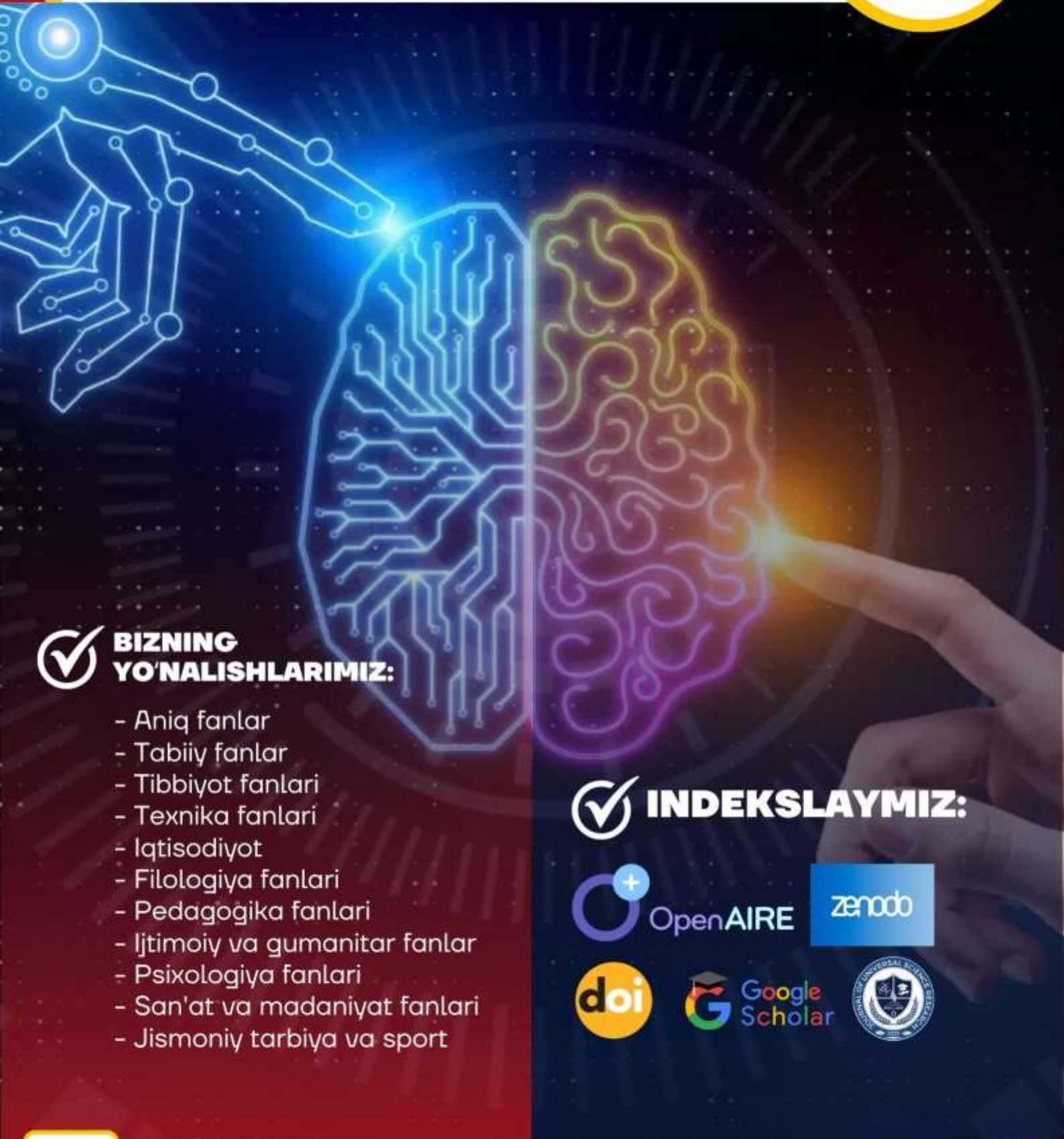


"XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR"

Konferensiyasi



BIZNING YO'NALISHLARIMIZ:

- Aniq fanlar
- Tabiiy fanlar
- Tibbiyot fanlari
- Texnika fanlari
- Iqtisodiyot
- Filologiya fanlari
- Pedagogika fanlari
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Lexical semantic features of banking and finance terms

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Annotation: Globalization and integration of financial and economic processes taking place in the world economy have stimulated the country's economic and financial sectors to a qualitatively new level. Comparative analysis of the financial and economic terminology of the banking-finance terms in the world linguistics on the examples of English and Uzbek languages not only develop systemic relationship in the lexicon of the studied language, but also interdisciplinary comparative-typological studies, banking-finance terminology and dictionary of banking-finance terms to identify and analyze the important and distinctive features that are important for creating and the differences in lexical-semantic phenomena.

Key words: Level, integration, finance, economic, Comparative analysis

Globalization and integration of financial and economic processes taking place in the world economy have stimulated the country's economic and financial sectors to a qualitatively new level. In the process of deeping reforms aimed at achieving economic growth and achieving financial sustainability, it involves the training of qualified, competitive staff capable of communicating freely in several foreign languages. Comparative analysis of the financial and economic terminology of the banking-finance terms in the world linguistics on the examples of English and Uzbek languages not only develop systemic relationship in the lexicon of the studied language, but also interdisciplinary comparative-typological studies, banking-finance terminology and dictionary of banking-finance terms to identify and analyze the important and distinctive features that are important for creating and the differences in lexical-semantic phenomena.

The issues of regulation and standardization of banking and financial terms have always been in the focus of terminologists. The contributions of our famous linguists in ancient times to lexicography are invaluable. In particular, "Devonu lug'atit turk" compiled by the famous poet and lexicographer Mahmud Kashgari, "Devonu lug'atit turk", "Hibbat ul-Haqoyiq" by Ahmad Yugnaki, "Qutadgu bilig" by Yusuf Khas Hajib, "Bado-ul-lug" by Sheikh Suleiman Bukhari. It is significant that in the works of Alisher Navoi «Khazoinul-maoniy», «Khayratul-abror», Amir Temur's «Temur tuzuklari», Zahiriddin Muhammad Babur's «Baburnama» and many other thinkers the terms of the field are reflected to a certain extent. Also in this direction V.V. Vinogradov, G.O. Vinokur, A.A. Reformatsky, O.S. Akhmanova, A.S. Gerd, R.A. Budagov, S. Usmanov,



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P. Nishonov, Ch. S.Abdullaeva, H.A.Dadabaev, Q.M.Musaev, O.O.Olimjanov, O.Akhmedov, Sh.N.Abdullaeva also made their worthy contributions . It is known that one of the first recognized dictionaries abroad was the French dictionary, which is directly related to the name of the city of Epinal. It is called the Epinal Glossary. Although this dictionary is similar to other dictionaries of that period, the weight of Latin words in the dictionary is much smaller, their interpretation being explained by popular words. It should be noted that the main component of the epinal glossary dictionary is not Latin words, but Old English words. For example: alium - garleac «garlic», sardines - herringas, etc.

Today, the treasury of our country is at the stage of formation and development and financial and economic terminology of the Uzbek language plays an important role in this process, in the context of historical and interconnectedness with the English financial and economic terminology, which is the internationally recognized language of international dialogue. Studying the interaction of languages is one of the priorities of linguistics and it is important to study the structure of the bank- finance of the Uzbek language, to reveal the features of nationality and internationalism in it. Thus, in the preparation of specialists in the field of finance and banking, the system of financial-economic terms of the sector creates wide opportunities for deep studying of the scientific basis, the scale of scientific researches on the general and specific aspects of the Uzbek and English languages, as well as the efficiency increase.

The third period of English lexicography can be described as “pre-scientific (do nauchnyy)”. A distinctive feature of this period with other periods is the tendency of lexicographers to pronounce words, to introduce certain norms in the process of their phonetic-phonological pronunciation. Therefore, at this stage, almost all the words had to be normatively defined and the above-mentioned principles had to be proved in practice. Some lexicographers try to give more information about a lexeme when creating dictionaries. Also, in this process, more attention was paid to the morphological structure, that is, the grammatical structure, than to the lexical-semantic definition of words. It should be noted that in some dictionaries contextual (applied to the situation) lexemes are interpreted by quoting from the literature, and their etymology is given only. Such dictionaries include: Dictionary of English Language by Samuel Johnson, An American Dictionary of English Language by Noya Webster, and others. The first scientifically based dictionary was Thesaurus Roje. Roget Thesaurus, a thesaurus of English words and phrases of original origin, is one of the first dictionaries in history. To date, this dictionary has become quite popular. The dictionary



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was compiled in 1805 by the English lexicographer Peter Mark Roger and published in 1852. It encompasses words and concepts that are considered to be the jewels of English lexicography and are widely and actively used. Also noteworthy is The Oxford English Dictionary. Mahmud Kashgari's work "Devonu lug'otit turk" plays a special role in the formation of lexicography of the Uzbek language. Devonu Lug'atit Turk is a unique work designed to explain the vocabulary and vocabulary of the Turkic peoples, to reveal the unique, delicate meanings of words, to show the unique phonetic and morphological differences between the languages of different nations. As S. Mutallibov rightly admits, his statement that this dictionary is not only an explanatory dictionary, but also a phonetic and grammatical "richness" of the language of the XI century is much closer to the truth. Terminological issues V.V.Vinogradov, G.Vinokur, A.A.Reformatsky, A.Gerd, V.Leychik, R.A.Budagov, D.Lotte, L.Yu.Buyanova, L.A.Kapanadze, K.Kageura, D.Sageder, S.Jakobson, M.M.Munoz, Ch.S.Abdullaeva, G.Abdurakhmonov, S.A.Azizov, I.J.Yuldashev, P.Nishonov, X.D.Paluanova, D.X.Kadirbekova and others studied in their work. Though there are many studies in the field of terminology, there are still unexplained problems with the nature of the terminology, and their study and resolution suggests a new approach to modern linguistic approaches. Lexical-semantic, historical-etymological, structural-functional, comparative and statistical issues of financial-economic, tax and customs terminology N.Buyanov, O.L.Shaxbazyan, L.A.Aksyutenkova, N.V.Serbinovskaya, A.A.Proshina, L.Mitireva, V.V.Kasyanov, H.A.Dadaboev, J.Dustmuhammedov, Ch.S.Abdullaeva, Q.M.Musaev, O.A.Akhmedov and other linguists reflected Though many scientific studies on terminology in the financial and economic field have been made, the treasury terms still have not been studied comparatively-typologically, in monographs, especially in English, Uzbek and Russian. D.P.Bolanov, D.B.Buranov, M.U.Umarxujayev, U.Yusupov, G.Hashimov, M.Yusupov and other scientists, who made a great contribution to the development of comparative linguistics in the article, historical principles and linguistic characteristics of treasury terms in various systemic languages, based on the general principles of comparative computing, as well as the criteria for determining the peculiarities of language, the linguistic principles. One of the topical issues of linguistics is the dietary research of derivative properties of various structural languages. In this sense, the study of the historical etymology of terms used in treasury in English, Uzbek and Russian is of great importance today. Treasury as a specially authorized financial institution is a historically composite part of the state financial and economic infrastructure. The treasury terminology of different languages



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has historically been trends in the development and development of the state in accordance with the tasks assigned to this organization by historians. Due to the long-term interaction of the Turkic languages during the historical process, the scientific-technical, religious, There is also a large volume of Arabic, especially Persian words. For example: forfeit – штраф – жарима (арабча); crisis – кризис – инқироз (арабча); reform – реформа – ислохот (арабча); finance – финансы – молия (арабча); property – имущество – мулк (арабча); price – цена – нарх (форсча); shortage – недостача – камомад (форсча). The most profitable ways of forming treasury terms in English and Russian are mastering, removal and morphological methods, and the main source of the development of financial and economic terms is Latin. Most English-language treasury terminology is a Latin word borrowed in Latin or French or French: default (дефолт), capital (капитал), budget (бюджет), tax (солик), commerce (коммерция, тижорат), deficit (дефицит, камомад), finance (молия), deposit (депозит), bureaude change. Latin and Greek to English: audit (аудит), analysis (анализ, таҳлил), capital (капитал), deposit (депозит), deficit (камомад). Combining words with compositing and affixing words and basing the basics with helpful words, and also making terms by combining the basics with a graphical component: budget-priced (арзон нархли); stockholder акционер; co-fiduciary (биргаликда васийлик қилувчи шахс); book-keeper (бухгалтерлик китобларини юритиш); Конверсия (жумладан, феъллар субстантивацияси (отлашиши): to bid (нарх таклиф қилмоқ), bid (қимматбаҳо қоғоз ёки бошқа товар), харидор томонидан таклиф қилинган нарх, талаб нархи; харидларга талабнома нархи); to cut (кесмоқ, қисқартирмоқ) – cut (қисқартириш). Terminological compounds are multi-component, separately compiled, semantically integral, combining two, three or more terminology components: tender offer (тендер таклифи); stock trust certificate (ишонч асосидаги акциядорлик гувоҳномаси), treasury certificate (хазина гувоҳномаси). In the process of selecting financial and economic terms used in the treasury sphere, contextual unit terms are defined. In the explanatory dictionary of Y.M.Mirkina, 365 terms-units are commonly used lexemes and acquire terminological meaning only in special documentation. For example: date – дата – сана – date of wedding (дата свадъбы-тўй санаси; day – день – кун: (мера времени, применяемая при финансово-экономических расчетах) ~ of reckoning день расчетов (ҳисоб-китоб куни); день сведения счетов (ҳисобларни таққослаш куни); business ~ рабочий день (иш куни) effective – of registration день (совершения) регистрации (ценной бумаги) (қимматбаҳо қоғоз)ни қайд қилиш



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куни); рау~ платежный день, день совершения платежа (тўлов куни, тўловни амалга ошириш куни) – beautiful day (прекрасный день-ажойиб кун)

Terminological compounds are multi-component, separately compiled, semantically integral, combining two, three or more terminology components: tender offer (тендер таклифи); stock trust certificate (ишонч асосидаги акциядорлик гувоҳномаси), treasury certificate (хазина гувоҳномаси). In the process of selecting financial and economic terms used in the treasury sphere, contextual unit terms are defined. In the explanatory dictionary of Y.M.Mirkina, 365 terms-units are commonly used lexemes and acquire terminological meaning only in special documentation. The tradition of terminologization of common words with diminutive suffixes is observed in relation to literary words borrowed from the Uzbek or Russian languages. Ex: «пластик карточка, карточкалар». In the research process, it was suggested that classification of financial and economic terms in the Treasury based on terminology is based on the following basic principles: 1) according to the social sphere of science or society; 2) Small systems in small systems (large fans); 3) according to the concepts expressing terms; 4) according to the terminology structure; 5) according to the terminology; 6) according to the original national terms (terms created on the basis of the internal, Uzbek or Russian language); 7) Terms of reference: a) the Latin language; b) Greek language; c) English and other modern novel-german languages; d) in the Russian language or in Russian language; d) Arabic; e) according to the terms of accession in Persian; 8) hybrid terms (terms in mother tongue, root or base of terms of reference, etc.)[4]. In the process of translating treasury terms from English into Uzbek, it is advisable to take into account grammatical, phonetic, lexical and stylistic differences of languages. Consideration should be given to polysemy resulting from the tendency of the English language to euphemization and contextualization. In addition, it is necessary to take into account the processes associated with the tendency to reduce (abbreviation) multicomponent terms that are actively used in the English language, the phenomena of terminologization and determinism.



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ADVERTISEMENT ANALYSIS

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Annotation

Ad analysis is a comprehensive evaluation of various elements to understand the impact and effectiveness of an advertisement. It helps businesses make informed decisions, refine their advertising strategies, and improve their overall marketing efforts.

Key words: Author's Perspective and Bias, argument, supporting evidence logical organization, Content, Structure, Tone and Language, Audience and Purpose, . aspects of the advertisements, Target audience, Message and position, Visual elements, Emotional appeal, . Call to action, Media placement, Performance metrics.

Author's Perspective and Bias: Identify the author's perspective and any potential bias. Consider their background, affiliations, and any potential conflicts of interest that may influence their viewpoint.

Content and Structure: Examine the content and structure of the article. Look for a clear thesis statement or main argument, supporting evidence, and logical organization. Assess whether the article provides a balanced view or if it is one-sided.

Evidence and Sources: Evaluate the quality and reliability of the evidence and sources used in the article. Look for credible sources, data, statistics, and expert opinions. Consider whether the evidence supports the author's claims and if there is any cherry-picking or misrepresentation of information.

Tone and Language: Analyze the tone and language used in the article. Consider whether it is objective, persuasive, or sensationalized. Assess whether the language is clear, concise, and respectful or if it contains inflammatory or biased language.

Audience and Purpose: Consider the intended audience and purpose of the article. Determine whether it aims to inform, persuade, entertain, or provoke discussion. Assess whether the article effectively communicates its intended message to the target audience.



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Analysis of ads involves examining various aspects of the advertisements, understand its effectiveness, target audience, messaging, and overall impact. This analysis can be done for both print and digital ads and is crucial for advertisers, marketers, and businesses to evaluate the success of their advertising campaigns. Here are some key areas that are typically analyzed in ad analysis:

1. Target audience: Understanding the intended audience of an ad is essential. This involves analyzing the demographics, psychographics, and behavior patterns of the target market to determine if the ad effectively reaches and engages them.

2. Message and position: Analyzing the message and positioning of an ad helps determine if it effectively communicates the desired brand image, product benefits, or call to action. This involves examining the ad's headline, tagline, copy, visuals, and overall tone.

3. Visual elements: Visual analysis involves evaluating the design, layout, colors, typography, and imagery used in an ad. This helps determine if the visuals are attention-grabbing, aesthetically pleasing, and aligned with the brand's identity.

4. Emotional appeal: Ads often aim to evoke emotions in viewers to create a connection with the brand or product. Analyzing the emotional appeal of an ad helps determine if it successfully elicits the desired emotions and if they align with the brand's values and objectives.

5. Call to action: Assessing the effectiveness of the call to action in an ad is crucial. This involves analyzing if the ad clearly communicates what action the viewer should take and if it provides a compelling reason to do so.

6. Media placement: Analyzing where and how the ad is placed is important to understand its reach and impact. This involves evaluating the media channels, platforms, and timing of the ad to determine if it effectively reaches the target audience and maximizes exposure.

7. Competitor analysis: Comparing an ad to those of competitors helps identify strengths, weaknesses, and unique selling points. This analysis helps businesses differentiate themselves and understand how their ads stand out in the market.

8. Performance metrics: Analyzing performance metrics such as click-through rates, conversion rates, engagement levels, and sales data helps measure the success of an ad campaign. This data provides insights into the effectiveness of the ad and helps optimize future campaigns.

Conclusion: Consider whether the conclusion is supported by the evidence presented and if it provides a satisfying summary of the main points. Assess the overall



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quality, credibility, and impact of the article. Remember that critical analysis requires considering multiple perspectives, seeking additional sources, and questioning assumptions. It is important to approach the analysis with an open mind and consider the strengths and weaknesses of the article. Advertisements are a popular thing which we watch or read every day, but they are designed in a cautious way to attract customers. Advertisements can be analyzed according to different theoretical work so as to be able to understand them. The positioning of the actors of the advertisement gives a certain message, sometimes it is related to power or dominancy. The colors used also reflect another message; besides the language used which also reflects a brief and strong message. Advertisements need further studies to go deeper in understanding how they are designed to attract customers.

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ANALYSIS OF POEM**

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Abstract: Poetry is one of the richest forms of literature, which in itself includes all elements of language a human learns; by elements, the focus is on the rhetorical devices. The witty use of terms used in the reference to things is represented by the rhetorical devices. The aim of the study is to identify the types of creative references used by the poets in order to distinguish their style of writing and group the work into segments. On the basis of each such prominent feature such as rhymes or alliteration, one can determine the boundary or similarity percentage among the poems, which can then be further extended to compare the poet's writing style. The analysis technique is useful for examining different poets of the modern and renaissance periods, since it can be helpful in contrasting their way of putting things into words.

Key words: Keywords NLP Analysis of Poem, Poem Analysis, Poem Classification, Poem Comparison, Poem Qualifiers, Poet Classification, Poetry Analysis, Poetry Recommendation System

Poems have a lyrical quality that is pleasing to the ear, from flowing words to rhythmic beats. To fully comprehend poetry, you must unpack it; examine each element on its own to see what a poem means. What is poetry analysis? To understand the literary work in its entirety, poetry analysis involves examining the independent parts of a poem. Line by line, reading poems allows you to break them down into their order, form, tone, metrical pattern, and theme. Literary analysis is used to understand the meaning of a poem and appreciate it on a deeper level. When analyzing poetry, 5 things to consider include words, rhythm, and structure. They tell a tale and create a storyline that is unique to poetic verse. When reading poems in depth, pay attention to the following main points: identify the main points.

1. Describe the following points. Theme: poetry often conveys a message in figurative terms. The central idea and the subject matter of a poem can reveal the main story of the poem.

2. Language: language influences the mood and tone of a poem, from word choice to imagery. The way a word is organized also influences the tone of a poem.



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3. Describe the following points: Sound and rhythm: the syllabic patterns and stresses create the metrical structure of a poem.

4. Structure: the structure of a poem determines how it is supposed to be read. A poet sculpts their story around stanzas, line breaks, rhyme patterns, punctuation, and pauses.

5. Context: a poem's who, what, where, when, and why can help it explain its purpose. To understand the meaning of a poem, look at these elements.

How to analyze a poem in ten steps reading poetry is a rewarding experience in and of itself. You'll want to study the qualities and characteristics of each poem to see how all of the elements of a poem mesh together. To analyze a poem, follow this step-by-step guide: using this template, you will learn how to read it.

1. Describe the following points. Read the poem. Read it to yourself the first time you approach a poem. Read it slowly, recognizing the nuances and details that may be lost if you read it quickly. Examine the title of the poem and how it relates to the piece's meaning.

2. Read the poem again, this time aloud. Poetry is intended to be read aloud due to its rhythmic patterns. Watch as you read a poem aloud, pay attention to how the words and syllables influence the tone. It would also be helpful to hear someone else read the poem. If you can, search for a recording of the poem on the internet. Listen to how the words move from line to line, where the breaks are made, and where the tension is placed.

3. Describe the following points: Set up a rhyme scheme. If a poem has a rhyme scheme or is written in free verse (i.e. a poem with a rhyme scheme will catch on immediately). Without a rhyme scheme or regular meter). Determine the rhyming scheme by assigning a letter to each line and allowing lines to rhyme the same letter. See if there is a distinct pattern and a formal rhyme scheme, such as terza rima (three-line stanzas with a resemblance to aba bcb, etc.).

4. Scans the poem. The meter of poetry is determined by the order of stressed and unstressed syllables in each line, according to scansion. Mark each foot—the basic measurement of a poetic line consisting of one stressed syllable joined with at least one unstressed syllable. Next, mark the pattern of stresses along the route. Based on this information, you can determine the meter. A poem in iambic pentameter, for example, will have five feet with the syllabic pattern of da dum, da dum, da dum, da dum, da dum, da dum.



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5. Break down the hierarchy. Take a step back and look at the poem on the page. Notice the white space between the words. Poetry is meant to make a visual as well as an emotional statement. Look at the specifics of this structure, such as how many lines are in each stanza. Take a look at the lines that cross the room. Is the end of every line coincident with the end of the thought? If not, the poet may be using an enjambment, in which one line continues into the next.

6. Determine the theme of the poem. In your poem review, note what kind of poem you're reading based on the facts you've analyzed. A sonnet is a poem that has three quatrains (four-line stanzas) followed by a couplet, for example. Sestina, haiku, and limerick poetry are among the other formal forms of poetry.

7. Study the meaning of the poem. Poets make deliberate sentence choices to create their poems. Examine each word and its place in the line and the poem. How does it contribute to the story? Look up words you don't know. See how the poet manipulates language by means of metaphors, similes, and figurative terms. Observe any literary techniques used to shape the poem's syntax, such as alliteration and assonance.

8. Study the meaning of the poem. As you read the poem's structure, pay attention to the text and message to uncover the theme. To understand the historical context of the poem, learn when it was written. Find out where it was written and what language the poet used. If you're reading a book, check to see if there are other ways to tell how different translators treated the book.

9. Determine who the narrator is. Try to identify the poet in the poem. Is it told from a first-person, second-person, or third-person perspective? What is the narration style used by the narrator? The speaker's identity influences the story's interpretation based on their personal experience.

10. Line by line, the poem is described. Go back to the poem once more, and repeat it. Paraphrasedoutput: paraphrasedoutput: start with the first line and end with the second line. In other words, interpret the meaning by writing down your summary as you go. Once you've completed the whole poem, read your words to grasp the meaning of it.

In Conclusion when considering how to analyze a poem, it's important to come up with a specific conclusion. First and foremost, repeat the thesis in different ways. Describe the most important findings to support the hypothesis. From this, you can formulate your own opinions and take a step back and consider what it all means by focusing on one single point. Lastly, try to provide the reader with something



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memorable to take away with them (a thought-provoking sentence or question about the poem).

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O`ZBEK FOLKLORINING NAZARIY ASOSLARI

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ANNOTATSIYA

Maqolada folklore atamasi va uning o`ziga xos xususiyatlari yoritilgan. Xususan, o`zbek folklori, uning turlari ilmiy jihatdan tavsiflangan.

Kalit so`zlar: Folklor, ertak maqol, matal, topishmoq, askiya, qo`shiq, marsiya.

АННОТАЦИЯ

В статье раскрывается термин фольклор и его характеристика. В частности, научно описаны узбекский фольклор и его виды.

Ключевые слова: фольклор, пословица, мата, загадка, аския, песня, панихида.

ABSTRACT

The article describes the term folklore and its peculiarities. In particular, Uzbek folklore and its types are scientifically described.

Keywords: Folklore, fairy tale, proverb, riddle, askiya, song, marsiya.

KIRISH

Folklor asarlari o`zining hayotiyliigi, ijtimoiy tabiati, g`oyaviy mohiyati hamda o`ziga xos badiiy xususiyatlari bilan ajralib turadi. Xalqning mehnati, urf-odati, turmush sharoiti, orzu-istagi, kurash va g`alabalari uning temasi va g`oyaviy mazmunida ham aks etadi.

Folklor asarlarining xalqchilik xususiyati ularning hayotiyliigi va qaysi bir dunyoqarashni himoya qilishi bilan bog`lanadi. Bu xususiyat, asosan, folklor asarlarida mavjud bo`lgan bosh g`oyaning mohiyatidan kelib chiqadi. Folklor asarlari o`ziga xos badiiy qolip-andozaga ham egadir. Ayniqsa, ertak va dostonlarda mavjud syujet va kompozitsiya hikoya qilish uslubi xarakterli bo`lib, har ikki janrga xos syujet voqelari doimo o`ziga xos boshlanma va tugallanmaga ega bo`ladi. Bunday xususiyat yozma adabiyotda uchramaydi.

Fanga 1846-yilda ingliz arxeologi U.J.Toms olib kirgan. 1880-90-yillarda "Folklor" termini ko`plab mamlakatlarda, jumladan, Rossiyada ham qo`llana boshlagan.

O`zbekistonda dastlab, "og`zaki adabiyot", "og`iz adabiyoti" atamaları qo`llangan. "Folklor" termini 30-yillarning o`rtalaridan ishlatila boshlagan. 1939-yilda



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Hodi Zarifning “O`zbek folklori” xrestomatiyasi nashr etilgach, bu termin o`zbek folklorshunosligida mustahkam o`rin oldi.

Xalq ijodi - xalq ommasining badiiy, ijodiy-amaliy va havaskorlik faoliyati, an'anaviy moddiy va nomoddiy madaniyatning xalq og`zaki badiiy ijodi (*folklor*), xalq musiqasi (*musiqqa folklori*) xalq teatri (*tomosha san'ati*), xalq o`yinlari (*raqs*), qo`g`irchoqbozlik, xalq tasviriy va amaliy bezak san'ati hamda texnikaviy va badiiy havaskorlik kabi bo`lgan, jonli ijro sharoitlari va kundalik amaliyotda bizgacha yetib kelgan.

Folklorshunoslik - xalq ijodi haqidagi fan. Folklorshunoslik turli davrlarda va turli mamlakatlarda etnografiya, adabiyotshunoslik, musiqashunoslik, antropologiya va sotsiologiyaning bir qismi sifatida qaralib kelgan. Keyinchalik xalq san'atini (*xalq og`zaki ijodi, musiqqa folklori, raqsi, teatri, sirki kabi*) o`rganuvchi mustaqil va maxsus fan sifatida rivojlanadi.

Musiqqa folklori.

O`zbek musiqqa san`atida dostonning ikki ijrochilik uslubi mavjud: Xorazm doston ijrochiligi va Surxondaryo - Qashqadaryo ijrochilik uslublari. Xorazm doston ijrochiligida dostonning ma`lum qismi so`z bilan ifodalanib, ma`lum bir bo`laklari qo`shiq ko`rinishida kuyga solib aytiladi. Ijro jarayonida dostonchilar tor, garmon, dutor, doyra, bulamon cholg`ularidan foydalanadilar. Ayni paytda, Bolabaxshi taxallusi bilan mashhur bo`lgan Qurbonnazar Abdullayevning ijodi va ijro uslubi keng ommalashgan.

Surxon vohasi doston ijrochiligi qadimiy uslubga asoslangan bo`lib, do`mbira jo`rligida ijro etiladi. Ushbu vohaning asosiy musiqiy janrlaridan hisoblangan dostonlar ayni paytda bir qator ijro yo`llariga ega. Har bir yo`nalishning o`ziga xos ijro an`analari shakllangan va shunga munosib davomchilariga ham egadir. Xalqimizning mashhur dostonchilaridan Ergash Jumanbulbul o`g`li, Po`Ikan shoir, Islom shoir, Abdulla Nuraliyev va boshqalar barakali ijod qilishgan.

Surxon vohasi doston ijrochiligi qadimiy uslubga asoslangan bo`lib, do`mbira jo`rligida ijro etiladi. Ushbu vohaning asosiy musiqiy janrlaridan hisoblangan dostonlar ayni paytda bir qator ijro yo`llariga ega. Har bir yo`nalishning o`ziga xos ijro an`analari shakllangan va shunga munosib davomchilariga ham egadir. Xalqimizning mashhur dostonchilaridan Ergash Jumanbulbul o`g`li, Po`Ikan shoir, Islom shoir, Abdulla Nuraliyev va boshqalar barakali ijod qilishgan.

MAROSIM deb, insonga sihat-salomatlik tilash, uning turmushida to`kinsochinlik, kundalik hayotida omad keltirish yoki inson hayotining muhim nuqtalarini



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qayd etish, nishonlash maqsadida maxsus o`tkaziladigan, xalq orasida qat'iy ananaga kirib qolgan xatti-harakatlarga aytiladi.

MAROSIM FOLKLORI deb, marosimni o`tkazish paytida ijro etiladigan qo`shiq va aytimlar, o`qiladigan afsun va duolarga aytiladi.

O`tkazilish vaqti, o`rni va tarzi, funksiyalari va ishtirokchilar tarkibi bilan marosim folklori ikki qismga bo`linadi. **Bular:**

1. Mavsumiy marosimlar folklori.
2. Oilaviy-maishiy marosimlar folklori.

Oilaviy-maishiy marosimlar rang-barang bo`lib, shartli ravishda uch guruhga bo`linadi:

1. To`y marosimlari.
2. Motam marosimlari.
3. So`zning sehr-jodu qudratiga asoslangan marosimlar.

To`y marosimlari: “Beshik to`y”, “Xatna to`y”, “Nikoh to`ylari”.

Motam marosimlari: “Yig`i-yo`qlovlar”, “Motam yor-yorlari”.

So`zning sehr-jodu qudratiga asoslangan marosimlar: “Xalq afsunlari”, “Ruhiy xastaliklarda o`qiladigan afsunlar”, “Badik” va “Kinna”lar kiradi.

Xulosa sifatida shuni alohida ta`kidlash joizki, millatning turmush tarzi, milliy qadriyatlari va an`analari xalq og`zaki ijodida o`z aksini topadi. Xalq og`zaki ijodi xalqning kim ekanligini ko`rsatadigan oinayi jahondir.

Qolaversa, xalq og`zaki ijodining o`z ijodiy metodi mavjud bo`lib, uni shartli ravishda romantizm tipidagi ijodiy metod deyish mumkin, chunki folklor asarlarida fantastika, badiiy uydirmalar, hayotiy asos bo`lishi, yo`g`rilgan xayoliy voqea va hodisalar hayotni tasvirlashning o`ziga xos uslubi sifatida namoyon bo`ladi.

Xalq og`zaki poetik ijodining asosiy xususiyati ijodiy jarayon-yaratuvchilik va ijrochilik jarayonining kollektivlik xarakteriga egadir. Uning og`zakilik, variantlilik, ommaviylik, traditsionlik, anonimlik kabi belgilarini kollektivlik tomonidan yaratilgan poetika elementlari, an'anaviy uslub vositalari asosida yuzaga keladi. U muayyan eshituvchilar guruhiga mo`ljallangan bo`lishi va kollektiv tomonidan e`tirof etilgandagina ijtimoiy va tarixiy ahamiyat kasb etadi.

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**Title: The Impact of Teacher Talking Time on Student Learning: A
Comprehensive Analysis**

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Abstract:

Teacher Talking Time (TTT) plays a significant role in classroom interactions and can greatly influence student learning outcomes. This article examines the impact of TTT on student learning, exploring both the positive and negative effects it can have on student engagement, participation, and overall academic achievement. By analyzing existing research and educational theories, this article provides valuable insights into optimizing TTT to enhance student learning experiences.

Keywords: Teacher Talking Time, student learning, student engagement, classroom dynamics, instructional strategies

Introduction:

"Teacher Talking Time (TTT) in the classroom is a crucial factor that significantly influences student learning outcomes and engagement" (Scrivener, 2011). Understanding the impact of TTT on student learning is essential for educators to create an optimal learning environment. This article explores the effects of TTT on student learning and provides insights into effective instructional strategies.

The Role of Teacher Talking Time in the Classroom:

"TTT plays a pivotal role in classroom interactions and has a profound impact on student engagement and comprehension" (Harmer, 2007). Teachers serve as facilitators of knowledge, and their effective use of TTT can enhance student understanding. However, it is crucial to strike a balance between teacher and student participation. As Nunan (1991) suggests, "An overemphasis on TTT can hinder student involvement and limit opportunities for active learning."

Positive Effects of Appropriate Teacher Talking Time:

"Appropriate TTT can provide valuable input, model language usage, and enhance student comprehension" (Anderson & Glass, 2020). When teachers use their speaking time effectively, it can stimulate student thinking and deepen understanding. Brown (2007) emphasizes that "well-timed and relevant teacher input can guide students toward a better understanding of complex concepts."

Research has shown that an optimal balance between TTT and student talking time is associated with increased student engagement and improved learning outcomes. When teachers provide well-timed and concise explanations, it can help students grasp



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concepts more effectively. As Ur (1996) states, "TTT is an opportunity for teachers to provide clear instructions and present information that scaffolds students' learning."

Negative Effects of Excessive Teacher Talking Time:

"Excessive TTT can hinder student engagement, limit language practice, and reduce critical thinking opportunities" (Richards & Rodgers, 2014). When teachers dominate classroom discourse, it restricts student participation and autonomy in learning. Long and Sato (1983) note that "students need opportunities to actively express themselves and engage in meaningful interactions for optimal learning."

Furthermore, excessive TTT can hinder the development of students' language skills. As Harmer (2007) points out, "Students need opportunities to practice speaking and listening, and excessive TTT can limit their language practice." By reducing TTT and encouraging student participation, teachers provide opportunities for students to use the target language in authentic contexts, enhancing their language proficiency.

Enhancing Student Engagement through Optimal Teacher Talking Time:

"To enhance student engagement, teachers should create a balance between TTT and student participation" (Ur, 1996). Incorporating interactive activities, such as pair or group work, fosters active student involvement. Freeman and Johnson (1998) highlight the importance of student-centered approaches, stating that "encouraging student-led discussions and collaborative learning can promote engagement and autonomy."

In addition to promoting student participation, teacher questioning techniques play a crucial role in optimizing TTT. By using open-ended questions, teachers elicit higher-order thinking skills and encourage students to express their ideas. As Scrivener (2011) suggests, "Open-ended questions invite student engagement and promote critical thinking by requiring students to provide thoughtful responses."

Strategies for Optimizing Teacher Talking Time:

"Teachers can optimize TTT by providing clear instructions, using open-ended questions, and incorporating visual aids" (Scrivener, 2011). Wait time is another effective strategy, allowing students sufficient time to formulate responses (Harmer, 2007). Technology tools can also facilitate student-centered activities and interactive presentations (Ur, 1996).

By providing clear instructions, teachers can minimize the need for lengthy explanations and maximize instructional time. As Brown (2007) states, "Clear instructions help students understand the task requirements and enable them to engage in meaningful learning activities." Visual aids, such as diagrams, charts, and



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multimedia resources, enhance student comprehension by providing visual representations of abstract concepts.

Conclusion:

"Teacher Talking Time significantly influences student learning outcomes, and educators must strive to strike a balance between instruction and student participation" (Anderson & Glass, 2020). By being mindful of TTT and employing effective strategies, teachers can create an environment that promotes active student engagement, participation, and overall academic achievement

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**MOLIYAVIY SALOHIYATNI BAHOLASHDA BARQARORLIK VA KREDIT
LAYOQATNI TAHLILI**

**Yusupov Fayzulla Yoqubovich
QarMII mustaqil tadqiqotchisi**

Moliyaviy salohiyatni baholashda to'lov qobiliyati, moliyaviy barqarorlik va kredit layoqatliligini tahlil qilish va baholash masalalariga alohida e'tibor qaratildi. Umumiy qabul qilingan likvidlik koeffitsientlaridan foydalanish aniqlanadi.

Buxgalteriya hisobi biznesning uzluksizligini taxmin qilish hisoblanadi. Baholash likvidlik koeffitsientlarini hisoblashga emas, balki pul oqimlarini o'rganishga asoslangan bo'lishi kerak.

Bugun biz dunyoda manfaatlar kurashi, raqobat kuchayib borayotgan, xalqaro vaziyat keskinlashib borayotgan shiddat bilan o'zgarib borayotgan davrda yashayapmiz.

Viloyatni ijtimoiy-iqtisodiy rivojlantirishning siyosiy maqsadlaridan biri uzoq muddatli istiqbolda bunday rivojlanishning muayyan ustuvor yo'nalishlarini ishlab chiqish va tasdiqlashdan iborat. Ushbu maqsadga erishish uchun bir qator vazifalar qo'yilishi va hal etilishi kerak bo'lib, ularning eng muhimi, bizning fikrimizcha, mintaqaning moliyaviy-iqtisodiy salohiyatidan foydalanish samaradorligini oshirishning shunday metodologiyasini yaratish vazifasidir. hududning moliyaviy-iqtisodiy rivojlanishini samarali nazorat qilish tizimining ishlashi, shuningdek, hududiy davlat hokimiyati organlarining davlat boshqaruvi organlarining hududiy va iqtisodiy rivojlanishining holati va istiqbollari to'g'risida qarorlar qabul qilishlari uchun dolzarb va tasdiqlangan boshqaruv ma'lumotlari bilan ta'minlash tizimining ishlashidir.

Mintaqa iqtisodiyoti, uning tarmoqlari, xo'jalik yurituvchi sub'ektlarning ijtimoiy ehtiyojlarni qondirish, ishlab chiqarish va iste'molni rivojlantirishni ta'minlash maqsadida tovar va xizmatlar yaratish bo'yicha faoliyatni amalga oshirish qobiliyati sifatida ham aniqlash mumkin.

Mintaqaning iqtisodiy salohiyatining mohiyatini aniqlashga qaratilgan ko'plab yondashuvlar ham uni ikki tomondan ko'rib chiqishga imkon beradi: resurs komponenti va samarali komponent sifatida. Birinchi holda, bu mintaqaning resurslari yig'indisi, ikkinchidan, mintaqaning ushbu resurslardan samarali foydalanish qobiliyati.

Bugungi kunda institutsional boshqaruvning nazariy va amaliy sohasida faoliyatning yakuniy natijasiga e'tibor qaratish metodologiyasi hal qiluvchi ahamiyatga ega bo'lib, cheklangan moddiy va moliyaviy resurslar uchun raqobatning mashhur sharoitida dinamik rivojlanayotgan tizimlar uchun juda xosdir.



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Natijaga yo'naltirilgan yondashuv nafaqat xarajatlar, balki mintaqada byudjet resurslarini shakllantirish bilan bog'liq muammolarni eng oqilona hal qilish imkonini beradi. Bunda soliq yuki investitsiya faoliyatiga ta'sir etuvchi dastak, uning kamayishi esa tegishli ravishda mintaqaviy rivojlanish dasturlarini moliyaviy qo'llab-quvvatlash shakli sifatida qaraladi .

Etakchilikning sifat darajasini baholash uchun sifat baholanadi:

- byudjetni rejalashtirish;
- byudjet ijrosi;
- qarzni boshqarish;
- munitsipalitetlar bilan moliyaviy munosabatlar;
- davlat xizmatlarini ko'rsatish;
- davlat mulkini boshqarish;
- byudjet jarayoni.

Byudjet doirasida moliyaviy samaradorlik ko'rsatkichlarini baholash rasmiylashtirilgan asosda amalga oshiriladi. Moliyaviy rejalashtirish va xarajatlar moddalarini boshqarishni sifatli baholash ko'rsatkichlari muhim ahamiyatga ega; Bularga quyidagilar kiradi:

1. Subyekt budjetining jami kassa ijrosining bazaviy davrdagi xarajatlar bo'yicha rejali ko'rsatkichlardan yakuniy chetlanishi;

2. Subyekt byudjetining amalda bajarilishining xarajatlar bo'yicha rejalashtirilganidan chetga chiqishini bazaviy davr uchun foizlarda hisobga olish . Hisoblangan ko'rsatkichlarga muvofiq xarajatlarning barcha moddalariga moliyaviy bog'liqlik va samaradorlikning individual bahosi beriladi.

Fikrimizcha, bunday ob'ektlarni boshqarish muammolarini hal qilishda qat'iy hisobga olinishi kerak bo'lgan yirik va murakkab tizimlarning xususiyatlarini ta'kidlash kerak. Fundamental mahalliy tadqiqotlar ob'ektiv ravishda isbotladiki, ushbu sinf tizimlarini matematik model yoki ularning xatti-harakatlarining algoritmi shaklida to'liq tasvirlab bo'lmaydi, shuningdek ularga ikkilamchi jarayonlarning yuqori ta'siri bor, bu esa ma'lumotlarni olishni sezilarli darajada murakkablashtiradi. Moliyaviy holat va ko'rsatkichlar tizimini tashkil etuvchi mezonlar nuqtai nazaridan tahlil qilish bosqichlari 1-jadvalga keltirilgan.

1-jadval

Moliyaviy holat va ko'rsatkichlar tizimini tashkil etuvchi mezonlar nuqtai nazaridan tahlil qilish bosqichlari.



1-TOM, 11-SON

Taklif etilayotgan usulning bosqichlari tashkilotlarning moliyaviy holatini tahlil qilish	Tahlil vazifalari	Kompleks baholash ko'rsatkichlari
1.Moliyaviy samaradorlik ko'rsatkichlari tizimini tahlil qilish	Tashkilot moliyaviy-iqtisodiy tsiklning qaysi bosqichida ekanligini aniqlang: u rivojlanishni namoyish etadimi yoki aksincha, pasayish va hokazo.	Sotishdan tushgan daromad; yalpi foyda (zarar), sotishdan olingan foyda (zarar); soliq solishdan oldingi foyda (zarar); Sof daromad (zarar); sotilgan mahsulot rentabelligi, sotish rentabelligi, aktivlarning rentabelligi, rentabellik aktsiya qiymati
2.Tashkilotning mulkiy holati va tadbirkorlik faoliyatini tahlil qilish	Balansning o'sishi ishlab chiqarish ko'lamining kengayishini ko'rsatadimi yoki yo'qligini aniqlang	Balans valyutasi dinamikasini sotish va foyda o'zgarishi bilan solishtirish natijasi. Oborot koeffitsientlari va mobil kapital aylanmasining davomiyligi va kreditorlik qarzlari
3.Pul oqimlarini baholash asosida tashkilotning to'lov qobiliyatini tahlil qilish	Foyda sifatini va tashkilotning to'lov majburiyatlarini bajarish darajasini baholang	Koeffitsientlar: joriy faoliyatdan olingan sof pul oqimi va sotishdan olingan foyda nisbatlari; joriy faoliyatni moliyalashtirish; qisqa muddatli majburiyatlarni qoplash; foyda sifati; debitorlik qarzlarning o'sish sur'atlari nisbati va sotish hajmi 1
4.O'z kapitalining rentabelligi bo'yicha moliyaviy barqarorlikni tahlil qilish	Moliyaviy salomatlikni yaxshilash yoki leverage orqali operatsiyalarni kengaytirish imkoniyatlarini o'rganing va keyin kechiktirilgan to'lovlar ehtimolini baholash	Moliyaviy mustaqillik koeffitsienti; moliyaviy leverajdan foydalanish; umumiy kapitalning rentabelligi; qarzga olingan resurslarning o'rtacha tortilgan nominal narxi boyqushlar; moliyaviy leverage ta'siri 2
5.Reyting asosida tashkilotning kreditga layoqatliligi va investitsion jozibadorligini baholash yig'lab yuborish usullari	Ko'rsatkichlarning haqiqiy qiymatlari modelda tavsiya etilganlarga mos kelishi yoki mos kelmasligi asosida tashkilotni tasniflang. u yoki bu reyting guruhi	Baholash modeli 3

Mintaqaviy iqtisodiyot samaradorligini o'lchashning bir necha usullari mavjud.



1-TOM, 11-SON

Mintaqaviy iqtisodiyot samaradorligini o'lchashning resurs usuli o'zaro almashinadigan resurslardan foydalanishga yo'naltirilgan, tannarx usuli - resurs salohiyatining ma'lum bir qismini iste'mol qilishga qaratilgan bo'lib, u bog'liq iqtisodiy natijalar va xarajatlarni hisoblashda hisobga olinadi. Shunday qilib, resurs usuli hududiy iqtisodiy kompleks aktivlarining rentabelligini, uning tarkibiy qismlarini foyda nisbatida (sof moliyaviy natijani asosiy va aylanma mablag'larning o'rtacha yillik qiymati yig'indisiga) aniqlaydi. Xarajat usulida asosiy vositalarni iste'mol qilishning umumiy tannarx ko'rsatkichlari, aylanma mablag'larning moddiy elementlari iste'mol qilinadigan resurslar samaradorligining umumiy darajasini aniqlashda xarajatlar sifatida xodimlarning mehnat resurslaridan foydalaniladi.

Moliyaviy potentsial quyidagilar uchun amalga oshiriladi:

- hududlarni zarur moliyaviy resurslar bilan ta'minlash;
- moliyaviy oqimlarni kuchaytirish maqsadida moliya tizimi sub'ektlarini rag'batlantirish;
- mintaqa iqtisodiy tizimining xo'jalik yurituvchi sub'ektlari resurslari qiymatining nisbati o'zgarishi;
- moliyaviy resurslarni shakllantirish va ulardan foydalanish jarayonini nazorat qilish;
- turli tahdidlardan sug'urta qilish.



1-TOM, 11-SON
BIOLOGIK XILMA-XILLIKNI SAQLASH VA EKOTIZIM
XIZMATLARINING IQTISODIY TAHLILI.

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Samarqand agroinnovatsiyalar va tadqiqotlar instituti magistri

Annotatsiya: Ekotizim xizmatlarining iqtisodiy baholanishi bu tabiatan mavjud iqtisodiy ne'matlarni ko'rinadigan va seziladigan qiluvchi jarayon bo'lib, tabiiy mahsulotlar va xizmatlar ("ekotizim xizmatlari" deb ataladi)ning qadrini baholash va ochib berish hamda sanoat rivojlanishining asl bahosini aniqlash imkonini beradi. Ushbu baholangan qiymatlar ijro hokimiyatining siyosati, sa'y-harakatini tanlash, biznesda qarorlar qabul qilish va iste'molchilar xatti-harakati uchun axborot berishi mumkin.

Kalit so'zlar: Atrof-muhitni muhofaza qilish muammolari, atrof-muhit, ekotizim, ekotizim xizmatlari

Kirish

Ekotizim xizmatlari - bu odamlar ekotizimlardan olgan imtiyozlari. Ushbu xizmatlar oziq-ovqat va suv kabi oziq-ovqat ta'minotini, suv toshqini va kasalliklarni nazorat qilish kabi xizmatlarni, ma'naviy, dam olish va madaniy imtiyozlar kabi madaniy xizmatlarni va dunyodagi yashash sharoitlarini saqlab turuvchi ozuqaviy tsikl kabi yordamchi xizmatlarni o'z ichiga oladi.

Ekotizim xizmatlari - bu odamlar ekotizimlardan olgan imtiyozlari. Ushbu xizmatlar oziq-ovqat va suv kabi oziq-ovqat ta'minotini, suv toshqini va kasalliklarni nazorat qilish kabi xizmatlarni, ma'naviy, dam olish va madaniy imtiyozlar kabi madaniy xizmatlarni va dunyodagi yashash sharoitlarini saqlab turuvchi ozuqaviy tsikl kabi yordamchi xizmatlarni o'z ichiga oladi.

Odamlar ekotizimlardan ko'plab xizmatlarni olishadi. Shu sababli, ekotizimning kerakli xizmatlarni taqdim etish qobiliyatini bilish juda muhimdir. Ekotizimlarning xizmatlarni ko'rsatish qobiliyati har xil sifat va miqdoriy usullar yordamida baholanadi.

Avval qayd qilinganidek, mamlakatimizning iqtisodiy rivojlanishi uning asosiy tabiiy omillari barqarorligi va sifatiga, ya'ni o'zaro chambarchas bog'langan iqlim, suv, biologik, qishloq xo'jalik va boshqa resurslarga bog'liqdir. Uzoq muddatli quvvatlash va barqarorlikni ta'minlab beruvchi eng muhim mexanizm, masalan, suv manbalari uchun muhim ekotizimlarning harakatini kafolatlashga imkon beruvchi Bioxilma-xillik darajasini saqlab qolish hisoblanadi.



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Respublika iqtisodiyotining barqaror rivojlanishi uchun Bioxilma-xillikni saqlash muhimligidan tashqari bir qator to'g'ri iqtisodiy foyda (moliyaviy va moliyasiz) mavjud yoki olinishi mumkin. Masalan:

- ishga yaroqli bo'lgan yog'och, o'tin va o'rmonlarning yog'ochli bo'lmagan mahsulotlari (dorivor moddalar, yong'oqlar, tabiiy to'qimachilik bo'yoqlari va hokazo);

- ov, hayvonlarni tutish, hayvonotchilik (ya'ni go'sht, teri va boshqa yovvoyi hayvonlar mahsulotlarini olish);

- baliqchilik (ham sanoat, ham havaskor);

- aholining dam olishi va turizm. O'rmon xo'jaligi mahsulotlari O'zbekistonda iqtisodiy qiymatga ega bo'lgan juda ko'p o'rmon mahsulotlari mavjud, ularga o'tin, sinib tushgan daraxtlar, tutiladigan mahsulotlar, dorivor o'simliklar, yong'oqlar va boshqalar kiradi.

O'zbekistonda turizm sifatida diqqatga sazovor bo'lgan madaniy tarixiy obidalar atrofida - Toshkent, Samarqand, Buxoro, Xiva va boshqa shaharlarda deyarli to'liq tashkil etilgan, mamlakatimiz diqqatga sazovor tabiiy maskanlari va ekoturizmga esa kamroq e'tibor berilmoqda. Lekin O'zbekistonni jozibali tabiat manzarasi qamrab olgan, cho'llar, suvoldi hududlari va ulkan tog' tizimlariga ega bo'lib, ekoturizmni rivojlantirish uchun boy imkoniyatlarga ega. Shundan kelib chiqib, Ekologiya va atrofmuhitni muhofaza qilish qo'mitasi "O'zbekiston Respublikasida ekologik turizmni rivojlantirish Konsepsiyasi va uning yaqin kelajakdagi istiqbollari" ni ishlab chiqdi. Ekologik turizmni rivojlantirish uchun respublikamizda juda katta imkoniyatlar mavjud. O'zbekiston 38 mln. gektardan ortiq bo'lgan ovchilik - baliqchilik yer maydonlariga ega, ulardan 1,0 mln. gektarini suv fondi ko'llari, daryolar, suv omborlari tashkil etadi. Undan tashqari o'zbekistonlik va chet ellik sayyohlarda O'zbekiston bioxilma-xilligi katta qiziqish uyg'otmoqda. Masalan: lola gullarini ko'rish, qushlarni kuzatish, cho'l mintaqalaridagi hayotni o'z ko'zi bilan ko'rish, Orol dengizining qurigan, fojeali joylarini ko'rish, relik daraxtzorlarda sayr qilish bilan birga maroqli dam olishga talab katta. Hozirgi vaqtda O'zbekistonda ekologik turizmning turli shakllarini rivojlantirish uchun qulay sharoitlar mavjud.

Ekologik turizmning rivojlanishi xalqaro turizmni tashkil etish yo'li sifatida respublika imkoniyatini anchagina ko'tarishi va qo'shimcha manbalarni jalb etilishining muhim omili bo'lishi hamda unga yaqin bo'lgan yangi tashkil etiladigan alohida muhofaza qilinadigan tabiiy hududlar va rayonlar iqtisodiy faolligini kuchaytirish mumkin.



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Adabiyotlar va metodologiya

Mashhur biolog Y. Uilson xilma-xillik tushunchasini hayot ma'nosini o'zi sifatida ta'rifladi. U haq edi: xilma-xilliksiz hayot bo'lmaydi. Bio xilma-xillik Yer yuzidagi hamma tirik mavjudotni xilma-xilligi ya'ni genlardan to ekosistemalargacha. Qayerda hayot mavjud u yerda bio xilma-xillik bor. Bioxilma-xillik deganda, ekosistemalardagi turli turlarga mansub tirik organizmlar birgalikda hayot tarzini tushunamiz. U turlar bir-biri bilan va abiotik muhit bilan bog'langandir. Turlar jamoada oziqa zanjirlari bilan bog'langan bo'lib, ekosistemaning barqarorligi bioxilma-xillikka bog'liqdir. 1980-yilda UNEP (MDH ning atrof-muhitni himoya qilish to'g'risidagi dasturi), IUCN (Xalqaro tabiatni va tabiiy resurslarni muhofaza qilish uyushmasi) hamda WWP (Butunjahon yovvoyi tabiat fondi) tirik tabiatni muhofaza qilish Butunjahon strategiyasini e'lon qildi. 50 dan ortiq mamlakat undan tirik organizmlar muhofazasining milliy strategiyasi ishlab chiqishda foydalandi. UNEP va IUCN Afrika va hind fili, karkidonlari, primatlar, mushuksimonlar va oq ayiqlarni muhofaza qilish bo'yicha hamkorlikdagi tadbirlar rejalarini ishlab chiqdilar.

Natijalar va ularning tahlili

O'zbekistonda dam olish va sayyohlik faoliyatini olib borish mumkin bo'lgan to'rtta hudud Ugam-Chotqol milliy bog'i, Jizzax viloyatidagi Zomin milliy bog'i, Samarqand viloyatidagi Zarafshon milliy bog'i hamda Toshkent viloyatida joylashgan yana bir milliy Do'rmon bog'idir. Hisobotlarga ko'ra Ugam-Chotqol milliy bog'i 2016-yilda ro'yxatga olingan 50000 dan 60000 gacha kelib-ketuvchilarni qabul qilgan va taxminan yana shunchasi ro'yxatga olinmagan. Daromadlar haqidagi ma'lumotlar mavjud emas. Zomin milliy bog'ini har yili 15000 ga yaqin tashkil etilgan va 30000 ro'yxatga olinmagan sayyohlar kelib ko'rib ketadilar. Turizmdan tushadigan daromad va chet el sayyohlarning soni haqidagi ma'lumotlar yo'q. Zarafshon milliy bog'i hamda Do'rmon milliy bog'lari yangi tashkil etilgani uchun hozircha ma'lumot yo'q.

Odamlarning atrof-dagi tabiiy muhitga munosabati hamda jonli va jonsiz tabiat o'rtasidagi o'zaro bog'lanishlar mohiyatini tushuntiruvchi bilimlarga bo'lgan ehtiyojlar juda qadim zamonlarda paydo bo'lgan. Ekologiya fanining yuzaga kelganiga ham 150 yildan ortiq bo'ldi, ammo alohida fan sifatida XX asrning ikkinchi yarmidan rivojlanib kelmoqda. Amerikalik olim Ch.Adams (1913) ekologiya to'g'risidagi ma'lumotlarni umumlashtirib, chop ettirdi. Ekologiyada organizm bir butun tizim sifatida ko'riladi. U tashqi muhit bilan o'zaro birgalikda harakatlanadi, bir-biriga yordam qiladi. Bugungi kunga kelib, ekologiya sof biologik fanlar tizimidan ajralib chiqib, mazmuni kengayib bormoqda. Atrof-muhitga zamonaviy fan va texnika taraqqiyotining ta'siri natijasida



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ekologiya tushunchasi o'ta kengayib keldi. Insonning tashqi muhitga munosabati boshqa tirik organizmlardan tubdan farq qiladi. Ekologiya fani tabiat bilan tirik organizmlarning uzviy bog'lanishini ifoda etar ekan, u, shubhasiz, tabiatni muhofaza qilishning ilmiy asosini tashkil etadi. O'rta Osiyo mutafakkirlaridan Muhammad al-Xorazmiy (782- 850), Abu Rayhon Beruniy (973-1048), Abu Ali ibn Sino (980- 1037), Zahiriddin Muhammad Bobur (1483-1530) asarlarida, xususan, Abu Rayhon Beruniy tadqiqotlarida odam bilan tabiat o'rtasidagi aloqadorlik, muvozanat va munosabat masalalari, 15 o'simlik va hayvonlarning biologik xususiyatlari, ularning tarqalishi, tabiatdagi ahamiyati bayon etilgan.

Xulosa

Alohida muhofaza qilinadigan tabiiy hududlar va boshqa tabiat mintaqalarida turizmni (ekoturizmni, chet el turizmini va ta'tilchilar turizmini) tegishli darajada rivojlanishi, ularning tiklanishi uchun muhim omil bo'lar edi. Ammo Bioxilma-xillikka bo'ladigan salbiy ta'sirini kamaytirishga qaratilgan va mahalliy aholi va bu hudud xizmatchilariga maksimal foyda keltirishning o'ziga xos yondoshuvi talab qilinadi. O'zbekistonda ekoturizmni rivojlantirish uchun nihoyatda tajriba kam: afsuski, "O'zbekturizm" bunday tajribaga ega emas. Alohida muhofaza qilinadigan tabiiy hududlarda turizmning rivojlanishi ular umumiy faoliyatining integral qismi bo'lishi kerak. Demak, turizmning rivojlanishi birinchi navbatda ushbu hududlar boshqaruv apparati qo'lida bo'lishi lozim. Ammo bu sohada keng tajribaga ega bo'lgan xalqaro tashkilotlar bilan hamjihatlikda ishlash ham, xalqaro bozorni rivojlantirish ham, doimiy ishni qo'llab-quvvatlash nuqtayi nazaridan ham yaxshi ta'sir ko'rsatishi mumkin. Mahalliy tashkilotlar va aholi bilan hamjihatlikda ishlash ham to'g'ridan-to'g'ri turg'un foyda olishni ta'minlashda muhim rol o'ynaydi.

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1-TOM, 11-SON

Neft kimyosi uchun nanomateriallarning olinish usullari.

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Annotatsiya. Bugungi kunda nano darajasida boshqariladigan parametrlari va belgilangan xossalari ega tuzilmalar va ob'ektlarni yaratish va o'rganish hozirgi zamonning eng muhim texnologik muammolaridan biridir.

Kalit so'zlar: nano, kolloid ertimalar, manipulatsiya, mikroskop, nanobiologik, segment.

Methods of obtaining nanomaterials for petrochemicals.

Abstract. Today, the identification and study of structures and objects with controlled parameters and properties at the nanoscale is one of the most important technological challenges of our time.

Key words: nano, colloid solutions, manipulation, microscope, nanobiological, segment.

Insoniyat taraqqiyoti tarixida yangi materiallar va texnologiyalarning rivojlanishi bilan bog'liq bir qancha muhim tarixiy bosqichlar mavjud. Bugungi kunda fan alohida atomlar va molekulalarga bevosita ta'sir qilish imkoniyatiga yaqinlashdi, bu esa nanotexnologiyaning umumiy nomini olgan rivojlanishning tubdan yangi tendentsiyasini yaratdi. Bu asosiy cheklovlarga yaqin bo'lgan nanostrukturaviy holatdagi materiallarning o'ziga xos xususiyatlari, oldindan belgilangan dasturlashtiriladigan xususiyatlarga ega "aqli" materiallarni yaratish imkoniyati, materiallarni qayta ishlash va ularning sirtini o'zgartirish uchun yangi texnologiyalarni ishlab chiqish, umumiy tendentsiya bilan bog'liq.

Nanotexnologiyalar alohida atomlar va molekulalar darajasida moddalar bilan operatsiyalarga asoslangan yagona texnologik madaniyatga birlashtirilgan ilmiy, texnologik va ishlab chiqarish sohalarining keng doirasini ifodalaydi. Bu nafaqat yangi texnologiyalar, balki sanoatning barcha segmentlari va inson faoliyati sohalari, jumladan, axborot muhiti, sog'liqni saqlash, iqtisodiyot va ijtimoiy sohalarni o'zgartiradigan jarayonlar bilan bo'g'liqdir.



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Aristotelning to'rtta asosiy tamoyildan (yer, olov, suv va havo) iborat bo'lgan materiyaga qarashini tanqid qilgan muallif barcha moddiy jismlar o'ta kichik zarrachalardan iborat bo'lib, ular ancha barqaror va turli birikmalarda turli moddalar va jismlarni hosil qiladi, degan fikrni ilgari surgan.

Birinchi tijorat nanomateriallari paydo bo'ldi - nanochanglar, nanoqoplamalar, ommaviy nanomateriallar, nanokimyoviy va nanobiologik preparatlar; birinchi elektron qurilmalar. Nanotexnologiyaga asoslangan turli maqsadlar uchun sensorlar yaratildi, nanomateriallarni olishning ko'plab usullari ishlab chiqildi.

Sayyoramizdagi neft zaxiralari bir kun kelib tugashini hisobga olsak, vodorod ko'plab muammolarning effektiv ravishda yechilishiga yordam bergan bo'lar edi. Yaqin kelajakda avtomobillarni benzin bilan emas, balki vodorodli yoqilg'i bilan ta'minlash mumkin bo'ladi desak yolg'on bo'lmasa kerak. Nanonaychalarga nafaqat atom va molekulalarni alohida "qamash", balki materialning o'zini butunlay "qo'yish" mumkin. Tajribalarda aniqlanishicha ochiq nanonaycha kapillar, ya'ni materialni o'ziga tortishish xususiyatiga ega. Shunday qilib nanonaychalardan: oqsil, zaharli gazlar, yoqilg'i komponentlari va eritilgan metallar kabi kimyoviy va biologik faol materiallarni tashish va saqlash uchun mikroskopik kontenerlar sifatida foydalanish mumkin.

O'lchami, shakli va tuzilishini aniq boshqara oluvchi nanozarra olishning juda ko'p usullari ishlab chiqilgan. Shunday qilib, moddaga ta'sir etish qonuniyatiga, asosan, barcha usullarni ikkita katta guruhga bo'lishimiz mumkin: -dispergatsion usullar, yoki makronamunani maydalash yo'li bilan nanozarra olinadigan usullar; - kondensatsion usullar, yoki alohida atomdan "o'stirish" yordamida nanozarra olish usullari. Birinchi guruh bu - «yuqoridan pastga» borish usuli. Boshlang'ich jismlar nanozarra bo'lgunga qadar maydalaniladi. Bu nanozarra olishning eng oddiy usuli, makrojism uchun o'ziga xos "go'shtmaydalagich"dir. Ikkinchi guruh - «pastdan yuqoriga» borish usuli, ya'ni nanozarra alohida atomlarni birlashtirish yo'li bilan olinadi. Bu qonuniyat hammaga yaxshi tanish bo'lgan kondensatsiya hodisasiga asoslangan.

Nanozarra olishning barcha usullarida ham tashqi manbadan kuchli energiya oqimi zarur bo'ladi, chunki bu usullarda nanozarralarni nomuvozanatli metastabil holatida olinadi.

Dunyoning ko'plab mamlakatlari nanotexnologiyalar masalalari bo'yicha hukumatlar va davlat rahbarlari darajasidagi tadqiqotlarda, kelajak istiqbollarini baholashda faol ishtirok etmoqda. Dunyoning yetakchi universitet va institutlarida



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(AQSh, Germaniya, Yaponiya, Rossiya, Angliya, Fransiya, Italiya, Shveysariya, Xitoy, Isroil va boshqalar) taniqli olimlar boshchiligida nanostruktura laboratoriyalari va kafedralari tashkil etilgan.

Nanotexnologiyalar allaqachon inson faoliyatining eng muhim sohalarida - radioelektronika, axborot sohasi, energetika, transport, biotexnologiya, tibbiyot va mudofaa sanoatida qo'llanilmoqda.

Nano o'lchamli ob'ektlar bir tomondan quyma materiallar, ikkinchi tomondan atomlar va molekulalar o'rtasida oraliq pozitsiyani egallaydi. Materiallarda bunday ob'ektlarning mavjudligi ularga yangi kimyoviy va jismoniy xususiyatlar. Nanoob'ektlar kvant mexanikasi qonunlari amal qiladigan dunyo va klassik fizika qonunlari amal qiladigan dunyo o'rtasidagi oraliq va bog'lovchi bo'g'indir.

Nanokimyo tomonidan o'rganiladigan ob'ektlar doirasi doimiy ravishda kengayib bormoqda. Kimyogarlar har doim nanometr o'lchamdagi jismlarning xususiyatlari nima ekanligini tushunishga harakat qilishgan. Bu kolloid va makromolekulyar kimyoning jadal rivojlanishiga olib keldi.

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КАМОЛИДДИН БЕХЗОД ШАРҚ МИНИАТЮРАСИ САНЪАТИНИНГ ЁШЛАР ЭСТЕТИК ДИДИНИ ТАРБИЯЛАШДАГИ ЎРНИ

Аннотация: Ушбу мақолада Шарқ миниатюраси санъатининг ёшлар одоб-ахлоқи ва эстетик дидни тарбиялашдаги ўрни масалалари ёритилган бўлиб, хусусан Камолiddин Беҳзод ижодининг ёшлар тарбиясидаги аҳамияти таҳлил қилинган. Шунингдек, мақолада ёшлар эстетик ҳамда ахлоқий тарбиясини шаклланиши ва ривожланишида миниатюраси санъатининг таъсирчан хусусиятлари тадқиқ қилинган.

Калит сўзлар: миниатюраси санъати, эстетик дид, эстетик тарбия, таълим, тарбия, ахлоқ.

Аннотация: В данной статье освещаются вопросы роли искусства восточной миниатюры в воспитании нравственности и эстетического вкуса молодежи, в частности анализируется значение творчества Камолiddина Беҳзода в воспитании молодежи. Также в статье изучаются эффективные возможности искусства миниатюры в формировании и развитии эстетического и нравственного воспитания молодежи.

Ключевые слова: искусство миниатюры, эстетический вкус, эстетическое воспитание, образование, воспитание, нравственность.

Abstract: This article highlights the role of the art of oriental miniatures in the education of morality and aesthetic taste of youth, in particular, it analyzes the significance of Kamoliddin Bekhzod's creativity in the education of youth. The article also studies the effective possibilities of miniature art in the formation and development of aesthetic and moral education of youth.

Key words: miniature art, aesthetic taste, aesthetic education, education, upbringing, morality.

Миниатюра санъати жаҳон нафис санъатида ноёб ҳодиса бўлиб, бетакрор ва ўзига хос қарашлар унда мужассам. Санъатнинг бу тури Марказий Осиё ва Яқин Шарқдаги халқлар маданияти тараққиёт босқичларида асрлар оша сайқалланган. Унинг асосчиларидан бири эса Камолiddин Беҳзоддир. “Сўнгги йилларда Шарқ миниатюра санъатини ўрганиш билан боғлиқ Н. В. Гильманова, А. Г. Раҳматуллаева ва Б. Б. Ҳожиметовлар диссертациялари муваффақиятли



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ёқланди³⁶. Бу эса буюк мусаввир ижодини ўрганиш янги, юқори илмий даражага ўсади, деган умид уйғотади”¹.

XIV-XV асрлар Шарқда илм-фан ва маданиятнинг юксак даражада раванк топганлиги айна чоғда бошқа соҳаларда, хусусан меъморчилик ҳамда тасвирий санъатда ҳам ўз ифодасини топди. Бунда кўп жиҳатдан бу даврда ўлка худудларида ҳукм сурган тинчлик, осойишталикнинг шарофати ҳам катта бўлди. Шу даврда маҳаллий ҳукмдорларнинг саъй-ҳаракатлари туфайли шаҳарларда ноёб тарихий обидалар, ҳашаматли бинолар, илмий-маданий масканлар, кутубхоналар, масжиду-мадрасалар қад кўтарди. Айниқса халқ ичидан чиққан маҳаллий усталар, наққошлар, кулоллар, заргарлар томонидан юрт довуғини оламга танитган, ажойиб меъморчилик обидалари, тасвирий санъат намуналари яратилди. Бу давр шаҳарсозлигида хом ғишт ва пахсалардан кенг фойдаланилган. Уларнинг шинамлиги ва кўринишини янада кўркамлаштиришда оҳакли қоришмалар ишлатилиб, гажжакдор қилиб ишлов берилган. Қурилган айрим масжидларнинг меҳроблари эса силлиқланган ғиштлар, ўйма ганжлар ва ҳатто тилло сувлари билан ҳам безатилган. Ҳар бир шаҳар марказларида китоб дўконлари, маданий моллар бўлишига алоҳида эътибор қаратилган.²

Буюк мусаввир Беҳзод миниатюра санъатини фақат шаклий жиҳатдан эмас, бетакрор мазмун ва моҳият, фалсафий жиҳатдан ҳам юксак поғонага кўтара олди. Унинг асарлари исломий маданият дурдоналари сифатида Европа тамаддунига ҳам кучли таъсир кўрсатди.³ Камолиддин Беҳзод табиатни тасвирлаш услуби, бўёқлардан фойдаланиш воситалари, расмга олинаётган воқеаларни нозик чизикларда ифодалаш йўллари, инсон кайфияти ва ҳаракатини акс эттира билишдаги усталиги, расм композициясининг кенглиги ва ажойиб эстетик завқ уйғотиши билан миниатюра санъатини янги босқичга кўтарди, унинг тарихида янги давр яратди. Беҳзод ижоди ва меросини ўрганувчи мутахассисларнинг фикрича, унинг ҳозиргача маълум бўлган асарлари тахм. 30та расм ва расмлар туркумидан иборат. Жомий, Бойқаро, Шайбонийхон, Шоҳ Тахмосп тасвирлари,

¹ Гильманова Н. В. *Художественные особенности архитектуры в миниатюре эпохи Темуридов и Бабуридов. Автореферат на соискание ученой степени доктора философии доктора (PhD) по архитектуре.* –Ташкент, 2018.-С. 52; Раҳматуллаева А. Г. *Ўрта аср Шарқ миниатюрасида сюжет ва образлар талқини. (PhD) дисс. автореф.* 2021. -62 б.; Хаджиметов Б. Б. *20- аср охири - 21- аср боши Ўзбекистонда миниатюра рангтасвирини қайта тиклаши жараёни ва ривожланиши масалалари. (PhD) дисс. автореф.* 2022, -62 б.

² Арапов А. «Амир Темура даврида меъморчилик». *Журнал «Мозийдан садо».* 2003. №2. 30-38 бетлар.

³ Пугаченкова Г.А. *Среднеазиатские миниатюры 16-18 веков в избранных образцах.* Ташкент, 1994. — 54 с. — ISBN 5-89890-093-4.



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шунингдек, Шарофиддин Али Яздий, А.Жомий, Деҳлавий, Саъдий ва Ганжавий каби мутафаккирларининг асарларига ишланган расм ва миниатюралари бор.

Европа цивилизациясининг сўнгги икки асрда юксак даражада раванк топгани ва кенг кўламда қулоч ёзгани сабаб бўлиб, Ўрта денгиздан Ҳинд уммониға қадар чўзилган улкан ҳудуддаги мумтоз Шарқ тамаддуни жаҳон тарихий-маданий тараққиётидан четга сурилиб қолгандек бўлди. Ўтган ана шу давр ичида VIII-XIX асрларда гуллаб-яшнаган асл санъатни теран бадийликдан маҳрум шунчаки мистика маҳсули деб баҳолаш урфга айланди. Бугунга келиб эса жаҳон маданиятини Ўрта асрлар Шарқ тасвирий санъатисиз тасаввур этиш мумкин эмаслиги аён бўлиб қолди. Шундай экан, ҳозирги санъатшунослар улуг аждодларимиздан қолган бебаҳо меросни, умуминсоний хазинани пухта тадқиқ этмоғи даркор.

Шарқ маданияти жаҳонга асрлар давомида адабиёт, муסיқа, меъморлик, рассомлик ва амалий санъат соҳасида бир-биридан жозибадор, бир-биридан ҳайратланарли, бир-биридан маънодор дурдоналарни тухфа этди. Ўзбекистон Республикаси Президенти Шавкат Мирзиёевнинг 2017 йил 16 августдаги “Ўзбекистон бадий академияси фаолиятини ривожлантириш ва янада такомиллаштиришга доир қўшимча чора-тадбирлар тўғрисида”ги пқ-3219-сонли⁴, 2020 йил 21 апрелдаги “Тасвирий ва амалий санъат соҳаси самарадорлигини янада оширишга доир чора-тадбирлари тўғрисида”ги пқ-4688-сонли⁵ қарорлари ҳамда ўзбекистон республикаси вазирлар маҳкамасининг 2021 йил 8 январдаги “Қамолиддин беҳзод номидаги миллий рассомлик ва дизайн институти фаолиятини янада такомиллаштириш ҳамда моддий-техника базасини мустаҳкамлаш чора-тадбирлари тўғрисида”ги 8-сонли қарори⁶ каби меъёрий-ҳуқуқий ҳужжатларда белгиланган вазифалар ижросини таъминлаш даркор.

Эътиборли жиҳати шундаки, Бухородаги Мағоки Атторий масжидию Париждаги Биби Марям ибодатхонаси, Самарқанддаги Регистон мажмуасию Римдаги Ҳазрат Пётр ибодатхонаси икки буюк маданият – насроний Оврўпаси ва мусулмон Шарқининг ўзига хос жиҳатларини мужассам этган. Уларнинг барчаси маънавий аҳамияти, инсон руҳиятига таъсири ва беқиёс гўзаллиги билан жаҳон

⁴ Ўзбекистон Республикаси қонун ҳужжатлари тўплами, 2017 й., 34-сон, 876-модда; Қонун ҳужжатлари маълумотлари миллий базаси, 05.04.2018 й., 06/18/5398/1004-сон, 01.08.2018 й., 06/18/5496/1603-сон; 14.12.2019 й., 06/19/5894/4161-сон; 22.04.2020 й., 07/20/4688/0475-сон; 27.05.2020 й., 07/20/4730/0670-сон; 30.04.2022 й., 07/22/232/0378-сон.

⁵ Қонун ҳужжатлари маълумотлари миллий базаси, 22.04.2020 й., 07/20/4688/0475-сон; Қонунчилик маълумотлари миллий базаси, 09.11.2021 й., 06/21/3/1037-сон

⁶ Қонун ҳужжатлари маълумотлари миллий базаси, 09.01.2021 й., 09/21/8/0006-сон; Қонунчилик маълумотлари миллий базаси, 13.08.2021 й., 09/21/511/0793-сон



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маданияти дурдоналари саналади. Европада Ўрта асрларда барпо қилинган мухташам иморатлар ва айни шу даврда Осиёда бунёд этилган обидалар ўртасида нафақат шакл ва меъморий ечимдаги ўхшашлик мавжуд, балки улуғворлиги, кўтаринки туйғуларга йўғрилган атмосфераси билан ҳам ҳамоҳангдир.⁷

Ислом санъатининг асосий юксалиши Амир Темур ва темурийлар замонида кузатилган. Мазкур феноменал давр ўз-ўзидан пайдо бўлмаган, тасодифий тарзда юзага келиб қолмаган, албатта. Адабиёт, меъморлик, тасвирий ва амалий санъат каби кўплаб йўналишларда инсониятга бетакрор дурдоналарни тақдим этган ушбу олтин асрнинг “Темурийлар Ренессанси” дея аталиши бежиз эмас. “Тадқиқотчи-олимларнинг фикрича, Шарқ, хусусан, Марказий Осиё минтақаси IX–XII ва XIV–XV асрларда бамисоли пўртанадек отилиб чиққан икки қудратли илмий-маданий юксалишнинг манбаи ҳисобланиб, жаҳоннинг бошқа минтақаларидаги Ренессанс жараёнларига ижобий таъсир кўрсатган Шарқ уйғониш даври – Шарқ Ренессанси сифатида дунё илмий жамоатчилиги томонидан ҳақли равишда тан олинган”, деган эди Ислом Каримов Самарқанддаги халқаро анжуманнинг очилиш маросимида. Кўхна ва навқирон шаҳарда ўтказилган яна бир халқаро анжуман – UNWTO Ижроия кенгаши 99-сессиясининг очилиш маросимида БМТнинг Жаҳон сайёҳлик ташкилоти Бош қотиби Талейб Рифаи: “Европа тарихида муҳим ўрин тутган Ренессанс, яъни Уйғониш даври аслида мана шу заминда анча илгари бошланганини таъкидламоқчиман ва замонавий маданият ҳамда цивилизация айнан шу минтақада пайдо бўлган, деб ишонч билан айтишим мумкин”, дея таъкидлаган. Мазкур маданий юксалиш даврида миниатюра санъати ҳам ривожланиб, европалик рассомлар ижодига катта таъсир кўрсатди. Бухоро, Ҳирот, Самарқанд, Исфохон, Табризнинг машҳур миниатюрачилари орасида, шубҳасиз, буюк мусаввир Камолиддин Беҳзод алоҳида мақомга эга. Унинг ижоди айнан темурий ҳукмдорлар ҳомийлигида гуллаб-яшнагани тарихдан маълум.

Камолиддин Беҳзод тасвирий санъати ёшларни ватанпарварлик руҳида тарбиялашдан ташқари уларни эстетик маданиятини ҳам ривожлантиради. Масалан, Соҳибқирон ҳарбий юришларда ҳам мусикий чолғулардан унумли фойдаланганини кўп мўйқаламига олган. Дейлик, шаҳар ёки қишлоққа хужум бошлашдан аввал, у ерга яширин равишда карнайчи ва ноғорачилар киритилган. Эрта тонгданоқ беҳосдан бу чолғу созларининг баланд янграши аҳолини довдиратиб, ҳарбийларга катта ёрдам берган. Шарафиддин Али Яздий

⁷ Дилдаги гап // Умид Сориев, Шукур Жаббор. Интервью. 2021 йил 16 сон.



1-TOM, 11-SON

(“Зафарнома”), Абдурахмон Жомий, Алишер Навоий, Бобур асарларига ишланган миниатюралардаги тасвирланган жанг жараёнларида саркардаларни кўллаб-қуватлаб, уларни ўзларининг жанговор ва улуғвор ижролари билан руҳлантириш учун елкадош бўлиб “жанг қилаётган” карнайчи, сурнайчи ва ноғорачиларни кўриш мумкин.⁸

Беҳзод асарлари орқали ёшларни эстетик жиҳатдан тарбиялаш мақсадида ўқитувчи уларга табиатдаги гўзалликларни, шакл ва рангларнинг турлитуманлигини кўрсатиш муҳим. Болаларга қувонч, ҳаяжон бахш этган табиат гўзалликлари, сўз билан ифодалаб бўлмайдиган ранг бирикмалари узок вақтларгача уларнинг хотирасида қолади. Манзара, дарахтлар, барглари ва гулларнинг ўзига қараб расмини чизиш, уларнинг ўзига хос хусусиятларини ўрганиш орқали болалар табиатга кўпроқ қизиқадиган бўладилар. Бундай дарслар болаларга дунёни кенг ва атрофлича кўра олишга, шунингдек кўриш орқали олган таассуротлари доирасини кенгайтиришга, нарсалар ҳақида аниқ ва тўлиқ тушунчалар олишга ёрдам беради. Расм чизиш жараёнида болалар нарсаларнинг шакли, мутаносиблиги, фазодаги ҳолати, ранги ва оч-тўқлик нисбатларини диққат билан ўрганадилар. Беҳзод ҳам ўзича расмо бўлиб қолмаган. У энг аввало ибтидода, яъни боалалигида у ҳам томошабин бўлган. “Ҳаттотлар шоҳи” Султон Али Машҳадий, Ҳирот миниатюра мактабининг асосчиси Камолиддин Беҳзод ва китоб нақш устаси машҳур наққош Мавлоно Ёрий бадий кўлэзма дурдоналарини яратиш устида ишлаган юзлаб усталарга устозлик қилишган”⁹.

Шу маънода тасвирий санъат ўқув фани умумий ўрта таълим фанлари ичида маънавий соғлом авлод тарбияси масаласини ижобий ҳал этишда кенг имкониятларга эга эканлиги билан ажралиб туради. Чунки, айнан тасвирий санъат дарсларида санъат ва санъаткор олами, санъатнинг ижтимоий вазифаси ва ўзига хос хусусияти, унинг тасвирий, ифодавий “тили”ни ўрганиб бориш орқали ўқувчилар онгида ўқувчилар атроф-муҳит, тасвирий санъат ва меъморликдаги гўзалликларни кўра билиш, англаш, уларни баҳолаш, кадрлаш, уларни муҳофаза қилишни ўрганиб борадилар. Шунинг учун ҳам тасвирий санъат предметининг бош мақсади ўқувчиларда эстетик маданиятни ва бадий тафаккурни юксалтириш ҳамда тасвирий саводхонликни тарбиялашдан иборатдир.

⁸ Рюи Гонзалес де Клавихо. “Жизнь и деяния великого Темерлана; 1403-1406 йиллар Темурнинг Самарқанддаги саройи бўйлаб қилинган саёҳат давомида ёзилган кундалик” 136, 282-283 бетлар.

⁹ Амир Темур жаҳон тарихида / Масъул муҳаррир: Р.Қосимов. Муаллифлар жамоаси: С.Саидқосимов (раҳбар), А.Аҳмедов, Б.Аҳмедов ва бошқ.-Тошкент: “Шарқ”, 2006.-188 б.



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Эстетик тарбия масалаларини ҳал этиш самарадорлиги кўп жиҳатдан бир қатор шартларга боғлиқ. Улардан бири мактаб ўқувчиларида элементар эстетик ғоялар ва тушунчаларни шакллантиришдир. Бу ишнинг асосий ёналиши ўқувчиларни санъатнинг турли турлари билан амалий таништириш, уларнинг эстетик идрокини ривожлантириш, оддий эстетик мулоҳазалар юрита олишдан иборат. Тасвирий санъат дарсларида болаларни эстетик тарбиялаш жараёни турли хил бадиий фаолият турларининг бирлигида амалга оширилиши керак: драматизация ўйинлари, эртақлар ёзиш, берилган мавзу бўйича турли хил ҳикоялар, шеър ёзиш ёки ўқиш; асарнинг табиатини ва уни ифодалаш усулларини тушуниш, бадиий тасвирнинг ички ҳаёти учун муסיқанинг органик киритилиши. Ишнинг ўйин усулларини амалга ошириш ҳам муҳимдир¹⁰.

Эстетик тарбия ва таълим билим, кўникма ва малакалар педагогикасидан маданий ривожланиш воситаларини ишлаб чиқиш орқали шахснинг юксак психик функцияларини ривожлантиришни таъминлайдиган ривожланиш педагогикасига ўтишда алоҳида муҳим рол ўйнай бошлайди. Умумтаълим мактабида қўлланиладиган таълимнинг турли ташкилий шакллари орасида дарс ўзининг этакчи ролини сақлаб қолишда давом этмоқда. Таълим жараёни самарадорлигининг энг муҳим шартларидан бири таълим жараёнини ташкил этишнинг анъанавий ва ноанъанавий шаклларини амалга оширишдир.

Ноанъанавий дарслар янги элементларни ўз ичига олади; улар ташқи рамкани, ўтказиш жойини ўзгартириши мумкин; дастурдан ташқари материалдан фойдаланилади. Улар жамоавий ва индивидуал фаолиятнинг бирлиги билан тавсифланади; турли ижодий касб эгаларини (актёрлар, рассомлар, ёзувчилар, муסיқачилар) жалб қилиш; янги ахборот технологияларидан фойдаланиш; талабаларни синфдаги фаол фаолиятга максимал даражада жалб қилиш. Дарсни тайёрлаш учун талабалар орасидан вақтинчалик ташаббус гуруҳи тузилиши мумкин; Дарсдаги ҳиссий оҳангнинг асоси ўйин-кулги эмас, балки ўйин-кулги ва иштиёқдир. Бундай дарслар талабаларнинг мотивацион ва когнитив даражасини оширади, жамоада ишлаш учун қулай муҳит яратади; психологик тўсиқларни олиб ташлашга хизмат қилади.

¹⁰ Воронина В. Л. *Ислам и изобразительное искусство // Народы Азии и Африки. 1965. - № 5. - С. 121 - 126.*



UDC 656.13

**РОЛЬ ЦИФРОВЫХ ПЛАТФОРМ В РАЗВИТИИ
АУТСОРСИНГОВЫХ УСЛУГ В ТРАНСПОРТНОЙ СИСТЕМЕ
ОТНОСИТЕЛЬНО ВНЕДРЕНИЯ В РЕСПУБЛИКЕ
УЗБЕКИСТАН.**

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Аннотация. появление цифровых платформ существенно изменило аутсорсинговые услуги в транспортной системе, позволив более эффективно и оптимально управлять ресурсами и операциями. В данной статье рассматривается роль цифровых платформ в развитии аутсорсинговых услуг в транспортной системе, с особым акцентом на внедрение этих платформ в Республике Узбекистан

Ключевые слова: цифровой аутсорсинг, глобальная трансформация, эффективность аутсорсинга, логистические услуги.

**THE ROLE OF DIGITAL PLATFORMS IN THE DEVELOPMENT OF
OUTSOURCING SERVICES IN THE TRANSPORT SYSTEM REGARDING
THE IMPLEMENTATION IN THE REPUBLIC OF UZBEKISTAN.**

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Abstract. the emergence of digital platforms has significantly changed outsourcing services in the transport system, allowing more efficient and optimal management of resources and operations. This article examines the role of digital platforms in the development of outsourcing services in the transport system, with a special focus on the introduction of these platforms in the Republic of Uzbekistan.

Keywords: digital outsourcing, global transformation, outsourcing effectiveness, logistics services.

Introduction. In 2020, the government established a Software and Information Technology Park in Uzbekistan in order to encourage the development of globally competitive software products and the creation of an ICT business outsourcing cluster. The technology park offers business acceleration and incubation services to support the transition of business ideas to commercialization of products and services. The technology park offers business acceleration and incubation services to support the transition of business ideas to commercialization of products and services. In addition to the technopark, Uzbekistan has a developed system of innovative policy mechanisms that support the growth of digital business. For example, C.A.T. Projects like startups. Science Accelerator", "IdeaLab", "Startup Factory" and "WomenTech". The technology park is also home to the Academy of Information Technologies, which offers training in digital technologies. And the most popular of today's main competitive services in the transport system is definitely outsourcing. By contrast, many service companies update and improve their inventory in order to get more profit, and the introduction of digital platforms in outsourcing services has become one of the urgent problems of their improvement. A number of reforms are being implemented in this regard, including in the Republic of Uzbekistan. In particular, the "Digital Uzbekistan - 2030" strategy, as well as these issues, are expressed in the decision on "Measures to improve transport infrastructure and diversify foreign trade routes in 2018-2022".

Significant results were achieved as a result of the implementation of the measures provided for in these documents. In particular, the volume of services provided by the type of economic activity "information and communication" increased by more than one and a half times from 2020 to 2022, from 13.9 trillion sums to 22.9



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trillion. In addition, the share of the digital economy in the GDP of Uzbekistan increased from 1.99 percent to 2.77 percent in 2022 compared to 2020.

Exports of information and communication technology services increased from 169.3 million dollars to 306 million dollars from 2020 to 2022. Exports of computer programming services will grow to \$123 million in 2022 compared to \$15 million in 2020, indicating that the industry's latent potential has been realized. At the moment, the number of IT-park residents is 1122 companies, of which about 30% are exporters¹.

Main part. Outsourcing in the transport system refers to the practice of transferring certain activities related to transport to external service providers. This may include tasks such as fleet management logistics planning data analysis and customer support. The use of digital platforms has become crucial in the development and introduction of outsourcing services in the transport system in the Republic of Uzbekistan. These platforms offer a number of advantages and provide solutions to various challenges faced by the transportation industry.

One of the main advantages of using digital platforms in outsourcing services is their ability to simplify operations and increase efficiency. These platforms offer tools to automate real-time shipment tracking processes and optimize routes for maximum cost effectiveness. By using these platforms, transportation companies in Uzbekistan can significantly reduce manual labor and increase overall productivity. Looking at the graph below, we can see how digital transformation is accelerating globally:

¹Bakhtiyor Ismailov, “ *Uzbekistan in the process of digitalization development* ” result in 2022 and prospects for 2023



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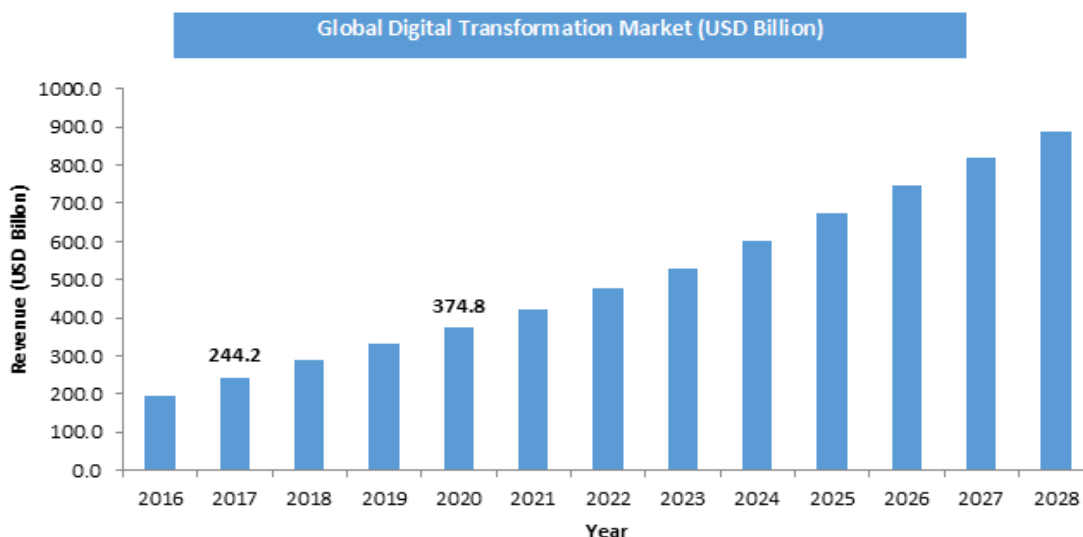


Figure-1. Global digital transformation spending 2017-2028²

In addition, digital platforms enable seamless communication and collaboration between various stakeholders in the transportation system. This is particularly useful in the context of outsourcing where there is a need to coordinate activities between the transport company and the outsourcing service provider. With digital platforms, information can be easily shared, updates delivered in real-time and any issues or delays resolved quickly.

Digital platforms also provide access to large amounts of data that can be used for better decision-making and strategic planning. By analyzing data related to transportation operations, companies can identify areas for improvement, optimize resource allocation, and increase overall efficiency. This data-driven approach helps identify cost-effective opportunities to reduce fuel consumption and improve customer satisfaction.

In addition to these advantages, digital platforms offer transparency and visibility. The transport sector in Uzbekistan faces problems such as theft fraud and inefficiency due to lack of control.

However, there are also some disadvantages to consider when using digital platforms for outsourcing services in the transportation system. First, there is the risk of technological dependence. If the digital platform experiences technical problems or malfunctions, it may disrupt operations and cause delays or service interruptions. It is essential for transport companies to have contingency plans in place to mitigate such

² Support@statista.com



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risks. Second, there may be concerns about data privacy and security. The transport industry deals with sensitive data such as customer details, shipment data and financial records. Transport companies must ensure that the digital platforms they use follow strict security protocols and take robust data protection measures. But despite these shortcomings, the role of the improvement of digital platforms in the Republic of Uzbekistan is very large on a global scale. Here are 5 factors for digital outsourcing that have been tested all over the world:

- ✓ Cost-Effectiveness;
- ✓ Time Efficiency;
- ✓ Access To Specialized Skills and Expertise;
- ✓ Increased Focus On Core Business Areas;
- ✓ Improved Scalability.

If we look at the following graph, the share of logistics services in the improvement of digital platforms of outsourcing services in the transport system by types of transport:

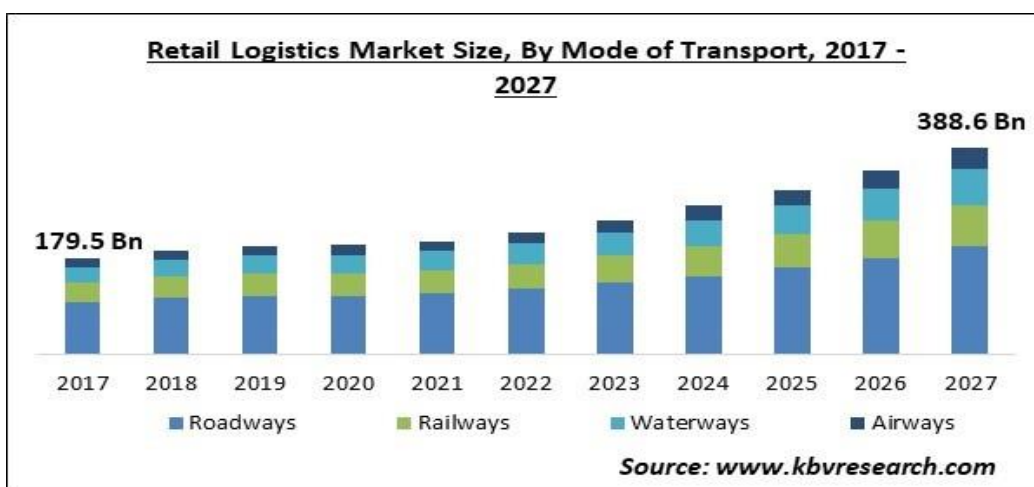


Figure-2. The expected logistics market from 2017 to 2027 by types of transport³

Conclusion. The role of digital platforms in the provision of outsourcing services in the transport system of the Republic of Uzbekistan is important. These platforms offer many advantages, such as improved efficiency, collaborative access to data-driven insights, and increased transparency. However, it is critical for transportation companies to mitigate the risks associated with technological dependency and ensure the security and confidentiality of confidential information. Next, there are enterprises

³ www.kbvresearch.com



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that are currently avoiding the active use of digital transformation of transport and logistics, perhaps they should reconsider their position. To reap the many benefits of digitization. However, there is still room for improvement to facilitate digital transformation and make the role of technology in the sector more clear. As a result of the growing competition, the quality and price of products have become equal, and the speed of delivery is now a decisive factor for customers and clients. By using digital platforms, Uzbekistan can take advantage of outsourcing to ensure growth and development in the transportation industry. New digital information technologies are forcing more and more companies to use technologies such as these factors to improve efficiency and reduce production and service costs. Demand and innovation such as new ways to enter the market and technologies attract new customers. This gives businesses an additional competitive advantage.

In particular, intermodal and multimodal transport and logistics systems achieve a high service life, which provides an opportunity to quickly adapt to new market characteristics. Thus, if the way to improve transport and logistics digital platforms is opened, if the government and transport companies work in harmony, it will provide an opportunity to improve the transport potential of the Republic not only in Central Asia, but also to increase interregional market transport relations.

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1-TOM, 11-SON
**CHEMICAL COMPOSITION OF LEATHER USED FOR
TRANSFORMATION ASSORTMENT AND
RESEARCH OF PHYSICAL-MECHANICAL PROPERTIES**

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Annotatsiya:

Objective. The purpose of this scientific research is to select the type of leather used for the transformation assortment and to select a durable leather for the transformation assortment based on the study of the physical and chemical properties of the selected finished leather.

Methods. The chemical composition, physico-mechanical properties of calf, cow, sheep and goat leather obtained from "GOLD LEATHER EXPORT IMPORT" and "YUKSALISH CHARM SANOAT" LLC enterprises were determined and analyzed for experimental options. Based on the standards, it was researched in the research laboratory of the institute, expressed in tables and histograms.

Results: Physico-mechanical and hygienic properties of test samples were studied in the research laboratory of the institute based on state standards. The obtained experimental results were analyzed and suitable leather was selected for the transformation range.

Conclusion: In conclusion, it can be said that the physical and chemical properties of the test samples were determined and compared. Also, the characteristics of leather obtained from different animal skins for the transformation assortment were studied and useful leather for bags was determined. Conclusions were made based on



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the results of the IQ-spectrogram analysis and the production of a transformational assortment was classified based on the analysis of the characteristics of leather products.

Key words: IQ-spectroscopy, IQ-spectrogram, strength, thickness, elongation at break, uniformity, air permeability, water absorption.

Introduction

Currently, the leather industry, which is one of the main branches of the light industry, is undergoing great changes. Until now, our Republic has become a base of raw materials, now leather production has been improved in our Republic, leather is being processed and export products are being produced. Also, the chemical industry is developing proportionally with the leather industry, and new chemicals are being created and used in the leather industry, making a great contribution to improving the leather production process and increasing the economy of our country through the production of export-quality leather [1,2]. Currently, many scientific studies are being conducted in this regard and many successes have been achieved [3,4,5].

Also, all the processes of processing the calf, cow, sheep and goat skins of the trial and testing options for the research were carried out based on the method of the "GOLD LEATHER EXPORT IMPORT" and "YUKSALISH CHARM SANOAT" LLC enterprises. During the research, finished leathers obtained from various animal skins were studied and the chemical composition of the finished product was determined. It is clear that according to the type of raw materials, the method of cooking, the nature of finishing and the composition of the leathers are different. Therefore, leathers obtained from different animal hides were investigated by IQ-spectroscopy and suitable variants were classified for the transformation assortment.

Materials and Methods

Research works are continued based on IQ-spectroscopy, and the elemental composition of cow, calf, sheep and goat leather samples is determined based on electron microphotographs and the elemental composition of experimental samples is compared. Also, the analysis of elemental composition and concentrations of test samples supplemented with chromium and pomegranate tannide is carried out. The choice of leather for the transformation range is to determine whether it meets the standard requirements of DST 940-81, DST 939-94.

Leather obtained from different types of animal skins must meet the requirements of State Standards. Determination of the physical and mechanical properties of the finished leather obtained for the experimental test was carried out according to a known



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methodology Experimental studies were conducted on modern equipment installed in the test laboratory of the Namangan Institute of Engineering Technology. The thickness of the leather also depends on the chemical substances in its composition. The more chemical substances are applied to the skin, the more the skin swells, the thicker the leather becomes.

Result and Discussion

Taking into account that IQ-spectroscopy analysis allows to obtain a clear image of the object under investigation, an IQ-spectroscopy analysis was conducted in order to theoretically study the obtained substance and its effect on the structure of the dermis [6]. The identification of IQ-spectra was carried out according to the characteristics of the absorption frequencies of different groups of atoms. The composition of the studied samples, the process of distribution according to the leather structure was observed, the elemental composition and chemical structure of the samples were analyzed, electronic photographs were taken and analyzed (Fig. 1, 2).

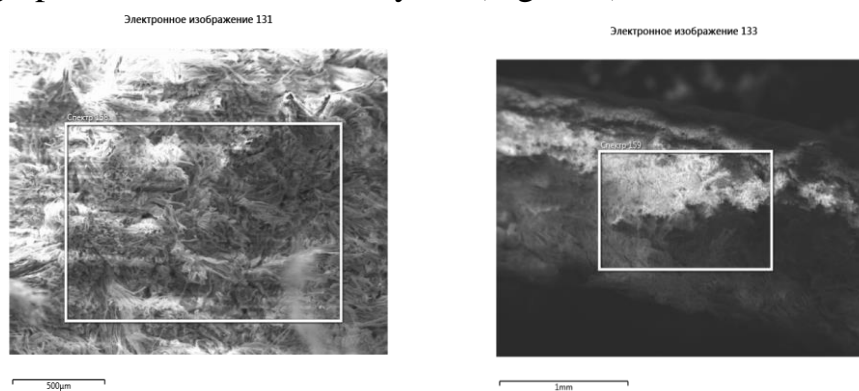


FIGURE 1. Cross-sectional electron micrograph of a cow and calf leather sample.

According to Figure 1, it is possible to observe uneven, scattered fibers of cow leather structure, including porous areas in the upper and intermediate parts. There is no intermediate balance in the micro and macro pores, which affects the volume of the leather. Even if the calf leather is uneven and scattered, the surface and edge parts are densely located, and there are no pores in the intermediate parts. This indicates that additives have changed the structure of the leather according to its purpose and formed its desired properties.



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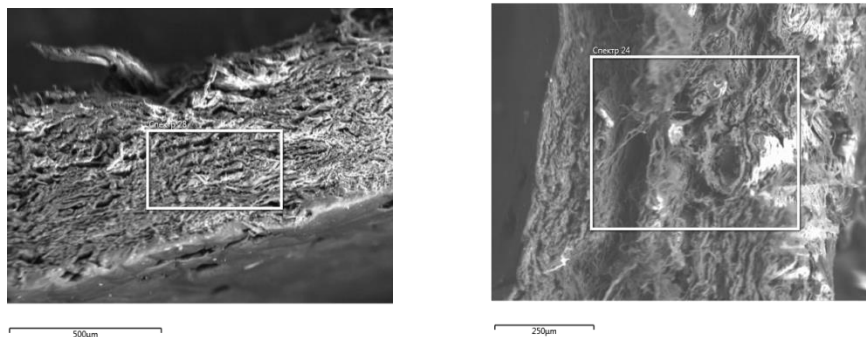


FIGURE 2. Cross-sectional electron micrograph of a sheep and goat leather sample.

As you can see from the 2nd picture, the sheepskin stands out with its density and fullness. It is possible to see that the ingredients are evenly distributed across the layers of the dermis. The shine can also be due to the addition of additives and lubricants. According to the structure of goat leather, its fibers are uneven, scattered, porous parts can be observed in the upper and intermediate parts. The dermal collagen bundles are also unevenly spaced.

The thickness of the leather was determined based on the GOST 939-2021 standard. The thickness of leather is about 0.6-2.3 mm.

Tensile strength is especially important in the manufacture of leather goods, as the goods are exposed to significant mechanical influences. Mechanical properties include tensile strength, elongation at break, work done at break, relative tensile strength, etc. [7]. These features are used to show the maximum mechanical ability and quality of the leather. In order to determine them, a rectangular sample was prepared from the gasses on the cutting device DW1111 [8], 50 mm wide and 250 mm long, i.e. 50x250 mm. The tests were conducted on a YG026T cutting machine. The distance between the clamps of the machine was equal to 150 mm for experimental samples. A high index of breaking strength indicates the strength of the leather, Table 1 shows the results of the experiments.

TABLE 1. Elongation indicators of the material at break

№	Sample	Indicators				
		Force (N)	Elongation (mm)	Elongation (%)	Work (J)	Downtime (s)
1	Cow leather	1009	38,4	19,20	17,3	15,53



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2	Calf leather	1025	52,4	26,20	18.5	20,95
3	Sheepskin	461	42,3	21,65	21,7	21,41
4	Goat leather	630	51,9	25,95	7,47	12,58

Tensile strength is defined as the force required to break a specimen when it is stretched at a given size and speed. Breaking force is expressed in newtons. The tensile strength and elongation at break of leather were determined. It was found that the higher the force of the leather, the stronger it is (Figure 3)

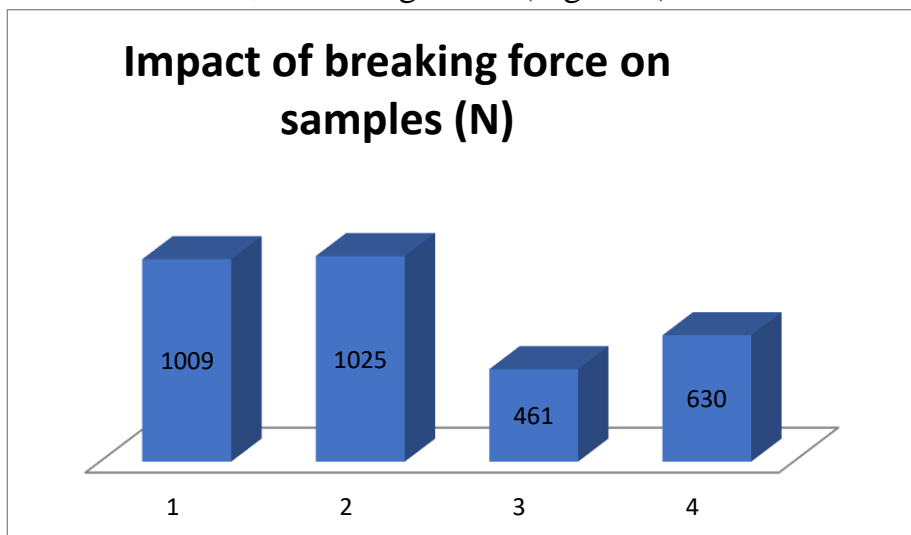


FIGURE 3. Effects of tensile strength on samples.

The analysis of the breaking force shows that the hardest sample is option II, its indicator is equal to 1025 N, and it is known that it is 2.1 times higher than options III and IV. Elongation at break due to the force applied to the samples was higher in option I than in options III and IV, but the elongation at break was not high, it was found to be higher in options II and IV, it can be seen that option II of the sample elongation at break is high, calf leather is stronger than cow, sheep and goat leather (Figure 4).



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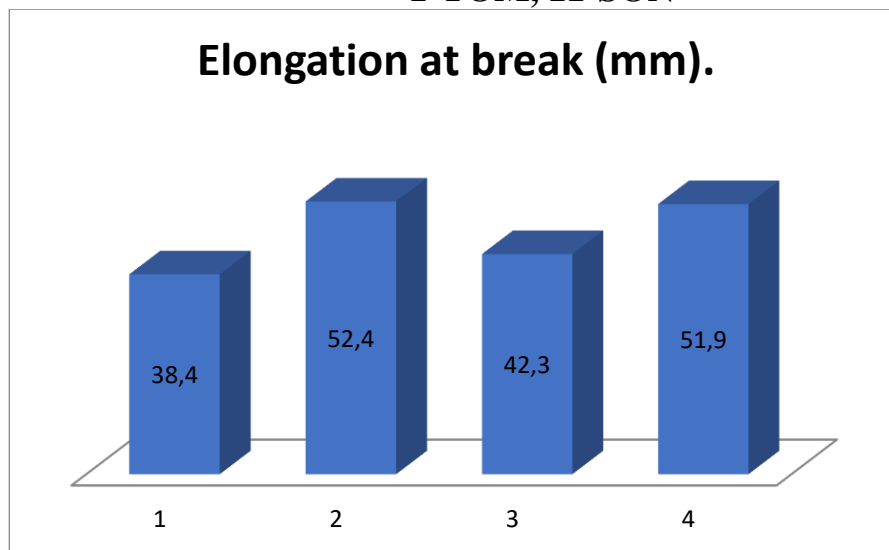


FIGURE 4. Elongation of samples at break (mm).

Elongation at break due to the force applied to the samples was 38.4 mm in option I, even though it was subjected to a higher force than options III and IV, the elongation at break was not higher. Elongation in options II and IV was 52.4 mm and 51.9 mm, it can be seen that the elongation at break of the II option sample is higher, and it was determined that calf leather is stronger than cow, sheep and goat leather (4 - picture).

Another indicator of the durability of leather is its hardness. The uniqueness of the leather was determined in a special YT-TDY500 device. To determine the uniformity, a sample was prepared according to the size specified in GB2679*3 (sample length 70mm, width 38mm), each sample was tested three times and the average was taken.

Calculation formula:

$$S = n \cdot R(mN * m)$$

In the formula: n is the division value corresponding to the number of twists;
R is the actual number of factors from 0 to 100.

$$S_1 = n \cdot R(mN * m) = 0,20 \cdot 16,5 = 3,3mN * m$$

$$S_2 = n \cdot R(mN * m) = 0,20 \cdot 21,5 = 4,3mN * m$$

$$S_3 = n \cdot R(mN * m) = 0,20 \cdot 21 = 4,2mN * m$$

$$S_4 = n \cdot R(mN * m) = 0,20 \cdot 21,9 = 4,38mN * m$$

Using the following formula, the uniformity indicators of the test samples were determined (Table 2).

TABLE 2. Uniformity indicators of experimental samples.



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№	Indicators	Cow leather	Calf leather	Sheepskin	Goat leather
		1- Sample	2- Sample	3- Sample	4- Sample
1.	Singularity (mN*m)	3,3	4,3	4,2	4,38

The lowest level of uniformity was found in sample I of 3.3mN*m, and the highest level of uniformity was found in samples II and IV of 4.3 and 4.383mN*m (Figure. 5).

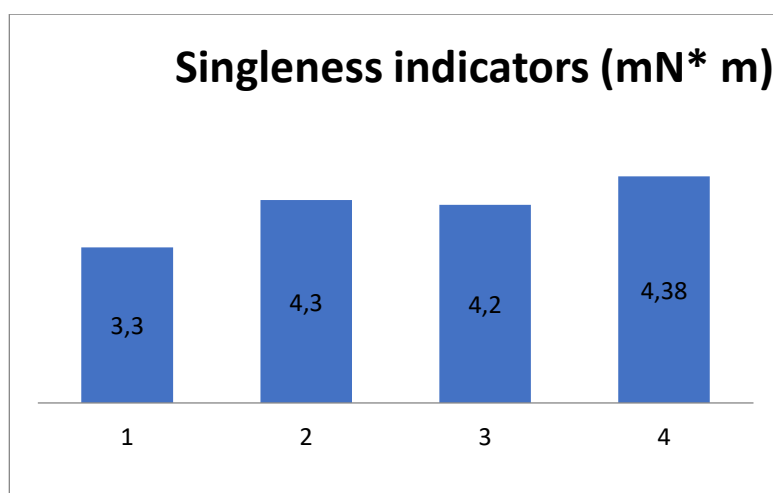


FIGURE 5. Unity of experience samples.

Among such indicators of hardness, it was found that samples II, IV, calf and goat leather have high hardness, and they can maintain their condition for a long time under the influence of a certain force.

The skin has the ability to absorb various substances in liquid, gas or vapor state. In this case, the mass, dimensions, strength, uniqueness and other properties of the leather will change. Based on the GOST 938.21-71, GOST 938.22-71 standards, it was determined to what extent the skin is wetted by water and water permeability when the surface is wet.

TABLE 3. Water permeability indicators of the samples.

№	Test samples	Water permeability mm/sm ² soat	Soaking in water, soaking in 2.5 ml of water, per minute



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1.	I- Sample	0,18	45
2.	II- Sample	0,21	45
3.	III- Sample	0,25	45
4.	IV- Sample	0,36	36

In the results of the research, the water permeability of sample I was 0.18 mm/cm²h, sample II was 0.21 mm/cm²h, sample III was 0.25 mm/cm²h, and sample IV was 0.36 mm/cm²h. cow and calf skins have low water permeability, and cow and calf skins are resistant to rain and water.

Conclusion.

From the above analysis, we concluded the following. The chemical composition, physical and mechanical properties of calf, cow, sheep and goat leather obtained from "GOLD LEATHER EXPORT IMPORT" and "YUKSALISH CHARM SANOAT" LLC enterprises were determined and analyzed. It should be noted that leathers made from all animal species differ in the way they are cooked, the nature of the finishing, and the composition, depending on the type of raw material. IQ-spectroscopy, the chemical composition of the studied samples was observed, the process of distribution according to the leather structure was observed, the elemental composition, chemical composition of the samples, electronic photographs were taken and analyzed. Also, the properties of different leathers for the transformation range were researched and useful leathers were identified for the bag. The experimental results obtained in the given tables show that the physico-mechanical properties of calf leather for bags: resistance to external influences, durability, deformation, stiffness, heat and cold resistance were determined, and calf leather was recommended for transformation sum. It was determined that the strength, air permeability, naturalness and other properties of calf skin meet the requirements of our transformation bag, and its physical-mechanical and hygienic indicators fully meet the consumer's requirements in all parameters.



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TIL O'QITISHDA ZAMONAVIY TA'LIM
RESURSLARINING ROLI

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Annotatsiya: Hozirgi kunda ta'lim jarayonida interaktiv metodlar, innovatsion texnologiyalar, pedagogik texnologiyalarni qo'llashga bo'lgan qiziqish kundan-kunga ortib bormoqda, bunday bo'lishiga sabablardan biri shu kungacha ta'limda o'quvchi-talabalarni faqat tayyor bilimlarni egallashga o'rgatilgan bo'lsa, zamonaviy texnologiyalarni qo'llash esa ularni mustaqil fikrlashga kerakli masalalarni izlab topishga, tahlil va xulosa qilishga o'rgatadi.

Kalit so'zlar: texnologiya, multimedia, pedagogik texnologiya, axborot texnologiyalari, chet tili, IELTS, tendensiya.

Ta'lim sohasidagi barcha islohatlarning asosiy maqsadi ma'naviy jihatdan mukammal rivojlangan insonlarni tarbiyalash, ta'lim tizimini takomillashtirish, dars jarayonlarini yangi pedagogik va axborot texnologiyalari asosida har tomonlama zamon talabiga mos ravishda amalga oshirishdan iboratdir. Shuning uchun ham bugungi kunda ta'lim - tarbiya tizimida kompyuter va axborot texnologiyalarining zamonaviy texnologiyalaridan samarali foydalanishga alohida e'tibor berilmoqda. Bu esa ta'lim jarayonida o'quvchilarga turli fanlardan bilim beruvchi pedagog kadrlarni axborot texnologiyalarining zamonaviy vositalalaridan foydalanishlari uchun, eng avvalo bu sohadagi bilim va malaka darajalarini oshirish, ta'lim tizimini texnik jihatdan ta'minlash, internetdan foydalanish imkoniyatlarini to'la yaratib berish orqaligina samarali natijaga erishish mumkin.

Ta'lim tizimi sifati va samaradorligini oshirishning asosiy usul-laridan biri o'quv jarayonida zamonaviy axborot kommunikasion texnologiyalarni, shu jumladan multimediyali o'quv kurslarini qo'llash, o'qituvchi va o'quvchining interfaol o'zaro aloqalarini ta'minlash, multimediali o'quv kurslari va darsliklarini ishlab chiqishda yuqori malakali kadrlarni jalb etishdan iborat bo'ladi. Bizga ma'lumki, bugungi kunda ta'lim sohasi sifat va samaradorligini oshirishni zamonaviy kompyuter va axborot texnologiyalari vositalarisiz tasavvur qilish qiyin. Kadrlar tayyorlash milliy dasturida ta'lim jarayonini didaktik va axborot ta'minotining yangi avlodini ishlab chiqish va joriy etish bosqichida ta'lim-tarbiya mazmunini o'zlashtirishning muammolarini yechishga qaratilgan zamonaviy ta'lim-tarbiya texnologiyalarini yaratish dolzarb masala ekanligi ta'kidlangan. Shu jumladan, ta'lim-tarbiya jarayonida fan va ishlab chiqarish bilan integrasiyasi usullarini rivojlantirish, uni amaliyotga joriy etish, nazariy va amaliy mashg'ulotlar hamda mustaqil bilim olish



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jarayonini individuallashtirish, shu bilan birga masofali ta'lim tizimi texnologiyasini, uning vositalarini ishlab chiqish, o'zlashtirish, yangi pedagogik va axborot texnologiyalari hamda masofali o'qitish texnologiyalari asosida o'quvchilarni o'qitishni jadallashtirish ana shunday dolzarb vazifalar sirasiga kiradi.

Hozirgi paytda ta'lim samaradorligini oshirishdagi muhim omillardan biri texnik vositalardan foydalanishdir. Bu esa o'z navbatida, til o'rganishga nisbatan qiziqishni va o'tilayotgan darslarning sifatini oshiradi, o'quvchilarning dars jarayonidagi faolligini ta'minlaydi. Ta'lim jarayonida usullar to'g'ri tanlansa, ko'zlangan natijaga qisqa yo'l bilan erishish mumkin. Ta'lim-tarbiya soxasining to'xtovsiz takomillashib borishi, o'quv darslarini pedagogik inovatsiyalar asosida tashkil etish, oliy ta'lim muassasalari oldida turgan dolzarb vazifalardan bo'lib uni muvaffaqiyatli amalga oshirish oliy ta'lim professor-o'qituvchilari oldida turgan muhim vazifalardan hisoblanadi. Zamonaviy texnologiyalar butun dunyodagi ko'plab o'zgarishlarga guvoh bo'ldi va bu o'zgarishlar odamlarning turmush darajasi va farovonligini rivojlantirdi. Texnologiyalar turli sohalarga tatbiq etilgandan buyon butun dunyo global maydonga aylandi va odamlar bir necha soniyada barcha tadbirlarni juda samarali bajarishlari mumkin. To'g'ri, ta'lim sohasiga eng yangi texnologik yangiliklarni kiritish bilan ta'lim sohasi ham ko'proq foyda keltirdi. Hozirgi avlodda zamonaviy o'quvchilarning munosabatlari va ta'lim uslublarida keskin o'zgarishlar yuz berdi. Ingliz tili kabi tilni o'rganishda ular tilni o'qitishning an'anaviy usullari va yondashuvlarini qabul qilmaydilar. Ammo ularni ingliz tilini o'qitishning so'nggi uslublari, uslublari va yondashuvlari juda qiziqtiradi. Xuddi shu holatni ikkinchi yoki chet tilini o'rganuvchilarga ingliz tilini o'rgatishda ham kuzatishimiz mumkin. Shunday qilib, ba'zi zamonaviy ingliz tili o'qituvchilari vaziyatni o'z vaqtida angladilar va ular eng yangi uslublar va yondashuvlarni amalga oshirish bilan bir qatorda o'qitishda yangi texnologiyalarni o'zlashtirmoqdalar. Ingliz tilini o'rganish o'quvchilar uchun qiziqarli vahayajonli bo'lishi uchun o'qituvchilar doimo innovatsion texnologiyalarni o'zlashtirishga va IELTS zamonaviy tendentsiyalaridan xabardor bo'lishga harakat qilishlari kerak.

Texnologiya ta'lim sohasiga yangi o'lchov olib keldi. Ushbu raqamli davrda bo'r va doska uchun imkoniyat yo'q va ular o'rniga raqamli yoki aqlli yoki interaktiv oq taxtalar o'rnatildi, shuning uchun o'qituvchining yuki kamaytirildi va o'quvchilarning kontsentratsiyasi oshirildi. Natijada, o'quvchilar o'rtasida tarkibga suyanishda ijobiymunosabat mavjud bo'lib, o'qituvchilar ularni kompyuter, noutbuk, OHP, mobil telefon, planshet va h.k. kabi mavjud texnologiyalardan foydalangan



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holda ularni ijobiy tarzda rag'batlantirishga qodir. Bundan tashqari, o'qituvchilar o'zlarining sinflarida raqamli matnlar va haqiqiy materiallardan foydalanib, o'quvchilarda o'quv nuqtasiga qiziqish uyg'otmoqda.

Bundan tashqari muvaffaqiyatli o'qituvchilarni tayyorlashda ham texnologiyalar ko'proq foyda keltiradi. Aslida, muvaffaqiyatli o'qituvchilar - bular shaxslararo va shaxslararo munosabatlarning yuqori darajalariga ega va ular bolalar bilan tanishish uchun real imkoniyatlarga ega, qaerda bo'lishidan qat'i nazar va ularning so'zlarini chin dildan eshitish. Bundan tashqari, muvaffaqiyatli o'qituvchilarga ega bo'lishi kerak, o'qitiladigan materialni va uning kamtarligini, sevimli shaxsiyatini va ularning o'zaro munosabatini chuqur anglash va ularning o'quvchilari bilan aloqa qilish va ularga bo'lgan hurmat. Bundan tashqari, muvaffaqiyatli ingliz tili o'qituvchilari mavjud texnologiyalardan maksimal darajada foydalanishlari kerak, o'quv xonalari va shuningdek, o'z o'quvchilari uchun Internetdan yuklab olingan qiziqarli materiallardan foydalanadilar.

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QORAQALPOG'ISTON TELEVIDENIYASI KO'RSATUVLARI HAQIDA

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Mustaqil izlanuvchi

Qoraqalpoq televideniyesi, O'zbekiston Respublikasining Qoraqalpoq'iston Respublikasidagi o'ziga xos televizion tarmog'idir. Bu televideniya Qoraqalpoq'iston Respublikasining mahsus musiqi, san'at, tarix va madaniyatidan ma'lumotlar beriladi. Televizion dasturlari o'zbek tilida o'tkaziladi va Qoraqalpoq'iston hududidagi aholi uchun mahsus kontentlar tayyorlanadi. Qoraqalpoq televideniyesi, O'zbekiston Respublikasining Qoraqalpoq viloyatidagi boshqa televideniyalardan iborat bo'lib, Qoraqalpoq tili va madaniyatini o'zida mujassam etgan bir qator dasturlarni tarqatadi. Bu televideniya orqali Qoraqalpoq viloyati aholisiga milliy ma'noga ega bo'lgan yangiliklar, musiqa, dramatik, dokumental va boshqa turdagi dasturlar taqdim etiladi. Televideniya orqali Qoraqalpoqdagi so'nggi voqealar haqida ma'lumot olish va milliy madaniyatni mustahkamlash imkoniyati mavjud. Qoraqalpoq televideniyesi, O'zbekiston Respublikasi Qoraqalpoq'iston Respublikasining tashqi bo'limida faoliyat yuritayotgan, Qoraqalpoq'iston Respublikasi Prezidenti tomonidan 1997-yilda tashkil etilgan davlat televideniyesi tashkilotidir. Ushbu televideniya qurilishi bilan Qoraqalpoq'iston Respublikasida milliy va xalqaro axborot va ma'lumotlarini tarqatishga oid xizmatlar ko'rsatishda ishtirok etib kelmoqda. Qoraqalpoq televideniyesi O'zbekiston Respublikasi hokimiyati boshlig'i tomonidan boshlandi. Bu televideniya kanali O'zbekistonning barcha mintaqalariga nafaqat o'z mahalliy kengashi, balki xalqlararo hamkorlikda oilaviy aloqa, siyosiy va iqtisodiy muammolarga oid ma'lumotlar tarqatadi.

Qoraqalpoqdagi televideniya orasida mahalliy yangiliklar, dasturlar, musiqalar, filmlar va boshqa ko'rsatuvlar o'tkaziladi. Buningdek, jamiyatning ijtimoiy-iqtisodiy hayotiga oid yangiliklar ham tarqalgan bo'ladi. Telekanalda hozirgi kun kunda zamonaviy texnologiya bilan yaratilgan yangi dasturlar ko'rinishida tarqiyot etilmoqdadir. Bu esa televizor sohiblari uchun qiziqarli va maqsadga muvofiq bo'lgan dasturlarni ko'rishlari mumkin.

Bundan tashqari, Qoraqalpoqdagi televideniya kanali jamiyatning madaniy hayotini oshirishga ham intiladi. Ushbu telekanal orqali milliy adabiyot asarlari haqidagi dasturlar ham ommaga taqvirlangan bo'lib, shu bilan birga milliy



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musiqachilar tomonidan ijro etilgan muzikalar jamoamizning diqqatini jalb etishga intiladi.

Qoraqalpog'dagi telekanallarning biri "Mo'yug'ullik" dasturi bilan mashhurdir bu dasturda Qoraquduqlarda mo'yug'ullik mexanizmlarini ta'minlovchi faoliyatni yurituvchi hodimlarning ishlari haqidagi yangiliklar ta'kidlanadi. Yangi mexanizmlarni ishlab chiqish haqidagi ma'lumotlar berilmaktadir.

Shunday qilib, Qoraqalpog'dagi telekanallar milliy identitetni saqlab qolishga yordam berib, mustaqillik ruhini oshirib boruvchi aham asoslardan biridir.

Qoraqalpog'iston televideniyesi, O'zbekiston Respublikasi Qoraqalpog'iston Respublikasining qo'shimcha davlat tuzilmalaridan biri sifatida faoliyat ko'rsatuvchi televidenie tarmoqlaridir. Bu televidenie tarmoqlari orqali Qoraqalpog'iston Respublikasi hududida aholiga televiziya dasturlarini tarqatish, yangiliklar, ma'lumotlar, ijtimoiy, madaniy va sport tadbirlari haqida ma'lumot berish va boshqa ko'rsatuvlar tarqatish maqsad qilingan. Qoraqalpog'iston televideniya korsatuvlari aholisi uchun muhim ma'lumot manbalaridan biri hisoblanadi va xalqaro standartlarga mos ravishda dasturlarini tarqatadi. Televideniya orqali Xududiy va milliy yangiliklar, ijtimoiy masalalar, iqtisodiyotni rivojlantirish bo'yicha loyiha va dasturlar haqidagi ko'rsatuvlar o'tkaziladi.

Qoraqalpog'iston televideniya korsatuvlari aholisi uchun ta'lim-ma'rifat, madaniyatni oshirish, milliy ruhni mustahkam tutish va mamlakatning barcha sohalarida rivojlanishga yordam beradi. Televideniya orqali xalqi tarbiyalash, ilmiy-ma'rifiy dasturlarni namoyon qilish, ijtimoiy masalalar bo'yicha murojaatlarni o'tkazib borish hamda milliy madaniyatni asoslashdir. Bular bilan birga Qoraqalpog'iston televideniya korsatuvlari tashqi mamlakatlarga Qoraqalpog'iston Respublikasining ijtimoiy-iqtisodiy rivojlanishi haqidagi yangiliklarni ham yetkazib beradi. Qoraqalpog'iston televideniyasi, O'zbekistonning Qoraqalpog'iston Respublikasi hududida qurilgan va faoliyat yurituvchi televideniya tarmoqlarini ifodalaydi. Bu tarmoqlar orqali Qoraqalpog'iston Respublikasi aholisi yangiliklar, ma'lumotlar, madaniyat va san'at turlari bilan tanishib chikishi mumkin. Qoraqalpog'iston televideniyasi korsatuvlari Qoraqalpog'iston Respublikasining barcha tuman va shaharlari uchun ma'lumotlar, yangiliklar, ijtimoiy va iqtisodiy hodisalar haqida ma'lumot beradi. Shuningdek, bu korsatuvlar orqali Qoraqalpog'istonning madaniyat va san'at merosiylari, musiqa to'y-tuyg'u haqida ham ma'lumot olish mumkin. Qoraqalpog'iston televideniyasi korsatuvlari ayni paytda mamlakatdagi soha sohalar, tarixiy joylar, aholisi va ularning madaniy-ijtimoiy hayoti to'g'risida ham ma'lumotlar



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taqdim etadi. Bunday korsatuvlar orqali Qoraqalpog'iston hududidagi turizm potentsialini ham ko'rsatib beradi. Barcha bu korsatuvlar Qoraqalpog'iston Respublikasining barcha hududiga tarqalgan bo'lib, aholi uchun qiziqarli va foydali ma'lumotlarni taqdim etishga harakat qiladi.

Qoraqalpog'iston televideniyesi, O'zbekiston Respublikasining Qoraqalpog'iston Respublikasidagi televideniya tarmog'idir. Bu tarmoqda ko'rsatuvlar ommaviy tarzda o'tkaziladi va Qoraqalpog'iston hududining aholisi uchun ma'lumotlarni taqdim etadi. Bu ko'rsatuvlar ichida yangiliklar, ijtimoiy muammolar, siyosiy tushunchalar, madaniyat va san'at sohasidagi yangiliklar, sport yangiliklari va boshqalar kabi mavzular bo'lishi mumkin. Ko'rsatuvlar orasida darslik dasturlar va ta'limotlar ham olib borilishi mumkin. Qoraqalpog'iston televideniyesi orqali aholi o'z mamlakatidagi va dunyo bo'ylab yuzaga kelgan eng so'nggi voqealar haqida ma'lumotga ega bo'lishlari mumkin. Bu esa ularning dunyo bilan bog'liqlikni oshiradi va global muammolarga oid fikrlarni almashtirishga imkoniyat yaratadi. Shuningdek, Qoraqalpog'iston televideniyesi sportning yuksakligiga ham ega bo'lib, sport merosini oshirish uchun sportchi vakillarining ijodiy ishlari va musobaqlar haqidagi xabarlarni ham tarqatadi. Bu tarmoq orqali aholi siyosiy, ijtimoiy va madaniy masalalar haqida ham ma'lumotga ega bo'ladi va ularning dunyo bilan bog'liqlikni tushuntirib berishi mumkin. Bunday ko'rsatuvlar orqali aholilar o'z mamlakati tarixi, madaniyati va ijtimoiy hayoti haqidagi ma'lumotlarga ega bo'ladi. Qoraqalpog'iston televideniyesi ko'rsatuvlari, Qoraqalpog'iston Respublikasi hududida o'z faoliyatini amalga oshiruvchi televiziya kanallarining ko'rsatuvlari va dasturiy ta'minoti haqida ma'lumotlarni o'z ichiga oladi. Bu ko'rsatuvlar Qoraqalpog'istonning madaniy, siyosiy, ijtimoiy, iqtisodiy va boshqa sohalarda voqealar va yangiliklar to'g'risida mahalliy aksiyadorlik jamiyatining barcha a'zolari uchun ma'lum. O'zbekiston Respublikasining Qoraqalpog'iston Respublikasidagi ommaviy televideniyesi, qiziqarli va ma'qulli ko'rsatuvlarga ega. Qoraqalpog'iston televideniyesi, qishloq xo'jaligi, madaniyat va san'at, siyosat, iqtisodiyot, ijtimoiy soha va boshqa ko'rsatuvlar orqali qiziqarli ma'lumotlar taqdim etib keladi.

Qoraqalpog'iston televideniyesi ommaviy obro'sini oshirish uchun muntazam ravishda yangiliklar, dasturlar va ko'rsatuvlar tayyorlaydi. Bu telekanallar orqali Qoraqalpog'iston hududidagi aholiga eng so'nggi yangiliklarni bilish imkoniyati yaratiladi. Televideniya aynan shu hududdagi hayot va madaniyatni ifodalovchi dasturlar ham namoyon bo'ladi. Ko'pchilikning qiziqishi uchun sport, musiqa, seriallar va boshqa ko'rsatuvlar mavjud. Qoraqalpog'iston televideniya ko'rsatuvlari orqali



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mahalliy xabarlar ham tarqalgan holda efloratsiya etiladi. Buning bilan birga mamlakatning umumiy siyosati, iqtisodiyoti va ijtimoiy hayoti haqidagi ma'lumotlar ham ta'minlanadi. Yerli televizion kanallari orqali Qoraqalpog'iston hududidagi insonlarning tarixiy-madaniy merosini oshirishga harakat qilinadi. Bular orasida yangi konsertlar, teatr spektakllari, milliy bayram tadbirlari kabi ko'rsatuvlar ham namoyon bo'ladi. Barcha bu faktlarga ko'ra Qoraqalpog'iston televideniya ko'rsatuvlari aholisi uchun maqsadli va o'sishga yo'l ochgan tarmoqli manfaatlariga ega.

Qoraqalpog'iston televideniya ko'rsatuvlarida efilatib uzatilayotgan ko'rsatuvlar

1. Xabarlar va yangiliklar: Qoraqalpog'iston televideniya ko'rsatuvlarida eng muhim vaqtli xabarlar va yangiliklar ko'rsatiladi. Bu ko'rsatuvlar orqali odamlar mamlakat va dunyo bo'yicha eng so'nggi voqealar haqida ma'lumotga ega bo'lishlari mumkin.

2. Ma'ruzalar va talk show lar: Ko'rsatuvlarda ma'ruzalar, talk show lar, intervyular, ijodiy dasturlar kabi ko'rsatuvlar ham ommaga taqdim etiladi. Bu shuni ko'rsatadiki, televideniya orqali odamlar bir-birlari bilan fikr-mulohazalarni almashtirish, ijodiy fikrlarini bayon qilish imkoniyatiga ega bo'ladi.

3. Sport tadbirlari: Qoraqalpog'iston televideniya ko'rsatuvlarida sport tadbirlari ham keng tarqalgan. Ommaga eng so'nggi futbol, basketbol, tennis va boshqa sport tadbirlari haqida ma'lumotlar berib, sportchi va jamoalar toifasidan turishgan voqealarni efilatib namoyish etib boriladi.

4. Seriallar va kinofilmlar: Televideniya ko'rsatiladigan seriallar va kinofilmlar ham ommaga yoqtirib turadigan ko'rsatuvlardan biridir. Odamlar sevimli serial yoki filmni televizor ekranida ko'rish orqali qulaylik bilan dam olishlari mumkin.

5. Ta'lim-ma'rifiy dasturlar: Qoraqalpog'iston televideniya ko'rsatuvlarida ta'lim-ma'rifiy dasturlarga ham jay beriladi. Bu dasturlar orqali ommaga ilmiy-ta'limiy ma'lumotlar berib yetkazish, madaniyatni rivojlantirish maqsadga muvofiq amallashgan bo'lib, aholining intellektual tarbiyasiga xizmat qiladi.

Bu qator ko'rsatuvlar Qoraqalpog'iston televideniya kanallarida ommaga taqdirlash uchun mo'ljallangan topshiriqlardan faqr anglatadi.

1. Qoraqalpog'istonning madaniy va tarixiy qadriyatlariga bag'ishlangan ko'rsatuvlar

2. Qoraqalpog'istonning tabiiy resurslari va boyliklari haqida ma'lumot beradigan ko'rsatuvlar

3. Qoraqalpog'istonning san'at, musiqa va raqs dasturlari haqida ko'rsatuvlar

4. Qoraqalpog'istonning klasik va zamonaviy ma'naviy meroslariga bag'ishlangan ko'rsatuvlar



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5. Qoraqalpog'istonning iqtisodiy, siyosiy va ijtimoiy rivojlanishiga oid ko'rsatuvlar

Qoraqalpog'iston televideniya-sida efirga uzatilayotgan ko'rsatuvlar o'z ichiga qo'shimcha qiziqarli ma'lumotlar va ko'rsatuvlarni o'z ichiga oladi. Bu ko'rsatuvlar Qoraqalpog'istonning madaniy, ijtimoiy, siyosiy, va soha bo'yicha turli mavzularda bo'ladi. Misol uchun, musiqa, san'at, siyosat va sport haqida ko'rsatuvlar bu turdagi mavzularga bag'ishlangan bo'lishi mumkin. Ko'rsatuvlar odatda davlatning mahalliy xabar agentligi tomonidan tayyorlanadi va qo'llab-quvvatlanadi. Ular dastlabki xabarlarni sharhlab turib, keyinchalik o'zaro munosabatlarni tartibga solish uchun ham ishlatiladi. Ko'rsatuvlar aynan shu maqsad bilan quriladi va efirga uzatiladi.

Qoraqalpog'iston televideniya-sida efirga uzatilayotgan ko'rsatuvlar shuningdek oliy ta'lim muassasalari, oliygohlar, sanoatchilar yoki boshqa sohada faoliyat ko'rsatadigan insonlarning intervyularini ham o'z ichiga oladi. Ular odatda yangiliklarga ilova etiladigan maslahatlardir va jamoatchilikka yangiliklarni yetkazish uchun muhim vosita hisoblanadi.

Bundan tashqari, Qoraqalpog'iston televideniya-si tarixiy va madaniy merosiylar to'g'risidagi dokumentariyalar yoki ilmiy-tadbiriy dasturlar ham tomosha qilinish imkonini beradi. Bular kabi ko'rsatuvlar Qoraqalpog'istonning madaniyatining yuksak qiymati bilan bog'liqlikka ega bo'ladi va odamlarga yangi bilimlarni yetkazib berish orqali ularni ma'lum bir mavzuda o'rtoqlashgan holda rivojlantirish imkonini berishi mumkin.

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THE IMPORTANCE OF THE SYLLABLE, ITS FORMATION AND
SEPERATION IN PHONETS OF ENGLISH

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ANNOTATION: This article is all about syllables and will give a definition for syllable definition, cover the types of syllables in English, and provide some syllable examples. We'll also cover syllable division □ in other words, how to divide a word into its constituent syllables. We learned in the last unit that a syllable is a sonority peak encircled by less sonorous sounds. Since we now know how speech is formed, we can also conclude that the sounds produced with the vocal tract unobstructed are the most sonorous and have the highest acoustic energy. Sonority is defined as acoustic energy. Vowels are the most sonorous sounds. Conversely, consonants are less sonorous due to an obstruction in the vocal tract. Therefore, a syllable can alternatively be thought of as a vowel surrounded by a few consonants. That's a fair starting definition, but as we'll see in this unit and the next, it's a little more complicated than that.

KEY WORDS: Syllable, formation of syllable, ways of separation, types of syllables, syllable division, sonorous sounds.

In spoken language, a syllable is a unit that makes up a whole word or portions of words. Typically, a syllable consists of one vowel sound plus any nearby consonants. For example, the word "butter" has two syllables: "ter" and "but." The division of a word into syllables, whether it be spoken or written, is known as syllabication or syllabification. When transcribing in the International Phonetic Alphabet, the written division is typically indicated with a period (e.g., syl-la-ble) instead of a hyphen. Syllables are formed when a vowel pairs with a consonant to create a unit of sound. Some words have one syllable (monosyllabic), and some words have many syllables (polysyllabic). New vowels sounds create new syllables. Words are made up of syllables, which have their own internal structure. The most sonorous component of



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each syllable is called its nucleus, and it usually consists of a vowel or another sonorous sound. Consonants are less sonorous sounds that make up the onset and coda of a syllable, if any exist.

The rules that govern English syllable division are as follows: Vowels come before intervocalic consonants, which form the syllabic border. This indicates that a short stressed vowel always occurs in a closed syllable when it is the only consonant separating it from the sound of the subsequent syllable. Vowels and consonants combine to form syllables, which are units of sound. Certain words are monosyllabic (having only one syllable), whereas other words are polysyllabic (having several syllables). New syllables are formed by vowel sounds. Furthermore, a sound is made by two vowels. For instance: meet, boat, and coat. Syllables can be separated using prefixes and suffixes. For instance: pay-ing, hap-pi-ness, unkind-ness, return, unusual, pre-paid, and end-less.

A syllable is a unit of pronunciation that can join other syllables to form longer words or be a word in and of itself. Syllables must contain a singular vowel sound and may or may not have consonants before, after, or surrounding the vowel sound.

To illustrate this, here are some brief examples of what a syllable can look like:

The indefinite article "a" is a syllable (one vowel sound, with no consonants).

The word "oven" has two syllables because it has two vowel sounds – "ov" /-ʌv/ + "en" /-ən/ (each of these syllables includes a vowel sound and a consonant).

Many words consist of only one syllable, such as "run," "fruit," "bath," and "large." Each of these comprises a combination of one vowel sound and various consonants.

Types of syllables in English

Since you're an English Language student, we'll be focusing on the types of syllables in English rather than looking at syllables on a more global level.

There are six key types of syllables in English:

Closed syllables are those that have a short vowel sound and terminate in a consonant. For example, in the word "picture," the first syllable, "pic," /pɪk/, ends in a consonant and has a short /ɪ/ sound.

Open syllables are those that feature a long vowel sound at the end of their syllable (for example, in "zero," the final syllable "ro" /rou/ finishes with the long vowel sound /oo/).

Syllables ending in a long vowel, a consonant, and a silent -e are known as vowel-consonant-e syllables. For example, the one-syllable word "Fate" ends in a long -a /ei/,



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a consonant (t), and a silent -e. Moreover, syllables classified as diphthongs (vowel teams) are those that consist of two consecutive vowels combined to produce a single sound. For example, in the word "shouting," the first syllable "shout" (ʃaʊt) consists of the sounds -o and -u combined to produce the diphthong /aʊ/. Thus, syllables that finish in at least one vowel and then -r are known as R-controlled syllables. For example, the last syllable "er" in the name Peter is made up of a -e and a -r.

Examples for syllable: an example of a syllable is the word 'hello', which has two syllables: "hel" and "lo". To ensure each of these syllable types is cemented in our minds, let's look at a few more syllable examples for each type:

Closed Syllables

cat (/kæt/)

napkin – nap(/næp/) + kin (/kɪn/)

spin (/spɪn/)

doughnut – dough + nut (/nʌt/)

In all of these examples, the underlined syllables end with a consonant and have a short vowel sound.

Open Syllables

go (/goʊ/)

sky (/skaɪ/)

we (/wi/)

mosquito – mos + qui + to (/toʊ/)

In all of these examples, the underlined syllables end in a vowel that has a long vowel sound.

Vowel-Consonant-e Syllables

plate (/pleɪt/)

tame (/teɪm/)

mite (/maɪt/)

bone (/boʊn/)

In all of these examples, the syllables underlined consist of a vowel, followed by a consonant, followed by a silent (or "magic") -e. The -e in each syllable elongates the sound of the vowels.

Syllable division

If you don't used to doing it, syllable division can sometimes be a bit tricky. What do we mean by 'syllable division'? Syllable division simply refers to the process of dividing a word into its constituent syllables. That's why, there are several ways to



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divide words into syllables, and these ways depend on the composition of the word. There are seven rules you can learn to make syllable division easier.

In conclusion, words are made up of syllables, which have their own internal structure. The most sonorous component of each syllable is called its nucleus, and it usually consists of a vowel or another sonorous sound. Consonants are less sonorous sounds that make up the onset and coda of a syllable, if any exist. Additionally, onsets in the midst of a word are avaricious, taking as many consonants as they can while adhering to the rules of the language's grammar. Importance of Syllables

Syllables serve as the building blocks of speech, giving language its rhythmic quality. They help us understand the pronunciation of words, especially in languages like English, where syllable stress can completely change the meaning of a word. Think about "present" (noun) and "present" (verb) – same spelling, different stress, totally different meanings!

Formation of Syllables

Syllables are formed by arranging phonemes (the sounds that make up words) into groups. Each syllable has a nucleus, which is usually a vowel sound, but can also include certain consonant sounds. Consonants and vowels work together to form structured sequences, creating the syllabic rhythm of spoken words.

Separation of Syllables

Knowing how to separate syllables is crucial for correct pronunciation and understanding of word stress. In English, we often use certain rules to separate syllables, such as looking at vowel combinations like "ea" in "break" or "ie" in "pie" and understanding when a consonant goes with the following vowel to form a syllable. But there are always exceptions, as English loves to remind us!

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TYPES OF SYNTACTIC RELATIONS IN A SENTENCE

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Annotation

The article analyses the syntactic relationship in traditional and structural linguistics. The syntactic relationship serves to express syntactic attitudes and show the great importance in sentence analysis. The relationship is statistic in traditional linguistics; however, it becomes dynamic in structural linguistics. The syntactical relationship is in a linear order in traditional linguistics, but the relationship in structural linguistics is developed in a hierarchical order.

Keywords: syntax, generative grammar, Construction Grammar, grammatical relations, argument structure constructions.

In English as in other nominative-accusative languages, grammatical relations are such familiar syntactic functions as subject–verb, verb–direct object, verb–indirect object, modifier–noun, verb–adverbial and so on, defined by coding and behavioural properties. Sentences are made up of the grammatical and semantic combinations of various words and make up our spoken language. Words are joined together in sentences through syntactic linkages and morphological modifications.

Even for similar constructions in different languages, the domains of application for each type of construction vary. The identification of grammatical elements that are universal across languages is more significant (William C., 1990, 15). Words are thought of as the smallest meaningful unit of a language, serving as the building blocks of sentences. When words are put together to form a sentence, they should have some kind of connection to one another. Generally speaking, there are two types of relationships between words: 1) internal, or meaning relations, and 2) external, or formal, or grammatical (syntactical) relations.



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The internal relations between the words are the objective relations which exist in the nature. These relations reflect the objective connection between subjects or subjects and occasions. Since the connections between objects or occasions are different, the meaning relation among words is various and distinguished. Different relations such as, featured, quantitative, time, place, directional, reason, purpose, result, fully, gender-typed and other type of meaning relations exist between subjects and occasions. As these meaning relations are expressed by words, they appear between the words which are the names of subjects and occasions as well. The objective meaning relations among subjects and occasions are distinguished into two types: 1) predicate relations and 2) non-predicate relations. As the same meaning of connection is expressed by words, they appeared in the names of objects and events, too. Such objective meaning of connection between words erupted are distinguished into two types: 1) predictive relationship, and 2) non-predictive relationship.

1) The predicate relation in language is the relation between the subject and the predicate. The predicate relation appears in place, tense and personal categories of the verb, and predicate, person and number categories of nouns.

2) In non-predicate relation the predicative connection between words does not exist. There are three types of non-predicate relations between the words:

a) The objective relation – sometimes it is called object connection. In the objective relation the defining word is the object and it expresses the object of the word which defines.

b) The attributive relation. The defining member in this connection is an attribute. The defining word determines all the members except the verb. Among all world languages an attributive relations appear between the parts of word combinations with different gender categories: in most languages, usually the first part of word combination defines the second part, but in some languages, (e.g., Persian and French) the second part defines the first part (bæradære “brother” bozorg “elder”).

c) The relative relation: In this relation, the defining member primarily points to the quality of the member (word) that the verb is expressing. For this reason, this relationship is known as the adverbial modifier relation in some linguistics literature. Multilateral approaches to syntagmatic events exist in traditional linguistics, and as a result of these approaches, the syntactical relation is regarded as a multifaceted, intricate process. Regarding the traits of the relations, the following parameters are pertinent:



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Specifically, it belongs to the relation or defines a characteristic of the relation; it is realized; it has a unilateral or bilateral relationship; it combines two or more elements; it is realized; it serves as a paradigmatic or syntagmatic; and it is assigned as formal meaning (Sova).

Understanding static or dynamic relations is essential to providing answers to all of these questions. These relations are static in traditional linguistics, but it's crucial to demonstrate the dynamic description of static characteristics in structural linguistics.

In conclusion

It should be highlighted as a result that: 1. The perspectives differ from syntactical relations in conventional and structural linguistics. While concordance, control, and adjoining relations are predominant in traditional linguistics, control relations predominate in structural linguistics, where all words are dependent on the verb in this type of relation. In this sentence, the verb is the most crucial element.

2. In our doctoral thesis, we thoroughly examined "Syntactical relations in structural linguistics."

Absolutely! Delving into the intricate web of syntactic relations in a sentence feels like peering into the elegant dance of words as they come together. Let's unfold this captivating subject!

1. Subject-Verb Relation: This fundamental relation involves the subject of a sentence, usually a noun or pronoun, and the verb. It dictates the core assertion in a sentence, conveying who or what performs the action or is in a certain state. For instance, in the sentence "She sings beautifully," "She" is the subject and "sings" is the verb.

2. Subject-Object Relation: Here, we observe how the subject of a sentence relates to the object, typically a direct object (the thing or person directly affected by the action of the verb). For example, in the sentence "I love pizza," "I" is the subject, "love" is the verb, and "pizza" is the object.

3. Modifier-Head Relation: This relation captures how modifiers, describing words or phrases, relate to the words they modify (often the head of a phrase). Adjectives modify nouns ("beautiful day"), adverbs modify verbs ("run quickly"), and so on.

4. Complement-Head Relation: Complements are elements required to complete the meaning of a verb, adjective, or preposition. For instance, in "She is a doctor," "doctor" is the complement of the linking verb "is."



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5. Coordination Relation: When two or more elements are linked to the same part of the sentence, they are in a coordination relation. For instance, "I like tea and coffee," where "tea" and "coffee" are coordinated.

6. Subordination Relation: This relation captures the hierarchical relationship between clauses, with one clause serving a higher (main) role and another a lower (subordinate) role. An example is "I will go if you come," where "if you come" is subordinate to "I will go."

Understanding these syntactic relations is vital for grasping the structure and meaning behind sentences in natural language.

Syntactic relations are like the elegant steps in a linguistic dance, each playing a crucial role in conveying our thoughts and expressions. If you have more specific queries or want to explore further aspects of sentence structure, feel free to dive deeper with me!

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1-TOM, 11-SON
LANGUAGE UNIVERSIALS AND THEIR CHARACTERISTICS FEATURES

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Annotation: Most linguists suggest that all languages have some universal principles, even though a significant number of languages worldwide appear to have nothing in common at first glance. These guidelines comprise an established body of rules known as a Universal Grammar. It is true that the way sentences are formed in Hungarian, an agglutinative language, and Farsi, a fusional language that is modern Persian, appears to have very little, if anything, in common. It's also true that Italian verbs have six conjugations, while Chinese verbs have none (they are inflected for number, tense, etc.). Nonetheless, it is evident that all four of these languages use verbs and follow a similar pattern of sentence construction.

Key words: Language universals, Their structure, Universal Grammar, Characteristic features.

Universal Principles in General

The world's languages appear to have a lot of similarities. Some are more fundamental—like the concept of a "sentence" or "verb"—while others are more intricate—like the Wh-movement, which forms content questions. Furthermore, not every one of these traits can be observed to the same degree. Absolute universals are the norms that all languages, with very few or no exceptions, have in common. Think about the following claims.

The grammatical structures required to convey commands, refute ideas, and pose questions are present in all languages.

Verbs that can be understood as occurring in the past, present, or future are used in all languages.

Every language has a limited number of phonemes, or sounds, which are composed of vowels and consonants and combined to create syllables and words. The



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fundamental word categories—nouns, verbs, description words, relative clauses, and a counting system—are shared by all languages.

Every language use pronouns.

Any combination or subclass of the fundamental five colors—red, blue, yellow, black, and white—is included in all languages. Did you know that every language uses the colors red, white, and black.

Relative universals, sometimes known as universal tendencies, are those linguistic characteristics that are present in many but not all languages. These include the fact that although many languages lack nasal stops, the majority of them do. or that nasality and the voicing of obstruents are included in the phonemic inventories of the majority of languages. Most languages have a vowel in the nucleus whereas some, like Berber, allow consonants in the nucleus. Syllables are made up of different combinations of vowels and consonants. Adjectives have their own category in most languages, however in Blackfoot, an American Indian language, nouns are described by the stative verb "to be."

Implicit universals are a different kind. In other words, the existence of X in a language denotes the existence of Y. For example, gender categories for pronouns will likewise exist in languages that have gender categories for nouns, according to Greenberg. A language will also have number categories if it has gender categories.

In addition to assisting linguists in comprehending the nature of particular languages as well as all languages, these universal principles also provide insight into the nature of language acquisition and usage in humans.

Every language has a basic word order consisting of subject, verb, and object, albeit there are differences. Basic grammatical categories, such as nouns and verbs, are shared by all languages. Vowels and consonants are two distinct sound categories that make up every spoken language.

Universals can be found at all levels of language analysis, including phonology, morphology, syntax, and semantics

A pattern that consistently appears in most natural languages—possibly all of them—is known as a linguistic universal. For instance, all languages have verbs and nouns, and all spoken languages have vowels and consonants. The goal of this field of linguistics research is to identify cross-linguistic generalizations that are probably related to perception, cognition, or other mental processes. It is closely related to the study of linguistic typology. The topic was largely pioneered by the linguist Joseph Greenberg, who produced a list of forty-five basic universals, mostly dealing with



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syntax, from a study of about thirty languages. The field originates from talks influenced by Noam Chomsky's idea of a Universal Grammar.

Despite a great deal of research on linguistic universals, some linguists, such as Stephen C. Levinson and Nicolas Evans, have argued against the existence of absolute linguistic universals that apply to all languages in more recent times. These linguists promote these parallels as merely strong tendencies, citing issues like ethnocentrism among cognitive scientists and linguists as well as inadequate research into all of the world's languages in talks connected to linguistic universals.

Formal universals are then the rules that we use to form meaningful syllables, phrases, sentences. For example, phrase structure rules determine how phrases and sentences can be build up from words

The formal universals consist of a set of linguistic levels on which the different aspects of the structure of linguistic expressions are to be represented and a characterization of the general form of possible grammars, i.e. of systems of rules, which specify the structural aspects and their interrelations for the language universals.

(1)Language Universals: (All) human languages share certain properties.

(2)Convergence: Children are exposed to different input yet converge on the same grammar.

(3)Poverty of the Stimulus: Children acquire knowledge for which there is no evidence in the input.

In conclusion. A linguistic universal is a pattern that occurs systematically across natural languages, potentially true for all of them. For example, All languages have nouns and verbs, or If a language is spoken, it has consonants and vowels. One common explanation for language universals is the innateness hypothesis, the idea that our ability to use language is a part of our genetic endowment, and that genetics also determines many details in the form and structure of languages. This “universal grammar theory” suggests that every language has some of the same laws. For example, every language has a way to ask a question or make something negative. In addition, every language has a way to identify gender or show that something happened in the past or present.

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WAYS OF WORD FORMATION. STRUCTURAL PECULIARITIES OF
LEXICON. TYPES OF ROOT AND AFFIXAL MORPHEMES

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ANNOTATION: This chapter covers many procedures—often referred to as word creation processes in the literature—that enable language users to create new words, with a focus on processes involving the grammatical structure of words. By adapting a language's vocabulary—and, less readily, its grammar—to fit the meaning they need to convey, speakers preserve the vitality and use of their languages. Users of language accomplish this in three main ways. Just as individuals import helpful things from other nations, one way to do this is to simply import a useful word from another language. This is how Japanese words like karaoke and Italian words like pizza became English words. These kinds of word circulation between languages are referred to as borrowings. Second, speakers of a language have the ability to alter the meaning of words that are already in the language to imply different things. The English term "sad," for instance, still means "unhappy," but it is also sometimes used to denote something akin to "pathetic." According to this new definition, a sad joke is one that doesn't make you laugh out loud, not one that makes you cry.

Key words: Word formation, Types of root, Affixal morhemes, Pocularities of lexicon.

WORD FORMATION

The procedures that enable us to make new words using grammatical resources that are already present in a language are known as word formation. Naturally, these procedures have to go by the grammar, or rules, of the language. Following the same English word-formation criteria that permits terms like writer or daydreamer, the words emailer and other possible words like downloader or rebooter are also well-formed words. Assuming that words consist of morphemes, as we did in the previous chapter, word production entails a patterning of morphemes inside words, the rules of which we



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may ascertain. To illustrate what we mean by morpheme patterning, let's look at some data.

Compounding

Compounding forms a word out of two or more root morphemes. The words are called compounds or compound words.

In Linguistics, compounds can be either native or borrowed.

Native English roots are typically free morphemes, so that means native compounds are made out of independent words that can occur by themselves

Some compounds have a preposition as one of the component words as in the last 2 examples.

In Greek and Latin, in contrast to English, roots do not typically stand alone. So compounds are composed of bound roots. Compounds formed in English from borrowed Latin and Greek morphemes preserve this characteristic. Examples include photograph, iatrogenic, and many thousands of other classical words.

There are compounds that consist of more than two words. These are created by progressively joining words to produce compounds. For example, pick-up truck is created from the words pick and truck, while pick-up is a compound formed from the words pick and up. Other instances include no-fault insurance, ice cream cones, and even more sophisticated materials like top-rack dishwasher safe. Numerous subtypes of compounds are based on the sound properties of the words rather than their part of speech. There is no mutual exclusion between these kinds.

Compounds that rhyme (subtype of compounds)

Two rhyming words are combined to form these words. As an illustration:

Cute-lovely chiller-murderer Though they are not quite compounds in English, certain words have formal similarities to rhyming compounds since the second part is just nonsense added to a root word to make it rhyme. As an illustration:

Howdy-doddy, tootsie-wootsie.

STRUCTURAL PECULIARITIES OF LEXICON

The area of lexicon structure deals with the organisation of information in lexica. Models for lexical information, and types of lexical information, are dealt with in the preceding sections. Terminology varies considerably in this area. The structure of a spoken language lexicon may be seen from the following points of view:

Lexical formalisms, lexicon representation languages:

Representation conventions of various types (symbolic notations, programming languages, database languages, logical formalisms, purpose-designed knowledge



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representation languages), which are suitable for formulating lexical models. Lexicon architecture: The choice of basic objects and properties in the lexicon, and the structure of the lexicon as a whole, such as a table of items, a trie (decision tree), an inheritance hierarchy, a semantic network, a database. In English, the word "lexicon" dates back to the early 17th century when it was used to describe a book with a variety of a language's terms and definitions, listed alphabetically. The phrase by itself has Greek Lexis-Word origin. This dictionary still uses it today. interpretation, but it also has an abstract sense, particularly within interpretation language, which describes the entire collection of meaningful units in a language, including its vocabulary and idioms as well as its constituent pieces phrases that ex P g, P ress connotation, like antecedents and suffixes.

TYPES OF ROOT AND AFFIXAL MORPHEMES

A word's "base," also known as "root," is the morpheme that provides the word with its primary meaning. The word womanly has a "free base" morpheme, woman. In the word dissension, the morpheme -sent is an illustration of a "bound base". Affixes can be inflectional or derivational. Morphemes can have various forms and be of various sorts. Certain morphemes are affixes, meaning they must adhere to something in order to survive. Affixes include the morphemes -s (in cats) and inter- and -al (in international). A base is what an affix is attached to. Certain bases are morphologically simple, while others are morphologically complicated, just like full words. Think of the word librarian, for instance. By adding the suffix -ian to the root library, this term is created.

In linguistics, an affix is a morpheme that is attached to a word stem to form a new word or word form. The main two categories are derivational and inflectional affixes. The first ones, such as -un, -ation, anti-, pre- etc, introduce a semantic change to the word they are attached to.

The four types of affixes are prefixes, suffixes, infixes, and circumfixes.

Affixes and roots make up the pieces. Prefixes and suffixes combine to form affixes, which are named so because they "affix," or join, one word portion to another. A word's root is its fundamental component, to which one or both types of affixes may be attached.

A root morpheme, also called a base morpheme, is the morpheme that gives the word its main meaning. For example, in the word 'unspeakable,' 'speak' would be the root morpheme because 'un' and 'able' both modify 'speak.' 'Speak' is the morpheme that holds the basic meaning of the word. There are three main types of affixes: prefixes, infixes, and suffixes. A prefix occurs at the beginning of a word or stem (sub-



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mit, pre-determine, un-willing); a suffix at the end (wonder-ful, depend-ent, act-ion); and an infix occurs in the middle.

Morphemes can be of different types, and can come in different shapes. Some morphemes are affixes: they can't stand on their own, and have to attach to something. The morphemes -s (in cats) and inter- and -al (in international) are all affixes. The thing an affix attaches to is called a base.

A root morpheme, also called a base morpheme, is the morpheme that gives the word its main meaning. For example, in the word 'unspeakable,' 'speak' would be the root morpheme because 'un' and 'able' both modify 'speak.' 'Speak' is the morpheme that holds the basic meaning of the word. In some cases, like in 'unspeakable,' the root morpheme can stand alone as a whole word. These are called free morphemes. In other cases morphemes cannot stand alone, in which case they are bound morphemes. Affixes, such as 'un' and 'able' in 'unspeakable,' are bound morphemes because they can only function when attached to a root morpheme.

In conclusion: In the past, the majority of studies of word-formation or word-formation processes have not distinguished between productive processes and lexicalized material. While such studies provide a wealth of extremely valuable data, it has been suggested here that the only realistic way of gaining a proper understanding of the way in which word-formation works is by ignoring lexicalized forms and concentrating on productive processes. Those scholars who have distinguished between productive and non-productive formations have usually taken the distinction no further. It has been shown that there is a vast number of factors, not all of them linguistic, which can limit productivity, and that productivity must be viewed as a cline, with some processes being more or less productive than other processes. Some of the theoretical linguistic factors involved in wordformation have been discussed, and it has been shown how lexicalization and productivity affect the syntactic and phonological descriptions of word-formation that have been proposed in the literature. An outline of the possibilities that are, or have been, available in English word-formation was given, showing just how wide a range of patterns can be found.

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DEVELOPING COMMUNICATION SKILLS THROUGH LISTENING
AND SPEAKING MATERIALS IN ENGLISH

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Abstract: The item under discussion shows how speaking and listening abilities are integrated to improve students' communication competence in Uzbek secondary schools and lyceums. The authors of the paper believe that since speaking and listening are always integrated in real life, educators should approach teaching these two abilities in a collaborative manner. Because these skills are not employed in integration, kids who are proficient in speaking and listening may still be unable to communicate in the language. Since this occurs in real life, using actual materials and scenarios could logically result in the integration of abilities.

Keywords: integration, listening, speaking, skills, language, integration, communicative, competence, outcome, interaction, information-gap, class, instructors.

Due to the perception that speaking and listening are too challenging, pupils typically refuse to engage in speaking and listening activities. Students may experience the real results when they are integrated through information-gap activities, which may encourage them to practice more and succeed in expressing their views. Some teachers dislike assigning information-gap exercises because they fear that the students may get unruly and create communication hurdles. Teachers should remove barriers and establish a secure, stress-free atmosphere in order to inspire and motivate their children to talk. An informationgap task is one in which students must listen while working on a task for which they lack the necessary knowledge. [1, p.p. 23-27].

Speaking in the target language necessitates performing multiple mental tasks simultaneously, such as selecting words, pronouncing them, and putting them together with the proper grammatical markers, as suggested by Flowerdew, J., and Miller, L. [2, p.p. 7-9]. Complex and nonspontaneous mental operations are needed to carry out these tasks when speaking, and failing to do so might result in hesitation, self-consciousness, fear, or even panic. This also applies to listening. To establish a welcoming environment in the classroom, the instructor should serve as the facilitator. Because each student only has a portion of the information required to finish a work, they must collaborate and share information by talking or listening to one another. This is another crucial aspect of information-gap activities.



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In real life, listening and speaking are always in integration, so teachers should teach these two skills in an interacted way. Although the students may know how to listen and speak in the language, they may still not be able to communicate in this language mainly because these skills are not used in integration. Use of authentic materials and real life situations could naturally lead to the integration of skills since this is the case in real life. The aim of this article is to prove that listening and speaking both in practice phase in the classroom and in real communication situations entail unique features that result in real contributions to overall language learning. It is the teacher's task to comprehend and make use of how closely listening is related to the speaking skill and how listening can be integrated with speaking through information-gap tasks.

Integration of skills exposes English language learners to authentic language and challenges them to interact naturally in the language. By this way, English becomes a real means of interaction and sharing among people. In addition to this, it allows the teacher to color his/her lesson with varieties because the range of tasks is wider. Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom.

Students, at all grade levels, are encouraged to work collaboratively, finding best ways to communicate. Often, wrongly so, we assume that if a person can talk they have mastered the speaking mode of literacy; or, because they can hear they are good listeners.

We need to create learning opportunities for students to engage in meaningful speaking activities and to improve listening skills through purpose-driven strategies. Fortunately, there are various communicative activities that allow us to meet these challenges.

Communicative activities refers to the classroom activities that provide a genuine information gap and make it possible for language learners to communicate with target language in Communicative Language Teaching Approaches. In other words, communicative activities are activities that give students both a desire to communicate and a purpose which involve them in a varied use of language. They have real purposes: to find information, to break down barriers, to talk about oneself, and to learn about the culture. Even when a lesson is focused on developing reading or writing skills, communicative activities should be listening and speaking into the lesson. Communicative activities are fluency-based activities. While such activities may involve students to practice a particular grammatical form, they are likely to do more



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than this. The key element is that the activity is based on a realistic situation. This could be anything from an encounter in a department store, to a group of friends discussing holiday plans, etc. Within this kind of context, students should be required to negotiate for meaning. This is likely to require multiple turn taking.

Wilson, R. claims that “the problem at present is that some of the activities being introduced as communicative activities are not communicative at all but structure drills in disguise”. Thus many teachers may think that the activities they design and use in class are communicative, but actually they are not. Therefore the features that make a real communicative activity should be focused on [5, p.p.78-87]. Based on related views about communicative activities, Sun & Cheng summarizes three common features as follows:

- Communicative activities are task-based. Task-based English teaching concentrates on communicative tasks that learners need to engage in outside the classroom.
- Communicative activities are learner-centered. The emphasis of teaching activity is on students’ initiation and interaction. Students are expected to participate in the activities as real people and take responsibility for their learning.
- Communicative activities emphasize the use of authentic language input and the teacher’s native or near native language competence in order to produce communication in the classroom.

Activities that are truly communicative also have three features in common; they are information gap, choice and feedback.

- An information gap exists when one person in an exchange knows something the other person does not. For instance, if two students both know today is Tuesday and one asks the other “What is today?” and he/she answers “Tuesday”, their exchange is not really communicative. Speakers’ choices in communication are very important. Speakers should have a choice of what they will say and how they will say it. If the teacher’s activity is tightly controlled so that students can only say something in one way; they have no choice and the exchange; therefore, seems not to be communicative.
- True communication is purposeful. A speaker can thus evaluate whether or not his/her purpose has been achieved based on the information he/she receives from his/her listener. If the listener does not have an opportunity to provide the speaker with such feedback, then the exchange is not really communicative.

From these features, it may be easier to distinguish between communicative activities and non-communicative activities. In a communicative activity, students must



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have a desire to communicate, and there must be some communicative purposes to their communication. Their attention, of course, will be focused on the content of what they are saying rather than the form. They will use a wide variety of language, and the teacher will not intervene by telling students they have made mistakes in their English or correcting their pronunciation, etc. The teacher would not expect the materials which students were using would control their language. For non-communicative activities, there will be no desire to communicate, nor will students have a communicative purpose. Students are involved in repetition or substitution drills so that they can be motivated by the need to attain accuracy, not by a desire to achieve a communicative objective. In these activities, the emphasis will be on the form of the language, not the content. As a result, the teacher will intervene to ensure accuracy, and the materials used will often designed to concentrate on a particular item of language [4, p.p. 88-94].

In conclusion it's essential to underline that communicative listening and speaking activities have a strong effect on student's motivation in the lessons. They help students have more chance to talk to lots of classmates without a fear of making mistakes. In a communicative listening and speaking activity, instead of having students stand in front of class and talk to others, the teacher sets up the activity that they can talk to some other students but not the whole class and the teacher. That makes a better effect on helping students avoid their fear of making mistakes. Then they seem to be more confident to speak and eager to speak a lot.

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TURKISTONNIG ULUG' FARZANDI – OLOY MALIKASI
QURBONJON DODXOH HAYOTI VA FAOLIYATIGA BIR NAZAR

Maxamadov A.M.

BuxDPI 3-bosqich talabasi

Annotatsiya: Ushbu maqolada Rossiya imperiyasining mustamlakachi ma'murlari tomonidan O'rta Osiyoda olib borilgan Chor istibdodining xunrezliklari, moddiy va madaniy boyliklarni tashib ketishi, boshqalarini esa yo'q qilib tashlaganliklari, shu bilan birga bu yerlarda imperiyaning siyosiy, iqtisodiy, geopolitik manfaatlari birinchi o'ringa chiqishi, o'lka tayyor xom ashyo bazasiga uning aholisi esa tayyor ishchi kuchi sifatida qaralishi, xalqning milliy o'zligini yo'qtotishga qilgan urinishlari natijasida vujudga kelgan XIX asrning ikkinchi yarmida sodir etilgan "Milliy-ozodlik harakatlari"dan biri "Qurbonjon dodxoh qo'zg'oloni"ning boshlig'i va asosiy rahbari Qurbonjon dodxoh hayoti va faoliyati, Vatan ozodligi yo'lida qilgan harakatlariga oid masalalar o'sha davr tarixiy, ilmiy manbalari, so'nggi vaqtdagi ilmiy tadqiqotlarni qiyosiy tahlil qilgan holda yoritilgan.

Kalit so'zlar: Qurbonjon dodxoh, Modi qishlog'i, Olimbek dodxoh Hasan o'g'li, general M.D. Skobelyev, Turkiston "Milliy ozodlik harakatlari", Mariya Feodorovna, A.N.Kuropatkin va hokazo.

Аннотация: В данной статье рассматриваются зверства царской тирании, совершаемые колониальными властями Российской империи в Средней Азии, вывоз материальных и культурных ценностей, а также уничтожение других, одновременно политических, экономических, а геополитические интересы империи стоят на первом месте."Курбанджон Додхох" - одно из "Национально-освободительных движений" второй половины XIX века, возникшее в результате становления страны как готовой сырьевой базы, и его население как готовую рабочую силу, и попытки уничтожения национальной идентичности нации. Рассмотрены вопросы, связанные с жизнью и деятельностью руководителя и главного лидера восстания Курбанджона Додхоха и его действий по освобождению Родины. , освещены сравнительным анализом исторических и научных источников того времени, а также новейшими научными исследованиями.

Ключевые слова: Курбанджон догох, село Моды, Олимбек догох Гасан оглы, генерал М.Д. Скобелиев, Туркестанские «Национально-освободительные движения», Мария Федоровна, А.Н.Куропаткин и др.



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Annotation: In this article, the atrocities of the Tsarist tyranny carried out by the colonial authorities of the Russian Empire in Central Asia, the transportation of material and cultural wealth, and the destruction of others, at the same time, the political, economic, and geopolitical interests of the empire are the first. "Kurbanjon Dodkhoh" was one of the "National Liberation Movements" in the second half of the 19th century, which arose as a result of the country's emergence as a ready-made raw material base, and its population as a ready-made labor force, and attempts to destroy the nation's national identity. The issues related to the life and activities of the head and main leader of the uprising, Kurbanjon Dodkhoh, and his actions for the liberation of the Motherland, are covered with a comparative analysis of the historical and scientific sources of that time, and recent scientific researches.

Key words: Kurbanjon doghoh, Modi village, Olimbek doghoh Hasan oglu, general M.D. Skobeliev, Turkestan "National liberation movements", Maria Feodorovna, A.N. Kuropatkin, etc.

KIRISH

O'rta Osiyo hududining bosib olinishi natijasida hudud aholisining asriy an'analari milliy urf-odatlarini, diniy e'tiqodlari, madaniy-ma'rifiy hayoti kabi muhim tarmoqlarning izdan chiqishi, o'lkada rus mavqeyining oshishi, aholi o'rtasida rus madaniyati va san'atini yoyish, bir so'z bilan aytganda ularni ruslashtirish kabi ishlarng olib borilishi, mahalliy aholiga nisbatan past nazar bilan qarab ularni tayyor ishchi kuchi sifatida qarab, ularga nisbatan jabr-zulurning zo'rayishi natijasida yuzaga kelgan "Turkiston milliy-ozodlik harakatlari"ning bo'lib o'tish muhim tarixiy ahamiyatga egadir, chunki aynan ushbu qo'zg'olonlar natijasida rus bosqinchilarining o'lka xalqlariga nisbatan imperiya hukumatining Turkistonni bosib olinishi, "Miliy-ozodlik harakatlari"ning kuch bilan bostirilishi yo'lida olib borilgan xunrezliklar esa ushbu hududlarning zo'rlik yo'li bilan bosib olinganligini yana bir isbotlaydi. Bularga isbot tariqasida o'sha davrga oid ko'plab arxiv materiallari, foto-fono hujjatlar, rus zobitlarining shaxsiy kundaliklari, mahalliy va rus tarixchilarining asarlari, qonun hujjatlari, nizom va loyihalarda o'z ifodasini topgan. Aynan ushbu manbalar esa XIX asrning ikkinchi yarmidan 1917-yilga qadar bo'lgan tarixiy, ijtimoiy-siyosiy jarayonlarni ilmiylik, tarixiylik, aniqlik va to'g'rilik tamoyillari asosida yoritishda asosiy manba vazifasini o'taydi. Zeroki, chorizm siyosati va uning oqibatlari tarixi nafaqat Vatanimiz tarixida, balki O'rta Osiyo xalqlari tarixida ham o'zidan so'ng qoldirib ketgan ayanchli oqibatlarga sabab bo'lgan o'tmishi, shubhasiz haqqoniy o'rganilishi kerak va zarur.

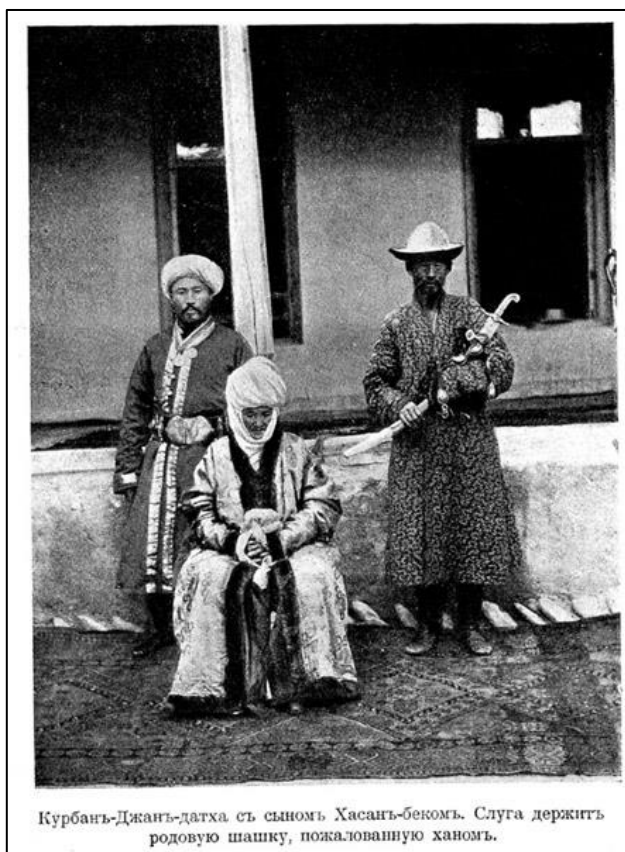


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ADABIYOTLAR TAHLILI VA METODLAR

Maqola tahiliy-ilmiy, tanqidiy, qiyosiy-taqqoslash, kuzatish, tahlil va tavsif kabi metoblardan foydalangan holda, Qurbonjon dodxoh hayoti va uning miliy-ozodlik harakatidaga o'ziga xos o'zni ilmiy tahlil etilgan.

MUHOKAMA NATIJALARI

Tarixiy manbalarning guvohlik berishiga qaraganda Turkiston o'lkasi qadim zamonlardan beri tabiiy-geografik iqlimi, boyliklarining ko'pligi, xolisdor zamini bilan atrofdagilarning diqat-e'tiborini o'ziga tortib kelgan. Mashhur rus sayohi va geografi I.V. Mushketov¹ esa o'zining "Туркестан" (Turkiston) nomli asarida O'rta Osiyoni (ya'nikim Turkistonni) "Yevrosiyo materigining ichidagi o'ziga xos noyob tabiatli go'zal tabiatli materikdir" - deya ta'riflagani esa buning yorqin isboti ekanligining yana bir misoldir. Darhaqiqat, Turkiston o'lkasi o'zining qulay hududi, tabiiy, moddiy va madaniy boyliklari bilan, dunyoni lol qoldirgan buyuk mutafakir-olimlari, diniy va ma'rifiy madaniy markazlari, noyob arxitektura



Курбанъ-Джанъ-датха съ сыномъ Хасанъ-бекомъ. Слуга держитъ родовую шашку, пожалованную ханомъ.

yodgorliklari bilan ham, shu bilan birga ushbu zakinning eng muhim va asosiy xususiyatlaridan biri bo'lgan Sharq va G'arbni bog'lovchi o'ziga xos darvoza vazifasini alohida ta'kidlab o'tish joiz. Ayni shu omil uning ko'p bora dushmanlar bilan to'qnashuviga sabab bo'lgan. Ona zaminimizning taqdiri g'oyat mashaqqatli kechgan. Ro'y bergan vayronagarchiliklarning, ko'rilgan talofatlar va yetkazilgan zararlar aql bovar qilmas darajadadir. XIII asrda mo'g'ullar, XIX asrning ikkinchi yarmida esa podsho istibdodiga duchor bo'ldi. Aynan ularning bosqinchilik yurishlaridan so'ng ilm-fan, san'at, memorchilik va boshqa sohalar jiddiy zarar ko'rdi. Ularning rivojlanishi va qaytadan yana ravnaq topishi uchun yuz yillar kerak bo'ldi. Shuni ta'kidlab o'tish zarurki mo'g'ul bosqinchilarining o'lkamizga bostirib kirishi ko'plab fidoyi

¹ *Мушкетов И.В. Туркестан. —Спб 1886г.*



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tarixchi-olimlarimiz tomonidan batafsil tadqiqi etib kelinmoqda. Bular tarixiy-ilmiy, badiiy –ilmiy asarlarda o'z ifodasini topgan. Ammo Rossiya imperiyasining Turkistonni dastlab josuslik yo'li bilan obdon o'rganib chiqishi, so'ngra o'ta jirkanch yo'lar bilan uni zabt etishi, nihoyat, mustamlakachilik sirtmog'ining o'lkamiz bo'yniga solishi kabi tarix haqiqatni O'rta Osiyo xalqlaridan doimoy tarzda sir tutib kelingan. Chunki sobiq Sho'ra zamonida bu haqiqatlar soxtalashtirilib, "O'rta Osiyoning bosib olinishi" iborasi o'rniga, "Qo'shib olinishi" qabilida talqin etilgan. Tarixchi olimlar tarix haqiqatiga zid ish qilib, "Qo'shib olingan" iborasini qo'llab, uni ko'r-ko'rana soxtalashtirganlari ham tarixdan ma'lum. Buning natijasida g'oyani rivojlantirishga katta e'tibor berildi. O'sha davrda keng hajmli, ammo zamini bo'sh "ilmiy" asarlar, maqolalar, turli xildagi monografiyalar uzluksiz chiqib turgan. Faqatgina 80-yillarning oxiriga kelibgina, milliy ong, mustaqilik kurtak yoza boshlagandan keyingina to'xtatildi. Nihoyat, tarixchilar bu soxta, g'ayriqonuniy qarashlarni rad etib, Vatan yilnomasining fojiali kechmishtlarini yotituvchi ilmiy asosga ega bo'lgan asrlar va kitoblar chiqara boshladi. Vatanimiz mustaqilligini qo'lga kiritgandan so'nggina tarix haqiqatlarini ro'yabga chiqarish, tarixiy voqealar va hodisalarni ro'yi-rost, ochiq-oshkoralik, ilmiylik tamoyillariga amal qilgan holda, yozila boshladi.

Chor istibdodining o'lkani bosib olishida amalga oshirgan xunrezliklari, katta qirg'inlari, moddiy va madaniy boyliklarni tashib ketishi, boshqalarini esa yo'q qilib tashlaganliklari barchaga ma'lum. Shu yo'lda ular har qanday yo'llardan foydalanishdan tap tormadilar. Istilo qilingan hududlar imperiya tarkibiga mustamlaka hudud sifatida kiritildi, bu yerlarda imperiyaning siyosiy, iqtisodiy, geopolitik manfaatlari birinchi o'ringa chiqdi. O'lka tayyor xom ashyo bazasiga uning aholisi esa tayyor ishchi kuchi sifatida qaraldi. Chor istibdodiga qarshi Turkiston xalqi ko'p yillar mobaynida miliy ozodlik uchun kurashlar olib bordi. Ayniqsa XIX asrning ikkinchi yarmida ro'y bergan milliy ozodlik harakatlari podsho hukumatining Turkistonni istilochilik yo'li bilan bosib olinganligini yana bir karra isbotlab berdi. XIX asrning ikkinchi yarmida sodir etilgan miliy-ozodlik harakatlari Vatanimiz tarixida "Miliy mustaqilik va ozodlik harakati" sifatida muhim ro'l o'ynadi. Bu davr milliy-ozodlik kurashiga Po'latxon, Qurbonjon dodxoh, Yetimxon, Darvishxon, Muhammad Ali eshon (yoxud Dukchi eshon)lar rahbarlik qilishdi. Garchi bu kurashlar muvaffaqiyatsizlik bilan yakunlangan bo'lsa ham, podsho hukumatini jiddiy xavotirga solib qo'ygan va doimo sergak turishga undagan. Ushbu davrda sodir bo'lgan milliy-ozodlik harkatlarida Turkiston



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aholisining siyosiy, ijtimoiy, iqtisodiy va miliy-ozodlik uchun kurashlari o'zaro birlashgan holda sodir bo'lganini ko'ramiz.

Ana shunday milliy-ozodlik harakatlarining yirik rahbarlaridan biri nafaqat Turkiston tarixida, balki, Chor imperiyasi tarixida o'chmas iz qoldirgan yana bir yirik xalq harakati bo'lgan Qurbonjon dodxoh boshligida sodir etilgan qo'zg'olonda ham ko'rishimiz mumkin. 1876-yil martda Farg'ona vodiysida Po'latxon² (asl ismi - Mullo Is'hoq Mullo Hasan o'g'li) boshchiligidagi xalq qo'zg'alonging so'nggi bosqichi bo'lib o'tadi. Ushbu qo'zg'alonni Aleksandr II shafqatsizlik bilan bostirish to'g'risida fon Kaufmanga farmon beradi. O'rta Osiyoni bosib olishda shafqatsizlik va rahsizlik bilan hudularni egallagan generallarning barchasi Farg'onaga yuboriladi. Bular orasida M.D.Skobelyev ham bor edi. Hal qiluvchi jang qishning so'nggi kunlarida bo'lib o'tadi. Rus askarlari bilan bo'lgan jangda kuchlarning notengligi sabab qo'zg'alon mag'lubiyatga uchraydi va 1876-yil 1-mart kuni Marg'ilon shahrida qo'zg'alon rahbarlari dorga osiladi natijasida, vodiydagi ozodlik kurashini bir qirg'iz ayoli bo'lgan Qurbonjon dodxoh davom ettirdi. Shu o'rinda haqli savol tug'iladi:

Qurbonjon dodxoh kim o'zi? Nima uchun uni dodxoh deb atashgan, bunga u nomni kim qachon in'om etgan? Nega ushbu ayoldan rus hukumati doimo hayiqqan? Dastlab ushbu savollarga batafsil to'xtalib o'tsak, **Qurbonjon dodxoh Mamat qizi**, ayrim adabiyotlarda esa Qurmonjon Mamat qizi sifatida nomi keltiriladi. Qurbonjon Mamat qizi 1811 — yili O'sh³ yaqinidagi Modi qishlog'i tavallud topganro O'g'il tug'ilishini kutgan otasi qiziga Qurbonjon deb ism qo'yadi. Qismatni qarangki, Qurbonjon uncha-muncha erkaklarga nasib etmagan bahodirlik fazilatlarini bilan dovrug' taratadi. Yoshligidan mohir chavandoz bo'lib, uloqlarda erkaklar bilan tengma-teng olishadi, 18 yoshida turmushga berishganda, eridan ko'ngli to'lmay ajrashadi. Ajrashish haqida birinchi bo'lib xotin kishi og'iz solishining o'ziyoq o'sha davr uchun bamisoli bir isyon edi. Qurbonjonning go'zalligidan xabar topgan Andijon hokimi Olimbek dodxoh Hasanboy o'g'li (1800—1861- 1863⁴ y.y.) Qashqardan qaytayotganda unga sovchi qo'yadi va 1832 yili unga uylanadi. Qurbonjon Mamat qizini xon saroyiga olib kelib, Nodirabegimga tanishtiradi (1833 y.). Nodirabegim va Uvaysiy kabi o'zbek shoirlari ta'sirida Qurbonjonning

² XIX asr 70- yillarida Qo'qon xonligi bo'ylab ko'plab xalq harakatlari bo'lib o'tadi. Shunday xalq harakatlaridan biri Po'latxon qo'zg'aloni bo'lib 1873 yilda boshlangan. 1875-yil bahorida avj olgan. 1876-yil qo'zg'alon bostiriladi. Shuni ta'kidlab o'tish kerakki ushbu qo'zg'alonda Qurbonjon dodxoh va uning farzandlari ham qatnashgan.

³ O'sh – Qirg'iziston Respublikasining 7 viloyatidan biri.

⁴ Olimbek dodxoh Hasanboy o'g'li vafot etgan sanasini turli manbalarda turlicha keltiriladi.



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dunyoqarashi shakllanadi. Qurbonjon oilaparvar rafiq, ona bo'libgina qolmay turli urush-janjal, yuqori doiradagi fitnayu-ig'volardan erining eng yaqin va uddaburon maslahatchisiga ham aylanadi. Mallaxon davrida Olimbek vazirlik martabasiga yetishishida Qurbonjonning xizmatlari ham bo'lgan deb ayta olamiz. Olimbek dodxoh Qo'qon xonligida bosh harbiy vazir hisoblanib, hattoki, Qo'qon xoni Mallaxonni taxtdan tushirib, o'rniga Shomurodni taxtga o'tkazishda ishtirok etgan. Shu o'rinda yana bir narsani alohida ta'kidlab o'tish zaruruki Qurbonjon dodxoh nafaqat qo'zg'alon rahbari balki, iste'dodoli shoira ham bo'lgan. Bunda uning turmush o'rtog' Olimbek dodxoh Hasan o'g'lining Qo'qon shahriga Qurbonjonni olib kelganligi sabab bo'lgan desak, mubolag'a bo'lmaydi. Tarixchi olim Haydarbek Bobobekov o'zining "Zinnat-Qurbonjon dodxohning adabiy taxallusi" maqolasida bu haqda quyidagicha bayon etadi: "Dodxohning adabiy faoliyatiga kelsak, u oliy martabadagi shaxslar davrasida bo'lib, aytish mumkinki, Nodirabegim bilan, shuningdek Uvaysiy, Anbar Otin, Dilshod, Mohzoda Begim, Mushtariy, Zebuniso, qolaversa Maxmur, Muqimiy, Furqat bilan muloqotda bo'lgani tabiiy edi. Uning mavqei, faoliyati, maqsad-maslaklaridan kelib chiqsak badiiy ijodida ozodlik, erk, mardlik tuyg'ulari kuylangani ehtimolga yaqin. Darvoqe', yuqorida tilga olingan Zinnatning forsiyda yozgan she'ri

Turgan-bitgani malohatdan iborat bo'lgan adab ummoni,

Gar soya solsa (o'sha joy) chaman (nastarin) bo'lgay

mazmunidagi misradan boshlanadi. Ikkinchi misrada shoira G'oyat xushbo'y qora zulfingni magar zohid ko'rsa juhud bo'ladi, mug' (hindu) bo'ladi, tarso bo'ladi, nasoriy bo'ladi, hatto braxman bo'ladi deb adab ummonining zulfi ta'rifida favqulodda mubolag'alar topadi, uchinchi — Men shunday baxti qaromanki, biror kishiga humo bo'lib soya solsam havo (bo'ron) bo'ladi, shamol bo'ladi, girdob bo'ladi, oxir palaxmonga aylanadi deb oldingi misradagi mubolag'ani endi tabiiy kuchlar misolida yana kuchaytiradi. Navbatdagi misrada esa shoir bamisoli qilqalamda zarif bir manzara chizadi: Otning, qo'lning va yoy (kamalak)ning suvrati solingan vodiya chaman bor, lola bor, gulsayri bor, rayhon va safsarlar jilvasi bor... "—deya ma'lumot keltirib o'tadi⁵. Bundan ko'rinib turibdiki unda, she'riyatdan ham ancha-muncha iste'dod va layoqat ham bo'lgan. Bunga Umarxon va Nodirabegimlar tomonidan Qo'qon shahrida asos solingan "Qo'qon adabiy muhiti" o'z ta'siri ko'rsatgan bo'lishi

⁵ "Zinnat-Qurbonjon dodxohning adabiy taxallusi" Haydarbek Bobobekov. "Yosh kuch" jurnali, 1989 yil, 3-son.



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ehtimoldan xoli emas. Afsuski, uning ushbu she'ridan boshqa she'r va g'azallari haqida ma'lumotlar yo'q.

Qurbonjon va Olimbek dodxohning 5 o'g'il va 2 qizi bo'lgan. Olimbek dodxoh hokimiyat uchun kurashlarda saroy fitnasi natijasida 1861-yilda o'ldirilgach, aniqrog'i, 1861-yilda go'zal kanizakning sharobga solgan zahari tufayli hayotdan ko'z yumadi. Qurbonjon 50 yoshida tul qoladi. Qurbonjon dodxoh erining o'limidan so'ng 1861-yilda ma'lum muddat Andijon hokimi bo'ladi. U Oloy xalqlari orasida ancha obro' qozongani, istasa qo'zg'olon ko'tarib yuborishga qodirligidan cho'chib unga Olimbek o'z ajali bilan o'ldi degan xabar yetkazishadi. Qurbonjon to'rt o'g'li bilan ona yurtiga qaytadi. Chamasi erining vafot etmagani, balki halok etilganini keyin eshitadi. Xudoyorxonni qayta taxtga ko'tarish harakatlariga faol ishtirok etishining bosh sababi ham shunda. So'ngra farzandlarini olib, o'z ovuliga Modi qishlog'iga jo'nab ketadi. Keyinchalik, aniqrog'i 1862 – yilda, Xudoyorxonni taxtga ko'tarish maqsadida qo'shin tortib kelgan Buxoro amiri Muzaffarni O'shda Qurbonjon qarshi oladi. Ayol kishining jasurligidan, aql-zakovatidan, ulus orasida orttirgan obro'sidan lol qolgan Amir Qurbonjonga dodxoh unvonini beradi va shu yerning o'zida rasmiylashtiradi. O'sha o'sha Qurbonjonning nufuzi ortgandan-ortadi, u Oloy va Gulchin qirg'izlarining rasmiy vakiliga aylanadi. Uning vakolatini tasdiqlash ma'nosida Xudoyorxon ham dodxoh unvonini beradi, yorliq taqdim etadi. Shunday qilib, Qurbonjon ikki marta generallik unvoniga sazovor bo'lgan. Amir yordamida Qo'qon taxtini qayta egallagan Xudoyorxon esa Qurbonjon dodxohni Olay vohasining hokimi qilib 1865-yili tayinlaydi. Keyinroq Rossiya Imperiyasining Qo'qon xonligiga qarshi hujum harakatlari, Xudoyorxonning taslim bo'lishi, buning natijasida Qo'qon xonligining soliq tizimiga qarshi qaratilgan Po'latxon qo'zg'aloni endilikda rus mustamlakachilari va ularga taslim bo'lgan Xudoyorxonga qarshi qaratiladi. Yuqorida ta'kidlab o'tilganidek Po'latxon boshchiligidagi xalq qo'zg'aloning bostirilishi istiqbolchilik harakatining bayrog'ini Qurbonjon dodxoh o'z qo'llariga olishiga sabab bo'ladi. Shu paytda Qurbonjon Oloy-O'sh hokimi bo'lib turgan vaqtda O'sh noibi bo'lmish o'gay o'g'li Jorqinboy Chernyayev otryadi tomonidan o'ldiriladi. O'sh hokimligini dodxohning to'ng'ichi Abdullabek o'z qo'liga oladi va butun Oloy vohasi, keyinroq Farg'ona vodiysida Qurbonjon dodxoh boshchiligida xalq miliy-ozodlik harakatlari boshlanib ketadi. Shu o'rinda yana bir faktni keltirib o'tish kerak: Qurbonjon dodxohning diplomatiya borasida ham anchagina uquvi bo'lgan. Buning isboti sifatida Qashqardagi Yettishahar uyg'ur davlati hukmdori Yoqubbek o'rtasida o'rnatilgan yaxshi munosabatlarni misol qilib olishimiz mumkin. Bu



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jasoratli ayol o'z o'g'illari — Abdullabek, Mahmudbek, Hasanbek, Botirbek va Qamchibek bilan birqatorda o'zbek, qozoq, qirg'iz, uyg'ur va boshqa xalqlarni birlashtirib birgalikda mustamlakachilarga qarshi kurash olib boradi. Uning rahbarligida olib borilgan tengsiz kurash Turkiston xalqlari ozodlik harakati sahifalarida oltin harflar bilan bitilgan. Uning To'marisga xos jasorat, Amir Temurdek o'lmdan qo'rqmaslik, haqiqatga tik qarashi, Vatan g'ururi, uning ozodligini har narsadan ustun qo'yish e'tiqodi tufayli tez orada unig dovrug'i butun Oloy vohasiga, keyinroq Farg'ona vodiysi bo'ylab tarqalib, shuhrat qozonib ketadi. Qurbonjon dodxohnin ovozasini hattoki, Rus imperatorining qulog'iga ham yetib boradi, podsho hukumati ushbu g'alayoni bostirish uchun ko'plab harbiy kuchlarni safarbar etadi. Bu kurashga Farg'ona vodiysini istilo etishda nom chiqargan "Qonxo'r general" deya tarixga kirgan general M.D. Skobelyev (1843-1882 y.y.) boshchilik qiladi. Hattoki uning hatti-harakatlari Qurbonjon dodxohni bo'ysindirishga ojizlik qildi. Lekin, kuch-qudrat, harbiy va zamonaviy qurol-aslahalarning borligi, askarlarning tartibli va reja asosida harkatlari kabi bir qancha omillar ruslarning ustunligini ta'minlagan. Bularni tushungan Qurbonjon dodxoh dastlab Qashqarga Yettishahar hukumdori Yoqubbek oldiga jo'naydi, keyinchalik Qashqar orqali Afg'onistonga bir muddat o'tib ketadi. General M.D. Skobolev shunda ham xotirjam bo'lolmadi, u mayor Ivanovni sulh uchun dodxoh huzuriga yo'lladi. Qurbonjon dodxoh mayor Ivanovni hurmatini joyiga qo'yib qarshi oldi, uning maqsadini tinglaydi va undan harbiy unvonini so'raydi.

— Men — mayorman, — deydi Ivanov.

— Men esa generalman, — deydi bosiqlik bilan Qurbonjon dodxoh. Bu, tengtengi bilan suhbatlashish kerak, degan ma'noni anglatar edi. M.D. Skobolev dodxoh bilan bevosita o'zi muzokara olib borishga majbur bo'ladi. Bu haqda K. Abaza shunday hikoya qiladi: "Ruslar jasur dushmanlarinin hurmat qilishadi. Qurbonjon dodxoh qattol generalning so'zlarini diqqat bilan tinglagancha mulohaza yuritadi. Rus istilochilari sardori xushomadlariga uchmay, uning taklilari mag'zini chaqadi. Ha, hozir bularning qo'li baland. Kuch va qurol-yarog' ustunligi ularda. Murosa qilishga to'g'ri keladi. Bo'lmasa, xalq chumoliday qirilib ketadi.

---- Dodxohga tushuntiringki,-- dedi takabbur Skobelyev,-- u o'z o'g'illarini qasos yo'lidan qaytarsin. Biz ularga unvon, mansab va martaba beramiz. Shaxsan imperati oliylari Qurbonjon Mamat qiziga rus armiyasi general mayori unvoni berilganligini ham ma'lum qiling.



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Muzokaralar oxirida hamani lol qoldirib, Qurbonjon dodxohga o'z qo'li bilan zarbof to'n kiygazdi.--- deya yozadi 1876-yilda sodir bo'lgan voqealarni marrix o'zining Turkiston istilosi asarida⁶. Suhbat asnosida Qurbonjon bundan keyin qon to'kishdan naf yo'qligini tushunib yetadi va fon Kaufmanning taklifiga ya'ni, M.D.Skobelyev bilan sulh tuzishga rozi bo'ladi. U xalqni, shuningdek uch o'g'lini qo'zg'olondan qaytaradi. (To'ng'ichi Abdullabek kurash yo'lini tanlaydi.) Rus vaqtlı matbuoti dodxohni "Oloy malikasi" deya e'tirof etib ulug'laydi. Unga Turkiston general-gubernatorlari ham tan beradi va sulh tuzilgandan keyin 1877-yil yanvar oyidagina Farg'ona vodiysida tinchlik o'rnatilgani haqida Sankt-Peterburgga telegramma jo'natishga muvaffaq bo'ladi. Podsho Aleksandr II va Aleksandr III esa uning Oloy malikasi ekanligini qonuniy rasmiylashtiradilar. Garchi uning qo'l ostida bo'lgan Oloy hududi rasman imperiya hududi hisoblansa ham, amalda ichki mustaqillik to'laligicha Qurbonjon dodxoh qo'l ostida bo'lgan. U Oloyni to'vafotiga qadar o'zi mustaqil idora etgan. Shu o'rinda yana bir voqeani berib o'tishni joiz topdik: Qurbonjon dodxoh general-gubernator Duxovskiy bilan uchrashish uchun O'shga ot minib kelganida 87 yoshda edi!.. Suhbat tugagach, Duxovskiyning ad'yutanti — uning imosi bilan — otga minayotgan dodxoh yoniga yugurib borib kampirni otga mindirish uchun yordamlashmoqchi bo'ladi. Qurbonjon bosh chayqab ko'makning zarurati o'qligini bildiradi va «hali kuchdan qolganim yo'q» deb otga minadi va uni yeldirib ketadi. Ushbu voqea 1898-yilda sodir bo'ladi. Bundan ko'rinib turibdiki Qurbonjon dodxoh sulh tuzgan taqdida ham o'zligini, qadr-qimmatini, Vatan oldidagi burchini hech ham unutmagan. Ushbu ayoldan oliy lavozimdagi rus amaldorlari doimo hayiqishgan. 1901-yilda Turkistonga kelgan Rossiya imperiyasining harbiy vaziri A.N.Kuropatkin shaxsan o'zi O'shga borib Qurbonjon dodxohni ziyorat qilgan. Rus podshosi NikolayII ning rafiqasi Mariya Feodorovna yuborgan tuhfa – qimmatbaho uzukni unga topshirgan.Bu esa uning dovrug'I va hurmati Rus imperiyasi paytida nechog'lik yuksak darajada bo'lganligidan darak beradi.

Qirgi'z va o'zbek xalqlarining milliy-ozodlik harakatida faol qatnashgan, farzandlarini erksevarlik yolida voyaga yetkazganQurbonjon dodxoh Mamat qizi 1907-yili 97 yoshida yorug' olamni tark etadi. Uning qabri o'zi tug'ilib o'sgan Modi qishlog'iga dafn etilgan. Vafot etgan paytda uning 2 o'g'ili, 2 qizi, 31 nabirasi, 57 chevare va 6 evarasi bo'lgan, deya fikrimizni yakunlaymiz.

XULOSA

⁶ К.Абаз. "Завоевание Туркестана". Санкт-Петербург., 1902г.



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XIX asrning ikkinchi yarmida Turkistonda ro'y bergan milliy-ozodlik harakatlari mahalliy aholining turli ko'rinishlaridagi chiqishlarida o'z aksini topgan. Rossiya imperiyasi bosib olgandan so'ng, Yurtimiz hududida turli ko'rinishdagi qo'zg'alon va milliy ozodlik harakatlarining o'zi 6000 martadan ko'proq sodir etilganligining⁷ o'ziyoq aqlni shoshirib qo'yadi. Ushbu davrda sodir etilgan milliy-ozodlik harakatlarining aksariyati ma'lum bir hududlardagina sodir bo'lib, ma'lum bir hududlarga tegishli bo'lsa-da, uning aks sadosi butun o'lka bo'ylab tarqalgan. Har bir sodir bo'lgan qo'zg'alon boshqa joylarda ham norozilik chiqishlarining ko'tarilishlariga ruhan ta'sir ko'rsatgan. Qo'zg'alonlar bostirilgan taqdirda ham, omon qolgan qo'zg'alon rahbarlari va qo'zg'alonchilar boshqa hududlarga qochib, o'sha hududlarda qo'zg'alon ko'tarib qarshilik harakatlarini davom ettirishgan. Qurbonjon dodxoh Mamat qizi Turkiston xalqlari tarixida xotinqizlardan chiqqan birinchi general ayol sifatida O'rta Osiyo xalqlari tarixida o'z ismini zarhal harflar bilan bitib, xalq qalbidan umrbod joy egalladi. Chunki ushbu insonning ishini uning farzandlari va nabiralari davom ettirishgan. Ular Rus imperiyasi va uning siyosatiga qarshi mardonavor jang olib borganlar. Bu yo'lda hatto o'limga ham tik boqqanlar. Shunday farzandlarni dunyofga keltirgan, ularni Vatan oldidagi burchini ko'rsatib, o'zi ayol boshi bilan ularga namuna, ibrat bo'la olgan, turli millat vakillarini bilashtirib, ittifoq tuzib, umumiy dushmanga qarshi mardonavor kurash olib borgan, ularga to umrining so'nggi nafasigacha bosh egmagan birinchi general ayol Qurbonjon dodxoh Mamat qizi o'ziga tirikligidayoq haykal qo'yib ketdi desak, also mubolag'a bo'lmaydi deb ayta olamiz. Chunki u haqda hozirgi vaqtga qadar Farg'ona vodiysi aholisi o'rtasida ko'plab qo'shiqlar va rivoyatlar to'qilgan. Modi qishlog'ida esa uy-muzeyi mavjud⁸. Farg'ona va O'shda ko'chalar, maktablar uning nomiga qo'yilgan. Bu kabi ishlar uning xotirasiga bo'lgan ehtiromning yuksak ifodasidir.

⁷ J.Raximov. "O'zbekiston tarixini o'rganishda arxiv manbalardan foydalanish" T., "O'qituvchi", 1995. 28-29 bet

⁸ Chorategin T., Omurbekov T., Qirg'iziston tarixi (XIX asr boshi — 1917 yil), Jalolobod, 2000.



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“PHONETIC STYLISTIC DEVICES: AN EXPLORATION INTO
SOUND AND MEANING”

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***Annotation:** This article provides an in-depth examination of phonetic stylistic devices, which are literary tools that utilize the sound of words to enhance the meaning and emotional impact of language. It discusses the various types of phonetic devices such as alliteration, assonance, consonance, onomatopoeia, rhythm, and meter, and their functions in creating mood, emphasizing themes, and improving memorability. The article also explores the role of these devices across different cultures and literary traditions, their psychological impact, and their evolution in the digital age. Additionally, it addresses their educational importance in teaching language arts and literacy. The conclusion emphasizes the pervasive and enduring influence of phonetic devices in literary expression and communication, reflecting on their importance in human connection and expression.*

***Keywords:** Phonetic Stylistic Devices, Literary Tools, Alliteration, Assonance, Consonance, Onomatopoeia, Rhythm and Meter, Sound and Meaning, Emotional Impact, Cultural, Expression, Psycholinguistics, Digital Narratives, Language Education, Literary, Expression, Human Communication*

Introduction

In the vast and intricate world of literature and language, phonetic stylistic devices play a pivotal role in shaping meaning and enhancing the aesthetic quality of a text. These devices, rooted in the sounds of language, offer writers a powerful tool to create rhythm, mood, and emphasis. This article delves into the world of phonetic stylistic devices, exploring their types, functions, and impact on literature. The study of phonetic stylistic devices is a journey into the auditory heart of language. These devices are the subtle yet potent elements that give language its musicality and rhythm. They are essential for any narrative or poetic composition, acting as the threads that weave the tapestry of sound and meaning. When we consider the importance of these devices,



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we recognize that they are not mere embellishments but the very essence of poetic expression and narrative engagement.

Phonetic stylistic devices are rooted in the primal human response to sound. Before the written word, there was the spoken language, where the melody and rhythm of speech could convey as much meaning as the words themselves. This auditory dimension of language can tap into emotions and evoke responses that go beyond the cognitive understanding of text. It's an art that harks back to oral traditions, where the sound patterns of language were crucial for memorization and impact.

Understanding Phonetic Stylistic Devices

Phonetic stylistic devices involve the strategic use of sound for a stylistic effect. Unlike conventional literary devices, which focus on word choice and sentence structure, phonetic devices prioritize the auditory aspect of language. They can include elements like rhythm, rhyme, alliteration, assonance, consonance, and onomatopoeia.

Types of Phonetic Stylistic Devices

- **Alliteration:** This involves the repetition of initial consonant sounds in a series of words. For example, "She sells seashells by the seashore" uses alliteration to create a rhythmic and memorable line.
- **Assonance:** Here, the repetition is of vowel sounds within words, creating internal rhyming. An example is, "Hear the mellow wedding bells" by Edgar Allan Poe.
- **Consonance:** It refers to the repetition of consonant sounds, typically at the end of words, as in "The ship has sailed to the far off shores".
- **Onomatopoeia:** This device uses words that imitate natural sounds, like "buzz," "whisper," and "bang," enhancing the sensory experience of a text.
- **Rhythm and Meter:** The pattern of stressed and unstressed syllables in a line of poetry, creating a musical effect.

Functions and Impact

- **Creating Mood and Atmosphere:** Sounds can evoke emotions and set the tone of a piece. For instance, soft, mellow sounds might create a calm atmosphere, while harsh, abrupt sounds can introduce tension.
- **Enhancing Imagery and Sensory Experience:** Phonetic devices can make descriptions more vivid, enabling readers to 'hear' the sounds being described.
- **Emphasizing Themes and Ideas:** Repetition of sounds can highlight key themes or ideas in a text, drawing the reader's attention.
- **Aiding Memory and Recall:** Rhymes and rhythms are easier to remember, which is why they are often used in advertising and education.



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- **Creating Unity and Cohesion:** Repeated sounds can link different parts of a text together, providing a sense of unity.

Examples in Literature

Classic literature offers abundant examples of phonetic stylistic devices. Shakespeare's sonnets, with their meticulous meter and rhyme, are a testament to the power of sound in poetry. Edgar Allan Poe's "The Raven" uses internal rhyme and alliteration to create a haunting, rhythmic quality. Modern examples include the works of Maya Angelou, whose poetry often combines rhythm and repetition to powerful effect.

Phonetic stylistic devices are not merely elements of linguistic flair; they are foundational to the structure and reception of language in both spoken and written forms. To truly grasp their significance, it is essential to understand their diverse applications and implications within the broader context of communication and literary expression.

Multifaceted Applications in Literature and Beyond

While often associated with poetry and prose, phonetic devices are also instrumental in other forms of media and communication. In rhetoric, for example, politicians and orators employ these devices to add punch to their speeches. In marketing, brands leverage alliteration and rhyme to make their slogans sticky and memorable. Even in everyday conversation, elements of phonetic style add color and emphasis, demonstrating the ubiquity of these devices.

The Psychological Impact of Sound Devices

The impact of phonetic stylistic devices extends into the psychological realm. Studies in psycholinguistics suggest that the sounds of words can influence perception and emotional response. For instance, the use of sibilant sounds (like 's') can create a sense of whispering or secrecy, while plosive sounds (like 'b' or 't') can add a sense of abruptness or force.

Phonetic Devices in Global Literary Traditions

Exploring phonetic devices across global literary traditions reveals their universal appeal and function. The lyricism of Arabic poetry, the tonal intricacies of Chinese verse, and the complex rhyme schemes of European sonnets all demonstrate the cross-cultural appreciation of sound in literature. Each tradition employs these devices in ways that reflect and enrich their linguistic and cultural heritage.

The Evolution of Phonetic Devices in Digital Narratives



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In the age of digital media, phonetic devices have evolved to fit new forms of storytelling. Podcasts, audiobooks, and even video content rely on the careful consideration of sound for effect. Digital creators are becoming increasingly aware of how the phonetic qualities of their scripts can affect engagement and emotional response.

The Educational Value of Phonetic Devices

Educators recognize the value of teaching phonetic devices as part of literacy and language arts curricula. These devices are not only engaging tools for reading and writing but also serve as gateways to understanding the phonetic aspects of language itself. They can be particularly effective in teaching non-native speakers the subtleties of pronunciation and rhythm in a new language.

Conclusion

Phonetic stylistic devices are more than mere ornaments in language; they are essential tools that enhance the expressiveness and impact of a text. Through the strategic use of sound, writers can evoke emotions, create rhythms, and make their work more memorable. Understanding these devices is key for both readers and writers, as it deepens the appreciation of literature and enriches the craft of writing. As we continue to explore and experiment with language, the creative possibilities of phonetic stylistic devices remain boundless. Phonetic stylistic devices resonate through the corridors of language, echoing in the halls of history and whispering through the pages of modern literature. Their influence is felt from the classroom to the political arena, from the poet's pen to the marketer's catchphrase. The careful craft of using sound in language is a testament to the intricate relationship between form and content, between the speaker's intent and the listener's interpretation. As we continue to explore the depths of these devices, we enrich not only our communication but also our connection to the very essence of human expression. The study of phonetic devices is, in many ways, a study of humanity itself, a reflection of our innate love for the rhythm and melody that underpin the symphony of speech.



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1-TOM, 11-SON
" UNLEASHING THE POWER OF LEXICAL, SYNTACTIC, AND
STYLISTIC DEVICES IN LANGUAGE"

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Annotation: *This article is a comprehensive exploration of the vital role played by lexical, syntactic, and stylistic devices in language. It begins by establishing the importance of these linguistic tools, giving a clear sense of the article's purpose. Each section is well-structured, and the explanations are supported by real-life examples, making the content highly accessible and relatable for readers. The examples used, such as metaphors, similes, anaphora, and hyperbole, effectively illustrate the concepts discussed, enhancing the reader's understanding. Additionally, the reference to Martin Luther King Jr.'s speech adds depth to the discussion of anaphora, showcasing practical applications of syntactic devices. The article concludes by reinforcing the significance of mastering these devices for impactful and persuasive communication. Overall, it provides a valuable resource for writers, speakers, and communicators seeking to elevate their language skills and create more engaging and effective expressions.*

Key words: *Lexical devices, Syntactic devices, Stylistic devices, Metaphor, Simile, Anaphora, Parallelism, Alliteration, Hyperbole, Language tools, Effective communication, Rhetorical devices, Impactful writing, Persuasive language, Martin Luther King Jr., Figurative language, Literary techniques, Language enhancement, Expressive communication, Language mastery*

Introduction

Language is a versatile tool, and within its vast landscape, lie numerous elements that writers, speakers, and communicators can harness to make their message more impactful. Among these elements, lexical, syntactic, and stylistic devices stand out as essential components that can transform mundane language into captivating and persuasive communication. In this article, we will explore the world of lexical, syntactic, and stylistic devices, shedding light on their significance and how they can be used to elevate the art of expression.



1-TOM, 11-SON The Power of Lexical Devices

Lexical devices involve the use of specific words, phrases, and vocabulary to convey meaning, create vivid imagery, or evoke emotions. One of the most fundamental lexical devices is the metaphor, where words are used in a figurative sense to draw a striking comparison. For example, when we say, "Time is money," we're using a metaphor to convey the idea that time, like money, is valuable and should be spent wisely.

Similes, on the other hand, are another lexical device that uses "like" or "as" to make comparisons. For instance, "She was as busy as a bee," paints a vivid picture of someone's bustling activity. Metaphors and similes enrich language by providing depth and color to our expressions, making them more engaging and memorable.

Syntactic Devices for Structure and Emphasis

While lexical devices deal with individual words, syntactic devices govern sentence and paragraph structure. They can be used to emphasize certain points, create rhythm, and influence the flow of the text. Anaphora, for instance, is a syntactic device that involves the repetition of a word or phrase at the beginning of successive clauses. Martin Luther King Jr.'s famous speech, "I Have a Dream," employs anaphora to create a rhythmic and powerful effect, reinforcing the importance of his dream and the urgency for change.

Parallelism is another syntactic device that involves structuring sentences in a parallel manner, creating symmetry and balance. For example, "She likes hiking, swimming, and running," showcases parallelism by presenting a list of activities in a uniform structure. This not only aids comprehension but also adds an aesthetic quality to the writing.

Stylistic Devices for Impact and Persuasion

Stylistic devices encompass a wide range of techniques that can be used to add flair and impact to one's writing or speech. Alliteration, for instance, is a stylistic device that involves the repetition of consonant sounds at the beginning of words within a sentence. Consider the phrase "She sells seashells by the seashore." The repeated "s" sounds create a musical quality to the sentence, making it more memorable and engaging.

Another powerful stylistic device is hyperbole, which involves exaggeration for emphasis. "I'm so hungry I could eat a horse" uses hyperbole to paint a vivid picture of extreme hunger, which is more compelling than a simple statement like "I'm very hungry."



Conclusion

Lexical, syntactic, and stylistic devices are the building blocks of effective and captivating communication. When wielded with skill and precision, these devices have the power to turn ordinary language into extraordinary prose. Writers, speakers, and communicators can use metaphors, similes, anaphora, parallelism, alliteration, and hyperbole to convey meaning, create structure, and add impact to their words.

By mastering the art of these devices, one can breathe life into their expressions, crafting narratives that are not only informative but also engaging, evocative, and persuasive. So, the next time you embark on a writing or speaking endeavor, remember to harness the potential of these language tools to leave a lasting impression on your audience.

The list of used literature

"The Elements of Style" by William Strunk Jr. and E.B. White

This classic work provides insights into the importance of stylistic devices and how they can be used effectively to enhance writing. It emphasizes clarity and conciseness in language, offering practical advice on how to improve writing style.

"Stylistics: A Resource Book for Students" by Paul Simpson

Simpson's book is a comprehensive introduction to the field of stylistics, exploring the various stylistic devices and techniques used in language and literature. It discusses the role of style in conveying meaning and the analysis of stylistic features in texts.

"Syntactic Structures" by Noam Chomsky

Chomsky's work in linguistics has been influential in our understanding of syntax. This book lays the foundation for modern syntactic theory, which is crucial for understanding how sentence structure influences communication.

"Lexical Semantics" by D.A. Cruse

"The Art of Rhetoric" by Aristotle

Aristotle's classic work on rhetoric has been a foundational text for the study of persuasive language and style. It explores the use of rhetorical devices in persuasive communication, making it a seminal work in the field.

"The Power of Words: Unveiling the Speaker and Writer's Hidden Craft" by R.L. Trask



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This book discusses the power of words, delving into the intricacies of language and how speakers and writers employ lexical and syntactic devices to convey their messages effectively.

"Stylistics and the Teaching of Literature" by H.G. Widdowson

Widdowson's work explores the relationship between stylistics and the teaching of literature. It highlights the importance of understanding and teaching stylistic and syntactic features to enhance literary appreciation.

"Language and Style" by Susan C. Jannarone

Jannarone's book delves into the connection between language and style, examining how language choices and syntactic structures contribute to a writer's unique style.

"The Study of Language" by George Yule

Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 43-45).

Абдурахманова, З. (2022). Analysis of pauses and interruptions as elements of linguistic production in simultaneous interpretation. *Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы*, 1(1), 533-535.



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SIYOSIY KORRUPSIYA VA UNING IJTIMOIIY-FALSAFIY
JIHATLARI

Mirzaaxmedov Xayrullo Zoirovich, ilmiy izlanuvchi.

Annotatsiya: Siyosiy korrupsiya – bu siyosiy kuchlarga ega bo‘lgan shaxslarning (siyosat va davlat arboblari, eng yuqori darajadagi davlat xizmatchilari) siyosiy maqsadlarga erishish, hokimiyatni saqlash va mustahkamlash, hokimiyatni kengaytirish yoki boyitish maqsadida xizmat vazifasini suiiste‘mol qilishi hisoblanadi. Mazkur maqolada shu haqda to‘xtalib o‘tiladi.

Kalit so‘zlar: Korrupsiya, siyosiy korrupsiya, jinoiy faoliyat, davlat hokimiyatini qo‘lga kiritish, hokimiyat yemirilishi.

Siyosiy korrupsiyaning asosiy va eng ko‘p qayd etiladigan, jinoiy jazoga tortiladigan shakllari pora berish (O‘zbekiston Respublikasining JK 210-m.) va uni olishdir (JK 212-m.). “Korrupsiya” tushunchasi etimologik mohiyatiga ko‘ra “buzish, pora evaziga og‘dirish” deb atalib, lotincha “corruptio” atamasidan olingan. Huquqshunoslikka doir manbada “korrupsiya – mansabdor shaxslar tomonidan ularga berilgan huquqlar va hokimiyat imkoniyatlaridan shaxsiy boylik orttirish uchun foydalanishda ifodalanuvchi siyosat yoki davlat boshqaruvi sohasidagi jinoiy faoliyat”, deb ta’riflanadi.

Davlat hokimiyatini qo‘lga kiritish va amalga oshirish jarayonida hokimiyatni suiiste‘mol qilish bilan ifodalanadigan siyosiy korrupsiyaning mohiyatini, shuningdek subyektlari, maqsadlari va tarqalish sohasini tushuntirish asosida siyosiy korrupsiyaning umumiy ta’rifi berilishi mumkin.

Korrupsiyaning mohiyati shundaki, u jamoat munosabatlarini buzadi, jamiyatdagi narsalarning normal tartibini buzadi, buning natijasida sodir bo‘ladi. “Korrupsiya”, hokimiyatning “yemirilishi”dir. Aslida korrupsiya – muayyan davlat boshqaruvida turgan shaxslarning o‘z lavozimlaridan foydalangan holda, jamiyatdagi ijtimoiy va siyosiy jarayonlarga o‘z ta’sirini o‘tkazishi, o‘z manfaati yo‘lida boshqa shaxslarning ehtiyojlarini qondirishi, mavjud muhitdagi imkoniyatlardan boshqa maqsadlarda foydalanishi hisoblanadi. Davlat boshqaruvi tizimida bunday holatlar bevosita jamiyatdani parokandalik, davlat mulkinging boshqalar tomonidan o‘zlashtirilishi va ko‘plab obyektiv omillarni keltirib chiqarishi mumkin.

Ushbu ta’rif, shuningdek, “bosqichma-bosqich korrupsiya” deb ataladigan holatlarga, xususan, dastlabki harakatlardan foydalanishga yoki kelajakda ishchilarga



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nisbatan zo'rvonlik qilishda korrupsiya maqbul bo'ladigan muhitni yaratishga qaratilgan harakatlarni o'z ichiga oladi. Ammo korrupsiya har doim va hamma joyda huddi shu tarzda namoyon bo'lavermaydi, uning sabablari va oqibatlari bir xil, deb taxmin qilish noto'g'ri bo'ladi. Korrupsiyaning eng xavfli ko'rinishlari bu ma'lum bir davlat funksiyalarini bajaruvchi shaxs tomonidan o'zining rasmiy mavqeidan noqonuniy ustunliklarga (korrupsiya) ega bo'lish maqsadida foydalanishi, boshqa tomondan esa, manfaatdor shaxs tomonidan imtiyozlar berish (poraxo'rlik) bilan ifodalanadi. Korrupsiya tarqalishini cheklashning eng samarali modelini topish uchun bu tomonlarni ajratib bo'lmaydi. Shunga qaramay, an'anaviy ravishda, munozarali nizolarda tomonlarning hukmronligi (shu qatorda, katta ijtimoiy xavf nuqtai nazaridan) davlat funksiyalarini bajaruvchi shaxslarning o'ziga xosligi hisoblanadi. Korrupsiyaga qarshi kurash har qanday davlat siyosatining asosiy ustuvor yo'nalishlaridan biri sifatida belgilangan.

Siyosiy korrupsiyaning keng tarqalgan ikkinchi ko'rinishi siyosat subyektlarini ularning saylanish huquqini amalga oshirayotgan chog'ida sotib olishdir. Ushbu jinoyat uchun javobgarlik O'zbekiston Respublikasi Jinoyat kodeksining tegishli moddasida nazarda tutilgan.

Mazkur hodisaning quyidagi turlarini ajratish mumkin: Siyosiy korrupsiyaning byurokratik va siyosiy, majburiy va kelishilgan, markazlashtirilgan va markazlashtirishdan chiqarilgan kabi turlari farqlanadi.

Bizning fikrimizcha, siyosiy korrupsiya - partiyalar, guruhlar va ayrim shaxslarning hokimiyatni egallab olish yoki ushlab turish maqsadida, shuningdek siyosiy raqiblarga birgalikda qarshi siyosiy kurashi va maqsadiga erishishini tushunish lozim¹. U guruhbozlikning shakllanishida, fuqaroning konstitusiyaviy huquqlari va erkinliklarining cheklanishida, davlat tuzumi va davlat hokimiyati asoslariga qarshi korrupsion qilmishlarda namoyon bo'ladi.

Har qanday davlat boshqaruvi boshqaruv vositalarini o'z strategik va taktik maqsadlariga mos ravishda tanlashi lozim. G'oyaviy korrupsiyada boshqaruv maqsadlarining o'zi buzib ko'rsatiladi. Ma'lumki, davlat o'z oldiga qo'yilgan maqsadlarga erishish uchun turli vositalardan foydalanishi mumkin (asosiy davlat va insoniy qadriyatlarga mutlaqo zid bo'lgan vositalar bundan mustasno). Ammo, davlat

¹ Шермухамедова Н.А. (2018). "Коррупциянинг турлари ва шакллари". Формирование антикоррупционной культуры в республике Казахстан и в странах центральной Азии: состояние, тенденции и перспективы развития посвящается 20 летию факультета Юриспруденции МО ЮГУ. Казахстана, Шимкент. – С. 72



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boshqaruvi maqsadlari yaxlit va yagona bo'lishi lozim. Davlat hokimiyati boshqaruv maqsadlarini buzib ko'rsatgan, shaxsiy maqsadni qadriyat darajasiga ko'targan va unga erishish uchun harakat qila boshlaganda g'oyaviy korrupsiya paydo bo'ladi. Natijada islohotlar muayyan umumdavlat maqsadlariga erishish uchun emas, balki "xo'jako'rsinga" amalga oshirila boshlaydi. (Masalan, 2012-yilda Jahon moliya banki raisi Dominik Stros Kan 2017-yilda Fransiyada o'tkaziladigan Prezident saylovida ishtirok etishi mumkin bo'lgan munosib nomzod bo'lgan. Uning Prezident saylovida ishtirok etishi va ko'p ovoz olishi prognozlashtirilgach, faoliyati atrofida turli mish-mishlar tarqatildi va 2017-yildagi Prezident saylovida umuman ishtirok etmasligiga erishildi. 2016-yilda Fransiyaning Prezidenti lavozimiga saylovlar kompaniyasida ishtirok etgan 12 ta nomzodlardan biri Fransua Fiyon munosib nomzod bo'lganligi uchun uning turmush o'rtog'ining noqonuniy maosh olayotganligi va boshqa shunga o'xshash sabablar bilan oila faoliyati atrofida siyosiy o'yinlar tashkil etildi va oqibatda Fransua Fiyon Fransiya Prezidenti lavozimiga saylovining birinchi bosqichidayoq mag'lubiyatga uchradi).

Xulosa o'rnida aytish mumkinki, har qanday siyosiy korrupsiya g'oyaviy korrupsiyaning mahsuli sifatida amal qiladi. G'oyaviy korrupsiya muayyan maqsadlarda davlatlararo va shaxslararo nizolarni, davlat boshqaruvi darajasida hokimiyat qarorlarini qabul qilishni monopoliyalashtirishni ko'zda tutadi.



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ГИПОНИМЛАР ҚЎЛЛАНИШИДА КОГЕЗИЯНИНГ НАМОЁН
БЎЛИШИ

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Аннотация. Мақола гипонимлардан фойдаланишда намоён бўладиган уйғунлик жараёнини ўрганишга бағишланган. Гипонимия семантик мўъжиза бўлиши мумкин ва умумий сўз билан бирлик ассоциациясида намоён бўлади. Гипонимнинг референти номинатив бирликнинг экспрессив майдонига киради, у ўзига хос чегара шкаласи тоифаларини қамраб олади.

Калит сўзлар: когезия, гипоним, метонимия, Лексик когезия, нутқий мулоқот, тушунча, матн.

Abstract. The article is devoted to the study of the process of harmony manifested in the use of hyponyms. Hyponymy can be a semantic miracle and is manifested in the association of a unit with a common word. The referent of the hyponym enters the expressive field of the nominative unit, which covers the categories of the specific threshold scale.

Key words: cohesion, hyponym, metonymy, Lexical cohesion, speech communication, concept, text.

Когезиянинг яна бир кенг тарқалган усули гипонимлар қўлланишида намоён бўлади. Гипонимия семантик ҳодисалар қаторига кириб, бирон бир бирликнинг умумий сўз билан боғлиқлигида намоён бўлади. Гипонимнинг референти турли топ микёсдаги категорияларни қамраб олувчи номинатив бирликнинг ифода майдонидан ўрин олади. Масалан, cat “мушук”: animal, flute of instrument, chair of furniture (Chrystal 2008: 233).

Гипонимия жуфтликлари нутқий мулоқот шароитида лексик когезиянинг муҳим манбаси ҳисобланади. Ҳатто, уларнинг матн тузилишида бажарадиган вазифаси антоним ва синонимларникидан ҳеч ҳам кам эмаслиги яққол кўзга ташланади. Шунингдек, сўзларнинг ўзаро бирикуви ҳолатларини тушунишда ҳам гипонимлар ўзига хос ролни бажаради. Чунки гипонимлар муносабати асосида шаклландиган метонимия категориялар воситасида алоҳида турларни идрок этиш имконини беради. Матнда категориал бирлик ва унинг тобе бўлаги муносабати когезия боғлами шаклланишига хизмат қилади. Қиёсланг:



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1. The hooded pitta is a new species for the trip, and one that we would find only on the mainland. It is a ground bird that rummages through leaf litter on the forest floor looking for food. (NYT, October 4, 2017);
2. The simple muscular exertions involved in producing the familiar ha, ha, ha, he said, trigger an increase in endorphins, the brain chemicals known for their feelgood effect (NYT, September 13, 2018).

Келтирилган парчалардан биринчисининг мавзуси маълум “жониворлар тури”га (species) ва “қушлар” (ground birds) турига кировчи қуш (the hooded pitta) ҳақида. Матнни ўқиётганлар the hooded pitta қандай нарса ёки жонивор эканлигини олдиндан билмасалар-да, лекин матндаги муносабатлар орқали ушбу иборанинг маъноси ҳақида фараз қилишлари мумкин.

Худди шунингдек, кейинги мисолда endorphins бирлиги brain chemicals тушунчасига нисбатан гипонимдир. Фақат шу боғлиқлик таянган ҳолда edorphain бирлигининг маъноси нима эканлиги ҳақида эҳтимол қилиш мумкин.

Гипоним ва унинг таянч бирлиги ўртасидаги алоқа метонимия ҳарактерига эга бўлиши ушбу таянч сўзнинг эслатилишига боғлиқ. Матннинг ўқувчиси таянч birlikнинг хусусиятларини гипонимга кўчиради. Таянч сўзни англашнинг осонлиги бошқа категориялар мазмунини тушунишга тўртки бераётиб, матн когеренциясини шакллантиришга қатнашади.

Метонимиянинг концептуал ҳодиса эканлиги турли категориялар структурасида намоён бўлади. Ж.Лакофф маълум бир категория аъзоси унинг ўрнини олиши мумкинлигини кўрсатиб ўтади. Масалан, “nurse” (энага) категорияси одатда “аёл энага” (female nurse) сифатида тушунилади (Lakoff 1987: 79-90).

Инглиз тилидаги газета хабарлари матнида таянч birlikнинг гипонимга ишора қилиши тез-тез учраб турадиган ҳолдир. Қиёсланг:

Under kindey transpalant proposal, younger patients would get the best organs. (WP, February 24), 2017f;

A federal regulation that allows automakers to choose what kind of seat belts to install in minevans does not protect the companies from being sued if they pick one that is less safe, the Supreme Court ruled Wednesday (WP, February 24, 2017).

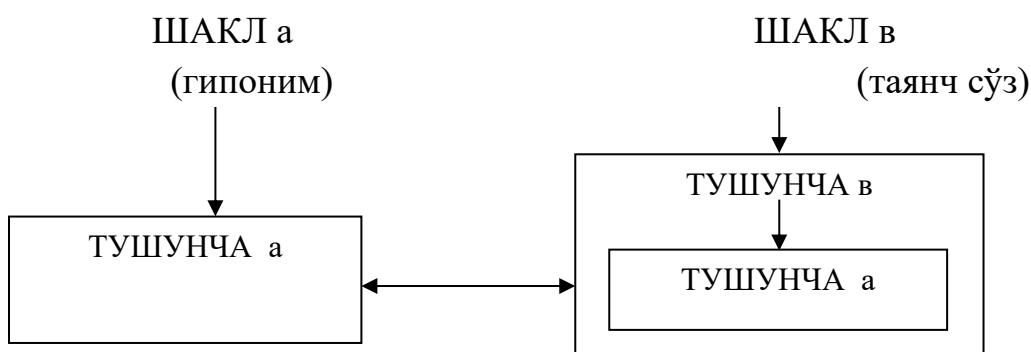
Биринчи гапдаги “organs”, ва “kidney” birlikларининг референти ўзаро мос келмоқда. Кейинги гапдаги “companies” ва “automakers” элементларининг референти ҳам ўзаро мослашмоқда. Бошқача айтганда, “тушунча бошқа тушунча ўрнида” метономик муносабатига киришаётган “automakers” ва “companies”



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луғавий birliklari худди шу муносабат асосида матн қисмларининг когезия боғламини ҳосил қилади. Ушбу муносабатларни чизмада тасвирлашга ҳаракат қиламиз:

Чизма 7. Таянч birlik ва гипоним когезияси



Чизмадан равшанлашадики, иккита ҳар хил шакл гипонимия муносабатига киришади. Гипоним воситасида фаоллашаётган тушунча таянч birlik ифодаланаётган тушунча билан мослашмоқда. Бунинг сабаби таянч birlik маъносининг торайишидир. Турли шаклларнинг ягона бир тушунчага ишора қилиши, сўзсиз, ўзига хос когезияни ҳосил қилади.

Айтиш жоизки, эслатилган метонимик муносабат икки томонлама йўналишга эга, яъни таянч сўз гипоним ўрнида қандай ишлатилса, гипоним ҳам таянч birlik ўрнини боса олади.

Хуллас, гипоним ва таянч birlik англатадиган тушунчалар “қисм-яхлит” муносабатида бўлиб, гипоним ишора қилаётган тушунча таянч birlikни тегишли тушунча доирасига алоҳида қисм сифатида киради. Гипонимлар воситасида ҳосил бўладиган когезия икки кўринишга эга. Биринчисида когезия боғлами гипоним ва таянч birlik англатаётган тушунчалар бир–бирини қамраб олади. Таянч birlik ишлатилаётган пайтда гипоним назарда тутилади, чунки биринчисининг хусусиятлари иккинчисига кўчади. Иккинчидан, гипоним ва унинг таянч манбасининг “қисм ва яхлит” метонимик муносабатида бўлиши уларнинг ўрин алмашишига имкон беради. Натижада, маълум матн парчасида гипоним ва таянч birlik алоҳида бир тушунчани ифодалаётиб, когезия боғлами ҳосил бўлишига ҳисса қўшади.

Алқисса, лексик когезиянинг турли кўринишларда воқеланиши ҳеч қандай гумон туғдирмайди. Таҳлиллар гувоҳлик беришича, метонимиянинг “шакл -



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тушунча” боғламидаги модели лексик когезиянинг барча турларида устуворлик қилади. Аммо бу ҳолат формал боғланишнинг концептуал боғланишдан айри юзага келиши мумкинлиги ҳақидаги ғайримантикий хулосага олиб келмаслиги шарт.

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CONVERSION AND ITS ORIGIN

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ANNOTATION: Conversion is the process of changing or causing something to change from one form to another. Conversion consists in making a new word from some existing word by changing the category of a part of speech; the morphemic shape of the original word remains unchanged: love — to love, paper — to paper, brief — to brief, work — to work; etc. Today, conversion is widely used by linguists and new language learners and is very common in linguistics. From this article we can learn a lot about conversion through examples such as its origin and also why use conversion?

KEY WORDS: Conversion, synchronic, diachronic, homonymy, lexico-grammatical, paradigms

The problem of conversion may prove a pitfall because of possible confusion of the synchronic and diachronic approach. Although the importance of conversion has long been recognized, and the causes that foster it seem to have been extensively studied, the synchronic research of its effect in developing a special type of patterned homonymy in the English vocabulary system has been somewhat disregarded until the last decade. This patterned homonymy, in which words belonging to different parts of speech differ in their lexico-grammatical meaning but possess an invariant component in their lexical meanings, so that the meaning of the derived component of the homonymous pair form a subset of the meaning of the prototype, will be further discussed in the chapter on homonymy. The causes that made conversion so widely spread are to be approached diachronically. 1 Nouns and verbs have become identical in form first as a result of the loss of endings. Conversion is a very productive way of forming new words in Modern English. (For example, work(n)- to work(v); pen(n)- to pen(v); walk(n)- to walk(v)). The term "conversion" was first used by Sweet in his book "New English Grammar" in 1892. There lots of approaches to the study of conversion. Some linguists think that conversion is the formation of the words without affixes. Others say that conversion is the formation of new words with the help of a zero



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morpheme. Conversion is also defined as a shift from one part of speech to another. The treatment of conversion as non-affixal word-building does not help us to distinguish the cases of conversion and soundinterchange. For example sing-song and paper(n) - paper(v).

If we accept the point of view of the linguists who treat conversion as "a shift from one part of speech to another we can differ between parts of speech , I.e. between noun and verbs, noun and adjective etc.

"Conversion has already been defined as a shift from one part of speech to another. But this functional change has also been observed in a shift from one kind of noun to another, or one kind of verbs to another, or one kind of adverb to another; and it seems to logical to regard conversion as functional change not only between the parts of speech but also within each part of speech. It should be insisted also that conversion and derivational change are two distinct processes; derivational change by the use of prefixes and suffixes shift words between the part of speech by producing different forms as, for example, the adjective "wide" the noun "width" and the verb "widen" (A.G. Kennedy) There are two approaches to the study of conversion : synchronic and diachronic. On the diachronic level we study the origin of conversion how the converted pairs appeared in the language. Conversion was born in XII century as a result of the disappearance of inflexions in the course of the historical development of the English language in Middle English. For example, lufu-luf-love n.lufian -luf-love v . Some new words formed by conversion were created on the analogy of the semantic patterns existed in the language.On the synchronic level conversion is considered as a type of forming new words by means of paradigms. The two words differ only in their paradigms.

In English grammar, conversion is a word-formation process that assigns an existing word to a different word class, part of speech, or syntactic category. This process is also called zero derivation or a functional shift.

The historical development of conversion

The problem of conversion may prove a pitfall because of possible confusion of the synchronic and diachronic approach- Although the importance of conversion has long been recognized, and the causes that foster it seem to have been extensively studied, the synchronic research of its effect in developing a special type of patterned homonymy in the English vocabulary system has been somewhat disregarded until the last decade. This patterned homonymy, in which words belonging to different parts of speech differ in their lexico-grammatical meaning but possess an invariant component



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in their lexical meanings, so that the meaning of the derived component of the homonymous pair form a subset of the meaning of the prototype, will be further discussed in the chapter on homonymy. The causes that made conversion so widely spread are to be approached diachronically. Nouns and verbs have become identical in form first as a result of the loss of endings. When endings have disappeared phonetical development resulted in the merging of sound forms for both elements of these pairs.

Why Use Conversion?

But why would one part of speech need to be changed into another? Jean Aitchison, author of *Language Change: Progress or Decay?* gives examples of how this process is useful. "Consider sentences such as: Henry downed a pint of beer, Melissa went to town and did a buy. English, we note, lacks a simple means of saying 'to do something in one fell swoop.' This may be why the word down can be converted into a verb to mean 'drink down in one gulp,' and the word buy into a noun which, when combined with the verb do, means 'go on a single massive shopping spree. This type of fast-moving, thorough activity may represent a change in the pace of life, which is in turn reflected in the language since we increasingly make use of conversions--the conversion of one part of speech into another,"

"Conversion refers to the word formation process whereby words belonging to one word class are created from an existing word belonging to another word class without changes to pronunciation or spelling. It is also called zero derivation. This is because nothing is added, nothing is taken away. There are noun to verb, verb to noun, adjective to verb, adjective to adverb, etc. conversions. Let us examine some of these conversions as they occur in languages.

1. Noun to Verb Conversion

Noun to verb conversion, also referred to as verbification or verbing is the process whereby nouns are converted to verbs without a change in the shape of the word. It is the most productive conversion in English as most nouns can be converted to verbs. The following are a few examples in English. 1. Noun Verb

- a. eye eye
- b. pocket pocket
- c. name name
- d. toilet toilet
- e. telephone telephone
- f. butter butter

Some of these words are used in the following examples.



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- a. I pocketed the money.
- b. He named the child.
- c. She eyed him.
- d. He telephoned her.
- e. She buttered the bread.

The words in italics are the verbs derived from nouns, pocket, name, eye and telephone. Data , taken from Don (2005) showcase instances of noun to verb conversions in Dutch.

2. Verb to Noun Conversion

This process refers to the conversion of verbs to nouns. This is exemplified in below.

Verb Noun

- a. talk talk
- b. attack attack
- c. alert alert
- d. cover cover
- e. call call

- a. I talked the talk.
- b. I just received the alert.
- c. She made the call.
- d. They had an attack.

These are sentences showing verbs converted to nouns in English. This process is also called nominalization.

3.Adjective to Noun Conversion

Nouns are derived from adjectives through the process of conversion. For example.

Adjective Noun

- a. crazy crazy
- b. regular regular
- c. final final

- a. He featured in the finals.
- b. She is one of the regulars at the club.

The data, in are example sentences showing adjectives converted to nouns in English language.



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We have looked at few examples of conversion but there are still others involving other parts of speech which are not examined here. As indicated earlier, conversion is a very productive word formation process in languages. Here is a widely held opinion among many linguists that conversion is one of the most productive ways of word formation in the modern English language. It should be mentioned that other languages, such as for instance French, German, or Russian, usually give preference to the derivational processes, such as affixation or compounding. However, the phenomenon of conversion can be observed not only in the English language. Thus, having analyzed such pattern of conversion as the transformation of a noun into a verb, we can arrive at the conclusion that such transformation does not cause any significant alteration in the meaning of the new-build word, except its functioning in the sentence. As regards the reverse process, it should be mentioned that a pattern usually makes the new word acquire a new shade of meaning. However, it is difficult to say whether it is a regular polysemy or not because such a form of conversion is not widespread. In linguistics, conversion, also called zero derivation or null derivation, is a kind of word formation involving the creation of a word (of a new part of speech) from an existing word (of a different part of speech) without any change in form, which is to say, derivation using only zero. For example, the noun green in golf (referring to a putting-green) is derived ultimately from the adjective green. Conversions from adjectives to nouns and vice versa are both very common and unnotable in English; much more remarked upon is the creation of a verb by converting a noun or other word (for example, the adjective clean becomes the verb to clean).

CONCLUSION

Conversion is a very common process of word-formation in English. It is the derivational process whereby an item changes its word-class without the addition of any affix. It is done by converting a lexeme belonging to one class to another, without any overt change in shape. However, it is not easy to determine the original and the converted word in a pair of words that are exactly the same in spelling. There are some elements that are to be considered: the semantic dependence, the range of usage, the semantic range, and also the phonetic shape. Conversion almost always involves open-class vocabulary, especially noun, verb, and adjective. The converted words produced by this process are also in these three classes. The original words, compared to the converted ones, usually have broader range of meaning and usage.



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PHONETIC STYLISTIC DEVICES

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Annotation:

Phonetic stylistic devices - powerful tool for writers to create specific sound or rhythm in writing Manipulate sounds of language (vowels, consonants) to evoke emotions, create atmosphere. Add depth, complexity, engage reader on sensory level. From alliteration, assonance to onomatopoeia, rhythm - crucial in shaping overall tone, impact of writing. Guide explores various phonetic stylistic devices, how they enhance writing quality

Key words: Phonetic stylistic devices, alliteration, assonance, consonance, onomatopoeia , rhyme.

Phonetic stylistic devices are a powerful tool used by writers to create a specific sound or rhythm in their writing. These devices manipulate the sounds of language, such as vowel and consonant sounds, to evoke certain emotions or create a particular atmosphere. By using phonetic stylistic devices, writers can add depth and complexity to their writing, engaging the reader on a sensory level. From alliteration and assonance to onomatopoeia and rhythm, these devices play a crucial role in shaping the overall tone and impact of a piece of writing. In this guide, we will explore the various phonetic stylistic devices and how they can be effectively used to enhance the quality of writing. Beyond the utterance's form and meaning, there is more to the stylistic approach. In several forms of communication, there is an additional factor that must be considered. Words, phrases, and sentences sound like this. When words are considered alone, their sounds generally don't add much to the visual composition. Only when a word is used with other words can it obtain the intended phonetic effect. Although it depends on personal perception and emotion, the sound of a single word may have a particular euphonic effect. However, psychological research on the sound symbolism theory has been done. Researchers looked at the participants' associations with the distinct sounds. The data indicates that they frequently give the same answers. Phonemes with stylistic markings do not exist. Thus, at the phonological language level, there are no expressive means. However, distinct sound combinations can result in various speech devices and



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effects. Versification and instrumentation types include phonic stylistic devices. The art of writing verses is called versification. It is the creative articulation of feeling, idea, or story, typically in metric form and frequently with the use of figurative language.

Alliteration is a literary device that involves the repetition of the same initial consonant sound in a series of words within a phrase or sentence. This technique can add rhythm, emphasis, and musicality to writing, making it more memorable and impactful for the reader. For example, in the famous tongue twister "Peter Piper picked a peck of pickled peppers," the repeated "p" sound creates a playful and rhythmic effect that makes the phrase both catchy and challenging to say quickly.

In poetry, alliteration can be used to create a specific musical quality or to evoke a particular mood. For example, in the poem "The Raven" by Edgar Allan Poe, the repeated "l" sound in the line "And the silken, sad, uncertain rustling of each purple curtain" creates a haunting and melancholic atmosphere. In prose, alliteration can be used to draw attention to key phrases or to create a sense of flow and rhythm in the writing. For instance, a writer may use alliteration in a sentence like "She sells seashells by the seashore" to make it more memorable and melodic.

Assonance is a literary device that involves the repetition of vowel sounds within a series of words in close proximity. This technique can add musicality, rhythm, and emphasis to writing, creating a memorable and impactful effect for the reader. For example, in the phrase "fleet feet sweep by sleeping geese," the repeated long "e" sound creates a flowing and melodic quality that enhances the imagery and mood of the sentence. In poetry, assonance can be used to create a specific musical quality or to evoke a particular mood. For example, in the poem "The Lake Isle of Innisfree" by W.B. Yeats, the repeated long "i" sound in the line "I will arise and go now, and go to Innisfree" creates a tranquil and reflective atmosphere. In prose, assonance can be used to draw attention to key phrases or to create a sense of flow and rhythm in the writing. For instance, a writer may use assonance in a sentence like "The light of the fire died down as the sound of the night grew loud" to create a harmonious and lyrical effect.

Consonance is a literary device that involves the repetition of consonant sounds within a series of words in close proximity. This technique can add emphasis, musicality, and rhythm to writing, creating a memorable and impactful effect for the reader. For example, in the phrase "pitter-patter," the repeated "t" and "r" sounds create a sense of rhythm and musicality that enhances the imagery and mood of the sentence. In poetry, consonance can be used to create a specific musical quality or to evoke a particular mood. For example, in the poem "The Raven" by Edgar Allan Poe, the



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repeated "r" sound in the line "And the silken sad uncertain rustling of each purple curtain" creates a haunting and eerie atmosphere. In prose, consonance can be used to draw attention to key phrases or to create a sense of flow and rhythm in the writing. For instance, a writer may use consonance in a sentence like "The sun sank slowly behind the mountains" to create a soothing and peaceful effect.

Onomatopoeia is a phonetic stylistic device that adds a unique and vivid dimension to writing by imitating the sounds of the words they represent. This technique creates a sensory experience for the reader and can bring a scene to life with its sound imagery. For example, in a children's book, the author may use onomatopoeic words like "buzz" for a bee, "moo" for a cow, or "splash" for jumping into water. These words not only describe the sound but also mimic it, allowing the reader to hear the noise in their mind as they read. In poetry, onomatopoeia can be used to create a specific rhythm or mood. For example, Edgar Allan Poe's poem "The Bells" uses onomatopoeic words like "tinkle," "jingle," and "clang" to mimic the sounds of different types of bells, creating a musical and evocative effect. In fiction, onomatopoeia can add depth to action scenes by immersing the reader in the sounds of the story. For instance, a writer may use words like "crash," "bang," or "whirr" to convey the chaos and intensity of a car chase or a battle scene. Onomatopoeia is a powerful tool that allows writers to engage readers on a sensory level and bring their writing to life with vivid sound imagery. Whether used in children's literature, poetry, or fiction, onomatopoeia adds a dynamic and immersive quality to writing that captivates audiences and enhances the overall impact of the work.

Rhyme is a literary device that involves the repetition of similar sounds at the end of words, typically in poetry or song lyrics. This technique can add musicality, rhythm, and structure to writing, creating a memorable and impactful effect for the reader or listener. For example, in the famous poem "The Road Not Taken" by Robert Frost, the rhyme scheme follows an ABAAB pattern, with the words "wood" and "stood" rhyming in the first and third lines, and "way" and "day" rhyming in the second and fourth lines. This consistent rhyme scheme adds a sense of unity and completion to the poem. Additionally, the article can delve into how rhyme can be used to create a specific mood or tone in poetry and song lyrics. For example, a poem with a playful and lighthearted theme may use end rhymes to create a sense of whimsy and joy, while a song with a somber or melancholic message may use internal rhymes to add depth and complexity to the lyrics. In poetry, rhyme can be used to create a sense of structure and form, as well as to emphasize key themes or ideas. For instance, in the sonnet "Shall



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"I compare thee to a summer's day?" by William Shakespeare, the consistent rhyme scheme (ABABCDCDEFEGG) adds a sense of elegance and sophistication to the poem. In songwriting, rhyme can be used to create catchy and memorable lyrics that resonate with listeners. For example, in the song "Hey Jude" by The Beatles, the repeated end rhymes in the chorus ("take a sad song and make it better") create a sense of familiarity and singability that has made the song a timeless classic.

IN CONCLUSION

In conclusion, phonetic stylistic devices are essential tools for enhancing language and communication. Through techniques such as alliteration, assonance, consonance, onomatopoeia, euphony, and cacophony, speakers and writers can add depth, musicality, and emphasis to their words. Alliteration uses the repetition of initial consonant sounds to create a rhythmic and memorable effect. Assonance involves the repetition of vowel sounds, adding harmonious and cohesive qualities to language. Consonance repeats consonant sounds, enhancing the rhythm and flow of speech. Onomatopoeia imitates natural sounds, creating vivid mental images. Euphony creates a pleasant and melodious quality in language, while cacophony deliberately uses dissonant sounds to evoke negative emotions. Phonetic stylistic devices allow individuals to express themselves creatively, engage audiences, and add impact to their words. Whether used in poetry, storytelling, or descriptive writing, these devices enhance the beauty, musicality, and effectiveness of language.



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Adjectives and their types

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Annotation

Adjectives are an essential part of speech that help to describe or modify nouns or pronouns. They provide additional information about the noun or pronoun, such as its size, color, shape, or opinion. Adjectives play a crucial role in making our language more vivid and expressive. In this article, we will explore the different types of adjectives and their functions.

Key words: Descriptive adjectives, demonstrative adjectives, possessive adjectives, quantitative adjectives, comparative adjectives, superlative adjectives, interrogative adjectives, indefinite adjectives.

Adjectives are versatile and serve various purposes in our language. Whether they describe, quantify, point out, indicate possession, ask questions, or compare, adjectives enhance our communication by providing additional details about nouns or pronouns. Understanding the different types of adjectives allows us to express ourselves more precisely and vividly.

Descriptive Adjectives: These adjectives describe the qualities or characteristics of a noun. For example, in the phrase "beautiful flower," the word "beautiful" is a descriptive adjective that tells us about the flower's appearance.

Quantitative Adjectives: These adjectives indicate the quantity or amount of a noun. Examples include "few," "many," "some," "several," and "all." For instance, in the sentence "I have few friends," the word "few" is a quantitative adjective that tells us about the number of friends.

Demonstrative Adjectives: These adjectives point out or indicate specific nouns. Common examples are "this," "that," "these," and "those." For example, in the phrase "this book," the word "this" is a demonstrative adjective that specifies which book is being referred to.



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Possessive Adjectives: These adjectives show ownership or possession. Examples include "my," "your," "his," "her," "its," "our," and "their." For instance, in the sentence "I lost my keys," the word "my" is a possessive adjective that indicates the keys belong to the speaker.

Interrogative Adjectives: These adjectives are used to ask questions about nouns. Common examples are "which," "what," and "whose." For example, in the question "Which car is yours?" the word "which" is an interrogative adjective that seeks information about the car.

Comparative Adjectives: These adjectives are used to compare two or more nouns. They often end in "-er" or are preceded by "more" or "less." Examples include "taller," "more beautiful," and "less intelligent." For instance, in the sentence "She is taller than her sister," the word "taller" is a comparative adjective that compares the height of the two sisters.

Superlative Adjectives: These adjectives are used to compare three or more nouns, indicating the highest degree or quality. They often end in "-est" or are preceded by "most" or "least." Examples include "tallest," "most beautiful," and "least intelligent." For example, in the sentence "He is the tallest person in the room," the word "tallest" is a superlative adjective that indicates the highest height among all the people in the room. Adjectives are words that describe or modify nouns or pronouns. They provide more information about the noun or pronoun by answering questions such as "what kind?", "which one?", or "how many?".

Here are some common types of adjectives with examples:

1. **Descriptive Adjectives:** These adjectives describe the qualities or characteristics of a noun.

- Beautiful: She has a beautiful smile.
- Tall: The tall building can be seen from miles away.
- Intelligent: He is an intelligent student.

2. **Demonstrative Adjectives:** These adjectives point out or indicate specific nouns.

- This: This book is mine.
- That: That car is expensive.
- These: These shoes are comfortable.
- Those: Those flowers are blooming.



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3. Possessive Adjectives: These adjectives show ownership or possession.

- My: This is my house.
- Your: Is this your pen?
- His: His car is parked outside.
- Their: Their dog is very friendly.

4. Quantitative Adjectives: These adjectives indicate the quantity or amount of a noun.

- Many: There are many books on the shelf.
- Few: There are few students in the classroom.
- Several: I have several friends in this city.
- Some: Can I have some water, please?

5. Comparative Adjectives: These adjectives compare two or more nouns.

- Bigger: The blue car is bigger than the red one.
- Smaller: The small dog is faster than the big one.
- Taller: John is taller than his brother.

6. Superlative Adjectives: These adjectives compare three or more nouns, indicating the highest degree.

- Best: She is the best student in the class.
- Worst: It was the worst movie I've ever seen.
- Tallest: Mount Everest is the tallest mountain in the world.

7. Interrogative Adjectives: These adjectives are used to ask questions about a noun.

- Which: Which book do you recommend?
- What: What color is your car?



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- Whose: Whose bag is this?

8. Indefinite Adjectives: These adjectives refer to non-specific or unidentified nouns.

- Any: Do you have any questions?

- Each: Each student received a certificate.

- Many: Many people attended the concert.

These are just a few examples of adjectives and their types. Adjectives play a crucial role in providing details and enhancing the meaning of nouns or pronouns in a sentence.

In conclusion, adjectives play a crucial role in language by providing additional information and enhancing the meaning of nouns and pronouns. They allow us to describe and differentiate objects, people, places, and ideas, making our communication more precise and vivid. Adjectives can convey various qualities such as size, color, shape, texture, personality, emotions, and more, enabling us to paint a detailed picture in the minds of our listeners or readers. They also help us express our opinions, preferences, and judgments, adding depth and nuance to our expressions. Moreover, adjectives contribute to effective storytelling, persuasive writing, and creative expression, allowing us to create engaging narratives and evoke specific emotions in our audience. However, it is important to use adjectives judiciously and accurately, considering the context and avoiding excessive or redundant use. By mastering the art of using adjectives effectively, we can enhance our communication skills and create a more engaging and impactful language experience.

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Vowels and their modifications

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Annotation

Vowels are an essential component of speech sounds, forming the core of every syllable in a word. They are produced with an open vocal tract, allowing air to flow freely without any significant obstruction. However, vowels are not static; they can be modified in various ways to create different sounds and convey different meanings. In this article, we will explore the modifications that vowels undergo and their significance in language.

Key words: Vowel sound, vowel height, high, mid, low, vowel quality, vowel nasalization, vowel rounding, articulating, tongue, lips, jaw, lengthening, diphthongization, centralization.

Vowels are speech sounds produced with an open vocal tract, allowing the air to flow freely. They are characterized by the absence of any significant constriction or obstruction in the vocal tract. Vowels are the most sonorous and prominent sounds in a language, forming the nucleus of syllables.

One of the primary modifications of vowels is known as vowel lengthening or shortening. This modification refers to the duration of a vowel sound. In some languages, such as English, vowel length can change the meaning of a word. For example, the words "bit" and "beat" differ only in the length of the vowel sound. Vowel lengthening or shortening can also be used to convey emphasis or emotion in speech.

Another modification of vowels is called vowel height. Vowel height refers to the position of the tongue in the mouth when producing a vowel sound. Vowels can be classified into high, mid, or low based on the relative position of the tongue. For example, the vowel sound in the word "see" is a high vowel, while the sound in the word "cat" is a low vowel. Vowel height plays a crucial role in distinguishing between different words in many languages.



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Vowel quality is another important modification of vowels. Vowel quality refers to the specific sound produced when articulating a vowel. It is determined by the shape of the vocal tract, including the position of the tongue, lips, and jaw. Vowel quality can vary significantly across languages. For instance, the vowel sound in the word "bed" is different from the vowel sound in the word "bad." These subtle differences in vowel quality contribute to the richness and diversity of languages worldwide.

Vowel nasalization is yet another modification that affects vowel sounds. Nasalization occurs when air is allowed to pass through the nasal cavity while producing a vowel sound. This modification is commonly found in languages like French and Portuguese. For example, in French, the vowel sound in the word "bon" is nasalized, while in English, it is not. Nasalization adds a distinct quality to vowel sounds and can alter the meaning of words.

Lastly, vowel rounding is a modification that involves the shape of the lips when producing a vowel sound. Vowels can be rounded or unrounded, depending on whether the lips are rounded or not. For instance, the vowel sound in the word "boot" is rounded, while the sound in the word "bit" is unrounded. Vowel rounding is an essential feature in many languages and can contribute to the overall sound of a word.

Here are some examples of vowel modifications:

1. **Lengthening:** Vowels can be lengthened to create a different sound. For example:

- "beat" /i/ vs. "bit" /ɪ/
- "boot" /u/ vs. "put" /ʊ/

2. **Diphthongization:** Vowels can transition into a different vowel sound within the same syllable. For example:

- "ride" /aɪ/ vs. "rat" /æ/
- "boy" /ɔɪ/ vs. "bought" /ɔ/

3. **Nasalization:** Vowels can become nasalized when air flows through the nose while producing the sound. For example:



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- "man" /æ/ vs. "manned" /æ̃/

- "sing" /ɪ/ vs. "singing" /ĩ/

4. **Rounding:** Vowels can be rounded by protruding the lips. For example:

- "cat" /æ/ vs. "cot" /ɔ/

- "sheep" /i/ vs. "shoot" /u/

5. **Centralization:** Vowels can become more centralized by moving the tongue towards the center of the mouth. For example:

- "bed" /ɛ/ vs. "bird" /ɜ/

- "hot" /ɑ/ vs. "hut" /ʌ/

These are just a few examples of vowel modifications. The English language has a wide range of vowel sounds and their variations, making it a complex and diverse system.

In conclusion, vowels are not static entities but undergo various modifications to create different sounds and convey different meanings. Vowel lengthening or shortening, vowel height, vowel quality, nasalization, and vowel rounding are some of the modifications that shape the complexity of speech sounds. Understanding these modifications is crucial for studying phonetics, language acquisition, and communication in general.

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1-TOM, 11-SON
LANGUAGE UNIVERSALS AND THEIR CHARACTERISTIC
FEATURES

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Annotation

Language universals are patterns or features that are found in all languages across the world. These universals can be categorized into different types based on their characteristic features

Key words: Principles, patterns, characteristic features, phonemes, sound, words, sentences, word order, verb conjugation, noun declension, grammatical rules, morphology, morphemes, syntax, semantics, phrases, convey meaning, vocabulary, idioms, pragmatics .

Language universals are the fundamental principles or patterns that are found in all languages across the world. These universals provide insights into the underlying structure and organization of human language. While there are numerous language universals, they can be broadly categorized into several characteristic features.

One of the most prominent characteristic features of language universals is the presence of phonemes. Phonemes are the smallest units of sound that can distinguish meaning in a language. Every language has a set of phonemes that are combined to form words and sentences. For example, English has approximately 44 phonemes, while other languages may have more or fewer.

Another characteristic feature is the existence of grammar. All languages have a system of rules and structures that govern how words are combined to form meaningful sentences. This includes rules for word order, verb conjugation, and noun declension. While the specific grammatical rules may vary across languages, the presence of grammar is universal.

Language universals also include the use of morphology, which is the study of word formation and structure. Morphemes are the smallest meaningful units of language, such as prefixes, suffixes, and root words. All languages use morphemes to create new words and convey different meanings. For example, the English word



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"unhappiness" consists of three morphemes: "un-" (a prefix meaning "not"), "happy" (a root word), and "-ness" (a suffix indicating a state or quality).

Another characteristic feature of language universals is the presence of syntax. Syntax refers to the rules that govern how words are organized and combined to form sentences. This includes rules for word order, sentence structure, and the use of modifiers. For example, in English, the typical word order is subject-verb-object (e.g., "The cat chased the mouse"), while other languages may have different word orders.

Additionally, all languages have a system of semantics, which is the study of meaning in language. Semantics involves the use of words, phrases, and sentences to convey specific meanings. This includes the use of vocabulary, idioms, and figurative language. While the specific meanings may vary across languages, the presence of semantics is universal.

Lastly, language universals also include the use of pragmatics, which is the study of how context influences the interpretation of language. Pragmatics involves understanding the social and cultural aspects of language use, such as politeness, sarcasm, and indirect speech. While the specific pragmatic rules may vary across languages, the presence of pragmatics is universal.

. Here are some common language universals and their characteristic features:

1. Phonological Universals:

- All languages have a set of distinct sounds or phonemes.
- Languages have rules for combining these phonemes to form words and sentences.
- All languages have a limited number of phonemes, typically ranging from 20 to 80.

2. Syntactic Universals:

- All languages have a basic word order, such as subject-verb-object (SVO) or subject-object-verb (SOV).
- Languages have rules for forming questions, negations, and other sentence structures.
- All languages have a system of grammatical categories, such as nouns, verbs, adjectives, etc.

3. Semantic Universals:

- All languages have words or expressions to refer to basic concepts like time, space, and quantity.



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- Languages have words to express basic emotions and social relationships.
- All languages have words to describe objects, actions, and qualities.

4. Pragmatic Universals:

- All languages have ways to indicate politeness, such as using honorifics or polite forms of address.
- Languages have strategies for conveying information, such as using gestures, intonation, or emphasis.
- All languages have ways to express speech acts like requests, commands, apologies, etc.

5. Morphological Universals:

- All languages have a system for forming words, such as adding prefixes or suffixes.
- Languages have rules for inflecting words to indicate tense, number, gender, etc.
- All languages have a way to express possession, either through affixes or separate words.

It is important to note that while these universals are found in most languages, there are exceptions and variations across different language families and individual languages. Additionally, the presence of these universals does not imply that all languages are the same or that they share a common origin.

In conclusion, language universals exhibit characteristic features such as the presence of phonemes, grammar, morphology, syntax, semantics, and pragmatics. These features provide insights into the underlying structure and organization of human language, highlighting the commonalities that exist across all languages.



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1-TOM, 11-SON
AN INSIGHT INTO TRANSLATION METHODS IN LANGUAGE
TEACHING

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Annotation

Translation has been widely used as a method in language teaching for centuries. It involves the conversion of words or texts from one language to another, aiding learners in understanding and producing accurate language expressions. This article explores the various translation methods in teaching and discusses their benefits and limitations in language acquisition.

Key words: Translation method, grammar translation, communicative translation method, contrastive analysis method, direct method, vocabulary, words.

Grammar Translation is a traditional method of language teaching that focuses on the explicit teaching of grammar rules and the translation of sentences between the target language and the native language.

1. Grammar Translation Method:

The Grammar Translation Method is one of the earliest translation methods used in language teaching. It focuses on teaching grammar rules and vocabulary through translation exercises. Learners memorize grammar rules and vocabulary lists and then translate sentences or texts from the target language to their native language. However, this method is often criticized for its lack of emphasis on oral skills and real-life communication.

2. Communicative Translation Method:

The Communicative Translation Method aims to enhance learners' communicative skills by using translation as a means of expression. Instead of word-for-word translation, learners are encouraged to convey meaning and context accurately. This method considers the cultural aspects and nuances of both the source and target languages, fostering a deeper understanding of the languages involved. It encourages learners to use translation as a tool for effective communication.

3. Contrastive Analysis Method:



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The Contrastive Analysis Method compares and contrasts two languages to identify and overcome the difficulties learners face due to language differences. Through translation exercises, learners gain insights into the structural, lexical, and idiomatic differences between the source and target languages. This method helps learners understand and overcome common errors and fosters a deeper understanding of both languages.

4. Direct Method:

The Direct Method discourages the use of translation in language teaching. Instead, it focuses on the direct association between the target language and meaning, without reliance on the native language. This method aims to develop learners' oral skills and promotes thinking in the target language from the very beginning. While translation is not the primary method used, it may be incorporated as a tool to clarify difficult concepts or build vocabulary understanding.

Benefits and Limitations:

Translation methods offer several benefits in language teaching, including:

1. Enhanced understanding: Translation aids learners in comprehending and conveying meaning accurately between languages.
2. Vocabulary enrichment: Translation exercises allow learners to expand their vocabulary in both the source and target languages.
3. Cultural awareness: Translation methods provide an insight into the cultural aspects embedded within languages, fostering cross-cultural understanding.

However, translation methods have limitations, such as:

1. Over-reliance: Learners may become overly reliant on translation and struggle with developing fluency and real-life communication skills.
2. Loss of accuracy: Word-for-word translation may lead to inaccuracies, as languages often have different structures, idiomatic expressions, and cultural nuances.
3. Limiting creativity: Strict translation methods may hinder learners' creativity and ability to think in the target language independently.

This method involves the following annotations:

1. Grammar rules: The teacher provides explicit explanations of grammar rules, including verb conjugations, sentence structure, and word order. These rules are often presented in a deductive manner, where students are given the rules first and then apply them in practice.
2. Translation exercises: Students are given sentences or texts in the target language and are required to translate them into their native language. They may also



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be given sentences in their native language and asked to translate them into the target language. These translation exercises aim to develop students' understanding of vocabulary, grammar, and sentence structure in both languages.

3. Vocabulary lists: Students are provided with lists of vocabulary words in both the target language and their native language. These lists often include translations and examples of usage. Students are expected to memorize these words and their translations.

4. Reading and writing exercises: Students practice reading and writing in the target language through exercises such as comprehension questions, sentence completion, and essay writing. These exercises aim to reinforce grammar rules and vocabulary knowledge.

5. Grammar drills: Students engage in repetitive exercises that focus on specific grammar points, such as verb conjugations, noun declensions, or sentence structure. These drills aim to reinforce grammar rules and develop accuracy in language production.

6. Error correction: The teacher provides feedback and correction on students' written and spoken work, focusing on grammar errors and translation mistakes. This feedback helps students to identify and correct their mistakes.

7. L1-L2 comparisons: The teacher highlights similarities and differences between the target language and the native language, helping students to understand and apply grammar rules and vocabulary effectively.

8. Memorization: Students are expected to memorize grammar rules, vocabulary lists, and translation exercises. This memorization is seen as a key component of language learning in the Grammar Translation method.

Conclusion, The Grammar Translation method emphasizes the explicit teaching of grammar rules and the translation between the target language and the native language. It focuses on accuracy and precision in language production, but may neglect communicative skills and fluency. Translation methods play a significant role in language teaching by aiding learners in acquiring new languages, understanding cultural differences, and enhancing communication skills. While they have their benefits, it is important to balance their usage with other methods to promote a well-rounded language learning experience.



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ADJECTIVES AND THEIR TYPES
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ANNOTATION

The primary goal of this project is to use EuroWordNet synsets for the semantic annotation of nominal and adjectival words within a portion of the SenSem corpus (BFF2003-06456). Acquiring selective restrictions associated with a sequence of verbal units requires the task of word sense disambiguation. One of the goals of the KNOW project (TIN2006-1549-C03-02) is this acquisition. In order to achieve this goal, we will also undertake two essential subtasks: creating classes of concepts (synsets), as the description of EuroWordNet contains too much detail. The outcome will be a data bank to work on the automatic disambiguation semantics in addition to making it possible to acquire selective restrictions.

Nouns and pronouns are altered or described by adjectives. They can be predicative, meaning they come after the noun, or attributed, meaning they come before the noun. Predicative adjectives usually come after a linking verb (such certain verb tenses, like "to be") that establishes a connection between the adjective and the sentence's subject. Examples of adjectives with attributes and predicates. It's home, the proud soldier. The combatant feels pleased. The committed worker gets started early. The worker is committed.

Take note

Certain adjectives can only be used in one place, but the majority can occur in both the attributive and predicative positions. For instance, the words "asleep" and "main" are restricted to usage in the predicative and attributive positions, respectively.

The primary cause is that

The primary reason is.

The man is dozing off.

The man who is asleep is a constant adverb (such as "fast," "late," or "early").

Advice

Examine the word that a word is modifying if you are unclear if it is being used as an adjective or an adverb. It is an adjective if it modifies a noun or a pronoun. It is an adverb if it modifies a verb, adjective, or other adverb. For instance, because the word "early" modifies the verb "left," it is an adverb in the sentence "the man left early." Since



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the word "early" is used to describe the noun "dinner," it functions as an adjective in the sentence "an early dinner."

Adjectives that are superlative and comparative

Adjectives that are comparative are used to contrast two objects. Typically, the suffix "-er" (or "-r" if the word ends in a "e") is added to create them. When two-syllable nouns finish in "y," "-ier" is used in place of the "y." Adjectives that have not been changed can also be preceded with "more" or "less" to create comparative adjectives. When it comes to nouns with two or more syllables, the "more" form is usually utilized, whilst the "less" form is reserved for all adjectives. Adjectives that compare in a sentence are an example. Compared to Claire's essay, Simon's is longer. With the fire going, the room feels cozier; without it, it is less cozy. Never have I encountered a more noble individual.

Modes:

Standard

Superlative adjectives can also be formed by adding "most" or "least" before an adjective that has not been modified. The "most" form is typically used for words with two or more syllables, while the "least" form is used for all adjectives. Examples: Superlative adjectives in a sentence. Even the greatest athletes need adequate rest. All the courses were delicious, but the dessert was the tastiest. Alicia is the most charming person at the party, but her partner is the least charming. Absolute adjectives. An absolute adjective is an adjective describing an absolute state that cannot be compared. For example, the word "dead" is often considered to be an absolute adjective because it's not possible to be "deader" than someone else. However, actual usage varies, and absolute adjectives are often modified by words such as "almost."

Coordinate adjectives

Coordinate adjectives are two or more adjectives that modify the same noun in a sentence. Coordinate adjectives can be separated by commas or by the conjunction "and." Examples: Coordinate adjectives in a sentence. The plums were cool and delicious. Aaron wrote a heartbreaking, inspiring novel. Another way to create superlative adjectives is to prefix an adjective with "most" or "least" before it has been changed. When it comes to nouns with two or more syllables, the "most" form is usually utilized, whilst the "least" form is reserved for all adjectives. Superlative adjectives in a sentence are one example. Even the best athletes require enough sleep. Although every course was excellent, the dessert was the best. Although Alicia is the most



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endearing person at the gathering, her boyfriend is not as much. Unqualified adjectives An adjective that describes an uncomparable absolute state is called an absolute adjective. For instance, because it is impossible to be "deader" than someone else, the term "dead" is frequently regarded as an absolute. But in practice, use varies, and terms like "almost" are frequently used to modify absolute adjectives.

Sync up the adjectives.

Two or more adjectives that modify the same noun in a sentence are called coordinate adjectives. Coordinate adjectives can be divided by the conjunction "and" or by commas. Coordinate the adjectives in a sentence, for instance. The plums were tasty and refreshing. Aaron penned a moving and inspirational book. Adjectives of other kinds. In English, there are numerous kinds of adjectives. Other significant categories of adjectives include:

adjectival appositives

Combination adjectives

adjectival participles

appropriate adverbs

Declarative adjectives

Term adjectives

adjectival appositives

An adjective (or group of adjectives) that comes after the noun it modifies is called an appositive adjective. Typically, dashes or commas are used to separate it.

Combination adjectives

An adjective that combines two or more words to express a single idea is called a compound adjective (in-depth, for example). In cases where a compound adjective comes before the noun it alters (attributive), a hyphen usually separates the individual words. When the compound adjective is placed after the noun (predicative), it is often not necessary to hyphenate. Examples include sentences with compound adjectives. Here resides a well-known man. Mark has a big following.

Take note

Regardless of the adverb's position, no hyphen is used when combining it with another adverb that ends in "-ly" to form a compound adjective. An extremely well-liked public servant a well-regarded public figure adjectival participles. An adjective that is the same as a verb's participle form and usually ends in "-ing," "-ed," or "-en" is called a participial adjective. Adjectives that participate in a sentence are an example. The effect of the light was blinding. Eva was a little perplexed.



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Take note

A gerund is a noun that is created from a present participle. appropriate adverbs. An adjective that indicates origin and is derived from a proper noun is called a proper adjective. Proper adjectives are always capitalized, just like proper nouns. Examples: Sentence-appropriate adjectives Not far away is a well-known Indian eatery. Shakespearean drama does not appeal to Liza. Declarative adjectives. An adjective that is denominal is one that is created from a noun, frequently with the addition of a suffix (such as "-ish," "-ly," or "-esque"). Example: In a sentence, a nominal adjective. Although Amira finds Han to be immature, he is at least amiable.

Term adjectives.

An adjective that serves as a noun is referred to as a nominal adjective (also called a substantive adjective). The definite article "the" usually comes before nominal adjectives. In a sentence, nominal adjectives. The candidate won over both wealthy and impoverished people. Taking care of the elderly is important.

CONCLUSION

Predicative adjectives can be encoded in a variety of ways, including non-verbal and verbal languages (Stassen, 2008). The Asia-Pacific area is home to the majority of languages that only encode predicative adjectives verbally (Hajek, 2004; Stassen, 2008). For instance, TAM marking on adjectives in Lao appears to cover the entire TAM paradigm in the language. This... Enfield (2004) proposed that Lao adjectives belong to the verb subclass as a solution. Adjective TAM marking in all other languages is limited to appropriate subsets of the language's TAM paradigms (Hajek, 2004). Importantly, adjectives that are designated with LP or LA markers are, by definition, LPs or LAs. ..

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ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ
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Understanding Methodology: A Guide to Effective Research Methods

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Key words: Methodology, Research methods, Validity, Reliability, Reproducibility, Ethical considerations, Quantitative methodology, Qualitative methodology, Mixed-methodology, Action research, Ethnographic methodology, Research question, Data collection, Data analysis, Pilot testing, Documentation, Academic research.

Annotation: This informative article delves into the fundamental concept of methodology in the context of research, emphasizing its significance and various types of research methods. It clarifies that methodology acts as a structured and systematic approach, guiding researchers through the research process, ensuring the credibility of results, and facilitating the replication of studies. The article highlights the importance of methodology in terms of validity, reliability, ethical considerations, and its role in streamlining research. It outlines key types of methodologies, including quantitative, qualitative, mixed-methods, case studies, and more, providing a well-rounded understanding of their applications. The article also offers practical guidance on crafting a methodology, ensuring alignment with research questions, ethical considerations, and the choice of appropriate data collection and analysis methods. Overall, it serves as a valuable resource for students, researchers, and professionals, aiming to enhance their research skills and knowledge.

These keywords can be used for indexing, search engine optimization (SEO), or to help readers quickly identify the main topics covered in your article.

In the world of academia, research, and science, methodology plays a pivotal role in the pursuit of knowledge and the quest to answer questions and solve problems. Whether you are a student conducting a research project, a scientist developing groundbreaking experiments, or a business analyst gathering data for a market study, the methodology you employ can significantly impact the quality and validity of your results. In this article, we will explore what methodology is, its importance, and various types of research methods.

What is Methodology?

Methodology, in the context of research, refers to the systematic and structured approach used to conduct a study, gather data, and analyze information. It encompasses



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the techniques, procedures, and guidelines that researchers follow to ensure that their research is conducted with rigor, precision, and reliability. A well-crafted methodology provides a roadmap for the research process, enabling other scholars to replicate and validate the findings.

The Importance of Methodology

1. “Validity and Reliability:” A robust methodology is essential for ensuring the validity and reliability of research. It helps in minimizing errors and biases in data collection and analysis, which is crucial for producing credible results.

2. “Reproducibility:” Methodology ensures that other researchers can reproduce and verify the study's findings. This is a fundamental principle in scientific research, as it allows for the confirmation or refutation of previous work.

3. “Ethical Considerations:” Ethical concerns are paramount in research. Methodology often includes guidelines for ethical data collection and participant treatment, ensuring the well-being of individuals involved in the study.

4. “Efficiency:” A well-designed methodology streamlines the research process, making it more efficient. Researchers can focus on the specific steps required to address their research questions.

5. “Applicability:” The choice of methodology depends on the nature of the research. Different methodologies are suited to different research questions, allowing for a tailored approach to data collection and analysis.

Types of Methodologies

There are various methodologies used in research, each suited to different research objectives. Here are some of the most common types:

1. “Quantitative Methodology:” This methodology involves the collection and analysis of numerical data. It is highly structured, often employing surveys, experiments, and statistical analysis to draw conclusions. Quantitative research is particularly useful for establishing patterns, correlations, and generalizability.

2. “Qualitative Methodology:” Qualitative research focuses on non-numerical data, such as interviews, observations, and textual analysis. It aims to understand the complexities of human behavior, opinions, and experiences. Qualitative research is exploratory in nature and is valuable for uncovering deep insights.

3. “Mixed-Methods Methodology:” Researchers often use a combination of quantitative and qualitative methods to gain a more comprehensive understanding of a research topic. This approach allows for triangulation of data, enhancing the depth and breadth of the study.



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4. “Case Study Methodology:” Case studies involve an in-depth analysis of a single case or a small number of cases. It is particularly useful when researchers want to explore unique or complex phenomena. Case studies provide detailed, context-specific insights.

5. “Experimental Methodology:” In experimental research, researchers manipulate variables to test cause-and-effect relationships. Controlled experiments are common in the natural and social sciences and are effective for establishing causal links.

6. “Survey Methodology:” Surveys involve the collection of data from a sample of respondents through structured questionnaires or interviews. Surveys are valuable for gathering information from a large number of participants.

7. “Action Research:” This methodology is commonly used in educational and social research. It involves collaboration between researchers and practitioners to address real-world problems and bring about positive change.

8. “Ethnographic Methodology:” Ethnography involves immersing the researcher in the culture or community being studied. It is prevalent in anthropology and sociology, allowing researchers to gain an insider's perspective.

Crafting Your Methodology

When developing a research methodology, it's essential to consider your research question, objectives, and the nature of your study. Here are some key steps to crafting an effective methodology:

1. “Clearly Define Your Research Question:” Your methodology should align with your research question. Ensure that your research methods are appropriate for addressing the specific issues you aim to explore.

2. “Choose the Right Methodology:” Select the methodology or combination of methodologies that best suit your research objectives. Justify your choice with a clear rationale.

3. “Data Collection:” Outline how you will collect data, including the tools, instruments, and techniques you will use. Ensure that your data collection process is systematic and well-documented.

4. “Data Analysis:” Describe the methods you will use to analyze the data, whether it's statistical tests, thematic analysis, or other techniques. Be transparent about how you will draw conclusions.



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5. "Ethical Considerations:" Address ethical concerns in your methodology. Explain how you will obtain informed consent, protect the privacy of participants, and adhere to ethical guidelines.

6. "Pilot Testing:" Before executing your research, conduct a pilot study to test the feasibility of your methodology and make any necessary adjustments.

7. "Documentation" Keep detailed records of your research process. This documentation is crucial for transparency and replication.

Conclusion

Methodology is the backbone of any research endeavor, guiding the researcher through the intricate process of data collection and analysis. A well-crafted methodology ensures the reliability and validity of research findings, facilitating the advancement of knowledge in various fields. By understanding the different types of methodologies and following a systematic approach, researchers can contribute to the ever-expanding body of knowledge and make a meaningful impact on their chosen areas of study.

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SURXONDARYO VILOYATI AHOLISI ORASIDA YANGI PAYDO
BO'LGAN O'SMALAR KO'RSATKICHI

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Toshkent Tibbiyot Akademiyasi Termiz filiali talabalari

Bugungi kunda Yer yuzida yashovchi insonlar orasida so'ngi 10 yil ichida ba'zi kasalliklarning ko'rsatkichi pasayib borayotgani bilan bir qatorda ayrim noinfeksion kasalliklarning ko'rsatkichi sezilarli darajada o'sib borayotganligi hechkimga sir emas. Masalan, onkologiyaga oid o'smalar 2020-2023 yillar orasida sezilarli darajada o'sdi. Xususan, Respublikamizda aholi orasida yangi paydo bo'lgan o'smalar bilan kasallanish ko'rsatkichi kun sayin ortib borayotganligiga o'rganilayotgan tadqiqotimiz bunga yaqqol misoldir.

Surxondaryo viloyati aholisi orasida yangi paydo bo'lgan o'smalar 2023-yil 1-aprel holatiga ko'ra 0,4% ni tashkil qilib, ayollar orasida bu kasallik keng tarqalgan.

Viloyat aholisi orasida yangi paydo bo'lgan o'smalar 18-29 yoshdagilar orasida 2,6% ni, 65 yosh va undan oshganlarda 5,2% ni, ayollarning 59% zi bu turdagi kasallik bilan kasallanganliklari aniqlandi.

Yangi paydo bo'lgan o'smalar umumiy ro'yxatga olingan bemorlarning 92,7% zini qishloq aholisi tashkil qilib, ularning 58,1% zi ayollardir.

Yangi paydo bo'lgan o'smalar birinchi marta tashxis qo'yilganlar, ya'ni avval bu kasallik bilan og'rimagan, tekshiruv yoki ko'rik natijasida aniqlanganlar 3,2% ni tashkil qildi. Shundan, 1% ni 18-29 yoshdagilar, 2,2% ni 65 yosh va undan yuqori yoshdagilar tashkil qilgan bo'lsa, ayollar 11,3% ekanligi aniqlandi.

Surxondaryo viloyati qishloq aholisining 18.3% da yangi paydo bo'lgan o'smalar aniqlangan bo'lib, 7,9% ayollar bu turdagi kasallikga chalingan.



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Xulosa qilib aytganda, yangi paydo bo'lgan o'smalar Surxondaryo viloyati aholisi orasida ayollarda uchrash ko'rsatkichi shahar ayollariga nisbatan qishloqlarda yashovchi ayollar orasida ko'p uchrashi qayt etildi. Bu kasallik bilan viloyat aholisi orasida yosh bo'yicha tahlil qilinganda 18-29 yoshlilar va 65 va undan yuqori yoshdagi ayollar ko'p kasallanishlari aniqlandi.

Yangi paydo bo'lgan o'smalar shahar va qishloq aholisi orasida kamaytirish maqsadida profilaktik chora tadbirlar ishlab chiqib, aholi orasida keng qamrovli tushuntirish ishlari olib borilsa kasallanish ko'rsatkichi bir muncha kamaygan bo'lardi.

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ANALYSIS OF POEMS

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ANNOTATION

This article gives information about analysis of Emily Dickinson's famous poem which is 'Because I Could Not Stop for Death'.

Key words: Stylistic, graphology, phonology, meter, rhyme, alliteration, morphology.

Zooming in Dickinson's stylistic idiosyncrasy:

Almost all Dickinson scholars subscribe to the idea that her poetry is distinct from her contemporaries in both form and content.(Huges 1971),.. She has obviously marched along an —un-trodden pathll in her poetic composition to quote her modern compatriot Robert Frost. Her poem —Because I Could Not Stop for Deathll is, indeed, a testimony.

Although the poem centers on the perennial philosophical and theological issue of death her take on it is markedly distinct. In this particular poem death is presented in a lighthearted and conspicuously solipsistic manner. Her conception of death does , however, square up with how most philosophers and theologians beliefs that death is, but a gateway to an eternal life. That is, indeed, the very theme of Dickinson's poem. Then, in what way is Dickinson different from others? The difference rests on the way in which the poetess depicts death. Dickinson's —deathll is a far cry from the proverbial biblical —grim reaperll with a sharp scythe mowing down human beings. It is, rather, a chivalrous gentleman pulling over for the female speaker whose hour has come to take her in a pleasurable journey towards eternity. Dickinson's directness and informality, likewise, in stark contrast with most philosophers treatment of death which is shrouded in eruditeness and awe. In this respect Dickinson's approach to death is unlike how other poets deal with the theme. The metaphysical poet John Donne, for example treated death as an enemy that needs to be intimidated in order to be overcome. The confrontational tone of his poem —Death don't be proudll is nothing like the feeling of appreciation and gratitude in —Because I could not stop for death he kindly stopped for me.



1-TOM, 11-SON Graphology

The graphological structure of poem, to begin with, is a clear testimony on her unconventional style. Her punctuation, especially the excessive use of the punctuation mark of dash is a 'stylistically distinctive feature' that sets her apart from other poets. (Crystal and Davies) the first stanza quoted below

shows this. Because I could not stop for Death — He kindly stopped for me — The Carriage held but just Ourselves — And Immortality. Those dashes according to one commentator make the reader pause and usher him or her on to the next line. They might thought of as connectors or strings, pulling the reader through the poem..(Shmoop Editorial Team, 2008).

Phonology

Phonology conventionally deals with matter of sound i.e. how individual sounds (phonemes) are combined and distributed in order to form larger linguistic units. Language users, including, poets are customarily; free to deploy them in a way that suits their intended organizational choices within the boundaries of the rules of the language. The collective human endeavor in this respect has resulted in conventionalized phonological stylistic features with accepted categorization and terminologies. Thus, we have terms such as rhyme, meter, alliteration, assonance and the likes. Below is an exploration of Dickinson's appropriation of these phonological stylistic features in her poem —"Because I could not Stop for Death":

Meter

The poem has a rigorous metrical pattern. It is based on the iambic foot which is commonly known to be natural rhythm of speech in English, where unstressed syllable precedes stressed ones. Be-cause | I could | not stop | for Death, The poem consists of six stanzas of four lines each. The first and the third lines in all stanzas have four feet (tetrameter), while the second lines have three feet (trimeter). This pattern is reversed in the fourth stanza where the first line consists of three feet, whereas the second has four. As for the fourth in the stanzas, their length vary from two feet (dimeter) in the first two stanzas and three feet (trimeter) in the rest of the stanzas.

Rhyme

There is no regular rhyme scheme in this poem. There is nonetheless, a random distribution of an end-rhyme. Thus, —Mel in (line 2) rhymes with "Immortality" (line 4), "Civility" (line 8) and, "Eternity." (line 24). Such recurrence of sound echoes could as well thought of as a happy coincidence, rather than a deliberate structuring. This, itself, is an ostensible sign of the poetess idiosyncrasy.



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Alliteration

Alliteration is the repetition of the initial consonants in two or more words in the same line of verse or sentence. In the poem under investigation there are several instances of alliteration represented by the following extract. The alliterative consonants are in boldface: My labor and my leisure At Recess — in the Ring — We passed the Fields of Gazing Grain —We passed the Setting Sun —The Dews drew quivering and Chill —For only Gossamer, my Gown —My Tippet — only Tulle —

Assonance

Assonance is a sound device which could be defined as the repetition of the same vowel in two or more words in the same lines. in the extraction below examples of assonance has been underlined Because I could not stop for Death — He kindly stopped for me —The Carriage held but just Ourselves —And Immortality.

Morphology

At the level morphology i.e. the study for word their structures, the poem does not show any stark uniqueness. There are no distinctive stylistic features that violate the morphological rules of English. At this level the poem seem to be in total conformity with conventions of the language.



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1-TOM, 11-SON
“BOBURIYNOMA” MA'RIFIY ROMANIDA SYUJET
G'ofurova Shahnoza Alimovna O'z R F A O'zbek tili , adabiyoti va
folklori instituti 1-bosqich tayanch doktoranti

Annotatsiya : ushbu maqolada o'zbek mumtoz adabiyotida fenemon darajasiga chiqqan mumtoz ijodkorlardan biri , shoh va shoir Zahiriddin Muhammad Bobur hayot yo'liga bag'ishlangan , mustaqillik yillarida yozilgan eng yaxshi ma'rifiy romanlardan biri haqida mulohazalar qilinadi . Asar muallifi Xayriddin Sultonning “ Boburiynoma ” ma'rifiy romanida yoritilgan ekspeditsiya voqealari asosidan kelib chiqqan xulosalar nafaqat adibni yoki adabiyotshunos olimni xayratlantiradi balki , ozgina bo'lsada kitobga mehri bo'lgan kitobxonni ham befarq qoldirmaydi .

Adibdagi Bobur siymosiga bo'lgan hurmat , muhabbat aralash hayratini romandagi har bir obrazga singdirganday go'yo , yoki adibning bu siymoga bo'lgan muhabbati xaqqi-hurmati ijodkorning atrofiga Boburga , uning ijod va hayot yo'liga befarq bo'lmagan insonlar yig'ilishi , ekspeditsiya jarayonida duch kelishi xuddi oldindan rejalashtirilgandek ko 'rinsada , keyin kitobxon yodiga bu voqealar faqat baddiy tasavvurda emas balki real hayotda bo'layotgani yodiga tushib , voqealardagi ilohiy harakatni yana bir bor ichidan his qiladi .

Kalit so'zlar : Boburiynoma , ma'rifiy roman , ekspeditsiya , Ka'batulloh , o'lkashunos , siyosatchilar , diplomatik aloqalar , mustaqillik yillari , Zahiriddin Muhammad Bobur , sovet sosiolizmi davri , Pirimqul Qodirov , ekspeditsiya a'zolari .

Xayriddin Sultonning 1997 yil adabiyot maydoniga kirib kelgan “Boburiynoma” ma'rifiy romani o'z davrida yozilgan eng zalvorli asarlardan biri bo'lib qoldi. Bu asar faqatgina adabiyot ixlosmandlarinigina emas, tarixchi, o'lkashunos va siyosatchilarni ham diqqatini cheka bildi. Mustaqillikning ilk odim otgan kunlari xotirasini o'zida tashigan asar shunisi bilan ham e'tiborliki, bunda birgina Bobur obrazi atrofida ikki davr va shu ikki davrga mansub bo'lgan qahramonlar , ularning atrofida aylangan ikki davrning farqli va talato'plarga boy hodisalarining bir yerga jamlanganidir ...

Mustaqillik sharofati bilan ulug'siymolarning o'rganilishi va yana qaytadan moziydan , bugungi zamonaviy dunyomizdagi farqli o'rtamga olib kelinishi aytarlicha e'tibor va harakat natijasida amalga oshdi. Bu harakat siyosiy bir jarayon natijasida yana ham kuchaydi.

Sovet sosiolizmi davrida Bobur va uning sulolasi , tuzgan davlatchiligi haqida takrorlanmas asarlar yozgan Pirimqul Qodirovdek ijodkorlarning asarlariga to'ldirish yoki yangilik kiritish mumkin bo'lmada, lekin yangi davr bunday tarixiy shaxslarga yangicha nazar bilan boqa boshladi. Va mana shunday yangi davrda bu talablarga



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“Labbay” , – deb javob beradigan ijodkorlarga ehtiyoj sezila boshladi. Bunday ijodkorlardan biri Xayriddin Sulton edi.

Mustaqillik davrigacha, talabalik yillarida Bobur haqida bir qancha hikoya va qissalar yozgan adib ilk bor ustoz Primqul Qodirov oldiga borib maslahat so‘rganlarini va ustozning yosh adibning tajribasizlik bilan yozganlarini toqat qilib o‘qiganini , kamchiliklarini bartaraf etish uchun bir qancha maslahatlar berganini adib, o‘zining ma’rifiy romanida iliq bir xotira sifatida eslab o‘tadi.

Toshkent 1992 yil 4-aprelda marhum shoir Muhammad Yusuf adibga Andijonda Bobur nomi bilan bog‘liq ekspeditsiya tashkil etilayotgani haqida habar beradi va 2 kundan so‘ng ekspeditsiya tashkilotchisi geologiya-mineralogiya fanlari nomzodi Zokirjon Mashrabov bilan uchrashib , bu ekspeditsiya a‘zosiga aylanadi. Va shunday qilib, “Boburiynoma” ma’rifiy romani yozilishiga sabab bo‘ladi. 1992 yil 19 - may kuni ekspeditsiya Andijondan yo‘lga chiqadi. Bu voqeani adib o‘z asarida “Yo‘lbars izidan” sarlavhasi ostida aks ettiradi. Andijondan Bobur bir umr orzu qilgan Samarqand sari oshiqishadi . Bu jumalarni o‘qiyotgan zukko kitobxon , bu ekspeditsiyadan maqsad shunchaki , Bobur bosgan yo‘llarni bosib o‘tish emas , Bobur shaxsini his qilishda ekspeditsiya yo‘l xaritasini tuzishida ham Bobur tuyg‘ulari , dardlarini hisobga olganini sezadi.

Mazkur rejaga ko‘ra Turkmaniston orqali Eronga , so‘ng Turkiya , Suriya , Iordaniya Hoshimiylar Qirolligiga , undan Saudiya Arabistoni orqali Birlashgan Arab Amirliqi davlatiga va Fors ko‘rfazini kechib Pokiston , Hindiston , Bangladeshga borish , safar nihoyasida Xitoyning Uyg‘ur muxtor rayonidan Qirg‘izistonga o‘tib , yurtimizga qaytib kelish ko‘zda tutilgan edi.

Bag‘oyat mahobatli ulug‘vor reja ! Boshqacha ham bo‘lishi mumkin emas , Bobur izidan yurganlarning niyat va vazifalari ham boburona bo‘lishi tabiiy. Ekspeditsiya a‘zolarini bu mamlakatlarga boshlagan asosiy sabab shundan iboratki, Bobur Mirzoning buyuk ajdodi Amir Temur yurgan yo‘llardan o‘tish ham safar rejasida bor edi . Samarqanddan Buxoroga keyin esa qo‘shni Turkmanistan orqali Eronga chiqib , mamlakatlar bo‘ylab ilmiy sayohat qilish boshlanadi .

Ilmiy ekspeditsiya Erondan chiqib Turkiyaga va undan so‘ngra Damashqqa kirib keladi.Suriya hududida bo‘lgan vaqtda adib Boburning o‘g‘illari o‘rtasidagi o‘zaro ziddiyatlarni, Kamron Mirzoning dilgir qismatini o‘zgacha bir hislar bilan kitobxonga yetkazadi.

FOYDALANILGAN ADABIYOTLAR RO‘YXATI

1. ZAHIRIDDIN MUHAMMAD BOBUR. BOBURNOMA 1992 TOSKENT
2. XAYRIDDIN SULTON. BOBURIYNOMA MA’RIFIY ROMANI 1997 TOSHKENT



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НЕЙРОЛИНГВИСТИКА В ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

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Аннотация: В работе приведены как человек используя нейролингвистику может облегчить изучение иностранного языка. Приведено терминологическое значение и важность этой методики в здоровом образе жизни.

Ключевые слова: нейролингвистическое программирование, "нейро", "лингва", центр Брока, зона Верника, нейропластичность, прокачка мозга.

Как всем известно мы обладаем различными интеллектуальными способностями. Иногда нам сложно изучить и понять язык нашего разума. Развитие и формирование умственных способностей одна из важнейших и актуальнейших проблем, разрабатываемых многими отечественными и зарубежными психологами. Исследование проблемы развития способностей логично начать с изучения общих закономерностей психического развития и его возрастной периодизации, а также влияния наследственных факторов, психологических и социальных условий, благоприятствующих развитию индивида. Наша центральная нервная система человека получает более двух миллионов бит информации каждую секунду. Все сталкиваются с проблемами в изучении иностранных языков, но не все знают про психологические возможности нейролингвистики.

Нейролингвистика – современная дисциплина, которая возникла благодаря развитию компьютерных технологий и сближению научных интересов неврологии и лингвистики. Ее относят к области когнитивных наук. Фокус новой дисциплины был смещен с изучения языка как инструмента коммуникации на неврологические реакции головного мозга во время коммуникации. Здесь нужно выделить два важных аспекта исследований:

- Восприятие мозгом языка как средства коммуникации, то есть исследование влияния внешних факторов;
- Язык как продукт взаимодействия различных зон головного мозга, то есть внутренние условия и факторы коммуникации.

Нейролингвистика изучает работу головного мозга и его свойства во время речевой деятельности, мышления, эмоционального восприятия и памяти. Нейролингвистическое программирование — это модель особого магического



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мира и иллюзий человеческого поведения и общения — исследование компонентов восприятия и поведения, благодаря которому возникает наш опыт. Название Нейролингвистическое программирование обозначает всё то, что мы понимаем основными, базовыми процессами, которые используют все люди, чтобы закодировать, передать, поведение, чтобы руководить им и преобразовывать его.

Для нас поведение программируется с помощью комбинирования и выстраивания в последовательность репрезентаций нервной системы — образов, звуков, чувств, запахов и вкусов, — касается ли это процесса принятия решения, игры в футбол, улыбаетесь ли вы представителю противоположного пола, представляете ли себе зрительно правописание слова или преподаете физику. Конкретный стимул, который поступает вовнутрь, проходит через серию внутренних репрезентаций и создаётся особый результат на уровне поведения.

"Нейро" происходит от греческого "нейрон" (нерв) и символизирует основной принцип, который заключается в том, что всякое поведение — это результат нервных процессов; "лингвистическое" от латинского слова "**лингва**", что значит "язык", и показывает, что нервные процессы представляются, управляются и выстраиваются в модели и стратегии посредством языка и систем коммуникации. "Программирование" относится к процессу организации компонентов в систему (в данном случае: это сенсорные репрезентации) для того, чтобы добиться конкретных результатов.

Наше сознание кодирует изученный материал в том же виде, в котором мы его изучили. Извлечение этой информации из памяти осуществляется посредством той же репрезентативной системы. Предположим, вы покупаете автомобиль. Предположим, вы уже видели изображение модели, которая вам особенно понравилась. В фирме, продающей автомобили, вы станете разглядывать имеющиеся модели и, выбирая, сравнивать автомобили в магазине с хранимой в памяти информацией об автомобиле, который хотите купить. Таким образом, вы будете использовать визуальную репрезентативную систему и для сохранения, и для кодирования в памяти информации об автомобиле, который желаете приобрести, а также для извлечения из памяти информации о желаемой модели и сравнения ее с представленными образцами.

Конечно, при хранении и кодировании большинства воспоминаний мы используем не одну сенсорную модальность, а больше. В нейролингвистике мы подчеркиваем, главным образом, три репрезентативных системы: визуальную,



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аудиальную и кинестетическую. Если частью воспоминания будет являться запах или вкус, ваш разум будет использовать и его. Однако эти две модальности играют менее значительную роль. Термин “репрезентативная система” возник из того факта, что мы осуществляем репрезентацию информации в основном визуальным, аудиальным и кинестетическим образом. По достижении взрослого возраста большинство людей начинают отдавать предпочтение какой-то одной репрезентативной системе.

Область мозга, имеющая название «центр Брока», отвечает за воспроизведение речи, а «зона Вернике» отвечает за понимание речи. Оба эти участка головного мозга находятся в левой его части. Когда человек занимается изучением слов на новом для него языке, начинает работать не только левая часть мозга, но и правая.

Нейропластичность



При освоении иностранного языка в мозге происходят физические метаморфозы. Эти процессы названы нейропластичностью – восстановление повреждений в мозгу, изменение структуры, выпрямление старых и налаживание новых нейронных связей. Связи между нейронами напрямую отвечают за человеческие чувства, память и воображение. Постоянная работа мозга в области изучения иностранного языка держит мозг в тонусе, а образовавшиеся нейронные «мосты» становятся все крепче.

Освоение незнакомых языков способствует увеличению эффективности в совершении «исполнительной» деятельности, поскольку именно за нее отвечают те части мозга, которые развиваются при знании двух и более языков. К «исполнительным» функциям относятся планирование, рассуждение и



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фильтрация поступающей информации. Полиглот в этих задачах будет иметь большое преимущество над другими людьми.

Также знание нескольких языков предотвращает старение мозга и снижают риск получить дегенеративные заболевания, например, болезнь Альцгеймера или деменцию.

Процесс запоминания нового языка можно сравнить с походом в спортивный зал. Как при физических нагрузках мышцы растут и укрепляются, так при изучении второго и более языка «прокачивается» головной мозг. Когда мозг испытывает интеллектуальную нагрузку, в нем увеличивается количество серого и белого вещества, содержащего огромное количество нейронных цепочек.

Когда человек переходит с одного языка на другой, он может этого не заметить, однако в его черепную коробку только что поступила сложная задача, выполнение которой способствует выработке серого вещества. По большей части увеличение идет в передней поясной коре, отвечающей за то, чтобы языки не смешивались, речь или письмо выходили чистыми, без иноязычных вставок.

За перенос информации и сигналов отвечает мозолистое тело – своеобразный мостик между полушариями. Освоение новых языков напрямую влияет на развитие этого участка мозга, отчего скорость передачи информации увеличивается, и человек принимает решения гораздо быстрее.

Исходя из этого, мы делаем вывод, что человек может разумно использовать возможности головного мозга и при этом достигать наилучших результатов. Ведь наша нервная система полна разными чудесными и загадочными процессами, о которых мы даже не задумывались. Раскрывая их мы находим путь к успеху.

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1-TOM, 11-SON
AYRIM DORIVOR MAKROMITSETLAR MITSELIYSINING
TARKIBI VA UGLEVODLI KOMPONENTLARINING BIOLOGIK
FAOLLIGI.

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Termiz davlat universiteti akademik litseyi o'qituvchisi.

Annotatsiya. Ushbu maqolada *Schizophyllum commune* namunalarining mitseliy o'sishiga turli xil ozuqa muhiti va haroratning ta'siri bo'yicha tadqiqot o'tkazgan olimlar ishlari haqida ma'lumotlar keltirildi.

Kalit so'zlar: *Basidiomycota*, *Schizophyllum commune*, mitseliy, shtam, koloniya, radial o'sish.

Bazidiomitsetlar inson organizmiga tiklovchi, tonik va immunostimulyatsiya qiluvchi ta'sir ko'rsatadigan profilaktika va terapevtik vositalar manbalari sifatida tadqiqotchilarning e'tiborini tortadigan istiqbolli mikrobiologik ob'ektlardir. Bazidiomitsetlarning biologik faolligi bir qator komponentlarning mavjudligi bilan belgilanadi, ulardan eng muhimi glikanlar (polisaxaridlar) (Bao X.F., 2002; Wasser S.P., 2005). Qo'ziqorin glikanlarining asosiy afzalliklaridan biri toksiklikning yo'qligi, shu bilan birga ular immunitet tizimining turli qismlariga ogohlantiruvchi ta'sir ko'rsatishga qodirligi, immunitet tizimining disfunktsiyasi bilan bog'liq to'g'ri patologik sharoitlar, ularni normal holatga keltirish. (Akramiene D., 2007; Israilides S, 2008; Goodridge H., 2009). Bundan tashqari, ba'zi bazidiomitsetlarning glikanlari o'smaga qarshi faollikka ega (Lin Z., 2004; Chen J., 2007; Shimizu K., 2009). Hozirgi vaqtda ularga asoslangan dorilar onkologik amaliyotda samarali emasligi sababli saraton kasalligini davolashning yagona vositasi sifatida qo'llanilmaydi, ammo ularni saraton kasalliklarini kompleks davolashda va parvarishlash terapiyasi sifatida qo'llash bo'yicha tadqiqotlar faol olib borilmoqda (Wasser S.P., 1999; Gorovoy L.F., 2006). Qo'ziqorin glikanlarining muhim afzalligi, ularning o'sma kasalliklariga ta'siridan tashqari, kimyoterapiya va radioterapiyaning yon ta'sirini sezilarli darajada kamaytirish qobiliyatidir (Gao Y. va boshq., 2002; Wang D.H., Weng X.C., 2006). Ilgari tadqiqot ob'ekti asosan qo'ziqorinlarning mevali tanalari bo'lib, ko'pincha yovvoyi holda o'sadi, ammo aniqki, maqsadli mahsulotning sintezini amalga oshirish mumkin bo'lganda, qo'ziqorinlarni chuqur o'stirish orqali mitseliyni olish yanada istiqbolli. uni ishlab chiqarish shartlari va sifat ko'rsatkichlarini standartlashtirish va jarayonning davomiyligini qisqartirish. Chuqur kulturada zamburug'lar butun hayoti davomida mikroskopik tuzilmalar hosil qiladi, ya'ni mikromitsetlardir. Barcha muhim ko'rsatkichlar bo'yicha chuqur mitseliyning tarkibi, shu jumladan tarkibiy va



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funksional polisaxaridlarning tarkibi qo'ziqorinlarning mevali tanalari tarkibidan sifat jihatidan ustundir (Babitskaya V.G., 2005). Bazidiomitsetlarga bo'lgan qiziqish ortib borayotganligi sababli, istiqbolli bu sinfning yangi vakillarini, ayniqsa maxsus sharoitda yetishtirish, immunitet tizimini normal sharoitlarda va patologik sharoitlarda saqlash uchun ularning mitseliyasiga asoslangan profilaktika va terapevtik vositalarni olish maqsadida har tomonlama o'rganish.

Schizophyllum commune O'zbekistonda ko'p turdagi daraxt va butalarda keng tarqalgan. Andijon viloyatida M.M.Iminova tomonida S. communening meva tanasi 3 turdagi daraxtlarda uchrashi aniqlangan. Eshonquluv va b.lar tomonidan esa Qashqadaryo viloyatining turli hududlaridan 3 turga mansub daraxtlardan topilgan va toza kulturasi ajratib olingan.

Tadqiqotning maqsadi va vazifalari. Ushbu ishning maqsadi ayrim makromitsetlarning suyuq ozuqada muhitida o'sish xususiyatlarini o'rganish; mitseliy va ekzopolisaxaridlarning polisaxarid komponentlarini o'rganish, ularning biologik faolligini baholash.

Tadqiqot maqsadiga muvofiq quyidagi aniq vazifalar belgilandi:

- 1) Suyuq ozuqa muhitida makromitsetlarning o'sish xususiyatlarini o'rganish va qo'ziqorin mitseliyasining maksimal biomassasini to'plash uchun etishtirish sharoitlarini tanlash;
- 2) mitseliy va ekzoglikanlarning polisaxarid komponentlarini ajratib olish, ularning tarkibi va fizik-kimyoviy xossalarini o'rganish;
- 3) in vivo tizimda (o'simta o'sishining eksperimental modellaridan foydalangan holda) miselyumning uglevod komponentlarining o'smaga qarshi faolligini o'rganish.

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**1-TOM, 11-SON
ZAMONAVIY ERON ADABIYOTI NAMOYONDASI ROZIYA TUJJOR
HIKOYALARIDA PEYZAJ TASVIRI VA UNING TARJIMADA AKS ETISHI**

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Annotatsiya. Ushbu maqolada zamonaviy Eron adabiyoti vakillaridan biri bo'lgan Roziya Tujjorning "Ham olma, ham yulduz" nomli hikoyalar to'plami va uning o'zbek tiliga qilingan tarjimalari tahlil qilinib, peyzaj tasviriga oid misollar orqali ko'rib chiqildi. Ushbu maqolani yozishdan maqsad – zamonaviy fors adabiyotidan o'zbek tiliga tarjima qilingan asar tarjimalarini tahlil qilish, asliyat va tarjima matnlarini solishtirish orqali tarjimonning yutuq va kamchiliklarini, uning mahoratini o'rganishdan iborat. Mazkur maqolada tahliliy, tavsifiy va chog'ishtirish usullaridan foydalanildi.

Kalit so'zlar: tasvir, peyzaj, tarjimon mahorati, tabiat tasviri, chog'ishtirish, badiiy asar.

Аннотация. В данной статье на примере пейзажных изображений проанализирован и рассмотрен сборник рассказов Розии Туджор, одной из представительниц современной иранской литературы, «И яблоко, и звезда» и его переводы на узбекский язык. Целью написания данной статьи является анализ переводов произведений, переведенных из современной персидской литературы на узбекский язык, изучение достижений и недостатков переводчика и его навыков путем сравнения оригинального и переведенного текстов. В статье использованы аналитический, описательный и сравнительный методы.

Ключевые слова: образ, пейзаж, переводческое мастерство, образ природы, сравнение, художественное произведение.

Abstract. In this article, the collection of stories by Roziya Tujjor, one of the representatives of modern Iranian literature, "Ham olma, ham yulduz" and its translations into Uzbek language were analyzed and examined through examples of landscape images. The purpose of writing this article is to analyze the translations of works translated from modern Persian literature into Uzbek language, to study the achievements and shortcomings of the translator, his skills, by comparing the original and translated texts. Analytical, descriptive and comparative methods were used in this article.



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Key words: image, landscape, translation skill, nature image, comparison, artistic work.

Tasvir (ar. تصوير – tasvirlash, biror narsaning suratini solish) – badiiy vositalar yordamida voqelikdagi narsa-hodisalarni o‘quvchi bevosita va yaxlit holda, ularga xos individual-betakror xususiyatlar bilan birgalikda konkret his eta oladigan tarzda aks ettirish. Badiiy adabiyotda tasvir so‘z vositasida amalga oshiriladi. Shunga ko‘ra tasviriy san’atdan farqli o‘laroq, adabiy asarda tasvirlangan narsa-hodisa “ichki ko‘z” bilan ko‘riladi, so‘z vositasida o‘sha narsa-hodisa chizgilari muayyan ketma-ketlikda qayd etiladi va oxir-oqibatda tasavvurda uning tasviri jonlanadi¹.

Badiiy asarlarda beriladigan tabiat tasviri badiiy asar mohiyatini belgilab beruvchi eng muhim unsurlardan biri hisoblanadi. Chunki asarda tarjimonning naqadar ijodkorligi, uning badiiy tasvir vositalaridan nechog‘lik unumli foydalana olganligi belgilab beradi. Shu sababdan ham badiiy asarda tabiat tasviri asarning ajralmas qismi hisoblanadi.

Tabiat tasviri ijodkor badiiy mahoratini namoyon etuvchi muhim omillardan sanaladi. Chunki manzaralar tasvirida ijodkorning so‘z qo‘llash mahorati, qalamga olingan makonga munosabati yuzaga chiqadi².

Tarjimon xuddi yozuvchi kabi narsa-hodisalar, inson ruhiyati to‘g‘risida keng tasavvurlar va fantaziya qobiliyatiga ega bo‘lgandagina, qobiliyat teran bilimlar bilan quvvatlangandagina uning ijodi ishonchli, tushunarli, yuksak badiiy ifodaviylik va ta’sirchanlik kasb etadi. Hayot haqidagi bilimlarning chalaligi va jo‘nligi, asliyat asari va uni yaratgan adibning tarjimai holi, ijodiyoti, badiiy uslubi ijodiy-xayotiy qarashlarini tugal o‘rganmaslik va bilmaslik, asliyatasari atrofidagi fikr-mulohazalar, bahslardan bexabarlik - hech shubhasizki, tarjimaning umumiy badiiy sifat darajasiga qattiq salbiy ta’sir ko‘rsatadi. Tarjimaga kirishmasdan burun tarjima qilinadigan asarni har tomonlama o‘rganish, uning lug‘ati va badiiy xususiyatlari ustida oldindan ish olib borish, asarning ichki tuzilishi, obrazlari, qahramonlar harakat qilayotgan ijtimoiy-tarixiy muhit, badiiy tasvir vositalari, uslubi haqida o‘ziga xos material, ma’lumotnomalar tuzish tarjimaning muvaffaqiyatli chiqishiga zamin yaratadi³.

¹ Куронов Д., Мамажонов З., Шералиева М. *Адабиётшунослик лугати.* – Тошкент: Академнашр, 2013. – Б. 319.

² Shodmonova D. *Yashar Kamol asarlarida peyzaj tasviri va uning tarjimalarda aks etishi // Translation forum – 2022, №2(28), 2022.* – Б. 254.

³ G‘ofurov I., Mo‘minov O., Qambarov N. *Tarjima nazariyasi.* – Toshkent: Tafakkur bo‘stoni, 2012 – B. 117.



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Hozirgi zamon Eron adabiyotining mashhur yozuvchilaridan biri bo'lgan Roziya Tujjor qalamiga mansub "Ham olma, ham yulduz" hikoyalar to'plami yigirma ikkita hikoyalardan iborat. Roziya Tujjor garchi, nasrda qalam tebratgan yozuvchi bo'lsada, uning asarlarida qandaydir bir shoirona ruh hukm suradi. Shuning uchun uning uslubi boshqa ayol adibalar uslubidan keskin farq qiladi.

Yozuvchi suv, tog', yulduzlar, osmon, tun, qushlar va shu kabi peyzaj tasvirlaridan mohirona foydalangan. Uning asarlarida bu ob'ektlarni peyzajning asosiy ob'ektlari sifatida ko'ramiz. Shokirjon Olimov Roziya Tujjorning ushbu hikoyalar to'plamini o'zbek tiliga mohirona o'g'irgan. Ushbu tarjimon boshqa zamonaviy Eron adabiyoti namoyondalarining hikoyalarini ham o'zbek tiliga mahorat bilan tarjima qilgan.

Roziya Tujjorning "O'sha yulduzning siri" (راز آن ستاره) nomli hikoyasi quyidagi tasvir bilan boshlanadi:

Asliyat:

"در روزگار عطر و گلاب و نیشکر جوانی، شب ها که به آسمان نگاه می کردم، گوزنی بود، با شاخهایی از شبهایی سرخ، که ارابه ای از ابر را به دوش می کشید، با کوهی از ستاره های تبار" [1,69]

Tarjima:

"Xushbo'y hid, gulob va shakarqamishlarga to'la o'sha yoshlik chog'larimda, osmonga qaraganimda, ustiga bir uyum cho'g'dek yonib turgan qizil yulduzlar ortilgan bulut aravani yelkasi bilan tortib ketayotgan qizg'ish tunlardan bino bo'lgan shoxlari bor bir bug'uni ko'rardim" [2,129].

Yuqoridagi asliyat matn va tarjimadan keltirilgan parchaga to'xtaladigan bo'lsak, tarjimon asliyatdagi yozuvchi ifodalamoqchi bo'lgan tasvirni kirobxonga yetkazib bera olgan. Tarjimon yozuvchi ifodalab bergan tasvirni saqlab qolishga harakat qilgan. Ushbu hikoyada tabiat tasviri o'xshatishlar bila juda chiroyli berilgan. Yozuvchi so'zlar orqali tasvirni shunday chirouli berganki, buni tarjimada berish biroz mushkul bo'lishi aniq. Ammo, tarjimon ham yozuvchi uslubini saqlashga harakat qilgan. Tasvirda tun yulduzlar ortilgan bulutli aravani tortib ketayotgan bug'uga o'xshatilgan. Yozuvchi so'zlardan mohirona foydalangan bo'lib, buni atrjimon ham tarjimada maromiga yetkazib tarjima qila olgan. Kitobxon hikoyani boshlanishi bilanoq, tasvir go'zalligidan o'qishga berilib ketadi.

Shundan ham ma'lum bo'ladi, tarjimon fors tilidan o'zbek tiliga tarjima qilish jarayonida ba'zan so'zma-so'z tarjimadan qochib biroz tarjimaga ijodiy yondashgan holda ma'noni kitobxonga yetkazib berishga harakat qilishi kerak. Shundagina tarjima



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muvvaffaqiyatli chiqadi. Tarjimon tarjima jarayonida tabiat tasvirini yozuvchining uslubidan chetlashmagan holda yetkazib berishga uringan. Bunga adibaning quyidagi tabiat tasviri bilan boshlanuvchi “Qorong‘ilikdan narida” (آن سوی تاریکی) hikoyasidan olingan parcha ham yaqqol misol bo‘la oladi:

Asliyat:

“وای که چقدر تاریک است! نه سوسوی چراغی، نه یک ستاره، نه ماهی و نه مهتابی که بتابد. مهتاب بود. انگار که نه، حتماً. وقتی می آمدی توی کوچه، همه جا روشن می شد. می شد ته آب را دید. جوی آب، که تپله های قفلگی داشت، و سکه های یک قرانی. می شد کنار آب نشست و شنید که چطور دلی دلی کنان می گذرد. حتی می توانستی شکوفه های درخت سیب را ببینی که پنج تا پنج تا، صورتشان را به هم می چسباندند و خواب می دیدند” [1,251].

Tarjima:

“*Aτροφ shunchalik qorong‘i ediki, bunda na milt etgan chiroq, na bir yaraqlagan yulduz va na nurlari bilan tunni oydin qiluvchi oy ko‘zga tashlanardi. To‘g‘risini aytganda, oy borday edi. Borday emas, aniq bor edi. Ko‘chaga kirib kelganida, hamma joy yorishib ketar, hatto suvning ostini, shildirab ovoz chiqaruvchi pufakchalari va bir qironlik⁴ tangalari bo‘lgan ariqdagi suvning ostini ko‘rish mumkin bo‘lardi. Bu chog‘da ariqning chetiga o‘tirib, suvning xirgoyi aytganicha qanday qilib oqib o‘tishini kuzatish mumkin edi. Xatto bunda beshta beshtadan bo‘lib, bir-birlariga yuzlarini qo‘yib olganlaricha shirin uyquga ketgan olma daraxtining gullarini ham ko‘rish qiyin emas edi*” [2,77].

Yuqorida asliyat va tarjima matnini qiyoslash orqali shuni ko‘rishimiz mumkinki, asliyat matnida yozuvchi tabiat tasvirini juda chiroyli ifodalagan va tarjimon ham bu tasvirni tarjima qilish jarayonida saqlab qolishni uddalagan va kitobxonga yetkazib berolgan desak, adashmagan bo‘lamiz. Tasvirlash jarajonida tarjimondan katta mahorat talab etiladi, chunki u tasvirni qayta yaratadi. Agar u ko‘ngildagidek tasvirni tarjimada aks ettira olmasa kitobxon asar tarjimasidan qoniqmaydi.

XULOSA

Xulosa o‘rnida shuni ta’kidlash joizki, hech qanday badiiy asarni agar unda tabiat tasviri mukammal aks etmagan bo‘lsa, asarni maromiga yetkazib tarjima qilingan deyishimiz mumkin emas.

⁴ Erondagi eng kichik pul birligi(tarj)



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Yuqorida Roziya Tujjor hikoyalaridagi peyzaj tasviri asl fors tilidagi matni va o'zbek tilidagi tarjima matnini qiyoslash orqali tarjimonning yutuqlari va kamchiliklarini ko'rib chiqish uchun asos bo'la oldi. Shuni ta'kidlab o'tish joizki, yzouvchi peyzajni tasvirlash orqali ham o'z ichki kechinmalarini, ham asar bosh qahramoning ichki kechinmalarini ba'zi detallar orqali aks ettiradi. Tabiat tasviri, umuman olganda, badiiy tasvir vositalaridan unumli foydalana olgan yozuvchi, ijodkor bu orqali o'z badiiy mahoratini ham namoyon qila oladi. Ushbu maqola tarjimashunoslik nuqtai nazaridan, fors tilini o'rganishda amaliy ahamiyatga ega, desak, yanglishmagan bo'lamiz.

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O'ZBEK TILINI O'QITISHDA ZAMONAVIY
TEXNOLOGIYALARNING O'RNI

Boymurodova E'tiborxon Ismoiljon qizi – Farg'ona davlat universiteti
talabasi

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Annotatsiya: Ushbu maqolada zamonaviy ta'lim texnologiyalarining ta'lim sohasiga, xususan, o'zbek tilini o'qitishdagi ahamiyati, zamonaviy o'zbek tili va adabiyoti o'qituvchisi uchun xos axborot asri sharoitida pedagogik jarayonni samarali tashkil etish uchun zarur ko'nikmalarni, ijodiy va texnologik madaniyatni shakllantirishdan iborat.

Kalit so'zlar: kompyuter, dastur, pedagogik texnologiya, metodika, multimedia

Bugungi kunda jamiyatimizni, umuman olganda, kundalik hayotimizni ommaviy axborot vositalarisiz tasavvur qila olmaymiz. Qaysi soha haqida gapirmaylik, bu vositalar bizni tark etmaydi. Ayniqsa, ta'lim jarayonida axborot texnologiyalari alohida dolzarblik kasb etmoqda. Kompyuter dasturlari vositasida yoshlarning bilimi va dunyoqarashini kengaytirishda keng foydalanilmoqda. Turli fanlardan o'qitishda zamonaviy axborot texnologiyalari joriy etilib, dars samaradorligini yanada oshirmoqda. Mamlakatimiz ijtimoiy-ma'naviy hayotining barcha sohalarida bo'lganidek, ta'lim tizimida ham keng qamrovli islohotlar yo'lga qo'yildiki, bunda ta'lim-tarbiya tizimiga, oliy ta'limning o'quv-tarbiya jarayoniga axborot texnologiyalarini olib kirish orqali ta'lim sifatini uzluksiz ravishda takomillashtirib borish, samaradorligini ottirish talab etilmoqda. O'zbekiston Respublikasi Birinchi Prezidenti I. A. Karimovning 2016-yil 13-maydagi "Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti Universitetini tashkil etish to'g'risida"gi farmoni o'zbek tili va adabiyoti o'qituvchilari oldiga juda katta mas'uliyatni qo'ydi.

Adabiyotlar tahlili va metodologiya

"Zamonaviy ta'lim texnologiyalarini chuqur o'zlashtirgan, davr talablariga javob beradigan yuksak malakali ilmiy va pedagogik kadrlar tayyorlash, umumta'lim maktablari, akademik litsey va kasb-hunar kollejlari, oliy ta'lim muassasalarida o'zbek tili va adabiyoti fanini o'qitishning yangi va samarali metodlari bo'yicha ilmiy izlanishlar olib borish, ilg'or pedagogik texnologiyalarni keng joriy etish" borasida katta ishlar qilinishi ko'zda tutildi. Va shu boisdan o'zbek tili va adabiyoti universitetida "O'zbek tili va adabiyoti ta'limida zamonaviy axborot texnologiyalari"



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fani o'quv dasturiga kiritildi. "O'zbek tili va adabiyoti ta'limida zamonaviy axborot texnologiyalari" fani o'zbek tili va adabiyotida qo'llanishi mumkin bo'lgan axborot-kommunikatsiya texnologiyalari, ulardan foydalanish metodikasini talab darajasida o'rgatishga yo'naltirilgan. Fanni o'qitishdan maqsad – bo'lajak o'zbek tili va adabiyoti o'qituvchilarini dars jarayonida zamonaviy axborot texnologiyalaridan foydalanishga oid bilim, ko'nikma va malakalar bilan qurollantirishdir. Fanning vazifasi talabalarga o'quv mashg'ulotlari jarayonida qo'llaniladigan pedagogik dasturiy vositalar haqida, aynan o'zbek tili va adabiyoti darslari uchun tayyorlanadigan resurslarga qo'yiladigan talablar to'g'risida, bu boradagi chet el tajribasi haqida ma'lumot berish hamda talabalarda axborot asri sharoitida pedagogik jarayonni samarali tashkil etish uchun zarur ko'nikmalarni, ijodiy va texnologik madaniyatni shakllantirishdan iborat.

Natijalar

Ushbu "O'zbek tili va adabiyoti ta'limida zamonaviy axborot texnologiyalari" o'quv fanini o'zlashtirish jarayonida amalga oshiriladigan masalalar doirasida talaba quyidagi natijalarga erishishi ko'zda tutilgan:

- ★ ta'limda axborot texnologiyalari bo'yicha tayanch tushuncha, atama va vazifalar;
- ★ axborot-ta'lim muhitining tarkibi va tuzilishi;
- ★ axborot texnologiyalari bilan ishlash ko'nikmasining shakllanishida jahon tajribasi;
- ★ axborot texnologiyalar dunyosida ilmiy va ta'limiy tadqiqot ishlarning reformasi haqida tasavvurga ega bo'lishi lozim;
- ★ ta'limda axborot texnologiyalarini tatbiq etishning ahamiyati;
- ★ axborot texnologiyalari sohasida innovatsion baholash;
- ★ masofaviy ta'limni rivojlantirish sohasida asosiy loyihalar;
- ★ axborot texnologiyalari bilan ishlash madaniyati;
- ★ ta'lim jarayonida interaktiv doska; bilishi va ulardan foydalana olishi kerak;
- ★ zamonaviy axborot texnologiyalarini o'quv jarayoniga tatbiq etgan holda pedagogik faoliyatni tashkil etish;
- ★ multimedia darsliklarining turlari va tuzilishini bilish ko'nikmalariga ega bo'lishi kerak;
- ★ o'quv jarayonini tashkil etish va samarali boshqarish;



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★ elektron ta'lim resurslaridan oqilona, samarali foydalanish malakalarini ega bo'lishi kerak;

Muhokama

Ushbu fan ya'ni "O'zbek tili va adabiyoti ta'limida zamonaviy axborot texnologiyalari" fani 1-semestrda o'qitiladi. Fanning o'quv rejasidagi boshqa fanlar bilan o'zaro bog'liqligi va uslubiy jihatdan uzviyligi juda yuqori ahamiyatga ega hisoblanadi. Xususan, dasturni amalga oshirish o'quv rejasida rejalashtirilgan "Umumiy pedagogika", "Dasturlash asoslari va axborot texnologiyalari", "O'zbek tili va adabiyoti ta'limida zamonaviy pedagogik texnologiyalar" hamda "Mutaxassislik fanlarini o'qitish metodikasi", "O'zbek tili va adabiyotini o'qitish metodikasi" kabi fanlar bilan bog'liqdir.

Xulosa

Bugungi kunda istalgan fan o'qituvchisining pedagogik dasturiy vositalarni yarata olishi va ularni mashg'ulotlarda unumli qo'llay olishi davr talabidir. O'zbek tili va adabiyoti darslarida foydalaniladigan elektron materiallarining sifati, samaradorligini oshirish yo'llarini o'rgatadigan yuqoridagi fan o'zbek tili va adabiyoti darslarining yanada yuqori saviyada tashkil etilishini ta'minlashga xizmat qiladi.

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MODIFICATIONS OF VOWELS IN CONNECTED SPEECH

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ANNOTATION

This article gives information about in connected speech vowels can change their quality under the influence of other sounds.

Key words: Quantitative, qualitative, rhythm, stress, unstressed, vowel elision

Vowel reduction

The modifications of vowels in a speech chain are traced in the following directions:

quantitative

qualitative

both

These changes of vowels are determined by: the position of the vowel in the word, accentual structure, tempo of speech, rhythm, etc.

A quantitative modification of vowels the decrease of the vowel quantity (the shortening of the vowel length) The shortening of the vowel length occurs in unstressed positions blackboard [o:], sorrow [eu] In these cases reduction affects both the length of the unstressed vowels and their quality.

A quantitative modification of vowels. The length of a vowel depends on its position in a word varies in different phonetic environments. English vowels are said to have positional length, e.g. knee-need- neat → the vowel [it] is the longest in the final position, it is obviously shorter before the lenis voiced consonant [d], and it is the shortest before the for this voiceless consonant .

Qualitative modification of most vowels occurs in unstressed positions. In unstressed syllables vowels of full value are usually subjected to qualitative changes man [mæn] - sportsman ['spo: tsman], conduct ['kondəkt] - conduct [k andΛkt] (accommodation) In such cases the quality of the vowel is reduced to the neutral sound [ə].

The neutral sound [ə] is the most frequent sound of English. In continuous text it represents about eleven per cent of all sounds. This high frequency is the result of



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the rhythmic pattern: if un stressed syllables are given only a short duration, the vowel in them is reduced.

Qualitative modification of vowels

- Slight degree of nasalization marks vowels preceded or followed by the nasal consonants [n], [m] "never", "no", "then", "men"(accommodation)

Vowel elision

Vowel elision the complete omission of the unstressed vowel, which is also known as zero reduction. Zero reduction is likely to occur in a sequence of unstressed syllables history, factory, literature, territory. It often occurs in initial unstressed syllables preceding the stressed one correct, believe, suppose, perhaps.

A stage-by-stage reduction of a phrase

- Has he done it? [hæz hi,dan it] [hez hi dan it] [dog from əz 1] [zi,dan dog]

Certain interrelation between the full form of a word and its reduced forms is conditioned by the tempo, rhythm and style of speech



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TA'LIMDA AXBAROT TEXNALOGIYALARINING Ó'RNI

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Annotatsiya: Bu maqolada ta'lim jaroyonida axborot texnologiyalarini o'rni, óquv mashg'ulotlarida axborot texnologiyalarini va kónikmalarini qo'llash orqali dars sifati va yoshlarni IT sohasiga qiziqishlarini hamda izlanishlarini oshirish, bundan tashqari ta'limda multimedia vositalarini ustunliklari tadqiq etiladi.

Kalit so'zlar: Axborot, kommunikatsiya, texnologiya, audio signal, video signal, multimedia, individual, motivasiya, kompyuter, informatika

INFORMATION TECHNOLOGIES IN EDUCATION

Abstract: In the article the author analyzed the role of information technology in education, the quality of the lesson and the increasing interest of young people in IT through the use of information technology in classrooms, as well as the benefits of multimedia in education.

Keywords: Information, Communication, Technology, audio signal, video signal, multimedia, individual, motivation, computer, informatics

Axborot-kommunikatsiya texnologiyalari rivojlanishining zamonaviy jahon darajasi shundayki, respublikada jahon axborot makonining infratuzilmalari va milliy axborot-hisoblash tarmog'i integratsiyasiga mos keluvchi milliy tizimni yaratish milliy iqtisodiyot, boshqarish, fan va ta'lim samaradorligining muhim omili bo'lmoqda. Bu muammolar ancha murakkab va ayni paytda respublikamiz uchun dolzarbdir. Hozirda olib borilayotgan iqtisodiy, tuzilmaviy va boshqa o'zgarishlarni amalga oshirish natijalari respublikada axborotlashtirish bilan bog'liq muammolarning qanday va qaysi muddatlarda hal etishga ham bog'liqdir.

O'quv fanlari bo'yicha elektron o'quv vositalarining yaratilishi mazkur fanlarni o'qitishda zamonaviy axborot-kommunikatsiya texnologiyalaridan foydalanish imkoniyatini yanada kengaytiradi. Bu o'z navbatida, talabalarning mazkur fanlar bo'yicha bilimlarini chuqur o'zlashtirishlarining asosiy omili bo'lib, ta'lim-tarbiya sifati va samaradorligini oshiradi. Ayni shunday sa'y-harakatlar amalga oshirilishi ta'lim jarayoniga zamonaviy pedagogik va axborot texnologiyalarini keng tadbqiq etishni yanada jadallashtirish, professor-o'qituvchilarni ilg'or pedagogik bilimlar va texnologiyalar bilan qurollantirish, ularning mahoratini oshirish, xorijiy oliy ta'lim muassasalari tajribasini chuqur o'rganish hamda ulardagi samarali usul va vositalarni milliy ta'lim tizimimizga joriy etish imkonini yaratadi.



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Multimedia – gurkirab rivojlanayotgan zamonaviy axborotlar texnologiyasidir. Uning ajralib turuvchi belgilariga quyidagilar kiradi: axborotning xilma-xil turlari: an’anaviy (matn, jadvallar, bezaklar va boshqalar), original (nutq, musiqa, videofilmlardan parchalar, telekadrlar, animasiya va boshqalar), turlarini bir dasturiy maxsulotda integrasiyalaydi. Bunday integrasiya axborotni ro’yxatdan o’tkazish va aks ettirishning turli qurilmalari, muayyan vaqtdagi ish, o’z tabiatiga ko’ra statik bo’lgan matn va grafikadan farqli ravishda, audio va videosignallar faqat vaqtning ma’lum oralig’ida ko’rib chiqiladi.

Video va audio axborotlarni kompyuterda qayta ishlash va aks ettirish uchun markaziy prosessor tez xarakatchanligi, ma’lumotlarni uzatish shinasining o’tkazish qobiliyati operativ va video-xotira, katta sigimli tashqi xotira, xajm va kompyuter kirish-chiqish kanallari bo’yicha almashuvi tezligini taxminan ikki barovar oshirilishi talab etiladi, “inson-kompyuter” interaktiv muloqotining yangi darajasi, bunda muloqot jarayonida foydalanuvchi ancha keng va xar tomonlama axborotlarni oladiki, mazkur xolat ta’lim, ishlash yoki dam olish sharoitlarini yaxshilashga imkon beradi.

Multimedia vositalari asosida o’quvchilarga ta’lim berish va kadrlarni qayta tayorlashni yo’lga qo’yish xozirgi kunning dolzarb masalasidir. Multimedia tushunchasi 90-yillar boshida xayotimizga kirib keldi. Uning o’zi nima degan savol tug’ladi? Ko’pgina mutaxassislar bu atamani turlicha tahlil qilishmoqda. Bizning fikrimizcha, mul’timedia bu informatikaning dasturiy va texnikaviy vositalari asosida audio, video matn, grafika va animasiya effektlari asosida o’quv materiallarini o’quvchilarga yetkazib berishning mujassamlangan holdagi ko’rinishidir. Rivojlangan mamlakatlarda o’qitishning usuli hozirgi kunda ta’lim sohasi yo’nalishlari bo’yicha tadbiq qilinmoqda. Hatto har bir oila multimedia vositalarisiz xordiq chiqarmaydigan bo’lib qoldi.

Multimediya vositari asosida o’quvchilarni o’qitish quyidagi afzalliklarga ega

- 1) Berilayotgan materiallarni chuqurroq va mukammalroq o’zlashtirish imkoniyati bor;
- 2) Ta’lim olishning yangi sohalari bilan yaqindan aloqa qilish ishtiyoqi yanada ortadi;
- 3) Ta’lim olish vaqtining qisqarish natijasida, vaqtni tejash imkoniyatiga erishish;
- 4) Olingan bilimlar kishi xotirasida uzoq saqlanib, kerak bulganda amaliyotda qo’llash imkoniyatiga erishiladi.



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Informatika va axborot texnologiyalari fundamental fan sifatida kompyuter axborot tizimlari negizida istalgan ob'ektlar bilan boshqaruv jarayonlarini axborot jihatidan ta'minlashni barpo etish metodologiyasini ishlab chiqish bilan shug'ullanadi. Shunday fikr ham mavjudki, fanning asosiy vazifalaridan biri — axborot tizimlari nima, ular qanday o'rinni egallaydi, qanday tuzilmaga ega bo'lishi lozim, qanday ishlaydi, uning uchun qanday qonuniyatlar xos ekanligini aniqlashdir. Yevropada informatika sohasida quyidagi asosiy ilmiy yo'nalishlarni ajratib ko'rsatish mumkin: tarmoq tuzilmasini ishlab chiqish, kompyuterli integratsiyalashgan jarayonni ishlab chiqarish, iqtisodiy va tibbiy informatika, ijtimoiy sug'urta va atrof-muhit informatikasi, professional axborot tizimlari. Multimedia tizimining paydo bo'lishi ta'lim, fan, san'at, kompyuter treninglari, reklama, texnika, tibbiyot, matematika, biznes, ilmiy tadqiqot kabi bir qancha kasbiy sohalarda revolyutsion o'zgarishlar yuzaga kelishiga olib keldi.

Kompyuterlarni ta'lim tizimida qo'llash g'oyasi ancha ilgari paydo bo'lgan bo'lgan bo'lsada, ta'lim tizimining barcha sohalarida axborot texnologiyalarini qo'llash multimedia qurilmalari bilan jihozlangan kompyuterlar paydo bo'lgach to'liq ma'noda amaliyotga joriy etilib boshlandi. Multimedia vositalarini ta'limda qo'llash quyidagilarga imkoniyat yaratadi:

- ta'limning gumanizatsiyalashuvini ta'minlash;
- o'quv jarayonining samaradorligini oshirish;
- ta'lim oluvchining shaxsiy fazilatlarini rivojlantirish (o'zlashtirganlik, bilimga chanqoqlik, mustaqil ta'lim olish, o'zini o'zi tarbiyalash, o'zini o'zi kamol toptirishga qaratilgan qobiliyatlik, ijodiy qobiliyatlari, olgan bilimlarini amaliyotga qo'llay olishi, o'rganishga bo'lgan qiziqishi, mehnatga bo'lgan munosabati);
- ta'lim oluvchining kommunikativ va ijtimoiy qobiliyatlarini rivojlantirish;
- kompyuter vositalari va axborot elektron ta'lim resurslari yordamida har bir shaxsning alohida (individual) ta'lim olishi hisobiga ochiq va masofaviy ta'limni individuallashtirish va differensiyalash imkoniyatlari sezilarli darajada kengayadi;
- ta'lim oluvchiga faol bilim oluvchi subyekt sifatida qarash, uning qadrqimmatini tan olish;
- ta'lim oluvchining shaxsiy tajribasi va individual xususiyatlarini hisobga olish;
- mustaqil o'quv faoliyatini olib borish, bunda ta'lim oluvchi mustaqil o'qib va rivojlanib boradi;



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- ta'lim oluvchilarda, o'zlarining kasbiy vazifalarini muvaffaqiyatli bajarish uchun hozirgi tez o'zgaruvchan ijtimoiy sharoitlarga moslashuviga yordam beradigan zamonaviy ta'lim texnologiyalaridan foydalanish ko'nikmalarini hosil qilish.

Multimedia vositalari yordamida shaxsga yo'naltirilgan ta'limni amalga oshirish jarayoni zamonaviy, ko'ptarmoqli, predmetga yo'naltirilgan multimediali o'quv vositalarini ishlab chiqishni va foydalanishni talab etadi. Ular tarkibiga keng ma'lumotlar bazasi, ta'lim yo'nalishi bo'yicha bilimlar bazasi, sun'iy intellekt tizimlari, ekspert-o'rgatuvchi tizimlar, o'rganilayotgan jarayon va hodisalarning matematik modelini yaratish imkoniyati bo'lgan laboratoriya amaliyotlari kiradi.

Ta'lim oluvchilarning individual xususiyatlarini hisobga olish va ularning manfaatdorligini (motivasiyasini) oshirishga ko'maklashish imkoniyatlariga ko'ra, shuningdek, har xil turdagi multimediali o'quv axborotlarining uyg'unlashuvi, interfaollik, moslashuvchanlik sifatlariga ko'ra multimedia foydali va mahsuldor ta'lim texnologiyasi hisoblanadi. Interfaollikning ta'minlanishi axborotlarni taqdim etishning boshqa vositalari bilan taqqoslaganda raqamli multimedaning muhim yutuqlaridan hisoblanadi.

Interfaollik ta'lim oluvchining ehtiyojlariga mos ravishda tegishli axborotlarni taqdim etishni nazarda tutadi. Interfaollik ma'lum bir darajada axborotlarni taqdim etishni boshqarish imkonini beradi: ta'lim oluvchilar dasturda belgilangan sozlovlarni individual tarzda o'zgartirishi, natijalarini o'rganishi, foydalanuvchining muayyan xohishi haqidagi dastur so'roviga javob berishi, materiallarni taqdim etish tezligini hamda takrorlashlar sonini belgilashi mumkin. Lekin multimediyadan foydalanishda bir qator jihatlarni e'tiborga olish muhim. Multimediyada taqdim etilayotgan o'quv materiallari tushunish uchun qulay bo'lishi, zamonaviy axborotlar va qulay vositalar orqali taqdim etilishi talab qilinadi.

Multimedia texnologiyalarining barcha imkoniyatlarini to'liq ochib berish va ulardan samarali foydalanish uchun ta'lim oluvchilarga salohiyatli (kompetentli) o'qituvchining ko'magi zarur bo'ladi. Darsliklardan foydalanilgandagi singari, multimedia vositalarini qo'llashda ham ta'lim strategiyasi ta'lim jarayonida o'qituvchi nafaqat axborotlarni taqdim etish, balki ta'lim oluvchilarga ko'maklashish, qo'llab-quvvatlash va jarayonni boshqarib borish bilan shug'ullangandagina mazmunan boyitilishi mumkin. Odatda, chiroyli tasvirlar yoki animasiyalar bilan boyitilgan taqdimotlar oddiy ko'rinishdagi matnlarga qaraganda ancha jozibali chiqadi va ular taqdim etilayotgan materiallarni to'ldirgan holda zaruriy emosional darajani ta'minlab turishi mumkin.



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SUD TIBBIYOTIDA YONG'IN NATIJASIDA VAFOT ETGAN
INSONLARNI TISHIGA QARAB YOSHINI ANIQLASH

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Muammoning dolzarbligi: Zamonaviy sud ekspertizasi jinoiy va fuqarolik ishlarini hal qilish uchun yangi vositalar va ilg'or texnologiyalardan foydalanadi. Sud-tibbiyot ekspertizasi ushbu yangi davrda kuchli vosita ekanligi aniq. Rentgen, kompyuter tomografiyasi, magnit-rezonans tomografiya va boshqa tibbiy tasvirlash texnologiyalari tufayli sud-tibbiyot ekspertizasi rivojlanishi uchun mustahkam poydevor yaratildi. Sud-tibbiy tasvirlash - bu sud-tibbiyot va tibbiy-huquqiy maqsadlarda topilmalarni tushuntirish va hujjatlashtirish uchun tasvirlardan foydalanishdir. Radiologik vositalar yordamida olingan ma'lumotlar sud-tibbiyot ekspertlariga o'lim sababini aniqlashda yordam berish uchun ishlatilishi mumkin va o'lim bilan bog'liq boshqa tibbiy-huquqiy savollarga javob berishga yordam beradigan qo'shimcha ma'lumotlarni taqdim etishi mumkin.

Tadqiqot maqsadi: Tish radiologiyasi sud odontologiyasida hal qiluvchi rol hisoblanadi. Biz bu ishimiz orqali tish

Tekshiruv materiallari va usullari: Jismoniy jihatdan muhim kapital ega va tibbiy yuridik sohada amalga oshirish. Fuqarolik va jinoiy ishda ishtirok etayotgan shaxsga nisbatan odil sudlovni amalga oshirishda ko'pincha yoshni talab qiladi. Tishlar shaxsiy mahsulot va yoshni yordam berishi ma'lum, chunki ular juda ko'p harakatlantiruvchi vositalarni tozalashga, yong'inga, yong'inga qarshi kurashishga. Tirik odamlarda tish yoshlarini rivojlanayotgan o'zgarishlar rivojlanayotgan tish aniqlash bosqichlari vaqti va ketma-ketligini tekshirishning ketma-ketligi yoki modifikatsiyasini baholaydi noinvaziv usullarga asoslanadi. Tishlarning paydo bo'lishi bo'lishi - tishlarning paydo bo'lishidan tishlarning oxirgi to'kilishiga qadar sodir bo'ladigan turli dinamik o'zgarishlar orasida osonlik bilan paydo bo'lgan o'zgarishlardan biridir. Tishlarning chiqish vaqtlari juda doimiy va tishlarni ishlatish



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orqali odamning yoshini ishlab chiqarish yoshni nazorat qilish qabul qilingan usullardan biridir.

Xulosa: Yoshni baholash usuli yosh toifalariga asoslanadi, bu erda Demirjian baholash usuli bolalar va o'smirlarning yoshiga nisbatan qo'llanilishi mumkin. Bu Sasmita va boshqalar tomonidan olib borilgan tadqiqotda isbotlangan. 2020 yilda ushbu Demirjian usuli yordamida 3 yoshdan 17 yoshgacha bo'lgan yoshni o'rgangan. Natijalar shuni ko'rsatadiki, bu usul yuqori aniqlikka ega va xronologik yoshga juda bog'liq. Shunga qaramay, bu usul hali ham kamchilikka ega; ya'ni har bir shaxsdagi o'zgarishlar tufayli aniq yoshni aniqlay olmaydi.

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Neftning paydo bo'lish nazariyalari.

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Annotatsiya. Neft iqtisodiyotning asosiy manbai hisoblanadi. Mubolag'asiz, insoniyat farovonligi bu manbaga bog'liq. Biroq ko'p yillar davomida yonuvchan suyuqlik o'rganilishiga qaramay, uning kelib chiqishi hali ham sir bo'lib qolmoqda. Neftning kelib chiqishi haqida olimlar nima deydi? U qayerdan paydo bo'lgan?

Kalit so'zlar. Organik, noorganik, radikal, faza, sintez.

1950-yilda professor N.A.Kudryavsev neft hosil bo'lishining magmatik farazini zAilgari surdi. Uning fikricha, katta chuqurliklarda - Yer mantiyasida juda yuqori haroratli sharoitlarda uglerod va vodorod, uglevodorod radikallari – CH_3 , C_2H_5 va C_3H_8 ni hosil qiladi. Bosimning farqi natijasida ular mantiya moddalari bo'ylab chuqurlikdagi yoriqliklar zonasiga o'tadi va shu yoriqliklar bo'ylab yuqoriga, yer sirtiga yaqin ko'tariladi. Yuqori qatlamlarda harorat pasayib borgan sari bu radikattar o'zaro va vodorod bilan birlashadi. Natijada turli murakkabroq neftli uglevodorodlar hosil bo'ladi. Ularga uglerod oksidi va vodorodning reaksiyasidan hosil bo'lgan uglevodorodlar (bu reaksiyalar sanoatda sun'iy benzin olishda qo'llaniladi), shuningdek, M.Bertlo, D.I.Mendeleyev va boshqalar ko'rsatgan, turli metal karbidlari va suv reaksiyasidan hosil bo'lgan uglevodorodlar qo'shiladi. N.A.Kudryavsev fikricha, turli reaksiyalarning bo'lishi hosil boladigan uglevodorodlarning o'ta xilma-xilbo'lishini ta'minlaydi, bularning aralashmasi asosan esa tabiiy neftni tashkil etadi. Uglevodorodli gazlarni va neftlarni keyingi harakatlari ular Yer sirtiga yoki cho'kindi qoplamaning o'tkazuvchi jinslariga, ba'zan ular bilan chegaradosh bo'lgan kristall jinslardagi tutqichlarga olib keladi. Uglevodorodlarning harakati (migratsiyasi) suv bilan to'la yoriqlar bo'ylab yuz beradi, paydo bo'ladi, bu harakatning sababi neft hosil bo'lgan joylardagi va cho'kindi qatlamlardagi bosimlarning katta farq qilishi, shuningdek, suv va neft zichliklarining farqidir.



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Yagona nazariya mavjud emas

Turli tadqiqotchilar “qora oltin” sayyorada qanday paydo bo‘lganligi to‘g‘risida o‘zlarining farazlarini ilgari surishadi. Nega ular neft kelib chiqishining yagona nazariyasiga ega emas?

Neft va gaz doimiy ravishda yer qa‘ridagi tabiiy bo‘shliqlar (teshiklar, yoriqlar) bo‘ylab harakatlanadi. Biroq, mineralning aynan qayerda va qanday hosil bo‘lishi bugun ham aniqlanmagan. Topilgan konlar esa shunchaki qusursiz to‘planish joylar: u yerdan neft qochib qutula olmaydi.

Shunga qaramay, olimlar neft hosil bo‘lishining ikkita - organik va noorganik ehtimoliy taxminini aniqlashdi.

Organik nazariya. Neft birikmalarini aniqlay oladigan ko‘rsatkichlar mavjud. Ulardan biri gil jinslardir. Bu bir vaqtlar dengiz tubida yotib qolgan loy. Vaqt o‘tishi bilan u dengiz hayvonlari qoldiqlari, qum va loy bilan aralashib, to‘planib, yanada chuqurroq joylashadi.

Million yillar o‘tgach, zichlanish, yuqori harorat va yer bosimi ta’siri ostida bunday loy tog‘ jinsiga aylanadi.

Yer ostida chuqur joylashgan organik moddalar yuqori harorat va bosim ta’sirida parchalanib, kimyoviy reaksiyalar jarayonida neftga aylanadi. Bu o‘zgarish uchun 50-350 million yil kerak bo‘ladi, bu esa geologlarning sayyora rivojlanishi bo‘yicha bergan ma’lumotlariga to‘liq mos keladi

Yer yuzidagi barcha neft va gaz kompaniyalari aynan shu nazariyaga amal qilib kelmoqda, shu sababli neft loyli slanets bor joyda izlashdan boshlanadi.

Noorganik nazariya

Kimyo sanoatining rivojlanishi neft va gaz noorganik birikmalardan laboratoriya sharoitida olish mumkinligini ko‘rsatdi. Masalan, uglerod oksidi va vodorod aralashmasi (sintez gazi) uglevodorodlarga aylanishi mumkin. Aynan shular neft va tabiiy gazdan iborat.

Bundan tashqari, uglevodorodlar ko‘pincha kutilmagan joylarda, masalan, Rossiyaning Kolsk shahridagi o‘ta chuqur qudug‘ida yoriqlar natijasida hosil bo‘lgan ko‘llar tubida va yer ostidagi vulqon otadigan moddalar tarkibida paydo bo‘ladi.

Shuning uchun ba’zi geologlar neft yer tubining 50 dan 240 kilometrda chuqurligida hosil bo‘lgan deb hisoblashadi. Ular yonuvchan suyuqlik metan zaxiralaridan kelib chiqadi, so‘ngra yangi zarb qilingan neft bo‘shliqlar va yoriqlar orqali sayyoramizning yuqori qatlamlariga yetib boradi, deb aytishadi.





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Ushbu nazariyadagi nuqson shundaki, bu tarzda shakllangan manba klasterlari har qanday joyda to'planishi mumkin. Undan ko'ra loyli slanetsni izlab topish ancha osonroq. Biroq, mabodo neft va gazning kelib chiqishi noorganik bo'ladigan bo'lsa, unda ularning zaxiralari bitmasdir. Gap ularni qanday izlab topishda.

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БОЛЕЗНЬ ПНЕВМОНИЯ У ДЕТЕЙ И МЕТОДЫ ЕГО ЛЕЧЕНИЯ

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Абстрактный: Пневмония — острое инфекционно-воспалительное заболевание легких, вызванное бактериями, вирусами, простейшими или спорами грибов. Может возникать как самостоятельная патология или осложнять течение иных проблем со здоровьем (гриппа, иммунодефицитов, острых воспалительных процессов любой локализации, новообразований и прочих). Значительно снижает качество жизни человека и при отсутствии своевременной начатой терапии может приводить к ряду серьезных осложнений.

Ключевые слова: пневмония, атипичная пневмония, дети, диагностика, антибиотики.

Симптоматика пневмонии варьируется от типа заболевания, степени его тяжести и ряда иных факторов. При первичной бактериальной инфекции заболевание развивается стремительно. У, на первый взгляд, здорового человека резко повышается температура тела, появляются влажный кашель и одышка, как результат прямого повреждения легочной ткани бактериями. Вирусная, в том числе коронавирусная, пневмония у взрослых развивается постепенно, в несколько этапов, каждый из которых сопровождается соответствующими симптомами. Патоген постепенно спускается из верхних дыхательных путей к альвеолоцитам, повреждая их. Иммунная система человека в это время активно борется с вирусом. Если организм побеждает, патология не развивается, но, если инфекционный фактор оказался сильнее, у больного возникает пневмония. При пневмонии изменения, наблюдаемые со стороны сердца и сосудов у больного, связаны с поражением центральной нервной системы, а также одышкой, застойными явлениями в легких, токсикозом. Пневмония у детей вызывает функциональные изменения и в других системах: в пищеварительной (снижение активности ферментов, нарушения моторики желудочно-кишечного тракта и метеоризм у детей раннего возраста, дисбактериоз, парентеральная диспепсия); в эндокринной системе (снижение секреции катехоламинов,



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глюкокортикоидов); в мочевыделительной системе (нарушение фильтрационной, реабсорбционной и секреторной функции почек, снижение мочевинообразующей и дезаминирующей функции печени); наблюдается нарушение иммунологической реактивности. Пневмония – наиболее распространенный вид воспаления легких, встречающийся у детей раннего, дошкольного и школьного возраста. Клиника: Клиника острой пневмонии у детей дошкольного и школьного возраста складывается из «легочных» (респираторных) жалоб, признаков интоксикации, признаков местных физикальных изменений. Заболевание может иметь постепенное начало с постепенным развитием характерных симптомов в конце 1-й и 2-й недели или внезапное начало с выраженностью первых трех дней клиники.

При первом появлении у ребенка с ОРВИ может отмечаться кратковременное улучшение или ухудшение симптомов интоксикации: повышение температуры тела, головная боль, недомогание и снижение аппетита, вялость и чувствительность к окружающей среде. Снижение интереса, беспокойство, нарушения сна, обложенный язык. при невнятной речи наблюдаются тахикардия, неадекватный уровень малярии. «Легочные» жалобы усиливаются на фоне уменьшения катара верхних дыхательных путей, влажного кашля, одышки, иногда появляются боли сбоку от грудной клетки. Шумные хрипы на выдохе не характерны для пневмонии. Цвет слизистых оболочек не изменяется, кожные слои становятся жидкими, иногда наблюдается периоральный цианоз, в дыхании участвуют вспомогательные мышцы груди: крылья носа разорваны, характерно межреберье, надостная ямка. В легких выявляют локальные физические изменения: над местом поражения ощущается перкуторный звук, дыхание ослабленное или грубое, выявляются крепитирующие и звонкие постоянные мелкопузырчатые хрипы. Для пневмонии характерно сохранение местных симптомов. В клиническом анализе крови наблюдают лейкоцитоз, сдвиг лейкоформулы влево, повышение ЭХТ. Рентгенологическое исследование выявляет очаговые тени в одном легком. Течение очаговой пневмонии у детей раннего возраста несколько иное. В первую очередь появляется одышка, а позже выявляются местные, физические изменения, процесс иногда носит двусторонний характер. У детей раннего возраста в начале заболевания выявляют катаральные явления: грипп, кашель, сухой кашель, субфебрилитетный или лихорадочный состав тела, наблюдаются изменения общего состояния. При осмотре у ребенка выявляют вялость,



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а динамию, мышечную гипотонию, одышку, участие вспомогательных мышц в дыхании, бледность кожи, ротовой и диффузный цианоз. Помимо одышки может наблюдаться дыхательная аритмия, кратковременное апноэ. При осмотре хрусталика наблюдают признаки отека легких: коробчатый перкуторный звук, сужение относительной границы сердца. В начале пневмонии выслушивается замедленное дыхание. Локальные и крепитирующие хрипы мелкого калибра выслушиваются у половины детей в первые дни пневмонии, в дальнейшем выявляются у многих больных. Рассеянные хрипы в легких являются симптомом бронхита и бронхиолита. Бронхиолит осложняется пневмонией, если длится более недели. Очаговая пневмония у детей раннего возраста характеризуется отеком легких, расширением корня легкого и увеличением визуализации легких. Тени иногда смешиваются. На рентгенограмме смешанные тени с очагом вызывают склонность к развитию абсцесса. Последствие. Заканчивается хорошо, зависит от антибиотиков. Клиническое и рентгенологическое улучшение наступает через 3-4 недели.

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1-TOM, 11-SON
BOLALAR YOSHIDA NERV SISTEMASI VA OLIY NERV
FAOLIYATINING UMUMIY XUSUSIYATLAR.

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Annotatsiya: Nerv sistemasi, bir tomondan har xil to'qimalar, organlar va sistemalarga o'tadigan metabolik, fiziologik jarayonlarni moslash, boshqa tomondan, uning yordamida butun organizm bilan tashqi muhit orasidagi aloqalarni o'rnatish vazifasini bajaradi. Ontogenez vaqtida nerv sistemasining har xil qismlari funktsionai sistemaga birlashib, yoshiga qarab kamolotga yetadi va uyg'unlashadi. Ushbu maqolada bolalar yoshida nerv sistemasi va oliy nerv faoliyatining umumiy xususiyatlar haqida ma'lumot berilgan.

Kalit so'zlari: Oliy nerv faoliyati, markaziy nerv sistemasi, pallidium funksiyasi, lipofutsin pigmenti.

Ilk bolalik davrida markaziy nerv sistemasi juda tezlik bilan rivojlanadi. I. P. Pavlovning fikri bo'yicha, oliy nerv faoliyatining xususiyati irsiyat, omil va tarbiya sharoitlari sintezidir. Odamning umumiy aql rivojlanishining 50% to'rt yoshidan shakllana boshlaydi. 1/3-4-8 yoshligida, qolgan 20% 8-17 yoshligida. Shuning uchun ilk bolalik davridagi noxush omillar ta'siri markaziy nerv sistemasining og'ir buzilishlariga sabab bo'ladi. Noxush omillarning ta'siri birinchi navbatda bosh miya po'stlog'ining o'ta kuchli qo'zg'alishigacha olib borishi mumkin. Qisqa muddatli qo'zg'alishdan keyin uning tarqoq tormozlanishi paydo bo'ladi. Markaziy nerv sistemasi oliy tavaqalarning vazifasi periferik o'ziga qabul qiluvchi mexanizmlar hisoblangan reseptorlarning faoliyati bilan chambarchas bog'liqdir. Interoreseptorlar qitqilashishni ichki organlardan bosh miya po'stlog'iga yetkazadi; eksteroreseptorlar esa qitqilashishni tashqi muhit orqali ta'min etadi. Bosh miya po'stlog'iga kelgan sezgi qo'zg'alish qabul qilib, tahlil va sintez qiladi. Bundan ma'lum bo'ladiki, katta yarimsharning bosh miya po'stlog'i hujayralarining mukammal ravishda yetilishi shartdir. Bola nerv sistemasining, bosh miya po'stlog'i hujayralarining yetarlicha rivojlanmaganligi sababli, qabul qiluvchi qo'zg'alish funksional yetarli emas. Bola muhit sharoiti bilan bog'liq bo'lganda, u muhit bilan yaqindan o'zaro munosabatda bo'lishi lozim. Bu muvozanatlashtirish bir qator mexanizmlar, chunonchi ekstero- va interoreseptorlar, gumoral tartibga solish sistemalari, keyin organlar vazifasining o'zgarishi va simptomatik simpatik sistemaning adaptatsion -trofik vazifasi orqali



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amalga oshiriladi. Bu mexanizmlarning hammasi bevosita bosh miya po'stlogi tomonidan boshqariladi, Odamning murakkab xatti-harakati va oliy nerv faoliyatining rivojlanishi tamomila bosh miya va qisman uning katta yarimshari bilan bog'liq.

Yangi tug'ilgan va kichik yoshdagi bolalarning nerv sistemasi uning boshqa sistemalariga nisbatan o'zining yetarlicha rivojlanmaganligi va tabaqalarga ajralmaganligi bilan farq qiladi. Bosh miya. Ona qornidagi hayotning birinchi davrida (birinchi oylikkacha) miya po'stlog'i tabaqalarga bo'linmagan, miyelin pardali nerv tolalari yo'q, qorindagi davrning oxirida miya po'stlog'ida bir-birovining ustiga joylashgan yetti qavatli neyronlar vujudga keladi. Yangi tug'ilgan bola miyasining katta yarimsharida deyarli hamma miya pushtlari va egatlari bo'lsa ham, ammo ular juda kuchsiz rivojlangandir; miya po'stlog'i qavatlarining tuzilishi asosan ona qornidagi davrning oxiridagina tamom bo'ladi, lekin hamma nerv hujayralarining tabaqalarga bo'linishi asosan postembrion davrda vujudga keladi. Ayni zamonda orqa miya, ko'ruvdo'mbog'i (talamus opticus), aksincha, tuzilishlari birmuncha takomillashgan bo'ladi. Miyachaning shakli uzunchoq bo'lib, uning egatlari aniq ko'rinib turmaydi. Faqat yilning birinchi yarmida bolaning miyasi makroskopik jihatdan kattalar miyasiga yaqinlashib qoladi. Miyaning og'irligi tug'ilgandan keyin shiddatli ravishda o'sa boradi, yangi tug'ilgan bola miyasining og'irligi 360-370 gramm, 6 oylik bolaniki — 600 gramm, yilning oxirida esa — 900 grammga yaqindir. Yangi tug'ilgan bola miyasining og'irligi gavdasi og'irligining 1/8 qismiga, kattalarniki esa 100 qismiga tengdir. Bosh miya og'irligi 9 oylikda ikki marta, 1 va 3 yoshlar mobaynida uch marta oshadi, 20 yoshlarda 4-5 marta ko'payadi. Miya moddalarining tabaqalarga bo'linishi, ya'ni nerv to'qimalari, ganglioz hujayralar va nerv tolalarining rivojlanishi birmuncha sekinlik bilan boradi. Chunki yangi tug'ilgan bolada qatqaloq qavat kam tabaqalarga bo'lingan va po'stloqning markazi yetarlicha mukammalashgan emas. Bosh miya po'stlog'ining, ayniqsa, shiddatli ravishda rivojlanishi tug'ilgandan keyin birinchi uch oyda yuzaga keladi. Nerv hujayralarida dentritlarning (nerv hujayralarining) kalta shoxlari yo'qligi juda ham xarakterlidir. Nerv hujayralarining tabaqalarga bo'linishi asosan 3 yoshda tamom bo'ladi. 8 yoshlarda esa butunlay takomillashadi. Tug'ilgan paytidan boshlab o'tkazuvchi yo'l yetarli rivojlangandir. Piramida yo'llari esa 5-6 oylarda miyelin pardasi bilan o'raladi.

Orqa miya. Bola tug'ilgandan keyin orqa miya og'irligi 2- 6 g va kelgusida bosh miya og'irligiga qaraganda birmuncha sust o'sadi. Orqa miyaning o'sishi harakatga keltiruvchi funksiya rivojlanishi bilan yonma-yon boradi; u o'zining og'irligini 5 yoshlarda uch martaba orttiradi, ammo uning bosh miyadan farqi shundaki, ikkinchi



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yildan boshlab uning tuzilishi kattalarning tuzilishiga yaqinlashadi. Yoshga qarab faqat oldingi shoxning harakatlantiruvchi hujayralari soni ko'payadi. Bolag'atga yetish davrida orqa miya 4-5 marta kattalashadi. Orqa miya punksiyasini amalga oshirishda, yangi tug'ilgan bolada orqa miyaning pastki qismi III bel umurtqasi baravarligida, 4 yoshda kattalarniki kabi I va II bel umurtqasi oralig'ida joylashganligini e'tiborga olish lozim. Bosh suyak ichidagi nervlar 3 oygacha, periferik nervlar esa 3 yilgacha miyelin pardasi bilan o'ralib boradi. Vegetativ nerv sistemasi tug'ilishdanoq faoliyat ko'rsatadi. Shunday qilib, ilk bolalik davrida nerv sistemasining morfologik xususiyati bosh miya po'stlog'ining yetarlicha rivojlanmaganligi, nerv hujayralarining yetarlicha tabaqalarga ajralmaganligi va nerv tolalarining miyelin pardasiga yetarlicha o'ralmaganligi bilan ifodalanadi. Shunga ko'ra bolalik davridagi nerv sistemasi funksiyasining bir qator xususiyatlari bor. Embrional davrda homiladorlikning birinchi yarmida xohlagan nuqtadan qitiqlanish nerv sistemasi tomonidan tarqalgan reaksiya beradi, bu tarqaladigan reaksiyaga moyillik yangi tug'ilgan bolalarda ham saqlanadi. Homiladorlikning ikkinchi yarmida ta'sirlanish birmuncha ma'lum joyda namoyon bo'lishi aniqlangan. Modomiki, miya po'stlog'i piramida yo'llari va striar jism bola tug'ilganda to'la rivojlanmagan, yangi tug'ilgan bolaning butun hayotiy funksiyasi oraliq miya asosan talamopallidar, ya'ni po'stloq osti sistema tomonidan tartibga solinadi. Chunonchi, pallidar motorli harakatni tartibga soladi; yangi tug'ilgan bola uchun xos bo'lgan ongsiz ravishda, oyoq va qo'l barmoqlarining o'zicha sekin, beixtiyor harakatlanishi ham shunga bog'liq.. Yangi tug'ilgan bolalarga xos bo'lgan harakatlar, masalan, quchoqlab olmoq, kelgusida emaklab yurmoq ham pallidium funksiyasiga bog'lanadi.

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1-TOM, 11-SON

The main stages of the formation of Chinese writing (from ancient world to the present)

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Abstract: Chinese script is the language with the largest number of speakers today, and the language is gaining popularity. The writing of this language is based on hieroglyphs, and its formation goes back to the distant past. Let's take a brief look at the development of this language

Keywords: hieroglyph, hanzi, ideographic script, Shan-Yin dynasty, Western Zhou, Guwen, xiaowen, datsuan, Northern Wei, legal script, crazed script, li shu, fangquazi, guoyu, pinyin.

Основные этапы становления китайской письменности (от древнего мира до современности)

Аннотация: Китайская письменность — это язык, на котором сегодня говорит наибольшее количество носителей, и этот язык набирает популярность. Письменность этого языка основана на иероглифах, а его формирование уходит в далекое прошлое. Давайте кратко рассмотрим развитие этого языка.

Ключевые слова: иероглиф, ханьцзы, идеографическое письмо, династия Шань-Инь, Западная Чжоу, Гувэнь, сяовэнь, дацуань, Северная Вэй, юридическое письмо, скоропись, ли шу, фанквazi, гоуй, пиньинь.

Xitoy yozuvi shakllanishining asosiy bosqichlari (qadimgi dunyodan to hozirgacha)

Annotatsiya: Xitoy yozuvi bugungi kunda eng ko'p gaplashuvchilar sonida ega til bo'lib ushbu til hozirgi kunda ommalashib bormoqda. Ushbu til yozuvlari iyerogliflarga asoslangan bo'lib, uning shakllanishi uzoq o'tmishga borib taqaladi. Bu tilning rivojlanishini qisqacha ko'rib chiqsak

Kalit so'zlar: ieroglif , hanzi , ideografik yozuv , Shan- In sulolasi , G'arbiy Chjou , Guven , syaoven , datsuan , Shimoliy Vey , qonuniy tez yozuv , quturgan yozuv ,



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li shu , fanguazi , guo yu , pinyin.

Kirish

Jahon tillaridan sanalgan Xitoy tili bugungi kunda o'zining murakkab yozuv texnikasi va talaffuz ohanglari bilan o'rganilishi qiyin bo'lgan murakkab tillar qatorida yetakchi sanaladi. Ieroglifli tizimga ega bo'lgan ushbu tilni o'rganuvchilar soni ham ortib bormoqda. Uning buguni bilan bir qatorda o'tmishi bilan qiziquvchi tarixchilar va sinolog (xitoyshunoslar)larning soni ham ortib bormoqda. Ushbu tilning yozuvining shakllanishi ham ancha olis o'tmishga borib taqaladi. Buni taqdiq etish esa murakkab bo'lishiga qaramay anchayin qiziqdir.

Asosiy qism

Xitoy sivilizatsiyasi tarixi xuddi she'rga o'xshaydi . Xitoy sivilizatsiyasi ko'p qirrali va uzoq o'tmishga borib taqaladi. Yozuvning shakllanishi xitoy sivilizatsiyasining farovon va yuksak ekanligini ko'rsatadi. Bugungi Xitoy tili yozuvining shakllanishi bundan , qariyb 3,5 - 4 ming yil ilgari davrlarga taqaladi. Xitoylik yirik arxeolog olim Dong Szoubin(董作濱) (1895 - 1963) Shan sulolasi davriga oid suyak va toshbaqa kosasi ustiga yozilgan yozuvlarni kashf etadi[1]. Yanabir arxeolog olim Li Szi (李濟) (1896 - 1979) ning ilmiy izlanishi Shan sulolasi va sivilizatsiyasiga doir "Xitoy sivilizatsiyasining boshlanishi" asarida ham yozuvlar haqida ma'lumotlar mavjud[2]. Keyingi tadqiqotlar natijasida biz qadimgi Xitoy yozuvi va Shan sulolasiga doir ko'proq ma'lumotlarga ega bo'la boshlaymiz.

Xususan, Sharqiy Huayuanzhuang suyakdagi bitiklarining 1991 - yildan topilgan ilk namunalari va undan keyingi tadqiqotlar natijasida Xitoy arxeologlari tomonidan 2003 - yilda 6 jilddan iborat to'plamlarida Shan sulolasi (e.o 1250- 1045)ga doir ko'plab ma'lumotlar ochildi. Bu risolaning birida Shang sulolasining 27-vakili Vu Dingning "knyazlik aloqalari" bo'yicha ma'lumotlar aniqlangan[3]. Shan sulolasi davridagi yozuvlar piktografik xarakterga ega bo'lib , ko'rinishi rasmni eslatgan[4]. Shan sulolasi ning ikkinchi yarmidan In sulolasi bilan birgalikdaboshqarilgan. Bu davr tarixda Shan-In sulolasi deb ataladi.

Shan-In sulolasi davrida Xitoyda ilk yozma adabiyot namunasi- "Mumtoz qo'shiqlar" nomli asar yoziladi[5]. Yozuv uchun ishlatilgan ashyolar bundan 3,5 - 4 ming yil ilgari topilgan. Ushbu yozuv namunalari ,dastlab suyak, cho'p, teri va bambukka yozilgan[6]. Dastlabki topilgan namunalar tosh(asosan, toshbaqa kosasi) ustiga yozilgan bo'lib, bu yozuvlar jiaguven(xit. 甲骨文) ya'ni so'zma so'z tarjimasi toshbaqa kosasidagi yozuv ma'nosini anglatadi. Shan sulolasi avridan so'ng G'arbiy Chjou(西周 xi zhou)davrida bronzadan ko'p qo'llanilgan. Odamlar bronza ustiga



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yo'zishni ham boshlaganlar. Arxeologlar bronza ashyolarni o'rganib u yerdan ham yozuvlarni ham o'rganoshgan. Va bu yozuvlarni bronza yoki temir asboblarga yozilgan ibodatxona qozonlaridagi bitiklar (xit.jingveng 金文 yokichongdingveng 钟鼎文) nomini oladi. O'rtada jiaguven yozuviga asoslangan kichik muxrli yozuv (xit.xiaozhuan 小篆) nomli yozuv paydo bo'ldi. G'arbiy Chjoudavrigacha bo'lgan shu 3 ta yozuv umumiy nom bilan qadimiy yozuv (xit.guven 古文) deb atalgan[7]. Guven yozuvida qadimgi xitoy tarixi va falsafasiga oid ko'plab asarlar yozgan. Yirik xitoy faylasuflari Lao Szi, Mao Szi va Kun Fu Szi (Konfutsiy yoki Sya Kun) ning asarlari ham aynan guven yozuvida yozilgan. Tadqiqotchilar Konfutsiy falsafasining asosi sanalgan olti qonunni o'rganish uchun ushbu yozuvlarga oid 340000 ieroglif mavjudligini hisoblab chiqishgan[8]. Mil.avv. VIII asrda Xitoyda Sharqiy Chjou (xit.dongzhou 东周) davri boshlangan (mil.avv 771-256). Bu davrga kelib yangi husnixat yozuvi shakllangan. Bu yozuv usuli katta belgili yozuv (xit.zhouven 皱纹 yoki dazhuan 大篆) nomini oladi[9]. Ushbu yozuv uslubi guven yozuv usulidan farq qilgan. Chunki guven yozuvi, asosan, chiziqli asosga ega bo'lsa, dazuan yozuvi unga parallel ravishda to'rtburchakli asosga ega bo'lgan. Vaqtlar o'tishi bilan ko'p podsholiklar davrida har bir qirollik o'z yozuvini ishlab chiqa boshladi. Natijada yozuvni o'qish juda murakkab bo'lib qoldi. Mil.avv III asrda Xitoyni mahalliy Sin (xit.qin 秦) (mil.avv 221-206) sulolasining vakili Sin Shixuandi umumiy yozuv islohotini o'tkazadi. Bu yozuvni yaratishni bosh vaziri Li Szi (xit. 李斯 LiSi) ga buyuradi. Li Szi yangi yozuv texnikasini ishlab chiqishga urinadi va buning uddasidan chiqadi. Bu yozuvga esa kichik belgili yozuv (xit. xiaozhuan 小篆) nomini beradi [10]. Bu yozuv birlashgan umumilliy xitoy madaniyatining shakllanishiga turtki beradi. Sin sulolasidan keyin hokimiyatga Xan (xit. han 汉) keladi va yangi yozuv paydo bo'ladi. Rivoyatlarga ko'ra yangi yozuvni Cheng Miao (xit. 程邈 Cheng Miao) degan shaxs yaratgan. Xan davriga oid yozuv rasmiy yozuv (xit. lishu 隶书) nomi bilan bizga ma'lum.

Milodiy davrlarga kelib bu yozuvda ham chalkashliklar yuzaga keldi. Natijada yangi yozuv, ya'ni qonuniy tez yozuv (xit. zhangchao 章草) yaratildi. Zhangchao yozilishi va chiziqlar texnikasi bilan lishudan farq qilmagan. Bu yozuv, ayniqsa, Jing (xit. jin 晋) sulolasi davrida keskin ommalashdi [11]. Ilk o'rta asrlarda, milodiy IV asrda Xitoy yozuvi bilan bir qatorda leksikasi va grammatik me'yorlari ham isloh bo'la boshladi.

Milodiy IV asrdan to XII asrgacha o'rta Xitoy tili shakllandi. Tadqiqotlar natijasida 601-yilda yozilgan lug'atsimon asar Suy va Tan sulolasi davri leksikasini



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o'zida namoyon etadi. Shved tilshunosi Bernard Karlger lug'atda ushbu 2 sulolaning poytaxti sanalgan Changan shahri lahjasi nutq me'yorlariga asoslanganligini ko'rsatadi[12]. Bu jarayonlar husnixat me'yorlariga ham ta'siretmay qolmadi. Tan(xit.) sulolasigacha Suy sulolasi davriga kelib li shuning qoidalarini saqlab qolgan bugungi tez yozuv(xit.jingchaojingchao 今草)nomini oladi. Bu davrga kelib Shimoliy Vey(xit.beivei北魏)sulolasi davrida ham yangi husnixat me'yorlari paydo bo'lgan. Bu yozuv texnikasi yarim tez yozuv (xit.xingshu 行书) nomini oladi[13]. Tan sulolasi davriga oid husnixat 3 marta isloh bo'lgan: dasavval, katta belgili tez yozuv(xit.dachao 大草); kichik belgili tez yozuv (xit.xiaochao 小草); quturgan belgili yozuv (xit.kuangchao 狂草)nomlarini olgan. Ular umumiy qilib namunali yozuv (xit.kaishu 楷书)nomini oladi. Bu husnixat hozirgacha qo'llanadi. Ushbu yozuvlar to'rtburchakli yozuvlar(xit.fangkuaizi 方块字)asosida yoziladi[14]

XIX asr oxiriga qadar yozuv islohoti deyarli yuz bermadi. XX asrga kelib xitoy jamiyatida ajnabiy atamalar paydo bo'ldi. Xitoyning "ochilishi" natijasida chet eldan o'zlashma so'zlar paydo bo'lishi tovush tizimiga oid yangi alifboning shakllanishiga turtki berdi. 1894-1895-yilgi Xitoy inqilobidan keyin venyan(xit.文言)adabiy tili faqat badiiy adabiyotda saqlanib qoldi. Yozuvni esa alifbolashtirish boshlanib ketdi. Bu ishda yirik tilshunos olim Lyu Fu 6 ta turli alifbolarning ichidan 2 ta alifbolarni tanlab oldi: biri Van Chjaoning Pekin lahjasiga asoslangan Pekin alifbosi(xit.guanhuazimu 话字母); ikkinchisi esa Lya Nya-suanning Nankin yozuvi(xit.jianzi 间子) edi. Ushbu yozuv bilan parallel ravishda Shanxay, Fuszyan va Guandun provensiyalarining lahjalari alohida alifbo tizimini yaratadi. 1908-yilda Lao Nay-syuan imperator saroyida nutq so'zlaydi. Lekin ko'pchilik tomonidan bu alifbo ma'qullanmaydi. Ammo, bu alifbo tizimi ham Van Chjao alifbosidan qolishmaydigan tizimli edi. 1912-yilda davlat alifbosini yaratish Maorif vazirligining kun tartibiga kiritildi. Faqat 1918-yilga kelib Van Chjao alifbosi asosida yangi umummilliy xitoy alifbosi yaratildi. Bu alifboni davlat alifbosi (xit.guoyu 国语) nomini oladi. Alifbolashtirishdan so'ng xitoy talaffuzini ham yaratish muhim masalaga aylandi. Xitoy hukumati 1956 - 1964- yillar oralig'ida xitoycha harflar va belgilarni isloh qildi va 2235 ta soddalashtirilgan belgilarni nashr etdi. 1958-yilda esa XXR Maorif vazirligi lotin yozuviga asoslangan fonetiktizim, pinyin yaratildi. Endi xitoy tovushlar 4 ta ton(tovush)dan iborat tizimga solindi. Xitoy yozuvi hanzi (xit.汉字) yoki biaoyi(xit.表意)deb nomlashgan. Tilshunoslar tomonidan belgilarni ikki turga bo'lgan. Bular: oson belgili(xit.duitzi 独体字) va murakkab(xit.hetizi 合体字). 1971-yilgi "Xitoy tililug'ati"(xit.hinhuazidianhin 花字典) da kundalik hayotda iste'moldagi



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7000 ga yaqin ieroglif kiritilgan[15].Bugungi kunda ierogliflardan nafaqat Xitoy, balki Yaponiya , qisman Janubiy Korea , Vietnam va Singapurda ham qo'llaniladi.

Xulosa

Xitoy ierogliflarining uzoq tarixiga nazar solar ekanmiz , yozuv xitoyliklar uchun shunchaki muloqot vositasi emas ,balki san'at va qudrat ramzi ham bo'lgan.

Har bir sulola o'z yozuv texnikasini yaratib , qolgan sulolalardan qudratli ekanligini ko'rsatishga harakat qilganligini ko'rishimiz mumkin.An'anaviy Xitoy yozuvini esa siyoh bilan yozish esa ular san'at darajasigacha olib chiqqan.

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WORDMEANING. DIFFERENT APPROACHES TO MEANING.

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Annotation:

The definition of the word meaning presents no less difficulty than the definition of the word itself. The word meaning renders the emotion or the concept in the mind of the speaker which he wants to convey to the listener in the process of communication. By concept we understand any discrete unit of human cognition. The word being a unit of language enters a number of combinations with other units stands in functional relations to other linguistic signs. Thus the meaning of the word not only fixes concepts by way of generalizing and reflecting reality, but it is realized on contexts and combinations. The meaning of the word is not homogeneous. It is closely connected with the object it names and the concept it fixes. It is also connected with the sound form besides it is realized in different relations with other concepts. There are two main approaches to word meaning: 1. relative approach, according to which each linguistic sign (word) gets its meaning only in some semantic field or paradigmatic relations. 2. the referential or denotational approach, according to which the meaning of the word is autonomous, it's an integral part of the word, though is realized in contexts and this approach is shown as a triangle (symbol – the word, concept – thought; referent – object, denoted by the word).

Keywords: definition, linguistic signs, syntactical relations, homonyms, synonyms, functional, contextual, ideographic, absolute, stylistic, aspects.

Every word has two aspects: the outer aspect (its sound form) and the inner aspect (its meaning) . Sound and meaning do not always constitute a constant unit even in the same language. For example the word «temple» may denote «a part of a human head» and «a large church» In such cases we have homonyms. One and the same word in different syntactical relations can develop different meanings, For example. the verb «treat» in sentences:



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- a) He treated my words as a joke. У мени сўзларимни ҳазил деб ҳисоблади.
b) The book treats of poetry. Китоб шеъриятга бағишланган.
c) They treated me to sweets. Улар мени ширинликлар билан меҳмон қилишди.

d) He treats his son cruelly. У ўз ўғлига қўпол муомала қилади. In all these sentences the verb «treat» has different meanings and we can speak about polysemy. On the other hand, one and the same meaning can be expressed by different sound forms, For example «pilot», and «airman», «horror» and «terror». In such cases we have synonyms.

Homonyms. Definition, formal classification. Homonyms are words which are identical in sound and spelling, or, at least, in one of these aspects, but different in their meaning. E. g. bank, n. — a shore, bank, n. — an institution for receiving, lending, exchanging, and safeguarding money. ball, n. — a sphere; any spherical body, ball, n. — a large dancing party. Homonyms which are the same in sound and spelling are traditionally termed homonyms proper. Bean, n. and been, Past Part, of to be are homophone- they are the same in sound but different in spelling. Homographs- words which are the same in spelling but different in sound (lead v – show smb the way, lead n – a heavy, rather soft metal). When analysing different cases of homonymy we find that some words are homonymous in all their forms, i.e. we observe full h. of the paradigms of two or more different words, e.g., in seal1 — ‘a sea animal’ and seal2 — ‘a design printed on paper by means of a stamp’. When only some of the word-forms (seal, seals, etc.) are homonymous, whereas others (sealed, sealing) are not, we can speak of partial h. - find, found, found, and found, founded, founded.

Sources of homonyms. The two main sources of h. are: 1. diverging meaning development of a polysemantic word. This process can be observed when different meanings of the same word move so far away from each other that they come to be regarded as two separate units. Ex.: flower and flour originally were one word meaning ‘the flower’ and ‘the finest part of wheat’. 2. convergent sound development of two or more different words. Ex, OE. ic and OE. eaze have become identical in pronunciation (ME. I and eye). A number of lexico-grammatical homonyms appeared as a result of convergent sound development of the verb and the noun (MnE. love — (to) love and OE. lufu — lufian). Words borrowed from other languages may through phonetic convergence become homonymous. ONorse. ras and Fr. race are homonymous in Modern English (race1 [reis] — ‘running’ and race2 [reis] — ‘a distinct ethnical stock’).



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Types of Synonyms. The role of synonyms in the development of the vocabulary. The only existing classification system for synonyms was established by Academician Vinogradov, the famous Russian scholar. In his classification system there are three types of synonyms: ideographic (which he defined as words conveying the same concept but differing in shades of meaning), stylistic (differing in stylistic characteristics) and absolute (coinciding in all their shades of meaning and in all their stylistic characteristics). A more modern and a more effective approach to the classification of synonyms may be based on the definition describing synonyms as words differing in connotations.

The strongest point in the approach is an attempt to link the notion of meaning with the process of naming the objects, processes or phenomena of concrete reality. The analytical definitions of meaning are usually criticized on the grounds that they cannot be applied to sentences. For example, the sentence "I like to read long novels" does not express single notion, it represents composites of notions specifying the relations between them. The referential definition of meaning can hardly be applied to semantic additions that come to the surface in the process of communication. For example, "That's very clever" may mean different sorts of things including that it is not clever at all.

Another approach to the Definitions of meaning is functional or contextual. Proceeding from the assumptions that the true meaning of a word is to be found by observing what a man does with it not what he says about it, the functional approach to meaning defines it as the use of the word in the language. It has been suggested that the meaning of a word is revealed by substituting different contexts. For example, the meaning of the word cat may be singled out of contexts: cats catch mice. I bought fish for my cat. And similar sentences.

By the functional approach the meaning can be studied only through context, through its relation to other words. For example, to take the tram (a taxi), to take off, to take care of, to take ill, to take a degree, to take cold, to take it easy, to take on, to take place, to take tea, to take a bath, to take five minutes, to take notice, to take part in, to take a book, to make a table, to make a teacher, to make out, to make somebody do smth, to make up, to make up one's mind; to look at, to look forward, to look for, to look after, to look through, to look pale, to look like;

To sum up, in each case the implication would depend on the concrete situation of communication. And discussing meaning as the information conveyed would amount to the discussion of an almost endless set of possible communication situations



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which in the end will bring us back to a modified contextual or functional approach to meaning. The distinction between the two layers in the information conveyed is so important that two different terms may be used to denote them: the direct information conveyed by the units which build up a sentence may be referred to as meaning while the information added to the given extralinguistic situation may be called sense.

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1-TOM, 11-SON
THE ROLE OF FOREIGN LANGUAGES IN MODERN LIFE.

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Annotation:

English is used for more purposes. It is closely related to economic modernization, industrial development and today's social life. Companies compete fiercely for customers while employees compete with each other for their jobs, Student's entry into a professional language environment certainly contributes to the intensification. The English language is rich in scientific and technical features. Foreign languages, especially many of these special words, are related to international words. In order to educate students' interest in the subject of "Foreign language" and to form them, the teacher should not interfere in the motivation field of students, but should learn to control it. The teacher should think about the problem of continuous formation. Motivation among students plays an important role as one of the main tasks of their activity.

Keywords: business, foreign language, career, motivation, educational institutions, economic terms, English, German, French and Russian, modernization.

In today's world, learning a foreign language is one of the most important components of a modern, successful person. Knowing at least one foreign language broadens a person's outlook, allows to learn the culture and traditions of other peoples. It seems that every person wants to be successful in business. And in this case, knowing a foreign language can still be very useful. Firstly, this is additional knowledge, and secondly, employers are more willing to hire a specialist who speaks a foreign language. The main point is the opportunity to plunge into the mysterious and incomprehensible world, it is the opportunity to communicate with people with a different worldview and mentality.



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Materials and methods: It is common to learn English as the international equivalent of communication. But this does not reduce the importance of learning other foreign languages. Perhaps someone will be angry and say that not everyone can learn a foreign language. Yes! Unfortunately, the ability of each society is bright individual, someone has a tendency to exact sciences, someone has a more humanistic thinking. But, of course, every person has abilities, and hardly anyone would disagree with this fact. The most important thing is to develop, nourish and strengthen these abilities. There are many ways to learn foreign languages today. You can be offered an individual approach and a unique development of foreign language lessons. Of course, navigating the endless stream of information alone can be overwhelming. Choosing from all that modern technology has to offer can be overwhelming. However, there are more standard ways of learning a language - it's going to English courses, it's visiting specialized educational institutions, and finally, these are lessons with a tutor.

Anyone who wants to learn a foreign language can choose the most affordable and best option to learn the language they like the most. True, sometimes it is not really necessary to choose, and it is necessary to learn a certain language for some objective reasons, that is, there may be a desire to go to a certain country or to work in some kind of job where one of the conditions is present. Currently, English language plays an important role in various areas of life. This applies to entertainment, education, travel and professional activities. It goes without saying that knowing corporate English for business is a way to expand your opportunities, explore uncharted paths and make new business contacts. Why should people who run their own business know English? Many professions have a direct relationship with foreign languages, there are practically no restrictions. Even if the profession does not require mandatory ability to speak a second language, such knowledge can still be important for the employee himself, because they significantly expand the choice of available vacancies not only in your city and country also abroad . For many, this is a big step towards achieving their professional goals and even starting their own business. You understand that by knowing a foreign language you can move up the career ladder, you can imagine everything you can do with language skills, where you can visit, what you can try and what you can come to, speak, write. Business English is more than just interviewing and CV writing. When you enter the business stream, you have to make presentations, negotiate, answer phone calls, write official letters and business correspondence, sign contracts, etc. Another specific feature of the business language is the level of professional knowledge, then it is necessary not only to know the name of the term, but also to understand it and use it



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correctly. In order to avoid a distorted interpretation of concepts, it is worth learning business English directly at the workplace or during education related to a narrow specialty. Learning a foreign language is directly related to the change of the linguistic view of the world and the way of thinking of the individual. In order to understand a person who speaks another language at an elementary level, it is necessary to take into account the cultural and religious characteristics that we learn and accept along with grammar and vocabulary during the course of a foreign language. And maybe knowing the basic level of spoken English is enough to say hello, book a room in a hotel, have dinner in a restaurant. But if you are an employee of an international company, a business coach, a future entrepreneur, you will have to deal with the use of "foreign" words every day in your professional activities.

Words of foreign language origin are found in the field of supply, management, in the preparation of an advertising campaign, in showing the necessary characteristics of the range, in the study of accounting methodology, and in the experience of industrial and commercial enterprises. In particular, knowledge of the English language is important in evaluating the quality of products, conducting expertise, and compiling written characteristics of supplied products [3]. In the process of teaching this specialty, it is known that students have difficulty in using and interpreting the necessary economic terms. Teachers of the specialty "Commodity science and quality expertise of consumer goods" carry out work on the repetition of learned terms and the compilation of dictionaries containing professional terms in order to master and improve the quality of knowledge in order to acquire a future profession, which increases their level of knowledge.

The process of teaching a foreign language: English is being used for more purposes than ever. It is closely related to economic modernization and industrial development. Companies compete fiercely for customers while employees compete with each other for their jobs, Student's entry into a professional language environment certainly contributes to the intensification. The English language is rich in scientific and technical features. Foreign languages, especially many of these special words, are related to international words. In order to educate students' interest in the subject of "Foreign language" and to form them, the teacher should not interfere in the motivation field of students, but should learn to control it. The teacher should think about the problem of continuous formation. Motivation among students plays an important role as one of the main tasks of their activity. As for international consulting companies, these are primarily the so-called ones. Knowing three or four languages in these



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companies will not surprise anyone: each of the companies has language centers where employees are trained in English, German, French and Russian. Depending on which group of experts from other countries he works with. Some positions require candidates to have written skills. However, the need to learn a foreign language is still very much in question. A large number of university students who do not speak a language, many students believe that a foreign language is necessary. A foreign language plays an important role in the formation of modern specialists, and knowledge has become a necessary part of professional training. To meet the high demands of modern society is not only to be a professional in your field, but also to be able to speak a foreign language fluently.

The role of foreign language in our life: After reading a lot of reference literature on the use of a foreign language in our lives, I learned that 1.5 billion people in the world speak English and another billion are learning it. Today, English is the third most spoken language, followed by Chinese and Spanish. India and China are ahead in terms of the number of people who use English as a second language. Knowing English, maybe the whole world will understand you, which shows the importance of the language. Foreign language is used in many areas of our life: Tourism, travel. English is the language of international communication. If you like to travel, then knowing English will allow you to communicate freely in almost any country and read information signs without difficulty.

Business, career: English is the language of business and you need to know:

- business people who want to enter the international market;
- work in international companies;
- in employment, because today many companies closely cooperate with foreign mail.

English is used for more purposes than ever. It is closely related to economic modernization and industrial development. Companies compete fiercely for customers while employees compete with each other for their jobs, Student's entry into a professional language environment certainly contributes to the intensification. The English language is rich in scientific and technical features. Foreign languages, especially many of these special words, are related to international words. In order to educate students' interest in the subject of "Foreign language" and to form them, the teacher should not interfere in the motivation field of students, but should learn to control it. The teacher should think about the problem of continuous formation.



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Motivation among students plays an important role as one of the main tasks of their activity.

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WORD FORMATION: PRODUCTIVE AND NON-PRODUCTIVE TYPES OF
WORD FORMATION

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Annotation: This article deals with what is word-formation, the different ways in which new words are created in a language and how certain words might have been formed, how many types is the formation of words classified, adding prefixes and suffixes(what are they and which are the most common ones?), as well as the productive and non-productive types of word formation. Word formation studies the derivative structure of existing words and the patterns on which a language builds. What is more, it is a certain principle of classification of lexicon and the main way of enriching the vocabulary.

Key words: Word-formation, word-derivation, word-composition, suffixation affixation, prefixation, conversion, compounding, shortening, blending, back-formation, sound and stress-interchange.

Word formation is the system of derivative types of words and the process of creating new words from the material available in the language after certain structural and semantic formulas and patterns. Word formation deals with the ways in which new words are built on the bases of other words; for example; clue-less-ness. In this article, we will examine a number of perspectives on word formation and apply these to English. It is no secret that, the English language is known for its wonderful quality of the way in which words and sentences are formed and used. Formation of new words from an existing root word by adding a syllable or another word is the general process, however, there are multiple ways in which it can be done. The formation of words is classified into 4 types based on how the process of formation is carried out. They are: a) by adding prefixes; b) by adding suffixes; c) converting from one word class to another; d) forming compound words.



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Adding prefixes. The term "prefix" refers to one or more alphabets added to the stem of a word, mostly to make it negative. The most commonly used prefixes include in-, un-, dis-, im-, ir- and etc. For example; discipline- indiscipline, just-unjust, tidy-untidy, respect-disrespect, understand- misunderstand, comfortable- uncomfortable, comfort-discomfort, responsible-irresponsible, legal-illegal, ethical- unethical.

Adding suffixes. A suffix is a short syllable added at the end of a base word. The addition of suffixes usually changes the word class of the particular word. The most common suffixes include -ment, -ness, -ity, -aus, -tion, -sion, -al, -able, -ible, -ive, -ly, -ate, -er, -or. For instance; comprehend(verb)- comprehension(noun)-comprehensible(adjective); inform(verb)- information (noun) informative (adjective); invest(verb)- investment (noun)-investor (noun); write (verb)- writer(noun); authorize (verb)- authorization (noun); converse (verb)- conversation (noun); wide (adjective)-widen (verb); brave (adjective)- bravery (noun); quick (adjective)-quickly (adverb).

Conversion. The process of conversion focuses solely changing the word class of the particular word. If you have noticed, you would have seen how some nouns are used to perform the role of a word or an adjective acting like a noun just by the addition of another word or slightly altering the spelling of the actual word. For instance; "The rich should help the poor". Adjectives such as "rich" and "poor" are used as nouns by using them with the article "the". "Everyone is talented". "Talented"- a past participle is used as an adjective in the above the sentence. The word is formed by adding the suffix to the end of the noun "talent" . "The financial aid had to be approved before we could make a decision". The noun "finance" is used as an adjective by adding "-ial" to the end of it and the verb "decide" is used as a noun by removing "de" and adding "sion" to the word.

Forming compound words. Compound words are formed by combining one part of speech with another to form a specific word class. There are many ways in which compound words are formed. Verbs are combined with adjective to form compound verbs, a present participle is combined with a noun to form a compound noun, an adjective and a noun are combined, adverb is combined with a noun, adjective is combined with a past participle to form a compound adjective and so on. For example;

Over(adjective)+load(noun)=overload

White(adjective)+wash(verb)=whitewash

Black(adjective)+board(noun)=blackboard

Cup(noun)+board(noun)=cupboard

Swimming(present participle)+pool(noun)=swimming pool



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Break(verb)+down(preposition)=break down

Up(preposition)+town(noun)=uptown

Copy(verb)+writer(noun)=copy writer

Round(adjective)+table(noun)=round table. [1]

Productive and non-productive types of word formation:

Some of the ways of forming words in present-day English can be resorted for the creation of new words whenever the occasion demands- these are called productive ways of forming words, other ways of forming words can not produce new words and these are commonly termed non-productive or unproving words ever since the Old English, period on the other hand sound interchange must have been at one time a word building means, but in Modern English, as has been mentioned above, its function is actually only to distinguish between different classes and forms of words. [2, 112]. There are 2 types of word formation:

Productive ways are widely used to form a lot of new words in Modern English. They are word-derivation, word-composition, conversion.

Non-productive are not frequently used for the production of new words in Modern English. They are blending, back-formation, sound and stress-interchange, sound imitation.

Shortening (Contraction). This comparatively new way of word building has achieved a high degree of productivity nowadays, especially in American English. Shortenings (or contracted/ curtailed) are produced in 2 different ways. **The first** is to make a new word from a syllable (rarer two) of the original word. The letter may lose its beginning (as in phone made from telephone, fence from defence), its ending (as in hols from holidays, vac from vacation, prop from properties, ad from advertisement), or both beginning and ending (as in flu from influenza, fridge from refrigerator). **The second** way of shortening is to make a new word from the initial letters of a word-group: UNO from the United Nations Organisations, BBC from the British Broadcasting Corporation, MP from the Member of Parliament, O.K from okay. This type is called initial shortenings. Both types of shortenings are characteristic of informal speech in general and of uncultivated speech particularly. Some examples; movie- moving picture; gent-gentleman; specs-spectacles; circs- circumstances; exhibish-exhibition; metrop-metropoly; posish-position; co-ed-coeducational; lib-liberty; cert-certainty.[3, 50].

Blending is the formation of new lexical units by means of merging fragment of words into one new word or combining the elements of one word with another:



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drunch=drinks+lunch, cinemagnate=cinema+magnate. [4, 22]. It is the formation of taking only the beginning of one word and attaching it to the end of another one such as, smog, smaze, smurk, bit, motel, spam, edutainmentant, , brunch. Blends are words formed from a word-group or two synonyms. In blends, two ways of word building are combined: abbreviation and composition. One of the first blends in English, was the word "smog" from 2 synonyms: smoke and fog. Mostly blends are formed from a word-group.

Back-formation. The earliest examples of this type of word building are the verb "to beg" was made from the French borrowing "begger", to burgle from burglar, to cabble from cabbler. In all these cases the verb was made from the noun by subtracting what was mistakenly associated with the English suffix -er. The pattern of the type to work-worker was firmly established in the subconscious of English Speaking people at the time when these formations appeared and it was taken for granted that any noun denoting profession or occupation is certain to have a corresponding verb of the same root. Later examples of back-formation are to butle from butler, to baby-sit from baby-sitter, to force-land from forced landing, to blood-transfuse from blood transfusing. [5, 52].

Sound-imitation (onomatopoeion). Words are made by imitating different kinds of sounds that may be produced by animals, birds, insects, and other human beings. It is interesting that sounds are produced by the same kind of animal are frequently represented by quite different sound groups in different languages. For instance: English dogs bark: bow-bow; English cocks cry cock-a-doodle-doo; ducks quack and frogs croack. [6, 19]

In conclusion, word formation is the process of creating new words from the material available in the language after certain structural and semantic formulas and patterns. As a subject of study English word formation is that branch of English Lexicology which studies the derivative structure of words and the patterns on which the English language builds new words. Like another linguistic phenomenon, word formation may be studied synchronically and diachronically. In addition to, there are 2 types of word formation in Modern English: word-derivation and word-composition. Within the types further distinction is made between the various ways and means of word formation. There is every reason to exclude the shortening of words, lexicolisation blending, acronym, from the system of word formation and regard them and other word forming process as specific means of vocabulary replenishment. Sound and stress-interchange in Modern English are a means of distinguishing between different words,



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primarily between words of different parts of speech. The degree of productivity and factors favouring it make an important aspect of synchronic description of every derivational pattern within the 2 types of word formation.

The degree of productivity are distinguished for derivational patterns and individual derivational affixes: 1) highly-productive; 2) productive or semi-productive; 3) non-productive. [7, 114].

Taking everything into account, gaining a great deal of information about how different words are created in languages and how certain words have been formed can aid us to make our speech awesome and also understand other people's speaking. Therefore, we should also know about some borrowed words from languages especially, from ancient Greek and the dead language, Latin.

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PHRASAL VERBS AND THEIR CHARACTERISTICS

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Annotation: This article examines the fascinating field of Phrasal verbs and how they are an essential and often challenging aspect of learning English. They are combinations of a verb and one or more particles (usually prepositions or adverbs) that create a new meaning. Phrasal verbs can be inseparable, separable, or transitive, presenting unique characteristics that learners must understand to use them effectively.

Key words: phraseology, phrasal verbs, prepositional verb, particle, transitive, intransitive, separable, inseparable, Multi word verbs (MWV).

Phrasal verbs are important because they are extremely common in informal English, and unless you are familiar with their meanings, understanding informal language will be difficult. In addition, learning to use phrasal verbs correctly will help you sound natural in casual conversation. They're important because English speakers use phrasal verbs all the time. They are extremely common in conversations, and that makes them essential to mastering the language.

The origin of phrasal verbs is related to the syntax or word order of the German language. The German language follows the sentence structure of subject-verb-object. English is considered a Germanic language because it follows the subject-verb-object order, but it also follows the Germanic placement of the adjective and the adverb before the noun. The phrasal verb in the English language follows the separation of the present tense verb from the adverb or the preposition in German. In German, some verbs have prefixes before the root verb, which changes the meaning of the verb. In German, the phrase, "aufstehen" translates to "upstand" or "upget." In English it means "stand up" or "get up." Notice the prefix is attached to the root word. In English, the adverb or preposition is after the verb and is usually a separate word. The prefix and the particle added to the verb changes the meaning.

Types of Phrasal Verbs:



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- a. Prepositional phrasal verbs: These consist of a verb followed by a preposition (e.g., look up, run into).
- b. Particle phrasal verbs: These consist of a verb followed by an adverb (e.g., bring up, take off).
- c. Transitive and intransitive phrasal verbs: Transitive phrasal verbs require an object, while intransitive ones do not (e.g., put on vs. take off).

Inseparable Phrasal Verbs:

Inseparable phrasal verbs are those in which the particle cannot be separated from the verb. The meaning of the verb is different from the individual words used together. For example, "give up" means to surrender or quit, which is distinct from the meaning of "give" and "up" separately. These phrasal verbs are usually transitive and followed by a direct object. For instance, "She gave up her favorite hobby."

2. Separable Phrasal Verbs:

Separable phrasal verbs allow the particle to be placed either before or after the object of the sentence. The verb and particle can be separated by an object noun or pronoun. For example, the phrasal verb "call off" means to cancel. You can say, "They called off the meeting" or "They called the meeting off." This characteristic of separability gives learners flexibility in constructing sentences.

3. Transitive Phrasal Verbs:

Transitive phrasal verbs are those that can take an object, either a noun or pronoun, between the verb and the particle. These verbs can be either separable or inseparable. For instance, "turn off" can be used both ways - "She turned off the lights" (inseparable) or "She turned the lights off" (separable).

4. Idiomatic Meanings:

Phrasal verbs often have idiomatic meanings that are not predictable based on the individual verb and particle. For example, "bring up" means to mention or introduce a topic in conversation. These idiomatic meanings can sometimes be baffling for non-native speakers, so it's crucial to study phrasal verbs in context to understand their intended implications.

5. Variations in Formality:

Phrasal verbs can also vary in formality levels. Some are considered more informal, commonly used in spoken English or informal writing. For instance, "hang out" means to spend time casually with someone. In contrast, more formal equivalents like "associate with" can be used in formal writing or professional contexts.



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Prepositional and adverbial phrasal verbs: Phrasal verbs can be categorized into prepositional and adverbial phrasal verbs. Prepositional phrasal verbs have a preposition as the particle, while adverbial phrasal verbs have an adverb as the particle. For example, "put on" (prepositional) and "run away" (adverbial).

Informality: Phrasal verbs are commonly used in spoken and informal English. They add variety and expressiveness to the language. In more formal situations, it is often preferable to use their equivalents, such as one-word verbs or formal expressions.

Expanded meaning: Phrasal verbs often have an expanded meaning compared to their one-word verb counterparts. For example, "turn down" means to decrease the volume or to reject an offer.

Examples of Phrasal verbs

Phrasal verbs are combinations of a verb and one or more prepositions or adverbs. They create new meanings that may not be obvious from the individual words. Here are a few examples of phrasal verbs:

1. Turn on - to start or activate something (e.g. Please turn on the lights.)
2. Look after - to take care of someone or something (e.g. Can you look after my cat while I'm on vacation?)
3. Run into - to encounter someone unexpectedly (e.g. I ran into an old friend at the grocery store.)
4. Break up - to end a relationship (e.g. They broke up last month.)
5. Put off - to postpone something (e.g. Let's put off the meeting until next week.

These are just a few examples, but there are many phrasal verbs in English that are used in everyday language.

Examples of Phrasal verbs and their types.

6. Come in — To enter

Type: Inseparable, intransitive

7. Fall off- to decline in quality or quantity

Type: Intransitive

8. Fill in (for someone) — To do someone else's job temporarily

Type: Separable, transitive

9. Give out (1) — To break down or stop working

Type: Inseparable, intransitive

10. Go out (with) — To go on a date with someone

Type: Inseparable, transitive / intransitive



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Phraseological units are subdivided into the following four classes according to their function in communication determined by their structural-semantic characteristics.

1. Nominative phraseological units are represented by word groups, including the ones with one meaningful word, and coordinative phrases of the type wear and tear, well and good. The first class also includes word-groups with a predicative structure, such as as the crow flies, and also, predicative phrases of the type see how the land lies, ships that pass in the night.

2. Nominative-communicative phraseological units include wordgroups of the type to break the ice — the ice is broken, that is, verbal word-groups which are transformed into a sentence when the verb is used in the Passive Voice.

3. Phraseological units which are neither nominative nor communicative include interjectional word-groups.

4. Communicative phraseological units are represented by proverbs and sayings.

These four classes are divided into sub-groups according to the type of structure of the phraseological unit. The sub-groups include further rubrics representing types of structural-semantic meanings according to the kind of relations between the constituents and to either full or partial transference of meaning.

The classification system includes a considerable number of subtypes and gradations and objectively reflects the wealth of types of phraseological units existing in the language. It is based on truly scientific and modern criteria and represents an earnest attempt to take into account all the relevant aspects of phraseological units and combine them within the borders of one classification system.

In conclusion, phrasal verbs are a distinctive feature of the English language, characterized by their unique structure, varied meanings, and diverse usage. Language learners must grasp the intricacies of phrasal verbs to communicate effectively in both spoken and written English. This coursework has provided an overview of the characteristics, structure, meanings, and usage of phrasal verbs, shedding light on their significance in the English language.

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**Unveiling the Synergies of Hyponymy, Hierarchy, and Taxonomy:
Understanding Semantic Relationships and Organizational Structures**

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Keywords: hyponymy, hierarchy, taxonomy, semantic relationships, organizational structures, lexical semantics, cognitive processes, formal hierarchy, informal hierarchy, linguistic hierarchy, biological taxonomy, linguistic taxonomy, library science taxonomy, knowledge organization, information retrieval, synergies.

Annotation: Language is an intricate system that allows us to communicate and understand the world around us. In the study of linguistics, the concepts of hyponymy, hierarchy, and taxonomy provide a deeper understanding of how words relate to each other and how we categorize information. This article aims to delve into these notions, shedding light on their significance and exploring their applications in various fields. This article explores the intertwined concepts of hyponymy, hierarchy, and taxonomy, focusing on their definitions, types, applications, and synergies. It analyzes the significance of hyponymy in lexical semantics, identifies the various types of hierarchy, and delves into the purpose and applications of taxonomy in diverse fields. The article highlights the connections and interplay between these notions, emphasizing their role in semantic understanding, knowledge organization, and efficient information retrieval.

The notion of hyponymy is a fundamental concept in linguistic semantics, referring to the hierarchical relationship between words or lexical items within a given semantic field. In this article, we aim to provide an in-depth analysis of hyponymy, its various types, and its significance in natural language understanding and categorization.

Definition and Types of Hyponymy: Hyponymy is a relationship between a more general term, known as a hypernym, and a more specific term, called a hyponym. The hypernym represents a broader category, while the hyponym represents a subcategory or specific instance within that category.

There are several types of hyponymy. First is proper hyponymy. In this type of hyponymy, the hyponym term represents a subclass of the hypernym. For example,



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"dog" is a proper hyponym of "animal," as it represents a specific group within the broader category

Chain hyponymy occurs when there is a hierarchical relationship between multiple levels of hyponyms within a given semantic domain. For instance, "poodle" is a hyponym of "dog," and "dog" is a hyponym of "animal."

Coordinate Hyponymy refers to a relationship where two or more hyponyms share the same hypernym on an equal level. For example, "cat" and "dog" are coordinate hyponyms of the hypernym "pet."

In superordinate hyponymy, the hypernym term is more general and represents a higher-level category. For example, "color" is a superordinate hypernym for the hyponyms "red," "blue," and "green."

Hyponymy is crucial in lexical semantic analysis as it helps in understanding the meaning and structure of words and concepts. By identifying hyponyms, researchers can analyze semantic associations and hierarchies within lexical fields.

Hyponymy plays a significant role in cognitive processes, such as categorization and conceptualization. It allows individuals to organize knowledge by grouping related concepts and understanding their hierarchical relationships.

Understanding hyponymy is essential for language learners as it enables them to grasp the nuances and depth of vocabulary. By recognizing hyponyms, learners can expand their vocabulary and refine their understanding of word meanings.

Natural Language Processing: Hyponymy is an essential concept in natural language processing (NLP) and computational linguistics. It aids in tasks such as information retrieval, text classification, and word sense disambiguation, by providing knowledge about semantic relationships between words.

The concept of hierarchy is fundamental in various fields, including linguistics, sociology, psychology, and organizational theory. This article aims to delve into the notions of hierarchy, examining its definition, types, dynamics, and significance. A range of scholarly literature has been consulted to provide a comprehensive analysis of this concept.

Hierarchy refers to a system or structure in which individuals, objects, or entities are arranged in an ordered ranking, based on power, authority, importance, or some other criterion. It represents a vertical, layered arrangement where each level has a specific position and relationship to other levels.

Formal Hierarchy: This type of hierarchy is explicitly defined and enforced within formal organizations or institutions, such as government bodies, corporations,



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or educational institutions. In formal hierarchies, authority, responsibility, and decision-making power flow from top to bottom along predetermined lines.

Informal Hierarchy: Informal hierarchies emerge spontaneously within social groups, communities, or workplaces, based on social dynamics, expertise, influence, or personal relationships. These hierarchies are not officially designated but can significantly impact the functioning and interactions within a group.

Sentential Hierarchy: In linguistics, sentences often exhibit hierarchical structures. For instance, in a phrase like "The cat chased the mouse," the noun phrase "the cat" is hierarchically dominant to the verb phrase "chased the mouse." This hierarchy helps determine the interpretation and relation between different constituents of a sentence.

Semantic hierarchy refers to the organization of concepts based on their generality or specificity. Hyponymy, as discussed in a previous response, illustrates a hierarchical relationship between sets of words or lexical items, where hypernyms represent broader categories and hyponyms represent more specific instances.

Organizational Structure: Hierarchies are fundamental for organizing complex systems, such as corporations or governments, enabling effective decision-making, division of labor, and allocation of resources. Clear hierarchies help establish authority, accountability, and coordination within organizations.

Social Order and Power Dynamics: Hierarchies play a key role in shaping social relationships, power dynamics, and social order. They influence behaviors, interactions, and the distribution of resources in societies and communities.

Hierarchy is crucial in cognitive processes, impacting how individuals organize and categorize information in their minds. It simplifies complex systems, aids in information processing, and facilitates comprehension.

Evolutionary Perspective: Hierarchy can also be seen from an evolutionary standpoint, as it has been observed in various biological, ecological, and social systems. The study of hierarchy in these domains helps understand patterns of dominance, cooperation, and resource allocation.

Taxonomy is a crucial concept utilized in various fields, including biology, linguistics, library science, and information technology. This article aims to delve into the notions of taxonomy, examining its definition, purpose, types, and applications. A range of scholarly literature has been consulted to provide a comprehensive analysis of this concept.



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Taxonomy refers to the systematic classification and organization of entities, such as organisms, objects, or concepts, into hierarchical categories based on their shared characteristics. It provides a structured framework for organizing and understanding the relationships between different elements within words.

In linguistics, taxonomy aims to categorize and classify language elements, such as sounds, words, or grammatical structures, into distinct groups based on their shared features. Linguistic taxonomies help analyze language structure, variation, and evolution.

Taxonomies are widely used in library science to organize and retrieve information efficiently. These taxonomies, often referred to as classification schemes or systems, categorize resources, such as books or articles, into subject-based classes or categories, facilitating information organization and retrieval. Taxonomy plays a crucial role in organizing knowledge by providing a systematic and hierarchical structure. It helps in identifying relationships, grouping related words.

Taxonomies are integral to natural language processing (NLP) tasks, such as text classification, sentiment analysis, and topic modeling. By categorizing text/documents into predefined taxonomic classes, NLP algorithms can extract relevant information and derive insights.

The notions of hyponymy, hierarchy, and taxonomy play integral roles in understanding semantic relationships and establishing organizational structures in various domains. Hyponymy, by encompassing the relationship between more general terms (hypernyms) and more specific terms (hyponyms), aids in lexical semantics and cognitive processes. Hierarchy, on the other hand, provides a structured system of ranking and organization, both formally and informally, influencing social dynamics, decision-making, and cognitive representations. Additionally, taxonomy serves as a framework for organizing and retrieving information efficiently, whether in biology, linguistics, or library science. The synergies between these notions become apparent when examining their interplay. Hyponymy, facilitating the classification of terms, contributes to the formation of hierarchies which, in turn, can be represented in taxonomies. Furthermore, understanding the connection between hierarchical relationships and semantic categorization is vital for effective knowledge organization and information retrieval. As we move forward, further research can explore the intricate relationships between hyponymy, hierarchy, and taxonomy, and their implications in different fields. Additionally, the practical applications of these concepts should be leveraged to enhance diverse areas such as natural language



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processing, information systems, and organizational structures. By embracing the synergies of hyponymy, hierarchy, and taxonomy, we can deepen our understanding of semantic relationships and improve the efficiency of knowledge management and communication in various domains.

In summary, the notions of hyponymy, hierarchy, and taxonomy form a complex web of relationships that shape our understanding of language, organization, and information management. Recognizing and harnessing these concepts will undoubtedly contribute to advancements in both theoretical and practical aspects of semantic analysis, organizational structure, and knowledge representation.

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Syntagmatic and Paradigmatic Approaches in Vocabulary Classification: A Comprehensive Overview

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Annotation: Vocabulary classification plays a crucial role in understanding and organizing language. One important point maybe about the lexical system, whose elements are characterized by their combinatorial and contrastive properties determining their several relationships. Two fundamental approaches, namely the syntagmatic and paradigmatic approaches, have been employed to categorize and analyze vocabulary. This article aims to delve into these approaches, exploring their definitions, differences, and significance in understanding the structure and function of language.

Key words: paradigmatic approaches, syntagmatic approaches, functional unit, lexical system, combinatorial possibility, linear relationship, linguistic coherence, sequential arrangement

Paradigmatic and syntagmatic studies of meaning are functional because the meaning of the lexical unit is studied first not through its relation to referent but through its functions in relation to other units. The study of the lexical system must also include the study of the words combinatorial possibilities their capacity to combine with one another in groups of certain patterns, which serve to identify meanings. Most modern research in linguistics attaches great importance to what is variously called valency, distributional characteristics, colligation and collocation, combining power or otherwise. This research shows that combinatorial possibilities of words play an important part in almost every lexicological issue.

Syntagmatic Approach: The syntagmatic approach focuses on the linear relationship between words in a sentence or phrase. It examines how words combine and interact to form meaningful language units. This approach considers vocabulary in terms of word order, collocations, and lexical patterns. By analyzing the context in which a word is used, syntagmatic analysis allows us to understand how individual



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words contribute to overall linguistic coherence. Examples of syntagmatic relation are abstract – concept, edit – film, team – sport, and occur – phenomenon. A word enters into syntagmatic (linear) combinatorial relationships with other lexical units that can form its context, serving to identify and distinguish its meaning. Lexical units are known to be context-dependent. For instance, in the hat on her head the noun head means part of the body, whereas in the head of the department Head means chief. A word enters into contrastive paradigmatic relations with all other words, e. g. head, chief, director, etc. that can occur in the same context and be contrasted to it. For example, in the phrase "big red apple," the syntagmatic approach highlights the sequential arrangement of words, their relative positions, and the semantic relationship between them. This analysis provides insights into the structure of the phrase and the meaning conveyed.

Furthermore, considering syntagmatic connections aids in comprehending sentence understanding and production. Speakers and listeners rely on these relations to anticipate and interpret upcoming words or phrases based on the linguistic context.

Paradigmatic Approach: In contrast to the syntagmatic approach, the paradigmatic approach focuses on the associative relationships between words within a particular group. It examines the possibilities of substitution or alternatives that can happen in a given linguistic context. This approach allows us to explore the potential choices of words and their semantic connections.

For example, in the word class of adjectives, the paradigmatic approach investigates the different options available for describing a specific noun.

So, instead of considering the actual adjective used, this approach looks at the potential alternatives that could have been chosen to modify the noun. Some examples of that sat, fat, hat, mat, bat as paradigmatic approaches of linguistics.. Paradigmatic relation is concerned with the way words are grouped together into categories, like nouns, verbs, adjectives etc

Significance and Applications: Understanding the syntagmatic and paradigmatic approaches to vocabulary classification provides us with valuable linguistic insights and applications.

Language Learning and Teaching: By identifying collocations, lexical patterns, and syntactic relationships, the syntagmatic approach assists language learners in understanding how to use words correctly in specific contexts. Similarly, the paradigmatic approach helps learners explore alternative words that can convey similar meanings, enriching their vocabulary.

Lexical and Semantic Analysis: These approaches are vital in lexical and semantic analysis, allowing researchers to study word formation, semantic shifts, and the organization of concepts within and across different linguistic systems.



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Translation and Computational Linguistics: The syntagmatic and paradigmatic approaches are essential for translation studies as they help identify equivalent expressions, word order, and semantic relationships in different languages. These approaches also play a crucial role in building language models and algorithms for natural language processing tasks in computational linguistics.

Conclusion: The syntagmatic and paradigmatic approaches offer valuable perspectives for understanding and categorizing vocabulary. While the syntagmatic approach analyzes the linear and contextual relationship between words, the paradigmatic approach explores the associative and substitute possibilities within a language system. Both approaches contribute significantly to our understanding of language structure, meaning, and usage. By employing these approaches, linguists, language learners, and researchers can enhance their understanding of vocabulary and its role in language communication.

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THE IMPORTANCE OF POLYSEMY AND HOMONYMS IN TEACHING
AND LEARNING A LANGUAGE

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Annotation: This article discusses the concepts of polysemy and homonymy in linguistics, providing definitions and examples of each. It explains how polysemy refers to the phenomenon of a single word having multiple related meanings, and how homonymy refers to the phenomenon of different words that are spelled and pronounced the same but have different meanings. The article also explores the implications of polysemy and homonymy for language understanding and communication. Overall, it offers a comprehensive analysis of these two important linguistic phenomena and their relevance in language processing.

Key words: polysemy, homonymy, language processing, semantic ambiguous, disambiguation, interpretation, lexical, multiple, semantic, ambiguous, contextual, same spelling, different meanings, biological classifications, overlapping meanings, semantic shift.

The study of polysemy of a language has often been associated with the study of homonymy because distinction between the two has often not been very clear. In a piece of text, one can come across a set of words, which may appear either homonymous or polysemous. Since both types of word are often similar in surface representation (i.e., spelling and orthography) with no special mark for their distinction, one is easily misled to assume homonyms as polysemy or vice versa. However, there is a need to draw a clear line of distinction between the two, because these forms differ from each other not only in their nature, but also in function and implication. In this paper, an attempt is made to identify the clues and strategies that can be adopted for tracing the differences between the two types of words. Since there is no well-defined process for doing this, one has to use traditional knowledge from



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linguistics, semantics and cognitive science. Making perceptible distinction between the two types of words is a prerequisite for developing tools, systems and resources for natural language processing, language engineering, word sense disambiguation, machine translation, information retrieval, machine learning, cognitive linguistics, and applied linguistics. After identifying the theoretical and practical relevance of the phenomenon in various domains of human knowledge (Section 2), effort is made to understand polysemy (Section 3), identify the factors behind sense variations (Section 4), to explore the nature of homonymy (Section 5), and their conceptual relational interface (Section 6), the lack of which may cripple an investigator in the task of word sense disambiguation.

What is Polysemy? In polysemy a particular word exhibits variations of its sense depending on the context of its use. While studying polysemy in a language it is observed that multiplicity of sense of words is a general characteristic feature of a language. Almost all the natural languages have a set of words that are capable in conveying multiple objects, ideas, and senses—both in their context-bound and context free situations. This particular feature of words allows a user to derive more than one sense that may differ in terms of lexical feature, morphosyntactic feature, sub-categorization feature, semantic feature, lexical selectional feature, idiomatic usage, proverbial usage, and figurative usage. For elucidation, let us consider the following examples obtained from the Bengali text corpus:

- 1) chabiṭā ṭebiler māthāy rākho
“Keep the picture on the table”
- 2) tomār kathāṭā āmār māthāy āche
“Your word is in my mind”
- 3) tin diner māthāy tini phire elen

“He returned by the beginning of the 3rd day”. The examples given above show that the word *māthā*, in Bengali, is multi-semantic in function because it is used in three different senses: in (1), it means ‘top of a table’, in (2), it implies ‘mind of a person’, and in (3), it indicates ‘beginning of a day’. In each case, the actual implied sense of the word is not difficult to retrieve because its immediately preceding and succeeding words help to understand its actual contextual sense. However, since the word *māthā* is not limited to only three different senses, it has many more senses in the language depending on its contexts of use. The most notable thing is that such multi-semantic words hardly posit any difficulty in day-to-day communication as well as



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sense disambiguation for the native language users but pose hurdles in the works of automatic sense decipherment, sense retrieval, and machine learning.

What is homonym? In case of homonymy, different unrelated senses or meanings are shared under same surface form of words. Such words often exhibit identical spelling or orthographic forms but are different in meaning. A quick reference to respective meanings and etymology of the forms helps to identify homonyms quite easily in a text. Homonymy, in general is expressed in two broad ways: (a) Homography: identical spelling and different meanings (e.g. māḷ, jin, kapi, kalam, etc.) and (b) Homophony: different spelling and similar pronunciation (e.g., dīn 'poor' and din 'day', śab 'dead body' and sab 'all', etc.). Like polysemous words, homonymous words are also considered ambiguous because of the two reasons mentioned above. To understand the nature of homonymy, let us look at the examples given below where the words māḷ and jin are used as homonymy in Bengali. Polysemy is used in language because it allows for greater flexibility and creativity in communication. It enables the use of a single word to convey multiple meanings and nuances, allowing speakers and writers to express themselves in more varied and nuanced ways. Homonyms are used in language for a couple of reasons. Firstly, they can add a layer of complexity and richness to the language. They can create wordplay, puns, and double meanings, which can add humor, depth, and creativity to communication. Secondly, homonyms can also serve as a way to distinguish between different meanings of a word. Although it can sometimes lead to confusion, context typically helps to disambiguate the intended meaning. Overall, while homonyms can sometimes create ambiguity, they are an important aspect of language that allows for creativity and flexibility in communication. Homonymy is a linguistic phenomenon that occurs when two or more words have the same pronunciation or spelling but different meanings. Homonymy serves several purposes in language and communication:

1. Efficiency: Homonyms allow for more efficient and concise communication. They enable us to convey different meanings using the same word form, reducing the need for unique words for every concept.

2. Creativity: Homonyms can be used for wordplay, puns, and creative expression in literature, poetry, and humor.

3. Cognitive economy: Homonyms streamline mental processes by allowing us to assign multiple meanings to the same word form, reducing the cognitive load of learning and recalling distinct words for related concepts.



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4. Flexibility: Homonyms contribute to the flexibility and adaptability of language, as they enable words to take on multiple meanings and adapt to different contexts.

Overall, homonymy adds richness and complexity to language, facilitating nuanced communication, creativity, and cognitive efficiency.

Polysemy also reflects the rich and dynamic nature of language, allowing words to evolve and adapt to different contexts and meanings over time. In addition, it can make language more efficient by allowing for the expression of multiple ideas with a single word. Overall, polysemy enhances the expressive power of language and contributes to its richness and complexity. Polysemy is used in language for several reasons:

1. Efficiency: Polysemy allows for multiple meanings to be expressed using the same word, reducing the need for a large vocabulary and making communication more efficient.

2. Expressiveness: Polysemy adds layers of meaning and nuance to language, allowing for more expressive and nuanced communication.

3. Flexibility: Polysemy allows words to adapt to different contexts and be used in a variety of ways, making language more flexible and adaptable to different situations

, 4. Creativity: Polysemy allows for creativity in language use, as speakers can play with and manipulate the multiple meanings of a word to convey their intended message in a unique and imaginative way.

5. Cultural and contextual relevance: Polysemy allows for language to reflect cultural and contextual nuances, as words can take on different meanings in different cultural and situational contexts.

Overall, polysemy enriches language and enhances communication by allowing for a diverse range of meanings to be conveyed using a relatively limited set of words.

The most important part of polysemy and homonym is understanding their differences and how they impact language and communication. Polysemy refers to words that have multiple related meanings, while homonyms are words that are spelled and pronounced the same but have different meanings. It is important to be aware of these linguistic phenomena in order to accurately interpret and use language. Understanding polysemy and homonyms can also help in avoiding misunderstandings and ambiguity in communication. Their impact on language should not be



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underestimated, as they shape the way we interpret and express meaning in our everyday interactions.

In conclusion, polysemy and homonymy are crucial concepts in linguistic analysis. Polysemy refers to the multiple meanings of a single word, influenced by context and usage, while homonymy involves words that are spelled or sound alike but have different meanings. Each phenomenon plays a significant role in communication, language interpretation, and translation, highlighting the complexity and richness of language. Awareness of these concepts is essential for effective language usage and understanding in both spoken and written communication.

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Musiqiy ta'lim jarayonida o'qitishning texnik vositalaridan foydalanish

O'zbekiston davlat konservatoriyasi "Musiqiy pedagogika" kafedrasida o'qituvchisi
Rajabov Jamshid Hikmatovich

O'qitishning texnik vositalari bu yerda har tomonlamali murakkablashtirilgan didaktik vositalar sifatida qatnashadi. Chunki, o'qitishning texnik vositalari yordamida xar-xil didaktik vazifalarni hal qilish mumkin, ya'ni ko'rgazmaligini oshirish, talabalarga har xil tafsilotlarni, o'zgarishlarni ko'rsatish mumkin; bilimlarni mustahkamlash; talabalar faoliyatini nazorat qilish va hokazolar.

O'qitishning texnik vositalari. Turli - tuman o'qitish vositalari orasida texnik vositalar alohida guruxni tashkil etadi. O'qitishning texnik vositalari vazifalari ta'limda ko'rgazmalilikni amalga oshirish bilan cheklanib qolmaydi qator xollarda ular ma'lumotning mustaqil manbai, talimni individuallashtirish vositasi bo'ladi. O'TV pedagogni ba'zi ikkinchi darajali vazifalaridan xolos etib, ayni paytda uning ta'lim jarayonini boshqarish va rahbarlik qilish vazifalarini kuchaytiradi. Ta'lim jarayoniga kompyuterlar va o'quv dasturlarning yetarli miqdordagi o'quv dasturlarini kiritish ushbu vazifalarni to'laroq amalga oshirishga yordam beradi.

Hozirgi davrda Internet setlari va elektron vositalar komunikatsiyasi, masofadan o'qitish vositalari keng ko'lamda ta'lim tizimiga kirib kelmoqda va ishlatilmoqda. Media ta'lim nima? Mediota'lim pedagogikada yangi yo'nalish bo'lib, kommunikatsiya (aloqa) ko'pchilik aloqa komunikatsiyalarini talabalar tomonidan o'rganishni e'tiborga oladi. Ya'ni: matbuot, televideniya, radio kino video va boshqalar. Ta'limda mediota'lim vositalari sifatida axborot muhiti elementlari: darslik, ko'pchilik axborot vositalari (nashriyotlar radio, televideniya), video, kompyuter o'qitish dasturlari va o'yinlar, multimedia, internet axborot setlari (turkumlari) foydalaniladi. Media (lotincha, tesia) - vositadir. Mediota'lim mazmuni quyidagi tarkibiy qismlardan iborat;

Ko'pchilik axborot vositalari kanallar orqali beriladigan axborotni o'zlashtirish va qayta ishlashga o'qitish; Kompyuterlar, modemlar, fakslar, multimedialar va boshqalarni ishlatish orqali kerakli axborotlarni qabul qilish, uzatish, tayyorlash va topish bo'yicha ko'nikmalarni shakllantirish O'quv kompakt - disklar. Oxirgi vaqtda har xil o'quv kurslari, fanlari bo'yicha lazerli kompakt - disklar (SD - ROM) keng tarqalmoqda. Bu axborotlarni tanishuvchilar ya'ni kompakt -diskda har xil ekran ovozi vositalar joylashtiriladi va ular kompyuterlardan foydalanishga moslashtirilgan.



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Bunday vositalarda ta'lim jarayonida foydalanish ko'zda tutilgan. Bu kompakt - disklar hozirgi kunda foydalanish bilan birga ayrim kamchiliklardan ham holi emas. Bu erda yana bitta tabiiy savol turibdiki, nima uchun o'quv-ishlab chiqarish jihozlarini didaktik vositalar doirasiga kiritiladi.

Chunki, o'quv jarayonida qo'llaniladigan stanoklar, agregatlar, priborlar, asboblari, materiallar, mashina va mexanizmlar ishlab chiqarish vositalarigina bo'lib qolmay, balki o'quv jarayonida talabalarda zaruriy bilim va malakalarni shakllantirishda ishlatiladi. Bu qarab chiqilgan didaktik vositalar nazariy va amaliy ta'limda keng qo'llaniladi.

Shuning uchun didaktik vositalar turkumlarini qarab chiqaylik:

O'quv ko'rgazmali qo'llanmalar deganda talabalarda qo'shimcha texnik qurilmalarsiz predmetlar va hodisalar haqida aniq va ravshan tassavurlarni shakllantirishni taminlaydigan didaktik vositalarni tushuniladi. Sxemadan ko'rib turibdiki, o'quv ko'rgazmasi qo'llanmalar uchta turkumdan iborat ekan. Ya'ni natural - tabiiy, real obyektlar qo'llanmalar, tavsiriy qo'llanmalar va belgili qo'llanmalardan tashkil topgan.

Dasturlashtirilgan o'qitishning texnik vositalar va bilimlarni nazorat qilish vositalari V.S. Umanskiy tomonidan amalga oshirilgan.

O'quv jihozlari klassifikatsiyasi A.R. Xodjaboev tomonidan amalga oshirilgan. Pedagogik vazifalarni yechish hal etish, dastur va darslik mazmunini yoritishga xizmat qiluvchi vositalar majmuasini ishlab chiqish va ularni tarkibini tuzish quyidagi bosqichlardan iborat.

Dastur va darsliklar o'quv mazmunining taxlil etish va kalendar tematik rejani tuzish, O'quv jarayoni tarkibiy qismlarida (darslarda) ishlatilishi kerak bo'lgan o'qitish vositalarini aniqlash; Zarur bo'lgan o'qitish vositalari ro'yxatini tuzish; Bor o'qitish vositalarini aniqlash. Ya'ni markazlashgan holda ishlab chiqilganlar ichidan; Ishlab chiqilish kerak bo'lgan o'qitish vositalarini aniqlash; O'qitish vositalarining o'zaro muvofiqlashtirilish va majmuasini tuzish.

O'qitish vositalariga qo'yiladigan talablar: pedagogik talablar, didaktik va metodik talablar, o'quv nazariy talablar, texnikaviy talablar, ta'limiy va iqtisodiy talablar, pedagogik talablar.

Umumiy pedagogik talablar o'qitish vositalarining o'quv maqsadlari, o'quv mazmuni, metodlari va o'qitish shart-sharoitlari birligidan kelib chiqadi. Bunda o'quv rejasining maqsadli bog'liqligini e'tiborga olish zarur.

o'qitish vositalarining o'rgatilayotgan dars mazmuniga mos kelishi, masalan ko'rgazmali tushuntirishda ta'lim vositasining bilim va ko'nikmalarni egallashda



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foydasi borligi yoki o'qitish vositalarini o'qitishda natijaga erishish uchun xizmat qilishga asoslanganligi; Didaktik va metodik talablar: Kasbiy tayyorgarlik yoki o'quv darslari jarayonida ta'lim vositalari metodik jarayonni samarali qullab- quvvatlashi kerak.

Bo'lajak mutaxasislarni o'qitish va tarbiyalash jarayonining samaradorligini oshirishning muhim omillaridan biri bo'lib, bu jarayonni metodik jihatdan to'g'ri tashkil qilish va o'qitish vositalarini to'g'ri qo'llashga bog'liq.

Ishlab chiqariladigan didaktik vositalarini maqbul tanlash va ular pedagogik talablarga javob berish kerak. Bu esa o'z navbatida o'qituvchi va talabalar faoliyati sharoitida pedagogik samaradorlikni belgilashda muhim ahamiyatga ega. Umumiy holda o'qitish vositalari majmuasi quyidagi pedagogik talablarga javob berishi kerak: Har bitta o'quv mavzusi, o'quv elementlari uchun didaktik o'qitish vositalari ishlab chiqilishi va aniqlanishi kerak. Bunda asosiy e'tiborni fanlar dasturlaridagi mazmunning qanchalik yakunlangan qismlariga e'tibor berishi kerak.

Didaktik o'qitish vositalari majmuasida didaktik vositalar o'qitish maqsadi, mazmunining umumiyligidan kelib chiqqan holda talabalarda zaruriy bo'lgan bilim, ko'nikma va malakalarini shakllantirishga xizmat qilishi zarur. Har bitta mavzu bo'yicha o'qitish vositalari o'quv-tarbiyaviy jarayonga xizmat qilish va yuqori darajadagi pedagogik samaradorlikni ta'minlashi zarur. Didaktik o'qitish vositalari majmuasiga kiradigan hamma o'qitish vositalari o'quv dasturi, darslik mazmuni va didaktik o'qitish tamoyiliga mos kelishi zarur. Didaktik vositalar talabalarda o'qishga va o'zlashtirishga, mehnat qilish, kuzatuvchanlik ham qiziquvchanlikni o'stirishga xizmat qilishi kerak. O'qitish vositalari o'quv-tarbiya jarayonining asosiy tarkibiy qismlari: darsning maqsadi, vazifalari, mazmuni, shakli va metodlari bilan moslashtirilgan bo'lishi zarur. Bu esa modulli yondoshish muhim ahamiyatga ega. O'qitish vositalari o'qituvchilarning o'qitish faoliyati elementlari va talabalarning o'quv faoliyatini modellashtirish va o'quv-tarbiyaviy jarayoniga qo'llanilishini ta'minlash zarur. O'qitish vositalari bir-birini almashtira olishi o'zaro mavzuni o'tish metodikasi bilan ham muvofiqlashtirilgan bo'lishi hamda bitta o'zining didaktik yo'nalishiga ega bo'lishi zarur. Har bitta o'qitish vositasi turi ya'ni majmuaga kiruvchilar yuqori darajadagi ko'rgazmalikka va estetik ko'rinishga ega bo'lishi kerak. Didaktik vositalar majmuasi talabalarda yuqori darajada fanni o'zlashtirishga, diqqatini va faolligini oshirishga hamda mustaqil ishlashga qiziqtirishi zarur.

Didaktik vositalar majmuasiga kiruvchi o'qitish vositalari psixofiziologik, texnikaviy ergonomik va nafosat-estetik talablarga javob berishi kerak. Didaktik



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vositalar majmuasi o'qituvchi va talabalar mehnatini ilmiy asosda tashkil qilishga hamda darslardagi o'quv vaqtini unumli foydalanishga xizmat qilishi zarur. Didaktik vositalar majmuasidan ishlab chiqishga eng tajribali pedagog jalb qilinishi maqsadga muvofiq.

Didaktik vositalar majmuasiga qo'yilgan pedagogik talablar o'quv-tarbiya jarayonini boshqarish, talabalarni o'qitish va tarbiyalashdan murakkab vazifani bajarish samaradorligini oshirishga olib kelar ekan.

Ta'lim jarayonida texnik vositalardan foydalanish juda muhim o'rin egallaydi. Ushbu vositalar yordamida mashg'ulotlarni zamonaviy talablarga javob beradigan tarzda olib borish hamda ta'lim oluvchilarning diqqatini jalb etishda keng foydalanish mumkin. Texnik vositalar ma'lumotlarni vizuallashtirishga yordam berib, kerakli tasvir va matnlarni yozib olish va saqlash imkonini beradi.

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1-TOM, 11-SON

Musiqiy Pedagogik innovatsiya hamda ta'lim metodi tushunchalarining o'zaro nisbati

O'zbekiston davlat konservatoriyasi
"Musiqiy pedagogika" kafedrası o'qituvchisi
Toirov Akbar Zoir o'g'li

Ta'lim amaliyotiga yangi atamalarning kirib kelishi, mavjudlarining esa ma'no va mazmun jihatidan yangilanib turishi pedagogika fanlar taraqqiyotining aks ettiruvchi muhim jihatlaridang biridir. Ta'lim sohasida amalga oshirilayotgan islohotlar hamda ijtimoiy-iqtisodiy rivojlanishning ko'rsatkichlaridan biri sifatida bunday jarayon respublikamiz pedagogika fani va umuman ta'lim sohasida yaqqol ko'zga tashlanmoqda.

Ta'kidlash joizki, islohotlar jarayonida o'ziga xos ziddiyatlar, bahs va munozaralarning yuzaga kelishi tabiiy hodisa sanaladi.

Musiqqa o'qitilishida innovatsion texnologiyalarni respublikamiz ta'lim tizimini mazmunan yangilashga xizmat qiluvchi muhim omillardan biri sifatida baholash mumkin. Biroq, ba'zi hollarda mazkur atama ilmiy-pedagogik tushunchalarni tor psixologiya muammolar, xorijda rasm bo'lgan kontseptsiya yoki tuzilmalar bilan almashtirilish uchun asos sifatida qabul qilinmoqda.

"Musiqqa o'qitilishida innovatsion texnologiyalar" atamasining o'ziga xosligini ifoda etuvchi texnologiya tushunchasi odatda ishlab chiqarish bilan bog'liq jarayonlar majmuasi sifatida tasavvur etiladi va u ta'lim xodimlari uchun ham tub ma'nodagi yangilik emas. Musiqqa o'qitilishida innovatsion texnologiyalar tushunchasi XX asrning ikkinchi yarmidan boshlab jahon pedagogika fani nazariyasi va amaliyotiga faol tatbiq etib kelinayotgan bo'lsada, mamlakatimizda bu jarayon faqatgina mustaqillik yillarida boshlandi. Ayni paytda, bu borada erishilgan ijobiy natijalar bilan birga, ba'zi chalkashliklarning ham yuzaga kelganligini qayd etish lozim. Xususan, aksariyat metodist va amaliyotchi o'qituvchilarda noan'anaviy tarzda tashkil etilgan dars jarayonida qo'llanilgan har qanday usul yoki metodlarni «musiqqa o'qitilishida innovatsion texnologiyalar asosidagi dars» sifatida baholashga nisbatan moyillik yuzaga kelmoqda. O'qituvchilar tomonidan interfaol metodlar asosida tashkil etilgan darsni o'zlarining musiqqa o'qitilishida innovatsion texnologiyalari sifatida targ'ib qilish holatlari ko'zga tashlanmoqda. Aslida musiqqa o'qitilishida innovatsion texnologiyalar faqatgina metodni yangilash bilan izohlanmaydi. Bu ikki tushunchani



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o'zaro tenglashtirish yoki qarama-qarshi qo'yilishiga oid fikrlarning mavjudligi ularning mohiyatini to'laqonli talqin qilish zaruratini keltirib chiqaradi.

Biz quyida musiqa o'qitilishida innovatsion texnologiyalar va metodika tushunchalarining o'zaro nisbati, qiyosi xususida so'z yuritmoqchimiz.

An'anaviy yondashuvga ko'ra texnologiya xom-ashyo yoki materialga ishlov berish, tayyorlash, shuningdek uning holati, xossalari va shaklini o'zgartirishga qaratilgan metodlarning majmuasi sifatida e'tirof etiladi. Chunonchi, umumiy o'rta ta'lim maktablarida tashkil etiluvchi mehnat ta'limi darslarida o'quvchilar muayyan buyumni tayyorlash jarayonining texnologik kartasini ishlab chiqadilar. Ushbu texnologik kartada buyum tayyorlash uchun xom-ashyoning tanlanishidan, uni pardoqlashgacha bo'lgan barcha jarayonlar mohiyati bosqichma-bosqich aks ettiriladi, faoliyatni amalga oshirish uchun zarur bo'lgan asbob-uskuna hamda moslamalar qayd etiladi. Demak, ishlab chiqarish jarayonlarini texnologiyalashtirish uchun uning qonuniyatlarini chuqur bilish va insonlarga xos xislatlar ta'sirini kamaytirish talab etiladi. Zero, buyum yasash jarayonining texnologik xaritasini to'g'ri tuzish barcha o'quvchilardan bir darajada nazariy bilim, amaliy ko'nikma va malakalarga ega bo'lishlari talab etiladi.

Bugungi kunda pedagogika fanlari, jumladan, didaktika xususiy metodika sohasidagi ko'plab qonuniyatlar aniqlangan bo'lib, bu jarayonlarning texnologiyasi to'g'risida so'z yuritish mumkin. Shu o'rinda, ushbu xulosa bilan bog'liq bir qancha savollar ham yuzaga kelishi mumkin. Misol uchun, musiqa o'qitilishida innovatsion texnologiyalar hamda fanlarni o'qitish nazariyasi va metodikasi o'rtasida qanday bog'liqlik bor? Ma'lumki, jarayonlar mohiyatini nazariy jihatdan anglab etishda uning modelini qurish muhim bosqich sanaladi. Tadqiq etilayotgan jarayonlarning modeli aniq belgilangan maqsadlardan kelib chiqqan holda tanlab olinadi. Modelni loyihalashda o'rganilayotgan xodisaning ba'zi belgilari, alomatlarini umumlashtirib olinishiga yo'l qo'yiladi. Shu kabi, o'qitish jarayonini tadqiq qiluvchi izlanuvchilar odatda, bu jarayonni amalga oshirishda muhim o'rin tutuvchi o'qituvchi shaxsi va uning faoliyatini asosiy ob'ekt sifatida qabul qiladilar. Chunonchi, fanlarni o'qitishning xususiy metodikasi ta'lim mazmuni, o'qitish maqsadi, shakl, metod va vositalari kabi tarkibiy qismlarni qamrab oluvchi tizimi ko'rinishida modellashtiriladi.

Respublika ta'lim tizimiga musiqa o'qitilishida innovatsion texnologiyalarlar tatbiq etilib, muayyan amaliy tajribalar to'plangan hozirgi kunda, yuqoridagi kabi yanglishishlarni bartaraf etish zarur. Zero, ta'lim jarayoniga texnologiyalarni joriy etish bir marta namoyon bo'lib, izsiz yo'qoluvchi hodisa emas.



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Pedagogik nazariya va amaliyot tarixining uzoq va yaqin o'tmishida yuzaga kelgan yangi, ratsional g'oyalarni asossiz ravishda rag'batlantirish, ularni o'zining bevosita funktsiyalaridan ajratilgan holda talqin qilish aslida ham ahamiyatli bo'lgan g'oyalarning amalda inkor etilishiga sabab bo'lgan holatlarni ko'plab uchratish mumkin. Shu bois, musiqa o'qitilishida innovatsion texnologiyalarga nisbatan ham to'g'ri tasavvurlarni asoslash uning kelajakda ham o'ziga yuklatilgan vazifalarni amalga oshirish uchun sharoit yaratadi, asossiz inkor etilishining oldini oladi.

Xulosa qilib aytadigan bo'lsak, musiqa o'qitilishida innovatsion texnologiyalar va ta'lim metodikasi tushunchalari o'qitish jarayoni tahlilining turli darajalarini ifodalaydi. Bu darajalar bir-birini inkor etmaydi, balki ularning rivojlanishi o'zaro bir-birini taqozo etadi. Musiqa o'qitilishida innovatsion texnologiyalarlar o'qitish jarayonini samarali tartibda amalga oshirish, boshqarish, ko'zlangan maqsad asosida natijalarga erishish imkoniyatini yaratadi. Biroq, metodik hamda didaktik tadqiqot natijalariga e'tiborsizlik bilan munosabatda bo'lish ta'limni texnologiyalashtirishni jiddiy nazariy asosdan mahrum qiladi. Bu esa ko'pchilik mualliflarning ishlarida kuzatilayotganidek, texnologiyalashtirish muammosining ayrim alohida masalalari atrofida cheklanib qolishga olib keladi. Musiqa o'qitilishida innovatsion texnologiyalarning bu tahlitda targ'ib etilishi esa uni keng pedagoglar ommasi tomonidan noto'g'ri talqin qilinishiga, oxir oqibatda esa amaliyot bilan bog'lanmagan nazariya sifatida inkor etilishiga olib kelishi mumkin.

Kasb-hunar ta'limining asosiy maqsadi yoshlarni mehnatga kasb-hunar ko'nikmalariga o'rgatish, ishchi hodimlar tayyorlash, ularning malakasini oshirish va qayta tayyorlashdan iboratdir.

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FORTEPIANO CHOLG'U IJROCHILIGIDA USLUBIY YONDASHUVLAR

O'zDK huzuridagi Botir Zokirov nomidagi Milliy estrada san'ati institute «Estrada cholg'u ijrochiligi» (fortepiano) kafedrasida katta o'qituvchisi

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"Zamonaviy ijro" tushunchasining shakllanishi ispan musiqasiga, ayniqsa, ushbu san'atni o'rganayotgan kishiga, uning bastakor uslubini talqin qilish uchun eng yuqori cho'qqidir. Shu sababli, eng buyuk pianinochi o'qituvchilar uslub ustida ishlashga katta ahamiyat berishlari ajablanarli emas. Uslub - birinchi navbatda uslubni buzib ijro qilganda, ijrochi shu bilan muallifning ijro uslubini buzadi. "Uslubga sodiqlik" tushunchasi ortida nima yashiringan. Ehtimol, ba'zi bir ijro etilish standartlariga rioya qilish. Ammo vaqt o'tishi bilan u o'zgaradi. Masalan, o'z vaqtida taniqli pianinochi Jozef Xofman, o'z vaqtida musiqachilarni xursand qilgan, zamonaviy ijro qanday o'zgarishini tushunish uchun. Va biz uchun o'tmishdagi pianistlarning talqinlari xotirasini saqlab qolgan turli xil musiqiy asarlarning tahririyatlari — hozirgi ijrochilar Betxovenning fortepiano konsertlarida Evgen D'alber taklif qilganidek tempni o'zgartirishga imkon beradi. Mashhur musiqachi-tadqiqotchi I. Milshteyn paradoksal bo'lsa-da, qiziqarli fikrni bildirgan: Agar siz Shopenning sonatasini muallifning o'zi ijro etgan tarzda ijro etsangiz, unda siz Shopen uslubini tushunmaganingiz uchun tanbeh olishingiz mumkin. Uslubga sodiqlik muammosini hal qilishga urinib, biz yana bir hodisaga duch kelmoqdamiz — ma'lum bo'lishicha, ko'plab zamonaviy talqinlar bo'lishi mumkin va ular ba'zan bir-biridan tubdan farq qiladi. Bu haqiqat dogmatik maktab pedagogikasi uchun tushunarsiz bo'lib qolmoqda, uning vakillari yashirin qabul qilingan me'yordan har qanday chetga chiqishga javoban: "bu Bax emas., yoki Betxoven emas.». Ularning fikriga ko'ra, bu ommaviy musiqiy ta'limda juda keng tarqalgan, faqat bitta to'g'ri, ya'ni uslubga sodiq talqin mavjud bo'lishi mumkin. Ko'pincha, uslubning ishonchliligini izlash uchun ular biroz tashqi yo'lni bosib o'tadilar, eski asboblarni qayta tiklaydilar, o'tgan davrning ijro etuvchi qonunlariga qat'iy rioya qiladila. Musiqiy pedagogikada uslubiy yondashuv shaxsiy tuyg'u talqiniga kirib boradi. Ushbu yo'l, shubhasiz madaniyat bilan birga, musiqani shisha ostiga qo'yish va uni muzey eksponatiga aylantirish xavfi bilan to'la bo'ladi. Musiqiy ijro har doim ikki shaxsning — bastakor va ijrochining muloqotidir. Axir, musiqa yashash uchun ijrochining ruhi kerak, Musiqa hayoti, yer yuzidagi har qanday hayot kabi, abadiy bo'lish uchun vaqtinchalik va boshqacha tarzda amalga oshirilishi kerak. Turli xil uslublarga tegishli asarlarda



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melodik burilishlar yoki pianino taqdimot texnikasining ba'zi o'xshashliklarini ko'rish mumkin. Masalan, zamondoshlari Bramsning birinchi simfoniyasini Betxovenning o'ninchi simfoniyasi deb atashgan, chunki ba'zi tovush tuzilmalari o'xshash. Biroq, ularning ortidagi ma'nolar dunyosi boshqacha edi-u boshqa vaqtga, musiqiy klassitsizmni, romantik uslubni almashtirgan yangi davrga tegishli edi. Musiqiy davrlar, yo'nalishlar, maktablar qancha ko'p ortda qolsa, ularning "uslub aralashuvi" xavfi shunchalik katta bo'ladi va ularni turli semantik bo'shliqlarga ko'paytirish shunchalik muhim bo'ladi. Amaliyot shuni ko'rsatadiki, talabalar aynan shunday o'xshashliklarga qoqilib ketishadi va tajribasizligi bilan noto'g'ri uslubga tushib qolishadi. Ehtimol, musiqiy nota shubhalarni hal qiladi-bastakor bizga qoldirgan eng muhim hujjat. Belgilarni dekodlashga, ularning ma'nosini aniqlashga yordam beradigan bunday kod muallifning uslubidir.

Ushbu belgilarni asbobda ijro qilish uchun siz ularning ma'nosini tushunishingiz kerak va buning uchun siz hech bo'lmaganda uslubni o'zlashtirishingiz kerak. Ijrochi va o'qituvchi, uning umumiy va musiqiy bilimlaridan tashqari, uslub sirlariga kirib borishi uchun nima kerak. Avvalo, estetik kategoriya sifatida uslub nima ekanligini bilish.

Barokko davrida musiqa fanida o'zini namoyon qilgan uslub tushunchasi ko'plab talqinlardan omon qoldi. XVII asrda bu ko'pincha "janr" uslubini, shuningdek, yangi, zamonaviy yoki eski uslubni anglatadi. Keyinchalik u "odob-axloq" tushunchasiga yaqinlashdi va yaqin vaqtgacha deyarli "shakl"so'zi bilan aniqlandi. Nazariy nuqtai nazardan, uslub musiqiy fikrlash tizimining birligi tufayli musiqiy tilning tizimli ravishda tashkil etilgan elementlarining birligi Ijrochi va tinglovchi uchun bu bastakor tomonidan yaratilgan semantik dunyo, uning his-tuyg'ulari va g'oyalari dunyosi bo'lib, u o'zining maxsus ifoda rejasini keltirib chiqardi. Ya'ni bir bastakorning musiqasini boshqasining musiqasidan ajratib turadigan barcha narsalar. Biroq, har qanday talqinda uslub birinchi navbatda birlik, yaxlitlikdir. Aynan shu g'oya o'qituvchi uchun ustun bo'lishi kerak, chunki uslubdagi ijro estetik uyg'unlik tuyg'usini keltirib chiqarishi kerak. O'qituvchi-musiqachi, shuningdek, ijro san'atida uslub qanday rol o'ynashini, badiiy me'yor va urf — odatlarning belgisi bo'ladi yoki ijrochiga ijodiy ifoda erkinligini beradi. Va nihoyat, o'qituvchi talabada uslubni g'oyalar va tasvirlarning maxsus dunyosi sifatida his qilish va tushunishni qanday vositalar bilan kuchaytirishni bilishi kerak. Uslub muammosi an'anaviy ravishda estetika, Madaniyatshunoslik, san'atshunoslik bilan shug'ullanadi. Ammo musiqadagi uslub fenomeni nima ekanligini chuqurroq tushunish uchun unga psixologiya, ya'ni tushunish fani nuqtai nazaridan qarash qiziq bo'ladi. Shu sababli, muallif o'quvchining ongida unga juda zarur bo'lgan



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uslub hissi va tushunchasini qanday shakllantirishi va uni yorqin, majoziy va shu bilan birga to'g'ri ijro uslubida aks ettirish uchun nima qilish kerakligiga alohida e'tibor beradi. Va agar pianinochi talaba o'qituvchisi bilan birgalikda ushbu yo'lning kamida bir qismini bosib o'tishga muvaffaq bo'lsa, uning ijrosi yanada mukammal bo'ladi va uning ma'naviy dunyosi chuqurroq va kengroq bo'ladi. Nima uchun ijrochilar va o'qituvchilar oldida "uslubga sodiqlik" muammosi paydo bo'ladi. Uning ildizlari sahna san'atiga chuqur kirib boradi. Gap shundaki, musiqa odamlar tomonidan tushunilishi va shuning uchun san'at haqiqatiga aylanishi uchun yangrashi kerak, ya'ni eshitilishi kerak. Shunday qilib, ijro har qanday musiqiy asarning, shu jumladan piano asarining mavjud bo'lish shaklidir. Asar ko'p odamlar uchun mavjud bo'lgunga qadar va uning tasviri hali ijtimoiy ongga singib ketmagan bo'lsa, u potentsial shaklda mavjud bo'ladi. Agar musiqa madaniyatiga allaqachon kiritilgan asar hozirgi paytda eshitilmasa, uning mavjudligi virtual deb nomlanadi.

Bax-Motsart, Shubert-Shopen, List-Brams, Debussi-Xindemit, Raxmaninov-Prokofiev ularning uslublari o'xshashliklariga ko'ra ko'proq farq qilmaydi. Musiqiy materialning o'ziga xos xususiyatlari, uni qayta ishlash usullari, tarkibiy aloqalari har xil. Va ijro etishda siz ushbu holatni e'tiborsiz qoldirolmaysiz, asarlar haqidagi turli xil g'oyalarni bitta, hatto ideal g'oyaga aralashtirib bo'lmaydi. Ushbu uslubning oldingi va keyingi uslublardan farqlarini aniqlash, uni boshqa zamonaviy uslublarga qarama-qarshi qo'yish, ular orasidagi o'xshashlikni izlashdan ko'ra muhimroqdir. Va bundan keyin: bir narsa aniq Baxni Motsartdan boshqacha, Motsartni Betxovendan boshqacha, Betxovenni Shuman yoki Shopendan boshqacha va hokazo. Bu ham ijro etilayotgan asarning mohiyatini tushunishga, ham ma'lum bir bastakorning uslubini, berilgan badiiy yo'nalishni tushunishga, shuningdek, ushbu asarning mohiyatini tushunishga tegishli bo'ladi. Ba'zan hatto butun davr uslubi piano chalishni o'rganishda uslubiy yondashuv, tarix, nazariya, texnika bu so'zlar bizning kunlarimiz uchun ham dolzarb bo'lib qolmoqda. Vaqt o'tishi bilan ushbu muammoning keskinligi oshadi deb taxmin qilish mumkin. Axir, yangi uslublarning paydo bo'lishi bilan ularning aralashuvi ehtimoli oshadi va o'tmish uslublari bizdan qanchalik uzoqlashsa, ularning ijro yaqinlashishi xavfi shunchalik katta bo'ladi. Yuqorida aytilganlar ijrochi va, albatta, o'qituvchi uchun muhim bo'lgan bitta muammoni keltirib chiqaradi. Bu o'qituvchi o'z talabasini qurollantirishi kerak bo'lgan ijro mezonlari haqida. Ma'lumki, ijro san'atida mavhum "yaxshi" va "yomon" yo'q — Baxni ijro etishda yaxshi bo'lgan narsa Shopenning talqiniga mutlaqo zid bo'lishi mumkin. Shunday qilib, ijro mezonlari har doim ma'lum bir ijodiy uslub doirasida amal qiladi. Ma'lumki, yirik ijodiy hodisa (bu



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milliy maktab musiqasi, yo'nalish yoki individual bastakor bo'lsin) o'z atrofida to'planib, o'ziga ma'lum foydalanish va ekspressiv vositalarni tortib oladi va boshqalarni ta'kidlaydi. G. G. Neygauzning so'zlari shu ma'noda dalolat berad. Siz, masalan, Chaykovskiy va Debussi kabi kayfiyatlariga qarama-qarshi bo'lgan bastakorlarni bir xil tovush rangi bilan berolmaysiz. Chaykovskiy bo'yoqlari, xuddi yurakdan kelgandek, Raxmaninov barmoqlar tugmachalar orqali unib chiqishi kerakligini aytgan tovushga ega boshqa tomondan, Debussini oling — bu butunlay boshqa bo'yoqlar. U tashqi tasvirlarda ustunlik qiladi, tobora havodor. Shunday qilib, ikkala holatda ham bo'yoqlar butunlay boshqacha bo'ladi. Katta ijrochilar-o'qituvchilar amaliyotida yaratilgan, u dunyodagi barcha tirik mavjudotlar singari qariydi va vaqt o'tishi bilan unutilib ketadi. U ma'lum bir davrda yoki biron bir ijro etuvchi pedagogik maktabda hukmronlik qiladigan u yoki bu ijro uslubi doirasida ishlaydi. Shuning uchun o'qituvchi musiqachilar ko'pincha talqin bahsida umumiy tilni topa olmaydilar. Ularning har biri o'z maktabining tamoyillarini e'lon qiladi. Va bu yerda biz "to'g'ri" yoki "noto'g'ri" narsa haqida emas, balki ma'lum bir ijro uslubi nuqtai nazaridan haqiqat ekanligi haqida gapirishimiz mumkin. Shunday qilib, ijrochilik — pedagogik mezon ikki uslub-kompozitorlik va ijrochilik kontekstlarida shakllanib, "ikki marta uslub" bo'lib chiqadi.

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**1-TOM, 11-SON
O'ZBEKISTON MUSIQA TA'LIMIDA YEVROPA DAVLATLAR
TAJRIBALARIDAN FOYDALANISH**

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Mustaqillik sharofati bilan O'zbekistonda boshqa sohalar qatorida madaniyat va san'atga katta e'tibor berildi. Natijasi sifatida, musiqa ijodiyotining turli yo'nalishlarida sezilarli darajada rivojlanish mezonlarini kuzatish mumkin. Darhaqiqat, mamlakatimizda jadallik bilan shakllanib borayotgan yangi g'oyaviy tamoyillar, tarixiy, madaniy qadriyatlarini qayta tiklash borasida qilingan say'i harakatlar, musiqa madaniyatiga ham o'z ta'sirini o'tkazmoqda. Bunday rivojlanish jarayonida albatta musiqashunoslik san'ati ham alohida o'rin egallab kelayotgan sohalardan biridir.

Hammamizga yaxshi ma'lumki, ta'limning yangi-yangi modellari yaratilmoqdaki, uning nazariy asoslari yetakchi mutaxassis-olimlar tomonidan ilmiy-amaliy tarzda isbotlab berilmoqda. Ushbu ilmiy-amaliy isbotlash, o'quv jarayonlarini yuksak darajada texnologiyalashtirish hamda ilg'or xorijiy tajribalardan keng foydalanish bilan chambarchas bog'langandir. Evropa darajasida musiqa ta'limiga nisbatan qarashlar juda xilma-xildir. Shi nuqtai nazardan uchta Finlyandiya, Ispaniya va Fransiya kabi Yevropa modeliga e'tibor qaratish lozim.

Finlyandiya rasmiylari musiqa ta'limiga shunday qarashadi. Darhaqiqat, ular ushbu sohadagi ta'lim dasturi bo'yicha namunadir. Boshlang'ich maktabdan boshlab musiqa bola rivojlanishining markaziga qo'yiladi. Sakkiz yil davomida majburiy bo'lib, talabalar musiqa o'qish va yozishni, qo'shiq aytishni o'rganadilar va mustahkam va rang-barang musiqa madaniyatini shakllantirish bilan birga cholg'uchilik amaliyoti bilan tanishadilar. Maktab o'qituvchilari ham tarix-geografiya yoki matematika kabi bu sohada ko'nikmalarga ega bo'lishi kerak. Bundan tashqari, ta'lim tizimiga kiritilgan musiqa ta'limi bilan bir qatorda, talabalarga sport faoliyati bilan bir xil tarzda muassasadan tashqarida musiqiy faoliyat bilan shug'ullanish qat'iy tavsiya etiladi.

Ularga shunday qilish imkonini berish uchun dars ko'pincha soat 14:00 dan 15:00 gacha tugaydi, bu esa Finlyandiya tafakkuridagi intellektual va psixologik rivojlanishning inkor etib bo'lmaydigan manbalarini sinab ko'rish uchun ularga katta vaqt ajratadi.



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Aksincha, boshqa davlatlar juda boshqacha siyosatni qo'llashadi. Bu, masalan, Ispaniyada musiqa ta'limiga erkin kirish imkoniyati mavjud. 2013-yildan buyon ispan rasmiylari musiqa ta'limi boshqaruvini, shuningdek, uni moliyalashtirishni avtonom jamoalarga topshirdilar. O'shandan beri biz ko'plab maktab dasturlarida bu ta'lim yo'q qilinganini, uni moliyalashtirish uchun mablag' yetishmasligi, balki mamlakat siyosatchilarining asosiy maqsadi ta'lim tashkilotlarining moliyaviy mustaqilligini ta'minlash bo'lib, musiqa ta'limiga ko'proq ma'naviy-axloqiy tarbiya vositasi sifatida qaraladi. Shunday qilib, ispan talabalarining aksariyati endi musiqa madaniyatiga ega emas, garchi Ispaniyada bir qator musiqa yodgorliklari tug'ilgan bo'lsa ham. Chegaraning narigi tomonida, Fransiyada siyosiy nutqda ifodalangan rivojlanish istagi va reallik o'rtasida nisbatan sezilarli farq bor. Yillar davomida soha mutaxassislari ushbu fanga ajratilgan kadrlar va resurslarning etishmasligi, shuningdek, ba'zi ot-onalar, bolalar va Milliy ta'lim vazirligi tomonidan e'tiborga olinmasligini ta'kidladilar. Shunday qilib, o'quvchilar bolalikdan o'smirlilik davrigacha amal qilishi kerak bo'lgan bu ta'limni hamma joyda ta'minlash mumkin emas.

Hukumat ijobiy signallar yuborishni istasa-da, natijalar hali ham kutilmoqda va kuzatuvlar hozircha 10 yil avvalgidek: Ile-de-Frans, shuningdek, ko'plab loyihalar yorug'likni ko'rishi mumkin bo'lgan yirik metropoliyalar o'rtasidagi sezilarli tafovutlar. Bu joylarning o'qituvchilar uchun jozibadorligi va madaniy maskanlarning ko'pligi (opera, teatr, spektakl zallari, katta konservatoriyalar va boshqalar) va madaniy obyektlar bilan ta'minlanmagan hududlarda joylashgan kichikroq munitsipalitetlarning ko'pligi bilan bog'liq.

Musiqa ta'limining bu xilma-xil konsepsiyalari nisbatan nomukammal modellarni ta'kidlaydi, masalan, Ispaniya va Fransiyada bu ta'limga e'tibor, moliyalashtirishning yo'qligi, lekin birinchi navbatda, ushbu fanni rivojlantirish bo'yicha faol siyosat yo'q, lekin ba'zi mamlakatlarda muhim deb hisoblanadi. Bolalar va o'smirlarning intellektual va hissiy rivojlanishida musiqiy ta'limning ahamiyati uzoq vaqtdan beri o'rnatilgan bo'lsa, bu borada yomon natijalarga erishgan Yevropa mamlakatlari qanday qilib yaxshilanishi mumkin?

Finlyandiya kabi na'munali mamlakatlarning umumiy jihati bor: har kuni darslar erta tugaydi va o'quvchilarni maktabdan keyin musiqa o'rganishlarini davom ettirishga undaydi. Bu talabalar o'zlarining yevropalik o'rtoqlaridan kam bo'lmagan (ba'zan undan ham yaxshiroq). Ayni damda Yevropadan kelgan talabalar haqiqiy musiqa madaniyatiga bo'lgan qiziqishlarini yaqqol namoyon qilib kelmoqdalar.



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1-TOM, 11-SON
NATURAL SONLAR TO'PLAMIDA KO'PAYTIRISH AMALINING
XOSSALARI

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Annotatsiya:

Ko'paytirish - bu matematika sohasida hal qiluvchi rol o'ynaydigan asosiy arifmetik amal hisoblanadi. Ushbu ilmiy maqolada biz natural sonlar to'plamida ko'paytirishning xususiyatlarini o'rganamiz. N bilan belgilangan natural sonlar 1 dan boshlanib, cheksiz cho'zilgan musbat sonlarni o'z ichiga oladi. Ushbu to'plamdagi ko'paytirishning xususiyatlarini tushunish arifmetika va algebrada mustahkam poydevor yaratish uchun zarurdir. Biz ko'paytirishning turli jihatlarini, jumladan, kommutativlik, assotsiativlik, o'ziga xoslik va teskarilarning mavjudligi va taqsimlovchi xususiyatni o'rganamiz. Keng qamrovli tahlil orqali biz natural sonlar to'plamidagi ko'paytirishning o'ziga xos xususiyatlarini chuqurroq tushunishni maqsad qilganmiz.

Kalit so'zlar: Natural sonlar, Ko'paytirish, Kommutativlik, Assotsiativlik, Aynilik, Teskarilar, Taqsimlash xossalari, Arifmetika, Algebra.

**СВОЙСТВА ОПЕРАЦИИ УМНОЖЕНИЯ МНОЖЕСТВА
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Абстрактный:

Умножение — это фундаментальная арифметическая операция, которая играет решающую роль в области математики. В этой научной статье мы исследуем свойства умножения натуральных чисел. Натуральные числа, обозначаемые как N , охватывают положительные целые числа, начиная с 1 и продолжающиеся бесконечно. Понимание свойств умножения в этом множестве необходимо для создания прочного фундамента в арифметике и алгебре. Мы



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углубляемся в различные аспекты умножения, включая коммутативность, ассоциативность, существование тождества и обратных чисел, а также распределительное свойство. Посредством всестороннего анализа мы стремимся обеспечить более глубокое понимание присущих характеристик умножения натуральных чисел.

Ключевые слова: натуральные числа, умножение, коммутативность, ассоциативность, тождество, обратные, распределительное свойство, арифметика, алгебра.

PROPERTIES OF THE OPERATION OF MULTIPLICATION IN THE SET OF NATURAL NUMBERS

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Abstract:

Multiplication is a fundamental arithmetic operation that plays a crucial role in the realm of mathematics. In this scientific article, we explore the properties of multiplication within the set of natural numbers. Natural numbers, denoted as N , encompass the positive integers starting from 1 and extending infinitely. Understanding the properties of multiplication in this set is essential for building a solid foundation in arithmetic and algebra. We delve into various aspects of multiplication, including commutativity, associativity, the existence of identity and inverses, and the distributive property. Through a comprehensive analysis, we aim to provide a deeper insight into the inherent characteristics of multiplication in the set of natural numbers.

Keywords: Natural numbers, Multiplication, Commutativity, Associativity, Identity, Inverses, Distributive property, Arithmetic, Algebra.

Kirish(Introduction)

$N = \{1, 2, 3, 4, \dots\}$ shaklida ifodalangan natural sonlar to'plami arifmetik amallar uchun asos bo'lib xizmat qiladi. Ushbu operatsiyalar orasida ko'paytirish o'zining keng ko'lamli qo'llanilishi va fundamental tabiati tufayli markaziy o'rinni egallaydi. Ushbu maqola natural sonlar to'plamida ko'paytirish orqali namoyon bo'ladigan turli xususiyatlarni o'rganadi.

Kommutativlik(Commutability) :

Natural sonlar to'plamida ko'paytirishning asosiy xususiyatlaridan biri bu kommutativlikdir. Har qanday ikkita natural son, a va b uchun a va b ning ko'paytmasi



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b va a ning ko'paytmasi bilan bir xil bo'ladi. Matematik nuqtai nazardan bu xususiyat $a*b = b*a$ shaklida ifodalanadi. Kommutativlik ko'paytirish tartibining natijaga ta'sir qilmasligini ta'minlaydi, operatsiyaning to'g'ridan-to'g'ri va intuitiv tomonini ta'minlaydi.

Assotsiativlik(Associativeness) :

Natural sonlar to'plamida ko'paytirish ham assotsiativlik xususiyatini namoyon qiladi. Har qanday uchta natural son, a, b va c uchun, raqamlar qanday guruhlanganidan qat'i nazar, mahsulot bir xil bo'ladi. Boshqacha qilib aytganda, $(a*b)*c = a*(b*c)$. Assotsiativlik murakkab ko'paytirish ifodalarini soddalashtiradi, bu esa aniqroq matematik tasvirlash imkonini beradi.

Natural sonlar to'plami 1 ga teng multiplikativ identifikatsiya elementini o'z ichiga oladi. Har qanday natural a soni uchun $a*1 = 1*a = a$. Biroq, natural sonlar to'plam ichida ko'paytiruvchi teskari sonlarga ega emas, chunki natural sonlar ishtirokidagi har qanday ko'paytirish amali natijasi natural sonlar to'plami ichida qoladi.

Natural sonlar to'plamida ko'paytirish qo'shishga nisbatan taqsimlovchi xususiyatga ega bo'ladi. Har qanday uchta natural son, a, b va c uchun a ning ko'paytmasi va b va c ning yig'indisi a va b, a va c ko'paytmalarining yig'indisiga teng. Ramziy ma'noda $a*(b+c) = (a*b) + (a*c)$. Tarqatish xususiyati ko'paytirishning asosiy jihati bo'lib, algebraik manipulyatsiyalarda hal qiluvchi rol o'ynaydi.

Xulosa(Conclusion)

Ushbu maqola natural sonlar to'plamidagi ko'paytirishning xususiyatlarini har tomonlama o'rganadi. Kommutativlik, assotsiativlik, o'ziga xoslikning mavjudligi va taqsimlash xususiyati matematika sohasida ko'paytirishning ko'p qirrali va qo'llanilishiga yordam beradigan asosiy xususiyatlardir. Ushbu xususiyatlarni tushunish talabalar uchun ham, matematiklar uchun ham muhim bo'lib, yanada ilg'or matematik tushunchalar va ilovalar uchun asos yaratadi.

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«XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM
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