichida yashab o'z intilishlari, qiziqishlari maqsadlari sari dadil qadam tashlay olmaydilar?

Sovet davrida ham O'zbek xalqi o'z boshidan shunday ko'ngilsizliklarni o'tkazdi. Sovet davrida inson huquqlari, erkinliklari ma'lum miqdorda poymol etildi. Ayniqsa dehqonlarga, qishloq xo'jaligida ishlovchilarga KPSS kamsitish siyosatini o'tkazdi. "Ishlab chiqaruvchining o'z mahsulotlaridan va umuman, mulkchilikdan to'liq begonalashtirilishi, ijtimoiy hayotning haddan ziyod davlatlashtirilishi, taqsimotdagi tekischilik, iqtisodiyotning va turmushning mahsulot yetishmasligiga asoslanishi va boshqa kamchiliklar ijtimoiy ongga va insoniy munosabatlarga ko'p putur yetkazdi. Sovet totalitar tuzumi jamiyat va inson ongini, dunyoqarashini, axloqiy va estetik qadriyatlarini, aqliy va hissiy muhitini, hayotga munosabatini, umuman ma'naviyatini chuqur deformatsiya qildi"[2]. Barcha insonlar erkin bo'lib tug'ilishi va erkinlik huquqiga ega bo'lishining o'zi har bir inson o'z turmush tarzini tanlashda, tafakkur yuritishda erkin ekanligini anglatadi. Bu erkinlik boshqa shaxslar erkinligini hurmat qilish bilan cheklanadi. Erkin insonlardan iborat jamiyatda insonlarga, o'zaro hurmat, boshqalar erkinligiga dahlsizlik, ma'suliyat hissi yaxshi shakllangan bo'lishi lozim. Zotan, jamiyatning yaxshi rivojlanishi erkin fikrlaydigan, ma'suliyatli, huquqiy madaniyati yuksak va ma'naviyatli faol fuqarolarga bog'liqdir.

"O'zbekiston Respublikasi mustaqillikka erishgach, ijtimoiy va davlat qurilishida real demokratiyani har tomonlama kengaytirib, rivojlangan, ma'rifatli davlatlar safiga kirishni asosiy maqsad qilib qo'ygan davrda inson erkinligi, fuqarolarning demokratik huquq va erkinliklarini konstitutsiyaviy qonunlarda ifoda etibgina qolmay, uning rivojini, takomillashuvini shu maqsadda tuzilgan, tuzilayotgan davlat organlari, jamoat tashkilotlari, ular olib borayotgan ko'pqirrali faoliyatlar bilan ham amalga oshirmoqda, kafolatlamoqda"[4].

Xulosa qiladigan bo'lsak ma'naviyati, madaniyati, qadriyatlari va o'z tarixini yaxshi bilmaydigan jamiyatning kelajagi ham yo'q bo'ladi. Bunday xalq asta-sekin o'z-o'zidan hukumron xalqqa singib ketadi. Mustaqillik insonlarga katta imkoniyatlar eshigini ochdi.

Inson huquq va erkinliklari birinchi o'ringa qo'yildi va bu O'zbekiston Respublikasining Konstitutsiyasi bilan mustahkamlandi. O'zbekiston suveren, demokratik, huquqiy va dunyoviy davlat sifatida uning, Konstitutsiyasining uchdan bir qismidan ziyodini inson huquq va erkinliklarlari, ularni himoya qilish masalasiga tashkil etadi. Ularning ustivorligini konstitutsiyaviy tarzda mustahkamlab qo'ydi va ilgari inson huquqlariga nisbatan davlat manfaatlari ustivorligi prinsipiga barham berdi[5].

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XX ASR BOSHLARIDA TOSHKENT SHAHRI AHOLISINING TA'LIM TIZIMI VA MAORIF SOHASIDAGI O'ZGARISHLAR

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Annotatsiya: Ushbu maqolada XX asr boshlarida Toshkent shahrida ta'lim tizimining rivojlanishi, an'anaviy maktablar bilan bir qatorda yangi usul maktablarining paydo bo'lishi, rus-tuzem maktablari faoliyati, oliy ta'lim muassasalarining shakllanishi va maorif sohasidagi islohotlar tahlil qilinadi. Shuningdek, jadidlarning ta'lim sohasidagi faoliyati, ayollar ta'limi masalasi va dunyoviy bilimlarning joriy etilishi masalalari yoritilgan.

Kalit so'zlar: ta'lim tizimi, yangi usul maktablari, rus-tuzem maktablari, jadid maktablari, ayollar ta'limi, madrasa, maorif islohotlari.

Kirish

XX asr boshlarida Toshkent shahri ta'lim tizimi murakkab va ko'p qirrali xarakterga ega edi. An'anaviy maktab va madrasalar bilan bir qatorda, yangi usul maktablari, rus-tuzem maktablari va yevropa tipi o'quv yurtlari faoliyat yuritardi [1, b.45]. Bu davr ta'lim tizimining o'zgarishi va modernizatsiyasi jarayonlari bilan xarakterlanadi.

Tadqiqotning dolzarbligi zamonaviy O'zbekiston ta'lim tizimining tarixiy ildizlarini o'rganish va XX asr boshlaridagi ta'lim sohasidagi tajribalarni tahlil qilish zaruriyati bilan belgilanadi.

Asosiy qism

XX asr boshlarida Toshkentda 200 dan ortiq an'anaviy maktab va 20 ga yaqin madrasa faoliyat yuritgan [2, b.78]. Bu muassasalarda asosan diniy ta'lim berilib, arab tili, fiqh, hadis va boshqa an'anaviy fanlar o'qitilgan.

1901-yilda Munavvar qori tomonidan birinchi yangi usul maktabi ochildi. 1917-yilga kelib bunday maktablar soni 30 dan oshdi [3, b.156]. Bu maktablarda:

- Zamonaviy o'qitish metodlari qo'llanilgan
- Dunyoviy fanlar o'qitilgan
- Rus tili o'rgatilgan
- Yevropa fanlari kiritilgan

Rus-tuzem maktablari
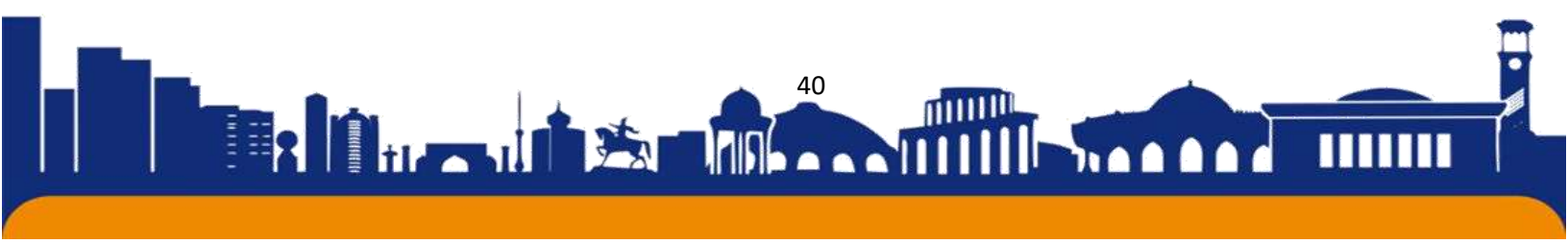
1884-yilda birinchi rus-tuzem maktabi ochildi. Bu maktablar mahalliy aholi uchun rus tili va madaniyatini o'rgatish markazi bo'lib xizmat qildi [4, b.234]. Rus-tuzem maktablarida:

- Rus va mahalliy tillar o'qitildi
- Dunyoviy fanlar o'rgatildi
- Zamonaviy bilimlar berildi

XX asr boshlarida Toshkentda ayollar ta'limi masalasi dolzarb bo'ldi. 1914-yilda birinchi qizlar maktabi ochildi [5, b.89]. Jadidlar ayollar ta'limini rivojlantirish uchun faol harakat qildilar.

1918-yilga qadar Toshkentda oliy ta'lim muassasalari bo'lmagan, lekin bu davrda oliy ta'lim muassasalarini tashkil etish g'oyalari muhokama qilingan [6, b.167].

1915-yilda Toshkentda o'qituvchilar tayyorlash kurslari ochildi [7, b.234]. Bu kurslar yangi usul maktablari uchun kadrlar tayyorlashda muhim rol o'ynadi. Jadidlar tomonidan yangi darsliklar yaratildi. "Ustodi avval", "Adibi soniy" kabi darsliklar keng tarqaldi [8, b.145]. Rus tilidagi darsliklar tarjima qilindi.

Shaharning turli hududlarida kutubxona va qiroatxonalar ochildi [9, b.90]. Ular ta'lim tizimining muhim qismi sifatida faoliyat yuritdi. XX asr boshlarida Toshkent shahrida xususiy ta'lim muassasalari ham faoliyat yurita boshladi. Boy savdogarlar va ziyolilar tomonidan maktablar ochilib, ularda zamonaviy fanlar o'qitildi. Bu maktablarda rus, turk va yevropa tillarini o'rgatishga alohida e'tibor qaratildi [3, b.160]. Xususiy maktablarning jihozlanishi va o'quv dasturlari davlat maktablariga nisbatan yuqori darajada edi.

Shaharning "yangi" qismida birinchi hunarmandchilik maktablari ochildi. Bu maktablarda temir yo'l ishchilari, temirchilar, duradgorlar va boshqa texnik mutaxassislar tayyorlandi [5, b.95]. Hunarmandchilik maktablarida nazariy bilimlar bilan bir qatorda amaliy ko'nikmalar ham berildi. Bu maktablar shahardagi sanoat korxonalari uchun malakali kadrlar tayyorlashda muhim rol o'ynadi. An'anaviy madrasalarda ham islohotlar o'tkazilish zaruriyati tug'ildi. Ba'zi madrasalarda dunyoviy fanlar - geografiya, tarix, matematika kiritila boshladi. Taraqqiyparvar mudarrislar madrasalarda o'qitish tizimini isloh qilishga harakat qildilar [7, b.240]. Bu jarayon katta qarshiliklarga uchrasa-da, diniy ta'lim muassasalarining modernizatsiyasi boshlandi.

Yangi usul maktablarida zamonaviy pedagogik usullar qo'llanila boshladi. O'quvchilarning yosh xususiyatlarini hisobga olish, ko'rgazmali qurollardan foydalanish, amaliy mashg'ulotlar o'tkazish kabi yangi metodlar joriy etildi [4, b.167]. Bu metodlar ta'lim samaradorligini oshirishga xizmat qildi.
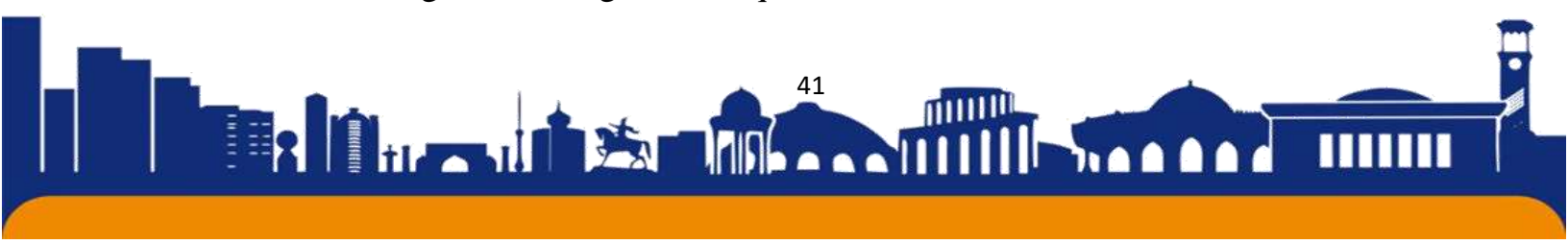
Qizlar maktablarida an'anaviy va zamonaviy fanlar bilan bir qatorda, tibbiyot asoslari, gigiyena, tikish-bichish, pazandachilik kabi amaliy fanlar ham o'qitildi [8, b.152]. Bu maktablarda asosan mahalliy ayollar o'qituvchi bo'lib ishladi. Qizlar maktablarining o'quv dasturi o'g'il bolalar maktablaridan farq qilardi.

Shaharning "eski" qismida asosan an'anaviy maktab va madrasalar, "yangi" qismida esa rus maktablari va texnik bilim yurtlari joylashgan edi. Yangi usul maktablari esa shaharning har ikki qismida ham faoliyat yuritdi [6, b.235]. Bu holat ta'lim tizimining ikki yoqlama rivojlanishiga imkon berdi.

Bu o'zgarishlar Toshkent shahrini Turkistonning yetakchi ta'lim markaziga aylantirdi. Shaharning ta'lim tizimidagi tajribalar keyinchalik butun mintaqa ta'lim tizimining rivojlanishiga ta'sir ko'rsatdi.

Xulosa

XX asr boshlarida Toshkent shahri ta'lim tizimi sezilarli o'zgarishlarga uchradi. Bu davrda:

1.   An'anaviy va zamonaviy ta'lim tizimi yonma-yon rivojlandi
2.   Yangi usul maktablari tashkil etildi
3.   Ayollar ta'limi masalasi ko'tarildi
4.   Dunyoviy fanlar joriy etildi
5.   O'qituvchi kadrlar tayyorlash boshlandi
6.   Zamonaviy darsliklar yaratildi

Bu o'zgarishlar keyinchalik mustaqil O'zbekiston ta'lim tizimining shakllanishiga asos bo'lib xizmat qildi.

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QORIN BO'SHLIG'I BOSIMINI O'Z VAQTIDA NORMALLASHTIRISHGA INTRAKARDIYAK GEMODINAMIKANING BOG'LIQLIGI

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Annotatsiya: Ushbu maqolada qorin bo'shlig'i bosimini o'z vaqtida normallashtirishga intrakardiyak gemodinamikaning bog'liqligi muhokama qilinadi. QBBni o'z vaqtida normallashtirish yurak faoliyatini yaxshilash va og'ir asoratlarni oldini olish uchun muhim vazifadir.

Kalit so'zlar: qorin bo'shlig'i, intrakardiyak gemodinamika, yurak faoliyati, yurak-qon tomir patologiyasi.

Kirish

Qorin bo'shlig'i bosimining (QBB) yurak-qon tomir tizimiga ta'siri muammosi jarrohlik amaliyotida dolzarb bo'lib qolmoqda. QBB markaziy va intrakardiyak gemodinamikaga sezilarli ta'sir ko'rsatadi, ayniqsa yurak-qon tomir patologiyasi bilan og'rigan bemorlarda. QBB fonida qorin bo'shlig'i patologiyasi bo'lgan bemorlarda yurakni qayta qurish turlarini, shuningdek perioperativ asoratlarni o'rganish katta klinik ahamiyatga ega (1,2).

Tadqiqot usullari. Tadqiqotda qorin bo'shlig'ida operatsiya qilingan 364 bemor ishtirok etdi. Bemorlar qorin bo'shlig'i bosimi darajasiga qarab asosiy guruhga (AG) va taqqoslash guruhiga (TG) bo'lingan. Asosiy guruhga (AG) QBB (QBB+) ko'tarilgan 163 bemor (44,8%) kiradi. AG doirasida bemorlar kichik guruhlarga bo'lingan: A kichik guruhi: yurak-qon tomir patologiyasi bilan birga keladigan 94 bemor (AGning 57,7%). B kichik guruhi: yurak-qon tomir patologiyasi bo'lmagan 69 bemor (guruhning 42,3%). Taqqoslash guruhi (TG) normal QBB (QBB-) bo'lgan 201 bemorni (55,2%) o'z ichiga oldi. HS bilan kasallangan bemorlar ham kichik guruhlarga bo'linadi: A kichik guruhi: yurak-qon tomir kasalliklari bilan 86 bemor (HSning 42,8%). B kichik guruhi: yurak-qon tomir kasalliklari bo'lmagan 115 bemor (57,2%).

Tadqiqot usullari klinik natijalarni baholash, intrakardiyak gemodinamikalar va periferik qon oqimi ko'rsatkichlarini, shuningdek, yurak-qon tomir tizimining asoratlari va QBBning oshishi bilan bog'liq o'limga olib keladigan natijalarni tahlil qilishni o'z ichiga oladi.

Tadqiqot natijalari. QBBning o'tkir o'sishi bo'lgan bemorlarda aniq gemodinamik o'zgarishlar kuzatildi, ayniqsa qorin bo'shlig'i bosimining sezilarli va keskin oshishi bilan..

O'tkir QBB bilan og'rigan bemorlarda yurak urishi boshlang'ich qiymatlarga nisbatan o'rtacha 20% ga kamaydi. Bu venoz turg'unlikning keskin oshishi va venoz qaytishning pasayishi bilan bog'liq. Markaziy venoz bosimning (MVB) normal qiymatlarga nisbatan o'rtacha 30% ga oshishi, bu venoz chiqishining keskin buzilishi natijasida markaziy tomirlarda bosimning oshishini aks ettiradi. O'tkir QBB bilan og'rigan bemorlarda ejeksiyon fraktsiyasi (EF) 42% gacha kamaydi, bu QBBning tez o'sishi bilan yurak qisqarish funktsiyasining sezilarli darajada buzilishini ko'rsatadi. 68% hollarda o'tkir QBB bilan og'rigan bemorlarda diastolik funktsiyaning buzilishi kuzatilgan, bu E/A nisbatining 0,85 ga pasayishi bilan ifodalangan.

QBBning surunkali o'sishi bo'lgan bemorlarda aniqlik yuqori emas, ammo uzoq davom etadigan gemodinamik o'zgarishlar kuzatildi, bu tananing yuqori bosimga moslashishi bilan bog'liq.

Surunkali QBB bilan og'rigan bemorlarda yurak urishining pasayishi odatdagi qiymatlarga nisbatan taxminan 10% ni tashkil etdi. Kompensatsion mexanizmlar yurak chiqishini o'tkir QBBga qaraganda barqarorroq darajada ushlab turishga imkon berdi.

Surunkali QBB bilan og'rigan bemorlarda markaziy venoz bosim (MVB) o'rtacha 15% ga oshdi, bu uzoq muddatli venoz stazni ko'rsatadi. O'tkir QBBdan farqli o'laroq, QBBning surunkali o'sishi bilan ejeksiyon fraktsiyasi o'rtacha darajada kamaydi va o'rtacha 48% ni tashkil etdi. Surunkali QBB bilan og'rigan bemorlarning 58 foizida diastolik disfunktsiya kuzatilgan, ammo E/A nisbati sezilarli darajada pasaygan (o'rtacha 0,95 gacha).

QBBning keskin o'sishi bilan yurak chiqishining pasayishi aniqroq (20% gacha), surunkali o'sish bilan bu ko'rsatkich o'rtacha 10% ga kamaydi. Surunkali QBBdan (+15%) farqli o'laroq, MVBning o'sishi o'tkir QBB (+30%) bilan sezilarli bo'ldi. QBBning keskin o'sishi bilan ejeksiyon fraktsiyasi 42% gacha kamaydi, surunkali o'sish bilan bu ko'rsatkich 48% da qoldi. Diastolik funktsiyaning buzilishi o'tkir QBBda ko'proq namoyon bo'ldi, bu erda E / A nisbati 0,85 ga kamaydi, surunkali QBBda esa bu ko'rsatkich 0,95 ga kamaydi.

Tadqiqot normalizatsiyadan oldin va keyin qorin bo'shlig'i bosimi (QBB) turli darajadagi bemorlarda intrakardiyak gemodinamik parametrlarni baholadi. Shuni ta'kidlash kerakki, QBB (QBB+) ko'tarilgan bemorlarda QBBni o'z vaqtida
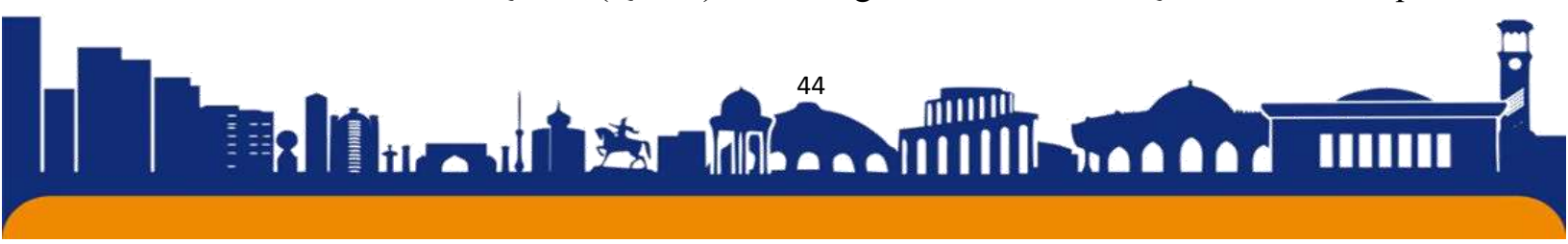
normallashtirish yurak-qon tomir tizimining asosiy parametrlarini yaxshilashga imkon berdi.

QBB ko'tarilgan bemorlarda normalizatsiyadan oldin o'rtacha EF 45% ni tashkil etdi, bu miyokard qisqarishining pasayishini ko'rsatadi. QBB normallashgandan so'ng, asosiy guruhda ejeksiyon fraktsiyasi 52% gacha ko'tarildi, bu QBB normalizatsiyasining yurak faoliyatiga ijobiy ta'sirini ko'rsatadi.

QBBni normallashtirishdan oldin, QBB + bo'lgan bemorlarda diastolik funktsiya buzilgan, bu diastolik disfunktsiyaga mos keladigan E / A nisbatining 0,9 ga pasayishi bilan ifodalangan. Normallashtirgandan so'ng, E / A nisbati 1,1 ga tiklandi.

Qon tomir qarshiligi indeksi (QTQI) - QBB normallashuvidan oldin, QBB+ bilan og'rigan bemorlarda QTQI o'sishi kuzatilgan, bu qon tomir qarshiligining oshishini ko'rsatadi. QBB normallashgandan so'ng, qarshilik indeksi 1,5 dan 1,2 gacha kamaydi.

Normalizatsiya qilishdan oldin, QBB + bo'lgan bemorlarda periferik tomirlarda qon oqimi pasaygan, bu periferik mikrosirkulyatsiyaning buzilishini ko'rsatadi. QBB normallashgandan so'ng, periferik qon oqimi 12,3 dan 14,5 birlikgacha oshdi.

Shunday qilib, natijalar QBBning normallashishi intrakardiyak gemodinamikaga sezilarli ta'sir ko'rsatadi. QBBni o'z vaqtida normallashtira olmagan bemorlarda yurak faoliyatining ko'rsatkichlarida sezilarli buzilishlar, jumladan ejeksiyon fraktsiyasining pasayishi, diastolik funktsiyaning yomonlashishi va qon tomir qarshiligining kuchayishi kuzatiladi.

Xulosa

QBBning o'tkir o'sishi bilan markaziy va intrakardiyak gemodinamikaning buzilishi surunkali QBBga qaraganda ancha aniq. Bu o'tkir o'sish davrida venoz qaytish va tizimli qon aylanishining keskin yomonlashishi bilan bog'liq bo'lib, surunkali QBB organizmga adaptiv mexanizmlarni rivojlantirishga imkon beradi, garchi u yurakdagi yukning uzoq muddatli ortishi bilan birga bo'lsa. QBBni o'z vaqtida normallashtirish yurak faoliyatini yaxshilash va og'ir asoratlarni oldini olish uchun muhim vazifadir.

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PREDICTING COMPLICATIONS IN PERCUTANEOUS CORONARY INTERVENTION

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Abstract. Overall mortality after percutaneous coronary interventions ranges from 0.4 up to 1.9%. Among patients with acute coronary syndrome, in-hospital mortality rates for percutaneous coronary interventions are significantly higher and amount to 5-7%. Despite the constant improvement of the technology of percutaneous coronary interventions, the problem of their complications still remains extremely relevant. However, complications that arise in the early or late postoperative periods significantly reduce their clinical effectiveness.

Key words: echocardiography, myocardial infarction, coronary artery

The purpose of the study: analysis of correlations between the results of ultrasound examinations and complications during percutaneous coronary intervention in patients with coronary heart disease.

Material and methods. The study included 30 patients with coronary heart disease of functional class 2, stenting of the coronary arteries was performed as planned. The control points of the study were hospitalization, after 6 and 12 months, 5 years after surgery.

Myocardial echocardiography was performed using a Philips device. This device performed duplex scanning of the great vessels of the head from the purpose of studying the structural and functional state of the vascular wall and analyzing correlations with dissection coronary arteries (usually against the background calcification) that occurs at the time of stenting.

Results. Analysis of variance of quantitative echocardiography parameters revealed the presence of statistically significant differences between groups in such indicators as end-diastolic volume (EDV), ejection fraction (EF), left atrium size and aortic diameter, left ventricular end-systolic and diastolic dimensions. The dimensions of the right atrium ranged from 2.4-5.5 mm to 2.8-6.9 mm. Patients of group VII had the largest sizes of the right atrium (with fatal outcome within 1 year after the intervention) – by 8.2- 11.3% ($p<0.05$) more than in the group without complications. A tendency towards a decrease in the size of the right atrium was noted in groups with intraoperative complications: rhythm disturbance (V) and "no-reflow" syndrome (VI), however, there are no statistically significant differences discovered. The maximum stroke volume was also recorded in patients of group VII – 12.3% more ($p=0.25$) than in the group without complications. Smallest stroke volume observed in a group of patients with thrombosis

coronary stent in the early postoperative period – 9.1% less (p=0.35), than in the group without complications.

Conclusion. Correlations have been identified between ultrasound examination indicators and the risk of developing intraoperative, early and late postoperative complications during planned stenting of the coronary vessels of the heart. The most significant predictors complications are: ejection fraction, end-diastolic volume, aortic diameter, end-systolic size of the left ventricle.

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