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TAHRIRIYAT

TAHRIR KENGASHI A’ZOLARI

Turkistonda ilk jadid maktablar shakillanishi va faoliyati

Qarshi davlat unversiteti tarix fakulteti 2-bosqich talabasi
Ro‘ziboyeva E'zoza Davlatboyevna

Annotatsiya

XIX asr oxiri –XX asr boshlarida Turkistondagi yangi usul maktablarining ochilishi,ularning yaratgan maktablari faoliyati, jadidlar o'zlari chop etgan darsliklari, jadidlarning faol harakatlari va yangi usul maktablarining o'qitish tizimi bosqichlari haqida so'z boradi.

Kalit so'zlar

Turkiston, jadid, yangi usul, demoktarik harakat, “usuli savtiya", Ismoil Gaspirali, Fitrat, Behbudiy,Munavvarqori Abdurashidxonov, Abdulhamid Cho'lpon, milliy taraqqiyot usullari.

XIX asr oxiri- XX asrning boshlarida siyosiy, madaniy, iqtisodiy jihatdan inqiroz holatiga tushib qolgan mustamlaka tufayli rivojlanish past darajada bo’lgan o’lkada Turkiston ziyolilari chor Rossiyasining mustamlakachilik zulmidan qutulish, o’z milliy davlatchiligini tuzish, iqtisodiy va madaniy taraqqiyotga yo’l ochish, xalqqa ziyo tarqatish choralarini ko’rdi. Bu borada jadidchilik xarakati katta rol o’ynadi. Jadidchilik rus mustamlakachiligiga qarshi milliy demokratik harakat bo’lib, u o’sha davr Turkistondagi qoloq iqtisodiy, ijtimoiy va madaniy sharoitda yashayotgan xalqlarni ma’rifatlashtirish, jamiyat hayotida ijtimoiy va madaniy islohotlar o’tkazish, pirovardida milliy mustaqillik g’oyalarini hayotga tadbiq etish maqsadini o’z oldiga qo’ygan edi.

Turkistonda jadidchilik g’oyalari XIX asrning 90-yillaridan yoyila boshladi. Bu harakat XX asrning 30-yillari oxirlarigacha o’lka ijtimoiy-siyosiy hayotida muhim rol o’ynadi. Jadidchilik Rossiyaga qaram bo’lgan musulmon xalqlari orasida dastlab Qrimda XIX asrning 80-yillarida paydo bo’ldi. Uning asoschisi diniy-dunyoviy ilmlarni chuqur egallagan Ismoilbek Gasprali (1851-1914) bo’ldi. Ismoilbek Gaspirali 1884 yilda jadid maktabi tashkil etib, 40 kunda 12 bolaning savodini chiqaradi. Uning o’qitish usuli «usuli savtiya», ya’ni «yangi usul» nomi bilan shuhrat qozondi. «Jadid» arabcha so’z bo’lib, «yangi» degan ma’noni bildiradi. Ismoilbek Gaspirali g’oyalarini qabul qilgan yangilik tarafdorlari «jadidlar», uning g’oyalari esa «jadidchilik» nomini oldi. Ismoilbek Gasprali darslik yaratadi, o’zining «Tarjimon» (1883-1914) gazetasini tashkil etib, jadidchilikni turkiy xalqlar orasida keng targ’ib qiladi. Bu gazeta Toshkent va boshqa shaharlarga ham tez yoyiladi.[1] Gasprali 1893 yilda Toshkent,

Samarqand va Buxoroda bo'ldi. Buxoroda amir Abdulahad jadid maktabi ochishga ko'ndiradi. Bu maktabga «Muzaffariya» nomi beriladi. 1898 yilda To'qmoqda (Qirg'iziston) ham shunday maktab ochildi. 1899 yilda Andijonda SHamsuddin domla, 1901 yilda Qo'qonda Saloxiddin domla, Toshkentda Munavvarqori Abdurashidxonov va Samarqandda Abduqodir SHakuriylar birinchi bo'lib jadid maktablarini ochadilar. Jadidchilik harakatining yirik namoyandalari jadid maktablari uchun darsliklar ham yaratganlar. Xususan, Saidrasul Aziziyning «Ustozi avval» (1903), Munavvarqorining «Adibi avval» (1907), Abdulla Avloniyning «Birinchi muallim», «Ikkinchi muallim» (1912) darsliklari aloxida e'tiborga molikdir.[2] Maxmudxo'ja Bexbudiy, Abdurauf Fitrat, Munavvarqori Abdurashidxonov, Ubaydullaxo'ja Asadullaxo'jayev, Abdulla Avloniy, Abdulxamid CHo'lpon va boshqa ziyolilar jonbozlik ko'rsatishdi.

Yangicha o'qitish musulmon bolalariga qisqa vaqt ichida dunyoviy, diniy ta'lim berish dasturi asosida olib borildi. Bu dasturga ko'ra maktablarda o'qitish tizimi ikki bosqichdan iborat bo'lgan. Birinchi bosqich ibtidoiy qism deb atalib, uning taxsil muddati 4 yil bo'lgan. Birinchi bosqichni tugatgan shogird eski maktabda 10 yil o'qigandan ko'ra yaxshiroq savod chiqargan. Ikkinchi bosqichni muvaffaqiyatli tugatgan shogird arabcha, forscha, turkiy tilda bemalol so'zlashib, ruschada erkin gaplasha olar edilar.

Ayrim muallimlar o'zlari darsliklar yozib, shu asosda ta'lim berganlar. Saidrasul Saidazizov "Ustodi avval" (1902), Behbudiy "Risolai asbobi savod" (1904), "Risolai jug'rofiya umroniy" (1905), Munavvarqori "Adibi avval", "Adibi soniy" (1907), Abdulvohid Burhonov "Rahbari xat" (1908), Avloniy "Birinchi muallim" (1910), "Ikkinchi muallim" (1912), Rustambek Yusufbek o'g'li "Ta'limi avval", A.Ibodiyev "Tahsilul alifbo" darsliklarini yozib nashr etishdi.[4]

Yangi usul maktablarda quyidagilarga e'tibor qaratilgan edi:

1. sinfda bolalar 30 dan oshmasligi;
2. 2 marta yoz va qishda bolalarni maktabga qabul qilish;
3. 1 muallimda 3-4 sinf bulishi;
4. dars 5 soatdan oshmasligi, har darsdan so`ng 10 daqiqa tanaffus;
5. juma va bayram kunlari dam olinishi, yozda ta'til bo`lishi;

6. dars zerikarli bo`lmasligi, bolalarni urish, so`kish mumkin emas.[3]

Xulosa qilib aytganda, XIX asr oxiri-XX asr boshlarida jadid bobolarimiz tomonidan ko'rsatilgan jonbozlik xalqning diniy bilim qatorida dunyoviy bilimni ham egallashi, ta'lim tizimining isloh qilinishi, o'g'il-qizlarga birdek dars berilishi uchun va xalqning Turkiston diyoridagi mustamlakachilikdan, erksizlikdan qutulish uchun edi. Bu borada ular juda muvaffaqiyatli ishlar olib borishi,bir qancha maktablar ochildi. Maktablar zamonaviy ta'lim bosqichlariga hamda darsliklarga ega bo'ldi. Agar bu maktablar o'sha davrda Chor Rossiyasi tomonidan taqiq etilmaganda, Turkiston ilmsizlik, qoloqlik botqog'idan ancha oldin xolos bo'lardi. Menimcha, O'zbekiston mustaqillikdan bundan ham erta bahramand bo'lardi.

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ОСОБЕННОСТИ КЛИНИЧЕСКОГО ТЕЧЕНИЯ ВЕТРЕНОЙ ОСПЫ У БЕРЕМЕННЫХ ЖЕНЩИН В ПЕРИОД 2023 ГОДА.

Усманова Л.Н, ГЛ КУРБАНОВА Г.Ш

1-Городская клиническая инфекционная больница города Ташкента

Аннотация: Ветряная оспа - высококонтагиозное заболевание, которая вызывается первичной инфекцией вирусом ветряной оспы (ВВО). в настоящее время подвержены риску заражения ветряной оспой во время беременности, особенно если они контактируют с детьми по семейным обстоятельствам или на работе. Имеется немного данных о риске заражения в этих условиях: заболеваемость ветряной оспой может варьироваться от 1,5 до 4,6 случаев на 1000 детородных женщин и от 1,21 до 6 случаев на 10 000 беременных женщин соответсвенно. Цель является сосредоточение внимания на эпидемиологии и клиническом ведении случаев заражения ветряной оспой во время беременности.

Ключевые слова: ветреная оспа у беременных, ветреная оспа течение. Введение.

Риск первичной инфекции ВЗВ у беременных женщин связан как с распространенностью серонегативных взрослых пациентов в кружении, так и с распространением циркуляции вируса в детском возрасте. Хорошо известно, что эпидемиология ветряной оспы демонстрирует различия между страпами с высоким и пизким доходом. В страпах с высоким уровнем дохода, до впедрения программы вакципации младенцев, инфекция обычно приобреталась в детстве, и поэтому серопревалентность защитных аптител (а именпо класса IgG против ВО) была очень высокой во взрослом возрасте, превышая 95%. С другой сторопы, в страпах с пизким уровнем дохода инфекция по-прежнему чаще передастся во взрослом возрасте, и большинство детородных женщин подвержены риску заражения также во время беременности Первичная инфекция, приобретенная во время беременности, может оказывать влияние как на материнскую заболеваемость и смертность, так и на исход родов . Обычно клиническое течение ветряной оспы характеризуется благоприятным исходом, и примерно в 2-6% случаев, по оценкам в ЕС, могут развиться серьезные осложнения, включая вторичные бактериальные инфекции, пневмонию, асептический менингит или энцефалит, церебральную атаксию и геморрагические осложнения. Риск осложнений, таких как пневмония, по-видимому, повышен убеременных женщин по сравнению с пациентами без тяжести, достигая примерно 10-20% случаев

ветряной оспы. Некоторые факторы риска были связаны с риском развития у матери пневмонии, связанной с ВЗВ: (i) первичная инфекция, приобретенная в течение третьего триместра беременности, (ii) активное курение и (iii) кожные высыпания свыше 100 очагов

Вывод: 1.Вакцинация против ветряной оспы рекомендуется всем женщинам, не обладающим иммунитетом, в рамках предбеременного и послеродового ухода. (П-3В) 2. Вакцинацию против ветряной оспы не следует проводить во время беременности. Однако не следует рекомендовать прерывание беременности из-за непреднамеренной вакцинации во время беременности. (II-3D)

«ИННОВАЦИОННЫЕ ПОДХОДЫ К ПРЕПОДАВАНИЮ РУССКОГО ЯЗЫКА»

Абдурайимова Азиза Икромовна
студентка 3-курса факультета Филология
направления русского языка и литературы
Термезского государственного педагогического института.

Аннотация: В статье даны рекомендации, как организовать уроки русского языка в школах с помощью инновационных инноваций. На уроках русского языка также рекомендуются различные интерактивные методы.

Ключевые слова: русский язык, образование, инновации, методика, словарь, система обучения, дети.

Инновационные подходы к преподаванию русского языка связаны прежде всего с изменением роли учителя. В современных условиях очень важно, чтобы учитель не давал ученикам готовых знаний, а указывал путь к приобретению знаний, учил добывать знания. Особенно важно это тогда, когда учитель обучает русскому языку как неродному. Преподавание русского языка в современных условиях требует от учителя-словесника совершенно новых, инновационных подходов как к содержательной части урока, так и к выбору образовательных технологий, эффективных методов преподавания, проведению диагностики уровня владения русским языком как неродным.

Инновационные подходы к преподаванию русского языка в условиях полиэтничной среды основаны прежде всего не только на осознании важности проблемы невысокого уровня подготовки учащихся по русскому языку, понимания того, что причина плохого знания русского языка связана прежде всего с проблемой социальной и психологической адаптации ученика к новой культуре, к новым традициям, ценностям, ориентирам, но и на овладении принципами деятельностного подхода к преподаванию русского языка как неродного. Это требует от словесника выбора эффективных форм работы с текстами разных типов и стилей В связи с этим особого внимания требуют уроки развития речи, уроки комплексного анализа текста. Создать собственный текст, интерпретировать текст, предлагаемый для анализа, учащимся, Чтобы выразить свои мысли на неродном языке, мало знать правила. Для этого нужно прежде всего расширить активный словарь. Как сделать это на уроках русского языка? Помогает система предтекстовых упражнений, характерная для методики преподавания иностранного языка.

Эта система заключается в следующем: — составление представления о содержании текста в целом — языковая догадка на уровне ситуационных моделей — определение значения незнакомых слов по контексту — словообразовательный анализ — анализ синтаксических конструкций. — опознавание интернациональной лексики — составление текста по аналогии, включение в текст ключевых слов и т. д.

Инновационный подход требует от каждого словесника овладения методикой преподавания русского языка как иностранного, понимания, что законы русского языка учащиеся воспринимают через призму законов родного языка, а это является причиной многих орфографических и даже пунктуационных ошибок. Такие ошибки относят к разряду интерференционных. Трудности усвоения русского языка как неродного можно разделить на три уровня: — трудности, общие для любого нерусского — трудности для носителей определенной группы языков (близкородственные, неродственные) —трудности для учащихся конкретной национальности Большое значение имеет четкая организация словарной работы на уроке русского языка. К числу эффективных приемов организации словарной работы на уроке русского языка относятся — перевод с русского на родной язык —обратный перевод — выстраивание ассоциативного ряда — словесное (графическое) изображение слова — проговаривание и т. д. Во время проведения уроков русского языка к числу эффективных технологий можно отнести технологии работы в группах (пары, группы сменного состава и т. д.) Технология обучения в группах позволяет создавать на уроке определенные речевые ситуации, привлекать к организации работы в группе учащихся, для которых русский язык родной, что способствует формированию коммуникативной компетенции школьников.

Инновационные подходы к преподаванию русского языка требуют нетолько четкой организации самостоятельной исследовательской деятельности учащихся. Одной из форм исследовательской деятельности учащихся на уроке можно считать сопоставительный линг вистический анализ текстового материала на русском и на родном языке. Особенно эффективны такие работы при изучении лексики, фонетики, морфологии, стилистики, при редактировании собственных текстов. Инновационные подходы в работе с одаренными учащимися Одним из важных факторов, создающих предпосылки для успешного обучения одаренных детей с использованием средств информационных компьютерных технологий является то, что таких детей характеризует высокая самостоятельность в процессе познания. Разработка

специальных компьютерных обучающих программ, расширяющих возможности реализации новых способов и форм самообучения и саморазвития, а также компьютеризация контроля знаний будут способствовать реализации принципа индивидуализации обучения, столь необходимого для одаренных учащихся. В работе с одаренными учащимися нужно использовать информационные технологии по следующим направлениям: Проведение медиа-уроков. От того, насколько грамотно методически и технологически изготовлен, произведен, сконструирован урок зависит обеспечение развития академических, интеллектуальных, творческих и личностных способностей детей**.**

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ANEMIYANING TAVSIFI, TURLARI, DIAGNOSTIKASI VA DAVOLANISHI

Abdullo Akramov Ahmad o‘g‘li
abdullohakramov313@gmail.com
SamDTu Pediatriya fakulteti 3-kurs talabasi
Murtozoyeva Ug'iloy Saydulla qizi
ogiloymurtazoyava@gmail.com
SamDTu Pediatriya fakulteti 4-kurs talabasi
Isaqulov Ulug'bek Alisher o'g'li
ulugbekalisherovich121102@gmail.com
SamDTu Pediatriya fakulteti 3-kurs talabasi
Raxmatov Jasurbek Xurshid o‘g‘li
iphonejasur721@icloud.com
SamDTu Pediatriya fakulteti 3-kurs talabasi
Bekmamatov Eldor Muzaffar o'g'li
bekmamatoveldor@gmail.com
SamDTu Pediatriya fakulteti 3-kurs talabasi

Annotatsiya: Anemiya *yoki* **kamqonlik -** *qonning birlik hajmida* **gemoglobinning** *past kontsentratsiyasi bilan xarakterlanadi va shu bilan birga, inson tanasida, qizil qon hujayralari (***eritrotsit***) sonining kamayishi bilan bog’liqdir. Anemiya holati ikkinchi darajali bo’lib, turli kasalliklarning belgisi hisoblanadi. Ko’p kasalliklar, yuqumli va parazitar etiologiyali va saraton oldi holatlari va saraton mavjudligi kamqonlik bilan birga kechadi. Ushbu maqolada, anemiyaning kelib chiqishi, turlari, tashxislash va davolash usullari haqida fikr va mulohazalar qilinadi.*

Kalit so’zlar: Anemiya, gemoglobin darajasi, davolanish, diagnostika, qon tahlili, kasalliklar, anemiya oqibatlari.

Anemiya yoki kamqonlik atamasi ostida qon hajmining birligida qizil qon pigmentining (gemoglobin) yoki qizil qon tanachalarining (eritrositlar) yetishmasligi tushuniladi. Anemiya quyidagi sabablarga ega bo‘lishi mumkin: o‘tkir yoki surunkali qon yo‘qotish (yara, operasiya, oshqozon-ichak sohasida qon yo‘qotish); qon hujayralarining tez nobud bo‘lishi yoki eritrositlar hayotining davomiyligining qisqarishi; bir xil, balanslashtirilmagan oziqlanish, qon uchun foydali bo‘lgan elementlarning tanqisligi (oqsil, temir, foliy kislotasi, B12 vitamini, mis); ichakda muhim elementlarning so‘rilishining buzilishi (surunkali oshqozon-ichak kasalliklari tufayli). Eng keng tarqalgan anemiyaning turidan biri bu — temir moddasining

tanqisligidir. Uning oziq-ovqatlardagi yetishmovchiligi uning organizmdagi defisitga olib keladi.

Qon tizimi yetarli darajada temir moddasini qabul qilmasa, u o‘z navbatida gemoglobinning yetarli miqdorini ham ishlab chiqara olmaydi. Oqibatda esa eritrositlar unga yetarli darajada qoniqmasdan, organizm yetarli miqdorda kislorodga erishmaydi. Bolalarda anemiya toliqish, rangsizlik, ishtahaning yo‘qolishi, bosh og‘riqlari, teri quruqligi, tirnoq va sochlarning sinuvchanligi, og‘iz burchaklaridagi yoriqlar va turli yuqumli kasalliklarga tez chalinishlari bilan namoyon bo‘lishi mumkin. Kasallikning og‘ir shakllarida qiyin nafas olish, bosh aylanish, tez yurak urishi, shilliq qatlamlarning o‘zgarishi (silliq malina rangidagi til, ta’m, hid sezishning o‘zgarishi, yutishning murakkablashishi), shu bilan birga jigar va taloqning shishishi ham kuzatiladi.

Anemiya dunyo aholisi orasida eng keng tarqalgan patologik holatlardan biri hisoblanadi. Anemiya turlari orasida, kamqonlik rivojlanishi sabablari bo’yicha ularni tasniflashda bir nechta asosiy shartlar ajratiladi:

- Temir tanqisligi;
- Gemolitik anemiya;
- Aplastik anemiya;
- Sideroblastik anemiya;
- B12 vitamini yetishmovchiligi natijasida B12-tanqislik anemiyasi;
- Postgemorragik anemiya;
- O’roqsimon hujayrali anemiya va boshqa shakllar.

O’smirlik davrida kamqonlik xavfi ayniqsa qiz bolalarda hayz siklining boshlanishi bilan ortadi, muntazam qon yo’qotishlar o’z tasirini ko’rsatmay qolmaydi. O’smir qizlarda kamqonlik rivojlanishiga undaydigan ikkinchi omil, ularning tashqi ko’rinishi haqida qayg’urishlari va qomatni to’g’irlash uchun turli xil parhezlar va ovqat ratsioniga turli xil cheklovlar kiritishi bilan bog’liq. Bu davrda tez o’sib-rivojlanish, sport bilan qizg’in shug’ullanish, to’yib ovqat yemaslik har ikki jins o’smirlarga ta’sir qiladi. O’smirlik davridagi anemiya belgilariga ko’z sklerasining ko’kimtirligi, tirnoq shaklining o’zgarishlari, ovqat hazm qilish tizimining buzilish, ta’m va hid o’zgarishlarini o’z ichiga oladi.

Mutaxassislar tomonidan o’tkazilgan tadqiqotga ko’ra, laktatsion anemiya ko’pincha kasallikning og’ir bosqichlarida tashxis qilinadi. Kamqonlikning rivojlanishi tug’ruq jarayonidagi qon yo’qotishlar va gipoallergik ovqat ratsioni tufayli yuz beradi. O’z-o’zidan ko’krak suti ishlab chiqarish kamqonlikka sabab

bo’lmaydi, balki ovqat ratsionidan ba’zi muhim mahsulotlarni chiqarib tashlash, masalan dukkaklilar (bola qorni damlanmasligi uchun), go’sht va sut mahsulotlari (bolada allergik reaktsiyalarni oldini olish) kamqonlik rivojlanishi ehtimolini sezilarli darajada oshiradi.

Anemiya qon birligida gemoglobin va qizil qon hujayralari (eritrositlar) kontsentratsiyasi kamayishi bilan ifodalanadi. Eritrotsitlarning asosiy vazifasi — to’qimalarda gaz almashinuvi, kislorod va karbonat angidrid, shuningdek oziq moddalar va metabolik mahsulotlar tashuvidir. Eritrosit o’zida gemoglobin degan oqsil saqlaydi, u eritrositga va umuman qonga qizil rang berib turadi. Gemoglobin tarkibida temir mikroelementi mavjud, shuning uchun temirning yetishmasligi kamqonlikka olib kelishi mumkin. Anemiya rivojlanishida uchta asosiy omil mavjud:

- O’tkir yoki surunkali qon ketish;
- Gemoliz, eritrotsitlarning parchalanishi;
- Suyak iligi tomonidan eritrotsitlar ishlab chiqarilishining kamayishi.

Tug’ruqdan keyingi kamqonlikning kech tashxislanishi sababi, onalar o’z salomatligiga e’tibor bermasdan, ko’proq bolaga e’tiborli bo’lishidir, ayniqsa, yosh onalar. Bolaning salomatligi onaning o’z salomatligidan ko’ra ko’proq o’ylantiradi, kamqonlikning alomatlari — bosh aylanishi, charchoq, uyquchanlik, diqqatning yo’qolishi, terining rangi xiralashgani — ko’pincha chaqaloqqa qarash bilan bog’liq charchoq tufayli yuzaga kelgan deb qabul qilinadi.

Xulosa qilib aytganda, kasallikning eng keng tarqalgan shakli — temir tanqisligi anemiyasini xavf mavjud bo’lgan davrlarida temir elementi mavjud mahsulotlari miqdorini oshirish bilan oldini olish mumkin. Shuningdek ovqat ratsionida vitamin C, kobalamin (vitamin B 12), foliy kislotasi mavjudligi muhim omil hisoblanadi. Agar kishi kamqonlik rivojlanishi ehtimoli yuqori bo’lganlar guruhida bo’lsa (yuqorida keltirilgan), muntazam tibbiy ko’rikdan o’tib turish tavsiya etiladi.

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Культивирование растения Centarea cyanus на засоленных почвах Каракалпакстана

Сарсенбаев Аманияз
Каракалпакский государственный университет
Технология выращивания и переработки лекарственных растений 2- Курс
Phone: +998975617171
Email: minos1431@mail.ru

Annotation. Medicinal plants are very important today. Medicinal plants have many benefits for the human body and are safe. plant is widely used in human life and medicine. Cultivating it as a medicinal plant and increasing the planting area is an urgent problem today.

Keywords. Seed, flower, plant, medicine plant, Asia, biology.

Аннотация. Лекарственные растения сегодня очень важны. Лекарственные растения имеют много преимуществ для человеческого организма и безопасны. Растение Centarea cyanus широко используется в жизни человека и медицине. Выращивание его как лекарственного растения и увеличение посевных площадей является актуальной проблемой на сегодняшний день.

Ключевые слова. Семя, цветок, растение, лекарственное растение, Азия, биология.

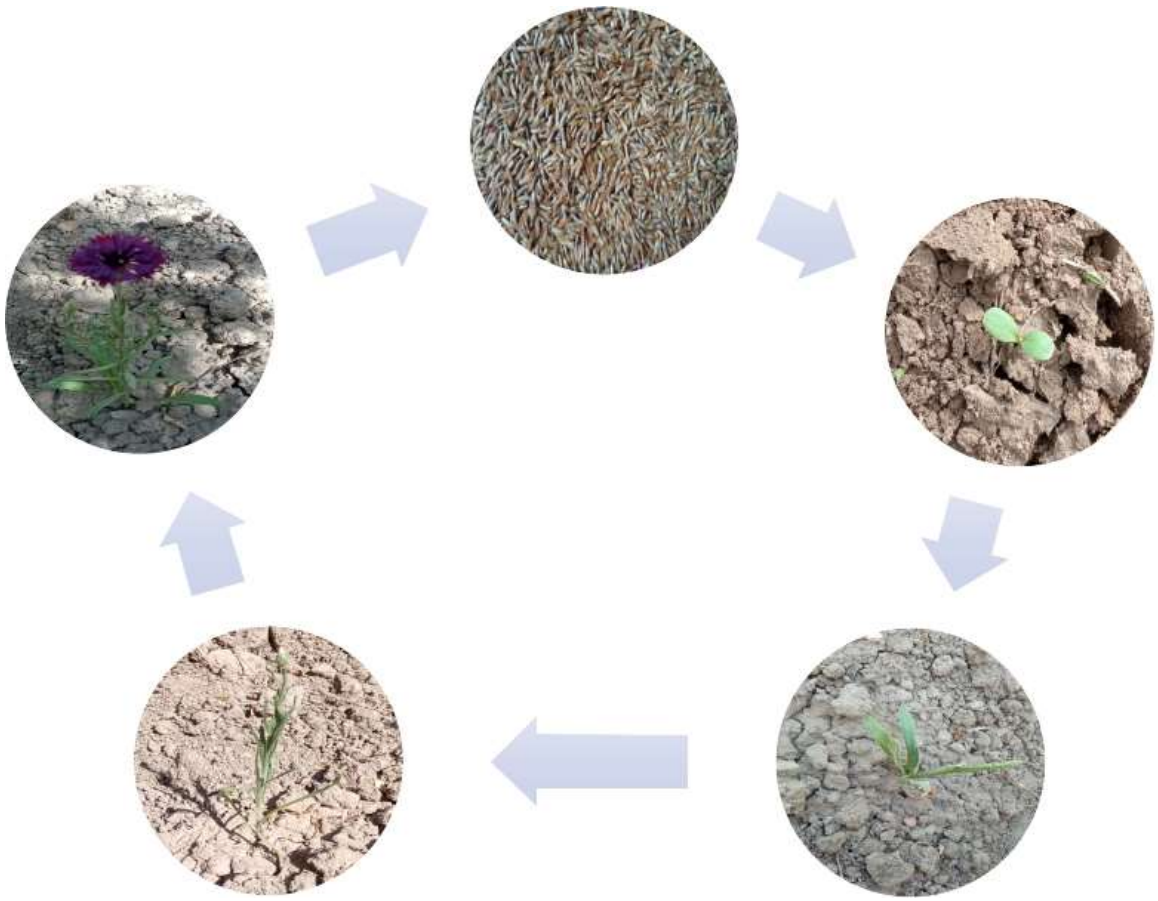
Возрастает спрос на лекарственные препараты из лекарственных растений в области медицины, важно предотвратить опасность потери лекарственных растений и увеличить площади посадок этих растений. Большое значение имеют лекарственные растения, из лекарственных растений можно получить особенно биологически активные вещества, и эти биологически активные вещества оказывают большое влияние на организм человека. Гликозиды, сапонины и флавоноиды получают из лекарственных растений. Одним из растений, из которых можно получить флавоноиды, является растение Centarea cyanus.

Centaurea cyanus L — из семейства сложноцветных. В настоящее время он находится под угрозой исчезновения в своей естественной среде обитания из-за интенсификации сельского хозяйства, выращивания лекарственных растений. Однако Centaurea cyanus в настоящее время также натурализован во многих других частях мира, включая Северную Америку и некоторые части Австралии

и Азии, в результате интродукции в качестве декоративного растения в садах и в качестве загрязнителя семян сельскохозяйственных культур. Centaurea cyanus — однолетнее растение высотой 30–60 см с серо-зелеными разветвленными стеблями. Листья ланцетные, длиной 1–4 см. Цветки чаще всего интенсивно-синего цвета и расположены в головках (головках) диаметром 1,5–3 см, с кольцом из нескольких больших, раскидистых лучевых соцветий, окружающих центральное скопление дисковых соцветий. Синий пигмент — протоцианин, который у роз красный. Плоды длиной около 3,5 мм с волосковыми щетинками длиной 2–3 мм. Цветет все лето. Плоды созревают в августе.

Посев. Летнецветущие растения посев проводят поздней весной (7 мая). Однако в умеренном климате можно сеять Centaurea cyanus и ранней осенью. В этом случае растения начнут цвести уже следующей весной. Во-первых, рекомендуемое расстояние между растениями составляет ок. от 30 до 40 см и Во-вторых, рекомендуемое расстояние между растениями составляет ок. от 20 до 30 см.[23] Centaurea cyanus может прорастать на глубину до 10 см, но наилучший результат достигается при глубине посева 1 см.[24] Всходы появляются быстро после посева. Длина семени 2,4-4,5 мм**.**

Сырые лепестки василька, используемые в качестве ингредиента для украшения десерта клубничного мороженого. Цветы Centaurea cyanus можно есть сырыми, сушеными или приготовленными.[28] Сушеные лепестки используют в пищу, в том числе и в приправах. Их основная цель — придать цвет еде. Есть сыры или масла, которые содержат сырые лепестки. Лепестки также можно добавлять в салаты, напитки или десерты для украшения в сыром или сушеном виде



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TA'LIM TIZIMIDA ANIQ FANLARNI O'QITISHDA AXBOROT TEXNOLOGIYALARINING AHAMIYATI

Madaminova Gulruh Qadamboy qizi
Jizzax davlat pedagogika universiteti, matematika va informatika fakulteti
4-bosqich talabasi

Annotatsiya: Maqolada matematika darslarida murakkab masalalarni kompyuter dasturlari yordamida yechishning samaradorligi xususida fikrlar berilgan.

Kalit so'zlari: axborot texnologiyalari, aniq fanlar, matematik dasturiy paketlar.

Hozirgi globallashuv sharoitida mamlakat iqtisodiyotini rivojlantirish, jahon hamjamiyatiga integratsiyalashuvini ta'minlashda har tomonlama kamol topgan yuksak ma'naviyatli, zamonaviy boshqaruv mexanizmlarini chuqur egallagan shaxsni tarbiyalab yetishtirish, uning ilmiy dunyo qarashini shakllantirish muhim ahamiyat kasb etadi.

Ta'limni rivojlantirish - mamlakat rivojlanishining asosiy omillaridan biridir. Chunki davlatning taraqqiy etishi fuqarolarning ma'naviy va ma'rifiy jihatdan yetuk, zamonaviy bilimlar bilan qurollangani hamda har tomonlama rivojlangan va jahon talablariga javob bera oladigan bilimli yosh kadrlari bilan belgilanadi. O'z navbatida jamiyatning barcha sohalarini rivojlantirish uchun ham bilimli kadrlar talab etiladi. Shunday ekan, ta'limni izchil rivojlantirish, yoshlarga zamonaviy bilimlar berish, ularga o'z ustlarida mustaqil ishlash va ilmiy izlanishlar o'tkazishni o'rgatish muhim ahamiyat kasb etadi.Hozirgi kunda axborot-kommunikatsiya texnologiyalari jadallik bilan rivojlanib borishi bilan, u jamiyatning barcha sohalariga kirib bormoqda. Ta'lim tizimida axborot-kommunikatsiya texnologiyalaridan foydalanish o'qituvchilar uchun bir qator: fan materiallarini elektron shaklda tayyorlash, taqdimotlar tayyorlash, mavzulami multimedia vositalari yordamida tushuntirish, tajriba ishlarini visual tarzda bajarib ko'rsatish, amaliy masalalarning yechimlarini yuqori aniqlikda olishni o'rgatish va boshqa ko'plab qo'shimcha qulayliklar yaratadi. Fanlarni o'qitishda axborot-kommunikatsiya texnologiyalaridan foydalanish fan xususiyatidan kelib chiqqan holda amalga oshiriladi. Xususan, aniq fanlami o'qitishda murakkab masalalarni yechish, ko'p bajariladigan sikllarni hisoblash, funksiyalar grafiklari, ayniqsa, uch o'lchamli grafiklarni chizish hamda barcha sohalarning murakkab masalalarini yechish o'rgatiladi. Bu masalalarni qo'lda yechish ancha qiyinchilik va muammolar tug'diradi. Shu sababli mazkur muammolarni kompyuter dasturlari yordamida yechish maqsadga muvofiq hisoblanadi.Yuqorida aytib o'tilgan masalalarni dasturlash tillari va matematik dasturiy paketlar yordamida hal qilish imkoniyatlari mavjud bo'lib, dasturlash tillarida har bir masalani yechish uchun uning

shu dasturlash tilidagi kodlarini tuzib chiqish talab etiladi. Bu usul ko‘pchilik uchun qulay bo‘lmagan usul bo‘lib, dasturlash tillarini bilmagan foydalanuvchilar uchun noqulayliklar keltirib chiqaradi. Ikkinchi usul uchun maxsus matematik tizimlar **Maple, Mathematica, MatCad, Matlablar** mavjud bo‘lib, bu tizimlardan foydalanish dasturlash tillari bo‘yicha maxsus bilimlami talab qilmaydi. Fizikadagi hayotiy masalarani yechishda **Maple** dasturi imkoniyatlaridan foydalanish, jarayonlarni harakatli ko‘rsatish imkoniyatlarini beradi.

Zamonaviy dasturlash tillarida ishlashda, masalan, matematik masalalarni yechishning maxsus dasturlari funksiya tarzida tuzib qo‘yilgan. Ayniqsa Matlab tizimining imkoniyatlari juda ko‘p bo‘lib, matematika kursida o‘rganiladigan murakkab masalalar yuqori tartibli matritsalar ustida turli amallar bajarish, teskari matritsani hisoblash, chiziqli va yuqori tartibli tenglamalar, ko‘p noma’lumli tenglamalar sistemasini yechish, tenglamalar grafiklarini ikki va uch o‘lchovli koordinatalar tekisligida tasvirlash, differencial tenglamalami yechish va shu kabi ko‘plab masalalarning yechimlarini sodda usullar bilan topish imkoniyatlari mavjud.

Xulosa o’rnida shuni aytishimiz mumkinki, bunday imkoniyatlarni bilgan yoshlarimiz kompyuter texnologialaridan to‘g‘ri foydalanib, faqat kerakli maqsadlarda, bilim saviyalarini oshirishda, tafakkurlarini kengaytirishda, innovasion g‘oyalarni shakllantishda qo‘llashlariga umid qilamiz.

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BLOOD CIRCULATION AND DEFECTS OF DEVELOPMENT IN THE EMBRYO

Odilov Ramziddin Dilshodovich
Student of the Termiz branch of the Tashkent Medical Academy
odilovramziddin2004@gmail.com
Muhammadiyeva Sojida Shavkat qizi
Student of the Termiz branch of the Tashkent Medical Academy
sherzodmuhammadiyev3@gmail.com
Tursunova Sevinch Xolmurod qizi
Student of the Termiz branch of the Tashkent Medical Academy
sevinchtursunova183@gmail.com
Uralova Marjona Muzaffar qizi
Student of the Termiz branch of the Tashkent Medical Academy
marjonauralova1212@gmail.com

Abstract: During the period of development and birth, the embryo receives all the nutrients and oxygen necessary for life from the mother's body. This process is carried out by satellite. This process happens as follows. There are three vascular structures in the umbilical cord: two umbilical arteries and one umbilical vein. As with the minor circulation, the umbilical arteries carry deoxygenated blood from the fetus to the placenta; and the umbilical vein returns oxygen- and nutrient-rich blood from the placenta to the fetus. After entering the body of the fetus, this oxygenated blood must be efficiently distributed throughout the body. However, in order for this to happen, the circulatory system of the unborn baby has a number of unique anatomical features that allow blood to circulate to the capillary beds where it is most needed.

Key words: foramen ovale, ductus arteries, ductus venosus, umbilical artery, placenta, umbilical cord, ductus venosus, heart defect, atherosclerosis, hypertrophy, ligation

These anatomical features: - oval hole. - ductus arteries - ductus venozusi Anatomy and physiology of umbilical arteries Umbilical arteries exist only during embryonic life. They are the first branch of the internal or hypogastric iliac artery, which joins the abdominal wall until it forms the abdomen, where it becomes the umbilical cord after birth. There are two umbilical arteries, each of which comes from one of the iliac arteries: right and left. Umbilical arteries carry partially deoxygenated blood from the fetus to the placenta. There, the blood releases carbon dioxide and receives oxygen to return to the body of the fetus through the umbilical vein. It is

important to note that this is partially oxygenated blood, because it is the same type of blood that circulates in the body of the fetus. However, compared to the blood from the umbilical vein, the oxygen content is low. After birth, the umbilical arteries disappear, and medial umbilical ligaments appear on the anterior abdominal wall. Anatomy and Physiology of the Umbilical Vein The umbilical vein originates in the placenta and passes through the umbilical cord until it reaches the fetal abdomen. Once there, it then passes through the sickle cell ligament of the liver to split into two smaller parts. One of them is the terminal vein of the umbilical artery, which joins the portal vein. From there, new blood rich in oxygen and nutrients reaches the liver. Up to 60-70% of the flow of the umbilical veins is channelized through this branch. The second branch, about 2 cm long, is known as the ductus venosus. After the fetus is born, the umbilical vein disappears and becomes the round ligament of the liver, and the ductus venosus gives rise to the venous ligament of the liver.

Anatomy and physiology of the orifice. Under normal conditions, blood flows from the right atrium to the lungs. But in intrauterine life, this is not necessary, because the lungs do not carry out any gas exchange. In this context, most of the blood in the right atrium passes directly into the left atrium through the foramen ovale. Only a small part reaches the right ventricle and pulmonary arteries and provides the minimum necessary flow for lung development. The foramen is a communication in the interatrial septum that allows blood to pass from the right side of the heart to the left without passing through the small circulatory circle. This ensures that oxygenated blood is directed to the vascular bed where it is most needed, reserving a minimum amount of partially oxygenated blood for the lungs. At this stage of development, the metabolic requirements of these organs are very low. The ovary closes spontaneously shortly after birth because the pressure in the pulmonary circuit increases after the fetus is born and breathes. If this does not occur, a congenital heart disease called "permanent foramen ovale" or "atrial septal defect" occurs, which in most cases requires surgical correction. Anatomy and physiology of the ductus arteriosus. As we mentioned earlier, most of the blood that reaches the right atrium goes directly to the left atrium. However, some of it still reaches the right ventricle and from there it passes to the pulmonary arteries. However, despite the foramen ovale, the volume of blood reaching the pulmonary artery is greater than what the lungs require. Therefore, there is a communication that stops the passage from the pulmonary artery to the aorta. This connection is called the ductus arteriosus, and it allows excess blood reaching the small circulation to be diverted to the aorta and the main circulation, leaving a minimal amount in the lungs. In addition to the

ductus venosus, blood from the liver reaches the inferior vena cava through the suprahepatic veins, and from there it reaches the right atrium. Due to the difference in blood density in the ventus venosus and suprahepatic veins, they do not mix and reach the right atrium in parallel streams. A few minutes after birth, due to pressure changes in the blood circulation, the venous channel closes and disappears completely from 3 to 7 days. Its remains give rise to the venous ligament of the liver.

Heart defects are persistent defects, defects and changes in the anatomical structure of the heart; interferes with normal blood flow. A distinction is made between congenital and acquired heart disease. Congenital heart defects occur as a result of incorrect formation of the fetal heart and large vessels of the heart during embryonic development. In the early period of pregnancy, poisoning of the mother's body, suffering from some diseases, biological effects of ionizing rays, genetic diseases and other factors are the causes. In infancy (up to 1 year of age), incomplete development of the cardiovascular system (for example, open arterial passages or incomplete completion of the foramen ovale) is also included in Heart defects.

Heart disease can be congenital or acquired.

The most common types of Congenital Heart Diseases are: various combinations of abnormal paths between the large and small blood circulation circles, as well as narrowed or occluded areas in the large vessels of the heart (for example, the pulmonary artery and aorta), or the wrong location of these vessels; mixed vices; defects related to the number and structure of heart chambers.

Depending on the degree of mixing of arterial and venous blood, some congenital heart defects occur with cyanosis (blue defects) and some without cyanosis (white defects). It depends on the direction in which the blood flows (direction of the shunt), the level of pressure increase in the pulmonary artery, and the condition of the heart muscles. Physical maldevelopment of the child, paleness or blueness, shortness of breath, changes in the size and position of the heart, heart murmurs, etc. are typical signs of congenital heart defects.

Patent ductus arteriosus

Patent ductus arteriosus, or PDA, is a heart defect that can develop soon after birth. This affects the blood flow through the baby's lungs. Mild PDA may not need treatment, but some children with the defect may require catheterization or surgery.

PDA causes babies to bleed too much into their lungs. As the baby develops in the womb, the opening between the aorta and the pulmonary artery (ductal arteriosus) allows blood to bypass the baby's lungs and go directly to the body. Blood does not have to go to the lungs first, because the mother supplies oxygenated blood to the

baby through the placenta. The ductus arteriosus should close on its own within a few days after birth. If the foramen does not close, this connection between the arteries is patent or patent ductus arteriosus. Small connections may not cause problems, but larger connections can cause a number of symptoms and require closure. Causes of patent ductus arteriosus.

Treatment

Symptomatic PDA can be treated with both surgical and non-surgical methods. Conservative - Newborns without unpleasant symptoms can be observed simply as an outpatient.

Surgically, the DA can be closed by ligation (although support in preterm infants is mixed). [8] This can be done manually and can be closed, or with intravenous plugs or plugs that cause intravascular thrombus formation.

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BASIC PRINCIPLES OF TRANSLATION THEORY

To‘rayeva Sayyora
Termiz State University
Faculty Of Foreign Philology
Student Of The 2nd Year Of Guiding And Interpreting

Annotation : In this article, information about the theory of translation and its origin is presented and discussed

Key words : Eastern and Western nations , theory of translation , world translation science .

In the Uzbek literature of the period of independence, along with all types and genres, growth and changes are clearly visible in the practice of literary translation. Again, it is a good thing that the translation from the original language is being traced. The fact that these young people are testing their talent and starting to read the literature of the Eastern and Western nations directly in our mother tongue raises great hopes.

At the same time, he is also taking the initiative to translate masterpieces of Uzbek literature into languages. The result of this work was that the Department of Literary Translation and International Relations under the Writers' Union of Uzbekistan established the "School of Young Translators" in cooperation with universities in the capital and regions that support young artists in our republic. it can be seen in the example of the first translated works being published in "Adib" publishing house, the regular publication of "Jahon Liyatari" magazine and many other products. After all, it is no secret that the honorable task of translating the examples of Uzbek literature into foreign languages and the masterpieces of world literature into our mother tongue depends on the talent and enthusiasm of today's generation.

Until the 20th century, the word "translation" was used only for the translation of historical, philosophical, literary and artistic works. In relation to the interpreter, the term "tilmoch" is used in Turkic peoples, "dolmetechen" in German, and "interpreter" in English and French. The general statement about the theory of translation has gained meaning in this regard. The first studies devoted to the theory of translation began to appear in the 20s and 30s of the last century. In the books of Amos, Postget, Finkel, Alekseev published during this period, and in Sanjar Siddiq's pamphlet "The Art of Literary Translation" (1936), we find theses that recognize the theory of translation as a science. In the 1950s, after the publication of articles on the theory of translation by the famous translator Ivan Kashkin and the linguist

Reformatsky, debates in this field began. Professor Reformatsky put forward the idea that "although the practice of translation serves all disciplines, the theory of translation cannot be an independent science, but can only be a branch of linguistics." After that, a number of studies and articles were published that approved and criticized them. 1953 ¬The International Association of Translators (FIT) was founded. Since 1955, its organ "Babil" (Babel) ¬magazine has been published.

Later, the studies of world scientists devoted to the problems of translation theory and translation criticism were published one after another. This determined the development of scientific research of scientists. By the 70s of the last century, an independent science called translation studies was formed in world philology.

Scholars such as Jumaniyaz Sharipov, Ninel Vladimirova, Gaybulla Salomov, Najmiddin Komilov, and Qudrat Musaev have made a great contribution to the development of translation studies in Uzbekistan. Today, the Uzbek translation school is recognized in the world translation science. Over the past twenty years, dozens of rare examples of Eastern literature have been translated into Uzbek. If until the 80s of the last century, most of such works were translated through the Russian language, and the Uzbek people got acquainted with examples of Eastern literature in the shade of indirect translations, since the 90s, more attention has been paid to direct translation from Eastern languages. began to be given. During this period, the work of translating samples of Uzbek literature into Eastern languages rose to a new level. The works of Cholpon, Abdulla Kadiri, Oibek, Gafur Ghulam, Pirimkul Kadirov, Adil Yakubov, Said Ahmed, Shukrullo, Otkir Hashimov and other writers were translated into Eastern languages such as Turkish, Chinese, Arabic, and Korean. Nevertheless, the number of works translated from Uzbek into Eastern languages is much less than the translations from Eastern languages. The reason for this, in my opinion, is the small number of local experts who translate Uzbek works into foreign languages. If we consid er this as an example of translations from Uzbek and Turkish languages, we can see that until today, the works of Uzbek writers translated into Turkish have been translated by Turkish translators. This can also be said about translations into other languages. The translator's work is never secondary should not be understood. His work is equal to the work of a writer.The famous aphorism of the great Humboldt "language is activity".applies more to translators than anyone else. Translatormoves the tongue. His work turned the language into a source of activity, and turns activity into a source of language. Already the work of the translator therefore, the treasures of your language are new words, terms, expressions, sentences with strange,

unprecedented, untested syntactic constructions, get rich The language is renewed due to the creative work of the translator.

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THE PRINCIPLE OF OPERATION OF THE WIND POWER PLANT AND ITS ADVANTAGES

Xabibullayev Muhammadabdulloh Ahmadullah ugli
Andijan Institute of Agriculture and Agrotechnologies
Ibrohimov Shuhratbek Ravshanjon ugli
Andijan Institute of Agriculture and Agrotechnologies
Saidmurodov Iskandar Abdugaffor ugli
Andijan Institute of Agriculture and Agrotechnologies

Key words: Wind energy, savings, energy resources, Wind energy, wind speed, country development and development strategy.

Abstract. Wind is the movement of air masses as a result of changes in pressure due to the intensity of sunlight. The conversion of mechanical energy generated by air flow into electrical energy is carried out with the help of wind power plants. Wind energy is an environmentally friendly source of energy. Germany ranks first in the use of wind energy.

Introduction. A wind power plant is a device that converts the kinetic energy of the wind flow into electrical energy. It consists of a wind engine, an electric current generator, an automatic device controlling the operation of the generator and the engine, as well as the structures where they are installed. Wind power plants are often used as a source of electricity in regions with high average annual wind speed greater than 5 m/s and far from centralized power supply networks, for example, in Central Asia - in steppes, deserts and semi-deserts. At the wind power station, it is possible to generate electricity from 8 kW to 1.2 mW. Humanity has been using wind energy long before water power and steam turbines. In England, Germany, France, Denmark, Holland, the USA and other countries, wind energy has been used on a very large scale in agriculture and industry. The ongoing reforms in the use of wind energy are to create large capacity wind generators and to connect their energy to existing power grids and use them as the main grid. The Republic of Uzbekistan was the first to install the largest wind farm in the recreational zone of the Charvoq reservoir. The installation of the wind energy equipment with the power of 750 kW was carried out with the help of the South Korean company <<Doojin Co.LTD>>. Anemometers measuring wind speed and other control-measuring devices are installed on a 40 meter-high tower at the wind energy-equipment site. The wind power plant produces 12,3 million kWh of electricity in a year, as a result of which 700,000 cubic meters of natural gas is saved. According to the report of the Uzgidromet Institute, the average

wind speed in the area where the wind power plant is installed is 4,3 m/s. and in the winter season it is 6,7-7,1 m/s.Wind speeds ensure stable operation of the wind energy equipment.

Interest in wind energy began in the 1970s after the 1973 oil crisis. The crisis has made many countries dependent on oil imports, and this has led to the search for options to expand this dependence. In the mid-1970s, Denmark began testing modern wind turbines. Later, the Chernobyl tragedy also sparked interest in renewable energy sources. California has implemented one of the first wind energy incentive programs, introducing tax credits for wind energy producers. By the beginning of 2019 the total installed capacity of all wind turbines exceeded 600 gigawatts. Since 2019 the average increase in the total capacity of all wind turbines in the world is 38-40 gigawatts per year, and this is due to the rapid development of wind energy in the USA, India, China, and the European Union. In 2008 more than 400,000 people were employed in the wind energy industry worldwide. In 2008 the global market for wind energy equipment grew to 36,5 billion euros, or approximately 46,8 billion US dollars. Wind tunnels met about 30 percent of Denmark's energy needs in 2012. The Danish government plans to increase this number to 50% by 2020, and totally plans to! Transition to renewable energy sources by 2050. By 2020, the expected level of employment in the wind energy sector in the European Union labor market is estimated at 520,000 jobs. By 2030, this number will increase to 795,000 (62% of workers will be involved in offshore projects. Today, US wind farms generate enough electricity to power more than 11 million homes, as well as offers at least 75,000 jobs in the manufacturing, construction and maintenance sectors. The above cases clearly show that wind is not just clean air; it is an energy revolution, providing the energy we need to develop without polluting our environment. This is the future technology.

$1.8 billion wind power plant to be built in Bukhara Main news of JSC $1.8 billion wins power plant to be built in Bukhara The Chinese company Liaoning Leader has begun construction of a wind power plant in the Gijduvon district of Bukhara region, the Ministry of Foreign Affairs of Uzbekistan reported. service. On September 22, a solemn ceremony was held to install the tower for measuring wind power. The total cost of the project is 1.8 billion dollars, and the production capacity is 1.5 thousand MW. The government allocated land for 6,000. The project is planned to be implemented in 3 stages. At the first stage, it is planned to attract foreign direct investment worth 240 million dollars for the construction of a 200 MW power plant. In April 2015, the German companies GEO-NET and Inec-GOPA developed a map of

wind power in six regions of Uzbekistan. According to the results of these studies, the forecast potential in the field of wind energy is 17 thousand square meters. m. in the area is 1.07 trillion kWh of electricity per year. Currently, only one experimental wind power plant with a capacity of 750 kW has been built in Tashkent region. In May 2017, President Shavkat Mirziyoyev adopted the program for the development of renewable energy sources in Uzbekistan in 2017-2025. The implementation of programs on the construction of solar power plants, the construction and modernization of hydroelectric power plants will allow to increase the share of renewable sources in the energy produced in 2025 from 12.7 percent in 2016 to 19.7 percent. It is a renewable energy source. Wind is a rich and inexhaustible resource, which means you can always rely on the original source of energy, which means there is no expiration date. Also, it can be used in many parts of the world. To produce and store the same amount of electricity, wind farms require less land than photovoltaics. It is also reversible, which means that the existing area of the park can easily be restored to update the existing area.

Summary. Over thousands of years, wind energy technology developed slowly and did not attract enough attention. However, due to the World Petroleum Convention of 1973, under the dual pressure of conventional energy emergency and global environmental degradation, wind power has re-emerged as part of new energy. As a new source of non-polluting and renewable energy, wind power is especially important for development in coastal islands, remote mountainous areas with inconvenient transportation, low-income grazing pastures, and rural areas far from the grid and nearby grids. has great potential. Borderland is of great importance as a reliable solution for production and living energy. Even in developed countries, wind power is valued as a clean and fresh source of new energy.

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TERMINLAR ASOSIDA TIL O`RGATISH SAMARADORLIGI

Shoynazarova Vazira Khushbakovna
The teacher at Termez Institute of Agrotechnologies and Innovative Development E-mail: vaziraxon.ru@mail.ru
Ergasheva Umida Asad qizi
Student of the Termez Institute of Agrotechnologies and Innovative Development

Inson paydo bo`libdiki, doim kasb-hunarga ehtiyoji bor. Chunki, kasb-hunar uning barcha ijtimoiy zaruratlari echimi hisoblanadi. Qadimdan har bir kasb-hunarning o`z tartib-qoidalari ishlab chiqilib, ularning bayoni haqida maxsus risolalar yozilgan. Chunonchi: dehqonchilik, duradgorchilik, sartaroshlik, qassoblik, temirchilik, chilangarlik, kulolchilik, chorvachilik, tijorat va boshqa kasb-hunarlarning yozma manbalari bizlargacha yetib kelgan . Albatta, bu odamzodning doimiy ehtiyojidan kelib chiqqan. Hozirda ham ayni kasb-hunar va uning odob-axloqi bilan bog`liq yuzlab nashrlarga ko`zimiz tushadi.

Til o`rganuvchilar quyidagi talablarga muvofiq bo`lishlari kerak. Kasb-hunarga oid mavzulardagi aniq normativ nutqning asosiy ma’nolarini tushuna oladi. Shaxsiy qiziqish yoki kasbga oid kundalik voqealar va dasturlar haqidagi teleradio yangiliklar sekin, biroq ravon gapirilganda ularning asosiy mazmuni va g’oyasini tushuna oladi. Batafsil yozishga yo’riqnomalar yoki ko’rsatmalarni tushuna oladi va ularga amal qila oladi. Tanish mavzudagi muhokamaga kirisha oladi.

Gapirish; Diolog sayohat mobaynida yoki kasbiy sohada vujudga kelishi mumkin bo’lgan aksariyat vaiyatlarda muloqot qila olish. Hammabop, ham kasb-hunarga oid masalalar bo’yicha ma’lumot oladi va bera oladi, hamda fikr almasha oladi.

Yo’riqnomalar yoki ko’rsatmalarni tushunib, amal qila oladi. Rasmiy suhbatda, masalan ishga joylashish yoki stipendya olish uchun bo’ladigan suhbatda oldindan kutsa bo’ladigan savollarga javob bera oladi. Yuzma-yuz muloqotda yoki telefon orqali uchrashuv yoki tadbir vaqti va joyini rejalashtira oladi. Kasb-hunarga oid mavzudagi savollar bera oladi va ularga javob qaytara oladi.

Monolog: Ixtisoslikka oid yoki boshqa tanish mavzularda qisqa mantiqiy fikrlar bilan bog’langan taqdimot qila oladi. O’qish: Ixtisoslik sohalarida faktlarga asoslangan murakkab bo’lmagan matnlarni to’liq tushuna oladi. Kundalik va asosiy kasb-hunarga oid xujjatlardagi, masalan, xabarlar, qisqa rasmiy hujjatlardagi tegishli ma’lumotlarni topa oladi va tushuna oladi.

Asbob-uskunalar va qurilmalarni ishlatish va ekspluatatdsya qilish bo’yicha yozma yo’riqnomalarni tushunib, ularga amal qila oladi. Yozish: Shaxsiy va kasbiy

kontekstlarda qaydlar va xabarlar yozib, ularning shoshilinchligi, muhimligi yoki zarurligini ifodalay oladi. Standart formaga asoslangan qisqa kasbga oid hisobotlar yoza oladi. Ish joyi bilan bog'liq masalalar va vujudga keladigan vaziyatlar bo'yicha oddiy hisobotlar yoza oladi. Rezyume va tavsiya xatlarini yoza oladi.

Til kompetensyasi: Fonetik kompetensya: Taqdimotlar va muhokamalarda ta'kidlash maqsadida urg'u va intonatsyadan to'g'ri foydalana oladi.

Leksik kompetensya: kasb-hunarga oid lug'at boyligidan faol foydalana oladi. O'z, sohalarida keng tarqalgan xalqaro va turdosh so'zlarni taniydi va ishlata oladi. O'z ixtisosligi doirasi va undan tashqarida so'z tuzilishi elementlari (qo'shma so'zlar, prefikslar, suffikslar, so'z o'zagi)ni taniydi va tushuna oladi.

Grammatik kompetensya: Kommunikativ maqsadlarda zarur bo'ladigan chet tili grammatikasining barcha asosiy elementlarini taniy oladi va ulardan to'g'ri foydalana oladi.

Tadqiqotlarda terminologiya so'zi quyidagi ikki ma'noda qo'llaniladi:

1. Terminologiya bu maxsus ma'noni ifodalovchi so'z va so'z birikmalarining yig'indisi, majmui.

2. Terminologiya bu terminlar, ularning grammatik tuzilishi va tilda amal qilishi bilan bog'liq qonuniyatlarni o'rganish bilan shug'ullanuvchi tilshunoslik fanining bir bo'limidir.

A.A.Reformatskiyning ta'kidlashicha, termin doimo muayyan, terminologik maydonga tegishli bo'ladi va ana shu maydon ichida u birgina ma'noga ega bo'ladi. Demak, ma'lum bir sohaga oid predmet yoki tushunchalarni ifodalovchi terminlar bir-biri bilan ma'nosi, leksik gramatik strukturasi va boshqa xususiyatlari bilan uzviy bog'liq holda terminologiyani tashkil etadilar.

Ingliz tilini talabalarga o'rgatishda Grammatik tarjima usuli, kinetic usul audiovisual, audiolingual va bir qator shu kabi usullardan foydalanishimiz mumkin. Shundan kelib chiqib biz talabalarga dars berayotganimizda talabalarning qiziqishlari hamda ular egallaydigan kasb-hunarga qarab ularga yangi terminlar hamda iboralarni o'rgatib borishimiz zarur. O'rgatish jarayonida talabalarning kasblarida vujudga keladigan vaziyatlarni auditoriyada talabalarni kichik guruhlarga bo'lib yuzaga keltirsak, talabalar o'rganayotgan so'z va terminlar ularning xotirasida yaxshiroq qoladi. Shuningdek axborot texnologyasi vositalaridan va o'rganilayotgan terminlar yuzasidan xar xil o'yinlar tashkillashtirsak va o'rganilgan termin va iboralarni tez- tez takrorlasak maqsadga muvofiq bo'ladi. Misol tariqasida tibbiyotga yo'nalishidagi talabalarga darslik bilan bir qatorda ularning yo'nalishlariga oid terminlar ham o'rgatib borilishi zarur.

Masalan:

Injury - jarohat
Blood- qon
Injection - ukol
Infection - infektsya
White coat - oq xalat
Crash - sinish
Glove - qo'lqop
Skalpel - scalper
Bandage - bint
Drug - dori
Hospital - kasalxona
Polyclinic - poliklinika
Vaccine against - qarshi emlash
Cotton - paxta
Alcohol - spirt
Tow - jgut
Ward - palata
Doctor - shifokor
Nurse - hamshira
Patients - bemorlar
Take care of - g'amxo'rlik qilish
Disease - kasallik
Fever - isitma
Flu - tumov
Influenza - gripp
Headache - bosh og'rog'i
Prescription – ritsep

Shuningdek texnikaga oid misollarni ham keltirish mumkin:

1.Technique - texnika
2.Mechanic - mexanik
3.Automobile - avtomobil
4.Oil change - moy almashtirish
5.Equipment - asbob uskunalar
6.Balon - balloons
7.Headlight - fara
8.Accidents - baxtsiz xodisa(avariya)
9.Car seat - mashina o'rindig'i
10.Fix the car - mashina tuzatish

Xulosa qilib aytganda biz yuqoridagi misollarni ro'yxatini uzoq davom ettirishimiz mumkin. Bundan ko'rinib turibdiki agarda biz texnika sohasida o'qiydiganlarga texnikaga, Iqtisod sohasida o'qiydigan talabalarga iqtisodga oid, bank sohasida o'qiydiganlarga bankga oid, qishloq xo'jaligida o'qiydigan talabalarga qishloq xo'jaligiga oid, turizm sohasida tahsil oladigan talabalarga turizmga oid, moliya sohasida tahsil oladigan talabalarga moliyaga oid, tikuvchilik sohasida tahsil oladigan talabalarga tikuvchilikka oid, oshpazlik sohasida tahsil oladigan talabalarga oshpazlikka oid, qandolatchilik sohasida tahsil oladigan talabalarga qandolatchilikka oid shuningdek qolgan barcha sohada tahsil oluvchi kasb-hunar egallovchi talabalarga o'z sohalari bo'yicha terminlar va iboralarni o'rgatib borsak maqsadga muvofiq bo'ladi.

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