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TARG‘IBOTDAN TASHABBUSGA: YOSHLARNING JAMIYATDAGI FAOLLIGINI OSHIRISH YO‘LLARI

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Filologiya va tillarni o‘qitish (ingliz tili) ta’lim yo‘nalishi talabasi

ANNOTATSIYA: Mazkur maqolada zamonaviy jamiyatda yoshlarning ijtimoiy faolligini oshirish, yoshlar bilan ishlashda targ‘ibotga asoslangan yondashuvdan tashabbus va amaliy ishtirokka asoslangan yangi modelga o‘tish masalasi tahlil qilinadi. Bugungi globallashuv, raqamlashtirish, axborot oqimining keskin tezlashuvi va ijtimoiy munosabatlarning transformatsiyasi sharoitida yoshlarning jamiyatdagi o‘rni tubdan o‘zgarib bormoqda. Endilikda yoshlarni faqat ma’lum g‘oyalar yoki qadriyatlar atrofida birlashtirishning o‘zi yetarli emas. Ularni mazkur g‘oyalarni amaliy faoliyatga aylantira oladigan, muammolarni mustaqil aniqlaydigan, yechim taklif qiladigan va jamiyat rivojiga bevosita hissa qo‘shadigan faol subyektga aylantirish zarur.

O‘zbekiston aholisi tarkibida yoshlarning salmoqli ulushga egaligi mazkur masalaning strategik ahamiyatini yanada oshiradi. 2026-yilgi rasmiy ma’lumotlarga ko‘ra, mamlakat aholisining 38 million nafarga yaqin qismining 9,5 million nafari, ya’ni qariyb 25 foizi 14–30 yoshdagi yoshlardan iborat. Shuningdek, “Yangi O‘zbekiston yoshlari — 2030” strategiyasida yoshlar bandligi va tadbirkorligini qo‘llab-quvvatlash, sifatli va inklyuziv ta’lim, xorijiy tillarni o‘rganish, kasbiy rivojlanish, volontyorlik, madaniy-ma’rifiy rivojlanish hamda yoshlarning ochiqlik va ijtimoiy ishtirokini kengaytirish ustuvor yo‘nalishlar sifatida belgilangan.

Maqolada “targ‘ibot” va “tashabbus” tushunchalarining o‘zaro farqi ochib beriladi. Targ‘ibot asosan ma’lum g‘oya, qadriyat yoki ijtimoiy maqsadni tushuntirish va ommalashtirishga xizmat qilsa, tashabbus ushbu g‘oyani aniq harakatga aylantirishni nazarda tutadi. Shu jihatdan maqolada “Targ‘ibot → anglash → ishonch → tashabbus → harakat → natija → ijtimoiy ta’sir” mualliflik modeli ilgari suriladi.

Mazkur modelning asosiy g‘oyasi shundan iboratki, yoshlar faolligini oshirish faqat ularni tadbirlarga jalb qilish bilan cheklanmasligi kerak. Yosh avvalo muammoni anglashi, o‘z fikrining qadrlanishiga ishonishi, tashabbus ko‘rsatish imkoniyatiga ega bo‘lishi, zarur bilim va ko‘nikmalarni egallashi, o‘z g‘oyasini amaliy loyihaga aylantirishi va uning natijasini baholashi kerak. Shu sababli

maqolada yoshlar bilan ishlashda “tadbirga jalb qilish” mezonidan “ijtimoiy natijaga olib kelish” mezoniga o‘tish zarurligi asoslanadi.

Tadqiqotda yoshlarning ijtimoiy faolligiga ta’sir qiluvchi ichki va tashqi omillar ham tahlil qilinadi. Jumladan, o‘ziga ishonch, bilim, liderlik qobiliyati, raqamli savodxonlik, jamoada ishlash ko‘nikmasi, mentorlik, institutsional qo‘llab-quvvatlash, tengdoshlar muhiti va tashabbus uchun yaratilgan imkoniyatlar yosh faolligining muhim omillari sifatida ko‘rib chiqiladi.

Maqolada oliy ta’lim muassasalarining yoshlar tashabbuslarini rivojlantirishdagi roli alohida yoritiladi. Universitet faqat bilim beruvchi muassasa emas, balki yoshning o‘z fikrini sinab ko‘rishi, loyiha yaratishi, jamoa tuzishi, ilmiy izlanishi, ijtimoiy muammoni hal etishga urinishi va liderlik tajribasini shakllantirishi mumkin bo‘lgan muhit sifatida talqin qilinadi.

Shuningdek, maqolada “Bir talaba — bir tashabbus”, “Tashabbus laboratoriyasi”, “Yoshlar g‘oyalari banki”, “Mentor — tashabbuskor yosh”, “Yoshdan yoshga”, “Tashabbus portfoliosi” kabi amaliy mexanizmlar taklif etiladi. Ularning asosiy maqsadi yoshni passiv ishtirokchidan faol yaratuvchiga aylantirishdir.

Maqolaning ilmiy-amaliy ahamiyati shundaki, unda yoshlar faolligini baholashning yangicha mezonlari taklif qilinadi. Yoshning faolligini faqat tadbirlar soni, sertifikatlar yoki jamoatchilik oldidagi ko‘rinishi bilan emas, balki tashabbusning yangiligi, muammoni hal qilish darajasi, foydalanuvchilar soni, davomiyligi, ijtimoiy ta’siri va boshqa yoshlarni harakatga undash qobiliyati orqali baholash zarurligi asoslanadi.

Tadqiqot yakunida yoshlar bilan ishlashning “yosh uchun” emas, “yosh bilan birga” tamoyiliga o‘tishi zamonaviy yoshlar siyosatining muhim yo‘nalishlaridan biri bo‘lishi kerakligi xulosasiga kelinadi. Chunki targ‘ibot yoshga yo‘lni ko‘rsatishi mumkin, ammo tashabbus yoshning o‘sha yo‘ldan o‘zi yurishini ta’minlaydi.

KALIT SO‘ZLAR: yoshlar, ijtimoiy faollik, targ‘ibot, tashabbus, yoshlar siyosati, fuqarolik faolligi, yoshlar liderligi, volontyorlik, innovatsiya, raqamli faollik, inson kapitali, oliy ta’lim, mentorlik, ijtimoiy ta’sir.

ABSTRACT: This article examines the ways of increasing youth social participation and proposes a transition from a traditional promotion-oriented approach to a more participatory and initiative-based model. In the contemporary world, young people are not merely recipients of social ideas, values and information. They are increasingly becoming active participants in social transformation, innovation, education, entrepreneurship, digital development and

civic life. Therefore, the effectiveness of youth policy depends not only on how successfully social ideas are communicated to young people, but also on how effectively young people are enabled to transform those ideas into practical initiatives.

The demographic importance of youth in Uzbekistan makes this issue particularly significant. According to official information published in 2026, approximately 9.5 million people, or nearly one quarter of Uzbekistan's population, are young people aged 14–30. The "Youth of New Uzbekistan — 2030" strategy identifies youth employment and entrepreneurship, quality and inclusive education, foreign-language learning, professional development, volunteering, cultural and intellectual development, and broader mechanisms of openness and participation as important priorities.

The article distinguishes between the concepts of promotion and initiative. Promotion primarily aims to communicate and popularize certain ideas, values or social objectives, whereas initiative transforms these ideas into practical action. Based on this distinction, the author proposes a conceptual model: promotion → awareness → trust → initiative → action → result → social impact.

The main argument of the model is that youth participation cannot be effectively increased simply by involving young people in events. A young person should first understand the social issue, believe that their opinion matters, receive opportunities and necessary skills, transform an idea into an actionable project, implement it and evaluate its impact. Therefore, youth engagement should move from the criterion of "participation in activities" toward the criterion of "creation of social value."

The article analyzes internal and external factors influencing youth social activity, including self-confidence, knowledge, leadership skills, digital literacy, teamwork, mentoring, institutional support, peer environment and access to opportunities. Particular attention is given to higher education institutions, which should function not only as places for acquiring theoretical knowledge but also as environments where students can develop ideas, conduct research, create projects, cooperate with others, address social problems and develop leadership competencies.

The study proposes several practical mechanisms, including "One Student — One Initiative," "Youth Initiative Laboratory," "Youth Ideas Bank," "Mentor for a Young Initiator," "Youth-to-Youth Mentoring," and "Initiative Portfolio." These mechanisms are intended to transform young people from passive participants into active creators.

The article also proposes a new approach to evaluating youth activity. Instead of relying primarily on the number of certificates, events attended or formal positions held, youth activity should be assessed according to the originality of the initiative, relevance of the problem addressed, number of beneficiaries, sustainability, measurable social impact and capacity to inspire further initiatives.

The study concludes that the modern approach to youth engagement should shift from “doing for young people” to “doing with young people.” Promotion may show young people a direction, but initiative enables them to walk that path independently. Consequently, supporting youth initiatives should be understood as an investment in human capital, social cohesion, innovation and the long-term development of society.

KEYWORDS: youth, social participation, promotion, initiative, youth policy, civic engagement, youth leadership, volunteering, innovation, digital participation, human capital, higher education, mentoring, social impact.

KIRISH

Har qanday jamiyatning kelajagi haqida gap ketganda, avvalo yoshlar haqida so‘z yuritiladi. Chunki yoshlar — kelajakning tayyor tomoshabinlari emas, bugunning ham faol ishtirokchilaridir. Bugun dunyo avvalgidek sekin o‘zgarmayapti. Axborot bir necha soniyada tarqaladi, yangi kasblar paydo bo‘ladi, texnologiyalar mehnat bozorini o‘zgartiradi, ijtimoiy fikrning shakllanish mexanizmlari yangilanadi. Bunday sharoitda yoshlarni faqat mavjud qadriyatlarni qabul qiluvchi qatlam sifatida ko‘rish yetarli emas. Ular fikr bildiruvchi, tanlov qiluvchi, tashabbus ko‘rsatuvchi va ijtimoiy o‘zgarish yaratishga qodir subyektlar sifatida qaralishi kerak. O‘zbekistonda 14–30 yoshdagi yoshlar 9,5 million nafarni, ya’ni mamlakat aholisining qariyb 25 foizini tashkil etadi. Bu ko‘rsatkich yoshlar masalasining oddiy ijtimoiy yo‘nalish emas, balki mamlakatning inson kapitali va uzoq muddatli taraqqiyot strategiyasi bilan bevosita bog‘liq ekanini ko‘rsatadi. Shu sababli bugun “yoshlar bilan qanday ishlash kerak?” degan savoldan ko‘ra, “yoshlarning o‘zini jamiyatdagi o‘zgarishlarning faol ishtirokchisiga qanday aylantirish mumkin?” degan savol muhimroq.

Mamlakatda yoshlarga oid davlat siyosatining asosiy prinsiplaridan biri sifatida yoshlarning ushbu siyosatni amalga oshirishdagi ishtiroki hamda yoshlar tashabbuslarini qo‘llab-quvvatlash va rag‘batlantirish belgilangan. 2026-yilgi “Yangi O‘zbekiston yoshlari — 2030” strategiyasida ham yoshlarning ta’limi, bandligi, tadbirkorligi, xorijiy tillarni o‘rganishi, volontyorligi, madaniy-ma’rifiy

rivoji va ochiqlik hamda ishtirok mexanizmlarini kengaytirishga katta e’tibor qaratilgan. Demak, davlat siyosatining o‘zida ham yoshni shunchaki qo‘llab-quvvatlashdan uning ishtiroki va tashabbusini kuchaytirish tomon siljish mavjud. Ammo bu jarayonda bitta muhim masala bor: Yoshni targ‘ibot orqali faollikka chaqirish bilan uning real tashabbus ko‘rsatishi o‘rtasidagi masofa qanday qisqartiriladi? Mazkur maqolaning asosiy muammosi aynan shundan iborat.

YOSHLARNING IJTIMOIY FAOLLIGINI PASAYTIRAYOTGAN OMILLAR

Yoshlarning hammasi ham tashabbus ko‘rsatishga tayyor emas. Buning sababi ularning befarqligi bo‘lishi shart emas. Ba’zan yoshning ichida g‘oya bor, lekin uni amalga oshirishga jur’ati yetmaydi. Ba’zan bilim bor, lekin imkoniyat yo‘q. Ba’zan imkoniyat bor, lekin yo‘l ko‘rsatadigan inson yo‘q.mShuning uchun yoshlar bilan ishlashda ishonch muhitini yaratish tashabbusni Ba’zan esa yosh tashabbus ko‘rsatadi, lekin uning g‘oyasi jiddiy qabul qilinmasligidan xavotirlanadi.

RAQAMLI MAKON — YANGI TARG‘IBOT MAYDONI

Bugungi yoshni internetdan tashqarida tasavvur qilish qiyin. Shuning uchun yoshlar bilan ishlashda raqamli platformalardan foydalanish oddiy qo‘shimcha imkoniyat emas, balki strategik zaruratdir. 2026-yilda “Yoshlar tashabbuslari marafoni” doirasida yoshlar o‘z loyiha va tashabbuslarini yoshlar.gov.uz platformasi orqali taqdim etishi, foydalanuvchilar esa ularni “Like” orqali qo‘llab-quvvatlashi va eng ko‘p ovoz olgan loyihalar TOP ro‘yxatga kiritilishi yo‘lga qo‘yildi. Bu tajriba juda muhim bir haqiqatni ko‘rsatadi: Bugungi targ‘ibot faqat minbardan emas, platformadan ham amalga oshiriladi.

OLIY TA’LIM — YOSHLAR TASHABBUSINING ASOSIY MAYDONI

Universitetning vazifasi faqat diplom berishdan iborat emas. Universitet yoshning fikrlash madaniyatini shakllantiradigan muhitdir. Shu sababli oliy ta’limda:

ilmiy tashabbus;
ijtimoiy loyiha;
volontyorlik;
tadbirkorlik;
ijod;
texnologiya;
jamoatchilik faoliyati
bir-biridan ajratilmasligi kerak.

Talaba auditoriyada o‘rgangan bilimini jamiyatdagi muammoga qo‘llay olishi kerak. Masalan, filolog talaba faqat grammatika yoki adabiyotni o‘rganib qolmasdan,

yoshlarning kitobxonligini oshirish loyihasi yaratishi mumkin. IT yo‘nalishidagi talaba mahalla yoshlariga raqamli savodxonlik bo‘yicha bepul kurs tashkil qilishi mumkin. Iqtisodchi talaba yoshlar uchun moliyaviy savodxonlik loyihasini ishlab chiqishi mumkin. Pedagogika talabasi maktab o‘quvchilari uchun mentorlik dasturini tashkil qilishi mumkin. Shunday yondashuvda ta’lim → tashabbus → jamiyat o‘rtasidagi bog‘liqlik kuchayadi.

XULOSA

Yoshlar jamiyatning kelajagi ekanini ko‘p bor takrorlash mumkin. Ammo bu jumla faqat shior bo‘lib qolmasligi uchun yoshning bugungi jamiyatdagi o‘rniga boshqacha qarash zarur. Yosh — kelajakdagi fuqaro emas. Yosh — bugungi fuqaro. Uning bugungi fikri, bugungi tashabbusi va bugungi harakati ertangi jamiyatning qiyofasini shakllantiradi. Shu sababli yoshlar bilan ishlashda targ‘ibot zarur, ammo targ‘ibotning o‘zi yetarli emas.

Targ‘ibot yoshga ma’lumot beradi.

Anglash unga ma’no beradi.

Ishonch unga jasorat beradi.

Tashabbus unga yo‘nalish beradi.

Harakat unga tajriba beradi.

Natija unga ishonchni mustahkamlaydi.

Ta’sir esa uning faoliyatini jamiyat boyligiga aylantiradi.

Bugun O‘zbekistonda yoshlar uchun yaratilayotgan imkoniyatlar tobora kengaymoqda. 2026-yilgi strategik yondashuvlarda yoshlarning ta’limi, bandligi, tadbirkorligi, volontyorligi va ijtimoiy ishtirokini rivojlantirishga alohida e’tibor qaratilmoqda. Faol yosh — muammoni ko‘rganida befarq o‘tib ketmaydigan, g‘oyasi tug‘ilganda uni aytishdan qo‘rqmaydigan, imkoniyat berilganda undan foydalanadigan va o‘z muvaffaqiyatidan keyin boshqalarga ham yo‘l ochadigan yoshdir. Bunday yoshlar ko‘paygan sari jamiyatning ijtimoiy energiyasi ham ortadi. Targ‘ibotdan tashabbusga o‘tgan avlod esa tomoshabin emas — o‘z jamiyatining bunyodkoriga aylanadi.

FOYDALANILGAN ADABIYOTLAR RO‘YXATI:

1.O‘zbekiston Respublikasi Konstitutsiyasi. — Toshkent, 2023.

2.O‘zbekiston Respublikasining “Yoshlarga oid davlat siyosati to‘g‘risida”gi Qonuni.

3.O‘zbekiston Respublikasi Prezidenti. “Yangi O‘zbekiston yoshlari — 2030” strategiyasi amalga oshiriladi.

4.O‘zbekiston Respublikasi Hukumat portali. Yoshlarga oid davlat siyosati.
5.O‘zbekiston Respublikasi Hukumat portali. “Yoshlar tashabbuslari marafoni” doirasidagi yangi imkoniyatlar.
6.O‘zbekiston Respublikasi Hukumat portali. 2026-yilda 512 mingdan ortiq yoshlar bandligi ta’minlanadi.
7.O‘zbekiston Respublikasi Prezidenti rasmiy sayti. Sun’iy intellekt va raqamlashtirish sohasidagi vazifalar.
8.O‘zbekiston Respublikasi Oliy Majlisi Qonunchilik palatasi. Iqtidor, tashabbus va imkoniyat: yoshlar bilan barpo etilayotgan yangi davr.
9.O‘zbekiston Respublikasi Hukumat portali. Yoshlar tashabbuslarini qo‘llab-quvvatlashga doir qo‘shimcha imkoniyatlar.
10.O‘zbekiston Respublikasi Hukumat portali. Yoshlar siyosati va yoshlar bilan ishlashga oid rasmiy materiallar.

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YANGI O‘ZBEKISTON ISLOHOTLARI: BUGUNGI NATIJALAR VA KELAJAK ISTIQBOLLARI

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ANNOTATSIYA: Mazkur maqolada Yangi O‘zbekistonni barpo etish jarayonida amalga oshirilayotgan keng ko‘lamli islohotlarning mazmun-mohiyati, bugungi kundagi amaliy natijalari va istiqboldagi ustuvor vazifalari kompleks tahlil qilinadi. Tadqiqotning asosiy g‘oyasi shundan iboratki, islohotlarni faqat qabul qilingan qonunlar, farmonlar, dasturlar yoki statistik ko‘rsatkichlar soni bilan baholab bo‘lmaydi. Islohotning haqiqiy qiymati uning inson hayotiga, jamiyatning ijtimoiy-iqtisodiy muhitiga, davlat boshqaruvi samaradorligiga, ta’lim va ilm-fan rivojiga, tadbirkorlik imkoniyatlariga hamda fuqarolarning kelajakka bo‘lgan ishonchiga ko‘rsatgan ta’siri bilan belgilanadi.

Yangi O‘zbekiston g‘oyasi so‘nggi yillarda mamlakat taraqqiyotining muhim konseptual asosiga aylandi. Mazkur jarayonda inson qadri, qonun ustuvorligi, ijtimoiy adolat, iqtisodiy ochiqlik, tadbirkorlikni qo‘llab-quvvatlash, ta’lim va ilm-fanni rivojlantirish, raqamli transformatsiya, mahallani kuchaytirish, yoshlar salohiyatini ro‘yobga chiqarish kabi yo‘nalishlar o‘zaro bog‘liq holda rivojlanmoqda. 2026-yilda yangilangan “O‘zbekiston — 2030” strategiyasi mazkur islohotlarning navbatdagi bosqichini belgilab berdi. Strategiya beshta ustuvor yo‘nalish, 100 ta maqsad va 437 ta samaradorlik ko‘rsatkichini qamrab olgan bo‘lib, unda inson salohiyatini rivojlantirish, barqaror iqtisodiy o‘sish, ekologik muvozanat, qonun ustuvorligi va xalq xizmatidagi davlat boshqaruvi hamda xavfsizlik va tinchlikni ta’minlash kabi vazifalar belgilangan.

Maqolada islohotlar jarayoni uch bosqichli mantiq asosida tahlil qilinadi: “o‘zgarish — natija — barqaror ta’sir”. Birinchi bosqichda qonunchilik, institutlar va boshqaruv mexanizmlari yangilanadi. Ikkinchi bosqichda mazkur o‘zgarishlarning iqtisodiy va ijtimoiy natijalari yuzaga chiqadi. Uchinchi bosqichda esa natijalar aholining kundalik hayotida barqaror va uzoq muddatli ta’sirga aylanishi lozim. Muallifning fikricha, Yangi O‘zbekiston islohotlarining navbatdagi bosqichida aynan uchinchi mezon — barqaror ijtimoiy ta’sir eng muhim ko‘rsatkichga aylanishi kerak.

Tadqiqotda iqtisodiyot, ta’lim, ilm-fan, raqamlashtirish, davlat boshqaruvi, mahalla, ijtimoiy himoya, ekologiya va yoshlar siyosati kabi yo‘nalishlar o‘zaro bog‘liqlikda yoritiladi. Ayniqsa, iqtisodiy o‘sishning o‘zi yetarli emasligi, uning natijasi yangi ish o‘rinlari, yuqori daromad, sifatli xizmatlar, tadbirkorlik imkoniyatlari va inson kapitalining rivojlanishida namoyon bo‘lishi kerakligi asoslanadi.

Maqolada ta’lim va ilm-fan kelajak taraqqiyotining asosiy kapitali sifatida baholanadi. Chunki zamonaviy iqtisodiyot tabiiy resurslardan ko‘ra ko‘proq bilim, innovatsiya, kreativ fikrlash va yuqori malakali inson kapitaliga tayanmoqda. Shu nuqtayi nazardan, oliy ta’limning vazifasi faqat diplomli mutaxassis tayyorlash emas, balki muammoni aniqlay oladigan, mustaqil fikrlaydigan, yangi g‘oya yarata oladigan va o‘z bilimini amaliy natijaga aylantira oladigan shaxsni shakllantirishdan iborat bo‘lishi lozim.

Maqolada raqamli transformatsiya ham alohida tahlil qilinadi. Raqamlashtirishni faqat elektron xizmatlarning ko‘payishi sifatida emas, balki davlat va fuqaro o‘rtasidagi munosabatlarning yangi sifat bosqichi sifatida tushunish taklif qilinadi. Yangilangan strategiyada strategiya ijrosi monitoringini to‘liq raqamlashtirish va natijalarni maxsus raqamli platforma orqali kuzatish belgilangan.

Yoshlar masalasi ham maqolaning alohida yo‘nalishini tashkil etadi. Yoshlar mamlakat aholisining salmoqli qismini tashkil etgani sababli ularning bilim, kasb, tadbirkorlik, ilm-fan, innovatsiya va ijtimoiy faolligi kelajak taraqqiyotining muhim omilidir. 2026-yilda tasdiqlangan “Yangi O‘zbekiston yoshlari — 2030” strategiyasi yoshlar bandligi, tadbirkorligi, sifatli va inklyuziv ta’lim, xorijiy tillarni o‘rganish, kasbiy rivojlanish, volontyorlik va yoshlarning qarorlar qabul qilishdagi ishtirokini kuchaytirishga yo‘naltirilgan.

Maqolada kelajak uchun bir qator mualliflik takliflari ilgari suriladi. Jumladan, “Islohotlarning 4I modeli” — Inson, Innovatsiya, Institut, Ishonch konsepsiyasi taklif qilinadi. Ushbu modelga ko‘ra, kelgusi islohotlarning markazida inson turishi, innovatsiya rivojlanish vositasiga aylanishi, institutlar samarali ishlashi va jamiyatning davlatga bo‘lgan ishonchi amaliy natijalar bilan mustahkamlanishi zarur. Tadqiqot yakunida Yangi O‘zbekiston islohotlarining kelajakdagi muvaffaqiyati “qancha hujjat qabul qilindi?” degan savoldan ko‘ra, “qancha insonning imkoniyati kengaydi, qancha muammo barqaror hal qilindi va qancha yangi imkoniyat yaratildi?” degan savollar orqali baholanishi lozimligi xulosalanadi.

KALIT SO‘ZLAR: Yangi O‘zbekiston, islohotlar, taraqqiyot, “O‘zbekiston — 2030”, inson qadri, inson kapitali, iqtisodiy rivojlanish, ta’lim, ilm-fan, raqamlashtirish, yoshlar, innovatsiya, mahalla, davlat boshqaruvi, ijtimoiy siyosat, kelajak istiqbollari.

ABSTRACT: This article provides a comprehensive analysis of the reforms implemented in the process of building New Uzbekistan, their current results and future prospects. The central argument of the study is that reforms should not be evaluated only through the number of laws, presidential decrees, state programmes or statistical indicators. The real value of reforms should be measured by their impact on people’s lives, social and economic opportunities, quality of public services, effectiveness of governance, development of education and science, entrepreneurship, human capital and citizens’ confidence in the future.

The concept of New Uzbekistan has become an important framework for the country’s contemporary development. Human dignity, the rule of law, social justice, economic openness, entrepreneurship, education, science, digital transformation, mahalla development and youth empowerment are increasingly interconnected components of the reform agenda. In 2026, the updated version of the “Uzbekistan — 2030” Strategy was approved for the period of 2026–2030. It contains five priority directions, 100 goals and 437 performance indicators. The strategy focuses on developing human potential, ensuring sustainable economic growth, protecting the environment, strengthening the rule of law and people-oriented governance, and maintaining security and peace.

The article proposes a three-stage framework for evaluating reforms: “change — result — sustainable impact.” The first stage concerns changes in legislation, institutions and governance mechanisms. The second stage concerns the practical economic and social outcomes generated by these changes. The third and most important stage is the transformation of those outcomes into sustainable improvements in people’s everyday lives.

Particular attention is paid to economic development. Economic growth should not be considered an end in itself. Its ultimate purpose should be reflected in higher employment, increased incomes, improved public services, stronger entrepreneurship, innovation and the development of human capital.

Education and science are examined as strategic investments in the future. In the modern knowledge-based economy, the competitiveness of a country increasingly depends on the quality of its human capital. Therefore, higher education should move beyond the traditional function of providing diplomas and focus on developing

independent thinking, research skills, creativity, innovation and practical problem-solving abilities.

Digital transformation is analyzed as another major direction of reform. Digitalization should not merely mean increasing the number of online services. It should transform the relationship between citizens and the state, reduce unnecessary bureaucracy, improve transparency and make public administration more responsive. The updated "Uzbekistan — 2030" Strategy specifically provides for fully digitalized monitoring of strategy implementation. Youth development is also considered a strategic component of the reform process. The 2026–2030 "New Uzbekistan Youth — 2030" Strategy focuses on youth employment and entrepreneurship, quality and inclusive education, foreign-language learning, professional development, volunteering and greater youth participation.

The article introduces the author's proposed "4I Model of Reform" — Individual, Innovation, Institution and Integrity/Trust. According to this model, future reforms should place people at the centre, use innovation as a tool for development, strengthen effective institutions and build public trust through measurable results. The study concludes that the future success of reforms should not be evaluated only by asking "How many documents have been adopted?" Instead, the key questions should be: "How many people have gained new opportunities? How many problems have been sustainably solved? How many new possibilities have been created?"

KEYWORDS: New Uzbekistan, reforms, development, Uzbekistan 2030, human dignity, human capital, economic development, education, science, digitalization, youth, innovation, mahalla, public administration, social policy, future prospects.

KIRISH

Har bir davrning o‘z savoli bo‘ladi. Bir davr uchun asosiy savol — “Nimani o‘zgartirish kerak?” Keyingi davr uchun esa — “Qanday o‘zgartirish kerak?” Bugungi kunning eng muhim savoli esa bundan ham chuqurroq: “Amalga oshirilayotgan o‘zgarishlar inson hayotida qanday natija bermoqda va bu natijani qanday qilib uzoq muddatli taraqqiyotga aylantirish mumkin?” Yangi O‘zbekiston islohotlarini ham aynan shu mezon asosida baholash zarur. Bugun mamlakat taraqqiyoti haqida gap ketganda, “islohot” so‘zi oddiy siyosiy yoki iqtisodiy tushuncha bo‘lib qolmayapti. U insonning ta’lim olishi, kasb egallashi, tadbirkorlik qilishi, davlat xizmatlaridan foydalanishi, o‘z fikrini bildirish imkoniyati, farovonligi va kelajakka bo‘lgan ishonchi bilan bevosita bog‘lanmoqda.

2026-yilda yangilangan “O‘zbekiston — 2030” strategiyasining qabul qilinishi ham islohotlarning yangi bosqichga ko‘tarilganini ko‘rsatadi. Yangilangan strategiya global o‘zgarishlar va mamlakatda to‘plangan tajribani hisobga olgan holda takomillashtirildi. Unda 100 ta ustuvor maqsad va 437 ta samaradorlik ko‘rsatkichi belgilangan. Bu raqamning o‘zi juda muhim. Ammo menimcha, bundan ham muhimroq savol bor: 437 ta ko‘rsatkichning har biri inson hayotida qanday o‘zgarishga aylanadi? Ana shu savol maqolaning asosiy tadqiqot yo‘nalishini belgilaydi.

YANGI O‘ZBEKISTON — O‘ZGARISHLAR EMAS, YANGI TARAQQIYOT FALSAFASI

Yangi O‘zbekiston tushunchasini faqat yangi qurilishlar, yangi tashkilotlar yoki yangi qonunlar bilan izohlash tor yondashuv bo‘ladi. Uning tub mohiyati — inson va davlat o‘rtasidagi munosabatlarni yangi sifat bosqichiga olib chiqishdir. Ya’ni:

davlat — buyruq beruvchi emas, xizmat ko‘rsatuvchi;

fuqaro — oddiy murojaatchi emas, jamiyatning faol subyekti;

mahalla — faqat hududiy birlik emas, ijtimoiy boshqaruvning muhim bo‘g‘ini;

yosh — kelajakdagi kuch emas, bugungi taraqqiyotning ishtirokchisi;

ta’lim — diplom olish vositasi emas, inson kapitalini yaratish mexanizmi;

raqamlashtirish — kompyuterlashtirish emas, boshqaruv sifatini o‘zgartirish vositasi.

Shu jihatdan Yangi O‘zbekiston islohotlarini bitta jumla bilan ifodalash mumkin: Tizimni inson uchun ishlaydigan holatga keltirish. Bu fikr “O‘zbekiston — 2030” strategiyasining mazmunida ham aks etadi: unda inson salohiyatini ro‘yobga chiqarish, farovonlikni oshirish, kuchli iqtisodiyot, ekologik barqarorlik, qonun ustuvorligi va xalq xizmatidagi davlat boshqaruvi asosiy yo‘nalishlar sifatida belgilangan.

ISLOHOTLARNI BAHOLASHNING YANGI MEZONI: “QANCHA?” EMAS, “QANDAY TA’SIR QILDI?”

Islohotlar haqida gapirganda statistik raqamlar zarur. Lekin raqamning o‘zi natija emas. Masalan, yangi maktab qurilgani — imkoniyat. Ammo u maktabda ta’lim sifati oshgan bo‘lsa — natija. Yangi korxona ochilgani — imkoniyat. Unda barqaror ish o‘rinlari yaratilsa — natija. Elektron xizmat joriy qilingani — imkoniyat. Fuqaro davlat idorasiga borishga sarflaydigan vaqt qisqarsa — natija. Universitetlar sonining ko‘payishi — imkoniyat. Bitiruvchining sifatli bilim va munosib ishga ega bo‘lishi — natija. Shu sababli maqolada men quyidagi formulani taklif qilaman:

RAQAMLI O‘ZBEKISTON: TEXNOLOGIYADAN SAMARADORLIKKA

Raqamlashtirish bugungi islohotlarning eng ko‘zga ko‘rinadigan yo‘nalishlaridan biridir.

Ammo raqamlashtirishni faqat elektron xizmatlar soni bilan baholash to‘g‘ri emas.

Haqiqiy raqamli transformatsiya:

vaqtni tejaydi;

ortiqcha hujjatlarni kamaytiradi;

inson omilini qisqartiradi;

shaffoflikni oshiradi;

ma’lumot almashinuvini tezlashtiradi;

boshqaruv qarorlarini aniqroq qiladi.

Yangilangan “O‘zbekiston — 2030” strategiyasida strategiya ijrosini monitoring qilish jarayonini to‘liq raqamlashtirish belgilangan. Strategiya ko‘rsatkichlari raqamli platforma orqali monitoring qilinishi va ijro natijalari audit qilinishi nazarda tutilgan. Bu juda muhim o‘zgarish. Chunki: Raqamlashtirilgan davlat — faqat tez ishlaydigan davlat emas, natijasini o‘lchay oladigan davlatdir.

KELAJAK ISLOHOTLARINING ENG MUHIM VAZIFASI — NATIJANI BARQAROR QILISH

Islohotni boshlash qiyin. Ammo uni barqaror qilish undan ham qiyin.

Biror tizim o‘zgartirilishi mumkin. Lekin yangi tizimning yillar davomida samarali ishlashi uchun:

malakali kadr;

kuchli institut;

shaffof nazorat;

raqamli monitoring;

jamoatchilik ishtiroki;

moliyaviy barqarorlik;

doimiy takomillashtirish zarur.

XULOSA

Yangi O‘zbekiston islohotlari — bir kunlik jarayon emas. Bu — jamiyatning iqtisodiy, siyosiy, huquqiy, ijtimoiy va ma’naviy hayotini yangi bosqichga olib chiqishga qaratilgan uzoq muddatli taraqqiyot yo‘lidir. Bugungi natijalar shuni ko‘rsatadiki, islohotlar endilikda alohida sohalardagi o‘zgarishlardan kengroq tizimli taraqqiyot konsepsiyasiga aylanmoqda. 2026-yilda yangilangan “O‘zbekiston — 2030” strategiyasining 100 ta maqsad va 437 ta samaradorlik ko‘rsatkichiga asoslanishi esa kelgusi davrda natijadorlik va o‘lchab bo‘ladigan natijalarga yanada katta e’tibor berilishini ko‘rsatadi. Ammo har qanday

strategiyaning eng katta mezoni hujjatning o‘zi emas.mUning inson hayotida yaratgan o‘zgarishidir. Shuning uchun men Yangi O‘zbekiston islohotlarining bugungi va kelajakdagi natijasini quyidagi zanjir orqali ifodalashni taklif qilaman: Shu ma’noda, Yangi O‘zbekiston islohotlarining bugungi natijasi — erishilgan o‘zgarishlar bo‘lsa, uning kelajak istiqboli — ana shu o‘zgarishlarni barqaror taraqqiyotga aylantirishdir. Menimcha, kelajakdagi eng katta savol: “Biz yana nimalarni o‘zgartiramiz?” emas. Balki: “Bugungi o‘zgarishlarni kelajak avlod uchun qanday mustahkam poydevorga aylantiramiz?” bo‘lishi kerak. Zero, islohotning boshlanishi — qaror, uning davomiyligi — harakat, haqiqiy g‘alabasi esa inson hayotidagi ijobiy o‘zgarishdir. Yangi O‘zbekistonning kelajagi ham aynan shunda.

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CANON, KYOCERA VA EPSON PRINTERLARIDA RANGLARNI BOSHQARISH TEXNOLOGIYALARINING BOSMA SIFATIGA TA'SIRI

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ANNOTATSIYA

Ushbu maqolada Canon, Kyocera va Epson printerlarida qo‘llanadigan ranglarni boshqarish texnologiyalarining bosma sifatiga ta’siri qiyosiy tahlil qilindi. Tadqiqot ICC profil arxitekturasi, ISO 12647 jarayon nazorati tamoyillari hamda ishlab chiqaruvchilarning rasmiy drayver va kalibrlash hujjatlariga tayandi. Canon tizimlarida ICC Matching, ICM va manual rang balansini boshqarish; Kyocera qurilmalarida avtomatik color calibration, CMY color registration va ayrim professional tizimlarda ICC/Fiery workflow; Epson printerlarida esa ICM, ColorSync, media turiga bog‘liq ICC profil, EPSON Standard (sRGB), Adobe RGB va “Off (No Color Adjustment)” kabi rejimlar rang natijasini boshqaradi. Tahlil shuni ko‘rsatdiki, bosma sifatiga brend nomidan ko‘ra rang boshqaruvi zanjirining to‘g‘ri tashkil etilishi kuchliroq ta’sir qiladi: manba rang maydoni, ICC profil, media setting, drayver yoki ilovada yagona color-management nazorati, muntazam kalibrlash va qurilma holati bir-biriga mos bo‘lishi kerak. Noto‘g‘ri ICC profil yoki ikki martalik rang korreksiyasi rang siljishi, ortiqcha saturatsiya, kulrang neytralligining buzilishi va qayta bosishda nomuvofiqlikka olib keladi. Kyocera’ning avtomatik kalibrlash va rang registratsiyasi tonerli tizimlarda harorat-namlik va mexanik siljishlarga kompensatsiya beradi; Epson va Canon’ning media profillari esa ayniqsa inkjet bosmada qog‘oz-siyoh o‘zaro ta’sirini boshqarishda muhim.

Kalit so‘zlar: rang boshqaruvi, ICC profil, Canon, Kyocera, Epson, printer, bosma sifati, kalibrlash, color registration, ΔE00, media profil.

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АННОТАЦИЯ

В статье проведён сравнительный анализ влияния технологий управления цветом в принтерах Canon, Kyocera и Epson на качество печати. Исследование основано на архитектуре ICC-профилей, принципах процессного контроля ISO 12647 и официальной документации производителей. В системах Canon используются ICC Matching, ICM и ручная регулировка цветового баланса; в устройствах Kyocera — автоматическая калибровка цвета, регистрация CMY и, в профессиональных системах, ICC/Fiery workflow; в принтерах Epson — ICM, ColorSync, ICC-профили, связанные с типом носителя, режимы EPSON Standard (sRGB), Adobe RGB и отключение коррекции для управления цветом из приложения. Результаты показывают, что на качество печати сильнее влияет правильная организация всей цепочки управления цветом, чем сама марка устройства. Ошибочный профиль, неверный тип бумаги или двойное управление цветом способны вызывать цветовой сдвиг, чрезмерную насыщенность, нарушение нейтральности серого и нестабильность повторной печати. Автоматическая калибровка и регистрация Kyocera особенно важны для электрофотографических устройств, тогда как точная связка ICC-профиля и носителя критична для струйных систем Canon и Epson.

Ключевые слова: управление цветом, ICC-профиль, Canon, Kyocera, Epson, принтер, качество печати, калибровка, регистрация цвета, ΔE00, профиль носителя.

ABSTRACT

This article comparatively analyzes how color-management technologies used in Canon, Kyocera, and Epson printers affect print quality. The study is based on ICC color-management architecture, ISO 12647 process-control principles, and official manufacturer documentation. Canon workflows support ICC Matching, ICM, and manual CMY/color adjustments; Kyocera devices employ automatic color calibration, CMY registration, and, in selected professional systems, ICC/Fiery-based workflows; Epson printers provide ICM, ColorSync, media-dependent ICC profiling, EPSON Standard (sRGB), Adobe RGB, and application-managed printing through the “Off (No Color Adjustment)” mode. The analysis shows that print quality depends less on brand identity than on the integrity of the entire color-management chain: source color space, correct ICC profile, media setting, a single color-management owner, regular calibration, and stable device condition. Incorrect profiling or double color management can cause color shifts, oversaturation, loss of

gray neutrality, and poor repeatability. Kyocera's calibration and registration mechanisms are especially relevant for toner-based devices, while accurate printer–ink–media profiling is critical in inkjet workflows such as Canon and Epson.

Keywords: color management, ICC profile, Canon, Kyocera, Epson, printer, print quality, calibration, color registration, ΔE00, media profile.

KIRISH

Raqamli bosmada "ekrandagi rang" va "qog'ozdagi rang" bir xil fizik hodisa emas. Monitor rangni RGB modeli asosida yorug'lik chiqarish orqali hosil qiladi, printer esa siyoh yoki tonerning qog'ozga yutilishi, tarqalishi va qaytargan yorug'ligi orqali rang yaratadi. Shu sabab bir xil raqamli RGB yoki CMYK qiymati turli qurilma va media kombinatsiyalarida turlicha vizual natija berishi mumkin.

Rang boshqaruvi tizimining vazifasi aynan shu qurilmalararo farqni nazorat qilishdir. International Color Consortium profillari qurilmaning o'z rang fazosi bilan qurilmadan mustaqil Profile Connection Space o'rtasidagi konversiyani tavsiflaydi. ICC v4 arxitekturasi printer, monitor va boshqa qurilmalar o'rtasida rangni oldindan bashorat qilinadigan tarzda uzatish uchun standart format beradi.

Bosma sifatini faqat dpi yoki apparat rezolyutsiyasi bilan baholash yetarli emas. Rang aniqligi, kulrang balans, gamut, gradientlarning silliqligi, bir xil maydonlarning uniformligi, CMY registratsiyasi, banding, qora rang zichligi va qayta bosishdagi takrorlanuvchanlik birgalikda umumiy sifatni belgilaydi.

Canon, Kyocera va Epson turli bozor segmentlari hamda turli texnologik arxitekturalarda faoliyat yuritadi. Canon inkjet va elektrofotografik mahsulotlarga, Kyocera asosan biznes elektrofotografiyasi va production tizimlariga, Epson esa kuchli inkjet ekotizimiga ega. Shu sabab ularni "qaysi brendning rangi yaxshiroq?" degan oddiy savol bilan solishtirish metodik jihatdan to'g'ri emas.

To'g'ri qiyosiy mezon — har bir tizimning rangni qaysi bosqichda va qanday boshqarishi, media xususiyatini qanday hisobga olishi, kalibrlashni qanday amalga oshirishi va professional ICC/RIP workflow bilan qanchalik integratsiyalasha olishidir.

Ushbu maqolaning maqsadi Canon, Kyocera va Epson printerlaridagi rang boshqaruvi mexanizmlarini texnologik va amaliy nuqtai nazardan tahlil qilish, ularning bosma sifatiga ta'sir kanalini ko'rsatish hamda rang barqarorligini oshirish uchun optimal workflow tavsiyalarini ishlab chiqishdir.

METODOLOGIYA VA ADABIYOTLAR TAHLILI

Tadqiqot qiyosiy-texnologik va strukturaviy adabiyotlar sharhi metodiga asoslandi. Normativ baza sifatida ICC.1:2022 (profil versiyasi 4.4) rang boshqaruvi spetsifikatsiyasi va ISO 12647-1:2013 bosma jarayoni nazoratining asosiy parametrlariga oid standarti olindi. ISO 12647-1:2013 2024-yilda qayta ko‘rib chiqilib, amaldagi standart sifatida tasdiqlangan.

Canon bo‘yicha rasmiy qo‘llanmalarda ICC profil bilan chop etish, drayverning Matching bo‘limi, ICM/ICC Matching va manual Cyan–Magenta–Yellow balansi, Brightness, Intensity hamda Contrast nazorati tahlil qilindi. Canon hujjatlari professional rang boshqaruvida ilovada ICC profil tanlanganda printer drayveridagi qo‘shimcha rang korreksiyasini o‘chirib, “None” usulidan foydalanishni tavsiya qiladi.

Kyocera bo‘yicha ECOSYS va TASKalfa qo‘llanmalari tahlil qilindi. Rasmiy hujjatlarda Color Calibration atrof-muhit harorati va namligidagi o‘zgarishlar sabab yuzaga keladigan rang driftini kompensatsiya qilish uchun avtomatik ishlashi, Color Registration esa cyan, magenta va yellow ranglarning geometrik pozitsiyasini tuzatishi ko‘rsatilgan. Production sinfidagi ayrim tizimlarda Fiery Color Profile Suite ICC-ga mos profillarni yaratish, tahrirlash va bir nechta printerlarni color matching qilish imkonini beradi.

Epson bo‘yicha rasmiy drayver hujjatlarida ICM, ColorSync, EPSON Standard (sRGB), Adobe RGB, Color Controls va “Off (No Color Adjustment)” rejimlari tahlil qilindi. Epson ICM rejimida printer ICC profili va tanlangan Media Type asosida rangni avtomatik moslashtiradi; professional ilovada ICC boshqaruvi qo‘llansa, printer drayveridagi rang korreksiyasi o‘chirilib, rangni faqat ilova boshqarishi tavsiya etiladi.

Natijalarni baholash uchun oltita sifat indikatori tanlandi: ΔE00 rang farqi, rang gamutining qamrovi, gray balance, gradient silliqligi, rang registratsiyasi/banding va qayta bosishdagi barqarorlik. Birlamchi spektrofotometrik laboratoriya o‘lchovlari taqdim etilmaganligi sabab maqolada brendlar uchun uydirma ΔE qiymatlari keltirilmagan.

NATIJALAR

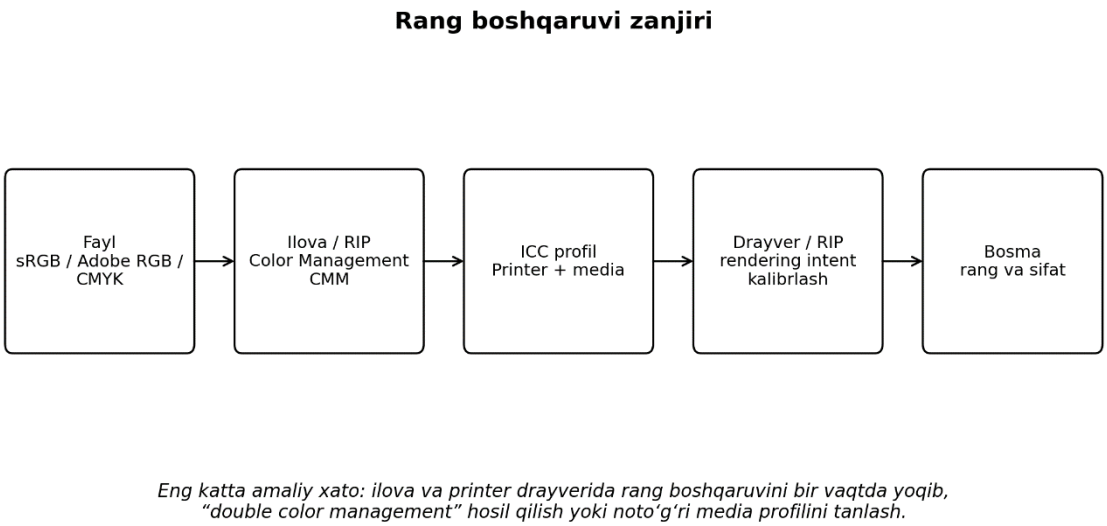
Tahlilning birinchi natijasi shuni ko‘rsatdiki, uchala ekotizim ham ICC tamoyillariga mos professional rang boshqaruvini qo‘llab-quvvatlashi mumkin, biroq amaliy nazorat nuqtalari farqlanadi. Canon va Epson inkjet workflowlarida printer–siyoh–qog‘oz kombinatsiyasiga mos media profili juda katta rol o‘ynaydi.

Kyocera tonerli qurilmalarida esa rangning vaqt davomida barqarorligi va CMY qatlamlarining geometrik mosligi uchun kalibrlash hamda registration alohida ahamiyatga ega.

Mezon	Canon	Kyocera	Epson	Bosma sifatiga ta’sir	Asosiy xavf
Rang boshqaruvi	ICC Matching / ICM / manual CMY	Auto calibration + registration; pro tizimlarda ICC/Fiery	ICM / ColorSync / ICC / Color Controls	Rangni qurilma gamutiga mos tarjima qiladi	Double color management
Media bilan bog‘liqlik	ICC profil va qog‘oz settingi muhim	Toner-fuser va media settingi muhim	ICC + Media Type juda muhim	Gamut, qora zichligi, gradientga ta’sir	Noto‘g‘ri media tanlovi
Kalibrlash	Modelga bog‘liq; profil va rang tuning	Avtomatik kalibrlash, harorat/namlik kompensatsiyasi	Profil/media workflow, ayrim pro tizimlarda kalibrlash vositalari	Repeatabilityni yaxshilaydi	Drift
Registratsiya	Inkjetda mexanik alignment/nozzle holati muhim	CMY registration normal/detailed	Print-head alignment/nozzle holati muhim	Kontur va mayda grafika aniqligi	Rangli “soyalar” va kontur siljishi
Professional workflow	Ilova/RIP ICC boshqaruvi	Fiery/ICC ayrim production tizimlarda kuchli	Photoshop/Lightroom/RIP + ICC	Proofing va brend ranglarida barqarorlik	Noto‘g‘ri rendering intent

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1-jadval. Canon, Kyocera va Epson rang boshqaruvi mexanizmlarining qiyosiy tavsifi.



Eng katta amaliy xato: ilova va printer drayverida rang boshqaruvini bir vaqtda yoqib, “double color management” hosil qilish yoki noto‘g‘ri media profilini tanlash.

1-diagramma. Raqamli bosmada rang boshqaruvi zanjiri va asosiy nazorat nuqtalari.

Canon rasmiy qo‘llanmasida ICC profil bilan bosishda ikki asosiy yondashuv ajratiladi: rangni ilova boshqarishi yoki printer drayveri boshqarishi. Agar Photoshop kabi ilovada input va printing ICC profili tanlangan bo‘lsa, Canon drayverida Color Correction “None” qilinishi kerak. Bu yondashuv double color managementning oldini oladi. Drayverning manual sozlamalarida Cyan, Magenta, Yellow, Brightness, Intensity va Contrastni o‘zgartirish imkoniyati esa tezkor vizual korreksiya uchun xizmat qiladi, lekin standartlashtirilgan proofing o‘rnini bosa olmaydi.

Kyocera hujjatlarida Color Calibration vaqt o‘tishi va harorat-namlik o‘zgarishidan keladigan hue/color driftni kompensatsiya qilish uchun ishlatiladi. Ayrim ECOSYS qurilmalarida ushbu kalibrlash power-on vaqtida avtomatik bajariladi. Color Registration esa magenta, cyan va yellow ranglarning pozitsion og‘ishini tuzatadi. Bu ayniqsa tonerli elektrofotografiyada mayda matn, ikonka va rangli konturlarda vizual aniqlikka bevosita ta’sir qiladi.

Epson drayverlarida ICM printer ICC profili va tanlangan Media Type asosida rangni moslashtiradi. EPSON Standard (sRGB) va Adobe RGB kabi tayyor rejimlar

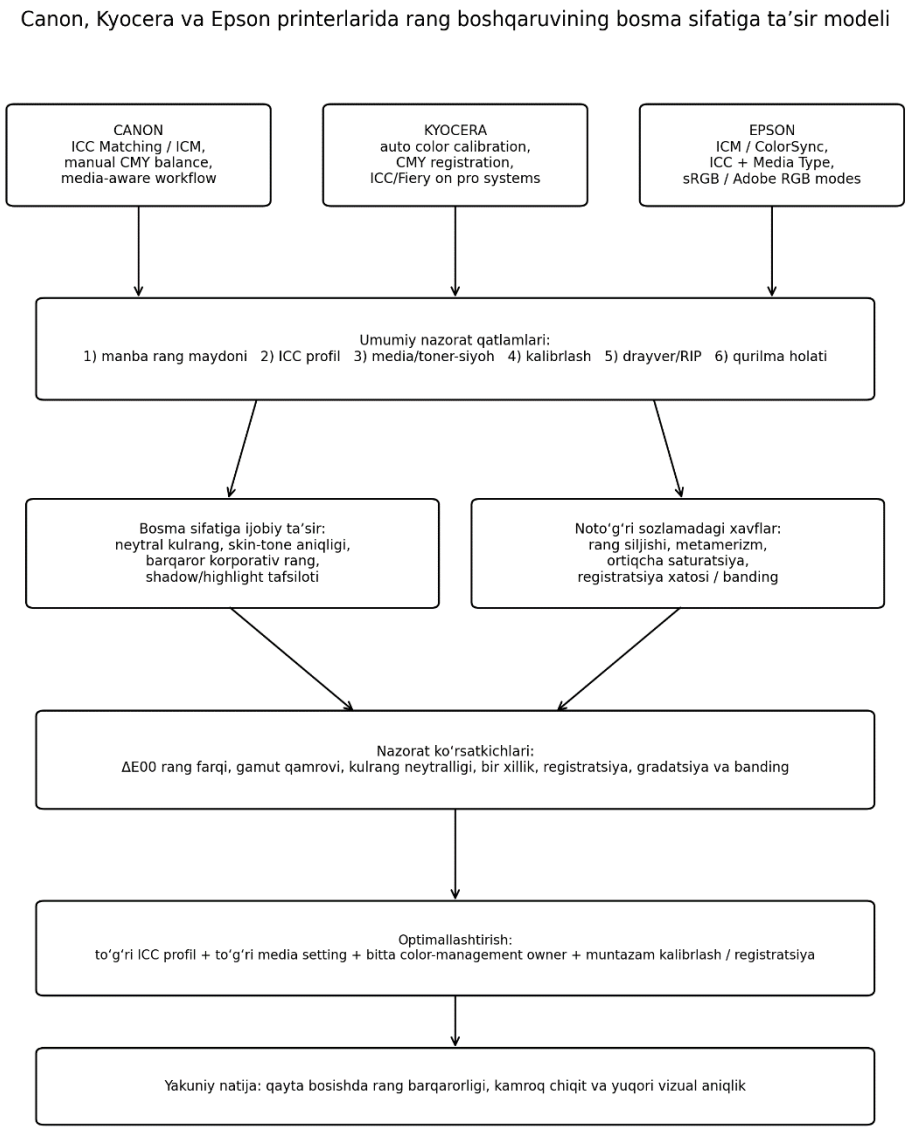
tezkor ish oqimida qulay, biroq professional color-managed workflowda ilovaga ICC profil berilib, printer drayverida “Off (No Color Adjustment)” tanlanishi rangni bitta CMM orqali boshqarish imkonini beradi. Epsonning o‘zi ko‘p hollarda rangni ilovada boshqarish yaxshiroq natija berishini qayd etadi.

Sozlama xatosi	**Vizual simptom**	**Canon’da tekshiruv**	**Kyocera’da tekshiruv**	**Epson’da tekshiruv**	**Tavsiya**
Double color management	Rang haddan tashqari to‘q yoki siljigan	Application ICC bo‘lsa Driver Correction= None	RIP/driver bir vaqtda koreksiya qilmasin	Application ICC bo‘lsa Off (No Color Adjustment)	Rangni faqat bitta qatlam boshqarsin
Noto‘g‘ri media	Qora, saturatsiya va detal noto‘g‘ri	Media va ICC mosligi	Paper/media setting va fuser parametri	Media Type va ICC profil mosligi	Profil aynan media kombinatsiyasiga mos bo‘lsin
Kalibrlash drift	Bir xil fayl vaqt o‘tib boshqacha chiqadi	Profil/maintenance tekshiruvi	Color Calibration	Nozzle/maintenance + profil tekshiruvi	Davriy nazorat chart
Registration/alignment	Rangli kontur siljishi	Alignment/nozzle check	Color Registration Normal/Detail	Print-head alignment	Geometrik tuzatish bajarilsin

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Noto‘g‘ri source space	Skin tone / korporativ rang xato	sRGB/AdobeRGB profiling	RIP input profile	sRGB/Adobe RGB mos rejim	Fayl profili yo‘qolmasin

2-jadval. Rang boshqaruvi xatolari, bosmadagi simptomlar va diagnostika yo‘llari.



1-rasm. Canon, Kyocera va Epson rang boshqaruvining bosma sifatiga ta’sir modeli.

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ICC v4 spetsifikatsiyasining maqsadi qurilmalar orasida rang konversiyasini barqaror va oldindan bashorat qilinadigan qilishdir. Zamonaviy ICC.1:2022 profil versiyasi 4.4, ISO 15076 oilasi bilan uyg‘un holda, printer kabi output qurilmalarni qurilmadan mustaqil rang fazosi orqali tavsiflaydi. Bu printer drayveridagi oddiy “vivid” yoki “standard” rejimdan farqli ravishda rangni o‘lchashga asoslangan profil orqali boshqarish imkonini beradi.

ISO 12647-1 esa bosma natijaning vizual va texnik xususiyatlarini barqaror tavsiflash uchun minimal process-control parametrlarini belgilaydi. Garchi ofis printerlari ushbu standart bo‘yicha sertifikatlangan ishlab chiqarish bosmasi bo‘lmasa ham, standartning o‘lchash, nazorat qilish va takrorlanuvchanlik tamoyillari Canon, Kyocera va Epsonni qiyoslash uchun to‘g‘ri metodik asos beradi.

Sifat indikatori	**Nima o‘lchanadi**	**Asbob/usul**	**Yaxshi workflow ta’siri**	**Yomon workflow simptomi**	**Amaliy qo‘llanish**
ΔE00	Reference va print rang farqi	Spektrofotometr + CIELAB	Profil mos bo‘lsa farq kamayadi	Korporativ rang/skin tone siljiydi	Proof, katalog, foto
Gamut	Qayta ishlab bo‘ladigan ranglar sohasi	ICC gamut visualization	Media va ink/toner optimallashadi	To‘yingan ranglar “kesiladi”	Foto va reklama
Gray balance	Neytral kulrang	Neutral patch measurement	CMY balans to‘g‘ri	Kulrang yashil/qizil/ko‘k tusga kiradi	Foto, gradient
Uniformity	Bir xil maydon barqarorligi	Patch map	Kalibrlash va qurilma holati yaxshilanadi	Bulutlanish/banding	Fon va katta rang maydoni
Registration	CMY konturlar mosligi	Registration chart	Geometriya aniq	Rangli soya/halo	Matn, diagramma

Repeatability	Takroriy bosmalar farqi	Davriy control chart	Kalibrlash driftni pasaytiradi	Bir xil fayl turlicha chiqadi	Tiraj va branding

3-jadval. Bosma sifatini eksperimental baholash uchun tavsiya etiladigan ko‘rsatkichlar.

MUHOKAMA

Taqqoslashdan kelib chiqadigan eng muhim xulosa — “qaysi printer rangni to‘g‘ri beradi?” degan savolga model, media va workflow ko‘rsatilmasdan ilmiy javob berib bo‘lmaydi. Bir xil Canon yoki Epson printeri turli qog‘ozda va turli ICC profil bilan sezilarli boshqa gamut va tonal javob berishi mumkin; Kyocera toner tizimida esa kalibrlash va registration holati bir xil faylning ko‘rinishini o‘zgartirishi mumkin.

Canon workflowining kuchli tomoni drayver va professional ilova o‘rtasida rang boshqaruvini aniq ajratish imkoniyatidir. ICC bilan ishlashda “None” correction tanlovi professional rang boshqaruviga mos; manual Color Adjustment esa tezkor ofis yoki foto korreksiyalarida qulay. Biroq manual slayder bilan olingan “yoqimli rang” kolorimetrik aniqlik bilan bir xil tushuncha emas.

Kyocera rang boshqaruvida qurilmaning fizik barqarorligiga ko‘proq e’tibor beradi. Harorat va namlik ta’sirini kompensatsiya qiluvchi automatic color calibration va alohida CMY registration tonerli bosmada muhim afzallikdir. Professional production tizimlarda Fiery Color Profile Suite kabi ICC-ga asoslangan vositalar qo‘shilganda Kyocera workflowi oddiy ofis rang korreksiyasidan to‘liq color-managed production muhitiga o‘tadi.

Epson workflowi inkjet media profilingga kuchli bog‘liq. Printer drayverida sRGB yoki Adobe RGB uchun tayyor rejimlar oddiy foydalanuvchi uchun qulay; professional fotografiya va proofingda esa ilovadagi ICC profil va printerdagi “No Color Adjustment” yondashuvi ko‘proq nazorat beradi. Noto‘g‘ri Media Type tanlansa, nafaqat rang, balki ink limit, qora hosil bo‘lishi va detal ham buzilishi mumkin.

ICC profili sifatli bosmaning zarur, lekin yetarli bo‘lmagan shartidir. Profil printer holati, siyoh/toner va media kombinatsiyasi barqaror bo‘lganda to‘g‘ri ishlaydi.

Nozzle muammosi, eskirgan drum/developer, noto‘g‘ri toner, mos kelmaydigan qog‘oz yoki namlik o‘zgarishi profilning nazariy aniqligini amalda buzadi.

“Vivid” yoki kuchaytirilgan rang rejimi marketing materiallarida vizual jozibadorlikni oshirishi mumkin, lekin colorimetric fidelity talab qilingan foto, katalog va brend ranglarida standart ICC workflow ustun. Shu sabab bosma sifatini “ko‘proq saturatsiya = yaxshiroq sifat” formulasi bilan baholash noto‘g‘ri.

Rang aniqligi bo‘yicha qiyosiy laboratoriya tadqiqoti o‘tkazilsa, uch brenddan bir xil segmentdagi qurilmalar, bir xil sinfdagi media va spektrofotometrik o‘lchov talab qilinadi. Test chart bir xil source profil bilan chop etilib, har bir qurilma uchun ishlab chiqaruvchi yoki maxsus yaratilgan ICC profil qo‘llanishi kerak. So‘ng ΔE00, gamut, gray balance, uniformity va repeatability statistik jihatdan taqqoslanishi mumkin.

Amaliy bosmaxona yoki ofis uchun eng samarali yondashuv rang boshqaruvi reglamentini yaratishdir: source profilni saqlash, monitorni kalibrlash, printer/media ICC profilini hujjatlashtirish, driver presetlarni bloklash, davriy control chart chop etish va toner/siyoh-media partiyasi o‘zgarganda verifikatsiya qilish. Bu ishlar brend almashtirishdan ko‘ra ko‘pincha sifatga kattaroq ijobiy ta’sir beradi.

XULOSA

Canon, Kyocera va Epson printerlarining bosma sifati rang boshqaruvining turli texnologik qatlamlari orqali shakllanadi. Canon’da ICC/ICM va manual driver correction, Kyocera’da color calibration va CMY registration, Epson’da ICC/ICM, ColorSync va media-dependent color management asosiy vositalardan hisoblanadi.

Uchala tizim uchun universal qoida bir xil: rangni ilova yoki printer drayveridan faqat bittasi boshqarishi, source profil to‘g‘ri aniqlanishi va printer-media kombinatsiyasiga mos ICC profil qo‘llanishi kerak. Double color management rang siljishining eng keng tarqalgan sabablaridan biridir.

Tonerli Kyocera tizimlarida muntazam kalibrlash va registration rang barqarorligi hamda geometrik aniqlik uchun muhim; Canon va Epson inkjet workflowlarida esa media profiling va siyoh-qog‘oz o‘zaro ta’sirini to‘g‘ri hisobga olish katta rol o‘ynaydi.

Bosma sifatini ilmiy baholash uchun subyektiv “chiroyli rang” emas, balki ΔE00, gamut, gray balance, uniformity, registration va repeatability kabi o‘lchanadigan ko‘rsatkichlardan foydalanish maqsadga muvofiq.

Shunday qilib, Canon, Kyocera yoki Epsonni tanlashning o‘zi rang sifatini kafolatlamaydi. Yuqori sifatning asosiy omili — qurilma texnologiyasi, media, profil, kalibrlash va dasturiy workflow o‘rtasidagi to‘g‘ri muvofiqlikdir.

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СОВРЕМЕННАЯ НАУКА, ОБЩЕСТВО И ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ.

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SUD-HUQUQ TIZIMIDA AYOL: KECHA VA BUGUN TIMSOLIDA

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Annotatsiya: Ushbu ilmiy maqolada O‘zbekiston sud-huquq tizimida ayollarning tutgan o‘rni, tarixan rivojlanish bosqichlari va bugungi kundagi faoliyati yoritilgan. Maqolada ilk o‘zbek huquqshunos ayol sifatida O‘zbekiston sud-huquq tizimida o‘chmas iz qoldirgan hamda hozir ham ardoqlanadigan akademik Xadicha Sulaymonovaning hayoti va faoliyati, uning mamlakatimiz huquqshunosligiga qo‘shgan hissalari tahlil qilinadi. Shu bilan birgalikda, bugungi kunda sud-huquq tizimida faoliyat yuritayotgan ayollarning kasbiy yutuqlari, xotin-qizlar uchun yaratilayotgan imkoniyatlarga e’tibor qaratiladi. Maqolaning asosiy maqsadi kecha va bugun timsolida ayollarning sud-huquq tizimidagi o‘rni, ularning fidoyiligi, bilimini namoyish qilish va yoshlarni ilm olishga, huquq sohasida faoliyat yuritishga dav’at etishdan iborat.
Kalit so‘zlar: sud-huquq tizimi, huquqshunos ayollar, akademik, huquqiy islohotlar, gender tengligi, Adliya vaziri, jamiyat.

Annotiation: This scientific article covers the role of women in Uzbekistan’s judicial and legal system, the historical stages of their development and their activities today. The article analyzes the life and work of Academician Khadicha Sulaymonova, who left an indelible mark on Uzbekistan’s judicial, legal system and is still honored today, as well as her contributions to the legal scholarship of our country. At the same time, attention is paid to the professional achievements of women currently working in the judicial, legal system and the opportunities being created for women and girls. The main objective of the article is to examine the role of women in the judicial and legal system in the past and present, their exemplary conduct and knowledge, and to encourage young people to persue education and work in the field of law.
Keywords: judicial and legal system, women lawyers, Academician, legal reforms, gender equality, society.

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Аннотация: В данной научной статье освещаются место женщин в судебно-правовой системе Узбекистана, этапы их исторического развития и деятельность в наши дни. В статье анализируются жизнь и деятельность академика Хадичи Сулаймоновой, оставившей неизгладимый след в судебно-правовой системе Узбекистана и по сей день почитаемой, а также её вклад в юридическую науку нашей страны. Наряду с этим особое внимание уделяется профессиональным достижениям женщин, осуществляющих деятельность в судебно-правовой системе в настоящее время, и возможностям, создаваемым для женщин и девушек. Основная цель статьи заключается в рассмотрении места женщин в судебно-правовой системе прошлого и настоящего, их образцового поведения и знаний, а также в призыве молодёжи к получению образования и осуществлению деятельности в сфере права.

Ключевые слова: судебно-правовая система, женщины-юристы, академик, правовые реформы, гендерное равенство, Министерство юстиции, общество.

Statistik ma’lumotlarga qaraganda, 2026-yil hisobiga ko‘ra, mamlakat sud tizimida faoliyat yuritayotgan faol ayol sudyalar soni 246 nafar bo‘lib, bu umumiy sudlar tarkibining qariyb 15 foizini tashkil qiladi. So‘nggi 10 yil ichida O‘zbekistonda ayol sudyalar soni ikki barobarga oshgan. Bu ko‘rsatkich xotin qizlarning odil sudlovni amalga oshirishdagi ishtiroki muhimligini ko‘rsatadi. Biroq bu natijaga erishish bir kunda shakllanib qolmagan. Uning ortida uzoq yillik mehnat, bilim, qat’iyat va huquqshunoslik sohasida o‘z o‘rnini topishga intilgan ayollarning hayotiy tajribasi mujassam. Ayollar huquqlari deyilganda, avvalo, hayolimizga Gender tengligi masalasi keladi. Gender tengligi hamda xotin-qizlar huquqlari doimo muhokamaga boy mavzu bo‘lib kelgan va hatto hozir ham o‘zining dolzarbligini yo‘qotmagan. O‘zbekiston 2019-yildan boshlab gender tengligi ko‘rsatkichlarida qatnasha boshladi va o‘sha yilgi ma’lumotlarga ko‘ra, O‘zbekiston bu ko‘rsatkich bo‘yicha 189 ta davlatdan 62-o‘rinni egalladi.

Tarixga nazar tashlasak, o‘zbek ayollarining huquq sohasidagi faoliyati haqida so‘z borganda, avvalo, Xadicha Sulaymonova nomi yodga tushadi. U O‘zbekistonda ayollar huquqlari himoyasida muhim rol o‘ynagan shaxslardan biri hisoblanadi va o‘zining ilmiy salohiyati, davlat xizmatidagi faoliyati va sud-huquq tizimidagi mas’uliyatli lavozimlari bilan hozirgi kundagi huquqshunos ayollar uchun namuna bo‘lib kelmoqda. O‘zbekiston huquqshunosligi tarixida alohida o‘rin egallagan Xadicha Sulaymonova 1913-yil 3-iyunda Andijon shahrida tug‘ilgan.

O‘sha vaqtda Turkiston o‘lkasida oktabr inqilobi ro‘y bergan, “Hujum” harakati davomida ko‘plab xotin-qizlar o‘z oila azolari tomonidan o‘ldirilgan vaqtda uning yoshlik davri o‘tgan va bu voqealarni o‘z ko‘zi bilan ko‘rgan yosh Xadicha kelajakda huquqshunos kasbini egallashni maqsad qilib qo‘yadi. U yashagan davrda ayollarning ilm-fan va davlat boshqaruvidagi ishtiroki bugungi kundagidek keng imkoniyatlarga ega emas edi. Shunday sharoitda yuridik ta’lim olib, ilmiy darajalarga erishish va yuqori davlat lavozimlarida faoliyat yuritish katta bilim, iroda va mas’uliyatni talab qilardi. Xadicha Sulaymonova 1935-yilda O‘zbekiston SSR Markaziy Ijroiya Qo‘mitasi huzuridagi Sovet qurilishi va huquq institutini tamomlagan. Keyinchalik Moskva yuridik institutida aspiranturada tahsil olib, ilmiy faoliyatini davom ettirgan. 1951-yilda yuridik fanlar doktori, 1952-yilda professor ilmiy unvoniga erishgan. 1956-yilda esa O‘zbekiston Fanlar akademiyasining akademigi etib saylangan. U O‘zbekistondagi ilk huquqshunos ayol sifatida xalqimizga tanilgan akademik hisoblanadi. Ayniqsa, Adliya vaziri va Oliy sud raisi kabi mas’uliyatli lavozimlarda vazifalarni bajarishi ayol kishi ham huquqiy bilim, kasbiy mahorat va qat’iyat bilan mas’uliyatni zimmasiga olishi mumkinligining tarixiy dalilidir. Hozirgi kunda, Xadicha Sulaymonova nomidagi stipendiyaning joriy etilishi ham uning xotirasi umrbod saqlanishiga, hamda yosh huquqshunoslarni ilmga rag‘batlantirishga xizmat qilmoqda.

Bugungi O‘zbekiston sud-huquq tizimida ayollarning ishtiroki tarixiy tajribaning davomidir. Xadicha Sulaymonova o‘z davrida ilm-fan, davlat boshqaruvi va sud tizimida ayollar uchun muhim yo‘l ochgan bo‘lsa, bugungi ayol sudyalar ushbu yo‘nalishni zamonaviy huquqiy talablar asosida rivojlantirmoqda. 2026-yil mart oyida O‘zbekiston sud tizimida 246 nafar ayol sudya faoliyat yuritayotgani qayd etilgan. Bunga qo‘shimcha ravishda, O‘zbekiston sudchilik tarixida ilk bor 2026-yil 27-fevralda O‘zbekiston Respublikasi Sudyalar oliy kengashi tashabbusi bilan O‘zbekiston Ayol sudyalar assotsatsiyasi tashkil etildi. Ushbu assotsatsiya maqsadi, ayol sudyalar o‘rtasida ustoz-shogird tizimini rivojlantirish, ularning kasbiy salohiyatini oshirish, sud-huquq tizimida gender tenglikni ta’minlash va odil sudlov samaradorligini yuksaltirishga qaratilgan. Shuningdek, 2019-yildan O‘zbekiston gender tengligi ko‘rsatkichlarida qatnasha boshlagandan so‘ng, “Xotin-qizlar va erkaklar uchun teng huquq va imkoniyat kafolatlari to‘g‘risida” gi O‘zbekiston Respublikasi qonuni qabul qilindi. Shu bilan birgalikda, 2022-yilda yangi tahrirda qabul qilingan mehnat munosabatlarida gender tenglikni ta’minlash bo‘yicha Mehnat kodeksiga yangi normalar kiritildi. Chunki ayollarning ishga joylashishidan muayyan mansabga ko‘tarilishigacha bo‘lgan jarayon erkaklarnikiga

qaraganda qiyin kechadi va davlatimiz biz ayollar uchun bu muammolarga ham yechim topishga harakat qilyapti. Bugungi ayol sudyalarning faoliyatida ularning lavozimlari, kasbiy xizmatlari va odil sudlovni amalga oshirishdagi faoliyatiga e'tibor qaratsak, avvalo, sud-huquq tizimida yuqori lavozimda ishlayotgan O'zbekiston Respublikasi Oliy sud raisi Robaxon Anvarovna Mahmudova ko'z oldimizga keladi. Bu lavozim mamlakat sud tizimidagi eng yuqori rahbarlik vazifalaridan biridir. Uning ushbu lavozimda faoliyat yuritishi ayollarning sud tizimining yuqori rahbarlik pog'onalarida ham mas'uliyatli vazifalarni bajarish imkoniyatiga ega ekanini ko'rsatadi. Bunda asosiy mezon shaxsning jinsi emas, balki, bilim, tajriba, kasbiy mahorat va qonunga sodiqlik bo'lishi kerak.

Xulosa qilar ekanmiz, sud-huquq tizimida ayolning o'rni haqida fikr yuritayotganda, tarix va bugun o'rtasidagi bog'liqlikni ko'rishimiz mumkin. Xadicha Sulaymonova va uning ortidagi yuzlab sud-huquq tizimi fidoyilari o'zlarining ilmiy izlanishlari, pedagogik faoliyati va davlat xizmatidagi mehnatlari bilan o'zbek huquqshunosligida o'chmas iz qoldirdi. Bugungi kunda esa Robaxon Mahmudova va shunga o'xshagan ko'plab yurtdoshlarimiz sud-huquq tizimida faoliyat yuritib, mamlakatimiz farovonligiga oz bo'lsada o'z hissalarini qo'shmoqdalar. Shuni unutmasligimiz lozimki, kecha ekilgan ilm, bugun adolatli daraxt bo'ladi, ertaga esa uni mevasidan butun jamiyat bahramand bo'ladi.

FOYDALANILGAN ADABIYOTLAR RO'YHATI

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O‘ZBEKISTONDA YOSHLAR TADBIRKORLIGINI RIVOJLANTIRISH: MOLIYAVIY, TA’LIM VA INSTITUTSIONAL MUAMMOLAR

РАЗВИТИЕ МОЛОДЁЖНОГО ПРЕДПРИНИМАТЕЛЬСТВА В УЗБЕКИСТАНЕ: ФИНАНСОВЫЕ, ОБРАЗОВАТЕЛЬНЫЕ И ИНСТИТУЦИОНАЛЬНЫЕ ПРОБЛЕМЫ

DEVELOPMENT OF YOUTH ENTREPRENEURSHIP IN UZBEKISTAN: FINANCIAL, EDUCATIONAL AND INSTITUTIONAL CHALLENGES

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Annotatsiya. Mazkur tadqiqotda O‘zbekistonda yoshlar tadbirkorligini rivojlantirish jarayonida yuzaga kelayotgan moliyaviy, ta’limiy hamda institutsional to‘siqlar amaldagi me’yoriy-huquqiy baza va rasmiy statistika ko‘rsatkichlari asosida tizimli o‘rganilgan. Ishda boshlang‘ich sarmoya va garov ta’minoti tanqisligi, tijorat hamda imtiyozli kreditlarning foiz tafovutlari (mikroqarzlarda 34,9 foizdan maxsus dasturlarda 7–18 foizgacha), biznes ko‘nikmalarining amaliyotdan uzilishi va startap loyihalarni masshtablashtirish masalalari qiyosiy jadvallar yordamida ochib berildi. Shuningdek, kichik biznesning YaIMdagi ulushi (2020–2024-yillarda 57,5 foizdan 54,3 foizga o‘zgarishi) va yoshlar bandligi dinamikasi tahlil qilinib, maqola yakunida garov yukini kamaytirish, dual biznes-inkubatsiya va yagona raqamli muvofiqlashtirish bo‘yicha amaliy tavsiyalar shakllantirildi.

Kalit so‘zlar: yoshlar tadbirkorligi, kichik biznes, imtiyozli kredit, foiz stavkasi, garov ta’minoti, startap, tadbirkorlik ko‘nikmalari, yoshlar bandligi, yangi ish o‘rinlari.

Аннотация. В данной статье исследуются финансовые, образовательные и институциональные барьеры развития молодёжного предпринимательства в Узбекистане с опорой на официальную статистику и нормативно-правовые акты. На основе табличных данных проанализированы проблемы дефицита стартового капитала и залогового обеспечения, разрыв между коммерческими (до 34,9% по микрозаймам) и льготными процентными ставками, нехватка прикладных деловых компетенций, состояние стартап-экосистемы и влияние

сектора на занятость молодёжи. В заключительной части работы предложены прикладные меры по расширению беззалогового гарантирования, внедрению учебных бизнес-инкубаторов и созданию единого цифрового окна обслуживания молодых предпринимателей.

Ключевые слова: молодёжное предпринимательство, малый бизнес, льготный кредит, процентная ставка, залоговое обеспечение, стартап, предпринимательские навыки, занятость молодёжи, новые рабочие места.

Abstract. This study examines the financial, educational, and institutional barriers affecting youth entrepreneurship in Uzbekistan using official statistical releases and recent regulatory acts. Through comparative tabular analysis, the paper evaluates start-up capital and collateral constraints, interest rate spreads between commercial micro-loans (34.9%) and concessional credit lines (7%–18%), gaps in practical business education, start-up scaling challenges, and labor market absorption. While youth account for 35% of active entrepreneurs and overall unemployment declined from 5.5% to 4.9%, the dip in small business GDP share from 57.5% to 54.3% underscores the need for qualitative productivity growth. Eight actionable policy recommendations are proposed across credit guarantee expansion, practice-oriented curricula, and institutional coordination.

Keywords: youth entrepreneurship, small business, concessional loan, interest rate, collateral requirement, start-up, entrepreneurial skills, youth employment, new jobs.

1. KIRISH (INTRODUCTION)

Demografik jihatdan yosh davlat hisoblangan O‘zbekistonda barqaror iqtisodiy o‘sish sur’atlarini saqlab qolish bevosita mehnat bozoriga kirib kelayotgan yosh avlodning ishbilarmonlik tashabbusiga bog‘liq. Har yili yuz minglab bitiruvchilar mehnat bozoriga qo‘shilar ekan, ularni faqat yollanma ishchi sifatida emas, balki yangi ish o‘rni yaratuvchi mustaqil subyekt sifatida shakllantirish davlat siyosatining kun tartibidagi asosiy masalaga aylandi. Shu bois 2025-yil 14-fevralda qabul qilingan O‘zbekiston Respublikasi Prezidentining PQ-62-son qarori yoshlar tadbirkorligini rag‘batlantirish va bandligini ta’minlash bo‘yicha yangi institutsional mexanizmlarni ishga tushirdi [1]. Hujjatga muvofiq, 2025–2027-yillar davomida “Yoshlar biznesi” dasturini ro‘yobga chiqarish va uning doirasida jami 350 ming nafar yoshni tadbirkorlik faoliyatiga qamrab olish belgilangan [2].

Statistik raqamlarga murojaat qilsak, hozirgi vaqtda mamlakatimizdagi faol biznes vakillarining 35 foizini aynan yosh tadbirkorlar tashkil etmoqda [4]. Oxirgi besh yil ichida kichik va o‘rta korxonalar soni ikki baravarga ortib, mazkur sektorda band bo‘lganlar soni 10,5 million kishiga — mehnatga layoqatli aholining 74 foiziga yetdi [5; 11]. Keltirilgan ko‘rsatkichlar bir qarashda ijobiy manzara hosil qiladi. Biroq amaliyotda mustaqil ish boshlamoqchi bo‘lgan yoshlar jiddiy to‘siqlarga ro‘baro‘ kelmoqda: boshlang‘ich sarmoya va likvidli garov mulkining yo‘qligi, tijorat kreditlari foizining balandligi, amaliy biznes ko‘nikmalarining yetishmasligi hamda idoralararo ma’muriy tartib-taomillar shular jumlasidandir [9].

Ushbu maqolaning maqsadi — O‘zbekistonda yoshlar tadbirkorligini rivojlantirishga ta’sir ko‘rsatayotgan moliyaviy, ta’limiy va institutsional muammolarni empirik ma’lumotlar asosida tizimli tahlil qilish hamda mavjud dasturlar samaradorligini oshirishga qaratilgan amaliy takliflar ishlab chiqishdan iborat.

2. TADQIQOT METODOLOGIYASI (METHODS)

Tadqiqot jarayonida yoshlar tadbirkorligini qo‘llab-quvvatlash tizimini uchta o‘zaro bog‘liq yo‘nalish — moliyaviy resurslar arxitekturasi, inson kapitali (ta’lim va startap ekotizimi) hamda institutsional boshqaruv kesimida baholash yondashuvi qo‘llanildi. Tahlilning axborot bazasini O‘zbekiston Respublikasi Prezidentining PQ-62-son qarori [1] va Oliy Majlisga Murojaatnomasi [8], Yoshlar ishlari agentligi [2], Markaziy bank va tijorat banklari statistikasi [6; 7], Milliy statistika qo‘mitasi to‘plamlari [12], shuningdek, Birlashgan Millatlar Tashkiloti Taraqqiyot dasturining (UNDP) 2025-yilgi hududiy rivojlanish hisoboti [9] hamda mahalliy iqtisodchi olimlarning ilmiy ishlari [10; 11] tashkil etdi.

Maqolada qiyosiy-huquqiy tahlil, statistik guruhlash va moliyaviy shartlarni chog‘ishtirish usullaridan foydalanildi. Birinchidan, davlat maqsadli dasturlari doirasida ajratilayotgan moliyaviy vositalar hajmi va shartlari guruhlandi (1-jadval). Ikkinchidan, yosh tadbirkorlar uchun qarz kapitalining haqiqiy qiymatini aniqlash maqsadida bank tizimidagi o‘rtacha bozor stavkalari (mikroqarz, jismoniy va yuridik shaxslar kreditlari) imtiyozli kredit liniyalari va garov koeffitsiyentlari bilan qiyoslandi (2-jadval). Uchinchidan, kichik biznesning YaIMdagi ulushi va bandlik dinamikasi o‘rtasidagi nomutanosiblik sabablari makroiqtisodiy ko‘rsatkichlar yordamida baholandi (3-jadval).

3. TAHLIL VA NATIJALAR (RESULTS)

3.1. Boshlang‘ich kapital muammosi va davlat moliyaviy qo‘llab-quvvatlash mexanizmlari

Biznesni noldan boshlayotgan yosh tashabbuskor duch keladigan eng birinchi to‘siq — boshlang‘ich kapital va bank talab qiladigan garov mulkining mavjud emasligidir. O‘qishni endi tamomlagan yoki o‘zini o‘zi band qilgan 18–30 yoshli fuqarolarning aksariyatida shaxsiy ko‘chmas mulk, avtotransport yoxud to‘lovga qobiliyatli kafil bo‘lmaydi; oqibatda ular an’anaviy bank kreditlaridan amalda foydalana olmaydi. Mazkur bo‘shliqni to‘ldirish maqsadida davlat tomonidan maqsadli moliyaviy instrumentlar paketi joriy etildi (1-jadval).

1-jadval. Yoshlar tadbirkorligini moliyaviy qo‘llab-quvvatlashning asosiy yo‘nalishlari [1; 2; 3]

№	Moliyaviy mexanizm va yo‘nalish	Ajratiladigan mablag‘ hajmi	Muddati va asosiy talab shartlari
1	Imtiyozli mikroqarz (18–30 yoshdagi o‘zini o‘zi band qilgan yoshlar uchun)	100 mln so‘mgacha	7 yilgacha muddatga, imtiyozli davr bilan
2	“Biznesga birinchi qadam” loyihasi	5 mlrd so‘mgacha	Loyiha doirasida kamida 20 ta yangi ish o‘rni yaratish sharti
3	Yoshlar tadbirkorligini rivojlantirish davlat jamg‘armasi	100 mln AQSh dollari	Yoshlar ishlari agentligi huzurida shakllantirilgan resurs
4	Yoshlar banki uchun yo‘naltirilgan maqsadli mablag‘	200 mln AQSh dollari	Yoshlarning istiqbolli biznes loyihalarini kreditlash
5	Startap loyihalarga to‘g‘ridan-to‘g‘ri investitsiya	2 mlrd so‘mgacha	Tashabbuskor yoshlarning innovatsion loyihalari uchun

№	Moliyaviy mexanizm va yo‘nalish	Ajratiladigan mablag‘ hajmi	Muddati va asosiy talab shartlari
6	Imtiyozli kredit resurslarida yosh xotin-qizlar kvotasi	Kamida 30%	Xotin-qizlar tadbirkorligini maqsadli rag‘batlantirish uchun

1-jadvalда keltirilgan dasturlardan tashqari, respublika bo‘yicha aholini tadbirkorlikka jalb etish maqsadida ajratilgan 22 trln so‘mlik umumiy imtiyozli resurslarning 2,5 trln so‘mi bevosita yoshlar tadbirkorligini moliyalashtirishga yo‘naltirilgan [5]. Shunga qaramay, makrodarajada katta hajmdagi moliyaviy resurslarning ajratilishi ularning har bir hududdagi yosh tadbirkorga avtomatik ravishda yetib borishini anglatmaydi. Ariza topshirish bosqichlari, biznes-rejaga qo‘yiladigan murakkab talablar va kredit komissiyalarida qaror qabul qilish muddatlarining cho‘zilishi ko‘p hollarda yoshlar uchun jiddiy ma’muriy to‘siq bo‘lib qolmoqda [9].

3.2. Kredit bozori shartlari, foiz stavkalari va garov yuki tahlili

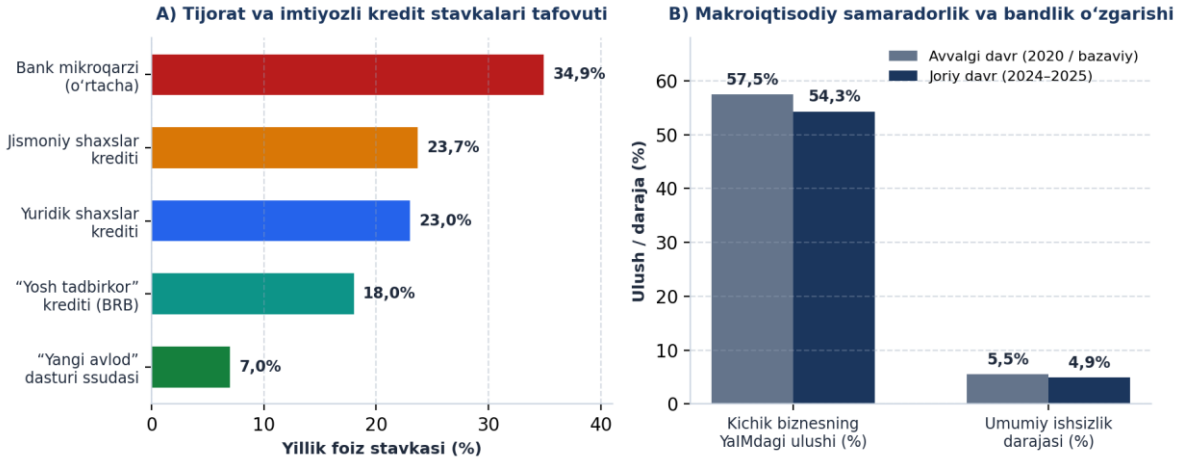
Qarz mablag‘larining qimmatligi — yoshlar tadbirkorligi rivojiga to‘sqinlik qilayotgan ikkinchi muhim moliyaviy omildir. O‘zbekiston Respublikasi Markaziy banki e’lon qilgan ma’lumotlarga ko‘ra, 2025-yilda tijorat banklarida ajratilgan mikroqarzlarning o‘rtacha yillik foiz stavkasi 34,9 foizni, jismoniy shaxslarga berilgan an’anaviy kreditlar (mikroqarzsiz) 23,7 foizni, yuridik shaxslarga ajratilgan kreditlar esa 23,0 foizni tashkil etgan [6]. Dastlabki aylanma mablag‘i kam bo‘lgan yangi korxonaning 23–35 foizlik kredit yukiga bardosh berib, sof foydaga chiqishi iqtisodiy jihatdan nihoyatda murakkab. Davlatning imtiyozli dasturlari va tijorat banklarining maxsus liniyalari ushbu foiz yukini qisman yumshatsa-da, ularda ham qat’iy cheklovlar saqlanib qolmoqda (2-jadval va 1-rasm).

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2-jadval. Yosh tadbirkorlar uchun tijorat va imtiyozli kredit shartlari qiyosi [1; 6; 7; 8]

№	Kreditlash ko‘rsatkichi va moliyaviy shartlar	Amaldagi qiymati	Manba
1	Tijorat banklarida mikroqarzning o‘rtacha yillik foiz stavkasi	34,9%	[6]
2	Jismoniy shaxslarga ajratilgan kreditlar (mikroqarzsiz), o‘rtacha	23,7%	[6]
3	Yuridik shaxslarga ajratilgan kreditlar bo‘yicha o‘rtacha stavka	23,0%	[6]
4	PQ-62-son qaror doirasidagi imtiyozli kredit stavkasi	MB asosiy stavkasi + 4 foiz punkt	[1]
5	BRB bankining “Yosh tadbirkor” krediti: yillik stavkasi va muddati	18% / 60 oygacha (2,5 mlrd so‘mgacha)	[7]
6	“Yosh tadbirkor” krediti bo‘yicha talab etiladigan garov ta’minoti	Kredit summasining kamida 125 foizi	[7]
7	Tadbirkorlik kompaniyasi tomonidan foiz xarajatini qoplash ulushi	Milliy valyutada 10 foizgacha qismi	[8]

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1-rasm. O‘zbekistonda kredit foiz stavkalari tafovuti va makroiqtisodiy ko‘rsatkichlar dinamikasi ([1; 4; 5; 6; 7; 8] ma’lumotlari asosida muallif tomonidan tuzildi).

2-jadval ma’lumotlaridan ko‘rinadiki, PQ-62-son qarorga asosan imtiyozli kreditlar Markaziy bankning asosiy stavkasiga 4 foiz punkt qo‘shilgan holda beriladi, biroq buning uchun loyiha doirasida ochiladigan yangi ish o‘rinlarining kamida 50 foiziga yoshlar ishga qabul qilinishi shart; agar mazkur bandlik ko‘rsatkichi bajarilmasa, foiz stavkasi avtomatik tarzda bozor darajasiga ko‘tariladi [1]. Shuningdek, Prezident Murojaatnomasida milliy valyutadagi kreditlar foiz stavkasining 10 foizgacha bo‘lgan qismini Tadbirkorlikni rivojlantirish kompaniyasi hisobidan kompensatsiya qilish tartibi belgilangan [8]. Tijorat banklari kesimida ham maqsadli mahsulotlar mavjud: xususan, Biznesni rivojlantirish bankining (BRB) “Yosh tadbirkor” krediti 60 oygacha muddatga yillik 18 foiz stavkada 2,5 mlrd so‘mgacha taqdim etiladi [3; 7]. Lekin ushbu kreditni olish uchun kredit summasining kamida 125 foizi miqdorida likvidli garov ta’minoti talab etilishi [7] foiz stavkasi pasaytirilgan taqdirda ham garov to‘sig‘i yoshlar uchun hal qiluvchi muammo bo‘lib qolayotganini tasdiqlaydi.

3.3. Yoshlar bandligi va kichik biznesning makroiqtisodiy natijalari

Yoshlar tadbirkorligini rivojlantirish bevosita bandlik muammosini hal etishga xizmat qiladi, chunki muvaffaqiyatli ish boshlagan yosh tadbirkor nafaqat o‘zini

daromad manbai bilan ta’minlaydi, balki tengdoshlari uchun ham doimiy ish o‘rinlari yaratadi [10]. Rasmiy statistika tahlili ushbu yo‘nalishda ham miqdoriy o‘sish, ham sifat bilan bog‘liq ziddiyatli tendensiyalar mavjudligini ko‘rsatmoqda (3-jadval).

3-jadval. Kichik biznes, yoshlar tadbirkorligi va bandlikka oid asosiy ko‘rsatkichlar [4; 5; 8; 12]

№	Makroiqtisodiy va demografik ko‘rsatkichlar	Qiymati / dinamikasi	Manba
1	Kichik va o‘rta biznes sektorida jami band bo‘lgan aholi soni	10,5 mln kishi (bandlarning 74%)	[5]
2	Kichik biznesning mamlakat YaIMdagi ulushi o‘zgarishi (2020 → 2024-y.)	57,5% → 54,3% (-3,2 foiz punkt)	[5]
3	Yangi tashkil etilgan kichik tadbirkorlik subyektlari (2025-y. yanvar–iyun)	40 265 ta	[12]
4	Faol biznes vakillari tarkibida yosh tadbirkorlarning ulushi	35%	[4]
5	Respublikada umumiy ishsizlik darajasining pasayishi	5,5% → 4,9% (-0,6 foiz punkt)	[8]
6	2026-yil davomida aholini doimiy ish bilan ta’minlash maqsadli rejasi	1 mln kishi	[8]

3-jadval raqamlaridan anglaishiladiki, 2025-yilning birinchi yarmida 40 265 ta yangi kichik tadbirkorlik subyekti ro‘yxatdan o‘tgan [12], mamlakatda ishsizlik darajasi 5,5 foizdan 4,9 foizga tushgan va 2026-yilda yana 1 million kishini doimiy ish o‘rni bilan ta’minlash rejalashtirilgan [8]. Biroq e’tiborli jihati shundaki, korxonalar soni ko‘payganiga qaramay, kichik biznesning YaIMdagi ulushi 2020-yildagi 57,5 foizdan 2024-yil yakuniga kelib 54,3 foizga pasaygan [5]. Bu ko‘rsatkich yangi ochilayotgan subyektlarning katta qismi past qo‘shilgan qiymatli savdo va maishiy xizmat sohalarida to‘planib qolayotganini, sektor endilikda son jihatdan emas, balki mehnat unumdorligi va texnologik samaradorlik jihatidan yangi bosqichga o‘tishi zarurligini ko‘rsatadi.

4. MUHOKAMA (DISCUSSION)

Olingan empirik natijalar yoshlar tadbirkorligini rivojlantirishda moliyaviy dasturlar bilan bir qatorda ta’limiy, innovatsion (startap) va institutsional omillar hal qiluvchi rol o‘ynashini ko‘rsatadi. Ularni uchta asosiy muammo bloki doirasida muhokama qilish maqsadga muvofiq.

Birinchidan, tadbirkorlik bilimlari va amaliy ko‘nikmalar tanqisligi masalasi. Yosh tadbirkorga imtiyozli kredit ajratilgan taqdirda ham, agar unda moliyaviy rejalashtirish, marketing va xatarlarni boshqarish bo‘yicha amaliy malaka bo‘lmasa, loyiha qisqa muddatda inqirozga uchraydi. UNDP ekspertlarining 2025-yilgi tadqiqotida ham yoshlar o‘rtasidagi ishsizlik va biznesdagi muvaffaqiyatsizliklarning bosh sabablaridan biri sifatida bitiruvchilar malakasining zamonaviy bozor talablaridan uzilib qolgani ko‘rsatilgan: ta’lim muassasalari asosan nazariy bilim berish bilan cheklanib, amaliy kasbiy va tadbirkorlik kompetensiyalarini yetarli darajada shakllantirmayapti [9]. To‘g‘ri, bu borada yangi tashabbuslar boshlangan — xususan, AQShning Garvard va Stenford universitetlari bilan hamkorlikda “Yangi avlod tadbirkorlari” o‘quv dasturi yo‘lga qo‘yilib, uni muvaffaqiyatli tamomlagan yoshlarning loyihalariga 200 mln so‘mgacha yillik 7 foizli ssuda ajratilishi belgilandi [4], shuningdek, xotin-qizlarni tadbirkorlik kurslarida o‘qitish ko‘zda tutilgan [1]. Biroq bunday zamonaviy o‘quv va akseleratsiya dasturlari asosan Toshkent shahri va viloyat markazlarida jamlangan bo‘lib, olis va chekka tumanlardagi yoshlarning ulardan foydalanish imkoniyati cheklanganligicha qolmoqda [9].

Ikkinchidan, startap ekotizimining institutsional zaifligi. Innovatsion iqtisodiyotning lokomotivi bo‘lgan startap loyihalarni qo‘llab-quvvatlash doirasida mamlakatimizda kichik biznes ishtirokida kamida 200 ta startapni moliyalashtirish vazifasi qo‘yilgan [5]. Rasmiy ma’lumotlarga ko‘ra, o‘zbekistonlik yoshlar ishlab chiqqan 63 ta startap loyihasi allaqachon AQSh, Buyuk Britaniya, Janubiy Koreya va BAA kabi ilg‘or xorijiy bozorlarga chiqishga erishgan [4]. Lekin ichki bozorda yaxlit startap ekotizimi hali to‘liq shakllanmagan: xususiy venchur fondlar va “biznes-farishtalar” (angel-investorlar) instituti sust rivojlangan, tizimli mentorlik tarmog‘i hamda intellektual mulk obyektlarini tijoratlashtirish va himoya qilish mexanizmlari kuchsiz. Oqibatda, istiqbolli startaplarning aksariyati dastlabki g‘oya (pre-seed/seed) bosqichidan barqaror kengayish (scale-up) bosqichiga o‘ta olmay to‘xtab qolmoqda.

Uchinchidan, institutsional tarqoqlik va monitoring muammosi. Amaliyotda nazorat organlarining ortiqcha tekshiruvlari hamda ruxsat berish jarayonlarining murakkabligi yosh tadbirkorlar tomonidan jiddiy to‘siq sifatida qayd etiladi [9]. Eng muhimi, yoshlar tadbirkorligini qo‘llab-quvvatlash instrumentlari bir nechta tuzilmalar — Yoshlar ishlari agentligi, tijorat banklari va Tadbirkorlikni rivojlantirish kompaniyasi o‘rtasida tarqoq holda amalga oshirilmoqda. Natijada yosh tadbirkor o‘qish, ro‘yxatdan o‘tish, kafillik olish va kredit rasmiylashtirish uchun turli idoralarga alohida murojaat qilishga majbur bo‘lib, “yagona darcha” tamoyili amalda to‘liq ishlamayapti. Bundan tashqari, ajratilgan kreditlar samaradorligini faqat o‘zlashtirilgan mablag‘ hajmi bilan emas, balki ochilgan korxonalarning 3–5 yillik yashovchanlik darajasi (survival rate) va saqlab qolingan doimiy ish o‘rinlari bo‘yicha baholaydigan yagona monitoring tizimi mavjud emas.

5. XULOSA VA TAKLIFLAR (CONCLUSION AND RECOMMENDATIONS)

O‘tkazilgan tadqiqot natijalari shuni ko‘rsatadiki, O‘zbekistonda yoshlar tadbirkorligini rivojlantirish bo‘yicha salmoqli huquqiy va moliyaviy poydevor yaratilgan: 2025–2027-yillarga mo‘ljallangan “Yoshlar biznesi” dasturi, 100 mln so‘mgacha imtiyozli mikroqarzlar, 100 mln dollarlik Jamg‘arma va 200 mln dollarlik Yoshlar banki resurslari hamda startaplarni moliyalashtirish mexanizmlari amaliyotga kiritilgan [1; 2; 3]. Mazkur choralar natijasida yoshlarning biznesdagi ulushi 35 foizga yetib, umumiy ishsizlik darajasi 5,5 foizdan 4,9 foizga qisqargan [4; 8]. Biroq kichik biznesning YaIMdagi ulushi pasayishi (57,5 foizdan 54,3 foizga), 125 foizlik garov talabi, 23–34,9 foizlik tijorat stavkalari, amaliy ko‘nikmalar yetishmasligi va idoralararo tarqoqlik mavjud salohiyatdan to‘liq foydalanishga to‘sqinlik qilmoqda.

Aniqlangan moliyaviy, ta’limiy va institutsional muammolarni tizimli hal etish maqsadida quyidagi amaliy takliflar ilgari suriladi:

1. Garov to‘sig‘ini yumshatish maqsadida yosh tadbirkorlar uchun davlat kafolat fondi imkoniyatlarini kengaytirish hamda bank kreditlarida nomulkiy ta’minot turlari (davlat kafilligi, sug‘urta polisi va uchinchi shaxs kafilligi) ulushini oshirish.

2. Kredit foiz stavkalarini subsidiyalash mexanizmini birinchi navbatda faoliyatini endi boshlayotgan (dastlabki 24 oy) yoshlar korxonalariga yo‘naltirish va

imtiyozli stavkadan bozor stavkasiga o‘tishni korxona aylanmasiga qarab bosqichma-bosqich amalga oshirish.

3. Oliy va o‘rta maxsus ta’lim muassasalarida o‘qitiladigan “Tadbirkorlik asoslari” fanini nazariy ma’ruzalardan amaliy loyihalarga — talabalar biznes-inkubatori, “o‘quv firma” va real biznes-reja himoyasi shakliga o‘tkazish.

4. Viloyatlardan tashqari chekka tuman va mahallalarda bepul mentorlik hamda biznes-konsalting markazlari tarmog‘ini kengaytirish orqali qishloq yoshlarining o‘quv va moliyaviy dasturlardagi qamrovini oshirish.

5. Yoshlar ishlari agentligi, tijorat banklari va Tadbirkorlikni rivojlantirish kompaniyasi xizmatlarini (ro‘yxatdan o‘tish, o‘qish, kafillik, subsidiya va kredit arizasi) bitta raqamli platformada birlashtirib, haqiqiy “yagona darcha” tizimini ishga tushirish va arizalarni ko‘rib chiqish muddatini qisqartirish.

6. Hududlarda texnopark va biznes-akseleratorlar faoliyatini jonlantirish, mahalliy venchur fondlar va angel-investorlar uchun soliq rag‘batlarini joriy etish hamda yoshlar yaratgan intellektual mulk obyektlarini patentlash va himoya qilish mexanizmlarini kuchaytirish.

7. Davlat dasturlari samaradorligini baholashda faqat ajratilgan kredit summasi bilan cheklanmasdan, yaratilgan doimiy ish o‘rinlari soni, yoshlar korxonalarining 3 yillik omon qolish ko‘rsatkichi (survival rate) va muammosiz qaytarilgan kreditlar ulushi bo‘yicha doimiy monitoring yuritish.

8. Iqtisodiyot yo‘nalishidagi talabalar va yosh tadqiqotchilar ishtirokida hududlardagi yoshlar tadbirkorligi muammolari bo‘yicha dala tadqiqotlari, amaliy tahliliy loyihalar va ilmiy-amaliy anjumanlarni muntazam tashkil etish.

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YOSHLAR ORASIDA INGLIZ TILINI O‘RGANISHGA QIZIQISHNI OSHIRISHDA RAQAMLI TA’LIM TEXNOLOGIYALARINING O‘RNI

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Annotatsiya: Ushbu maqolada zamonaviy jamiyatda yoshlar orasida xorijiy tillarni, xususan, ingliz tilini o‘rganishga bo‘lgan motivatsiya va qiziqishni oshirishda raqamli ta’lim texnologiyalaridan foydalanishning nazariy hamda amaliy jihatlari tahlil qilinadi. An’anaviy ta’lim usullaridagiga qaraganda, Gamifikatsiya ya`ni o‘yinli ta’lim, sun’iy intellekt (AI) asosidagi mobil ilovalar, multimedia platformalari hamda interaktiv kommunikativ vositalarning o‘quvchilar va talabalar motivatsiyasiga ko‘rsatadigan ijobiy ta’siri asoslab beriladi. Shuningdek, maqolada raqamli ta’limni joriy etishda uchraydigan muammolar, xususan, texnik, metodik hamda psixologik muammolar ko‘rib chiqilib, ularni bartaraf etishga qaratilgan kompleks amaliy yechimlar va tavsiyalar ilgari suriladi.

Abstract: *This article analyzes the theoretical and practical aspects of utilizing digital educational technologies to enhance motivation and interest in learning English among young people in modern society. Compared to traditional teaching methods, the positive impact of Gamification, Artificial Intelligence (AI)-based mobile applications, multimedia platforms, and interactive communicative tools on learners' engagement is substantiated. Furthermore, the article addresses technical, methodological, and psychological challenges encountered during the implementation of digital education and proposes comprehensive practical solutions and recommendations to overcome these issues.*

Kalit so‘zlar: Raqamli ta’lim texnologiyalari, ingliz tili, motivatsiya, gamifikatsiya, sun’iy intellekt, mobil ilovalar, interaktiv metodlar, ta’lim samaradorligi, raqamli savodxonlik.

Key words: *Digital educational technologies, English language, motivation, gamification, Artificial Intelligence, mobile apps, interactive methods, educational efficiency, digital literacy.*

1. KIRISH

Bugungi globallashuv va shiddat bilan rivojlanayotgan raqamli asrda xorijiy tillarni, xususan, xalqaro muloqot tili hisoblangan ingliz tilini mukammal egallash

har bir yosh mutassis va o‘quvchi uchun eng muhim ehtiyojlardan biriga aylandi. Zamonaviy mehnat bozori, xalqaro ta’lim dasturlari, ilmiy-tadqiqot ishlari va axborot texnologiyalari sohasi ingliz tilini erkin va samarali qo‘llay oladigan kadrlarni talab etmoqda.

Biroq, zamonaviy yoshlarning (Z va Alfa avlodi) axborotni qabul qilish xususiyatlari, diqqatni jamlash davomiyligi hamda qiziqish doirasi o‘tgan o‘n yilliklardagidan tubdan farq qiladi. An’anaviy ta’lim tizimida keng qo‘llaniladigan yodlash (rote learning), grammatik qoidalarga haddan tashqari urg‘u berish va passiv ma’ruzalarga asoslangan metodlar ko‘pincha yoshlarda zerikish hamda til o‘rganishga nisbatan ichki to‘siqlarni yuzaga keltirmoqda.

Ushbu muammoni hal etishda **raqamli ta’lim texnologiyalari (Digital Learning Technologies)** hal qiluvchi rol o‘ynaydi. Raqamli pedagogika o‘quv jarayonini nafaqat interaktiv, balki shaxsiylashtirilgan (personalized) va qiziqarli shaklga keltirish imkonini beradi.

Maqolaning maqsadi — yoshlar o‘rtasida ingliz tilini o‘rganishga bo‘lgan ishtiyoqni oshirishda raqamli texnologiyalarning o‘rnini o‘rganish, mavjud muammolarni diagnostika qilish va raqamli vositalarni o‘quv jarayoniga integratsiya qilish bo‘yicha samarali yechimlarni ishlab chiqishdan iborat.

2. RAQAMLI TA’LIM TEXNOLOGIYALARINING NAZARIY ASOSLARI VA AFZALLIKLARI

Raqamli ta’lim texnologiyalari — bu o‘quv jarayonini rejalashtirish, tashkil etish, nazorat qilish va baholashda kompyuter, axborot-kommunikatsiya va internet imkoniyatlaridan foydalanishga asoslangan kompleks tizimdir. Ingliz tilini o‘rgatishda raqamli texnologiyalarning afzalliklari quyidagi omillar bilan belgilanadi:

1. Multimedialilik va Vizualizatsiya: Matn, audio, video va grafik ma’lumotlarning bir vaqtda berilishi tildagi tushunchalarni tezroq, aniqroq hamda mustahkamroq anglash va tasavvur qilishga yordam beradi.

2. Moslashuvchanlik va Shaxsiylashuv (Adaptive Learning): Sun’iy intellekt algoritmlari har bir o‘quvchining bilim darajasi, o‘zlashtirish tezligi va xatolariga mos ravishda mashqlarni moslashtiradi, ularning samarali o`rganishini ta`minlaydi.

3. Avtonomiya va Qulaylik: O‘quvchi vaqt va joy cheklovisiz, o‘zi uchun qulay sharoitda va tezlikda til o‘rganish imkoniga ega bo‘ladi.

4. Darhol Qayta Aloqa (Immediate Feedback): Elektron topshiriq va testlar natijasi darhol ko‘rinadi, bu esa o‘quvchiga o‘z xatolarini zudlik bilan tushunish va tuzatish imkonini beradi.

3. MUAMMO VA TO‘SIQLAR TAHLILI (PROBLEM STATEMENT)

Raqamli texnologiyalarning keng imkoniyatlariga qaramay, amaliyotda yoshlar o‘rtasida ulardan unumli foydalanish va ingliz tilini o‘rganishda quyidagi tizimli muammolar kuzatiladi:

3.1. Metodik Muammolar

• **An’anaviy va raqamli usullarning nomutanosibligi:** Ko‘pgina ta’lim muassasalarida raqamli texnologiyalar faqat taqdimot (PPT) namoyish etish bilan cheklanib qolmoqda, interaktiv va muloqotga yo‘naltirilgan vositalar to‘liq integratsiya qilinmaganligini ta`kidlash joiz.

• **O‘qituvchilarning raqamli kompetentligi yetarli emasligi:** O‘qituvchilar zamonaviy mobil ilovalar va platformalardan o‘quv jarayonida maqsadli foydalanish bo‘yicha yetarlicha metodik tayyorgarlikka ega emasligi ham achinarli.

3.2. Motivatsion va Psixologik Muammolar

• **Diqqat bo‘linishi (Digital Distraction):** Internet va smartfonlardan foydalanish jarayonida o‘quvchilar o‘quv ilovalaridan o‘yinlar, ijtimoiy tarmoqlar (Instagram, TikTok, Telegram) va ko‘ngilochar video kontentlarga chalg‘ib ketadilar.

• **Muloqot yetishmovchiligi va Vizual charchoq:** Faqat ekran qarshisida til o‘rganish jonli muloqot va emotsional aloqaning susayishiga hamda psixofizik charchoqqa olib keladi.

3.3. Infratuzilmaviy va Texnik Muammolar

• **Raqamli tengsizlik (Digital Divide):** Hududlarda yuqori tezlikdagi internet va zamonaviy kompyuter texnikasi bilan ta’minlanganlik darajasining turlichaligi.

• **Litsenziyalangan va sifatli kontentning yetishmasligi:** Sifatli va samarali ilovalarning aksariyati pullik ekanligi yoshlar uchun ma’lum moliyaviy qiyinchiliklarni tug‘diradi.

4. MAQSADLI YECHIMLAR VA AMALIY TAVSIYALAR (SOLUTIONS & STRATEGIES)

Yuqorida keltirilgan muammolarni bartaraf etish hamda yoshlarning ingliz tiliga bo‘lgan qiziqishini oshirish uchun quyidagi amaliy yechimlar va strategiyalarni tatbiq etish lozim:

A) Gamifikatsiya (O‘yinli Ta’lim) Usulini Kengaytirish O‘yin mexanizmlarini (bal to‘plash, reytinglar, nishonlar, bosqichma-bosqich o‘tish) o‘quv jarayoniga kiritish yoshlarda ichki motivatsiya va musobaqalashuv ruhini uyg‘otadi. Misol uchun: Duolingo, Kahoot!, Quizizz, Memrise va Busuu kabi ilovalar til o‘rganishni kunlik odatga va qiziqarli o‘yinga aylantiradi.

B) Sun’iy Intellekt (AI) va Chatbotlar Imkoniyatlaridan Foydalanish So‘zlashuv ko‘nikmalarini (Speaking) rivojlantirishda va tildagi qo‘rquvni (Language Anxiety) yengishda AI asosida ishlovchi vositalar g‘oyat qo‘l keladi. O‘quvchi inson bilan muloqot qilishda uyalishi yoki xato qilishdan qo‘rqishi mumkin, ammo generative AI (masalan, ChatGPT, Character.ai, Elsa Speak) bilan muloqotda erkin va xatosiz mashq qila oladi.

C) Edutainment (Ta’lim va Ko‘ngilochar Kontent Sintezi) Yoshlar ko‘p vaqt sarflaydigan platformalardan til o‘rganish vositasi sifatida foydalanish zarur: Podcastlar hamda Youtubedan foydalanish (BBC Learning English, TED Talks, EnglishClass101); Film va seriallar orqali (subtitrlar va interaktiv topshiriqlar bilan ta’minlangan platformalar orqali haqiqiy so‘zlashuv tilini o‘rganish).

D) Gibrid (Blended Learning) Ta’lim Modelini Joriy Etish Faqat onlayn yoki faqat an’anaviy ta’lim emas, balki ikkala shaklning uyg‘unligiga erishish lozim. An’anaviy darslarda interaktiv va muloqot faoliyati tashkil etilib, uyga vazifalar va so‘z boyligini oshirish topshiriqlari raqamli ilovalar zimmasiga yuklatiladi (Flipped Classroom modeli).

5. INGLIZ TILI O‘RGANISHDA ENG ASOSIY RAQAMLI PLATFORMALAR TASNIFI

№	Platforma / Ilova nomi	Yo‘nalishi / Asosiy xususiyati	Motivatsion omil
1	Duolingo / Memrise	Lug‘at boyligini oshirish va grammatik baza	Kunlik reyting, nishonlar va darajali o‘yinlar
2	Kahoot! / Quizizz	Interaktiv viktorinalar va testlar	Guruhli musobaqa, vaqt bilan bellashuv

3	ELSA Speak	Tahlil va talaffuzni (Pronunciation) to‘g‘rilash	Sun’iy intellektual aniqlik va foizli baholash
4	BBC Learning English	Tinglab tushunish (Listening) va so‘zlashuv	Haqiqiy yangiliklar va kundalik iboralar
5	ChatGPT / Claude	Yozma va og‘zaki muloqot amaliyoti, grammatik tahrir	Shaxsiy repetitor va cheksiz muloqot

6. XULOSA VA TAVSIYALAR (CONCLUSION)

Xulosa qilib aytganda, raqamli ta’lim texnologiyalari yoshlar orasida ingliz tilini o‘rganishga bo‘lgan qiziqish va motivatsiyani keskin oshirishning eng samarali va zamonaviy vositasi hisoblanadi. Raqamlashtirish o‘quv jarayonini majburiyatdan zavqli va qiziqarli mashg‘ulotga aylantiradi.

Biroq, texnologiya o‘z-o‘zidan kutilgan natijani bermaydi. Raqamli vositalardan maksimal darajada samarali foydalanish uchun quyidagi tavsiyalarni amalga oshirish zarur:

1. Metodik tizimlashtirish: Raqamli ilovalarni ta’lim dasturlarining uzviy qismi sifatida rasmiy ravishda kiritish va ulardan tizimli foydalanish.

2. O‘qituvchilar malakasini oshirish: Pedagoglarni pedagogik texnologiyalar va raqamli ilovalar (Kahoot, Quizizz, Canvas va boshqalar) bo‘yicha doimiy qayta tayyorlash.

3. Infratuzilmani yaxshilash: Barcha hududlardagi yoshlar uchun teng raqamli imkoniyatlar va bepul sifatli ta’lim resurslaridan foydalanish imkonini yaratish.

4. Media va raqamli gigienani shakllantirish: Yoshlarda raqamli qurilmalardan unumli va maqsadli foydalanish madaniyatini hamda o‘z-o‘zini intizomga solish ko‘nikmalarini rivojlantirish.

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YANGI O‘ZBEKISTONDA YOSHLAR UCHUN YARATILAYOTGAN IMKONIYATLAR: TA’LIM, ILM-FAN VA TASHABBUSLARDAN TARAQQIYOT SARI

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ANNOTATSIYA: Ushbu ilmiy-amaliy maqolada Yangi O‘zbekistonni barpo etish va Uchinchi Renessans poydevorini shakllantirish jarayonida yoshlarga qaratilayotgan yuksak e’tibor, ularning sifatli ta’lim olishi, ilm-fan va innovatsion faoliyat bilan shug‘ullanishi hamda ijtimoiy-iqtisodiy tashabbuslarini qo‘llab-quvvatlash bo‘yicha amalga oshirilayotgan islohotlar tahlil qilinadi. Maqolada yoshlar siyosatining huquqiy-institutsional bazasi, OTMlardagi tub o‘zgarishlar, raqamlashtirish davrida kadrlar tayyorlash va Termiz davlat universiteti misolida janubiy hududlardagi oliy ta’lim imkoniyatlari batafsil yoritib berilgan.

Kalit so‘zlar: Yangi O‘zbekiston, yoshlar siyosati, ta’lim islohotlari, Uchinchi Renessans, Termiz davlat universiteti, ilm-fan, innovatsiya, raqamlashtirish, startaplar, inson kapitali.

АННОТАЦИЯ: В данной научно-практической статье анализируются реформы, направленные на поддержку молодежи, получение качественного образования, занятие научной и инновационной деятельностью, а также социально-экономические инициативы в процессе строительства Нового Узбекистана и формирования фундамента Третьего Ренессанса. В статье подробно освещены правово-институциональная база молодежной политики, коренные изменения в вузах, подготовка кадров в эпоху цифровизации и возможности высшего образования в южных регионах на примере Термезского государственного университета.

Ключевые слова: Новый Узбекистан, молодежная политика, реформа образования, Третий Ренессанс, Термезский государственный университет, наука, инновации, цифровизация, стартапы, человеческий капитал.

ABSTRACT

This scientific-practical article analyzes the comprehensive reforms aimed at supporting youth, ensuring quality education, promoting scientific and innovative activities, and encouraging socio-economic initiatives within the framework of building New Uzbekistan and establishing the foundation of the Third Renaissance. The article details the legal and institutional framework of youth policy, radical transformations in higher education institutions, workforce development in the digital age, and higher education opportunities in southern regions using Termez State University as a case study.

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Keywords: New Uzbekistan, youth policy, education reforms, Third Renaissance, Termez State University, science, innovation, digitalization, startups, human capital.

KIRISH: YANGI O‘ZBEKISTON TARAQQIYOTIDA YOSHLAR OMILI

Har qanday suveren davlatning mustahkam poydevori, uning iqtisodiy qudrati, barqaror ijtimoiy rivojlanishi va xalqaro hamjamiyatdagi nufuzi bevosita o‘sib kelayotgan yosh avlodning intellektual salohiyati, ma’naviy yetukligi, zamonaviy kasb va hunarlarni qanchalik chuqur egallaganiga bog‘liqdir. Bugungi kunda O‘zbekiston Respublikasi aholisining 60 foizga yaqinini 30 yoshgacha bo‘lgan yoshlar tashkil etishi mamlakatimiz uchun ulkan demografik ustunlik, ayni paytda katta strategik mas’uliyat ekanligidan dalolat beradi. Mamlakatimizda Uchinchi Renessans poydevorini barpo etishdek ulug‘vor maqsad ilgari surilayotgan hozirgi davrda yoshlar masalasi shunchaki ijtimoiy sohaning bir qismi emas, balki davlat va jamiyat rivojlanishining hal qiluvchi kuchiga aylandi. Ta’lim va ilm-fanga investitsiya kiritish, yoshlarning innovatsion g‘oyalarini qo‘llab-quvvatlash va ularning ijtimoiy faolligini oshirish Yangi O‘zbekiston strategiyasining markaziy yo‘nalishlaridan birini tashkil etadi. Prezidentimiz Shavkat Mirziyoyev ta’kidlaganidek: “Biz Yangi O‘zbekistonni barpo etishda zamonaviy bilim va ko‘nikmalarga ega, mustaqil fikrlaydigan, azmu shijoatli yoshlarimizga tayanib ish ko‘ramiz. Yoshlarimizga imkoniyat yaratib berish – kelajakka, mamlakatimizning taraqqiyoti va qudratiga kiritilgan eng katta sarmoyadir”. Ushbu tadqiqotiy va tahliliy maqolaning maqsadi – Yangi O‘zbekistonda yoshlarga yaratilayotgan imkoniyatlarning asosiy yo‘nalishlarini, xususan, ta’lim tizimidagi islohotlar, ilm-fan va innovatsion infratuzilmaning rivoji, yoshlar tashabbuslarini rag‘batlantirish mexanizmlari hamda Termiz davlat universiteti misolida hududiy OTMlardagi amaliy natijalarni har taraflama yoritib berishdan iboratdir.

1-BOB. YANGI O‘ZBEKISTONDA YOSHLAR SIYOSATINING HUQUQIY VA INSTITUTSIONAL ASOSLARI

1.1. Konstitutsiyaviy kafolatlar va normativ-huquqiy baza

So‘nggi yillarda O‘zbekistonda yoshlarga oid davlat siyosatining huquqiy poydevori xalqaro huquq normalari hamda zamonaviy jamiyat talablariga mos ravishda tubdan qayta ko‘rib chiqildi. Yangi tahrirdagi O‘zbekiston Respublikasi Konstitutsiyasida yoshlarning shaxsiy, ijtimoiy, iqtisodiy va madaniy huquqlari alohida moddalarda o‘z aksini topdi. Jumladan, davlat yoshlarning ma’naviy, intellektual, jismoniy va axloqiy jihatdan rivojlanishiga, ularning ta’lim olish va mehnat qilish huquqlarini ro‘yobga chiqarishga ko‘maklashishi konstitutsiyaviy darajada muhrlandi. Shuningdek, “Yoshlarga oid davlat siyosati to‘g‘risida”gi O‘zbekiston Respublikasi Qonuni va uning

ijrosini ta’minlashga qaratilgan Prezident farmonlari hamda Hukumat qarorlari yosh avlod vakillarining jamiyatda o‘z o‘rnini topishida muhim huquqiy kafolat bo‘lib xizmat qilmoqda. Ushbu huquqiy hujjatlar yoshlarni ijtimoiy himoya qilish, ularning bandligini ta’minlash, tadbirkorlik faoliyatini rag‘batlantirish hamda iqtidorli yoshlarni qo‘llab-quvvatlash bo‘yicha aniq mexanizmlarni belgilab berdi.

1.2. Institutsional tuzilmalar va mahalla darajasidagi manzilli ishlash tizimi

Yoshlar bilan ishlash samaradorligini oshirish maqsadida respublikamizda mutlaqo yangi institutsional tuzilma – Yoshlar ishlari agentligi va uning joylardagi hududiy boshqarmalari hamda tuman (shahar) bo‘limlari tashkil etildi. Bu tizim yoshlar masalalari bo‘yicha davlat siyosatini yagona markazdan muvofiqlashtirish va tezkor qarorlar qabul qilish imkonini berdi. Xususan, mahallalarda “Yoshlar yetakchisi” institutining joriy etilishi yoshlar bilan ishlashni yangi bosqichga olib chiqdi. Endilikda har bir mahalladagi yoshlarning muammolari, intilishlari va ehtiyojlari bevosita o‘rganilib, “Yoshlar balansi” shakllantirilmoqda. Og‘ir ahvoldagi, ishsiz yoki ijtimoiy yordamga muhtoj yoshlar “Yoshlar daftari”ga kiritilib, ularga manzilli moddiy, huquqiy va psixologik yordam ko‘rsatilmoqda. Bular sirasiga ta’lim kontrakt summasini qoplash, kasb-hunarga o‘qitish va mehnat qurollari ajratish kabi amaliy chora-tadbirlar kiradi.

2-BOB. OLIY TA’LIM TIZIMIDAGI ISLOHOTLAR VA SIFAT O‘SISHI

2.1. Oliy ta’lim bilan qamrov darajasini oshirish va moddiy-texnik bazani mustahkamlash

Sifatli va hamma uchun ochiq bo‘lgan oliy ta’lim – barqaror rivojlanish va inson kapitalini yuksaltirishning eng samarli vositasidir. Ilgari respublikamizda munosib bilimga ega bo‘lgan minglab yoshlar oliy ta’lim muassasalarida o‘rinlar cheklangani sababli o‘qishga kira olmas edi. So‘nggi 7-8 yil davomida olib borilgan jadal islohotlar natijasida OTMlar soni uch barobardan ziyodga ortdi, oliy ta’lim bilan qamrov darajasi esa 9 foizdan 40 foizdan yuqoriga ko‘tarildi. Mamlakatimizda Prezident maktablari, Ijod maktablari hamda ixtisoslashtirilgan maktablar tarmog‘ining kengayishi OTMlar uchun intellektual tayyor kadrlarni yetkazib berishda muhim bo‘g‘in bo‘ldi. Shu bilan birga, oliy ta’limda kredit-modul tizimiga o‘tilishi talabalarga o‘quv trayektoriyasini mustaqil belgilash, mustaqil mutolaa qilish va amaliyotga ko‘proq urg‘u berish imkonini yaratdi.

2.2. Termiz davlat universiteti misolida hududiy OTMlardagi sharoitlar va imkoniyatlar

Yangi O‘zbekistondagi ta’lim islohotlarining yaqqol amaliy ifodasini janubiy sarhadimiz bo‘lmish Surxondaryo viloyatidagi yetakchi ilmiy-ma’rifiy maskan – Termiz davlat universiteti (TerDU) misolida ham ko‘rish mumkin. So‘nggi yillarda universitetning moddiy-texnik va o‘quv-uslubiy bazasi tubdan yangilandi:

Zamonaviy infratuzilma: Universitetda zamonaviy o‘quv binolari, axborot-resurs markazlari, elektron kutubxonalar va eng so‘nggi rusumdagi kompyuter texnikasi bilan jihozlangan o‘quv xonalari talabalar foydalanishiga topshirildi.

Laboratoriyalar va tadqiqot markazlari: Aniq va tabiiy fanlar, muhandislik va biotexnologiya yo‘nalishlarida ilg‘or laboratoriya uskunalari o‘rnatilib, talabalarning nazariy bilimlarini bevosita amaliyotda sinab ko‘rishlariga sharoit yaratildi.

Xalqaro akademik hamkorlik: TerDU dunyoning nufuzli OTMlari bilan yaqin hamkorlik o‘rnatgan bo‘lib, Erasmus+ va boshqalar qatorida akademik almashinuv dasturlari hamda qo‘shma ta’lim dasturlari (double degree) muvaffaqiyatli amalga oshirilmoqda.

Xorijiy tillarni o‘rganishni rag‘batlantirish: Talabalarning xalqaro til sertifikatlarini (IELTS, Goethe-Zertifikat, CEFR va b.) olishi uchun maxsus grantlar va rag‘batlantirish mexanizmlari yo‘lga qo‘yilgan.

Biz – Termiz davlat universiteti talabalari uchun yaratilgan ushbu zamonaviy sharoitlar nafaqat sifatli bilim olishimizga, balki mamlakatimiz va xalqaro miqyosdagi ilmiy loyihalarda munosib ishtirok etishimizga mustahkam zamin yaratmoqda.

3-BOB. ILM-FAN, INNOVATSIYA VA RAQAMLI IQTISODIYOT SOHA IMLONIYATLARI

3.1. Yosh olimlarni qo‘llab-quvvatlash va ilmiy-tadqiqot bazasini rivojlantirish

Yangi O‘zbekistonda ilm-fanga va yosh tadqiqotchilarga e’tibor davlat siyosatining asosiy poydevorlaridan biridir. Yoshlarning ilmiy izlanishlarini moliyalashtirish uchun maxsus grant dasturlari, “Yosh olimlar” tanlovlari va Innovatsion rivojlanish agentligi liniyasi bo‘yicha yuzlab amaliy hamda startap loyihalari moliyalashtirilmoqda. Iqtidorli yosh tadqiqotchilarning xalqaro ilmiy jurnallarda (Scopus, Web of Science) maqolalar chop etishi, ularning ilmiy ishlanmalarini tijoratlashtirish va ishlab chiqarishga joriy etishi uchun moddiy va ma’naviy rag‘batlantirish tizimi yo‘lga qo‘yildi. Bu esa ilmiy kadrlar salohiyatining yosharishiga va ilmiy izlanishlarning amaliy samaradorligi oshishiga xizmat qilmoqda.

3.2. Raqamlashtirish, IT-sohasi va startap ekotizimi

Zamonaviy dunyoda iqtisodiy o‘sishning asosiy drayveri raqamli texnologiyalardir. Shu bois, O‘zbekistonda yoshlarni IT-sohasiga keng jalb etish va ularni xalqaro mehnat bozorida raqobatbardosh munosib kadrlar etib tayyorlash borasida ulkan ishlar amalga oshirildi:

"Bir million o‘zbek dasturchilari" loyihasi: Minglab yoshlarga bepul va sifatli raqamli ta’lim olish hamda zamonaviy dasturlash tillarini egallash imkonini berdi.

IT-Parklar va Incubation Markazlari: Respublikamizning barcha hududlarida, jumladan Surxondaryo viloyatida ham IT-Park filiallari va universitatlar qoshida inkubatsiya markazlari faoliyat ko‘rsatmoqda.

Imtiyozlar va grantlar: IT-sohasida o‘z biznesini boshlamoqchi bo‘lgan yoshlarga imtiyozli kreditlar va startap grantlari ajratilmoqda. Natijada yoshlarimiz o‘z uylarida o‘tirgan holda xalqaro autsorsing xizmatlarini ko‘rsatib, iqtisodiyotimizga daromad keltirmoqda.

4-BOB. YOSHLAR TASHABBUSLARI, TADBIRKORLIK VA IJTIMOIY FAOLLIK

4.1. Yoshlar tadbirkorligini va bandligini ta’minlash

Iqtisodiy taraqqiyotning muhim sharti yoshlarning tadbirkorlik faoliyatini qo‘llab-quvvatlash va ularni daromadli mehnat bilan ta’minlashdir. O‘zbekistonda yosh tadbirkorlar uchun soliq va bojxona imtiyozlari, yer va bino ajratish mexanizmlari joriy etildi. “Har bir yoshga – bir gektar”, “Keleshak bunyodkori” va imtiyozli mikrokreditlar orqali yuz minglab yoshlar o‘z biznesini yo‘lga qo‘ydi. Kasb-hunarga va xorijiy tillarga o‘qitish markazlarining tarmog‘i kengaytirildi. Yoshlarning xalqaro mehnat bozorida munosib o‘rin egallashlari hamda yuqori daromadli kasblarga ega bo‘lishlari uchun davlat tomonidan subsidiya va grantlar ajratilmoqda.

4.2. Ma’naviy-ma’rifiy loyihalar, “Besh tashabbus” va jamoatchilik ishlari

Yoshlarning faqatgina iqtisodiy va bilim ko‘nikmalarini emas, balki ularning ma’naviy va madaniy salohiyatini rivojlantirish ham muhim ahamiyatga ega. Shu maqsadda respublika miqyosida o‘tkazib kelinayotgan “Besh muhim tashabbus” olimpiadalari millionlab yoshlarni madaniyat, san’at, sport, IT va kitobxonlik harakatlariga qamrab oldi. Shuningdek, “Zakovat” intellektual o‘yinlarining davlat darajasida qo‘llab-quvvatlanishi yoshlar o‘rtasida bilim olish va intellektual bellashuv muhitini yangi bosqichga olib chiqdi. Termiz davlat universiteti talabalari ham ushbu ma’rifiy harakatlarda va volontyorlik loyihalarida, ekologik aksiyalarda faol qatnashib, hududimiz va jamiyatimiz taraqqiyotiga munosib hissa qo‘shib kelishmoqda.

Xulosa qilib aytganda, Yangi O‘zbekistonda yoshlarga qaratilayotgan e’tibor hamda yaratilayotgan keng ko‘lamli imkoniyatlar mamlakatimiz kelajagining, Uchinchi Renessansning mustahkam va ishonchli poydevoridir. Ta’lim, ilm-fan, innovatsiyalar hamda ijtimoiy-iqtisodiy tashabbuslarning uzviy uyg‘unlashuvi yoshlarning har taraflama raqobatbardosh, yetuk va milliy manfaatlarga sadoqatli kadrlar bo‘lib yetishishini kafolatlaydi. Biz – Yangi O‘zbekiston yoshlari ko‘rsatilayotgan ushbu yuksak ishonch va e’tiborni teran anglagan holda, chuqur bilim olishimiz, xorijiy tillarni va zamonaviy texnologiyalarni mukammal egallashimiz hamda o‘z tashabbus va ilmiy ishlanmalarimiz bilan Vatanimiz ravnaqiga munosib hissa qo‘shishimiz shart. Zero,

mamlakatimizning ertangi taraqqiyoti bugungi yoshlarning g‘ayrati, shijoati va ezgu intilishlariga tayanadi.

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YOSHLAR ORASIDA MA’RIFIY TARG‘IBOT ISHLARINI RIVOJLANTIRISHNING ZAMONAVIY MEXANIZMLARI VA ISTIQBOLLARI

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Annotatsiya: Mazkur maqolada yoshlar orasida ma’rifiy targ‘ibot ishlarini rivojlantirishning zamonaviy mexanizmlari, raqamli texnologiyalarning imkoniyatlari hamda ma’naviy-ma’rifiy faoliyat samaradorligini oshirish yo‘llari tahlil etiladi. Shuningdek, yoshlarning tanqidiy fikrlashi, axborot madaniyati, milliy qadriyatlarga hurmati va ijtimoiy faolligini rivojlantirishga qaratilgan takliflar ilgari suriladi.
Kalit so‘zlar: yoshlar, ma’rifat, targ‘ibot, raqamli texnologiyalar, ma’naviyat, media savodxonlik, milliy qadriyatlar, ijtimoiy faollik.

Kirish

Bugungi globallashuv va axborot texnologiyalari jadal rivojlanayotgan davrda yoshlarning ma’naviy dunyoqarashini shakllantirish, intellektual salohiyatini yuksaltirish va ularni jamiyatning faol a’zolari sifatida tarbiyalash muhim ahamiyat kasb etmoqda. Axborot oqimining ortishi, ijtimoiy tarmoqlarning keng tarqalishi hamda turli g‘oyalar o‘rtasidagi raqobat yoshlar bilan olib boriladigan ma’rifiy ishlarni zamon talablariga mos ravishda tashkil etishni taqozo etadi. Ma’rifiy targ‘ibotning asosiy vazifasi yoshlarni shunchaki axborot bilan ta’minlash emas, balki ularda mustaqil fikrlash, bilimga intilish, milliy va umuminsoniy qadriyatlarga hurmat hamda ijtimoiy mas’uliyatni shakllantirishdan iborat. Shu bois ushbu faoliyatni innovatsion yondashuvlar asosida rivojlantirish dolzarb masalalardan biridir.

Ma’rifiy targ‘ibotning zamonaviy mexanizmlari

Yoshlar orasida ma’rifiy targ‘ibot samaradorligini oshirish, avvalo, uning mazmuni va shakllarini zamonaviy ehtiyojlarga moslashtirish bilan bog‘liq. An’anaviy ma’ruzalar va uchrashuvlar bilan cheklanib qolmasdan, interaktiv mashg‘ulotlar, munozaralar, intellektual tanlovlar va ijtimoiy loyihalardan keng foydalanish zarur. Bunday yondashuv yoshlarning faolligini oshirib, ularda mustaqil xulosa chiqarish ko‘nikmasini rivojlantiradi.

Raqamli texnologiyalar ma’rifiy targ‘ibotning yangi imkoniyatlarini yaratmoqda. Ijtimoiy tarmoqlar, videodarslar, podkastlar, elektron kutubxonalar va ta’lim platformalari orqali foydali bilimlarni keng auditoriyaga yetkazish mumkin. Bunda

materiallarning ilmiy asoslanganligi, tushunarliligi va ishonchli manbalarga tayanishi muhimdir. Ayniqsa, yoshlarning media savodxonligini oshirish, yolg‘on axborotlarni farqlash va internetdan mas’uliyatli foydalanish madaniyatini shakllantirish ustuvor vazifalardan biri bo‘lishi lozim. Ma’rifiy faoliyatda yoshlarning o‘z tashabbuslarini qo‘llab-quvvatlash ham alohida ahamiyatga ega. Kitobxonlik klublari, yoshlar debatlari, ilmiy to‘garaklar, volontyorlik harakatlari va ma’rifiy kontent yaratish loyihalari ularning yetakchilik, ijodkorlik va hamkorlik ko‘nikmalarini rivojlantiradi. Natijada yoshlar ma’rifiy tadbirlarning oddiy ishtirokchisidan faol tashkilotchisi va targ‘ibotchisiga aylanadi.

Milliy qadriyatlar va ma’naviy tarbiyaning o‘rni

Yoshlar orasida ma’rifiy targ‘ibotni rivojlantirishda milliy meros va umuminsoniy qadriyatlar uyg‘unligini ta’minlash muhimdir. Ajdodlarimizning ilmiy-ma’naviy merosini o‘rganish, ona tiliga hurmat, kitobxonlik, vatanparvarlik, insonparvarlik va bag‘rikenglik g‘oyalarini targ‘ib etish yoshlarning ma’naviy kamolotiga xizmat qiladi. Bu jarayonda oila, ta’lim muassasalari, mahalla va jamoat tashkilotlarining hamkorligi zarur. Chunki ma’rifiy tarbiya uzluksiz jarayon bo‘lib, uning samaradorligi turli ijtimoiy muhitlarning o‘zaro hamjihatligiga bog‘liq. Shu bilan birga, yoshlarning fikr va takliflarini inobatga olish, ularning qiziqishlariga mos loyihalar ishlab chiqish ma’rifiy faoliyatning ta’sirchanligini oshiradi.

Rivojlanish istiqbollari va amaliy takliflar

Kelgusida ma’rifiy targ‘ibot ishlarini rivojlantirish uchun yagona raqamli ma’rifiy resurslarni kengaytirish, yoshlar uchun zamonaviy va sifatli kontent yaratish, hududlarda ma’rifiy loyihalarni ko‘paytirish hamda yosh mutaxassislarni ushbu jarayonga keng jalb etish maqsadga muvofiqdir. Shuningdek, ma’rifiy tadbirlar samaradorligini faqat qatnashchilar soni bilan emas, balki yoshlarning bilim darajasi, fikrlash qobiliyati va ijtimoiy faolligidagi o‘zgarishlar orqali baholash lozim. Buning uchun so‘rovnomalar, qayta aloqa, amaliy loyihalar natijalari va muntazam monitoring tizimidan foydalanish mumkin.

Xulosa

Xulosa qilib aytganda, yoshlar orasida ma’rifiy targ‘ibot ishlarini rivojlantirish jamiyatning intellektual va ma’naviy taraqqiyotini ta’minlovchi muhim omildir. Zamonaviy texnologiyalar, interaktiv ta’lim usullari, yoshlar tashabbuslari va ijtimoiy hamkorlikni uyg‘unlashtirish orqali ma’rifiy faoliyatning samaradorligini oshirish mumkin. Eng muhimi, yoshlarni tayyor ma’lumotlarni qabul qiluvchi emas, balki mustaqil fikrlaydigan, bilimga intiladigan va jamiyat taraqqiyotiga munosib hissa

qo‘shadigan shaxslar sifatida shakllantirish zarur. Zero, ma’rifatli yoshlar — mamlakatning barqaror taraqqiyoti va yorqin kelajagining asosiy tayanchidir.

Ma’rifiy targ‘ibotning haqiqiy samaradorligi o‘tkazilgan tadbirlar soni yoki qamrab olingan auditoriya hajmi bilangina emas, balki yoshlarning dunyoqarashi, bilim darajasi, axborot madaniyati, fuqarolik mas’uliyati va ijtimoiy faolligida yuz beradigan ijobiy o‘zgarishlar bilan belgilanadi. Shu bois har bir ma’rifiy loyiha yoshlarning ehtiyojlariga mos, mazmunan puxta, ilmiy asoslangan va amaliy natijaga yo‘naltirilgan bo‘lishi lozim.

Mazkur yo‘nalishda oila, ta’lim muassasalari, mahalla, jamoat tashkilotlari va ommaviy axborot vositalari o‘rtasidagi hamkorlikni mustahkamlash, yoshlarning ijodiy va intellektual salohiyatini ro‘yobga chiqarish, milliy qadriyatlarni umuminsoniy tamoyillar bilan uyg‘un holda targ‘ib etish alohida ahamiyat kasb etadi. Shuningdek, yoshlarni ma’rifiy jarayonning oddiy ishtirokchisi emas, balki tashabbuskori, tashkilotchisi va faol targ‘ibotchisi sifatida qo‘llab-quvvatlash zarur.

Kelajakda raqamli ma’rifiy platformalarni rivojlantirish, media savodxonlikni oshirish, hududiy imkoniyatlar o‘rtasidagi tafovutlarni kamaytirish va ma’rifiy faoliyat natijalarini ilmiy mezonlar asosida baholash tizimini takomillashtirish ushbu sohaning istiqbolli yo‘nalishlari hisoblanadi. Bu esa yoshlarning zamonaviy bilimlarni egallashi, mustaqil qaror qabul qilishi va jamiyat hayotida faol ishtirok etishi uchun mustahkam zamin yaratadi.

Demak, ma’rifiy targ‘ibotni rivojlantirish — bu faqat bugungi yoshlarning ma’naviy kamolotiga xizmat qiladigan faoliyat emas, balki mamlakatning ertangi taraqqiyoti, ijtimoiy barqarorligi va intellektual raqobatbardoshligini belgilovchi strategik jarayondir**.** Zero, ma’rifatli, mustaqil fikrlaydigan va yuksak mas’uliyatga ega avlodni tarbiyalash orqali jamiyatda bilim, tafakkur, bunyodkorlik va taraqqiyotga asoslangan mustahkam kelajakni barpo etish mumkin.

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YOSHLAR ORASIDA KITOBXONLIK, ILM-FAN VA INNOVATSIYALARNI OMMALASHTIRISHNING ZAMONAVIY YONDASHUVLARI

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Annotatsiya: Mazkur maqolada yoshlar orasida kitobxonlik madaniyatini yuksaltirish, ilm-fanga bo'lgan qiziqishni kuchaytirish hamda innovatsion tafakkurni rivojlantirishning zamonaviy yondashuvlari tahlil qilinadi. Raqamli texnologiyalar, elektron kutubxonalar, interaktiv ta'lim, ilmiy-ijodiy loyihalar va innovatsion platformalarning yoshlar intellektual salohiyatini oshirishdagi o'rni yoritiladi. Shuningdek, kitobxonlik, ilmiy izlanish va innovatsion faoliyatni o'zaro uyg'unlashtirish orqali yoshlarning mustaqil fikrlashi, ijodkorligi va ijtimoiy faolligini rivojlantirish bo'yicha takliflar ilgari suriladi.
Kalit so'zlar: yoshlar, kitobxonlik madaniyati, ilm-fan, innovatsiya, raqamli ta'lim, intellektual salohiyat, tanqidiy fikrlash, ilmiy tadqiqot, innovatsion tafakkur, ma'naviy taraqqiyot.

Kirish

Bugungi globallashuv va raqamli transformatsiya davrida yoshlarning intellektual salohiyatini rivojlantirish, ularni ilmiy izlanishlarga keng jalb etish hamda innovatsion g'oyalarni qo'llab-quvvatlash har qanday davlat taraqqiyotining muhim shartlaridan biri hisoblanadi. Chunki zamonaviy jamiyatda mamlakatning iqtisodiy qudrati, ilmiy-texnik taraqqiyoti va xalqaro raqobatbardoshligi, eng avvalo, bilimli, mustaqil fikrlaydigan, yangilik yaratishga qodir avlodning shakllanishiga bog'liq. Kitobxonlik, ilm-fan va innovatsiyalar bir-biri bilan uzviy bog'liq bo'lgan uchta muhim omildir. Kitob insonning bilim doirasini kengaytirsa, ilm-fan mavjud bilimlarni chuqur o'rganish, tahlil qilish va yangi xulosalar chiqarish imkonini beradi. Innovatsiya esa to'plangan bilim va ilmiy natijalarni amaliyotga tatbiq etish, mavjud muammolarga yangicha yechim topish jarayonini ifodalaydi. Shu jihatdan, yoshlar orasida mazkur yo'nalishlarni birgalikda rivojlantirish jamiyatning intellektual va ma'naviy taraqqiyotiga xizmat qiladi.

O'zbekistonning yangi taraqqiyot bosqichida yoshlarning bilim olishi, kasbiy rivojlanishi, ilmiy faoliyat bilan shug'ullanishi va zamonaviy texnologiyalarni o'zlashtirishi uchun keng imkoniyatlar yaratilmoqda. Biroq axborot oqimining keskin ortishi, ijtimoiy tarmoqlardan samarasiz foydalanish, yuzaki ma'lumotlarga tayanish va

mutolaa uchun yetarli vaqt ajratmaslik kabi holatlar yoshlarning bilim olish madaniyatiga ta’sir ko‘rsatishi mumkin. Shuning uchun kitobxonlikni targ‘ib qilish, ilmiy tafakkurni rivojlantirish va innovatsion faoliyatni rag‘batlantirishda an’anaviy usullar bilan bir qatorda zamonaviy, interaktiv va raqamli yondashuvlardan foydalanish zarur. Maqolaning asosiy maqsadi yoshlar orasida kitobxonlik, ilm-fan va innovatsiyalarni ommalashtirishning samarali mexanizmlarini tahlil qilish hamda ularni ta’lim, tarbiya va ijtimoiy hayotga tatbiq etish bo‘yicha amaliy takliflarni ishlab chiqishdan iborat.

1. Kitobxonlik madaniyatini rivojlantirishning zamonaviy mexanizmlari

Kitobxonlik insonning ma’naviy kamoloti, dunyoqarashi va tafakkurini shakllantiruvchi muhim vositadir. Muntazam kitob o‘qish yoshlarning lug‘at boyligini oshiradi, nutq madaniyatini rivojlantiradi, fikrni izchil ifodalashga o‘rgatadi hamda voqea-hodisalarga tanqidiy yondashish qobiliyatini mustahkamlaydi. Ayniqsa, oliy ta’lim muassasalarida tahsil olayotgan yoshlar uchun ilmiy, badiiy, tarixiy va falsafiy adabiyotlarni mutolaa qilish kasbiy bilimlarni chuqurlashtirish bilan birga, shaxsiy kamolot uchun ham muhim ahamiyatga ega. Zamonaviy sharoitda kitobxonlikni rivojlantirish faqat kitob sovg‘a qilish yoki o‘qilgan asarlar sonini hisoblash bilan cheklanmasligi lozim. Asosiy e’tibor mutolaa jarayonini yoshlar uchun mazmunli, qiziqarli va kundalik hayotning tabiiy qismiga aylantirishga qaratilishi kerak.

Birinchidan, **raqamli kitobxonlikni rivojlantirish** muhim ahamiyat kasb etadi. Elektron kutubxonalar, audiokitoblar, mobil ilovalar va raqamli adabiyot platformalari yoshlarning turli janr va yo‘nalishdagi asarlardan qulay foydalanishiga
imkon yaratadi. Ayniqsa, elektron qurilmalardan faol foydalanadigan yoshlar uchun kitoblarni raqamli shaklda taqdim etish mutolaaga bo‘lgan qiziqishni oshirishi mumkin. Bunda raqamli imkoniyatlar an’anaviy kitobxonlikning o‘rnini to‘liq egallashi emas, balki uni boyitishi va ommalashtirishi ko‘zda tutiladi.

Ikkinchidan, **kitobxonlikni ijtimoiy faoliyat bilan uyg‘unlashtirish** zarur. Ta’lim muassasalarida kitobxonlik klublari, adabiy uchrashuvlar, asarlar muhokamasi, kitob taqdimotlari va mutolaa marafonlarini tashkil etish yoshlarning o‘zaro fikr almashishiga xizmat qiladi. Bunday tadbirlar davomida ishtirokchilar asarning mazmunini qayta bayon qilish bilan cheklanmay, undagi g‘oyalar, qahramonlar xatti-harakatlari va muallif pozitsiyasini tahlil qilishga o‘rganadilar.

Uchinchidan, kitobxonlikni shaxsiy ehtiyojga aylantirish uchun **individual mutolaa dasturlarini** ishlab chiqish maqsadga muvofiq. Bunda yoshlarning yoshi, qiziqishi, ta’lim yo‘nalishi va kasbiy maqsadlari hisobga olinadi. Masalan, filologiya yo‘nalishidagi talabalar uchun badiiy adabiyot, tilshunoslik va adabiyotshunoslikka oid asarlar, texnik

yo‘nalishlarda tahsil olayotganlar uchun esa ilmiy-ommabop adabiyotlar, muhandislik va texnologiyaga doir kitoblar tavsiya etilishi mumkin.

To‘rtinchidan, kitobxonlik targ‘ibotida yoshlarning o‘zlari faol ishtirok etadigan tashabbuslarni qo‘llab-quvvatlash lozim. Talabalar tomonidan kitoblar haqida qisqa videolar tayyorlash, ijtimoiy tarmoqlarda mutolaa tavsiyalarini e’lon qilish, elektron kitob sharhlarini yaratish va mashhur asarlar yuzasidan podkastlar tashkil etish mutolaa madaniyatini yangi auditoriyaga olib chiqadi. Bunda mazmunning ilmiyligi, adabiy saviyasi va axborotning ishonchliligiga alohida e’tibor berilishi kerak. Shu bilan birga, kitobxonlikni baholashda faqat o‘qilgan kitoblar soniga tayanish yetarli emas. O‘qilgan asardan chiqarilgan xulosalar, o‘zlashtirilgan yangi bilimlar, mustaqil fikrlash va bilimlarni amaliyotda qo‘llash darajasi ham muhim mezonlar sifatida qaralishi zarur.

2. Yoshlar orasida ilm-fanni ommalashtirish va tadqiqotchilik ko‘nikmalarini shakllantirish

Ilm-fan jamiyat taraqqiyotining strategik omili bo‘lib, uning rivoji yangi bilimlarni yaratish, mavjud muammolarni ilmiy asosda hal etish va hayot sifatini yaxshilashga xizmat qiladi. Yoshlarni ilmiy faoliyatga jalb etish esa kelajakda yetuk mutaxassislar, tadqiqotchilar va innovatorlar avlodini shakllantirishning muhim shartidir. Yoshlar orasida ilm-fanni ommalashtirish, avvalo, ilmiy bilimlarni tushunarli, qiziqarli va hayotiy misollar asosida taqdim etishni talab qiladi. Ilmiy ma’lumotlarning faqat murakkab terminlar va nazariy tushunchalar orqali bayon etilishi ayrim yoshlarning ilm-fanga bo‘lgan qiziqishini susaytirishi mumkin. Shu sababli ilmiy natijalarni kundalik hayotdagi muammolar bilan bog‘lash, tajribalar o‘tkazish va amaliy mashg‘ulotlarni ko‘paytirish muhimdir.

Bunda birinchi navbatda, **ta’lim jarayonida tadqiqotga yo‘naltirilgan yondashuvni kuchaytirish** lozim. O‘quvchi va talabalar tayyor ma’lumotlarni yodlash bilan cheklanmasdan, savol qo‘yish, faraz ilgari surish, dalillar to‘plash, natijalarni tahlil qilish va asoslangan xulosalar chiqarishga o‘rgatilishi kerak. Mazkur yondashuv ilmiy tafakkur bilan bir qatorda mustaqillik, mas’uliyat va muammolarni hal qilish qobiliyatini rivojlantiradi.

Ikkinchidan, ilmiy to‘garaklar, talabalar ilmiy jamiyatlari va tadqiqot laboratoriyalari faoliyatini kengaytirish zarur. Bunday tuzilmalar yoshlarning ilmiy qiziqishlarini aniqlash, ularni tajribali olimlar bilan bog‘lash va dastlabki tadqiqotlarini amalga oshirishga ko‘maklashadi. Talabalar konferensiyalari, ilmiy seminarlar, maqolalar tanlovlari va yosh tadqiqotchilar forumlari esa ilmiy natijalarni taqdim etish hamda akademik muloqot ko‘nikmalarini rivojlantirish uchun samarali maydon hisoblanadi.

Uchinchidan, ilm-fan targ‘ibotida zamonaviy kommunikatsiya vositalaridan foydalanish muhim. Ilmiy-ommabop videolar, podkastlar, ochiq ma’ruzalar, virtual laboratoriyalar va onlayn kurslar murakkab mavzularni keng auditoriyaga yetkazish imkonini beradi. Xususan, olimlarning o‘z tadqiqotlari, kasbiy tajribalari va ilmiy faoliyatdagi muammolar haqida sodda tilda hikoya qilishi yoshlar uchun ilmiy kasbning mazmunini yanada tushunarli qiladi.

To‘rtinchidan, yoshlarning ilmiy izlanishlarini moddiy va ma’naviy jihatdan rag‘batlantirish zarur. Grantlar, stipendiyalar, tanlovlar, ilmiy loyihalarni moliyalashtirish va innovatsion ishlanmalarni qo‘llab-quvvatlash yoshlarning o‘z g‘oyalarini rivojlantirishga bo‘lgan intilishini kuchaytiradi. Bunda saralash mezonlarining ochiqligi, baholashning xolisligi va barcha munosib ishtirokchilar uchun teng imkoniyatlar yaratilishi alohida ahamiyatga ega.

Beshinchidan, ilmiy faoliyatda akademik halollik tamoyillarini mustahkamlash lozim. Yoshlar manbalardan to‘g‘ri foydalanish, iqtibos keltirish, mualliflik huquqiga rioya qilish, plagiatning oldini olish va tadqiqot natijalarini haqqoniy taqdim etish qoidalarini puxta o‘zlashtirishlari zarur. Sun’iy intellekt vositalaridan foydalanishda ham olingan ma’lumotlarni tekshirish, mustaqil tahlil qilish va insonning ilmiy mas’uliyatini saqlash muhim hisoblanadi. Demak, ilm-fanni ommalashtirish faqat ilmiy ma’lumotlarni tarqatish emas, balki yoshlarni savol berishga, izlanishga, dalillar asosida fikr yuritishga va yangi bilim yaratishga undaydigan yaxlit ta’limiy muhitni shakllantirishdir.

3. Innovatsion tafakkurni rivojlantirish va yoshlarning ijodiy salohiyatini qo‘llab-quvvatlash

Innovatsiya yangi g‘oya, texnologiya yoki faoliyat usulini ishlab chiqish va uni amaliyotga tatbiq etish orqali muayyan ehtiyojni samarali qondirishni anglatadi. Zamonaviy dunyoda innovatsion salohiyat nafaqat texnologik sohada, balki ta’lim, tibbiyot, qishloq xo‘jaligi, ekologiya, iqtisodiyot, madaniyat va ijtimoiy xizmatlarda ham muhim o‘rin tutadi. Yoshlarning innovatsion tafakkurini rivojlantirish uchun, eng avvalo, ularning tashabbus ko‘rsatishi, yangicha fikrlashi va xatolardan xulosa chiqarishiga imkon beradigan muhit yaratish kerak. Innovatsiya faqat yuqori texnologiyalar yoki murakkab qurilmalar yaratishdan iborat emas. Kundalik hayotdagi muammoga sodda, tejamkor va samarali yechim topish ham innovatsion yondashuvning muhim ko‘rinishidir.

Bu borada **loyihaviy ta’lim va muammoga asoslangan o‘qitish** alohida ahamiyat kasb etadi. Mazkur yondashuvlarda yoshlar real muammoni aniqlaydi, uning sabablarini o‘rganadi, yechim variantlarini ishlab chiqadi, tajriba o‘tkazadi va natijalarni baholaydi. Masalan, talabalar ta’lim muassasasida chiqindilarni saralash tizimini takomillashtirish,

suvni tejash, elektron ma’lumot almashinuvini soddalashtirish yoki mahalliy turizmni rivojlantirishga qaratilgan loyihalarni amalga oshirishlari mumkin.

Innovatsion faoliyatni rivojlantirishning yana bir samarali yo‘li — startaplar va yoshlar texnologik tashabbuslarini qo‘llab-quvvatlashdir. Startap loyihalari yoshlarning g‘oyani amaliy mahsulot yoki xizmatga aylantirish, bozor ehtiyojlarini o‘rganish, jamoada ishlash, resurslarni rejalashtirish va natijalar uchun mas’uliyatni his etish ko‘nikmalarini rivojlantiradi. Buning uchun ta’lim muassasalari, ilmiy markazlar, biznes subyektlari va davlat tashkilotlari o‘rtasidagi hamkorlikni mustahkamlash lozim. Xakatonlar, innovatsion g‘oyalar tanlovlari, muhandislik musobaqalari va ilmiy loyihalar ko‘rgazmalari ham yoshlarning ijodiy salohiyatini namoyon etishiga xizmat qiladi. Bunday tadbirlarda turli yo‘nalish vakillarining birgalikda ishlashi fanlararo fikrlashni rivojlantiradi. Masalan, dasturchi, filolog, iqtisodchi va dizaynerning hamkorligi ta’limiy mobil ilova yoki o‘zbek tilidagi raqamli resurs yaratish uchun yangi imkoniyatlar ochishi mumkin.

Shuningdek, innovatsion tafakkurni rivojlantirishda sun’iy intellekt, katta ma’lumotlar, robototexnika, dasturlash va raqamli dizayn kabi yo‘nalishlarni o‘rganish imkoniyatlarini kengaytirish muhim. Biroq texnologik vositalarni o‘zlashtirishning o‘zi yetarli emas. Yoshlar ularning imkoniyatlari bilan birga cheklovlari, axloqiy jihatlari, axborot xavfsizligi va jamiyatga ta’sirini ham tushunishlari kerak. Innovatsion faoliyatni baholashda faqat g‘oyaning yangiligiga emas, balki uning amaliy foydasi, iqtisodiy samaradorligi, ekologik barqarorligi va ijtimoiy ahamiyatiga ham e’tibor qaratish lozim. Ana shundagina innovatsiya yoshlarning shaxsiy rivojlanishi bilan bir qatorda jamiyat ehtiyojlariga xizmat qiladigan faoliyatga aylanadi.

4. Kitobxonlik, ilm-fan va innovatsiyalar integratsiyasi: yagona intellektual ekotizim

Kitobxonlik, ilm-fan va innovatsiyalarni alohida yo‘nalishlar sifatida rivojlantirish muayyan natijalar berishi mumkin. Biroq ularni yagona tizimga birlashtirish yoshlarning bilim olish, ilmiy izlanish va amaliy faoliyat o‘rtasidagi uzviy bog‘liqlikni anglashiga yordam beradi. Bunday integratsiyaning birinchi bosqichi kitob va ilmiy manbalar orqali bilim olishdan boshlanadi. Keyingi bosqichda olingan bilimlar tahlil qilinadi, mavjud qarashlar taqqoslanadi va muayyan muammo yuzasidan mustaqil xulosalar shakllantiriladi. So‘ngra ushbu xulosalar asosida yangi g‘oya yoki amaliy loyiha ishlab chiqiladi. Natijada mutolaa oddiy axborot qabul qilish vositasi bo‘lib qolmasdan, ilmiy izlanish va innovatsion faoliyatning boshlang‘ich manbaiga aylanadi.

Mazkur yondashuvni amalga oshirish uchun oliy ta’lim muassasalarida **“Mutolaa — tadqiqot — innovatsiya”** tamoyiliga asoslangan loyihalarni tashkil etish mumkin.

Ushbu model doirasida talabalar muayyan mavzu bo‘yicha adabiyotlarni o‘rganadi, ilmiy muammoni aniqlaydi, tadqiqot olib boradi va uning natijalari asosida amaliy yechim ishlab chiqadi. Masalan, filologiya yo‘nalishida tahsil olayotgan talabalar o‘zbek tilining elektron lug‘atlarini takomillashtirish, milliy adabiyot namunalarini raqamlashtirish, yoshlar uchun interaktiv til o‘rganish platformalarini yaratish yoki sun’iy intellekt yordamida matnlarni tahlil qilish imkoniyatlarini o‘rganishlari mumkin. Bu jarayonda ular badiiy va ilmiy adabiyotlarni mutolaa qilish, tilshunoslik metodlaridan foydalanish hamda raqamli texnologiyalarni amaliyotga tatbiq etish ko‘nikmalarini birgalikda rivojlantiradilar.

Tabiiy va texnik fanlarda esa ilmiy adabiyotlarni o‘rganish laboratoriya tajribalari, modellashtirish va muhandislik loyihalari bilan birlashtirilishi mumkin. Ijtimoiy-gumanitar yo‘nalishlarda kitobxonlik, tarixiy manbalarni tahlil qilish, sotsiologik tadqiqotlar va ijtimoiy innovatsiyalar o‘rtasidagi aloqalarni kuchaytirish maqsadga muvofiq. Yagona intellektual ekotizimni shakllantirishda kutubxonalar, ta’lim muassasalari, ilmiy markazlar, yoshlar tashkilotlari va xususiy sektor hamkorligi muhim o‘rin tutadi. Kutubxonalar zamonaviy axborot va ijod markazlariga aylanishi, ta’lim muassasalari ilmiy izlanishlar uchun sharoit yaratishi, ilmiy markazlar mentorlik va maslahat xizmatlarini ko‘rsatishi, biznes subyektlari esa istiqbolli g‘oyalarni amaliyotga tatbiq etishga ko‘maklashishi mumkin.

Bunda yoshlarning hududiy va ijtimoiy imkoniyatlaridagi farqlarni ham hisobga olish lozim. Elektron resurslardan foydalanish imkoniyati cheklangan hududlarda mobil kutubxonalar, sayyor ilmiy laboratoriyalar, bepul o‘quv dasturlari va masofaviy mentorlik xizmatlarini rivojlantirish zarur. Bu esa bilim olish va innovatsion faoliyat bilan shug‘ullanish imkoniyatlarini kengroq auditoriyaga yetkazadi. Shunday qilib, kitobxonlik, ilm-fan va innovatsiyalar integratsiyasi yoshlarning bilimini amaliy natijaga aylantirishga xizmat qiladigan samarali model hisoblanadi.

5. Mavjud muammolar va ularni bartaraf etish bo‘yicha takliflar

Yoshlar orasida kitobxonlik, ilm-fan va innovatsiyalarni ommalashtirish borasida yangi imkoniyatlar mavjud bo‘lsa-da, bu jarayonda ayrim muammolar ham kuzatilishi mumkin. Jumladan, mutolaa madaniyatining yetarli darajada shakllanmaganligi, ilmiy manbalardan foydalanish ko‘nikmalarining sustligi, nazariy bilimlarning amaliyot bilan yetarlicha bog‘lanmaganligi va innovatsion loyihalarni amalga oshirish uchun zarur resurslarning cheklanganligi shular jumlasidandir.

Birinchi muammo — yoshlarning axborotni tezkor qabul qilishga odatlanib, uni chuqur tahlil qilishga kamroq vaqt ajratishidir. Buning oldini olish uchun media va

axborot savodxonligini rivojlantirish, ishonchli manbalarni tanlash, faktlarni tekshirish va axborotni tanqidiy baholashga qaratilgan mashg‘ulotlarni kengaytirish zarur.

Ikkinchi muammo — kitobxonlik tadbirlari va ilmiy loyihalarning ba’zan rasmiy tusda tashkil etilishi, ularning yoshlar ehtiyojlari bilan yetarlicha bog‘lanmasligidir. Ushbu holatni bartaraf etish uchun tadbirlarni rejalashtirishda yoshlarning fikri va qiziqishlarini hisobga olish, ishtirokchilarga mustaqil tashabbus ko‘rsatish imkoniyatini berish hamda natijalarni amaliy mezonlar asosida baholash kerak.

Uchinchi muammo — ilmiy va innovatsion faoliyat uchun zarur infratuzilmaning barcha hududlarda bir xil darajada rivojlanmaganidir. Buni hal etishda raqamli kutubxonalar, ochiq ta’lim platformalari, masofaviy laboratoriyalar, bepul ilmiy ma’lumotlar bazalari va hamkorlik dasturlaridan foydalanish muhim ahamiyatga ega.

To‘rtinchi muammo — yoshlarning istiqbolli g‘oyalari doimo ham amaliy qo‘llab-quvvatlashga ega bo‘lavermasligidir. Shu sababli yoshlar loyihalarini moliyalashtirish mexanizmlarini takomillashtirish, mentorlik tizimini rivojlantirish, tanlovlarda shaffoflikni ta’minlash va muvaffaqiyatli ishlanmalarni joriy etish uchun hamkorlik aloqalarini kuchaytirish lozim.

Xulosa

Yoshlar orasida kitobxonlik, ilm-fan va innovatsiyalarni ommalashtirish zamonaviy jamiyatning intellektual salohiyatini yuksaltirish, milliy taraqqiyotni jadallashtirish va xalqaro raqobatbardoshlikni mustahkamlashning muhim omilidir. Mazkur uch yo‘nalish o‘zaro uzviy bog‘liq bo‘lib, kitobxonlik bilim olish va tafakkurni rivojlantirishga zamin yaratsa, ilm-fan ushbu bilimlarni chuqur tahlil qilish va yangi xulosalar chiqarish imkonini beradi. Innovatsiyalar esa ilmiy natijalarni amaliy faoliyatga tatbiq etib, ijtimoiy va iqtisodiy muammolarga samarali yechim topishga xizmat qiladi.

Tahlillar shuni ko‘rsatadiki, yoshlar orasida intellektual faollikni oshirish uchun an’anaviy targ‘ibot usullarini zamonaviy raqamli texnologiyalar, interaktiv ta’lim, loyihaviy faoliyat va ijtimoiy hamkorlik bilan uyg‘unlashtirish lozim. Elektron kutubxonalar, ilmiy-ommabop platformalar, yoshlar tadqiqot markazlari, innovatsion tanlovlar va startap tashabbuslari bu borada muhim vosita bo‘lib xizmat qiladi. Biroq texnologik imkoniyatlarning o‘zi kutilgan natijani bermaydi. Ularni mazmunli bilim, mustaqil fikrlash, ilmiy halollik va amaliy faoliyat bilan birlashtirish zarur. Shuningdek, kitobxonlik va ilm-fanni ommalashtirish jarayonida yoshlarning individual qiziqishlari, hududiy imkoniyatlari va kasbiy maqsadlarini hisobga olish muhimdir. Har bir yoshning bilim olish, izlanish va o‘z g‘oyalarini ro‘yobga chiqarishiga sharoit yaratish orqali

jamiyatda ijodkorlik, tashabbuskorlik va intellektual mas’uliyat muhitini shakllantirish mumkin.

Eng muhimi, kitobxonlikni kundalik ehtiyojga, ilmiy izlanishni ongli faoliyatga, innovatsiyani esa muammolarni hal etish madaniyatiga aylantirish zarur. Buning uchun oila, ta’lim muassasalari, kutubxonalar, ilmiy tashkilotlar, davlat idoralari va fuqarolik jamiyati institutlarining hamkorligi izchil yo‘lga qo‘yilishi kerak. Xulosa qilib aytganda, yoshlarni kitob o‘qishga, ilmiy izlanishga va yangilik yaratishga undash faqat bugungi ta’lim sifatini oshirishga qaratilgan vazifa emas, balki mamlakatning uzoq muddatli taraqqiyotiga xizmat qiluvchi strategik yo‘nalishdir. Bilimni qadrlaydigan, ilmiy dalillarga tayanadigan va yangilik yaratishga intiladigan yoshlar jamiyatning eng muhim intellektual kapitalini tashkil etadi. Shu bois yoshlar orasida kitobxonlik, ilm-fan va innovatsiyalarni ommalashtirishga qaratilgan tashabbuslarni tizimli ravishda rivojlantirish, ularning samaradorligini baholab borish va istiqbolli g‘oyalarni amaliy qo‘llab-quvvatlash kelajak taraqqiyotining muhim sharti hisoblanadi.

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MORPHOLOGICAL TYPOLOGY OF ENGLISH, UZBEK AND SPANISH

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Annotatsiya

Ushbu maqolada ingliz, o‘zbek va ispan tillarining morfologik tipologiyasi qiyosiy jihatdan tahlil qilinadi. Tadqiqotda mazkur tillarning morfologik tuzilishi, so‘z yasalishi, grammatik kategoriyalari hamda morfemalarning so‘z tarkibidagi vazifalari o‘rganiladi. Ingliz tilining analitik xususiyatlari, o‘zbek tilining agglyutinativ tuzilishi va ispan tilining flektiv xususiyatlari misollar asosida yoritiladi. Shuningdek, ot va fe’l shakllari, ko‘plik, egalik, grammatik jins, zamon, shaxs-son va grammatik moslashuv kabi kategoriyalarning ifodalanishidagi o‘xshashlik va farqlar aniqlanadi. Tadqiqot natijalari uch tilning morfologik tizimlarini chuqurroq anglash, qiyosiy tilshunoslikni rivojlantirish hamda xorijiy tillarni o‘qitish samaradorligini oshirishga xizmat qiladi.

Kalit so’zlar: Morfologik tipologiya, ingliz tili, o‘zbek tili, ispan tili, morfologiya, morfema, agglyutinativ tillar, flektiv tillar, analitik tillar, so‘z yasalishi, grammatik kategoriyalar, so‘z o‘zgarishi, derivatsiya, qiyosiy tilshunoslik, chog‘ishtirma tahlil.

Abstract

This article presents a comparative analysis of the morphological typology of English, Uzbek, and Spanish. It examines the morphological structures of these languages, word-formation processes, grammatical categories, and the functions of morphemes within words. The analytic characteristics of English, the agglutinative structure of Uzbek, and the fusional features of Spanish are discussed through illustrative examples. Particular attention is given to similarities and differences in the expression of noun and verb forms, plurality, possession, grammatical gender, tense, person and number, and grammatical agreement. The findings contribute to a deeper understanding

of the morphological systems of the three languages, the development of contrastive linguistics, and the improvement of foreign-language teaching practices.

Key words: Morphological typology, English language, Uzbek language, Spanish language, morphology, morphemes, agglutinative languages, fusional languages, analytic languages, word formation, grammatical categories, inflection, derivation, comparative linguistics, contrastive analysis.

Аннотация

В данной статье представлен сравнительный анализ морфологической типологии английского, узбекского и испанского языков. Рассматриваются морфологическая структура данных языков, способы словообразования, грамматические категории и функции морфем в составе слова. На конкретных примерах раскрываются аналитические особенности английского языка, агглютинативная структура узбекского языка и флективные характеристики испанского языка. Особое внимание уделяется сходствам и различиям в выражении форм существительных и глаголов, множественного числа, принадлежности, грамматического рода, времени, лица и числа, а также грамматического согласования. Результаты исследования способствуют более глубокому пониманию морфологических систем трёх языков, развитию сопоставительного языкознания и совершенствованию методики преподавания иностранных языков.

Ключевые слова: Морфологическая типология, английский язык, узбекский язык, испанский язык, морфология, морфема, агглютинативные языки, флективные языки, аналитические языки, словообразование, грамматические категории, словоизменение, деривация, сравнительное языкознание, сопоставительный анализ.

INTRODUCTION

Morphological typology is an important branch of linguistics that studies the structure of words, the ways in which words are formed, and the grammatical relationships expressed through morphological elements. It helps linguists understand how languages organize their grammatical systems and how they differ from or resemble one another. The comparative study of English, Uzbek, and Spanish is particularly interesting because these languages belong to different language families and demonstrate

distinct morphological characteristics. English belongs to the Germanic branch of the Indo-European language family, Uzbek is a Turkic language belonging to the Turkic language family, and Spanish is a Romance language that developed from Latin. Although English and Spanish share a common Indo-European origin, their morphological systems have developed in different directions. Uzbek, on the other hand, provides a useful contrast because of its predominantly agglutinative structure. Examining these three languages from a morphological perspective makes it possible to identify their similarities, differences, and distinctive grammatical features.

Morphology is concerned with the internal structure of words and the smallest meaningful units known as morphemes. A morpheme is the smallest linguistic unit that carries meaning or performs a grammatical function. Morphemes can be divided into free morphemes, which can function independently as words, and bound morphemes, which must be attached to other elements. For example, the English word unhappiness consists of the free morpheme happy and the bound morphemes un- and -ness, with an additional change in the form of the base adjective. Similarly, the Uzbek word kitoblarimizdan can be divided into kitob meaning “book,” -lar indicating plurality, -imiz expressing possession, and -dan marking the ablative case, meaning “from our books.” In Spanish, the word hablábamos contains the verbal stem habl- and grammatical endings that indicate tense, person, and number. These examples demonstrate that words can contain several meaningful elements and that languages differ in how they combine these elements.

Traditional morphological typology distinguishes several major structural types of languages, including isolating, agglutinative, fusional, and polysynthetic languages. These categories describe general tendencies rather than absolute classifications, since individual languages may demonstrate characteristics associated with more than one type. English is often described as predominantly analytic, although it retains some inflectional features. Uzbek is a typical agglutinative language, while Spanish is generally classified as a fusional or inflectional language. These differences can be observed in word formation, grammatical inflection, the expression of tense and aspect, the marking of number and gender, and the relationship between grammatical meaning and word structure.

English morphology is characterized by a relatively limited system of inflectional endings compared with many other Indo-European languages. The historical development of English, particularly the reduction of inflectional endings from Old English to Modern English, has contributed to its predominantly analytic grammatical structure. In contemporary English, grammatical relationships are frequently expressed

through word order, auxiliary verbs, prepositions, and relatively simple morphological changes. For example, the sentence “The student reads a book” expresses grammatical relationships primarily through the arrangement of words. The plural form students is created by adding the suffix -s, while the third-person singular present-tense form reads also contains the suffix -s. These endings illustrate that English has not lost morphology entirely but uses a comparatively small number of productive inflectional patterns.

English nouns generally distinguish singular and plural number, with the plural commonly formed by adding -s or -es, as in book/books and box/boxes. However, the language also contains irregular plural forms such as child/children, man/men, and foot/feet. These irregular forms demonstrate that morphological processes in English are not completely uniform. English nouns do not normally change their forms according to grammatical gender or case in the way that nouns do in Spanish. Nevertheless, personal pronouns preserve distinctions between subject and object forms, as illustrated by he/him, she/her, and they/them. Possession can be expressed through the possessive suffix -'s, as in the teacher's book, or through possessive determiners such as my, your, and their. Consequently, English expresses many grammatical relationships through syntactic structures and separate words rather than through extensive noun inflection.

The English verb system contains both inflectional and analytic features. Regular verbs typically form the past tense and past participle with the suffix -ed, as in work/worked/worked. Irregular verbs, including go/went/gone and write/wrote/written, demonstrate changes in the stem that cannot always be predicted by a single productive rule. English also marks the third-person singular in the present simple tense with -s, as in she works. However, many grammatical distinctions are expressed through auxiliary verbs. For example, the present continuous is formed with the verb be and the present participle ending -ing, as in is studying. The present perfect combines the auxiliary have with a past participle, as in has finished. Future time can be expressed with the modal auxiliary will, as in will arrive. These constructions illustrate the important role of analytic structures in English morphology and grammar.

Uzbek morphology differs significantly from English because Uzbek is predominantly agglutinative. In agglutinative languages, grammatical meanings are typically expressed through a sequence of suffixes attached to a stem. Each suffix usually has a relatively distinct grammatical function, and the order of these suffixes follows established morphological patterns. The Uzbek word uylarimizdan illustrates this principle: uy means “house,” -lar marks plurality, -imiz expresses first-person plural possession, and -dan indicates the ablative case. The word can therefore be translated as

"from our houses." Each suffix contributes a particular grammatical meaning, making the internal structure of the word relatively transparent. One of the most prominent features of Uzbek morphology is its extensive system of suffixation. Unlike English, which often relies on prepositions and auxiliary words, Uzbek frequently attaches grammatical markers directly to nouns and verbs. Uzbek nouns can express plural number, possession, and grammatical case through suffixes. The plural suffix -lar is used in words such as kitoblar ("books") and bolalar ("children"). Possessive suffixes indicate the person and number of the possessor. For example, kitobim means "my book," kitobing means "your book," and kitobi can mean "his book" or "her book," depending on context. Uzbek also has a case system that marks grammatical and semantic relationships. The suffix -ning generally marks the genitive case, -ni the accusative case, -ga the dative or directional case, -da the locative case, and -dan the ablative case. For instance, maktabga means "to school," while maktabda means "at school." These examples show how Uzbek conveys grammatical information through morphological endings.

The Uzbek verb system is also strongly agglutinative. Verbs can take multiple suffixes to express tense, aspect, mood, person, number, and negation. The negative suffix -ma is commonly used to form negative verbs, as in bormoq ("to go") and bormadi ("did not go"). In bormadi, the verb stem bor- means "go," -ma- expresses negation, and -di marks past tense. Person and number can be expressed through additional verbal endings. For example, boraman means "I will go" or "I go," depending on the context and interpretation, while boramiz means "we will go" or "we go." The precise meaning depends on the verbal form and the surrounding context. Uzbek also uses participles, converbs, and other non-finite verb forms to construct complex sentences and express relationships between actions. The ability to attach several grammatical suffixes to a single stem is one of the defining characteristics of Uzbek morphology.

Vowel harmony is another important feature of Uzbek morphology, although its role is less systematic in modern standard Uzbek than in some other Turkic languages. In languages with strong vowel harmony, suffix vowels vary according to the vowels in the stem. Uzbek has undergone historical and dialectal developments that have weakened or altered some vowel-harmony patterns, and many suffixes in standard Uzbek have relatively fixed vowel forms. Nevertheless, phonological variation, consonant alternations, and differences in suffix realization remain relevant to the description of Uzbek word structure. Uzbek also employs derivational suffixes to create new words. For example, ish means "work," while ishchi means "worker," formed with the suffix -chi. The word do'stlik means "friendship," formed from do'st ("friend") and -lik. Similarly, bilim means "knowledge" and is related to the verb bilmoq ("to know"). Such examples

illustrate the productivity of suffixation in Uzbek vocabulary formation. Spanish morphology represents another structural pattern. As a Romance language derived from Latin, Spanish preserves a comparatively rich inflectional system. It is generally described as fusional because a single morphological ending may express several grammatical features simultaneously. For example, Spanish verbal endings can indicate person, number, tense, and mood within one form. The verb hablo means “I speak” or “I am speaking,” depending on context. Its ending -o identifies the first-person singular in the present indicative form of hablar. Similarly, hablamos can mean “we speak” or “we are speaking.” The grammatical information encoded in these forms is not always separable into a series of suffixes with one meaning each, as is typical of agglutinative structures. Instead, grammatical features are often expressed together through a single inflectional ending.

Spanish nouns generally distinguish grammatical gender and number. Most nouns ending in -o are masculine, while many nouns ending in -a are feminine, although numerous exceptions exist. For example, el libro means “the book,” and la mesa means “the table.” The definite articles el and la agree with the grammatical gender and number of the nouns they accompany. The plural forms are usually created by adding -s or -es, as in libro/libros and flor/flores. Adjectives normally agree with nouns in gender and number. For instance, un libro interesante means “an interesting book,” while una casa bonita means “a beautiful house.” In the plural, these become libros interesantes and casas bonitas. This agreement system is a central feature of Spanish morphology and distinguishes it from both English and Uzbek.

A comparison of English, Uzbek, and Spanish reveals both shared characteristics and significant structural differences. All three languages use morphemes to form words, distinguish lexical and grammatical meanings, and employ derivational processes to expand their vocabularies. Each language has mechanisms for expressing tense, number, possession, negation, and relationships between words. However, the way these meanings are organized differs considerably. English typically combines a limited number of inflectional endings with auxiliary verbs, prepositions, and relatively fixed word order. Uzbek commonly expresses grammatical relationships by attaching several suffixes to a single stem, while Spanish frequently uses inflectional endings that combine several grammatical meanings. The expression of plurality provides a useful example of these differences. In English, the plural is generally expressed by a suffix, as in book/books. In Uzbek, plurality is expressed through -lar, as in kitob/kitoblar, and additional suffixes can follow it to indicate possession and case. In Spanish, plurality is commonly marked by -s or -es, but plural marking also interacts with grammatical agreement. For example, el

libro nuevo means “the new book,” while los libros nuevos means “the new books.” The noun, article, and adjective all participate in expressing number, and the article and adjective also reflect grammatical gender where applicable. Uzbek does not have this type of grammatical gender agreement, while English generally lacks gender agreement between nouns and adjectives.

The expression of grammatical relationships in noun phrases further illustrates the contrast. English typically uses prepositions and word order, as in “the book of the student” or “the student's book.” Uzbek commonly uses case and possessive suffixes, as in talabaning kitobi, meaning “the student's book.” Spanish frequently uses prepositions and articles, as in el libro del estudiante. The Spanish contraction del combines the preposition de with the masculine singular article el. These examples demonstrate that the three languages may express similar meanings through different combinations of morphological and syntactic resources.

Verb morphology provides another important basis for comparison. English distinguishes fewer verb forms through inflection than Spanish and Uzbek, relying heavily on auxiliary verbs to express grammatical contrasts. Uzbek frequently combines a verb stem with multiple suffixes, each of which typically contributes a particular grammatical function. Spanish, in contrast, has a comparatively extensive conjugation system in which individual endings often encode several grammatical categories simultaneously. These structural differences can influence the process of learning each language. English learners may need to pay particular attention to auxiliary verbs, word order, and tense constructions. Learners of Uzbek must become familiar with suffix order, case marking, possessive endings, and verbal morphology. Learners of Spanish must understand conjugation patterns, grammatical gender, agreement, and the distinction between different past-tense forms. Word formation also reveals differences in morphological productivity. English uses prefixes, suffixes, compounding, and conversion, as illustrated by teach/teacher, happy/unhappy, and email/to email. Uzbek relies heavily on suffixation, as demonstrated by ish/ishchi and do‘st/do‘stlik. Spanish makes extensive use of derivational suffixes and prefixes, as in educar/educación and hacer/deshacer. Although the specific patterns vary, all three languages demonstrate that morphology is not simply a system of grammatical endings; it is also an essential mechanism for developing vocabulary and creating new expressions.

From a language-teaching perspective, morphological typology offers valuable insights into language learning and cross-linguistic interference. Learners frequently interpret a new language through the structural patterns of languages they already know. Uzbek-speaking learners of English, for example, may find English articles and the use

of auxiliary verbs challenging because Uzbek does not have a directly equivalent article system and expresses many grammatical meanings through suffixes. English-speaking learners of Uzbek may initially struggle with the accumulation and ordering of suffixes in long words. Learners of Spanish may need to devote particular attention to grammatical gender, adjective agreement, and verbal conjugation. Similarly, English-speaking learners of Spanish may find it challenging to master the distinction between the preterite and imperfect, while Spanish-speaking learners of English may need additional practice with auxiliary constructions and the comparatively restricted use of verb inflections.

In conclusion, the morphological typology of English, Uzbek, and Spanish demonstrates how languages can express similar meanings through different structural systems. English is characterized by a relatively reduced inflectional system and a strong reliance on analytic constructions, word order, and auxiliary verbs. Uzbek is predominantly agglutinative, using sequences of suffixes to express grammatical categories such as number, possession, case, tense, and negation. Spanish is primarily fusional, with rich noun agreement and verbal conjugation systems in which individual endings frequently express multiple grammatical features. At the same time, all three languages share fundamental morphological processes, including inflection, derivation, and the formation of complex words. Their similarities reveal universal aspects of human language, while their differences illustrate the diversity of grammatical structures across language families. A systematic comparison of English, Uzbek, and Spanish therefore contributes to a deeper understanding of linguistic typology, language acquisition, translation, and foreign-language teaching. It also emphasizes the importance of studying not only individual grammatical forms but also the principles that govern how words are constructed and how grammatical meaning is communicated in different languages.

LITERATURE REVIEW AND METHODOLOGY

The study of morphological typology has a long history in general linguistics and has played an important role in the development of comparative and contrastive language analysis. Morphological typology examines the structural organization of words, the relationship between morphemes, and the ways in which languages express grammatical and lexical meanings. The theoretical foundations of this field are associated with the works of prominent linguists who investigated the classification of languages according to their morphological characteristics. Early contributions to linguistic typology established the distinction between isolating, agglutinative, and inflectional language

structures, providing a basis for the comparative analysis of languages belonging to different language families. These classifications remain relevant to contemporary linguistic research, although modern approaches recognize that most languages demonstrate characteristics of more than one morphological type. Edward Sapir's work Language: An Introduction to the Study of Speech represents an important contribution to the understanding of language structure and morphological classification. Sapir emphasized that languages differ in the ways they organize grammatical elements and combine meaningful units within words. His approach encouraged linguists to examine morphological systems not only through formal structures but also through the relationships between grammatical forms and meanings. This perspective is particularly valuable for comparing English, Uzbek, and Spanish because the three languages employ different strategies for expressing grammatical categories. English frequently relies on word order and auxiliary constructions, Uzbek predominantly uses agglutinative suffixation, and Spanish demonstrates a comparatively rich fusional inflectional system. Another significant contribution to morphological typology can be found in the work of Joseph H. Greenberg, whose research on language universals and typological classification provided a systematic framework for comparing languages. Greenberg's studies demonstrated that languages can be compared according to recurring structural patterns, including word order, morphological organization, and grammatical relationships. His typological approach is relevant to the present research because it allows English, Uzbek, and Spanish to be examined through common analytical categories rather than as isolated grammatical systems. By comparing noun inflection, verbal morphology, derivational processes, and grammatical agreement, it becomes possible to identify both universal tendencies and language-specific characteristics.

Contemporary linguistic research has further developed the distinction between agglutinative and fusional morphology. Martin Haspelmath and Andrea D. Sims, in their work Understanding Morphology, provide a comprehensive explanation of morphemes, inflection, derivation, morphological processes, and the relationship between word structure and grammatical function. Their approach emphasizes the importance of identifying morphological units and determining how they contribute to the interpretation of words. This theoretical framework is useful for analyzing the internal structures of English words such as unhappiness, Uzbek words such as kitoblarimizdan, and Spanish verbal forms such as hablábamos. These examples illustrate the different ways in which morphemes combine to express lexical and grammatical information.

The morphological structure of English has been extensively investigated in descriptive and theoretical linguistics. English is commonly characterized as predominantly analytic

because many grammatical relationships are expressed through auxiliary verbs, prepositions, and word order rather than extensive inflectional endings. Nevertheless, English retains important inflectional features, including plural marking, possessive constructions, comparative and superlative forms, and verbal endings. The study of English morphology therefore requires an approach that recognizes the interaction between inflectional and analytic structures. Research on English word formation also highlights the productivity of prefixation, suffixation, compounding, and conversion, all of which contribute to the expansion of the English lexicon.

Uzbek morphology has received considerable attention in Turkic linguistics, particularly in relation to agglutination, suffixation, case marking, possessive forms, and verbal conjugation. As a Turkic language, Uzbek typically forms grammatical words by attaching suffixes to lexical stems in a relatively systematic order. This characteristic distinguishes Uzbek from English and Spanish in many aspects of grammatical expression. The analysis of Uzbek morphology also requires attention to the interaction between grammatical meaning, phonological structure, and syntactic function. Although Uzbek is strongly agglutinative, its morphological system includes irregularities and phonological variations that demonstrate the complexity of natural language structure. Comparative studies of Uzbek and English are particularly useful in understanding the challenges faced by Uzbek-speaking learners of English, especially in relation to articles, auxiliary verbs, prepositions, and the expression of grammatical relationships.

Spanish morphology has been widely discussed in Romance linguistics, particularly in studies of grammatical gender, number agreement, verbal conjugation, and derivational word formation. As a Romance language descended from Latin, Spanish preserves a rich system of nominal and verbal inflection. Its noun phrases demonstrate agreement between nouns, articles, and adjectives, while its verbal system marks grammatical categories such as person, number, tense, mood, and aspect. Spanish morphology also includes productive derivational patterns through which nouns, adjectives, verbs, and adverbs can be formed. The study of Spanish provides an important contrast with English and Uzbek because its grammatical system combines inflectional endings with analytic constructions and productive word-formation processes. Despite the extensive research available on the morphology of individual languages, a comparative examination of English, Uzbek, and Spanish remains valuable for identifying the similarities and differences between analytic, agglutinative, and fusional tendencies. The three languages provide a useful basis for investigating how grammatical meanings are distributed across word forms, how morphemes are organized, and how inflectional and derivational processes contribute to language structure. The present study builds on established principles of morphological

typology and contrastive linguistics to provide a systematic comparison of the three languages. Particular attention is given to noun morphology, verbal morphology, grammatical categories, derivational processes, and the relationship between morphological structure and syntactic organization.

The methodology of the research is based on a qualitative comparative and descriptive approach. The descriptive method is used to identify and explain the principal morphological characteristics of English, Uzbek, and Spanish. This involves examining representative examples of nouns, verbs, adjectives, and derived words in order to determine how grammatical and lexical meanings are expressed in each language. The comparative method is applied to identify structural similarities and differences between the three morphological systems. By examining equivalent grammatical meanings across the languages, the research determines whether these meanings are expressed through inflectional endings, sequences of suffixes, auxiliary constructions, prepositions, or other grammatical devices. The contrastive method is used to investigate specific morphological categories, including number, possession, case, tense, person, grammatical gender, and negation. For example, the English plural form books, the Uzbek form kitoblar, and the Spanish form libros are compared to demonstrate how the three languages mark plurality. Similarly, English verbal constructions such as is studying, Uzbek forms such as o‘qiyapti, and Spanish constructions such as está estudiando can be examined to identify differences in the expression of ongoing actions. The analysis considers not only the formal structure of these examples but also their grammatical functions and contextual meanings.

The morphemic analysis method is employed to examine the internal composition of selected words. Words are divided into meaningful elements, and each morpheme is analyzed according to its lexical or grammatical function. In English, the word teachers contains the lexical stem teach, the derivational suffix -er, and the plural suffix -s. In Uzbek, kitoblarimizdan contains the stem kitob, the plural suffix -lar, the possessive suffix -imiz, and the ablative suffix -dan. In Spanish, the form hablábamos combines a verbal stem with inflectional material that expresses grammatical information associated with the imperfect tense and first-person plural. This method makes it possible to examine whether grammatical meanings are expressed through separate morphemes or combined within a single inflectional form.

The methodological framework also recognizes the limitations of morphological classification. Languages cannot always be assigned exclusively to a single morphological type because their structures contain both regular patterns and exceptions. English, for example, is predominantly analytic but retains inflectional morphology.

Uzbek is strongly agglutinative but also demonstrates irregularities and phonological alternations. Spanish is predominantly fusional but uses analytic constructions and productive derivational processes. Consequently, the study treats morphological categories as general structural tendencies rather than absolute classifications.

In conclusion, the literature review establishes the theoretical basis for comparing English, Uzbek, and Spanish through the principles of morphological typology, while the methodology provides a systematic framework for examining their grammatical structures. The combination of descriptive, comparative, contrastive, morphemic, and functional approaches makes it possible to identify the distinctive characteristics of each language and explain how they express similar grammatical meanings through different structural mechanisms. This framework contributes to a clearer understanding of morphological diversity and provides a foundation for further research in comparative linguistics, translation studies, and foreign-language teaching.

RESULTS

The comparative analysis of the morphological typology of English, Uzbek, and Spanish reveals significant differences in the ways these languages organize words and express grammatical meanings. The results demonstrate that English is predominantly analytic, Uzbek is primarily agglutinative, and Spanish is mainly fusional. These classifications reflect the dominant tendencies of their morphological systems rather than absolute distinctions. Each language combines inflectional and derivational processes with syntactic mechanisms to communicate lexical and grammatical information. The findings also indicate that the differences between the three languages are particularly evident in noun formation, verbal conjugation, grammatical agreement, suffixation, and the expression of grammatical relationships.

One of the most important findings concerns the internal structure of words. English generally employs a relatively limited number of inflectional endings, while Uzbek frequently combines several suffixes within a single word. Spanish, in contrast, often uses inflectional endings that express several grammatical categories simultaneously. For example, the English word books consists of the noun stem book and the plural suffix -s. The Uzbek form kitoblarimizdan contains the stem kitob, the plural suffix -lar, the possessive suffix -imiz, and the ablative suffix -dan. The Spanish verb hablábamos expresses information about the imperfect tense and first-person plural through its inflectional structure. These examples confirm that the three languages use different morphological strategies to construct words and encode grammatical information.

The investigation of noun morphology reveals both similarities and differences in the expression of number, possession, and grammatical relationships. All three languages distinguish singular and plural meanings, but they differ in the extent to which grammatical information is expressed through agreement and inflection. English typically marks plurality by adding -s or -es, as in book/books and class/classes. Uzbek uses the plural suffix -lar, as in kitob/kitoblar, and permits additional suffixes to follow the plural marker. Spanish commonly uses -s or -es, as in libro/libros and flor/flores. However, Spanish plural marking also affects articles and adjectives. The phrase el libro nuevo changes to los libros nuevos in the plural, demonstrating the grammatical agreement characteristic of Spanish noun phrases. English and Uzbek do not generally display the same type of gender and number agreement between nouns and adjectives.

The results further demonstrate that grammatical gender represents a major difference between Spanish and the other two languages. Spanish nouns are generally classified as masculine or feminine, and this distinction influences the forms of articles and adjectives. For example, el niño pequeño means “the small boy,” while la niña pequeña means “the small girl.” English does not assign grammatical gender to most nouns, although gender distinctions remain in personal pronouns and certain lexical expressions. Uzbek likewise lacks a grammatical gender system comparable to that of Spanish. Its third-person pronoun u can refer to “he,” “she,” or “it,” depending on the context. This difference indicates that Spanish requires learners to acquire a system of grammatical agreement that is largely absent from English and Uzbek.

The analysis of possession and case marking provides additional evidence of the structural differences between the languages. English frequently expresses possession through the possessive marker -'s, possessive determiners, or constructions involving the preposition of. Uzbek commonly marks possession through suffixes attached to nouns and expresses grammatical relationships through a system of case endings. For example, kitobim means “my book,” while maktabga means “to school” and maktabdan means “from school.” Spanish often expresses similar relationships through prepositions and articles, as in el libro del estudiante, meaning “the student's book.” These findings demonstrate that grammatical relationships may be expressed through inflectional morphology in one language and through separate grammatical words or syntactic constructions in another.

The comparison of verbal morphology reveals particularly clear differences between the three languages. English verbs have a relatively restricted set of inflectional endings, and many grammatical distinctions are expressed through auxiliary verbs. The forms works, worked, and working illustrate common English inflectional patterns, while

constructions such as is working, has worked, and will work demonstrate the importance of auxiliary verbs. Uzbek verbs commonly combine a stem with suffixes expressing tense, negation, mood, person, and number. For example, bormadi means “did not go” and contains the stem bor-, the negative marker -ma-, and the past-tense marker -di. Spanish verbs exhibit a more extensive conjugation system in which endings frequently express person, number, tense, and mood together. The forms hablo, hablas, and hablamos demonstrate how the verb ending changes according to the grammatical subject.

Overall, the results establish that English, Uzbek, and Spanish share fundamental morphological functions but differ considerably in how these functions are realized. English is distinguished by its relatively limited inflectional system and reliance on analytic constructions; Uzbek is characterized by systematic suffixation and the accumulation of grammatical markers; and Spanish is notable for its rich verbal conjugation, grammatical gender, and agreement patterns. These findings support the usefulness of morphological typology as a tool for understanding language structure and explaining cross-linguistic differences. They also provide a foundation for further research into comparative grammar, translation, second-language acquisition, and the development of effective language-teaching methods.

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ZAMONAVIY JAMIYAT TARAQQIYOTIDA IJTIMOIY-FALSAFIY QADRIYATLARNING O‘RNI

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Annotatsiya

Mazkur maqolada zamonaviy jamiyat taraqqiyotida ijtimoiy-falsafiy qadriyatlarning tutgan o‘rni, ularning inson dunyoqarashi, ijtimoiy munosabatlar va jamiyat barqarorligiga ta’siri tahlil qilinadi. Globallashuv, raqamli texnologiyalar rivoji, axborot oqimining jadallashuvi va turmush tarzidagi o‘zgarishlar sharoitida an’anaviy hamda zamonaviy qadriyatlar o‘rtasidagi munosabatlar yoritiladi. Shuningdek, ijtimoiy hamjihatlik, inson qadr-qimmati, adolat, mas’uliyat, bag‘rikenglik va fuqarolik faolligining jamiyat rivojidagi ahamiyati falsafiy nuqtayi nazardan asoslanadi. O‘zbekiston jamiyatida milliy va umuminsoniy qadriyatlar uyg‘unligini ta’minlashning ayrim ustuvor yo‘nalishlari ham ko‘rib chiqiladi.

Kalit so‘zlar: jamiyat falsafasi, ijtimoiy qadriyatlar, globallashuv, ma’naviyat, ijtimoiy ong, inson qadri, fuqarolik jamiyati, ijtimoiy hamjihatlik, milliy qadriyatlar, raqamli madaniyat.

Kirish

Jamiyat insonlarning oddiy yig‘indisi emas, balki ularning o‘zaro munosabatlari, umumiy manfaatlari, tarixiy tajribasi, ma’naviy qarashlari va faoliyati orqali shakllanadigan murakkab ijtimoiy tizimdir. Ushbu tizimning barqarorligi va taraqqiyoti iqtisodiy imkoniyatlar, siyosiy institutlar hamda huquqiy me’yorlar bilan bir qatorda, jamiyat a’zolari tomonidan e’tirof etiladigan qadriyatlarga ham bevosita bog‘liq. Shu ma’noda, ijtimoiy-falsafiy qadriyatlarni o‘rganish jamiyatning mohiyatini, rivojlanish yo‘nalishlarini va insonning undagi o‘rnini anglashda muhim ahamiyat kasb etadi.

Bugungi kunda dunyoda kechayotgan globallashuv jarayonlari, axborot-kommunikatsiya texnologiyalarining rivojlanishi, migratsiya, urbanizatsiya va madaniyatlararo aloqalarning kengayishi ijtimoiy munosabatlarning mazmunini o‘zgartirmoqda. Bir tomondan, bu jarayonlar insonlarning bilim olish, axborot almashish va turli madaniyatlar bilan tanishish imkoniyatlarini kengaytiradi. Ikkinchi tomondan, yolg‘on axborot,

iste’molchilik kayfiyati, ijtimoiy befarqlik, avlodlar o‘rtasidagi qarashlar farqi va ma’naviy mezonlarning zaiflashuvi kabi muammolarni ham yuzaga chiqarishi mumkin.

Bunday sharoitda jamiyat taraqqiyotini faqat iqtisodiy o‘sish yoki texnologik yangilanish bilan baholash yetarli emas. Taraqqiyot insonning erkinligi, qadr-qimmati, ijtimoiy imkoniyatlari va o‘zaro ishonch darajasi bilan ham o‘lchanishi lozim. Amartya Sen o‘zining “Development as Freedom” asarida rivojlanishni insonning real erkinliklari va imkoniyatlarini kengaytirish bilan bog‘laydi [1]. Ushbu yondashuv jamiyat taraqqiyotiga faqat moddiy natijalar orqali emas, balki inson hayotining sifati va ijtimoiy imkoniyatlar nuqtayi nazaridan ham qarash zarurligini ko‘rsatadi.

Mazkur maqolaning maqsadi zamonaviy jamiyat taraqqiyotida ijtimoiy-falsafiy qadriyatlarning mohiyati va funksiyalarini ochib berish, globallashuv hamda raqamli transformatsiya sharoitida ularning o‘zgarishini tahlil qilish va ijtimoiy qadriyatlarni mustahkamlashning muhim yo‘nalishlarini asoslashdan iborat.

Asosiy qism

1. Ijtimoiy-falsafiy qadriyatlarning mohiyati va jamiyat hayotidagi vazifalari

Qadriyat tushunchasi inson va jamiyat uchun muhim bo‘lgan, muayyan ma’no va ahamiyat kasb etadigan moddiy hamda ma’naviy hodisalarni ifodalaydi. Adolat, erkinlik, tinchlik, halollik, insonparvarlik, o‘zaro hurmat, mas’uliyat, bilim va mehnatsevarlik ijtimoiy hayotda muhim o‘rin tutadigan qadriyatlardir. Ular insonning xatti-harakatlarini baholash, hayotiy maqsadlarini belgilash va boshqa kishilar bilan munosabatlarini tartibga solishda mezon vazifasini bajaradi.

Ijtimoiy-falsafiy nuqtayi nazardan qadriyatlar faqat alohida shaxsning shaxsiy qarashlari bilan cheklanmaydi. Ular tarixiy tajriba, madaniy meros, ta’lim-tarbiya, ijtimoiy institutlar va kundalik munosabatlar orqali shakllanadi hamda avloddan avlodga o‘tadi. Shu bilan birga, qadriyatlar mutlaqo o‘zgarmas hodisa ham emas. Jamiyatning iqtisodiy, siyosiy va madaniy sharoitlari o‘zgarishi natijasida ayrim qadriyatlarning mazmuni qayta talqin qilinishi, yangi ijtimoiy ehtiyojlar bilan boyishi mumkin.

Ijtimoiy qadriyatlarning birinchi muhim vazifasi **me’yoriy-tartibga soluvchi vazifa** hisoblanadi. Masalan, halollik va adolatga e’tibor insonlarni o‘zaro munosabatlarda

mas’uliyatli bo‘lishga undaydi. Qonuniy me’yorlar xatti-harakatlarning tashqi chegaralarini belgilasa, qadriyatlar insonning ichki e’tiqodi va axloqiy tanloviga ta’sir ko‘rsatadi.

Ikkinchi vazifa — **birlashtiruvchi vazifa**. Umumiy maqsadlar va ma’naviy mezonlar odamlar o‘rtasidagi ishonchni kuchaytirib, ijtimoiy hamkorlikni rivojlantiradi. Biroq jamiyatdagi birlik barcha insonlarning bir xil fikrlashini anglatmaydi. Barqaror ijtimoiy hamjihatlik turli qarashlarga ega insonlarning umumiy huquq va majburiyatlarni tan olishi, kelishmovchiliklarni muloqot orqali hal qila olishi bilan belgilanadi.

Uchinchi vazifa — **tarbiyaviy va yo‘naltiruvchi vazifa**. Oila, ta’lim muassasalari, mahalla va boshqa ijtimoiy institutlar orqali shakllanadigan qadriyatlar yoshlarning dunyoqarashi, fuqarolik pozitsiyasi va jamiyat oldidagi mas’uliyatiga ta’sir qiladi. Bunda faqat nasihat qilish emas, balki kattalarning shaxsiy namunasi, adolatli munosabat va amaliy faoliyat ham muhimdir.

Fransuz sotsiologi Emil Dyurkgeym jamiyatdagi birdamlik masalasini mehnat taqsimoti bilan bog‘liq holda o‘rgangan. Uning fikrlarini umumlashtirib aytganda, zamonaviy jamiyatda kishilar turli kasb va vazifalarni bajarsalar-da, o‘zaro bog‘liqlik hamda hamkorlik orqali yagona ijtimoiy tizimni tashkil etadilar [2]. Demak, zamonaviy jamiyatning barqarorligi faqat umumiy an’analarga emas, balki o‘zaro ishonch, kasbiy mas’uliyat va bir-birining huquqlarini tan olishga ham tayanadi.

2. Globallashuv sharoitida an’anaviy va zamonaviy qadriyatlar munosabati

Globallashuv turli mamlakatlar va xalqlar o‘rtasidagi iqtisodiy, siyosiy, madaniy hamda axborot aloqalarining kuchayish jarayonidir. Ushbu jarayon ijtimoiy qadriyatlar tizimiga ikki tomonlama ta’sir ko‘rsatadi. Bir tomondan, u inson huquqlari, ta’lim, ilm-fan, bag‘rikenglik va xalqaro hamkorlik kabi g‘oyalarning keng tarqalishiga sharoit yaratadi. Ikkinchi tomondan, mahalliy madaniyatlarning bir xillashuvi, iste’molchilik qarashlarining kuchayishi va milliy o‘zlikni anglash bilan bog‘liq muammolarni yuzaga keltirishi mumkin.

An’anaviy qadriyatlar xalqning tarixiy xotirasi, urf-odatlari, tili, madaniyati, oilaviy munosabatlari va jamoaviy tajribasida namoyon bo‘ladi. Zamonaviy qadriyatlar esa shaxs mustaqilligi, teng imkoniyatlar, ijodkorlik, tanqidiy fikrlash, innovatsiya va fuqarolik faolligi kabi tamoyillar bilan chambarchas bog‘liq. Biroq an’anaviy va zamonaviy

qadriyatlarni bir-biriga mutlaqo zid hodisalar sifatida talqin qilish to‘g‘ri emas. Ular o‘zaro boyishi va jamiyatning yangi ehtiyojlariga mos ravishda uyg‘unlashishi mumkin.

Masalan, kattalarga hurmat va oilaviy birdamlik kabi an’analar yoshlarning mustaqil fikrlashi, sifatli ta’lim olishi va kasbiy rivojlanishiga to‘sqinlik qilmasligi kerak. Aksincha, avlodlar o‘rtasidagi hurmat o‘zaro fikr almashish, tajriba uzatish va yoshlarning imkoniyatlarini qo‘llab-quvvatlash orqali yanada mazmunli bo‘ladi. Shuningdek, shaxs erkinligi ham jamiyat oldidagi mas’uliyatni inkor etmaydi. Erkinlik boshqa insonlarning huquq va qadr-qimmatini hurmat qilish bilan uyg‘unlashgandagina ijtimoiy jihatdan samarali namoyon bo‘ladi.

UNESCOning 2001-yilda qabul qilingan Madaniy xilma-xillik to‘g‘risidagi umumjahon deklaratsiyasida madaniy xilma-xillik insoniyatning umumiy merosi sifatida e’tirof etiladi [3]. Ushbu yondashuv madaniyatlar o‘rtasidagi farqlarni nizolar manbai sifatida emas, balki insoniyatning ma’naviy va ijodiy imkoniyatlarini kengaytiruvchi omil sifatida ko‘rishga undaydi.

Shu nuqtayi nazardan, globallashuv sharoitida milliy o‘zlikni saqlash boshqa madaniyatlardan uzilish degani emas. Aksincha, o‘z tarixini, tilini va ma’naviy merosini chuqur bilgan jamiyat boshqa xalqlar tajribasini tanqidiy o‘rganish, foydali jihatlarini o‘zlashtirish va xalqaro hamkorlikda faol ishtirok etish imkoniyatiga ega bo‘ladi. Muhim vazifa — milliy qadriyatlarni zamonaviy bilim, inson huquqlari va ijtimoiy mas’uliyat tamoyillari bilan uyg‘unlashtirishdir.

3. Raqamli jamiyat va ijtimoiy qadriyatlarning transformatsiyasi

Raqamli texnologiyalar zamonaviy jamiyatning iqtisodiy, siyosiy va madaniy hayotiga chuqur kirib bormoqda. Internet, ijtimoiy tarmoqlar, elektron ta’lim va sun’iy intellekt vositalari axborot olish, bilim almashish hamda ijtimoiy muloqot imkoniyatlarini kengaytirmoqda. Biroq texnologik taraqqiyotning ijobiy natijalari o‘z-o‘zidan yuzaga kelmaydi. Ularning jamiyatga ta’siri texnologiyalardan qanday maqsadda va qanday axloqiy mezonlar asosida foydalanilishiga ham bog‘liq.

Birinchi muhim masala — axborot madaniyatidir. Raqamli makonda har bir inson nafaqat axborot iste’molchisi, balki uning tarqalishiga ta’sir ko‘rsatuvchi ishtirokchi hamdir. Tekshirilmagan xabarlarni ulashish, boshqa shaxsning sha’ni va qadr-qimmatiga putur yetkazish, kiberbulling va manipulyativ materiallarni tarqatish ijtimoiy ishonchga salbiy

ta’sir qilishi mumkin. Shu sababli raqamli savodxonlik faktlarni tekshirish, manbalarni solishtirish, shaxsiy ma’lumotlarni himoya qilish va muloqot odobiga rioya etishni ham qamrab olishi lozim.

Ikkinchi masala — insoniy muloqotning mazmunidir. Virtual aloqalar masofalarni qisqartirsa-da, ular yuzma-yuz muloqot, hamdardlik va bevosita ijtimoiy tajribaning o‘rnini har doim ham to‘liq bosa olmaydi. Ijtimoiy tarmoqlardagi muloqotning keskinlashuvi, boshqalarning hayotini faqat tashqi ko‘rinish yoki moddiy muvaffaqiyat orqali baholash kabi holatlar insonlarda norozilik va ijtimoiy taqqoslashni kuchaytirishi mumkin. Shu bois raqamli madaniyat texnik ko‘nikmalar bilan birga, hurmat, mas’uliyat va tanqidiy tafakkurga ham tayanishi zarur.

Uchinchi masala — raqamli tenglikdir. Texnologiyalardan foydalanish imkoniyatlari hudud, daromad, yosh va ta’lim darajasiga qarab farqlanishi mumkin. Agar aholining ayrim guruhlari sifatli internet, raqamli xizmatlar yoki zarur bilimlardan foydalana olmasa, mavjud tengsizlik yanada kuchayishi ehtimoli bor. Shu sababli raqamli taraqqiyotda texnologik infratuzilmani rivojlantirish bilan birga, barcha qatlamlar uchun ta’lim va axborot imkoniyatlarini kengaytirish ham muhimdir.

Demak, zamonaviy jamiyatda texnologik taraqqiyot va ma’naviy taraqqiyot bir-birini to‘ldirishi lozim. Raqamli vositalarning samaradorligi ularning inson qadr-qimmati, shaxsiy hayot daxlsizligi, adolat va ijtimoiy farovonlikka xizmat qilishi bilan ham baholanishi kerak.

4. O‘zbekiston jamiyatida milliy va umuminsoniy qadriyatlar uyg‘unligi

O‘zbekiston jamiyatining ma’naviy hayotida oila, mahalla, kattalarga hurmat, o‘zaro yordam, mehmondo‘stlik, hamjihatlik va ta’limga intilish kabi qadriyatlar muhim o‘rin tutadi. Ushbu qadriyatlar tarixiy tajriba va madaniy meros bilan bog‘liq bo‘lib, kishilar o‘rtasidagi munosabatlarni mustahkamlashga xizmat qilishi mumkin. Shu bilan birga, zamonaviy ijtimoiy taraqqiyot ularga yangicha mazmun berish, ularni teng huquqlilik, qonun ustuvorligi, inson qadr-qimmati va shaxsiy mas’uliyat bilan uyg‘unlashtirishni talab qiladi.

O‘zbekiston sharoitida milliy va umuminsoniy qadriyatlar munosabatini tahlil qilishda, avvalo, inson manfaatlari va jamiyat farovonligi o‘rtasidagi bog‘liqlikka e’tibor qaratish lozim. Masalan, oilaviy birdamlik oiladagi har bir a’zoning fikri, huquqi va imkoniyatlariga hurmat bilan birga namoyon bo‘lishi kerak. Mahalla hamjihatligi esa

faqat umumiy tadbirlarda ishtirok etish bilan emas, balki ehtiyojmandlarni qo‘llab-quvvatlash, yoshlarning ta’lim olishi uchun sharoit yaratish va ijtimoiy muammolarni hamkorlikda hal etish orqali ham o‘lchanadi.

Ta’lim tizimi ijtimoiy qadriyatlarni shakllantirishda alohida ahamiyatga ega. Ta’limning vazifasi faqat kasbiy bilim va ko‘nikmalarni berishdan iborat emas. U mustaqil fikrlaydigan, dalillarga tayanadigan, boshqalarning qarashlarini hurmat qiladigan va o‘z faoliyati oqibatlari uchun mas’uliyatni his etadigan shaxsni tarbiyalashga ham xizmat qilishi kerak. Bunday yondashuv yoshlarning ijtimoiy hayotda faol qatnashishi, tashabbus ko‘rsatishi va jamoat manfaatlariga befarq bo‘lmasligiga yordam beradi.

Yana bir muhim yo‘nalish — mehnat va kasbiy etika madaniyatidir. Jamiyatda halol mehnat, kasbiy mahorat, va’daga sodiqlik, qonunlarga rioya qilish va jamoat mulkiga mas’uliyat bilan munosabatda bo‘lish qadriyatlari mustahkam bo‘lsa, ijtimoiy ishonch va hamkorlik uchun qulay muhit shakllanadi. Aksincha, kundalik hayotda e’lon qilingan tamoyillar bilan amaliy xatti-harakatlar o‘rtasida tafovut yuzaga kelsa, qadriyatlarning tarbiyaviy ta’siri susayadi.

Shuning uchun ijtimoiy qadriyatlarni rivojlantirishda targ‘ibot bilan cheklanib qolmasdan, ularning amaliy ifodasini ta’minlash zarur. Adolat tamoyili qaror qabul qilishda, mas’uliyat mehnat jarayonida, bag‘rikenglik turli fikrlarga munosabatda, insonparvarlik esa yordamga muhtoj kishilar bilan muomalada namoyon bo‘lishi lozim.

5. Ijtimoiy qadriyatlarni mustahkamlashning ustuvor yo‘nalishlari

Zamonaviy jamiyatda ijtimoiy-falsafiy qadriyatlarning barqaror rivojlanishi bir nechta o‘zaro bog‘liq yo‘nalishlarga e’tibor qaratishni talab etadi.

Birinchidan, **qadriyatlarga asoslangan ta’limni rivojlantirish** zarur. Ta’lim jarayonida inson huquqlari, adolat, bag‘rikenglik, ekologik mas’uliyat, halollik va tanqidiy fikrlash masalalarini amaliy misollar orqali yoritish lozim. O‘quvchi va talabalarni faqat tayyor xulosalarni yodlashga emas, balki ijtimoiy muammolarni mustaqil tahlil qilishga o‘rgatish muhimdir.

Ikkinchidan, **oila, ta’lim muassasalari va mahalla hamkorligini kuchaytirish** kerak. Qadriyatlar samarali shakllanishi uchun tarbiya jarayonida izchillik bo‘lishi muhim. Oila

mehr, ishonch va mas’uliyatning dastlabki muhitini yaratsa, ta’lim muassasasi bilim va ijtimoiy ko‘nikmalarni rivojlantiradi, mahalla esa jamoaviy tajriba va hamkorlik imkoniyatlarini kengaytiradi.

Uchinchidan, **ochiq muloqot va fuqarolik faolligini qo‘llab-quvvatlash** lozim. Turli fikrlarni tinglash, dalillarga asoslangan munozara yuritish va kelishmovchiliklarni tinch yo‘l bilan hal qilish ko‘nikmalari ijtimoiy ishonchni mustahkamlaydi. Jamiyatdagi birlikni sun’iy ravishda bir xil fikrlashga tenglashtirmasdan, xilma-xil qarashlar doirasida umumiy manfaatlarni topishga intilish kerak.

To‘rtinchidan, **raqamli va axborot madaniyatini oshirish** muhimdir. Aholining turli yosh guruhlariga axborot manbalarini tekshirish, shaxsiy ma’lumotlarni himoya qilish, internetdagi odob me’yorlariga rioya etish va yolg‘on xabarlarni aniqlash bo‘yicha bilim berish zarur.

Beshinchidan, **ijtimoiy adolat va shaxsiy mas’uliyat uyg‘unligini ta’minlash** kerak. Qadriyatlar faqat shaxsga qo‘yiladigan talablar sifatida emas, balki ijtimoiy institutlar faoliyatida ham namoyon bo‘lishi lozim. Insonlarning ta’lim, mehnat va ijtimoiy hayotdagi imkoniyatlarini kengaytirish, qonuniy huquqlarini hurmat qilish hamda adolatli munosabatlarni rivojlantirish qadriyatlarga bo‘lgan ishonchni kuchaytiradi.

Oltinchidan, **milliy merosni zamonaviy talqin qilish** zarur. Tarixiy va madaniy merosni o‘rganish uni shunchaki takrorlash bilan cheklanmasligi, balki bugungi muammolarni anglash va yechishda undan qanday foydalanish mumkinligini ham ko‘rsatishi kerak. Shu tariqa milliy o‘zlik va zamonaviy taraqqiyot o‘rtasida mazmunli bog‘liqlik yuzaga keladi.

Ushbu yo‘nalishlarning samaradorligi ularning kundalik hayotda qanday namoyon bo‘lishi bilan belgilanadi. Qadriyatlar amaliy xatti-harakatlar, ijtimoiy institutlar faoliyati va insonlar o‘rtasidagi munosabatlarda izchil namoyon bo‘lgandagina jamiyat taraqqiyotining mustahkam ma’naviy asosiga aylanadi.

Xulosa

Zamonaviy jamiyat taraqqiyotida ijtimoiy-falsafiy qadriyatlar insonlar o‘rtasidagi munosabatlarni tartibga soluvchi, jamiyatni birlashtiruvchi va ijtimoiy rivojlanishga yo‘nalish beruvchi muhim omil hisoblanadi. Adolat, erkinlik, inson qadr-qimmati,

halollik, mas’uliyat, bag‘rikenglik va o‘zaro ishonch kabi qadriyatlar jamiyatning ma’naviy barqarorligi hamda ijtimoiy hamkorligini mustahkamlashga xizmat qiladi.

Tahlillar shuni ko‘rsatadiki, globallashuv va raqamli transformatsiya qadriyatlarning mazmuni va namoyon bo‘lish shakllarini o‘zgartirmoqda. Ushbu jarayonlar yangi imkoniyatlarni yaratishi bilan birga, axborot madaniyati, ijtimoiy tenglik, shaxsiy mas’uliyat va madaniy o‘zlikni saqlash bilan bog‘liq vazifalarni ham yuzaga chiqaradi. Shu sababli zamonaviy jamiyatning taraqqiyoti an’anaviy qadriyatlarni mutlaq o‘zgarmas holatda saqlash yoki ularni butunlay rad etish bilan emas, balki ularning mazmunini zamonaviy ehtiyojlar va umuminsoniy tamoyillar bilan uyg‘unlashtirish orqali ta’minlanadi.

O‘zbekiston jamiyatida oila, mahalla, ta’lim, mehnat va fuqarolik faolligi orqali ijtimoiy qadriyatlarni mustahkamlash muhim ahamiyatga ega. Bunda ma’naviy tarbiya amaliy adolat, qonunlarga hurmat, teng imkoniyatlar va shaxsiy mas’uliyat bilan birga olib borilishi lozim. Qadriyatlarning hayotiy kuchi ularning shior sifatida e’lon qilinishida emas, balki insonlarning kundalik faoliyati va ijtimoiy institutlar amaliyotida namoyon bo‘lishidadir.

Umuman olganda, zamonaviy jamiyatning barqaror va insonparvar taraqqiyoti iqtisodiy hamda texnologik yutuqlarni ma’naviy yetuklik, ijtimoiy ishonch va inson manfaatlariga yo‘naltirilgan rivojlanish bilan uyg‘unlashtirishni talab etadi. Ijtimoiy-falsafiy qadriyatlarni chuqur anglash va ularni amaliy hayotga tatbiq etish esa ushbu maqsadga erishishning muhim shartlaridan biridir.

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THE HISTORY OF TRANSLATION STUDIES AND MAJOR THEORIES

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Annotatsiya

Ushbu maqolada tarjimashunoslik fanining shakllanish tarixi, rivojlanish bosqichlari va uning asosiy nazariyalari keng yoritilgan. Tarjimaning qadimgi sivilizatsiyalardan boshlab zamonaviy davrgacha bo‘lgan taraqqiyoti, turli xalqlar o‘rtasidagi madaniy, ilmiy va lingvistik aloqalarni rivojlantirishdagi ahamiyati tahlil qilingan. Shuningdek, ekvivalentlik nazariyasi, dinamik va formal ekvivalentlik, semantik va kommunikativ tarjima, Skopos nazariyasi, madaniy tarjima yondashuvi, domestikatsiya va xorijiylashtirish strategiyalari kabi muhim nazariy qarashlar o‘rganilgan. Maqolada zamonaviy tarjimashunoslikda tarjimonning o‘rni, madaniyatlararo muloqot va sun’iy intellekt texnologiyalarining tarjima jarayoniga ta’siri ham ko‘rib chiqilgan. Tadqiqot tarjimaning nafaqat lingvistik, balki madaniy, ijtimoiy va kommunikativ hodisa ekanligini ochib beradi.

Kalit so’zlar: tarjimashunoslik, tarjima nazariyasi, ekvivalentlik, semantik tarjima, kommunikativ tarjima, Skopos nazariyasi, madaniyatlararo muloqot, tarjimon, sun’iy intellekt.

Abstract

This article explores the historical development of translation studies and its major theoretical approaches. It examines the evolution of translation from ancient civilizations to the modern era and highlights its importance in promoting cultural, scientific, and linguistic communication among different societies. Particular attention is paid to major

translation theories, including equivalence theory, formal and dynamic equivalence, semantic and communicative translation, Skopos theory, cultural approaches, domestication, and foreignization. The article also discusses the changing role of translators, the significance of intercultural communication, and the influence of artificial intelligence and modern technologies on translation practices. The study demonstrates that translation is not merely a linguistic process but also a cultural, social, and communicative activity that contributes to international cooperation and mutual understanding.

Key words: translation studies, translation theory, equivalence, semantic translation, communicative translation, Skopos theory, intercultural communication, translator, artificial intelligence.

Аннотация

В данной статье рассматриваются история становления переводоведения, основные этапы его развития и важнейшие теоретические направления. Особое внимание уделяется развитию перевода от древних цивилизаций до современного периода, а также его значению в формировании культурных, научных и языковых связей между различными народами. Анализируются основные теории перевода, включая теорию эквивалентности, формальную и динамическую эквивалентность, семантический и коммуникативный перевод, теорию Скопоса, культурологический подход, стратегии доместикации и форенизации. Кроме того, рассматриваются роль переводчика в современном обществе, значение межкультурной коммуникации и влияние искусственного интеллекта и современных технологий на переводческую деятельность. В статье подчёркивается, что перевод представляет собой не только лингвистический процесс, но и важное культурное, социальное и коммуникативное явление, способствующее международному сотрудничеству и взаимопониманию.

Ключевые слова: переводоведение, теория перевода, эквивалентность, семантический перевод, коммуникативный перевод, теория Скопоса, межкультурная коммуникация, переводчик, искусственный интеллект.

INTRODUCTION

Translation has played a fundamental role in the development of human civilization, serving as a bridge between different languages, cultures, societies, and intellectual

traditions. Throughout history, people have needed translation to communicate with individuals who speak different languages, exchange knowledge, establish diplomatic relationships, develop trade, spread religious beliefs, and share literary and scientific achievements. Translation is not simply the replacement of words in one language with their equivalents in another language. It is a complex intellectual and cultural activity that requires linguistic knowledge, cultural awareness, critical thinking, and an understanding of the relationship between language and meaning. The history of translation studies demonstrates how translation has gradually developed from a practical activity into an independent academic discipline with its own theories, methods, and research approaches.

The origins of translation can be traced back to ancient civilizations, where multilingual communication was essential for political, commercial, and cultural purposes. Ancient Mesopotamia, Egypt, Greece, and Rome all contributed to the development of translation practices. One of the earliest known examples of multilingual communication is the Rosetta Stone, which contains the same decree written in Egyptian hieroglyphs, Demotic script, and Ancient Greek. This historical artifact demonstrates the importance of translation in understanding different languages and preserving cultural information. In ancient societies, translators were highly respected because they helped rulers, religious leaders, merchants, and scholars communicate across linguistic boundaries.

Ancient Greek and Roman civilizations made particularly important contributions to the history of translation. Greek literature, philosophy, and scientific knowledge were translated into Latin, allowing Roman intellectuals to study and develop ideas originally expressed in Greek. Roman thinkers such as Cicero and Horace discussed the principles of translation and introduced ideas that influenced translation theory for centuries. Cicero argued that translators should not translate mechanically word by word but should preserve the meaning and overall effect of the original text. He believed that a successful translation should communicate the author's ideas naturally in the target language. This distinction between translating words and translating meaning became one of the most important debates in translation studies.

During the Middle Ages, translation became closely connected with religion, education, and the preservation of knowledge. Religious texts, particularly the Bible, were translated into different languages to make religious teachings accessible to wider communities. One of the most influential figures of this period was Saint Jerome, who translated the Bible into Latin. His translation, known as the Vulgate, became an important religious text in Western Christianity. Jerome supported the principle of

translating meaning rather than following the exact structure of individual words, although he emphasized that religious and sacred texts sometimes required greater attention to the original wording. His ideas significantly influenced later discussions about translation accuracy, equivalence, and faithfulness.

Another important center of translation activity during the Middle Ages was the Islamic world. Scholars in Baghdad established the famous House of Wisdom, where numerous Greek, Persian, and Indian philosophical, scientific, and medical works were translated into Arabic. Translators such as Hunayn ibn Ishaq played an important role in transferring knowledge between civilizations. These translations helped preserve ancient intellectual achievements and contributed to the development of medicine, mathematics, astronomy, and philosophy. Later, many Arabic translations were translated into Latin in European centers of learning, supporting the development of European universities and scientific thought. This historical process demonstrates that translation is not only a linguistic activity but also an essential instrument for the transmission and development of human knowledge.

The Renaissance period brought significant changes to translation practices and theoretical discussions. The revival of classical literature and the development of printing technology increased the demand for translations of ancient Greek and Latin texts into European vernacular languages. Translators began to focus more strongly on literary quality, stylistic expression, and the cultural significance of translated works. The translation of religious texts also became a major issue during this period. Martin Luther's German translation of the Bible demonstrated the importance of using natural language that ordinary people could understand. His approach emphasized the relationship between translation, national identity, religion, and the development of modern languages. Translation increasingly became a means of making education and literature available to broader sections of society. During the seventeenth and eighteenth centuries, translation was strongly influenced by philosophical discussions about language, reason, and communication. Translators debated whether a translation should remain close to the original text or adapt its language and style to the expectations of the target audience. The French expression "les belles infidèles" became associated with translations that were considered elegant and beautiful but sometimes departed considerably from their original texts. This approach demonstrated the tension between linguistic accuracy and literary attractiveness. Although such translations were criticized for changing the original author's intentions, they contributed to important discussions about the relationship between meaning, style, and cultural adaptation.

Translation began to develop into a more systematic academic field during the nineteenth and twentieth centuries. Scholars increasingly examined translation as a linguistic, literary, and cultural phenomenon rather than merely a practical activity. The development of modern linguistics provided new methods for analyzing language structures, meaning, grammar, and vocabulary. As international communication expanded, translation became increasingly important in education, diplomacy, science, literature, and international organizations. These developments created the conditions for translation studies to emerge as an independent academic discipline. One of the most influential approaches in modern translation studies is the linguistic approach, which focuses on the relationship between the source language and the target language. This approach examines how words, grammatical structures, sentence patterns, and meanings are transferred during translation. Scholars working within this tradition investigate linguistic equivalence, semantic accuracy, and structural differences between languages. Eugene Nida made a particularly significant contribution through his theories of formal equivalence and dynamic equivalence. Formal equivalence focuses on maintaining the linguistic form and content of the original message as closely as possible. Dynamic equivalence, on the other hand, emphasizes producing a similar response in the target audience to the response experienced by readers of the original text. Nida's approach became especially influential in Bible translation and later discussions of audience-oriented translation. Another important theory is the theory of equivalence, which examines the relationship between the original text and its translation. Equivalence does not necessarily mean that every word in the source language must have an identical counterpart in the target language. Instead, it concerns the extent to which the translation communicates the meaning, function, and effect of the original. Different scholars have proposed various types of equivalence, including grammatical, lexical, textual, semantic, and pragmatic equivalence. J. C. Catford contributed to this discussion by examining translation shifts and linguistic relationships between languages. His work demonstrated that changes in grammatical structures and linguistic categories are often necessary when transferring meaning from one language into another. Equivalence remains one of the central concepts in translation studies because it helps explain how translators maintain meaning despite differences between languages.

The development of translation studies also encouraged greater attention to the translator's role and professional identity. Traditionally, translators were often expected to remain invisible and reproduce the original author's intentions without making their own presence noticeable. However, modern scholars increasingly recognize that translators are active participants in the process of meaning construction. Every

translation involves choices related to vocabulary, grammar, style, cultural references, and interpretation. These decisions may be influenced by the translator's education, experience, ideology, and understanding of the target audience. Consequently, translation is now widely understood as an interpretative and creative activity rather than a completely mechanical process. In recent decades, translation studies has expanded into several interdisciplinary areas, including sociological translation studies, feminist translation theory, postcolonial translation studies, audiovisual translation, and cognitive approaches to translation. Feminist translation theory examines the relationship between translation, gender, and power. Scholars in this field investigate how gender representations and social inequalities are reflected in translated texts. Postcolonial translation studies explores the relationship between translation, colonial history, cultural domination, and the representation of marginalized communities. These approaches demonstrate that translation can influence social attitudes, cultural identities, and political relationships.

Technological developments have also transformed the field of translation studies. Computer-assisted translation tools, online dictionaries, translation memory systems, terminology databases, and machine translation have significantly changed the way professional translators work. Neural machine translation systems use artificial intelligence and large language datasets to generate translations between languages. These technologies can improve productivity and support communication across linguistic boundaries. However, machine translation still faces challenges involving cultural references, idiomatic expressions, ambiguity, humor, specialized terminology, and contextual meaning. Human translators therefore continue to play an essential role in evaluating, editing, and improving automatically generated translations. Modern translation studies increasingly investigates the relationship between human intelligence, artificial intelligence, and the future of professional translation. Translation studies has also become particularly important in education and foreign language learning. Students studying English and other foreign languages can develop their linguistic and cultural competence through translation activities. Translation encourages learners to compare grammatical structures, expand vocabulary, recognize differences in sentence construction, and understand cultural meanings. It also develops critical thinking because learners must identify the most appropriate way to express a particular idea in another language. However, translation should not be limited to word-for-word exercises. Effective translation education should include authentic texts, contextual interpretation, cultural awareness, and practical communication tasks.

In the contemporary world, translation plays an essential role in international cooperation, globalization, scientific research, literature, education, business, and digital communication. International organizations depend on professional translators and interpreters to ensure effective communication among representatives of different countries. Scientific translation allows researchers to share discoveries and collaborate across linguistic boundaries. Literary translation introduces readers to different cultural traditions and artistic perspectives. Similarly, audiovisual translation, including subtitles and dubbing, makes films, television programs, and online educational materials accessible to international audiences.

In conclusion, the history of translation studies reflects the continuous development of human communication, intellectual exchange, and cultural interaction. From ancient civilizations and religious translations to modern linguistic, cultural, functionalist, and technological approaches, translation has gradually developed into a complex and independent academic discipline. Major theories such as equivalence theory, dynamic equivalence, Skopos theory, communicative translation, Descriptive Translation Studies, polysystem theory, and domestication and foreignization have provided valuable explanations of the principles and challenges of translation. Each theoretical approach contributes a different perspective and helps translators understand the relationship between language, meaning, culture, and communication. In the modern world, translation is not simply a process of transferring words from one language to another; it is a creative, intellectual, and intercultural activity that connects societies, preserves knowledge, and promotes mutual understanding among people. As languages and technologies continue to develop, translation studies will remain an important field for linguistic research, cultural exchange, and global communication.

LITERATURE REVIEW AND METHODOLOGY

Peter Newmark also made an important contribution to translation theory by distinguishing between semantic translation and communicative translation. Semantic translation attempts to reproduce the precise contextual meaning of the original text while remaining close to the author's linguistic choices. Communicative translation, in contrast, aims to produce an effect on the target readers that is as close as possible to the effect of the original message. Newmark believed that different types of texts require different translation methods. For example, literary and expressive texts may require greater attention to the author's individual style, whereas informative texts may prioritize clarity

and accessibility. His ideas continue to influence professional translation and translator education.

A further influential development in translation studies is functionalist theory, particularly the Skopos theory introduced by Hans J. Vermeer. The Greek word "skopos" means purpose or aim. According to this theory, the purpose of a translation determines the strategies and methods used by the translator. A translation should be produced according to the needs, expectations, and cultural background of its intended audience. For example, translating a scientific article requires accuracy, clarity, and appropriate terminology, while translating an advertisement may require creativity and cultural adaptation to attract potential customers. Functionalist approaches emphasize that a translation should fulfill its intended communicative function in the target culture. This theory represents an important shift from the traditional belief that the original text must always determine every translation decision.

The cultural approach to translation studies became increasingly important during the late twentieth century. Scholars began to recognize that translation involves more than transferring linguistic meaning because language is deeply connected with culture, history, ideology, and social identity. André Lefevere and Susan Bassnett were among the influential scholars associated with the cultural turn in translation studies. This approach examines how cultural values, political circumstances, literary traditions, and ideological perspectives influence translation decisions. Translators must understand cultural references, historical events, social customs, humor, and expressions that may not have direct equivalents in another language. For instance, idiomatic expressions, proverbs, traditional celebrations, and forms of politeness often require cultural adaptation rather than literal translation. The cultural approach demonstrates that translation is a process of intercultural communication in which translators act as mediators between different communities.

Closely connected with cultural translation is the theory of domestication and foreignization developed by Lawrence Venuti. Domestication refers to translation strategies that make a foreign text appear familiar and natural to target readers. This approach may involve adapting cultural references, expressions, and stylistic features to the expectations of the receiving culture. Foreignization, in contrast, attempts to preserve elements of the source culture and maintain the foreign character of the original text. Venuti argues that translators should sometimes resist excessive domestication because it can make cultural differences invisible and reduce the uniqueness of foreign literature. Both strategies have advantages and limitations, and the appropriate choice depends on the purpose of translation, the intended audience, and the nature of the original text.

Descriptive Translation Studies represents another significant theoretical development. This approach is associated particularly with Gideon Toury, who examined translated texts as products of specific cultural and historical systems. Rather than establishing strict rules about how translators should work, Descriptive Translation Studies investigates how translation actually takes place in different societies. Toury introduced the concept of translation norms, which refers to the expectations and conventions influencing translators' decisions. These norms may vary according to historical periods, literary traditions, social values, and cultural institutions. The approach encourages researchers to study real translations, compare them with their source texts, and identify regular patterns in translation behavior. It has contributed significantly to the development of translation as an empirical and interdisciplinary field. Another important theoretical perspective is polysystem theory, developed by Itamar Even-Zohar. This theory considers literature as a complex system consisting of different literary forms, genres, and traditions. Translated literature is understood as an important part of the receiving literary system, and its position may change depending on historical and cultural circumstances. In some societies, translated literature occupies a central position and introduces new literary forms and ideas. In others, it remains relatively peripheral and follows established literary conventions. Polysystem theory helps explain how translations influence the development of national literature and how literary systems interact with one another.

RESULTS

The analysis of the history of translation studies and its major theories reveals that translation has developed from a practical activity into a complex and independent academic discipline. Throughout different historical periods, translation has played a significant role in preserving knowledge, promoting cultural exchange, and facilitating communication between societies. The historical development of translation demonstrates that each civilization has contributed to the expansion of translation practices and theoretical understanding. Ancient Greek and Roman scholars established some of the earliest principles of translation, particularly the distinction between word-for-word and sense-for-sense translation. Later, religious translators such as Saint Jerome strengthened the idea that preserving the meaning and intention of the original text is often more important than reproducing its exact linguistic structure. The results indicate that modern translation theories provide different perspectives on the relationship between the source text and the target text. Equivalence theory emphasizes the importance

of maintaining the meaning and communicative effect of the original message. Eugene Nida's distinction between formal and dynamic equivalence demonstrates that successful translation requires consideration of both linguistic accuracy and the response of the target audience. Similarly, Peter Newmark's semantic and communicative translation approaches highlight the importance of selecting appropriate strategies according to the purpose and nature of the text. These theories demonstrate that translation cannot be based on a single universal method because different texts require different approaches.

The examination of functionalist theories, particularly Hans Vermeer's Skopos theory, reveals that the purpose of translation is one of the most important factors influencing translators' decisions. The findings suggest that translators should consider the intended audience, cultural environment, and communicative function of the translated text. This approach is especially relevant in contemporary professional translation, where the same source text may require different translations depending on whether it is intended for academic, commercial, educational, or literary purposes. The results also highlight the importance of cultural approaches in translation studies. The cultural turn demonstrated that translation is not simply a linguistic process but also an intercultural activity influenced by historical, social, political, and ideological factors. The concepts of domestication and foreignization introduced by Lawrence Venuti illustrate two different ways of dealing with cultural differences. While domestication makes translated texts more familiar to target readers, foreignization preserves elements of the original culture. Both strategies contribute to intercultural understanding and demonstrate the translator's responsibility in representing cultural identities. Furthermore, the investigation of Descriptive Translation Studies and polysystem theory shows that translation is strongly influenced by the cultural and literary systems in which it operates. Gideon Toury's concept of translation norms explains how social expectations and historical conditions shape translators' choices. Itamar Even-Zohar's polysystem theory demonstrates that translated literature can influence the development of national literary traditions by introducing new ideas, genres, and stylistic approaches. These findings confirm that translations should be studied not only as individual texts but also as products of broader cultural and literary environments.

Another important result concerns the changing role of translators in modern society. Translators are no longer viewed simply as individuals who replace words in one language with words in another. Instead, they are recognized as cultural mediators, interpreters, and active participants in the construction of meaning. Their linguistic competence, professional experience, cultural awareness, and critical thinking influence

the quality and effectiveness of translated texts. Finally, the results demonstrate that technological development has created new opportunities and challenges for translation studies. Computer-assisted translation tools, translation memory systems, and artificial intelligence have increased translation speed and accessibility. However, human translators remain essential for interpreting complex meanings, understanding cultural references, maintaining appropriate styles, and ensuring contextual accuracy. Therefore, the future of translation studies will depend on the effective combination of technological innovation and human linguistic and cultural competence. Overall, the findings confirm that no single translation theory can fully explain all aspects of translation. Each theoretical approach provides valuable insights into particular linguistic, cultural, functional, and social dimensions of the translation process. The integration of these theories offers a more comprehensive understanding of translation as an essential instrument of international communication, cultural preservation, knowledge transfer, and global cooperation.

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