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**«YANGI O‘ZBEKISTONDA  
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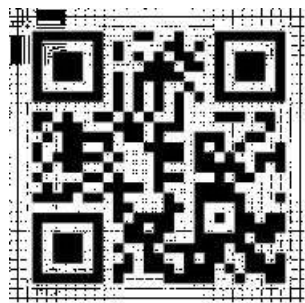
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***Fazlulloh ibn Ro'zbexon hayot yo'lini o'rganish va tahlil qilish***

**Yakubova Sitora Sharipovna**

**Annotatsiya:** XVI asr Buxoro siyosiy hayoti haqidagi tarixni eng samarali va so'nggi usullari yordamida ochib berish, bu davr siyosiy hayotiga nisbatan turli davrlarda yashab ijod qilgan tarixchilar ya'ni, XX asr o'rtalaridagi tarixchilar-olimlar tomonidan amalga oshirilgan tadqiqotlar, mustaqillik yillarida amalga oshirilgan ishlar, shuningdek, XX asr oxirlaridan xorij mamlakatlarida amalga oshirilgan ilmiy izlanishlar, ular tomonidan bildirilgan fikr va mulohazalarini tadqiq etish va tahlil etish, shu orqali Buxoro tarixini yanada rivojlanishiga hissa qo'shishdan iboratdir.

**Kirish so'zlar:** "Mehmonnomayi Buxoro", Nuri Islomiya, Buxoro, Movarounnahr, Muhammad Solihning "Shayboniynoma", Mirzo Muhammad Haydarning "Tarixi Rashidiy"

Afzaluddin Fazlulloh ibn Jamoluddin Ro'zbexon ibn Fazlulloh ibn Muhammad Xunjiy al-Isfixoniy (1457-1521) - o'rta asr fors tarixchisi, olimi va shoiri. U Oqqo'yunlilar davlati, Temuriylar davlati va Shayboniylar davlati tarixini yetarlicha batafsil yoritgan va yozgan olim sifatida tanilgan. Diniga ko'ra sunniy, shayboniylar tarafdori. Fazlulloh ibn Ro'zbexon 1457-yilda Sheroz shahri yaqinidagi Xunji qishlog'ida, o'sha paytda Oqqo'yunlilar davlati hududida tug'ilgan. Uning otasi ko'zga ko'ringan islom ilohiyotchisi va faqih - Isfaxon zodagonlaridan bo'lgan Jamoliddin Ro'zbexon bo'lib, keyinchalik Tabrizga ko'chib kelgan. Fazlulloh ibn Ro'zbexon bolaligida ham, o'smirligida ham Sheroz va Isfahon madrasalarida tahsil olgan. Isfahonda tahsil olib, shu shaharning nisbasini qabul qilib, keyinchalik Ro'zbexon Isfahoniy nomi bilan mashhur bo'lgan. 1474-yilda 17 yoshida Hijozga, ikkinchi marta 25 yoshida esa Makkaga sayohat qiladi va u yerda Qur'on va arab adabiyotini o'rganadi, misrlik va hijozlik shayx va olimlarning darslarini tinglaydi. Bo'lg'usi olim Ibn Ro'zbexon dunyoqarashining shakllanishida mashhur misrlik tarixchi va tilshunos Shamsuddin Muhammad as-Saxaviydan(1427-1497) olgan darslari katta ahamiyat kasb etdi. Shundan so'ng Madinada tahsil oldi. 1482-yilda Qohirada tahsil oldi. Yoshligidan fors tilida she'r yoza boshlagan Ibn Ro'zbexon o'qishni tamomlagandan so'ng Tabrizga ko'chib o'tadi va u yerda Sulton Yoqub davrida saroy a'yonlaridan biri bo'lgan. Ikkinchi sayohatidan Sherozga qaytib kelgan Ibn Ro'zbexon "Xalli tajrid" va "Badi' az-zamon fi qissat Hay ibn Yaqzon" ("Hayy ibn Yaqzon qissasi haqida zamon ajoyibotlari") nomli asarlarni yozdi. Marhum arabshunos olim M. A. Salsning fikricha,



keying asar Ibn Sino va XII asr faylasufi Ibn Tufayl risolalari mavzuiga taqlidan yozilgan. 892/1486 yili Ibn Ro'zbexon bizgacha yetib kelmagan mazkur asarni Oqqo'yunlilar sulolasidan bo'lgan Sulton Yoqubga (884/1479-895/1490) taqdim etadi va shu yildan boshlab u Sulton Yoqub devoniga kotiblik xizmatiga o'tadi. 897/1490 yili kotib-olim Sulton Yoqub davlatni idora etgan davriga oid "Dunyo ziynati bo'lgan Aminiy tarixi" nomli asarini yozib tugatadi. Bu asarning qo'lyozma nusxalari Parij va London kutubxonalarida saqlanmoqda. 1957-yili yirik sharqshunos olim V. F. Minorskiy tomonidan bu asarning qisqartirilgan inglizcha tarjimasini Londonda nashr etildi. 1490-yilda Sulton Yoqub vafotidan so'ng uning o'rniga Boysang'ur bin Yoqub keladi va Ro'zbexon Oqqo'yunli saroyida xizmat qilishda davom etadi. Ibn Ro'zbexon 909-1503-yili Eronda davlat tepasiga Ismoil I ning kelishi bilan Tabrizdan Kushonga kelishga majbur bo'ladi. Bu yerda shia mazhabida bo'lgan Hasan ibn Muayyad al-Hilliyning (1250-1325) "Haqiqat yo'li.." nomli asariga qarshi o'zining "Noto'g'ri yo'ldan qaytish" nomli munozarali asarini yozadi. 909-1503-1504 yili Ibn Ro'zbexon shialar ta'qibi ostida Xurosonga qochishga majbur bo'ladi. Keyinchalik u Temuriylar davlatiga qarashli Hirotga ko'chib o'tadi va Husayn Boyqaro qo'l ostidagi saroy a'yonlaridan biriga aylanadi. Bu yerdagi siyosiy hodisalar tezda olimni Muhammad Shayboniyxon (1500-1510) huzuriga, Buxoroga borishga majbur qiladi. Bu yerda yashagan davrda Ibn Ro'zbexon bir qancha asarlar yozdi. Jumladan, 914/1508-1509 yili "Mehmonnomayi Buxoro" ("Buxoro mehmonnomasi") nomli yirik, qimmatli tarixiy asarni yozgan 1510-yili Shayboniyxonning vafotidan keyin Ibn Ro'zbexon Samarqandda yashaydi. Ko'p yillardan so'ng Buxoroga ko'chib o'tadi va Shayboniyxon davlatida Ubaydullaxon qo'l ostidagi saroy a'yonlaridan biriga aylanadi. Bu davr haqida u o'zining "Suluk al-muluk" ("Podshohlarga yo'l-yo'riq") nomli asarida yozadi.

Kotib, olimning "Suluk al-muluk" nomli asari shariatning yo'l-yo'riqlari asosida davlatni idora qilish masalalariga bag'ishlangan bo'lib, 15 bobdan iborat. Bunda shoh saroyidagi lavozimlarga kishilarni tayinlash, ularning vazifalari, haj marosimini tashkil etish, juma kunida bo'ladigan yig'ilishlar, hayitlar, xayru ehsonlar tarqatish, soliqlar joriy qilish va ularni yig'ib olish, topib olingan va davlat hisobiga o'tkazilgan mol-mulk, jazo berish qonunlari, qo'zg'olonlarni bostirish, urushda olingan o'ljalarni taqsimlash, turli davlat qonunlari, xristian va yahudiylarga munosabat kabi masalalar talqin etilgan. Bu asar bizgacha bir necha nusxalarda yetib kelgan bo'lib, uning Ibn

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Ro'zbexon qo'li bilan yozilgan dastxati SSSR FA Sharqshunoslik institutining Leningrad bo'limida saqlanmoqda.

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**EXPLORING THE LATIN ROOTS OF CHEMICAL TERMINOLOGY:  
NAMES OF CHEMICAL ELEMENTS, ACIDS, AND OXIDES**

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**Abstract.** This article explores how Latin has influenced chemical terminology, including element names, acids, and oxides. It highlights Latin roots in names like hydrogen, oxygen, and elements such as gold and uranium. Latin origins are also evident in acid names like hydrochloric and acetic acid, and oxide names like carbon dioxide. This influence adds historical depth to chemistry's language, connecting it to its linguistic roots.

**Key words:** Chemistry, Latin roots, chemical terminology, element names, acids, oxides, the Periodic Table, hydrogen, oxygen, gold, uranium, hydrochloric acid, acetic acid, sulfuric acid, citric acid, carbon dioxide, silicon dioxide, iron oxide, water, historical connection, and linguistic influence.

**Introduction.** Chemistry, often called the central science, has deep roots in Latin, a classical language that has left a profound mark on the terminology of this field. From this article, we will look into the Latin origins of chemical nomenclature, and explore the names of chemical elements, understanding acids, and finding out the properties of oxides.

**I. Influence of Latin on Element Names:**

There are eleven elements represented in the periodic table by letters not in line with their names:

- Sodium (Na – Natrium)
- Potassium (K – Kalium)
- Iron (Fe – Ferrum)
- Copper (Cu – Cuprum)
- Silver (Ag – Argentum)
- Tin (Sn – Stannum)
- Antimony (Sb – Stibium)



- Tungsten (W – Wolfram)
- Gold (Au – Aurum)
- Mercury (Hg – Hydrargyrum)
- Lead (Pb – Plumbum)

Nearly all of these elements were known in ancient times and therefore carry over their Latin names. Some of the names also led to other words that are common in the English language. For example, plumbum, Latin for Lead (Pb), is where we get the words plumber and plumbing, because lead was used in water supply pipes for centuries.

Other names have different origins. For instance, hydrargyrum, the Latin name for Mercury (Hg), was taken from the original Greek hydrargyros, which meant “water silver.” Also historically known as “quicksilver,” elemental mercury is a shiny silver metal that is liquid at room temperature.

## II. Acids: Latin Roots in Chemical Transformations

Latin forms the basis of many European languages such as French, Italian, and Spanish and was used for centuries as the main “lingua franca” of the Roman world, spreading with the expansion of the Roman Empire (1) and later, the Catholic Church (2). Latin has also influenced the English language (3); in fact, many everyday English words have a Latin origin. Examples include: introduction, penultimate, minus, mile, contra- dict, omnipotent, professor, vice president and senate, to name just a few. It is obvious that there would be many scientific and chemical words that have a Latin derivation. There would be two main reasons for this: first, in the western world, Latin was used as the language of scholarship well into the 17th century: the last great English-speaking scientist who used Latin was Isaac Newton in his Principia Mathematica in 1687 (3); second, early Western chemists in the 18th and 19th century, usually had a classical education, steeped in Latin and Greek, so that when it came to describing a new scientific or chemical term, they resorted to their knowledge of Latin and Greek to coin the new word.

## III. Oxides: Latin Foundations

Oxides, compounds formed through the reaction of an element with oxygen, often have Latin origins in their names:

1. Carbon Dioxide (CO<sub>2</sub>) - "Carbon" connects to "carbo," the Latin word for charcoal or coal, highlighting its carbon content.

2. Silicon Dioxide (SiO<sub>2</sub>) - "Silicon" originates from "silex," the Latin word for flint, and "dioxide" denotes the two oxygen atoms it contains.

3. Iron Oxide (Fe<sub>2</sub>O<sub>3</sub>) - "Iron" is derived from the Latin "ferrum," and "oxide" signifies the presence of oxygen.

4. Water (H<sub>2</sub>O) - While not always considered an oxide, "hydro" relates to water's Latin origins in "hydrogenium."

Understanding the Latin roots of oxide names adds a linguistic dimension to these fundamental compounds.

**Conclusion.** Chemistry's Latin roots are directed into its terminology, giving both scientific accuracy and a historical connection to ancient civilizations. Latin origins of chemical element names, acid nomenclature, and oxide terminology not only increases our understanding of chemistry but also reminds us of the history of classical languages in today's world. Chemistry gives us a unique bridge that is between the sciences and the humanities, showing us the rich human knowledge and the discoveries.

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**БУХОРО АМИРЛИГИ ТАРИХИ ҚЎҚОН МУАРРИХЛАРИ АСАРЛАРИДА**

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**Аннотация**

Ушбу мақолада Бухоронинг мангитлар ҳукмронлиги тарихи қўшни хонликлар, хусусан, Қўқон хонлигида ёзилган асарлар асосида ёритилган. Жумладан, Қўқон тарихчиларидан Муҳаммад Ҳакимхон ва Аваз Муҳаммад Аттор Хўқандий каби тарихчилар асарлари ҳақида маълумот берилган.

**Калит сўзлар:** Бухоро, Қўқон тарихчилари, Муҳаммад Ҳакимхон, Аваз Муҳаммад Аттор Хўқандий, «Мунтахабут-таворих», «Тарихи жаҳоннамои», В.В.Наливкин.

**Аннотация**

В данной статье освещена история правления мангитов в Бухаре на основе произведений историков соседних ханств, в частности Кокандском ханстве. Представлена информация о работах таких историков, как Мохаммад Хаким Хан и Аваз Мохаммад Аттар Хоканди.

Ключевые слова: Бухара, историки Коканда, Мухаммад Хакимхан, Аваз Мухаммад Аттар Хоканди, «Мунтахабут-Таварих», «Тарихи Джахоннамои», В. В. Наливкин.

**Annotation**

This article highlights the history of the reign of the Mangits in Bukhara based on the works of historians of neighboring khanates, in particular the Kokand Khanate. Information is provided on the works of historians such as Mohammad Hakim Khan and Awaz Mohammad Attar Khokandi.

Key words: Bukhara, historians of Kokand, Muhammad Hakimkhan, Avaz Muhammad Attar Khokandi, "Muntakhabut-Tavarikh", "Tarihi Jahonnamoi", V.V. Nalivkin.



Манғитлар даври тарихи ҳақида Қози Вафо Карминагийнинг “Тухфаи хоний”, Муҳаммадшариф ибн Муҳаммаднақийнинг “Тожут-таворих”, Мирзо Содик Мунший Хронограммалари, Мирий – Мир Ҳусайн ибн Шоҳмуроднинг “Махозин ат-тақво” асари, Муиннинг “Зикри теъдоди подшоҳони ўзбак”, Муҳаммад Яъқубнинг “Гулшан ул-мулук”, Жумақули Хумулийнинг “Тарихи Хумулий” [1] асари каби Бухорода яратилган асарлар билан бир қаторда, Хоразм тарихнавислари, шунингдек Қўқон тарихнавислик мактаби вакиллари тарафидан ҳам ўрганилган. Бу қатламдаги асарларда, асосан, Бухоро билан кўшни давлатларнинг ўзаро муносабатлари, ташқи ва сиёсий, ҳарбий муаммо ва мавзулар кўпроқ ёритилган. Жумладан, Қўқон тарихчиларидан Муҳаммад Ҳакимхон ва Аваз Муҳаммад Аттор Хўқандий асарларида манғитлар ҳукмронлиги даври кенг ёритилган.

«Мунтахабут-таворих» асари ва унинг муаллифи Муҳаммадҳакимхон ҳақидаги маълумотлар асосан шу асардан олинган бўлиб, бу маълумотлар А.А.Семёнов, А.Қаюмов, А.Мухторов, Б.Аҳмедов, Э.Хуршут каби олимлар томонидан умумлашган ҳолда ўрганилган.

Юқоридаги олимлардан академик Азиз Қаюмов бир неча марта Муҳаммадҳакимхоннинг «Мунтахабут-таворих» асарини «Бобурнома» билан тенглаштиргани маълум [2, 102].

«Мунтахабут-таворих» Ўзбекистонда манбашунос олим Энвер Хуршут тамонидан махсус ўрганилди. Э.Хуршут ўз тадқиқотларида асарнинг нусхалари, унинг манбалари, тарихий ва адабий манба сифатидаги аҳамияти, мемуар жанридаги нодир асар экани ва Ҳакимхоннинг саёҳатларини кенг таҳлил қилган [3, 36-42].

«Мунтахабут-таворих» асарини Муҳаммадҳакимхон форс-тожик тилида Китоб шаҳрида 1259/1843 йилининг ёз ойларида ёзиб тугатган. Иловаси 1844 йилнинг охири, 1845 йилида ёзилганини айтиш мумкин. Муаллиф нусхасидан шу 1843 йили яна ўнта нусха кўчирилгани маълум. Муҳаммадҳакимхон асарининг хонлик ҳудудларида кенг тарқалишидан ўзи ҳам манфаатдор бўлгани учун ундан нусхалар кўчиришга ўзи бош-қош бўлади. «Мунтахабут-таворих»нинг ўзбек тилидаги қисқартирилган таржимаси ҳам мавжуд [4, 276-295]. Бироқ, мазкур нусхани Э.Хуршут П.П.Ивановга ўхшаб асарнинг ўзбек тилидаги варианты деб қабул қилишни тавсия қилади. Э.Хуршутнинг тадқиқоти натижасидан маълум

бўладики, ўзбек тилидаги «Мунтахабут-таворих»нинг нусхаси асл форс-тожик тилидаги матнидан анча йироқлашиб кетган. Унда кўп хатолар, воқеа ва саналарнинг чалкашлиги, муаллиф услубини соддалаштириш ёки матнга далолат қилиш ҳоллари кўзга ташланади [3, 44-45].

Бугунги кунда «Мунтахабут-таворих»нинг Ўзбекистон, Тожикистон ва Россия хазиналарида 11 та нусхаси сақланади. Улардан №С 470 (Россия), №63 (Тожикистон) ва №592 (Ўзбекистон)даги нусхалари энг тўла ва яхши кўлёмалар саналади.

Асарнинг Шахрисабзда Муҳаммадамин котиб тамонидан кўчирилган бир нусхасининг факсимилеси икки жилдда 1984 йили Душанбеда чоп этилди [5]. 2006 йили Муҳаммадҳакимхон асарининг иккинчи жилди араб-форс ёзувида Токиода ҳам босилиб чиқди [6]. Асарнинг V бобидаги 11 бўлим манғития салтанати ва 12 бўлим минг сулоласи ҳукмронлигига бағишланади.

Асарнинг мана шу охириги икки мавзуга бағишланган бўлимлари жуда оригинал ва катта аҳамиятга эга қисмларидир. Муҳаммадҳакимхон ўз асарининг манғитлар қисмини ёзишда юқорида зикр қилинган. Муҳаммадвафо Карминагий ва Олимбек ибн Ниёзқулибек қаламларига мансуб «Тухфат ал-хоний», Муҳаммадшариф ибн Муҳаммаднакийнинг «Тожут-таворих» ва бошқа муаллифларнинг асарларидан фойдаланган. Бундан ташқари муаллиф ўша давр воқеаларнинг иштирокчиларидан кўпгина маълумотларни кўлга киритиб, улардан унумли фойдаланган.

Кўқон тарихнавислик мактабида шоир, котиб ва тарихчи Авазмуҳаммад Аттор ибн Мулло Сўфи Муҳаммад Аттор Хўқандий ўзининг серқирра ижоди билан катта из қолдирган. Унинг номи Шарқ адабиёти ва маданиятида тарихчилар Наршахий, Табарий, Жузжоний, Балъамий, Насриддин Байзавий, Рашидаддин, Фахриддин Банокатий, Ҳамидуллоҳ Қазвиний, Муҳаммадшабонгаройи, Фасиҳиддин ал-Ҳафавий, Али Яздий, Мирхонд, Хондамир, Ҳакимхон ва бошқа машҳур мутафаккирлар билан бир қаторда туради.

Авазмуҳаммад Аттор ҳаётига тегишли маълумотлар жуда ҳам оздир. У ўзининг асарларида таржимаи ҳолига тегишли баъзи хабарларни беради. «Тарихи жаҳоннамойи» муаллифи XIX асрнинг бошларида дунёга келиб, шу асрнинг 70-йилларида вафот этган. Авазмуҳаммад Умархон, Муҳаммадалихон, Шералихон,

Худоёрхон, Маллахон, Султон Саидбек ва Қўқон тахтига қисқа бир муддатга кўтарилган хонларга замондош бўлиб, кўп тарихий воқеалар ва ҳодисаларнинг гувоҳи бўлган. Унинг бир ўғли борлигини В.В.Наливкин ўз китоби «Қўқон хонлигининг қисқача тарихи»да қайд этади. Чунки В.В.Наливкин «Тарихи жаҳоннамои» асарини Авазмуҳаммаднинг ана шу ўғли кўлида кўрган ва ундан фойдаланган экан.

Авазмуҳаммад Аттор умумжаҳон тарихига бағишланган икки жилдли «Тарихи жаҳоннамои» («Жаҳонни кўрсатувчи тарих») ҳамда Қўқон хонлиги тарихига оид «Тухфатут-тавориҳи хоний» («Тарихнинг шоҳона тухфаси») номли асарлар муаллифи ҳамдир.

Бу асарда Авазмуҳаммад Аттор Шарқ тарихнавислик анъаналарига риоя қилиб, умумжаҳон тарихини ёритган.

Асардаги “Манғития сулоласининг Бухорода ҳукмронлиги (743а-802а) даври Бухоро тарихчилари асарларини ҳам жалб қилган ҳолда ёзилган. Ундаги манғитлар сулоласининг давлат тепасига келиши, биринчи манғит ҳукмдорлари, шунингдек Амир Ҳайдардан бошлаб Амир Музаффаргача бўлган воқеалар, айниқса Қўқон хонлиги билан алоқадор тарихий воқеалар ҳақида қизиқарли ва давр гувоҳи тилидан баён этилади.

Шундай қилиб, юқорида кўриб чиқилган тарихий асарлар мазмун, моҳият ва таркиблари жиҳатидан давр тарихнавислигининг муҳим ва долзарб мавзуларига бағишланган. Уларнинг асосий мавзулари сиёсий-тарихий воқеалар, манғитлар сулоласининг тахт тепасига келишлари, сулола ҳукуматининг легитимлик масаласи, сулола вакилларининг давлат бошқарувидаги малака ва маҳоратлари, амирлик таркибига кирган вилоятлар тарихи, марказлаштирилган давлатни тузишдаги амирлар сиёсати ва олиб борилган курашлари, қўшни мамлакатлар билан олиб борган сиёсатлари ва диний ислохотлар бўлган. Тарихий асарлар билан бирга тазкира ва маноқибларни ўрганиш мавзуни кенг ёритилишига яқиндан ёрдам бериши мумкинлигини таъкидлаш жоиз.



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**ПРЕДМЕТ, ЗАДАЧИ И АКТУАЛЬНЫЕ ПРОБЛЕМЫ ПЕДИАТРИИ**

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**Аннотация.** Педиатрия (*гр.* paidos - ребенок и iatreia — лечение), по определению основоположника русской педиатрии Степана Фомича Хотовицкого, данному в 1847 г. в первом отечественном руководстве «Педиятрика», «есть наука об отличительных особенностях в строении, отправлениях, болезнях детского организма и основанном на тех особенностях сохранении здоровья и лечении болезней у детей». Иными словами, **основной задачей педиатрии является сохранение или возвращение (при болезни) здоровья ребенку, позволяющее ему максимально полно реализовать свой врожденный потенциал жизни.**

**Annotation.** Pediatrics (*gr.* paidos - child and iatreia - treatment), according to the definition of the founder of Russian pediatrics Stepan Fomich Khotovitsky, given in 1847 in the first domestic manual “Pediatrics”, “is the science of the distinctive features in the structure, functions, diseases of the child’s body and based on those features of maintaining health and treating diseases in children.” In other words, the main task of pediatrics is to preserve or restore (in case of illness) the child’s health, allowing him to fully realize his innate life potential.

**Ключевая слова.** Болезны детского организма. Педриятрика. Лечение болезни у детей. Основной задачи педиатрии. Здоровья ребёнка.

**Key words.** Diseases of the child's body. Pedriyatrika. Treatment of illness in children. The main task of pediatrics. Child's health.



*Рисунок 1. Здоровая ребёнка*

Именно в антенатальном периоде и раннем детстве лежат истоки болезней взрослого человека, закладывается фундамент формирования здоровья. Справедлива народная мудрость: «Каков в колыбели, таков и в могиле». Николай Иванович Пирогов, говоря, что «все мы родом из детства», как-то добавил, что и «наши болезни родом из детства». Действительно, в настоящее время не вызывает сомнений, что

истоки, может быть, большинства болезней взрослых — многих вариантов хронической патологии опорно-двигательного аппарата, нервной, сердечно-сосудистой, мочевыделительной и пищеварительной систем, иммунопатологии, онкогенеза — зачастую находят в особенностях событий перинатального периода или раннего детства.

В настоящее время близка к окончанию программа «Геном человека» и встает вопрос о возможности при рождении верификации генетического кода и генетического паспорта конкретного человека.

Насколько это нужно и каково должно быть содержание генетического паспорта? Эти проблемы также пока не решены. Конечно, одной из актуальнейших проблем медицины является разработка мер лечения и профилактики *ВИЧ-инфекции*.



*Рисунок 2. Педиатрия.*

К концу 1999 г. в мире было 32,4 млн ВИЧ-инфицированных взрослых и 1,2 млн ВИЧ-инфицированных детей. В России к 1 ноября 2001 г. - 135 821 ВИЧ-инфицированных взрослых (показатель распространенности на 100 000 населения на 1 октября 2001 г.— 101,7). От ВИЧ-инфицированных матерей родилось 835 детей. Лечение и реабилитация



(медицинская, психологическая, социальная) таких детей (а их становится все больше и больше) - актуальная проблема всего общества, в том числе и педиатров. Выделение педиатрии в самостоятельную медицинскую дисциплину произошло в XIX в.

Прежде детей лечили лишь на дому, и самые общие вопросы тактики выхаживания детей излагали акушеры или терапевты. В России наиболее известными являются публикации С. Г. Зыбелина «Слово о правильном воспитании с младенчества в рассуждении тела, служащем к размножению в бществе народа» (1775), «Слово о способе, как предупредить можно немаловажную между прочими медленного умножения народа причину, состоящую в неприличной пище, даваемой младенцам в первые месяцы их жизни» (1780); А. И. Данилевского «Слово о необходимых средствах к подкреплению слабого младенческого возраста для размножения в отечестве нашем народа» (1814). В Московском университете в 1765—1804 гг. существовала кафедра анатомии, хирургии и повивального искусства, где преподавали и детские болезни. Руководители кафедры отдельных лекций по детским болезням не читали, включая вопросы, касающиеся лечения детей, очень кратко по ходу изложения основного курса.

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**Uzluksiz ta'lim tizimida ma'naviy huquqiy bilimlarni shakllantirishning vosita  
va usullari**

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Ijtimoiy-falsafiy adabiyotlarda jamiyat taraqqiyotining hozirgi bosqichida shaxs aqliy qobiliyatlarini ifodalovchi yangi kategoriya – “innovatsion tafakkur” tushunchasi ham keng qo'llanilmoqda. Innovatsion tafakkur bu – jamiyat a'zolarining yangicha tafakkur asosida moddiy va ma'naviy boyliklar yaratishga qaratilgan ijodiy faoliyati bo'lib, uning natijasida amaldagi tizimlar ish jarayonida yangiliklarni joriy qilish samaradorligining oshishi ustuvor ahamiyat kasb etadi. Innovatsion tafakkur imkoniyatlarini chuqur anglash, tushunish va tushuntirish bilan uning muhim va dolzarb jihatlarini tegishli sohalarga qo'llay olish, innovatsiyalarni tartibga solish, to'g'ri boshqarish muammolarini o'z vaqtida hal qilish muhim hisoblanadi. Bu haqda Prezidentimiz Sh.Mirziyoev: “Bugungi kunda mamlakatimizni yangilash va modernizatsiya qilish, uni innovatsion asosda rivojlantirish, o'z oldimizga qo'ygan ko'p qirrali va murakkab vazifalarni amalga oshirish maqsadida biz zamonaviy va kreativ fikrlaydigan, har qanday vaziyatda ham mas'uliyatni o'z zimmasiga olishga qodir bo'lgan, g'ayratshijoatli, intellektual salohiyati yuksak, vatanparvar yosh kadrlarga davlat va jamiyat boshqaruvida muhim vazifalarni ishonib topshirmoqdamiz” , deya ta'kidlaydi. Ilmiy adabiyotlarda va rasmiy hujjatlarda yangicha tafakkur tarzi “innovatsion” deb ataladi. “Innovatsion tafakkur” zamonaviy tushuncha va texnik-texnologik taraqqiyot mavzulariga mos keladi. Biroq ta'kidlash lozimki, mazkur tushunchaning aniq talqinlari shakllantirilmagan, bu esa o'z navbatida o'zaro tushunishga, o'zaro aniq va konstruktiv xulosaga kelishga va amaliyotga joriy qilishga to'sqinlik qilayapti. “Innovatsiya” terminining kelib chiqishi lotin tilidan olingan. Rimliklar innovatsiyani, “yangilanish”, “o'zgarish”ni keng ma'noda tushungan. Innovatsion faoliyat murakkab tuzilishga ega bo'lgan ko'plab jarayonlarning yaxlit natijasidir. Shu boisdan ham uning turli jihatlarini hisobga olish muhim hisoblanadi. Ayniqsa, yoshlarni innovatsion faoliyatga tayyorlashdagi asosiy masalalardan biri bu jarayonni muvaffaqiyatli amalga oshirish uchun, avvalo, yoshlarda o'zgacha fikrlash qobiliyatini shakllantirish talab etiladi. Yangicha fikrlashning bu jihati innovatsion faoliyatga “xizmat qiluvchi” va uning samaradorligini ta'minlaydigan o'ziga xos xususiyatlari bilan alohida ajralib turadi. Biz bunday yangicha fikrlash jarayonini

innovatsion tafakkur deb ataymiz. Innovatsion tafakkurning o'ziga xos xususiyati shundaki, u yoshlarning nafaqat yuksak dunyoqarashi, balki ijodiy faolligi bilan uzviy bog'liqdir. Bunday tafakkurni faqatgina aqliy modellar bilan bog'lash, aql bu jarayonning harakatlantiruvchi yagona kuchi va atrof-muhitning moddiy o'zgarishi natijasida yuzaga keladigan yakuniy natija deb hisoblashimiz to'g'ri emas. Chunki innovatsion tafakkur insonda shaxsiy motivatsiya, o'z-o'zini anglash, o'z ijodiy qobiliyatlarini to'g'ri baholash, ulardan samarali foydalanish orqali tobora yuksalib boradi. "Bugun biz davlat va jamiyat hayotining barcha sohalarini tubdan yangilashga qaratilgan innovatsion rivojlanish yo'liga o'tmoqdamiz. Bu bejiz emas, albatta. Chunki zamon shiddat bilan rivojlanib borayotgan hozirgi davrda kim yutadi? Yangi fikr, yangi g'oyaga, innovatsiyaga tayangan davlat yutadi". Innovatsion jamiyatning faol sub'ekti yoshlar bo'lib, hozirgi bosqichda uning timsolida innovatsion shaxsni tarbiyalash muhim hisoblanadi. "Innovatsion shaxs" tushunchasini amerikalik faylasuf Everett Xagen ilmiy muomalaga kiritgan. Endilikda jamiyat taraqqiyotini bugungi sharoitida jamiyatning ilg'or qatlami bo'lgan yoshlar orasida innovatsion shaxsni tarbiyalashga alohida ehtiyoj tug'iladi. Chunki shunday yoshlarga jamiyat ijtimoiy-iqtisodiy hayotida tub o'zgarishlarni hosil qilish va ilm-fan sohasidagi yangiliklarni yaratishda alohida o'rin egallaydi. Shu bilan birga bunday yoshlarda innovatsion tafakkurni shakllantirishda innovatsion yondashuv va salohiyat, faoliyatning yangiliklarni yaratishga yo'nalganligi va innovatsion tafakkurni shakllantirish bilan bog'liq jarayonlar ustuvor ahamiyat kasb etadi. Innovatsiyalar inson faoliyatining mezoniga aylanib, zamonaviy moddiy va ma'naviy qadriyatlar asosini tashkil etadi. Shu boisdan ham mamlakatimizda zamonaviy innovatsion tafakkurga ega bo'lgan ijodkor shaxslar muhim rol o'ynashi mumkin. Jamiyat talablariga javob beradigan, yetakchilik qobiliyatiga ega ijodkor shaxslar o'z ortidan yuqori salohiyatli shaxslarni ergashtirish va ularning faoliyatini tashkil etish orqali innovatsion jamiyatni shakllantirishga xizmat qiladi. Innovatsiya ob'ektiv jarayon bo'lish bilan birga sub'ektlarning aqliy mehnat faoliyatiga asoslanadi va ular tomonidan takomillashtirilib boriladi. Innovatsion tafakkur sohiblari novator, innovator, dastlabki foydalanuvchilar va boshqa jarayonga aloqador shaxslar hisoblanadi. Innovatsiyalar taraqqiyoti natijasida innovatsion muhit, ong, madaniyat, maqsad va tanlovlarning yuzaga kelishi, ular asosida faoliyatning amalga oshishi va innovatsion guruhlar faoliyatining qo'llab-quvvatlanishi tobora dolzarb ahamiyat kasb etadi. Shu boisdan ham "Madaniyat, — deb yozadi



P.Kozlovskiy, — bugungi kunda innovatsiya va jamiyat rivojlanishining kaliti sifatida tavsiya etiladi, u yangi texnikaning kiritilishi va jamiyat tomonidan “tan olinishi”ni yengillashtiradi, xalqaro tajriba almashinuv va bir-birini tushunishga yordam beradi. Madaniyat barcha ijtimoiy indikatorlar va jamiyat taraqqiyotining o‘shish mezonlari oraliq‘ida bo‘lishi lozim”. Innovatsion tafakkurni rivojlantirish innovatsion xatti-harakat qilishni, innovatsion g‘oyalarni amalga oshirishni ham talab qiladi. Ya’ni odamlarga o‘z g‘oyalari va orzularini o‘z hayotlariga tatbiq qilishga imkoniyat berilishi kerak bo‘ladi. Zero har bir innovatsion g‘oyaga ehtiyoj iste’molchi tomonidan qoplanishi kerak. Shu sababli innovatsion tafakkurning tarkibiy qismlaridan biri sifatida g‘oyalar kommersializatsiyasi hisoblanadi. Innovatsion tafakkur bu oxir natijada – daromad degani, bu har qanday ish, biznes taraqqiyoti qurolidir.

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## **FEATURES OF WORD FORMATION.**

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**Abstract:** The main purpose of writing this article is word formation and its thinking about types, methods of making. Today's word formation structure assess its completeness. Types and methods of word formation for students delivery, formation, growth, based on the required level of literacy ensure proper and reasonable use of Uzbek language opportunities issues are covered in this article.

**Key words:** word formation, word formation patterns, productive and ineffective patterns, artificial word, stemming, compound word.

Word formation is a separate branch of linguistics. It is the formation of words, its diachrony and deals with issues such as types of synchronicity, methods of word formation. Word production is a purely speech event, a speech process. However, it has a linguistic basis. That's it therefore, word formation is also related to language and speech. Word formation as a linguistic term, it has two meanings: the term of the word formation process and this the field that studies the process. Word formation is new in any way word formation is not understood. For example, as a result of a word acquiring a new meaning a new word may appear. Let's say that the word businessman has acquired a new meaning. However, there is no new word here. The phenomenon of word formation has been one of the current problems in linguistics and is still a controversial debate that has not lost its complexity. Word formation is the creation of new lexical units based on the possibilities and materials available in the language. The lexicon of the language is constantly enriched due to the factors of the change of dictionary meanings, the formation of words and the formation of new words. These factors, which interact with each other, serve to determine the development of the language. Their interrelationship is that new words in the language are associated with word acquisition, while word acquisition plays an important role in differentiating the meaning of lexical units. plays There is a need (possibility) to change meanings in cases

where the content of lexical units does not contradict the meaning of the emerging new word (or concept).

So word formation is artificial and new it is necessary to distinguish the phenomena of lexemization of words that have acquired meaning. Word the result of the development of the language is related to historicity and modernity. That's it

therefore, it is necessary to distinguish between historical and synchronous word formation. In the formation of the present word. There is a connection between the artificial word and the derivational pattern, the form and content of the template have left their traces in the derived word. The traces of the left (formative) and right (meaningful) side of the equal sign in the form of can be seen is standing. In the formation of a historical word, the form and meaning of the artificial word is a template will not be available. This is determined as a result of special inspections. For example, a village the meaning of the words of Avloq, their constituents and derivation patterns cannot be derived on the basis of Because they are historical creations. Guard, The same can be observed in the words yasovul and smooth. All kinds of word formation patterns based on Even if the product becomes linguistic and breaks from its mold, it is bindings to the known-unknown template (if the template is viable) are the same will be preserved.

The [English language](#) is known for its wonderful quality of the way in which words and sentences are formed and used. Formation of new words from an existing root word by adding a syllable or another word is the general process; however, there are multiple ways in which it can be done. The formation of words is classified into four types based on how the process of formation is carried out. They are:

- By adding prefixes
- By adding suffixes
- Converting from one word class to another
- Forming compound words

Let us look at each type of word formation in detail. Language users do this in three major ways. One way is to simply import a useful word from another language, just like people import useful products from other countries. This is how an Italian word like *pizza* or a Japanese word like *karaoke* became English words. Words that are circulated in this way among languages are called **borrowings**. Secondly, language users can change the meaning of words already in the language, to make them mean



different things. The English word *sad*, for example, is currently used to mean something similar to 'pathetic', besides keeping its meaning of 'unhappy'. In this new use, a *sad joke* is not a joke that makes you cry, but a joke that doesn't make you laugh. A third way of creating new words in a language involves manipulating not just their meaning but also their grammar, by disassembling the morphemes from the words in which they appear, and reassembling them into new words. This is what word formation is about.

It is known from history that the creation of a word seems to be simple and simple, but since its object and subject analysis is extremely complex, it is considered the most complex phenomenon in all fields except linguistics. The reason is that certain laws in it must be proven directly through the analysis of linguistic facts. For these reasons, scientists sometimes consider the phenomenon of word formation to belong to the field of morphology, and sometimes to the field of lexicology. In many scientific works, word formation is given as a part of grammar, while in other literature, it is applied as a part of lexicology. It seems that some of the artificial speech words exist only in the speech stage if so, some of them move away from the patterns that they have taken out and become linguistic as a whole "raised" to the level. Based on this, it can be said that lexemes can be original or artificial. For example, a book, a merchant, a baker let's take the units. Book and merchant units in a row are readiness, generality, has social properties. Although the lexeme of the merchant is artificial, it is a sign of readiness also has However, there is no linguistic unit called nonchi in our language. It is a lexeme of bread. Can be formed only in the speech process and has the above units without features. The peculiarity of the speech process of the bread unit is its readiness indicates that it does not have a symbol.

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**OMMAVIY AXBOROT VOSITALARI O'ZBEKISTON MEDIA  
DIPLOMATIYASINI TARG'IB QILISH VOSITASI SIFATIDA**

**M.Amonqulova**

Demokratik jamiyat barpo etishda ommaviy axborot vositalari hal qiluvchi o'rin tutadi, nafaqat muayyan mamlakatlar, balki global miqyosda siyosiy, iqtisodiy, ijtimoiy va madaniy jarayonlarga jiddiy ta'sir ko'rsatadi.

Ommaviy axborot vositalari jamoatchilik fikrini shakllantirishning eng muhim omillaridan biri hisoblanadi. Ilg'or axborot-kommunikatsiya texnologiyalari ularning rivojlanishiga xizmat qilmoqda, chunki texnologiya yordamida axborot olish imkoniyati tobora kengaymoqda. Ayni paytda, globallashuv sharoitida turli mamlakatlarning tarixiy-madaniy hususiyatlari va rivojlanishdagi o'ziga xosliklarini saqlab qolish maqsadida axborot xavfsizligini ta'minlashning ahamiyati ortib bormoqda.

“Jonajon O'zbekistonimiz o'z taraqqiyotining yangi va muhim bosqichiga qadam qo'yayotgan hozirgi davrda media sohasi vakillari – jurnalist va muharrirlar, rejissyor va operatorlar, blogerlar, tele-radio kanallar, gazeta va jurnallar, nashriyot va bosmaxona xodimlari vatanimizning demokratik qiyofasini shakllantirish, uni dunyoga tarannum etishga beqiyos hissa qo'shib kelayotganini el-yurtimiz yaxshi biladi va yuksak qadrlaydi”<sup>1</sup>, – deya ta'kidladi davlat rahbari.

Prezident mamlakatda ommaviy axborot vositalari soni 2016 yilga nisbatan qariyb 30 foizga ortib, 1962 taga yetganini ta'kidlab, ayniqsa, xususiy media vositalari jamiyatda fikrlar xilma-xilligini ta'minlashda, tub islohotlarni amalga oshirishda, joylarda yo'l qo'yilayotgan kamchilik va muammolarni dadil ko'tarib chiqishda muhim omil bo'layotganini e'tirof etdi. Shuningdek, milliy axborot makonida internet nashrlarining soni so'nggi 6 yilda salkam ikki barobar ko'payib, 677 taga yetgani alohida qayd etildi.

“Natijada davlat va nodavlat tashkilotlarining axborot manbalari yanada ortib, aholi bilan to'g'ridan-to'g'ri muloqot qilish, odamlarni o'ylantirayotgan muammolarga

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<sup>1</sup> Qarang: <https://president.uz/uz/lists/view/5294/> Ўзбекистон Республикаси Президенти Матбуот ва оммавий ахборот воситалари ходимларига байрам табриги: Хурматли оммавий ахборот воситалари ходимлари!

tezkor munosabat bildirish, turli mavzular bo'yicha ochiq, xolis va tanqidiy fikr bilan chiqishda katta imkoniyatlar paydo bo'lmoqda", – dedi davlat rahbari.

Shavkat Mirziyoev O'zbekiston media kompaniyalari ham jahon axborot maydonida munosib o'rin egallab, global siyosiy-ijtimoiy jarayonlarda faol ishtirok etishga intilayotgani, buning uchun tinimsiz mehnat qilish, ilg'or xorijiy tajribalar, zamonaviy axborot texnologiyalari, serqirra tahlil usullarini o'zlashtirib, doimo izlanib yashash, milliy jurnalistikaning yangi avlodini tarbiyalash zarurligini qayd etdi.

Prezident fuqarolar uchun axborot sohasida qulay imkoniyatlar yaratish, davlat hokimiyati va boshqaruv organlari faoliyati ustidan jamoatchilik nazoratini amalga oshirishda ommaviy axborot vositalarining roli va ta'sirini kuchaytirish – yana bir ustuvor vazifa ekanligini aytib o'tdi. "Shuni qayd etish zarurki, sohaning moddiy-texnik bazasini yaxshilash, xodimlar mehnatini rag'batlantirishga bundan buyon ham doimiy e'tibor qaratamiz", – dedi u. Davlat rahbari OAVni qo'llab-quvvatlash va jurnalistika sohasini rivojlantirish bo'yicha kuni kecha qabul qilingan prezident qarorida OAVning qonuniy manfaatlarini himoya qilishni kuchaytirish, kadrlar salohiyati va raqobatbardoshligini yanada oshirish, ehtiyojmand va yosh jurnalistlarni uy-joy bilan ta'minlash bo'yicha zarur chora-tadbirlar amalga oshirish belgilanganini eslatib o'tdi. Shu bilan birga, keyingi paytlarda ijtimoiy tarmoqlar orqali ba'zi joylarda OAV xodimlariga mensimay qarash, ularning o'z vakolati doirasida erkin faoliyat yuritishiga to'sqinlik qilish holatlari uchrayotgani tilga olindi.

"Ommaviy axborot vositalari xodimlarining o'z faoliyatini qonun doirasida erkin amalga oshirishiga to'sqinlik qilish – bu demokratik islohotlarimizga qarshi harakat, mamlakatimizning obro'siga putur yetkazish sifatida baholanishi kerak. Sud va prokuratura organlari bizga mutlaqo yarashmaydigan bunday salbiy holatlar bo'yicha qat'iy choralar ko'rishi lozim", – deya ta'kidladi.

"Bir haqiqatni hech qachon esdan chiqarmasligimiz kerak: barchamiz demokratiya deb atalgan buyuk maktabning o'quvchilarimiz. Bu borada hali ko'p narsalarni o'rganishimiz zarur. Farzandlarimizni ayni shu ruhda tarbiyalashda jurnalistika sohasi vakillari, muhtaram faxriylarimiz o'zlarining boy tajribasi va ibratli fazilatlarini bilan alohida namuna ko'rsatadilar, deb ishonaman", – deya ta'kidladi prezident.

Mazkur g'oyaning mantiqiy davomi sifatida yillar davomida o'z yechimini kutayotgan ishlar bo'yicha konstruktiv rejalar ishlab chiqilmoqda. Xususan, Yangi



O'zbekiston taraqqiyot strategiyasining 98-maqjadi aynan ushbu yo'nalishga qaratilgan bo'lib, unda jahon hamjamiyatida respublikamiz imijini oshirishga qaratilgan axborotlar yetkazish samaradorligini oshirish masalasi muhim topshiriq sifatida ilgari surilgan.

Media diplomatiyasi tashqi siyosatning asosiy vositasiga aylandi va jurnalistlar diplomatik tadbirlar va jarayonlar bilan tez-tez va intensiv shug'ullanmoqdalar. Ba'zan ular hatto diplomatik jarayonlarni boshlashadi. OAV diplomatiyaga yordam berishi yoki to'sqinlik qilishi mumkin bo'lgan bir necha usullar mavjud. Ommaviy axborot vositalari mustaqil aktyor sifatida ham, siyosatchilar va jurnalistlar qo'lidagi vosita sifatida ham ishlaydi<sup>2</sup>.

Media diplomatiyasi haqidagi bilimlar hali ham juda cheklangan va aloqa, xalqaro munosabatlar va diplomatik tadqiqotlar sohasidagi olimlarni ushbu mavzu bo'yicha ko'p tarmoqli tadqiqotlar o'tkazishga undash kerak.

Ommaviy axborot vositalarida yetakchilar o'rtasidagi muzokaralar va sammit uchrashuvlarini yoritish an'anaviy, asosan maxfiy, rasmiy, professional diplomatiyani o'zgartirdi. Yangi diplomatiya ommaviy kommunikatsiyalar, siyosat va xalqaro munosabatlardagi uchta o'zaro bog'liq inqilobiy o'zgarishlar tufayli zamonaviy xalqaro munosabatlarning asosiy tarkibiy qismiga aylandi. Birinchidan, kommunikatsiya texnologiyalaridagi inqilob Xalqaro, BBC World, Sky News va Al-Jazira kabi global yangiliklarni yaratdi, ular tez-tez jonli, jahonda ro'y berayotgan deyarli barcha muhim voqealarni dunyoning deyarli barcha joylariga translyatsiya qilish imkoniyatiga ega. Internet shuningdek, butun dunyodagi xalqlar, jamoalar va tashkilotlar o'rtasidagi aloqada inqilob qildi.

Ikkinchidan, siyosatdagi inqilob siyosiy jarayonlarda ommaviy ishtirok etishni kuchaytirdi va ko'plab jamiyatlarni avtokratiyadan demokratiyaga aylantirdi. Uchinchidan, xalqaro munosabatlardagi inqilob tashqi siyosatning maqsad va vositalarini o'zgartirdi. Dunyo bo'ylab jozibadorlik va ishontirish (yumshoq kuch)

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<sup>2</sup> Gilboa, E. (2002). Media diplomacy in the Arab-Israeli conflict. In E. Gilboa (ed.), *Media and conflict: Framing issues, making policy, shaping opinions*. Ardsley, NY: Transnational, pp. 193-211.

orqali erishilgan ijobiy imidj va obro‘-e‘tibor harbiy va iqtisodiy choralar (qattiq kuch) natijasida olingan hudud, kirish va xom-ashyodan ko‘ra muhimroq bo‘ldi.

Ommaviy axborot vositalari diplomatiyasini aniqlash va tushuntirishga qaratilgan birinchi ilmiy urinishlar noaniq va chalkash edi. Karl media diplomatiyani ochiq diplomatiyaga – diplomatiyaning ommaviy axborot vositalari va jamoatchilik fikriga shunchaki ta’sir qilishiga – yoki xalq diplomatiyasiga – “Amerika Ovozi” kabi ommaviy axborot vositalaridan xorijiy jamiyatdagi jamoatchilik fikriga ta’sir ko‘rsatish bilan tenglashtirgan<sup>3</sup>.

Ramaprasad va Ebolarning fikricha media diplomatiyasi diplomatiya va tashqi siyosatda ommaviy axborot vositalarining rolini muhimligini ifodalaydi<sup>4</sup>. Van Dinh “televideniye diplomatiyasini tashviqot bilan tenglashtirdi, biroq u Jon F.Kennedi 1962 yil Kuba raketa inqirozi paytida SSSRga yuborilgan televideniye ultimatumini, Richard Niksonning 1972 yilgi Xitoyga tashrifi va 1977 yilda Misr Prezidenti Anvar Sadatning Quddusga tashrifi kabi hollarda inqirozlarni oldini olish va mojaroni hal qilishga yordam berish uchun mo‘ljallangan bo‘lib, tashviqot emas edi.

Biroq shuni unutmasligimiz kerakki, hozir mavjud imkoniyatlar sharoitida milliy axborot vositalarimiz, shu jumladan tashqi axborot-kommunikatsiya vositalarimiz xalqaro media monopoliyalarga raqobatchi kuchga aylanish darajasida emas. Shu bois ham xalqimiz, mamlakatimiz, davlatimiz va albatta davlatimiz rahbari sha’niga qarata tarqatiladigan axborotlarning nechog‘li xolis ekanligiga hushyor bo‘lmog‘imiz, zarur vaqtlarda esa mamlakatimizda xorijiy axborotlarga ma’rifatli axborotlar bilan javob qaytarish tizimi yo‘lga qo‘yilmog‘i kerak bo‘ladi.

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**Ўқувчиларнинг кимё фанидан компетенцияларини ривожлантишда  
таълим технологияларидан фойдаланишнинг назарий асослари**

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Компетенциявий ёндашувга асосланган таълим ўқувчиларда билим, кўникма ва малакаларни алоҳида шакллантиришни эмас, балки уларни комплекс равишда эгаллашни тақозо этади. Бунинг учун компетенция ва компетентлик тушунчаларини аниқлаштириш ва унинг структурасини, функциясини белгилаб олиш зарур. Сўнгра таянч ва предмет компетенцияларини лойиҳалаш технологиясини тузиш орқали, ундан ўқитиш методларини танлаш тамойиллари келиб чиқади.

Педагогика ҳамда ўқитиш методикасига доир адабиётларни таҳлил қилиш натижасида, компетенциявий ёндашува асосланган таълимга нисбатан турли олимлар гуруҳлари ўзларининг олиб борган изланишлари натижасида ўз фикр-мулоҳазаларини турли мисоллар ёрдамида баён қилганлар.

Компетенциявий ёндашув мактаб таълимининг муҳим таркибий қисмини ташкил этади. Хусусан, ўқувчиларда фанга оид компетенцияларни шакллантиришга асос бўлади. Мактаб таълимида компетенциявий ёндашув биринчи навбатда ўқитишнинг замонавий ва алтернатив шаклларидан фойдаланган ҳолда билимлар тўплайдиган ва улардан кейинги ҳаётларида фойдалана оладиган шахсни шакллантиришга имкон берадиган шароитни яратишни тақозо қилади.

Умумтаълим фанлари бўйича узлуксиз таълимнинг ўқувчиларда компетенцияларни шакллантиришга йўналтирилган давлат таълим стандартлари (ДТС) ва ўқув дастурлари лойиҳаларининг тажриба-тадқиқот ишлари амалиётга жорий этиш ва эришилган натижалардаги камчилик-муаммоларни бартараф этиш учун илмий-методик кенгашларда тажриба-тадқиқот ишларини ўтказилиш мақсадга мувофиқлиги аниқланган.

Умумий ўрта таълимнинг малака талаблари умумтаълим фанлари бўйича таълим мазмунининг мажбурий минимуми ва якуний мақсадларига ўқув юкламалари ҳажмига ҳамда таълим сифатига кўйиладиган талаблардан иборат бўлиб, у қуйидагилардан ташкил топади:



**билим** – ўрганилган маълумотларни эслаб қолиш ва қайта тушунтириб бериш;

**кўникма** – ўрганилган билимларни таниш вазиятларда қўллай олиш;

**малака** – ўрганилган билим ва шаклланган кўникмаларни нотаниш вазиятларда қўллай олиш ва янги билимларни ҳосил қилиш;

**компетенсия** – мавжуд билим, кўникма ва малакаларни кундалик фаолиятда қўллай олиш қобилияти.

Ўқувчининг компетентлигига доир турли компетенсияларнинг таҳлили шуни кўрсатадики, улар креатив (ижодий) йўналишга эга. Креатив компетенсияларга «тажрибадан бирор фойдали маълумот чиқариб олиш», «муаммони еча олиш», «олдинги ва ҳозирги воқеалар орасидаги ўзаро алоқани очиш», «янги ечимларни топа олиш» кабилар киради. Маълумки, баъзи компетенсиялар бошқаларига нисбатан умумий ёки аҳамиятлироқ бўлади. Шунга кўра, уларни учта даражага бўлиш мумкин: 1) таянч компетенсиялар – таълим мазмунининг умумий (метапредмет) қисмига тегишли; 2) умумпредмет компетенсиялар – маълум доирага кирувчи ўқув предметлари ва таълим соҳаларига тегишли; 3) предметга оид компетенсиялар – олдинги иккитага нисбатан хусусий ҳисобланиб, ўқув предмети доирасида шакллантирилади. Таянч компетенсиялар ҳар сафар таълимнинг маълум бир босқичи ва белгиланган ўқув предмети учун конкретлаштирилади. Масалан, ўқиб-ўрганишга тегишли компетенсия умумпредмет компетенсияда кимё фани бўйича, элементлар даврий системаси ва даврий қонуни ҳамда кимёвий боғланиш турларини ёдга олиш қобилияти ётади. Ҳар бир компетенсия мазмунини аниқлаш учун унинг таълимдаги умумий функцияси ва роли билан боғланган структураси керак. Қуйида компетенсиянинг таркибий компонентлари рўйхати келтирилган 1: – компетенсиянинг номи; – компетенсия типи ва унинг умумий кетма-кетлигидаги ўрни (таянч, умумпредмет, предмет); – компетенсиялар киритиладиган, реал фаолият кўрсатадиган объектлар доираси; – компетенсиянинг ижтимоий-амалий боғлиқлиги ва аҳамияти (у жамият учун нима сабабдан керак?); – компетенсиянинг шахсга нисбатан аҳамияти (нима сабабдан ўқувчи компетент бўлиши керак?); – реал объектлар доирасига оид билимлари; – берилган реал объектлар доирасига оид кўникма ва малакалар; – мазкур компетенсия доирасида ўқувчининг фаолият кўрсатиши учун керак

бўладиган минимал тажрибаси (ўқитиш босқичлари бўйича); – индикаторлар – ўқувчи компетентлиги (ўқитиш босқичлари бўйича) даражасини аниқлаш учун ўқув ва назорат-баҳолаш топшириқлари намуналари, мисоллари. Келтирилган тўплам меъёрий ҳужжатлар, ўқув ва методик адабиётлар, шунингдек, ўқувчиларнинг умум тайёргарлигини ўлчаш, шу билан бирга уларнинг креатив тайёргарлиги даражасини ўлчайдиган ҳужжатларни лойиҳалаш ва ёритиш учун характерловчи тўпламни белгилайди.

Ўзбекистон Республикаси таълимнинг узлуксизлиги, узвийлиги, ўқувчи шахси ва қизиқишлари устуворлигидан келиб чиқиб, уларнинг ёш хусусиятларига мос равишда қуйидаги таянч компетенцияларни шакллантириш назарда тутилган.

**Коммуникатив**, ахборот билан ишлаш, ўзини ўзи ривожлантириш, **ижтимоий фаол фуқаролик**, **миллий ва умуммаданий**, математик саводхонлик, фан ва техника янгиликларидан хабардор бўлиш ҳамда фойдаланиш компетенцияларига эга бўлишлари назарда тутилган.

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## **KORRUPSIYANING AXLOQ ME'YORLARIGA SALBIY TA'SIRI**

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**Annotatsiya:** Korruptsiyaning axloqiy jihatlari ushbu keng tarqalgan ijtimoiy muammoni tushunishimizga yordam beradigan axloqiy mulohazalar va tamoyillarni yoritadi. Korruptsiyaning ma'naviy jihatlari chuqurroq o'rganish orqali biz uning o'ziga xos noto'g'riligini va uning jamiyatga olib keladigan zararli oqibatlarini yaxshiroq tushunishimiz mumkin. Bu tushuncha korruptsiyaga qarshi kurashish va yanada axloqiy va adolatli jamiyatni shakllantirish uchun samarali strategiyalarni ishlab chiqishda juda muhimdir. Mazkur maqolada shu haqda to'xtalib o'tiladi.

**Kalit so'zlar:** korruptsiya, axloq, halollik, adolat, ma'naviyat.

Korruptsiya axloqiy tamoyillarning aniq buzilishi sifatida namoyon bo'ladi. Bu hokimiyat yoki hokimiyat lavozimlarida bo'lgan shaxslarni o'z mavqeidan shaxsiy manfaatlar uchun umumiy manfaatlar hisobidan foydalanishni o'z ichiga oladi. Halollik, halollik, adolat va javobgarlik korruptsion amaliyotlar oldida buziladi. Korruptsiyaning axloqiy jihati shaxsiy boylikdan ko'ra jamiyat manfaatlarini ko'zlab harakat qilishning axloqiy majburiyatini ta'kidlaydi.

Korruptsiyaning eng muhim oqibatlaridan biri bu ishonchni yo'qotishdir. Ishonch ijtimoiy munosabatlar va institutlar faoliyatining asosidir. Korruptsiya bu ishonchni susaytiradi, chunki u hokimiyatdagilarning adolat va ishonchliligiga ishonchni yo'qotadi. Ishonch buzilgan taqdirda, jamiyatda birdamlik zaiflashadi va hamkorlik yanada qiyinlashadi, taraqqiyot va taraqqiyotga to'sqinlik qiladi.

Korruptsiya jamiyatda ekspluatatsiya va adolatsizlikni davom ettiradi. Korruptsion amaliyotlar bilan shug'ullanuvchilar o'zlariga yoki tanlangan bir nechtasiga foyda keltirish uchun o'zlarining hokimiyat mavqelaridan foydalanadilar, bu esa resurslar va imkoniyatlarning teng taqsimlanishiga olib keladi. Bu ijtimoiy tengsizlikni kuchaytiradi va odamlarning o'zlarining haqli ulushlaridan mahrum bo'lib, ijtimoiy birlikni buzadigan va inklyuziv o'sishga to'sqinlik qiladigan adolatsizlik tsikli davom ettiradi.

Korruptsiya resurslarni umumiy manfaatlardan chetga surib, butun jamiyatga bevosita zarar yetkazadi. Ta'lim, sog'liqni saqlash va infratuzilma kabi muhim xizmatlarga ajratilishi mumkin bo'lgan davlat mablag'lari o'zlashtirilib, ijtimoiy va



iqtisodiy rivojlanishga to'sqinlik qilmoqda. Korrupsiyaning ma'naviy oqibatlari kengroq aholi farovonligidan ko'ra shaxsiy manfaatlarning ustuvorligidadir.

Qolaversa, keng tarqalgan korrupsiya jamiyatning axloqiy asoslarini zaiflashtiradi. Korrupsiyaviy amaliyotlar me'yorlashtirilgan yoki toqat qilinsa, axloqiy me'yorlar buziladi va insofsizlik madaniyati va halollik yo'qligi yuzaga kelishi mumkin. Axloqiy qadriyatlarni qo'llab-quvvatlash korrupsiyaga qarshi kurashish va halollik, adolatlilik va javobgarlik tamoyillari asosida qurilgan jamiyatni rivojlantirishda muhim ahamiyatga ega.

Korrupsiya institutlar va boshqaruv tuzilmalarining qonuniyligini ham buzadi. Korrupsiya keng tarqalgan bo'lsa, bu jamiyatning ushbu muassasalarga bo'lgan ishonchini yo'qotadi va ularning xalq manfaatlarini ko'zlab harakat qilish qobiliyatiga shubha uyg'otadi. Korrupsiyaning ma'naviy jihati boshqaruv tizimlarida shaffoflik, hisobdorlik va halollikni ta'minlash orqali qonuniylikni tiklashni talab qiladi.

Bundan tashqari, korrupsiya jamiyat qadriyatlari va me'yorlariga ta'sir qilishi mumkin. Korrupsion amaliyotlar keng tarqalgan bo'lsa, ular munosabat va xatti-harakatlarni shakllantirishi, insofsizlik madaniyatini davom ettirishi va axloqiy qadriyatlarni buzishi mumkin. Aksincha, axloqiy tamoyillar va qadriyatlarni birinchi o'ringa qo'yadigan jamiyatlar korrupsiyani to'xtatadigan va halollikni targ'ib qiluvchi muhitni yaratishi mumkin.

Korrupsiyaning axloqiy jihatlarini hal qilish jamoaviy sa'y-harakatlarni talab qiladi. Bu axloqiy yetakchilikni ilgari surish, kuchli javobgarlik mexanizmlarini yaratish, halollik va oshkoralik madaniyatini rivojlantirishni nazarda tutadi. Yoshlikdan axloqiy qadriyatlarni singdirish, jamiyat oldidagi mas'uliyat hissini tarbiyalashda ta'lim va ogohlik hal qiluvchi rol o'ynaydi.

## **LEARNING ENGLISH LANGUAGE AS A SECOND LANGUAGE**

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**Abstract:** English is an international language which is used officially all around the world. English can connect society with the full world. Everyone who wants to make connections with the world should learn English. In our country learn English is necessary to reach some targets. To make English as a second language in our life, we need to understand the basis of English and appropriate learning strategy. A lot of information in the world is written in English.

**Key words:** International language, learn English, second language,

**Introduction.** Today, English is international language. English language placed in multicultural and communication, in international business communication, and in international language of research. A lot of important information in the world is written in English.

More people in whole world know English language. English is a wonderful language; knowledge of this language gives you a chance to freely, actively and widely participate in the current community. People try and learn different language, but after their mother tongue stand as a second language for more people English is a second language. A second language age is any language that was acquired after their first. Knowing English is useful, it allows you communicate in different countries, makes travel interesting and unforgettable, helps you get job and promoted career advancement. In recent decades, scientists have found that the benefits of studying it are not limited to generally known facts. Moreover, people who are fluent in English live, as it were, in a different, highly cultural society, the boundaries of which are immeasurable wider. Knowledge of a language is no longer a luxury, but an urgent requirement of a new civilization. Also, most of the literature is written in English, and if you are a student, knowing English you can use these sources of information and it will be to your advantage. For instance, a lot of useful information for doctors is written in English sources.

The main goal of teaching a foreign language at the threshold level is the formation of communicative competence, where several components are distinguished:

linguistic competence, sociolinguistic, sociocultural competence, strategic, discursive and social competence. Since ancient times, language and speech have aroused comprehensive interest in study, being insufficiently studied problems due to their complexity and interconnectedness with the mental side of human life. The forerunner of psycholinguistics A.A. Leontiev names the German philosopher and linguist Wilhelm von Humboldt, because it was he who owned “the idea of speech activity and the understanding of language as a connecting link between society and man” (A.A. Leontiev). The subject of psycholinguistics is the relationship of personality with the structure and functions of speech activity, as well as language as the main element that forms the image of the human world.

The traditional phrase for non-native speakers of English using or studying the language in an English-speaking setting is “English as a second language” (sometimes known as “English for speakers of other languages”).

Second language learning in English. Additionally, language refers to specific methods of teaching language intended for people whom English is not their first language. To put it simply, language learning is the process by which the ability grows within a person. It takes strategies to learn a language, and strategies or procedures used by the students to process the information they were given.

We should learn English as a second language because at this time, English is an international language which is the language of communication to connect us with the development of the outside world. By mastering English, it gives us more opportunities to travel to various parts of the world without being hindered by communication. In addition, by learning English as a second language, it will give us more job opportunities so that we can follow developments in the outside world regarding future career.

Being proficient in English has become essential in this day and age. There can be certain challenges in certain nations when people are born with different mother tongues. When people speak in ordinary English, their responses occasionally still stutter, uneasy or possibly unrelated to discussions in English. For some whose mother tongue is not English, English can be challenging mostly because of its difficult to master syntax and unpredictable spelling. Furthermore, there are numerous terms in the English language that allegedly imply the same thing, naturally, some people may find this unclear or challenging. Those for whom English is not their mother tongue.



Moreover, per only spelling because pronunciation is where meaning is found, which can also confuse those acquiring English. Consequently, effective and enjoyable learning techniques are required when acquiring a second language in English.

Methods for learning English as a Second Language:

Firstly, you need to understand some points for learning,

Dictionary- is one of the important and fundamental parts when learning language, the beauty of your speech depends on your vocabulary.

Listening

Reading

Writing

Speaking

These skills are also important when learning English; each skill has its place.

"The aim of education should be to teach us rather how to think, than what to think"

Similar to the quote above, learning can occur as a result of the learners plans, behaviors, or routines when digesting the knowledge they have been given. We must include our learning outcomes with that citation. Using English as a second language in daily interactions. As an illustration, learning to write speaking and communicating in English by utilizing it and practicing it hearing abilities.

These days, with the advancement of technology, we can learn through social media, YouTube, online English learning programs, and other media in addition to books. Through using a few of these learning media, we will have a deeper understanding of the English-language content. Educating speaking English alongside native speakers not only boosts our self-confidence, but also enhances the standard of English language acquisition as a second language.

In recent years, the role of writing in teaching a foreign language has gradually increased, and, in a sense, writing is beginning to be considered as a reserve in increasing the effectiveness of teaching a foreign language. It is impossible not to take into account the practical significance of written speech communication in the light of modern means of communication, such as e-mail, the Internet, etc. In the latter case, writing as a type of verbal communication develops on the basis of only authentic material. Foreign internships for students, graduate students and young scientists require the ability to take notes in a foreign language, compose and fill out a

questionnaire, answer questionnaire questions, write an application for admission to study or work, write a short or detailed autobiography, write personal or business letters using the required form speech etiquette of native speakers, including a form of business etiquette.

**Conclusion.** Learning English as a second language after your native language is important. There are many positive aspects to learning English, since English is the world language today. If you want to learn English, set a goal and achieve it, learning the right skills. A lot of important information in the world is written in English.

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**MAHALLA TARIXIDAN**

(Toshkent mahallalari misolida)

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**Annotatsiya:** Maqolada mahalla o'zbek xalqi turmush tarziga xos jamoaviy tuzilma ekanligi, uning mohiyati, shuningdek, rivojlanish bosqichlari xususidagi qarashlar tarixiy manbalar va adabiyotlarda qanday yoritilganligi bayon qilingan.

**Kalit so'zlar:** mahalla, "Avesto", qo'ni-qo'shni jamoa, "Buxoro tarixi", "Temur tuzuklari", "Hayratul abror", rus manbalari, shahar darvozalari, daha.

O'zbek xalqi turmush tarziga xos mahalla bo'lib yashash tartibi, ya'ni qo'ni-qo'shnichilikning o'ziga xos mazmuni hamda mohiyati mavjud bo'lib, u uzoq tarixiy taraqqiyot jarayonida shakllangan. Mohiyatan olib qaraganda, mahalla aslida o'zbeklar jamoaviy hayot tarzidir. Unda insonlar ma'lum hudud doirasida yashaydilar va o'zaro yaqin ijtimoiy munosabatlarga kirishadilar. Shu boisdan avvalombor, mahallaning shakllanish tarixi va uning rivojlanish bosqichlariga oid tarixiy manbalar va adabiyotlarda masalaning yoritilganligini qayd etish muhim ahamiyat kasb etadi.

Mahallalar aholisining turmush tarzi xususidagi qarashlar o'z o'rnida qadimgi zardushtiylik diniga oid adabiyotlarda ham uchrashi tasdiqlangan. Unda o'sha davrda zardushtiylik turmush tarzi, kishilar o'rtasidagi o'zaro munosabatlarga oid fikrlar jamiyatdagi ijtimoiy-falsafiy qarashlarning takomillashishi uchun asosiy manba bo'lib xizmat qilgan<sup>1</sup>.

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<sup>1</sup>Маковельский А.О. Авеста. - Баку, 1960. - С. 89-92; Бойс М. Зороастрийцы: Верования и обычаи. - Москва.: Наука, 1988. - С. 200-201; Дорошенко Е.А. Зороастрийцы в Иране. - Москва.: Наука, 1982. - С. 84-99; Махмудов Т. Авесто ҳақида. - Тошкент.: Шарқ, 2000. - Б. 13; Тоҳир Карим. Муқаддас Авесто изидан. - Тошкент., 2000; Ҳомидов Ҳ. Авесто файзлари. - Тошкент., 2001. - Б. 57-61; Авесто яшт китоби / Исоқов М. таржимаси. - Тошкент.: Шарқ, 2001; Авесто тарихий бадиий ёдгорлик / Асқар Маҳкам таржимаси. - Тошкент.: Шарқ, 2001.



Ya'ni, "Avesto"da jamiyatning birlamchi ijtimoiy asosi bo'lgan qo'ni–qo'shni jamoa (vaeshvadata) deb atalgan va ular ma'lum hudud doirasida amal qilgan<sup>2</sup>. Zardushtiylar jamoasida kishilar turmush tarziga ko'ra bir qancha toifalarga bo'lingan bo'lib, ularning jamiyatdagi ijtimoiy mavqei Avestoga oid adabiyotlarda qayd etilganligi to'g'risidagi ma'lumotlar tadqiqotchilar ishlarida uchraydi<sup>3</sup>.

Ilk o'rta asr mualliflaridan biri Abu Bakr Narshaxiyning "Buxoro tarixi" asari o'sha davr an'anaviy shahar mahallalarining tipik xarakterini ochishda, ya'ni idora usullari, boshqaruvi tizimini o'rganishda muhim manbadir<sup>4</sup>. O'rta asrning buyuk mutafakkiri Abu Ali ibn Sino o'z asarlarida jamoa bo'lib yashashning ijtimoiy-ma'naviy jihatlariga lohida urg'u beradi. Uning fikricha, "Insonlar jamoa bo'lib, yashashlari uchun o'zaro muloqotda, turli munosabatda bo'lishlari, bir-birlarining ehtiyojlarini qondirish uchun xizmat qilishlari va umumiy intilish, maqsadga ega bo'lishlari lozim"<sup>5</sup>.

Shu o'rinda Amir Temurning "Temur tuzuklari"da o'rta asrlarda el–ulusni boshqarish, mahalliy boshqaruv tizimining o'ziga xosligi xususida birmuncha ma'lumotlar mujassamlashganligi tahsinga loyiq, albatta<sup>6</sup>. Movarounnahrda Amir Temur va temuriylar hukmronligi davrida mahalliy boshqaruv tuzilmasi o'z an'anaviy faoliyatini yanada rivojlantirgan. Bu haqda "Temur tuzuklari"da yozilishicha, Sohibqiron o'zi barpo etgan bepoyon va qudratli saltanatni boshqarishda davlatning mutasaddi shaxslariga tayangan, ular bilan yaqin muloqotda, doimiy mashvaratda bo'lgan, kezi kelganda ularning faoliyatini bevosita qo'llab – quvvatlagan. Ya'ni, tuzuklarda keltirilishicha, "har mulk va mamlakatning beklari, ulug'lari, boshliq-oqsoqollarini hurmatladim; ularga sovg'a-salomlar berib, xizmatlaridan foydalandim,

<sup>2</sup> Маковельский А.О. Авеста... – С. 89.

<sup>3</sup> Ишқуватов В, Толипов Ф. Маҳалла: ўтмишда ва бугун.-Тошкент. Navro'z, 2014.-Б. 10.

<sup>4</sup>Абу Бакр Мухаммад Ибн Жаъфар ан-Наршахий. Бухоро тарихи. – Тошкент., 1993. – Б. 52

<sup>5</sup> Ўзбекистонда ижтимоий-фалсафий фикрлар тарихидан. – Т.: "Ўзбекистон", 1995. – 167-б.

<sup>6</sup> Амир Темур. Темур тузуклари. - Тошкент., 2020. 12, 88. 109, 128 бетлар.

yana buyudimki, uch yuz o'n uch kishidan yuztasi- o'nboshi, yuztasi – yuzboshi , yuztasi – mingboshi bo'lsin. Jang paytida amir ul-umaro – amirlarga, amirlar – mingboshilarga , mingboshilar – yuzboshilarga , yuzboshilar – o'nboshilarga boshliq, deb buyruq berdim”, deyiladi<sup>7</sup>.

Buyuk mutafakkir Alisher Navoiy ijodida, jumladan uning ijtimoiy-falsafiy qarashlarida ham mahallaning maqomi, uning o'sha davr jamiyati, ijtimoiy-ma'naviy hayotidagi o'rniga alohida ahamiyat qaratilganligi yanada e'tibrga molikdir. Jumladan, mutafakkir o'zining “Hayratul abror” asarida o'zbeklar hayotining eng oliy shakllaridan biri–mahalla haqida shunday deydi: “Ilo mahalla o'zi bir shaharcha bo'lib, ularning ittifoqi va o'zaro munosabatlari yirik shaharlarni vujudga keltirgan”<sup>8</sup>. U o'zining “Majolisun-nafois” tazkirasida mahallaning hayotda tutgan o'rni va nufuzi, mahalladoshlar o'rtasidagi o'zaro hurmat, tenglik, shohu-gadoning bir-biriga bo'lgan munosabatida g'amxo'rlik qadrlanganligini yozadi<sup>9</sup>.

Toshkent shahri mahallalari haqidagi rasmiy ma'lumotlar XVIII – XX asr boshlariga oid rus manbalari – sayyoh va harbiylarning kundaliklari, ma'muriy hujjatlar, general-gubernatorlar, harbiy gubernatorlar va davlat xizmatchilarining, taftish komissiyalarining hisobotlari, statistik materiallar, davriy matbuot materiallari, turli karta, rasm va fotosuratlarda ham aks etgan. Ularda shaharning geografik o'rni, hududi, iqlimi, ma'muriy qismlari, darvozalari, devori, ko'cha, maydonlari, suvlari, turli muassasalari kabilarning nomlari keltirilgan.

Masalan, XVIII asrda Miller Toshkentning sakkizta darvozalari nomlarini eslatib o'tgan bo'lib, ular Samarqand darvoza, Beshog'och, Tersariq, Shayxontoxur, Tarsaxon, Kapkan (Qopqa), Tochki (Ko'kcha). Geyns XIX asrning ikkinchi yarmida quyidagi shahar darvozalari nomlarini keltirgan: 1. Labzak, Taxtapul, Qorasaroy; 2.

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<sup>7</sup> Ўша манба. 88, 109 бетлар.

<sup>8</sup> Аlisher Navoiy. Ҳайратул аброр. – Тошкент., 1989. – Б. 89.

<sup>9</sup> Аlisher Navoiy. Navoiy A. Majolisun-nafois. –Т.: Фан, – 1997. – 284-б.

Sag'bon, Chig'atoy, Ko'kcha; 3. Samarqand, Kamolon, Beshog'och; 4. Qo'ymas, Qo'qon, Qashqar<sup>10</sup>.

Chunki shahar mahallalariga bevosita darvozalar orqali kirilib, so'ngra katta-kichik ko'chalarga borilgan. Uy-joylar darvozalardan kamida ikki-uch chaqirim narida qurilgan bo'lib, bunda aholining xavfsizligi hisobga olingan. So'nggi o'rta asrlar, xususan XIX asr oxiri – XX asr boshlarida Toshkent darvozalari atrofi bo'ylab barpo etilgan mahallalarda 50-150, ba'zan 200-250 tagacha aholi xonadonlari bo'lgan. XIX asr oxiri - XX asr boshlariga talluqli N.A. Mayevning “Азиатский Ташкент” asarida Toshkentning Eski shahar qismida o'sha davrga taalluqli mavjud darvozalar haqida ma'lumotlar uchraydi. Mazkur asarning 1- 3- 4- boblarida eski shahardagi daha, mahallalar, ariqlar, darvozalar, masjidning nomlari keltirilgan. Ayrimlari haqida anchagina tafsilotlar ham yozilgan<sup>11</sup>.

Toshkent mahallalari haqida yozma ma'lumotlar dahalardagi qozilik daftarlarida, XIX asrning 2-yarmida esa rus nashrlarida qayd etilgan. Ularning birida qayd etilishicha, 1865 yil. Toshkentda 140 ta mahalla bo'lgan, aholisi 76 ming kishi. Turkiston o'lkasi statistikasi yilnomasida (1876) Toshkentda 149 ta mahalla (Shayxontohur dahasida 48 ta, Sebzor dahasida 38 ta, Ko'kcha dahasida 31 ta, Beshyog'och dahasida 32 ta) bo'lganligi ta'kidlangan. N.G.Malliskiy 1927 yilda nashr etgan ro'yxatda esa Toshkentda 280 ta mahalla va shahar aholisiga tegishli 171 ta mavze nomi bor. Mavzelar, odatda, shaharliklarning shahar tashqarisida joylashgan ekinzorlari va bog'laridan iborat bo'lgan, sovet davrida mavzelar davlat tomonidan musodara qilinib sovxoz yoki jamoa xo'jaligiga aylantirilgan<sup>12</sup>.

Toshkentning o'z davrida muhim ijtimoiy-demografik tavsifiga oid ma'lumotlar ayniqsa XX asr boshlariga oid Toshkent toponimlari haqida ma'lumot N.G.Mallitskiyning “Ташкентские маҳалля и мауза” asarida ham berilgan. Ayniqsa,

<sup>10</sup>Бўриева Х. Тошкент шахрининг тарихий топонимияси. // XIX аср охири - XX аср бошлари.-Тошкент .: Noshirlik yog'dusi, 2009.-Б. 16.

<sup>11</sup> Маев Н. Азиатский Ташкент // Туркестанский сборник.- Спб.: Типография В.С.Балашева. -Ташкент., 1876. – С 251-276

<sup>12</sup> Маллицкий. Н.Г. Махалля и мауза города Ташкента. –Ташкент., 1927..



Eski shahar hududidagi mahalla va mavzelarning dahalar bo'yicha nomlari ro'yxati muhim ahamiyat kasb etadi. Ya'ni, muallif o'zining ushbu asarida shaharning ko'plab mahallalari qatori, dahalariga ham tavsif beradi. Masalan, nafaqat o'rta asrlarda, balki XX asr boshlarida ham dahalar mahalladan kattaroq ma'muriy tuzilma bo'lganligi, shaharda bitta daha tarkibida bir nechta mahallalar bo'lganligi qayd etilgan<sup>13</sup>. Ushbu asarda muallif o'ziga qadar bo'lgan davrda olib borilgan olimlarning tadqiqot ishlarini har tomonlama tahlil etib, mazkur masala yuzasidan o'zining fikr va mulohazasini bildirib o'tadi.

Muallif mahallalarni o'zaro birlashtirgan "daha" so'zi qadimgi so'g'd tilida "deha", ya'ni qishloq ma'nosini bildirib, shaharning ma'lum qismi, ma'muriy bo'linishi kabi ma'nolarda qo'llanilganligini bildirgan. Bunday dahalar O'rta Osiyoning Toshkent, Samarqand, Qo'qon, Buxoro, Termiz, Xo'jand, Farg'ona, Karmana, Nurota kabi shaharlarida mavjud bo'lgan. Masalan, Toshkent shahrida aholining ortishi, uning hududi kengayishi natijasida dahalar ham kengayib borgan. Birgina XX asrning 20–yillarida shaharda Beshyog'och (Zangiota), Sebzor (Qaffol Shoshiy), Ko'kcha (Shayx Zayniddin) va Shayxontohur dahalari bo'lgan<sup>14</sup>.

XX asr 80-yillaridagi tadqiqotlar orasida Toshkent shahri bo'yicha amalga oshirilgan A.O'rinboyev, O.Bo'riyevlarning "Toshkent Muhammad Solih tavsifida" nomli asarini keltirib, unda shaharning tarixiy-etnografik jihatlariga tavsif beradilar. Jumladan, ular shaharning o'sha davrdagi to'rt dahasi, bozorlar, aholining xo'jaligi, turmush tarzi xususida anchagina muhim ma'lumotlarni bayon qiladilar. Jumladan, ular shaharning yirik maydonlaridagi asosiy savdo markazlarini shunday ta'riflaydilar: "Bozorning do'kon–rastalari Chorsudagi qandolatpazlik do'konigacha davom etadi. Ramazon oyida bu yerda kechasi ham bozor bo'ladi, xalq savdo sotiq, har xil o'yin–kulgular qilar edilar"<sup>15</sup>.

O'zbekiston mustaqilligining qo'lga kiritilishi xalqimiz tarixiy-madaniy hayotida ulkan burilish bo'ldi va tarix tadqiqotlari bo'yicha yangicha qarashlar asosida tadqiqotlar olib borish uchun keng imkoniyatlar yaratildi, jumladan, bu davrda

<sup>13</sup> Маллицкий. Н.Г. Махалля и мауза города Ташкента. –Ташкент., 1927. С. 24-27

<sup>14</sup> Маллицкий. Н.Г. Ўша асар., - Б. 26.

<sup>15</sup> Ўринбоев А, Бўриев О. "Тошкент Муҳаммад Солиҳ тавсифида".-Тошкент.. 1983. 84 бет.

mahallaning maqomi qayta tiklandi, unga doir tarixiy tadqiqotlar doirasi kengayib, o'zini o'zi boshqarishning an'anaviy shakllari tiklana boshladi.

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**GROWING INTEREST IN FOREIGN LANGUAGES IN  
PRE-SCHOOL CHILDREN WITH THE HELP OF GAMES.**

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**Abstract:** This thesis describes the methods of teaching English to preschool children. Now English is becoming a world language. Therefore, it should be started from preschool age. The thesis provides information about this.

**Keywords:** foreign language, words, atmosphere, rule, song, cartoon, intellectual, methodology, speech, games, interesting handouts.

After our country gained independence, great attention has been paid to learning foreign languages in our country. In order to further develop the study of foreign languages, our honorable president made many decisions, the decision of the President of the Republic of Uzbekistan "On measures to improve the management of the preschool education system" and at the same time "The preschool education system until 2030" development concept " was approved. These decisions reflect issues such as further development of the network of preschool education system, use of modern and effective methods of teaching children, provision of preschool educational institutions with qualified personnel, preparation of children for school education. It is not an exaggeration to say that the further development of the education sector is one of the urgent areas that our government is paying attention to today.

In the last few years, learning a foreign language has become a necessity rather than a way of self-development. A foreign language has become a mandatory component of education not only in schools and universities, but also in many additional pre-school educational institutions. The demand for a foreign language in society, on the one hand, as well as the understanding by parents that language is not only a factor in the education of a modern person, but also the basis of his social and material well-being in society, on the other hand, this moment encourages early learning of a foreign language, especially popular and make relevant. If 20 years ago knowledge of a language was required only in certain fields of work, now it is necessary to master at least one. The main problem of teaching a foreign language is the age of the student. It is known that children are more comfortable to learn. Until recently, teaching methods were aimed at children. Now parents are trying to start learning a



foreign language as early as possible. The main goals of teaching preschool children a foreign language:

- formation of children's basic communication skills in a foreign language;
- the ability to use a foreign language to achieve one's goals, to express one's thoughts and feelings in life communication;
- creating a positive attitude to further study of foreign languages;
- arouse interest in the life and culture of other countries. Preschool age is especially favorable for starting to learn a foreign language. Children of this age are distinguished by their sensitivity to language phenomena, they are interested in understanding their speech experiences, the "secrets" of language.

It is necessary to pay attention to children and find out their interests with various questions such as quizzes and picture tests. After talking with each child and determining their interests, we start the lesson with suitable songs, games, interesting and colorful multi-character handouts that attract attention. First of all, we greet the children and before we explain our topic, we conduct small conversations with the children about our topic, listen to their opinions, and start with songs and games about our topic. Because it is easy and interesting for children to develop an understanding of the subject and to understand the lesson. We will gradually distribute our interesting distributions. We will also distribute it with a game. For example, we can ask children about their favorite color or their favorite cartoon characters. After distributing the handouts, we slowly explain the topic by asking them what they imagined when they saw it. Young children can be easily distracted. We entertain them with various games so that they don't get bored quickly. Types of games to keep them from getting bored:

Mirror game - the purpose of the choice is to develop children's observation and attention.

There is also a game called "Find the mistake". The purpose of choosing this game is to determine whether the child has understood the lesson. For example, today's topic is teaching how to say numbers in English. We place the numbers in the picture in different ways and show them to the children and ask them to find the mistake. If we teach children in sequence, for example, they will say. We can tell if they understand the subject by the mistakes they make.

Our next interesting game is this - if we are teaching numbers in our topic, we will show a picture with numbers and ask the children which number it is.

In the process of "Sound Tale" children look at pictures together with the teacher and at the same time pronounce words. "Cartoons in English" is one of the best assistants in teaching English. Children love cartoons and enjoy watching them back to back. Therefore, cartoons in English help to solve many problems of teaching children a foreign language at the same time. • Subject environment; If the teacher can create that environment depending on the subject, the children will learn the language better. For example, traveling, birthday, in the kitchen, etc. On the subject of traveling, the teacher organizes a trip, information about the importance of traveling (foot, bicycle, automobile, train, boat, airplane), where to travel (Tashkent, Samarkand, Bukhara, England, USA) will give. This method strengthens students' vocabulary, language abilities, and expands their worldview. Teaching songs and rhymes about letters or combinations that are difficult to explain or remember and have no meaning. For example, it can be shown that children learning the English alphabet by singing is more effective than simply memorizing. Games involving mental and physical activity. cartoons; While children do not understand the words in the cartoon during language learning, they try to understand the words they use through the actions of the cartoon characters. This is an interesting and effective way for children to learn the language.

Using songs and action games to improve the classroom environment. Creating a flexible classroom atmosphere is sometimes more important than any teaching method. In the class, at the beginning of the lesson, with a nice English song, all the children, led by the teacher, sang together and danced a little to the tune. This in itself will help them exercise their bodies, become more energetic and memorize the lyrics of the song faster. The English environment, importantly, allows for a natural entry into a good learning atmosphere. Children's self-control is weak, and it is difficult for them to concentrate and hold their attention during the whole lesson. Therefore, the teacher should provide songs that children like to listen to, poems or quick sayings to practice the language, or if not, an animated cartoon that children like.

In conclusion, language teaching to young children should be conducted as an interesting activity, not as a duty, and using several effective methods can serve as a foundation for their future knowledge. The importance of learning foreign languages should be properly explained to children through natural conditions. For example, the great thinker Abu Nasr Farabi knew many foreign languages perfectly, could speak them easily and created in them. Such an opportunity motivated scholars to study world

science and do great things. After all, as our grandfather Navoi said, "He who knows the language - knows the world."

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**“ДЕВОНУ ЛУГАТИ-Т-ТУРК” АСАРИНИНГ ЎЗБЕК ТИЛИДАГИ  
НАШРЛАРИДА ТУРКИЙ МАТНЛАР СТАТИСТИК ТАҲЛИЛИ**

**Зилола Сатторова**

**ТДШУ докторанти**

**Annotatsiya:** Jahon turkologiyasida muhtasham ilmiy, adabiy obida Mahmud Koshg'ariyning “Devonu lug'ati-t-turk asari butun islom olamiga turkiy tillar, turkiy xalqlarning madaniyati, urf odati, turmush tarzi, xalq og'zaki ijodi haqida ma'lumot berishni ko'zlab yozilgani uchun umumturkiy xalqlarning mushtarak badiiy merosi sifatida e'tirof etiladi. Mazkur maqolada ushbu noyob asarning o'zbek tilida tayyorlangan nashrlaridagi turkiy matnlarning statistik tahlili amalga oshirilgan.

**Kalit so'zlar:** nashr, statistik tahlil, bosh maqola, faksimile, original matn.

**Аннотация:** Книга Махмуда Кашгари «Девону Лугати-т-Тюрк», великолепный научно-литературный памятник мировой тюркологии, является общетюркским, поскольку написана с целью информирования всего исламского мира о тюркских языках, культуре тюркских народов, обычаях, быта и фольклора признано общим художественным наследием народов. В данной статье проводится статистический анализ турецких текстов в узбекскоязычных изданиях этого уникального произведения.

**Ключевые слова:** публикация, статистический анализ, основная статья, факсимиле, оригинальный текст.

**Annotation:** Mahmud Kashgari's "Devonu Lug'ati-t-Turk" a magnificent scientific and literary monument in world Turkology, is universally Turkic because it was written to inform the entire Islamic world about Turkic languages, the culture of the Turkic peoples, customs, lifestyles, and folklore. is recognized as the common artistic heritage of peoples. In this article, a statistical analysis of the Turkish texts in the Uzbek language editions of this unique work is carried out.

**Key words:** publication, statistical analysis, main article, facsimile, original text.

“Devonu lugati-t-turk” (keyingi o‘rinlarda DLT) sobiq ittifoq davlatlari ichida birinchi, dunyo miqyosida esa uchinchi bo‘lib 1960-1963-yillarda to‘liq o‘zbek tiliga tarjima etilib nashrga tayyorlangan. Ushbu murakkab va o‘ta mashaqqatli ishni o‘zbek olimi S.Mutallibov muvaffaqiyatli amalga oshirgan va asar bugungi kunimizgacha qator ilmiy ishlarning tadqiqot obyekti bo‘lib kelmoqda. Biroq, bugungi kunda turkologiyada erishilgan yangi yutuqlar va asar qo‘lyozmasining (keyingi o‘rinlarda

MK) sifatli faksimile nashrlari tayyorlanishi nashr va qo'lyozmada ayrim tafovutli o'rinlar borligini ko'rsatmoqda. Shu bois 2016 va 2017-yillarda S.Mutallibov tarjimai asosidagi yangi ikki nashr dunyo yuzini ko'rdi. Mualliflari o'zbek turkologiyasining yetuk, ko'zga ko'ringan olimlari A.Rustamov, Q.Sodiqov (keyingi o'rinlarda QS) H.Boltaboyev va B.Isabekovdir (keyingi o'rinlarda HB).

"Devonu lugati-t-turk" ning ikkala yangi nashri ham S.Mutallibov nashriga asoslangan. Matn butunlay qayta tarjima qilinmagan. Noshirlar turkiy matnigina to'laligicha qayta transkripsiyaga o'giran. Talqinda S.Mutallibov tarjimai saqlangan. Faqat ayrim o'rinlardagina qayta talqinga ehtiyoj yuzaga kelgan.

O'zbekcha nashrlarning qiyosiy tahlilidagi ilk tafovut lug'at statistikasi bilan bog'liq. Hisobimizga ko'ra, S.Mutallibov nashrida 7222 ta bosh so'z izohlangan (1-jildda 3288 ta, 2-jildda 1447 ta, 3-jildda 2487 ta) DLT tadqiqotchisi J.Xudoyberdiyev hisobiga ko'ra, 7217 ta so'z va birikmalar bosh maqolacha sifatida ajratib ko'rsatilgan<sup>1</sup>. E.Fozilov tadqiqida bu ko'rsatkich biroz ko'proq – 9222 ta<sup>2</sup>. E.Fozilov indeks-lug'at asosida hisoblagan. Tadqiqotchining yozishicha, noshir shakldosh so'zlarni alohida qayd qilgan. Shuni aytish joizki, bu fikr indeks-lug'atgaga oid, biroq nashrda aksariyat polisemantiik va omonim so'zlar bir maqola tarkibiga kirgan. Shu asosda ikki xil natija olingan bo'lishi mumkin.

H.Boltaboyev nashrida 6962 ta (1-jildda 3003 ta, 2-jildda 1542 ta, 3-jildda 2417 ta), Q.Sodiqov nashrida esa 7596 ta bosh so'z va birikmaning ma'nosi izohlangan. Bu tafovut ikki omil asosida yuzaga kelgan:

*Birinchidan*, matnda noshirlar o'z yondashuvlariga asosan ko'p ma'noli yoki omonim so'zlarni bir maqola tarkibida bergan yoki aksincha, ular alohida olingan. Bu xususiyat maqolalar sonining keskin farqlanishiniga olib kelgan. Xususan, *أُقْ أُتِلْدِي* *oq atildi* (o'q otildi) va *جَعَّكْ أَغْزِي أُتِلْدِي* *čečäk ağzi atildi* (gul, g'uncha og'zi ochildi) birikmalaridagi fe'l S.Mutallibov (SM.I,199) va H.Boltaboyev (HB.I,144) nashrida bir maqola, Q.Sodiqov (QS.90) nashrida esa ikki maqola sonida olingan. Qo'lyozmada esa bu birikmalar chegarasi oldingi va keyingi bosh so'zlardan nuqtali doiracha bilan

<sup>1</sup>Xudoyberdiyev J. Mahmud Koshg'ariy hayoti va «Devony lug'otit turk» bo'yicha yaratilgan asarlar ko'rsatkichi. — Toshkent: Akademnashr, 2011. — B.8.

<sup>2</sup>Фазылов Э. Об изданиях и издателях «Дивана» Махмуда Кашгари. Советская тюркология. 1972. — №1. — Б.142.

ajratib qo‘yilgan (MK.105/15,16). Bu ishoradan birikmalarning asosi bir so‘z, bir maqola deb qarashimiz mumkin. Biroq, jumlar o‘zaro qizil nuqta bilan ham ajratilgan. Fikrimizcha, Koshg‘ariy so‘zlarning shakli, masdar va kelasi zamon shakli bir xilligiga, biroq bir-biridan mustaqil omonim so‘zlar ekanligiga ishora qilgan. Bunday farqlar asosan fe‘l boblariga amal qiladi. Ismlar doirasidagi ko‘p ma’noli so‘zlarda ham ayni tafovut bor. Quyida S.Mutallibov va H.Boltaboyev bir maqola, Q.Sodiqovda esa uch maqola sonini bergan holat keltirilgan:

№	S.Mutallibov. 1960	H.Boltaboyev. 2016	Q.Sodiqov. 2017
1	اِحْ ich – xar narسانينگ ichi; اِحْ قُرْ ich qur – ichdan boғlanadigan belboғ; اِحْ سۆزْ ich söz- kўngildaги, dilдаги яширин нарса, сир. (СМ.I,69)	اِحْ ich – xar narسانينگ ichi; اِحْ قُرْ ich qur – ichdan boғlanadigan belboғ; اِحْ سۆزْ ich söz- kўngildaги, dilдаги яширин нарса, сир. (ХБ.I,44)	اِحْ ich (ич) – xar narسانينگ ichi.
2			[اِحْ ich (ич)] ich qur - ichdan boғlanadigan belboғ.
3			[اِحْ ich (ич)] ich söz – kўngildaги, dilдаги яширин нарса, сир. (ҚС.28)

*Ikkinchidan*, nashrlarda lug‘atning ayrim leksik birlik sifatida izohlanayotgan so‘zlari va ularning izohi tushib qolishi bilan bog‘liq holatlar aniqlandi. Qo‘lyozmaning 579 hamda 580 sahifalarida kelgan beshta maqola يِكْلَادِي , يَمْلَادِي , يَشْنَادِي , يَلْنَادِي , يَكْلَادِي (yiklädi, yamladi, yimlädi, yašnadi, yelnadi) bosh so‘zlari, ular birikkan jumlar va arab tilidan tarjimasi DLT ning ilk nashriga kiritilmagan. Shuningdek, H.Boltaboyevning qayta nashrida ham bu maqolalar mavjud emas. Faqatgina



yuqoridagi soʻzlarning kirill yozuvidagi transliteratsiyasi yozilib, soʻng boʻsh joy qoldirib ketilgan xolos, matn ham talqin ham tushirilmagan. Bu maqolalar B.Atalay nashrida borligi uchun (BA.III,310) bosma nusxaning kamchiligi deb baholab boʻlmaydi. Shu sabab biz mazkur ikki nashr maqolalari hisobini chiqarishda bu soʻzlarni inobatga olmadik. Q.Sodiqov nashrida mazkur soʻzlarning matndagi holati, transkripsiyasi, talqini toʻliq kiritilgan (QS.428).

Qoʻlyozmaning 318/3 sahifasi *الْأَنْكُ بِرْ لَا كِ كَرْتِي* *ol anig birlä kerışdi* birikmasi va talqini ikkinchi nashrga kiritilmay qolgan (HB.II/66). Qolgan ikki nashrda mavjud (SM.II/95; QS.237). Bu holat matnning 418/3 sahifasidagi *الْأَنْكُ فُلْنُ كُرْتِي* *ol anig qulın kürätti* (u uning qulini qochirtirdi) soʻz-maqolasining berilishida ham takrorlangan. Mazkur birikma ham ikkinchi nashrda tushib qolgan (HB.II/203), qolgan nashrlarda toʻliq berilgan. Faqat har ikki jumladagi *الْأَنْكُ* *anig* soʻzi *anih/anih* tarzida oʻqilgan (SM.II/352; QS.303).

Q.Sodiqovning qayta nashri 88 sahifada kelgan quyidagi maqola ham S.Mutallibov (SM.I,196) H.Boltaboyev (HB.I,142) nashrlariga kirmagan: *الْأَشْدَى* *Ölišdi* – (oʻlishdi) hoʻl boʻldi. *Ölišdi näñ* – hoʻl boʻlgan narsa, hamma yeri hoʻl boʻlib ketgan narsa. (*ölišür, ölišmäk*). S.Mutallibov sahifaosti izohda bu soʻzning oʻrnini koʻrsatib oʻtgan. Uning taʼkidlashicha, B.Atalay mazkur birikma qoʻlyozmada mavjud, biroq bosma nusxada tushib qolgan deb izoh bergan. B.Atalayning izohini tasdiqlash mumkin. Bu oʻrin qoʻlyozmada mavjud: *الْأَشْدَى نَانَكُ* (MK.104/7). Xulosa qilsak, S.Mutallibov nashrida 6 maqola, H.Boltaboyev nashrida 8 maqola qoʻlyozmada va bosma nusxada mavjud boʻlsa-da, tushirib qoldirilgan. Faqatgina *ölišdi näñ* birikmasi bosma nusxada ham tushirilgan.

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<sup>3</sup> Al soʻzida alif ustida zamma qoʻyilmagan.

## **НЕЙРОЛИНГВИСТИЧЕСКИЕ ОСОБЕННОСТИ В ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА**

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**Аннотация:** В статье исследуются особенности использования нейротехнологии английского языка. Рассматриваются варианты применения нейролингвистики и формирование языковой компетенции обучающихся.

**Ключевые слова:** нейролингвистическое программирование, английский язык, преподавание и практика.

Изучение иностранных языков представляет собой сложное и интенсивное развитие человеческого познания. Сегодня потребность в изучении иностранных языков очень высока, поскольку одной из основных задач является формирование коммуникативной компетенции учащихся.

Нейролингвистика в человеческом познании является предметом ментальных исследований. При изучении языка человек сталкивается с различными трудностями, но нейролингвистика уделяет особое внимание участию речевых функций в процессах мозга и обработке в памяти использованных знаний с целью формирования общего представления о языковых барьерах. Нейролингвистика – это научное направление, изучающее процессы в мозге, лежащие в основе языковой деятельности человека, и в настоящее время десятки тестов, охватывающих самые разные области – от патологии и языковых расстройств до рекламы и маркетинга. Нейролингвистика включает в себя изучение языка, распознавание речевых стимулов, таких как отдельные слова и предложения, и задачи, связанные с работой мозга. Она в большей степени психологическая и организационная, чем лингвистическая.

Если рассматривать все языки с точки зрения нейролингвистического программирования, то язык – это прежде всего продукт нервной системы. Однако в то же время язык стимулирует и формирует нейронную активность человека. Речь – это один из основных способов, с помощью которого человек вызывает реакцию нервной системы у других людей. Для того чтобы понять, как построить эффективное взаимодействие и общение, необходимо знать, как именно можно

использовать родной или иностранный язык в целях обучения, побуждения людей к каким-либо действиям для выражения определенных идей, постановки целей, оценки результатов деятельности и т.д. Именно поэтому преподавателям важно опираться на методики, основанные на данных нейронауки:

-Увеличить интенсивность занятий и сделать их регулярными.

Многие преподаватели знают, что регулярные короткие занятия лучше, чем более длительные, но менее частые. Это объясняется тем, что наш мозг работает особым образом: мы можем концентрировать свое внимание только в течение определенного времени. Во время умственной деятельности мозг вырабатывает химические вещества и расходует энергетические ресурсы, которые имеют свойство заканчиваться.

-Планирование и организация учебного процесса

В среднем человеческому мозгу требуется 15-30 минут, прежде чем он сможет полностью переключиться на новую задачу. Это время "калибровки". При организации учебного процесса важно учитывать эту информацию и грамотно планировать время.

Например, если студент во время урока отвлекается на посторонние шумы, звонки, сообщения в мессенджерах и т.д., то ему необходимо 15 минут, чтобы глубоко усвоить и изучить тему урока.

- Обучение аудированию.

Навыки чтения и письма формируются на основе аудирования. Сначала дети учатся понимать язык, а затем начинают говорить на нем. Когда человек слышит язык, будь то родной или иностранный, он воспроизводит услышанное для себя. Это происходит потому, что слуховая система улавливает знакомые лексические единицы, грамматические конструкции и интонацию.

В нейролингвистике выделяют три основные репрезентативные системы: визуальную, аудиальную и кинестетическую.

*Например.*

1) Слово названо и "представлено".

2) Следующий шаг- попросить человека вспомнить цвет. В этом случае мозг снова получает информацию, но уже из самого себя, а не извне. Таким образом, формируется внутренний зрительный образ.



3) Попросите студента представить и описать его. Его мозг снова получает зрительный образ ,но ,в отличие от предыдущего, он уже построен. В современных условиях использование различных нейротехнологий, в том числе нейролингвистического программирования, представляется оправданным и целесообразным для эффективного изучения иностранного языка студентами вузов. Нейро-лингвистическое программирование представляет собой набор технологий, которые могут быть использованы в контексте основных способов успешного изучения любого иностранного языка.

При изучении иностранного языка в вузе используются нейротехники, направленные на активизацию определенных участков мозга и установление определенных связей. Достигнутые результаты фиксируются с помощью специальной программы. Для того чтобы эта программа заработала, необходимо , чтобы у испытуемого активизировались механизмы, воспринимающие внешнюю информацию. Или же необходимо активизировать внутренние механизмы, участвующие в формировании мотивации к обучению.

С помощью нейро-лингвистического программирования практически любой студент может достичь высоких результатов во владении иностранным языком и повысить свою личную и профессиональную эффективность. Сегодня знание иностранных языков становится обычным делом для образованных людей, поскольку большинство современной компьютерной, политической и экономической терминологии заимствуется из английского языка. Английский язык уже давно стал важным в познании человека.

В НЛП различают следующие уровни обучения и развития.

-Среда (внешние возможности ограничения деятельности, место, время и материальные условия, необходимые для ее осуществления);

-Поведение (конкретные шаги, действия и операции, необходимые для достижения цели);

-Способности (система когнитивных карт, планирование и стратегия деятельности, критерии выбора и оценки конкретных действий);

-Убеждения и ценности (мотивация и выбор общего направления деятельности с учетом имеющихся компетенций, целей и условий.

-Идентичность (осознание человеком своей роли, ответ на вопрос "кто" по отношению к данной деятельности).

Одним словом, моделирование с помощью НЛП в обучении английскому языку и последующее внедрение моделей имеет некоторые сходства с традиционными методами, но и много отличий, которые приводят к более эффективным результатам:

1.1. внешне процессы могут быть похожи - упражнения, игры, беседы и т.д.

2. Понимание процессов, лежащих в основе обучения взрослых и детей, может дать реальные результаты гораздо быстрее, чем традиционное обучение, благодаря использованию пространственного закрепления, изменению убеждений, внедрению правильных стратегий написания, запоминания, прослушивания и пересказа и т.д.

3. Моделирование и внедрение результатов правильных мета-стратегий изучения английского языка может не только улучшить знания и навыки устной речи за счет изменения ограничивающих убеждений о личной идентичности, но и привести к изменениям на фундаментальном логическом уровне. Кроме того, преподаватели должны уметь распознавать стили учащихся и использовать наиболее подходящие методы для конкретного ученика или группы учеников.

В результате можно сделать вывод, что вне аудиторное обучение английскому языку с использованием современных информационных технологий может быть эффективной и качественной формой обучения при соблюдении вышесказанных условий. Таким образом, принимая во внимание все вышесказанное, можно улучшить процесс изучения иностранного языка, сделать его более легким и приятным.

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**Alkogoldan zaharlanishdan kelib chiqadigan oqibatlar va tekshrish usullari**

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Respublika sud tibbiy ekspertiza ilmiy -amaliy markazi

Surxondaryo filiali sud kimyo bo'limi ekspertlari

**Muammoning dolzarbligi:** Spirtli ichimliklar bilan zaharlanishni aniqlash sohasi 100 yildan ortiq bo'lib, tibbiyot, kimyo va informatika sohalarini qamrab olgan bo'lib, intoksikatsiya darajasini aniqlashning eng samarali va aniq usullarini ishlab chiqarishga qaratilgan. Ushbu sharh oltita asosiy toifaga bo'lingan alkogol bilan zaharlanish miqdorini aniqlash asboblari va usullarining rivojlanishi va hozirgi holatini taqdim etadi: taxminlar, nafas olish uchun alkogol asboblari, tana suyuqliklarini tekshirish, transdermal sensorlar, matematik algoritmlar va optik usullar

**Tadqiqot maqsadi:** Spirtli ichimliklar bilan zaharlanish - bu faqat qondagi alkogol kontsentratsiyasi bilan belgilanadigan standartlashtirilgan ko'rsatkich bo'lib, uning shaxsga ta'siri emas, shuning uchun etanolga muntazam ta'sir qilish natijasida yuzaga keladigan bardoshlik hisobga olinmaydi. Shunga o'xshash intoksikatsiya belgilari odamlarda kuzatilishi mumkin bo'lsa-da, alkogolga chidamlilik ta'siri kengroq aholi kontekstida yaxshi o'rganilmagan hodisa bo'lib qolmoqda.

**Tekshiruv materiallari va usullari:** Alkogolli zaharlanishning qisqa muddatli ta'siri bunday zararli oqibatlarga olib kelmaydi, ammo ular zararsiz emas. O'tkir intoksikatsiya saraton kasalligiga chalingan yoki hozirda antibiotiklarni qabul qilayotgan odamlarga zararli ta'sir ko'rsatishi mumkin. Jigardagi etanolning reaksiyasi yallig'lanishni keltirib chiqarishi va foydalanuvchining jigariga zarar etkazishi mumkin. O'tkir iste'mol qilish zarar etkazish xavfini tug'diradigan boshqa holatlar, ayniqsa, o'z joniga qasd qilish xavfini oshiradigan odamlarda kuzatiladi. Etanol gamma-aminobutirik kislota (GABA) retseptorlarini inhibe qilish orqali markaziy asab tizimiga ta'sir qilish orqali tanaga ta'sir qiladi .Bu kognitiv qobiliyatning pasayishiga, nutqning buzilishiga, muvozanatning yo'qolishiga va ijtimoiy inhibitsiyonning pasayishiga olib keladi. Uzoq muddatli iste'mol qilish spirtli ichimliklarni iste'mol qilish buzilishiga (AUD) olib kelishi mumkin. Bu korrelyatsiya boshqa kimyoviy nomutanosibliklar intoksikatsiya ta'siriga hissa qo'shishini ko'rsatishi mumkin. Sirka kislotasining asab tizimiga ta'siri etanol kabi chuqur o'rganilmagan va zaharlanish

ta'sirini aniqlash yoki spirtli ichimliklarni iste'mol qilishning o'ziga xos xususiyatlari bilan bog'liq bo'lgan muhim tarkibiy qism bo'lishi mumkin.

**Xulosa:** Transdermal sensorlar, shuningdek, sub'ekt bilan hamkorlik qilishning iloji bo'lmagan, nafas olish yoki qon namunasini olish mumkin bo'lmagan hollarda ham foydalidir. Biroq, ilgari muhokama qilingan sensorlar faqat ular asoslangan farmakokinetik model kabi yaxshi va modeldan har qanday farq o'lchash xatosini oshiradi. Transdermal sensorlar, shuningdek, taqiladigan texnologiya yordamida spirtli ichimliklarni shaxsiy sinovdan o'tkazish uchun noyob imkoniyatni taqdim etadi. Etanol sinovida elektrokimyoviy/enzimatik asboblarni kichiklashtirish mumkin bo'lsa-da, kimyoviy/enzimatik sensorlardan foydalanish bunday sensorlarning ishlash muddati bilan bog'liq noyob kamchilikni keltirib chiqaradi

## **ФОРМИРОВАНИЕ ЭКОЛОГИЧЕСКОЙ КУЛЬТУРЫ МЛАДШИХ ШКОЛЬНИКОВ В СИСТЕМЕ ОБРАЗОВАНИЯ**

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Направление Теория и методика обучения и  
воспитания (начальное образование)

**Аннотация:** В статье анализируются понятия «экологическая культура», рассматриваются возможности и педагогические условия для успешного формирования экологической культуры младших школьников в системе образования на примере 2-3 классов.

**Ключевые слова:** экологическая культура, младшие школьники, образование.

Одной из важнейших причин современных экологических бедствий следует считать экологическую неграмотность населения, неумение предвидеть последствия вмешательства человека в природу. Именно поэтому в новом стандарте начального образования усилено внимание к вопросам экологического образования.

В современном образовании происходит становление младшего школьника 2-3 классов как субъекта учебного процесса. Теперь учащийся может стать соорганизатором образовательной среды, полноценным ее участником. И, как показывают результаты опытно-экспериментальной работы различных авторов, такая система обучения в рамках экологического образования приводит к ряду важных педагогических результатов: происходит накопление определенного опыта применения универсальных учебных действий «в реальных жизненных ситуациях в целях обеспечения своей экологической безопасности и здоровья».

Согласно учебникам 2-3 классов «экологическая культура включает в себя экологическое знание, безопасные или даже благоприятные для природного равновесия технологии деятельности, нормы и ценности, навыки поведения, созерцание и чувства и распространяется на всю систему активности людей». По мнению специалистов, «экологическая культура личности включает в себя экологическое мышление и опосредует экологическую деятельность – рациональное преобразующее взаимодействие человека с биосферой Земли».



Экологическое образование имеет междисциплинарный характер и может быть связано со всеми предметами начального образования (курсы «Окружающий мир», «Литературное чтение», «Иностранный язык» и др.). Мы рассмотрим педагогические условия формирования экологической культуры личности младшего школьника. Образование представляет собой «процесс овладения знаниями о культурном разнообразии окружающего мира стран соизучаемых языков и о взаимоотношениях между культурами в современном поликультурном мире, а также формирования активной жизненной позиции и умений взаимодействовать с представителями разных стран и культур согласно принципу диалога культур». По мнению специалистов, «начальное образование включает в себя: развитие личности ученика и его способностей; духовнонравственное воспитание младшего школьника в процессе изучения неродных предметов; учение, в основе которого лежит учебная деятельность, где младший школьник познает образовательные средства, культуру страны и овладевает иноязычной речевой деятельностью». Система образования в начальной школе способствует освоению учащимися нового средства общения, познанию культуры, расширению горизонтов социализации, развитию интеллектуальных способностей и личностных качеств ученика, помогает стать более успешным в освоении остальных предметов.

Согласно примерной основной образовательной программе начального общего образования «предметное содержание устной и письменной речи соответствует образовательным и воспитательным целям, а также интересам и возрастным особенностям младших школьников» и включает следующие блоки: «Знакомство»; «Я и моя семья»; «Мир моих увлечений»; «Я и мои друзья»; «Моя школа»; «Мир вокруг меня»; «Родная страна».

В результате совмещения процессов экологического и иноязычного образования на ступени начального общего образования у младших школьников сформируются: элементарная иноязычная коммуникативная компетенция (при использовании устной и письменной речи), основы коммуникативной культуры и речевого этикета, фундамент экологической культуры и грамотности; положительная мотивация и устойчивый интерес к предметной области «Иностранный язык» и «Экологическое образование», осознание ценности природы и необходимости нести ответственность за ее сохранение, основы

природосообразного поведения в быту и окружающей среде, умения работать с различного рода информацией, анализировать и преподносить ее на родном и иностранном языках.

Таким образом, мы предполагаем, что в процессе иноязычного образования мы можем успешно формировать экологическую культуру личности младших школьников, следуя определенным педагогическим условиям: необходимо разработать методику ее формирования в помощь учителю, так как обычные учебники по иностранному языку не предусматривают таких заданий. Несомненно, у учителей начальных классов теперь станет ещё больше работы для полноценного обеспечения эколого-образовательного процесса. Но мы должны понимать, что будущее нашей планеты зависит от молодого поколения и нужно приложить все усилия, чтобы жить в благоприятной экологической обстановке.

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## **OSHQOZON YARA KASALIKLARI VA ULARNING KELIB CHIQISH SABABLARI**

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**Annotatsiya:** Ushbu tezisdagi oshqozon yara kasalliklari va ularning kelib chiqish sababi haqida ma'lumotlar keltirilgan. Unda oshqozon yara kasalliklari yara turlarini ajratish, yara kasallik bosqichlarini tasniflash, kasallikning klinik, anatomik kechish jarayoni borasida fikrlar yuritilgan.

**Kalit so'zlar:** Xlorid kislotasi, yara(yazva), ovqatlanish tartibi, mahsulot, parhez.

**Abstract:** This thesis presents information about stomach ulcer diseases and their causes. It contains thoughts on the classification of ulcer types, classification of ulcer disease stages, and the clinical and anatomical course of the disease.

**Key words:** Hydrochloric acid, ulcer, diet, product, diet

**Аннотация:** В данной статье представлена информация о язвенных заболеваниях желудка и их причинах. Содержит мысли о классификации типов язв, классификации стадий язвенной болезни, клинико-анатомическом течении заболевания.

**Ключевые слова:** Соляная кислота, язва, диета, продукт, диета.

**Muammoning dolzarbligi:** O'z vaqtida ovqatlanmaslik sababli odamlarda ko'pgina oshqozon yaralari kelib chiqishi. Oshqozon yarasi odamning ovqatlanish tartibiga rioya qilmaslik, o'z vaqtida ovqatlanmasligi va ko'pgina kimyoviy moddalar qo'shilgan mahsulotlarni iste'mol qilishi orqali kelib chiqadi. O'z vaqtida ovqatlanmaslik sababli oshqozon tarkibidagi xlorid kislotani ishlab chiqarilishi sababli oshqozon shilliq pardasini yemirishi kuzatiladi. Oshqozon shilliq qavati yemirilgandan so'ng oshqozon kislotasi tushgan joylarda yazva hosil bo'ladi va o'sha yaradan qon ketishi mumkin bu holatlar ko'pincha abituryent va talabalarda kuzatiladi. Oshqozon yara kasalliklarini kelib chiqishiga sabab bo'luvchi oziq mahsulotlar: gazli ichimliklar va fast food mahsulotlari kiradi.



Tadqiqot ishning maqsadi oshqozon yara kasaligini kelib chiqish sababini o'rganishdan iborat.

Tadqiqot davomida quyidagi vazifalar belgilab olindi.

- ❖ Oshqozon yara turlarini ajratish;
- ❖ Oshqozon yara kasallik bosqichlarini tasniflash.

**Tadqiqot natijasi:**

1. Oshqozon yara turiga qarab:

- A) yakka
- B) ko'pchilik

2. Yara diametriga qarab:

- A) kichkina diametrli 0,5 sm gacha
- B) o'rta diametrli 0,5-1sm gacha
- C) katta diametrli 1,1-2,9sm

D) ulkan (juda katta), me'da yarasi uchun 3sm va ortiq, o'n ikki barmoqli ichak yarasi uchun 2sm dan ortiq

3. Klinik kechishiga qarab:

- A) tipik
- B) notipik - notipik og'riq sindromi bilan - og'riqsiz (lekin boshqa klinik belgilar bilan) – simptomsiz turlarga ajratildi.

4. Oshqozon yara kasallik bosqichiga qarab

- A) zo'rayishi
- B) remissiya (kasallikning yengillashishi)  
- klinik - anatomik: a) epitelizatsiyalash b) chandiqlanish (qizil va oq chandiqlanish) C) funksional

5. Asoratlar mavjudligiga qarab

- A) Qon ketishi
- B) Penetratsiya
- C) Teshilish
- D) Stenozlanish
- E) Malignizatsiya holatlari bilan tasniflandi.

**Xulosa:** Oshqozonda yazva hosil bo'lganda qat'iy parhez tutish shart bunda bemorning ahvoriga qarab 14 kundan - 1 yoki 2 oygacha parhez tutish tavsiya etiladi bunda: nordon, achiq, qatiq, juda sovuq va issiq, qovurilgan oziq ovqatlar taqiqlanadi.

O'z vaqtida ovqatlanish tartibiga rioya qilmaslik va fast food, gazlangan ichimliklar tufayli kelib chiqishi mumkin ekan demak bu kasallik bilan kasallanmaslik uchun o'z vaqtida ovqatlanib turli xil kimyoviy moddalar qo'shilgan oziq-ovqat mahsulotlarni iste'mol qilishni cheklash zarur.

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## **PHARMACEUTICAL TERMINOLOGY**

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**Introduction.** Pharmaceutical terminology is a specialized language used in the field of pharmacy and healthcare to describe various aspects of medicines, their development, and their use. This language is crucial for healthcare professionals, pharmacists, researchers, and anyone involved in the pharmaceutical industry.

### **Main Body.**

1. **Active Ingredient:** The active ingredient is the component in a medication that produces its therapeutic effect. It is the substance responsible for treating a specific medical condition.

2. **Generic Drug:** A generic drug is a medication that is bioequivalent to a brand-name (innovator) drug in terms of safety, efficacy, and quality. Generic drugs are often more affordable than their brand-name counterparts.

3. **Dosage Form:** This term refers to the physical form in which a medication is presented for administration. Common dosage forms include tablets, capsules, syrups, and injections.

4. **Pharmacokinetics:** Pharmacokinetics is the study of how the body absorbs, distributes, metabolizes, and eliminates a drug. It helps determine the appropriate dosing regimen.

5. **Side Effects:** These are unintended and often undesirable effects of a medication. They may occur in addition to the desired therapeutic effect.

6. **Over-the-Counter (OTC):** OTC drugs are available without a prescription and can be purchased directly by consumers for self-treatment of common ailments.

7. **Prescription (Rx):** Prescription drugs are medications that require a healthcare provider's written order (prescription) for dispensing. These are typically used for more serious or complex medical conditions.

8. Placebo: A placebo is a non-active substance, often a sugar pill, given in clinical trials to assess the effectiveness of a new drug. It is used to compare the results and determine if the new drug is more effective than the placebo.

9. Pharmacovigilance: This is the science and activities related to the detection, assessment, understanding, and prevention of adverse effects or any other drug-related problems.

10. Formulary: A formulary is a list of approved drugs used by healthcare organizations or insurance providers. It helps guide healthcare professionals in prescribing and dispensing medications.

11. Biopharmaceuticals (Biologics): Biopharmaceuticals are drugs produced using living organisms, often through biotechnology methods. They are used to treat complex conditions like cancer and autoimmune diseases.

12. Compliance: Medication compliance or adherence is the extent to which a patient follows the prescribed dosage and instructions for taking a medication.

**Conclusion.** If the noun is plural and accusative, the adjective must also be plural and accusative in writing prescription. In short, pharmaceutical understanding the comparative degrees of adjectives and their coordination with fifth declension nouns is essential to mastering Latin grammar. By following the rules of proper gender, number, and case, students can accurately form comparisons and coordinates of adjectives and nouns. Practicing and learning these concepts will help you master Latin.

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**CLINICAL TERMINOLOGY. WORD FORMATION, GREEK ROOTS,  
SUFFIXES AND PREFIXES**

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**Introduction.** In the world of healthcare and medicine, we often encounter a seemingly impenetrable web of complex, multisyllabic words and phrases that can leave even the most attentive readers and listeners baffled. This jargon, commonly referred to as clinical terminology, plays a pivotal role in accurate medical communication and the conveyance of crucial medical information. To gain a better understanding and the ability to decode this seemingly cryptic language, it's important to explore the intricacies of word formation, particularly the influence of Greek roots, suffixes, and prefixes.

**The Art of Word Formation:**

Clinical terminology draws heavily from Latin and Greek origins. These classical languages form the foundation of medical terminology, and for good reason. Latin and Greek are exceptionally rich in vocabulary and precision, making them ideal for the medical field, where precision and clarity are of paramount importance.

**Main Body.**

Word formation in clinical terminology generally involves combining root words, often of Greek or Latin origin, with affixes, which can be prefixes or suffixes. This combination allows healthcare professionals to describe complex medical concepts with a high degree of precision. Understanding these roots, prefixes, and suffixes is crucial in deciphering the meaning of these terms.

**Greek Roots in Clinical Terminology:**

Greek roots have a significant presence in clinical terminology, with many words finding their origins in the ancient Greek language. Here are some common Greek roots and their meanings:

1. Ology (or -Logy): This suffix derives from the Greek word "logia," which means "the study of." For example, "cardiology" is the study of the heart, and "oncology" is the study of cancer.

2. Hema- or Hemat-: These prefixes are rooted in the Greek word "haima," which translates to "blood." "Hematology" is the study of blood and its disorders.

3. Dermo- or Dermat-: These prefixes come from the Greek word "derma," which means "skin." "Dermatology" is the branch of medicine that deals with the skin.

4. Gastro-: Derived from the Greek "gaster," meaning "stomach." "Gastroenterology" is the study of the digestive system.

5. Cardio-: Stemming from the Greek "kardia," which means "heart." "Cardiology" pertains to the study of the heart.

6. Neuro-: From the Greek "neuron," meaning "nerve." "Neurology" focuses on the study of the nervous system.

7. Hepato-: Originating from "hepar," the Greek word for "liver." "Hepatology" is concerned with the study of the liver.

8. Osteo-: Rooted in the Greek word "osteon," meaning "bone." "Osteopathy" is related to the study of bones and bone disorders.

9. Pneumo- or Pulmo-: Derived from the Greek "pneuma," which translates to "lung" or "air." "Pneumology" and "pulmonology" are associated with the study of the respiratory system.

#### Suffixes and Prefixes:

Apart from Greek roots, suffixes and prefixes play a crucial role in constructing clinical terminology. Some common suffixes and prefixes include:

1. -itis: A suffix indicating inflammation, such as "tonsillitis" (inflammation of the tonsils).

2. ectomy: A suffix for surgical removal, as seen in "appendectomy" (surgical removal of the appendix).

3. -ology: A suffix meaning "the study of," found in words like "psychology" and "dermatology."

4. -algia: A suffix for pain, like "arthralgia"...

In all sections, to form terms, term elements (roots), prefixes, and suffixes of Greco-Latin origin are widely used, which retain a certain meaning prescribed to them in terminology. With the help of frequency term elements, numerous rows are formed,

a series of terms of the same type in their structure and semantics (meaning), which, interacting, form a complex term system.

Clinical terminology includes terms denoting the names of diseases, symptoms, methods of examination and treatment, as well as the names of instruments and devices, etc.

Single-word clinical terms are formed using affix and non-affix methods. The affixal method is suffixation (attaching a suffix to the root) and prefixation (attaching a prefix to the root).

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## **LENGTH AND LETTER COMBINATION. VOCABULARY OF FIRST DECLENSION NOUNS**

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**Abstract.** These are combinations of letters that create specific consonant sounds in words. Examples of common consonant letter combinations include “ch,” “sh,” “th,” “ph,” “st,” “tr,” and many more. These combinations often have unique sounds and can be found at the beginning, middle, or end of words. Is there a specific aspect or question about consonant letter combination.

**Key words:** scire, spes, stabilitas, actus, veritas, igus

**Introduction.** It is important to note that the pronunciation of consonants can vary across different languages and dialects. Additionally, combinations of consonants can create specific sounds and phonetic patterns unique to each.

**Main Body.** Latin letters are the letters used in the Latin alphabet, which is the most widely used alphabet in the world. Consonants are a type of letter that are produced by blocking or restricting the airflow in the vocal tract.

In English, there are 21 consonant letters: B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, and Z. Each of these letters represents a specific sound when pronounced.

Consonants can be further classified into different categories based on their manner of articulation (how they are produced) and place of articulation (where they are produced). Some common categories include:

1. **Stops/Plosives:** These consonants involve a complete closure of airflow followed by a sudden release. Examples include B, D, and P.
2. **Fricatives:** These consonants involve a partial closure of airflow, causing friction. Examples include F, S, and V.



3. Nasals: These consonants involve airflow passing through the nose. Examples include M, N, and NG.

4. Liquids: These consonants involve a relatively free airflow with slight constriction. Examples include L and R.

5. Affricates: These consonants begin as stops and end as fricatives. Examples include CH and J (as in “church” and “judge”).

6. Glides: These consonants involve a smooth transition from one vowel to another. Examples include W and Y.

It's important to note that the pronunciation of consonants can vary across different languages and dialects. Additionally, combinations of consonants can create specific sounds and phonetic patterns unique to each language.

**Conclusion.** In Latin, there are various consonant letter combinations that represent specific sounds. These combinations include “BL,” “DR,” “FL,” “PL,” “SM,” “SPR,” “STR,” “TW,” and “WH.” Each combination represents a unique sound, such as a voiced bilabial stop followed by a voiced alveolar lateral fricative sound in the case of “BL” (as in the word “blow”). Abstract words have been provided for each combination, such as “blanditia” for “BL” meaning pleasure. These combinations and their corresponding abstract words showcase the diversity and richness of the Latin language.

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**PATHOLOGICAL CONDITIONS AND PROCESSES, DIFFERENT  
PHYSICAL PROPERTIES QUALITIES AND OTHER SIGNS**

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**Abstract.** This illustrates pathological conditions and processes refer to the abnormalities or might the disorders in the body that can affect the normal functioning. These can help in understanding a wide range of diseases and conditions, including:

**Keyword:** Pathology, Blood Pressure, Heart stroke, Psychoticism, Polycystic ovaries syndrome

**Introduction:**

Pathological conditions and processes encompass a wide range of disorders and abnormalities that can affect the human body. These conditions are often manifested through distinct physical properties, qualities, and other signs that can be identified and used for the diagnosis and treatment of patients.

Accurate diagnosis and effective treatment often rely on recognizing and interpreting these clinical indicators, and medical professionals use them to guide patient care and management. Conditions and terms affecting the nervous system can result in symptoms like the numbness, weakness, tremors, or can be changes in mental status. These can be seen in disorders like multiple sclerosis or Parkinson's disease and many more.

**Main Body:**

This topic is used for the better understanding of the terminology and practice of pathology. Pathology is the science which deals with cause, development and structural changes which are associated with diseases.

Pathology word is derived from the Greek word "Pathologia" meaning the study of suffering Pathology is a science which deals with the disease.

Signs: Higher or lower temperature than normal. Increase or decrease in blood pressure.

**Symptoms:**

- 1) Abnormal anatomical physiological conditions
- 2) Objective or subjective manifestation of disease.

Condition: A type of internal state which damage health.

For Example: Polycystic ovarian syndrome Processes: The cause or the effect or disturbance of the normal physiological status of a cell tissue or organ.

**Example:**

Heat stroke

Qualities:

- 1) Negative affect
- 2) Detachment
- 3) Antagonism
- 4) Disinhibition
- 5) Psychoticism

**Conclusion:**

In conclusion, pathological conditions and processes encompass a broad spectrum of disorders and abnormalities that can affect the human body. These conditions often manifested through a variety of physical properties, qualities, and other signs, providing valuable information for diagnosis and treatment. The diverse array of symptoms associated with these conditions, such as pain, inflammation, skin changes, swelling, fever, and more, serve as the critical indicators to healthcare professionals. They help in identifying the underlying issues and guiding the appropriate medical interventions. Additionally, laboratory tests, imaging, and vital sign assessments play a crucial role in confirming diagnoses and monitoring the progress of treatment.

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## THIRD DECLENSION IS A CATEGORY OF NOUNS IN LATIN AND GREEK

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**Introduction.** With broadly similar case formation — diverse stems, but similar endings. Sanskrit also has a corresponding class (although not commonly termed as third), in which the so-called basic case endings are applied very regularly.

In contrast with the first- and second-declension endings, those of the third declension lack a theme vowel (a or o/u in the first and second declensions) and so are called athematic.

One distinguishing feature of third-declension nouns is a genitive singular ending of a short vowel and s: Latin *rēg-is* "of a king" Greek *χειρ-ός* (*cheir-ós*) "of a hand", and Sanskrit *bhagavat-as* "of the blessed (one)". Another is a dative singular ending of *i* (short *i* in Greek, long *ī* in Latin): *rēg-ī* "for a king"; *χειρ-ί* (*cheir-í*) "for, with the hand". This corresponds to an *-e* ending in Sanskrit, which might have been a contracted *ai* or lengthened *i*: *bhagavat-e* "for the blessed (one)"

Grammatical gender manifests itself when words related to a noun like determiners, pronouns or adjectives change their form (inflect) according to the gender of noun they refer to (agreement).

The masculine gender refers to any noun or pronoun that is used to refer to people and animals classified as male.

Case ending (plural case endings) (grammar, in nouns and adjectives that inflect to mark grammatical case) A suffix-like element which indicates a word's grammatical case, number, and gender.

Coordinate adjectives are two or more adjectives of equal value that are used to describe the same noun. They are separated by the word 'and' or a comma. Writers know they are working with the coordinate adjective when the adjectives may be written in reverse order with 'and' between them.

You have more than 600 muscles in your body. Some muscles help you move, lift or sit still. Others help you digest food, breathe or see. Your heart is a muscle that

pumps blood through your body. Many injuries and diseases can affect how the muscles work. To keep your muscles strong, maintain a healthy weight, eat right and exercise regularly.

Third declension is a category of nouns in Latin and Greek with broadly similar case formation — diverse stems, but similar endings. Sanskrit also has a corresponding class (although not commonly termed as third), in which the so-called basic case endings are applied very regularly.

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## **NOUNS IS THE 3RD DECLENSION**

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### **Introduction**

Nouns is the 3rd declension, a group of words comprising all three genders and showing a great diversity of form. Your first reaction may be one of dismay, since this declension has no consistent word-ending, like the -a, -us, and -um of the 1st and 2nd, and appears to have little predictability of any kind. You'll soon learn that the situation is really not that chaotic, since the 3rd declension does operate on regular and consistent principles.

One subtype of the 3rd declension, a group of nouns ending in -ex or -ix, has given rise to several English words that are pure Latin in form:

When we pluralize these rather technical words, we get English forms like vertices, appendices, matrices, and the like. These, too, are pure Latin, and illustrate the -es plural that is regular for all masculine and feminine nouns of the 3rd declension. (The hybrid plurals indexes and vortexes are correct English, but they differ in usage from indices and vortices.) Since Latin plural endings are always added to the BASE of a word, we can deduce that the base forms of index and vortex are indic- and vortic-. In dealing with the 3rd declension, we'll find that the base can be quite different from the nominative (vocabulary) form of the word. This is a major contrast with the 1st and 2nd declension, where we merely lop off the final ending to get the base.

Before pursuing this line of enquiry, let us first examine another 3rd declension subtype that may occur unchanged in English—nouns ending in -or. Here is a sampling, presented as

### **Main Body.**

•Arbor, clamor, clangor, color, favor, fervor, honor, labor, odor, rumor, savor, vapor, vigor  
error, horror, languor, liquor, pallor, squalor, stupor, terror, torpor, tremor  
actor, factor, doctor, creator, spectator, victor, pastor



The abstract nouns in group 1 are traditionally spelled –our in English, reflecting their French transmission; but ever since the reforms of the great lexicographer Noah Webster , they have been spelled –or in American usage.[1] For historical reasons, the parallel words in group 2 keep their original Latin form even in British spelling. Group 3, a list that could be greatly extended, consists of AGENT NOUNS—that is, they identify the person performing a verbal action. We'll see more of groups 2 and 3 when we deal later with the Latin verb.

There is another subtype of the third declension where the base of the word can be regularly inferred from the nominative form. For a noun like finis (“end”), we merely remove the -is ending to get the base fin

By and large, however, when we are learning a 3rd declension noun—even only for purposes of English word derivations—we must learn TWO FORMS of that noun. It is not enough to know that the Latin word for “king” is rex; we must know also that the base of this word is reg-, if we are to recognize regal as an adjective that means “kingly.” The base reg-, in fact, is considerably more important to us than the nominative form rex. In our tabular word lists, 3rd declension nouns will be presented in this fashion:

The first of these forms, rex, is the NOMINATIVE or subject case, which is the standard vocabulary entry. The second form, regis, is the GENITIVE case (very much like the English possessive form, “king’s”). The reason we’ll be using the genitive is because it is the most dependable way of finding the BASE of every Latin noun or adjective. REMOVE THE –is ENDING OF THE GENITIVE FORM, AND YOU WILL HAVE THE BASE OF ANY 3RD DECLENSION NOUN.

1) LATIN THIRD DECLENSION NOUNS (M. & F.)

labor, laboris work pes, pedis foot  
finis, finis end urbs, urbis city  
rex, regis king vox, vocis voice  
lex, legis law crux, crucis cross  
ars, artis skill hospes, hospitis host, guest  
pars, partis part miles, militis soldier  
mors, mortis death origo, originis source, origin

As we saw above, it really isn’t necessary to list two forms for labor or finis, since these bases are predictable; but the second (genitive) form is needed for all the

other words. Spelled like its original Latin source-word, English *crux* (plural *cruces*) means a “problem” or “critical point.” Most of the other nominative forms, however, are of little use to us. To repeat, it is the BASE forms like *leg-*, *ped-*, and *hospit-* that will play a key role in word derivation, both in Latin and in English. As we progress through the course, we’ll come to understand the links in form between Latin *mort-* and English *mortify* or *immortality*, between Latin *urb-* and English *suburban* or *conurbation*.

Once you feel familiar with Table 3.1, turn to the next group of 3rd declension nouns. Their gender, in every instance, is NEUTER, as opposed to the MASCULINE and FEMININE 3rd declension words that we’ve seen so far. There are two reasons for pointing out this fact. First, neuter nouns of the 3rd declension fall, for the most part, into easily recognized subtypes. Second, it may be useful to know that 3rd declension neuter nouns—like all Latin neuter words—have a plural ending in *-a* ; just think of our English phrase *per capita*, which means “by heads”).

Table 3.2 LATIN THIRD DECLENSION NOUNS (NEUTER)

*caput, capitis* head *corpus, corporis* body

*cor, cordis* heart *tempus, temporis* time

*lumen, luminis* light *genus, generis* race, kind, sort

*omen, ominis* omen *opus, operis* work, task

*nomen, nominis* name *onus, oneris* load, burden

The shock here, no doubt, will be the discovery that there is more than one class of Latin nouns ending in *-us*. This 3rd declension subtype has nothing to do with words like *animus* or *campus*, and mustn’t be confused with that 2nd declension group.

The secret of learning these noun bases and remembering their spelling is to think of their adjective derivatives in English: *capital*, *cordial*, *luminous*, *ominous*, *nominal*, *corporal*, *temporal*, *general*, and *onerous*. That trick doesn’t work for *opus*, but there we can think of the English verb *operate*. The nominative form *opus* is an English word, of course, used mainly to identify a work of music; in Latin, it tends to suggest the tangible product of work, rather than the process (labor). *Corpus*, *omen*, and *genus* are other 3rd declension neuter nouns that have entered English without change; of these, only *genus* regularly keeps its original Latin plural—*genera*.

**Conclusion.** The Canadian spelling of these words, like many aspects of Canadian life, is a little indecisive. Canadian newspapers have been using the *-or* forms

since the nineteenth century, but Canadian schools—at least, those schools that still teach spelling—cling to the British -our preference. One system is no more “correct” than the other. There are some -our/-or words, like harbour and neighbour, that are actually of Germanic origin. Others, like endeavour, are derived from Latin, but not from Latin -or nouns.

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**INTRODUCTION INTO ANATOMICAL HISTOLOGICAL TERMINOLOGY.  
NOUN, GRAMMAR CATEGORIES OF NOUNS. DETERMINATIONS OF  
GENDER, STEM, VOCABULARY FORMS**

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**Abstract:** This is the abstract of the histological anatomical terminologies and grammar categories of nouns. In this article there is a brief information about aforementioned topic. I have also included information about how to determine gender, stem, and vocabulary forms of the anatomical histological words.

**Аннотация:** Это конспект гистологической анатомической терминологии и грамматических категорий существительных. В этой статье есть краткая информация по вышеупомянутой теме. Я также включил информацию о том, как определить пол, основу и словарные формы анатомических гистологических слов.

**Introduction:** Anatomical terminology is a form of technique used by botanist, zoologists and health professionals. This also includes doctors and pharmacists. Most of these words are derived from latin and greek which is the stem of all these anatomical words. And these words are mainly used by doctors and health industries so the chance of misinterpretation and change is very unlikely to happen.

To illustrate how the modern day terminologies are inaccurate from the anatomical terms. Like for example how a scar above the wrist could be precisely located using anatomical terms, while doing so we eliminate errors and misinterpretation

**Main Body. Nouns and grammar categories**



In anatomical histological terminology. Nouns represent objects, structures just like in English. Understanding the grammar categories and nouns and critically essential for the accurate communication and interpretation in the medical field.

**Determination of gender:** Gender in this category doesn't follow the traditional male/gender rules like other languages, instead it relates to the grammatical gender where nouns are assigned to different categories (masculine, feminine or gender neuter) based on arbitrary rules.

**Stem formation:** noun stem in this often undergo modification to undergo modifications and various changes for forms, including singular and plural. These also involve suffixes, prefixes or alteration within the stem itself. These help in the precise communication in the medical field and facilitate effective among professionals in the field

**Vocabulary forms:** These exhibit different form to convey specific meaning. Some nouns and multiple body that vary depending on their function or context. For example: a noun might have a basic form used for general references while other forms indicate specific or dimensions of the structure being described.

**Conclusion:** These anatomical histological terminology relies on nouns as their primary building blocks for communication and effective interpretation and accurate description of anatomical structures. Learning all these is very crucial and essential for the professionals in the field as it reduces miscommunication and misinterpretation in the medical field.

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