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**«YANGI O‘ZBEKISTONDA  
TABIIY VA IJTIMOIIY-GUMANITAR  
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KONFERENSIYASI**



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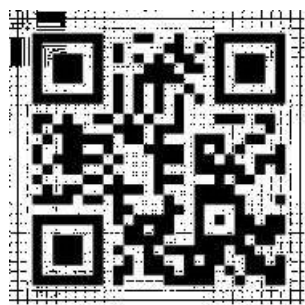
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## **STEAM TRAINING BASED ON BULLANGIC CLASS PERPETUATION OF COMPETENTLIGINING TECHNOLOGY**

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**Annotation.** The abbreviation STEM is an abbreviation of the words science, technology, engineering, mathematics. It stands for "education based on science, technology, engineering and mathematics." This approach to education integrates engineering knowledge, natural sciences, the development of "flexible" skills and is aimed at practical activities. And not so long ago, a new STEAM term appeared, which also includes the Arts category.

This term was first proposed in 2001, and in recent years has received special development. And if the method was originally aimed at university education, today it has become clear that it works perfectly with children of school and preschool age.

**Keywords.** STEAM, education, technology, methodology, assessment, mentoring, distance learning.

By Order of the President of the Republic of Uzbekistan dated September 5, 2018 No. 3931-r "On amendments and additions to the list of State institutions of public education of the Republic of Uzbekistan for 2018-2021""dastur Dastur"Ning II, the 11th version is a smart medium-sized smartphone with support for Java and Java Dashboard standards, as well as compatible with the Institute of STEM Technologies (Fan, Technology). She received her engineering (mathematical) education from Amalia Boskich-boskich. In order for mazarukas to fulfill their duties, it is necessary that teachers, methodologists, students, fathers and children know what needs to be done on Steam, and that they know what needs to be done on Steam. Currently, the technological engineering company is on the verge of bankruptcy. New technologies and innovations will become an integral part of modern society. In modern schools of robotics, modeling and design, training is conducted under the auspices of the UIAA. In order to make our country more competitive, it is necessary to have an appropriate technical education. Today, the STEM community and longtime fans of Hisako Takahashi are experts in the field of cybersecurity.

As with contemporary art, amaliyetta is a mixed medium in which to show how everyday life can happen. Mathematics and physics are on a par with robotics and

programming. In this genre, students studied ancient and natural sciences, thanks to which Amaliet became naturalized personally. The importance of STEM lies in the fact that, despite the fact that STEM is not only a level of quality of education, but also a modular technical base, training and motivation of students-all this is an essential element of the educational process.

Nevertheless, Boskovic-Boskovic managed to convince some experts that he is one of the most influential fans in the history of football.

The name STEM was introduced into scientific usage in ancient times and was aimed at developing students' competencies in the field of science and technology. Later, this word was expanded and additional letters were added to the name. For example, Steam is called "R" - robotics - robotics kushib, Stream is called "A" - Art - sanyatni kushib, Steam is called boslandi. To date, there is currently no data on who exactly held this position. This was supposed to make the tailliners more attractive to live in the community. In the first battalion of the Bundeswehr, in a rapidly changing environment, there was a split. After returning, Kyle and Amalia discover that Steam is the device they used to create their smartphone. STEM Hall learning technology, based on the Lloyd Webber method, which was based on knowledge and creative research. In the process of such research, Amalia acquires knowledge from which she extracts knowledge, that is, creates structures using elements of technical creativity.

The development of STEM technologies is directly related to the development of Steam. So, for example, FANO's theorem of constant application to infinitesimal numbers, that is, to sets defining axioms for all sets, such as numbers, numbers, numbers, numbers and machine mechanisms, is one of the fundamental mathematical concepts that we are dealing with.

The STEM educational approach allows students to systematically study the world, logically observe the processes taking place around them, understand their interrelationships, and discover new, unusual and interesting things for themselves. By waiting for something new, it develops curiosity in the reader. Identifying an interesting problem for him, developing an algorithm for finding its solution, carefully evaluating its results, leads to the formation of an engineering style of thinking. Forms the skills of team work.

If you decipher this abbreviation, you will get the following: S - science, T - technology, E - engineering, A - art and M - mathematics. Translated from English, it

will sound like this: natural sciences, technology, engineering, creativity, mathematics. Note that these disciplines are becoming the most in demand in the modern world. That is why today the STEAM system is developing as one of the main trends. STEAM education is based on the application of an interdisciplinary and applied approach, as well as on the integration of all five disciplines into a single learning scheme.

According to statistics, the level of demand for STEAM professions has increased by 17% since 2011, while the demand for ordinary professions has increased by only 9.8%, which indicates the great demand for this education system worldwide.

But what is the reason for such high demand? In many countries, STEAM education is a priority for some reason:

- In the near future, there will be a sharp shortage of engineers, specialists in high-tech industries, etc. in the world and, consequently, in Russia.
- In the distant future, we will have professions that will be related to technology and high-tech production at the junction with natural sciences, especially there will be a great demand for specialists in bio- and nanotechnology.
- Specialists will need comprehensive training and knowledge from a wide variety of fields of technology, natural sciences and engineering.

So how does this education system differ from the traditional way of teaching sciences? STEAM education implies a mixed environment in which students begin to understand how scientific methods can be applied in practice. Students of this program, in addition to mathematics and physics, study robotics, which they use to program and design their own robots. Special technological equipment is used in the classroom.

At the International STEAM forward Conference, which was held in Jerusalem in 2014, the following statements were made:

Attracting children to STEAM. This education should begin from the earliest preschool age, and therefore it is necessary to introduce programs in kindergartens.

The language of science is English. If you want to study science and be a scientist, you need to know this language.

We need STEAM education programs for girls. Girls in science, thanks to their accuracy, can do things that boys cannot do.

Science is fun! Science should be a celebration, it should be exciting and interesting for students.

Thus, the future belongs to technology, and the future of technology belongs to teachers of a new format who are devoid of prejudice, do not accept a formal approach and can “blow up the brain” of students with their knowledge and expand their horizons indefinitely. The future depends on the Great Teachers of STEAM!

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**SUG'URTA TERMINLARINING TUZILMAVIY XUSUSIYATLARI**

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**Annotatsiya.** Ushbu maqolada sug'urta terminologiyasi sohasiga xos bo'lgan tarkibiy xususiyatlar va lingvistik xususiyatlar o'rganiladi. U sug'urta bilan bog'liq atamalarining tarkibi, shakllanishi va semantik nuanslarini o'rganadi, sug'urtaning o'ziga xos konteksti doirasida ularning lingvistik tuzilishini har tomonlama tahlil qiladi. Tadqiqot sug'urta atamalarining lingvistik konstruksiyasi va semantik chuqurligi haqida tushuncha beradi, ularning tarkibiy nozikliklari haqida tushuncha beradi.

**Kalit so'zlar:** sug'urta terminologiyasi, strukturaviy xususiyatlar, lingvistik kompozitsiya, semantik nuanslar, terminologik tahlil, leksik shakllanish, kontseptual asos.

**Kirish.** Sug'urta terminologiyasi sohasi murakkab lingvistik tuzilmalar bilan tavsiflanadi, bu sohada ixtisoslashgan atamalarining shakllanishi va evolyutsiyasini asoslaydi. Ushbu atamalar leksik, morfologik va semantik o'lchovlarni o'z ichiga olgan o'ziga xos strukturaviy atributlarni namoyish etadi, bu ularning nozik ma'nolari va kontekstual ishlatilishiga hissa qo'shadi. Sug'urta atamaları lug'aviy tarkib va morfologik shakllanishlarni o'z ichiga olgan puxta jarayon orqali ishlab chiqilgan.

"Premium", "qamrov" yoki "chegirma" kabi atamalarining kontseptualizatsiyasi turli lingvistik elementlarning birlashuvini o'z ichiga oladi. Masalan, "premium" atamasi lotincha "premium" dan olingan bo'lib, mukofot yoki foydani ko'rsatadigan sug'urta qoplamasi narxini bildiradi. Bu atamalarining kompozitsion jihatlarini tushunish ularning etimologik ildizlari va morfologik tuzilmalarini chuqur o'rganish, ularga xos bo'lgan lingvistik nozikliklarni yoritishni nazarda tutadi. Sug'urta terminologiyasi leksikonida ko'pincha rivojlanayotgan sanoat amaliyotlari va me'yoriy-huquqiy bazalar ta'siri ostida bo'lgan nuansli semantik o'zgarishlar mavjud. "Siyosat egasi" yoki "anderraying" kabi atamalar o'ziga xos ma'nolarni va sug'urta sektoridagi kontekstli foydalanishni o'z ichiga oladi. Ushbu atamalarining semantik chuqurligi ularning lingvistik konstruksiyalaridan kelib chiqadi, bunda qo'llaniladigan morfemalar yoki affiksalar ularning maxsus ma'nolariga hissa qo'shadi. Misol uchun, "polis egasi" sug'urta polisiga ega bo'lgan jismoniy yoki yuridik shaxsni nazarda tutadi, bu shartnoma shartnomasining egasi yoki egasini bildiradi.

Sug'urta shartlari evolyutsiyasi jamiyatdagi o'zgarishlar, texnologik taraqqiyot va me'yoriy o'zgarishlarni aks ettiruvchi sanoat landshaftidagi o'zgarishlar bilan o'zaro bog'liqdir. Lotincha "deductibilis" so'zidan kelib chiqqan "chegirma" atamasi sug'urta kompaniyasi qolgan xarajatlarni qoplashdan oldin sug'urtalangan shaxsning o'z cho'ntagidan to'laydigan summani bildirish uchun rivojlandi. Ushbu evolyutsiya semantik kontekst va foydalanish sug'urtaga xos lug'atning ma'nolari va tarkibiy xususiyatlarini vaqt o'tishi bilan qanday shakllantirganligini ko'rsatadi. Sug'urta terminologiyasining strukturaviy jihatlarini tushunish lingvistik tahlillar doirasidan tashqariga chiqadi; u sug'urta industriyasidagi amaliy natijalar va ahamiyatni o'z ichiga oladi. "Aktuariy" yoki "qayta sug'urta" kabi atamalar sohaga xos ma'nolarni o'z ichiga oladi va xavfni baholash va kamaytirish strategiyalarida muhim rol o'ynaydi.

Ushbu atamalar ichiga kiritilgan kontseptual asos sanoat amaliyotiga mos keladi va sug'urta sektorida samarali aloqa va tushunish uchun aniq va standartlashtirilgan til tuzilmalarining muhimligini ta'kidlaydi. Sug'urta atamaları sinchkovlik bilan ishlab chiqilgan bo'lib, sohadagi aniq ma'nolarni qamrab olish uchun

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lingvistik elementlarning aralashmasiga asoslangan. Masalan, "qamrov" atamasi sug'urta polisi tomonidan taqdim etiladigan himoya doirasini bildiradi. Uning tarkibi morfemalarning birikmasini o'z ichiga oladi, bu yerda "qopqoq" o'zagi himoya yoki boshpana ma'nosini bildiradi, "-yosh" qo'shimchasi bilan qo'shilib, harakat yoki jarayonni bildiradi. Bu atama konstruksiyasining murakkab tabiatini ko'rsatadi, bu erda morfologik elementlar atamaning kontseptual doirasiga hissa qo'shadi, uning sug'urta kontekstida mo'ljallangan ma'nosini aniqlaydi. Sug'urta atamalarining etimologiyasi va tarixiy evolyutsiyasi ularning shakllanishining murakkabligini yanada ko'proq misol qiladi. Dengiz amaliyotidan kelib chiqqan "anderrayting" atamasi risklarni baholash va qoplash shartlarini aniqlash jarayonini bildiradi. Uning tarixiy ildizlari kema yukida qabul qilingan xavf miqdori ostida o'z nomini imzolash aktida yotadi. Ushbu tarixiy evolyutsiya sug'urta terminologiyasining tarkibiy rivojlanishini yoritib beradi, bu atamalar vaqt o'tishi bilan sanoatning o'zgaruvchan ehtiyojlari va amaliyotlariga qanday rivojlanganligini va moslashganini ko'rsatadi. Sug'urta terminologiyasi soha talablarining o'ziga xosligini ta'minlaydigan nuansli semantik o'zgarishlarni o'z ichiga oladi. Masalan, "aktuariy" atamasi matematik va statistik metodologiyalardan foydalangan holda risklarni baholaydigan va boshqaradigan mutaxassislarni anglatadi. Uning semantik nuanslari uning lingvistik tuzilishiga kiritilgan bo'lib, lotincha "actuarus" dan olingan bo'lib, ro'yxatga oluvchi yoki xizmatchi ma'nosini bildiradi. Ushbu atamaning bugungi kundagi ahamiyatiga aylanishi sug'urta terminologiyasi doirasida shakllangan semantik chuqurlik va maxsus ma'noni bildiradi. Semantik nuanslar, shuningdek, sug'urta polisida qoplanmaydigan muayyan holatlar yoki xavflarni ko'rsatadigan "istisno" kabi atamalarda ham aniq. Bunday atamalarining strukturaviy tarkibi, prefikslar yoki ildiz morfemalaridan foydalanish orqali sug'urta shartnomalari va siyosatlarining aniq xususiyatini aks ettiruvchi qamrov chegaralari va cheklashlarini belgilaydi. Sug'urta terminologiyasining evolyutsiyasi sanoatning dinamik tabiatini va uning ijtimoiy, texnologik va tartibga soluvchi landshaftlarning o'zgarishiga javobini aks ettiradi. Sug'urtalovchilarning o'z risk portfellarining bir qismini boshqa sug'urtalovchilarga o'tkazish amaliyotidan kelib chiqqan "qayta sug'urta" atamasi sug'urta sohasida ajralmas bo'lib rivojlandi. Uning tarkibiy evolyutsiyasi sohaning risklarni boshqarish va yumshatishga bo'lgan munosabatini aks ettiradi va doimiy rivojlanib borayotgan sug'urta landshaftida nozik tushunchalarni ifodalash uchun aniq lingvistik tuzilmalarga ehtiyojni ta'kidlaydi. Sug'urta sektorida "chegirma" yoki "tasdiqlash" kabi atamalar sanoat amaliyotiga mos keladigan aniq ma'nolarga ega. Tuzilmaviy jihatdan "chegirma" atamasi sug'urta qoplamasi boshlanishidan oldin sug'urtalangan shaxs to'lashi kerak bo'lgan summani bildiradi. Bunday shartlar sug'urta shartnomalarining muhim tarkibiy qismlari bo'lib, lingvistik tuzilmalarning aniq shartlar va shartlarni etkazishdagi ahamiyatini ta'kidlaydi, sohada ravshanlik va tushunishni ta'minlaydi. Sug'urta terminologiyasi doirasida standartlashtirilgan lingvistik tuzilmalarni o'rnatish muloqotda ravshanlik va aniqlikni oshirish uchun muhim ahamiyatga ega. "Siyosat egasining huquqlari" yoki "uchinchi shaxsning javobgarligi" kabi atamalar izchil lingvistik tizimlarga bo'lgan ehtiyojni ko'rsatib beradi. Tarkibiy tarkibning ravshanligi va semantik aniqlik manfaatdor tomonlar, shu jumladan sug'urtalovchilar, sug'urtalovchilar va yuridik shaxslarning shartnoma shartlarini bir xilda talqin qilishlari va ularga rioya qilishlarini, noaniqlik va yuzaga kelishi mumkin bo'lgan tushunmovchiliklarni kamaytirishni ta'minlaydi. Sug'urta atamalarining chuqur morfologik tahlili sohadagi o'zgarishlarni aks ettiruvchi evolyutsion tendentsiyalarni va moslashuvlarni ochib beradi. Misol uchun, "qayta sug'urtalash" dagi "qayta" prefiksi takrorlanish yoki takrorlanishni bildiradi va sug'urtalovchilarning risklarni topshirish jarayonini bildiradi. Ushbu morfema tuzilmaviy evolyutsiyani bildiradi va sug'urta sohasida risklarni boshqarish strategiyalarining tsiklik xususiyatini ta'kidlaydi. Sug'urta terminologiyasi samarali tarmoq ichidagi aloqa uchun hal qiluvchi ixtisoslashtirilgan jargon bo'lib xizmat qiladi. "Aktuar jadvallari" yoki "yo'qotish nisbati" kabi

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atamalar murakkab statistik va moliyaviy ma'lumotlarni etkazish uchun tizimli nuanslardan foydalangan holda muayyan sanoat tushunchalarini o'z ichiga oladi. To'g'ri va standartlashtirilgan tuzilmaviy tuzilmalar soha mutaxassislari o'rtasida samarali muloqotni osonlashtiradi, xavflarni baholash, andarrayting va siyosatni shakllantirishga yordam beradi. Turli tillardagi qiyosiy lingvistik tahlillar qiziqarli tarkibiy tafovutlar va sug'urta atamalarining o'xshashligini ochib beradi. Masalan, ruscha "страхование" ("straxovaniye") va ispancha "seguro" atamasi sug'urta tushunchasini anglatadi. Tillardagi nomutanosibliklarga qaramay, ushbu atamalarni asoslovchi tarkibiy asos xavfni himoya qilish va kamaytirish bilan bog'liq umumiy kontseptual asoslarni aks ettiradi. Sug'urta shartlarining tarkibiy evolyutsiyasi texnologik taraqqiyotga moslashadi, bu "kiber javobgarlik" yoki "ma'lumotlarning buzilishini qoplash" kabi atamalarda yaqqol ko'rinadi. Ushbu atamalar raqamlashtirish bilan bog'liq yuzaga keladigan xavflarni qondirish uchun sug'urtaning kengayib borayotgan landshaftini anglatadi. Terminologiyadagi tuzilmaviy moslashuvlar rivojlanayotgan texnologik landshaftlarga javoban sug'urta lug'atining dinamik xususiyatini ko'rsatib, yangi xavflarni ko'rsatadi.

**Xulosa.** Sug'urta terminologiyasining strukturaviy xususiyatlarini o'rganish ixtisoslashgan soha lug'atiga kiritilgan murakkab lingvistik kompozitsiyalar va semantik nuanslarni yoritadi. Morfologik elementlar va tarixiy evolyutsiyani o'z ichiga olgan atamalarning sinchkovlik bilan shakllanishi sug'urta sohasining dinamik xususiyatini aks ettiradi.

Ushbu tuzilmaviy murakkabliklar aniq aloqa uchun asos bo'lib xizmat qiladi, bu sohada ravshanlik, bir xillik va moslashishni ta'minlaydi. Sug'urta terminologiyasining evolyutsiyasi o'zgaruvchan sanoat landshaftlariga, texnologik yutuqlarga va tartibga solish o'zgarishlariga javob beradigan moslashuvchanlik hikoyasini ochib beradi. Tarixiy etimologiyadan tortib, zamonaviy moslashuvlarga, sug'urta leksikonidagi atamalar an'anaviydan tortib to paydo bo'layotgan muammolarga bo'lgan turli xil spektrni qamrab oluvchi doimiy ravishda kengayib borayotgan xavf-xatarlarni qamrab olish uchun rivojlandi. Til tuzilmalarini standartlashtirish manfaatdor tomonlar o'rtasidagi muloqotda ravshanlik, izchillik va aniqlikni ta'minlashda muhim rol o'ynaydi. Ushbu standartlashtirilgan tizim sug'urta sektori doirasida risklarni samarali baholash, siyosatni shakllantirish va shartnomaviy kelishuvlarga yordam beradi, o'zaro munosabatlarni tartibga soladi va noto'g'ri talqin yoki noaniqliklar ehtimolini kamaytiradi.

Bundan tashqari, tillar bo'yicha qiyosiy lingvistik tahlil sug'urta atamalarida tuzilmaviy tafovutlar va asosiy kontseptual o'xshashliklarni ko'rsatib, til farqlaridan qat'i nazar, xavflarni boshqarish va qamrab olish bo'yicha aniq aloqaga bo'lgan universal ehtiyojni ta'kidlaydi. Sug'urta sanoati rivojlanishda davom etar ekan, texnologik yutuqlarni o'z ichiga oladi va yangi xavf landshaftlariga javob beradi, uning terminologiyasining tizimli evolyutsiyasi ajralmas bo'lib qoladi. Til tuzilmalaridagi moslashuvlar va innovatsiyalar sanoatning xavflarni himoya qilish va yumshatishning asosiy tushunchalarini saqlab, zamonaviy muammolarni hal qilish qobiliyatini aks ettiradi. Xulosa qilib aytadigan bo'lsak, sug'urta terminologiyasidagi tuzilmaviy murakkabliklarni chuqur tushunish ajralmas hisoblanadi. U sug'urta sanoatining doimiy rivojlanib borayotgan landshaftida to'g'ri talqin qilish, standartlashtirilgan amaliyotlar va moslashishni ta'minlaydigan samarali muloqot uchun asos bo'lib xizmat qiladi.

**"YANGI O'ZBEKISTONDA TABIIY VA IJTIMOIIY-GUMANITAR  
FANLAR" RESPUBLIKA ILMIIY-AMALIIY KONFERENSIYASI**  
**Volume 2, Issue 1, Dekabr 2024**

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## **IBN SINO RUBOIYLARI O'ZBEKCHA TARJIMALARINING ASLIYATGA YAQINLIGI**

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### **Annotatsiya**

She'r tarjimasining o'ziga xos murakkab jihatlari borki, bunda tarjimon nafaqat so'zma-so'z tarjima qiladi, balki ohang, vazn, qofiya, ayniqsa, muallifning maqsadi – g'oyani boshqa tilda aks ettiradi. olish kerak Shu sababdan ham she'riy tarjima bilan har bir tarjimon shug'ullanmaydi. Ibs Sino ruboiylari tarjimasi ham juda qiyin. Ushbu maqoladan maqsad Ibn Sino ruboiylarining fors-tojik va arab tillaridan o'zbek tiliga tarjimasi murakkabligini ko'rsatish va tarjima jarayonida o'ziga xoslikning saqlanishi tahlilini ko'rsatishdan iborat.

**Kalit so'zlar:** Ruboiy, she'riyat, tarjimashunoslik, g'oya, o'ziga xoslik, she'riy uslub, mas'uliyat, Sharq merosi.

### **Annotation**

Poetry translation has its own complex aspects, in which the translator not only translates word for word, but also reflects the tone, weight, rhyme, and especially the author's goal - the idea in another language. should get For this reason, not every translator is engaged in poetic translation. The translation of Ibs Sino Rubaiyats is also very difficult. The purpose of this article is to show the complexity of the translation of Ibn Sina's Rubaiyats from Persian-Tajik and Arabic into Uzbek and to show the analysis of the preservation of originality during the translation process.

**Key words:** Ruba'i, poetry, translation studies, idea, originality, poetic method, responsibility, heirs of the East.

Respublikamiz mustaqillikka erishgandan so'ng, o'tgan yillar davomida tarjimashunoslik xususan, badiiy, tarixiy, tarjima sohasida ham ko'plab ishlar amalga oshirildi va bu davom etmoqda. Tarjimashunoslik murakkab sohalardan biri sanaladi. Lekin ana shu murakkab soha ichida yana bir murakkab yo'nalish borki, bunda nafaqat mehnat balki alohida iste'dod ham talab qiladi. Bu she'riy tarjimadir. Darhaqiqat, she'riy tarjimaning o'ziga xos murakkablik tomonlari borki, unda tarjimon faqatgina

soʻzma-soʻz tarjima qilibgina qolmay, sheʼrdagi ohangdorlik, vazn, qofiya va ayniqsa muallif koʻzlagan maqsad – gʻoyani boshqa bir tilda aks ettira olishi kerak. Shu sababdan ham sheʼriy tarjima bilan har qanday tarjimon shugʻullanavermaydi. Lekin shunga qaramay bu soha kun sayin yanada taraqqiy etmoqda va koʻplab shoir tarjimonlarimiz yangidan-yangi sheʼriy asarlarni kitobxonlarga havola qilmoda.

Ibn Sino ruboiylarining oʻzbekcha tarjimalari ham sheʼriy tarjimaning yorqin namunalari hisoblanadi. Uning ruboiylari fors-tojik va arab tilida bitilgan. Ibn sino ruboiylarida chuqur falsafiy gʻoyalar oʻrin olgan. Chunki yurtboshimiz taʼkidlab oʻtganlaridek “ “Islom olamining eng mashhur faylasufi va qomusiy allomasi hamda insoniyatning eng buyuk mutafakkirlaridan biri” degan unvonga sazovor boʻlgan Abu Ali Ibn Sinoning hayoti va faoliyati avlodlarga alohida gʻurur va ehtirom tuygʻularini uygʻotadi. Ilmiy tadqiqot ishlarini 16 yoshida boshlagan bu ulugʻ zot oʻz umri davomida 450 dan ortiq asar yaratdi. Ularning aksariyati avvalo tibbiyot va falsafa, shuningdek, mantiq, kimyo, fizika, astronomiya, matematika, musiqa, adabiyot va tilshunoslik sohalariga bagʻishlangan”. Albatta Ibn Sino kabi koʻplab buyuk bobokalonlarimizning ilmiy merosini oʻrganish biz yosh avlodning oldimizdagi muhim vazifalardan hisoblanadi. Ibn Sino ilmiy merosini, tarjima asarlarini oʻrganar ekanmiz, uning ruboiyoti namunalari mumtoz adabiyotimizda, tarjimashunoslik sohasida ham muhim ahamiyat kasb etadi.

Ibn Sinoning oʻzbek tiliga tarjima qilingan ruboiylarini fors tilidagi asliyat bilan juda yaqin. Tarjimashunos olim, filologiya fanalari nomzodi Ergash Ochilov Ibn Sino ruboiylari tarjimasida ushbu fikrlarni keltiradi: “Muayyan olingan asar bir necha tarjimalarining paydo boʻlishi badiiy tarjima amaliyotida ijobiy hodisa hisoblanadi. Jumladan, oʻzbek tilida Ibn Sino ruboiylarining uch tarjima nusxasi mavjud. Dastlab Shoislom Shomuhamedov boshqa sheʼriy asarlari qatori uning 20ta ruboiysini ham barmoq vaznida tarjima qildi. Bu ruboiylar asliga muvofiq sodda tushunarli, ravon va taʼsirchan tarjima qilinganidan xalq orasida mashhur boʻlib ketdi. Barmoq vaznida tarjima qilinganligi uchun Sh.Shomuhamedov tarjimalari asliyatga mazmun jihatdan muvofiq boʻlsa ham, shaklan farqlanadi. Shundan kelib chiqib, Jamol Kamol Ibn Sinoning 30ta ruboiysini oʻz aruziy vazni bilan oʻzbek tilida jaranglatdi. Forsiy-arabiy soʻz va ibora-izofalar nisbatan bir qadar yuqoriligiga qaramay, bu tarjimalar ham yuksak Sharq sheʼriyati vorislari boʻlgan didi baland, taʼbi nozik oʻquvchilar orasida oʻz muxlislarini topdi. Har bir mutarjimning ham buyuk soʻz sanʼatkorlari “panjasiga panja

ur”gisi, ular asarlari tarjimasida o‘z qalami kuchini sinab ko‘rgisi keladi. Bu yangi tarjimalarga yo‘l ochadi. Ushbu satrlar muallifning Ibn Sino ruboiylarining uchinchi tarjimasiga qo‘l urishi ayni shu omil bilan izohlanadi. Biz uning 46ta ruboiysini o‘z an’anaviy vaznida o‘zbek tiliga o‘girdik”. Tarjima nazariyasidan bizga ma’lumki, bir tildan boshqa tilga tarjimani amalga oshirishda tillar bilan bir qatorda xalqlar o‘rtasidagi mushtaraklik ham muhim rol o‘ynaydi.

Ibn Sino ruboiylari o‘zbekcha tarjimalarining asliyatga yaqinligi ham aynan Sharq she’riyati an’analari, umumiyliklari va albatta asrlar davomida saqlanib kelayotgan turkiy tilli va forsiyzabon xalqlar o‘rtasidagi mushtaraklikdadir. Buni quyidagi ruboiylar misolida ko‘rib o‘tsak:

*Az qa’ri gili siyoh avchi Zuhul  
Kardam hama mushkiloti getiro hal;  
Berun chastam zi kaydi har makru hiyal,  
Har band kushoda shud, magar bandi achal.*

Shu ruboiyning Jamol Kamol tomonidan o‘zbek tilidagi tarjimasi:

*Shul hoki siyohdin to avji Zuhal,  
Har nechaki mushkilot erur, etdim hal.  
Ochdim necha zanjir – zanjiru makru hiyal,  
Yechdim necha bir tugun, magar qoldi ajal...*

Ko‘rinib turibdiki, forsha ruboiy tarjimasi o‘zbek tilida ham xuddi asliyatdagidek. Balki undan ham ortiqroq. Biz bu tarjimani ekvevalent tarjima deb bemalol ayta olishimiz mumkin. Go‘yoki Ibn Sino bir ruboiyni har ikki tilda yozgandek. Har ikkala ruboiyda ham vazn bir xil. Qofiya har ikkalasida: zuhal, hal, ajal so‘zlari. Chuqur falsafiy mushohadaga tortuvchi baytlarda yerdan to osmon-u falakkacha bo‘lgan masofa qalamga olingan. Shoir ham tabib sifatida, ham islom falsafasi tomonidan ajal yechilmas muammo ekanligini ta’kidlab o‘tadi. Asliyatda ham tarjimaga ham shakl va mazmun bir-biridan qolishmaydi.

*Gar boda gahe xuram, nishone xomist,  
Var z-on ki mudom may xuram, badnomist.  
May shuhu hakimu rind boyad, ki xo‘rad,  
V-in har se nay, mayxo‘r, ki dushmankomist.*

Fors tilidagi ruboiyni o‘zbek tiliga tarjimasi bilan solishtiramiz va ulardagi farqli jihatlarini, asliyatga yaqinligini ko‘rib o‘tamiz.

*Gar bodani goh-goh icharmen - xomlig',  
Ammoki mudom ichar esam - badnomlig'.  
May shohu hakimu rind ichar ersa, na xush,  
Gar boshqasi no'sh aylasa – dushmankomlig'.*

*(Jamol Kamol tarjimasi)*

Asliyat bilan tarjimani solishtirib ko'rganimizda o'zaro yaqinlikni ko'ramiz. Lekin bu ruboiy yuqorida ko'rib o'tganimizdek aynan asliyat bilan bir xil emas. Chunki vaznda o'zgarish sodir bo'lgan, ruboiylarning hijolari o'rtasida farq hosil bo'lgan. Tarjimada badiiyat kuchliroq ifoda etilgan. Lekin g'oyaviy, mazmuniy jihatdan mukammallikning saqlanishidagi tarjimon mahorati maqtovgga loyiq.

*Ey nafs, ki bastai hoyu havasi,  
Bishtob, ki dar himoyati yak nafasi.  
Dunyo matalab, choh macho, ishva mahar,  
K-az do'st baroiyu ba dushman narasi.*

*Ey nafs, ki g'arq ayla havoyu havasing,  
Zud o'lki, zarur himoyati bir nafasing.  
Dunyo dema, molu davlatu ishva dema,  
Kim, do'st deb dushmanga o'lasing...*

Har ikkala ruboiyda ham o'ziga xos mukammallikni ko'rishimiz mumkin. Vazn saqlangan holda qofiyalar ham til imkoniyati qo'shimchalariga monand tarjima qilingan: forsiyda *havasi, nafasi, narasi* so'zlaridagi – *i* qo'shimchasiga o'zbek tilida birgina – *ing* qo'shilishi bilan hosil qilingan. Hamma jihatlarini solishtirib ko'rganimizdek asliyat va tarjima o'rtasidagi yaqinlik bir o'qishdayoq yaqqol ko'zga tashlanadi.

*Soqi, qadahi moi maini tu kuchost?  
V-on oinai xudoybini tu kuchost?  
Hoham ki tahorate diham botirno,  
On lo'lashikasta lo'laini tu kuchost?  
Soqiy, qadahi jur'ati joning qayda?  
Ul oinai nuri jahoning qayda?  
Sun mengaki, ko'nglimni musaffo etayin,  
Taqvoni shikast aylagoning qayda?*



Har ikkala ruboiyda ham vazn to'liq saqlangan. Ma'no jihatdan ham mukammallik saqlangan. Umumiy qilib aytganda asliyat va tajjima bir-biriga juda yaqin. Boshqa ruboiylardan farqli o'laroq, bu ruboiyda radif saqlangan, aynan o'sha ma'noda o'zbek tilidagi so'z bilan ifoda etilgan. Xulosa o'rnida shuni aytish mumkinki, Ibn Sino ruboiylari tarjimasini mukammal va asliyatga juda yaqin. Deyarli barcha ruboiylarda vazn va qofiyalarning saqlanganligi tarjimon iste'dodining yuksak namunasidir. Ruboiylardagi shakl barchasida –a –a –b –a ko'rinishida. Tarjimashunos olim E.Ochilov aytganlaridek “bugungi kunda Abu Ali Ibn Sino ruboiylarining uch shakli mavjud ekan, ularni inkorning inkori sifatida emas, aksincha, asliyatga ham shaklan, ham mazmunan muvofiq keladigan muqobil tarjima yaratish yo'lidagi intilishlar sifatida baholash kerak.”

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**“Ер ҳисоби натижалари аниқлигини ошириш йўналишлари”**

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**Аннотация.** Мақолада аналитик таҳлил ва монографик тадқиқот усулларига суянган ҳолда ер ҳисобини юритишда унинг натижалари аниқлиги ва ҳаққонийлиги ўта муҳимлиги, шунингдек, ер ҳисоби натижалари аниқлигини оширишнинг йўналишлари, жумладан, тузилаётган ер балансининг сифатини ошириш, унинг ҳаққонийлиги ва шаффофлигини таъминлаш бўйича амалий таклифлар берилган.

**Калит сўзлар:** маъмурий-ҳудудий бирлик, шаҳарча, қишлоқ, овул, ердан фойдаланувчи, ер баланси, ер ҳисоби, ер майдонлари хатлови, ер фонди тоифалари, ер турлари, қишлоқ хўжалигига мўлжалланган ерлар.

**Кириш.** Мамлакат аҳолисининг йилдан-йилга ўсиб бораётганлиги уларнинг озиқ-овқат хавфсизлигини таъминлаш, шунингдек, ижтимоий турмуш даражасини мунтазам ошириб бориш талабларини доимий равишда оширади. Бу эса, ўз навбатида, ер майдонларига, улардан фойдаланишни оқилона ва самарали ташкил этишга, хусусан, уларнинг ҳисобини юритиш тизимини доимий такомиллаштириб бориш заруриятини туғдиради. Мамлакатимизда бугунги кунда аҳоли жон бошига нисбатан суғориладиган ерлар майдони 0,11 гектарни ташкил этмоқда, 2040 йилга бориб бу кўрсаткич 0,08 гектарга тушуши тахмин қилинмоқда.

Қишлоқ хўжалигига мўлжалланган ерлар қишлоқ хўжалиги маҳсулотларини ишлаб чиқариш ва озиқ-овқат хавфсизлигини таъминлашнинг асосий воситаси бўлганлиги сабабли улардан самарали фойдаланиш ва муҳофаза қилиш, шунингдек, ер майдонларининг миқдорий ҳисобини юритишни йўлга қўйишни талаб этмоқда.

Шу билан бирга, ер ҳисобини юритишда унинг натижаларига таъсир кўрсатадиган қатор салбий омилларнинг мавжудлиги ерларнинг миқдорий ҳисобини юритиш билан боғлиқ амалдаги ер ҳисоби натижалари аниқлигини ошириш йўналишлари қайта кўриб чиқишликни тақоза этади.

**Тадқиқот методологияси.** Ер ҳисобини юритишда унинг натижалари аниқлиги жуда муҳимдир, негаки ер ҳисобининг натижалари қанчалик аниқ бўлса, ундан фойдаланиш самарадорлиги шунчалик юқори бўлади. Ер майдонларининг миқдорий ҳисобини юритишда нафақат ер фонди тоифалари, балки ер турларига бўлиниши ҳам муҳимдир.

**Таҳлил ва натижалар.** Назарий манбаларни ўрганиш, ер ҳисобини юритиш бўйича мавжуд ишланмалар билан танишиш, уларни таҳлил қилиш бундай ишлар натижаларига салбий таъсир кўрсатадиган қатор омиллар мавжудлиги ер ҳисоби натижалари аниқлигини оширишнинг йўналишларини излаб топиш устида ишлашни кўрсатмоқда.

Амалдаги қонунчилигимизда Ўзбекистон Республикасининг маъмурий-ҳудудий бирликлари - вилоятлар, туманлар, шаҳарлар, шаҳарчалар, қишлоқлар, овуллар, шунингдек, Қорақалпоғистон Республикасидан иборатлиги кўрсатилишига қарамасдан бугунги кунда туманларнинг маъмурий чегараси белгиланган тартибда маъмурий-ҳудудий бирликларга, яъни туманга бўйсунувчи шаҳар, шаҳарча, қишлоқ (овул)лар бўйича ҳудудларга тўлиқлигича бўлинмаганлиги ҳолати ер ҳисобини юритишда қўпол хаточилик келтириб чиқармоқда.

Кўпчилик ҳолатларда аниқланган ер қонунбузулиш ҳолатларини бартараф этиш тизимининг такомиллаштирилмаганлиги ҳам ер ҳисобини юритишнинг натижаларига таъсир кўрсатадиган салбий омиллардан бири ҳисобланади. Жойларда содир этилган ёки содир этилаётган ер қонунбузулишлари оқибатида вужудга келган ҳолатларда мазкур ер қонунбузулиш ҳолатлари бартараф этилгунга қадар ер майдонларини миқдор жиҳатдан ҳисобга олишда бир қатор муаммолар мавжуд бўлмоқда.

Шунингдек, ўтказилган хатлов натижаларини ер балансига олишнинг бугунги кунда тегишли тизимининг йўқлиги ер майдонларини миқдор жиҳатдан ҳисобга олишда муаммолар келтириб чиқармоқда.

Янгидан ва (ёки) қайтадан ўзлаштирилган ер майдонларини қабул қилиш бўйича тегишли тизимнинг тўлиқ шаклланмаганлиги ер ҳисобини юритишнинг натижаларига салмоқли салбий таъсир кўрсатади.

Белгиланган тартибда ажратиб берилган ер участкаларини жойида мутахассислар иштирокида кўрсатиб берилмаганлиги ҳам албатта ер ҳисобини юритиш натижаларига салбий таъсир кўрсатади.

Жойларда олиб борилган таҳлиллар шуни кўрсатмоқдаги, фермер хўжаликларига ҳамда бошқа қишлоқ хўжалиги корхоналарига қишлоқ хўжалиги мақсадлари учун ажратилган ер майдонлари кўпчилик ҳолатларда ер участкасининг натурада (жойнинг ўзида) чегараси белгилаб берилмаганлиги натижасида чегарадошлар ўртасида норозиликка олиб келиши бирга тегишли ваколатли органларнинг қарорлари билан ажратилган ер майдонларининг жойида ҳақиқий ўлчами қарордагига нисбатан кўп ёки кам чиқиш ҳолатлари ердан фойдаланувчиларда норозиликлар туғдирмоқда.

Суғориладиган қишлоқ хўжалиги ерларининг фойдаланишдан чиқиб кетиши ҳам маълум маънода ер ҳисобини юритиш учун асос бўладиган ер турлари бўйича ноаниқларга сабаб бўлмоқда.

Республикамизда кўпроқ ҳолларда сув таъминотининг мавжуд эмаслиги, булок сувларининг қуриб қолиши, ирригация ва мелиорация объектларининг бузилиши ёки яроқсиз ҳолга келиб қолиши оқибатида, қишлоқ хўжалиги экинлари майдонларида агротехник тадбирларнинг сифатли бажарилмаслиги сабабли қишлоқ хўжалиги ерларининг фойдаланишдан чиқиб кетиш ҳолатлари кузатилган ва бу жараёнлар давом этмоқда.

Тармоқли (линияли) объектларни қуриш учун вақтинча фойдаланишга ажратилган ер майдонларининг қурилиш якунлангач рекультивация қилинмаганлиги, сув ва шамол эрозияси оқибатида, шунингдек, кўп йиллик дарахтзорларни қирқиб олгандан сўнг тўнқаларини ўз вақтида йиғиштирилмаганлиги ёки мавжуд кўп йиллик дарахтзорларнинг қуриб қолиши ҳисога кўчат қалинлиги энг минимал даражага тушиши сабабли ҳам қишлоқ хўжалиги ерларининг бошқа турига ўтиб кетиш ҳолатлари кузатилган.

Кўпчилик ҳолатларда қишлоқ аҳоли пунктларининг ерлари қишлоқ хўжалигига мўлжалланган ерлар таркибида ҳисобга олинаётганлиги ҳам ер фонди тоифалари бўйича ер балансини юритишда маълум муаммоларга олиб келмоқда. Ўзбекистон Республикасининг Ер кодекси 8-моддасида аҳоли пунктларининг ерлари - шаҳарлар ва

шахарчалар, шунингдек қишлоқ аҳоли пунктлари чегараси доирасидаги ерлардан иборатлиги белгилаб қўйилган.

Қишлоқ хўжалиги маҳсулотлари етиштириш учун иссиқхоналарни барпо қилиш учун ажратилган ер майдонларининг барчасини суғориладиган экин ери сифатида ҳисобга олиш ҳам ер ҳисобини юритиш натижаларига таъсир кўрсатади. Амалдаги туман (шаҳар) ер балансида иссиқхоналар суғориладиган экин ерлар таркибида ҳисоби олиб борилади. Бироқ, иссиқхоналар, шу жумладан енгил типдаги иссиқхоналар учун ажратилган ерларда ёрдамчи иншоотлар қурилиши инобатга олинмаган бўлса табиийки, енгил типдаги иссиқхоналар ерларининг бир қисми камаяди.

Дарё соҳилларининг сел оқибатида ювилиб туриши ҳолатларининг мавжудлиги дарё соҳилларига чегарадош бўлган ерларни муҳофаза қилишда, шунингдек, ер ҳисобини юритишнинг натижалари бўйича ўз навбатида маълум муаммоларни вужудга келтиради. Шунингдек, ер ости сувларининг кескин кўтарилиши ҳам ер фонди тоифалари ва турларининг ҳам ўзгаришига олиб келиши мумкин.

Яйловларда ўтказилган геоботаник тадқиқотлар натижаларига кўра айрим ҳудудларда яйловларнинг деградациясига учраши ҳолатлари ҳам кузатилган.

Ер ҳисоби натижалари аниқлигини ошириш бўйича қуйидаги йўналишлар таклиф этилади:

- 1) амалдаги ерга оид қонунчилик ва қонуности ҳужжатларига ўзгартириш ва қўшимчалар киритиш орқали;
- 2) маъмурий-худудий бирликлари бўйича ер баланси (ҳисоботи)ни юритиш мажбурийлигини таъминлаш орқали;
- 3) ер баланси (ҳисоботи) шакллари ва жадвалларига ўзгартиришлар киритиш орқали;
- 4) ер балансини (ҳисоботи)ни юритишда замонавий дастурларни қўллаш орқали.

Умуман юқоридагилар асосида хулоса қилиш мумкинки, амалдаги қонунчиликка тегишли ўзгартириш ва қўшимчалар киритиш, маъмурий-худудий бирликлар бўйича ер баланси (ҳисоботи)ни тузишнинг мажбурийлигини таъминлаш, ер баланси (ҳисоботи) шаклларига зарурий ўзгартиришлар киритиш ва ер баланси (ҳисоботи)ни тузишда замонавий дастурларни қўллаш ёки қўлланилаётган дастурларни қисман бўлсада такомиллаштириш бундай баланс (ҳисобот)ни тузиш

услугиятларини бугунги кун талабларига жавоб берадиган тарзда яхшиланишига олиб келади. Бу эса, ўз навбатида, ерларнинг миқдорий ҳисобини аниқ, ҳаққоний ва шаффоф юритишга имконият яратади.

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## **THE CLASSIFICATION OF AFFIXES AND THEIR BASIC PECULIARITIES**

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**Annotation:** The article "The Classification of Affixes and Their Basic Peculiarities" delves into the intricate world of language morphology, focusing on the pivotal role played by affixes. The comprehensive exploration begins with a clear definition of affixes, emphasizing their transformative nature when added to base words. The article systematically navigates through the classification of affixes, categorizing them based on function and position within a word. The distinction between derivational and inflectional affixes provides a foundational understanding of how affixes contribute to both semantic shifts and grammatical nuances. The section on the basic peculiarities of affixes adds depth to the exploration, touching on productivity, allomorphy, compatibility, and ambiguity. The notion of productivity underscores the dynamic nature of language, showcasing how certain affixes are prolific in generating new words. Allomorphy sheds light on the nuanced variations that affixes can undergo based on their phonological environment, adding a layer of complexity to morphological analysis. The article also recognizes the significance of compatibility, elucidating that not all affixes seamlessly attach to any base word. This highlights the intricate rules governing the formation of words and contributes to a nuanced understanding of morphological structures. Moreover, the acknowledgment of ambiguity underscores the versatility of affixes, which can sometimes convey multiple meanings within different linguistic contexts.

**Key words:** Affixes, Morphology, Derivational Affixes, Inflectional Affixes, Prefixes, Suffixes, Infixes, Circumfixes, Productivity, Allomorphy, Compatibility, Ambiguity, Reduplication, Augmentation, Diminution.

### **Introduction:**

Language is a dynamic and complex system that evolves over time, incorporating various elements to convey meaning. One essential aspect of language structure is morphology, the study of word formation and the internal structure of words. Within morphology, affixes play a crucial role. Affixes are morphemes that can be added to a base word to modify its meaning or create a new word altogether. Understanding the classification of affixes and their basic peculiarities is fundamental to unraveling the intricacies of language morphology.

#### Definition of Affixes:

Affixes are morphological elements that attach to a base or root word, altering its meaning or grammatical category. There are two main types of affixes: prefixes, which attach to the beginning of a word, and suffixes, which attach to the end. Some languages also use infixes (inserted within the base word) and circumfixes (both prefixes and suffixes combined).

#### II. Classification of Affixes:

##### Based on Function:

###### Derivational Affixes:

- These affixes alter the meaning of the base word and often change its grammatical category.

- Example: "happy" (adjective) can become "happiness" (noun) with the addition of the derivational suffix "-ness."

###### Inflectional Affixes:

- These affixes primarily convey grammatical information, such as tense, number, case, or gender, without changing the core meaning of the word.

- Example: In English, the suffix "-s" can indicate plural (e.g., "cat" becomes "cats").

##### Based on Position:

###### Prefixes:

- Affixes that are added to the beginning of a base word.

- Example: "un-" in "undo."

###### Suffixes:

- Affixes that are added to the end of a base word.



- Example: "-ly" in "quickly."

Infixes:

- Rarely used, infixes are inserted within the base word.
- Example: Tagalog "sina-": "lakad" (walk) becomes "sinalakad" (walked).

Circumfixes:

- Affixes that surround the base word, combining both prefixes and suffixes.
- Example: German "ge-...-t" in "machen" (to do) becomes "gemacht" (done).

### III. Basic Peculiarities of Affixes:

Productivity:

- Some affixes are highly productive, meaning they can be freely used to create new words. For instance, the English suffix "-ize" can be added to various nouns to create verbs (e.g., "computerize," "customize").

Allomorphy:

- Affixes may have different forms, known as allomorphs, depending on the phonological context. For example, the English plural suffix can be "-s," "-es," or "-ies."

Compatibility:

- Not all affixes can be attached to every base word. Affixes may have restrictions based on the grammatical or semantic properties of the base.

Ambiguity:

- In some cases, a single affix can have multiple meanings, leading to ambiguity. For example, the English suffix "-ing" can indicate a continuous action (e.g., "running") or a gerund (e.g., "swimming is fun").

Beyond the basic classifications and peculiarities, the study of affixes reveals a fascinating array of morphological diversity across languages. Here are some additional insights into the rich landscape of affixation:

Reduplication:

- Some languages employ reduplication, a process where all or part of a base word is repeated. Reduplication can serve various functions, including intensification, pluralization, or forming new lexical items.

- Example: In Malay, "rumah" (house) can become "rumah-rumah" to indicate multiple houses.

Augmentation and Diminution:

- Certain affixes are dedicated to indicating size or degree. Augmentative affixes increase the intensity or size of the base word, while diminutive affixes decrease it.

- Example: In Spanish, "casita" (little house) uses the diminutive suffix "-ita," while "casa" (house) remains the base form.

#### Conjugation Affixes:

- Many languages use affixes to mark verb conjugations, indicating features like person, number, tense, and mood. These affixes play a crucial role in verb inflection.

- Example: In French, "parler" (to speak) conjugates to "parle" (I speak), "parles" (you speak), and so on.

#### Innovative Affixation:

- Languages continually evolve, and speakers may creatively introduce new affixes or repurpose existing ones. These innovations can reflect shifts in societal trends, technological advancements, or cultural changes.

- Example: The blending of "smoke" and "fog" resulted in the neologism "smog," where "-g" can be seen as an innovative affix indicating a mixture.

#### Loanword Adaptation:

- When languages borrow words from other languages, affixes may be added or modified to conform to the phonological and morphological patterns of the borrowing language.

- Example: The English word "ballet" was borrowed from French, and the English suffix "-ic" was added to form "balletic."

Understanding the myriad ways in which affixes function across different languages adds depth to the exploration of linguistic diversity. The dynamic nature of language ensures that affixation remains a versatile and ever-evolving aspect of morphology, contributing to the richness and adaptability of human communication.

#### Conclusion:

The classification of affixes and their peculiarities provide valuable insights into the intricate world of language morphology. Understanding how affixes function, the types of modifications they bring to words, and the rules governing their usage contributes to a deeper comprehension of linguistic structures. As languages continue to evolve, the study of affixes remains a dynamic field, essential for linguists, language enthusiasts, and anyone seeking a richer understanding of language.

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## **ETYMOLOGY AND ITS SUBJECT MATTER**

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**Annotation:** This insightful article delves into the fascinating realm of etymology, the study of word origins, and the subject matter it encompasses. The author provides a historical backdrop, tracing the roots of etymology from ancient civilizations to the Renaissance, highlighting key figures who contributed to its development. The subject matter of etymology is comprehensively explored, touching on word origins, cultural insights, language evolution, semantic shifts, and cross-cultural connections. The article emphasizes how etymology serves as a linguistic time machine, unraveling the intricate histories of words and offering a profound understanding of language as a reflection of human civilization. It adeptly illustrates how studying the origins and evolution of words not only enriches our vocabulary but also unveils the cultural, historical, and social contexts embedded in language. Overall, the article presents a compelling narrative that captivates readers, inviting them on a linguistic adventure that transcends the boundaries of words to reveal the interconnected tapestry of human communication.

**Key words:** Etymology, word origins, linguistic discipline, language evolution, cultural insights, historical context, semantic shifts, cross-cultural connections, linguistic history, vocabulary enrichment, ancient civilizations, Renaissance, Plato, Erasmus, Scaliger, linguistic time machine, word ancestry, prefixes, suffixes, societal changes, interconnected languages, linguistic adventure.

Introduction:

Etymology, derived from the Greek words "etymon," meaning "true sense," and "logia," meaning "study," is the linguistic discipline dedicated to uncovering the origins,

development, and meanings of words. It serves as a linguistic time machine, allowing us to delve into the past and trace the evolution of language. Etymology not only enriches our understanding of words but also provides insights into the cultural, historical, and social contexts in which languages have evolved.

#### The Roots of Etymology:

The roots of etymology can be traced back to ancient civilizations, where scholars were fascinated by the power and significance of words. The Greek philosopher Plato, for instance, acknowledged the importance of understanding the true essence of words, recognizing that language had the ability to shape thought and perception. However, it wasn't until the Middle Ages that the systematic study of word origins gained prominence.

During this period, scholars sought to reconcile classical Greek and Latin texts with the emerging Romance languages. This endeavor marked the beginning of a more structured approach to etymology, as scholars began to compile dictionaries and trace linguistic lineages. The Renaissance further fueled the interest in etymology, with scholars like Erasmus and Scaliger contributing to the development of this linguistic discipline.

#### Subject Matter of Etymology:

##### Word Origins:

Etymology involves unraveling the complex web of a word's ancestry. It explores the linguistic journey of words, tracing their roots, prefixes, and suffixes to uncover their original meanings. Understanding word origins enhances language comprehension and fosters a deeper appreciation for the richness of vocabulary.

##### Cultural Insights:

Words are not mere vessels of meaning; they carry the cultural baggage of the societies that created them. Etymology allows us to peer into the past and gain insights into the customs, beliefs, and practices of ancient civilizations. For example, the etymology of a word may reveal the cultural nuances associated with a particular concept.

##### Language Evolution:

Languages are dynamic entities that evolve over time. Etymology helps us track the evolution of languages, showcasing the influences of migration, conquests, and cultural exchanges. By studying how words change phonetically and semantically, linguists can reconstruct linguistic history and understand the interconnectedness of languages.

#### Semantic Shifts:

Words undergo semantic shifts, changing meaning over time. Etymology aids in identifying these shifts, shedding light on how societies adapt and reinterpret concepts. For instance, the evolution of the word "gay" from meaning "happy" to its contemporary use reflects societal changes and attitudes.

#### Cross-Cultural Connections:

Through etymology, we discover the interconnectedness of languages and the exchange of words across cultures. Words borrowed from one language to another reveal historical trade routes, cultural assimilations, and the diffusion of ideas.

#### Conclusion:

Etymology is a captivating journey through the annals of language, offering a profound understanding of words and their intricate histories. Beyond being a linguistic endeavor, it unveils the tapestry of human civilization, providing a bridge between the past and the present. As we delve into the subject matter of etymology, we embark on a linguistic adventure that not only enriches our vocabulary but also fosters a deeper appreciation for the cultural and historical tapestry woven by words.

#### Modern Applications:

Etymology is not just a historical pursuit; it has practical applications in modern linguistics. Understanding word origins aids in language acquisition, translation, and interpretation, contributing to effective communication in diverse fields such as literature, law, and technology.

#### Etymology in Education:

Many educational curricula integrate etymology to enhance language skills and critical thinking. Teaching students about the roots of words not only expands their vocabulary but also fosters a deeper appreciation for the subtleties of language.

#### Online Resources:

With the advent of digital resources, etymology enthusiasts can explore vast databases and online dictionaries dedicated to tracing the history of words. Online platforms offer interactive tools and databases that make the study of word origins accessible to a broader audience.

#### Controversies in Etymology:

Etymology is not without its controversies. Scholars may debate the true origins of certain words, leading to varied interpretations. These debates highlight the dynamic nature of language and the challenges of tracing linguistic lineages accurately.

#### Pop Culture and Etymology:

The influence of etymology extends into popular culture, with books, movies, and TV shows often incorporating linguistic themes. Characters with names rooted in meaningful etymology or plotlines exploring word origins contribute to a broader public awareness of this linguistic discipline.

#### Multilingual Perspectives:

Etymology becomes particularly intriguing in multilingual contexts. Examining the common roots or divergent paths of words across languages unveils shared histories or unique cultural influences, enriching our understanding of linguistic diversity.

#### Digital Linguistics:

In the digital age, computational linguistics and artificial intelligence play a role in etymology. Automated tools analyze massive datasets to identify linguistic patterns, aiding researchers in uncovering new insights into the evolution of language.

#### Linguistic Revival:

Etymology can play a role in language revitalization efforts. By examining the historical roots of endangered languages, linguists and communities can work towards preserving and reviving linguistic heritage.

#### Personal Exploration:

Beyond academic and professional realms, individuals engage in etymology as a hobby. Exploring the origins of everyday words can be a source of intellectual pleasure and a way to connect with the linguistic history embedded in our daily conversations.

#### Ongoing Research:

Etymology is a field of continuous discovery. Ongoing research unveils new findings, challenges existing assumptions, and contributes to the dynamic nature of linguistic scholarship.

This additional information emphasizes the practical applications, educational aspects, controversies, digital dimensions, cultural impact, and ongoing developments within the fascinating world of etymology.

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**INSTITUTSIONAL OMILLAR O'ZBEKISTON HUDUDLARI EKSPORT  
SALOHIYATINI RIVOJLANTIRISH VOSITASI SIFATIDA (QISHLOQ  
XO'JALIGI MISOLIDA).**

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**Anotatsiya:** Ushbu maqolada qishloq xo'jaligi korxonalarini modernizatsiyalash va qishloq xo'jaligida amalga oshirilayotgan iqtisodiy islohotlarni shuningdek eksport va importni rivojlantirish.

**Kalit so'zlar:** Xorijiy investitsiya, tashqi savdo, milliy iqtisodiyot, prefensiya.

Xalqaro iqtisodiy aloqalarning rivojlanishi eksportning barqaror o'sishiga ko'maklashadi va bu o'z navbatida ma'lum natijalarga erishish uchun zamin yaratadi. Mamlakatning eksport salohiyatini oshirish, eksportyorlarni davlat tomonidan qo'llab-quvvatlash, eksportbop mahsulotlar nomenklaturasini kengaytirish maqsadida amalga oshirilgan islohotlar natijasida eksportyorlar soni 6 136 taga yetdi va ular tomonidan 10 797,1 mln. AQSH dollari (nomonetar oltindan tashqari) qiymatidagi (2022- yilning mos davriga nisbatan 9,2 % ga ko'paydi) tovar va xizmatlar eksport qilinishi ta'minlandi. Qishloq xo'jaligi tarmoqni yanada barqarorlashuvini, qishloq xo'jaligi mahsulotlarini etishtirishni ko'payishiga, resurslardan unumli foydalanishga, yangi ish o'rinlarining paydo bo'lishiga olib keladi va pirovardida qishloq xo'jaligini rivojlanishini ta'minlashda muhim omil bo'lib xizmat qiladi.

Tadqiqot maqsadi – mamlakat qishloq xo'jalik korxonalarini modernizatsiyalash tizimini takomillashtirish bo'yicha ilmiy taklif va amaliy tavsiyalar ishlab chiqishdan iborat.

Tadqiqot predmeti. Qishloq xo'jalik korxonalarini modernizatsiyalash bilan bog'liq iqtisodiy munosabatlar tadqiqotning predmetini tashkil etadi.

Qishloq xo'jalik korxonalarini rivojlanib borishi bilan birga, ularning soni va ishlab chiqarishdagi salmog'i ortib bormoqda, albatta bunday mexanizmlarni joriy etilishi yoki qishloq xo'jaligini modernizatsiyalash jarayoni sifat jihatidan yangi mahsulot olish uchun texnik yoki texnologiyalarni bevosita ishlab chiqarishda foydalanish, uning alohida tarkibiy qismlariga aylantirish bo'yicha izchil harakatlar yig'indisi hisoblanadi. Bugungi kunda mamlakatimiz qishloq xo'jaligida ishlab chiqarishga bunday kompleks yondashish tashkil

qilinmaganligi bois sohada modernizatsiyalash loyihalar bilan ishlash keng miqyosda joriy etilmagan. Bunga asosan qishloq xo'jaligining o'ziga xos xususiyatlari modernizatsiyalash jarayonga ko'rsatadigan ta'sir, modernizatsiyalashga jalb qilishning asosiy yo'nalishlari va ularni amalga oshirish stsenariylari, modernizatsiyalashni oshirish yo'llari, modernizatsiyalash faoliyatni, jarayonni, salohiyatni, tavakkalchilikni boshqarish bo'yicha ilmiy asoslangan tavsiyalar etishmasligi sabab bo'lmoqda. Bunda shuningdek, qishloq xo'jaligi mahsulotlari fermer xo'jaliklar tomonidan etishtirilayotgan sharoitda fan-texnika yutuqlariga asoslangan modernizatsiyalash loyihalarning shakllanishi hamda mahsulot raqobatbardoshligini oshirish va shundan kelib chiqib, agrar siyosatni takomillashtirish muammolari etarlicha o'rganilmaganligining ham ta'siri bor. Qishloq xo'jaligini jadal va to'liq rivojlantirish uchun ishlab chiqarish modernizatsiyasini qo'llash talab qilinadi. Buning uchun er va mehnat resurslari imkoniyatlaridan to'liq foydalanish, qishloq xo'jaligi ekinlarini ekish, parvarishlash texnologiyalarini sifat jihatidan yangi bosqichga ko'tarish, tarmoqning moddiy-texnika bazasi talab darajasida mustahkamlanishiga erishish zarur. Hozirgi vaqtda iqtisodiyotning modernizatsiyalash imkoniyati yanada oshirish va shu asosda iqtisodiy o'sishning sifat ko'rinishiga o'tish muhim hisoblanadi. Bunda ishlab chiqaruvchilar bozor faoliyatining iqtisod zamonaviylashgan sharoitdagi yutuqlariga bevosita bog'liq innovatsion standartlarni birmuncha o'zlashtirishadi. Mamlakat yalpi ichki daromadining uchdan bir qismidan ortiqrog'i qishloq xo'jaligining hissasiga to'g'ri keladi. Sohada 3,5 milliondan ortiq aholi ish bilan band va qishloq xo'jaligi mahsulotlarini chet elga sotishdan tushumlar O'zbekistonning umumiy eksport daromadlarining 25 foizigacha tashkil qiladi. Qishloq xo'jaligi oziq-ovqat mahsulotlarini ishlab chiqarish sohasi, shu bilan birga butun mamlakat bo'ylab ko'plab qishloqlar va kichik shaharlarning iqtisodiy o'zagi hisoblanadi. Mamlakatimiz yalpi ichki mahsuloti 8 foizga o'sdi, sanoat mahsulotlari ishlab chiqarish hajmi 8,8 foizga, qishloq xo'jaligi – 6,8 foizga, chakana savdo aylanmasi – 14,8 foizga oshdi. Inflyatsiya darajasi prognoz ko'rsatkichidan past bo'ldi va 6,8 foizni tashkil etdi. O'tgan yil yakunlariga ko'ra, tashqi davlat qarzi yalpi ichki mahsulotga nisbatan 17 foizni, eksport hajmiga nisbatan qariyb 60 foizni tashkil etdi. Bu avvalambor xorijiy investitsiyalar va umuman, chetdan qarz olish masalasiga chuqur va har tomonlama puxta o'ylab yondashish natijasidir. 2013-yilda iqtisodiyot sohasidagi soliq yuki 21,5 foizdan 20,5 foizga, jismoniy shaxslar uchun daromad solig'ining eng kam stavkasi 9 foizdan 8 15foizga tushirilganiga qaramasdan, davlat byudjeti yalpi ichki mahsulotga nisbatan 0,3 foiz profitsit bilan bajarildi.

Eksport qilinayotgan mahsulotlar hajmi jahon bozorida unga bo'lgan talabga ko'ra o'zgarib turadi. Ba'zida bu bizning imkoniyatimiz va rejalarimizga ham bog'liq. Misol uchun, paxta eksporti yildan yilga pastlab bormoqda. 2015-yilda 503,8 ming tonna, 2016-yilda 416 ming tonna, 2017-yilda 278,9 ming tonna, 2018-yilda esa 115,6 ming tonna xorijga sotildi. Ushbu kamayish dinamikasining sababi sifatida o'zimizda paxtani qayta ishlash hajmi ortib, tayyor yoki yarim tayyor tekstil mahsulotlari ishlab chiqarishga katta e'tibor berilayotganligini aytishimiz mumkin. O'z o'rnida, 2018-yil yakunlariga ko'ra 1,6 milliard dollarlik tekstil mahsulotlari eksport qilindi.

2022–2026 yillarga mo'ljallangan yangi O'zbekistonning taraqqiyot strategiyasida "Respublikaning eksport salohiyatini oshirish orqali 2026 yilda respublika eksport hajmlarini 30 milliard AQSH dollariga yetkazish" bilan bog'liq ustuvor maqsad va vazifalar belgilab berilgan.

Respublikada yetishtirilgan qishloq xo'jaligi mahsulotlaridan meva-sabzavotlar ham xaridorgir hisoblanadi. Agarda 2017-yilda 364,2 ming tonna sabzavot eksport qilingan bo'lsa, bu ko'rsatkich 2018-yilda 670,4 ming tonnani tashkil etdi. Mevalar eksporti ham 2018-yilda 2017-yilga nisbatan o'sdi. Ya'ni, qariyb 540 ming tonnadan 560,2 ming tonnaga yetdi. Ular orasida uzum eksportida nisbatan kamayish kuzatildi. 2017-yilda qariyb 214 ming tonna uzum eksport qilingan bo'lsa, 2018-yilda bu ko'rsatkich 206,8 ming tonnani tashkil etdi.

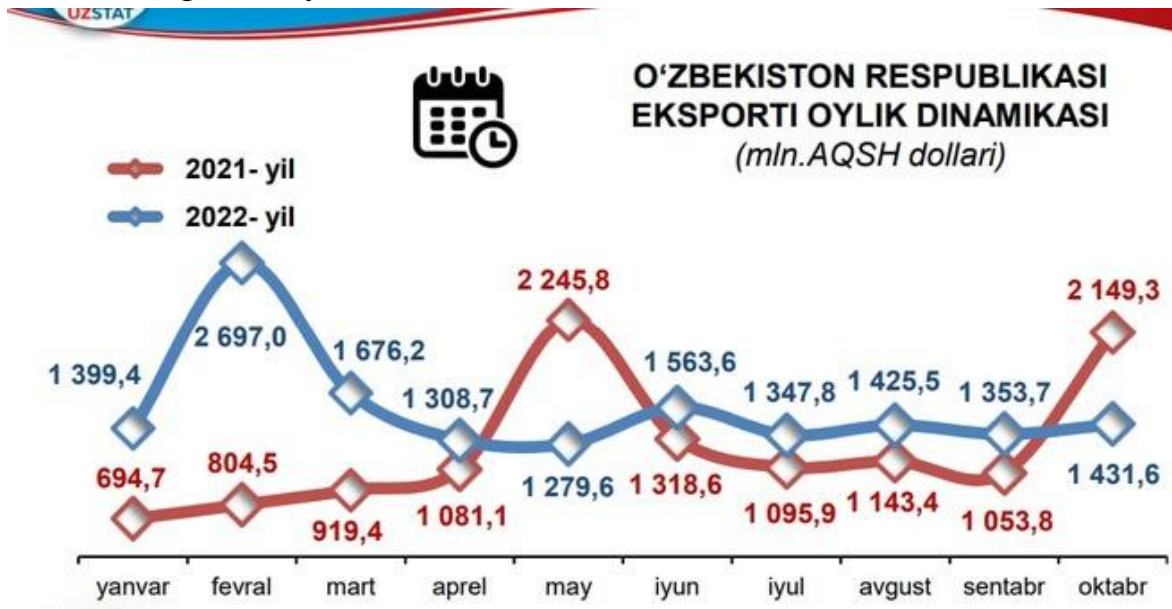
biz Yevropa mamlakatlariga ham kirib boryapmiz. Hozirga qadar meva-sabzavotlarni asosan Rossiya, Qozog'iston, Qirg'iziston kabi davlatlarga eksport qilgan bo'lsak, 2018-yil davomida Latviya, Germaniya, Polsha, Ruminiya, Italiya, Ispaniya kabi davlatlarga 11,8 ming tonnaga yaqin asosan quritilgan meva-sabzavot mahsulotlari yetkazib berildi

**Eksport.** Yanvar-oktabr oylarida mamlakatning eksportyorlari soni 6 586 tani tashkil etib, ular tomonidan 12,5 mlrd AQSh dollari (oltindan tashqari) qiymatidagi (2021 yilning mos davriga nisbatan 123,3% ga ko'paydi) tovar va xizmatlar eksport qilinishi ta'minlandi.

Eksport tarkibida tovarlar ulushi 78,8% ni tashkil etib, ular sanoat tovarlari (23,9%), oziq-ovqat mahsulotlari va tirik hayvonlar (8,2%) va kimyoviy vositalar va shunga o'xshash mahsulotlar (7,1%) hissasiga to'g'ri kelmoqda. O'tgan 10 oy davomida xizmatlar sohasi, sanoat tovarlari va oltin eng ko'p eksport qilingan.

Eksportning eng katta hajmi 2022 yil fevral oyida qayd etilib, 2,7 mlrd AQSh dollarini tashkil etdi. 2021 yilning shu oyiga nisbatan 1,9 mlrd AQSh dollariga ko'paydi. 2022 yil

oktabr oyida eksport hajmi 1,4 mlrd AQSh dollarini tashkil etdi va 2021 yilning shu davriga nisbatan 33,4 foizga kamaydi.



Respublika eksporti tarkibida eng yuqori ulushni Toshkent shahri 24,5% ulush bilan 3,8 mlrd AQSh dollarini, eng quyi ulushni esa Jizzax viloyati 1% ulush bilan 161,1 mln AQSh dollarini tashkil etdi.

**Import.** O'tgan 10 oy davomida import hajmi 24,6 mlrd AQSh dollarini va 2021 yilning mos davriga nisbatan 121,2% ni tashkil etdi. Import tarkibida eng katta ulush, mashinalar va transport asbob-uskunalari (31,6%), sanoat tovarlari (19,3%) hamda kimyoviy vositalar va shunga o'xshash mahsulotlar (13,9%) hisobiga to'g'ri keldi.

Importning eng katta hajmi 2022 yilning mart oyida qayd etilib, 2,7 mlrd AQSh dollarini tashkil etdi. 2021 yilning shu oyiga nisbatan 8,6 mlrd AQSh dollariga kamaydi. 2022 yil oktabr oyida import hajmi 2,6 mlrd AQSh dollarini tashkil etdi va 2021 yilning shu davriga nisbatan 12,6 foizga ko'paydi. Respublika importi tarkibida eng yuqori ulushni Toshkent shahri 48,4% ulush bilan 11,9 mlrd AQSh dollarini, eng quyi ulushni esa Surxondaryo viloyati 0,5% ulush bilan 130 mln AQSh dollarini tashkil etdi. O'zbekiston tashqi savdo statistikasida sherik mamlakatlarga quyidagilar kiradi: olib kirishda tovarlar – kelib chiqqan mamlakat, agar kelib chiqqan mamlakat noaniq bo'lsa, jo'natib yuborgan mamlakat. Olib chiqishda - tovarlar yuboriladigan mamlakat hisoblanadi. 2023- yilning yanvar-avgust oylarida MDH mamlakatlariga eksportning ulushi o'tgan yilning mos davriga nisbatan 5,5 % ga oshdi. 2023- yil yanvar-avgust oylarida tashqi savdo aylanmasida tovarlar

va xizmatlar eksporti bo'yicha asosiy hamkorlarimiz Rossiya, XXR, Turkiya, Qozog'iston, Afg'oniston, Qirg'iz Respublikasi va Tojikiston kabi davlatlar bo'lgan. Ularning umumiy eksportdagi ulushi 42,8 % ni tashkil etdi.

Qishloq xo'jaligi va bog'dorchilikni rivojlantirishga katta e'tibor qaratilayotgani bois eksport qilinayotgan mahsulotlar sifati va hajmi yildan-yilga ortib bormoqda. Jumladan, 2023- yil yanvar-avgust oylarida 1 246,9 ming tonna meva va sabzavotlar eksporti amalga oshirilgan bo'lib, ushbu ko'rsatkich 2022- yilning mos davriga nisbatan 1,1 barobarga yoki 142,1 ming tonnaga ko'paydi. Meva-sabzavot mahsulotlarining asosiy eksport bozorlari Rossiya (42,0 %), Pokiston (15,4 %), Qozog'iston (12,1 %) hamda Qirg'iz Respubliakasi (8,4 %) davlatlari hissasiga to'g'ri kelgan. 2023- yil yanvar-avgust oylarida oziq-ovqat mahsulotlarining asosiy qismi bo'lgan 763,6 mln. AQSH dollari qiymatidagi meva-sabzavot eksport qilindi. Bu ko'rsatkich 2022- yilning mos davriga nisbatan 16,5 % ga ko'paydi va jami eksportdagi ulushi 4,6 % ni tashkil etdi. 2022-yil yanvar – noyabr oylarida meva va sabzavotlar eksportining qiymat jihatidan eng katta hajmi Rossiya Federatsiyasiga to'g'ri keldi (meva va sabzavotlar eksporti umumiy hajmining 44,3% i), bu Qozog'iston eksport hajmidan 2,3 baravar ko'pdir. Meva-sabzavot mahsulotlarining asosiy eksport bozorlari Rossiya Federatsiyasi, Qozog'iston, Xitoy hamda Pokiston davlatlari hissasiga to'g'ri kelib, jami eksportning 80% ni tashkil qilgan. 2022-yil yanvar – oktyabr oylarida Rossiyaga \$402,2 mln. AQSh dollari qiymatidagi 453,5 ming tonna meva-sabzavot O'zbekistondan eksport qilingan. 2022-yilning yanvar – noyabr oyida bo'lsa, bu ko'rsatkich \$456,9 (+\$54,7) mln. AQSh dollari qiymatidagi 512,5 (+59) ming tonnani taskil qilgan .

**2018-2022 yillarning mos davrlari bo'yicha meva-sabzavot mahsulotlari eksporti**

No	Meva-sabzavot mahsulotlari eksporti	Hajmi (ming tonna)	Qiymati (mln. AQSh dollari)	1 kg meva-sabzavot mahsulotlari qanchadan eksport qilingan (mln. AQSh dollari)	Jami eksportdagi ulushi (% da)
1.	2022-yil yanvar-noyabr	1 599,8	\$1 031,4	\$0,64	5,9%
2.	2021-yil yanvar-noyabr	1 392,6	\$863,1	\$0,62	5,58%

3.	2020-yil noyabr	yanvar-	1 387,7	\$936,3	\$0,67	6,59%
4.	2019-yil noyabr	yanvar-	1 294,2	\$1 136,9	\$0,88	7,0%
5.	2018-yil noyabr	yanvar-	1 133,5	\$815,0	\$0,72	7,20%

Jadvalda keltirilgan ma'lumotlarga asosan, so'nggi 5 yil ichida hajm jihatidan eng ko'p meva-sabzavot eksporti joriy 2022-yilda 1 599,8 ming tonnani tashkil qilgan bo'lsa, qiymat jihatidan eng ko'p 2019-yili \$1 136,9mln. AQSh dollariga teng bo'lgan. Meva-sabzavot eksportining jami eksportdagi ulushi esa ushbu 2018-yilda eng ko'p, ya'ni 7,20% ni tashkil etgan.

2022-yil yanvar – noyabr oylarida meva va sabzavotlar eksportining qiymat jihatidan eng katta hajmi Rossiya Federatsiyasiga to'g'ri keldi (meva va sabzavotlar eksporti umumiy hajmining 44,3% i), bu Qozog'iston eksport hajmidan 2,3 baravar ko'pdir.

**Meva-sabzavot mahsulotlarining eksport geografiyasi  
(2022-yil yanvar – noyabr)**

№	Davlatlar	Qiymati(mln. AQSh dollari)	Hajmi (ming tonna)	Ulushi (% da)
1.	Rossiya Federatsiyasi	\$456,9	512,5	44,3%
2.	Qozog'iston	\$199,3	606,6	19,3%
3.	Xitoy	\$87,4	105,6	8,5%
4.	Pokiston	\$77,0	51,5	7,5%
5.	Qirg'iziston	\$40,8	146,1	4,0%
6.	Afg'oniston	\$25,5	34,8	2,5%
7.	Turkiya	\$22,7	15,0	2,2%

*Manba:* Davlat Statistika qo'mitasi ma'lumotlari asosida tuzildi.

- Davlat organlari eksportbob mahsulotlar ishlab chiqaruvchi korxonalar mahsulotlarini sotish bo'yicha ixtisoslashtirilgan ulgurji bozorlar, yarmarkalarni uyushtirish va ular faoliyatlarini tashkil qilishda ko'maklashishi;
- Eksportbob mahsulotlar ishlab chiqaruvchi korxonalarning mahsulotlarini tashqi bozorlarga chiqarish, xaridorlarni izlash, shartnomalarni tayyorlash va tuzish, eksport

operatsiyalarini amalga oshirish, eksport qiluvchilarni ehtimoliy xavf-xatarlardan ishonchli himoya qilish, shuningdek, xorijiy mamlakatlarning qonunchiligi bo'yicha talab etiladigan zarur litsenziyalar, sertifikatlar hamda boshqa ruxsatnomalarni olish va to'lashda yuridik, moliyaviy va tashkiliy xizmatlar ko'rsatilishini takomillashtirish;

- Mamlakat miqyosida eksport jarayonlarini sug'urtalash mexanizmini shakllantirish.
- O'zbekiston Respublikasida eksportga yo'naltirilgan korxonalarining aksariyati o'rtacha eksport salohiyati darajasiga ega, shuning uchun ularga davlat tomonidan qo'llab-quvvatlash, tashqi savdo infratuzilmasini takomillashtirish
- Viloyatda xalqaro savdosining mustahkamlanishiga tashqi iqtisodiy faoliyatni rivojlantirishning maqsadli kompleks dasturlarini ishlab chiqish va amaliyotga tatbiq etish, hududiy infratuzilmani hamda viloyatning xorijdagi vakolatxonalarini tashkil etish va modernizatsiya qilish bo'yicha ishlarning izchilligini oshirish
- Import o'rnini bosadigan mahalliy mahsulot ishlab chiqarishni qo'llab-quvvatlash bo'yicha tizimli ishlarni tashkil etish
- Mahsulotlarni xorijga elektron savdo maydonchalari orqali sotish bo'yicha ham zamonaviy mexanizmlar joriy etish
- Mahalliy eksportyor korxonalarining tovarlarini xorijiy xaridorlar tomonidan sotib olish imkoniyatini beradigan milliy savdo elektron maydonchasini ishga tushirish
- Qanday eksportchi korxonalar borligi va ularning qanday tovarlar ishlab chiqarishi to'g'risida xorijiy korxonalar ham, mahalliy korxonalar va davlat idoralari ham axborot oladigan to'liq manba mavjud emas. SHu bois har bir eksportchi korxonaga to'g'risidagi elektron axborotlar bazasini shakllantirish, ularning mahsulotlari to'g'risida to'liq ma'lumot, marketing tadqiqotlari natijalari, eksport hajmi kabi ma'lumotlarni o'z ichiga oluvchi elektron pasportni joriy etish zarur.

Xulosa qilib aytganda, hozirda ko'p ilm-fan talab qiladigan va texnik jihatdan murakkab tarmoqlarning rivojlanishi yuqori darajada globallashtirish, jahon savdo-sotiq kanallari bo'yicha, transmilliy korporatsiyalarni global ishlab chiqarish va sotish tarmoqlari orqali texnologik yangiliklar tarqalishi bilan xarakterlanadi. Ko'p ilmiy echim talab qilinadigan ishlab chiqarishni avval eksport uchun, so'ngra ichki bozor uchun tashkil qilish ko'pgina mamlakatlar iqtisodiyoti

yuksalishining asosiy omili bo'lmoqda. Mamlakat eksport salohiyatini yanada oshirish, jahon bozori talablariga javob beruvchi eksportbob mahsulotlar ishlab chiqaruvchi korxonalarini rivojlantirish yo'li bilan mamlakat eksport tarkibini sifat va son jihatdan

o'zgartirish, yuqori qo'shimcha qiymatga ega mahsulotlar ishlab chiqarish va xorijga sotishni rag'batlantirishga qaratilgan milliy eksport siyosatini amalga oshirish hozirgi kunning asosiy vazifasi hisoblanadi.

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## THE MAIN CRITERIA OF GENDER LINGUISTICS

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**Abstract.** In present level gender linguistics is appeared as one of developing direction to learn language more deeply and to analyze the reflection of gender in it. The study of men and women representation accesses us to identify language mechanisms that express gender relations and realize the matter happening in language and society.

Phraseology represents as retranslation of culture and appears as successful source to research the relations between genders. This system includes stereotypical behavior and perception of men and women for representators of opposite genders.

**Key words** gender, gender linguistics, biological determenism, sociolinguistic, grammatical category, noun class

### **Introduction**

The increasing interest towards the individual characteristics of personality means that in the nearest future the problems of gender and language interrelations will no longer be discrete and fragmentary. The process of a separate scientific formation – linguistic genderology, is taking place in modern linguistics.

The problem of gender researches in linguistics can be viewed both diachronically and synchronically and they are closely interrelated. The study of gender and language interrelation is usually divided into two periods . The first period is called the period of biological determinism, which means occasional researches with no connection to related sciences and based on the observation of discrete facts. The second period includes gender researches themselves. Those are large-scale researches that have been conducted since the 1960s due to increasing interest towards the pragmatic aspect of linguistics, the development of In present level gender linguistics is appeared as one of developing direction to learn language more deeply and to analyze the reflection of gender in it. The study of men and women representation accesses us to identify language mechanisms that express gender relations and realize the matter happening in language and society.

Phraseology represents as retranslation of culture and appears as successful source to research the relations between genders. This system includes stereotypical behavior and perception of men and women for representators of opposite genders and considerable changes in traditional distribution of male and female roles in the society. All these factors helped the scientists consider the linguistic facts as well as interpret them in a new way.

A great number of researches of Ukrainian and foreign linguists are dedicated to the problems of gender linguistics as well as to the usage of gender marked lexis in different languages. The works and researches of T.B. Kryutchkova, M. Fuko, A.A. Veylert, E.I. Goroshko, L.R. Moshinskaya, O.A. Ryuzakina, E.A. Zemskaya, T.V. Gomon, Pershai A. Yu, Kirilina A.V and others made an invaluable contribution into the development of the general theory of gender linguistics, in particular into the problem of interrelation of psychology and linguistics.

The notion “gender” came in modern linguistic paradigm later than the other sciences. First this notion was used as the grammatical category of a noun. From the history of English language we may observe that people used to name things according to their feature or who from them female or male used these things.

**Grammatical gender** is defined linguistically as classes of nouns which trigger specific types of behavior in associated words, such as adjectives, verbs and others. Genders are types of noun classes in which the gender is referenced by the structure of the word. Every noun must belong to one of the classes and there should be very few that belong to several classes at once. If a language distinguishes between genders, each noun in that language will belong to one of those genders: in order to correctly decline any noun and any modifier or other type of word affecting that noun, one must identify the gender of the subject. While Old English (Anglo-Saxon) had grammatical gender, Modern English is normally described as lacking grammatical gender.

The linguistic notion of grammatical gender is distinguished from the biological and social notion of natural gender, although they interact closely in many languages. Both grammatical and natural gender can have linguistic effects in a given language. Although some authors use the term "noun class" as a synonym or an extension of "grammatical gender", for others they are separate concepts. One can in fact say that grammatical gender is a type of noun class, as well as a grammatical category.

Many scientists connect this notion with the ancient times. In their opinion the gender of words relates to the Gods. The word love was feminine because the God of love Aphrodite was female. Athena was the goddess of wisdom. That's why, the word wisdom also considered be feminine. Hestia , was the goddess of the hearth (fireplace, traditional center of the family, home). So the words family also was considered to be feminine. On the opposite, the words with hard character were masculine gender. Zeus was the chief of the gods. His domain was the sky. Hephaestus was the god of fire. Hercules proved his courage and strength by completing twelve very difficult tasks. Many idioms created with the name of Gods and heroes in myths.

*For example*, from myth the phraseological unit “a Herculean labour or task” appeared and meant a very difficult duty or task. Personification let us substitute the following nouns to personal pronouns “he” or “she”.

Presently the horse came to him on Monday morning, with a saddle on his back and a bit in his mouth, and said, Camel , O Camel, come out and trot like rest of us. (R. Kipling)

The words: boat, ship, steamer, vessel, car, train, earth, moon, church, nature, soul, night, liberty, mercy, country, England belong to feminine and may be substituted by the pronoun “she”.

Sun, time, ocean, love, anger, discord, murder, river may be substituted by the pronoun “he”.

In the following sonnet of Shakespeare we may find case of gender,

*When forty winters shall besiege thy brow,  
And dig deep trenches in thy beauty's field,  
Thy youth's proud livery, so gaz'd on now,  
Will be a tatter'd weed, of small worth held:  
Then being ask'd where all thy beauty lies,  
Where all the treasure of thy lusty days;  
To say, within thine own deep sunken eyes,  
Were on all eating shame and thriftless praise .  
How much more praise deserv'd thy beauty's use,  
If thou couldst answer – This fair child of mine,  
Shall Sum my count , and make my old excuse,  
Proving his beauty by succession thine!*

*This were to be new made when thou art old,  
And see thy blood warm when thou feel'st it cold.*

Here we may observe that at that time the feature of gender peculiarities in phraseological units and pronouns appeared in the language. Many languages kept the old tradition of gender case of nouns. For this reason it is easier to observe gender peculiarities of nouns and phrases.

They are kept especially in the languages which have articles which denote gender in use. But in modern English the feature of gender peculiarities clearly observed in pronouns. *For example*, the personal pronoun "he" or objective pronoun "him" is masculine and the personal pronoun "she" or objective pronoun "her" is feminine. The gender peculiarities are also observed in names of professions. Like actor is masculine and actress is feminine words. But the researches showed that not all names of professions can be considered to one gender.

For example, the name of profession "doctor" is used with both gender members. In some books the gender of such name of professions is given with the definition of gender member, woman doctor or man doctor and etc.

*It is not unimportant that a person uses 'chick' nor unimportant that he stops using it. Every act reproduces or subverts a social institution (in the above case, relations between men and women) Trevor Pateman, Language, Truth and Politics (1975)*

### **Conclusion**

Gender in speech is appeared with the position of men and women in a society. It is very changeable notion because the position of man and woman are getting more different than it was before. So the words and their usage are changing every day. Some words or phrases which were used only for man nowadays are used for both gender members. This theme interested many scientists especially the members of the language that has gender features like German, Russian and French.

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## **SHAYXZODA HAQIDA KO'PGINA IJODKORLAR FIKRI**

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### **Anotatsiya:**

Mashhur shoir umrini juda mazmunli o'tkazgan bo'lib juda ko'p yozuvchi, shoir va ijodkorlar bilan birga ijod qilgan. U umri davomida bu ijodkorlardan ham ko'p narsalarni o'rgangan va ular haqida ko'plab asarlarida ma'lumotlar berib o'tgan.

**Kalit so'zlar :** Shoirilar, yozuvchilar, dramaturglar, olimlar, Navoiy haqida, Nizomiy Ganjaviy, "Xamsa", Taras Shevchenko, Samad Vurgun.

### **Аннотация:**

Знаменитый поэт провел свою жизнь очень осмысленно и творил вместе со многими писателями, поэтами и творцами. За свою жизнь он многому научился у этих художников и дал информацию о них во многих своих работах.

### **Ключевые слова:**

Поэты, писатели, драматурги, ученые, о Навои, Низами Гянджеви, «Хамсе», Тарасе Шевченко, Самеде Вургуне.

**KIRISH.** Shayxzoda qardosh xalqlar adabiyoti ukrain, belorus arman, gruzin, ozarbayjon, tojik, qozoq va qirg'izlarning ulkan ijodlari to'g'risida ham ilmiy maqolalar yozgan. Bu maqolalar Maqsud Shayxzoda adabiy-tanqiqdiy asarlarining 5-tomida "Qardosh xalqlar adabiyoti klassiklari haqida" nomli alohida bo'lim sifatida kiritilgan.

### **MUHOKAMA VA NATIJALAR**

Maqsud Shayxzoda "Atoqli xalq shoiri" maqolasida ozarbayjon xalqining sevimli shoiri Samad Vurgunning ahamiyati to'g'risida fikr yuritib, shoirning shoirlik iqtidori, she'riy to'plamlari, dramaturg sifatida olib borgan ishlari to'g'risida keng ma'lumot beradi.

Maqsud Shayxzoda ozarbayjon shoiri va mutafakkiri Nizomiy Ganjaviy hayoti va faoliyati xususida olib borgan ilmiy tadqiqotlari qardosh xalqlar adabiyotiga qo'shilgan ulkan hissa bo'ldi.

Ma'lumki, Nizomiy ozarbayjon adabiyotining yirik namoyandalaridan biri bo'lgan.

Maqsud Shayxzoda Nizomiyning hayoti va foliyati haqida to'xtalar ekan, uning boy ijodiy merosi xususida alohida o'rin ajaratadi: U shunday yozadi:

“ Nizomiyning merosi oliymaqom va ulug'vordir. Nizomiyni dunyoga tanitgan narsa uning "Xamsa"sidir. Besh mustaqil dostonidan iborat bo'lgan bu monumental asar Sharqda xamsachilik janriga poydevor qo'ydi.”

Olim ushbu maqolasida xamsachilik Yaqin va O'rta Sharq xalqlari adabiyotida uzoq va murakkab tarixga ega bo'lgan bir adabiy an'ana ekanligini, Nizomiyning "Xamsa"si faqat ozarbayjon adabiyotidagina emas, balki Yaqin va O'rta Sharq o'lkalari adabiyotida ham yangi bob ochganligini qayd etadi.

Haqiqatan ham, Nizomiyning "Xamsa"si jahon adabiyoti, xususan, Sharq adabiyotining o'lmas yodgorligidir. Maqsud Shayxzoda ta'biri bilan aytganda, Nizomiy birinchi marta o'laroq badiiy mazmun poeziyaga yaqin yangi va betakror syujetlarni kirgizdi. Nizomiy ulug' mahorat bilan kishi ruhining ichki dunyosini buyuk ruhshunos sifatida tahlil qildi. U o'rta asrlarning muzlim kechasida aql, insof, bilim, sevgi, halollik, to'g'rilik, vafo va mehnatning nuroniy mash'alini yoqdi. Shuning uchun ham Nizomiyning "Xamsa"si Sharq mamlakatlarida avloddan-avlodga yetib bordi, boshqa ijodkorlarga ham o'zining ijobiy ta'sirini o'tkazdi. Bu xususda Maqsud Shayxzoda shunday deydi: "Nizomiy dostonlari shu qadar ideal klassik namuna bo'lib qoldilarki, juda ko'p shoirlar unga ergashuvni o'zlariga farz deb bildilar. Sharqda yangi "Xamsa" yozay deb beshtadan doston yozgan shoirlarning soni yuzga borib yetdi"

Shuni aytib o'tish kerakki, har qanday besh doston ham "Xamsa" bo'la olmaydi. Bu dostonlar nomi, janri, vazni, syujeti, obrazlari va kompozitsiyasi bilan Nizomiyning dostonlariga monand bo'lishi va ayni zamonda Nizomiy "Xamsa"sining takrori yoki taqlidiy nusxasi emas, balki yangi, betakror xamsa bo'lishi, boshqacha aytganda, so'z san'ati taraqqiyotida yangi bir qadam, yangi pog'ona bo'lishi kerak edi. Bu juda murakkab va talabchan an'ana edi. Binobarin, o'nlab shoirlar Xamsa yaratgan bo'lsalar ham, ularning ko'pchiligi bu sohada muvaffaqiyat qozonolmadi, Nizomiy bilan ijodiy olishuvga bardosh berolmadi. Faqat uch shoirgina ulug' xamsanavis bo'lib, Nizomiy qatoridan o'rin olishga

muyassar bo'ldi. Bular ulug' hind shoiri Xusrav Dehlaviy, ulug' fors-tojik shoiri Abdurahmon Jomiy, ulug' o'zbek shoiri Alisher Navoiydir.

Maqsud Shayxzoda o'z tadqiqotida ulug' o'zbek mutaffakkiri Alisher Navoiyning Nizomiy Ganjaviy ganjinasidan bebaho durlarni qo'lga kiritgani xususida ham to'xtalib o'tadi va "...shubhasiz, Nizomiyning buyuk merosidan ilhom olgan va undan ijodiy-tanqidiy ravishda bahramand bo'lgan buyuk shoirimiz

Alisher Navoiydir. Uning barcha dostonlarida va asarlarining ko'pchiligida Nizomiy sha`niga mutashakkurona madhiyalar va ehtiromli misralarni o'qiyviz.

Chunonchi, "Hayrat ul-abror"ning kirish qismida shu oliy bahsni ko'ramiz.

Maqsud Shayxzoda ingliz, nemis, farnsuz, italyan, turk, eron va Tojikiston adabiyotining atoqli vakillari haqida ham diqqatga sazovor maqolalar yaratdi. Uning "Shekspir geniysi adabiy so'nmaydi" (1940), "Bernard Shou do'stimiz" (1933), "Beranje - erklik kuychisi" (1934), ""Muhammad Iqbol - ulug' mutafakkir shoir va ozodlik jarchisi" (1958) kabi adabiy-tanqidiy maqolalari bilan yuksak saviyada bilimdonlik bilan yozilgan maqolalardir.

Maqsud Shayxzoda o'ta teran bilimli va donishmand adabiyotshunos olim edi. Adibning adabiyotshunoslikka oid asarlaridagi chuqur va keng ma`lumot, bilimdonlik kishini hayratda qoldiradi. U o'zbek adabiyoti tarixini yaxshi bilardi va adabiyot tarixiga bag'ishlab bir qator tadqiqotlar yaratdi.

**XULOSA.** Adabiyot tarixini tadqiq qilish zamonaviy ijodkorlar haqida fikr yuritishga nisbatan murakkabroqdir. Bunga sabab adabiyotimiz tarixi bugungi adabiy jarayondan ko'p jihatdan farq qilishidir. Bu farq qariyb ming yillik adabiyotimizdagi dunyoqarashning xilma-xilligida emas, balki uning asosiy zamiri bo'lmish tilning murakkabligi, vaznning kam o'rganilganligi, janrlarning nisbatan turg'unligi, ijod mahsulotlarining bizgacha yetib kelmaganligida hamdir.

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**MÉTHODES MODERNES D'ENSEIGNEMENT DE LA LANGUE  
FRANÇAISE**

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**Abstrait:** Dans cet article, les méthodes efficaces d'apprentissage des langues étrangères et leur application sont considérées et discutées à titre d'exemples de la langue française.

**Mots clés:** methods , la langue française , importantes

Le 19 mai 2022, la décision du Président « Sur les mesures visant à amener la vulgarisation de l'apprentissage des langues étrangères en République d'Ouzbékistan à un nouveau niveau en termes de qualité » vise à accroître la qualité et la portée de l'enseignement des langues étrangères dans notre pays. a été adopté. . Afin de coordonner les travaux à cet égard, l'Agence pour la vulgarisation de l'apprentissage des langues étrangères a été créée sous l'égide du Cabinet des ministres. Bien que l'agence n'ait pas encore démarré ses activités, un travail efficace et systématique est mené pour vulgariser l'étude des langues étrangères. L'application des expériences et des réalisations avancées de la pédagogie à l'éducation est aujourd'hui l'une des conditions importantes. Actuellement, une énorme base d'expérience s'est constituée, que l'enseignant peut utiliser au cours de son travail, et elle s'enrichit de jour en jour. Mais il reste néanmoins difficile pour les enseignants et les futurs professionnels de maîtriser ces expériences. Le rôle de l'enseignant dans la création des meilleures pratiques et leur vulgarisation auprès de ses collègues revêt une importance particulière. Les éducateurs devraient tenir compte du coût et de l'efficacité des nouvelles pratiques pédagogiques. L'orientation de l'activité pratique de l'enseignant vers l'innovation permet l'application pratique des acquis issus de la recherche pédagogique théorique. Afin de vulgariser les résultats de telles études, il est nécessaire de les faire connaître au grand public. De telles nouvelles peuvent être transmises aux représentants d'autres pédagogies par des experts dans le domaine, donnant des conseils rapides, organisant des formations lors de

séminaires spéciaux, donnant des conférences lors de conférences, donnant une série de conférences aux futurs pédagogues. Aujourd'hui, les étudiants et les jeunes se concentrent sur sa personnalité et son monde intérieur unique. Par conséquent, l'objectif principal d'un enseignant moderne est de choisir les méthodes et les formes d'organisation des activités éducatives les plus adaptées à l'objectif déterminé de développement personnel des élèves. Ces dernières années, la question de l'utilisation des nouvelles technologies de l'information dans les écoles s'est de plus en plus posée. Il ne s'agit pas seulement de nouveaux moyens techniques, mais aussi de nouvelles formes et méthodes d'enseignement, d'une nouvelle approche du processus éducatif. L'objectif principal de l'enseignement des langues étrangères est de former et de développer la culture communicative des écoliers, de leur apprendre à pratiquer une langue étrangère. Méthodes populaires d'enseignement et d'apprentissage de la langue française, les ressources Internet ont été utilisées dans le processus de recherche. Au cours du processus de rédaction de l'article, des conclusions, analyses et synthèses théorico-déductives et des principes de logique ont été utilisés. La tâche de l'enseignant est de créer les conditions d'acquisition pratique de la langue par chaque élève, pour permettre à chaque élève de montrer son activité et sa créativité. est le choix des méthodes pédagogiques. La tâche de l'enseignant est d'activer l'activité cognitive de l'étudiant dans le processus d'enseignement des langues étrangères. Les technologies pédagogiques modernes, telles que l'enseignement collaboratif, la méthodologie de projet, l'utilisation des nouvelles technologies de l'information, les ressources Internet, contribuent à mettre en œuvre une approche axée sur la personne dans le processus éducatif, individualisent l'enseignement en tenant compte des capacités des enfants, de leur niveau d'apprentissage et de maîtrise. ... aide et assure la différenciation. Les formes de travail avec des programmes éducatifs informatiques dans les cours de langues étrangères comprennent : l'apprentissage du vocabulaire ; pratiquer la prononciation ; enseigner le discours dialogique et monologique ; enseigner l'écriture; développement de phénomènes grammaticaux. Les possibilités d'utilisation des ressources Internet sont énormes. L'Internet mondial offre aux étudiants et aux enseignants situés partout dans le monde les conditions pour obtenir n'importe quelle information : des documents géographiques régionaux, des actualités sur la vie des jeunes, des articles dans des journaux et des magazines, etc. peuvent être résolus : la formation des compétences en

lecture et la capacité d'utiliser le monde matériel de réseau ; améliorer la capacité d'écriture des écoliers; remplir le vocabulaire des étudiants; formation de la motivation des étudiants à apprendre le français. De plus, ce travail vise à explorer les possibilités des technologies Internet pour élargir la vision du monde des écoliers, pour établir et entretenir des relations d'affaires et des relations avec leurs pairs dans les pays francophones. Pour travailler avec succès, un enseignant-enseignant a besoin non seulement de connaissances disciplinaires, pédagogiques et psychologiques, mais également d'une autre particularité : la capacité de communiquer. Une personne commence à acquérir des compétences en communication dès l'enfance. Mais après avoir grandi, tout le monde n'est pas capable d'établir la communication dont il a besoin. Le métier de pédagogie, de par sa nature, appartient aux métiers de type « humain-humain », et donc la capacité de communiquer est considérée comme l'une des compétences professionnelles principales et importantes pour un pédagogue. En fonction de la communication et du comportement de l'enseignant avec les élèves, l'intérêt des enfants pour le sujet et donc les motivations éducatives se forment. La méthode de communication pédagogique affecte les connaissances disciplinaires des étudiants, les résultats des compétences, la culture des relations interpersonnelles et crée un climat moral-psychologique unique dans le processus éducatif. La communication est une condition importante pour la socialisation d'une personne. À ce stade, il est nécessaire de savoir ce qu'est réellement la communication pédagogique.

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**EKOLOGIK XAVFSIZLIK EKOLOGIK MADANIYATNING AJRALMAS  
TARKIBIY QISMI SIFATIDA**

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**Annotatsiya:** Maqolada ekologik xavfsizlik madaniyatini shakllantirishning omillari, ekologik xavfsizlikning tuzilmasi va motivatsiyali, kognitiv, refleksiv, amaliy-faoliyatli komponentlari ta'limiy sharoitda aniqlashtirilgan.

**Kalit so'zlar:** ekologik xavfsizlik, madaniyat, o'quvchilar, tabiiy fanlar, tabiiy savodxonlik.

Ekologik ta'lim va tarbiya orqali o'quvchilarda koinotdagi yagona hayot mavjud bo'lgan er sayyorasi haqidagi tasavvurlar, o'z yashash muhiti to'g'risidagi bilimlar, atrofimizdagi olam, tabiat va insonlarni o'zaro uzviy bog'langanlik haqidagi ilmiy-nazariy dunyoqarashlar, o'z o'lkaci va vatanining ekologik tizimlari (ekotizimlari), ularning paydo bo'lishi, evolyutsion rivojlanishi, antropogen o'zgarishi, makon va maydon bo'yicha tarqalish qonuniyatlari, undan kelib chiqadigan xucuciyatlari, boyliklari, holati, kelajak ictiqbollari, milliy, regional va global miqyosdagi tabiat va jamiyat munocabatlari, amaliy ekologik ko'nikma va malakalar, er yuzasi atrof-muhitini muhofaza qilish, uning boyliklaridan oqilona foydalanish va buzilgan tabiat majmularini qayta tiklashga oid muammolarni anglash va ularning echimini topishga doir to'g'ri qarorlarni qabul qilish kompetentsiyasi, ularni tanlagan kasblarga qarab ekologik ta'lim va tarbiya shakllantiriladi hamda rivojlantiriladi.

Ekologik xavfsizlik madaniyatini ekologik madaniyatning ajralmas tarkibiy qismi sifatida qiyoslash mumkin. Demak, o'quvchining ekologik xavfsizlik madaniyatiga oid bilim kompetentsiyasini egallanganligi uning atrof-muhitdagi tabiiy xavf-xatarlardan himoyalaniish ko'nikmasini aks ettiradi.

Biz tomondan taklif etilgan modelda o'quvchilar ekologik xavfsizlik madaniyatini shakllantirish bosqichlari, didaktik tamoyillar (shaxsga yo'naltirilgan, insonparvar, individual,

sub'ektiv), tabiiy savodxonlik kompetentsiyalari (kontekst, bilim, munosabat), tabiiy-ilmiy kontekstlar (shaxsiy, mahalliy, global), ilmiy bilish turlari (fan mazmuniga oid, metodologik, epistemik), ekologik bilimlarni o'zlashtirishning kognitiv darajasi (yuqori, o'rta, quyi) vizuallashtirilgan ta'lim texnologiyalari bilan integratsiyalash asosida takomillashtirilgan mexanizm aks ettirilgan.

Tajriba-sinov jarayonida "Hayot qadriyatlarini", "Ekologik tasavvur", "Xavfsiz faoliyat", "Xavfsiz sog'lom ko'nikma" mazmunidagi diagnostik materiallar bilan boyitilgan metodika hamda anketa so'rovlardan foydalanildi. Suhbat natijasiga ko'ra, boshlang'ich sinf o'qituvchilarining "Ekologik xavfsizlik" mazmunidagi mavzularni fanlararo aloqadorlik asosida birlashtirib o'qitish metodikasida uchraydigan murakkabliklarni aniqlash imkonini berdi. Diagnostik metodika natijalari tahlili orqali boshlang'ich sinf o'qituvchilarining faoliyat mazmuni aniqlandi.

Boshlang'ich sinf o'qituvchilari bilan o'tkazilgan suhbatda fanlararo aloqadorlik o'rnatishda uchraydigan qiyinchiliklarni aniqlash imkonini berdi. Tajriba-sinov jarayonida fanlararo ekologik xavfsizlik madaniyati bo'yicha ma'lumotlar yig'ish hamda taklif etilayotgan metodikaning samara berishini isbotlash hamda taklif va tavsiyalar berish maqsadida olib borildi. Fanlararo ekologik xavfsizlik madaniyatini takomillashtirish jarayonida o'qituvchilarda o'quv faolligining shakllanganlik darajasini o'qituvchilarga tushuntirib berish muhim ahamiyatga ega ekanligi asoslandi.

O'qituvchilar o'rtasida ekologik xavfsizlik madaniyatini diagnostik-baholash modeli asosida yaratilgan g'oya o'qituvchi uchun uni o'z vaqtida tashxislash va shakllantirishning individual traektoriyasini qurish, ekologik muammolarning oldini olishga qaratilgan.

Bizning fikrimizcha ekologik xavfsizlik madaniyatini fanlararo shakllantirishda o'qituvchining olgan ekologik bilimlari asosida egallangan biror-bir faoliyat yoki harakat yangi sharoitlarda bajarish qobiliyatiga muvofiq bo'ladi.

Demak, boshlang'ich sinf o'qituvchilarida ekologik xavfsizlik madaniyati o'qituvchining atrofida va ta'lim faoliyati uchun ijobiy ahamiyatga ega bo'lgan ruhiy-madaniy olamini ifodalovchi yuksak onglilik va mas'uliyatni his etgan holda ekologik javobgarlik, qadriyatlarga hurmat va ehtiromni to'liq ifodalash, hayoti va o'z salomatligi borasida qayg'urish, inson faoliyatiga tahdid soluvchi xavfli omillarni bartaraf etishning maqbul vositasi sifatida atrof-muhit muhofazasida faol qatnashish, moddiy va atrof-muhitga zarar yetkazmaslik, uni e'zozlash, tabiiy resurslardan oqilona foydalanish, o'z-o'zini anglash, inson-tabi'at-jamiyat

birliqi, atrof-muhit va kelajak avlod hayoti hamda rivojlanishi uchun muhim bo'lgan ekologik qulay shart-sharoitlarni yaratish negizida shakllanadi.

Ekologik xavfsizlik madaniyati o'quvchining hayoti davomida shakllanib, rivojlanib boradigan ekopedagogik faoliyati bo'lib, uni fanlararo aloqadorlik asosida shakllantirishda shaxsiy fazilatlar bilan bir qatorda, hosil bo'lgan ekologik bilim, ko'nikma, malaka va kompetensiyalar asosiy rol o'ynaydi. Kulturologik-madaniy yondashuv biz tomonimizdan o'quvchining ekologik xavfsizlik madaniyatini shakllantirish mexanizmi sifatida qaraladi.

Boshlang'ich sinf o'quvchilarida ekologik xavfsizlik madaniyatini shakllantirishda ekopedagogik tashhis ikki xil yondoshuv asosida qaralishi kerak. Birinchidan, atrof-muhitning insonga qay darajada ta'sir ko'rsatishini baholash. Ikkinchidan, o'quvchi tomonidan egallangan fazilat va sifatlarining namoyon qilinishi qay darajada atrof-muhitning o'zgarishiga ta'sir etishini aniqlash.

Ekologik xavfsizlikni ta'minlash bugungi kunda amalga oshirilishi zarur bo'lgan ustivor vazifalardan biridir. Bizning fikrimizcha, ekologik xavfsizlik bir biri bilan chambarchas bog'liq bo'lgan quyidagi tarkibiy qismlar asosida qurilishi kerak: motivatsiyali, kognitiv, refleksiv, amaliy-faoliyatli komponentlar.

Motivatsiyali komponent asosida o'quvchilarda ekologik xavfsizlik tushunchasi, mazmun-mohiyatini bilishga ehtiyoj va qiziqishni shakllantirildi. Mazkur komponent o'quvchi faoliyatini rejalashtirish, qunt bilan o'qish, ehtiyoj, qiziquvchanlik va shaxsiy munosabatlar, bilim sifatini oshirishda mustakil o'qish, qadriyatlar va shaxsiy qarashlarni o'z ichiga olib jamiyat va tabiat o'rtasidagi munosabatlarda shakllangan e'tiqodga asoslangan mas'uliyat, burch, vijdonlilik, zo'ravonlik qilmaslik, tabiatning yaxlitligini saqlash, har birimizni tabiatning ajralmas qismi ekanligimizni his qilish, xavf-xatarlardan va atrof-muhitdagi tahdidlardan himoyalanih, hayotga muhabbat, kelajak avlodlar uchun tabiatni asrash kabi e'tiqodlarni tarbiyalashga asoslanadi.

Kognitiv komponent o'quvchining ekologik mazmundagi o'quv topshiriqlarini anglash, qo'llash va mulohaza yuritish ko'nikma, malaka va kompetensiyalarini shakllantirishga xizmat qiladi.

*Bilishga oid kognitiv sohada* o'quvchi o'quv materialini tushunish, yodga olish, xotirlash, tasvirlash hamda hayot bilan bog'lab amaliy misollar keltirish ko'nikmalari o'stiriladi.

*Qo'llashga oid kognitiv sohada* o'quvchilar o'quv materialini taqqoslaydi, tasniflaydi, bog'liqlikni aniqlashtiradi, ma'lumotni talqin qiladi, izohlaydi, tabiiy modellardan samarali foydalanadi.

*Mulohaza yuritishga oid kognitiv sohada* o'quv materialini tahlil qilish, sintezlash, muammoli savollar qo'yish, g'oya va farazlarni ilgari surish, baholash, asoslash, xulosalash, bashoratlash, umumlashtirish, kichik tadqiqotchilik va loyihalash malaka va kompetentsiyalari shakllantiriladi. Bunda o'quvchilar uchun xavfsiz muhit va yashash sharoitlari mavjudligini ilmiy bilish, favqulodda vaziyatlarda qaror qabul qilishni o'rganishadi.

Biz inson hayoti va salomatligi xavfsizligi masalalariga qanchalik mas'uliyat bilan yondashsak, jamiyatning ijtimoiy-tabiiy muhitni asrab-avaylash borasidagi harakatlari shunchalik puxta o'ylangan bo'ladi. Shu jihatdan modelning kognitiv komponenti uslubiy yondashuvlarni: aksiologik, kulturologik (madaniy), vaziyat bilan bog'liq muammoli, faoliyatga asoslangan o'z ichiga oladi. Mazkur uslubiy yondashuvlarga mos tarzda ekopedagogik ta'lim maqsadi aniqlandi hamda o'quvchi shaxsining ekopedagogik faoliyatidan kelib chiqib aniq vazifalar belgilandi.

Fanlararo aloqadorlik asosida o'qitish o'quvchilar tomonidan o'quv materialini idrok etish samaradorligini ta'minlash uchun turli xil ta'lim shakllarini talab qiladi. Fanlararo o'qitishning mazkur shakli bu o'quv jarayonini mavjud bo'lish yo'li, uning ichki mohiyati, mantiqi va mazmuni uchun qobiq. Ushbu jarayon o'qituvchi va o'quvchining belgilangan tartibda, muayyan maqsadga muvofiq ma'lum rejimda tashkil etiladigan o'quv-bilish faoliyatining tashqi ifodasi sifatida o'quvchi shaxsida tayanch va fanga oid kompetentsiyalari inobatga olinadi.

Kompetentsiyaviy yondashuvga asoslangan ta'lim o'quvchilarning bilim olishdagi mustakilligini, faol fukarolik pozitsiyasini, tashabbuskorli-gini, o'z faoliyatida ommaviy axborot vositalari va axborot-kommunikatsiya texnologiyalaridan oqilona foydalanishni, kasbiy faoliyatida sog'lom raqobatbardoshlik fazilatlarini rivojlantiradi. Bu esa inson hayotida zarur bo'lgan asosiy kompetentsiyalarni shakllantirishda tabiatshunoslikning amaliy ahamiyatini oshiradi.

**Xulosa.** Pedagoglar bilan o'tkazilgan suhbatda fanlararo aloqadorlik o'rnatishda uchraydigan qiyinchiliklarni aniqlash imkonini berish bilan birga fanlararo ekologik xavfsizlik madaniyati bo'yicha ma'lumotlar yig'ish hamda taklif etilayotgan metodikaning samara berishini isbotlash hamda taklif va tavsiyalar berish maqsadida olib borildi. Fanlararo ekologik



xavfsizlik madaniyatini takomillashtirish jarayonida o'quvchilarda o'quv faolligining shakllanganlik darajasini o'quvchilarga tushuntirib berish muhim ahamiyatga ega ekanligi asoslandi.

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## **ABOUT PROVERBS AND SAYINGS IN THE ENGLISH AND UZBEK LANGUAGE**

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**ANNOTATION:** Proverbs and sayings are more than just witty rhymes and catchy phrases. They are windows into the soul of a culture, offering nuggets of wisdom gleaned from generations of experience. Comparing English and Uzbek proverbs reveals fascinating parallels and divergences, reflecting the unique histories and values of each people. Both English and Uzbek proverbs emphasize the importance of hard work and perseverance. "A rolling stone gathers no moss" finds its Uzbek counterpart in "Taqiyon tosh suv yiymaydi" (A spinning stone doesn't drink water). Similarly, the value of patience is enshrined in both cultures: "Rome wasn't built in a day" echoes the Uzbek saying "Tomchi tomchi ko'l bo'lar" (Drops by drop a lake forms). Both languages highlight the significance of family and community. "Blood is thicker than water" resonates with the Uzbek proverb "Uka uka o'g'ri bo'lsa ham bir-birini tashlamaydi" (Even if brothers become thieves, they won't abandon each other). The importance of hospitality is also shared: "The guest is always right" finds its Uzbek counterpart in "Mehmon Xudo mehmoni" (The guest is a guest of God). However, comparisons reveal intriguing differences too. English proverbs often reflect a pragmatic, individualistic spirit. "Every man for himself" stands in contrast to the Uzbek saying "Yolg'iz o'yin - to'y emas" (A solo game is not a wedding) highlighting the importance of communal joy. Uzbek proverbs often emphasize respect for elders and tradition. "Oq soqollilarning kalomi – oltindir" (The word of the white-bearded is gold) embodies this reverence, while "Qadimga qarshi yangi - yangidir" (What is new against the old is new) suggests a balance between embracing innovation and honoring tradition.

**Key words:** proverbs, sayings, idioms, expressions, phrases, common expressions, popular sayings

### Decoding the Duo: proverbs and sayings

Proverbs and sayings are short, pithy expressions that convey wisdom, advice, or truths about life. They are passed down from generation to generation, often reflecting the culture and values of a particular society.

Proverbs are typically concise and easy to remember, making them powerful tools for communication and education. They can be used to offer guidance in difficult situations, to provide comfort in times of hardship, or simply to add a touch of humor or insight to everyday conversation

There are proverbs and sayings for every imaginable situation, from love and relationships to work and money, from death and dying to the meaning of life. They can be funny, serious, wise, or even downright strange, but they all offer a unique perspective on the human experience.

Some of the most famous proverbs and sayings include:

"A stitch in time saves nine."

"The early bird catches the worm."

"All that glitters is not gold."

"You reap what you sow."

"A picture is worth a thousand words."

These proverbs have stood the test of time because they contain nuggets of truth that are universally relevant. They remind us that hard work is rewarded, that appearances can be deceiving, and that we are ultimately responsible for our own actions. Proverbs and sayings are not just empty platitudes. They are powerful tools that can help us to live better lives. By taking the time to learn and understand them, we can gain valuable insights into the human condition and find guidance for our own journeys through life.

Here are a few more examples of proverbs and sayings from around the world:

Chinese: "A journey of a thousand miles begins with a single step."

African: "It takes a village to raise a child."

African: "It takes a village to raise a child."

Native American: "Speak when you are angry, and you will make the best speech you will ever regret."

Irish: "May the wind always be at your back, and the sun upon your face."

French: "To live is to learn."

**Expressions:** The term "expression" can have different meanings depending on the context. The term "expression" in linguistics can refer to a few different things, depending on the context. Here are a few of the most common meanings:

1. A word, phrase, or sentence: This is the most general sense of the term. Any sequence of words that can be used to convey meaning can be considered an expression. For example, the word "dog", the phrase "the quick brown fox", and the sentence "The cat sat on the mat" are all expressions.

2. A fixed expression: This is a sequence of words that has a specific meaning that is not predictable from the meanings of the individual words. Idioms, proverbs, and phrasal verbs are all examples of fixed expressions. For example, the idiom "kick the bucket" means "to die", and the phrasal verb "look up" can mean "to search for information".

3. A metaphorical expression: This is a type of expression that uses language in a non-literal way to create meaning. Metaphors, similes, and personification are all examples of metaphorical expressions. For example, the metaphor "life is a journey" suggests that life is like a trip with a beginning, middle, and end.

4. A referring expression: This is a type of expression that is used to identify a specific object or person. Proper nouns, definite noun phrases, and pronouns are all examples of referring expressions. For example, the proper noun "John" refers to a specific person, and the definite noun phrase "the book on the table" refers to a specific book.

Expressions can be of various types and sizes, ranging from single words to complex phrases and sentences. Here are some examples of expressions in linguistics:

**Single words:** Words like "dog", "love", "happy", and "run" are all single-word expressions that have meaning on their own.

**Phrases:** Phrases are groups of words that function together as a unit but do not form a complete sentence. Examples of phrases include "the red car", "to go swimming", and "very beautiful"

**Deciding to idioms:** Idioms are phrases or expressions that have a figurative, non-literal meaning. This means that the meaning of the idiom cannot be understood from the individual words themselves, but rather from the way they are used together. For example, the idiom "kick the bucket" does not mean to literally kick a bucket, but rather to die.

There are many different types of idioms, but some of the most common include:

**Proverbs:** These are sayings that express a general truth or piece of advice. For example, "the early bird gets the worm" means that it is important to be early and proactive.

**Similes:** These are comparisons that use the words "like" or "as." For example, "she was as happy as a lark" means that she was very happy.

**Metaphors:** These are comparisons that do not use the words "like" or "as." For example, "life is a journey" means that life is a series of experiences and challenges

**Hyperboles:** These are exaggerations that are not meant to be taken literally. For example, "I'm so hungry I could eat a horse" means that I am very hungry

### **Popular sayings in the Uzbek and English language**

Both Uzbek and English languages have a rich collection of popular sayings and proverbs that offer wisdom, humor, and insight into their respective cultures. Here are some examples of popular sayings in Uzbek and English, along with their English equivalents:

The early bird catches the worm. - Uzbek equivalent: "Er turgan er yeydi." (The one who wakes up early eats the land.)

A rolling stone gathers no moss. - Uzbek equivalent: "Qo'zg'almaydigan daryo loylanadi." (A river that doesn't move gets muddy.)

All that glitters is not gold. - Uzbek equivalent: "Altin emas, baqiranglashi mumkin." (It might not be gold, it might just be copper.)

Birds of a feather flock together. - Uzbek equivalent: "O'xshatmasdan uchratmas." (They don't meet who don't look like each other.)

An apple a day keeps the doctor away. - Uzbek equivalent: "Meva dardni davolaydi." (Fruit cures sickness.)

### **Conclusion:**

Exploring proverbs and sayings across languages is a beautiful way to bridge cultures and gain a deeper understanding of shared human values and diverse perspectives. They remind us that despite geographical and linguistic differences, proverbs act as threads connecting us all to the tapestry of human experience. So, let us continue to cherish these tiny pearls of wisdom, learning from the past and enriching our present with their enduring messages.

## **SECONDARY WAYS OF WORD-FORMATION**

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**Annotation:** This insightful article explores the nuanced realm of word formation by delving into both primary and secondary processes. It effectively communicates the significance of secondary methods, such as blending, acronyms, backformation, and others, in enhancing language flexibility and adaptability. The examples provided illustrate how these processes capture evolving societal, cultural, and technological dynamics. Furthermore, the additional information highlights the crucial role of external influences, including culture, technology, globalization, slang, and specialized fields, in shaping linguistic landscapes. The article successfully portrays language as a living entity, constantly evolving to mirror the multifaceted tapestry of human communication. Overall, this comprehensive exploration offers valuable insights into the intricate mechanisms that drive language evolution, making it a insightful read for those interested in linguistics, language development, and the dynamic interplay between words and society.

**Key words:** Word Formation, Primary Processes, Secondary Methods, Blending, Acronyms, Backformation, Reduplication, Conversion, Clipping, Onomatopoeia, Cultural Influences, Technological Impact, Globalization, Slang, Social Media Language, Specialized Fields, Language Evolution, Linguistics, Language Development, Societal Dynamics.

### **Introduction:**

Word formation is a fascinating aspect of language evolution, encompassing various processes that create new words or modify existing ones. While primary methods like affixation, compounding, and derivation are well-known, secondary ways of word formation offer a deeper insight into linguistic creativity. In this article, we'll delve into some secondary processes that contribute to the richness and adaptability of languages.

Blending:



Blending involves combining parts of two or more words to create a new word with a fused meaning. For example, "brunch" combines "breakfast" and "lunch." This process often reflects societal changes, capturing emerging concepts or trends succinctly.

**Acronyms and Initialisms:**

Creating words from the initials or initial syllables of a phrase is another secondary method. Acronyms, like NASA (National Aeronautics and Space Administration), and initialisms, like FBI (Federal Bureau of Investigation), streamline communication and are commonly used in technical and professional fields.

**Backformation:**

Backformation involves creating a new word by removing an affix from an existing one. For instance, "edit" resulted from removing the "-or" suffix from "editor." This process demonstrates the dynamic nature of language, showcasing its ability to adapt and simplify over time.

**Reduplication:**

Reduplication involves repeating a part or the entire base word to create a new term. In English, examples include "boo-boo" and "go-go." This process is prevalent in many languages and often conveys a sense of repetition or emphasis.

**Conversion or Zero Derivation:**

Conversion, or zero derivation, occurs when a word changes its grammatical category without adding any affix. For instance, "to bottle" can become "a bottle," exemplifying the flexibility of words to transition between noun and verb forms.

**Clipping:**

Clipping involves shortening a word without changing its meaning. Examples include "phone" from "telephone" and "ad" from "advertisement." This process is prevalent in colloquial language, where brevity is valued.

**Onomatopoeia:**

Onomatopoeic words imitate natural sounds, linking the phonetic quality of a word to the sound it describes. Examples include "buzz," "meow," and "splash." Onomatopoeia adds a sensory dimension to language, creating an auditory connection to meaning.

In addition to the primary and secondary ways of word formation, it's crucial to acknowledge the influence of cultural, technological, and societal factors on language evolution.

These external forces often catalyze the emergence of new words and expressions, contributing to the constant expansion and adaptation of languages.

#### Cultural Influences:

Cultural shifts, trends, and movements play a significant role in shaping language. As societies evolve, so does their lexicon. New words often arise to encapsulate novel cultural phenomena, beliefs, or practices. For instance, terms related to technological advancements, social justice movements, or popular entertainment often find their way into everyday language.

#### Technological Impact:

The rapid pace of technological innovation introduces a constant stream of new concepts, devices, and phenomena. Words like "tweet," "selfie," and "app" have seamlessly integrated into our vocabulary, reflecting the influence of the digital age on language. The relationship between technology and language is symbiotic, with each shaping and responding to the other.

#### Globalization:

In an increasingly interconnected world, language encounters and absorbs influences from diverse cultures. Loanwords, or borrowed words from other languages, become integral to communication. Globalization facilitates the exchange of ideas, leading to a linguistic landscape that incorporates terms from various linguistic origins.

#### Slang and Informal Language:

Slang and informal language serve as dynamic reservoirs for word creation. Often born out of youth culture, subcultures, or specific communities, slang words quickly spread and become integrated into mainstream language. They contribute to the ever-changing nature of informal communication.

#### Social Media Language:

The advent of social media platforms has introduced a unique linguistic environment. Abbreviations, hashtags, and memes have become common features of online communication, showcasing the ability of digital spaces to generate and disseminate new language trends rapidly.

#### Language Evolution in Specialized Fields:

Specialized fields, such as science, medicine, and technology, witness the constant development of terminology to describe emerging concepts. As these fields advance, so does their specialized language, often requiring the creation of new words to articulate cutting-edge ideas and discoveries.

Understanding the interplay between primary and secondary word formation processes, along with the impact of external influences, provides a comprehensive view of how languages adapt and thrive. Language remains a living entity, shaped by the dynamic forces of culture, technology, and societal evolution.

Conclusion:

While primary word formation processes lay the foundation for language structure, secondary methods inject dynamism, adaptability, and creativity into linguistic expression. Blending, acronyms, backformation, reduplication, conversion, clipping, and onomatopoeia all contribute to the richness of vocabulary and the ability of languages to evolve with societal and cultural changes. Exploring these secondary ways of word formation provides a deeper understanding of how languages continually shape and reshape themselves, reflecting the ever-changing tapestry of human communication.

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## COMMUNICATIVE APPROACH IN TEACHING PHRASEOLOGICAL UNITS

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**Annotation:** This article explores the integration of the communicative approach in the teaching of phraseological units, encompassing idioms, collocations, and fixed expressions. It emphasizes moving beyond rote memorization to practical application in authentic communication. The advantages discussed include contextual understanding, cultural relevance, and increased retention. Practical strategies such as role-playing activities, interactive discussions, authentic texts, and technology integration are highlighted to facilitate effective implementation. The article underscores the importance of not only learning phraseological units but also using them in culturally appropriate ways. Educators are encouraged to adopt a dynamic approach, integrating technology and real-world experiences to create a communicative language learning environment that fosters practical application and cultural understanding.

**Key words:** Communicative approach, phraseological units, language teaching, idioms, collocations, fixed expressions, authentic communication, cultural relevance, retention, role-playing activities, interactive discussions, authentic texts, technology integration, error analysis, cross-curricular integration, community involvement, language learning, practical application, cultural understanding.

### **Introduction:**

The communicative approach has revolutionized language teaching by emphasizing real-life communication over rote memorization. When it comes to teaching phraseological units, incorporating this approach proves to be both effective and engaging. Phraseological units, comprising idioms, collocations, and fixed expressions, are vital components of language that enhance fluency and cultural understanding. This article delves into the

advantages of adopting a communicative approach in teaching phraseological units and explores practical strategies for implementation.

#### The Communicative Approach:

The communicative approach centers around meaningful interaction and authentic language use. In the context of phraseological units, this means shifting the focus from isolated memorization to practical application in communicative situations. Students are encouraged to use these expressions in conversations, role-plays, and various language activities, promoting a deeper understanding of their usage and cultural nuances.

#### Advantages of the Communicative Approach for Phraseological Units:

##### Contextual Understanding:

By immersing students in communicative tasks, the communicative approach allows them to grasp the contextual nuances of phraseological units. This ensures that learners not only memorize expressions but also comprehend when and how to use them appropriately.

##### Cultural Relevance:

Phraseological units often carry cultural connotations. The communicative approach enables students to explore these cultural dimensions through authentic communication, fostering a richer appreciation of language in context.

##### Increased Retention:

Active use of phraseological units in real communication enhances retention. The communicative approach promotes repeated exposure to these expressions in various situations, reinforcing their usage and aiding long-term memory.

#### Strategies for Implementing the Communicative Approach in Phraseological Unit Instruction:

##### Role-Playing Activities:

Incorporate role-playing scenarios where students use phraseological units to simulate real-life situations. This helps bridge the gap between classroom learning and practical application.

##### Interactive Discussions:

Encourage discussions that prompt the use of phraseological units. This can be done through debates, group discussions, or collaborative projects, fostering an environment where students feel motivated to employ these expressions naturally.

##### Authentic Texts and Media:

Integrate authentic texts, such as articles, songs, or videos, containing phraseological units. Analyzing real-world examples helps students understand the dynamic nature of language and exposes them to diverse contexts in which these expressions are used.

**Task-Based Learning:**

Design language tasks that require the use of phraseological units. Whether it's creating dialogues, writing stories, or participating in problem-solving activities, task-based learning encourages students to apply their knowledge in practical ways.

**Interactive Technology Integration:**

Enhance the communicative approach by integrating interactive technology tools. Virtual platforms, language learning apps, and online resources can provide additional opportunities for students to practice and reinforce their understanding of phraseological units in a digitally immersive environment. This approach not only aligns with modern teaching methods but also caters to the tech-savvy nature of today's learners, making language acquisition more engaging and accessible.

**Error Analysis and Feedback:**

Incorporate error analysis as a crucial component of the communicative approach. Encourage students to identify and correct errors in the use of phraseological units within their communication. Providing constructive feedback helps refine their language skills and promotes a deeper understanding of the proper application of these expressions.

**Cross-Curricular Integration:**

Explore opportunities for cross-curricular integration by incorporating phraseological units into content from other subjects. This interdisciplinary approach not only reinforces the practical application of language skills but also illustrates the relevance of these expressions in various academic and professional contexts, fostering a holistic understanding of their usage.

**Community Involvement:**

Extend the communicative approach beyond the classroom by involving the community. Organize language events, guest speakers, or language exchange programs where students can interact with native speakers and use phraseological units in authentic, real-world situations. This exposure enhances their cultural and linguistic competence while reinforcing the importance of effective communication.

**Conclusion:**

Embracing the communicative approach in teaching phraseological units opens avenues for a more dynamic and effective language learning experience. By prioritizing real communication, educators empower students not only to memorize expressions but to use them confidently in diverse contexts. As language is a living entity shaped by culture and context, integrating the communicative approach ensures that learners not only master phraseological units but also develop the skills necessary for authentic and meaningful language use.

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## **WORD-FORMATION: COMPOUNDING**

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**Annotation:** The article provides a comprehensive exploration of the linguistic phenomenon of compounding, delving into its significance, types, and examples. It adeptly highlights the structural variations of compounds, distinguishing between endocentric and exocentric forms, offering a nuanced understanding of how words are formed through this process. The inclusion of examples from various linguistic contexts, such as German's elaborate compound words, broadens the scope and illustrates the universality of compounding as a word-formation mechanism. The article effectively emphasizes the adaptability and productivity of compounding, particularly in response to technological advancements, showcasing its role in shaping contemporary language. A noteworthy aspect of the article is its recognition of compounding's impact beyond linguistics. By linking the evolution of compound words to cultural shifts and societal changes, the article successfully positions compounding as a dynamic reflection of the zeitgeist. The discussion on linguistic economy and its role in professional and technical communication adds a practical dimension, underlining the utility of compounding in conveying complex ideas concisely. The supplementary information on creativity and literature expands the narrative, demonstrating how compounding serves as a tool for artistic expression. The article effectively weaves together linguistic, cultural, and creative dimensions, offering readers a holistic understanding of compounding and its multifaceted influence on language and human expression.

**Key words:** Word-Formation, Compounding, Linguistics, Types of Compounds, Endocentric, Exocentric, Language Evolution, Productivity, Adaptability, Cultural Shifts, Societal Changes, Linguistic Economy, Technological Advancements, Examples, German Language, Creative Expression, Literature, Professional Communication, Lexical Evolution.

### **Introduction:**

Word-formation is a fascinating aspect of linguistics that delves into the creation and structure of words. One prominent mechanism within this realm is compounding, a process where two or more words are combined to form a new word. This article aims to unravel the intricacies of compounding, shedding light on its significance, types, and examples.

### **Understanding Compounding:**

Compounding involves merging existing words to create a new one, resulting in a lexical unit with a distinct meaning. This process is prevalent in various languages, contributing to the dynamic evolution of vocabulary. The combination of words can occur in different forms, such as noun-noun compounds (e.g., "moonlight"), adjective-noun compounds (e.g., "bluebird"), and verb-noun compounds (e.g., "heartbeat").

### **Types of Compounds:**

Compounds can be categorized based on their structure and the relationship between the constituent words. Endocentric compounds have a head element that determines the overall meaning, like "bookshelf" where "shelf" is the main component. Exocentric compounds, on the other hand, lack a clear head and rely on both constituents for interpretation, as seen in "pickpocket" where neither "pick" nor "pocket" dominates the meaning.

### **Compounding in Different Languages:**

While English extensively employs compounding, it is not unique to this language. Many languages across the globe utilize compounding as a productive word-formation process. For instance, German is renowned for its lengthy compound words, showcasing how compounding can efficiently convey complex ideas in a single term.

### **Productivity and Creativity:**

Compounding is a productive mechanism that allows languages to adapt to evolving concepts and technologies. The fluid nature of compounding enables the creation of new words to express emerging ideas, reflecting the dynamic nature of linguistic evolution. This adaptability is crucial in fields like technology and science, where novel terms are regularly coined to keep pace with advancements.

### **Examples of Compounding:**

1. Smartphone: A fusion of "smart" and "phone," reflecting the integration of advanced features in modern mobile devices.

2. Breakfast: Combining "break" and "fast," emphasizing the meal that breaks the overnight fasting period.

3. Butterfly: Merging "butter" and "fly," although the origin of this term remains a linguistic mystery.

In addition to its linguistic significance, compounding also reflects cultural and societal changes. The creation of new compound words often mirrors shifts in technology, lifestyle, and societal norms. For example, terms like "cybersecurity" and "social media" have emerged in response to the digital age, showcasing how language evolves to accommodate the advancements of the era.

Furthermore, compounding allows for linguistic economy by condensing complex concepts into succinct expressions. This efficiency in communication is particularly valuable in professional and technical fields where precision and clarity are paramount. The ability to coin compound terms enables experts to convey intricate ideas without resorting to lengthy explanations.

In the realm of creativity, authors and poets leverage compounding to craft evocative and imaginative language. The blending of words can evoke emotions, paint vivid pictures, and contribute to the richness of literary expression. Writers often play with compounding to invent words that capture nuanced meanings, adding layers of depth to their works.

In conclusion, the exploration of compounding extends beyond the linguistic realm, intertwining with cultural, societal, and creative dimensions. As a versatile and adaptive word-formation process, compounding not only shapes language but also reflects the ever-changing tapestry of human experience. Compounding is a powerful linguistic tool that enhances a language's ability to evolve, adapt, and express novel ideas. From everyday terms to scientific nomenclature, compounding plays a crucial role in shaping our lexicon. Exploring the nuances of this word-formation process provides valuable insights into the dynamic nature of language and its continual transformation.

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**WORDMEANING: DIFFERENT APPROACHES TO MEANING**

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**Annotation:** In this comprehensive exploration, we navigate diverse perspectives on word meaning, encompassing semantic theory, syntactic approaches, pragmatics, cognitive semantics, linguistic relativity, and lexical semantics. Each approach sheds light on different facets of how we derive and interpret meaning in language. The semantic theory emphasizes the link between words and real-world entities, reflecting the foundational principles of dictionaries. Syntactic approaches delve into the grammatical structures that influence meaning, with Chomsky's generative grammar highlighting the role of sentence structure. Pragmatics introduces context and social factors as integral components, recognizing the dynamic nature of meaning in communication. Cognitive semantics takes us into the realm of mental processes, exploring how our minds construct meaning. The linguistic relativity hypothesis challenges us to consider how language shapes our perceptions and cognitive processes. Lexical semantics zooms in on the intricate relationships between individual words, providing a detailed map of word meanings through tools like thesauruses and semantic networks. Furthermore, we expand our perspective by considering the evolutionary lens, where language and meaning are seen as adaptive traits that have played a crucial role in human survival and cooperation. This interdisciplinary approach adds a layer of complexity, integrating insights from linguistics, cognitive science, and evolutionary psychology. This annotation serves as a guide through the rich tapestry of approaches to word meaning, highlighting the interconnectedness of linguistic, cognitive, social, and evolutionary dimensions in our quest to unravel the intricacies of language and communication.

**Key words:** Word Meaning, Semantic Theory, Syntactic Approach, Pragmatic Viewpoint, Cognitive Semantics, Linguistic Relativity, Lexical Semantics, Evolutionary

Perspectives, Interdisciplinary, Communication, Context, Syntax, Evolutionary Psychology, Cognitive Processes, Thesaurus, Semantic Networks, Sapir-Whorf Hypothesis, Language Evolution, Social Interaction, Adaptive Traits.

Understanding the meaning of words is a fundamental aspect of human communication and cognition. Linguists, philosophers, and cognitive scientists have approached the concept of word meaning through various lenses, leading to different perspectives on how we derive and interpret meaning. In this exploration, we delve into some of the prominent approaches to word meaning.

#### Semantic Theory:

Semantic theory focuses on the relationship between words and the real-world entities they represent. It posits that meaning is derived from the connection between words and the objects, actions, or concepts they signify. This approach forms the basis of dictionaries, where definitions aim to capture the essence of what a word represents in the external world.

#### Syntactic Approach:

Syntactic approaches emphasize the structure of language and the role of grammar in determining meaning. According to this perspective, the arrangement of words and their grammatical relationships contribute significantly to the meaning of a sentence. Chomsky's generative grammar, for example, suggests that the structure of a sentence dictates its meaning.

#### Pragmatic Viewpoint:

Pragmatics considers the context of language use and the impact of social and cultural factors on meaning. It recognizes that meaning is not solely encoded in words but is also influenced by the speaker's intentions, the listener's interpretation, and the situational context. Speech act theory, a component of pragmatics, explores how language is used to perform actions beyond conveying information.

#### Cognitive Semantics:

Cognitive semantics explores how meaning is constructed in the mind. It delves into the mental processes and structures that underlie our understanding of words. Conceptual metaphor theory, a prominent aspect of cognitive semantics, suggests that we often understand abstract concepts in terms of more concrete experiences, shaping our perception of meaning.

#### Linguistic Relativity:

The linguistic relativity hypothesis, also known as the Sapir-Whorf hypothesis, proposes that the structure and vocabulary of a language influence the way speakers perceive and think

about the world. This approach suggests that the language we use can shape our cognitive processes and, consequently, our understanding of meaning.

#### Lexical Semantics:

Lexical semantics focuses on the meanings of individual words and how they relate to each other. It explores the nuances of word meanings, including synonyms, antonyms, and the hierarchical structure of lexical categories. Thesauruses and semantic networks are tools grounded in lexical semantics, providing insights into the intricate web of word meanings.

#### Evolutionary Perspectives on Word Meaning

Beyond linguistic and cognitive theories, evolutionary perspectives also offer intriguing insights into the development of word meaning. Evolutionary psychologists propose that the ability to understand and convey meaning through language has evolved as an adaptive trait.

This perspective suggests that our ancestors' survival and cooperation were enhanced by their capacity to communicate effectively. Over time, the evolution of language and the associated ability to convey nuanced meanings may have conferred advantages in areas such as social interaction, cooperation, and resource sharing.

Understanding word meaning from an evolutionary standpoint provides a holistic view, considering not only the cognitive processes involved but also the adaptive functions that language and meaning may have served throughout human evolution. This interdisciplinary approach broadens the scope of word meaning research, integrating insights from linguistics, cognitive science, and evolutionary biology.

#### Conclusion:

The study of word meaning is a multifaceted endeavor, encompassing diverse perspectives that reflect the complexity of human language and cognition. From the objective representation of meaning in the external world to the intricate interplay of syntax, context, and cognition, each approach contributes to our comprehensive understanding of how words convey meaning in the rich tapestry of language.

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## **PROVERBS AND SAYINGS AS COMMUNICATIVE PHRASEOLOGICAL UNITS**

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**Annotation:** Proverbs and sayings serve as concise linguistic expressions encapsulating cultural wisdom, moral lessons, and societal values. This article explores their communicative role, emphasizing their educational significance, linguistic roots, and global variations. Delving into cultural nuances and hidden meanings, it sheds light on their adaptability in the digital age, influence on language learning, and anthropological insights into human behavior. The continued resonance of these communicative phraseological units highlights their role in perpetuating oral tradition and preserving cultural heritage.

**Key words:** Proverbs, Sayings, Communicative Phraseological Units, Wisdom, Cultural Identity, Educational Significance, Linguistic Roots, Cultural Nuances, Global Variations, Digital Age Influence, Educational Integration, Anthropological Perspective, Continued Resonance, Language Learning, Oral Tradition, Cultural Heritage, Hidden Meanings, Cross-Cultural Insights, Evolution, Adaptation, Modern Era, Traditional Wisdom, Human Behavior, Societal Values.

Proverbs and sayings have long been integral components of human communication, serving as succinct and powerful conveyors of cultural wisdom. These linguistic gems, often referred to as communicative phraseological units, encapsulate profound insights, moral lessons, and societal values within a compact structure.

The Essence of Proverbs: Wisdom in Brevity

At their core, proverbs are succinct expressions of traditional wisdom, often passed down through generations. These gems of language serve as condensed capsules of cultural knowledge, addressing universal truths and human experiences. Take, for example, the proverb

"Actions speak louder than words." In just a few words, it imparts the timeless lesson that deeds carry more weight than mere verbal expressions.

#### Sayings: Reflecting Cultural Identity

Sayings, like proverbs, are short, memorable expressions that encapsulate cultural values and beliefs. They are often rooted in the specific experiences of a community, reflecting its unique identity. Consider the saying "When in Rome, do as the Romans do." This phrase not only advises adaptability but also embodies the respect for local customs, emphasizing the importance of cultural sensitivity.

#### Communicative Power: A Universal Language

Proverbs and sayings possess a unique ability to transcend linguistic and cultural barriers. Their succinct nature enables them to convey complex ideas in a universally understandable manner. Whether in English, Chinese, or Swahili, the essence of a proverb remains intact, allowing for cross-cultural communication and understanding.

#### Educational Significance: Teaching Life Lessons

These linguistic treasures play a crucial role in education, offering concise yet profound lessons. From childhood, individuals are exposed to proverbs and sayings that guide moral development and instill cultural values. The saying "Don't count your chickens before they hatch" teaches patience and caution, emphasizing the unpredictability of future outcomes.

#### Evolution and Adaptation: Dynamic Expressions of Culture

While many proverbs and sayings have ancient origins, they are not static entities. They evolve and adapt to reflect contemporary societal values and experiences. New sayings emerge, capturing the essence of modern life, while traditional proverbs continue to resonate with timeless truths. This dynamic nature ensures their relevance across generations.

#### Cross-Cultural Insights: Bridging Divides

In an interconnected world, understanding diverse cultures is paramount. Proverbs and sayings serve as bridges, facilitating intercultural communication by providing insights into the values and perspectives of different societies. Exploring expressions like "All roads lead to Rome" can unveil cultural attitudes towards convergence and diverse paths to a common goal.

#### Linguistic Roots: Tracing Proverbs and Sayings through Time

The origins of proverbs and sayings often lie deep within the linguistic and cultural history of a community. Many can be traced back to ancient texts, religious scriptures, or oral

traditions, revealing insights into the values and beliefs that shaped societies over centuries. Unraveling the linguistic roots of these expressions adds an extra layer of appreciation for their enduring significance.

#### Cultural Nuances: Interpreting Hidden Meanings

While proverbs and sayings offer straightforward advice, they often carry nuanced meanings that may elude a literal interpretation. Understanding the cultural context and historical backdrop is crucial for unraveling these hidden layers. Delving into the intricacies of sayings can unveil the rich tapestry of cultural norms, social expectations, and historical events embedded within them.

#### Global Variations: Adapting Expressions Across Borders

As these communicative phraseological units traverse geographical boundaries, they undergo fascinating transformations. The same underlying wisdom may be expressed in different ways, reflecting the unique linguistic characteristics of each culture. Exploring how proverbs morph across languages and regions adds a cross-cultural dimension, showcasing the diverse linguistic landscapes that contribute to the global repository of wisdom.

#### Digital Age Influence: Proverbs in the Modern Era

In today's digital age, proverbs and sayings have found a new platform for dissemination. Social media platforms, blogs, and online forums contribute to the ongoing evolution of these linguistic expressions. Memes and viral trends often encapsulate traditional wisdom in contemporary packaging, demonstrating the adaptability of proverbs to modern communication channels.

#### Educational Integration: Proverbs in Language Learning

Beyond their role in imparting life lessons, proverbs and sayings are valuable tools in language education. Incorporating these expressions into language learning curricula not only enhances vocabulary but also provides cultural insights. Students gain not only linguistic proficiency but also a deeper understanding of the cultural nuances embedded in these compact linguistic treasures.

#### Anthropological Perspective: Insights into Human Behavior

Anthropologists often analyze proverbs and sayings to gain insights into human behavior and societal structures. The recurring themes within these expressions—such as the importance of community, the consequences of actions, and the inevitability of change—offer

a window into the collective psyche of different cultures. This anthropological lens provides a holistic understanding of how societies navigate challenges and celebrate triumphs.

#### Continued Resonance: Perpetuating Oral Tradition

In an era dominated by rapid technological advancements, the continued use and transmission of proverbs and sayings highlight their enduring significance in preserving oral tradition. The age-old practice of passing down wisdom through these succinct expressions persists, ensuring that the essence of cultural heritage remains an integral part of human discourse.

Exploring these additional facets enriches our appreciation for proverbs and sayings, showcasing their dynamic nature, cultural significance, and enduring relevance in the ever-evolving tapestry of human communication.

#### Conclusion: Unlocking the Tapestry of Human Experience

Proverbs and sayings, as communicative phraseological units, enrich our linguistic tapestry with the threads of cultural wisdom. These succinct expressions not only preserve the heritage of a society but also offer a timeless guide for navigating the complexities of human existence. In a world where communication is paramount, the enduring power of proverbs and sayings reminds us of the shared threads that bind us all.

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## **OILA JAMIYAT BARQARORLIGINING ASOSI.**

Toshkent moliya instituti ijtimoiy fanlar kafedrası o'qituvchisi

**Sirliboyeva Gulrux Umar qizi**

**Annotatsiya :** Bu ilmiy maqolada asosiy e'tibor jamiyatning asosiy bo'g'ini bo'lgan oila va oilaviy munosabatlarga qaratiladi. Oila tushunchasi va uning turli xalqlardagi ko'rinishi yoritilgan. Shuningdek, oilaning vujudga kelishi, uning mustahkamligini ta'minlovchi omillarga ham alohida to'xtalib o'tilgan. Mazkur maqola jamiyat barqarorligini ta'minlashda oilaning rolini ko'rsatishga xizmat qiladi.

**Kalit so'zlar:** oila, oila funksiyalari, nikoh , nikoh yoshi, jamiyat, oilani mustahkamlash, udumlar, muammolar.

**Mavzuning dolzarbligi:** Oila masalasi, uning jamiyat hayotida tutgan o'rni hamma davrlarda ham muhim bo'lgan. Negaki, oilada bola shaxs sifatida kamolga yetadi va shakllanadi. Jamiyatning ma'naviy qiyofasi oilalarda namayon bo'ladi. Shuni takidlab o'tish joizki, oila jamiyatning ijtimoiy-ma'naviy bo'g'ini, kichik bir vakili bo'lib, aynan oilada har bir xalqning buguni va kelajagi bunyod etiladi. Shuning uchun ham dunyo bo'ylab, shu jumladan, bizning yurtimizda ham oila va u bilan bog'liq masalalarga davlat siyosati darajasida e'tibor berib kelinmoqda. Jumladan, mustaqillik yillaridan boshlab oilalarning ijtimoiy va siyosiy huquqlarini himoya qiluvchi va kafolatlovchi qaror va qonunlarning qabul qilinishi buning yorqin isbotidir. Xususan, Birinchi Prezidentimiz I.A. Karimov tomonidan 1998-yilning "Oila" yili, 1999-yil "Ayollar yili", 2000-yil "Sog'lom avlod yili" va 2001-yilning esa "Ona va bola yili" deb nomlanishi ham hukumatimizning bu boradagi siyosatining bir ko'rinishidir. Shu bilan bir qatorda, "2017-2021 yillarda O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yo'nalishi bo'yicha Harakatlar strategiyasi" da ko'rsatilgan "oilalar mustahkamligini ta'minlash, mustahkamlash hamda oila institutining mavqiyini oshirish" [1]. kabi muhim vazifalar ham davlatimizning bu boradagi olib borilgan siyosatining bir qismi hisoblanadi. Hukumatning oilaga va u bilan bog'liq muammolarga e'tibori bu - jamiyat taraqqiyotining muhim shartidir. Shuning uchun ham bu mavzu o'z ahamiyatini yo'qotmay kelmoqda.

**Tadqiqot natijalari.** Oila va nikoh tushunchalari haqida turli adabiyotlarda turlicha ta'rif va tavsiflar mavjud. Xususan, barcha jamiyatlar va vaziyatlarga teng ravishda mos

keluvchi nikohga nisbatan berilgan keng qamrovli ta'rif mavjud emas. Antrpologiyada nikohga nisbatan keng tarqalgan ta'rif quyidagicha: "nikoh,erkak va ayol o'rtasida tuziladigan ittifoq bo'lib,undan tug'uladigan farzandlar har ikki tarafning qonuniy zurriyotlari hisoblanadi"[2].

Biroq, bu tarifni hamma jamiyatlar va davrlarga nisbatan qo'llay olmaymiz,chunki, insoniyat taraqqiyoti jarayonida nikohning ko'rinishlari o'zgarib borgan. Misol tariqasida, qadimgi jamiyatlarda plyural nikohlar mavjud bo'lib, bu nikoh ikkidan ortiq turmush o'rtoqlarni birlashtiradi,ya'ni bunda ayol aka-ukalar guruhiga turmushga chiqadi. Bunday holat tug'ushganlar poliandriyasi deb ataladi va ayrim Himolay madaniyatlariga xos hisoblanadi [3].

Etnografiyada birinchi marta oila integral tizim namunasi sifatida Y.V. Bromleyning "Etnos nazariyasi ocherklari" asarida ko'rib chiqiladi. Bu asarda nikoh-oila munosabatlari oilaning tayanchi deb ataladi [4].

Oila nikoh asosida vujudga keladigan yoki birga istiqomat qilish orqali birlashgan jamiyat tarkibidagi ijtimoiy guruhdir. Turli tarixiy jarayonlarda oila tushunchasi va uning ijtimoiy hayotdagi o'rni ham o'zgarib boshladi. Shu o'rinda, o'zbek oilalarining tarixiy taraqqiyotiga nazar soladigan bo'lsak, bu o'zgarishlarni ko'rishimiz mumkin. Xususan, zamonaviy o'zbek jamiyatidagi oilaviy urf-odatlar va an'analar chuqur tarixiy ildizga ega. Xususan, inqilobgacha bo'lgan davrda O'zbekistonda oila va nikoh huquqi shariat va odatlarda o'z ifodasini topgan bo'lib,uning asosiy tamoyillari feadol davrdagi iqtisodiy munosabatlarga asoslangan edi. O'zbeklar mansub bo'lgan turkiy xalqlarning hayotida nikoh to'liq patriarxal oila tizimiga bog'liq bo'lib,uning xarakterli belgilari,asosan, erkaklarning hukmronligi,ayollarga erkinlik berilmaganligi,majburan turmushga berish kabi. Umuman aytganda, nikoh tuzish ,aslida, ota-onalar o'rtasidagi oldi-sotdi shartnomasi bo'lib,shartnoma obyektini asosan kelin edi. Nikoh tuzishda ayolning xohishi e'tiborga olinmagan. Ayollar orasida erta turmush qurish holatlari juda ko'p uchragan bu esa birinchi navbatda , iqtisodiy omillar bilan bog'liq edi [5] . Shu kabi ijtimoiy -iqtisodiy omillar negizida jamiyatning bir qismi bo'lgan oila shakllandi.

Jamiyat oilalardan tashkil topganligidan kelib chiqadigan bo'lsak, har qanday jamiyatning rivojlanishi unda mavjud bo'lgan oilalarning mustahkamlagiga bevosita bog'liq. Xususan, jadidlarning fikriga ko'ra, oila asosini to'g'ri qurmasdan va yosh avlodni to'laqonli to'g'ri yo'lda tarbiyalamasdan turib, jamiyatni isloh qilish,uning rivojini taraqqiyot sari yo'naltirish mumkin emas va oxir-oqibat millat taqdiri uning oilasining holatiga bog'liq [6].

Tarixiy taraqqiyot davomida oilani mustahkamlovchi bir qator omillar shakllandi va bu omillar davrlarga mos ravishda doimo o'zgarishda.

Fitrat o'zining "Oila" nomli asarida oilani mustahkamlovchi omillar haqida so'z yuritar ekan, birinchi navbatda, turmush o'rtoqni to'g'ri tanlashga to'xtalib o'tadi. Xususan, oila qurishda muhim bo'lgan jihatlarni sanab o'tadi. Oila qurishda to'rt narsaga e'tibor berish lozim:

Mol, nasab, husn va imon-u e'tiqod. Bu o'rinda yozuvchi mol deganda, oila quruvchi yoshlarning moddiy tomondan to'la boy bo'lishini nazarda tutmaydi. Aksincha, ularning mol-dunyosi va nasablari teng bo'lishi kerakligini takidlaydi. Fitrat bu jihatlarni quyidagicha tushuntiradi: "er va xotin bir-birlariga teng bo'lmay, biri boy va kalonzoda bo'lsa, ikkinchi tomonni faqirlik va zoti pastlikda ayblab, hayotini mudom azobga qo'yadi. Husn bu ko'rinish demakdir, ya'ni qarayotgan kishi nazariga chiroyli ko'rinib, uning qalbini o'ziga moyil qilish demakdir. Qalbdan paydo bo'lgan bu moyillikni muhabbat deyish mumkin. Mazkur bo'lgan to'rtinchi sifat shulkim, har bir erkak va ayol dindor bo'lishi lozim. Dindorlik bu xudoni tanish va haqdan qo'rqishdir" [7].

**Xulosalar** .Yuqoridagi ma'lumotlarni umumlashtirgan holda xulosa qiladigan bo'lsak, oilalar jamiyatning ma'naviy qiyofasini o'zida aks ettiruvchi ijtimoiy guruhdir. Shu bilan birgalikda, jamiyatning ertangi taraqqiyoti ham aynan oilalarga, uning mustahkamligi va unda voyaga yetayotgan yosh avlodga bog'liq. Negaki, oila jamiyatning kichik bir vakili bo'lib, aynan oilada jamiyatning bugungi kuni va kelajagi bunyod etiladi.

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**O'ZBEK ADABIYOTINING ATOQLI NAMOYANDALARIDAN BIRI MAQSUD  
SHAYXZODNING "JALOLIDDIN MANGUBERDI" ASARI**

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**Annotatsiya:** Maqsud Shayxzodaning "Jaloliddin Manguberdi" asari kelib chiqishi hamda asarning hozirga qadar ham mutoola qilish uchun arzigulik asarlardan biri bo'lgani haqida so'z boradi

**Kalit so`zlar:** jasur, asar, sarkarda, jang, sohil, dushman, boshchi, sababchi, o'tmishda, farzand.

O'zbek adabiyotining atoqli namoyandalaridan biri Maqsud Shayxzoda bir ming sakkizinchi yil yettiinchi oktabrda Ozarboyjonning Oqdosh shahrida tavallud topgan. Shoir birming to'qqizyuz yigirma sakkizinchi yilda Toshkentga kelib, umrining oxiriga qadar poytaxtda yashab, ijod qilgan. U bu shaharni ikkinchi vatani deb bilgan. Shayxzoda «O'n she'r», «Undoshlarim», «Uchinchi kitob», «Kurash nechun», «Jang va qo'shiq», «Kapitan Gastello», «Ko'ngil deydiki...» kabi she'riy to'plamlari, «Jaloliddin Manguberdi» tarixiy dramasi va boshqa qator publitsistik asarlarni yaratdi.

Maqsud Shayxzoda bir ming to'qqiz yuz qirq to'rtinchi yilda, ayni ikkinchi jahon urushi payti, keyinchalik boshiga ko'p g'avg'olar (o'zbek xalqining "feodal o'tmishini ideallashtirish"da ayblanib, hibsga olingan) kelishiga sababchi bo'lgan «Jaloliddin Manguberdi» tarixiy dramasi nega yozgan edi?

Taniqli adabiyotshunos Naim Karimovning fikriga ko'ra, urush yillarida hokimiyat vakillari yozuvchilarni o'tmishdagi mashhur sarkardalar haqida asar yozishga da'vat etishgan. Ular bunday asarlar xalq va armiyani o'tmishdagi jasur sarkardalardan, xalq qahramonlaridan ibrat olishga da'vat etishi, ularni bu mashhur shaxslarning vatanparvarlik fazilatlarini ruhida tarbiyalashi mumkin degan qarashda bo'lishgan. Shunday ijodiy buyurtmani olgan Shayxzoda o'zbek xalqining jasur farzandlaridan biri Jaloliddin Manguberdi haqida sahna asari yozishga kirishgan. Respublikaning o'sha paytlardagi rahbari Usmon Yusupov shoirning asarini tezroq yakunlashi uchun uni yurtimizning xushmanzara maksanlaridan biri Farg'ona viloyatiga

yuboradi. "Boshqa ishlar bilan xayolingni bo'lma. Xalq sendan Jaloliddin to'g'risidagi asarni intizorlik bilan kutmoqda. Vodiya borib, uni tezroq tugallab qayt!" deya rahbar shoirni ruhlantiradi. Shunday qilib, Maqsud Shayxzoda rafiqasi Sakinaxonim bilan Farg'onaga borib, olti oy ichida tarixiy dramani yozadi.

Jaloliddin Manguberdi haqida ayni paytga qadar nafaqat yurtimizda, balki boshqa mamlakatlarda ham juda ko'p tarixiy va badiiy asarlar yaratilgan. Mashhur Ozarbayjon adibi o'zbek o'g'loni Maqsud Shayxzoda birinchilardan bo'lib o'zining asarlarida Jaloliddinning qahramonliklarini tarannum etgan. U buyuk sarkarda haqida vatan erki haqida jangchilarimizni ruhiyatini ko'taruvchi juda ser mazmun asar bo'lib kelmoqda. Hozirga qadar uning har bir satrlari, har bir so'zlari hali-hamon tildan tilga o'tib kelmoqda.

Chingizxon qo'shini Jaloliddin Manguberдини daryodan o'tishiga imkon bermay qurshab oladi. bir ming ikkiyuzi yigirma birinchi yil yigirma beshinchi noyabrda bo'lgan tengsiz jangda (Sind daryosi bo'yidagi jang) mag'lubiyatga uchragan Jaloliddin Manguberdi 4000 jangchisi bilan 18-20 metrlik jarlikdan Sind daryosiga sakrab, uning o'ng sohiliga suzib o'tib, cho'l ichkarisiga kirib ketdi (Bu cho'l hozirda ham Cho'li Jaloliy deb ataladi). Chingizxon Jaloliddin Manguberding bu jasoratidan hayratda qolib, o'z o'g'illariga qarab: „Ota o'g'il mana shunday bo'lishi lozim!“, degan. Oradan bir necha kun o'tgach, Jaloliddin Manguberdi qo'shini soni 7 mingga yetdi. Unga Kulbars bahodir, Kabkuh va Sa'diddin Ali ash-Sharabdor kabi lashkarboshilar o'z kishilari bilan kelib qo'shiladi. Jaloliddin Manguberdi Shimoliy Hindistonning notanish cho'lida och, juldur kiyimli jangchilari bilan sargardonlikda qolganidan so'ng. Uning bu holidan foydalanmoqchi bo'lgan Shatra viloyati rana ya'ni shohi Jaloliddin Manguberdiga xujum qilgan. Jaloliddin Manguberding merganlik bilan otgan kamon o'qidan rana halok bo'ladi, qo'shini esa parokanda bo'lib chekinadi. Jaloliddin Manguberdi katta o'ljani qo'lga kiritadi. Bunda jaloliddinning qahramonligi, bilimining tengsizligi ham yaqqol tasvirlab berilgan.

Tarixdan ma'lumki, Jaloliddin Manguberdi Xorazmshohlar sulolasining zabardast vakili bo'lib, mo'g'ul bosqinchilariga qarshi kurashda katta qahramonliklar ko'rsatgan. Xususan, bir ming ikkiyuzi yigirma birinchi yil to'qqizinchi dekabrda Hind daryosi bo'yida bo'lib o'tgan jang buyuk sarkarda hayotida katta o'rin tutadi. Ushbu jangda u Chingizxon boshchiligidagi mo'g'ul qo'shinlariga munosib qarshilik ko'rsatadi. Ammo, kuchlar teng emasdi. O'z ahli ayolini dushman qo'lga tushib, xo'rlanishini istamagan sarkarda butun

haramni suvga cho'ktirishni buyurib, o'zi qolgan askarlari bilan daryoning narigi sohiliga o'tib ketadi.

Bundan tashqari tarixchi va noshir Xorazmshoxning kotibi Shihobuddin Muhammad an-Nasaviy ham o'zining "siyrat as-sulton Jaloliddin Manguberdi" asarida manguberdini quyidagicha ta'riflaydi "Jaloliddin qorachadan kelgan, o'rta bo'yli, turkiy qiyofalik va turkiyda gapiradigan odam edi. Shu bilan birga forsiyda ham so'zlasha olardi. U mard, jasur bo'lib, sherlar orasida eng zo'r sher edi, qo'rqmas chavandoz, lashkarlar orasida eng botir edi. U yuvosh, muloyim odam edi, jahldor emasdi, haqoratomuz so'zlarni aytmasdi, kulmasdi, faqat jilmayib qo'yardi, kamgapirardi. U haqo'ylikni, adolatni ulug'lar edi"

Mamlakatimizda Jaloliddin Manguberdi siymosiga juda katta ehtirom bilan yondoshiladi. 1999 yilda sarkardaning 800 yilligi yurtimizda keng miqyosda nishonlangan. Xuddi shu yili Urganch shahrida buyuk bobokalonimizga yodgorlik o'rnatilgan. 2000 yilda Jaloliddin Manguberdi ordeni ta'sis etilgan.

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## DIGITAL TRANSFORMATION AND ITS IMPACT ON SPEECH ETIQUETTE: A COMPARATIVE STUDY OF UZBEK AND ENGLISH

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**Annotation.** This article delves into the transformative effects of digital communication on the expression of speech etiquette in Uzbek and English languages. As technology reshapes the landscape of interpersonal interactions, this study seeks to explore the nuances of linguistic politeness, formality, and respect in the digital realm. By undertaking a comparative analysis, we aim to unravel the cultural intricacies that manifest in online communication, providing insights into the evolving dynamics of speech etiquette in the digital age.

**Keywords:** digital transformation, speech etiquette, online communication, technology and language, cross-cultural analysis, Uzbek language, English language, linguistic politeness.

**Introduction.** In the era of digital transformation, where the boundaries of communication extend into the virtual realm, the dynamics of speech etiquette undergo a profound metamorphosis. This article delves into the impact of digital communication on the expression of speech etiquette in Uzbek and English. As technology shapes the way we interact, it introduces new layers of linguistic politeness, formality, and respect, reshaping the very fabric of how we communicate.

Through a comparative analysis, this study aims to unravel the cultural intricacies that manifest in online communication, providing a nuanced understanding of the evolving speech etiquette in the digital age. The transformation brought about by the digital age is poignantly captured by Crystal (2006) in his work on *"Language and the Internet."* The shift from traditional communication modes to online platforms introduces novel linguistic features, altering the landscape of speech etiquette.<sup>1</sup> In the context of Uzbek and English, this transformation is marked by the adaptation of linguistic politeness to the rapid, asynchronous nature of digital communication. Herring's exploration of "Discourse in Web

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<sup>1</sup> Crystal, D. (2006). *Language and the Internet*. Cambridge University Press, p 56.

2.0" (2013) provides a lens through which we can examine the ways in which online communication platforms reconfigure language.

Social media, forums, and chat applications create spaces where speech etiquette takes on new dimensions.<sup>2</sup> For instance, in Uzbek online spaces, the use of formal registers may be influenced by cultural norms, while in English platforms, the informality inherent in Web 2.0 spaces may redefine conventional norms of politeness. Nguyen and Rose's research (2016) on speech act annotation in conversational data becomes instrumental in dissecting the intricacies of how individuals express politeness and formality in the digital sphere. In the context of Uzbek and English, understanding how speech acts are performed online whether through emojis, acronyms, or digital gestures provides valuable insights into the adaptation of speech etiquette to the demands of digital interaction.<sup>3</sup> Thurlow and Brown's sociolinguistic investigation (2003) into the language of text messaging becomes particularly relevant when considering the impact of short-form communication on speech etiquette.

In both Uzbek and English, the brevity and informality characteristic of text messaging can influence the perception and expression of politeness, creating a unique blend of linguistic norms that navigate the digital landscape. Wang and Hu's study (2012) on social presence and trust in social commerce sheds light on how the digital environment influences perceptions of formality and trust. This is crucial in understanding how Uzbek and English speakers navigate online spaces, where the absence of physical presence may necessitate new strategies for expressing politeness and maintaining social trust. Zappavigna's work (2012) delving into the discourse of Twitter and social media unveils the ways in which linguistic choices contribute to the creation of affiliation on the web.<sup>4</sup> The study becomes a valuable resource for understanding how individuals in Uzbek and English digital spaces

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<sup>2</sup> Herring, S. C. (2013). *Discourse in Web 2.0: Familiar, Reconfigured, and Emergent*. John Benjamins Publishing Company, pp 323-330.

<sup>3</sup> Nguyen, D. T., & Rose, G. M. (2016). *Speech Act Annotation of Conversational Data in the AMI Meeting Corpus*. In *Proceedings of the 10th International Conference on Language Resources and Evaluation (LREC)*, p. 154.

<sup>4</sup> Zappavigna, M. (2012). *Discourse of Twitter and Social Media: How We Use Language to Create Affiliation on the Web*. A&C Black, pp 254-263.

navigate the delicate balance between online informality and the preservation of cultural identity through language.

In the ever-evolving digital landscape, the transformation of speech etiquette becomes a captivating journey through linguistic adaptation. From the adaptation of traditional norms to the emergence of entirely new linguistic features, the expressions of politeness, formality, and respect in Uzbek and English reflect the dynamic interplay between culture and the virtual world. As we traverse this digital linguistic landscape, we witness not only the evolution of speech etiquette but also the resilience of cultural identity in the face of technological change. In the era of digital transformation, where the boundaries of communication extend into the virtual realm, the dynamics of speech etiquette undergo a profound metamorphosis.<sup>5</sup>This article delves into the impact of digital communication on the expression of speech etiquette in Uzbek and English. As technology shapes the way we interact, it introduces new layers of linguistic politeness, formality, and respect, reshaping the very fabric of how we communicate.

Through a comparative analysis, this study aims to unravel the cultural intricacies that manifest in online communication, providing a nuanced understanding of the evolving speech etiquette in the digital age. The advent of the internet has birthed a new lexicon and set of communication norms. In Uzbek online spaces, traditional greetings like "*Assalomu alaykum*" may be adapted into informal acronyms or emojis to suit the rapid, asynchronous nature of digital communication. In English, the formalities of email language may give way to the brevity and informality of social media exchanges, where greetings might be as concise as a simple "*Hey!*" or even a thumbs-up emoji. Web 2.0 platforms redefine how individuals express themselves. In Uzbek forums, where traditional norms of politeness and formality are deeply ingrained, the shift to Web 2.0 may introduce a more colloquial tone.

Conversely, English platforms, known for their informality, might witness the emergence of new linguistic features that challenge conventional norms. For example, expressions like "*lol*" or "*brb*" become not just abbreviations but integral components of the speech etiquette in the digital sphere. The adaptation of speech acts to the digital realm is exemplified in both Uzbek and English online interactions. In Uzbek digital spaces, expressions like "*Rahmat!*" (Thank you!) may be conveyed not just through words but also

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<sup>5</sup> Thurlow, C., & Brown, A. (2003). Generation Txt? The sociolinguistics of young people's text-messaging. *Discourse Analysis Online*, 1(1).

through the use of thankful emojis or GIFs. English speakers may employ a variety of digital speech acts, such as "*liking*" or "*reacting*" to express agreement, thereby introducing a nuanced layer to the traditional ways of acknowledging others. Sociolinguistic trends in text messaging become evident when exploring the impact on speech etiquette. In Uzbek text conversations, the use of traditional honorifics may persist, indicating a conscious effort to maintain cultural respect even within the brevity of text messages.

English text messaging, on the other hand, might see the emergence of informal abbreviations and emojis, reflecting the blending of linguistic norms with the informality inherent in digital communication.<sup>6</sup> The dynamics of social presence and trust in online communication shape the expression of formality and politeness. In Uzbek online communities, where trust is traditionally built through personal relationships, digital communication might involve more explicit expressions of respect and formality to compensate for the lack of physical presence. English digital spaces, often characterized by a higher level of informality, might rely on shared online culture and humor to establish trust, influencing the expression of politeness. On platforms like Twitter and other social media, linguistic choices become powerful tools for creating affiliation. In Uzbek tweets, hashtags and linguistic expressions might bridge the gap between global online trends and local cultural identity. English speakers, navigating the vastness of social media, may adopt linguistic features that resonate with their cultural nuances, creating a discourse that is both global and culturally distinctive.

In the ever-evolving digital landscape, the transformation of speech etiquette becomes a captivating journey through linguistic adaptation. From the adaptation of traditional norms to the emergence of entirely new linguistic features, the expressions of politeness, formality, and respect in Uzbek and English reflect the dynamic interplay between culture and the virtual world. As we traverse this digital linguistic landscape, we witness not only the evolution of speech etiquette but also the resilience of cultural identity in the face of technological change.

**Conclusion.** In conclusion, the exploration of "Digital Transformation and its Impact on Speech Etiquette: A Comparative Study of Uzbek and English" unveils a dynamic narrative where language adapts to the ever-changing landscape of digital communication.

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<sup>6</sup> Wang, Y., & Hu, N. (2012). Social Presence, Trust, and Social Commerce Purchase Intention: An Empirical Research. *Computers in Human Behavior*, 28(4), 1555–1567.



As Uzbek and English speakers navigate online spaces, the traditional contours of speech etiquette morph to accommodate the rapid, asynchronous, and global nature of the digital realm.

The digital linguistics of Uzbek and English reveal an intricate dance between the preservation of cultural identity and the assimilation of new linguistic norms. The evolution of greetings, the redefinition of formality, and the adaptation of speech acts illustrate the fluidity of language in response to the demands of the digital age. The sociolinguistic trends observed in text messaging and the discourse of Twitter and social media showcase how individuals in Uzbek and English digital spaces craft unique linguistic expressions that bridge global online culture with local cultural identities. The negotiation of social presence and trust influences the balance between formality and informality, shaping the ways in which politeness is expressed in the absence of physical interaction.

As we conclude this exploration, it becomes evident that the digital transformation of speech etiquette is not a unidirectional process; it is a reciprocal interplay where language both shapes and is shaped by cultural nuances. The resilience of cultural identity within digital communication underscores the adaptability of speech etiquette to diverse linguistic landscapes. In navigating the intricate intersection of technology, language, and culture, speakers of Uzbek and English contribute to a dynamic and ever-evolving digital linguistic tapestry.

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## **GIYOHVAND MODDALARNI SUD KIMYO LABARATORIYA TEKSHIRUV JARAYONI**

**Qayumov Baxtiyor Allamurodovich, Navbatova Gulnora Xodjimuratovna**

Respublika sud tibbiy ekspertiza ilmiy -amaliy markazi Surxondaryo filiali,  
sud kimyo bo'limi ekspertlari

**Muammoning dolzarbligi:** Ilmiy ishchi guruhlar ilg'or tajribalarni aniqlash va konsensus standartlarini ishlab chiqish uchun hamkorlik qiladigan ilmiy mavzu bo'yicha mutaxassislardan iborat. Shunday qilib, bu usullar noqonuniy moddalarning noma'lum (sud-tibbiy) ekspertizasini tahlil qilishda samarali ekanligi isbotlangan va shuning uchun ham noma'lum moddalarni aniqlashda qo'llaniladigan eng yaxshi usullardir.

**Tadqiqot maqsadi:** Ishlab chiqaruvchilar ushbu texnologiyalarni ishlatish uchun juda oson va noma'lum tahliliy moddalarni aniqlashda samarali bo'lishdi. Ushbu texnologiyaning asosiy kamchiliklari shundaki, miqdorni aniqlash ilg'or tajribani talab qilishi mumkin va bu birliklar hali ham ancha qimmat. Ushbu birliklardan sifatli foydalanish odatda juda kam texnik tajriba yoki tayyorgarlikni talab qiladi .

**Tekshiruv materiallari va usullari:** Infraqizil spektroskopiya yana bir juda kamsituvchi usul bo'lib, to'lqin uzunligi funktsiyasi sifatida namuna tomonidan so'rilgan yoki chiqariladigan Infraqizil nurlanish miqdorini o'lchashga asoslangan. Spektr infraqizil nurlanishni namuna orqali o'tkazish va har bir Infraqizil chastotasida so'rilgan tushayotgan nurlanish miqdorini (o'tayotganda emas, balki molekulaga tushadigan nurlanish) aniqlash orqali olinadi . Spektrlarni talqin qilish molekulyar funktsional guruhlarni aniqlash imkonini beradi. Sof molekulyar birikmaning Infraqizil spektrlari o'ziga xos barmoq izini ta'minlaydi, uni boshqa birikmalarning, shu jumladan bir xil kimyoviy formulaga ega bo'lgan birikmalarning, lekin molekuladagi atomlarning boshqa joylashuvi Infraqizil yutilish naqshidan osongina farqlanishi mumkin . Infraqizil texnikasining afzalligi shundaki, deyarli barcha birikmalar Infraqizil faol tebranish rejimlariga ega va shuning uchun ham sifat, ham miqdoriy jihatdan tekshirilishi mumkin. Biroq, miqdoriy tahlil noma'lum namunalar va aralashmalar bilan muammo tug'dirishi mumkin. Zararni kamaytirish klinikalarida moddani sud-tibbiyot tahlili va miqdorini aniqlash uchun zarur bo'lgan spektroskopik tajribani topish qiyin yoki imkonsiz bo'lishi mumkin. Nisbatan oddiy miqdorni aniqlash usullarini tavsiflovchi

ko'pgina maqolalar farmatsevtika tadqiqotlarida nazorat qilinadigan standartlar, metodologiyalar va standartlar bilan amalga oshiriladi. Garchi noma'lum moddalar miqdorini aniqlash texnik jihatdan mumkin bo'lsa-da, bu haqiqatan ham har bir alohida holatga to'g'ri keladi va odatda sud-tibbiyot laboratoriyalarida yuqori darajadagi texnik va kimyogarlardan tomonidan amalga oshiriladigan mashaqqatli jarayondir. Bunday sharoitda ushbu texnologiyadan foydalangan holda miqdorni aniqlash mumkin bo'lishi dargumon. Infraqizil texnologiyasidagi so'nggi yutuqlar portativ Infraqizil qurilmalarini ishlab chiqishga imkon berdi. Qanday moddalarni aniqlash mumkin va qanchalik aniq? Yo'naltiruvchi spektrlar mavjud bo'lganda, ko'pchilik birikmalarni ularning Infraqizil spektrlari asosida aniq aniqlash mumkin. Giyohvand moddalarni qidirish mumkin bo'lgan ma'lumotlar bazasi orqali aniqlash mumkin. Infraqizil enantiomerlarni ajrata olmaydi ma'lumotlariga ko'ra, Infraqizil eng yuqori diskriminatsiya qobiliyatini yaratadigan etarli selektivlikni ta'minlaydigan tizimli ma'lumotlarni ishlab chiqishi mumkin. Infraqizil diastereomerlar (masalan, psevdofedrin va efedrin) va erkin asos/kislota va tuz shakllarini ajrata oladi. Erkin asos/kislota va tuz shakllari moddaning qo'llanilishini o'zgartirishi mumkin bo'lgan fizik xususiyatlardagi farqlarni bildiradi. Erkin asos odatda ko'proq uchuvchan va odatda pastroq qaynash nuqtasiga ega, bu moddani chekish imkonini beradi. Tuz shakli odatda barqarorroq bo'lib, kristall bo'lib, suvda eriydi, bu yutish, nafas olish (burun orqali nafas olish) yoki in'ektsiya qilish imkonini beradi. Umumiy misol - krek kokain (erkin asos) va kokain (tuz); ular aslida bir xil dori (kokain) va organizmga haqiqiy ta'siri bir xil, ammo foydalanish usuliga qarab turli xil so'rilish va dozalari tufayli har bir doriga turli xil reaksiyalar spektrini kuzatish mumkin. . IQ spektroskopiyasining muhim afzalliklaridan biri shundaki, u taqdim etilgan namunani yo'q qilmaydi - dori vositalari va ulardan foydalanadigan odamlar bilan ishlashda muhim ahamiyatga ega. Bundan tashqari, u milligramm yoki undan kamroq diapazonda juda kichik namuna hajmini talab qiladi. Bundan tashqari, namunalar deyarli har qanday jismoniy holatda (birinchi navbatda qattiq yoki suyuq) o'rganilishi mumkin. Interferentsiya juda keng tarqalgan va identifikatsiya qilishda qiyinchiliklarga olib keladi.

**Xulosa** Giyohvand moddalarni identifikatsiyalash va/yoki miqdorini aniqlash uchun tasdiqlangan ko'plab texnikalar mavjud. Ushbu usullarning har biri ko'rib chiqilishi kerak bo'lgan turli xil ijobiy va salbiy tomonlarga ega. Shuni inobatga olgan holda, ushbu sharh ushbu usullarning har birini chuqur ilmiy tahlil qilish uchun emas,

balki foydalanishni amaliy ko'rib chiqish bo'yicha qo'llanma va tibbiy yordam ko'rsatish nuqtasida zararni kamaytirish uchun tavsiyalardir.

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**INFORMATSION TEXNOLOGIYALARGA ASOSLANGAN  
TARMOQLARDA YUKLASHNI MODELLASH TEXNIKALARI VA  
ULARNING SAMARODORLIGI**

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**Annotatsiya.** Ushbu tezisda informatsion texnologiyalarga asoslangan tarmoqlarda yuklashni modellashtirish texnikalari va ularning samaradorligi haqida so'z yuritilgan. Bugunda har qanday soha rivojlanishini informatsion texnologiyalarsiz tasavvur etib bo'lmaydi. Shu nuqtai nazardan bu kichik tadqiqot yuzasidan uning modellashtirish texnikalari, parametrlari, infratuzilmasi, loyihalashtirish samaradorligi borasida tahlillar asosida fikr yuritilgan.

**Kalit so'zlar:** modellashtirish, infratuzilma, identifikatsiya, dinamik model, induksion vosita, ekvivalent

**Abstract.** This thesis talks about load modeling techniques and their effectiveness in networks based on information technologies. Today, the development of any field cannot be imagined without information technologies. From this point of view, this small study was analyzed based on its modeling techniques, parameters, infrastructure, and design effectiveness.

**Key words:** modeling, infrastructure, identification, dynamic model, induction tool, equivalent

**Аннотация.** В этой работа рассказывается о методах моделирования нагрузки и их эффективности в сетях, основанных на информационных технологиях. Сегодня развитие любой сферы невозможно представить без информационных технологий. С этой точки зрения это небольшое исследование было проанализировано на основе его методов моделирования, параметров, инфраструктуры и эффективности дизайна.

**Ключевые слова:** моделирование, инфраструктура, идентификация, динамическая модель, инструмент индукции, эквивалент.

Yuklashni modellashtirish odatiy infratuzilmaning energiya iste'molini baholash jarayoni bo'lib, u tijorat, qishloq xo'jaligi, sanoat yoki turar-joy infratuzilmasi bo'lishi mumkin. Holbo'ki, identifikatsiya dinamik tizimning kuzatish, oldingi bilim yoki

ikkalasi orqali olingan turli xil qiziqish parametrlari o'rtasidagi matematik aloqani rivojlantirish jarayonini anglatadi. Tasvirlash matematik tenglamalar yoki grafik munosabatlar shaklida bo'lishi mumkin.

Yuklashni modellashtirish va identifikatsiyalash energiya tizimining barqarorligini tahlil qilish, rejalashtirish, monitoring qilish, nazorat qilish va himoya qilish sohasida muhim jihatdir. To'g'ri yuklash modeli uzatish va tarqatish tarmoqlarini loyihalash va sozlashda, o'chirgichlar, o'rni kabi himoya vositalarini loyihalashda, shuningdek tizimni boshqarish, monitoring qilish va tahlil qilish uchun talab qilinadi. Elektr yuklash dinamik va o'ta chiziqli bo'lmagan xarakterga ega, shuning uchun ularni optimal modellashtirish qiyin. Umuman olganda, ko'plab adabiyotlarda yuklashni modellashtirishda ikkita yondashuv mavjud: komponentlarga asoslangan modellashtirish va o'lchovga asoslangan modellashtirish.

Axborot modeli - obyektning ma'lum bir ko'rib chiqish uchun muhim bo'lgan parametrlari va o'zgaruvchan miqdorlarini, ular orasidagi bog'lanishlarni, obyektning kirish va chiqishlarini tavsiflovchi ma'lumot shaklida taqdim etilgan modelidir. Axborot modeli (keng, umumiy ilmiy ma'noda) - obyekt, jarayon, hodisaning muhim xususiyatlari va holatlarini, shuningdek, tashqi dunyo bilan munosabatlarini tavsiflovchi ma'lumotlar to'plamidir.

Komponentga asoslangan yuklashni modellashtirish yondashuvi tizim kuchlanishlari, chastotalar, yuklash tomonidan iste'mol qilinadigan real va reaktiv quvvat o'rtasidagi munosabatni ifodalovchi analitik matematik funksiyani shakllantirish uchun jismoniy individual yuklash haqida ma'lumotga muhtoj. Biroq, bu yondashuv yuklash tarkibining aslida vaqt o'zgarishini ta'minlay olmaydi, lekin maydon o'lchovlarini talab qilmaydigan afzalliklarga ega, shuningdek, turli tizimlar va sharoitlarga moslashish osonroq. Yana bir afzalligi shundaki, u ishlab chiqilgandan so'ng u butun tizimning ishlash muddati uchun ishlatilishi mumkin, faqat yuklash sinfi aralashmasi ma'lumotlari yangilanishi kerak.

Yuklash modellari ikkita asosiy toifaga bo'linadi:

*Statik va dinamik modellar.*

Statik modellar har qanday vaqtda real va reaktiv quvvatni kuchlanish kattaligi va chastota funksiyasi sifatida ifodalaydi. Modelning ushbu toifasi statik yuklarni, masalan, qarshilik yuklarini ifodalash uchun ishlatilishi mumkin.

Bundan farqli o'laroq, dinamik yuk modeli kuchlanish va vaqt funksiyasi sifatida faol va reaktiv quvvatlarni ifodalaydi.

Yana bir model - bu tizimni aniqroq ko'rsatish uchun statik va dinamikni birlashtirgan kompozit yuk modeli keng qo'llaniladi. Elektr tizimlarida yuklarning ko'p turlari mavjud bo'lib, ba'zilari statik, ba'zilari esa dinamik xarakterga ega, odatda bizda yoritish, isitish va sovitish moslamalari, audio va audio-vizual tizimlar, konvertorlar va boshqalar mavjud. Oddiy iste'moldagi yig'ilgan tarqatish tizimi odatda energiya tizimining uchinchi darajasini (tarqatish tizimi) ifodalash uchun modellashtiriladi.

Ko'pgina texnikalar murakkablikdan aziyat chekadi, aksariyati faol tarqatish tarmoqlarini buzadi, ba'zilari esa an'anaviy Statik modellar yoki faqat dinamik deb hisoblanadi. Yuklash modellari va yuklash modellarining turlari

Model - bu tizimning kirish-chiqish munosabatlarini tavsiflovchi analitik yoki ekvivalent sxemaga asoslangan matematik ekvivalentlar to'plami, yuk esa faol quvvatni iste'mol qilish niyatida parallel ravishda ta'minotga ulangan har qanday elektr komponenti, qurilma yoki uskunadir. Yukni modellashtirish ma'nosida tasvir kuchlanish va chastota qiymatlari bo'yicha modelning kirishlari sifatida beriladi, real va reaktiv quvvatlar esa asosan yuk qurilmasida olingan modelning chiqishi sifatida o'rnatiladi.

Statik yuk modeli vaqtga bog'liq model emas, u har doim har qanday vaqtda kuchlanish va chastota funksiyasi sifatida haqiqiy va reaktiv quvvatni ifodalaydi. Statik yuk modellari uzoq vaqt davomida statik yuk komponentlarini, masalan, qarshilik va yorug'lik yuklarini ko'rsatish, shuningdek dinamik yuk komponentlarini baholash uchun qo'llaniladi. Modellar polinom yoki eksponensial shaklda ifodalanadi, bu turdagi modellar asosan energiya tizimlarining muvozanat holatini tahlil qilishda qo'llaniladi.

Yukning chastotaga bog'liqligi juda muhim emas. Ammo yuk modelini shakllantirishda ham ko'rib chiqilishi mumkin. Model ZIP yoki eksponensial modeldan chastotali ayblanuvchi omilni ZIP tenglamasi yoki polinom tenglamalari bilan ko'paytirish orqali olingan.

Dinamik yuk modeli vaqtga bog'liq bo'lib, u kuchlanish va kerak bo'lganda chastota qiymatlari, faol va reaktiv quvvat o'rtasidagi bog'liqlikni, kuchlanish va

chastota vaqti tarixiga, shu jumladan, odatda hozirgi davrga bog'liqligini bildiradi. Dinamik model kuchlanish va burchak barqarorligini o'rganishda ayniqsa muhimdir. Induksion vosita (IM) modeli eng keng tarqalgan dinamik yuk modelidir (kommunal xizmatlar tomonidan jami energiya ta'minotining deyarli 70% elektr motorlari tomonidan iste'mol qilinadi va uning katta qismi IM); model qurilmaning oldingi, joriy kuchlanishiga, chastotasiga bog'liq holda haqiqiy va reaktiv quvvatni ifodalaydi. Eksponensial tiklash yuk modeli dinamik yuk modelini ifodalash uchun ham ishlatilishi mumkin.

Kompozit yuk modeli - bu modelni shakllantirish uchun ham statik, ham dinamik yuk komponentlaridan tashkil topgan yana bir model hisoblanadi. Adabiyotlar kompozit yuk modellari faqat statik yoki dinamik modellarga qaraganda aniqroq javob berishini ko'rsatdi. Umumiy kompozit yuk modeli ZIP va IM kombinatsiyasidir. Statik qism (1) dan (5) gacha, dinamik qism esa (6) dan (9) gacha tenglamalar bilan ifodalanadi. Energiya tizimining har qanday tipik yuk markazi yuklarning birgalikdagi statik va dinamik birikmalarini o'z ichiga oladi va shuning uchun kompozit yuk modeli tarqatish tizimlarida yuklarni aniqroq tasvirlaydi.

Tarqatish tarmog'i (DN) - yuqori kuchlanishli uzatish tarmog'idan uzatuvchi va uni oxirgi foydalanuvchiga etkazib beradigan energiya tizimi infratuzilmasi tarmog'i; uzatish tarmog'idan yuqori kuchlanishlar yirik sanoat uchun mos bo'lgan tarqatish transformatorlari orqali o'rta kuchlanishga tushiriladi. Bundan tashqari modellashtirish ikki bosqichni o'z ichiga oladi, yuk modeli tuzilishini tanlash va yuk modeli parametrlarini baholash tizimi mavjud.

Eng so'nggi tadqiqotlar Neyron tarmoqlarini (NN) identifikatsiyalash usullaridan ularning ilg'or qobiliyatlari uchun aniqlik va vaqt sarfi o'rtasidagi muvozanatni o'zgartirishga intiladi. Bundan tashqari, agar yuk iste'moli o'zgargan bo'lsa, NN qayta o'qitilishi shart emas. Statik modellar dinamik va kompozit modellar tomonidan muvaffaqiyatli amalga oshiriladi, shu bilan birga, faol tarqatish tarmoqlari Zheng va boshqalar tomonidan ko'rib chiqilgan.

Modellashtirish usullarining aksariyati muvozanatli buzilish sifatida taxmin qilinadi, shuning uchun muvozanatsiz vaziyatlarni keng qamrovli tekshirishga ehtiyoj bor. Onlayn real vaqt ma'lumotlaridan foydalangan holda yuklarni modellashtirishni amalga oshirishning takomillashtirilgan usullarini ishlab chiqish uchun ko'proq



izlanish talab etiladi, bu yuklarning mavsumiy va geografik o'zgarishlarini aniq ko'rsatishi mumkin. Ish sharoitlari dastlabki ish holatidan uzoqda o'zgarganda, RNN bilan bog'liq kamchiliklarni bartaraf etish uchun yaxshi ishlash uchun chegara masofasini qidirishning samarali usuli talab qilinadi. Power System Computer Aided Design (PSCAD) dasturiy ta'minotining MATLAB/SIMULINK bilan interfeysga kirish qobiliyati PSCAD-RNN rejimiga asoslangan kutubxonaga havolani ishlab chiqishning yana bir g'oyasini taklif qiladi. Chastotaning yukga bog'liqligi juda kichik bo'lib ko'rinadi va yuklash modellarini shakllantirishda asosan e'tiborga olinmaydi, kelajakda uni e'tiborsiz qoldirish mumkinmi yoki yo'qligini aniqlash uchun batafsilroq ko'rib chiqish kerak.

Xulosa o'rnida shuni aytish mumkinki, modellashtirish va identifikatsiyalash usullari tanqidiy ko'rib chiqiladi. Sohadagi ilg'or holatlar batafsil muhokama qilinib, yakunda muammolarga yangicha yondashuvlar ko'rsatilgan. Yukni modellashtirish va identifikatsiyalashda o'lchovga asoslangan yondashuvlar tavsiya etiladi, chunki yuk vaqt o'zgarishi va chiziqli bo'lmaganligi ma'lum. Shuningdek, PMU, SCADA va SM kabi yangi qurilmalar hozirda mavjud. Metaevristik optimallashtirish usullari aniqlik nuqtai nazaridan statistik usullardan ustun hisoblanadi.

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**PSYCHOLOGICAL FEATURES OF THE FORMATION OF  
COMMUNICATION SKILLS AMONG STUDENTS OF MEDICAL  
UNIVERSITIES**

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**Abstract.** At the same time, we note that the development of electronic means of communication allows us to talk about the tendency to reduce the role of direct interpersonal communication, as well as about the decrease of its component in the communicative competence of the individual, but, in our opinion, this applies to a lesser extent to the communicative competence of the doctor.

**Key words:** communication skills, psychological characteristics, medical students

One of the main competencies in the field of healthcare is the communicative competence of the individual. The profession of a doctor belongs to the activity of the subject-subject type (person-person), where interpersonal communication with patients and their relatives occupies a special place, therefore, speaking about the

communicative competence of a doctor as a professionally significant quality, we primarily mean the effectiveness of direct interpersonal communication. [1]

**The purpose of the study.** Research of psychological aspects of the formation of communicative competence among graduates of medical universities.

**Materials and methods.** Approaches to the definition of a doctor's communicative competence are interesting, in which it is understood as "a multilevel integral quality of personality (a set of cognitive, emotional and behavioral characteristics), mediating medical professional activity aimed at establishing, maintaining and developing effective contacts with patients and other participants in the therapeutic and preventive process. [2] In the structure of a doctor's communicative competence, we distinguish three interrelated and relatively independent levels: the basic (value) level, the content level and the instrumental (operational, technical) level, which includes two sublevels: general and professional communication skills and abilities" [3].

At the same time, the basic level is considered the main one, since it provides motivation for communication and opportunities for the development of communicative competence, facilitating or complicating this process. Basic communicative characteristics largely determine the originality of cognitive schemes, on the basis of which communicative programs are developed (content level), and the originality of the development of communicative skills and abilities (instrumental level). The content level ensures the translation of professional (medical) tasks into communicative ones, as well as the construction of communication programs and plans. The instrumental level includes general (for example, listening skills) and professional communication skills and abilities (for example, techniques for joining a patient) [3]. In accordance with this approach, the formation of a doctor's

communicative competence is carried out according to modular principles, each of which is aimed at developing appropriate levels of communicative competence. Along with the multilevel consideration of communicative competence, as well as its development through the development of appropriate levels, multicomponent models of the formation of communicative competence of future specialists are currently being developed [4].

**Results and discussion.** Thus, it can be stated that at present the communicative competence of a specialist is considered as an integral, multilevel (multicomponent) concept, including socio-psychological, psychological-pedagogical and linguistic parameters (qualities). At the same time, it is necessary to note the following features of the doctor's communicative competence and its specifics: - firstly, the doctor, like no one else, very often has to work in situations of time shortage and increased responsibility for making a vital decision on the patient's treatment, as well as for the content of information transmitted to patients or their relatives. At the same time, we must not forget about the high cost of error, which is an essential feature of the professional activity of a doctor. In addition, any information transmitted, for example, to the patient's relatives and containing a threat to the health or life of the latter, in most cases generates a stressful situation, the consequences of which cannot always be predicted, especially when communication occurs with relatives of terminally ill; - secondly, the doctor has to communicate with so-called difficult patients.

Some authors refer to the second category as depressive patients with a high risk of suicidal behavior, people with anxiety-hypochondriac character accentuation, patients - doctors by profession, introverted patients, closed to their inner world, and elderly people with mental disorders against the background of progressive atherosclerosis with memory loss, impaired concentration, with intellectual decreased

or with inadequate emotions that do not correspond to the physical condition [4]. Other authors consider hysteroid, anancastic (obsessive-compulsive), excitable, avoidant, dependent, passive-aggressive, paranoid, schizoid, narcissistic and antisocial personalities with different degrees of disorders to be "difficult" types [5]. According to our firm belief, firstly, training in communication of a future doctor with such patients should take place only at departments where clinical psychology is studied; secondly, this should happen after the trainees receive the necessary knowledge and consolidate the appropriate skills in psychological and pedagogical disciplines. In addition, it is necessary to realize the optimal level of development of these qualities. For example, empathy is a very important quality of a doctor's personality, but emphasis on the emotive type will necessarily lead to professional burnout with all the ensuing consequences. 3) The use of verbal techniques and non-verbal signals that help improve communication. The ability to hear and understand what has been said is one of the main conditions for improving communication, therefore, the development of active listening techniques is an important link in the formation of interpersonal communication skills. The techniques of active listening include: repetition technique (verbalization, step A - quoting, verbatim repetition of the words of the interlocutor), paraphrasing technique (verbalization, step B - brief transmission of the meaning of the interlocutor's message in their own words or using the formulations of the interlocutor), interpretation technique (verbalization, step B - interpretation of what the partner said). Most psychologists attribute negative assessments, ignoring the interlocutor and egocentrism to verbal techniques that worsen understanding in communication (searching for answers only to problems that concern us). In addition, we must not forget that in the process of transmitting information, its loss, distortion and addition occur. Often, distortion and addition are caused by apperception, i.e. the

dependence of perception on past life experience, on the orientation of the personality and some personal characteristics. 4) Demonstration of confident behavior, exclusion of insecure (passive-aggressive) and aggressive behavior. As a rule, patients trust a self-confident specialist more, so it is necessary to increase their own confidence, to understand which signs demonstrate confident behavior and which do not. At the behavioral level, the signs of confident behavior include a friendly look when establishing contact with the interlocutor, a calm facial expression, an open pose, the appropriateness of actions and movements, etc. 5) Mastering the methods and skills of argumentation of one's point of view, decision, position. You can read about argumentation methods in a large number of sources, but you can master them only with the help of practical classes and trainings, and even then not from the first time. It is especially difficult to argue your point of view with a significant number of opinions, when everyone is 100% sure of the correctness of their opinion. 6) Knowledge of strategies (styles) of behavior in conflict situations and techniques for regulating tension in conflict resolution. In accordance with the generally accepted theory of K. Thomas, there are five strategies (styles) of behavior in a conflict situation: cooperation, rivalry (struggle, confrontation), compromise, adaptation, avoidance (withdrawal). Interpreting the results of the Thomas questionnaire, many psychologists claim that the optimal result is indicators from 5 to 7 points on each scale. This suggests the need to use all five strategies (styles) of behavior in conflict situations equally. In addition, for the successful resolution of the conflict, the indicators of active actions (cooperation and rivalry) should prevail over the indicators of passive actions (adaptation and avoidance), as well as the indicators of joint actions (cooperation and adaptation) should be greater than the indicators of individual actions (competition and avoidance). Agreeing with this approach, we emphasize that for a

doctor, the main strategy of behavior in a conflict situation is cooperation, while rivalry can only be used for tactical purposes, and avoidance can only be used if the patient is transferred to another specialist for treatment. Choosing a particular strategy of behavior in a conflict situation, it is important to understand not only yourself, but also the patient (patients), especially if the patient has a pronounced accentuation of at least one of such types as excitable, stuck, hyperthymic, cycloid and demonstrative. But this is not the subject of this article. In line with the above approaches to the consideration of communicative competence, we analyzed the components of the instrumental level, i.e. psychological techniques, skills and abilities of interpersonal communication.

**Conclusions:** 1. The communicative competence of a specialist is an integral, multilevel (multicomponent) concept, including socio-psychological, psychological-pedagogical and linguistic parameters (components). 2. The formation of the future doctor's communicative competence should be carried out during the entire period of training both at psychological and pedagogical and specialized departments. 3. The development of communication skills (techniques) as components of communicative competence requires a long time and is possible only during practical classes or trainings.

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## **ENHANCING CRITICAL READING SKILLS IN STUDENTS: STRATEGIES AND APPROACHES**

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**Annotation** : This article delves into enhancing critical reading skills, emphasizing strategies like active highlighting and margin notes for improved annotation. It advocates for questioning techniques and comparative analysis to develop analytical thinking. The importance of engaging with diverse texts, utilizing technology, and various assessment strategies are explored, concluding with the promotion of a reading culture through literature circles and author workshops.

**Keywords:** Critical reading, Reading comprehension, Analytical thinking, Educational strategies, Literacy development.

Critical reading represents an intricate cognitive process that surpasses surface-level comprehension, demanding a thorough engagement with textual content. This diverse skill set includes the capacity to inquire, assess critically, and amalgamate information extracted from written material. The act of annotating texts assumes a crucial role in this procedure, prompting readers to actively involve themselves with the material. Through annotation, readers can emphasize crucial phrases, arguments, and evidence, fostering a more concentrated and participatory reading experience. Moreover, the dissection of intricate ideas within the text becomes imperative, enabling readers to decipher complex concepts and grasp the subtleties of the author's message.

A vital aspect of critical reading is discerning the author's perspective, necessitating readers to identify underlying biases, motivations, and intentions that shape the author's narrative. This proficiency not only elevates comprehension but also nurtures a profound understanding of the context in which the text originated. In essence, critical reading adopts a nuanced approach, involving annotation, the disentanglement of complex ideas, and perceptive recognition of an author's perspective. By employing these fundamental elements, readers can navigate texts with heightened analytical prowess, culminating in a deeper comprehension of the material.

Strategies:

1.Active highlighting serves as a strategic tool in critical reading, guiding students to identify and emphasize key elements such as crucial phrases, arguments, and supporting evidence. By engaging in this practice, students not only enhance their focus during the initial reading but also create a visual roadmap for later discussions. This highlighting technique aids in revisiting and extracting essential information efficiently.

2.Margin notes offer an additional layer of engagement, encouraging students to actively interact with the text. By jotting down questions, reflections, and connections in the margins, students personalize their reading experience. This personalized interaction fosters a deeper understanding of the material as it allows students to express their thoughts, inquire about unclear points, and establish meaningful connections between ideas. Over time, these margin notes become a valuable resource for students, serving as a personalized archive of their critical thinking process and aiding in comprehensive comprehension and analysis..

#### Developing Analytical Thinking:

1. **\*\*Questioning Techniques:\*\*** Guiding students to employ questioning techniques is foundational in cultivating analytical thinking. By encouraging them to ask probing questions about an author's purpose, potential biases, and the evidence presented, educators instill a habit of critical inquiry. This not only deepens their comprehension of the text but also fosters a mindset of skepticism and analytical curiosity.

2. **\*\*Comparative Analysis:\*\*** Assigning readings with diverse perspectives on the same topic challenges students to engage in comparative analysis. This approach cultivates a nuanced understanding as they explore contrasting viewpoints. It prompts students to assess arguments critically, honing their ability to discern and evaluate the strengths and weaknesses of different perspectives.

#### Engaging with Diverse Texts:

1. **\*\*Multimodal Approach:\*\*** Embracing a multimodal approach involves exposing students to a range of text types, including articles, essays, visual representations, and multimedia. This diversified exposure enhances their adaptability to various communication styles, preparing them to navigate the diverse forms of information prevalent in today's world.

2. **\*\*Real-world Application:\*\*** Integrating texts that relate to current events or societal issues brings a real-world dimension to learning. This not only sharpens critical reading skills but also connects academic pursuits to practical contexts, fostering a deeper understanding of the relevance and impact of the knowledge acquired.

#### Utilizing Technology:

1. **\*\*Interactive E-Readers:\*\*** Embracing interactive e-readers harnesses the power of digital tools to transform the reading experience. These tools enable students to engage actively with texts by incorporating features like annotations and highlighting. The collaborative dimension allows for shared insights and discussions, fostering a dynamic and participatory learning environment. Additionally, interactive e-readers provide real-time feedback, enhancing the immediacy of the learning process.

2. **\*\*Online Discussions:\*\*** Creating online forums opens avenues for students to critically engage with diverse interpretations. This virtual space encourages collaborative learning, allowing students to share perspectives, challenge ideas, and develop a deeper understanding through dialogue. Online discussions also facilitate the exchange of diverse viewpoints, promoting a more comprehensive exploration of the subject matter.

#### Assessment Strategies:

1. **\*\*Socratic Seminars:\*\*** Implementing Socratic seminars as discussion-based assessments promotes a deeper level of critical thinking. Students actively defend and question interpretations, honing their ability to articulate and justify their perspectives. This approach not only assesses comprehension but also cultivates effective communication skills.

2. **\*\*Analytical Essays:\*\*** Assigning analytical essays as assessments compels students to synthesize information from multiple sources. This challenges them to analyze content critically, draw connections, and present cohesive arguments. This method not only gauges their analytical skills but also encourages a holistic understanding of the subject matter.

#### Promoting a Reading Culture:

1. **\*\*Incorporate Literature Circles:\*\*** Forming literature circles creates small, focused discussion groups centered around specific texts. This peer-to-peer interaction enhances comprehension through collective exploration, encouraging students to share insights, question interpretations, and collaboratively construct meaning.

2. **\*\*Author Visits and Workshops:\*\*** Organizing sessions where authors or experts discuss their works provides students with unique insights into the creative and analytical processes behind writing. This direct engagement with creators fosters a deeper appreciation for literature and encourages students to view reading as a dynamic and evolving process.

Incorporating these strategies not only leverages technology for interactive learning but also integrates assessment methods and activities that nurture a vibrant reading culture within the educational environment.

In conclusion, fostering critical reading skills is paramount in equipping students with the tools necessary to navigate the complexities of information in our modern era. The article has delved into strategies such as active highlighting, margin notes, questioning techniques, and comparative analysis to enhance analytical thinking. Engaging with diverse texts through a multimodal approach, real-world applications, and leveraging technology, particularly interactive e-readers and online discussions, adds a dynamic dimension to the learning experience.

Assessment strategies like Socratic seminars and analytical essays serve as effective measures to evaluate not just comprehension but also communication and synthesis of information. Furthermore, promoting a reading culture is crucial, achieved through literature circles, author visits, and workshops, which collectively contribute to creating an environment where students not only read critically but also appreciate the evolving nature of literature.

By incorporating these multifaceted approaches, educators can empower students to become discerning readers, analytical thinkers, and active participants in a continually evolving world of information.

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**Проблемы развития межбюджетных отношений в Узбекистане и пути  
их решения**

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В настоящее время в Республике Узбекистан, в период проводимых реформ возникает объективная необходимость реформирования межбюджетных отношений как составляющей бюджетной системы. Важными направлениями реформирования, на наш взгляд, являются:

- оптимизация межуровневых бюджетно-финансовых потоков;
- дальнейшее внедрение бюджетирования, ориентированного на результат;
- повышение научной обоснованности подхода к увеличению бюджетных доходов за счет налоговых поступлений;
- разработка концептуальных основ управления бюджетными средствами;
- повышение открытости бюджетного процесса.

В рамках бюджетирования, ориентированного на результат, бюджетные ассигнования должны распределяться с учетом и в зависимости от достижения конкретных общественно значимых целей в соответствии с приоритетами государственной политики. Определение результативности расходов продиктовано потребностями практики и имеет существенное значение для определения путей социально-экономического развития страны.

Положительное воздействие, на наш взгляд, будет иметь усиление текущего и последующего финансового контроля за открытием, доведением лимитов бюджетных обязательств и финансированием расходов, внесение в отчетность показателей, характеризующих не только кассовые, но и фактические расходы бюджета.

Необходимо внедрить в процесс исполнения бюджета принципы и подходы управленческого учета, в частности, новую методику расчета и

группировку затрат распорядителей и получателей бюджетных средств, что позволяет усилить ответственность распорядителей и получателей бюджетных средств за конечные результаты их деятельности.

Рассчитывая эффективность расходования бюджетных средств, необходимо учесть, что зачастую результативность использования межбюджетных трансфертов отождествляют с эффективностью. Результативность расходов в Узбекистане определяется путем сравнения плановых и фактических показателей, которые свидетельствуют о степени усвоения бюджетных средств и достижении планового результата. В большинстве случаев достигая плановый результат у органов местного самоуправления нет стимулов для достижения еще лучшего результата. Важным приоритетным направлением совершенствования межбюджетных отношений, на наш взгляд, выступает формулировка эффективности межбюджетных трансфертов, а также выработка критериев для систематического анализа использования межбюджетных трансфертов.

В качестве основных проблем развития системы межбюджетных отношений в Узбекистане следует выделить следующие:

- наличие значительных различий в социально-экономическом развитии регионов, характеризующееся проявлением ярко выраженной дифференциации по важнейшим макроэкономическим показателям, отраслевой структуре добавленной стоимости, а также бюджетной обеспеченности и результативности регионов республики.
- низкая финансовая устойчивость большинства местных бюджетов, определяемая устойчивой тенденцией роста объемов получаемых межбюджетных трансфертов и числа депрессивных регионов;
- отсутствие систематического учета ресурсного, производственного, кадрового, инфраструктурного и других потенциалов регионов, и, как следствие, применение ситуативного распределения межбюджетных трансфертов.
- недостаточная открытость бюджетного процесса, в том числе в региональном разрезе;
- неэффективное использование и растрачивание средств местных бюджетов.

- отсутствие единой методики оценки финансовой устойчивости местных бюджетов и эффективности системы межбюджетных отношений;
- отсутствие четкого алгоритма расчета объемов выделяемых трансфертов;
- непоследовательный характер выравнивания бюджетной обеспеченности;
- отсутствие в механизме перераспределения межбюджетных трансфертов стимулов для наращивания собственного доходного потенциала;
- неравномерность обеспеченности социальной инфраструктурой, которые отразились на всей системе межбюджетных отношений в республике.

В целях преодоления вышеперечисленных проблем, на наш взгляд, имеет важное значение внедрение современных методов и инструментов повышения бюджетной самостоятельности и уровня жизни населения в регионах:

1. Децентрализация, то есть предоставление большей финансовой и административной автономии на местном уровне, что позволит регионам более эффективно управлять своими бюджетными ресурсами и расходами в соответствии с нуждами и приоритетами местного населения.

2. Пересмотр фискальной политики, включая регулярный пересмотр и анализ фискальной политики с целью снижения неравенства в распределении бюджетных средств между регионами.

3. Финансовая поддержка от центрального бюджета регионам с низким уровнем развития или высокой степенью социальной несправедливости, что может быть реализовано через межрегиональные фонды, программы и механизмы, направленные на снижение неравенства и поддержку наименее развитых регионов.

4. Улучшение финансового планирования и бюджетирования для более точного определения приоритетов расходных полномочий и достижения максимальной эффективности использования бюджетных средств.

5. Повышение эффективности расходов: на основе внедрения механизмов мониторинга и оценки эффективности программ и проектов, использование эффективных административных механизмов, повышение транспарентности и открытости в области расходовании бюджетных средств.

6. Развитие человеческого капитала, чего можно достигнуть путем развития системы образования и здравоохранения, обеспечения доступности и качества услуг в отдаленных областях, а также поддержки научных и инновационных исследований.

7. Содействие и развитие малого и среднего бизнеса, что призвано стимулировать экономический рост, создать рабочие места и повысить уровень жизни населения в регионах.

В целом, для оптимизации и повышения эффективности бюджетной системы и межбюджетных отношений в Республике Узбекистан необходимо запланировать и проводить действенные меры, направленные на повышение самостоятельности и устойчивости местных бюджетов. Оценка бюджетной устойчивости даст возможность ставить и решать стратегические задачи экономического и социального развития административно-территориальной единицы, включая привлечение инвестиций, развитие и модернизацию инфраструктуры, социальные и экономические программы, поддержку значимых для региона отраслей.

**BOSHLANG'ICH TA'LIMDA O'QUVCHILAR UCHUN  
MOTIVATSIYANI OSHIRISH USULLARI.**

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**Annotatsiya:** Bu maqola boshlang'ich ta'lim davrida o'quvchilarni ilhomlantirish va ularga qiziqtirish uchun samarali usullarni ta'kidlaydi. Maqolada, o'quvchilarni o'rganishda motivatsiyani oshirishga yo'l qo'yish uchun bir qator muhim usullar ko'rsatilgan. Maqsadlarni aniqlash, yaratuvchi muhit tuzish, real hayotga taalluqli darslar, muvofiqlik va muvofaqqiyatni ta'kidlash, qiziqarli vositalardan foydalanish, shaxsiy qobiliyatlariga e'tibor bermoq, va yaxshi namoyish berish kabi amaliy usullar o'quvchilarni o'rganish yo'liga ko'maklashuv beradi. Bu usullar, o'quvchilarni ilhomlantirib, o'rganishda qiziqtirish va ularga o'zlarini rivojlantirishga ma'naviy o'zaro intilish yaratishda muhim rol o'ynaydi.

**Kalit so'zlar:** O'quvchilarni ilhomlantirish, muvofaqqiyat, shaxsiy rivojlanish, motivatsiyani oshirish usullari.

**Abstract:** This article highlights effective ways to inspire and engage students in elementary education. The article shows a number of important ways to increase student motivation in learning. Practical methods such as setting goals, creating a creative environment, real-life lessons, emphasizing relevance and achievement, using interesting tools, focusing on individual skills, and good presentation support students' learning. These methods play an important role in inspiring students, engaging them in learning and creating a moral mutual desire for self-development.

**Keywords:** ways to inspire students, success, personal development, motivation.

**Аннотация:** В этой статье освещаются эффективные способы вдохновения и вовлечения учащихся в начальное образование. В статье показан ряд важных способов повышения мотивации учащихся в обучении. Практические методы, такие как постановка целей, создание творческой среды, уроки из реальной жизни, подчеркивание актуальности и достижений, использование интересных инструментов, сосредоточение внимания на индивидуальных навыках и хорошая презентация, поддерживают обучение учащихся. Эти методы играют важную

роль в воодушевлении студентов, вовлечении их в обучение и создании нравственного взаимного стремления к саморазвитию.

**Ключевые слова:** способы вдохновения студентов, успех, личностное развитие, мотивация.

Boshlang'ich ta'limda o'quvchilarni ilhomlantirish va ularga o'rganishni sevimli qilish juda muhimdir. Bu maqolada, boshlang'ich ta'lim davrida o'quvchilarni ilhomlantirish uchun amaliy va samarali usullar ko'rsatiladi. Motivatsiyani oshirishda maqsadlarni belgilash, yaratuvchi muhit tuzish, real hayotga taalluqli darslar, muvofiqlik va muvofaqqiyatni ta'kidlash, qiziqarli vositalardan foydalanish, shaxsiy qobiliyatlariga e'tibor bermoq, va yaxshi namoyish berish kabi asosiy qadriyatlar yoritiladi. Bu usullar, o'quvchilarni qiziqtirish, ularga o'rganishni sevimli qilish va muvaffaqiyatga yo'l qo'yishda katta ahamiyatga ega bo'ladi. Harakatlantiruvchi motivlarni o'rganish, to'g'ri qo'llash va uni to'g'ri yo'naltira olish pedagogik faoliyat mazmunining asosiy mohiyatini belgilaydi. Motivlashtirish - (lotincha moveo - harakatlantiraman, siljitaman degan ma'nolarni anglatadi) bu o'quvchilarni samarali o'quv-biluv faoliyatiga, o'quv materialini mazmunini faol o'zlashtirishga yo'naltiradigan jarayonlar, metodlar, vositalarning umumiy nomidir. Obrazli qilib aytganda, motivlashtirish tizginlarini o'qituvchi ham, o'quvchilar ham o'z qo'llarida tutib turadilar. O'qitish faoliyati nuqtai nazaridan qarasa, ta'limni motivlashtirish, o'qish faoliyati nuqtai nazaridan qarasa, o'quv-biluv faoliyatini motivlashtirish haqida gapirish mumkin. Motivlashtirish shaxsning ruhiy holati va munosabatlarining o'zgarish jarayoni sifatida motivlarga asoslanadi. Motivatsiyaning instinkt nazariyasi xulq-atvorni turg'un va tug'ma xulq-atvor naqshlari bo'lgan instinktlar rag'batlantiradi deb taxmin qiladi.<sup>1</sup> Uilyam Jeyms, Zigmund Freyd va Uilyam Makdugal kabi 5 ta psixologlar xulq-atvorni rag'batlantiradigan bir qator asosiy insoniy disklni taklif qilishdi. Bunday instinktlarga organizmning yashashi uchun muhim bo'lgan qo'rquv, poklik va muhabbat kabi biologik instinktlarni kiritish mumkin. Bu esa o'quvchini o'z vaqtida vijdonli, rostguy bo'lishga o'rgatadi. O'qituvchi bilimga baho qo'yish vaqtida o'quvchining materialni o'zlashtirish saviyasi, bola tafakkurining

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<sup>1</sup> Umumiy o'rta ta'limning davlat ta'lim standartlari va o'quv dasturi // O'zbekiston Respublikasi Xalq ta'limi vazirligining axborotnomasi, 7-maxsus son. - T.: „Sharq“, 1999.

o'sish darjasi, zenining rivolanishi kabi xususiyatlarini hisobga oladi: o'quvchilarning ishlash sur'ati, qobiliyati, o'qishga ishtiyoqi, nutqning o'sish darjasi o'rganiladi.

Shuningdek, ayrim, o'quvchilarda uchraydigan qurqoqlik, uyatchanlik, tortinchoqlik o'z kuchiga ortiqcha baho berish, ishonmaslik, shoshqaloqlik, kamgaplik xususiyatlari bartaraf etiladi. buning natijasida ta'lim jarayonida o'qituvchi va o'quvchi faoliyatining uyg'unligi ta'minlanadi. Bilim, ko'nikma va malakalarni tekshirish va baholashning tarbiyaviy ahamiyati shundaki, bunda o'quvchilarda o'qishga, o'z yutuqlari va muvaffaqiyatsizliklariga nisbatan munosabat shakllanadi, qiyinchiliklarni yengish istagi tug'iladi. Baho unda hamisha o'quvchi sifatida, shaxs sifatida o'ziga nisbatan muayyan bir munosabatni hosil qiladi. O'quvchining o'ziga nisbatan bu munosabatni, bu tuyg'ularni o'qituvchi uning hatti-harakatlaridagi irodalilik, jamoatchilik, o'zaro bir-biriga yordam berish kabi sifatarni shakllantirish borasida ustalik bilan ishlatadi. Umuman olganda ta'lim– tarbiya jarayonida bilim, ko'nikma va malakalar shakllanganligini nazorat qilish muhim o'rin egallaydi.<sup>2</sup>

Bundan tashqari yana savod o'rgatish metodikasi, ya'ni elementar o'qish va yozishga o'rgatish juda muhimdir. Bolalarga savod o'rgatish pedagogika fanidagina emas, balki ijtimoiy hayotda ham juda jiddiy masalalardan hisoblanadi. Chunki xalqning savodxonligi mustaqillik uchun, siyosiy onglik uchun, madaniyat uchun kurash quolidir. Mustaqil O'zbekiston Respublikamizda har bir kishining savodxon bo'lishiga alohida e'tibor berilmoqda. Ma'lumki, savod o'rgatish jarayonidagi o'qish darslarining asosiy vazifasi o'quvchilarga tovush va harfni tanishtirish, ulairning to'g'ri talaffuzini o'rgatish orqali bolalarda to'g'ri, ongli, ifodali o'qish ko'nikmalarini shakllantirishdan iborat. Shuningdek, o'quvchilar lug'atini boyitish, bog'lanishli nutqini o'stirish, bilimni boyitish, tafakkurini shakllantirish, eshitish, qabul qilish sezgisini o'stirishda ham bu davr mas'uliyatligi bilan alohida o'rin tutadi. O'qishga o'rgatish uchun, avvalo, o'quvchi tovush va harf bilan yaxshi tanishtirilishi lozim. Tovush va harf bilan tanishtirishda bo'g'indan tovushni ajratish tamoyiliga rioya qilinadi. Harf bilan tanishtirish bir necha xil yo'nalishda amalga oshirilishi mumkin: 1. Mazmunli rasm yuzasidan savol-javob usuli bilan bog'lanishli hikoya tuzdiriladi.

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<sup>2</sup> Boshlang'ich ta'lim bo'yicha Yangi tahrirdagi o'quv dasturi // „Boshlang'ich ta'lim". jurnali. — Toshkent, 2005. - № 5. 21 —33- betlar.

Undan kerakli gap, so'ng kerakli so'z ajratib olinadi, so'ngra so'z ustida yuqoridagi kabi tahlil ishlari uyushtiriladi. 2. So'z asos qilinib, analitik mashqlar yordamida o'rganiladigan tovush ajratib olinadi. Masalan: oy. O'qituvchi oy rasmini ko'rsatadi, o'quvchilar uning nomini - so'zni aytadi. O'qituvchi o tovushini cho'zib (o-o-o-y) aytadi va qaysi tovushni cho'zib aytayotganini o'quvchilardan so'raydi.<sup>3</sup> O'quvchilar o tovushini aytgach, uning xususiyatlari haqida savol-javob o'tkaziladi. O tovushli so'zlar o'ylab toptiriladi. Shundan so'ng o harfi kesma harfdan yoki rasmi alifbodan ko'rsatiladi. Bunda o harfining shaklini esda olib qolishlariga alohida e'tibor qaratiladi.

Umuman olganda, har bir o'qish darsida, albatta, bo'g'in tuzilishi murakkab bo'lgan so'zlarni o'qish mashqi o'tkazilishi lozim. Bu usul o'quvchilarda o'qish malakasining takomillashuviga yordam beradi. O'qishga o'rgatishda so'zlarni va gaplarni to'ldirib o'qish ko'nikmalarini hosil qilish o'quvchini gap tuzishga, tez fikrlashga yo'naltiradi.<sup>4</sup> O'quvchi tushirib qoldirilgan harf va so'zni rasmga qarab topadi, uning gap mazmuniga mos yoki mos emasligiga e'tibor beradi, o'rtoqlariga nisbatan tez topib, o'qituvchining rahmatiga sazovor bo'lishga intiladi. "Alifbe" darsligidagi matnlarda turli tinish belgilari ishlatilgan. O'quvchilar shularga mos ohang tanlashni, to'xtam (pauza) qilish o'rinlarini belgilab olishi zarur. Burida ham o'qituvchining tushuntirishi (birinchi uchragan tinish belgini izohlashi) va ifodali o'qish ham katta ahamiyat kasb etadi. Ifodali o'qilgan matngina tushunarli bo'ladi. Savod o'rgatishning birinchi kunlaridanoq o'qish ongli bo'lishi, bolalarni ongli o'qishga o'rgatish juda muhim. So'roqlar yordamida o'qilganlarni bola qanday tushungani aniqlanadi, tekshiriladi. Bolalar birinchi navbatda tilni, nutqni o'quv predmeti sifatida anglyadilar, ular xohlagan va qiziqarli narsalarnigina emas, balki zaruriy narsa va hodisalar haqida o'ylab, rejali nutq tuzish zarurligini ham tushuna boshlaydilar. Ular o'zining grafik shakli bilangina emas, balki leksikasi, sintaktik va morfologik shakli bilan ham og'zaki nutqdan farq qiladigan yozma nutqni ham

<sup>3</sup> B. Ma'qulova, D. Nasriddinova. Kitobim - oftobim (1-sinf dan tashqari o'qish kitobi). - T.: "O'qituvchi" NMIU, 2008.

<sup>4</sup> Boshlang'ich maktab darsliklarini yaratish mezonlari / Tuzuvchilar: Q. Abdullayeva, M. Ochilov, K. Nazarov, S. Fuzailov, N. Bikboyeva. - T.: 1994.



egallaydilar. Metodika bolalar nutqini boyitishi, sintaktik va bog'lanishli nutqini o'stirishni ham ta'minlashi kerak. Shuni aytib o'tish kerakki, bog'lanishli nutq maktablarda alohida bo'lim sifatida o'rganilm aydi, u til fanining boshqa bo'limlari bilan bog'langan holda shakllantiriladi. Ona tili o'qitish metodikasi fanining metodologik va ilmiy asoslari. Ona tili o'qitish metodikasining metodologik asosi borliqni bilish nazariyasidir. Bu fanning bosh vazifasi o'quvchilam ing o'zbek tili lug'at boyligini to'liq o'zlashtirib olishlarini ta'minlashdir. Ma'lumki, jam'iyatda til kishilar o'rtasidagi aloqaning zaruriy vositasidir.

Xulosa. Ongli o'zlashtirishni amalga oshirishda lug'at ustida ishlash ham muhim ahamiyat kasb etadi. So'zlarnig ma'nosi ustida to'xtalish, birinchidan, fikmi oydinlashtirsa, ikkinchi tom ondan matnni tushunishga ham yordam beradi. She'r, tez aytish, topishm oq, qo'shiq, maqol, hikmatli so'zlardan o'qitish, yod oldirish ham o'quvchilam ing o'qishga qiziqishini oshiradi, o'qish malakasini shakllantiradi, xotirasini mustahkamlaydi. Boshlang'ich sinflarda o'qish darslarining uchdan ikki qismi o'qishni mashq qilishga ajratilishi lozim.

#### **Foydalanilgan adabiyotlar:**

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**DESIGNING AN APPROACH FOR IMPROVING COMMUNICATION  
ABILITY OF SECONDARY SCHOOL PUPILS**

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**Abstract.** this article discusses about creating an approach for developing communication ability of secondary school pupils. Furthermore, it provides some feasible suggestions from the point view of pedagogs.

**Keywords:** *communicative approach, speech, grammar, principle.*

The communicative approach has been at the forefront of schoolchildren's speech development methods for the past few years. Potential communication with other members of the community is involved, and communication is intended to persuade others to agree with one's point of view while also providing information. Based on the study of linguistic units as text-forming ones engaged in speech generation and formulation, the communicative method was developed. The syntactic structure is viewed in the context of this orientation as a functional unit with a specific range of application. In terms of speech development, the communicative method is linked to how kids learn language norms in all kinds of speech activities - receptive, productive, oral, and written - while taking the communication environment into consideration. In the words of T.M. Voitelova, "such training promotes a conscious attitude to the language system, its norms and categories, and the rules for choosing the right language unit, it allows you to work most effectively on all types of speech activity in accordance with the age stages of speech development and the leading activity of students - this is the way from speech activity to comprehension and analysis of language units necessary for solving communicative, cognitive and educational tasks, in the unity of their meaning, form and function" [1].

Within the context of the communicative orientation, researchers like E.V. Arkhipova, A.P. Eremeeva, G.G. Gorodilova, V.I. Kapinos, L.P. Fedorenko, T.A. Ladyzhenskaya, and M.R. Lvov examined the circumstances and phases of how students' speech activity forms. These authors suggest using a systemic and complete approach to the study of speech development, integrating students' linguistic theory studies with practical communicative activities under particular communication scenarios.

This definition of student speech development methodology as a subset of student language methodology is widely accepted. It studies “methods and techniques for enriching and activating the vocabulary of students, forming the grammatical structure of student speech (morphological means, phrases, sentences), coherent speech - monologue and dialogue, narration, description studies the levels of speech proficiency at different levels of learning and typical speech errors, their frequency, causes and ways of elimination” [2]. Such a viewpoint is consistent with the communicative orientation as, within the parameters of the speech development approach, all linguistic levels and speech patterns are taken into consideration, including oral and written speech acts. Its goal is to get pupils ready for successful verbal communication. The primary goals are to pinpoint the root causes of speech mistakes and provide practical solutions for their eradication (via training exercises and activities).

At the moment, the following departments differ in their approaches to teaching the English language: vocabulary development, sentence construction, composition, and enhancing students' speech patterns. [2]. Through the enhancement of students' communicative capacity, we comprehend "the process of mastering speech: the mechanisms of speech - its perception and expression of one's thoughts" and "the means of language (phonetics, vocabulary, grammar, speech culture, styles)" [2]. According to M.R. Lvov, mastering the culture of speech, the development of speech's physiological mechanisms, the need for communication, the ability to express one's thoughts, the existence of a speech environment that provides linguistic nourishment for a child's speech development, and the presence of meaningful material that forms speech's content are the primary requirements for a child's successful development of speech [2]. It is important to remember that environmental factors can have both beneficial and bad effects, such as causing speech problems, improper wording, etc. Given the impact of society, educators ought to act as cultural norm interpreters and practice modeling good speech in the classroom.

Thus, one of the four main pillars of the general approach to learning English is the development of pupils' speech. In addition to being able to comprehend and analyze the writing of others, students should be able to conduct dialogues and express

themselves both orally and in writing in a way that is appropriate for the communication environment and the statement's goal [3].

According to T.M. Voiteleva, who bases her technique on L.P. Fedorenko, the following are the fundamentals of speech development methodology: the principle of unity of speech and thinking development (a child's speech development is closely related to the development of certain mental operations: synthesis, analysis, abstraction, generalization, induction, and deduction); the principle of language learning and speech learning (units of language are assimilated in the unity of their knowledge - the principle of reliance on the syntactic model); the principle of communicative development (promotes full-fledged communication both orally and in writing); the contextual principle, which analyzes linguistic units in the context of their relationships, and the continuity of work on speech development, which involves frequent speech development exercises in classes as part of learning English [1].

As we can see, there is ongoing integration taking place in the area of schoolchildren's speech development. These guidelines are predicated on the idea that speech is an activity in which students are the subject. Therefore, developed thinking (schoolchildren need to work on developing their inner speech), imagination, and creativity, as well as awareness of the rules of language (literary standard) and the environment in which communication occurs, are prerequisites for effective communication. In addition, the author themselves should view the text as a single cohesive unit with a clear composition (introduction, main part with thesis and arguments, and conclusions), understanding of the goals and objectives that must be carried out, rather than as something fragmented, fragmentary, and situational (which is often the result of young people's "clip thinking"). As a result, the verbal utterance takes on a social orientation, intended to communicate the speaker's objectives and viewpoint to the listener.

It would also be hard to ignore the ethical aspect of the problem. As part of the process of helping students develop their communicative competence, teachers should also focus on helping students convince others of their rightness through verbal rather than physical means, respect for the opposing party and their viewpoint, reflection on what others have said, and the capacity to agree or rationally disagree. These guidelines align with the findings of M.R. Lvov, who takes into account the

physiological mechanisms of speech development, the need for communication, the expression of ideas, the existence of a speech environment that supports a student's developing speech, the presence of significant material that contributes to speech content, mastering theoretical knowledge of language, its patterns, correcting speech constantly, adhering to its studied rules, and mastering the culture of speech [2].

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**BOSHLANG'ICH SINFLARDA O'QISH SAVODXONLIGI DARSLARIDA 4K  
MODELINI INNAVATSION VA INTERFAOL USULLAR ORQALI OLIB  
KIRISH**

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**Kalit so'zlar:** interfaol, innavatsion, model, o'qish savodxonligi , kreativ, pedagog, tanqidiy fikrlash, "4K" modeli.

**Annotatsiya :** Mazkur maqolada o'qish savodxonligi darslarini tashkil etishda "4K" modelini innavatsion va interfaol usullarda olib kirish, bolalarni ta'lim olishga bolgan qiziqishlarini yanada oshirish, shuningdek o'quvchilarni darslarni samarali o'zlashtirishlari uchun interfaol metodlardan foydalanish yollari, haqida tavsiyalar berilgan.

**Kirish**

Maqolada boshlang'ich sinf o'qituvchilari uchun yangilik bo'lib kelayotgan. "4K" modeli haqida so'z boradi. Boshlang'ich sinflar uchun ushbu yangi darsliklar o'quvchilarni har tomonlama rivojlantirish, nafaqat bilim, balki zamonaviy jamiyatga muvaffaqiyatli moslashish uchun zarur bo'lgan ko'nikmalarni shakllantirishga qaratilgan. O'qitishning zamonaviy metodlarini qo'llash o'qitish jarayonida yuqori samaradorlikka olib keladi.

Boshlang'ich ta'lim shaxs shakllanishi davrining eng muhim bosqichlaridan biri desak mubolag'a bolmaydi. Boshlang'ich sinf bu bola hayoting eng muhim bosqichi ya'ni shu bilan birga ong ostida olamni anglash , tasavvur va bilimlar poydevorini tiklash pallasini bo'lgani uchun ham nozik e'tibor talab etadi. Ayni shu pallada bola o'zida " o'quvchi shaxs"ni yaratadi maktabga va ta'lim olishga nisbatan qiziqishni, mehrini tuyadi, ilim yo'lidagi kelgusi natijalar uchun kuch to'playdi. Bu esa, zamonaviy pedagogika oldidagi doimiy va murakkab masala sifatida darsliklarning g'oyaviy, tarbiyaviy va ma'rifiy saviyasiga jiddiy yondashishni talab etadi. Xalq ta'lim tizimining 2030 rivojlantirish konsepsiyasida o'qitish metodikasini takomillashtirish vazifasi belgilangan .Shunga muvofiq darsliklarni yangilash bo'yicha muayyan ishlar bajarildi. Xususan ilg'or xorijiy tajribalar asosida 1-4sinf darsliklari yangidan " 4K" modeli asosida tayyorlandi." 4K" modelida foydalanish ko'plab sinovlardan otgan ,

muhimi, zamonaviy yondashuvdir. Ushbu "4K" modeli orqali o'quvchilarning tanqidiy fikrlashi, o'z fikrini erkin bayon etishiga alohida ahamiyat beriladi. Yangi zamonaviy maktab darsliklari innovatsion yondashuvni tashkil etadi va ta'lim samaradorligini oshiradi. Yuqorida takitlab o'tilgan "4K" modeli bolalarni har tomonlama rivojlantirishga qaratilgan bo'lib, to'rt asosiy kompetensiyalarni o'z ichiga oladi.<sup>1</sup>

**Kollaborasiya:** Darsliklar o'quvchilarning jamoada ishlash qobiliyatini rivojlantirishda yordam beradigan tarzda tuzilgan. Bu o'quvchilarga hamkorlik qilish, samarali fikr almashish va o'zaro qo'llab quvvatlash ko'nikmalarini o'rganishga ko'maklashadi.

**Kommunikativlik:** Darsliklar o'quvchilarning boshqalar bilan muloqot qilish qobiliyatini rivojlantirishga qaratilgan. O'quvchilar o'z fikrlarini aniq va ravshan ifodalashga, suhbatdoshni tinglashga va tushunishga, ma'lumotni yetkazishda til vositalaridan unumli foydalanishga o'rganadilar.

**Kreativ fikrlash:** Darsliklar ijodiy fikrlashni va yangilik qilish qobiliyatini o'quvchilar o'z maqsadlariga erishish uchun yangicha yondashishni qo'llashni o'rganadilar, innovatsion yechimlarni ishlab chiqadilar va ijodiy muammolarini hal qilish ko'nikmalariga ega bo'ladi.

**Kritik fikrlash:** Ushbu metodologiya o'quvchilar axborotini tanqidiy baholash, o'z fikr mulohazalarini shakillantirish rivojlantirish ko'nikmalarini o'z ichiga oladi. O'quvchilar muammoga analitik nuqtai nazaridan yondashishni o'rganadilar va mantiqiy fikrlash asosida o'z nuqtai nazarini shakillantiradi.<sup>2</sup>

Hozirgi kunda ta'lim jarayonida interfaol metodlar va axborot texnologiyalarini o'quv jarayonida qo'llashga bolgan qiziqish kundan-kunga ortib bormoqda. Bunday bo'lishining sabablaridan biri, shu vaqtgacha an'anaviy ta'limda o'quvchilar faqat tayyor bilimlarni egallashga qaratilgan bolsa, zamonaviy texnologiyalardan foydalanish esa ularni egalayotgan bilimlarni o'zlari qildirib topish, mustaqil o'rganish va fikrlash, tahlil qilish, hatto yakuniy xulosalarni o'zlari keltirib chiqarishga

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<sup>1</sup> O'zbekiston Respublikasi Prezidentining 2019 yil 29 - apreldagi O'zbekiston Respublikasi Xalq ta'lim tizimini 2030- yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida " gi Farmoni.

<sup>2</sup> YANGI O'ZBEKISTON ictimoiy -siyosiy gazetasi N.163 (952), 2023 yil 17 -avgust.

o'rgatadi. O'qituvchi bu jarayonda shaxs rivojlanishi, shakillanishi, bilim olishi va tarbiyalanishiga sharoit yaratadi va shu bilan bir qatorda boshqaruvchilik yo'naltiruvchilik funksiyasini bajaradi. Bugungi kunda ta'limda "Aqliy hujum", "Fikirlarning shiddatli hujumi", "Tarmoqlar", "metodi", "Beshinchisi inortiqcha", "Yumaloqlangan qor", "zigzak", "oxirgi so'zini men aytay kabi zamonaviy texnologiyalar qo'llanilmoqda. Bu metodlar bolalarni dars mashg'ulotlaridan zerikishlarini oldini oladi, bolalar o'yinlar orqali ham o'zlari uchun kerakli bilimni oladi. Bugungi kun o'qituvchidan ilg'or pedagogik va yangi axborotlar texnologiyalardan o'quv jarayonida foydalanishni talab etmoqda<sup>3</sup>.

Quyida sinflar kesimida ayrim mavzular asosida o'qitishning zamonaviy usullarini tadbiq etish bo'yicha tavsiyalar beriladi. O'ylaymizki darslikdagi topshiriqlarni qiziqarli bo'lishidan ko'ra samarali bo'lishi ko'proq ahamiyatga egadir. Masalan bir topshiriqda: Tushurib qoldirilgan sozni toping? deb berilgan.

Kindik qoni to'kilgan,  
Tug'ulib o'sgan diyor.  
Ona kabi mehribon,  
Yagona va betakror.  
Bag'rida biz quvnamiz,  
Uni \_ ataymiz!

Katta ehtimol bilan boshliqqa "Vatan" yoki "O'zbekiston" so'zlari qo'yiladi. Bu topshiriq bir qarashda qiziq ko'rinishi mumkin, ammo o'qish savodxonligi ko'nikmalarini (ayniqsa 4K ko'nikmalarini) rivojlantirishga aloqador emas. Bu masalaga o'quvchi istagan sozini qoyadi, bu bilan undagi qaysi ko'nikmani shakllantirish yoki rivojlantirmoqchimiz samarasiz deganda aynan shu narsa aytib otilmoqda. Endi shu topshiriqni qanday qilib samarali qilish mumkin edi degan savolni korib chiqamiz.

1. She'rdan oldin o'quvchiga quyidagi savollarni beramiz:
  - a) Vatan deganda xayolingiz nimalar keladi?
  - b) Nima deb o'ylaysiz, Vatan insonga nima uchun kerak?

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<sup>3</sup> Til va adabiyot ta'limi (O'zbekiston Respublikasi Xalq Ta'limi Vazirligining ilmiy metodik jurnali) 2021. 21-son. 20-23 b



2. she'r matnini to'liq beramiz

3. She'rni o'qib beramiz ,keyin o'quvchilarga o'qitamiz ( kamida 2 tasiga )

4. Quyidagi savollarni beramiz :

a) Kindik qoni to'kilgan diyor deganda nimani tushundingiz? ( Javobni tinglab bo'lgach , o'qituvchi kindik qoni haqida ma'lumot berib ketadi)

b) Nima uchun Vatan yagona va betakror boladi deb o'ylaysiz? Sizningcha Vatanimizning nimasi betakror? (o'quvchilarning javobini tinglab bo'lgach , Vatan sog'inchi ,yantoq haqida ,oq ayiqlar haqida ,yaqin qarindoshlar,tanishlarni sog'inch haqida aytib beradi)

d) Aytinch- chi, Vatan bu binolar, to'g'lar,daraxt o'simliklardangina iborat joymi ? Vatan tushunchasi yana nimalarni o'zida jamlaydi,deb o'ylaysiz?

5. Klaster chizamiz ,o'rtaga Vatan deb yozib qo'yamiz. O'quvchilar she'r, o'qituvchining nutqi asosida shakllangan tasavvurlari asosida klasterni to'ldirishlari kerak.

### **XULOSA**

Boshlang'ich sinflar uchun yangi darsliklar ,kelajagimiz egalari bo'lmish yosh avlodning har tomonlama rivojlantiribgina qolmay , balki zamonaviy jamiyatda muvaffaqiyatli moslashish uchun zarur bo'lgan ko'nikmalarni ularda shakllantirishga qaratilganligi bilan yanada ahamiyatlidir. Bizningcha ta'limiy o'yinlarga qo'yiladigan asosiy talablar quyidagilardan iborat:

1. Ta'limiy o'yinlar o'quvchilar yoshiga mos bolishi kerak;

2. O'yinlar o'tilayotgan mavzu mazmun mohiyatiga mutanosib bolishi lozim;

3. Ta'limiy o'yinlar o'tkazish vaqti aniq belgilangan bolishi shart;

4. Ta'limiy o'yinlar ham ta'limiy ham tarbiyaviy ahamiyatga ega bolishi kerak;

5. Ta'limiy o'yinlarning o'tkazilish maqsadi ,ahamiyati belgilanishi lozim.

Yuqoridagi talablarga amal qilingandagina dars samaradorligi ortadi va zamonaviy texnologiyalar ta'lim samaradorligiga xizmat qiladi.

**Foydalanilgan adabiyotlar ro‘yxati :**

- 1.YANGI O‘ZBEKISTON ictimoiy -siyosiy gazetasi 2023.
- 2.Til va adabiyot ta’limi( O‘zbekiston Respublikasi Xalq Ta’limi Vazirligining ilmiy metodik jurnali) 2021. 1 son 20-23 b
3. Siddiqova, D .(2020) Bo‘shang‘ich sinflarda interfaol ta’lim va loyihalash texnologiyasi.
- 4.O‘zbekiston Respublikasi Prezidentining 2019 yil 29 - apreldagi O‘zbekiston Respublikasi Xalq ta’lim tizimini 2030- yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida " gi Farmoni.

## **TIL O'RGANUVCHILAR UCHUN GRAMMATIKANING AHAMIYATI.**

**Ortiqova Gulmira G'anisher qizi**

Qarshi davlat universiteti 2-bosqich talabasi 022-67-guruh talabasi

**Mavzuning dolzarbligii.** Bilamizki, hozirgi kunda ko'plab insonlar til o'rganishga e'tibor qaratmoqdalar va ular til o'rganish ko'plab imkoniyatlar ochishini bilishadi. Ayni damda O'zbekistonda ham til o'rganishga bo'lgan qiziqish va talab ortib bormoqda. Hozirda e'tibor bersak yoshlar hamda katta yoshdagi insonlar ham tillar o'rganishni xohlaydilar. Ular o'zlarining qiziqishi va muhimligiga ko'ra rus tili, ingliz tili, koreys tili va boshqa tillarni o'rganishmoqda. „Til bilgan el biladi“ degandek biror bir til o'rganish katta imkoniyatlarni ochiladi. Chet ellarga sayohatga chiqqanda yoki chet davrlariga o'qishga borganda juda katta foydasi tegadi. O'sha mamlakat insonlari bilan muloqot qilish, o'z fikrlaringizni erkin bayon qilish imkoniyatini beradi. Til bilish insonlarni o'zga mamlakatlarda turli muommolar kelib chiqishidan himoya qiladi desak adashmaymiz. Barchamiz bilamizki, qandaydir til o'rganish, unda xato qilmay fikrimizni aniq, ifodali bayon qilish uchun uning grammatikasini o'rganishimiz kerak. Biroq hozirgi kunda ko'plab til o'rganuvchilari biror bir til o'rganish uchun uning grammatikasini o'rganish muhim emas deb bilishadi va o'z fikrlarini „barcha insonlar o'z ona tilisini grammatika o'rganmasdan turib ham bemalol gapira oladi, o'z fikrini bayon qila oladi“ degan g'oya ostida targ'ib qilishmoqda.

**Mavzuning ilmiy asosi.** Barcha inson tug'ilganda qanaqadir tilda muloqot qilinadigan muhitda dunyoga keladi va umri davomida o'zining oila a'zolaridan va yon atrofdagilardan o'sha tilni o'rganib boradi va o'sha tilda doimiy muloqotda bo'ladi. Eng muhimi o'sha tilda muloqot qilinadigan muhitda bo'ladi va barcha holatlarda o'sha til doirasida bo'ladi ya'ni o'qishda, ishda, ko'chada, televizorda qanaqadir ko'rsatuv yoki kino ko'rayotganda, radiodan biror bir musiqa yoki habarlar eshitayotganda va boshqa holatlarda. Lekin biror bir tilni ikkinchi til sifatida o'rganayotgan inson u tilda muloqot qilinadigan muhitda bo'lmaydi, bo'lsa ham doimiy bo'lolmaydi va o'zining tilidan ko'proq holatlarda foydalanishi ehtimoli yuqoriroq. Qanaqadir tilni uning grammatikasisiz ham o'rganish mumkinmi? O'sha tilni grammatikasisiz o'z ona tilisidek gapirib ketish mumkinmi? degan savollar ko'plab insonlarni o'ylantiradi. Bunday savollarga quyidagicha javob berish mumkin.

Biror tilni uni grammatikasini o'rganmasdan ham o'rganish mumkin lekin bunda o'rganuvchilarning ko'p vaqtlari ketadi va grammatikasini o'rganmaganligi uchun ham tuzgan gaplari grammatik jihatdan xato bo'ladi va fikrlarini keng, mazmunli bayon qilish imkoniyatini yo'qotadilar. Chunki grammatika o'zimizni ifodalash qobiliyatimizning asosidir. Biz undan qanchalik ko'p foydalana olsak va foydalanishni bilsak, shunchalik fikrlarimizni kengroq ifoda qila olamiz va boshqalarni fikrini ham yaxshiroq tushuna olamiz. Bu aniqlikni oshiradi, noaniqlikni bartaraf qiladi. Masalan: bir inson o'zbek tilini ikkinchi til sifatida o'rganyapti ammo o'zbek tilining grammatikasini o'rganmasdan turib gapiryapti misol uchun u bozorga bordi va sotuvchi bilan muloqotda bo'lyapti. „Men olma kerak, u narxi qancha, pul yetmas ekan, kam pul bersa bo'ladimi?“ bu gaplarda grammatik xatolar talaygina, grammatik xato bilan qanchalik biror tilni tez, ravon va taalafuz jihatdan ham puxta gapirilsa ham chiroyli, mukammal bo'lmaydi. Bu holatda u sotuvchiga o'zini fikrini bildira oldi deb aytishimiz mumkin lekin grammatikani bilmasligi boshqa holatlarda qiyinchilikka va tinglovchini so'zlovchining nutqiga tushunmay qolishiga sabab bo'lishi mumkin. Hammaga ma'lumki, kimdir biror bir til o'rganishni istaydimi yoki o'rganishga qaror qildimi, demak, albatta biror bir maqsadda o'rganadi ya'ni o'sha tilni o'rganib keyin o'sha tilni boshqalarga o'rgatib daromatga chiqishni xohlashi mumkin bunda albatta o'quvchilarga o'sha tilni puxta o'rgatishi talab etiladi albatta o'sha til o'rganuvchilari ham o'sha tilni yaxshi biladigan insondan o'rganishni xohlaydi. Bunda o'sha til grammatikasini bilmaslik ko'p xatolarga yo'l qo'yishga va o'quvchilarni yo'qotishga sabab bo'lishi mumkin. Yoki ba'zi insonlar chet davlatga ishlashga yoki o'qishga ketish uchun o'sha mamlakat tilini o'rganayotgan bo'lishi mumkin. Bunda albatta chiroyli va tushunarli gapirish muhim hisoblanadi. Chet elda qanaqadir korxonalarda yoki tashkilotlarda ishlash uchun o'sha davlat tilini puxta bilish va erkin, xatolarsiz gapirish talab etiladi bunda albatta grammatikasini o'rganmasdan turib bunga erishish qiyin. Yoki chet tillarini o'sha tilda sertifikat olish uchun o'rganishi mumkin. Bilamizki hozirgi kunda chet tillarini bilish darajalarini bilish uchun har xil testlar tashkil etilgan masalan: ingliz tilini qanchalik bilish darajasini aniqlash uchun har xil testlar mavjud IELTS, CEFR, TKT, CELTA va shunga o'xshash boshqa xorijiy tillarni bilish darajalarini aniqlash uchun har xil test tizimlari yaratilgan. Agar o'sha tilda qanaqadir test topshirilsayu lekin uning grammatikasini

bilmaslik o'sha tilning bilish darajasini anchaga pasaytirib yuborishi mumkin. O'sha tilda qancha ko'p va murakkab lug'atlar bilsa ham yoki taalafuz jihatdan bexato gapirilsa ham daraja pasayib ketishi aniq.

**Xulosa** . Qandaydir tilni o'rganishni va unda bexato, chiroyli , mazmunli gapirish uchun uning grammatikasini hamda uning boshqa jihatlarini ham birgalikda o'rganish kerak. Bu fikrlarim bilan har bir til o'rganuvchilar albatta biror bir til o'rganishmoqchimi ,albatta, uning boshqa jihatlari bilan birgalikda grammatikasiga ham e'tibor qaratishi kerak , undan keraklicha foydalana olishishni bilishi va qo'llay olishi lozim deb bilaman. Bu esa yuqorida aytilganidek ularga o'sha tilda fikrlarini keng bayon qilish va tinglovchilarga yaxshi tushunish imkoniyatini yaratib beradi.

**XORAZM ADABIY MUHITINING JADIDLAR DAVRIDAGI FAOLIYATI.**

**Urganch Ranch Texnologiya Universiteti**

**katta o'qituvchi**

**Abdullayeva Guliston**

***Annotatsiya:** Maskur maqolada "milliy uyg'onish davri adabiyoti" va "jadid adabiyoti" tushunchalarining mohiyati aynan bo'lsa ham iste'moldagi darajasi har xil. Chunonchi, ikkinchi nom Turkiston, Buxoro ijodkorlariga nisbatan faolroq qo'llaniladi. To'g'ri, o'zbek jadid adabiyoti, asosan, mumtoz adabiy tajribalar, qisman jahon estetik tafakkuri zaminida shakllandi va takomillashdi. Bu xususiyat Xorazm adabiy muhiti namoyandalari ijodi uchun ham mushtarakdir. Bu murakkab, ko'p qirrali jarayonning ta'lim, badiiy ijod, san'at, matbuot va boshqa sohalardagi yangicha ko'rinishlari, milliy va umumbashariy mazmundagi insonparvarlik qarashlari bugungi tadqiqotlarda tobora yorqinroq ochib berilgan.*

***Kalit so'zlar:** jadidlar, badiiy ijod, sa'nat, ilm-ma'rifat, matbuot, teatr, mumtoz adabiyot.*

Ma'lumki, XIX asr oxiri XX asr boshlari O'rta Osiyo xalklari tarixiga "milliy uyg'onish davri" bo'lib kirgan. Bu davrda amal qilgan ijtimoiy-siyosiy va madaniy-adabiy harakat muammolarini o'rganish hozirgi kunda ham davom etmoqda. Zero, jamiyat taraqqiyoti, insonning o'zligi, Vatan mustaqilligi g'oyalari bu harakatning ijtimoiy ideali bo'lib, eskirmaydigan boqiy qadriyatdir. Bu murakkab, ko'p qirrali jarayonning ta'lim, badiiy ijod, san'at, matbuot va boshqa sohalardagi yangicha ko'rinishlari, milliy va umumbashariy mazmundagi insonparvarlik qarashlari bugungi tadqiqotlarda tobora yorqinroq ochilmoqda. Bu jarayon – "jadidchilik harakati" sifatida keng yoyilib, uning faoliyat doirasi, voqe bo'lish xususiyatlari, o'ziga xosligi alohida diqqatga loyiqdir. Taniqli adabiyotshunos professor Begali Qosimovning "jadidchilik yakrang emas, u Turkiston, Buxoro, Xivada turli miqyos va ko'lamda namoyon bo'lganligi" haqidagi fikrlarida ana shu turfalik nazarda tutilgan. Bu hol jadidchilikning asosiy yo'nalishlaridan biri adabiyotga ham daxldor.

Avvalo, shuni aytish kerakki, qayd etilgan davrdagi adabiyot qo'sh nom bilan atalib, "jadid adabiyoti" ikkinchi nomidir. Muhimi, "milliy uyg'onish davri adabiyoti"

va "jadid adabiyoti" tushunchalarining mohiyati aynan bo'lsa ham iste'moldagi darajasi har xil. Chunonchi, ikkinchi nom Turkiston, Buxoro ijodkorlariga nisbatan faolroq qo'llaniladi. To'g'ri, o'zbek jadid adabiyoti, asosan, mumtoz adabiy tajribalar, qisman jahon estetik tafakkuri zaminida shakllandi va takomillashdi. Bu xususiyat Xorazm adabiy muhiti namoyandalari ijodi uchun ham mushtarakdir. Afsuski, Xorazmdagi jadidchilik haqidagi qator tadqiqotlarda asosiy e'tibor ijtimoiy-siyosiy masalalarga qaratilib, jadid adabiyoti namunalariga yetarli baho berilmadi. (Begali Qosimov va Sharif Yusupovning "Milliy uyg'onish davri o'zbek adabiyoti" kitobidagi Bayoniy, Komil Xorazmiy, Muhammad Rahimxon Feruz, Ahmad Tabibiy ijodiga doir fikrlari bundan mustasno). Ko'p hollarda, Xorazm shoirlarining milliy uyg'onish davri adabiy muhitidagi o'rni e'tirof etilsa-da, ularga nisbatan "jadid" atamasi qo'llanilmay kelinmoqda, hatto mustaqillik yillarida yaratilgan Avaz, So'fi, Otaniyoz Niyoziy, Devoniy haqidagi ilmiy ishlarda ham ularning jadid adiblari vakillari ekanligi qayd etilmaydi. Vaholanki, bu muhitda XIX asrning 80-yillaridan XX asrning 30-yillari o'rtalarigacha yashab ijod qilgan deyarli barcha shoirlar asarlarida ilm-ma'rifat, erk va millatning o'zligini anglash motivlari keng targ'ib qilindi va ular yangi, jadid adabiyoti mundarijasini sezilarli darajada boyitdi.

Tabiiyki, har bir hududdagi ijtimoiy-tarixiy sharoit, asriy madaniy-adabiy an'analar, badiiy-estetik qarashlar darajasi jadid adabiy tafakkurining tug'ilishi va taraqqiyotiga muayyan ta'sir ko'rsatdi. Bu hol Xorazm adabiy muhitidagi qator o'ziga xos jihatlarda ham namoyon bo'ldi:

1. Xorazmda Turkiston o'lkasiga nisbatan rus madaniyati, adabiyoti, yevropacha ilm-ma'rifatdan ta'sirlanish, ularni mahalliy sharoitga ijodiy qo'llash surati sekin davom qildi. Xususan, badiiy ijod bilan bevosita aloqador matbuot, teatr, musiqa san'ati sohalaridagi yangilanishlarga bog'liq ayrim tafovutlar ana shu sabab bilan izohlanadi.

2. Jadid adabiyoti qadim mumtoz adabiyot bilan yangicha poetik fikr tendensiyalari keskinlashgan makonda voqe bo'lib, o'tish davri zaruriyatining hosilasidir. Bu esa o'z navbatida adabiy jabhada muayyan murakkablik, qorishiq holatni vujudga keltiradi. Jumladan, bu davrda Xorazmda Buxoro amirligida

bo'lgani kabi diniy va saroy adabiyoti vakillari ham faoliyat ko'rsatdilar. Zero, endi shakllanayotgan tendensiya eski, kuchli va qamrovli klassik adabiy tajribalar bag'rida, ularning davomi sifatida yuzaga keldi va mukammallashdi.

3. Kitobat, matbuot jadidchilik g'oyalarining muhim targ'ibot vositasi, hozirjavob minbari vazifasini bajarishida ham ayrim xosliklar ko'zga tashlanadi. Turkistonda Rossiya bilan madaniy-ma'rifiy, adabiy aloqalar ancha ilgari boshlangan. Toshkent va Samarqand madaniy markazlarga aylanib, bu shaharlarda "Turkiston viloyatining gazetasi", "Taraqqiy", "Xurshid", "Shuhrat" va boshqa gazetalar chiqa boshlagan bo'lsa, Xorazmda vaqtli nashrlar faqat 20-yillarda yo'lga qo'yildi. Ammo, Feruz davrida (1910 yilgacha) keng tarqalgan devon, majmua, tazkira, bayozlar tuzish, umuman, kitobat ishlari ma'lum darajada ma'rifiy g'oyalar targ'ibotiga xizmat qildi, kitobxonlik kengaydi.

4. O'zbek jadid adabiyotining shakllanishi va rivojiga beqiyos hissa qo'shgan Behbudiy, Avloniy, Fitrat, Hamza, Cho'lponlarning faoliyati va tafakkur qamrovi ko'p tarmoqli bo'lib, ular badiiy ijod bilan birga boshqa ijtimoiy fanlarni ham chuqur bilgan, turli tillarni puxta egallagan, she'riyatdan tashqari dramaturgiya, nasr, publitsistikada ham qalam tebratgan ziyolilar edilar. Xorazm jadid ijodkorlari bisotida esa asosan she'riyat, tarjima va musiqa sohasi namunalari ustuvor bo'lib, asarlarning bir qismi fors tilida ham yozilardi.

Vohadagi ijtimoiy-tarixiy sharoit, turmush tarzi, madaniy-hududiy tamoyillar va boshqa xususiyatlar Xorazm jadid adabiyoti davrini shartli ravishda ikki bosqichga ajratishga imkon beradi:

1. XIX asrning 80-yillaridan 1920 yilgacha;
2. 1920 yildan 1938 yilgacha.

Ushbu tasnifda har bir bosqichga xos xususiyatlar davr xarakteri bilan bog'liq holda umumo'zbek jadidchilik qarashlari kontekstida aks etadi. Shu jihatdan birinchi bosqichni ikki qismda ko'rish mumkin: birinchisi, XIX asr oxirlaridan 1910 yilgacha (ilk davr); ikkinchisi, undan keyingi 1920 yilgacha bo'lgan davr. Bularning har ikkalasi uchun ham mushtarak xususiyat – shoh va shoir Feruzning (1844–1910) ma'rifat va adabiyot ravnaqi yo'lidagi homiyligi, amaliy faoliyati. Shoh vafotigacha bo'lgan bu davr yangi adabiyotning shakllanishiga zamin – shart-sharoit yaratdi.



Akademik Oybek Feruzning ma'rifatga intilishlarini nazarda tutib, Feruz "faqat xalq uchun bo'lmasa-da, o'z saroyi uchun madaniyat tusi berishga majbur bo'lgan", deya qayd etgan edi. Muhimi shundaki, bu majburlik adabiyot, san'at va ma'rifat rivojiga keng yo'l ochdi. Rossiyaga qaramlikning 1906 yilgacha bo'lgan davri vohada jadid maktablari, madaniyat muassasalari, litografiya tashkil etilgan palla bo'lsa, 1907–1910 yillar qo'lyozma va toshbosma shakllarda eng ko'p devon va majmualar chop etilgan va tarqatilgan, xorijiy adabiyot va vaqtli matbuotga qiziqish kuchaygan davr hisoblanadi. Ilk davrda, Turkistonda barqarorlashgan yangicha adabiy tafakkur Xorazmda ham o'z nishonalarini ko'rsatdi. Komil Xorazmiyning (1825–1899) Moskva, Peterburg, Toshkent shaharlarida madaniyat yangiliklari bilan tanishuvi, "Turkiston viloyati gazetisi"da asarlari bosilishi, usmonli, qozon, kavkaz turkiysidagi yangi asarlarga Ahmad Tabibiyning (1869–1911) qiziqishlari shular jumlasidandir. Shuningdek, ijodini milliy uyg'onish davrida boshlagan Muhammad Yusuf Bayoniy (1858–1923) qalamiga mansub "Shajarayi Xorazmshohiy", "Xorazm tarixi" asarlarida yangilanayotgan adabiy muhitga doir qimmatli fakt va ma'lumotlar, ma'rifiy ohanglar salmoqli o'rin tutadi.

1910 yildan 1920 yilgacha bo'lgan davrning asosiy xususiyati, Turkistonda ro'y bergan milliy ozodlik harakatlari va o'zgarayotgan ijtimoiy jarayonlar ta'siri o'laroq voha adiblari ijodida ma'rifatparvarlik mavzusi kengayib, millatni o'z erkini anglashga, hurriyatga intilishga da'vat etuvchi ohanglar bilan boyidi, Avaz, Mutrib, Faqiriy, Chokar asarlarida publitsistik pafos yana-da kuchaydi.

Shuni alohida ta'kidlash kerakki, milliy uyg'onish davri Xorazm adabiy muhiti namoyandalarining ko'pchiligi saroy atrofida uyushganligi adabiy muhit o'ziga xosligining yana bir ko'rinishi edi. Ularning bir guruhi – 20 nafarga yaqini shahzoda bo'lib, Feruz shajarasiga mansub shoirlar (Sultoniy, Sodiq, Sa'diy, Komyob, Oqil va boshqalar) edi. Bu shoirlar ijodida an'anaviy lirika talqini yetakchilik qilgani holda ma'rifiy qarashlar shu mavzu qobig'ida aks etardi. Saroy xizmatiga bevosita va bilvosita daxldor ikkinchi guruh ijodkorlar yozgan asarlar esa yangilanayotgan adabiyotning chinakam namunalari sanalardi. Bular Avaz (1884–1919), Mirzo (1840–1922), Niyoziy (1844–1928), So'fi (1860–1916), Mutrib (1870–1925), Chokar (1882–

1952), Faqiriy (1884–1925), Mug‘anniy (1882–1938), Devoniy (1887–1938) va boshqalarning turli janrlardagi bitiklaridir.

Ushbu ro‘yxatdan ko‘rinadiki, bu ijodkorlar (Avaz va So‘fidan tashqari) 1920 yilda Xiva xonligi qulagandan keyin ham faoliyat yuritdilar va milliy uyg‘onish davrining ikkinchi bosqichida asosiy o‘rin tutdilar. Ularning alohida xizmati shundaki, she‘riyatda ma‘rifatparvarlikning xalqchillik, gumanistik mohiyati chuqurlashdi, realistik tasvir va tamoyillar kengaya bordi, ishqiy lirika bilan uyg‘unlashgan ijtimoiy-siyosiy lirika mazmuni tobora qamrovlilik kasb eta boshladi. Bu davr adabiyotida milliy uyg‘onish va o‘zlik talqinlari paydo bo‘lib: bir tomondan, jaholat, qoloqlik, adolatsizlikni keskin qoralash; ikkinchi tomondan, ma‘rifatni, erk va yangi voqelikni madh etish, ulug‘lash yo‘nalishlarida davom etdi. 1910–1918 yillardayoq Avaz ijodida ko‘ringan bu qarashlar, keyinroq So‘fi, Faqiriy, Mutrib tomonidan yana-da takomillashgan holda davom ettirildi. Xususan, Faqiriy va Rog‘ib asarlarida satirik ohang So‘fi va Mutrib she‘riyatida ijtimoiy-axloqiy ruh, Chokar, Devoniy va Mug‘anniy ijodida ma‘rifiy-ta‘limiy qarashlar yetakchi bo‘lib, umumiy mazmunda millat komilligi, ilmu urfon g‘oyasi mujassamlashdi.

20-30 yillar adabiy muhitida mavzular kengayishi, janr va uslublar rang-barangligi ham yuqoridagi ijodkorlar nomi bilan bog‘liq. To‘g‘ri, mustabid tuzum tufayli yuzaga kelgan adabiyotning dastlabki namunalari ma‘lum darajada davr mafkurasi ta‘sirida bo‘lsa ham, mohiyati xalqqa sadoqat, inson istiqboliga ishonch tuyg‘usi bilan yo‘g‘rilgan edi. Shuningdek, ular matbuot, ta‘lim, madaniyat, san‘at jabhalarida faoliyat ko‘rsatdilar. “Inqilob quyoshi”, “Xorazm xabarlarini” gazetalari, 1920–23 yillarda “Xorazm bolalar adabiyoti”, “Yosh qalamkashlar kuylaydilar”, “Yug‘urmiya” nomli to‘plamlarda o‘z asarlarini e‘lon qildilar.

Xorazm adabiy muhiti o‘zbek milliy adabiyotining tarkibiy qismlaridan biri bo‘lib kelgan. Shuning uchun, har bir davrdagi umumiy xususiyat va tamoyillar muayyan darajada vo‘ha adabiyotida aks etgan. Tabiiyki, bundan milliy uyg‘onish hodisasi hisoblangan jadidchilik ham mustasno emas. Shunday ekan, bu hududda ham jadidchilik va uning adabiy yo‘nalishi o‘z tarixiga ega. Bu tarix Komil Xorazmiy ijodi

bilan boshlanib, Avaz ijodida yuqori cho'qqiga ko'tarildi va bu hayotbaxsh g'oyalar ularning izdoshlari tomonidan yangi voqelikka monand davom ettirildi.

Xulosa qilib aytganda, jadid adabiyotini hududlar kontekstida qiyosiy-tipologik xolis o'rganish uning ayrim bahsli jihatlariga oydinlik kiritishga, ijtimoiy-estetik mohiyatini mustaqillik mafkurasi asosida anglash va qayta baholashga hamda o'sha davr adabiy jarayoni haqidagi mavjud tasavvurlarni kengaytirishga imkon beradi. Bu o'rinda Xorazm adabiy muhiti, shubhasiz, tadqiq ob'yektlaridan biri bo'la oladi.

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**Boshlang'ich sinflarda maqollardan foydalanish usullari**  
Qo'qon universiteti 3-kurs Boshlang'ich ta'lim yo'nalishi talabasi  
**Saidova Sevinch**

**ANNOTATSIYA.** Ushbu maqolada boshlang'ich sinflarda o'quvchilariga o'qish savadxonligi darslarida maqollardan foydalangan holda ularga chuqur mazmunga va hikmatga ega bo'lgan mavzularni ochib berish va ular orqali o'quvchi ongigasindirishning yo'llari haqida fikr yuritiladi.

**KALIT SO'ZLAR.** Maqola, ta'lim, metod, matal

**KIRISH.** Ta'lim sifati va samaradorligini oshirish yo'lida xorijiy ilg'or tajribalarnimo'rganish, xalqaro standartlar talablarining joriy etilishi muhim ahamiyatga ega. Bu borada O'zbekiston Respublikasida qo'yilayotgan amaliy qadamlarga xalq ta'limi tizimida ta'lim sifati baholash sohasidagi xalqaro tadqiqotlarning tashkil etilishi to'g'risida hukumat qarorining qabul qilinishi Ta'lim sohasidagi yutuqlarni baholash xalqaro assotsiatsiyasidek (IEA-International Association for the Evaluation of Educational Achievement) nufuzli tashkilot bilan hamkorlik aloqalarining yo'lga qo'yilishini misol sifatida keltirish mumkin. O'qish savadxonligining rivojlanishi har bir o'quvchining o'sib-ulg'ayishi, ta'lim olishi va kundalik hayotida muhim ahamiyat kasb etgani bois, o'qish savadxonligini tadqiq etishda Ta'lim sohasidagi yutuqlarni baholash xalqaro assotsiatsiyasining (IEA) qariyb 60 yil mobaynida o'quvchilarning o'qib tushunish ko'nikmalarini muntazam ravishda xalqaro miqyosda baholab, ularning o'qib o'rganishlari uchun zarur sharoitlarni yaratishga harakat qilmoqda<sup>1</sup>. Bugungi kunda boshlang'ich sinf o'quvchilar bilan savod o'rgatish davrida kitobda o'tilayotgan mavzuga mos holda kitoblarning tagiga ham maqollar yozib borilmoqda.

**ASOSIY QISM.** Maqol — xalq og'zaki ijodi janri; qisqa va lo'nda, obrazli va obrazsiz, grammatik va mantiqiy tugallangan ma'noli hikmatli ibora, chuqur mazmunli. Muayyan aniq shaklga ega. Maqollarda avlod-ajdodlarning hayotiy tajribalari, jamiyatga munosabati, tarixi, ruhiy holati, etik va estetik tuyg'ulari, ijobiy fazilatlari mujassamlashgan. Asrlar mobaynida xalq orasida sayqallanib, ixcham va sodda poetik shaklga kelgan.

<sup>1</sup> BOSHLANG'ICH TA'LIM O'QUVCHILARINING O'QISH SAVODXONLIGINI BAHOLASHDA XALQARO BAHOLASH DASTURLARINING AHAMIYATI Doniyarov Mavlonbek Arabovich., Jizzax davlat pedagogika instituti "Boshlang'ich ta'lim" fakulteti o'qituvchisi

Maqollar mavzu jihatdan nihoyatda boy va xilma-xil. Vatan, mehnat, ilm-hunar, do'stlik, ahillik, donolik, hushyorlik, til va nutq madaniyati, sevgi va muhabbat kabi mavzularda, shuningdek, salbiy hislatlar xususida rangbarang maqollar yaratilgan. Maqol uchun mazmun va shaklning dialektik birligi, ko'p hollarda qofiyadoshlik, ba'zan ko'p ma'nolilik, majoziy ma'nolarga boylik kabi xususiyatlar harakterli. Maqollarda antiteza hodisasi ko'p uchraydi ("Kattaga hurmatda bo'l, kichikka izzatda bo'l" va boshqalar).

Turkiy xalqlarning maqollaridan namunalar dastlab maqol Koshg'ariyning "Devonu lug'otit turk" asarida keltirilgan. Bu maqollarning bir qanchasi hozir ham o'zbek xalqi orasida turli vari-antlarda ishlatiladi. Shuningdek, maqol Koshg'ariy asarida "Kishi olasi ichtin, yilqi olasi tashtin"; "Odam olasi ichida, mol olasi tashida" kabi. Biz maqollarni hayotda juda kop ishlatamiz to'g'rimi!

Maqollar ba'zan matal, zarbulmasal, naql, hikmat, hikmatli so'z, tanbeh, mashoyixlar so'zi, hikmatli maqol, donishmandlar so'zi, otalar so'zi kabi nomlar bilan ham yuritiladi. Maqollarning ijtimoiy-siyosiy va tarbiyaviy ahamiyati juda, xattoki, g'oyat katta. Matalda narsa tasviri, uning harakteristikasi beriladi, maqolda esa to'la tugallangan fikr-xulosa ifodalanadi. So'z ko'rki - maqol!

1-sinfning savod o'rgatish davri maqollarni o'rganishning t ayyorlov bosqichi hisoblanadi. 1-sinf o'quvchilari savod o'rganish davridayoq maqollarni o'rganib boradilar. Alifbe davrida berilgan maqollar maqollar matn mazmuniga mos bo'lib, ular matn g'oyasini o'quvchilarga aniq va to'la yetkazib berishga xizmat qiladi. Masalan, "Kapalak bilan asalari" matni ostida berilgan "Oldin o'yla, keyin so'yla",

"Chumchuq "matni ostida berilgan "Mehnat bilan topganing—qandu asal totganing" kabi maqollar matn mazmuni va g'oyasini o'quvchilarga aniq singdirishga yordam beradi. 2- sinf ona tili va o'qish savodxonligi darsligida ham maqollar matn ostida beriladi. Bu maqollarni o'qish va o'rganish tahlil qilish asar o'qilib, tahlil qilinib bo'lingandan so'ng amalga oshiriladi. Berilgan bu maqollar yuqorida berilgan mavzuni yanada ochib berishga xizmat qiladi. Boshlang'ich sinf o'quvchilariga maqollarni o'rgatishda maqolni o'qish, uning mazmuni ustida ishlash, maqoldagi so'zlar ma'nosini izohlash, maqolni yod olish, matn mazmuniga mos maqol topish, maqollarni mavzular bo'yicha guruhlash kabi ishlar amalga oshiriladi. Kichik maktab yoshidagi o'quvchilarga maqollarni o'rgatish boshlang'ich sinf o'qituvchisidan katta

tayyorgarlikni talab etadi. O'qituvchi har bir darsga tayyorlanayotganda asar mazmuniga va unda ilgari surilgan g'oyaga mos maqil ustida qanday mashq uyushtirishni rejalashtirib olishi lozim. Boshlang'ich sinf o'quvchilari o'yinlarni juda yaxshi ko'radilar. Bundan foydalangan o'qituvchi o'quvchilarga maqollarni o'rgatishda turli ta'limiy o'yinlardan foydalansa, maqsadga muvofiq bo'ladi. "Davom ettir", "Maqolni tikla", "Kim ko'p maqol biladi?", "Maqollar bozori", "Marraga kim oldin keladi?", "Koptokni qaytar" kabi

ta'limiy o'yinlardan foydalanish o'quvchilarga maqollarni o'rgatishda samarali natija beradi. Yuqorida ko'rsatilgan ta'limiy o'yinlardan boshlang'ich sinf o'quvchilariga maqollarni o'rgatishda foydalanish usullariga to'xtalib o'tsak<sup>2</sup>.

"Maqolni tikla" metodiga to'xtalib otsak. Bu metoddan foydalanishda o'quvchilarni 3 guruhlariga bo'lib olamiz. Har bir guruhga ishtirokchilari o'zlari bilgan maqolaning boshidagi sozni aytadi keying guruh esa bu maqolning qolgan qismini tiklashlari kerak bo'ladi. Misol uchun, Olim bo'lsang,.....(olam seniki), yaxshi dam,.....(mehnatga hamdam). Shu tariqa davom etadi.

"Koptokni qaytar" ta'limiy o'yin ham "Davom ettir" o'yiniga o'xshash bo'lib, ushbu o'yindan o'qituvchi boshqarishi va koptok ishtirok etishi bilan farq qiladi. O'qituvchi maqolning bir qismini aytib, qo'lidagi koptokni o'quvchilardan biriga otadi, bu o'quvchi shu maqolning davomini aytmasa, o'yindan chetlatib turiladi. O'yinni oxirigacha olib borgan o'quvchi g'olib bo'ladi. Bu o'yin o'quvchilarni sergak, ziyrak va chaqqon bo'lishga ham o'rgatadi. Har bir metodning maqsadi o'quvchilarning ravon fikrlashga undashdir.

**XULOSA.** Xalqimizda: "Yoshlikda berilgan bilim toshga o'yilgan naqshdir", - degan naql bor. Maqollar orqali bolajonlarga Vatanga, tabiatga, ota-onaga bo'lgan mehrni singdirishimiz mumkin. Shu sababli ushbu darslikda maqollarning o'rni beqiyosdir. Bola o'qishni, yozishni o'rganayotgan paytdan boshlab unga yuqoridagi his tuyg'ularni shakllantrib borilsa, tarbiyalanayotgan o'quvchi Vatani, oilasi uchun jonini fido qiladigan farzand bo'lib yetishadi. Albatta, darslikda berilgan har bir asarning alohida o'rni va vazifasi bor. Maqollar bolalarga tarbiyaviy jihatdan ta'sir ko'rsatadi. Misol uchun birinchi maqolning tag zamirida chuqur ma'no yotadi. Bu

<sup>2</sup> BOSHLANG'ICH SINIF ONA TILI VA O'QISH SAVODXONLIGI DARSLARIDA O'QUVCHILARGA MAQOLLARNI O'RGATISHDA TA'LIMIY O'YINLARDAN FOYDALANISH. Hayitboyeva Umida Nishonboy qiz Guliston Davlat universiteti 2-kurs magistri

shunchaki yozda pishgan meva qishda yeyiladi degani emas. Bu maqol shuni anglatadiki, yozda qilingan mehnat, samarasi qishda bilinadi. Yozda mehnat qilgan kishi keyinchalik shu mehnatning rohatini ko'radi. Yoz ma'nosida faqatgina faslni tushunmaslik kerak. Bu umrning yozi, ya'ni ayni mehnatga, bilim olishga bo'lgan quvvatimiz cho'qqisiga chiqqan palla nazarda tutilmoqda. Shu ikki misra katta tarbiyaviy ahamiyat kasb etmoqda.

#### **FOYDALANILGAN ADABIYOTLAR RO'YXATI.**

1. BOSHLANG'ICH TA'LIM O'QUVCHILARINING O'QISH SAVODXONLIGINI BAHOLASHDA XALQARO BAHOLASH DASTURLARINING AHAMIYATI Doniyarov Mavlonbek Arabovich, Jizzax davlat pedagogika instituti "Boshlang'ich ta'lim" fakulteti o'qituvchisi;

2. BOSHLANG'ICH SINIF ONA TILI VA O'QISH SAVODXONLIGI DARSLARIDA O'QUVCHILARGA MAQOLLARNI O'RGATISHDA TA'LIMIIY O'YINLARDAN FOYDALANISH. Hayitboyeva Umida Nishonboy qiz Guliston Davlat universiteti 2-kurs magistri;

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4. [https://ru.wikipedia.org/wiki/%D0%A3%D0%B7%D0%B1%D0%B5%D0%BA%D1%81%D0%BA%D0%B0%D1%8F\\_%D0%92%D0%B8%D0%BA%D0%B8%D0%BF%D0%B5%D0%B4%D0%B8%D1%F](https://ru.wikipedia.org/wiki/%D0%A3%D0%B7%D0%B1%D0%B5%D0%BA%D1%81%D0%BA%D0%B0%D1%8F_%D0%92%D0%B8%D0%BA%D0%B8%D0%BF%D0%B5%D0%B4%D0%B8%D1%F)

**O'quvchilarda kreativ fikrlashni shakllantirish**

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**Anotatsiya**

Ushbu tezisdagi boshlang'ich sinf o'quvchilarida 4k modeli hamda kreativ fikrlashni shakllantirish bo'yicha ba'zi bir maslahatlar va metodik usullar keltirib o'tilgan. Bu tezis orqali kreativ fikrlashga o'rgatishning samarali ekanligi haqida fikrlar keltirilib, yechimlar berib o'tilgan.

**Kalit so'zlar:** kreativ fikrlash, metod, 4 k modeli, ko'nikma, PISA.

Bugungi kunda ta'lim muassasalarida sifatli ta'limni amalga oshirish uchun zamonaviy dars o'tish texnologiyalarini amaliyotga joriy qilishga alohida e'tibor berilmoqda. O'quvchilarni ta'lim texnologiyalari va axborot texnologiyalari orqali ta'limga jalb etish va qiziqtirish amalga oshirilmoqda. Ta'limga bunday yondashuvlar boalarga XXI asr ko'nikmalarini shakllantirishga yaqindan yordam beradi. Shu ma'noda o'quvchilarning tahlil va mushohadalariga tayangan holda tanqidiy hamda ijodiy fikrlashi, atrofidagi insonlar bilan sog'lom hamkorlik hamda moslashuvchan bo'lishi talab etiladi. Bunda bizga keng tatbiq etilayotgan "4K modeli" yaqindan yordam beradi.

"4K modeli" o'zi nima? 4K modeli o'z ichiga to'rtta yo'nalishni olgan bo'lib, ular :

- 1.Tanqidiy fikrlash.
- 2.Kreativ fikrlash.
- 3.Muloqot qilish.
- 4.Jamoda ishlash kabi ko'nikmalardan iborat hisoblanadi.

Yangi o'quv yilidan boshlab boshlang'ich sinf o'quvchilari yangi avlod darsliklari asosida ta'lim oladi. Darsliklarning asosiy xususiyatlaridan biri – ularning 4K tamoyili asosida ishlab chiqilganidir. Ya'ni bu tamoyilda quruq ma'lumotlarni yodlatish yoki shunchaki o'qish-yozishni o'rgatish bilan cheklanilmaydi. O'quvchilar nafaqat fanlarni, balki XXI asrda zarur bo'lgan hayotiy ko'nikmalarni ham o'rganadi.



**Kreativlik** (lot., ing. “create ” - yaratish, “creative” - yaratuvchi, ijodkor) - individning yangi g'oyalarni ishlab chiqarishga tayyorlikni tavsiflovchi va mustaqil omil sifatida iqtidorlilikning tarkibiga kiruvchi ijodiy qobiliyat .

Kreativ fikrlash , asosan , bu ikki narsaga bog'liq – tanqidiy fikrlash va ijodkorlik. Tanqidiy fikrlash aniq va oqilona fikrlashdir. Bu aniq va muntazam ravishda fikrlashni, boshqa narsalar qatorida mantiq va ilmiy fikrlash qoidalariga rioya qilishni o'z ichiga oladi. Ijodga kelsak, bu yangi va foydali g'oyalarni taklif qilish, muqobil imkoniyatlarni yaratishdir.

**Ijodiy fikrlashni rivojlantirish uchun :**

Birinchi, o'zingizga ijodiy fikrlashga ruxsat bering.

Ikkinchi, o'zingizda ijodingizni topishga kuch toping.

Uchinchi, jasoratli bo'ling.

Kreativ fikrlash jarayonida tasavvur muhim rol o'ynaydi. Albert Eynshteyn « Tasavvur bilimdan muhim » deganida aynan shu jihatini nazarda tutgan . Ko'pincha noodatiy fikrlar , yechimlar kutilmaganda inson hayoliga keladi. Buning uchun avvalo inson fikrlash jarayonidagi bir xillikka barham berishi lozim.

Dunyoda trendlar doim va tez-tez o'zgarib turadi. Bu trendlar ta'limga, o'qishga va ishga kirish jarayoniga va albatta siz va mening hayotimga ham ta'sir o'tkazmay qolmaydi. XXI asrda o'ta yuqori darajada rivojlangan va juda ko'plab an'analarni o'zgartirib yuborayotgan trend bu – kreativlik.

**Kreativlik** – bu qaysidir ma'noda yangi va foydali biror bir narsaning yaratilishiga hissa qo'shadigan fenomen. Boshqacha qilib aytganda, yangi mavhum biror narsa (asar, musiqa, idea ) yoki jismoniy biror kashfiyot (mashina, qurilma yoki robot) kabilar yaralishi uchun eng kerakli vosita bu kreativlikdir.

**Kreativ fikrlash:** O'quvchilar o'z maqsadlariga erishish uchun yangi yondashuvlarni qo'llashni o'rganadi, innovatsion yechimlarni ishlab chiqadilar va ijodiy muammolarni hal qilish ko'nikmalariga ega bo'ladi.

Kreativ fikrlashni baholash xalqaro dasturini rivojlantirish ta'lim siyosati va pedagogikasida ijobiy o'zgarishlarga sabab bo'lishi mumkin. Xalqaro PISA baholash dasturi bo'yicha olib boriladigan tadqiqotlardagi kreativ fikrlash yo'nalishining baholashi mutasaddilarga dalillarga asoslangan to'xtamga kelishda ko'maklashuvchi aniq, ishonchli va amalga oshirish mumkin bo'lgan baholash vositasini taqdim etadi.

Natijalar, shuningdek, jamiyatda ushbu muhim ko'nikmani ta'lim orqali rivojlantirishning ahamiyati va usullari borasidagi bahslarga sabab bo'ladi. PISA xalqaro baholash dasturidagi ushbu faoliyat Iqtisodiy hamkorlik va taraqqiyot tashkilotining ijodiy fikrlashni rivojlantirish borasidagi yangi pedagogikani qo'llab-quvvatlashga qaratilgan boshqa bir loyihasi bilan bog'liqdir.

Kreativ fikrlashda ta'limning asosiy vazifasi o'quvchida jamiyatda muvaffaqiyatli hayot kechirishi uchun bugun va kelajakda kerak bo'ladigan ko'nikmalarni shakllantirishdir. Kreativ fikrlash bugungi yoshlar ega bo'lishi kerak bo'lgan muhim ko'nikma bo'lib, bu ko'nikma ularga doimiy tarzda va shiddat bilan o'zgarayotgan, oddiy savodxonlikdan tashqari yangilanayotgan davrga xos ko'nikmalarga ega kadrlarni talab etayotgan makonga moslashishga ko'maklashadi.

PISA dasturida 15 yoshli o'quvchilar uchun tegishli kreativ fikrlash tavsifidan foydalanadi. PISA tadqiqotida kreativ fikrlash bilim sohasida original va samarali yechimlar, yutuqlar va ta'savvurni ta'sirchan ko'rinishlarga olib keladigan g'oyalarni ishlab chiqish, baholash va takomillashtirishda samarali ishtirok etish qobiliyati deb ta'riflanadi.

Kreativ fikrlash o'quvchilarning tajribalar, hodisalar hamda vaziyatlarni yangicha va mazmunli tarzda talqin etishlarini qo'llab-quvvatlash orqali ularning bilim olishlariga ko'maklashadi.

“Ta'limga tadbiiq qilinadigan topshiriqlarni 2 guruhga ajratib o'rganamiz. Bajarish usuli o'quvchilarga ma'lum bo'lgan topshiriqlar. Bunday topshiriqlarni mashq deb qaraymiz. Bajarish usuli o'quvchilarga noma'lum bo'lgan topshiriqlar. Bunday topshiriqlarni muammoli topshiriqlar deb tushunamiz”. O'quv topshiriqlar to'plami - bu o'qituvchi yordamida o'quvchi tomonidan mustaqil hal etiluvchi asosiy vazifalarni aks ettiradi.

### **Kreativ fikrlashni rivojlantirish uchun.**

#### **"Xayolparast, realist va tanqidchi" usuli.**

Bugun sizlar bilan kreativ tafakkurni shakllantiruvchi o'yinlar va o'quvchilar fikrlash darajasini oshiruvchi ajoyib bir ta'lim metodini o'rganamiz.

1. O'z faningizga nisbatan o'quvchilarda kuchli qiziqish uyg'otish va mavzularni yaxshiroq tushunish uchun bugungi kun bilan bog'lagan holda bir muammoli savol toping.

✎ Muayyan muammoni uch xil pozitsiyadan - xayolparast, realist va tanqidchi nazariyasidan kelib chiqqan holda hal qilish kerak bo'lgan qiziqarli o'yin tashkil eting.

✎ O'quvchilar dastlab xayolparast obraziga kiradilar va eng g'aroyib g'oyalarni taklif qiladilar. Ikkinchisida, pragmatist bo'lishadi, muammoni hal qilish uchun aniq birlashtirilgan harakatlar rejasini tuzishadi va bir necha bor o'ylab ko'rishadi. Uchinchisida, o'quvchilar bahslashib, tanqidiy fikrlaydi va taklif qilingan g'oyalardan xatolarni topadi.

✎ Rollarni bir nechta odamlarga taqsimlash mumkin yoki ularning har birini bir o'quvchida sinab ko'rish ham mumkin.

✎ Misol uchun siz, Ona tili fanidan dars berasiz. "Fe'l so'z turkumi bilan ot so'z turkumining bir biridan farqi nimada va ularni misollar orqali farqlar bering?" Xo'sh, ushbu muammoli savolga kimda qanday fikr bor?

✎ Bu yerda aniq bir javob yo'q, yoki to'g'ri, noto'g'ri pozitsiyasi bo'lmaydi. Muhimi o'quvchi o'z fikrini bildirar ekan, vaziyatga real va tanqidiy ko'z bilan qaraydigan mustaqil fikrga ega bo'ladi.

2."Bonka yopamiz" metodi.

Zerikarli darsning oldini olish uchun kreativ usul!

🗄 3 ta qapqog'i buraladigan bonka kerak bo'ladi.

🗄 Guruhni 3 ga bo'lasiz. Masalan, "Kampot", "Ikra", "Murabbo" guruhlariga.

🗄 O'quvchilarga vaqt berasiz, ular 5ta qog'ozga savol yozishadi. Yana 5ta qog'ozchaga o'sha savollarning javoblarini yozishadi.

🗄 Qog'ozlarni aralashtirib bonkaga solishadi va yaxshilab qapqog'ini yopishadi. (Go'yoki bonka yopishdi.)(Rangli qog'ozlardan foydalansangiz yanada qiziqarli bo'ladi.)

🗄 Keyin bonkalarni guruhlariga almashtirib berasiz.

🗄 Bonkani ochib, savollarga javoblarni to'g'ri tartibda terib, shartni birinchi bajargan jamoa g'olib bo'ladi.

**Bu metodlarimiz orqali o'quvchilar kreativ fikrlash bilan bir qatorda jamoa bo'lib ham ishlashadi.**

Xulosa o'rnida aytish mumkinki, insonlar bir xillikdan zerikdi. Endi faqatgina kreativ o'ylagan insongina hammadan ajralib tura oladi. Chunki "creativity" bu cheklash mumkin bo'lgan tushuncha emas. Inson ongining cheki yo'q ekan, kreativlik ham cheksizdir.

Ijodiy sermahsullik bazaviy resurs yoxud sohaga bog'liq qobiliyatlar, jumladan, bilim va texnik ko'nikmalar bo'lib, ularni yangicha usulda birlashtirish uchun kerak bo'ladigan qobiliyatlar tayyor qo'llanmalardan voz kecha olish kabi zarur motivatsiyani taqozo etadi. Bu to'rt komponent ham turg'un, ham takomillashtirish va muhitga moyil bo'lgan komponentlardan iborat.

O'quvchilarning kreativ fikrlash ko'rsatkichlari ularning tadqiqotchilik qobiliyatlariga qanday bog'liq ekanligini tahlil etish ham o'rinlidir. Xuddi o'quvchi ishtiyoqini o'lchaydigan uslub kabi, uning tadqiqotchilik qobiliyatini ham kompyuterlashgan testdagi xatti-harakatini kuzatishdan olingan (telemetriya) ma'lumotlar asosida tahlil qilish mumkin.

Tezida berilgan bu o'yinlar sinfxonada o'quvchilar bilan o'ynalsa 4k modelini rivojlantirishga ham o'quvchilarni fikrlash darajasini oshiradi.

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**Ona tili va o'qish savodxonligi darslarida didaktik o'yin usullari.**

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**Kalit so'zlar:** Didaktik o'yinlar, boshlang'ich sinf, maktab, ona tili, xotira, aqliy faoliyat, bilim.

**Annotasiya:** Mazkur maqolada o'quvchilarni dars faoliyatida didaktik o'yin va interfaol metodlardan foydalanish haqida tavsiyalar berilgan. Ona tili va o'qish savodxonligi darslarini tashkil etishda didaktik o'yinlar asosida olib kirish, bolalarni ta'lim olishga bo'lgan qiziqishlarni yanada oshirish, shuningdek o'quvchilarni darslarni samarali o'zlashtirishlari uchun didaktik o'yinlardan foydalanish yo'llari kabi mavzular yoritiladi.

**Keywords:** Didactic games, Primary School, school, mother tongue, memory, mental activity, knowledge.

**Annotation:** this article provides recommendations for students on the use of didactic game and interactive techniques in lesson activities. In the organization of mother tongue and reading literacy classes, topics such as import on the basis of didactic games, further increasing interests in the education of children, as well as ways to use didactic games so that students can effectively master classes.

**Kirish:** Zamonaviy ta'limning eng muhim unsurlari qadimdan shakllanib kelgan. Ta'lim maqsadi, mazmuni, shakl, uslub va vositalari ta'lim jarayonlari mazmunini tahlil qilish uchun qo'llaniladigan an'anaviy kategoriyalar bo'lib hisoblanadi. Aynan shu kategoriyalar ma'lum predmet, mutaxassislik yoki ixtisoslik bo'yicha o'quv-tarbiyaviy jarayonni tashkil qiluvchi pedagog faoliyatining predmeti sifatida yuzaga chiqadi. Qayd etilgan pedagogik kategoriyalarni maqsadga muvofiq ravishda yo'naltirilgan pedagogik faoliyatning qonuniyat va mezonlarini tizimlashtiruvchi baholashning milliy tizimini yaratish vazifalari belgilangan. Qayd etilgan pedagogik kategoriyalarni maqsadga muvofiq ravishda yo'naltirilgan pedagogik faoliyatning qonuniyat va mezonlarini tizimlashtiruvchi omil vazifasini bajaradi. Zamonaviy o'qituvchi dars jarayonida «aktyor» emas, aksincha «rejissyor» bo'lishi kerakligini anglashi lozim. Buning uchun esa u bir necha yangicha ta'lim usullarini yaxshi bilishi kerak. Shu erda Prezidentimiz Shavkat Mirziyoyev "Mustaqil

o'ylay oladigan tafakkur yuritib to'g'ri ma'qul va maqbul ish tuta oladigan vatanparvar shaxslarni shakllantirish va tarbiyalash kerak deb ta'kidlaydi hurmatli yurtboshimiz o'z nutqlarida. Bolalarga o'yinni o'rgatishdan muayyan ta'limiy maqsad nazarda tutiladi. O'yinning eng muhim ahamiyati ham ana shundadir. O'yin o'tkazilish shakllari va usullari ta'limning boshqa turlaridan farq qiladi. Didaktik o'yin usullari cheksiz, takrorlash va o'zgartirish, unga turli yangiliklar kiritish imkoni bor. Masalan, biz "Jimjitlik" o'yinining 5-7 xilini butun sinf bilan hamda ayrim bolalar bilan 10 martadan ko'proq takrorlab o'tkazdik, "Nima o'zgardi?" turidagi o'yin 5 xil turli ko'rsatmali material bilan o'tkazildi. Natijada o'yin malakalarining bir xilda va mustahkam bo'lishiga hamda o'yinning har bir qoidasini tinglay bilish va unga rioya qilishiga erishish imkonini beradi. O'yinda inson borliqni aks ettirish qobiliyatini namoyon qiladi. O'yinning eng muhim ahamiyati shundaki, unda ilk bor bolaning dunyoga ta'sir etish ehtiyoji paydo bo'ladi va shakllanadi. Maktab yillargacha o'yin shakllari yanada kengroq rivojlanadi. O'quvchining o'yin faoliyati juda ko'p soha olimlarining, ya'ni, faylasuflar, sotsiologlar, biologlar, san'atshunoslar, etnograflar, ayniqsa, pedagoglar va psixologlarni qiziqtiradi. Psixologiyada bola psixikasining rivojlanishida o'yining hal qiluvchi ahamiyatga ega deb qaraladi. Faqat o'yindagina bolada shaxsning hamma tomonlari birlikda va o'zaro ta'sirda shakllanadi. O'yingina bola psixikasida rivojlanishning yuqoriroq stadiyasiga o'tish uchun muhim zamin yaratadi. Didaktik o'yin o'rganilayotgan voqea va hodisalarning imitatsion modeli yaratilish sohasidagi aktiv faoliyatdir. O'yinning boshqa faoliyat turlaridan muhim farqi shundaki, uning predmeti inson faoliyatidir. Didaktik o'yinda faoliyatning asosiy turi hamkorlikdagi o'quv faoliyatidir. Bugungi kunda respublikamizda Prezidentimiz rahbarligida kompyuter texnologiyalaridan foydalanishga katta e'tibor berilmoqdaki, inson o'z faoliyatida kompyuter texnologiyalarini o'zlashtirishda foydalanuvchi sifatida o'zini namoyon qilish shart bo'lib qolmoqda. Chunki insoning butun hayoti axborotni saqlash, uni qabul qilishdan iborat. Ammo inson miyasi qanchalik mukammal bo'lmasin, juda katta miqdordagi axborotlarning hammasini xotirasida saqlay olmaydi va kelajak avlodga to'liq yetkazib bera olmaydi. Shuning uchun axborot texnologiyalardan foydalanishga zaruriyat tug'iladi. Darhaqiqat, axborot texnologiyalari fantexnikaning muvaffaqiyatli rivojlanishini ta'minlash, o'quvchilarning innovatsiya va intellektual faoliyatini rivojlantirish asosini tashkil etadi. Shu jihatdan ham ta'lim va tarbiya jarayonida axborot texnologiyalaridan foydalanish ta'lim samaradorligini oshirish uchun, avvalo, o'rgatish lozimligini keltirib chiqardi. Shuning uchun boshlang'ich sinf o'quvchilarida kompyuter bilan

ishlash ko'nikmasini shakllantirish zarur bo'ladi. Mazkur muammoni hal etish maqsadida Xalq ta'limi vazirligining 2011-yil 9-iyundagi "Umumta'lim maktablari uchun 2011-2012 o'quv yiliga mo'ljalangan o'quv rejani tasdiqlash to'g'risida" gi 123-sonli buyrug'iga ko'ra maktab ixtiyoridagi soatlar hisobidan 2-4-sinflarda informatika darslarini tashkil qilish ko'rsatilgan. Buyruqda ko'rsatilgan vazifalarni bajarish, ya'ni boshlang'ich ta'limda kompyuter va axborot texnologiyalaridan foydalanish tizimini ishlab chiqish, o'quvchilarning kompyuter savodxonlik darajasini oshirish lozimligini anglatadi. Chunki, boshlang'ich ta'limda o'qitiladigan bu fan axborot texnologiyalari bilan qurollanish yo'llarini o'rgata oladi. Hozirgi kunda kompyuter texnologiyasi yordamida hisoblash, yozish, o'qish, o'rganish, gapirish, chizish, maketlar tayyorlash, axborot qabul qilish, qayta ishlash, o'ynash mumkin. Shu jihatdan ham boshlang'ich sinflarda fanlarni o'qitishda multimedia vositasida tabiat hodisalarini namoyish qilishda, o'quvchilarning bilim, ko'nikma va malakalarini nazorat qilishda, o'zlashtirishda foydalaniladi.

**XULOSA:**Xalq pedagogikasida shakllanib kelgan bolalarni o'qitish va tarbiyalashda didaktik o'yinlardan keng foydalanish an'analari o'qituvchilarning amaliy tajribalari va olimlarning ishlarida rivojlantirildi. Chex pedagogi Ya.A. Komenskiy o'yinni bola faoliyatining asosiy shakli ekanligini ta'kidlab, aynan o'yin bolaning tabiati va qiziqishlariga mos kelishini aytgan edi. Olim o'yin bolaning aqliy qobiliyatlarini har tomonlama o'stirishi, uning atrof-tevarak haqidagi tasavvurlarini kengaytirishi, nutqini o'stirishini ta'kidlaydi. Shuningdek, tengdoshlari bilan birgalikdagi o'yin uchun tengdoshlariga yaqinlashtiradi. Bolalar tarbiyasida didaktik o'yinlardan ikki yo'nalishda foydalaniladi: Barkamol insonni shakllantirish va tor didaktik maqsadlarda. O'yin o'quvchi faoliyatining asosiy shaklidir. O'yin – muhim aqliy faoliyat turlaridan biri bo'lib, unda o'quvchi qobiliyatining hamma turlari rivojlanadi, uning atrof olam haqidagi tasavvurlari kengayadi, nutq boyligi oshadi. Didaktik o'yinlar o'quvchining turli-tuman qobiliyatlari, idroki, nutq va diqqatining rivojlanishiga samarali ta'sir ko'rsatadi. Hozirgi davrda pedagoglar tomonidan tayyor mazmun va qoidalarga ega bo'lgan o'yinlar yaratilmoqda. Bola shaxsida ma'lum sifatlarni shakllantirishga xizmat qiladigan o'yinlarda aniq qoidalar berilgan bo'ladi. Tayyor qoida va mazmunga ega bo'lgan o'yinlarga quyidagi xususiyatlar xos bo'ladi: o'yin oshiriladi.



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**“GO`RO`G`LI” DOSTONLARI TURKUMIDA PARI OBRAZINING TALQINI**

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Xorazm viloyat teleradiokompaniyasi muharriri

Xalq dostonlari mifologiyasida pari obrazining ko`plab turlari mavjud. Xususan, daryo, dengiz bo`yida yashovchi xalqlar mifologiyasida “Suv parisi” , quruqlikda, cho`llarda, adir va tog`li hududlarda yashovchi xalqlar mifologiyasida “Pari”, “Ajina”, “Jin”, “Alvasti ” tarzida namoyon bo`ladi. Har bir xalq o`z dunyoqarashidan kelib chiqqan holda bu obrazlarni turli xilda gavdalantiradi. Ezgulikka xizmat qiluvchi va yovuzlik urug`ini tarqatuvchi, insonlarni aldab suvga g`arq qiluvchi parilar haqida miflar to`qishgan. Bugungi kunda ham suv parilari haqidagi turli videolar internet tarmoqlari bo`ylab ko`p tarqalgan. Insonlar orasida bu hodisalarga ishonch yo`qligi aytilsa ham, ich-ichidan bu miflarning haqiqatga yaqinligiga inonch hosil qilganlar. Buning boisi azaldan xalqlar etnonimida miflarning ahamiyati juda katta bo`lganligi va aynan shu miflarga ishonib ulg`aygan xalqning ong ostidagi sezimlaridadir. O`zbek xalqi bolalarni tarbiyalashda to`polon qilmasliklari uchun turli “Alvasti” va ”Ajina”lar haqida qo`rqinchi ertak, matallar orqali sho`x bolalarni tartibga chaqirgan. Suv bo`ylarida o`ynamasliklari uchun ularga “Suv parisi”, “Yalmog`iz” haqidagi miflarni aytib, yolg`iz o`zi suv bo`yiga bormaslik, kechqurunlari cho`milmaslik haqida ko`p uqtirganlar.

Aynan mana shu holat badiiy adabiyotlarda ham turlicha talqinda uchraydi. *“U Akbaralining qissasidan bu jar haqidagi so`zlarni esladi: “Tagida yalmog`iz kamar bor deyishadi. Bolalarni u yerga yo`latishmasdi. Meni ham dadam u yerdan quvlagani-quvlagan edi...” (Asqad Muxtor. “Chinor” romani.)* Aynan mana shunday miflar asosida to`qilgan ertaklar ham mavjud. Butun dunyo ertaksevar bolalari tomonidan tan olingan , dunyoga mashxur ertaknavis Hans Kristian Andersen ham pari mifiga asoslanib “Suv Parisi” ertagini yozgan. Bundan ko`rinadiki, pari miflari butun dunyo miflogiyasida o`zining alohida o`rniga ega. Shu jumladan Xorazm dostonchiligida ham “Pari” mifologiyasi o`zining salmoqli o`rni bilan ajralib turadi. “Go`ro`g`li” turkumiga kiruvchi dostonlarda aynan parilar ruhiy madad beruvchi, nasihatgo`y, sevikli yor, turli yo`l-yo`riqlar ko`rsatuvchi, afsun yoki dam solish bilan ko`maklashuvchi obraz sifatida talqin qilinadi. Masalan: “ Yunus Pari” dostonida Go`ro`g`li o`ziga yor istab parini izlab ketadi. Bu doston boshdan oyoq mifologiyaga

borib taqaladi. Og`o Yunus parini Go`ro`g`li tushida ko`radi. Aynan "Tush ko`rish" mativi parilarning yashash manziliga ishora qiladi: "...*Shu yotishdo uxlob qoldi. Bir vaqtlar Go`ro`g`li dush go`rdi. Dushundo bir oq soqolli kishi galib, Go`ro`g`lini peshonosini o`pib oydiki, ey Go`ro`g`li, san xafa bo`ma, xudo hammani o`z jufti bilan yoratgan. Sani jufting Qo`xi Qof tog`inda makon tutg`an Jahon podshoning qizi Og`a Yunus pari bo`ladi*". ("Yunus pari" dostoni. "Xorazm" nashriyoti. Urganch-2004. 58-59-bet.)

Aynan Go`ro`g`li tush ko`rib parini ko`rgan bo`lsa, Yunus pari ham uni tushida ko`rgan edi. "*Xizmatkor 411 kampir dishona chiqib, Go`ro`g`lig`a bir qaradidon ortina qaytavardi. Galib parizodo oydiki, ey Og`a Yunus Parizod, dushungda go`rgan odamzod shumi, dadi. Top o`zi shu, - dadi parizod.*" ("Yunus pari" dostoni. "Xorazm" nashriyoti. Urganch-2004. 64-65-bet.)

Go`ro`g`li parizod bilan yurtiga qaytayotgan payti parizodning noz-u karashmalariga dosh berolmay suykaladi. Aynan shu vaqtda parizodning Go`ro`g`liga nasihat qiladi, to`g`ri yo`lga solidi: .

*Yunus aytar nikohni qiy,  
Yomon ishdan nafsingni tiy,  
Keyin ko`rarsan izzat-siy,  
Sabr ayla, odam, sabr ayla.*

*Parizod bu so`zni aytib tamom qilg`anan keyin Go`ro`g`li o`zining sabirsizliginan uyalib, qizarib, pushaymon atib, Chambilbelning ichina qarab ota qamchi bosavardi.* ("Yunus pari" dostoni. "Xorazm" nashriyoti. Urganch-2004. 70-71-bet.) Yunus pari bu dostonida ijobiy obraz sifatida talqin qilinadi. "Xirmondali" dostonida Yunus pari Go`ro`g`liga nasihatgo`y sifatida talqin qilinib, Rum shahriga borib, Xirmondali bilan bellashmoqchi bo`lsang deya shunday nasihat qiladi: "*Bu so`zni eshitib, og`a Yunus Pari aytdiki, sango bir nasihatim bor, avval san o`zingi 40 kun boqqiga qo`y, so`ng Bostom yurtina bor, u yerda Oshiq Oydin pir degan bor, shuni xizmatina borib, olti oy yurib, olti oydan so`ng undan fotiha olib borsang, Dalixirmonni oytishsang yengasan, go`rash tutsang yiqasan, bo`lmasa kallangni kesib, kalla minorasini yana balandroq etadi.*" ("Xirmondali" dostoni. "Xorazm" nashriyoti. Urganch-2004. 278-bet.) Go`ro`g`li" eposi turkumida yana ko`plab parilarning ham ijobiy , ham salbiy mifologik obrazi yoritiladi. "Avaz

uylangan”(Avazning uylanishi) dostonida aynan Xo`pnishon pari va Gulruxsor parilar duvoxon, makkor, ayyor, jodugar sifatida talqin qilinadi. Dostonda Go`ro`g`li uddabiron, ayyor, har qanday vaziyatdan chiqib ketuvchi obraz sifatida talqin qilinadi. Ana shu uddabironligi bois u Xo`pnishon parini aldab, uni o`ziga rom qilib, Gulruxsor parini Xo`pnishon pari yordamida uxlatib, qotirib qo`yadi. Bu jarayonda yovuz, makkora, jodugar parini to`g`ri yo`lga solidi. Aynan shu epizod orqali har qanday yovuz parilar ham shirin so`z bilan to`g`ri yo`lga kirishi talqin qilingan. Avazxon ham otasi Go`ro`g`liga o`xshab pariga uylanadi. Ota va farzand o`rtasidagi bunday bog`liqlik ular taqdiridagi ayollar bashariyatdagi ayollarni ularga munosib ko`rmagan xalq tomonidan parilar orasidan tanlanadi. Bu jarayon esa epos qahramonlarini ilohiylashtirishga urinish edi. Huddi yunon mifologiyasidagi Gerakl xudolar farzandi sifatida talqin qilingandek, Go`ro`g`li va Avazxonlar ham shunday talqin qilinadi. “Go`ro`g`lining o`limi” dostonida ham Go`ro`g`li o`lmasdan, tog`da odamlar ko`zidan g`oyib bo`ladi. Xulosa qilib aytganda “Go`ro`g`li” turkumiga kiruvchi dostonlardagi pari obrazining talqini turlicha holatlarda uchraydi. Yaxshi va yomon hislatlarga ega parilarning doston kompozitsiyasidagi ahamiyati o`ziga xos ruhda talqin qilinadi. Ular bilan bog`liq voqealar tasodif va qiziqarli tarzda yoritib berilgan. Bu mifologik obrazlar dostonga alohida ko`tarinkilik beradi. Manan yetuklikka chorlaydi.

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**THE HISTORY OF THE ENGLISH LANGUAGE AND THE STAGES  
OF ITS DEVELOPMENT UNTIL TODAY.**

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**Abstract:** Almost all modern languages have an original language. This early language with all its derivatives forms a language "family". English belongs to the group of Indo-European languages. It also includes French, Italian, German, Norwegian and Greek. This article contains information about the emergence and at the same time the stages of development of the English language, in which period it was used by which peoples.

**Key words:** Language families, Anglo-Saxon tribes, dialects, modern English, great migration, runic texts.

Changes in language are to understand the speech activity of the people and to know that it is related to different aspects of life. At the same time, it should be taken into account that this relationship is very complex and ambiguous, and that language is manifested in different situations. Also, it should be recognized that the development process of language development is not uniform and determining the development strength of this process is not easy in all cases. For example, the development of the vocabulary is easier than the phonetic system. The phonetic system has more difficult problems. There are still enough unsolved issues in this area. It is known that language changes happen slowly. A person does not notice the progress of this process. In particular, if we look at the changes in the English language system, it has taken different forms in different periods. In some historical periods, the pace of change in the English language has accelerated, and in others it has slowed down. Based on this, it can be concluded that in order to know the language, it is necessary to know its history and the historical processes connected with the development of the language. The history of the English language is the dialect of one of the Germanic tribes spoken by the inhabitants of Britain in the 5th century, and the process of becoming a language spoken by more than 2 billion people around the world in one and a half thousand years. English is a West Germanic language, based on Anglo-Frisian dialects brought to Britain in the 5th-7th centuries BC by Germanic invaders and settlers from present-day North-West Germany, West Denmark and the Netherlands. English is a language belonging to the Germanic group of the Indo-European family. The language of the English people.

Official language of Australia, USA, United Kingdom, India, Ireland, South Africa, Canada, Liberia, Malta and New Zealand. English is the 3rd most spoken language in the world (after Spanish and Mandarin Chinese). The main language of the European Union. During the Anglo-Saxon period, Old English became Middle English, which was spoken from the Norman Conquest until the end of the 15th century. The formation of the English language was significantly influenced by contacts with the North Germanic languages spoken by the Scandinavians who invaded and colonized Britain in the 8th to 9th centuries; this contact has led to many lexical borrowings and grammatical simplifications. The language was influenced by the conquests of the Normans, who spoke Old Norman, which became Anglo-Norman in English. Many Norman and French borrowings are included in the ecclesiastical and judicial vocabulary. The spelling system established during the Middle English period is still used today. Old English (VII-XI centuries) was called Anglo-Saxon and had 4 dialects: Northumbrian, Mercian, Wessex and Kentish. Literary English was formed on the basis of the Wessex dialect in the 9th-11th centuries. This family of dialects was brought to the east coast of Great Britain by the Germanic tribes, the Anglo-Saxons. The word English comes from the word Angles, and the ancestral land of this people was Angeln, which is now Schleswig-Holstein. Many English words are derived from Latin, although Latin was the language of the Christian Church and European thought. After the Viking invasions in the 8th and 9th centuries, English absorbed some of the Old Norse language. The conquest of England by the Normans in the 11th century led to the mixing of Norman French with English. It is for this reason that the English language is lexically and orthographically related to the Romance languages. As a result of the reduction of unstressed vowels in the Middle English language (12th-15th centuries), verb combinations underwent many changes. A new English language emerged in the 16th and 17th centuries. With the strong development of Great Britain between the 17th and 20th centuries and the secular influence of the United States in the 20th century, the international influence of English increased. English now has its own regional dialects. Scottish dialect in Great Britain; northern, southern, and central dialect groups, in the US there are Eastern, Mid-Atlantic (central), southern, eastern, middle, western dialect groups. The phonetic system of the English language has its own vowels and consonants. English is distinguished from other Germanic languages by the analytic construction mark. Auxiliary words (articles, auxiliary verbs, prepositions) and word order are of

great importance in expressing grammatical relations. English has borrowed about 70% of its words from other languages (Latin, French, Italian, Spanish, etc.). The difference between the American version of English and the British version can be explained by the fact that the first immigrants to North America (1607) came from London and its surroundings, and later came from Northern Britain and Ireland.

Early Modern English—Shakespearean—has been around since about 1500. It features many borrowings from Renaissance Latin and Ancient Greek, as well as borrowings from other European languages, including French, German, and Dutch. Pronunciation changes during this period included the "Great Vowel Shift" (phonetic changes in English during the 14th and 15th centuries), which affected the characteristics of long vowels. Modern English, which is still spoken today, has been used since the end of the 17th century. Since British colonization, English has spread widely in Great Britain, Ireland, USA, Canada, Australia, New Zealand, India, parts of Africa and other countries. Currently, it is a means of international communication. Old English included a variety of dialect groups, reflecting the origins of the Anglo-Saxon kingdoms established in different parts of Great Britain. As a result, the West Saxon dialect of the language became dominant. Old English greatly influenced Middle English. One type of English is Scottish. It is traditionally spoken in parts of Scotland and Northern Ireland. Sometimes it is considered as an independent language. English has its roots in the languages of the Germanic peoples of Northern Europe. During the Roman Empire, most German settlements remained independent of Rome, although some southwestern regions were part of the empire. Some Germans served in the Roman army. Troops from Germanic tribes such as Tungras, Batavas and Frisians served in Britain under Roman rule. With the fall of the Western Roman Empire, German settlements expanded during the Great Migration. The languages originally spoken by the Germanic peoples of Great Britain were part of the West Germanic branch of the Germanic language family. They consisted of dialects of the Ingeveon language group (named after a large group of Ingeveon Germanic tribes) spoken by the Nordic peoples of modern Denmark, northwestern Germany, and the Netherlands. Due to some similarities between the Old English and Old Russian languages, this group was called Anglo-Frisian languages. Around 800 BC, representatives of the Indo-Europeans, the Celts, moved from the mainland to Britain. The people who lived before them in this area left no trace of the English language. In 55-54 BC, the Romans appeared in Britain. Gaius Julius Caesar

conducted two campaigns here. In 44 BC, Britain was declared a province of the Roman Empire. Emperors Claudius, Hadrian, Septimius Severus visited the island. By order of Emperor Honorius, Britain ceased to be a Roman province. In 449, the Germanic tribes of England, Saxons, Jutes and Frisians entered Great Britain. Anglo-Saxon began to displace Celtic from everyday use. In modern English, the names of English settlements and bodies of water return to English. For example, Avon (Avon is "River" in Celtic). From the dialects of the German settlers was created the language that would later be called Anglo-Saxon, which is now often called Old English. This language brought Celtic and Latin from Roman Britain, most of the territories of Great Britain, which later entered the Kingdom of England, and the Celtic languages preserved in the territories of Scotland, Wales and Cornwall. Through the Germans, English received several Latin words: "wine" — Lat. wine nok " pear " - lat. Pirum; "pepper" - lat. piper.

Conclusion: The study of the history of the language provides a deep understanding of the modern English language, its connection with various factors, the result of a complex process of development, and its place among other languages. At the same time, the history of the English language can be used as an auxiliary subject in the study of the history of England and English literature. The goals and objectives of the course in the history of the English language are not only to present facts, but also to determine the laws of language development.

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## **STRUCTURAL MODELS OF ANATOMICAL TERMS OF THE LATIN LANGUAGE**

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**Abstract.** The article is devoted to a systematic consideration of units of Latin anatomical terminology. The purpose of the work is to identify all structural models of Latin terms functioning in modern medical science and their typological representation. Scientific novelty is due to the systematic approach to the description of anatomical terms of the Latin language, as well as the fact that for the first time the structural typology of Latin anatomical terminological units and their quantitative relationship are established.

**Key words:** and phrases: Latin language; anatomical terminology; multicomponent terms; single-component terms.

Due to well-known historical events, the Latin language has become the basis for the formation of terminology systems in various fields of science and technology for many European languages. In the development of medical terminology, the role of the Latin language can hardly be overestimated, since to this day it is used as a universal system that promotes mutual understanding among physicians around the world thanks to the established unified terminological base, which, despite the fact of the “death” of the Latin language as a language of communication, nevertheless continues function within the framework of rapidly developing medical science.

In this sense, consideration of the system of anatomical terms of the Latin language, its resources, lexical means, as well as the actual inventory of different structural models of terms seems relevant both for linguists in general, which does not pay much attention to the Latin language, and for terminology in particular. Achieving the goal involves solving the following tasks: – selection of an inventory of terminological units of anatomical terminology of the Latin language; – classification of terms according to structural models; – establishment of typological models of terms within multicomponent models; – identification of the predominant part-verbal structures of anatomical terms in the Latin language.

The object of the study was the terminological units of Latin anatomical terminology. The subject of the study was the structural features of anatomical terms, on the basis of which a typology of structural models of anatomical terms in the Latin

language was compiled. The practical significance of the work lies in the fact that its results can be used in teaching courses on terminology, as well as the Latin language in medical universities. The main body of the study consisted of 7759 differently structured terminological units of Latin anatomical terminology. In the course of the work, such research methods were used as the descriptive method in the totality of its methods of analysis, synthesis in the process of selection and classification of factual material, the method of structural analysis and elements of the quantitative method in identifying and calculating the representation of various structural models in the system of anatomical terminology of the Latin language.

The theoretical basis of the study was the provisions of a number of works in such areas as terminology, structural and semantic features of terms, properties of terms and their differences from commonly used vocabulary, etc. The concept of "term" itself was the subject of discussion in various sciences: linguistics, philosophy, onomasiology, logic. At the same time, until now there is no consensus on the essence of this concept, and the number of definitions of the term reached even in the last century.

However, the common thing that can be identified in different definitions of the term is that the term is an element of a terminology system or a word/phrase denoting the concept of a special branch of knowledge. The status of terms-word combinations also cannot be called definite in modern linguistics, since depending on the number of components, terms-word combinations are called two- and multi-component. At the same time, the main discussion revolves around two-component terms, which some linguists classify as multi-component, while others consider them as a separate group. The latter define a multicomponent term (MCT) as a stable terminological combination with more than two significant components.

In the framework of this work, a term is understood as a word or phrase that has all the properties of a term, such as stability, unity of meaning, unambiguity, and denotes the concept of a certain professional field. At the same time, the object of our research becomes the entire system of terminological units of anatomical terminology of the Latin language, within which one-, two-, three-, etc. are distinguished. -component terms.

The difference between single-component and multi-component terms lies in the number of term elements. One-component terms consist of one term element, two-component terms include two significant lexemes, while the structure of

multicomponent terms consists of three or more components, expressed by significant parts of speech.

As part of the study of structural models of Latin anatomical terminology, 7759 terms of different structures were analyzed. Quantitative data and percentage of the total number of anatomical terms in the Latin language of terms one-, two-, three, etc.

The noun is the most common component in the anatomical Latin term; its share among other parts of speech was 53.4%, which is due to the tendency of the anatomical terminology terminology system to nominalize. The component expressed by an adjective was 45.6% in our study. The components expressed by the participle and numeral are few in number. They are 0.8% and 0.2% respectively. A possible continuation of the study seems to be the study of ways to translate Latin anatomical terms into Russian and English.

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**O'QISH SAVODXONLIGI DARSLARIDA O'QUVCHILARNI  
TANQIDIY FIKRLASHGA O'RGATISH.**

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**Annotatsiya.** Mamlakatimizda ta'lim tizimini, xususan, umumiy o'rta ta'limni rivojlantirishga katta e'tibor qaratilayotganligi barchamizga ayon. Chunki davlatning kelajagi, ertangi taraqqiyoti bugun umumiy o'rta ta'lim maktablarida tahsil olayotgan yoshlar qo'lida. O'quvchi yoshlarni mustaqil va tanqidiy fikrlaydigan, jamiyatda sodir bo'layotgan vaziyatlarga o'z munosabatini bildira oladigan, olgan nazariy bilimlarini amaliy faoliyatda qo'llay oladigan shaxs qilib tarbiyalash barchamizning oldimizda turgan muhim vazifalardan biridir. Ushbu maqolada kichik yoshdagi o'quvchilarni tanqidiy fikrlashga o'rgatib borish bugungi jamiyatning ta'lim tizimiga bo'lgan ustuvor va zaruriy talablaridan biri ekani ko'rsatilib, ularni boshlangich sinflarda amalga oshirishni ahamiyati va usullari ko'p yillik tajribalar asosida ko'rsatib berilgan.

**Kalit so'zlar:** Tanqidiy fikrlash, jarayon, didaktika, kognitiv qobiliyat, muammoli vaziyat, boshlangich ta'lim, ko'nikma, amaliyot.

Bugungi jadal tezlikda o'zgarib borayotgan dunyoga javoban, butun pedagogika fundamental evolyutsiyani boshdan kechirmoqda. Hozirgi raqamli davr shunday tez o'zgaruvchan dunyo ehtiyojlarini qondirish uchun yangi ko'nikmalarga ega bo'lishni talab qiladi. Global miqyosda ko'plab olimlar XXI asr kompetensiyalari nomi ostida yangi standartlarni ishlab chiqmoqdalar. Ushbu kompetensiyalarning asosini mantiqiy, qat'iyatlilik va ijodkorlik tashkil qiladi va ular turli xil murakkablikdagi o'yinlarni o'ynash orqali yaxshilanib boradi. Ta'limda o'yinlarni qo'llash ham o'rganishning ham o'rgatishning sezilarli yaxshilanishiga yordam beradi (Kula, 2021; Syafii, 2021). O'zbekiston Respublikasi Prezidentining "O'zbekiston Respublikasi Xalq ta'limi tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi PF-5712 sonli farmoniga ko'ra qabul qilingan "O'zbekiston Respublikasi Xalq ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasi"da quyidagilar xalq ta'limi tizimining strategik maqsadlari etib belgilangan:

- umumta'lim tizimida iqtisodiyotning innovatsion rivojlanishi, ilg'or xalqaro tajriba va jamiyatning zamonaviy talablariga muvofiq sifatli ta'lim olish imoniyatlarini yaratish;

- kichik yoshdagi o'quvchilarda o'qishga sog'lom kuchli va ta'sirchan motivatsiyani shakllantirish hamda kasb tanlash, kasbiy o'sishini mustaqil rejalashtirish, zamonaviy kasblarni egallash qobiliyatini rivojlantirish va boshqalar. Ushbu maqsadlarni amalga oshirish umumiy o'rta ta'lim maktabi o'quvchilariga zamonaviy pedagogik texnologiyalar asosida ta'lim va tarbiya berish, ularda ijodiy, tanqidiy va mustaqil fikrlash qobiliyatlarini shakllantirishni talab etadi.

Hozirgi vaqtda boshlang'ich maktab yoshidagi o'quvchilarni tanqidiy fikrlashlarini rivojlantirish muammosini dolzarbligi shundaki, insonni yoshlikdan nostandart fikrlash qobiliyatini rivojlanishi tufayli muammolarni hal qilishning yangi usullari ochiladi, qiyin vazifalar hal qilinadi, kashfiyotlar qilinadi, ixtirolar paydo bo'ladi. Xozirda jamiyatning mustaqil ravishda qaror qabul qiladigan, yangi g'oyalarni va muayyan muammoni hal qilish yo'llarini taklif qila oladigan bilimli, ijodiy, tashabbuskor shaxsga bo'lgan talablarini kuchayib borishi ta'lim tizimida yoshlikdan boshlang'ich sinf o'quvchilarda tanqidiy fikrlashni muvaffaqiyatli shakllantirib o'qitishni taqozo etadi. Tanqidiy fikrlashni o'rganuvchi amerikalik olim M.Skriven tanqidiy fikrlash mahoratini yoshlikdan o'rgatish zaruratini ta'kidlab, uni o'rganishni o'qish va yozishni o'rganish bilan bir qatorga qo'yish mumkin deb hisoblagan [3, 68]. Tanqidiy fikrlashni o'rgatish oson ish emas, uni qancha tezroq boshlansa o'quv jarayoni shunchalik muvaffaqiyatli bo'ladi. Ko'pchilik psixologlarning fikriga ko'ra, 11 – 12 yoshga kelib, odam allaqachon ma'lum bir fikrlash uslubiga ega bo'lib, kelajakda u bolaning muvaffaqiyatga erishishiga yordam beradi yoki muammoni echa oladigan bo'ladi. Tanqidiy fikrlay olish boshlang'ich sinf o'quvchisi uchun qiyinchilik tug'dirishi mumkin bo'lgan jarayon hisoblanadi. Tanqidiy fikrlay olish uchun avvalo fikrning grammatik jihatlarini, fonetik tomonlarini anglamoq lozim, ya'ni o'quvchining o'zi xatolikni, kamchilikni tushunishi lozim. "O'qish kitobi" darsliklarida berilgan matnlar boshlang'ich sinf o'quvchilarida nutq ko'nikmalarini shakllantirishda vosita hisoblanadi. Boshlang'ich sinflarda o'qish darslarining asosiy maqsadi o'quvchilarni matn mazmunini to'g'ri tushunish, ongli va ifodali o'qiy olish, matnda berilgan axborotni idrok qilish, matnda ifodalangan voqelikka nisbatan munosabat bildirishga tayyorlashdir. Shunga ko'ra, boshlang'ich sinf o'qituvchisi metodik tayyorgarlikni darsning maqsadi, o'rganilayotgan materialning mazmuni, o'quvchilarning mavjud bilim, ko'nikma, malakalari darajasiga ko'ra amalga oshiradi. O'quvchilarni asar matnini o'qishga tayyorlashda, birinchi navbatda, ularni matn mavzusi, tili, g'oyaviy

mazmuni va badiiy-estetik qiymati bilan tanishtirish, matn mazmunidan tegishli xulosa chiqarishga e'tibor qaratiladi. O'qish faoliyati ham nutqning alohida ko'rinishi hisoblanadi.

Bolalarning fanlarga bo'lgan qiziqishlarini oshirish va ularning o'zlashtirish darajasini aniqlash, bashorat qilish, ta'lim jarayonida interpretatsiya metodlaridan oqilona foydalanish uchun ta'lim jarayonidagi psixologik va pedagogik xususiyatlarni aniq tasavvur eta olish lozim. Bolalarda tanqidiy fikrlash ko'nikmalarini shakllantirish uchun o'qituvchi o'quvchilarning fanlar bo'yicha individual xususiyatlarining raqamli ko'rsatkichlarini aniq tasavvur etgan taqdirdagina ushbu pedagogik jarayonni obyektiv tafsirlash imkoniyatiga ega bo'ladi<sup>2</sup>. Bunda pedagogik diagnostikadagi shkalalar va solishtirish metodlaridan o'rinli foydalanish muhim ahamiyat kasb etadi. Miqdor haqida gapirilganda "empiric miqdor" iborasining ma'nosini tahlil qilishga to'g'ri keladi. Diktantda to'g'ri yozilgan so'zlar "empirik faktlar miqdorini" tashkil qilishi mumkin. Agar diktantda Asror 44 so'zni, Akbar 34 ta so'zni, Mohira 28 ta so'zni xatosiz yozgan bo'lsa, biz faqat Asrorda Akbarnikidan, Akbarda Mohiranikidan to'g'ri so'zlar ko'pliginingina emas, balki Asrorda Mohiranikidan to'g'ri so'zlar ko'pligini ham nazarda tutamiz. Lekin she'rni ifodali o'qigan, badiiy asar kompozitsiyasini to'liq aks ettirgan boshlang'ich sinf o'quvchilarni, ularning fanni o'zlashtirish darajasini bunday o'lchash qiyin. Shu sababli bugungi kunda o'lchashning darajaga mos quyidagi shkalalar mavjud:

- nominal shkala;
- tartibli shkala;
- intervali shkala
- munosabat yoki proporsiya shkalasi.

O'quvchilarda tanqidiy fikrlashni shakllantirishda pedagogik-psixologik uzviylik va uzluksizlikni amalga oshirishda ma'lumotlarni tahlil qilishning obyektivligi alohida qiziqish uyg'otadi<sup>1</sup>. An'anaviy baholash tizimida ma'lumotlarni tahlil etishda obyektivlik past bo'ladi. Masalan, bitta yozma ishni turli o'qituvchi turlicha baholaydi, ya'ni baho obyektiv bo'lmaydi.

Tanqidiy fikrlashni o'zlashtirishda shuni inobatga olish lozimki, o'qish darslarida matn ustida ishlash jarayonida asosiy e'tibor uning mazmuniga qaratilsa- da, tuzilishini ham nazardan qochirmaslik kerak. Jumladan, voqea kechayotgan sharoit, peyzaj, asar qahramonlarining kechmishlari, ruhiyati tasvirida o'tgan, hozirgi yoki kelasi zamon shakllaridan foydalanilishini anglagan o'quvchi matn mazmunini og'zaki hikoyalashda adashmaydi. O'quvchilar diqqatini matndagi bir mazmundagi hodisalar tasvirida (peyzaj, adabiy qahramonning ruhiy holati, portreti) fe'l-kesimlar, odatda, bitta zamon shaklida bo'lishiga qaratish ularning nafaqato'qish va yozuv, balki matn mazmunini

idrok etish va fikrlash bilan bog'liq ko'nikmalarini shakllantirishga ham yordam beradi. Adabiyotda tanqidiy fikrlash texnologiyasini rivojlantirishning ko'plab usullari tasvirlangan. Ammo kichik yoshdagi o'quvchilarning yosh xususiyatlariga ko'ra, ularning barchasini qo'llash mumkin emas, ko'plab texnologiyalarni ushbu toifadagi yoshlarga nisbatan "qayta ishlash" kerak. Bolalar rivojlanishining ushbu yosh bosqichida mas'uliyat hissi, atrof dunyoga qiziqish va ta'limda o'zlashtirish faoliyatlari uchun eng katta imkoniyatlar mavjud. Bizning fikrimizcha, aynan boshlang'ich maktab yoshidagi bolalar uchun tanqidiy fikrlashni turli xildagi ko'plab metodlari orasidan yoshga mos va eng samarali natijalarga eltadigan usullaridan foydalanish orkali tanqidiy fikrlashni shakllantirishni boshlash kerak, bu jarayon kelajakda ham takomillashib davom etadi. Ushbu ishning maqsadi kichik yoshdagi o'quvchilar uchun tanqidiy fikrlashni rivojlantirishni ularga mos keladigan va o'z amaliyotimda foydalanadigan usullar namunalari bilan o'rtoqlashishdan iborat. Muammolarni hal qilishda inson tafakkurining namoyon bo'lishini ko'rishimiz mumkin. Aqliy faoliyatni boshlashdan oldin yoshlarga ongli ravishda o'ylaydigan savollarni qo'yish va tafakkurini rivojlantirish mahoratini singdirib borish juda muhim. Haqiqatan ham biz ko'p hollarda bolalarga yod olishi kerak bo'lgan javoblarni beramizu ular echimini topishi kerak bo'lgan muammolarni oldilariga qo'ymaymiz.

O'quvchilarning tanqidiy fikrlash darajalarini aniqlashda ularning barchasi uchun aynan bir xil qulaylikdagi pedagogik vaziyat vujudga keltirilishi kerak. O'quvchilarda tanqidiy fikrlashni shakllantirishda ular tomonidan bayon qilingan fikrlarning obyektivligi alohida pedagogik ahamiyatga ega. O'quvchining yozma ishini baholaganda bayon qilingan fikrlarning obyektivligi, haqqoniyligiga alohida e'tibor qaratish lozim. O'quvchi tomonidan bayon qilingan tanqidiy fikrning ishonchliligi u keltirgan dalillar bilan belgilanadi. Dalillar qanchalik haqqoniy bo'lsa, ifodalangan fikr ham shunchalik ishonchli bo'ladi. Agar biror dalil ifodalangan fikrning aniqligini ifodalasa, xuddi shu dalil fikrning ishonchlilik darajasini ta'minlaydi. Tanqidiy fikrlashning valiyiligi uning qay darajada ekanligini belgilaydi. Fikrning validligi uning darajasini aniq ifodalaydi, yuqori darajada tanqidiy fikrlovchi o'quvchilar, o'rtacha tanqidiy fikrlovchi o'quvchilar yoki past darajada tanqidiy fikrlovchi o'quvchilar kabi. O'quvchilarning tanqidiy fikrlash darajasini o'rganish uchun ularning muloqotga kirishish jarayonlarini kuzatish muhim ahamiyat kasb etadi. Kuzatish metodidan o'quvchilarning fikrlash va muloqotga kirishish ko'nikmalarini qiyoslashda keng

foydalaniladi. O'quvchilarda tanqidiy fikrlashning shakllanganlik darajasini tashxirlarda kuzatish metodi muhim ahamiyat kasb etadi. Kuzatish metodi kichik maktab yoshidagi o'quvchilarning dunyoqarashi, aqliy rivojlanishi, fikr yuritish dinamikasi, xulosalar chiqarishdagi mustaqil fikr bayon qilishi, faol nuqtai nazarini o'rganish va tahlil qilishga yordam beradi.

Xulosa: Xulosa o'rnida shuni ta'kidlash lozimki, o'quvchi-yoshlarni Vatan taraqqiyotiga munosib hissa qo'shuvchi, har tomonlama barkamol shaxs qilib voyaga yetkazish, boshlang'ich sinf o'quvchilarini mustaqil fikrlashga o'rgatishda "Ona tili va o'qish savodxonligi" darslarining imkoniyatlari nihoyatda kengdir. Tanqidiy fikrlashni rivojlantirish texnologiyasi usullaridan foydalanish xar bir o'quvchiga darsdan tashqari holatlarda ham ko'proq muhokama qilish, o'ylash, fikrlash imkoniyatlarini bera olishiga erishish bizning o'qitishdagi asosiy natijamiz bo'ladi.

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## **O'QUVCHI SAVODXONLIGINI OSHIRISHDA O'QTUVCHI VA OTA-ONA HAMKORLIGI.**

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**Annotatsiya.** Ushbu maqolada o'quchilarning har tomonlama rivojlanishida ota-ona va o'qtuvchining hamkorlikda ish olib borishlari bayon qilingan bo'lib, hozirgi kunda bolalar savodxonligini oshirish juda muhim jarayondir. Bu jarayonning dolzarbligi ota-onaning farzandiga vaqti bolmasligi, hozirgi o'quv programmalariga tushunmasligi va farzandiga tushuntirib berolmasligi kabi muammolar yoritib berilgan. O'quvchining to'g'ri so'zlash qobiliyati uning nafaqat o'qishda, balki hayotda ham muvaffaqiyatga erishishishining kalitidir. Bunig uchun eng avvalo ota-ona bilan o'qtuvchi hamkorlikda ishlashlari zarurdir. Bu jarayonni amalga oshirishda ota-ona o'tilgan mavzuni hayotga tadbiq qilib hadis, maqollar, ibratli hikoya, ertaklar bilan oz farzandiga tushuntirib bera olishi uchun eng avvalo ozlari ustida ishlashlari zarurligi buni amalga oshirishda o'qtuvchining ko'mak berishi lozimligi, muammolarni hal qilishda yordam beradigan jarayonlar va uni olib borishdagi ma'suliyatli yo'ndashuvlar bir qancha metodikalar orqali ko'rsatib o'tilgan. O'quvchilarni to'liq, savodli nutqqa ega bo'lishi uchun nima qilish kerak va nima qilmaslik kerak? Ota-ona oz farzandi uchun qanday o'rnak bolishi kerak? Savodga o'rgatish jarayonida o'yinlar nechog'li muhim? Bu va boshqa savollarga javoblar ushbu maqolada keltirilgan. O'qing, mashq qiling va o'zingiz o'rganing.

**Tayanch so'zlar va iboralar:** Ota -ona roli, o'qtuvchi roli, hamkolik ishlari, O'quvchilar huquqlarlari, savotxonlikni oshirishda zamonaviy metodlar, " Aytib turib o'ylayman", "Rangli bog'inlar" metodi, "She'rni tikla" metodi, " Bilimlar auksioni".

**Абстрактный.** В данной статье описано сотрудничество родителей и педагогов во всестороннем развитии учащихся, а повышение грамотности детей является сегодня очень важным процессом. Актуальность этого процесса объясняется такими проблемами, как отсутствие у родителей времени на своих детей, непонимание

существующих образовательных программ и неспособность объяснить их своим детям. Умение студента правильно говорить – залог его успеха не только в учебе, но и в жизни. Для этого, прежде всего, необходимо работать во взаимодействии с родителями и педагогами. При осуществлении этого процесса родителям следует в первую очередь работать над собой, чтобы они могли применить изученную тему в жизни и объяснить ее своим детям с помощью хадисов, пословиц, показательных рассказов и сказок. реализация демонстрируется с помощью нескольких методологий. Что нужно и чего нельзя делать, чтобы учащиеся имели полноценную и грамотную речь? Каким примером должны быть родители для своих детей? Насколько важны игры в процессе обучения грамоте? На эти и другие вопросы есть ответы в этой статье. Читайте, практикуйтесь и учитесь сами.

**Abstract.** This article describes the cooperation of parents and teachers in the all-round development of students, and improving children's literacy is a very important process today. The relevance of this process is explained by problems such as parents not having time for their children, not understanding the current educational programs and not being able to explain them to their children. The student's ability to speak correctly is the key to his success not only in studies, but also in life. For this, first of all, it is necessary to work in cooperation with parents and teachers. In the implementation of this process, parents should first of all work on themselves so that they can apply the learned topic to life and explain it to their children with hadiths, proverbs, exemplary stories, and fairy tales. supporting processes and responsible approaches to its implementation are demonstrated through several methodologies. What are the do's and don'ts for students to have full, literate speech? What kind of example should parents be for their children? How important are games in the process of teaching literacy? These and other questions are answered in this article. Read, practice and learn for yourself.

### **Kirish**

Savod o'rgatish metodikasining maqsadi-bolalarning boshlang'ich o'qish va yozishga o'rgatish. O'zbek alifbosiga asoslangan holda qisqa vaqt ichida o'quvchilar o'qish va yozish ko'nikmasini egallaydilar. Savod o'rgatish davrida til ta'limi mazmuni o'quvchilarga beriladiga til va nutq sohasidagi bilim va ko'nikmalar bilan belgilanadi. Savod o'rgatish

davrida o'qish va yozish harakatini maqsadga muvofiq ravishda bajara olish o'qish va yozish ko'nikmasi deyiladi. Bu ko'nikma bilimni talab qiladi, chunki har qanday ko'nikma bilimsiz shakillanmaydi. Bilim ko'nikmaga aylanmagan bo'lishi mumkin. Masalan bola v harfining elementlarini yozuv chiziqlari orasiga qanday joylashtirishni bilib uni daftarda yoza olmasligi yoki harifni tanib, ular ishtirok etgan so'zni o'qiy olmasligi mumkin. Yozish ko'nikmasini hosil qilish uchun boshqa faoliyat turlari, ya'ni yozish jarayonida partada to'g'ri o'tirish, ruchkani barmoqlar orasida tutish, daftarni qiyalikda qo'yish kabilar ham o'rgatiladi. O'qish malakasi ham, yozish malaksi ham nutq faoliyatining boshqa turlari bilan, ya'ni og'zaki hikoya qilish o'zgarlar nutqini eshitish orqali anglash, ichki nutq bilan uzviy bog'liq holda shakillanadi. O'qtuvchi o'quvchilarni o'z fikrini og'zaki yoki yozma ifodalashi uchun zaruriyat va ehtiyojni yuzaga keltiruvchi vaziyat yaratilishi lozim. Chunki o'qishga o'rgatish va yozuvga o'rgatish parallel olib boriladi va bu faoliyat muntazam ravishda mashq qildiriladi. Bu jarayonni turli o'yinlar orqali olib borish o'qtuvchiga ham o'quvchilarga ham juda qiziq jarayondir. Bilamizki har bir bola o'yinlar orqali o'tilgan darsni yoqtiradi va yaxshi eslab qoladi. Hatto biz kattalar ham o'yinlar orqali dars o'tganimizda huddi yosh boladek turli emotsiyalarga berilib o'yin ichiga kirib ketganimizni vaqt qanday o'tib ketganligini hatto sezmay ham qolamiz. Shunday ekan o'quvchilarimiz savodxonliklarini tekshirish ularni yanda ziyrakliklarini oshirish uchun yordam beradigan metodlardan foydalanishimiz turli o'yinlar orqali bolalar ongiga mavzuni yaxshiroq singdirishimizga yordam beradi.

### **“Rangli bog'inlar” metodi**

Bu metotda rangli stikerlar tarqatiladi. Undosh harflar tōq ranglarda Unli harflar och ranglarda bo'ladi. Bu yerda o'qituvchi tomonidan so'z aytiladi ular tartib bilan tezlikda joylashishlari kerak bo'ladi. Bu metodda o'tilgan harflarni takrorlashda yoki jamoa bo'lib ishlashni o'rgatishda o'rgatish va ochiq hamda yopiq bo'g'inlar asosida qo'llansa ham samarali bo'ladi. O'qish savodxonlik darslarini samarali o'tgazishga yordan bera oladigan metodlardan bir bu

“She'rni tikla” metodi.

1. Bu metod o'quvchilarni kreativ fikrlashga yordam beradi.
2. O'quvchilar berilgan vaqt ichida she'rni qayta tiklash orqali o'z ziyrakliklarini namoyish etishlari kerak.
3. Bu metodni darsda qo'llashdan maqsad, nutqiy xushyorligini oshirish



4. Ziyrakliklari tekshiriladi.
5. Bir eshitgandan eslab qolish ko'nikmasi sinovdan o'tkaziladi;
6. She'rni mantiqan davomini topish malakasi rivojlantiriladi.
7. She'r yozish uslubini o'rganadi.

Bu metoddan ko'zlangan maqsad shu yettita bosqishni ularda shakillantirishdir. Buning uchun sinfni 3 guruhga bo'lin olamiz. Guruhlarga bir xil she'r matni ichidan har bir satri ajratib kesib olingan holda taqdim etiladi. O'quvchilar misralarning o'rnini to'g'ri tanlashi kerak bo'ladi. O'quvchilarni guruhga bo'lish natijasida rag'batlantirish yo'llari bilan baholab boriladi. Bu jarayonlarda o'qtuvchi bilan o'quvchining o'zaro hamkorlikda ish yuritishlariga sabab boladi va bu samarali natijalar beradi. Hozirgi kunda o'quvchilarni savodxonlik o'rgatishda muammolardan biri bu ota-onaning farzandiga yetarlicha vaqt ajratmasligi yoki draslarga o'z vaqtida yubormasligi tufayli o'quvchilarning o'qishini pastlashiga mavzularni yaxshi o'zlashtira olmasligiga olib keladi. Buni oldini olish uchun birinchi navbatda o'qtuvchi bilan ota-ona hamkorlik qilishlari bundan ko'zlangan maqsad esa ota-onaning o'z majburiyatlarini to'g'ri tushuntirish uchun O'zbekiston Respublikasining Konstitutsiyaga ko'ra ota-onalar yoki ularning o'rnini bosuvchi shaxslarning o'quvchilarining ta'lim olishiga to'sqinlik qiladigan holatlarda qo'llaniladiga qonuniy choralar.

#### **77- modda**

Ota- onalar va ularning o'rnini bosuvchi shaxslar o'z farzandlarini voyaga yetguniga qadar boqishi, ularning tarbiyasi, ta'lim olishi, sog'lom, to'laqonli va har tomonlama kamol topishi xususida g'amxorlik qilishiga majburdurlar.

#### **73-modda**

Ota- ona bolalarinig qonunchilikda belgilangan zarur darajada ta'lim olishini ta'minlashi shart.

Ota-onalar majlisida ushbu yangi qonunlarni to'g'ri tushuntirish agar farzandini bilim olishiga sharoit yaratib bermasa, darsga o'z vaqtida yubormasa bazaviy hisoblash boyicha bir baravarida besh baravarigacha miqdorda jarima solishga sabab bo'lishi haqida ularga aytishi buni oldinini olish uchun doimiy ravishda o'qtuvchi bilan ota- ona o'zaro aloqada bo'lishlari ya'ni turli sabalarga ko'ra darsga o'quvchini kelmasligi yoki kechga qolish yoki turli kasal holatlari haqida o'qtuvchini ogohlantirishi zarurdir. Ikkinchi muammolardan biri o'quvchilarga darsni takrorlash kamchiliklarini to'ldirish uchun uyga

vazifa yoki turli topshiriqlar beriladi. Bu orqali o'quvchilarning fikrlashlari og'zaki va yozma nutqining rivojlanishiga hamda kamchiliklarini to'g'irlashga yordam beradi. Lekin o'quvchilar vazifalarni o'z vaqtida bajara olmasligi tengdoshlaridan ortda qolishiga darslarni yaxshi o'zlashtira olmasligiga sabab boladi. Bunday holat kuzatilmasligi uchun o'tilgan mavzu yuzasidan berilgan topshiriqlarni o'z vaqtida bajarishlari lozim. Ming afsuski hozirgi kunda ota-onalarning o'z farzandi bilan birga ko'p vaqt o'tkazmasiligi topshiriqlarini bajarishiga yordam bermasligi yoki darslik programmalariga tushunmasliklari, farzandlariga tushuntirib bera olmasliklari juda ham achinarli holat hisoblandi. Tadqiqot natijalariga ko'ra ota-onasi bilan ko'p muloqotda bo'ladigan hamda berilgan topshiriqlarni birgalikda bajaradigan bolalarning fikrlash doiralari keng bolarkan. Amalyot qilayotga sinfimdagi bolalarni kuzatganimda ularning darslarni yaxshi o'zlashtiradigan hamda o'rtacha o'zlashtiradigan, o'zlashtirishga qiynaladigan o'quvchilar borligini sezganman. Va ularga yordam berish jarayonimda o'rtacha hamda past o'zlashtiradigan bolalarning ota - onalari farzandlari bilan shug'ullanmasliklariga ishonch hosil qilganman. Sababi bu o'quvchilar hatto o'z fikrini bildira olmasligi yoki atrofdagilarga tushuntirib berolmasliklari qo'rqqoqliklari, juratsizliklari va boshqa holatlarida bilinib turadi. Buni oldini olish uchun ota-onasi bilan o'zaro hamkorlik aloqalarini yo'lga qoydik. Farzandiga vaqt ajratishi kerakligi uning fikrini eshitishi darslariga e'tiborli bo'lishi qiziqishlarini inobatga olishlari hamda o'z farzandiga o'rnak bolishini tushuntirdik. Ota-onalarda esa buni qanday amalga oshirishimiz kerak? kabi savollar kelib chiqdi. Bunday ota -onalarga haftada bir kun dars rejasini tuzdik va mashg'ulotlarini tashkil etdik. Bundan asosiy maqsadimiz yangi darsliklar bilan tanishtirish ularga tushuncha berish hamda farzandlariga qanday tushuntirishlari o'zlari qilayotgan xatti-harakatlari orqali farzandlariga o'rnak bo'lishlari haqida metodik tavsiyalar berish orqali sinfimizda savodxonlikni oshirishga bor e'tiborimiz qaratdik. Bu jarayonlarni ya'nada takomillashtirish uchun esa telegramm guruhimizga har bir mavzu yuzasidan topshiriqlarni qanday bajarish kerakligi qanday tushuntirish kerakligi o'rgatuvchi kichik namunalar tashlash kerakligini tushundik. Chunki hozirgi dars programmalarini biroz murakkabligi ota-onalarga qiyinchilik tug'dirayotganini aytishgandi bunga yechim sifatida ota-ona bilan o'qtuvchining doimiy hamkorligini taminlashga erishdik. Ota-onalarga o'rgatishimiz kerak bo'lgan eng muhim narsalardan biri bu berilgan mavzu yoki topshiriqlarni o'z farzandiga analiz qilishiga hulosa chiqarishida esa hayotga tadbiiq qilishiga yordam berishi

o'quvchilarni fikrlashlari ya'ni kreativ, tanqidiy fikrlashlariga ijobiy ta'sir ko'rsatishlarini tushuntirganimizda ularni yuzlaridagi mamnunlikni ko'rdik. Buni amalga oshirishlari uchun ota-onalarimizga qiziqarli ertak, hikoya, hadislar va maqollar orqali o'zlarining harakatlari bilan tushtirishi mumkinligini tushuntirdik. Turli bayram tadbirlarda ota-onalarni chaqirtirib o'z farzandlari bilan o'zaro hamkorlida turli topshiriqlarni bajartirishni ular o'rtasidagi aloqani mustahkamlashni maqsad qilib oldik. Buning uchun turli jamoa bolib ishlashga yordam beradigan metod va turli o'yinlardan samarali foydalanishimiz kerakligini tushundik.

" Bilimlar auksioni"

Katta oq qog'ozga 3 ta cho'ntakcha qilinadi. Bittasiga 3 ming, bittasiga 4 ming, bittasiga 5 ming deb yozib qo'yiladi. Har bir cho'ntakka savollar yoziladi. 3 minglik cho'ntakka oson savollar, 4 minglikka o'rtacha, 5 minglikka qiyin savol yoziladi va o'quvchilarga tushuntiriladi. Istalgan o'quvchini doskaga chiqarib, savol tanlash huquqi beriladi. O'quvchini tanlagan cho'ntakdagi savoliga qarab, bilimini o'qituvchi o'zi uchun bilib oladi. Keyin qog'ozdan yasalgan pullar o'quvchilar to'g'ri topgan savollari uchun beriladi ga Ushbu metod o'tgan mavzuni mustahkamlash va yangi mavzuni mustahkamlash uchun juda ham yaxshi vosita hisoblanadi. Ota-onalar farzandlari bilan vaqt o'tkazishlari ularning qanchalik darajada bilimli hamda zukko ekanliklarini bilib olishga imkon beradi. Bu jarayonda o'qituvchi o'quvchi ota-ona o'zaro hamkorlikda ish yuritishadi. Bu orqali o'quvchilar savodxonliklarni yanda yaxshilashga yordam beradi.

"Aytib turib o'ylayman"

Bunda o'quvchilar o'z ota-onalar bilan jamoa tashkil qilishadi . O'qituvchi o'ynimiz shartini tushuntirib beradi. Doskaga jamoa ishtirokchilardan biri chiqib o'zi yod olgan she'rini atib turib dokaga rasm, qoida , yoki biror bir boshqotirmanini yechishi talab qilinadi. Bu jarayonda ota-onalar ham ishtirok etadi. Bu o'yin orqali o'quvchilarni sinfda nutqlarini hamda fikrlashlarini o'strishda foydalanishimiz mumkin. Bu jarayonda o'quvchilarda nutq bilan birgalikda yozish savodxonligini oshirishda katta yordam beradi. Amalyotda qo'llagnimizda boshlanishida o'quvchilar qiynalishdi lekin birgalikda bir necha bor mashq qilganimizdan so'ng ular da ko'nikma paydo bo'ldi fikrlarini bir joyga jamlashni ham o'rganib olishdi. Bu jarayonda ota-onalar o'zaro ishtiroklari bilan bizni hursand qilishdi. Tashkil etgan Ota-onalar bilan ishlash ish rejamiz o'z samarasini ko'rsata boshladi. O'quvchilarni o'zlashtirishlari yaxshilangani ularning fikrlashlari o'z fikrlashlarini

atrofdagilarga yetkaza bera olishlari yaxshilanganliklari ularning darsda faolliklari orqali sezildi.

**FOYDALANILGAN ADABIYOTLAR RO'YXATI.**

1. Boshlang'ch sinflarda ona tili o'qitish metodikasi. Toshkent – 2021
2. O'zbekiston Respublikasining 2023- yil 30- apreldagi o'tkazilgan referendumga binoan qabul qilingan konstitutsiyasi.
3. Zamonaviy metodlarni ta'lim jarayonida qo'llash uslublari. Farg'ona- 2023

**Davlat fuqarolik xizmatini takomillashtirish masalalari**

Oliy ta'lim, fan va innovatsiyalar

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**Annotatsiya:** Mazkur maqolada davlat fuqarolik xizmati, davlat fuqarolik xizmatini takomillashtirish hamda ularni baholashning huquqiy asoslarini takomillashtirish masalalari yoritilgan.

**Kalit soʻzlar:** davlat fuqarolik xizmati, “hayot davomida ta’lim olish” (Life Long Learning), KPI (Key Performance Indicators), “samaradorlik koʻrsatkichlari” (“performance indicators”), “eng muhim natijadorlik koʻrsatkichlari” (“key results indicators - KRI”) va “muvaffaqiyatlarning muhim faktorlari” (“critical success factors”), taraqqiyot strategiyasi.

O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoevning Oliy Majlisga Murojaatnomasida “Bugun hayotning o‘zi bizdan professional, tezkor va samarali davlat xizmati tizimini shakllantirish, yangicha fikrlaydigan, tashabbuskor, elyurtga sadoqatli kadrlarga keng yo‘l ochish bo‘yicha samarali tizim ishlab chiqishni talab etmoqda” degan fikrlari davlat fuqarolik xizmatida kadrlar zaxirasini shakllantirishning ustuvor yo‘nalishlarini ilmiy-amaliy jihatdan tadqiq etishni taqozo etadi. O‘zbekiston Respublikasi Prezidentining 2019-yil 3-oktyabrdagi «O‘zbekiston Respublikasida kadrlar siyosati va davlat fuqarolik xizmati tizimini tubdan takomillashtirish chora-tadbirlari to‘g‘risida»gi PF-5843-son Farmonida davlat fuqarolik xizmati masalalari bo‘yicha vakolatli organning mavjud emasligi davlat organlari va tashkilotlarida yagona kadrlar siyosatini olib borishga, xodimlarni samarali boshqarish va inson resurslarini rivojlantirishga, malakali kadrlar zaxirasini raqobat asosida shakllantirishga hamda ular tomonidan davlat fuqarolik xizmatchilarining vakant lavozimlari o‘z vaqtida egallanishiga yo‘l qo‘yilmayotganligi ta’kidlangan. Shundan kelib chiqib, milliy, respublika, tarmoq va hududiy darajalarda professional tayyorlangan samarali kadrlar zaxirasini shakllantirish, davlat fuqarolik xizmatiga eng malakali nomzodlarni saralab olish uchun xususiy bandlik agentliklarini faol jalb etish va zamonaviy autsorsing shakllaridan foydalanish, milliy kadrlar zaxirasini boshqarish, davlat fuqarolik xizmati lavozimlarining davlat reestrini yuritish, shuningdek, davlat fuqarolik xizmatchilari vakant lavozimlarining yagona ochiq portalini tashkil etish

va yuritishni muvofiqlashtirish buyicha mas'ul organ O'zbekiston Respublikasi Prezidenti huzuridagi Davlat xizmatini rivojlantirish agentligi tashkil etildi.

2022-2026 yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasidagi inson qadrini yuksaltirish, xalqparvar davlat barpo etishga oid ustuvor maqsad va vazifalar ijrosini ta'minlash davlat organlari faoliyati samaradorligini yanada oshirishni talab etmoqda. Strategiyaning 1-ilovasi, 1-ustuvor yo'nalishi "Inson qadrini yuksaltirish va erkin fuqarolik jamiyatini yanada rivojlantirish orqali xalqparvar davlat barpo etish" deb belgilangan. Mazkur yo'nalishda davlat fuqarolik xizmati tizimini zamonaviy standartlar asosida tashkil etish vazifasi belgilangan, unga ko'ra, davlat xizmatida korrupsiya omillarini bartaraf etish, kadrlarni tanlov asosida ishga qabul qilish va ular faoliyati samaradorligini baholashning huquqiy asoslarini takomillashtirish, davlat xizmatchilari va davlat organlari faoliyatini eng muhim samaradorlik ko'rsatkichlari (KPI) asosida baholash tizimi bo'yicha "Milliy reyting" tizimini joriy etish, davlat xizmatchilarining kasbiy tayyorgarlik, moddiy va ijtimoiy ta'minot darajasini oshirish tizimini takomillashtirish, mahalliy hokimlik organlari, vazirlik va idoralarga rahbarlik lavozimlari uchun munosib nomzodlarni tayyorlash maqsadida Milliy kadrlar zaxirasini shakllantirish, davlat xizmatiga kirish, zaxirani shakllantirish, baholash va xizmatni o'tash bilan bog'liq jarayonlarni raqamlashtirishni nazarda tutuvchi "Raqamli davlat xizmati" loyihasini amalga oshirish, davlat organlarida ish vaqti va mehnat me'yorlari bo'yicha talablarni qayta ko'rib chiqish vazifasi belgilandi.

O'zbekiston Respublikasida davlat xizmatchilari faoliyati samaradorligini oshirish bo'yicha olib borilayotgan tizimli islohotlarning zamirida O'zbekiston Respublikasining "Davlat fuqarolik xizmati to'g'risida"gi qonun qabul qilindi. Mazkur qonunning qabul qilinishi "Xalq davlat organlariga emas, davlat organlari xalqqa xizmat qilishi kerak", degan tamoyilni to'la ro'yobga chiqarish uchun mustahkam huquqiy poydevor bo'lib xizmat qilmoqda.

Qonunda davlat fuqarolik xizmatchilarining kasbiy kompetensiyasini shakllantirish, ularni qayta tayyorlash, malakasini oshirish, ta'lim olishini tashkil etishni xuquqiy asosi yaratildi. Davlat fuqarolik xizmati munosabatlarida xizmat lavozimlarining davlat reyestrini yuritishni belgilanishi lavozimlarni guruhlariga va toifalarga ajratish, ularga lavozim malaka darajalarini berish imkoniyatini beradi. Mazkur qonunda davlat fuqarolik xizmatchilariga lavozim malaka darajalarini berilishini ko'zda tutilishi xizmatchilar faoliyatida katta

motivatsiya bo'ladi. Endi davlat fuqarolik xizmati lavozimlari siyosiy, boshqaruv va yordamchi lavozim guruhlaridan iborat bo'ladi. Bunday bo'linish ham davlat reyestrda belgilanadi. Ularni lavozimga tayinlash, lavozimdan ozod qilish tartiblari ham qonunda belgilangan. Davlat fuqarolik xizmatchilariga malaka darajalarini berish tartibi O'zbekiston Respublikasi Prezidenti tomonidan belgilanadi.

Qonun asosida, davlat fuqarolik xizmatidagi muhim masalalardan yana biri-kadrlar zaxirasini shakllantirish huquqiy asosga ega bo'ldi. Davlat fuqarolik xizmati tizimida yagona markazlashtirilgan tashkiliy-huquqiy mexanizmlarni qo'llashning bir xil amaliyotini ta'minlash juda muhimdir. Shuning uchun bu masala ham hal qilingan va bu borada monitoring olib borish maxsus vakolatli organga – O'zbekiston Prezidenti huzuridagi Davlat xizmatini rivojlantirish agentligiga yuklangan va uning bu boradagi vakolatlari ham belgilab qo'yilgan. Qonunda davlat fuqarolik xizmatiga kirish tartibi va shartlari, hozirgi kun talablaridan kelib chiqib belgilangan.

Qonunda davlat xizmatchisi uchun haftasiga qirq soatdan oshmaydigan besh kunlik ish haftasi belgilanib, ayrim xizmatchilarga bu borada imtiyozli ish vaqti belgilanishi ham ko'zda tutilgan. Faoliyatni o'ziga xos xususiyati hisobga olinib, olti kunlik ish haftasi belgilanishiga ham rozilik berilgan. Zarur hollarda belgilangan muddatdan ko'proq vaqtga, dam olish kunlari va bayramlarda ishga jalb qilish mumkin. Lekin bunday holda ish vaqtdan tashqari mehnat alohida kompensatsiya qilinishi ko'zda tutiladi. Shuningdek, qonundagi quyidagi me'yorlar alohida e'tiborga loyiq:

- davlat fuqarolik xizmatchilari rotatsiyasi;
- davlat fuqarolik xizmatchisining kasbiy kompensiyasini uzluksiz ravishda oshirishi;
- mehnatga haq to'lashning yangi tizimi;
- rag'batlantirishni kengaytirilishi davlat fuqarolik xizmatini jozibadorligini oshiradi unga intilish kuchayadi.

Hamma narsaga faqat rag'batlantirish bilan erishib bo'lmaydi. Zarur paytda samarali jazo choralari ham bo'lishi kerak. Davlat boshqaruvi ulullarida jazolash, majburlash ham bor. Davlat fuqarolik xizmatida davlat boshqaruvi tizimining majburlash choralari qo'llanilishi tabiiydir. Shuning uchun qonunda davlat fuqarolik xizmatlarini intizomiy javobgarligi, ularga qo'llaniladigan jazo choralari, umume'tirof etilgan talablar asosida belgilangan. Buning uchun malakali, adolatli xizmat tekshiruvi o'tkazish tartibi ham

belgilangan. Shuningdek, Qonunning alohida bobida davlat fuqarolik xizmatchisi faoliyatini tugatilishi tartibga solinib, uning asoslari va oqibatlarini aniq ko'rsatilgan.

Qonunning "Davlat fuqarolik xizmatchilarining huquqiy va ijtimoiy jihatdan himoya qilish" bobi alohida ahamiyatga ega bo'lib, ko'pchilikni qiziqtirgan masalanihal qilgan. Chunki shu paytgacha davlat xizmatchilarining ijtimoiy, huquqiy ximoyasi juda past darajada edi. Endi Qonunda davlat fuqarolik xizmatchilari huquqlarini ximoya qilinishining samarali vositalari belgilandi. Ular davlat xizmatlari tegishli davlat organlariga, sudorganlariga murojaat qilishlari mumkin. Eng muhimi, davlat fuqarolik xizmatchisiga yetkazilgan moddiy zarar o'rnini qoplash va ma'naviy ziyonni kompensatsiya qilish masalalari ham qonunda o'z ifodasini topdi. Davlat xizmatchilarining ijtimoiy ximoyasi adolat nuqtai nazaridan xal qilindi. Davlat fuqarolik xizmatchilarining mehnat va ijtimoiy ta'tillari, ularning xayoti va sog'lig'ini majburiy sug'urta qilish, ularning xayoti va sog'lig'iga, mol-mulkiga yetkazilgan zararining o'rnini qoplash, xizmatchilarning davlat pensiyasi rivojlangan mamlakatlardagi talab doirasida belgilandi. Umuman olganda, Qonun ijrosini ta'minlash, bu sohadagi mutasaddilarga qo'shimcha ma'suliyat yuklaydi. Avvalo, Qonun normalarida ayrim masalalarnihal qilish tegishli qonunchilik hujjatlarini qabul qilishni talab qiladi. Masalan, davlat fuqarolik xizmati lavozimlarining davlat reestri, davlat fuqarolik xizmatchilariga malaka darajalarini berish tirtibi, milliy kadrlar zaxirasini shakillantirish va yuritish tartibi, davlat fuqarolik xizmati lavozimini egallash uchun tanlov o'tkazish tartibi O'zbekiston Respublikasi Prezidenti tomonidan, monitoring o'tkazish tartibi Agentlik tomonidan qabul qilinishi ko'zda tutilgan. Ana shu hujjatlarni mukammal bo'lishi, qonun ijrosini muhim shartidir.

Davlat xizmatchilari davlat boshqaruvi mexanizmining ajralmas qismi bo'lib, ularning kasbiy mahorati va samaradorligi jamiyat hayotining turli sohalariga bevosita ta'sir ko'rsatadi. Shu munosabat bilan ularning faoliyatini O'zbekiston sharoitida takomillashtirish chora-tadbirlarini ko'rib chiqish zarur.

1. Davlat xizmatchilarini qayta tayyorlash va malakasini oshirishga alohida e'tibor qaratish

Davlat xizmatchilari faoliyati samaradorligini oshirishning asosiy jihatlaridan biri ularning malakasini oshirish va malakasini oshirishga sarmoya kiritishdir. Muntazam ravishda kurslar, seminar va treninglar o'tkazish xodimlarning malakasini oshirish bilan



birga, boshqaruv va fuqarolarga xizmat ko'rsatishning zamonaviy usullarini puxta egallashga xizmat qiladi.

2. Davlat xizmatida elektron boshqaruvni joriy etish

Zamonaviy axborot texnologiyalaridan, jumladan, elektron xizmatlar va platformalardan foydalanish davlat hokimiyati va boshqaruvi organlari faoliyatining samaradorligi va shaffofligini oshirish imkonini beradi. Elektron boshqaruvning joriy etilishi byurokratiyani kamaytiradi, xizmatlardan foydalanishni yaxshilaydi va korrupsiya xavfini kamaytiradi. Aholi orasida davlat xizmatiga ishonch yanada ortadi.

3. Davlat xizmatida rag'batlantirish choralari qo'llash

Davlat xizmatchilarini rag'batlantirish tizimini yaratish, kasbiy natijalariga qarab yuqori yutuqlari va martaba o'sishi uchun mukofotlar berish ularning mas'uliyati va faoliyat samaradorligini oshirishga xizmat qilmoqda.

4. Davlat xizmatida axloqiy me'yorlarni mustahkamlash

Qat'iy axloqiy me'yorlarni joriy etish va nazorat qilish korrupsiyaning oldini olishga yordam beradi va davlat boshqaruvida halollik va shaffoflikni ta'minlaydi.

O'zbekiston Respublikasida davlat xizmatchilari faoliyati samaradorligini oshirish mexanizmini takomillashtirish Yangi O'zbekistonning Taraqqiyot Strategiyasining ajralmas qismidir. Davlat xizmatchilarining malakasini oshirish, ularni rag'batlantirish tizimini takomillashtirish va mazkur sohada zamonaviy texnologiyalarni joriy etish orqali mamlakatimizda davlat boshqaruvi yanada mustahkamlanishiga, aholiga yuqori darajada xizmat ko'rsatilishiga erishishimiz mumkin.

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