

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

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FONOLOGIYA VA UNING TURLARI

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Annotatsiya: Bu maqolada fonologiya va uning mohiyati, nazariyasi haqida batafsil yoritilgan. Bu maqolani o'qib tilni o'rganganingizda, tilingizda qaysi nutq tovushlari borligini va ular qanday qilib odatiy qoidalarga muvofiqligini bilib olasiz.

Kalit so'zlar: fonologiya, fonema, allofonlar, til, nutq tovushlari, fonetika, nazariya, mohiyat

Abstract: In this article, the phonology is explained in detail about its essence and theory. By reading this article, you will learn which speech sounds are present in your language and how they follow typical rules in your language.

Key words: phonology, phoneme, allophones, language, speech sounds, phonetics, theory, essence

Fonologiya, mohiyatan, tildagi nutq tovushlari tizimi va qoliplarining tavsifidir. U har bir tilda so'zlashuvchi o'sha tilning tovush naqshlari haqida ongsiz ravishda bilishi nazariyasiga asoslanadi. Tilni o'rganganingizda, tilingizda qaysi nutq tovushlari borligini va ular qanday qilib odatiy qoidalarga muvofiqligini bilib olasiz.

Fonetika nutq tovushlarini tavsiflash vositalarini taqdim etadi. Fonologiya nutq tovushlarining inson tilida tizim va qoliplarni hosil qilish usullarini o'rganadi.

Fonologik bilim ma'ruzachiga ma'noli so'zlarni tashkil etuvchi tovushlarni chiqarishga, xorijiy "talaffuz" ni tan olishga, yangi so'zlarni yaratishga, tegishli kontekstda "aspiratsiyalangan" va "asosiy" ovozsiz to'xtashlarni yaratishga, nima bor yoki yo'qligini bilishga imkon beradi. birovning tilida tovush.

Ushbu nazariy maqom tufayli fonologiya nutq tovushlarining haqiqiy jismoniy artikulyatsiyasi bilan emas, balki tildagi tovushlarning mavhum yoki aqliy tomoni bilan shug'ullanadi.

Shunday qilib, tar, star va writer so'zlaridagi [t] tovushini "bir xil" deb hisoblaganimizda, aslida ingliz tili fonologiyasida ular bir xil tarzda ifodalanishini nazarda tutamiz. Haqiqiy nutqda bu [t] tovushlari juda farq qiladi.

Tar, car far va bar so'zlari ma'no jihatidan farq qiladi, biz fonologiya tildagi mavhum tovushlar to'plami bilan bog'liqligini ko'rishimiz mumkin, bu bizga aytayotgan va eshitadigan haqiqiy jismoniy tovushlardagi ma'noni ajratish imkonini beradi.

Tildagi tovushlarni farqlovchi ma'nolarning har biri fonema deb ta'riflanadi.

/t/ fonemasi tovush turi sifatida tavsiflanadi, ulardan (t) ning barcha turli og'zaki versiyalari tokenlardir. E'tibor bering, chiziq belgilari har bir fonetik yoki jismoniy



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ishlab chiqarilgan segment uchun ishlatiladigan [t] dagi kabi kvadrat qavslardan farqli o'laroq, fonema, /t/, mavhum segmentni ko'rsatish uchun ishlatiladi.

Tildagi fonematik farqlarni juftliklar va so'zlar to'plami orqali tekshirish mumkin. Agar pat va bat kabi ikkita so'z bir xil fonemadagi qarama-qarshilikdan tashqari bir xil holatda bo'lsa, ikkita so'z minimal juftlik sifatida tavsiflanadi.

FONEMALAR VA ALLOFONLAR

Qachonki, so'zlar guruhini har bir fonemani o'zgartirish orqali (har doim bir xil holatda) boshqalardan farqlash mumkin bo'lsa, unda biz minimal to'plamga ega bo'lamiz. Shunday qilib, ingliz tilining unli fonemalariga asoslangan minimal to'plamlar feat, fit, fat, fate, fight, foot, undosh tovushlarga asoslangan esa big, pig, rig, fig, dig, wig bo'lishi mumkin. Fonema mavhum birlik yoki tovush turi ("ongda") bo'lsada, haqiqiy nutqda ("og'izda") muntazam ravishda ishlab chiqarilgan bu tovush turining ko'plab turli xil versiyalari mavjud. Biz bu turli versiyalarni fonemalar sifatida tasvirlashimiz mumkin. Fonemalar fonetik birliklar bo'lib, kvadrat qavs ichida ko'rsatiladi. Bizda bitta fonemaning versiyalari bo'lgan telefonlar to'plami bo'lsa, biz ularni o'sha fonemaning allofonlari deb ataymiz.

Masalan, tar so'zidagi [t] tovushi odatda "star" so'zining [t] tovushiga qaraganda kuchliroq havo puflash bilan talaffuz qilinadi. Agar siz tar, "star" deganda qo'lingizning orqa qismini og'zingiz oldiga qo'ysangiz, tarning boshlang'ich holatida [t] tovushiga hamroh bo'lgan intilish (havo puflash) haqida ba'zi jismoniy dalillarga ega bo'lishingiz kerak. (lekin yulduzda emas). Ushbu aspiratsiya qilingan versiya aniqroq [tʰ] sifatida ifodalanadi.

Fonemalar va allofonlar o'rtasidagi hal qiluvchi farq shundan iboratki, bir fonemani boshqasiga almashtirish natijasida boshqa ma'noli so'z (shuningdek, talaffuzi ham boshqacha) paydo bo'ladi. Ammo allofonlarni almashtirish faqat bir xil so'zning boshqacha (va ehtimol g'alati) talaffuziga olib keladi.

Yana bir qisqa misol keltiraylik. Ingliz tilida seed va seen kabi so'zlarda /i/ tovushining talaffuzida farq bor. Ikkinchi so'zda [n] burun undoshining ta'siri [i] tovushini burunli qiladi. Bu nasalizatsiya tor fonetik transkripsiyada [i] belgisi ustida "tilda" deb ataladigan diakritik [~] bilan ifodalanishi mumkin. Shunday qilib, ingliz tilida bitta fonemani amalga oshirish uchun kamida ikkita fonema, [i] va [i] (tovushni burun orqali talaffuz qilmoq) ishlatiladi. Ular ingliz tilidagi /i/ ning allofonlari.

ALLOFONLAR

1. Erkin o'zgaruvchanlik



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Bir tovush segmentining boshqasiga almashtirilishi ma'no farqiga olib kelsa, bu ikki tovushning ikki xil fonemani ifodalashiga etarli dalildir. E'tibor bering, ikki xil shakl bir xil ma'noga ega bo'lishi mumkin. Ba'zi ma'ruzachilar "economic" so'zini e deb talaffuz qiladilar. Bu ikki shakl minimal juftlik emas, chunki I ning e va aksincha almashtirilishi ma'noni o'zgartirmaydi. Iqtisodiyotning turli talaffuzlari erkin o'zgarishlardir. Bir ma'no ikki xil fonematik shakl bilan ifodalanadi.

2. To'ldiruvchi taqsimot

Ikki yoki undan ortiq tovushlar hech qachon bir xil holatda yoki bir xil fonemik kontekstda kelmasa, ular to'ldiruvchi taqsimotda deyiladi. Ingliz tilida har bir unli fonemada ham og'zaki, ham burunli allofon mavjud. Allofonni tanlash tasodifiy emas. Bu qoida boshqariladi. Og'zaki va burunli unilarning paydo bo'lishini belgilaydigan umumiy tamoyil mavjud. Hech kim qoidalarni aniq o'rgatmaydi. Siz unli fonemalarning burun tovushlaridan oldin paydo bo'lganda avtomatik ravishda burunli allofonlarni hosil qilasiz. (munchoq va loviya).

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**LITERARY AND NONLITERARY FORMS OF SPEECH IN ENGLISH
AND UZBEK**

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ANNOTATION

This article deals with the analysis of literary and nonliterary forms of speech in English and Uzbek in Linguacultural studies.

KEY WORDS: - language, literary forms of speech, Uzbek, English, Non-literary forms of speech.

Language, as a vehicle of expression, encompasses an array of stylistic and communicative forms. In English and Uzbek, this diversity is particularly pronounced, with distinct literary and non-literary forms of speech shaping both creative and practical communication.

Literary Forms of Speech:

In both English and Uzbek, literary speech ensconces a rich tradition of artistic expression. English literature boasts a vast repertoire of poetic forms, prose, drama, and creative writing. These forms are characterized by their use of inventive language, stylistic devices, and profound thematic exploration. English literary speech, whether in the form of a Shakespearean sonnet or a modern novel, seeks to evoke emotion, ponder the human condition, and present thought-provoking exploration of life's myriad facets.

Similarly, in Uzbek, literary speech showcases profound poetic traditions, enriched by famed poets through the ages. Classic and contemporary poetry, as well as novels and short stories, serve as vehicles of cultural preservation and artistic conveyance, drawing on rich imagery, traditional references, and poetic rhythms to engage and captivate readers.

Non-literary Forms of Speech:

In contrast, non-literary speech in both languages occupies a realm of everyday communication, technical writing, official discourse, and information dissemination. In



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English, non-literary speech encompasses an array of pragmatic forms including academic essays, scientific reports, technical manuals, official announcements, and various modes of correspondence. This domain emphasizes clarity, precision, and professionalism, tailoring language to suit specific communicative needs.

In Uzbek, non-literary speech mirrors this practicality, spanning official, technical, and everyday discourse. From instructional manuals to official documents, and colloquial exchanges, non-literary speech takes on a variety of register, ensuring that information is conveyed accurately while meeting specific communicative goals.

In both English and Uzbek, there are distinct forms of speech used in varied contexts, including literary and non-literary expressions. Let's briefly explore these forms in each language:

English:

1. Literary Forms of Speech:

- In English literature, there are various forms of speech, including poetry, prose, drama, and creative writing. These forms often utilize a rich vocabulary, figurative language, and stylistic devices to convey nuanced meanings and evoke emotions.

2. Non-literary Forms of Speech:

- Non-literary forms of speech in English encompass everyday communication, business language, scientific writing, technical documents, and other professional or informal contexts. These forms prioritize clarity, directness, and specificity in conveying information. They may include genres such as essays, articles, reports, emails, and various types of non-fiction writing.

Uzbek:

1. Literary Forms of Speech:

- In Uzbek literature, there are also various literary forms, including classic poetry, contemporary poetry, novels, short stories, and plays. Literary speech in Uzbek often employs rich imagery, traditional cultural references, and poetic structures to convey emotion and meaning.

2. Non-literary Forms of Speech:

- Non-literary forms of speech in Uzbek encompass everyday spoken communication, official and governmental language, technical writing, and various forms of professional discourse. These forms prioritize clarity and precision in conveying information, often reflecting cultural norms and specific regional dialects.

In both languages, the distinction between literary and non-literary forms of speech lies in the context of usage, the level of formality, and the intended audience.



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Literary speech emphasizes creativity, artistic expression, and aesthetic appeal, while non-literary speech prioritizes clarity, direct communication, and the exchange of practical information.

These distinctions influence the vocabulary, syntax, and stylistic devices used in each form, reflecting the diverse richness of language and communication within both English and Uzbek linguistic traditions.

Certainly, I'd be happy to provide examples of literary and non-literary forms of speech in both English and Uzbek.

Literary Forms of Speech:

English:

- Literary: A Shakespearean sonnet by William Shakespeare, a poem by Emily Dickinson, or a novel by Jane Austen, such as "Pride and Prejudice," exemplify classic literary forms characterized by poetic language, rich imagery, and thematic depth.

- Non-literary: A scientific research article, a business report, or a user manual represent practical non-literary forms in English, structured to convey specific information and to facilitate clear understanding without poetic embellishment.

Uzbek:

- Literary: Works by prominent Uzbek poets such as Alisher Navoi and Hamid Alimjan, or renowned Uzbek novels like "Sunnat" by Erkin Vohidov, showcase literary speech rich in traditional cultural references and poetic expression.

- Non-literary: Official decrees, technical manuals for industrial equipment, or formal business correspondence serve as examples of non-literary forms in Uzbek, prioritizing precision and clarity in conveying specific information and instructions.

Examples:

Literary Speech - English:

Opening lines from "To Kill a Mockingbird" by Harper Lee:

"Maycomb was a tired, old town, even in 1932 when I first knew it."

Non-literary Speech - English:

An excerpt from a user manual:

"To reset the device, press and hold the power button for 10 seconds until the status LED begins to flash. Release the power button to complete the reset process."

Literary Speech - Uzbek:

A verse from an Alisher Navoi poem:

"O'zim so'z mam yana zamonun, yana umrim

Ko'zim ko'rmadi osmonun beshi, ko'nglida ot jangrim."



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Non-literary Speech - Uzbek:

A section from an official decree:

"Xodimlarimizga e'lon qilinadigan bayram kunlari yo'qotiladi. Shunga ko'ra, zarur izohlarni va ma'lumotlarni qulaylik bilan e'lon qiling."

These samples illustrate the distinguishing characteristics of literary versus non-literary forms of speech in both English and Uzbek, offering an insight into their versatile expression and function across various contexts.

Conclusion: The juxtaposition of literary and non-literary forms of speech in both English and Uzbek highlights the multi-dimensionality of language. While literary speech cherishes creativity, emotional depth, and cultural resonance, non-literary speech leans toward efficient information exchange, practicality, and professional communication. The coexistence of these forms encapsulates and celebrates the diverse nuances and expressive potential of both languages, reflecting a rich tapestry of linguistic legacy that continues to evolve. In both languages, the interplay of literary and non-literary speech underlines the adaptability and encompassing nature of human expression, providing a vibrant spectrum that resonates with the myriad complexities of the human experience.

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LITERARY NORMS AND SPEECH CULTURE

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ANNOTATION

This article deals with the analysis of literary norms and speech culture in the culture of speech.

KEY WORDS: - literary norms, speech culture, dialects, slangs, literature, evolution and adaption.

Language and expression are fundamental aspects of human communication, shaping our understanding of the world and reflecting the cultural values and norms of a society. Literature, in particular, serves as a powerful medium to explore and analyze these linguistic and cultural dimensions. This article delves into the intricate relationship between literary norms and speech culture, shedding light on how they influence and shape each other.

1. Literary Norms: Defining the Boundaries of Expression

Literary norms refer to the established conventions and rules that govern the use of language in literature. These norms encompass various aspects, including grammar, vocabulary, syntax, and style. They provide a framework within which writers create their works, ensuring coherence and facilitating comprehension for readers. Literary norms vary across different genres, periods, and cultures, reflecting the evolving nature of language and its usage.

2. Speech Culture: The Living Language of a Society

Speech culture refers to the collective linguistic practices and patterns of a particular community or society. It encompasses the spoken language, dialects, accents, idioms, and other verbal expressions that are unique to a specific group. Speech culture is deeply rooted in the social, historical, and cultural context of a community, reflecting its values, beliefs, and traditions. It serves as a dynamic reflection of the ever-changing nature of language and its adaptation to societal needs.

3. Influence of Literary Norms on Speech Culture



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Literary norms play a significant role in shaping speech culture. Through literature, certain linguistic forms, vocabulary, and expressions gain prominence and become part of the collective speech culture. For example, the works of Shakespeare have had a lasting impact on the English language, introducing numerous phrases and idioms that are still widely used today. Similarly, literary movements and influential authors often contribute to the evolution of speech culture by introducing new linguistic trends and expressions.

4. Influence of Speech Culture on Literary Norms

Conversely, speech culture also influences literary norms. Writers often draw inspiration from the spoken language and incorporate elements of speech culture into their works. This can include using regional dialects, slang, or vernacular expressions to create authentic and relatable characters and settings. Speech culture provides a rich source of linguistic diversity and authenticity, allowing literature to capture the nuances and intricacies of human communication.

5. The Dynamic Relationship: Evolution and Adaptation

The relationship between literary norms and speech culture is not static but rather dynamic, constantly evolving and adapting to societal changes. As language and culture evolve, literary norms and speech culture influence each other in a continuous feedback loop. Literature reflects the speech culture of its time, while also shaping and influencing future speech patterns and norms.

Conclusion:

Literary norms and speech culture are intertwined aspects of human communication, reflecting the complex relationship between language, culture, and expression. Exploring this relationship allows us to gain a deeper understanding of the linguistic and cultural dimensions of literature and the role it plays in shaping our speech culture. By recognizing and appreciating the influence of literary norms and speech culture, we can better appreciate the richness and diversity of human communication.



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LANGUAGE AND SPEECH

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ANNOTATION

This article deals with the analysis of language and speech in the culture of speech

KEY WORDS: - language, speech, words, grammar, syntax, speech development, communication.

Language and speech are two interconnected aspects of human communication. Language refers to the system of words, grammar, and syntax that allows us to convey meaning and express our thoughts and ideas. Speech, on the other hand, refers to the physical act of producing sounds and words using our vocal apparatus.

Language is a complex and dynamic system that is unique to humans. It allows us to communicate not only basic needs and desires but also abstract concepts and emotions. Language is not limited to spoken words; it can also be expressed through writing, signing, and even non-verbal cues such as body language and facial expressions.

Speech, on the other hand, is the physical manifestation of language. It involves the coordination of various muscles and organs, including the vocal cords, tongue, lips, and jaw, to produce sounds and words. Speech production is a highly complex process that requires precise control and coordination of these articulatory organs.

While language is a universal human trait, the specific languages we speak vary across cultures and regions. There are thousands of different languages spoken around the world, each with its own unique set of sounds, words, and grammar rules. Language acquisition typically begins in early childhood, with children learning their native language through exposure and interaction with caregivers and the surrounding environment.

Speech, on the other hand, is a learned skill that develops over time through practice and imitation. Infants start by babbling and making simple sounds, gradually progressing to producing recognizable words and sentences. Speech development is



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influenced by various factors, including genetics, environment, and individual differences.

Language and speech are closely intertwined, with language providing the content and structure for speech production. However, it is important to note that not all language is spoken. Sign languages, for example, use gestures and visual cues instead of spoken words to convey meaning. Additionally, individuals with speech disorders may have difficulty producing speech sounds accurately, even though they may understand and use language effectively.

Language and speech are closely related but distinct concepts. Language refers to the system of communication used by a particular community or group of people, which includes the rules, vocabulary, and grammar that governs how words and sentences are formed and understood. Speech, on the other hand, refers to the physical act of producing sounds and words using the vocal apparatus.

Language can exist without speech, as seen in sign languages used by deaf communities, where communication is primarily through gestures and visual signs rather than spoken words. Similarly, written language is a form of communication that does not involve speech.

Speech, however, is the most common and natural mode of language expression. It involves the coordination of various muscles and organs, such as the vocal cords, tongue, lips, and jaw, to produce sounds and words. Speech allows for real-time communication and is the primary means by which language is transmitted and understood in most human societies.

In conclusion, language and speech are essential components of human communication. Language provides the structure and meaning, while speech allows us to physically express and articulate our thoughts and ideas. Together, they enable us to connect with others, share information, and express our emotions.

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INTERACTIVE METHODS OF TEACHING ENGLISH
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Abstract: The article discusses interactive methods of teaching English. The author describes the possibility of using some of these methods and techniques in an English lesson.

Key words: Interactive methods and techniques.

Currently, the state educational standard has high requirements for students. Short periods of mastering topics and a large amount of information are modern conditions for the general educational process. In order to implement such requests, new teaching methods must be found. Thanks to this, in the methodology of teaching English there has been a transition from a communicative approach to an interactive one. The interactive approach is one of the varieties of the communicative approach.

Interactive (“Inter” - mutual and “act” - to act) - means the ability to interact, to be in the mode of conversation, dialogue with someone. Those. Interactive learning is dialogue learning, during which the teacher interacts with students. [3, p.112].

The goal of interactive learning is that all participants in the lesson are in interaction. They are all actively involved in the learning process. The teacher serves as an assistant.

During dialogue, students learn to think, solve problems, make decisions and participate in discussions.

Modern pedagogy has many interactive methods. Among them are the following:

- Creative tasks;
- Educational games (role-playing games, educational games, etc.);
- Work in small groups, pairs, triplets (technique “2,4, together”);
- Carousel method;
- "Aquarium";
- “Brainstorming” or another name “brainstorming”;
- “Openwork saw”;
- "Brownian motion"
- Drawing up a mental map;
- “Choose a position”; • Debate; • Use of design methodology.

This list can be expanded, because... Each teacher can implement his own techniques and methods.



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The scope of one article does not make it possible to describe all interactive methods of teaching English, so we will consider only those that are used in practice.

Technique for drawing up a “Mind Map”. For the first time, the term was proposed by the British psychologist, author of the memorization technique, Tony Buzan. A map is a diagram that visually demonstrates various ideas, tasks, theses, related to each other and united by some common problem. The map allows you to cover the entire situation as a whole, as well as keep a large amount of information in your mind at the same time. Graphically, this map can be drawn in the form of a sun (in the center of which the main concept is indicated) from which rays of association extend. For example, a “mental map” of phrasal verbs. In the center is written a verb (to look - to look) from which the prepositions with which it is used radiate (to look for - to search; to look after - to take care; to look on - to count, etc.).

Another example of such a card is the Fishbone method. We are offered a fish skeleton. In the “head” we highlight the main problem, on the upper bones the students highlight the cause of the problem, and on the lower ones they write down facts that reflect the essence of the problem.

“Choose a position” method. Students are given a problem question where they must divide into 3 groups. The first group has a “For” point of view, the second “Against” and the third “I don’t know, haven’t decided on my own position.” Students are divided into groups and discuss the correctness of their position. One or more members of each group argue their position, after which there is a collective discussion of the problem and making the right decision. For example, discussing such a problem as “The Internet”.

Изначально учитель предоставляет ученикам фразу: Just a century ago we didn’t even know about computers and the Internet. But today we take them for granted and can’t imagine our life without these inventions, especially without internet... После чего в группах происходит обсуждение темы.

The most interesting method used in practice is the Sinkwine method.

Cinquain - (from French cinquains, English cinquain) is a five-line poetic form that arose in the USA at the beginning of the 20th century under the influence of Japanese poetry. Later it began to be used for didactic purposes, as an effective method of developing figurative speech, which allows you to quickly get results [1, p.105].

1. The first line is a designation of the topic using one word (noun);
2. Description of the topic (2 adjectives);
3. Description of the action, according to the proposed topic (3 verbs);



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4. Compiling a phrase of 4 words that expresses an attitude to the topic (different parts of speech);

5. Selection of a synonym for the topic (1 word).

We first carried out this method with 7th grade students. The topic we were studying at that moment was “Travel”. The work plan was as follows:

1. At the beginning of the lesson, the teacher should introduce students to the syncwine method and explain the writing rules.

2. Then 5-10 minutes are given for students to compose and exchange their options.

3. After which the syncwines are read and the most suitable options are selected. Here are examples of some work:

1. Traveling

2. Exciting, useful

3. To go, to fly, to swim

4. The best way to relax

5. My dream

I would like to note that interactivity will be more effective if multimedia technology is used in practice. Interactive methods also include presentations using various aids.

In conclusion, it is worth noting that the interactive teaching method increases motivation in learning English, the learning process becomes more interesting and exciting, and students feel freer. In addition, all methods and techniques develop communication skills, teach you to work in a team and listen to each other.

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Speech etiquette and speech activity

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ANNOTATION

This article deals with the analysis of speech etiquette and some activities in terms of speech.

KEY WORDS: - speech etiquette, speech culture, speech variations, interplay.

Speech etiquette and speech activities are significant aspects of communication, encompassing the acceptable norms, behaviors, and conventions observed during verbal interactions.

Speech Etiquette:

Definition:

- Speech etiquette refers to the socially and culturally regulated guidelines and standards that govern polite and respectful verbal communication, focusing on aspects such as politeness, formality, and social expectations.

Key Components:

- **Politeness Strategies:** Utilization of language and speech patterns that convey respect, consideration, and avoidance of offense in communication.

- **Turn-Taking Norms:** Following established practices for the orderly exchange of conversational turns and avoiding interruptions.

- **Addressing and Greetings:** Observing appropriate forms of greeting, addressing others, and acknowledging social hierarchy or relationships.

- **Conversation Management:** Adhering to rules of topic selection, maintenance, and closure while engaging in conversation.

Cultural Variations:

- Speech etiquette norms vary across cultures and social settings, influencing the appropriate use of language, choice of words, and conversational styles.

Speech Activities:



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Definition:

- Speech activities encompass the wide range of verbal behaviors and actions that individuals engage in during communication, reflecting both linguistic and non-linguistic aspects of speech.

Key Components:

- **Conversational Exchange:** Engaging in dialogue, debates, negotiations, or other forms of verbal exchange.

- **Oral Presentations:** Delivering speeches, lectures, or presentations to convey information, persuade, or educate.

- **Storytelling and Narration:** Sharing narratives, personal experiences, or recounting events to engage and inform an audience.

- **Interpersonal Communication:** Engaging in one-on-one discussions, consultations, or rapport-building interactions.

- **Public Address and Ceremonial Speech:** Delivering speeches or ceremonial addresses in formal or public settings.

Impacts on Communication:

- Each speech activity serves a distinct purpose and requires corresponding linguistic and communicative strategies to achieve its intended goals effectively.

The Interplay:

1. Speech Etiquette within Speech Activities:

- Speech activities are influenced by speech etiquette, as individuals follow prescribed norms and expectations when engaging in various verbal interactions.

2. Cultural and Contextual Considerations:

- Both speech activities and speech etiquette are shaped by cultural norms and contextual factors, such as the formality of the communication setting or the nature of the relationship between communicators.

Importance:

- **Effective Communication:** Observing speech etiquette and engaging in appropriate speech activities contributes to clear, respectful, and impactful communication.



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- **Social Harmony:** Adherence to speech etiquette fosters positive social interactions, mutual understanding, and respect among communicators.

Conclusion:

Both speech etiquette and speech activities are fundamental components of effective verbal communication, impacting how individuals express themselves, engage with others, and navigate the intricacies of social and cultural interactions. By understanding the appropriate etiquette for various speech activities, individuals can foster meaningful, respectful, and productive communication.

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Directions of comparative linguacultural studies

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ANNOTATION

This article deals with the analysis of comparative linguacultural studies and the directions of linguacultural studies.

KEY WORDS: - Cross cultural communication, pragmatics, sociolinguistic variations and multilingualism.

In comparative linguacultural studies, researchers investigate the intricate interplay between language and culture across different linguistic and cultural contexts. This multidisciplinary field merges the insights from linguistics, anthropology, sociology, and cultural studies, offering a comprehensive understanding of how language and culture interact. Here are the key directions within comparative linguacultural studies:

Cross-Cultural Communication and Pragmatics:

- **Focus:** Examination of how cultural norms and values influence language use, communication patterns, and conversational styles across diverse cultures.
- **Key Areas:** Analyzing politeness strategies, speech acts, and communicative behavior within cross-cultural contexts.

Sociolinguistic Variation and Multilingualism:

- **Focus:** Exploring the impact of societal factors on language variation, multilingual communities, language contact, and language policy and planning.
- **Key Areas:** Investigating language maintenance, language shift, and the sociolinguistic dynamics in multilingual societies.

Intercultural Discourse and Interaction:

- **Focus:** Understanding language use in intercultural contexts, including high-context and low-context communication, and linguistic strategies in international interactions.
- **Key Areas:** Analyzing cross-cultural misunderstandings, translation challenges, and the adaptation of communication styles in multicultural environments.

Contrastive Studies and Language Transfer:



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- **Focus:** Comparative analysis of linguistic structures, discourse patterns, and cultural references between languages to elucidate language transfer phenomena.
- **Key Areas:** Investigating language-specific rhetorical styles, discursive patterns, and how they influence cross-linguistic communication.

Cultural Semantics and Perception:

- **Focus:** Understanding the cognitive and cultural underpinnings of meaning construction, conceptualization, and the impact of culture on language semantics.
- **Key Areas:** Exploring cultural schemas, worldview differences, and the influence of cultural metaphors on language and cognition.

Language Ideology, Identity, and Power:

- **Focus:** Analyzing how language is intertwined with identity, social power, and cultural ideologies, including the impact of language ideologies on social hierarchies.
- **Key Areas:** Investigating language attitudes, linguistic discrimination, and the role of language in social and political empowerment.

Transnationalism and Global Communication:

- **Focus:** Assessing the impact of globalization, transnationalism, and cross-border communication on language use, cultural identity, and the emergence of global cultural practices.
- **Key Areas:** Studying the effects of transnational media, diasporic communities, and the spread of global languages on cultural diversity and linguistic adaptation.

Multimodal and Visual Communication:

- **Focus:** Examining the visual and nonverbal aspects of communication in diverse cultural and linguistic contexts, including the role of gestures, visuals, and nonverbal cues in intercultural interactions.
- **Key Areas:** Investigating the interplay of verbal and nonverbal communication in cultural expression, including cross-cultural differences in gesture and body language.

Methodological Innovations:

- **Focus:** Developing and refining methodological approaches for comparative linguacultural studies using innovative analytic tools and technologies.
 - **Key Areas:** Embracing diverse research methods, including corpus-based studies, ethnography, discourse analysis, and new media analysis in cross-cultural contexts.
- Overall, comparative linguacultural studies encompass a broad range of directions,



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each contributing to our understanding of the complex relationship between language and culture in a globalized and interconnected world. Through these diverse directions, researchers strive to shed light on the intricate dynamics of language.

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THE IMPORTANCE OF MOTIVATION IN DETERMINING A
PERSON'S LIFE AND ITS IMPACT ON THE FUTURE

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Annotation: This article deals with what is motivation (you can learn external motivation and internal motivation as well as some techniques with a bit more power), the importance of motivation, why do we need a motivation in our life (you will witness the real-life experience, its benefit and result in my future, as well as, some quotes said by celebrities). It is no secret that, motivation is an integral part of our life that can lead us to a large number of achievements. It also opens every door easily along the way when we have a lot on our mind.

Key words: Self-confidence, self-motivation, external standards, invoke the passion, labors of love, drive innovation, deeper meaning in one's life, hierarchy of needs.

As everybody knows, motivation plays the most important role to achieve a lot of achievements in our life, as somebody motivates us, the probability of realization of our goals increases even more. Besides, we have a passion to do everything and we keep striving to acquire it. Even famous and great people were motivated by someone or something to achieve today's results and achievements. Without motivation, it is difficult to imagine our tomorrow. In a word, motivation increases a person's self-confidence. As you have likely already guessed, self-motivation is an important concept. While pleasing others and meeting external standards can certainly motivate us to get things done, such efforts are not exactly labors of love. In other words, doing things because, we feel we have to do them or to gain some external reward, is enough in many cases, but it does not invoke the passion needed to drive innovation and excellence. It is fine to use external sources to motivate you some areas, but external motivation is less likely to leave you feeling personally fulfilled and finding deeper meaning in your life. Not only do we generally do better work when we are doing what we want to be doing [1, 23]. "Your imperfections make you beautiful, they make you who you are, so just be yourself, love yourself for who you are and



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just keep going". [2]. The idea belongs to Demi Lovato. I see eye to eye with this idea. For the reason that, when a person believes himself or herself and motivate, they can reach to great heights. The most important thing is nit to stop moving. We can cite J. Rowling's life as an example on this condition. "J. K. Rowling had just gotten a divorce, was on government aid, and could barely afford to feed her baby in 1994, just three years before the first Harry Potter book, "Harry Potter and the Philosopher's Stone" was published. When she was shopping it out, she was so poor, she could not afford a computer or even the cost of photocopying the 90 000-word novel, so she manually types out each version to send to publishers and she did not give up trying and believed herself. So, it was rejected dozens of times, until finally Bloomsburry, a small London publisher gave it a second chance after the CEO's eight year-old daughter feel in love with it".[3]. As you can see, self-motivation is all about where your drive comes from; if your motivation comes from within and pushes you to achieve for your own personal reasons. It can be considered self-motivation.

If you need techniques with a bit more power you can try these:

- set wisely chosen and deeply personal goals that you are excited about working toward;
- schedule rewards for yourself when you accomplish your goals (or when you make steps toward your goals);
- visualize yourself achieving and fulfilling these goals;
- create a vision board with your goals, aims and dreams in mind, and poat it somewhere you will see it often;
- pay attention to your "hierarchy of needs" (Abraham Maslov) and ensure you are meeting your lower-level needs(including physiological needs like food and sleep, safety needs, social needs and esteem needs);
- consider using Neuro-Linguistic Programming(NLP), the study linking neurology, language, and programming to understand human experience and motivation;
- envision what could happen when you reach your goals, as well as, what could happen when you fail to reach your goals;
- incorporate things you are interested in and engage your curiosity when setting and working toward your goals;
- make a commitment to someone or something to ensure your future self will find it difficult to change plans or put things of (Muller 2012). [4, 26].



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If you try to do these techniques, you can enjoy living, and you can get even the greatest achievements.

WHY DO WE NEED A MOTIVATION IN OUR LIFE?

It goes without saying, motivation helps us to build strength and complete any task or work. It teaches us not to give up on our dreams even during difficult times and study focused and committed to fulfill our dreams or complete tasks or work. Different people are motivated by different things and at different times in their lives.

There are 2 types of motivation: external motivation and internal motivation.

- External motivation: Reward: We do things, because it gives us respect, recognition, opportunities to grow further, money or power.
- Internal motivation: Love: We do things, because they make us happy, healthy and feel good.

Both of them are very beneficial for us as they teach us to be and insistent. Even I was motivated and challenged by external motivation. To tell the truth, after completing my tenth class, I was in a lot of confusion and I could not make a choice between studying in my hometown or in another place and I was in an impossible dilemma. So yes, from my childhood till now, a lot of decisions were taken by my parents and we know that a right decision can do wonders, whereas a bad decision can cost you a fortune. Hence, I had to make a careful decision. Thus, I thought it would be good for me if I pursue my higher studies in another place. On the other hand, studying in a host town requires many funds and we had many financial problems at that time. Therefore, I was not able to make any decision about my future, and after some days, I started feeling irritated. One day, I decided to talk to all my family members regarding my frustration. Fortunately, my teacher, Mr. Navruz Toshmatov explained me the benefits of studying in another place. He also pointed out that the course I want to pursue will be better suited if I study in a coaching center called "Intelligent" which was headquartered by him. He also told me not to worry about the funds as he would aid me with this problem. My parents agreed instantly and then my teacher advised me to go for the IELTS test. This decision cleared the air and confusion on my mind. As a result, now, I am really focused, and I have planned to apply in a University in a foreign country.

As you all guess, due to the motivation of my teacher, my whole studies is hanging in a balance, in present day. What comes to my surprise that, although I did not consider myself a necessary person for the society, he always believes that, one day I would be a great person in my field in the future. With the help of my teacher, I



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acquired today's degree. Therefore, I wish, he would proud of me and I could justify his confidence!!! Always remember one thing, on the road to success, there is only another person who is standing behind you maybe not coming on the forefront but behind of you, waiting for you and supporting you. Never lose that person. Never... My teacher was such a person, my external motivator!

As you yourself have witnessed, motivation is the key of success. The most important thing is not to give up acting and believing yourself. According to Ryan Gosling's opinion, "It is word-formation important not to limit yourself. You can do whatever you really love to do, no matter what it is".

In conclusion, taking everything into the consideration, without motivation, we can not imagine our life as it serves as an important support that determines the future of every person. It is the main source that motivates a person who when he or she is in a difficult situation and arouses interest in living. It is no secret that motivation awakens in a person the desire to achieve great things. What is required of you is to never give up and believe that you can so what you set your mind to. Here are motivational quotes from many famous people. For instance; "Never worry about bad press. All that matters is if they spell your name right". (Kate Hudson). "It is the choice. You have to wake up everyday and say, there is no reason today can not be the best day of my life". (Blake Lively).

Motivation is like a poet's angel of inspiration that helps him in times of need. Firstly, we should be able to be thankful for our existence and to live in this life. We have parents and love ones who care for us. Thank goodness, we can do everything we can. We know that there are many disabled people around us, but they are also living with hope, intentions, aims, dreams and also motivation from somewhere. We should follow their examples. In fact, our existence in this life is the greatest motivation for us!

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TRADITION AND COGNITIVE APPROACHES IN SYNTAX

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Annotation: This scientific article aims to provide a comprehensive overview of syntax, a fundamental component of linguistics concerned with the structure, organization, and arrangement of words and phrases in a language. The article explores both traditional and cognitive approaches to syntax, examining their underlying principles and methodologies. By highlighting the main units of syntax, including phrases, sentences, and constituents, this paper seeks to contribute to a deeper understanding of the complexities and intricacies of language structure.

Keywords: Syntax, Cognitive approaches, traditional approaches, cognitive grammar, Functional grammar

Syntax is a fundamental area of study within the field of linguistics that explores the structure, organization, and arrangement of words and phrases in a language. It provides the rules and principles that govern how words are combined to form sentences, as well as the relationships between these components. Syntax is a crucial aspect of language understanding, as it plays a significant role in conveying meaning and facilitating communication.

This scientific article aims to provide a comprehensive overview of syntax, focusing on its main units and examining both traditional and cognitive approaches to its analysis. Traditional approaches, such as structural grammar and transformational grammar, have long been influential in understanding the underlying principles and processes of syntax. On the other hand, cognitive approaches, including cognitive grammar and construction grammar, have emerged as alternative perspectives that emphasize the role of cognition and meaning in syntactic analysis. The article will begin by providing a general overview of syntax, discussing its definition, theoretical foundations, and its significance in the field of linguistics. The main units of syntax, including phrases, sentences, and constituents, will then be examined in detail.



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Phrases play a vital role in syntax, as they consist of a group of words that form a meaningful unit within a sentence. Sentences, on the other hand, are the building blocks of communication, representing a complete thought or idea. Constituents are the individual elements of a sentence that can be identified based on their syntactic function and position in the sentence structure. Following the exploration of the main units of syntax, the article will delve into the traditional approaches to syntax. Structural grammar, transformational grammar, and generative grammar have been influential frameworks in understanding the underlying structure and rules of language. These approaches have aimed to uncover universal principles and rules that govern syntactic processes across languages. The article will then shift its focus to cognitive approaches to syntax, which have gained prominence in recent years. Cognitive grammar, functional grammar, and construction grammar emphasize the role of meaning and cognition in shaping syntactic structures. These approaches consider language as a dynamic system that reflects both cognitive processes and the communicative needs of speakers. Syntax is a subfield of linguistics that examines the structure, organization, and arrangement of words and phrases in a language. It encompasses the rules and principles that govern the formation of grammatically correct sentences and the relationships between different linguistic elements. By analyzing syntax, linguists seek to understand how words combine to convey meaning and how sentence structures vary across different languages.

The main objective of syntax is to uncover the underlying principles that guide the formation of sentences and phrases. It investigates the hierarchical relationships between different linguistic units and the rules that govern their combination. Syntax is concerned with studying the various components of sentences, such as subjects, verbs, objects, and modifiers, and determining how these components interact to create meaning. One key concept in syntax is the notion of a constituent. A constituent is a group of words that function together as a single unit within a sentence. Constituents can be identified based on their syntactic properties, such as their ability to be moved or replaced as a unit. For example, in the sentence "The cat is sleeping peacefully," the noun phrase "the cat" and the verb phrase "is sleeping peacefully" are constituents. Understanding the organization and arrangement of these constituents contributes to our understanding of sentence structure. Another important aspect of syntax is the study of phrase structure. Phrases are units of language that consist of one or more words and function together to convey a particular meaning. Common types of phrases include noun phrases, verb phrases, adjective phrases, and



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prepositional phrases. Noun phrases, for instance, typically consist of a noun and any accompanying words or modifiers, such as articles, adjectives, or determiners. Understanding the construction and organization of phrases is crucial for determining the grammatical structure of sentences. Traditionally, syntax has been approached from a structural perspective, seeking to identify the underlying grammatical rules and categories that govern sentence formation. The structural approach aims to define a set of universal rules that are applicable to all languages. Transformational grammar, developed by Noam Chomsky, is an influential approach in this tradition. It posits the existence of underlying structural representations that undergo transformational operations to generate surface structures. Cognitive approaches to syntax have emerged as an alternative perspective that emphasizes the role of meaning, cognition, and usage in shaping sentence structures. Cognitive grammar, functional grammar, and construction grammar are examples of cognitive approaches that consider language as a complex cognitive system influenced by both linguistic and non-linguistic factors. Meanwhile, traditional approaches to syntax refer to the methods and theories that have been widely utilized in the study and analysis of sentence structure. These approaches have played a significant role in shaping our understanding of the underlying principles and processes of syntax. Three primary traditional approaches to syntax are structural grammar, transformational grammar, and generative grammar.

Structural grammar, also known as descriptive grammar, focuses on analyzing the structure of sentences and the relationships between their constituent parts. This approach places emphasis on sentence patterns and the identification of grammatical categories such as noun, verb, adjective, etc. Structural grammar aims to describe and explain the internal organization of sentences in a language, based on observable patterns of word order, agreement, and sentence formation rules.

2. Transformational grammar, developed by Noam Chomsky in the 1950s, introduced the concept of transformations as a means to account for the structural relationships between sentences through the application of syntactic rules. According to the transformational approach, the underlying structure of a sentence is transformed to generate a surface structure by applying transformational rules. Chomsky's work on transformational grammar revolutionized the field of linguistics and provided a powerful framework for syntactic analysis.



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Cognitive approaches to syntax offer an alternative perspective to traditional approaches by emphasizing the role of meaning, cognition, and usage in shaping sentence structures. These approaches view language as a complex cognitive system that is influenced by both linguistic and non-linguistic factors. Cognitive approaches to syntax include cognitive grammar, functional grammar, and construction grammar.

1. Cognitive grammar, developed by Ronald Langacker, is a framework that focuses on the cognitive processes involved in linguistic representation and understanding. It places importance on the meaning and conceptualization of language, considering grammar as a network of symbolic units that reflects human cognitive abilities. Cognitive grammar emphasizes the organization of language around conceptual categories and cognitive models, such as image schemas and prototypes. It emphasizes the role of semantics and conceptual grounding in syntax, highlighting the connection between linguistic forms and cognitive structures.

2. Functional grammar, influenced by the work of early functionalists such as Simon Dik and Michael Halliday, proposes that the structure of a sentence is determined by the communicative functions it serves. This approach emphasizes the pragmatic aspects of language and how language is used to convey meaning and accomplish communicative goals. Functional grammar focuses on the grammatical relations between units of language and how these relations are motivated by communicative purposes.

The main units of syntax are fundamental components that play a crucial role in the organization and structure of sentences. These units include phrases, sentences, and constituents.

1. Phrases: A phrase is a group of words that work together as a single grammatical unit and convey a specific meaning. Phrases can consist of one or more words and are categorized based on their grammatical function and the type of words they contain. Common types of phrases include noun phrases, verb phrases, adjective phrases, and prepositional phrases. Phrases are essential building blocks of sentences and provide additional information within a sentence structure.

-Noun Phrase (NP): A noun phrase is a phrase that functions as a subject, object, or complement within a sentence. It consists of a noun and any accompanying words that modify or provide further information about the noun. For example, in the sentence "The cat is sleeping peacefully," the noun phrase is "The cat."

- Verb Phrase (VP): A verb phrase is a phrase that includes a verb and any accompanying words or phrases that modify or provide additional information about



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the verb. For example, in the sentence "She is singing a song," the verb phrase is "is singing a song."

-Adjective Phrase (AdjP): An adjective phrase is a phrase that includes an adjective and any accompanying words that modify or describe a noun. For example, in the sentence "The tall building is impressive," the adjective phrase is "tall."

2.Sentences:

A sentence is a complete unit of thought or communication in a language. It consists of a subject, which typically refers to the entity performing the action, and a predicate, which contains the verb and any additional information about the subject. Sentences can vary in length and complexity, but they all express a complete idea or statement.

- Sentence Types: Sentences can be classified into different types based on their purpose or communicative function. Common sentence types include declarative sentences (stating a fact or making a statement), interrogative sentences (asking a question), imperative sentences (giving a command or making a request), and exclamatory sentences (expressing strong emotion or surprise).

- Sentence Structure and Organization: Sentence structure refers to the arrangement and organization of words, phrases, and clauses within a sentence. It involves understanding the relationships between different sentence components, such as subject-verb agreement, tense, word order, and syntactic roles. The structure of a sentence can vary across languages and can have a significant impact on its meaning and interpretation.

3.Constituents: constituents are the individual elements within a sentence that are grouped together based on their grammatical function and form a meaningful unit. Identifying constituents is crucial for understanding sentence structure and syntax.

- Syntactic Constituents: Syntactic constituents are groups of words that function together as a single unit within a sentence based on their grammatical role. These constituents often have distinct syntactic functions and can be replaced or moved as a unit. For example, in the sentence "She bought a book," the noun phrase "a book" is a syntactic constituent.

-Determining Constituents: Determining constituents involves identifying the boundaries and groupings of words within a sentence. It requires analyzing the syntactic relationships between words and phrases, as well as their structural and functional roles within the sentence.



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Understanding the main units of syntax, such as phrases, sentences, and constituents, provides a foundation for analyzing and interpreting the structure and organization of language. These units enable us to unravel the complexities of syntax and comprehend how meaningful communication is achieved through the systematic arrangement of linguistic elements.

In conclusion, Syntax is a fundamental component of linguistics that explores the structure, organization, and arrangement of words and phrases in a language. This scientific article has provided an overview of syntax, examining its main units and exploring both traditional and cognitive approaches to its analysis. The analysis of syntax reveals that it is a multifaceted and intricate aspect of language study. The main units of syntax, including phrases, sentences, and constituents, form the building blocks of communication. Phrases, such as noun phrases, verb phrases, and adjective phrases, play a vital role in conveying meaning and expressing ideas. Sentences, which consist of a subject, verb, and often other constituents, represent a complete thought or proposition. Constituents, identified based on their syntactic function and position, contribute to the structure and organization of sentences. Traditionally, syntax has been approached through methods such as structural grammar, transformational grammar, and generative grammar. These approaches have focused on identifying underlying grammatical rules and structures that govern sentence formation. They have provided valuable insights into the systematized organization of language and the inherent rules that guide communication. However, a limitation of the traditional approaches is their tendency to prioritize form and structure over meaning and cognitive factors.

In contrast, cognitive approaches to syntax, including cognitive grammar, functional grammar, and construction grammar, embrace the importance of meaning, cognition, and usage in shaping sentence structures. These approaches view language as a cognitive phenomenon that reflects conceptual categories, communicative purposes, and usage patterns. By considering the cognitive processes involved in linguistic representation and the communicative functions of language, cognitive approaches offer a more holistic understanding of syntax.

Comparative analysis of traditional and cognitive approaches has revealed their differences and similarities. Traditional approaches have focused on uncovering universal rules and structures, while cognitive approaches highlight the variability and diversity of language use. Additionally, empirical research on syntactic processing has provided insights into the cognitive processes involved in syntax, with



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neuroscientific evidence shedding light on the neural mechanisms underlying syntactic analysis. The practical applications of syntax are widespread, ranging from natural language processing and machine translation to second language acquisition and teaching. Syntax also holds importance in fields such as cognitive modeling and artificial intelligence. Furthermore, the future directions for research in syntax are numerous, including the exploration of syntax in different languages, the integration of cognitive and formal approaches, and the investigation of syntax in the context of multimodal communication. This scientific article has provided a comprehensive overview of syntax, examining its main units and the traditional and cognitive approaches to its analysis. Through the study of phrases, sentences, and constituents, linguists gain insights into the organization and structure of language. The incorporation of cognitive perspectives has expanded our understanding of the role of meaning, cognition, and usage in shaping sentence structures. By unraveling the complexities of syntax, researchers can further our understanding of how humans perceive, process, and generate language.

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PAXTA TOLASINING HVI TIZIMIDA OLINGAN QIYMATLARI VA
STANDAT KO'RSATKICHLARI TAHLILI

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Annotatsiya. Maqolada paxta tolasining HVI ko'rsatkichlari va standart ko'rsatkichlari tahlili keltirilgan bo'lib, bu ko'rsatkichlarning qanday aniqlanishi bayon qilingan.

Respublikamizning to'qimachilik sanoati asosan paxta tolasiga asoslangan bo'lib, paxta tolasidan turli asortimentdagi ip va tayyor mahsulotlar tayyorlanadi. USDA tasnifi bo'yicha paxta tolasini rangi va pishib yetilganligi bo'yicha navi – sinalayotgan na'muna paxta tolasining tashqi ko'rinishi bo'yicha kompyuter xotirasiga olingan standart ko'rsatkichlarga taqqoslash orqali aniqlanadi.

1993-yilda o'sha vaqtdagi mavjud me'yoriy hujjat GOST 3279-76 o'rniga O'zDSt 604:2016 qabul qilinishi respublikamizda yetishtirilayotgan paxta tolasini ichki bozorda foydalanuvchi korxonalar va sobiq ittifoq davlatlariga sotish uchun paxta tolasining sifat ko'rsatkichlarini belgilovchi asosiy me'yoriy hujjat bo'lib xizmat qildi.

Aksariyat paxta yetishtiruvchi va tolasini qayta ishlovchi sobiq ittifoq davlatlari (Rossiya, Azarbayjon va Turkmanistondan tashqari) 1995 yildan O'zDSt 604:93 (GOST 3279-95) ni xalqaro standart sifatida qabul qildilar. Tojikistonda paxta tolasiga bir vaqtda ikki standart CT PT ДСХ США 1079-2007 va O'zDSt 604:93 (GOST 3279-95) qo'llanilishi natijasida korxonalarda mahalliy seleksion navlardan foydalanishda qiyinchiliklarga duch kelayotgani ta'kidlangan.[1]

Bugungi kunda paxta tolasining sifat ko'rsatkichlarini aniqlash respublikamizda O'zDSt 604:2016 standartiga asosan baholanadi. Ushbu hujjat bozor munosabatlarini inobatga olgan holda, jahondagi paxta birjalarida qabul qilingan me'yor va talablarni qondira oladi. Shunga qaramasdan bugungi kunda jahon paxta birjalarining talabi oshib bormoqda.

Bugungi kunda respublikamizda paxta tolasining tashqi ko'rinishi va rangini aniqlashda O'zDSt 629-2001 standartiga asosan baholanadi. [2]. O'rta tolali Upland turidagi paxta narxini shakllantirish va o'zaro hisob-kitobda quyidagi ko'rsatkichlar O'zDSt 604-2016 ga asoslanib qabul qilinadi:

- Shtapel uzunlik 1-1/16 dyum (kod34), paxta tolasining texnik shartlariga ko'ra, 32mm (5 tip) ga mos keladi;



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- Mikroneyr ko'rsatkichi $3,5 \div 4,9$ oraliqda;
- Solishtirma uzish kuchi esa $23,5 \div 28,4$ sN/teks atrofida.

Asosiy ko'rsatkichlar (shtapel uzunlik, chiziqiy zichlik, solishtirma uzish kuchi) ga qarab, paxta tolalari to'qqizta tipga: 1a, 1b, 1,2,3,4,5,6,7 bo'linadi. Har bir paxta tolasining tipi uning rangi va pishib yetilganligiga qarab, standart namunalarga solishtirgan holda beshta navga (I, II, III, IV, V) bo'linadi. Bundan tashqari paxta tolasidagi begona aralashma va chiqindi miqdoriga qarab: oliy, o'rta, oddiy va iflos kabi sinflarga bo'linadi. Shuningdek, standart O'DSt 604:2016 da paxta tolasini eksport qilishda (yoki tola sotuvchi va sotib oluvchining o'zaro kelishuviga asosan) yuqoridagi paxta tolasini sifat ko'rsatkichlari o'rniga, paxta tolasini sifat ko'rsatkichlari xalqaro standartlarga asoslangan yoki HVI o'lchash tizimidan foydalanishga ruxsat etiladi [3].

O'zbekistonda paxta tolasini sertifikatlash va sifat ko'rsatkichlarini aniqlash uchun SITC (HVI) usuli qo'llaniladi. Uster HVI tizimida aniqlangan paxta tolasining sifat ko'rsatkichlari O'zDST 604:2016 va O'zDST 3295:2018 davlat standartlariga muvofiq majburiy ko'rsatkichlar va etalon ko'rsatkichlar sifatida qabul qilinadi. Biroq, o'zbek paxta tolasini HVI tizimining rangi va aralashmalar moduli bilan belgilanadigan rang darajasiga (Amerika universal standartiga muvofiq rang) kirmaydi. Buning sababi, Nickerson va Hunter jadvallari asosida HVI ga USDA tog' paxtasining faqat Rd va +b qiymatlari birlashtirilgan. 1930-yillarda USDA instrumental ranglar jadvalini ishlab chiqishni boshladi. Keyin paxta tolasini navlari tasnifiga ikkita parametr kiritilgan: yorqinlikni aks ettirish (Rd) va sarg'ish (+b). Yorqinlik darajasi (Rd) namunaning qanchalik yorqin yoki xiraligini, sarg'ishlik (+b) rang pigmentatsiyasi darajasini ko'rsatadi. Paxta tolasining rangi ikki filtrli kolorimetr yordamida instrumental usulda aniqlandi. Ushbu ob'ektiv usul Nickerson va Hunter tomonidan 1940-yillarning boshlarida USDA paxta sifat standartlarini sinab ko'rish uchun ishlab chiqilgan.[4;5].

Standart ko'rsatkichlari va HVI uskunasi olingan ko'rsatkichlaridan farqi shundaki, Standart bu belgilangan me'yor, unda xomashyoning normal ko'rsatkichlari keltirilgan, HVI da esa xomashyoning sifat ko'rsatkichlari o'lchanadi va ko'rsatkichlar standart ko'rsatkichlari bilan solishtirilib, qaysi sifat kategoriyasiga to'g'ri kelishi aniqlanadi va xomashyo sifat ko'rsatkichlari tahlil qilinadi.



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Annotatsiya: Ushbu maqolada Shvetsaryalik olim Ferdenant De Sossure hayoti va ijod yo'li haqida ma'lumotlar va olim asarlaridagi ko'plab iqtiboslar va muhokamalar haqida ma'limotlar keltirib o'tilgan.

Kalit so'zlar: *tilshunoslik*, tadqiqotlar, nutq, fiziologik, sinxron, Hind-evropa tillari, ilm-fanning "otasi", nutq faolligi.

Ferdinand De Sossyur (1857-1913) 1857 yilda Shveytsariyada tug'ilgan tilshunos edi. U yoshligidanoq ushbu fanni o'rganishga qiziqish bildirgan bo'lsa-da, u o'z ishini falsafa yoki fizika singari boshqalar bilan birlashtirgan. Tilga va uning rivojlanishiga bo'lgan qiziqishi uni Hindistonning qadimgi tili bo'lgan yunon, lotin va sanskrit tillarini o'rganishga olib keldi. Sossyure Parijda va o'limigacha Jenevada professor bo'lgan. Aynan o'sha so'nggi shaharda u o'zining nazariyalarining ko'pini ishlab chiqqan, garchi u hech qachon nashr qilmagan bo'lsa ham. Aslida, uning o'limidan keyin uning ishini ommalashtirish uchun uning sobiq shogirdlari javobgar bo'lishgan. Ushbu talabalar nashr etishga muvaffaq bo'lgan kitob, *Umumiy tilshunoslik kursi*, lingvistik tadqiqotlarning o'zgarishini anglatardi. Sossyure strukturalizmning tashabbuskori bo'lib, uning ishorasi nazariyasi yoki nutq va til o'rtasidagi farq kabi muhim hissa qo'shgan. Uning ishining eng muhim nuqtasi - tilni butun jamiyat tomonidan qabul qilingan kombinatsiya qoidalari tizimi sifatida ko'rib chiqishdir. Aynan mana shu qabul butun ishtirok etgan jamoaga bir-birini tushunishga va muloqot qilishga imkon beradi. Ferdinand talabalik hayotini Bern shahri yaqinidagi Xofvil kolejida boshladi. U 13 yoshida Jenevadagi Martine institutiga o'qishga kirdi, u erda u yunon tilini o'rgatishni boshladi. Aynan shu markazda uning tilshunoslikka bo'lgan didi paydo bo'la boshladi.

1875 yilda u Jeneva Universitetida ikki semestrni fizika va kimyo mutaxassisliklarini tanlab oldi, buni mutaxassislar uning oilasining ilmiy an'alariga



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bog'lashdi. Biroq, u ushbu fanlarni tilni o'rganishga bo'lgan qiziqishini yo'qotmasdan, falsafa va san'at tarixi bilan almashtirdi.

Sossyure o'z tadqiqotlarida ta'kidlagan asosiy ikkiliklardan biri bu til va nutq o'rtasidagi bog'liqlikdir. Garchi ular bir-biriga o'xshash tuyulsa-da, farq tilshunos uchun aniq edi. Shunday qilib, til jamiyat tomonidan o'rnatiladigan va shaxs uchun begona bo'lgan belgilar tizimi bo'lar edi. O'z navbatida, nutq individual harakatdir.

Shu tarzda, til butun jamiyat tomonidan o'rnatilgan tovushlar va yozma harflarga ma'no berish uchun tuzadigan shartnomadan boshqa narsa emas (jim va ko'rinmas). Hamma narsa bir xil narsani tushunishi uchun "mushuk" ma'lum bir hayvonni nazarda tutadi, degan qarorga kelgan bitim. Boshqa tomondan, nutqda bu ko'proq heterojendir, chunki bu har bir shaxs muloqot qilish uchun foydalanadigan iroda harakatini anglatadi. Ushbu ikkilamchi tilning o'ziga emas, balki uni o'rganadigan fanga ishora qiladi. Tilshunoslik, bu holda, vaqtga qarab sinxron yoki diaxronik bo'lishi mumkin. Sossyure ko'ra, til tushuncha sifatida ma'ruzachilar ongida mavjud. Demak, biz uning elementlarini faqat ma'lum bir vaqt bilan bog'liq holda o'rganishimiz mumkin. Shunday qilib, hikoyaning turli qismlarini aralashtirish mumkin emas edi, chunki vaqt tilning o'zgarishiga olib keladi.

Tilni o'rganishning ushbu usuli, ma'lum bir davrda uning shakliga e'tibor qaratib, **Sussyure** sinxron deb atagan. Agar epoxa, diaxronik tizim hisobga olinmasa, Sossyure tilshunoslikni tizim sifatida o'rganib bo'lmaydi. Ko'pchilik uni XX asrning 20-asr boshidagi jahon tilshunoslik inqirozini bartaraf etishga ko'maklashibgina qolmay, o'tgan asrdagi insonparvarlik g'oyalariga jiddiy ta'sir ko'rsatdi, chunki u XX asrning lingvistik ilm-fanining "otasi" deb ataydigan tilshunoslikning eng yorqin onlaridan biri deb hisoblaydi. Shuning uchun biz ushbu shaxsning kontseptsiyasini bag'ishlashga [qaror qildik](#), maqolalardan biri uchun juda foydali bo'ladi. Birinchidan, Ferdinand de Saussurening butun lingvistik kontseptsiyasi tabiatning belgilarini va tilning tizimli xususiyatlarini asoslaydi, va uning asosiy ishi "Umumiy tilshunoslik kursi" deb nomlanadi." Umumiy tilshunoslik kursi" muallifi vafot etgandan so'ng uning mualliflari Albert Seshe va Charlz Bally vafot etgandan keyin nashr etilgan va Saussurening Jenevadagi universitetda o'tkazgan ma'ruzalari materiallari asos bo'lib olingan. Shunday qilib, [Seshe va Bally](#), ma'lum darajada, bu ishning mualliflari hisoblanadilar - Saussurening o'zi kitobni nashr etishga intilmagan va uning tarkibida va tarkibida katta qismini yuqorida aytib o'tilgan nashriyotlar kiritgan. Shunday qilib, Saussure tomonidan yaratilgan sehgarchilik unga jamiyat hayoti doirasidagi belgilarning hayotini o'rganadigan ilmiy yo'nalish sifatida qaraydi



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va ularni boshqaradigan alomatlar va qonunlarning ma'nosini ochib berishning asosiy vazifasi bor. Uning so'zlariga ko'ra, semologiyani bo'limga bog'lash va uni o'z ichiga olgan joy psixolog tomonidan belgilanishi kerak. Tilshunos [boshqa tomondan](#), tilni semihologik hodisalar majmuasidagi mustaqil tizimda qanday qilib ajratilishini bilishi kerak. Til signali tizimlardan biri hisoblansa, tilshunoslik semiologiyaning bir qismi deb atash mumkin. Tilshunoslikning boshqa fanlarning boshqa joylari orasida aniqligi uning semologiyaga bog'liqligi bilan aniq belgilanadi. Umumiy tilshunoslik kursining asosiy g'oyalardan biri so'zlashuv va tilning nutqiy faoliyatdagi farqlari hisoblanadi. Saussurega ko'ra, biz til va nutqni ajratib olayotganimizda, biz quyidagilardir:

Til - bu passiv tarzda qayd etilgan va oldingi aks ettirishni nazarda tutmaydigan funktsiya, mahsulot bo'lib, tahlil qilish faqatgina tasniflovchi faoliyat boshlanganda paydo bo'ladi. Nutq - [bu birinchi navbatda](#), ma'lum birlashuvlar mavjud bo'lgan, so'zlovchi shaxsning til kodini qo'llashi va ikkinchidan shaxsga maqsadga muvofiq kombinatsiyalardan foydalanishga imkon beradigan maxsus psixofizik mexanizm bo'lgan shaxsiy iroda va tushunish akti. Nutq faolligi heterojen xarakterga ega; til - tabiatdagi bir hil hodisa - bu ma'noning akustik usul bilan bog'liq jarayoni bo'lgan muhim belgilar tizimidir. So'zulaning aytishicha, nutq faoliyati uch qismdan iborat: Jismoniy komponent (ovoz vibratsiyasining tarqalishi)

Fiziologik tarkibiy qism (eshitish organlaridan akustik tasvirlarga yoki akustik tasvirlardan nutq organlariga o'tish) Aqliy element (akustik tasvirlar ovoz bilan mos [kelmaydigan aqliy haqiqatdir](#), jismoniy ovoz haqida aniq bir fikr bor, tushunchalar mavjud)

Til nutq faoliyatidan tashqarida mavjud bo'lmasligi (mustaqil ravishda mavjud bo'lgan organizm emas, oz shaxsiy tug'ilishi, hayoti va o'limiga ega emas), nutq faolligini o'rganish tilni o'rganish [bilan boshlanishi kerak](#), bu har qanday nutqiy hodisaning asosi hisoblanadi tadbirlar va tilshunoslik so'zning to'liq ma'nosida til tilshunoslikdir. Umuman olganda, til barqaror bo'lishga intiladi. Hatto yangiliklar va o'zgarishlardan qochishga harakat qiladi, deyish mumkin, chunki bu tushunmovchiliklar manbai bo'lishi mumkin. Aloqa usuli avloddan-avlodga meros bo'lib, an'analarni yangilikdan ko'ra kuchliroq qiladi. Bu degani, ba'zi o'zgarishlar vaqt o'tishi bilan sodir bo'lmaydi, chunki jamiyat rivojlanib borishi bilan uning tilini ham bunga majbur qiladi. Sossyure biograflarining fikriga ko'ra, u hech qachon o'z





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asarlarini yozma ravishda qoldirishni o'ylamagan. Shunchalik ko'p ediki, u universitetda darslarida o'qiyotgan sinflarini yo'q qilish odatiga ega edi.

Bundan tashqari, ekspertlarning so'zlariga ko'ra, uning yozuvlari tobora kamaydi va Jenevadagi so'nggi bosqichida deyarli yo'q bo'lib ketdi.

Uning eng taniqli va unga katta ta'sir ko'rsatadigan ishi chaqirildi Cours de linguistique générale (Umumiy tilshunoslik kursi) muallif vafot etgandan so'ng, 1916 yilda nashr etilgan. Yaxshiyamki, bu asar 20-asrning eng nufuzli asarlaridan biri deb hisoblanganligi sababli, uning ikki shogirdi sinfda va konferentsiyalarda olingan yozuvlarni saralashga va kitob shaklida nashr etishga muvaffaq bo'lishdi.

Sossyure o'z fikrlarini nashr etishga unchalik qiziqmasdi. Shuning uchun, eng muhimlaridan tashqari (uning izdoshlari tomonidan tuzilgan) uning asarlariga misollar kam. Uning dastlabki asarlari orasida Hind-evropa tillaridagi ibtidoiy tovushlar tizimi haqida xotira, doktorlik dissertatsiyasini tugatmasdan oldin nashr etilgan. Ushbu asarida u hind-evropalik ildiz unllilarini qanday tiklash mumkinligini tushuntirib berdi. Ushbu asar va doktorlik dissertatsiyasidan tashqari ba'zi qo'lyozmalar Jeneva kutubxonasida saqlanadi. Uning avlodlari 1996 va 2008 yillarda ushbu muassasaga boshqa hujjatlarni topshirishgan. Nihoyat, tilshunosning o'spirinlik davrida yozgan ba'zi she'rlari va hikoyalari topildi.

Ferdinand de Saussurening tilshunoslik g'oyalari klassik lingvistik uslublarni qayta ko'rib chiqishga sabab bo'ldi va innovatsion strukturaviy lingvistika uchun nazariy asos bo'lib xizmat qildi. Bundan tashqari, Ferdinand de Saussure tilshunoslikdagi ijtimoiy maktabning kashshofi bo'ldi va u yigirma yil davomida Jenevadagi universitetda o'qitgan ko'pgina iqtidorli talabalarni o'qib berdi. **Saussure** XIX va XX asrning boshlarida semiyologiyaning asoslarini q'ygan va Saussurening yondashuvi tilshunoslik [fanidan tashqariga chiqmagan](#), bu esa o'tgan asrdagi gumanitar fikrning eng muhim sohasiga aylandi.

Hulosa; Ferdinant de Sossure til va nutq o'rtasidagi faoliyatni va o'zgarishlarni juda chiroyliy tarzda ochib bergan. Dessosurening (umumiy tilshunoslik) to'plamidagi shogirtlarining ma'sulyati va javobgarlikni o'z bo'yinlariga olganini ko'rib o'sha davirning o'qtuvchiga bo'lgan hurmati, izzati va o'z o'qtuvchisini ezozlashini guvohi bo'lamiz. Uning Parijning Jevena shaharchasida talimini to o'lguniga qadar davom ettirganidan uning o'z kasbiga qanchalik mehri baland ekanligini ko'rib o'rnak olishimiz mumkun.





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PAXTA TOLASINING RANG KO'RSATKICHLARI ASOSIDA IP
XOSSALARI LOYIHALASH

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Annotatsiya. Maqolada yigirilgan ipning rang sifatini nazorat qilish maqsadida paxta tolasining HVI tizimida olingan Rd(nur qaytarish koeffitsiyenti) va +b(sarg'ishlik darajasi) kabi ko'rsatkichlarni qo'llash bo'yicha tavsiyalar keltirilgan.

Hozirgi kunda Respublikamizda paxta tolasidan turli bejirim va sifatli mato hamda trikotaj maxsulotlari ishlab chiqarilmoqda. Sifatli mato trikotaj maxsulotlar olish uchun albatta ipning ko'rsatkichlari talab darajasida bo'lishi lozim. Yigirilayotgan ip sifatini ta'minlash va tannarxini pasaytirishda ipning xossalarini loyihalash va bashorat qilish katta ahamiyatga ega bo'lib, korxonalar yillar davomida orttirilgan tajriba va tadqiqotlar natijalariga ko'ra, paxta tolasinidan aralashma tuzish hamda uni qanday jihozlarda qayta ishlash bo'yicha tavsiya va amaliy ko'nikmalarga ega bo'lgan. Hozirda ip yigirish korxonalarida ushbu jarayonlar uchun "lot", ya'ni tola partiyalaridan foydalanilmoqda. Bu ham aralashma tuzishning bir ko'rinishi bo'lib, korxonalar mavjud tolalardan imkoni boricha samarali foydalanishga harakat qilmoqda [1].

O'zbekiston Respublikasi dunyo bozoriga yuqori sifatli paxta tolasini yetishtiruvchi davlatlardan biridir. O'z DSt 604:2016 «Paxta tolasining texnik shartlari» davlat standartiga muvofiq paxta tolasining rangi uning navini aniqlovchi ko'rsatkichdir. Mahsulot sifati xaqidagi aniq malumot, mahsulotning narxini shakllanishiga tasir etuvchi omildir, paxta tolasining navi esa uning sifatini belgilab beruvchi muhim ko'rsatkichdir [2]. Paxta tolasining navi esa uning rangi, tashqi ko'rinishi, pishib yetilganligi va dog'lariga qarab belgilanadi.

Hozir paxta tolasidan saralanma tuzishda HVI uskunasidan olingan ko'rsatkichlardan foydalaniladi. HVI tizimida paxta tolasining yigirma ikkita sifat ko'rsatkichlari aniqlanib, amaliyotda qo'llaniladi. HVI tizimi qo'llanilishi bilan tola xossa ko'rsatkichlarini aniqlashda va saralanma, "Lot"lar tuzishda katta qulayliklarga erishildi.

Hozir HVI tizimida aniqlangan paxta tolasining sifat ko'rsatkichlaridan nafaqat tolani sotish va sotib olishda, shu bilan birga yigiruv korxonasida jarayonni boshqarishda ipning kutilayotgan sifatini hisoblash va saralanmaga toylarni tanlashda ham keng qo'llanilmoqda[3].



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Yigirilgan ip va matoning rangi o'zgarishi yoki matoda muammoli yo'l-yo'l yuzalar bilan bog'liq bo'lgan muammolarni nazorat qilishda rang sifatini nazorat qilish muhim ahamiyatga ega bo'lgan vazifa hisoblanadi. Paxtani rangi bo'yicha sifatini yaxshiroq nazorat qilish uchun quyidagi tavsiyalaruga amal qilish lozim:

1. Paxta tolasidan saralanma tuzishda bir xil iqlim sharoitda yetishtirilgan paxta tolalaridan foydalanish.

2. Nur qaytarish koeffitsiyenti (R_d): odatda O'zbekiston paxtasida R_d ko'rsatkichi 68 dan 82 gacha bo'lgan oraliqda bo'lishi mumkin. Saralanma sifatini yaxshi nazorat qilish uchun kunlik aralashtirish rejasida R_d qiymatlarni 5 dan past bo'lgan oraliqda bo'lishini ta'minlash tavsiya etiladi.

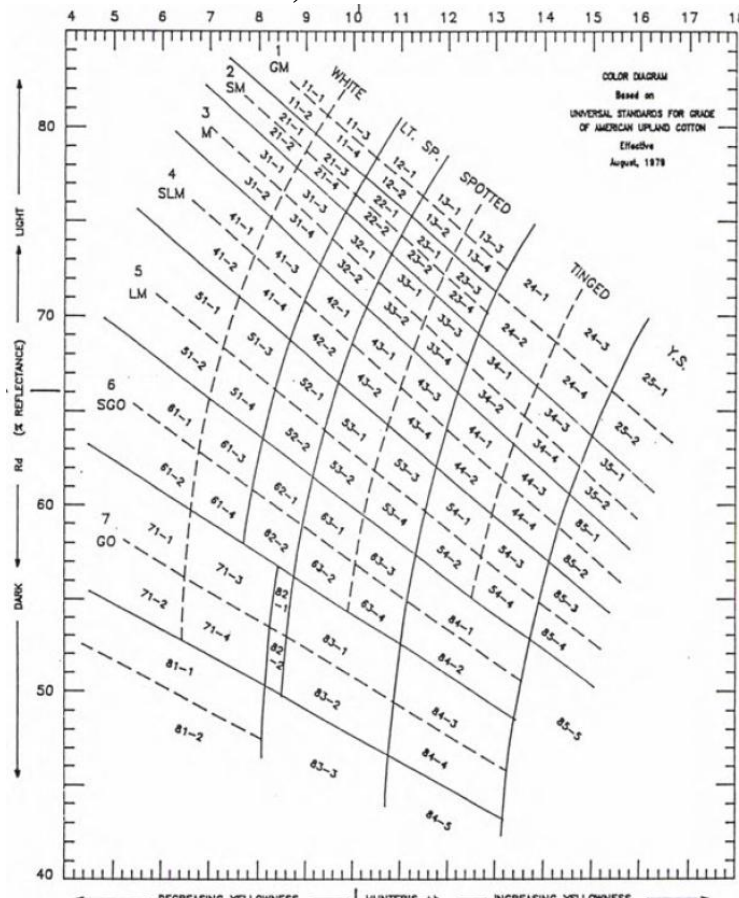
3. +b sarg'ishlik ko'rsatkichi :+b ko'rsatkichi mintqa va navga bog'liq bo'lgan holda bir-biridan farq qiladi. O'zbekiston paxtasida +b ko'rsatkich 7,0 dan to 11,0 gacha bo'lgan oraliqda bo'ladi. Bir xil navli paxtani aralashtirishda +b oralig'ini 2.5 dan kam bo'lgan qiymatda saqlash maqbul hisoblanadi.

Paxta tolasini baholash: paxta tolasining rangi rang diagrammasi yordamida aniqlanadi. Ushbu diagrammada vertikal chiziq bo'ylab tola namunasi nuning qaytarish koeffitsiyenti va gorizontal chiziq bo'yicha namunaning sarg'ishlik darajasi aks ettirilgan. Chiziqlar tutashgan nuqtasi o'rta tolali paxta navlarining universal standartlar bo'yicha nav va sinfini tasniflaydi. Paxta tolasining rangi rang diagrammasi kvadranti joylashgan joyini aniqlash yo'li orqali baholanadi. Bu yerda R_d koeffitsiyenti va +b ko'rsatkichning diagrammadagi kesishgan nuqtasi bo'yicha paxta tolasining rangi aniqlanadi. Masalan, nur qaytarish koeffitsiyenti R_d 72 va +b sarg'ishlik ko'rsatkichi 9,0 bo'lgan namuna 41-3 rang kodiga ega bo'ladi (1-rasm).

Rang sinfi uchta raqamda XX-U raqamda ifodalangan. Birinchi raqam rang yorqinligini anglatadi. Son qancha katta bo'lsa, paxtaning yorqinligi shuncha yuqori bo'ladi. Ikkinchi raqam paxtaning sarg'ishlik darajasini anglatadi; ikkinchi raqam soni ortishi bilan sarg'ishlik ham ortib boradi. 25 ta rang navlari va beshta toifadagi rang darajalari mavjud. O'zbekiston paxtasi odatda o'rtacha va yaxshi o'rtacha rang berish darajasiga ega bo'lgan oq va och dog'li rang toifalariga kiradi. Rang o'zgarishi yoki matoda xosil bo'ladigan yo'l-yo'l chizikli muammolarni oldini olish uchun aralashtirish rejasida faqat to'rtta yonma-yon paxta navlarini tanlash tavsiya etiladi, masalan, 11, 12, 21, 22 birgalikda ishlashi mumkin, ammo 11 bilan 31 yoki 11 bilan 13 dan foydalanib bo'lmaydi.



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1-rasm. Paxta tolasining rang diagrammasi

Ip va matodagi rang bir xilligini ta'minlash maqsadida tolaning Rd qiymatlarini 5 dan past bo'lgan oraliqda bo'lishini ta'minlash tavsiya etiladi. Rang baholashning ikkinchi raqamida keltirilgan +b (sarg'ishlik darajasi) ning 3, 4 va 5 raqamlaridagi dog'li, rangi bo'yicha turli tuslanishlardagi, sarg'ishligi yuqori tolalarni qat'iy ravishda qo'llab bo'lmaydi. Shuningdek, aralashtirishda +b oralig'ini 2.5 dan kam bo'lgan qiymatda saqlash tavsiya etiladi.

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LITERARY NORMS AND SPEECH CULTURE

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Abstract:

This scientific article aims to investigate the intricate relationship between literary norms and speech culture. Language and literature are two fundamental aspects of human communication, and their interdependence plays a crucial role in shaping cultural norms and societal values. By examining the influence of literary norms on speech culture, this article seeks to shed light on the dynamic nature of language and its impact on social interactions.

KEY WORDS: literary norms, speech culture, language, communication, literature, cultural norms, social norms, speech patterns, literary conventions, linguistic norms, literary culture, speech etiquette, literary traditions.

Language is a powerful tool that not only facilitates communication but also reflects the cultural values and norms of a society. Literature, on the other hand, serves as a medium through which these values and norms are expressed and preserved. This article explores how literary norms influence speech culture, thereby shaping the way individuals communicate and interact within a given society.

Literary Norms:

Literary norms refer to the established conventions and standards that govern the creation and interpretation of literary works. These norms encompass various elements such as grammar, vocabulary, style, and structure. They provide a framework within which authors express their ideas and emotions, and readers derive meaning from the text. Literary norms are not static but evolve over time, reflecting the changing cultural and social dynamics.

Speech Culture:

Speech culture refers to the collective patterns of verbal communication within a particular society. It encompasses the language choices, accents, dialects, and speech etiquette prevalent in a given community. Speech culture is influenced by various factors, including historical, geographical, and social contexts. It plays a crucial role in



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shaping individual and group identities, as well as facilitating effective communication and social cohesion.

The Influence of Literary Norms on Speech Culture:

Literary norms have a profound impact on speech culture as they shape the language choices and linguistic patterns adopted by individuals. Literary works, such as novels, poems, and plays, often serve as models for language usage and provide a benchmark for linguistic correctness. These norms influence the vocabulary, grammar, and style employed in everyday speech, thereby contributing to the development of a shared speech culture.

Cultural Identity and Literary Norms:

Literary norms not only influence speech culture but also contribute to the formation of cultural identity. Through literature, individuals gain insights into the values, beliefs, and traditions of their society. Literary works often depict cultural practices, historical events, and societal norms, which individuals internalize and incorporate into their speech patterns. This integration of literary norms into speech culture reinforces cultural identity and fosters a sense of belonging.

Language Evolution and Literary Norms:

Language is a dynamic entity that evolves over time. Literary norms play a crucial role in this evolution by introducing new vocabulary, grammatical structures, and stylistic innovations. As authors experiment with language in their literary works, they contribute to the expansion and enrichment of the language itself. These innovations eventually find their way into everyday speech, shaping the speech culture of future generations.

Conclusion:

The interplay between literary norms and speech culture highlights the symbiotic relationship between language and literature. Literary norms influence speech culture by providing linguistic models and shaping cultural identity. Simultaneously, speech culture, with its diverse linguistic patterns, influences the evolution of literary norms. Understanding this relationship is essential for comprehending the complex dynamics of language and culture, and for fostering effective communication and cultural understanding in a diverse world. Literary norms provide a framework for writers to express their ideas and emotions effectively, while speech culture influences the way we communicate and interpret literary works. By adhering to literary norms, writers can create works that resonate with readers and stand the test of time. Additionally, speech culture allows us to engage in meaningful discussions and debates about



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literature, fostering a deeper understanding and appreciation of the written word. Overall, the study and understanding of literary norms and speech culture are essential for both writers and readers, as they enhance our ability to connect with and interpret literature in a meaningful

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Oratory skill and its types

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Abstract:

Oratory skill, the art of effective public speaking, has been a crucial aspect of human communication since ancient times. This scientific article aims to explore the concept of oratory skill, its historical significance, and the various types of oratory skills that exist. By understanding the different types of oratory skills, individuals can enhance their public speaking abilities and effectively convey their message to diverse audiences.

KEY WORDS: - deliberative oratory, forensic oratory, epideictic oratory, voice modulation and delivery, credibility and ethos, adaptation to audience.

Oratory skill refers to the ability to deliver speeches or presentations in a persuasive and impactful manner. It encompasses the use of verbal and non-verbal communication techniques to engage, inform, and inspire an audience. Throughout history, oratory skill has played a pivotal role in shaping societies, influencing political movements, and fostering effective leadership. Oratory skill has been highly valued since ancient times. In ancient Greece, orators such as Demosthenes and Cicero were revered for their ability to sway public opinion through their eloquent speeches. Similarly, during the Renaissance period, oratory skill was considered an essential attribute of a well-rounded individual. The art of oratory has continued to evolve, adapting to the changing needs and contexts of different eras.

Types of Oratory Skill:

a. Deliberative Oratory: Deliberative oratory focuses on persuading an audience to take a specific course of action. It is commonly employed in political speeches, where the orator aims to influence public opinion and shape policies. Deliberative oratory often involves logical arguments, appeals to emotions, and the use of rhetorical devices to convince the audience. Deliberative oratory is a type of oratory that focuses on persuading an audience to take a specific course of action or make a



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particular decision. It is commonly used in political speeches, debates, and discussions related to public policy and governance.

The main objective of deliberative oratory is to influence the audience's opinions, beliefs, and actions by presenting logical arguments, evidence, and appeals to their emotions. The speaker aims to convince the audience that a specific policy or action is necessary, beneficial, or in their best interest. Deliberative oratory often involves analyzing and discussing various options, weighing their pros and cons, and presenting a well-reasoned argument in favor of a particular choice. The speaker may use rhetorical devices, such as metaphors, analogies, and persuasive language, to enhance their message and engage the audience.

b. Forensic Oratory: Forensic oratory, also known as judicial oratory, is centered around presenting arguments in a legal setting. It involves the skillful use of evidence, logical reasoning, and persuasive techniques to convince a judge or jury. Forensic oratory is commonly observed in courtrooms, where lawyers aim to prove their case or defend their clients.

Forensic oratory is a type of public speaking that is focused on presenting arguments and evidence in a legal setting, such as in a courtroom or during a trial. This type of oratory requires the speaker to present a compelling case and persuade the audience, which may consist of a judge, jury, and other legal professionals, to accept their interpretation of the facts.

In forensic oratory, the speaker must be able to effectively present evidence, cross-examine witnesses, and make persuasive arguments to support their position. This type of oratory requires a deep understanding of the legal principles and procedures, as well as the ability to think quickly and respond to unexpected challenges during the course of a trial.

Effective forensic oratory also involves the use of language and rhetoric to appeal to the emotions and reasoning of the audience. It is important for the speaker to be able to build a strong case and present it in a clear and convincing manner that leaves a lasting impact on the audience.

c. Epideictic Oratory: Epideictic oratory, also referred to as ceremonial oratory, is primarily used for ceremonial purposes. It aims to celebrate, honor, or commemorate individuals, events, or ideas. Epideictic speeches often employ rhetorical devices, vivid imagery, and emotional appeals to captivate the audience and create a sense of unity or shared values.



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Epidictic oratory is a type of public speaking that is focused on praise or blame, often used in ceremonial or celebratory settings. This type of oratory is used to express admiration, gratitude, or criticism and is often seen in events such as eulogies, award ceremonies, or political speeches.

In epidictic oratory, the speaker aims to persuade the audience to view a particular person, event, or idea in a positive or negative light. The speaker may use language and rhetoric to evoke emotions and create a sense of unity or division within the audience. Effective epidictic oratory involves the use of vivid language, storytelling, and persuasive techniques to captivate the audience and leave a lasting impression. It requires the speaker to have a deep understanding of the values and beliefs of the audience and to tailor their message to resonate with their listeners.

Developing Oratory Skills:

Enhancing oratory skills requires practice, self-awareness, and a willingness to improve. Some strategies to develop oratory skills include:

a. **Study and Analysis:** Studying renowned orators and their speeches can provide valuable insights into effective communication techniques. Analyzing their delivery style, use of language, and rhetorical devices can help individuals refine their own oratory skills.

b. **Public Speaking Opportunities:** Actively seeking opportunities to speak in public, such as joining toastmasters clubs or participating in debates, can help individuals gain confidence and improve their oratory skills through practical experience.

c. **Feedback and Self-reflection:** Seeking feedback from peers, mentors, or speech coaches can provide constructive criticism and guidance for improvement. Additionally, self-reflection after each speaking engagement allows individuals to identify areas of strength and areas that require further development.

Conclusion:

Oratory skill is a valuable asset in various domains, including politics, law, education, and business. Understanding the different types of oratory skills and actively working towards their development can empower individuals to become effective communicators, capable of inspiring and influencing others through their speeches. By continuously honing their oratory skills, individuals can make a lasting impact on their audiences and contribute to positive. Deliberative oratory often involves analyzing and discussing various options, weighing their pros and cons, and presenting a well-reasoned argument in favor of a particular choice. The speaker may use rhetorical



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devices, such as metaphors, analogies, and persuasive language, to enhance their message and engage the audience, forensic oratory is a crucial skill for lawyers, legal professionals, and anyone involved in the legal system. It requires the ability to think critically, communicate persuasively, and present a strong case in a legal setting.

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National-cultural specifics of speech etiquette in English and Uzbek

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Abstract:

This scientific article explores the national-cultural specifics of speech etiquette in English and Uzbek languages. Speech etiquette plays a crucial role in effective communication, as it reflects cultural norms, values, and social hierarchies. By comparing and contrasting the speech etiquette in English and Uzbek, this study aims to shed light on the cultural nuances that influence verbal communication in these two languages. The findings of this research can contribute to cross-cultural understanding and enhance intercultural communication skills.

KEY WORDS: National-cultural specifics, Speech etiquette, English language, Uzbek language, Cultural difference, Communication norms, Verbal communication, Non-verbal communication, Language customs, Social interactions.

Speech etiquette is an essential aspect of communication, as it governs the appropriate use of language in various social contexts. Different cultures have distinct speech etiquette norms, which are deeply rooted in their traditions, values, and social structures. This article focuses on the national-cultural specifics of speech etiquette in English and Uzbek languages, aiming to highlight the similarities and differences between these two cultures.

1. Cultural Background:

1.1 English Speech Etiquette:

English speech etiquette is influenced by the cultural values of individualism, egalitarianism, and directness. Politeness is highly valued, and individuals are expected to use phrases such as "please," "thank you," and "excuse me" to show respect and consideration. English speech etiquette also emphasizes personal space, with individuals maintaining a comfortable distance during conversations.

1.2 Uzbek Speech Etiquette:

Uzbek speech etiquette is deeply rooted in the country's rich cultural heritage, influenced by Islamic traditions and Central Asian customs. Respect for elders and



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authority figures is highly valued, and individuals are expected to use honorifics and formal language when addressing them. Uzbek speech etiquette also places importance on indirect communication,

with individuals often using euphemisms and metaphors to convey their messages.

2. Verbal Communication:

2.1 Greetings and Introductions:

In English, greetings are often brief and casual, with individuals using phrases like "hello" or "hi" to initiate conversations. In Uzbek culture, greetings are more formal and elaborate, with individuals using phrases like "Assalomu alaykum" (Peace be upon you) and engaging in a series of inquiries about well-being and family.

2.2 Politeness Strategies:

English speech etiquette emphasizes politeness through the use of indirect language, such as hedging and mitigating expressions. In contrast, Uzbek speech etiquette values politeness through the use of honorifics, formal language, and expressions of humility.

2.3 Non-Verbal Communication:

Non-verbal cues, such as body language and facial expressions, also play a significant role in speech etiquette. In English culture, maintaining eye contact is considered respectful, while in Uzbek culture, prolonged eye contact may be seen as confrontational or disrespectful.

3. Social Hierarchy:

Both English and Uzbek speech etiquette reflect social hierarchies, but in different ways. English speech etiquette emphasizes egalitarianism, with individuals addressing others by their first names, regardless of their social status. In Uzbek culture, individuals are expected to address others using appropriate honorifics, reflecting their social position and age.

Conclusion:

This scientific article has explored the national-cultural specifics of speech etiquette in English and Uzbek languages. The comparison and contrast of speech etiquette in these two cultures have highlighted the influence of cultural values, traditions, and social hierarchies on verbal communication. Understanding these national-cultural specifics can enhance intercultural communication skills and foster cross-cultural understanding. Further research in this area can contribute to the development of effective communication strategies in diverse cultural contexts. Social



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hierarchy is a fundamental aspect of human societies, shaping social interactions, opportunities, and access to resources. It can take various forms and is influenced by factors such as wealth, education, occupation, and power. While it can lead to inequality, it also provides social order, mobility, and cohesion within a society.

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Contrastive Linguistics and Cultural Linguistics

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Abstract:

This scientific article delves into the interconnectedness of language and culture by exploring the subfields of Contrastive Linguistics (CL) and Cultural Linguistics (CL). Together, these disciplines shed light on the correlation between language, society, and cultural values. While Contrastive Linguistics focuses on the examination of linguistic differences between languages, Cultural Linguistics expands this analysis by investigating the cultural dimensions and implications of language use. This article emphasizes the significance of incorporating cultural perspectives into contrastive linguistic studies and presents how Cultural Linguistics adds depth to our understanding of language variation and cultural diversity.

Key words: contrastive linguistics, cultural linguistics, language comparison, cultural variation, linguistic analysis, linguistic structures, cultural context, intercultural communication, cross-cultural differences, language and culture, cultural norms, language use, cultural values, cultural identity,.

Language and culture are mutually intertwined, shaping and influencing each other in intricate ways. Recognizing this connection, linguistics has evolved to include subfields that emphasize the role of culture in shaping language use and representation. This article focuses on two such subfields, Contrastive Linguistics and Cultural Linguistics, exploring how they contribute to comprehending the relationship between language, culture, and society.

Contrastive Linguistics (CL): Contrastive Linguistics is concerned with analyzing the structural differences and similarities between languages. It facilitates cross-linguistic comparisons and provides insights into language transfer and language teaching. CL researchers investigate linguistic levels such as phonetics, phonology, morphology, syntax, and semantics to uncover patterns and contrastive features among different languages.



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Cultural Linguistics (CL): Cultural Linguistics extends the analysis of language beyond its structural aspects by considering the cultural implications and impact on language use. It explores linguistic expressions to gain insights into cultural values, cognitive categories, and social practices. CL researchers examine how language reflects and shapes cultural knowledge, beliefs, and ideologies within a given society.

Incorporating Cultural Perspectives into Contrastive Linguistics: By integrating cultural perspectives into contrastive linguistic analysis, researchers gain a deeper understanding of the sociocultural dimensions of language. Recognizing that language is not only a system of communication but also a reflection of cultural norms and values, CL researchers can provide more accurate and comprehensive linguistic analyses by considering sociocultural contexts that influence language use.

Cultural Linguistics: Analyzing the Cultural Significance of Language: Cultural Linguistics combines insights from various disciplines such as anthropology, sociology, and cognitive linguistics to examine how language reflects cultural concepts and practices. CL researchers investigate linguistic phenomena, cultural metaphors, cultural scripts, and linguistic relativity to unravel the intricate relationship between language and culture.

Research Areas: While Contrastive Linguistics primarily focuses on language teaching, translation, and second language acquisition, Cultural Linguistics expands into broader areas such as intercultural communication, language policies, cultural identity, linguistic landscapes, and discourse analysis. CL research efforts further enhance our understanding of how culture shapes the way languages are used in various social contexts.

Methodologies: Contrastive Linguistics often employs comparative analysis by utilizing parallel texts and corpora to identify linguistic differences and similarities. This quantitative approach assists in measuring language variation across different language pairs. Cultural Linguistics, however, adopts a qualitative approach to explore how language relates to culture, employing ethnographic methods, discourse analysis, and the investigation of cultural artifacts, narratives, and rituals.

Conclusion: Contrastive Linguistics and Cultural Linguistics present complementary approaches to understanding the intricate connection between language and culture. By integrating cultural perspectives into contrastive linguistic analysis, scholars gain a more profound understanding of how language reflects and shapes cultural values and practices. Cultural Linguistics expands the horizons of linguistic research by exploring the sociocultural dimensions of language, fostering a more



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comprehensive view of language variation and cultural diversity in our interconnected world.

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Contrastive Linguistics and Cognitive Linguistics

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Abstract:

This article explores the similarities and differences between two prominent subfields of linguistics: Contrastive Linguistics (CL) and Cognitive Linguistics (CogL). While both disciplines focus on understanding language and its structure, they adopt different theoretical frameworks and methodologies. This article delves into the key principles, research areas, and methodologies employed within CL and CogL, providing insights into how these contrasting approaches contribute to our understanding of language and cognition.

Key words: contrastive linguistics, cognitive linguistics, language comparison, language acquisition, linguistic variations, linguistic analysis, linguistic structures, cognitive processes, linguistic relativity.

Languages are vehicles through which individuals express their thoughts and emotions, and they play a significant role in shaping human cognitive processes. Linguists have long aimed to unveil the intricate relationship between language and cognition, leading to the development of several linguistic subfields that tackle this dynamic relationship. This article highlights two such subfields—Contrastive Linguistics and Cognitive Linguistics—and examines their distinct approaches and contributions to linguistic research.

Contrastive Linguistics (CL): Contrastive Linguistics, founded by Robert Lado in the 1950s, focuses on the systematic comparison of two or more languages to identify similarities and differences in their structures. Its primary objective is to facilitate second language acquisition and improve language teaching methods. CL researchers analyze various linguistic levels, including phonetics, phonology, morphology, syntax, and semantics, comparing different languages to identify patterns and contrastive features.

Cognitive Linguistics (CogL): Cognitive Linguistics, influenced by the cognitive revolution of the 1970s, investigates the mental processes behind language



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production and comprehension. CogL emphasizes the role of cognition in shaping language and focuses on concepts such as metaphor, image schemas, prototype theory, and cognitive models of grammar. It views language as an embodied phenomenon, connected closely with human experience and the way we perceive and interact with the world.

Commonalities and Differences: While both CL and CogL aim to uncover language as a cognitive and communicative system, their approaches and methodologies differ significantly. CL researchers typically rely on contrastive analysis, focusing on structural differences across languages and providing insights into language transfer in second language acquisition. In contrast, CogL adopts a usage-based approach that emphasizes the role of context, schemas, prototypes, and cognitive processes in language production and comprehension.

Research Areas: CL research is primarily concerned with cross-linguistic analysis, focusing on language teaching and translation studies. It has played a vital role in identifying language-specific difficulties faced by second language learners. CogL, on the other hand, encompasses a broader range of research areas, including metaphor studies, embodiment, cognitive semantics, language acquisition, psycholinguistics, and computational linguistics.

Methodologies: CL researchers employ comparative analysis, relying on structured corpora and parallel texts to identify similarities and differences across languages. They adopt a top-down approach, comparing broad linguistic units, and employing quantitative methods to measure language variation. In contrast, CogL researchers use a combination of qualitative and quantitative methods, often employing experimental techniques such as eye-tracking, electroencephalography (EEG), and functional magnetic resonance imaging (fMRI) to investigate language processing mechanisms.

Conclusion: Contrastive Linguistics and Cognitive Linguistics offer distinct approaches to understanding language and cognition, highlighting the diversity within the field of linguistics. While CL emphasizes cross-linguistic analysis and language transfer, CogL explores the cognitive processes underlying language production and comprehension.



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AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH
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ANNOTATION: This scientific article provides an in-depth examination of American-based pronunciation standards of English. With English being a global language, various pronunciation standards have emerged due to regional differences. This article focuses on the American accent and explores the key features, characteristics, and influences of American English pronunciation. It also discusses the impact of American-based pronunciation standards on English language teaching and the diverse challenges that learners may encounter when striving to achieve proficiency in American English pronunciation.

KEY WORDS: American English, pronunciation, standards, linguistic, accents, dialects, phonetics, phonology, vowels, consonants, rhotic, non-rhotic, intonation, syllable stress, regional variations, standardized English, pronunciation guides, assimilation, elision, pronunciation rules, phonemic inventory, speech clarity, communication, accent reduction.

As English becomes a global language, the proliferation of distinct pronunciation standards is inevitable. This article focuses on American-based pronunciation standards of English, which are influential due to the prevalence of American media, technology, and cultural exports. Understanding the features and characteristics of American English pronunciation is crucial for effective language learning and communication in today's interconnected world.

1. Features and Characteristics of American English Pronunciation: American English pronunciation is characterized by specific sound patterns, stress, intonation, and rhythm. Some distinguishing features include the rhotic "r" sound, the American vowel system, the aspiration of voiceless consonants, and the distinct pronunciation of certain consonants and diphthongs. Additionally, the stress-timed



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nature of American English, where stressed syllables are pronounced more prominently, contributes to the rhythm and flow of speech.

Vowel Sounds: American English is known for its unique vowel sounds. There are distinct differences in vowel pronunciation compared to other varieties of English. For example, the "short a" sound in words like "cat" and "man" is pronounced as a centralized open vowel, closer to /æ/. On the other hand, the "long a" sound in words like "cake" and "make" is pronounced as a diphthong, starting with /eɪ/.

Rhotic Accent: American English is considered a rhotic accent, meaning that the "r" sound is pronounced in all positions, not just before vowels like in non-rhotic accents. This is particularly noticeable in words like "car" and "cart," where the "r" sound is emphasized.

Tense-Lax Vowel Distinction: American English makes a distinction between tense and lax vowels. Tense vowels, like /i:/ in "seat" and /u:/ in "goose," are longer and require more effort to pronounce. Lax vowels, like /ɪ/ in "sit" and /ʊ/ in "put," are shorter and require less effort.

Nasal Vowels: American English uses nasalized vowels in certain contexts. When a vowel is followed by a nasal consonant, such as "m" or "n," the vowel becomes nasalized. For example, in words like "man" and "sing," the "a" and "i" vowels are nasalized.

Flap T: American English often replaces the "t" sound between vowels with a flap sound, represented phonetically as /ɾ/. For example, words like "water" and "butter" are pronounced with a quick tap of the tongue against the alveolar ridge instead of a clear "t" sound.

Reduction and Schwa: American English tends to reduce unstressed syllables, resulting in the use of the schwa sound /ə/. This can be heard in words like "banana" (pronounced buh-NAH-nuh) and "photograph" (pronounced fuh-TOH-graf), where the unstressed syllables are less emphasized.

Intonation Patterns: American English uses specific intonation patterns to convey meaning and express emotions. Rising intonation often indicates a question or uncertainty, while falling intonation indicates a completed statement or assertion.

Stress Patterns: American English has specific stress patterns for words that help differentiate between nouns and verbs or adjectives. For example, in words like



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"record" and "permit," the stress pattern changes depending on whether the word is used as a noun or a verb.

2. Influences on American English Pronunciation: The distinct features of American-based English pronunciation can be attributed to various influences, including historical factors, regional dialects, immigration patterns, and the influence of African American Vernacular English (AAVE). Additionally, the influence of media, specifically American movies, television shows, and music, has played a significant role in shaping the perception and adoption of American English pronunciation globally.

British English Influence: The pronunciation of American English has been influenced by its British English roots. When English settlers arrived in America, they brought with them the pronunciation characteristics of their regional dialects, which eventually evolved into what is now known as American English. However, over time, American English has developed its own distinct pronunciation patterns and accents.

Native American Influence: Indigenous languages spoken by Native American tribes also influenced the pronunciation of American English. Native American languages have different phonetic features, such as distinct vowel sounds and intonation patterns, which may have contributed to the unique pronunciation characteristics found in certain American English accents.

African American Vernacular English (AAVE): African American Vernacular English, also known as African American English or Black English, has had a significant impact on American English pronunciation. AAVE has its own distinct pronunciation rules and features, including vowel modifications, consonant simplifications, and intonation patterns. Elements of AAVE pronunciation have permeated mainstream American English, particularly in urban areas.

Immigrant and Foreign Language Influence: As a nation of immigrants, various languages and their pronunciation patterns have influenced American English. Immigrants from different regions brought with them their native languages, accents, and speech patterns. This has resulted in the incorporation of words, phonetic traits, and intonations from languages such as Spanish, German, French, Italian, and many others into American English pronunciation.

Regional Variations: American English pronunciation also varies regionally due to historical and geographic influences. Different regions of the United States have



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distinct accents and pronunciation patterns. For example, the Midwestern accent is characterized by a flat or neutral intonation, while the Southern accent may have distinct vowel pronunciations, such as the "Southern drawl."

Media and Entertainment: The influence of media, specifically television shows, movies, and music, has played a significant role in shaping American English pronunciation. Media exposure has influenced the pronunciation of certain words, phrases, and accents, particularly those associated with popular culture or specific regions.

3. Impact on English Language Teaching: English language teaching programs worldwide often adopt American English pronunciation as a standard due to its influence. This adoption comes with advantages and disadvantages. On one hand, learning American-based pronunciation enhances learners' ability to be understood by a wide range of English speakers. On the other hand, it may neglect other valid English accents and create a bias toward American English as the "correct" way of speaking English.

Pronunciation Instruction: The features and characteristics of American English pronunciation have a significant impact on English language teaching. Teachers need to be aware of the specific pronunciation patterns and challenges that learners might face when trying to achieve accurate American English pronunciation. Pronunciation instruction is an essential component of English language teaching, and educators often focus on helping students develop proper vowel and consonant sounds, intonation patterns, stress, and rhythm.

Listening and Comprehension Skills: Effective listening and comprehension skills are crucial for language learners to communicate and understand spoken English. Exposure to different accents and pronunciation variations, especially those specific to American English, is important for learners to become comfortable with and understand a wide range of native speaker speech. English language teachers often incorporate activities, such as listening exercises, audio materials, and dialogues featuring native speakers, to enhance students' listening and comprehension skills.

Accent Reduction: In some contexts, learners may aim to reduce their non-native accent and sound more like native American English speakers. English language teaching professionals may offer courses or specialized training in accent reduction to help learners modify their pronunciation and intonation patterns to achieve a more



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native-like sound. This training typically involves teaching learners about the specific characteristics of American English pronunciation and providing practice activities to improve their speech clarity and confidence.

Cultural Awareness: Teaching American English pronunciation also involves fostering cultural awareness and sensitivity among learners. Language and culture are closely intertwined, and learning how to pronounce words accurately and understand the nuances of American English pronunciation can enhance learners' understanding of American culture. English language teachers may incorporate cultural activities, discussions, and authentic materials to create a holistic learning experience that goes beyond pronunciation instruction.

Technology and Pronunciation Tools: Advanced technology has provided English language teachers with various tools and resources to support pronunciation instruction. Computer-based programs and apps can assist learners in practicing specific pronunciation features and providing feedback on their performance. Virtual reality and online platforms offer interactive opportunities for learners to engage with native speakers and authentic listening materials. These technological advancements play a significant role in enhancing pronunciation instruction and providing learners with additional resources to practice and improve their pronunciation skills.

4. Challenges for Learners: Learners aiming to achieve proficiency in American English pronunciation may face a range of challenges. These challenges include mastering specific sounds, acquiring accurate intonation patterns, adapting to the rhythm and stress patterns, and overcoming accent interference from their native language. It is essential for educators to be aware of these challenges and provide appropriate support and guidance to help learners navigate these difficulties effectively.

Vowel Sounds: One of the most common challenges for learners is mastering the unique vowel sounds of American English. The pronunciation of certain vowels, such as "a" and "e," can differ greatly from the learner's native language. This can lead to difficulties in distinguishing and producing accurate vowel sounds, resulting in miscommunication or misunderstandings.

Consonant Sounds: Learners may struggle with certain consonant sounds that are not present in their native language. For example, the "th" sound (/θ/ and /ð/) can be challenging, as it requires the correct placement of the tongue between the teeth.



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Additionally, sounds like /r/ and /l/ may be difficult to produce accurately due to differences in tongue placement or vibrations.

Intonation and Stress: American English has distinct intonation patterns and stress placement that can be challenging for learners. The emphasis on stressed syllables and the rising and falling intonation patterns used to convey meaning and emotions may require practice and training to master. Incorrect intonation or stress placement can affect the overall clarity and fluency of a learner's spoken English.

In conclusion, American-based pronunciation standards of English have a significant impact on English language teaching and intercultural communication. Understanding the features and characteristics of American English pronunciation is vital for effective communication, but it is important to recognize the diverse range of English accents and avoid imposing a standard that neglects other valid pronunciations. Educators should strive for inclusivity, promoting understanding, appreciation, and respect for all English accents while acknowledging the influence and prevalence of American English in global communication. It is important to note that American English pronunciation can vary across different regions and accents within the United States. These characteristics serve as general features of American English pronunciation, but individual speakers may exhibit regional variations. It is worth noting that these influences are not exhaustive, and American English pronunciation continues to evolve due to ongoing language contact, migration, and globalization. Therefore, while these factors have contributed to the development of American English pronunciation, individual speakers may exhibit variations and unique characteristics based on their own linguistic backgrounds and regional influences. American English pronunciation on English language teaching highlights the importance of providing learners with accurate pronunciation instruction, exposure to a variety of accents, and opportunities to refine their listening, speaking, and cultural awareness skills. By equipping learners with the necessary tools and knowledge, English language educators can help them become more fluent and confident speakers of American English. Pedagogical approaches for American English pronunciation instruction should be flexible, adaptable to learners' needs, and incorporate a balanced combination of explicit instruction, practice activities, authentic materials, and targeted feedback. By employing these approaches, teachers can support learners in achieving accurate and fluent pronunciation skills in American English.



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SIGNIFICANCE OF USING ALLITERATION OF PHONEMES IN
TEACHING AND LEARNING THE ENGLISH LANGUAGE

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ANNOTATION: This scientific article explores the phenomenon of phoneme alteration, which refers to the changes that phonemes undergo in a given language or speech community. Phoneme alteration encompasses various phonological processes, including assimilation, dissimilation, insertion, deletion, and substitution, among others. This article delves into the mechanisms and implications of phoneme alteration, providing insights into how these processes contribute to the evolution, variation, and complexity of languages worldwide.

KEY WORDS: alliteration, phonemes, repetition, sound, language, poetry, emphasis, rhymes, memorable, literary device, creative writing, wordplay, rhetorical effect.

Phoneme alteration is a fundamental aspect of phonology, the study of speech sounds in language. It is essential for understanding the structure and dynamics of languages. Phoneme alteration involves changes that phonemes undergo due to the influence of adjacent sounds, morphological processes, or speech patterns within a given language or speech community. Unraveling the mechanisms and effects of phoneme alteration sheds light on the complexity and evolution of languages. Phoneme alteration processes, also known as phonemic variations, play a crucial role in language acquisition, processing, and production. These processes involve the manipulation and adaptation of speech sounds within a language, and they can have significant implications for individuals across different age groups and linguistic backgrounds. Understanding the impact of phoneme alteration processes is essential for gaining insights into various aspects of language development, cognitive processing, and communication.

Phoneme Alteration Processes:



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Phoneme alteration processes refer to the changes that occur in the pronunciation of phonemes in a language. These alterations can be influenced by various factors such as dialect, accent, and linguistic evolution. There are several types of phoneme alteration processes that can occur, including assimilation, dissimilation, deletion, insertion, and metathesis.

Assimilation occurs when a phoneme becomes more like a neighboring sound. For example, in English, the "n" sound in "in-" can assimilate to the following consonant, as in "impossible" where the "n" sound becomes more like an "m" due to the influence of the following "p" sound.

Dissimilation, on the other hand, occurs when two similar sounds become less alike. An example of this is the change from "cinnamon" to "cinnammon" in some dialects of English, where the double "n" is pronounced as distinct from the first "n."

Deletion involves the omission of a phoneme from a word. This can occur in casual speech or in certain dialects, such as the deletion of the "t" sound in words like "often," which can be pronounced as "offen."

Insertion is the addition of a phoneme to a word. This can occur when a speaker inserts an extra sound for ease of pronunciation, such as adding an extra vowel sound between consonants in words like "athlete."

Metathesis involves the rearrangement of sounds within a word. An example of this is the change from "bird" to "brid" in some dialects, where the "r" and "i" sounds switch places.

Implications of Phoneme Alteration:

Dialectal differences: Phoneme alteration processes can lead to differences in pronunciation between different dialects of a language. Understanding these processes can help linguists and language learners better comprehend and appreciate the diversity of linguistic variation within a language.

Language evolution: Phoneme alteration processes can contribute to the evolution of a language over time. By studying these processes, linguists can gain insights into how languages change and develop, and how certain pronunciation patterns emerge and spread within a speech community.

Communication barriers: For language learners and speakers of different dialects, phoneme alteration processes can sometimes create communication barriers.



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Understanding these processes can help individuals better navigate and overcome these barriers by developing awareness and sensitivity to different pronunciation patterns.

Cultural identity: Phoneme alteration processes are often closely tied to cultural and regional identity. By understanding these processes, individuals can gain a deeper appreciation for the linguistic diversity and cultural richness within a language, and the role that pronunciation plays in shaping cultural identity.

Linguistic research: Studying phoneme alteration processes is important for linguistic research, as it provides valuable insights into the phonological structure of languages and the mechanisms by which sound changes occur. This research can contribute to our understanding of human language and cognition, and inform theories of phonological representation and processing.

Effects on Language Processing and Acquisition:

Phoneme alteration processes can also have significant effects on language processing and acquisition. For language learners, understanding these processes is crucial for accurate pronunciation and comprehension of the language they are learning. Different phoneme alteration processes in different dialects or languages can affect how words are perceived and produced, which can impact language acquisition and communication.

Additionally, research has shown that individuals who are exposed to multiple dialects or languages with different phoneme alteration processes may have enhanced cognitive flexibility and phonological awareness. This can be beneficial for language processing, as individuals may be more adept at recognizing and producing different phonemic variations.

Furthermore, for individuals with speech and language disorders, understanding phoneme alteration processes can be important for speech therapy and intervention. By understanding how phonemes can be altered in different contexts, therapists can tailor their interventions to address specific phonological difficulties.

Challenges and Resources for Phoneme Alteration:

Phoneme alteration refers to the process of changing or substituting one phoneme (speech sound) for another within a word. This can be a challenging task for individuals, particularly those who are learning a new language or have speech and language difficulties. Some common challenges and resources for phoneme alteration include:



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Challenges:

1. Articulation difficulties: Some individuals may struggle with producing certain speech sounds accurately, making it difficult for them to alter phonemes within words.

2. Phonological awareness: Phoneme alteration requires an understanding of the sound structure of words, which can be challenging for individuals with phonological processing difficulties.

3. Language barriers: For individuals learning a new language, phoneme alteration can be particularly challenging due to differences in phonological systems between languages.

In conclusion, phoneme alteration is a phenomenon inherent to language, contributing to its complexity, variation, and evolution. The processes of assimilation, dissimilation, insertion, deletion, and substitution shape the phonological systems of languages and have implications for language processing, acquisition, and intelligibility. Exploring the mechanisms and effects of phoneme alteration enhances our understanding of language structure, diversity, and development, with implications extending to fields such as linguistics, language teaching, and speech disorders. Phoneme alteration processes can vary widely between languages and dialects, and they play a significant role in shaping the unique pronunciation patterns of different speech communities. Understanding these processes is important for linguists, language learners, and anyone interested in the study of phonetics and phonology. Phoneme alteration processes are far-reaching and have important implications for linguistic diversity, language evolution, communication, cultural identity, and linguistic research. Phoneme alteration processes has important implications for language processing and acquisition, and can inform language learning strategies, speech therapy practices, and our understanding of the cognitive mechanisms involved in language processing.

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MURRAKAB HAYTOIY VAZIYATLARDAGI KOPING XULQ-
ATVORNING O'ZIGA XOS JIXATLARI

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Oliy o'quv yurtlaridagi ta'lim-tarbiya jarayonini samarali amalga oshirish uchun talabalar bilan o'qituvchilar o'rtasida bilim va tajribalarni uzluksiz yetkazish, talabalarning hayotiy muammolarini hal qilishda koping strategiyalardan foydalanish muammosi asosiy omil sifatida etirof etilmoqda.

Koping xulq-atvor muammosi hamisha insoniyat oldida turgan eng dolzarb muammolardan biri bo'lib kelgan. Zero, insonning har jihatdan ijtimoiy taraqqiyoti, shaxs sifatidagi faolligi va o'zini o'zi rivojlantira borishi ko'p jihatdan ushbu jarayonlarga bevosita bog'liqdir.

Insonning funksional holati mazmuni va uning tasnifi haqida so'z borganda, albatta, hayotiy muammolari bilan bog'liq bo'lib, ularni chetlab o'tishlikning iloji yo'q. Bunday holatlarni bir guruhga birlashtira olishi mumkin bo'lgan mezon javob reaksiyalarining paydo bo'lishi va shakllanishi borasidagi umumiy qonuniyatlar borligini tasdiqlaydi.

Koping strategiyalari muammosi ko'plab taqiqotchilar tmonidan o'rganilgan, tadqiq qilingan va turli-hcha yondoshilgan.

Sh jumladan, E.Rasskazova, T.Gordeeva va E.Osinning ta'kidlashicha, mavjud muammolarni hal qilishga qaratilgan proyektiv koping strategiyalari umuman olganda, samaraliroq bo'lib, simptomlarni vaqtincha kamaytirishga, shuningdek, bezovta qiluvchi vaziyatdan qochishga qaratilgan strategiyalar eng kam samarali hisoblanadi [5].

Har bir alohida holatda u yoki bu koping strategiyasining samaradorligi masalasi muayyan omillarni hisobga olgan holda ko'rib chiqilishi lozim, masalan, bajarilgan faoliyatning turi va mazmuni, kurashish jarayonining maqsadi, vaziyatdagi tajribalarning intensivligi, madaniy xususiyatlar, shuningdek turli xil koping strategiyalaridan foydalanish ketma-ketligi.

Muayyan strategiyaning umumiy moslashuvchanligi mavjud bo'lganda, u yoki bu strategiyaning samaradorligini faqat ma'lum bir muammoli vaziyat sharoitida ko'rib chiqish mumkin. Muammoni yengish uchun ongli va ongsiz usullarning nisbati muammosi alohida diqqatga sazovordir.

E.Ilin koping strategiyalari (ongli kurash usullari) va psixologik himoyaning avtomatik mexanizmlari o'rtasidagi farqlarni ta'kidlagan[3]. Ushbu tushunchalarni



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taqqoslab, I.Nikolskaya va R.Granovskaya “Koping” tushunchasini “himoya mexanizmi” tushunchasiga nisbatan kengroq deb bilishgan, shuning uchun mualliflarning fikriga ko‘ra, shaxsning koping strategiyalari himoya mexanizmlariga asoslangan va ularning soni bir nechta bo‘lishi mumkin; mualliflar himoya mexanizmlari mavjudligini ta’kidlaganlar avtomatik adaptiv javoblar va koping xatti-harakatlari maqsadli va potensial ongli adaptiv harakatlar sifatida taqdim etilgan (ularning kelib chiqishi ongsiz psixologik himoya bilan bog‘liq) [2],[4].

Psixikaning dinamik xususiyatlarining stilistik himoya mexanizmlarini rivojlantirishga, asosiy psixologik ehtiyojlarni qondirish muvaffaqiyatining shaxsiy tajribasiga, ota-onalar oilasidagi munosabatlar tajribasiga, shaxsning surunkali travmatizmiga sezilarli ta’sir ko‘rsatadi.

Mualliflarning fikriga ko‘ra, ongli ravishda shakllantirilgan kurash usullarini muvaffaqiyatli amalga oshirish uchun uchta shartni amalga oshirish lozim:

- yuzaga kelgan muammolarni to‘liq aniqlash;
- ushbu turdagi vaziyatni samarali hal qilish usullarini bilish;
- ularni o‘z vaqtida amalda qo‘llash qobiliyati.

O‘qituvchi bilan talabaning hamkorlikdagi faoliyati negizida o‘quv-tarbiya ishlarini to‘g‘ri yo‘lga qo‘yish muammosi yotadi. Bu muammo oliy maktab psixologiyasida juda kam tadqiq qilingani sababli xuddi ana shu muammo yuzasidan kengroq mulohaza yuritish maqsadga muvofiqdir.

Shuningdek murakab vaziyat yuzaga kelishining oldini olishda ota-onalar va farzandlar o‘rtasidagi o‘zaro muloqotning ko‘lamini kengaytirish, oila a‘zolari o‘rtasida bir-birini tinglay olish va tushunishga o‘rgatish, yoshlarni nojo‘ya ta’sirlardan himoyalash, muammoli vaziyatlardagi stresslarni boshqarish malakasi va har xil ko‘rinishdagi ziddiyatli xolatlarda ijobiy psixologik himoyani ishga solish amaliyoti qo‘llanilmoqda.

Shaxs hayot yo‘lining inqiroz bosqichlarida xulq-atvorni emotsional tartibga solish usullaridan foydalangan holda murakkab hayotiy vaziyatlarni bartaraf etish ko‘nikmasi xosil bo‘ladi, bu jarayonda inson o‘z hissiy faoliyatini tahlil qila olishi, aqliy masalalarga yechim topa olish, muammolarning rivojlanish omillarini taxlil qila olishi zarur. Shaxsning kelajakdagi kasbiy faoliyatidagi murakkab hayotiy vaziyatlarni yengishga psixologik tayyorgarligini shakllantirish ta’lim muassasalari faoliyatining vazifalaridan biridir.

Murakkab hayotiy vaziyatlarni bartaraf eta olishi insonning shaxsiy rivojlanishiga hissa qo‘shadi, shaxs hayotining muvaffaqiyatiga, shu jumladan oliy



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ta'lim muassasalaridagi o'qish davriga ta'sir qiladi. Falsafa, psixologiya, pedagogika va boshqa sohalardagi tadqiqotchilar o'zlarining hayotiy muammolarini konstruktiv ravishda yengishga imkon beradigan shaxsning xulq-atvor strategiyalarini mustaqil yoki bilvosita tanlash masalalariga tobora kengroq e'tibor qaratmoqdalar.

Inson o'z-o'zini anglash jarayonida ko'pincha reallikdan boshlaydi, hozirgi va favquloddagi holatni tahlil qila oladi, shaxsiy imkoniyati bilan taqqoslaydi, ma'lum mezon yoki ideal tanlab, unga tenglashishga intiladi. Biroq turli hayotiy vaziyatlarda namoyon bo'luvchi insonning turfa xil xulq-atvorini o'rganish borasidagi tadqiqotlardan olingan bu mavhum atama «hayotiy muammo» va «funktional holat» tushunchalarining o'zaro aloqadorligini ochishga imkon bermaydi. Shu bilan birga, o'tkazilgan ko'plab tabiiy va eksperimental tadqiqotlar natijasida ekstremal omillar ta'sirida inson holatida yuz beruvchi o'zgarishlarga oid juda ko'p va qiziqarli ma'lumotlar ham to'plangan[1].

Jamiyat a'zolari o'zlarining ma'lum doiradagi psixologik imkoniyatlari, yutuq va kamchiliklari haqida yetarli ma'lumotga ega bo'lsalar, bu ularning hayotda uchraydigan turli qiyinchilikliklarni osonlik bilan yenga olishga, o'z imkoniyatlaridan yanada unumli foydalana olishga, o'zlari haqida yanada chuqur, ijobiy va o'ziga xos tasavvurlarning shakllanishiga imkoniyat yaratadi.[1]

Keyingi paytlarga kelib koping strategiyalarni o'zboshimchalik va ongli harakatlar deb tushuniladigan bo'lishdi, garchi yosh psixologiyasidagi ayrim tadqiqotchilar kengroq ta'riflarni berib o'tgan bo'lsalar ham. Shuningdek, kopinglarda shaxs hissiy holatlarini tartibga solishning barcha ko'rinishlari, temperament va xarakter xususiyatlaridagi tofovutlar bilan bog'liq bo'lgan sifatlar ham mavjud. Umuman olganda, odamlardagi koping xulq-atvor vaziyat bilan bog'liq bo'lgan o'zgaruvchan jarayonlardir.

Hayotiy muammolarni hal etish masalasi har xil faoliyat turlarida– talim, kasbiy, bolalar bilan aloqalar, ijtimoiy-siyosiy vaziyatlar, kasallik holatlarini bartaraf etish, shuningdek ontogenezning turli bosqichlarida koping strategiyalarni qo'llash taqozo qiladi.



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**WORD FORMATION AS A LANGUAGE SYSTEM AND ITS ROLE IN
THE VOCABULARY ENRICHMENT**

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Annotation: Language is a dynamic system, and one of its fascinating aspects is the process of word formation. It plays a crucial role in enriching our vocabulary and expanding our linguistic abilities. Word formation refers to the creation of new words or the modification of existing ones to convey different meanings or nuances. Through various word formation processes such as derivation, compounding, blending, and conversion, languages evolve and adapt to meet the diverse needs of communication. This process is essential for the evolution and expansion of a language, as it allows speakers to express new ideas, concepts, and experiences.

Key words: a language system, vocabulary, word-formation, compounding, derivation, conversion, prefixes, suffixes.

VARIOUS WAYS OF FORMING WORDS

The available linguistic literature on the subject cites various types and ways of forming words. Earlier books, articles and monographs on word-formation and vocabulary growth in general both in the Russian language and in foreign languages, in the English language in particular, used to mention morphological, syntactic and lexico-semantic types of word-formation. At present the classifications of the types of word-formation do not, as a rule, include lexico-semantic word-building. Of interest is the classification of wordformation means based on the number of motivating bases which many scholars follow.

W o r d - F o r m a t i o n 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. For instance, the noun driver is formed after the pattern v+-er, i.e. a verbal stem +-the noun-forming suffix -er. The meaning of the derived noun driver is related to the meaning of the stem drive- 'to direct the



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course of a vehicle' and the suffix -er meaning 'an active agent': a driver is 'one who drives' (a carriage, motorcar, railway engine, etc.). Likewise compounds resulting from two or more stems joined together to form a new word are also built on quite definite structural and semantic patterns and formulas, for instance adjectives of the snow-white type are built according to the formula $n+a$, etc. It can easily be observed that the meaning of the whole compound is also related to the meanings of the component parts. The structural patterns with the semantic relations they signal give rise to regular new creations of derivatives, e.g. sleeper, giver, smiler or soot-black, tax-free, etc. Derivation is one of the most common word formation processes. It involves adding prefixes or suffixes to base words to create new words. For example, adding the prefix "un-" to the adjective "happy" forms the word "unhappy," indicating the opposite meaning. Similarly, the addition of the suffix "-er" to the verb "teach" results in the noun "teacher." This process allows speakers to expand their vocabulary by manipulating existing words to express subtle variations or entirely new concepts

Compounding is another productive word formation mechanism. It involves combining two or more words to create a new word with a distinct meaning. For instance, combining "rain" and "bow" creates the word "rainbow," referring to the beautiful arc of colors seen in the sky after rainfall.

Compounding facilitates the efficient expression of complex ideas, as well as the development of specialized vocabulary in different domains. Terms like "laptop," "blackboard," and "sunflower" are all products of compounding.

In grammar, compounding, also called composition, is when two or more words are combined together to form a new word. For example, the word underground is a combination of the words under and ground. In English, compounding is used to form words belonging to four common parts of speech: nouns, verbs, adjectives, and adverbs.

Most of the time, compounding creates a word or phrase that means something different than the meanings of the words used as "ingredients." For example, the word bluebird refers to specific species of songbirds whereas the separate words blue bird refer to any bird with blue feathers. As another example, the adjective old school refers to supporting traditional methods or values and doesn't refer to ancient scholarly buildings.

Conversion, or functional shifting, is another fascinating aspect of word formation. It entails changing the grammatical function of a word without altering its



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form. For example, the noun "email" can be used as a verb: "I will email you the document." This process allows for greater versatility in language use and expands the range of expressions available to speakers

Nowadays conversion is accepted as one of the major ways of enriching English vocabulary with new words. Normally, a word changes its syntactic function without any shift in lexical meaning. For example both in yellow leaves and the leaves were turning yellow the adjective denotes colour. Yet, in the sentence The leaves yellowed the converted unit no longer denotes colour, but the process of changing colour.

The high productivity of conversion finds its reflexion in speech. But these new words are not registered by dictionaries e. g.: the annoyed Hero of a story by O'Henry when a shop assistant offers him oranges for the tenth time in one night, instead of peaches, for which he is looking, says: "if anybody oranges me again tonight, I'll knock his face off". One is not likely to find the word to orange in any dictionary, but in this situation the usage of this word answers the need of brevity, expressiveness and humour. Not every case of noun and verb (or verb and adjective, or adjective and noun) is the result of conversion. There are numerous pairs of words, as drink – to drink, love – to love, work – to work which do not occur to conversion but coincide as a result of certain historical processes (dropping of ending, simplification of stems, etc.). The first cases of conversion, which were registered in the 14thc., imitated such pairs as love-to love, for they were numerous in the vocabulary and were subconsciously accepted by native speakers as one of the typical language patterns.

Prefixes, however, are treated differently. They are described either in alphabetical order or subdivided into several classes in accordance with their origin, meaning or function and never according to the part of speech. Prefixes may be classified on different principles. Diachronically distinction is made between prefixes of native and foreign origin.¹ Synchronically prefixes may be classified: 1) according to the class of words they preferably form. Recent investigations, as has been mentioned above, allow one to classify prefixes according to this principle. It must be noted that most of the 51 prefixes of Modern English function in more than one part of speech forming different structural and structural-semantic patterns. A small group of 5 prefixes may be referred to exclusively verb-forming (en-, be-, un-, etc.).

1)The majority of prefixes (in their various denotational meanings) tend to function either in nominal parts of speech (41 patterns in adjectives, 42in nouns) or in verbs (22 patterns);



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2) as to the type of lexical-grammatical character of the base they are added to into: a) deverbal, e. g. rewrite, outstay, overdo, etc.; b)denominal, e.g. unbutton, detrain, ex-president, etc. and c) deadjectival, e.g. uneasy, biannual, etc. It is of interest to note that the most productive prefixal pattern for adjectives is the one made up of the prefix un- and the base built either on adjectival stems or present and past participle, e.g. unknown, unsmiling, unseen, etc.;

3) semantically prefixes fall into mono- and polysemantic ;

4) as to the generic denotational meaning there are different groups that are distinguished in linguistic literature: a) negative prefixes, such as: un-, non-, in-, dis-, a-, e.g. ungrateful (cf. grateful), unemployment (cf. employment), non-politician (cf. politician), non-scientific (cf. scientific), incorrect (cf. correct), disloyal (cf. loyal), disadvantage (cf. advantage), amoral (cf. moral), asymmetry (cf. symmetry), etc. It may be mentioned in passing that the prefix in- occurs in different phonetic shapes depending on the initial sound of the base it is affixed to; in other words, the prefixal morpheme in question has several allomorphs, namely il- (before [l]), im- (before [p, m]), ir- (before [r]), in- in all other cases, e.g. illegal, improbable, immaterial, irreligious, inactive, etc.; b) reversative or privative prefixes, such as un-, de-, dis-, e.g. untie (cf. tie), unleash (cf. leash), decentralise (cf. centralise), disconnect (cf. connect), etc.; c) pejorative prefixes, such as mis-, mal-, pseudo-, e.g. miscalculate (cf. calculate), misinform (cf. inform), maltreat (cf. treat), pseudoclassicism (cf. classicism), pseudoscientific (cf. scientific), etc.; d) prefixes of time and order, such as fore-, pre-, post-, ex-, e.g. foretell (cf. tell), foreknowledge (cf. knowledge), pre-war (cf. war), post-war (cf. war), post-classical (cf. classical), ex-president (cf. president); e) prefix of repetition re-, e.g. rebuild (cf. build), re-write (cf. write), etc.; f) locative prefixes, such as super-, sub-, inter-, trans-, e.g. superstructure (cf. structure), subway (cf. way), intercontinental (cf. continental), trans-atlantic (cf. Atlantic), etc. and some other groups;

S u f f i x a t i o n is the formation of words with the help of suffixes. Suffixes usually modify the lexical meaning of the base and transfer words to a different part of speech. There are suffixes however, which do not shift words from one part of speech into another; a suffix of this kind usually transfers a word into a different semantic group, e.g. a concrete noun becomes an abstract one, as is the case with child — childhood, friend — friendship, etc. Chains of suffixes occurring in derived words having two and more suffixal morphemes are sometimes referred to in lexicography as compound suffixes: -ably = -able + -ly (e.g. profitably, unreasonably); -ically = -ic + -



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al + -ly (e.g. musically, critically); -ation = -ate + -ion (e.g. fascination, isolation) and some others. Compound suffixes do not always present a mere succession of two or more suffixes arising out of several consecutive stages of derivation. Some of them acquire a new quality operating as a whole unit. Let us examine from this point of view the suffix -ation in words like fascination, translation, adaptation and the like. Adaptation looks at first sight like a parallel to fascination, translation. The latter however are first-degree derivatives built with the suffix -ion on the bases fascinate-, translate-. But there is no base adaptate-, only the shorter base adapt-. Likewise damnation, condemnation, formation, information and many others are not matched by shorter bases ending in -ate, but only by still shorter ones damn-, condemn-, form-, inform-. Thus, the suffix -ation is a specific suffix of a composite nature. It consists of two suffixes -ate and -ion, but in many cases functions as a single unit in first-degree derivatives. It is referred to in linguistic literature as a coalescent suffix or a group suffix. Adaptation is then a derivative of the first degree of derivation built with the coalescent suffix on the base adapt-.

Importance of word-formation in English word-stock

Word formation as a language system contributes significantly to the enrichment of vocabulary. It allows individuals to create new words, adapt existing ones, and convey nuanced meanings. By understanding the principles of word formation, language learners can enhance their linguistic abilities and explore the vast possibilities of expression. Moreover, as language evolves, new words are continuously added through word formation processes, ensuring that vocabulary remains relevant and adaptive to societal changes. Additionally, word-formation plays a crucial role in expanding the vocabulary of a language by creating synonyms and antonyms. By adding prefixes or suffixes to existing words, speakers can create variations that convey slightly different meanings or nuances. For example, the addition of the prefix "un-" to the word "happy" creates the antonym "unhappy," while the addition of the suffix "-ness" creates the noun "happiness." This ability to manipulate word forms allows speakers to express a wide range of ideas and emotions with precision and nuance. Furthermore, word-formation processes contribute to the efficiency and economy of language. By creating new words or word forms, speakers can communicate complex ideas in a succinct manner. For example, the use of compounding allows speakers to combine multiple concepts into a single word, reducing the need for lengthy explanations. This efficiency is especially important in professional and technical fields, where precise and concise communication is crucial.



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Conclusion:

Word formation is a vital aspect of language systems. Whether through derivation, compounding, blending, or conversion, it enables the creation of new words and the expansion of vocabulary. By mastering these processes, individuals can enhance their linguistic abilities and embrace the dynamism of language. As language continues to evolve, word formation acts as a mechanism for vocabulary enrichment, ensuring that communication remains adaptable and vibrant. By creating new words, forming synonyms and antonyms, and enhancing the efficiency of communication, word-formation processes contribute to the evolution and expansion of languages. As languages continue to evolve and adapt to changing environments, word-formation will remain essential for the creation and enrichment of vocabulary.

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DASTURIY MODULNI ISHLAB CHIQISH TARTIBIGA DOIR AYRIM
MULOHAZALAR

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Annotatsiya: Ushbu maqolada dasturiy modulni ishlab chiqish tartibiga doir ayrim mulohaza va fikrlar yuritilgan. Unda dasturlash tilini tanlash, berilgan tuzilmani aniqlash, modulni dasturlash, modul matnini silliqdash, tekshirish va kompilyatsiyalash borasida tahlillar asosida ma'lumotlar berilgan.

Kalit so'zlar: modul dastur, spetsifikatsiya, algoritim, kompilyatsiyalash, assembler tili, funksional tuzilma

Abstract: This article contains some comments and thoughts on the procedure for developing a software module. It provides analysis-based information on choosing a programming language, determining a given structure, programming a module, smoothing the text of a module, checking and compiling.

Key words: modular program, specification, algorithm, compilation, assembly language, functional structure

Kirish

Dasturiy modulni ishlab chiqishda quyidagi tartibga rioya qilish maqsadga muvofiq:

- modul spetsifikatsiyasini o'rganish va tekshirish, dasturlash tilini tanlash;
- berilganlarning algoritmini va tuzilmasini tanlash;
- modulni dasturlash (kodlash);
- modul matnini silliqdash;
- modulni tekshirish;
- modulni kompilyatsiyalash.

Dasturiy modulni ishlab chiqishning birinchi qadami ko'proq dastur tuzilmasini pastdan aralash nazorat qilishni ifodalaydi: ishlab chiquvchi modulning o'ziga xos xususiyatlarini o'rgana turib, bu xususiyatlar unga tushunarli va u shu modulni ishlab chiqish uchun yetarli ekanligiga ishonch hosil qilishi kerak. Bu qadam oxirida dasturlash tili tanlanadi: u butun DV uchun oldindan aniqlangan bo'lsa ham, ba'zi bir hollarda, mazkur modulni amalga oshirish uchun ko'proq to'g'ri keladigan boshqa til (agar dasturlash tizimi bunga yo'l qo'ysa), masalan, assembler tili, tanlanishi mumkin.

Asosiy qism



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Dasturiy modulni ishlab chiqishning ikkinchi qadamida qo`yilgan masalani yoki unga yaqin bo`lgan masalani echishning qandaydir bir algoritmlarining mavjud-mavjudmasligini aniqlash zarur. Agar to`g`ri keladigan shunday algoritm topilsa, undan foydalanish maqsadga muvofiq bo`ladi. Modulning o`z funksiyalarini bajarishda, ishlatiladigan ma`lumotlarning to`g`ri keluvchi tuzilmasini tanlash, ishlab chiqilayotgan modulning mantig`ini va sifat ko`rsatkichlarini ma`lum darajada oldindan aniqlaydi, shuning uchun unga juda ham mas`uliyatli qaror deb qarash kerak.

Uchinchi qadamda tanlangan dasturlash tilida modul matnini tuzish amalga oshiriladi. Modul spetsifikatsiyasida ko`rsatilgan funksiyalarni amalga oshirishda hisobga olinishi kerak bo`lgan detallarning ko`pligi juda ham chalkashib ketgan, bir talay xatoliklar va noaniqliklarga ega bo`lgan matnni yaratishga osonlik bilan olib kelishi mumkin. Bunday modulda xatolarni izlash va unga talab qilingan o`zgarishlarni kiritish juda ham ko`p mehnat talab qiladigan masaladir. SHuning uchun modul matnini tuzishda texnologik asoslangan va amalda tekshirilgan dasturlash fanidan foydalanish juda muhimdir. Birinchi marta bu narsaga Deykstr, tuzilmali dasturlashning asosiy tamoyillarini tuzib va ularni asoslab, e`tiborni qaratgan.

Modulni ishlab chiqishning navbatdagi qadami modul matnini, DV sifat spetsifikatsiyasiga mos tarzda, tugallangan ko`rinishga olib kelish bilan bog`liq. Ishlab chiquvchi modulni dasturlashda, izohlarni oxirigacha ishlab chiqmasdan va dastur uslubiga qo`yilgan ba`zi bir talablarning buzilishiga yo`l qo`ygan holda, asosiy e`tiborni modul funksiyasini to`g`ri amalga oshirilishiga qaratadi. Modul matnini silliqlash paytida, u matnda mavjud bo`lgan izohlarni tahrirlashi va unga, talab qilingan sifatni ta`minlash maqsadida, qo`shimcha izohlarni kiritishi mumkin. Shu maqsadda stilistik talablarni bajarish uchun dastur matni tahrirlanadi.

Modulni tekshirish qadami, modulning ichki mantig`ini, uning yaxshilanishi (uning kompyuterda bajarilishidan foydalanuvchi) boshlanguncha, qo`lda tekshirishni ifodalaydi, dasturlashning, DV ishlab chiqishning har bir bosqichida qabul qilinadigan qarorlarini nazorat qilishning zarurligi haqidagi texnologiyasini muhokama qilish uchun tuzilgan umumiy tamoyilni amalga oshiradi.

Modulni ishlab chiqishning oxirgi qadami modulni tekshirish tugaganligini (kompilyator yordamida) va modulni yaxshilash jarayoniga o`tilganligini bildiradi.

Modulni dasturlashda, dastur nafaqat kompilyator uchun, balki odam uchun ham tushunarli bo`lishi kerakligini e`tiborga olish kerak: modulni ishlab chiquvchi ham, modulni tekshiruvchi shaxslar ham, modulni yaxshilash uchun testlar tayyorlayotgan test tuzuvchilar ham, modulning talab qilingan o`zgarishlarini amalga oshirayotgan



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dasturiy vosita yo`ldoshchilari ham modul ishi mantig`ini juda ko`p martalab ko`rib chiqishga majburdirlar. Zamonaviy dasturlash tillarida bu mantiqni chalkashtirib yuborish va oqibatda modulni inson uchun tushunmaydigan, buning natijasida esa, uni ishonchsiz yoki qiyin yuritiladigan qilish uchun vositalar yetarli. Shu sababli to`g`ri keluvchi til vositalarini tanlash uchun zaruriy choralar ko`rish, va dasturlashning ma`lum faniga rioya qilish zarur. Shunga bog`liq ravishda Deykstr dasturni, dasturning ishlash mantig`ini tushunishni yaxshilashga imkon beruvchi, boshqaruvchi konstruktsiyalarning bir necha turlarining kompozitsiyasi sifatida qurishni taklif qildi. Faqat shunday konstruktsiyalardan foydalangan dasturlash *tuzilmali* deyiladi.

Tuzilmali (strukturaviy) dasturlashning asosiy konstruktsiyalariga: *izma-iz borish, tarmoqlanish va takrorlanish* kiradi. Bu konstruktsiyalarning tashkil etuvchilariga umumlashtirilgan operatorlar (qayta ishlash tugunlari) S, S1, S2 va shart (predikat) kiradi. Umumlashtirilgan operator sifatida dasturlash tilining ishlatilayotgan ixtiyoriy oddiy operatori (o`zlashtirish, kiritish, chiqarish operatorlari, protseduraga murojaat), yoki tuzilmali dasturlashning asosiy boshqaruvchi konstruktsiyalarining kompozitsiyasi bo`lgan dasturning bir qismi ish ko`rishi mumkin. Bu kompozitsiyalarning har biri boshqarishi bo`yicha bitta kirish va bitta chiqishga ega. Shunga bog`liq ravishda umumlashtirilgan operator ham faqat bitta kirish va bitta chiqishga ega bo`ladi.

Tuzilmali dasturlash ba`zan "*GO TO siz dasturlash*" deb ham aytiladi. Ammo bu yerda gap GO TO operatorida emas, balki uning tartibsiz ishlatilishidadir. Ko`pincha tuzilmali dasturlashni qo`llashda, ba`zi bir dasturlash tillarida (masalan, FORTRAN da) o`tish (GO TO) operatori tuzilmali konstruktsiyalarni amalga oshirish uchun ishlatiladi, bu tuzilmali dasturlash tamoyillarini hech ham buzmaydi. Dasturni "tuzilmasiz" o`tish operatorlari, ayniqsa modul matnida bajarilayotgan o`tish operatoridan yuqorida (oldinda) joylashgan operatorga o`tish chalkashtirib yuboradi. Shunga qaramay, o`tish operatoridan foydalanishdan qochish, ba`zi bir oddiy hollarda juda ulkan tuzilmali dasturlarni tuzishga olib keladi, bu ularni tushunishga aniqlik kiritmaydi, aksincha, modul matnida qo`shimcha xatolarning paydo bo`lish xavfiga olib keladi. Shuning uchun o`tish operatoridan mumkin bo`lgan hamma joylarda ishlatishdan qochish kerak, ammo bu dasturga aniqlik kiritish hisobiga bo`lmasligi kerak.

Tuzilmali dasturlash modul matni qanday bo`lishi haqida tavsiyalar beradi. Dasturchi shunday matnni tuzishi uchun qanday yo`l tutishi kerak, degan savol tug`iladi. Ko`pincha modulni dasturlash, uning ishlash mantig`ining umumlashgan chizig`ini bayon etuvchi blok-sxemasini tuzish bilan boshlanadi. Ammo zamonaviy



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dasturlash texnologiyasi, bu ishga to'g'ri keladigan kompyuter quvvatlovchi, buni qilishni tavsiya etmaydi. Blok-sxemalar modulning ishlash mantig'ini ko'rgazmali qilib ifodalashga imkon bersa ham, ularni dasturlash tilida qo'lda kodlashda xatolarning o'ziga xos manbasi paydo bo'ladi: ikki o'lchamli tuzilmalarni (modulni ifodalovchi chiziqli matnga tuzilgan blok-sxema) ifodalashda modul ishi mantig'ini buzish xavfi mavjud, uning takroriy qarab chiqilishida, yuqori darajadagi e'tiborni psixologik saqlash juda qiyin bo'ladi. Bundan quyidagi hol mustasno: blok-sxemani tuzishda grafik redaktordan foydalanilgan va u bo'yicha matn dasturlash tilida avtomatik ravishda generirlanadigan (xuddi, masalan, R-texnologiyada qilingani kabi) darajada shakllantirib tuzilgan.

Dasturlashning zamonaviy texnologiyasi modulning matnini tuzishning asosiy metodi sifatida *qadamba-qadam bo'laklashni* tavsiya etadi. Modul matnini ishlab chiqish jarayonini bir qator qadamlarga bo'lish mazkur metodning mohiyatini tashkil qiladi.

Birinchi qadamda modul ishining umumiy sxemasi chiziqli matn shaklida (ya'ni yirik tushunchalardan foydalanib) bayon etiladi, bunda bu bayon to'liq shakllantirilmagan va insonning qabul qilishiga yo'naltirilmagan bo'ladi. Har bir keyingi qadamda, oldingi qadamlardan birida ishlab chiqilgan qandaydir bir bayonda tushunchalardan birining aniqlanishi va bo'laklanishi (uni biz aniqlanadigan, deb ataymiz) amalga oshiriladi. Bu qadam natijasida tanlangan aniqlangan tushunchaning bayoni yoki bazaviy dasturlash tilining iboralarida (ya'ni, modulni ifodalash uchun tanlangan), yoki birinchi qadamdagi kabi yangi aniqlanadigan tushunchalardan foydalanib, yaratiladi. Hamma aniqlanayotgan tushunchalar aniqlanib bo'lingach (ya'ni, oxirida dasturlashning bazaviy tilida ifodalangan), bu jarayon to'xtaydi. Dasturlashning bazaviy tilida modulning matnini, hamma aniqlanadigan tushunchalar ularning berilgan bayonlari bilan va tuzilmali dasturlash konstruktsiyalarining ifodalarini shu dasturlash tili vositalari bilan almashtirish yo'li bilan olish oxirgi qadam bo'ladi.

Qadamba-qadam bo'laklash ko'rsatilgan bayonlarni ifodalash uchun, *psevdokod* deb nomlangan, qisman shakllangan tildan foydalanishga bog'liq. Bu til tuzilmali dasturlashning hamma konstruktsiyalaridan foydalanishga imkon beradi, ular rasmiy bo'lmagan bo'laklar bilan birga umumlashtirilgan operatorlar va shartlarni tabiiy tilda ifodalash uchun rasmiylashtiriladi. Umumlashtirilgan operatorlar va shartlar sifatida dasturlashning bazaviy tilida muvofiq bo'laklar ham berilishi mumkin.

Xulosa



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Modulning bazaviy dasturlash tilida tashqi rasmiylashtirilishini psevdokoddagi bosh bayon deb hisoblash mumkin, u quyidagilarga ega bo`lishi kerak:

- bazaviy tilda yozilgan modul boshiga, ya`ni bu modulning birinchi gapi yoki sarlavhasi (spetsifikatsiyasi);
- bazaviy tilda yozilgan bayonlar bo`limi (to`plami), bunda protsedura va funktsiyalarning bayoni o`rniga ularning faqat tashqi rasmiylashtirilgan ko`rinishi keltiriladi;
- modul tanasidagi operatorlar ketma-ketligining bitta umumlashtirilgan operator sifatida norasmiy ifodalanishi (pastga qaralsin), shuningdek protsedura va funktsiyaning har bir bayoni tanasining bitta umumlashtirilgan operator sifatida norasmiy ifodalanishi;
- modul so`ngi gapining (oxirining) bazaviy tilda yozilishi.

Umumlashtirilgan operatorning psevdokoddagi norasmiy ifodalanishi tabiiy tilda, uning mazmunini umumiy holda ochib beruvchi ixtiyoriy gap bilan amalga oshiriladi. Bunday ifodalashni rasmiylashtirish uchun yagona rasmiy talab quyidagidan iborat: bu gap bitta yoki bir nechta grafik (chop etilgan) satrlarni egallashi va nuqta bilan tugashi kerak (yoki shuning uchun ajratilgan boshqa biror belgi bilan).

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GILAMCHILIK TARIXIGA BIR NAZAR

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Annotatsiya: Ushbu maqolada gilam to'qish san'ati tarixi, Markaziy Osiyo va G'arbiy Yevropada uning rivojlanish bosqichlari, hozirgi ahvoli va imkoniyatlari haqida bir qancha ma'lumotlar berildi.

Kalit so'zlar: gilamchilik sohasi, julxirs, patli gilamlar, naqshlar.

Gilamchilik – gilam to'qish san'ati, badiiy hunarmandlik sohasining bir turi hisoblanadi. Gilamdo'zlik har bir aholining xo'jalik faoliyati bilan bog'liq bo'lgan uy an'anaviy mashg'ulot turidan amaliy san'at turi sifatida rivojlanib bormoqda. Sohaning asosiy xomashyo manbasi dehqonchilik va chorvachilikdan olingan paxta, kanop, zig'ir va jun hisoblanadi. Qadimdan chorvachilik bilan shug'ullanadigan ko'chmanchi qabilalar orasida juda keng tarqalgan. O'simlik (paxta, zig'ir, jut) tolasi, jun (qo'y, echki, tuya juni) dan tayyorlangan. Gilam to'qish uchun qirqilgan junlar yuvilib tozalanadi, temir taroqlarda taraladi, taralgan junlardan ip yigiriladi. Iplar turli tabiiy bo'yoqlar bilan bo'yaladi. Shuning uchun gilam ranglari o'zgarmaydi va o'zining sifatini yo'qotmaydi. Hozirda sun'iy tolalardan ham to'qilmoqda. Gilamning paydo bo'lgan vaqtini aniq aytish qiyin, chunki jun chidamsiz bo'lib, qadimiy gilamlar saqlanib qolmagan. Eng qadimiy gilam milloddan avvalgi VI-V asrlarga oid bo'lib, Tog'li Oltoydan topilgan bo'lib, u yerlar abadiy muzloqda bo'lganligi sababli yaxshi saqlangan. Olimlarning taxminiga ko'ra, u Axomaniylar davri forslari yoki Markaziy Osiyo qabilalari orasida tayyorlangan (hajmi 1,8x2 m, naqsh mujassamoti: handasiy shakllar nilufar gullar bilan bezatilgan, keng hoshiyalarida otliq chavandozlar, xoldor bug'ular, grifonlar tasviri bor). [1:115]

Qadimiy va ilk o'rta asrlar gilamga oid ma'lumotlar yozma manbalarda saqlangan. Saljuqiylar davrida gilamlar ("ko'nya"- topilgan joy nomidan) ko'plab tayyorlangan va Misr, Hindiston, Xitoyga chiqarilgan. O'rta asrlarda Gilam uch yo'nalishda rivojlangan:

1. Ko'chmanchi va yarim ko'chmanchi chorvador qabilalarda;
2. O'troq (qishloq yoki shahar) aholi orasida;
3. Saroy ustaxonalarida.

Tadqiqotchilar Eron, Kavkaz orti, Markaziy Osiyo gilamlarini alohida ko'rsatib o'tganlar. XVI asrdagi saroy (eron) gilamlari yaxshi saqlangan. Bu gilamlar ("Turunj", "Shoh Abbos", "Bog'", "Ov" va boshqalar) amaliy san'atning nodir namunalari. Ular miniatyura ustalari – musavvirlarning chizgilari asosida to'qilgan. Gilamlar Turkiyada, Boburiylar davrida Hindistonda ("Mo'g'ul", "Agra" va boshqa), Misr, Suriya, Kavkaz



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ortida taraqqiy etdi. XVIII-XIX asrlarda gilamlar Zakavkazye va Markaziy Osiyoda saroylarda emas, balki xalq orasida keng tarqaldi. Asosiy markazlari Kazax, Ganja, Shirvon, Boku, Naxichevan bo'lgan Zakavkazye gilamlari rang-barang mujassamoti, ijro usuli va badiiy jihati bilan, Markaziy Osiyo gilamlari ("Salor", "Sariq", "Taka yovmut", "Bashir" va boshqalar) qizil rangining teranligi, handasiy gullari va o'ta pishiqligi bilan ajralib turadi. G'arbiy Yevropa gilamchiligida XVI asrdan fransuz, nemis gilamchiligi alohida o'rin tutgan. XVII-XVIII asrlardan patli gilamlar (1624 yilda Parijda) ishlab chiqarila boshlangan, keyinroq Angliya va Ispaniyada ham patli gilamlar tayyorlash yo'lga qo'yilgan. XIX asrdan gilamlar fabrikalarda ishlab chiqarila boshlagach, uning sifati keskin pasayib ketdi. XX asr o'rtalaridan badiiy hunarmandlikda gilamni qayta tiklashga urinishlar samarali bo'ldi. Polsha, Bolgariya, Ruminiya, Yugoslaviya patli gilamlari bilan bir qatorda patsiz gilamlar ham tayyorlana boshladi. Gilam Markaziy Osiyo, xususan, O'zbekistan hududida juda qadimdan rivojlangan (Xorazmdagi arxeologik qazishlar paytida miloddan avvalgi 1-ming yillikka mansub gilam namunasi topilgan). [2:92] Gilam bilan, asosan, ayollar shug'ullangan, naqsh (gul)lar (islimiy, girih, hayvon shakllari, turli narsalar tasviri, urug' tamg'asi va boshqalar)ni esa xotirada saqlashgan. Bezaklarida yo'lbars va tuya izlari, olma guli, uzum zangi, tuya bo'yni, qalqon, o'simliklar ifodalangan, ayniqsa hayvon shoxi tasviri keng tarqalgan. [3:87] Mujassamotining berkligi, markaziy maydonning naqshli hoshiya bilan o'ralganligi (yo'l-yo'l naqshlar bundan mustasno) Markaziy Osiyo gilamlari uchun o'ziga xos bo'lgan, naqshining aniqligi, go'zal bo'lishi va ranglarining uyg'unligi ularning badiiy qimmatini oshirgan. Asosiy rang qizil rang va uning 2-3 turi bo'lib, ko'k, qora, oq, sariq ranglar ikkinchi darajali bo'lgan. Ranglarning mohirona ishlatilishi bilan ifodali tasvir hosil qilingan. Bir naqsh qismlarini turli ko'rinishlarda bo'yalishi bilan rang-baranglikka va jozibadorlikka erishilgan. Andijon, Samarqand gilamlari, qoraqalpoqlar to'qigan o'tov jihozlari badiiy jihatdan mohirona ishlangan. Andijon gilamlarining pati qisqa, qalin va mayin bo'lgan. Samarqandning rangdor uzun patli julxirs ("ayiq teri") gilami o'ziga xosligi bilan ajralib turadi. XX asrga kelib, gilam o'ziga xos tarzda taraqqiy etdi, gilam markazlarida gilam to'qish rivojlandi, artellar tuzilib, ularga xalq ustalari jalb qilindi (masalan, Andijon viloyati Oyim qishlog'idagi gilam to'qish arteli), ularda bir xil naqshli, yuqori sifatli gilamlar, shuningdek, mayda ro'zg'or buyumlari to'qildi. XX asr 30-yillarning 2-yarmidan mavzuli va tasvirli gilam namunalarini yaratishga urinishlar bo'ldi. Gilam markazlarida Kavkaz gilamlari, an'anaviy turkman gilamlari xilidagi birmuncha soddalashtirilgan gilamlar ishlab chiqarildi, faqat Samarqand gilami (julxirs) o'zining an'anaviy uslubini, rangdorligini saqlab qoldi. XX asr 40-50-yillarda gilam



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markazlari (Samarqand va Kitobda 1946-yil; Xiva, Andijon va Termizda 1947-yil; Shahrisabzda 1949-yil; Xo‘jaylida 1954-yilda) tashkil etildi, mahalliy ustalar shogirdlar tayyorladi, qadimiy an’anaviy naqshlar tiklandi. Rassom va hunarmand ustalar hamkorligi natijasida muvaffaqiyatlarga erishildi. Amaliy va mahobatli san’at an’analaridan unumli foydalanilib, dastlabki yangi nusxa Xorazm gilami va unga xos bo‘lgan feruza rang zamin yaratildi. 60-yillarning oxirida mayda artellar birlashtirilib yangi gilam korxonalari tashkil etildi, mohir ustalar shu korxonalarda mehnat qila boshladi. Olmaliq, Samarqand, Xiva, Forish, Shofirkon va boshqa joylardagi fabrikalarda an’anaviy naqsh mujassamoti va badiiy jihatdan ijodiy boyitilgan nafis gilamlar tayyorlandi. Hozirda gilam Farg‘ona vodiysida, Qashqadaryo, Surxondaryo, Sirdaryo viloyatlari, Qoraqalpog‘istonda rivojlangan. Shuningdek, Samarqand, Urgut, Qo‘qon va Xorazm ham gilam markazlaridir. An’anaviy gilamchilik hunarmandlik turi (uyda to‘qiladigan sifatida) rivojlanmoqda. Samarqand va Buxoroning ipak gilamlari ham keng tarqalmoqda. An’anaviy gilam rivojiga “Usto” birlashmasi va “Hunarmand” assotsiatsiyasi munosib hissa qo‘shmoqda. Xorazmda gilamdo‘zlik to‘qimachilikning ko‘p yillardan mavjud bo‘lgan eng asosiy sohalaridan biri hisoblanadi.

Xulosa qilib shuni aytish mumkinki, gilamchilik juda qadimgi davrlardan paydo bo‘lgan san’at turi hisoblanadi. Gilam to‘qish juda murakkab kasb bo‘lishiga qaramay aholi undan juda unumli foydalangan. Bugungi kunda ham O‘zbekistonda gilamning bir necha turlari yaratilib kelinmoqda. Qadimiy va zamonaviy gilamlarni saqlash va kelajak avlodlarga yetkazish O‘zbekiston xalqining o‘zgacha urf-odatlaridan biri ekanligi alohida ahamiyat kasb etadi.

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**TYPES OF MORPHEMES AND THEIR CLASSIFICATION.
MORPEMIC ANALYSES. STRUCTURAL ANALYSIS.**

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Annotation: This article examines the fascinating field of Morphemes and its types, classifications. Morphemic analysis. Structural analysis and how they are essential and often challenging aspect of learning English. Morphemes are the smallest units of language that carry meaning. They can be classified into different types based on their function and meaning within a word. Understanding the different types of morphemes is crucial for gaining insight into the structure of words and how they contribute to the overall meaning of a language. In English grammar and morphology, a morpheme is a meaningful linguistic unit consisting of a word such as dog, or a word element, such as the -s at the end of dogs, that can't be divided into smaller meaningful parts.

Key words: linguistic, classification of morpheme, derivational, inflectional, free and bound

Morphology is the study of words. Morphemes are the minimal units of words that have a meaning and can not be subdivided further. There are two main types: free and bound. Morpheme is article includes a list of references, but its sources remain unclear because it has insufficient. Therefore the researchers conducted the research about morpheme. The research method that was used is descriptive qualitative method. To gain the data the researchers used literature review in which the data gained from dictionary. Every morpheme can be classified as either free or bound. Bound morphemes can be further classified as derivational or inflectional.

TYPES OF MORPHEMES

There are many parts of morphemes. They are bound morphemes, free morphemes, derivational morphemes, inflectional morphemes, lexical morphemes, grammatical morphemes. Each type of morpheme has its own rules and structures.



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1.1. Free morphemes: Free morphemes can stand alone as words and carry individual meaning. They are not attached to other morphemes and can function independently. For example, in the word "bookshelf," both "book" and "shelf" are free morphemes that can stand alone as words, each carrying their own individual meanings.

2. Bound morphemes: Bound morphemes, on the other hand, cannot stand alone and must be attached to a free morpheme to convey meaning. They include prefixes, suffixes, and infixes. For example, the prefix "un-" in "unhappy" and the suffix "-ed" in "walked" are bound morphemes that cannot stand alone but change the meaning of the free morpheme they are attached to.

3. Derivational morphemes: Derivational morphemes are bound morphemes that are added to a word to create a new word with a different meaning or grammatical category. They often change the lexical meaning or part of speech of the base word. For example, in the word "singer," the suffix "-er" changes the verb "sing" into a noun, indicating a person who performs the action of singing.

4. Inflectional morphemes: Inflectional morphemes also change the meaning or function of a word, but they do not create a new word or change the grammatical category. Instead, they indicate aspects such as tense, number, case, or comparison. For example, in English, the suffix "-s" in "cats" indicates plurality, while the suffix "-ed" in "played" indicates past tense.

5. Lexical morphemes: Lexical morphemes are the content words that carry the primary meaning of a sentence. Nouns, verbs, adjectives, and adverbs are all examples of lexical morphemes. They provide the main content of a message and are essential for communication.

6. Grammatical morphemes: Grammatical morphemes, also known as functional morphemes, serve a more abstract and grammatical function. They include articles, pronouns, prepositions, conjunctions, and other function words that convey grammatical relationships and structure within a sentence.

Importance of morphemes.

Morpheme is important for English Language Learners because it breaks down the word and creates different meaning from its elements for speakers. Learning English isn't only about how to read the sentences and the words, the speaker must be able to make meaning of the elements of word. When the speakers understanding the morpheme of s or ing, they will be able to comprehend that construct of language with many different words. Morpheme is the minimal linguistic unit that carries meaning.



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For example, the word talkers are made up of three morphemes {talk}+{er}+{s}. Each can exist in other structures of morphemes without changing its meaning. Like (talk) in talking, talks, and {er} in farmer, teacher, as well as talker. And {s} can be found in books, pens, and cats.

Morphemes can vary in size: the word can indicate what is a morpheme and what isn't. For example, Pharmacy is a single morpheme, and -y (as in sleepy) is also a single morpheme.

Two different morphemes can be vocalized the same way. For example, the -er in seller means something like 'the one who sell' while the -er in larger means something like 'to a greater degree than others'. The first -er always attaches to a verb, while the second -er always attaches to an adjective. (The first is called the agentive morpheme and the second is called the comparative morpheme.

Examples and Observations

A prefix may be a morpheme:

"What does it mean to pre-board? Do you get on before you get on?"—George Carlin

Individual words may be morphemes:

"They want to put you in a box, but nobody's in a box. You're not in a box."—John Turturro

Contracted word forms may be morphemes:

"They want to put you in a box, but nobody's in a box. You're not in a box."—John Turturro

Morphs and Allomorphs

"A word can be analyzed as consisting of one morpheme (sad) or two or more morphemes (unluckily; compare luck, lucky, unlucky), each morpheme usually expressing a distinct meaning. When a morpheme is represented by a segment, that segment is a morph. If a morpheme can be represented by more than one morph, the morphs are allomorphs of the same morpheme: the prefixes in- (insane), il- (illegible), im- (impossible), ir- (irregular) are allomorphs of the same negative morpheme."

MORPHEMIC ANALYSES

Morphemic analysis and contextual analysis are both strategies to help students build their vocabulary: morphemic analysis involves breaking down words into their meaningful components, components like prefixes and suffixes. Through doing this, students are meant to be able to deduce the meaning of a word. For example, if a student does not know what "apathy" means, he or she, applying a morphemic



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analysis, would break the word down into its root, "path" (meaning emotion or feeling in Greek), and its prefix, "a" (meaning lack of something). As such, the student would surmise that "apathy" means a lack of feeling. Morphemic analysis is the process of identifying the individual units of meaning, called morphemes, within a word. Morphemes can be prefixes, suffixes, or root words, and they each have their own meaning. Language acquisition often begins with a study of root words, or morphemes, that form a base of a word.

STRUCTURAL ANALYSES

Structural analysis enhances the ability to identify words and build vocabulary through analysis of the morphological and syllable structure of words. Morphological structure refers to the study of meaningful units of language or morphemes (e.g., prefixes, roots, and suffixes) and how they are combined to create words.

CONCLUSION

Understanding the different types of morphemes is essential for linguistic analysis and language learning. By recognizing the role of each type of morpheme in word formation and meaning, we can gain a deeper understanding of the structure and function of language. This knowledge is vital for anyone studying language, communication, or linguistics. Morphemes are the smallest unit of meaning in a language, and they play a crucial role in understanding the structure and formation of words. By studying morphemes, linguists and language learners can gain insight into how words are constructed, as well as how they convey meaning. Morphemes are essential for understanding the complexity and diversity of languages, and their study can greatly enhance our ability to comprehend and communicate effectively. Whether analyzing the morphological makeup of a word or identifying the different types of morphemes, exploring this fundamental aspect of language offers valuable insights into the nature of human communication. As such, a deeper understanding of morphemes can ultimately lead to a greater appreciation for the intricacies and richness of language.

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WORD FORMATION. COMPOUNDING
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Annotation: This annotation focuses on the phenomenon of word formation through compounding, a productive process that involves combining two or more existing words to create a new word with a distinct meaning. The author investigates the role of compounding in expanding the lexical inventory of a language and analyzes its compositional nature. The annotation explores different types of compounds, such as noun-noun compounds, verb-noun compounds, and adjective-noun compounds, highlighting the structural and semantic relationships between the constituent words. Drawing on linguistic theories and empirical research, the article discusses the cognitive processes involved in compounding and examines the factors that influence the productivity and creativity of compound formation. Furthermore, the annotation addresses the challenges posed by compounding in terms of lexical retrieval and semantic compositionality. Overall, this comprehensive analysis contributes to a deeper understanding of the principles and mechanisms underlying word formation through compounding, shedding light on its significance in lexical expansion and linguistic diversity

Key words: word formation, affixation, blending, conversion, language, borrowing, compounding.

Word formation refers to the processes by which new words are created in a language. These processes can include affixation, compounding, blending, conversion, back-formation, and more. Each process involves the combination, alteration, or rearrangement of existing words or word parts to form new words with different meanings or functions. Understanding word formation helps in expanding vocabulary, comprehending the structure of words, and grasping the nuances of language usage.

Here are some key word formation processes:



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1. **Affixation** : This process involves adding prefixes (e.g., "un-", "re-t") or suffixes (e.g., "-able," "-ity") to existing words to create new ones. For example, "happy" can become "unhappy" or "happiness" through the addition of affixes.

2. **Compounding**: Compounding combines two or more words to create a new word with a distinct meaning. Examples include "sunflower," "blackboard," and "blueberry."

3. **Blending**: Blending involves merging parts of two or more words to create a new word. This often happens with the combination of syllables or sounds from the original words. Examples include "brunch" (breakfast + lunch) and "smog" (smoke + fog).

4. **Conversion**: Conversion, also known as zero derivation, is the process of using an existing word as a different part of speech without adding any affixes. For example, "email" can be used as both a noun and a verb ("I sent you an email" vs. "I will email you").

5. **Back-formation**: Back-formation involves creating a new word by removing what is perceived as an affix from an existing word. For example, the noun "editor" was derived from the verb "edit" by removing the "-or" ending.

6. **Acronyms and Initialisms**: Acronyms are formed by taking the initial letters of a phrase or a series of words and combining them to create a new word (e.g., "NASA," "RADAR"). Initialisms are similar but are pronounced letter by letter (e.g., "BBC," "DVD").

7. **Borrowing**: Borrowing involves adopting words from other languages and integrating them into the vocabulary of a different language. Examples include "sushi" from Japanese and "pasta" from Italian.

These processes are just a few examples of how new words are formed in languages. Word formation allows for the constant evolution and growth of vocabulary, enabling speakers to express new concepts and adapt to changing social and technological contexts.

Affixation is a word formation process in which affixes, including prefixes and suffixes, are added to base words to create new words or modify the meaning or function of existing words. Affixes are bound morphemes that cannot stand alone but are attached to a base to change its meaning or grammatical category. This process is common across many languages and plays a significant role in expanding vocabulary and expressing precise meanings.



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Affixation is a productive process that allows for linguistic creativity and the formation of new words in a language. By altering and adding affixes to the base words, speakers can create richer vocabularies, convey subtle distinctions, and adapt language to various contexts.

Blending is a word formation process in which parts of two or more words are combined to create a new word with a blended or fused meaning. It involves merging the sounds or syllables of the original words to form a single word that often represents a combination of the meanings.

Blending allows language users to be creative and innovative in expressing new ideas or combining concepts into concise and memorable words. It contributes to the growth and dynamism of vocabulary, enabling language to adapt to evolving societal, technological, and cultural changes.

Conversion, also known as zero derivation or functional shift, is a word formation process in which a word changes its grammatical category or part of speech without any overt affixes or changes in form. In other words, a word is used in a different syntactic role or context, assuming a new grammatical function.

Conversion is a versatile process that allows speakers to use existing words in new ways, expressing different meanings and functions beyond their traditional word class. It is a creative mechanism for language users to adapt to evolving communication needs and contribute to lexical richness and flexibility.

Borrowing, also known as loanword adoption or lexical borrowing, is a word formation process in which words from one language are absorbed and used in another language. It occurs when a language adopts terms or vocabulary from other languages, integrating them into its own lexicon.

Borrowing is a natural process in language development, indicating cultural and linguistic interactions between communities. It enriches the lexicon of a language, allowing for the adoption of new ideas, concepts, and cultural practices. However, borrowed words may undergo adaptation or assimilation over time as they become integrated into the grammar and pronunciation patterns of the recipient language.

Compounding is a word formation process in which two or more words are combined to create a new word with a distinct meaning. It involves the merging of free morphemes, which are meaningful units, to form a single word. Compounds can take various forms, such as noun-noun (e.g., "bookcase"), verb-noun (e.g., "sunbathe"), adjective-noun (e.g., "darkroom"), or adverb-adjective (e.g., "bittersweet").



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Here are some key features and examples of compounding:

1. Formation: Compounds are formed by combining two or more words, usually without any changes in the parts being combined. The resulting word may have a new meaning or may represent a combination of the meanings of its constituent words.

Examples:

- Noun + Noun: "raincoat," "football"
- Verb + Noun: "honeybee," "haircut"
- Adjective + Noun: "blackboard," "blueberry"
- Adverb + Adjective: "upright," "downhill"

2. Meaning: Compounds can have meanings that differ from the sum of their individual parts. The combination of words may produce a new concept or emphasize a specific aspect of the constituent words.

Examples:

- "Firefly": A compound word that refers to a type of insect, not a literal fly made of fire.
- "Waterfall": Refers to a flowing stream of water, not just any water and something that falls.

3. Stress and Spelling: In English, compound words may have stress placed on either the first or the second element. The spelling can also vary, such as closed compounds (e.g., "football"), hyphenated compounds (e.g., "mother-in-law"), or open compounds (e.g., "post office").

4. Productivity: Compounding is a productive process in English, which means that new compounds can be created to meet evolving needs and express novel concepts. For example, "cyberbullying" and "selfie" are relatively recent compounds reflecting contemporary phenomena.

In conclusion compounding plays a significant role in expanding vocabulary, as it allows speakers to create new words from existing ones. It is prevalent in many languages and can contribute to the richness and flexibility of a language's lexicon. Understanding compound formation helps in deciphering and generating new words while enhancing overall language skills. Compounding is a word formation process based on the combination of lexical elements (words or stems). In the theoretical literature, compounding is discussed controversially, and the disagreement also concerns basic issues. In the study of compounding, the questions guiding research can be grouped into four main areas, labeled here as delimitation, classification,



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formation, and interpretation. Depending on the perspective taken in the research, some of these may be highlighted or backgrounded.

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Semasiology: Exploring the Meanings of Words

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Annotation: Semasiology is a linguistic branch that examines how words acquire and change meanings within a language. This article explores the subject matter of semasiology and highlights its relevance in understanding language and effective communication. Semasiology is a branch of linguistics that delves into the study of meanings and the changes they undergo within a language. This fascinating field focuses on the various ways in which words acquire and evolve their meanings. This article provides an overview of semasiology, its subject matter, and the importance of studying word meanings in understanding language and communication.

Key Words: Semasiology, Linguistics, Word meanings, Semantic change, Etymology, Lexicon, Pragmatics, Communication.

Language is a complex and ever-evolving system that allows us to convey meaning and communicate effectively. Within the realm of linguistics, semasiology plays a crucial role in exploring and understanding the meanings of words. This branch of study examines how meanings are acquired, developed, and sometimes altered within a language.

The subject matter of semasiology encompasses the various dimensions of word meaning. It seeks to unravel the definitions, connotations, and associations that words carry, and how they shape our comprehension and expression. This includes investigating the semantic changes that words undergo over time, which may be due to shifts in social, cultural, or linguistic contexts.

The study of semasiology also encompasses the field of etymology, which examines the origin and historical development of words. By understanding the etymological roots of words, linguists can uncover the layers of meaning and trace their evolution across different languages and time periods.

The scope of semasiology extends beyond individual words and encompasses the lexicon of a language as a whole. It explores the semantic relationships between words, such as synonyms, antonyms, and hyponyms, shedding light on the intricate network of meanings within a linguistic system.



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Semasiology also interacts with pragmatics, another field of linguistic inquiry, which focuses on the study of language use in context. The interpretation of word meanings often relies on contextual cues, including social and cultural factors, which semasiology delves into to understand the pragmatic aspects of meaning.

The study of semasiology is crucial in understanding language and effective communication. By unraveling the meanings of words, we gain insight into how individuals construct and convey meaning through language. It enables us to navigate the complexities of language usage, interpret messages accurately, and bridge potential gaps in communication.

Semasiology is a branch of linguistics that focuses on the study of meanings and their changes within a language. Its subject matter encompasses various aspects related to word meanings and their evolution. Here is a wide range of information regarding semasiology and its subject matter:

1. **Definition of Semasiology:** Semasiology, derived from the Greek words "sema" (meaning) and "logos" (study), refers to the study of meaning in language. It explores how words and expressions acquire, convey, and change their meanings.

2. **Meaning:** In semasiology, the term "meaning" refers to the conceptual content associated with a word or expression. It includes denotation (literal or dictionary meaning) and various connotations (associations, emotions, cultural implications, etc.) that a word can evoke.

3. **Semantic Change:** One of the major concerns of semasiology is understanding the ways words change their meanings over time. Semantic change occurs due to cultural, social, and linguistic factors. Some types of semantic change include broadening (expanding the meaning), narrowing (limiting the meaning), amelioration (positive change in meaning), pejoration (negative change in meaning), and metaphorical extension.

4. **Polysemy:** Polysemy is a common feature of language where a single word has multiple related meanings. Semasiology examines the different senses of a word and investigates how they are related and contribute to communication and comprehension.

5. **Synonymy and Antonymy:** Semasiology investigates relationships between words, such as synonyms (words with similar meanings) and antonyms (words with opposite meanings). It explores the subtle differences and nuances in word meanings that allow speakers to choose the most appropriate word for a given context.

6. **Hyponymy and Hypernymy:** Another important aspect of semasiology is exploring hierarchical relationships between words. Hyponymy refers to the relation between a more specific term (hyponym) and a more general term (hypernym). For example, "apple" is a hyponym of the hypernym "fruit."



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7. Semantic Fields: Semasiology also concerns itself with the organization of words into semantic fields, which are groups of words related by meaning. For instance, words like "dog," "cat," and "horse" belong to the semantic field of "animals."

8. Cognitive Semantics: Semasiology often intersects with cognitive semantics, which studies how individuals perceive, organize, and process meaning. Cognitive semanticists explore the cognitive aspects of word meanings, including cognitive categories, prototypicality, and conceptual metaphors.

9. Cultural and Sociolinguistic Factors: Understanding word meanings also involves considering cultural and sociolinguistic factors that influence meaning. Semasiology acknowledges that meanings can vary across different cultures, societies, and linguistic communities.

10. Practical Applications: The study of semasiology has practical applications in fields such as lexicography (dictionary making), translation, language teaching, and natural language processing. It helps in creating accurate and comprehensive dictionaries, facilitating effective communication across languages, and improving language learning materials.

Semasiology investigates the study of word meanings, their evolution, and relationships within a language. It explores aspects such as semantic change, polysemy, synonymy, antonymy, hyponymy, hypernymy, semantic fields, and their connection to cognitive and sociolinguistic factors. This branch of linguistics has numerous applications and contributes to a deeper understanding of language and effective communication.

In conclusion, semasiology is a valuable field within linguistics that focuses on the meanings of words and their evolution within a language. This branch of study deepens our understanding of language structure and usage, allowing for more precise and effective communication. By examining word meanings, semasiology unlocks the intricacies of language, enabling us to explore the rich tapestry of meanings and the dynamic nature of communication.





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VARIATSIYA VA UNGA YONDOSH HODISALAR. ULARNING
IZOHLI LUG'ATLARDA BERILISHI

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Annotatsiya: Variatsiya fonologik-fonetik va ma'noviy xususiyatlari bilan paronim, polisemiya, omonimiya, sinonimiya, antonimiya kabi til hodisalari bilan munosabatdosh, ularga o'xshash, noo'xshash jihatlariga ega. Ushbu maqolada variatsiyaga uchragan terminlar haqida fikr yuritiladi.

Kalit so'zlar: Variatsiya, sinonim, antonim, paronim, omonim, leksema

Abstract: Variation is related to linguistic phenomena such as paronymy, polysemy, homonymy, synonymy, antonymy with its phonological-phonetic and spiritual characteristics, and has similar and dissimilar aspects. This article discusses the terms that are subject to variation.

Key words: Variation, synonym, antonym, paronym, homonym, lexeme

Variatsiya polisemiya, omonimiya, sinonimiya, antonimiya va paronimiya o'zbek tili leksikasi tizimida o'ziga xos mazmun va ifoda jihatiga ega bo'lgan universal hodisadir. Leksemalarning morfologik varianti va variantdorligi – bir lisoniy birlikning turli shakllaridir. Sinonimlar, omonimlar, antonimlar va paronimlar esa turli leksemalardir.

Bir xil asosli paronimlar ma'noviy jihatdan qisman o'xshash, yaqin bo'lishi mumkin. Bir xil asosli sinonimlarda esa aksariyat holatlarda ma'noviy yaqinlik bo'ladi. Morfologik yoki fonetik variantdosh leksemalarda hamisha ma'noviy moslik mavjud. Omonimlarning ma'nolari hamisha har xil, hech qachon ma'noviy moslik, yaqinlik bo'lmaydi. Bir asosli yoki turli asosli antonimlarga ma'noviy zidlik, qarshilantirish xos. Bir xil asosli antonimlarda aytilish, talaffuz o'xshashligi qisman saqlanadi.

Leksemalarning variantlari, sinonimik qator a'zolari matnda almashtirilishi, biri o'rnida boshqasi qo'llanishi mumkin. Paronimik jarayon, omonimik qator va antonimik qatorlar esa bunday lisoniy-nutqiy imkoniyatdan mahrum¹.

Leksemalarning morfologik variantlari – bir lisoniy birlikning turli xil shakli, paronimlar, omonimlar va bir xil asosli sinonimlar hamda antonimlar har xil lisoniy

¹ Паронимия // <http://bugabooks.com/book/221-russkij-yazyk-i-kultura-rechi/114-paronimiya.html>



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birliklardir. Paronimlar ham xuddi omonimlar va antonimlar singari har xil leksemalardir.

Paronimlar, variantdosh leksemalar, bir xil asosli sinonimlar, omonimlar va antonimlarni umumlashtiradigan narsa tuzilish jihatdan bir xilligidir. Ammo ularning semantik jihatida katta farq bor: antonimlarning ma'nosi – zid, qarama-qarshi, omonimlarning ma'nosi – butunlay har xil, sinonimlarning ma'nosi – yaqin, variantdosh leksemalarniki – bir xil, o'xshash, paronimlarning ma'nosi – har xil. Sinonimlar kabi paronimlar ham, ayniqsa, bir xil asosli paronimlar ma'noviy jihatdan bir-biriga yaqin leksemalardir. Ammo paronimlarda ma'noviy bir xillik, aynanlik, to'la o'xshashlik bo'lmaydi, sinonimlarda esa ma'no jihatdan moslik mavjud bo'ladi, xususan, bu xususiyat leksema ma'nosining qismlarida, tarkibida, elementlarida kuzatiladi. Sezgir, ziyrak, tuyg'un, hushyor, sergak, tiyrak – sinonim²

Paronimiyaga yaqin, yondosh til hodisalaridan biri variatsiya, ya'ni variantlilikdir. Variantlilik, variantdoshlik deyilganda til birliklari majmuidagi ma'lum birlikning turli xil fonetik va morfemik, leksik o'zgarishi va o'zgarish natijasida yuzaga kelgan shakllar tushuniladi³. Yozma nutqda leksemalar grafik jihatdan morfologik, fonetik variantli tarzda bo'ladi. Variant va variantlilik invariantga nisbatan belgilanadi. Og'zaki nutqda esa leksemalar fonetik nuqtai nazardan ikki va undan ortiq shaklda talaffuz etilishi mumkin: kaptar – kabutar, martaba – marotaba, lekin – lokin, namoz – nomaz – nomoz, bag'ir – bag'r, sabr – savr, bo'xcha – bo'g'cha – bo'g'ja, kavush – kafsh⁴. O'tilda variantdosh leksemalar ayn. belgisi bilan berilgan: kavush [فش ك – oyoq kiyimi, boshmoq] (Charmdan tikilgan va odatda mahsi bilan kiyiladigan oyoq kiyimi), Kafsh [فش ك – oyoq kiyimi; kavush. esk.kt. ayn. kavush]. Morfologik variantli leksemalar ham mavjud: -kaz/-kiz: o'tkazmoq/o'tkizmoq; -qaz/-qiz: o'tqazmoq/o'tqizmoq; -gan/-kan/-qan: o'tgan/o'tkan/chiqqan.

Paronimlar har xil tushuncha, narsa, belgi, harakat, holat, daraja, xususiyat va shu kabilarni bildiradi. Variantdosh leksemada bunday xususiyat bo'lmaydi, bitta tushuncha, narsa, belgi, harakat, holat, daraja, xususiyat kabilarni anglatadi. Variantdosh birliklar gap mazmuniga ta'sir qilmaydi, gap uslubida farqlanadi.

Uslubiy jihatdan paronimlar va variantdosh birliklar o'rtasida umumiylik, o'xshashlik yo'q. Paronimlar uslubiy jihatdan betaraflik xususiyatiga ega. Variantdosh birliklar uslubiy betaraflik xususiyatiga ega emas. Bu hodisa O'TILda

² *Хожиев А. Ўзбек тили синонимларининг изоҳли луғати. – Тошкент: Ўқитувчи, 1974. –Б. 117.*

³ *Лингвистический энциклопедический словарь. – М.: Советская энциклопедия, 1990. – С.80.*

⁴ *Ўзбек тилининг изоҳли луғати II том 290, 337.*



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quyidagicha beriladi. Har bir variant nutq uslublarining ma'lum bir usuliga xoslangan bo'ladi. Oftoba – badiiy nutq birligi. Oftova, optova – so'zlashuv nutqi birligi. Optova – asosan shevaviy shakl. Variantdosh birliklarda shevaviylik, oddiy so'zlashuv nutqiga xoslanganlik, nutq sohiblarining ijobiy yoki salbiy munosabatlarini ifodalashga moyillik (qarg'ish, koyish, alqash, duo qilish, maqtash, haqoratlash, dag'allik ...) bo'ladi. Paronimlarga nisbatan variantdosh lisoniy birliklarda shevaviylik, oddiy so'zlashuvga xoslanganlik, dag'allik, salbiy munosabatlarni ifodalashlik sezilarliroq, ko'proq, kuchliroq bo'lishi mumkin.

Variantdosh birliklar bilan paronimlar o'rtasidagi xususiyliklarning ayrimlari:

1) paronimlar, odatda, fe'l, ot, sifat, ravish, taqlid, qisman undovlar o'rtasida uchraydi. Variantlilik barcha turkumlarga xos;

2) paronimlar, asosan, ikki lisoniy birlik o'rtasida bo'ladi, ikkita lisoniy birlikdan tashkil topadi.

Xulosa qilib aytganda, paronim leksemalar variantdosh birliklardan, asosan, fonetik va grammatik jihatdan ko'ra, ma'no-mazmun jihatdan farq qilishi ustuvor xususiyatdir. Fonetik va grammatik jihatdan ham variantdosh birliklar paronimlardan katta farq qiladigan lisoniy mavqega ega.

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THE MAJOR CHARACTERISTICS OF THE NATIVE (ANGLO-SAXON)

VOCABULARY UNIT IN ENGLISH WORD STOCK

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Annotation: This article provides a comprehensive analysis of the major characteristics of the native (Anglo-Saxon) vocabulary unit. The author explores the historical roots and development of the Anglo-Saxon vocabulary, as well as its distinctive features such as word formation, phonological patterns, and semantic nuances. The article also examines the impact of Anglo-Saxon vocabulary on the English language, highlighting its enduring influence and contribution to the richness and diversity of the lexicon. Overall, this article offers valuable insights into the unique characteristics of the native vocabulary unit and its significance in understanding the evolution of the English language.

Key words: native vocabulary, Anglo-Saxon vocabulary, a fundamental component, historical roots, word formation, phonological patterns, semantic nuances, sunshine, syllable, foreign sources, suffix, slogan.

The native (Anglo-Saxon) vocabulary unit in the English word-stock is a fundamental component of the language, with a rich history and distinctive characteristics that have shaped the development of English over centuries. In this article, we will explore the major characteristics of the Anglo-Saxon vocabulary unit, including its historical roots, word formation, phonological patterns, semantic nuances, and its enduring influence on the English language.

The Anglo-Saxon vocabulary unit has its origins in the Germanic tribes that migrated to Britain during the early Middle Ages. These tribes brought with them a unique set of words and linguistic features that formed the basis of Old English, the earliest form of the English language. As a result, many words in modern English can be traced back to their Anglo-Saxon roots, demonstrating the enduring influence of this vocabulary unit on the language.

One of the key characteristics of the Anglo-Saxon vocabulary unit is its word formation processes. Anglo-Saxon words are often formed through compounding, where two or more words are combined to create a new word with a specific meaning. For example, the word "sunshine" is formed by combining "sun" and "shine." This process of compounding is a distinctive feature of Anglo-Saxon vocabulary and has contributed to the richness and diversity of the English lexicon.



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In addition to word formation, the phonological patterns of Anglo-Saxon words also play a significant role in shaping the language. Anglo-Saxon words often have distinct phonetic features, such as consonant clusters and vowel sounds, that set them apart from words of other linguistic origins. These phonological patterns have had a lasting impact on the pronunciation and spelling of English words, adding to the complexity and diversity of the language.

Furthermore, the semantic nuances of Anglo-Saxon vocabulary are another important characteristic. Many Anglo-Saxon words have specific connotations and cultural associations that reflect the historical and social context in which they originated. For example, words related to agriculture, family, and everyday activities often have Anglo-Saxon roots, highlighting the influence of this vocabulary unit on the language's everyday usage and cultural significance.

Some examples of native (Anglo-Saxon) vocabulary units in English include words like :

"house," "earth," "water," "mother," "father," "brother," "sister," "love," "friend," "food," "drink," "sleep," "walk," "run," "jump," "laugh," "cry," "hear," "see," "feel," "think," and "know."

These words have deep roots in the Anglo-Saxon language and reflect the everyday experiences and activities of the early Germanic tribes that shaped the English language.

Etymological and Stylistic Characteristics of Words at All Interrelated?

Is it possible to establish regular associations between any of the groups of etymological classification and the stylistic classification of English vocabulary ? The answer must be in the affirmative.

It is quite natural to expect to find a considerable number of native words in the basic vocabulary, if we remember that the latter comprises words denoting essential objects and phenomena. Yet, one should keep in mind that among basic vocabulary words there are also rather numerous Latin and French borrowings. In general, we should not be misled into thinking that all short common words are native, and that only three- and four-syllable words came from foreign sources. Words like very, air, hour, cry, oil, cat, pay, box, face, poor, dress are of foreign origin despite their native appearance and common use. So it would be correct to state that, though native words prevail in the basic vocabulary, this stratum also comprises a considerable number of old borrowings which have become so fully adapted to the English language system that they are practically indistinguishable from the native stock. The centre of gravity of borrowed words in the stylistic classification is represented by two groups: learned words and terminology. In these strata the foreign element dominates the native. It also seems that the whole opposition of "formal versus informal" is based on the deeper underlying opposition of "borrowed versus native", as the informal strata, especially slang and dialect, abound in native words even though it is possible to quote numerous exceptions.



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Comparing the expressive and stylistic value of the French and the English words in such synonymic pairs as to begin — to commence, to wish — to desire, happiness — felicity, O. Jespersen remarks: "The French word is usually more formal, more refined, and has a less strong hold on the emotional side of life." The truth of this observation becomes even more obvious if we regard certain pairs within which a native word may be compared with its Latin synonym: motherly — maternal, fatherly — paternal, childish — infantile, daughterly — filial, etc. Motherly love seems much warmer than maternal feelings — which sounds dutiful but cold. The word childish is associated with all the wonder and vivid poetry of the earliest human age whereas infantile is quite dry. You may speak about childish games and childish charm, but about infantile diseases, whereas infantile mind implies criticism. It is interesting to note that a similar pair of words sunny — solar cannot even be regarded as synonyms though semantically they both pertain to the sun. Yet, if a fine day can be described as sunny, it certainly cannot be characterised by the word solar which is used in highly formal terminological senses (e. g. solar energy). The same is true about handy — manual, toothy (e. g. a toothy grin) — dental (term again), nosy (e. g. a nosy kind of person) — nasal (e. g. nasal sounds, voice).

Before turning to the various processes of making words, it would be useful to analyse the related problem of the composition of words, i. e. of their constituent parts. If viewed structurally, words appear to be divisible into smaller units which are called morphemes. Morphemes do not occur as free forms but only as constituents of words. Yet they possess meanings of their own. All morphemes are subdivided into two large classes: roots (or radicals) and affixes. The latter, in their turn, fall into prefixes which precede the root in the structure of the word (as in re-read, mis-pronounce, unwell) and suffixes which follow the root (as in teach-er, cur-able, diet-ate).

It is probably of some interest to mention that at various times purists have tried to purge the English language of foreign words, replacing them with Anglo-Saxon ones. One slogan created by these linguistic nationalists was: "Avoid Latin derivatives; use brief, terse Anglo-Saxon monosyllables". The irony is that the only Anglo-Saxon word in the entire slogan is "Anglo-Saxon".

In conclusion, the native vocabulary unit in the English language is a vital component that reflects the historical roots and development of the language. With its strong influence from Germanic origins, these words contribute to the richness and diversity of the English vocabulary. Understanding the major characteristics of the native vocabulary unit provides insight into the foundation of the language and its continued impact on shaping English as we know it today. As such, it is important to recognize and appreciate the significance of the native vocabulary unit in order to gain a deeper understanding of the language and its evolution over time. Overall, the Anglo-Saxon vocabulary unit has had a profound impact on the English language,



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contributing to its richness and diversity. By exploring its historical roots, word formation processes, phonological patterns, and semantic nuances, we can gain valuable insights into the unique characteristics of this native vocabulary unit and its enduring significance in understanding the evolution of English.

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1-TOM, 12-SON
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ANNOTATION: This article provides a comprehensive overview of the classification of synonyms, a topic that is essential for understanding the nuances of language and communication. The author explores the various ways in which synonyms can be categorized, including by semantic relationship, connotation, and register. By delving into these different classifications, the article offers valuable insights into the complexity of synonymy and its implications for effective language use. This resource will be beneficial for linguists, language learners, and anyone interested in gaining a deeper understanding of the richness and diversity of synonyms in the English language.

KEY WORDS: synonyms, classification, context, domain, connotations, types, features ,linguistic, literal meanings.

Synonyms are words that have similar meanings, and they play a crucial role in language and communication. However, not all synonyms are created equal, and they can be classified into different categories based on their relationships to each other. Understanding the classification of synonyms can help us use language more effectively and accurately .

Words can be classified in different ways. The classification of words may be based upon: similarity of meanings and polarity of meanings of words. The Similarity of meanings is found in synonymic groups .Synonyms in their term are words coinciding in their emotional and stylistic fields .Synonymy is one of modern linguistics most controversial problems. The very existence of words traditionally called synonyms is disputed by some linguists; the nature and essence of the relationships of these words is hotly debated and treated in quite different ways by the representatives of different linguistic schools.



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In the following extract, in which a young woman rejects a proposal of marriage, the verbs like, admire and love, all describe feelings of attraction, approbation, fondness:

“I have always liked you very much, I admire your talent, but, forgive me, — I could never love you as a wife should love her husband.”

(From *The Shivering Sands* by V. Holt)

Yet, each of the three verbs, though they all describe more or less the same feeling of liking, describes it in its own way: “I like you, i. e. I have certain warm feelings towards you, but they are not strong enough for me to describe them as “love”,” — so that like and love are in a way opposed to each other.

The duality of synonyms is, probably, their most confusing feature: they are somewhat the same, yet they are most obviously different. Both aspects of their dual characteristics are essential for them to perform their function in speech: revealing different aspects, shades and variations of the same phenomenon.

“— Was she a pretty girl?

—I would certainly have called her attractive.”

(Ibid.)

A group of synonyms may be studied with the help of their dictionary definitions (definitional analysis). In this process the data from various dictionaries is analyzed comparatively. After that the definitions are subjected to transformational operations (transformational analysis). In this way, the semantic components of each analyzed word are signed out.

Here are the results of the definitional and transformational analysis of some synonyms for the verb to look.

Denotation	Connotation
1. To stare:	to look + steadily, lastingly + in surprise, curiosity, etc.
2. To glare:	to look + steadily, lastingly + in anger, rage.
3. To gaze:	to look + steadily, lastingly + in admiration.
4. To glance:	to look + briefly, in passing.
5. To peep:	to look + steadily, lastingly + by stealth,

Through an opening or from

A conceded location.

The synonymous words smash and crush are semantically very close, they combine to give a forceful representation of the atrocities of war. Even this preliminary example makes it obvious that the still very common definitions of



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synonyms as words of the same language having the same meaning or as different words that stand for the same notion are by no means accurate and even in a way misleading. By the very nature of language every word has its own history, its own peculiar motivation, its own typical contexts. And besides there is always some hidden possibility of different connotation and feeling in each of them. Moreover, words of the same meaning would be useless for communication: they would encumber the language, not enrich it. If two words exactly coincide in meaning and use, the natural tendency is for one of them to change its meaning or drop out of the language.

Thus, synonyms are words only similar but not identical in meaning. This definition is correct but vague. E. g. horse and animal are also semantically similar but not synonymous. A more precise linguistic definition should be based on a workable notion of the semantic structure of the word and of the complex nature of every separate meaning in a polysemantic word. Each separate lexical meaning of a word has been described in Chapter 3 as consisting of a denotational component identifying the notion or the object and reflecting the essential features of the notion named, shades of meaning reflecting its secondary features, additional connotations resulting from typical contexts in which the word is used, its emotional component and stylistic colouring. Connotations are not necessarily present in every word. The basis of a synonymic opposition is formed by the first of the above named components, i.e. the denotational component. It will be remembered that the term opposition means the relationship of partial difference between two partially similar elements of a language. A common denotational component forms the basis of the opposition in synonymic group. All the other components can vary and thus form the distinctive features of the synonymic oppositions.

Synonyms can therefore be defined in terms of linguistics as two or more words of the same language, belonging to the same part of speech and possessing one or more identical or nearly identical denotational meanings, interchangeable, at least in some contexts without any considerable alteration in denotational meaning, but differing in morphemic composition, phonemic shape, shades of meaning, connotations, style, valency and idiomatic use. Additional characteristics of style, emotional colouring and valency peculiar to one of the elements in a synonymic group may be absent in one or all of the others.

Synonyms are two or more words having the same essential meaning or, sometimes nearly the same meaning, but different shades of meanings. They are



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words coinciding in their notional just but different in their emotional or stylistic shades of meaning.

The only existing classification system for synonyms was established by Academician Vinogradov.

1) Ideographic synonyms are words conveying the same concept but differing in shades of meaning, e. g. fast – rapid – swift – quick, etc.;

2) Stylistic synonyms differ in stylistic characteristics, e. g. to begin (neutral) – to commence (bookish) – to start (neutral) – to initiate (bookish);

3) Absolute synonyms coincide in all their shades of meaning and in all their stylistic characteristics and, therefore, are interchangeable in all contexts, e. g. compounding – composition; word-building – word-formation

Absolute stylistic synonyms are rare in the vocabulary. The vocabulary system tends to abolish it either by rejecting one of the absolute synonyms or by developing differentiation characteristics in one or both of them.

When speaking about the sources of synonyms, besides desynonymization and abbreviation, we can also mention the formation of phrasal verbs, For example «to give up» - «(to abandon)), «to cut down» - «(to diminish)).

The main sources of synonyms are:

1) Borrowings: to ask—to question: (F)—to interrogate. (L) to begin (A, S) — to commence (F) —to initiate (L— rise (F) — ascend (L);

2) The formation of verb -f adverb (V + adv) combinations like «have a smoke». To rest — to have a rest to swim — to have a swim, to smoke — to have a smoke;

3) Shortening: vacation — vac, doctor — doc, sister — sis;

4) Conversion: laughter — laugh,

5) many set expressions consisting of a verb with a postpositive element form synonymsj For example. To choose — to pick out, to continue — to go on, to return — to bring back.

6)Euphemisms, I, e. words which are used instead of unpleasant words: For example. Drunk-merry, ledger-paying guest, to die — to go away, commandment —Command.

7)Slang, i. e. emotionally coloured words which are the secondary names of Objects. For example. Сокрушитель, — crusher (полицейский), тюрьма— can (дословна консервная банка), убить — to bump off — (дословна пристукнуть),



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Казнить — to fry — (дословна заражить), голова—bean (дословна боб) .

Synonyms can also be classified based on their origin or etymology. Some synonyms have the same root word or origin, while others come from different linguistic sources. For example, “begin” and “commence” are derived from the same Latin root word, while “start” has a different Germanic origin. Understanding the etymology of synonyms can provide insights into their usage and historical development.

Finally, synonyms can be classified based on their domain or field of usage. Some synonyms are specific to certain contexts or disciplines, while others are more general and widely used. For example, “doctor” and “physician” are synonymous in the medical field but may not be interchangeable in everyday conversation.

In conclusion, the classification of synonyms is a complex and multifaceted topic that involves various aspects of language and linguistics. By understanding the different types of synonyms and their relationships to each other, we can use language more effectively and accurately in communication. Whether it's absolute versus relative synonyms, grammatical versus lexical synonyms, or synonyms based on etymology or domain, a deeper understanding of synonym classification can enrich our vocabulary and language skills.

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STATISTIK JAMLASH VA GURUHLASH
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Annotasiya: Ushbu tezisda statistik guruhlash va jamlashning ahamiyati, statistik guruhlash usullari keltirib o'tilgan.

Kalit so'zlar: dividend, aksioner kompaniya, taqsimot qatorlari, statistik to'plam, statistik bog'lanish

Statistikada guruhlash deb o'rganilayotgan hodisalarni (ob'ektlarni, birliklarni) muhim belgilariga asoslanib turdosh (sifatdosh) guruhlariga (to'plamlarga) birlashtirish yuritiladi. Masalan aksioner kompaniyalarni dividend to'lash darajasiga qarab guruhlariga ajratish. Agarda to'plangan ma'lumotlarni jamg'arib umumiy ko'rsatkichlar olish bilan chegaralansak, u holda ular turli statistik to'plamlarga tegishli bo'lishi mumkin, natijada ularning tuzilishi va xususiyatlarini aniqlay olmaymiz.

Guruhlashning ahamiyati shundaki, u ma'lumotlarni umumlashtirish va tasavvur qilish uchun ixcham, yaqqol shaklda taqdim etishni ta'minlaydi. Bundan tashqari, guruhlash ma'lumotlarga turli jihatdan ishlov berish va tahlil qilish uchun asos yaratadi. Buning uchun guruhlarni bunyod etish belgisi yoki belgilarini tanlash, tuziladigan guruhlar soni va ularning chegaralarini aniqlash ilmiy tartib-qoidalarga tayanishi kerak. Statistika bunday ilmiy printsiplarni yaratgan, ular ichida eng asosiylari quyidagilardan iborat. Guruhlash belgilari qilib ko'zlangan maqsad va vazifalar nuqtai nazaridan muhim belgilar ya'ni o'rganilayotgan hodisalarning tub bog'lanishlarini ifodalovchi belgilar olinishi kerak. Shu bilan birga guruhlashni konkret sharoitga moslashtirish, ya'ni sharoit o'zgarishiga qarab guruhlashni tuslantirib, uning belgilarini o'zgartirish - bir sharoitda guruhlarni bir belgi asosida tuzib, ikkinchi sharoitda boshqa unga mos keladigan belgilarga tayanish zarur. Ayrim guruhlar uchun hisoblanadigan umumiy ko'rsatkichlar tipik va barqaror bo'lishini ta'minlash uchun har bir guruhga tegishli birliklar soni yetarli miqdorda (5 birlikdan kam bo'lmasligi) bo'lishi kerak, chunki bu holda umumiy ko'rsatkichlarda tasodifiy kuchlar ta'siri o'zaro qirqiladi va qonuniyat, tipik jihat yaxshiroq namoyon bo'ladi. Guruhlar sonini to'g'ri belgilash guruhlash samarali bo'lishi uchun muhim garovdir. Bu masalani ko'pvariantlik qoidaga tayanib yechish eng yaxshi yo'l hisoblanadi. Statistik guruhlash - bu o'rganilayotgan hodisalarni muhim belgilariga qarab bir xil (turdosh) guruhlar birlashtirishdir. Guruhlashda miqdoriy o'zgarishlar orqali sifat o'zgarishlarini oydinlashtirish uchun guruhlarni ta'riflovchi ko'rsatkichlar tipik va barqaror bo'lishini ta'minlash zarur. Ayrim guruhlarni ta'riflovchi ko'rsatkichlar tipik va barqaror bo'lishi uchun ularga mansubli birliklar soni yetarli miqdorda bo'lishi kerak. Guruhlar soni ko'p variantli yechim asosida belgilanishi kerak.



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Guruhlar oralig'ining chegarasi masalasiga kelsak, uni ikki shaklda yechish mumkin: biri - hamma guruhlar uchun oraliqni teng miqdorda belgilash, ikkinchisi - uni tengmas shaklda, ko'payib yoki ozayib keluvchi miqdorlarda ifodalash. Guruhlar oralig'i teng bo'lmagan shaklda belgilanayotganda ularni teng miqdorda birliklar bilan to'ldirish ayni muddao hisoblanadi. Bu holda berilgan to'plam guruhlariga teng sonda birliklarni taqsimlash yo'li bilan ajratiladi. Buning uchun dastlab to'plam birliklari guruhlash belgisining qiymatlari asosida ranjlashtiriladi, ya'ni tartib soni bo'yicha ularning qatori (ro'yxati) tuziladi, so'ngra har «m» ta birliklar sanalib, ulardan birinchi, keyin ikkinchi va h.k. guruhlar tuziladi.

Guruhlash statistik bog'lanishlar va qonuniyatlarni aniqlash, o'rganilayotgan to'planning tuzilishini o'rganish va xo'jaliklarning sotsial-iqtisodiy tiplarini tasvirlash maqsadida bajariladi. Uning har xil turlari va shakllari mavjud. Guruhlash maqsad va vazifalariga qarab uch turga bo'linadi: 1) tipologik; 2) analitik; 3) tuzilmaviy guruhlash.

Tipologik guruhlash deganda, o'rganilayotgan hodisalar to'plamini sotsial-iqtisodiy tiplarga taqsimlash tushuniladi.

Tip so'zi quyidagi lug'aviy mazmunga ega:

- 1) bir turdagi narsa uchun umumiy bo'lgan namuna;
- 2) biologik hayvon va o'simliklar sistematikasidagi o'zaro o'xshash sinflarni birlashtiradigan oliy bo'linma
- 3) bir qator ichki yoki tashqi belgilar yagonaviyligi asosida birlashgan kishilar kategoriyasi.

Sotsial-iqtisodiy tip deganda jamiyatda, iqtisodiyotda bajaradigan funktsiyalari va tutgan o'rni umumiylikiga asoslangan xo'jalik yurituvchi sub'ektlar, shaxslar, qandaydir narsalar (ishlab chiqarish vositasi, ishlovchi kuch va h.k.) kategoriyasi, to'plami tushuniladi. Tuzilmaviy guruhlash odatda ma'lum bir belgiga qarab to'plam tuzilishini ta'riflaydi. Buning uchun dastlab bir belgi asosida taqsimot qatori tuziladi, so'ngra har qaysi guruh uchun tuzilmani ta'riflovchi to'plama ko'rsatkichlar, masalan guruhlash belgisining guruhlardagi yig'ma hajmi va u bilan yaqindan bog'liq bo'lgan belgilar to'plama miqdorlari hisoblanadi va nihoyat ularga asoslanib ayrim guruhlarning umumiy to'plamdagi hissalarini aniqlanadi.

Tuzilmaviy guruhlashlar bilan taqsimot qatorlari bir biriga o'xshashib ketadi, ammo ular vazifalari va tuzilish jihatidan bir biridan farq qiladi. Tuzilmaviy guruhlashda ko'zlangan maqsad - to'plam tuzilishini o'rganish. Buning uchun har bir tuzilma bir to'da ko'rsatkichlar yordamida tavsiflanishi kerak, bu holda uning turli jihatlari oydinlashadi. Taqsimot qatorlari esa statistik to'plam -Guruhlar oralig'ining chegarasi-bu ayrim guruhlariga tegishli birliklar sonini to'g'ri aniqlash garovidir. Sotsial iqtisodiy tip jamiyatda iqtisodiyotda bajaradigan funktsiyalar va tutgan o'rinning umumiylikiga bilan belgilanadi. Tuzilmaviy guruhlash-bu bir belgi asosida



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to'plam tizilishini tasvirlovchi taqsimot qatoridir. Tuzilmaviy guruhlash taqsimot qatorlari bilan umumiylikka ega, ammo ulardan qator jihatlari bilan farq qiladi. Tuzilmaviy guruhlashlar tizilishidagi o'zgarishlarni dinamika va fazo jihatidan statistik o'rganish va miqdoriy baholash imkonini beradi. Buning uchun ikki usuldan foydalanish mumkin: biri - har bir to'plamning ichidagi farqlarni miqdoriy baholashga asoslanadi, ikkinchisi esa - to'plamlar tuzilishi orasidagi farqlarni baholashga tayanadi. Birinchi holda har bir to'plam ichki tuzilmaviy farqlari ularning o'rtacha absolyut qiymati va o'rtacha kvadratik qiymati hamda ularning koeffitsiyentlari yordamida baholanadi

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ATSETILEN ASOSIDA SINTEZ QILINADIGAN MODDALAR

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Annotatsiya. Atsetilen asosida sintez qilinadigan moddalarning hosil bo'lish reaksiya tenglamalari keltirilgan. Atsetilenning kimyo sanoatidagi o'rni, undan sintez qilinadigan moddalarning ishlatilish sohalari ko'rsatilgan.

Kalit so'zi: sirka aldegid, polietilen, sirka kislota, vinilatsetilen, sintetik tola, yuqori molekulyar birikmalar, katalizator, kauchuk.

Annotation. Reaction equations for the formation of substances synthesized based on acetylene are presented. The role of acetylene in the chemical industry, the fields of use of substances synthesized from it are shown.

Keywords: acetaldehyde, polyethylene, acetic acid, vinyl acetylene, synthetic fiber, high molecular weight compounds, catalyst, rubber

Atsetilen moddasi alkinlar sinfining muhim vakillaridan biri bo'lib, bu sinf boshqa sinflardan tarkibida uchbog' saqlaganligi bilan ham farqlanadi. Bu sinf vakillari asosida olinadigan moddalar sanoatda, qishloq xo'jaligida va har xil ishlab chiqarish sohalarida ko'p qo'llaniladi. Atsetilen, etin, C_2H_2 — uch bog'li to'yinmagan uglevodorodlarning eng oddiy vakili. Mol.m. 26,04. Rangsiz gaz. Suyuqlanish temperaturasi — 81° (1277 mm sim. ust. da). Qaynash temperaturasi — $83,8^\circ$. Toza atsetilen hidsiz. Atsetilen yuqori bosim ostida qizdirilsa portlaydi, havo bilan aralashmasi ham portlashi mumkin, kalsiy karbidga suv ta'sir ettirib olinadi. U yuqori temperaturada chala oksidlab va elektr kreking yordamida metandan (tabiiy gazdan) ham hosil qilinadi. Kimyoviy reaksiyalarga juda yaxshi kirishadi. U birikish reaksiyasiga kirishganda, reaksiya ikki bosqichda boradi, birinchi bosqichda etilen qatoriga kiruvchi birikmalar hosil bo'lib, ikkinchi bosqichda bular to'yingan birikmalarga aylanadi.



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Kimyoning organik kimyo bo'limida o'rganiladigan bu sinf vakillaridan polimer moddalar ham sintez qilinadi. Alkinlarning birinchi uch vakili gaz, C₅ dan C₁₆ gacha suyuqlik, qolgan yuqori vakillari qattiq moddalardir. Atsetilen kislorodda yonganda 3000 °C gacha issiqlik hosil qiladi. Bundan foydalanib qurilishda metallarni va metal buyumlarini payvandlashda keng ishlatiladi.

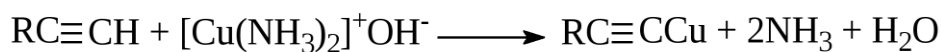
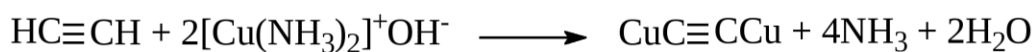
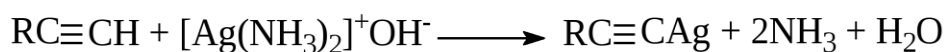
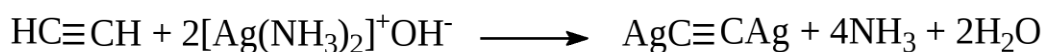
Atsetilen kimyo sanoatida asosiy xom ashyo hisoblanib, undan etil spirt, sirka kislota, allil spirt, glitserin, akrilonitril, vinilatsetat, lyuyizit, vinilatsetilen kabi moddalar olinadi.

Ko'pchilik ishlarda vinil efirlari sintezi atsetilen asosida olib borilgan. Vinil efirlarini tarkibida vinil guruhi tutgan akril, metakril kabi to'yinmagan kislotalar bilan ham sintez qilish mumkin. Vinil efirlari olishning qulay, samarali va iqtisodiy jihatdan arzon bo'lgan usullarini yaratish, shuningdek, sanoat uchun zarur polimer materiallar ishlab chiqarish, biologik faol moddalar, tibbiy surkov vositalari, yangi organik birikmalar sintez qilish va boshqa soxalarning ilmiy amaliy ahamiyati juda katta. Yuqorida ta'kidlanganidek atsetilen va uning RC≡CH tarkibli gomologlari kislotali xossaga ega va o'z protonlarini oson almashadi.

Ishqoriy metallarga, mis, kumush, nikel, simob, kobalt, rux va boshqalarga gaz holdagi atsetilen ta'sir qilganda, ularning atsetilenidlari hosil bo'ladi. Masalan, mis bilan:



Bunday birikmalar, ayniqsa quruq holda juda ham portlovchi. Atsetilen va R-C≡CH ni kumush yoki mis gidroksidining ammiakli eritmasiga ta'sir qildirilsa, atsetilenidlar (yoki atsetilidlar) cho'kmaga tushadi:



Bu reaksiyalarda yana qo'shimcha modda – glikollar ham sintez bo'ladi

Ilm-fan tarixida ba'zi bir kashfiyotlar tasodifan ro'y bergan va bugungi kunda talab qilinadigan materiallar ko'pincha ba'zi tajribalarning yon mahsuloti bo'lgan.



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Tasodifan matolarga anilin bo'yoqlari topildi, bu keyinchalik engil sanoatida iqtisodiy va texnik yutuqlarni berdi. Shunga o'xshash voqea polietilen bilan sodir bo'ldi. Birinchi marta polietilen olish 1898-yilda sodir bo'lgan. Diamezotanni qizdirish paytida nemisda tug'ilgan kimyogar Xans fon Pechmann probirkaning pastki qismida g'alati cho'kindi topdi. Materiallar juda zich va mumga o'xshash edi, olimning hamkasblari uni polimetillin deb atashdi. Ushbu olimlar guruhi tasodifdan tashqariga chiqmadi, natija deyarli unutildi, hech kim qiziqmadi. Hali ham g'oya osmonga osilgan va pragmatik yondashuvni talab qilgan. Va shunday bo'ldi, o'ttiz yildan ko'proq vaqt o'tgach, polietilen muvaffaqiyatsiz tajribaning tasodifiy mahsuloti sifatida qayta kashf etildi.

Asetilen va asetilen qatori uglevodorodlari nikel, platina, palladiy metallari katalizatorligida vodorodni oson biriktirib oladi. Bunda oldin alkenlar keyin alkanlar hosil bo'ladi.

Atsetilenning gidrogenlanishidan olingan etilenni polimerlash natijasida polietilen olinadi. polieten $[-CH_2-CH_2-]$ — karbozanjirli polimer. Rangsiz, yarim shaffof modda. Suyuqlanish temperaturasi olinish usuliga ko'ra $105-130^\circ$, zichligi $920-970\text{kg/m}^3$. Elastikligi va cho'zilishga mustahkamligi yuqori. Ishqorlar, xlorid, sulfat, ftorid va organik kislotalar ta'siriga chidamli; xlor va ftor ta'sirida parchalanadi. 80° dan yuqorida uglevodlar va ularning xlorli hosilalarida eriydi; radioaktiv nurlar ta'siriga chidamli; fiziologik jihatdan zararsiz. Polietilen— jahon miqyosida termoplastlar ishlab chiqarishda birinchi o'rinda turadigan eng arzon polimerlardan biri. Sanoatda 3 xil usulda: etilenni yuqori bosimda ($1200-1500$ at), o'rtacha bosimda ($30-40$ at) va past bosimda ($1-7$ at) polimerlab olinadi. Elektr izolyasiya qoplamalari, plyonkalar, yemiruvchi muhitlardan saqlovchi materiallar, sinmaydigan idishlar va boshqa tayyorlashda qo'llanadi. Asetilenga sianid kislotasi birikishi muhim ahamiyatga ega bo'lib, undan sanoatda akrilonitril monomerini olishda foydalaniladi.

Akrilonitrildan to'qimachilik sanoatida ishlatiladigan sintetik tola – nitron tolasi olinadi. Nitron tolasi mineral moylar va benzin ta'siriga chidamlidir.

Hozirgi texnika rivojlanish asrida yashar ekanmiz har qanday ishlab chiqarishda keng qo'llaniladigan kimyoviy moddalardan samarali foydalanish yo'llarini topishimiz kerak. Bunda sarflanadigan moddalarning xom ashyosini aniqlash, ulardan samarali foydalanish, chiqindisiz texnologiyani joriy qilish, olingan mahsulotlarni foydalilik jihatlarini etiborga olish, kam sarf va kam energiya bilan



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ishlash yo'llarini toppish anchayin maqsadga muvofiq bo'ladi. Ishlab chiqarish jarayonlarida ham ekologiyaga ta'sir qiladigan jarayonlarni e'tiborga olishimiz kerak.

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Specific features of abbreviations

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Annotation: The article explores the specific features and characteristics of abbreviations. It discusses the various types of abbreviations, including acronyms, initialisms, and contractions, and explains how they are formed and used in written and spoken language. The article also delves into the rules and guidelines for creating and employing abbreviations effectively, as well as the potential challenges and ambiguities that can arise from their usage. Moreover, it may explore the role of abbreviations in different fields such as medicine, technology, and business, and how they contribute to efficient communication. Overall, the article provides a comprehensive overview of the specific features of abbreviations and their significance in modern language.

Keywords: Acronyms, Shortened forms, Abbreviated words, Text shorthand, Initialisms, Contraction, Letter combinations, Symbols for words, Clipped words, Abbreviation expansion

Abbreviations. 1. Origins of abbreviations. 2. Types of abbreviation

Abbreviation Meaning. In its simplest form, an abbreviation is a shortened word or phrase. There are five different types of abbreviations, which can all be differentiated based on the shortening process they go through. They are:

Acronyms

Initialisms

Clippings

Contractions

Blends

Some examples of these abbreviations include:

LASER (acronym)

CD (initialism)

Lab (Clipping)

Can't (contraction)

Motel (blend)



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Abbreviations are used for various reasons, including to save time and space, simplify complex terms, and facilitate communication. They are especially helpful when writing or speaking about technical subjects, academic disciplines, or professional fields that have long, complex names. Abbreviations also help in making writing more concise and efficient, and they can aid in quickly conveying information in a clear and understandable manner. Additionally, abbreviations are commonly used in fields such as medicine, science, and technology to streamline communication and documentation. Overall, abbreviations are a valuable tool for enhancing communication and efficiency in various contexts.

Origins of Abbreviations. Where do abbreviations come from? As with any word or phrase shortening, abbreviations are created to allow quicker and more effective communication. When the meaning of an abbreviation is universally known (such as ASAP), it can be used in full confidence that the reader will understand what is meant (as soon as possible). In some circumstances, the abbreviation becomes so well-known that the full form can get forgotten or disregarded.

When the abbreviated form of a word or phrase becomes more well-known than the long version, it has fully integrated into the English language and is a good way to save time.

Types of Abbreviation

Let's have a look at the different types of abbreviations and their characteristics so you can see how to differentiate them from one another.

Acronyms

Acronyms are a type of abbreviation that shorten a longer phrase into a singular word. An acronym is a shortened phrase where the initial letter of each word is taken and put into a new word. This shortened form is then pronounced as a single word.

Some examples of acronyms are:

RADAR - Radio Detection And Ranging

LASER - Light Amplification by Stimulated Emission of Radiation

NASA - National Aeronautics and Space Administration

PIN - Personal Identification Number

SONAR - Sound Navigation And Ranging

Initialisms
An initialism is another form of shortened phrase where the initial letters of the words are used.

Initialisms are similar to acronyms except they are pronounced letter by letter and not as a single word.



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Some examples of initialisms are:

FBI - Federal Bureau of Investigation

PR - Public Relations

PTSD - Post-Traumatic Stress Disorder

CIA - Central Intelligence Agency

FAQ - Frequently Asked Question

Acronyms and initialisms can often be confused as they go through a similar shortening process. In both, the initial letter of each word in the phrase is used to create either a word (in the case of acronyms like radar) or a list of letters (in the case of initialisms like CPU)

Clippings

A Clipping can form either an abbreviated-type word (e.g., Mrs) or a well-known word that you may not know has been abbreviated (e.g., pub). A clipping (or clipped abbreviation) occurs when a word is shortened due to letters or syllables being removed. Some clippings have shorter spellings and pronunciations (photo for photograph), and some have shortened spellings but keep the original pronunciation (Mr. for mister).

Some examples of clippings are:

Sat Nav - Satellite Navigation

Dr. - Doctor

lb - pounds

pub - public house

gym - gymnasium

Contractions

A contraction occurs when two words are joined together by replacing a letter or group of letters with an apostrophe. Contractions are words formed by joining two or more words to create a shortened form. These shortened forms omit letters, which are represented by an apostrophe.

Some examples of contractions are:

can't - can not

shan't - shall not

it's - it is

goodbye - God be with you

you've - you have

Blends

Like contractions, blend words are formed by joining two or more words. A blend word is created when two words with different meanings are joined to create a new word.

Some examples of blends are:





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docudrama - documentary drama

motel - motor hotel

workaholic - work alcoholic

Abbreviations in technology

Abbreviations are often used in technology to refer to the lexicon surrounding computers. Here are some examples:

PC - Personal Computer

DVD - Digital Video Disc

WWW - World Wide Web

ICT - Information and Communication Technology

HTML - Hyper Text Markup Language

System

API - Application Program Interface

Unit

Abbreviations in texting

One of the areas where you'll most often see abbreviations used in day-to-day life is instant messaging and texting. Here are some examples you'll likely be familiar with:

OMG - Oh My God

LOL - Laughing Out Loud

DM - Direct Message

JK - Just Kidding

LMK - Let Me Know

Here are some abbreviations for titles:

Mr - mister

Prof - professor

Abbreviations for Time

Abbreviations can be used to refer to times of day, historical times, time periods, or times of the year.

Some abbreviations for times are:

am - ante meridiem.

BC - Before Christ

BST - British Summer Time

UTC - Universal Time Coordinated

Abbreviations for Places

emoticon - emotion icon

mansplaining - man explaining

CD - Compact Disc

AV - Audio Visual

DOS - Disc Operating

CPU - Central Processing

BRB - Be Right Back

TTYL - Talk To You Later

ILY - I Love You

IDK - I Don't Know

NVM - Never Mind

Mrs - missus

Dr - doctor

pm - post meridiem

AD - Anno Domini

DST - Daylight Saving Time

GMT - Greenwich Mean Time



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Most countries can be referred to by an abbreviated form.

Some examples of abbreviations for counties are:

UK - United Kingdom

USA - United States of America

Fr - France

Nc - New Caledonia

Nz - New Zealand

Aus - Australia

Abbreviations for Measurements

Another area where abbreviations are used is in measurements. Some that you may have come across are:

cm - centimeters

m - meters

ml - milliliters

oz - ounces

g - gramm

mm - millimeters

Abbreviations are important to us for several reasons:

1. **Efficient Communication:** Abbreviations shorten words or phrases, allowing for more efficient and concise communication. This can be especially useful in written communication, such as text messages, emails, and formal documents.

2. **Save Time:** Using abbreviations can save time when writing or speaking, as it reduces the number of words that need to be used to convey a particular message.

3. **Clarity:** Abbreviations can help clarify technical or complex terms by providing a shorthand version that is easily recognizable by those in a specific field or industry.

4. **Convenience:** Abbreviations provide a convenient way to refer to commonly used terms or phrases without having to repeatedly spell out the entire word or phrase.

5. **Standardization:** In some cases, abbreviations are used to standardize terminology across different languages or regions, promoting consistency and understanding.

Abbreviations play an important role in facilitating effective and concise communication in various contexts.

In conclusion, abbreviations are important to us for several reasons. They help in saving time and space, improving readability and understanding, facilitating easy communication, and enhancing efficiency. Abbreviations are particularly useful in fields such as medicine, technology, education, and business, where complex terminology and jargon are commonly used. Therefore, understanding and effectively utilizing abbreviations can greatly benefit individuals and organizations in various aspects of their daily activities and professional endeavors.

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ASTRONOMIYADAN MASALALAR YECHISHDA AXBOROT
TEXNOLOGIYALARINI QO'LLASH USULLARI

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Kalit so'zlar: *Axborot texnologiyalarini umumta'lim maktablari ta'lim jarayoniga tatbiq etish. O'zbekiston Respublikasida internet rivoji mamlakat taraqqiyoti bilan uzviy bog'liqligi. O'quv jarayonida axborot texnologiyalaridan foydalanishni rivojlantirishda masofali o'qitish. Pedagogik texnologiya o'zida xususiyatlari.*

Annotatsiya: *“Oliy ta'lim muassasalarida olib borilayotgan ma'ruza mashg'ulotlari bilan birgalikda amaliy mashg'ulotlar ta'limiy, tarbiyaviy va nazariyani amaliyot bilan bog'lash funksiyalarini bajaradi”.*

“Amaliy mashg'ulotlarning ma'ruzadan farqlanadigan asosiy belgilaridan biri ta'lim va tarbiya jarayoni qatnashchilarining birgalikdagi o'quv maqsadlariga erishish harakatlarida ko'zga tashlanadi. Ma'ruzada ilmiy bilimlar asosi bayon qilinadigan bo'lsa, amaliy mashg'ulotlarda talabalar tomonidan o'zlashtirilgan bilimlar mustahkamlanadi, oddiy tushunchalar astronomik tushunchalarga aylantiriladi, kengaytiriladi va yangi, kutilmagan vaziyatlarda qo'llash imkoniyati vujudga keltiriladi. Shuningdek, amaliy mashg'ulotlar talabalar bilimini mustahkamlash, amaliyotda qo'llash, nazorat qilish va baholashga xizmat qiladi”.

Shu bilan bir qatorda amaliy mashg'ulotlar turli xil muammolarni, shu jumladan professional (ishlab chiqarish holatlarini, vaziyatli muammolarini hal qilish, kasbiy funksiyalarni bajarish va boshqalar), hisob-kitoblarni, chizmalarni bajarish, o'lchash asboblari bilan ishlashni o'z ichiga oladi hamda o'quv materiallaridan foydalanish, loyihalash, rejalashtirish kabi vazifalarni bajaradi.

Bu borada, V.V.Juravlevning fikriga ko'ra, “amaliy mashg'ulotlarni turli shakllari oliy ta'lim muassasalari o'quv yukining asosiy qismi bo'lib, bunda nazariya va amaliyot o'rtasidagi bog'liqlikni ta'minlovchi reproduktiv ta'lim usulini ta'minlaydi. Shuningdek, quyidagi maqsadlarni amalga oshiradi”.

talabalarda ma'ruza, mustaqil ish jarayonida olingan bilimlarni qo'llash ko'nikma va malakalarini shakllantirishga yordam beradi;



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talabalarga amaliy masalalarni yechishni o'rgatish, hisob-kitoblar, grafik va boshqa turdagi topshiriqlarni bajarish ko'nikma va malakalarini egallashga ko'maklashadi;

ilmiy-metodik adabiyotlardan foydalanishga yo'naltiradi;

mustaqil bilim olish qobiliyatini shakllantirish, o'zini-o'zi o'rganish, rivojlantirish va nazorat qilish usullarini o'zlashtirish imkoniyatini ta'minlaydi.

Shuni yodda tutish kerakki, talabalarni kasbga o'rgatish tizimida ma'ruza mashg'uloti nazariy ma'lumotlarni taqdim etsa, amaliy mashg'ulotlar va mustaqil ta'lim talabalarning nazariyani amaliyot bilan bog'lash fuksiyasini bajaradi. V.P.Bespalkoning fikriga ko'ra, amaliy mashg'ulotlar, qoida tariqasida, turli amaliy masalalarni yechish bo'yicha mashg'ulotlar bo'lib, ularning namunalari ma'ruzalarda beriladi. Natijada, talabalar har bir muammoni hal qilishda ma'lum bir professional yondashuvni shakllantirishi kerak. "Shu munosabat bilan oliy ta'lim muassasalarida kadrlar tayyorlashni tashkil etishda qancha va qanday turdagi topshiriqlar kerakligi, ularni o'rganilayotgan kursda o'z vaqtida tartibga solishni, mustaqil ta'lim topshiriqlarini mustahkamlash kabilarni amalga oshirishda amaliy mashg'ulotlar muhim sanaladi. Uning ta'kidlashicha, amaliy mashg'ulot uchun mashq va topshiriqlar tizimini tanlashda professor-o'qituvchi o'rganilayotgan fanning predmeti hamda metodlari haqida yaxlit ko'rinish berishini ta'minlashga intiladi, bunda metodik funktsiya yetakchi rol o'ynaydi". V.V.Juravlev, V.N.Lesinlarning ta'kidlashicha, ta'lim tizimida ma'ruza va amaliy mashg'ulotlar ketma-ketligi muhim o'rin tutadi. Ma'ruza talabalarni amaliy mashg'ulotlarga tayyorlashning birinchi bosqichidir. Ya'ni ma'ruzada qo'yilgan muammo amaliy mashg'ulotda aniq ifoda va yechimga ega bo'ladi. Garchi har bir amaliy mashg'ulot an'anaviy rivojlanayotgan, mustahkamlovchi dars bo'lsa ham, ma'ruzani keyingi faol idrok etish uchun tayyorgarlik darsi vazifalarini ham faol bajaradi. Amaliy mashg'ulotlarning mazmuni va ularni o'tkazish metodikasi shaxsning ijodiy faolligini rivojlantirishni ta'minlashi kerak. Bular asosida talabalarning ilmiy tafakkuri va nutqini rivojlantiradi, ularning bilimlarini sinab ko'rishga imkon beradi, shu bilan bog'liq ravishda mashqlar, seminarlar, laboratoriya ishlari yetarlicha tezkor qayta aloqaning muhim vositasini ta'minlaydi. Shuning uchun amaliy mashg'ulotlar nafaqat kognitiv va tarbiyaviy funksiyalarni bajarishi, balki talabalarning ijodiy ishchilar, innovatsion turdagi xodimlar sifatida o'sishiga hissa qo'shishi kerak.

"Ma'ruzada talaba ma'lum bir tushuncha darajasiga erishadi, u o'rganilayotgan hodisalar yoki real olamning obyektlari bilan ma'lum aloqalar va munosabatlarni



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oʻrnatadi. Amaliy mashgʻulotlarning jismoniy asosi fanni oʻrganishga xos boʻlgan harakatlarni takroran bajarish orqali shakllangan aloqalar va birlashmalarni mustahkamlashdan iborat hisoblanadi”.

Amaliy mashgʻulotni amalga oshirish dastlabki hujjatlarni (oʻquv rejasini, tematik reja) oʻrganishdan boshlanadi va dars rejasini loyihalash bilan yakunlanadi. Manba hujjatlarini oʻrganish asosida professor-oʻqituvchi amaliy mashgʻulotning maqsad va vazifalari, har bir talaba bajarishi lozim boʻlgan ish hajmi haqida tasavvurga ega boʻlishi kerak. Shundan soʻng amaliy mashgʻulotning mazmunini ishlab chiqishni boshlash mumkin. Bunda aniq topshiriqlar va mashqlarda yana bir bor koʻrsatilishi kerak boʻlgan tushunchalar, qoidalarni ajratib koʻrsatish kerak. Amaliy mashgʻulotning asosiy elementini hal qilish uchun taklif qilingan oʻquv vazifasi (muammo) hisoblanadi. Oʻqituvchi amaliy mashgʻulot uchun misollar (topshiriqlar va mantiqiy topshiriqlar) tanlar ekan, har doim didaktik maqsadni aniq koʻrsatishi kerak: har bir topshiriqqa nisbatan qanday koʻnikma va malakalarni singdirish, bu talabalardan qanday harakatlarni talab qilishini hamda boʻlishi kerakligini aniqlashdan iborat hisoblanadi. Amaliy mashgʻulotlarning asosiy kamchiligi koʻpincha yechilgan masalalar toʻplami deyarli faqat oddiy misollardan iborat. Bunday misollar zarur, ularsiz bajarib boʻlmaydi, ammo oddiy vazifalarni oʻzlashtirgandan soʻng, talabalar qoʻshimcha oʻrganishga loyiq boʻlgan murakkabroq topshiriqlarni, muammolarni yechishga oʻtishlari uchun asosiy poydevor hisoblanadi. “Agar professor-oʻqituvchilar mashgʻulotning barcha oʻrganish imkoniyatlari tugaganligini tushunsalar, unga boʻlgan qiziqish yoʻqoladi. Ushbu psixologik momentni hisobga olgan holda, talabalar bajarilgan vazifalarning murakkabligi oshishini doimiy ravishda his qilishlari uchun mashgʻulotni tashkil etish juda muhimdir. Bu ularning oʻrganishdagi muvaffaqiyatidan xabardor boʻlishiga olib keladi va bilim faolligini ijobiy ragʻbatlantiradi”. Astronomiya fanlariga oid olib borilayotgan amaliy mashgʻulotlarning dastlabki qismida talabalarni tushunish va xotirada mustahkamlash uchun maʼruzada oʻzlashtirilgan nazariy bilimlarni takrorlashga oid reproduktiv faoliyat uchun moʻljallangan sodda vazifalarni (mantiqiy topshiriqlarni) berish tavsiya etiladi. Bunday topshiriqlar talabalarning kichik hajmdagi (qoida tariqasida, bitta maʼruza doirasida) oʻrganilayotgan materialning ayrim masalalarini toʻgʻri tushunishlarini nazorat qilishga yordam beradi. Bundan soʻng topshiriqlar mazmuni murakkablashtirib borish tavsiya etiladi (produktiv, qisman-izlanishli va kreativ). Bunda dastlab, produktiv darajadagi topshiriqlar taklif etiladi, bunda talaba nafaqat unga maʼlum boʻlgan harakat usulini takrorlashi, balki



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uning maqsadga muvofiqligini tahlil qilishi kerak. Produktiv darajadagi topshiriqlardan so'ng, qisman izlanishli topshiriqlar berish tavsiya etiladi. Ushbu darajadagi topshiriq orqali muammoning shart-sharoitlari, ilgari surilgan farazlar va olingan natijalarni tahlil qilish bilan bog'liq o'z fikrlarini bildirish lozim bo'ladi. Mavzuning alohida masalalari bo'yicha bunday turdagi topshiriqlar o'rganilgan usullarni qo'llash, ularning mavjudligini nazorat qilish ko'nikma va malakalarini rivojlantirishi kerak. Talabalar qisman izlanishli topshiriqlarni bajargandan so'ng kreativ darajadagi topshiriqlar berish tavsiya etiladi. Kreativ darajadagi topshiriqlar orqali talabalarning tadqiqotchilik ko'nikmalarini rivojlantirishga erishiladi.

Kelajakda vazifalarning (mantiqiy topshiriqlarning) mazmuni yana shunday murakkablashadiki, ularni hal qilish boshida ishlab chiqarish faoliyatining alohida elementlarini, keyin esa butunlay samarali (ijodiy) talab qiladi. Qoidaga ko'ra, bunday vazifalar odatda murakkab xarakterga ega va mavzu yoki kurs materialini chuqur o'rganishni nazorat qilish uchun mo'ljallangan. Asta-sekin o'sib borayotgan murakkablikdagi vazifalar (produktiv, qisman-izlanishli va kreativ) tizimini qurish orqali professor-o'qituvchi va talabalar tomonidan, ushbu o'quv faniga xos bo'lgan muhim usullarni o'zlashtirishga erishadi.

Professor-o'qituvchini amaliy mashg'ulotga tayyorlanishi muayyan harakatlarni o'z ichiga oladi. Talabalar ma'ruzalarda berilgan va ular mustaqil ravishda o'rgangan nazariy materialni tushunishlari uchun bilimlarni nazorat qiluvchi savollarni tanlash shular jumlasidandir. Savollar shunday mantiqiy tartibda joylashtirilishi kerakki, ularga javob berish natijasida barcha talabalar yaxlit nazariy asosga ega bo'lishi kerak. Beriladigan misollar va mashqlar uchun material tanlash ham zarur. "Vazifalarni tanlashda professor-o'qituvchi nima uchun u bu masalani taklif qilayotganini, boshqasini emas (muammoni tanlash tasodifiy bo'lmasligi kerak), talaba ushbu muammoni hal qilishdan nimani olishi kerakligini bilish (to'g'ridan-to'g'ri taxmin qiling) lozim. Uning yechimi talabaga mavzuni va umuman fanni o'zlashtirish uchun nima berishi aniqlanishi kerak. Har bir muammoning yechimini o'rganishning keyingi bosqichi sifatida ko'rib chiqish, uning unchalik murakkab emasligiga, lekin tezda yechilmasligiga ishonch hosil qilish lozim". Tanlangan vazifalarni hal qilish professor-o'qituvchining o'zi tomonidan amalga oshirilishi kerak (talaba tomonidan taklif qilingan har bir vazifa oldindan hal qilinishi va uslubiy qayta ishlanishi muhim sanaladi). Yechilgan muammodan xulosalar tayyorlashni, ushbu turdagi muammolarga duch kelgan amaliyotdan misollarni va yakuniy taqdimotni ishlab chiqishni tashkil qilish muhim sanaladi. Mashg'ulotga ajratilgan vaqtni



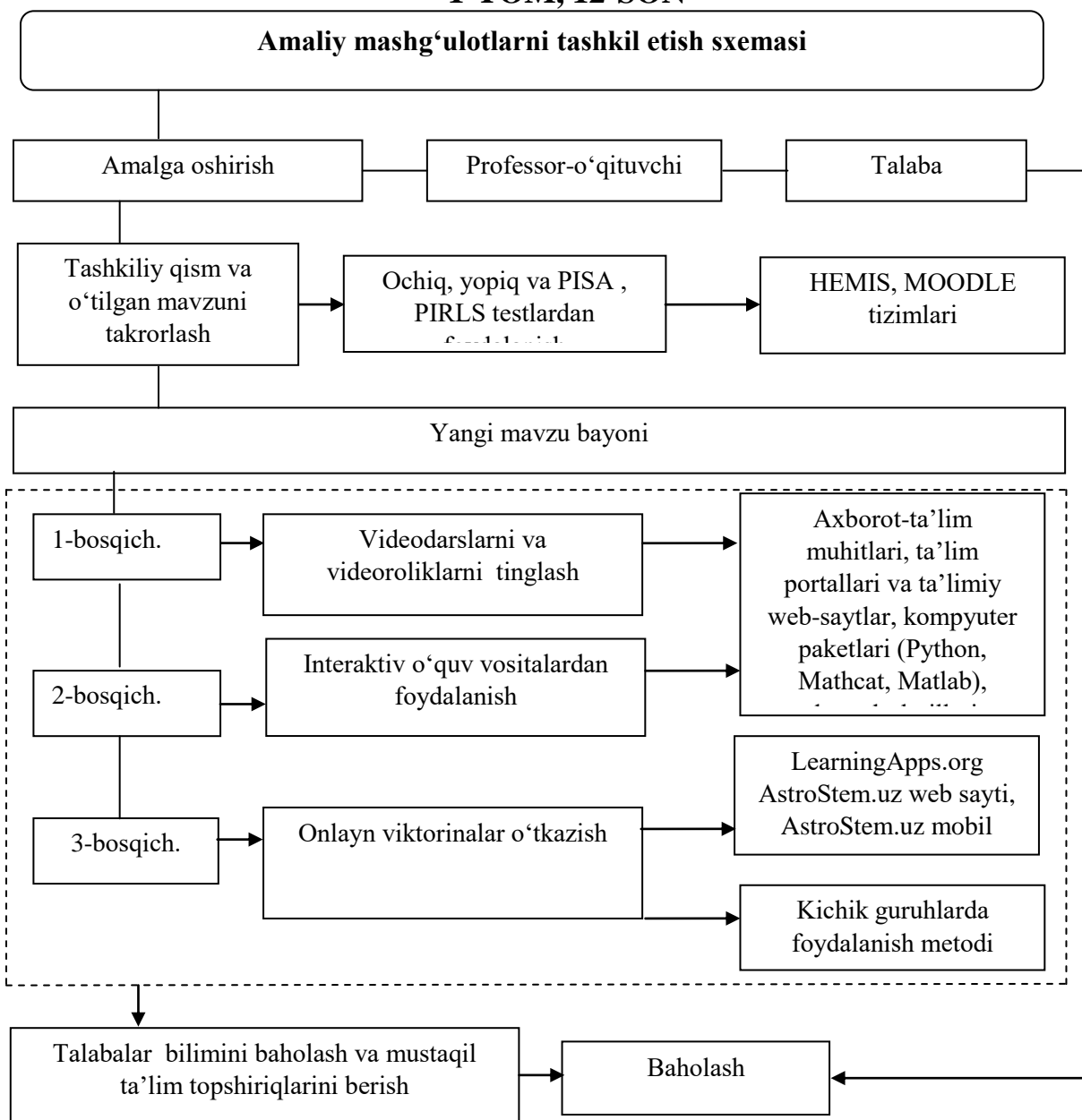


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taqsimlash, har bir muammoni hal qilish, mashg'ulot uchun zarur bo'lgan turli xil tasviriy materiallarni (plakatlar, diagrammalar) tanlash haqida unutmaslik kerak (masalalar yechish, doskada chizma va yozuvlarni tartibga solish, shuningdek, turli ko'rinishdagi namoyishlar ustida fikr yuritish). Amaliy mashg'ulotlar odatda bitta guruh bilan o'tkaziladi, shuning uchun uni amalga oshirish rejasi, ushbu guruh talabalarining individual xususiyatlarini hisobga olishi muhim ahamiyat kasb etadi. Bu vaqtni taqsimlash, murakkablik va hal qilish uchun taklif qilingan vazifalar soniga bog'liq hisoblanadi. Mavzu bo'yicha amaliy topshiriqlar (mantiqiy topshiriqlar) tizimini yaratib, ma'lum bir mashg'ulot uchun kerakli vazifalarni tanlab, ularning har birini hal qilish vaqtini hisoblab, professor-o'qituvchi amaliy mashg'ulotni o'tkazish rejasini ishlab chiqishga kirishadi. Ish rejasi qanday shaklda bo'lishi kerak?



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Amaliy mashg'ulotlarni tashkil etish sxemasi

Ko'rinib turibdiki, professor-o'qituvchining o'zi o'rgangan shakl maqsadga muvofiqdir. Oliy ta'lim muassasalarida amaliyoti shuni ko'rsatadiki, bunday reja mashg'ulot uchun umumiy dastlabki ma'lumotlarni va uning mazmunini o'z ichiga olishi mumkin. "Amaliy mashg'ulotlarni olib borish professor-o'qituvchi tomonidan fanni o'rganishning ma'lum bir reja asosida ishlab chiqiladi".

Amaliy mashg'ulotlar professor-o'qituvchi rahbarligida ommaviy tarzda ham, yakka tartibda ham bajarilishi mumkin. Nazariy bilimlarni amaliyot bilan, turmush tajribalarga bog'lab olib borish ta'limning yetakchi qoidalaridan



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hisoblanadi. Fanlardan, shu jumladan astronomiya fanlariga oid amaliy mashg'ulotlar o'quv fanining nazariy materialini chuqurroq o'zlashtirishga, shuningdek, talabalarning astronomik kompetensiyasi tarkibiy qismlarining turli darajalarini shakllantirishga va rivojlantirishga yordam beradi. Astronomiya fanlariga oid amaliy mashg'ulot-tabiat hodisalarini kuzatish, kuzatish asboblari bilan ishlash, tajriba o'tkazish, ma'lumotlar asosida xulosalar chiqarish, mavzuli va yozuvsiz xaritalar bilan ishlash kabilarni o'z ichiga oladi. Bu ishlar talabalarni astronomiya fani tadqiqot metodlari bilan tanishtirish va ularda amaliy ishlarni o'tkazish bo'yicha tegishli ko'nikma va malakalar hosil qilishga qaratilgan. "Amaliy mashg'ulotlarda talabalar olgan nazariy bilimlarni amalda mustahkamlash uchun turli mavzuli xaritalar chizish, ularning shartli belgilarini o'qish, xaritalarni tahlil qilish, xaritalar asosida kesmalar tayyorlash ishlarini ham bajaradilar". Shuning uchun oliy ta'lim muassasalarida astronomiya fanlaridan amaliy mashg'ulotlarni tashkil etish va olib borishga alohida e'tibor qaratishni, shu jumladan yangi axborot texnologiyalari vositalaridan foydalanish tizimini takomillashtirish lozim. Yangi axborot texnologiyalarining keng qo'llanilishi, jamiyatning kompyuterlashuvi, zamonaviy aloqa vositalarining rivojlanishi ta'lim sohasida jiddiy o'zgarishlarga olib keldi. So'ngi yillarda biz tabiatda mavjud bo'lgan deyarli barcha munosabatlar axborot xarakteriga ega ekanligiga tobora ko'proq ishonch hosil qilmoqdamiz. Tabiatda va jamiyatda sodir bo'layotgan barcha jarayonlarning ma'nosini tashuvchisi ma'lumotdir. Axborotning tabiat va ijtimoiy hodisalardagi hukmron rolini anglash, ularning paydo bo'lishiga olib keldi.

Zamonaviy axborot-kommunikatsiya texnologiyalaridan foydalangan holda amaliy ish usullarini o'zlashtirishda amaliy ko'nikmalarga ega bo'lishga qaratilgan o'quv topshiriqlari majmuasini talabalar tomonidan bajarishdan iborat hisoblanadi. Talabalar amaliy ishlarni yozma ravishda, taqdimot va hisobot shaklida bajaradilar. Fandan hisobot olib boradigan professor-o'qituvchiga elektron yoki bosma shaklda taqdim etiladi. Bularning global tarmoqning imkoniyatlaridan, ya'ni axborot-ta'lim muhitlaridan, ta'lim platformalaridan va ta'limiy veb-saytlaridan foydalanib samarali amalga oshirish mumkin. Shu bois tadqiqot doirasida astronomiya fanlaridan amaliy mashg'ulotlarni tashkil etish modeli takomillashtirildi

Ushbu taklif etilayotgan model yordamida oliy ta'lim muassasalarida astronomiya fanlaridan amaliy mashg'ulotlarni tashkil etish nazarda tutilgan. Bunda o'tilgan mavzularni takrorlashda ochiq, yopiq va PISA testlarni HEMIS, MOODLE tizimlaridan, LearningApps.org platformasidan, "AstroStem.uz" web saytidan hamda



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“AstroStem.uz” mobil ilovasidan foydalanish taklif etilgan. Yangi mavzuni bayon etishda uch bosqichda tashkil etish belgilangan bo‘lib, ya’ni birinchi bosqichda videodarslar va videoroliklardan, ikkinchi bosqichda interaktiv o‘quv vositalardan foydalanib nazariy ma’lumotlar beriladi. Uchinchi bosqichda esa amaliy topshiriqlar beriladi. Bunda talabalar kichik guruhlariga bo‘linib, LearningApps. org muhitidan foydalanib onlayn viktorinalar o‘tkaziladi. Ushbu talabalar bilan olib borilgan viktorinalardagi faolligi va natijalari asosida baholanadi. XXI asr – axborot texnologiyalari asri bo‘lganligi bois, har qanday o‘qituvchi, jumladan astronomiya o‘qituvchisi ham axborot – kommunikativ kompetentsiyasini shakllantirishi lozim, demak, o‘quvchilarni turli xil manbalardan, masalan elektron manbalardan axborotlarni ola bilishga o‘rgatish zarur. Bugungi kun o‘qituvchisiga xizmat qiluvchi ko‘plab axborot, ta’lim portallari, ta’lim saytlari va multimediya kurslari mavjud. Bugungi jamiyatda axborot texnologiyalaridan foydalanish inson faoliyatining deyarli barcha sohalarida amaliy zaruriyatga aylanmoqda.

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THE APPLICATION OF ARTICLES, AS WELL AS ISSUES AND
SOLUTIONS AROUND THEIR USAGE

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Abstract: This article is about a/an article and its usage. This article also discusses one and ones.

Key words: a article, an article, usages, one and ones

INTRODUCTION

Many international certifications also test writing skills. Requiring them to load effectively to reach help through that eye. Effective loading of the above articles will help the student to score higher than the above qualification. On the other hand, articles are significantly more problematic. however, the ability to know articles, to know a/an articles, to analyze them correctly, to work with nouns will analyze such a result. Therefore, in this article, you will find an analysis of necessary and interesting information about a/n articles, its use, one and ones.

I. MATERIALS

An article is usually used before a noun. Articles are divided into 2 types. 1) a/ an indefinite article

2) the definite article.

A and an article are only used before singular countable nouns. An article is used before a singular noun that begins with a consonant. An article is used before a singular noun that begins with a vowel. A/an article is not used before plural or uncountable nouns.

Usages.

1. When we first talk about a person or thing in general, the articles a and an are used. However, the-articiple is used when we give additional information about that person or thing.

Example:

1) I bought a new car yesterday.



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It is black.

2) I have been reading a book for a week.

The book is about friendship.

2. Indefinite articles are used before professions.

Example:

1) Tom works as a teacher at school.

2) Ann is a doctor.

However, indefinite articles are not used before occupations after verbs such as appoint, elect, choose, become, make.

Example:

1) They have appointed him director of company

2) He was elected chairman last week.

3. Indefinite articles are used when describing what something is.

This / that / itis a/an singular noun

Example:

1) This is a book

2) That is a car

3) It is London

4. Indefinite articles are used in the meanings of existence and possession.

There is/ have (got) + a/an singular noun

1. There is a newspaper on the table

2. I have got a modern big house

but where? the-article is used in the meaning. Because in this case, what is being sought is clear to both the listener and the speaker.

Where is / are + The

Example:

Where is the money?

Where are the children?



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5. In general, the article is not used before people's names.

Example :

- 1) Tom,
- 2) Anna,
- 3) Mr. Johns

A/An + name

A+ Mr/Mrs/ Ms/ Miss/ Dr.....name

But when talking about a stranger, the indefinite article is used before the name.

Example :

- 1) A mr Johns called you
- 2) That letter was send A Ann

6. In the sense of a work created by a person, a picture, a book, a painting, the indefinite article is used before nouns to form the meaning of metonymy.

Example :

- 1) I am reading an Agatha Christie these days
- 2) There is a Picasso on the wall.

7. Indefinite articles are not used before parts of food.

Example:

- 1.breakfast 2.lunch 3.dinner 4.supper 5.tea

However, if the quality comes before the parts of the food, the articles a/an are used.

a/an adjective + breakfast ,lunch,dinner,supper, tea

Example :

1. A big breakfast
2. A cooked lunch
3. A delicious dinner

8. Articles are usually not used before illnesses.

Example :

1. Diabetes



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2. Bronchitis
3. Meningitis
4. Rabies
5. Influenza

But with the following diseases, the article can be used or not:

A headache ,A sorethroat, A cold ,A Caught, A Temperature

The flu The measles , The mumps

9. Indefinite article is used before nouns of time, weight and quantity.

In this case, "per" is considered a synonym for a/an.

Example :

1. an/per hour
2. a/per day
3. a/per month
4. a/per year
5. a/per kilo
6. a /per litre

10. The indefinite article is used before the following words:

1. A dozen= one dozen
2. A hundred=one hundred
3. A thousand =one thousand
4. A million=one million
5. A billion=one billion

11. The indefinite article is used the following words:

what ,such, quite, rather

what ,such, quite, rather +a/an adjective singular noun

Example:

1. What a beautiful day!
2. What a pity!

12. The indefinite article is used with a/an adjective one

Example:

I would like to buy a shirt

I need a black one

ONE & ONES



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Usage :

1. One is used to emphasize number.

Example :

- 1) I have got one car, but he has got two
- 2) One of my brothers is a student

2. One is used to express the past tense.

Example:

- 1) One day
- 2) One morning
- 3) One afternoon
- 4) One evening/night
- 5) One summer/ winter
- 6) One September/October
- 7) One moment/ time

3. one is used instead of a singular noun, and ones is used instead of a plural noun.

Example :

- 1) There are three cars here: a red one, a black one and a white one.
- 2) -Which bag is yours?
-The black one.

II. RESULT AND CONCLUSION

Finally, we come to the conclusion that articles play an important role in our speech. Because the noun group that is actively used in our oral speech, in turn, requires taking articles. However, due to the existence of indefinite articles, definite articles, and cases of non-use of articles in both oral and written speech processes, the widespread use of articles causes certain inconveniences to the reader. and then, so it is desirable to pay attention to the skill of improving the level of knowledge of articles. Each article has its own characteristics, so students are advised to consider the above points and refer to the examples given for the rules of each article.

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ASSIMILATION AND ITS STAGES

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ANNOTATION: Assimilation is a complex process that involves the incorporation of individuals or groups into a dominant culture or society. It encompasses various stages, each representing a different level of integration into the new cultural norms and practices. Understanding the stages of assimilation is crucial for comprehending the challenges and implications faced by individuals or groups during this transformative process. The theme of assimilation and its stages provides a comprehensive framework to analyze and gauge the extent to which individuals or groups are integrated into the dominant culture and society. It highlights the transformative nature of assimilation and the various factors that influence its progression, offering valuable insights into the challenges, benefits, and implications of cultural integration.

Key words: borrowed words, phonetic borrowings, translation loans, semantic borrowings, and morphemic borrowings, assimilation.

Phonetic borrowings are most characteristic in all languages, they are called loan words proper. Words are borrowed with their spelling, pronunciation and meaning. Then they undergo assimilation, each sound in the borrowed word is substituted by the corresponding sound of the borrowing language. In some cases the spelling is changed. The structure of the word can also be changed. The position of the stress is very often influenced by the phonetic system of the borrowing language. The paradigm of the word, and sometimes the meaning of the borrowed word are also changed. Such words as: labour, travel, table, chair, people are phonetic borrowings from French; apparatchik, nomenklatura, sputnik are phonetic borrowings from Russian; bank, soprano, duet are phonetic borrowings from Italian etc.

Translation loans are word-for-word (or morpheme-for-morpheme) translations of some foreign words or expressions. In such cases the notion is borrowed from a foreign language but it is expressed by native lexical units, «to take the bull by the



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horns» (Latin), «fair sex» (French), «living space» (German) etc. Some translation loans appeared in English from Latin already in the Old English period, e.g. Sunday (solis dies). There are translation loans from the languages of Indians, such as: «pipe of peace», «pale-faced», from German «masterpiece», «homesickness», «superman».

Semantic borrowings are such units when a new meaning of the unit existing in the language is borrowed. It can happen when we have two relative languages which have common words with different meanings, e.g. there are semantic borrowings between Scandinavian and English, such as the meaning «to live» for the word “to dwell” which in Old English had the meaning «to wander». Or else the meaning «дар», «подарок» for the word «gift» which in Old English had the meaning «выкуп за жену».

Semantic borrowing can appear when an English word was borrowed into some other language, developed there a new meaning and this new meaning was borrowed back into English, e.g. «brigade» was borrowed into Russian and formed the meaning «a working collective - «бригада». This meaning was borrowed back into English as a Russian borrowing. The same is true of the English word «pioneer».

Morphemic borrowings are borrowings of affixes which occur in the language when many words with identical affixes are borrowed from one language into another, so that the morphemic structure of borrowed words becomes familiar to the people speaking the borrowing language, e.g. we can find a lot of Romanic affixes in the English word-building system, that is why there are a lot of words - hybrids in English where different morphemes have different origin, e.g. «goddess», «beautiful» etc.

The degree of assimilation of borrowings depends on the following factors:

a) from what group of languages the word was borrowed, if the word belongs to the same group of languages to which the borrowing language belongs it is assimilated easier, b) in what way the word is borrowed: orally or in the written form, words borrowed orally are assimilated quicker, c) how often the borrowing is used in the language, the greater the frequency of its usage, the quicker it is assimilated, d) how long the word lives in the language, the longer it lives, the more assimilated it is.

Accordingly borrowings are subdivided into: completely assimilated, partly assimilated and non-assimilated (barbarisms). Completely assimilated borrowings are not felt as foreign words in the language, if the French word «sport» and the native word «start». Completely assimilated verbs belong to regular verbs, e.g. correct - corrected. Completely assimilated nouns form their plural by means of s-inflexion,



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e.g. gate- gates. In completely assimilated French words the stress has been shifted from the last syllable to the last but one. Semantic assimilation of borrowed words depends on the words existing in the borrowing language, as a rule, a borrowed word does not bring all its meanings into the borrowing language, if it is polysemantic, e.g. the Russian borrowing «sputnik» is used in English only in one of its meanings.

Partly assimilated borrowings are subdivided into the following groups:

borrowings non-assimilated semantically, because they denote objects and notions peculiar to the country from the language of which they were borrowed, e.g. sari, sombrero, taiga, kvass etc.

Borrowings non-assimilated grammatically, e.g. nouns borrowed from Latin and Greek retain their plural forms (bacillus - bacilli, phenomenon - phenomena, datum -data, and genius - genii etc.

Borrowings non-assimilated phonetically. Here belong words with the initial sounds /v/ and /z/, e.g. voice, zero. In native words these voiced consonants are used only in the intervocal position as allophones of sounds /f/ and /s/ (loss - lose, life - live). Some Scandinavian borrowings have consonants and combinations of consonants which were not palatalized, e.g. /sk/ in the words: sky, skate, ski etc (in native words we have the palatalized sounds denoted by the digraph «sh», e.g. shirt); sounds /k/ and /g/ before front vowels are not palatalized e.g. girl, get, give, kid, kill, kettle. In native words we have palatalization , e.g. German, child. Some French borrowings have retained their stress on the last syllable, e.g. police, and cartoon. Some French borrowings retain special combinations of sounds, e.g. /a:3/ in the words : camouflage, bourgeois, some of them retain the combination of sounds /wa:/ in the words: memoir, boulevard.

borrowings can be partly assimilated graphically, e.g. in Greek borrowings «y» can be spelled in the middle of the word (symbol, synonym), «ph» denotes the sound /f/ (phoneme, morpheme), «ch» denotes the sound /k/(chemistry, chaos),«ps» denotes the sound /s/ (psychology).

Latin borrowings retain their polysyllabic structure, have double consonants, as a rule, the final consonant of the prefix is assimilated with the initial consonant of the stem, (accompany, affirmative).

French borrowings which came into English after 1650 retain their spelling, e.g. consonants «p», «t», «s» are not pronounced at the end of the word (buffet, coup, debris), Specifically French combination of letters «eau» /ou/ can be found in the borrowings: beau, chateau, troussaeu. Some of digraphs retain their French



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pronunciation: 'ch' is pronounced as /sh/, e.g. chic, parachute, 'qu' is pronounced as /k/ e.g. bouquet, «ou» is pronounced as /u:/, e.g. rouge; some letters retain their French pronunciation, e.g. «i» is pronounced as /i:/, e.g. chic, machine; «g» is pronounced as /ʒ/, e.g. rouge.

Modern German borrowings also have some peculiarities in their spelling: common nouns are spelled with a capital letter e.g. Autobahn, Lebensraum; some vowels and digraphs retain their German pronunciation, e.g. «a» is pronounced as /a:/ (Dictat), «u» is pronounced as /u:/ (Kuchen), «au» is pronounced as /au/ (Hausfrau), «ei» is pronounced as /ai/ (Reich); some consonants are also pronounced in the German way, e.g. «s» before a vowel is pronounced as /z/ (Sitskrieg), «v» is pronounced as /f/ (Volkswagen), «w» is pronounced as /v/ , «ch» is pronounced as /h/ (Kuchen). Non-assimilated borrowings (barbarisms) are borrowings which are used by Englishmen rather seldom and are non-assimilated, e.g. addio (Italian), tete-a-tete (French), dolce vita (Italian), duende (Spanish), an homme a femme (French), gonzo (Italian) etc.

In conclusion, understanding the importance of each stage and type of assimilation allows for a more holistic approach when considering social policies and interventions. It emphasizes the need for inclusive practices that provide equal opportunities and support for individuals or groups during the assimilation process. Recognizing and appreciating cultural diversity while promoting tolerance and acceptance are crucial in fostering a cohesive and harmonious society. By comprehending the various stages, we gain a deeper understanding of the transformative nature of assimilation. It enables us to challenge prevailing stereotypes, prejudice, and discrimination, encouraging the creation of a more inclusive and diverse society where individuals can freely express their cultural heritage while participating fully in the dominant culture. Assimilation, when understood and managed appropriately, has the potential to foster unity, understanding, and collective progress in communities.

The theme of assimilation and its types and stages provides a comprehensive framework for examining the complexities and dynamics of cultural integration. It underlines the significance of recognizing and respecting diverse cultural identities while promoting societal acceptance and equal opportunities for all. Achieving successful assimilation requires a collaborative effort that prioritizes inclusivity, empathy, and the celebration of cultural diversity.

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WORD FORMATION AND ITS BASIC PECULARITIES

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ANNOTATION: This theme explores the process of word formation and its fundamental characteristics. It delves into the various ways in which new words are created, including through affixation, compounding, blending, and conversion. The annotation also examines the role of morphology in word formation and the principles that govern the creation of new words in different languages. Additionally, it discusses the significance of word formation in language evolution and the impact of cultural and societal factors on the development of vocabulary. Overall, this theme provides a comprehensive understanding of the essential aspects of word formation and its implications for linguistic analysis.

Key words: word formation, affixation, compounding, blending, conversion, synchronic, diachronic, productive, non-productive ways of word-formation.

The study of the English vocabulary from a synchronic perspective focuses on its current system and the patterns of word formation by comparing words that exist at the same time. For example, the word "girlishness" can be broken down into three morphemes: the root "girl" and the suffixes "-ish" and "-ness." Words can be classified based on their morphemes, such as a root word with one or more affixes, a derived word, a compound word with two or more stems, or a compound derivative with two or more stems and a common affix. This analysis identifies the basic constituents that make up the word.

A structural word-formation analysis goes further by examining the structural relationship with other words and the rules on which words are constructed. This is done using the principle of oppositions, which involves studying similar elements with functionally relevant differences. In the case of "girl" and "girlish," they form a morphemic opposition, as they share the same root morpheme but differ in the suffix "-ish," resulting in a different part of speech. This binary opposition consists of two elements.



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«Wordformation is the process of creating new words from the material available in the language after certain structural and semantic formulas and patterns (Ginzburg). Wordformation is that branch of the science of language which the patterns on which a language forms new lexical units, i.e. words». (H.Marchand.) The term «wordformation» is applied to the process by which new words are formed by adding prefixes and suffixes or both to a root — form already in existence. (J.A. Sheard)

By wordformation on a foreign basis of coining we understand derivation on the morphologic basis of another language. In English most learned, scientific or technical words are formed on the morphologic basis of Latin or Greek. (Marchand).

Word formation involves creating new words using existing elements in a language. Each language has its own structural patterns for word formation, such as the "V + er" pattern seen in words like "writer," "worker," "teacher," and "manager." Word formation can be studied from both a synchronic and diachronic perspective.

In terms of compounding, prefixing, and suffixing, word formation can occur on a native or foreign basis. The native basis of coining means that a derivative can be analyzed as consisting of two independent morphemes (as in the case of compounds like "rainbow") or a combination of independent and dependent morphemes (as in prefixal and suffixal derivatives like "un-just" and "boy-hood"). Two principal approaches are applied in the science of language: the synchronic and the diachronic one. With regard to wordformation the synchronic linguist would study the present day system of formatting words types while the scholar of the diachronic school would write the history of wordformation. Earlier books, articles and monographs on word-formation and vocabulary growth in general both in the Russian language and in foreign languages, in the English language in particular, used to mention morphological, syntactic and lexico-semantic types of word-formation. At present the classifications of the types of word-formation do not, as a rule, include lexico-semantic word-building. Of interest is the classification of word formation means based on the number of motivating bases which many scholars follow. Most linguists in special chapters and manuals devoted to English word-formation consider as the chief processes of English word-formation affixation, conversion and compounding. Apart from these a number of minor ways of forming words such as back-formation, sound interchange, distinctive stress, sound imitation, blending, clipping and acronymy are traditionally referred to Word-Formation.



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Affixation is the formation of words with the help of derivational affixes. As it was said above all morphemes are subdivided into two large classes: roots (or radicals) and affixes. The latter, in their turn, fall into prefixes which precede the root in the structure of the word (as in re-read, mis-pronounce, unwell) and suffixes which follow the root (as in teach-er, cur-able, diet-ate). Words which consist of a root and an affix (or several affixes) are called derived words or derivatives and are produced by the process of word-building known as affixation (or derivation). Derived words are extremely numerous in the English vocabulary. Successfully competing with this structural type is the so-called root word which has only a root morpheme in its structure. Affixation can be broken down into prefixation and suffixation. When a prefix like "dis" is added to the stem "like" (dislike) or a suffix like "ful" is added to "law" (lawful), we say that a word is formed by affixation. Derivational morphemes added before the stem of a word are called prefixes (un + like), and those added after the stem of the word are called suffixes (hand + ful). Prefixes change the lexical meaning of the stem, while suffixes change the word to a different part of speech. For example, "like" (v.) becomes "dislike" (v.), "kind" (adj.) becomes "unkind" (adj.) with prefixes, and "teach" (v.) becomes "teacher" (n.) with suffixes. Recent research on prefixation in English has yielded interesting findings. It seems that the commonly held belief among linguists that prefixes only change the lexical meaning of words without altering their part of speech is not entirely accurate. In English, there are approximately 25 prefixes that can transform words into a different part of speech. This suggests that there is no functional distinction between suffixes and prefixes. Additionally, some linguists view prefixes as part of word composition, while others see them as derivational affixes that differ from root morphemes and stems.

Compound words, also known as word composition, are a productive form of word-formation in Modern English. Like other methods of deriving words, word composition has its own unique characteristics, including the means used, the nature of bases and their distribution, the range of application, the scope of semantic classes, and the factors that contribute to productivity. Compounds are made up of two derivational bases and are inseparable vocabulary units that are dependent on the constituent bases and their semantic relations. The bases of compound words can be of different degrees of complexity, but this is not typical of the majority of Modern English compounds.

Blending is the formation of a new word by a connection of parts of two words to form one word. For example. The noun «smog» is composed of the parts of



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nouns «smoke» and «fog» (sm (oke+f) og. The result of blending is an unanalysable simple word. We do not analyse the blended words (sm-r-og) because their parts can't be called morphemes. For example. clash- clap'crash; flush-flash H-blush, 1 slanguage=slang+language, brunch- breakfast+lunch, smare-smoke+ha-ze, seadrome=-sea+airdrome). There are many blends in the terminological vocabulary. For example. racon-radar+beacon, transceiver-transmitter+receiver. Blending can be considered ... as the method of merging (connecting) parts of words into one new word as when «sm+oke» and «fog» derived from «smog».

Conversion is a highly productive method of creating new words in Modern English, such as turning nouns into verbs (e.g. work, pen, walk). The term "conversion" was first used by Sweet in his 1892 book "New English Grammar." There are various theories about conversion, with some linguists suggesting it involves forming words without affixes, while others argue it involves using a zero morpheme. Conversion is also described as a shift from one part of speech to another, but these different interpretations of conversion can be confusing. Treating conversion as a non-affixal word-building process doesn't help distinguish between cases of conversion and sound interchange, such as in the examples of sing/song and paper (n)/paper (v).

In conclusion, conversion is a significant word formation process in Modern English, allowing for the creation of new words by shifting from one part of speech to another. The term "conversion" was first coined by Sweet in 1892, and there are various theories about its mechanisms, including the use of zero morphemes and non-affixal word-building processes. However, the different interpretations of conversion can lead to confusion, particularly when distinguishing between conversion and sound interchange. Despite these complexities, conversion remains a highly productive method for expanding the English lexicon.

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INGLIZ VA O'ZBEK TILLARIDA YAXSHILIK VA YOMONLIK
KONSEPTINING MAQOLLARDAGI O'RNI

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Annotatsiya. Mazkur maqolada ingliz va o'zbek tillarida yaxshilik va yomonlik konseptining maqollardagi o'rni va xususiyatlari yoritiladi.

Kalit so'zlar: leksik-semantik xususiyatlar, kognitiv- diskursiv, lingvistik-madaniy yondashuvlar

Annotation. This article describes the role and characteristics of the concept of good and evil in English and Uzbek proverbs.

Key words: lexico-semantic features, cognitive-discursive, linguoculturological approaches.

Tadqiqotlar psixologik, etik dunyoqarashlarni namoyon etish bilan bog'liq muammolarni o'rga- nishga qaratilgan bo'lib, haqiqat, yolg'on, taqdir kabi psixologik, axloqiy tushunchalarni qamrab oladi. Shunga o'xshash umuminsoniy g'oyalar qatorida yaxshilik va yomonlik kategoriyasi o'rin olgan bo'lib, madaniy, kognitiv, diskursiv, sistem-paradigmatik yondashuvlar asosida yoritilgan.

Yaxshilik va yomonlik -axloq shunoslik fanining juft tushunchasi. Odamlarning xatti-harakatlariga, ijtimoiy hodisalarga berilgan ijobiy yoki salbiy bahoni ifodalaydi. Yaxshilik - eng muhim fazilat bo'lib, inson faoliyatining asl va azaliy mohiyatini anglatadi. U insonga kuchli ruhiy lazzat bag'ishlashi barobarida, uni shaxsga aylantiradigan haqiqiy baxtga olib boradi. Shuning uchun ham "ezgu (yaxshi) fikr", "ezgu (yaxshi) so'z", "ezgu (yaxshi) amal" tushunchalari Avestodan tortib, barcha muqaddas kitoblarda yetakchi o'rin egallagan. Yaxshilik insonning axloqiy va amaliy faoliyatida yuzaga chiqib, unda kamtarlik, ochiqko'ngillilik, mardlik, halollik, insoflilik, adolat, rostgo'ylik kabi fazilatlar mujassam bo'ladi. Yomonlik - yaxshilikning ziddi, shaxs va jamiyat taraqqiyotiga to'sqinlik qiluvchi illat. Yolg'onchilik, pastkashlik, munofikdik, behayolik, rahmsizlik, nomardlik, xiyonat kabi tushunchalarda namoyon bo'ladi. Diniy nuqtai nazardan yaxshilik ilohiy inoyat,



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yomonlik esa insondagi shaytoniy va hayvoniy xislatlarning ifodasi tarzida talqin qilinadi; yaxshilik ham, yomonlik ham insonning ixtiyor erkinligidan qay darajada foydalanishining oqibati sanaladi. O'zbek tilida yaxshilik va yomonlik illati aks etgan bir qancha maqollar mavjud. Ular o'zbek xalqi madaniyatini yaqqol ifodasi hisoblanadi.

Yaxshilik va yomonlikni bilmaslik inson hayotining eng bezovta qiluvchi faktidir.

Yomonlik manbai behuda, yaxshilik manbai esa rahmdildir.

Yomonlikni sezmagan ahmoq, yaxshilikni sezmagan- baxtsizdir

Yuqoridagi misollardan shuni ko'rishimiz mumkinki, "yaxshilik" va "yovuzlik" konseptlarini ifodalovchi bu kabi aforizm va maqollarda insonni imkon qadar yaxshilik qilishga va bu qilgan ezguliklari insonlar qalbida boqiy yashashiga urg'u berilgan. Shuningdek, bu ezgu amallar va insonlarning qalbidagi ezgulik urug'lari insonning hayoti yaxshi kechishiga va uning ichki dunyosi sokinligiga o'z hissasini qo'shishi madh etilgan. Bundan farqli o'laroq, "yomonlik" konseptini o'zida jo qilgan. yuqoridagi maqollarda biz yomon ishlarimiz va chirkin o'ylarimiz oqibatda yaxshilik olib kelmasligi va hayotimiz behalovatlikda o'tishini hamda qilgan qabih amallarimiz va o'ylarimiz o'zimizga qaytib kelishini guvohi bo'lishimiz mumkin. Ingliz milliy madaniyatida ham maqollarning ahamiyati yuqori hisoblanadi. Chunki maqollar shu xalq vakillariga tegishli bo'lib, har bir maqol o'zida xalqning hayotini aks ettiradi. Quyida ingliz lisoniy tasvirida "yaxshilik" va "yovuzlikni" ifoda etuvchi bir qancha aforizm va maqollarga to'xtalib o'tamiz.

It is not from reason that justice springs, but goodness is born of wisdom-

Adolat paydo bo'lishi aqldan emas, biroq ezgulik donolikdan tug'iladi.

Muallif bu hikmatli so'zlari bilan yaxshilikni kelib chiqish sababi donolik va aql zakovat ekanligiga ishora qilmoqda.

Goodness is love in action, love with its hand to the plow, love with the burden on its back, love following his footsteps who went about continually doing good.

Yaxshilik bu amaldagi sevgi, o'z qo'li bilan yerga bo'lgan muhabbat, yelkasidagi og'ir yukni sevish, doimo yaxshilik qilib yurgan inson izidan borishdir. Yaxshilik qilish bu qilayotgan amallarini sevishi, mehnat qilishdan qochmaslik,



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yelkasida turgan vazifalardan tonmaslik va uni sidqidildan bajarish hamda yaxshilik qilishni o'ziga odat qilgan insonlar yo'lidan ketish kabi xislatlarni o'z ichiga oladi.

Nothing can be compared to a faithful friend, and no weight of gold and silver is able to countervail the goodness of his fidelity

Hech narsani sodiq do'st bilan taqqoslash mumkin emas va hech qanday oltin va kumush uning sadoqati hamda yaxshiliklariga teng kelolmaydi.

Ushbu maqol ingliz tilidagi:

"A friend in need is a friend indeed" maqoliga mos keladi ya'ni haqiqiy do'st kulfatda bilinadi. Insonning yaxshi va yomon kunlarida yonida qarindoshlaridan tashqari haqiqiy do'stlari ham turadi, imkoni boricha do'stiga yordam qo'lini cho'zadi. Kerak paytda ko'rsatilgan yordam esa yaxshilikdir. Sunday yaxshiliklarning qiymatini biz ingliz xalqining aforizmlarida ko'rishimiz mumkin. Ingliz rohiblaridan biri Rohib Augustin yaxshi va yomon insonlarga quyidagicha ta'rif berib, ular orasidagi farqni mohirona tasvirlagan. *"The good man is free, even if he is a slave. The evil man is a slave, even if he is a king"*[7.89]. -Yaxshi inson ozoddir garchi u qui bo'lsa ham. Yomon inson quldir garchi u shoh bo'lsa ham. Evil so'zi ham ot ham sifat so'z turkumi bo'lib kelishi mumkin. Ushbu maqolda evil sifat so'z turkumida kelib yomon, yovuz kabi ma'nolarni beryapti.

Yuqoridagilardan shuni ko'rishimiz mumkinki, yaxshilik va yovuzlik konseptlari mavhum tushuncha hisoblanib bevosita insonning bilish jarayoni bilan bog'liqdir. "Yaxshilik" va "yovuzlik" konseptlarini o'zida ifoda etgan aforizmlar bevosita muallifning ijod mahsuli bo'lib, o'zining yo o'zi guvoh bo'lgan holatlarga, bildirgan xolisona yondashuvi hisoblanibgina qolmasdan, balki davrining, jamiyatning qarashlarini va hayot tarzini o'zida mujassam etgan haqiqatlardir.



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1-ТОМ, 12 - СОН
К ВОПРОСУ ДИАГНОСТИКИ ИШЕМИЧЕСКОГО ИНСУЛЬТА

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Аннотация: Настоящая статья посвящена обсуждению современных методов диагностики ишемического инсульта. Ишемический инсульт является одной из наиболее распространенных причин смертности и инвалидизации по всему миру, и точная и быстрая диагностика играет решающую роль в выборе оптимального лечения и улучшении прогноза для пациентов.

В статье рассматриваются различные методы диагностики ишемического инсульта, включая клиническую оценку, инструментальные исследования (например, компьютерную томографию и магнитно-резонансную томографию), лабораторные анализы и новейшие технологии, такие как телемедицина и использование искусственного интеллекта в диагностике.

Авторы подробно анализируют преимущества и ограничения каждого метода, а также обсуждают перспективы развития диагностики ишемического инсульта. В заключение, делается упор на важности современных подходов к диагностике для улучшения результатов лечения и прогноза для пациентов с ишемическим инсультом.

Ключевые слова: Ишемический инсульт, Диагностика, Компьютерная томография, Магнитно-резонансная томография, Клиническая оценка, Лабораторные анализы, Телемедицина, Искусственный интеллект, Прогноз, Лечение, Технологии, диагностики, Современные подходы

Актуальность. В новом тысячелетии на всей планете ишемический инсульт (ИИ) доминирует среди причин инвалидности и длительного госпитального лечения, что обуславливает колоссальный медицинский, социальный и экономический убыток для каждого государства (Yoshimura S. et al, 2022).

В новом тысячелетии в неврологическую практику активно вошла нейровизуализация – КТ, МРТ и позитронно-эмиссионная томография (ПЭТ), которые позволили исследовать нюансы церебральной гемодинамики, структурные составляющие церебрального кровоснабжения и метаболизма (Хасанова Д.Р., Данилова В.И., 2018).

Цель исследования: оценить роль КТ в диагностике острейшего периода ИИ.



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Материал и методы. За период 2018–2021 гг. на стационарном обследовании и лечении в отделении неврологии РНЦЭМП исследован 91 больной с ИИ, поступивший в течение первых суток (в среднем $16,37 \pm 2,41$ час) после сосудистой катастрофы – 38 (41,76%) мужчин и 53 (58,24%) женщин, в возрасте 50-88 лет (средний возраст – $72,42 \pm 7,23$ года).

По классификации TOAST нами констатировано преобладание атеротромботического (АТИ) подтипа ИИ – у 58 (63,74%) пациентов, кардиоэмболический (КЭИ) – у 20 (21,98%) и лакунарный (ЛИ) – у 13 (14,29%) пациентов. нами констатировано корково-подкорковое расположение очага ИИ у 66 (72,53%), подкорковое – у 19 (20,88%), корковое – у 6 (6,59%).

ИИ локализовались в бассейнах правой средней мозговой артерии (СМА) у 45 (49,45%) и левой СМА у 29 (31,87%), по 8 (8,79%) пациентов в правой и левой задней мозговой артерии (ЗМА), у 1 (1,1%) больного сосудистая катастрофа развилась в бассейне левой передней мозговой артерии (ПМА).

Тяжесть неврологического поражения оценивали шкалой NIHSS, по которой наши пациенты набирали 10-21 балл, средний балл – $14,38 \pm 1,72$ балла

Всем исследуемым больным проведена КТ, причем в первые 4,5 часа – 22 (24,18%) больным, в период 5-24 часа – 69 (75,82%) пациентам. Части исследуемым применена КТ-ангиография и/или КТ-перфузия.

Церебральная КТ проведена 128-срезовом томографе с последующей визуализацией результатов в трех плоскостях и определением плотности в единицах Хаунсфилда. КТ-ангиография краниальных и шейных сосудов проведена после введения 50 мл контраста со скоростью 8 мл/сек (йогексол-300 или йопромид-300) со срезами и шагом по 5мм. КТ-перфузия также проводилась после введения контраста в аксиальной плоскости с регистрацией 180 изображений по 4 срезам мозга толщиной 8 мм. Объем зоны ИИ при КТ определяли перемножением размеров длины, ширины и высоты очага, разделенным на 2 с результатом в см³.

Статистическая обработка результатов исследования проведена методами вариационной статистики в программе Microsoft Office Excel-2019.

Результаты и обсуждение. Нами констатированы статистически значимые различия по шкале NIHSS между пациентами с разной локализацией ИИ ($p=0,0002$), типами ИИ ($p=0,0016$) и бассейнами артерий ($p=0,027$).

Все 22 (24,18%) пациента, поступивших в первые 4,5 часа от сосудистой катастрофы, получили экстренную тромболизисную терапию (ТЛТ) с положительной динамикой в неврологической картине (снижение на 2-3 балла по NIHSS). Оставшимся 69 (75,82%) исследуемых, поступивших после закрытия терапевтического окна, проведено стандартное лечение ИИ.

КТ-семиотика ИИ не имеет статистически значимых отличий в зависимости от срока после сосудистой катастрофы за исключением снижения плотности вещества мозга ($p=0,034$), так как он появляется несколько позже



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при формировании вазогенного отека вещества мозга и констатируется на более поздних сроках (после 4,5 часов). Остальные КТ-признаки ИИ не имеют статистически значимой разницы и зависимости от длительности промежутка времени после сосудистой катастрофы.

22 пациентам, поступившим до 4,5 часов после сосудистой катастрофы, исследовали объем очага ИИ при поступлении и спустя 24 часа, полученные данные характеризовались средней силы статистически значимой положительной корреляционной связью ($r=0,527$ $p=0,000007$).

Регрессионный дисперсный анализ констатировал значимую линейную зависимость этих параметров на уровне $F=24,098$ и степенями свободы $1/89$, $p=0,00004$. При этом R^2 соответствовал $21,32\%$, т.е. это – процент дисперсии объема очага ИИ через сутки в зависимости от объема очага ИИ на момент госпитализации при условии его отличия от 0 ($p<0,00007$).

Следует учитывать, что среди данных 22 больных с ИИ, поступившим в пределах терапевтического окна прямые признаки ИИ отсутствовали у 8 (36,36%), при этом у 14 (63,64%) констатирован полушарный ИИ, что мы склонны объяснять трудностями дифференциации ИИ в анамнезе и дисциркуляторной энцефалопатией.

Исходя из полученных данных нами сделаны следующие **выводы**:

КТ – весьма экономически доступный, малоинвазивный и эффективный метод ранней диагностики острейшего периода ИИ, позволяющий оперативно диагностировать объем ядра и пенумбры очага ИИ, что сокращает время для диагностики. Снижение плотности вещества по КТ обладает корреляционными взаимосвязями с увеличением длительности промежутка времени после сосудистой катастрофы.

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1-TOM, 12 - SON
CHANGES IN CARBOHYDRATE METABOLISM IN PATIENTS WITH
POLYCYSTIC OVARIAN DISEASE

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Abstract: Recently, there has been a sharp increase in the number of patients with polycystic ovary syndrome (PCOS). The most serious complications of the disease are infertility, anovulation, and multiple metabolic disorders. There is convincing evidence that the development of PCOS is accompanied by an increased risk of developing impaired glucose tolerance. The purpose of this work was to study the characteristics of carbohydrate metabolism in women with infertility associated with polycystic ovary syndrome.

Key words: Polycystic ovary syndrome, infertility, glucose tolerance, HOMA index, BMI.

Polycystic ovary syndrome (PCOS) is the most common form of endocrinopathy; it occurs in 4-12% of women of reproductive age [4, pp. 163-179]. . The relevance of the problem of polycystic ovaries is determined not only by the high prevalence of this pathology, but also by its social significance, since it is often accompanied by menstrual dysfunction, which occurs in 47-66% of cases, anovulatory infertility, and metabolic disorders [3, pp. 163-179].

From the first years of studying the disease, it was revealed that the majority of patients are obese or overweight. In 1980 G.A. Burghen et al. found that women with polycystic ovary syndrome have both basal and glucose-stimulated hyperinsulinemia, suggesting the presence of insulin resistance. This led to the understanding that polycystic ovary syndrome, along with reproductive disorders, has a pronounced metabolic component [1; 2;5, p.163-179]. A range of manifestations of metabolic syndrome have been found in women with polycystic ovary syndrome [2]. Taking into account the fairly wide prevalence of PCOS among women of reproductive age, timely detection of manifestations of metabolic syndrome in them could help improve the state of both general and reproductive health of women, which is important in the current demographic situation in Russia.



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The purpose of the work was to study the characteristics of carbohydrate metabolism in women with infertility associated with polycystic ovary syndrome, depending on body weight.

45 women of childbearing age were examined, comprising 3 groups: group 1 – 15 women with infertility, ultrasound signs of polycystic ovary syndrome and increased BMI;

group 2 – 15 women with infertility, ultrasound signs of polycystic ovary syndrome and normal BMI;

group 3 – 15 women with infertility of unknown origin.

The average age of women in group 1 was 27.47 ± 3.94 years, the age of onset of sexual activity was 19.27 ± 2.1 years. The average cycle length ranged from 30 to 120 days, averaging 53.2 ± 8.14 days. The average duration of infertility was 3.8 ± 2.18 years.

The average age of patients in group 2 was 25.6 ± 4.14 years, the age of onset of sexual activity was 18.6 ± 1.64 years. The average cycle length ranged from 28 to 120 days, with an average of 46.5 ± 7.32 days. The average duration of infertility was 3.27 ± 1.79 years.

The average age in this group was 25 ± 3.07 years, the age of onset of sexual activity was 18.62 ± 1.92 years. The average cycle duration ranged from 27 to 40 days, averaging 30.4 ± 3.1 days. The average duration of infertility was 2.75 ± 1.49 years.

Infertility in all patients was primary, the gynecological history was not burdened.

All subjects underwent ultrasound examination with a transvaginal sensor on the Aloka 3500 apparatus: the length, anteroposterior and transverse dimensions of the uterus were measured, the condition of the myometrium and endometrium was studied, the dimensions (length, anteroposterior and transverse) and volume of the ovaries were measured (length \times anteroposterior \times transverse $\times 0.523$, their structures (number of follicles in one section).

To determine the state of carbohydrate metabolism, glucose and insulin levels were used, and the HOMA index was calculated (fasting glucose level \times fasting insulin level/22.5).



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To assess morphometric parameters, a height-weight study and determination of body mass index (weight (kg)/height² (m²)) were carried out.

The diagnosis of “polycystic ovary syndrome” was made on the basis of anamnesis, clinical data, general examination, including anthropometric, biochemical studies, and ultrasound data. According to the anamnesis, patients in groups 1 and 2 had menstrual irregularities such as oligomenorrhea, and patients in all groups had primary infertility.

When performing an ultrasound in patients of the first group, it was revealed that the volume of each ovary averages 13.99 ± 2.59 cm³, in patients of the second group - the volume of each ovary averages 13.6 ± 1.34 cm³, which is one of the criteria polycystic ovary syndrome. In addition, all patients of both groups have multiple (more than 12 on one section) anechoic inclusions with a diameter of 3 to 10 mm throughout the entire thickness of both ovaries, which is also a sign of polycystic ovary syndrome. When performing an ultrasound in patients of the third group, it was revealed that the volume of each ovary averaged 7.71 ± 1.17 , and there were no ultrasound signs of pathology of the ovarian structure, which is not typical for PCOS.

A morphometric study revealed that in patients of the first group, the BMI ranged from 28.16 to 36.43, averaging 30.85 ± 2.61 , which, according to WHO data, significantly exceeds the norm and is grade 1-2 obesity. In the second group, BMI ranged from 18.21 to 23.3 (on average 21.73 ± 1.73), which is within the range of the normal relationship between weight and height and indicates normal body weight. Patients in the third group have a BMI from 19.16 to 29.38 (average 24.01 ± 3.49), which is normal, but some patients are included in the group of people with overweight and risk of obesity.

The HOMA index in the first group is 3.69 ± 0.83 on average, which is significantly higher than the norm and is an indicator of insulin resistance. In the second group, the HOMA index, on average, was 2.64 ± 0.45 , which is slightly higher than the norm and is a criterion for glucose tolerance. The HOMA index in the third group was 1.64 ± 0.2 , on average, and was within normal limits.



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NORASMIY XUFYONA IQTISODIYOT

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Annotatsiya. Xufyona iqtisodiyot rivoj topishining yangi bosqichi XX asrning o'rtalaridan boshlandi. U xo'jalikning global transformatsiyasi, o'zgarishi bilan bog'liqdir. Rivojlanayotgan mamlakatlarda yashirin iqtisodiy faoliyatning kengayib borishi ushbu mamlakatlarning zamonaviy industrial mamlakatlarga va jahon bozoriga qo'shilib borishi bilan bog'liqdir.

Kalit so'zlar: xufyona iqtisodiyot, norasmiy iqtisodiyot, kriminal iqtisodiyot, fiskal soliq, moliyaviy operatsiyalar, oq yoqalilar, yashirin iqtisodiyot, iqtisodiyot sektorining o'sishi.

Annotation: A new stage of the development of the secret economy began in the middle of the 20th century. It is related to the global transformation and change of the economy. The expansion of underground economic activity in developing countries is related to the integration of these countries into modern industrial countries and the world market.

Key words: secret economy, informal economy, criminal economy, fiscal tax, financial operations, secret economy, true economic sector.

Аннотация: Новый этап развития тайной экономики начался в середине XX века. Это связано с глобальной трансформацией и изменением экономики. Расширение теневой экономической деятельности в развивающихся странах связано с интеграцией этих стран в современные промышленные страны и мировой рынок.

ключевые слова: тайная экономика, неформальная экономика, криминальная экономика, фискальный налог, финансовые операции, служащие, скрытая экономика, рост экономического сектора.

Xufyona iqtisodiyotning rivojlanishi miqyoslari har bir mamlakatning rivojlanish darajasi, undagi ijtimoiy iqtisodiy holatiga va iqtisodiyotni davlat tomonidan tartibga solish va boshqarish xususiyatlarini nazariy jihatdan asoslab berish hisoblanadi. Maqsadga muvofiq quyidagilar ishning vazifalari etib belgilab olindi:

- xufyona (yashirin) iqtisodiyotni tarixining elementini va xufyona iqtisodiyot ijtimoiy taraqqiyotni jadallashtiruvchi omil sifatida o'rganish



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- xufyona iqtisodiyotni o'lchash va uning miqyoslarini tahlil qilish.

Norasmiy, kuzatilmagan iqtisodiyot sektori qonunchilikda man qilinmagan faoliyatlar doirasida noformal ish bilan bandlik, hech qanday huquqiy hujjatlarsiz faoliyat yuritadigan xo'jalik sub'ektlaridir. Ularga huquqiy shaxs maqomiga ega bo'lmagan, noformal tadbirkorlik, biznes bilan shug'ullanuvchi ishlab chiqaruvchilar kiradi. Ushbu faoliyat natijasida olingan daromadlar soliqqa tortilmaydi. Shu bilan birga, ular ijtimoiy to'lovlar to'lamagani uchun ham ijtimoiy iste'mol fondlarini tashkil etishda ishtirok etmaydi. Turli qonunchilik me'yorlariga amal qilinmaslik holatlarining tez-tez uchrab turishi xufyona (extralegal) iqtisodiyot miqdorining indikatori bo'lib xizmat qiladi. Biroq, uning miqdoriy o'lchovi vazifasini hal etishga kirishishdan oldin xufyona iqtisodiyotning turli unsurlarini ta'riflash lozim. Umuman olganda xufyona iqtisodiyot – unda iqtisodiy faoliyat qonun doirasidan tashqarida amalga oshiriladigan, ya'ni bitimlar qonundan, xo'jalik turmushining huquqiy me'yorlari va rasmana qoidalaridan foydalanilmagan holda amalga oshiriladigan soha. Xufyona iqtisodiyot (uni norasmiy, kuzatilmagan, yashirin iqtisodiyot deb ham atashadi) insoniyat jamiyatida davlat boshqaruvi shakllanishining dastlabki davrlaridan boshlab mavjud bo'lib, hozirgi vaqtga kelib dunyoning barcha mamlakatlari uchun dolzarb muammoga aylangan. Xufyona iqtisodiyotning rivojlanishi miqyoslari har bir mamlakatning rivojlanish darajasi, undagi ijtimoiy-iqtisodiy holatiga va iqtisodiyotni davlat tomonidan tartibga solish va boshqarish xususiyatlariga bog'liqdir. Shuning uchun har bir mamlakat iqtisodiyotida xufyona iqtisodiyotning o'rnini va roli ham turlichadir. Tadqiqotlar va kuzatishlar shuni ko'rsatmoqdaki, xufyona iqtisodiyotning miqyoslari rivojlangan mamlakatlarda birmunchakamroq, rivojlanayotgan, shuningdek, bozor iqtisodiyotiga o'tishmaqsadida chuqur islohotlarni amalga oshirayotgan sobiq sotsialistik mamlakatlarda kengdir. Shu boisdan xufyona iqtisodiyotning mohiyati, vujudga kelish va rivojlanish sabablarini, ijtimoiy-iqtisodiy taraqqiyotga ta'sirini, uni ko'lamlarini keskin kamaytirish, unga qarshi kurash masalalarini o'rganish, tadqiq qilish barcha davlatlar uchun dolzarb ahamiyatga ega. Iqtisodiy adabiyotlarda bu masalalar xx asrning 70-yillaridan boshlab ilmiy jihatdan tadqiq etilmoqda. Iqtisodiy fanda iqtisodiyotning qaysi sektorga, ya'ni norasmiy, kriminal, fiktiv, xufyona yoki ochiq, rasmiy iqtisodiyotga tegishli ekanligini aniqlashda quyidagi mezonlar asos qilib olinadi:

- davlatning fiskal (soliq) manfaatlari;
- YaIMning real hajmi;
- huquqiy parametrlar;



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– ho‘jalik sub’ektlari o‘zaro harakati tavsifi.

Xufyona iqtisodiyot uchta unsurdan tarkib topadi: norasmiy, sohta va kriminal iqtisodiyot. Norasmiy iqtisodiyot – iqtisodiy faoliyatning oshkora turlari, unda xarajatlarni pasaytirish maqsadida tovarlar va xizmatlarning qayd etilmagan tarzda ishlab chiqarilishi o‘rin tutadi (yana bir bor ta’kidlash lozimki, davlatdan yashiriladigan barcha faoliyat turlari huquqiy me‘yorlar bilan tartibga solinishi mumkin emas va mulkchilik huquqlarini himoyalashning muqobil mexanizmlari qollanilishini talab qiladi). Sohta iqtisodiyot - qoshib yozishlar, chayqovchilik bitimlari, poraxorlik va pulni olish hamda berish bilan bogliq har xil tovlamachilik harakatlari iqtisodiyoti. Kriminal iqtisodiyot - qonunning (birinchi navbatda – Jinoiy va Fuqarolik kodekslarining) togridan-togri buzilishi va mulkchilikning qonuniy huquqlariga tajovuz qilish bilan bog‘liq iqtisodiy faoliyat. 1991 yilda Jenevada Yevropa statistiklarining yashirin va norasmiy iqtisodiyotga bag‘ishlangan konferensiyasi bo‘lib o‘tgan. Uning materiallari asosida rivojlangan bozor iqtisodiyoti mamlakatlarida xufyona iqtisodiyot statistikasi bo‘yicha maxsus

ko‘rsatmalari nashr etilgan. Iqtisodiy adabiyotlarda xufyona iqtisodiyotga turli ta’riflar berilgan:

1. Xufyona iqtisodiyot qonun asosida man qilingan faoliyat turlari deb ta’riflanadi.
2. Xufyona iqtisodiyot iqtisodiy faoliyatning kuzatilmagan va yashirin faoliyat turi.
3. Xufyona iqtisodiyot rasmiy statistikada u yoki bu sabablarga ko‘ra hisobga olinmagan har qanday iqtisodiy faoliyat bo‘lib, unda ishlab chiqarilgan mahsulot va xizmatlar yalpi ichki mahsulot tarkibiga kiritilmaydi hamda soliqqa tortishdan chetda qoladi.

Xufyona iqtisodiyotining belgilari. Mamlakat yashirin iqtisodiyotining ko‘lamini aks ettiruvchi asosiy ko‘rsatkichlar quyidagilar:

- Haqiqiy iste‘mol darajasi va rasmiy daromad darajasi o‘rtasidagi tafovut;
- Mamlakatlarning markaziy banklarining uslubiy hisob-kitoblariga nisbatan pulga talabning yuqori baholanishi;
- Elektr energiyasi iste‘moli, ishlab chiqarish faoliyatida, xizmatlar sohasida ishlatiladigan boshqa zarur resurslar hajmidagi tafovut;
- Aholini tanlab olingan kuzatuvlar va sotsiologik tadqiqotlar orqali belgilangan mehnat bandligining statistik ko‘rsatkichlari va ularning o‘lchamlari o‘rtasidagi tafovut.



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Ko'rsatkichlarning sezilarli darajada og'ishi tadbirkorlar o'rtasida tuzilgan bitimlarning ahvolidan yashirishning katta qismini, real daromad darajasining yetarlicha baholanmaganligidan dalolat beradi.

Xufyona faoliyatning turlarini farqlashning uch mezonidan foydalaniladi: ularni “oq” (“birinchi”, rasmiy) iqtisodiyot bilan bog‘liqligi, hamda iqtisodiy faoliyatning sub’ektlari va ob’ektlari. Shu nuqtai nazardan yashirin iqtisodiyotni uch sektor (soha)ga ajratish mumkin.

- “ikkinchi” (“oq yoqalilar”);
- “kul rang” (“norasmiy”);
- “qora” (“maxfiy”) yashirin iqtisodiyot.

Kulrang xufyona iqtisodiyot - bu xufyona iqtisodiyotning eng keng sektori hisoblanadi. Shu bilan birga, uni o‘rganish qora yashirin iqtisodiyotni tahlil qilishdan ko‘ra murakkabroqdir: uyushgan jinoyatchilik iqtisodiyoti “normal”, rasmiy iqtisodiyotdan aniq ajralib tursa, norasmiy iqtisodiy faoliyat jamiyatning barcha jabhalariga o‘rnashib oladi, natijada norasmiy sektorni aniqlab olish juda

murakkab jarayonga aylanadi. Iqtisodchilar norasmiy iqtisodiyotni chorak asrdan beri o‘rganishmoqda, lekin ular ushbu fenomenning mohiyatini anglab olishdi deb aytib bo‘lmaydi. Uning kelib chiqish sabablari, jamiyatning iqtisodiy hayotidagi o‘rni, u borasidagi davlat siyosatining optimal yo‘nalishlarini ishlab chiqish to‘g‘risida fikr yuritishdan oldin, hatto, uning aniq ta‘rifi bo‘yicha bahslar davom

etmoqda. Norasmiy iqtisodiyotni tadqiq etish tarixini shartli ravishda ikki bosqichga ajratib o‘rganish mumkin:

I bosqich (1970-1980 y.): empirik tadqiqotlar, birlamchi axborotni to‘plash.

II bosqich (1980-1990 y.): chuqur iqtisodiy-nazariy tahlil, to‘plangan axborotni anglab yetish.

Xufyona iqtisodiy munosabatlar odamlarni rasmiy hujjatlarga norasmiy yondashuvga, inson kapitalini rivojlantirishda malakani oshirishga emas, balki “kerakli” odamlar bilan munosabatlar o‘rnatishga undadi. Iqtisodiy tizim taraqqiyotida yashirin iqtisodiyot funksiyalarining ikkiyoqlamaligi universal qonuniyatni yuzaga keltiradi: yashirin iqtisodiy munosabatlar institutsional innovatsiyalarning yo‘nalishlarini belgilaydi, ammo ommaviy ravishda joriy etish jarayonida ularni “orqaga tortish”ni boshlaydi.

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KLINIK PSIXOLOGIYA

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Annotatsiya

Klinik psixologiya - bu shaxslar, juftliklar, oilalar va guruhlar uchun uzluksiz va keng qamrovli aqliy va xulq-atvor salomatligini ta'minlaydigan psixologik mutaxassislik; idoralar va jamoalar bilan maslahatlashish; o'qitish, o'qitish va nazorat qilish; va tadqiqotga asoslangan amaliyot. Bu keng ko'lamli mutaxassislik bo'lib, u aqliy va xulq-atvor salomatlik muammolarining keng doirasini ko'rib chiqadi va psixologiya ichida va undan tashqarida keng ko'lamli fanlardan bilim va ko'nikmalarning kompleksligi va integratsiyasi bilan ajralib turadi. Klinik psixologiyaning ko'lami barcha yoshdagilarni, ko'p xilma-xillikni va turli xil tizimlarni qamrab oladi.

Kalit so'zlar: kognitiv xulq-atvor, rivojlanish bosqichlari

Asosiy qism

Maxsus bilim:

- Hayot davomida psixopatologiya va ruhiy salomatlikni tushunish
- Kognitiv, xulq-atvor, hissiy va shaxslararo faoliyatni baholash va test ma'lumotlarini kuzatishlar, suhbatlar va boshqa ma'lumotlar manbalari bilan birlashtirish va sintez qilish qobiliyati
- Dalillarga asoslangan keng ko'lamli tadbirlardan foydalangan holda salomatlik va faoliyatni yaxshilash uchun psixologik va xulq-atvor aralashuvini o'tkazish qobiliyati



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- Bir qator klinik psixologik jarayonlar bo'yicha tadqiqotlar o'tkazish, tarqatish va amalga oshirish qobiliyati
- Turli xil populyatsiyalar bilan terapevtik aloqalar va aloqalarni o'rnatish va qo'llab-quvvatlash
- Klinik psixologiya amaliyotiga taalluqli axloqiy, huquqiy, tartibga soluvchi muammolarni tan olish va ularga javob berish qobiliyati
- Xulq-atvorni boshqaradigan, o'z-o'zini aks ettirish, halollik va javobgarlikni rag'batlantiradigan professional umidlarni tushunish
- Rivojlanish bosqichlari va hayotiy o'tishlar katta biosotsiomadaniy kontekst bilan qanday kesishishi, o'ziga xoslik bunday kesishmalar funktsiyasi sifatida qanday rivojlanishi va bu turli sotsializatsiya va etuklik tajribalari dunyoqarash va o'ziga xoslikka qanday ta'sir qilishini bilish va tushunish

Muammolar hal qilindi

Klinik psixologiya ixtisosligi inson hayoti davomida duch keladigan xatti-harakatlar va ruhiy salomatlik muammolarini hal qiladi, jumladan:

- Moslashtirish muammolari va travmatik stress reaksiyalari
- Hissiy va psixologik muammolar, shu jumladan jiddiy ruhiy kasalliklar va inqiroz aralashuvi
- Shaxslararo yoki ijtimoiy muammolar va disfunktsiya
- Xulq-atvor muammolari, shu jumladan giyohvandlik va giyohvandlik
- Intellektual, kognitiv va nevrologik sharoitlar

Xizmat ko'rsatilayotgan aholi: Klinik psixologlar butun umr davomida shaxslarga, er-xotinlarga va oilalarga, shuningdek, barcha etnik, madaniy va ijtimoiy-iqtisodiy kelib chiqishi bo'lgan aholiga xizmat ko'rsatadi. Muammolar yoki ehtiyojlar kichik moslashish muammolaridan jiddiy ruhiy salomatlik muammolarigacha. Klinik psixologlar muammolarni hal qilish yoki oldini olish uchun guruhlar va jamoalar bilan ishlaydi va odamlarning samaradorligi va farovonligini oshirish uchun tashkilotlar, muassasalar va jamoalarga aralashadi.

Qo'llaniladigan ko'nikmalar va protseduralar:

- Suhbat, xulq-atvorni baholash, psixologik test choralarini boshqarish va talqin qilishdan foydalangan holda baholash
- Shaxslar, oilalar va guruhlar uchun bir qator dalillarga asoslangan yondashuvlardan foydalangan holda aralashuv
- Nazariya va tadqiqotlar asosida talabalar va boshqa tinglovchilarni nazorat qilish va o'qitish



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- Bir qator sog'liqni saqlash va xulq-atvor sog'liqni saqlash mutaxassislari va tashkilotlari bilan maslahat

Baholash: Ruhiiy salomatlikni tiklashga yordam berishda, klinik psixologlar shifokorlar jismoniy salomatlikni tiklashda kuzatadigan jarayonga amal qilishadi. Ular birinchi navbatda muammo nima ekanligini va unga nima sabab bo'lganini aniqlashlari kerak. Shunday qilib, klinik psixolog ruhiy salomatlik muammosini tashxislash uchun mijozni baholaydi. Bu bir necha usulda amalga oshiriladi.

- **diagnostik suhbat**da klinik psixolog mijozga o'zi haqida gapirish imkoniyatini beruvchi savollar beradi. Bu savollar mijozning nimani o'ylayotgani, his qilayotgani va nima qilayotgani, o'tmish hozirgi kunga qanday ta'sir qilishini tekshiradi.

- A **xulq-atvorni baholash** klinik psixologga mijozning xatti-harakatlarini kuzatish va baholash imkonini beradi. Bu baholash ruhiy buzulqik va kasallik mavjudligini ko'rsatadigan xatti-harakat namunasini ko'rsatishi mumkin.

- Standartlashtirilgan **psixologik testlar** ruhiy buzilishni aniqlash uchun maslahatchi psixolog tomonidan berilishi mumkin. Bular ko'pincha nazorat ro'yxati va so'rovnomalar shaklida beriladigan rasmiy testlardir.

Intervensiya :Baholash natijalariga asoslanib, shifokor psixologik aralashuvni yoki davolanishni tavsiya qiladi. Davolashda turli xil yondashuvlar mavjud. Ba'zi klinik psixologlar bir usulni boshqalarga nisbatan afzal ko'rishadi, ammo mijozni davolashda bir nechta yondashuvlardan foydalanish mumkin. Qaysi yondashuv qo'llanilishidan qat'i nazar, davolanish bir necha seanslarni talab qiladi. Vaqti-vaqti bilan kuzatuv tashriflari ko'pincha davolanish tugaganidan keyin ruhiy salomatlikni saqlash rejalarining bir qismidir.

- **kognitiv xulq-atvor** yondashuviga ko'ra, ko'plab ruhiy kasalliklar insonning salbiy fikrlari va xatti-harakatlaridan kelib chiqadi. Ular ko'pincha "nutq terapiyasi" halol suhbat orqali potentsial noqulay va og'riqli o'tmishdagi mavzularga qarshi turishni o'z ichiga olgan ruhiy salomatlik bo'yicha maslahatchi bilan. Maqsad - mijozga hissiy qo'zg'atuvchilarni tanib olishga yordam berish va ularga ijobiy javob berishni o'rgatish⁵

- **psixodinamik** yondashuv ham mijozga salbiy fikrlardan xabardor bo'lishga yordam beradi, lekin ongsiz onga urg'u beradi. Psixoanaliz orqali klinik psixolog mijozga o'tmishdagi yashirin mojarolarni o'rganish va saralashda yordam beradi.



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- **gumanistik** yondashuv “mijozlarga asoslangan terapiya” sifatida ham tanilgan. Bu qabul qilish, empatiya va mijoz o'zini boshqalardan ko'ra yaxshiroq bilish g'oyasini targ'ib qiladi. Shuningdek, u o'tmishdagi voqealarni qazib olishdan ko'ra, hozirgi kunga e'tiborni qaratish muhimroq, deb hisoblaydi

Konsalting: Mijozlarni davolashdan tashqari, klinik psixologlar ba'zan boshqa sog'liqni saqlash mutaxassislari va tashkilotlari tomonidan bog'lanadi. Ulardan sog'liqni saqlash sohasidagi tashabbuslarda hamkorlik qilish yoki boshqa yo'l bilan tajriba taqdim etish so'ralishi mumkin.

Klinik psixologiya va psixiatriya o'rtasidagi farq nima? Psixologiya va psixiatriya sohalari ko'pincha chalkashib ketadi, chunki ikkalasi ham ruhiy va hissiy kasalliklarni davolashadi. Klinik psixologiyani psixiatriyadan yaxshiroq aniqlash uchun ushbu fanlarda qo'llaniladigan mashg'ulotlar va usullardagi farqni ta'kidlash kerak. Psixologlar, shu jumladan maslahat psixologiyasi va klinik neyropsixologiya bo'yicha ixtisoslashganlar, ruhiy kasalligi o'tmishdagi hissiy travmalar yoki boshqa salbiy ta'sirlarning natijasi bo'lishi mumkin bo'lgan mijozlarni davolashadi. Davolash odatda ruhiy salomatlik bo'yicha maslahatchi sifatida nutq terapiyasi va boshqa tibbiy bo'lmagan usullardan foydalangan holda muammolarni hal qilishni o'z ichiga oladi. Psixologlar tibbiyot shifokorlari emas, balki psixologiya (PsyD) yoki falsafa (PhD) bo'yicha doktorlik darajasiga ega. Agar universitetda bo'lsa, bu mutaxassislar tadqiqot va o'qitishga hissa qo'shib, psixologiya bo'limining bir qismi bo'lishi mumkin.

Xulosa

Klinik psixolog hayotlarining istalgan vaqtida yuzaga kelishi mumkin bo'lgan turli xil qiyinchiliklarni boshdan kechirayotgan odamlar bilan ishlaydi. Bu ular bolalar, yoshlar, kattalar va kattalar bilan ishlashni anglatadi. Ular ruhiy salomatlik, jismoniy salomatlik yoki nogironlik bilan bog'liq qiyinchiliklarga duch kelishi mumkin bo'lgan odamlar bilan ishlaydi.

Ushbu qiyinchiliklar quyidagi muammolar bilan bog'liq bo'lishi mumkin:

- hissiyotlar
- munosabatlar
- salbiy hayot hodisalari
- xulq-atvor



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- haqoratli
- g'ayrioddiy tajribalar
- giyohvand moddalar va / yoki spirtli ichimliklarni iste'mol qilish

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12-13-YOSHDAGI BOLALARNING MILLIY KURASHGA TAYYORGARLIGINI OSHIRISH TEXNIKALARI

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Annotatsiya. O'zbek milliy kurashi uch ming yildan ziyod tarixga ega bo'lib, shug'ullanuvchi, kurash tushuvchi polvonlarning ma'naviy–axloqiy tarbiyasida, kurash azaldan muhim o'rin tutgan. Yoshlarni to'g'ri yo'lga solish va ularni har tomonlama sog'lom, barkamol bo'lib yetishishida milliy kurashni o'rgatishni oiladan boshlash muhim ahamiyatga ega.

Kalit so'zlar: Kurash, jismoniy mashqlar, mashg'ulotlar, harakat texnikasi, nazariy tayyorgarlik, ruhiy tayyorgarlik.

Kurash hozirgi kunda insonlar hayotida juda katta ahamiyatga ega. Chunki kurash ham milliy sport turi, ham insonni chiniqtirib, ruhiy tarafdin ham ancha mustahkamlaydi. Kurash bilan har kim ham shug'ullana olmaydi. Chunki uning tartib-qoidalari, uning o'ziga yarasha qiyinchiliklari mavjud. Sportda har bir turning tartib-qoidalari, o'rganish bosqichlari bor bo'lib bu bosqichlarga to'xtalib o'tsak:

Dastlabgi o'rganish bosqichida eng asosiy vazifa o'quvchilarda Milliy kurashning o'rganilayotgan harakatini to'g'ri bajarish uchun zarur bo'lgan tasavvurlarni yaratishdan iborat. Ushbu bosqichning xususiyatlari quyidagilar: vaqt va makonda harakatlarning yetarli darajada aniq bo'lmisligi; mushak kuchlanishlarining noaniqligi; ortiqcha harakatlarning mavjudligi; kurash texnik harakatlarini bajarishda fazalar yaxlitligining buzilishi. Bunda shug'ullanuvchilar ko'pgina ortiqcha kuch sarflaydilar va usullarni ko'pgina gavda mushaklarini zo'riqtirish bilan bajaradilar. Tez toliqib qolish va ayniqsa yosh kurashchilarda ish qobiliyatining yetarli darajada bo'lmisligi ana shularga bog'liq. Shunday qilib, ushbu bosqichda bir qator xususiy vazifalar hal etilishi lozim:

- o'rganilayotgan texnik harakat to'g'risida yaxlit tasavvurni shakllantirish va ulardan bellashuvlarda foydalanish to'g'risida shug'ullanuvchilarga ma'lumot berish;



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- shug'ullanuvchilarning harakat malakalari zaxirasini kurashning yangi usulini egallash uchun kerak bo'lgan elementlar bilan boyitish;

- oddiy usullarning butunligicha bajarilishiga erishish;

- kerak bo'lmagan harakatlarni, ortiqcha mushak kuchlanishlarini bartaraf etish. Qismlarga bo'lib o'rganish bosqichining asosiy vazifasi harakat malakasini shakllantirish hamda uni ko'nikmaga o'tgunga qadar takomillashtirishdan iborat.

12-13 yoshdagi bolalarni milliy kurashga o'rgatish: birgalikda jismoniy mashqlar bilan shug'ullanish bolalarning bu mashqlarni qanday bajarishini tekshirish uchun ota-onalarga imkon beradi, yaxshi kayfiyat uyg'otadi, katta va kichiklar o'rtasida ishonchli munosabatni shakllantiradi. Bola mashqni ota-onalariga qaraganda yaxshiroq bajarishga harakat qiladi, musobaqa vaziyati paydo bo'ladi, bu esa jismoniy tarbiya va sportga qiziqish uyg'otishga yordam beradi. Bularning hammasi ota-onalar bilan bolalarning birgalikdagi mashg'ulotlarini muhim tarbiya vositasiga aylantiradi.

Mashg'ulotlardagi jismoniy tarbiya muayyan tizimdan iborat bo'lib, u jismoniy tarbiya va sportning milliy turlaridan birini tashkil etadi. An'anaviy tarixiy xarakterga ega bo'lgani holda ular internatsional xarakter kasb etib, xalqning jismoniy madaniyatini boyitadi. O'zbek xalqining eng qadimiy milliy sport turlaridan biri kurashdir. U O'rta Osiyo territoriyasida juda qadim zamonlarda paydo bo'lib va doimo rivojlanib, hozirgacha yetib kelgan.

Kurashchining jismoniy tayyorligi undagi mahoratning tarkib topishida hayotiy muhim sifatlar hamda mehnatda va Vatanni himoya qilishda zarur bo'ladigan malakalarning hosil bo'lishida asos bo'lib hisoblanadi. Sport kurashining xususiyatlarini, sportchilarning individual qobiliyatlarini va ularning texnik taktik tayyorgarligini hisobga olgan holda umumiy va maxsus jismoniy tayyorgarlikni maqsadga muvofiq qo'shib olib borish yuksak sport mahoratini ta'minlaydi.

Sportchi qancha yosh bo'lsa, har tomonlama umumiy jismoniy tayyorgarlik ko'rish uning uchun shunchalik zarurdir. Jismoniy tayyorgarlikning maxsus vositalarida ikki guruh mashqlarni hal qilish kerak:

a) muayyan muskul guruhlarini va sportchi uchun kurashda zarur bo'ladigan sifatlarni rivojlantirishga qaratilgan mashqlar:



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b) kurashusullari, harakatlari texnikasi takomillashtirish mashqlari.

Nazariy tayyorgarlik umumiy va maxsus bilimlar tizimining tarkib topishi va takomillashuvini, sport trenirovkasining ruhiy, fiziologik, gigienik, texnikaviy taktik va boshqa qonuniyatlarini o'rganish hamda tushinishni ta'minlaydi, axloqiy sifatlar, e'tiqod, xis tuyg'u va axloq normalarining tarbiyalanishiga yordam beradi.

Kurash sharoitidagi taktik va texnika bir biri bilan uzviy bog'langandir. Kurash texnikasini mohiyati eng samarali maxsus harakat amallaridan, kurashishning usul va uslublarida maqsadga muvofiq foydalanishdan, sportchining kurash musobaqalar paytida uz irodaviy va jismoniy sifatlari hamda kuch va qobiliyatlaridan muvaffaqiyatga erishish uchun oqilona foydalanishdan iboratdir.

Ruhiy tayyorgarlikda intellektual, axloqiy, estetik, irodaviy va ruhiy tayyorgarlikni o'z ichiga oladi, u kurashchilarning trenirovkalari paytida hamda musobaqalar jarayonida va shuningdek shug'ullanuvchilarning o'zaro munosabatlarida amalga oshadi. Ruhii tayyorgarlik sportchining ongli xatti harakati, ishlarida ham namoyon bo'ladi.

Kurash usullariga tarbiyaviy ahamiyat berilishi bejiz emas albatta. O'sib kelayotgan yosh navqiron avlod ongi va qalbida milliy istiqlol g'oyasini singdirish, usul, vosita va omillar qatorida milliy kurash o'ziga xos xususiyatga ega. Kurash nafaqat jismonan chiniqqanlikni taqozo etadi, balki yoshlar ma'naviyatiga, har tomonlama barkamol, komil bo'lib voyaga yetishishida xizmat qiladi. Bizning xalqimiz kurashni insonni jismoniy, ma'naviy –g'oyaviy tarbiyalash vositasi deb qadimdan bilgan. Chunki polvonlikni o'ziga xos ma'naviy-axloqiy talablarini qadrlaganlar.

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LEXICO-SYNTACTICAL STYLISTIC DEVICES

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Annotation: Lexico-syntactical stylistic devices addresses the significance and application of linguistic and stylistic tools that encompass both vocabulary and syntax to achieve specific rhetorical and expressive effects in language and literature. The annotation explores the range of devices such as repetition, alliteration, inversion, parallelism, and more, unveiling their impact on literary and rhetorical composition. It also delves into the historical, cross-cultural, and contemporary usage of these devices, shedding light on their diverse applications and interpretations. Furthermore, the annotation highlights the educational and pedagogical value of these stylistic devices, emphasizing their role in language arts education and literacy development. Overall, the annotation constructs a framework for understanding the pivotal role of lexico-syntactical stylistic devices in language, literature, and communication, while advocating for their continued exploration and integration across various linguistic and literary contexts.

Key words: Lexico-Syntactical, Stylistics, Devices, Vocabulary, Syntax, Literary Analysis, Rhetoric, Alliteration, Repetition, Inversion, Parallelism, Chiasmus, Anaphora, Antimetabole, Pedagogy, Language Education, Literature

Lexico-syntactical stylistic devices refer to the use of specific words and sentence structures to create a particular effect in language. These devices play a significant role in literature, rhetoric, and communication, as they can enhance the overall meaning and impact of a text. Understanding and utilizing lexico-syntactical stylistic devices is



crucial for writers, speakers, and language professionals in order to effectively convey their message and engage their audience.

In comparative linguistics, the study of lexico-syntactical stylistic devices allows for the comparison of how different languages and cultures use words and sentence structures to achieve similar or different effects. This comparative analysis provides valuable insights into the nuances of language and the ways in which meaning is constructed and conveyed across different linguistic systems.

Some examples of syntax-related stylistic devices include parallelism, chiasmus, anaphora, and epistrophe. These devices can be used to create rhythm, emphasis, and balance in language, and they play a crucial role in shaping the overall style and tone of a piece of writing or speech. Understanding and utilizing these devices effectively can greatly enhance communication and expression in any language.

Some combined lexico-syntactical stylistic devices include antithesis, oxymoron, and zeugma. These devices involve the combination of words and syntax to create contrast, surprise, or ambiguity in language. They can add depth and complexity to a text, and are often used to convey deeper meaning or create a specific effect on the reader or listener. Mastering these devices can help writers and speakers craft more impactful and memorable language.

Antithesis is the juxtaposition of contrasting ideas in a balanced parallel structure, such as "love is an ideal thing, marriage a real thing." This creates a sense of tension and emphasizes the contrast between the two ideas.

Oxymoron involves the combination of contradictory terms, such as "bittersweet" or "jumbo shrimp." This creates a sense of surprise and paradox, forcing the reader to reconcile the conflicting terms.

Zeugma is the use of a single word to modify two or more other words in different ways, such as "he stole both her wallet and her heart." This creates ambiguity and plays with multiple meanings of the word, adding depth to the sentence.

These devices are commonly used in literature and rhetoric to convey complex emotions, highlight contradictions, or create memorable phrases. They can be found in poetry, speeches, and other forms of writing to add depth and impact to the language. By mastering these devices, writers and speakers can enhance their ability to convey deeper meaning and create a specific effect on their audience.

Lexico-syntactical devices, also known as figures of speech, play a crucial role in both cognitive linguistics and stylistic analysis.



From a cognitive linguistic perspective, lexico-syntactical devices are seen as tools that shape our understanding of language and thought. Cognitive linguistics focuses on how our conceptual system is structured and how language reflects these cognitive structures. Lexico-syntactical devices, such as metaphors, metonymy, and similes, are considered cognitive phenomena that map abstract concepts onto more concrete and sensorial experiences. For example, the metaphor "Time is money" maps the abstract concept of time onto the more concrete and tangible concept of money, allowing us to understand and talk about time in terms of economic value. Cognitive linguistics also explores how these devices facilitate conceptual blending and mental imagery, enriching our understanding of language and meaning.

In stylistic analysis, lexico-syntactical devices are examined for their aesthetic and expressive qualities. Stylistics looks at how language is used in literature, rhetoric, and discourse to create specific effects and evoke emotional responses. Lexico-syntactical devices are key tools for achieving these effects. For instance, the repetition of sounds in alliteration or the repetition of words or phrases in anaphora can create a rhythmic and musical quality to the language. Devices like hyperbole, irony, and paradox can add depth and complexity to the text, engaging the reader on multiple levels. By analyzing the use of these devices, stylistic analysis aims to uncover the author's intended effect and the overall aesthetic impact of the text.

In summary, lexico-syntactical devices are important in both cognitive linguistics and stylistic analysis. They highlight how language reflects and shapes our cognitive structures, while also providing expressive and aesthetic qualities in literary and rhetorical contexts.

Lexico-syntactical stylistic devices play a crucial role in literary and rhetorical traditions, as they enhance the beauty and effectiveness of written and spoken language. Over time, these devices have developed and evolved, reflecting changing linguistic and cultural contexts.

In ancient Greek and Roman rhetoric, devices such as alliteration, anaphora, and chiasmus were employed to create rhythm, emphasis, and balance in speeches. These devices relied heavily on the structural arrangement of words and phrases within a sentence or paragraph. Similarly, in classical literature, devices like parallelism and antithesis were used to create contrast and enhance the overall impact of the text.

As literary traditions expanded and diversified, new stylistic devices emerged. In medieval literature, for instance, the extensive use of metaphor and allegory became



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prominent. Symbolism and imagery were employed to convey complex ideas and evoke emotions in the audience. This trend continued into the Renaissance period, during which elaborate and intricate wordplay, such as puns and conceits, gained popularity.

In the Romantic era, writers focused on expressing individual emotions and exploring the sublime. The use of hyperbole, repetition, and personification became prevalent, allowing writers to evoke intense emotions and create vivid imagery. This emphasis on subjective experience continued into the modernist period, where stream-of-consciousness narrative techniques and fragmentation of language represented the fractured nature of modern society.

In contemporary literature, stylistic devices have continued to evolve, often influenced by technological advancements and multiculturalism. Techniques such as intertextuality, which references other texts within a work, and irony, which plays with the reader's expectations, have become more common. Moreover, as global communication has become more accessible, writers incorporate diverse linguistic elements, such as code-switching or borrowing from different languages, into their works.

In conclusion, lexico-syntactical stylistic devices play a crucial role in enhancing the overall impact of a text. They are effective tools that writers use to create emphasis, add depth and complexity, and engage readers on a deeper level. By manipulating the lexical and syntactical aspects of language, these devices bring variety and richness to the style of a text.

Some common lexico-syntactical stylistic devices include parallelism, repetition, inversion, ellipsis, and antithesis. Parallelism, for example, creates a rhythmic pattern and reinforces ideas, while repetition adds emphasis and reinforces key concepts. Inversion can create a sense of surprise or contradiction, while ellipsis can create suspense or imply deeper meanings. Antithesis, on the other hand, juxtaposes contrasting ideas to create a stronger impact.

These devices are widely used in literature, speeches, and other forms of communication to enhance the effectiveness of the message being conveyed. They can evoke strong emotions, create memorable phrases, and elevate the overall quality of the writing. Understanding and effectively utilizing these lexico-syntactical stylistic devices allows writers to craft more captivating and engaging texts that resonate with readers.



In conclusion, lexico-syntactical stylistic devices are powerful tools that can transform a text from ordinary to extraordinary. They allow writers to create unique and memorable expressions, add emphasis and depth to their ideas, and engage readers on a deeper level. So next time you come across a piece of writing that captivates your attention, take a closer look, and you might just find these devices at play

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**TARJIMA JARAYONIDA YUZ BERADIGAN MADANIY
TUSHUNMOVCHILIKLAR (INGLIZ VA O'ZBEK TILLARI MISOLIDA)**

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Annotatsiya: quyida berilgan maqolada tarjima va madaniyatlararo muloqotning uzviy bog'liqligi hamda tarjima jarayonida kelib chiqayotgan ayrim muammolar haqida bayon etiladi.

Kalit so'zlar: til, tarjima, madaniyatlararo muloqot, madaniyat, madaniy tushunmovchiliklar, tarjimon.

Tarjima — bir tildagi matni boshqa tilda qayta yaratishdan iborat adabiy ijod turi. Tarjima - millatlararo muloqotning eng muhim ko'rinishi. Asliyat va qayta tiklangan matn xususiyatiga qarab badiiy tarjima, ilmiy tarjima va boshqa turlarga ajratiladi.

Bugungi globallashtirilgan davrda dunyo tillarini o'rganish va mamlakatlar bilan turli sohalarda muloqot qilish jarayoni so'nggi yillarda sezilarli ko'rsatgichlarda o'sib bormoqda. Bunday jarayonlarni yuzaga keltirib chiqarayotgan eng asosiy omillardan biri til deb hisoblasak, ingliz tili allaqachon butun dunyoni birlashtiruvchi jahon tiliga aylanishga ulgurdi.

Ilmiy nuqtai nazardan olib qaraydigan bo'lsak, aynan, til, madaniyat va tarjima uchburchaki madaniyatlararo muloqot jarayonini yuzaga keltirib chiqarmoqda. Madaniyatlararo muloqot bu - turli madaniyat vakillari o'rtasida amalga oshiriladigan muloqotdir. Til va madaniyat o'zaro bir-biriga bog'liq bo'lib, tarjima madaniyatlar o'rtasini bog'lovchi ko'priq hisoblanadi. Bundan kelib chiqadiki, tarjima jarayonidagi tarjimonning muvaffaqiyati uning o'zga madaniyat haqida qanchalik fikrga ega ekanligi va muloqot jarayonida buni ko'rsata bilishiga bog'liq. Tarjimadagi ko'plab muammolarning sababi ham madaniyatlar haqidagi tushunchaning turli xilligidan yuzaga kelmoqda.

Badiiy adabiyotdagi yozma tarjimalarga to'xtaladigan bo'lsak, ingliz tilidan o'zbek tiliga tarjima qilingan asarlarning aksar qismi to'g'ridan to'g'ri emas, balki rus



tilidan tarjima qilingan. Natijada, asar o'zining yaralgan madaniyatidan va tilidan emas, vositachi madaniyat va til orqali o'zbek tilida paydo bo'lmoqda. Bunday asarlardan birini misol qilib keltiradigan bo'lsak, taniqli ingliz yozuvchisi Oskar Uayldning "The portrait of Dorian Gray" asarini Ozod Sharafiddinov rus tilidan o'zbek tiliga tarjima qilgan. Amerikalik tarjimon Venuti Lourensning fikriga ko'ra, tarjima qilingan asar o'quvchida boshqa madaniyatni tasavvur qilish imkonini berishi kerak.

Madaniy kontekstlarni tarjima qilishda bir qancha qiyinchiliklar mavjud. Tarjima jarayonida tarjimonni eng ko'p qiynaydigan muammolardan biri tilda idiomatik va paremiologik birliklarning ko'pligidir. Aynan bir tilda uchraydigan va tarjimada ma'nosi o'zgarib ketadigan birliklar, maqol va matallarning ekvivalentini topib aynan tarjima qilinayotgan tilning madaniyatiga moslashtirish tarjimonlardan kuchli bilim va salohiyat talab qiladi, bordi-yu, shunday o'rinlarda tarjimonning tajribasizligi yoki e'tiborsizligi tufayli biror xatoga yo'l qo'yilsa, bu madaniyatlararo tushunmovchiliklarga va ziddiyatlarga sabab bo'lib qolishi mumkin. Bunday nozik jihatlar nafaqat yozma tarjimada balki og'zaki tarjimada ham e'tiborga olinishi kerak. Misol uchun, ingliz tilidagi "East or West, home is the best" birikmasi o'zbek tiliga so'zma-so'z tarjima qilinsa "Sharq yoki g'arb, uy eng yaxshisi" degan tarjima kelib chiqadi. Ammo bunday sayoz tarjimani matnda qo'llash qo'pol xato hisoblanadi va tarjimonning uquvsizligini ko'rsatib beradi. Professional tarjimon bunday birliklarga duch kelganda, albatta uning o'zbek tilidagi ekvivalentiga yuzlanadi. Aynan ushbu birikmaning o'zbek tilidagi ekvivalenti "O'z uying o'lan to'shaging" maqoli bilan beriladi.

Tarjimaning yana bir qiyin jihati manbaning va tarjima qilinayotgan tilning urf-odatları, qonunlari, e'tiqodlari va qadriyatlarining xilma-xilliligidir. Tarjimonlar ushbu farqlarni bilishlari va tarjima qilayotgan matnini shunga moslashtirishlari kerak bo'ladi. Masalan, diniy jihatdan tahlil qiladigan bo'lsak, musulmon bo'lmagan mamlakatlarda yoyilgan dinga oid atamalarni tarjima qilganda tarjimon aynan islom dinida uchraydigan atamalar bilan emas aynan ularning e'tiqodi bo'yicha tarjima qilishi maqsadga muvofiq bo'ladi. Paulo Koeloning "Alkimyogar" asarida kelgan "God" so'zi, o'zbek tiliga "Alloh" deb tarjima qilingan. Fikrimcha, bu holatda "God" so'zini "Xudo" deb tarjima qilish, ikki turli madaniyat va dinning ham qarashlarini o'z o'rnida qoldirgan bo'lar edi. Bu kabi madaniy tushunmovchilar yuzasidan ko'plab olimlar o'z tadqiqot va izlanishlarini olib brogan. Shunday tadqiqotchilardan biri Satisha o'zining



“Linguistic and Cultural challenges faced by translators” nomli ilmiy ishida aynan turli xil til va madaniyatlarning urf-odat va an’analari, bayramalari va mashg’ulotlari haqida yoritgan.

Tarjima haqidagi ilk fikrlar qadim Rimda yuzaga kelgan. Aristotel, Sitseron va Goratsiyalar tarjimashunoslik sohasining dastlabki namoyandalari hisoblanadi. Ular tarjima jarayonida so‘zma- so‘z tarjimadan foydalangandan ko‘ra, uning ma’nosini saqlashni ma’qul ko‘rganlar. Keyinchalik Italiya, Fransiya, Angliya, Germaniya va Rossiyada tarjima haqidagi nazariy tushunchalar paydo bo‘lgan. Dastlabki tarjimonlar Misr, Mesopotamiyada bo‘lgan degan farazlar mavjud, lekin ularning kimligi va qilgan tarjimalari ma’lum emas. 1953- yili Xalqaro tarjimonlar uyushmasi FIT (Federation Internationale des Traducteurs) ning tashkil qilinishi tarjimon va tarjimashunoslar faoliyatining yanada ravnaq topishida muhim ahamiyat kasb etdi.

Shuningdek, 20-asr o‘zbek yozuvchilaridan Cho‘lpon, G‘.G‘ulom, Oybek, A. Qahhor, Mirtemir, M. Shayxzoda, M. Ismoilov, A. Muxtor, E. Vohidov, A. Oripov va boshqalar badiiy tarjima sohasida samarali ijod qilganlar. Shundan beri tarjima vaqt o‘tishi bilan rivojlanib kelib hozirda biz tushunadigan tarjimaga aylandi. 21- asrda ham tarjimaga katta e’tibor qaratildi. Xususan, Prezidentimiz Shavkat Mirziyoyevning “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora tadbirlari to‘g‘risida” gi qaroriga muvofiq “Davlat tilidan xorijiy tillarga va xorijiy tillardan davlat tiliga professional tarjima qilish uslubiyotlarini yaratish hamda ushbu yo‘nalishda mutaxassislarning malakasini oshirishda ko‘maklashish” ni yaqqol misol qilib olishimiz mumkin.

Xulosa o‘rnida shuni ta’kidlash joizki, til va madaniyat bir-biriga chambarchas bog‘liq ikki hodisadir. Bu hodisalarning yoyilishida ishtirok etadigan asosiy jarayon bu – tarjima. Madaniyatlararo muloqotning shakllanishida ishtirok etadiganlar esa tarjimonlardir. Madaniyatlar o‘rtasida sodir bo‘ladigan muammolar va tushunmovchiliklarning oldini olish uchun, avvalo, professional tarjimonlar sonini oshirish lozim. Tajribali va madaniyatlar haqida bilimga ega bo‘lgan tarjimonlar o‘z faoliyatlari davomida yuqorida keltirib o‘tilgan muammolarni oson bartaraf eta oladi. Bugungi kunda ham og‘zaki, ham yozma tarjima jamiyatlar va madaniyatlar uchun muxim omil vazifasini bajarib kelmoqda. Ikki yoki undan ortiq tilni hamda madaniyatni bilgan tarjimonlarga esa eng kerakli shaxslar sifatida qaralmoqda.



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Bank kartalaridan foydalanish bilan bog'liq firibgarlik jinoyatlarini tergov qilishda maxsus bilimlardan foydalanish

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**“Jinoyat qonunchiligini qo'llash nazariyasi va amaliyoti” soha mutaxassisligi
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ANNOTATSIYA

Ushbu tezisda bank kartalaridan foydalanish bilan bog'liq firibgarlik jinoyatlarini tergov qilishda maxsus bilimlardan foydalanish usullari bayon etilgan. Unda bank kartalaridan foydalanish bilan bog'liq firibgarlik jinoyatida maxsus bilimlardan foydalanish, tergov organlari tomonidan olib boriladigan tergov harakatlari, ekspertiza tayinlash va o'tkazish usullari yoritilgan.

Kalit so'zlar: kompyuter-texnik ekspertiza, kriminalistik-texnik ekspertiza, raqamli dalillar, jinoyat izlari, zararli dasturlar.

Jinoyatni tergov qilish jarayonida tergovchi bevosita tergov harakatlarini o'tkazishda maxsus bilimlardan foydalanish uchun mutaxassis, ekspertni jalb etadi va uning ishtirokida o'z faoliyatini amalga oshiradi yoki ekspertiza tayinlaydi. Maxsus bilimning bunday shakllarda qo'llanilishi O'zbekiston Respublikasi Jinoyat protsessual kodeksi va O'zbekiston Respublikasi “Sud ekspertizasi to'g'risida”gi qonuni bilan tartibga solingan. Tergov harakatlarini tashkil qilish va o'tkazishda tergovchi maxsus bilimga ega bo'lgan mutaxassisni taklif etib, uning yordami, maslahati asosida ma'lum tadbirlarni amalga oshiradi: ko'zdan kechirish, tintuv o'tkazishda maxsus qidiruv asboblari qo'llash, izlarni qidirish, topish, ko'chirib olish va qayd etish va boshqa masalalar shular jumlasiga kiradi. Ekspertiza tayinlash va o'tkazishda esa maxsus bilim va ko'nikmalarga ega ekspert xodimlari tomonidan qo'llanilib, alohida tergov harakati sifatida tadqiqot o'tkaziladi.

Bank kartalaridan foydalanish bilan bog'liq firibgarlik jinoyatlarini tergov qilish jarayonida, tergov bilan bog'liq bo'lgan muammolarni hal qilish maqsadida maxsus bilimlardan foydalaniladi. Bank kartalaridan foydalanish bilan bog'liq firibgarlik jinoyatlarida asosan ikki turdagi, ya'ni **kompyuter-texnik** va **kriminalistik-**



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texnik ekspertiza o'tkaziladi¹. Ishning o'ziga xos holatlariga qarab, xatshunoslik, daktiloskopik va sud iqtisodiy ekspertizalari ham tayinlanishi mumkin.

Bank kartalaridan foydalanish bilan bog'liq firibgarlik jinoyatlarini tergov qilishda tayinlanishi lozim bo'lgan asosiy ekspertiza turlaridan biri bu kompyuter-texnik ekspertizasi hisoblanadi².

Kompyuter texnik ekspertizasi raqamli qurilmalar va dasturiy ta'minotni tadqiq etish, ularni tergov qilinayotgan jinoyatga aloqador ekanligini aniqlash va o'rganish maqsadida o'tkaziladi. Bugungi kunda yurtimizda ham ushbu ekspertiza turidan foydalanish yo'lga qo'yilgan bo'lib, axborot texnologiyalari sohasidagi jinoyatlarni aniqlashda juda muhim ahamiyatga ega.

Jinoyat sodir etilgan raqamli qurilmani olib qo'yish va to'g'ri rasmiylashtirish tergov jarayoni uchun muhimdir. Ushbu holat dalillarni mustahkamlash va jinoyatni fosh etishda ustivor vazifalardan biri hisoblanadi. Jinoyat quroli bo'lmish raqamli qurilma aniqlanganidan so'ng uning tizim bloki bilan ulanganlik holatini suratga olib rasmiylashtirib qo'yish lozim. A.L.Osipenkoning ta'kidlashicha, internet tarmoqlarida sodir etilgan jinoyatlarning o'ziga xosligi, ularni isbotlash jarayonida namoyon bo'lib holat bo'yicha ma'lumotlarni o'z vaqtida rasmiylashtirmaslik natijasida boshqa odatdagi isbotlash usullari va dalillardan foydalanishga majbur bo'lishga olib keladi³.

Raqamli qurilma va dasturiy ta'minot vositalaridan foydalangan holda jinoyat sodir eishni tergov qilishning yana bir o'ziga xos jixati bu, virtual va raqamli dalillardan foydalanish natijasida jinoyat ishini yuritishda ayblovni o'zgartirish kabi holatlari yuz berishidir. Masalan, ayblanuvchiga nisbatdan O'zbekiston Respublikasi Jinoyat kodeksining 168-moddasi bilan jinoyat ishi qo'zg'atilib, tergov davomida unga O'zbekiston Respublikasi Jinoyat kodeksining 278²-moddasi ya'ni, (Kompyuter axborotidan qonunga xilof ravishda (ruxsatsiz) foydalanish) yoki 278⁶-moddasi ya'ni, (Zarar keltiruvchi dasturlarni yaratish, ishlatish yoki tarqatish) bilan to'ldirilishi mumkin.

Kompyuter-texnik ekspertizasida tintuv paytida olib qo'yilgan uskunalar ya'ni, kompyuter, noutbuk, fleshka kabi tashuvchi qurilmalarni tadqiq etishda ekspert oldiga qo'yiladigan savollar:

¹ Мещерякова А. А. Особенности расследования преступлений, совершаемых с использованием пластиковых карт //Вестник криминалистики. -2010. -№ 4. - С. 86

² Филиппов М. Н. Особенности расследования краж и мошенничеств, совершенных с использованием банковских карт и их реквизитов: монография / -М. С. 125

³ Осипенко А.Л. Борьба с преступностью в глобальных компьютерных сетях: (Международный опыт): Монография.- М., 2004.



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- 1) taqdim etilgan axborot tashuvchisida bank kartalarini ishlab chiqarish, ularning rekvizitlaridan foydalanish bilan bog'liq ma'lumotlar mavjudmi?
- 2) dasturiy ta'minot bank kartalarini ishlab chiqarish uchun mo'ljallanganmi yoki ilgari taqdim etilgan kompyuterda o'rnatilganmi?
- 3) taqdim etilgan kompyuterda kompyuter ma'lumotlariga noqonuniy kirish imkonini beruvchi dasturiy ta'minot o'rnatilganmi?
- 4) ushbu kompyuter orqali yozishmalar olib borilganmi, qanday dasturlar yordamida, uning mazmuni qanday?

Shunday qilib, bank kartalaridan foydalanish bilan bog'liq firibgarlik jinoyatlarini sodir etilganligini tekshirish jarayonida kompyuter va noutbuklarning tizim bloklariga kompyuter-texnik ekspertiza tayinlandi.

Kompyuter-texnik ekspertiza obektiga soxta bank kartalarini tayyorlash uchun mo'ljallangan maxsus jihozlar noutbuk, embosser, matn terish mashinasi, kodlovchi va boshqalar qurilmalar ham kirishi mumkin. Ushbu vaziyatda ekspert oldiga quydagi savollarni qo'yish mumkin:

- 1) taqdim etilgan obyektlarning imkoniyatlari qanday?
- 2) ushbu obyektlar bitta to'plamni ifodalaydimi?
- 3) ushbu qurilmalarni ishlab chiqarish usuli qanday?
- 4) taqdim etilgan obyektlarda qanday axborotlar saqlangan?

Ushbu jinoyatlarni aniqlashda xatshunoslik ekspertizasi ham tayinlanishi mumkin bo'lib, karta egasining imzosi bo'lgan bank kartalari, tovarlar, xizmatlar uchun to'lovni amalga oshirishda berilgan sliplar, cheklar, bank kartalarini chiqarish va olish uchun ariza shakllari, soxta shaxsni tasdiqlovchi hujjatlarni aniqlashda tergov organlariga qo'l keladi⁴.

Olib qo'yilgan bank kartalari, shuningdek, kartalar tayyorlangan materiallarga ko'ra, materiallar va moddalarga ekspertizasi tayinlanishi mumkin. Ushbu plastik kartalarni ishlab chiqarishda ishlatilgan plastmassa va bo'yoqlarning tarkibi bilan bog'liq savollarga javob berishga yordam beradi. O'z navbatida ushbu ekspertiza, tegishli mahsulotni sotib olish, ishlab chiqarish va sotish bilan shug'ullanadigan firmalarni va natijada ushbu mahsulotlarni xaridorlarini aniqlashga yordam berishi mumkin⁵.

⁴ Волкова Г. П., Махова И. В., Чистова Л. Е. и др. Расследование отдельных видов мошенничества: учебное пособие. С.64

⁵ Филиппов М. Н. Особенности расследования краж и мошенничеств, совершенных с использованием банковских карт и их реквизитов: монография / -М. С. 124



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Bu turdagi jinoyatlarni fosh etishda muhim bo'lgan ekspertiza turlaridan yana biri bu hujjatlarni texnik-ekspertizasi bo'lib, hujjatlar haqiqiylikiga shubha tug'ilgan hollarda amalga oshiriladi. Kriminalistik-texnik ekspertizasi turli usulda yasalgan hujjatning qalbakiligini, dastlabki holatini, keyinchalik qanday o'zgartirishlar kiritilganligini muhr va shtamplarini asl yoki qalbakiligini, ularning yasash usulini, yozuv vositalarini, hujjatlar materialini aniqlash uchun tayinlanadi.

Kriminalistik texnik tekshiruvining obyektlariga quydagilar kiradi:

- turli hujjatlardagi tadqiqot qilinuvchi rekvizitlar (matn, imzo, pul-to'lov hujjatlari, qimmatbaho ashyoviy boyliklarni olish-sotish kabi harakatlarni ifodalovchi hujjatlar, shaxsiy hujjatlar, ma'lumotnomalar va boshqalar);
- pul-to'lov hujjatlari, naqd pul kirimi va to'lovi bo'yicha turli operatsiyalarni aks ettiruvchi chek daftarchasi, kirim-chiqim orderlari, kassa daftarchasi, to'lov hujjatlari, turli kvitansiyalar, deponent kartochkalari.

Bank kartalaridan foydalanish bilan bog'liq firibgarlik jinoyatida jinoyat izlari serverlarda, tarmoqda, jinoyat sodir etgan shaxs va jabrlanuvchilarning kompyuterlari yoxud boshqa texnik qurilmalarida saqlanib qolishi mumkin. Ushbu izlarni tiklashda ekspertlar "EnCase", "FTK", "Pasco" kabi dasturlardan foydalanishadi⁶. Ammo, tezkor qidiruv xodimlari tomonidan olib borilgan tezkor tadbirlarda va tergov harakatlarida har doim ham ko'zlangan maqsadga erishilmaydi. Buning sababi, jinoyatchilar aksariyat hollarda jinoyat izlarini o'chirib yuboruvchi dasturlardan, boshqa shaxslarning nomiga olingan abonent raqamlaridan, jinoyatga umuman aloqasi bo'lmagan shaxslarning bank kartalari hamda hisob raqamlaridan yoxud elektron hamyonlardan foydalanishadi. Shu usul orqali huquqni muhofaza qiluvchi organlarni chalg'itishga urinishadi.

Jinoyatning issiq izidan borishda tergov va tezkor qidiruv xodimlari shaxsga doir ma'lumotlarni to'plash maqsadida aloqa kompaniyalariga, bank yoki elektron to'lov tizimlari operatorlariga so'rov jo'natishadi. Aloqa operatorlari shaxsni ro'yxatdan o'tgan sim kartalari, IMEI – raqamlari, kiruvchi va chiquvchi qo'ng'iroqlar sms xabarlarini haqidagi barcha ma'lumotlarni taqdim etishadi.

Shu bilan birga, jinoyatchini ushlabda bank tomonidan taqdim etilgan ma'lumotlar ham muhim ahamiyat kasb etadi. Ushbu ma'lumotlarga banklar tomonidan taqdim etiladigan shaxsga doir ma'lumotlar, pul ko'chirish bilan bog'liq

⁶ И.А. Калмыков, В.С Пелешенко. Компьютерная криминалистика - Ставрополь: СКФУ, 2017, - 84 с.



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moliyaviy operatsiyalar, onlayn bank ma'lumotlari, valyuta konvertatsiyasi va boshqa ma'lumotlar kiradi⁷.

Bank kartalari bilan bog'liq firibgarlik jinoyatlarida hodisa sodir etilgan joyni aniqlash masalasi boshqa jinoyatlarga qaraganda ancha mushkul hisoblanadi. Sababi, bu toifadagi jinoyatlarda jinoyatchi asosan boshqa davlatdan turib jinoyatni sodir etadi. Ko'p hollarda jinoyatchilar pullarni boshqa pul birligiga konvertatsiya qilib, bir davlat hududidan boshqa davlat hududiga o'tkazib yuborishadi va bu holat ishni yanada chigallashtirib, yurisdiksiya, ekstraditsiya bilan bog'liq muammolarni keltirib chiqaradi.

Shuni ta'kidlash lozimki, bank kartalarini texnik-ekspertizadan o'tkazish uchun bank kartasidan tashqari taqqoslash uchun namuna taqdim etish talab etiladi. Ekspertiza amaliyoti davomida kompyuterlashtirish va ilmiy texnik rivojlanish munosabati bilan hujjatlarni texnika usulida olib boriladigan tekshiruvlari yangi mukammal asbob uskunalar yordamida o'tkazilmoqda. Jumladan, hujjatlarni tekshirishga moslangan **DVS-Portable** videoskaneri, **"VSK-2000"** videospektral komporatori rangsiz yozuvlarning botiq izlari asosida tiklash uchun mo'ljallangan. **"ESDA"** apparati, **"Leika DMK"** mikroskopi, **"Foram-685"** Romanovskiye spektrografi, **"KYM-2000"** ixcham vidomikroskopi va boshqalar ishlatilmoqda. Hujjatlarni texnikaviy usulda tekshirish sohasida mo'ljallangan yangi zamonaviy asboblardan yana biri Angliyaning **"Foster & Fresman"** kompaniyasi ishlab chiqqan **"VSK-2000"** videospektral apparatidir.

Xulosa qilib aytganda, bank kartalaridan foydalanish bilan bog'liq firibgarlik jinoyatini tergov qilishda hodisa sodir etilgan joyni aniqlash, jinoyatlarni fosh etishda tergov organlari o'rtasida xalqaro miqyosda tezkor axborot almashinuvi masalalarini hamda ushbu jinoyatlarda yurisdiksiya, ekstraditsiya bilan bog'liq muammolarni hal etish yo'llarini tubdan takomillashtirish lozim. Qonunchilikdagi islohotlar, xalqaro hamkorlik, rivojlangan raqamli sud ekspertizasi, aholining xabardorligini oshirish va texnologik innovatsiyalar bularning barchasi yangi davrda raqamli kriminalistikani rivojlantirishning muhim istiqbolidir. Ushbu imkoniyatlardan foydalanish va raqamli texnologiyalar bilan bog'liq bo'lgan jinoyatchilik muammolarni faol hal qilish orqali huquq tizimimizni doimo takomillashtirib borayotgan texnologiya asrida adolat va xavfsizlikni ta'minlash barchamizning burchimizdir.

⁷ Lavrushkina A. A. Tipichnie sledstvennie deystviya v ramkax metodiki rassledovaniya moshennichestva s ispolzovaniem seti Internet i sredstv mobilnoy svyazi [Typical investigative actions within the methodology for investigating fraud using the Internet and mobile communications] Byulleten nauki i praktiki. 2018. T. 4. №4. S. 447-451. Rejim dostupa: <http://www.bulletennauki.com/lavrushkina-a> (data obrasheniya 15.04.2018).



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A COMPUTATIONAL STUDY OF FLOW CHARACTERISTICS IN
CHANNELS USING THE FINITE ELEMENT METHOD

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Abstract:

This scientific paper presents a comprehensive investigation into fluid flows in channels employing the Finite Element Method (FEM). Understanding and analyzing flow behavior in channels is essential for numerous engineering applications, such as optimizing fluid transport systems, designing efficient heat exchangers, and mitigating environmental concerns related to water resources. The FEM, a numerical technique widely used for solving partial differential equations, provides a robust platform for simulating and examining complex fluid dynamics in various channel geometries.

Keywords: Finite Element Method, Fluid Dynamics, Channel Flow, Numerical Simulation, Computational Fluid Dynamics.

Introduction

Channels, whether natural rivers or engineered pipelines, play a crucial role in fluid transport. Efficient design and management of channel systems require a deep understanding of the fluid dynamics within. This paper focuses on utilizing the Finite Element Method to simulate and analyze the intricate flow patterns occurring in channels under various conditions.

Mathematical Formulation:

The governing equations for fluid flow, namely the Navier-Stokes equations, are discretized using the Finite Element Method. The continuity equation and momentum equations are solved numerically, allowing for the prediction of velocity and pressure fields within the channel. The computational model is validated against experimental data and benchmark problems to ensure accuracy and reliability.

Mesh Generation:

A critical aspect of the Finite Element Method is the generation of an appropriate mesh that discretizes the computational domain. Different meshing techniques are explored, considering factors such as channel geometry, boundary conditions, and the



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desired level of resolution. An adaptive mesh refinement strategy is implemented to enhance the accuracy of the simulations in regions of interest.

Channel Geometries and Boundary Conditions:

Various channel geometries, including rectangular, trapezoidal, and circular cross-sections, are investigated to assess the impact of geometry on flow characteristics. Different boundary conditions, such as varying inflow rates and roughness coefficients, are considered to mimic real-world scenarios.

Flow Characteristics and Phenomena:

The study explores the influence of Reynolds number, aspect ratio, and other relevant parameters on flow patterns, including laminar and turbulent flows, separation zones, and secondary flows. Special attention is given to transient phenomena and the prediction of critical flow conditions, such as flow transition and vortex shedding.

Applications and Implications:

The findings of this study have direct implications for the design and optimization of channel systems in engineering applications. Insights into flow characteristics provide valuable information for improving the efficiency of fluid transport systems, enhancing heat transfer processes, and minimizing energy losses.

Conclusion:

The application of the Finite Element Method to study flow characteristics in channels proves to be a powerful tool for gaining insights into complex fluid dynamics. This paper contributes to the understanding of channel flows, providing a foundation for further research and practical applications in engineering and environmental sciences.

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Какой наполнитель лучше для зимней одежды: оценка с учетом
теплоудерживающих свойств.

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Аннотация: оптимальный выбор текстильных материалов один из важнейших факторов, оказывающих влияние на качество одежды. Материалы должны быть безвредными для человека и максимально защищать от пониженных температур. В теплозащитной одежде высокое тепловое сопротивление должно сочетаться с достаточной воздухопроницаемостью, чтобы защитить человека от внешнего холода и не препятствовать удалению влаги с поверхности тела. Такое сочетание достигается при оптимальном подборе волокнистого состава, структуры полотна и видов отделки. Утеплители не должны выделять вредных веществ и создавать максимальные удобства при носке.

В статье приведены результаты исследований теплоудерживающих свойств утепляющих материалов различного состава и способа производства.

Ключевые слова: зимняя одежда, наполнители для зимней одежды, теплоудерживание, сравнительный анализ.

В гардеробе важно иметь действительно теплые зимние вещи. К таким вещам предъявляются определенные требования – надежная защита от ветра, холода, влаги, практичность. На рынке представлено много разных моделей, отличающихся длиной, кроем, дизайном, утеплителем. Именно внутреннее наполнение отвечает за то, насколько вам будет тепло, как будет отводиться природная влага. Поэтому этому вопросу следует уделять особое внимание. Характеристики теплопередачи ткани одежды относятся к способности ткани одежды регулировать теплообмен между человеческим телом и внешней средой. При производстве используются как традиционные, так и инновационные



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высокотехнологичные материалы. Каждый из них обладает несомненными достоинствами, которые мы постарались выделить в нашей статье.

При пошиве зимней одежды следует помнить, что утеплитель может быть как вставной, так и пристроченный или отстегивающийся. Следует выбирать материалы, опираясь не только на тепловые качества, но и на дизайн самого изделия. В производстве зимней одежды используют различные варианты наполнителей. Главными категориями считаются такие волокна: натуральные и синтетические [1].

Сейчас синтетические наполнители практически не уступают по качеству и свойствами натуральным. Их преимуществом можно смело назвать дешевизну сырья. Существенно понизить себестоимость утеплителей удалось разработчикам, которые создали синтетические волокна. Наполнители из них (синтепон, холлофайбер, тинсулейт, слимтекс, изософт, файбертекс, альполукс, силикон и шелтер) стали постепенно вытеснять с рынка ватин, овчину, пух (рисунок 1). Им это легко удастся благодаря множеству преимуществ: низкая себестоимость для производителей, покупателей, долговечность теплой одежды, практичности. Рассмотрим наиболее популярные утеплители, которые используются для производства зимней одежды [2].

Пух - в качестве утеплителя для зимней одежды применяется птичий пух, преимущественно гусиный или утиный, реже — лебединый. Производство этого природного утеплителя уже давно не одобряется экологами и защитниками животных, однако пух до сих пор считается одним из лучших природных материалов для зимних курток. Его уникальное свойство заключается в способности отталкивать влагу за счет жирового слоя. Этот слой легко разрушается при использовании сильно пенящихся моющих средств, поэтому стирать пуховики нужно очень аккуратно.

Ватин - один из самых первых и недорогих утеплителей для одежды, используемых в масс-маркете. Куртки с ватином можно надевать при температуре не ниже 15 градусов, а весят они немало. Учитывая дешевизну и отрицательные свойства материала, сейчас его используют только для пошива недорогой форменной одежды. В составе ватина есть нити хлопка, шерсти, вискозы и синтетические составляющие. Ватин очень редко окрашивают, поэтому состав материала чаще всего можно определить по его внешнему виду и цвету:

- хлопок – белый, светло-серый, светло-бежевый;



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- шерсть – серый, серо-коричневый;

Овчина - утеплитель из овчины очень тяжелый, поэтому не подходит для повседневной зимней одежды. Чаще всего овчину используют для утепления детских комбинезонов и конвертов для малышей. Пока дети не ходят самостоятельно, вес одежды не так важен, а овечья шерсть способна согреть в морозы до минус 30 градусов. Изделия можно стирать в машинке на деликатном режиме или вручную, желательно использовать щадящие чистящие средства на основе растительных компонентов.

Шерстин - мягкий, тонкий и пластичный материал. Изготовленный из натуральных шерстяных нитей, он отлично греет и мало весит. Шерстин часто используют при пошиве дизайнерских пальто и курток сложного кроя. Полотно капризное и не терпит домашней стирки. Шерстин считается самым дорогим и теплым вариантом, он не уступает в своих свойствах утеплителю из натурального меха. При выборе ватина следует обращать внимание на его плотность. Существуют тонкие деликатные полотна (от 3 мм), а также толстые и практичные (до 12 мм). В настоящее время производят ватин поверхностной плотностью 90-1000 г/м². Наиболее востребованы разновидности 200-400 г/м².

Шерстепон - это нетканый утеплитель нового поколения, сделанный из натуральной шерсти животных и полиэфирных волокон. Материал сочетает достоинства двух составляющих компонентов. Соотношение полиэфирных и шерстяных волокон может быть различным. В некоторых изделиях содержание шерсти составляет всего 20%, в других достигает 80% [3,4].

Альполюкс - современный смесовый утеплитель для одежды, который производится из шерсти мериноса и полиэфира. Сочетание натуральных и синтетических материалов делает альполюкс универсальным и сравнительно недорогим. При этом его тепловые свойства считаются одними из самых лучших в своей категории. Альполюкс отличается рыхлой структурой и пористыми волокнами.

Шелтер - утеплитель для зимней одежды шелтер относится к синтетическим материалам. Он состоит из очень тонких полиэфирных волокон, которые плотно переплетены друг с другом. Микроразмеры нитей позволяют повысить их плотность на один квадратный сантиметр, что делает тонкое полотно морозостойким. Материал используют в производстве комбинезонов и курток для активного отдыха и спорта — благодаря своим свойствам он



1-ТОМ, 12-СОН

позволяет создавать тонкие модели, не стесняющие движений и имеющие малый вес.

Силикон - инновационный синтетический материал, отличающийся повышенной упругостью. Силикон не вызывает аллергии и не впитывает запахи, его можно использовать в качестве утеплителя как для взрослой, так и для детской одежды.

Синтепон - недорогой утеплитель для курток, состоящий из волокон полиэстера. Несмотря на свою дешевизну, он отлично греет и отличается неприхотливостью в уходе. Синтепон легко кроить и укладывать в готовое изделие. Для максимальной теплоизоляции можно использовать несколько слоев утеплителя с тканевой перегородкой между ними. Синтепоновые куртки можно стирать в машинке и сушить в обычным способом.

Тинсулейт - является 100%-ным синтетическим материалом, отличается своей способностью не только держать, но и возвращаться в заданную форму. Она легкая, невесомая, практически не ощущается на теле. Еще один несомненный плюс – это гипоаллергенность. В тинсулейте не развиваются клещи и болезнетворные бактерии, а стоит он в несколько раз дешевле натурального пуха. Тинсулейт отталкивает влагу из атмосферы и выводит физиологическую наружу. Изделие не деформируется после стирки.

Холлофайбер наряду с высокими теплоудерживающими качествами отличается доступной ценой. Он производится из полиэфира, который скручивается в спиралевидные волокна. Пустотелые полости задерживают тепло, в результате одежда согревает и при усиленном ветре, и при низких температурах, и во время атмосферных осадков. Холлофайбер легкий. Он обеспечивает правильную циркуляцию воздуха, создавая комфорт во время длительных спокойных прогулок и активных игр. Волокна обрабатывают силиконом, чтобы они удерживали форму после стирок и сжатия. Недорогая одежда с Холлофайбером подойдет для носки людям, страдающим аллергическими заболеваниями. Она не накапливает пыль и запахи, не выделяет токсичных веществ, не служит благоприятной средой для размножения микроорганизмов и появления плесени. При этом гарантируется длительная эксплуатация.



1-TOM, 12-SON

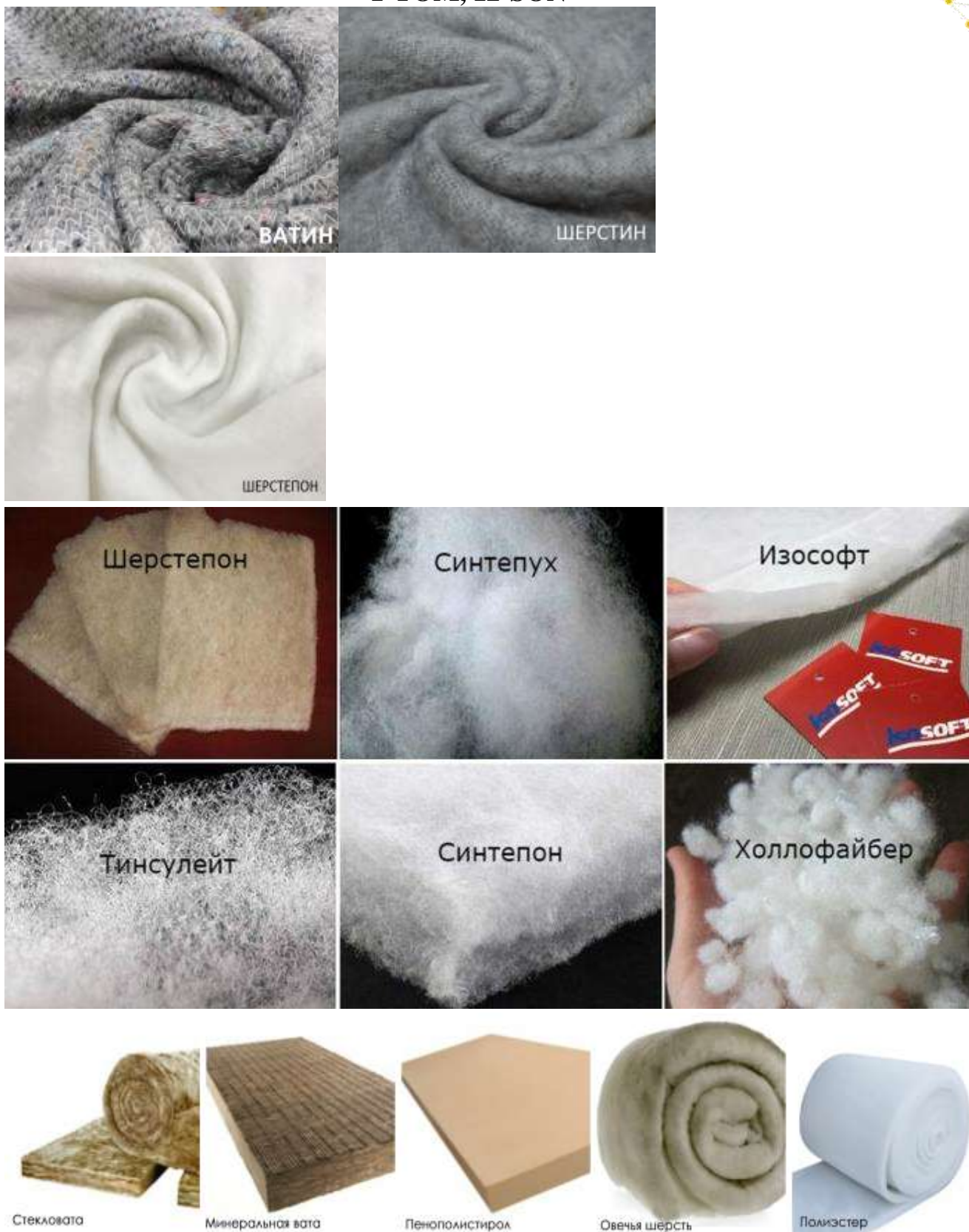


Рис. 1. Разновидности утеплителей.



1-ТОМ, 12-СОН

Для изучения теплоудерживающих свойств утепляющих материалов различного волокнистого состава и способа производства у отобранных образцов были определены показатели при помощи современного оборудования учебно-испытательной лаборатории при ТИТЛП (Ташкентский Институт Текстильной и Легкой Промышленности), регламентированные в общем техническом регламенте «О Безопасности продукции лёгкой промышленности» [5,6]. Предметом исследования были следующие образцы:

- 1- ватин - 100% хлопковое волокно.
- 2- синтепон -100% синтетическое волокно.
- 3- тинсулейт - 100% синтетическое волокно.
- 4- холлофайбер - 100% синтетическое волокно.
- 5- шерстепон - 70% шерстяное волокно + 30% синтетическое волокно.

Для изучения теплоудерживающих свойств использовался прибор AW-2 – WARMTH RETAINING TESTER Японского производства. Этот прибор предназначен для углубленного изучения свойств тканей трикотажных полотен, нетканых полотен из хлопка, шерсти и других волокон. Соответствует стандартам JIS L-1096, ASTM D1518-85, GB/T11048 -2008 (B type method) (рисунок 2). [7,8,9].

Перед началом испытаний нагреватели прибора должны нагреться. В приборе имеются 3 нагревателя, каждый нагревается до 36,6 °С. Испытание одного образца длится 4 часа, то есть 2 часа без образца и 2 часа с образцом. Принцип работы прибора основан на сравнительном анализе. Нагреватели прибора устроены так, что они все время поддерживают заданную температуру (36,6 °С). На панели управления прибора имеются два таймера. Таймер (а) предназначен для отмеривания общего времени проверки – 7200 секунд. Таймер (б) работает только во время работы нагревателя тестовой платы. Таким образом, в течение 2 часов (7200 сек) таймер (б) отсчитывает продолжительность работы нагревателя без образца. Этот показатель необходимо записать и затем сбросить счетчики на 0. После этого прибор работает еще 2 часа, но уже с образцом. Естественно, на этот раз нагреватели работают относительно меньше, так как тестовая плата накрыта образцом проверяемой ткани, и она препятствует остыванию нагревателей. Продолжительность работы прибора с образцом также записываются, и результаты проверки вычисляются с помощью формулы:

$$\text{Теплоудерживаемость } K = \left(1 - \frac{b}{a}\right) \times 100 (\%)$$



1-TOM, 12-SON

- a – продолжительность работы нагревателей без образца (сек)
- b – продолжительность работы нагревателей с образцом (сек)

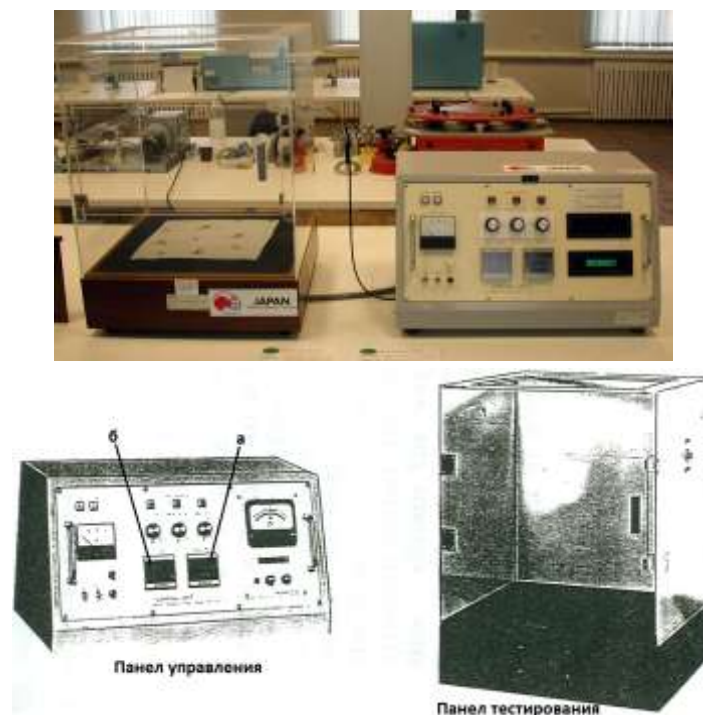


Рис. 2. Общий вид прибора AW-2.

Теплоудерживаемость — это способность материалов удерживать или не проводить тепловую энергию от более нагретых частей тела к менее нагретым частям тела [10,11].

Сравнительная характеристика результатов испытаний образцов утеплительных материалов различного вида по показателю теплоудерживаемости представлена в таблице 1.

Как показывают результаты самый высокий показатель теплоудерживаемости у шерстепона (рисунок 3), т.к. это обусловлено свойствами шерсти и полыми волокнами ПЭ. У ватина тоже хороший показатель, т.к. рыхлые волокна хлопка хорошо согревают, удерживают теплый воздух и не пропускают холодный. Быстро впитывает и быстро испаряет влагу [12,13].



1-TOM, 12-SON

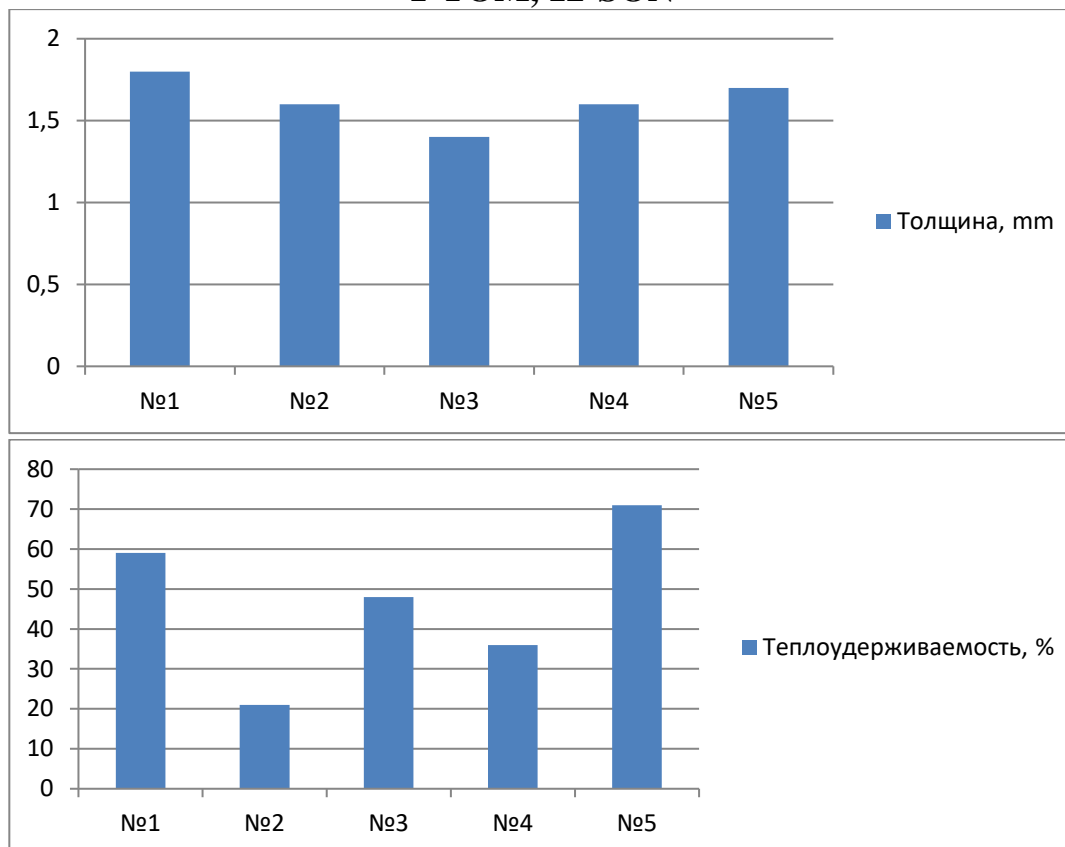


Рис. 3. Толщина и теплоудерживаемость утепляющих материалов

Тинсулейт тоже имеет хороший показатель, секрет в его волокнах. Слой утеплителя состоит из микроволокон и воздуха между ними. Тонкие микроволокна имеют большую площадь поверхности и удерживают больше воздуха.

таблица 1

Физико-механические показатели образцов

№	Наименование образцов	Толщина, mm	Теплоудерживаемость, %
1.	Ватин 100% хлопковое волокно	1,8	59
2.	Синтепон 100% синтетическое волокно	1,6	21



1-TOM, 12-SON

3.	Тинсулейт 100% синтетическое волокно	1,4	48
4.	Холлофайбер 100% синтетическое волокно	1,6	36
5.	Шерстепон 70% шерстяное волокно + 30% синтетическое волокно	1,7	71

Следовательно, и натуральные и синтетические наполнители хорошо согревают, но преимущество синтетических в том, что они гипоаллергенны, в них не заводятся микроорганизмы, а одежда хорошо держит форму, не деформируется от стирок или чистки, держит тепло и не пускает внутрь холодный воздух.

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1-TOM, 12-SON
ГЕОЭКОЛОГИК ТАДҚИҚОТ МЕТОДЛАРИ

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Аннотация. Мақолада геоэкологик жараёнлар ва ходисаларни ўрганиш, конун ва қонуниятларни аниқлашда геоэкологик тадқиқот методларининг зарурати ҳақида фикр юритилган.

Калит сўзлар: *метод, экспедиция (илмий сафар) методи, стационар (кўчмас асосли) метод, камерал методи, лаборатория методи ва масофавий (бевосита алоқасиз) метод, анъанавий методлар, янги (замонавий) методлар, энг янги (истиқболли) методлар.*

МЕТОДЫ ГЕОЭКОЛОГИЧЕСКИХ ИССЛЕДОВАНИЙ

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Аннотация. В статье рассматривается необходимость геоэкологических методов исследования при изучении геоэкологических процессов и явлений, анализ закономерностей и условий .

Ключевые слова: *метод, экспедиционный (командировочный) метод, стационарный (неподвижный) метод, камерный метод, лабораторный метод и дистанционный (без непосредственного контакта) метод, традиционные методы, новые (современные) методы, новейшие (перспективные) методы.*

GEOEKOLOGICHESKIH ISLEDOVANIY METHODOLOGY

Khikmat Allaberganov

Head of the teaching-methodological department of the Tashkent University of Economics and Technology

Annotation. The article discusses the need for geoeological research methods in the study of geoeological processes and phenomena, the analysis of patterns and conditions.



1-TOM, 12-SON

Key words: *method, expeditionary (travel) method, stationary (fixed) method, chamber method, laboratory method and remote (without direct contact) method, traditional methods, new (modern) methods, latest (promising) methods.*

Геоэкологик жараёнлар ва ҳодисаларни ўрганиш, қонун ва қонуниятларни аниқлашга бўлган эҳтиёж геоэкологик илмий тадқиқот ўтказиш заруриятини келтириб чиқаради. Бундай изланишларда қўйилган мақсадга мувофиқ фундаментал ва амалий геоэкологик тадқиқотлар фарқланади. Геоэкологик тадқиқотлар ўзига хос методлардан фойдаланган ҳолда амалга оширилади, яъни керакли геоэкологик ахборотни олиш учун турли хил тадқиқот методлари қўлланилади [1; 2].

Тадқиқот методлари – чин, ишончли геоэкологик билимлар олиш ва аниқ илмий натижаларга эришиш усулларидир. Бошқача айтганда, метод (юнонча – тадқиқот ёки билиш йўли) – бирор мақсадга эришиш йўлида илмий билимлар тизимини яратиш ва асослаш ёки фаолиятни назарий ва амалий ўзлаштириш усуллариинг мажмуидир. Ҳар бир методда ўзига хос билиш имконияти мавжуд бўлади. Ҳеч бир метод исталган объект ёки жараённи турли томонидан мажмуий ўрганишга яроқли бўлмайди. Ҳар хил методлар объектнинг у ёки бу қиррасини, айрим жиҳати ёки хусусиятини, муҳим қонуниятларини очишга имкон беради ёки хизмат қилади.

Геоэкологик тадқиқот методларининг ўзаро яқинлиги ва мантиқий боғлиқлиги туфайли ўзига хос геоэкологик методлар тизими шаклланган. Тадқиқотчи белгиланган вазифалардан келиб чиққан ҳолда бу тизимдаги у ёки бу тадқиқот методларини танлайди. Геоэкологик тадқиқот методларининг ягона бир хиллашган таснифи мавжуд эмас. Тадқиқотчининг нуқтаи назари ва маълум даврда такрорланиб турадиган иш хусусиятлари бўйича экспедиция (илмий сафар) методи, стационар (кўчмас асосли) метод, камерал (тўпланган материалларни махсус хона ёки лаборатория шароитида илмий ишлаш) методи, лаборатория методи ва масофавий (бевосита алоқасиз) метод фарқланади.

Геоэкологиядаги барча *хусусий геоэкологик методлар* шаклланиш тарихи ва қўлланиш тажрибасига кўра анъанавий, янги (замонавий) ва энг янги (истикболли) методлар гуруҳига бўлинади.

Анъанавий методлар гуруҳи анчадан бери қўлланиладиган қиёсий, тарихий, адабий ва харита тузиш методларини ўз ичига олади.



1-TOM, 12-SON

Қиёсий метод нисбатан қадимий бўлиб, геоэкологик ахборот оқимидан асосий ва аниқ маълумотларни танлаб олишга имкон беради. Таққослаш йўли билан объект ва жараёнларнинг умумийлиги, ўхшашлиги ва фарқлари аниқланади.

Тарихий метод моҳияти ўрганилаётган объектнинг асосий тавси-фида ёки уни шакллантирувчи омиллар ўртасида рўй берган табиий ва техноген ўзгаришлар ҳолатини таққослашдан иборатдир. Табиий муҳит тараққиётини башорат қилишда фойдаланиладиган палеоботаник, палеозоологик, палеогляциологик методлар тарихий методнинг турлари ёки кўринишлари ҳисобланади.

Адабий метод геоэкологияда, айниқса, назарий ишларни бажаришда кенг қўлланилади. Ҳар бир тадқиқотчи бу методдан фойдаланади, чунки у изланувчини тадқиқот мавзуси бўйича адабиётларни батафсил ўрганишга, бошқа олимлар тажрибасидан уларни такрорламасдан фойдаланишга ва илмий муаммолар ечимига ўз ҳиссасини қўшишга мажбур қилади.

Маълумки, дастлабки хариталар қадим замонларда пайдо бўлган. Хариталар билан бир вақтда *харита тузиш методи* ҳам шаклланган. Бу методнинг моҳияти мавжуд вазиятни баҳолаш учун географик ва экологик хариталар тузиш ҳамда уларни ўрганишдан иборатдир.

Янги (замонавий) методлар гуруҳи геофизик, геокимёвий ва статистик методларни, шунингдек аэрометод ва табиий индикация (кузатиш, қайд этиш, назорат қилиш) методларини ўз ичига олади.

Геофизик метод геоэкологизимлардаги мавжуд масса энергия алмашинуви кўринишидаги ўзаро таъсирларни ўрганишдан иборат бўлиб, дастлаб ундан гидрометеорология хизматида атмосфера қатламлари ва сув объектлари ҳолатини кузатиш учун фойдаланилган.

Геокимёвий метод табиатда кимёвий элементлар миграцияси, яъни кўчиши ва қайта тақсимланишини ўрганишга хизмат қилади. Табиий муҳитдаги айрим ҳудудлар ҳаддан ташқари ифлосланиши туфайли бу метод экология ва геоэкологиядаги энг асосий методлардан бирига айланган. Геокимёвий метод ёрдамида атмосфера ҳавоси, ичимлик суви, тупроқлар ва озиқ-овқат маҳсулотлари таркибидаги ифлослантирувчи моддалар миқдори аниқланади.

Статистик метод орқали аҳоли, маҳсулотлар ишлаб чиқариш, табиий ресурслардан фойдаланиш, атроф-муҳитга антропоген таъсир ва табиатни



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муҳофаза қилиш тадбирлари режасини амалга ошириш бўйича кўплаб статистик маълумотлар йиғилади, қайта ишланади ва таҳлил қилинади.

Аэрометод – ҳудудларни самолёт, вертолёт, ҳаво шари каби учувчи аппаратлар ёрдамида тадқиқ этиш методидир. Аэрометод кўз (ёки дурбин) билан кузатиш ва аэрофотосурат (учувчи аппаратдан суратга олиш, шу усулда олинган сурат) олишга асосланади.

Табиий индикация методлари табиий таркибий қисмлар ва мажмуаларнинг ўзаро боғлиқлигига асосланган бўлиб, бевосита кузатиладиган таркибий қисмлар ва уларнинг хусусиятларини аниқлашга, шунингдек яширин ёки қийин кузатиладиган табиий таркибий қисмлар ва уларнинг хусусиятларини кўз (ёки дурбин) билан кузатишга имкон беради. *Индикация* – турли хил тадқиқий жараёнлар, объектлар ва тизимларнинг тавсифи, ҳолати ва ривожланиш босқичларини кузатиш, қайд этиш, назорат қилиш ва баҳолаш методлари мажмуи бўлиб, атроф-муҳитнинг ифлосланиш ҳолатини кўрсатувчи бир қанча ўзига хос методлар мавжуд: *лихеноиндикация* (ҳавонинг ифлосланишини лишайниклар ёрдамида ўрганиш), *крипиндикация* (ҳавонинг ифлосланишини мох, яъни йўсинлар ёрдамида ўрганиш), *дендроиндикация* (экологик омиллар таъсирида атроф-муҳит ҳолати ва ўзгаришини баҳолаш учун ёғочли ўсимликлардан фойдаланиш), *гляциоиндикация* (музликлар индикацияси), *педоиндикация* (тупроқлар индикацияси) ва ш.к.

Юқорида таъкидланган методларнинг аксарияти кузатиш методи билан боғланган. *Кузатиш* – аниқ бир мақсадни кўзлаб, қандайдир геоэкологик жараён ёки ҳодисани идрок қилишдан (ўзлаштиришдан) иборат. Кузатиш бир неча босқичда амалга оширилади: кузатишнинг мақсади ва вазифаларини аниқлаш (нима учун кузатиш кераклиги); кузатиш объекти, предмети ва ҳолатини танлаш (нимани кузатиш кераклиги); кузатиш методини танлаш (қандай кузатиш кераклиги); кузатиш натижаларини қайд этиш усулини танлаш (қандай ёзиб бориш керак-лиги); олинган маълумотларни қайта ишлаш ва изоҳлаш (қандай натижалар олинганлиги).

Энг янги (истиқболли) методлар гуруҳи математик ва космик методлар, эксперт баҳолаш методлари, моделлаштириш ва башоратлаш методларини ўз ичига олади [3].

Геоэкологияда *математик методни* жорий этиш геоэкологик ахборотларни йиғиш ва қайта ишлашни жадаллаштириш, уларни сақлаш ҳамда объектив хулосалар чиқариш усуллариини такомиллаштиришга хизмат қилувчи



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илмий-технологик юксалишлар билан боғлиқ жараён ҳисобланади. Мазкур метод асосида шахсий компьютерларда «географик ва экологик ахборотларнинг электрон банклари» ва геоэкологик башоратлаш учун эксперт баҳолаш тизимини яратиш имконияти вужудга келган.

Космосдан олинган фотосуратлар ёрдамида Ер сайёрасининг исталган ҳудудида табиий-антропоген жараёнларнинг ўзгариш суръатини кузатиш мумкин. *Космик фотосуратлар* геоэколог мутахассисларга Ер сайёрасининг экологик таназзулга учраган ҳудудларини ажратиб кўрсатиш ва улар устидан доимий назорат ўрнатишга имкон беради.

Эксперт баҳолаш методи ҳозирги ҳолатни аниқлаш, одам хўжалик фаолиятининг атроф-муҳит ва инсон саломатлигига таъсири оқибатларини башорат қилиш, шунингдек экологик вазият ўзгаришини аниқлашга ёрдам беради. Ҳозирги вақтда янгидан ишга туширилган ва қайта қуриладиган (тикланадиган) барча хўжалик объектлари давлат экологик экспертизасидан (текширувидан) ўтказилади. Экологик экспертизалар текшириш ўтказувчи мутахассис-эксперт (ёки мутахассис-экспертлар гуруҳи) томонидан амалга оширилади. Мутахассис-экспертлар, одатда, чуқур билим ва иш тажрибасига эга бўлган юқори малакали ходимлар бўлади. Уларнинг қарори билан табиий муҳитга салбий (зарарли) таъсир кўрсатадиган ишлаб чиқариш корхоналари фаолияти тўхтатилади.

Моделлаштириш методи – ҳаёлда туғилиб тавсия этилган ёки моддий амалга ошган тизимнинг илмий андазаси (моделли) бўлиб, у тадқиқот предметини айнан бир хилда акс эттиради. Бу метод объект ёки жараён билан бевосита амалий ёки назарий иш кўриш усули бўлиб, унда объект ёки жараённинг асли (ўзи) эмас, балки унинг нусхаси (моделли) текширилади. Моделлаштиришнинг турли методлари мавжуд: харита тузишни моделлаштириш, математик моделлаштириш, мантиқий моделлаштириш, компьютерда моделлаштириш ва ш.к.

Башоратлаш – маълум (муайян) далиллар асосида бирон бир геоэкологик жараён ёки ҳодисанинг қандай содир бўлиши, кечиши ҳамда оқибатларини олдиндан айтиб беришдир. Башоратлашнинг асосий методлари қуйидагилардан иборат: *мантиқий метод* (геоэкологик ҳодиса ёки жараёнларнинг мантиқ қонунларига мувофиқлигини ўрганиш), *қиёслаш ва ўхшатиш методи* (геоэкологик жараён ёки ҳодисаларнинг айнан ўхшашлиги, бир-бирига монандлигини ўрганиш), *экстраполяция методи* (геоэкологик жараён ёки



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ходисаларнинг бир қисмини кузатиш асосида чиқарилган хулосаларни унинг бошқа қисмига татбиқ этиш); *интерпретация методи* (геоэкологик жараён ёки ходисаларни шарҳлаш ёки изоҳлаш), *статистик метод* (геоэкологик жараён ёки ходисаларни миқдор (сон) жиҳатдан ўрганиш), *математик моделлаштириш методи*, *социологик метод* (геоэкологик жараён ёки ходисаларни ўрганиш ва баҳолашга социология (жамият) нуқтаи назаридан ёндашиш) ва ш.к.

Ҳозирги кунда аксарият фанларда кенг фойдаланиладиган **умумиллий методлар гуруҳи** ҳам геоэкологияда кенг қўлланилади. Бу гуруҳ куйидаги методлар мажмуини ўз ичига олади: а) *умумназарий методлар* – таҳлил қилиш, синтез қилиш, индукциялаш, дедукциялаш, мавҳумлаштириш методлари; б) *социологик методлар* – сўровнома, интервью, рейтинг методлари; в) *ижтимоий-психологик методлар* – социометрия, тренинг методлари; г) *математик-статистик методлар* – бўйсиралаш (даражали баҳолаш), миқдорий сиралаш (камайиб ёки ўсиб борувчи рақамлар сираси), қайд этиш (муайян хусусият ёки сифат мавжудлигини аниқлаш, унинг борлиги ва йўқлигини умумий ҳисоблаб чиқиш) методлари.

Атроф-муҳит ҳолатини *техник назорат қилиш методлари* алоҳида аҳамият касб этади. Ҳозирги вақтда табиий муҳитнинг айрим таркибий қисмлари (масалан, атмосфера ҳавоси, ер усти ва ер ости сувлари, тупроқ, ўсимлик ва ш.к.) ҳолати ҳақидаги дастлабки маълумотлар асосан намуналар олиш ва уларни кейинчалик турли хил техник воситалар ёрдамида лаборатория шароитида таҳлил қилиш йўли билан тўпланади.

Бундай қурилмалар (асбоб-анжомлар) хилма-хил бўлиб, *фотозлектроколориметрлар* (эритмадаги бирор модданинг концентрациясини, яъни қуюқлик ёки тўйинганлик даражасини монохроматик нурнинг ютилиш (сингиш) катталиги бўйича аниқлайдиган қурилма), *спектро-фотометрлар* (моддалар таркибини таҳил қилиш, яъни оптик нурланиш оқимларини ўлчаш учун мўлжалланган қурилма), *фотометрлар* (фотометрик, яъни ёруғлик қийматини ўлчаш қурилмаси), *хроматографлар* (хроматография методи билан моддалар аралашмасини ажратиш қурилмаси), *иономерлар* (суюқликдаги ионлар таҳлилинини қилувчи ўлчаш қурилмаси), *нитратометрлар* (ўсимлик маҳсулотларида хавфли моддалар концентрациясини аниқлашга ёрдам берувчи қурилма), *радиация дозиметрлари* (гамманурланиш дозаси қувватини аниқловчи қурилма) шулар сирасига киради.

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**The role and importance of the anti-corruption compliance control system
in strengthening anti-corruption measures in state organizations is the key to
transparency**

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specialization ".**

Annotation. The role and importance of the compliance control system in the field of battling corruption in state organizations and the rules governing the relations that make up its activities, the law and other regulatory acts aimed at organizational and legal regulation of the compliance control system, as well as the impact of corruption on state governing bodies and the effect of introducing a compliance control system

Key words. Corruption, compliance control, compliance control system, accountability, transparency.

We know that corruption has been a negative evil in all times and places and has held society back, and for this reason, it has always been criticized. This situation continues in our society today. The Law of the Republic of Uzbekistan "On Combating Corruption" was adopted in our country based on the recognition of the existence of corruption and the need to fight against it. In it, several concepts, the main principles of fighting against corruption, the main directions of the state policy in the field of fighting against corruption, the state bodies that directly implement the activities to fight against corruption and their powers in this direction, measures to prevent corruption are shown.

The term corruption is derived from the Latin word "corruptum", which means buying by bribery, selling for bribery, moral violation. It usually means that an official uses the official powers and rights given to him, as well as the related official authority, opportunities and connections for his own personal interests, contrary to the laws and ethics. Corruption has a negative impact on the economy, the current policy of the state within the state and in the international arena. In particular, it will have a negative impact on his image in the international community. The state and society are eroding the foundations of construction. For this reason, it is natural that the need to fight against this disease is increasing. Along with the negative attitude towards the public service and its employees, it leads to a decrease in the quality indicators of personnel.

Decree of the President of the Republic of Uzbekistan dated June 29, 2020 "On additional measures to improve the anti-corruption system in the Republic of



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Uzbekistan" No. PF-6013 of the President of the Republic of Uzbekistan dated May 27, 2019 "On measures to further improve the anti-corruption system in the Republic of Uzbekistan" In 2020-2021, one of the main tasks of the newly established anti-corruption agency is to implement an anti-corruption internal control system ("compliance-control") in all state and economic management bodies, state-owned enterprises and enterprises with a state share in the charter capital, including banks. Phased implementation is set.

Anti-corruption compliance control - organizing the activities of state bodies and business entities, banks in accordance with international anti-corruption standards, laws and other regulatory legal documents, timely identification and termination of corruption risks, conflicts of interest, violations of the law and corruption is a preventive system that includes whistleblowing. Based on the tariffs mentioned above, it can be understood that the purpose of implementing compliance control is to prevent corruption risks in the public and private sector and to systematically identify areas where such risks exist, to monitor the factors that cause conflicts of interest on legal and financial grounds, to monitor the activities of various financial, is to create a complex mechanism of systematic protection against economic sanctions and other influences and to maintain a positive image of activity.

From the above, it can be concluded that the compliance control system to fight against corruption was originally created in the USA and is a set of effective mechanisms that serve to identify corruption risks in time, put an end to them, and minimize the risk of corruption.

Also, starting from this year, these experiments were carried out by the Ministry of Construction of the Republic of Uzbekistan, the Ministry of Higher and Secondary Special Education, the Ministry of Health, as well as the Tashkent city administration, Tashkent regional administration, Mirzo Ulugbek district and Boka district administrations with the support of the United Nations Development Program at the initiative of the Prosecutor General's Office of the Republic of Uzbekistan⁵² a compliance control system is being established in state organizations such as Implementation of the compliance service in the above-mentioned companies and organizations is carried out in 4 stages: 1st stage: analysis of the current state of the anti-corruption compliance control service; Stage 2: development or improvement of anti-corruption measures and control mechanisms; Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated February 17, 2020 No. 72-F. 52 Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated February 17, 2020 No. 72-F.



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30 Stage 3: introduction of "compliance control" service to combat corruption; Stage 4: work is being carried out in processes such as evaluating the effectiveness of the introduced anti-corruption "compliance control" procedures. Also, on February 17, 2020, the Cabinet of Ministers of the Republic of Uzbekistan adopted Order No. 72-F, which indicated that when implementing a compliance control system in state organizations, special attention should be paid to the following: timely identification of corruption risks, putting an end to them, their consequences, eliminate the causes and conditions that enable them and reduce them to a minimum level; increase the accountability and transparency of the activities of state bodies and organizations; regulation of issues of strict compliance by employees with the rules of professional ethics and reporting of conflicts of interest in the performance of official duties and their resolution; strengthening internal control mechanisms over the implementation of departmental measures to combat corruption; introduction of generally recognized international standards and positive foreign experiences in the field of combating corruption¹. Also, in March-April 2020, at the initiative of the General Prosecutor's Office of the Republic of Uzbekistan, in cooperation with 9 state agencies such as the Ministry of Internal Affairs of the Republic of Uzbekistan, the Ministry of Transport, the Ministry of Preschool Education, the Ministry of Energy, the Ministry of Employment and Labor Relations, the Ministry of Agriculture, the State Customs Committee In order to further improve anti-corruption efficiency in the sectors, the procedure for introducing the compliance control system in stages was agreed and the "Roadmap for further improvement of the fight against corruption for 2020" was approved.².

Also, based on the Decree of the President of the Republic of Uzbekistan dated 29.06.2020 "On additional measures to improve the system of fighting corruption in the Republic of Uzbekistan" No. PF-6013, the Anti-Corruption Agency of the Republic of Uzbekistan was established. In 2020-2021, one of the main tasks of this office is to gradually introduce an anti-corruption internal control system ("compliance-control") in all state and economic management bodies, state-owned enterprises and enterprises with a state share in the charter capital, including banks.³.

¹Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated February 17, 2020 No. 72-F

²On March 15, 2020, on the initiative of the General Prosecutor's Office of the Republic of Uzbekistan, the "Roadmap for 2020 on further improvement of the fight against corruption" was adopted.

³Decree of the President of the Republic of Uzbekistan dated June 29, 2019 No. PF-6013 "On additional measures to improve the system of combating corruption in the Republic of Uzbekistan"



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To conclude, the reforms implemented in the fight against corruption in the activities of the state and private sector are not only the improvement of national legislation based on foreign experiences, but also the implementation of certain international standards, which are used as an effective system in this field, into national legislation. One of them is the compliance control system, which is a set of efficient and effective tools that are widely used in this field.

Through this system, transparency in state organizations will emerge and become a solid legal basis for the fight against evil.

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COMPETENCY EDUCATION IN HIGHER EDUCATION INSTITUTIONS

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Abstract:

Competency-based education (CBE) has emerged as a transformative approach in higher education, aiming to provide a more personalized and effective learning experience. This scientific article explores the concept of competency education in higher education institutions, discussing its principles, benefits, challenges, and the impact on student outcomes. By focusing on learners' mastery of specific skills and knowledge rather than traditional time-based models, competency education seeks to prepare students for the dynamic demands of the 21st century workforce. The article also examines various implementation models, assessment strategies, and the role of technology in facilitating competency-based learning. Through a comprehensive review of the current literature, this article aims to contribute to the understanding and advancement of competency education within the higher education landscape. Competency education has emerged as a transformative approach in higher education institutions, reshaping traditional teaching and learning methods. This article explores the concept of competency education, its implications for higher education, and the potential benefits it offers in fostering a more personalized and student-centered learning environment. Through an examination of key principles, challenges, and successful implementations, this article aims to contribute to the ongoing discourse on innovative educational models that prepare students for the complexities of the 21st century workforce.

Keywords:

Competency-based education, Higher education, Personalized learning, Mastery learning, Assessment, Technology, Student outcomes.

Introduction



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The landscape of higher education is evolving rapidly, driven by technological advancements, changing workforce demands, and a growing recognition of the need for more flexible and student-centric learning approaches. Competency-based education (CBE) has gained prominence as an innovative paradigm shift, challenging the traditional time-based credit hour system. Unlike conventional models where students progress based on time spent in the classroom, competency education focuses on learners' mastery of specific skills and knowledge. This article aims to provide a comprehensive overview of competency education in higher education institutions, exploring its principles, benefits, challenges, and the impact on student outcomes. The landscape of higher education is undergoing a profound transformation as institutions grapple with the demand for graduates equipped with not only academic knowledge but also practical skills relevant to a rapidly changing world. Competency education, often referred to as mastery-based or proficiency-based learning, represents a paradigm shift from traditional education models, focusing on the acquisition of specific skills and demonstrated proficiency rather than time spent in the classroom.

Competency education in higher institutions is characterized by its commitment to personalized learning, student-centered approaches, and a clear emphasis on outcomes. Unlike conventional grading systems, competency education evaluates students based on their mastery of predefined skills and knowledge. This shift from a time-based to a proficiency-based approach addresses the diverse learning needs of students and prepares them for success in an increasingly dynamic and interconnected global landscape.

In this article, we will delve into the core principles of competency education, its impact on higher education institutions, and the challenges and opportunities associated with its implementation. Additionally, we will highlight successful case studies that illustrate the positive outcomes of adopting competency-based models, providing insights into best practices for institutions considering or currently undergoing this transformative process.

Competency-based education is rooted in the belief that students should advance upon demonstrating proficiency in a particular skill or concept, regardless of the time it takes to reach that level. This approach aligns with the diverse learning needs of students and emphasizes personalized learning experiences. By shifting the focus from seat time to learning outcomes, competency education strives to create a more flexible



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and adaptable educational system that better prepares students for the complexities of the modern workforce.

One of the key principles of competency education is the explicit identification and definition of learning outcomes. Institutions that embrace CBE articulate clear and measurable competencies, providing students with a transparent roadmap for their educational journey. This clarity not only helps students understand what is expected of them but also facilitates targeted instruction and assessment.

Furthermore, competency education often leverages technology to enhance the learning experience. Adaptive learning platforms, virtual simulations, and interactive assessments play a crucial role in tailoring instruction to individual students' needs. These tools enable educators to provide timely feedback and support, fostering a more dynamic and responsive learning environment.

While competency education offers promising benefits, it is not without its challenges. Implementation requires a significant shift in institutional culture, pedagogy, and assessment practices. Faculty development, robust infrastructure, and a commitment to ongoing evaluation and improvement are essential components of successful competency-based programs.

This article reviews the existing literature on competency education, drawing on case studies and empirical research to explore its impact on student outcomes. By synthesizing current knowledge, this article aims to contribute to the ongoing conversation about the future of higher education and the role of competency-based education in shaping a more responsive and effective learning environment.



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Yo`l transport hodisalarini tergov qilishda tergov harakatlari samaradorligini oshirishning nazariy-amaliy yechimlari

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Annotatsiya. Ushbu maqolada yo`l-transport hodisalari sodir etilgandan keyin tergovchi tomonidan qanday harakatlar amalga oshirilishi, bu harakatlar natijasida tergovchining jinoyatni to'la, har tomonlama va xolisona olib borishiga zamin yaratishi, dastlabki tergov harakatlari barcha holatlarda ko`rib chiqilayotgan ishlar bo'yicha nimalarga ahamiyat berilishi zarurligi haqida afroflicha so`z borib tahlil qilindi.

Kalit so`zlar. Yo`l-transport hodisalarining kriminalistik tavsifi. Tergovni olib borish yo`nalishini aniqlash. Dastlabki tergov harakatlari va tezkor qidiruv chora-tadbirlari. Yo`l-transport hodisalari bo'yicha keyingi tergov harakatlarini o'tkazish. Yo`l-transport sohasidagi jinoyatlar tergov qilish metodologiyasi.

Kirish. Yo`l harakati xavfsizligi qoidalarini jinoiy tarzda buzganlikni tergov qilishning yo`nalishlarini belgilash- tergovchining dastlabki vaziflarini aniqlashi va ularni hal etishning yo`llarini tanlab olishini anglatadi. Bunday vazifa negizida tergovchi olib borayotgan tergov ishlarining dastlabki bosqichida yuzaga kelayotgan vaziyatlarning tahlili yotadi. Ushbu bosqichda tergov vaziyatlarining o`ziga xos xususiyatlari, asosan, avariya yuz berishi bilanoq yo`l xavfsizligi qoidalarini buzgan shaxslar va hodisa boshqa ishtirokchilarining xulq-atvori qanday bo'lganligiga, hodisaning shohidlari bor-yo`qligiga, moddiy holatning qay ahvoldaligiga, tergovchi hodisa yuz bergan joyga etib kelganida izlar saqlangan-saqlanmaganligiga va boshqa holatlarga bog`liq bo'ladi. Haydovchi, transport vositasi va yo`l yuqorida ko`rib



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chiqilgan barcha holatlar hamda ular tufayli yuzaga keladigan turli vaziyatlarga bog`liq, chunonchi: 1) piyodalar, velosipedchilar, motosiklchilar va boshqa harakatlanuvchi ob`ektlar bir-birini urib yuborishi; 2) harakat qilmaydigan ob`ektlarni (yoritgich, telegraf ustunlari va boshqa ustunlarni, yo`l bo`yidagi inshootlarni, to`xtab turgan transport vositalari va boshqa shu kabilarni) urib yuborish yoki ular bilan to`qnashish; 3) harakatdagi transport vositalari bilan to`qnashish; 4) keskin to`xtatilishi yoki yo`ldagi to`siqlarga urilishi tufayli yoxud boshqa sabablarga ko`ra turg`unlikni yo`qotishi natijasida transport vositasining ag`darilishi; 5) harakatdagi transport vositasidan yo`lovchilarning ag`anab tushushi; 6) transport vositasining ag`darilishi (masalan, ko`prikdan); 7) transportda (elektr simlarida transport vositalarining to`qnashishi natijasida yoqilg`i uzatish tizimida yuzaga keladigan nosozliklar, yoqilg`ining portlashi va boshqa sabablarga ko`ra) kelib chiqadigan yong`indan iborat bo`lishi mumkin. Sanab o`tilgan faktorlar ob`ektiv va sub`ektiv sabablar bilan bog`liq bo`lgan turli rivojlanishiga sabab bo`ladi. Vaziyatning qulay yoki noqulay deb e`tirof etilishi ish olib borilayotgan paytda tergov qilinayotgan voqeaning holatlari to`g`risida axborot olish imkoniyatiga bog`liq.

Ushbu toifadagi ishlarda dastlabki tergov harakatlari avtohalokatning o`ziga xos xususiyati bilan belgilanadi (urish, ag`darish va hokazo) va transport vositasi yoki uning haydovchisi voqea joyidan g`oyib bo`lganmi yoki yo`qmi.

Shunday qilib, tergovga qadar bo`lgan harakatlarning dolzarbligi ularni amalga oshirish vaqti va jinoyatning asl mohiyati bilan belgilanadi.

Dastlabki tergov harakatlarining chegaralari ma`lum bir toifadagi ishlarni tergov qilishning o`ziga xos xususiyatlari va tergovni rejalashtirishdan qat`i nazar, ish bo`yicha tergov boshida tergovchi oldida turgan aniq vazifalar bilan belgilanadi.

Tezkor dastlabki tergov harakatlari barcha holatlarda ko`rib chiqilayotgan ishlar quyidagilardan iborat bo`lishi kerak:



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- voqea joyini va mavjud izlar va ashyoviy dalillarni, shuningdek transport vositasining o`zini va jabrlanuvchilarning (haydovchining) jasadlarini, (agar qurbonlar bo`lsa) tekshirishda;
- voqea guvohlarini so`roq qilishda (agar ular baxtsiz hodisa, to`qnashuv va boshqa baxtsiz hodisalar sodir bo`lgan joyda bo`lsa), shuningdek omon qolgan jabrlanuvchilar va haydovchini so`roq qilish;
- qidiruvdagi avtomobil yoki uning haydovchisi, (agar u voqea joyidan qochib ketgan bo`lsa) jabrlanuvchilar va haydovchini tekshirish.
- tan jarohati va mastlik holatining og`irligi;
- sud-tibbiy ekspertizasi va avtohalokat sodir bo`lgan joyni ko`zdan kechirish paytida topilgan shaxslarning jasadlarini tekshirish¹

Yo`l-transport sohasidagi jinoyatlari bo`yicha ishlarni tergov qilish metodologiyasida tergovning uchta alohida holati ko`rib chiqiladi.

Haydovchi, transport vositasi va jabrlanuvchi yoki biron sababga ko`ra ular voqea joyida bo`lmasa (masalan, tibbiy muassasaga etkazib berish munosabati bilan), ular haqida ishonchli ma`lumotlar mavjudligi.

Bu holat eng keng tarqalgan va asosan transport vositalarining to`qnashuvida yuzaga keladi. Bu sizga baxtsiz hodisa holatlari to`g`risida uning ishtirokchilaridan, voqea joyini va transport vositasini tekshirishdan keng ma`lumot olish imkonini beradi. Mavjud ma`lumotlarning tabiati asosan vaziyatni hal qilish bo`yicha tergov harakatlarining turi va ketma-ketligini belgilaydi:

- voqea joyini tekshirish, jabrlanuvchining guvohlarini so`roq qilish, haydovchi va jabrlanuvchini tekshirish, sud-tibbiy ekspertizani tayinlash.

To`qnashuv joyini tekshirgandan so`ng darhol quyidagi harakatlarni bajarish tavsiya etiladi:

¹ Жулев В.И., Краенский Е.А., Гирько С.И. *Расследование дорожно-транспортных преступлений.* - М., 1991



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- ✓ guvoh-guvohlar va jabrlanuvchini, birinchi navbatda, haydovchi va transport vositasini o`rnatish uchun zarur bo`lgan ma`lumotlarni olish uchun so`roq qilish.
- ✓ sud ekspertizasini tayinlash kerak.
- ✓ Haydovchini so`roq qilish va transport vositasini tekshirgandan so`ng, ular (sodir bo`lgan voqealarning xususiyatlariga qarab) identifikatsiya qilish uchun taqdim etilishi kerak, (agar zarurat bo`lsa) guvohlar (jabrlanuvchi) va haydovchi o`rtasida yuzlashtirish kerak.

Tergovning dastlabki bosqichida, hodisa joyini ko`zdan kechirish shoshilinch tergov harakatidir. Chunki jinoyatlarni ochish va tergov qilishning butun muvaffaqiyati uning natijalariga bog`liqdir.

Yo`l-transport hodisasi joyini ko`zdan kechirishning asosiy vazifasi mohiyatiga ko`ra, boshqa jinoyat joylarini ko`zdan kechirish vazifasidan farq qilmaydi, biroq shu bilan birgalikda, yo`l-transport hodisasining xarakterining o`zidan va uning obyektlarining spetsifikligidan kelib chiqadigan o`ziga xos xususiyatlarga ega bo`ladi.

Ko`zdan kechirishning maqsadi izlar va boshqa ashyoviy dalillarni aniqlash, hodisaning vaziyatini aniqlash, ish bo`yicha ahamiyatga molik bo`lgan boshqa holatlarni aniqlash bo`lib hisoblanadi.

Ko`zdan kechirishning natijalari hodisaning sabablari to`g`risida bir qator versiyalarni ilgari surish imkonini beradi, keyinchalik ularni ishlab chiqish ish bo`yicha haqiqatning aniqlanishiga olib keladi.

Bayonnomada voqea sodir bo`lgan paytda yuzaga kelgan barcha aniqlangan holatlar va oqibatlar aks ettirilishi, bunday holda, birinchi navbatda, jabrlanuvchining va transport vositasining joylashishini aniqlash kerak. Shundan so`ng, voqea sodir bo`lgan joyni aniqlash zarur. Chunki u har doim ham jabrlanuvchining va transport vositasining joylashgan joyiga to`g`ri kelmaydi.

Ko`rsatilgan joylar quyidagilar bo`lishi kerak:



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Ko`rsatilgan joylarlar ushbu ko`cha yoki yo`l elementlari (qatnov qismi, yo`l cheti, trotuar, kyuvet, maysazor, piyodalar o`tish joyi, chorraha chegaralari, jamoat transporti bekatlari, yo`l belgilari va boshqalar) bilan "bog`langan" bo`lishi kerak.

Barcha chiziqli o`lchamlar qadamlar bilan emas, balki lenta o`lchovi yoki katlanadigan metr bilan aniqlanishi kerak. Tegishli mo`ljalni tanlash muayyan vaziyatga bog`liq bo`ladi.

Agar voqea joyida uchib ketgan faralar oynalari bo`lsa va orqa ko`zgular, old va yon oynalar, yuklar va boshqa narsalar ularning joylashgan joylarini bayonnomada qayd etish kerak yo`lning chegaralarigacha bo`lgan masofani va ko`cha yoki yo`lning yuqoridagi boshqa elementlarini o`lchash orqali tekshirish zarur.

Keyin esa, transport vositasining harakatlanish izlarini tekshirish, ularning qatnov qismining chegaralariga nisbatan yo`nalishini va ularga masofani aniqlash kerak.

Tekshiruv paytida yo`lning har bir qismini tavsiflash juda muhimdir. Xususan, yo`l qoplamasining turi va holatini, nishab burchagi qiymatini aniqlash uzunlamasina (ko`tarilish yoki tushish) va ko`ndalang, burilish radiusi, yo`lning kengligi, yo`l cheti, kyuvet, yulka, piyodalar o`tish joylari, maysazor va ko`cha va yo`lning boshqa elementlari hisobga olish kerak. Bunday holda, iflos va yog`li joylar, chuqurchalar va nosimmetrikliklar mavjudligiga, qoplamaning bir xillik darajasiga e`tibor berish kerak².

Avtomobil piyodalarga urilganda voqea sodir bo`lishidan oldin ularning harakatlanish yo`lining yo`nalishi va uzunligi, yo`l bo`ylab, yo`l chetida, yo`lakda, maysazorda va hokazolarda alohida belgilanadi.

Piyodalar harakati yo`lida ko`rinishni cheklaydigan narsalar (tik turgan transport vositalari, kiosklar, reklama taxtalari va boshqalar) mavjud bo`lganda, ko`rinadigan zonada yoki maydonda bosib o`tgan masofa ko`rsatiladi.

² Шапкин А.А. Криминалистическая характеристика дорожно- транспортных преступлений // Социально-экономические явления и процессы. – №. 5 (051). – 2013.



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To`qnashuv joyini va jabrlanuvchining transport vositasiga nisbatan joylashishini to`g`ri qayd etish, ya`ni to`qnashuv qachon sodir bo`lganligini aniqlash juda muhim.

Avtotransport vositalari to`qnashganda, voqea joyidan 200-100 metr oldin va undan keyin ularning harakatlanish yo`li va yo`nalishini o`rganish kerak. Harakat izlarini (siljish, tormozlash yoki lateral siljish) tushunish, ularning uzunligi va yo`lning chegarasiga nisbatan joylashish burchagini, shuningdek, oxirigacha bo`lgan masofani aniqlash muhimdir. Kerakli ma`lumotlarni alohida aks ettirish muhim. Ya`ni to`qnashuvdan oldin va keyin holatga nisbatan. To`qnashuv chorrahada sodir bo`lganda, yo`l harakati xavfsizligi xizmati hodimidan yo`lning qaysi biri asosiy yoki ularning tengligi to`g`risida ma`lumot olish kerak. Yon tomondan ag`darilganda quyidagilarni aniqlash kerak.

Yon tomondan ag`darilganda esa, quyidagilarni aniqlash kerak. Avtomobil izlari egri chiziqqa to`g`ri mos keladigan hollarda yo`l yoki ko`chaning burilish radiusi. Agar izlar to`g`ri mos kelmasa, unda ularning burilish radiusi to`g`ridan-to`g`ri aniqlanadi.

Baxtsiz hodisa kechqurun yoki tunda kam yorug`lik bilan sodir bo`lganda, transport vositasining kabinasidagi haydovchi o`rindig`idan ko`rinish aniqlash kerak. Buning uchun quyidagilarni bajarish kerak:

yaqin va uzoq nurli faralarda avtomobil kabinasidan ko`rinish;

avtomobil kabinasiga haydovchi o`rindig`iga o`tirib, faralarning qisqa va uzoq nurlarini yoqib, haydovchining boshi harakatlangan yoki harakatsiz holatda va to`g`ri yo`nalishda bir oz burilish bilan ko`rish va ko`rish masofalarini aniqlash.

Jinoyat holatlari to`g`risida muhim ma`lumot manbai yo`l-transport hodisasida ishtirok etgan guvohlar, jabrlanuvchilar, haydovchilarning ko`rsatmalari hisoblanadi. So`roq jarayonida tergovchi olishda mavjud bo`lgan dalillarni tekshirish va uni aniqlashtirish va chuqurlashtirish uchun yangi ma`lumotlarni olish uchun yo`l-transport



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hodisasi tergov qilinayotgan voqea haqidagi g`oyalar so`roq qilinayotgan shaxsning xabardorligidan foydalanadi³.

Avtomobil yoki boshqa transport vositasi yo`naltirilgan va ushbu guvohlarni so`roq qilish orqali texnik holatni aniqlash mumkin bo`lgan avtomobil yo`nalishga chiqqanda, haydovchining harakatlanish yo`nalishi bo`yicha yo`lning xususiyatlari to`g`risida xabardorligi, parvozga chiqishdan oldin va yo`lda haydovchining holatini bilishi tekshirish kerak bo`lgan shaxslarni so`roq qilishda, baxtsiz hodisani tekshirishda quyidagilarga alohida e`tibor berish kerak:

- ❖ transport tashkilotining yoki mashinalarning texnik holati uchun javobgar bo`lgan korxonaning mansabdor shaxslari harakatlari;
- ❖ dispetcherlar sayohat hujjatlari;
- ❖ safar oldidan tibbiy yordam ko`rsatuvchi provayderlar haydovchilarni tekshirishi;

So`roq mavzusini tashkil etuvchi ko`plab holatlar turli hujjatlarda aks ettirilgan. Ularni o`rganish tergovchiga so`roq paytida ko`pchilikni olish mumkin bo`lgan shaxslar doirasini aniqlashga imkon beradi.

Yo`l-transport hodisalari bo`yicha keyingi tergov harakatlarini o`tkazish

Yo`l-transport hodisasini tekshirishda eksperiment tergov harakati bo`lib, u quyidagilarga imkon berib, mavjud ko`rsatkichlarni tekshirish yoki aniqlashtirish, shuningdek aniqlangan va baxtsiz hodisalarning moddiy izlarini o`rganadi.

Eksperiment muhim ahamiyatga ega, chunki u eksperimental ravishda dastlabki tergovning ko`plab savollariga javob berishga imkon beradi.

Masalan, u maqsad bilan amalga oshiriladi, haydovchining, guvohlarning, boshqa shaxslarning ko`plab baxtsiz hodisalar, xususan, ko`rib chiqish holatlari to`g`risidagi guvohlarining, holatlarning, ko`rsatmalarning ishonchliligini eksperimental tekshirish va

³ Якимов Р.С.Криминалистика. Уголовная тактика.-М., 1929. -163-б.



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yo`l-transport hodisasi paytida yo`lning ushbu qismida paydo bo`lishi haqida bu vaqtda yo`l harakati holati haqida atroflicha ma`lumot beradi.

Xulosa qilib aytganda tergovchi tergov harakatlari davomida quyidagilarni aniqlashi zarur:

ko`rish holati qanday; so`roq qilingan shaxs; to`qnashuv paytida qanday ob-havo sharoiti bo`lgan (yomg`ir, tuman, qor yog`ishi, aniq ob-havo va boshqalar); haydovchi va guvohlarning fikri, kabinada kim bo`lgan, haydovchining belgilari, yo`lovchilarning soni va belgilari; kunning qaysi vaqtida to`qnashuv sodir bo`lgan, guvoh turini, modelini va raqamini esladimi; mashina harakatining tabiati qanday edi (to`g`ri chiziqli, egri chiziqli, yo`l o`qiga burchak ostida); haydovchi tormozlanganmi, agar shunday bo`lsa, tormozlash qaysi joyda boshlangan va qaysi joyda tugagan, guvoh tormozlashning boshlanishi va oxirini qanday belgilar bilan aniqlagan (tormoz chiroqlari yondimi, harakat sekinlashdimi, eshitiladimi tormozlarning g`ichirlashi); haydovchi biron bir signal (tovush, yorug`lik, burilish signallari) berganmi va ular qachon berilganmi; yuk qanday joylashtirilgan, qanday mahkamlangan, u ishlaganmi; to`qnashuvdan keyin transport vositasi qaysi yo`nalishda harakat qildi, u qaerda to`xtadi, u to`xtagandan keyin boshqa joyga (orqaga, oldinga) harakatlanadimi; avtomobilda va kelayotgan mashinalarda faralar bormi, qanday yorug`likda edi; yon chiroqlar yoqilganmi (pastki chiroqlar); yo`lda yoki uning yonida shovqin bormi; haydovchining ish joyidan ko`rinishi va ko`rinishini yomonlashtiradimi; jabrlanuvchi qaysi joydan va qaysi yo`nalishda qatnov qismi bo`ylab va undan oldin harakatlana boshlagan, u qanday kiyingan, qanday u tezlik bilan harakat qildi (qadam, tezlashtirilgan qadam, yugurish), u to`xtaganmi, to`xtagan bo`lsa, qancha vaqt joyida qoldi, to`xtashdan keyin qanday harakat qildi; jabrlanuvchi yaqinlashib kelayotgan transport tomon qarab turdimi; bor edi. Unga yaqinlashayotgan transportni ko`rishga to`squinlik qiladigan hech qanday to`siq bo`lmaganmi; jabrlanuvchining to`qnashuvi qaysi joyda sodir bo`lgan; jabrlanuvchi transport vositasining qaysi qismini urib



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tushirgan; u qaerga yiqildi, transportda qayerga ko`chirilgan va transport to`xtatilganidan keyin qayerda bo`lgan; jabrlanuvchi boshqa joyga urilganidan keyin ko`chib o`tganmi; qanday izlar paydo bo`lgan; to`qnashuv joyi; transport vositasida qanday zarar ko`rgan kabi savollarga javob olish zarur bo`ladi. Ushbu holatlarning sifatli va o`z vaqtida amalga oshirilganligi jinoyatlarni ochishda tergovchiga katta ma`suliyat yuklashi barobarida, tergovning to`la, har tomonlama, xolisona bo`lishiga yo`l ochadi.

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Qasddan badanga og`ir shikast yetkazish obyektiv tomonlari o`ziga xos
xususiyatlari

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Annotatsiya. Ushbu tezisdan badanga og`ir shikast yetkazish obyektiv tomonlari o`ziga xos xususiyatlari, yetkazilgan zararining tabiati va tananing xususiyatlari to`g`risida «Badanga yetkazilgan shikastning og`irlik darajasini aniqlash qoidalari» asosida o`rganilib, uning jinoiy-huquqiy asoslari tahlil qilinib kvalifikatsiyalashga ta`sir qiluvchi omillarga baho berildi.

Kalit so`zlar. Ko`rish qobiliyatini yo`qotish, so`zlash qobiliyatini yo`qotish eshitish qobiliyatini yo`qotish, a`zoning ishdan chiqishi, qo`l yoki oyoqni yo`qotish, obyektiv tomoni, og`ir tan jarohati.

Kirish. Jinoyat kodeksining 104 - moddasi, birinchi navbatda, bu shaxsning qonun bilan himoyalangan manfaatlariga ijtimoiy xavfli va noqonuniy tajovuz qilish jarayoni, subyektning jinoiy harakati (harakatsizligi) bilan boshlanib, jinoiy natija — og`ir tan jarohati boshlanishi bilan tugaydigan jarayon ekanligi bilan belgilanadi. Har bir jinoyatning ob`ektiv tomoni uning usuli, sodir etilgan joyi, yuzaga kelgan oqibatlarining tabiati va boshqalar bilan bog`liq o`ziga xos xususiyatlarga ega. Biz tekshirayotgan jinoyat faqat sub`ektning noqonuniy xatti-harakatlari zararli oqibatlarga olib kelgan taqdirdagina qonuniy ravishda tugaydi, ularning hajmi, tabiati va hajmi juda xilma-xildir.

Bundan tashqari, agar biror kishi to`g`ridan-to`g`ri qasd bilan harakat qilsa, u holda, qoida tariqasida, tan jarohati yetkazishning muqobil variantlari qoplanadi. Shuning uchun bu jinoyat asosan noaniq (noaniq) yoki aniq, ammo muqobil niyat bilan sodir etiladi. Bunday hollarda jinoyatning kvalifikatsiya amalida yuzaga kelgan oqibatlar bo`yicha amalga oshiriladi.

Biroq, bunday hukm qilmishning kvalifikatsiya qilishda xatolarga olib kelishi mumkin.

Masalan, agar shaxs jabrlanuvchiga og`ir tan jarohati yetkazish uchun to`g`ridan-to`g`ri qasd qilgan bo`lsa, lekin unga bog`liq bo`lmagan sabablarga ko`ra



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bunday oqibat yuzaga kelmagan bo'lsa, va jabrlanuvchiga kamroq og'ir yoki yengil tan jarohati yetkazilgan bo'lsa, unda asliga qarab qilmishni kvalifikatsiya to'g'ri bo'lmaydi. Bu holda qilmish qasd nimaga qaratilgan bo'lsa o'sha bo'yicha javob berishi kerak.

Yuqoridagilarning tasviri sifatida quyidagi misolni keltirish mumkin.

M. va K. shaxsiy munosabatlar asosida O. va uning o'rtoqlarini kaltaklay boshladilar. Yo'ldan o'tayotgan Sh. M. va K. ga kaltaklashni to'xtatish so'radi. Biroq, "uni uringlar!" deb ular Sh. tomon yugurishdi va yelkasiga zanjir bilan urishdi. Urganlardan biri Sh. qattiq jism bilan, lekin Sh. o'z vaqtida yon tomonga sakrab tushdi va qattiq jism lom ko'priikka tegdi.

Keyin ular Sh.ni pichoq bilan qornidan yaqin masofada soniga urishdi va pichoq o'tib ketdi. Sud-tibbiyot eksperti Sh. yengil tan jarohati sabab bo'lgan degan xulosaga keldi. Natijada tergov organlari M. va K. qasddan yengil tan jarohati uchun javobgar bo'lishi kerak degan qaror qildilar.

Biroq, bu malakalash to'g'ri emas. Hayot uchun xavfli bo'lgan tan jarohati. adabiyotlarda, ayniqsa sud tibbiyotida, uzoq vaqt davomida zararning hayot uchun xavfini qanday tushunish va qanday zararni hayot uchun xavfli deb hisoblash kerakligi to'g'risida kelishuv mavjud emas edi. Ushbu savollar «Badanga yetkazilgan shikastning og'irlik darajasini aniqlash» da to'liq hal qilindi. Shunday qilib, hayot uchun xavfli bo'lgan zararlar jabrlanuvchining hayotiga tahdid soladi yoki tibbiy yordam ko'rsatilmasa o'lim bilan tugaydi. Shu bilan birga, tibbiy yordam tufayli o'limning oldini olish bunday zararlarning hayoti uchun xavfni baholashda hisobga olinmasligi kerakligi ko'rsatilgan. «Badanga yetkazilgan shikastning og'irlik darajasini aniqlash» hayot uchun xavfli zararlarning keng ro'yxatini beradi. Xususan, hozirgi «Badanga yetkazilgan shikastning og'irlik darajasini aniqlash» ko'krak qafasi va qorinning barcha kirib boradigan yaralari, hatto ichki organlarga zarar yetkazmasdan ham, zarar yetkazish paytida hayot uchun xavfli deb tan olinadi. Yuridik va sud-tibbiyot adabiyotlarida tan jarohati qachon va qaysi vaqtda hayot uchun xavfli deb topilishi kerakligi to'g'risida qaror qabul qilishda yagona pozitsiya mavjud emas. Boshqa pozitsiyani A. S. egallaydi. Nikiforov, yetkazilgan zarar hayot uchun xavfli deb tan olinishi kerak va shuning uchun yetkazilgan zarar va uning asosida yuzaga keladigan hayot xavfi o'rtasida sababiy bog'liqlik mavjud bo'lganda va zarar yetkazish paytida xavfli bo'lganmi yoki yo'qmi, ahamiyatsiz deb hisoblaydi. Uni qo'llash paytida yoki undan keyingi kasallik paytida xavf o'zini namoyon qildi,



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bu o`zidan keyin zarar doimiy sog`liq buzilishini tark etmaydi. Kozlovning yozishicha, zararining hayot uchun xavfliligini majburiy tan olish aynan qo`llash paytida sodir bo`ladi, chunki o`lim xavfi zararining paydo bo`lishi bilan bir vaqtda paydo bo`ladi. Bu paydo bo`ladi, holbuki u darhol paydo bo`lmasligi mumkin, ammo turli bosqichlarda — jarohatning boshida ham, jarayonida ham. Bundan kelib chiqadiki, yetkazilgan zararining ijobiy natijasidan qat`i nazar, qabul qilingan choralar (malakali va o`z vaqtida tibbiy yordam ko`rsatish) yoki boshqa sabablarga ko`ra hech qanday jiddiy oqibatlariga olib kelmagan bo`lsa, agar bu zarar jabrlanuvchining hayotiga haqiqiy xavf tug`dirsa, bunday zarar yetkazish payti hayot uchun xavfli hisoblanadi.

Ba`zi mualliflarning fikriga ko`ra, hayotga zarar yetkazish xavfi zarar yetkazilgan vositaning xususiyatiga, jinoyatchining vositalari va harakat uslubiga qarab aniqlanishi kerak. Ko`rinib turibdiki, shikast yetkazish vositasi va usuli tan jarohati og`irligini baholashga hech qanday aloqasi yo`q, chunki hayot uchun xavf zarar yetkazish usullari va vositalari bilan emas, balki zararining o`zi bilan belgilanadi. Ular faqat jazo chorasiga ta`sir qilishi yoki ba`zi hollarda qotillik niyati borligi to`g`risida guvohlik berishi kerak va bunga sabab bo`lish usuli, qo`shimcha ravishda, ma`lum bir og`irlikdagi tan jarohati (azob yoki qiynoqqa solish orqali tan jarohati yetkazish) doirasida kvalifikatsiya qiluvchi holat sifatida qaraladi.

Shunday qilib, hayotga zarar yetkazish xavfi, keyingi og`riqli jarayon va uning natijasidan qat`i nazar, zarar yetkazish paytida, har bir alohida holatda, zararining o`ziga xos xususiyati va shikastlangan organ yoki tananing bir qismining hayot uchun ahamiyati, ya`ni jabrlanuvchining o`limi uchun haqiqiy tahdiddan kelib chiqqan holda baholanishi kerak.

Ko`rish qobiliyatini yo`qotish. Ko`rish qobiliyatini yo`qotish ikkala ko`zning batamom ko`rmay qolishi yoki ko`rish qobiliyatining 2 metr va undan kam masofada barmoq sanarli darajada pasaygan (ko`rish o`tkirligi 0,04 % va past) holati. Bitta ko`zning ko`r bo`lib qolishi ham mehnat qobiliyatini uchdan bir hissa barqaror yo`qotish alomatiga ko`ra og`ir tan jarohatlari jumlasiga kiradi. Ko`rmaydigan ko`zning shikastlanishi uning olib tashlanishini taqozo etsa, qilmish sog`liq yomonlashganining muddati bo`yicha kvalifikatsiya qilinadi.

Hech bo`lmaganda bir ko`z bilan ko`rish qobiliyatini yo`qotish uchun og`ir tan jarohati sifatida kvalifikatsiya qilish uchun yetarlilik masalasi jinoiy va sud-tibbiyot adabiyotlarida alohida tortishuvlarga sabab bo`lmaydi. Ko`pgina huquqshunos olimlar



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va sud tibbiyoti vakillari bir ko`z bilan ko`rishning yo`qolishini jiddiy tan jarohati deb bilishadi. Farq faqat bunday nuqtai nazarning argumentatsiyasida yotadi. Ba`zilar bir ko`zning ko`rish qobiliyatini yo`qotish nogironlik asosida jiddiy shikastlanish deb tan olinishi kerak, boshqalari - ko`zning yo`qolishi bilan yuzning buzilishi asosida, boshqalari - anatomik-patologik asosda va hokazo. Ba`zi mualliflar boshqa nuqtai nazarni bildirishgan, unga ko`ra bir ko`zning ko`rish qobiliyatini yo`qotish og`ir tan jarohati deb hisoblanmasligi kerak.

Rossiya Federatsiyasi Jinoyat kodeksiga sharh mualliflari bir ko`zning ko`rish qobiliyatini yo`qotish yoki yaqin masofadagi ob`ektlarning konturlarini ajratish qobiliyatini yo`qotish ko`rish qobiliyatini yo`qotish asosida jiddiy zarar deb hisoblanishi mumkin emas degan fikrni bildirishdi. Ammo bizningcha organning funksiyalarini yo`qotish tufayli bunday zarar jiddiy hisoblanadi.

Bir ko`zning yoki ikkala ko`zning qisman ko`rish qobiliyatini yo`qotish, ko`rishning doimiy sezilarli darajada buzilishi, agar bu umumiy mehnat qobiliyatining uchdan bir qismidan ko`prog`ini yo`qotishiga olib keladigan bo`lsa, og`ir tan jarohati sifatida tasniflanishi mumkin.

So`zlash qobiliyatini yo`qotish – jabrlanuvchida o`z fikrlarini atrofdagilar uchun tushunarli, birikkan tovushlar bilan ifodalash imkoniyati yo`qligini, shuningdek, so`zlash qobiliyati odam organizmining bir qismi sifatida yo`qotilishini bildiradi. Eshitish qobiliyatini yo`qotish – to`la karlik yoki shunday tuzalmas holat, bunda jabrlanuvchi quloq chanog`idan 3–5 sm masofadagi og`zaki so`zlashuvni eshitmaydi. Bitta quloqning kar bo`lib qolganligini a`zo faoliyatining yo`qolgani deb e`tirof etilmaydi va u umumiy mehnat qobiliyatining 15 % yo`qotilishiga sabab bo`lishi bois, o`rtacha og`ir tan jarohati deb topiladi.

A`zoning ishdan chiqishi deganda, odam organizmining hayot faoliyatida faqat o`zigagina xos bo`lgan vazifani bajaradigan har qanday, shu jumladan, juft a`zoning (ichki, tashqi) ishdan chiqishi tushuniladi. Amaldagi qonunga muvofiq, og`ir tan jarohatining bu turiga: qo`l va oyoqni yo`qotish kiradi. Qo`l yoki oyoqni yo`qotish – tanadan uning ajralib ketishi yoki uning o`z vazifasini bajarish qobiliyatidan mahrum bo`lishi, bunda jabrlanuvchi shu a`zosidan foydalanish imkoniyatini batamom yo`qotadi (oyoq tayanch yoki harakat faoliyatini yo`qotadi, qo`l ishlamay qoladi). Qo`l yoki oyoqni tirsak yoki tizza bo`g`imidan past bo`lmagan darajada kesib tashlash uni yo`qotish deb hisoblanadi. Qolgan barcha hollar qo`l yoki oyoqning bir qismini yo`qotish deb qaraladi va u mehnat qobiliyatining qay darajada yo`qotilganligiga



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qarab baholanishi lozim. Nasl qoldirish qobiliyatini yo'qotish – jinsiy aloqa qilish qobiliyatini yo'qotishdan yoki urug'lanish, homilador bo'lish va bola tug'ish qobiliyatini yo'qotishdan iborat. Shaxsning tashqi jinsiy a'zolari shikastlanishi oqibatida jinsiy aloqa qilish qobiliyati yo'qolsa yoxud ayol bachadon, tuxumdon yoki naychalar shikastlanishi oqibatida homilador bo'lish, homilani normal olib yurish va ko'zi yorish imkoniyatidan mahrum bo'lsa, shikast og'ir deb topiladi. Erkaklarda nasl qoldirish qobiliyatini yo'qotish urug'lantirish qobiliyatini yo'qotishda namoyon bo'ladi.

Xulosa qiladigan bo'lsak, yetkazilgan zararning tabiati va tananing xususiyatlari har bir alohida holatda shunchalik individualdirki, har qanday umumiy mavhum atamalarni o'rnatish imkoniyati haqida gapirishning mutlaqo hojati yo'q. Sababiy bog'liqlik to'g'risidagi masalani hal qilishda sud oldida yuzaga keladigan yagona vazifa ishning barcha holatlarini hisobga olgan holda, ushbu tan jarohati jabrlanuvchining sog'lig'ining buzilishi yoki o'limiga sabab bo'lganmi yoki yo'qligini aniqlashdan iborat. Shunday qilib, ushbu jinoyatning obyektiv tomonining majburiy belgisi bu zaruriy sabab-natija munosabatlaridir.

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**СОМАТИЧЕСКИЙ СТАТУС ЖЕНЩИН, ПЕРЕНЕСШИХ
МАССИВНЫЕ АКУШЕРСКИЕ КРОВОТЕЧЕНИЯ**

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***Актуальность.** Материнская заболеваемость и тяжелые акушерские осложнения остаются непреодолимой проблемой мирового масштаба, представляя риск развития тяжелых исходов беременности (near miss и материнской смертности). Массивные акушерские кровотечения (МАК) в настоящее время служат основной причиной состояний near miss. Установлено, что из общего количества родов 3—8% заканчиваются массивным кровотечением. По данным Национального комитета Республики Узбекистан, материнская смертность от акушерских кровотечений составляет 25,8%. Среди причин материнской смертности в Узбекистане акушерские кровотечения занимают первое место.*

Цель. Изучение соматического статуса женщин, перенесших массивные акушерские кровотечения для раннего выявления риска его развития.

Материалы и методы исследования. Проведен ретроспективный анализ историй болезней 600 беременных женщин, перенесших массивные акушерские кровотечения в РСНПМЦАиГ с января по май 2020 года. Возрастной интервал женщин находился в среднем репродуктивном возрасте (25-35 лет). Среди обследованных 220 женщин были повторнородящими, 154 женщин – многорожавшими и 216 женщин первородящими. Подавляющее большинство из них были домохозяйками – 420 женщин (70%).

Результаты. Анализ соматического статуса женщин показал, что наиболее частой патологией была железодефицитная анемия – 25,3 % (152 женщины). Анемия легкой степени диагностирована у 122 женщин (48%), анемия средней степени – у 25 женщин (10%) и анемия тяжелой степени – у 5 женщин (2%). Следует отметить, что лишь 40 женщин (26,3%) получали антианемическую терапию в гестационном периоде. Все они являлись жителями городов. Анемия встречалась чаще у домохозяек сельской местности. Вторая наиболее часто встречающаяся патология - заболевания печени (136 женщин - 22,7%). В основном это были гепатиты В и С, цирроз печени. Среди обследованных женщин у 96 беременных (16,2%) выявлены



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заболевания почек в виде пиелонефрита в различных формах активности и бессимптомной бактериурии. Варикозная болезнь наблюдалась у 14 женщин (2,3%). Из эндокринной патологии у 11 женщин выявлено абдоминальное ожирение (1,8%). Не менее важной патологией считается тромбоцитопатия, которая диагностирована у 6 женщин (1%).

Выводы. Таким образом, юные первородящие, домохозяйки, многорожавшие старше 35 лет, женщины с анемией различной степени тяжести, с заболеваниями печени и почек входят в группу риска по развитию массивных акушерских кровотечений в гестационном и послеродовом периодах. Своевременная профилактика и лечение соматических заболеваний и повышение медицинской грамотности населения несомненно приведут к снижению акушерских кровотечений.

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COPYRIGHT LAW AND THE DIGITAL ERA

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Abstract. This thesis provides a lot of information about copyright and the statement of copyright in the digital age. In addition, digital copyright is foreign specific features of reforms in the states and national Intellectual property law for the social media era adequately explores existing legal issues in modernization.

Keywords: copyright laws, digital content, copyright issues, music industry, digital reproduction and digital era.

With the emergence of social media platforms such as YouTube, Facebook, and Instagram, it is easier to create and share digital content than ever before. Digital content is created in new formats by new “creators.” As a result, the public is more familiar with copyright law and its issues. Users of social media obtain copyright infringement notices for mistakenly uploading digital content, or their social media postings are deleted. Further, many artists’ copyrights suffer from unauthorized reproduction or replication of their original work over social media platforms. Accordingly, some scholars suggest that the current copyright laws are not keeping pace with our rapidly growing digital culture.¹ Moreover, there are concerns that copyright law no longer serves its original purpose of “helping” the public in the new era of digital technology.² Is copyright law outdated and, therefore, in need of change?

An Overview of the Current Copyright Law and the Digital Era

What is copyright? Copyright laws are one of the distinguishing powers granted by Congress under the Constitution.³ The United State Copyright Office defines copyright as a form of intellectual property law, which protects “original works of

¹ See A. Abbott, et al., *Creativity and Innovation Unchained: Why Copyright Law Must be Updated for the Digital Age by Simplifying It*, Regulatory Transparency Project of the Federalist Soc’y (Oct. 27, 2017), <https://regproject.org/paper/creativity-innovation-unchained-copyright-law-must-updated-digital-age-simplifying/>.

² What are the major criticisms of the copyright laws in the US?, *New Media Rights* (June 28, 2017, 4:46 PM), https://www.newmediarights.org/business_models/artist/what_are_major_criticisms_copyright_laws_us.

³ David H. Donaldson Jr., *After 40 Years, Copyright Law Needs To Be Tweaked*, *UT News* (Jan. 8, 2018), <https://news.utexas.edu/2018/01/08/after-40-years-copyright-law-needs-to-be-tweaked/>.



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authorship including literary, dramatic, musical, and artistic works, such as poetry, novels, movies, songs, computer software, and architecture.” A work obtains automatic copyright protection at the moment a person creates it.⁴ However, the copyright system, which used to deal with a tangible medium of expression, now uses terms like “de-materialized” works in the digital form.⁵

The traditional idea of copyright law, such as the right of reproduction and distribution, has become practically obsolete in the digital era. People can now digitalize all works whether they are text, images, diagrams or sounds. Once digitalized, all works are equal and people can merge, manipulate, mix and transform to create a vast collection of unique works. Thus, the new technologies replaced physical reproduction with digital reproduction.

Regardless of criticisms that argue today’s copyright law is outdated and ineffective, some scholars assert that “the basics of copyright are fully compatible with modern technology.” They further contend that problems arise from specific provisions enacted years ago which tried to address long-gone issues. These specific provisions “shackle today’s creative marketplace.” Thus, what are the issues with the current copyright system that shackles today’s creative market place?

Copyright Issues in the Music Industry

The music industry is where copyright law becomes blurred and complicated because of the emergence of new technologies. For instance, the debut of interactive streaming services, like Spotify, have encouraged the growth of music consumption and overall revenue of the music industry.⁶ Streaming services, like Spotify, are interactive services that allow listeners to choose songs actively. Although the music industry keeps evolving and making progress, copyright laws governing the industry are not evolving or progressing. For example, current copyright law does not define what interactive streaming is. Further, it does not provide clear guidelines for which exclusive rights the interactive services infringe. Because of the unclear, outdated legislation and the lack of guidelines regarding on-demand streaming, the music industry is suffering significant complications in proper payouts.

⁴ *Copyright in General, Copyright.gov*, <https://www.copyright.gov/help/faq/faq-general.html> (last visited Apr. 6, 2019).

⁵ *Challenges in the Enforcement of Protection of Copyright laws in the Digital Era, Law Gup Shup* (Dec. 6, 2017), <https://lawgupshup.com/2017/12/challenges-in-the-enforcement-of-protection-of-copyrights-laws-in-the-digital-era/>.

⁶ *Arthur Chang, Outdated and Ineffective: The problems with Copyright Law, The Claremont J. L. and Pub. Pol’y* 33 (2018).



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Additionally, the thriving problem of online theft expedited by digital technologies also endangers the music industry. For example, the music industry revenues from 2001 to 2015 fell from \$14 billion to \$7 billion. Moreover, in 2018 alone, the overall album sales were down 18.2 percent, and the overall song sales were down 28.8 percent.⁷ Some scholars believe these losses are due to the theft of copyrighted works. For instance, according to a 2012 survey of academic literature contemplating the effects of piracy, Carnegie Mellon University researchers concluded that “the vast majority of the literature (particularly the literature published in top peer-reviewed journals) finds evidence that piracy harms media sales.” This piracy hurts not only the content creators but also new online distribution services, like Netflix and Spotify. Although the Digital Millennium Copyright Act of 1998 (“DMCA”) was enacted to “promote robust digital economy by providing meaning protection for creators while also protecting legitimate online services against unreasonable liability for infringing activities of their users,” creators complain the law fails to fulfill its purpose. Creators contend the law shifts the burden entirely to copyright owners because Title II of the DMCA, the Online Copyright infringement Liability Limitation Act (“OCILLA”) only requires two things for a service provider to be eligible for liability constraint. The OCILLA holds a service provider liable only when they “(1) adopt and reasonably implement a policy of terminating in appropriate circumstances the accounts of subscribers who are repeat infringers; and (2) must accommodate and not interfere with ‘standard technical measures.’” As a result, OCILLA allows online services providers like YouTube to profit off of illegal materials by continuing to sell advertisements to viewers who come from these unlawful streams.

Recent Changes in Copyright Law

Although copyright law needs improving in many of its aspects, the law recently went through significant changes. For example, the Music Modernization Act (“MMA”) became law as of October 11, 2018.⁸ The public recognizes this law as the first significant copyright legislation to pass in decades.⁹

⁷ *BuzzAngle Music 2018 Report on Music Consumption, Buzz Angle Music (Jan. 3, 2019), <https://www.buzzanglemusic.com/buzzangle-music-2018-report-on-music-consumption/>.*

⁸ *Copyright Law Changes That May Affect You, Stan. Univ. Libr., <https://fairuse.stanford.edu/overview/faqs/law-changes/>.*

⁹ *Dave Davis, Music modernization Act of 2018 Becomes Law, Copyright Clearance Center (Oct. 11, 2018),*





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This legislation attempts to accomplish three major changes. First, users will now need to pay for the use of music by streaming services in a regularized royalty arrangement. Second, audio producers and engineers who participated in musical recordings will start to get royalty payments when the online and the satellite radio services play their records. Further, these individuals can now seek royalties directly, rather than pursuing the sound recording artists and performers for their payment. And finally, digital services will have to pay for their use of songs recorded and released before 1972. For instance, the copyright law did not previously protect these recordings.

Conclusion

It is inevitable that works of art will continue to suffer as the digital era rapidly evolves. Especially, stagnant copyright law places a heavy burden on the music industry. Although lawmakers fail to recognize the quick changes in technology, they still can mitigate these problems by making necessary changes. For example, providing clear infringement guidelines in the streaming industry, enacting robust legislation against piracy, and discouraging service providers from profiting off of illegal materials might alleviate problems. To prevent the regression of the music industry that is affected by copyright law, Congress must take competent care to protect the interest of the public. That is, protecting copyright should not hinder recession in the literary and artistic fields, but rather, encourage people to make ingenious efforts to prosper in the creative world.



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СУВ ОМБОРИ ТЎҒОНИНИНГ ГОРИЗОНТАЛ СИЛЖИШИ ВА ВЕРТИКАЛ ЧЎКИШИ (ДЕФОРМАЦИЯСИ)НИ ЎЛЧАШДА БАЖАРИЛАДИГАН ГЕОДЕЗИК ИШЛАР

М.Х.Ражапбаев

“ТИҚХММИ” МТУ катта ўқитувчиси

Аннотация. Мазкур мақолада сув омбори тўғонининг горизонтал силжиши ва вертикал чўкиши (деформацияси)ни ўлчашда бажариладиган геодезик ишлар борасида таҳлилий натижалар баён этилган. Шу билан бирга гидротехник иншоотларини вертикал чўкиши ва горизонтал силжиши пойдеворга ва иншоотнинг ўзига табиий ва техноген омиллар таъсири юзага келиш сабаблари, ўлчаш муддатлари, геодезик ўлсаш усуллари, ўлчаш цикллари, чўкиш ва силжиш аниқлигининг ўрта квадратик хатоси каби масалалар ёритилган.

Калит сўзлар: пойдевор, иншоот, деформация, схема, омиллар ва сабаблар, визир, чўкиш, силжиш, меъёр, нивелир, гидроузел, тўғон, сув омбори.

Кириш. Гидротехник иншоотларини горизонтал силжиши ва вертикал чўкиши пойдеворга ва иншоотнинг ўзига турли ҳил табиий ва техноген омиллар таъсирида юзага келади. Иншоотнинг чўкиши ва силжиши асосан улар пойдеворидаги тупроқ қатламнинг ҳаракатига боғлиқ. Бу ҳаракатлар тик ва горизонтал ҳолатда юзага келади.

Пойдеворнинг чўкиши математик тавсифи пойдеворнинг бошланғич ва чўкиш содир бўлгандан кейинги текисликлари оралиғидаги тик кесма билан ифодаланади. Агарда бу кесмалар иншоот пойдеворининг барча бурчакларида тенг бўлса, бундай чўкиш бир текис чўкиш дейилади, агарда кесмалар тенг бўлмаса нотекис чўкиш ҳисобланади. Шунинг учун айтишимиз мумкинки, бир текисда чўкиш иншоотнинг барча қисмига бўлган ташқи муҳит таъсири бир ҳилда бўлган ҳамда пойдевор тагидаги тоғ жинсларининг бир ҳилда сиқилиши натижасида юзага келиши мумкин. Бу ҳолат амалда кам учрайди.

Муаммо. Нотекис чўкишлар иншоот қисмларига турли ҳил таъсир кўрсатилиши ва тупроқнинг турлича сиқилиши натижасида юзага келади. Бу ҳолат иншоотларнинг оғишига, эгилишига ва бошқа ҳил ўзгаришларига олиб келади.



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Бу ўзгаришлар сезиларли даражада бўлганда иншоот пойдеворлари ва деворларида ёрилишлар пайдо бўлиши мумкин. Иншоотнинг ўз оғирлиги натижасида содир бўладиган чўкишлар тупроқ қатламининг сиқилиб бориши натижасида маълум вақтдан кейин тўхтайтиди. Бунда одатдагидек, қумли тупроқларда чўкиш катта тезликда ҳаракатланади ва тез тўхтайтиди. Лой тупроқли жойларда эса, тескари ҳолатда, яъни сезиларли бўлмаган тезликда бошланиб, кўп йиллар давомида тугамайди. Бир томонлама куч таъсирида (масалан, сув босими) иншоотларнинг горизонтал силжиши содир бўлади. Вертикал чўкиш ва горизонтал силжишни кузатиш, иншоот қурилиш бошлангандан, токи ундан фойдаланишнинг биринчи йилларигача давом эттирилади. Бунда кузатиш босқичлари бир оралиқларда олиб борилишига ҳаракат қилинади. Иншоотлар пойдеворлари ва конструкцияларининг силжиши ва чўкишини геодезик кузатиш махсус техник вазифага биноан бажарилади. Улар қуйидагича:

- иншоотларнинг кузатилиши керак бўлган қисмлари
- бошланғич реперлар ва чўкиш маркаларининг жойлашиши
- кузатиш даврийлиги
- талаб қилинган аниқлиги
- ҳисобот ҳужжатларининг рўйхати.

Таҳлил. Пойдевор ва иншоот деформациясини кузатиш натижалари, иншоотларнинг қанчалик мустаҳкамлигини аниқлашга ҳамда чўкиш содир бўлишининг олдини олишга имкон беради.

Деформацияни юзага келиш сабабларини айтадиган бўлсак, юқорида айтилганидек, пойдеворлар деформацияси унга табиий ва техноген омиллар таъсири натижасида юзага келади (1-расм).





1-расм. Деформацияни юзага келиш омиллари ва сабаблари схемаси

Шу билан бирга иншоот деформациясига пойдевор шакли, ўлчамлари ва мустаҳкамлиги ҳам таъсир қилади. Иншоотлар ва улар пойдеворларининг чўкишини кузатиш учун қуйидаги геодезик усуллардан фойдаланилади:

- a) қисқа визир чизиқли (25 м гача) геометрик нивелирлаш;
- b) қисқа визир чизиқли (100 м гача) тригонометрик нивелирлаш;
- c) гидростатик нивелирлаш;
- d) фотограмметрик ва стереофотограмметрик план олиш.

Чўкишнинг абсолют қийматини аниқлаш учун бошланғич деб қабул қилинган реперда нивелирлаш амалга оширилади.

Нисбий чўкишлар иншоотнинг нуқталари орасидаги ўлчашлар фарқидан олинади. Чўкишни кузатишда энг кўп қўлланиладиган усул юқори аниқликдаги геометрик нивелирлаш ҳисобланади. Нивелирлаш чўкиш маркалари деб қабул қилинган белгилар бўйлаб амалга оширилади. Бу белгилар иншоот пойдеворига



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ўрнатилган бўлиб, улар иншоот билан бирга тавсифланади, демак уларни кузатиш орқали иншоотнинг алоғида қисмлари чўкишини аниқлашимиз мумкин.

Чўкиш маркалари кузатилаётган иншоотдан маълум масофада, чўкиш чегараларидан ташқарида жойлашган реперлар тармоғига нисбатан аниқланади. Бу реперларнинг баландлик ҳолатлари барқарорлиги чўкишни кузатиш давомида сақланиб қолиши керак. Иншоотлар қисмларининг ва конструкцияларининг горизонтал силжиши қуйидаги усуллар ёрдамида ўлчанади: створ ўлчашлар; алоҳида йўналиш ва геодезик кестирмалар, триангуляция, полигонометрия, стереофотограмметрик план олиш усуллари.

Қўзғалмас деб қабул қилинган асос пунктларига нисбатан аниқланган силжиш абсолют горизонтал силжиш деб қабул қилинади. Иншоотнинг қандайдир нуқтасига нисбатан силжиши нисбий силжиш деб аталади. Кўчишни кузатишда энг кўп қўлланиладиган усул юқори аниқликдаги геометрик нивелирлаш ҳисобланади. Нивелирлаш чўкиш маркалари деб қабул қилинган белгилар бўйлаб амалга оширилади.

Қурилиш меъёри ва қоидаларига асосан иншоотлар қисмларининг горизонтал силжишини кузатиш қуйидаги аниқликда бажарилиши талаб қилинади:

- 1 мм – тошлоқ ва ярим тошлоқ жойларда қурилган иншоотлар учун;
- 3 мм – қумлоқ тупроқ ва бошқа сиқилувчан тупроқда қурилган иншоотлар учун;
- 5 мм – тошлардан кўтарилган юқори босимли плотиналар учун;
- 10 мм – кўмма, чўкувчан ва кучли сиқилувчан тупроқларга қурилган иншоотлар учун.

Горизонтал силжишини ўлчаш муддатлари тупроқ хусусиятига, иншоот турига ҳамда қурилиш монтаж ишларига боғлиқ ҳолда белгиланади. Кузатишнинг биринчи босқичида ўрнатилган кузатиш белгилари ҳолати барқарорлашгандан кейин ва иншоотга ҳали горизонтал куч таъсир этмасдан бажарилади. Ўлчаш 2-3 марта амалга оширилади.

Иккинчи босқичда кузатиш ишлари иншоотга куч таъсир этиш бошланиши билан бирдан бажарилади. Кейинги ўлчашлар иншоотга таъсир этувчи кучлар ортиб боришига боғлиқ ҳолда ўтказилади. Иншоот фойдаланишга топширилгандан кейин унинг мустаҳкамлигини текшириш учун йил давомида 1-2 марта силжишни текшириш ишлари амалга оширилади. Кузатиш асосан баҳорда ёки кузда температура ва ер ости сувлари сатҳи ўзгариши даврида



1-TOM, 12-SON

бажарилади. Горизонтал силжишни кузатиш ишлари унинг қиймати 1-2 ммни ташкил этгунга қадар амалга оширилади. Кузатиш маркалари иншоот периметри бўйлаб 20 м ораликда таъсир этувчи куч катта қийматга эга бўлганда 10-15 м ораликда ўрнатилади. Гидрометрик иншоотларга силжишини кузатиш маркалари ҳар бир сексияда камида 2 тадан ўрнатилади.

Кузатишларнинг асосий мақсади иншоот барқарорлигини баҳолаш мақсадида вертикал чўкиш ва горизонтал силжишни аниқлаш, иншоотнинг рисоладагидек ишлаши учун тегишли чораларни кўришдан иборат. Бундан ташқари кузатиш натижалари асосида лойиҳанинг қанчалик тўғри эканлиги текширилиб, вертикал чўкиш ва горизонтал силжиш жараёнини олдиндан айта олишга имкон берувчи вертикал чўкиш ва горизонтал силжиш жараёни қонуниятлари ишлаб чиқилади. Бу масалаларнинг барчаси етарлича аниқликда ташкил қилинган мумтазам кузатишлар натижалари ёрдамида бартараф этилиши мумкин.

Нивелирлаш икки сатҳда тўғри йўналишдаги ускуналар ёрдамида амалга оширилади. Визир нури узунлиги 25 м дан ошмаслиги лозим, баландлиги эса ер сатҳидан 0,8м кам бўлмаслиги лозим; бино ертўлаларида ишлашга тўғри келганда эса шунга мос равишда 15 м ва 0,5 м бўлиши лозим. Нивелирдан рейкаларгача бўлган масофа 0,4 м дан ошмаслиги, умумий ҳолатда эса, 7 м дан ошмаслиги лозим. Рейкаларни вертикал ўрнатиш учун 10-12 м ораликли доиравий адилаклардан фойдаланилади. Оралик шкалалар ва бутун шкаладаги хатоликлар 0,15 мм дан ошмаслиги лозим.

II синф нивелирлаш ўрта квадратик хатоси 2 мм гача бўлган иншоотлар чўкишини кузатишда қўлланилади. Фойдаланиш усулининг хусусияти: нивелирлаш Н1ва Н2 типдаги нивелирлар билан бир сатҳда туғри ва тесқари йўналишда амалга оширилади, визир нури узунлиги 30 м гача, баландлиги эса ер сатҳидан 0,5 мдан кам бўлмаслиги лозим. Нивелирлардан рейкагача бўлган масофадаги фарқлар 1 м гача умумий ҳолда 3-4 м дан ошмаслиги керак [16].

III синф нивелирлаш ўрта квадратик хатоси 5мм ни ташкил этадиган тепалик ва чуқур ерлардаги иншоотларни кузатишда қўлланилади. Унинг асосий хусусиятлари куйидагилардан иборат. Нивелирлаш Н3 маркадаги нивелирда сантиметрларга ажратилган икки томонлама (инвар) рейкаларда амалга оширилади. Визир нури узунлиги 40 м дан ошмаслиги, ер сатҳидан баландлиги эса 0,3 м дан ошмаслиги керак.



1-TOM, 12-SON

Махсус нивелирлаш ишлари иншоотларнинг горизонтал силжишини аниқлашда кузатишларни ташкил этиш, геодезик белгилар, назорат маркалари ва таянч белгилари, иншоотларни горизонтал силжишини геодезик ўлчашлар орқали аниқлаш ва иншоотнинг силжишини аниқлаш усулларида қўлланилади.

Натижа. Қатор сабабларга қўра, чўкишни аниқлаш учун гидроузелларда қўлланиладиган нивелирлаш усули давлат йўриқномаси билан тавсия этиладиган усулидан фарқ қилиши мумкин: нивелирлаш, одатда доимий мустаҳкамланган боғловчи нуқталар бўйича бажарилади, визир нурининг узунлиги қўшни маркалар орасидаги масофа билан чегараланган, нивелир ва рейкаларни ўрнатиш жойларининг режасини тузиш ва мустаҳкамлаш олдиндан ўтказилади ва ҳ.к. Гидроузеллар чўкишини кўп йиллик кузатиш тажрибалари гидротехник нивелирлашнинг 3 та синфга ажратиш имконини беради, уларнинг тавсифи 1 – жадвалда келтирилган.

1 – жадвал

Нивелирлаш синфи	$M_{ст}$, мм	Тўғри ва тескари юриш (қадам)ларнинг чегара тафовути, мм	Станцияда ўлчаш ҳажми
I	0,08	$0,3\sqrt{n}$	Асбобнинг иккита горизонтида тўғри ва тескари
II	0,13	$0,5\sqrt{n}$	Асбобнинг битта горизонтида тўғри ва тескари
III	0,40	-	Асбобнинг битта горизонтида битта йўналишда

Изоҳ: $M_{ст}$ – станцияда ортиқчаликнинг ўртача квадратик хатоси (барча ўлчашлардан); n – юришда станциялар сони.

Ер ости плотиналарининг чўкишини кузатишда, сурилма ва юқори аниқлик талаб этилмайдиган бошқа қатор ҳолатларда давлат йўриқномаси билан тавсия этилган III ва IV синф нивелирлаш қўлланилади.



1-TOM, 12-SON

Усул (ёки методларни) танлаб, унинг учун кузатиш методикаси ишлаб чиқилади. Методика деганда, ўлчаш бирликларини аниқлаш учун ҳатти-ҳаракатлар йиғиндиси тушунилади (станциядаги ошиш, пунктдаги бурчак, оралик узунлиги ва ҳ.к.). Ўлчашнинг ҳар бир синфи (разряди)га тегишлича ўз методикаси мос келади. Синфнинг ва шу билан бирга методиканинг асосий тавсифи ўлчаш бирлигининг ўртача квадратик хатоси ҳисобланади.

Умумий кўринишда кузатиш методикасини ишлаб чиқишнинг асосий босқичлари қуйидагилар ҳисобланади:

- тўр (тармоқ) чизмасини тузиш;
- ўлчаш бирликлари хатосини ҳисоблаш;
- ўлчаш синфини танлаш ёки методикани ишлаб чиқиш;
- воситалар ва жиҳозларни танлаш.

Тўр чизмасини йирик масштабни топопланлар бўйича, шунингдек иншоотлар тархи бўйича ташкил этилади. Тўр чизмаси шундай тарзда тузилиши керакки, у иншоотлар деформациясини энг кам муддат ва маблағлар билан аниқлашга имкон бериши лозим.

Чизма бўйича тўрнинг назорат пунктлари жойлашган бўлиб, унинг координатлари (ёки белгилари) бошланғич пунктларга (реперларга) нисбатан m_0 энг катта хатолик билан аниқланади. Модомики, барча циклларда одатга кўра, ўлчашлар тенг аниқликда ва тўр чизмаси доимий бўлиб қолар экан m_0 хатолик қуйидаги қийматдан ошмаслиги керак

$$m_0 \leq m_s / \sqrt{2}, \quad (1)$$

бу ерда m_s – иншоотлар деформациясини аниқлашнинг берилган хатолиги.

Масалан, агар чўкишнинг m_s хатолиги 1,00 мм ни ташкил этса, унда тўрнинг энг заиф жойида жойлашган марка белгисини аниқлаш хатолиги 1,0 мм: $\sqrt{2} = 0,7$ мм қийматдан ошмаслиги керак.

m_0 ни билиб туриб, ўлчаш бирлигининг (бурчак, станциядаги ортиқчалик ва ҳ.к.) $m_{бр}$ хатолигини ҳисоблаш мумкин.

$m_{бр}$ ни билиб туриб, қўлланма, йўриқнома ва ҳ.к.да кўзда тутилган ўлчашлар синфини (методикасини) танлаш мумкин. Масалан, агарда тўрда станциядаги ортиқчаликни 0,13 мм хатолик билан аниқлаш керак бўлса, унда бу гидротехник нивелирлашнинг II синфига мос келади ҳамда уни лойиҳаланган баландлик тўридаги ўлчашлар учун тавсия этиш мумкин. [6]



1-TOM, 12-SON

Вертикал чўкиш ва горизонтал силжишларни кузатишда кўпинча ўлчаш разрядлари ёки синфлари (створ, фотограмметрик, шокул (отвес)лар бўйича ўлчашлар ва ҳ.к.) бўлмаган методлар ҳам қўлланилади. Йўриқномада тавсия этилган ўлчаш синфлари (триангуляция, полигонометрия) тўғри келмайдиган ҳолатлар бўлиши мумкин. Ушбу ҳолатда ўлчаш бирлигининг $M_{бр}$ хатолигидан келиб чиқиб, махсус методикани ишлаб чиқиш зарурияти вужудга келади. Бундай ишланма қуйидагиларни ўз ичига олади:

- воситалар ва жиҳозларни танлаш, уларни текшириш ва тадқиқ қилиш зарурияти ва частотасини ўрнатиш;
- бурчак, оралик ва ҳ.к.ларни ўлчаш усуллари миқдорини ҳисоблаш; ўлчашларда чекли (рухсат этилган)ларни ўрнатиш;
- дала ўлчашлари натижалари аниқлигини баҳолаш методикаси ҳамда тенглаштириш усулларини танлаш.

Гидротехник иншоотлар ва уларнинг асослари горизонтал силжишини ва вертикал чўкишини кузатиш даврий алоҳида цикллар (даврлар) билан, муайян муддатларда бажарилади. Ўлчаш цикллари (даврлари) иш ҳажми ва бажарувчилар сонига боғлиқ ҳолда бир неча соатдан, бир неча кунларгача чўзилиши мумкин. Кузатишлар сифати учун ўлчашлар мумкин қадар тезроқ бажарилиши муҳим.

Қурилиш даврида кузатишларни бажариш муддатлари иншотни ишга тушириш ва сув омборни тўлдириш (масалан, сув сатҳи 10-20 м кўтарилиш орқали цикллар ва ҳ.к.) босқичлари билан мос равишда олиб борилиши керак. Фойдаланиш даврида циклларни ҳар йили бир хил шароитларда (масалан, баҳорда ёки кузда), сув омборда бир хил сув сатҳи шароитида бажаришга ҳаракат қилинади. Ушбу ҳолатда мавсумий деформациялар, шунингдек тизимли характердаги қатор хатоликлар вертикал чўкиш ва горизонтал силжишлар камайиш (тўхташ) жараёнини ўрганишни мураккаблаштирамайди.

Кучи 4-6 балл ва ундан ортиқ ҳар бир ер кимирлашдан кейин навбатдан ташқари ўлчаш цикли бажарилади.

Кузатишлар муддати ва даврийлиги ҳар бир иншоот учун алоҳида ўрнатилади. Уларни кўргазмали қилиб махсус графикда (циклограммада) кўрсатиш мумкин.

Вертикал чўкиш ва горизонтал силжишни тегишли аниқликда аниқлашни ўрнатиш муҳимлиги шубҳасиздир. Шунга қарамай, бугунги кунда ушбу вазифа қатъий математик ечимга эга эмас ва адабиётларда, шу жумладан норматив



1-TOM, 12-SON

адабиётларда ҳам бир хил объектлар вертикал чўкиш ва горизонтал силжишини ўлчаш аниқлиги тўғрисида турли фикрлар мавжуд.

2 – жадвалда чўкишлар ва силжишларни аниқлашнинг ўртача квадратик хатоликлари тавсия этилган. Улар турли хил гидротехник иншоотлар ва уларнинг асосларини ҳозирги пайтда кузатишлар вазифалари ва геодезик методлар имкониятлари орасида шаклланган мувофиқликлар, шунингдек ҚМҚ III-2-75 талабларини ҳисобга олган ҳолда кузатишларнинг республикамиз ва хориж тажрибаларини умумлаштиришлар асосида олинган.

2 – жадвал

Кузатиш объектлари	Деформацияни аниқлашнинг ўртача квадратик хатолиги, мм	
	Чўкиш	Силжиш
Қоятош асосдаги бетон иншоотлар	1	1
Сиқилувчан грунтдаги бетон иншоотлар	2	2
Ер қазииш иншоотлари:		
қурилиш даври	10	5 – 10
фойдаланиш даври	5	3 – 5
Қурилиш котловани тубининг кўтарилиши:		
қоятош грунтлари	1 – 2	-
сиқилувчан грунтлар	5	-
Сурилмалар	30 – 50	10
Қоятош массивининг ўпирилиш хавфи мавжуд участкалари	1 – 2	1 – 2

Нисбий вертикал чўкиш ва горизонтал силжишни мониторинг қилиш аниқлиги бир неча марта юқори бўлиши керак. Уларни аниқлаш хатолиги одатда бетон иншоотлари ва уларнинг асослари учун 0,2 – 0,3 мм ҳамда ер қазииш иншоотлари учун 0,5 – 1,5 мм ни ташкил этади.

Келтирилган хатоликларни барча объектлар ва вертикал чўкиш ва горизонтал силжишлар учун ўзгармас сифатида қараш керак эмас. Қатор ҳолатларда, сезиларли вертикал чўкиш ва горизонтал силжишларда уларни



1-TOM, 12-SON

аниқлаш хатоликлари масалан, арка плотинаси чеккасидаги (тароғидаги) калитда жойлашган нуқталар учун кўпайиши мумкин. Кейинчалик силжишларнинг катта қийматларида уларни ўлчаш аниқлигини камайтириш мумкин.

Хулоса. Курилиш меъёри ва қоидаларига асосан иншоотлар қисмларининг горизонтал силжишини кузатиш тошлоқ ва ярим тошлоқ жойларда қурилган иншоотлар учун 1 мм, қумлоқ тупроқ ва бошқа сиқилувчан тупроқда қурилган иншоотлар учун 3 мм, тошлардан кўтарилган юқори босимли плотиналар учун 5 мм ҳамда кўмма, чўкувчан ва кучли сиқилувчан тупроқларга қурилган иншоотлар учун 10 мм қийматдан ошмаслиги лозим эканлиги аниқланди.

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DAVLAT XIZMATIDA MANFAATLAR TO`QNASHUVINING OLDINI OLISH MEXANIZMLARI

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Annotatsiya: Mazkur maqolada manfaatlar to`qnashuvining oldini olish mexanizmlari, xususan, uning huquqiy va tashkiliy mexanizmlari, bu borada O`zbekiston Respublikasida amalga oshirilgan islohotlar, shuningdek, xorijiy olimlarning nazariyalari tadqiq etilgan. Chet el davlatlarning sohaga oid tajribalari yoritib berilgan hamda takliflar ham bildirilgan.

Аннотация: В данной статье исследованы механизмы предотвращения конфликта интересов, в частности его правовые и организационные механизмы, реформы, проводимые в Республике Узбекистан, а также теории зарубежных ученых. Освещен опыт зарубежных стран в этой области, а также высказаны предложения.

Abstract: in this article, the mechanisms for preventing conflicts of interest, in particular, its legal and organizational mechanisms, the reforms carried out in the Republic of Uzbekistan in this regard, as well as the theories of foreign scientists, are studied. The field experiences of foreign countries have been covered and proposals have been made.

Kalit soʻzlar: korrupsiya, korrupsiyaga qarshi kurashish, manfaatlar to`qnashuvi, davlat xizmati, qonun, mexanizm.

Ключевые слова: коррупция, противодействие коррупции, конфликт интересов, Государственная служба, закон, механизм.

Keywords: corruption, anti-corruption, conflict of interest, public service, law, mechanism.

So`ngi yillarda amalga oshirilayotgan islohotlar natijasida O`zbekistonning korrupsiya va manfaatlar to`qnashuviga qarshi kurashishda ijobiy o`zgarishlar kuzatilmoqda. Lekin qayd etish lozimki, manfaatlar to`qnashuvi o`zining tarixiy ildiziga ega ekanligi, mamlakatlar uzoq vaqtlardan beri unga qarshi kurashib kelayotgan bo`lsa-da, bugungi kunda ham ta`siri davlat va jamiyat hayotiga juda kattaligi, shuningdek yildan-yilga zamonaviy ko`rinishlari yuzaga kelayotganligi sababli unga qarshi kurashish strategiyasi ham rivojlantirib borishi lozim.



Bu borada O'zbekiston Respublikasi Prezidenti Sh.Mirziyoyev korrupsiyani bartaraf etmasdan turib haqiqiy ishbilarmonlik va investitsiya muhitini yaratib bo'lmaydi, umuman, jamiyatning birorta ham tarmog'i rivojlanmaydi, bu borada davlat xizmati institutini isloh qilish hamda korrupsiyaga qarshi kurashish bo'yicha ta'sirchan mexanizmlarni joriy etish lozim¹ligini ta'kidlaydi.

Davlatning korrupsiya va uning turli ko'rinishlariga qarshi kurashish bo'yicha kelajakdagi siyosatini amalga oshirish, manfaatlar to'qnashuvini oldini olish bo'yicha samarali tashkiliy-huquqiy mexanizmlarni joriy etish soha rivojiga xizmat qiladi. Davlat xizmatida belgilangan qonun-qoidalarga amal qilib faoliyat yuritadigan davlat xizmatchilari bilan bir qatorda, korrupsiya va manfaatlar to'qnashuvi bilan bog'liq holatlarga yo'l qo'yadigan xodimlar ham mavjud. Bu ularda shakllangan axloq qoidalari va etika prinsiplariga bog'liqdir. Lekin huquqiy davlatda qonunbuzilish holatlarini oldini olish, avvalo, axloq kategoriyalariga, davlat xizmatchisining vijdoni yoki etikasiga bog'lab qo'yilmaydi, mavjud qoida buzilish ehtimollari huquq normalari bilan tartibga solinadi.

Shu ma'noda, manfaatlar to'qnashuvining oldini olish asosiy mexanizmlari sifatida quyidagilarni belgilash mumkin:

- manfaatlar to'qnashuvining oldini olishning huquqiy mexanizmlari;
- manfaatlar to'qnashuvining oldini olishning tashkiliy mexanizmlari.

Korrupsiya va manfaatlar to'qnashuvini oldini olish tizimini takomillashtirish bo'yicha shakllanayotgan ilmiy-nazariy yondashuvlarga e'tibor qaratisa, ayrim olimlar guruhi korrupsiyaga qarshi kurashish bo'yicha mukammal natijaga erishish imkonsiz hisoblanib, bugungi kunga qadar juda kam yutuqlarga erishilganligini², boshqa olimlar guruhi esa aynan mamlakatda korrupsiyaning tamomila oldi olinishini hukumat vakillarining o'zlari istamasligini va bu ularda axloqan buzuq xulqning shakllanganligi bilan bog'liqligini aytib o'tadilar³.

Bundan tashqari, korrupsiya va manfaatlar to'qnashuvini oldini olishdagi mavjud muammolar xususiyatidan kelib chiqib, qator milliy va xorijiy olimlar o'z ilmiy qarashlari asosida davlat fuqarolik xizmatida manfaatlar to'qnashuvini samarali boshqarish va bu boradagi ijobiy mexanizmlarni joriy etish yuzasidan o'z munosabatlarini bildirib o'tganlar. Xususan, O.Kostyakning ta'kidlashicha, davlat

¹ O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning Oliy Majlisga Murojaatnomasi, 23.12.2017.

² Heeks R., Mathisen H., 2012. *Understanding success and failure of anti-corruption initiatives. Crime Law Social Change* 58 (5), pp. 533-549.

³ Fritzen S., 2005. *Beyond "political will": how institutional context shapes the implementation of anti-corruption policies. Polity Soc.* 24 (3), pp. 79-96.



xizmatidagi manfaatlar to'qnashuvini hal qilish mexanizmini ishlab chiqish boshqaruv jarayoniga doimiy ta'sir ko'rsatish, uni tizimli tahlil qilish, korrupsiya xatarlariga eng ta'sirchan bo'lgan davlat hokimiyat organlari faoliyatining monitoringini olib borish, shuningdek oqilona va samarali qarorlarni qabul qilish, ularning bajarilishini nazorat qilish imkonini beradi⁴.

Yana bir olim O.Kazachenkova esa qonun hujjatlarida manfaatlar to'qnashuvini oldini olish va hal qilish bo'yicha ayrim noaniqliklar mavjudligi, atamalar noo'rin ishlatilganligi, davlat xizmatiga oid qonunchilik tizimli emasligi sababli sohani tartibga soluvchi tashkiliy-huquqiy mexanizmlarni joriy etish ehtiyoji haqida aytib o'tgan⁵.

Mamlakatimizda 2020-2023 yillar davomida korrupsiyaga qarshi kurashishning huquqiy mexanizmlarini takomillashtirish maqsadida 15 dan ortiq normativ-huquqiy hujjat qabul qilindi.

Korrupsiya va uning turli ko'rinishlarining oldini olishga qaratilgan mexanizmlarni yaratish bo'yicha chora-tadbirlar va ularning huquqiy asoslari O'zbekiston Respublikasining "Korrupsiyaga qarshi kurashish to'g'risida"gi Qonunida mustahkamlangan. Mazkur Qonunda manfaatlar to'qnashuvining oldini olish va uni bartaraf etishga doir chora-tadbirlar sifatida shaxsiy manfaatdorlikka yo'l qo'ymaslik, holat xususida xabar berish va javobgarlik asosi belgilangan bo'lsada, qonunda mavjud barcha korrupsiyani oldini olishga qaratilgan tadbirlarni uning bir ko'rinishi bo'lgan manfaatlar to'qnashuvini huquqiy tartibga solishga nisbatan ham to'liq tatbiq etish mumkin. Ayniqsa, davlat boshqaruvi sohasida korrupsion holatlarni bartaraf etishga qaratilgan tadbirlar bevosita davlat xizmatchilari faoliyati bilan bog'liq. Bu borada: hisobdorlik va mas'uliyatni oshirish, davlat xizmatining ochiqligini ta'minlash, davlat xizmatchilari doimiy parlament va jamoat nazorati ostida bo'lishi, ijtimoiy muhofazasini ta'minlash, kasbiy faoliyatni baholash standartlarini joriy etish ustuvor vazifalar sifatida belgilangan.

Qo'shimcha ravishda qayd etish kerakki, O'zbekiston Respublikasining "Korrupsiyaga qarshi kurashish to'g'risida"gi Qonunining 19-moddasida davlat boshqaruvi sohasida korrupsiyaning oldini olishga doir chora-tadbirlar belgilangan⁶ bo'lib, mazkur qoidalar asosida manfaatlar to'qnashuvini oldini olish masalalarini tahlil

⁴ Костюк О.Н. Порядок разрешения конфликта интересов на государственной службе // Мир современной науки. - 2012. - № 3. - С. 83-91.

⁵ Казаченкова О.В. Административно-правовое регулирование разрешения конфликтов интересов на государственной службе: аспекты противодействия коррупции // Административное и муниципальное право. - 2010. - №2. - С. 64-70.

⁶ O'zbekiston Respublikasi qonun hujjatlari to'plami, 2017 y., 1-son, 2-modda.



qilish maqsadga muvofiq. Zero, manfaatlar to'qnashuvini hal etish mexanizmlarini qonunchilik talablari asosida tartibga solish nizoli holatlarning yuzaga kelish ehtimollarini minimallashtiradi.

Manfaatlar to'qnashuvini oldini olish mexanizmlaridan biri sifatida davlat xizmatchisining shaxsiy foydadan, taklif qilingan moddiy manfaatdorlikdan voz kechishi va o'z-o'zini rad qilishi muhim ahamiyat kasb etadi. Bu borada huquqshunos olim yuqoridagi kabi holat yuz berganda samarali yechim sifatida davlat xizmatchisining o'z tashabbusi bilan o'zini o'zi rad etishi va funksional vazifalarni boshqa shaxsga o'tkazishini aytib o'tadi⁷.

Qayd etbi o'tish kerakki, davlat boshqaruvida barcha sohalarni ma'muriy-huquqiy usul, kuch va vositalar bilan samarali tartibga solish imkonsiz. Shu sababli, axloq kategoriyasi ham samarali mexanizm hisoblanadi. Davlat muassasalarida korrupsiyaning eng past darajasi bo'lgan davlatlar reytingida yetakchi mavqega ega bo'lgan bir qator xorijiy davlatlar tajribasi, jahon amaliyotida ham axloqiy yutuqlar asosiy ko'rsatkich hisoblanadi⁸. Bu borada Kanada tajribasida xodimlarning ish faoliyati yoki hamkasblari bilan bog'liq holda yuz beradigan manfaatlar to'qnashuvini oldini olish nafaqat burch, balki yuqori darajadagi axloqiy xulq-atvor bilan ta'minlanadi⁹. Bundan tashqari, ayrim olimlar davlat xizmatidagi manfaatlar to'qnashuvini hal qilish mexanizmi sifatida kasbiy ta'lim va ijtimoiy motivatsiya usullariga urg'u beradilar¹⁰.

Yuqoridagi olimlar fikrlarini qo'llab-quvvatlagan holda davlat xizmatida manfaatlar to'qnashuvini samarali boshqarish va hal etish, bu kabi holatlarning yuzaga kelishini oldini olishda axloqiy yutuqlar yechimlardan biri sifatida baholaymiz.

Shu bilan birga, manfaatlar to'qnashuvini oldini olishda javobgarlik masalasi ham muhim mexanizmlaridan biridir. Yangi tahrirdagi O'zbekiston Respublikasi "Davlat xaridlari to'g'risida"gi qonuni qabul qilinib, 2022 yilning 1 yanvaridan boshlab, barcha davlat xaridlari (eng yaxshi takliflarni tanlash va tender xarid qilish)

⁷ Ноздрачев, А.Ф. *Формы и способы регулирования конфликта интересов по законодательству Российской Федерации и зарубежные страны // Журнал зарубежного законодательства и сравнительного права. - 2016. - № 6. - С. 42.*

⁸ Рамазанов, К. *Современные проблемы реализации регулирования конфликта интересов на государственной гражданской службе // Система подготовки управленческих кадров Российской Федерации в условиях модернизации (20-летия Президента). Сборник трудов конференции. – Саратов, 2012. - С. 68.*

⁹ *Реформа государственной службы: канадский опыт и российская деятельность / под ред. А.Г. Барабашева, С.В. Кабышева. - М.: Формула права, 2006. - С.105.*

¹⁰ Пчелинцев, С.В., Пчелинцев, С.С. *Некоторые вопросы этического регулирования в государственном управлении: голландский опыт «надлежащего управления» // Вопросы государственного и муниципального управления. - 2009. - № 1. - с. 49.*



tartib-taomillarini majburiy tartibda elektron shaklda o'tkazilishi joriy qilindi. Davlat xaridlari to'g'risidagi qonunchilikni buzganligi uchun O'zbekiston Respublikasi Ma'muriy javobgarlik to'grisidagi kodeksining 175⁸ – moddasiga ko'ra ma'muriy javobgarlik belgilandi.

O'zbekiston Respublikasining “Korrupsiyaga qarshi kurashish to'g'risida”gi Qonuni 21-moddasida davlat organlarining manfaatlar to'qnashuvining oldini olish yoki uni bartaraf etish talablari buzilishiga yo'l qo'ygan xodimlari, shuningdek ularning rahbarlari qonun hujjatlariga muvofiq javobgar bo'lishi nazarda tutilgan.

Fikrimizcha, davlat xizmatining chetda qolayotgan davlat xizmatlarini ko'rsatish, xorijiy investitsiyalarni jalb etish, attestatsiya va ishga qabul qilish, manfaatlar to'qnashuvi to'g'risida xabar berish va o'z vaqtida choralar ko'rish borasida yo'l qo'yiladigan munosabatlarga nisbatan ham javobgarlik asoslarini belgilash kerak.

Shu bilan birga, davlat xaridlari sohasida o'tkazilayotgan tender (tanlash) natijalarini majburiy tarzda ochiq e'lon qilish yo'lga qo'yildi. Davlat xaridlari doirasida tuziladigan shartnomalarda aks ettirilishi lozim bo'lgan korrupsiyaga qarshi shartlar ishlab chiqilib, xarid ishtirokchilari o'rtasida tuziladigan shartnomalarga tadbiq etildi. Davlat organlari va tashkilotlari faoliyatining ochiqligini ta'minlash sohasini muvofiqlashtirish va doimiy monitoring qilib borish tizimi yo'lga qo'yildi.

Shuningdek, ma'muriy to'siqlar majud bo'lgan sohalarni oldini olish, korrupsiya xavf-xatariga eng ko'p duch keladigan davlat xizmatchilarining faoliyat sohalari va lavozimlari ro'yxatini shakllantirish, munosabatni bevosita, ochiq va hujjatda aniq belgilangan mexanizm asosida hal etishga oid chora-tadbirlarni belgilash, shuningdek davlat xizmatini ko'rsatadigan tashkilotlarga maxsus agentliklar yoki mutaxassislarni jalb yetgan holda tizimda yuz berishi mumkin bo'lgan manfaatlar to'qnashuvi ehtimollarini aniqlash va uni bartaraf etish tizimini yo'lga qo'yish maqsadga muvofiq.

Yana bir jihat, hozirgi investitsion va moliya bozor mexanizmlari keng tarqalayotgan sharoitda moddiy manfaat asosida manfaatlar to'qnashuvining yangi elementlari ham kirib kelmoqda. Shundan kelib chiqqan holda, bu boradagi ishlarni doimo monitoring qilish va ta'sirchan mexanizmlarni joriy etish bilan bir qatorda, ularni yangilab borish ham katta ahamiyat kasb etadi.

Dunyo tajribasida manfaatlar to'qnashuvini samarali boshqarish darajasiga erishishning muhim elementi sifatida jamoatchilik nazoratining kuchliligi va ularning



bu boradagi ishonchi hisoblanadi. Hatto, Singapur¹¹, Buyuk Britaniya, Germaniya, AQSh kabi rivojlangan mamlakatlarda “Davlat xizmatida jamoatchilik nazorati to‘g‘risida”gi maxsus qonunning mavjudligi¹² uning korrupsiya va manfaatlar to‘qnashuvini oldini olishdagi ahamiyatini ko‘rsatib beradi. Bu borada xorij olimlari S.Chokprajakchat va N.Sumretphollar korrupsiyaga qarshi kurashishda “jamoaviy kurashuv” yondashuvini ilgari surib, holat to‘g‘risida xabardor bo‘lganda ommaviy e‘tiroz, xabar berish, anonim xatlar yuborish, davlat xizmatida to‘g‘ridan to‘g‘ri rahbarga xabar berish va boshqa usullarni taklif etadilar¹³.

Bu borada, huquqshunos olim Sh.Yakubov korrupsiyaga qarshi kurashishda jamoatchilik nazorati, nodavlat tashkilotlarni keng jalb etish samarali mexanizm ekanligini ta‘kidlaydi¹⁴. Ushbu fikrga qo‘shilgan holda fikrimizcha korrupsiya va manfaatlar to‘qnashuviga qarshi kurashishda jamoatchilik nazorati, ayniqsa nodavlat tashkilotlarning ham o‘rni muhim hisoblanadi.

Davlatimizda ham mazkur masalada tashkiliy mexanizmlar joriy etildi. Jumladan, O‘zbekiston Respublikasi Prezidentining 2021-yil 6-iyuldagi PQ-5177-son qarorida 2021-yil 1-dekabrda boshlab har yil yakuni bo‘yicha barcha davlat organlari va tashkilotlari, shu jumladan mahalliy davlat hokimiyati organlarida korrupsiyaga qarshi kurashish ishlarining samaradorligini reyting baholash tizimi joriy etganligi sohada manfaatlar to‘qnashuvini kamaytirish, bu borada sog‘lom raqobat va shaxsiy mas‘uliyat va javobgarlikning oshishiga olib keladi.

Huquqiy mexanizmlar tahlili bo‘yicha, bugungi kunda mamlakatning korrupsiya va manfaatlar to‘qnashuviga qarshi kurashish bo‘yicha siyosati tubdan takomillashtirib borilmoqda. Xususan, so‘nggi yillarda xalqaro tashkilotlarning tavsiyalari asosida har bir soha kesimida korrupsiogen omillarni bartaraf etish bo‘yicha chora-tadbirlar dasturi, maxsus yo‘l xaritalari qabul qilinmoqda.

Davlat organlari va tashkilotlarida ochiqlik bo‘yicha amalga oshirilayotgan ishlarining samaradorligi va natijadorligini baholashga qaratilgan ochiqlik indeksi joriy

¹¹ Benedetto Francesco, Ballatore. *The reform of the Public Administration in Singapore: a model to follow in Italy?* Italian Ministry of Agricultural, Food and Forestry Policies. 29 December 2013 // https://mpr.ub.uni-muenchen.de/52685/1/MPRA_paper_52685.pdf

¹² Kulturayev Sh.Z., *O‘zbekistonda korrupsiyaga qarshi kurashish sohasida davlat siyosatini takomillashtirish masalalari // Korrupsiyaga qarshi kurashish va komplayens-nazorat tizimini joriy etish: muammolar va rivojlanish istiqbollari (xalqaro onlayn ilmiy amaliy seminari materiallari to‘plami)*. T.: TDYU, 2020, - B. 331.

¹³ Srisombat Chokprajakchat, Nittaya Sumretphol. *Implementation of the code of professional ethics for Thai civil servants* Kasetsart Journal of Social Sciences 38 (2017) 129-135 p. <http://www.elsevier.com/locate/kjss>

¹⁴ Yakubov Sh.U., *Davlat va fuqarolik jamiyati institutlari hamkorligining huquqiy mexanizmlarini takomillashtirish. Yuridik fanlar doktori (DSc) ilmiy darajasini olish uchun yozilgan dissertatsiya avtoreferati*. Toshkent, O‘zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi – 2018. B. 66.



etildi. Shuningdek, davlat idoralari va tashkilotlarida korrupsiyaga qarshi kurashish bo'yicha ichki nazorat, ya'ni "komplayens-nazorat" tizimi joriy etildi.

Bundan tashqari, davlat xizmatida korrupsiyaning har qanday ko'rinishini bartaraf etishda faoliyatning ochiq va shaffof ekanligi muhim ahamiyat kasb etadi. "shaffof qurilish", d.xarid.uz, data.gov.uz va my.gov.uz portallarining ishga tushirilganligi bugungi kunda o'zining samarali natijasini bermoqda. Davlat organlari va tashkilotlarida korrupsion xavf-xatarlarining oldini olish bo'yicha "E-Antikorrupsiya" loyihasi ishga tushirildi. Mamlakatimizda byurokratik to'siqlarni barataraf etishga qaratilgan O'zbekiston Respublikasi Prezidentining 2021-yil 24-martdagi "Aholi va tadbirkorlik subyektlariga davlat xizmatlaridan foydalanishda yanada qulay sharoitlar yaratish, bu borada byurokratik to'siqlarni qisqartirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi Farmoni¹⁵ ham sohadagi islohotlarda tub burilish bo'ldi.

Yuqorida keltirganimiz ochiqlikni joriy etilganligi, ichki nazorat tizimi va korrupsion xavf-xatarlarining oldini olish bo'yicha faoliyatning yo'lga qo'yilganligi korrupsion omillar va manfaatlar to'qnashuvini oldini olishda muhim omil bo'lib xizmat qilmoqda.

Manfaatlar to'qnashuvini oldini olishda navbatdagi eng muhim masalalardan biri bu davlat xizmatchilarining mol-mulkini deklaratsiya qilishdir. Bu davlat xizmatchilarining belgilangan lavozim maoshidan ortiq qancha daromad topgani va bunda korrupsiya va manfaatlar to'qnashuvining elementlari mavjudligini aniqlashga imkon berib, davlat xizmatida ushbu usul bugungi kunda 150 dan ortiq mamlakatda qo'llanilmoqda¹⁶.

Alohida ta'kidlash kerakki, korrupsiyaga oid huquqbuzarliklar to'g'risida axborot berayotgan shaxslarni himoya qilishning qonuniy asoslari yaratildi, shuningdek, korrupsiyaga oid huquqbuzarliklar to'g'risidagi axborotni xabar qiluvchi shaxslarni va ularning yaqin qarindoshlarini himoya qilish hamda ularni rag'batlantirish tartibi belgilandi. "Davlat fuqarolik xizmati to'g'risida"gi qonun qabul qilinib, davlat fuqarolik xizmatchilarining huquqiy maqomi, majburiyatlari, cheklovlar hamda korrupsiyaning oldini olishga doir chora-tadbirlar belgilandi.

¹⁵ O'zbekiston Respublikasi Prezidentining 2021 yil 24 martdagi PF-6191-son "Aholi va tadbirkorlik subyektlariga davlat xizmatlaridan foydalanishda yana-da qulay sharoitlar yaratish, bu borada byurokratik to'siqlarni qisqartirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi Farmoni // QHMMB: 06/216191/0229-son.

¹⁶ Ismailov B., Abdurahmonov U., Ta'sirchan jamoatchilik nazorati korrupsiyaga qarshi kurashishda qay darajada muhim? // <https://uza.uz/oz/posts/>.



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Shuningdek, davlat fuqarolik xizmatchilari odob-axloqining namunaviy qoidalari tasdiqlandi hamda davlat organlari va tashkilotlarida odob-axloq komissiyalari faoliyati yo`lga qo`yildi. Davlat fuqarolik xizmatchisi tomonidan sovg`a olinishi bilan bog`liq munosabatlar tartibga solindi, unga ko`ra, O`zbekistonda tashqaridagi xizmat safarlari va xalqaro tadbirlarda, shuningdek, O`zbekistonda o`tkaziladigan xalqaro va boshqa rasmiy tadbirlarda sovg`a olish tartibi belgilandi.

Mamlakatda korrupsiya va manfaatlar to`qnashuvining oldini olishning yuqorida keltirib o`tilgan tashkiliy mexanizmlarining joriy etilganligi davlat xizmatining shaffof va qonuniy faoliyat yuritishini ta`minlaydi.

Xulosa o`rnida aytish kerakki, davlat xizmati tizimiga yangi qabul qilingan xodimlar uchun korrupsion xavfxatarlar va ayniqsa, manfaatlar to`qnashuvi bilan bog`liq maxsus o`quv kurslarni majburiy ravishda o`tashi tartibini joriy etish maqsadga muvofiq.

Shuningdek, ma`lumotlar tahlili shuni ko`rsatmoqdaki, Korrupsiyaga qarshi kurashish agentligi tomonidan birgina 2022 yilda respublikamizning 11 ta viloyatlarida olib borilgan o`rganish natijalariga ko`ra, jami 1 625 nafar davlat xizmatchilari davlat xizmati bilan birga (rahbar yoki ta`sischi sifatida) tadbirkorlik faoliyati bilan shug`ullanib kelayotganligi aniqlangan. Shundan kelib chiqib, "Davlat fuqarolik xizmati to`g`risida"gi qonunni amaliyotda to`liq ishlab ketishini ta`minlash maqsadida davlat fuqarolik xizmati lavozimlarining davlat reestrini amaliyotga joriy etish maqsadga muvofiq.

Davlat fuqarolik xizmatchisi tomonidan xizmat safarlari, xalqaro va boshqa rasmiy tadbirlar munosabati bilan olinishi mumkin bo`lgan sovg`a qiymati, shuningdek uni tasarruf etish tartibini belgilash bo`yicha korrupsiya va manfaatlar to`qnashuvining oldini olishga qaratilgan yangi mexanizmlar joriy etish lozim.

Yana bir muhim masala, davlat xizmatchilarining mol-mulkini deklaratsiya qilish amaliyotini joriy etish bo`lib, nafaqat daromadlarni, balki xarajatlarini ham deklaratsiyadan o`tkazish maqsadga muvofiq. Bu aynan o`rtadagi tafovutni aniqlashga xizmat qiladi.

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Development of pragmatic skills as an integral aspect in training young specialists

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Annotation

Nowadays pragmatic competence is so important. Lack of pragmatic competence may result to problem in communication such as miscommunication and misunderstanding. The utterances in miscommunication or misunderstanding may be considered rude insults. This is the main reason why students need to learn and to have the pragmatic competence to support their communication abilities. In order to teach that pragmatic competence to students, teacher, then, has to own this competence. He or she has to understand and aware of pragmatics knowledge and pragmatics competence.

Key words: pragmatics, communicative competence, main purpose of language teaching, pragmatic awareness, meaning in context.

Pragmatics and teaching languages cannot be separated since they shared one important aspect dealing with communication. Teaching language in general and teaching English in specific should involve an awareness of meaning in context. Teachers should be aware of their pragmatic competence to develop students' pragmatic awareness. The most important knowledge to be taught to students is the rules to use language for communication. Students are demanded to own the communication skills that can support them as the part of the society. Not only in the classroom, should students also be able to communicate effectively with language outside classroom or the real world. Therefore, English teaching is supposed to have the main role to carry out the main purpose of language teaching which is to develop students' communicative competence. One way can be done is to integrate English language teaching and pragmatics in the classroom. Teacher is required then to own pragmatic knowledge and competence in teaching English to his or her students.



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Pragmatic competence as a subcompetence within the framework of a foreign language communicative competence is the ability and willingness of a speaker to reproduce pragmatically literate statements, as well as to interpret the pragmatic intention of another speaker. Ignorance of pragmatic structures and principles can lead to misunderstandings in extreme cases. For future teachers and teachers of a foreign language, mastering pragmatic competence is important in the light of the correct transfer of knowledge about the discipline being taught.

Pragmatic competence is the ability of an individual to interpret and apply the rules for the construction of a statement (an opinion to be said, written), to apply statements (thoughts) for various communicative functions in accordance with the characteristics of communkants (participants in communication) and the social and cultural context of communication.

The component composition of pragmatic competence as a component of communicative competence in a foreign language includes the following elements:

a) social component (the ability to interpret the social contexts of communication and the social roles of communication participants; the ability to choose the socially acceptable style of communication);

B) socio-linguistic (sociolinguistic) component (ability to interpret a speech statement (social meanings, register variations and modality) to create a social urination/portrait of the interlocutor); ability to use the necessary language and speech tools to achieve the goal of communication in accordance with selected social roles));

C) socio-cultural component (the ability to interpret information received about the cultural aspect of the country of the native language and the intended (studied) language in intercultural interpersonal interaction conditions;

G) the speech component (the ability to interpret the choice of speech genres implemented by the interlocutor, the cohesiveness and coherence of a speech statement; the ability to select and implement speech communication in accordance with the rules for building speech communication to perform communicative tasks; d) the compensatory coponent (the ability to fill in spaces, spaces that are not understood in language and socio-cultural issues by

The formation of components of pragmatic competence is carried out on the basis of training to a number of pragmatic markers – to express the intended



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meaning/opinion, to organize a discourse, and to the sum of the lexical, grammatical and syntactic units of the language in order to organize an assessment relationship to the thought/statement being expressed. In the research work, four groups of markers are proposed: basic/basal (lexical, mixed, syntactic), explanatory, parallel (vocative, protest expression markers), and discussion/discursive (contrastive, elaborative, inferent, subject change markers).

In pedagogical circles, during the discussion of the problem of a competency approach, the word positivity is often mentioned, in traditional education, "the concept of competency does not add any novel principled approach", competency is a new interpretation of the concept already used in higher education institutions.

The historical roots of competency approach issues are reflected in the works of Eastern thinkers Abu Rayhan Beruniy, Abu Ali Ibn Sina, Abu Nasr Farabi, Abdullah Avlani. In our historical heritage, many opinions are expressed about the issues of the importance and meaning of the ideas of orientation to competency knowledge in the development of society.

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TA'LIM OLISH HUQUQI VA INSON HUQUQLARI
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Buxoro davlat universiteti Yuridik bo'lim boshlig'i

Zamonaviy jamiyatning qadriyatlar tizimi inson huquqlari g'oyasi, ya'ni tug'ilishdan boshlab har kimga tegishli bo'lgan asosiy huquqlar to'plami bilan belgilanadi. Bu huquqlarga rioya qilish va ta'minlash har bir davlatning burchidir. Bugungi kunda inson huquqlari, u qaysi davlatda yashamasin, jahon hamjamiyati tomonidan himoya qilinishi va butun sivilizatsiya mulki ekanligi umume'tirof etilgan. Inson huquqlari umumjahon deklaratsiyasi, Inson huquqlari va asosiy erkinliklarini himoya qilish to'g'risidagi Yevropa konvensiyasi, Bola huquqlari deklaratsiyasi, Fuqarolik va siyosiy huquqlar to'g'risidagi xalqaro pakt, Iqtisodiy, ijtimoiy va madaniy huquqlar to'g'risidagi xalqaro pakt va boshqa xalqaro hujjatlar insonni nafaqat ichki, balki xalqaro huquqning ham sub'ektiga aylantirdi.

O'zbekiston Respublikasi Konstitutsiyasiga muvofiq xalqaro huquqning umume'tirof etilgan prinsiplari va normalari hamda O'zbekistonning xalqaro shartnomalari uning huquqiy tizimining ajralmas qismi hisoblanadi. O'zbekistonni huquqiy davlat deb e'lon qilgan O'zbekiston Respublikasi Konstitutsiyasining o'zi Insonning tabiiy va ajralmas huquqlariga asoslanadi. O'zbekiston Respublikasi Konstitutsiyasiga muvofiq inson, uning huquq va erkinliklari oliy qadriyatdir. Ushbu huquqlarni hurmat qilish va himoya qilish inson va fuqaroning huquq va erkinliklarini xalqaro huquqning umume'tirof etilgan prinsiplari va normalariga hamda O'zbekiston Respublikasi Konstitutsiyasiga muvofiq tan olish va kafolatlash davlat zimmasidadir.

Ta'lim olish huquqi insonning asosiy huquq va erkinliklari yig'indisiga kiradi. U Inson huquqlari umumjahon deklaratsiyasida mustahkamlangan – 26-modda, Iqtisodiy, ijtimoiy va madaniy huquqlar to'g'risidagi xalqaro paktida 13-14- moddalar, Bola huquqlari to'g'risidagi konvensiyada 28- 29-moddalar, MDHning Inson huquqlari va asosiy erkinliklari to'g'risidagi konvensiyasida 27-modda. Ta'lim olish huquqi 1950-yildagi Inson huquqlari va asosiy erkinliklarini himoya qilish to'g'risidagi Yevropa konvensiyasi (Protokolining 2-moddasi) bilan himoyalangan huquqlardan biridir. Ta'lim olish huquqi O'zbekiston Respublikasi Konstitutsiyasida mustahkamlangan va O'zbekiston Respublikasi "uzluksiz ta'lim tizimi, uning har xil turlari va shakllari, davlat va nodavlat ta'lim tashkilotlari rivojlanishini ta'minlaydi" [1]. Shuni ta'kidlash kerakki, oxirgi yillarda O'zbekiston Inson huquqlari va asosiy erkinliklarini himoya qilishga bag'ishlangan ko'plab konvensiyasini imzoladi, shu jumladan ta'lim bilan bog'liq konvensiyalarni ham.



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Demak, har bir fuqaro va butun jamiyat manfaatlaridan kelib chiqqan holda, pirovardida o'z manfaatlaridan kelib chiqqan holda davlat insonning bilim olish huquqini tan olishi va uni amalga oshirish uchun ijtimoiy-huquqiy shart-sharoitlarni ta'minlashi shart. Binobarin, ta'lim-huquqiy munosabatlarga kirishish orqali ta'lim olish imkonini beruvchi ijtimoiy infratuzilmaning (ta'lim tizimi) mavjudligi, aslida, davlat darajasida amalga oshirilayotgan insonning ta'lim olish huquqini to'liq amalga oshirish zaruratining natijasidir. Shu bilan birga, ta'lim olish huquqining tabiati tufayli uning mavjudligini har qanday shaxs tomonidan ushbu huquqni amalga oshirish uchun tegishli shart-sharoitlarni yaratishga mo'ljallangan ta'lim tizimining mavjudligi (yoki yo'qligi) bilan aniqlab bo'lmaydi.

Ya'ni, ta'lim-tarbiyaviy huquqiy munosabatlar huquqiy hodisa sifatida insonning ta'lim olishning tabiiy, ajralmas huquqi bilan o'zaro bog'liqdir. Ularning paydo bo'lishi fuqarolarning (shuningdek, chet elliklar va fuqaroligi bo'lmagan shaxslarning) - ta'lim huquqiy munosabatlarning potentsial ishtirokchilarining ta'lim yuridik shaxsini belgilaydigan ushbu asosiy huquqning mavjudligi bilan bog'liq. Bundan tashqari, ta'lim huquqiy munosabatlariga bo'lgan ehtiyoj faqat ta'lim kabi nomoddiy foyda mavjudligi sababli yuzaga keladi. Ta'limning nomoddiyligi davlatga ushbu imtiyozni taqsimlashni ta'minlashga imkon bermaydi. Biroq, davlat manfaatdor shaxslarning ushbu imtiyozni egallashi uchun zarur shart-sharoitlarni yaratishi mumkin. Bu, birinchi navbatda, boshqaruvchi emas, balki tegishli huquqiy yordamga ega bo'lishi kerak bo'lgan ta'lim jarayonining mavjudligini nazarda tutadi.

Fuqarolarning ta'lim olish huquqini amalga oshirishda davlat yordamiga bo'lgan ehtiyoj bu huquqning inson huquqlarining "ikkinchi avlodi" bilan bog'liqligini ochib beradi. Bu huquqlar iqtisodiy ahvolni yaxshilash va aholining "kambag'al" qatlamining madaniy mavqeini oshirish uchun kurashda shakllangan va "kambag'al va boylar o'rtasidagi qarama-qarshilikni yumshatish" uchun mo'ljallangan.

"Birinchi avlod" huquqlari tabiatan mutlaq xususiyatga ega bo'lib, shaxsning shaxsiy hayoti, manfaatlari va e'tiqodi sohasiga har kimdan, shu jumladan davlatdan aralashish erkinligini anglatadi. "Ikkinchi avlod" huquqlarining ijobiy ahamiyati shundaki, ular erkinlikni inkor etishga emas, balki munosib hayotni ta'minlashga va o'z taqdirini o'zi belgilash, o'zini namoyon qilish va ijodiy qobiliyatlarni amalga oshirish erkinligiga erishishga qaratilgan.

Zamonaviy jamiyat uchun eng muhim ijobiy huquqlar Birlashgan Millatlar Tashkiloti Bosh Assambleyasi tomonidan 1966-yil 16-dekabrda qabul qilingan Iqtisodiy, ijtimoiy va madaniy huquqlar to'g'risidagi xalqaro paktda (keyingi o'rinlarda



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Xalqaro pakt deb yuritiladi) ifodalangan. Ushbu hujjatning muqaddimasida, qisman shunday deyilgan: “umumjahon deklaratsiyasiga muvofiq qo‘rquv va muhtojlikdan holi bo‘lgan ozod inson shaxsining ideali har bir kishi o‘z fuqarolik va siyosiy huquqlaridan, shuningdek o‘z iqtisodiy, ijtimoiy va madaniy huquqlaridan foydalanishi mumkin bo‘lgan sharoit yaratilgandagina ruyobga chiqishi” [2] mumkin.

“Inson huquqlari umumjahon deklaratsiyasiga ko‘ra, qo‘rquv va muhtojlikdan xoli erkin inson ideali har bir inson o‘z moliyaviy, iqtisodiy manfaatlaridan bahramand bo‘lishi mumkin bo‘lgan sharoitlar yaratilgandagina amalga oshishi mumkin. Bunday shart-sharoitlarni yaratish uchun mas’uliyat “ushbu Paktda ishtirok etuvchi davlatlar” zimmasiga yuklanadi. Davlat ishtirokisiz, davlat kafolatlarisiz bu huquqlarning barchasini ta‘minlab bo‘lmaydi, shuning uchun ham pakt juda shartli va nisbiy xarakterga ega.

Xalqaro paktda “har bir ishtirokchi-davlat Paktda e‘tirof etilgan huquqlarning barcha tegishli shaxslar tomonidan bosqichma-bosqich to‘liq amalga oshirilishini ta‘minlash uchun o‘zining mavjud resurslaridan maksimal darajada choralar ko‘rish... majburiyatini oladi”, deb ta‘kidlanishi bejiz emas. Ta‘lim olish huquqiga kelsak, Xalqaro paktda ishtirok etish davlat har bir insonning ta‘lim olishini ta‘minlashga intilishini anglatadi. Binobarin, davlat imkon qadar ta‘lim sohasida muayyan majburiyatlarni, shu jumladan, ta‘lim tizimini yaratish va uning faoliyat yuritishi uchun huquqiy asoslarni ta‘minlash majburiyatini o‘z zimmasiga olishi kerak, buning natijasida, yuqorida aytib o‘tilganidek, zarur ijtimoiy va huquqiy shart-sharoitlar har bir insonning bilim olish huquqini amalga oshirishi uchun sharoit yaratiladi.

Hozirgi vaqtda O‘zbekiston Respublikasining ta‘lim sohasidagi qonunchiligi O‘zbekiston Respublikasi Konstitutsiyasidan, O‘zbekiston Respublikasining “Ta‘lim to‘g‘risida” gi qonunidan va qator qonunosti hujjatlaridan iborat.

O‘zbekiston Respublikasida ta‘lim O‘zbekiston Respublikasining “Ta‘lim to‘g‘risida” gi qonunining 2-moddasida aytilganidek, “O‘zbekiston Respublikasi qonunchiligi va xalqaro shartnomalarga muvofiq amalga oshiriladi”. Ushbu qonun O‘zbekiston Respublikasining ta‘lim sohasidagi siyosatini belgilaydigan, ta‘lim jarayonining asosiy nuqtalarini, shuningdek, ta‘lim tizimi va ta‘limni boshqarish tizimini qurishni tartibga soluvchi asosiy me‘yoriy hujjatdir.

Ta‘lim sohasidagi davlatga qo‘yiladigan minimal talablar Xalqaro paktning 13-moddaning 2-bandida

“a) boshlang‘ich ta‘lim hamma uchun majburiy va bepul bo‘lishi kerak;



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b) har xil shakllardagi o'rta ta'lim, shu jumladan, o'rta maxsus kasb-hunar ta'limi ham barcha zarur choralarni ko'rish, xususan, bepul ta'limni bosqichma-bosqich joriy etish orqali barcha uchun ochiq va ochiq bo'lishi kerak;

v) barcha zarur choralarni ko'rish va xususan, bepul ta'limni bosqichma-bosqich joriy etish yo'li bilan har bir shaxsning imkoniyatlaridan kelib chiqqan holda oliy ta'lim hamma uchun birdek ochiq bo'lishi kerak;

d) boshlang'ich ta'limning to'liq kursiga bormagan yoki o'qishni tugatmaganlar uchun, iloji bo'lsa, boshlang'ich ta'limni rag'batlantirish yoki kuchaytirish kerak;

e) barcha darajadagi maktablar tarmog'ini rivojlantirishni faol davom ettirish, qoniqarli stipendiya tizimini yo'lga qo'yish va professor-o'qituvchilarning moddiy sharoitlarini doimiy ravishda yaxshilash kerak".

O'zbekiston Respublikasi ta'lim qonunchiligining mazmuni asosan ushbu talablarga mos keladi. Ammo shuni ta'kidlash kerakki, fuqarolarga beriladigan davlat kafolatlari O'zbekiston Respublikasi Konstitutsiyasida va O'zbekiston Respublikasining "Ta'lim to'g'risida" gi qonunida bundanda ortiq huquqlar kafolatlangan.

Ko'rinib turibdiki, yuqoridagi barcha kafolatlarni ta'minlaydigan, ta'lim olish huquqini hamma uchun ochiq qiladigan tizimni yaratishga faqat davlatgina qodir. Shu bilan birga, ta'lim tizimi faqat davlat tomonidan boshqarilmasligi muhim ahamiyatga ega. Har qanday ta'lim tizimining normal va samarali ishlashi uchun "davlat va xususiy, davlat va jamoat tamoyillari oqilona uyg'unlikda va optimal muvozanatda bo'lishi" zarur. Xalqaro Paktning 13-moddasi 3-bandiga muvofiq, unda ishtirok etuvchi davlatlar "ota-onalarning va zarur hollarda qonuniy vakillarning o'z farzandlari uchun nafaqat davlat hokimiyati va boshqaruvi organlari tomonidan tashkil etilgan maktablarni, balki o'z farzandlari uchun maktablarni tanlash erkinligini hurmat qilish majburiyatini oladilar.

Davlat hech qanday falsafiy, mafkuraviy yoki diniy g'oyani ta'lim tizimining yagona asosi sifatida o'rnatishga haqli emas. Har qanday shaxs yoki odamlar guruhi o'z e'tiqodlaridan o'z tarbiyasi uchun mafkuraviy asos sifatida foydalanish huquqiga ega. Bu ta'limning "salbiy" erkinligi bo'lib, ta'lim olish huquqini inson huquqlarining "birinchi avlodi" bilan bog'laydi.

Shu bilan birga, "ota-onalarning o'z farzandlariga ta'lim va tarbiya berish xususiyatini belgilash erkinligini amalga oshirishda har bir falsafiy e'tiqodi emas, balki demokratik jamiyatda hurmatga sazovor bo'lgan inson qadr-qimmatiga va bolaning ta'lim olish huquqiga mos keladigan e'tiqodlarigina e'tiborga olinishi kerak.



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Shunday qilib, boshqa huquq va erkinliklarning to'liq amalga oshirilishi, pirovardida zamonaviy insonning hayot sifati ta'lim olish huquqini amalga oshirishga bog'liq. Bundan tashqari, ta'lim jamiyat va barcha fuqarolarning har tomonlama rivojlanishini ta'minlagani uchun milliy xavfsizlikning tarkibiy qismlaridan biri desak mubolag'a qilamagan bo'lamiz.

Foydalanilgan adabiyotlar ro'yxati

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**«XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM
TARAQQIYOTIDAGI DOLZARB MUAMMOLAR» NOMLI
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