

ResearchBib Impact Factor: 9.576 / 2023



TECHNICAL SCIENCE **RESEARCH** IN UZBEKISTAN

Research Science and
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ISSN: 2992-9148 <http://universalpublishings.com>

ResearchBib Impact Factor: 9.576 / 2023



TECHNICAL SCIENCE
RESEARCH
IN UZBEKISTAN



Research Science and
Innovation House

VOLUME 1 **ISSUE 5**

DEKABR 31, 2023

editor@universalpublishings.com

<http://universalpublishings.com>

«TECHNICAL SCIENCE RESEARCH IN UZBEKISTAN» ilmiy-uslubiy
jurnali: 31.12.2023 yil.

Ushbu to'plamda «TECHNICAL SCIENCE RESEARCH IN UZBEKISTAN» ilmiy-uslubiy jurnali 2023 yil 1-soni 5-qismiga qabul qilingan maqolalar nashr etilgan.

Jurnal tarkibidagi barcha maqolalarga DOI unikal raqami biriktirilib, **Directory of Research Journals Indexing, Researchbib, Index Copernicus, Zenodo, Open Aire, Google Scholar** xalqaro ilmiy bazalarida indekslandi.

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**КИЧИК ЎЛЧАМЛИ ОЗУҚА ТАРҚАТИШ ҚУРИЛМАСИДА
ОЗУҚА ТАРҚАТИШ МИҚДОРНИНГ КУРАКЧАЛИ РОТОР
АЙЛАНИШЛАР СОНИГА БОҒЛИҚЛИГИ**

Дилшод Хушвақтович ХУДАЙНАЗАРОВ

Катта ўқитувчи

Тошкент Давлат Техника Университети

Тошкент, Ўзбекистон

Xudoynazarov.Dilshod@inbox.ru

Баҳром Шамсиддин ўғли МУРОДОВ

Стажиёр-ўқитувчи

Тошкент кимё-технология институти Янгиер филиали

Сирдарё, Ўзбекистон

Аннотация.

Республикамизда чорва моллари асосан кичик оилавий чорвачилик хўжаликларида боқилапти. Бу хўжаликлар учун озуқаларни майдалашда фойдаланиладиган кичик қурилмалар мавжуд бўлсада, аммо озуқа тарқатадиган қурилма йўқлиги сабабли озуқа тарқатиши ишлари кўп меҳнат сарфлаб, қўлда бажарилмоқда. Шунини ҳисобга олиб кичик хўжаликлар учун озуқа тарқатишида қўлланиладиган қурилма ишлаб чиқилди ва унинг куракчали ротори айланишлар сонига боғлиқ ҳолда озуқа тарқатиши меъёрининг ўзгариши тадқиқ этилди.

Калит сўзлар. *Куракчалар, ротор, дагал озуқалар, планка, бункер тукиши дарчасининг эни, тукиши дарчасининг баландлиги, куракча иш сиртининг эни, фракция.*

Аннотация.

В нашей республике крупный рогатый скот содержится преимущественно в небольших семейных животноводческих фермах. Хотя на этих фермах имеется небольшое оборудование для измельчения корма, из-за отсутствия оборудования для раздачи корма раздача корма является трудоемкой и осуществляется вручную. С учетом этого было разработано используемое в небольших хозяйствах устройство для раздачи корма и изучено изменение скорости раздачи корма в зависимости от количества оборотов его лопастного ротора.

Ключевые слова. *Лопасты, ротор, грубые корма, планка, ширина цевья бункера, высота вертовки, ширина рабочей поверхности лопасти, фракция.*

Annotation.

In our republic, cattle are kept mainly in small family livestock farms. Although these farms have small feed grinding equipment, due to the lack of feed

distribution equipment, feed distribution is labor intensive and done manually. Taking this into account, a device for distributing feed used in small farms was developed and the change in the speed of feed distribution depending on the number of revolutions of its bladed rotor was studied.

Keywords. *Blades, rotor, roughage, bar, width of the hopper forend, height of the spinner, width of the working surface of the blade, fraction.*

Ўзбекистонда чорва моллари асосан кичик оилавий чорвачилик хўжаликларида боқилляпти. Ўзбекистонда чорва молларини боқиш билан шуғулланадиган кичик чорвачилик хўжаликлари сони 5 миллионга яқинни ташкил этади.

Чорва молларни боқиш учун озуқа тайёрлаш албатта уларни майдалаш, аралаштириш ва тарқатишни ўз ичига олади. Бу операциялардан асосан озуқа самарадорлигини ва ҳайвонлар унумдорлигини аниқлашда фойдаланиш. Бир техник воситада икки ва ундан ортиқ операцияларни бирлаштириш иқтисодий нуктаи назардан энг оқилона ҳисобланади, чунки у тўлиқ озуқа аралашмаларини тайёрлаш жараёнининг энергия ва металл сарфини камайтиради, шунингдек юклаш, тушириш ва ташиш операциялари сонини камайтиради [1, 2].

Бугунги кунда ушбу хўжаликлар учун бугдой, арпа, соя, беда, маккажўхори ва озуқа экинларини етиштириш ва йиғиштиришда ҳамда дағал ва концентрланган озуқаларни майдалашда қўлланиладиган бир неча хил техника воситалари ва майдалагичлар ишлаб чиқилиб, фойдаланилмоқда [3].

Аммо ушбу кичик хўжаликлар учун дағал ва концентрланган озуқаларни бир-бири билан аралаштирадиган вак тарқатадиган қурилманинг йўқлиги сабабли бу ишлар қўл кучи ёрдамида бажарилляпти. Бу эса меҳнат сарфининг ортиб кетиши, озуқаларнинг яхши аралашмаслиги ва бир меъёрда тарқатилмаслигига сабаб бўлмоқда [4].

Қишлоқ хўжалиги ишлаб чиқаришида қорамол хўжаликларида озуқа тайёрлаш ва тарқатиш учун турли тизимли ва технологик схемалар қўлланилади. Хўжаликларда ёш қорамолларни боқишнинг энг кенг тарқалган технологияси кўчма тарқатгичлар томонидан озуқа тарқатишдир. Кичик қорамол фермалари учун озуқа тайёрлаш ва тарқатиш жараёнларининг ўзига хослиги ушбу хўжаликларда озуқа тарқатишни механизациялаш учун ўзига хос ечимларни ишлаб чиқиш заруратини кўрсатади [5].

Ҳозирги вақтда жаҳон амалиётида озуқани ҳаракатга келтириб, майдалаш ва аралаштириш операцияларни бирлаштирган омехта озуқа тарқатгичлар кенг жорий этилган бўлиб, бу озуқани тайёрлаш ва тарқатиш учун операцион ва бошқа ҳаражатларнинг камайишига олиб келади. Аммо бу

озуқа тарқаткичлар йирик чорвачилик хўжаликлари учун мўлжалланганлиги сабабли 5-10 бош қорамолга ёки 50-60 бош қўйга эга кичик хўжаликларда фойдаланилганда яхши самара бермайди [6].

Шуни назарда тутган ҳолда кичик чорвачилик хўжаликлари учун озуқа тарқатишда қўлланиладиган қурилмани ишлаб чиқиш устида изланишлар олиб борилди [7]. Олиб борилган изланишлар ва хўжаликларнинг талабларидан келиб чиқиб озуқа тарқатиш қурилмасининг техник характеристикасининг асосий кўрсаткичлари шакллантирилди, унинг тажриба нусхаси яратилди. Дастлабки тадқиқотлар ўтказилиб, озуқа тарқатиш қурилмаси ротори куракчалари ва уларнинг айланишлар сонининг озуқани тарқатиш сифатига таъсири тадқиқ этилди [8].

Тажрибаларни ўтказиш учун кичик ўлчамли озуқа тарқаткичнинг тажриба нусхаси тайёрланди (1-расм). Тажрибалар ГОСТ 34748-2021 “Agricultural machinery. Feed distributors. Test methods” стандарт қўлланмасидаги услублар асосида ўтказилди [9].

Озуқа тарқаткич қурилманинг технологик иш жараёни ва ишчи қисмлари параметрларини тадқиқ этиш бўйича барча тажрибаларда тарқатиладиган дағал озуқаларнинг бир хил таркибини таъминлаш мақсадида бир хил таркибли дағал озуқалар тайёрлаб олинди. Тажрибаларда тарқаткичга вақт бирлиги ичида бир хил миқдорда дағал озуқаларни солиниши таъминланди.

Таққосланаётган тарқаткич куракчаларда туқиш учун дағал озуқалардан алоҳида-алоҳида намуналар олинди, уларнинг ўзаро нисбати бўйича майдаланган озуқалар қандай узунликда ва таркибда бўлганлиги аниқлаб борилди.

Қурилманинг ишини баҳолаш мезонлари сифатида эса тарқатиладиган озуқа миқдорининг белгиланганидан четлашиши ва тарқатилаётган озуқанинг нобудгарчилиги қабул қилинди.

Дағал озуқаларни тарқатиш сифати кўп жиҳатдан куракчали роторнинг айланишлар сонига боғлиқ бўлади. Шуни инобатга олган ҳолда, озуқа



1-расм. Кичик озуқа тарқатиш қурилмасининг тажриба нусхаси

тарқатгич қурилманинг дастлабки талаб ва техник топшириқда белгиланган иш унуми ва ўлчамидан келиб чиқиб роторнинг айланишлар сони 30 r/min дан 60 r/min гача ораликда ўзгартирилиб тадқиқотлар ўтказилди.

Тажрибалар бир омилли кўринишда ўтказилиб, бунда ротордаги куракчалар сони 2 дона, тукиш дарчасининг эни 40 sm, тукиш дарчасининг баландлиги 30 sm, тукиш дарчасининг қиялиги 35° , куракчалар ва бункер девори орасидаги тирқиш 8 sm, куракчалар ва бункер девори орасидаги тирқиш 20 mm ва куракчаланинг иш сирти эни 20 mm ни ташкил этди. Озуқани ва тарқатиш масофаси 10 метр қилиб белгиланди ва шундан ўрта қисмдаги 5 метрга тукилган озуқа массаси олиниб, унинг миқдор жиҳатидан бир хиллиги аниқланди.

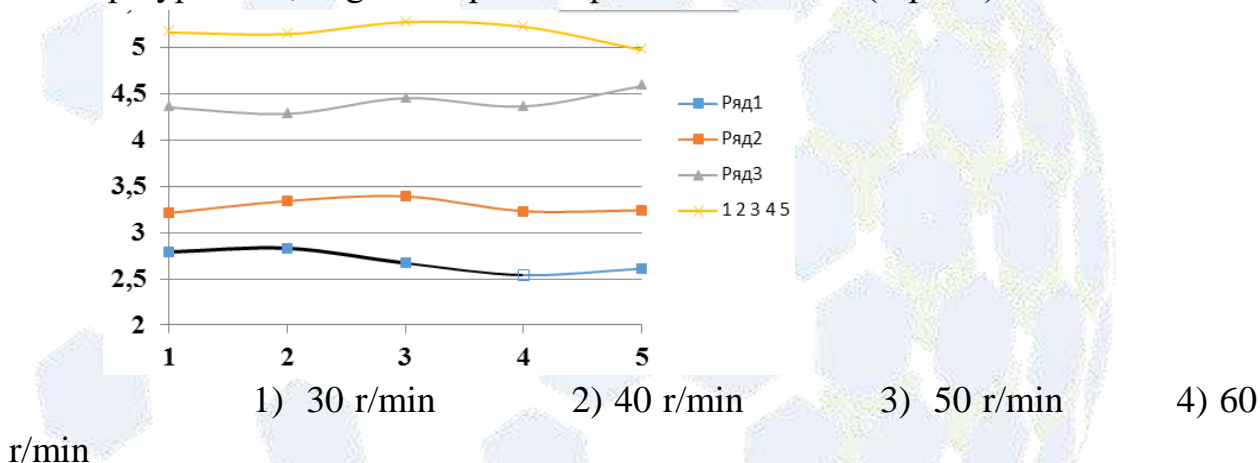
Ушбу кўрсаткичларни аниқлаш учун қурилмада майдаланган сомон, маккажўхори ва беда пояларидан намуналар олиниб, тарқатилган озуқа таркибидаги фракциялар махсус лаборатория ғалвирчалари билан ажратиб олинди. Ҳар бир намунадаги фракцияларнинг массаси эса аниқлиги 0,01 g гача бўлган электрон лаборатория тарозисида ўлчаниб, массалар нисбати бўйича тарқатиш сифати аниқланди.

Озуқаларни тарқатиш бўйича ўтказилган ҳар бир тажрибада олинган намуналарнинг массаси ва таркиби бўйича уларнинг натижаларига мавжуд услубий қўлланмалар асосида статистик ишлов берилиб, уларнинг ўртача қиймати Мўрт, ўртача квадратик четланиши σ ва вариацияланиш коэффициентини V аниқланди [10].

Тажриба тадқиқотларини ўрганишда тарқатгич қурилмада озуқаларнинг тарқатиш сифатига таъсирини аниқлаш мақсадида роторнинг айланишлар сони 30 r/min дан 60 r/min гача ораликда, куракчалар сони 1 донадан 4 донагача, ораликларда ўзгартирилиб ўрганилди.

Озуқа тарқаткич қурилмада дастлаб майдаланган маккажўхори поялари, сўнгра эса беда ва сомон тарқатилди.

Майдаланган маккажўхори поясини тарқатиш бўйича ўтказилган тажрибаларда озуқа тарқаткич қурилма куракчали роторининг айланишлар сони 30 r/min бўлганда тарқатилган озуқанинг миқдори бир метрда 2,5 кг дан 2,8 кг гача оралиқда ўзгариши аниқланди ва ўртача 2,6 кг ни ташкил этди. Озуқа тарқаткич қурилма куракчали роторининг айланишлар сони 40 r/min бўлганда жами 10 метр узунликда тарқатилган озуқа миқдори 3,2-3,4 кг оралиғида ўзгарган бўлса, ўртача 3,5 kg ни ташкил этди. Куракчали роторининг айланишлар сони 50 r/min га ошганда бир метрда тарқатилган озуқа миқдори ҳам ортиб ўртача 4,4 kg га етган бўлса, куракчали роторининг айланишлар сони 60 r/min га етганда эса ҳар бир метрда тушган озуқа миқдори ўртача 5,7 kg гача ортиб бориши аниқланди (2-расм).

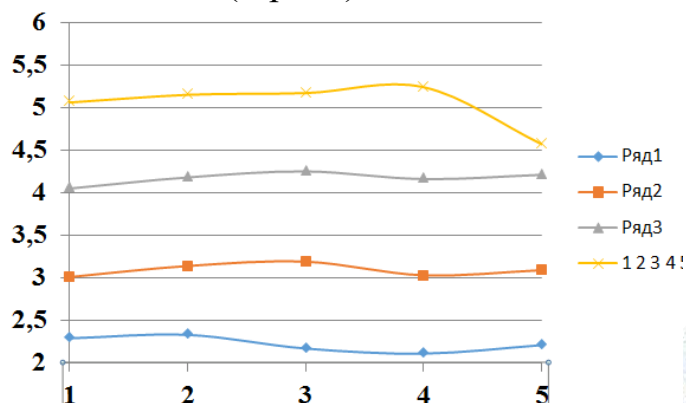


2-расм. Куракчали ротор айланишлар сонига боғлиқ ҳолда майдаланган маккажўхори пояларини тарқатиш миқдорининг ўзгариши

Бундан кўришиб турибдики, майдаланган маккажўхори пояларини тарқатишда озуқа тарқатиш қурилмаси куракчали роторининг айланишлар сони 30 r/min дан 60 r/min гача ортганда, тарқатилган озуқа миқдори ҳам 2,6 кг дан 5,7 кг гача ёки 2,1 мартага ортади.

Майдаланган беда поясини тарқатиш бўйича тажрибалар ўтказилганда озуқа тарқаткич қурилма куракчали роторининг айланишлар сони 30 r/min бўлганда тарқатилган озуқанинг миқдори бир метрда 2,1 кг дан 2,4 кг гача оралиқда ўзгариши аниқланди ва ўртача 2,2 кг ни ташкил этди. Озуқа тарқаткич қурилма куракчали роторининг айланишлар сони 40 r/min бўлганда бу кўрсаткич ўртача 3,0 kg ни ташкил этган бўлса, куракчали роторининг айланишлар сони 50 r/min га ошганда 4,1 kg га ва 60 r/min га

ошганда эса ҳар бир метрга тушган озуқа миқдори ўртача 5,0 kg гача ортиб бориши аниқланди (3-расм).

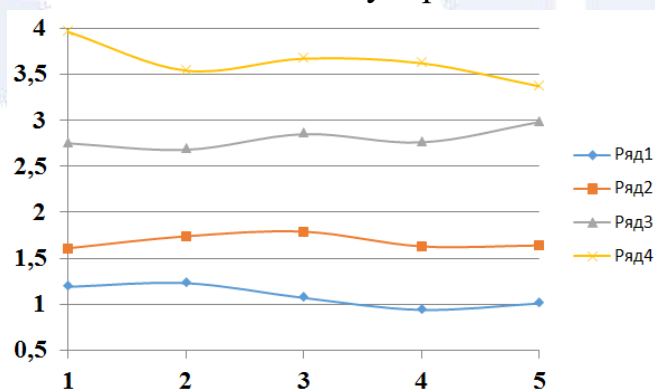


1) 30 r/min 2) 40 r/min 3) 50 r/min 4) 60 r/min

3-расм. Куракчали ротор айланишлар сонига боғлиқ ҳолда майдаланган беда пояларини тарқатиш миқдорининг ўзгариши

Майдаланган сомон поясини тарқатиш бўйича ҳам шу ҳолатда тажрибалар олиб борилганда куракчали роторнинг айланишлар сони 30 r/min бўлганда ҳар бир метрга тўкилган озуқа миқдори ўртача 1,08 kg, 40 r/min бўлганда 1,68 kg, 50 r/min бўлганда 2,8 kg ва 60 r/min бўлганда эса ҳар бир метрда ўртача 3,63 kg гача ортиб бориши аниқланди (4-расм).

Майдаланган сомонни тарқатишда тарқатилган озуқа миқдори ҳажми бўйича майдаланган маккажўхори ва бедадан кам бўлмаган бўлсада, аммо



1) 30 r/min 2) 40 r/min 3) 50 r/min 4) 60 r/min

4-расм. Куракчали ротор айланишлар сонига боғлиқ ҳолда майдаланган сомон пояларини тарқатиш даражасининг ўзгариши

сомон зичлигининг маккажўхори ва беда зичлигидан анча пастлиги ҳисобига сомонни тарқатишда унинг оғирлиг бўйича миқдори маккажўхори ва беданикидан камроқ бўлди.

Юқоридаги тажрибалар натижаларига кўра, дағал озуқаларнинг маккажўхори, беда ва сомон пояларини тарқатиш сифати чорва молларининг

кунлик рационадаги бир марталик озуқа миқдори маккажухори ва беда учун 4-5 kg, сомон учун 2-3 kg оралиғидаги миқдор бўйича танланиб, бунга озуқа тарқатгич куракчали роторининг айланишлар сони 50 r/min бўлганда эришилиши аниқланди. Озуқа тарқаткич қурилмаси куракчали роторининг айланишлар сони бир хил бўлишига қарамасдан маккажўхори, беда ва сомоннинг зичлиги бир-биридан фарқ ҳисобига қурилма тўкиш дарчасидан 1 метр масофага тўкилган озуқа миқдори ҳам тарқатиладиган озуқа турига қараб фарқ қилади.

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PAXTA TOLASINING RD VA b+ KO'RSATKICHLARINI HISOBGA
OLIB SARALANMA TUZISH

U.N.Yusupalieva

PhD, dotsent Toshkent to'qimachilik va yengil sanoat instituti

ANNOTATSIYA

Maqolada yigirilgan ipning sifatini nazorat qilish maqsadida paxta tolasining HVI uskunasida olingan ko'rsatkichlarni qo'llash va tolalar aralashmasining muqobil tarkibini tanlash bo'yicha tavsiyalar keltirilgan.

Kalit so'zlar: paxta tolasini, saralanma, lot, rang ko'rsatkichlari.

ABSTRACT

In order to control the quality of the yarn, the article presents recommendations on the use of the parameters of cotton fibers obtained on the HVI equipment and the choice of the optimal composition of the fibrous mixture.

Key words: cotton fiber, sorting, lot, color indicators.

Hozirda paxta tolasidan saralanma tuzishda HVI uskunasidan olingan ko'rsatkichlardan foydalaniladi. HVI tizimi qo'llanilishi tola xossa ko'rsatkichlarini aniqlashda va saralanma, "Lot"lar tuzishda katta qulayliklarga erishildi.

Yigiruv korxonalarida paxtaning sifati ko'rsatkichlarini nazorat qilish quyida tavsiflangan uch bosqichda amalga oshiriladi:

1. Paxta toylarini tasdiqlash: ma'lum standartlariga muvofiq yuqori sifatga ega bo'lgan paxta toylarini sotib olish juda muhimdir.

Modomiki, paxta tabiiy tola, shuningdek, tijorat tovari bo'lib hisoblanar ekan, uning hammabopligi, narxi va sifati taklif va bozor talabiga binoan vaqti-vaqti bilan o'zgarib turadi. Shu bois, yigiruv korxonalarini iqtisodiyoti uchun to'g'ri keladigan, talab qilingan sifat ko'rsatkichlariga ega bo'lgan paxta toylarini maqbul narxlarda

tanlab olish juda muhimdir. Paxta toylarini uning standartlariga muvofiq qat'iy ravishda tasdiqlash lozim, aks holda bu juda ko'p nostandart toylarning to'planib qolishiga olib keladi.

2. Paxta toylarini saralash: tayyorlov punktiga paxta toylari kelib tushgandan so'ng, sinovdan o'tkazish va tayyorlov punkti meyorlariga muvofiq ularni to'g'ri saralash kerak. Iloji bo'lsa, uni omborxonalariga sinfiga muvofiq tekis taxlab qo'yish kerak.

3. Aralashtirishni rejalashtirish: paxta toylarini aralashtirish rejasini tuzish uchun paxta toylarining navi, zaxirasi va yigiruv hisobi sxemasiga muvofiq ravishda paxta toylarida yuzaga kelishi mumkin bo'lgan minimal o'zgarish ko'lamida tanlab olinishi kerak[1].

HVI tizimida paxta tolasining quyidagi sifat ko'rsatkichlari aniqlanadi va hisoblanadi: mikroneyr ko'satkichi (Mic), yuqori o'rtacha uzunlik (UHM), O'rtacha uzunlik (ML), uzunlik bo'yicha bir tekislik indeksi (Unf), kalta tolalar indeksi (SFI), Pishib yetilganlik darajasi (Mat), nur qaytarish koeffitsiyenti (Rd), sarg'ishlik darajasi (+b), yot aralashmalar soni (Cnt), nisbiy uzish kuchi (Str), uzilishdagi uzayish (Elg), yigiruvchanlik indeksi (SCI) [2,3].

USDA tasnifi bo'yicha tolaning rangi va iflosligi bo'yicha navi – sinalayotgan na'muna paxta tolasining tashqi ko'rinishi bo'yicha kompyuter xotirasiga olingan standart ko'rsatkichlarga taqqoslash orqali aniqlanadi.

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

Tadqiqot ishlarimiz davomida yuqorida keltirilgan talablar asosida saralanma tuzildi hamda, saralanma tarkibidagi paxta tolalarining HVI ko'rsatkichlarini USTER STATISTICS 2018 ko'rsatkichlari bo'yicha solishtirilib, tahlil qilib chiqildi. Ya'ni saralanma tuzishda HVI da olingan ko'rsatkichlar USTER STATISTICS 2018 ko'rsatkichlari bilan solishtirilganda SCI (Yigiruvchanlik indeksi) ko'rsatkichlari bo'yicha 5% li sifat kategoriyasiga, Mikroneyr (Mic)

ko'rsatkichi bo'yicha 75% li sifat kategoriyasiga, (50% da 4,55 ga teng), Solishtirma uzish kuchi (Strenght) bo'yicha 50% li sifat kategoriyasiga, nur qaytarish koeffitsiyenti (Rd) bo'yicha 25% li sifat kategoriyasiga (50% da 75,6 ga teng), Sarg'ishlik darajasi (+b) bo'yicha 50% li sifat kategoriyasiga, chiqindilar miqdori (Tr Cnt) bo'yicha 75% li sifat kategoriyasiga (75% da 39 ga teng), bir xillik indeksi (UI) ko'rsatkichi bo'yicha 75% li sifat kategoriyasiga, uzilishdagi uzayishi (Elong) bo'yicha 50% li sifat kategoriyasiga, kalta tolalar indeksi (SFI) bo'yicha 50% li sifat kategoriyasiga mos keladi. (50% da 9,79 ga teng).

Saralanma tolalarining HVI ko'rsatkichlari

Viloyatlar	Tipi, navi, sinfi	Saralanmadagi ulushi, %	SCI Yigruvchanlik indeksi	Yuqori yarim o'rtacha uzunlik,		Mic mikroneyr	Strenght Solishtirma uzish kuchi, gK/teks	RD Nur qaytarish koeffitsiyenti, %	+b Sarg'ishlik darajasi	T Tresh kod	UL Bir xillik indeksi	Elong uzilishdagi uzayishi, %	SFI Kalta tolalar indeksi %	Tr Cnt Chiqindilar miqdori
				Dyum	mm									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Toshkent	4-I (oliy)	22	125	1,09	27,8	4,7	29,05	77,6	10,19	4	82,2	6,1	8,5	47
Jizzax	4-I (oliy)	42	118	1,07	27,2	4,8	27,57	77,2	10,18	4	79,1	6,9	9,1	32,6
Toshkent	5-I yaxshi	36	113	1,06	27,1	4,8	27,83	78,8	9,6	3	81,4	6,7	9,2	38,8
		100	117,74	1,05	27,3	4,7	27,97	77,85	9,67	3,64	80,6	6,64	9	37,9

USDA tasnifi bo'yicha tolaning rangi va iflosligi bo'yicha navi – sinalayotgan na'muna paxta tolasining tashqi ko'rinishi bo'yicha kompyuter xotirasiga olingan standart ko'rsatkichlarga taqqoslash orqali aniqlanadi. I-nav uchun nur qaytarish koeffitsiyenti, sarg'ishlik ko'rsatkichlari $Rd \geq 75$, $+b < 10$ ga to'g'ri kelsa ko'zlangan maqsadga erishish imkonini beradi.

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**PNEVMOMEXANIK YIGIRISH MASHINASINING KONSTRUKTIV
ELIMENTLARINI O‘ZGARTIRISH ASOSIDA IPNING FIZIK MEXANIK
XOSSALARINI YAXSHILASH**

katta o‘qituvchi Sh.R.Aripova,

magistr Y.R.Kobiljonova

Toshkent to‘qimachilik va yengil sanoat instituti

Annotatsiya. Maqolada nazariy tadqiqotlar va tajribalardan kelib chiqib, pnevmomexanik ipning fizik-mexanik xossalarini yaxshilash maqsadida ip o‘tkazgich varonkasini yangi konstruksiyasini yaratilganligi haqida ma’lumotlar keltirilgan.

O‘zbekistonda faoliyat ko‘rsatayotgan yigirish korxonalarining uskunalari fan va texnikaning so‘ngi yutuqlari kesimida tayyorlangan bo‘lib, ularda yuqori texnologiyaga mansub jarayonlar yordamida sifatli va haridorgir iplar tayyorlanmoqda.

Yigirish korxonalarining yakuniy mahsuloti yigirilgan ip bo‘lib, turli assortimentdagi yigirilgan iplar ishlatilish sohasiga va turiga qarab turli xildagi yigirish mashinalari ishlab chiqariladi.

Tadqiqotlar, izlanishlar asosida ipni shakllantirish va o‘rash jarayonlarini alohida amalga oshirish imkoniyatiga ega bo‘lgan yigirish usullari yaratildi va ular “ochiq uchli yigirish”, deb atalmoqda.

Ochiq uchli yigirishda halqali usuldan farqli o‘laroq quyidagi qo‘shimcha texnologik jarayonlar bajariladi:

1. Ta‘minlanuvchi piltani diskretlash (bir-biriga bog‘liq bo‘lmagan alohida tolalar oqimini hosil qilish);
2. Diskret tolalar oqimini ip shakllantirish zonasiga transportirovka qilish;
3. Belgilangan ipning chiziqiy zichligini shakllantirish uchun diskret tolalarni siklik qo‘shish.

Ochiq uchli yigirishning pnevmomexanik turi dunyo to‘qimachilik korxonalarida yuqori samara bilan ishlatilmoqda.

Pnevmomexanik yigirish mashinasining konstruktiv elementlarini o‘zgartirish yo‘li bilan ipning sifat ko‘rsatkichlarini yaxshilash maqsadida quyidagi ilmiy tadqiqot ishlari olib borildi.

Pnevmomexanik usulda yigirilgan iplarni shakllantirishda yakka ipga buram berish, ayniqsa ipdagi buramlarni bir xil taqsimlanishi juda katta ahamiyatga ega. Yigirish kamerasi ichida shakllanayotgan ipning kamera yuzasi bo‘ylab aylanish harakati xamda ip chiqish moslamasining ichki yuzasi bilan ishqalanishi natijasida ip o‘z o‘qi atrofida aylanib yigirish kamerasida joylashgan ipning radial qismiga

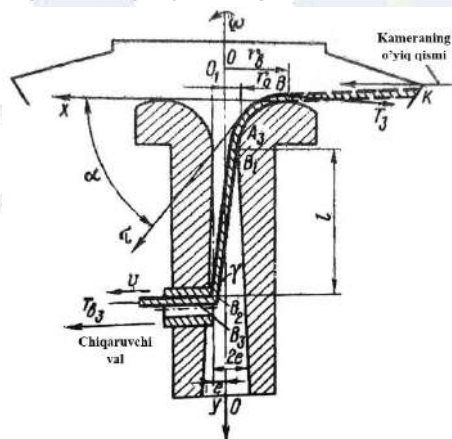
qo'shimcha buram beradi. Qo'shimcha buram shakllanayotgan ipning mustaxkamligini oshishiga jarayonini yanada barqaror o'tishiga, iplardagi uzilishlari soni kamayishiga olib keladi.

Ma'lumki ip o'tuvchi zichlagichning profili ipning tashqi ko'rinishiga katta ta'sir ko'rsatadi. [1]

Ip yigirish kamerasidan chiqaruvchii kanal orqali tortib chiqariladi. Separatorning chiqaruvchi kanalining mavjud konstruksiyasida ipni pishitishda markazdan qochma kuch ta'sirida hosil bo'ladigan ip ballonida har xil o'zgarishlar hosil bo'ladi, chunki ip pishitish konusi o'zgaradi. Yigirish kamerasining ajratuvchi sirt o'qi va chiqaruvchi kanalning pishitish konus uchini shunday eksentrik joylashuvi tolali piltachani kameraning ajratuvchi sirtidan notekis ajralishiga sabab bo'ladi. Notekis ajralishni bartaraf etish uchun, ip chiqaruvchi naycha markazga tushirilib ip o'tuvchi zichlagich bilan ulangan. Bu esa pishitish konusini teng tomonli bo'lishini ta'minlaydi, ip tarangligi bir tekis bo'lib, natijada ip kanal devorlariga urilmaydi.

Ip zichlagichlari rotorning o'qi va voronka o'qi atrofida ipning burchak tezligi bilan aylanishi harakatidan ko'ndalang yo'nalishda siljiydi va ipni yigirish qurilmasidan chiqishi chiziqli tezlik bilan bo'ylama yo'nalishda harakatlanadi.

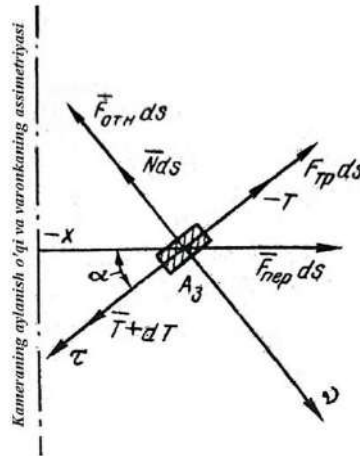
Ipning zichlagichga kirishida zichlagich kanalining yuqori egriligida qarshi ipning yoyilishi va yig'ilib qolishi kuzatiladi. Ip chiqarish trubkasida (1-rasmga qarang) ipning qurilma o'qiga nisbatan doimiy bo'lmagan egilish burchagiga ega bo'ladi, buning natijasida ipning tarangligi o'zgaras bo'lmaydi.



1-rasm. Ip o'tuvchi qurilmada ipning harakati

Ip o'tkazuvchi qurilma yuzasidan o'tuvchi ip elementiga (2-rasm) ipning ichki taranglik kuchlari T va $T + \Delta T$, bo'ylama va ko'ndalang ishqalanish kuchlari, Nds yuzaning normal bosim kuchi, ipning aylanish $Ftrdz$ massasi va ipning bo'ylama $Fperds$ harakatlarining markazdan qochma inersial kuchlari shuningdek, ip elementi massasining Karnolis inersiya kuchi ta'sir qiladi [2].

Zichlagichning konstruktiv o'zgarishi ipga sezilarli ta'sir ko'rsatadi. SHuning uchun zichlagichning shakli, zichlagichning tashqi radiusi, ipning zichlagich yuzasiga ishqalanish koeffitsienti, zichlagich yuzasini ip bilan o'rash burchaklari katta ahamiyatga ega.



2-rasm. Ip elementiga ta'sir qiluvchi kuchlar

Ishqalanish koeffitsientini kamaytirish uchun zichlagichni boshqa turli, ya'ni chiqish o'yiqlari turlicha profilli keramik, po'lat, xromli sirt qoplamalari qo'llaniladi. Silliqliq yuzali zichlagichlar ipni tukdorligini kamaytiradi va yigirishda yuqori buram berilganda qo'llaniladi. O'yiqli zichlagichlar ip tukdorligini oshiradi (zichlagich o'yiqlarida girdob hosil qilishi hisobiga), lekin yigiruv barqarorligi oshirish uchun ishlatiladi. Spiral sirtli zichlagichlar ip notekisligini pasaytiradi va silliqlikini ta'minlaydi (to'quv iplari uchun ishlatiladi) [3].

Zichlagichlarni modernizatsiyalash ipni shakllantirish jarayonini yaxshilash imkonini beradi.

Ip rotordan chiqarilganda, unga ma'lum bir o'zgaruvchan o'q bo'ylab kuchi ta'sir qiladi va bu ipning tarangligi deb ataladi. Agar ip voronkaga kiringunga qadar o'q bo'ylab kuchini R_0 deb belgilansa, u holda ishqalanish ta'sirida va chiqarish mexanizmining detallariga o'rash burchaklariga qarab, o'q bo'ylab kuch quyidagi tenglamalarga muvofiq ortadi:

$$R_1 = R_0 \cdot l^{M_1 \alpha_1} \quad R_2 = R_1 \cdot l^{M_2 \alpha_2} \quad R_3 = R_2 \cdot l^{M_3 \alpha_3} \text{ va b.}$$

bu erda M - ishqalanish koeffitsienti;

α - qurilmaning alohida uchastkalariga qarashli o'rash burchaklari.

Ya'ni, ishchi organlar bilan har bir uchastkadagi o'zaro ta'sirdan o'q bo'ylab kuch sezilarli darajada oshadi. O'q bo'ylab kuch ipning minimal mustahkamligi qiymatiga etishi mumkin va bu holatda ip uziladi.

Barcha uchastkalarda ip harakatidan, ya'ni yig'ish sirtidan ipni echish nuqtasidan tortib to chiqaruvchi vallarigacha bo'lgan ip tarangligi natijalari F.M.Plexanov [2] ishlarida keltirilgan va 1-jadvalda aniq ko'rinadi. Natijalar

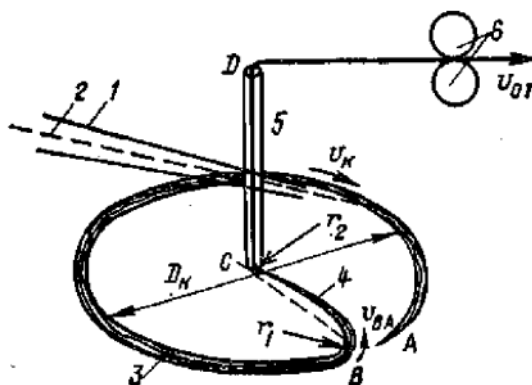
chiziqli zichligi 25 teks bo'lgan iplar uchun amalga oshirilgan. Ipni har bir uchastkada tortib olishdagi o'q bo'ylab kuchini kamaytirish maqsadida tegishli qurilmalarni modernizatsiya qilish bo'yicha ishlar olib borilishi kerak.

1-jadval

Taranlik uchastkasi	aniqlanadigan ip harakati	Chiziqli zichligi 25 teks bo'lgan ipning tarangligi
	Ipni yig'ish yuzasidan echish nuqtasi, T_k	$T_k=0,5$ sN
	Ipni voronka yuzasiga kirishida, T_v	$T_v=13,7$ sN
	Ipni voronka yuzasidan chiqishida, T_{v1}	$T_{v1}=18,2$ sN
	Ipni varonka ko'zchasiga kirishida, T_{v2}	$T_{v2}=18,2$ sN
	Ipni ip chiqaruvchi trubkadan chiqishida, T_{v3}	$T_{v3}=24,3$ sN

Ipni pishitish jarayonini tahlil qilish uchun 3-rasmda keltirilgan tolali piltadan ip shakllantirish sxemasini ko'rib chiqamiz.

Ip tortilganda hosil bo'lgan tolali piltasimon halqacha V nuqtada rotor eng chetki uyig'idan uzoqlashadi, r_1 radius bo'ylab burilish qiladi va rotor radiusi yo'nalishi bo'yicha rotorning markazida joylashgan chiqaruvchi trubka voronkasi 5 tomon harakatlanadi. Havoning qarshiligi va tolalarning qayishqoqlik kuchlari tufayli bu uchastkada piltaning joylashuvi rotorning aylanishiga qarama-qarshi yo'nalishda engil egilish bilan egri chiziq bo'ylab amalga oshiriladi.



3-rasm. Ip shakllanish sxemasi

Chiqaruvchi trubka zichlagichidan o'tayotganda ip zichlagich radiusiga teng bo'lgan r_2 radius bo'ylab aylanadi. Shundan so'ng, ip rotorning aylanish o'qi bo'ylab harakatlanadi (SD uchastkasi), yana D nuqtada burilish qiladi va tortish valiklari 6 tomonidan ushlab olinadi va tortish tezligi U_{ot} bilan harakatlanadi. Uchastka 5 da ip o'z o'qi atrofida rotor aylanish chastotasi bilan aylanadi va buram oladi. Ushbu uchastka aylanganda, aylanuvchi qayishqoq moment yuzaga keladi, uning ta'siri ostida buram qisman ip uchastkasiga 4 o'tadi, ipni echish joyi V gacha etib boradi va echib olinadigan tolali piltaga buram beradi.

Chiqish kanalining mavjud konstruksiyalarida pishitish ballonida buzilishlar kuzatiladi, bunda normal yigirish jarayoni buziladi. Buning sababi, chiqish kanalidagi ipning pishitish konusi markazdan yuqori V_2 (1-rasm) qarab siljishidir. Ip pishitish ballonining eksentrikligi sababli uning aylanish jarayonida zichlagich va tirqish yuzasining o'rash burchaklari o'zgaradi, bu esa ip tarangligining pulsatsiyasiga olib keladi. Buning natijasida pishitish balloni buzilib buramning taqsimlanishini oldini oladi va bu yigiruv jarayoniga salbiy ta'sir qiladi. Natijada ipda parchalanish va uzilishlar hosil bo'luvchi bo'sh uchastkalar yuzaga keladi.

Pishitish balloni konusi siljishining bartaraf etish va shu bilan yigirish jarayonini barqarorlashtirish va ipning sifatini oshirish kerak. Buning uchun AUTOCORO mashinalarida ipni chiqarish moslamasi ipning chiqish burchagi o'zgartirildi, endi u 30^0 ga teng (90^0 BD-mashinalarida).

Pnevmomexanik usulda ip shakllantirish texnologiyasi ipga ko'p buram berishni talab qiladi, boshqa tomondan esa ipning buramlar soni ko'payishi matoning iste'mol xossasiga salbiy ta'sir ko'rsatadi.

Ushbu qarama-qarshilikni bartaraf qilish uchun turli ip o'tkazgich qurilmalar, buram intensivatorlar, ya'ni yigiruv rotoridan ipni ajratish nuqtasida ipga buram berishni oshirish uchun mo'ljallangan moslamalar tavsiya etilgan [30].

Shuningdek, chiqish moslamasiga turli xil kompensatorlar, ya'ni teng tomonli buram konuslarini, ipda bir xil taranglikni ta'minlovchi buram stabilizatorlarini (Torque Stop) o'rnatmoqdalar. Bunda ip kanal devorlariga urilmaydi va yigirish barqarorligi oshadi.

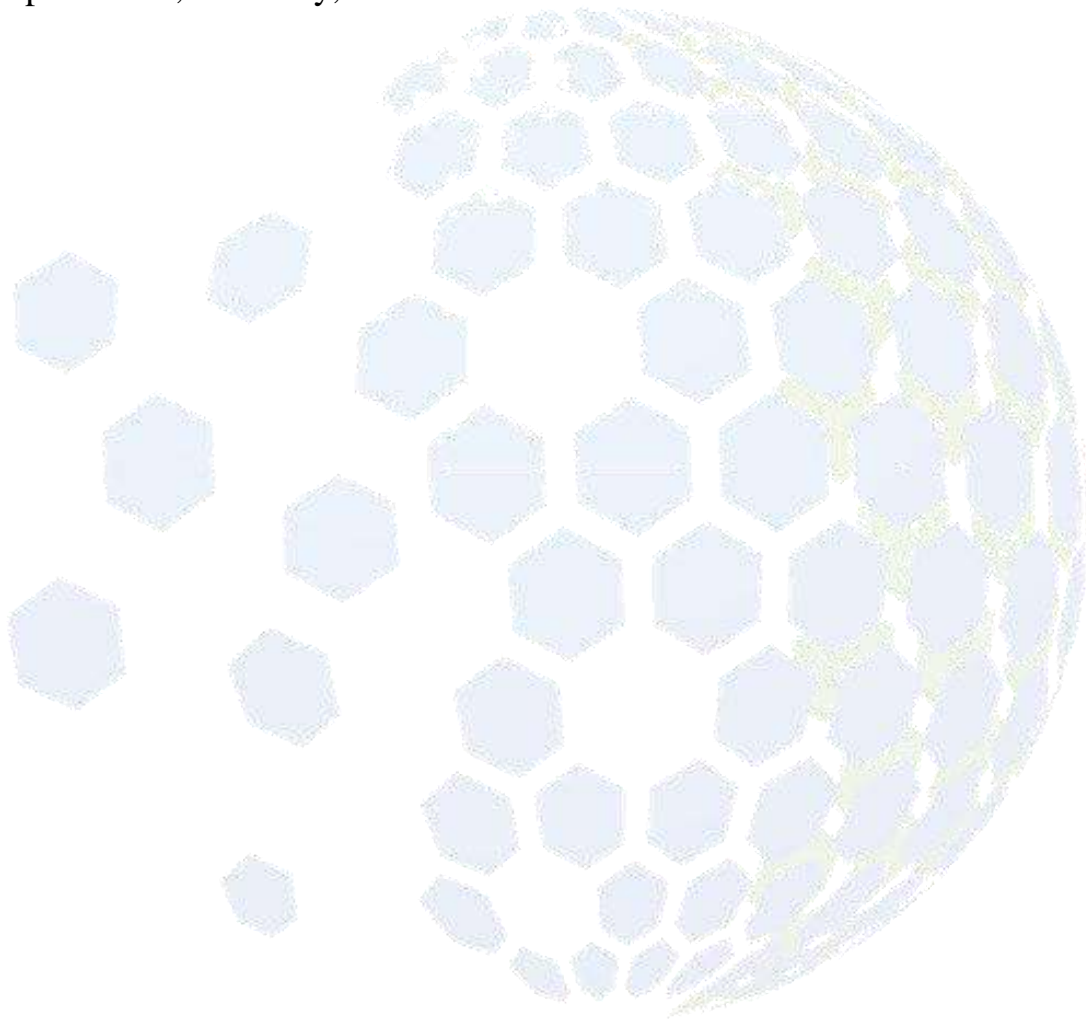
Yuqorida keltirilgan nazariy va tajribalardan kelib chiqib pnevmomexanik ipning fizik-mexanik xossalarini yaxshilash maqsadida ip o'tkazgich varonkasini yangi konstruksiyasi yaratildi.

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**YIGIRISH XOMAKI MAHSULOTLARI TOLALARINING
TO‘G‘RILANISH VA PARALELLANISH DARAJASINI TAHLILI**

A.Pirmatov

Texnika fanlari nomzodi, professor

Toshkent to‘qimachilik va yengil sanoat instituti

***Annotatsiya.** Maqolada paxta tozalash korxonasida turli ishchi bosim kuchida zichlangan paxta tolasini yigirish yarim mahsuloti sifat ko‘rsatkichlari tahlil qilingan.*

Yigirish fabrikalarida paxta toylari maxsus avtotoyitkichlarda titiladi va keyingi bosqichga uzatiladi. Titish jarayonida tolalarga tituvchi organlar garnaturalari bilan kuchli takroriy mexanik ta’sirlar ko‘rsatadi. Tolani toylashda ishchi bosim kuchini kamaytirib, yigirish o‘timlarini qisqartirib mahsulot tayyorlansa uning sifat ko‘rsatkichlari yaxshilanadi.

Sifatli ip yigirishda tolali mahsulotning titilganlik darajasining yuqori bo‘lishi toza va ravon ip tayyorlashda katta ahamiyatga ega. Ip yigirish jarayonining murakkab muammolaridan biri mahsulotni cho‘zib tekislash vazifasi hisoblanadi. Cho‘zish natijasida tolalar bir-biriga nisbatan sirpanib harakatlanib old va orqa uchlari to‘g‘rilanadi, bir-biriga nisbatan parallel yuqori darajada to‘g‘rilangan va tekislangan tolalar bir tekis, ravon pishiq ip tayyorlash imkoniyatini ta’minlaydi.[1]

Cho‘zish miqdori qanchalik kata bo‘lsa, tolalar uchlari shuncha yaxshi to‘g‘rilanadi. Tadqiqotchi olimlar tamonidan quydagi natijalar aniqlangan. Taralgan piltasida tolaning to‘g‘rilanganligi 55%, piltalangan piltada to‘g‘rilanganligi 71-75%, pilikda 78-80% ga teng.

Mahsulot tarkibidagi tolalarning to‘g‘rilanish darajasiga yigirish texnologiyasi o‘timlarida jarayonlarni to‘g‘ri tashkil qilinganligi ta’sir ko‘rsatadi. Ushbu maqolada turli ishchi bosim kuchida zichlangan paxta tolasidan tayyorlangan yigirish xomaki mahsulotlarini tarkibidagi tolalarni to‘g‘rilanganligi va parallellanish darajasini tahlil qilish maqsad qilib olindi. Turli ishchi bosim kuchida zichlangan paxta tolasidan tayyorlangan taralgan va piltalangan piltadan tajriba o‘tkazish uchun “Beruniyteks” qo‘shma korxonasida pnevmomexanik 29 teks ip yigirish sharoitida tazning har xil joyidan 10 tadan 200 mm qirqimdagi namunalarni tanlab olindi. Namunalarni tahlil qilishda mahsulotning chiqish yo‘nalishiga ahamiyat berildi.

Laboratoriya sharoitida «To‘qimachilik materialshunosligi» kafedrasidagi mavjud takomillashtirilgan jihozida pilta-pilikdagi tolalarni to‘g‘rilanganligi va parallellanish darajasini aniqlandi.

O'rnatilgan tartibda har bir variantdagi namunalar 10 tadan takroriylikda I.S. Leontyeva uslubi bilan paxta tolasining parallellashish koeffitsenti, egilganlik ko'rsatkichlari va tolalarni to'g'rilanganlik darajasi aniqlandi [3].

Tolalarning tekislanganlik va parallellashganlik ko'rsatkichlari sifatida quyidagilar tavsiya etildi:

Tolalarning egilganlik ko'rsatkichlari (r_{pr}, r_{obr}) yoki ularning ulushini aniqlash quyidagi formula yordamida aniqlandi:

$$\rho_{np} = \frac{E_{np}}{N_{np} + E_{np}} \cdot 100 \% \quad (1)$$

$$\rho_{o\delta p} = \frac{E_{o\delta p}}{N_{o\delta p} + N_{o\delta p}} \cdot 100 \% \quad (2)$$

o'rtachasi:

$$\rho = \frac{\rho_{np} + \rho_{o\delta p}}{2} \quad (3)$$

Bu yerda E, N lar rostlangan va rostlanmagan tolalar uchlari.

Tolalarning parallellanganlik koeffitsiyentini k_{op} quyidagi formula yordamida aniqlanadi:

$$K_{on} = \frac{N + E}{C + N + E} \quad (4)$$

Tolalarning to'g'rilanish va parallellanish samaradorligini quyidagi formula yordamida aniqlandi:

$$\varepsilon_{rij} = \frac{K_{oni} - K_{on(i-1)}}{K_{on(i-1)}} \cdot 100 \% \quad (5)$$

Tolalarning bukilgan uchlarni tekislash samaradorligi E_p quyidagi formula yordamida aniqlandi:

$$\varepsilon_p = \frac{\rho_{(i-1)} - \rho_i}{\rho_{(i-1)}} \cdot 100 \% \quad (6)$$

Yigirish jarayonidjan olingan yarim tayyor mahsulotlarning parallellanish koeffitsiyenti, egilganlik kursatkichi, tolaning to'g'rilanish darajasi, o'rtacha kvadratik og'ishi quyidagi jadvalda keltirilgan.

Tarash mashinasidagi tolalarning tekislanish ko'rsatkichlariga toylash ishchi bosim kuchining ta'siri

1-jadval

/r	Ko'rsatkichlar	Toylash ishchi bosim kuchi Mpa					
		toylanmagan	16	20	24	28	32
.	Paxta tolasining nisbiy parallellashish koeffitsiyenti,%	0,510	0,500	0,470	0,45	0,44	0,410
.	Egilgan tolalar ulushi, %	12	12	12	11	11	11
.	Tolaning to'g'rilanish koeffitsiyenti, %	0,649	0,639	0,610	0,590	0,580	0,550
.	O'rtacha kvadratik og'ishi, %	0,012	0,012	0,0135	0,0134	0,0132	0,0137

Piltalash mashinasidagi tolalarning tekislanish ko'rsatkichlariga toylash ishchi bosim kuchining ta'siri

2-jadval

t/r	Ko'rsatkichlar	Ishchi bosim kuchi, Mpa					
		toylanmagan	16	20	24	28	32
1.	Paxta tolasining nisbiy parallellashish koeffitsiyenti,%	0,690	0,680	0,670	0,650	0,640	0,610
2.	Egilgan tolalar ulushi, %	5,2	5,2	5,1	4,8	4,7	4,0
3.	Tolaning to'g'rilanish koeffitsiyenti, %	0,829	0,819	0,809	0,789	0,779	0,749
4.	O'rtacha kvadratik og'ishi, %	0,0107	0,0107	0,0109	0,0111	0,0114	0,0118

1-2 jadvalda natijalarini tahlilida toylanmagan va 16 MPa ishchi bosim kuchida toylangan paxta tolasining ko'rsatkichlariga nisbatan solishtirsak, 20 MPa ishchi bosim kuchida toylangan paxta tolasidan olingan taralgan piltadagi tolalarning parallellashish koeffitsiyenti 6,0 % ga kamaydi.

Egilganlik ko'rsatkichi o'zgarmadi, tolalarning to'g'rilanish koeffitsiyenti 3,1 % ga kamaydi, o'rtacha kvadratik og'ishi 11,1 % ga oshdi. Piltalangan piltadagi tolalarning parallellashish koeffitsiyenti 1,5 % ga, egilganlik ko'rsatkichi 1,9 % ga, tolalarning to'g'rilanish koeffitsiyenti 1,6 % ga kamaydi. O'rtacha kvadratik og'ishi 1,8 % ga oshdi, 24 MPa ishchi bosim kuchida toylangan paxta tolasidan olingan tarash mashinasi piltasidagi tolalarning parallellashish

koefitsiyenti 10,0 % ga, egilganlik ko'rsatkichi 8,3 % ga, tolalarning to'g'rilanish koefitsiyenti 4,6 % ga kamaydi, o'rtacha kvadratik og'ishi 10,4 % ga oshdi. Piltalangan piltadagi tolalarning parallellashish koefitsiyenti 4,4 % ga, egilganlik ko'rsatkichi 7,7 % ga, tolalarning to'g'rilanish koefitsiyenti 3,6 % ga kamaydi, o'rtacha kvadratik og'ishi 3,6 % ga oshdi, 28 Mpa ishchi bosim kuchida toylangan paxta tolasidan olingan taralgan piltadagi tolalarning parallellashish koefitsiyenti 14,0 % ga, egilganlik ko'rsatkichi 8,3 % ga, tolalarning to'g'rilanish koefitsiyenti 4,2 % ga kamaydi, o'rtacha kvadratik og'ishi 9,1 % ga oshdi.

Piltalangan piltadagi tolalarning parallellashish koefitsiyenti 8,8 % ga, egilganlik ko'rsatkichi 15,4 % ga, tolalarning to'g'rilanish koefitsiyenti 6,1 % ga kamaydi, o'rtacha kvadratik og'ishi 6,1 % ga oshdi. 32 Mpa ishchi bosim kuchida toylangan paxta tolasidan olingan taralgan piltadagi tolalarning parallellashish koefitsiyenti 18,0 % ga, egilganlik ko'rsatkichi 8,3 % ga, tolalarning to'g'rilanish koefitsiyenti 15,4 % ga kamaydi, o'rtacha kvadratik og'ishi 12,4 % ga oshdi, piltalangan piltadagi tolalarning parallellashish koefitsiyenti 10,3 % ga, egilganlik ko'rsatkichi 23,1 % ga, tolalarning to'g'rilanish koefitsiyenti 8,0 % ga kamaydi, o'rtacha kvadratik og'ishi 9,3 % ga oshdi.

Olingan natijalar dispersiyalarining bir turliligini ahamiyatligi Fisher mezonlari asosida tekshirildi. Buning uchun S_1^2 va S_2^2 bir xil normal taqsimlangan majmualarni bahosi bo'ladi. Normal gipotezalar $H_0: \sigma_1^2 = \sigma_2^2$ uchta raqobatli gipotezalar: $H_1: \sigma_1^2 \neq \sigma_2^2$; $H_2: \sigma_1^2 \geq \sigma_2^2$; $H_3: \sigma_1^2 \leq \sigma_2^2$ ga solishtirib baholanadi. U_1 va U_2 tasodifiy qiymatlar normal taqsimlanish qonuniga mosligini hisobga olib, ikkita dispersiya solishtiriladi va F (Fisher) mezon bo'yicha baholanadi

Xususiy hol: $F = \frac{S_1^2}{S_2^2}$, suratda ikkalasining katta dispersiyasi.

Fisher taqsimoti

$$F \left\{ \begin{array}{l} f = m_1 - 1 \\ f = m_2 - 1 \end{array} \right. , \text{ hamda } \alpha \left. \right\} \text{ e'tiborga olinadi.}$$

$$F_R = \frac{S_1^2\{y\}}{S_2^2\{y\}} = \frac{\frac{1}{m_1 - 1} \sum (y_{21} - \bar{y}_2)^2}{\frac{1}{m_2 - 1} \sum (y_{21} - \bar{y}_2)^2} \text{ bu } F_T \{P_D = 1 - \alpha; f_1 = m_1 - 1; f_2 = m_2 - 1\}$$

bilan solishtirildi.

Olingan natijalar ahamiyatligi Fisher mezonlari asosida tekshirildi.

$F_R < F_T$ bo'lsa, $\sigma_1^2 \neq \sigma_2^2$ ikki yoklama kritik chegaralarda baholandi.

Tadqiqot natijalarini o'rtacha sifat ko'rsatkichlari farqlarining ahamiyatligini $P_D=0,95$ ishonch ehtimolligida Student hamda Fisher mezonini bilan baholandi, ya'ni $t_R > t_T$ bo'lganligi uchun $\alpha=0,005$ bo'lganda tolalar o'rtacha nisbiy parallellashganlik koeffitsienti tengligi to'g'risidagi nolli gipoteza rad qilinadi, ya'ni taqqoslangan namunalarda tolalar to'g'rilanish koeffitsienti o'zgarishi ishonchli deb hisoblanadi.

Xulosa.

1. Xulosa qilib, toylangan paxta tolasining ishchi bosim kuchi ortishi bilan tolalarning tekislanish darajasi kamayib borishligini ta'kidlash mumkin. Bu ipning sifat ko'rsatkichlariga ijobiy ta'sir ko'rsatadi.

2. Paxta tolasining parallellashish koeffitsienti, tolaning rostlanish darajasi, egilganlik ko'rsatkichlari taxlil qilindi.

3. O'rtacha sifat ko'rsatkichlari farqlarining ahamiyatligini $P_D=0,95$ ishonch ehtimolligida Student hamda Fisher mezonini bilan baholandi.

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AKT SOHASIDA TA'LIM OLUVCHILARGA MUSTAQIL TA'LIM
UCHUN PLATFORMA YARATISH

TATU SF 4-bosqich talabasi

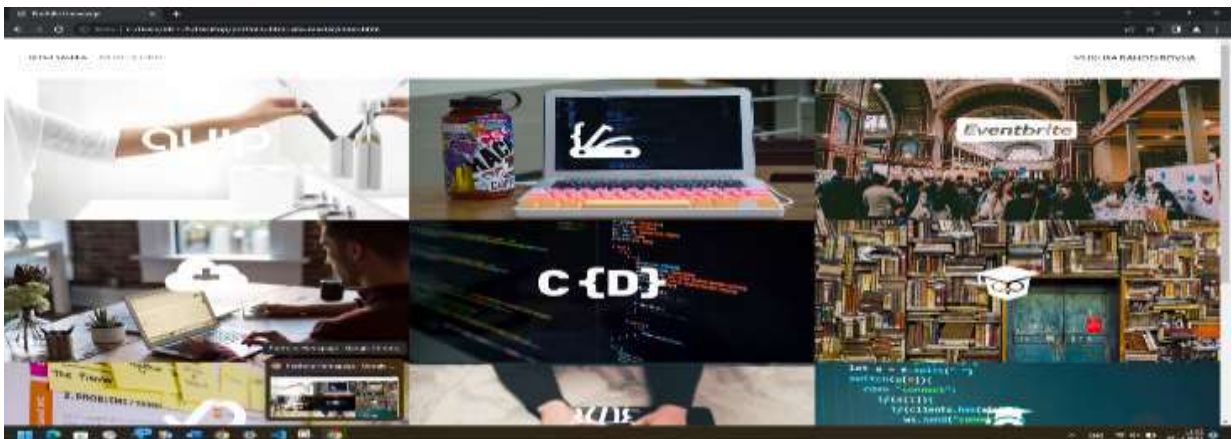
Ahatova.M.B.

Аннотация: В статье исследуются платформы дистанционного обучения, анализируются их и обучаются клиенты использованию системы. Этот ресурс обеспечивает самостоятельное обучение учащихся и предоставляет доступ к учебникам с открытым исходным кодом. Основное внимание уделяется возможностям использования современных технологий в учебном процессе и его эффективности. Этот ресурс обеспечивает самостоятельное обучение учащихся и предоставляет доступ к учебникам с открытым исходным кодом.

Ключевые слова: электронный образовательный ресурс, непрерывное образование, дистанционное образование, AutoPlay, обучающийся, самостоятельное образование.

Ta'lim jarayonida yangidan-yangi axborot kommunikatsiya va pedagogik texnologiyalarni , elektron darsliklar , multimediyalar vositasida keng joriy etish orqali mamlakatimiz maktablarida o`qitish sifatini tubdan yaxshilash, darsliklarda yangi pedagogik texnologiyalardan foydalanib ta'lim samaradorligini oshirish kerak.

Olib borilayotgan islohotlar samarasini yanada oshirish, davlat jamiyatning har tomonlama va jadal rivojlanish uchun shart-sharoitlar yaratish, mamlakatni modernizatsiya qilish hamda hayotning barcha sohalarini liberallashtirish bo'yicha yo'nalishlarni amalga oshirish maqsadida O'zbekiston Respublikasi Prezidenti Sh.Mirziyoevning 2017 yil 7 fevraldagi "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida"gi Farmoniga asosan 2017-2021 yillarda O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yo'nalishi bo'yicha Harakatlar strategiyasi tasdiqlandi. Farmon bilan 2017-2021 yillarda O'zbekistonni rivojlantirishning beshta ustuvor yo'nalishi bo'yicha



harakatlar strategiyasini amalga oshirish bo'yicha Milliy komissiya, shuningdek ustuvor yo'nalishlarni amalga oshirish bo'yicha komissiyalar tashkil etildi.

1-rasm. mustaqil ta'lim uchun platforma oynasi

Bugungi kunda ijtimoiy turli ko'rinishdagi axborotlar majmuasi keng va rivojlangan bo'lib, uning jamiyatda tutgan o'rni behisobdir. Oxirgi davrda axborotli muhitda katta o'zgarishlar bo'lib bormoqda.

Respublikamizda axborotlashtirish keng yo'lga qo'yilishi bilan undagi har bir fuqaroga kerakli paytda, kerakli miqdorda, kerakli sifatda olish imkoniyatlari ochilmoqda. Informatika – axborotni qayta ishlash, ularni qo'llash, va ijtimoiy amaliyotning turli sohalariga ta'sirini – EHM tizimlariga asoslangan holda ishlab chiqish, loyihalash, yaratish, baholash, ishlashning turli jihatlarini o'rganuvchi kompleks ilmiy va muhandislik fani sohasidir. Informatika bir jihatdan axborot modellarini ko'rishning umumiy metodologik tamoyillarini sihlab chiqishga yo'naltirilgan. Shu bois axborot uslublari obyekt, hodisa, jarayon va hokazolarni axborot modellari yordamida bayon etish imkoniyatiga egadir.

Masalaning qo'yilishi. Mazkur individual loyiha kompyuterli o'qitish tizimi uchun multimedialardan foydalanib yaratilgan "AKT sohasida dasturlash tillarini o'qitish bo'yicha Web dasturlash" fanidan elektron o'quv uslubiy majmuani ishlab chiqarish va fanlar bo'yicha ma'lumotlarni o'z ichiga oladi.

Mavzuning dolzarbligi shundan iboratki, bugungi kunda Web dasturlash sohasida faoliyat olib borayotgan mutaxassislarni ishini yanada osonlashtirish va Web dasturlash texnologiyalarni qo'llashni o'rgatish uchun elektron dasrliklar yaratishga bo'lgan talab oshib bormoqda. Kompyuter texnologiyalaridan foydalanishni o'rgatish va shu bilan birga talabalarni bu sohadagi qiziqishlarini oshirishga xizmat qiladi.

Insoniyat faoliyatining aksariyat jabhalarini kompyutersiz tasavvur qilish qiyin. Faoliyatning eng tez o'zgaruvchan dinamik turi bo'lgan ta'lim ham ushbu jarayondan chetda qolmadi. Bu holatda kompyuter bilan muloqotni osonlashtirish, uning e'tiborini tortish, qiziqtirish uchun ma'lumotingizni boshqalarga qanday qilib eng qulay va samarali tarzda yetkazish mumkinligi to'g'risida savol tug'iladi.

Multimedia texnologiyalari (multi – ko'p, media – muhit) – bir vaqtning o'zida ma'lumot taqdim etishning bir nechta usullaridan foydalanishga imkon beradi: matn, tasvir, audio va video.

Multimediali texnologiyaning eng muhim xususiyati interfaollik – axborot muhiti ishlashida foydalanuvchi ta'sir o'tkaza olishga qodirligi xisoblanadi. So'nggi yillar davomida ko'plab multimediali dasturiy maxsulotlar yaratildi va yaratilmoqda: ensiklopediyalar, o'rgatuvchi dasturlar, kompyuter taqdimotlari va

boshqa. Multimediali elektron ta'lim resurslarini yaratish muallifning mahorati, tajribasi va fantaziyasiga bog'liq.

Elektron darslik bu mavjud o'quv qo'llanma, darslikning undan foydalanuvchiga qulaylik yaratish maqsadida maxsus dasturiy vositalar yordamida ixcham holatga keltirilgan ma'lumotlar to'plamidan iborat. Elektron darslik tayyorlashda taqdim etilayotgan ma'lumotlar undan foydalanuvchilarga qulay, qiziqarli va kerakli bo'lishligi ahamiyatlidir. Hozirgi kunda elektron darsliklarni bir necha xil tayyorlash usullari mavjud. Ko'pchilik holatlarda tayyorlanayotgan elektron darslik ma'lumotlari dastlab HTML sahifalari ko'rinishiga o'tkaziladi. HTML tili imkoniyatlaridan foydalanib ham elektron darslik tayyorlash mumkin. Bu sohaning hozirda imkoniyatlari kengaygan. HTML sahifalari tayyorlovchi va ularga bezak berish imkonini beruvchi maxsus dasturlar ishlab chiqilgan. Bunday dasturlarga misol sifatida Microsoft FrontPage, Dreamweaver dasturlarini keltirish mumkin. Bu dasturiy vositalar yordamida osonlik bilan elektron darsliklar tayyorlash va tahrirlash imkoniyatlari mavjud. Lekin bularda ma'lumotlar .html yoki .htm kengaytmali ko'rinishda saqlanadi va elektron darslik tarkibidagi ma'lumotlar ko'p bo'ladigan bo'lsa uni ma'lumot tashuvchi kompyuter qurilma (fleshka)larga ko'chirish yoki ko'chirib olish ko'p vaqt talab etadi. Bu esa doim ham hushlanavermaydi. Anashu holatlardan qochish uchun maxsus dasturiy vositalar ishlab chiqilgan bo'lib, ular yordamida mavjud HTML tilida tayyorlangan elektron darsliklarni osonlik bilan **exe** yoki **chm** kengaytmali fayllar holatiga keltirish mumkin. Bunday elektron darsliklar foydalanishga qulayligi va yuqoridagi kamchiliklardan holiligi bilan oddiy HTML ma'lumotlar to'plamidan iborat bo'lgan elektron darsliklardan afzal hisoblanadi. Bu elektron darslikning afzalligi uning hajmini oddiy HTML hujjatlari papkasidan iborat elektron darslik hajmidan kichikligidir. Bunday elektron darsliklarni ko'chirish yoki ko'chirib olish oson va qisqa vaqt talab etadi.

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Aholi o'rtasida IT yo'nalishini o'rgatishda mahallalar qoshida kurslarni tashkil etish.

TMTI "Avtomatlashtirish va boshqarish" kafedrasini o'qituvchisi:

Mengatova Xurshida Toshmuxamatovna xurshidamengatova@gmail.com

+99890519 00 72

Termiz muhandislik-texnologiya instituti talabasi:

Choriyev Bobir Bohodir o'g'li boburchoriyev73@gmail.com ,

+998(94)599 54 55

Tayanch so'zlar: raqamli savodxonlik, Bir million dasturchi, loyiha, kiberjinoyat, Media, girafik dizaynerlar, axborot texnologiyalar, sojil mediya, marketing.

Anatatsiya:

Mahallalarda aholining bo'sh vaqtini mazmunli o'tqazish, yoshlarni kasbga yo'naltirish, IT yo'nalishi bo'yicha, savotxonlikni oshirish bo'yicha inavatsion yo'nalish va chora-tadbirlarni amalga oshirish bo'yicha fikr yuritilgan.

Bugungi kunda maxalalarda ishsizlar soni ortib bormoqda, biz shuni oldini olish maqsadida maxalalar qoshida IT kurslarini tashkil etib yoshlarni turli diniy oqimlar va xarxil vidyo o'yinlarga kiribketishini oldini olgan bo'amiz. Ma'lumki, dunyoning eng ilg'or kashfiyot va ishlanmalari aynan axborot texnologiyalari sohasida yaratilmoqda. Shu bois sohani o'rganmoqchi bo'lgan yoshlar davlat tomonidan to'liq qo'llab-quvvatlanyapti. Prezidentimizning 2021 yil 20 apreldagi "Yoshlarning tadbirkorlik faoliyatini qo'llab-quvvatlash va bandligiga ko'maklashish, ularni ijtimoiy himoya qilish hamda bo'sh vaqtini mazmunli tashkil etishga oid qo'shimcha chora-tadbirlar to'g'risida"gi farmoni bilan "Bir million dasturchi" loyihasi doirasida o'quv kurslarini muvaffaqiyatli tamomlagan yoshlarga, shuningdek, IT-park rezidentining o'quvchisi yoki bitiruvchisi bo'lgan yoshlarga iste'mol krediti orqali kompyuter xarid qilish uchun kafillik berish hamda mazkur kreditlarning foiz to'lovlarini Yoshlar ishlari agentligi tomonidan kompensatsiya qilish yo'lga qo'yildi. Bu qiziqishi bor ammo o'z kapyuteri bo'lmadan yoshlarga juda qo'l keladi. Bugungi kunda yoshlarni axborot texnologiyaga jalb etishga kata etibor qaratilmoqda. Bu loyxa bo'sh o'rni yaratish blan bir qtorda yoshlarni vaqtini samarali o'tkazish, kompyuterda ishlashini o'rgatish, axborot texnologiyalar blan tanishib o'z ustida ishlash kasb o'rganishni taminlaydi. Ular yerning istalgan joyida o'z ishlari yani IT soxasi orqali pul topishlari mumkin.

Ushbu loyhadan kutilayotgan natija, mahalalardagi yoshlarni bo'sh vaqtlarini unumli o'tkazish, bo'sh ish o'rinlarini yaratish. Xar bir yaxshi yomon fikrlar bekorchilik va be maqsadlikdan kelib chiqadi. Insonlar ishsiz nazoratsiz yurgandan kiyin pul taklif qilish evaziga xar xil omillar va diniy oqimlardan jalb qilib olish

osond bo'radi, bizning maqsadimiz shundan iboratki bo'sh ish o'rinlari yaratish yoshlarni kompyuter savodxonligiga o'rgatish. IT Sohasiga keng jalb qilish maqsadida "Bir million dasturchi" loyihasi joriy qilindi va ushbu loyiha doirasida yoshlarga dasturlash tillarini o'rgatish ishlari amalga oshirildi. "Bir million dasturchi" loyihasi doirasida 2021—2022-yillarda yoshlarni kompyuter dasturlashga qiziqadigan yoshlarni aniqlash, o'qitish va ish bilan ta'minlashga qaratilgan kompleks chora-tadbirlar dasturi tasdiqlandi.

Hozirda "Bir million dasturchi" loyiha doirasida 2,5 million nafardan ortiq foydalanuvchi ro'yxatdan o'tgan. Shundan 1,7 million nafardan ortiq ishtirokchi loyiha doirasida ta'lim olmoqda. Bugun aholining raqamli savodxonligini oshirish va axborot texnologiyalardan foydalanish ko'nikmalarini shakllantirish zamonaviy dunyoning asosiy talab va mezoniga aylandi. Oddiy misol sifatida internetdan foydalana olish ko'nikmasini keltirish mumkin. Tadqiqotlarga ko'ra, joriy yilning yanvar holatiga O'zbekistonda 26,74 million internet foydalanuvchisi bor. Shundan 5,35 millioni ijtimoiy tarmoqlardan foydalanadi va bu raqam umumiy ko'rsatkichning 20 foiziga teng. Garchi internet foydalanuvchilari soni umumiy aholi soniga nisbatan deyarli 75 foizni tashkil qilsa-da, dunyoda keng tarqalgan ijtimoiy tarmoqlardan aholining bor-yo'g'i 15 foizi foydalana oladi. Bu ko'rsatkich 36 million nafardan ortiq aholini hisobga olganda, ancha kam. Shuning uchun raqamli savodxonlik va axborot madaniyatini rivojlantirish masalasi dolzarb bo'lib qolmoqda. Ushbu maqsadda respublikaning barcha tuman va shaharlarida raqamli texnologiyalar o'quv markazlari faoliyati bosqichma-bosqich yo'lga qo'yilyapti. Bugun raqamli savodxonlik kiberjinoiyatlardan himoyalani uchun ham zarur bo'lmoqda.

Media olamida aldanib qolmaslik, shaxsiy ma'lumotlar dahlsizligini saqlash uchun ham inson zaruriy ko'nikmalarni egallashiga to'g'ri keladi. Aytish kerak, respublikada bu borada bir qator choralar ko'rilyapti. Masalan, ta'lim tashkilotlari, ommaviy axborot vositalari va boshqa resurslar orqali raqamli maydonda kuzatilib turgan kiberjinoiyatlarni oldini olish, ulardan saqlanish uchun mediasavodxonlik darslari tashkil etilmoqda, axborot ma'lumotlari tarqatilmogda. Ushbu tadbirlar natijasida aholi orasida raqamli shaxsiy ma'lumotlarni uchinchi shaxslarga bermaslikdan tortib, fishing va boshqa kiberjinoiyatlarni oldini olishga qaratilgan zaruriy ko'nikmalar shakllantirilmoqda. Yoshlar orasida raqamli savodxonlikni targ'ib qilish hamda kompyuter dasturlash va IT-stifikatlarni qo'lga kiritgan. IT ingilzcha (Information texnology-axborot texnologiya) so'zidan olingan, ITsoxasi SMM, girafik dizaynerlar, kabilarni o'zichiga oladi. SMM (sojil mediya marketing) so'zidan olingan bo'lib bu ijtimoiy tarmoqlarda biror bir soxani targ'ib qilish va uni reklama qilish kabi ishlar blan shug'illanadi, girafik dizaynerlar bu rassomlar

qog'ozda chizadigan tasvirlarni ular shunchaki kompyuterda tasvirlab beradi. ITda qanday yo'nalish tanlash mumkin, buni yo'nalishlari juda ko'p masalan, o'yinlar yaratish, veb dasturlash, mabil dasturlash, sixemalarga kod yozish kabilar bu yo'nalishni dasturchini o'zi qiziqishiga qarab tanlagani maqul daromatdan qattiy nazar xarqanday yo'nalishni qiziqqan inson masterdarajada ko'tarishi mumkin.

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**TURLI SOHA VAKILLARIGA IT-TEXNOLOGIYA SOHASINI
O'RGATISHDA QO'SHIMCHA MASHG'ULOTLARNI TASHKIL QILISH**

TMTI "Avtomatlashtirish va boshqarish" kafedrası o`qituvchisi:

Mengatova Xurshida Toshmuxamatovna xurshidamengatova@gmail.com

+99890519 00 72

Termiz muhandislik-texnologiya instituti talabasi:

G'ayratova Dilyora Sherali qizi dinoragayratova49@gmail.com ,

+998(88)1514303

Tayanch so'zlar: kompyuter texnikasi, dasturiy ta'minot, elektronika, telekommunikatsiya uskunalari, yarim o'tkazgichlar, electron pochta, matematik amallar, messenjerlar, chatlar

Anotatsiya: Turli soha vakillariga IT-texnologiya sohasini o'rgatishda qo'shimcha mashg'ulotlarni tashkil qilish dasturini tuzishni o'rganish jarayonlari ko'rsatib o'tilgan.

IT-ingliz tilidan olingan bo'lib, "Information Technology" so'zining qisqartmasi hisoblanadi. Information Technonlogy bu- axborotni hosil qilish, uni yig'ish, tarqatish, saqlash, qayta ishlash, himoyalash kabi vazifalarni bajaruvchi hisoblash texnikasidir. Hozirgi kunda hisoblash texnikasi vazifasini kompyuterlar bajaradi, shuning uchun IT so'zi ishlatilganda asosan kompyuter texnologiyasi tushuniladi.

Axborot texnologiyalari atamasi odatda, kompyuterlar va kompyuter tarmoqlarining sinonimi sifatida ishlatiladi, lekin u [televizor](#) va [telefon](#) kabi boshqa axborot tarqatish texnologiyalarini ham qamrab oladi. Iqtisodiyot doirasidagi bir qancha mahsulot yoki xizmatlar axborot texnologiyalari, jumladan, [kompyuter](#) texnikasi, [dasturiy ta'minot](#), [elektronika](#), [yarimo'tkazgichlar](#), [internet](#), [telekommunikatsiya uskunalari](#) va [elektron tijorat](#) bilan bog'liq.

Amaldagi saqlash va qayta ishlash texnologiyalariga asoslanib, IT rivojlanishining to'rtta fazasini ajratish mumkin: mexanikgacha (miloddan avvalgi 3000-yildan miloddan avvalgi 1450-yilgacha), mexanik (milodiy 1450-yildan milodiy 1840-yilgacha), elektromexanik (milodiy 1840-yildan milodiy 1940-yilgacha) va elektron (1940-yildan hozirgi kungacha).

YUNESKO tomonidan qabul qilingan ta'rifga ko'ra, IT axborotni qayta ishlash va saqlash bilan shug'ullanuvchi kishilar mehnatini samarali tashkil etish usullarini o'rganuvchi o'zaro bog'liq bo'lgan ilmiy, texnologik va muhandislik fanlari majmuasidir; kompyuter texnologiyalari va odamlar va ishlab chiqarish uskunalarni tashkil etish va o'zaro ta'sir qilish usullari, ularning amaliy qo'llanilishi, shuningdek, bularning barchasi bilan bog'liq ijtimoiy, iqtisodiy va

madaniy muammolar. AT ning o'zi murakkab tayyorgarlikni, yuqori boshlang'ich xarajatlarni va yuqori texnologiyali texnologiyani talab qiladi. Ularni amalga oshirish matematik dasturiy ta'minotni yaratish, modellashtirish va oraliq ma'lumotlar va echimlar uchun axborot omborlarini shakllantirishdan boshlanishi kerak.

Garchi odamlar eng qadimgi yozuv tizimlari yaratilgandan beri ma'lumotni saqlash, olish va muloqot qilish bilan shug'ullangan bo'lsalarda, axborot texnologiyalari atamasi birinchi marta 1958-yilda garvard Business Review jurnalida chopetilgan maqolalarda paydo bo'gan; mualliflar Garold J.Leavitt va Tomas L.Uisler "yangi texnologiyaning hali bitta aniq nomi yo'q. Biz uni axborot texnologiyalari (IT) deb ataymiz", deb sharhladilar. Ular uchta toifadan iborat:

-ishlov berish texnikasi;

-qaror qabul qilishda static va matematik usullarni qo'llash;

-kompyuter dasturlari orqali yuqori darajadagi fikrlashni simulyatsiya qilish.

IT,xo'sh hayotda bu so'z bilan nimalarni bog'lashimiz mumkin?

-Muloqot paytida (ijtimoiy tarmoqlar, messenjerlar, electron pochta, chat,...);

-axborot olish chog'ida (xabarlar, ob-havo ma'lumotlari,...);

-axborotni qayta ishlashda (matematik amallarni bajaruvchi dasturlar, garafiklar,videolar, yozuv,...);

-o'qish jarayonlarida (electron kitoblar, qo'llanmalar,...)

-dam olishda (kinolar, musiqalar, o'yinlar,...);

Demak, biz hayotimiz davomida qanday ish qilishimizdan qat'iy nazar, hatto dam olayotganimizda ham IT xizmatidan foydalanar ekanmiz.

Ish jarayonimiz kompyuter texnologiyalari bilan bog'liqligi uchun, har bir korxonalarda alohida IT bo'limlari mavjud, hattoki umuman kompyuterga aloqasi bo'lmagan korxonalarda ham. Qo'limizda turgan oddiy mobil telefonimiz ham IT qurilma hisoblanadi, chunki biz ushbu qurilmada qandaydir ma'lumotni saqlaymiz. Bundan ko'rinadiki hozirgi kunda IT sohasiga qiziqish va talab kata hissa qo'shadi.

IT texnologiyalari aholining turli soha vakillari uchun juda qulayliklar yaratib beradi. Masalan ishlab chiqarish korxonalari uchun oladigan bo'lsak hisob-kitob ishlarini , umumiy qilib aytganda boshqaruv tizimlarini hozirgi kunda IT sohasisiz tassavvur qilib bo'lmaydi. bu korxonalar rivoji uchun ham katta hissa qo'shadi.

Bugungi kunga ta'lim mazmunini modernizatsiyalash, ta'lim sifatini oshirish, ta'lim innovatsion texnologiyalarni keng joriy etishga yo'naltirilgan ko'plab innovatsiyalar yaratilmoqda va amaliyotda joriy etilmoqda. IT sohasi ta'limda ham ko'p qulayliklar yaratib beradi. O'quvchilarni darsga qiziqtirish

uchun har xil slaydlar ko'rgazmalardan foydalanish ham IT tarmoqlaridan biri hisoblanadi.

O'zbekiston Respublikasi Prezidentining 2021-yil 17-fevraldagi "Sun'iy intellekt texnologiyalarini jadal joriy etish uchun shart-sharoitlar yaratish chora-tadbirlari to'g'risida"gi PQ-4996-son qaroriga muvofiq ,shuningdek, sun'iy intellekt texnologiyalari asosida innovatsion biznes-modellar, mahsulotlar va xizmat ko'satish usullari rivojlanish uchun qulay va maqbul ekotizm yaratish, ularni belgilab berilgan ustuvor tarmoqlar va sohalarda tezkorlik bilan joriy etish va amaliyotga tadbiq etish maqsadida ushbu loyihani tuzdim.

Foydalanilgan adabiyotlar:

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BANKLARDA BUXGALTERIYA HISOBI O'ZGACHALIKLARI

Nukus Innovatsion Instituti assistant o'qituvchisi

Yuldasheva Mexrunisa

Annotatsiya: Maqolada tijorat banklarida buxgalteriya hisobini ishlab chiqishning maqsad va vazifalariga to'xtalib o'tilgan bo'lib, bunda asosan hisobotni ishlab chiqishga asos bo'luvchi asosiy hujjatlar haqida ham ma'lumotlar berilgan. Bundan tashqari banklarda buxgalteriya hisobining ahamiyati va uning boshqa tarmoqlar bilan o'xshashligi va o'zgachaliklari keltirilgan.

Kalit so'zi: Bankning operatsion ish kuni, ikki yoqlama yozuv, debet, kredit, buxgalteriya ma'lumotlari, foydalanuvchilar, bank egalari, bank hissadorlari, nazorat idoralari, xo'jalik operatsiyalari, dastlabki hujjatlar, buxgalteriya hisobining tamoyillari, uzluksizlik, hisoblash tamoyili.

“Banklar va bank faoliyati to'g'risida”gi O'zbekiston Respublikasi Qonuniga asosan, bank-tijorat tashkiloti bo'lib, bank faoliyati deb hisoblanadigan quyidagi faoliyat turlari majmuini amalga oshiradigan yuridik shaxsdir: – yuridik va jismoniy shaxslardan omonatlar qabul qilish hamda qabul qilingan mablag'lardan tavakkal qilib kredit berish yoki investitsiyalash uchun foydalanish; – to'lovlarni amalga oshirish. Banklar o'z faoliyatida ko'plab operatsiyalarni bajaradi. Banklar tomonidan bajariladigan operatsiyalar “Banklar va bank faoliyati to'g'risida”gi qonunda batafsil ko'rsatib berilgan.

O'zbekiston Respublikasining «Buxgalteriya hisobi to'g'risida»gi Qonuniga muvofiq, buxgalteriya hisobining asosiy maqsadi foydalanuvchilarni o'z vaqtida to'g'ri hamda aniq moliyaviy va boshqa buxgalteriya axborotlari bilan ta'minlash bo'lib hisoblanadi. Shundan kelib chiqib, banklarda buxgalteriya hisobi tashkil qilishdan maqsad hisob-kitob, kassa, valyuta, qimmatli qog'ozlar bilan, lizing, faktoring, trast, kredit hamda boshqa bank operatsiyalari va xizmatlarni to'g'ri bajarish hamda ularni buxgalteriya hisobi va hisobotida o'z vaqtida va aniq aks ettirish hamda shu asosda bank aktivlari, majburiyatlari, kapitali, daromadlari va xarajatlari, moliyaviy faoliyati natijalarining holati haqidagi ishonchli ma'lumotlar to'plashdir. Banklarda buxgalteriya hisobining yuritilishi, buxgalteriya ishining to'g'ri tashkil etilishi va nazoratning aniq olib borilishi orqali bankning mavjud va bo'lg'usi investorlar, kreditorlar, hukumat muassasalari, vazirliklar, idoralar, jamoatchilik va boshqa manfaatdor foydalanuvchilar, shuningdek, bank rahbariyati va xodimlari uchun bank faoliyatiga haqqoniy baho berish imkonini yaratadigan aniq va foydali axborot olishni ta'minlaydi.

Ma'lumki, buxgalteriya hisobi xo'jalik subyektlari va ularning faoliyati to'g'risidagi moliyaviy axborot tizimidir. Shu bilan birga buxgalteriya hisobi moliyaviy axborotlarni aniqlash, rasmiylashtirish va tekshirish hamda o'tkazish

jarayoni ham bo‘lib hisoblanadi. Iqtisodiyotda faoliyat yurituvchi xo‘jalik subyektlari bir-biri bilan o‘zaro hisob-kitoblarni aynan tijorat banklari orqali amalga oshiradilar. Bu operatsiyalar korxonalar buxgalteriyasi bilan birga bank buxgalteriya hisobida ham o‘z ifadasini topadi. Banklar mijozlarga xizmat ko‘rsatish jarayonida asosiy vosita, nomoddiy aktivlar, kam baholi va tez eskiruvchi materiallar xarid qiladi, ularning harakatini hisobga oladi, xarajat qiladi va faoliyati natijasida daromad ko‘radi. Tijorat banklarining asosiy maqsadi bo‘lgan foyda ko‘rishga harakat qiladi. Bu operatsiyalarning barchasi bank buxgalteriyasida hisobga olib boriladi.

Korxonalar va bank buxgalteriya hisobini olib borishda aktiv, passiv hamda aralash xarakterdagi aktiv-passiv hisobvaraqlar ishlatiladi, operatsiyalarni buxgalteriya hisobida aks ettirishda “debet”, “kredit” va “saldo” kabi terminlardan keng foydalaniladi. Barcha operatsiyalar ikki yoqlama yozuv asosida olib boriladi, Bosh va Yordamchi kitob registrlarida buxgalteriya ma’lumotlari yuritiladi va umumlashtiriladi. Moliyaviy hisobot davriga bir xil moliyaviy hisobotlar tayyorlanadi va belgilangan muddatgacha matbuotda e’lon qilinishi shart bo‘lib hisoblanadi. Banklarda buxgalteriya ishini tashkil etish asoslari korxonalar buxgalteriya hisobiga o‘xshash bo‘lsada, ba’zi bir o‘ziga xos xususiyatlari ham mavjud. Chunki banklar yuzlab, ba’zan minglab mijozlar bilan shartnomaviy munosabatlar o‘rnatgan bo‘lib, bir kunda mijozlarining va bankning o‘z majburiyatlari bo‘yicha ko‘plab operatsiyalarni bajaradi, xizmatlar ko‘rsatadi. Banklar iqtisodiyotning har xil sohalariga qarashli turli mulkchilik shaklidagi korxonalar va tashkilotlar, shuningdek, yakka tadbirkorlar, dehqon-fermer xo‘jaliklari hamda aholi bilan munosabatda bo‘ladi. Bu munosabatlar bo‘yicha buxgalteriya hisobi yuritilib, bajarilgan operatsiyalarning to‘g‘riligi, ularning o‘z vaqtida yakunlanganligini nazorat qilish uchun, korxonalardan farqli ravishda banklar buxgalteriya hisobining turli registrlari bilan bir qatorda har kuni balans tuzadilar. Banklarda buxgalteriya hisobini yuritishning metodologik asoslari quyidagilar hisoblanadi: a) xo‘jalik faoliyati haqidagi ma’lumotlarni dastlabki hujjatlarda aks ettirish; b) xo‘jalik operatsiyalarini, bank mulkini puldagi ifodasini belgilash; v) barcha operatsiyalarni ikki yoqlama yozuv asosida guruhlashtirish, bunda yozuvlarni hisobvaraqlar rejasidagi hisobvaraqlar asosida olib borish; g) hisob-kitob, kredit, kassa, valyuta va boshqa operatsiyalar yakunida ma’lum sanaga bank faoliyatiga tavsif berish, ya’ni bank balansini tuzish.

Tijorat banklari O‘zbekiston Respublikasi qonunchiligi mulkchilikning qaysi shakliga taalluqli bo‘lishdan qat’iy nazar, ular tomonidan yuritiladigan buxgalteriya hisobi Markaziy bank va Moliya Vazirligi tomonidan chiqarilgan ko‘rsatmalar va yo‘riqnomalarda belgilab berilgan talab darajasida bo‘lish kerak.

Tijorat banklari O‘zbekiston Respublikasi qonunchiligi mulkchilikning qaysi shakliga taalluqli bo‘lishdan qat’iy nazar, ular tomonidan yuritiladigan buxgalteriya hisobi Markaziy bank va Moliya Vazirligi tomonidan chiqarilgan ko‘rsatmalar va yo‘riqnomalarda belgilab berilgan talab darajasida bo‘lish kerak. 22 Ayni paytda bu yo‘riqnomalar o‘z vaqtida bank fi liallariga yetkazilmog‘i, shu bilan birga mahalliy idoralar, soliq nazorati idoralari bilan muvofi qlashtirilgan bo‘lishi lozim. Chunki bank buxgalteriya hisobi ma’lumotlaridan foydalanish doirasi juda kengdir. Xususan, buxgalteriya hisobi va shu asosda tuziladigan bankning moliyaviy hisobotlari, uning ma’lumotlari Davlat tartibga solish idoralari, jumladan, Markaziy bank, Moliya Vazirligi, Davlat Soliq Qo‘mitasi uchun tijorat banklarining moliyaviy ahvoli, pul muomalasining holati, iqtisodiyotdagi naqd pulsiz hisob-kitoblar holatini o‘rganish uchun o‘ta muhimdir. Banklarda buxgalteriya hisobini tashkil etishda hisob ishlari hajmini aniqlab olish, buxgalteriya xodimlari sonini, ular o‘rtasida hisob ishlari taqsimotini, qo‘llaniladigan hisob shaklini, hisob ishlarida qanday hisoblash texnikalari va dasturlardan foydalanishini belgilab olish lozim bo‘ladi

Foydalanilgan adabiyotlar

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**“ГЕОГРАФИЯ” ВА “БИОЛОГИЯ” ФАНЛАРИНИ ЎҚИТИШДА
ФАНЛАРАРО ИНТЕГРАЦИЯНИНГ — ЎҚУВЧИЛАР ИЛМИЙ ДУНЁ
ҚАРАШИНИ ШАКЛЛАНТИРИШДАГИ РОЛИ.**

Иногамова Дилфуза Рахматуллаевна.

Низомий номидаги Тошкент давлат педагогика университети.

*“Махсус педагогиканинг клиник асослари” кафедраси профессори в/б.,
педагогика фанлари бўйича фалсафа доктори (Ph.D).*

E-mail: inogamova.dilya@gmail.com

Абдалова Зулхумор Таировна.

Низомий номидаги Тошкент давлат педагогика университети.

“География” кафедраси доценти, география фанлари номзоди (Ph.D).

E-mail: zabdalova@yandex.ru

Аннотация: Мақолада, жонсиз ва тирик табиат тўғрисида яхлит тасаввурни шакллантириш контекстида, умумтаълим муассасаларида биология ва география фанини интеграциялашган ҳолда ўқитиш ўқувчиларнинг илмий дунё қарашини шаклланишида яхши натижа бериши ҳақида фикр юритилади. Интеграциялашган таълим асосида биология ва география фанларининг ўзаро боғлиқлиги ва бир-бирини тўлдириши тушунтирилади.

Калит сўзлар: *фан таълими сифатини ошириш; биология ва география фанларидаги интеграция; илмий дунёқараиш, фанлараро боғлиқлик, моддийлик гоёси.*

**РОЛЬ МЕЖПРЕДМЕТНОГО ИНТЕГРИРОВАННОГО
ОБУЧЕНИЯ «ГЕОГРАФИИ» И «БИОЛОГИИ» – В ФОРМИРОВАНИИ
НАУЧНОГО МИРОВОЗЗРЕНИЯ УЧАЩИХСЯ.**

Иногамова Дилфуза Рахматуллаевна.

*Тошкентский государственный педагогический университет имени
Низамий.*

*И.о. профессора кафедры “Клинические основы специальной
педагогики”,*

доктор философии в области педагогики (Ph.D).

E-mail: inogamova.dilya@gmail.com

Аннотация: В данной статье в контексте формирования целостного видения неживой и живой природы ведется речь, о том что интегрированное обучение биологии и географии в общеобразовательных учреждениях дает хороший результат в формировании научного мировоззрения учащихся. На основе интегрированного обучения объясняется, что предметы биология и география взаимосвязаны и дополняют друг-друга.

Ключевые слова: *повышение качества научного образования; интеграция биологии и географии; научное мировоззрение, междисциплинарность, идея материальности.*

THE ROLE OF INTER-SUBJECT INTEGRATED TEACHING OF “GEOGRAPHY” AND “BIOLOGY” IN THE FORMATION OF STUDENTS’ SCIENTIFIC WORLDVIEW.

Inogamova Dilfuza Rahmatullaevna.

Tashkent State Pedagogical University named after Nizamiy.

*Acting Professor of the Department of Clinical Foundations of Special
Pedagogy.*

Doctor of Philosophy in Pedagogy (Ph.D).

E-mail: inogamova.dilya@gmail.com

Abdalova Zulhumor Tairovna.

Tashkent State Pedagogical University named after Nizamiy.

*Associate Professor of the Department "Geography" Candidate of
Geographical Sciences (Ph.D). E-mail: zabdaloa@yandex.ru*

Abstract: In the article, in the context of the formation of a holistic vision of inanimate and wildlife, it is discussed that the integrated teaching of biology and geography in general educational institutions gives a good result in the formation of the scientific worldview of students. Based on integrated learning, it is explained that the subjects of biology and geography are interrelated and complement each other.

Key words: improving the quality of scientific education; integration in biology and geography; scientific outlook, interdisciplinarity, the idea of materiality.

Ҳозирги вақтда Ўзбекистонда бутун жаҳон таълим тизимига интеграцияланишга қаратилган янги таълим тизими шакллантирилмоқда. Бозор иқтисодиётига мослашган ҳар томонлама чуқур билимга эга бўлган мутахассисларни тайёрлаш ҳозирги замон талабидир.

“География” ва “Биология” фанларини ўқитишда фанлараро интеграрияни қўллаш, ўқитиш самарадорлигини оширувчи омил бўлиш билан бирга, унинг сифатини яхшилашга ҳамда ўқувчиларнинг илмий дунё қарашларини шаклланишида яхши натижаларга эришишга имконият яратади. Ўқувчиларда илмий дунёқарашни шакллантириш, умумтаълим муассасаларининг энг муҳим вазифаларидан бўлиб, ўқувчиларда илмий дунёқарашни шакллантириш эса — педагогик жараённинг асосий мақсадларидан биридир. Шубҳасиз дунёқараш, шахснинг жамиятдаги ҳулқ-атвори ва фаолиятини белгилаб беради. Фан ва техниканинг жадал тараққиёти ўқувчиларда табиий йўналишларда маълум илмий тушунчаларга эга бўлишларини таъқозо қилади.

Илмий дунёқарашни шакллантиришда фанлараро боғлиқликнинг изчиллик тамойилига амал қилиш лозим. Фанлараро боғлиқлик ўқувчиларда маълум ҳодисани турли нуқтаи назарда кўриб, воқеа тўғрисида тўлиқ тасаввурга эга бўлиш имконини беради. Илмий дунёқарашни шакллантиришда хусусан ўрганилаётган воқеа ёки ҳодисанинг барча хусусиятлари ва алоқаларини тўлақонлигича қамраб олиш имконини берадиган фанлараро боғлиқликнинг аҳамияти катта. Масалан, фанлараро боғлиқлик асосида ўқувчиларда тирик ва ўлик табиат, жамият ва табиатнинг бирлиги тўғрисидаги методологик ғоялар шаклланади.

Умумтаълим муассасаларида ўқитиладиган география ва биология фанларининг мазмуни ҳаётий тушунчаларга бой бўлиб, илмий дунёқарашни шакллантириш учун катта имкониятларга эгадир. Чунки бу фанлар табиий объектлар ва ҳодисаларнинг диалектик бирлиги ва умумий ўзаро боғлиқлиги, бир - бирига таъсири билан ажралиб туради.

Олимлардан А.Я.Герд, И.Д.Зверев, Н.М.Верзилин, В.М.Корсунский, Т.Н.Герасимов, М.К.Ковалевский, П.М.Панчешниковлар мактаб фанлари учун илмий дунёқараш ғояларини атрофлича ўрганиб чиққанлар. География ва биология фанларини ўрганиш табиатнинг моддийлиги, унинг объектив реал характери ҳақида тушунча беради.

Табиий фанларни ўқитишнинг илмий методологиясининг асосчиларидан бири А.Я.Герд, ўқувчиларда илмий дунёқарашни шакллантиришда биология фанининг ҳаётий ўрни ва аҳамияти ҳақида таъкидлаб ўтган. Унинг илмий қарашларини А.Н.Бекетов, К.А.Тимирязев, К.Ф.Рулъе, А.П.Богданов, К.Бэр каби олимлар қўллаб-қувватлаганлар ва тўлдирганлар.

Ўқувчиларнинг дунёқарашини тарбиялашда педагогика фанлари доктори, профессор Б.Е.Райков “тадқиқот усули”ни қўллашни, профессор В.В.Половцев эса “лаборатория усули”ни қўллашни таклиф қилганлар.

Табиий фанларни ўқитиш орқали ернинг қадимдан ҳозирги давригача бўлган ўзгаришлари, оламини аста-секинлик билан оддийдан мураккабга томон ўзгариб бориши, унинг хилма-хиллигини ошиб боришини, бўлаётган жараёнларни илмий тушуниш учун дунёқараш ғояларини очиб беришга имконият яратади. Биология ва география фанларини ўрганишда ўқувчилар предмет ва ҳодисаларнинг белгиларини, тузилиши, вазифалари, ривожланиши, ўзаро таъсир динамикасини ўрганадилар, уларда диалектика қонуниятлари намоён бўлади, дунёқараш ғоялари шаклланади.

Моддийлик ғояси табиий география йўналишида фазо-вақт ўзгаришларининг бирлиги орқали ўз ифодасини топади — географик қобикнинг барча объектлари, ҳодисалари, жараёнлари моддий ва ягоналиги, географик ландшафтларнинг ўзаро алоқадорлиги. Мактаб биологиясида моддийликни тушуниш ўсимлик ва ҳайвонот дунёсининг хилма-хиллигини, яшаш шароитлари билан боғлиқ ҳолда ўрганиш, ҳужайрани тирик организмларнинг структуравий-функционал бирлиги, моддалар алмашинуви, ирсият ва ўзгарувчанликни ўрганиш билан боғлиқ. Моддийлик дунёнинг бирлигини ва кейинги дунёқараш ғоясини — яхлитлик ғоясини акс эттиради.

Ер мураккаб ички ва ташқи тузилишга эга бўлиб, ер пўстининг шаклланишида атмосфера, гидросфера, литосфера ва биосфера қобиклари ўртасидаги физикавий, химиявий ва биологик жараёнлар муҳим роль ўйнайди. Ернинг қаттиқ қобиғи материя ва энергия алмашувида муҳим роль ўйнайди. Географик қобик ичида барча компонентлар бир-биридан ажралган ҳолда мавжуд эмас, балки ягона мураккаб тизимни, масалан, Ернинг табиий комплексларини (географик камарларини, табиий зоналарини) ташкил қилади.

Биология фанларида организм ва ҳаётнинг яхлитлигини, ўзаро боғланган орган тизимлари ва уларнинг функцияларининг ягона тизими, ўсимлик ва ҳайвон организмлари мисолида кўриб чиқиш мумкин. Айнан шу ўзаро таъсир ва ўзаро боғлиқлик эса тараққиётга янада туртки беради.

Бутунлик ғояси ўз ифодасини жонли ва жонсиз табиатнинг табиий таркибий қисмларининг доимий ҳаракати ва ўзгариши, ўзаро таъсири ва ўзаро боғлиқлигида ўз аксини топади, улар материя ва энергия айланишида намоён бўлади: сув, ҳаво, биологик бир бутунлик ва бошқалар.

Барча цикллар (даврлар) тўлиқ бирлашмаган ва улар орасидаги бўшлиқлар йўналтирилган ўзгариш векторини ҳосил қилади — яъни ривожланишни. Ривожланиш қарама-қарши ҳодисалар курашида содир бўладиган жараён, масалан, тирик табиат дунёсида белгиларнинг ўзгарувчанлиги ва ирсийлиги, жонсиз табиатда рельефлар шаклланишида экзоген ва эндоген омилларнинг иштирок этиши кабилар.

Ўқувчиларни географик қобикнинг шаклланиш тарихи билан таништириш табиат ривожланишининг характерини очиш ва табиий жараёнларнинг онгли равишда тартибга солиш имконини беради. Биология курсларида тирик организмларни ўрганишда мактаб ўқувчилари органик дунё эволюцияси ҳақида билимга эга бўладилар, уларга организмларнинг тарихий ривожланишининг сабаблари ва қонуниятлари очиб берилади.

Эволюцион тараққиётда диалектиканинг барча қонуниятлари намоён бўлади: материянинг бирлиги, доимий ҳаракати, табиатни таркибий қисмларининг хилма-хиллиги ва ўзаро боғлиқлиги.

Географик жиҳатдан табиий унсурлар бир-биридан ажралган ҳолда мавжуд эмас, балки мураккаб тизимни ҳосил қилади, масалан ернинг табиий компонентлари (географик зоналар, табиий зоналар).

Биологик организм ҳаётининг яхлитлиги ўзаро боғлиқ органик тизимлар ва улар фаолиятининг ягона тизими бўлган ўсимлик ва ҳайвон организмларининг мисолида кўриб чиқиш мумкин. Айнан шу ўзаро таъсир ва муносабатлар ривожланишга янада туртки бериши мумкин.

Шундай қилиб, биосфера ва Ернинг географик қобиғи доимий ҳаракатда бўлган, эндоген ва экзоген жараёнлар таъсирида фазо ва вақт ичида ўзгариб турадиган ўз-ўзидан ривожланувчи тизимлардир.

Илмий дунё қарашнинг таркибий қисми ҳам экологик таълимдир. Табиат дунёси — ҳаёт манбаи, билим ва кадрият объекти бугунги кунда бутунликни, уйғунликни, покликни сақлаш, табиатни оқилона бошқариш ва муҳофаза қилишни талаб қилади. Атроф-муҳитни, жонли ва жонсиз табиат объектларини, уларда содир бўладиган жараён ва ҳодисаларни ўрганиш илмий дунёқарашни шакллантиришга ёрдам беради.

Ўқув тарбия жараёнида ўқувчиларда илмий дунёқараш асосларини шакллантириш лозим. Дунёқарашни шакллантиришда ўқувчи тафаккури, продаси, ҳиссиётлари ва фаоллигига таъсир қилиши ҳам муҳим ўрин

эгаллайди. Воқеа, ҳодисаларни ўрганишда ўқувчида маълум тушунча, тасаввурлар пайдо бўлиши лозим. Уларни ҳосил қилиш эса тафаккур жараёнининг фаол фаолиятидир. Тушунча ва тасаввурлар маслакка айланиши, дунёқарашнинг маълум тизимига айланиши учун улар ўқувчи ҳиссиётлари ва кечинмалари доирасига кира олиши керак. Ижобий эмоционал ҳолат ўқувчиларни илм чўққиларини эгаллашга ундайди.

Албатта, эътиқод ва ҳиссиётлар билан уйғунлашган кучли ирода инсонни маълум ҳатти ҳаракатларга ундайди. Булардан ташқари ўқувчига бўлган ишонч унга маъсулиятни юклаш ҳам илмий дунёқарашни шакллантиришда маълум ўринни эгаллайди. Илмий дунёқарашни шакллантиришда ўқитувчининг ўрни — беқиёсдир. Ўқитувчининг билим савиясидан тортиб, муомаласигача ўқувчиларда ишонч уйғота олса, маълум бир натижага эришилади.

География ва биология фанларининг мазмуни куйидаги муаммоларни ўрганишга қаратилган:

- табиат, табиий, экологик жараёнларнинг моҳияти ва динамикасини билиш;
- табиат ва жамият ўртасидаги ўзаро муносабатларнинг асосий хусусиятларини, атроф-муҳитни муҳофаза қилиш ва табиатдан оқилона фойдаланишнинг аҳамиятини тушуниш, ҳаётнинг барча кўринишларида юксак қадриятни тан олиш, экологик онгни шакллантириш;
- аҳолининг тарқалиш (интеграция) қонуниятларини, табиий, ижтимоий-иқтисодий, экологик омиллар билан боғлиқ ҳолда иқтисодиётнинг ҳудудий ташкил этилишини, мослашув ва инсон саломатлиги муаммоларининг яшашнинг географик шароитларига боғлиқлигини аниқлаш.

Биология дарсларида экологик таълим ва тарбия организмларнинг атроф-муҳит билан алоқаси, экологик тизимларнинг тузилиши ва фаолияти, ўсимлик ва ҳайвонот турларининг хилма-хиллиги, уларнинг табиат ва инсон ҳаётидаги аҳамиятини ўрганишга асосланади. География дарсларида атроф-муҳитдаги антропоген ва табиий ўзгаришларнинг географик оқибатларини ўрганувчи геоэкологик йўналиш доирасида олиб борилади.

Биология ва география фанларининг боғловчи бўғини, тирик организмларнинг теварак-атрофдаги, табиатда табиий зоналар бўйича тарқалишини, тирик организмларнинг эндоген, экзоген муҳит омиллари ва антропоген таъсиридаги ҳаётининг фаолиятини ўрганади. Экологик тушунчалар асосида табиатнинг асосий қонуниятларини тушунтирувчи умумлашган билимлар бўлган дунёқараш ғоялари ҳам шаклланади.

Географик қобикдан, шу жумладан биосферадан оқилона фойдаланиш зарурлиги ҳақидаги ғоя география ва биология курсларида табиатнинг одамлар учун аҳамияти ва уни муҳофаза қилиш чораларини кўриб чиқишда намоён бўлади.

Табиатдан фойдаланишга интеграциялашган илмий ёндашув ғояси муҳим экологик муаммоларни ҳал қилишнинг фанлараро боғлиқлигида намоён бўлади. Табиатшунослик фанларининг ушбу соҳадаги вазифалари “...табиатни муҳофаза қилиш ва ўзгартиришнинг илмий асосларини ишлаб чиқиш, инсоннинг иқтисодий фаолиятининг салбий оқибатларини олдини олиш бўйича тавсиялар ишлаб чиқиш, табиатни муҳофаза қилишни таъминлаш, атроф-муҳит ҳолатига қаратилган”.

Табиатнинг ривожланиш қонуниятларини англаш ғояси кўриб чиқилаётган фанлар мазмунида ҳам ўз ифодасини топган. Таълим жараёнида ўқувчилар атроф-муҳит муаммоларини ўрганиш усуллари билан танишадилар: атроф-муҳит мониторинги (биотестинг, биоиндикация, географик прогнозлаш, экологик ва географик экспертиза), бу ривожланиш қонуниятларини билиш мумкинлиги тўғрисида хулоса чиқариш учун асос бўлади.

Дунёнинг биологик-географик расмининг таркибий қисмлари сифатида географик ва биологик билимлар тизимини шакллантириш, география ва биологиянинг табиатшунослик фанлари вазифалари сифатида таъкидланган ва биз оғир-оқибатда буларни ягона илмий бирликнинг элементлари деб ҳисоблаймиз. Дунё тасвири, когнитив маданият билан танишиш, ҳаётнинг барча кўринишларида юксак қадриятни тан олиш, атроф-муҳитни билиш, тадқиқот усулларини ўзлаштириш, ўқувчиларнинг билиш мотивларига асосланган интеллектуал қобилиятларини шакллантиради.

Демак, экологик онгни шакллантиришга қаратилган фанларнинг мазмуни билимларнинг узвийлиги, эгалланган қадриятлар иерархияси, ахлоқий, ақлий, дунёқараш тарбиясининг устуворлиги билан тавсифланади. Шубҳасиз, фанлараро алоқалар жонли ва жонсиз табиатнинг диалектик алоқаларини, унинг ҳаракати ва ривожланишини акс эттиради, дунёнинг моддий бирлиги, материянинг ҳаракат шакллари (биологик ва географик) муносабатлари ҳақидаги дунё қараш ғояларини шакллантиришга ёрдам беради.

Инсон ҳаёт экан, бутун умри давомида ўсиб, ривожланиб, ўзгариб боради. Болалик, ўсмирлик ва ўспиринлик йилларида шахснинг камол топиши яққол кўзга ташланади. Ривожланиш деганда, биз шахснинг ҳам жисмоний, ҳам ақлий ва маънавий камол топиш жараёнини тушунамиз.

Педагогика ва психология фани ривожланишни биологик ва социал хусусиятлари ўзаро чамбарчас боғлиқ бўлган бир бутун нарса, деб ҳисоблайди. Одам боласининг шахс сифатида ривожланиши, ҳар томонлама камол топишининг самарали бўлишига эришиш мақсадида педагогика фани ривожланишининг қонуниятларини, унга таъсир этувчи омилларни шунингдек, шахс камолотида таълим - тарбия ҳамда фаолиятнинг таъсири ва аҳамиятини аниқлайди, таҳлил қилади. Маълумки, одам шахс сифатида дунёга келмайди, балки унинг шаклланиши аввало ҳаёт шароитларига боғлиқдир. Шахс ҳаёт давомида мураккаб ривожланиш жараёнини бошидан кечиради, натижада шахсга айланади. Шу сабабли шахсни маълум ижтимоий тузумнинг маҳсули, деб тушунишимиз лозим.

Ҳулоса қилиб шуни айтиш лозимки, фанлараро интеграциядан фойдаланиш биология ва география ўқитувчиларининг энг мураккаб услубий вазибаларидан биридир. Бу бошқа фанлар бўйича дастур ва дарсликлар мазмунини билишни талаб қилади. Ўқитиш амалиётида фанлараро интеграцияни амалга ошириш биология ўқитувчисининг география ўқитувчиси билан ҳамкорликда ишлашларини назарда тутати; яъни очик дарсларга ташриф қилиш, биргаликдаги дарсларни режалаштириш ва ҳ.к. Фанлараро интеграцияни самарали амалга ошириш усулларидан бири – ўқитувчиларнинг узлуксиз ҳамкорлигидир.

Замонавий ўқитувчи таълим жараёнини ташкил қилиш методлари ҳамда воситаларидан фойдаланиб, ўқувчиларнинг психологик, индивидуал хусусиятларини инобатга олган ҳолда, ҳар бир дарс машғулотларини ҳозирги ривожланаётган жамият талабларига мос равишда, юқори даражада ташкил қилиш малакасига эга бўлиши лозим.

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ТАЪЛИМ САМАРАДОРЛИГИНИ ОШИРИШДА ПЕДАГОГИК
ХУСУСИЯТЛАР

Ш.Н.Янгиев – “ТИҚХММИ” МТУнинг Қарши ирригация ва
агротехнологиялар институти

Аннотация: Ҳозирги замон ўқитувчиси ўз фанини мукамал билиши, замонавий ахборот технологияларини яхши ўзлаштирган бўлиши, маънавий-ахлоқий пок ва сиёсий дунёқарабини шакллантириш.

Калит сўзлар: ўқитувчи, ахборот технологиялар, тарбия.

Жамиятни юқори малакали мутахассислар билан таъминлашда, комил инсонни тарбиялашда, таълим сифатини кўтаришда профессор-ўқитувчиларнинг салоҳияти, уларнинг педагогик маҳорати таълим-тарбия жараёнида асосий омил ҳисобланади. Буюк аллома А.Авлоний таъкидлаганидек, “Устоз - муаллим биринчи навбатда билимли, одоб-ахлоқли, кийиниши ва юриш-туриши билан фақат ўзининг ўқувчи ва талабаларига эмас, балки бутун инсониятга намуна бўлиши керак”. Таълим муассасаларида давлат таълим стандартлари ҳамда фан дастурларининг тўлиқ ва сифатли бажарилиши ҳар томонлама ўқитувчига, унинг билим ва малакасига, масъулиятлигига, фидойилигига, қолаверса виждонига боғлиқдир.

Ҳозирги замон ўқитувчиси ўз фанини мукамал билиши, дарс жараёнида педагогик технологияларни қўллай олиши, замонавий ахборот технологияларини яхши ўзлаштирган бўлиши, маънавий-ахлоқий пок ва сиёсий дунёқараши юқори бўлмоғи лозим. Шу ўринда, немис педагоги Адольф Дистерверг “Ҳар қандай таълим ва тарбияда энг асосий фигура - муаллим, унинг тафаккур дунёсидир” деб ёзади.

Ўқитувчилик шарафли, шу билан биргаликда ўта масъулиятли ва машаққатли касб. Ўқитувчилик фидойиликни, ҳалолликни, кўп меҳнатни, ўз устида диомий ишлашни, замон билан ҳамнафас бўлишни, талабанинг ишонч ва ҳурматини қозонишни, педагогик маҳорат ва техникани талаб этади. Бинобарин, буюк немис педагоги Адольф Дистерверг ўқитувчининг мунтазам равишда фан билан шуғулланиши ҳақида гапириб, шундай ёзган эди: “Ўқитувчи мунтазам равишда фан билан шуғулланмоғи лозим. Акс ҳолда у қуриган дарахт ва тошга ўхшаб қолади. Қуриган дарахт ва тош мева бера олмаганидек, келажакда бу ўқитувчидан ҳеч натижа кутиб бўлмайди”.

Бугунги ёшлар илмга чанқоқ ва интилувчандир. Уларга фақат ҳалол-пок билим бериш керак. Билим олувчининг иззат-нафсига тегиб билим ўргатиб бўлмайди. Чунки, билим олиш ҳам ижодий фаолият ҳисобланади. Буюк педагог Ральф Уолд Эмерсон “Таълимнинг сирини ўқувчига ҳурматда бўлишдир” деб ёзади. Ўқитувчи дарс ўтишда ўта маданиятли, талабчан

бўлиши ва тартиб-қоидаларга қатъий амал қилиши шарт. “Намуна кўрсатган ҳолдагина инсон энг юксак натижаларга эришади” деб таъкидлаган педагог С.Цвейг.

Педагогик жараёни тўғри ташкил қилиш, бошқариш, кутилаётган натижаларни олдиндан лойиҳалаштириш ва амалга ошириш, таълим-тарбия жараёнида ўқитувчидан катта масъулият талаб қилади. Ўқитувчи педагогик маҳоратининг асосий хусусиятларини қуйидагилар ташкил қилади: ўқитувчи шахсиятининг инсонпарвар йўналиши; касбий билимлар; педагогик қобилият; педагогик муомала; педагогик ижод; педагогик маданият; педагогик назокат; педагогик техника.

Ўқитувчининг шахсий сифатларида етакчи ўринни инсонпарварлик, софдиллик, поклик ва адолат эгаллаши шарт. Педагогик муомала - ўқитувчи касбий фаоллигининг бир кўриниши бўлиб, таълим-тарбияда шу жараён иштирокчиларининг ўзаро таъсири ва ҳамкорлигини акс эттиради. Педагогик ижод - ўқитувчидаги яратувчанликни, ташаббускорликни, педагогик уддабуронликни ва янгиликка элтувчи йўлни англатади. Педагогик маданият - ўқитувчилик бурчи, масъулияти, кадр-қиммати, виждони, ахлоқий эътиқодини назарда тутиб, унинг талабчанлиги, адолати, комиллиги, ростгўйлиги, тўғрилигини ифодалайди. Педагогик назокат – ўқитувчининг педагогик мақсадга мувофиқ, фойдали, қимматли ҳаракатларининг ўлчови, меъёри ва таъсир воситасининг чегараси сифатида характерланади. Педагогик техника – ўқитувчи фаолиятининг ташкилий шакли бўлиб, ўқитишда, таълим олувчиларга таъсир кўрсатишда дидактик, ташкилотчилик, конструктив, коммуникатив малакаларни ўзида мужассамлаштиради. Мазкур жиҳатлар ўқитувчининг касбий хусусиятларини бойитади ва уни моҳирлик сари етаклайди ва педагогик маҳорат малакаларининг таркиб топишига ёрдам беради. Педагогик маҳорат тизимида унинг асосий компонентларидан ташқари касбий хусусиятлар ҳам мавжуд. Педагогнинг касбий хусусиятларига: ўз касбини, талабаларни севиши, зийраклиги, ҳозиржавоблиги, вазминлиги, педагогик салоҳияти, тасавури, иқтидори, ташкилотчилиги, чуқур ва кенг илмий савияси, касбий лаёқатлилиги, маънавий бойлиги, интеллект, янгиликни англай ва қўллай олиши, касбий маълумотни мунтазам оширишга интилиши ва бошқа фазилатлари киради. Машхур Нақшбанд тариқатида шундай ҳикмат бор “... Адаб бу хулқни чиройли қилиш, сўзни ва феълни соз қилишдир. Хизмат одоби улуғ бахтдан яхшироқ, унинг белгиси амалнинг қабули, туғён эса амалнинг бузуқлигидир. Адабни сақлаш - муҳаббат самараси, яна муҳаббат дарахти, яна муҳаббат уруғи ҳамдир”.

Ўз касбининг моҳир эгаси бўлиш учун ўқитувчи мунтазам ўз устида ишлаши, табиатдан, санъатдан, ҳаётдан, фандан баҳра олиб, ривожланиб, мукаммаллашиб боргандагина мақсадга эришади. Инсон психологиясининг моҳир устаси Ф.Н.Гоноболин таъкидлаганидек “Ўқитувчи ўзининг бутун куч – қувватини, иродасини, билимини, ўзида бор ҳамма яхши нарсаларини ўз шогирдларига, халққа беради. Аммо, у ўзида бор нарсаларнинг ҳаммасини бугун, эртага, индинга берса-ю, ўз билимини, кучини, қувватини яна ва яна тўлдириб бормаса, у ҳолда ўзида ҳеч нарса қолмайди. Ўқитувчи бир томондан ўзида борини бериши, иккинчи томондан булут сингари, ҳаётдан, фандан, нимаики яхши нарсалар бўлса олишга одатланмоғи, халқнинг энг илғор кишилари билан ҳамкорликда ишламоғи лозим. Ана шундай бўлганда, у ўз талабаларига қанча кўп нарса бермасин, агар халқдан, ҳаётдан, фандан озикланиб, энг яхши хислатларни ўқий олса, у ҳолда, унда ўз талабалари учун бундай ризқли ширалар ҳамиша ортиғи билан мавжуд бўлади”.

Педагогнинг иш соҳасида талабалар, уларнинг ота-оналари ва ҳамкасблари билан алоқасидан иборат яхлитлик - педагогик фаолиятнинг асосини ташкил этади. “Педагог, - деб ёзади Ян Амос Коменский, соф виждонли, ишчан, саботли, матонатли ўқувчиларга ўзи сингдириши лозим бўлган фазилатларнинг ибратли кишиси бўлиши, кенг маълумотли ва меҳнатга лаёқатли инсон бўлиши лозим. У ўз фанини беҳад севиши, ўқувчиларга бамисоли оталардек муомалада бўлиши ва ҳар бир илм олувчи қалбида билимга ҳавас туғдириши лозим”. Буюк рус педагоги А.С.Макаренко айтганидек: “Тарбиячи ташкил этишни, юришни, ҳазиллашишни, қувноқ ёки жаҳлдор бўлишини билиши лозим. У ўзини шундай тутиши керакки, унинг ҳар бир ҳаракати тарбияласин ва ўқитсин”.

Хулоса: Ҳар бир ўқитувчи халқимизнинг таълим-тарбия соҳасидаги бой тарихи, анъаналари, буюк аждодларимизнинг илмий меросларидан фойдаланган ҳолда ўқув машғулотларини самарали ташкил этиши шарт. Педагогик фаолиятда етарли маҳорат ва малакага эга бўлган педагог ўз-ўзини назорат қила олади, педагогик фаолияти давомида соғлом асаб тизимини ўзида тарбиялай олади, асабийлашишдан, ҳиссий ва ақлий зўриқишлардан ўзини асрайди. Зотан, педагогик маҳорат ва техника - ўқув, билим, кўникма, малака, машқ ва ақл ҳосиласидир.

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Zamonaviy avtomatlashtirilgan loyihalash tizimi asoslari.

TMTI "Avtomatlashtirish va boshqarish" kafedrasini o'qituvchisi:

Mengatova Xurshida Toshmuxamatovna xurshidamengatova@gmail.com

+99890519 00 72

Termiz muhandislik-texnologiya instituti talabasi:

Jo`raqulova Shaxzoda Rustamovna joraqulovashaxzoda77@gmail.com,

+998(88)844 0512

Tayanch so'zlar: loyihalash, avtomatlashtirish, inavatsiyalar, rekonstruksiya, General Motors, Interaktiv, inavatsiya, optimal loyihalar,

Annotatsiya: Ushbu ilmiy maqola Loyiha, loyihani boshqarish, loyiha qiymati, loyiha byudjeti, loyiha natijasi, Loyihalash jarayonlarini boshqarish va avtomatlashtirish usullari haqida batafsil yoritilgan. Muhandislik masalalarini loyihalashda va uni avtomatlashtirishda Project dasturidan foydalanis maqsadi ko'zda tutilgan.

Har qanday vazifani bajarish uchta turdagi resurslar-odamlar, mashinalar va jihozlar bilan taminlanadi. MS Project dasturida barcha manbalar ikki toifaga bo'linadi; odam va uskunalar mehnat resurslari bilan bo'g'liq. Vazifani bajarish uchun bunday manba sarflangan kuchni o'lchash birligi uchun vaqt talab etiladi. Materiallar moddiy resurslarga tegishli. Ular uchun bajarilgan vazifalarga nisbatan o'lchangan miqdor resursni istemol qilish, o'lchov birligi esa resurs miqdoridir.

Ishlab chiqarish korxonasi loyihalash va uning tarmoqlarini rivojlantirishdagi ahamiyatini asoslash uchun korxonani loyihalashni, qurishni, rekonstruksi qilish yoki texnik qayta jihozlashning maqsadga muvofiqligi aks ettiruvchi zaruriy texnikaviy-iqtisodiy ko'rsatgichlarga ega materiallar ishlab chiqariladi. Loyihaning texnikaviy iqtisodiy asoslanishi quyidagi malumotlarga ega bo'lishi kerak;

1.Rekonstruksiya qiliniyotgan yoki kengaytirilayotgan korxonaning batafsil tafsifnomasi, uning faoliyatini baholash;

2.Korxonani mahsulotiga bo'lgan talabni asoslash hamda korxonaning ishlab chiqarish quvvati va iqtisoslashuvini aniqlash;

3.Korxonani xom ashyo, materiallar, yarim mahsulotlar, elektr energiyasi, yonilg'i materiallari suv va boshqa resurslar bilan taminlash;

4. yangi korxonani qurish va amaldagi korxonani kengaytirishda quvvat birligiga keltirilgan minimum xarajatlilar bo'yicha korxonani rivojlantirishni asoslash;

5.Asosiy texnologik yechimlarni asoslash; undan quyidagi masalalar ko'rib chiqiladi;

a. ishlab chiqarishning texnologiyasi, fan va texnikaning yorqin yaqin kelajakdagi rivojlanish istiqbollaridan kelib chiqqan holda uning zamonaviy texnologik jarayonlarga muvofiqlik;

b. uskunalarni tanlash; xorijiy uskunani o`rganishda istiqbolli ishlab chiqarish rejasini qay darajada hisobga olinganligi, uskunani sotib olish zarurating sababi;

d. maxsus buyurtmalar bo`yicha tayyorlanishi kerak bo`lgan yangi uskunalarga qo`yiladigan asosiy talablar;

O`zbekiston Respublikasi davlat mustaqilligini qo`lga kiritgandan so`ng mamlakatimizda ko`p sohalarda islohatlar amalga oshirilmoqda. Ularning natijasida iqtisodiyotimizda sifat o`zgarishlari ro`y bermoqda. Mamlakatimizni ijtimoiy-iqtisodiy rivojlantirish, iqtisodiyotni erkinlashtirish va islohatlarni chuqurlashtirish jarayonlari amalga oshirilmoqda. Bunday ijobiy o`zgarishlar hayotimizning barcha sohalariga kirib bormoqda. Jumladan, yurtimizda avtomobil sozlik ham rivojlanib bormoqda. Rivojlanishning asosiy omillaridan biri sifatida avtomatik loyihalash tizimi ALTdan yani CAD/CAM/CAE texnologiyalaridan keng miqyosda foydalanilayotganini ko`rsatish mumkin. Har qanday mahsulotni ishlab chiqarishda unga ishlab chiqarish vaqtining qisqa tannarxining kam va sifatining yuqori bo`lishi kabi asosiy talablar qo`yiladi. Bu talablarni CAD/CAE/CAM texnologiyalarini keng miqyosda qo`llamasdan turib amalga oshirishning iloji yo`q. Mashinasozlik sohasida avtomatik loyihalash tizimi ALT tushunchasi odatda CAD/CAE/CAM tizimlariga nisbatan qo`llanilib, unda kompyuter yordamida loyihalash, ishlab-chiqarish va muhandislik malumotlarini boshqarish masalalarini amalga oshiruvchi dasturlar to`plamiga nisbatan qo`llaniladi. Birinchi CAD-tizimlari 60-yillarda paydo bo`lgan. Anan shu vaqtda General Motors kompaniyasida, mahsulotni ishlab chiqarishga tayyorlashning Interactive grafigi tizimi yaratilgan edi. Avtomobil transporti sohasida ishlaydigan muhandislik uchun nafaqat avtomobilning tuzilishi va ishlashini bilish zarur, balki uning loyihalash jarayonini bilish zarur, balki uning loyihalash jarayonini bilish bilish, avtomobil konstruksiyasini yaratish chog`ida qanday cheklanishga yo`l qo`yilganligi va qanday oraliq yechimlari topilganligini nilish ham muhim. Chunki avtomobilga xizmat ko`rsatish va tamirlash ishlarini yaxshi tashkil etishda yuqoridagi bilimlar zarur bo`ladi.

Avtomobilno loyihalashning asosiy maqsadi ilg`or va iqtisodiy asoslangan avtomobil turlarini yaratishdan iborat. Yangi avtomobillar yayaratishdan iborat. Yangi avtomobillarni yaratishda ularning, avzalliklari va mukammalliklarini baholash uchun ishlab chiqaruvchi va foydalanuvchi korxonalar uchun umumiy bo`lgan mezon va o`lchagichlardan foydalaniladi. Har qanday mahsulot uchun, shu jumladan avtomobil uchun ham asosiy mezon bo`lib uning sifati hisoblanadi.

Avtomobilning sifatini baholashda uning tashqi ko`rinishi, yonilg`i tejamlorligi, muddat buzilmasdan ishlashi, tortish dinamikasi tormoz samaradorligi, taminlashga qulayligi va hokazolar hisobga olinadi.

Hozirgi kunda bir qator keng tarqalgan CAD/CAE/CAM tizimlari mavjud, xususan, CATIA, Solid Works, AutoCAD, NX Nastran MSC ADAMS, Inventor and mechanical Desktop, Pro/Engineer, Padasoft, Solid Edge va boshqalar. Yuqorida keltirib o`tilgan dasturlar orasida Solid Edge ST dasturlar to`plami bir qancha qulayliklarga ega xususan;

Loyihalash jarayonining turli bosqichlarda yagona electron modellardan foydalanish mumkin;

Qattiq jismlarni modellashtirishda variastion texnologiyalarni qo`llash mumkin;

Turli platformadagi kompyuterlarda ishlash mumkin, xususan, Sun, IBM, DEC, SGI, Wintel va geterogen tarmoqlarida va hokazolar.

Loyihalash jarayonida chekli elementlar usulidan foydalanib hisoblash va tahlil qilish imkoniyati mavjud. Boshqa turdagi ALTLar bilan modellarni almashinuv imkoniyati mavjud.

Hozirgi kunda avtomobil sohasida sifatli mahsulotlarni ishlab chiqarish zamon talabi va juda kata ahamiyatga egadir. Bunga erishish uchun loyihalash jarayonlarini avtomatlashtirish talab etiladi.

Hozirgi kunda barcha sohalarida bo`lgani kabi avtomobilsozlikda ham yuqori texnologiyalar va dasturlardan foydalanish yo`lga qo`yilgan.

Loyihalashni avtomatlashtirish deganda loyihani ishlab chiqarish jarayonini bajarishning shunday ushuli tushuniladiki, bunda loyihalash proseduralari va operatsiyalari loyihalashchi kompyuter texnologiyasi bilan chambarchas bog`liqdir. Loyihalashni avtomatlashtirish hisoblash texnikasi vositalaridan muntazam ravishda foydalanishni nazarda tutadi; bunda loyihalashchi va kompyuter texnologiyasi orasidagi funksiyalarni ratsional taqsimlash va masalalarni mashinada yechish metodlarini asosli tanlash lozim.

Fan quyidagi mutahassislik bilimlarini egallash imkoniyatini berishi kerak;

-zamonaviy uslublarni rivojlantirish mashina qurilish ishlab chiqarishini loyihalash-texnologik tizim va vositalarini taminlash;

-mashinasozlik buyumlari ishlovi va ekspluatsiyasidagi CAPRTL progressiv uslublari;

-kompyuter uslublaridan foydalangan holda TIdagi matematik modellarni uslublarini bayon qilish va tadqiq qilish.

Loyihalash jarayoni ichida hisoblash bosqichlari bilan birga tajriba tadqiqoti, ko`pincha konstruksiyalash jarayoni deb yuritiladi.

Konstruksiyalash-ishlanadigan obyektning buniyod qilishni material obrazini faoliyati, natural ko`rinishini tuzishi va uning grafikasi. Bu model ko`rinishlar, shuningdek buyumni bazi bir ko`rinishlarikonstruksiya deb ataladi. Ko`pincha 'konstruksiya' so`zi 'tuzilish', 'ko`rinish' sifatida foydalaniladi, Konstruksiyalash ko`pincha amalga oshiriladi;

*chizma asboblari yordamida qo`lda, masalan chizma stolda;

*avtomatlashtirilgan holda loyihalashishlarini avtomatlashtirish

*avtomatik intellektual information tizim yordamida

Loyihalash tuzilishining asosiy bosqichlaritarkibiga;

TEXNIK TOPSHIRIQ-ishlanilayotgan obyektning asosiy tafsiyalari belgilanadi, uning texnik va takti- texniktavsifnomasi, sifat ko`rsatgichlari va texnik-iqtisodiy talablar, bosqichlarda kerakli hujjatlar ro`yxati shuningdek buyimga maxsus talablar.

TEXNIK TAKLIF-hujjatlar jamlanmasi, loyihaniishlashni texnik va iqtisodiy maqsadini asoslash yig`indisi. Bunday xulosa texnik taklif tahliliga asosan va turli variantlar yechimi bo`lishi mumkin bunday holda, uning ishlov beriladigan va mavjud buyumlarni taqqoslama bahosi, shuningdek patently materiallariga beriladi. Belgilangan tartibda kelishilgan va asoslangan eskiz loyiha ishlovi texnologik jarayonini tasdiqlanganlari hisoblanadi.

ESKIZ LOYIHA-omili yechimga ega bo`lgan va tuzilishi bo`yicha umumiy holatni bayon qiladigan hujjatlar jamlanmasi.

TEXNIK LOYIHA-oxirgi texnik qarorno qabul qiladigan, loyihaladigan obyekt to`g`risida malumot beradigan,ishchi hujjatlar ishlovining dastlabki malumoti hujjatlar jamlanmasi.

ISHCHI LOYIHA BOSQICHI- dastlabki tajriba ko`rinishga va uni sinovdan o`tkazishni to`liq hujjatlari ishlanadi

SERTIFIKATSIYA-bunda bosqich ishi davomiyligi tugallanadi, loyihalash faoliyatiga yakun yasaladi loyihalash hujjatlarini ishlash jarayoni yechiladigan masalani murakkabligiga qarab bir qancha bosqichlarni birlashtirishi mumkin.

Avtomatlashtirilgan loyihalash tizimlari strukturasi turlari. Sintez va analiz masalalari. Konseptual loyiha asosida analitikva sonli modellar yaratish. Ishlanadigan obyekt turiga qarab loyihalash faoliyati quyigadi turlarga bo`limadi; Texnik tizimlarni loyihalashga quyidagilar kiradi...

- -texnik loyihalash;
- -elektrotexnik loyihalash;
- -muhandislik tizimlarini loyihalash;
- Qurilishda esa bulardan....
- -arxitektura-qurilish loyihalari;

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- -sanoat obyektlarini loyihalash;
 - -transport va transport infra tuzilmalari;
 - Dizayn shundan...
 - -dizayn interyer;
 - -sanoat dizayn;
 - -landshaft dizayn;
 - -dasturiy taminot loyihasi;
 - Ijtimoiy loyiha, sotsiologiya shundan...
- ijtimoiy bashorat loyihasi;

OPTIMAL LOYIHALAR

Loyihalash, maqsadi bu nafaqat samarali funksiyalar yechimini izlashgina bo`lmay, balki turli insonlarni ehtiyojlarini qondirishga asoslangan oxirgi qabul qilingan holatni optimal loyihalash deb yuritiladi.

20-asrni ikkinchi yarmida qabul qilingan nazariy tadqiqot operatsiya yechimlari hosobiga va hisoblash texnikasini keng qo`llash mahsus uslublar bn bir qancha holatda va murakkab matematik masalalarni yechish orqali qo`llanila boshladi.

Optimal loyihalashda katta ahamiyat texnik topshiriq bosqichidagi loyihalalanayotgan obyektlarga qo`yolgan talablar ro`yxatini beradi, bu ko`rsatgichlar o`rtasida sifat ko`satgichi hamda optimallashtirish mezonidir. Bu borada Yapan firmalari tashabbusi 'BIZ TEXNIKANI BUNYOD ETMAYMIZ, BIZ INSONLARNI BUNYOD QILAMIZ'.

Tizimli loyihalash qo`yilgan vazufani kompleks yechadi, ularning o`zaro qismlari sifatida, shuningdek tashqi muhitga, ijtimoiy iqtisodiy va ekalogiyaga tasirlariga ularni faoliyat ko`rsatgichiga ahamiyat beradi.

Tizimli loyihalashning omillari- tizimli loyihalash, tizimli yondashishga asoslanadi. Tizimli loyihalashning omillariga...

- *amaliy foydalilik;
- *faoliyat maqsadga yo`naltirilgan bo`lishi kerak;
- *faoliyat asosli va samarali bo`lishi kerak;
- *optimal variantni izlashga asoslangan bo`lishi kerak;

ALTni tarkibi va strukturasi

Har qanday TJ ALT kompleks texnik vositalari, dasturiy-uslubiy kompleks va xizmat ko`rsatuvchi personal tashkil qiladi.

Kompleks texnik vositalar tizimi malumotlarni kiritish-chiqarishni taminlashni ko`zga tutgan, tizimdagi malumoylarni saqlash va qayta ishlash, aks ettirish va malumotlarni loyihalovchi uchun qulay holdagi shaklda berish, shuning uchun loyihalashdagi malumotlar ishlov jarayonini boshqaradi.

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O'ZBEKISTONNING xalqaro maydondagi o'rni .

Madina Mardonova Hikmat qizi.

Denov Tadbirkorlik va Pedagogika instituti talabasi

@madinamardonova8475

Usmonova Maxfirat Murodullo qizi

Annotatsiya: Ushbu maqolada O'zbekistonning geosiyosiy jihatdan dunyodagi roli haqida so'z yuritiladi.

Kalit so'zlar: XX asr boshlarida F. Ratsel (Germaniya), A. Mexen (AQSH), X. Makkinder Buyuk Britaniya), Rim – Berlin – Tokio, Vashington – London – Moskva, 1999 yildan 2005 yilgacha birgina O'zbekistonda, O'zbekiston Respublikasi BMTga 2-mart 1992-yilda, SHHT, MDH, O'zbekiston Yevrosiyo, Afg'oniston va Orol muammolariga qaratishga, Hazrat Sulton cho'qqisi (Hisor tizmasi), O'zbekistonning mikro IGO' qulayligi, Zarafshon, Quyi Amudaryo mintaqalari, Surxondaryo viloyati.

O'zbekistonning geosiyatdagi o'rnini o'rganish juda muhim sanaladi. Chunki, O'zbekistonning ichki va tashqi siyosatdagi rolini aynan geosiyosiy o'rnini belgilab beradi. Qancha geosiyosiy jihatdan kuchli bo'lsa, davlat shuncha qudratli bo'ladi. Bunday olganda geosiyosat haqida so'z borganda mamlakatning har tamonlama o'rganish nazarda tutiladi. Ayniqsa, O'zbekistonning o'rnini juda qiziqarli, chunki, bu davlat o'rta osiyoda markazida joylashgan bo'lib, Markaziy osiyo mamlakatlarini bir-biri bilan bog'lovchi ko'priklarni hisoblanadi.

Geosiyosat, geografik siyosat —siyosatshunoslikdagi nazariya. Geosiyosat atamasi muayyan bir mamlakat o'rnini, tabiiy boyliklari, iqlimi va boshqa geografik omillarining davlat tashqi siyosatiga (geografik-siyosiy strategiyasi va hokazoga) muayyan ta'sirini ifodalash uchun ishlatiladi. Geosiyosat tushunchasini birinchi bor R. Chellen (SHveysariya) ilmiy muomalaga kiritgan. Geosiyosat nazariyasi XIX asr oxiri va XX asr boshlarida F. Ratsel (Germaniya), A. Mexen (AQSH), X. Makkinder Buyuk Britaniya) tomonidan ishlab chiqilgan, geosiyosat Kissinjer, Z. Bjezenskiy (AQSH) va b. tomonidan hozirgi dunyodagi siyosiy jarayonlarga tadbiquan rivojlantirilgan. Geosiyosatga oid ilmiy qarashlarga davlatning geografik joylashuvi (makoni) bilan uning ichki va tashqi siyosati o'rtasidagi uyg'unlik prinsipi asos qilib olinadi. O'zbekiston o'z tashqi siyosatida da ma'lum darajada geosiyosatning asosiy tamoyillarini ham hisobga oladi.[1]. Geosiyosiy tadqiqotlarga ko'ra Yevrosiyoda kechayotgan barcha geosiyosiy jarayonlar tarixan shakllangan qat'iy qonuniyat asosida qirg'oq hududlardan qit'aning markaziga intilishga qaratilgan. Bunga birinchi jahon va ikkinchi jahon urushlari, shuningdek keyingi 15

yil davomida Bolqon yarim oroli mintaqasida, Iroq, Kavkaz, Afg'oniston va Shimoliy Koreya atrofida kechayotgan jarayonlar yaqqol misoldir. Bu jarayonlarning jiddiylashuvi dunyoni qaytadan bo'lib olishga intilishni ifoda etar ekan, bunday paytlarda aynan Yevrosiyoni qo'lga kiritish birinchi galdagi va asosiy vazifa ekanligi o'rtaga chiqadi. Qudratli davlatlar o'rtasida kechgan shafqatsiz qirg'inbarot kurashlar aynan ana shu qit'ada strategik muvozanatning buzilishi oqibatida kelib chiqqan. Ikkinchi jahon urushidan so'ng avjiga chiqqan qurollanish poygasi ham geosiyosiy tadqiqotlarda aks etgan er yuzida ming yillardan davom etib kelayotgan ikki kuch qarama-qarshiligini ifoda etadi. Keng ma'noda "hartland" va "rimland" o'rtasida ziddiyat, boshqacha aytganda er yuragiga intilish bugungi kunda ham yuz yillardan beri davom etib kelayotgan geosiyosiy jarayonlarni belgilab bermoqda. Bu jarayonlar geosiyosatchi olimlar tomonidan chuqur ilmiy tadqiqotlar orqali o'rganilgan va aynan ushbu izlanishlar ko'pgina harbiy harakatlarining nazariy asosi bo'lib xizmat qilgan. Har ikki jahon urushlarida ham Berlin – Moskva – Tokio yoki Rim – Berlin – Tokio, Vashington – London - Moskva ishtirokidagi geosiyosiy loyihalar asosida qit'a taqdiri geosiyosiy o'yinlar sahnasiga aylangan va qonli urushlar ro'y bergan. Qudratli davlatlar aynan geosiyosiy tadqiqotlar asosida o'z tashqi strategiyasini qurishgan, tashqi siyosat borasida muhim qarorlar aynan geosiyosatchilarning qat'iy maslahatlariga tayangan holda amalga oshirilgan. Buni Britaniyada o'n to'qqizinchi asr oxiri va yigirmanchi asr boshlarida yashab o'tgan Xelford Makkinder hamda o'tgan asrning so'ngi choragida alohida shov-shuvga sabab bo'lgan geosiyosatchi olimlar S.Xantington, F.Fukuyama yoki Z.Bzejnskiylar misolida yaqqol kuzatish mumkin. S.Xantington o'z asarida turli sivilizatsiyalar o'rtasidagi tarixiy raqobat sirlarini aynan geosiyosiy talqinda qo'lga oladi. U turli sivilizatsiyalarni talqin qilar ekan Markaziy Osiyoning geosiyosiy ahamiyati va qanday geosiyosiy kuchlar ta'sirida ekanligini ko'rsatib beradi. F.Fukuyama umumbashariy miqyosdagi mondializmning targ'ibotchisi sifatida maydonga chiqadi. Uning asarida ham nafaqat mintaqalar, balki qit'alar taqdiri geosiyosiy nuqtai-nazardan yagona markazga bo'ysundirilishini o'z ichiga oladi. Bzejnskiy esa o'z asarida Yer yuzidagi geosiyosiy kuchlar o'rtasidagi raqobat strategiyasini ochiqdan-ochiq ko'rsatib etakchi kuchlar o'rtasidagi raqobat aynan geosiyosiy qoidalarga asoslanishini isbotlab berdi. [2]

Yrvrosiyoda strategik muvozanatning buzilishini mamlakatimiz va mintaqamiz atrofida kechayotgan voqea-hodisalar misolida osonroq tushunish mumkin. Aniqroq aytganda, 1999 yildan 2005 yilgacha birgina O'zbekistonda ro'y bergan terrorchilik aktlari Markaziy Osiyo atrofida keyingi o'n yilliklarda ro'y berayotgan geosiyosiy jarayonlarning oqibati ekanligini namoyon etdi. O'zbekiston

Respublikasi Prezidenti I.Karimov bu voqeaning buyurtmachilari uzoq xorijda ekanligini, umuman bunday voqealar yoqilg'i-energetika zaxiralari ulkan mintaqalar atrofida tashqi ta'sir ostida ro'y berishini ta'kidlaganlarida, geosiyosiy jarayonlarning muhimligi yanada oydinlashadi. Ana shu nuqtai-nazardan bundan buyon geosiyosatning tub mohiyatini o'rganish, bu sohada ilmiy tadqiqotlari olib borish ayniqsa muhim ahamiyat kasb etadi.[2]

Markaziy Osiyoning geosiyosiy ahamiyati va uning xavfsizligi to'g'risida ham dastavval ismlari qayd etilgan xorijlik mutaxassislar va geosiyosatchilar atroflicha fikr bildirishgan. Chunki Markaziy Osiyo qit'adagi eng yirik kuchlar, jumladan Rossiya, Xitoy, Hindiston va Eronning o'rtasida joylashganligi tufayli uning turli manfaatlar tugunida ekanligini birdiradi. Mintaqaviy xavfsizlik to'g'risidagi har qanday tadqiqot aynan geosiyosiy nuqtai-nazardan qo'lga olinishi, mintaqaning turli geosiyosiy kuchlar hamda markazlar o'rtasida joylashganligidan kelib chiqilishi kerak bo'ladi. Buning uchun esa geosiyosat fanining nazariy mohiyatini anglash, xavfsizlik kategoriyasini esa aynan geosiyosiy qoidalar asosida qurish maqsadga muvofiqdir.[2]

Geosiyosiy muammolar ilmiy muammo sifatida O'zbekistonda faqat mustaqillikka erishilgandan keyin o'rganila boshlandi. Ma'lumki, har bir davlat mustaqil rivojlanish yo'liga qadam qo'yar ekan, o'z milliy manfaatlarini tizimini aniq belgilab olishi, milliy xavfsizlikni ta'minlashning eng asosiy tamoyillari hamda ustuvor yo'nalishlarini ishlab chiqishi zarur. Buning uchun milliy yoki mintaqaviy xavfsizlik qanday tamoyillarga asoslanishini chuqur o'rganish maqsadga muvofiqdir. Xavfsizlik hodisasini geosiyosiy asosda tadqiq qilish O'zbekistonda ilgari olib borilmaganligi tufayli etakchi davlatlarda bu borada olib borilgan izlanishlarga tayanishga to'g'ri keladi. [2] Hozirgi mamlakatlar uchun geosiyosat dolzarbdir. Chunki u jamoat ongdatashqi va ichki siyosiy jarayonlarini idrok etishning mafkuraviy mohiyatini anglashga yordam beradi. Geosiyosat geografiya, tarix, iqtisod, etnologiya va boshqa fanlar chegaralarida ma'lum bilimlarni talab qiladi. Bu esa professional tahlilchi uchun nafaqat makon va zamon hodisalarni malakali tahlil qilish uchun, balki bashorat, ssenariylar va rivojlanishning strategiyasini ishlab chiqish uchun ham zarurdir. Shu bilan birga geosiyosat klassikalari guvohlik berganidek, geosiyosatchi yuqori umumiy ta'lim madaniyati va eng muhimi, yangi g'oyalargeneratori bo'lishi kerak. Geopolitikaning izchil rivojlanishi o'z sohasiga nafaqatsiyosiy, balki iqtisodiy, ijtimoiy-madaniy, ekologik va boshqa jihatlarni kiritish yo'lidan boradi. Hozirgi kunda Yangi O'zbekistonni har tomonlama salohiyatini oshirish, geosiyosiy kelajagini yaratish, tashqi katta o'yinlardan himoyalash asosiy maqsad qilib olingan. Prezident Sh.M.Mirziyoyev

ta'kidlaganidek: Dunyo miqyosida beshafqat raqobat, qarama-qarshilik va ziddiyatlar tobora keskin tusl olayotganligi, geosiyosiy raqobat, egallab turgan mavqemizni xolisona va tanqidiytahlil qilishimiz, tobora globallashuv berishimizdolzarb. [3]. O'zbekiston dunyo hamjamiyati va siyosiy xaritasida o'ziga xos mavqega ega. U hozirgi kunda Birlashgan Millatlar tashkilotiga a'zo bo'lgan 193 davlatdan biri hisoblanadi. O'zbekiston Respublikasi BMTga 2-mart 1992-yilda qabul qilingan.

O'zbekiston Yevrosiyo va Markaziy Osiyoning deyarli qoq o'rtasida joylashgan. Respublika hududi g'arbdan sharqqa 1425 kmga cho'zilgan, shimoldan janubgacha masofa esa 930 km. Eng baland nuqtasi Hazrat Sulton cho'qqisi (Hisor tizmasi) dengiz sathidan 4643 m balandlikda, eng past nuqtasi Mingbuloq botig'i - 12 m.

Davlat chegaralarining umumiy uzunligi 6221 km bo'lib, shundan 2203 km yoki 1/3 qismi Qozog'iston Respublikasiga, 1721 km Turkmanistonga, 1161 km Tojikistonga, 1069 km Qirg'izistonga va 137 km Afg'oniston Respublikasiga to'g'ri keladi. O'zbekistonning mikroiqtsodiy geografik o'rni (hududning o'ziga qo'shni bo'lgan davlatlarga nisbatan tutgan o'rni) ancha qulayligi bilan xarakterlanadi. Bu holat, avvalo, uning Markaziy Osiyo respublikalarining qoq o'rtasida joylashganligi va barcha mintaqa davlatlari bilan to'g'ridan to'g'ri chegaradoshligi tufayli kelib chiqadi. O'zbekistonning mikro IGO' qulayligi qo'shni respublikalar bilan barcha turdagi quruqlik transport (avtomobil, temiryo'l, quvur) tuzilmalari bilan nisbatan yaxshi bog'langanligida ham o'z ifodasini topadi. Mikro IGO'dagi bunday qulayliklar tarixiy davrlardan hozirgacha O'zbekistonni mintaqa davlatlari orasida aholisi eng zich, yirik shaharlarga boy, iqtisodiyoti nisbatan rivojlangan darajaga olib chiqqan. O'zbekiston Respublikasining birinchi Prezidenti I.A. Karimov «O'zbekiston XXI asr bo'sag'asida: xavfsizlikka tahdid, barqarorlik shartlari va taraqqiyot kafolatlari» kitobida bu borada quyidagi fikmi keltirgan: «O'zbekistonning hududiy makon xususiyatlari, uning geografik o'rni bizning ichki va tashqi siyosatimizni tanlash va amalga oshirishda katta ahamiyatga ega... O'zbekiston bugungi kunda qo'shni davlatlar Qozog'iston, Qirg'iziston, Tojikiston, Turkmaniston va Afg'oniston o'rtasida bog'lovchi halqa vazifasini o'taydi. Bulaming barchasi respublikaning jahon iqtisodiyotiga integratsiyalashuvi, diet el investitsiyalarini jalb qilish, O'zbekistonni davlatlar o'rtasida o'zaro foydali hamkorlikning, tovarlar va kapital tranzitining o'zida xos mintaqaviy markaziga aylantiradi». O'zbekistonning bunday qulay iqtisodiy-ijtimoiy imkoniyatlari har bir qo'shnilari tomonidan aholisi zich joylashgan tutash (kontakt) hududlarda (Farg'ona vodiysi, Zarafshon, Quyi Amudaryo mintaqalari, Surxondaryo viloyati) hozirgi

davrda ko'plab turli ixtisosdagi respublikalararo hududiy ishlab ehiqarish majmualari, qo'shma korxonalaridan tortib erkin iqtisodiy hudularni tashkil qilishgacha keng imkoniyatlar beradi. Markaziy Osiyo mintaqasida mavjud bo'lgan transchegaraviy daryolar va yo'llar muammolari hal etilishi respublika mikrogeografik o'rnining yanada qulaylashuviga olib keladi. Yaqin atrofida joylashgan davlatlar (Rossiya Federatsiyasi, Afg'oniston, Eron, Kavkaz respublikalariga nisbatan O'zbekistonning mezo iqtisodiy geografik o'rni (yaqin mintaqalarga nisbatan tutgan o'rni) o'rtacha qulayliklarga egaligi bilan tavsillanadi. Mezo IGO'ni bunday baholanishining sababi shundaki, O'zbekiston bir tomondan, Kavkaz respublikalari, ayniqsa, Rossiya Federatsiyasi bilan, asosan, zamonaviy transport vositalari orqali samarali bog'langan va bu davlatlar bilan an'anaviy ravishda ko'p tomonlama yaqin aloqalar olib boradi. Jahon davlatlari orasida eksport-import aloqalari hajmiga ko'ra, Rossiyaning yetakehilik qilib kelayotganligi buning isbotidir. Ikkinchi tomondan, janubda joylashgan va O'zbekistonning mezo IGO' guruh davlatlari toifasiga kiruvchi Afg'oniston, Eron davlatlari butun o'tgan tarixiy davrlar davomida respublikamiz bilan har tomonlama keng ijtimoiy aloqada bo'lib kelgan bo'lsa-da, hozirgi vaqtda bunday aloqalarni olib borishga mavjud texnik va siyosiy qiyinchiliklar to'siq bo'lib turibdi. Davlatlararo iqtisodiy va ijtimoiy aloqalarning yanada samarali natijalar berishi uyun jahonning uzoqroq mamlakatlari bilan bog'lanish, boshqacha aytganda, makrokengliklar talab etiladi. Ammo, dunyo mamlakatlari bilan iqtisodiy aloqa o'rnatishda materik iehkarisida joylashgan davlatlar dengiz bo'yidagilarga nisbatan bir qancha noqulayliklarga duch keladi. O'zbekiston yaqin dengizlarga chiqishi uchun kamida ikki davlat hududini bosib o'tishiga to'g'ri keladigan jahondagi kamdan kam davlatlaridan biri boiganligi sababidan makroiqtisodiy geografik o'rni (jahon davlatlariga nisbatan tutgan o'rin) nisbatan noqulaydir. Mustaqillik yillarida turli yo'nalishlarda O'zbekistonni dunyo okeani bilan bog'lovchi xalqaro yo'l loyihalarida faol ishtirok etishi mazkur holatni biroz yengillashtiradi.

O'zbekiston Respublikasining siyosiy geografik o'rni klassik geosiyosatchilar tomonidan ajratilgan Yevrosiyoning ichki kontinental qismi, ya'ni Xartlend (ingl. Heartland - "dunyoning yuragi"), hamda Yevrosiyoning janubi-g'arbiy dengizga yaqin mintaqasi Rimlend (Rimland "ichki yarim oy")ning o'zaro tutashgan hududda joylashganligi bilan tavsiflanadi. Bu holat esa jahonda yetakchilikni qo'lga kiritishni rejalashtirayotgan ko'plab davlatlarning respublikamizga nisbatan geosiyosiy qiziqishlarining yuzaga kelishiga sabab bo'lmoqda. Bundan tashqari, O'zbekistonning qulay transport geografik o'ringa egaligi, davlatimizning strategik resurslar hisoblanmish - neft, gaz, oltin, uran va boshqa ko'plab yerosti va usti boyliklariga egaligi, qulay tabiiy iqlim sharoiti, insoniyat tarixiy taraqqiyoti va

sivilizatsiyasida salmoqli o'rin tutishi, katta demografik salohiyatning mavjudligi uning o'ziga xos geosiyosiy imkoniyatlarga egaligini ko'rsatib beradi.

Shu bilan birga, uning siyosiy geografik o'rniga salbiy ta'sir ko'rsatuvchi omillar ham mavjud. Xalqaro terrorizm va diniy ekstremizm xavfi, respublikamiz hududini narkotrafik yo'laklari sifatida foydalanishga harakat, global miqyosdagi ekologik muammolar, turli davlatlar orasidagi geosiyosiy raqobat, Afg'onistondagi beqaror siyosiy vaziyat O'zbekiston mazkur geografik o'rin ko'rinishiga ta'sir etuvchi salbiy omillar bo'lib hisoblanadi. Mazkur salbiy holatlarni bartaraf etish maqsadida respublika rahbariyati tomonidan katta miqyosdagi ishlar amalga oshirilgan.

Respublikamizning birinchi Prezidenti I.A.Karimov BMT Bosh Assambleyasi yig'ilishlaridagi ma'ruzalarida jahon hamjamiyati diqqatini birinchi navbatda aynan Afg'oniston va Orol muammolariga qaratishga undagan edi. Respublikamizning Afg'oniston muammosini hal qilish bo'yicha "6+2" guruhidagi faoliyati qo'shni davlatda tinchlikni o'rnatish, ijtimoiy-iqtisodiy rivojlanishiga yordam berishga

qaratilgan. Markaziy Osiyo davlatlari o'rtasidagi transchegaraviy daryolar, Qirg'iziston o'rtasidagi eksklav (tegishli davlat hududining asosiy qismidan boshqa davlat hududi bilan ajralib turgan yerlar) va ba'zi chegara hududlari, Tojikiston bilan davlat chegarasida oxiriga yetkazilmagan delimitatsiya (chegara chizig'ini aniqlashtirib, mustahkamlash) ishlari bo'yicha yuzaga kelgan muammolar birinchi navbatda hal qilinishi lozim bo'lgan muhim geosiyosiy muammolardan bo'lib hisoblanadi. O'zbekiston siyosiy, ijtimoiy-iqtisodiy muammolarni hal qilish, iqtisodiy rivojlanishga erishish uchun qator davlatlar bilan yaqin hamkorlikni yo'lga qo'ygan. Atrof qo'shnilaridan tashqari, Rossiya Federatsiyasi, Xitoy kabi davlatlar bilan yaqin aloqalar o'rnatgan. Shu bilan birga SHHT, MDH kabi tashkilotlarning faoliyatida doimiy ishtirokchi hisoblanadi.

masalasifatidakuntartibigaqo'yilmoqda.Bugunbutundunyodavaharbirmamlak atdakenvastrategikdunyoqarashga, global tafakkurga, konkret makon va vaziyatlarda operativ qarorqabul qilish qobiliyatiga, to'g'ri yo'l tanlash imkoniga ega bo'lgan professionalgeosiyosatchi va siyosatshunoslarning his qilishmoqda.[4]

Xulosa qilib shuni aytishimiz mumkinki O'zbekiston siyosiy ,iqtisodiy - ijtimoiy jihatdan qudratli davlat ekan . Buni esa yuqorida keltirilgan aniq faktlardan bilishimiz mumkin . Geosiyosiy jihatdan esa faqatgina iqlimi ozgina noqulaylik tug'diradi ,bu esa mamlakat obro'siga ta'sir etishi mukin .O'zbekiston Respublikasi tashqi siyosatda ham bir qator ishlarni amalga oshirgan ekan .

Xususan, O'zbekiston Respublikasining Konstitutsiyasining 17-moddasi O'zbekistonning tashqi siyosatidagi asosiy masalalarni qonun bilan mustahkamlagan ekan.

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Samarqand davlat universiteti Kengashining 2021 yil 24 avgustdagi 1-bayonnoma qarori bilan nashrga tavsiya etilgan.
4. O'zbekistonning geosiyosiy o'рни va munosabatlari. 10-sinf geografiyasi o'quv qo'llanmasi.



Destruktiv xulq-atvor nazariyalari.

Yaxyoyeva Muhayyo Hikmatullo qizi

Terdu Amaliy psixalogiya yo'nalishi 3-bosqich talabasi.

Kayumova Go'zal Narzullayevna

Terdu psixologiya kafedrası o'qituvchisi

Annotatsiya : Destruktiv xulq-atvorga oilada va o'smirning atrof-muhitida yetakchi bo'lgan tarbiyaviy holat asos solinadi.

Kalit so'zlar : deviatsiya, destruktiv xulq-atvor, destruksiya, nostandart xulq-atvor, addiktiv, jinoyatchilik, ichkilikbozlik, alkogolizm.

Теории деструктивного поведения.

Аннотация: В основе деструктивного поведения лежит ведущая воспитательная ситуация в семье и окружении подростка.

Ключевые слова: девиантность, деструктивное поведение, деструкция, нестандартное поведение, зависимость, преступность, пьянство, алкоголизм.

Theories of destructive behavior.

Abstract: Destructive behavior is based on the leading educational situation in the family and the adolescent's environment.

Key words: deviance, destructive behavior, destruction, non-standard behavior, addictive, crime, drinking, alcoholism.

Nostandart xulq-atvor:

xulq-atvorning sotsial stereotiplaridan tashqariga chiqadigan, ammo jamiyat rivojlanishida ijobiy rol o'ynaydigan.

- destruktiv xulq-atvor tashqi destruktiv (ijtimoiy normalarni buzishga qaratilgan

- addiktiv (haqiqatdan qochish va istalgan his-tuyg'ularni olish uchun ma'lum moddalarni yoki muayyan faoliyatni ishlatish)

- antisotsial (qonunlar va boshqalarning huquqlari buzilishi)

- ichki destruktiv (shaxsning o'zini o'zi parchalashiga qaratilgan: o'z joniga qasd qilish, konformistik, narsistik, aqidaparast, autik) xulq-atvor.

Umum qabul qilingan yoki rasmiy ravishda belgilangan sotsial normalarga mos kelmaydi. Deviant xulq va uni namoyon etuvchi shaxs boshqa odamlarning salbiy bahosini oladi (ijtimoiy sanksiyalar). Shaxsning o'ziga yoki boshqalarga real zarar keltiradi, ya'ni destruktiv yoki autodestruktiv tarzda namoyon bo'ladi. Muntazam takrorlanadigan (ko'p marotaba yoki uzoq muddat) tarzda namoyon bo'lishi mumkin. Tibbiy me'yorlar doirasida ko'rib chiqiladi. Sotsial dezadaptatsiya hodisasi bilan birga kuzatiladi. Individual yoki yoshga doir-jinsiy o'ziga xos xususiyatlarda namoyon bo'ladi

Deviant xulq-atvorning nisbatan keng tarqalgan shakllari:

Jinoyatchilik - Muayyan davlatda o'rnatilgan qonun va me'yorlarga nisbatan ayrim shaxslarning salbiy munosabati jinoiy faoliyat, mazkur shaxs esa jinoyatchi hisoblanadi.

Deviant xulq-atvorning nisbatan keng tarqalgan shakllari:

Ichkilikbozlik. Bu borada ilmiy adabiyotlarda bir necha tasniflar mavjud:

1. Alkogolni har-har zamonda iste'mol qilish.

2. Alkogolni ko'p iste'mol qilish — spirtli ichimliklarni muntazam, ya'ni haftada bir martadan bir necha martagacha yoki birvarakayiga o'rtada tanaffus bilan ko'p miqdorda (200 ml.dan oshiq). Bu ko'pincha alkogolizmga olib keladi.

3. Alkogolizm — spirtli ichimliklarga patologik (muttasil) o'rganib qolish bilan tavsiflanuvchi kasallik.

Deviant xulq-atvorning nisbatan keng tarqalgan shakllari:

Giyohvandlik - Giyohvand yoki unga tenglashtirilgan vositalarga muntazam ruju qo'yish va tibbiy ko'rsatmalarsiz iste'mol qilish.

E.Dyurkgeymning ta'kidlashicha deviant xulq jamiyatda me'yoriy nazorat susayganda yuzaga keladi.

R.Mertonning nazariyasida esa, jamiyatda ma'naviy qadriyatlar inson tomonidan ob'ektiv ravishda qabul qilinmay, qadriyatlar tizimi yemirilishni boshlaganda vujudga keladi.

Ijtimoiylashuv jarayonida deviant xulq -atvoriga oilada va o'smirning atrof-muxitida yetakchi bo'lgan tarbiyaviy holat asos solinadi.

Byuler jismoniy pubertat bilan bir katorada psixik pubertatni xamda uning ichidagi 3 ta fazani ajratdi. Birinchisi - bu psixik pubertatlikning arafasi bo'lib, 11-12 yoshli o'smirda quyidagi alohida belgilar paydo bo'ladi: **beboshlik, urushqoqlik**, bolalar o'yinlari unga kizik ko'rinmaydi, o'zidan kattaroq o'smirlarning o'yinlari esa tushunarsiz bo'ladi. Tarbiyasi qiyin o'smirlar shakllanishining yana bir asosiy omili bu o'smirlarning shaxsiy psixologik xususiyatlari :

Sangvinik temperamentdagi o'smirlarda his-tuyg'ular tashqi ko'rinishda yorqin ifodalangan bo'ladi. Ularni boshqa ishlarga berilib ketmasligi uchun doimo nazorat qilish va kuchi yetadigan ish bilan band qilish kerak.

Flegmatik temperamentdagi o'smir og'ir, vazmin, xarakatlari salmoqli bo'ladi. Shuning uchun ulardagi sovuqqonlik, beparvolik, bo'shanglik, faoliyatsizlikning namoyon bo'lishga yo'l qo'yimaslik kerak.

Xolerik temperamentdagi o'smirlar chaqqon, xarakatchan, qo'zg'aluvchan bo'ladilar. Ularda barcha jarayonlar tez sodir bo'ladi. Bu tipdagi o'smirlar hissiyotlari kuchli, yorqin ifodalanib tez paydo bo'ladi, ba'zan kayfiyati keskin

o'zgaradi. Xolerik tipdagi o'smirlardan doimo muloyimlik bilan, ammo qat'iyatli, shoshilmay, o'ylab javob qaytarishlarini talab qilish, ular xatti-xarakatlarida o'rtoqlari va kattalar bilan bo'lgan munosabatlarida o'zini tutishlikni tarbiyalab borish lozim.

Melanxolik temperamentdagi o'smirlarda psixik jarayonlarning sust o'tishi qayd qilinadi. Ular kuchli qo'zg'ovchilarga qiyinchilik bilan javob qaytaradilar, diqqatlarini bir narsaga uzoq vaqt va kuchli jalb eta olmaydilar. Shuning uchun bunday o'smirlarda odamga el bo'lishlikni o'stirish, jamoada do'stlik va o'rtoqlik hislarini tarbiyalash zarur, chunki ular osonlikcha yakkalanib, o'z kechinmalariga berilib ketishi yoki jamoadan chetga chiqib, salbiy ta'sirlarga tushib qolishi mumkin.

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Abstract: This article discusses the role and importance of hormones in human behavior and neurophysiological basis.

Keywords: hormone, adrenocorticotrophic hormone, stress, estrogens, endocrine, ghrelin.

Hormones (ancient Greek: hormáo - hormanino - to stimulate) are biologically active substances that are produced in the internal secretion glands (endocrine glands) and enter the blood and tissue fluid. They spread throughout the body and control the activity of various organs and tissues.

Some of them affect certain organs, for example: Thyrotropin hormone - mainly in the thyroid gland, Adrenocorticotrophic hormone (ACTG) - in the cortex of the adrenal glands, Estrogens affect the uterus, etc.

Others (thyroid hormones, corticosteroids, growth hormone, etc.) affect all tissues of the body (general).

The specific effects of hormones depend on their different chemical composition, for example: Insulin affects carbohydrate metabolism.

Testosterone and other Androgens enhance assimilation processes, cause accumulation of nitrogen in the body,

Glucocorticoids change the metabolism and increase glycogen production in the liver, especially the breakdown of proteins in connective and lymphoid tissue. Estrogens increase protein synthesis with phospholipids in the uterus.

Growth hormone (Somatotrophic hormones) affects fat, phosphorus and calcium metabolism.

affect the metabolism by stimulating the genetic apparatus of the cell, activating enzymes and changing the rate of enzymatic reactions. They increase the formation of informative ribonucleic acid, which determines the structure of the protein, and affect the biosynthesis of proteins. Growth and sex hormones control the body's growth and puberty. When necessary, the body's capabilities are mobilized with the participation of hormones. For example, when there is a threat of danger and in this regard, when the muscles are strained, adrenaline is released more, increases blood glucose, increases blood flow to the heart and brain; ACTG is released more when the harmful effect on the body increases. In order for the body to live and work normally, hormones must be produced as needed. Nervous, humoral and hormonal factors interact and contribute to this. Sometimes the nervous system is directly connected with endocrine glands. This is evidenced by a large release of adrenaline from the medulla of the adrenal glands when the abdominal nerve is

affected. Sometimes the impulse travels through nerve fibers to the hypothalamus, where substances called releasing hormones (factors that secrete pituitary hormones) are formed, these substances enter the pituitary gland and cause additional release of pituitary (tropic) hormones, which increase the release of hormones from the endocrine gland in the periphery. If, for some reason, hormones increase in the body, the release of releasing hormones from the hypothalamus stops, as a result, the pituitary releases less of the corresponding tropic hormones, and then the release of hormones from the endocrine gland in the periphery also decreases. When some hormones are reduced in the blood (for example, when hormones are broken down quickly in the tissues), release of releasing hormones increases, the pituitary gland works more tropic hormones, and then the peripheral gland produces more hormones. The hypothalamus also produces neurohormones (prolactostatin, melanostatin, samotostatin) that inhibit some pituitary hormones. Under their influence, the formation of the corresponding pituitary hormones decreases. The amount of hormones in the blood is controlled by itself. For example, when glucose increases, it accelerates the breakdown of glycogen, reducing the concentration of adrenaline, which increases glucose levels. When there is a lack of sodium salts in the body, the release of aldosterone from the cortical layer of the adrenal glands increases, as a result, more sodium salts are reabsorbed in the kidney tubules and are retained in the body. So, hormones are produced in a certain amount and ensure metabolism and other functions of the body.

Hormones are produced by endocrine glands. The word "endocrine" means the internal secretion of a gland. In other words, they can be called ductless glands. Because they release their secretions not into the capillaries, but directly into the blood. Hormones are also produced by some internal organs, such as the liver and kidneys. But most of the hormones in the body are produced by the glands.

Each of the hormones has its own effect on the body. In general, the function of hormones is to control the internal functions of the body, such as growth and nutrition, the accumulation and use of nutrients, and the reproduction process. If the glands produce insufficient or excessive amounts of hormones, deviations in a person's physical development may be observed.

several major glands and hormones in our body, most notably the thyroid gland in the neck. It produces a hormone that affects growth, development and metabolism in the body. The pituitary gland, located at the base of the skull, consists of two parts. A hormone produced by part of this gland is known to control growth.

Another part of the pituitary gland helps regulate water and fat intake, and produces two hormones that control blood pressure and the body's metabolism.

Other important glands located on top of each kidney. They produce a hormone called adrenaline. This hormone is associated with blood pressure and the body's response to stressful or emotional situations. When we are excited or afraid, large amounts of this hormone are produced. Other glands in the body are associated with our gender and determine whether the fetus is a boy or a girl. Thus, we have become convinced that hormones are very important for us and our health.

Stress, drugs, metabolic diseases - there can be many reasons for changes in the hormonal level. But hormonal imbalances are often overlooked, and fatigue, weight changes, and other symptoms are attributed to aging or overwork. If at least a few of the symptoms listed in the "Domashniy Ochag" publication are observed, it is definitely recommended to meet with a gynecologist-endocrinologist.

Increased appetite

If the feeling of constant hunger does not leave and the usual diet is not enough, it is necessary to check the balance of thyroid hormones. In hyperthyroidism, when thyroid hormones are produced in large quantities, the body burns more calories and increases appetite. In addition, constant hunger can occur due to an increase in the level of the stress hormone cortisol: the body tries to store more energy in a dangerous situation.

Hair loss

An increase in testosterone levels in women causes male pattern hair loss. Often, an increase in this hormone indicates polycystic ovary syndrome, which not only reduces the likelihood of having children, but can also increase the risk of diseases such as diabetes or cancer.

Weight change

appear without any reason indicate a hormonal imbalance. Weight gain can indicate excess cortisol or testosterone or warn of an underactive thyroid. A sudden weight loss may indicate that the thyroid gland, on the contrary, is working more actively than necessary and that too many hormones produced by it enter the bloodstream.

Mood swings

to see this symptom in women who are pregnant or going through menopause, but when hormones are out of balance, serious mental changes can afflict women of any age.

Constant fatigue

An imbalance in any system of the body, including the hormonal system, will certainly lead to a decrease in energy levels. If you get tired quickly, you can't rest in any case, the changes cannot be attributed to age or stress. Of course, you should consult a doctor. Constant fatigue and weakness is a very dangerous symptom that cannot be ignored.

Sleep disturbance

If you don't get enough sleep at night, cortisol levels rise, and high cortisol interferes with sleep. Insomnia can also be caused by an increase in thyroid hormone, and if this hormone is low, lethargy and sleepiness are observed. In any case, sleep disorders are especially sudden and do not occur for any external reasons. This is a reason to see a doctor.

Memory and attention disorders

If the thyroid gland does not work well and hormones are not produced, cognitive functions may deteriorate: memory, concentration and the ability to perceive information deteriorate. If it becomes difficult to perform daily tasks and inattention increases, it is necessary to consult an endocrinologist.

Bone fracture

After entering the body, vitamin D, which is necessary for bones, is converted into the hormone calcitriol. If calcium and vitamin D intake is sufficient, but the bones are weak, this hormone or the thyroid hormone that helps control calcium levels may be out of balance.

Leptin

This hormone controls appetite and is responsible for energy metabolism. It is called the main hormone of satiety and obesity. Low levels of leptin cause increased appetite and lead to obesity. If there is a lot of fat in the cells of the body, the level of leptin increases. In this way, the brain is told "Stop eating!" command is sent. However, excess leptin increases the risk of thrombosis.

Ghrelin

It is produced in the gastrointestinal system and stimulates the feeling of hunger. Ghrelin stimulates the nervous system and protects the cardiovascular system. If you eat often, the level of ghrelin will be low. However, the stress of anxiety and depression increases. A high level of the hormone in the absence of food reduces anxiety. There is a circle without beginning and end - after the diet, the appetite becomes loud. Therefore, you should not eat more than 4-5 times a day. 2 of them should be snacks. Special attention should be paid to breakfast.

Estrogen and progesterone

Women's sex hormones show themselves after the age of 45, when women begin menopause. A low level of estrogen contributes to the accumulation of fat

cells in the abdominal area. A low level of progesterone forces the body to accumulate more fluid. By itself, the body size increases.

Testosterone

Changes in the menstrual cycle and polycystic ovaries are sometimes caused by high levels of testosterone. This leads to uncontrolled weight gain, facial hair, acne and infertility. During menopause, low levels of testosterone decrease the rate of metabolism, which becomes one of the causes of obesity.

Insulin

in fat metabolism by suppressing the activity of enzymes that break down fats produced by the pancreas . Insulin contributes to the production of excess sugar in adipose tissue . If you like sweets , you should know that eating too much of them will increase the level of insulin, and as a result, excess weight will appear around the belly.

Thyroid hormones

Disturbances in thyroid function can lead to weight gain. Thyroid hormones are substances that increase the activity of breaking down fats. Hypothyroidism occurs when hormones are at low levels. The disease is aggravated by the accumulation of fat and is accompanied by obesity. In hyperthyroidism, weight loss occurs.

Somatotropin

Somatotropin is a growth hormone that contributes to weight loss. Normally, this hormone activates the release of fats by cells and their melting. A low level of somatotropin slows down all processes in the body.

Cortisol

It is called stress hormone. The main reason for its excessive secretion is stress and lack of sleep. Excess levels of cortisol increase appetite. To overcome the problem, many women "eat it with food" and feel relief. People who are constantly in stressful situations tend to gain weight even if they don't overeat. This is due to the disturbance of metabolism during nervous tension.

Endocrine diseases, diabetes, increased sex hormone levels are closely related to uncontrolled weight gain. It is necessary to pass a special laboratory study to identify and rule out pathology. Below is a list of tests that will allow you to detect and stop dangerous diseases in the early stages. Tests that should be carried out when you cannot lose weight

Thyroid hormones: thyroxine (T4) and triiodothyronine (T3)

Thyroid stimulating hormone (TSH)

Blood glucose level

Glycylated hemoglobin

Insulin and S-peptide
Glucose tolerance test
Estradiol indicator
Cortisol index
Testosterone indicator
Follicle stimulating and luteinizing hormones

is always under the rule of hormones . In 70 percent of cases, hormonal imbalance becomes the cause of overweight. Don't be too lazy to get checked before going to the gym, restricting your diet . In some cases, a few kilograms of excess weight is better than impaired health.

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Some are specific to members, such as:

Thyroid hormone - mainly in the thyroid gland,

Adrenocorticotrophic hormone (ACTG) - affects the cortex of the adrenal glands, Estrogen affects the uterus , etc.

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This is evidenced by a large release of adrenaline from the medulla of the adrenal glands when the abdominal nerve is affected. Sometimes the impulse travels through nerve fibers to the hypothalamus, where substances called releasing hormones (pituitary hormone-releasing factors) are formed, these substances enter the pituitary gland and cause an additional release of pituitary (tropic) hormones, which increase the release of hormones from the endocrine gland in the periphery. If, for some reason, hormones increase in the body, the release of releasing hormones from the hypothalamus stops, as a result, the pituitary releases less of the corresponding tropic hormones, and then the release of hormones from the endocrine gland in the periphery also decreases. When some hormones are reduced in the blood (for example, when hormones are broken down quickly in the tissues), release of releasing hormones increases, the pituitary works more tropic hormones, and then the peripheral gland produces more hormones. The hypothalamus also produces neurohormones (prolactostatin, melanostatin, samotostatin) that inhibit some pituitary hormones. Under their influence, the formation of the corresponding pituitary hormones decreases. The amount of hormones in the blood is controlled by

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So, hormones are produced in a certain amount and ensure metabolism and other functions of the body.

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Осложнения, связанные с COVID-19
Бобамуратова Дилноза Турдикуловна,
Рузиева Ситора Сапаровна
Ташкентской медицинской академии

Актуальность: Эта статья представляет обзор осложнений, связанных с COVID-19, основанный на недавних медицинских исследованиях. В статье рассматриваются разнообразные аспекты, включая тромбоз и сосудистые осложнения, воздействие на органы, такие как легкие и почки, а также неврологические и сердечно-сосудистые последствия. Авторы выделяют рискованные факторы, влияющие на тяжесть болезни, такие как возраст, наличие хронических заболеваний и особенности иммунной системы. Резюмируются последние научные данные, предоставляя комплексное понимание осложнений COVID-19 и подчеркивая важность превентивных мер и эффективного управления пациентами для минимизации риска развития серьезных осложнений.

Ключевые слова: тромбоз, миозит, артралгии, тромбоэмболия, пневмония.

Введение: COVID-19 и его осложнений остается важной темой в медицинском и научном сообществе. Несмотря на то, что к моменту моего последнего обновления в январе 2022 года мир уже сталкивался с несколькими волнами пандемии, некоторые общие актуальные аспекты включают:

1. Эволюция вируса:

Появление новых вариантов вируса SARS-CoV-2 подчеркивает необходимость наблюдения за его эволюцией. Это также означает, что важно продолжать исследования о новых вариантах, их трансмиссии, степени заразности и эффективности вакцин.

2. Вакцинация и иммунитет:

Развитие и распространение вакцин против COVID-19 – это ключевой фактор в борьбе с пандемией. Однако актуальными остаются вопросы о длительности иммунитета, эффективности вакцин против новых вариантов, а также о вакцинации в различных возрастных группах и популяциях.

3. Долгосрочные последствия и осложнения:

Интерес к долгосрочным последствиям COVID-19, известным как "постковидный синдром" или "долговременные COVID-симптомы", остается актуальным. Исследования продолжают изучать воздействие вируса на различные органы и системы, а также механизмы возникновения долгосрочных симптомов у вылечившихся пациентов.

4. Эпидемиологическая ситуация и меры контроля:

Следует продолжать отслеживание эпидемиологической ситуации, особенно в контексте распространения новых вариантов вируса. Это поможет разрабатывать и реализовывать эффективные меры контроля, включая вакцинацию, тестирование, мониторинг контактов и другие общественные здравоохранительные стратегии.

5. Медицинская терапия и применение лекарств:

Непрерывные исследования направлены на оптимизацию медицинской терапии для лечения тяжелых форм болезни и снижения риска осложнений у пациентов с COVID-19. Эти направления исследований отражают текущие вызовы и задачи, с которыми сталкивается медицинское сообщество в борьбе с пандемией COVID-19.

Материалы и методы исследование: Исследование осложнений COVID-19 проводится множеством медицинских и научных организаций по всему миру. В различных странах исследователи из университетов, медицинских центров, институтов и других научных учреждений активно занимаются изучением различных аспектов влияния вируса на организм.

Обширное количество научных исследований проводится для изучения осложнений COVID-19. На момент моего последнего обновления в январе 2022 года ниже представлены некоторые из общих осложнений, о которых ученые сообщают. Учитывайте, что новые исследования могли быть опубликованы с тех пор, и вам стоит обратиться к последним научным публикациям для получения актуальной информации.

1. Тромбоз и сосудистые осложнения:

- Некоторые исследования обсуждают повышенный риск тромбозов и тромбоемболий у пациентов с COVID-19, что может привести к серьезным проблемам с сердечно-сосудистой системой.

2. Осложнения дыхательной системы:

- Многие исследования фокусируются на воздействии вируса на легочную ткань, вызывая пневмонию, воспаление легких и другие проблемы дыхательной системы.

3. Неврологические осложнения:

- Исследования также рассматривают влияние вируса на нервную систему, включая головные боли, потерю обоняния, а также более серьезные неврологические симптомы.

4. Осложнения почек:

- Отдельные исследования исследуют влияние COVID-19 на почечную функцию, что может привести к острой почечной недостаточности.

5. Осложнения в области сердца:

- Исследования обсуждают возможные повреждения миокарда и другие проблемы в области сердца, связанные с вирусом.

6. Осложнения в плане зрения:

- Некоторые исследования рассматривают окулярные проявления и осложнения, которые могут быть связаны с COVID-19

Результаты: COVID-19 может вызывать различные осложнения, включая те, которые затрагивают область челюстно-лицевой зоны. Вот несколько потенциальных челюстно-лицевых осложнений, связанных с COVID-19:

1. Пневмония и осложнения дыхательной системы: Одним из основных симптомов COVID-19 является острая респираторная пневмония, которая может привести к трудностям с дыханием и кислородной недостаточности. Эти проблемы могут оказать воздействие на лицевую часть через общую слабость и утомляемость.

2. Потеря обоняния и вкуса: Один из распространенных симптомов COVID-19 — потеря обоняния и вкуса. Это может повлиять на общее чувство благополучия и качество жизни, включая удовольствие от пищи и восприятие запахов.

3. Воспаление слюнных желез: Имеются отчеты о воспалении слюнных желез у некоторых пациентов с COVID-19. Это может вызвать боли или дискомфорт в области челюстей и лица.

4. Миозит: Разрешение воспаления мускулатуры, включая жевательные мышцы, известная как миозит, также может быть одним из редких осложнений COVID-19.

5. Стоматологические проблемы: в некоторых случаях COVID-19 может способствовать развитию стоматологических проблем, таких как воспаление десен, языка или слизистой оболочки полости рта.

6. Осложнения суставов и мышц: У некоторых пациентов наблюдаются мышечные боли и артралгии, что также может затрагивать область челюстно-лицевой зоны.

Важно отметить, что эти осложнения могут быть разнообразными, и не все пациенты с COVID-19 сталкиваются с ними.

Осложнения COVID-19 могут возникнуть у различных категорий больных, но они чаще всего связаны с определенными риск-факторами.

Некоторые группы людей более подвержены тяжелым формам болезни и осложнениям. Важные рисковые факторы включают:

1. Возраст:

Пожилые люди (старше 65 лет) имеют более высокий риск тяжелого течения болезни и развития осложнений.

2. Хронические заболевания:

Люди с хроническими заболеваниями, такими как сердечно-сосудистые заболевания, сахарный диабет, хроническая бронхит, ожирение и др., более подвержены тяжелым формам болезни.

3. Состояния иммунной системы:

Ослабленная иммунная система, как у пациентов с иммунодефицитными состояниями или после трансплантации органов, увеличивает риск осложнений.

4. Внутренние и внешние факторы риска:

Курение, употребление алкоголя и другие вредные привычки также могут повысить риск тяжелого течения COVID-19.

5. Неравенства в здравоохранении:

Люди с низким уровнем доступа к медицинской помощи, а также те, кто живет в социально неравных условиях, могут столкнуться с повышенным риском осложнений.

6. Беременность:

Некоторые исследования показывают, что беременные женщины могут иметь повышенный риск тяжелого течения COVID-19.

Это не исчерпывающий список, и каждый случай может быть уникален. Важно принимать во внимание индивидуальные факторы риска при оценке вероятности развития осложнений у конкретного пациента. Кроме того, с учетом появления новых вариантов вируса, важно следить за обновлениями в научных и медицинских исследованиях.

Выводы: Предупреждение осложнений COVID-19 важно для сохранения здоровья. Имеется несколько рекомендаций:

1. Вакцинация:

Прививка является эффективным средством предотвращения тяжелых форм болезни и осложнений. Рекомендуется соблюдать рекомендации медицинских авторитетов по вакцинации.

2. Следование мерам предосторожности:

Соблюдайте рекомендации по ношению масок, физической дистанции, частому мытью рук и другим мерам, которые могут помочь предотвратить передачу вируса.

3. Раннее обращение за медицинской помощью:

При появлении симптомов COVID-19, таких как трудности с дыханием, боль в груди или другие серьезные симптомы, важно немедленно обращаться за медицинской помощью.

4. Соблюдение рекомендаций врача:

Если у вас есть хронические заболевания или другие факторы риска, следуйте советам врача относительно мер предосторожности и лечения.

5. Лечение врачей:

При лечении COVID-19 следуйте назначениям врача. Неконтролируемое самолечение может привести к осложнениям.

6. Мониторинг состояния здоровья:

Внимательно следить за состоянием здоровья. Если замечается ухудшение симптомов или новые проблемы, свяжитесь с врачом.

7. Поддержание общего здоровья:

Необходимо поддерживать здоровый образ жизни, включая правильное питание, физическую активность и достаточный отдых, чтобы укрепить иммунитет и снизить риск осложнений.

8. Избегание табака и избыточного алкоголя:

Нужно избегать курения и употребления алкоголя, так как они могут повышать риск осложнений при COVID-19.

9. Контроль хронических заболеваний:

Регулярно проверять состояние хронических заболеваний и следуйте рекомендациям врачей для их управления.

Эти меры помогут уменьшить риск развития тяжелых форм болезни и связанных с ней осложнений. Важно помнить, что каждый человек уникален, и рекомендации могут быть адаптированы под индивидуальные потребности под руководством медицинских специалистов.

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**Comprehensive treatment of jaw bone defects caused by complications
after COVID-19**

Dilnoza T. Bobamurotova, Sitora S. Ruziyeva

PhD, Dentistry and maxillofacial surgery

Department, Multidisciplinary Clinic of Tashkent Medical Academy,

Tashkent, UzbekistanE-mail: dbobamuratova@mail.ru

Assistant lecturer Dentistry and maxillofacial surgery

Department, Tashkent Medical Academy, Tashkent, UzbekistanE-mail:

dbobamuratova@mail.ru

Abstract: The problem of treatment of purulent-inflammatory diseases of the maxillofacial region is relevant both for dentists in clinics and maxillofacial surgeons in hospitals. As a result of not treating purulent inflammatory diseases on time, serious complications such as sepsis, mediastinitis, cavernous sinus thrombosis, and the development of atypical and severely developing phlegm on spreading in several cellular spaces at the same time were observed.: Research and development of orthopedic constructs to help patients restore jawbone function for comprehensive treatment of jawbone defects resulting from post-COVID-19 complications.

Key words: mediastinitis, hematogenous way, acrylic plastic, mycolic microflora, rhino-orbitocerebral mucormycosis.

Introduction: From the beginning of 2020, the new coronavirus infection (COVID-19) began to spread rapidly in Asia, America, and Europe. The first outbreak of COVID-19 occurred in Wuhan, People's Republic of China, in December 2019. On February 11, 2020, the International Committee on Taxonomy of Viruses gave an official name to the infectious agent - SARS-CoV-2. On February 11, 2020, the World Health Organization gave an official name to a new infectious disease - COVID-19 ("Coronavirus Disease 2019"). The new disease has set new tasks for all medical workers related to prevention, rapid diagnosis and medical care for patients. Information about the epidemiology, etiology, pathogenesis, clinical and laboratory diagnosis, as well as prevention and treatment of this disease is expanding and being studied. In patients with COVID-19 who require surgical intervention, purulent inflammatory diseases of the maxillofacial area and neck have a specific origin, and as a result, the treatment of changes in the middle and lower areas of the face is relevant for us. The spread of inflammation can be through the fascial spaces or through the hematogenous way.

As the number of COVID-19 cases around the world rises, so too does the rate of complications. This disease causes severe complications in the maxillofacial region, namely osteomyelitis or osteonecrosis of the jaw, thrombosis of the

cavernous sinuses, rhino-orbitocerebral mucormycosis, loss of vision, neurological complications leading to disability and death of people.

Materials and methods:

1. Patients being treated in the Department of Maxillofacial Surgery of TMA.
2. Dentures made of acrylic plastic.
3. Microbiological.
4. Laboratory analyses.
5. Clinical methods.

Result:

1. To study the distribution of purulent-necrotic lesions in the face area in patients infected with COVID-19.

2. Evaluation of the specificity of purulent-necrotic wounds in the face in patients with COVID-19.

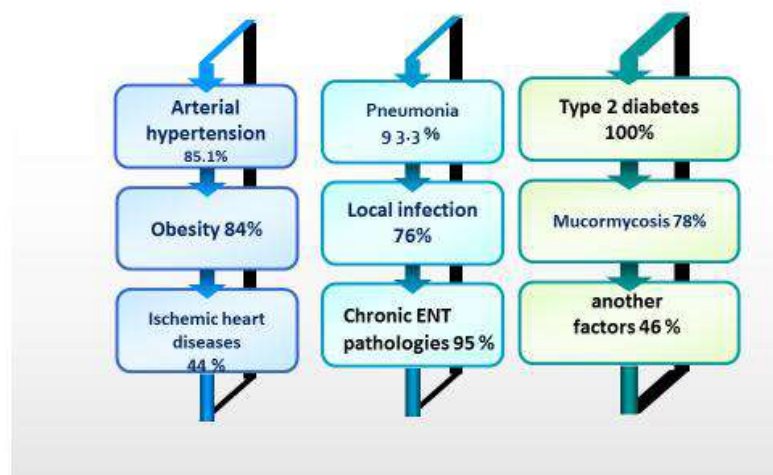
3. Development of orthopedic structures for necessary patients after surgical treatment of purulent-necrotic wounds in the face of patients infected with COVID-19.

Development of new orthopedic constructions for the treatment of jaw bone defects caused by complications after COVID-19.

Surgical treatment method was used in 16 patients. Conservative treatment method was used in 2 patients.

1. Opening phlegmons of soft tissue of the face - 7
2. Gymrotomy necroectomy – 9
3. Gymrotomy, necroectomy, FESS- 3
4. FESS- 5
5. Pathomorphological examination of 18 patients was conducted.

INFLUENCING THE DEVELOPMENT OF CAVERNOUS



Conclusion: The implementation of the research results in diagnostic, preventive and clinical medicine will allow to determine the optimal medical tactics for the treatment of purulent-necrotic wounds of the face in patients with COVID-19, which will meet practical health care needs. The proposed concept allows patients with purulent-necrotic facial ulcers with COVID-19 to improve chewing and speech functions in patients after surgical procedures.

Purulent-necrotic process of the face-jaw area observed among patients with COVID-19 occurs in the middle and upper 1/3 of the face. These processes are formed on the basis of aseptic necrosis on the basis of bacterial and mycolic microflora in the nasal cavities, the bone skeleton and soft tissue in the middle and upper 1/3 of the face. Among patients, this pathological condition is observed in 35% of cases among those with complications;

Purulent-necrotic wounds on the face of patients infected with COVID-19, morphological changes in the mucous membrane of the face-jaw, nasal mucosa, and the nasal mucosa are represented by the process of fungal damage. The processes are based on purulent necrotic process due to violation of blood aggregation and rheology in the blood vessels and aseptic necrosis in the tissue, which in turn causes the process to take a long time. With the presence of an inflammatory element, systemic vasculitis and necrosis, and in other cases, with a large secretion of mucous secretion, which leads to the development of persistent hypoxia with a violation of natural breathing

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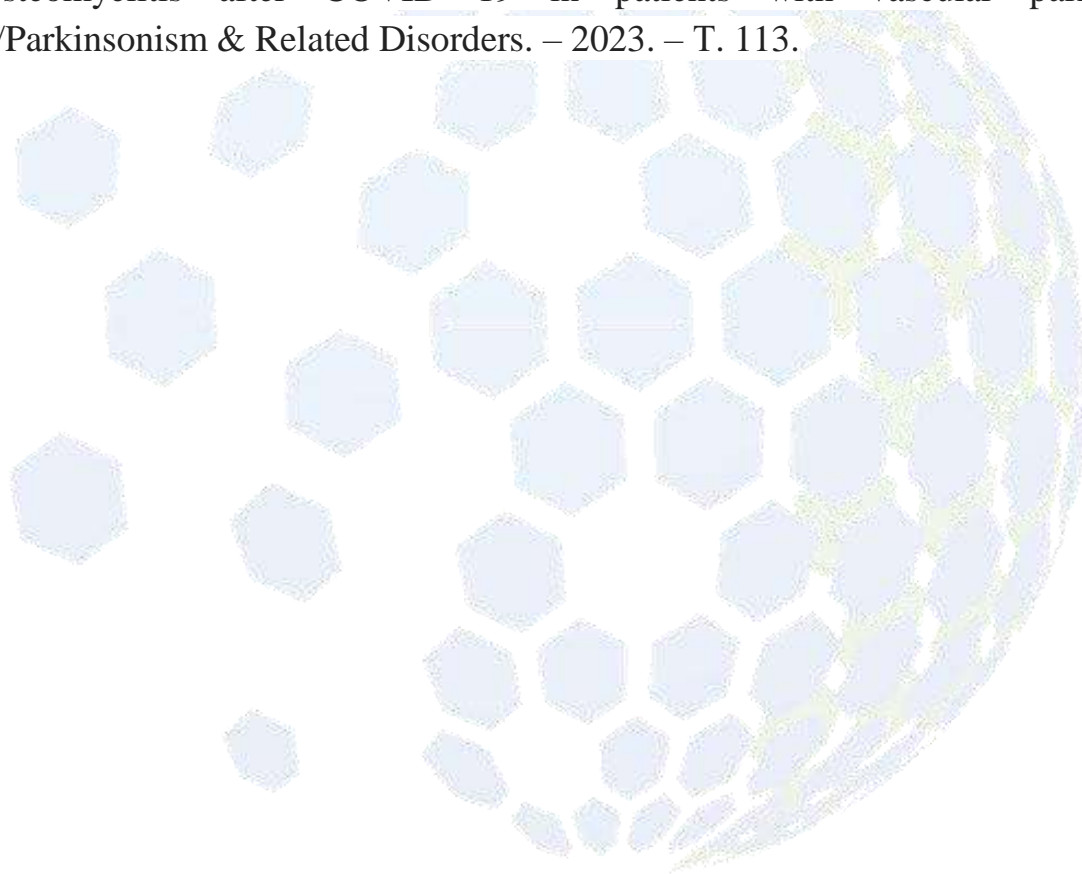
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Annotatsiya:

Mazkur maqolada psixologik konsultatsiyada qo'llaniladigan usullar haqida so'z boradi. Shuningdek konsultativ psixologiya bosqichlari va ularda qo'llanadigan texnik usullar va ularning smaradorligi haqida ma'lumotlar beriladi.

Kalit so'zlar: psixologik konsultatsiya, information shaxs, oilaviy muhit, pedagog, aktual, zamonaviy konsultatsiya, psixologik yondashuv, texnika.

Maslahatchi mijoz bilan uchrashuvni qanday rejalashtirishi kerak?

Maslahat vaqtni rejalashtirishdan boshlanishi kerak. Optimal vaqt jadvali konsultantga o'zining professional vazifalarini yuqori texnologik darajada bajarishi, kasbiy mahoratini saqlab qolishi va kasbiy malakasini oshirishi mumkin.

Maslahat berish jarayonini tuzish mijoz bilan uchrashuvni rejalashtirishdan boshlanadi. Bunga tayyorgarlik bir necha bosqichlardan iborat:

1. Mijoz va uning muammosi to'g'risida dastlabki g'oyani tuzish. Mijoz bilan ishlashni boshlashdan oldin maslahatchi tomonidan olingan ma'lumotlar konsultatsiyaga tayyorgarlikning quyidagi bosqichlarini amalga oshirishga yordam beradi.

2. Mavjud muammo bo'yicha bilimlarni tizimlashtirish. Ushbu bosqichda maslahatchi ushbu masala bo'yicha adabiyotlarni ko'rib chiqishi mumkin; hamkasblar bilan maslahatlashish; yangi tadqiqotlar bilan tanishib chiqing.

3. Konsultatsiya rejasini ishlab chiqish. Shuni ta'kidlash kerakki, rejaga ega bo'lish ijobiy va salbiy tomonlarga ega bo'lishi mumkin. Maslahatchi rejalashtirilgan rejani vaziyatga qarab o'zgartira olishi kerak, aks holda mijoz uchun muhim fikrlarni, keyingi ishlarning asosiy yo'nalishlarini o'tkazib yuborish mumkin.

4. Psixodiagnostika vositalarini tanlash.

Ushbu algoritmgga rioya qilish, ayniqsa, yangi boshlagan maslahatchilarga ish jarayonida o'zlarini ishonchli his qilishlariga imkon beradi.

Maslahatlashish jarayoni ketma-ket bosqichlar ko'rinishida ham taqdim etilishi mumkin. Olimlar maslahat berishning turli modellarini taklif qilishadi.

Besh bosqichli maslahat modeli qanday?

Aksariyat mutaxassislar amalda besh bosqichli maslahat modelidan foydalanadilar:

I bosqich. Mijoz bilan ishonchli munosabatlarni o'rnatish va mustahkamlash (maslahatchi butun konsultatsiya jarayonida mijoz bilan ishonchli munosabatlarni

saqlab turishi kerak). Maslahatchi mijozni qo'llab-quvvatlaydi, unga psixologik xavfsizlik sharoitlarini yaratadi va mijozning o'ziga professional sifatida ishonchini kuchaytiradi.

II bosqich. Mijozning maslahatchiga "iqrorigi" (mijozning o'zining psixologik va ijtimoiy-psixologik muammolarini sub'ektiv emotsional og'zaki bayon qilishi). Maslahatchi mijozning psixosotsial muammolarining ichki va tashqi sabablari to'g'risida umumiy g'oyani ishlab chiqadi va birinchi ishchi gipotezalar paydo bo'ladi - hodisalarning mantiqiy munosabati to'g'risida taxminiy hukm. Maslahat gipotezalari tufayli maslahatchi mijoz unga kelgan psixologik ijtimoiy muammolarni shakllantirishi mumkin. Mutaxassis dastlabki professional maslahat xulosasini tuzishni boshlaydi.

III bosqich. Mijozning ijtimoiy-psixologik muammolarini tahlil qilish (tushunish, aks ettirish); umumiy ishchi maslahat gipotezasini sinovdan o'tkazish.

IV bosqich. Mijozning muhim muammolarini maslahatchi tomonidan kompleks ravishda professional o'rganish, mijoz bilan birgalikda mijozning muammolarini eng maqbul echimlarini echish va resurslarni topish (mijozning ijtimoiy va psixologik qiyinchiliklarini hal qilish va tashqariga chiqish maqsadida) uning qiyin hayotiy holati).

V bosqich. Mijozga tavsiyanomalar va maslahat jarayonini yakunlash, maslahatchi tomonidan butun konsultatsiya jarayonida sodir bo'lgan voqealar haqida qisqacha xulosa, mijoz bilan birgalikda tanlangan muammoni hal qilish variantlari (mijoz uchun) qayta "gapirish".

Konsalting jarayonining yakuniy qismida, shuningdek, agar kerak bo'lsa, konsultantning mijoz bilan keyingi aloqasi (professional o'zaro aloqasi) muhokama qilinadi.

Maslahat berish jarayonida markaziy qadamlar qanday?

Ijtimoiy ishlarda maslahatchi mijozga muayyan muammoni hal qilishda yordam beradi. Shu munosabat bilan J. Eganning modelidan foydalangan holda maslahat bosqichlarini ko'rib chiqish qulay. Ushbu model konsaltingga "muammolarni boshqarish" sifatida qaraydi, bu esa yechim emas, balki boshqaruv degan ma'noni anglatadi, chunki barcha muammolar doimiy ravishda hal etilmaydi. Modelning markaziy bosqichlari:

1. muammoni aniqlash (mijozga o'z hikoyasini aytib berishga yordam berish; diqqatni jamlash; faollashtirish);
2. maqsadlarni shakllantirish (yangi ssenariy va maqsadlar to'plamini ishlab chiqish; maqsadlarni baholash; aniq harakatlar uchun maqsadlarni tanlash);
3. harakatlarni amalga oshirish (harakatlar strategiyasini ishlab chiqish; strategiyalarni amalga oshirish).

Ishonch munosabatlari o'rnatiladigan birinchi bosqich "hozirgi stsenariy" ning rasmini yaratishga qaratilgan, ya'ni. muammoli vaziyat. Ikkinchi bosqichda maslahatchi mijoz bilan birgalikda "yangi ssenariy" ni shakllantiradi, uning yordamida vaziyatni yaxshilash mumkin. Uchinchi bosqichda "mavjud stsenariy" dan "kerakli" ssenariyga o'tish uchun zarur bo'lgan maqsadlar, harakatlar uchun strategiyalar ishlab chiqiladi.

Maslahatchi e'tiborga olishi kerak bo'lgan turli bosqichlarda (maslahat berish bosqichlarida) kelib chiqadigan madaniy va individual muammolar mavjud. Siz maslahat suhbatini o'tkazishda qat'iy me'yorlarga rioya qila olmaysiz, ammo maslahat jarayonini tuzish zarur. Boshlang'ich maslahatchi, ayniqsa maslahat bosqichlariga ko'ra maslahat va maslahat jarayonini rejalashtirishni o'rganishi kerak.

Konsalting modellari va algoritmlari.

Psixologik maslahat modeli deganda nima tushuniladi?

Maslahat berishning o'ziga xos modeli ko'pincha umumiy nazariy yo'nalishga qarab tanlanadi:

- psixoanalitik,
- shaxsga yo'naltirilgan,
- xulq-atvorli,
- kognitiv va boshqalar.

Maslahatlar modellari orasida 1) hayotiy ko'nikmalarni o'rgatish, 2) odamlar o'rtasidagi munosabatlar va aloqa qobiliyatlarini o'rgatish, 3) muammolarni hal qilish va qaror qabul qilishga o'rgatish, 4) sog'lom turmush tarzini qo'llab-quvvatlashga o'rgatish, 5) qobiliyatlarni yo'naltirish va rivojlantirish, 6) o'zligini anglash va shaxsiy rivojlanishiga yordam berish.

Psixologik maslahat nazariyasi va amaliyotining hozirgi rivojlanish bosqichida bir qator yangi maslahat modellarining paydo bo'lishini ajratib ko'rsatish mumkin:

- ... qisqa muddatli ijobiy maslahat,
- ... psixotexnologiya, neyrolingvistik dasturlash bo'yicha maslahatlar,
- ... shaxsni qayta baholash bo'yicha maslahat va boshqalar.

Maslahatlar modellari ruhiy buzqlikni keltirib chiqaradigan hayotiy vaziyatlarga qarab belgilanishi mumkin. So'nggi paytlarda alkogolizm, giyohvandlik, oiladagi zo'ravonlik, o'qishdagi qiyinchiliklar va boshqalar bo'yicha maslahatlarning maxsus modellari rivojlanmoqda.

Psixologik maslahat algoritmi nimaga o'xshaydi?

Suhbatdagi maslahatchining asosiy vazifasi - mijozni tushunishga, o'zini, o'zini tutishini, etakchi motivlari va qadriyatlarini, resurslari va cheklavlarini

anglashga etkazishdir. Mijozning maqsadga erishishi turli xil tezlikda - tezroq, sekinroq, ko'pgina sabablarga ko'ra sodir bo'lishi mumkin. Ba'zan mijoz o'zi haqida o'z tushunchalariga yopishib qoladi. Diffuziya, konsentratsiyaning etishmasligi, nomuvofiqlik maslahat berish jarayonini buzadi. Maslahatchi san'ati - mijozning individual imkoniyatlariga muvofiq maqsad sari intilish intensivligini tartibga solish. Psixologik maslahat bir necha bosqichlarni o'z ichiga olgan jarayondir. Maslahat berishning boshi, o'rtasi va oxiri bor va maslahatchi maslahatni qanday boshlashni, uni qanday davom ettirish, uni intensiv va samarali qilish va qanday tugatishni bilishi kerak.

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The importance of genres of folklore in the education of preschool children "

Asian International University

Teacher of the Department of Pedagogy and Psychology

Madina O'ktam qizi Shukurova

Annotation: organization of activities that enrich children's spiritual image using examples of folk art in the pre-school education organization and wide promotion in practice.

Key words: Proverb, parable, fairy tale, epic, observation, communicative orientation, social situation, emotional experiences, fun games , diction, speech, empathy, dialogue.

One of the most ancient national values of our people is folk art, i.e. folklore art. This art, as a system of artistic traditions, reflects the humanistic ideas of our people and serves to inculcate national and spiritual values related to hope for the future, goodness, kindness, humanity, and patriotism in the minds of future generations. Folklore art is an important resource for deepening children's understanding of the rich national heritage of our people and satisfying their spiritual and moral needs. In the minds of children, the traditional types and genres of folk art are of great importance in the restoration and development of our national values. The system of genres of Uzbek folk oral art based on the art of words is epic, fairy tale, short story, narrative, legend, myth, praise, anecdote, ritual folklore, children's folklore, oral drama, proverb. consists of chants, spells, incantations, applause and cursing. Such artistic heritage is a product of the poetic thinking of our ancestors. Folklore belonging to each genre differs from each other in terms of its own poetic system, performance method, life-household function, attitude to music, artistic reflection of reality, and other aspects. Today, the traditions of high spiritual perfection embodied in folk art are the national basis for educating and bringing up the young generation. That is why it is of practical importance to restore the rich and colorful traditions of the Uzbek folk art, to develop it, to create sufficient opportunities for the realization of the creative potential of the youth today, and to train specialists in folklore and ethnography. The Law "On Education" also stipulates the training of such qualified, intellectually capable, deep spiritual experts necessary for the spiritual life of our country. The national basis of training specialists in the field of folklore and ethnography is to further improve the spiritual values of our people, to deeply inculcate the ideas of the ideology of independence and national values into the minds of the young generation. The reason is that such specialists should contribute to ensuring the continuation of the best traditions of the creative

potential of our ancestors. Folk oral creativity, which artistically interprets the worldview, socio-political, spiritual-aesthetic and philosophical views of our people in its own way, is considered one of the rarest sources of folklore. Folklore works are also valuable because they perfectly reflect the lifestyle, aspirations, customs and ceremonies, traditions of our great ancestors who created the high culture of our people. Folk art is called folklore in science. We all know that the formation of the science of Uzbek folklore began in the 20s of the 20th century. Folklore includes collecting rare examples of folk art, systematizing them, making public and academic publications, and conducting research on folk art. The term "folklore ". In 1846, the English scientist William Toms proposed it. The term "folklore " means "folk wisdom". All art examples created by the people (architecture, painting, jewelry, goldsmithing, music, dance, oral literature) are examples of folklore. That's why experts working in every field of art call their chosen type of activity, the product of creativity "folklore". For example, a musician calls his folk tunes, a choreographer his folk dances, a folklorist scientist calls his folk epics and fairy tales folklore works. In the early times, Uzbek folk oral poetic creation was called "folk literature", "folk literature", "oral literature", "folk oral creativity", and this term was first coined by H. Zarifov (1934 -35 years) began to be used as "Uzbek folklore". Uzbek folk oral poetic creations are examples of spoken word art that includes many genres and artistically reflects the life, history, aspirations, worldviews of ordinary people. , is performed and in the process of performance it is passed from word to word, from generation to generation. Folklore is a syncretic character, combining elements typical of all art forms, in which words, melodies, and certain types of dance are performed in harmony. will be done. Folklore is an artistic reflection of people's life, history, fate. At the heart of folklore works are people's worldviews, concepts from primitive mythological concepts to perfect religious beliefs. A person who has a deep knowledge of the unique features of traditional folklore, a deep understanding of the laws of development of Uzbek folklore in the period of independence, a good understanding of the spiritual needs and scope of interest of the people, who can improve amateur creativity, is full of theoretical and practical aspects of management. training of skilled specialists who mastered it is an urgent issue of today.

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**Globallashuv sharoitida o'quvchilar aqliy-ruhiy qiyofasini
shaklantirishda muloqot uslublarining ahamiyati**

Osiyo Xalqaro Universiteti

Pedagogika va psixologiya kafedrasida o'qituvchisi

Xalilova Shaxlo Ravshanovna

Annotatsiya: Maqolada Globallashuv sharoitida o'quvchilar aqliy-ruhiy qiyofasini shaklantirishda muloqot uslublarining ahamiyati tahlil etilgan. Bundan tashqari pedagogik muloqot usulini to'g'ri qo'llash orqali, o'quvchilarning odob-ahloqi, ma'lumotlarni o'zlashtirish bilan bog'liq jihatlari maqolada aks etgan. O'qituvchi kasbiy faoliyatida pedagogik muloqot usullarining o'zlashtirish jarayoniga ta'siri atroflicha tahlil etilgan.

Аннотация: В статье анализируется значение коммуникативных методов в формировании ментально-духовного образа студенческой молодежи в условиях глобализации. Кроме того, при правильном использовании метода педагогического общения в статье отражены манеры учащихся и аспекты, связанные с усвоением информации. Подробно проанализировано влияние методов педагогического общения на процесс усвоения в профессиональной деятельности учителя.

Abstract: The article analyzes the importance of communication methods in shaping the mental and spiritual image of students in the conditions of globalization. In addition, by using the method of pedagogical communication correctly, the manners of the students and aspects related to the assimilation of information are reflected in the article. The impact of pedagogical communication methods on the mastering process in the teacher's professional activity has been thoroughly analyzed.

Калит сўзлар: Muloqot, pedagogik muloqot, ta'lim tizimi, muloqot usullari, fikrlash tarzi, nutq madaniyati, o'zlashtirish jarayoni va muomala odobi, kasbiy faoliyat.

Ключевые слова: Общение, педагогическое общение, образовательная система, методы общения, образ мышления, культура речи, учебный процесс и этикет, профессиональная деятельность.

Key words: Communication, pedagogical communication, educational system, communication methods, way of thinking, speech culture, learning process and etiquette, professional activity.

Bugungi kunda o'zini yorqin nomoyon qilayotgan globallashuv tushunchasi bir necha asrlik ildizlariga ega. XX asr boshlarida ijtimoiy hayotning barcha sohalarini qamrab olgan holda globallashuv tushunchasi bilan ifodalana boshladi. Bugungi kunimizda globallashuv deganda asosan bolalar va o'simirlar aqliy-ruhiy

qiyofasini shaklantirib kelayotgan umuminsoniy ahamiyatga ega muammolarni tushunish keng tarqalgan. yosh avlodning mustaqil va erkin fikrlay olishi ro'y berayotgan voqea-hodisalarga shaxsiy munosabatini bildirish- ga imkon beradi. Ijtimoiy borliqda kechayotgan o'zgarishlarga nisbatan shaxsiy nuqtai nazaming shakllanishi shaxs faolligini ko'rsatuvchi muhim jihatlardan biridir. Qolaversa, mustaqil fikr egasi bo'lgan shaxs o'z imkoniyatlari, qobiliyatini erkin namoyon eta oladi. Ta'lim sohasida olib borilayotgan islohotlarning ham asosiy maqsadi erkin, mustaqil fikr- ga ega bo'lgan barkamol shaxs va malakali mutaxassislamii tarbiyalab voyaga etkazishdan iborat¹. Globallashuv sharoitida ta'lim oluvchilar aqliy-ruhiy qiyofasini shakllantirish jarayonini o'rganib chiqishda muloqot tushunchasiga oydinlik kiritib olsak. Muomala — axborot jarayonidir. Axborot ikki yunalishda: boshqarish sub'ektidan (pedagogdan) boshqarish ob'ektiga (o'quvchilarga) boradi va aksincha — obyektidan subyektga boradi.

Pedagog bevosita shaxslararo muomaladan o'z tarbiyalanuvchilari, o'z tarbiyalanuvchilariga ham maqsadga qaratilgan axborotni, ham uning o'quvchilarga murojatida tagma'no tarzida botinib kirib boradigan axborotni ma'lum qiladi. Pedagog muomala vositasi orqali qanday axborot olishini qarab chiqar ekanmiz, o'quvchining shaxsi haqidagi axborotning muhimligini alohida ta'kidlab o'tish kerak. Bevosita muomala shaxsni g'oyat xilma-xil sharoitlarda va ko'rinishlarda o'rganishga imkon beradi. U faqat shaxsning hulq-atvorida namoyon bo'ladigan yorqin va eng ta'sirchan tashqi belgilarnigina qayd etish imkonini berib qolmaydi.

Pedagog o'quvchilar bilan muomala qilar ekan, juda mayda detallarni ham anglab olishga qodir bo'ladi, bu detallar sirdan qaraganda unchalik ahamiyatli bo'lmay, shaxsda sodir bo'layotgan, uni tushunish uchun juda muhim bo'lgan zarur ichki jarayonlar ko'rinishlarining alomatlari bo'lishi ham mumkin. Bu xol shaxsni chuqur tushunish imkonini berib, tashqi qatlam ostida boshqa usullar bilan aniqlab bo'lmaydigan narsalarni topish imkonini beradi. Muloqot jarayoniga salbiy ta'sir ko'rsatadi degan tushuncha salbiy hodisa sifatida talqin etilishi bir yoqlama bo'lib, uning tub mohiyatini ochib bera olmaydi. Umumiy ma'noda globallashuv jarayonida, bir tomondan o'quvchilar aqliy-ruhiy qiyofasining shakllantirishida muloqot uslublari muayyan hodisa, jarayonning barcha o'simirlar ruhiy holatini qamrab olsa, ikkinchi tomondan bolalar va o'simirlar taqdiriga daxldor ekanligini anglatadi. Bolalar va o'simirlar aqliy-ruhiy qiyofasini shakllantirishda muloqot jarayoni globallashuv tushunchasi bilan bir qatorda siyosiy globallashuv hamda fan, madaniyat, insonlar o'rtasidagi o'zaro munosabat, ta'lim va axloq sohasidagi

¹ XOLIQOV A.PEDAGOGIK MAHORAT Toshkent «IQTISOD-MOLIYA» 2011. 132-bet.www.ziyouz.com kutubxonasi

jarayonlarni ifodalovchi ijtimoiy-madaniy globallashuv hamda g'oyaviy ta'sir, targ'ibot va tashviqot bilan bog'liq mafkuraviy globallashuv ham sodir bo'layotganini yoddan chiqarmaslik zarur. Mafkuraviy jarayonlarning globallashuvi g'oyaviy ta'sir o'tkazish imkoniyatlarining kengayishi, uslub va vositalarning takomillashuvi, yangi texnik va texnologik tizimlarning yuzaga kelishi natijasida bolalar va o'simirlar aqliy-ruhiy qiyofasining shakllanishida muloqot jarayoni orqali aks etishi, g'oyaviy ta'sir o'tkazish va mafkuraviy kurash umumbashariy miqyos kasb etganini ifodalaydi. Birinchi prezidentimiz aytganlaridek **“Biror bir hudud yoki mamlakatda paydo bo'layotgan g'oyalar tez fursatda butun jahonga yoyilmoqda. Natijada odamzot ma'lum bir davlatlar va siyosiy kuchlarning manfaatlariga xizmat qiladigan, olis-yaqin manbaalardan tarqaladigan, turli mafkuraviy markazlarning bosimini doimiy ravishda sezib yashamoqda. Bu jarayonlarning yana bir muhim xususiyati g'oyaviy kurashning g'araz maqsadlar va iqtisodiy manfaatlar bilan chirmashib ketayotganidir.”**²

Darhaqiqat bolalar va o'simirlar aqliy-ruhiy qiyofasini muloqot usullari orqali mafkuraviy ta'sir doirasiga tortishga urinishlar barcha zamonlarda bo'lgan, lekin bugungi kunda dolzarb masalalardan biri bo'lib kelmoqda. Muloqotning umumiy jarayoni hisoblangan ta'sir etish va ma'qullash usuli jamiyatda yuz berayongan vodea hodisalarga nisbatan atroflicha ta'sir ko'rsatadi. Ikki suhbatdoshning bir-birlariga ta'sir ko'rsatishlari, tarbiyaviy maqsadni ma'qullatirish vositasi sifatida o'ziga xos xususiyati shundan iboratki, ushbu usul vositasida o'qituvchi o'quvchi ruhiyatiga va xulq-atvoriga tarbiyaviy maqsadni ko'zlab sezilarsiz ravishda psixologik ta'sir ko'rsatadi. O'quvchi psixikasida nazoratsiz kiradi. Ushbu usul, muloqot jarayonida o'qituvchi o'quvchilarda axloqiy-irodaviy hislatlarni faol takomillashtiradi. O'qituvchi xushmuomalaligi, muosharat odobining cheksiz qudrati bilan o'quvchilar psixikasining anglanmagan qirralariga pedagogik ta'sir etadi, o'qituvchi va o'quvchining yaqindan muloqotda bo'lishini, bir-birlariga ishonchini, topshiriqlarni ma'qullab vaqtida bajarish uchun javobgarlik hissini shakllantiradi.³ Bolalar va o'simirlar aqliy-ruhiy qiyofasida globallashuv va global mafkuraviy ta'sir o'tkazishning o'ziga xos muloqotga kirish usullaridan biri “Kinomotograf.” Mafkuraviy globallashuv sharoitida ulkan industriyaga aylanib ulgurgan kinomatograf bolalar va o'simirlar ongi, aqliy-ruhiy qiyofasi va qalbi uchun kurashning muhim bo'g'iniga aylandi. Kino bolalar va o'simirlar ongi, aqliy-ruhiy qiyofasiga va xulqiga ta'sir ko'rsatishning o'ziga xos uslublari va imkoniyatlariga ega. Bunday ta'sirning natijalarini bolalar va o'simirlar mashhur

² Globallashuv va Mafkuraviy jarayonlar. Toshkent “Muharrir nashriyoti” 2009. 74- bet.

³ XOLIQOV A.PEDAGOGIK MAHORAT Toshkent «IQTISOD-MOLIYA» 2011. 128-bet.www.ziyouz.com kutubxonasi

kinoqahramonlariga taqalid qilishlarida, ular bilan ichki olamlari orqali muloqo o‘rnatishlari, ularning xatti-harakatlari, qiliqlari, va hattoki, kiyinishlarini takrorlashlarida ko‘rishimiz mumkin. Hayotdagi maqsadlarini ham kinoqahramonlari amalga oshirayotgan ishlar singari belgilab olishlari barchamizga ma’lum. Kinoqahramonlarini hayotiy ideallariga aylantirib, ular aytgan mashhur so‘zlar va iboralarni shior qilib olishlari va kundalik hayotlarida muloqot jarayonida foydalanishlari sir emas. “Bolalar va o‘simirlar o‘zining harakatchanligini va yangilikka intiluvchanligini va bo‘sh vaqt resurslarga egaligi sababli salbiy oqibatlarni keltirib chiqaradi. Bu ularning “yumshoq erotika”dan tortib “porgonrafiya”gacha, tajavuzkorlikdan tortib ochiq vaxshilikka bo‘lgan xodisalarni o‘zida mujassam etayotgan, turli shakllar va “go‘zal” ko‘rinishlarda inson ongiga kuchli tazyiq o‘tkazadigan kinoobrazlar yordamida tobora faolroq amalga oshirilayotgan agressiv g‘oyaviy ta’sirga berilib ketish xavfining mavjudligi bilan belgilanadi.”⁴

O‘quvchilar aqliy-ruhiy qiyofasining mafkuraviy globallashuvda ommaviy axborot vositalarining o‘rni benihoya katta bo‘lib, u yosh avlodning kamol topishida jiddiy ahamiyat kasb etadi. Bugungi axborot inqilobi oldingi davrlarda paydo bo‘lgan axborot uzatish usullarining ko‘plab usullarini o‘zida sintez qilgan zamonaviy kompyuter texnologiyalariga asoslangan INTERNET kabi hodisalarning paydo bo‘lishi bilan bog‘liqdir. Bolalar va o‘simirlar aqliy-ruhiy qiyofasining mafkuraviy globallashuvi muloqot jarayonida ommaviy axborot vositalari obrazlar, musiqa va shu kabi shakllarda axborotlarni tezlikda uzatilishi va ommaviy tarqatilishini ta’minlashga xizmat qiladi. Axborot inqilobining hosilasini juda kata axborotni qayta ishlash, xohlagan mamlakat kutubxonasida saqlanayotgan kitoblardan foydalanish imkoniyatining mavjudligida ham ko‘rish mumkin. Radio, televideniya, internet eng so‘ngi yangiliklarni qisqa vaqtda butun dunyoga ma’lum qilish, ilm-fan, madaniyat, adabiyot va san’at yutuqlaridan har bir odam foydalanishiga zamin yaratmoqda. Birinchi prezidentimiz I.A.Karimov ta’kidlaganlaridek “Buguni kunda zamonaviy axborot maydonidagi shu qadar tig‘iz, shu qadar tezkorki, endilikda ilgarigidek, ha, bu voqea bizdan juda olisda yuz beribdi, uning bizga aloqasi yo‘q, deb beparvo qarab bo‘lmaydi. Ana shunday kayfiyatga berilgan xalq yoki millat taraqqiyotdan yuz yillab orqada qolib ketishi hech gap emas.”⁵

Bugungi kunda turli shakl va mazmundagi axborotlar inson va jamiyat hayoti, taraqqiyoti hamda o‘quvchilar aqliy-ruhiy qiyofasi kamolotining zaruriy shartiga

⁴ Globallashuv va Mafkuraviy jarayonlar. Toshkent “Muharrir nashriyoti” 2009. 76- bet.

⁵ Globallashuv ommaviy madaniyat milliy g‘oya Toshkent “Ma’naviyat” 2009. 6-bet

aylanib, OAV esa uni tarqatishning muhim bo'g'iniga aylanib bormoqda. Globallashuv davrida OAV o'quvchilar aqliy-ruhiy qiyofasining shakllanishida muloqot jarayonida ularning ongi va hissiyotlariga, tafakkur tarziga, xulq atvoriga ta'sir ko'rsatishida katta ahamiyatga ega.

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**THE DEVELOPMENT OF CONSCIOUSNESS AND THE TEACHING
OF CONCEPTS OF THE UNCONSCIOUS TO STUDENTS**

Ikromova Sitora Akbarovna

Assistant Professor of Asian International University

Abstract: Broadly researching the concept of early consciousness in psychology, this concept expands the scope of creative thinking between knowledge, skill acquisition, and interpretation of the concept of consciousness in controversial conversations among students.

Key words: Consciousness, unconsciousness, psyche, matter, brain, phenomenon, personality, materialism.

Consciousness is the highest form of mental activity. It is only a human phenomenon. The question of consciousness, its essence, is one of the most ancient problems. At first, they tried to explain consciousness within the framework of religious and mythological views. The religious explanation of consciousness is based on interpreting it as a divine phenomenon, a miracle created by God. In many religions, human consciousness is described as a manifestation of the great divine intelligence. Although the roots of such views are very ancient, they still have many supporters. He who admits that the universe and man are created, considers that Consciousness is also the power of creation.

The 2nd direction in explaining the nature of consciousness is to understand consciousness as a reflection of the material world in the human brain, to interpret it in connection with the activity of the human body. At the same time, cases of distorting the essence of Consciousness appeared within the framework of such approaches, which were named the materialistic direction. According to the current known as vulgar materialism, the brain produces Consciousness just as the liver produces bile. This approach leads to the conclusion that Consciousness is not an ideal, but a material phenomenon. Although bile can be seen, Consciousness cannot be seen or grasped. In fact, the history of Consciousness is related to the history of the human being. Since man is both a biological and a social being, then Consciousness is a product of both biological and social development. Consciousness is made up of human thoughts and feelings, sensations, imaginations, will and views. Self-awareness, memory, will, speech are the main aspects of Consciousness.

Modern science recognizes that Consciousness is the result of a long evolution of matter. Matter, nature has always existed, and man is a product of relatively recent development of the material world. It took several million years for the development of matter and the emergence of a person who can think. Consciousness is a product of natural development, a property of matter, not of all matter, but of highly

organized matter, that is, the human brain. But the existence of the brain alone is not enough for Consciousness. Consciousness is closely connected with the natural and social environment that surrounds a person and can act under the influence of this environment.

Nowadays, electronic machines have been created that also perform complex creative processes, but they cannot replace Consciousness, because Consciousness is a very complex objective entity.

And states that occur without the participation of consciousness. Unconsciousness is often manifested in body movement, memory, imagination. It occurs in response effects caused by real but imperceptible stimuli, in actions that are originally conscious and become automatic as a result of repetition, and in other situations. For example, a person returns home immersed in his thoughts, and in any case comes without going astray. If he perceives a danger, he will take a protective action even before he understands the cause and nature of this danger. Pathological phenomena such as delusions, hallucinations, sleep, during hypnosis, lunaticism and sleeplessness that occur in the patient's psyche. mental activity that occurs during 3. Freud interprets the Unconscious in a purely irrational way. According to him, there is an irreconcilable opposition between consciousness and the Unconscious. Human behavior is determined by this contradiction. A person does not dare to understand and notice the unconsciousness, it is the place of eternal desires in a person.

CONCEPT OF CONSCIOUSNESS.

Psyche is a reflection of reality in a person's brain and differs in different degrees.

The highest level of psyche characteristic of a person is consciousness. Consciousness is the form of the psyche that unites it into a whole and is the result of the social and historical conditions of the formation of a person in his labor activity, in the process of communicating with others using language. In this sense, the mind is nothing more than the existence that the classics of Marxism understood as a social product.

What is the structure of consciousness, its important psychological definition.

Its first definition is given in its name itself, which means consciousness. A person's mind is composed of a complex of knowledge about the world around us. K. Marx. "Knowledge is the way in which the mind lives, and the existence of something for the mind." he wrote. The structure of consciousness includes important cognitive processes. With their help, a person constantly enriches his knowledge. These processes include sensations and perception, memory, imagination and thinking. As a result of the direct reflection of the observers affecting the brain with the help of sensations and perception, the emotional picture of the existence formed

in the imagination of a person at that moment is embodied in the mind. Memory recreates images of the past in the mind. Imagination creates a figurative model of something that is the object of need but is not present at the moment. Thinking provides a solution to a problem based on generalized knowledge. It leads to the complete failure of any one of the aforementioned psychic cognition processes.

The second definition of consciousness is that it expresses a clear distinction between the subject and the object, that is, what is related to the concept of "I". Man, who was the first in the history of the world of living organisms to stand out and set himself against his environment, keeps this conflict and difference in his mind.

Among living beings, he is the only one capable of self-knowledge, that is, of directing his mental activity to self-research. Man consciously evaluates his actions and himself in general. The separation of "I" into "not me" is a process that everyone experiences in childhood, and it happens in the process of self-realization.

The third definition of consciousness is the provision of purposeful human activity. The creation of activity goals is part of the function of the mind. In this, the motivations of the activity arise and are estimated. Voluntary decisions are made. How the actions are performed is taken into account. Appropriate corrections will be made to it and so on.

K. Marx "is not limited to changing the form of what is given by man, but also realizes his conscious purpose with what is given by nature. This goal, as a law, defines a person's work method and the character of this work, and a person should subordinate his will to this goal.

In the performance and direction of purposeful activities due to illness or any other reason should be considered as a disturbance of consciousness.

The fourth definition of consciousness is that it contains certain attitudes. "My attitude to my environment is my mind," wrote K. Marx.

The world of feelings inevitably enters the mind of a person, in which a complex lens is reflected, first of all, social relations in which he is involved. Here, as in many other (involved) social cases, pathology helps to understand the nature of normal consciousness. When suffering from certain mental illnesses, the disorder of consciousness is determined by the disorder in the field of emotions and relationships:

The patient does not like his mother, whom he loved so much. That is, he talks about people with sarcasm and hakazo.

Language is an indispensable condition for the manifestation of all the above-mentioned specific characteristics and formation of consciousness. A person creates knowledge in the activity of the speech process. Before a person comes into the world, he enriches his life with the human thinking and wealth that is conveyed to

him in the language created for him by humanity. AI Hertsen wrote: "Everyone is rooted in a terrible family tree that goes back to ancient times: behind us, like a wave on the shore, we feel the intensity of the entire ocean - the history of the whole world: at this moment in our brains all the ideas of the ages... language, a separate lens, a system that reflects social historical experience or social consciousness. As long as it is mastered by the concrete person, the language becomes in a certain sense his real consciousness .

Great thinkers noted that "Language is a practical, real consciousness, because it exists for others, it exists for me as well...". The concept of consciousness in psychology. In psychiatry and other sciences, it is used in a sense that corresponds to the basic definitions given above.

Psychiatrists are always interested in the question of whether the patient has consciousness, or whether it is impaired, so when they say consciousness, the patient's personal situation about where he is, when, what the surrounding situation is. they also understand the possibilities of reporting on their actions. A well-preserved person evaluates the new information coming to the brain, taking into account the existing knowledge , and separates himself from the surrounding environment, maintains a structured system of relationships with other people, activities and situations, and based on all this information controls his behavior . Consciousness is a social product and unique to humans. Animals do not have consciousness. The lower level of the psyche consists of the unconscious.

Unconsciousness is a set of mental processes and situations associated with impressions that make a person unable to control himself. As a mental state, unconsciousness is a form of reflection of reality , in which targeting the place and time of action, its integrity is lost, control of behavior with the help of speech is disturbed. The following mental states can be included in the unconscious: mental phenomena occurring during sleep (dreaming) responses to observers that are imperceptible but actually affect them: they were previously conscious actions, but became repetitive and automatic, and therefore are now It is also possible to see some protological phenomena occurring in the patient's psyche, such as some protological phenomena occurring in the patient's psyche, such as some inclinations to the activity of actions that have become incomprehensible but are not understood by the sense of purpose, such as the appearance of things that are not there in the eyes. based on these , it would be wrong to consider unconsciousness as opposed to consciousness, to equate it with the psyche of animals.

Unconsciousness is a specific mental image of a person, like consciousness, which is in the brain of a person who is not sufficiently homogeneous, but in a way that is related to the social conditions of a person's life.

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Cognitive processes and their description in psychology

Sitora Akbarovna Ikromova

Assistant Professor of Asian International University

Abstract: This article presents ideas about mental processes, formation, types and description of cognitive processes in the science of psychology.

Key words: Reflection of the universe. Mental processes. Sensory. Perception. Thinking. Types of thinking. A memory. Imagination. Creative imagination (fantasy) and its importance.

include all processes related to reflecting the external world in the mind, responding to it. Sechenov considered the idea that mental processes arise in the mind and are completed in the mind itself as a wrong idea. A psychic phenomenon also indicates an unrealized result

Mental processes perform a signal or control function, serve to adapt to the situation or give a response.

Psychic flow, as you know, is not itself, but the essence of the brain, as a function of its relevant parts, it is the manager of the response reaction that shows where the information about the world goes, where it is stored and processed.

Mental processes, in turn, are studied in parts called cognitive processes, emotional processes, volitional states of a person and individual characteristics of a person

Psychic phenomena are generalizations of this effect that the activity is currently affecting (sensation, perception) or in the past, that is, in the form of a response to a stimulus that occurred in life experience (memory). They help predict the results (thought, imagination) that will lead to the final result, strengthen or weaken the activity (emotion, will) as a result of the same effects, generally activate and other they are permanent managers who brake it due to influences, identify differences in people's behavior (temperament, character, etc.).

By the processes that play a role in reflecting the external world, we understand sensation, perception, thinking, imagination. However, other mental processes are also affected.

In mental processes, in addition to the I signaling system, the II signaling system, which is typical for humans, is also important.

occurrence and continuation of the desired mental process depends on such a mental phenomenon that it **participates in all processes** and affects its effectiveness. This is attention. Attention is the focus of consciousness on one point, it characterizes the activity of a person and his selective attitude to things and events in the objective existence. If there is no attention, there will be no activity aimed at a specific goal. There are three types of attention: involuntary, voluntary, and the last type of attention. Attention has the following characteristics: attention span, duration, distribution, distraction, displacement, content, and attention is equally necessary for all professions. In order to gain knowledge, acquire a profession, produce high-quality products, and gain the respect of the country, it is necessary to concentrate the mind on one point. **Feelings**. Through our senses, we get information about the wealth of the world around us, about sounds and colors, smells and temperature, quantity and many other things. We say that certain qualities of things or events that are acting on our sense organs and certain **qualities** of events **are** reflected in our mind. We feel different colors, tastes, heavy - light, hot-cold, sounds. Sensory organs receive information, sort it, collect it and send it to the brain. The sense organs are the only way for the external world to enter the human mind. Sense organs allow a person to find a purpose in the surrounding world.

The following conditions must be met for the formation of sensations :

First

, there must be something or an event that affects one of our sense organs. **Second**, the sensor must be in good condition. This apparatus consists of the following: 1. Sensing organ (receptor). 2. Conductive path (afferent nerve). 3. The center in the cerebral cortex 4. The path that transmits response impulses from the brain (efferent nerve).

The parts that make up a single sensory apparatus were called by IP Pavlov **analyzer**.

Sensation is essentially a subjective image of the objective world. However, for the formation of sensations, it is not enough for the organism to be affected by a material stimulus, but the organism itself needs to do some work. Emotions are formed as a result of the transformation of the specific power of the stimulus affecting the receptor into the power of nerve processes. Many and multifaceted studies have been conducted to study the participation of processes that have a strong influence on the formation of emotions.

Sensory organs not only perform the functions of flexibility and execution, but also are strongly connected with the organs of movement, which participate in the processes of information acquisition

Analyzer. Sensation is formed in the form of reactions of the nervous system affected by one or another stimulus and has the characteristic of reflection, like any mental phenomena . The nerve process formed as a result of the effect of the stimulus on the analyzer, which is similar to itself, is the physiological basis of sensation .

The analyzer consists of three parts: 1) peripheral part (receptor), which is a special transformer that converts external power into a nerve process. 2) afferent and efferent nerves that connect the peripheral part of the analyzer with the central analyzer . 3) Subcortical and shell (ending with the brain itself) sections where the processing of nerve signals coming from peripheral sections of the analyzer takes place . Certain cells **of the analyzer** peripheral sections correspond to some parts of the cells in the cerebral cortex. In particular, the image formed at different points of the retina reflects it at different points in the cerebral cortex ; we can observe the same process in hearing: echoes in the eardrum and brain.

analyzers need to work as a whole to create a feeling . The effect of the stimulus on the receptor leads to the occurrence of excitation .

The analyzer is the source and the most important part of the whole path of nerve processes or reflex arc . The reflex arc is composed of the receptor , afferent nerve paths and efferent nerves that carry the effect to the brain . The interaction of the elements of the reflector arc provides the basis for the complex organism's proper targeting in the surrounding world , the activity in accordance with the living conditions of the organism **Classification of sounds** . Sensations are usually divided into three groups depending on the nature of reflection and **the** location of receptors : 1. Extrinsic **senses** that reflect the properties of objects and events from the external environment and whose receptors are located **on** the surface of the body ; 2. **Interoceptors** located in the internal organs and tissues of the body and **reflecting the condition of** the internal organs ; 3. Proprioceptive nerves **whose** receptors **are** located in **muscles** and tendons ; they carry information about the movement and state of our body . The type **of** proprioceptive sense that perceives movement **is** also called **kinesthetic** , **and its** receptors are kinesthetic or kinesthetic receptors . _____ Also called e b.

External sensors can be divided into two groups : **contact and remote** sensors . Sensations based on feeling through the skin are called tactile senses , and these can also be of several types according to their function, for example, sensing temperature , smooth or rough. feeling rough, hard or soft , etc.

General laws of waves . Waves consist of reflection forms of exactly the same stimuli . In particular, electro - magnetic radiation is the trigger of the visual sensation . The wavelength of this radiation is in the range of 380 to 770 millimicrons and is converted into a nerve process in the vision analyzer . Hearing sensations are the result of the reflection of sound waves whose frequency (frequency) is from 16 to 20 thousand hertz . Even if the force of impact is low or high, no sensation will appear. Tactile sensations are formed as a result of the effect of a mechanical stimulus on the surface of the skin .

Emotions have characteristics such as quality, intensity, duration, occurrence in places .

Quality is the main characteristic of this feeling , which distinguishes it from other types of feeling and changes within the same type of feeling . In particular, the sense of hearing differs by its low-highness, softness, intensity, the sense of sight differs by richness, the color of colors, and so on. **The speed of the sensation is a** feature that expresses its quantity , and the power of the influencing stimulus is determined by the functional state of the receptor .

the wave is its temporal characteristic. It is not formed as soon as the stimulus affects the sensory organ , but it is formed after some time. The latent (hidden) period of this period is called *d e b*. The latency period is different for different types of sensations : for example, it is 130 milliseconds for tactile sensations , and 370 milliseconds for pain sensations . The sensation of taste is formed 50 milliseconds after applying a chemical stimulus on the tongue .

Emotions cannot be formed at the same time as the stimulus starts to act , and it cannot disappear suddenly when the effect stops. This kind of weakness of the feeling is manifested in the phenomenon called *d e b* .

twitching sensation is rather weak and does not disappear immediately as soon as the stimulus that provoked it ceases to act .

Finally, sensations have the characteristic of the stimulus occurring in certain places . Spatial analysis carried out by remote sensors provides information about the occurrence of the stimulus in a certain place . Tactile sensations come into contact with the part of the body that is affected by the stimulus.

Sensitivity and its measurement . _ **The** sensitivity of sensory organs is determined using the weakest stimulus capable of generating sensation under certain conditions . The minimum power of the stimulus that creates an unknown sensation is called the lower absolute limit of sensitivity .

The stimuli with the lowest power and the lowest pitch do not create a sensation and do not transmit signals about them to the cerebral cortex. The lower limit of sensitivity indicates the level of absolute sensitivity . There is an inverse relationship between the absolute (absolute) sensitivity and the lower grain size : the smaller the lower grain size, the higher the sensitivity of a particular analyzer . ; E is the sensitivity, R is the effect of the stimulus . Our analyzers have different sensitivities . A human 's single olfactory cell does not contain more than 8 moles of odorants . It takes at least 25,000 times more energy to create a sense of taste than it takes to create a sense of smell .

sensitivity of vision and hearing analyzers is very high. As the experiments of SI Vavilov (1891-1951) showed , the human eyes can perceive light even if only 2-8 quanta of light falls on the retina . This means that we have the ability to see a burning candle at a distance of 27 km in total darkness. At the moment , in order for us to feel that something has touched our body, it requires 100 or even 10 million times more energy than it takes to create the sensations of sight and hearing .

The absolute high sensitivity of the sense is said to affect the stimulus with the greatest force . In this case, a sensation is created that is exactly similar to the stimulus that is affecting it . (For example, a loud sound, strong light causes pain) .

The minimal difference between 2 stimuli that creates an unknowable difference between the sensations is called the separation threshold . Discrimination sensitivity or differentiation sensitivity is inversely related to the size of the differentiation gap : the larger the differentiation gap, the lower the differentiation sensitivity . Iadi (When the load is 100 g, the difference is 3.4 g, when it is 1000 g, it is 33.3 g). **Adaptation.** The sensitivity of the analyzers, which is determined by the absolute value of the sensitivity limit, is not stable and changes under the influence of a number of physiological and psychological conditions. Among these

conditions, the phenomenon of adaptation plays a special role. **Adaptation** means the change of the sensitivity of the sensory organs under the influence of the stimulus . 3 types of adaptation phenomenon can be shown separately :

1. A type that resembles the complete loss of sensation during long-term exposure to the stimulus . For example, a light load placed on the skin will not be felt immediately . It is also a common phenomenon that the sense of smell disappears completely soon after an unpleasant smell spreads to the environment (from dark to light and vice versa) .

2. Adaptation also refers to one more phenomenon, which is expressed as a weakening of the sensation under the influence of a strong stimulus , which is closer to the phenomena described above . For example, the intensity of the sensation produced by a cold stimulus decreases when the hand is immersed in cold water. When we go out of a half-dark room into a brightly lit place, our eyes are closed and we can't notice the difference in anything around us . Adaptation is also a decrease in the sensitivity of the analyzer .

3. Finally, the increase in sensitivity under the influence of a weak stimulus is called adaptation . This type of adaptation , characteristic of certain types of emotions, can be described as positive adaptation . For example, under the influence of being in the dark for a long time, the sensitivity of the eye increases. A similar form of listening skill is silence adaptation. For example, those who work in the noise section do not like to talk to each other easily .

Interaction of emotions . The intensity of sensations depends not only on the strength of the stimulus and the level of adaptation of the receptor, but also on the stimuli affecting other sensory organs at a certain time . The change of the sensitivity of the analyzer under the influence of the excitation of other sensory organs is called the interaction of the senses . As a result of this, its sensitivity changes . In particular, the sensitivity of the hearing analyzer changes under the influence of the hearing monitor. SV Kravkov (1893–1951) showed that this change depends on the height of auditory stimuli . Or the sensitivity of vision increases under the influence of odor triggers. **S e nsibilization**. An increase in sensitivity as a result of the interaction of analyzers and training is called sensitization . As a result of the propagation (irradiation) of the excitation process, the sensitivity of the other analyzer increases . When a strong stimulus acts, a process of the opposite accumulation of excitation

occurs . According to the law of mutual induction, this leads to the braking of other analyzers in the central sections and the weakening of their sensitivity .

sensitivity of the analyzers can also change under the influence of stimuli belonging to the second sensitivity . In particular, it is observed that in response to the words "sour like a lemon" heard by the testers, the electrical sensitivity of the falls changed.

Sensitization of this or that r e t s e p t o r by using specially selected additional stimuli , i.e. its s e e sensitivity can be increased.

Sensitization can also be achieved through practice. For example, we know how the ability to hear low and high tones develops in children who play music. **Sin e s t e z i a**. The interaction of feelings is manifested in another phenomenon called synesthesia . Sin e s t e z i a is the formation of a characteristic tone of another analyzer under the influence of the stimulation of one analyzer . Syn e s t e z i a is observed in different types of s e z e s . When visual images appear in the subject under the influence of sound stimuli, visual-auditory syndrome is often encountered. NA Rimsky-Korsakov, AN Scriabin and others "had the ability to hear color."

In recent times, the creation of color-musical (tsv e tomuzika) words that turn the sound image into a color image and the intensive research of color music are based on the phenomenon of syne s t e z i a . Synergistic phenomena are another proof of the integrity of the emotional reflection of the objective world , that they are constantly interconnected with the analyzer systems of the human body .

Sensitivity and exercise . _ _ Sensory organs can be sensitized not only by the use of additional stimuli, but also by exercise . It is possible to distinguish 2 areas that lead to an increase in the sensitivity of sensory organs: 1) sensitization arising spontaneously from the need to compensate for sensory defects (blindness, old age) ; 2) sensitization resulting from the specific requirements of the profession due to the activity of the subject (turner's sensitivity , tester-d e taster 's sensitivity , etc.).

The loss of sight and hearing is compensated to a certain extent by the development of other types of sensitivity . (Development of sense of touch in blind people , reading with fingers, ability to separate money, tendency to sculpt; Deaf people can understand meaning from breathing in the air; Olga Skorokhodova (blind and deaf) puts her hand on her interlocutor's throat "Hear" the sentence by bringing it close , etc.).

Perception . Definition of perception and its characteristics. The whole reflection of things and events in the mind of a person is called perception . The difference between perception and sense is that things are reflected together with all their properties in general. The important features of perception are its primordality , integrity , structure, permanence (constancy) and understanding. The primacy of perception is expressed in the so-called phenomenon of objectification , that is , in the belonging of the information received from the outside world to that thing.

Pr e dm e tly as a sign of perception plays a special role in behavior management. We judge things not according to their appearance , but according to how we use them in practice, or according to their main characteristics. Premeditation also plays a role in the further formation of perceptive processes themselves , that is , perceptual processes .

Another feature of perception is its integrity. In contrast to sensations, which reflect certain characteristics of the object that affects the sense organs, perception is a holistic image of the object . The overall image consists in summarizing the knowledge obtained in the form of different sensations about some features and signs of the object .

The integrity of perception is connected with its structure. Perception is not to some extent a response to our momentary sensations , nor is it a simple summation of them. From these sensations we perceive a generalized structure that is practically abstracted and formed over time. If a person is listening to a song , it seems as if the melody that he heard earlier is playing in his ears even after the new one is played .

are the specific properties of reflected objects , and on the other hand, they are embodied in the concrete activity of a person, that is, the result of the reflective activity of analyzers .

The permanence and constancy of perception is the uniform reflection of the size, shape, color and other characteristics of the object in our perception , despite the change in the conditions of perception of the object. For example, despite the change in the level of illumination, **we perceive snow as white** and coal as black . Even if the page of a book looks red under a red light, we perceive it as white , and even if people and things on the ground seem small from an airplane, we perceive them as normal size . No matter how the book looks , we perceive it as a square , and even if the spoon in the glass looks broken, we perceive it as a whole.

Perceiving the shape, size, and color of things in the same way is extremely important from a practical point of view. Constancy of perception allows to objectively know the surrounding things as they really are .

The active influence of the perceptual system is the real source of perceptual constancy. The fact that something has several appearances is called its invariance , i.e. image invariance, diversity .

and constancy of perception depends on a person's past experience, and this feature is called perception .

So , perception depends not only on things, but also on the perceiving subject . Perception always reflects the characteristics of the perceiver's personality, his attitude to perceived objects, his needs, interests, aspirations, desires and feelings in one way or another (some forms are called "triangle", "circle", "mug " b perception).

Thus, the integrity and constancy of perception is also due to the fact that it is a unique self-regulating phenomenon that has a different communication mechanism and adapts to the characteristics of the perceived object and its life conditions. explained. **Awareness of perception** . Although they are formed as a result of the effect of the stimulus on the receptors , perceptive images always have a certain meaning. A person's perception is related to his thinking, understanding the essence of a thing , knowing its many properties . To understand something means to give it a name , that is, to include the perceived thing in a certain group and class of things, and to summarize it by means of words . From this point of view, sometimes the form, sometimes the background is alternately perceived, the so-called "double content" paintings are noteworthy (how many cubes ?, vases or people looking at each other? and so on).

Thus, perception depends on the subject 's previous experience . The richer a person's experience , the richer his knowledge, the more complete his perception, the more he can see in an object. The content of perception is determined by the task set before a person and the reasons for his activity . Both the subject 's attitude (guidance) and emotions affect the content of perception.

Perception, like sensation, is a reflective process . Conditioned reflexes , temporary connections in the cerebral cortex form the physiological basis of perception . The emergence of the strongest, dominant excitation areas in the brain cortex is the physiological basis of the direction of perception related to the

characteristics or state of the individual . The physiological basis of perception consists of two types of nerve connections - connections formed within one analyzer and connections between analyzers. (Perception with one r e t s e p t o r and one n e c h a r e t s e p t o r). The classification of perception is based on the existing differences in the analyzers involved in perception, as in sensations . According to which analyzer is superior in perception , perception is distinguished by sight-hearing, touch, kinesthetic , smell and taste . The perception process usually takes place by means of several analyzers . Movement signals are involved in all types of perception to one degree or another.

to the classification (classification) of the forms of existence of matter-space, time and motion perception, separate types such as [perception of space](#) , perception of time and perception of motion are distinguished.

As a system of perception-pr e t s e p t i v e actions, its mastery requires special training and experience. An important form of voluntary perception is observation , which is the ability to see, know, and systematically perceive things or the surrounding phenomena . The success of observation largely depends on the accuracy of the task, the experience and knowledge of the observer. **Space perception to do** Perception of space is one of the inevitable conditions of a person's perception of the surrounding environment , and plays a major role in his interaction with this environment. Perception of space includes the perception of the shape, size and mutual location of objects, their level, distance and directions .

The motion analyzer plays a special role in space exploration. Among the special tools of space perception, in the activity of analyzers, nerve connections between both hemispheres should be included : binocular vision , binaural hearing, bimanual skin saturation, skin sense of smell, and the like.

of the eyes to clearly see things at different distances occurs with the help of 2 mechanisms - accommodation and convergence **Accommodation** means changing the ability of the eyeball to refract its reflection by changing its curvature . Accommodation is usually related to convergence , that is, the orientation of the visual axis to the object being recorded. Convergence angle is used as an indicator of motor distance, i.e. as a specific distance meter (dalnom e r). As a result of accommodation and convergence , the image of **two stimuli -objects on the** retina of the eye is a conditional reflection of the size of the perceived object, if the sizes of the muscles in the eye are matched . ε is an x-ray signal. (Perception of distance

and depth, movement of a crawling child under a glass bridge, how many stairs, how many cubes ? and other examples). **Visual illusions** : 1) bow arrow illusion; 2) appearance of the road surfaces; 3) the illusion of a different appearance of vertical lines (cylinder cap); 4) the Müller-Lyer illusion; 5) the illusion of swelling; 6) illusion of circles with a common center

Several circles drawn on a surface are perceived as twisted (spiral) lines . (Figure 24 on page 311 of the book General Psychology) .

Illusion is also observed in animals, some animals protect themselves by changing their color. Mimicry is an effective way to hide oneself. It is changing the color and shape of animals. (Animals change color depending on the seasons and place of residence).

A common way people use illusion for a specific purpose is masking. The perception of weight can also be an illusion . Emotions and imagination may have influenced it.

Perception of time and motion . The perception of time means reflecting the objective permanence, speed and consistency of real events . Perception of time allows a person to take aim from the environment .

In humans, time estimation takes place in the parts of the cerebral cortex . The assumption that time estimation takes place in a certain place of the cerebral cortex , that there is a special center for summarizing time, is unfounded. Perception of time is the result of the rhythmic exchange of excitation and inhibition of the brain, slowing down of the excitation and inhibition processes in the central nervous system and cerebral hemispheres .

, especially auditory and kinesthetic senses , are involved in the perception of time . Space and time intervals are very important in the perception of time. (The position and time of the sun, various sounds: the crowing of a rooster, the call to prayer, the sound of a horn at the same time , the passing of a train that runs according to a certain schedule, or the gathering of some birds in the evening , singing, etc., reflect the time-related characteristics of the stimulus affected by auditory stimuli : its duration, rhythmic characteristics, etc.)

Perception of the constancy of time depends to a large extent on internal feelings and emotions. The time spent on interesting and deep-rooted activities is

very short, while the time spent on interesting and meaningless activities can be perceived as long and difficult.

Perception of movement is a reflection of changes in the position of objects in space . The perception of movement is vitally important.

For animals, moving objects act as a signal about the appearance of danger or feeding opportunities and encourage them to respond accordingly . (For example, a frog eats only moving insects , some fish avoid certain movements - waves, snorts, etc.). Vision and hearing, kinesthetic analyzers play a key role in the perception of movement . Speed , acceleration , direction of motion are parameters of the object in motion .

A person receives information about the movement of an object from one side to another in space in 2 different ways, that is, the perception of the phenomenon of movement itself as a tool, and the object standing in another place for some time . can be obtained on the basis of making a conclusion about the movement of kt.

of a moving object , if it is not possible to perceive with the eye a certain unit of time and situation , then we perceive the movement in the past unit of time, but it is the perception of the result of this movement. (Even if we cannot perceive the movement of the clock shafts by observing the device, after some time we perceive that it has moved in a unit of time.)

of objects by sight in 2 ways: by recorded gaze and observational movement of the eyes. Watching without taking your eyes off, watching by turning your eyes and body. For example, even if the car we are sitting in is not moving, we can perceive that our car is moving by looking at the car next to us, or vice versa, we can perceive that we are standing still, that the pillars and trees on the side of the railway are moving . **Emotional perception** - stroboscopic saturation also applies to the perception of movement. Stroboscopic movement is an example of illusionary movement . Kin e motograf is based on such a feeling. Visual cues do not appear immediately after exposure to a stimulus and disappear some time after exposure to a stimulus . Although 24 frames per second are exchanged in the cinema , we see not a series of scenes passing by, but a somewhat stable effect - an image. Several light bulbs give the impression of light in motion . This phenomenon is called "Ff e nom e n", that is, an abnormal phenomenon that is visible only in the perception of movement .

Motion can also be perceived using auditory analyzers. It is possible to perceive the direction of movement of a train by looking at whether the train is approaching or moving away, when the voice of a person is getting lower or higher. In the perception of movement, auxiliary signs that give rise to the imagination of movement, for example, relevant positions of the body - raising the legs, spreading the hips, the body being in a position slightly bent to one side, etc., play a big role.

In the process of education, students acquire the "technique" of perception: they learn to carefully look at things, listen, distinguish the main and important features of things, perception becomes a goal-oriented, controlled, conscious process.

As the student gets older, his perception becomes more meaningful. The scope of the student's perception increases, the student learns to [perceive things regularly](#), consistently, voluntarily and comprehensively.

perceive things they like diligently and persistently. Adolescents do not like to perceive something by itself many times - this point is also one of the characteristics of the perception of teenagers. But children of preschool and junior school age like to hear or see their favorite things over and over again. A teenager likes to independently discover new aspects of things and events. Teenagers are always looking for new, strange aspects of things and events that fascinate the mind and imagination. This is the reason why children of this age read stories about heroic deeds, adventures, and science-fiction literature with great attention

perceive with great interest things that can be used in practice. For this reason, they are very fond of the demonstration of experiments. The perception of high school students is more goal-oriented and they can manage their perception by themselves.

of leading the activities of the students by the teacher. That is why proper organization of perception and observation in class and excursion is of great importance. In order to activate observations in the educational process, it is important to warn the student about the need to talk about what he observed and perceived. If the student knows in advance that he will have to give an account of what he observed and perceived, he will be more active in the process of observation and perception.

In the lesson, the students acquire their knowledge first of all by perceiving the teacher's oral explanations. Perception of the material explained with the help of words largely depends on the characteristics of the teacher's speech. Another important condition for the successful perception of the material is the use of visual aids. No matter how well the material can be described using words, this tool cannot replace observations. **Tafakur. If the properties of** objects and events that can be known only through the sense organs are reflected through sensation and perception, this does not mean that the scope of knowledge is limited. Things and events have properties, interactions, and laws of development that cannot be known by means. For example, it is not possible to determine the distance between earth and the sun, star and moon by means of eye; The passage of electric current through a wire, the structure of an atom, the speed of light, the development of long historical processes, and the like cannot be built without a tool. Nevertheless, a person measures, determines, knows. Thus, instrumental reflection is one of the features of the thinking process. Another feature of thinking is that reality is reflected in a generalized form.

Thinking is a generalized reflection of reality, legal connections through words and experience. By determining the laws of development of things and events, man has the opportunity to control the development of nature and human society. Human thinking is closely related to language. Thinking, like all mental processes, is the result of brain activity. When a person is thinking, complex processes take place in the brain, connections between centers occur in the cerebral cortex. Formation of various temporary neural connections (associations) is a complex synthetic activity of the cerebral cortex. Thoughts become perfected and clarified as a result of the temporary differentiation of nerve connections, that is, the strengthening of some nerve connections and the branching of others. This activity of the brain is called analytical activity. **Types of thinking and important qualities of mind**. There are concrete - practical, concrete - image, and abstract types of thinking.

Concrete -practical thinking is thinking that relies on perceiving them as a tool in the process of working with things. For example, a child thinks after looking inside a toy, and after the master paints the receiver. Concrete figurative thinking relies on imagination. This type of thinking is typical for children of junior school age. Like also occurs in adults. For example, when preparing for a lesson, a teacher imagines his students and thinks about how they will receive the material, what form and when to draw, what visual aids to use, when and how to use them.

Abstract thinking is thinking based on concepts that reflect the essence of things and express them in words. This type of thinking is primarily related to solving various theoretical problems. But it is also widely used in everyday life. In adolescence and senior school age, abstract thinking is formed quickly (krugozor - level of knowledge). For the creative work of a modern specialist, productive, independent and critical use of these types of thinking is required.

Also, creative work requires flexibility of thought, i.e. ability to solve tasks depending on specific conditions, to find a new way to solve the task.

These types and characteristics of thinking are different in different people and are called qualities of mind

Thinking operations . _ **Thinking activity** is carried out with the help of thinking operations such as analysis, synthesis, comparison, generalization, abstraction and concretization. **Analysis** is a mental division of the problem into parts, imagining the condition of the problem. **Sintez** is the opposite, combining parts. **Comparison** - identifying similarities and differences. For example, it is possible to compare a technique depending on the power of the engine, the type of fuel, the work it performs, and determine its advantage. **Generalization** - combining thoughts based on common and important features. **Abstraction** - thinking in terms of the main task, ignoring the most important features of the situation. **Concretization is the** ability to find the qualities that apply only to this thing and event, to clarify the final part, appearance, etc. of the above types of operation. In addition to these, human thinking relies on logical operations such as understanding, interpretation, and distinguishing the important.

The thinking process continues in the form of understanding, judgment, and conclusion. **The concept is general, singular, type, partial. Judgment is general, partial, individual.**

Making a new judgment from several judgments as a result of reasoning is called conclusion. It is **inductive** in two ways and **It has the form of deductive inference.**

Imagination or fantasy is of great importance in human cognitive processes. Imagination is a reflection of existence in new colors, in the form of one's desire, desire, and imagination, being inextricably linked with the processes of feeling, perception, and thinking. What one sees, hears, or in short experiences, is in the form of visualizing events - regenerating, creating new images based on one's desire

- creative imagination. Creative imagination is also called fantasy. (Poet, writer, inventor - qualities necessary for a designer).

several ways to create a new image : 1) **agglutination** - gluing , creating a new image from several images . For example: mermaid, centaur , flying horse , etc. 2) **hyperbolization** - exaggeration or reduction (Gulliver) , 3) **recording** - drawing attention to the most important signs of things and events . (A joke of friendship, a joke). In addition to these , it is also in the form of **typification** , dream (flying carpet-plane), recording, typification .

A children's game, a designer's imagination is a creative imagination, but the content and operations are different from each other. Human cognitive processes are strengthened in the process of memory. Memory is the process of recalling, storing and retrieving. Memory is of great importance in a person's acquisition of knowledge and skills. Also , people can be distinguished by the quality and type of memory. For example, it is possible to distinguish image memory, word-logical memory, and emotional memory related to emotions. People can be divided into four types depending on the speed of remembering and forgetting . Those who remember quickly and forget quickly , remember quickly and forget quickly , remember quickly and forget quickly and remember quickly .

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Amir Temurning Anqara janggi haqida

Ròziboyeva Maftuna

Raxmonova Madina

Davlatov Orzuqul

Abdusodiqov Javohir

Denov tadbirkorlik va pedagogika institutining tarix yo'nalishi talabalari

Annotatsiya: Usmoniylar va Temur o'rtasidagi Anqara jangining manbalarda yoritilishi nomli maqolada O'zbekiston va jahon tarixida o'chmas iz qoldirgan Amir Temurning o'rta asrlardagi buyuk imperiya hukumdori Yildirim Boyazid bilan olib borgan jangi to'g'risida so'z yuritiladi. 35 yillik faoliyati davrida Movorounnahr, Xorazm, Kasbiy atroflari viloyatlari, hozirgi Afg'oniston, Eron, Iroq, Turkiya, Hindiston, Janubiy Rossiya, Kavkaz va Garbiy Osiyoning bir qator mamalakatlaridan jami 27ta o'lka hududlarini egallab, sharqiy chegarasi Usmonlilar davlati hududiga borib taqalgach ikki o'rtada bo'lgan jang holati haqida ma'lumot beriladi. Yurish davomida bo'lgan jang taktikasi va voqealar o'rganilib tahlil qilinadi.

Kalit so'zi: Anqara jangi, Yildirim Boyazid, temir yaliq, Tumanboshi, xat,

Suriya, muhoraba, jangovar aravalar, Qudrat top.

Amir Temur 1370-yil markazlashgan davlatga asos solgach, birin-ketin katta hududlarni egallay boshladi. Uning harbiy yurishlari tarixda „ uch yillik‖(1386-1388), „besh yillik‖ (1392-1396), „yetti yillik‖ (1399-1405) urushlar deb nom oldi. Budan „ yetti yillik‖ harbiy yurishlari davrida Kichik Osiyoda hukumronlik qilayotgan Usmoniylar imperiyasi hukumdori Boyazid bilan jang qildi. Bu jang tarixga Anqara jangi nomini oldi. Shom shaharlarini zabt etganimdan keyin va Misru Shom podshosi Malik Faraj jang maydonini tashlab qochgandan so'ng Runga yuborgan elchim Yildirim Boyazidning teskari javobini olib keldi. Lekin (Boyazid) Misr va Shom lashkarlarini mendan yengilganini eshitgach, o'ylanib qolgani va sarosimaga tushib, shoshilinch ravishda yurushga tayyorgarlik boshlaganini hama aytdi. Men esa kengashib Damashq shahrini olib, Shom viloyatini bo'ysundirgach Mo'sul yo'li bilan Bog'dodga qarab yurdim. Amirzodalar Bog'dodga yetib shaharni qurshab oldilar. Vaziyat urush qilishga borib taqalgach, (chopar orqali) bir haqiqatni menga arz qildilar. (Bu xabarni) eshitib o'zim Bog'dodga borib, shahar va qal'ani ozod etishga qaror qildim. Tabriz yo'lidan orqaga qaytib, yurish bilan Bog'dodga keldim va ehtiyotkorlik bilan harbiy hiylalarni ishlatib, qal'ani qo'lga olishga kirishdim. Qamal ikki oy -u yana bir necha kun cho'zilgandan keyingina qal'a bilan shahar ishg'ol etilib, g'alaba qozonildi Bog'doddan ketib Ozorbayjonga yurish qilishga jazm qildim

va o'sha yerda bir qancha vaqt turib qoldim. Shu asnoda qaysar Halab, Hums va Diyorbakr viloyatlarini lashkari farjlarni yuborgani va mendan qochib Qaysar panohiga kirgan Qora Yusuf turkman esa qaroqchilar boshlig'iga aylanib, ayniqsa ikki muqaddas shahar ziyoratiga qatnovlarning karvonlariga ko'p zarar keltirayotganligi xabari quloqqa eshitildi. Buning ustiga o'sha tarafdardan bir jamoa kishi kelib, ular ham Qora Yusufning jazosini berib, qaysarning ko'zini g'aflat uyqusidan ochib qoyishim lozim ekanligi haqida aytdi. Bu xususda kengash o'tkazib, har bir shahar va qabilalardan lashkar to'plab, Qaysarning ustiga yopirilib borishga qaror qildim.[1] Boyazidga qarshi birgalikda kurashish taklifi bilan 1401-yilning avgust oyida Kanstantinopolning muvaqqat hokimi Ioan VIII Poleolog Qorabog'ga Temur qarorgohiga Dominikan monarxlari Frensis bilan Aleksandrni elchi qilib yuboradi. Yunoniston imperatori Manuel III Tranzonlik va arxiyepiskop Sultoniyalik ham mana shunday taklif bilan Temurga murojaat qiladilar. Venetsiya Temur agarda Boyazidga qarshi urish boshlagudek bo'lsa, kemalar bilan yordam qilishga vada beradi. O'z navbatida Temur bilan Boyazid o'rtasida ham yozishmalar olib boriladi. Boyazid o'z maktubida Temurga birgalikda Yevropaga qarshi kurashish imkoniga ishora qildi. Biroq, Temur bu taklifni rad qilib, usmonli turklar saroyida panoh topgan turkmanlarning isyonkor Oqqoyunli va Qoraquyunlu qabilalarining boshliqlarini unga topshirishni talab qildi. Turklar to'satdan Suriyaga hujum qilib, uning ma'muriy shaharlarini harob etdilar. Suriyadagi bu muvaffaqiyat turklar bilan arablar o'rtasida nizo yaratgan. O'zimdan ilgari lashkarlarimdan bir necha favjini rum mamlakati ustiga to'satdan bosqin qilishga tayinladim. Yana bir necha favji ga yo'limizdagi to'xtash manzillarini ko'zdan kechirib yemish va ichmishni hozirlab turishni buyurdim, o'zim Anguriya yo'li bilan Qaysar ustiga lashkar tortdim. Qaysar to'rt yuz ming otliq va piyoda askar bilan menga yuzlandi. Men Yildirim Boyazidni qo'shini, shaxsiy tarkibi, harbiy qurol -yarog'i haqida hech qanday ma'lumotga ega emasdim. Shuning uchun Toqat eng ishongan sarkardamga bir guruh navkarlar bilan dushman qarorgohiga yaqin borib, bir necha dushman jangchilarini asir olib kelish vazifasini topshirdim. Biroq Toqat quruq qo'l bilan qaytib keldi. Besh nafar jangchilaridan ajralibdi. Dushman hushyor ekan -yaqin borishni iloji bo'lmabdi. ... Shovur-shuvur boshlanib ketdi. Mening e'tiborimni qulog'imga elas-elas chalinayotgan musiqa ohanglari tortdi. Rum hukumdori aftidan shunday usul bilan jangchilarning jangovar kafiyatini ko'tarsa kerak. [2] Temur bilan Boyazid o'rtasida jang 1402-yilning 28-iyulida Anqara yaqinida boshlanadi. Shuning uchun bu muhoraba tarixda „Anqara janggil bilan ma'lum. Muhorabada har ikki tomondan 400ming nafar yaxshi mashq ko'rgan janglarda

chiniqqan jangchi va lashkarboshilar ishtirok etadi. Bu tarixiy jang Amir Temurning buyuk sarkardalik qobilyati va mahorati har tomonlama nomoyon bo'ladi. 200ming Temur qo'shining o'ng qanotiga a o'g'li Mironshoh, chapqanotiga nabiralari Sulton Husayn va Xalil Sultonlar kenja o'g'li Shohrux qomondonlik qiladi. Samarqanddan yetib kelgan yangi jangovar qismlardan tashkil topgan qo'shin markazini Temurning so'nggi nabirasi valiahdi Muhammad Sulton boshqaradi. Qo'shin markazining manglayida uchiga yarim oy shaklidagi zangori davlat alami (bayrog'i) muttasil tutib turiladi. Dushmanning jangovar aravalari butunlay izdan chiqarilganini aytishdi. Boyazidning qochgani haqida ma'lumot berishdi. Nuh Badaxshoniy nima bo'lmasin uni tutib kelaman deb, ortidan taqib etib ketganini aytib, meni tinchlantirishdi. Jang tugab dushmanning oltmish ming jangchisi asir olinganini menga aytishdi. O'sha kuni shahar rahbarlarining yig'ini bo'ldi. Asirlar orasida, ayniqsa sarkardalari badal to'lovini qilsa, asirlikdan ozod qilishnishi mumkinligi aytili. Qolgan tutqinlarning taminoti bosh mustavfi (Boyazid saroyining bosh hisobchisi) zimmasiga yuklandi. O'sha kuni bosh mustavfiyini huzurimga chaqirtirib, Rum mamlakatida soliq tushumlari haqida ma'lumotni talab qildim. Undan ma'lum bo'ldiki, xazinaga yarim qurur boyazid (Boyazidi- Rum mamlakatida o'sha davrda amalda bo'lgan pul birligi) mavjud bo'lib, yana ikki yarim qurur soliq mablag'i endi kelib tushishi kerak edi. Bosh mustavdiyga dedim: „Bundan buyon Rumning hukumdori men ekanman, soliq va boshqa yig'inlardan kelib tushadigan boyliklar menga kelib tushishi kerak!“. Ertasi kuni Yildirim Boyazidning asir olingani haqida xabarni menga yetkazishdi. Rum sultonini Kaysariyaga olib kelishdi. Shahar tashqarisidagi qarorgohimda ushlab turishdi. Menga u maktub berib yuboribdi. U xatda hurmat ehtirom bildirilgan so'zlarni bayon etib, so'ng quyidagi misrani yozgan edi: „Chunun asr rasmi saroyi burusht, gohi pusht bor zinu, gahi zin bar pusht! (O'tkinchi zamonning rasmi erur shu: goh egar ostingda, ustingda goh u). Taqdir taqozosi va Yaratganning irodasi bilan ey ulug' Amir men mag'lub bo'ldim, sen esa g'olib! [1] Bugun mening hayotim ham, mol-mulkim ham sening ixtiyoringda. Biroq menga bo'lgan munosabating sen haqingda gapirishgan o'ta ulug' sharafaga munosib bo'ladi, deb umid qilaman! Men odamlarimga Boyazidni qattiq qo'riqlashni, ammo hurmatini joyiga qo'yishni tayinladim. Oradan uch kun o'tgach uni huzurimga olib kelishlarini buyurdim. Amir Temur: „ Men sendan to'rtta yengil iltimos qildim; biri shuki, Kemox qal'asini taslim etasan, ikkinchisi – Tahurtan xonadonini bizga yuborasan, uchinchisi Qora Yusuf xonadonini o'z mamalakatingdan chiqarib yuborasan, to'rtinchi bizga donishmand kishlarni yubirasan, toki ular o'rtamizdagi ahdu paymonni

takidlagaylar va buni xushnudlik bilan (senga) yetkazgaylar. (Ammo sen) shu mayda narsalarga ham munoqasha qilding.‖ Boyazid: „ Agar gunohimni kechirsang marhamat raqamini jurmim daftariga tortsang, to tirik ekanman, o‘zim va farzandlarim bandalik va xizmatkorlik maqomida turib umr kechiramiz ...‖ Xazrat Amir Sohibqiron avf ehson raqamini uning gunohlari ustidan tortdi va uni podshohona to‘ni in‘omlar izzat ikromlar bilan siyladi. Shu asnoda u Amir Sohibqironga arz qilib, mening farzandlarim Muso va Mustafo jang maydonida edilar, ko‘nglim shilarga ilinj bo‘lib turibdi, agar oliy farmon sodir bo‘lsa, ularni topib, tirik bo‘lsalar bu bandalari ga yetkazsalar, shohona in‘omlar yanada ortga bo‘lar edi, dedi. Farmonga muvofiq axtarib keldilar. G‘oyatda ko‘p qidirishlar natijasida bir farzandi - Musoni topib, Sohibqiron xazrat huzuriga olib keldilar. Uning ham qonidan o‘tib otasiga baxshida qildi, shohona to‘n berib, in‘om-ehsonlar bilan sarafroz etdi.[5]

Xulosa o‘rnida shuni aytishimiz mumkunki, Amir Temur o‘z davrida barcha egallagan hududlarini bir hokimiyatga birlashtirgan yetuk shaxs bo‘lib, janglarda alohida shuxrat qozonga markazlashgan davlat asoschisi bo‘lgan. Uning jang-u jadallari sharq adabiyoti va tarixida balki g‘arb adabiyoti va tarixida o‘chmas iz qoldirgan, o‘sha davrda yirik bir imperiyaga hujum qilishda hech narsadan tab tortmangan. O‘z maqsadi yo‘lida doim oldinga harakat qilgan shaxs hisoblanganligini ko‘rishimiz mumkin ekan.

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INNOVATION IN THE MODERN EDUCATION SYSTEM

THE MECHANISMS OF USING MATHEMATICAL STATISTICAL
ANALYSIS METHODS IN PSYCHOLOGY

Tursunbek Sadriddinovich Jalolov

Asia International University

ts_jalolov@oxu.uz

Abstract: The use of mathematical statistical analysis methods in psychology has significantly contributed to the understanding and advancement of various psychological phenomena. This article provides an overview of the mechanisms through which mathematical statistical analysis is employed in psychological research. Understanding these mechanisms is crucial for psychologists to effectively utilize statistical methods in their research and data analysis. The article explores the importance of statistical methods in psychology, the various statistical techniques employed, and their role in data interpretation and decision-making.

Keywords: Mathematical statistical analysis, Psychology, Research, Data analysis, Statistical techniques

Mathematical statistical analysis methods play a pivotal role in psychological research, as they enable researchers to derive meaningful insights from data and make informed decisions. By employing various statistical techniques, psychologists can analyze complex data sets, identify patterns, and draw conclusions that contribute to the advancement of psychological knowledge. This article aims to elucidate the mechanisms through which mathematical statistical analysis methods are utilized in psychology and their importance in enhancing the rigor and validity of psychological research.

The field of psychology has greatly benefited from the use of mathematical statistical analysis methods in understanding and interpreting data. These methods provide psychologists with powerful tools to analyze and interpret data, and ultimately gain insights into human behavior and mental processes. In this article, we will explore some of the mechanisms of using mathematical statistical analysis methods in psychology and how they contribute to the advancement of the field.

One of the key mechanisms of using mathematical statistical analysis in psychology is to identify patterns and relationships within data. This is achieved through techniques such as correlation analysis, regression analysis, and factor analysis, which allow researchers to uncover the underlying relationships between different variables. For example, psychologists may use correlation analysis to examine the relationship between two variables, such as stress and performance in a

cognitive task, to determine if there is a significant relationship between the two factors.

Another mechanism is to test hypotheses and make inferences from the data. Statistical tests, such as t-tests, ANOVAs, and chi-square tests, are commonly used in psychology to test hypotheses and determine the significance of findings. These tests allow researchers to draw conclusions from their data and make inferences about the broader population based on their findings. For example, a psychologist may use a t-test to compare the mean scores of a treatment group and a control group to determine if there is a significant difference in the effectiveness of a particular intervention.

Furthermore, mathematical statistical analysis methods can also be used to explore the reliability and validity of psychological measures. Psychologists often rely on measures such as surveys, questionnaires, and psychological tests to assess various aspects of human behavior and mental processes. Through methods such as factor analysis, psychometric analysis, and reliability testing, researchers can assess the internal consistency, construct validity, and reliability of these measures, ensuring that they are robust and accurately capture the constructs they are intended to measure.

Methods of mathematical-statistical processing of psychological research

Before proceeding to the (quantitative) analysis and description of the data obtained from the research, it is necessary to summarize, systematize and bring them into a compact form. For this, it is necessary to know mathematical statistics and be able to work with them. Numbers that reflect the measurement of indicators are taken as options in statistics. All measurements, that is, measurements in ascending or descending order, form a variation series. The number of measurements corresponding to the variable series is called the frequency.

For example, the researcher asked, "Do your thoughts and views often agree with those of your classmates?" Let's say that 36 students responded to the survey question. There are 5 different answers: "always", "often", "sometimes", "rarely", "never". If a number is given for each 1 answer option ("always" - 5, "often" - 4, "sometimes" - 3, "rarely" - 2, "never" - 1)

And if it occupies a series in descending order of numbers, we divide it into a variational series as follows:

5555544444444443333333333322222211

We put the obtained data in the form of a table so that it is easy to process:

1.5. Requirements for conducting psychological research

1. It includes methods and methods that are not used in the organization of research, as well as testing (using pilotage). The number of subjects and the number of subjects examined in the study.

A research method is a way, a tool to obtain information of interest to the researcher.

Calculation methodology is a concrete method and set of possibilities for obtaining the necessary information about mental processes and safety factors.

2. the place of inspection should be free of various stones, and at the same time, it should meet sanitary and hygienic rules. Forced working conditions must be ensured.

3. The technical support of the research should correspond to the issues to be resolved.

4. It is necessary to mark the testers as having the same quality.

5. the researcher affects the progress of the research, the conduct of all its stages (from planning to the development of research and recommendations).

6. The instruction or instruction is drawn up before the research, at the preparatory stage. It should be clear, concise and unambiguous.

7. It must be completed in additional reports, and it must be attached to a support letter.

8. It is necessary to analyze the quality and strength of the data obtained from the research, to produce, that is, to process.

Requirements for psychodiagnostic methods:

It is necessary to change the psychodiagnostic method according to the criteria that indicate the previous growth and stability. Reliability of psychodiagnostic methods is the quality of psychodiagnostic methods, which helps with the help of this method.

Reliability of the methodology is a criterion indicating controllability and reproducibility. A. Anastazi wrote that if a child's intelligence test for 10 weeks has an indicator equal to 10 weeks, and this indicator is equal to 80 in a week, it is impossible to look at such methodology with confidence. Re-runs of reliable methods should show a similar result. There may be small changes, but they should not be significant.

The degree of reliability of the methodology depends on a number of reasons. According to the results of the study, which reduces the accuracy of the research study, it can be determined:

- instability of the diagnosed quality;
- lack of improvement of diagnostic methods (instructional errors, practical variety of tasks, uncertainty in presenting the method to the examinee);

- timeliness of the research situation (changes at different times of the day, different lighting of the room, presence or absence of extraneous noises);
- the behavior of the experimenter, mastering the tone of speech (different instruction in one experiment, changing it in another; different stimulation of the IQ task);
- changes in physical condition (feeling good in one experiment, tiredness in another);
- subjectivity in interpreting and implementing the report.

One of the ways to standardize the reliability of psychodiagnostic methods, to develop uniform requirements for the procedure of carrying out the method and to eliminate its consequences. Another important criterion for starting a methodology is validity. Once the reliability is determined, the question of the validity of the methodology.

In addition, mathematical statistical analysis methods enable psychologists to analyze data from various research designs, such as experiments, observational studies, and longitudinal studies. These methods provide the tools to analyze complex data structures, identify trends over time, and examine the effects of multiple variables on a particular outcome. For example, psychologists may use multilevel modeling to analyze data with hierarchical structures, such as individual and group-level factors influencing behavior in a school setting.

Overall, the use of mathematical statistical analysis methods in psychology offers a systematic and rigorous approach to understanding and interpreting data, leading to a deeper understanding of human behavior and mental processes. These methods provide psychologists with the tools to identify patterns and relationships within data, test hypotheses, assess the reliability and validity of measures, and analyze data from various research designs. As the field of psychology continues to advance, the integration of mathematical statistical analysis methods will remain essential for generating valuable insights and advancing our understanding of human behavior.

The use of mathematical statistical analysis methods in psychology is instrumental in advancing the understanding of psychological phenomena. By employing various statistical techniques, psychologists can derive meaningful insights from data, make informed decisions, and contribute to the development of psychological knowledge. It is essential for psychologists to have a thorough understanding of statistical methods and their mechanisms to ensure the validity and reliability of research findings. Moving forward, continued emphasis on the integration of statistical analysis in psychological research is paramount for furthering the field and addressing complex psychological questions.

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Tursunbek Sadriddinovich Jalolov

Asia International University

ts_jalolov@oxu.uz

Abstract: Computer programming is the act of issuing various commands to a computer's microprocessor, telling it when, where, what to change, and what to input or output. In this article, what programming languages are there, the most common programming languages and their differences.

Keywords: Mathematical statistical analysis, Programming, Research, Data analysis, Statistical techniques, Delphi, Java, C++, Python

Also, let's talk about ways to learn programming. There are many programming languages in the computer world, and the number of people interested in programming is increasing. Programs that do the same type of work can be written in Basic, Pascal, Ci, and other languages. Pascal, Fortran, and Cobol are universal languages, while Ci and Assembler are close to machine language and are low- or intermediate-level languages. The closer an algorithmic language is to human languages, the more it is called a high-level language. And machine language is the lowest level language. A machine language consists of these numbers, for example: 010110100010101 Programming languages are divided into 2 large groups, Low Level and High Level Programming Language. Low-level programming languages are more complex, they are used in very specialized fields, and their experts are also very few. Because lower programming languages (for example: assembler) may often be needed when working with microprocessors. A high-level programming language is commonly used widely for various programming tasks. EHM (Electronic Computing Machine) is now included in the creation of the program, only in machine languages, that is, in the codes of operations that EHM should perform using numbers. In this case, there were 2-digit, 6-digit, and 8-digit number systems as an understandable counting system for the machine. The program is entered using numbers in this number system. In high-level programming, marked-code languages are more machine-friendly (orientated) than machine languages. The basic principles of symbol-coded languages are that machine code is defined by symbols, and automatic memory allocation and error detection are included. The language adapted to such a machine was called the ASSEMBLER language. Programming is usually done using high-level programming languages (Delphi, Java, C++, Python). Because the semantics of these programming languages are

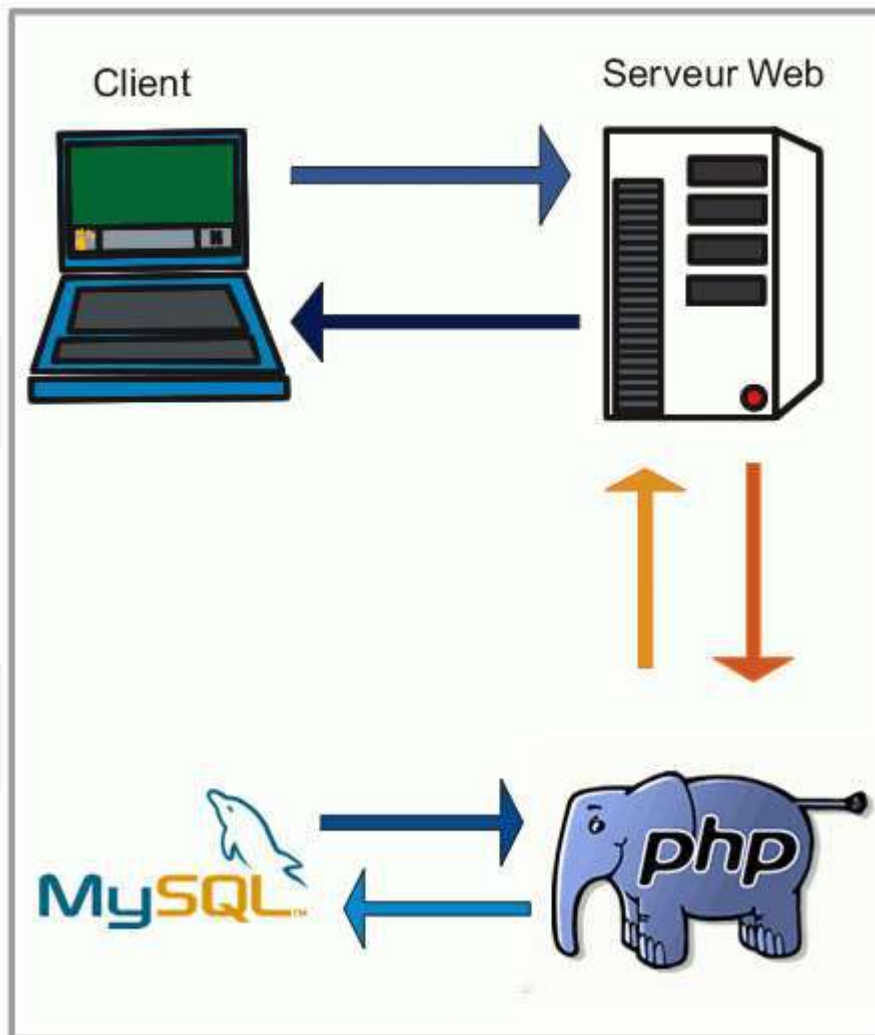
close to human language, the process of creating a program is much easier. Commonly used programming languages. All the languages we know and use today belong to this group. They are written in human "understandable" language. Those who speak English well can understand the program code without difficulty. This group includes languages such as Fortran, Algol, C, Pascal, Cobol, etc. (many of which are practically not used now). It can be used from the earliest languages to modern languages. However, such programs are not created in languages that work through current web technology (PHP, ASP.NET, JSP). Because for such programs to work, another application must be running. Currently, applications are mainly written in languages such as Visual C++, C#, Borland Delphi, Borland C++, Java, Python. Many people in Uzbekistan use Delphi. The main reason for this is simplicity, a large number of components, an easy-to-understand interface, etc. It is easy for a person who has worked in Delphi for the first time to create a program. However, in Windows, the basic functionality of the program is known much later (due to the large number of components and API functions are not shown in the program). On the other hand, Delphi(Pascal) is quite lame when it comes to saving RAM. Variables and arrays that are not used in exchange for pre-declaration of variables are included in it. The most common programming language (in Windows OS) is Microsoft Visual C++. Most programs are currently written in this language. In general, C-like languages are at the forefront of programming today. Almost all modern languages are based on C. In addition, LUA script or JavaScript languages are also widely used in creating various computer games or preparing small programs. We will tell you about some of the programming languages that are widely used in desktop programming today: Delphi (pronounced дельфи) is one of the programming languages. Produced by Borland. The Delphi programming language is used and is already included in the Borland Delphi package. In addition, it received the same name that has been used since 2003. Object Pascal is an object-oriented programming language derived from Pascal with several extensions and additions. Initially, this programming environment was designed only for the Microsoft Windows operating system, and was later adapted for GNU/Linux and Kylix systems, but production was discontinued after the release of Kylix 3 in 2002, and soon after Microsoft.NET support has been announced. The programming language of the Lazarus project (Free Pascal) provides an opportunity to create programs for GNU/Linux, Mac OS X and Windows CE platforms in the Delphi programming environment. Visual Basic (pronounced: "Vijual Basic") is a programming language and programming environment from Microsoft Corporation. It has taken many concepts from BASIC, and programs with a fast graphical interface provide progress. The last version 6.0 was released in 1998. Microsoft's

successor, Visual Basic .NET, appeared in 2002. Java programming language is one of the best programming languages in which you can create enterprise-level products (programs). This programming language is based on the Oak programming language. The Oak programming language was launched by Sun Microsystems in the early 90s with the aim of creating a new generation of smart devices that work independently of the platform (Operating System). To achieve this, Sun employees planned to use C++, but for some reason abandoned this idea. Oak was unsuccessful, and in 1995 Sun changed its name to Java, and some changes to make it serve the development of the WWW. they did Java is an Object Oriented Programming (OOP-object oriented programming) language and is very similar to C++. The Java programming language has been simplified by removing the most error-prone parts. Java code files (ending with *.java) are converted to bytecode after compilation, and this bytecode is read by the interpreter. C++ (pronounced: si plus plus) is a multi-purpose programming language. It was developed by Bjarne Stroustrup at Bell Labs in 1979 to expand the capabilities of the C programming language and introduce OOP (object oriented programming). Originally called "C with Classes", it was changed to the current name C++ in 1983. C++ can compile programs written in C, but the C compiler does not have this feature. It is used in the development of games, applications for daily use, etc. The table below provides information about programming languages. C++ can compile programs written in C, but the C compiler does not have this feature. The C++ language is used in the production of components related to operating systems, client-server programs, EHM games, programs used in daily needs, and programs used for various purposes. The table below provides information about programming languages. C++ can compile programs written in C, but the C compiler does not have this feature. The C++ language is used in the production of components related to operating systems, client-server programs, EHM games, programs used in daily needs, and programs used for various purposes. The table below provides information about programming languages.

Til	Yaratilgan yili	Mualliflar	Tashkilot, firma
Ada	1979-80	Jean Ichbian	Cii-Honeywell (Fransiya)
Algol	1960		International Committee
ARL	1961-1962	Kenneth Iverson, Adin Falkoff	IBM
DELPHI	1995		Borland
VASIS, Beysik	1964-1965	JohnKemeny, Thomas Kurtz	Dartmouth Colleje
C	1972-1973	Dennis Ritchie	Bell Laboratories
C++	1980	Bjarne Strostrup	Bell Laboratories
Kobol	1959-1961	Grace Murray Hopper	
Fort	1971	Charles H.Moore	
FORTRAN	1950-1958	John Backus	IBM
HTML	1989	Tim Berners-Li	CERN, Jeneva
LISP, LISP	1956-1960	John MCCarthy	
LOGO	1968-70	Seymour Papert	Massachusetts Institute of Techn.
Pascal	1967-1971	Niklaus Wirth	Federal Institute of Technology (SHveysariya)
PL1	<u>1964-1966</u>		
PROLOG	1978	Alan Kalmeroe	
SIMULA	1967	Ole-Yoxan Dal, Kristen Nigaard	Norvegiya XM
Java	1995	Djeyms Gosling	Sun Microsystems

Internet. Web Server. Web programming tools (languages) It is known that an additional program called a compiler is needed to explain programs written in high-level programming languages to the computer. A similar process occurs in web programming. Browsers, which you use to view sites on the Internet, are compilers of some web programming languages. In web programming, there are other languages that the browser cannot translate to the computer, but such languages are the basis of the website. A set of programs (compilers or interpreters) similar to a Web server is needed to make such languages understandable by the browser. Such programs are located on the servers where the site is located, when you send a request to it (when you click on a desired link, when you open the site for the first

time, etc.), the Web server programs on the server where the site is located translate the parts of the site written in languages that the browser does not understand to your browser. . Thus, the client - i.e. the translator that interprets the codes of the web site on your side to your computer - is the Browser, and the translator that translates the parts of the web site on the server side that your browser does not understand and sends to it is the Web Server. Below is the web server



Here, the client is your browser and the web programming languages it understands (HTML, CSS, Java Script), and the server side is Apache -> Web server, PHP -> interpreter for the PHP language and working with the database. engine (it can be MYSQL, Oracle, etc.) There may also be other languages on the server side. So, when you enter the name of the desired site from the browser, this request goes from the DNS server to the desired server according to the IP corresponding to the site. will look for the index file in the folder corresponding to your browser. Based on the links in it, it loads the necessary files, looks at the extension of these files, if the extension is .html, it is the same, otherwise, for example, if it is .php, PHP

translates it into a language that the browser understands through the interpreter on the server (including from the database).

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Tursunbek Sadriddinovich Jalolov

Asia International University

ts_jalolov@oxu.uz

Annatsiya: Python 2022 yilda eng mashhur dasturlash tiliga aylandi. Uning yordami bilan ular o'yinlar, mobil va ish stoli ilovalarini yaratadilar, ilmiy farazlarni sinab ko'radilar va neyron tarmoqlar ishini tashkil qiladilar. Lekin nima uchun Python shu qadar mashhur bo'ldi - minglab IT mutaxassislari uni o'rganishni boshladilar? Keling, buni batafsilroq aniqlaylik.

Kalit so'zlar: Python, Django, Vizual ta'lim, Kod

Python - bu veb-saytlar yaratish, ilovalarni ishlab chiqish va ma'lumotlarni tahlil qilish yoki vizualizatsiya jarayonlarini avtomatlashtirish uchun ishlatiladigan yuqori darajadagi dasturlash tili. Python aniq maqsadlar uchun ishlab chiqilmagan, shuning uchun u video xizmatini tavsiya qilish algoritmini yaratish, shuningdek, o'zi boshqariladigan avtomobillar uchun dasturiy ta'minotni ishlab chiqish yoki boshqa sayyoralarda kosmik kemalarni boshqarish uchun mos keladi.

Pythonning asosiy xususiyatlari quyidagilardan iborat:

Ob'ektni yo'naltirish. Python - bu ob'ekt va sinf tushunchalariga asoslangan ob'ektga yo'naltirilgan dasturlash tili. Ob'ekt ma'lumotlar va u bilan o'zaro ta'sir qilish usullarini birlashtirgan sinfning namunasidir. Python ob'ektga yo'naltirilganligi kodni tuzishga va o'qishni yaxshilashga yordam beradi, bu ayniqsa yirik loyihalarni amalga oshirishda muhimdir.

Misol. Keling, ikkita ob'ektni o'z ichiga olgan "it" sinfini yarataylik - Bobik va Buddy. Biz bir xil sinf ob'ektlariga umumiy atributlarni belgilashimiz mumkin, masalan, do'stona munosabat. Agar biz "it" sinfimizda boshqa ob'ektni yaratsak - Bug, u ham "do'stona" bo'ladi. Bundan tashqari, har bir itning individual xususiyatlari bo'lishi mumkin, masalan, yoshi. Bobik ikki yoshda, Drujka besh yoshda, Juchka esa yetti yoshda. Sinfda umumiy usullar bo'lishi mumkin - barcha itlar "Vuf" deyishadi va dumini chayqashadi.

Kodni o'qish qobiliyati. Python-da kodning har bir bloki ichkariga kiradi. Bu vizual idrokni ancha osonlashtiradi. Talqin qilish qobiliyati. Python kodini har qanday platformada ishlatish mumkin, agar unda tarjimon o'rnatilgan bo'lsa, undan so'zlarni ketma-ket bajarish uchun foydalanish mumkin. Agar tarjimon dasturi jarayon davomida xatolikka duch kelsa, bajarish to'xtaydi. Bu kod ishlab chiqaruvchisiga nuqsonni tezda topish va tuzatish imkonini beradi.

Dinamik yozish. O'zgaruvchiga qiymat berilganda, u avtomatik ravishda uni ma'lum bir tur bilan bog'laydi. Python-da kod yozish jarayoni sezilarli darajada tezroq, lekin xatolik xavfi ortadi.

Python-dan qayerda foydalanish kerak

Pythondan startaplardan tortib yirik korporatsiyalargacha hamma foydalanadi. Spotify ma'lumotlarni tahlil qilish uchun Python'dan, ilmiy maqsadlarda NASA'dan foydalanadi va Amerika NSA razvedka ma'lumotlarini shifrlash uchun ushbu tildan foydalanadi. Keling, Python dasturini qo'llashning asosiy sohalarini ko'rib chiqaylik.

Veb ishlab chiqish

Rivojlanish sohasi veb-saytlarni yaratish va ularga xizmat ko'rsatish bilan bog'liq. Tilning quyidagi afzalliklari tufayli Python eng ko'p qo'llaniladi:

Python-da ko'plab kutubxona vositalari, xizmat paketlari va foydalanuvchilarga qulay ramkalar mavjud. Masalan, moslashuvchan, kengaytiriladigan Django veb-ramka boshqaruv paneli, ma'lumotlar bazasi interfeysi va katalog tuzilmasini o'z ichiga olgan xizmat paketini o'z ichiga oladi. Ko'p sonli funktsiyalar tufayli alohida kutubxonalarni qo'shish kerak. Bu sizga marshrutlashni sozlash, shablon mexanizmlarini yaratish va foydalanuvchi autentifikatsiyasini amalga oshirish imkonini beradi.

Python mashhur dasturlash tilidir, shuning uchun u muntazam ravishda yangi kutubxonalar va yangilangan funktsiyalarni qo'shib boradi. Keng tarqalganligi tufayli Python faol hamjamiyatga, shuningdek, ko'plab hujjatlar, ko'rsatmalar va o'quv qo'llanmalariga ega.

Tez prototiplash tufayli Python dasturchilari o'z g'oyalarini tezroq amalga oshirishlari mumkin - barcha iteratsiyalar sezilarli darajada kamroq vaqt oladi. Bu tezlik Python-ni startaplar uchun ayniqsa qulay qiladi va bozorga chiqish vaqtini tezlashtiradi.

Python-da ma'lumotlarni vizuallashtirish va tahlil qilish uchun zarur bo'lgan vositalar to'plami mavjud - misollar:

SciPy kutubxonasi ilmiy hisob-kitoblarni amalga oshirishga yordam beradi, pandalar ma'lumotlarni tahlil qilishda yordam beradi va Matplotlib grafiklarni yaratishga yordam beradi. Filtrlar qoidalar va ro'yxatlarni qabul qiladi, elementlarni filtr qoidalariga solishtiradi va asl ro'yxatlarning yangi to'plamlarini qaytaradi. Xarita funksiyasi ham ro'yxatni oladi, lekin har bir elementda ma'lum bir amalni bajarish orqali uning yangi versiyasini yaratadi.

Lambda ifodalari faqat bir marta bajariladigan operatsiyalar bilan ishlashda yordam beradi. Hatto bir qismli lambda ifodalari ham funktsiyaga kiritilgan hamma narsani bajarishi mumkin.

Ma'lumotlarni tasavvur qilish va NumPy massivlarini chiqarish uchun linspace va tartibga solish funksiyalari yordam beradi.

Pivot jadvallari ma'lum ustunlardagi ma'lumotlarni ko'p o'lchovli ko'rinishga tarjima qilishga yordam beradi.

Sinovchilar ko'pincha Python vositalaridan foydalanadilar - misollar:

Pytest - bu pluginlarga asoslangan maxsus sinov ekotizimidir. U har xil turdagi testlarni yozish uchun mo'ljallangan - birlikdan funktsionalgacha.

Unittest moduli kodni sinash uchun zarur vositalarni o'z ichiga olgan standart Python kutubxonalaridan biridir. Unittest funksiyalarning alohida qismlarining to'g'ri ishlashini tekshirishga yordam beradi.

Doctest - bu hujjatlarni tekshirish uchun mo'ljallangan modul.

Tox - bu turli muhitlarda kodni sinab ko'rishga yordam beradigan kutubxona.

Mock - bu Python-da birlik testlarini soddalashtirishga imkon beruvchi modul.

Flake8 linter kodingizdagi stilistik xatolarni topishga yordam beradi.

Ilovalar

Python ish stoli va mobil ilovalarni yaratish uchun ishlatilishi mumkin, garchi ba'zilar tilni bu maqsadlar uchun eng yaxshi tanlov deb hisoblamaydi. Python, ayniqsa, grafik interfeyslarda ishlash uchun dolzarbdir. Masalan, Tkinter standart kutubxonasi barcha operatsion tizimlar uchun oddiy grafik interfeysga ega ish stoli ilovalarini yaratishga yordam beradi.

Python-da mobil ilovalarni ishlab chiqish unchalik mashhur emas; bu til asosan server tomoni uchun ishlatiladi.

Python sinovda yordam beradi.

Python Battlefield, WoT, Sims yaratish uchun ishlatilgan. Tilda oddiy 2D va 3D o'yinlarni ishlab chiqish uchun ko'plab vositalar mavjud: Android uchun kichik mobil loyihalar - PyGame, RenPy. Python o'yinlar ustida ishlash uchun juda mos keladi, lekin ko'proq boshqa sohalarda qo'llaniladi.

Python: Foyda

O'rganish qulayligi. Python sodda, mantiqiy va aniq sintaksisga ega, bu hatto yangi boshlanuvchilar uchun ham mos keladi. Uni o'rganish uchun ingliz tilini bilish shart emas.

Vizual ta'limning soddaligi. Kod bloklari chekinishlar bilan ajratiladi; kichikroq hajm tufayli kodni o'qish ham osonroq.

Kross-platforma. Python-da yozilgan dasturlar barcha turdagi operatsion tizimlarda ishlashi va ishlashi mumkin. Siz farqlarni oldindan bilib olishingiz mumkin, chunki ular hujjatlarda batafsil tavsiflangan.

Rivojlanish tezligi. Python-da dastur yozish uchun sizga, masalan, Java-da ishlab chiqilgandan ko'ra kamroq kod kerak bo'ladi.

Ko'p qirralilik. Python-ning talqin qilinishi tufayli u deyarli barcha platformalarda testdan tortib ilmiy tadqiqotgacha turli vazifalar uchun ishlatiladi. Kod hatto standart matn muharrirlarida ham yozish uchun qulay.

Ko'p vositalar. Pythonning standart kutubxonalari hatto murakkab muammolarni ham hal qila oladi. Muayyan maqsadlar uchun yaratilgan qo'shimcha modullarni o'rnatish maxsus loyihalarni ishlab chiqishda yordam beradi.

Masshtablilik. Yuqori darajadagi mantiqni moslashtirish qobiliyati Python-da ishlab chiqilgan loyihalarni kengaytirish va kengaytirish imkonini beradi.

Python: Kamchiliklari

Sekin ish. Ushbu kamchilik Python dasturchilariga faqat Python yordamida yuqori samarali loyihalar yaratishga to'sqinlik qiladi. Boshqa dasturlash tillaridan foydalanish kerak. Dastur tilning birinchi versiyasidan saqlanib qolgan eskirgan Global Interpreter Lock kodi tufayli sekin ishlaydi.

Loyihalarni boshqa tizimlarga o'tkazishda qiyinchilik. Muammo dasturlash tilining kutubxonalarga bog'liqligi tufayli yuzaga keladi.

Resurs intensivligi. Python katta hajmdagi xotira talab qiladigan loyihalar uchun mos emas.

Python-ning barcha kamchiliklari qo'shimcha kutubxonalardan foydalanish orqali yumshatiladi, ularning ichidagi kod tez past darajadagi tillarda yozilgan. Shunday qilib, Python-ning qulayligi va o'qilishi va tezligi, masalan, C yoki C ++ birlashtirilgan.

Nima uchun Python-ni 2023-yilda o'rganish

Python so'nggi sakkiz yil davomida TIOBE indeksida yetakchi bo'lib kelgan. Tilga bo'lgan talab keng ko'lamlilik qo'llash sohalari bilan izohlanadi: ilmiy tadqiqotlar, veb-ishlab chiqish, Big Data, mashinalarni o'rganish, tizim boshqaruvi, sun'iy intellekt, o'yinlar va boshqalar. Python tilini biladigan mutaxassislar ish beruvchilar orasida talabga ega, chunki bu tildan startaplar, yirik kompaniyalar, transmilliy korporatsiyalar va davlat xizmatlari foydalanadi. Shu bilan birga, ikki yillik tajribaga ega bo'lgan mutaxassislarning ish haqi 10 000 000 so'mdan boshlanadi.

Shu bilan birga, Python doimiy ravishda yangilanadi - yangi versiyalar o'rtacha har to'qqiz oyda chiqariladi. Yangi kengaytmalar paydo bo'ladi va mavjud kutubxonalar kengaytiriladi. Pythonchilarning kuchli hamjamiyati tilni takomillashtirish, o'quv qo'llanmalarini yaratish va murakkab muammolarni hal qilishda yordam berishda ishtirok etadi.

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Tursunbek Sadriddinovich Jalolov

Asia International University

ts_jalolov@oxu.uz

Annatsiya: Web-ishlab chiqish zamonaviy dunyoda IT xizmatlarining eng mashhur turlaridan biridir. Web-illovalarni ishlab chiqish uchun Python-dan foydalanish tobora ommalashib bormoqda va mijozlar orasida katta talabga ega. Buning sababi, Python eng ko'p qirrali va moslashuvchan dasturlash tillaridan biri bo'lib, undan tez va foydalanish oson. Ushbu maqolada biz Web-ishlab chiqish uchun Python-dan foydalanishning asosiy afzalliklarini ko'rib chiqamiz, shuningdek, ushbu dasturlash tili yordamida qanday muammolarni hal qilish mumkinligini aniqlaymiz. Agar siz potentsial mijoz bo'lsangiz va barcha talablaringizga javob beradigan yuqori sifatli Web-ilovani olishni istasangiz, unda ushbu maqola siz uchun foydali ma'lumot manbai bo'ladi.

Kalit so'zlar: Python, Web-ishlab, IT, Dropbox, Spotify, Netflix, Django, Flask, Pyramid, Tornado

Python nima? Python yangi dasturchilar uchun o'qish va tushunishni osonlashtiradigan toza va ixcham sintaksisga ega. Shuningdek, u ob'ektga yo'naltirilgan dasturlashni, funktsional dasturlashni, shuningdek dinamik ma'lumotlarni yozishni qo'llab-quvvatlaydi. Python o'zaro platforma tili bo'lib, u Windows, Linux, macOS va boshqalar kabi turli xil operatsion tizimlarda ishlatilishi mumkinligini anglatadi.

Python dunyodagi eng mashhur dasturlash tillaridan biridir. U Web-illovalarni ishlab chiqish, ilmiy tadqiqotlar, mashinalarni o'rganish, ma'lumotlar tahlili, vazifalarni avtomatlashtirish va boshqa ko'plab sohalarda qo'llaniladi. O'z loyihalarida Python'dan foydalanadigan ba'zi mashhur kompaniyalar orasida Google, Facebook, Instagram, Dropbox, Spotify, Netflix va boshqalar bor. 2020 yilda Python TIOBE Index Web-sayti tomonidan e'lon qilingan eng mashhur dasturlash tillari ro'yxatida birinchi o'rinni egalladi.

Python-da Web-ishlab chiqish: undan qanday foydalanish kerak?

Python Web-ishlab chiqishda keng qo'llaniladi va Web-illovalarni yaratish uchun eng mashhur dasturlash tillaridan biridir. Uni qo'llashning asosiy yo'nalishlari:

Web-ishlab chiqish ramkalari

Python-da Web-ishlab chiqish uchun ishlatilishi mumkin bo'lgan ko'plab ramkalar mavjud: Django, Flask, Pyramid, Tornado. Ular ishlab chiquvchilarga

Web-illovalarni yaratish, ishlab chiqish jarayonini soddalashtirish va samaradorlikni oshirish uchun tayyor vositalar bilan ta'minlaydi.

— Web-qirqish va ma'lumotlarni tahlil qilish

Web-qirqish - bu matn, rasmlar, videolar, mahsulot ma'lumotlari kabi Web-saytlardan ma'lumotlarni avtomatik ravishda olish jarayoni. Marketing, bozor tadqiqotlari, ma'lumotlarni tahlil qilish kabi turli sohalarda foydali bo'lishi mumkin. Ushbu maqsadlar uchun Python keng qo'llaniladi. BeautifulSoup, Scrapy va Requests kabi kutubxonalar ma'lumotlarni to'plash va tahlil qilishni osonlashtiradi.

- API serverlari

Python ilova dasturlash interfeysi orqali ilova ma'lumotlari va funksiyalariga kirishni ta'minlaydigan API serverlarini yaratish uchun ishlatilishi mumkin.

— chatbotni ishlab chiqish

Python-dan foydalanuvchilar bilan Facebook Messenger, Telegram, Slack kabi turli platformalar orqali muloqot qila oladigan chatbotlarni yaratish uchun foydalanish mumkin.

— mikrosvislarni rivojlantirish

Python bir-biridan alohida o'rnatilishi va kengaytirilishi mumkin bo'lgan kichik, o'z-o'zidan tuzilgan xizmatlar sifatida maxsus dastur funksiyalarini ta'minlaydigan mikrosvislarni yaratish uchun ishlatilishi mumkin.

Bundan tashqari, Pythonda Web-illovalarni ishlab chiqish jarayonini osonlashtiradigan va dasturchilarni yanada samaraliroq qiladigan ko'plab kutubxonalar va vositalar mavjud.

Python taraqqiyoti: afzalliklari

Pythonda Web-saytlar yaratishning asosiy afzalliklari:

— kodning soddaligi va o'qilishi

Bu dasturlash tillarini o'qish uchun eng oddiy va eng osonlaridan biri bo'lib, bu yangi boshlanuvchilar uchun ideal tanlovdur.

- ramkalarining keng tanlovi

Python-da Django, Flask, Pyramid va boshqa ko'plab Web-ishlab chiqish ramkalari mavjud. Ular ishlab chiqish jarayonini tezlashtirishga va yozilgan kod miqdorini sezilarli darajada kamaytirishga imkon beradi.

- yirik ishlab chiquvchilar hamjamiyati

Python Web-ishlab chiqishni osonlashtiradigan kutubxonalar va vositalarni yaratadigan juda katta dasturchilar hamjamiyatiga ega.

- yuqori ishlash

Bu Web-illovalar uchun yuqori unumdorlikni ta'minlovchi juda tez dasturlash tili.

- ko'p paradigmali til

Bir nechta dasturlash paradigmalarini, jumladan, ob'ektga yo'naltirilgan, funksional va protsessual dasturlashni qo'llab-quvvatlaydi.

- xavfsizlik

Python kirishni boshqarish tizimi va ma'lumotlarni himoya qilish uchun shifrlashdan foydalanish qobiliyati kabi o'rnatilgan xavfsizlik mexanizmlariga ega.

- ko'p ish zarralarini qo'llab-quvvatlash

Yuqori unumdorlikka ega Web-ilovalarni yaratishga imkon beruvchi multithreadingni qo'llab-quvvatlaydi.

Python rivojlanishi: Kamchiliklari

Python Web-ishlab chiqishda ishlatiladigan eng mashhur dasturlash tillaridan biri bo'lsa ham, uning kamchiliklari ham bor:

- hosildorlik

Python eng tezkor dasturlash tili emas, shuning uchun Pythonda yozilgan ilovalar boshqa tillarda yozilgan ilovalarga qaraganda sekinroq ishlashi mumkin.

- sozlashning murakkabligi

Python-da ko'plab kutubxonalar va ramkalar mavjud bo'lib, ular yangi ishlab chiquvchilar uchun sozlash va foydalanishni qiyinlashtirishi mumkin.

- qo'llab-quvvatlashning etarli emasligi

Python katta foydalanuvchilar bazasi va uning rivojlanishini qo'llab-quvvatlovchi hamjamiyatga ega bo'lsa-da, ba'zi kutubxonalar va ramkalar kamroq mashhur bo'lishi mumkin va shuning uchun kamroq qo'llab-quvvatlanadi.

- cheklangan Web-dizayn imkoniyatlari

Python chiroyli va murakkab foydalanuvchi interfeyslarini yaratish uchun eng yaxshi tanlov emas, chunki u cheklangan Web-dizayn imkoniyatlariga ega.

Python-da qaysi Web-saytni ishlab chiqishga arziydi?

Python Web-saytlarning ko'p turlarini ishlab chiqish uchun mos keladi, lekin u ayniqsa foydali bo'lishi mumkin bo'lgan ba'zi loyihalar mavjud. Mana bir nechta misollar:

- ijtimoiy tarmoq saytlari

Python tasvirlar va audio va video ma'lumotlarni qayta ishlash uchun kuchli kutubxonalari tufayli Instagram va Pinterest kabi ijtimoiy tarmoq saytlarini yaratish uchun ishlatilishi mumkin.

- elektron tijorat saytlari

Python ma'lumotlar bazalari bilan ishlash va to'lov tizimlari bilan integratsiyalashuvi uchun kutubxonalari tufayli elektron tijorat saytlarini yaratish uchun ishlatilishi mumkin.

— yangiliklar va blog saytlari

Python katta hajmdagi matnli ma'lumotlarni tezda qayta ishlash va ko'rsatish qobiliyati tufayli yangiliklar saytlari va bloglarini yaratish uchun ishlatilishi mumkin.

— ta'lim uchun Web-illovalar

Python ta'lim uchun Web-illovalarni yaratish uchun ishlatilishi mumkin, masalan, onlayn kurs platformalari yoki ta'lim muassasalari uchun Web-saytlar.

- sog'liqni saqlash uchun Web-saytlar

Python-dan onlayn shifokor maslahatlari yoki tibbiy ma'lumotlarni boshqarish platformalari kabi sog'liqni saqlash Web-saytlarini yaratish uchun foydalanish mumkin.

Python-da o'yinni ishlab chiqish

Python-dan onlayn o'yinlar yoki ko'p o'yinchi o'yin platformalari kabi o'yinlar uchun Web-saytlar yaratish uchun foydalanish mumkin.

- sayohat Web-saytlari

Python joylashuvi va xarita kutubxonalarini tufayli mehmonxona va parvozlarni bron qilish platformalari kabi sayohat Web-saytlarini yaratish uchun ishlatilishi mumkin.

Umuman olganda, Python boshqa Web-ishlab chiqish tillariga nisbatan juda ko'p afzalliklarga ega kuchli dasturlash tilidir. Bu Web-illovalarni ishlab chiqish uchun universal va moslashuvchan yechimdir. Lekin, albatta, texnologiyani tanlash loyiha talablariga va ishlab chiquvchining tajribasiga bog'liq.

Terabit Digital - bu Python bo'yicha professional rivojlanishga ixtisoslashgan Rossiyadagi etakchi kompaniyalardan biri - Runet reytingi bizning ushbu sohadagi vakolatimizni tasdiqlaydi.

Biz potensial mijozlar e'tiborini tortadigan va daromadni oshiradigan Web-saytlar va Web-illovalarni qanday yaratishni bilamiz. Loyihangiz tafsilotlarini muhokama qilish va batafsil ma'lumot olish uchun Web-saytimizga so'rov qoldiring.

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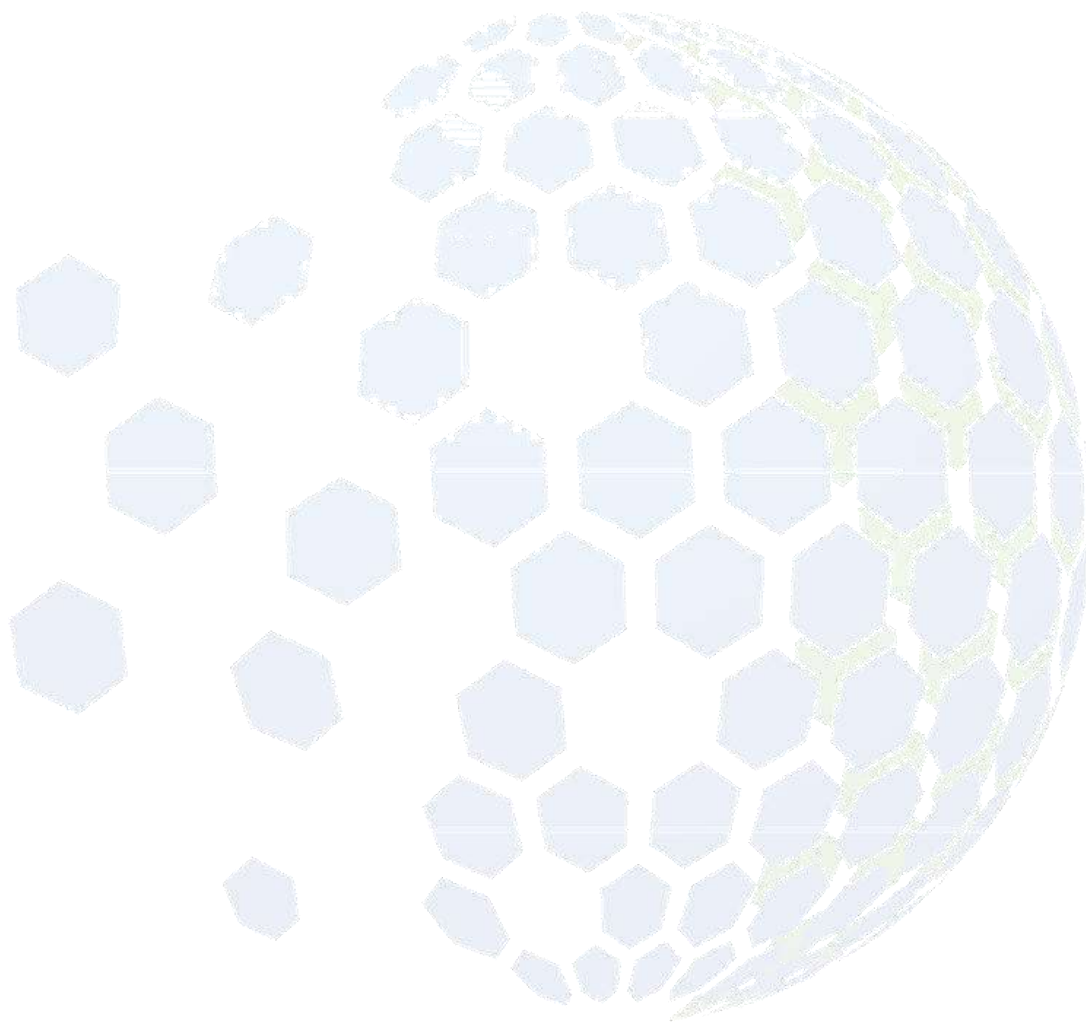
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SUN'IY INTELLEKTD A PYTHONNING (PYTORCH)
KUTUBXONASIDAN FOYDALANISH

Tursunbek Sadriddinovich Jalolov

Osiyo xalqaro universiteti

ts_jalolov@oxu.uz

Xulosa: Sun'iy intellekt (AI) bizning yashash va ishlash tarzimizda inqilob qildi va Python AI rivojlanishi uchun mashhur til sifatida paydo bo'ldi. Python-dagi eng mashhur AI kutubxonalaridan biri bu PyTorch bo'lib, u AI modellarini yaratish va o'qitish uchun keng ko'lamli vositalar va imkoniyatlarni taklif etadi. Ushbu maqolada PyTorch, uning asosiy xususiyatlari va sun'iy intellekt sohasida qanday qo'llanilishi haqida umumiy ma'lumot berilgan.

Kalit so'zlar: Sun'iy intellekt, Python, PyTorch, Machine Learning, Deep Learning, Neyron Networks

PyTorch - bu Torch kutubxonasiga asoslangan ochiq manbali mashinani o'rganish kutubxonasi bo'lib, asosan Facebookning AI tadqiqot laboratoriyasi tomonidan ishlab chiqilgan. U AI modellarini yaratish va o'rgatish uchun moslashuvchan, samarali va ishlatish uchun qulay platformani taqdim etadi, xususan, mashinani o'rganish va chuqur o'rganish sohalarida. PyTorch o'zining intuitiv sintaksisi, dinamik hisoblash grafigi va neyron tarmoqlarni qurishda kuchli qo'llab-quvvatlanishi tufayli akademiya va sanoatda keng qo'llaniladi.

PyTorch-ning asosiy xususiyatlari:

Torch to'plami ko'p o'lchovli tensorlar uchun ma'lumotlar tuzilmalarini o'z ichiga oladi va bu tensorlar ustidagi matematik operatsiyalarni belgilaydi. Bundan tashqari, u Tensorlar va o'zboshimchalik turlarini samarali ketma-ketlashtirish uchun ko'plab yordamchi dasturlarni va boshqa foydali yordamchi dasturlarni taqdim etadi. PyTorch - bu neyron tarmoqlarni qurish va o'qitish uchun keng qo'llaniladigan ochiq manbali mashina o'rganish kutubxonasi. U Facebook'ning AI Research laboratoriyasi tomonidan ishlab chiqilgan va moslashuvchanligi, tezligi va foydalanish qulayligi bilan mashhur. PyTorch bir qator vositalar va yordamchi dasturlarni taqdim etadi, bu uni sun'iy intellekt sohasida ishlaydigan tadqiqotchilar va ishlab chiquvchilar uchun afzal ko'rgan tanlovga aylantiradi. Uning Python bilan uzluksiz integratsiyasi oson tajriba o'tkazish va mashinani o'rganish modellarini tez ishlab chiqish imkonini beradi.

1. Dinamik hisoblash grafigi: PyTorch dinamik hisoblash grafigidan foydalanadi, bu boshqa ramkalarda ishlatiladigan statik hisoblash grafiklariga

nisbatan ko'proq moslashuvchanlik va foydalanish qulayligini ta'minlaydi. Dinamik hisoblash grafiklari: PyTorch dinamik hisoblash grafiklaridan foydalanadi, bu esa ishlab chiquvchilarga dasturni bajarish jarayonida grafikni tezda o'zgartirish imkonini beradi. Bu xususiyat murakkab arxitekturalar va dinamik kirishlar bilan ishlashni osonlashtiradi va neyron tarmoqlarni qurish va o'qitishda ko'proq moslashuvchanlikni ta'minlaydi.

2. Neyron tarmoqlarni qurish: PyTorch neyron tarmoqlarni qurish va o'qitish uchun boy vositalar to'plamini taqdim etadi, jumladan konvolyutsion neyron tarmoqlari (CNN), takroriy neyron tarmoqlari (RNN) va boshqa arxitekturalarni qo'llab-quvvatlash. Uzluksiz GPU tezlashuvi: PyTorch GPU tezlashuvidan foydalanish uchun oson API-larni taqdim etadi, bu esa chuqur o'rganish modellarini o'qitish tezligini sezilarli darajada oshirishi mumkin. Bir necha qator kod yordamida ishlab chiquvchilar GPU quvvatidan tezroq va samaraliroq hisoblash uchun foydalanishlari mumkin.

3. GPU tezlashuvi: PyTorch AI modellarini o'rgatish va xulosa chiqarishni tezlashtirish uchun GPU quvvatidan foydalanadi, bu esa tezroq va samaraliroq hisob-kitoblarga olib keladi. TorchScript: PyTorch TorchScript-ni o'z ichiga oladi, bu ishlab chiqarishni joylashtirish uchun modellarni seriyalashtirish va optimallashtirish uchun kuchli vosita. Bu xususiyat ishlab chiquvchilarga prototiplash va tajribadan ishlab chiqarish muhitida modellarni joylashtirishga muammosiz o'tish imkonini beradi.

4. Yuqori darajadagi API'lar: PyTorch umumiy mashinani o'rganish vazifalari uchun yuqori darajali API'larni taklif qiladi, bu esa ishlab chiquvchilarga AI modellarini yaratish va ular bilan tajriba o'tkazishni osonlashtiradi. Asboblar va kutubxonalarning boy ekotizimlari: PyTorch ma'lumotlarni yuklash, model vizualizatsiyasi va modelni talqin qilish kabi mashinalarni o'rganishda turli vazifalarni bajarishni osonlashtiradigan boy vositalar va kutubxonalar ekotizimiga ega. Bu ekotizim kompyuter ko'rish vazifalari uchun torchvision va audioni qayta ishlash vazifalari uchun torchaudio kabi mashhur kutubxonalarni o'z ichiga oladi.

5. Hamjamiyat va ekotizim: PyTorch jonli hamjamiyat va boy kutubxonalar va vositalar ekotizimiga ega bo'lib, ishlab chiquvchilar uchun resurslar va yordam topishni osonlashtiradi. Hamjamiyatni qo'llab-quvvatlash va faol rivojlanish: PyTorch keng va faol ishlab chiquvchilar va tadqiqotchilar hamjamiyatidan foyda ko'radi, ya'ni u sun'iy intellekt sohasidagi so'nggi yutuqlar bilan doimiy ravishda takomillashib, rivojlanib boradi.

PyTorch-ni AIDA qo'llash:

PyTorch turli sun'iy intellekt dasturlarida, jumladan, kompyuterni ko'rish, tabiiy tilni qayta ishlash, mustahkamlashni o'rganish va boshqalarda keng

qo'llaniladi. U tasvirlarni tasniflash, ob'ektlarni aniqlash, tilni tarjima qilish va nutqni aniqlash uchun zamonaviy modellarni ishlab chiqishda foydalanilgan.

Xulosa:

Python o'zining kuchli kutubxonalar va ramkalari bilan sun'iy intellektni rivojlantirish uchun etakchi tilga aylandi va PyTorch AI modellarini yaratish va o'qitish uchun taniqli tanlov sifatida ajralib turadi. Uning dinamik hisoblash grafigi, neyron tarmog'ini qurish imkoniyatlari va GPU tezlashuvi uni sun'iy intellekt sohasidagi tadqiqotchilar va ishlab chiquvchilar uchun qimmatli vositaga aylantiradi. PyTorch-ning ilg'or xususiyatlari va Python mak bilan uzluksiz integratsiya

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Tursunbek Sadriddinovich Jalolov

Osiyo xalqaro universiteti

ts_jalolov@oxu.uz

Abstract: Mathematical functions play a crucial role in numerous applications of data analysis, scientific computing, and engineering. Python, being a popular programming language, provides a robust set of tools and libraries for working with mathematical functions. This article aims to provide a comprehensive guide for utilizing mathematical functions in Python, including key concepts, practical examples, and relevant libraries.

Keywords: Python, mathematical functions, NumPy, SciPy, mathematical operations, mathematical modeling.

Working with mathematical functions is an essential aspect of programming in Python, especially for tasks involving data analysis, scientific computing, and engineering applications. Python provides a variety of tools and libraries for working with mathematical functions, making it a powerful language for numerical computation.

Defining Functions

In Python, mathematical functions can be defined using the `def` keyword, followed by the function name and its parameters. For example, a simple function to calculate the square of a number can be defined as follows:

```
python
def square(x):
    return x ** 2
```

This function takes a single parameter `x` and returns its square using the `**` operator, which raises a number to a power.

Using Built-in Functions

Python's standard library provides a wide range of built-in mathematical functions and constants through the `math` module. This module includes functions for common operations such as trigonometry, logarithms, exponentiation, as well as

constants such as pi and e. To use these functions, you need to import the math

```
python
import math
```

After importing the math module, you can use its functions and constants in your code. For example, to calculate the cosine of an angle in radians, you can use

```
python
angle = math.pi / 4
cosine_value = math.cos(angle)
```

the

Using NumPy

NumPy is a popular library for numerical computing in Python, providing support for large, multi-dimensional arrays and matrices, along with a collection of high-level mathematical functions to operate on these arrays. NumPy's array-based approach allows for efficient vectorized operations, making it well-suited for tasks involving large datasets and complex mathematical calculations.

For example, to calculate the sine and cosine of an array of angles, you can use the `numpy.sin` and `numpy.cos` functions as follows:

```
import numpy as np
```

```
python
import numpy as np

angles = np.array([0, np.pi/2, np.pi])
sine_values = np.sin(angles)
cosine_values = np.cos(angles)
```

Plotting Functions

Visualizing mathematical functions is often essential for understanding their behavior and displaying results. Python provides several libraries for plotting, with Matplotlib being one of the most widely used. Matplotlib allows you to create various types of graphs, from simple line plots to complex 3D visualizations, making it a versatile tool for visualizing mathematical functions.

For example, to plot the sine function over a specified range, you can use Matplotlib as follows:

```
python
import matplotlib.pyplot as plt
import numpy as np

x = np.linspace(0, 2*np.pi, 100)
y = np.sin(x)

plt.plot(x, y)
plt.xlabel('x')
plt.ylabel('sin(x)')
plt.title('Sine Function')
plt.show()
```

In conclusion, Python provides a rich ecosystem for working with mathematical functions, offering a wide range of tools and libraries for defining functions, performing numerical computations, and visualizing results. Whether it's basic mathematical operations, advanced scientific computing, or complex data analysis, Python's flexibility and powerful libraries make it a preferred choice for working with mathematical functions.

Python has become a go-to language for engineers, scientists, and data analysts due to its simplicity, versatility, and powerful libraries. When it comes to working with mathematical functions, Python offers a wide range of tools, including built-in functions, standard libraries, and third-party packages. These resources allow users to perform complex mathematical operations, solve equations, and model real-world phenomena with ease.

In this article, we will explore the fundamentals of working with mathematical functions in Python. We will discuss the basic mathematical operations, numeric data types, advanced mathematical functions, and the utilization of popular libraries such as NumPy and SciPy. Furthermore, practical examples and code snippets will be provided to illustrate the concepts and techniques discussed.

Python: A Versatile Language for Mathematical Functions

Python's built-in math module provides a comprehensive set of functions for performing standard mathematical operations, including trigonometric functions, exponential functions, logarithmic functions, and more. These functions can be readily used in Python scripts and applications without the need for additional installations.

NumPy: A Powerful Library for Numerical Computing

NumPy is a fundamental package for scientific computing in Python, providing support for large multi-dimensional arrays and matrices, along with a collection of mathematical functions to operate on these arrays. NumPy's functions enable efficient numerical computations, data manipulation, and linear algebra operations, making it an essential tool for working with mathematical functions in Python.

SciPy: A Library for Advanced Mathematical Functions and Algorithms

SciPy is built on top of NumPy and offers additional functionalities for scientific and technical computing. It includes modules for optimization, interpolation, integration, linear algebra, and many other advanced mathematical functions. By incorporating SciPy into Python workflows, users can access a wide range of algorithms for solving complex mathematical problems and performing sophisticated analyses.

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Tursunbek Sadriddinovich Jalolov

Asia International University

ts_jalolov@oxu.uz

Abstract:

Parallel programming in Python has become increasingly popular as it allows developers to leverage the power of modern hardware by executing multiple tasks simultaneously. This article provides an overview of parallel programming in Python, exploring its benefits, challenges, and best practices. We discuss key concepts such as multi-threading, multi-processing, and libraries such as `concurrent.futures` and `multiprocessing`, which enable parallelism in Python. Additionally, we highlight the growing relevance of parallel programming in the context of modern software development and the potential performance gains it offers.

Keywords: Parallel Programming, Python, Multi-threading, Multi-processing, `concurrent.futures`, Performance Optimization

In the era of multi-core processors and distributed computing systems, the ability to execute code in parallel has become essential for efficient utilization of computing resources. Python, a popular programming language known for its simplicity and readability, provides various features and libraries to support parallel programming. With multi-threading, multi-processing, and high-level abstractions such as `concurrent.futures`, Python enables developers to create parallelized applications with relative ease.

Parallel processing is a mode of operation where the task is executed simultaneously in multiple processors in the same computer. It is meant to reduce the overall processing time.

However, there is usually a bit of overhead when communicating between processes which can actually increase the overall time taken for small tasks instead of decreasing it.

In python, the `multiprocessing` module is used to run independent parallel processes by using subprocesses (instead of threads).

Parallel programming in Python offers significant advantages, including improved performance, better resource utilization, and enhanced responsiveness, especially for I/O-bound and CPU-bound applications. Leveraging parallelism also

allows developers to take full advantage of modern hardware capabilities, leading to faster execution times and an overall better user experience.

However, parallel programming comes with its own set of challenges, including managing shared resources, coordinating concurrent activities, and dealing with potential synchronization issues. Understanding these challenges and employing best practices is crucial to harnessing the full power of parallel programming in Python.

Parallel programming is a critical aspect of modern computing, as it enables multiple operations to be executed simultaneously, leading to improved application performance and efficiency. Python, a versatile and widely-used programming language, offers several options for parallel programming, allowing developers to leverage the power of multicore and multiprocessor systems.

One of the most popular approaches to parallel programming in Python is using the multiprocessing module, which provides support for spawning processes, inter-process communication, and synchronization. By utilizing this module, developers can distribute computations across multiple CPU cores, thus harnessing the full potential of their hardware.

The multiprocessing module allows for both concurrent and parallel execution of code, making it an ideal choice for CPU-bound tasks such as mathematical computations, data processing, and simulations. By creating separate processes to handle different parts of a task, developers can effectively utilize the available CPU resources and reduce overall processing time.

Another method for parallel programming in Python is using the threading module, which enables developers to create and manage lightweight threads within a single process. While threads in Python are subject to the Global Interpreter Lock (GIL), which can limit their effectiveness in certain scenarios, they can still be beneficial for tasks that involve I/O operations or other non-blocking activities.

In addition to the multiprocessing and threading modules, Python also offers support for asynchronous programming through libraries such as `asyncio` and `concurrent.futures`. These libraries enable developers to write concurrent code that can efficiently handle multiple I/O-bound tasks without requiring the use of threads or processes.

Furthermore, the introduction of the `concurrent.futures` module in Python 3.2 has simplified the process of parallel programming by providing high-level interfaces for asynchronously executing tasks and managing their results. By using features such as `ThreadPoolExecutor` and `ProcessPoolExecutor`, developers can easily parallelize their code and take advantage of multicore systems without delving into the complexities of low-level synchronization and communication.

It's important to note that while Python provides several options for parallel programming, the choice of approach depends on the specific requirements and constraints of the task at hand. For CPU-bound tasks, multiprocessing is often the preferred option, whereas for I/O-bound tasks, asynchronous programming may be more suitable.

In conclusion, parallel programming in Python offers developers the ability to fully utilize the computing power of modern hardware systems, leading to improved performance and responsiveness in their applications. With the availability of modules and libraries designed for parallel execution, Python continues to be a strong choice for developers looking to harness the benefits of parallel programming.

Parallel processing is a powerful tool that can vastly accelerate various computational tasks. In this workshop, we will use Python to introduce parallel processing and cover a selection of Python modules, including multithreading, Dask, and mpi4py, that enable better utilization of multi-core processors and the YCRC HPC environments.

The growing relevance of parallel programming in Python is evident in various domains, including scientific computing, data analysis, web development, and machine learning. With the increasing availability of multi-core processors and cloud computing services, parallel programming has become a cornerstone of modern software development.

In conclusion, parallel programming in Python is a powerful tool for improving application performance and scalability. It offers various methods and libraries to support parallelism, catering to different use cases and application requirements. While challenges exist, understanding the concepts and best practices associated with parallel programming is key to harnessing its potential. As the demand for high-performance applications continues to rise, the relevance of parallel programming in Python will only increase. Developers who master parallel programming techniques in Python will be well-equipped to meet the growing demand for efficient and scalable software solutions.

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**SOCIO-PSYCHOLOGICAL FACTORS OF BEHAVIOR
FORMATION IN ADOLESCENTS.**

Ikromova Sitara Akbarovna

Assistant Professor of Asian International University

Abstract: Adolescence is a condition of special manifestation of psychological characteristics, in which certain changes occur as a result of extraordinary influences. This article talks about the socio-psychological factors of behavior formation in adolescence.

Key words: adolescence, behavior, group, interest, egocentric interests, deviant behavior, leader, character accentuation, delinquent behavior.

In particular, reactions of adolescent behavior are manifested in the interaction of environment and relatives as follows: 1. Emancipation reaction. This is seen in the desire to be free from the care, control and patronage of adults. The reaction is directed against the order, the rule established by adults. The need to " be free " is related to the desire for an independent life, and this reaction is more common in boys. 2. Group reaction with equals . There are two types of this: The first is based on one gender, in which the duties of the permanent leader and group members, their place in the group, are defined. In this group, the "adjutant of the leader" has no intellectual ability , but is physically strong, the "anti-leader" is the one who tries to take the place of the leader, the "hypocrite" is the one who moves both to and fro. will be teenagers. Such a group has its own territory , and strangers are not allowed to approach it. The composition of the group will be stable and new members will be accepted only on a trial basis. In the second type of group, the roles are not strictly distributed and there is no permanent leader. The duties of the leader are performed by various members of the group. The members of the group consist of representatives of both sexes and its composition is not stable.

3. Interest is a hobby reaction. Hobbies are important for adolescence . It has the following types:

1. Intellectual-aesthetic interests in subject matter, music, radio engineering, visual industry, literature.
2. Physical interests include actions to increase strength, endurance, and agility. is manifested in the effort to lead others .
4. Interest in collecting is seen in collecting different types of collections .
5. Egocentric interests. Striving to be the center of attention of others .
6. Passionate interest. Card game, gambling, risk taking.

7. Informational and communicative interest, seeking new information , random conversations and watching detective films, deviant behavior, which is considered a public phenomenon, is connected with economic, social, political and psychological processes occurring in society.

In some cases, processes in society are the cause of the appearance, expansion or disappearance of deviant behavior , while in others it can be a consequence. Deviant behavior is a violation of existing social norms in society. With each change of social norms, the opinion of the society changes dramatically: supporters and opponents of new views and forms of behavior appear, new norms replace the norms that are losing their influence. a hole appears. Deviant behavior is studied at two levels: individual and public. At the individual level, we are talking about a specific behavior of a certain person, at the public level, it is about a set of similar events, a system of violations of social norms. The status and degree of deviant behavior varies from country to country, region and territory. The structure and dynamics of the territory will be a qualitative indicator of deviant behavior. Structure means the relationship between all kinds of retreats, crime, other law violations, drunkenness, lack of spirituality, etc. within the existing territory . Transition from childhood to adolescence independence appears. Adolescent behavior is guided by his mind and relies more on personal experience. Behavior is formed differently from different views on social norms. Mechanisms of deviant behavior constitute a determination, motive, goal that acts contrary to the norm. Concrete types of deviant behavior: crime, alcoholism, suicide, drug addiction , etc. Constant family disagreements, dissatisfaction with the family and environment, misunderstandings in studies, among friends injure the adolescent psyche, or in this way encourage to change the existing situation. Practice shows that it is possible to achieve social reality even if sacrifice is made in any case. But, not realizing that a teenager can change his lifestyle, change his interests, cut ties with friends, get a profession , he considers this situation as an unavoidable situation and turns to indulgence, alcoholism, and drug addiction. puts on lipstick. If we simplify the mechanism of deviant behavior, it shows four main links : problematic (conflict) conditions, value-normative management, decision-making, implementation of the situation.

There are the following methods of psychological self-defense at the public and individual levels of deviant behavior :

1. Denial of reasons for liability.
2. Denial of damages.
3. Blame the accusers.

“Pre -spiritual consciousness” in the psychological defenses of deviant behavior . In the first lower level, there is no real moral vision, official prohibitions

are followed only because of punishments. In the second stage, a step is taken towards seeking to benefit from obedience to social norms. Therefore, at the pre-spiritual level of consciousness, personal benefits and interests are based on the subject's social vision. Character accentuation in adolescents. Bringing up the new generation, forming citizens who meet the demands of the society and help them fulfill their tasks has been the highest goal of every regime. The gradual improvement of the system of human personality formation in our republic is another clear proof of this opinion. Even during the former Soviet system, countless opinions were expressed and countless scientific and research works were carried out about the formation of appropriate ways of treating children at different age periods, and following the laws of their young psychological characteristics. The stated opinions do not doubt the scientific value of the conducted research, even if it is bitter, it must be admitted that the ideological demand of that time to form obedient and trustworthy members of society did not give full opportunity to apply these works in practice. Now the time has changed, the era has changed, the political, economic and social status of our Republic has changed. We have stepped on the path of integration. In the process of complex political and economic relations, there was a need for members of society who can take a clear direction, think independently, and express an independent attitude. In our republic, the process of forming the identity of citizens of a new society, who can meet these requirements on a large scale, has begun. "However, when making an objective assessment, we must admit that the measures we have implemented during the past period do not give the results that life demands today.

First of all, it should be noted that we still haven't completely gotten rid of the ideological views and prejudices of the old education system from the time of the Soviets. But among these periods there are periods of special importance, one of which is adolescence. In the scientific literature of this period, there are terms "transition period", "crisis period", "difficult period", all of which describe the characteristics of this period. It can be said that it reflects correctly. The main feature of adolescence is two developments: mental and physical, or in other words, it is characterized by the intensity of mental and somatic processes. Each of us in our children and foster children is characterized by the carelessness, 'polity, as obvious as excessive self-attention We have observed persistent, sharply manifested forms of behavior. During this period, it is possible to observe cases of rapid exhaustion, physical weakness, and susceptibility to various diseases. All these are considered psychosomatic changes and are considered the result of the interdependence of psychic and vasomatic processes. Most of the clearly manifested characteristics of a teenager are considered to be character traits that are visible in the system of his

relations. These peculiarities consist of a special appearance of the character, which is called "character accentuation" in psychology. has been extensively studied by many scientists.

Character accentuation - a character that represents a variant of the norm bordering on the psychopath is an extreme manifestation of certain qualities and sets of qualities. Character accentuation is distinguished by the fact that psychopaths do not have three characteristic features at the same time. These signs are: stability of character over time, generalization in all situations, and social maladaptation. In character accentuation, a person, like a psychopath, is not offended by all influences that cause psychological injury, but responds to some "sensitive" ones and ignores others. There are overt and hidden (latent) forms of character accentuation, and family upbringing characteristics, social environment, professional activity, physical health can easily overlap under the influence of important factors.

Character accentuation is formed during adolescence, smoothed and compensated over time. Acute affective reactions, neuroses, and even psychopathic development can become a reason for the formation of acute affective reactions in complex psychogenic situations that only affect the character's "empty bogoin" for a long time. Since character accentuation is bordering on psychopathic disorder types, its typology is based on the classification of psychopaths elaborated in psychiatry, but this classification also reflects the character traits of a mentally healthy person.

Based on different classifications, the following main types of character accentuation are distinguished: 1. Cycloid - alternating good and bad mood phases in different periods.

2. Hyperthymia - high mental activity with a constant high mood, a tendency to stick to several tasks at once and a thirst for activity, failure to complete the work started.

3. Labile - a sudden change in mood depending on the situation.

4. Asthenic - quickly tired, hot-tempered, prone to depression and hypochondria (depression - mental tightness, hypochondria - panic).

5. Sensitive - high sensitivity, narcissism, increased feeling of personal inadequacy.

6. Psychasthenic - high anxiety, suspiciousness, non-judgment, constant doubt and judgment, tendency to self-analysis, tendency to ritualistic actions and obsession.

manifested in separation from others, isolation, introversion, lack of empathy and difficulty in establishing emotional contacts emotional coldness, lack of intuition in the process of communication. 8.

Epileptoid - (sometimes with elements of cruelty) with the accumulation of aggression manifested in the form of tantrums and tantrums, a tendency to anger-sadness, quarrelsomeness, inflexibility of thinking, extreme pedantry (formalities).

9. Obsessed (parango'yal) - highly suspicious and disordered at the level of illness, persistence of negative effects, striving for superiority, high quarrelsomeness as a result of not accepting the opinions of others.

getting sick" when the need for recognition is not satisfied , is characterized by arrogance, engaging in dishonesty, lies, fantasizing and gloom, used to attract attention to oneself, sub' the tendency to suppress facts and events that are unpleasant for one.

11. Dysthymia - the predominance of a depressed mood, a tendency to depression, indulgence in the sad and sad aspects of life.

12. Unstable - a tendency to be easily influenced by others, always looking for new impressions, circles, easily establishing contacts of a superficial nature .

13. Conform - excessive dependence and submission to the opinions of others, lack of criticality and initiative, tendency to conservatism.

Character accentuation, as we mentioned above, is an indispensable sign of adolescence. every teenager, without exception, exhibits one or more of these characteristics. But in the next stages, these features should be smoothed out. Only in persistent psychogenic situations can these characteristics be strengthened. Such situations sometimes arise because of us adults, educators, parents . Sometimes, due to psychological illiteracy, because they do not know the laws of mental and somatic development, adults perceive such cases of teenagers as lack of education, deliberate indecency. Teachers with a negative "self-concept" generally aim to "control" children. As a result, the accentuation of the character becomes the reason for the subsequent transition to the psychopathic sphere . We adults, with our flexible personality traits, can easily adapt to children without mental strain. For this teenager, during the period of "personality", "sexual" formation, with our patience and kindness, we can help them to relieve mental tension, see ways to sublimate their natural sexual and aggressive tendencies. we can see.

Delinquent and criminal behavior is maintained through multilevel social processes. It will not be correct to focus only on individual problems of delinquent events and not to show the social causes of criminal behavior . According to Robert Merton, in today's consumerist society, most people pursue income, consumption, and success at all costs. For people who are denied, unrecognized, marginalized by society, it is very difficult to achieve these goals legally. Therefore, they try to achieve success by criminal means. Such people skimp, cheat, or steal, in short, they get by crime what they can get by law. At first glance, it can be concluded that such

people belong to the lower class of society. However, we should not forget the crime of the upper class of the society in the form of industrial criminalistics (buying, bribery, shortage), which is gaining momentum recently. Sometimes the habit of "sticking a label" in society also plays a big role in the fate of a criminal. A person commits a crime once and loses the opportunity to live without committing a criminal act. Delinquent carpera takes place in the following sequence: 1. Primary, random crime (delinquency) 2. Punishment. 3. Secondary delinquency. 4. More severe punishment. 5. More serious delinquent behavior. Thus, a delinquent person creates a closed circle that harms himself and others. Between the delinquent person and those who persecute him, a specific stereotype of relations is formed, in which one party demonstrates its power without regard for the person of the other victimized party. On the one hand, the ruling state institutions: the police, the prosecutor's office, the court, and their legitimacy is confirmed by democracy. On the other side, a delinquent person who is supposedly entitled to the share due to him. The process of "getting" is done either by robbery or indirect fraud, by means of a deficit. According to Paul Reywalpd, society, unimaginably, educates the criminals it wants to get rid of with its inexcusable actions and extremely severe punishments.

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NEGATIVE AND POSITIVE CHANGES IN ADOLESCENT
BEHAVIOR

Ikromova Sitara Akbarovna

Assistant Professor of Asian International University

Abstract: In this article, the peculiarities of studying the manifestation of behavioral deviations in adolescents and some general aspects related to behavioral deviations in adolescence are studied from the point of view of social psychology, the interaction of adolescents in the development of society. and the scientific studies that can show the necessity of the problem of their behavior in conflict situations and justify its "methodological roots" are highlighted.

Keywords: behavior, adolescence, deviance, demonstrativeness, verbal aggressiveness, aggressiveness.

Beginning of mankind, the development of children has been regarded as an important problem in society. Because, as long as the society exists, all qualities and ideological views of a person are absorbed into his character, mind, and thinking. The purpose, content and requirements of education continue to change with the change of society, the passage of time and the development of time.

Adolescence is the most complex and at the same time important stage of development. Early adolescence includes 11-13 years old, senior adolescence - 14-15 years old. Adolescence is characterized by intensity and unevenness in the development of the body, during which intensive development of the body and hardening of bones occur. There is also an imbalance in the activity of the heart and blood vessels, which also causes the child's behavior to be variable, dynamic, and sometimes uncomfortable and uncomfortable. Of course, these have an effect on the nervous system, and the child can get angry quickly or become depressed and unable to get out of depression for a long time.

Demonstration, scientists have unanimously concluded, is one of the characteristic features of adolescent behavior. According to AE Lichko, the demonstrative reaction is "the most common affective reaction in adolescent behavior." Educators often face the problem of demonstrativeness in the behavior of adolescents. A teenager often attracts attention through lies, stupidity, and rudeness. Usually, such teenagers, selfish (egoist), do not want to correct the shortcomings of their behavior. These actions are performed not in a defensive way, but in order to win over others, to assert oneself, to attract the attention of others. The word "demonstration" comes from the Latin word "demonstration". This category is used to refer to various forms of behavior aimed at attracting the attention of others. In

addition, the ability to attract attention is a necessary feature for people in professions such as actors, politicians, athletes. The desire to stand out from others is carried out in several directions, depending on the situation, it switches from one style to another, or if the result of the style at the same time is satisfactory, the teenager may not change the style. The first method is to arouse respect and admiration and sympathy for one's own person. This method works well at school and at home. In this case, the teenager tries to distinguish himself by his success in studies, sports or participation in some club. Often, a teenager explains his failures in education with external factors. In addition, actions aimed at gaining the compassion and sympathy of those around. Various tricks are chosen for this. From telling them stories about their bad luck, getting hysterical, fainting, and even getting sick. The third method is to attract the attention of others in a negative way. In the behavior of a teenager, boldness, clowning, rudeness, deliberate violation of discipline, going against the opinion of the majority and other deviations in behavior. These include demonstrative escape and demonstrative suicide. Many psychologists associate the concept of crisis development with "character accentuation". Acknowledgment of the accentuation of the character and personal individual characteristics of the teenager allows the pedagogue to foresee the actions of the teenager. [2] According to G.Parens, aggressiveness is self-defense and protection of one's right. AA Rean and SL Solovyova also put forward the same idea. Aggression can cause the manifestation of unpleasant traits in a person's character. Bullying in the fearless form, not being able to defend one's rights in the form of fear. Also, aggression varies with other types of delinquent and criminal behavior. Changes in the forms of aggressiveness are characteristic for teenagers. LMSemenyuk (1996) conducted a study on the topic of different manifestations of aggression at different stages of adolescence. According to him, 10-11 year olds show more physical aggression. In them, relative aggression is less noticeable than all types of aggression. Adolescents aged 12-13 show more negativity, followed by physical and verbal aggression. In adolescents aged 14-15, verbal aggressiveness reaches the first level. Physical and relational types of aggression, as well as the level of negativity, increase significantly. There are also gender differences in the manifestation of aggressive reactions. The method of physical aggression is more prominent in boys. In girls, verbal aggression, indirect methods of aggression, as well as the level of negativity increase. [3]Adolescence includes age-related indicators of high and low levels of aggressive behavior that are equally relevant for boys and girls. [4] According to Semenyuk's research, 10- Physical aggression is at a high rate in 11-year-old teenagers, and verbal aggression is at the first level in 14-15-year-old teenagers. However, this is not an age-related decline in the

manifestation of physical aggression. The maximum indicators of manifestation of all forms of aggression (physical and verbal aggression) are clearly visible at the age of 14-15 years. But the growth dynamics of physical and verbal aggression are not the same as a person grows up. The manifestation of physical aggression, although increasing, is not significant. The rate of increase in the manifestation of verbal aggression in Ammon is quite fast. It can be noted that at a young age, for example, 10-11 years, the difference between different forms of aggression is significant it's not .

That is, although they are expressed differently, the differences in the frequency of their occurrence are not noticeable. Among adolescents aged 14-15 years, the frequency of occurrence of aggression is more clear and there are significant differences. The structure of the manifestation of various forms of aggression depends on age and gender characteristics at the same time. Physical aggression predominates in boys during early adolescence . In girls, physical aggression is expressed a little, but girls prefer the verbal, verbal method of aggression. Now, at the age of 12-13 , the form of aggression in both boys and girls is negativity.

Not to mention the negativity in Bass and Darkie's concept of aggression the concept of opposition is against the established laws and regulations, which can be manifested in the form of passive resistance against the existing rules, norms and customs, and in the form of active struggle. At the age of 12-13, secondary aggression is physical in boys, and verbal in girls. In adolescents aged 14-15 years, negativism and verbal aggression are dominant in boys, while in girls the form of verbal aggression is dominant. The form of physical aggression is not dominant among adolescents of this age, even in boys . It is clear that regardless of age, all forms of aggressive behavior are more common in boys than in girls .

And urgent the topic of adolescence is, and every member of society should pay attention to the psychological characteristics and changes of this age period. it is appropriate to mention that it will not happen. In the family, parents and relatives are responsible for the upbringing of the teenager, and in educational institutions, every pedagogue is responsible. In the family, we would like parents to pay attention to the following recommendations: - to be more attentive to their teenage children - to devote as much time as possible to the child - to monitor the correct distribution of free time - to be positive about their interests we would like to point out that they should pay attention to recommendations such as establishing a friendly dialogue - monitoring the establishment of a culture of correct treatment of family members . It is important for pedagogues in educational institutions to pay attention to the following when teaching teenagers: - the activity of the teenager in the lesson - his

attitude towards the school team - the establishment of consensus with peers - the interest and interest of students in the educational process It would be appropriate to pay attention to their needs - to create conditions for their independent thinking and activities in the field of their interest. We believe that these recommendations will ensure a smooth transition for teenagers.

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Uralov Anvar

Denov tadbirkorlik va pedagogika institutining tarix yo'nalishi talabasi

Annotatsiya: Braziliyada 8 000 yil avval odamlar yashab keladi. Ammo qayd etilgan tarix 1500-yil 22-aprelda portugaliyalik navigator Pedro Kabral tomonidan Braziliyani kashf qilishdan boshlanadi. Braziliya Portugaliya tomonidan kashf etilgandan so'ng, u Portugaliya mustamlakasiga aylandi. 1822-yil 7-sentabrda Braziliya mustaqillikka erishdi va Braziliya imperiyasi tashkil topdi. 1889-yilda Braziliyada harbiy to'ntarish sodir bo'ldi, Braziliya imperiyasi ag'darildi, Braziliya konstitutsiyaviy monarxiyadan respublikaga aylandi.

Kalit so'zlar: Braziliya, Minas-Jerais, konstitutsiyaviy monarxiya, Pedro kabral

Portugaliyalik tadqiqotchilar Braziliyaga kelishidan oldin, bu hududda yuzlab turli xil Jiquabu qabilalari yashagan. "Minas-Jerais tog'laridagi eng qadimgi odamlarni 10 000 yil oldin kuzatish mumkin". G'arbiy yarimsharda topilgan eng qadimgi kulolchilikni uglerod izotopini sinash orqali 8000-yil oldin kuzatish mumkin. Hindlar ko'plab etnik guruhlariga bo'lingan, ular mingdan ortiq tilda gaplashadi va har birida turli xil urf-odatlar mavjud. Ularning aksariyati kichik qabilalarda yashaydi, ularni ikki qabilaga bo'lish mumkin: biri Amazonkada yashovchi tropik o'rmon qabilasi, ikkinchisi savannada yashovchi qabila. Biroq, ular oxir-oqibat yagona davlatga aylana olmadilar. 1500-yil 22-aprelda portugal navigatori Pedro Kabral Braziliyaga keldi. Keyingi uch yuz yil ichida portugallar asta-sekin bu erga joylashdilar, dastlab Braziliya atirgulini yig'ish bilan shug'ullanishdi, so'ngra asta-sekin oltin pan va shakarqamish ekish uchun kengaytirildi va asta-sekin Portugaliya mustamlakasiga aylandi.

Fransuz mustamlakachilari Braziliyada qal'a o'rnatishga harakat qilishdi. Ular orasida 1555-yildan 1567-yilgacha hozirgi Rio-de-Janeyro va 1612-yildan 1614-yilgacha hozirgi San-Luis bor edi. Iezuitlar bu yerga oldingi davrlarda kelib, Sankt-Polni o'rnatdilar. Ular missionerlik faoliyatini olib boradilar.

Portugaliya bir vaqtlar Ispaniya tomonidan birlashtirilgandan so'ng, gollandlar Braziliyani bir muddat bosib oldilar (1624-1654), ammo 1644-yilda ajoyib Gollandiya gubernatori Jon Mauritz iste'foga chiqqanligi sababli, 1654-yilda birinchi Angliya-Gollandiya urushidan keyin Portugaliya qayta tiklandi. Braziliyani qo'lga kiriting. 1693-yilda Braziliya yirik oltin konini topdi va dunyodagi asosiy

oltin ishlab chiqaruvchiga aylandi, shu bilan Portugaliya qirolini nihoyatda boy qildi va kuchli mutlaq monarxiya o'rnatdi.

1808-yilda Napoleon I birinchi Fransiya imperiyasi Ispaniya va Portugaliyaga bostirib kirdi va yarim orol urushi boshlandi. Ko'p o'tmay ikki davlatning poytaxtlari Madrid va Lissabon fransuz armiyasi tomonidan bosib olindi. Portugaliya qirollik oilasi va hukumati Braziliyaga ko'chib o'tdi. va 1821-yilda Portugaliyaga qaytib keldi. Bu davrda Braziliya Buyuk Britaniyaga savdo portlarini ocha boshladi. 1815-yilda Portugal-Braziliya-Algarve Birlashgan Qirolligi tashkil topdi, Braziliya Qirolligi va Portugaliya Qirolligi umumiy konfederatsiyani tuzdilar. 1822-yilda Braziliya imperiyasi tashkil topdi va Braziliya mustaqillikka erishdi.

1815-yilda qirol Braziliyaga Birlashgan Qirolliklarda Portugaliya va Algarve bilan bir xil maqom berdi. 1821-yilda qirol Joao VI Braziliyadan Portugaliyaga qaytganida, uning katta o'g'li Pedro Braziliyada regent bo'lib xizmat qildi. Bir yil o'tgach, Pedro Braziliyaning Portugaliyadan mustaqilligini e'lon qildi va mustaqillik uchun urush boshladi. U Braziliyada konstitutsiyaviy monarxiya o'rnatdi va o'zi Braziliya imperatori Pedro I bo'ldi.

1831-yilda siyosiy tarqoqlik tufayli Pedro I taxtdan voz kechdi. U besh yoshli o'g'li Pedro II ni qoldirib, Braziliyadan Portugaliyaga jo'nab ketdi. Braziliyani 1831-yildan 1840-yilgacha regent boshqargan. Bu davrdan keyin Pedro II voyaga yetganini e'lon qildi va to'liq hokimiyatni o'z zimmasiga oldi. U parlament ustidan ozmi-ko'pmi hukmronlik qiladi. Bu 1889-yilga qadar davom etdi, Pedro II davlat to'ntarishi natijasida ag'darildi.

Xulosa:1960-yillarga kirgandan keyin siyosiy betartiblik va iqtisodiy inqirozlar davom etdi va uzoq vaqtdan beri hukumatdan norozi bo'lgan armiya qo'zg'olon ko'tarib, davlat to'ntarishi uyushtirdi va hokimiyatni qo'lga oldi. Konstitutsiyani o'zgartirish va siyosiy partiyalarni taqiqlash bilan birga, harbiy rejim so'z erkinligini ham cheklaydi va noqonuniy saylovlar o'tkazadi. Harbiy rejimning qattiq nazorati ostida, Braziliya iqtisodiyoti o'sishda davom etgan bo'lsa-da, kapitalning chiqib ketishi va boylar va kambag'allar o'rtasidagi tafovutning kengayishi kabi muammolarni keltirib chiqardi. 1980-yillardan keyin fuqarolar asta-sekin huquqlarning muhimligini tan oldilar va hukumatni demokratlashtirishni talab qildilar. Jamiyat demokratlashtirish harakatini boshlab, prezidentni to'g'ridan-to'g'ri saylash tarafdori bo'ldi.1988-yilda yangi konstitutsiya o'rnatilgandan so'ng, keyingi yili Braziliya prezidenti to'g'ridan-to'g'ri saylandi. Braziliya hukumati erkinlik va demokratiya sari intilayotgani bois, uzoq muddatli harbiy rejimlardan qolgan muammolar hali ham hal qilinmoqda.^[1]

2002-yilda Mehnat partiyasi Luis Inasiu Lula da Silva Braziliya prezidenti etib saylandi. 2010-yilgi saylovlarda Dilma Russeff Braziliya prezidenti etib saylandi va Braziliyaning birinchi ayol prezidentiga aylandi. 2013 va 2014-yillarda Braziliyada umummilliy norozilik namoyishlari boshlandi. Bu, asosan, jamoat transporti tariflari va 2014-yilgi jahon chempionatiga davlat xarajatlariga qaratilgan.

2016-yil avgust oyida Braziliya Rio-de-Janeyroda yozgi Olimpiya o'yinlariga mezbonlik qildi

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THE IMPORTANCE OF SYNONYMS IN ENHANCING READING AND
WRITING

Mirzaboyeva Diyora Mirvositovna

Student, Tashkent State Pedagogical University, Uzbekistan

E-mail: mirzabaevadiyora@gmail.com

Subanova Dilafruz

Supervisor, Tashkent State Pedagogical University

Abstract:

Synonyms are essential for improving reading comprehension and writing ability in the language and communication domain. This article delves into the importance of synonyms in the realm of reading and writing, exploring how their utilization can significantly impact language skills, vocabulary development, and overall communication competence. By understanding the power of synonyms, readers and writers can unlock a world of possibilities, amplifying their linguistic prowess and fostering effective communication.

Keywords: Synonyms, vocabulary, language skills, reading comprehension, nuance, language fluency.

Synonyms are words that have similar meanings to each other. They play an important role in language as they allow us to express ourselves more precisely and creatively. Synonyms, often referred to as "word twins" or "linguistic siblings," are words that share similar meanings but differ in terms of usage, connotation, or context. They not only add depth and variety to language but also contribute to nuance and precision in expression. By using synonyms, we can avoid repetition and add variety to our language. They also help us to understand the meaning of unfamiliar words by providing context and alternatives. Synonyms are essential for effective communication, whether it be in writing or speaking, and they enrich our vocabulary and make our language more expressive.

The importance of synonyms are crucial in reading as they can enhance comprehension, vocabulary development, and reading fluency. When reading, encountering unfamiliar words can be a challenge, but by using synonyms, readers can gain a better understanding of the text. Synonyms provide context and alternatives to words, which can help readers to decipher the meaning of unknown words. Furthermore, synonyms aid in vocabulary growth by presenting new terms and their definitions. Readers can broaden their lexicon and develop their contextual

vocabulary by engaging with works that employ synonyms. As students gain greater familiarity with a wide range of words and their definitions, this can also help them write more effectively. Synonyms also help readers read more swiftly and fluently, which increases reading fluency. Words that readers are unfamiliar with can cause them to read more slowly and disturb the text's flow. But if they know what synonyms mean for that term, they can figure it out fast and carry on reading without any problems.

Synonyms play a crucial role in improving writing skills by adding variety and depth to descriptions, preventing repetition, and conveying different shades of meaning. When writers use the same words repeatedly, their writing can become monotonous and uninteresting. By incorporating synonyms, writers can add color and nuance to their writing, making it more engaging for readers. Synonyms can also be employed in writing to prevent duplication and redundancy. A writer might express the same idea in a paragraph by employing synonyms like "joyful," "elated," or "ecstatic" rather than repeating the same word several times. This enhances the writing's flow and shows that the writer is a proficient language user who can communicate clearly. Furthermore, by using more precise and nuanced terms to describe something, synonyms can enhance descriptions with depth. For example, when describing an object's size, a writer can use synonyms like "enormous," "gigantic," or "immense" instead of the term "big." This gives the description additional nuance and makes the object easier for the reader to picture. Lastly, synonyms can express many nuances of meaning. For instance, although at first blush the terms "happy" and "content" sound equivalent, they in fact have rather different meanings. "Content" denotes a more tranquil and contented state of mind, but "happy" suggests a more strong and jubilant mood. Selecting the best word for their intended meaning can be made easier for authors by being aware of these tiny variations.

Practical suggestions for incorporating synonyms in reading and writing activities:

1. Use a Thesaurus: Tell students to look out synonyms for common words in their work by using a thesaurus. Students' writing abilities and vocabulary might both grow as a result of this.
2. Synonym Games: Engage in games like word association or matching that require you to find synonyms. Students can benefit from this by learning more about synonyms and how to apply them in writing.
3. Synonym Lists: Give pupils lists of words that are commonly used as synonyms. This can assist students in avoiding repetition and selecting the best word for their work.

4. Synonym Swap: Ask students to replace terms in their writing with synonyms to see how the sentence's effect and meaning change. This can aid in their comprehension of the significance of selecting the right word.

5. Synonym Challenge: Challenge students to use a certain number of synonyms in their writing or to use a specific synonym in their writing. This can help them become more comfortable using synonyms and improve their writing skills.

6. Contextual Synonyms: Explain to students that a word's meaning can change depending on its context and that synonyms are not always interchangeable. Give instances of synonyms with varying meanings or implications depending on the situation.

7. Synonym Scavenger Hunt: Assign pupils to look for synonyms in other texts, books, or articles. They can learn new terms and become more acquainted with their definitions and usage thanks to this.

8. Synonym Wall: Put synonyms for frequently used terms on a wall in the classroom. This can inspire pupils to increase the number of words in their writing by acting as a visual reminder for them to employ synonyms.

Examples:

1. The dog was barking **loudly**->The dog was barking **fiercely**. Translation:It baland ovozda hurdi.

2. She was wearing a **beautiful** dress->She was wearing a **stunning** dress. Translation:U chiroyli ko'ylak kiygan edi.

3. The food was **delicious**->The food was **scrumptious**. Translation:Taom mazzali edi.

4. The car was **speeding** down the road->The car was **zooming** down the road. Translation:Mashina yo'l bo'y lab katta tezlikda ketayotgan edi.

5. Our survey produced some **interesting** results->Our survey produced some **engrossing** results. Translation: Bizning so'rovnomamiz qiziqarli natijalar berdi.

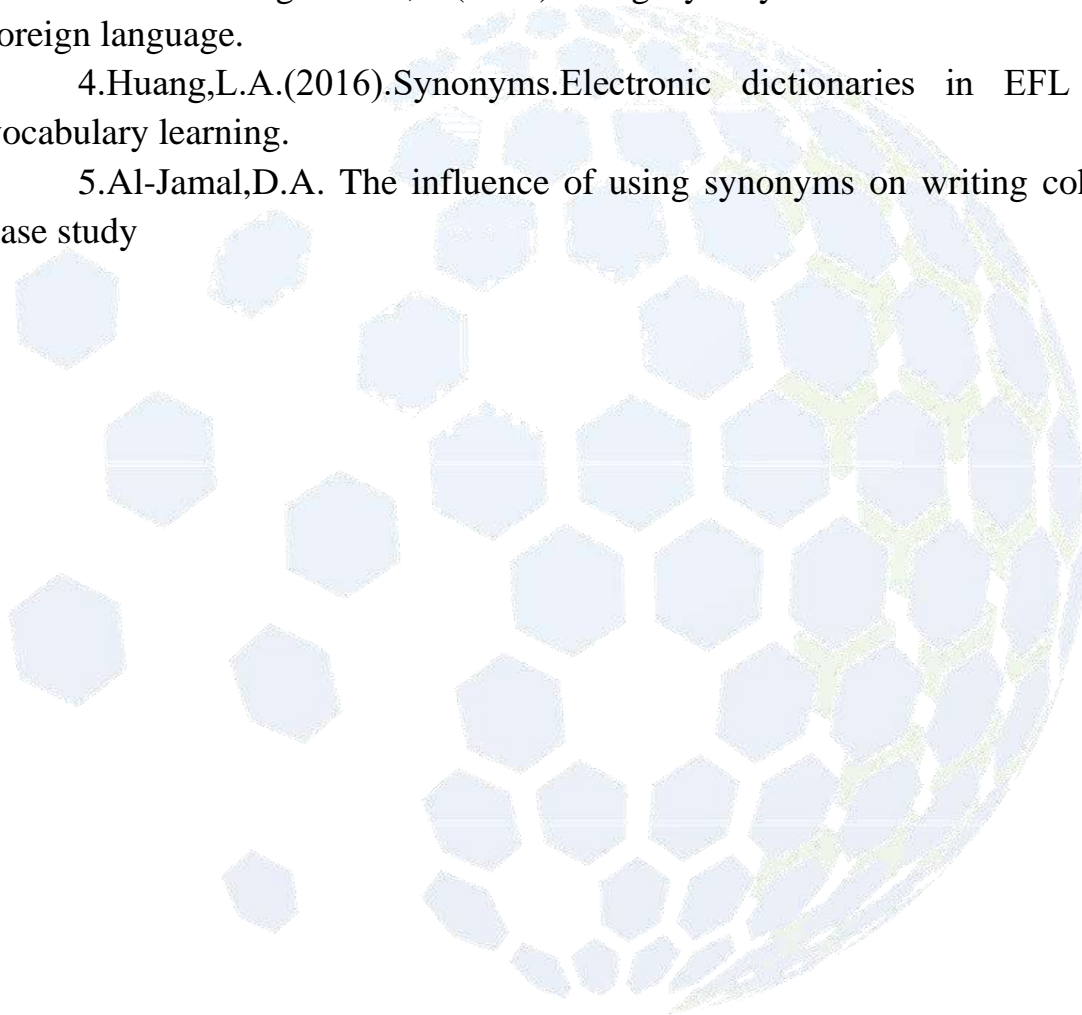
6. She writes radio and television **plays**->She writes radio and television **performances**. Translation: U radio va televidenie sahna asarlarini yozadi.

In conclusion, the incorporation of synonyms in both reading and writing can have a profound impact on an individual's language proficiency. By utilizing a diverse range of words with similar meanings, communication becomes more dynamic and expressive, allowing for a greater level of nuance and complexity. Additionally, actively seeking out and learning new synonyms can expand one's vocabulary, providing a greater depth of understanding and interpretation of language. Ultimately, the use of synonyms is a critical component of enhancing

language proficiency, enabling individuals to communicate more effectively and comprehend language more comprehensively.

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REQUIREMENTS FOR YOUNG LEADERS IN CULTURE AND
ARTS MANAGEMENT

Samiyev Baxtiyor Norbobo o'g'li

O'zbekiston davlat san'at va madaniyat instituti "Madaniyat va san'at muassasalari faoliyatini tashkil etish va boshqarish" ta'lim yo'nalishi 2-bosqich talabasi

Ilmiy rahbar: *O'zDSMI "Madaniyat va san'at menejmenti" kafedراسi v.v.b dotsenti Mo'minmirzo Xolmo'minov Zokir o'g'li*

mominmirzoxolmominov@gmail.com

Annotation: The article describes the qualities that determine the potential of students and their potential during their work. Also, the causes of some disagreements and problems in the relationship between the manager and the employee and their solutions are given.

Key words: competence, employee, leader, image, potential, leadership, speaker, decision, task, addressee

Birovning fazilatiga baho berish uchun, albatta, shu fazilatning juda bo'lmaganda bir miqdoriga ega bo'lish kerak.

V.Shekspir

Today, there is a comprehensive system for improving the political culture of our people, increasing the role of national spiritual values in the education of young people, and widely promoting our customs and traditions. Also, the activities of cultural and art institutions under the jurisdiction of the Ministry of Culture and Tourism, including theaters, circuses, art palaces, libraries, recreation parks and cultural centers, the reforms carried out in them, management policies, the position of leading personnel among employees and it is very important that they can fully respond to the demands placed on them. By the way, as the Honorable President said, "We should never forget one fact, if culture and art do not develop in our country, society will not develop" [1:23]. Currently, there are more than 200 departments of culture and tourism, 832 cultural centers and 597 artistic amateur teams that received the title of "People's Amateur Team" and "Children's Model Team", 39 state theaters, 57 cultural and recreational parks, the level of work efficiency in 323 children's music and art schools, meaningful organization of youth free time, the scope of spiritual and educational promotion activities among our people, extra-budgetary Achieving high ranks in statistical indicators, such as indicators of earning additional funds, whether employees are specialists or non-specialists, and the position among all cultural and art organizations in the republic,

without a doubt, depends on the performance of the head of the organization or institution and the potential abilities of the employees. is a directly relevant issue. Therefore, we want to focus on the qualities and requirements of young leaders in the management of culture and art.

Indeed, when we look at history, we can be sure that the history of mankind is full of various forms of management (leadership) and their complexity as our way of life changes and sharpens over the course of centuries. Staying behind the rapidly developing times has a significant impact not only on young leaders, but also on the creation of a modern personality in each person. For example, culture and art institutions, in particular, cultural centers, "have reached the same age", "think that I should retire", "inactive from social networks", "do not want to accept and implement the new It is no exaggeration to say that the leaders still occupy the "chair of leadership" is one of the most painful points of our industry. As Tolstoy said, "Acting because everyone thinks like this" leads to the worst tragedies" [2:27]. True, they may not have the experience gained over the years in young management personnel, but incompetence and lack of enthusiasm open the first doors for ineffective results of every work.

Today, not only in the field of culture and art, but also in the process of management on every front, we hear disagreements between the leader and the employee, such as "don't rush, I will pour water under you." I think that such irreconcilable relations in many cases are the reason for the incompetence of leaders during their work and, most importantly, their inability to fully meet the requirements set for leaders. In fact, the impression a leader makes on the imagination of his subordinates on the first day of work is reflected in the relationship with the leader during his career. Leadership potential plays a key role in organizing effective management of young leaders. As a result of observations, the following set of requirements are set for young leaders in this field, which is called "art management" in many developed countries:notiqlik;

- listening culture;
- leadership;
- time planning and saving;
- making the right decision;
- control;
- political knowledge;
- legal literacy;
- ability to use modern technologies;
- economic knowledge;
- respect for national values.

In fact, as President Sh.M. Mirziyoyev noted, "Today, life itself requires proper organization of our work, ensuring its effectiveness, raising the quality of the entire management system to the level of modern requirements. However, no matter what obstacles and difficulties, acute and urgent problems we face on our way, we have the right to make hasty, rash decisions, to allow ill-considered actions. "q" [3:3]. Of course, in addition to fulfilling the duties assigned to young leaders within the law, it is necessary to be a mature and perfect person in terms of humanity. As we dwell on the above-mentioned characteristics of the leader's potential, it is important to emphasize the quality of leadership among them. Leadership means the ability to influence, persuade and motivate people to achieve results. Only when the leader is a good speaker, the leader is recognized as a master of his work. If he is able to convey his thoughts sufficiently, if he is eloquent, the sphere of influence on people will be so wide. A beautiful speech is the basis of the appearance of a modern leader and the phenomenon of image. As Napoleon said, "Those who cannot hold their speech cannot be leaders." A leader is a good speaker it is desirable to have the ability to listen to the addressee (the person to whom the speech is addressed) as well.

It should be noted that it is not without benefits for a modern leader to have sufficient knowledge of image creation. After all, the famous American general Elbion Hay said, "A man's image always speaks about him behind his back" [4:10]. Yes, indeed, image is an English word that means "appearance", "appearance", and people around judge not only leaders, but every person based on their image. To put it metaphorically, a person's identity and image are like his face and image. If the beauty of Sirat is not shown in the picture, no one can enjoy it. Therefore, first of all, it is important to achieve the beauty of syrat, that is, to have a good character and bring this quality to the picture. As Jalaluddin Rumi, one of the great figures of world literature, said, look like you are or be like what you seem. The political knowledge, legal literacy, ability to use modern technologies, economic knowledge, respect for national values and self-confidence of modern leaders serve as the main weapon for having a unique image and do not leave others indifferent. Today, due to insufficient political and economic knowledge and low legal literacy of young leaders, it has a negative impact on the overall development of cultural and art institutions. It is considered one of the urgent problems - the lack of economic potential of the leaders is the main factor in the financial weakness and inability of cultural and art organizations to provide for themselves. In my opinion, the inactivity of leaders in political processes and their lack of reaction to situations directly related to their work is the main reason for the deterioration of the image of the leader and the decrease in the authority of the organization, as well as the loss of the position

of the leader among the employees. In particular, the Department of Culture and Art Management of the State Institute of Arts and Culture of Uzbekistan and the network center for retraining and professional development of Pedagogical personnel under the institute, with the senior teacher Mominmirzo Kholmo'minov, present culture and art I talked about the knowledge and management potential of the leading personnel operating in the field and got the necessary conclusions. "From April to October 2022, I will teach the leaders and chief experts of cultural centers who came to improve their qualifications at the Pedagogical Personnel Retraining and Professional Development Network Center of the State Institute of Arts and Culture of Uzbekistan. All the leaders are old and experienced, but they do not have enough political and economic knowledge, they do not want to be active in political processes. One day I asked about the website "regulation.uz". There was no sound from any of them. This is the work of leaders who are indifferent to their work," said M. Kholmo'minov. Therefore, it is the demand of today's time for young personnel to work on themselves and to be perfect owners of 31 competencies defined by world standards. Of course, this is the same knowledge criterion that is required in all fields and specialties. In short, the individual and collective potential of the leader (director, head) is the most important factor in the process of both creative and administrative management in the field of culture and art, which is one of the leading areas in the development of New Uzbekistan. That is, every action of the leader can have not only a positive, but also a negative effect on the reputation of the enterprise or organization. Since the field of culture and art is considered an activity directly related to people, a leader who has the ability to organize effective management in all aspects, in modern language, is considered an "intelligent leader".

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Fransiya XX asrning ikkinchi yarmi-XXI asr boshida siyosiy ahvoli.

Denov Tadbirkorlik va Pedagogika Instituti Tadbirkorlik va Boshqaruv Fakulteti Tarix (mamlakatlar va mintaqalar bo'yicha) yo'nalishi 4-bosqich 312-guruh talabasi

Raxmonov Aziz.

Annotatsiya:Urushdan so'ng Fransiya davlatining ijtimoiy-siyosiy hayoti.Fransiya davlatining tashqi siyosati,Muvaqqat rejim,To'rtinchi respublika,Beshinchi respublika,Sharl de Goll siyosati,Fransua Mitteran siyosati,Jak Shirak islohotlari haqida.

Kalit so'zlar:Muvaqqat rejim,Sharl de Goll,To'rtinchi respublika,Beshinchi respublika,Afrika mustamlakalariga mustaqillik berish,XX asr oxirlarida Fransiya.

Fransiyaning urushdan keying tarixida uchta bosqichga ajratib ko'rsatish mumkin.Bu-muvaqqat rejim (1944-1946 yillar),To'rtinchi respublika (1946-1958 yillar) va Beshinchi respublika (1958 yilda).Fransiya jahon urushida g'olib chiqqan davlatlardan biri edi.Biroq bu g'oliblik Fransiya uchun juda katta yo'qotishlar evaziga qo'lga kiritildi.Chunonchi,urush tufayli 1,4 mln nafar fransiyalik halok bo'ldi,750 mingi yarador,mayib-majhur bo'lib qoldi.Urush harakatlari oqibatida sanoati taraqqiy etgan viloyatlar vayronaga aylandi.Urushdagi yo'qotishlar,ocharchilik va kasalliklar tufayli Fransiya aholisi 3 mln kishiga kamayib ketdi.Narxlar urushdan oldingiga nisbatan 6 marta oshib ketdi.Shunday siyosiy paytda Fransiyada Muvaqqat tartibi o'rnatildi.Muvaqqat hukumat boshlig'i, "Ozod Fransiya" tashkilotining asoschisi general Sharl de Goll mamlakatda ulkan obro'ga ega edi.¹

Ko'pchilik fransuzlar uni Qarshilik tashkilotining asoschisi, "Fransiyaning xaloskori", "qutqaruvchi" deb hisoblardi.De Goll mustaqil tashqi siyosat olib borishga va jiddiy ijtimoiy islohatlarni o'tkazishga qodir bo'lgan kuchli davlat yordamida Fransiyaning ulug'vorligini tiklashga ishonardi.1946-yil mayda Tasis majlisi konstitusiya loyhasini referendumga kiritdi.1946-yil 13 oktabrda bo'lib o'tgan referendumda konstitusiya loyhasi maqullandi.1791 yilgi konstitusiya mantidagi "Fransiya imperiyasi" atamasi "Fransiya ittifoqi"bilan almashtirildi.

Fransiya hududida AQSHning harbiy bazalari joylashtirildi.

1946 yildan 1954 yilgacha-sakkiz yil fransuz qo'shinlari Vetnamda mustamlakachilik urushini olib bordi.1954 yil noyabrda Jazoirning arab aholisi mustamlakachilarga qarshi qo'zg'olon ko'targanda,Fransiya Jazoirga qarshi mustamlakachilik urushini boshladi.Oqibatda Jazoir muammosi bilan bog'liq

¹ Shuhrat Ergashov "Jahon tarixi" eng yangi tarixi.

milliy inqiroz holati vujudga keldi.1954 yil hukumatni boshqargan radikal partiya yetakchisi P.Mendes-Frans hukumati Jenevada Hindixitoydagi urush harakatlarini to'xtatish to'g'risida kelishuvni imzoladi hamda Tunis va Marokashga avtonomiya berish bo'yicha muzokaralarni boshladi.1954 yil iyulda P.Mendes-Frans hukumati Tunisning "ichki avtonomiyasi"ni e'lon qildi, ammo Marokashga mustaqillik berishdan bosh tortdi. 1958 yil noyabr Milliy majlisga birinchi saylovlar bo'lib o'tdi. Saylovlar arafasida de Goll yangi siyosiy partiya-"Yangi respublikani himoya qilish ittifoqi"ni (YAPHI)tuzdi.1958 yil 21 dekabr Sharl de Goll Fransiya prezidenti etib saylandi.U premer-ministr lavozimiga o'zini eski safdoshi,Qarshilik harakati ishtirokchisi Mishel Debreni tayinladi.Fransiyaning buyukligini tiklashga intilgan de Goll kuchli iqtisod va mustaqil tashqi siyosatga ega bo'lgan davlatni shakillantirishga kirishdi.Mustamlakachilik endi o'tmish ekanligini tushungan president 1958 yili konstitusiya qabul qilinishi bilan Fransiyaning barcha mustamlakalarida ular "Fransuz hamjamiyati"da qolishni istaydimi,degan savol bilan referendum o'tkazdi.Gvineyaning ko'pchilik aholisi "Fransuz hamjamiyati"dan chiqish istagini bildirdi.1958 yil 1 oktabrdan Gvineya mustaqil davlatga aylandi.So'ngra Afrikadagi boshqa fransuz mustamlakalari ham mustaqillikka erishdi.1960 yili Fransiyaning G'arbiy va Ekvatorial Afrikadagi 14 ta sobiq mustamlakalari o'z mustaqilligini e'lon qildi.

Faqat Jazoir masalasi ancha murakkab edi.Bu yerda yuz yildan ziyod mustamlakachilik davrida ko'p sonli yevropalik aholi shakllangan bo'lib,mamlakatning 9 mln aholisidan 1mlni yevropaliklar edi.Jazoirni ular boshqarardi.Mamlakat iqtisodiyoti ham fransuzlar qo'lida edi.Ular jazoir-arab millati mavjudligini qat'iy rad etib, "Jazoir-bu Fransiya" deyishardi.De Goll Jazoir masalasini harbiy yo'l bilan xal etib bo'lmasligini tushunib yetdi.

De Goll bir uchrashuvda shunday degan edi. "Men mustamlakachilik o'z davrini yashab bo'lganligini tushunaman,-degan edi u suhbatlatning birida.- Shuning uchun ham Afrikaning o'n to'rtta mamlakatiga mustaqillik berdim.Men Jazoir masalasini ham o'z taqdirini o'zi belgilash tamoyili asosida hal qilish umididaman".

F.Mitteran hokimiyat tepasiga kelgandan so'ng,birinchi navbatda,Fransiyaning g'arbiy bloki va AQSH bilan munosabatlarini yaxshilashga kirishdi.Fransiya HATO bilan hamkorligi sezilarli darajada faollashdi.1982-1983 yillarda AQSH bilan Fransiyaning ajraladigan bosh qismlarga (kallaklarga) ega raketalari va neytron qurollari uchun zarur bo'lgan zamonaviy kompyuter texnologiyalarini yetkazib berish bo'yicha hamkorlik bitimlari tuzildi.F.Mitteran

AQSH ning o'rta masofaga mo'ljallangan yadro raketalarining Yevropaga joylashtirilishini qo'llab-quvvatladi.²

1983 yilda Fransiyaning tashabbusi bilan Parijda HATOning Kengashi bo'lib o'tdi va Fransiya bir yilga uning raisi bo'ldi. Fransiyaning SSSR bilan munosabatlariga sovuqlik tushdi. U sovet qo'shinlarining Afg'onistondan olib chiqib ketishini, Polshada harbiy rejimining bekor qilinishini, sovet qurollarining qisqartirilishini talab qildi va Sharqiy Yevropaga sovet raketalarini joylashtirishni qoraladi. Fransiyaning atlantik ittifoqi yo'lidan borishi va Arab-Isroil mojarolari Isroilni qo'llab-quvvatlashi, xususan, Isroilning Jo'lon tepaligini anneksiya qilganligining Fransiya tomonidan tan olinishi Suriya bilan munosabatining yomonlashuviga olib keldi. 1983 yil Fransiya AQSHning Livanga tinchlikparvar kuchlarini kiritish to'g'risidagi taklifiga qo'shildi. 1984 yili F. Mitteran rasmiy tashrif bilan Moskvaga keldi. M. Gorbachev ham 1985 yilda Parijga bordi. Parijdagi sovet-fransuz hamkorligiga bag'ishlangan "katta komissiya" sessiyasi bo'lib o'tdi. Fransiya 1984-1985 yillarda Yevropa Ittifoqining kengashi tashabbusi bilan chiqdi, natijada Yevropa iqtisodiy hamjamiyatiga Ispaniya bilan Portugaliya a'zolikka qabul qilindi.³

1980 yillar oxirida J. Shirak hukumati korxonalar, banklar va sug'urta kompaniyalarini ommaviy privatizasiya qilishni e'lon qildi. Privatizasiya yo'llaridan biri-korxonani uning ishchilari tomonidan sotib olinishi bo'ldi. 1989-1992 yillar ishchilar soni 500 dan 1 minggacha bo'lgan korxonalarining chorak qismi sotib olindi. 1995 yilgi prezidentlik saylovlarida Jak Shirak g'olib chiqdi va ishsizlikka qarshi kurash, jamiyatning boylar va qashshoqlarga bo'linishning bartaraf qilinishi asosiy vazifa deb e'lon qilindi. Tashqi siyosatda uning asosiy faoliyati Fransiya Yevropa Ittifoqining "yetakchisi" va butun dunyo uchun "erk mayog'i" rolini qaytarishga qaratilgan edi.

Foydanilgan adabiyotlar.

1. Xamza Kichkilov "Eng yangi tarix" Toshkent "Yangi nashr" 2011 yil.
2. Moyli Lafasov "Jahon tarixi" Toshkent "Turon-iqbol" 2010 yil.
3. Shuhrat Ergashov "Jahon tarixi-eng yangi davr" Toshkent "O'zbekiston" 2019 yil.

² M. Lafasov "Jahon tarixi"

³ Xamza Kichkilov "Eng yangi tarix"

Qulupunayning O'zbekistondagi navlar va tarqalish hududlari.

Xolmatova Marjona

Ashurova Muxlisa

Muhammadiyeva Gulchiroy

Mamarajabov Samandarbek Faxriddinovich

s.f.mamarajabov@gmail.com

Anotatsiya: Qulupunayning tarqalish hududlari hamda bu rezovor mevaning qanday nomlanishi tug'risida va bu mevaning foydali hususiyatlari va bu mevada uchraydigan vitaminlar tug'risida qisqacha malumotlar.

Kalit so'zlar: Qulupunay mevasining tarkibida 5-11% shakar olma va limon kislatasi, temir moddasi, pektin hamda „A“ „V“ „S“ vitaminlari bor.

Qulupunay mevasi shu turga mansub ko'plab navlarning, avvalo Shimoliy va Janubiy Amerkada o'suvchi F.viriginiana va F.chiloensis navlarning chatishtirilishi oqibatida paydo bulgan reza mevalardan. U ko'plab qulupunaysimon o'simliklar navlarining maxsuli bo'lgani, jumladan bugingi kunda yetishtiriladigan bir qancha navlari mazasi, rangi, meva tugishi xamda xosildorligi bilan bir biridan farqlanishi sababli, u turli iqlim sharoitida issiq tropikdan torib shimoliy xudidlargacha yetishtiriladi. Qulupunayning pishish vaqtiga qarata uni gurihlarga bulib chiqqigan bunda birinchisi. Oddiy qulupunay bulib faqat yoz faslidagina gullashi va bir marta hosil berishi mumkin. Uning har bir tupidan 250-300 gramgacha hosil olishimiz mumkin.

Qulupunay har qanday yerga hamda iqlim sharoitiga moslasha oladi. Qulupunayning yana bir navi bulib bu navning uziga xos xususiyati shundan iboratki, butun yoz buyi xamda kuzning oxirigacha bot bot gullab meva tugayveradi. Remontant qulupunay navining kamchligi shundaki u faqat bir yilgina yaxshi hosil bera oladi keyingi yilda ham hosil beradi ammo keyingi yildagi hosili kichig bulib qoladi shu sababli dehqonlarim eski niholning urniga yangi nihol ekishadilar shunday qilinsa har yili serhosil hamda kuqlab meva beradigan qulupunayni kurishimiz mumkin bu qulupunay kuzgacha gullab pishishi mumkin yaxshi ishlov berilsa hamda ob havo sovuq kelganda qulay muhit yaratilgan taqdirda dekabr oyigacha qulupunay mevasini istemol qilsak buladi.



Qulupnayning erta pishar navi: O'zbekiston" navi mazzali sersuv navi bulib bu navdan 1 kilogramdan 2 kilogramgacha hosil olish mumkin. Bu navdagi qulupnoy 20 maydan 1 iyungacha pishib yetiladi. Keyingisi „Dilbar“ navi bu navdagi qulupnoyning mevasi yirik mazzali bulib bu ham 1,2 kilogramgacha hosil beradi bu qulupnoyning pishish oralig'i 7-10 may oralarida pishib yetiladi.

Qulupnoyning urtapishar navi: Bu navdagi qulupnoylar „Kulver“ „Mayskiy“ „Muto“ navlari bulib quydagi vaqtlarda pisha boshlaydi. Birinchisi „Kulver“ navi bulib bu navdagi qulupnoy mazzali sersuv bulib 1,2 kg hosil olish mumkin. Bu navdagi qulupnoyning niholining tupi urta buyli yoyiq bargalri tuq yashil bulib kasallika va zararkunandalarga chidamli buladi 1-10 iyun oralig'ida pishib yetiladi. Keyingi nav esa „Mayskiy“ navi bulib mazzali hamda dissertbop qulupnoy hisoblanadi. 0,6-1 kg gacha hosil beradi. Kasallik va zararkunandalarga chidamali buladi 10-20 iyun oralig'ida pishib yetiladi. „Muto“ navi esa mazasi birozgina nordonroq 1-1,5 kg gacha hosil beradi. Kasallik va zararkunandalarga chidamliligi urtacha bulib bu ham 10-20 iyun orig'ida pishib yetiladi.



Qulupnoyning kechpishar navlar: bularga „Zenga“ va „Remontant“ navi bulib „Zenga“ mazzasi urtacha 0,9-1 kg gacha hosil berdi. Bu navli qulupnoyni siyrakroq ekish tafsiya etiladi sariq chirish kasaligiga chidamsiz 20-iyundan 1-iyulgacha pishadi. „Remontat“ navi esa mazzali sersuv bulib may oyidan to oktyabr oyigacha hosil beradi. Bu navdan kuzda ikkinchi marta hosil olish mumkin shu sababli ham remontat deb nomlangan. O'zbekistonda hozirgi vaqtda shu navli qulupnoylar ekilib kelinmoqda.

Xulosa: Qulupnoy vitamininga boy rezovor meva hisoblanadi bu meva tarkibida olma va limon kislatasi mavjud hamda „A“, „S“, „V“ vitaminlari mavjud bu mevada ishtaxa ochuvchilik xususiyati mavjud hamda shifobaxsh hisoblanadi.

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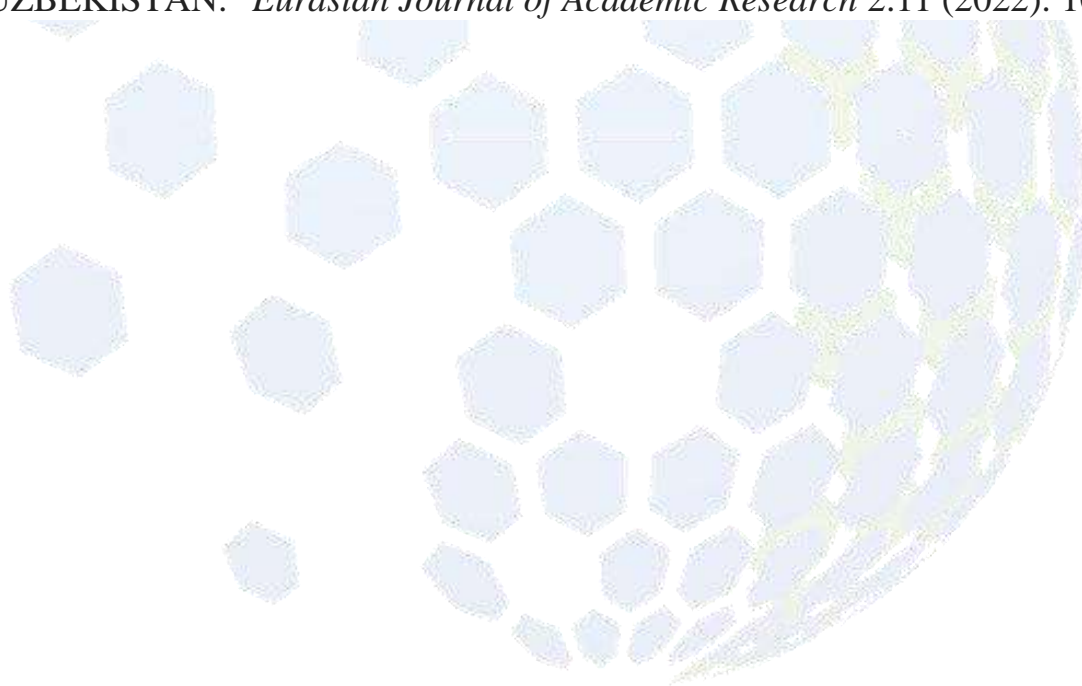
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УДК: 633.854.78:631.52

КУНГАБОҚАР ВА ТОПИНАМБУР ДУРАГАЙИ.

Термиз агротехнологиялар ва инновацион ривожланиш институти

БОЛТАЕВ ХУШМУРОД ЖУМАБОЙ ЎҒЛИ

xushmurodb@gmail.com

МАМАРАЖАБОВ САМАНДАРБЕК ФАХРИДДИНОВИЧ

s.f.mamarajabov@gmail.com

Аннотация: Ушбу мақолада, астерадошлар оиласига мансуб бўлган кунгабоқар билан топинамбур ўсимликларини дурагайлашнинг усули, кунгабоқар ва топинамбур дурагайининг яратилиш тарихи, бу ўсимликларни дурагайлаш туфайли яратилган навлар ва уларнинг аҳамияти ҳақида маълумотлар баён этилган

Калит сўзлари: астерадошлар оиласи, *Артемисиа Л*, Хелиантхус, Х. Петиоларис, Х. Туберосус.

Кириш. Кунгабоқарнинг уруғидан ажратиб олинадиган мой ер юзи аҳолиси истеъмоли учун ишлатиладиган ўсимлик мойининг асосийларидан бири ҳисобланади. Кунгабоқарнинг ер юзидаги майдони 28 млн га, ўртача ҳосилдорлиги 15-20 ц/га, мутлоқ курук уруғидаги мой миқдори 55-56 фоизни ташкил этади. Айрим давлатларнинг илғор хужаликларида кунгабоқардан 40-43 ц/га ҳосил етиштирилмоқда.

Кунгабоқар ўсимлигининг ватани шимолий Америка бўлиб, дастлаб унинг уруғларини маҳаллий аҳоли истеъмом қилган. Кунгабоқар Петр 1 даврида ХВИИ асрда Россияга Голландиядан олиб келтирилган. Бу ерда кунгабоқар 100 йилдан кўп вақт давомида манзарали экин сифатида ўстирилган. Уша пайтларда кунгабоқарнинг уруғидаги мой миқдори 17-20% эди. Машҳур селекционер, академик В.С.Пустовойт Краснодардаги Россия мойли экинлар илмий-тадқиқот институти, олдинги "Круглик" номли селекцион тажриба станциясида 1912-йилдан бошлаб кунгабоқар селекцияси ишларини бошлаган ва бутун умрини шу экин селекциясига бағишлаган. В.С.Пустовойт кунгабоқар уруғидаги мой миқдорини 20 фоиздан 55 фоизгача оширишга эришган. Ундан кейинги пайтларда кунгабоқар капалаги билан зарарланади ва катта майдонлардан ҳосил олинмайди. XIX асрнинг бошланиши ва ундан кейинги пайтлар шувоқ (*Артемисиа Л*) ўсимлигидан гулли текинхўр - шумғия (Оробанче кумана) кунгабоқарга ўтади. Шумғиянинг аввал "А" ирқи, кейин "Б" ва ундан кейинги йилларда янада хавфли ирқдари кучли зиён етказди. Бу хавфли касалликлар ва

зараркунандаларга қарши курашда селекцион усулдан фойдаланиш зарур эди.



Хақиқатан, кунгабоқар (Хелиантус) нинг 100 тага яқин ёввойи ва маданий турлари мавжуд. Булардан маданий кунгабоқар - Х. султус Вензи ва топинамбур (ер ноки) - Х. Туберосус маданийлаштирилган турларининг кўплаб навлари, дурагайлари озиқ-овқат экини сифатида ўстирилмоқда. Кунгабоқарнинг айрим ёввойи кўп йиллик турлари (Х. Хирсутус - курғокчиликка чидамли, Х. Петиоларис - совуқга чидамли, Х. Петиоларис-тезпишарлик ва пуштсизлик манбаи Х. Туберосус - илдиз текинхури шумғия (Оробанче кумана) ва қатор замбуруғли касалликлар ва кунгабоқар капалагидан зарарланишга чидамлик белги-хусусиятларига эга бўлиш билан бир қаторда жуда юқори ҳосилли бўлиб, майдон ҳисобидан 70-80ц/га туганак ҳосил етштириш мумкин

Уша пайтларда селекционерларнинг маданий кунгабоқар билан, (касаллик ва зараркунандаларга чидамли) кўп йиллик топинамбур (ер ноки) ни дурагайлаш ўтказишга қизиқиши катта бўлган. Кунгабоқар билан топинамбурни дурагайлаш ишлари 1933-йили ВИР (Умумжаҳон ўсимликшунослик илмий-тадқиқот институти) тажриба марказининг илмий ходими Н.А. Шибра томонидан бошланган. Кунгабоқар билан топинамбурни дурагайлаш ишлари жуда кейинчилик билан ва узок муддатда амалга ошган .



А
кадеми

к 2 марта меҳнат қаҳрамони. Топинамбурмеvasи ва гултўплами
В. С. Пустовойт

Чунки Ҳ. Туберосус ва - Ҳ. султус турлари, бир-биридан ҳар хил белги ва хусусиятлари билан кескин даражада фарқ қилади. Шу жумладан хромосомалар сони ҳар хил бўлиб, Ҳ. Туберосус да $2n=102$ та хромосома, - Ҳ. султус да эса $2n=34$ та хромосома мавжуд. Кунгабоқарнинг меvasи писта бўлиб, ундан мой ажратиб олинади. Топинамбур туганаклиларга мансуб экин бўлиб, унинг ҳосили туганак ҳисобланади.

Аммо бир оила (Астерасеae) га ва бир авлод (Ҳелиантҳус)га мансуб бўлганлиги, иккаласининг гул тўплами саватча, уруғи писта бўлганлиги ва гуллаш биологияси ва жараёнлари бир-бирига ўхшагани учун дурагайлаш ишлари машаққатли бўлсада кўп йиллар давомида амалга оширилган.

(ВНИИМК) Умужаҳон мойли экинлар илмий тадқиқот институтининг физиология бўлими ходими А.Й. Панченко 1949-йилда топинамбур ва кунгабоқарни вегетатив яқинлаштириш ва генератив чатиштириш комбинацияси орқали дурагайлаш ўтказди. А. Й. Панченко ва унинг сафдошларининг мақсади кўп йиллик юқори ҳосилли кунгабоқар шакллари яратиш эди. Улар томонидан дастлабки кунгабоқар + топинамбур дурагайи олинган, аммо ҳосилдорлик ва бошқа қимматли хужалик белги-хусусиятлари яхши намоён бўлмаган.



1950-йил В.С.Пустовойт ҳам топинамбур ва кунгабоқарнинг вегетатив ҳамда генератив чатиштиришлар комбинацияси усулини бир неча марта кўллайди. Кунгабоқарга топинамбурни пайванд килади. Пайвандтагнинг гулини пайвандустнинг гул чанги билван чанглантиради. Топинамбур ва кунгабоқарни чатиштириб олинган дурагайларни учинчи авлодидан бошлаб икки хил вариантда:

1. Учинчи авлод дурагайларини шу авлод чанглари билан бир неча марта такрорий чанглантиради.

2. Учинчи авлод дурагайлари кунгабоқар гулининг чанги билан бир неча марта такрорий чанглантиради. Шу иккинчи вариантда ўтказилган чатиштиришлар асосида ижобий натижага эришилади. Шу тариқа кунгабоқар ва топинамбур дурагайлари яратилади. Бу яратилган кунгабоқар-топинамбур дурагайи авлодларидан танлашлар ўтказиш ва уларда қайта дурагайлаш ўтказишлар асосида янги навлар яратила бошланади.

ХУЛОСА: 1955-1956 йилларда Бутун Россия Мойли экинлар илмий тадқиқот институтининг илмий ходими Г. В. Пустовойт томонидан топинамбур билан кунгабоқарнинг ВНИИМК 89-31 нави чатиштирилади. Ҳ. Туберосус билан Н. султус турларини чатиштиришлар натижасида кунгабоқарнинг юқори ҳосилли, кунгабоқар шумғуяси, сохта ун шудринг касаллиги, вертициллёз сўлишига, қизил капалакка чидамли "Одесская-63", "Старт", "Юбилейный-60", "Прогресс" навлари яратилади. Ҳ. Туберосус турининг ўзидан чанглантирилган инцухт линияларининг иштирокида силосбоп Печенег нави яратилган. Бу нав кўп шохланувчи, шумғияга, ун-шудринг касаллигига чидамли бўлиб, уруғидан мой олиш билан бир каторда юқори ҳосилли озуқабоп (хашаки) нав ҳисобланади. Ҳ. лентисуларис ва Ҳ. аннуус турларини дурагайлаш ва олинган сўнгги авлодларни танлашлар асосида яратилган "Солнечный" нави тезпишарлиги, паст буйлилиги ва уруғида мой микдори кўп бўлиши билан ўша пайтдаги навларга нисбатан юқори ҳосилли бўлган.

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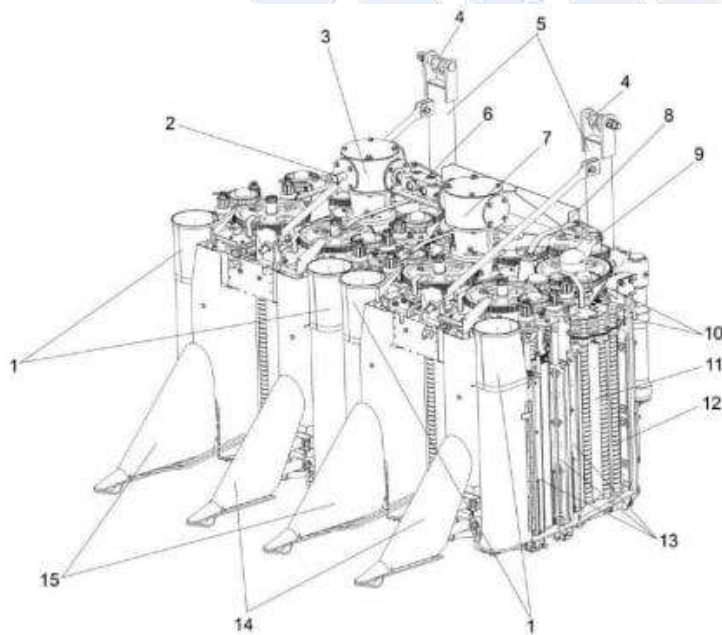
Вертикал шпинделли пахта териш машиналари ишлашининг умумий технологик схемаси ва Ўзбекистонда улар ривожланишининг қисқача тарихи

Нематов Эркинжон Хамроевич ТДТУ (PHD) Досент
Мадалиев Хусан Бахтиярович СБУМИПТК докторант

***Аннотатсия:** Пахта териш машиналари - очилган пахтани териш учун мўлжалланган қишлоқ хўжалиги машиналари. Шпиндель йиғим – терим аппаратининг асосий элементи бўлиб ҳисобланади ва у ишчи барабан сиртининг ясовчиси бўйича ўрнатилади. Йиғим – терим аппаратининг илгариланма ҳаракати натижасида ғўзанинг шохлари йўналтирувчилар оралигидан шпинделли барабанлар орасидаги соҳага ўтади (ишчи камерага).*

***Калит сўзлар:** конструкция, пахта териш, машина, барабан, аппарат, шпиндел, юритма.*

Ҳозирги вақтда мамлакатимизда ишлаб чиқарилаётган пахта териш машиналари асосида совет инженери Л.М. Розенблум томонидан ихтиро қилинган вертикал шпинделли пахта териш машиналарининг йиғим – терим аппарати ётади. Пахта териш машинасининг асосий қисми бўлиб (1.1 – расм) йиғим – терим аппарати ҳисобланади. Бу аппарат ишлов бериладиган ғўзанинг шохларида очилган чаноклардаги пахта бўлакчаларини чиқариб олади ва уларни қабул қилиш камерасига йўналтиради. Кучли вентиляторлар томонидан ҳосил қилинадиган ҳаво оқими пахтани қувур ўтказгичлари орқали ағдарилувчи типдаги бункерга юборади. Бункер эса, йиғилган пахта хом ашёсини навлар бўйича жойлаштириш мақсадида, икки ёки ундан кўп камералардан иборат бўлиши мумкин. [1]



1 – камера; 2, 6 – кардан вали; 3, 7 – редуктор; 4 - вал; 5 - таянч; 8 - поводок большой; 9 – поводок малый; 10 – қабул қилиш юритмаси; 11 - шпиндел барабан ; 12 - шпиндель; 13 – сьемник; 14 - кустоподъемник левый; 15 – кустоподъемник правый

1,1- расм. Пахта териш аппарати

Шпиндель йиғим – терим аппаратининг асосий элементи бўлиб ҳисобланади ва у ишчи барабан сиртининг ясовчиси бўйича ўрнатилади. Йиғим – терим аппаратининг илгариланма ҳаракати натижасида ғўзанинг шохлари йўналтирувчилар оралиғидан шпинделли барабанлар орасидаги соҳага ўтади (ишчи камерага). Бунда барабанлар шундай айланадики, уларнинг ишчи камерага қараган томонлари машина ҳаракатига қарама – қарши бўлган томонга қараб кўчади, бунинг натижасида ғўзалар текисланади ва улар барабанлараро бўшлиқ бўйлаб тортилади.

Шпиндель барабаннинг айланишига қарама – қарши бўлган йўналишда айланаётиб, очилган пахта чаноғига яқинлашади, ўзининг тишлари ёрдами билан пахта бўлақларини илиб олади ва сўнгра ўзига ўраб олиб, уларни чаноқдан чиқариб олади. Шпиндель чиқариб олинган пахта бўлақларини ўзининг сиртида тутиб туриб, ишчи камерадан чиқади ва унинг айланиши тўхтайдиган, пахтани қулай тарзда чиқариб олишни таъминлаш учун, шпинделга тескари йўналишда айланма ҳаракат берилади. Сўнгра, чиқариб олиш мосламаси ёрдамида пахта шпинделдан олинади ва қабул қилиш камерасига ташланади, у ердан эса ҳаво тармоғи бўйича машина бункерига узатилади.

Шундай қилиб, пахта хом ашёсини механизациялашган тарзда йиғиб олишнинг технологик жараёнида қуйидаги бўғинларни ажратиш мумкин бўлади:

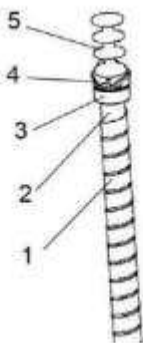
- ғўза шохларини ишчи камерасига келтириш;
- пахта бўлақларини шпиндель танасига илинтириш ва ўраб олиш ҳамда очилган чаноқдан чиқариб олиш;
- шпинделлардан пахтани чиқариб олиш;
- чиқариб олинган пахтани ҳаво тармоғи орқали бункерга узатиш.

Ўзбекистонда пахта териш машиналари пайдо бўлиши даврида кўплаб ҳар хил типлардаги ва конструкциялардаги ишчи органлар ва аппаратлар яратилган ва синаб кўрилган. Ўша пайтларда синалган занжирли, пневматик, горизонтал шпинделли машиналар орасида конструкциясининг қулайлиги ва

соддалиги билан йиғим – терим аппаратининг вертикал шпинделли типи ажралиб турарди. [1]

Вертикал шпинделли пахта териш машинасининг биринчи экспериментал варианты 1939 йилда СоюзНИХИнинг ЦСМАХсида синалган. Ўзиюрар ХЕШ машинасининг 32та шпиндель билан таъминланган бир жуфт барабани бўлиб, қуйидаги параметрларга эга бўлган [6]: диаметри –16 мм, тишлар қатори миқдори – 3, тишларнинг узунлик бўйича ўрнатилиш қадами – 2 мм, айланиш частотаси – 2800 айл / мин. Шпинделларнинг ўраб олиши ва йиғишнинг тўла юқори бўлмаган таққосланишига қарамай (60 \$ атрофида), бу машинанинг келажаги бор деб эътироф этилди.

Кейинги даврда пахта териш машинасининг бир неча модификациялари яратилди, хусусан, икки қаторли осма ХВШН – 2 машинаси пахтани чиқариб олиш мосламасининг яхшиланган конструкцияси билан яратилди. Пахта териш машинасининг шпиндель юритмаси – бу механизм бўлиб, у пахта териш машинасининг шпинделларини ҳаракатга келтиради. Урчуқлар (веретена) шпинделнинг айланиши ва ғўзадан пахтани теришга жавоб беради. Шпиндель юритмаси тизими пахта териш машинасининг муҳим компоненти ҳисобланади, чунки у пахтани теришнинг самарали ва яхши натижадорлигини таъминлайди. [2]



1 – ўраб олувчи элемент; 2 – стержен; 3 – подшипник; 4 – қопқоқ; 5 – ролик

1.2 – расм. Шпиндел

Шпиндель юритмаси тизими одатда турлича компонентлардан иборат бўлади, жумладан, юритмали шестернялар, юритмали валлар ва бошқа механик деталлар. Бу компонентлар бирга ишлаб туриб, машина двигателидан шпинделларга қувватни (ҳаракатни) узатиб, уларнинг айланишига ва пахтани теришга (йиғишга) имкон беради.

Шпиндель юритмаси тизими, пахта териш машинасининг конкрет бир конструкциясидан боғлиқ равишда, ўзининг таркибига турли хил типдаги механизмларни киритиши мумкин, мисол учун, гипоциклик планетар механизмларни ёки бошқа тишли механизмларни. Бу механизмлар шпинделларни ҳаракатга келтириш учун зарур бўлган айлантириш моменти ва тезликни таъминлаш учун мўлжалланган.

Шпиндель юритмаси тизимига нисбатан тўғри ташкил этилган техник хизмат ва мунтазам техник кўрик, унинг энг мақбул (қулай) равишдаги ишлашини таъминлаши учун ҳал қилувчи аҳамиятга эгадир. Бунга мойлаш, емирилишга текшириш ва ҳар қандай шикастланган ва емирилган компонентларни янгисига алмаштириш киради. Шпиндель юритмаси тизимини бир маромда тутиб туриш билан, пахта териш машинасининг операторлари пахта териш жараёни вақтида машинанинг унумдорлигини ва самарадорлигини энг юқори даражага чиқаришлари мумкин. [3]

Пахта териш шпиндел технологиясининг янги тенденциялари куйидагиларни ўз ичига олиши мумкин:

1. Автоматлаштириш: Сўнгги йилларда қишлоқ хўжалигида, жумладан, пахта йиғим-теримида автоматлаштириш кучаймоқда. Янги шпинделлар замонавий автоматик бошқарув тизимлари билан жиҳозланиши мумкин, бу эса пахта териш самарадорлиги ва аниқлигини оширади.

2. Такмиллашган эргономика: Шпиндел ишлаб чиқарувчилари янада эргономик ва фойдаланиш учун қулайроқ моделларни яратишга интилмоқда. Бунга яхшиланган тутқичлар, созланиш элементлар ва пахта терувчилар ишини осонлаштирадиган бошқа инновацион ечимлар киради.

3. Янги материаллардан фойдаланиш: Пахта териш шпинделларини ишлаб чиқишда, чидамлилиқ ва ескиришни камайтириш учун янги материаллар ишлатилиши мумкин. Бу махсус қотишмалар, композит материаллар ва бошқа инновацион ечимлардан фойдаланишни ўз ичига олиши мумкин.

4. Такмиллашган ишлаб чиқариш: Янги шпинделлар ишлаб чиқариш, пахта териш вақтини қисқартиради ва умумий жараён самарадорлигини оширади. Бунга шпиндел конструкциясини оптималлаштириш, ҳаракатланиш тизимини такмиллаштириш ва бошқа техник яхшиланишлар орқали эришиш мумкин.

Яни юритмасини такмиллатириш аппарат ва шпиндел массасини камайтириш орқали машинани иш унумдорлиги ёқилги сарфига таъсирларини ўрганиш мақсад қилинган.

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Annotatsiya: ushbu maqola orqali siz dunyoqarash tushinchasi haqida, uning shakllanishi va vaqtlar o'tib o'zgarishi haqida ma'lumotlarga ega bo'lasiz. Inson bor ekan dunyoqarash o'zgarib boradi.

Kalit so'z: dunyoqarash, dunyoni sezish, falsafiy dunyoqarash, falsafa.

Har bir insonning o'ziga xos fikrlashi ya'ni uning dunyoqarashi bo'ladi. Hozirgi kunda insonlarning dunyoqarashi orqali uning qanday ekanligi, qiziqishlarini ham bilish mumkin. Falsafa fanida dunyoqarash va uning mohiyati, turlari haqida bilib olishimiz mumkin. Dunyoqarash o'zi nima? Dunyoqarash subyektiv voqe'likni baholovchi qarorlar to'plamidir. Atrof-olamni anglashga harakat qilish natijasi o'laroq kelib chiqadi. Dunyoqarash — dunyoga va insonning undagi o'rniga, kishilarning o'z atrofidagi voqelikka va o'z-o'ziga munosabatiga bo'lgan umumiy qarashlar tizimi, shuningdek, bu qarashlarga asoslangan odamlarning e'tiqodlari, ideallari, bilish va faoliyat tamoyillari. Dunyoqarash kishining yoshi, hayotiy tajribasi, bilimi, mafkurasi bilan bog'liq. Ayni shu davrdan boshlab insonning ancha rivojlangan dunyoqarashi shakllangani haqida va umuman to'plangan bilimlar, amaliy ko'nikmalar, vujudga kelgan qadriyatlar, o'zi va o'zini qurshagan dunyo haqidagi tasavvurlar majmui sifatidagi odamlar dunyoqarashi to'g'risida ishonch bilan so'z yuritish mumkin. Hayot tajribasi va empirik bilimlar asosida shakllanadigan dunyoqarash oddiy yoki empirik dunyoqarash deb ataladi va insonning dunyo haqidagi tasavvurlarining qismlarga ajralmagan, tizimsiz majmui sifatida amal qiladi. U har qanday dunyoqarashning negizi hisoblanadi va odamlarga kundalik hayoti va faoliyatida yo'l ko'rsatib, ularning xulq-atvori va aksariyat qilmishlarini belgilab, muhim regulyativ funksiyani bajaradi. Dunyoqarash – bu, avvalo, inson o'zligini va dunyoni zaruriy ravishda anglashi, tushunishi, bilishi va baholashi natijasida yuzaga kelgan xulosalari, bilimlari asosida shakllangan tasavvur va qarashlar, nazariy xulosa va umumlashmalar tizimidir. Aql paydo bo'lishi bilan inson o'zini fikrlovchi mavjudot sifatida anglay boshlaydi, unda o'z «meni» va o'zgaralar haqida tasavvuri shakllanadi va rivojlanadi. SHu tariqa u o'zini va o'zini qurshagan borliqni anglaydi, o'zi va boshqa odamlarni, o'zi va tashqi muhitni farqlaydi, ilgari o'ziga ma'lum bo'lmagan dunyoning yangi va yangi jihatlarini idrok etadi. Bunday qarashlar insonning o'zi va o'zini qurshagan borliq haqidagi

tasavvurlari majmui sifatida shakllanadigan dunyoqarash negizini tashkil etadi. Bunda inson o'ziga ma'qul va noma'qul narsalarni farqlaydi, baholar beradi, ustuvorliklar tizimini yaratadi va muayyan maqsadlarga erishishda tegishli tarzda ish ko'radi. Dunyoqarashning o'ziga xosligi va betakrorligi unda intellektual asos bilan bir qatorda emotsional va ruhiy asoslarning uzviy bog'liqligi va ularning jamuljam holda har bir inson uchun mutlaqo muayyan, individual xususiyatlar sifatida amal qilishidir. Intellektual, emotsional va ruhiy asoslar iroda bilan uyg'unlikda e'tiqodlar – odamlar faol qabul qiladigan, ularning ong darajasi va hayotdagi mo'ljallariga mos keladigan qarashlarni yuzaga keltiradi. [1] Dunyoqarashning tuzilishi dunyoni sezish, dunyoni idrok etish va dunyoni tushunish kabi eng muhim elementlardan iborat. Dunyoni sezish – bu o'zini qurshagan dunyoni sezgilar yordamida hissiy idrok etishdir. Bunda tuyg'ular, kayfiyat dunyoni go'yoki ranglarga bo'yaydi, uning obrazini sub'ektiv, sof individual sezgilar orqali aks ettiradi. Masalan, bemor odamga haddan tashqari yorug' bo'lib tuyulishi mumkin bo'lgan nur, sog'lom odam uchun normal bo'ladi; daltonik ranglar gammasini, ko'rish qobiliyati normal bo'lgan odamga qaraganda butunlay boshqacha idrok etadi. Bundan dunyoni sezishning har xil, xususan optimistik, pessimistik, fojeaviy tiplari kelib chiqadi. Dunyoni idrok etish – bu atrof borliqni ideal obrazlarda tasavvur qilishdir. Dunyoni idrok etish to'g'ri yoki noto'g'ri bo'lishi, ya'ni borliqqa mos kelmasligi mumkin. Bu holda borliq noto'g'ri tasavvur qilinadi yoki illyuziyalar, suv parilari, alvastilar, kentavrlar haqidagi tasavvurlarga o'xshash fantaziyalar paydo bo'ladi. Dunyoni tushunish – insonning va uni qurshagan dunyoning mohiyatini aniqlash, shuningdek tabiatda yuz beruvchi voqealar va jarayonlarning o'zaro aloqalarini tushunishga qaratilgan aqliy-bilish faoliyatidir. [3]

Davrlar o'tishi bilan dunyoqarash ham shakllanib bordi. Dunyoqarashning uch ko'rinishi mavjud bular: mifologik dunyoqarash, diniy dunyoqarash va falsafiy dunyoqarashdir.

Mifologiya ya'ni afsonaviy dunyoqarash – kishilik jamiyati taraqqiyotining ilk bosqichida paydo bo'lgan bo'lib, u tabiat kuchlari va hodisalarini hissiy qiyofalar va alohida vujudlar shaklida jonlantirib tasvirlovchi, kishilarning hayotiga asoslanuvchi qarashlar va tasavvurlardir. «Mif» tushunchasi yunoncha "mythos" so'zidan kelib chiqqan bo'lib, afsona, rivoyat degan ma'noni anglatadi. Mif – bu turli xalqlarning dunyoning kelib chiqishi, tabiat hodisalari, fantastik mavjudotlar, xudolar va qahramonlarning ishlari haqidagi tasavvurini ifodalovchi muayyan tarzda tizimga solingan dunyoqarashdir. Mifologik dunyoqarash dunyoni yaxlit tushunish bo'lib, unda shubhaga o'rin yo'qdir. Mifologiya qadimgi odamlar dunyoqarashi bilangina uzviy bog'liq emas. Oddiy ongda yashaydigan din, falsafa,

siyosat, san'atda aniq-ravshan yoki pardalangan ko'rinishda mavjud bo'lgan miqlar bugungi kunda ham (kim uchundir ko'proq, kim uchundir kamroq darajada) odamlar hayoti va ijodida faol rol o'ynab, har qanday inson dunyoqarashining tarkibiy qismi bo'lib qolmoqda. Jamiyatning axborotlashuvi jadal sur'atlarda o'sib borayotgan sharoitda mif televideniya, radio, vaqtli matbuot, hozirgi saylov texnologiyalari vositasida ba'zan ijtimoiy ong bilan manipulyasiya qilish, oldindan belgilangan jamoatchilik fikrini shakllantirish vositasi sifatida qo'llanilmoqda. Qadimgi Yunonlar afsonalarini oladigan bo'lsak, ularning bari insonlarning dunyoqarashi orqali shakllangan deya olamiz. Yunonlar xudolarini o'zlari xohlaganday tasavvur qilishgan. Ulardan qo'rqishgan, ularni jahldor deya ta'riflashgan. Aynan mana shunday fikrlash ularning dunyoqarashlariga ta'sir etgan.[4]

Diniy dunyoqarash. Dunyoqarashning tarixan ikkinchi shakli dindir. Din so'zi arabchadan tarjimada e'tiqod, ishonch, ishonmoq degan ma'nolarni anglatadi. Mif kabi, din zamirida ham e'tiqod, tuyg'ular va emotsiyalar yotadi. Diniy dunyoqarash – bu kishilarning tabiiy va ijtimoiy hodisalarni ilohiy kuchlar asosida aks ettiruvchi qarash va tasavvurlari hamda ana shu ilohiy kuchlarga bo'lgan ishonch va e'tiqodlaridir. Diniy dunyoqarashning asosiy elementlari jumlasiga diniy tuyg'u, diniy aqidalar va unga ishonish, sig'inish, diniy e'tiqod kabilar kiradi.

Miloddan avvalgi VII-VI asrlarga kelib asosan mif va din ta'sirida odamlar dunyoqarashi nafaqat kengaydi, balki ancha murakkablashdi. U abstrakt nazariy fikrlash qobiliyati va (to'plangan bilimlar ko'rinishida) real asoslarga ega bo'lishi natijasida o'z rivojlanishining butunlay yangi darajasiga ko'tarildi. Bunga, hech shubhasiz, mehnat taqsimotiga olib kelgan rivojlangan ijtimoiy-iqtisodiy munosabatlar, ma'lum miqdorda ortiqcha mavjudlik vositalari, bo'sh vaqtning paydo bo'lishi ham imkoniyat yaratdi. Bularning barchasi muayyan shaxslar doirasiga intellektual faoliyat bilan professional darajada shug'ullanish imkonini berdi. Falsafiy dunyoqarashning shakllanishi va rivojlanishi falsafa fanining paydo bo'lishi va rivojlanishi bilan uzviy bog'liq holda yuz beradi. O'zbekiston Respublikasi Birinchi Prezidenti Islom Karimov o'zining "Buyuk kelajak sari" asarida shunday degan edi "Falsafiy dunyoqarash ilmiydir, chunki u narsa va hodisalar o'rtasidagi bog'lanish, aloqadorlik va munosabatlarni kundalik ong darajasidagina emas, balki nazariy ong darajasida ham ifodalaydi. Har qanday falsafiy dunyoqarash shakli ob'ektiv olamdagi narsa va hodisalarning konkret munosabatlarini aks ettiradi." [2] Vaqtlar o'tishi bilan fanning rivojlanishi, insonlarda fan nuqtai nazaridan qarashga ya'ni fan dunyoqarashini shakllanishiga olib keldi. Fan bilimning mustaqil sohasi, dunyoqarashning alohida shakli sifatida faqat XVII-XVIII asrlarda to'la shakllandi. Muayyan darajada shartlilik bilan shuni aytish mumkinki, bu I. Nyuton klassik mexanikaning asosiy qonunlarini ta'riflab, shu tariqa

tabiatshunoslikning bo'limi – asoslari asrlar mobaynida shakllangan, bosh tamoyillari esa bundan yuz yilcha muqaddam, avvalo Galileo Galiley tomonidan ta'riflangan klassik mexanikaning shakllanishiga yakun yasaganidan keyin yuz berdi.

Xulosa qilib aytganda, har bir sohaning rivojlanishi va o'zgarishiga bir necha yillar kerak bo'ladi. Aynan dunyoqarash ham birdaniga shakllanib qolgan emas. Ming yillar davomida u o'zgarib bordi. Dunyoqarashning salbiy yoki ijobiyliги esa, albatta, har bir insonning o'ziga bog'liqdir. Ba'zan bu qarashlarga jamiyat va atrofdagi voqea-hodisalar ham ta'sir etadi.

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Yangi davrda Yaponiya va O'zbekiston munosabatlari

Mirzayev Yo'ldosh

Denov tadbirkorlik va pedagogika institutining tarix yo'nalishi talabasi

Annotatsiya: O'zbekiston Respublikasi mustaqillikka erishgandan so'ng o'zining sharqiy yo'nalishdagi tashqi siyosatida Yaponiya bilan davlatlararo munosabatlar va manfaatli hamkorlik aloqalarini mustahkamlashga alohida e'tibor berdi. O'zbekiston va Yaponiya o'rtasidagi diplomatik munosabatlar 1992-yilning yanvar oyida o'rnatilgan hamda 1992-yilda Toshkent shahrida Yaponiyaning elchixonasi, 1996-yilda esa Tokioda O'zbekiston Respublikasining elchixonasi o'z faoliyatini boshladi hamda ikki davlat o'rtasida teng huquqli diplomatik aloqalar o'rnatildi.

Kalit so'zlar: Yaponiya, O'zbekiston I. Karimov , J. Koidzimu, qo'shma bayonot

O'tgan yillar mobaynida ikki mamlakat rahbarlari o'rtasida ko'plab oliy darajadagi uchrashuvlar amalga oshirildi hamda rasmiy hujjatlar imzolandi. Xususan, 1994-yil, 2002-yil va 2011-yilda Yaponiyada hamda 2006-yil avgustda O'zbekistonda bo'lib o'tgan mamlakat rahbarlari o'rtasidagi oliy darajadagi uchrashuvlar ikki mamlakat o'rtasidagi manfaatli va do'stona aloqalarga yangicha ma'no-mazmun bag'ishladi. Jumladan, O'zbekiston Respublikasining birinchi Prezidenti Islom Karimovning 2002-yilda Yaponiyaga davlat tashrifi doirasida Yaponiya Bosh vaziri J.Koidzumi bilan uchrashuvida strategik sheriklik, o'zaro do'stlik va hamkorlik to'g'risidagi Qo'shma bayonot imzolandi. Ushbu bayonot ikki mamlakatning hozirgi zamon xalqaro munosabatlardagi ko'plab muammolar bo'yicha qarashlari va munosabatlari o'xshashligi, shuningdek, ularning ko'p qirrali hamkorlikni yanada kengaytirishga intilishlarini tasdiqlovchi rasmiy hujjat bo'lib xizmat qildi. Tashrif chog'ida 15 ga yaqin shartnomalar imzolandi. O'zbekiston Respublikasi Prezidentining 2011-yil fevralda Yaponiyaga qilgan navbatdagi davlat tashrifi davomida ham ikki tomonlama hamkorlikni rivojlantirish, turli sohalarga investitsiyalar jalb qilish va diplomatik aloqalarni sifat jihatidan yangi bosqichga olib chiqish uchun xizmat qiluvchi qator shartnomalar tuzishga erishildi. Bundan tashqari, 2015-yilning oktabr oyida Yaponiya bosh vaziri Sindzo Abening O'zbekistonga tashrifi doirasida umumiy qiymati 9 mlrd. dollarni tashkil qiladigan loyihalarni amalga oshirishga kelishib olindi.

O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev tashabbusi bilan 2017-yildan O'zbekistonning boshqa davlatlar bilan diplomatik munosabatlarida yangi davr boshlandi. Jumladan, 2019-yilning dekabr oyida O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning Yaponiyaga davlat tashrifi bo'lib o'tdi. Davlatimiz rahbari ikki tomonlama ko'p qirrali aloqalarni sifat jihatidan

yangi darajaga ko'tarish borasidagi urinishlari qat'iy ekanini ta'kidladi va konstruktiv siyosiy muloqotni davom ettirish kerakligini aytib o'tdi. Ushbu tashrif davomida O'zbekiston Respublikasi va Yaponiya o'rtasidagi strategik sheriklik hamda do'stlik munosabatlarini yanada mustahkamlash masalalari ko'rib chiqildi.

Yuqorida sanab o'tilgan davlat tashriflari va shartnomalarda asosiy hamkorlik yo'nalishi sifatida savdo-iqtisodiyotga e'tibor berildi. Xususan, Yaponiya tomonidan asosiy e'tibor mamlakatimizda iqtisodiy islohotlarni qo'llab-quvvatlashga qaratilgan. O'tgan yillar mobaynida yapon texnologiyalari va investitsiyalarini O'zbekistonning mashinasozlik, energetika, neft-gaz, kimyo, va to'qimachilik sanoati kabi tez rivojlanayotgan sohalariga jalb etish uchun qator shartnoma va bitimlar tuzishga erishildi. 2016-yildan boshlab ikki davlat o'rtasidagi savdo-sotiq dinamikasida ham yangi davr boshlandi.

Bugungi kunda Respublikamizda Yaponiya sarmoyasi ishtirokida tashkil etilgan o'ndan ortiq korxonalar faoliyat ko'rsatmoqda, shuningdek o'n beshta yapon kompaniyalarining vakolatxonalari akkreditatsiyadan o'tgan. Iqtisodiy hamkorlik bo'yicha O'zbekiston-Yaponiya qo'mitasi o'zaro aloqalarni rivojlantirishga salmoqli hissa qo'shib kelmoqda. Isuzu, Sumitomo, Mitsubishi va boshqa yetakchi yapon kompaniyalarining yurtimiz hududida faoliyat olib borayotgani buning yaqqol misolidir. 2019-yilning o'zida Yaponiya sarmoyadorlari bilan qishloq xo'jaligi va sanoatni modernizatsiya qilish, energetika, sog'liqni saqlash va boshqa sohalardagi qator loyihalarni amalga oshirish uchun yo'naltirilgan umumiy qiymati 6 milliard dollardan ko'p bo'lgan shartnomalar tuzilgani ham buning yaqqol isbotidir.

O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning 2019-yilning dekabr oyida Yaponiyaga davlat tashrifi davomida ham energetika, mashinasozlik, neft-kimyo sanoati, qishloq xo'jaligi va boshqa ko'plab ustuvor yo'nalishlarda, Yaponiya yetakchi kompaniya va banklarining to'g'ridan-to'g'ri investitsiyalari va ilg'or texnologiyalarini jalb qilishga oid bir qator shartnomalar ma'qullandi. Shu davrdan boshlab O'zbekiston Yaponiyaga mayiz, quritilgan o'rik va shu kabi turli xil quruq meva mahsulotlarini yetkazib berishni yo'lga qo'ydi. Yaponiya hukumati tomonidan mamlakatga kirib kelayotgan mahsulotlar xavfsizligi va sifati borasida yuqori standartlarni o'rnatilganligini hisobga olsak, import mahsulotlari ro'yxatida Vatanimizda yetishtirilgan mahsulotlarning ham borligi muhim yutuqdir.

Hozirgi kunda yurtimizdagi iqtisodiyot tarmoqlariga to'g'ridan-to'g'ri xorijiy investitsiyalar jalb etilmoqda va xorijiy sarmoyador uchun keng imkoniyatlar yaratilmoqda. Investorlarning faoliyatini himoya qilish va rag'batlantirish uchun zarur normativ-huquqiy hujjatlar qabul qilindi. Mamlakatimizda biznesni rivojlantirishga to'siq bo'layotgan ko'plab muammolarga barham berildi, tashqi savdo o'sdi va bojxona tariflari nazorati sezilarli darajada kamaytirildi. Natijada,

ikki mamlakat o'rtasidagi savdo-iqtisodiy aloqalarda sezilarli darajada o'sish kuzatildi.

Jumladan, 2020-yilda O'zbekiston Respublikasi va Yaponiyaning tashqi savdo aylanmasi miqdori \$207,2 mln. ni tashkil qildi va eksport –\$ 7,6 mlanni, import esa – \$ 199,6 mln ni tashkil qildi Bunda eksport quyidagi sohalarda yuqori ulushga ega bo'ldi: Xizmatlar – \$ 2,5 mln; Kimyoviy mahsulotlar – \$ 1,7 mln; Mashina va asbob-uskunalar – \$1,7 mln. Import esa: Qora metallar – \$189,2 mln; Oziq-ovqat mahsulotlari – \$ 6,1 mln; Mashina va asbob-uskunalar – \$ 964,1 ming" ushbu sohalarda yuqori bo'ldi.

Ikki davlat o'rtasidagi do'stona hamda ishonchli munosabatlar ilmiy-texnikaviy, investitsion, madaniy-gumanitar sohalarda manfaatli hamkorlikni rivojlantirish uchun mustahkam zamin yaratadi. Chunki o'zaro hamkorlikni yanada kengaytirish O'zbekiston va Yaponiyaning milliy manfaatlariga xos bo'lgan siyosatdir. Madaniy-gumanitar sohadagi hamkorlik alohida e'tiborga molikdir. Madaniyatlararo muloqotni muvaffaqiyatli rivojlantirishda 1999-yilda ta'sis etilgan "O'zbekiston-Yaponiya" do'stlik jamiyatining salmoqli o'rni bor. 2001-yilda Toshkent shahrida ochilgan Yapon bog'i o'zbekistonliklarning turli tantanali tadbirlar o'tkazadigan sevimli maskaniga aylangan. Yaponiyada ham xalqimizning qadimiy tarixi va madaniyatiga bo'lgan qiziqish katta albatta, jumladan, 2004-yil Yaponiyaning Soka universitetida o'zbek adabiyotining mumtoz vakili Alisher Navoiyning haykali qad rostladi. 2021-yilning iyun oyida O'zbekistonning Yaponiyadagi elchixonasida "O'zbekiston-Nagoya" do'stlik assotsiatsiyasi bilan hamkorlikda "Nagoya Toshkent bilan uchrashadi" nomli tadbir tashkil qilindi. Ushbu anjuman doirasida davlatimizning turistik salohiyatiga oid seminar, xalqimizning tarixiy-madaniy merosi taqdimoti va O'zbekiston xalq amaliy san'ati ko'rgazmasi bo'lib o'tdi. Suhbat chog'ida kelgusi yilda ikki davlatda diplomatik munosabatlar o'rnatilganining 30 yilligi keng nishonlanishi qayd etilib, qator madaniy tadbirlarni tashkil etish masalasi muhokama qilindi. Jumladan, O'zbekistonda "Yaponiya kinosi kunlari"ni o'tkazish, yapon badiiy va hujjatli filmlarini O'zbekiston telekanallarida namoyish etish, Toshkent xalqaro kinofestivaliga yapon kinosi taniqli arboblarni va Xalqaro an'anaviy amaliy san'at festivaliga yapon ustalarini yuborish, shuningdek, ko'rgazmalar, choy marosimi va boshqa anjumanlarni o'tkazish bo'yicha fikr almashildi.

Bugungi kunda o'zbekistonlik yoshlar tomonidan Yaponiyada ta'lim olishga qiziqish kata va yapon tilini mamlakatimiz yigit-qizlari qiziqib o'rganmoqda. Mamlakatimizda hozirgi kunda oltita oliy o'quv yurti ta'lim dasturlariga yapon tilini o'rganish kiritilgan. Shuningdek, Yaponiya xalqaro hamkorlik tashkiloti (JICA) ning yordami bilan bir qator oliy o'quv yurtlarida yapon tilini o'rganish markazlari ochilgan. Bundan tashqari Jahon iqtisodiyoti va diplomatiya universitetida ikki mamlakatning ta'lim va madaniyat sohasidagi aloqalarini

yanada chuqurlashtirishga xizmat qiladigan, Markaziy Osiyo mintaqasida yagona bo'lgan Yaponiya tadqiqotlari tahlil markazining ochilish marosimi o'tkazildi.

O'zbekiston-Yaponiya madaniy-gumanitar hamkorligi to'g'risida gapirganda, mamlakatimizda 1993-yildan beri samarali ishlab kelayotgan Yaponiya xalqaro hamkorlik agentligi faoliyatiga to'xtalishimiz zarur. Ushbu tashkilotning mintaqaviy vakolatxonasi O'zbekiston Respublikasiga imtiyozli kreditlar ajratish hamda grantlar taqdim etish, shuningdek, o'zbekistonlik mutaxassislar uchun Yaponiyada muayyan o'quv amaliyotlari tashkillashtirish kabi yo'nalishda yordam berib kelmoqda.

Xulosa qilib aytadigan bo'lsak, Yaponiya bizning strategik hamkorimizdir va Yaponiya bilan mamlakatimizda iqtisodiyot tarmoqlari hamda infratuzilmalarni modernizatsiya qilish bo'yicha ko'p ishlar qilinib kelinmoqda. Jahondagi ko'plab rivojlanayotgan davlatlar Yaponiya iqtisodiyoti tajribasini, uning bosib o'tgan yo'llarini tahlil qilgan holda o'z mamlakatlarning iqtisodiy rivojlanishida qo'llay olgan. Jumladan, Janubiy Koreya, Malayziya, Singapur, Indoneziya, Filippin, Tayvan kabi mamlakatlarda olib borilgan iqtisodiy islohotlarda aynan Yaponiya tajribasining ko'plab jihatlaridan unumli foydalanilgan. Shuning uchun ham Yaponiya iqtisodiyotini hamda rivojlanish modelini tahlil qilgan holda uning ba'zi bir jihatlarini O'zbekistonda ham qo'llash manfaatli bo'ladi. Shu tufayli ikki mamlakat o'rtasida o'zaro manfaatli aloqalarni yo'lga qo'yilishi juda muhim ahamiyat kasb etadi.

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Тола ажратиш жараёнида хомашё валиги зичлиги ва тезлигининг
аҳамияти ўрганиш ва таққослаш

Najmitdinov Shuxrat Abdukarimovich,

Yuldashev Khasanboy Sulayman o'g'li

Sharipov Xayrullo No'monjanovich

E-mail: Corresponding author: yoldashev93992020@mail.ru

Аннотация. Ушбу мазкур мақолада пахта чигитидан толани ажратадиган жин машинасида вужудга келадиган хомашё валигини зичлигини илмий асосида лаборатория шароитида ўрганилган ва натижаларга эришилган. Жин машинасидаги пахта зичлиги ортиши ва арра дискига ёки валига тушаётган юкланишни анқилаш, валга тушаётган юкни енгилатиш, арра диски айланиш жараёнида ундаги айланиш тебранишини ўрганилган. Тажриба найжасида муаллаифлар ўз хуласалари ва тажриба натижаларини киритиб ўрганишган.

Калитсўзлар: Жин машинаси, хомашё валиги, ишчи камера, зичлик, тезлик.

Кириш. А.Д. Гробер жинлаш жараёни характеристикаларини ўрганиш ва математик ифодалаш бўйича назарий ва экспериментал тадқиқотлар ўтказган. У жинлаш жараёнининг статистик қонуниятларини аниқлади. Хусусан, муаллиф кўрсатдики, жин ишчи камерасига пахтани узатиш нотекислигини камайтирилиши ва жинлаш жараёнини стабилланиши пахта толасининг сифат кўрсаткичларини яхшилайдди.

Аррали жинлаш асосий тадқиқотларининг ривожланиш таҳлили уни оптималлаш йўллари белгилашга имкон беради. Жин унумдорлигини ошириш ва тола сифатини яхшилаш учун жинлаш жараёнини стабиллаш зарур.

Материал ва методлар. Пахта заводларнинг амалиётида жинлашда хомашё валигининг зичлигини субъектив ўрнатилади ва ростланади [1]. Бунинг учун жиннинг таъминланишини пахта навига қараб иш тажрибасидан аниқланиб белгиланган тезликка ўрнатилади, сўнг эса хомашё валигининг зичлиги ва чигитнинг тукдорлигини ростлашга ўтилади [2]. Б.И.Бекмирзаев томонидан хомашё валиги зичлигининг тола ва чигит сифатига таъсири ҳақида экспериментал маълумотлари олинган (1.1-жадвалга қаранг). Улардан кўринадикки, толанинг энг кам шикастланганлиги I-нав пахтада хомашё валиги

зичлиги 325 кг/м³ бўлганида, III-нав пахтада эса – 290 кг/м³ бўлганида кузатилади (1.2-расмга қаранг).

1.1-жадвал.

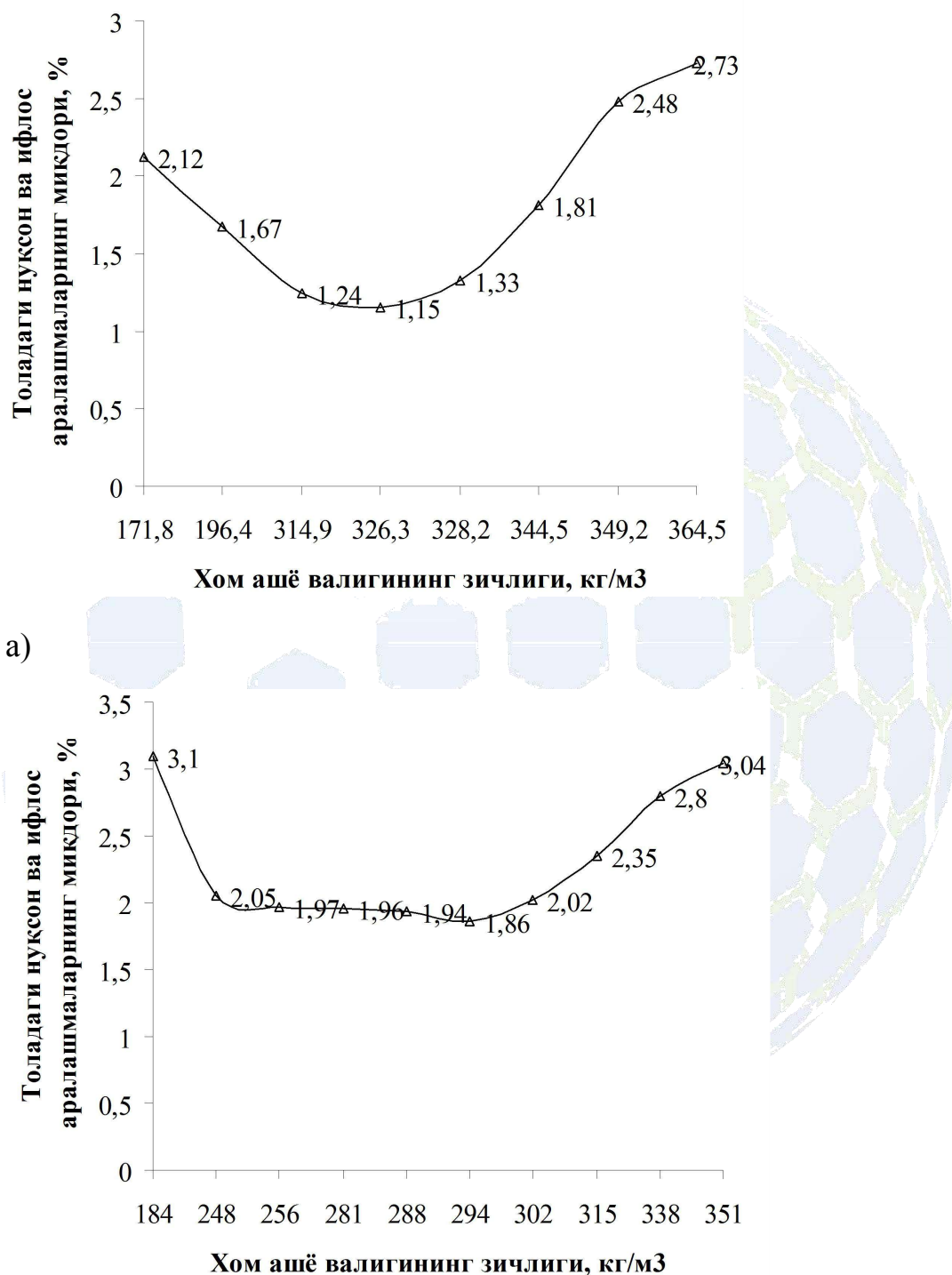
I- ва III-навли ўрта толали пахтани ишлашда хомашё валиги зичлигини тола сифатига таъсири

I-навли пахта		III-навли пахта	
Хомашё алигининг зичлиги, кг/м ³	Толадаги кинлаш нуқсонлари миқдори, %	Хомашё алигининг зичлиги, кг/м ³	Толадаги кинлаш нуқсонлари миқдори, %
171,8	2,12	183,6	3,1
196,4	1,67	248,1	2,05
314,9	1,24	255,7	1,97
326,3	1,15	280,5	1,96
328,2	1,33	288,2	1,94
344,5	1,81	293,9	1,86
349,2	2,48	301,5	2,02
364,5	2,73	314,9	2,35
		337,8	2,8
		351,1	3,04

С. Фазилдинов, Р.М. Каттаходжаевларнинг илмий мақоласида [8] пахтани аррали жинлашдан кейин толадаги нуқсонлар ва ифлос аралашмалар массавий улуши йирик хас-чўп, улюк, толали пўстлоқ ва синган чигит миқдорини ошиши сабаблари ва булар ичида хомашё валиги зичлигининг роли текширилган [3].

Тадқиқот натижалари таҳлили. “Рахтасаноат ilmiy markazi” АЖ ва ТТЕСИда ўтказилган тадқиқотлар кўрсатдики, толада жинлаш нуқсонларини

ҳосил бўлиш сабабларидан асосийси – хомашё валигининг ортиқча ва ўзгарувчан



1.2-расм. Тола нуқсонлари миқдорини (толали пўстлоқ, комбинацияланган тугунчаклар, тугунчаклар ва тугунчалар) I- ва III-навли пахтани жинлашда хомашё валиги зичлигига боғлиқлиги (мос равишда а ва б)

зичлигидир [4]. Хомашё валиги зичлиги ошганда тўқув жараёнида ёмон таъсир қилувчи тугунчаклар, комбинацияланган тугунчаклар ва тугунчалар ҳосил бўлади. Жинлаш нуқсонларини камайтириш учун жинлаш жараёнини хомашё валигининг нисбатан бўш ва турғун зичлигида амалга ошириш керак [5]. Муаллифлар хомашё валиги ёрдамида зичлиги пасайтирилган бўлганда жинда олинган тола сифатини тадқиқ қилишган [6]. Тажрибаларда 108Ф I-нав кўлда терилган, намлиги 7,2% ва жинлашдан олдинги ифлосланганлиги 0,4% пахтадан фойдаланилган [7]. Оптимал диаметри 150 мм ва тезлиги 230 ай/мин бўлган хомашё валигининг эластик элементли аррали жин иш натижаларини 3ХДД-М жин иши кўрсаткичлари билан солиштирилган [8].

1.2-жадвал.

Йиғирилган ипдаги нуқсонларга хомашё валиги зичлигининг таъсири

Жиннинг унумдорлиги, г/арра-соат	Хомашё валигининг массаси, кг	Хомашё валигининг зичлиги, г/м ³	Нуқсонлар ва ифлос ралашмалар массавий улуши, %			
			Жам	Синг н чигит а толали ўстлок	Синг н чигит	Толал ўстлок
Хомашё валиги зичлиги одатдаги						
8,8	55,3	354	2,60	1,20	0,29	0,91
10,1	64,1	410	2,73	1,30	0,36	0,94
12,3	67,8	430	2,81	1,37	0,38	0,99
Хомашё валиги зичлиги пасайтирилган						
8,6	39,2	300	2,05	0,81	0,15	0,66
13,8	43,5	309	2,15	0,90	0,17	0,73
15,6	44,4	312	2,13	0,93	0,20	0,73
17,3	46,8	314	2,18	0,99	0,25	0,74

Унумдорлик ошиши билан хомашё валиги зичлиги ҳам ошади, бу эса жинлаш нуқсонларини ортишига олиб келади. Икки жиннинг иши

солиштирилганда кўринадики, хомашё валиги зичлиги пасайтирилиши натижасида нуқсонлар ва ифлос аралашмалар массавий улуши асосан жинлаш нуқсонлари ҳисобига 0,5-0,6 % га камаяди

Хулосалар. Тажриба натижалари бўйича муаллифларнинг хулосаларига кўра жинлаш нуқсонларини камайтириш учун хомашё валиги зичлигини камайтириш керак. Шу тадқиқот доирасидаги “Paxtasanoat ilmiy markazi” АЖнинг йиғириш лабораториясининг олинган толадан йиғирилган ип сифати бўйича маълумотлари ҳам шу фикрни тасдиқлайди (1.2-жадвалга қаранг).

Юқоридагилардан келиб чиқиб хулоса қилиш мумкинки, аррали жинлаш жараёнида хомашё валигининг зичлик ва тезлик параметрлари таъминлаш интенсивлиги ва тозаланган чигитнинг чиқариб юбориш жараёни орасидаги мувозанатга боғлиқ. Шунга кўра жинлашни таъминлаш ва тола, чигитни чиқариш масалалари бўйича бажарилган асосий тадқиқотлар билан танишиб чиқдик.

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ARRALI JINLASH VA TO'G'RI OQIMLI JINLASH JARAYONLARI
TAHLILI

Jo'rayev Yo'ldashxon Yunusxon o'g'li

tayanch doktorant,

t.f.d. prof. Sarimsakov Olimjon Sharipjanovich

PhD. Sharipov Xayrullo No'monjanovich

formytextile@gmail.com , +998976236393

Namangan To'qimachilik Sanoati Instituti

Anotatsiya Bozor iqtisodiyoti sharoitida korxonalar ishlab chiqarish faoliyatining asosiy ko'rsatkichlaridan biri foyda hisoblanadi. Bunday sharoitda mahsulot sifatining iqtisodiy ahamiyati albatta ortib boradi. Agar korxonalar ishlab chiqarayotgan mahsulot sifatini yaxshilasa, unda bunday mahsulotlar tezda o'z xaridorlarini topishidan tashqari, ular nisbatan yuqori narxda ham sotiladi va bu korxonalar oladigan foyda miqdorini oshiradi. Xalqning moddiy va madaniy turmush darajasini yuksaltirish va ta'minlash xalq xo'jaligi oldida turgan asosiy vazifadir.

Kalit so'zlar: arrali jin, jinlash jarayoni, kalasnik panjara, ishqalanish kuchi,

Аннотация В условиях рыночной экономики одним из основных показателей производственной деятельности предприятия является прибыль. В таких условиях экономическая значимость качества продукции обязательно возрастет. Если предприятия улучшат качество выпускаемой продукции, то такая продукция быстрее найдет своего потребителя, также будет продаваться по сравнительно высокой цене, а это увеличит размер прибыли, которую получает предприятие. Повышение и обеспечение материального и культурного уровня жизни народа главная задача народного хозяйства.

Ключевые слова: пилный джина, процесс джинирования, решетка каласника, сила трения

Annotation In a market economy, one of the main indicators of an enterprise's production activity is profit. In such conditions, the economic importance of product quality will certainly increase. If enterprises improve the quality of their products, then such products will find their consumers faster and will also be sold at a relatively high price, and this will increase the amount of profit that the enterprise receives. Raising

and ensuring the material and cultural standard of living of the people is the main task of the national economy.

Keywords: sawing gin, ginning process, kalasnik grid, friction force

Kirish. Arrali jinlash paxta tozalash sanoati sohasidagi ilmiy ishlarni o'rganish shuni ko'rsatdiki, ko'p o'n yilliklar davomidagi asosiy eksperimental va nazariy tadqiqotlar ishchi kameraning optimal profilini, arra tishlarining o'lchamlarini va ularning ushlab qobiliyatini hamda xomashyo valigi zichligining arrali jinlash jarayonining sifat ko'rsatkichlariga ta'sirini aniqlashga qaratilgan.

Arrali jinlash jarayoni konstruksiyasi, xomashyo valigi zichligi, arra tishlari o'lchamlari va ularning tolani ushlab qobiliyati bo'yicha ko'plab olimlar ilmiy tadqiqot ishlarini olib borishgan va hozirda ham ko'plab paxta sanoati olimlar arrali jinlash jarayonini takomillashtirish jarayoni bo'yicha ilmiy tadqiqot ishlarini olib borishmoqda. Bularga misol:

B.I.Roganov o'z ishida paxta tozalash zavodlari uchun xomashyo valigining zichligi odatdagidan birmuncha past bo'lgan hajmni oshiruvchi kamerani taklif qildi.

N.G.Guludov o'z asarida ishchi kameraning hajmini oshirishni xomashyo valigi zichligining pasayishiga olib kelishi bilan asoslaydi. Uning arra tishlarini ushlab qobiliyati nazariyasiga qo'shgan hissasi 80-yillarga qadar deyarli yagona hisoblangan, ammo dinamik jarayonlarni hisobga olmagan.

G.I.Boldinskiy o'z asarlarida ishchi kameraning hajmi haqida qarama-qarshi fikrlarni keltirib, arra paxta tozalash pallasining ishchi kamerasi oqimini kamaytirishning maqsadga muvofiqligini nazariy asoslab beradi. U A.I.Zeltin bilan birgalikda arralarining parametrlarini loyihalash nazariyasini ishlab chiqadi.

X.Saidov o'z tadqiqotida g'o'zaning fizik-mexanik xossalari, tanlanishi va naviga qarab, o'zgaruvchan radiusli ishchi kameradan foydalanish paxtani jinlash samaradorligini oshirishini ta'kidlaydi. Biroq, bu usulni keng qo'llashga kamera radiusining paxta xossalari aniq analitik bog'liqligi yo'qligi to'sqinlik qilmoqda. Ushbu bog'liqlik uning ishida berilgan tenglama bilan ifodalanadi, ammo qo'yilgan savolga aniq javob berilmaydi:

$$R = \frac{m * Vb}{\frac{P}{f} - P_{ar} - mq(\sin a + \frac{\cos a}{f})}$$

Bu erda:

R - ishchi kameraning radiusi;

m - xomashyo valigining massasi;

Vb - xomashyo valigining periferik tezligi;

P - xomashyo valigini harakatlantiruvchi kuchi;

f- paxtaning ishchi kamera yuzasiga ishqalanish koeffitsienti;

P_{ar} - xomashyo valigining zichligi (o'ziga xos bosim);

q-erkin kiyinishning tezlashishi;

a - og'irlik vektorini m va R radiusi orasidagi burchak.

V.A.Levkovich va boshqalar xom valik zichligining ta'sirini o'rganib, paxta tozalash jarayonida xomashyo valigi zichligi past bo'lganda, tolaning sifat ko'rsatkichlari yuqori bo'ladi, degan xulosaga kelishdi. Bu xulosa biz uchun hal qiluvchi, ammo bu yerda oddiy ekstrapolyatsiya qilish noo'rin ko'rinadi. G.I.Boldinskiy yozadiki, xomashyo valigi zichligini pasaytirish tolalarni ushlashni yaxshilaydi, shuningdek, ishchi kamera yuzasi va paxtaning kalasnik panjara va arra orasidagi samarali ishqalanish kuchlarini kamaytiradi, bu esa tolaning sifat xususiyatlarini yaxshilaydi.

M.A.Xajinova paxta tozalash jarayonida nuqson hosil bo'lishini tahlil qilib, xomashyo valigi zichligi ortishi bilan paxtani jinlashda ishchi kamerada katta kuchlarning paydo bo'lishi bilan bog'liq tolaning shikastlanishi jadvalini beradi.

Tolaning shikastlanishi

	Tola	Kuch m/s^2	Mexanik kastlangan a, %
1	Original	4,8	2,0
2	xomashyo valigidan o'tgandan ing:		
A)	Qattiq	4,2	25,2
B)	o'rtacha	4,4	18,5
V)	Zaif	4,7	9,0

N.G.Gulidov ham tolaning sifat ko'rsatkichlari yomonlashayotganda, paxta xomashyosi unumdorligining oshishi xomashyo valigi massasining oshishiga

bog'liqligini ham aniqladi. Ushbu tadqiqot mahalliy va xorijiy kompaniyalarning arrali jin mashinalarining turli xil konstruksiyalaridan foydalanganda kuzatiladi.

B.A.Levkovich, G.N.Gulidov, X.Q.Saidov va boshqalarning ishlarida arra tishining ushlar qobiliyati kinematik nuqtai nazardan o'rganilgan. Tadqiqotlar natijasida arraning ushlar qobiliyati formulasi quyidagi shaklda olingan:

$$S = \frac{t \sin \alpha}{2} \left[\frac{\cos \alpha}{\cos(\alpha - \gamma)} - \frac{\cos \varphi}{\cos \varphi - \gamma} \right]$$

Bu yerda:

S - arraning ushlar qobiliyati

t - arra tishining qadami;

γ - arra tishining oldingi chetining radiusga nisbatan oldingi burchagi.

$$\varphi = \arctg \frac{mv^2 - \mu CRv^2}{CR^2 + \mu mv^2}$$

Bu yerda:

φ - tolalar arra tishlariga ushlangan burchak;

γ - tishning old burchagi;

m - yaqinlashuvchi tolali elementning massasi;

R - arra radiusi

C - proporsionallik koeffitsienti;

v - arra tishining periferik tezligi;

μ - tolaning ichki ishqalanish koeffitsienti.

Tishning ushlar qobiliyati $ABC\Delta$ uchburchagining maydoniga mutanosib bo'lib, u quyidagicha aniqlanadi:

$$S_{\Delta ABC1} = S_{\Delta ABC} - S_{\Delta CBC1}$$

Bu yerda $S_{\Delta ABC}$ - ABC uchburchagining yuzasi. U quyidagicha aniqlanadi:

$$S_{\Delta ABC1} = \frac{t^2 \sin \gamma}{2} * \frac{\sin(\gamma - \varphi)}{\cos(\gamma - \gamma_1) * \cos(\gamma - \gamma_1)}$$

Bu yerda:

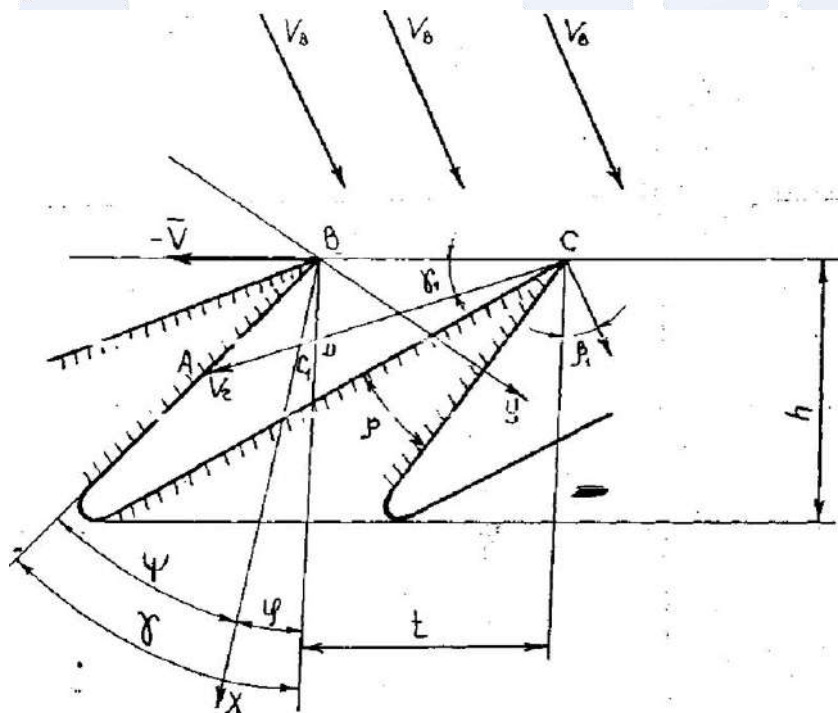
γ_1 - nisbiy tezlik vektorlari va aylanaga tegish orasidagi burchak.

$\gamma \leq \varphi$ da arra tishining ushlab qobiliyati nolga teng bo'ladi, chunki tola o'z-o'zidan tiklanadi. Rak burchagi γ ortishi bilan $ABC\Delta$ uchburchagining maydoni oshadi va tishlarning ushlab qobiliyati ortadi, ammo γ tirma burchagining haddan tashqari oshishi β tishining keskinligining pasayishiga va kamayishiga olib kelishi mumkin. uning kuchi.

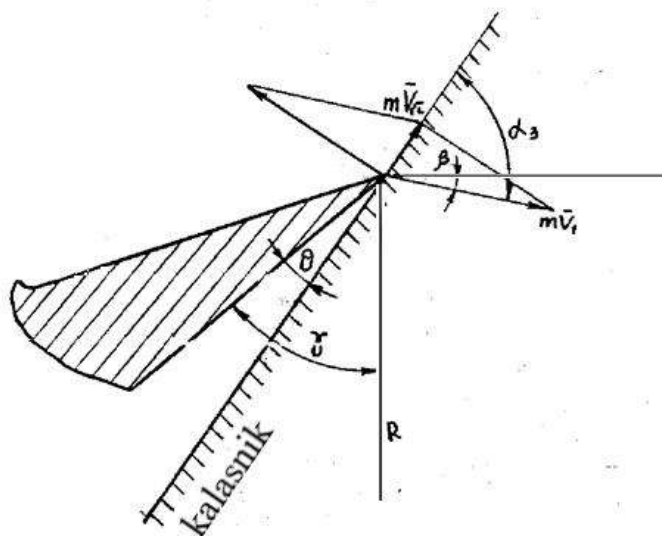
Arra tishining old tomonining panjara sohasidagi panjara bilan uchrashish burchagi juda muhimdir. Bu zonada [29] xomashyo valigining oldinga siljishida qiyinchilik paydo bo'ladi, chunki arrali tsilindr tomonidan ushlangan tolalar panjaraga yaqinlashganda, ular unga uriladi va arra tishlari bilan aloqani yo'qotib, tezlikni yo'qotadi va yo'nalishni o'zgartiradi.

Xomashyo valigining harakat tezligi va yo'nalishini o'zgartirish sababi ikkita ta'sir qiluvchi kuchdir:

1-rasm. I.Boldinskiy bo'yicha chigit tarog'i sohasida arra tishlarining xomashyo valigi bilan uchrashish diagrammasi.



2-rasm. Kalasnik panjaraning ishchi yuza sohasi



mv_n -Xomashyo valigi radiusi bo'ylab yo'naltirilgan zarba kuchi impulsining normal komponenti; uning ta'siri ostida xomashyo valigi siqiladi;

mv_i -ta'sir kuchi impulsining tangensial komponenti bo'lib, u xomashyo valigining panjara va frontal nur bo'ylab harakatlanishiga yordam beradi.

Diagrammadan ko'rinib turibdiki:

$$mv_i = mv_n \cos \alpha_3$$

Bu yerda: α_3 - arra tishlarining ishchi kamerasidan chiqish burchagi.

Tishning old chetini panjara bilan birlashtirish burchagi ham chigitli paxtani jinlash sharoitlari uchun muhimdir:

$$|\theta| = \left| \lambda - \left(\frac{\pi}{2} - \alpha_3 \right) \right| \leq |\arctg \phi|$$

Bu yerda: α - arra tishining oldingi burchagi;

β - Tangensning arraga moyillik burchagi 4^0 - 9^0 oraliq'ida olinadi.

$\beta > 9^0$ bo'lganda, chigit shikastlanishi kuchayadi va xomashyo valigi harakati uchun energiya sarfi ortadi, bu G.I.Miroshnichenko – nazariyasida, M.T.Ergashev va R.Z.Burnashevlarining ishlarida ko'rsatilgan.

Xulosa. Ko'p seksiyali arrali jin ishchi kamerasini ishlab chiqishda loyihaga quyidagi texnologik talablar qo'yiladi:

- chigitdan tolani to'liq olib tashlash;

- paxta xom ashyosi bilan o'zaro ta'sir qiluvchi ishchi organlar tola nuqsonlari paydo bo'lishiga yo'l qo'yimaslik;
- chigit va tolaning shikastlanishiga olib kelmasligi kerak.

Dastlabki tadqiqotlar shuni ko'rsatdiki, jinning xomashyo valigining yarim aylana burchagi, sterjen balandligi va arra tsilindrining aylanish tezligi jinning asosiy o'lchagichlari hisoblanadi, shu bilan birga olinadigan qurilmaning egri chiziqli urug' yo'riqnomalari, uruvchi barabanlari, cho'tkalari joylarining ta'sirini, mavjud jinlash jarayonining maqulroq(samariliroq) usuli bo'lmish to'g'ri oqimli jinlash tadqiqot usullarini o'rganish kerak.

Arrali jinlash jarayoniga tegishli ilmiy tadqiqotlarni o'rganish jarayonidan shunday xulosa chiqarishimiz mumkinki, arrali jinning jinlash jarayonida jinlash soxasini kopaytirish uchun eng maqbul yo'l to'g'ri oqimli jinlash jarayonidan foydalanishdir. To'g'ri oqimli jinlash jarayonida arraning tolani ushlab qobilyati ortadi, bu esa o'z navbatida jinlash samaradorligini ortiradi. Bunda esa to'g'ri oqimli jinlash jarayonidagi kalasnik yoyilmasining uzunligini, malum sohalalaridagi radiuslarini, burchaklarini, kalasnikning arra tishi bilan uchrashadigan burchaklarini o'rganilgan tadqiqotlar natijasidan keltirilgan burchaklarning miqdorlaridan unumli foydalanish lozim.

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Termiz davlat pedagogika instituti

Maktabgacha ta'lim fakulteti

Maktabgacha ta'lim yo'nalishi

2-bosqich 201-guruh talabasi

Choriyeva Durdona

ANNOTATSIYA.Maqolamning mazmuni shundan iboratki,unda kreativlik haqida so'z boradi.Maktabgacha yoshdagi bolalarning kreativligini qay tarzda oshirish haqida va aynan maktabgacha yosh davrida bolalarda ijodiy faol davr ekanligi haqidadir.Maktabgacha yoshdagi bolalarning kreativligini oshirishda qanday mashg'ulotlar otkazish zarurligi, "kreativlik yo'l xaritasi" ga ko'ra qanday yo'nalishlar borligi va u bo'yicha qanday harakatlanish mumkinligi haqida hamda buyuk olimlarning kreativlik haqidagi fikrlari ilgari suriladi.

KALIT SO'ZLAR. Kreativlik, yaratish, yangilik, tafakkur, tasavvur, noan'anaviylik, qiziquvchanlik, erkinlik, progressive, kommunikativ, innovatsion yondashuv, ijodiy fikrlash, strategiya, inklyuziya, rekonstruksiya.

,Kreativlik so'zi lotincha so'zdan olingan bo'lib, "yaratish" degan ma'noni anglatadi. Kreativlik bu o'z qiymatiga ega original g'oyalar majmuidir.

Kreativlik shaxs tomonidan amalga oshiriladigan amaliy harakat bo'lib, u o'zida muayyan yangiliklarni aks ettirishi va ma'lum amaliy qiymatga ega bo'lishi lozim.

Maktabgacha yoshdagi bolalarda kreativ tafakkurni rivojlantirishning muammosi ko'pgina pedagog va tadqiqotchilarni qiziqtirgan muammo sifatida uzoq yillardan buyon o'rganilib kelinmoqda. Emebaylning fikricha kreativlik muayyan soha bo'yicha o'zlashtirilgan puxta bilimlar bilan birga yuqori darajada noodatiy ko'nikmalarga ham ega bo'lish demakdir. G'arb kishilari uchun kreativlik, umuman olganda, yangilik sanaladi. Ular kreativlik negiizda noan'anaviylik, qiziquvchanlik, tasavvur, hazil - mutoyiba tuyg'usi va erkinlik mavjud bo'lishiga e'tiborni qaratadilar. Sharqliklar esa, aksincha, kreativlikni ezgulikning qayta tug'ilish jarayoni, deb

tushunadilar. Garchi g'arblik va sharqliklarning kreativlik borsidagi qarashlari turlicha bo'lsa-da, biroq, har ikki madaniyat vakillari ham mazkur sifat va unga egalikni yuqori baholaydilar.

Boshqa ko'pgina, sifatlar (fazilat) singari kreativlik ham birdaniga shakllanmaydi. Kreativlik muayyan bosqichlarda izchil shakllantirib va rivojlantirib boradi. Bolaning kreativligi uning tafakkurida, muloqotida, his-tuyg'ularida, muayyan faoliyat turlarida namoyon bo'ladi.

Maktabgacha yosh davri ijodiy faol shaxsni shakllanishi uchun eng samarali davri, chunki aynan manashu davrda psixik jarayonlar progressive o'zgarishlar kechadi va shaxsiy fazilatlar tezkor rivojlanadi. Maktabgacha ta'lim muassasalarida ijodni rivojlantirish bolalarning turli faoliyatlari orqali, masalan, kommunikativ, amaliy o'yinlar yordamida amalga oshadi.

Maktabgacha yoshdagi bolalarda kreativ yondashuv asosida estetik tafakkurni shakllantirishning ko'pgina usullari mavjud. Bunda mashg'ulot jarayonida turli o'yinlardan foydalaniladi. Mashg'ulotni samarali o'tkazish o'z navbatida tarbiyachi pedagogga bog'liqdir. Mashg'ulotlarda "kreativlik yo'l xaritasi"ga ko'ra quyidagi 4 ta yo'nalish bo'yicha harakatlanadi va ulardagi harakatlar pedagoglarning kreativligini ifodalovchi belgilar sanaladi:

1. Ijodiy fikrlash ko'nikmalarini namoyon etish;
2. Mashg'ulotlarni qiziqish bilan o'zlashtirishga rag'batlantiruvchi strategiyalardan foydalana olish;
3. Innovatsion yondashuv va pedagog masalalarining yechimini topishga kreativ yondashish;
4. Kutiladigan natija.

Maktabgacha yoshdagi bolalarda ijodkorlikni rivojlantirishda rasm chizish, loyihalash, modellashtirish, shuningdek, bolalar faoliyatining o'yin, dramatisatsiya kabi turlaridan muvaffaqiyatli foydalanish mumkin.

Shunday qilib, kreativ fikrlashni shakllantirishda quyidagi aniq vazifalarni hal qilish kerak:

1. Bolalarning estetik va hissiy tajribasini boyitish, ularning atrofdagi voqelik haqidagi g'oyalai hajmini oshirish, ufqlarini kengaytirish.
2. Bolalar nutqini, majoziy iboralarni rivojlantirish, so'z boyligini boyitish.

3. Bolalarda qayta loyihalash, tajriba elementlarini birlashtirish qobiliyatini rivojlantirish.

Bolalarda "inklyuziya" asosid rekonstruksiya qilish kabi operatsiyani shakllantirishga alohida e'tibor beriladi, bu turli xil tasvirlarni yaratish uchun bir xil elementdan foydalanishga imkon beradi.

4. Rivojlanayotgan muhitni ma'lum bir tarzda jihozlash. Tasavvurning kombinatsion mexnizmlarini shakllantirish uchun sharoit yaratish lozimdir.

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I.P.Nikitinaning [fikricha](#), san'at falsafasida to'g'ridan-to'g'ri "kreativlik" tushunchasi qo'llanilmaydi, biroq "inson muntazam ravishda o'zining shaxsiy "chegarasi"dan chetga chiqishga harakat qiladi: o'zining imkoniyatlari, hayoti va o'z dunyosidan". Transsenditlikda insonning o'z-o'zini o'zgartirishga [intilishi](#), hissiyotlari, ijodkorligi va kreativligi asos bo'lib xizmat qiladi. Psixologik nuqtai nazardan kreativlik ko'proq ijodga umumiy qobiliyatlilik bilan aloqadorlikda talqin qilinadi. Hozirda mazkur atama original yechimlarni izlab topish, nostandart harakatlarni amalga oshirishga tayyorlik ma'nosini ifoda etadi. Psixologiyada kreativlik deganda "yangi g'oya, yechim, metodlar, nazariyalar yoki qandaydir faoliyatning yangi mahsulini ishlab chiqish" tushuniladi. XX asrning 50-yillarida paydo bo'lgan insonparvarlik psixologiyasining maqsadi sifatida aynan o'z-o'zini aktuallashtirish jarayonida o'zining imkoniyatlarini namoyon etishga qodir ijodkor shaxsni o'rganish belgilangan edi. Insonparvarlik psixologiyasi uchun xos inson tabiatiga ishonch bildirish uning kreativligi tabiati va rolini tushunishga ham taalluqlidir. Mazkur yo'nalishning asosi tarafdorlari – Sharlotta Byuler, Abraxam Maslou, Rollo Mey, Karl Rodjerslardir. Karl Rodjers kreativlik tushunchasi mohiyatini izohlashda "muammoning avval aniqlanmagan yechimlarini izlash"ga alohida urg'u bergan. Simpson kerativlini "insonni fikrlashning qotib qolgan usullaridan voz kechishi" sifatida talqin qiladi. San'at psixologiyasi bilan bog'liqlikda Irji Kulkaning quyidagi nuqtai nazari qiziqish uyg'otadi: "kreativlik psixologik jihatdan sog'lom va maqbul tarzda o'z-o'zini namoyon etuvchi shaxs sifatidir". Xorij olimlaridan P.Torrens fikricha, kreativlik - muammoga yoki ilmiy farazlarni ilgari surish; farazni tekshirish va o'zgartirish; qaror natijalarini shakllantirish asosida muammoni aniqlash; muammo yechimini topishda bilim va amaliy harakatlarning o'zaro qarama-qarshiligiga nisbatan ta'sirchanlikni ifodalaydi. Bizning tadqiqotimiz doirasida kreativlikka berilgan barcha ta'riflarni ko'rib chiqish imkoniyati yo'q, shuning uchun ular orasidan alohida ahamiyat kasb etadigan nuqtai nazarlarga to'xtalib o'tamiz. Ular orasidan ayniqsa, I.P.Ilin tomonidan bildirilgan

quyidagi fikrni alohida ta'kidlab o'tish lozim: "XX asrning 60-yillarida kreativlik tushunchasiga 60 ta ta'rif berilgan bo'lib, ularni shartli ravishda 6 ta turga ajratish mumkin":

- 1) mavjud elementlardan yangi geshtal'tlar hosil qilish mumkinligiga doir geshtal'tist (naprimer: M.Vertgeymer, Keller);
- 2) yaratilgan mahsulotning yangiligini baholashga doir innovatsion (S.Mednik);
- 3) insonning o'zini ifoda etishi sifatida shakllanadigan estetik (naprimer: A. Maslou, E Fromm);
- 4) munosabatlar psixologiyasi orqali kreativlik namoyon bo'ladigan psixoanalitik (Z. Fretsd, K. Yung);
- 5) muammoli – kreativlik vazifalarni hal etish jarayoni (masalan, Gilford kreativlikni divergent fikrlash sifatida e'tirof etgan;
- 6) noaniqlik yoki noyoblik".

M.A.Xolodnayav tadqiqotlarida kreativlik "erkin faoliyat sharoitida insonning produktiv fikrlashi va ko'plab miqdordagi qiziqarli g'oyalarni [ilgari surishga tayyorligi](#), ya'ni divergent fikrlashi" sifatida talqin qilingan.

V.N.Kozlenko o'zining tadqiqotlarida kreativlikni "har bir insonga tug'ilganidan in'om etilgan va refleksiya shaklida ("buning uchun nima qilish kerak?") namoyon bo'ladigan ehtiyoj" sifatida talqin qilgan.

V.G.Kamenskaya va I.E.Melnikova kreativlikni yangi materiallar va ideal mahsulotlar yaratishga qodir ijodiy iqtidorli insonning shaxsiy o'ziga xosligi sifatida izohlashgan.

D.B.Bogoyavlenskaya kreativlikni "aqliy faoliyatning intensivligiga sinonim sifatida intellektual faollik" deb fikr bildirgan.

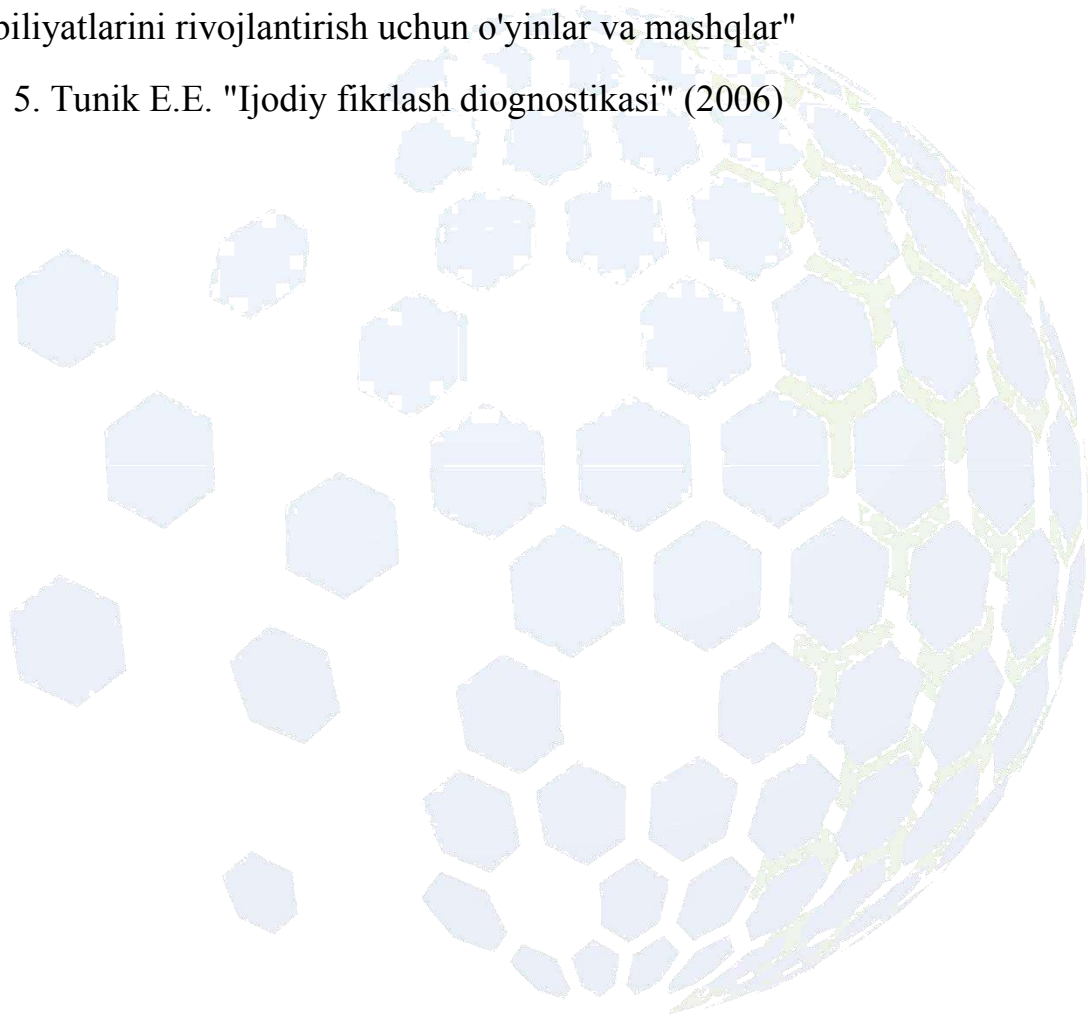
O.V.Butorina mazkur atamaning ko'plab izohlarini tahlil qilish natijasida uning quyidagi o'ziga xosligini aniqlashtirgan: turli ta'riflarda kreativlikning farq qiluvchi jihati divergent fikrlash yoki yaxlitlikda intellektual ijodkorlik, mahsuliga ko'ra butunlay yangi yoki original qayta tizimlashtirilgan, ma'lum tizimlarni qayta tashkil etish, insonning yaratuvchilik faoliyatiga layoqatliligi yoki axborotlarni nostandart kodlash va h.k.

Kreativlikning mohiyatini aniqlash va bayon etishga doir ilmiy izlanishlar jarayonida ijodkorlik nazariyasi yoki ijodkor shaxsni rivojlantirish nafaqat xorijlik, balki respublikamiz olimlarida ham qiziqish uyg'otganligiga guvoh bo'ldik.

Jumladan, Z.Nishonova o'quvchilarda mustaqil-ijodiy fikrlashni shakllantirish nuqtai nazaridan kreativlikni divergent va konvergent tafakkur bilan bog'liqlikda talqin etgan.

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**Fayzulla Xo'jayev- boyluk va zodagonlikni el-yurt g'amiga almashmagan
arbob**

Qurbonova Farzona Shamsitullo qizi

Denov tadbirkorlik va pedagogika instituti talabasi

Annotatsiya: Ushbu maqolada mustaqillik sharofati tufayli ilk bor xolisona talqin etilayotgan dolzarb muammo Fayzulla Xo'jayevning hayoti, faoliyati, qarashlari haqidagi malumotlar va uning ijodiy merosi haqida, shuningdek, Fayzulla Xo'jayevning jadidchilik faoliyati haqida malumotlar berilgan.

Kalit so'zlar: BXSР Xalq Nozirlari Soveti, RSFSR, Buxoro, jadidchilik, „bosmachilik“, F.I. Kolesov, qizil gvardiya, „ Buxoro inqilobi“.

1991-yilda O'zbekistonning o'zini suveren davlat deb e'lon qilinishi jonajon o'lka ozodligi va mustaqilligi uchun o'zbek xalqining necha-necha avlodi uzoq muddat olib borgan kurashi yakuni bo'ldi. O'zbek xalqining shavkatli o'g'loni, O'zbekiston va butun Markaziy Osiyoning yirik davlat va jamoat arbobi, yurtimiz ravnaqi yo'lida xizmat qilgan siymolardan biri Fayzulla Xo'jayev haq ish uchun kurash olib borgan ajoyib namoyondalar safidan munosib o'rin olgan. Fayzulla Xo'jayev nisbatan qisqa umr kechirdi – 40 yildan ko'proq yashadi, biroq o'zbek xalqi, balki Markaziy Osiyoning boshqa xalqlari tarixida ham chuqur iz qoldirdi. Uning hayot yo'li murakkab, ba'zan ziddiyatli kechdi. Buxoro amirligining eng badavlat kishilaridan birining o'g'li bo'lgan Fayzulla Xo'jayev Buxoro respublikasi hukumatini to, u tugatulgunga qadar boshqardi, so'ngra 12 yildan ko'proq O'zbekiston hukumatiga rahbarlik qildi. Uning yorqin hayoti 1938-yili stalincha qiynoqxonalarda fojiona barham topdi.

1896 yil 1 iyun, Buxoroda boylukda Buxoro amiri bilan tenglasha oladigan savdogar Ubaydulla Xo'ja o'g'li oilasida dunyoga keldi. Bu chaqaloq keyinchalik Buxoroda demokratik davlat qurishga uringan, O'zbekistonning rivoji uchun borini bergan, millatning ko'zi to'q, halol farzandi Fayzulla Xo'jayev edi. Fayzullaning otasi XIX asrda qorako'lchilik bo'yicha ko'plab yurtlarda nom chiqargan savdogarlardan bo'lgan. U Fayzullani o'z merosxo'ri sifatida tanlab, 12 yoshida Moskvaga olib boradi. Fayzulla Xo'jayev Moskvada 1907–1912 yillarda xususiy o'qituvchilar qo'lida ta'lim oladi. Va shu yerda savdo va zamonaviy ilmlarni o'rganib, Buxoroga qaytib keladi.

Rossiyada ta'lim olib, dunyoqarashi kengaygan Fayzulla ota yo'lini tanlamadi. Fayzulla Xo'jayevning jiyani, Buxoro davlat universiteti tarix fanlari doktori Sulaymon Inoyatovning hikoya qilishicha, Fayzulla Xo'jayev o'sha paytdagi

Buxoroning ahvolini, Vatanining taraqqiyotda orqada qolayotganini sezadi va Buxoroning ahvolini tuzumni o'zgartirish bilan yaxshilash mumkin degan fikrga keladi.¹ Va chet elda o'qib kelgan amakilari Usmonxo'ja, Atoullaxo'jalarga qo'shilib, jadidlar izidan ketdi.

Mamlakatda ijtimoiy – siyosiy va sotsial – iqtisodiy sharoitni e'tiborga olib, Buxoro jadidlari dastlabki paytlarda monarxiya tuzumini yo'qotish vazifasini oldinga surmadilar, yuqoridan islohot orqali amirlikni kapitalistik yo'lga yo'naltirishga intildilar.² Jadidlar farzandlarimizni o'qitib, ma'rifatga erishamiz va ma'rifat bilan jamiyatni o'zgartiramiz degan g'oya bilan “Yosh buxoroliklar” partiyasini ochib, Buxoro amiriga qarshi kurash boshlagan edilar. Buxoro jadidlarining 1917-yilgacha bo'lgan amaliy faoliyati, keyinchalik Fayzulla Xo'jayev ta'kidlaganidek, asosan ma'rifatparvarlik – yangi usuldagi maktablar va hokazolarni tashkil etishga qaratilgan edi.³ Jadidchilik harakati amirlikdagi xalqlar manfaatlarini ifodalardi, u usha davrda hukmron tuzumga nisbatan yagona qarshi siyosiy kuch bo'lib, Buxoro jamiyati istiqboli yo'lini izladi va shu bois uning demokratik, taraqqiyparvar kayfiyatdagi barcha qatlamlarini birlashtirdi va jipslashtirdi.

Ozchilikni tashkil qilgan “Yosh buxoroliklar” amirga qarshi kurasha olmas edilar. Shuning uchun ular 1918 yilda Turkiston Xalq Komissarlar Soveti raisi Kolesovdan yordam so'raydi. Jadid tarafdorlarining kamligi, qizil armiyaning yaxshi qurollanmay urushga kirgani sabab amir kuchlari ustunlik qiladi. Shundan keyin Xo'jayev oila a'zolari bilan Toshkentga jo'naydi. Biroq bu – urush tugaganini anglatmasdi. Xo'jayev 1918–1920 yillarda bolsheviklarning “Iskra” gazetasi tahririyatiga kiradi va 1920 yilda Toshkentga qaytib, “Uchqun” gazetasini chiqaradi. Uni 5000 nusxada yashirin chiqarib, Buxoro aholisiga tarqatadi. Bu yo'lda unga Abdurauf Fitrat, Munzim, Said Ahroriylar yordam beradilar. Matbuot orqali o'z tarafdorlarini ko'paytirgan Fayzulla Xo'jayev qadimiychilar va Said Olimxonga yoqmasligi turgan gap edi. Buxoro amiri qanday bo'lmasin, uni yo'q qilish yo'llarini izlaydi, boshi uchun yirik miqdorda oltin ham va'da qiladi. Shunday og'ir vaziyatda Xo'jayev yagona madad bolsheviklar deb tushunadi va ulardan ikkinchi bor yordam so'radi. 1920 yilda Turkiston fronti qo'mondoni Mixail Frunze boshchiligidagi qizil armiya amir hokimiyatini ag'darish uchun Buxoroga kiradi. Avvaliga tinch aholiga tegmaslikka va'da bergan bolsheviklar 1920 yil 1 sentabrda Buxoroga 11ta aeroplan bilan hujum qilib, amirlikni xonavayron qildi. Natijada 34ta guzar, 6 mingga yaqin do'kon va hovli, 20ga yaqin saroy, 29ta masjid yonib kul bo'ldi. Minglab begunoh odamlar qirildi. Bunday qirg'inbarotni ko'rgan Fayzulla Xo'jayev bolsheviklarga

¹ Fayzulla Xo'jayev. Tanlangan asarlar . 1-tom. Toshkent. 1976,314-bet.

² Buxoro jadidlari haqida D. A. Alimova maqolasi.

³ Fayzulla Xo'jayev. Ko'rsatilgan asar 93-101- bet.

ishonib xato qilganini anglaydi. Xo'jayev xalq hayotini yaxshilash, odamlarni ilmi qilish uchun o'zi to'g'ri deya ishongan yo'lda kurashini davom ettiradi. Amir taxti qulagach, uning o'rniga Buxoro Xalq Sovet Respublikasi tuziladi va unga Fayzulla Xo'jayev rahbarlik qiladi. G'arbda ilm-fan, sanoat rivojlanayotganini ko'rgan Fayzulla Xo'jayev o'z xalqining orqada qolayotganidan tashvishlanardi. Shu sabab respublika aholisi ilmi bo'lishi uchun qo'lidan kelganini qildi. Uning rahbarlik yillarida respublika umumta'lim maktablarida 18 tilda dars berilgan. Oliy o'quv yurtlari soni 31 taga yetib, 86 ta texnikum tashkil qilingan.

O'zbekistondagi ilk gidrostansiya Bo'zsuv GES, Chirchiq elektrkimyo kombinati, Toshkent to'qimachilik kombinati ham Xo'jayev sa'y-harakatlari bilan ochilgan. Uning rahbarligida Boysunda ko'mir, Olmaliqda mis, Samarqand va Farg'onada marmar, rangli metallarni qidirish ishlari boshlanadi. XX asrning boshida tug'ilgan buxoroliklarning ko'pi Fayzulla Xo'jayevni ko'rgan yoki uning rahbarlik yillarida yashagan. Fayzulla Xo'jayevni o'z ko'zi bilan ko'rgan kishilar bilan suhbatlashgan tarix fanlari doktori Shodmon Hayitov ular xotirasini shunday hikoya qiladi: "Men otamga ergashib Fayzulla Xo'jayevni kutib olish uchun vokzalga bordim. Vokzalda tumonat odam yig'ilgandi. 1-vagondan oq kitel, oq shim va poxol shlyapada o'rta bo'yli Fayzulla Xo'jayev tushdi. Odamlar orasida: "Ana, eshonjon keldi, eshonjon" degan gala-g'ovur. Shunda bir chol odamlar orasini yorib kirib, Fayzulla Xo'jayev oyog'i ostiga o'zini tashladi.

"Eshonjon, Buxoro xalqi och, agar o'zingiz yordam bermasangiz, xalqimiz ochlikdan qirilib ketadi", - deydi. Fayzulla Xo'jayev ro'molchasi bilan cholning ko'z-yoshini artib: "Buxoro xalqining qirilib ketishiga yo'l qo'ymaymiz, asrab qolamiz", deya Toshkentga jo'nab ketadi. Shundan keyin Buxoroga 12-13 vagonda bug'doy keldi. Bu bug'doy 3 kun vokzaldan aholining sharoitiga qarab ro'yxat bilan tarqatildi", - deya gapirib bergan Xo'jayevni ko'rgan keksalardan biri.

Bolsheviklarning Xo'jayevga yordami beg'araz emasdi, albatta. Ular amir xazinasidagi oltinning teng yarmini olib ketishni istashgan. Shodmon Hayitovning aytishicha, Fayzulla Xo'jayev bolsheviklar ketgandan keyin amirlikda 2 ta xazinaxonani yashirib qolgan. Unda jami 9 ming kilogramm oltin va 152 ming kilogramm kumush saqlangan.

Xo'jayev Buxoro Xalq Respublikasining Nozirlar sho'rosi va Inqilobiy qo'mitani shu oltinlardan tashkil qilish bo'yicha farmon bergan. Va 5-6 kishidan iborat komissiya tuzgan. Unga moliya noziri Nosir Hakimov, Markaziy ijro qo'mitasi raisi Usmonxo'ja Po'latxo'jayev, tashqi ishlar noziri Hoshim Yoqubov, savdo noziri Muhiddin Mansurovlar kirgan.

Tarixiy manbalarga ko'ra, nozirlarni tekshirish uchun ular orqasidan xavfsizlik tuzilmalari o'zining odamlarini qo'ygan. Va ular hukumat a'zolarining oltindan o'marganini aniqlaydilar, o'shanda faqat Fayzulla Xo'jayev oltindan olmagan edi.

“Amir tillalari butun ittifoqni ochlikdan saqlab qolgan bo'lishi mumkin”.

Fayzullaga otasidan juda katta boylik meros qolgandi. U bu boyliklarni xalq uchun xizmat qilsin deb, hukumatga topshirib yuborgan. “U otasidan qolgan 410 kg oltinni, 82,2 kg kumush yombini va bir qancha olmos buyumlarni hukumatga topshirgan. Yashirib qolingani amir xazinasi hisobidan esa yoshlardan 125 nafarini Germaniya, Turkiya, Yaponiyaga o'qishga yuborgan. O'sha paytda Xorazm Xalq Respublikasidan 2 kishi, Turkiston avtonom respublikasidan bor-yo'g'i 16 kishi xorijga o'qishga borgan. Buxoro Xalq Respublikasidan Germaniyaning o'ziga 56, Turkiyaga 25 yosh yuborilgan. Fayzulla Xo'jayev Berlining Barbarossa maydonidan Buxoro savdo vakolatxonasini sotib olib, har bir talabning hisobiga 125 ming dollar miqdorida oltin o'tqazgan. Maqsad – shu yerda 7-8 yil xorijda o'qiydigan yoshlar qiynalib qolmasligi va O'zbekistonga yaxshi kadr bo'lib qaytishi edi”, – deydi Shodmon Hayitov.

Asrlar davomida Buxoro g'aznasida to'plangan boyliklar miqdori haqida turli taxminlar yuradi. Amir xazinasi haqida Turkiston jadidlarining yetakchilaridan bo'lgan Mahmudxo'ja Behbudiy shunday yozadi: "...Hozir Buxoro amiri tasarrufi ostida bo'lgan xazina shu darajada mo'lkli, hech bir mamlakat xazinasida bul darajada ehtiyot saqlangan oltin va kumush pul, tillo yombilar bo'lmasa kerak. Buxoro amiri sanochlarida saqlanayotgan oltin va kumush pullar bo'yi 50 olchin, eni 20 olchin va balandligi 8 olchin bo'lgan bir tog'dan iboratdur". Bu raqamlarni hozirgi o'lchovga aylantirsak, amir xazinasining bo'yi 35 metr, eni 14 metr va balandligi qariyb 6 metrga to'g'ri keladi. Bu boyliklarning asosiy qismi 1920 yildagi bosqindan keyin 18 vagonda Rossiyaga tashib ketilgani haqida ma'lumotlar bor. Rossiyaga tashib ketilgan oltinlar taqdiri ko'pchilikni qiziqtiradi. Ular yuz yillar davomida xalq peshona teri evaziga to'planib kelayotgan boyliklar edi. Xo'jayev xorij davlatlari bilan aloqa qilmay, Buxoroni rivojlantirishni tasavvur qilolmasdi. Shu sabab u Germaniya, Ozarboyjon, Turkiya bilan aloqalar o'rnatishga intildi. Bu – bolsheviklarga yoqmadi. Bir tomondan bolsheviklar, ikkinchi tomondan mamlakat ichkarisida bo'lganlar Fayzulla Xo'jayev faoliyatini doimiy kuzatib, uning kamchiliklarini topishga harakat qilishdi. “Bolsheviklar esa uning mustaqil O'zbekistonni tashkil qilishidan qo'rqib, hatto bu ketishda u SSRning muhim rahbarlaridan biriga aylanishi mumkin deb, unga nisbatan soxta uydirmalarni to'qishgan. Va nihoyat 1937 yilda Fayzulla Xo'jayevga qator tuhmatlarni qilib, uni qamatishgacha boradilar. U Moskvada qamoqxonada yotganida juda qattiq qiynoqlarga uchraydi. Guruhbozlik, Stalin qatag'oni Xo'jayevning ham yoqasidan

tutdi. U 1938 yil 13 mart kuni otuvga hukm qilinadi. 1938 yil 15 martda Moskvadagi Butova tumani, Sosenskiy qishlog'idagi o'rmonda otib o'ldiriladi. Xo'jayev O'zbekistonda sovet rejimini ag'darish uchun fitna uyushtirganlikda hamda Germaniya, AQSh, Yaponiya va Polsha foydasiga josuslikda aybdor deb topilgan. 1965 yilda to'la oqlanib, Stalin qatag'onining begunoh qurbonlaridan biri sifatida e'tirof etilgan.

Xulosa

Fayzulla Xo'jayev taqdiri usha davr ziyolilari uchun ramzli tus olgan bo'lib, nihoyatda mushkul va fojiali bo'ldi. Respublika hayotida totalitar rejim va markazning imperiyachilik siyosatining salbiy ta'siri tobora kuchayib borayotgan murakkab sharoitda Fayzulla Xo'jayev iqtisodiy va xo'jalik muommolarini hal etishda O'zbekiston manfaatlarini imkon qadar himoya etish uchun butun kuch-quvvatini sarfladi. Davlatimiz mustaqillikka erishgandan so'ng ko'plab arboblarning qatorida Fayzulla Xo'jayev nomi ham oqlandi. F. Xo'jayev haqida maqola, kitoblar nashr etildi. Shu bilan birga F. Xo'jayevning 100 yillik yubileyi nishonlandi.

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Denov tadbirkorlik va pedagogika institutining tarix yo'nalishi talabasi

Annotatsiya: 30 yil muqaddam Iroq Kuvaytni bosib olib, o'zi uchun halokatli tugashi muqarrar bo'lgan AQSh bilan qarama-qarshilikni boshlab bergandi. Oq uy o'shanda ilk bor arab davlatlari ishiga aralashishni boshlagan va bu ish hamon davom etmoqda.

Kalit so'zlar: *Sarodagi bo'ron, Quvayt, oq uy, halokatli urushlar*

1988 yilda, Iroq-Eron urushi tugaganidan so'ng Iroq iqtisodiy muammolarga duch kela boshlaydi. Mamlakat Eron bilan urushib yurganida Saudiya Arabistoni va Kuvaytdan katta miqdorda qarz bo'lgan, endi o'sha qarzlarni qaytarishi kerak edi. Urushdan charchab chiqqan Iroqda o'sha qarzlarni qaytarishga yetarli mablag' yo'q edi. Bu muammoni yechishda Iroq prezidenti Saddam Husayn agressiv yo'ldan ketadi. U Kuvaytni bahsli hududlardan biri bo'lgan Rumeyladan noqonuniy neft qazib olishda ayblab, undan Iroq-Eron urushi paytida berilgan 17 milliard dollar miqdoridagi qarzdan kechishni va yana 2,4 milliard dollar miqdorida tovon puli to'lashni talab qila boshlaydi. Tabiiyki, Kuvayt buni rad etadi. 1990 yil 31 iyul kuni Saudiya Arabistonining Jyezde shahrida o'zaro nizolar yuzasidan Iroq-Kuvayt muzokaralari bo'lib o'tadi. Ammo muzokara natijasiz tugaydi. Oradan ikki kun o'tib, 1990 yil 2 avgust kuni Iroq qo'shinlari Kuvaytga bostirib kiradi, Kuvayt amiri Jobir as-Saboh Saudiya Arabistoniga qochib ketadi. Iroq qo'shinlari Kuvaytni bosib olgan kunning o'zida BMT Xavfsizlik Kengashi 660-sonli rezolyutsiyani qabul qiladi. Unda Iroqqa Kuvaytdan o'z qo'shinlarini darhol olib chiqib ketish talabi qo'yiladi. Iroq BMT talabini rad etdi va Kuvaytni o'z tarkibiga qo'shib olib, uni o'zining 19-provinsiyasi deb e'lon qiladi. O'sha paytda ko'plab xalqaro tashkilotlar va davlat rahbarlari Saddam Husayndan o'z qo'shinlarini Kuvaytdan darhol olib chiqib ketishni talab qilishadi. U bu talablarni e'tiborsiz qoldiradi. Iroq BMT rezolyutsiyasini pisand qilmaganidan keyin, AQSh Qurolli kuchlari Markaziy qo'mondonligi zudlik bilan Iroqqa qarshi harbiy harakatlar boshlash rejasini tuza boshaydi. Rejaga shartli ravishda «Sahrodagi bo'ron» deb nom beriladi. Rejada avval Iroqdagi muhim obektlarga havodan zarba berish, so'ng quruqlikdagi qo'shinlarni harakatga keltirish belgilangan edi. 1990 yil 7 avgust kundan boshlab AQSh o'z harbiylari va harbiy

texnikalarini Fors ko'rfaziga ommaviy tarzda jo'nata boshlaydi. BMT o'shanda Iroqqa qarshi jami 12 rezolyutsiya qabul qiladi. Ularda Iroqqa nisbatan iqtisodiy va harbiy sanksiyalar, shuningdek Kuvaytdan qo'shinlarni darhol olib chiqib ketish talablari qo'yilgandi. Ammo, Saddam Husayn bu rezolyutsiyalarga parvo qilmaydi. 1990 yil 27 noyabrda BMT Iroqqa qarshi harbiy kuch ishlatish haqida 678-sonli maxsus rezolyutsiyani qabul qiladi. Unda Iroqqa 1991 yil 15 yanvargacha Kuvaytdan chiqib ketish uchun so'nggi muddat beriladi. Agar bu shart bajarilmasa, unga qarshi harbiy kuch ishlatilishi belgilanadi. Iroqqa qarshi harbiy amaliyotlar olib borish uchun o'sha paytda AQShga yana ko'plab davlatlar qo'shiladi va qisqa fursatda ularning soni 28ta bo'ladi. Ittifoqchilar qo'shinlarga qo'mondonlik qilish AQSh generali Norman Shvarskopfga topshiriladi. Iroqqa qarshi xalqaro kuchlar tarkibiga bir qator arab davlatlari, jumladan Misr, Suriya va Saudiya Arabistoni ham qo'shiladi. Xalqaro kuchlar tarkibida 600 ming askar, 8 mingga yaqin harbiy texnika, 2 ming samolyot va ko'plab harbiy kemalardan iborat katta armiya jamlanadi. Harbiy aviatsiyani boshqarish uchun AQShning 9-havo qo'shinlari armiyasi qoshida yagona boshqaruv shtabi tuzildi va xalqaro kuchlar aviatsiyasi ana shu boshqaruv shtabi orqali boshqariladi. Iroqqa qarshi xalqaro koalitsiyaning asosiy bazasi Saudiya Arabistoni shimolida, Iroq chegarasidan 20-50 kilometr uzoqlikda joylashtiriladi. O'sha paytda Iroq armiyasida 1 millionga yaqin askar, 5 ming tank, 8 ming minomyot, 700 samolyot va «Yer-Yer» tipidagi 400 kilometrdan 1200 kilometr uzoqlikkacha ucha oladigan raketalar bo'lgan. 1991 yil 15 yanvarda Iroqqa berilgan so'nggi muddatgacha Saddam Husayn Kuvaytdan o'z qo'shinlarini olib chiqmaydi. 17 yanvar kuni soat 00:00da xalqaro kuchlar aviatsiyasi Iroq bo'ylab keng qamrovli havo hujumini amalga oshirishga kirishadi va muhim obektlarga bomba tashlay boshlaydi. Ittifoqchilar aviatsiyasi 24 yanvargacha sutkasiga 700-800tadan, jami 4700ta parvozni amalga oshiradi. Asosiy aviazarbalar Iroq poytaxti Bag'dod shahri va yana bir qator shaharlardagi muhim obektlarga beriladi. Iroq tomoni ham qarab turmaydi va «Al Husayn» va «Al Abbos» deb nomlangan «Skad» tipidagi raketalar bilan ittifoqchilarning Saudiya Arabistoni hamda Isroildagi bazalariga zarba berishga urinadi. Bu turdagi raketalarni Iroqqa urushdan avval SSSR yetkazib bergan edi. Iroq tomonidan uchirilgan raketalarning bir qismi mo'ljalga yetib borgan, yana bir qismi AQSh harbiy havo kuchlariga qarashli raketa tutqichlar tomonidan urib tushirilgan. Olti kunlik havo hujumi natijasida Iroq hududidagi aksariyat muhim obektlar vayron qilinadi. Iroqqa havodan zarba berish fevral oyida ham davom ettiriladi. Nihoyat 15 fevralda Saddam Husayn xalqaro koalitsiyaga Kuvaytdan qo'shinlarini olib chiqishga tayyor ekanini bildiradi. Ittifoqchilar Iroqqa quruqlikdan ham hujum qilishga kelishib olishgani

tufayli Saddam Husaynning sulh haqidagi taklifini e'tiborsiz qoldirib, hujum qilishda davom etishadi. 1991 yil 24 fevral kuni xalqaro kuchlar Iroqqa qarshi quruqlikdagi harbiy amaliyotlarni boshlaydi. 27 fevral kuni ittifoqchilar tomonidan Kuvayt hududi Iroq harbiylaridan tozalanadi va harbiy harakatlar endi Iroq hududida davom ettiriladi. 28 fevral kuni Iroq Bosh qo'mondonligi oq bayroq ko'taradi va shu tariqa «Sahrodagi bo'ron» operatsiyasi yakunlanadi. «Sahrodagi bo'ron» operatsiyasida xalqaro kuchlarning Iroq ustidan g'alaba qozonishining AQSh uchun ahamiyati juda katta edi. 1964-1975 yillarda bo'lib o'tgan Vetnam urushida mag'lubiyatga uchraganidan so'ng xalqaro maydonda AQSh harbiylarining obro'si ancha tushib ketgan edi. Iroqqa qarshi urushdagi g'alaba AQSh harbiylariga ana shu ishonchni qaytaradi. Iroq tomoni esa bu urushgacha sakkiz yil Eron bilan urushgan, armiyasi chiniqqan edi. Ammo, chiniqqan armiya xalqaro kuchlarning havo hujumlari ostida «tutday to'kilib» ketadi. AQSh boshliq xalqaro kuchlar bu urushda 200 nafarga yaqin askardan ayriladi. Ulardan 110 nafari arab davlatlari, 88 nafari xalqaro kuchlar tarkibidagi harbiylar edi. Shuningdek, ittifoqchilar 26ta uchuvchi apparatidan ayriladi. Shundan 25tasi texnik xatolar tufayli xalqaro kuchlarning o'zi tomonidan urib tushirilgan. Iroq bu urushda ko'p narsa yo'qotadi. Urush tugagandan biroz o'tib G'arb nashrlarida, bu urushda 100 ming nafar iroqliklar halok bo'lgani haqida ma'lumotlar beriladi. Ayrimlar bu urushda Iroq tomonidan 200 ming kishi halok bo'lgani haqida ham yozadi. Bu urushda Iroq harbiylaridan qanchasi halok bo'lgani haqida aniq ma'lumotlarni hisoblashning imkoni bo'lmagan. Norasmiy ma'lumotlarga ko'ra, Iroq armiyasi bu urushda 20-26 ming nafar askar, 308 samolyot, 1800-3700 tank, 520-2400 zirhli texnika, 1465-2400 artilleriya qurollari, 100ga yaqin turli hajmdagi kemalar va turli rusumdagi havo hujumiga qarshi qurilmalarini yo'qotgan. Shuningdek, xalqaro kuchlar tomonidan Iroq fuqaro aviatsiyasiga tegishli 12ta samolyot yo'q qilingan. Bu urushda Iroq tomonidan uchirilgan «Skad» rusumli raketalar tufayli Isroilda ham 15 kishi halok bo'ladi va ko'plab turarjoylarga zarar yetadi. Fors ko'rfazi qirg'oqlarida sodir bo'lgan bu urush mintaqa uchun haqiqiy ekologik halokatlarni olib keladi. Avvaliga Iroq tomonidan Kuvaytga tegishli, keyin esa xalqaro kuchlar tomonidan Iroqqa tegishli neft konlari yoqib yuborilishi tufayli mintaqa havosi jiddiy zararlanadi va havoni tutun qoplaydi. Havo qora tutun bilan zaharlangani uchun kuzda qora rangli yomg'ir yog'adi. Ana shu zaharli yomg'ir mintaqadagi 320ta katta-kichik ko'llar suvini zaharlaydi. Oqibatda, o'sha ko'llardagi suv jonzotlari nobud bo'ladi. Har ikki tomondan neft ortilgan tankerlarga hujum qilinishi oqibatida, neft dengizga oqib ketishi Fors ko'rfazidagi Iroq, Kuvayt va Saudiya Arabistoni hududidagi dengiz sohillari ekotizimiga jiddiy zarar yetkazadi. Urush tugaguncha jami 8 million barrel

neft dengizga oqib ketadi. Natijada, ko'plab dengiz hayvonlari va ularni iste'mol qilgan 30 mingga turli turdagi qushlar nobud bo'ladi. Xalqaro tahlilchilarga ko'ra, bu urush natijasida yaqin tarixdagi eng yirik ekologik fojia yuz beradi. Urush tugagandan so'ng BMT Xavfsizlik kengashi qoshida tovon puli masalasida maxsus komissiya tuziladi. Komissiyaning vazifasi 1990 yil 2 avgustdan 1991 yil 2 martgacha bo'lgan davrda Iroq armiyasi bostirib kirishi oqibatida jabrlanganlarga tovon puli undirib berish edi. 2007 yilda ushbu komissiya tomonidan urushda jabrlanganlardan kelgan 1 543 665 ta shikoyatni qanoatlantiriladi va Iroq hukumatidan ular foydasiga jami 52 milliard 386 million AQSh dollari miqdorida tovon puli undirish haqida hukm chiqariladi. 2007 yil 1 iyun holatiga ko'ra Iroq zimmasiga yuklatilgan tovon pulidan 22 milliard 81 million dollar mablag' BMT qoshida ochilgan Iroq neft eksportidan tushadigan mablag'lar jamg'arib boriladigan fond orqali to'lab beriladi. Tovon pulining qolgan qismi ham keyinchalik to'lab beriladi. O'sha paytda Kuvaytni bosib olib, uni o'z davlatining bir bo'laki deb e'lon qilgan Saddam Husayn nimaga ishonib BMT rezolyutsiyalari va xalqaro hamjamiyatning ogohlantirishlarini e'tiborsiz qoldirgan? Bu savolga aniq javob yo'q. Ammo ko'plab taxminlar bor. Birinchi taxminga ko'ra, u Iroq-Eron urushida o'z armiyasi ancha toblangan va janglarda tajriba orttirgan, shu sababli xalqaro kuchlar tomonidan yo'llanadigan harbiylarga bas kela oladi deb hisoblagan. Yana bir taxminga ko'ra, o'sha paytda SSSR Afg'onistonda olib borilgan 10 yillik urushda mag'lub bo'lib, o'z harbiylarini olib chiqqaniga uncha ko'p bo'lmagan va bu ish ham Saddamni ilhomlantirgan. Ya'ni u SSSRdek qudratli davlat harbiylari Afg'onistonda yengilgan ekan, Iroq armiyasi ham AQSh harbiylarini mag'lub eta oladi deb ishongan. Yana bir taxminga ko'ra, o'sha paytda agar urush boshlanadigan bo'lsa, SSSR harbiy yordam berishni va'da qilib, Saddam Husaynni ishontirgan. Urush boshlangandan so'ng xalqaro hamjamiyat bosimi bilan Moskva o'z va'dasida turmagan. Nima bo'lganda ham o'sha paytda Saddam Husayn o'z kuchiga oshiqcha baho berib yuborgan. Aks holda BMT Xavfsizlik kengashining so'nggi ogohlantirishidan so'ng unda vaziyatni o'nglash va Kuvaytdan qo'shinlarini olib chiqib ketib, hammasini tinch yo'l bilan hal qilish uchun bir yarim oy vaqt bor edi.

Xulosa

Bu urush sodir bo'lgandan biroz o'tib SSSR tarqalib ketadi. AQSh esa urush g'olibi sifatida jahon siyosiy maydonida yana yetakchilikni o'z qo'lga oladi. Iroq Saddam Husaynning manmanligi oqibatida juda og'ir vaziyatga tushib qoladi. Mamlakat xalqaro kuchlarga tegishli avitsiya tomonidan vayron qilingani

yetmaganday, keyinchalik Iroq bu urushda jabrlanganlarga tovon puli to'lashga majburlanadi. Shuningdek, xalqaro hamjamiyat tomonidan Iroqqa nisbatan iqtisodiy sanksiyalar joriy qilinadi. Ana shu sanksiyalar tufayli Iroq neft eksport qilishda muammolarga duch kela boshlaydi. Sanksiyalarga ko'ra, Iroqqa neft eksport qilishda ma'lum limit joriy qilinadi. Shundan so'ng Iroq ana shu limitda belgilangandan oshiq neft eksport qila olmay qoladi. Buning oqibatida mamlakat iqtisodiyoti orqaga ketib, aholining turmush darajasi pasayib boradi. AQSh va Iroq o'rtasida boshlangan qarama-qarshilik bu urushdan keyin ham davom etadi. Oradan 13 yil o'tib AQSh Iroqqa yana bostirib kiradi. AQSh harbiylari tomonidan Saddam Husayn asir olinadi va sud qilinib dorga osib o'ldiriladi.

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2. Mamarajabov, B. N. M. O. G. (2023). MARKAZIY OSIYODA ARABLAR BILAN BOG'LIQ IJTIMOIIY QATLAMLAR. Oriental renaissance: Innovative, educational, natural and social sciences, 3(5), 1048-1052.

3. Mamarajabov, B. N. M. O. G. (2022). ARABISTON YARIM OROLIDA DAVLATCHILIKNING SHAKLLANISHI. Oriental renaissance: Innovative, educational, natural and social sciences, 2(10), 118-121.

4. О'zME. Birinchi jild. Toshkent, 2000-yil

Denov tadbirkorlik va pedagogika institutining tarix yo'nalishi talabasi

Annotatsiya: Kuba (Cuba), Kuba Respublikasi (República de Cuba) — Vest-Indiyadagi davlat. Kuba orol va Katta Antil orollari guruhiga kiruvchi 1600 dan ortiq mayda orolda joylashgan. Maydoni 110,86 ming km². Aholisi 11,2 mln. kishi (2001). Poytaxti — Ganava shahri Ma'muriy jihatdan 14 viloyat (provincia)ra, viloyatlar munitsipiyalarga bo'lingan.

Kalit so'zlar: *Kuba respublikasi, kata antil, ganava shahri, provinsiyalar*

Kuba — sotsialistik davlat. Amaldagi konstitutsiyasi 1976-yil umumxalq referendumida ma'qullangan, unga 1992-yilda tuzatishlar kiritilgan. Davlat hokimiyatining oliy organi va qonun chiqaruvchi organ — Xalq hokimiyati milliy assambleyasi; uning deputatlari orasidan Davlat kengashi raisi, uning birinchi o'rinbosari va 5 o'rinbosari, kotibi va 23 a'zosi saylanadi. Davlat kengashining raisi (Raul Kastro) davlat va hukumat boshlig'i hisoblanadi, milliy mudofaa kengashiga boshchilik qiladi. Oliy ijroiya organi — Vazirlar kengashi (hukumat). Uning a'zolari Xalq hokimiyati milliy assambleyasi tomonidan tasdiqlanadi. Miloddan avvalgi 4-ming yillikdan ilgariroq ham K.da indeys qabilalari yashagan. 7—9-asrlarda K.ga Janubiy Amerikadan mayarlar, subtaino va tayno qabilalari ko'chib kelgan. Bu qabilalar ovchilik, baliq ovlash va dehqonchilik bilan shug'ullangan. 15-asr oxirlarida orolda 200 mingdan ortiq kishi yashagan. Orolga 1492-yil oktabrda X. Kolumb ekspeditsiyasi yetib kelgan. O'sha vaqtda K.da aranak indeys qabilalari yashardi. 1510-yil uni ispanlar bosib olib, aholini qirib tashlay boshladi. Indeyslar o'z sardorlari — Atuey va Guam rahbarligida bosqinchilarga qarshi qattiq kurashdi. Og'ir mehnat, ochlik va kasallik oqibatida 5 ming indeys tirik qoldi, xolos. Shuning uchun mustamlakachilar konlar va shakarqamish plantatsiyalarida ishlatish uchun Afrikadan negr-qullar keltirdilar.

Iqtisodiy va madaniy munosabatlar rivojlanishi natijasida (18-asr oxirlarida) K. xalqi shakllana boshladi. Ispaniya mustamlakalarining 1810—26 yillardagi mustaqillik uchun olib borgan urushi vaqtida K. yer egalarining ilg'or qismi F. Arango-i-Parreno rahbarligida iqtisodiy va siyosiy o'zgarishlar qilish uchun kurashdi. Natijada Ispaniya bir oz yon berishga (tamaki monopoliyasini bekor

qilish, erkin savdoga ruxsat berish va boshqalar) majbur bo'ldi va bu narsa K.ning iqtisodiy yuksalishiga olib keldi. 19-asrning 20-yillaridan K, da gaz.lar chiqqa boshladi, yashirin jamiyatlar paydo bo'ldi. Ular o'z oldiga mustaqillik uchun kurashni maqsad qilib qo'ydi. 1844-yil negr-qullarni ozod qilish uchun harakat qatnashchilari qattiq jazolandilar.

19-asrning 30-yillarida K.da dastlabki tamaki va sigara fabrikalari paydo bo'ldi. 60-y, lardan kapitalistik munosabatlar rivojlana boshladi.

1868-yil 10-oktabrda Oryente viloyatida K. M. de Sespedes rahbarligida K. vatanparvarlarining qo'zg'oloni boshlandi. Ular e'lon qilgan manifest K. xalqining ispan mustamlakachilariga qarshi 10 yil lik milliy ozodlik kurashini boshlab berdi. Qo'zg'olonning maqsadiga to'la-to'kis erishilmagan bo'lsada, ammo 1886-yil quldorlik bekor qilindi. Ispan hukmronligiga qat'iy zarba berishga tayyorgarlik ishlari olib borildi. Bu ishga X. Marti rahbarlik qildi. 1892-yil X. Marti AQSH da K. inqilobiy partiyasi (KIP)ni tuzdi. 1895-yil 24-fevralda Oryente viloyatida K. mustaqilligi uchun qurolli qo'zg'olon ko'tarildi. 1895-yil sentabrda K. Respublikasining inqilobiy hukumati tuzildi. Yangi konstitutsiya ishlab chiqildi. 1897-yil noyabrda Ispaniya K.ga muxtoriyat berdi, ammo kurash davom ettirilib, yilning oxirida K.ning ko'p qismi ispanlardan ozod qilindi. 1898-yilaprelda AQSH Ispaniyaga qarshi urushga qo'shib, Ispaniyani tor-mor keltirdi va o'sha yili Parij tinchlik bitimi tuzildi. Bitimga ko'ra, K. rasman mustaqil deb e'lon qilingan bo'lsa ham, haqiqatda 1898-yildan 1902-yilgacha AQSH tasarrufida bo'ldi.

1903-yilgi adolatsiz shartnomaga binoan, AQSH Guantanamo harbiy-dengiz bazasini noma'lum muddatgacha ijaraga oldi.

1925-yil mayda davlat tepasiga kelgan X. Machado terrorchi diktatura o'rnatdi. 1934-yil yanvarda hukumat F. Batista kuliga o'tdi, u harbiy-politsiya rejimini o'rvatdi. 1935-yil martda umumiy ish tashlash boshlandi, bunda Batista rejimini bekor qilish, yangi demokratik konstitutsiya tuzish talab etildi. 1944— 48 yillarda R. Grau San-Martina hukumatga boshchilik qildi. Mavjud siyosatga qarshi norozilik mitinglari, ish tashlash va h.k. hukumatni demokratik tashqilotlarga yon berishga majbur etdi.

1952-yil 10-martdagi davlat to'ntarishi natijasida hokimiyatni yava F. Batista egalladi. Shu sharoitda F. Kastro Rus boshliq inqilobchi yoshlar guruhi Batista hokimiyatiga qarshi qurolli kurash boshladi. 1953-yil 26-iyulda guruh Santyagode-Kubadagi Monkada kazarmasiga hujum qildi. Pekin bu qujum muvaffaqiyatsiz

yakunlandi. F. Kastro va uning safdoshlari hibsga olinib, 15 yillik qamoq jazosiga hukm qilindi. 1955-yil keng jamoatchilik tazyiqi natijasida hukumat mahbuslarga afv e'lon qildi. F. Kastro AQSH ga, so'ng Meksikaga ketdi va u yerda F. Batista hokimiyatiga qarshi qurolli kurash rejasini ishlab chikdi. 1956-yil 2-dekabrda F. Kastro boshchiligidagi guruh "Granma" yaxtasida K.ga kelib tushdi. Shu paytdan mamlakatni F. Batista rejimidan ozod etish uchun kurash boshlandi.

1957-yil 13-martda talabalarning "Inqilobiy direktorat" degan siyosiy tashkiloti Batista hukumatini yuqotish maqsadida prezident saroyiga bostirib kirdi. 1959-yil 1-yanvar kechasi Batistahokimiyati ag'darildi. 1959-yil fevralda F. Kastro boshliq hukumat tuzildi. O. Dortikos Torrado prezident bo'ldi. __ K. — 1945-yildan BMTa'zosi. 1992-yilda O'zbekiston Respublikasi mustaqilligini tan olgan. Milliy bayramlari: 1-yanvar — Ozodlik kuni (1959), 26-iyul — Milliy qo'zg'olon kuni (1953).

Musiqasi Yevropa, birinchi navbatda, Ispaniya va Afrika musiqasi asosida tarkib topdi. Afro-Kuba musiqasida ispancha ohanglar negrcha raqs bilan uyg'unlashgan. 16—18-asrlarda cherkov xonishchilar maktablari musiqa madaniyatining rivojlanish markazi bo'lgan. 1776-yil Ganavada "Koliseo" teatri qurildi. 1816-yil "Santa Sesiliya" musiqa akademiyasiga asos solindi. 19-asr boshlarida K. xalq musiqasi janrlari va milliy mavzular bilan bog'liq opera-buffa shakllandi. 19-asr o'rtalarida milliy kompozitorlik maktabi vujudga keldi. 1898-yil E. Sanches de Fuentesning milliy mavzudagi birinchi operasi — "Yumuri" sahvalashtirildi. 19-asr oxiri — 20-asr boshlarida klassik va xalq musiqasi jamiyatlari, Gavana konservatoriyasi va simfonik orkestrlar paydo bo'lib, kompozitorlik ijodiyoti ravvak, topdi. K. inqilobi (1959) dan so'ng ijodiy jamoalar qayta tuzilib, yangilari tashkil etildi, ommaviy ashula janri rivojlandi. A. D. Kartaya "26-iyul marshi"ning matnini va musiqasini yaratdi. Kompozitorlardan N. Rodrigues, K. Puebla, K. Farinyas, T. Kastelyanoslar mashxur bo'ldi. O'zbekistonda o'tkazilayotgan Xalqaro simfonik musiqa va "Ilhom-XX" kamer musiqa festivallarida K. kompozitorlarining asarlari ham ijro etilmoqda.

Foydanilgan adabiyotlar:

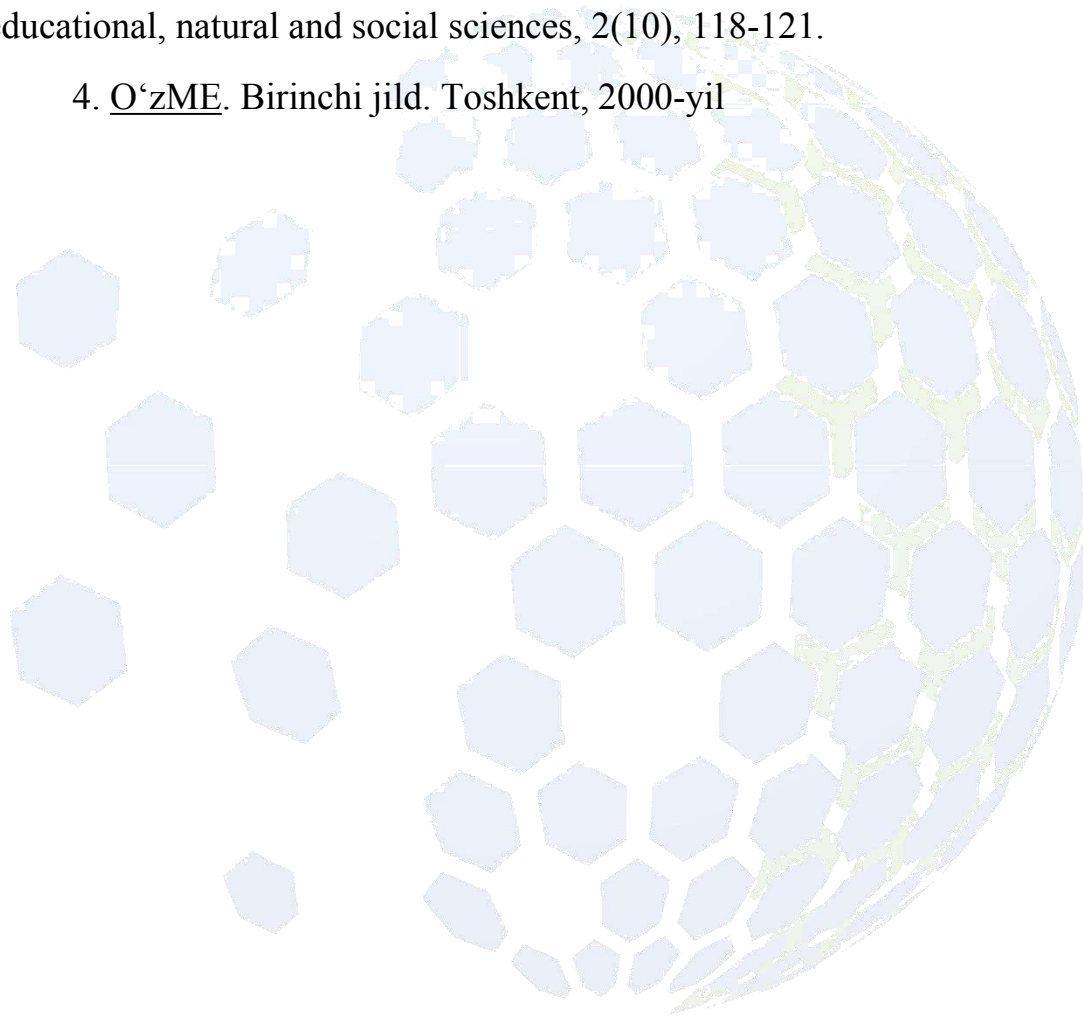
1. Мамараджабов, Б. (2023). САУДИЯ АРАБИСТОНИДАГИ ЎЗБЕК МУҲОЖИРЛАРИ ТАРИХИ: МУВАФФАҚИЯТЛИ АССИМИЛЯЦИЯ ВА ЙЎҚОТИЛГАН МИЛЛИЙ ИДЕНТИКЛИК. Ижтимоий-гуманитар

фанларнинг долзарб муаммолари/Актуальные проблемы социально-гуманитарных наук/Actual Problems of Humanities and Social Sciences., 3(S/6).

2. Mamarajabov, B. N. M. O. G. (2023). MARKAZIY OSIYODA ARABLAR BILAN BOG'LIQ IJTIMOIIY QATLAMLAR. Oriental renaissance: Innovative, educational, natural and social sciences, 3(5), 1048-1052.

3. Mamarajabov, B. N. M. O. G. (2022). ARABISTON YARIM OROLIDA DAVLATCHILIKNING SHAKLLANISHI. Oriental renaissance: Innovative, educational, natural and social sciences, 2(10), 118-121.

4. O'zME. Birinchi jild. Toshkent, 2000-yil



GAT DASTURLARI ASOSIDA MAVZULI KARTALARINI TUZISH
TEXNOLOGIYASINING RIVOJLANISH ISTIQBOLI

Rasulov Ne'mat

Qarshi irrigatsiya va agrotexnologiyalar instituti

Stajyor-o'qituvchi

Nematrasulov59@gmail.com

Annotatsiya: Maqolada mavzuli kartalarni yaratish texnologiyasining tarixi va kartalarni tuzishda qo'llanilgan geografik axborot tizimlari, ularning zamonaviy geografik axborot tizimlarida tasvirlanishi keltirilgan.

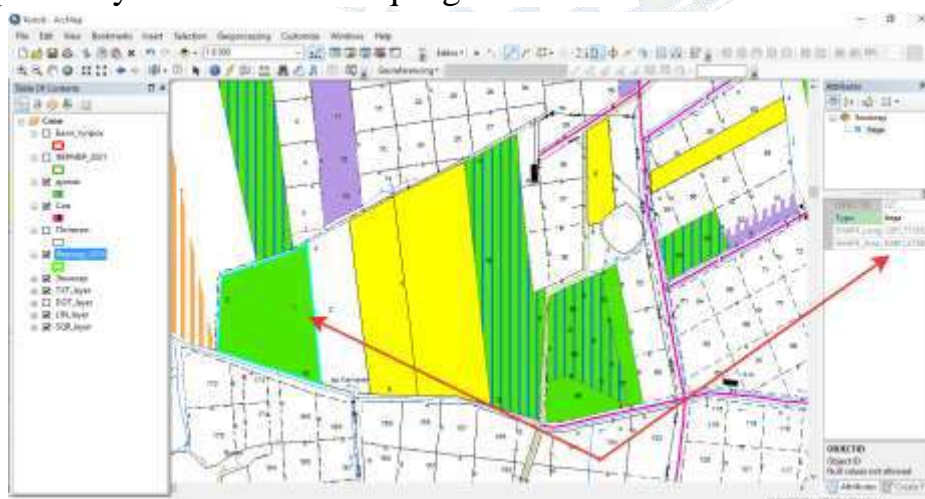
Kalit so'zlar: kartalar, katografik asar, proektsiya, kartografik shakl, masshtab, geoaxborot tizimlari.

Annotation: The content of the article covers the history of card creation technology and geographic information systems used in the creation of Cards, their description in modern Geographic Information Systems.

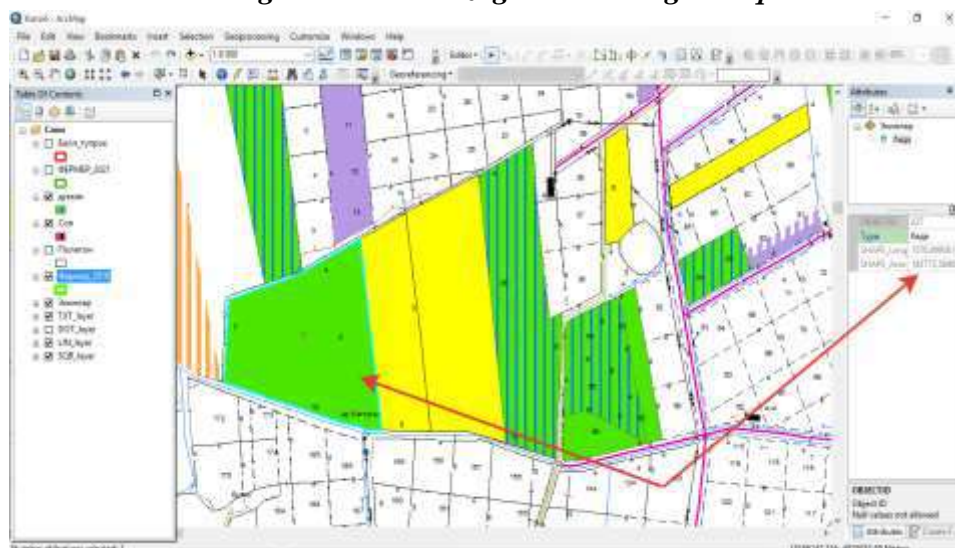
Key words: cards, cartographic work, projection, cartographic form, scale, geoinformation systems.

KIRISH. Bugungi kunda jamiyatning rivojlanishi fan texnika taraqqiyot darajasi ortib, ko'pchilik sohalar yanada takomillashib bormoqda. Bu sohalarning barchasi ma'lum bir rivojlanish yo'lini bosib o'tganligi ham hammmizga yaxshi tanish. Shular qatorida geografik axborot tizimlarini ham o'zining ko'p yillik tarixiga ega.

Zamonaviy kartografiya turli xil texnologik yutuqlarning paydo bo'lishi bilan boshlandi. Kompas, teleskop, sekstant, kvadrant va bosmaxona kabi vositalarning ixtiro qilinishi xaritalar uchun oson va aniqroq amalga oshirilishiga imkon berdi. Yangi texnologiyalar, shuningdek, dunyoni aniqroq ko'rsatadigan turli xil xarita proektsiyalarini ishlab chiqishga olib keldi.



1-rasm. Arcgis dasturida tuzilgan kartaning boshqarilishi.



2-rasm. Arcgis dasturida tuzilgan kartaning boshqarilishi.

Birinchi marta geografik axborot tizimi tushunchasi 1960-yillar o'rtasida Kanada davlatida paydo bo'lib, Kanada Geografik Axborot Tizimi (Kanadian Geographic Information System KGIS) deb atalgan. Geografik axborot tizimi yoki qisqacha GAT deb ham yuritiladi. Tizimning asosiy maqsadi Kanada yer resurslarining inventarizastiyasini o'tkazish va shu asosida yer resurslarini mavjud holati va kelajakdagi potentsialini aniqlashdan iborat edi. Hozirda rivojlangan davlatlarda GAT ko'pgina ijtimoiy sohalarda, iqtisodda, siyosatda, ekologiyada, tabiiy resurslarni boshqarish va tabiatni muhofaza qilishda, kadastrda, ilm-fan va boshqa sohalarda qo'llanilib kelmoqda. GAT bizning sayyoramizga tegishli global, hududiy, milliy, lokal-axborot turlari: kartografiya, distanstion zondlash, statistika, kadastr ma'lumotlari, gidrometeorologik ma'lumotlar, dala ekspedistion materiallarini kuzatish, burg'ulash natijalari, suv ostini zondlash va hokazolarni integralashtirgan holda barcha jabhalarni egallab kelmoqda [5-6betlar].

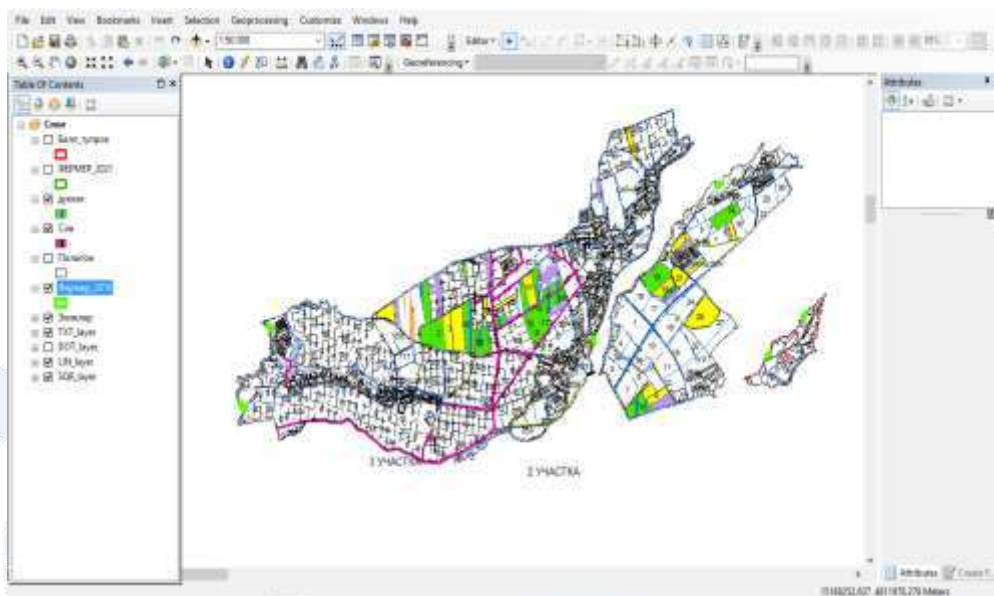
XXI asrda dron(UUA)lardan yerni suratga olishda foydalanish xaritalarni yaratishda ishlatilishi mumkin bo'lgan ma'lumot turlarini o'zgartirdi. Sun'iy yo'ldosh tasvirlari ma'lumotlarning asosiy manbaiga aylandi va katta maydonlarni batafsil namoyish qilish uchun ishlatiladi. Va nihoyat, Geografik Axborot Tizimlari (GAT) bugungi kunda nisbatan yangi texnologiya bo'lib, kartografiyani o'zgartirmoqda, chunki u har xil turdagi ma'lumotlarni ishlatib, kompyuterlar yordamida osongina yaratilishi, boshqarilishi mumkin.

Geoaxborot tizimida qo'llaniladigan maxsus dasturlar asosan ikki turga bo'linadi va ular quyidagilardan iborat:

1. Pulli dasturlar. Ular jumlasiga hozirda mashhur bo'lgan ESRI kompaniyasining ArcView oilasidagi dasturlar, GIS MapInfo Professional,

AutoCAD Map 3D, Geomedia Professional, Panorama, RemoteView, Bentley Map, Erdas Imagine, ArcGIS kabilar kiradi.

2. Ochiq kodli dasturlar. Mazkur bepul geoaxborot tizimi dasturlariga Quantum GIS (QGIS), GRASS GIS, gvGIS, ILWIS, JUMP GIS, MapWindow GIS, SAGA GIS, Capaware, FalconView, Kalypso, TerraView, Whitebox GIS kiradi. [26-bet].



3-rasm. Qashqadaryo viloyati Kitob tumani “Kitob” massivining Arcgis dasturida yaratilgan qishloq xo’jalik kartasi

ArcGIS dasturidan hozirgi paytda mamlakatimizda keng qo‘llanilmoqda, shu jumladan qishloq xo‘jalik kartalari, jumladan irrigatsiya kartlarini tuzishda ham.

XULOSA. Xulosa qilib aytadigan bo‘lsak, kartografiya sohasi mamlakatimiz taraqqiyotini ham belgilab beradi desak mubolag‘a bo‘lmaydi. Buning uchun esa eng avvalo aholining turmush tarzini yanada yaxshilash zarur bo‘ladi. Bugun yurtimizda aholi turmush tarzini yaxshilash maqsadida respublikamizning barcha viloyatlarida qishloq xo‘jaligi sohalaridagi turkumlar, turli xil bino inshootlar, uy-joylar, yangi ko‘rinishdagi shaharlar, yangi yo‘llar hamda boshqa ishlar ham jadallik bilan olib borilmoqda. Fan va texnikaning taraqqiyoti natijasida kameral sharoitda ham xaritalarni tuzish nihoyatda yuqori darajada olib borilmoqda. Mavzuli kartalaridan, aerosuratlardan taktik, strategik masalalarni hal qilishda ham foydalaniladi. Yerning sun‘iy yo‘ldoshlarining uchirilishi natijasida kartografiyaning boshqa bir tarmoqlarida, jumladan qishloq xo‘jalik kartalarini tuzish va ularni tuzish texnologiyalarini takomillashtirish shu kunning dolzarb muammolaridan biri ekanligi va soxaga doir kartalarni yaratishni bir misolini yuqorida ko‘rib chiqishimizga sababchi bo‘ldi.

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YUNESKO Amir Temur va uning avlod-ajdodlarini ulug'lamoqda

Ashuraliyeva Shohista Shavkat qizi

Denov tadbirkorlik va pedagogika instituti talabasi

Annotatsiya: Ushbu maqolada xalqaro nufuzli tashkilot YUNESKO tomonidan, shuningdek boshqa buyuk davlatlar ya'ni Amerika, Germaniya, Xitoy, Misr, Pokiston, Eron, Afg'oniston, Turkiya kabi davlatlar tomonidan Amir Temurning jaxonda tutgan o'rni, tarixi va faoliyatiga bo'lgan qiziqishlari, Amir Temur shahsiga ko'rsatgan extiromlarini ko'rishimiz mumkin.

Kalit so'zlar: YUNESKO, BMT, Toshkent, Amir Temur, Ipak yo'li, Rtveladze, Markaziy Osiyo, Samarqand, Muhammad Tarag'ay Ulug'bek.

Mustaqillik tufayli xalqimiz o'zligini tanidi, buyuk bobolarimizning tarixdagi o'chmas jasorati va yuksak dahosi haqidagi asl haqiqat ro'yobga chiqdi. Bu ulug'vor ishlarning debochasi sifatida mamlakatimizda Sohibqiron Amir Temur haqidagi adolat qaror topdi. Eng katta muammo – jahon jamoatchiligining fikrini o'zgartirish edi. Sobiq tuzum davrida Amir Temur shaxsi va faoliyatiga biryoqlama baho berilgan, buning asoratini davolash oson emasdi. Boz ustiga, YuNeSKO katta sarkardalarning yubileyini nishonlamas edi...

O'zbekiston bilan YUNESKO o'rtasidagi munosabatlar mamlakatimiz mustaqillikka erishgach, yangi bosqichga ko'tarildi. 1993-yil 29-oktyabrda O'zbekiston YUNESKOning to'laqonlik a'zosi bo'ldi. Usha paytdayoq YUNESKO dasturiga buyuk munajjim va davlat arbobi Muhammad Tarag'ay Ulug'bek tavallidining 600 yilligi nishonlash taklif qilindi. YuNeSKO rahbariyatiga «Amir Temur boshqa sarkardalardan farqli ravishda bunyodkor shaxs bo'lgan, qay joydan bir g'isht olsa, o'rniga o'n g'isht qo'ydirgan, bir daraxt kesdirsa, o'rniga o'n ko'chat ektirgan, Sohibqironning dunyoda tinchlik o'rnatish, Yevropani xalos etishdagi xizmatlarini, insoniyat sivilizatsiyasiga qo'shgan hissasini dunyoga isbotlab beramiz», -dedi I.A.Karimov. Dastavval «Amir Temur – jahon tarixida» qomusiy kitobi tayyorlandi. 1996 yili kitob xorij tillariga tarjima qilingach, xalqaro jamoatchilik va dunyo tarixchilarining katta qiziqishiga sabab bo'ldi. YuNeSKO Amir Temur tavalludining 660 yilligini xalqaro miqyosda keng nishonlash haqida qaror qabul qildi. 1996 yil mamlakatimizda Amir Temur yili, deb e'lon qilindi, yurtimiz bo'ylab bu ulug' to'yga tayyorgarlik boshlandi. 1996 yil 24 aprelda Parij shahrida «Temuriylar davrida ilm-fan, madaniyat va maorifning gullab-yashnashi» haftaligi boshlandi. O'sha kuni Birinchi Prezidentimiz Islom Karimov YuNeSKO Ijroiya kengashi sessiyasida, YuNeSKO qarorgohida temuriylar davriga

bag'ishlangan ko'rgazma ochilishida nutq so'zladi. Yurtdoshlarimiz yaxshi eslaydi: ko'rgazma boshlanishiga ozgina vaqt qolganda, zalga kutilmaganda Fransiya Prezidenti Jak Shirak kirib kelgan. Islom Karimov Jak Shirakni ekspozitsiya bo'ylab aylantirib, Amir Temurning insoniyat sivilizatsiyasiga qo'shgan hissasi haqida zavq bilan so'zlab bergan. O'shanda Jak Shirak «Islom Karimovdek o'z Vatani tarixini bunchalik mukammal biladigan, ulug' ajdodlari nomini bunday yuksak e'zozlaydigan davlat rahbari dunyoda kamdan-kam bo'ladi», deb qoyil qolgan. Fransiya Prezidenti O'zbekiston rahbariga yuksak hurmat ifodasi sifatida Amir Temurning 1402 yili Fransiya Qirol Sharl VI ga yo'llagan nomasini taqdim etgan. Bu eksponat bugun Temuriylar tarixi davlat muzeyidagi eng noyob tarixiy hujjatlardan hisoblanadi. Aynan mana shu tarixiy haftalikda Birinchi Prezidentimizning jasorati va fidoyiligi bois dunyo ahli Parijda nima uchun XV asrdayoq Amir Temurga yodgorlik o'rnatilib, unga «Yevropaning xaloskoriga» degan chuqur ramziy ma'noli so'zlar bitilganini, Sohibqiron xizmatlari tufayli Osiyo va Yevropa tarixda birinchi marta yagona jo'g'rofiy-siyosiy makonda birlashganini teran angladi – jahon Amir Temurni buyuk bunyodkor sifatida tan oldi. Haqiqatdan ham, YUNESKO kotibiyati Amir Temur tavvaludining tantanalariga katta e'tibor qaratib kelmoqda. Jumladan, YUNESKO " Ipak yo'li – muloqot yo'li " xalqaro ilmiy ekspeditsiyasining koordinatori hazrati Amir Temur haqidagi quyidagi so'zlari e'tiborga molikdir: „ Temur nihoyatda serqirra, faoliyati murakkab siymo, ulug' zot. U, bir tomondan, dunyoni titratgan jahongir, ikkinchi tomondan, dunyo avlodlarini ma'naviy, moddiy qarzdor qilgan buyuk inson! Tarixda buyuk sarkardalar ko'p bo'lgan. Agar fransuz sarkardasi Napoleon bilan Temurni qiyoslaydigan bo'lsak, ikkinchisi birinchisidan o'n chandon ustun turadi. Napoleon jahongir bo'lib, brogan joylarini vayron etib, bunyodkorlikka kam e'tibor bergan bo'lsa, Temur o'z davrining buyuk sarkardasi – fотиhi sifatida ko'p yerlarni zabt etdi. Lekin u yerlarda ham binolar qurdirdi, kannalar qazdirib, suv chiqartirdi. Ammo bosib olgan joylaridagi eng yaxshi ustalarni, olimu fozillarni o'zi bilan birga olib yurib, bebaxo binolar bilan ko'pgina go'zal shaharlar bezagiga bezak, ko'rkiga ko'rk qo'shdi.”¹

O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoevning tashabbusiga ko'ra Samarqandda o'z ishini boshlagan “Moddiy va nomoddiy madaniy merosni saqlash: dolzarb muammolar va ularni hal etish strategiyalari” xalqaro konferensiyasiga dunyoning 40 ta mamlakatidan tashrif buyurgan 300 ga yaqin taniqli sharqshunoslar – akademiklar, fan doktorlari, professorlar ishtirok etishdi.

¹ YUNESKO " Ipak yo'li – muloqot yo'li " xalqaro ilmiy ekspeditsiyasining koordinatori senegallik Dudu D'ening Amir Temur tavalludining 660 yilligiga bag'ishlagan nutqidan.

Taklif etilganlar orasida YuNESKO bosh direktori Adri Ozule ham bor. Bu Adri Ozulexonimning Ozbekistonga birinchi tashrifi edi.

Xalqaro konferensiya ish boshlashidan oldin YuNESKO bosh direktori Adri Ozule buyuk Amir Temur etti bog'idan biri – Bog'ishamolga o'xshab qayta qurilgan yangi bog'da mehmonlar uchun tashkilotchilar tomonidan xalqaro konferensiya va madaniy meros haftaligi mehmonlariga O'rta asrlardagi hayotni qayta tiklandi. Odre Azulexonim ham mazkur bog'da tashkil etilgan sahna ko'rinishlar va namoyish etilgan hunarmandchilik namunalarini ko'zdan kechirdi.

Shunda har bir mehmon Temuriylar davri voqeligiga o'zlarining eski kiyimlari va bosh kiyimlari, Samarqand ustalarining mahorat bilan ishlangan hunarmandchilik satrlari, sharqona bozorning ajoyib namunalaridan bahramand bo'lishdi. Teatrlashtirilgan va folklor spektakllaridan iborat chiqishlar yanada tarixga qaytishga turtki berdi.

Xulosa, Bir so'z bilan aytganda, shubhasiz, Parijdagi bayram tadbirlari ulug' davlat arbobi, mohir sarkarda, buyuk bunyodkor, fan, madaniyat, san'at va ta'lim homiysi bo'lmish Sohibqiron Amir Temurning jahon ma'daniyati, san'ati, fani, ilmiga, xususan, Sharq sivilizatsiyaga qo'shgan ulkan hissasini va mustaqil O'zbekistonimizning naqadar chuqur ma'naviy ildizlarga ega ekanligini va tobora oshib borayotgan xalqaro nufuzini dunyoga yana bir bor namoyon etadi.

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MAKTABGACHA TA'LIM TASHKILOTI PEDAGOG-
TARBIYACHISINING TA'LIM TARBIYA JARAYONINI
REJALASHTIRISH FAOLIYATI

Isomova Farog'at Tojiddin qizi

Osiyo Xalqaro Universiteti

Pedagogika va psixologiya kafedrari o'qituvchisi

E-mail: isomovafarogattojiddinqizi@oxu.uz

Anotatsiya: Maqolada maktabgacha yoshdagi bolalarning nutq hamda o'qish kompetensiyalarini shakllantirishning mazmuni, ushbu kompetensiyalarning bola rivojlanishidagi o'rni va samaradorligi yoritib berilgan.

Kalit so'zlar : nutq, bilim, ko'nikma, malaka, kompetensiya, rivojlanish, kommunikatsiya, og'zaki nutq, ijtimoiy munosabat, o'qish, savodxonlik, o'yin, dastur.

Содержание формирования речевых и читательских компетенций детей дошкольного возраста

Аннотация: В статье раскрывается содержание формирования речевых и читательских компетенций детей дошкольного возраста роль и эффективность этих компетенций в развитии ребенка.

Ключевые слова: речь, знание, умение, компетентность, компетентность, развитие, общение, устная речь, социальная установка, чтение, грамотность, игра, программа.

Content of formation of speech and reading competences of children of pre-school

Annotation: The content of the formation of speech and reading competencies of children of preschool age the role and effectiveness of these competencies in child development is explained in the article.

Key words: speech, knowledge, skill, competence, competence, development, communication, oral speech, social attitude, reading, literacy. game, program

Rivojlanib borayotgan mamlakatimiz barcha sohalarda o'z rivojlanish strategiyalarni belgilab bormoqda. Binobarin, „2022-2026-yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi” ham mamlakatimiz farovonligi va

uzluksiz taraqqiy etib borishini ta'minlaydi. Ta'lim esa taraqqiyotning asosiy harakatlantiruvchi omili bo'lib xizmat qiladi. Bu borada Prezidentimiz Shavkat Mirziyoyevning „Qaysi sohani olmaylik, biz zamonaviy yetuk kadrlarni tarbiyalamasdan turib biron-bir o'zgarishga, farovon hayotga erisha olmaymiz. Bunday kadrlarni, millatning sog'lom genofondini tayyorlash, avvalo, maktabgacha ta'lim tizimidan boshlanadi" degan so'zlari yuqorida keltirilgan fikrimizning yorqin dalilidir.

Maktabgacha ta'lim tashkilotlarining barcha tarbiyaviy-ta'limiy ishlarida bolalarga nutq o'stirishni o'rgatish orqali ularning nutqiy kompetensiyalari shakllantirib boriladi. Ayniqsa, nutq o'stirish mashg'ulotlarida har bir bolaning nutqini rivojlantirish bo'yicha ishlar rejalashtiriladi. Bolalarga barcha mashg'ulotlarning mazmuni va mohiyati faqat nutq o'stirish orqali singdiriladi. Shu o'rinda rus pedagogi K.D. Ushinskiy „Nutq o'stirish- har qanday taraqqiyotning asosi, butun bilimning xazinasidir. Har qanday tushunish undan boshlanadi, u orqali o'tadi va unga qaytadi" deb ta'kidlab o'tgan. Maktabgacha ta'limning asosiy shakli mashg'ulotdir. Nutq o'stirish mashg'ulotlarida bola o'z nutqini tarbiyachining namunaviy nutqi bilan taqqoslashga, boshqa bolalar bilan o'quv materialini bajarishga, ya'ni tarbiyachining tushuntirishini, hikoyasini tinglashga, birgalikda rasmlarni, mediafilmlarni ko'rishga, suhbatlashishga, didaktik o'yinlarda ishtirok etishga, birgalikda kuylashga, musiqa tinglashga, ma'lum bir obyektga diqqatini qarata olishga, navbat bilan gapirishga o'rganadi. Bolalar mashg'ulotda yangi bilimlar (voqea va hodisalar o'rtasidagi bog'lanishlarga taalluqli so'zlar, nutqning grammatik shakllari) bilan tanishadilar, tarbiyachining nutqiy ko'rsatmasi orqali o'quv ishlarini bajarishga, ishlariga baho berishga o'rganadilar.

Nutq o'stirishni o'rgatish mashg'ulotlarini didaktik maqsadiga ko'ra quyidagi tiplarga ajratish mumkin:

- yangi materialni bayon etuvchi mashg'ulotlar;
- bilim, malaka va ko'nikmalarni mustahkamlovchi mashg'ulotlar;
- bilimlarni umumlashtiruvchi va bir tizimga soluvchi mashg'ulotlar;
- yakunlovchi yoki tekshiruvchi-hisobga oluvchi-sinovchi aralash mashg'ulotlar.

Bolalar maktabgacha ta'lim tashkilotida ilgari hosil qilingan bilim, ko'nikma va malakalarni mustahkamlovchi mashg'ulotlardan keng foydalaniladi. Masalan, sayohatlari haqida hikoya qilib berish, sport xonasi haqida suhbat, ilgari o'qib yoki hikoya qilib berilgan ertak yoki hikoyani qayta so'zlab berish, ilgari yod olgan she'rlarini takrorlash.

Bilimlarni umumlashtiruvchi va bir tizimga soluvchi mashg'ulotlar. Bu mashg'ulot turi o'zining mazmuni jihatidan ilgari hosil qilingan bilim, ko'nikma va malakalarni mustahkamlovchi mashg'ulot turiga yaqinroqdir. Masalan, „Kimga nima kerak?“, „Do'kon“ o'yinlarida bolalar predmetlarni rangiga, shakliga, nima uchun mo'ljallanganligiga qarab tasniflaydilar. Katta guruhlarda ona yurt, kattalarning mehnati, transport haydovchisining mehnati, kitoblar haqida umumlashtiruvchi suhbat o'tkaziladi. Bunda bolalar oldiga materialni maqsadga qaratgan holda esga olish vazifasi qo'yiladi. Umumlashtiruvchi tipdagi mashg'ulotlar bolalarda mantiqiy tafakkurni, analitik-sintetik faoliyatni shakllantirishda katta ahamiyatga ega. Hisobga oluvchi mashg'ulotlardan tasviriy faoliyatda keng foydalaniladi. Biroq bu mashg'ulot turi bolalarning nutq o'stirish bo'yicha bilim va malaka darajalarini aniqlash uchun zarurdir.

Ayrim bilimlar bo'yicha sinov-tekshiruv mashg'ulotlarini o'quv yilining boshida guruhga yangi qabul qilingan bolalarning bilimni aniqlash maqsadida o'tkazish maqsadga muvofiqdir. Qilingan ishlarga yakun yasash maqsadida yilning oxirida ham sinov tekshiruv mashg'ulotlari o'tkaziladi.

Bolalar maktabgacha ta'lim tashkilotida ko'proq aralash turdagi mashg'ulotlardan foydalanish joriy qilingan. Masalan, bir mashg'ulotning o'zida bolalarni yangi bilim beruvchi material bilan tanishtiriladi, ilgari hosil qilingan bilim (o'tilgan material) takrorlanadi va mustahkamlanadi. Nutq o'stirish mashg'ulotlari o'ziga xos xususiyatlarga ega bo'lib, ayrim vaqtlarda mashg'ulotni o'tkazishda qiyinchiliklar vujudga keladi.

Tasviriy faoliyat, jismoniy tarbiya, musiqa mashg'ulotlarida, barcha bolalar bir xilda faollik ko'rsatadilar, ammo nutq o'stirish mashg'ulotida barcha bolalar faol qatnashmaydilar. Rasm asosida hikoya tuzish, savollarga javob berish, she'rni yoddan aytib berish kabi topshiriqlar bo'yicha ba'zi bolalar javob beradilar, qolganlar esa o'rtoqlarining javobini to'ldiradilar. Mashg'ulot vaqti chegaralanganligi sababli, har bir bola bilan alohida shug'ullanish imkoniyati yo'q. Shuning uchun mashg'ulotlarda yuqori natijalarga erishish uchun ularni umumiy didaktik talablarga javob beradigan qilib tashkil etish kerak.

Har bir tarbiyachi mashg'ulotlarni tashkil etishda quyidagi didaktik talablarga qat'iy rioya qilishi lozim:

Mashg'ulotga oldindan puxta tayyorlanish, uning mazmunini, ta'lim usullarini aniqlash. Bunda nutq o'stirish bo'yicha bolalarning bilim va malakalari aniq bo'lishi kerak. Belgilangan dastur materialini o'rganish uchun zarur bo'lgan metodlar va usullar tanlanadi, mashg'ulotning tuzilishi va borishi oldindan o'ylab olinadi. Kerakli ko'rgazmali qurollar, o'quv jihozlari tayyorlab qo'yiladi,

individual (yakkama-yakka) ta'lim vazifalari aniqlanadi (yakka beriladigan topshiriqlar, bolalarni javob berishga chaqirish navbati belgilanadi).

Aqliy ish bilan bandlik yukini to'g'ri taqsimlash. Tarbiyachi ta'limning rivojlantiruvchi tamoyiliga amal qilib, bolalardan aqliy faollikni talab etuvchi, murakkab vazifalar beradi. Ba'zan bolani aqliy ish bilan band qilish yoki aqliy zo'riqishni talab etuvchi ish yetarli bo'lmaydi: bolalarning o'zlari mustaqil ravishda ish ko'rishga kirisha olmaydi, analitik-sintetik xarakterdagi nutqiy vazifalarni hal eta olmaydi; predmetlar o'rtasidagi bog'liqlikni (aloqadorlikni) aniqlay olmaydi; o'xshash narsalarni guruhlay olmaydi va hokazolar.

Aqliy ish bilan bandlik yukini (aqliy zo'riqishni) to'g'ri taqsimlashda mashg'ulotning aralash strukturasi (tuzilishi), shuningdek, xulosa chiqarish va taqqoslash uchun beriladigan savollar va topshiriqlar yordam beradi.

Mashg'ulotning tarbiyaviy xarakterga ega bo'lishi.

Nutqni rivojlantirish bo'yicha mashg'ulotlarni tashkil etishda ta'limning tarbiyaviy tomoni ham hisobga olinadi. Bolalar tomonidan nutq o'stirishni egallash, uning boyligini, jozibadorligini bilib olish vatanparvarlik tarbiyasini amalga oshirishda yordam beradi. Ijtimoiy-tarixiy hayot voqealari, buyuk siymolar Navoiy, Beruniy, Ibn Sino, Ulug'bek, Bobur, Amur Temur, Jaloliddin Manguberdi, Sobir Rahimov va hokazolar haqidagi hikoyalar axloqiy tuyg'ular bilan bog'liq bo'lib, ular bolalarni ona vatanga muhabbat, baynalminallik, kollektivizm, mehnatsevarlik ruhida tarbiyalashda katta ahamiyatga ega.

Mashg'ulotning jo'shqinlik xarakteriga ega bo'lishi. Mashg'ulotni boshlashdan avval bolalarda bilim olish istagini, qiziquvchanlikni, yangilikni bilib olishga ishtiyoqni vujudga keltirish kerak. Mashg'ulot bolalarda qoniqish hissini vujudga keltirishi lozim.

Ta'lim usullarini mashg'ulotning tuzilishiga qarab tanlash. Mashg'ulotning tuzilishi avvaldan aniq qilib belgilab qo'yilishi kerak. Mashg'ulotning boshida yangi material bilan tanishtirishda avvalgi mashg'ulotlarda o'rganilgan materiallar esga olinib, uni bolalar tajribasi bilan bog'lanadi. Katta guruhlarda ko'pincha mashg'ulotning maqsadi asoslab beriladi. Masalan, tarbiyachi bolalar bilan nutqning tovush madaniyatini tarbiyalash bo'yicha mashg'ulotni boshlashda avval shunday deydi: „Aytishi qiyin so'zlarni to'g'ri talaffuz etishga o'rganish kerak. Chunki bizning nutqimiz to'g'ri, chiroyli, atrofdagilar uchun tushunarli bo'lishi lozim“. Tarbiyachining bunday asosli gapi bolalarning yangi bilim va ko'nikmalarni egallash zarurligiga ishontiradi. Mashg'ulotning asosiy qismini aniq rejalashtirish kerak bo'ladi. Uning birinchi bosqichida (yangi vazifani hal etishda) bolalarga nutqiy faoliyatning va uning maqsadini aniqlashga yordam beruvchi ta'limning asosiy usullari mujassamlashgan bo'ladi. So'ngra bolalar tomonidan

mustaqil ishlar amalga oshiriladi va tarbiyachi tomonidan rahbarlik qilinadi. Mashg'ulotning yakuniy qismi qisqa va jo'shqinligi bilan ajralib turishi kerak, ya'ni mashg'ulotda o'zlashtirilgan materialni mustahkamlash uchun mavzuga yaqin bo'lgan badiiy asarlarni o'qib berish, she'r aytib berish, topishmoq aytish, didaktik o'yin kabi usullardan foydalaniladi.

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**BO'LAJAK BOSHLANG'ICH SINIF O'QITUVCHISINING RAQAMLI
TA'LIM RESURSLARIDAN FOYDALANISH KO'NIKMALARINI
RIVOJLANTIRISH TIZIMI**

Lukmonova Salomat Gafurovna
Osiyo xalqaro universiteti o'qituvchisi

Annotatsiya: Maqolada bo'lajak boshlang'ich sinf o'qituvchisining raqamli ta'lim resurslaridan foydalanishga tayyorligini shakllantirishga oid fikrlar keltirilgan bo'lib, bu dolzarb pedagogik vazifani qanday amalga oshirish kerakligi batafsil yoritilgan. Hozirgi raqamli axborot davrida bu fikrlar ta'lim tizimida ham juda yuqori ahamiyatga ega bo'lmoqda.

Kalit so'zlar: raqamli ta'lim, kompyuter, resurs, axborot, zamonaviy, electron ta'lim, informatika, multimedia texnologiyalari.

**СИСТЕМА РАЗВИТИЯ НАВЫКОВ БУДУЩЕГО УЧИТЕЛЯ
НАЧАЛЬНЫХ КЛАССОВ ПО ИСПОЛЬЗОВАНИЮ ЦИФРОВЫХ
ОБРАЗОВАТЕЛЬНЫХ РЕСУРСОВ**

Лукмонова Саломат Гафуровна
Преподаватель Азиатского международного университета

Аннотация: В статье рассказывается о формировании готовности будущего учителя начальных классов к использованию цифровых образовательных ресурсов и подробно рассказывается о том, как решать эту актуальную педагогическую задачу. В сегодняшнюю цифровую эпоху эти идеи становятся все более важными в системе образования.

Ключевые слова: цифровое образование, компьютер, ресурс, информация, современное, электронное образование, информатика, мультимедийные технологии.

**A SYSTEM FOR DEVELOPING THE SKILLS OF A FUTURE
PRIMARY SCHOOL TEACHER IN THE USE OF DIGITAL
EDUCATIONAL RESOURCES**

Lukmonova Salomat Gafurovna
Lecturer at Asia International University

Annotation: The article tells about the formation of the readiness of the future primary school teacher to use digital educational resources and tells in detail how to solve this urgent pedagogical problem. In today's digital age, these ideas are becoming more and more important in the education system.

Keywords: digital education, computer, resource, information, modern, electronic education, informatics, multimedia technologies.

S. D. Karakozovning fikricha ta'limni axborotlashtirish - ommaviy kommunikatsiya va kompyuter tarmoqlari bazasida yagona axborot-ta'lim makonini yaratish jarayoni bo'lib, uning tayanch kategoriyasi – axborot-ta'lim tizimlari, uni yaratish tamoyillari esa integrativ va gumanistik asosga ega. Axborot jamiyati doirasida, bir tomondan, mutaxassis faoliyatining asosiy shakllari va usullari o'zgaradi, bu muqarrar ravishda uning kasbiy tayyorgarligi mazmunining o'zgarishga olib keladi. Boshqa tomondan, uni qurshab turgan ijtimoiy-iqtisodiy va ta'lim muhiti o'zgaradi, ta'lim mazmunini o'zgartirish talablari bilan birgalikda mutaxassisni tayyorlash shakllari, vositalari va usullarining o'zgarishiga olib keladi. Bularning barchasi mutaxassislarni, shu jumladan boshlang'ich maktab o'qituvchilarini ham kasbiy tayyorlash tizimi uchun yangi rivojlanish modellarini izlashni talab qiladi.

K. V. Sokolova axborot jamiyatida “kichik yoshli maktab o'quvchilarini AKTdan foydalanish doirasida intellektualizatsiyalash va ijtimoiylashtirish”ning muhim ahamiyatni ta'kidlab, bu jarayonlar o'zaro bog'liq ikki yo'nalishda olib qaralishi lozimligini qayd qiladi: boshlang'ich ta'lim tizimiga informatika fanini va axborot texnologiyalarini deyarli barcha o'quv fanlariga kiritishdir.

Shu munosabat bilan, ta'limni modernizatsiya qilish sharoitida, L.L. Bosovoyning fikricha, boshlang'ich sinf o'quvchilari tomonidan “Informatika va AKT” mustaqil o'quv predmetini o'rganish jarayonida amalga oshiriladigan informatika va AKT vositalari va usullarini aniq bir maqsadga qaratilgan tarzda o'zlashtirish yoki boshqa o'quv predmetlari o'rganish va sinfdan tashqari ishlarda o'quvchilarning intellektual salohiyatini rivojlantirishga, mustaqil ravishda bilim olish qobiliyatini shakllantirish, axborot-o'quv, eksperimental-tadqiqot faoliyati, mustaqil axborot faoliyatining turli-tuman ko'rinishlarini amalga oshirishga qaratilgan pedagogik texnologiyalarni AKT vositalari bazasida qo'llash dolzarb ahamiyat kasb etadi.

K. V. Robert o'quv-metodik ta'minotning yangi avlodi tarkibida lokal va global tarmoqlarning axborot resurslari bilan bog'langan ta'limiy vazifali elektron nashrlar sifatida taqdim etiladigan ta'lim vositalari muhim o'rin tutishini aytadi.

Bunda ta'limiy vazifali elektron nashrlar quyidagi maqsadlarga erishishga mo'ljallangan: "o'quv ma'lumotini multimedia texnologiyalari, gipermatn, gipermedia, telekommunikatsiya vositasida taqdim etish; interaktiv o'zaro aloqada foydalanuvchi bilan teskari aloqani amalga oshirish; ta'lim berish natijalari va ta'lim olishda olg'a siljish jarayonlarini nazorat qilishni avtomatlashtirish; o'quv-tarbiya jarayonini axborot-metodik ta'minlash va ta'lim muassasani boshqarishni avtomatlashtirish". Ta'limiy vazifali elektron nashrda taqdim etilgan o'quv materialining tuzilishi chiziqli emas, bu an'anaviy (yoki chiziqli yoki konsentrik) variantdan farq qiladi.

A. V. Molokovning tadqiqotida kompleks tarzda tatbiq qilinganda boshlang'ich ta'limni samarali axborotlashtirish uchun zarur didaktik shartlarni yaratishni belgilaydigan tamoyillari ishlab chiqilgan .

Qo'llanayotgan axborot texnologiyalarining boshlang'ich ta'limning maqsadlari, boshlang'ich sinf o'quvchilarning yosh va psixologik-pedagogik o'ziga xos xususiyatlariga muvofiqligi prinsipi. Axborot bilan ishlashning eng muvofiq usullari elektron shaklda taqdim etilgan ko'rgazmali obrazlar bilan bajariladigan turli amallar bajarish, asta-sekin belgi-ramzli faoliyatga o'tish, kichik yoshli o'quvchilarning tadqiqot faoliyati davomida ma'lumot qidirishi hisoblanadi. Interaktiv doska yoki elektron ta'lim resurslaridan foydalanish o'quv ma'lumotlarini idrok etishning barcha kanallarini kompleks tarzda ishga solish imkonini beradi

Elektron ta'limdan resurslarini qo'llashning ta'limni individuallashtirishga yo'naltirilganligi prinsipi, kichik yoshli o'quvchilarni rivojlantirish boshlang'ich ta'limdan boshlab individual ta'lim traektoriyalarini voqelantirish uchun sharoit yaratish zarurati sifatida qaraldi. Ushbu tamoyil zamonaviy elektron ta'lim resurslaridan boshlang'ich sinf o'quvchilarining o'z-o'zini nazorat qilish ko'nikmalarini rivojlantirish, ma'lumot bilan ishlash ko'nikmalarini individual tempda va o'zi uchun ahamiyatli bo'lgan mazmun asosida shakllantirishni taqozo qiladi.

Boshlang'ich ta'limni axborotlashtirish sharoitida ta'lim olishning qulayligi prinsipi boshlang'ich sinf o'quvchilariga ta'lim berishda sanitariya-gigiyena me'yorlari va texnik vositalardan foydalanish qoidalariga rioya qilishni, ergonomik nuqtayi nazardan xavfsiz elektron o'quv materiallaridan foydalanishni talab qiladi. Qulaylik o'quvchilarning o'quv va kundalik vazifalarini kompyuter va boshqa axborotlashtirish vositalari yordamida hal qilishga imkon beradigan foydalanuvchi ko'nikmalari egallash uchun qulay shart-sharoit yaratish bilan ta'minlanadi.

Elektron ta'lim resurslarini dars davomida didaktik, rivojlantiruvchi va tarbiyaviy vazifalarni hal qilish uchun yetakchi vosita sifatida qo'llash prinsipi o'quv jarayonini axborotlashtirishning eng muhim yo'nalishini belgilash sifatida qaraladi.

Boshlang'ich sinf o'quvchilarini o'qitishda an'anaviy va axborot texnologiyalarini optimal tarzda birlashtirish printsipli zamonaviy axborot texnologiyalari va boshlang'ich ta'lim an'alariga asoslangan texnologiyalarning afzalliklarini hisobga oladigan yangi didaktik yondashuvlarni ishlab chiqish zarurati va imkoniyatini taqozo qiladi. Prinsipni amalda qo'llashning optimalligi ta'lim jarayoni subyektlarining didaktik vazifalarni hal qilish ta'lim samaradorligini oshirishga vaqt va kuch sarfini kamaytirishdan iborat.

Raqamli ta'lim resursi – grafik, matnli, raqamli, nutqiy, musiqiy, video, foto va raqamli ko'rinishda taqdim etilgan boshqa axborotni o'z ichiga olgan, zamonaviy ta'limning maqsad va vazifalarini amalga oshirishga yo'naltirilgan axborot manbai. Biz aynan shu ta'rifga asoslanamiz.

“Raqamli ta'lim resursi” tushunchasi bilan “raqamli resurs”, “axborot resursi” va “ta'lim resursi” tushunchalari bog'liq. “Axborot resursi” tushunchasi “raqamli resurs” tushunchasidan ham (axborot resursi raqamli ko'rinishda ham, qog'oz shaklidagi vositada ham bo'lishi mumkin), “ta'lim resursi” tushunchasidan ham keng (har qanday resurs ham ta'limiy xarakterga ega emas).

Raqamli ta'lim resursining hamma qabul qilgan tasnifi yo'q, bu ularni kataloglashtirishda ba'zi muammolarni tug'diradi. Misol tariqasida axborot turi bo'yicha tasnifni keltiramiz: matnli ma'lumotli raqamli ta'lim resursi (darslik, o'quv qo'llanma, xrestomatiya, ensiklopediya, masalalar to'plami, lug'at, davriy nashrlar), vizual ma'lumotli raqamli ta'lim resursi (rasm, fotosurat, poraqamli ta'lim resursiet, jarayon va mashg'ulotlarning videlanhasi, namoyish, videoekskursiya), kombinatsion ma'lumotli raqamli ta'lim resursi (darslik, o'quv qo'llanma, xrestomatiya, ensiklopediya, masalalar to'plami, lug'at, davriy nashrlar), audio ma'lumotli raqamli ta'lim resursi (ovozli musiqiy chiqishlar, jonli va jonsiz tabiatning ovozi), videoma'lumotli raqamli ta'lim resursi (tirik va tirik bo'lmagan tabiatning audio-video obyektlari, o'quv predmetlari bo'yicha ekskursiyalar, ensiklopediyalar), interaktiv modellar (o'quv predmetlari laboratoriya mashg'ulotlari, o'quv predmetiga doir virtual laboratoriyalar), murakkab tuzilishga ega bo'lgan raqamli ta'lim resursi (darslik, o'quv qo'llanma, xrestomatiya, ensiklopediyalar).

Murakkab tuzilmali axborot manbai– raqamli matn, videotasvir, audioyozuv, fotosurat, interaktiv model va boshqalarga asoslangan, tegishli o'quv-metodik yordamga ega bo'lgan raqamli ta'lim resursi. Bunday resurs o'quvchi va o'qituvchiga ma'lum bir mavzu yoki maktab o'quv predmetining muayyan bo'limini tushunishga yordam beradi. Murakkab tuzilmali axborot manbai dan shuningdek, qo'shimcha ta'lim va fanlararo sohalarda ham foydalanish mumkin.

Innovatsion o'quv-usuliy majmua – muayyan o'quv predmeti (yoki muayyan ta'lim yo'nalishi) bo'yicha ta'lim jarayonini amalga oshirish uchun zarur bo'lgan

o'quv vositalarining to'liq to'plami, u zamonaviy pedagogik va axborot-kommunikatsiya texnologiyalarini faol qo'llash orqali ta'lim oluvchilarni axborot jamiyati sharoitidagi hayotga tayyorlash uchun zarur bo'lgan ta'lim natijalariga erishishni ta'minlashi lozim.

“Raqamli ta'lim resursi” termini bilan bir qatorda “elektron ta'lim resursi” termini ham ishlatiladi. Elektron ta'lim resurslari texnik jihatdan – dasturlar va ma'lumotlar to'plami, iste'molchi nuqtayi nazaridan – o'rganish predmeti bo'lgan obyektlar, jarayonlar, abstraktsiyalarni ifodalovchi mazmunli elementlar to'plami. Bundan tashqari samarali elektron ta'lim resurslari yuqori darajadagi interaktivlikka ega va multimediyaga boy bo'lib, shuningdek tarmoqda tarqatish imkoniyatiga ega.

Raqamli va elektron ta'lim resursi tushunchalarini biz sinonim sifatida ishlatamiz.

Raqamli ta'lim resursilarining ta'rif va tavsif bilan bog'liq adabiyotlarni o'rganish orqali biz raqamli ta'lim resurslari o'quv jarayonini tashkil qilishda quyidagi imkoniyatlarni taqdim qilishini aniqladik:

- katta hajmdagi axborotni joylashtirish (bu ayniqsa elektron interaktiv ensiklopediyalar yaratish uchun muhim);
- kerakli ma'lumotlarni tezkor izlash va foydalanish;
- ko'plab murakkab hodisa va jarayonlarni ko'rgazmali (tushunarli) tarzda taqdim etish;
- grafik bezakdan foydalanish;
- turli shakl - vizual, tovush vositasidagi va h. k. shaklda taqdim etilgan ma'lumotlarni bir vaqtning o'zida qabul qilish;
- o'quvchilarning bilimlarni mustaqil ravishda egallash va taqdim etish faoliyatining turli shakllarini tashkil etish;
- o'quvchilar bilimni obyektiv va sifatli tekshirish, masalan, test orqali;
- bilimlarni egallashning individual jarayonini boshqarish.

Zamonaviy raqamli ta'lim resurslarining asosiy belgisi - multimedialilik. Multimedialilik - har xil turdagi: matniy, grafik, animatsion, ovozli va video ma'lumotlarning sintezi bo'lib, unda bu ma'lumotlarni turli xil usulda tartiblashtirish, birlashtirish va taqdim etish imkoniyati mavjud. Ta'lim jarayonida raqamli ta'lim resurslaridan foydalanish o'quv materialini turli-tuman shaklda taqdim etishga erishish imkonini beradi. Bu o'z navbatida, o'quvchilarning idrok qilishning turli kanallaridan foydalanishi tufayli ortiqcha zo'riqishi xavfidan qochib, ularning o'rganilayotgan mavzuga e'tiborini iloji boricha uzoqroq ushlab turishga imkon beradi. Bundan tashqari, assotsiativ eslab qolish nazariyasiga ko'ra turli sensor yo'llar orqali takrorlangan ma'lumotlar (masalan, matn, video, grafika va tovush kabi) yaxshiroq o'zlashtiriladi va ancha uzoq saqlanadi .

Odatda, o'quv jarayonida multimedia resurslaridan foydalanish B. Andersen tomonidan tasvirlangan to'rtta ssenariyning biri bo'yicha amalga oshiriladi:

1-ssenariy 1. Multimedia ilovalarning chiziqli ko'rinishlaridan foydalanish

- materialning qat'iy berilgan tartiblangan taqdimoti o'quvchilar e'tiborini jamlashga yordam beradi, biroq uni taqdim etishni boshqarishdagi cheklovlar hosil qiladi. Maktab amaliyotida bunday resurslar (masalan, kursning ayrim mavzulari bo'yicha taqdimotlar) ko'pincha frontal ishlarni tashkil qilish uchun ishlatiladi.

2-ssenariy. Multimedia ilovalarning chiziqli bo'lmagan ko'rinishlaridan foydalanish - bir tomondan – moslashuvchan navigatsiya va yuqori darajadagi interaktivlik hisobiga o'quv materiallaridan individuallashtirilgan tarzda foydalanish – va boshqa tomondan – materialning tuzilishida chalkashib ketish xavfi.

Bunday resursga tipik misol sifatida ma'lum bir o'quv predmeti bo'yicha tuzilgan multimediyali ensiklopediyani keltirish mumkin; darslarda tegishli elektron resurslaridan ko'pincha mavzuning ayrim qismlarini tushuntirishda frontal rejimda va va o'quvchilarning individual ishining ayrim turlarni tashkil qilishda (masalan, berilgan mavzu bo'yicha ma'lumot qidirishda) foydalaniladi.

3-ssenariy. O'rgatuvchi dastur yoki o'quv kursi - olingan bilimlarni amaliy mustahkamlashni ko'zda tutish, noodatiy vazifalarni qo'yish orqali tanqidiy fikrlashni rivojlantirish. Bunday ta'lim resurslari odatda sinf-dars tizimida to'liq qo'llanmaydi, darsda ayrim topshiriqlarni bajarish, trening va test o'tkazishni tashkil qilish mumkin. Bunday resurslardan masofaviy o'qitish va o'z-o'zini tayyorlashda foydalaniladi.

4-ssenariy. Multimedia yaratish – multimedia texnologiyasi fikrlash tarzi, aloqa va bilimlarni taqdim etish vositasi sifatida: o'quvchilarga materiallarni mustaqil ravishda yaratish va o'z konsepsiyasini taqdim etish imkoniyatini berish orqali ularni faol ta'lim olishga jalb qilish; fikrlash va amaliy vazifalarni guruh bo'lib hal qilish qobiliyatlarini rivojlantirish, yuqori darajadagi motivatsiya .

Ssenariylarning istalgan biridan foydalanganda ta'lim jarayoni yangi qirralarga ega bo'ladi: o'qituvchi asosan ta'lim jarayonini muvofiqlashtiradi, o'quvchilar esa yangi bilim va faoliyat usullarni o'zlashtirishda faollik ko'rsatadi.

Raqamli ta'lim resurslarining yana bir muhim xususiyati interaktivlik, ya'ni dialog, teskari aloqa imkoniyatidir. Yuqori darajadagi interaktivlik foydalanuvchida nafaqat voqealar rivojini boshqara olish tuyg'usini, balki olinadigan natija uchun javobgarlik hissini ham beradi. Bu o'quvchiga taqdim etilgan ma'lumotlarni passiv idrok etishdan ta'lim jarayonida faol ishtirok etishga o'tish imkoniyatini beradi.

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ILMIY TADQIQOT ISHI BILAN SHUG'ULLANUVCHILARDA
TADQIQOTMAVZUSINI TANLASH VA UNING DOLZARBLIGINI
ASOSLASH KO'NIKMALARINI SHAKLLANTIRISH

Olimov Temir Hasanovich

Osiyo xalqaro universiteti dotsenti, pedagogika fanlari bo'yicha falsafa
doktori (PhD)

Annotatsiya: ushbu maqolada ilmiy tadqiqot mavzuning dolzarbligini asoslash orqali tadqiqotchi muammoning davr, taraqqiyot, ilm-fan uchun qanchalik muhimligini isbotlay olishi, hamda mavzuning dolzarbligini obyektiv va subyektiv omillar orqali asoslash haqida fikr yuritilgan.

Kalit so'zlar: ilmiy tadqiqot, ilmiy izlanish, ilmiy metodlar, ijtimoiy taraqqiyot, ilmiy-texnik taraqqiyot, iqtisodiy rivojlanish, madaniy yuksalish

Ilmiy tadqiqot o'tkazish ratsional tashkil etiladigan, o'ziga xos metodika va metodlarga ega ijodiy faoliyatdir. Uning ratsionalligi inson aqlu idroki va real hayotiy talablarni bilan bog'liqligida, metodikasi va metodlari esa, ilm-fanda qabul qilingan, ijodiy faoliyatni samarali o'tkazishga yordam beradigan usullar va mexanizmlardan foydalanganidadir.

Ilmiy izlanish murakkab, serqirra va ziddiyatli kechadigan jarayondir. Tadqiqotchi ichki va tashqi ta'sirlari ostida izlanish olib boradi, mazkur ta'sirlarni ilmiy maqsadga yo'naltirish oson emas. Ilmiy tadqiqot o'tkazish metodikasini egallagan, ilmiy metodlardan yaxshi xabardor va ularni qo'llay oladigan shaxs ko'zlagan maqsadiga erishadi, ilm-fan sohasida biror e'tiborli fikr ayta oladi.

Ilmiy tadqiqot o'tkazishning asosiy maqsadi obyektning real holatini ideal holatga ko'tarish hisoblanadi. Mazkur maqsadga yetishning samarali yo'llarini, mexanizmlarini topish va jamiyatga taklif etish olimning vazifasidir. Mualliflar yosh tadqiqotchilarni o'z burchini obyektiv bajarishga, buning uchun esa ilm-fanda shakllangan metodlarga tayangan holda ijodiy kreativ pozitsiyada turishga da'vat etadilar.

Ilmiy tadqiqot mavzusini tanlashgacha bo'lgan jarayonlarni tadqiqotchining «o'zini o'zi izlash», «o'zligini topish» davri deb atash mumkin. Bu davrda tadqiqotchi hali biror-bir mavzuni tanlashdan, uni biror muammo bilan bog'lashdan uzoq bo'ladi. Tajriba ko'rsatadiki, ilm sohasiga birinchi qadam tashlaganidayoq mavzu topib, uni biror muammo bilan bog'lay olgan tadqiqotchi deyarli uchramaydi. Demak, mavzu tanlashda ilm sohasidan, mavzuga oid izlanishlar va muammolardan yaxshi xabardor mutaxassisning yordami, maslahati zarur. Bunday mutaxassis mavzu tanlashga ta'sir etuvchi obyektiv omillardan xabardor bo'lgani

uchun ham «ilmiy rahbar», «ilmiy maslahatchi», tadqiqotni ratsional olib borishni o'rgatuvchi «ustoz» deb ataladi.

Mavzuni tanlashga undovchi obyektiv omillar quyidagilardanI borat:

- ijtimoiy taraqqiyot talabi;
- ilmiy-texnik taraqqiyot talabi;
- iqtisodiy rivojlanish omili;
- madaniy yuksalish ehtiyoji.

Ilm-fanning ijtimoiy taraqqiyotga xizmat qilishi aksiomadir. Shuning uchun tanlanadigan mavzu ijtimoiy taraqqiyot maqsadlari va vazifalari bilan bog'liq bo'lishi zarur.

Ijtimoiy taraqqiyot deganda umuminsoniy rivojlanish, umumbashariy qadriyatlarni asrash va ko'paytirish, ijtimoiy hayotni yanadainsoniylashtirish, global muammolarni hal etish, insoniyat erishgan yutuqlarni, pozitiv tajribalarni yanada ko'paytirish nazarda tutiladi. Mazkur maqsad va vazifalarga xizmat qilish orqaligina ilm-fan, o'tkaziladigan tadqiqot, tanlanadigan mavzu pozitiv ahamiyat kasb etadi.

Ijtimoiy taraqqiyotni bugun ilmiy-texnik kashfiyotlarsiz, ixtirolarsiz tasavvur etib bo'lmaydi. Inson mehnatini yengillashtirish va samaradorligini oshirish, ijodiy salohiyatini to'la ro'yobga chiqarish imkoniyatini beruvchi vositalar, mexanizmlar va shart-sharoitlar yaratish ilmiy-texnik taraqqiyotning bosh vazifasidir. Bugun jon-jahd va fidoyilik bilan mehnat qilish yetarli emas, mehnatni, faoliyatni ratsional tashkil etish, samaradorligini oshirish yo'llarini izlash muhimdir. Jamiyatga ilmiy aqliy quvvatlariga tayanib, mehnatni, faoliyatni oqilona uyushtirishga, ijtimoiy ehtiyojlarni to'la qondirishga qaratilgan usullarga, vositalarga tayanadigan, ushbu usullarni va vositalarni kashf etadigan shaxslar kerak. Shuning uchun ham tadqiqot mavzusini ilmiy-texnik rivojlanish maqsadidan kelib chiqib tanlash talab etiladi. Ilm-fan oldiga ijtimoiy-siyosiy tuzum ham o'z talabini qo'yadi. Ijtimoiy-siyosiy tuzum ichki institutlarini o'z maqsadiga muvofiq faoliyat olib borishini istaydi, aks holda tuzum bilan institutlar o'rtasida begonalashuv yuzaga keladi. Aniq strategik maqsadi va rivojlanish dasturiga, modeliga ega ijtimoiy-siyosiy tuzum barcha sohalarni institutlarni, shu jumladan ilm-fanni ham ana shu strategik maqsad va rivojlanish dasturiga, modeliga xizmat qilishga yo'naltiradi. Ushbu obyektiv, ijtimoiy talabga xizmat qilishga tayyor tadqiqotgina siyosiy tuzum tomonidan qo'llab-quvvatlanadi.

Iqtisodiy rivojlanish barcha davrlarda, barcha davlatlarda ilm-fan rivojlanishiga ta'sir etuvchi obyektiv omil bo'lib kelgan. Inson va jamiyatning moddiy ehtiyojlarini qondirish orqaligina ilm-fan, ilmiy izlanishlar o'zining ijtimoiy foydali

mashg'ulot, faoliyat ekanini isbotlagan. Demak, ilmiy tadqiqot mavzusini tanlashda iqtisodiy rivojlanish omili unutilmasligi kerak. Hatto sof ilmiy-nazariy, diniy-transsendental, apriori mavjudligini asoslashga qaratilgan izlanishlar ham pirovard natijada amaliyot, dunyoni mukammallashtirish, insonning ruhiy olamini yuksaltirishga oid o'zining empirik tavsiyalarini berishini esdan chiqarib bo'lmaydi. Ijtimoiy taraqqiyot insonni o'rab turgan «sun'iy olam», arte-faktlar, «madaniyat» deb ataluvchi moddiy va ma'naviy boyliklar orqali idrok etiladi, o'lchanadi. Ilm-fanning o'zi madaniyatga oid sohadir, shu bois madaniy yuksalishga xizmat qilish uning immanent xususiyatidir.

Har bir ilm sohasida mavjud empirik tajribalarni, gnoseologik izlanishlar natijalarini jamlash, umumlashtirishga zaruriyat mavjuddir. Bunday ilmiy izlanish fundamental ahamiyatga ega bo'lib, u ilm sohasining real holatini, u duch kelayotgan nazariy, falsafiy, metodologik muammolar nimalardan iborat ekanini va uning rivojlanish yo'llarini, ideal holatga yetish bosqichlarini aniqlab olishga yordam beradi. Ilm sohasining bunday xususiy muammolarini o'rganish tadqiqotchidan katta gnoseologik tajriba va ilm-fanning falsafiy metodologik muammolaridan yaxshi xabardorlikni talab etadi.

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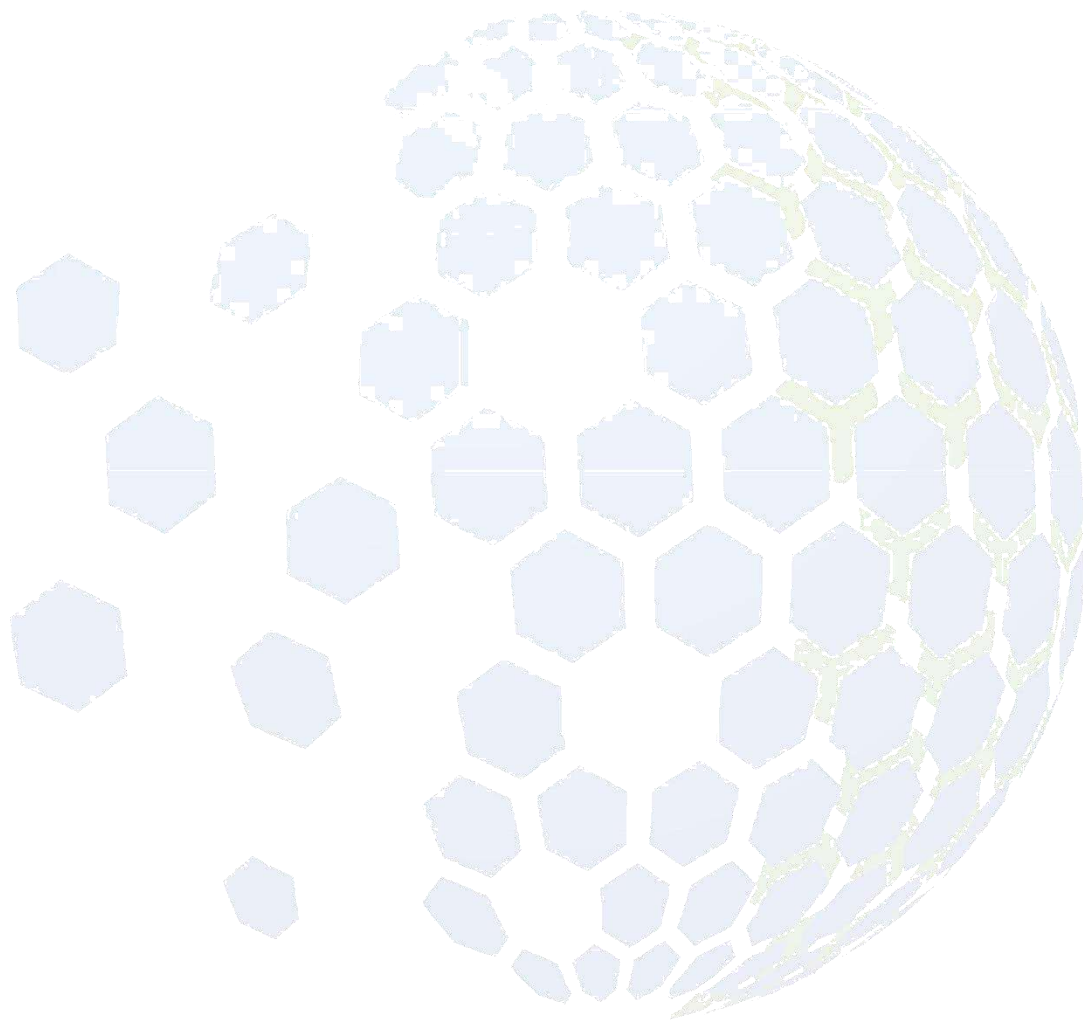
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СОЗДАНИЕ ПРОГРАММЫ ДЛЯ ИМИТАЦИИ ШИФРОВАНИЯ
МАШИНЫ ENIGMA НА ЯЗЫКЕ PYTHON

Tursunbek Sadriddinovich Jalolov

Asia International University

ts_jalolov@oxu.uz

Абстрактный: В данной статье представлен процесс создания программы для моделирования машинного шифрования Enigma на языке Python. «Enigma» — шифровальное устройство, использовавшееся немцами во время Второй мировой войны, и его было очень трудно взломать. Программа моделирования предназначена для воспроизведения функциональности реальной машины «Enigma» и предоставляет инструмент для понимания и экспериментирования с процессом шифрования.

Ключевые слова:

Машина «Enigma», шифрование, Python, симуляция, шифровальное устройство, Вторая мировая война

Машина «Enigma» — легендарное шифровальное устройство, сыгравшее значительную роль во Второй мировой войне. Разработанная немецким инженером Артуром Шербиусом машина использовалась для безопасной передачи конфиденциальной информации. Из-за сложности алгоритма шифрования союзным войскам было чрезвычайно сложно декодировать перехваченные сообщения, что в конечном итоге сделало его ключевым компонентом немецкой разведки.

В этой статье мы обсудим создание программы на Python, которая имитирует процесс шифрования машины Enigma. Цель программы — предоставить пользователям практический опыт понимания механики машины «Enigma» и ее криптографических функций. Благодаря этому моделированию пользователи смогут получить представление о проблемах, с которыми столкнулись взломщики кодов во время войны, и оценить значение шифрования в современной кибербезопасности.

Машина Enigma была одним из самых сложных шифровальных устройств времен Второй мировой войны, используемым немецкими вооруженными силами для шифрования и дешифрования сообщений. Эта машина использовала механические роторы для преобразования входящих букв в зашифрованные символы, что делало ее очень сложной для взлома.

Сегодня программирование машины Enigma может быть увлекательным проектом для тех, кто интересуется историей шифрования и программированием. В этой статье мы рассмотрим, как создать программу для имитации работы машины Enigma на языке программирования Python. Для начала, мы должны понять, как работала машина Enigma. Основная идея заключалась в том, что каждое нажатие клавиши шифровалось с использованием простой замены буквы. Например, при вводе буквы "A" на машине Enigma она могла быть преобразована в букву "D", в зависимости от настроек роторов. Для создания программы имитации машины Enigma на языке Python, нам понадобится создать алгоритм, который будет преобразовывать входящие символы в соответствующие шифрованные символы. Мы также должны имитировать работу роторов, которые меняются при каждом нажатии клавиши.

Примерной программой для имитации машины Enigma на языке Python может быть:

```
python
class EnigmaMachine:
    def __init__(self):
        self.rotors = ['EKMFLGDQVZNTOWYHXUSPAIBRCJ', 'AJDKSIRUXBLHWTMCQGZNPYFVOE',
        'BDFHJLCPRTXVZNYEIWGAKMUSQO']
        self.reflector = 'YRUHQSLDPXNGOKMIEBFZCWVJAT'
        self.position = [0, 0, 0]

    def encrypt(self, letter):
        output = letter
        for rotor in self.rotors:
            output = rotor[(ord(output) - ord('A') + self.position[i]) % 26]
        output = self.reflector[(ord(output) - ord('A'))]
        for rotor in reversed(self.rotors):
            output = chr((rotor.index(output) - self.position[i] + 26) % 26 + ord('A'))
        return output

    def rotate(self):
        self.position[0] = (self.position[0] + 1) % 26
        if self.position[0] == 0:
            self.position[1] = (self.position[1] + 1) % 26
            if self.position[1] == 0:
                self.position[2] = (self.position[2] + 1) % 26
```

В этом примере программы мы создаем класс EnigmaMachine, который имеет методы для шифрования и вращения роторов. Мы также определили алгоритм для каждого ротора и для рефлектора, чтобы можно было преобразовать входящий символ в шифрованный и наоборот. После создания такой программы можно провести тесты, используя известные сообщения и различные комбинации настроек роторов, чтобы убедиться, что программа

правильно имитирует работу машины Enigma. Создание программы для имитации машины Enigma на языке Python - увлекательный проект, который не только позволяет изучить историю шифрования, но и улучшить навыки программирования на языке Python.

Создание программы моделирования:

Чтобы создать программу моделирования, нам сначала нужно понять основные принципы работы реальной машины «Enigma». Машина использовала ряд роторов, коммутационную панель и отражатель для шифрования и расшифровки сообщений. Эмулируя эти компоненты, мы можем воспроизвести процесс шифрования в нашей программе Python.

Мы начнем с определения основных функций машины «Enigma», таких как вращение ротора, замена букв и подключение коммутационной панели. Используя объектно-ориентированные возможности Python, мы можем инкапсулировать эти функции в классы, представляющие различные компоненты машины Enigma. Кроме того, мы реализуем пользовательские интерфейсы для ввода сообщений, настройки параметров компьютера и просмотра зашифрованных выходных данных.

На протяжении всего процесса разработки мы будем обращаться к историческим ресурсам и техническим документам, подробно описывающим работу машины Enigma. Это гарантирует, что наша программа моделирования точно отразит поведение исходного устройства и станет образовательным инструментом для изучения криптографических методов.

Машина «Enigma» остается увлекательной темой в истории криптографии, и ее влияние на современные методы шифрования неоспоримо. Создавая программу моделирования для машины «Enigma» на Python, мы стремились предложить практический и образовательный ресурс для энтузиастов и студентов, заинтересованных в понимании тонкостей криптоанализа. Благодаря этой программе пользователи смогут глубже понять проблемы, с которыми сталкиваются взломщики кодов во время войны, а также технологические достижения, которые сформировали сферу кибербезопасности. Моделируя процесс шифрования машины «Enigma», мы надеемся пробудить любопытство и исследования в области криптографии и внести свой вклад в сохранение исторических криптографических знаний.

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“BOSHLANG’ICH TA’LIM PEDAGOGIKASI” MAZMUNI

Tursunova Zarina Ne’matovna

Osiyo xalqaro universiteti

Pedagogika va psixologiya kafedrası o’qituvchisi

Annotatsiya: Mazkur maqolada “Boshlang’ich ta’lim pedagogikasi” o’quv fanining mazmuni tahlil qilib berilgan va metodik tavsiyalar taqdim etilgan.

Kalit so’zlar: boshlang’ich, ta’lim, pedagogika, tushuncha, metodologiya, zamonaviylik, tendentsiya, bilim, ko’nikma, yondashuv, malaka.

CONTENTS OF “PEDAGOGY OF PRIMARY EDUCATION”

Abstract: In these articles, the meaning of the new academic subject "Pedagogy of Primary Education" is analyzed and methodological recommendations are given.

Key words: primary education, pedagogy, concept, methodology, modern, trend, knowledge, skills, approach, skill.

O’zbekistonda barpo etilayotgan Uchinchi Renessans davrida boshlang’ich ta’limning asosiy vazifalari sifatida quyidagilar belgilangan:

- boshlang’ich sinf o’quvchilarining tahliliy va kreativ fikrlash qobiliyatini rivojlantirish;

- boshlang’ich ta’limni ilg’or xorijiy tajribalar asosida takomillashtirish;

- boshlang’ich ta’lim samaradorligiga erishish.¹

Mazkur vazifalar oliy pedagogik ta’lim jarayonida o’qitilayotgan “Boshlang’ich ta’lim pedagogikasi, innovatsiya va integratsiyasi” fanining mazmunini belgilaydi. Unga ko’ra, mazkur fanning *mazmuni* boshlang’ich ta’lim, tarbiya va uni o’qitish asoslari bo’yicha bo’lajak o’qituvchilarga nazariy bilim, ko’nikma hamda malaka berishdan iborat. Bunda quyidagilarga e’tibor berish lozim:

- *boshlang’ich ta’lim* tushunchasi quyidagilarni qamrab oladi:

1) inson va jamiyat qadriyatlariga asosan 7-11 yoshli o’quvchilarga bilim berish;

2) boshlang’ich sinf o’quvchilarini o’qitish va tarbiyalash jarayoni;

3) boshlang’ich ta’limning samarasiga erishish;

4) boshlang’ich ta’limni yaxlit tizim sifatida qabul qilish.

- *boshlang’ich ta’limda tarbiya* tushunchasi quyidagilarni ifodalaydi:

1) boshlang' ich sinf o'quvchilariga insoniyatning tarbiyaga oid tajribasini

uzatish;

2) boshlang' ich sinf o'quvchilarini madaniyat va qadriyatlar olamiga olib

kirish;

3) boshlang' ich sinf o'quvchilari shaxsini rivojlantirish;

4) boshlang' ich ta'lim o'quvchilarini hayotning murakkab vaziyatlari va holatlariga tayyorlash.

- *boshlang'ich ta'limda o'qitish* tushunchasining mazmuni quyidagilardan iborat:

1) boshlang' ich sinf o'quvchilariga bilim, hayotiy tajriba, faoliyat ko'nikmasi berish va ularning tafakkurini shakllantirish;

2) boshlang' ich sinf o'quvchilarining bilim, ko'nikma va malaka hislarini

shakllantirish;

3) boshlang' ich sinf o'quvchilarining xotira, diqqat va fikr yuritish ko'nikmasini shakllantirish;

4) boshlang' ich sinf o'quvchilarining qiziqish, layoqat va qobiliyatlarini rivojlantirishga yo' naltirish.

Ushbu uch muhim kategorial tushuncha "Boshlang'ich ta'lim pedagogikasi" fani mazmunini tashkil qiladi. Bu fan vositasida O'qituvchi 7-11 yoshli shaxslarga dastlabki ta'lim va tarbiyani beradi, ularni o'qish ko'nikmasini shakllantiradi.

Ayni paytda mazkur fanning mazmuniga ko'ra, boshlang'ich sinf *o'quvchilari* quyidagilarga amal qilishi shart:

1) o'qishi, ya'ni boshlang' ich sinf o'quvchilari aniq ma'lumotlarni va topshiriqlarni O'qituvchi yordamida sinfdoshlari bilan birgalikda yoki mustaqil ravishda o'zlashtirishi;

2) kuzatish, qiyoslash va fikrlash ko'nikmalarini egallashi;

3) o'z fikri va qarashlarini ifodalay olishi kerak.

Bularning barchasi boshlang' ich ta'lim pedagogikasi mazmunini tashkil qiladi.

Boshlang'ich ta'lim metodologiyasi. "Boshlang'ich ta'lim pedagogikasi, innovatsiya va integratsiyasi" fani o'ziga xos metodologik asoslarga tayanadi. Mazkur metodologiyaning asosiylarini quyidagilar tashkil etadi:

- boshlang' ich ta'limga oid normativ-huquqiy hujjatlar;

- boshlang' ich ta'lim nazariyasi va amaliyoti;

- boshlang' ich ta'limga oid SHarq va G'arb pedagogik tajribalari;

- boshlang' ich ta'limga oid ilmiy tadqiqotlar.

Ushbu metodologik asoslarini bo'lajak o'qituvchilar aniq o'zlashtirishi lozim.

- *boshlang'ich ta'limga oid normativ-huquqiy hujjatlar*. O'zbekiston Respublikasida boshlang'ich ta'limga oid normativ-huquqiy hujjatlar quyidagilardan iborat:

a) O'zbekiston Respublikasi Konstitutsiyasida bilim olish va kasb-hunar egallashga oid belgilab qo'yilgan huquqlar;

b) O'zbekiston Respublikasi "Ta'lim to'g'risida"gi yangi Qonuni (2020 yil 23 sentyabr);

v) yagona "Milliy o'quv dasturi";

g) boshlang' ich ta'lim davlat standartlari va davlat talablari;

d) boshlang' ich ta'limga oid O'zbekiston Respublikasi Prezidentining Farmonlari, Qarorlari va Vazirlar Mahkamasining Qarorlari hamda Farmoyishlari.

- *boshlang'ich ta'lim nazariyasi va amaliyoti*; O'zbekistonda boshlang' ich ta'lim nazariyasi va amaliyoti quyidagilarga asoslanadi:

a) boshlang' ich ta'limda bilim berish, tarbiyalash va o'qitish asoslari;

b) boshlang' ich ta'lim bo'yicha milliy tajriba;

v) boshlang' ich ta'lim bo'yicha ilg'or mamlakatlarning an'analari;

g) boshlang' ich ta'lim metodlari, vositalari va texnologiyalari.

Bo'lajak o'qituvchilar boshlang' ich ta'limning mazkur nazariyasi va amaliyoti asoslarini o'zlashtirishlari taqozo etiladi.

- *boshlang'ich ta'limga oid SHarq va G'arb pedagogik tajribalari* mazkur masala bo'yicha SHarq va G'arb pedagogik tajribalari o'ziga xos tarzda mavjud. Unga ko'ra, SHarq va G'arb pedagogikasi tajribalari quyidagi uyg'unlikka ega:

a) 6-7 yoshli o'quvchilarga bepul boshlang'ich ta'lim berish;

b) boshlang' ich sinf o'quvchilarini bilim olamiga olib kirish;

v) boshlang' ich sinf o'quvchilarini davr va jamiyat talablari asosida tarbiyalash;

g) boshlang' ich sinf o'quvchilarini keyingi ta'lim olishga tayyorlash.

Ayni paytda, SHarq boshlang' ich ta'lim tajribasida quyidagi o'ziga xosliklar mavjud:

- Ustoz-shogird an'anasiga tayanish;

- boshlang' ich sinf o'quvchilarini jamoaviy (o'qituvchilar, murabbiylar, psixologlar, maktab jamoasi va ota-onalar ishtirokida) tarbiyalash;

- boshlang' ich ta'lim o'quvchilarini O'zbekiston sharoitida Prezident va ixtisoslashtirilgan ta'lim muassasalarida o'qish uchun tayyorlash;

- boshlang' ich ta'lim o'quvchilarini oila va milliy qadriyatlar asosida

voyaga yetkazish.

G'arb boshlang' ich ta'lim tajribasida quyidagi o'ziga xosliklar mavjud:

- bolaga individual yondashish;
- bolaning ijodiy layoqatlarini shakllantirish;
- bolani mustaqil fikrlash va faoliyatga o'rgatish;
- bolaning kasb-hunar negizlari bilan dastlabki bosqichda tanishtirish.

Bizning yondashuvimizga ko'ra, oliy pedagogik ta'lim jarayonida bo'lajak o'qituvchilar boshlang'ich ta'limga oid SHarq va G'arb tajribalarini uyg'un o'zlashtirish kerak.

- boshlang'ich ta'limga oid ilmiy tadqiqotlar. O'zbekistonda boshlang' ich ta'limga oid ilmiy-tadqiqotlar XX asrdan boshlab amalga oshirib kelinmoqda. Bu borada Abdurauf Fitrat, Munavvar Qori va Abdulla Avloniyning ilmiy ishlanmalavri, shuningdek, yuzlab o'zbek olimlarining ilmiy tadqiqotlari mavjud.

Mazkur ilmiy tadqiqotlarda izchil ravishda quyidagi muammolar o'rganilib kelinmoqda:

a) boshlang' ich ta'limning asoslari, funktsional vazifalari, metodlari va texnologiyalari;

b) boshlang' ich singf o'qituvchisiga qo'yiladigan kasbiy talablar va ularning individual metodlari, texnologiyalarini ommalavstirish;

v) boshlang' ich ta'limga zamonaviy axborot texnologiyalarini tadbiq etish;

g) boshlang' ich ta'lim samaradorligini monitoring qilib borish asoslari.

Oliy pedagogik ta'lim jarayonida bo'lajak o'qituvchilar boshlang'ich ta'limga oid ilmiy tadqiqotlarning ana shu yo'nalishlarini o'zlashtirishi tavsiya etiladi.

Boshlang'ich ta'limning zamonaviy tendentsiyalari. "Tendensiya" tushunchasi lotincha bo'lib, an'ana, takomil va namuna ma'nolarini anglatadi. SHu jihatdan hozirgi zamon boshlang'ich ta'limining o'ziga xos va muhim tendentsiyalari quyidagilardan iborat:

1) boshlang' ich ta'limga yangi va zamonaviy texnologiyalarni joriy etish;

2) boshlang' ich ta'limning madaniy kontekstini kuchaytirish;

3) boshlang' ich ta'limga oid xalqlarning ilg'or tajribalarini tadbiq etish.

Boshlang' ich ta'limga yangi va zamonaviy *texnologiyalarni* joriy etishda kompyuter, Internet tarmog'i imkoniyatlaridang oqilona foydalanish masalasiga asosiy e'tibor berilmoqda. Bunda texnologik ta'lim asoslari kuchayib bormoqda va ayni paytda, texnologik ta'lim rivojlanish hamda shakllanish jarayonida bo'lgan boshlang' ich ta'lim o'quvchilarining insoniy, jismoniy hamda estetik tuyg'ularini texnokratik tarzda shakllantirmasligi kerak.

Boshlang' ich ta'limning *madaniy kontekstini* kuchaytirish jarayonida 7-11 yoshli o'quvchilarga xalqning milliy va oilaviy qadriyatlarini asosida bilim berish, ularning axloqiy va faoliyat ko'nikmasini umuminsoniy qadriyatlar asosida shakllantirishga asosiy e'tibor qaratilmoqda. Misol uchun, O'zbekistonda xalq an'analari, insonparvarlik, xalqparvarlik, vatanparvarlik, oilaparvarlik kabilar milliy qadriyatlar, bag'rikenglik, demokratiklik, birodarlik singarilar umuminsoniy qadriyatlar hisoblanadi. SHu sababli boshlang'ich ta'limning madaniy kontekstini kuchaytirishda milliy va umuminsoniy qadriyatlar uyg'unligiga asoslanish taqozo etiladi.

Butun dunyoda boshlang'ich ta'limga xalqlarning *ilg'or tajribalarini* tadbqiq etish tendentsiyasi davom etmoqda. Unga ko'ra, muayyan xalqlarning boshlang'ich ta'limda erishgan yutuqlari o'zga xalqlar tomonidan qabul qilinmoqda. Misol uchun, Rossiya Federatsiyasining boshlang'ich ta'limdagi xalqparvarlik konteksti, Finlandiya qirolligining boshlang'ich ta'limidagi xususiy ta'lim konteksti va O'zbekiston boshlang'ich ta'limidagi dunyoviylik konteksti xalqaro tajribalar sifatida e'tirof etiladi.

SHunday qilib boshlang'ich ta'lim pedagogikasining mazmuni o'ziga xos xususiyatlarga ega bo'lib, ular oliy pedagogik ta'lim jarayonida bo'lajak o'qituvchilar tomonidan o'zlashtirilishi kerak.

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**BOSHLANG'ICH SINFLARDA TARBIYA FANINI O'QITISHNING
ASOSIY METOD VA VOSITALARI**

Hojiyeva Nasiba Bahodirovna

Osiyo xalqaro universiteti

ANNOTATSIYA

Ushbu maqolada boshlang'ich sinflarda tarbiya fanini o'qitishda o'qituvchilarning darslarda pedagogik texnologiya, boshlang'ich sinflarda interfaol metodlar va ta'limiy o'yinlardan, zamonaviy axborot-kommunikatsiya

texnologiyalaridan foydalanish o'quvchilarni mustaqil fikrlashga, ijodiy izlanish va mantiqiy fikrlash doiralarini kengaytirish bilan birga ularni darslarda o'rganganlarini hayot bilan bog'lashga, qiziqishlarini oshirishga yordam beradigan fikrlar bayon qilingan.

Kalit so'zlar: texnikaviy, axborotli, audiovizualli faol fuqarolik pozitsiyasi, mas'uliyat, majburiyat, huquqiy ong va madaniyat, teran dunyoqarash, sog'lom e'tiqodlilik, ma'rifatparvarlik, bag'rikenglik, ma'naviy, g'oyaviy, nafosat tarbiyasi.

ABSTRACT

In this article, the use of pedagogical technology in the classroom, interactive methods and educational games in primary school, the use of modern information and communication technologies in teaching elementary education in primary school helps students to think independently, creative research and logical thinking. along with the expansion, ideas are articulated that help them relate what they learn in the lessons to life, increasing their interest.

Keywords: technical, informational, audiovisual active civic position, responsibility, obligation, legal consciousness and culture, deep outlook, healthy beliefs, enlightenment, tolerance, spiritual, ideological, delicate upbringing.

Tarbiya fani O'zbekiston Respublikasi Prezidentining tashabbusi bilan umumiy o'rta ta'lim muassasalarida 2020-2021-o'quv yilidan boshlab joriy qilindi. Ushbu fan Uzluksiz ma'naviy tarbiya konsepsiyasining bir qismi sifatida o'quvchilarda "Milliy tiklanishdan - milliy yuksalish sari g'oyasini singdirish, ularni ijtimoiy muvaffaqiyatli hayotga tayyorlash, faol fuqarolik pozitsiyasi, mas'uliyat, majburiyat, huquqiy ong va madaniyat, teran dunyoqarash, sog'lom e'tiqodlilik, ma'rifatparvarlik, bag'rikenglik kabi fazilatlarni shakllantirishni maqsad qilib qo'ygan. Fan va darslik konsepsiyasini yaratishda Yaponiya, Singapur, Angliya, BAA, Xitoy, Koreya, Rossiya, Germaniya kabi xorijiy davlatlarning tajribasidan foydalanildi. Ta'lim jarayoni nihoyatda murakkab jarayon bo'lganligi uchun ta'lim samaradorligi pedagog va o'quvchi faolliligiga, ta'lim vositalarining mavjudligiga, ta'lim jarayonining tashkiliy, ilmiy, metodik mukammalligiga bog'liq.

Ta'lim-tarbiya jarayonini ilg'or vositalari, metodlar, texnik vositalar, usullariga tayanib takomillashtirish tizimi hisoblanadi. Bu tizim o'qituvchi tomonidan yaratiladi, ta'lim-tarbiya bosqichlarini o'zaro bog'lashga xizmat qiladi. Uning mazmuni va vazifalarini, maqsadini oldindan belgilash, ta'lim-tarbiyaning shakllari va vositalarini tayyorlash, o'quvchida shakllantirish ko'zda

tutilgan ma'naviy sifatlarni o'zlashtirishga yo'naltirilgan darslarni rejalashtirish kabilarni o'z ichiga oladi.

Bugungi kunda fan-texnikaning rivojlanishi bilan inson faoliyati nihoyatda kengayib, yangi texnologiyalar kirib kelmoqda. Sifat o'zgarishlari shundan dalolat beradiki, endilikda yangi metodikalarni talab etadigan va ta'lim jarayonining ajralmas qismiga aylanib borayotgan, unga o'zining ma'lum xususiyatlarini joriy etadigan yangi texnikaviy, axborotli, audiovizualli, vositalar ham mavjud bo'lib, ular zamonaviy pedagogik texnologiyalarni aniq voqelikka aylantirdi.

Ta'lim-tarbiya jarayonining unumdorligini oshiradi, o'quvchilarni mustaqil fikrlash jarayonini shakllantiradi, o'quvchilarda bilimga

ishtiyok va qiziqishni oshiradi, bilimlarni mustahkam o'zlashtirish, ulardan amaliyotda erkin foydalanish ko'nikma va malakalarini shakllantiradi. An'anaviy o'qitish tizimi, aytish mumkinki, yozma va og'zaki so'zlarga tayanib ish ko'rish tufayli axborotli o'qitish sifatida tafsiflanadi, chunki o'qituvchi faoliyati birgina o'quv jarayonining tashkilotchisi sifatida emas, balki nufuzli bilimlar manbaiga aylanib borayotganligini ta'kidlagan holda baholanmoqda.

O'zbek xalqining yosh avlodni hayotga tayyorlashda ko'p asrlar davomida qo'llagan usul va vositalari, tadbir shakllari, o'ziga xos urf-odatlar va an'analari, ta'lim-tarbiya haqidagi g'oyalari va hayotiy tajribasi mavjud. Bu meros o'tmishda ko'plab alloma-yu donishmandlar etishib chiqishiga asos bo'lgan.

Hozirgi kunda bu merosdan ijodiy foydalanish katta ahamiyatga ega. Ajdodlarimiz bilim o'rgatuvchi ustoz faoliyatiga katta ahamiyat berganlar. Bu pedagogik faoliyatga bo'lgan asosiy talablardan biri edi.

Sharq uyg'onish davrining buyuk mutafakkiri Abu Nasr Forobiy aqlli, dono va o'tkir fikrlaydigan kishilar to'grisida shunday deydi: «Aqlli deb shunday kishiga aytiladiki, ular fazilatli, o'tkir mulohazali, foydali ishlarga berilgan, zarur narsalarni kashf va ixtiro etishda zo'r istidodga ega; yomon ishlardan o'zini chetda olib yuradilar. Bunday kishilarni oqil deydilar». Uning fikricha, «Ta'lim so'z va o'rgatish bilangina bo'ladi. Tarbiya esa amaliy ish va tajriba bilan o'rganishdir, ya'ni shu xalq, shu millatning amaliy malakalaridan iborat bo'lgan ish-harakatga, kasb-hunarga berilgan bo'lishidir. Agar ular ish, kasb-hunarga berilgan bo'lsalar, kasb-hunarga qiziqsalar, shu qiziqish ularni butunlay kasb-hunarga jalb etsa, demak, ular kasb-hunarning chinakam oshig'i bo'ladilar»

Tarbiya jarayoni o'zaro bog'liq ikki faoliyatni - o'qituvchi va o'quvchi faoliyatini o'z ichiga oladi. Tarbiya jarayonida o'quvchining ongi shakllana boradi, his-tuyg'ulari va turli qobiliyatlari rivojlanadi, g'oyaviy, axloqiy, irodaviy, estetik xislatlari shakllanadi, tabiatga, jamiyatga ilmiy qarashlar tizimi tarkib topadi, jismoniy kuch-quvvatlari mustahkamlanadi. Tarbiya jarayonida o'quvchida jamiyatning shaxsga qo'yadigan axloqiy talablariga muvofiq keladigan xulqiy malaka va odatlar hosil qilinadi. Bunga erishish uchun o'quvchining ongiga (ta'lim jarayonida), hissiyotiga (darsda va turli sinfdan tashqari ishlarda), irodasiga (faoliyatni uyushtirish, xulqni idora qilish jarayonida) tizimli va muntazam ta'sir etib boriladi. Tarbiyalash jarayonida bulardan birortasi (ongi, hissiyoti, irodasi) e'tibordan chetta qolsa, maqsadga erishish qiyinlashadi.

Biror bir maqsadga qaratilgan tarbiya jarayonining mohiyati va vazifalari tarbiyachi tomonidan rejalashtiriladi va tartibga solinadi.

A) O'quvchining qaysi xislatini shakllantirish yoki yo'qotish maqsadida rejalashtiriladi.

B) Shu hislatlarni tarbiyalash yoki yo'qotish uchun xizmat qiluvchi manbalar izlab topiladi.

V) Belgilangan maqsad uchun xizmat qiladigan nazariy va amaliy manbalarni qaysisini va qayerda ishlatish rejalashtiriladi.

Bunday rejaga solinib olib borilgan tarbiya mohiyatini ta'lim - tarbiya tizimi jamiyat va insonlarning intellektual va jismoniy faoliyati tashkil qiladi.

Boshlang'ich sinflarda kooperativ ta'limning quyidagi metotlaridan samarali foydalanish mumkin:

Vay-fay (Wi-Fi(jimlikni saqlash ishorasi)).

1.o'qituvchi qo'lini ko'taradi va Wi-Fi deb aytadi.

2.O'qituvchiga diqqat qarating (ishni to'xtating gaplashmang).

3.O'qituvchining ishorasini ovoz chiqarmasdan takrorlang.

Ilmiy adabiyotlarda ta'limning maqsadi imkoniyatlaridan to'g'ri, aniq, o'rinli foydalanish ko'nikma va malakalarini hosil qilish, mantiqiy-ijodiy tafakkurni rivojlantirish, kommunikativ savodxonlikni oshirish, milliy g'oyani singdirish, sharqona tarbiyani shakllantirish, shaxsni ma'naviy boyitishdan iboratligi ta'kidlangan. Ta'limiy maqsad asosida o.,quvchilarda mustaqil fikrlash, og.,zaki va yozma savodxonlikni oshirish, mantiqiy tafakkurni rivojlantirish orqali ularning muloqot madaniyati takomillashtiriladi.

Tarbiyaviy maqsad asosida esa ma'naviy, g.,oyaviy, nafosat tarbiyasi beriladi. Til o'rganish jarayonida xalqning madaniy-axloqiy qadriyatlariga yaqinlashtirish imkoni paydo bo.,ladi. Ma'lumki, ta'limda ilg.,or pedagogik va yangi axborotlar texnologiyalarini tatbiq etish o.,quv mashg.,ulotlarining

samaradorligini oshiribgina qolmay, ilm-fan yutuqlarini amaliyotda qo'llash orqali mustaqil va mantiqiy fikrlaydigan, har tomonlama barkamol yuksak ma'naviyatli shaxsni tarbiyalashda muhim ahamiyat kasb etadi.

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BOSHLANG'ICH SINFLARDA TEXNOLOGIYA FANINI O'QITISH JARAYONIDA QO'LLANILADIGAN METOD VA VOSITALAR

Maxmudova Nigora Hikmatovna

Osiyo xalqaro universiteti o'qituvchisi

Annotatsiya: ushbu maqolada boshlang'ich sinflarda texnologiya fanining maqsad va vazifalari, o'quvchilar hayotida tutgan o'rni va texnologiya darslari jarayonida o'quvchilar qiziqishini oshirishning turli yo'llari haqida fikrlar bildirilgan.

Kalit so'z: boshlang'ich sinf, texnologiya, qiziqish, samaradorlik, AKT.

Umumiy o'rta ta'lim maktablarining boshlang'ich sinf o'quvchilari uchun texnologiya darslari qiziqarli fanlardan biri hisoblanadi. Ko'pgina fanlar qatorida yosh avlodning har tomonlama yetuk bo'lishi ta'lim-tarbiya jarayonini to'g'ri tashkil etishda texnologiya fani o'zining muhim o'rniga ega. O'quvchi voyaga yetib, qaysi kasbni egallamasin, kim bo'lmasin, "Texnologiya" fanidan olgan bilim va ko'nikmalari hayotda, albatta, naf keltiradi. Bugungi kunda yoshlarga kasb tanlashlarida, barkamol shaxs bo'lib yetishishlarida, ijodiy qobiliyatlarini rivojlanishlarida texnologiya fani asosiy ko'makchi va muhim manba bo'lib xizmat qiladi.

Texnologiya darslari o'quvchilarga quvonch bag'ishlaydi. Chunki ular bu darsda o'z mehnatlarining rohatini ko'radi, bajargan ishlaridan zavqlanadi, bu esa o'z navbatida o'quvchilarda bir qancha ijobiy hislatlarni shakllanishiga yordam beradi. Texnologiya darslarida o'quvchilarning bilim doirasi kengayadi, mehnatga bo'lgan hurmati oshib boradi, kasbga bo'lgan qiziqish uyg'onadi. Bu jarayonlar sodir bo'lishi uchun esa o'qituvchi darsni samarali tashkil qilishi va har bir darsga puxta tayyorgarlik ko'rishi kerak bo'ladi. Texnologiya darslarida samaradorlikka

erishishning hamda o'quvchilarning qiziqishini oshirishning yo'llari ko'p. Quyida ularning ayrimlari bilan tanishib chiqamiz.

Texnologiya darslarida uyushtiriladigan sayohatlar - dars mavzusidan kelib chiqqan holda maktab rahbarining ruxsati bilan sayohatlarni rejalashtirishni dars jarayonlarida yoki darsdan bo'sh vaqtlarda ham tashkil qilsa bo'ladi. O'quvchilar bilan birgalikda milliy hunarmandchilik uylari, muzeylarga, ko'p yillik tajribaga ega hunarmandlar va duradgorlar oldiga borish ularning qo'l mehnatlarini tomosha qilish, tayyorlanish texnologiyasi bilan tanishish ularga o'zgacha zavq bag'ishlaydi. Texnologiya darslarida uyushtiriladigan sayohatlar davomida o'quvchilar duradgorlik, chilangarlik, tikuvchilik hamda pazandachilik sohalarga oid ko'plab kasb-hunarlar bilan tanishadilar. Bu esa o'quvchilarni kelajak hayotlarida shu kabi kasb-hunarlardan birini egallab, sohaning mohir mutaxassisi bo'lib yetishishlariga qiziqishlarini oshishiga ham sabab bo'ladi.

Texnologiya darslarida "master-klass"larni tashkil qilish-dars jarayoniga ko'p yillik tajribaga ega, hunarmandlar, duradgor, tikuvchi va boshqa kasb egalarini taklif qilish. Ularning hayotiy tajribasi bilan o'rtoqlashish. O'quvchilarning qiziqqan savollariga javob olishi va ular bilan birgalikda ma'lum bir mehnat faoliyatini birgalikda bajarishi ular uchun unutilmas jarayon va tajriba bo'ladi. Natijada o'quvchilar texnologiya darslarida ulardan o'rgangan ish tajribalarini yodga oladi va amaliy darslarda o'zlarini sinab ko'rishadi.

Texnologiya dars jarayonida AKTdan foydalanish- hozirda hech bir sohani AKTsiz tasavvur qilishni imkoni yo'q. Texnologiya darslari amaliy mehnat jarayonlariga asoslangan bo'lsada, axborot texnologiyalaridan samarali foydalanish dars jarayonining muvaffaqiyatli o'tishiga yordam beradi. Maktabning boshlang'ich sinf o'quvchilari rangli qog'ozdan har xil gullar, maketlar, tabriknomalar, turli ko'rinishdagi o'yinchoqlar, parranda va jonivorlar shaklini yasash, gazlamalardan ajoyib buyumlar tayyorlashni o'rganib boradilar. Dars jarayonida faqatgina bitta usuldan foydalanib mehnat jarayonlarini tashkil qilish o'quvchilar uchun ozroq zerikarli bo'lib qolishi mumkin. Shuning uchun o'qituvchi yangi dars yuzasidan izlanishi, yangi materiallarni yig'ishi kerak bo'ladi. Hozirda inson mehnati tufayli

ko'plab go'zalliklar yaratilmoqda. Bunday qo'l ishlarini topish va ularni o'quvchilar bilan birgalikda bahramand bo'lishi uchun ko'pgina internet saytlari mavjud. Oddiygina qog'ozdan gul yasash jarayonini mingdan ortiq turi mavjud. Shunga o'xshash eng yaxshi namunalarni izlab topish va ularni o'quvchilarga ko'rsatish natijasida darsda yanada ko'proq o'quvchilarni qiziqishlarini oshishiga erishish mumkin. Bu jarayon o'quvchilarning ijodkorlik qobiliyatlarini rivojlanishiga ya'ni faqat ko'rgan narsasini yasashni emas, balki o'zlari mustaqil ravishda ijod qilishiga turtki bo'ladi.

Xulosa qilib aytganda, o'quvchilarni mehnatga ruhiy jihatdan tayyorlash - bu unda mehnatga nisbatan uning yoshiga muvofiq keluvchi ongli va ijobiy munosabatlarni tarkib toptirish, unda amaliy malaka va ko'nikmalarni egallashga qiziqishni shakllantirish demakdir. O'quvchilarning to'g'ri yo'naltirilgan mehnat jarayonlari diqqatni bir yerga to'plashni, serharakatlikni, qiyinchiliklar bo'lishiga qaramasdan, boshlagan ishini oxirigacha yetkaza olish odatlarini tarbiyalashga, o'quvchilarning ijodiy tashabbusini o'stirishga imkon beradi.

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Physical education lessons in the process of unumpedagogik methods.

Saidova Mahbuba Ayubovna

mahubasaidova@gmail.com

Asia International university of Physical Culture , department of teacher
(Asian International University)

Anatatsiya: the word constructive with the help of the teacher, the organizers of the business and the other side carries. Shuningdek, establish a mutual relationship with the students, will make contact with them. All full and clear picture of the word because it activates more of the education process in the formation of assistance, education function, active perception, and will help you to understand the depth.

Keywords: order, story, report, thesis, word of the emotional task, assignment valuations, stimulate.

Word of mastering the educational material with the help of the teacher the results of the analysis and, at the same time, the self-evaluation to promote the development of.

Thus, the physical education teacher of the word able to use the two tasks. As it is known, is characterized with the help of his reading the meaning of the materials used. The teacher of the student in relation to the emotional impact of the speech should be clear and understandable to the mood. This is a clear expression following the methodological recommendations.

1. The content of the learning objectives should be according to the word. For example, initially understand teach a new exercise, then the details can be while consists of images.

2. Using the words, it is necessary to emphasize the effectiveness of o'rganilanayotgan action. For example: to rope out than confident children tirmashib are possessed with the free method, although with difficulty master koordinatsiya complex actions. When I explained the excellence of the reliable style o'rganilanadigan however, that could change the negative attitude to him was.

3. Mutually relevant issues should help to identify some action in between the word business. The exercises carried out especially at the time of closing, it is important to forget. Their main benefit is in them and therefore less communication with a clear understanding of the emotional action is required.

4. The main strength of the word style at the time of use, the technical students understand the basics of physical exercise plays a big role. For this

purpose often separate words (“hands!”, “chief!” and others) tell them to stand out in the form of guidance for use.

5. The word should be imaginative. This will be more understandable to students, and that increases its visual. Readers are given the knowledge and driving experience, the teacher of the implementation of the adjustment depends on the goals that will gather the attention of those instances.

6. It is not worthwhile to carry on actions speak to the students automatically (except required to correct).

The meaning of the word in terms of function. Physical education problem in the yterms to take off on the basis of lies. Subject to terms and events related to oral defines the concepts. To help maintain this difference in understanding themselves familiar readers, the teacher received while the total words – understand terms allows. As a result, the short, but on the basis of a wide scope of meaning of words comes into the body of mutual understanding between teachers and pupils.

The emotional function of words. Teaching and educational tasks that will contribute to the solution of the word. With emotions when we say the word will strengthen the importance of, and this will help you figure out the meaning of them. The study shows the subject teachers readers through the same attitude. The interest for them to be healthy, confident that challenges, stimulates the desire to eliminate. The accuracy of the content emotionally distressed, logical and grammatical context on the construction of the sentence, obrazlilik of clear, pronunciation, imitation of gestures is achieved.

Using the word umumpedagogik from diverse styles into nearly all concerns.

Give conversation – xikoya statement form. Readers often by teachers of the game at the time of the organization of the activity is applied.

Imaging – method to form a picture on movements in children. Given a list of specific symptoms at the time of imaging of action. What you need to do, why it is said that you should do so, however, is shown. At the time of the initial idea of it at the time of the study due to the relatively simple actions are used. At this time the students can use their own knowledge and experience.

Explain. An important method for the development of a conscious relationship to move, because it is the main “for what?” to that question, the answer to the opening of the technical basis is aimed at.

Conversation. To describe their own opinion on the one hand, to strengthen the skills, active interaction help to increase if specific assessment of the teacher's work on the second hand, readers know will help. Look at the teacher questions

and student responses many times the conversation tab or view determine your country can be free.

Analysis. the same but different from chat it any assignments (e.g., games) are held after do. The analysis is one-sided it's just that the teacher holds two-way analysis of students participate in a conversation will view it. The second form of scientific and educational tasks more effectively allows it to take off.

Assignments. Put on the progress of the lesson before the lesson refers to personal tasks.

Evaluate. The result of analysis of the implementation of the action. Evaluation criteria related to the functions of the educational process. So this is a few type.

1. Growing evaluate the technique by comparing it take the reader to carry out other student exercise. Regular classes will serve to stimulate interest in this student.

2. By way of comparison exercise technical standard evaluation of an institution, this is the primary stage of education in the ability of readers to imitate the pattern options are limited in the time still applies.

3. Regulyativ determine by way of evaluation of the action, as usual, occupies the most part of didactic stable. Instructional exercise technique exercise it and comparing the results achieved with the leader individuallashtirish will force you to seek methods. However, such assessments only technically the efficiency of movement in physical education a critical evaluation of their understanding and performance of the state that could get better prepared for the students is good. Assessment criteria the teacher's approval or ma'qullamasligini reflecting "good", "right", "so", "bad", "wrong", "I", "feet higher", "bukilmas may", "could be bukilmas hands" and so on.k. as is characterized in diverse types of rebuke.

Teachers similar short-a short rebuke the basis of what they need.

Command – specific, and the word is from using the most common style in physical education. The performance of the action he immediately adjusting to its end, it may be appropriate to change the level of speed or action fulfilled and so on.k.

Perception of the visual style

This ensures that the perception of seeing and hearing o'rganiladigan style group action. The rhythm of action, see the level of speed, sometimes too demonstrates a comprehensive picture poses and more on action going to hear them in the future to restore the approximate basis expands.

The visual style of visual perception of the principle of nature is the main (but not only). With their help the reader the opportunity to live in the formation of

the moving image o'rganiladigan mushohada won. Currently that you need to take into account that the perception of seeing the same people, and the other is the perception of hearing in the better developed. Teacher education and the uses of style in the leading role of the possibility of individuallashtirish analizator should be provided. The group of the train at the time of perception it is necessary to use all the visual style.

Young readers often give good results of compliance to style shows. Especially, to work with children at the time of this technique is of great importance. Live in them, striving to follow the example, developed a strong ability to emulate. Shalong with it, this is not the same in different ages of children. For example, a small young intuition developed a strong perception.

The use of perception depends on the visual style of the level of education. In the initial stages of them cheats are frequently used. Improvement in the stage you will use to correct errors that arise from them.

All students who indicated to act only accessible to the visual perception of the learning style to deliver when and connecting them to be active only in the case of is impressive. The makers of liking this style otherwise, students will become the norm while passive mushohada. As a result, they may not only learn to analyze the movement of the child which is directed towards the outer side of and attention, decrease the activity of their mental processes, review a while yoqlama remains.

Action show

The teacher (or the teacher with the task of readers) of the display style of education is one of the most specific action. With the help of education on the basis of the display lies imitation. Conscious imitation of the actions of a student is determined by factors of a few willing to do

- 1) to analyze the ability to know see them in action;
- 2) the child's mental development should be renewable physiological compatibility with the complexity of optimal workout;
- 3) the knowledge level of the student on the action with the fullness that emulate you to imagine;
- 4) to emulate the self-control of quality control and timely availability.

Physical exercise to show some methodological requirements:

1. The use of the word kelmog'i should always fit with the style of the show.

The content of the show and the word on the ratio of on time distribution and the rate of application tasks and pedagogical tasks composed with the specific content of education should be defined.

2. Much of the content shall be binding in accordance with the objectives of education be show:

a) the first show, as usual, the standard technique should give a holistic picture do physical exercise. Being easy to restore it at the level of the students is carried out;

b) if it requires you to show that you can how to master the movement, then the implementation should reflect the high level of technical skills individuallashtirish provision of representing;

v) when the voltage that will be necessary to attract the attention of students and make for some action, just provision, these moments are noted; sometimes they show only part of the exhibition is not o'rganilanayotgan for more movement, the movement speed is reduced, the break in.

3. The teacher at the time of the show you need to take into account the aspirations of students in the emotional mode to emulate. Readers know that it is necessary to use the activity to increase.

4. Just a simple Oynali show, basically, it is desirable to umumrivojlanitiruvchi used at the time of physical exercise.

Show visual educational kits

Visual aids the students with the help of the show action to be the subject of the image for additional perception creates opportunity.

Show some visual training every type of weapon - a should be conducted with methodological principles taken into account. It is difficult moments reflected in the poster to show in action. Therefore to describe the details necessary to make it free from their readers can distract from the main action. To check the results of visual perception, the teacher questions and student responses is useful. The posters show the single technical institution may not be required. Out of the tasks of education, in order to attract attention task during the lesson, students are certain poster or pre-hang to meet with them before you can put the next lesson.

Draw pictures with chalk on the device, if the teacher is able to perform them with enough skill, if it occupy a column of some posters in front of them, but full of accumulated exchange can't. First of all, describe some of the action items consistent, consequently, turn these items to the attention of readers attracted by the phase of the movement can create a picture on a consistent ministry. Secondly, the pictures chalg'itmaydigan the attention of the children, should be very simple. Third, such is pictures of the show in a very quick style. The teacher emotional impact to the reader the ability to draw a picture of the aesthetic and of great importance, also, with the participation of students completed the implementation

of the action imaginative displays them in a way to think, to motivate you to find their own mistakes.

The subject occupies less than the didactic possibilities of the application of the tools, however, it takes emotional impact on school age children especially small enough (e.g., the doll in the lesson – these are always interesting).

Show Kinofilm poses challenges in many technical, pedagogical, didactic creates a huge opportunities to show it during the process. Kinofilm action sports high-level implementation with the help of the qualification, as well as its different to get all of the details ilg'ab plains, and holistic case can be demonstrated many times in the large size. A rapid method, which is called the visual perception of image motion is of great importance. Thus, high-speed action is demonstrated. Image taken kinotasmadan proeksiyalar on the screen do not move with the speed of the film shows a lower speed than the case, this allows you to looking out at all of its details.

Sound and light alarm

Sound and light alarm to be hear and see the beginning and the end of the movement of the body brings into the necessary mo'ljali. Make certain the direction of rhythm and speed it up amplituda the level of the action.

Bayroqcha, the area of the pile in the soil of the characters, metronom shot and h.k. the signal is similar to simple methods like running and will determine the direction and height of the throw. The action is carried out to get information on electric nishan quick, elektrozvukoliderlar is being spread wide.

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Развитие физических способностей и миграция физических качеств.

Саидова Махбуба Аубовна

mahubasaidova@gmail.com

Преподаватель кафедры физической культуры Азиатского
международного университета

(Asian International University)

***Анатомия:** неравномерность развития означает, что темпы роста показателей физических способностей на одном этапе могут быть более серьезными, чем на других. Это может быть верно как для небольших временных отрезков (например, несколько недель, месяцев занятий), так и для развития в целом (скажем, несколько лет обучения). Как правило, наибольший рост физических способностей наблюдается в начальный период занятий физическими упражнениями. По мере того, как уровень развития какой-либо способности повышается, скорость ее роста снижается. Поскольку развитие физических способностей связано со снижением темпов их роста, на каждом последующем этапе развития для достижения необходимых сдвигов требуется все больше и больше времени.*

Ключевые слова: способность, инверсия, выносливость, спортсмен, накопитель, нагрузка.

При изменении (росте) показателей развития физических способностей наблюдается явление гетерохронности (разновременности). Проявляется в несовместимости во времени моментов, соответствующих началу бурного роста отдельных физических способностей. Специальные исследования и практический опыт показывают, что в определенный возрастной период жизни человека будут существовать благоприятные возможности, влияющие на развитие способностей, поскольку темпы роста некоторых из них будут значительно выше, чем в другие возрастные периоды. Эти периоды обычно называют сенсорными (эмоциональными) или критическими, поскольку они имеют особое значение для развития организма.

Установлено, что наиболее сильное влияние физической культуры на развитие отдельных способностей соответствует периоду их интенсивного естественного развития. Эффективность педагогического воздействия на данную способность в другие возрастные периоды может быть нейтральной или даже отрицательной. Вот почему так важно не пропускать наиболее

благоприятные возрастные периоды при совершенствовании тех или иных физических способностей, так как сделать это позже будет намного сложнее.

Периоды интенсивного развития отдельных физических способностей у детей показаны на рисунке. Как видно, у каждого из них свой сенсорный период. Временные рамки этих периодов неодинаковы у мальчиков и девочек. Обычно по срокам начала интенсивного развития большинства способностей девочки опережают мальчиков-подростков на 1-2 года.

Следует отметить, что в научно-методической литературе разных авторов можно встретить указание на разные сентиментальные периоды развития той или иной способности. Причин таких различий будет несколько:

1. Использование неоднородных тестов для измерения определенных способностей.

2. Применение различных подходов и формул для определения темпов роста показателей физических способностей.

3. Неоднородность испытуемых, отобранных для проверки (неоднородность числа испытуемых, их физического развития, уровня подготовленности, общего режима деятельности и т.д.).

Обратимость показателей развития способностей.

Функциональные и структурные изменения, достигаемые регулярными упражнениями, обратимы, и они также могут развиваться в обратном направлении. Достаточно относительно короткого перерыва в занятиях, сразу же начинает снижаться уровень функциональных возможностей, структурно-специфические признаки развиваются в обратную сторону, и, как следствие, снижаются и показатели физических способностей.

Сначала ослабевают скоростные способности, позже-сила, а в конце-выносливость к длительной деятельности. Наблюдения за спортсменами показывают, что прекращение тренировок продолжительностью 5 месяцев приводит к исходному уровню максимального темпа харакаты через 4-6 месяцев, к исходному уровню максимального темпа мышечной силы-через 18 месяцев, а к аналогичному показателю выносливости-через 2-3 года.

Миграция физических способностей.

Различные физические способности развиваются в тесном контакте друг с другом. Направленное изменение уровня развития одной способности

приводит к изменению уровня развития другой. Это явление *jismoniy qobiliyatlarining ko'chishi* называется" миграцией физических способностей".

Миграция может быть как положительной, так и отрицательной. При позитивной миграции развитие одной способности влияет на совершенствование другой. Например, увеличение "взрывной" силы – к скорости движения. Особенностью отрицательной миграции является то, что развитие одной способности – уат замедляет рост другой или снижает уровень ее развития.

Миграции бывают однокомпонентными и разнокомпонентными. При однокомпонентной миграции наблюдается увеличение одного и того же уровня способностей за счет применяемых и неиспользуемых упражнений. Например, силовая выносливость увеличивается при сгибании и письме рук в висе; такая же способность развивается при сгибании и письме рук, опираясь на руку. Тренировка, приводящая к развитию одних способностей при миграции различного содержания, приводит к тому же изменению уровня других физических способностей. Например, поскольку изометрическая прочность рычага при работе на блочном устройстве увеличивается, это также обеспечивает увеличение прочности на разрыв.

Миграция бывает также двусторонней (например, если развиваются силовые способности, улучшаются и скоростные способности, а при совершенствовании скоростных способностей развиваются и силовые способности) и *односторонней* (например, когда развиваются двигательные быстрые способности, улучшается и время реакции, но упражнения, направленные на улучшение времени реакции, не оказывают абсолютно никакого влияния на развитие быстроты движения.

Наконец, различают *виды прямой и косвенной* миграции. Когда да – Раджа развития одной способности повышается при прямой миграции, это напрямую отражается на развитии другой способности. Например, если у бегунов на короткие дистанции повышается уровень скоростно-силовой подготовки мышц ног, увеличивается и скорость бега. При косвенной миграции создаются только условия для совершенствования способностей. Например, максимальная сила ног спринтера не имеет прямой связи с быстрым результатом бега.

Но есть связь с упражнениями в прыжках, результаты которых, в свою очередь, считаются гораздо более прочной связью с быстрым бегом. Поэтому

занятия, направленные на развитие Максимальной силы ног, помогают создать функциональную базу скоростно - силовых способностей, которые в конечном итоге и определяют скорость бега. Влияние видов миграции используется в большинстве видов спорта при решении задач специального и общего физического развития.

Сила и свойства воздействия одних и тех же способностей на других во многом зависят от следующих факторов:

1. Урок, состоящий из упражнений, требующих умножения навыков скорости и силы, выносливости, дает лучший результат, чем занятие, направленное на развитие только одного из них даже с удвоенной нагрузкой).

2. К уровню физической подготовленности обучающихся (при низком уровне физической подготовленности развитие одной способности обычно приводит к повышению уровня развития и других, однако впоследствии такой сбалансированный рост способностей прекращается).

“Миграция” физических способностей имеет серьезный педагогический подтекст. Благодаря этому явлению можно успешно освоить любой вид двигательной активности, занимаясь относительно узким кругом физических упражнений. Такая возможность используется в практике физического воспитания при подготовке людей к трудовой, спортивной деятельности, военному труду.

Двигательные навыки и физические способности

взаимосвязь и единство.

Поскольку физические способности проявляются во время деятельности, их невозможно представить без двигательных навыков и умений. В зависимости от того, насколько человек освоил ту или иную двигательную деятельность, меняется и степень проявления соответствующих физических способностей.

Принципы развития физических способностей

Процессы обучения движению и развития физических способностей подчиняются различным закономерностям, несмотря на то, что объект их воздействия один - конкретный человек, выполняющий физические упражнения. Специфика закономерностей требует соответствующих педагогических (методических) действий для их реализации: для обучения действиям - тех же педагогических принципов-работы, для развития

физических способностей-других. Кстати, при освоении двигательной деятельности это считается одной из отличительных особенностей педагогического процесса.

Человек, осуществляющий педагогический процесс в области физического воспитания, должен будет строить его в соответствии с принципами развития физических способностей, а не только с принципами воспитания и обучения. При этом необходимо учитывать, что принципы обучения упражнениям отражают единые требования: любой педагогический процесс должен строиться на основе принципов осознанности, активности и других. Однако точная реализация этих принципов (т. е. выбор средств и методов) должна соответствовать решаемым задачам (либо задачам обучения, либо задачам развития физических способностей). Предположим, что при обучении двигательной активности принцип практичности реализуется путем построения системы тренировочных упражнений, а при развитии физических способностей-путем построения системы физических нагрузок.

Следовательно, любой метод развития физических способностей должен предусматривать конкретную реализацию дидактических принципов. Поскольку обучение движениям зависит от воздействия физических нагрузок на обучаемого, возникает необходимость учитывать закономерности реакции организма на предполагаемые нагрузки. Поэтому существуют отдельные, специфические принципы, выражающие закономерности взаимоотношений физических нагрузок с состоянием человека по отношению к их организации с точки зрения времени.

Принцип регулярности педагогического воздействия.

Данный принцип предполагает необходимость регулярных занятий физическими упражнениями для развития физических способностей человека. Потому что способности развиваются и совершенствуются, прежде всего, в процессе деятельности, которая проявляется в их работе. В основе данного принципа лежат такие закономерности, которые характеризуют, как в организме человека отражаются повторяющиеся эффекты движения и деятельности, различное чередование работы и отдыха на каждом этапе восстановления работоспособности, а также обратимость развития способностей при возникновении длительных перерывов между занятиями на уровне, не оправдывающем себя.

Влияние на развитие физических способностей-самостоятельность выполнения тех или иных упражнений в необходимом порядке в рамках отдельного занятия, а также в течение определенного периода времени (хаф-та, месяц, квартал, год и т.д.).) занятие и отдых между ними обеспечиваются правильным чередованием интервалов. В результате многократного выполнения двигательной деятельности на отдельном уроке и повторения самих уроков в организме человека происходит функциональный сдвиг, характеризующий соответствующий эффект. Они определяют изменения, происходящие в организме после выполнения каждого упражнения или в конце занятия, как кратковременные (*близкие*) *эффекты*. Этот эффект не исчезнет сразу, он будет сохраняться в течение определенного периода времени.

Все изменения, наблюдаемые в состоянии организма с момента окончания предыдущего занятия до начала следующего, называются отложенными или *измененными по форме эффектами*. Если между занятиями будет слишком долгий перерыв, этот эффект может полностью исчезнуть, что серьезно не отразится на развитии физических способностей-у. Поэтому важно иметь положительные изменения показателей физических способностей или не допускать перерывов для поддержания достигнутого ими уровня, которые сводят на нет положительное влияние занятий.

Иными словами, педагог должен выстраивать педагогический процесс таким образом, чтобы “следы” каждого предыдущего урока “покрывались” (присоединялись к нему) воздействием следующего урока. В результате такой работы происходит накопительный (*накопительный*) *эффект*, в организме происходят глубокие перестройки, связанные с адаптацией, позволяющие добиться перехода органов и структур организма на качественно новый функциональный уровень.

Следовательно, при реализации принципа регулярности необходимо обеспечить непрерывность, то есть непрерывность, как функциональных, так и структурных адаптационных процессов, составляющих основу развития физических способностей. Это достигается, прежде всего, за счет соблюдения режима двигательной активности, считающегося оптимальным для совершенствования каждой способности, в основе которой, как известно, лежат процедуры чередования работы и отдыха тем или иным способом.

Принцип максимизации и адаптационно – адекватной ограниченности в воспитании результата педагогических воздействий.

Данный принцип основан на закономерностях постепенности и неравномерности развития физических способностей. Согласно этому принципу, в процессе совершенствования физических способностей необходимо будет гармонизировать два, на первый взгляд, противоположных друг другу направления.

Постепенное, поэтапное, т. е. постепенное увеличение нагрузки как на отдельном занятии, так и на протяжении ряда занятий облегчает адаптацию человеческого организма к ним, углубляет и укрепляет происходящие адаптационные процессы, тем самым способствуя созданию условий для перехода на новый, более высокий уровень нагрузок. Чрезмерно высокие требования, несовместимые с физическими возможностями органов и систем организма, попытки быстрого наращивания физических способностей (ускоренные тренировки) также могут иметь обратный эффект и быть вредными для здоровья.

Следует иметь в виду, что под воздействием нагрузки темпы морфологического совершенствования различных органов, систем и функций в организме не будут одинаковыми. Следовательно, применение упражнений различной направленности в процессе тренировки требует, чтобы нагрузка в каждом случае увеличивалась определенным образом. Например, для упражнения "шпагат" существенный прогресс в увеличении подвижности суставов может быть достигнут за 3 месяца тренировок, тогда как для значительного увеличения объема только в нескольких группах мышц опорно-двигательного аппарата потребуется не менее 6 месяцев.

В это время необходимо регулярно заниматься в течение 10-12 месяцев с целью улучшения работы сердечно – сосудистой и дыхательной систем. Говоря о физических способностях, эти различия можно просто выразить следующим образом: гибкость увеличивается с каждым днем; сила – с каждой неделей; скорость – с каждым месяцем; а выносливость – с каждым годом.

Постепенность в увеличении нагрузок не исключает, а предполагает применение предельных (максимальных) нагрузок. Такие нагрузки в определенных условиях могут привести к очень высоким положительным изменениям в уровне развития физических способностей. Под предельной нагрузкой понимается нагрузка, которая полностью мобилизует функциональные резервы организма человека, но не выходит за пределы его адаптационных возможностей. Он не вредит нормальному функционированию организма, не вызывает его перенапряжения. Понятие "предельная" нагрузка

имеет относительное значение: нагрузка, считающаяся предельной на одном уровне готовности, не считается такой на другом. Таким образом, по мере увеличения функциональных возможностей организма в процессе регулярных тренировок нагрузка, которая раньше была максимальной, становится нормальной.

Таким образом, реальные показатели максимальной нагрузки могут быть определены только относительно конкретного физического состояния человека.

Разумеется, максимальные нагрузки в развитии физических способностей необходимо применять при наличии соответствующей подготовки у занимающихся, соблюдая другие принципы, учитывающие их возраст, особые особенности, а также специфику нагрузок.

Величина физической нагрузки характеризуется ее величиной и интенсивностью. Соответственно, нагрузка достигается либо за счет увеличения объема работы, либо за счет усиления интенсивности ее выполнения, либо за счет одновременного изменения обоих показателей. На практике используются различные формы постепенного увеличения нагрузки: прямолинейное, восходящее, ступенчатое, волнообразное и скачкообразное увеличение.

Принцип рационального распределения и гармонизации во времени педагогических воздействий различного характера.

Этот принцип требует соблюдения взаимосвязи различных по величине и направленности нагрузок как в рамках одного занятия, так и в рамках серии занятий, а также рационального обоснования и целесообразности порядка смены. Для его внедрения важно учитывать закономерности, лежащие в основе чередования работы и отдыха, а также закономерности “миграции” физических способностей.

В процессе развития физических способностей могут использоваться нагрузки более избирательного воздействия и комплексного описания, различного – большие, средние и малые. Первые упомянутые нагрузки в основном предполагают улучшение отдельных способностей, таких как навыки скорости и силы, в то время как более поздние предполагают последовательное или сбалансированное (в то же время) улучшение возможностей скорости и выносливости во время различных видов деятельности.

Доказано, что применение однонаправленных нагрузок при развитии той или иной способности в ходе отдельного занятия или серии занятий оказывает на организм человека гораздо более глубокое, но ограниченное воздействие, чем комплексные нагрузки. На практике часто встречаются варианты селективных воздействующих нагрузок в различной гармонии. Например, для развития аэробной выносливости лыжника – гонщика в течение одной тренировки можно использовать только передвижение на моторизованных лыжах. Но это упражнение должно выполняться в режиме разных методов: сначала используется промежуточный, а затем один нормативный метод, или, наоборот, в структуре тренировки по одному методу может использоваться разный комплекс однонаправленных средств.

Нагрузка в комплексном направлении оказывает на организм гораздо более широкое, но более поверхностное воздействие. При применении нагрузок комплексной направленности, направленных на развитие различных способностей, в первую очередь необходимо обратить внимание на:

1) определение рациональной последовательности, т. е. порядка и последовательности включения в обучение нагрузок, способствующих развитию различных способностей;

2) Выбор рационального соотношения объема и интенсивности нагрузок.

Известно, что штампованные нагрузки v , обладающие свойством быстроты, создают благоприятные физиологические условия для нагрузок, требующих большего проявления выносливости. Они, с другой стороны, оставляют после себя “след” в течение нескольких часов (если произошло значительное увеличение), что отрицательно сказывается на выполнении скоростных упражнений. Также установлено, что скоростные нагрузки хорошо сочетаются с воздействиями, обладающими силовыми свойствами, при которых положительный непрерывный эффект может действовать как при определенных условиях, то есть в случае, когда силовые упражнения выполняются до скоростных упражнений, так и в случае их обратной последовательности.

Поэтому при выборе оптимальной последовательности нагрузок в комплексных тренировках их можно применять в следующем порядке, в зависимости от их основной направленности:

СИЛА => СКОРОСТЬ => ВЫНОСЛИВОСТЬ

СКОРОСТЬ => СИЛА => ВЫНОСЛИВОСТЬ

Эта процедура верна как для последовательности упражнений в отдельной тренировке, так и для последовательности тренировок в циклах, близких по продолжительности к еженедельным или еженедельным. Конечно, указанная процедура не единственная в практике физической культуры и спорта. На ряд факторов (готовность обучающихся, величина и возрастание применяемых нагрузок, общая направленность обучения и др.к.) в зависимости от также могут встречаться разные процедуры гармонизации.

Вопрос о размерах и интенсивности нагрузок в каждом конкретном случае решается с учетом их свойств, направленности и согласованности в применении, функционального состояния занятых, их специфических особенностей. Одной из особенностей комплексно – сбалансированной организации нагрузок является использование на каком-либо этапе подготовки одновременного воздействия нагрузок в основном разной направленности.

Такая система организации, несмотря на увеличение объема или интенсивности работы, оказывает на организм одно нормальное, совокупное воздействие. При этом дифференцированные адаптационные реакции организма на особые компоненты нагрузки выражены слабо, так как процессы адаптации в нем носят обобщающий характер. В результате развивающий эффект нагрузки быстро исчезает, процесс адаптации замедляется, уровень развития физических способностей стабилизируется или даже снижается.

Принцип целенаправленности воздействий и адекватности адаптации.

В основе формирования и совершенствования физических способностей лежат механизмы длительной адаптации организма человека к условиям двигательной деятельности. Полезность адекватных изменений в органах и системах, отвечающих за последовательное усиление способностей, тем выше, чем они адекватнее физической нагрузке. Из-за нагрузки в организме происходят биохимические, морфологические, физиологические и психические изменения, которые оказывают определенное развивающее действие. В результате последовательного накопления организмом большинства воздействий, возникающих в процессе физического воспитания, обеспечивается постепенный, непрерывный рост способностей.

Однако такое повышение уровня развития деятельности происходит только тогда, когда целенаправленность, а также адекватность (в соответствии с поставленной целью) воздействия обучения ограничиваются. В соответствии с этим при выборе оптимального режима физической активности в развитии физических способностей в первую очередь необходимо правильно определить направление и величину физической нагрузки, ее величину и интенсивность; создать условия для рационального чередования нагрузок, связанных с силой, скоростью, координацией, с отдыхом, как в рамках одной тренировки, так и в системе тренировок; обеспечить адекватное чередование нагрузок, связанных с отдыхом, в течение определенного периода времени. формы и порядок их чередования.

Принцип возрастной адекватности педагогического воздействия.

Согласно этому принципу, педагог должен выполнять работу по формированию способностей занимающихся с учетом соответствующих их возрасту особенностей, то есть естественно чередующихся периодов онтогенеза. Конечно, это не означает слепого следования за изменениями, которые закономерно происходят в различных органах и системах организма. Здесь речь идет об обеспечении своевременного избирательного воздействия на соответствующие психофизиологические функции, особенности в течение многих лет обучения с учетом этих изменений.

Педагог, зная, что в зрелом, то есть зрелом возрасте организма начался кризисный период в формировании тех или иных способностей, может целенаправленно, эффективно воздействовать на уровень их развития, в полной мере использовать скрытые возможности организма. Инволюционные изменения свойственны организму старших и старших возрастов, в этот период необходимо не только повышать уровень физической подготовленности, но и по возможности противодействовать обратимым изменениям в развитии способностей.

Заключение

Суть ее заключается в том, что используемые педагогические воздействия (средства, методы и формы) должны соответствовать уровню развития этих способностей личности. Однако это соответствие не должно быть абсолютным.

Для непрерывного развития физических способностей внешние воздействия должны опережать внутреннее развитие той или иной

способности. Если нет такого соответствия внешних воздействий, которое несколько опережает внутреннее развитие, то происходит остановка, закаливание (застой) в развитии способностей. Застой в развитии способностей, как правило, является следствием того, что методика, ставшая образцом, принцип превалирующего соответствия не применяется, умение пользоваться методическими путями-отстает в развитии от Y.

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Jismoniy tarbiyaning vositalariga va jismoniy mashqlar xarakteristikasi.

Saidova Mahbuba Ayubovna

mahubasaidova@gmail.com

Osiyo Xalqaro Universiteti Jismoniy Madaniyat kafedrası o'qituvchisi

(Asian International University)

Anatatsiya: Ko'p yillik jismoniy tarbiya jarayonida jismoniy mashqlar, tabiatning sog'lomlashtiruvchi kuchlari va gigiyenik omillardan jismoniy tarbiyaning vositasi sifatida foydalaniladi. Jismoniy mashqlar - jismoniy tarbiyaning asosiy vositasi bo'lib, u tarixan gimnastika, o'yinlar, sport va turizm tarzida guruhlariga ajratilib, tarbiya jarayonining vositasi sifatida foydalanib kelindi. Jismoniy mashq - deb, jismoniy tarbiya qonuniyatlari talablariga javob beruvchi, ongli ravishda bajariladigan ixtiyoriy harakat faoliyatlarining turli turkumi tushuniladi. Bunday harakat faoliyatlari gimnastika, o'yinlar, sport, turizm mashqlari sifatida tarixan tizimlashtirildi, usuliyati to'plandi va to'ldirildi.

Kalit so'zlar: *jismoniy mashqlar, gigiyenik omillar, tabiatni sog'lomlashtiruvchi kuchlari, mashqlar texnikasi, asosiy bo'g'ini, texnika detallari, texnika asosi.*

Jismoniy mashqni vujudga kelishi - tarixan qator darsliklarda (A.D. Novikov, B.A. Ashmarin va boshqalar, 1966, 1979) Ibtidoiy jamoa tuzumi davriga to'g'ri keladi deb ko'rsatiladi. Jismoniy mashqning vujudga kelishida oboektiv sabab qilib ibtidoiy odamning qorin to'ydirish maqsadida ov qilishi, suboektiv sabab sifatida ongning shakillanishi deb qaraldi.

Ibtidoiy qurollarni ishlatishni bilmagan ibtidoiy odam o'z o'ljasini (ovini)holdan toldirguncha quvlagan. Bu bilan ovchi organizmi katta jismoniy tayyorgarlikka muhtojlik sezgan. Jismoniy tayyorgarligi etarli bo'lmagan-larining o'zlari oviga em bo'lgan. Shunga ko'ra vaqt o'tishi bilan ibtidoiy odamlar ovga gala-gala bo'lib chiqadigan bo'ldilar.

Ibtidoiy qurollar: tosh, qirrali tosh boylangan nayza, xas-cho'p bilan nomigagina berkitilib quyilgan chohlardan va boshqalardan ovchilar foydalana boshlashgan, ijtimoiy ong shakllana boshlangan. Ovda ishtirok etolmay qolgan qabilani qariyalari yoshlarga toshni nishinga otish, uni zarbini kuchaytirishni mashq qildiradi boshlagan va bu bilan tarbiyaga asos solingan tarbiya jarayonining elementlari shakllana boshlagan.

Keyinchalik uloqtirish, quvib etish yoki qochish uchun yugurish, sakrashlar mashq qilina boshlangan. Bu esa jismoniy mashqlarni hamda jismoniy tarbiyaning elementlarini vujudga kelishi va shakllanish davri deb qaralgan. Shu kunga kelib bu mashqlar hozirgi zamonning Yengil atletika, gimnastika, sport o'yinlari, yakka kurashlari, turizm va sportning boshqa turlari tarzida jismoniy tarbiya jarayoni uchun asosiy vosita sifatida foydalanilmoqda. Jismoniy mashqlar xillarining ko'payishiga insonning mehnat faoliyati ham ta'sir ko'rsatdi. Ma'lumki, mehnat jismoniy kuch, chidamlilik, tezkorlik, chaqqonlik-dek insonning jismi (harakat) sifatlarining ma'lum darajadagi tayyorgarligi, uning rivojlanganligini talab qiladi.

Tarbiya amaliyotida, asosan, inson mehnat faoliyatida qo'llaydigan harakatlarini ko'proq mashq qiladi. Jismoniy mashqning rivojlanishida diniy marosimlar, bayramlardagi o'yinlar, raqslar, harbiy faoliyatdagi, sanoatdagi ongli ravishda bajariladigan ixtiyoriy harakatlar vosita bo'lib xizmat qiladi.

Jismoniy mashqlar tabiatini tabiiy qonunlar I.M. Sechenov va I.P. Pavlovning ilmiy dunyo qarashlarida ochib berilgan. Ixtiyoriy harakat Sechenovning fikricha, ong va aql bilan boshqariladi hamda biror maqsadga yo'naltirilgan bo'ladi. Pavlov esa harakatlarni fiziologik mexanizmini ochib, harakatlar bosh miya pustloq qismining to'plash xususiyati bilan bog'liqligini birinchi, ikkinchi signal sistemasi, shartli hamda shartsiz reflekslarning aktiv ishtirokida vujudga kelishligini ilmiy isbotladi.

Barcha xodisa va jarayonlarga o'xshash jismoniy mashqlar o'zining mazmuni va shakliga ega. Jismoniy mashqni bajarishda sodir bo'ladigan mexanik, biologik, psixologik jarayonlarning to'plami jismoniy mashqlarning mazmunini vujudga keltiradi, ularning ta'siridan harakat faoliyati uchun qobiliyat rivojlanadi. Shuningdek mashq mazmuniga uning bo'laklarini to'plami, masalan, uzunlikka sakrashda tanaga tezlik berish, depsinish havoda uchish, erga tushish zvenolari hamda mashqni bajarishda hal qilinadigan vazifalar, shuningdek mashqni bajarishdan organizmda sodir bo'ladigan funksional o'zgarishlar haqidagi nazariy bilim va amaliy harakat malakalari kiradi. Bu elementlarning barchasi jismoniy mashqning umumiy mazmu-nini vujudga keltiradi. *Jismoniy mashqning shakli ularning ichki va tashqi strukturasi*ning muvofiqligida ko'rinadi.

Mashqning *ichki strukturasi*ga shu faoliyatni bajarishda ishtirok etadigan skelet muskullari, ularning qisqarishi, cho'zilishi, buralishi vah.k., biomexanik, bioximik bog'lanishlari – energiya sarflanishi, yurak-tomir, nafas olish, nerv boshqaruvi va boshqa organlardagi jarayonlar, ularning o'zaro bog'liqligining, o'z ichiga oladi. Biologik, mexanik, psixologik va boshqa jarayonlarning mashq

bajarishda birini biri bilan aloqasi, o'zaro kelishilganligi yugurish mashqlarida boshqacha bo'lsa, shtanga ko'tarishda boshqacha, ya'ni ichki struktura turlicha bo'ladi.

Mashqning *tashqi shakli*, tashqi strukturasi esa o'sha mashqning tashqi ko'rinishi, harakatni bajarish paytiga ketgan vaqt yoki kuch sarflash meoyori va harakat intensivligini ko'rinishi bilan xarakterlanadi.

Jismoniy mashqlar shakli va mazmuni o'zaro bog'liq bo'lib, bir-birini taqazo etadi. Mazmunning o'zgarishi shaklni o'zgarishiga olib keladi. Mazmun shaklga nisbatan asosiy rol ni o'ynaydi. Masalan, har-xil masofada tezlik sifatining namoyon bo'lishi yugurish texnikasining ham turlicha bo'lishiga sababchi bo'ladi (qadamning kattaligi, chastotasi, tananingholati vah.k.). Shakl mazmunga ta'sir ko'rsatadi. Aniq ma'lum birharakat uchun namoyon bo'layotgan jismoniy sifatlar shu jismoniy mashqni bajarishdagi malakaga ta'sir qiladi. Shuning uchun suzuvchi kuchi bilan gimnastikachi kuchi, shtangachi kuchi biri-biridan farqlanadi. Jismoniy mashqni shakli va mazmunining ratsional muvofiqligiga erishish jismoniy tarbiya nazariyasi va amaliyotining asosiy muammolaridandir. Bu muammo qisman harakat malakasi va ko'nikmasiga, shuningdek jismoniy sifatlarigaham ta'luqlidir.

Jismoniy mashqlar texnikasi

Texnika to'g'risidagi tushunchani pedagogik yoki biomexanik nuqtai nazardan o'rgansa bo'ladi.

Pedagogik nuqtai nazardan harakat vazifasini oson samarali hal qilish uchun tanlangan harakat faoliyatini- jismoniy mashq texnikasi deb atash qabul qilingan.

Samaradorlik o'quvchilar organizmiga eng oqilona ta'sir o'tkazish bilan ifodalanadi. Ammo ulardan eng maqbuli texnikaviy bajarilish deb ataladi. Masalan, har xil usullar bilan suzish mumkin (krol, chalqancha va boshqalar), biroq ba'zilar klassik usullarning birortasidan ham foydalanmasdan suzadilar.

Bajarilish usullarining samaradorligi o'quvchining individual fazilatiga, jismoniy tayyorgarlik darajasiga hamda qo'yilgan vazifalarga (masalan, agar uncha katta bo'lmagan balandlikka arqonda tez chiqish kerak bo'lganda "bir qo'lda" usulini qo'llaydilar, qattiq arqonda bitta usulni – kanatni oyoqlar bilan ushlash usulini qo'llaydilar, yumshog'ida – boshqasini) bog'liq.

Jismoniy mashqlar texnikasi muntazam ravishda rivojlanadi: odatlangan texnika takomillashtiriladi, ba’zida esa usullar barham topadi, yangilari tuziladi. Bu jarayon qator sabablar bilan belgilanadi:

1. Sport tayyorligi darajasiga talablarning muntazam o‘sayotganligi.
2. Harakatlar bajarilishining mukammallashtirilgan usullarini uzluksiz izlash, muvofiq tekshirishlar natijasi va rolining oshishi.
3. Yangi sport anjom-jihozlarining yuzaga kelishi.

Jismoniy mashq texnikasi etakchi sportchilarning (muayyan vaqt uchun) harakat bajarish usullarini amaliyotda tekshirish va ilmiy tahlil qilish, izlanish natijasidir. Bunday zamonaviy texnika harakatni bajaruvchilarning barchasi uchun teng darajada eng oqilona asosni aks ettiradi va shu sababli andozali texnika deb ataladi.

Andozali texnika bajarilishning ba’zi usullarida individual tuzilishi jihatidan chetga chiqishni istisno qilmaydi. Texnikani individuallashtirish ikki yo‘nalish bo‘yicha amalga oshiriladi: individuallashtirishning bir xil andozali yo‘li bo‘yicha, u standart texnika chegarasida ayrim shaxslar guruhlari jismoniy tayyorgarligi va qomatning andozali fazilati bilan muvofiqlikda o‘zgarishlar kiritiladi; insonning shaxsiy fazilatlarini hisobga oluvchi maxsus individuallashtirish yo‘li bo‘yicha sport-texnikaviy ko‘nikma aynan maxsus individuallashtirishning yuqori darajasini ham aks ettiradi (amaliyotda uni “o‘z usuli” deb tavsiflaydilar).

Texnikani individuallashtirishga asosiy e’tiborni bolalarni harakatga o‘rgatayotgan vaqtda qaratish kerak. Andozali texnika faqat harakatning tuzilish asosini aks ettiradi va kattalarning harakatlarini tahlil qilish yo‘li bilan quriladi. Bolalar jismoniy tayyorgarligi va gavdasining tuzilish xususiyatlari bilan muvofiqlikda texnikani individuallashtirish muammosi vujudga keladi. Masalan, kichik maktab yoshidagi bolalar yugurish vaqtida boldir-tovon tuzilishining o‘ziga xos xususiyatlari sababli tovonning oldingi qismiga bosishda qiynaladi.

Texnika - grekcha so‘z bo‘lib, “bajara olish san’ati” degan ma’noni bildiradi. Jismoniy mashq texnikasi doim o‘zgarib turadi va takomillashadi. Takomillashgan harakat texnikasi yuqori natija ko‘rsatish garovi bo‘lib, unga sportchilarning tinimsiz ter to‘kishi orqali erishiladi. Sportchining jismoniy tayyorgarligini ortishi yoki uning gavdasi tuzilishi, jismoniy rivojlanganlikni ko‘rsatuvchi ko‘rsatkichlarning turli-tumanligi, sport turi- jismoniy mashqlar

bajarish texnikasini asosini, uning zvenolari yoki detallarini o'zgarishiga, almashishiga sabab bo'lishi mumkin.

Harakat faoliyatiga ta'sir etuvchi harakatlarning ahamiyatliligi darajasi bir xil emas. Shuning uchun harakat texnikasi: texnika asosi (negizi), uning asosiy zvenosi va texnika detallari degan qismlarga bo'linadi.

Texnikaning asosi - deganda, harakat orqali qo'yilgan vazifani bajarish uchun kerak bo'ladigan harakat faoliyati tizimining o'zak qismi tushuniladi. Qo'llangan usullar tananing qismlarini o'zaro kelishgan holda, harakat faoliyatining ketma-ketligi tizimini buzmay, jismoniy sifatlarining keraklicha namoyon qilinishini taqazo etadi. Usul samarali bo'lsa, amaliyotda unumli qo'llanilishi mumkin va uzoq vaqt o'zining hayotiy-amaliyligini saqlab qoladi. Texnika asosida etakchi harakat deb ataladigan negiz ajraladi, ya'ni harakat unga, birinchi navbatda, harakatning natija ko'rsatishi bilan bog'liq. Masalan, tayanib sakrash vaqtida qo'llar bilan siltanish.

Texnikaning asosiy zvenosi – bu ma'lum bir harakatdagi asosiy mexanizmning eng muhim va hal qiluvchi qismidan iborat. Masalan, yugurib kelib balandlikka sakrovchilar uchun texnikaning asosiy zvenosi sakrash, oyoqni yuqoriga siltab, tez birlashtirishdan, uloqtirish uchun - yakunlovchi zo'r berishdan, gimnastikada egilib ko'tarilish (istalgan usul uchun) - tos-son bo'g'inlarini o'z vaqtida va tez kerish (keyinchalik to'xtatish)dan iborat bo'ladi. Sport harakatlarida asosiy zvenoni bajarish nisbatan qisqa vaqt oralig'ida bo'ladi hamda muskullarning ko'p kuch sarflashini talab etadi.

Texnikaning detali - bu harakat tarkibiga kirgan, lekin uning asosiga, zvenolariga ziyon etkazmaydigan qo'shimcha harakatlar yoki shu harakat mexanizmi tarkibidagi eng mayda bo'laklardir. Uni harakat tarkibida bajarsa ham bajarmasa ham bo'ladi. Masalan, uzunlikka sakrashda kimdir tanaga tezlik berishni keskin tezlanish bilan, kimdir tezlanishni asta-sekinlik bilan boshlaydi. Individual xususiyatlardan to'g'ri foydalanish individual texnikani ko'rsatadi. Individual texnika mazkur sportchi uchun eng takomillashgan texnika hisoblanadi.

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Jismoniy qobiliyatlarning rivojlanishi va jismoniy sifatlarning ko'chishi.

Saidova Mahbuba Ayubovna

mahubasaidova@gmail.com

Osiyo Xalqaro Universiteti Jismoniy Madaniyat kafedrası o'qituvchisi

(Asian International University)

***Anatatsiya:** Rivojlanishning notekisligi bir bosqichdagi jismoniy qobiliyat ko'rsatkichlarining o'sish darajasi boshqalardagiga qaraganda ancha jiddiy bo'lishi mumkinligini bildiradi. Bu uncha katta bo'lmagan vaqt kesmalari (masalan, bir necha hafta, oylik daralar) uchun ham, umuman rivojlantirish jarayoni uchun ham (aytaylik, bir necha yillik mashg'ulotlar uchun) to'g'ri bo'la oladi. Odatda, jismoniy qobiliyatlarning eng ko'p o'sishi jismoniy mashqlar bilan shug'ullanishning boshlang'ich davrida kuzatiladi. Biron – bir qobiliyatning rivojlanish darajasi ko'tarila borar ekan, uning o'sish sur'ati pasayadi. Jismoniy qobiliyatlar rivoji ularning o'sish sur'ati pasayishi bilan bog'liq ekan, zarur siljishlarga erishish uchun rivojlanishning har bir keyingi bosqichida tobora ko'p vaqt kerak bo'laveradi.*

Kalit so'zlar: qobiliyat, teskorlik, chidamlilik, sportchi, jamg'ariluvchi, yuklama.

Jismoniy qobiliyatlarning rivojlanish ko'rsatkichlari o'zgarishlarida (o'sishida) geteroxronlik (turli vaqtga mansublik) hodisasi kuzatiladi. U alohida jismoniy qobiliyatlarning shiddatli o'sa boshlashiga mos keladigan lahzalarning vaqt nuqtai naza-ridan o'zaro muvofiq kelmasligida namoyon bo'ladi. Maxsus tadqiqotlar va amaliy tajriba shuni ko'rsatadiki, inson hayotining muayyan yosh davrida qobiliyatlar rivojiga ta'sir ko'rsatadigan qulay imkoniyatlar mavjud bo'ladi, chunki ulardan ayrimlarining o'sish sur'atlari boshqa yosh davrlaridagiga nisbatan ancha yuqori bo'ladi. Bu davrlarni odatda sensitiv (hissiy) yoki kritik deb ataydilar, chunki ular organizmning rivojlanishida alohida ahamiyatga ega.

Ayrim qobiliyatlarning rivojlanishida jismoniy tarbiyaning eng kuchli ta'siri ularning jadal sur'atda tabiiy rivojlanishi davriga mos kelishi aniqlangan. Boshqa yosh davrlarida mazkur qobiliyatga pedagogik ta'sir ko'rsatishning samaradorligi neytral yoki hatto salbiy bo'lishi ham mumkin. Shuning uchun muayyan jismoniy qobiliyatlarni takomillashtirishda eng qulay yosh davrlarini o'tkazib yubormaslik juda muhim, chunki keyinroq buni amalga oshirish ancha qiyin kechadi.

Bolalarda alohida jismoniy qobiliyatlarning jadal rivojlanish davrlari rasmda ko'rsatilgan. Ko'rinib turibdiki, ularning har biri o'z sensitiv davriga ega. Bu davrlarning vaqt chegaralari o'g'il va qiz bolalarda bir xil emas. Odatda, ko'pgina qobiliyatlarning jadal rivojlana boshlashi vaqti nuqtai nazaridan qizlar o'smir bolalardan 1-2 yilga oldinda boradilar.

Ta'kidlash zarurki, turli mualliflarning ilmiy-usuliy adabiyotlarida u yoki bu qobiliyat rivojlanishining har xil sensitiv davrlari ko'rsatilganligiga duch kelish mumkin. Bunday tafovutlarning bir necha sababi bo'ladi:

1. Biron-bir qobiliyatni o'lchash uchun bir xil bo'lmagan testlardan foydalanish.

2. Jismoniy qobiliyatlar ko'rsatkichlarining o'sish sur'atlarini aniqlash uchun turli yondashuv va formulalarni qo'llash.

3. Tekshirish uchun tanlab olingan sinalluvchilarning bir turli emasligi (tekshirilayotgan kishilar sonining turlichaligi, ularning jismoniy rivojlanishi, tayyorgarlik darajasi, umumiy faoliyat rejimi va boshqalarning bir xil emasligi).

Qobiliyatlar rivojlanish ko'rsatkichlarining qaytariluvchanligi.

Jismoniy mashqlar bilan muntazam shug'ullanish natijasida erishiladigan funksional va tuzilishga xos o'zgarishlar qaytariluvchan bo'lib, ular teskari rivojlanishi ham mumkin. Shug'ullanishda nisbatan qisqagina uzilish bo'lsa kifoya, shu zahoti funksional imkoniyatlar darajasi pasaya boshlaydi, tuzilishga xos belgilar teskari tomonga rivojlana boradi va oqibatda jismoniy qobiliyatlarning ko'rsatkichlari ham pasayadi.

Birinchi navbatda, tezlik qobiliyatlari, keyinroq kuch va oxirida uzoq muddatli faoliyatga chidamlilik qobiliyatlari susayadi. Sportchilarni kuzatish shuni ko'rsatadiki, 5 oy davom etgan mashg'ulotlarni to'xtatish harakatlari maksimal sur'atining dastlabki darajasiga 4-6 oydan so'ng, mushak kuchi maksimal sur'atining dastlabki darajasiga 18 oydan so'ng, chidamlilikning xuddi shunday ko'rsatkichiga esa 2-3 yildan so'ng olib keladi.

Jismoniy qobiliyatlarning ko'chishi.

Turli jismoniy qobiliyatlar bir-birlari bilan chambarchas aloqada rivojlanadi. Bir qobiliyatning rivojlanish darajasidagi yo'naltirilgan o'zgarish boshqasining rivojlanish darajasida o'zgarishlar sodir bo'lishiga olib keladi. Bu hodisa "jismoniy qobiliyatlarning ko'chishi" deb ataladi.

Ko'chish ijobiy va salbiy bo'lishi mumkin. Ijobiy ko'chishda bir qobiliyatning rivojlanishi boshqasining takomillashuviga ta'sir ko'rsatadi. Masalan, "portlovchi" kuchning ortishi – harakatlar tezligiga. Salbiy ko'chishning xususiyati shuki, bir qobiliyatning rivojlanishi ikkinchisining o'sishini sekinlashtiradi yoki uning rivojlanish darajasini pasaytiradi.

Ko'chish bir tarkibli va har xil tarkibli bo'ladi. Bir tarkibli ko'chishda bir xil qobiliyat darajasining qo'llanilayotgan va qo'llanilmayotgan mashqlar orqali ortishi kuzatiladi. Masalan, osilib turgan holda qo'llarni bukib – yozish orqali kuch chidamliligi ortadi; xuddi shu qobiliyat qo'lga tayangan holda ularni bukib – yozish chog'ida ham rivojlanadi. Har xil tarkibli ko'chishda bir qobiliyatning rivojlanishiga olib keladigan mashg'ulot xuddi shu qatori boshqa jismoniy qobiliyatlarning darajasining ham o'zgarishi-ga olib keladi. Masalan, blokli qurilmada shug'ullanganda qo'l bu-kuvchilarining izometrik kuchi ortar ekan, bu kuch chidamliligining ham oshishini ta'minlaydi.

Ko'chish yana ikki tomonlama (masalan, agar kuch qobiliyatlari rivojlantirilganda, tezlik qobiliyatlari ham takomillashsa, tez-lik qobiliyatlari takomillashtirilganda esa kuch qobiliyatlari ham rivojlanib boradi) va *bir tomonlama* (masalan, harakat tezkor-ligi rivojlantirilganda, reaksiya vaqti ham takomillashadi, lekin reaksiya vaqtini yaxshilashga yo'naltirilgan mashqlar harakat tezkorligi rivojiga mutlaqo ta'sir ko'rsatmaydi) bo'ladi.

Nihoyat *to'g'ridan to'g'ri va bilvosita* ko'chish turlari ajratiladi. To'g'ridan – to'g'ri ko'chishda bir qobiliyatning rivojlanish darajasi ko'tarilsa, bu boshqa qobiliyatning rivojida bevosita aks etadi. Masalan, qisqa masofalarga yuguruvchilar oyoq mushaklari-ning tezlik – kuch tayyorgarligi darajasi ortsa, yugurish tezligi ham kuchayadi. Bilvosita ko'chishda qobiliyatning takomillashuvi uchun faqat sharoit yaratiladi. Masalan, sprinter oyoqlarining maksimal kuchi tezkor yugurish natijasi bilan hech qanday to'g'ridan -to'g'ri aloqaga ega emas.

Lekin uning sakrash mashqlari bilan bog'liqligi borki, ularning natijalari, o'z navbatida, tezkor yugurish bilan ancha mustahkam aloqada hisoblanadi. Shuning uchun oyoqlarning maksimal kuchini rivojlantirishga yo'naltirilgan darslar tezlik - kuch qobiliyatlari uchun funksional baza yaratishga yordam beradi, ular esa pirovard natijada yugurish tezligini belgilaydi. Ko'chish turlarining ta'siri ko'pgina sport turlarida maxsus va umumiy jismoniy rivojlantirish vazifalarini hal etishda qo'llaniladi.

Bir xil qobiliyatlarning boshqalariga ko'rsatadigan ta'sir kuchi va xususiyatlari ko'p jihatdan quyidagi omillarga bog'liq:

1. Pedagogik ta'sirotning ustun yo'nalishlari va ularni ri-vojlantirib navbatlashga (masalan, tezlik va kuch, chidamlilik qobiliyatlarini barobar talab qiluvchi mashqlardan iborat dars ulardan faqat bittasini hatto ikki barobar oshirilgan yuklama bilan rivojlantirishga qaratilgan mashg'ulotdan ko'ra yaxshiroq natija beradi).

2. Shug'ullanuvchilarning jismoniy tayyorlik darajasiga (jismoniy tayyorlik darajasi past bo'lganda, bir qobiliyatning rivojlanishi odatda boshqalarining ham rivojlanish darajasi ortishiga olib keladi, biroq keyinchalik qobiliyatlarning bunday muvoziy tarzda o'sishi to'xtab qoladi).

Jismoniy qobiliyatlarning "ko'chishi" jiddiy pedagogik aha-miyatga ega. Shu hodisa tufayli jismoniy mashqlarning nisbatan tor doirasi bilan shug'ullangan holda harakat faoliyatining har qanday turini muvaffaqiyatli o'zlashtirib olish mumkin. Bu imkoniyat jismoniy tarbiya amaliyotida kishilarni mehnat, sport faoliyatiga, harbiy ishga tayyorlashda qo'llaniladi.

Harakat malakalari va jismoniy qobiliyatlarning

o'zaro aloqasi va birligi.

Jismoniy qobiliyatlar faoliyat chog'ida namoyon bo'lar ekan, ularni harakat malaka va ko'nikmalaridan ayri holda tasavvur etib bo'lmaydi. Insonning u yoki bu harakat faoliyatini qay darajada o'zlashtirib olganiga qarab tegishli jismoniy qobiliyatlarini yuzaga chiqarish darajasi ham o'zgaradi.

Jismoniy qobiliyatlarni rivojlantirish tamoyillari

Harakatga o'rgatish va jismoniy qobiliyatlarni rivojlan-tirish jarayonlari, ularning ta'sir ob'ekti bitta - jismoniy mashqlarni bajarayotgan muayyan odam bo'lishiga qaramay, turli qonuniyatlarga bo'ysunadi. Qonuniyatlarning o'ziga xosligi ularni ro'yobga chiqarish uchun tegishli pedagogik (usuliy) amallarni talab qiladi: harakatlarga o'rgatish uchun - bir xil pedagogik tamoyil-lar, jismoniy qobiliyatlarni rivojlantirish uchun boshqalari. Aytmoqchi, harakat faoliyatlarini o'zlashtirishda bu pedagogik jarayonning alohida xususiyatlaridan hisoblanadi.

Jismoniy tarbiya sohasida pedagogik jarayonni olib boruvchi kishi uni faqat ta'lim va tarbiya tamoyillariga emas, jismoniy qobiliyatlarni rivojlantirish tamoyillariga muvofiq ravishda qurishi kerak bo'ladi. Bunda shuni hisobga olish lozimki, jismoniy mashqlarga o'rgatish tamoyillari yagona talablarni o'zida aks ettiradi: har qanday pedagogik jarayon onglilik, faollik va boshqa tamoyillar asosiga qurilishi zarur. Ammo mazkur tamoyillarning aniq ro'yobga chiqarilishi

(ya'ni vosita hamda usullarning tanla-nishi) hal etiladigan vazifalarga (yo o'rgatishning, yoki jismoniy qobiliyatlarni rivojlantirishning vazifalariga) muvofiq bo'li-shi shart. Deylik, harakat faoliyatini o'rgatishda tadrijiylik tamoyili hozirlovchi mashqlar tizimi qurish orqali, jismoniy qobiliyatlarni rivojlantirishda esa jismoniy yuklama tizimi qurish orqali amalga oshiriladi.

Demak, jismoniy qobiliyatlarni rivojlantirishning har qanday usuliyati didaktik tamoyillarning o'ziga xos tarzda amalga oshirilishini ko'zda tutishi lozim. Harakatlarga o'rgatish o'rganuvchiga berilayotgan jismoniy yuklamalarning ta'siriga bog'liq ekan, organizmning taxmin qilinayotgan yuklamalarga javob ta'siri qonuniyatlarini hisobga olish ehtiyoji paydo bo'ladi. Shuning uchun ham insonning holati bilan jismoniy yuklamalarning ularni vaqt nuqtai nazaridan tashkil etish bilan bog'liq tarzdagi aloqalari qonuniyatlarini ifodalovchi alohida, o'ziga xos tamoyillar mavjud.

Pedagogik ta'sirotning muntazamligi tamoyili.

Mazkur tamoyil insonning jismoniy qobiliyatlarini rivojlantirish uchun jismoniy mashqlar bilan muntazam shug'ullanishi zaruriyatini ko'zda tutadi. Chunki qobiliyatlar, avvalo, o'z-lari namoyon bo'ladigan faoliyat jarayonida rivojlanadilar va takomillashadilar. Mazkur tamoyil asosida shunday qonuniyatlar yotadiki, ular inson organizmida harakat hamda faoliyatlarning takroriy ta'siri, ishchanlik qobiliyati tiklanishining har bir bosqichida ish va dam olishning turlicha navbatlashuvi qanday aks etishini, shuningdek, mashg'ulotlar orasida o'zini oqlamaydigan darajadagi uzoq muddatli tanaffuslar yuz berganda, qobiliyatlar rivojining qaytariluvchanligini tavsiflaydi.

Jismoniy qobiliyatlarni rivojlantirishda ta'sirotlar-ning mustaqilligi alohida dars doirasida u yoki bu mashqlarni zarur tartibda bajarish, shuningdek, ma'lum vaqt mobaynida (haf-ta, oy, chorak, yil va h.k.) dars va ular orasidagi dam olish oraliq-larini to'g'ri navbatlash orqali ta'minlanadi. Alohida darsda harakat faoliyatini ko'p marotabalab bajarish hamda darslarning o'zini takrorlash natijasida inson organizmida funksional siljish yuz berib, ular tegishli ta'sirni tavsiflaydi. Har bir mashqni bajargandan so'ng yoki dars yakunida organizmda sodir bo'la-digan o'zgarishlarni tez muddatli (*yaqin*) ta'sir sifatida belgilaydilar. Bu ta'sir darhol yo'q bo'lmaydi, u ma'lum muddat saqlanib turadi.

Avvalgi dars tugaganidan keyingi dars boshlan-guniga qadar organizmning holatida kuzatiladigan barcha o'zgarishlar chetga surilgan yoki *shakli o'zgartirilgan ta'sir* deb ataladi. Agar darslar orasida haddan tashqari uzoq tanaffus bo'lsa, bu ta'sir umuman yo'qolib ketishi mumkin, bu esa jismoniy qobili-

yatlar rivojida jiddiy tarzda aks etmaydi. Shuning uchun jismoniy qobiliyatlar ko'rsatkichlarida ijobiy o'zgarishlar bo'lishi yoki ularning erishilgan darajasini saqlab qolish uchun tanaffuslarga yo'l qo'yimaslik kerak, ular darslarning ijobiy ta'sirini yo'qqa chiqaradi.

Boshqacha aytganda, pedagog pedagogik jarayonni shunday qurishi kerakki, har bir avvalgi darsning "izlari" keyingi darsning ta'siri ustiga "qoplanishi" (unga qo'shilishi) zarur. Bunday ish olib borish natijasida *jamg'ariluvchi (to'planuvchi) ta'sir* yuzaga keladi, organizmda moslashish bilan bog'liq chuqur qayta qurishlar amalga oshib, ular tana a'zolari va tuzilmalarning sifat jihatidan yangi funksional darajaga o'tishiga erishish imkonini beradi.

Demak, muntazamlik tamoyilini amalga joriy etishda jismoniy qobiliyatlar rivojlanishining asosini tashkil etuvchi funksional hamda tuzilishga oid moslashuv jarayonlarining uzluksizligi, ya'ni doimiyligini ta'minlash lozim. Bunga, eng avvalo, har bir qobiliyatni takomillashtirish uchun eng maqbul sanalgan harakat faolligi rejimiga rioya qilish orqali erishiladi, uning asosida esa, ma'lumki, ish va dam olishni u yoki bu tarzda navbatlash tartiblari yotadi.

Pedagogik ta'sirotlar natijasini o'stirishda yuksaltirib borish va moslashtiruv – adekvat chegaraviyligi tamoyili.

Mazkur tamoyil jismoniy qobiliyatlar rivojlanishining bosqichma – bosqichligi va bir tekisda bormasligi qonuniyatlariga asoslanadi. Bu tamoyilga ko'ra, jismoniy qobiliyatlarni takomillashtirish jarayonida ikkita, bir qarashda o'zaro zid yo'nalishlarni uyg'unlashtirish zarur bo'ladi.

Asta-sekin, darajama – daraja, ya'ni tadrijiy ravishda yuklamani ham alohida bir mashg'ulotda, ham qator mashg'ulotlar davomida oshirib borish inson organizmining ularga moslashishini osonlashtiradi, sodir bo'layotgan moslashuv jarayonlarini chuqur-lashtiradi va mustahkamlaydi, shu tariqa yuklamalarning yangi, yuqoriroq darajasiga o'tish uchun sharoit yaratishga yordam beradi. Organizmdagi a'zolar va tizimlarning jismoniy imkoniyatlariga mos kelmaydigan, haddan tashqari baland talablar qo'yish, jismoniy qobiliyatlarni tez o'stirishga urinish (jadallashtirilgan mashg'ulotlar) teskari ta'sir ko'rsatib, salomatlik uchun zararli bo'lishi ham mumkin.

Shuni yodda tutish kerakki, yuklama ta'sirida organizmdagi turli a'zolar, tizim va funksiyalarning morfologik takomillashuvi sur'atlari bir xil bo'lmaydi. Demak, shug'ullanish jarayo-nida turli yo'nalishdagi mashqlarni qo'llash har bir holatda yuklamaning o'ziga xos tarzda oshirib borilishini talab qiladi. Masalan,

“shpagat” mashqi uchun bo‘g‘imlardagi harakatchanlikni oshirishda jiddiy yutuqlarga 3 oylik mashg‘ulotlar davomida erishish mumkin, harakat apparatining bir necha mushak guruhlaridagina hajmi sezilarli kattalashtirish uchun kamida 6 oy zarur bo‘ladi.

Ayni vaqtda yurak – qon tomir va nafas tizimlari faoliyatini yaxshilash maqsadida 10-12 oy davomida muntazam shug‘ullanish kerak. Jismoniy qobiliyatlar xususida so‘z borganda, bu tafovutlarni sodda qilib quyidagicha ifodalash mumkin: egiluvchanlik kun sayin ortib boradi; kuch – hafta sayin; tezkorlik – oy sayin; chidamlilik esa yil sayin.

Yuklamalarni oshirib borishdagi tadrijiylik chegaraviy (maksimal) yuklamalarning qo‘llanilishini istisno etmaydi, balki ko‘zda tutadi. Bunday yuklamalar muayyan sharoitlarda jismoniy qobiliyatlarning rivojlanish darajasida juda yuqori ijobiy o‘zgarishlarga sabab bo‘la oladi. Chegaraviy yuklama deganda, inson organizmda funksional zahiralarni to‘la safarbar etadigan, lekin uning moslashish imkoniyatlari chegarasidan chiqmaydigan yuklama tushuniladi. U organizmning me‘yorida faoliyat ko‘rsatishiga zarar keltirmaydi, uning haddan ziyod zo‘riqishiga sabab bo‘lmaydi. “Chegaraviy” yuklama tushunchasi nisbiy ma‘noga ega: tayyorlikning bir darajasida chegaraviy hisoblangan yuklama boshqasida bunday sanalmaydi. Shu tariqa muntazam mashg‘ulotlar jarayonida organizmning funksional imkoniyatlari ortib borar ekan, ilgari maksimal bo‘lgan yuklama odatdagiga aylanib boradi.

Shunday qilib, maksimal yuklamaning haqiqiy ko‘rsatkichlarini insonning muayyan jismoniy holatiga nisbatangina aniqlash mumkin.

Albatta, jismoniy qobiliyatlarni rivojlantirishda maksimal yuklamalarni shug‘ullanuvchilarda tegishli tayyorgarlik mavjud bo‘lganda, ularning yoshini, alohida xususiyatlarini, shuningdek, yuklamalarning ham o‘ziga xos jihatlarni e‘tiborga olgan, boshqa tamoyillarga rioya qilgan holda qo‘llash zarur.

Jismoniy yuklamaning kattaligi uning hajmi va shiddati bilan tavsiflanadi. Shunga ko‘ra yuklama ish hajmini oshirish yoki uni bajarish shiddatini kuchaytirish yoxud bir vaqtning o‘zida har ikkala ko‘rsatkichni o‘zgartirish hisobiga amalga oshiriladi. Amaliyotda yuklamani tadrijiy ravishda orttirib borishning turli shakllaridan foydalaniladi: to‘g‘ri chiziqli, ko‘tariluvchi, pog‘onali, to‘lqinsimon va sakrovchan ravishda orttirish.

Turli xususiyatli pedagogik ta’sirotlarni vaqt mobaynida oqilona taqsimlash va uyg‘unlashtirish tamoyili.

Bu tamoyil bir mashg'ulot doirasida ham, mashg'ulotlar seriyasi doirasida ham kattaligi va yo'nalishi jihatidan turlicha yuklamalarning o'zaro aloqasi hamda navbatlashuv tartibining oqilona asoslanishi, maqsadga muvofiqligiga rioya qilinishini talab eta-di. Uni joriy etish uchun ish va dam olishni navbatlash negizida yotuvchi qonuniyatlarni hamda jismoniy qobiliyatlarning "ko'chishi" qonuniyatlarini hisobga olish muhim ahamiyatga ega.

Jismoniy qobiliyatlarni rivojlantirish jarayonida ko'proq tanlab ta'sir qiluvchi va majmualiy tavsifdagi, har xil – katta, o'rta va kichik yuklamalardan foydalanish mumkin. Birinchi tilga olingan yuklamalar asosan alohida qobiliyatlarni, masalan, tezkorlik va kuch qobiliyatlarini, keyingilari esa turli faoliyat chog'ida tezkorlik va chidamlilik imkoniyatlarini izchil yoki muvoziy tarzda (ayni bir vaqtda) takomillashtirishni ko'zda tutadi.

Alohida mashg'ulot yoki mashg'ulotlar seriyasi davomida ma'lum bir qobiliyatni rivojlantirishda bir xil yo'nalishdagi yuklamalardan foydalanish inson organizmiga majmualiy yuklamalarga qaraganda ancha chuqur, lekin chegaralangan ta'sir ko'rsatishi isbotlangan. Amaliyotda tanlab ta'sir ko'rsatuvchi yuklamalarning turli uyg'unlikdagi variantlari ko'p uchraydi. Masalan, bir mashg'ulot mobaynida chang'ichi – poygachining aerob chidamliligini rivojlantirish uchun faqat motorli chang'ilarda harakatlanishdan foydalanish mumkin. Lekin bu mashqni turli usullar rejimida bajarish lozim: dastlab oraliqli, keyin esa bir me'yorli usul qo'llaniladi yoki, aksincha, bir usuldagi mashg'ulot tuzilishida bir yo'nalishli har xil vositalar majmuasidan foydalanish mumkin.

Majmualiy yo'nalishdagi yuklama organizmga ancha keng, ammo yuzakiroq ta'sir ko'rsatadi. Turli qobiliyatlarni rivojlantirishga qaratilgan majmualiy yo'nalishdagi yuklamalarni qo'llashda, birinchi navbatda, quyidagilarga e'tibor berish zarur:

1) oqilona izchillikni, ya'ni har xil qobiliyatlarni rivojlantirishga ko'maklashadigan yuklamalarni mashg'ulotga kiritish tartibi va ketma – ketligini aniqlab olish;

2) yuklamalar hajmi va shiddatining oqilona nisbatini tanlash.

Ma'lumki, tezkorlik xususiyatiga ega bo'lgan yuklamalar chidamlilikning ko'proq namoyon etilishini talab qiladigan yuklamalar uchun qulay fiziologik sharoit yaratadi. Ular esa o'zidan keyin bir necha soat mobaynida (agar jiddiy o'sish yuz bergan bo'lsa), tezkorlik mashqlarining bajarilishiga salbiy ta'sir ko'rsatadigan "iz" qoldirib ketadi. Yana shu ham aniqlanganki, tezkorlik

yuklamalari kuch xususiyatlariga ega bo'lgan ta'sirotlar bilan yaxshi uyg'unlashadi, bunda ijobiy davomli ta'sir ma'lum sharoitda, ya'ni kuch mashqlari tezkorlik mashqlaridan avval bajarilgandagi holatda ham, ularning teskari ketma – ketligi holatida ham amal qilishi mumkin.

Shuning uchun majmualiy mashg'ulotlarda yuklamaning eng maqbul ketma-ketligini tanlashda ularning asosiy yo'nalishiga qarab quyidagi tartibda qo'llash mumkin:

KUCH => TEZLIK => CHIDAMLILIK

yoki

TEZLIK => KUCH => CHIDAMLILIK

Bu tartib alohida mashg'ulot ichidagi mashqlar ketma – ketligi uchun ham, haftalik yoki unga davomiyligi jihatidan yaqin sikllardagi mashg'ulotlar ketma – ketligi uchun ham to'g'ri hisoblanadi. Albatta, ko'rsatilgan tartib jismoniy tarbiya va sport amaliyotida yagona emas. Bir qator omillarga (shug'ullanuvchilarning tayyorligi, qo'llanilayotgan yuklamalarning kattaligi va o'sib-o'zgarishlari, mashg'ulotlarning umumiy yo'nalishi va h.k.) bog'liq ravishda uyg'unlashtirishning boshqacha tartiblari ham uchrashi mumkin.

Har bir muayyan holatda yuklamalarning hajmi va shiddati to'g'risidagi masala ularning xususiyatlari, yo'nalishi va qo'llanishidagi izchilligini, shug'ullanuvchilarning funksional holati, o'ziga xos alohida jihatlarini e'tiborga olib hal etiladi. Yuklamalarni majmualiy – muvoziy tarzda tashkil etishga xos xususiyatlardan biri tayyorgarlikning qandaydir bosqichida bir vaqtning o'zida asosan har xil yo'nalishdagi yuklamalar ta'si-rotidan foydalanishdir.

Bunday tashkil etish tizimi, ish hajmi yoki shiddati ortishiga qaramay, organizmga bir me'yorli, yalpi ta'sir ko'rsatadi. Bunda yuklamaning maxsus tarkibiy qismlariga organizmning tabaqalashtirilgan moslashuv reaksiyalari sust ifodalanadi, chunki undagi moslashish jarayonlari umumlashtiruvchi xususiyatga ega. Natijada yuklamaning rivojlantiruvchi ta'siri tezgina yo'qolib, moslashuv jarayoni sekinlashadi, jismoniy qobiliyatning rivojlanish darajasi barqarorlashadi yoki hatto pasayadi.

Ta'sirotlarning maqsadga yo'naltirilganligi va mosla-shuv adekvatligi tamoyili.

Jismoniy qobiliyatlarning shakllanishi va takomillashuvi asosida inson organizmda qing harakat faoliyati sharoitlariga uzoq muddatli moslashuvi

mexanizmlari yotadi. Qobiliyatlarning izchil kuchayib borishiga javobgar bo'lgan organ va tizimlardagi mos-lashuv o'zgarishlarining foydaliligi ular jismoniy yuklamaga qanchalik adekvat bo'lsa, shunchalik yuqori bo'ladi. Yuklama tufayli organizmda biokimyoviy, morfologik, fiziologik va ruhiy o'zgarishlar yuz beradi, ular muayyan rivojlantiruvchi ta'sir ko'rsa-tadi. Jismoniy tarbiya jarayonida yuzaga keladigan ko'pgina ta'sirlarning organizm tomonidan izchil tarzda to'planishi oqibatida qobiliyatlarning tadrijiy, uzluksiz o'sishi ta'minlanadi.

Biroq faoliyatlar rivojlanish darajasining bunday o'sib borishi mashg'ulot ta'sirining maqsadga yo'naltirilganligi hamda (qo'yilgan maqsadga muvofiq) adekvatligi ta'daqlangandagina yuz beradi. Shunga ko'ra jismoniy qobiliyatlarni rivojlantirishda jismoniy faollikning eng maqbul rejimi tanlanar ekan, avvalo, jismoniy yuklamaning yo'nalishi va kattaligini, uning hajmi hamda shiddatini to'g'ri belgilab olish; bir mashg'ulot doirasida ham, mashg'ulotlar tizimida ham kuch, tezlik, muvofiqlash bilan bog'liq yuklamalarni dam olish bilan oqilona navbatlash uchun sharoit yaratish; muayyan vaqt davomida yuklamalarni oshirishning tegishli shakllarini hamda ularni almashlab qo'llash tartibini ko'zda tutish zarur.

Pedagogik ta'sirotning yosh adekvatligi tamoyili.

Bu tamoyilga ko'ra pedagog shug'ullanuvchilarning qobiliyatlarini shakllantirishda ularning yoshiga muvofiq xususiyatlarni, ya'ni ontogenezning tabiiy ravishda almashinib turadigan davrlarini hisobga olib ish ko'rishi zarur. Albatta, bu organizmdagi turli a'zo va tizimlarda qonuniy tarzda kechadigan o'zgarishlar ketidan ko'r-ko'rona ergashishni bildirmaydi. Bu erda gap mazkur o'zgarishlarni e'tiborga olgan holda ko'p yillik mashg'ulotlar davomida tegishli ruhiy – fiziologik funksiyalar, xususiyatlarga o'z vaqtida tanlab ta'sir ko'rsatilishini ta'minlash ustida ketyapti.

Organizm voyaga etayotgan, ya'ni etilayotgan yillarda u yoki bu qobiliyatning shakllanishidagi krizisli davr boshlanganligini biladigan pedagog ularning rivojlanish darajasiga maqsadga muvofiq tarzda, samarali ta'sir ko'rsatishi, organizmning yashirin imkoniyatlaridan to'la foydalanishi mumkin. Keksa va katta yoshlilar organizmiga involyusion o'zgarishlar xos bo'lib, bu davrda jismoniy tayyorgarlik darajasini oshira borish emas, balki imkon qadar qobiliyatlar rivojidadagi ortga qaytish o'zgarishlariga qarshi turish lozim.

Xulosa

Uning mohiyati shundaki, foydalaniladigan pedagogik ta'sirotlar (vositalar, usullar va shakllar) shaxsning shu qobiliyatlari rivojlanish darajasiga muvofiq bo'lishi kerak. Biroq bu muvo-fiqlik mutlaq bo'lmasligi lozim.

Jismoniy qobiliyatlarni uzluksiz rivojlantirib turish uchun tashqi ta'sirlar muayyan qobiliyatning ichki rivojlanishidan o'zib borishi kerak. Agar tashqi ta'sirlarning ichki rivojlanish-lardan birmuncha o'zib boruvchi bunday muvofiqligi bo'lmasa, unda qobiliyatlar rivojida to'xtash, qotib qolish (turg'unlik) yuzaga keladi. Qobiliyatlar rivojlanishidagi turg'unlik, odatda, qolipga aylangan usuliyatning, o'zib boruvchi muvofiqlik tamoyili amal qilmayotganligining, usuliy yo'llardan foydalanishning qobili-yatlar rivojidan ortda qolishining natijasidir.

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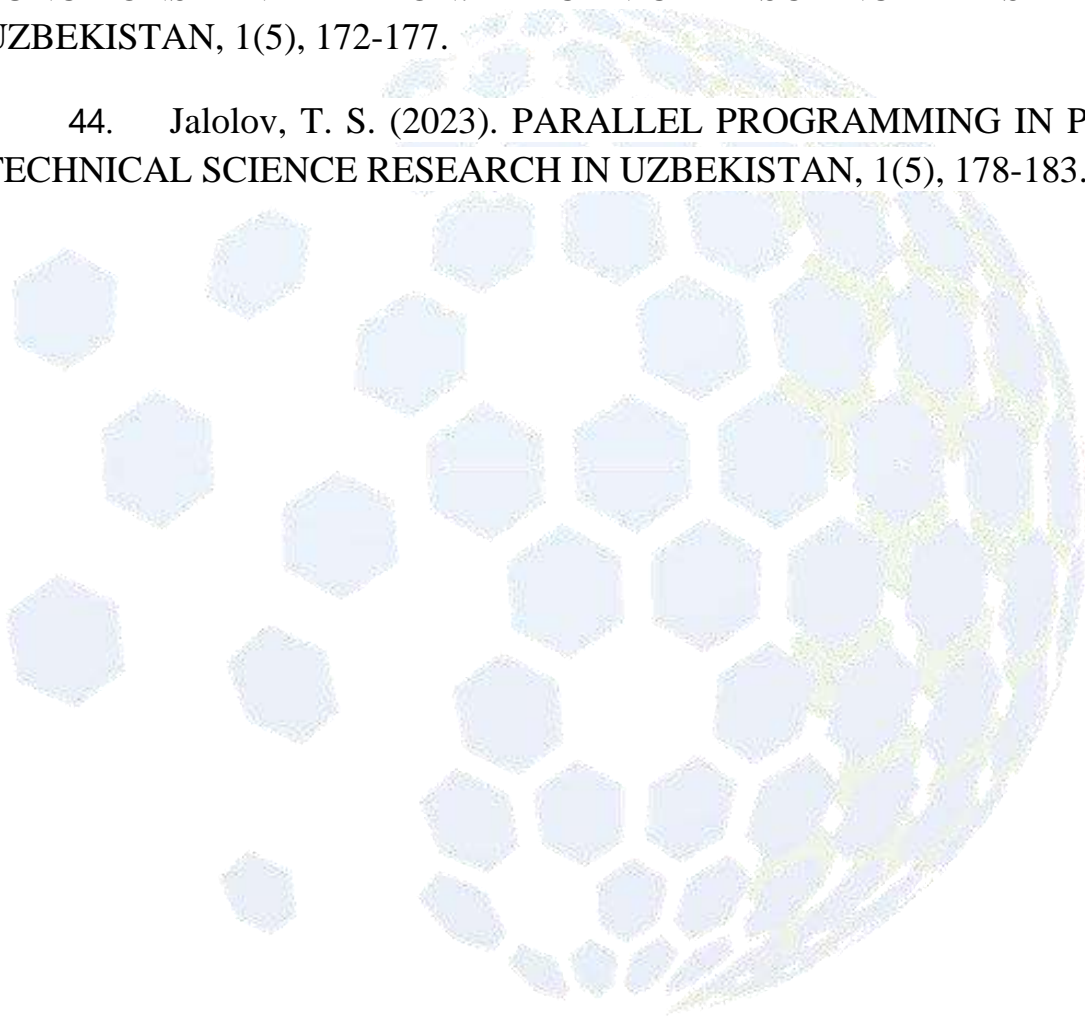
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Physical downloads and the rest of fulfilling exercise

mutual dependence.

Saidova Mahbuba Ayubovna

mahubasaidova@gmail.com

Asia International university of Physical Culture , department of teacher

(Asian International University)

Anatatsiya: be active functional exercise complete any physical body at a much higher level o' - check-in passengers associated with it. So "training downloads" refers to the additional activity of the body. The activity will require a certain amount of spending power in excess of the body (this size is related to the size of the load power), this is realized the need to restore and get tired after a certain time comes to such situations to understand this article describes the wide coverage was given.

Base phrases: downloads, the size of downloads, severe downloads, downloads the miqdorlash types of downloads, downloads criteria.

Power consumption and downloads come along with recovery supports the process of training to get tired, they just not only do you have full recovery, but also the ability to work in full recovery downloads submaksimal and the maximum point (superkompensatsiya) provides.

The difference is the following downloads:

- workout (commercial growth) - this character in the body of an athlete the structural-chaga provides positive changes.
- stabilized commercial - this is achieved by adaptation of the condition mustah-kamlaydi.

At the same time "lessons downloads" concept athletes exercise to the body as the level of impact, determines the level of the quantitative effect of this in the first place. Less, on average, known and high-level of downloads, it is necessary to distinguish.

Support downloads feature according to his character by practice sports exercise and competition, with the usual (for certain specialty sports) and type the offbeat, the commercial growth in the direction of the effects of strength, speed, stamina, agility, flexibility and their compounds will serve the development of the

mental strain on the body the effects are already more or less mental tension which require athletes-jasi on small, medium, significant, large to the load is distributed.

<i>Ysheclansas</i>	<i>Yuclans in the great criteria of</i>	<i>the solution be should toe'present tasks</i>
Small	Important work is the ability to a period of 1-phase (real to get tired until you started the completed work 15-20%).	Exercise with structure-qan of the achieved level to maintain to stay. Previous from the load , then the recovery process speed up to
Medium	Important ishqobiliyati period of 2-phase (real to get tired until you started the completed work 40-60%)	Exercise with chiniqqan of the achieved level to maintain the stay, the exercise of private of the task, the solution to
Significant	Hidden (kompensatsiyalangan) Chfir phase (until it started to get real tired of the work completed 60-70%)	Exercise with the structure to increase
Large	Real tired of being into the coming	Exercise with hardening to increase

Yitklamaning outer and inner sides of the respective indicator of a conditional basis to differentiate taken has been.

Downloads the outer side of - this exercise is the performance of the duration of the repetition of a training exercise, the amount of movement speed, temp, and tashilayotgan h size and weight.k.

External indicators downloads - coach and athlete directs the exercise of functions in the process determines the size of some quantitative lessons and exercises. Exercise planning and work account to use them.

Downloads of the inner side of the body that the level of involvement opportunities vazifaviy (CH, respiratory volume, blood pressure and other indicators).

Internal indicators downloads - (vazifaviy of the body, they moved indicators) of the target in accordance with the size of the load exercise, exercise shifts the body under the influence of the load dynamics allows to estimate the true athletes.

Workout downloads size-itsintensity (strain) and the volume (amount) of the result is determined.

This increase reached a certain level of downloads in a time of great can continue until then it will lead to the rapid growth of the size of the decrease or vice versa.

The size and intensity of training downloads

Size - the effect of the duration of some or many downloads and exercises, workouts, period, phase, like round is the total amount of work completed at the time.

The severe - each mode of exercise (speed, miq repeat-h drugs and.k.) the effects of the load voltage and power of large-stained.

Downloads athletes to the body only the effects of external factors (size and rapidly in the body) vegetative (system providing hayotiylik) siljishlargagina, but spiritual exercises carried out (in particular intuition) tension and muqobillashti-ruvchi depends on both the complexity of it.

Use several methods of appraisal practice of the load in the complex.

Sports-gymnastics - akrobatika snaryad and elements according to the complexity of muqobillashtiruvchi ("A", "B", "C", "D"), the group are divided into two.

The fight to them with a different amount of points according to the complexity of transfer methods will be evaluated.

Downloads importance of rest in between.

As it is known, mashqjarayoni rest get'z into gets. Rest take'zqonuniyatlarigako'raamalgaoshirilsaginamashqningtashkiliytarkibiyqismibo'l ibqoladi. O'taqisqayokiuzoqmuddatli rest get to undermine the structure of the exercise, and do not exercise enough or infringement of its main ingredients is to become the reason of excess exercise. Sport mashqida filtered so that the rest (to rest according to load and incredibly emergency) problem will arise.

The rest of the workout process performs the following two main tasks:

1-load workout will help ensure the ability to work from then.

2-to improve the effectiveness of your downloads (most preferable option) serves as one of the means.

Reduce the time you rest between exercises or multiply the total load (kumulyativ) can increase or decrease the effect.

Rest between sessions to rest early in the recovery phase is always more range should be ended, i.e. after the start of the phase, which is superkompensatsiya re (reduksiya) despite the start of the phase of stand.

The direction will depend on the duration of the recovery process, the lessons often.

Downloads among the rest to get the range of 3 types of difference;

1. A full rest get

2. The hard rest get

3. Supertiklanish

1. A full rest get – this lesson during uploads among is used. The body of completed downloads from then fully restored. This while regular downloads complete to the body full of the restoration point will provide.

2. The hard rest get – this this lesson for downloads among is used. The body of completed downloads from then certain level is restored. This while regular downloads complete to the body of the incomplete recovery point will provide you and a certain level after yuklmani performance for the sake of power is gathering.

3. Supertiklanish – this this lesson for downloads among is used. The body of completed downloads from then enough to restore not. This while regular downloads complete to the body will restore the time will leave and the next yuklmani to fulfill access with was yesterday.

Sessions in the range of the rest to take the range to be applied, first of all coach's creative approach and training volume and intensity as well as training before the established target from the task come out of the selected case is applied.

Exercises after the rest of taking 2 types of difference;

1. Active rest get

2. Stagnant rest get

1. Active rest get – lessons from after yLightroq that physical action is that sports types with the deal, that is, activity type, change if, fulfilled the action mainly physical movement consisting of will be.

Active rest get – this method exercises after the completed work volume and intensity, engaged-athletes in the body they come changes, as well as coaches and athletes of their mutual agreement and imaginative approach on the basis of selected without applied.

This type of rest you get and recovery work following consists of;

1. Sports game (volleyball, basketball at, futboll , and h.k) s with the deal
2. YLight athletics sportcha walking and running from the type of itself to the corresponding distance to the choice of walking and running
3. Swimming (present at the time of the physical position considering taking without)
4. Efforts, walk them, entertainment events fulfilled actions to perform
5. Athletes of himself or coach with their mutual agreement and imaginative approach on the basis of, various active physical action with the deal and the unconventional method in the rest to get the type of apply.

2. Slack the rest of take – from training after mental discipline with associated that are working their content taking without, activity type, change if, fulfilled the action mainly mental process consists is.

Stagnant rest get – this method exercises after the completed work volume and intensity, engaged-athletes in the body they come changes, as well as coaches and athletes of their mutual agreement and imaginative approach on the basis of selected without applied.

This type of rest you get and recovery work following consists of;

1. View with associated that work with busy, being, (Television watch to and various entertainment events direct observation or the action formed composed of the actions of the simple case in monitor)
2. Hearing with associated that work with busy, being, (Music, audio broadcasting, radio listening, spiritual south , and they come in various mental emotional

situations meyorashtirishga a positive influence executive audioyozuvlar and h.k)s.

3. Rest get and emotional influence on the executive of the restoration of the event, (sleep, massage, sauna, hot shower, take to, the book of mutoala, gipnoz and h.k) s with, busy being

4. Athletes of himself or coach with their mutual agreement and imaginative approach on the basis, various the unconventional method in the rest to get the type of apply.

Speed towards the direction of athletes, as well as muqobillashtiruvchi abilities, speed-power quality, technical skill has faster recovery after carrying the exercises.

Usually with in 2-3 days after recovery from workouts in the direction of such large downloads is completed.

If endurance training is directed to the athlete shifts generate important role in the body and therefore slower the recovery process will take place within 5-7 days.

Speed the process of recovery also depends on the level of skill and a lot of training athletes. High profile athletes in the recovery of razryaddagigaqaraganda ii and iii 1.5-3 times tezroqyakunlanadi.

The duration of the recovery process of the body, the athlete also affects the total size of personal features and downloads.

In sports, the world community of the necessity to change the style and content of advances secured in the workout process has been put to the task and the size of the load exercise in the first place, it is also planned to increase the intensity.

Workout downloads, the growth of the adaptation of athletes to increase the capacity recovery be implemented in modern vehicles, making them more sports will help you to achieve high achievements. 20-25 years ago, young athletes had a condition that currently has the capacity to become the norm. In accordance with the main loads on the different direction-and the series by emergency support, recovery time and the events two and three times the size of the interaction of exercise per day kelishtirib the opportunity to do so arises.

Today, the results from day to day in the field of physical education and sport has been updated while going for the main reason that athletes and coaches from foydalnish in conjunction with a highly efficient method of and means in the process of training, and after the usual and unusual recovery from downloads mash'ulotlardan after the effective application of the work of the organization and remains one of the main factors.

Downloads combination of the principle of systematic and rest

Downloads and physical education in the process of systemic combination is a very important rule to the rest, the training effect of a general whose lotni eventually the effects will be associated to it. Between sessions of different vacation options (full, hard and superstepto langa), as well as, a large line of downloads the directions and stand management, training and frequent enough, you can achieve the maximum effect without spent with a relatively large avalanche. On top of that, the different sides of the restoration of the ability to work as a quick way geteroxron (different time) and taking into account that would occur, a weekly cycle or one-day sessions at the conclusion of the system so needless to never may not be any negative consequences and it is necessary to achieve a positive outcome.

Different systems of the body, ikeep a high level of performance for a strictly defined term must complete after a break from vacation to find related downloads.

Downloads among the rest of the range was a long time to get, re-adaptation occurs – the body may return to the previous level. When the range is short of the holidays, he does not restore the body's ability to work.

Go to regular downloads the full repeat conditions tiklanmaslik reserve's reduction will lead to decline as a result of the departure of the body to work. Earlier this occur in the physiological range and extremely deep mashqlanganlikka feathers andologik those instances can lead to. Supertiklanish (superqoplanish) would be required to appear in the phase of the time range is optimal. In all cases only optimal physical and nurturing the quality of the use according to the purpose of the break vacation.

Number depending on the situation, certain bir in times full, also shortened to “hard” on a break can be helpful.

Thus, in the system of physical education clear and “leave a trail” rule taking into account the systematic effects of the sequence of combination of downloads and the conclusion is specific to the implementation of the principle to rest. The implementation of the principle explained in the same ways the following methods:

- a repetition of assignments at reasonable;
- Downloads by a combination of rational and rest;
- variantlilik assignments and should be repeated and the will of downloads.

That develops in-gradually increases the effect of the principle of mashqlantiruvchi go

This improvement at the expense of the principle tasks involved in trying to raise and downloads and boosts the opportunity to go regularly to the requirements of activity are associated with manifest psixik determines necessary.

The functional activities of the human body requirements for borilsagina regularly boosts the physical quality grows up. Strength, durability and other physical characteristics of the organism on the basis of the mechanisms of the development of functional adaptation in response to specific changes in the physical to share downloads of lies. Optimal selection of the downloads is very important, that is, the adaptation of the organism which produces minimal downloads severe reactions should know. Excessive strain or also more severe effects, power requirements, moderately's activities will lead to the composition of the body. Identify, for example, the average adult weight in athletes with large and close to going now also grow in power when doing exercises. In this case the big Downloads and be ready to pick up of many organ systems (heart-vascular system, the musculoskeletal apparatus of the joints) in adults and in order to avoid excessive strain on close to no sense of being used for large downloads. It is fair to say, has a different effect on various organs of the system of High Downloads. Fast downloads and the top of one of them is able to withstand relatively easy to some, others – on the contrary. Thus, functional changes faster, more slowly morphological changes was the night. The dynamics of the physical system in the body and increase downloads geteroxron in some way due to the features and level of adaptation should be.

Improving movement skills qualifications on the basis of terms of implementation, to ensure that every time to fit the changing requirements of the system lies in the different functional process. Therefore, this system is the main condition of the form – changing and complex routine tasks go on the requirements of the act and increase studied.

So, that develops-mashqlantiruvchi gradually increases the effect of bobrowsing the principle of difficult assignments to go with them increased and update the plan to go to the functional options of the organism are growingI just downloads implies the increase of size and intensity.

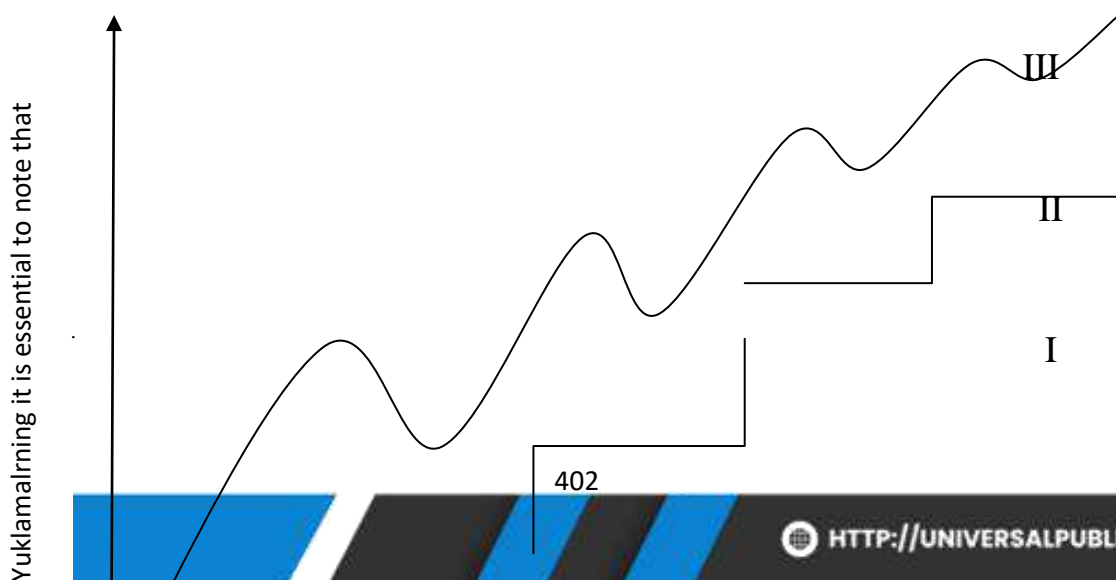
The principle of the balance of dynamics personalized downloads.

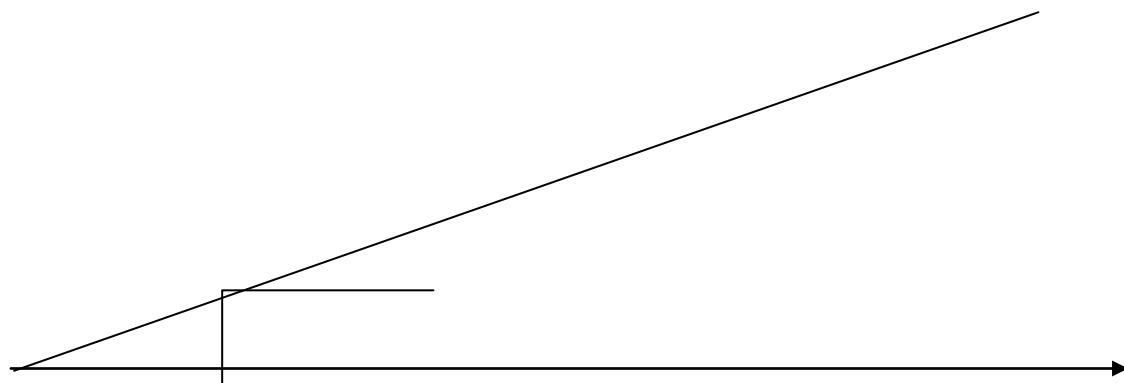
So out came the three main rules of this principle, according to them the total Downloads of the dynamics of typical forms identified within the stage of physical education.

1. The total amount should be used in the process of physical education of downloads, so that his negative health indications of a changeworkto should not be produced. The effectiveness of these rules to control the regular kumulyativ of the downloads is provided.
2. Go to downloads and adapted to be used towards that, that is, adapted to the last stage as the total Downloads stable condition changes the size ofthe regular completion of s should be done.

The level of training achieved is much higher if the parameters are so large that downloads.

3. In physical education lessons from some of its stages, the amount of total downloads of a temporary reduction in the use of the system, or be stabilized, or increased, which implies that temporary.





The number of sessions

11-graph. The dynamics of the amount of total downloads in physical education's forms

- I - stradella in a straight line;
- II - zinasimon stradella;
- III - to'lqinsimon stradella.

The above comments from the form of the dynamics in the amount of two physical education total downloads: zinasimon stradella stradella and is the basis for the use of the form to'lqinsimon. In general, a straight line across from stradella dynamics also use downloadswill be sa (9-graph). However, the very short time that is the stage inthe rage you can use.

The principle of the conclusion of a cycle of sessions

In this process of physical education – cyclo to the generated classes and the stage is locked into that. Accordingly ajaratiladi three types: mikrotsikllar

(weekly), and at the same time each of them repeated the same exercise they have to be applied orientation, and characterized by a combination with the rest of the downloads; mezotsikllar (monthly), two of them include six mikrotsikllarni of life in them, the amount of tools, the combination of the ratio of and the procedure varies; makrotsikllar (annual), they will last a long time which stage in the process of physical education in amalis carried by.

These principles of physical education and sports of the staff tugallab of the cycle and taking into account within them, as well as lessons thatmulyativ growing that the effect of the physical education general education general and special rivojlantirilishini go and going for that taking into account to establish a system of training and directs the series.

The principle of corresponding areas of physical education to the age of

The direction of the human body, the principles of physical training thatispecific to your age (pre-school, small, medium, large) physical development, that is, corresponding to a period of changing ontogenez ravishdaizchil puts the commitment to change.

Physical education is the process of going up to the age of the particular period should be provided to the physical effects on the overall body. This action and the formation of a wide range of skills and qualifications to the operation of comprehensive physical development finds its expression. During this period the school in raising the quality of the physical principles of this or that man's physical attributes of the zones that appear the most favorable opportunities for the development of the intuition, consider taqozo is.

Sharpen the first age, and adolescence (taxmine under the age of 35) reveals favorable opportunities for full realization of the body's functional capabilities. For many in the form of prolonged physical education in the direction of general physical preparation will be. For the age of adolescence is very active in sports to engage and achieve high results on the basis of its specific.

In adulthood, this second direction during the period of stabilization of the functional capabilities of physical education achieved good work ability, their physical participates as to keep the level of training achieved.

Much more in the late period (women over the age of 55, men - over the age of 60) human health implications of physical education will help to show

resistance to various negative factors. Deal with physical training physical exercise-recovery feature will be able to.

Can you say in general, the areas of physical education for many years with the principle of corresponding to the age of physical education exercise most importantly is in the process of going from use.

The review reflects the principles of physical education and holistic qonuniyat different side of the process. They complement each other and mutually bound is the summary of fundamental methodological rules, but the unit is made up of. The whole complex of physical education tamoyildanchekinish any process upset and can cause them to become almost ineffective the teacher and student of the great labor.

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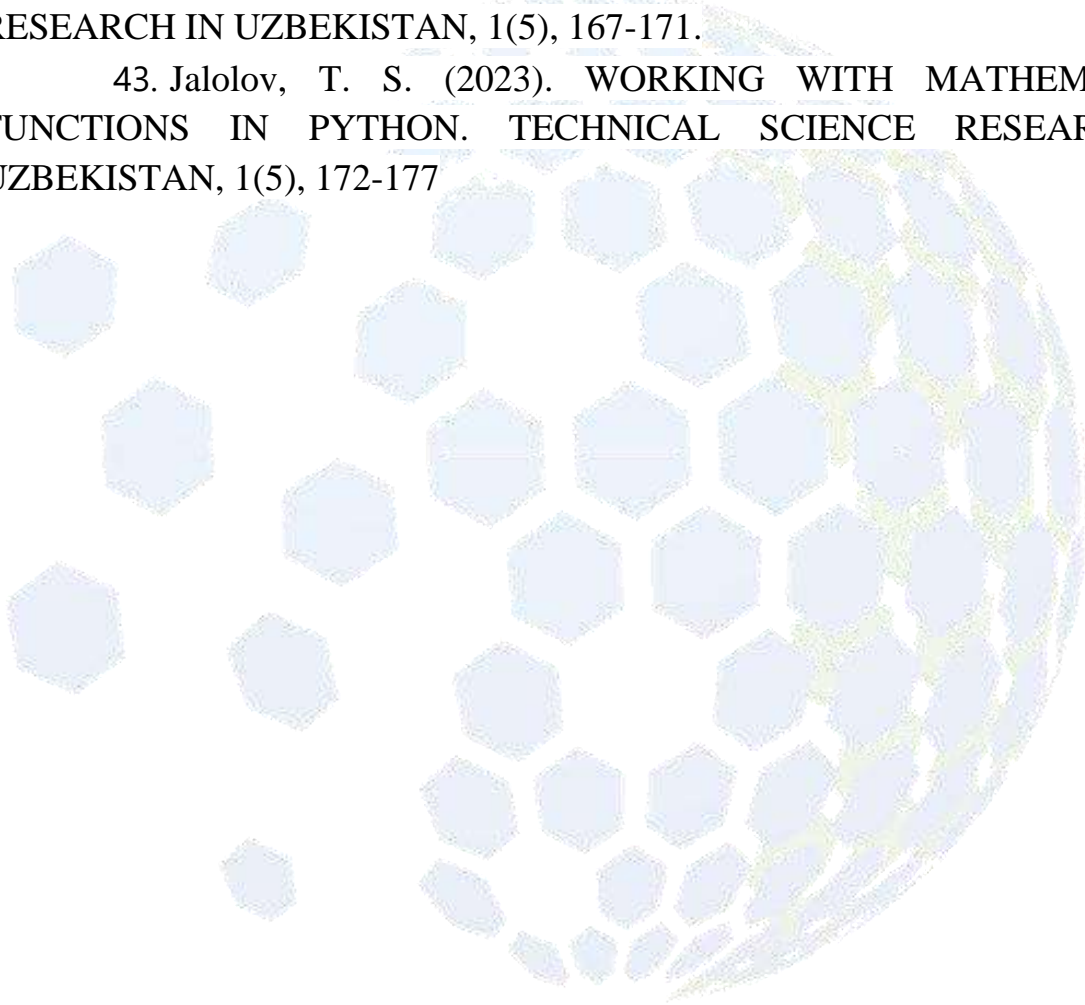
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Педагогические разряды физических упражнений.

Пространственные упражнения.

Саидова Махбуба Аубовна

mahubasaidova@gmail.com

Osiyo Xalqaro Universiteti

Преподаватель кафедры физической культуры Азиатского международного университета

(Asian International University)

Анатомия: в течение многих лет физического воспитания в качестве средств физического воспитания используются физические упражнения, оздоровительные силы природы и гигиенические факторы. Физические упражнения-основное средство физического воспитания, которое исторически сложилось в виде гимнастики, игр, спорта и туризма в группах и использовалось как средство воспитательного процесса. Под физическим упражнением понимается разнообразная совокупность осознанно выполняемых волевых двигательных действий, отвечающих требованиям законов физического воспитания. Такая двигательная деятельность как гимнастические, игровые, спортивные, туристские упражнения исторически систематизировалась, методика собиралась и дополнялась.

Ключевые слова: упражнения, гигиенические факторы, оздоровительные силы природы, техника упражнений, основное звено, детали техники, основа техники.

Действия человека составляют сложное целое. Целостность акта действия проявляется во взаимосвязи и взаимодействии действий, из которых состоит этот акт; в результате изменения одной из деталей действия происходит фазовое, а во времени-изменение ряда других деталей. В теории и практике физического воспитания говорят о структуре движений. Структура движения-это закономерная связь между собой всех его составляющих как единого целого.

Все движения человека происходят в пространстве и в определенное время, поэтому можно говорить о кинематической структуре движений, включающей пространственные, временные и пространственно - временные характеристики.

Кинематическая структура движения определяется динамической структурой, то есть взаимодействием внешних и внутренних сил, вызывающих это движение.

В целом сложном движении выделяется еще один важный аспект структуры движения – ритмическая сторона, стороны движения, отражающие в комплексе отношения времени и силы.

Кинематическая и динамическая структура движения взаимосвязаны, изменение одной из них закономерно приводит к изменению другой.

С педагогической точки зрения значение каждой из этих характеристик при выполнении каждого конкретного физического упражнения будет разным. На разных этапах обучения одни из них играют главную роль, а другие временно приобретают второстепенное значение. Однако совокупное, баб-кратное проявление всех характеристик в движениях обеспечивает технически очень правильное выполнение упражнения.

Положение туловища и траектория (путь) движения частей туловища относятся к пространственной характеристике техники выполнения упражнений.

Во время выполнения большинства физических упражнений туловище и его части не только меняют свое положение относительно друг друга, но и сохраняют неподвижное положение в свободной позе за счет статического напряжения мышц.

Полезность большинства упражнений во многих случаях зависит не только от исходного положения, но и от того, находится ли положение всего тела или отдельных его частей в процессе движения в конкретной, гораздо более полезной ситуации. Например, горизонтальное положение пловца, конькобежца и велосипедиста, которые сгибаются, уменьшают сопротивление внешней среды, тем самым позволяя туловищу двигаться вперед быстрее. При прыжках с трамплина на лыжах большая амортизация туловища увеличивает сопротивление воздуха при опускании туловища, в то же время уменьшая сопротивление воздуха при движении туловища вперед, тем самым увеличивая дальность прыжка.

При изменении положения тела в процессе движения возможно изменение направления динамических базовых реакций и, за счет этого, придание телу ускорения, благоприятного для условий данного направления. Примеры включают разнообразие положений туловища в беге на короткие и длинные дистанции, в фазах разгибания стоя и в беге и прыжках в длину.

В некоторых видах упражнений особые требования предъявляются к общей осанке и состоянию отдельных частей тела. Эти требования вытекают не только из биомеханической целесообразности физических упражнений, но и с точки зрения красивого выполнения движений. Например, в фигурном катании, прыжках в воду и гимнастике оценивают не только координационную сложность упражнений, но и точность положения туловища, смелость и свободу движений, грациозность и другие подобные внешние проявления.

При любом движении необходимо уметь различать траекторию движущейся части тела. На самой траектории можно указать три вещи: форму траектории, направление и амплитуду движения.

По форме траектории движения можно разделить на прямолинейные и криволинейные. Наблюдения показывают, что человек никогда не совершает прямолинейных движений. Прямолинейные движения имеют большее значение в тех случаях, когда необходимо с большой скоростью перемещать часть туловища на короткое расстояние (например, прямой удар в боксе). Разнообразие формы траектории активных движений во многом определяется развитием нервных центров, укрепляющих определенный участок туловища.

Сложность формы траектории также зависит от движущейся части тела; чем больше эта часть, тем проще ее форма. Например, вокруг тазобедренных суставов также много мышц, расположение которых также разнообразно, но движения ног не такие обильные и подвижные, как движения рук.

От того, насколько правильно направлено движущееся тело, его части или движущийся объект, зависит эффективность воздействия упражнений на организм занимающихся, а также успешное выполнение техники упражнений. В практике физического воспитания направление движений определяется либо поверхностью тела, либо внешними целями. Например, когда мы поднимаем руки вперед или в стороны, мы определяем направление движения руки по отношению к нашему телу. Направления вверх-вниз, вперед-назад, вправо-влево принято называть основным направлением человеческого тела.

Амплитуда движения – это ширина движения. Большая и малая амплитуды определяются угловыми градусами. Общую амплитуду движения нескольких звеньев туловища иногда определяют линейной мерой (например, длина шага – 80 см) или условными знаками (например, полупик). Амплитуда движений отдельных звеньев человеческого тела зависит от строения суставов, гибкости связочного аппарата и мышц.

Смещение объекта в пространстве в единицу времени выражает скорость. Скорость определяется отношением длины пути, пройденного объектом, к времени, затраченному на прохождение этого пути. Обычно при определении скорости ее измеряют в метрах в секунду. Если скорость движения одинакова во всех точках пути, такое движение называют плоским движением, а если она изменяется, то неравномерным движением. Изменение скорости в единицу времени называется ускорением.

С психологической и методической точек зрения скорость делится на оптимальную и максимальную. В спортивной технике важную роль играет скорость движения: чем больше скорость, тем выше спортивные результаты.

Однако для достижения наивысшего результата часто важна не максимальная скорость, а оптимальная скорость движения для каждого спортсмена. Скорость может быть свободной и принудительной. Например, скорость лыжника при подъеме в гору является свободной скоростью, а при спуске с холма – обязательной.

Продолжительность движения и его темп выражают временную характеристику движения.

Сохранение осанки и движений играет важную роль в изменении функционирования организма. Изменяя продолжительность выполнения упражнения, можно регулировать общий объем нагрузки. В технике упражнений большое значение имеют определенные фазы движения (отведение весла назад и гребля, прицеливание и бросок мяча) или движения отдельных частей туловища. Предоставление периодической информации о том, как долго длится выполняемая работа, повысит вовлеченность.

Темп движения. Темп относится к частоте повторения цикла движения или количеству движения в единицу времени. Например, мы говорим о темпе ходьбы – 120-140 шагов в минуту, о темпе гребли – 30-40 гребков в минуту.

Скорость движения зависит от веса тела или моментов инерции движущейся части. Например, при движении лапами можно поддерживать значительно более высокий темп (8-10 движений в секунду) по сравнению с движением туловища (1-2 движения в секунду). Часто при изменении темпа качественно меняется и вся структура движения. Например, если темп превышает определенный порог, ходьба превращается в бег.

В педагогической практике используются различные темпы движений с целью усиления или уменьшения физиологической нагрузки.

Слово "ритм" очень распространено и применяется к самым разным явлениям. Периодическое повторение само по себе составляет ритм. Основным условием ритма является наличие сильных, подчеркивающих какие-либо аспекты моментов в данном движении, а также чередование, чередование различных временных интервалов. Таким образом, ритм-это комплексная (Динамико-временная) характеристика движений.

Для ритма движения характерно разнообразное по времени отношение частей движения, выполняемых с сильной, особой силой. Правильное и своевременное чередование напряжения и расслабления мышц в упражнениях- один из важнейших показателей овладения спортивной техникой. У высококвалифицированных спортсменов ритм движений в нормальных условиях становится достаточно выраженным.

Целенаправленный ритм можно увидеть в каждом конкретном движении конкретного человека, которое он технически совершенен. У каждого спортсмена должен быть свой ритм выполнения движений в зависимости от его индивидуальных особенностей.

Ритм движения при выполнении физических упражнений создается и регулируется человеком в соответствии с объективными законами рациональной техники.

Силы, влияющие на движение человеческого тела, можно разделить на внутренние и внешние силы воздействия.

К внутренним силам относятся:

- а) пассивные силы опорно-двигательного аппарата – сила упругости мышц, растяжимость мышц и др.;
- б) активные силы опорно – двигательного аппарата-сила тяжести мышц;
- в) реактивные силы – силы, отражающиеся во времени взаимоотношений звеньев тела друг с другом в процессе ускоренного движения.

Силы, действующие на тело человека извне, называются внешними силами. При выполнении упражнений внешними силами считаются:

- а) сила тяжести собственного тела;

б) сила основных реакций;

в) силы сопротивления внешней среды (воды, воздуха) и физических тел (соперники в борьбе, партнеры в акробатике), внешние веса, силы инерции тел, которые человек смещает с места.

Физическое упражнение, составляющее конкретное движение, распределяется по очереди в соответствии с: каким движением начинается деятельность, каким заканчивается. В учебных и научных целях целесообразно разделить физические упражнения на три фазы.

Система движения	бег-спуск-взлет-уприземление			
фазы движения	1	2	3	4
части движения	подготовка	главный финишер		Заключительный

Фазы, указывающие на процесс изменений в организме в зависимости от продолжительности и интенсивности упражнений.

СИГД - чт-спорт динамика работоспособности, утомляемости и ее восстановления.

ФФД-динамика функциональной активности отдельных систем организма.

БМС-динамика расхода и восстановления биоэнергетических веществ.

СС-эффективность суперкомпенсации.

Важность подготовительной фазы заключается в создании наиболее благоприятных условий для выполнения действия в начальной фазе. Например, в беге трусцой и прыжках подготовительной фазой является бег.

В прыжке с места-разгибание рук и сгибание ног перед толчком состоит из основных фазовых движений, с помощью которых решается основная задача движения. Например, опускаться, прыгать с места, летать.

Действия в основной фазе направлены непосредственно на решение основных двигательных задач. С биодинамической точки зрения наиболее

важным в этой фазе является правильное использование движущих сил в соответствующем месте, в соответствующем направлении и в нужный момент. Например, при плавании методом кроля активное движение рук раньше времени приводит к поднятию туловища из воды и возникновению волны.

На последней фазе действие завершается, образно говоря, эта фаза позволяет выйти из рабочего состояния. В прыжках это уприземление на землю, в беге это будет небольшой бег после финиша

Основная фаза выполняется с помощью движений, составляющих основу техники, а две другие фазы-с помощью движений, составляющих деталь техники.

Деление физических упражнений на категории – это их распределение по группам, связанным друг с другом в соответствии с их наиболее важными признаками. Учитель может определить характер физических упражнений с помощью категорий, следовательно, облегчить выбор упражнений, отвечающих требованиям педагогической задачи. Пока наука о физическом воспитании развивается и постоянно обогащается новой информацией, категоризация не всегда остается прежней.

Каждое упражнение имеет не один, а несколько отличительных признаков. Для него одно и то же упражнение могло быть выражено в разных категориях. Например, тяга проявляется как в категориях по анатомическим признакам (упражнение для рук и мышц), так и в категориях, отражающих в основном развитие двигательных качеств (большей силы). Следовательно, не может быть создана единая категория, пригодная для любого случая; категория должна учитывать наиболее значимые признаки для решения педагогических задач.

Системы физического воспитания исторически делятся на категории физических упражнений (Гимнастика, игра, Туризм, Спорт) по признакам их содержания. По этим категориям упражнения делятся на пять групп.

1. Гимнастические упражнения, характеризующие разнообразие движений в искусственно созданной деятельности, эффективность которых влияет на организм, его строение, а также определяются координационной сложностью и гармоничностью всех движений.

Игровые упражнения, состоящие из оздоровительных видов движений (бег, метание и др.к.) выполняются в различных вариантах в соответствии с

изменяющимися игровыми ситуациями и оцениваются по эффективности воздействия на организм в целом и по конечному результату действия.

Физические упражнения в путешествии включают ходьбу, бег, прыжки, преодоление препятствий, катание на лыжах, велосипеде, катание на лодках и многое другое.

Оздоровительные условия включают ходьбу, бег трусцой, прыжки, преодоление препятствий, катание на лыжах, велосипеде, греблю на лодке и другие физические упражнения для путешественника. Их эффективность оценивают по результату комплексного воздействия на организм, преодоления препятствий и дистанции в местах.

Упражнения в спорте являются предметом специализации для достижения максимальных спортивных результатов, и в последнюю группу, искусственно нормированную в соответствии с едиными спортивными категориями, можно будет включить первые три группы, если к ним относятся отмеченные признаки (спортивная гимнастическая тренировка, спортивная игровая тренировка, спортивная туристическая тренировка).

Условность этих категорий проявляется в расхождении признаков, характеризующих данную группу упражнений. Так, например, бег, хотя и представлен в четырех группах в разных вариантах, но подобные категории даны только для общего назначения физических упражнений.

2. Категория физических упражнений, которые даются по признакам мышечной активности (по признакам, влияющим на развитие двигательных качеств).

Скоростно-силовые тренировки требуют от занимающегося максимальных усилий за относительно короткий промежуток времени (например: бег на короткие дистанции, прыжки); физические упражнения, требующие проявления выносливости (например, бег на длинные дистанции, катание на лыжах и т. д.).).

Физические упражнения (игры, единоборства), требующие комплекса проявления двигательных качеств, регулярной смены уровней напряженности в соответствии с изменяющимися условиями. Условность этой категории позволяет, с одной стороны, выбирать упражнения. С его помощью можно эффективно добиться развития двигательных качеств. С другой стороны, знать, каким необходимым качеством обладать для успешного выполнения того или иного конкретного упражнения.

3. Категории физических упражнений по их значимости для решения задачи научности. Условность этих категорий состоит в том, что в них искусственно выделяются двигательные навыки, упражнения, направленные на формирование умения и развитие двигательных качеств, при этом оба процесса являются неразделимыми. Однако практический смысл такой категоризации не теряется. Он помогает выбрать упражнение для решения ведущих задач на каждом этапе обучения и в значительной степени способствует их решению.

4. В основном категории физических упражнений по признакам развития отдельных групп мышц: предназначены для мышц рук в плечевом поясе, для мышц шеи и туловища, для мышц спины и ног. В рамках этой категории упражнения делятся на упражнения для икроножно-пяточной мышцы, для коленной мышцы и т. д.; упражнения, которые даются для развития физических качеств в упражнениях, выполняемых стоя, сидя, лежа, индивидуально и в парах, с предметами и без них.

5. Категории физических упражнений по видам спорта.

У каждого вида спорта есть свои категории упражнений. Помимо педагогической категоризации, в биомеханике принято деление на упражнения (статические, динамические, циклические, ациклические, комбинированные и другие физические упражнения), а в физиологии - на упражнения, выполняемые с различной силой (максимальной, субмаксимальной, большой и умеренной).

Использованная литература.

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Agamurodov Sarvar Istamovich

Osiyo Xalqaro universiteti

Pedagogika va psixologiya

kafedrası o'qituvchisi

+998914484948

Annotatsiya

Mazkur maqolada, o'smirlik davrida shaxs shakillanishining individual va psixologik xususiyatlari, shaxs shakillanishida yuzaga keladigan psixologik va fiziologik o'zgarishlar. «O'tish davri», »Krizis davr», «Qiyin davr» tushunchalari haqida keng fikrlar bayon etilgan.

Kalit so'zlar: o'smirlik, ta'lim, tarbiya, shaxs rivojlanishi, majburiy ta'lim.

O'smirlik davri 10–11, 14–15 yoshni tashkil etadi. Ko'pchilik o'quvchilarda o'smirlik yoshiga o'tish asosan 5–sinf dan boshlanadi. «Endi u bola emas–u, hali katta ham emas»-bu formula o'smirlik davri xarakterini bildiradi. Bu yoshda o'smir rivojida keskin o'zgarishlar ro'y bera boshlaydi. Bu o'zgarishlar fiziologik, hamda psixologik o'zgarishlardir. Fiziologik o'zgarish jinsiy etilishning boshlanishi va bu bilan bog'liq ravishda tanadagi barcha a'zolarining mukammal rivojlanishi va o'sishi, xujayra va organizm tuzilmalarining qaytadan shakllana boshlashidir. Organizmdagi o'zgarishlar bevosita o'smir endokrin sistemasining o'zgarishlari bilan bog'liqdir. Bu davrda ichki sekretsiya bezlaridan biri gipofez bezining funktsiyasi faollashadi. Uning faoliyati organizm to'qimalarining o'sishi va muhim ichki sekretsiya bezlarining (qalqonsimon bez, buyrak o'sishi va jinsiy bezlar) ishlashini kuchaytiradi. Natijada bo'y o'sishi tezlashadi, jinsiy balog'atga etish (jinsiy organlarning rivojlanishi, ikkilamchi jinsiy bezlarning paydo bo'lishi) amalga oshadi.

O'smirlar o'zlarini kattalardek tutishga xarakat qiladilar. Ular o'zlarining layoqat, qobiliyat va imkoniyatlarini ma'lum darajada o'rtoqlari va o'qituvchilarga ko'rsatishga intiladilar. Bu xolatni oddiy kuzatish yo'li bilan xam osongina ko'rish mumkin. O'smirlik yoshiga hos bo'lgan psixologik xususiyatlarni o'rgana turib, o'smirlar shaxsining shakllanib, rivojlanib, kamolatga erishish yo'llarini va unga ta'sir etadigan biologik va ijtimoiy omillarning bevosita ta'sirini tushunish mumkin. Bu davrda o'smir baxtli bolalik bilan xayrlashgan, lekin kattalar hayotida hali o'z hrnini topa olmagan xolatda bo'ladi. O'smirlik davri «O'tish davri», »Krizis davr», «Qiyin davr» kabi nomlarni olgan psixologik ko'rinishlari bilan xarakterlanadi. Chunki bu yoshdagi

o'smirlar xatti-xarakatida noadekvatlik, yangi sharoitlarda o'z urnini topa olmaganligidan psixik portlash hollari ham kuzatiladi. O'smirlik yoshida ularning hulq-atvoriga hos bo'lgan alohida hususiyalarni asosan jinsiy etilishning boshlanishi bilan izohlab bo'lmaydi. Jinsiy etilish o'smir hulq-atvoriga asosiy biologik omil sifatida ta'sir ko'rsatib, bu ta'sir bevosita emas, balki ko'proq bilvositadir. O'smirlik davriga ko'pincha so'zga kirmaslik, o'jarlik, tajanglik, o'z kamchiliklarini tan olmaslik, urushqoqlik kabi xususiyatlar hos.

Kattalarga nisbatan agresiv munosabatning paydo bo'lishi, negativizm singari nohush hulq-atvor alomatlari o'z-o'zidan kelib chiqadigan bevosita jinsiy etilish tufayli paydo bo'ladigan belgilar bo'lmay, balki ular bilvosita ta'sir ko'rsatadigan o'smir yashaydigan ijtimoiy shart-sharoitlar vositasi orqali: uning tengdoshlari, turli jamoalardagi mavqei tufayli, kattalar bilan munosabati, maktab va oilasidagi o'rni munosabatlari sababli yuzaga keladigan xarakter belgilaridir. Mana shu ijtimoiy sharoitlarni o'zgartirish yo'li bilan o'smirlarning hulq-atvoriga to'g'ridan-to'g'ri ta'sir ko'rsatish mumkin. O'smirlar nixoyatda taqlidchan bo'lib, ularda hali aniq bir fikr, dunyo qarash shakillanmagan bo'ladi. Ular tashqi ta'sirlarga va hissiyotlarga juda beriluvchan bo'ladilar. Shuningdek ularga mardlik, jasurlik, tantiqlik ham hosdir. Tashqi ta'sirlarga beriluvchanlik o'smirda shaxsiy fikrni yuzaga kelishiga sabab bo'ladi, lekin bu shaxsiy fikr aksariyat hollarda asoslanmagan bo'ladi. Shuning uchun ham ular ota-onalarning, atrofdagi kattalarning shuningdek, ustozlarning to'g'ri yo'lni ko'rsatishlariga qaramay o'z fikrlarini o'tkazishga xarakat qiladilar. Juda ko'p o'smirlar bu davrda chekish hamda spirtli ichimliklarga qizikib qoladilar. Katta odam, shuningdek chekuvchi, ichuvchi singari yangi rolda o'zini normal, qulay his qiladi. Bunday xolatlariga tushgan o'smir juda tashvishga tushadi va unda krizis holati yuzaga keladi. Bu krizis o'smirning ma'naviy o'sishi, shuningdek psixikasidagi o'zgarishlar bilan ham bog'liqdir. Bu davrda bolaning ijtimoiy mavqei o'zgaradi, o'zining yaqinlari, do'stlari, tengdoshlari bilan yangi munosabatlar yuzaga keladi. Lekin eng katta o'zgarish uning ichki dunyosida yuzaga keladi. Ko'pgina o'smirlarda o'zidan qoniqmaslik holati kuzatiladi. Shuningdek, o'zi xaqidagi mavjud fikrlarining bugun unda sodir bo'layotgan o'zgarishlarga to'g'ri kelmayotganligi o'smirni asabiylashishiga olib keladi. Bu esa o'smirda o'zi xaqida salbiy fikr va qo'rquvni yuzaga keltirishi mumkin. Ba'zi o'smirlarni nima uchun atrofdagilar, kattalar, shuningdek ota-onasiga qarshi chiqayotganligini anglay olmayotganligi tashvishga soladi. Bu holat ularni ichdan asabiylashishlariga sabab bo'ladi va o'smirlik davri krizisi deyiladi.

O'smirlik davrida etakchi faoliyat—bu o'qish muloqat hamda mehnat faoliyatidir. O'smirlik davri muloqotining asosiy vazifasi bu do'stlik,

o'rtoqlikdagi elementar normalarini aniqlash va egallashdir. O'smirlar muloqotining asosiy xususiyati shundan iboratki, u to'la o'rtoqlik kodeksiga bo'ysinadi.

O'smirlarning ota-onasi, kattalar bilan qiladigan muloqoti asosan ularning katta bo'lganlik hissi asosida tuzilgan bo'ladi. Ular kattalar tomonidan qilinadigan xaq-xuquqlarini cheklashlariga, qarshilik va etirozlariga qattiq qayg'uradilar. Lekin shunga qaramasdan u muloqotda kattalarning qo'llab-quvvatlashlariga ehtiyoj sezadilar. Birgalikdagi faoliyat o'smirlarga kattalarni yaxshiroq tushinishlari uchun yordam beradi. O'smir o'zida bo'layotgan o'zgarishlar, uni tashvishga solayotgan muamolar xaqida kattalar bilan bo'lishishga katta ehtiyoj sezadi, lekin buni hech qachon birinchi bo'lib o'zi boshlamaydi. O'smir o'ziga nisbatan yosh bolalardek qilinadigan muomila – munosabatiga qattiq norozilik bildiradi. O'smirlar muloqoti nihoyasida o'zgaruvchanligi bilan xarakterlanadi. O'smirlik davriga kimningdir hatti – xarakatini imitatsiya qilish hosdir. Ko'pincha ular o'zlariga tanish va yoqadigan kattalarning hatti-xarakatlarini imitatsiya taqlidchanlik qiladilar.

Qayd etib o'tilgan yo'nalganlik albatta kattalarning ham muloqot va munosabatda mavjud, lekin ular kattalarnikidan o'z emotsionalligi bilan farqlanadi. Tengdoshlari, shuningdek sinfdoshlari guruxida o'smir o'zining kelishuvchanlik xususiyati bilan namoyon bo'ladi. O'smir o'z guruxiga bog'liq va qaram bhlgani holda shu guruxning umumiy fikriga qo'shilishga va uning qarorini doimo bajarishga tayyor bo'ladi. Gurux ko'pincha o'smirda «Biz» hissining shakllanishiga yordam beradi va uning ichki holatini mustaxkamlaydi. O'smir yoshdagi bola uchun do'st tanlash juda katta axamiyatga ega. O'smirlik davrida do'st juda qadirlil hisoblanadi. Do'stlar doimiy ravishda ruhan, qalban yaqin bo'lishga ehtiyoj sezadilar. Bu ehtiyoj o'smir do'stlarning so'rashishi va ko'rishishlarida (qo'l berib, quchoqlab ko'rishish) birga o'tirish va birga yurishga xarakat qilishlarida ko'rinadi. Ko'pgina ana shunday juda yaqin munosabatlar, o'smirlarning shaxs bo'lib shakllanishdagi, birgalikdagi xarakatlarini izi inson qalbida va xotirasida bir umrga saqlanib qoladi.

O'smirlar kattalarning ularga bildiradigan ishonchlariga katta ehtiyoj sezadilar. Kattalarning o'smir yoshdagilar uchun ta'sir ko'rsatish, tarbiya berish uchun eng qulay sharoit–bu umumiy mehnat bilan shug'ullanishidir. Agar kichik yoshdagi bolalar yordamchi bo'lish rollaridan qoniqsalar, o'smirlar, ayniqsa katta o'smirlar kattalar bilan teng ravishda faoliyat ko'rsatayotganlaridan, lozim bo'lganda ularning o'rnilariga ham ishlay olishlaridan qoniqadilar. Agar kattalar o'smirlarning teng, do'stona, uni to'la tushunadigan va aql bilan rahbarlik qilsalar, bunga o'smirlar ijobiy qaraydilar, lekin bu rahbarlik kattaning hoxish–

istagi ustunligi asosida bo'lsa, unday xolda ular to'la qarshilik ko'rsatadilar. Bu qarshilik ko'pincha salbiy natijalarni, ba'zan esa depressiyani ham yuzaga keltirishi mumkin. Bu holat ko'pincha ota – onasi avtoritar munosabatda bo'luvchi oilalarda uchraydi. Ko'pgina bunday oilalarda tarbiyalanayotgan o'smirlar hayotda mustaqil holda xarakat qilishlari, o'z rejalarini amalga oshirishlari, qiyin ma'suliyatning o'z bo'ynilariga olishlari birmuncha qiyinroq. Ular ko'pincha intellektual xarakterdagi muammolarni ham qiyinchilik bilan engadilar. O'smirlar davrida bolalarning atrofdagi odamlar bilan shaxsiy va ish yuzasidan bo'ladigan munosabatlaridagi mavqei hzgaradi. Endi o'smirlar o'yin hamda damga kamroq vaqtlarini ajratgan holda ko'proq jiddiy ishlar bilan shugullana boshlaydilar va ularda bilish jarayonlari jadal rivojlana boshlaydi. O'qish o'smirlar xayotida katta o'rinni egallaydi. O'smirlar o'qishidagi asosiy motiv bu ularning kattaliklarini xis ettiradigan, anglatadigan o'qish turlariga tayyorlanishlaridir. Ular uchun mashg'ulotlarning asosan mustaqillik beriladigan shakllari yoqadi. Boshqa davr bolalarigasnisbatan o'smirlarning fanlarni muvafaqqiyatli o'zlashtirishlari qiziqishlarining orttirishlari o'qituvchining o'quv materialini tushuntira olish maxoratiga bog'liq. Bilim o'rganish extiyojlari asosida asta-sekinlik bilan umuman o'quv fanlari nisbatan qat'iy ijobiy munosabat shakllanadi. Bu davrda o'qishning yangi motivlari yuzaga keladi. Bu motivlar asosan o'smirning xayotiy rejalarini kelajak kasbi, va ideali bilan bog'liq bo'ladi. Aynan o'smirlar davridan boshlab bolalar xayotiy ilmiy, badiiy bilimlarni kenaytirishga aloxida extiyoj sezadilar va bunga xarakat qiladilar. Bilimli bola tengdoshlari orasida xursatga sozovor bo'ladi. Bilim o'smirlarga aloxida bir quvonch bag'ishlaydi va uning tafakkur qilish layoqatini rivojlantiradi. O'smirlarning o'quv materiallarini faqat mexanik xotiraga asoslanishlari xalaqit berishlari mumkin. Bu davrda o'quvchilarga beriladigan o'quv materialining xajmi katta bo'lgani uchun xam uni eslab qolishi yoki bir necha marta takrorlash yo'li bilan o'zlashtirish qiyin. Buning uchun albatta o'quvchi o'quv materialini mazmunini taxlil qilishi, undagi mantiqiy tuzilishni bilishi muxim. Bu davrda bolalarning idrok, diqqat va tasavvurlari o'zgaradi, lekin bu o'zgarish bolaning o'ziga va atrofdagilarga sezilmagan holda kechadi. Shu bilan birga bu davrda bolaning xotirasi, nutqi, tafakkur jarayonlari ham jadal rivojlanadi. Bu o'zgarishlar atrofdagilarga sezilarli darajada bo'ladi. O'smirlar davrida bolani anglash va o'z-o'zini anglash darajasi ko'tariladi va unda o'zi, boshqa odamlar, olam xaqidagi bilimlari chuqurlashadi. O'yin faoliyati asta-sekin kamayib, yangi faoliyatlar yuzaga kela boshlaydi. Psixik rivojlanishning yangi bosqichi boshlanadi. O'smirlar davrida o'z faoliyatini nazorat etish rivojlana boshlaydi va

o'zini–o'zi boshqarishga intilishi kuchayadi. Bir so'z bilan aytganda o'smirlik davri psixik rivojlanishda keskin burilish davri hisoblanadi.

O'smirlik krizisi Bu davrga kelib bola organizmi jadillik bilan va nomuttanosib usadi. Bu o'sish ba'zan bolaning o'ziga emonrok xis qilishga va ayrim fiziologik kasalliklarni kelib chiqarishga sabab bo'lishi mumkin. Bu xolatlarning barchasi bolani tashvishga soladi va uning asabiylashiga olib keladi. Uzini katta bulib uzgartiraetganini xis kilgan usmirda endi kattalar xayoti bilan yashash extieji yuzaga kela boshlaydi. O'smir o'zini kattalardek tutishga katta bo'lib qolganini ko'rsatishga xarakat qila boshlaydi. Juda ko'pgina o'smirlar bu davrda chekish xamda spirtli ichimliklarga kizikib koladilar. Katta odam chekuvchi ichuvchi singari yangi rolda uzini normal yaxshi xis kilmagan usmir juda kattik tashvishga tushadi va undan krizis xolati yuzaga keladi. Shuningdek bu krizis usmirning ma'naviy usishi shuning psixikasidagi uzgarishlar bilan xam boglikdir. Bu davrda bolaning ijtimoiy mavkei uzgaradi uzining yakinlari dustlari tengdoshlari bilan yangi munosobatlar yuzaga keladi . Lekin eng katta uzgarish uning ichki dunesida yuzaga keladi Usmirda aks xollarda uziga konikmaslik xolati kuzatiladi. Uzi xakidagi mavjud fikrlarning bugun undan sodir bulaetgan uzgarishlarga tugri kelmaetganligi usmirni ikkinchi tomondan tashvishlantirib asabiylashiga sabab buladi. Bu esa bolada uzi xakida salbiy fikr va kurkuvni yuzaga keltirishi mumkin. Ba'zi usmirlarni nima uchun atrofdagilar kattalar ko'pincha ota onasiga karshi chiqayotganini anglay olmayotganligini tashvishga soladi. Bu xolat xam o'zlarini ichidan asabiylashishlariga sabab bo'ladi. Kattalarning bu davrdagi eng asosiy vazifalari o'smirning muammosini to'g'ri anglashi va erkin to'g'ri yashashiga yordam berishidair.

Foydalanilgan adabiyotlar:

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Norms of gymnasiums and activities of gymnasiums.

Sayfiyev Hikmatullo Xayrullayevich

hikmatullosaefiyev@gmail.com

Osiyo Xalqaro Universiteti Jismoniy Madaniyat kafedrası o'qituvchisi
(Asia International University)

***Atiation** : Physical in education gymnastics separately place holds , this common physical development and of a person basic movement skills improve provides . gymnastics to himself special problems the most successful solution to do for wide satisfactions which creates different different exercises with separate stands _ Pedagogical tasks . Various gymnastics types according to training solution to do help will give the most important from tasks one physical preparation is to provide physical and spiritual power perfect developed strong young generation _*

***Key word** : Gymnastics , hoops , rings , trampoline , gymnastics carpet*

Gymnastics is it special selected physical exercises system health improve , harmonize physical education and human ability to move , his tip , dexterity , speed , endurance , flexibility in raising applied exercises , methodical methods .

Gymnastics includes several types of all-around. These include: for men - floor exercises, pommel horse exercises, rings, uneven bars, horizontal bar, vault; for women - support, exercises on uneven bars, balance beam and floor exercises. Rhythmic gymnastics includes artistic gymnastics, choreography, acrobatics. Gymnastics is an Olympic sport. The gymnastics federation is leading its development in our country

Hygienic requirements and rules of operation for gyms

Gymnastics classes are usually held in specially equipped gymnasiums. Gyms require utility rooms for equipment, rooms for trainers and teachers, locker rooms (men's, women's), as well as showers and toilets (toilets). Hygienic requirements for using halls

1. The decoration of the hall and its auxiliary rooms should be easy to clean.
2. Heaters are covered with a grill.
3. The temperature in the hall is 18-20 ° C (humidity - 50-60%).
4. Ventilation is natural and artificial.
5. The light area of the windows is at least 1/5 of the floor area.
6. All buildings should be cleaned regularly.

2.2. Characteristics of gymnastics equipment and auxiliary equipment The following equipment and sports equipment are used in gymnastics classes.

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1. Gymnastic wall is used for performing general developmental exercises and climbing. Its height is 3 m 20 cm, width is 100 cm.

It is used for balancing, emphasis, lifting, etc., in individual and group trainings, as well as for relaxation of the participants. Its length is 4 m, width - 24 cm, height - 30 cm. A 5 cm wide block is installed at the bottom of the bench. When the gymnastic bench is turned upside down, you can perform balance exercises from this block.

3. Climbing ropes are hung on ceiling beams or special consoles. The thickness of the rope is 6-9 cm, the length is 4-6 m. It should be easy to hold it with your hands.

4. Rings are usually attached to special consoles. The height at which the rings are attached is 5 m 50 cm, the width between the rings is 50 cm, the height of the rings from the floor is 2 m 5 cm, the diameter of the rings is 18-19 cm.

5. Men's fences (parallel): length of poles - 3 m 50 cm, oval - 41-51 mm, height - 1 m 60 cm - 1 m 70 cm.

6. Women's parallel bars (uneven heights): the height of the lower pole is 1 m 30 cm - 1 m 50 cm, the height of the upper pole is 2 m 40 cm. The bars are reinforced with guy wires.

7. A gymnastic balance beam is used to perform balance exercises. The length of the log is 5 m, width 10 cm, height 1 m 20 cm, thickness 16 cm. For initial training and warm-up, a low log installed at a height of 50 cm from the floor is used. .

8. Jumping horse: height (women) – 1 m 10 cm – 1 m 20 cm, height (men) – 1 m 10 cm – 1 m 35 cm, width – 36 cm, length – 1 m 60 cm .

9. Horse for a swing: length - 1 m 60 cm, width - 36 cm, height - 1 m 20 cm, width between handles - 4-44 cm, handle height - 12 cm.

10. Gymnastics goat: height - 100-160 cm, length - 60 cm, height (thickness) - 40 cm.

11. Sneakers: length – 2 m 40 cm, height – 1 m 20 cm – 2 m 55 cm, neck diameter – 28–29 cm.

12. The gymnastic bridge is used for exercises on supports, balance beams and uneven bars; length - 1 m 20 cm, width - 60 cm, height - 16-20 cm.

13. Trampoline: length - 1 m 20 cm - 1 m 30 cm, height - 40-50 cm.

14. Gymnastics mats: length - 200 cm, width - 1 m 20 cm, thickness - 60-65 mm. When learning more complex exercises, use foam mats.

15. The floor exercise area (12-12 ×m) is demarcated by a white line, behind which a margin of at least 1 m is required.

16. Trampoline: length - 5 m, width - 2 m 50 cm, height - 1 m 20 cm.

Sports equipment

1. Gymnastics sticks: diameter 25–30 mm, length 90–110 cm.

2. Medicine balls: diameter 31-41 cm, weight 1-5 kg.
3. Dumbbells can be of different shapes, their weight is 1-5 kg.
4. Judges' indicators are intended to indicate points for performing exercises.
5. Rhythmic gymnastics equipment: jump ropes, ribbons, balls, hoops, sticks, etc.

From gyms send rules and equipment

Those who exercise in the gym must follow the following rules:

- 1) treat equipment and supplies with care, skillfully prepare them for classes, and then clean them;
- 2) treat magnesium with care, and at the end of the training, students should clean the post, parallel fence posts, rings, horse handles from magnesium and wipe the mats with a damp cloth;
- 3) to be in the hall only in sports clothes and shoes;
- 4) strictly follow the instructions of the teacher (trainer) during the lessons, help your friends;
- 5) study safety rules, self-insurance methods;
- 6) entering and exiting the hall is possible only with the teacher's permission.

It is recommended to check the gym equipment daily and correct any problems found immediately. A detailed inspection of the shells should be carried out once a month.

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Gimnastika zallarning talablari va sport zallar xususiyatlari.

Sayfiev Hikmatullo Xayrullayevich

hikmatulloaefiyev@gmail.com

Osiyo Xalqaro Universiteti Jismoniy Madaniyat kafedrası o'qituvchisi

(Asia International University)

***Atatsiya:** Jismoniy tarbiyada gimnastika alohida o'rin tutadi, bu umumiy jismoniy ivojlanish va insonning asosiy harakat qobiliyatlarini yaxshilashni ta'minlaydi. imnastika o'ziga xos muammolarni eng muvaffaqiyatli hal qilish uchun keng koniyatlar yaratadigan turli xil mashqlar bilan ajralib turadi. Pedagogik vazifalar. Turli gimnastika turlari bo'yicha mashg'ulotlar hal qilishga yordam beradi eng muhim vazifalardan biri jismoniy tayyorgarlikni ta'minlashdir jismoniy va ma'naviy quvvati barkamol rivojlangan kuchli yosh avlod.*

***Kalit so'z:** Gimnastika, halqalar, uzuklar, trampilin, gimnastika gilami.*

Gimnastika - bu maxsus tanlangan jismoniy mashqlar tizimi salomatlikni yaxshilash, uyg'un jismoniy tarbiya va insonning harakat qobiliyatini, uning uchini, epchilligini, tezligini, chidamliligini, moslashuvchanligini oshirishda o'llaniladigan mashqlar, uslubiy usullar.

Gimnastika ko'pkurashning bir necha turlarini o'z ichiga oladi. Bunga quyidagilar kiradi: erkaklar uchun - pol mashqlari, mashqlar pommel ot, halqalar, notekis panjaralar, gorizontalar bar, tonoz; ayollar uchun - tayanch, notekis barlarda mashqlar, muvozanat nurlari va zamin mashqlari. Sinfga badiiy gimnastika badiiy mashqlarni o'z ichiga oladi gimnastika, xoreografiya, akrobatika. Gimnastika - Olimpiya sporti. Uning mamlakatimizda rivojlanishiga rahbarlik qilmoqda gimnastika federatsiyasi

Sport zallari uchun gigienik talablar va ishlash qoidalari

Gimnastika mashg'ulotlari odatda maxsus jihozlangan gimnastika zallarida o'tkaziladi. Sport zallarida jihozlar uchun yordamchi xonalar, trenerlar va o'qituvchilar uchun xonalar, echinish xonalari (erkaklar, ayollar), shuningdek, dush va hojatxonalar (hojatxonalar) talab qilinadi. Zallardan foydalanish uchun gigienik talablar

1. Zal va uning yordamchi xonalarini bezash oson tozalanishi kerak.
2. Isitish moslamalari panjara bilan qoplangan.
3. Zaldagi harorat - 18-20 ° S (namlik - 50-60%).
4. Shamollatish tabiiy va sun'iy. 5. Derazalarning yorug'lik maydoni zamin maydonining kamida 1/5 qismini tashkil qiladi.
6. Barcha binolarni muntazam tozalash kerak.

2.2. Gimnastika anjomlari va yordamchi anjomlarining xarakteristikalarini Gimnastika mashg'ulotlarida quyidagi jihozlar va sport anjomlari qo'llaniladi.

1. Gimnastika devori umumiy rivojlantiruvchi mashqlar va toqqa chiqishni bajarish uchun ishlatiladi. Uning balandligi 3 m 20 sm, kengligi 100 sm.

mashqlarda muvozanatni saqlash, urg'u berish, ko'tarilish va hokazolarda yakka tartibda va jamoaviy mashg'ulotlarda hamda ishtirokchilarning dam olishlari uchun ishlatiladi. Uning uzunligi 4 m, eni - 24 sm, balandligi - 30 sm. Skameykaning pastki qismida 5 sm kenglikdagi blok o'rnatilgan. Gimnastika skameykasi teskari burilganda, bu blokdan muvozanat mashqlarini bajarish mumkin.

3. Ko'tarilish arqonlari ship nurlari yoki maxsus konsollarda osilgan. Arqonning qalinligi 6-9 sm, uzunligi 4-6 m. Uni qo'llaringiz bilan ushlab oson bo'lishi kerak.

4. Uzuqlar odatda maxsus konsollarga birlashtiriladi. Halqalar birlashtiriladigan balandlik 5 m 50 sm, halqalar orasidagi eni 50 sm, halqalarning poldan balandligi 2 m 5 sm, halqalarning diametri 18-19 sm.

5. Erkaklar panjaralari (parallel): ustunlar uzunligi - 3 m 50 sm, oval - 41-51 mm, balandligi - 1 m 60 sm - 1 m 70 sm.

6. Ayollarning parallel panjaralari (notekis balandliklar): pastki qutbning balandligi 1 m 30 sm - 1 m 50 sm, yuqori qutbning balandligi 2 m 40 sm. Barlar yigit simlari bilan mustahkamlangan.

7. Gimnastik muvozanat nuri muvozanat mashqlarini bajarish uchun ishlatiladi. Jurnalning uzunligi 5 m, kengligi 10 sm, balandligi 1 m 20 sm, qalinligi 16 sm. Boshlang'ich mashg'ulot va isinish uchun poldan 50 sm balandlikda o'rnatilgan past log ishlatiladi.

8. Sakrab ot: bo'yi (ayollar) - 1 m 10 sm - 1 m 20 sm, bo'yi (erkaklar) - 1 m 10 sm - 1 m 35 sm, eni - 36 sm, uzunligi - 1 m 60 sm.

9. Belanchak uchun ot: uzunligi - 1 m 60 sm, eni - 36 sm, balandligi - 1 m 20 sm, tutqichlar orasidagi eni - 4-44 sm, tutqich balandligi - 12 sm.

10. Gimnastik echki: bo'yi - 100-160 sm, uzunligi - 60 sm, balandligi (qalinligi) - 40 sm.

11. Krossovka: uzunligi - 2 m 40 sm, balandligi - 1 m 20 sm - 2 m 55 sm, bo'yin diametri - 28-29 sm.

12. Gimnastika ko'prigi tayanchlar, muvozanat nurlari va notekis barlarda mashqlar uchun ishlatiladi; uzunligi - 1 m 20 sm, eni - 60 sm, balandligi - 16-20 sm.

13. Trampolin: uzunligi - 1 m 20 sm - 1 m 30 sm, balandligi - 40-50 sm.

14. Gimnastika gilamchalari: uzunligi - 200 sm, eni - 1 m 20 sm, qalinligi - 60-65 mm. Murakkab mashqlarni o'rganayotganda, ko'pikli paspaslardan foydalaning.

15. Zamin mashqlari maydoni (12-12 ×m) oq chiziq bilan chegaralangan bo'lib, uning orqasida kamida 1 m chegara talab qilinadi.

16. Trampolin: uzunligi – 5 m, eni – 2 m 50 sm, balandligi – 1 m 20 sm.

Sport jihozlari

1. Gimnastika tayoqchalari: diametri 25–30 mm, uzunligi 90–110 sm.

2. Tibbiyot to'plari: diametri 31-41 sm, vazni 1-5 kg.

3. Dumbbelllar turli shakllarda bo'lishi mumkin, ularning vazni 1-5 kg.

4. Hakamlarning ko'rsatkichlari mashqlarni bajarish uchun ballarni ko'rsatish uchun mo'ljallangan.

5. Badiiy gimnastika jihozlari: sakrash arqonlari, lentalar, sharlar, halqalar, tayoqchalar va boshqalar.

Sport zallaridan yubor qoidalari va uskunalar

Sport zalida mashq qiladiganlar quyidagi qoidalarga rioya qilishlari kerak:

1) asbob-uskunalar va jihozlarga ehtiyotkorlik bilan munosabatda bo'ling, ularni darslarga mohirona tayyorlang va keyin ularni tozalang;

2) magniyga ehtiyotkorlik bilan munosabatda bo'ling va mashg'ulotlar oxirida talabalar tirgakni, parallel panjara ustunlarini, halqalarni, ot tutqichlarini magniydan tozalashlari va gilamchalarni nam mato bilan artib olishlari kerak;

3) zalda faqat sport kiyimi va poyabzalda bo'lish;

4) darslar davomida o'qituvchi (trener) ko'rsatmalariga aniq rioya qiling, do'stlaringizga yordam bering;

5) xavfsizlik qoidalarini, o'z-o'zini sug'urtalash usullarini o'rganish ;

6) zalga kirish va chiqish faqat o'qituvchining ruxsati bilan mumkin.

Gimnastika jihozlarini har kuni tekshirish va topilgan muammolarni darhol tuzatish tavsiya etiladi. Oyiga bir marta chig'anoqlarni batafsil tekshirishni amalga oshirish kerak.

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Sayfiev Hikmatullo Xayrullayevich

hikmatulloaefiyev@gmail.com

Osiyo Xalqaro Universiteti Jismoniy Madaniyat kafedrası o'qituvchisi
(Asia International University)

Anatatsiya: Aerobik mashqlar dasturlari ko'p yillar davomida mavjud bo'lib, millionlab odamlarga sog'liq uchun foyda keltiradi. Ular arzon narxlarda taklif etiladi, kam yoki umuman jihozlarga muhtoj emas va butun dunyo bo'ylab maktablar, jamoat markazlari va fitnes klublarida mashq qilinadi.

Kalit so'z: Aerobika, gimnastika, aerobik raqs, Muntazam aerobikaning, kompozitsiya

Aerobika 1968 yilga borib taqaladi va butun dunyo bo'ylab kengaydi. Aerobik gimnastika, 1988 yilda AQShda va o'sha yili Yaponiyada tug'ilgan, aerobik raqs xoreografiyasi va gimnastika elementlarining o'ziga xos kombinatsiyasi. Bu bolalar, o'smirlar va kattalar uchun aerobikaning badiiy sifati va qiziqarliligini saqlab qolgan holda, xavfli sport turlarida qatnashish va/yoki musobaqalashish imkoniyatini yaratadi.

Aerobika gimnastikasi hali o'zining etuk bosqichida ko'p yillar davomida Xalqaro gimnastikachilar federatsiyasi (FIG) tarkibida ko'rgazmali maqsadlarda shug'ullanadi. 1994 yilda Jeneva Kongressida ushbu o'sib borayotgan sportning imkoniyatlarini ko'rib, FIG Bosh Assambleyasi uni yana bir intizom sifatida qabul qilishga qaror qildi, bu dunyoning eng yuqori sport organlari, shu jumladan Xalqaro sport federatsiyalari Bosh assotsiatsiyasi va boshqa mamlakatlar tomonidan to'liq e'tirof etilishi uchun. Xalqaro Olimpiya qo'mitasi. FIG bilan birgalikda sport o'sishda va rivojlanishda davom etmoqda. Aerobika gimnastikasi bo'yicha jahon chempionati 1995 yildan beri har yili o'tkazib kelinadi.

AEROB GIMNASTIKA - BU NIMA? Aerobik gimnastika - bu aerobik raqs xoreografiyasi va gimnastika elementlarining noyob kombinatsiyasidan foydalanadigan dam olish va raqobatbardosh faoliyat. FIG ball kodeksidagi ta'rifga ko'ra, aerobik gimnastika - bu an'anaviy aerobikadan kelib chiqqan musiqaga yuqori intensivlikdagi harakat naqshlari bilan doimiy ravishda bajarish qobiliyati. Muntazam barcha harakatlar, musiqa va ifodaning mukammal integratsiyasi bilan ijodkorlikni namoyish qilishi kerak.

Muntazam aerobikaning ettita asosiy bosqichidan, raqs harakatlarining o'zgarishi va kamida to'rtta qiyinchilik elementidan maksimal 10 ta elementdan foydalanishi kerak.

Ishtirokchilar darajasiga qarab tartiblar juda oddiy yoki murakkab bo'lishi mumkin.

Aerobik gimnastikada 6 ta turli toifalar mavjud bo'lib, agar ishtirokchi musobaqalashmoqchi bo'lsa, o'ziga mos toifani tanlashi mumkin. Kategoriyalar quyidagicha:

1. Individual ayollar, individual erkaklar
2. Aralash juftlikla
3. Trio (erkaklar/ayollarning har qanday kombinatsiyasi)
4. 5 kishilik guruhlar (erkak/ayollarning har qanday kombinatsiyasi)
5. Aerobik raqs (8 - har qanday kombinatsiya)
6. Aerobik qadam (8 - har qanday kombinatsiya)

Aerobik gimnastika sportining yana bir qiziqarli va dinamik intizomidir. Uning mashhurligi butun dunyo bo'ylab dam olish, maktabga asoslangan dasturlardan viloyat, milliy va xalqaro raqobatbardosh dasturlargacha ishlaydigan dasturlar bilan mashhur.

Bugungi kunda fitnessga e'tibor qaratilayotgani va barcha yoshdagi odamlarning jismoniy faol bo'lishga bo'lgan ehtiyoji ortib borayotganligi sababli, Aerobik gimnastika ikkalasini ham qondirish uchun noyob imkoniyatni taqdim etadi.

Aerobik gimnastika - bu aerobika va raqs xoreografiyasining ijodiy kombinatsiyasi fitness va gimnastika elementlari bilan. Bu asosiy kuch, moslashuvchanlik va quvvatni maksimal darajada rivojlantirishga qaratilgan yuqori energiya/kardio mashg'ulotlarini o'z ichiga oladi.

Aerobik gimnastika yosh bolalar, o'smirlar, kattalar, raqqoslar, sobiq gimnastikachilar/sportchilar va fitness ishqibozlarigacha bo'lgan keng doiradagi ishtirokchilarni o'ziga jalb qiladi. Bu yangi, innovatsion dasturlarni taqdim etish yoki mavjud dasturlarni yaxshilashga intilayotgan gimnastika klublari uchun ajoyib qiziqarli mashg'ulotdir.

Aerobik raqs FIG Aerobik gimnastikaning 2011-yilda joriy etilgan eng yangi musobaqa toifasidir. Aerobik raqs aerobik tarkibga ega raqs xoreografiyasining kattaroq segmentlarini o'z ichiga olgan 8 kishilik guruh (erkaklar/ayollarning har qanday kombinatsiyasi) uchun mo'ljallangan. Ko'pgina klublar yoki maktab dasturlari bunga ishora qiladi

Qiyinchilik elementlari: To'g'ri aerobik tartib shuningdek, gimnastikaga asoslangan ko'nikmalar bo'lgan "qiyinchilik elementlari" ni ham o'z ichiga olishi kerak. Aerobik gimnastika shuningdek, tumbling yoki akrobatik elementlarga ham ruxsat berishini unutmang; biroq, u orqa tomonni ushlab turuvchi inversiyalarni yoki har qanday giper-kengayishni (masalan, ko'priklar, halqali sakrashlar/sakrashlarni)

taqiqlaydi. Xavfsizlik va aerobik uslubni saqlab qolish uchun muntazam elementlar va raqs paytida orqa har doim "neytral orqa miya" holatida bo'lishi kerak.

To'rtta aerobik qiyinchilik elementlari guruhi mavjud va har bir guruhdan kamida bitta element bo'lishi kerak. Elementlar guruhlari quyidagilardan iborat:

1. A GURUHI (Dinamik kuch): surish, straddle surish, triceps surish, mente'yeli surishlar, portlovchi zarbalar, erkin tushish, oyoq doiralari.

2. B GURUHI (Statik kuch): 2 soniya davomida ushlab turiladigan tayanchlar (V tayanch, straddle tayanchi, L tayanch, Lever, Planche)

3. C GURUHI (sakrash va sakrash): sakrash, sakrash, sakrash, pike, to'yliq burilish

4. D GURUHI (Moslashuvchanlik va muvozanat burilishlar): vertikal bo'linishlar, frontal bo'linishlar, krep, to'liq piruet, illuziyalar

Aerobik gimnastika - muntazam kompozitsiya

7 ta asosiy qadam va raqsning kombinatsiyasi bilan bog'liq elementlardan tashqari, aerobik gimnastikaga xos bo'lgan boshqa kompozitsiya talablari ham mavjud. Birgalikda ular harakatning "Aerobik gimnastika uslubi" ni yaratadilar.

➤ Sportchilar taqdimot asosida baholanadi. Ular tabiiy ravishda tabassum qilishlari, ko'zlarini ochishlari kerak hakamlar yoki tomoshabinlar bilan aloqada bo'ling va ishonchli ko'ring.

➤ O'tishlar har doim silliq bo'lishi kerak - poldan sirtga, elementdan asosiy bosqichga va hokazo. Kun tartibida aniq pauzalar bo'lmasligi kerak. Musiqaning har bir zarbasini hisobga olish kerak.

➤ Sportchilar zamin maydonidan to'liq foydalanishlari kerak - barcha burchaklar va markaz.

➤ Sportchilar barcha yo'nalishlarda - oldinga, orqaga, yon tomonga, diagonal va aylana bo'ylab sayohat qilishlari kerak.

➤ Muntazam zamin, sirt va havo tarkibidagi muvozanatga ega bo'lishi kerak.

➤ Guruh sifatida sportchilar turli xil shakllanishlar qilishlari kerak. Masalan, butun guruh chiziq, v shaklida, doira yoki kvadrat shaklida joylashtirilgan.

➤ Qo'l va oyoq harakati kuchli va aniq shaklga ega. (o'tkir va aniq, oqlangan emas). Qo'llarning holatiga musht, ochiq fan yoki yopiq ustara kiradi.

➤ To'g'ri turish - bo'g'implarning giperekstensiyasiz neytral tekislash. Hizalama oyoqning (oyoq ustidagi tizzasi) aerobik qadamlar bilan.

➤ Muntazamlar guruh a'zolari o'rtasidagi o'zaro ta'sirlarni (tegish va vaqti-vaqti bilan ko'z bilan aloqa qilish) va "jamoa harakati" loyihasini o'z ichiga olishi kerak. Ikki yoki undan ortiq sportchi ishtirok etadigan mashg'ulotlarda liftlar ham bo'lishi kerak. Harakatlanuvchi liftlar taqiqlanadi.

- Guruhda qatnashayotgan sportchilar o'z harakatlari va vaqtini sinxronlashtirishlari kerak.
- Taqiqlangan harakatlar yo'q - harakatlanuvchi liftlar, ko'priklar, halqali sakrash/sakrash, burilishlar

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Sayfiyev Hikmatullo Xayrullayevich

hikmatullosaefiyev@gmail.com

Osiyo Xalqaro Universiteti Jismoniy Madaniyat kafedrası o'qituvchisi
(Asia International University)

Синопис: *Аэробный упражнения программы много годы в течение есть в миллионах _ людям здоровье для выгода приносит _ Они есть дешевый в ценах предложение сделано, меньше или в общем к оборудованию потребности это не и весь мир через школы, сообщество центры и фитнес в клубах упражнения будет сделано.*

Ключ слово: _ _ *Аэробика, гимнастика, аэробика танец, Регулярный аэробика, состав*

Аэробика до 1968 года. идти носится и весь мир через расширен. Аэробный гимнастика в 1988 году и вот и все год в Японии прирожденный, аэробный танцевать хореография и гимнастика элементов ему самому особенный комбинация. Этот дети, подростки и Взрослые для аэробики художественный качество и интересный сохранять остальные без , опасно виды спорта в типах посещать и / или конкурировать возможность создает _

Аэробика гимнастика еще его собственный зрелый этап много годы в течение Международный гимнасты в составе Федерации (фиг.). демонстративный цели занимается . в 1994 году Женева в Конгрессе этот расти идущий спорта возможности См. рис. Голова. Сборка ему снова один дисциплина как принятие делать решение сделал это _ мира большинство высокий виды спорта тела , вот и все включая Международный виды спорта федерации Главный ассоциация и другой страны к полный признание нужно сделать для . Международный Олимпия комитет. С фиг. расти вместе в спорте и в развитие продолжать делается _ Аэробика гимнастика в соответствииисмир чемпионат с 1995 года. каждый год с тех пор прохождение придет.

АЭРОБНАЯ ГИМНАСТИКА – ЧТО ЭТО? Аэробный гимнастика это _ аэробный танцевать хореография и гимнастика элементов уникальный из комбинации отдых , который вы используете и конкурентоспособный активность _ Оценка ФИЖ в кодексе к определению чем аэробный _ гимнастика это _ традиционный от аэробики приходиться вышел под музыку высокий по интенсивности движение узоры с постоянный соответственно

выполнять способность _ Обычный все движения , музыка и выразить идеальный интеграция с креативность демонстрация делать нуждаться _

Обычный аэробики Семь основной со, танцуй своих действий изменять и по меньшей мере четыре трудность из элемента максимум от 10 предметов использовать нуждаться _

Участники уровеньсмотрящий распоряжения очень простой или сложный быть может _

Аэробный 6 разных в гимнастике категории есть, если участник хочет конкурировать если да, то самому себе подходящий категория выбирать может _ Категории следующее:

1. Индивидуальный женщины индивидуально Мужчины
2. Смесь пара
3. Трио (любой из мужчин / женщин) комбинация)
4. 5 человек группы (любая из мужчин / женщин комбинация)
5. Аэробный танец (8 - любой комбинация)
6. Аэробный шаг (8 - любой комбинация)

Аэробный гимнастика гимнастика спорта снова один интересный и динамичный дисциплина. Его популярность весь мир отдыхать, в школу _ на основе из программ региональный, национальный и Международный конкурентоспособный программ работающих программы с известной _ Сегодняшний в день на фитнес внимание направляется и все возраст людей физический активный быть был необходимость повысился идущий из-за, Аэробика гимнастика удовлетворить обоих _ для уникальной возможность подарок достаточно _

Аэробный гимнастика это _ аэробика и танцевать хореографии творческий комбинация фитнес и гимнастика элементы с. Это основной сила, гибкость и власть максимум уровень развивать направленный высокий энергия / кардио обучение собственный в берет _

Аэробный гимнастика молодой дети, подростки, взрослые, танцоры , бывшие гимнасты / спортсмены и фитнес фанатам был широкий в кругу участники ему самому Привлечение делает _ Это новое , инновационное программы подарок достигать или есть программы улучшить стремление гимнастика клубы для большой интересный тренируется .

Аэробный танцевальная ФИЖ- аэробика гимнастики в 2011 году сделанный большинство новый соревнование это категория. Аэробный танцевать аэробный для содержания иметь танцевать хореографии больше сегменты собственный _ в для 8 человек группа (любой из мужчин / женщин

комбинация) для намеревался. Много клубы или школа программы к этому намекает делает

Сложность элементы: Это верно аэробный заказ а также гимнастика на основе навыки была «трудность элементы " _ _ _ в брать нуждаться _ Аэробный гимнастика также кувыркаясь или акробатический разрешить элементы тоже давать не забывай ; но оно вернулось сторона держа стоя инверсии или что там _ гиперрасширение (например , мосты , кольца прыжки / прыжки) запрещено . Безопасность и аэробный стиль сохранять оставаться для регулярно элементы и танцевать в течение спина всегда нейтральна __ назад в состоянии "мозга " быть нуждаться _

Четыре аэробный трудность элементы группа есть и каждый _ из группы по меньшей мере быть одним элементом нуждаться _ Элементы группы из следующих состоит из :

1. ГРУППА А (Динамическая сила): отжимание, отжимание на ширине плеч , отжимание на трицепс , шарнирное отжимание. отжимания , взрывные выстрелы , бесплатно падение , нога круги .
2. ГРУППА В (Статическая мощность): 2 секунды в течение держа стоя опоры (V- образная опора, двухсторонняя опора , L- опора , рычаг, Planche)
3. ГРУППА С (прыжки и прыжок): прыжок , прыжок , прыжок , щука, полная превращение
4. ГРУППА D (Гибкость и баланс повороты): вертикальные шпагат , фронтальный шпагат , креп , полный пируэт , иллюзии

Аэробный гимнастика - регулярная состав

7 _ основной шаг и танца комбинация с зависит от элементов кроме того , аэробный на гимнастику особенный был другой состав требования слишком есть . Вместе они есть движения « Аэробика» гимнастика стиль " . они создают

- Спортсмены презентация на основе оценивается . Они есть естественный соответственно улыбка что они делают , их глаза открыт нуждаться судьи или аудитория с на связи быть и надежный видеть _
- Переходы всегда есть гладкий быть нужно - с пола на поверхность , из элемента основной сценарий и и т. д. _ День чтобы конечно паузы не быть нуждаться _ Каждая музыка _ дуновение счет получать нуждаться _
- Спортсмены земля из этого района полный их использование нужно - все углы и центр _

- Спортсмены все в направлениях - вперед , назад , вбок , по диагонали и круг через путешествовать делать нуждаться _
- Обычный поверхность земли _ и воздух содержался сбалансировать иметь быть нуждаться _
- Группа как спортсмены другой другой формации делать нуждаться _ Например, весь группа линия, v- образная форма, круг или квадрат в виде размещено _
- Рука и нога движение сильный и конечно формировать иметь _ (острый и ясный , элегантный это не). Руки к ситуации кулак, открыть наука или закрыто бритва входит _
- Это верно стоя - суставов без гиперэкстензии нейтральный выравнивание . Выравнивание ноги (нога выше колено) аэробный шаги с .
- рутины группа члены между взаимно эффекты (коснитесь и временами с глаз с контакт сделать) и « команда проект « движение » собственный в брать нуждаться _ Два или от него больше, чем спортсмен участие который на тренировке есть лифты _ нуждаться _ Подвижный лифты запрещено .
- В группе участие спортсмены собственный действия и время синхронизации нуждаться _
- Запрещенный действия нет - подвижный лифты , мосты , кольцо прыжки / прыжки , повороты

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**РАЗВИТИЕ ДВИЖИТЕЛЬНЫХ НАВЫКОВ ДЕТЕЙ МЛАДШЕГО
ВОЗРАСТА С ПОМОЩЬЮ СПОРТИВНОЙ ГИМНАСТИКИ
ПЕДАГОГИЧЕСКАЯ ПРОБЛЕМА КАК ИЗ.**

Sayfiyev Hikmatullo Xayrullayevich

hikmatullosaefiyev@gmail.com

Osiyo Xalqaro Universiteti Jismoniy Madaniyat kafedrası o'qituvchisi

(Asia International University)

АННОТАЦИЯ В данной статье рассмотрены роль и значение спортивной гимнастики для роста и развития детей раннего возраста, физическая подготовка детей к занятиям спортом, процесс физического воспитания, практические рекомендации по научно-теоретической основе гимнастической подготовки и общего развития. в организации дошкольного образования раскрываются задачи организации гимнастической подготовки и оздоровительные задачи.

Ключевые слова: Движение, спортивная гимнастика, проприоцептива, вестибулярный синаптогенез, вестибулярный аппарат, ходьба, ползание, прыжки, метание, ловкость, препятствие, сидение, люди.

Входить

Движение – это жизнь незаменимый часть _ Каждый _ наша деятельность с действием Это зависит от воздуха , сна и еды необходимость такой как по природе нам является типичным . Ребенок – мать двигаться на животе начинается и с рождения тогда действие не только малыш разработка подписти возможно _ его мир знать это метод . Понемногу сложный идущий действия эмоциональный восприятие добиться , владеть тело и вокруг мир зная , думая на основе ложь (Пиаже , 1969) . Жизнь ребенка первый в год физический разработка естественный соответственно и активный в темпе случаться будет : конечности ребенка к действию принести , голову поднимать вещи _ держа стоять , переворачиваться , сидеть , ползать активный учится _ на 12 месяцев стоять рядом _ и гулять попытки начинается [7,8,9]. жизни второй с года начиная с физический разработка и новый навыки перенимать продолжать достаточно , но детство из эпохи в соответствии с немного Помедленнее (Галлахуэ , Озмун, Гудвей, 2012) . Точно вот и все в то время родители ребенка физический активность цвет специально _ добавить начинать может _ Общественный разбросанный от мысли как , навыки передвижения большинство полный коллекция дети для естественный соответственно нет, но _ они есть мобильный игры и общий развивающийся физический упражнения такой как физический деятельности много компонент сложный как результат урожай будет _ Квалифицированный тренер под руководством целеустремленный физический

деятельность, возвращение контакта и мотивационный компонент есть был базовые навыки передвижения в условиях более созревает и рожденный физический качества полный развивать помощь дам. Дневник обучение здоровые занятия спортом с заполнить двигательный (двигательный) опыт ребенка расширять возможность дам и вот и все с нейрон связи развивать вклад добавляет и Как результат обучение навыки поощряет [15,19,32].

новый тактильная, проприоцептивная (чувственная датчики. тела движение и окружающая среда с физический соединение) и вестибулярный (человеческий в космосе положение дел и баланс кто управляет система) данные синаптогенез (нерв в системе нейроны в середине синапс урожай быть _ Синапс - это _ два нейрона слияние). поощряет это _ особенно от рождения до 10 лет был ко времени до простота с случаться будет _

Еще рано детство - базовые - фундаментальные навыки движения разработка идеальный период для. Детский дневник деятельность изучать игры и упражнения с гармонизация познавательный и речь развитие, психика и Социальное взаимно эффект навыки разработка для основа был Действительно широкий объем инструмент компетентность создает _ Из этого кроме, рано в детстве физический деятельности разнообразие уровень позже в школе и у взрослых активный жизнь стиль для катализатор будет _ Разработчик гимнастика это _ дети и взрослых гармоничный физический и психологический разработка для работа развитый относительно новое спортивное направление. Этот формат обучение гимнастика в соответствии с есть способность строгий Смотри, все люди для подходящий придет и спорта здоровье для преимущества средний интенсивность уровень с объединяет _ Формат ему самому характеристика, другие вещи линия обучения _ без конкуренции и интересный и спортсмены _ собственный возможности открыть давать и способности развивать поощряет.

Спорт развивается гимнастика дети и взрослые, мужчины и женщины, физические и духовный с точки зрения здоровый и в отдельности необходимый люди для является универсальным. Физический здоровья основной структурный части аэробный и мышц выносливость, мышцы сила, гибкость, координация и это баланс. Для гармоничного развития этих навыков наиболее подходят виды спорта, направленные на общее развитие организма, не уделяя внимания узкоспециализированным навыкам. Для достижения оздоровительного эффекта важно, чтобы спортивные упражнения были физиологичными и направленными на развитие врожденной моторики, а также выполнялись в физиологических пределах человека [11,34,27]. На этой идее построена гимнастика в развивающем формате. В отличие от профессионального спорта, развивающая гимнастика не

предполагает нагрузки на пределе возможностей человека, она доступна в любом возрасте, при любом уровне подготовленности и физической подготовки. Элементарные упражнения спортивной гимнастики также развивают жизненно важные двигательные навыки детей. Основная цель начальных подготовительных упражнений спортивной гимнастики – не установление спортивных рекордов или участие в соревнованиях, а укрепление здоровья и развитие природных навыков. Основная цель этой гимнастики – не устанавливать спортивные рекорды или участвовать в соревнованиях, а укреплять здоровье и развивать природные способности. Важным аспектом является соответствие упражнений возможностям спортсмена: программа направлена на совершенствование и освоение сложных упражнений в индивидуальном темпе, что способствует повышению функциональных резервов организма за счет постепенного увеличения интенсивности (Рахматов, 2018). Программа гимнастики адаптирована к физическим и психологическим особенностям каждой возрастной группы. Каждое занятие включает УРМ, силовые тренировки с гимнастическим оборудованием и без, освоение акробатических элементов, сольные упражнения, прыжки на батуте, упражнения на растяжку. Кроме того, в тренировочный процесс детей до 7 лет входят также функциональные игры с детьми, а до 11 лет – преодоление препятствий из параллонов разных форм и размеров. Темп тренировок и уровень сложности упражнений варьируются в зависимости от возраста спортсмена, его спортивного стажа и особенностей здоровья. В период от 1 до 3 лет навыки движения по программе реализуются посредством упражнений в форме игр. Гимнастика помогает создать основу двигательных навыков, необходимых для дальнейшего физического и познавательного развития ребенка. На занятиях при участии родителей и тренеров дети взбираются и спускаются по шведской стенке, бегают, прыгают на двух ногах по акробатической дорожке и батуту, лазают по матам-параллонам, кувыркаются вперед и назад, мячам, кубикам-параллонам, обручу, прыгать на скакалке учатся играть с ними в развивающие игры, ходить на одинарной палке, висеть на кольцах и шестах и делать сальто, ходить на двойной ходуле ногами и руками [18,42]. Дошкольники от 3 до 7 лет также выполняют общеразвивающие упражнения, но в их программу входят подтягивания, упражнения с обручем, двойная стойка и махи, комбинации прыжков на батуте, стойки на руках для развития силы, выносливости и координации, а также более сложные элементы, такие как салат из капусты включен. В этом возрасте гимнастика позволяет усовершенствовать имеющиеся двигательные навыки, а также расширить их диапазон, освоить новые, более сложные координационные и проприоцептивные упражнения. В серии

исследований влияния гимнастики и акробатических упражнений на здоровье детей раннего возраста акробатические элементы улучшают динамическое равновесие на 25% и пространственную ориентацию на 20% (Хусниддин, 2013), а гимнастические упражнения улучшают гибкость в среднем на 17%. (Набиев 2016), увеличивает прочность костей запястья на 23%, установлено улучшение силы, баланса, ловкости, скорости бега и координации в общей сложности на 34%. С началом школьного обучения умственная нагрузка в жизни ребенка существенно заменяет физическую, что приводит к недостатку движения, а затем к деформациям, плоскостопию и ухудшению физических способностей. Гипокинезия также вызывает метаболические (обменные) заболевания, повышает риск ожирения и уязвимость организма к вирусным инфекциям (Рахматов, 2018). Программа гимнастики для спортсменок от 7 до 14 лет создана с учетом двигательных потребностей и физических возможностей детей этого возраста. Помимо выполнения общеразвивающих упражнений, спортсмены начинают осваивать более сложные координационно-силовые упражнения, такие как самостоятельные подтягивания на турниках и кольцах, опора на двойной шест, вееры, сгибания и разгибания рук, стойка на руках без опоры, рондате, флика, сальто, а также сочетание гимнастических или акробатических элементов. По данным одного исследования, регулярные занятия гимнастикой на занятиях по гимнастике для начинающих увеличивают силу на 17% и гибкость на 18% (Тушакова, 2019). Другое исследование с участием подростков показало увеличение силы и выносливости в среднем на 20%, гибкости на 29% и взрывной силы в среднем на 10%.

В процессе изучения научно-теоретических основ общеразвивающей гимнастики мы изучили и рекомендовали их к обсуждению следующие вопросы:

- В частности, классификация упражнений основана на анатомических признаках.

Мы изучили разделение упражнений в зависимости от воздействия на те или иные части тела детей и пришли к следующим выводам:

1. Шея мышцы для упражнения ;
2. Рука мышцы и плечо часть для упражнения ;
3. Мышцы спины для упражнения ;
4. Ступня мышцы и пудра часть для упражнения ;
5. Гавда мышцы для упражнения ;
6. Мышцы всего тела для упражнения .

Универсальный разработчик гимнастика упражнения анатомический к знакам смотрящий из классификации кроме их физиологический к эффекту смотря , то есть , это физическое Качества : сила , быстрота , упорство ,

выносливость , ловкость , гибкость. развивать также распределяется по _ Это упражнения содержание в суставах сгибать , писать , сжимать , сгибать , вращать и крутить действия организовать достаточно _

Краткое содержание при выполнении так сказать гимнастика упражнения 6-7 лет детей - мышцы , - сердце-кровь вена , - дыхание получить , - нерв системы развивается ; - укрепляет и организма работа способность укрепляет _ Физический качества - сила выносливость мышц _ поведение , действия ладить и дыхание получать в течение разработан и будет улучшено . Детский рост верно в формировании , в будущем умственно зрелый , физически сильный и всеобъемлющий _ здоровый существование взросление важный фактор Считается _

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**SPORTS ARE GYMNASTICS IN ACTION SERIES-BE THE
MANIFESTATION OF COME.**

Sayfiyev Hikmatullo Xayrullayevich

hikmatullosaefiyev@gmail.com

Asia International University on physical Culture , department of teacher
(Asia International University)

Anatatsiya: Man smart, mobility toe'lish in gymnastics importance is larger. Gymnastic exercises of various toe'become, sports type all this from exercise to use. They gavin muscles the development of help - giving, to 'g'ri the body shape. This is the reason for also o'educational institutions, treatment-preventive work in and work out in the field, military service are widely applied.

Key words: Sports gimnatika, to rely on, sit on them, Cho'qytirish, stand, Throw, jumping, running, osilish.

Gymnastics workout more a significant side is, this exercise of the body and all the members equally positive effects ko'rsat is. Physical education lessons in your life o'ta necessary , which is running, walking, rope tirmashib out, from the fence increased transition, balance to maintain, jump developments to fulfill - related skills and qualifications harvest we will.

"Gymnastics" the concept of broad sense, when you realize, her sport gymnastics, artistic gymnastics, rhythm found, acrobat gymnastics like types there are.

This toe'in education you of gymnastics a few exercises with acquainted, sports equipment most common in the acrobat of exercise and physical qualities that develops particular exercise to do (on the rope jump, press chambarak of the exercise you complete, hands whom doing so finds bend-write, to draw, umbaloq increased, in kuraklar erect stand and etc.) you will learn.

Gymnastics terms or terms of results, separate or complex action, the state of the environment a short example naming is understood. Terms o'be qitish and the reader, between the circulation-in the relationship of excessive description escape the opportunity to gives and just the action of exercise most characteristic features of the show with is limited. Gymnastics terminology convenience, accuracy and short ministry with a difference it makes. Terms to remember which remains toe'lish the goal is.

Below, gymnastic exercises and their terminology with you will get acquainted. O'educational and independent sessions frequently occurring action and occurrence of terms to remember can keep you stay.

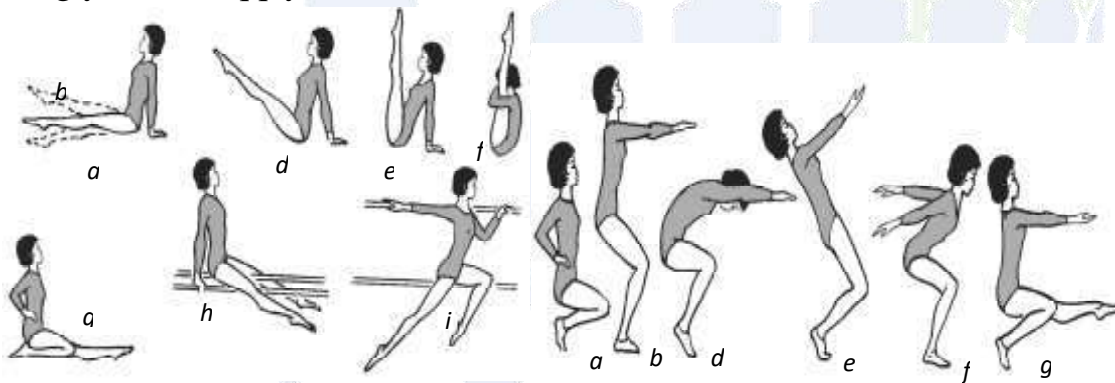
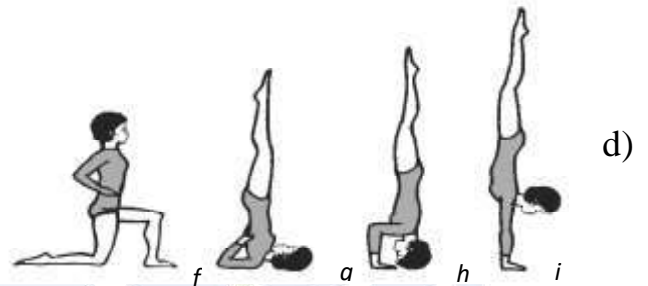
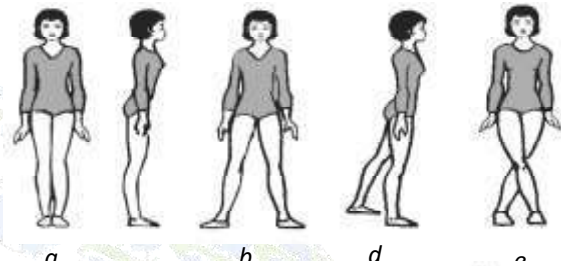
Review stand (10-picture): a) the main stand; b) your legs yelka width open stand; d) o'ng (left) leg forward a step away without stand; e) foot chalishtirib stand; f) the right (left) knee to stand; g) kurakda stand; h) boshda stand; i) at the hand of the stand.

the members sit — floor or gymnastics outfit to sit on the condition (11-picture): a) sitb) your legs yelka width open sit; d) rectangular sit; e) your legs on top of up to sit;

f) top ko'comb your legs and hold (embrace) sit;

g) o'ng (left) to the heel sit; h) your legs yelka kengligidaochib, qo'shpoya on sit; i) the number of sit.

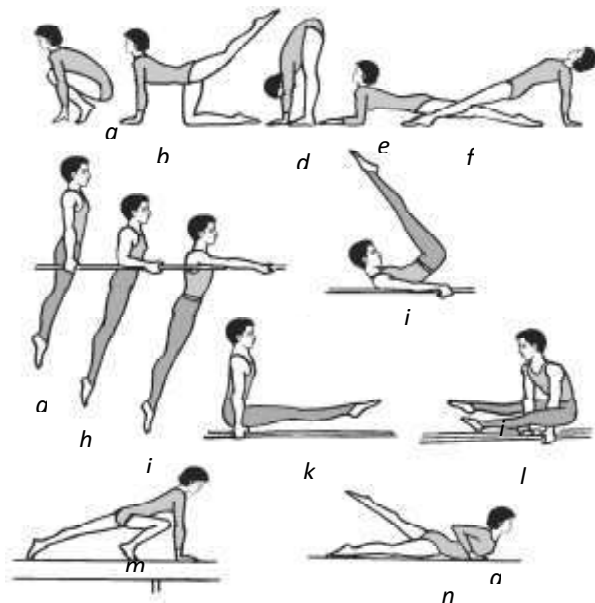
a) to cho'qqayib; b) yarimcho'qqayish; do'ngsimon yarimcho'qqayish; e) back down yarimcho'qqayish; f) forward bending yarimcho'qqayish; g) the right (left) leg yarimcho'qqayish.



Review on: a)cho'qqayib to rely on; b)the right knee on, left leg to lift up; d)thehands on, in the full bent, to; e) to wrists on to lay; f) the back of the hands to rely on;

g)hand finds doing so whom on hold on (qo'shpoyada); h)qo'shpoyada hand finds doing so whom tirsakdan bend to rely on; i) qo'shpoyada whom hand finds doing so forward-to'g'riga transmission to rely on; j)qo'shpoyada your legs up lift, hands and kurakda to rely on; k) qo'shpoyada rectangular to rely on; l) qo'shpoya on your legs wide open, to rely on; m) right or the left foot cho'qqayib to rely on; n) finds the hand of whom doing so tirsakdan buk meat without belly with lay on, left foot back up to; o)your legs wide open , without bend down, hands to rely on. g

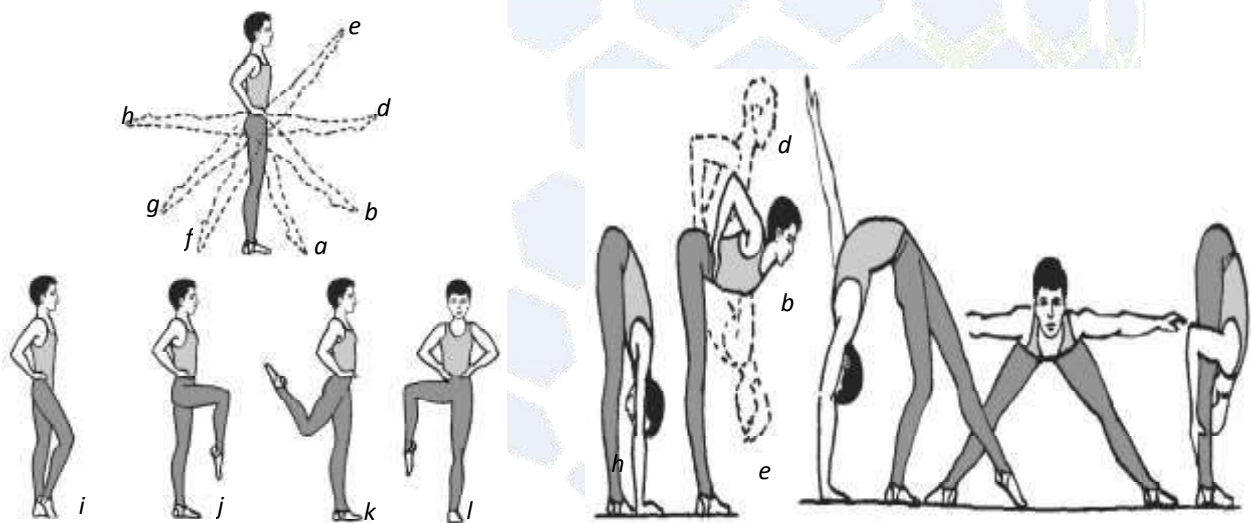
the cast members — right (left) the feet of any side is thrown, above the knee to



bend will try or that after the yield is the condition (14-picture): a) to remove; b) when you remove it, side to side to bend down; d) the right to remove, forward bending; e) the right (left) side to the deep throw; f) the left foot with the right to the thrown.

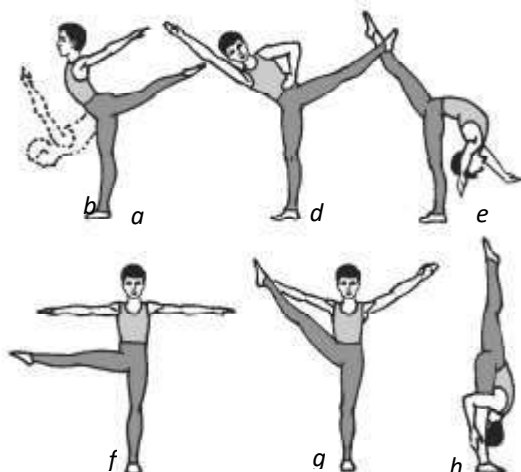
Hands movement and the condition (15- picture): a) on erect standing without the hands on the bottom; b) the hands on the side of the side in the bottom; d) hands side to side for me; e)hands side to side above;

f)thehands above; g) hands - chip, tirsakdan bruised; h) hands yelka at the top, tirsakdan bruised.



The legs of the movement and the condition a) to the left (right) foot slightly forward to carry; b) forward-down; d) forward-to'g'riga; e) forward-up; f) slightly back up to; g) to back-down;

h) back-tog'ri to; i) right (left) leg to the knee slightly to bend; j) the left (right) leg forward and stretched, the knee to



bend; k) the left (right) to the feet, back, bring, the knee to bend; l) the left (right) leg side to side get, the knee to bend.

Review of down — gavin sag (17-picture): a) to‘liq down; b) yarimengashish; d) forward slightly to bend down; e) before-

ha-down to bend down; f) back down, a methodology‘lni to the ground extension; g) your legs wide open, forward-to‘g‘riga down; h) full bending, your legs quchoqlashib.

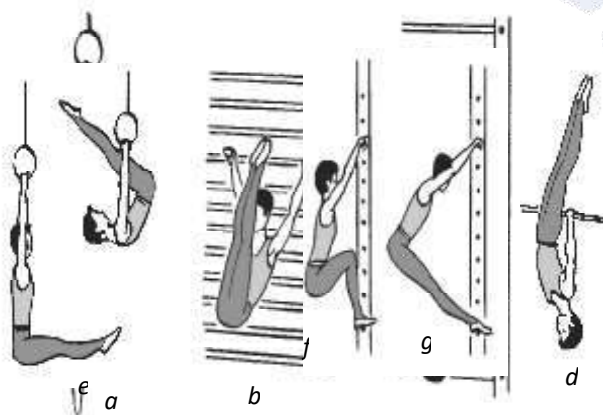
Balance to maintain — going a foot in or on stand horizontal condition (18-picture): a) the right leg balance, to keep; b) engashgan without balance to maintain; d) a foot from side to side up the balance to keep; e) back down the balance to maintain; f) the left (right) foot chip transmission is a balance to maintain; g) chip transmitted the foot I have to hold it in case the balance to maintain; h) a feet above, the focused mode and the balance to keep.

Arg‘amchi with exercise (19-picture): a) sirtmoq a jump; b) your legs forward and stretched jump; d) the foot of the crop jump.

Osilish of sports equipment shug‘ullana action and condition (20-picture): a) osilish; b) hanging without sprains; d) the foot above the head, to the bottom on the stand are osilish;

e) rectangular osilish of; f) cho‘qqayib osilish; g) hanging without sprains; h) lying without osilish; i) yelka , along with in turnik hang stand; j) the knee bruised limbs osilish.

Up the work — hanging to stand out to rely and lower lean more high to rely on the transition (21-picture): a) power with up to; b) rose, after to become; d) do not bend and, after the pick up; e) at the back, abdomen, boosting on carry out work; f) forward shaken up; g) the right (left) leg ahead to rise.



Akrobatika exercises (22-picture): a) jump umbaloq increased; b) the right knee on, back umbaloq increased; d) salto (shaken);

e) ko‘we have pride; f) the focused and yarimshpagat.

Gymnastics bacillus with the main cases (23-picture):

a) stick to the bottom; b) stick ko'krak in; d) the stick above; e) the stick yelkada; f) stick your head in the right side; g) the hand on the right side-for me, stick a tip above; h) stick yelkada, the right tip above.

Gymnastics workout **written forms**, there are: fine, atamaviy, chizmali (24-picture). This with along, fine-chizmali form also is there, it is to exercise writing them in describe with methodology'shib get go.

Gymnastics types of

Human in various actions to perform to the ability is there. This is the reason for also gymnastics exercises in variety and in this exercise type is allocated.

Basic gymnastics — gymnastics relatively independent type toe'become, different ages of people in general physical developed, supported the development and health strengthening for physical education is used.

Lessonin ulot to saflan, umumrivojlantiruvchi and practical exercises, various review jump, gymnastics equipment workout, artistic gymnastics simple elements and akrobatika of exercise is made. The body's work 's ability to increase, to'g'ri qadqomatni in the formation of the main gymnastics great importance it has. Lessonulot of the exact order, strictly discipline and of music accompaniment from the get go.

Women's gymnastics basic gymnastics of the types of one toe'become, in which the female body properties into account are taken.

Women's gymnastics elasticity, tortiluvchanlikni development, movement aesthetic represent, rhythm and temp feel to make of the qualifications possessed, it is the body, walking, improving, improving. Lessonthe ulot, usually, of music, the accompaniment is held. Them per week 2-3 times o' - check-in passengers to target it.

Athletic gymnastics power to the development of mo'ljallab the physical exercise system is, of the male external appearance, and each party to the physical preparation of the formation is directed.

Professional-practice gymnastics in physical education of the structural part of the toe'become, involved general physical development, their action and the ability to improve, chosen their profession successfully to take directed.

O'central secondary school physical education on educational work in the process the children in every way - physical training for **military-practical from gymnastics** are used.

Sports-practical gymnastics every one sports of the type of general and special physical preparation part of it issports results, the o'of sish accelerate the opportunity to gives. Therefore, gymnastics this type of complex action with associated that are not

sports in the type of (into the water jump, fight , and so on), akrobatika exercise is widely applied.

Hygienic gymnastics men physical nurturing and healthylomlashtirishning popular tool is, them with different in a group, in school lessons beginning before you engage in can. Lessonthe ulot not only in the morning, but in the daytime (feeding when it is 1.5 — 2 hours later after after) and in the evening sleep from 1 — 2 hours before the transfer , you can. School day in order hygienic gymnastics from o'readers back training-work abilities increase, fatigue start, various diseases prevention to obtain are used.

Mass sports gymnastics type, in particular, sport gymnastics, rhythmic gymnastics and sports of akrobatika consists. They are independent sports types as formed and is developing. This type of the particular start'constipation elements secondary schools physical education program included. Them using "Alpomish" and "Barchinoy" special test some private functions the solution is. Athletes training and sports competitions o'- check-in passengers in the practice of exercise two klassifikatsion program is applied. "B" classification methods on athletes the mass competitions for preparing see. This program "A" classification of the institution is a relatively lightweight and range complex exercise are prepared athletes who for, in the country and international arenada large - scale competitions of conduct for included.

Sports gymnastics men and women exercise, ko'pkurash type consists. Men ko'pkurashi content free exercises, field exercises, rings, qo'shpoya and in turnik exercises includes. Women ko'pkurashiga while free exercise, on review, jump, yakkacho'pda and each different in height qo'shpoya exercises includes.

Artistic gymnastics every different sport facilities with or without them fulfilled the large amount of diverse exercise o'z into gets.

Sports akrobatika of diverse workout to rich: acrobat jump, the pair exercises, ", three-evident" (women) and "in to'rtlik" (men) exercise, as well as, mixed couples for exercises consists.

Item hygienic gymnastics is an rhythm - action with together fulfilled hygienic gymnastics group up makes. Them healthylomlashtirish purpose, general conditions and training conduct rules for combining is. Therefore, all the exercises shug'ullana age and preparations are likely coming, them, for comfortable to be should. Exercise is to the body, any sided effects ko'rsat be, gavin joints and the body's muscles to action bring should. Action of a variety of either'in nalish be completed must: variable speed and each is different in character from the voltage with (fast, slow, strain and to bo'shasha with , and h. k.). This with along, all in the same breath rise to take (ko'krak, a diaphragm, mixed) adopters attention, focus and breath long hold on stand to learn a must.

Human sleeping in not only the muscles, but, most of all, first, nervous 'toqima the rest takes. They feed ingredients and oxygen to toe'present the need is reduced. The heart of the activity and its capacity to decrease, breath out is reduced. Muscle tonusi regulatory toe'ladi, inter-tissue fluid exchange slows down. The man from sleep, stood, slowly the trigger toe'la started in and work the ability to restore. Special respectively the physical lessonthe ulot — item hygenic badantarbiya work to relatively quickly will restore the effect is, to the body necessary physical downloads gives you.

How can I item, hygenic badantarbiya the regular lessonulot to convert the can? Most first of all, it 's enough long period of planning, the need, for example, a year. Every month workout set , replace the stand and each one exercise to the amount of 1 — 2 up boosts go should. Exercise performance during a breath to take speed into account is taken.

Item hygenic badantarbiya of some exercise , the athletes a little light ko'rinib of, previously , such badantarbiya with to deal while complicated seem to be. So to each of a sportsman lesson to ulot itself to fix to be entered, even if the whole set themselves re - made as they can. Thus, hygenic aspects o'zini I am justified exercises of the following from the series are used:

1. Item hygenic badantarbiya the body's tetiklikholatiga quickly o'teeth on the effects that shows workout with start should (a deep breath, take, walk, draw, relaxed running).

2. So'ng hand muscles for exercise use(doing so hand finds to whom write and to bend, each in different directions decisive action, bruised or right hands with circles). This exercise toe'g'i those that had the mobility of the increase in the effects of shows.

3. That then while the foot for exercises bajarishtavsiya is (the knee to bend and to write, shake the bottle featured, yarimoy'reurrection, sitting members of each identical to shake the bottle, depsinib review).

4. Next place gavin and lumbar muscles for mashqlarbajariladi (forward and back, side to side bent to the work, turn the work, the head and gavin with o'ng and to the left of the rotary action). This group exercise o'the voters back to the very important, because the lesson is in the process of a long time in parta sit straight it will come. This while the muscles loosening, and og'riq appear to take cause you can.

Gymnastics equipment workout

Turnik, methodology'shpoya (brus), yakkacho'p (brevno), "mining" in the world the exercise is complete, the rope tirmashib out, on the jump and chambarak with and in-flight exercises to complete going great strength, skill, agile requirements makes.

The rope tirmashib out

The rope tirmashib out 2 method there are:

1. *Three action with tirmashib out.* Methodology 'arms on the top of the lift, the rope tightly to hold. "A" when you say, to the rope hanging, leg knee bend, the chest towards is pulled and the foot chalishtiriladi. "Two" when I say so, whom finds so doing hand bend, the foot with the rope hard pinch is taken. "Three" when I say, the foot with the rope pinch of taking without hands with the rope in the series to hold, the top and pull harakatlaniladi.

2. *Two in action tirmashib out.* "A" when you say, your legs straighten, rope hands with hold, the series up tirmashib out. "Two" when you say, again, your legs pull, the rope tightly squeeze will hold. Exercise the same way continue will further.

Remember to stay: the rope knee not, just the legs, paws-of the heel with a hard pinch to hold should be. The rope from the down fall is also the methodology 'l and the foot of times it is used in. Slip fall, you can 't.

Turnik in to pull. O'g'i at children high turnik in doing so whom hand finds the top hold, your legs to the ground tekkizmay they will hang, after will be pulled. Daxa that from turnik be increased should. Children intact the exercise you carry out could not, earlier low in turnik to chalqancha hanging without, your legs to the ground and the base I pulled, workout to should be.

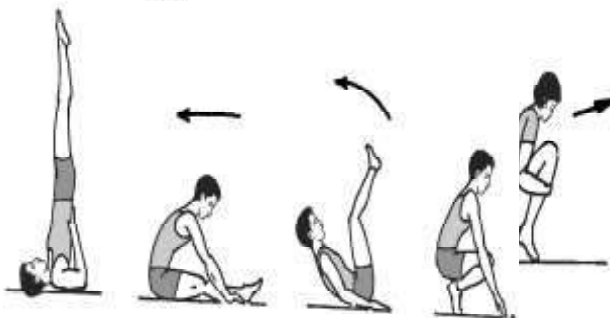
Individual 'pda exercise complete

Girls alone 'pdas have a few of exercise take to improve the performance of the can. Walking, turning, one and two feet o'reurrection-stand, one leg stand "First" exercise performance and so on (25rasm). This workout o'g'i at the kids too, they can.

Acrobat exercise

Forward umbaloq increased. Do this to the methodology 'arms on the bed put, the base formed is, the foot with by pushing, forward umbaloq out, then again the initial condition returns (26rasm).

Two time series forward umbaloq increased. Thus, one time ahead of umbaloq increased, the initial condition back after so'ng, again cho'qqayib sit, a time second time umbaloq increase.

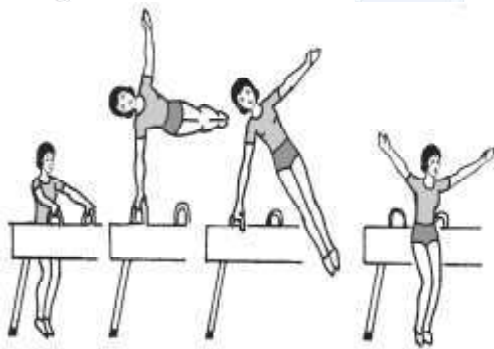


In kuraklar erect stand. This exercise gavin muscle development influence ko'rsat is. The exercise o'at g'i children also, the girls also gradually with they can.

This exercise is complete to earlier chalqancha to lay, so'ng your legs, a flat top is up to you need. Methodology'arms using of gavin lower part is raised and the foot standing to the condition is brought.

Back umbaloq increased, in kuraklar erect stand. Do this to cho'qqaygan without whom hand finds doing so the floor before put, g'ujanak is sitting. So'ngra feet from threshold uzmay, rolled on to kuraklar are. Then the methodology of'the arms quickly wrists from bend, starting position is to come, please plaques and tirab, the pelvis without fall, gavin erect is to hold (27-picture). Exercise do beside standing partner in its belidan, one of the legs of the hold, an upright position to stand ko'of maklashish can be.

your legs bend, methodology'arms using boshda erect stand. This exercise is complete to ago cho'qqayib is sit, then hand their plaques yelka width opened, oldinroqda the floor, on also kaft before the floor is put in, as if the triangle formed is. Feet with pushing, them buk meat without a few more seconds hold on are. So'ng initial condition returns. Exercise do beside standing partner to her feet,'i and belidan to hold stand up to help, it can.



Back umbaloq increased, half'I am zilg in case (yarimshpagat) sit. This exercise girls for mo'was ljallab if, earlier back umbaloq out, and then one knee on standing will be. So'ng gavin and correct, back a leg stretched and yarimshpagat position is sitting.

Chalqancha that lies in the situation of "ko'pride we have" the position of the switch. Chalqancha lying without methodology'arms, the top (head towards) is stretched, the foot yelka width will open. "A" when you say of the leg, the knee bend, the heel bed on, hands whom finds doing so tirsakdan bendthe head back will be returned. "Two" when they say hands finds doing so whom is correct, gavin rises and beldan qayishsimon leans. This is the case for 2 — 3 seconds are , and initial condition returns. "Ko'pride" of exercise of the body, the abdomen, waist, arm and leg muscles well you will develop.

Short distance running came, gimnastik " mine" over sideways (transverse) jump (girls for). This exercise is complete to ko'prikchadan bold jump, hands "mine" on , on put, yonboshladi the case to gavin up, the foot yonboshladi the side is turned. The legs, the ends of "mine" over pass with the right hand side to the side lifting or body attached, then "mine"to back , I jump, fall should (28- picture).

On jump. Do this to ago two oyoqlab to jump, ko'prikchaga depsinib out, two oyoqlab to fall mastered to get you need. Jump to fulfilling the following performed are: closer - from a distance running came ko'pride on both feet out and hand finds

doing so whom to'g'riga stretched, sports equipment ("kozyol") on the base form to, hand and foot with pushing without whom hands finds doing so top up, yelka part until you get out. Jump to the exercise fulfillment for security measures ko'rilgandagina permission is given.

Yonboshladi the case of 90° c to turned the jump. "Mine" over and turned jumped in, before the right hand with pushing out (right side to jump to), into the ground in fall other fees will rely on. This workout o'g'i at the kids too, they can.

"Kozyol" over your legs record jump (girls and boys kids for). This exercise is complete to the ago for short distance running came in, ko'prikchadan both feet with depsinib, "kozyol" on hands it is put, and it's pushing out, both feet two, chip is write, the waist slightly to bend down, head up. To the ground, falling before the foot using juftli, slightly buking was. Exercise carrying out before the following, namely standing from a place depsinib the top of the jump, your legs writing, re - juftlash to, methodology'arms base to lying position suddenly jump stand and your legs bend-writing, uzunlikka, pit, high sakrayotganda your legs bend-writing tutorial to get you should.

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**SPORT GIMNASTIKASIDA HARAKATLAR KETMA-KELIGINING
NAMOYON BO'LISHI.**

Sayfiev Hikmatullo Xayrullayevich

hikmatulloaefiyev@gmail.com

Osiyo Xalqaro Universiteti Jismoniy Madaniyat kafedrası o'qituvchisi
(Asia International University)

Anatatsiya: Insonning chaqqon, harakatchan bo'lishida gimnastikaning ahamiyati kattadir. Gimnastika mashqlari xilma-xil bo'lib, sport turlarining barchasida bu mashqlardan foydalaniladi. Ular gavda mushaklarini rivojlantirishga yordam berib, to'g'ri qomatni shakllantiradi. Shuning uchun ham o'quv muassasalarida, davolash-profilaktika ishlarida va ishlab chiqarish sohalarida, harbiy xizmatda keng qo'llaniladi.

Kalit so'z: Sport gimnatika, tayanish, o'tirishlar, Cho'qytirish, turish, Tashlanish, sakrash, yugurish, osilish.

Gimnastika mashqlarining yana bir ahamiyatli tomoni shundaki, bu mashqlar organizmning barcha a'zolariga birdek ijobiy ta'sir ko'rsatadi. Jismoniy tarbiya darslarida siz hayotiy o'ta zarur bo'lgan yugurish, yurish, arqonga tirmashib chiqish, to'siqlardan oshib o'tish, muvozanatni saqlash, sakrashlarni bajarishga oid ko'nikma va malakalarni hosil qilasiz.

„Gimnastika“ tushunchasi keng ma'noni anglatib, uning sport gimnastikasi, badiiy gimnastika, ritmik, akrobatik gimnastika kabi turlari mavjud.

Mazkur bo'limda siz gimnastikaning bir necha mashqlari bilan tanishib, sport anjomlarida eng oddiy akrobatik mashqlarni hamda jismoniy sifatlarni rivojlantiruvchi alohida mashqlarni bajarishni (arqonda sakrash, press, chamberaklar bilan mashq bajarish, qo'llarni bukib-yozish, tortilish, umbaloq oshish, kuraklarda tik turish va hokazo) o'rganasiz.

Gimnastika termini yoki atamasi deganda alohida yoki kompleks harakat holatining qisqa shartli nomlanishi tushuniladi. Atamalar o'qituvchi va o'quvchi o'rtasidagi muomala-munosabatda ortiqcha tavsifdan qochish imkonini beradi va faqat harakat, mashqlarning eng xarakterli xususiyatlarini ko'rsatish bilan chegaralanadi. Gimnastika atamaları qulayligi, aniqligi va qisqaligi bilan farq qiladi. Atamalar esda qoladigan bo'lishi maqsadga muvofiqdir.

Quyida gimnastika mashqlari va ularning atamalari bilan tanishasiz. O'quv va mustaqil mashg'ulotlarda tez-tez uchraydigan harakat va holatlarning atamalarini esda saqlab qoling.

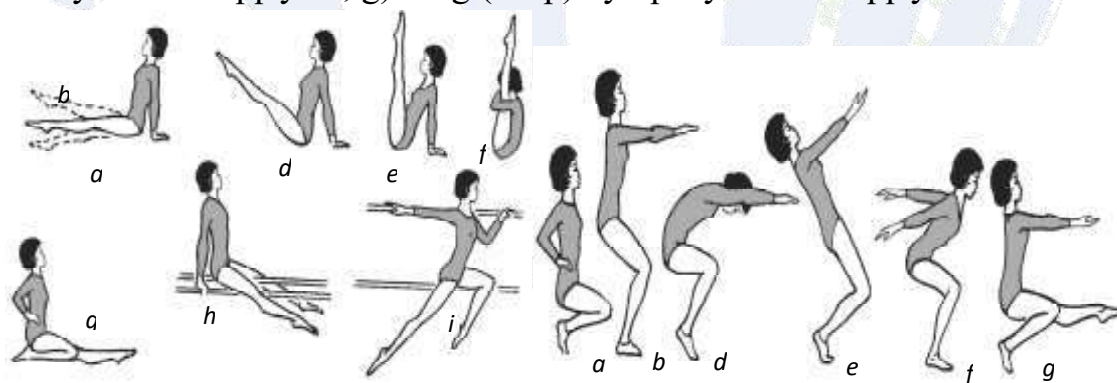
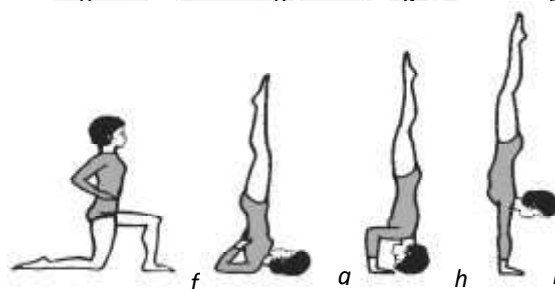
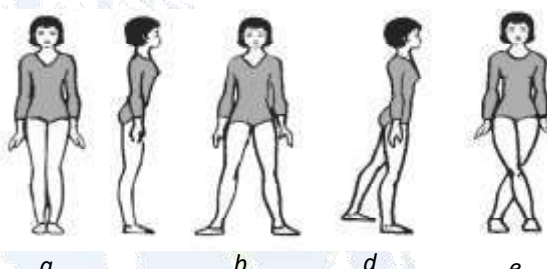
Turishlar (10-rasm): a) asosiy turish; b) oyoqlarni yelka kengligida ochib turish; d) o'ng (chap) oyoqni oldinga bir qadam tashlagan holda turish; e) oyoqlarni chalishtirib turish; f) o'ng (chap) tizzada turish; g) kurakda turish; h) boshda turish; i) qo'llarda turish.

O'tirishlar — polda yoki gimnastika anjomida o'tirish holati (11-rasm): a) o'tirish; b) oyoqlarni yelka kengligida ochib o'tirish; d) burchakli o'tirish; e) oyoqlarni tepaga ko'tarib o'tirish;

f) tepaga ko'tarilgan oyoqlarni ushlab (quchoqlab) o'tirish;

g) o'ng (chap) tovonga o'tirish; h) oyoqlarni yelka kengligida ochib, qo'shpoya ustida o'tirish; i) sonda o'tirish.

Cho'qqayishlar (12-rasm): a) cho'qqayish; b) yarimcho'qqayish; d) do'ngsimon yarimcho'qqayish; e) orqaga engashib yarimcho'qqayish; f) oldinga engashib yarimcho'qqayish; g) o'ng (chap) oyoqda yarimcho'qqayish.

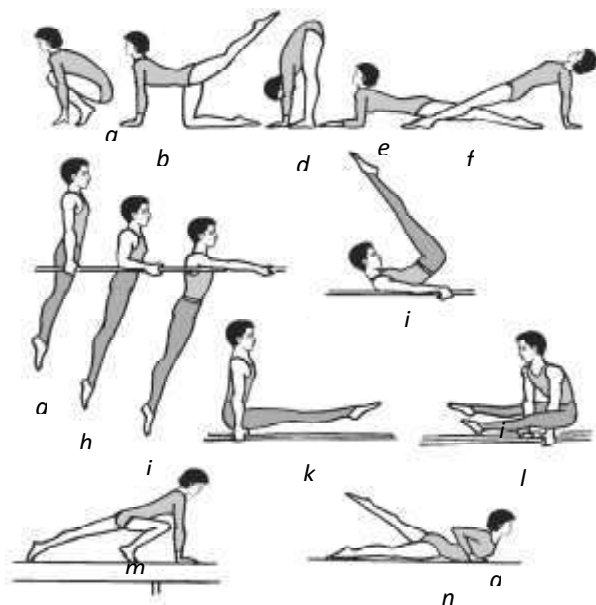


Tayanishlar: a) cho'qqayib tayanish; b) o'ng tizzaga tayanib, chap oyoqni ko'tarish; d) qo'llarga tayanib, to'liq egilish; e) tirsaklarga tayanib yotish; f) orqa bilan qo'llarga tayanish;

g) qo'llarni to'g'ri ushlab tayanish (qo'shpoyada); h) qo'shpoyada qo'llarni tirsakdan bukib tayanish; i) qo'shpoyada qo'llarni oldinga-to'g'riga uzatib tayanish; j) qo'shpoyada oyoqlarni yuqoriga ko'tarib, qo'l va kurakda tayanish; k) qo'shpoyada burchakli tayanish; l) qo'shpoya ustida oyoqlarni keng ochib tayanish; m) o'ng yoki

chap oyoqda cho‘qqayib tayanish; n) qo‘llarni tirsakdan bukkan holda qorin bilan yotib tayanish, chap oyoqni orqaga ko‘tarish; o)oyoqlarni keng ochgan holda egilib, qo‘llarga tayanish. g

Tashlanishlar — o‘ng (chap) oyoqni biron tomonga tashlab, tizzadan bukish

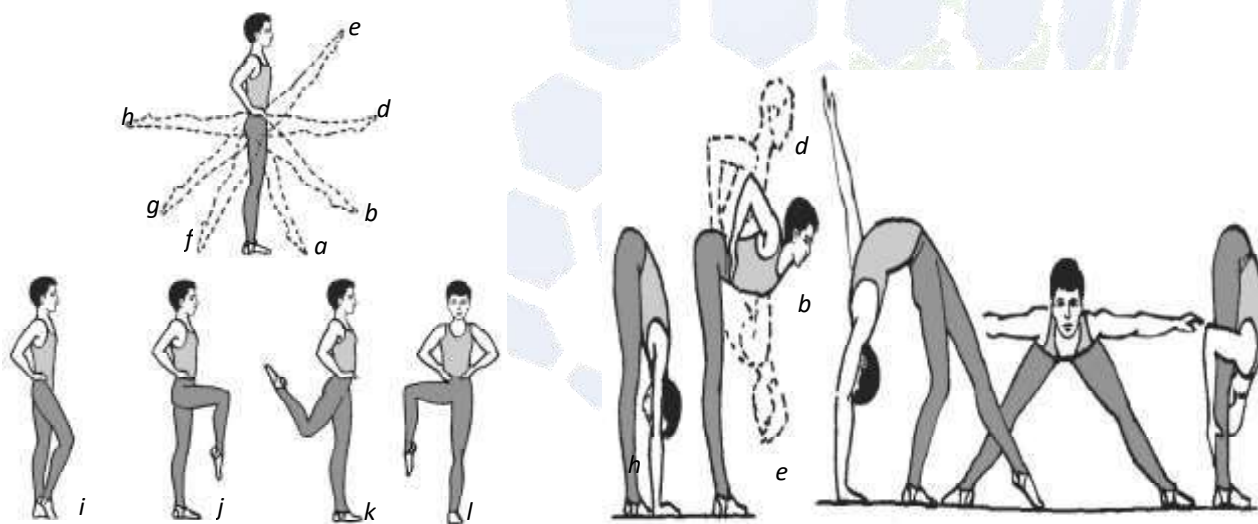


harakati yoki shundan keyin hosil bo‘lgan holat (14-rasm): a) tashlanish; b) tashlanib, yon tomonga engashish; d) o‘ngga tashlanib, oldinga engashish; e) o‘ng (chap) tomonga chuqur tashlanish; f) chap oyoq bilan o‘ngga tashlanish.

Qo‘llar harakati va holati (15-

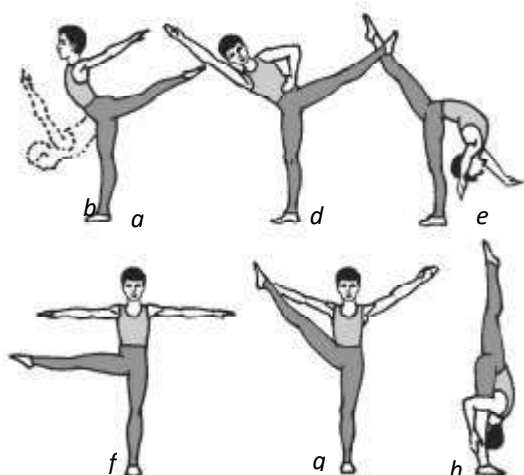
rasm): a) to‘g‘ri tik turgan holda qo‘llar pastda; b) qo‘llar yon tomonda pastda; d) qo‘llar yon tomonda to‘g‘rida; e) qo‘llar yon tomonda yuqorida; f) qo‘llar yuqorida; g) qo‘llar yonda, tirsakdan bukilgan; h) qo‘llar yelka tepasida,

tirsakdan bukilgan.



Oyoqlar harakati va holati a) chap

(o‘ng) oyoqni biroz oldinga ko‘tarish; b) oldinga-pastga; d) oldinga-to‘g‘riga; e) oldinga-yuqoriga; f) biroz orqaga ko‘tarish; g) orqaga-pastga;



h) orqaga-to'g'riga; i) o'ng (chap) oyoqni tizzadan biroz bukish; j) chap (o'ng) oyoqni oldinga uzatib, tizzadan bukish; k) chap (o'ng) oyoqni orqaga olib, tizzadan bukish; l) chap (o'ng) oyoqni yon tomonga olib, tizzadan bukish.

Engashishlar — gavnani bukish (17-rasm): a) to'liq engashish; b) yarimengashish; d) oldinga biroz engashish; e) oldin-

ga-pastga engashish; f) orqaga engashib, bir qo'lni yerga tekkizish; g) oyoqlarni keng ochib, oldinga-to'g'riga engashish; h) to'liq engashib, oyoqlarni quchoqlash.

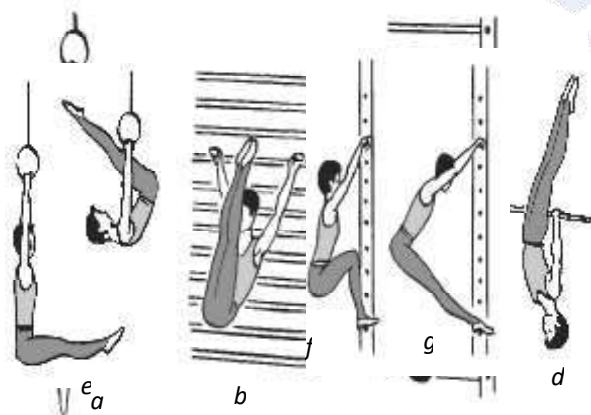
Muvozanat saqlash — shug'ullanuvchining bir oyoqda yoki tayanib turgandagi gorizontal holati (18- rasm): a) o'ng oyoqda muvozanat saqlash; b) engashgan holda muvozanat saqlash; d) bir oyoqni yon tomonga ko'tarib muvozanat saqlash; e) orqaga engashib muvozanat saqlash; f) chap (o'ng) oyoqni yonga uzatib muvozanat saqlash; g) yonga uzatilgan oyoqni ushlagan holda muvozanat saqlash; h) bir oyoq yuqorida, shpagat holatida muvozanat saqlash.

Arg'amchi bilan mashqlar (19-rasm): a) sirtmoqli sakrash; b) oyoqlarni oldinga uzatib sakrash; d) oyoqlarni almashlab sakrash.

Osilishlar — sport anjomlarida shug'ullanuvchining harakat va holatlari (20-rasm): a) osilish; b) osilgan holda bukilish; d) oyoqlar yuqorida, bosh pastda to'g'ri turib osilishlar;

e) burchakli osilishlar; f) cho'qqayib osilish; g) osilgan holda bukilish; h) yotgan holda osilish; i) yelka barobaridagi turnikda osilib turish; j) tizzadan bukilgan oyoqlarda osilish.

Ko'tarilishlar — osilib turishdan tayanishga va pastroq tayanishdan yuqoriroq tayanishga o'tish (21-rasm): a) kuch bilan ko'tarilish; b) ko'tarilib, so'ng aylanish; d) bukilib, so'ng ko'tarilish; e) orqaga, qoringa, oyoqqa tayanib ko'tarilishlar; f) oldinga siltanib ko'tarilish; g) o'ng (chap) oyoqda oldinga ko'tarilish.



Akrobatika mashqlari (22-rasm): a) sakrab umbaloq oshish; b) o'ng tizzaga tayanib, orqaga umbaloq oshish; d) salto (siltanib);

e) ko'prik; f) shpagat va yarimshpagat.

Gimnastika tayoqchasi bilan asosiy holatlar (23-rasm):

a) tayoq pastda; b) tayoq ko'krakda; d) tayoq yuqorida; e) tayoq yelkada; f) tayoq boshning o'ng tomonida; g) qo'l o'ng tomonda-to'g'rida, tayoqning bir uchi yuqorida; h) tayoq yelkada, o'ng uchi yuqorida.

Gimnastika mashqlarining **yozuv shakllari** mavjud: tasviriy, atamaviy, chizmalı (24-rasm). Shu bilan birga, tasviriy-chizmalı shakli ham borki, unda mashqni yozish ularni tasvirlash bilan qo'shib olib boriladi.

Gimnastika turlari

Insonda turli harakatlarni bajarish qobiliyati mavjud. Shuning uchun ham gimnastika mashqlari xilma-xildir va bu mashqlar turlarga ajratilgan.

Asosiy gimnastika — gimnastikaning nisbatan mustaqil turi bo'lib, turli yoshdagi kishilarning umumiy jismoniy rivojlanishlari va salomatliklarini mustahkamlash uchun jismoniy tarbiyada qo'llaniladi.

Mashg'ulotlarda saflanish, umumrivojlantiruvchi va amaliy mashqlar, turli sakrashlar, gimnastika anjomlarida mashqlar, badiiy gimnastikaning oddiy elementlari va akrobatika mashqlari bajariladi. Organizmning ish qobiliyatini oshirish, to'g'ri qadqomatni shakllantirishda asosiy gimnastika katta ahamiyatga ega. Mashg'ulotlar aniq tartib, qat'iy intizom va musiqa jo'rligida olib boriladi.

Ayollar gimnastikasi asosiy gimnastika turlaridan biri bo'lib, unda ayol organizmining xususiyatlari hisobga olinadi.

Ayollar gimnastikasida egiluvchanlikni, tortiluvchanlikni rivojlantirish, harakatni estetik ifodalash, ritm va tempni his qilish malakalari egallanadi, qad-qomat, yurish yaxshilanib, takomillashadi. Mashg'ulotlar, odatda, musiqa jo'rligida o'tkaziladi. Ularni haftasiga 2—3 marta o'tkazish maqsadga muvofiqdir.

Atletik gimnastika kuchni rivojlantirishga mo'ljallangan jismoniy mashqlar tizimi bo'lib, erkaklarning tashqi ko'rinishini va har tomonlama jismoniy tayyorgarligini shakllantirishga yo'naltirilgan.

Kasbiy-amaliy gimnastika jismoniy tarbiyaning tarkibiy qismi bo'lib, shug'ullanuvchilarni umumiy jismoniy rivojlantirishga, ularning harakat qobiliyatini takomillashtirishga, tanlagan kasblarini muvaffaqiyatli egallashga yo'naltirilgan.

O'rta umumta'lim maktablarida jismoniy tarbiya bo'yicha o'quv ishlari jarayonida bolalarni har tomonlama jismoniy tayyorlash uchun **harbiy-amaliy gimnastikadan** foydalaniladi.

Sport-amaliy gimnastikasi har bir sport turining umumiy va maxsus jismoniy tayyorlanish qismi hisoblanib, sport natijalarining o'sishini tezlashtirish imkonini beradi. Demak, gimnastikaning bu turi murakkab harakatlar bilan bog'liq bo'lgan sport turlarida (suvga sakrash, kurash va hokazo), akrobatika mashqlarida keng qo'llaniladi.

Gigiyenik gimnastika kishilarni jismoniy tarbiyalash va sog'lomlashtirishning ommabop vositasi hisoblanib, ular bilan turli guruhlarda, maktablarda darslar boshlanishi oldidan shug'ullanish mumkin. Mashg'ulotni nafaqat ertalab, balki kunduzi (ovqatlanib bo'lgach, 1,5 — 2 soat o'tgandan keyin) va kechqurun uyqudan 1 — 2 soat oldin o'tkazish mumkin. Maktab kun tartibida gigiyenik gimnastikadan o'quvchilarning o'quv-ish qobiliyatlarini oshirish, charchoqni tushirish, turli kasalliklarning oldini olishda foydalaniladi.

Ommaviy sport gimnastikasi turlariga, xususan, sport gimnastikasi, badiiy gimnastika va sport akrobatikasi kiradi. Ular mustaqil sport turlari sifatida shakllangan va rivojlanmoqda. Bu turlarning alohida boshlang'ich elementlari umumta'lim maktablarining jismoniy tarbiya dasturiga kiritilgan. Ular yordamida „Alpomish“ va „Barchinoy“ maxsus testlarining ayrim xususiy vazifalari hal qilinadi. Sportchilarni tayyorlash va sport musobaqalarini o'tkazish amaliyotida mashqlarning ikki klassifikatsion dasturi qo'llanadi. „B“ klassifikatsiyasi bo'yicha sportchilar ommaviy musobaqalarga tayyorgarlik ko'radilar. Bu dastur „A“ klassifikatsiyasiga nisbatan yengillashtirilgan va qator murakkab mashqlarga tayyorlangan sportchilar uchun, mamlakatda va xalqaro arenada yirik miqyosdagi musobaqalarni o'tkazish uchun kiritilgan.

Sport gimnastikasi erkak va ayollar mashqlari, ko'pkurash turlaridan iborat. Erkaklar ko'pkurashi tarkibiga erkin mashqlar, kon mashqlari, halqa, qo'shpoya va turnikdagi mashqlar kiradi. Ayollar ko'pkurashiga esa erkin mashqlar, tayanib sakrashlar, yakkacho'pda va har xil balandlikdagi qo'shpoya mashqlari kiradi.

Badiiy gimnastika har xil sport anjomlari bilan yoki ularsiz bajariladigan katta miqdordagi xilma-xil mashqlarni o'z ichiga oladi.

Sport akrobatikasi xilma-xil mashqlarga boy: akrobatik sakrash, juftlik mashqlari, „uchlikdagi“ (ayollar) va „to'rtlikdagi“ (erkaklar) mashqlar, shuningdek, aralash juftliklar uchun mashqlardan iborat.

Ertalabki gigiyenik gimnastika ritmik harakatlar bilan birgalikda bajariladigan gigiyenik gimnastika guruhini tashkil qiladi. Ularni sog'lomlashtirish maqsadi, umumiy sharoit va mashg'ulotni o'tkazish qoidalari birlashtirib turadi. Demak, barcha mashqlar shug'ullanuvchilar yoshi va tayyorgarligiga mos kelishi, ular uchun qulay bo'lishi lozim. Mashqlar organizmga har tomonlama ta'sir ko'rsatishi, gavda bo'g'inlari va tana mushaklarini harakatga keltirishi darkor. Harakatlar turli yo'nalishlarda bajarilishi lozim: o'zgaruvchan tezlik va har xil xarakterdagi kuchlanish bilan (tez, sekin, zo'riqish va bo'shshish bilan va h. k.). Shu bilan birga, har xil nafas olishlarni (ko'krak, diafragmali, aralash) o'zlashtirishga e'tiborni qaratish va nafasni uzoq ushlab turishni o'rganish kerak.

Inson uxlayotganda nafaqat mushaklar, balki, eng avvalo, asab to'qimalari dam oladi. Ularda ozuqa moddalari va kislorodga bo'lgan ehtiyoj kamayadi. Yurak faoliyati va uning quvvati pasayib, nafas olish kamayadi. Mushak tonusi me'yoriy bo'ladi, to'qimalararo suyuqlik almashuvi sekinlashadi. Inson uyqudan turib, sekin-asta tetik bo'la boshlaydi va ish qobiliyatini tiklaydi. Maxsus tashkillashtirilgan jismoniy mashg'ulotlar — ertalabki gigiyenik badantarbiya ish qobiliyatining nisbatan tez tiklanishiga ta'sir etadi, organizmga zaruriy jismoniy yuklamani beradi.

Qanday qilib ertalabki gigiyenik badantarbiyani muntazam mashg'ulotga aylantirish mumkin? Eng avvalo, uni yetarlicha uzoq davrga rejalashtirish kerak, masalan, bir yilga. Har oyda mashqlar majmuyini almashtirib turish va har bir mashq miqdorini 1 — 2 taga oshirib borish lozim. Mashqlarni bajarish paytida nafas olish tezligi e'tiborga olinadi.

Ertalabki gigiyenik badantarbiyaning ba'zi mashqlari sportchilarga biroz yengil ko'rinadi, ilgari bunday badantarbiya bilan shug'ullanmaganlarga esa murakkab tuyuladi. Shuning uchun har bir sportchi mashg'ulotlarga o'zi tuzatish kiritishi, hatto butun majmuani o'zlari qayta tuzishlari mumkin. Bunda gigiyenik jihatdan o'zini oqlagan mashqlarning quyidagi ketma-ketligidan foydalaniladi:

1. Ertalabki gigiyenik badantarbiyani organizmning tetiklikholatiga tez o'tishga ta'sir ko'rsatadigan mashqlar bilan boshlash lozim (chuqur nafas olish, yurish, tortilish, xotirjam yugurish).

2. So'ng qo'l mushaklari uchun mashqlardan foydalaniladi (qo'llarni yozish va bukish, har xil yo'nalishlarda keskin harakatlar, bukilgan yoki to'g'ri qo'llar bilan doiralar). Bu mashqlar bo'g'inlarda harakatchanlikning oshishiga ta'sir ko'rsatadi.

3. Shundan keyin esa oyoqlar uchun mashqlarni bajarishtavsiya qilinadi (tizzadan bukish va yozish, siltanishlar, yarimo'tirish, o'tirishlar, har xil siltanish, depsinishlar).

4. Keyingi navbatda gavda va bel mushaklari uchun mashqlar bajariladi (oldinga va orqaga, yon tomonga egilishlar, burilishlar, bosh va gavda bilan o'ng va chapga aylanma harakatlar). Bu guruh mashqlari o'quvchilar uchun juda muhim, chunki dars jarayonida uzoq vaqt partada o'tirishga to'g'ri kelinadi. Bu esa mushaklarning zaiflashishiga, belda og'riq paydo bo'lishiga olib kelishi mumkin.

Gimnastika anjomlarida mashqlar

Turnik, qo'shpoya (brus), yakkacho'p (brevno), „kon“larda mashqlar bajarish, arqonga tirmashib chiqish, tayanib sakrash va chamberak bilan hamda trenajorlarda mashqlar bajarish shug'ullanuvchidan katta kuch, mahorat, epchillik talab qiladi.

Arqonga tirmashib chiqish

Arqonga tirmashib chiqishning 2 usuli mavjud:

1. *Uchta harakat bilan tirmashib chiqish.* Qo'llarni tepaga ko'tarib, arqon mahkam ushlanadi. „Bir“ deganda, arqonga osilib, oyoqlarni tizzadan bukib, ko'krak tomon tortiladi va oyoqlar chalishtiriladi. „Ikki“ deganda, qo'llarni bukib, oyoqlar bilan arqonni qattiq qisib olinadi. „Uch“ deganda, oyoqlar bilan arqonni qisib olgan holda qo'llar bilan arqonni ketma-ket ushlab, tepaga tortilib harakatlaniladi.

2. *Ikki harakatda tirmashib chiqish.* „Bir“ deganda, oyoqlarni to'g'rilab, arqonni qo'llar bilan ushlab, ketma-ket yuqoriga tirmashib chiqiladi. „Ikki“ deganda, yana oyoqlarni tortib, arqonni mahkam siqib ushlanadi. Mashq shu tarzda davom ettiriladi.

Eslab qoling: arqonni tizzalarda emas, faqat oyoq panja-tovonlari bilan qattiq qisib ushlash lozim. Arqondan pastga tushishda ham qo'l va oyoqlar baravar ishlatiladi. Sirpanib tushish mumkin emas.

Turnikda tortilish. O'g'il bolalar baland turnikda qo'llarni tepadan ushlab, oyoqlarni yerga tekkizmay osiladilar, so'ng tortiladilar. Daxan turnikdan oshishi kerak. Bolalarning birontasi mashqni bajara olmasa, avval past turnikda chalqanchasiga osilgan holda, oyoqlarni yerga tayanch qilib tortilib, mashq qilish lozim.

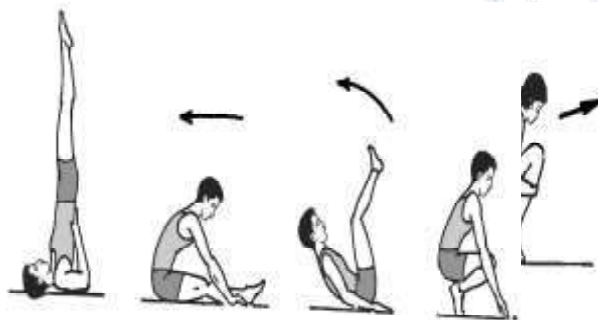
Yakkacho'pda mashqlar bajarish

Qizlar yakkacho'pda bir necha mashqlarni bajarishlari mumkin. Yurish, aylanish, bir va ikki oyoqda o'tirib-turish, bir oyoqda turib „Qaldirg'och“ mashqini bajarish va hokazo (25rasm). Bu mashqni o'g'il bolalar ham bajarishlari mumkin.

Akrobatik mashqlar

Oldinga umbaloq oshish. Buning uchun qo'llarni to'shakka qo'yib, tayanch hosil qilinadi, oyoqlar bilan itarilib, oldinga umbaloq oshiladi, so'ng yana dastlabki holatga qaytiladi (26rasm).

Ikki marta ketma-ket oldinga umbaloq oshish. Bunda bir marta oldinga umbaloq oshib, dastlabki holatga qaytgandan so'ng, yana cho'qqayib o'tirib, bir yo'la ikkinchi marta umbaloq oshiladi.



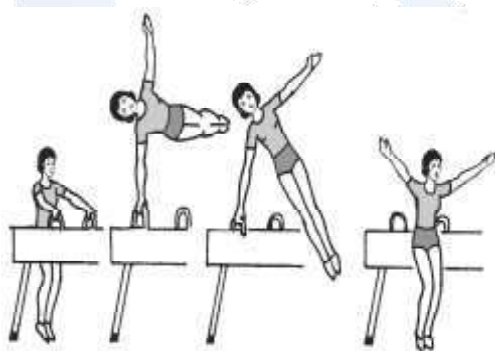
Kuraklarda tik turish. Ushbu mashq gavda mushaklarining rivojlanishiga ta'sir ko'rsatadi. Mashqni o'g'il bolalar ham, qizlar ham asta-sekinlik bilan bajarishlari mumkin.

Bu mashqni bajarish uchun avval chalqanchasiga yotib, soʻng oyoqlarni bir tekis tepaga koʻtarish kerak. Qoʻllar yordamida gavdaning past qismi koʻtariladi va oyoqlar tik holatga keltiriladi.

Orqaga umbaloq oshib, kuraklarda tik turish. Buning uchun choʻqqaygan holda qoʻllarni polga qoʻyib, gʻujanak boʻlib oʻtiriladi. Soʻngra oyoqlarni poldan uzmay, yumalab kuraklarga turiladi. Keyin qoʻllarni tezda tirsaklardan bukib, tayanch holatiga keltiriladi, kaftlarni belga tirab, tosni tushirmasdan, gavda tik ushlanadi (27-rasm). Mashq bajarilayotganda yonida turgan sherigi uning belidan, oyoqlaridan ushlab, tik holatda turishiga koʻmaklashishi mumkin.

Oyoqlarni bukib, qoʻllar yordamida boshda tik turish. Bu mashqni bajarish uchun avval choʻqqayib oʻtiriladi, soʻng qoʻl kaftlarini yelka kengligida ochib, oldinroqqa polga, peshana ham kaft oldiga polga qoʻyiladi, goʻyo uchburchak hosil qilinadi. Oyoqlar bilan itarilib, ularni bukkan holda bir necha soniya ushlab turiladi. Soʻng dastlabki holatga qaytiladi. Mashq bajaruvchining yonida turgan sherigi unga oyogʻi

va belidan ushlab turishiga yordamlashishi mumkin.



Orqaga umbaloq oshib, yarimchoʻzilgan holda (yarimshpagat) oʻtirish. Bu mashq qizlar uchun moʻljallangan boʻlib, avval orqaga umbaloq oshiladi, keyin bitta tizzada turib qolinadi. Soʻng gavda toʻgʻrilanib, orqaga bir oyoq choʻziladi va yarimshpagat

holatda oʻtiriladi.

Chalqancha yotgan holatdan „koʻprik“ holatiga oʻtish. Chalqancha yotgan holda qoʻllar tepaga (bosh tomonga) choʻziladi, oyoqlar yelka kengligida ochiladi. „Bir“ deganda oyoqlarni tizzadan bukib, tovonlar toʻshakka tayanadi, qoʻllarni tirsakdan bukib, bosh orqaga qaytariladi. „Ikki“ deganda qoʻllarni toʻgʻrilab, gavda koʻtariladi va beldan qayishsimon egiladi. Shu holatda 2 — 3 soniya turiladi va dastlabki holatga qaytiladi. „Koʻprik“ mashqi organizmning qorin, bel, qoʻl va oyoq mushaklarini yaxshi rivojlantiradi.

Qisqa masofadan yugurib kelib, gimnastik „kon“ ustidan yonboshlab (koʻndalang) sakrash (qizlar uchun). Bu mashqni bajarish uchun koʻprikchadan dadil sakrab, qoʻllar „kon“ ustiga toʻgʻri qoʻyiladi, yonboshlagan holda gavnani koʻtarib, oyoqlar yonboshlagan tomonga buriladi. Oyoq uchlari „kon“ ustidan oʻtishi bilan oʻng qoʻlni yon tomonga koʻtarish yoki tanaga yopishtirib, keyin „kon“ga orqa qilib sakrab tushish lozim (28- rasm).

Tayanib sakrash. Buning uchun avval ikki oyoqlab sakrashni, koʻprikchaga deysinib chiqib, ikki oyoqlab tushishni oʻzlashtirib olish kerak. Sakrashni bajarishda

quyidagilar amalga oshiriladi: yaqinroq masofadan yugurib kelib ko‘prikcha ustiga ikkala oyoqda chiqish va qo‘llarni to‘g‘riga cho‘zib, sport anjomi („kozyol“) ustida tayanch hosil qilish, qo‘l va oyoqlar bilan itarilgan holda qo‘llarni tepaga ko‘tarib, yelka qismigacha olib chiqish. Sakrash mashqini bajarishga xavfsizlik choralari ko‘rilgandagina ruxsat beriladi.

Yonboshlagan holda 90° C ga burilib sakrash. „Kon“ ustidan burilib sakrashda, avval o‘ng qo‘l bilan itarilib (o‘ng tomonga sakrash uchun), yerga tushishda boshqa qo‘lga tayaniladi. Bu mashqni o‘g‘il bolalar ham bajarishlari mumkin.

„Kozyol“ ustidan oyoqlarni yozib sakrash (qiz va o‘g‘il bolalar uchun). Bu mashqni bajarish uchun avval qisqa masofadan yugurib kelib, ko‘prikchadan ikkala oyoq bilan depsinib, „kozyol“ ustiga qo‘llar qo‘yiladi va undan itarilib, ikkala oyoq ikki yonga yoziladi, bel biroz egilib, bosh ko‘tariladi. Yerga tushish oldidan oyoqlar juftlanib, biroz bukiladi. Mashqni bajarishdan avval quyidagilarni, ya‘ni turgan joydan depsinib tepaga sakrashni, oyoqlarni yozib, qayta juftlashni, qo‘llarni tayanch qilib yotgan holatda birdaniga sakrab turish va oyoqlarni bukib-yozishni, uzunlikka, chuqurga, balandga sakrayotganda oyoqlarni bukib-yozishni o‘rganib olish kerak.

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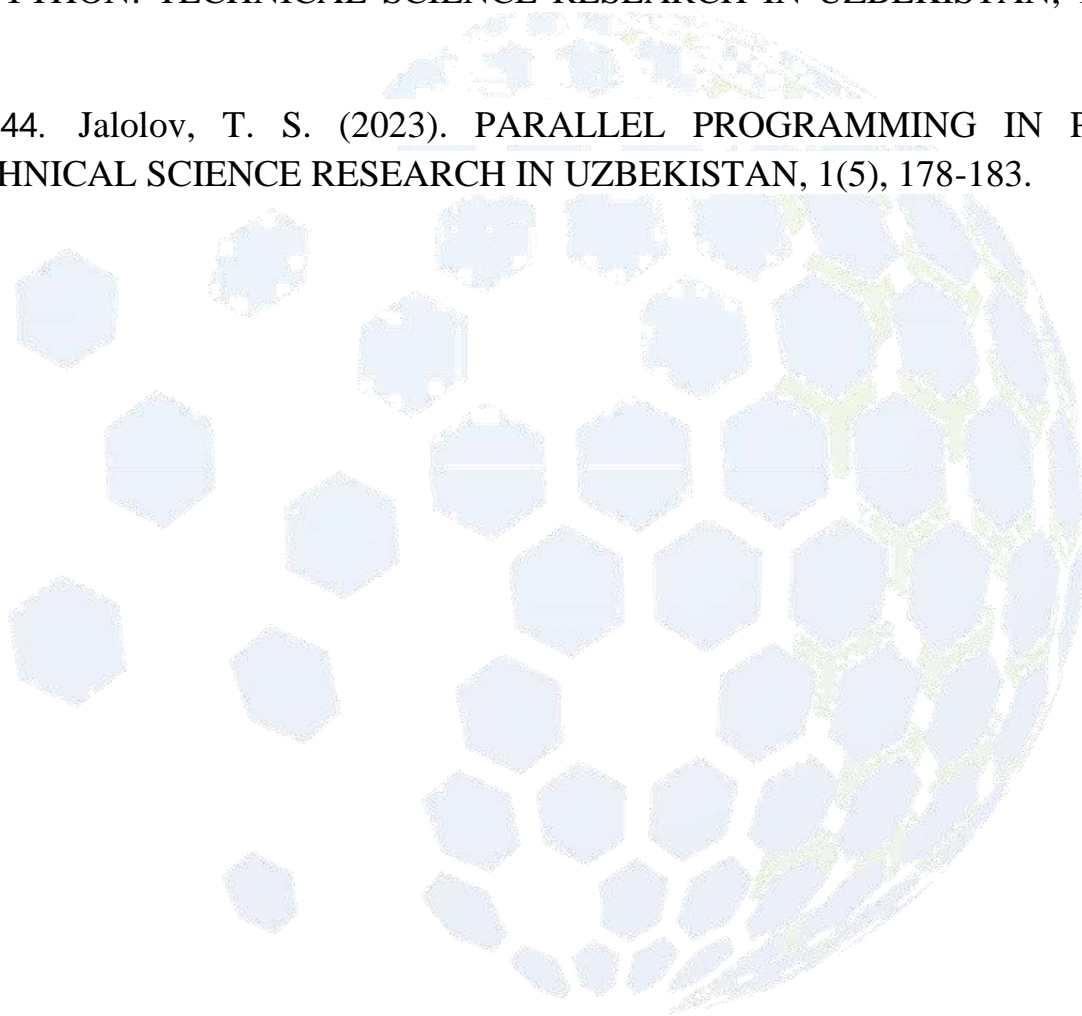
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ACTIVITY OF THE INTERNATIONAL PHILARMONY IN THE
DEVELOPMENT OF MUSICAL ART

Khayriddinova Asal Farhod kızı

Uzbek State Institute of Arts and Culture 3rd year student

mominmirzoxolmominov@gmail.com

Annotation. This article talks about the history of music and its development, its origin, when and where it appeared, the role of Philharmonic societies (*in the case of the Luxembourg Philharmonic*), and the history of its development.

Key words: music, formative period, Philharmonic, ticket, website, concert, hall.

*“Music is measured and compared with nothing
has an incomparable divine influence”*

Shavkat Mirziyoyev

President of the Republic of Uzbekistan.

As a person matures, he needs many things. Let's say his needs in his daily life: after doing mental work, he should rest and relax, have a regular 3-course meal, including physical work. In addition to them, a person should read more and communicate more on interesting topics to train and enrich his mental potential and spirituality. There is another strange aspect of man, which also needs food. This is his mental state, his spiritual side. Mentality is one of the most important aspects of a person's ability to manifest many possibilities and ensure self-confidence. All abstract feelings of a person originate from his psyche. Music is the food of the soul.

The art of music (from Greek means "the art of the spirits of inspiration". The art of sound. [1:1]) appeared in ancient times. People who lived in the period of the primitive community system were able to distinguish between musical and noisy sounds in nature, learned to sing, and created the first musical instruments. Until now, these words have been improved, and their performance styles have also developed and enriched. People who have musical abilities among the people enriched the art of music by creating wonderful musical works.

When and where did music appear? How was its formation and development? What factors were important in the emergence of musical art? It is known that such questions have interested mankind since ancient times. In this regard, different peoples have created various narratives and legends, fairy tales and epics in the form of oral creation. The primary ideas that the art of music appeared in this world by the power of God who created it were also put forward.

If we focus on Greek mythology, in their view, music is theology, and they used it to praise the gods and express their praises through music (song). For example, "peana" and "noma" - Apollo, "parfenii" and "yupingi" - Artemis, "diphyrambus", "iobacchus" and "phallic" - Dionysus, "iula" - Demeter, "metroa" - Cybele and another there were songs performed in honor of a number of gods. Besides him, there were also separate gods of music. In our Asian region, there are also assumptions that music is considered a part of medicine. Shamans played various chiltons and drum-like musical instruments to bring back the evil spirits that had entered people.

So, music has been accompanying humanity for centuries. As the world view of mankind became richer, its music also changed. Humanity has adapted music to itself in every era. Therefore, everyone understands music differently. For someone, music is a collection of simple sounds, for others it is an example of a physical phenomenon, for someone it is an integral part of life. His place in our life is immeasurable. In my opinion, there is no one who does not listen to music. The reason is that there is no soul that music has not been able to open its doors. Just as a person is thirsty for water, so his soul is thirsty for music.

It may or may not be felt by a person. It fills the mental energy base and calms the nervous system after physical and mental work. This feature affects not only humanity, but also representatives of the animal world. In ancient times, people used the sounds of music to hunt and tame wild animals. It can be seen that music is important in human life. It is very important to preserve it, to reorganize it, to create and restore it in accordance with the spirit of today. It is no exaggeration to say that new views, new reforms and a new musical culture have entered the new Uzbekistan. In addition, in this regard, it is important to assess the special place of musical culture in spiritual life, to direct its power of influence towards the idea of independence, and to realize that it is its main criterion. According to this principle, shifts are observed in our cultural life today. We would not be mistaken if we say that the thoughts of the creators are directed towards these principles.

Currently, a lot of work is being carried out aimed at widely promoting the art of music, instilling its essence into the minds and hearts of the young generation, helping residents spend their free time effectively, and preserving the musical heritage of nations. One of them was the project of Cultural Centers "Kuylar jilosi". In the yard of the cultural centers, people's favorite tunes are played every morning on the loudspeakers. On this day, organizations that have been singing music to everyone are operating in Uzbekistan and around the world. One such important organization is the Philharmonic. This organization is important not only in Uzbekistan, but also in the whole world.

Philharmonia (from Greek. phileo - love and harmonia-harmony; "I love harmony") is the name of concert organizations in some countries. It was established in the second half of the XIXth century in European and American cities. The first philharmonic societies mainly promoted symphonic music. In most countries, the philharmonic is a state organization whose mission is to promote high artistic musical works and the skills of accomplished performers. Along with music, it sometimes also shows types of pop art (stage dancing, artistic reading, etc.). Large musical groups (orchestra, choir, etc.), various ensembles, solo singers and musicians work in Philharmonia.

Residents mainly visit the Philharmonic to spend their time productively and pleasantly. That is, they enjoy various concert programs. Basically, theatrical concerts begin with powerful, lively and public performances. Let's get acquainted with the Philharmonic organizations that have their own importance in the world.

One of them is the Luxembourg Philharmonic. This Philharmonic is a large concert hall named after Josephine Charlotte, the wife of Grand Duke Jean. Local people call it "Luxembourg Philharmonic". It is located in the district of Kirchberg and was opened in 2005, six months before the death of Duke Jean's wife.

The decision to build a new concert hall was made by the Luxembourg Parliament in 1996. The following year, according to the results of the international competition, the project presented by the French architect Christian de Porzampard was selected for implementation. Construction began in 2002 and lasted three years. On June 26, 2005, the hall opened its doors to the public for the first time. The opening of the hall led to a week-long festival in which about 750 musicians took part and the number of visitors exceeded 15,000. As part of the festival, the world premiere of Krzysztof Penderecki's Eighth Symphony was performed by the Luxembourg Philharmonic Orchestra, for which the new hall became the main concert venue.

A unique technology was used in the construction of the Philharmonic, as a result of which there are excellent acoustics, and the sound of the orchestra can be heard equally well in any corner of the hall. Thanks to such acoustics, the listeners feel as if they are surrounded by the members of the orchestra. In addition to the main hall, the Luxembourg Philharmonic is ready to welcome guests in a smaller hall (313 people). The Philharmonic also has a children's hall where performances are suitable for children.



Luxemburg Philharmonic has a score of 3,49 among TOP attractions in Pfaffenthal, Luxembourg. Even the architectural design chosen for the Philharmonic building literally breathes music. This feeling is embodied in 823 white steel columns arranged in four rows.

From the outside, the building looks like a harp or even an organ (due to the many columns). The acoustics are excellent. There is a good restaurant at the back of the building and next to it is a modern art museum.



About the price and procedure for obtaining tickets to the Philharmonic:

- Individual ticket sales for subscription concerts are usually announced and begin 2 months before the concert date. The exception is if the date falls on a weekend, holiday or school holiday, the start date of ticket sales will be changed.
- Exact dates will be announced on the Philharmonic's website and in its monthly programs. The sale always starts at 10:00.
- Cashiers are open Monday through Friday from 10:00 a.m. to 6:30 p.m. You can get answers to questions by phone (+352) 26 32 26 32
- One-time attendees aged 30 and under are entitled to a 40% discount on individual tickets for Philharmonic concerts, unless otherwise specified.

- Cashier service is closed on Saturdays and Sundays.
- There is an app called Phil30 through which tickets can be purchased at affordable prices.
- Seats can be viewed and reserved using the app from 10:00 a.m. to 1 hour before the start of the event.

The repertoire of the Philharmonic is constantly published on the official website of the Philharmonic along with ticket prices.

The above notes and information were only about the Luxembourg Philharmonic. There are many such organizations around the world. All of them aim to develop the art of music and dance in the country, to satisfy the cultural needs of the population, to attract them to cultural life, to find and encourage young artists, to promote the country's music and dance, theater art and many other arts. serves to promote widely abroad.

At the same time as the human heart feels a thirst for beauty, it is nourished and formed by the environment of beauty. Music is art, and art is a miracle. There are such special places of the heart and brain that can be accessed only through the means of art," said the oriental thinker Abu Ali Ibn Sina.

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AKADEMIK LITSEYLARDA FIZIKA DARSLARIDA FOYDALAISHGA
TAVSIYA ETILADIGAN DATURIY VOSITALAR

Turayeva Lolaxon Yuldashevna Toshkent “Temurbeklar maktabi”

harbiy-akademik-litseyi fizika fani bosh o‘qituvchisi

Munisabonu@mail.ru , tel:909256884

***Annotatsiya:** Ushbu maqolada yurtimizda ta’limga berilayotgan e’tibor, fizika fani bo‘yicha qaysi dasturiy vositalardan foydalanish tavsiya etilishi hamda tavsiya etilgan dasturiy vositalarning imkoniyatlari va afzalliklari haqida so‘z yuritiladi.*

***Kalit so‘zlar:** Ta’lim jarayoni; ta’lim sifati; kompyuter animatsiyasi; dasturiy vosita; axborot kommunikatsion texnologiyasi; tanlash imkoniyati; dasturiy paket; dasturlash.*

ПРОГРАММНОЕ ОБЕСПЕЧЕНИЕ РЕКОМЕНДУЕМОЕ ДЛЯ
ИСПОЛЬЗОВАНИЯ НА УРОКАХ ФИЗИКИ
В АКАДЕМИЧЕСКИХ ЛИЦЕЯХ

Тураева Лолахон Юлдашевна-Ташкентский военно-академический лицей "Темурбеклар мактаби" преподаватель высшей категории

***Аннотация:** В данной статье рассказывается о том, какое внимание уделяется образованию в нашей стране, какие программные средства рекомендуются для использования в физике, а также о возможностях и преимуществах рекомендуемых программных средств.*

***Ключевые слова:** Образовательный процесс; качество обучения; компьютерная анимация; программный пакет; информационно-коммуникационные технологии; возможность выбора программный пакет; программирование.*

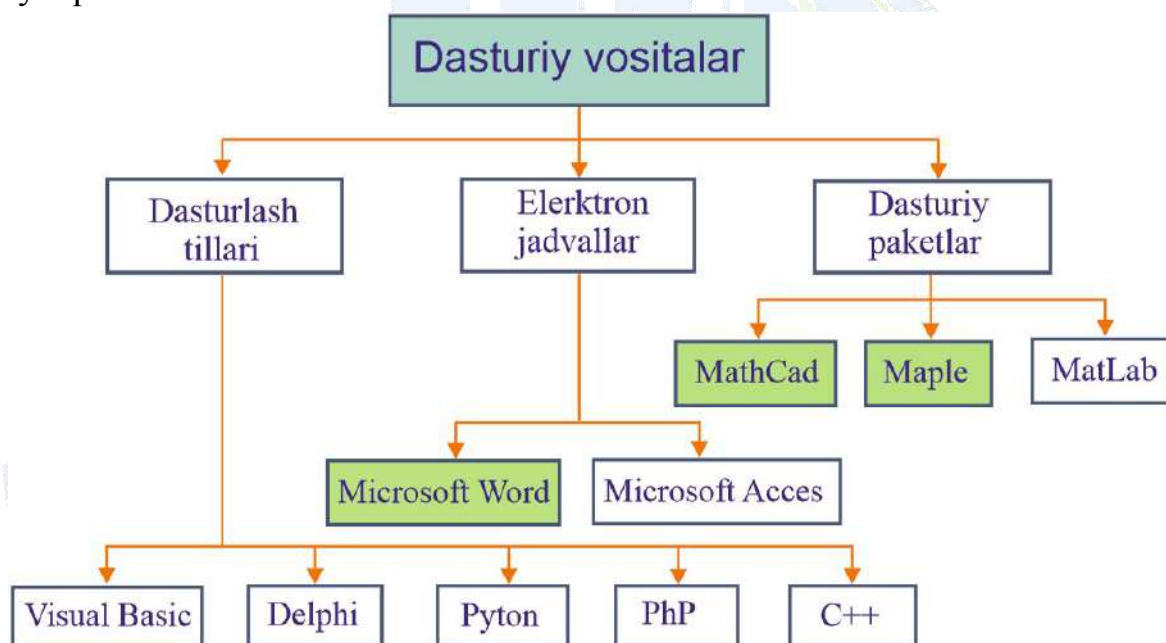
SOFTWARE RECOMMENDED FOR USE IN PHYSICS CLASSES AT
ACADEMIC LYCEUMS

**Turaeva Lolakhon Yuldashevna-Head teacher of physics at the
“Temurbeklar maktabi” Tashkent military-academic lyceum**

***Annotation:** This article describes how much attention is paid to education in our country, what software is recommended for use in physics, as well as about the opportunities and benefits of recommended software.*

***Key words:** Educational process; quality of training; computer animation; software package; information and communication technologies; possibility to choose software package; programming.*

Ta'lim sohasida yurtimizda amalga oshirilayotgan ko'plab islohotlar, ta'limga e'tibor davlat siyosati darajasiga ko'tarilishi hamda AKT sohasining keng rivojlanganligi, ta'lim jarayoniga qo'llash mumkin bo'lgan dasturiy vositalarning xilma-xilligi albatta juda ham quvonarli holdir. Bu esa ta'lim oluvchiga cheksiz imkoniyatlar yaratadi, tanlov imkoniyatini oshiradi. Ammo dasturiy vositalarning xilma-xilligi o'quvchiga eng kerakli dasturiy vositani tanlash imkonini qiyimlashtiradi. O'quvchi o'zining sohasiga aynan mos keladigan tanlovni qilmasdan uncha muhim bo'lmagan tanlovni qilishi ehtimoli oshadi. Mana shuning uchun ham har bir sohaga aynan mos keluvchi tanlovni akademik litseylarda fan o'qituvchilari oldindan amalda sinab ko'rilgan dasturiy vositalarni o'quvchilarga tavsiya qilib borishlari lozim bo'ladi.



1-rasm

Yuqorida ta'kidlab o'tilgan ishlarni akademik litseylarda "Fizika" fani o'qituvchilari ham amalga oshirishlari muhimligi mazkur fanni o'qitish samaradorligini oshishiga va yuqori natijalarga erishishga olib keladi. Fizika fani aniq va tabiiy fanlar sirasiga kirgani bois bu fanning turli bo'limlariga tegishli mavzularini yoritishda hisob-kitob ishlariga mo'ljallangan dasturiy vositalardan foydalanishga tog'ri keladi. Buning uchun biz turli murakkab hisob-kitob ishlarini amalga oshira oladigan, jumladan har xil sanoq sistemalarida ishlay oladigan, funksiya grafiklarini va animatsiyalarni hosil qila oladigan, tenglama va tengsizliklar, ularning sistemalarini ishlay oladigan, hisoblashdagi aniqlik darajasi o'ta yuqori bo'lgan, integral va differensial ishlarini bajara oladigan, statistik tahlil qila oladigan va boshqa shu kabi imkoniyatlarga ega bo'lgan dasturlash vositalarni

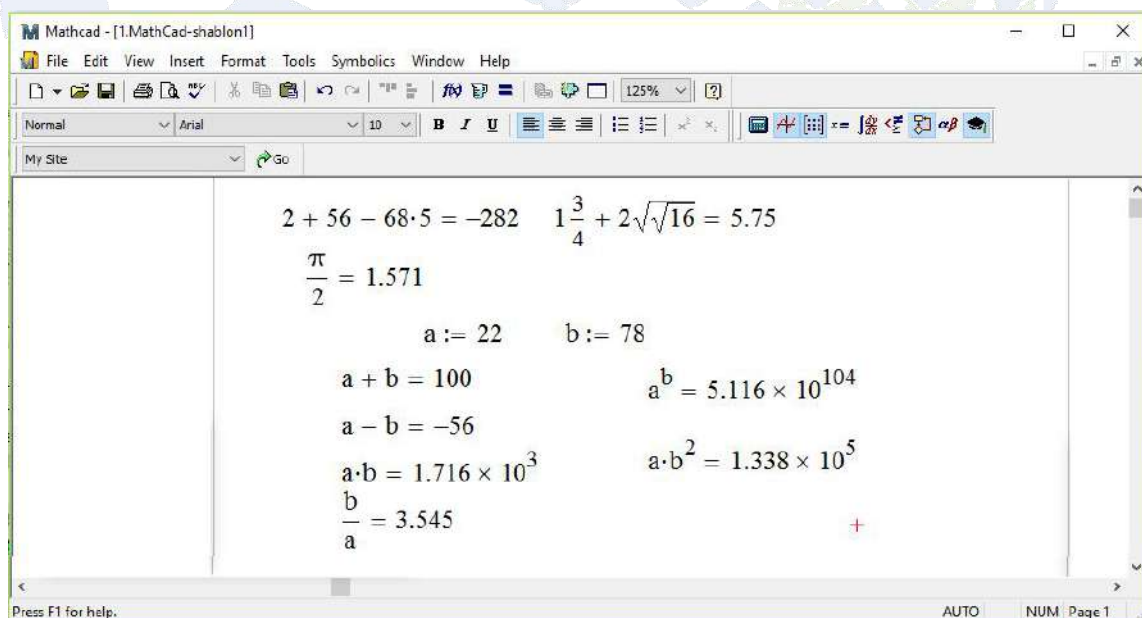
tanlashimiz kerak. 1-rasmda xuddi shunday imkoniyatlarga ega bo'lgan dasturlash tillari va dasturiy paketlar sanab o'tilgan.

1-rasmda tasvirlangan dasturiy vositalardan akademik litsey o'quvchilarining yoshi va yoshga oid psixologik jihatlarini, o'zlashtirish jarayonidagi murakkabliklarni hisobga olgan holda Microsoft Excell, Maple va MathCad dasturiy vositalarini tanlash va ularning imkoniyatlaridan ta'lim jarayonida foydalanish maqsadga muvofiqdir.

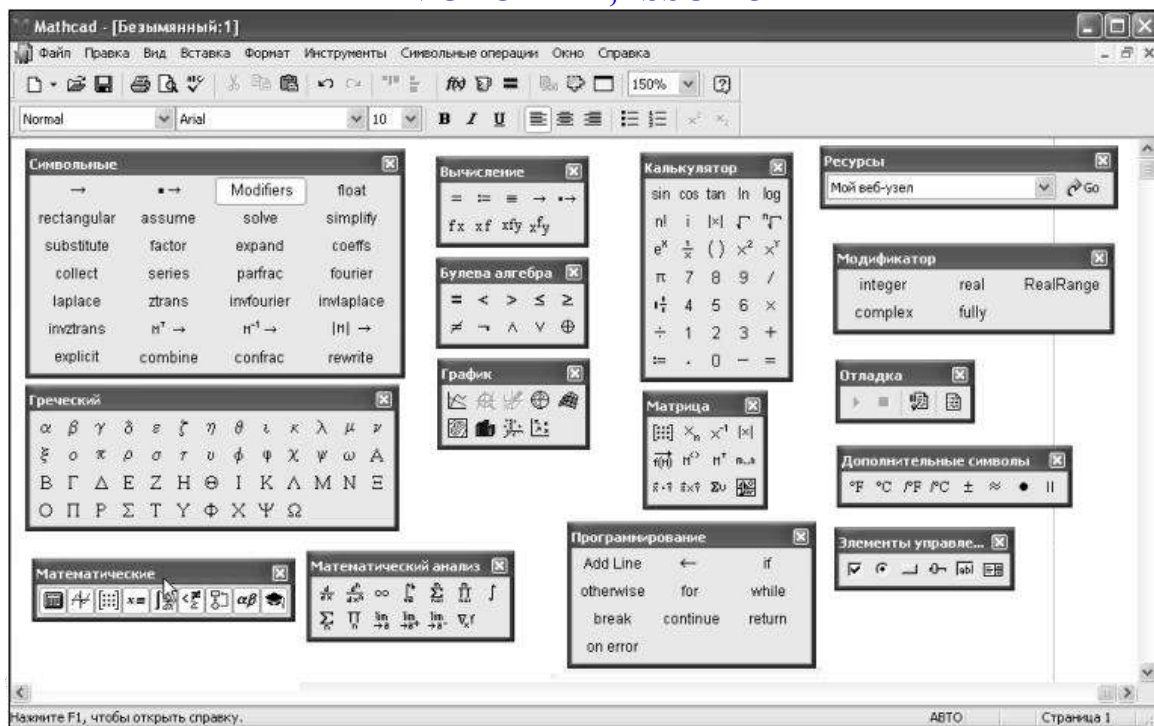
Tanlangan dasturiy vositalarning har biriga alohida-alohida to'xtalamiz hamda ularning imkoniyatlari va afzalliklari haqida so'z yuritamiz.

1). MathCad dasturiy paketi imkoniyatlaridan fizika darslarida foydalanishda qanday imkoniyatlarga ega bo'lishimiz mumkinligi haqida so'z yuritaylik.

MathCad dasturiy paketi asosan matematik hisoblaslar, tenglama va tangsizlik va ularning sistemalari, massivlar va matritsalar bilan ishlash, turli sanoq sistemalarida funksiya grafiklarini hosil qilish, hosila, integral va differensial tenglamalarni hisoblash, skalyar va vektor maydon, ulaning gradiyent, rotor, sirkulyatsiya kabi operatorlarini aniqlash va boshqa ko'plab imkoniyatlarga ega. 2-rasmda MathCad dasturiy paketi darchasi hamda unda oddiy amallar va hisoblashlardan namunalar keltirilgan. Rasmdan ko'rinib turibdiki, MathCad dasturiy vositasi orqali fizikaga oid masalalar yechish va grafiklarni hosil qilish akademik litsey o'quvchilari uchun nihoyatda qulay vositadir.



2-rasm



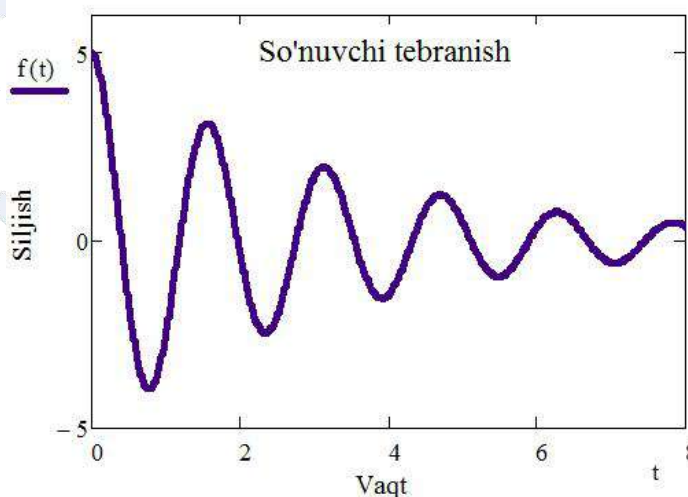
3-rasm

MathCad paketida instrumentlar panelida turli maqsadlar uchun mo'ljallangan paketlar bo'lib, ularni alohida-alohida oknolar tarzida ochib, ulardan ma'lum maqsadlarda foydalanish mumkin. Masalan, 3-rasmda grafiklar chizish, matematik hisoblashlar, grekcha alfavitdan, operatorlardan, matiqiy elementlardan foydalanish uchun alohida-alohida oynalar ochilgan.

Biror amalni bajarish uchun oynalarning birortasiga kirib, bitta yoki bir nechta buyruqlardan foydalanish mumkin¹. Masalan, $x(t) = Ae^{-\lambda t} \cos \omega t$ funksiya bilan so'nuvchi tebranishning grafigini chizish uchun urinib ko'raylik. Bunda dastlab, funksiyadagi λ va ω o'zgarimas kattaliklar, so'ngra funksiya kiritiladi. MathCad oynasi ochilib, unda **Insert->Graph->X-Y Plot** ketma-ketligida tanlanish orqali Dekart sistemasida 2D o'lchamli grafiklar

$$\lambda := 0.3 \quad \omega := 4 \quad A := 5$$

$$f(t) := A(e)^{-(\lambda \cdot t)} \cdot \cos(\omega \cdot t)$$



4-rasm

¹ Воскобойников Ю.Е., Задорожный А.Ф., Литвинов Л.А. и др. Основы вычислений и программирования в пакете MathCAD PRIME. Новосибирск. 2016. –225стр

chizish uchun grafik maydon hosil qilinadi. Grafik maydonda erkli va erksiz o'zgaruvchilar kiritish uchun mo'ljallangan maxsus katakchaga t va $x(t)$ kiritiladi. Shunda 4-rasmdagi grafik hosil bo'ladi. Rasmdan ham ko'rinadiki, MathCad paketi orqali fizika fani mavzulariga oid grafiklar hosil qilish juda oson ekan.

MathCad paketi yordamida yuqorida sanab o'tilganlardan tashqari juda ko'plab hisoblashlarni, grafik, diagramma va gistogrammalar, hosila va integralga oid va boshqa masalalarni hisoblash mumkin.

2). Maple dasturiy paketi imkoniyatlaridan fizika darslarida amalga oshirish mumkin bo'lgan imkoniyatlar haqida so'z yuritaylik.

Maple dasturiy paketi ham MathCad dasturiy paketi singari yuqorida sanab o'tilgan barcha ishlarni amalga oshira oladi. Bu paketlarning o'xshash va farqli jihatlari bor. Shuning uchun MathCad paketiga oid yuqorida tanishib chiqqan imkoniyatlarga Maple paketi ham ega bo'lsa-da, biz Maple paketining boshqa imkoniyatlari haqida so'z yuritamiz.

Maple paketi hisob-kitob ishlarida juda katta aniqlikka ega. Aniqlik darajasini hisoblashda **evalf** buyrug'idan foydalanilib, sondan keyin vergul bilan necha xonani hisoblash zarur bo'lsa, shu kiritiladi. Masalan, verguldan keyin $\sqrt{3}$ sonini 100 xona aniqlikda, π sonini 200 xona aniqlikda va $\sum_{i=1}^{1000} \frac{1}{x}$ summa natijasini 500 xona aniqlikda hisoblab ko'raylik.

> `evalf(sqrt(3), 100);`

1.7320508075688772935274463415058723669428052538
103806280558069794519330169088000370811461867
57248576

> `evalf(Pi, 200);`

3.1415926535897932384626433832795028841971693993
751058209749445923078164062862089986280348253
421170679821480865132823066470938446095505822
317253594081284811174502841027019385211055596
446229489549303820

> `evalf(sum(1/x, x = 1 .. 1000), 500);`

7.4854708605503449126565182043339001765216791697
088036657736267499576993491652024409599344374
118450813967980143822544037158148421958847034
043140398433689296639178338273590557913000715
469268403259337980487809565158695567800248047
141508712323500071142865210279526706452794902
097679766264044986944690513954637969249425895
788203414652727665942416880036568969165543489
007919761150361554879915103662308024872107009
663966832995727803182844824899053660130094881
484816533075559539881724544021011443641973076
231

Maple paketida tenglama va tengsizliklar hamda ularning sistemalarini yechish mumkin. Masalan, mexanika bo‘limdan harakat tenglamasiga doir masalani Maple paketi yordamida yechib ko‘raylik.

Masala: Kuzatishning boshlang'ich momentida ikki jism orasidagi masofa 150 m edi. Birinchi jism koordinata boshidan boshlab 7,5 m/s tezlik bilan 6 m/s tezlik bilan ketayotgan ikkinchi jismning izidan quvib unga yaqinlashmoqda. Jismlarning uchrashish joyini va vaqtini toping.

Masalani yechish uchun avval har bir jism uchun harakat tenglamasini yozib olamiz.

$$x_1 = x_{01} + \mathcal{G}_{01}t = 7,5t$$

$$x_2 = x_{02} + \mathcal{G}_{02}t = 150 + 6t$$

Endi bularni dasturga kirgizamiz va yechimni olamiz.

> solve({x = 7.5 · t, x = 150 + 6 · t}, {x, t});
{t = 100., x = 750.}

Maple paketida Fizika masalalarida ham uchrab turadigan limit, differensial va integral hisob bilan bog‘liq ishlarni juda oson hal etish mumkin. Bunday hisob-kitob ishlari Maple paketida **limit**, **diff** va **int** buyruqlari bilan amalga oshiriladi. Bunga quyidagi misollardan ham ishonch hosil qilish mumkin:

> Limit (sin(x) / tan(x), x = 0) = limit (sin(x) / tan(x), x = 0);

$$\lim_{x \rightarrow 0} \frac{\sin(x)}{\tan(x)} = 1$$

$$> \text{limit} \left(\left(1 + \frac{1}{x} \right)^{3x}, x = \text{infinity} \right);$$

$$e^3$$

$$> \text{diff} (x^x + a^x + \sin(x), x);$$

$$x^x (\ln(x) + 1) + a^x \ln(a) + \cos(x)$$

$$> \text{diff} (2 \cdot x^3 - \text{sqrt}(x), x);$$

$$6x^2 - \frac{1}{2\sqrt{x}}$$

$$> \text{int} (\arcsin(x), x);$$

$$x \arcsin(x) + \sqrt{1-x^2}$$

$$> \text{int} (\text{Pi} * (R^2 - x^2), x = -R .. R);$$

$$\frac{4}{3} \pi R^3$$

Maple paketida 2D va 3D o'lchamli grafiklar chizish imkoni mavjud. Masalan, ideal gaz uchun $PV = \nu RT$ holat tenglamasidan foydalanib, idishdagi $\nu=1 \text{ mol}$ ideal gaz uchun $P(V, T) = \frac{\nu RT}{V}$ grafikni qurib, unda izojarayonlarni hosil qilaylik.

Bunda temperatura T ni kelvinlarda, hajm V ni litrlarda, bosim P ni kPa larda hisoblaymiz. Hosil qilingan fazoviy sirtidan izografiklarni ko'rsataylik². Aytaylik, $T=300K=const$, $P=500 \text{ kPa}=const$ va $V=5\ell=const$ holatlar uchun izografiklarni ham ko'rsataib o'taylik. Maple paketiga quyidagicha algoritm kiritamiz:

$$> \nu := 1; R := 8.31;$$

$$\nu := 1$$

$$R := 8.31$$

$$> \text{with} (\text{plots}) :$$

$$> g1 := \text{implicitplot3d} \left(\left\{ P = \frac{\nu \cdot R \cdot T}{V} \right\}, T = 50 .. 400, V = 1 .. 10, P = 0 .. 3300, \text{axes} = \text{normal}, \text{grid} = [20, 20, 20] \right);$$

$$> g2 := \text{spacecurve} \left(\left[t, \frac{\nu \cdot R \cdot t}{500}, 500 \right], \text{numpoints} = 60, t = 50 .. 400, \text{color} = \text{green}, \text{thickness} = 4 \right);$$

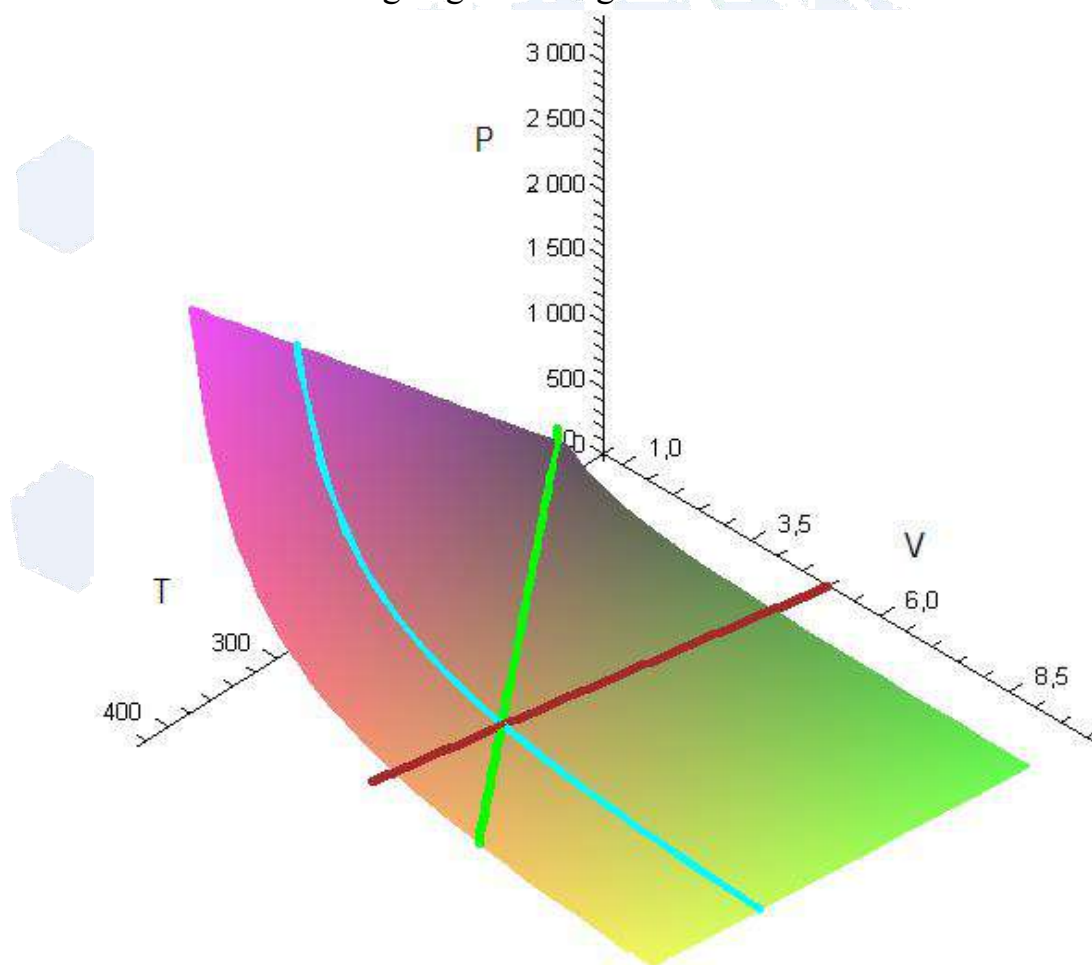
² Калугина М.А. Лабораторный практикум в Maple. Минск. 2019. –125 стр.

> $g3 := \text{spacecurve} \left(\left[\left[300, v, \frac{300 \cdot v \cdot R}{v} \right], \text{numpoints} = 60, \right. \right.$
 $\left. \left. v = 1 \dots 10, \text{color} = \text{cyan}, \text{thickness} = 4 \right) :$

> $g4 := \text{spacecurve} \left(\left[\left[\frac{5 \cdot p}{v \cdot R}, 5, p \right], \text{numpoints} = 60, p = 0 \right. \right.$
 $\left. \left. \dots 700, \text{color} = \text{brown}, \text{thickness} = 4 \right) :$

> $\text{display}(g2, g3, g4, g1);$

Shunda 5-rasmda tasvirlangan grafikka ega bo‘lamiz.



5-rasm

Maple paketining sanab o‘tilgan hollardan boshqa ko‘plab imkoniyatlari mavjud bo‘lib, biz uning imkoniyatlaridan fizika o‘qitishda foydalanish yo‘l-yo‘riqlari haqida tanishib o‘tdik.

Shunday qilib, oxirgi o‘n yilliklar davomidagi ta’lim sohasidagi izlanishlar va statistik ma’lumotlar shuni ko‘rsatadiki, fizikaga oid qonunlarni hamda fizik hodisalarni o‘qitishda axborot texnologiyalaridan foydalanish, ta’lim samaradorligini oshirishda kutilgan natijalarni bermoqda. O‘quvchilar tomonidan

o'zlashtirilishi qiyin mavzularni tushunishda, ko'zga ko'rinmas jarayonlar to'g'risidagi tasavvurlarni kengaytirishda zamonaviy axbrot texnologiyalari hamda turli dasturiy vositalaridan foydalanish hozirgi kundagi eng qulay vosita va unumli usul hisoblanar ekan.

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Amirova Mahliyo

Denov tadbirkorlik va pedagogika institutining tarix yo'nalishi talabasi

Annotatsiya: Mazkur maqolada Eronda yuz bergan “Islom inqilobi”dan so'ng rasmiy poytaxt Tehronning boshqa davlatlar bilan aloqalari, Eron va Iroq o'rtasidagi urush sabablari va Misr davlati bilan siyosiy uzoqlashuv holati xorijiy ommoviy axborot vositalari ma'lumotlari asosida yoritib berildi.

Kalit so'zlar: Islom inqilobi, Uchinchi kuch, Kemp-Devid, neft, Islom bayrog'i, sovuq urush, ichki siyosat, fraksiya, iqtisodiy sherik, Shimoliy qatlam, anti-imperializm.

Eron va Misr davlatlarining o'zaro munosabatlari tarixiga nazar tashlasak, unda turli xil munosabatlar, rang-barang davrlarni ko'rishimiz mumkin. Bunga sabab ikki mamlakat tarixida inqiloblar sonining ko'pligi va har ikki davlat siyosatining bir necha bor o'zgarganligi oqibati deyishimiz mumkin. Eron va Misr davlatlari tarixan qadimdan deyarli bir xil islom madaniyati ostida rivojlandilar. VII asrlarda Arab xalifaligining kuchayishi oqibatida ikkalasi bitta davlat tarkibiga kiridilar. Lekin, arab xalifaligi qulagach Eron hududining ko'pchilik hududi islom dinining shialik mazhabiga e'tiqod qiluvchi guruhlar qo'l ostiga o'tgan bo'lsada, qolgan qismlari O'rta Osiyodagi kuchli davlatlar tarkibiga kirib ketgan edi. Mustamlakalar davrida esa Misr Angliya nazorati ostida bo'lsa, Eron esa rasman mustaqil bo'lsada, bir nechta qudratli davlatlar uning katta hududi nazorat ostida ushlab turgan. XX asrning 30 yillarida ular o'rtasidagi munosabatlar ancha yaxshilana bordi. Jumladan, 1939-yilda Tehronda Misrning birinchi elchixonasi ochildi va elchilik vazifasini Yusuf Zulfiqor poshsho amalga oshirishga kirishdi. Aynan mana shu yil Misr qiroli Farruh I ning singlisi malika Favziya Eronning valiahd shaxzodasi Muhammad Rizo Pahlaviyga turmushga chiqadi. O'sha paytda arab davlatlari orasida faqatgina Misrning Eronda elchixonasi bor edi. Lekin Kemp-Devid shartnomasidan so'ng bu ikki mamlakat o'rtasidagi munosabatlarda haqiqiy “muzlash davri” boshlandi. Bundan tashqari, Erondagi “islom inqilobi” ham vaziyatni yanada yomon ahvolga soldi. Inqilobdan keyin Eronning tashqi siyosatining asosi salbiy muvozanat tamoyiliga asoslangandi. Amerika Qo'shma Shtatlari bilan imzolangan barcha harbiy bitimlar bekor qilindi, barcha AQSh harbiy bazalari va Erondagi kuzatuv stantsiyalari birin ketin yo'q qilindi. Bundan tashqari Eron siyosatidagi AQShning ta'siri SSSR bilan

munosabatlarni sovuqlashishiga olib kelgandi. Eron Islom Respublikasi “Uchinchi kuch” siyosatini turli ko‘rinishlarda amalga oshirdi. Ya’ni endi Eron o‘ziga yangi ittifoqchi va iqtisodiy sherik izlashni boshlagandi. Bu yo‘lda Xitoy, Yaponiya, G‘arbiy Yevropa, Shimoliy va Janubiy Koreya bilan iqtisodiy va siyosiy munosabatlarni mustahkamlashga harakat qilib boshladi. Neft zaxiralari Tehronga ushbu mamlakatlar o‘rtasida erkin harakatlanish imkonini berardi. Eronning tashqi siyosatdagi yana bir maqsadi Yaqin va O‘rta Sharq mintaqasida asosiy kuch bo‘lib shakllanish edi. Ayni paytda, mintaqaviy tashqi siyosatning asosiy poydevori islom mafkurasi bo‘lib qolgandi. Yaqin Sharqdagi obro‘cini qayta tiklash yo‘lida Livandagi shia jamoasiga yaqinlashishga urinishi Eronga o‘z maqsadlariga erishish uchun yordam bera oldi. Iroqning fors ko‘rfazi hududining konservativ Arab rejimlari bilan yaqinlashishiga javoban Eron Suriya bilan ittifoq tuzdi. Bu munosabatlar Eron-Iroq urushini boshlanishiga sabab bo‘lib qoldi. AQShning Eronga qurol yetkazib berishi orqali ta’sir o‘tkazishga urinishlari SSSR ning Eron bilan o‘zaro munosabatlarini kuchaytirishiga sabab bo‘lgandi. Bunga qarshi J.Karter ma’muriyati SSSRining Janubiy chegaralarida "Islom kamarini" mustahkamlash g‘oyasini ko‘rib chiqdi va bu yo‘lda Humayniyning diplomatik qo‘llab-quvvatladi. Bu holat AQSH Islomiy inqilobni yoqlaganini anglatmasdi, aksincha AQSH ma’muriyati vaziyatdan foydalanishga intilganini ko‘rishimiz mumkin bo‘ladi “Islom zonasi” siyosati SSSRning harakatlariga to‘sqinlik qilishi kerak bo‘lgan “Shimoliy qatlam” ya’ni Amerika uning ittifoqchilari siyosatining o‘zgarishiga bir misol edi. Xashemi Rafsanjani davrida Islom doirasida mo‘tadil iqtisodiy va siyosiy kursga ergashib, Eron va AQSH o‘rtasidagi munosabatlarni qayta tiklashga hayrixoh ekanini bildirib o‘tdi. O‘z navbatida R. Regan boshliq AQSH ma’muriyati ham strategik jihatdan muhim Eronda muvozanatni tiklashga intilib, Rafsanjani tashabbusini qo‘llab-quvvay boshladi. SSSR va Eron Islom Respublikasi o‘rtasidagi o‘sha paytdagi munosabatlar ehtiyotkorlik va qisman noaniqlik holatida bo‘lgan edi. 1981-yilda XXVI Kongressida Eron hukumati SSSR Kommunistik partiyasini Islom erkinligi uchun kurashishi mumkinligi bilan ogohlantirgandi. Bu juda yaqin tarixda bo‘lib o‘tgan Islom inqilobi bilan tasdiqlanishini ta’kidlab o‘tgan edi. Humayniy shuningdek, SSSRining reaksiyasi ham Islomiy shiorlar bilan qarshi inqilobiy isyonlarni qo‘zg‘atish mumkin ekanligi bilan ta’kidlab o‘tdi [3]. Bu fikrlarning Sovet davlati asoschisi V.I.Leninning panislamizmga qarshi g‘oyalari va umuman burjua millatchiligiga qarshi ogohlantirishi bilan o‘xshashligi hayratlanarli holat. Kommunistik mafkurada burjua millatchilik muammosini aks ettirishi o‘sha davrdagi Eron-Sovet munosabatlariga ta’sir ko‘rsatishda davom etib keldi. Bir

tomondan, Kengashlar Islom Respublikasining diniy millatchiligining “antimperializm” g’oyasini ma’qulladilar, boshqa tomondan esa, Humayniy davlat ichkarisida va chetdagi sotsializmni qo’llab-quvvatlovchi muxolifat tomonidan tanqid ostiga olingan edi. Inqilobdan keyingi davrda TUDA va boshqa Eron chap guruhlarining mag’lubiyatidan so’ng, Sovet-Eron munosabatlar yanada keskinlashgan edi. E’tiborlisi shundaki bu paytda SSSRni ko’pchilik arab davlatlari jumladan Misr bilan ham aloqalari ancha yaxshilangan edi. Sovet davlat arbobi va olim Jorj Arbatovning fikriga ko’ra, “tinchlik-osoyishtalik siyosati SSSRning Fors ko’rfazi zonasiga o’tishiga to’sqinlik qiladi, bu esa muqarrar ravishda uchinchi jahon urushiga olib kelishi mumkin” degan edi Arbatov. Biroq, sotsialistik bazani himoya qilish nafaqat strategik, balki mafkuraviy xavfsizlikka ham erishishni nazarda tutganligi sababli SSSR chegarasida sodir bo’lgan Islomiy inqilob kabi madaniy harakatlarni potensial xavfli omillar deb hisoblanar edi. Shuning uchun SSSR Eron-Iroq urushining oqibatlarini o’ylab, Eronni to’xtatishga urindi. SSSR Eronning siyosiy gegemonyasini mafkuraviy tahdid sifatida tarqalishini ko’rib chiqqandi. Urushning so’nggi yillarida Eronning harbiy yutuqlari va AQShning bu mamlakatda yana bir bor ta’sir o’tkazishga urinishlari SSSRning bu voqealarga bo’lgan reaksiyasini kuchaytirib yubordi. Bu Eronning Moskva va Vashington o’rtasidagi “sovuq urush” oqibatida yuzaga kelgan keskinlikdan foydalanishga va Iroqqa qarshi urushni davom ettirish imkonini bergan edi. 1988-yilda qayta tiklash, super kuchlar o’rtasidagi do’stona munosabatlar manyovr imkoniyatini yo’qqa chiqardi. Urushni davom ettirish va Eronda yuzaga kelgan keskin iqtisodiy va harbiy qiyinchiliklar hukumatni tinchlikka erishishga majbur qilib bordi. Xulosa qilib aytganda XX asr 70-yillar oxirida yuz bergan “Islom inqilobi” Eronning nafaqat ichki balki, tashqi siyosatini keskin o’zgarishiga sababchi bo’ldi. Inqilob oqibatida hokimiyatga Oyatulloh Humayniy boshliq dindorlar keldi. Ularning boshqaruvi tabiiy-ki, diniy aqidalarga asoslanib monarxiya tuzumidagi Erondan keskin farq qilar edi. Shu sababli ham, oldin iliq munosabatlar o’rnatilgan mamlakatlar bilan aloqalar batamom uzilib, ular o’rniga yangi Eron talablariga mos davlatlarni topishga harakat boshlandi. Misr bilan tashqi aloqalar esa boshqacharoq xarakterga ega bo’lib, Yaqin Sharq va sionizm borasidagi fikrlar to’qnashuvi, bu ikki mamlakat o’rtasida munosabatlarning yomonlashuviga sababchi bo’lgan edi.

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**Профессионал таълим тизимида дуал таълим шаклини ташкил
этишниг ижобий томонлари
Избоскан тумани Агросаноат техникуми
ўқитувчиси Жалолдинова Озода**

Аннотация: Ушбу мақолада дуал таълимда бирданига билим ва касб-хунарга ўрганиладиган таълим эканлиги исботланган. Бу таълимни нафақат ўрта махсус ёки профессионал таълимда, балки олий таълимда ҳам қўллаш мумкинлиги ёритилган.

Калит сўзлар: таълим, дуал таълим, профессионал таълим, касб-хунарга таълими, олий таълим, назария, амалиёт, етук мутахассис.

Аннотация: К статье доказывается, что дуальное образование – это образование, при котором знания и профессия усваиваются одновременно. Подчеркнуто, что данное образование может применяться не только в системе среднего специального или профессионального образования, но и в системе высшего образования.

Ключевые слова: образование, дуальное образование, профессиональное образование, профессиональное образование, высшее образование, теория, практика, зрелый специалист.

Abstract: the article proves that dual education is an education in which knowledge and profession are learned at the same time. It is highlighted that this education can be applied not only in secondary special or professional education, but also in higher education.

Key words: education, dual education, professional education, vocational education, higher education, theory, practice, mature specialist.

Ҳозирги фан техника глобаллашув шароитида, дунё шу даражада тез ривожланмоқдаки, бугунги яратилган янгиликлар қисқа вақтда ўз моҳиятини йўқотмоқда, чунки айнан шу янгилик такомиллашган ҳолда бошқа давлатларда, бошқа кишилар томонидан яратилмоқда. Бундай шароитда кутишга вақт йўқ, шошиб иш қилишга имконият йўл бермайди. Фақат орқада қолмаслик йўллари излашимиз керак бўлмоқда. Шу туфайли ҳозирги пайтда назария билан амалиётнинг уйғунлигини таъминлаган ҳолда таълим тизимини ташкил қилишни тақозо қилмоқда. Бундай таълим одатда дуал таълим, деб юритилади.

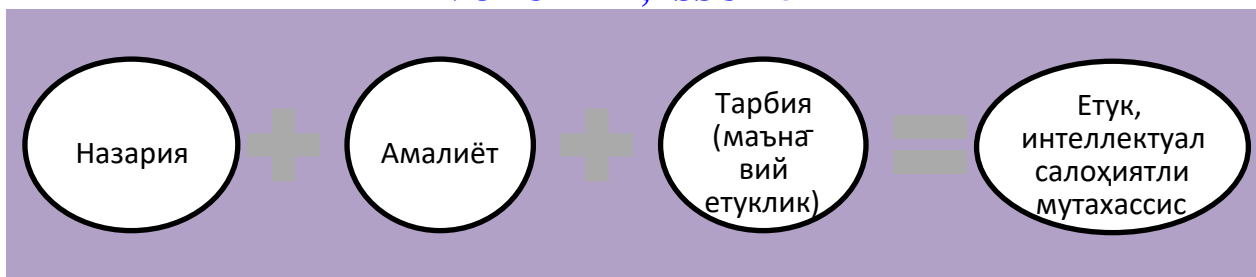
Мамлакатимизда дуал таълимни жорий қилиш борасидаги кўрсатмалар бундан бир неча йил олдин бошланган эди. Хусусан, 2019 йил 1 февралда

мамлакатимиз Президенти “Ўзбекистон Республикаси ва Германия Федератив Республикаси ўртасида кўп қиррали ҳамкорликни янада кенгайтириш чоратадбирлари тўғрисида”ги қарорига имзо чекди. Кейинчалик ушбу хужжат Дуал таълим профессионал кадрларни тайёрлашда Япония, Германия каби мамлакатларда кенг фойдаланиб келинмоқда. Ушбу таълим тизимини ўзимизда ҳам жорий қилинмоқда. Бу борада мамлакатимиз раҳбари 2022 йилнинг 15 июнида аҳолини касб-хунарга тайёрлаш ва мономарказлар фаолиятини такомиллаштириш чоратадбирлари юзасидан видеоселектор йиғилиши ўтказиб, ундаги бир йўналиш дуал таълимни ривожлантириш масаласига қаратилди. Президентимиз таъкидлаганидек, бу соҳада ижобий тажрибалар ҳам мавжудлигини қайд этиб, “57 та профессионал таълим муассасасида Германия тажрибаси асосида, иш жойида ўқитишнинг дуал таълим шакли йўлга қўйилган”.

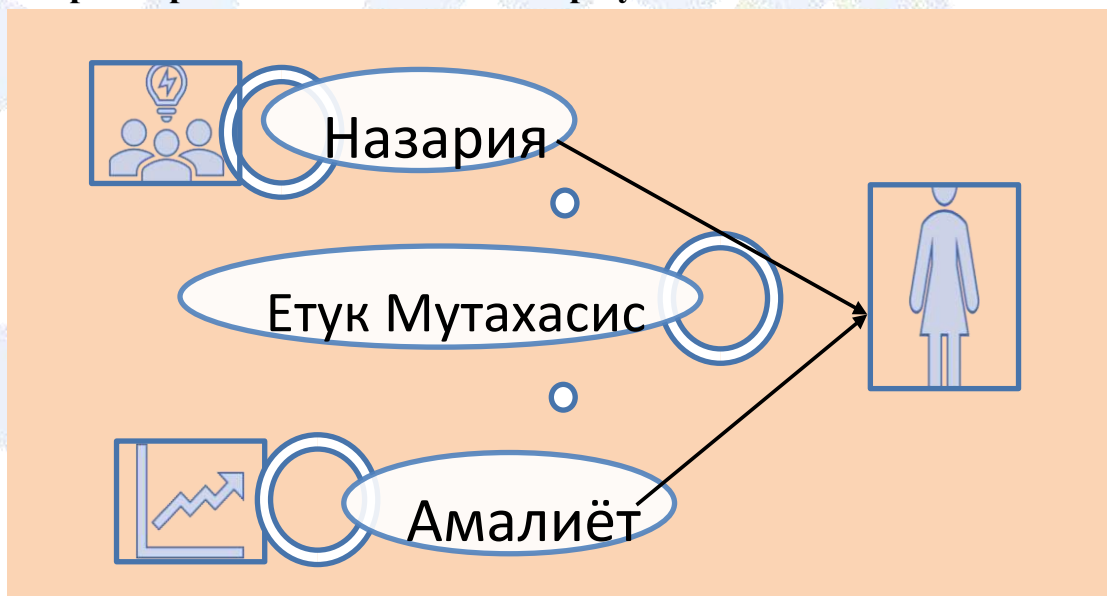
“Дуал таълим, бу – машғулотнинг амалий қисми иш жойида, назарий қисми эса таълим муассасасида олиб бориладиган таълим шакли ҳисобланади”. Ушбу таълим тизими орқали ишлаб чиқариш тармоқларини юқори кўникма билан тўлдиришда ўзига хос ноёб механизмдир. Дарҳақиқат, дуал таълим нафақат ишлаб чиқариш тармоқларини, балки бутун иқтисодиёт соҳасини бир вақтнинг ўзида ҳам назари, ҳам амалий жиҳатдан ўрганиб, профессионал, етук кадрлар тайёрлаш имконини беради. Буларнинг ўзаро алоқаси қуйидаги расмда ўз аксини топган (1-расм).

1-расм. Дуал таълимнинг етук мутахассисларни етиштиришдаги ўзаро боғлиқликлари

Мазкур расмдан кўришиб турибдики, етук мутахассис бўлиш учун амалиёт билан назариянинг уйғунлиги таъминланган. Аммо етук мутахассислар нафақат билим ва тажрибага, балки талаб даражасидаги маънавий салоҳиятга ҳам эга бўлиши керак. Бунинг учун таълим ва тарбия қўшиб олиб борилишини ҳам тақозо қилади. Бундан келиб чиқиб, дуал таълим орқали дипломга эга бўлган мутахассисларда қуйидаги фазилатлар ва унсурларнинг жам бўлишлигини таъминлаш лозим бўлади (2-расм).



2- rasmdan kўrinish turibdiki, inson barqamol бўлиши учун faqat nazariy bilim va amaliy kўnikmalar bilan birga ma'naviy jihatdan ham etuk, iymon-эътиқодли, bировларнинг haqidan kўrқадигan, turli shakllardagi хиёнат va adolatсизликлардан хазар қиладиган бўлиши лозим. Шундагина одам биринчи галда ўзининг va кейин bировларнинг ишончига сазовар бўлади. Айнан



шундай кишиларгина жамият тараққиётини таъминлашда, унинг тақдирини ҳал қилишда муҳим роль ўйнайди.

Шундай хулоса қилиш мумкинки, жамият ўзига керак кадрни ўзи тарбиялаб олиши лозим экан. Шу туфайли битта юқори малакали кадрни тайёрлашга бутун жамият хизмат қилишга киришиши керак бўлар экан. Чунки бўлажак мутахассис оилада etuk бўлиб етишиши лозим, мактабда тегишли bilim va одобни олиши керак. Ҳаётнинг кейинги босқичларида ҳам жамиятимизнинг у ёки бу кишилари унинг шаклланишида иштирок этади.

Ҳақиқатда ҳар бир нарсанинг қайтими бор. Яхшилик ва илғорлик шундай жамиятга яхшилик билан илғор бўлиб қайтади. Демак мутахассислар ҳам ўз малакасини муттасил ошириб боришлари лозим экан. Шундагина мутахассислар замондан орқада қолмайди ва бундай давлат дунё тараққиётидан орқада қолмайди, балки олдинлаб, илгарилаб бориш имкониятига эга бўлади. Шу туфайли замонавий кадрларни тайёрлаш бугунги Янги Ўзбекистон учун ўта муҳимдир. Замонавий кадрларни тайёрлашнинг бир йўналиши мамлакатимизда **дуал таълимни жорий қилиш** орқали бир вақтда ҳам назарий билим ва амалий мутахассисни тайёрлаб эришилиши мумкин бўлмоқда.

Энди маънавий етукликни таъминлайдиган, интеллектуал салоҳиятли мутахассисда шаклланган маънавий фазилатнинг шаклланиши хусусида ҳам айтиш мумкинки, бунда ҳам бир қанча омиллар иштирок этади. Бунда ҳам тарбия оиладан бошланади. Болаларнинг ўсган муҳити ҳам унинг тафаккури ва характерининг шаклланишида муҳим омил бўлиб ҳисобланади. Бундан хулоса, боланинг ёшлигида у кимлар билан бирга бўлаётганлигига ота-она бефақ бўлмаслиги керак. Яна бир муҳим омил мактабгача таълим, сўнгра мактаб таълими, кейин касб-ҳунарга ўргатадиган профессионал таълим ва ниҳоят олий таълим ҳисобланади. Барчасида юқорида қайд қилганимиздек, назария ва амаалиётнинг уйғунлиги ҳам таъминланиши лозим бўлади. Ушбу жараённинг тизимли занжири куйидаги расмда ўз аксини топган (3-расм).



3-расм. Расмдан кўришиб турибдики, ҳар томонлама етук, интеллектуал салоҳиятли мутахассиснинг шаклланиши таълимнинг маълум бир босқичи билан чегараланмас экан. Бунда барча тизим босқичлари мақсадга мувофиқ тарзда тўғри шакллантирилиши лозимлигини тақозо қилади. Бундан ҳам кўришиб турибдики, мамлакатимизнинг барқарор ривожланишини, унинг рақобатбардошлигини таъминлаш учун таълим тизимини ҳар томонлама такомиллаштиришимиз лозим экан. Қайд этиш жоизки, мамлакатимизда ҳозиргача дуал таълимни профессионал таълимда, яъни касб-ҳунарга ўргатишда қўллаш тавсия қилинмоқда. Ҳозирги кунда ушбу таълим усулидан кенгроқ фойдаланиш ҳам мумкин. Олий таълим муассасаларида ҳам дуал таълим тартибидан фойдаланиш мақсадга мувофиқ, деган хулосага келдик. Чунки олий таълимда ҳозиргача аосий эътибор назарий масалаларга қаратилади. Бу албатта олий таълимда таҳсил олувчи учун жуда керак. Бироқ, бир вақтнинг ўзида у амалий кўникмаларни ҳам шакллантириб борса олий таълим дипломи билан бирданига амалиётда ҳам ишлаб кетиши мумкин бўлади. Буни олий таълимда амалга ошириш учун “Таълим кластер”ларини ташкил қилиш мақсадга мувофиқ бўлади. Буни иккита йўналиш бўйича амалга ошириш мумкин: Биринчидан, олий таълим қошида мутахассисликка мос корхона ва ташкилотлар очиш лозим бўлса, иккинчиси, олий таълим тайёрлаётган мутахассисларга мос тегишли корхона ва ташкилотлар билан шартнома асосида фаолиятни ҳам йўлга қўйиш мақсадга мувофиқ. Бундай ҳолда олий маълумотли кадрлар бирданига ҳам амалиётни ўрганиб қўлига диплом олади.

Олий таълим тизимида дуал таълим машинасозлик, муҳандислик, архитектура ва қурилиш, иқтисодиёт тармоқлари, саноат, қишлоқ хўжалиги, хизмат кўрсатиш соҳаларида, туризм, ижтимоий таъминот каби соҳаларда қўлланилиши мумкин. Юқорида таъкидланганидек, ҳар бир олий ўқув юрти йўналишлари бўйича ўзининг тасарруфида тегишли корхона ва ташкилотларни ташкил қилиши мумкин. Айни пайтда бир паллада айрим мутахассисларга етишмай қолган ҳоллари ҳам учраб турмоқда. Шу туфайли мутахассисликларни ва уларнинг сонини худуд ва мамлакат эҳтиёжидан келиб чиқиб режалаштириш мақсадга мувофиқ, деб ҳисоблаймиз.

Хулоса қилиб шуни айтиш керакки, дуал таълимнинг мазмуни, уни ташкил қилиш йўллари, унинг бир вақтнинг ўзида билим ва касб-ҳунар ўргатиш каби ижобий жиҳатларини тадқиқ қилиб бир қанча хулосаларга келинди ва илмий-назарий ва амалий аҳамиятга молик тавсиялар ҳам ишлаб чиқилиши;

Биринчидан, ҳозирги замон талабидан келиб чиқиб, барча талабларга жавоб берадиган таълим сифатида дуал таълим тизими, деб баҳолаш, уни мамлакатимиздаги барча таълим босқичларига жорий қилиш масаласини ўрганиш объектив заруриятини тавсия қилиш;

Иккинчидан, дуал таълимнинг етук мутахассисларни етиштиришда назария билан амалиётни бирга олиб бориш, ҳафтанинг бир қисмини назарияга ва яна бир қисмини амалиётга йўналтириш билан биргаликда, барча жараёнларга тарбияга, юксак маънавийнинг шаклланишига ҳам катта аҳамият бериш;

Учинчидан, юртимизда етук, интеллектуал салоҳиятли мутахассисларни тайёрлашни таълим тизимининг барча босқичларида амалга ошириш мақсадга мувофиқ, деб ҳисоблаймиз. Бунда амалиёт билан назариянинг уйғунлигини таъминлаш билан бирга, маънавий етук иймон эътиқодли мутахассисларнинг шаклланишига таъсир этувчи барча омиллардан тизимли равишда фойдаланиш;

Тўртинчидан, олий таълим соҳасида ҳам дуал таълимни жорий қилиш ва уни амалга ошириш учун иккита йўналиш бўйича амалга ошириш лозим. Биринчидан, олий таълим қошида мутахассисликка мос корхона ва ташкилотлар ташкил қилиш лозим бўлса, иккинчиси, олий таълим томонидан тайёрлаётган мутахассисларга мос тегишли корхона ва ташкилотлар билан шартнома асосида фаолиятни ҳам йўлга қўйиш учун таълим кластерини ташкил қилиш ҳам мақсадга мувофиқ.

Фойдаланилган адабиётлар рўйхати:

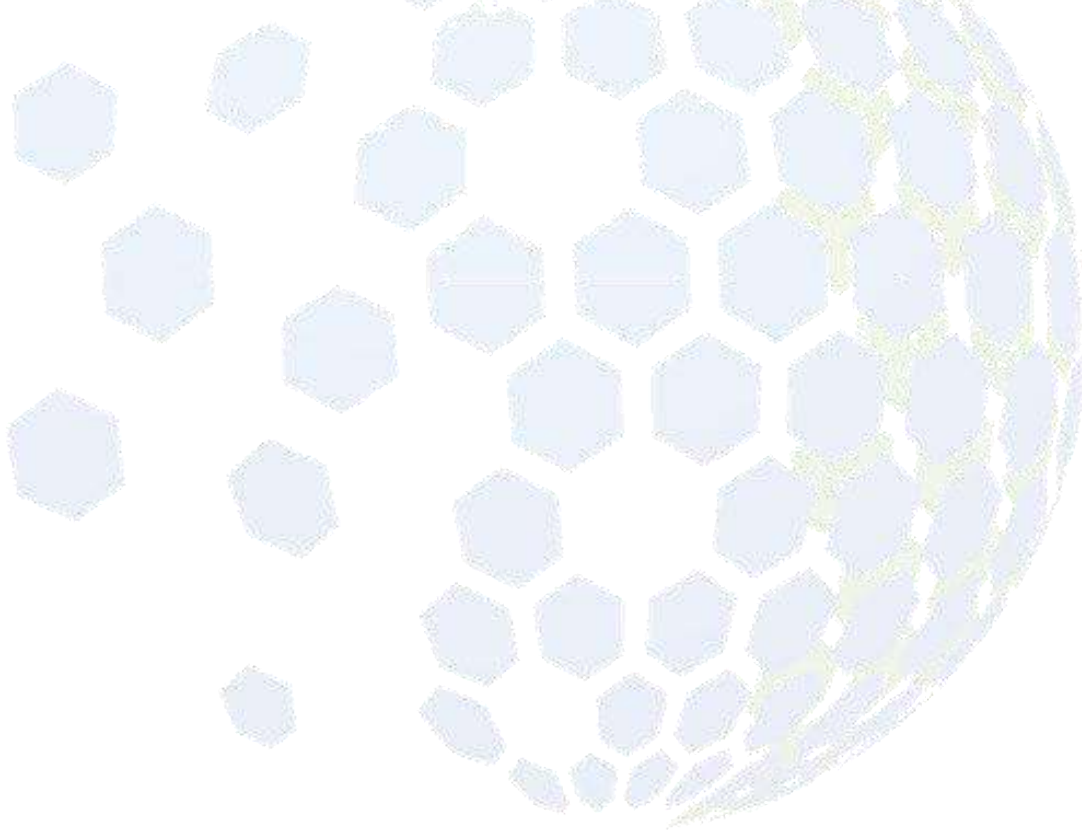
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**Buxoro davlat universiteti San'atshunoslik fakulteti Musiqa ijrochiligi
va madaniyat kafedrasi 3-bosqich talabasi**

Maftuna Rahmatova To'yevna

O'zbek marosim folklori va uning ijro turlari.

Ijtimoiy–siyosiy mustaqillikni qo'lga kiritgan O'zbekiston Respublikasi ijtimoiy rivojlanish va taraqqiyot yo'lini tanlab oldi. Milliy hamda umuminsoniy qadriyatlar, shuningdek, demokratik tamoyillarga asoslanuvchi mazkur taraqqiyot yo'li insonparvar, demokratik va huquqiy jamiyatni barpo etish yo'li sifatida e'tirof etilgan. Fuqarolik jamiyatning bunyod etilishi, eng avvalo, ushbu jamiyatda yashayotgan fuqarolarning ma'naviy–ahloqiy jihatdan yetuk, yuksak darajadagi aqliy salohiyatga ega ekanliklariga bog'liq bo'ladi. Zero, fuqarolik jamiyatida amal qiluvchi ijtimoiy me'yorlar aynan mazkur jamiyatda istiqomat qiluvchi shaxslar tomonidan yaratiladi, asoslanadi hamda amal qilinadi. O'zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha harakatlar strategiyasi to'g'risida"gi PF-4947-son, 2019 yil 4 apreldagi "O'zbekiston Respublikasi xalq ta'limi tizimini 2030 yilgacha rivojlantirish Konsepsiyasini tasdiqlash to'g'risida"gi PF-4947-son Farmonlari, 2018 yil 1 noyabrdagi "Xalqaro baxshichilik san'ati festivalini o'tkazish to'g'risida"gi PQ-3990-son qarori, 2017 yil 24 maydagi PQ-2995-sonli "Qadimiy yozma manbalarni saqlash, tadqiq va targ'ib qilish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi qarorlari, O'zbekiston Respublikasi Vazirlar Mahkamasining 2010 yil 7 oktyabrdagi "2010-2020 yillarda Nomoddiy madaniy meros ob'ektlarini muhofaza qilish, asrash, targ'ib qilish va ulardan foydalanish davlat dasturini tasdiqlash to'g'risida"gi VMQ №222-son qarori hamda boshqa me'yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishga ushbu tadqiqot ishi muayyan darajada xizmat qiladi.

Mustaqillik yillarida ma'naviy tarbiyaning ilmiy, asoslarini tiklash, bu o'rinda milliy madaniy meros hamda qadriyatlardan samarali foydalanishga bo'lgan ehtiyoj kuchayib, O'zbekistonning siyosiy-ijtimoiy va iqtisodiy istiqbolining asosiy tamoyillaridan biri darajasiga ko'tarildi.

Musiqa ta'limining milliy meros, xalq an'analari va urf-odatlar bilan uzviy uyg'unligi, milliy madaniyat namunalarini saqlab qolish va boyitish, ta'limni milliy taraqqiyotining o'ta muhim omili sifatida e'tirof etish, boshqa xalqlarning tarixi va madaniyatini hurmat qilishga yo'naltirilgan yangi tarbiya tizimining amalga oshirilishi ta'lim jarayonining samaradorligini ta'minlash imkonini berdi.

Barkamol avlodni tarbiyalash borasidagi ijtimoiy buyurtmani muassalarning zimmasiga ham muayyan vazifalarni yuklamoqda. Ana shunday vazifalardan biri – musiqa ta'limida Xalq og'zaki ijodini o'rgatish, o'quvchilarga milliy musiqiy meros, xususan, milliy musiqiy an'analari, ularning o'ziga xos xususiyatlari, ularda ilgari surilgan g'oyalar to'g'risida nazariy ma'lumotlar berish, Xalq og'zaki ijodini ijro etish layoqatini hosil qilish, ijrochilik malakalarini shakllantirishdan iboratdir.

Musiqa ta'limida Xalq og'zaki ijodi vositasida o'quvchilarni milliy ma'naviy tarbiyalash beqiyosdir. Xalq og'zaki ijodi mazmunida shaxs kamolotini ta'minlashga xizmat qiluvchi ma'naviy–ahloqiy qarashlar mujassamlashgan bo'lib muhim tarbiyaviy ahamiyatga egadir. Chunonchi, xalq og'zaki ijodi va folklor qo'shiqlar mazmunida ota–onalarning hurmatlarini saqlash, qarindosh–urug' hamda qo'ni-qo'shnilar bilan samimiy munosabatda bo'lish, ularga g'amxo'rlik, mehribonlik, mehr–oqibat ko'rsatish, quvonchu tashvishlariga sherik bo'lish, dillariga ozor yetkazmaslik kabi g'oyalar ilgari suriladi.

Marosim folklori va uning turlari. Marosim folklori namunalari folklorning eng qadimiy janrlari sirasiga kiradi. Folklorshunoslikda marosim folklori janrlarini ikki katta guruhga ajratish an'anasi mavjud. Bu turlar quyidagi ko'rinishga ega :

1) mavsumiy marosimlar folklori. 2) oilaviy marosimlar folklori.

Mavsumiy marosimlar yil mavsumlarining almashinuvi avvali va oxiri, ma'lum bir xo'jalik turlarining boshlanib yakun topishi, ob-havo bilan bog'liq mavsumiy marosimlarni o'z ichiga oladi. Mavsumiy marosimlarning aniq vaqti, belgilangan o'tish muddatlari mavjud va ular bir oila yoki jamoaga tegishli bo'lmay butun xalq ommasiga tegishlidir.

«Mavsum» deganda, asosan, yil fasllari nazarda tutiladi. Binobarin, mavsum qo'shiqlari qish, bahor, yoz, kuz fasllari bilan bog'liq bo'ladi. Marosim esa diniy yoki an'anaviy urf-odatlar munosabati bilan o'tkaziladigan tadbir, yig'in demakdir. U bayram umumxalq shodiyonasi, tantana kun ma'nosini ifodalaydi. Ma'lum bo'ladiki, «marosim» tushunchasi «bayram» so'zi ifodalagan ma'nodan kengligi bilan farq qilar ekan. Chunki marosim bir shaxs hayotidagi muhim voqea bilan bog'lanishi mumkin. Bu tadbir oila chegarasi bilan cheklanadi. Bayramda esa umumxalq ishtiroki bo'lishi lozim. To'g'ri, biz ko'pincha «bayram marosimi» birikmasini qo'llashimiz mumkin, ammo bu holatda gap oilaviy marosim haqida emasligi ta'kidlanadi.

She'ri xalqi
Surudi Mashraf Qodirov

Andante $\text{♩} = 100$

Po-da, po-da go's-fand o-mad, Ji-zir, ji-zir jaz me-xu-rem. Cho'pon bo-bo
go's-fand kush-tan. Ji-zir, ji-zir jaz me-xu-rem. Yak-ta go's-fand sat-ta sha-vad,
Ji-zir, ji-zir jaz me-xu-rem. Sat-ta go's-fand ha-zor sha-vad, Ji-zir, ji-zir
jaz me-xu-rem. Ji-zir, ji-zir jaz me-xu-rem. Ji-zir, ji-zir jaz me-xu-rem.
Tugatish uchun.
Ji-zir, ji-zir, ji-zir, ji-zir, jaz me-xu-rem, jaz me-xu-rem. Jaz me-xu-rem.

Poda -poda go'sfand omad,
Jizir - jizir jaz mexurem.
Cho'pon bobo go'sfand kushand,
Jizir - jizir jaz mexurem.
Yakta go'sfand satta shavad,
Jizir - jizir jaz mexurem.
Satta go'sfand hazor shavad,
Jizir - jizir jaz mexurem. (3 marta)

Hazor go'sfand poda shavad,
Jizir - jizir jaz mexurem.
Nonu - gandum bisyor boshad,
Jizir - jizir jaz mexurem.

Mahalloho obod shavad,
Jizir - jizir jaz mexurem.
Xalqomo badavlat shavad,
Jizir - jizir jaz mexurem. (3 marta)

To'yu - tamoshoho shavad,
Jizir - jizir jaz mexurem.
Tinju - salomati shavad,
Jizir - jizir jaz mexurem.
Hamma da murodash rasad,
Jizir - jizir jaz mexurem.
Cho'pon bobom sog' boshan,
Jizir - jizir jaz mexurem. (3 marta)

Dunyoda bironta xalq yo'qki, turli munosabatlar bilan ommaviy bayramlarni nishonlamasin. Bayramlar butun xalq tayyorgarligi bilan o'tkaziladi. Katta shodiyonalar rejalashtiriladi. Maxsus taomlar pishiriladi, bayram liboslari tikiladi, o'yin-kulgilar, sayillar, tomoshalar, musobaqalar uyushtiriladi. Shuning uchun milliy bayramlar tizimida xalq tarixi, milliy xususiyatlar haqida tasavvur hosil qilish mumkin. Bu tasavvurlarni oilaviy, muayyan hudud aholisi o'rtasidagi marosimlar, qolaversa, milliy urf-odatlar to'ldiradi, mukammallashtiradi.

Oilaviy marosimlar esa aksincha bir oila va oila a'zolari hayotidagi barcha mavsumlar o'zgarishlarni o'z ichiga qamraydi. Oilaviy marosimlar mazmuni tug'ilish, to'y va motam marosimlaridan iborat va bu marosimlarda ijro etiluvchi folklor namunalari oilaviy marosimlar tarkibiy qismini tashkil etadi.

2. Mavsumiy marosimlar. O'zbek mavsumiy marosim folklori o'z ichiga quyidagi janrlarni qamrab oladi:

1) yil fasllari bilan bog'liq marosim folklori janrlari:

a) Qishki marosimlar folklori janrlari: «Sherda», «Qor xat». Xalqimizning qadimiy an'anasiga ko'ra, yil bo'yi mehnat qilib, kuzda dala ishlarini nihoyasiga yetkazgan dehqon va bog'bonlar, shuningdek, o'z suruvini qishlovga qaytarib kelgan chorvadorlar qishi bilan turli-tuman marosimlar orqali vaqtning ko'ngilli o'tishini ta'minlaganlar. Yoshi teng bo'lgan kishilar, ya'ni hamteng, jo'ra, do'st-yorlar «teng-tengi» bilan yig'ilishib, «Gap-gashtak», «Dangana», «To'kma», «Sherda», «Harfona» («Xalpana»), «O'tirishma», «Ziyofat», «Tashkil», «Gurung» kabi turli xil marosimlarni tashkil etishgan. Ana shu xildagi o'tirishlar xalq orasida keng ommalashgan bo'lib, odatda, o'ziga xos marosim tarzida o'tkazilgan.

Ma'naviy-axloqiy me'yorlarni ta'lim jarayonida chuqur o'zlashtirish maqsadga muvofiqdir. Bunda ayniqsa, musiqa ta'limi katta imkoniyatlarga ega.

Ma'naviy-axloqiy me'yorlar ko'p bor sinovdan o'tkazilgandagina barqarorlik kasb etadi va u kishining haqiqiy tayanchi sifatida uning hayotiy xatti-harakatlariga turtki beradi. Uning qay holatda qanday ish tutish kerakligini aniq ko'rsatadi. Qish fasli bilan bog'liq mavsumiy marosim folklorining o'ziga xos qo'shiqlar silsilasini jonli ijro holatida XX asrning 80-yillariga qadar saqlab kelgan qadimiy janrlaridan biri «Sherda» deb atalgan.

Xalqimiz orasida «Sherda» atamasining bir necha xil talqinlari bor. Samarqand viloyati cho'ponlari shevasida «Sherda» so'zi «pishirilgan bir butun mol go'shtini teng bo'laklarga bo'lib olish» degan ma'noda qo'llaniladi. Qashqadaryo viloyatining Qamashi tumanidagi Eski Qamay qishlog'ida yashovchi Hazratqul baxshi Xudoyberdi o'g'lining aytishicha, «sherda deganimiz masalan, 20 kishi birlashib bir qo'yni bozor kuni so'yib bir yarim yoki ikki kg.dan bo'lib olish odati. Ular yanagi haftada men, undan keyingi haftada siz deb navbat tuzib, dastlab sherda boshlaganda qanchadan go'sht bo'lib olingan bo'lsa, ana shu davom etib, yigirmasi ham bittadan qo'y so'yib bo'lib beradi».

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МЕТОД ИСТРЕБЛЕНИЯ САРАНЧИ НА ПОЛЕВЫХ УСЛОВИЯХ С
ПОМОЩЬЮ ДРОНОВ

Ахмедов А.П., Худойберганов С.Б., Каюмов С.Н., Юркевич Н.П.

Ташкентский государственный транспортный университет

Белорусский национальный технический университет

Аннотация

В настоящее время в мире созданы дроны, предназначенные для сбора яблок в яблоневом саду. Захват яблок дронами осуществляется присоской с воздушным подсосом, что минимизирует повреждение плодов. Сорванные яблоки дроны укладывают на ленту платформы, а с неё фрукты попадают в контейнеры для транспортировки на предприятие по упаковке. Предлагается для уничтожения саранчи в полевых условиях организовать отряд дронов с роботизированным манипулятором, с помощью которого можно поймать и уничтожить стаю саранчи. Уничтожение саранчи осуществляется электроимпульсным методом. Уничтоженные саранчи используются в качестве корма для рыб.

Ключевые слова: Дрон, искусственный интеллект, саранча, яблоко, квадрокоптер, роботизированный манипулятор.

Annotation

Currently, drones have been created around the world for picking apples in apple orchards. Apples are captured by drones using a suction cup with air suction, which minimizes damage to the fruit. The drones place the picked apples on the platform belt, and from it the fruits fall into containers for transportation to the packaging plant. It is proposed to organize a squad of drones with a robotic arm to destroy locusts in the field, with which you can catch and destroy a swarm of locusts. The destruction of locusts is carried out using the electric pulse method. Destroyed locusts are used as fish food.

Keywords: Drone, artificial intelligence, locust, apple, quadcopter, robotic manipulator.

Машины, которые используются для сбора фруктов, часто вызывают повреждение плодов или приводят к потерям из-за того, что фрукты падают на землю. В стадии реализации находятся несколько новаторских проектов. Компания под названием Tevel Aerobatics Technologies с помощью яблочного дрона она придумала лучшее решение для фермеров, занимающихся сбором фруктов [1,2].



Рис.1 Летающие квадрокоптеры с прикрепленной вытянутой рукой,

Каждый дрон оснащен датчиками и камерами не только для определения того, готов ли фрукт к сбору, но и для того, чтобы знать, куда его бросить, используя QR-коды для наведения, чтобы машина могла собрать все фрукты в один контейнер. Tevel обещает, что за ходом машин можно будет следить удаленно с помощью GPS и мобильных приложений, и они могут работать 24 часа в сутки или, по крайней мере, до тех пор, пока у центральной машины не закончится электричество или бензин [3].



Рис.2 Квадрокоптеры с прикрепленной вытянутой рукой на яблоневом саду.

Израильский стартап Tevel представил прототип системы из нескольких дронов, которые смогут самостоятельно отличать яблоки на деревьях от листьев, оценивать их спелость, а затем срывать собственным манипулятором. Дроны привязаны к станции на колесах, которая обрабатывает информацию и направляет аппараты. Основные сельскохозяйственные задачи, идеально подходящие для роботов, - это оценка урожая и роботизированный сбор

Дроны работают с помощью станции-тележки, к которой может быть прикреплено несколько таких: пока она медленно катится яблоневым садом, дроны работают с деревьями и так могут не тратить большее количество энергии на полеты. Каждый дрон оснащен датчиками и камерами не только для определения того, готов ли фрукт к сбору, но и для того, чтобы знать, куда его бросить – по QR-коду дрон сбрасывает все собранные фрукты в один контейнер. Судя по видео, дрон работал в саду, который подходит под критерии промышленного земледелия, где деревья расположены на удобном расстоянии

друг от друга и, в основном, в одной вертикальной плоскости, что упрощает обнаружение и уборку плодов для дрона [4].

Современное интенсивное развитие химизации сельского хозяйства, характеризующегося 100% результатом, вытеснило разработки по экологически чистым технологиям с малыми энергозатратами и поэтому сегодня очень мало имеется информации о возможности применения для борьбы с вредителями каких-либо других воздействующих факторов. Но загрязнение земель остатками ядохимикатов и попадание последних в тракты питания животных и человека, заставили искать замену химическим средствам средствами, прежде всего, не наносящими вреда флоре, фауне и окружающей среде обитания. К таким технологиям сегодня относят применение электрической энергии при производстве, переработке и хранении сельскохозяйственной продукции, и в частности, электроимпульсная технология борьбы с саранчовыми вредителями [5].

Саранча — собирательное название нескольких видов насекомых, входящих в семейство настоящие саранчовые. Они собираются в крупные стаи, численность которых достигает сотни миллионов и миллиарды особей. Это одни из самых опасных вредителей для сельского хозяйства, с которыми человечество борется на всех материках, кроме Антарктиды. Всего насчитывает более 60 биологических видов саранчи. Длина их тела составляет от 2 до 10 см. Но наибольший вред причиняют виды средних размеров. Они имеют длину тела от 2,9 до 5,5 см. Длина их надкрылий достигает 4,5–6 см. Личинки и взрослые особи саранчи отличаются большой прожорливостью. В течение всего жизненного цикла, который длится от нескольких месяцев до 2 лет, одна особь съедает до 500 г зеленой массы растений. Глобальное потепление привело к тому, что саранча часто стала поражать сельскохозяйственные угодья мира. Это вызвало необходимость в применении большого количества химических препаратов — инсектицидов. Поскольку использование инсектицидов в фермерских хозяйствах причиняет серьезный вред окружающей среде, многие владельцы угодий прибегают к применению биологических препаратов. Они обладают не меньшей эффективностью, но большей избирательностью. Против саранчи и других насекомых эффективно использовать электрические уничтожители. Они заманивают вредителей ультрафиолетом и убивают их разрядом тока (внутренняя решетка прибора находится под напряжением). В борьбе с саранчой применяются различные инсектициды химического и биологического действия. Химические средства вызывают у личинок и взрослых особей насекомых нервный паралич, который приводит к их гибели. Они опасны для всех видов членистоногих, включая пчел. Биологические средства действуют более избирательно. Они вызывают у саранчи бактериальные, грибковые и другие инфекционные заболевания, приводящие к смерти вредителей [6].

Реализовать всесторонние исследования по воздействию на саранчу высоковольтного разряда невозможно без использования специальных

электротехнологических установок, основным структурным компонентом которых является блок формирования импульсов высокого напряжения, или генератор высоковольтных импульсов. Этот блок должен осуществлять настройку и регулировку параметров импульсов, формируемых на его выходе, с необходимой точностью; обеспечивать высокую надежность в работе; характеризоваться небольшой массой и габаритами; быть простым в сборке, наладке и эксплуатации; обладать высокой степенью электробезопасности при функционировании [7].

Предлагается методика истребления стай саранчи в полевых условиях с помощью дронов с роботом – манипулятором. Дроны работают с помощью станции-тележки, к которой может быть прикреплено несколько таких: пока она медленно катится по полю, дроны работают с сбором саранчи. Каждый дрон оснащен датчиками и камерами для определения скопления стай саранчи, но и для того, чтобы знать, куда его бросить – по QR-коду дрон сбрасывает все собранные саранчи в один контейнер. Этот контейнер оснащен специальной камерой для умерщвления пойманных саранчи. Специальная камера для умерщвления саранчи(СКУС) состоит из следующих узлов: генератор импульсных напряжений, входной отсек, выходной отсек, основной отсек.

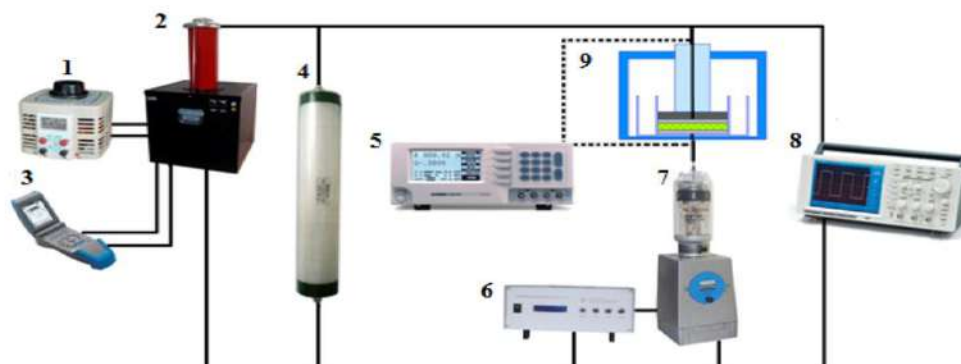


Рис.3 – Схема экспериментального комплекса для изучения влияния электроимпульсных воздействий на жизнеспособность саранчи: 1 – лабораторный автотрансформатор; 2 – трансформатор высоковольтный испытательный; 3 – цифровой мультиметр; 4 – высоковольтный конденсатор; 5 – прецизионный LCR-метр; 6 – блок управления коммутатором; 7 – блок коммутатора; 8 – цифровой осциллограф; 9 – рабочая ячейка с саранчами.

Установка, собранная с основным компонентом – генератором импульсного напряжения, позволяет, в зависимости от задаваемого амплитудного значения напряжения обработки и емкости конденсатора выходного каскада, реализовывать следующие задачи и действия: 1) устанавливать в соответствии с предварительно заданным алгоритмом частоту повторения (следования) высоковольтных импульсов, верхняя граница которых определяется предварительно заданным значением, а нижняя – равна частоте 1 Гц; 2) устанавливать и контролировать в соответствии с предварительно заданным алгоритмом при помощи счётчика количество воздействующих высоковольтных импульсов; 3) генерировать в соответствии с

предварительно заданным алгоритмом высоковольтные импульсы напряжения амплитудой до 16 кВ, имеющие экспоненциальный срез и различную длительность.

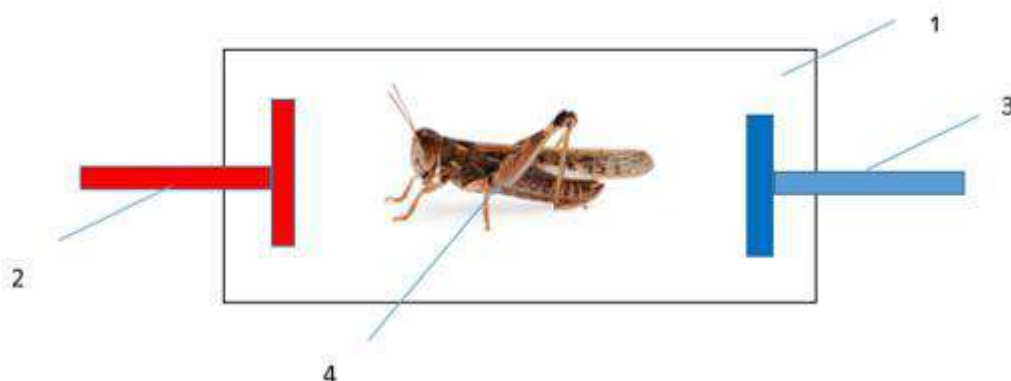


Рис.4. Саранча в процессе воздействия высоковольтного импульса. Здесь отмечаны 1 - рабочая ячейка, 2 - высоковольтный электрод, 3 - заземленный электрод, 4 - саранча.

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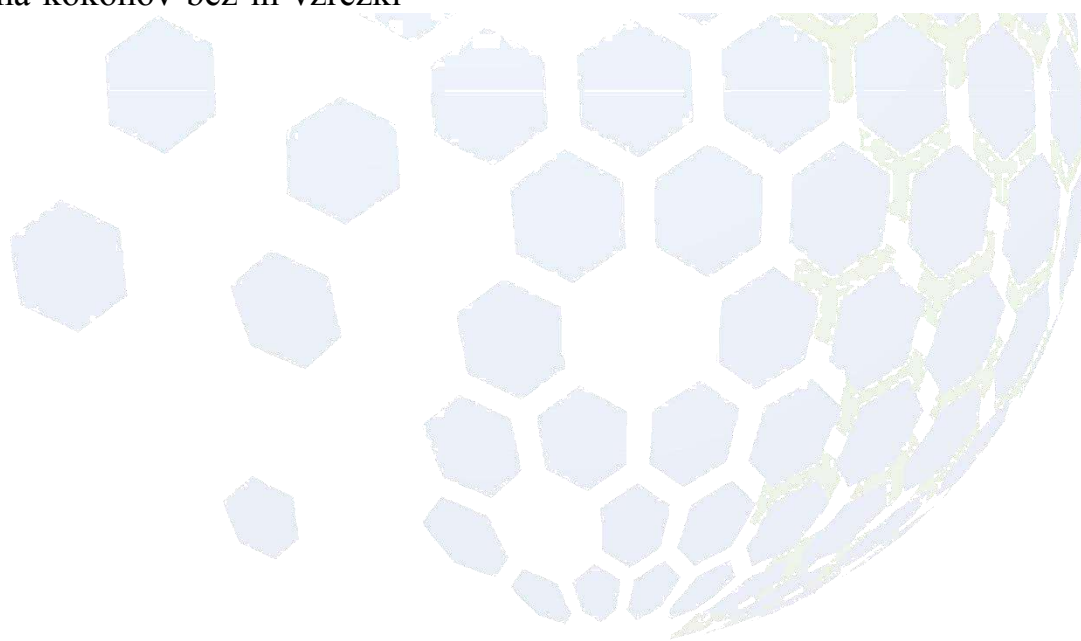
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KONSTITUTSIYA TINCH VA FAROVON HAYOTIMIZNING HUQUQIY ASOSI.

Termiz Davlat Pedagogika Instituti Tarix fakulteti Milliy g'oya ma'naviyat asoslari va xuquq ta'limi yo'nalishi talabasi 102 guruh talabasi

Matyokubova Zuhra Hasanboy qizi

Annotatsiya: Ushbu maqolada O'zbekiston Respublikasi Konstitutsiyasi va uning yangi tahriri haqida so'z boradi. Konstitutsiya nafaqat fuqarolarning huquqlarini himoya qiladi balki, turli xil kamsitishlarga chek ham qoyadi desak, mubolag'a bolmaydi. Inson manfaatlarini taminlash boyicha keyingi ikki yilda sud-huquq sohasida ham o'zgarishlar amalga oshirildi.

Kalit so'zlar: suverenitet, konstitutsiyaviy islohotlar, demokratiya, davlat, qonun, referendum

Konstitutsiya bu davlatning asosiy qonunidir. Unda mamlakatning suverentiteti, taraqqiyotining asosiy yo'nalishlari o'z ifodasini topadi. Boshqacha qilib aytganda, konstitutsiya xalq siyosiy tafakkurining ajoyib namunasidir. Bosh qomusimiz bugungi kungacha muhim davrlarni boshdan kechirdi. Davlatimiz rahbari Sh.Mirziyoyev 202-yili dekabr oyida konstitutsiya bayrami arafasida xalqqa yo'llagan tabrigida konstitutsiyani yangilashdek muhim strategik vazifani hal etishda yetti marta emas, yetmish marta o'ylash kerakligini ta'kidlagan edilar. Shu bugungi kungacha qomusimiz xalqimiz siyosiy va huquqiy tafakkurining mahsuli sifatida rivojlantirilib borildi. "Eng muhimi - har bir vatandoshimiz konstitutsiyaviy islohotlarga daxldor bo'lishi va "Bu - mening Konstitutsiyam", deb yuksak g'urur va iftixor bilan ayta olishi kerak"¹, - deydi yurtboshimiz Sh.Mirziyoyev.

Konstitutsiyaviy islohot doirasida birinchi bosqichda 60 mingdan ziyod takliflar, ikkinchi bosqichda 150 mingdan ortiq takliflar, shu bilan birga 10 mingta qo'shimcha takliflar bildirildi va ommaviy axborot vositalari, internet tarmoqlari orqali loyiha bilan 5 million aholimiz tanishib chiqdi. Xalqaro-huquqiy hujjatlar va 190 dan ortiq davlatlar tajribasi o'rganildi, loyiha 6 turdagi ekspertizadan o'tkazildi.

O'zbekiston Respublikasi Konstitutsiyasiga o'zgartirish kiritish bo'yicha 2023-yil 30-aprelda bo'lib o'tgan umumxalq Referendumida yangi tahrirdagi Konstitutsiyasi loyihasini ovoz berganlarning 90,21 foizi qo'llab-quvvatladi. Konstitutsiya yangi tahriri 128 ta moddadan 155 ta moddaga, mavjud 275 ta norma

¹ Ўзбекистон Республикасининг Президенти Шавкат Мирзиёев 2022 йил 20 июнда Конституциявий комиссия аъзолари билан учрашувдаги нутқи. <https://www.gazeta.uz/uz/2022/06/21/president-suggestions/>

434 taga oshirildi. Konstitutsiyamizning yangi tahriri 2023 yil 1-maydan kuchga kirdi.²

Sohibqiron Amir Temur bobomiz “Davlat qonunlar asosida qurilmas ekan, unday saltanatning shukuhi, qudrati va tartibi yo‘qoladi”, deb bejiz aytmaganlar. Bugungi kunda davlatimizda konstitutiya va qonun ustun bo‘lgan samarali tizim shakllanib bormoqda. Darhaqiqat, qonun ustunligi ta‘minlangan, fuqarolarning huquqlari kafolatlangan davlatdagina huquqiy ongi, huquqiy madaniyati yuksak avlodlar yetishib chiqadi. Zero, yurt barakamol avlod qo‘lidadir.

Demokratik, huquqiy davlatda inson qadri, huquqlari hamma narsadan ustun. Buning yaqqol namunasini biz Yangi tahrirdagi konstitutsiyada ko‘rishimiz mumkin.

Qomusimizda demokratiyaning asosiy prinsplari bo‘lgan inson, uning hayoti, erkinligi, sha‘ni, qadr-qimmati oliy qadriyat sifatida saqlanib qolmoqda. Bu mamlakatimizda kuchli fuqarolik jamiyatining shakllanayotganligidan dalolat beradi. Haqiqatdan ham konstitutsiya inson va fuqarolarning huquq va erkinliklari himoyachisidir. Unda davlat hokimiyati faoliyatining asosiy prinsplari ifodalanadi.

Yangi tahrirdagi konstitutsiyamizda inson huquqlariga oid normalar 3 baravardan ortiqqa oshirildi. Konstitutsiyamizga nazar tashlaydigan bo‘lsak, insonning huquq erkinliklari yashash huquqidan boshlanadi. Konstitutsiyaning 25-moddasiga ko‘ra, yashash huquqi har bir insonning ajralmas huquqi va u qonun bilan muhofaza qilinishi, inson hayotiga suiqasd qilish eng og‘ir jinoyat ekanligi, shuningdek O‘zbekiston Respublikasida o‘lim jazosini taqiqlanishi to‘g‘risidagi norma keltirilgan. Haqiqatdan ham mamlakatimizda 2008-yilda o‘lim jazosi bekor qilingan edi. Lekin bu qoida konstitutsiyaviy norma darajasida mustahkamlanmagan edi. Bu norma insonni hayotdan hatto davlat ham mahrum etishga haqli emasligini kafolatladi. O‘zbekistonda o‘lim jazosining bekor qilinishi va taqiqlanishi BMTning 1966 yil 16 dekabrda **Fuqaroviy va siyosiy huquqlar to‘g‘risidagi xalqaro pakt** talablariga ham to‘liq muvofiq keladi.

Bugungi kunda 106 davlatda (**Kanada, Argentina, Daniya, Fransiya, Italiya, Norvegiya, Shvesiya, Bolgariya, Polsha va boshqalar**) o‘lim jazosi barcha jinoyatlar uchun bekor qilingan.³

Bugungi kundagi davlatimizda amalga oshirilayotgan islohotlarining bosh g‘oyasi „Inson qadri uchun“ deya nomlangan.

Shaxsni ushlab turish chog‘ida unga huquqlari va ushlab turish asoslarining tushuntirilishi (**“Miranda qoidasi”**) xalqaro huquqda umume’tirof etilgan norma bo‘lib, surishtiruv, tergov va sud jarayonlarida qonun buzilishiga yo‘l qo‘ymaslikni ta‘minlashda muhim ahamiyatga ega. Shu ma’noda yangi tahrirdagi Konstitutsiyamizning 27-moddasida **“Shaxsni ushlab turish chog‘ida unga tushunarli tilda uning huquqlari va ushlab turilishi asoslari tushuntirilishi shart”**, degan norma belgilandi.

² <https://www.gazeta.uz/oz/2023/05/01/referendum-2023/>

³ 100 savolga 100 javob. ю.ф.д., проф. М.Х. Рахманкулов тахрири асосида Тошкент. “Адолат” миллий ҳуқуқий ахборот маркази, 2023 йил. – 44 б.

Bu mashhur ibora bir necha marta jinoiy javobgarlikka tortilgan Ernest Arturo Miranda ismli AQSh fuqarosining nomi bilan bog'liq. Gap shundaki, 1966 yili bir necha jinoyatni sodir etganlikda gumon qilinib, hibsga olingan Mirandaga so'roq qilinishdan oldin uning gumondor sifatidagi huquqlari o'qib eshittirilmagan. Miranda o'z huquqlarini bilmagan holda aybiga iqrorklik ko'rsatuvlarini bergan, bunday ko'rsatuvlardan esa uning iqrorkligiga isbot sifatida foydalanilgan. Keyinchalik sudning bu hukmi Miranda o'z huquqlaridan xabardor qilinmaganligi sababli AQSH Oliy sudi tomonidan bekor qilingan.⁴

E' tiborlisi shuki, mazkur qoidaga ko'ra, shaxsning huquqlari u yaxshi tushunadigan tilda tushuntirilishi talab etiladi. Shu nuqtai-nazardan, ushbu qoida ushlangan shaxsga uning huquqlari real ta'minlanishini kafolatlaydi va unga nisbatan tergov organlari tomonidan yolg'on noto'g'ri, ma'lumot berish va boshqa har qanday g'ayriqonuniy usullar qo'llanilishining oldini oladi.

Konstitutsiya nafaqat fuqarolarning huquqlarini himoya qiladi balki, turli xil kamsitishlarga chek ham qo'yadi desak, mubolag'a bo'lmaydi. Inson manfaatlarini ta'minlash bo'yicha keyingi ikki yilda sud-huquq sohasida ham o'zgarishlar amalga oshirildi. Tarixga nazar tashlasak, afsuski yaqin-yaqingacha eski tuzumdan qolgan illat fuqarolarni ishga qabul qilishda saqlanib qolgan edi. Ya'ni qarindoshlari sudlangan deb, ishga olmaslik yoki yuqori davlat lavozimlariga tayinlamaslik holatlari uchrab turardi. Lekin bugun biz bunday noxush holatlarga Yangi O'zbekiston Respublikasi Konstitutsiyasi bilan chek qo'yib, uni konstitutsiyaviy norma bilan mustahkamladik. Yangi tahrirdagi Konstitutsiyamizning 28-moddasida "Shaxsning sudlanganligi va bundan kelib chiqadigan huquqiy oqibatlar uning qarindoshlari huquqlarini cheklash uchun asos bo'lishi mumkin emas", degan insonparvar va adolatli norma mustahkamlandi.

Bizning maqsadimiz - yurtimizda xalq hokimiyatini nomiga emas, balki amalda joriy qilish mexanizmlarini mustahkamlashdan iborat. Ishonchimiz komil "Xalq davlat organlariga emas, balki davlat organlari xalqimizga xizmat qilishi kerak"⁵, deya takidlaydi prezidentimiz Sh.Mirziyoyev. Yuqoridagi fikrimizni dalili sifatida konstitutsiyaning 7-moddasiga nazar tashlaymiz. "Xalq davlat hokimiyatining birdan bir manbaidir...". Biz barpo etmoqchi bo'lgan yangi demokratik davlatning asosiy maqsadi xalqning roziligi va qonunning ustuvorligi bo'lishi lozim.

Xulosa shuki, konstitutsiya shunchaki oddiy normalar majmui emas. U davlatning xalqning qarashlari, qadriyatlarining ifodachisidir. Umuman olganda unda davlatning har sohadagi faoliyati, asosiy prinsiplari o'z aksini topadi. Bugun ishonch bilan ayta olamiz bizning konstitutsiyamiz insonparvar tamoyillar asosida vujudga kelgan. Yurtboshimiz ta'kidlaganlaridek "Inson manfaatlari hamma narsadan ustun". Yangilangan Konstitutsiya taraqqiy etgan davlat- Yangi O'zbekistonni qurish g'oyasi atrofida butun jamiyatni birlashtira oladigan katta kuch bo'la oladi.

⁴ "Миранда қондаси" бу ҳақда нима биламиз?

<https://qashqadaryo.adliya.uz/qashqadaryo/uz/publikatsii/detail.php?ID=9703>

⁵ Sh.Mirziyoyevning O'z LIDEP VIII syezdida so'zlagan nutqidani. <https://www.gazeta.uz/uz/>

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Anotatsiya: Ushbu maqolada ikkinchi jaxon urishidan so'ng AQShning ichki va tashqi siyosati hamda AQSHning tashqi siyosatida tutgan o'rni hamda Boshqa davlatlar bilan aloqalari haqida so'z yuritiladi, shuningdek AQSHning qurololanish poygasining olib borishi hamda urishning natijalari AQSHning xalqaro darjadagi harbiy harakatlarning olib borishi shuningdek ushbu harakatlarning natijalari haqida so'z yuritilib ushbu harakatlarni olib borishdan maqsad hamda ushbu siyosatning xalqaro darajadagi ahamiyati taxlil etiladi.

Kalit so'zlar: liberalizm, konservatizmning, «Taft — Xartli qonuni», «Apollon», «buyuk jamiyat», «Uotergeyt ishi», «Reyganomika», «Trumen doktrinasi» va «Marshall rejasi», «yalpi qasos olish», «Strategik mudofa tashabbusi»,

Urush AQSHni iqtisodiy va harbiy jihatdan dunyoning eng qudratli davlatiga aylantirdi. Bunga, birinchidan, urushningAQSH hududida bo'lib o'tmaganligieng kata asosiy sabablardan biri bo'ldi desak xato bo'lmaydi. Urush harakatlarida to'rt yilda 300 ming kishi halok bo'ldi. Natijada AQSH urushdan eng kam zarar bilan chiqdi. Uning to'g'ridan-to'g'ri zarari 1,2 mlrd. dollarni tashkil etdi. Bu hisobni agar taxlil qiladigan bo'lsak butun dunyodagi jahon urishidan ko'rgan zararining atigi 0,4 foizini tashkil etdi. Ikkinchidan, urish davri mobaynida AQSH qurol yarog' savdosidaga kata e'tibor beradi vadunyoda qurol savdosi bo'yicha eng yirik davlatga erishadi bugungi kunda ham AQSH qurol savdosiga jiddiy etibor qaratad. Urish davridagi qurol savdosini taxlil qiladigan bo'lsak AQSH 1941—1945-yillarda AQSH o'z ittifoqchilariga 46 mlrd dollarlik harbiy mahsulotlar yetkazib berdi. Birgina Buyuk Britaniya bilan tuzilgan qurol savdosining shartnomasi 30 milliard dollarni SSSR bilan tuzilgan Shartnoma esa 9 milliard dollarni tashkil etardi. Uchinchidan, AQSH bu davrda endilikda qarzdor mamlakatlar sirasidan qarz beruvchi mamalakatga aylanadi chet davlatlar AQSH dan 41 mlrd. dollar miqdorida qarz bolib qoldi.

Dunyo oltin zaxirasining 65 foizi AQSH xazinalarida to'plandi. Dollar xalqaro savdo va iqtisodiy aloqalarda hukmron valutaga aylandi. Harbiy buyurtmalar AQSH sanoatining gurkirab rivojlanishini ta'minladi. Sanoatning yillik o'rtacha o'sish sur'ati

15 foizni tashkil etdi. 1947-yilda dunyo sanoat ishlab chiqarishining 54 foizi AQSH hissasiga to'g'ri keldi. Xalqaro savdoda yetakchi o'rinni egalladi. Flotining quvati ham 5 baravar ortdi. AQSH dunyoning birinchi dengiz davlatiga aylandi.^[1]

SHunday bir savol tug'iladi nega AQSH ikkinchi jahon urishidan so'ng eng qudratli tavlarga aylandi? Bung anima sabab bo'ldi? Fikrimizcha Urishdan keying davrda AQSH ichki siyosatga kata e'tibor qaratgani va ichki siyosatni to'g'ri olib borgan desak bo'ladi chunki tashqi siyosatda muhim ahamiyatga ega bo'lishda ichki siyosatni to'g'ri belgilay olish muhim ahamiyatga ega hisoblanadi. AQSH ichki siyosatini belgilashda liberalizm va konservatizm mafkuralarining roli katta ahamiyatga ega. Urishdan keying davrda AQSHning ikki yirik partiyalari Demokratlar va Respublikachilar partiyalari ikki xil mafkurani ilgari suradilar va bu ikki xil mafkura ichki siyosatda o'z natijasi beradi jumladan Demokratlar partiyasi ichki siyosatda liberalizm mafkurasiga, Respublikachilar partiyasi esa konservatizm mafkurasiga amal qiladilar. Liberalizm mafkurasining mohiyatini mavjud jamiyatni isloh etish tashkil etadi. Bu islohotlar quyidagi mazmunga ega bo'lishi ko'zda tutilgan:

— mamlakat miqyosida yagona umumdavlat ijtimoiy ta'minot tizimini yaratish; monopoliyalar iqtisodiy faoliyati va narx-navoning shakllanishi ustidan jamoatchilik nazoratini o'rnatish; bevosita demokratiyani yanada kengaytirish; davlat boshqaruvi va siyosiy partiyalar boshqaruvi tizimida turli millat, irq va jins vakillarining ishtiroki ular soniga nisbatan proporsional bo'lishiga erishish;

— soliq siyosati yordamida milliy daromadni qayta taqsimlash. Bunda milliy daromad tekis tibbiy xizmat, aholining kam ta'minlangan qatlamiga moddiy yordam ko'rsatishga, kam ta'minlangan oilalarga, bolalarga nafaqa to'lash, maktablarda tekis nonushta va tushlik hamda tekis umumiy o'rta ta'lim berilishiga erishish. AQSH da bu maqsadlar ro'yobga chiqarildi ham. Biroq shuni ham ta'kidlash zarurki, liberalizm mafkurasida ijtimoiy ta'minot hajmi aholi tadbirkorlik faoliyati pasayishiga olib kelishini nazarda tutmaydi. Keyingi yillarda yangi liberalizm (neoliberalizm) oqimi ham paydo bo'ldi. Bu oqim tarafdorlari ijtimoiy xarajatlar kambag'allarni ovqatlantirish yoki ishsizlarga nafaqa to'lashga emas, ularni kasbiy qayta tayyorlashga sarflanishi kerak, deb hisoblaydi. Shu orqali ular kichik tadbirkorlikni rag'batlantiradilar.

AQSH ichki siyosatini belgilashda konservatizm mafkurasida ham katta ta'sirga ega. Konservatizm xususiy tadbirkorlikka maksimal darajada erkinlik berilishini yoqlaydi. Kambag'allar uchun soliq yo'li bilan xususiy tadbirkorlardan qo'shimcha mablag' olinishini qoralaydi. Konservatizm mafkurachilari va yo'l boshchilari: «davlat kambag'allar uchun miskinlar uyi emas, har bir kishi mehnat qilishi, o'zini o'zi

ta'minlashi zarur», «Hech kim jamiyatdan xayr-ehson kutmasligi lozim», — deb hisoblaydilar. Ayni paytda konservatorlar ijtimoiy ta'minot unga chindan ham muhtojlargagina berilishining tarafdorlaridir.^[2]

Ikkinchi jahon urushidan so'ng AQSH tashqi siyosatda SSSR ni tiyib turish yo'lini tanladi. Xo'sh buning asosiy sababi nimada edi? Bu savolga shunday javob berish mumkin! Balki urishdanh so'ng AQSH Xalqaro munosabatlarda sovuq urushning vujudga kelishida SSSR bilan barobar darajada aybdor davlatga aylanishi deyishimiz mumkin va keyinchalik. «Trumen doktrinasi» va «Marshall rejasi» SSSR bilan AQSH va ulaming ittifoqchilari munosabatlari yomonlashuviga olib keldi.

AQSH Germaniya masalasida SSSR bilan o'zaro manfaatli to'xtamga kela olmadi. Oxir-oqibatda Germaniya ikkiga bolinib ketdi. AQSH NATO harbiy-siyosiy ittifoqini tashkil etishning tashabbuskori boldi. Bu davrda AQSH NATOning tashkil etilishida faqat shu maqsadni ko'zlaganmikin balki boshqa maqsadlarni ham ko'zlagandir bu tarafini esa hozirga davrda xalqaro siyosatda yuz berayotgan vbaziyatlarda ham ko'rishimiz mumkin va hozirda ham NATO AQSHninig eng muhim Harbiy tashkilotiga aylangan.

AQSH hukmron doiralari o'z oldilariga SSSR ni qurollanish poygasiga tortib, uni iqtisodiy jihatdan holdan toydirish maqsadini qo'ygan edilar. AQSHda gigant harbiy-sanoat kompleksi vujudga keltirildi.^[3]

SSSR bu davrda Qurollanish poygasida anchagina holdan toydirib qo'ygan edi. Shunday savol tug'iladi AQSHni bu davrda Xalqaro siyosatda tutib turadigan kuch bormidi? Bunda ko'rishimiz mumkinki AQSH ning xohishiga qarama-qarshi o'laroq, 1949-yilda Xitoyda kommunistlar hokimiyat tepasiga keldilar. Buning natijasida AQSH Uzoq Sharqdagi asosiy tayanchi Chan Kayshini yo'qotdi.

1950-yilda AQSH Koreya urushiga aralashdi. Bu urushda 142 ming nafar amerika askari halok bo'ldi. Bu butun ikkinchi jahon urushi davomida berilgan qurbonning yarmiga teng edi. Prezident D. Eyzenxauer sovuq urushni yanada kuchaytirgan doktrinasi e'lon qildi. Unda «yalpi qasos olish», SSSR ga birinchi bo'lib yadro zarbasi berish maqsadlari o'z ifodasini topgan edi.^[4]

AQSH keying yillarda xalqaro siyosatda janubiy g'arbiy osiyo hamda Markaziy osiyo davlatlaridagi vaziyatlarga qaratdi buning asosiy sababi va maqsadi nima edi? Balki butun jahon savdosida birinchi o'rinda turgan Neft bazasiga yetib borishdir! chunonchi AQSH 2001 -yil 11-sentabr voqealaridan so'ng Afg'onistondagi tolibonlar hukumatini ag'darib tashladi. Iroqda Saddam Husayn diktaturasiga barham berdi. Bu bilan Yaqin Sharq neftining katta qismini qolga kiritdi. Bugungi kundagi

siyosiy vaziyatlarga qaraydigan bo'lsak hozirda Afg'onistonda Toliblar hokimiyati qayta tiklanib Afg'oniston islom Amirligi deb e'lon qilindi bu esa o'z navbatida AQSHning xalqaro siyosatdagi obro'yini bir muncha to'kdi. Va bugungi kunda AQSH bu obro'yini tiklash va xalqaro siyosatda lidirlikni egallab olish uchun bir qancha xalqaro vaziyatlarga aralashuvini ko'rishimiz mumkin chunonchi rossiya va Ukraina muommolari va Falastin Isroil muommolari bu fikrimizning dalili bo'ladi.

Xulosa: Xulosa sifatida shuni aytishimiz mumkinki darhaqiqat AQSH ikkinchi jahon urishidan so'ng xalqaro siyosatda muhim davlatlardan biriga aylandi buning asosiy sabablarini yuqoridagi fikrimiz dalillar asosida ko'rsatib o'tik bundan tashqari yana bir sabab ko'rsatishimiz mumkinki usha davrda AQSH pul birligi dollarning xalqaro valyuta darajasiga ko'tarilishi ham AQSHning siyosiy darajadagi obro'yi bilan birga iqtisodiy obro'yini ham belgilab berdi bugungi kunda ko'rishimiz mumkinki AQSH gigant davlatlardan biri hisoblanadai va bugungi kunda xalqaro siyosatda ham Muhim o'ringa ega.

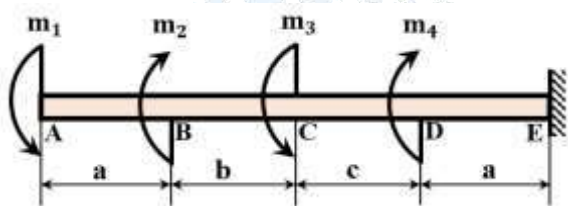
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B.B. Xasanov

TDTU OF “Mashinasozlik texnologiyasi” kafedrası assistenti

Masalaning berilgan qiymatlarini va topishimiz mumkin bo'lgan qiymatlarni jadval ko'rinishida yozib olamiz.



a	b	c	m ₁	m ₂	m ₃	m ₄	G	R _c	Θ	M _K	τ	φ	θ
(m)	(m)	(m)	kN	kN	kN	kN	GPa	MPa	°/m	kN	MPa		
			· m	· m	· m	· m				· m			
0,8	0,5	1,6	13	10	22	7	80	130	3,0	–	–	–	–

Yechish:

AB uchastka uchun:

$$M_{KAB} = -m_1 = -13 \text{ kN} \cdot \text{m}$$

BC uchastka uchun:

$$M_{KBC} = -m_1 + m_2 = -13 + 10 = -3 \text{ kN} \cdot \text{m}$$

CD uchastka uchun:

$$M_{KCD} = -m_1 + m_2 - m_3 = -13 + 10 - 22 = -25 \text{ kN} \cdot \text{m}$$

DE uchastka uchun:

$$M_{KDE} = -m_1 + m_2 - m_3 - m_4 = -13 + 10 - 22 - 7 = -32 \text{ kN} \cdot \text{m}$$

$$M_{K_{\max}} = 32 \text{ kN} \cdot \text{m}$$

$$1). \quad \tau_{\max} = \frac{M_{K_{\max}}}{W_{\rho}} \leq [\tau] - \text{buralishda mustahkamlik sharti}$$

$$\tau_{\max} = \frac{M_{K_{\max}}}{W_{\rho}} = \frac{16 \cdot M_{K_{\max}}}{\pi \cdot d^3} \leq R_c$$

$$W_{\rho} = \frac{\pi \cdot d^3}{16} - \text{val kesimining qutb qarshilik momenti}$$

Valning mustahkamlik shartini qanoatlantiruvchi zaruriy diametrini aniqlaymiz:

$$d_{\tau} \geq \sqrt[3]{\frac{16 \cdot M_{K_{\max}}}{\pi \cdot R_c}} = \sqrt[3]{\frac{16 \cdot 32 \cdot 10^3}{3,14 \cdot 130 \cdot 10^6}} = 0,108 \text{ m} = 10,8 \text{ sm}$$

$$2). \quad \theta = \frac{M_{K_{\max}}}{G \cdot I_{\rho}} \leq [\theta] - \text{buralishda bikirlik sharti}$$

$$I_{\rho} = \frac{\pi d^4}{32}$$

$$\theta = \frac{32 \cdot M_{K_{\max}}}{G \cdot \pi \cdot d^4} \leq [\theta],$$

$$[\theta] = 3,0^{\circ}/\text{m} \cdot \frac{\pi}{180^{\circ}} = 0.0523 \text{ rad/m}$$

Valning bikirlik shartini qanoatlantiruvchi zaruriy diametrini aniqlaymiz:

$$d_{\theta} \geq \sqrt[4]{\frac{32 \cdot M_{K_{\max}}}{G \cdot \pi \cdot [\theta]}} = \sqrt[4]{\frac{32 \cdot 32 \cdot 10^3}{80 \cdot 10^9 \cdot 3,14 \cdot 0.0523}} = 0,0369 \text{ m} = 3,69 \text{ sm}$$

Yaxlitlangan $d \approx 12,5 \text{ sm} = 125 \text{ mm}$ deb qabul qilamiz

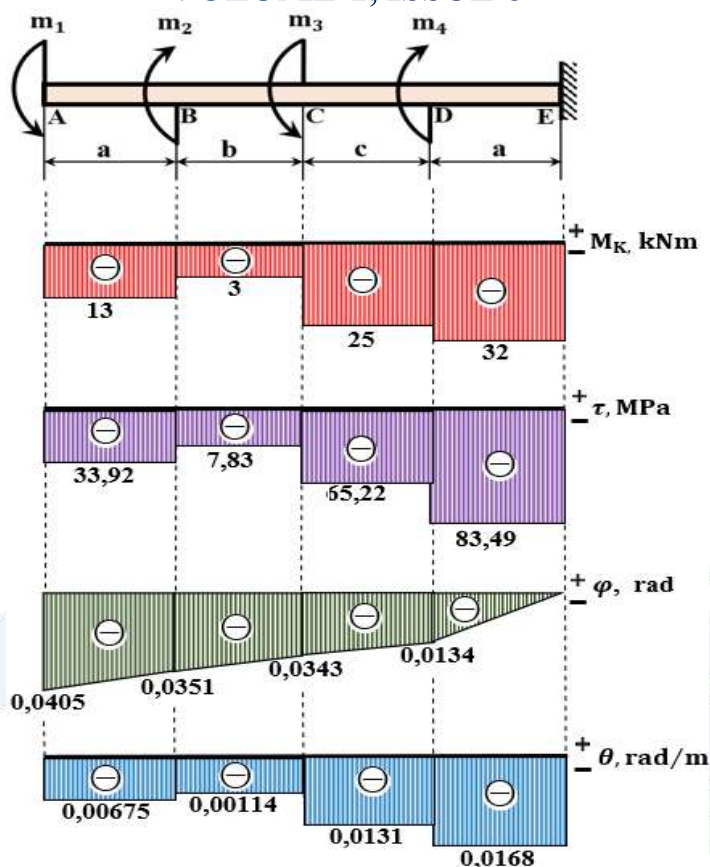
$$\boxed{d \approx 12,5 \text{ sm} = 125 \text{ mm}}$$

Doiraviy kesimli sserjenni qutb qarshilik momentini aniqlaymiz

$$W_{\rho} = \frac{\pi \cdot d^3}{16} = \frac{3,14 \cdot 12,5^3}{16} = 383,301 \text{ sm}^3 = 383,301 \cdot 10^{-6} \text{ m}^3$$

Sterjen kesimining qutb inersiya momentini aniqlaymiz

$$I_{\rho} = \frac{\pi \cdot d^4}{32} = \frac{3,14 \cdot 12,5^4}{32} = 2395,63 \text{ sm}^4 = 2395,63 \cdot 10^{-8} \text{ m}^4$$



Har bir oraliqdagi sterjenning urinma kuchlanishlarini aniqlaymiz

$$\tau_{AB} = \frac{M_{K_{AB}}}{W_{\rho}} = \frac{-13 \cdot 10^3}{383,301 \cdot 10^{-6}} = -33,92 \text{ MPa}$$

$$\tau_{BC} = \frac{M_{K_{BC}}}{W_{\rho}} = \frac{-3 \cdot 10^3}{383,301 \cdot 10^{-6}} = -7,83 \text{ MPa}$$

$$\tau_{CD} = \frac{M_{K_{CD}}}{W_{\rho}} = \frac{-25 \cdot 10^3}{383,301 \cdot 10^{-6}} = -65,22 \text{ MPa}$$

$$\tau_{DE} = \frac{M_{K_{DE}}}{W_{\rho}} = \frac{-32 \cdot 10^3}{383,301 \cdot 10^{-6}} = -83,49 \text{ MPa}$$

Har bir oraliqdagi buralish burchagini Guk qonunidan foydalanib aniqlaymiz

$$\varphi = \frac{M_K \cdot \ell}{G \cdot I_{\rho}}$$

$$I_{\rho} = \frac{\pi \cdot d^4}{32} = \frac{3,14 \cdot 12,5^4}{32} = 2395,63 \text{ sm}^4 = 2395,63 \cdot 10^{-8} \text{ m}^4$$

$$\varphi_{DE} = \frac{M_{K_{DE}} \cdot a}{G \cdot I_{\rho}} = \frac{-32 \cdot 10^3 \cdot 0,8}{80 \cdot 10^9 \cdot 2395,63 \cdot 10^{-8} \text{ m}^4} = -0,0134 \text{ rad}$$

$$\varphi_{CD} = \frac{M_{K_{CD}} \cdot c}{G \cdot I_{\rho}} = \frac{-25 \cdot 10^3 \cdot 1,6}{80 \cdot 10^9 \cdot 2395,63 \cdot 10^{-8} \text{ m}^4} = -0,0209 \text{ rad}$$

$$\varphi_{BC} = \frac{M_{K_{BC}} \cdot b}{G \cdot I_{\rho}} = \frac{-3 \cdot 10^3 \cdot 0,5}{80 \cdot 10^9 \cdot 2395,63 \cdot 10^{-8} \text{ m}^4} = -0,0008 \text{ rad}$$

$$\varphi_{AB} = \frac{M_{K_{AB}} \cdot a}{G \cdot I_{\rho}} = \frac{-13 \cdot 10^3 \cdot 0,8}{80 \cdot 10^9 \cdot 2395,63 \cdot 10^{-8} \text{ m}^4} = -0,0054 \text{ rad}$$

Valni o'ng uchining buralish burchagi nolga teng ekanligi ma'lum.

$$\varphi_E = 0$$

$$\varphi_D = \varphi_E + \varphi_{DE} = -0,0134 \text{ rad}$$

$$\varphi_C = \varphi_D + \varphi_{CD} = -0,0134 - 0,0209 = -0,0343 \text{ rad}$$

$$\varphi_B = \varphi_C + \varphi_{BC} = -0,0343 - 0,0008 = -0,0351 \text{ rad}$$

$$\varphi_A = \varphi_B + \varphi_{AB} = -0,0351 - 0,0054 = -0,0405 \text{ rad}$$

Nisbiy buralish burchagi quyidagicha topiladi

$$\theta = \frac{\varphi}{\ell}$$

$$\theta_{AB} = \frac{\varphi_{AB}}{a} = \frac{-0,0054}{0,8} = -0,00675 \text{ rad}$$

$$\theta_{BC} = \frac{\varphi_{BC}}{b} = \frac{-0,0008}{0,7} = -0,00114 \text{ rad}$$

$$\theta_{CD} = \frac{\varphi_{CD}}{c} = \frac{-0,0209}{1,6} = -0,0131 \text{ rad}$$

$$\theta_{DE} = \frac{\varphi_{DE}}{a} = \frac{-0,0134}{0,8} = -0,0168 \text{ rad}$$

Buralishda mustahkamlik sharti bajarildi

$$\tau_{\max} = 83.49 \text{ MPa} < R_C = 130 \text{ MPa}$$

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