

ISSN: 3030-3001

МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА



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GENERALIMPACTFACTOR



SJIF 2023: 3.019, 2024: 5.444
ResearchBib Impact factor: 11.79

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Том 2, Выпуск 6, 30 Июнь

Научный журнал «МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ:
ТЕОРИЯ И ПРАКТИКА»:

6

В данном сборнике опубликованы статьи, принятые на научную журнал
Выпуск 2, Часть 6.

Всем статьям журнала присваивался уникальный номер **DOI**, который
индексировался в международных научных базах данных **Zenodo, Open Aire**,

Диссертациями официально признаются статьи, опубликованные в
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публикации основных научных результатов диссертаций.

Основание: Страница 3 перечня научных изданий, рекомендованных
для публикации основных научных результатов диссертаций ВАК Республики
Узбекистан. – Ташкент: 2019. – 160 с.

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SJIF 2024 = 5.444

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AN EXPERT SYSTEM FOR ARTHRITIS DISEASES DIAGNOSIS USING SL5 OBJECT

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Abstract: Background: Arthritis is very common but is not well understood. Actually, “arthritis” is not a single disease; it is an informal way of referring to joint pain or joint disease. There are more than 100 different types of arthritis and related conditions. People of all ages, sexes and races can and do have arthritis, and it is the leading cause of disability in America. More than 50 million adults and 300,000 children have some type of arthritis. It is most common among women and occurs more frequently as people get older. Common arthritis joint symptoms include swelling, pain, stiffness and decreased range of motion. Symptoms may come and go. They can be mild, moderate or severe. They may stay about the same for years, but may progress or get worse over time. Severe arthritis can result in chronic pain, inability to do daily activities and make it difficult to walk or climb stairs. Arthritis can cause permanent joint changes. These changes may be visible, such as knobby finger joints, but often the damage can only be seen on X-ray. Some types of arthritis also affect the heart, eyes, lungs, kidneys and skin as well as the joints. **Objectives:** The main goal of this expert system is to get the appropriate diagnosis of disease and the correct treatment and give the appropriate method of treatment through several tips that concern the disease and how to treat it and we will see it through the application on the expert system. **Methods:** in this paper the design of the proposed Expert System which was produced to help Orthopedist in diagnosing Arthritis disease through its symptoms such as: pain on pressure in a joint , Inflammation indicated by joint swelling, Stiffness especially in the morning , Loss of flexibility of joint, Limited, joint movement, Deformity of the joints , Weight loss and fatigue , Non-specific fever and Crepitus. The proposed expert system presents an overview about Arthritis disease is given, the cause of

diseases is outlined and the treatment of disease whenever possible is given out. SL5 Object Expert System language was used for designing and implementing the proposed expert system. **Results:** The proposed Arthritis disease diagnosis expert system was evaluated by Orthopedics students and they were satisfied with its performance. **Conclusions:** The Proposed expert system is very useful for Orthopedist, patients with arthritis and newly graduated Orthopedics students.

Keywords: Artificial Intelligence, Expert Systems, SL5

1. INTRODUCTION

Arthritis is a term often used to mean any disorder that affects joints. Symptoms generally include joint pain and stiffness. Other symptoms may include redness, warmth, swelling, and decreased range of motion of the affected joints. In some types other organs are also affected. Onset can be gradual or sudden.



Figure 1: The figure presents a one type from arthritis ject, Arthritis, Orthopedist.

There are over 100 types of arthritis. The most common forms are osteoarthritis (degenerative joint disease) and rheumatoid arthritis. Osteoarthritis usually occurs with age and affects the fingers, knees, and hips. Rheumatoid arthritis is an autoimmune disorder that often affects the hands and feet. Other types include gout, lupus, fibromyalgia, and septic arthritis. They are all types of rheumatic disease. Treatment may include resting the joint and alternating between applying ice and heat. Weight loss and exercise may also be useful. Pain medications such as ibuprofen and paracetamol (acetaminophen) may be used. In some a joint replacement may be useful.

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Diagnosis of arthritis is a very complex because it has many symptoms and may effect on human health. So, they need Orthopedist with wide experience of arthritis.

For all the aforementioned reasons, we have developed this expert system to help Orthopedist in diagnosing the arthritis, in order to prescribe the appropriate treatment.

Expert System is a computer application of Artificial Intelligence (AI) [3-30] which contains a knowledge

base and an inference engine the main components and details are represented in figure 2.

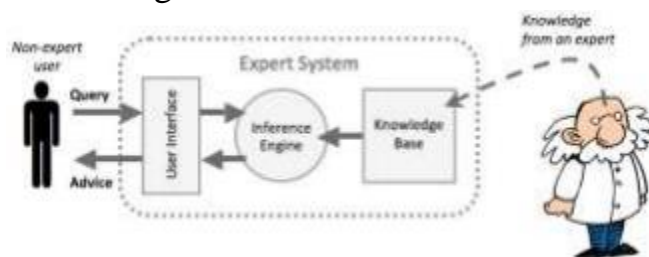


Figure 2: The figure presents the Main Components of an Expert System

The proposed Expert System for Arthritis Diagnosis was implemented using, SL5 Object language [31] which stands for Simpler Level 5 Object. It is a forward chinning reasoning expert system that can make inferences about facts of the world using rules, objects and take appropriate actions as a result. The SL5 Object engine is implemented in Delphi Embarcadero RAD Studio XE6. SL5 Object executes any Expert System looks like frames. It's easy for the knowledge engineer to build the Expert System and for the end users when they use the system.

2. MATERIALS AND METHODS

The proposed expert system performs diagnosis for arthritis of all stages of the human life starting with simple symptoms by asking yes or no questions. The proposed expert system will ask the user to choose the correct answer in each screen. At the end of the dialogue session, the proposed expert system provides the diagnosis and recommendation of the disease to the user. Figure 3 shows a sample dialogue between the expert system and the user. Figure 4 shows how the users get the diagnosis and recommendation.

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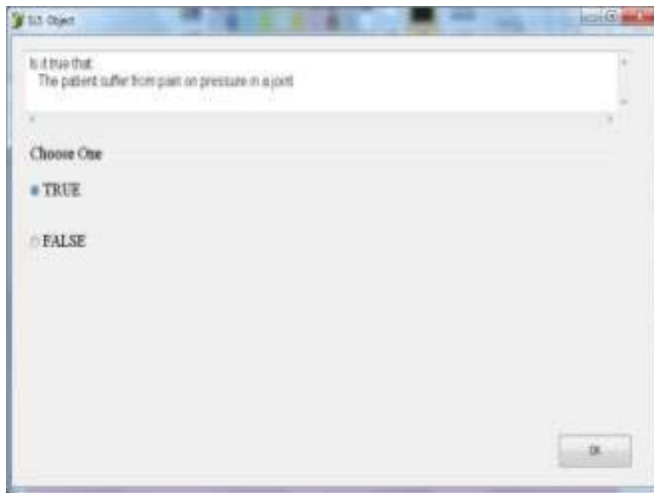


Figure 3: The figure presents shows when the system asks the user



Figure 4: The figure shows diagnosis and recommendation of the expert system

3. LITERATURE REVIEW

There are many expert systems that are found in the literature a few of them as follows:

- . A Proposed Expert System for Skin Diseases Diagnosis [63] was developed using CLIPS(C Language Integrated Production System) to help user diagnose the following skin diseases (Psoriasis, Eczema, Ichthyosis, Acne, Meningitis, Measles, Scarlet Fever, Warts, Insect Bites and Stings).

- . Lower Back Pain Expert System Diagnosis and Treatment [40] can be used to positively diagnose low back pain concentration.

- . Expert System for Problems of Teeth and Gums [37] assist people with teeth and gums problems to diagnose their problems and receive

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a recommendation for the treatment. This knowledge based system was developed using SL5 Object language.

- . Ear Diseases Diagnosis Expert System Using SL5 Object [31] swiftly diagnoses patient's condition and proposes a appropriate answer for the problem.

- . A Proposed Expert System for Foot Diseases Diagnosis [59] diagnoses eighteen foot problems of all phases of the human life beginning with baby to the grownup by examining with yes/no questions.

- . A Knowledge Based System for Neck Pain Diagnosis [45] can diagnose seven neck diseases of different phases of the human life beginning by asking the user many questions according to their pain symptoms.

- . An expert system for shoulder problems using CLIPS [57] can help in diagnosing shoulder problems.

- . Expert system urination problems diagnosis [61] can diagnose some of the Urination diseases (Pyelonephritis, Kidney Stone, Bladder infection, Prostatitis, Urethritis, Gonorrhea, Interstitial cystitis, Stress incontinence, Trauma in kidney or bladder).

- . An Expert System for Genital Problems in Infants [51] diagnoses genital problems in infants which is one of the most common problems that need quick intervention in the newly born stage.

- . An expert system for men genital problems diagnosis and treatment [44] to assist men diagnose their genital problems and give them the suitable treatment. Genital problems and injuries usually occur through: recreational activities (such as: Basketball, Football, Hooky, Biking), work-related tasks (such as: contact to irritating chemicals), downhill drop, and sexual activities. SL5 Object expert system language was used to develop this expert system.

- . An expert system for nausea and vomiting problems in infants and children[53] to aid users in getting the right diagnosis of problems of nausea and vomiting in infants and children (Gastro-esophageal reflux, Gastroenteritis, Systemic Infection, Bowel obstruction, Tumors, A bleeding disease, tonsillitis, and Hepatitis pharynx). Additionally, this expert system offers information about the disease and how to deal with it.

- . An expert system for feeding problems in infants and children [35] to diagnose feeding problems in infants and children.

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. Detecting Health Problems Related to Addiction of Video Game Playing Using an Expert System [38] to assist users in getting the correct diagnosis of the health problem of video game addictions that range from (Musculoskeletal issues, Vision problems and Obesity). Furthermore, this expert system delivers information about the problem and tells us how we can solve it.

. An Expert System for Endocrine Diagnosis and treatments using JESS [65] was developed to help in diagnosing endocrine glands diseases.

. Expert System for Hair Loss Diagnosis and Treatment [62] for diagnosing eleven diverse hair loss diseases of the human stages from childhood to adults by asking questions with a Yes or No answer.

. Male Infertility Expert System Diagnoses and Treatment [42] for male infertility diagnosis which helps men to explore everything related to the problems of infertility and infertility diseases such as: Azoospermia, O.T.A syndrome which mean oligo-terato-astheno spermia, Aspermia and Sexual transmitted disease.

. An expert system for diagnosing eye diseases using clips [33] provides the patient with background for suitable diagnosis of a few of the eye diseases.

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БОЙСУН ВА КЎХИТАНГТОҒ ОЛДИ ХУДУДЛАРИДА АМАЛГА ОШИРИЛГАН АРХЕОЛОГИК ТАДҚИҚОТЛАР

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Аннотация Ушбу мақолада Бойсун туманидаги қишлоқларда олиб борилган тадқиқот ишлари, Дарбанд сўзининг топонимия таҳлили, Бойсун туманининг Дахнаижом қишлоғи, ёдгорликдан эллинистик даврини характерловчи кулолчилик буюмлари ва Юнон-Бактрия тангалари (Евтидемус, Деметрий) топилши натижасида хақида маълумотлар акс этган.

Калит сўзлар Бойсун тоғлари; Кўхитанг тоғ этаглари; Дарбанд девори; Ёдгорликлар сиртини текшириш; Бактрия; Эллинистик давр; Сўнгги ўрта асрлар даври; Лўнги тепа; Антропология.

НА ТЕРРИТОРИЯХ БАЙСАН И КОХИТАНГТОҒ ПРОВЕДЕННЫ АРХЕОЛОГИЧЕСКИЕ ИССЛЕДОВАНИЯ

Аннотация: В данной статье проведены исследовательские работы в селах Байсунского района, топонимический анализ слова Дарбанд, села Дахнайджом Байсунского района, обнаружение керамических изделий, характерных для эллинистического периода, и греко-бактрийских монет (Евтидема, Деметрия) от памятника отражаются.

Ключевые слова: Байсунские горы; предгорья Кохитанга; Дарбандская стена; Осмотр поверхности памятников; Бактрия; эллинистический период; Позднее Средневековье; верх Лонги; Антропология.

ARCHAEOLOGICAL RESEARCH CONDUCTED IN BOYSUN AND KOHITANGTOG TERRITORIES

Abstract: In this article, the research work carried out in the villages of Boysun district, toponomic analysis of the word Darband, the village of Dahnaijom of Boysun district, the discovery of pottery items characteristic of the Hellenistic period and Greco-Bactrian coins (Eutidemus, Demetrius) from the monument are reflected.

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Keywords: Baysun Mountains; foothills of Cohitanga; Darband Wall; Inspection of the surface of monuments; Bactria; Hellenistic period; Late Middle Ages; top Longi; Anthropology.

ДАРБАНД - Бойсун туманидаги қишлоқ. Маҳаллий аҳоли нутқида Дербент. Аслида ороним. Форсча изофа дар (а+й) и+банд. Алишер Навоий асарларида дарбанд—тўсиқ; бўсаға, эшик олди; тоғдан ўтадиган йўлнинг киравериш жойи; даранинг танг, сиқиқ жойи, қадимги туркий битикларда эса Темур қапуғ (қапуғ, қопқа—дарвоза). Дарбанд сўзининг топономия таҳлили «дарвозалик жой», «эшик олди манзилгоҳи» маъноларини англатади [1, В 30].

Дарбанд мудофаа девори, Бойсун Дарбанд қишлоғидан ғарб томонда жойлашган бўлиб Шўробсой воҳасини Сувсиз тоғ ва Саримас тоғ тизмалари оралиғини шимолдан жанубга томон туташтириб дара ҳосил қилинган. Деворнинг узунлиги 1.5 км. энига эса 6-6.5м ташкил этади. Мудофаа иншооти тоғ қоялари бўйлаб квадрат шаклидаги хом ғиштдан барпо этилган, ораси тош ва тупроғ билан тўлдирилган. Бу деворни 1938 йилда ўрганган Г. В. Парфёнов Кушон подшолиги билан боғлайди, Ртвеладзе Э.В. эса I-II асрлар билан даврлаштирган бўлса, яна тадқиқотчилар К. Рапен ва Ш. Рахмоновлар ушбу мудофаа деворини мил. ав III- II асрлар билан боғлайди. Умуман олганда тадқиқотчилар ушбу ҳудудда мил. ав. III- арнинг иккинчи ярми ва II- асрнинг бошларида мудофаа иншооти бўлганлигини қайд этадилар. Дарбанд деворининг ён атрофларида олиб борилган тадқиқотлар;

2019 йилги экспедиция қазииш ишлари эллинистик даври билан боғлиқ манзилгоҳларни тадқиқ этишга қаратилган. Ушбу тадқиқоддан кўзланган мақсад тўлиқ қазиишма ишларини олиб бориш эмас, балки манзилгоҳнинг ички хронологияси (маданий қатламлар, эллинистик давргача ва ундан кейинги даврда мавжудлиги), эллинистик давр табиати ва археологик тузилмаларни сақлаш бўйича асосий маълумотларни олиш эди. Шунинг учун асосий мақсад энг кўп кичик микёсли маданий аралашувларга эга ёдгорликлар танланди.

Барча қазиишмалар асосий танланган хусусиятларга эга фотография билан ҳужжатлаштирилди.

Дахнаи-жом

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SJIF 2024 = 5.444

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Бойсун туманидаги қишлоқ. Форсча изофа даҳна-и-жом-жомнинг даҳнаси. Сўғд.жан-жон-жом—канал, булоқ, сув манбаи, жилға, сув. Даҳнаижом-дарёнинг тор жойи, сув дарбанд маъноларини англатади. [2, В 40].

Бойсун туманининг Даҳнаижом қишлоғи, Шерабод дарёси юқори оқимининг ўнг қирғоғида, Дарбанд қишлоғидан Бойсунга ўтувчи катта йўлнинг ўнг томонида жойлашган. Ушбу қишлоқда Оқшайт тепа деб номланган ёдгорлик бўлиб уни Чехия-Ўзбекистон экспедицияси томонидан 2018 йилда аниқланган;



(Расм-1).

Ушбу ёдгорликдан эллинистик даврини характерловчи кулолчилик буюмлари ва Юнон-Бақтрия тангалари (Евтидемус, Деметрий) топилиши натижасида рўйхатга олинган. Тепаликнинг думалоқ чўққиси ҳозирга қадар болалар қабристони бўлиб хизмат қилган, айти дамда қалин ўтли ўсимликлар билан қопланган. Шу сабабли, 2 × 4 м ўлчамда хандақ (узунлиги Е-В) водийга қараган тепаликнинг энг зич ўт ўсадиган жойдан ташқарида ва қабр изларидан холи бўлган жой шарқий чеккасида очилган (Расм -1).

Қазиш ишлари битта археолог ва икки ишчи томонидан 6 иш куни давомида олиб борилган.

Биринчи қават (тупроқнинг юқори қатлами) [001] дан кейин стерилланган эриган эол чўқиндиларининг қатлами пайдо бўлди [002]. Хандақнинг Е ярмида аллақачон бу қаватда қизил куйган доғ кўриниб турарди.

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Бор-йўғи 5 см чуқурликда, бу худудда SSW-NNE йўналиши бўйича қизғиш куйган тупроқнинг тўғри чизиғи пайдо бўлди (Расм -2).



(Расм-2).

Девор хандақни иккита алоҳида жойга ажратди. Деворнинг E майдони кукунли, жуда эриган қатлам билан тўлдирилган [007], бунда ҳеч қандай стриграфияни ва уфқ чизиғни аниқлай олмадик. Хандақнинг бу қисми ташқи зона деб талқин қилинган, деворнинг W зонаси эса бинонинг ички қисми деб ҳисобланади. Иккинчиси [006] шамол билан қопланган чўкиндилар билан тўлган, [002] дан стратиграфик асосларда ажралиб турадиган, аммо табиатига ўхшаш, бу иккала тарқ этилган структурани босқичма-босқич тўлдириш натижасида юзага келган. Девор ичидаги бутун майдонда [006] ётган ва хандақнинг V четидан 40 см чуқурликда бошланган [008] чўкинди ҳам, ранг жиҳатидан ҳам бир-биридан мутлақо фарқ қилмайдиган эди (лой тошларининг бузилган қисмлари; кўп сонли бўшлиқлар).; кум ва майда тошлар) унинг келиб чиқиши бинонинг бузилиб ва вайрон бўлганлигидан далолат беради (Расм -3).

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(Расм-3).

20-30 см чуқурликдан кейин бу стерил чўкинди тўпланиши сопол парчаларида анча бойиб кетди. Бу уфқ стратиграфик бирлик сифатида ажралиб турди [009], яъни вайронанинг энг пастки қисми, ҳақиқий частота уфқини босиб ўтди. Хандақнинг V четидан бир хил 80 см чуқурликда [004] девор яқинидаги С қисмида кулранг шағал (014) (полнинг қолдиқлари) катлами (Расм -4) ва аниқ чўкиндитцентрация мавжуд эди, яқиндаги битта сақлаш идишидаги нарсалар; лой қисмида ғиштларнинг чўкиндитурлари V қисмида аниқ кўриниб турарди, аммо уларнинг ҳеч бирини ўлчаш мумкин эмас (расм jk04-расм).

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(Расм-4).

92 см чуқурликда хандақнинг марказий қисмида [009] стратиграфик бирликда сезиларли ўзгаришлар бўлмаганда, V қисми совуқда N нинг қаттиқ тош қатлами билан [011] ва майдаланган қатлам билан ажралиб туради [012] асосан хандақнинг марказий ва жанубий қисмидаги лойдан иборат. Ушбу қатламдан деярли кўмир ва ишқаланган тупроқдан ва оқ қобикдаги доғлардан аниқ кўриш мумкин, бу қатлам (V 013) дан 103 см чуқурликда бошланган.

Ҳақиқий қаватни аниқлай олмаган бўлсак-да (қолдиқлари қобиғи [014] бўлиши мумкин), биз ишонч билан айта оламизки, [009] - [012] горизонти уфқ горизонтининг қолдиқларини англатади - бу тарқ этгандан кейин элементлар томонидан бузилган бўлиши мумкин, аммо иншоотларнинг қулаши олдидан [013] чўкиндиини текислаш қатлами бўлиши мумкин эди. [004] Девор бузилиб кетган - фақат битта қаторли лой қолдиқлари сақланиб қолган. Деворнинг пойдевори фақат V қиррасининг N қисми бўйлаб сақланиб қолган ғиштли пахса пойдеворидан қурилган. Деворнинг қазилган қисми С қисми ҳеч қачон ғишт билан қопланмаганга ўхшайди ва ҳатто [014] ички қисмда ямалар ҳам мавжуд. Шунинг учун, эҳтимол, деворнинг бу қисмида эшик бўлган. Уч

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(қисман) сақланиб қолган ғиштнинг ўлчамлари 23×23 , $23 \times 33/36$ ва 23×46 см. Уларнинг қалинлигини ҳеч қандай ишонч билан айтиш мумкин эмас.

Хандақнинг N қисмида девор геологик тупроқдаги [015/016] чуқурни [017] қоплайди. Табиий келиб чиқиши антропоклигидан қатъий назар (антропоген бўлса, унинг асл функциясида аниқ кўрсатмалар мавжуд эмас), девор қурилишидан олдин чуқур катта тошлар ва кум қатлами билан тўлдирилган [019] ва [018] кўплаб тошлар билан қаттиқ оҳакли қатлам билан муҳрланган. Ушбу қаттиқ қават, замин пойдеворида жуда ўхшаш бўлса ҳам, эҳтимол бу фақат периметр деворининг пойдеворини мустаҳкамлаш учун чора бўлиб хизмат қилган ва хонанинг катта қисмида ҳеч қачон кўринмайди ёки мавжуд эмас.

Хулосага кўра қазиб олиш бир босқичли оддий турар-жой тузилишини аниқлади, унинг тарк этилиши ёнғин туфайли юзага келган бўлиши мумкин. Деворнинг қалинлиги (са 80 см) ҳақиқатан ҳам камтарона яшашни англатади. Бу топилмалардан эллинистик даврга оид барча тарихий қабристонлар бундан мустасно, бу ерда аввалги ёки кейинги маданий қатлам мавжудлиги ҳақида ҳеч қандай маълумот йўқ. Археологик иншоотлар ва қатламларнинг сақланиши идеал эмас, аммо қазиб олинган хусусиятларни асоси таҳлил қилиш учун етарли. Босиб олиш, йўқ қилиш қатламлари [012] ва [013] бундан ташқари, археоботаник намуналар олиш учун жуда фойдали бўлган ёки юборилган қатламларнинг ёнғин манбаи эканлигини исботлади.

Хўжаи ғор

Хатак ва Лойликон қишлоқларига боришда чап томонда, узунсойнинг ўрта оқими чап қирғоғида жойлашган. Лойликон Қишлоғи тугаганидан сўн бошланиб, Эгарчи қишлоғигача чўзилади. Ушбу ёдгорлик 2019 йил баҳор мавсумида Ш. Шайдуллаев ва Қ. Тошалиевлар томонидан аниқланган. (Расм - 5)

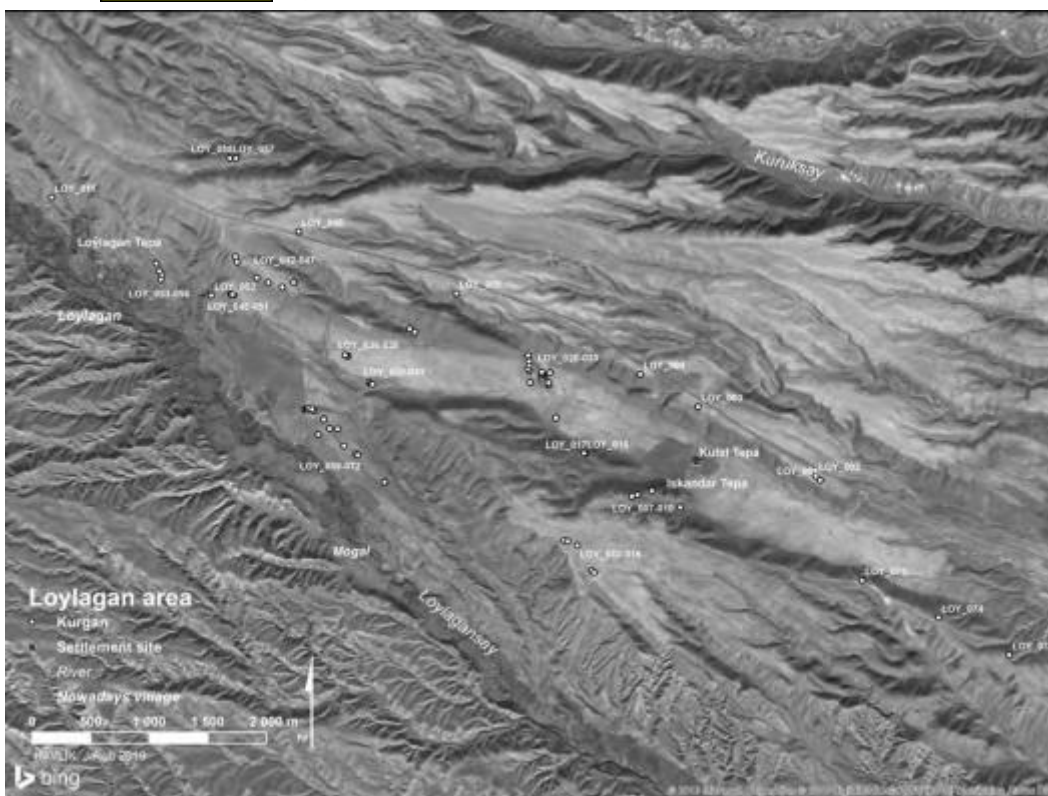
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Хўжаиғор



(Расм -5). Хўжаиғор, Мирзали тепа

Юқорида қайд этилган услубда амалга оширилган, сиртки тадқиқотлар билан бир қаторда, Ходжаи ғордаги археологик ишлар синов хандақларини қазишни ҳам ўз ичига олган. Манзилгоҳларнинг хронологияси, фунгсияси ва сақланишига оид саволлардан ташқари, муҳим жой манзилгоҳнинг баъзи жойларида сақланиб қолган топилмаларни ўрганиш эди. Ушбу хилма-хил муаммоларни ҳал қилиш учун манзилгоҳнинг С сатҳида 2×7 м олчамда хандақ қаздик, унда платоннинг қўтарилган тоғ тизмасининг бутун

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кенглигини ва шунингдек, худуднинг ички майдони кўрғон қисмини эгалладик.

Уч кун давомида битта археолог ва икки ишчи томонидан қазилди.

Натижалар нисбатан қониқарли эмаслигини исботлади; қатламнинг юқори қисмидан то 100 см чуқурликкача чўкиндилаш тўлиқ аралашган ва чўкиндиликнинг бутун чуқурлиги бўйлаб пайдо бўладиган ўсимлик илдизлари ва ҳайвонларнинг уялари билан бирлашиб кетган. Стратиграфик бирликлар [001–003] фақат, ҳаттоки энг қуйи қазилма чизиғида ҳам ҳаддан ташқари юқори бўлган тупроқнинг ҳомогенлаш даражасига асосланган механик қатлам сифатида ажралиб турди. Лой, дарахт парчалари, кўмир ва кулолчилик элементлари (асосан [003] да) мавжуд бўлса-да, барча стратиграфия негидир ҳаддан ташқари шиддатли намлаш жараёни орқали бутунлай йўқ қилинганга ўхшайди - Эътиборга сазовор жой мудофа девори. Унинг асосий қисми, эҳтимол лойдан қилинган (фақат жуда ёмонлашган пуфакчалар қолган) – қирғоқнинг тепасида маҳаллий юмшоқ гипс ётқизиғи ўйилган (09-расм). Юқори қисми - бир оз поғонага кўтарилган бўлса-да, зинапояннинг этагидаги яхши ҳимояланган майдон, зич кетмакетлик излар билан қопланган юмалоқ тоқча билан текисланган майдоннинг таъсирчан тасвирини яратди.

Натижалар биз манзилгоҳни тадқиқотда билганимиздан ташқари кўпроқ тушунишга ёрдам бермайди. Биз фақат ҳимоя деворини мавжудлигини аниқладик, фақат манзилгоҳнинг табиий ҳимоясини кучайтирсак ҳам, ҳеч бўлмаганда бизнинг қазилмадаги топилмалар одамларнинг ушбу худудда мавжудлиги эллинистик давр билан чегараланганлигини кўрсатди (Ўрта асрлар даврига оид топилган кўплаб топилмаларни ҳисобга олмаганда). Манзилгоҳ тарихига оид ҳар қандай яқинроқ маълумотни оддий археологик воситалар билан топиш жуда қийин.

Кейинги йилларда Я. Ғуломов номидаги Самарқанд археология институти докторанти Б. Бозоров томонидан тадқиқот ишлари давом эттирилмоқда.

Қапчиғай

Бойсун туманидаги қишлоқ. Қапчиғай - икки томони тик тизма (қир, қоя, чўққи) бўлиб, узунасига чўзиқ, тагида сув оқадиган ўзани бўлган дара . Асосан тоғлик туманларда учрайди. Қапчиғай Дарбанд қишлоғидан шимолий шарқда, Шерабод дарёси юқори ўзанининг чап қирғоғида жойлашган.

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Э.В.Ртвеладзе, Л.Сверчковлар ёдгорликни мил. ав. III-II асрлар билан саналаштирганлар. Қапчиғай мачай сойга олиб кирувчи тор дарани назорат қилиш учун қурилган қала бўлган.

Унда кичкина ўлчовли қазилма тўсиқнинг иккита жойида қазилди.

120 × 60 см хандақ, қабри қўшни ғор тош туннелида мавжудлигини синаш учун мўлжалланган эди (Расм – 6). Қазилма натижасида 70 см чуқурликка тушилди, энг юқори қатламлар (25-30 см чуқурликгача тошлоқ бўлса-да, нисбатан юмшоқ эди. Қазилмада кўмирнинг чўқинди центрацияси, (эхтимол бу тош қолдиғи бўлиши мумкин) 15 см ни ташкил этди. Бу горизонталдан келтирилган озгина сопол парчалари эса, асосан бузилиб кетган ва металл қолдиқларга бой қатлам билан ҳамоҳанг эди. Улар асосан камар қисқичи (бир нечта сим бўлаклари) ва бошқалар бўлган.

Ушбу сатҳдан паст бўлган қатламлар аниқ табиий келиб чиқадиган қаттиқ тошли қатламни ташкил қилди.



(Расм – 6)

Шунга ўхшаш 160 × 80 см узунликдаги от оёғи шаклидаги минора асосидаги пойдеворнинг ичида жойлашган, биз ушбу бино архитектурасини ўрганмоқчи эдик. Биз бу ҳудудда табиий қатламларни қисмларга бўлганимиз сабабли иш жуда оддий бўлиб чиқди (Расм - 7).

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(Расм - 7)

Лунгитепа ёдгорлигида олиб борилган қазилмалар

Чехия-Ўзбекистон ва Янги Зеландия археологик экспедицияси тарихида биринчи мартаба Ўрта асрлардаги даври ёдгорлигини чуқур ўрганишга қаратилган алоҳида тадқиқот гуруҳи тузилди. Тадқиқот гуруҳи Археологик ва Антропологик методологияларни бирлаштирган Буюк Ипак Йўллари бўйлаб инсон саломатлиги ва мослашуви (Отаго университети томонидан молиялаштирилган) лойиҳасида ҳамкорлик қилди. Лойиҳанинг асосий антропологик мақсади Ўрта аср аҳолисининг саломатлиги ва парҳезлари тўғрисида маълумот тўплаш эди. Ушбу лойиҳанинг археологик қисми эса Кўхитанг тоғолди чўл зонаси учун Ўрта асрлар сополларининг стратиграфик кетма-кетлигини яратиш учун стратиграфик қисмнинг яхши табақаланган материалга йўналтирилган эди. [3, В 45].

Шу мақсадда Лўнгитепа ва қўшни қабристон Кўхитангтоғ этагидаги Хўжанқон қишлоғи (Шеробод тумани) танланган. Хўжанқон қишлоғи ($37^{\circ} 53'48.549''N$, $66^{\circ}46'33.414''E$) Шеробод шаҳридан 30 км узокликда жойлашган. Қабристон ва Тепа қабристони (овал шаклидаги қозикча, тахминан 60x40 м) қишлоқнинг шарқий чеккасида жойлашган (Расм -8).

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(Расм -7). Тадқиқ қилинадиган ҳудуднинг жойлашган жойи

1980 йилларда Лунги Тепа манзилгоҳи қисман ўзбекистонлик археологлар томонидан ўрганилган. [3, В 45].

Иккала манзилгоҳ (тепа ва қабристон) Чехия-Ўзбекистон жамоасига олдинги йилларда ўтказилган кенг қамровли тадқиқотлар орқали маълум бўлган ва бу манзилгоҳларда юқори ўрта асрлар даврга хронологик равишда тегишли бўлган (керамик) материаллар мавжудлиги тасдиқланган. Инсон суяқларининг тарқалиши ҳақида 2017 йил дала мавсумида асосий тепанинг жануби ва ғарбидаги қисмларда қайд этилган. Ушбу материал кейинчалик милодий XIV асрдан XI асрга қадар қадимийлаштирилган. Бундан ташқари, ўша дала мавсумида тепа юзасидан ўрта аср сополлари намунаси тўпланган.

Қабрлар қилинадиган жой [4, В 45].

2017 йилда топилган қабристон (тепадан ғарбий боғ) шу вақтгача маҳаллий аҳоли томонидан ўзлаштирилиб ёдгорликка зиён етказилган. Бу манзилгоҳ эрозияси туфайли юз берган ва маълум қисми боғга айлантирилган. Жараён давомида скелетларнинг алоҳида қисмлари экин ерларидан чиқаётгани маҳаллий аҳоли томонидан маълум қилинди. Табиийки, боғдан чиқадиган суяқларни олишни истамаган маҳаллий аҳоли суяқларни йиғиб олишган ёки ҳатто қазиб олиб, битта чуқурга кўмишган. Ушбу ҳолат кейинги тадқиқотлар ва таҳлиллар учун дафнларнинг қийматини камайтирди. Шунга

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карамай, ушбу иккиламчи кўмилган скелетлар антрополог томонидан казиб олинди. [5, В 100].



(Расм – 8). Лунгитена

Синовли қазиш учун Лўнгитена стратиграфик хандақ усули танланган, чунки у экспедициянинг мақсадига энг мос бўлган (аниқ стратиграфик маълумотлар ва яхши таснифланган археологик материалларни олиш).

Хандақ (S1 ёрлиғи билан) Лунги тепасининг жанубий чеккасига ва ёнбағрига ўрнатилди (Расм- 8). У чеккадан бошланиб тепа тубига томон чўзилган. [6, В 559].

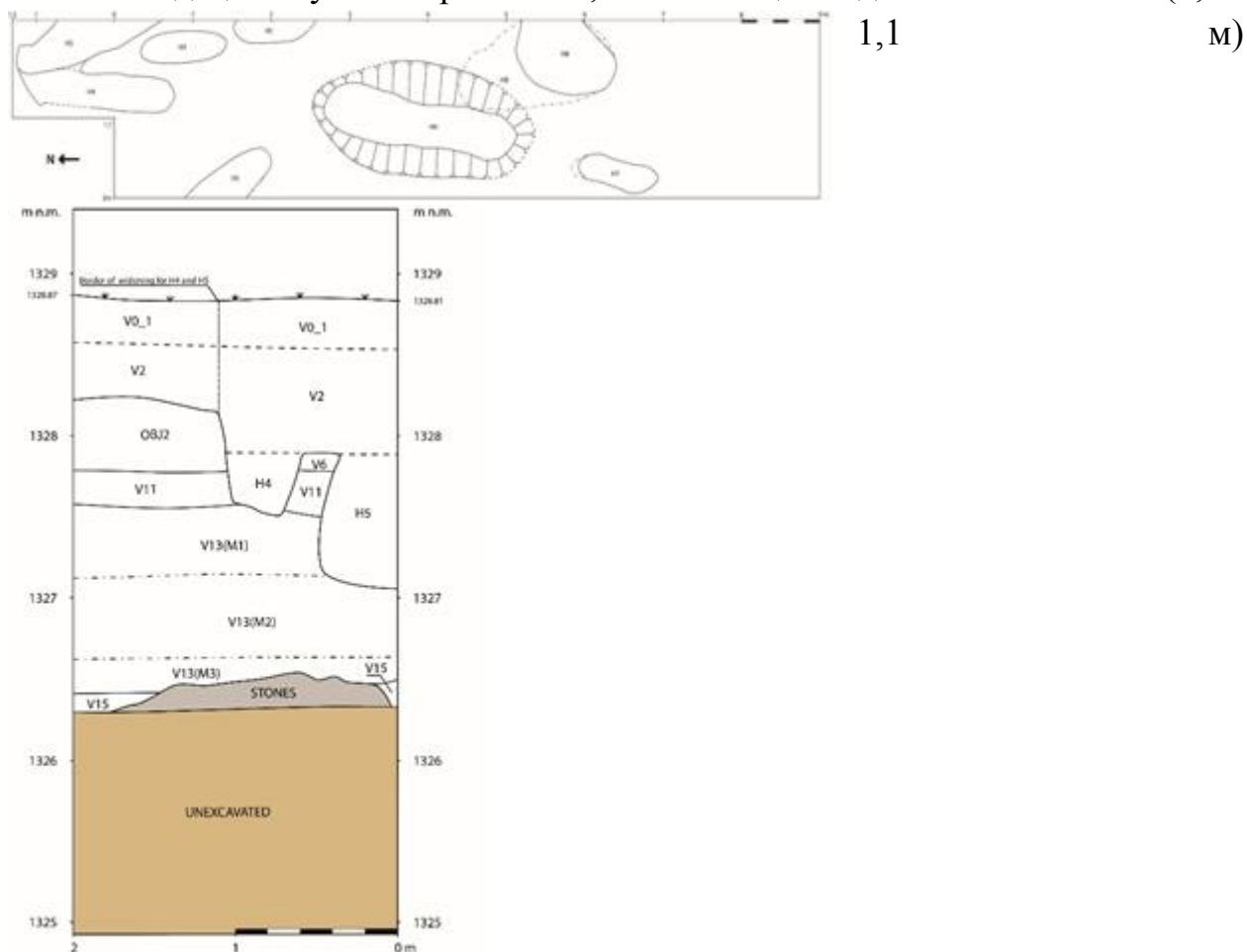
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Хандақнинг ўлчамлари 9×2 м, шимолий қисмида кичик кенгайиш ($1,3 \times$



(Расм – 9)

бўлган.

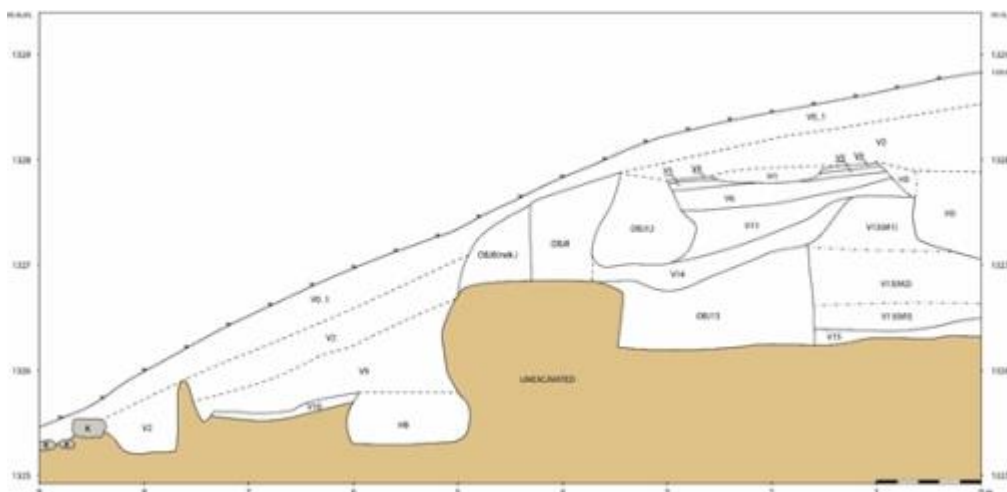
Юзаки қатламларни (V0, V1 ва V2) олиб ташлаганингиздан сўнг, бутун хандақда саккизта мазор (H1-8) аниқланди (Расм-9). Ушбу қабрларнинг барчаси қазиб олиниб суяклар Ребекка Кинастон ва Робин Крамерлар томонидан ўрганилмоқда. [7, В 86].

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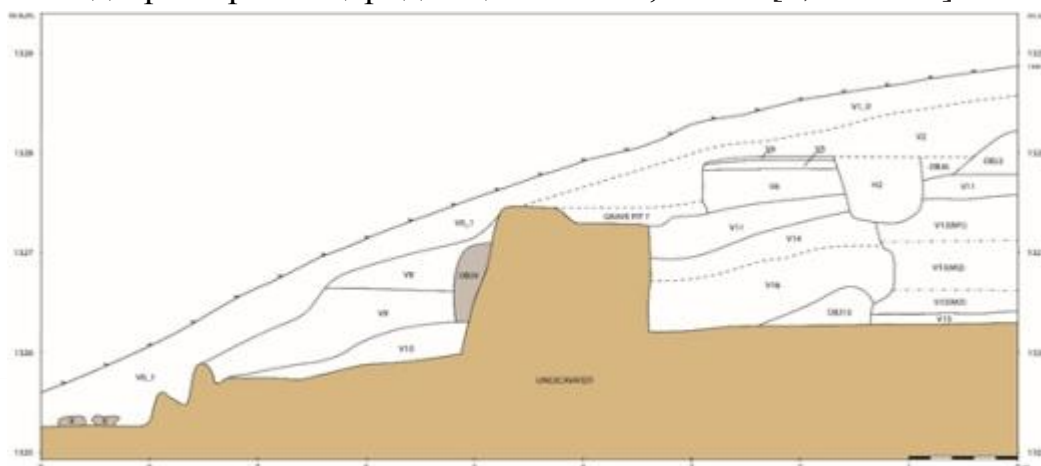
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(Расм – 10).

Н4 ва Н5 қабрларини тўлиқ ҳажмда очиш учун хандақнинг шимолий қисми кенгайтирилган. Ушбу қабрларнинг барчаси ёдгорлик хароба холга келганидан сўнг қазилган. Ушбу қабрлардан учтаси болаларга (Н1, Н3 ва Н7), қолганлари (Н2, Н4, Н5, Н6 ва Н8) катталарга тегишли. Н5 ва Н4 қабрлари яхши ҳолатда эди: Н5 кесишган Н4га. Н6 ягона қабр эди, унинг чуқурлари икки қисмдан иборат. Пастки чуқур танаси учун ишлатилган, чуқурнинг кенг қисми пастки қисмини ёғоч тахта билан қоплаш учун ишлатилган. Қабрни тахталар билан қоплаш ғояси мазор чуқурининг юқорисидаги ёғоч изларига асосланган ҳолда хулоса қилинди. (Расм - 10) қабр ўзига хос эди, чунки мазорнинг деярли ярми юқоридан қазилмаган, лекин [8, В 34-39].



(Расм- 11)

вертикал ҳолда шимол томон йўналтирилган. Катталар скелетлари, асосан, Н4 ва Н5, бу антропологик текширув асосида шикастланишлар, шунингдек касалликлар аниқланди.

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Хандақнинг шимолий қисмида деярли 3 м чуқурликка қазиб кирилди (Расм – 11), жанубий қисмида эса фақат юқори қатламлар қазилган. Бу, албатта, хандақни нишабга жойлашганлиги билан боғлиқ. Қабрларни қазилганлиги натижасида (қабрларнинг мавжудлиги турар жойида кутилмаган ва 1980-йилларда ўтказилган юқорида қайд этилган қазилма ҳисоботида улар ҳақида бирон бир маълумот берилмаган) мақсадга эришилмади. Шундай қилиб, тепанинг энг қуйи қатламлари ҳозирча очилмаган. [9, В 77].



(Расм - 12)

Қабрлар остида бир нечта маданий қатламлар ҳужжатлаштирилган. Юқори (V4, V5, V8, V9, V10, V11 ва V14) (Расм -12) сирланган буюмларни ўз ичига олади. Ушбу қазилма чизиғида сирланган идишларсиз қатламлар кузатилди (V13, V15, V16, OBJ13). Кулолчиликнинг типологияси пастки қатламда фарқ қилади, унда кулол ғилдирагида сопол йўқ, яъни кулолчиликнинг кўп қисми кўлда ясалган. Бошқа томондан, юқори қатламларда сирланган идишлар ва шиша парчалари бор. Биринчи кузатувларга асосланиб, ўрта ва юқори ўрта асрларга оид иккита қатлам очилган деган хулосага келиш мумкин. Пастки чизиқнинг қатламлари, асосан V13, жуда кўп остеологик материаллар ва кўплаб кўмирларни ўз ичига олган.

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К14ни таништириш учун намуналар V13, V14, V11, V6 қатламларидан олинган. [10, В 58].

Хандақнинг ўртасида деворга ўхшаш архитектура намаён бўлади. Юқорида таъкиджланган сабабларга кўрат ёдгорлик ҳақида тўлиқ маълумот олинмади ва ҳажми номаълумлигича қолмоқда. Ушбу деворга ўхшаш структуранинг жанубий томонида тош девор қазилган (OBJ9). Тош девори хандақнинг бутун кенглигида сақланмайди, чунки уни Н8 мазорининг чуқурлиги ёриб ўтган. (Расм -12)

Металл топилмаларни сақлаш ва ҳужжатлаштириш



Расм -13

Экспедициянинг кузги даврида металл детекторлар томонидан жами 831 та артефакт топилган. Ушбу топилмалар Дарбанд девори, Хўжаи Фор, Қапчиғай, Даҳнаижом манзилгоҳларидан топилган ва улар турли хил материаллардан - мис, темир, кўрғошин, кумуш ва олтин қотишмаларидан ясалган. Кейинги аниқлик учун уларни тиклаш керак эди. Улар мулойимлик билан тозаланган ва профессионал равишда сақланган ва фотосурат ва ўлчов (оғирлик ва ўлчам) билан батафсил ҳужжатлаштирилган. Бунинг учун

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Дарбантда дала консервацияси ва хужжатлар лабораторияси ташкил этилган (Расм - 13).

Қайта тиклаш тартиби

Артефактлар тиклашдан олдин фотосуратлар билан хужжатлаштирилди. Далаларда тиклаш ускуналари чекланганлиги сабабли асосан тозалаш имкониятлари мавжуд. Тупроқли қотишмалар ва каррозия маҳсулотлари артефактлар сиртидан асосан механик тозалаш йўли билан олиб ташланди. Бу пахта шарлари, ўтинли ёғоч асбоблар, нейлон чўтка, сув билан биргаликда темир скалпел ёрдамида амалга оширилди. Тозалаш учун янада замонавий асбоблардан фойдаланилди, масалан, ултратовуш тозолагич ва айланадиган асбобга ўрнатилган турли хил бирикмалар (пластмасса, темир ва гуруч чўткаси, майдалагич ва бошқалар). Танланган кумуш тангаларни кимёвий жиҳатдан махсус кислота ва ултра товушли тозалаш орқали механик тозалаш билан бирга олиб ташланди.

Артефактларни қуритиш қора пластинкада қуёш нури ёрдамида амалга оширилди. Рангли артефактларни тозалаш ва қуритишдан кейин асетонда эритилган Паралоид Б72 акрил лакнинг ўн фоизли эритмасининг икки қатлами қайта суртилди. Темир артефактларнинг коррозияси танат эритмаси билан барқарорлаштирилди ва асетонда эриган Паралоид Б72 акрил лакнинг 10 фоизли эритмаси ва бензинда эритилган бир қаватли Реврах мумининг бир қатлами билан концентрацияланган. Ниҳоят, қайта тиклаш, ўлчаш ва тортиш ишлари тугаганидан кейин артефактларнинг фотосурат ва чизма хужжатлари тайёрланди. Охирида артефактлар полиетилендан ёпиладиган пластик копларга алоҳида сақланди.

Консервациядан кейин артефактлар тупроқ аралашмасидан ва коррозиядан сақланадиган маҳсулотлардан холи. Натижада асл юзаси ва эҳтимол объектлардаги таркибий ва декоратив элементлар анча аниқроқ бўлади (Расм -14). Артефактларнинг ўлчамлари ва шакли ўзгаришсиз қолади, вазн йўқотиш минималдир.

Тавсия этилган сақлаш тартиби

Ҳимоя мақсадида артефактлар узок вақт давомида тавсия этилган шароитларда сақланиши керак, улар доимий ҳарорат 18 дан 20 ° К гача, нисбий намлик 40% ни ташкил этади, ҳаво ўтказмайдиган пластик кутиларда, эҳтимол силика жели ва намлик кўрсаткичи билан сақланади. Хавф омиллари - нисбий

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намликнинг юқори даражаси, ҳароратнинг ўзгариши, олтингугурт (олтингугурт диоксида, водород сулфиди), озон, карбонат ангидрид, хлорид ионлари, аммиак, цирка кислотаси, одамнинг терлаши, кўпол ишлов бериш ва бошқалар. Деконсервация учун акрил лак эритилиши керак бўлади. Органик эритувчилар билан қатламланган. Темир артефактлар юзаси темир танат аралашмасининг қатламини олиб ташлаш учун механик тозаланади.



(Расм - 14)

Рангли металл буюмларнинг қайта ишлангандан сўнг ҳолати

ХУЛОСА

Тадқиқодлар натижаси бизга катта натижа ва яхши стратиграфия берди, бу Бойсун ҳамда Кўхитанг тоғ ҳудудида жойлашган ёдгорликларни стратиграфик кетма-кетлигини яратиш учун яхши замин яратди. Олиб борилган антропологик изланишларга келсак, тўлиқ сақланиб қолган Лўнги Тепадаги саккизта скелет ҳамда Қапчиғайдаги иккита қабр қазиб олинди ва кейинги таҳлил қилиш учун намуналар юборилди. Ҳозирги кунда металллар ва тангалар, скелетлар ҳамда сополларга стратиграфия таҳлили олиб борилмоқда. Кейинги дала мавсумида, янги ёдгорликларни аниқлаш ва энг муҳим устувор ёдгорликларни тупроқ ости қатламигача стратиграфик қазишма қилиш мақсад қилинди.

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RAQAMLI TRANSFORMATSIYA JARAYONLARNI SODDALASHTIRISH

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ANNOTATSIYA

Ushbu maqola biznesdagi raqamli transformatsiya jarayonlarida soddalashtirishning muhim rolini ko'rib chiqadi. U raqamli tashabbuslarni qabul qilishda tashkilotlar duch keladigan qiyinchiliklarni ta'kidlaydi va murakkablik to'siqlarini bartaraf etish strategiyasi sifatida soddalashtirishni ta'kidlaydi. Adabiyotlarni keng qamrovli tahlil qilish va amaliy tadqiqotlarni o'rganish orqali maqola soddalashtirish raqamli transformatsiyani qanday tezlashtirishi, samaradorlik, innovatsiyalar va raqobatdosh ustunlikka olib kelishini tushuntiradi. U turli sohalardagi muvaffaqiyatli raqamli transformatsiyalar misollaridan kelib chiqib, AT infratuzilmasini ratsionalizatsiya qilish va hamkorlik madaniyatini oshirish kabi soddalashtirishning asosiy strategiyalari haqida tushuncha beradi. Umuman olganda, maqola raqamli transformatsiyaning murakkabliklarini yo'lga qo'yish va bugungi raqamli iqtisodiyotda barqaror o'sishga erishishga intilayotgan korxonalar uchun qimmatli tushunchalarni taqdim etadi.

Kalit so'zlar. Raqamli transformatsiya, soddalashtirish, texnologiyani qabul qilish, samaradorlik, innovatsiya.

SIMPLIFYING DIGITAL TRANSFORMATION PROCESSES

ABSTRACT

This article examines the pivotal role of simplification in digital transformation processes within businesses. It underscores the challenges organizations face in adopting digital initiatives and emphasizes simplification as a strategy to overcome complexity barriers. Through a comprehensive literature analysis and examination of case studies, the article elucidates how simplification accelerates digital transformation, leading to improved efficiency, innovation, and competitive advantage. It provides insights into key strategies for simplification,

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such as rationalizing IT infrastructure and fostering a culture of collaboration, drawing from examples of successful digital transformations in various industries. Overall, the article offers valuable insights for businesses seeking to navigate the complexities of digital transformation and achieve sustainable growth in today's digital economy.

Keywords. Digital transformation, Simplification, Technology adoption, Efficiency, Innovation.

УПРОЩЕНИЕ ПРОЦЕССОВ ЦИФРОВОЙ ТРАНСФОРМАЦИИ АННОТАЦИЯ

В данной статье рассматривается важная роль упрощения в процессах цифровой трансформации в бизнесе. В нем подчеркиваются проблемы, с которыми сталкиваются организации при внедрении цифровых инициатив, и подчеркивается упрощение как стратегия преодоления барьеров сложности. На основе всестороннего обзора литературы и тематических исследований в статье объясняется, как упрощение может ускорить цифровую трансформацию, повысить эффективность, инновации и конкурентные преимущества. Он дает представление о ключевых стратегиях упрощения, таких как рационализация ИТ-инфраструктуры и развитие культуры сотрудничества, на основе примеров успешных цифровых преобразований в различных отраслях. В целом, статья предоставляет ценную информацию для предприятий, стремящихся разобраться в сложностях цифровой трансформации и добиться устойчивого роста в современной цифровой экономике.

Ключевые слова. Цифровая трансформация, упрощение, внедрение технологий, эффективность, инновации.

KIRISH

Raqamli transformatsiya raqamli iqtisodiyotning tez rivojlanayotgan landshaftiga moslashish va rivojlanishga intilayotgan korxonalar uchun asosiy masalaga aylandi. Biroq, ko'pincha raqamli transformatsiya jarayonlari bilan bog'liq murakkablik ko'plab tashkilotlar uchun qabul qilish uchun muhim to'siq bo'lishi mumkin. Ushbu maqolada biz raqamli transformatsiya tashabbuslarida soddalashtirishning ahamiyatini o'rganamiz va samaradorlik va innovatsiyalarni

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rivojlantirish uchun ushbu jarayonlarni tartibga solish strategiyalarini muhokama qilamiz.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Ko'plab tadqiqotlar raqamli transformatsiya tashabbuslarini amalga oshirishda tashkilotlar duch keladigan qiyinchiliklarni ta'kidlaydi. Ushbu qiyinchiliklar ko'pincha yangi texnologiyalar, eski tizimlar va tashkiliy tuzilmalarni integratsiyalashning murakkab tabiatidan kelib chiqadi. McKinsey & Company tomonidan olib borilgan tadqiqotlar shuni ko'rsatadiki, soddalashtirish ushbu qiyinchiliklarni yengish va raqamli transformatsiyaning to'liq salohiyatini ochish uchun kalit hisoblanadi. Jarayonlarni soddalashtirish, murakkablikni kamaytirish va innovatsiyalar madaniyatini oshirish orqali korxonalar raqamli transformatsiya salohiyatini tezlashtirishi va barqaror o'sishga erishishi mumkin.

Raqamli transformatsiyada soddalashtirish kontsepsiyasini o'rganish uchun biz turli sohalardagi mavjud adabiyotlar va amaliy tadqiqotlarni ko'rib chiqdik. Biz soddalashtirishga ustuvor ahamiyat beradigan raqamli transformatsiyaning muvaffaqiyatli tashabbuslari misollarini tahlil qildik va jarayonlarni soddalashtirish va samaradorlikni oshirish uchun foydalaniladigan umumiy strategiyalarni aniqladik.

NATIJALAR

Bizning tahlilimiz shuni ko'rsatdiki, soddalashtirish muvaffaqiyatli raqamli transformatsiya harakatlarining muhim tarkibiy qismidir. Soddalashtirishni birinchi o'ringa qo'yadigan tashkilotlar ko'pincha tezroq amalga oshirish muddatlarini, arzonroq xarajatlarni va yaxshilangan natijalarni boshdan kechiradilar. Soddalashtirishning asosiy strategiyalari qatoriga AT infratuzilmasini ratsionalizatsiya qilish, takrorlanuvchi vazifalarni avtomatlashtirish, bulutga asoslangan yechimlardan foydalanish hamda bo'limlar o'rtasida hamkorlik va innovatsiya madaniyatini oshirish kiradi. Amazon, Netflix va Salesforce kabi kompaniyalarning amaliy tadqiqotlari soddalashtirish ularga an'anaviy tarmoqlarni buzishga va raqamli asrda barqaror raqobatdosh ustunlikka erishishga qanday imkon berganligini ko'rsatadi.

Soddalashtirish strategiyasi	Ta'rif	Misollar
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AT infratuzilmasini ratsionalizatsiya qilish	Murakkablikni kamaytirish va samaradorlikni oshirish uchun IT tizimlari va infratuzilmasini soddalashtirish va birlashtirish.	Bulutli platformalarga o'tish, ma'lumotlar markazlarini birlashtirish, dasturiy ilovalarni standartlashtirish.
Avtomatlashtirish	Tezlik, aniqlik va mahsuldorlikni oshirish uchun texnologiyadan foydalangan holda takrorlanadigan vazifalar va jarayonlarni avtomatlashtirish.	Muntazam ma'lumotlarni kiritish uchun robotli jarayonlarni avtomatlashtirish (RPA), mijozlarga xizmat ko'rsatishning avtomatlashtirilgan chatbotlari, inventarizatsiyani boshqarishning avtomatlashtirilgan tizimlari.
Bulutli yechimlardan foydalanish	Mashtablilik, moslashuvchanlik va iqtisodiy samaradorlikni ta'minlash uchun bulutga asoslangan xizmatlar va platformalarni qabul qilish.	AWS, Azure yoki Google Cloud kabi bulutli saqlash va hisoblash platformalariga ko'chish, dasturiy ta'minot sifatida xizmat ko'rsatish (SaaS) ilovalarini o'rnatish.
Hamkorlikni rivojlantirish	Siloslarni buzish va innovatsiyalarni rivojlantirish uchun jamoaviy ish va idoralararo hamkorlik madaniyatini rivojlantirish.	Slack yoki Microsoft Teams, o'zaro faoliyat loyiha guruhlari, o'zaro hamkorlikni targ'ib qiluvchi ochiq ofis tartiblari kabi hamkorlik vositalarini amalga oshirish.

Ushbu jadval raqamli transformatsiya jarayonlarini soddalashtirish bo'yicha aniq strategiyalarning batafsil tavsifini taqdim etadi va ularning amaliy qo'llanilishini ta'kidlash uchun illyustrativ misollar beradi.

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Raqamli transformatsiya - bu biznesning barcha sohalariga raqamli texnologiyalarni integratsiyalashuvini o'z ichiga olgan murakkab jarayon bo'lib, sizning faoliyatingiz va mijozlarga qiymat yetkazib berish uslubingizni tubdan o'zgartiradi. Ushbu jarayonlarni soddalashtirish yanada samarali va muvaffaqiyatli transformatsiyalarga olib kelishi mumkin. Bu erda soddalashtirishga erishish uchun asosiy strategiyalar:

- Maqsadlarni aniqlang: raqamli transformatsiya orqali nimaga erishmoqchi ekaningizni aniq ifodalang. Bu aniq, o'lchanadigan maqsadlarni belgilashni o'z ichiga oladi.

- Biznes strategiyasiga muvofiqlik: Sinerji yaratish va mazmunli natijalarga erishish uchun raqamli transformatsiya maqsadlari kengroq biznes strategiyasiga mos kelishini ta'minlang.

- Yuqori menejmentni qo'llab-quvvatlash: o'zgarishlarni amalga oshirish uchun yuqori boshqaruv tomonidan ishonchli majburiyat va yordam.

- Xodimlarning ishtiroki: barcha darajadagi xodimlarni jalb qiling, ular imtiyozlarni tushunishlari va o'zgarishlarga tayyor bo'lishlariga ishonch hosil qiling. Bunga muntazam muloqot va treninglar orqali erishish mumkin.

- Mijozlarga yo'naltirilgan yondashuv: mijozlar tajribasini yaxshilaydigan o'zgarishlarga ustuvor ahamiyat bering. Bu mijozlar ehtiyojlari va afzalliklarini tushunish uchun ma'lumotlar tahlilidan foydalanishni o'z ichiga oladi.

- Tekshiruv davrlari: doimiy ravishda mijozlarning fikr-mulohazalarini to'plash va ularga amal qilish mexanizmlarini joriy qilish.

- Qo'shimcha o'zgarishlar: Transformatsiyani kichikroq, boshqariladigan loyihalarga ajrating. Ushbu o'zgarishlarni tezda amalga oshirish va takrorlash uchun agile metodologiyalaridan foydalaning.

- Moslashuvchanlik va moslashuvchanlik: o'zgarishlarni qabul qiladigan va yangi vositalar va jarayonlarga moslashishga tayyor bo'lgan madaniyatni rag'batlantirish.

- Masshtablilik: Operatsiyalarni samarali miqyoslash va resurslarni yanada samarali boshqarish uchun bulutga asoslangan yechimlardan foydalaning.

- Xarajat samaradorligi: Bulutli texnologiyalar ko'pincha apparat va infratuzilmaga sezilarli investitsiyalarga bo'lgan ehtiyojni kamaytiradi.

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- Jarayonlarni avtomatlashtirish: robotlashtirilgan jarayonlarni avtomatlashtirish (RPA) va boshqa texnologiyalar yordamida avtomatlashtirilishi mumkin bo'lgan takrorlanuvchi va ko'p vaqt talab qiladigan vazifalarni aniqlang.

- AI va Machine Learning: Qaror qabul qilish va bashoratli tahlil imkoniyatlarini yaxshilash uchun sun'iy intellekt va mashinani o'rganishni amalga oshiring.

- Ma'lumotlarni boshqarish: ma'lumotlar sifati, xavfsizligi va muvofiqligini ta'minlash uchun ma'lumotlarni boshqarish bo'yicha aniq siyosatlarni ishlab chiqing.

- Integratsiyalashgan tizimlar: biznes operatsiyalarining har tomonlama ko'rinishini ta'minlash uchun turli ma'lumotlar manbalarini yagona tizimga integratsiyalash.

- Xavfsizlik choralari: ma'lumotlar buzilishi va kiberhujumlardan himoya qilish uchun mustahkam kiberxavfsizlik choralarni qo'llash.

- Doimiy auditlar: muntazam ravishda xavfsizlik tekshiruvlarini o'tkazing va paydo bo'ladigan tahdidlarni bartaraf etish uchun protokollarni yangilang.

- Ta'lim va rivojlanish: Xodimlarning zarur raqamli ko'nikmalarga ega bo'lishini ta'minlash uchun doimiy o'qitish va rivojlanishga sarmoya kiriting.

- Iste'dodlarni qo'lga kiritish: ma'lumotlar fani, kiberxavfsizlik va raqamli marketing kabi asosiy sohalarda mutaxassislarni yollash.

- Mutaxassislar bilan hamkorlik qiling: qimmatli tushuncha va yordam bera oladigan texnologiya provayderlari, maslahatchilar va boshqa ekspertlar bilan hamkorlik qiling.

- Innovatsion markazlar: so'nggi tendensiyalar va texnologiyalardan xabardor bo'lish uchun innovatsion markazlar, inkubatorlar va sanoat guruhlarini bilan hamkorlik qiling.

- Asosiy samaradorlik ko'rsatkichlari (KPI): taraqqiyotni kuzatish va raqamli transformatsiya tashabbuslarining ta'sirini o'lchash uchun KPI'larni yarating.

- Doimiy takomillashtirish: Strategiyalarni doimiy ravishda takomillashtirish va takomillashtirish uchun monitoringdan olingan tushunchalardan foydalaning.

Raqamli transformatsiya jarayonlarini soddalashtirish aniq strategik qarashlar, manfaatdor tomonlarning ishtiroki, mijozlarga e'tibor qaratish, tezkor joriy etish, zamonaviy texnologiyalardan foydalanish, kiberxavfsizlikni kuchaytirish hamda uzluksiz o'rganish va takomillashtirish madaniyatini oshirishni o'z ichiga

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oladi. Ushbu strategiyalarga rioya qilish orqali korxonalar raqamli transformatsiyaning murakkabliklarini yanada samaraliroq boshqarishi va barqaror muvaffaqiyatga erishishi mumkin.

XULOSA

Xulosa qilib aytganda, soddalashtirish raqamli transformatsiya jarayonlarini tezlashtirishda va bugungi raqamli iqtisodiyotda tashkilot muvaffaqiyatiga erishishda muhim rol o'ynaydi. Oddiylikni qabul qilish va jarayonlarni soddalashtirishga e'tibor qaratish orqali korxonalar murakkablik to'siqlarini yengib o'tishlari, innovatsiyalar uchun yangi imkoniyatlarni ochishlari va raqobatchilardan oldinda qolishlari mumkin. Raqamli transformatsiya tarmoqlarni qayta shakllantirishda davom etar ekan, tashkilotlar uzoq muddatli maqsadlariga erishish va tobora murakkablashib borayotgan biznes muhitida muvaffaqiyat qozonish uchun asosiy strategiya sifatida soddalashtirishga ustuvor ahamiyat berishlari kerak.

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ПРОФИЛАКТИКА НЕДОСТАТКИ ИММУННОЙ СИСТЕМЫ КРАСНЫХ КАЛИФОРНИЙСКИХ ЧЕРВЕЙ ПРИ ПАТОЛОГИЧЕСКИХ И ФИЗИОЛОГИЧЕСКИХ МЕХАНИЗМАХ ВОССТАНОВЛЕНИЯ.

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Аннотация: Изучить физиологические и патологические механизмы восстановления у калифорнийского красного червя и изучить, как они могут быть применены для лечения таких заболеваний, как псориаз, экзема, различные виды кожных высыпаний и, в частности, лейшманиоз. Кроме того, изучить, как эти механизмы влияют на клетки организма в органах, включая их способность восстанавливать клетки и повышать местный и системный иммунитет.

Ключевые слова: иммунитет, иммунодефицит, лимфатический узелок, дисфункция, аутосома, сыворотка, биогумус, Т,В лимфоциты.

PREVENTION OF IMMUNE SYSTEM DEFECTS IN RED CALIFORNIA WORMS DURING PATHOLOGICAL AND PHYSIOLOGICAL MECHANISMS OF RESTORATION.

Abstract: To study the physiological and pathological mechanisms of recovery in the Californian red worm and explore how they can be applied to the treatment of diseases such as psoriasis, eczema, various types of skin rashes and, in particular, leishmaniasis. Additionally, study how these mechanisms affect body cells in organs, including their ability to repair cells and enhance local and systemic immunity.

Key words: immunity, immunodeficiency, lymph node, dysfunction, autosome, serum, vermicompost, T, B lymphocytes.

ВВЕДЕНИЕ:

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Researchbib Impact factor: 13.14/2024

SJIF 2024 = 5.444

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Калифорнийский красный червь выращивается на специальном биогумусе, который важен для научных исследований. Этот вид червей используется для изучения вирусологических, иммунологических и микробиологических факторов на основе опыта, полученного при выращивании червей и получении из них лекарственных препаратов. Сыворотка, получаемая из этого червя, оказывает влияние на иммунную систему, помогая укреплять и поддерживать ее на оптимальном уровне.

Иммунная система похожа на сложную сеть биологических процессов, которые защищают наш организм от микробов и болезней. Она может распознавать и бороться со всеми видами вредных веществ, таких как вирусы, бактерии и даже раковые клетки. Она также предотвращает попадание вредных веществ в здоровые части нашего тела.

Существует два основных типа иммунной системы: первая всегда готова бороться с микробами, а вторая реагирует на конкретные угрозы. Они работают сообща, чтобы сохранить наше здоровье и защитить нас. У других организмов, таких как бактерии и растения, тоже есть свои формы иммунитета. Это может быть в виде ферментов или других способов защиты от микробов. Эти иммунные системы развивались с течением времени и до сих пор играют важную роль в обеспечении безопасности живых существ.

Эти защитные механизмы включают в себя такие процессы, как фагоцитоз (когда клетки поглощают микробы) и антимикробные пептиды, такие как дефензин. Существует также система комплемента, которая помогает бороться с инфекцией. У челюстных рыб, как и у людей, еще более сложная иммунная система, которая может лучше распознавать вредные микробы.

Адаптивный иммунитет, или "приобретенный" иммунитет, заставляет организм помнить, как бороться с микробами в будущем. В этом и заключается суть вакцин.

Если ваша иммунная система не работает должным образом, это может вызвать такие проблемы, как аутоиммунные заболевания, воспаление и даже рак. Когда ваша иммунная система слабее, чем обычно, это называется иммунодефицитом, и вы получаете больше инфекций, с которыми труднее бороться. Аутоиммунные заболевания - это когда ваша иммунная система сходит с ума и атакует ваш собственный организм, как при болезни Хашимото,

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ревматоидном артрите, сахарном диабете 1 типа и волчанке. Иммунология - это наука о том, как работает иммунная система и все такое прочее.

Иммунодефицит возникает, когда один или несколько компонентов иммунной системы пожилых людей не так сильна, как у молодых, что затрудняет борьбу с микробами и инфекциями. Это связано с процессом, известным как "иммунное старение", который начинается после 50 лет. Дополнительные факторы, такие как избыточный вес, употребление алкоголя и наркотиков, также могут ослабить иммунную систему, особенно если человек живет в богатой стране. В бедных районах недостаток достаточного количества пищи и белка также может способствовать ослаблению иммунной системы.

Ослабленная иммунная система не только снижает способность организма противостоять инфекциям, но и может привести к проблемам с функционированием антител. Антитела - это белки, которые помогают организму бороться с микробами. Когда они не функционируют оптимально, могут возникнуть различные проблемы. Генетические мутации, например, те, которые вызывают тяжелый комбинированный иммунодефицит (ТКИД), также могут привести к серьезным проблемам с иммунитетом. Кроме того, существует хронический гранулематоз, при котором организму трудно бороться с бактериями и вирусами. Это заболевание может передаваться по наследству или присутствовать при рождении, хотя приобретенный иммунодефицит также может быть вызван СПИДом и некоторыми видами рака.

Калифорнийский красный червь прекрасно себя чувствует на биогумусе, который представляет собой особое вещество, созданное в результате научных исследований. Анализируя вирусологические, иммунологические и микробиологические эффекты этого червя, мы можем продолжать его разработку. Затем мы извлекаем сыворотку из калифорнийских красных червей и используем ее для укрепления иммунной системы, помогая поддерживать ее силу.

Цель

Изучить физиологические и патологические процессы заживления у калифорнийских красных червей и выяснить, можно ли их использовать для лечения таких заболеваний, как псориаз, экзема и различные виды сыпи,

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особенно лейшманиоза. Мы также рассмотрим, как это вещество воздействует на клетки человека, помогая им регенерировать, укрепляя иммунную систему как локально, так и в целом, и, возможно, получая другие полезные свойства.

Материалы и методы исследования

Иммунная система становится сильнее, когда в организме появляется больше Т- и В-клеток. Эти клетки помогают бороться со всеми видами кожных заболеваний, такими как псориаз и экзема. Они особенно эффективны в борьбе с распространенным в регионе заболеванием, называемым лейшманиозом. [4] Ученые работают над тем, как передать эти клетки людям. Наша экспериментальная площадка находится в Чепе и Гулистане, в районе Алтынсай. Мы выращиваем богатые питательными веществами экскременты калифорнийских красных червей, извлекаем, фильтруем и сушим их в специальном шкафу. После того, как он пролежит там 48 часов, мы вынимаем червей и измельчаем их в порошок. Мы берем 12 миллиграммов этого порошка и помещаем его в колбу с другими продуктами. Мы помещаем колбу в грелку, а затем встряхиваем жидкость внутри нее, чтобы отделить ее.

Мы берем сыворотку из этой жидкости и тестируем ее, чтобы понять, как она влияет на иммунную систему человека. Мы используем эту сыворотку для создания лекарства, которое может предотвратить 11 различных заболеваний. Это лучший способ борьбы с такими вирусами, как гепатит А и В!

Обсуждение и результаты

Опыт показывает, что сыворотка, полученная из красных калифорнийских дождевых червей, может быть эффективной в профилактике лейшманиоза, тяжелого кожного заболевания. Это достигается за счет усиления местной и общей иммунной системы и борьбы с патогенами, вызывающими лейшманиоз.

Результаты исследования показывают, что эффективность сыворотки составила 70% в течение первой недели и более 85% в последующие дни, что свидетельствует об успехе этого научного исследования и достигнутых положительных результатах.

Биогумус, который содержит особые питательные вещества, уникальные по своему составу, использовался для выращивания калифорнийских красных дождевых червей и получения из них сыворотки.

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Кроме того, с использованием этой сыворотки были разработаны лекарства от болезней человека.

ВЫВОДЫ:

Сыворотка, полученная из калифорнийских красных червей, доказала свою высокую эффективность при лечении кожных заболеваний, в частности лейшманиоза. Это заболевание вызывается группой паразитов под названием *leishmania*, которые при отсутствии лечения могут привести к серьезным проблемам со здоровьем. Сыворотка действует, убивая микробы, вызывающие заболевание, и предотвращая его повторение или обострение.

Лейшманиоз - это глобальная проблема, от которой ежегодно страдают миллионы людей. До недавнего времени не было известно лекарства от этого заболевания. Однако, благодаря нашим исследованиям, мы разработали новый план лечения, в котором для борьбы с этой опасной инфекцией используется специальная сыворотка, полученная из калифорнийских красных червей.

В дополнение к сыворотке мы также предлагаем ряд других методов лечения, включая внутривенное введение амфотерицина и препаратов пятивалентной сурьмы, а также крем "АЗАМЗАР". Эти продукты помогают предотвратить такие заболевания, как лейшманиоз, экзема и псориаз, а также улучшают общее состояние здоровья.

Наши тесты показали, что сыворотка обладает высокой эффективностью: показатели крови увеличиваются на 15% по сравнению с нормой. Это говорит о том, что организм вырабатывает больше красных кровяных телец и что активность клеток повышается. В целом, результаты являются многообещающими и свидетельствуют о том, что мы находимся на правильном пути в наших усилиях по борьбе с лейшманиозом и другими кожными заболеваниями.

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**ВАЖНОСТЬ ИММУНОЛОГИЧЕСКИХ ПОКАЗАТЕЛЕЙ ДЛЯ
ЭКСПЕРИМЕНТАЛЬНЫХ ЖИВОТНЫХ ОПРЕДЕЛЕННЫХ ПРИ
ПОМОЩИ ЭКСПЕРИМЕНТАЛЬНОГО МЕТОДА**

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Введение. Для исследования были выбраны беспородные белые крысы мужского пола в возрасте 2-3 месяца, вес которых на момент начала эксперимента составлял 150-180 гр., а также аналогично мыши белого цвета без определённой породы, возраст которых составлял аналогично 2-3 месяца, а масса идентифицировалась на начало эксперимента как 18-22 гр. Также для исследования были использованы куры на ювенильной стадии развития в возрасте 7-10 дней с момента вылупления, вес которых составлял на момент проведения исследования 60-90 гр. В составе контрольной и экспериментальных групп нами было подобрано оптимальное количество животных для репрезентативности экспериментальных данных, равное 8-10 особям.

Кормовая база для контрольной и экспериментальных групп были подобраны в соответствии с правилами содержания экспериментальных животных в условиях вивария. Аналогично, исследовательские действия над представителями указанных видов проводились по правилам, обозначенным в рамках Европейской конвенции по защите позвоночных животных, используемых для экспериментальных и иных целей (Страсбург, 1986) [2].

В целях получения комплемента для исследования были отобраны представителя морских свинок, вес которых на момент первичного измерения составлял 300-400 г. Первично для извлечения комплемента проводилась процедура декапитации животного, после которой производился забор плазмы крови, лишённой фибриногена. В последствие её закладывали в специальную камеру для сохранения постоянной температуры на уровне стабильного значения, равного -20° С. Непосредственно во время проведения активных манипуляций с веществом его смешивали с изотоничным для плазмы крови

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раствором пропорционально равно 1:20. Применительно же к ювенильным курам использовалась в качестве антигена соответственный препарат, забранный из кровеносного русла цыплят.

В роли корпускулярного антигена в череде исследовательских манипуляций применялись красные кровяные клетки копытных, а именно эритроциты барана (ЭБ), представляющие собой антиген, зависимый от вилочковой железы. Предварительно с целью иммунизации красные кровяные клетки подвергали процессу центрифугирования первично и вторично при использовании среды 199 и режиме центрифугирования, равном 1000 оборотам за промежуток времени в 600 секунд. Экспериментальные объекты подвергались процедуре иммунизации единожды в пропорциях вводимого вещества, равных 10^8 или 2×10^8 при помощи введения препарата интроперитонеально в объеме 0,5 мл изотонического для вещества раствора.

ЦЕЛЬ ИССЛЕДОВАНИЯ

В работе использовали активное вещество- крем Azamzar его состав:

Elsenia andrei-1 г; лавр-1 г; липид- 1.5 г. алоэ-15г; растительные экстракты 2 г. Амдир – 2г, ланолин-2г. цинк-0.1г. вазелин-15 г. Вода очищенная, глицерин, диметикон. Цетиловый спирт, полиакрилат натрия и изотретинол изонаноат и тридецит. Моностварат глицерина, изопропилпальмитат. активный ингредиент из морских водорослей (Phycosaccharide AIP) карбамид, стеариновая кислота, диметикон и ПЭГ/ППГ 18/18 диметикон. Д-пантенол. воск пчелиный. бисаболол. экстракты чайного дерева лаванды, череды, эфирное масло лаванды, экстракт березовых почек, экстракт софоры японской, трилон Б. бензиловый спирт, метилхлороизотиазолинон. метилизотиазолинон

Препаратами сравнения или референс-препаратами с целью фиксации эффективности иммуностимулирующего эффекта экспериментального препарата использовались уже успешно введёнными в клиническую практику иммуностимулирующие препараты, такие как Т-активин и иммунал, поставляемые из Словении и производимые в качестве лекарственного и терапевтического средства фармацевтической компанией Лек д.д. Данные препараты аналогично исследуемому вводились в экспериментальных животных в дозировках, равных 0,5 и 50 мг/ кг. При наличии у экспериментальных

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животных условий повышенной мышечной активности в качестве референса нами применялся бемитил. В случае же регистрации признаков острой формы воспаления ткани печени, вызванной отравлением химическими веществами также применялся препарат, призванный снизить токсическое действие на орган- гепатопротектор легалон.

МАТЕРИАЛ И МЕТОДЫ

Методика регистрации антитело продуцирующих клеток в спленуме экспериментальных объектов.

Представителей рода *Mus* подвергали процедуре иммунизации при помощи красных кровяных телец копытного и по истечению пятидневного срока проводилась их немедленная декапитация. Из тела экспериментального животного происходило изъятие спленума и подсчет в его составе соответственно клеток, способных к продукции антител (АОК) при помощи технологии прямого местного разрушения клеток крови в агарозе по Jerne и Nordin (1963) [11]. Так, по данной технологии в указанном научном труде спленум животного подвергали процедуре дробления в силикатном гомогенизаторе в среде номер 199 объемом равном 5 мл и проводили процедуру отцеживания и осаждения при помощи фильтровального устройства с капроновым двухкомпонентным покрытием. Агарозу, производимую компанией «Serva», в расчетном соотношении, равном 600 мг на 100 мл раствора Хэнкса доводили до полного состояния вываривания на протяжении 60 минут при температурном режиме в пределах 50°C при вываривании в чаше с водой. Для экспериментальных целей также подготавливали заранее 20% раствор красных кровяных телец копытного. В микробиологическую посуду диаметром 40 мм переливали 100 мкл целлюлярного препарата из спленума представителей *mus*, 1 мл препарата из агарозы и 40 мкл 20% препарата из красных кровяных телец копытного. Получившееся в результате этих манипуляций вещество было гомогенно разложили по всему диаметру посуды, после чего на срок 90 минут размещали в термостате при стабильной температуре, равной 37 °С. Далее в рамках экспериментальных манипуляций в состав полученного вещества докладывали по 1 мл компонента извлечённого из *Cavia porcellus*, предварительно смешанного с изотоническим раствором в пропорциональном отношении, равном 1:20. Следом специальную посуду снова подвергали

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процедурам с использованием термостата в течение 60 минут. Следом в полученном в результате этого веществе измеряли и фиксировали участки с выраженным гемолизом («бляшки»), на относительно удаленном от каждой стороны конце специализированной посуды которого располагались АОК. Числовое соотношение АОК определяли на целостный спленум как абсолютный показатель и на 1 млн целлюлярного состава спленума как относительный показатель. С целью определения точного значения относительного показателя первично проводили манипуляции по расчёту количественного состава нуклеосодержащих клеток спленума (ЯСКС) применительно к раствору из этановой кислоты со значением 0,4 мл 5%. Затем производилось определение общего количественного состава ЯСКС и в соответствии с полученными данными производили также и количественное измерение АОК на 1 млн. клеток селезёнки по формуле:

$$X = A/B,$$

где А - количество АОК на всю селезенку,

Б - число ЯСКС в млн.

Технология расчета антитело продуцирующих клеток в спленуме ювенильных кур

Количественный состав АОК в спленуме ювенильных кур рассчитывали по технологии, которая указывалась в научных работах И.А. Болотникова и Ю.В. Конопатова (1987) [1]. Для этих целей спленум ювенильных кур измельчали и смешивали с 2 мл среды 199 при помощи специального аппарата и аналогично отфильтровывали при помощи фильтра из полиамида 6. Следующим этапом было добавление 0,1 мл препарата из спленума к 1 мл 0,6% раствора агарозы, а также 0,04 мл 20% препарата из красных кровяных телец копытных. Следом проводилась манипуляция над Чашками Петри использованием термостата в течении 90 минут при стабильном температурном режиме равном +30⁰С. В заключение в лабораторную посуду с данным веществом также вносили и 1 мл комплемента, выделенного и извлечённого из ювенильных кур, которую предварительно смешали в пропорции 1:1. Затем проводились последние манипуляции с веществом – помещение в термостат на 60 минут и определение числового состава АОК в спленуме.

Методика определение гематологических показателей

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С целью определения гематологических показателей у всех испытуемых животных также рассчитывались числовые составы целлюлярного компонента вилочковой железы и костного мозга, как центральных иммунных органов, а также спленума и лимфатических узлов брыжейки как периферических иммунных органов по технологии, описанной в научных работах Р.В.Петрова, Ю.М.Зарецкой (1965). У испытуемой группы в составе периферической крови производилось количественное определение целлюлярного состава красных и белых кровяных телец. С целью исследования количества красных кровяных клеток в посуду добавляли 4 мл нормального раствора, а также 20 мкл гематической жидкости. В свою очередь для определения числовых показателей белых кровяных клеток смешивали пропорционально 20 мкл гематической жидкости и 0,4 мл 5% раствора этановой кислоты. Затем в процедуре подсчета применялся метод исследования количественного состава с использованием камеры Горяева.

РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ

Фиксация наличия антител к красным кровяным тельцам копытных в периферической гематической жидкости

Для определения наличия и количественного состава антител к эритроцитам барана в 96-ти луночные планшеты добавляли по 50 мкл нормального изотонического раствора [6]. Следующим этапом в одну из лунок лунку доливали 50 мкл плазмы без фибрина от экспериментального объекта, проводили процедуру перемешивания, а затем проводили титрование последовательным переносом в остальные лунки. Так необходимо было сделать вплоть до того, что необходимо было оставить лишь 2 последних ряда лунок. Одна из лунок в своем составе содержала в качестве контроля лишь нормальный изотонический раствор для крови млекопитающих. Следом к уже имеющимся растворам вливали 50 мкл 1% раствора красных кровяных клеток копытных. Лабораторную посуду располагали внутри термостата на 60 минут при температурном режиме, равном 37°C. Следом вели подсчет титра антител в реакции склеивания и осаждения эритроцитов. В качестве титра антител условно засчитывали окончательное смешение препарата, обозначаемое реакцией, по форме напоминающей зонтик, то есть взаимодействием с красными кровяными

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клетками копытных млекопитающих. Результаты демонстрировались в виде логарифмов с основанием 2 (\log_2)

Фиксация наличия конкуренции антигенов в лимфоцитарном ответе

С целью провоцирования явления антигенной конкуренции представителям рода *mus* на начальном этапе как доминантный антиген внедряли красные кровяные тельца лошади (ЭЛ) в соотношении 1×10^9 и спустя 4-ро суток внедряли красные кровяные тельца барана в объемах 2×10^8 (иммунизирующий антиген). По истечению 4-рех суток производился непосредственно подсчет АОК в спленуме [7].

Для исследования нами были выбраны мужские особи белых беспородных представителей рода *mus* с весом при контрольном измерении равном 18-20 г. Данных представителей обездвиживали и располагали на специальном приспособлении на дорзальной плоскости тела в течение 6 часов. Следом экспериментальные объекты подвергали процедуре умерщвления при помощи мгновенной декапитации, предварительно обезболив их при помощи легкого эфирного наркоза. Полученное в результате вещество в начале исследования внедряли в организм животного интраперитонеально за 60 минут до их обездвиживания. На следующий день процедура введения была совмещена с внедрением в организм антигена. Через четверо суток у испытуемых из серии номер 2 аналогично определяли степень воздействия стресса на физиологические показатели по описанным ранее методам сбора и учёта данных, а также выявляли то, насколько активен был ответ иммунной защиты организма и какие отклонения или специфические особенности возникали в результате воздействия в различных системах организма мышей.

ВЫВОДЫ:

Статистическая обработка и фиксирование данных исследования были проведены благодаря учёту в базу данных ЭВМ и обработки их путём применения для статистического анализа t-критерия Стьюдента. Для вычислительных операций были использованы функции программы ПК «Microsoft Excel». Для расчета всех необходимых параметров применялись следующие условные обозначения:

- средняя арифметическая (M);
- среднее квадратичное отклонение (σ);

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- стандартная ошибка (m);
- критерий Стьюдента (t);
- вероятность ошибки (p);

При значении, равном $P < 0,05$ изменения фиксировались как статистически значимые. При этом стоит отметить, что для корректных расчётов нами были учтены и приняты к сведению постулаты, указанные в современных руководствах по статистической обработке данных клинических и лабораторных исследований [3].

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ЗНАЧЕНИЕ СОЦИАЛЬНО-ПЕДАГОГИЧЕСКИХ АСПЕКТОВ В РАЗВИТИИ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ У СТУДЕНТОВ

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Аннотация. В статье рассматривается социально-педагогическая ценность развития коммуникативной компетентности студентов. Исследование основано на анализе научных данных наблюдений, полученных в результате опроса, проведенного среди студентов и преподавателей. Результаты показывают, что вышеуказанная коммуникативная компетентность отвечает за успешное формирование личности молодого человека в определенных социальных условиях, которое изучает общественные ценности и нормы, личностный коммуникативный рост. В данной статье приводятся мнения отечественных и зарубежных ученых о модели методики развития коммуникативной компетентности у студентов, а также даны практические рекомендации по модифицированию учебного процесса с целью созидания коммуникативной компетентности студентов.

Ключевые слова: коммуникативная компетентность, социально-педагогическая среда, высшее образование, социализация, личностный рост, профессиональное развитие.

THE IMPORTANCE OF SOCIAL AND PEDAGOGICAL ASPECTS IN THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN

Abstract. This article examines the socio-pedagogical significance of the development of students' communicative competence. The research is based on the analysis of scientific literature and empirical data obtained from a survey of students and teachers. The results show that a high level of communicative competence contributes to successful socialization, personal and professional growth of students. The development of effective communication and interaction skills is an important

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task of higher education. The article offers practical recommendations for improving the educational process in order to form students' communicative competence.

Keywords: communicative competence, socio-pedagogical significance, higher education, socialization, professional development

ВВЕДЕНИЕ

Сегодня система образования нашей страны основана на инновационных технологиях: улучшение системы, укрепление ее национальной базы, исчерпывающая осведомленность, доведение подготовки социально активных и квалифицированных конкурентоспособных кадров до уровня мировых стандартов. Существует много изысканий, посвященных вопросам вывода. Качество в образовании перемен и высокая результативность, их совместимость с мировыми образовательными требованиями, и на каком уровне компетенции получают педагогами в будущей трудовой деятельности зависит от реализации. Качественные изменения в образовании эффективность и качество образования как результат положительных инноваций в этой области обеспечивается результативностью и создается педагогический инновационный процесс.

Коммуникативная компетентность является одной из основных составляющих успешной социализации и профессиональной реализации человека в современном обществе. В условиях глобализации и стремительного развития информационно-коммуникационных технологий умение эффективно общаться и общаться с людьми приобретает особое значение. Высшее образование, важнейший институт социализации, призвано не только дать студентам профессиональные знания и умения, но и содействовать развитию их коммуникативной компетентности.

Актуальность проблемы развития коммуникативной компетентности у студентов связана с повышающимися требованиями, предъявляемыми к уровню коммуникативной подготовки выпускников вузов со стороны работодателей и общества в целом. Недостаточное формирование навыков общения и взаимодействия может стать серьезным препятствием для личностного и профессионального роста молодых специалистов. В связи с этим обязанностью системы образования является поиск эффективных методов развития коммуникативной компетентности учащихся.

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Цель данной статьи – продемонстрировать социально-педагогическую важность развития коммуникативной компетентности студентов и дать практические рекомендации по совершенствованию образовательного процесса в этом направлении.

МЕТОДЫ И АНАЛИЗ ЛИТЕРАТУРЫ

Теоретическую и методологическую основу изучения составили работы отечественных и зарубежных ученых в области педагогики, психологии, социологии и науки. Особое внимание уделялось работам по развитию коммуникативной компетентности личности. В ходе исследования использовались следующие методы: анализ научной литературы по проблеме, анкетирование, интервью, педагогическое созерцание, изучение и обобщение педагогического опыта, эмпирические методы обработки данных.

Экспериментальная часть исследования была организована по результатам опроса, проведенного среди 180 студентов 1-4 курсов различных образовательных направлений и 25 преподавателей трех вузов Ташкента. Анкетирование проводилось среди пожилых людей в октябре 2023 года.

АНАЛИЗ И ОБСУЖДЕНИЕ

Полученные результаты позволяют сделать выводы о высокой социально-педагогической значимости развития коммуникативной компетентности студентов. С одной стороны, эта компетентность является важнейшим фактором успешной социализации личности в студенческий период, содействует установлению согласованных отношений с окружающими, эффективному сотрудничеству в студенческом сообществе. С другой стороны, развитие коммуникативной компетентности необходимо для профессионального становления будущих специалистов, что позволяет им успешно решать коммуникативные задачи в сфере квалифицированной деятельности.

Поэтому развитие коммуникативной компетентности студентов следует рассматривать как одну из преимущественных задач высшей школы. Для ее достижения необходимо реализовать комплексный подход, включающий модернизацию содержания, форм и методов профессиональной подготовки с учетом требований коммуникации образования.

Прежде всего, необходимо усилить коммуникативный компонент в преподавании всех учебных предметов, сделать акцент на развитии у

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студентов способностей и навыков эффективного общения и взаимодействия. С этой точки зрения особое значение приобретают интерактивные образовательные формы и методы (дискуссии, ролевые игры, тренинги и др.), способствующие активизации коммуникативной деятельности учащихся.

Важным условием формирования коммуникативной компетентности студентов является также организация коммуникативной среды в вузе, создающей для них возможности приобретения опыта конструктивного общения и взаимодействия. Данное положение включает в себя стимулирование студентов к участию во внеурочной деятельности (научная, творческая, духовно-просветительская, спортивная деятельность), участию в организациях студенческого самоуправления, волонтерских и общественных организациях.

Наконец, важно обеспечить психолого-педагогическую поддержку процесса развития коммуникативной компетентности студентов, включая начальный уровень испытания развития этой компетенции, индивидуальное консультирование студентов по вопросам результативного общения, проведение специальных тренингов по коммуникативным навыкам и методам.

ВЫВОДЫ

По результатам проведенного исследования можно сделать следующие выводы:

Коммуникативная компетентность – важнейшая часть социально-профессиональной компетентности современного специалиста, способствующая его эффективному общению с другими людьми в различных сферах жизни.

Развитие коммуникативной компетентности студентов имеет высокое социально-педагогическое значение и служит фактором их успешной общественной деятельности и профессионального формирования.

Необходимым условием формирования коммуникативной компетентности студентов является усовершенствования содержания, форм и методов профессиональной подготовки в вузе, создание развивающей коммуникативной среды, развитие комплексного подхода, включающего психолого-педагогическое сопровождение. для этого процесса.

Новые исследования в этом направлении могут быть связаны с разработкой и обучением инновационных технологий развития

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коммуникативной компетентности студентов, изучением особенностей формирования этой компетентности у представителей различных профессиональных групп.

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**TOG' VA DARYO BO'YLARIDA MAHALLIY SHAG'AL ISHLAB
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ANNOTATSIYA:

Ushbu maqolada tog' jinslarining nurashidan hosil bo'ladigan qattiq qurilish materiali. Paydo bo'lishiga ko'ra, daryo, dengiz, ko'l, tog' va jar toshlariga ishlov berish, maxalliy shag'al ishlab chiqishda ko'zda tutilgan afzalliklar haqida yoritilgan

Tayanch so'zlar: Shg'al, qirrador, beton, silliq, tog', ko'l, mahalliy.

**ORGANIZING THE PRODUCTION OF LOCAL GRAVEL PRODUCING
SMALL ENTERPRISES IN MOUNTAINS AND RIVERSIDES.**

ANNOTATION:

This article refers to a solid building material formed by weathering of rocks. As it appears, the benefits of processing river, sea, lake, mountain and cliff rocks, as well as local gravel development, are covered.

Key words: Dense, sharp, concrete, smooth, mountain, lake, local.

**ОРГАНИЗАЦИЯ ПРОИЗВОДСТВА МЕСТНОГО ГРАВИЯ НА МАЛЫХ
ПРЕДПРИЯТИЯХ В ГОРАХ И ПОБЕРЕЖЬЯХ.**

АННОТАЦИЯ:

В данной статье речь идет о твердом строительном материале, образовавшемся в результате выветривания горных пород. Как представляется, здесь описаны преимущества переработки речных, морских, озерных, горных и скальных пород, а также разработки местного гравия.

Ключевые слова: Плотный, острый, бетонный, гладкий, горный, озерный, местный.

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Shag'al — tog' jinslarining nurashidan hosil bo'ladigan qattiq qurilish materiali. Paydo bo'lishiga ko'ra, daryo, dengiz, ko'l, tog' va jar toshlariga bo'linadi. Shakliga ko'ra, qirrador, tuxumsimon, nayzasimon va yassi xillari farqlanadi. Daryo va dengiz Shag'allari toza hamda silliq, tog', ko'l va jar Shg'allari qirrador, turli aralashmalar bilan ifloslangan bo'ladi. O'lchamiga qarab, mayda (5—20 mm), o'rtacha (20—40 mm) va yirik (40—150 mm) toshlarga bo'linadi. O'lchami 150 mm dan katta bo'lgan toshlar harsangtosh deb ataladi. Sh.lar yo'l qurilishida, beton quyish ishlarida qo'llaniladi. Beton quyish uchun eng maqbul xom ashyo qirrali Shag'al. hisoblanadi. Bu tosh ezilgan tosh, qazib olingan xom ashyolardan yoki toshdan yasalgan tosh bloklarni ezish orqali ishlab chiqariladi. Tabiiy kuchlar tomonidan tog' jinslari vaqti-vaqti bilan chayqatib yuborilganda shag'alni yaratishi mumkin. Shag'al yoki ohaktosh, sayoz, o'rta yoki yirik qismlar. Eng ko'p talabga ega bo'lgan shag'al o'rta kattalikdagi, kichik va katta bo'lganlar esa kam talabga ega.

Shag'alning, ya'ni ezilgan toshning sovuqqa chidamliligi qanchalik yuqori bo'lsa uning past xolatda sifati yaxshi saqlanadi. Masalan, shag'alning chidamliligini tekshirib ko'rish uchun uni namlik bilan to'yintiriladi. Bu usul yordamida shag'alning sovuqqa qay darajada chidamli ekanini tekshirib olishimiz mumkin. Asosan shag'alni tog' va daryo bo'ylaridan olish mumkin. Bu toshlar yirik toshlardir. Ularni maydalash orqali shag'al olinadi. Ko'p ishlatiladigan toshlarning kattaligi asosan, o'rtacha kattalikka ega bo'ladi.

Bunday shag'al tosh quyidagi holatlarda ishlatiladi:

- beton elementlarni yaratishda yordamchi material sifatida (yengil va og'ir);
- beton buyumlarning chidamlilik xususiyatlarini yaxshilash;
- obodonlashtirish uchun;
- yo'llarni yaratish, ularni ta'mirlash va rekonstruktsiya qilish;
- turli xil kompozitsiyalarni, shu jumladan akvariumlar, terrariumlar, yashash burchaklar va boshqalarni loyihalash uchun;
- tomni qurish uchun issiqlik izolyatori sifatida;
- quduqlarni tozalash uchun (filtr sifatida);
- temir yo'llarni qurishda va ta'mirlashda.

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Odatda kichik shag'al kichik sayohlarni jalb qilish uchun ishlatiladi, masalan, kichik hordiq chiqarish markazida yoki mahalla yonida. Shag'alni ishlatish bilan boqqa solingan kichik yo'llarni mukammal ko'rinadi.

Sovuqqa chidamliligi: Sovuqqa chidamlilik — past harorat ta'sirida qurilish materiali orqali uning xususiyatlarini saqlab qolish. Ezilgan toshning sovuqqa nisbatan chidamliligi qanchalik baland bo'lsa, uning sifati past haroratlar ta'sirida saqlanadi. Ayoq sovuqqa chidamliligini sinash uchun namlik bilan to'yintiriladi, undan keyin bir necha marta muzlatiladi va eritiladi. Ushbu protseduralarni amalga oshirgandan so'ng, qurilish materiallarining haqiqiy xususiyatlarini qanchalik yaxshi saqlab qolganini tekshirib ko'ring.

Agar ayoq sovuq haroratni o'zgartirsa va uning keskin o'zgarishi bilan bartaraf etilsa, uni qattiq qabul qiladi va uni qattiq sharoitda ishlatish joizdir. Muvaffaqiyatsiz tekshiruvlar natijasida, tosh shikastlanishining mavjudligi, uning xususiyatlarida keskin yomonlashuvi, ayoq sovuqning qarshiligi past darajasiga ega.

Eng mashhur daryo toshi dir, tog' toshiga ham talab yaxshi. Alohida ko'rinish — bu muzli shag'al, u dengiz shag'allari bilan bir xil xususiyatlarga ega, ammo po'stloq yuzasi va donalarning bir hil birikmasidir. Shag'al toshlarning narxi past, shuning uchun beton yoki temirbeton konstruktsiyalarini ishlab chiqarishda foydalanish tavsiya etiladi, chunki qimmatbaho qurilish materiallarining narxi kamayadi.

Ushbu ko'rsatkich, ayniqsa, yo'l qurilishida muhim ahamiyat etadi. Qum va shag'alning zichligi ularni hosil qiluvchi zarralar hosil bo'lgan turing zichligi yoki massalik zichlik deb ataladigan ommaviy materialning zichligi sifatida aniqlanishi mumkin. Har qanday holatda, og'ir toshlardan (masalan, shag'al) tashkil topgan shag'al, masalan, kvarts yoki ohaktoshdan olingan shag'aldan og'irroq bo'ladi. Zichlik kilogramm bilan o'lchanadigan bir kubning og'irligi (kubometr) sifatida aniqlanishi mumkin. O'rtacha shag'alda har bir kub uchun 1,4 — 1,7 tonna zichlikka ega. Bundan tashqari, massa og'irligi yoki o'ziga xos tortishish deb ataladi. Shu bilan birga, shag'al bilan qoplangan qurilish ham muhim ahamiyatga ega. Turli shakldagi va o'lchamdagi zarralar uchun u boshqacha. Ommaviy zichligi, ya'ni Kamazdagi 1 kubometr Shag'alning jismoniy xususiyatlari Shag'alning vazni odatda uning tarkibiy zarrachalarining kattalashib borishi bilan kamayadi. Katta shag'al uchun o'rtacha 1 m³ ga 1500 kg va kichik donalar uchun 1 kub uchun 1700 kg. Zarralarning kuchi deyarli butunlay ularning kimyoviy tarkibi va ichki

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tuzilishiga bog'liq. Eng barqaror shag'al, dala shpati, mramor, kvartsdan iborat zarralardir. Ushbu indeksni aniqlash uchun, shag'al po'lat silindrga joylashtiriladi va ular qanday mexanik ta'sirga bo'linganini tekshiradi. Zarralarning shakli va o'lchamini saqlab qolishi qobiliyati maxsus o'rnatishda (baraban) aniqlanadi. Shag'al bilan birga metalli to'plar joylashtiriladi. Ushbu qurilma ishlayotganda, ular bir-biriga siljiydilar. Donalarning kattaligi va massasini kamaytirish orqali ajralib chiqish indeksi aniqlanadi. U foiz sifatida ifodalanadi.

Xulosa. Xulosa qilib aytganda, shag'al ishlab chiqarishni mahalliyashtirish bizga qancha qulaylik va yengillik tug'diradi. Ishlab chiqarish hajmi oshadi va aholi uchun ish o'rnini ko'payadi. Hamda shag'al tashishda ishlatiladigan ulkan mashinalardan emas, balki ixchamroq va qulayroq bo'lgan mashinalardan foydalansak bo'ladi.

<https://uz.wikipedia.org/wiki/Shag%CA%BBal>

<https://glotr.uz/uz/shagal-shagal-8-kubometr-p87538/>

<https://www.youtube.com/watch?v=yzy4fp5SAIU>

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DARS JARAYONIDA KASBIY IJODKORLIKNI RIVOJLANTIRISHDA PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISHNING AHAMIYATI (FIZIKA DARSLARI MISOLIDA)

UrDU akademik litseyi fizika fani o'qituvchisi

Matyakubov R

Annotatsiya. O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonunida esa "Tegishli ma'lumoti, kasb tayyorgarligi bor va yuksak axloqiy fazilatlariga ega bo'lgan shaxslar pedagogik faoliyat bilan shug'ullanish huquqiga ega",- deb belgilangan. Bu esa bo'lajak o'qituvchilarga o'ta dolzarb vazifalarni yuklaydi. Buning uchun esa bo'lajak o'qituvchilarning pedagogik ijodkorligini rivojlantirish, raqamli va zamonaviy pedagogik texnologiyalardan foydalangan holda bilim berish, ularning ma'lumotini, malakasini oshirish juda muhim hisoblanadi.

Kalit so'zlar: o'qituvchi, kasb ijodkorligi, raqamli texnologiyalar, pedagogika, pedagogik texnologiyalar.

THE IMPORTANCE OF USING PEDAGOGICAL TECHNOLOGIES IN THE DEVELOPMENT OF PROFESSIONAL CREATIVITY IN THE LESSON PROCESS (EXAMPLE OF PHYSICS LESSONS)

Abstract. The Law of the Republic of Uzbekistan "On Education" states that "Persons with appropriate education, professional training and high moral qualities have the right to engage in pedagogical activities." This imposes very urgent tasks on future teachers. For this, it is very important to develop the pedagogical creativity of future teachers, impart knowledge using digital and modern pedagogical technologies, and improve their knowledge and skills.

Key words: teacher, professional creativity, digital technologies, pedagogy, pedagogical technologies.

ЗНАЧИМОСТЬ ИСПОЛЬЗОВАНИЯ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В РАЗВИТИИ ПРОФЕССИОНАЛЬНОГО ТВОРЧЕСТВА В ПРОЦЕССЕ УРОКА (НА ПРИМЕРЕ УРОКОВ ФИЗИКИ)

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Абстрактный. Закон Республики Узбекистан «Об образовании» гласит, что «Педагогической деятельностью имеют право заниматься лица, имеющие соответствующее образование, профессиональную подготовку и высокие моральные качества». Это возлагает на будущих учителей очень актуальные задачи. Для этого очень важно развивать педагогическое творчество будущих учителей, прививать знания с использованием цифровых и современных педагогических технологий, совершенствовать их знания и навыки.

Ключевые слова: педагог, профессиональное творчество, цифровые технологии, педагогика, педагогические технологии.

Ta'lim jarayonida zamonaviy texnologiyalardan foydalanish bugungi kun talabi ekanligi hammaga ma'lum. Dars jarayonida zamonaviy pedagogik va axborot texnologiyalardan foydalanib darslarni tashkil etish ta'lim samaradorligini ta'minlaydi. Avvalo texnologiya tushunchasiga ta'rif berib o'tsak.

▼ **Texnologiyalar.** "Texnologiya" grekcha so'z bo'lib mohirlik, ustalik, biror ishni uddalay olishni anglatadi. Bu ma'lum bir jarayonga nisbatan qo'llanilgan. Jarayon deganda esa maqsadga erishishga yo'naltirilgan xatti-harakatlar majmui tushunilgan. Ushbu jarayon inson tomonidan tanlangan strategiya bilan belgilanadi va turli xildagi vositalar, usullar yordamida amalga oshiriladi.

▼ **Axborot texnologiyalari to'g'risida gap ketganda,** material sifati ham, mahsulot sifatida ham axborot ishtirok etadi. Biroq bu obyekt, jarayon yoki hodisa to'g'risidagi sifat jihatidan yangi ma'lumot bo'ladi. Texnologiya xodimning axborot bilan ishlash usuli va uslubi hamda texnik vositalar orqali namoyon bo'ladi.

▼ **Axborot texnologiyasining maqsadi esa –** axborot ishlab chiqarish bo'lib, uni tahlil etish va uning asosida biror bir harakatga qo'l urish uchun tegishli qaror qabul qilish.

▼ **Axborotlarni yig'ish, uzatish, to'plash, saqlash, taqdim etish va foydalanish usublari va usullari tizimi** axborot texnologiyasi deb yuritiladi. Pedagogik texnologiyani amalga oshirishda ta'lim mazmuniga tayangan holda ma'lum metodlar qo'llaniladi.

Pedagogik texnologiya metodlarining qo'llanilishi quyidagi ketma ketlikdan foydalanish asosida amalga oshiriladi: - O'qitishning faol metodlari; - pedagogik texnika va pedagogik ishlab chiqarish asoslari; - ta'lim jarayonini individuallashtirish; - Ilg'or pedagogik tizimlarni loyihalash; - Ta'lim jarayonining

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samaradorligini oshirish; - Modulli ta'lim texnologiyalari; - Pedagogikada innovatsion jarayonlar; - Pedagogik faoliyatni tashkil etishning ilmiy asoslari; Pedagogik test va standartlar; - Ishbilarmonlik o'yinlari; - O'yin texnikasi. Pedagogik jixatdan izohlanishicha, ta'lim metodi o'qituvchi va o'quvchining ta'lim mazmunini o'zlashtirishga qaratilgan o'zaro aloqador, ma'lum ketma-ketlikdagi faoliyati tizimidir.

Ularning o'ziga xos belgilari quyidagilar: maqsad, o'quv jarayoni sub'ektining o'quv materialini o'zlashtirish usullari va shakllari. Ta'limning faol metodlariga xos ilk belgilar XIV-XVI asrlarda namoyon bo'lgan. Buyuk gumanistlar – F.Rable, M.Manten, F.Bekonlar bilimlarni tayyor holda uzatilgan ma'lumotlar asosida emas, balki amaliy tajriba, munozara orqali mustaqil o'zlashtirishni tavsiya etganlar. Keyinchalik ta'lim metodlari YA.A.Komenskiy, I.G.Pestalotssi, F.A.Disterverg, Dj.Dyui, K.D.Ushinskiy, P.F.Kayerovlar tomonidan rivojlantirilgan. Ular didaktikada ilg'or, ya'ni bilimlarni mustaqil ravishda o'zlashtirish g'oyasini ilmiy jihatdan asoslaganlar. Ma'lumki, verbal (og'zaki) o'quv usullaridan foydalanilganda (ma'ruza, hikoya, tushuntirish) talabalar ma'lumotning 5% ini eslab qolishadi. O'qish ma'lumotning 10% ini saqlab qolishga imkon beradi, videofilm, rasm, ko'rgazmali qurollarni ko'rish, ko'rgan ma'lumotlarni 20% ini o'zlashtirishni ta'minlaydi. Ishbilarmonlik o'yini eng samarali hisoblanadi, buning natijasida talabalar ongida ma'lumotning 75% i saqlanib qoladi. O'quv-amaliy mashg'ulotlarning talabalar tomonidan olib borilishi undan ham samaraliroq hisoblanadi, bunda 90% ma'lumot o'zlashtiriladi. Aynan darslikdagi bilim manbani o'quvchiga tez va oson yetkazishda pedagogic texnologiya joriy qilinib bugungi o'z samarasini berib kelmoqda. Pedagogik texnologiyalarning yaratilishi 1980-yillarga to'g'ri kelib bu borada AQShda juda ko'p ishlar qilindi.

O'quv mashg'ulotlarida olib boriladigan pedagogik texnologiya turlaridan ayrimlarini misol tariqasida keltirish o'rinli. Multimedialli texnologiyalar apparatli vositalar yordamida bilimlar bazasi axborotlar bilan tanishuv mantig'ini erkin tanlashga, axborotni ovoz, video va kinofragmentlar, multiplikatsiya bilan birlashtirish imkoniyatini yaratadi. Shu bilan birga kompyuterli immitatsiyalarni, mikroduyolarni va ularning manbasini talabada alohida qiziqish chaqiruvchi didaktik va rivojlantiruvchi o'yinlarni yaratish imkonini ham beradi. Modul o'qitish texnologiyasi deyilganda fan, o'quv predmetining o'ziga xos xususiyatlarini e'tiborga olib, ta'lim samaradorligini oshirish maqsadida o'quv materialini yirik

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turkumlarga ajratib o'rgatish, uning maxsus bo'limlariga pedagogik texnologiyalarni tatbiq qilish tushuniladi. O'yinli pedagogik texnologiyalardan foydalanishning asosiy talablarini faollashtiruvchi va jadallashtiruvchi faoliyat tashkil etadi. O'yin ijtimoiy tajribalarni o'zlashtirish va qayta yaratishga yo'nalgan vaziyatlarda faoliyat turi sifatida belgilanadi va unda shaxsning o'z xulqini boshqarishi shakllanadi va takomillashadi.

Masalan fizika darslarida o'yin texnologiyani qo'llash o'quvchi psixikasiga juda kata ijobiy ta'sir ko'rsatib darsda guruxdagi barcha o'quvchilarni qamrab olish imkoniyatini beradi, fizikaning hamma uchun qiziqarli bo'lgan lampaning ixtiro qilinishi bilan bog'liq mavzularida lampaning ixtirochisi bo'lgan Tomas Edison hayoti haqida qisqacha sahna ko'rinishi tashkil qilish bilan o'sh davrga biroz hayoliy sayohat qilish, o'sha davrdagi ilm fanga oid mavjud vaziyatni his qila olish imkoniyati tug'iladi, bu bilan birga o'quvchilarda bugungi kunda yoshlarga yaratilayotgan juda kata imkobiyatlarni qadrlash tuyg'usi shakllanadi.

Ta'limni shakllantirishda hamkorlikda o'qitish texnologiyasi pedagogik jarayonni takomillashtirish va uni o'quvchi shaxsiga yo'naltirishga asoslangan. Hamkorlikda o'qitish mashg'ulotlarining asosiy jarayonlari: hamkorlikda fikr almashish, suhbat, tahlil, munozara, muzokara, amaliy vazifalar bajarish, biror narsani ko'rish, yasash, masalalar yechish va boshqalarni o'z ichiga oladi. Muammoli ta'lim texnologiyasining asosi – insonning fikrlashi muammoli vaziyatni hal etishdan boshlanishi hamda muammolarni aniqlash, tadqiq etish va yechish qobiliyatiga ega ekanligidan kelib chiqadi. Mualliflik texnologiyasi pedagogik strategiya sifatida talaba va o'qituvchilar faoliyatini faollashtirish va jadallashtirish vositalariga ega. «Tanishuv» texnologiyasi o'quv jamoasi ilk dars soatida amalga oshiriladigan texnologiyalardan bo'lib, ishtirokchilarini bir-birlari bilan tanishtirish, samimiy do'stona munosabat va ijodiy muhitni yuzaga keltirish, talabalarning ijodiy imkoniyati va shaxsiy sifatlarini ochish, auditoriyaning ishlashi uchun qulay sharoit vujudga keltirish uchun qo'llaniladi. «Bumerang» texnologiyasi bir mashg'ulot davomida o'quv materialini chuqur va yaxlit holatda o'rganish, ijodiy tushunib yetish, erkin egallashga yo'naltirilgan. U turli mazmun va harakterga (muammoli, munozarali, turli mazmunli) ega bo'lgan mavzularni o'rganishga yaroqli bo'lib, o'z ichiga og'zaki va yozma ish shakllarini qamrab oladi hamda bir mashg'ulot davomida har bir ishtirokchining turli topshiriqlarni bajarishi, navbat bilan talaba yoki o'qituvchi roliga bo'lishi, kerakli ballni to'plashiga imkoniyat beradi.

«Zinama-zina» texnologiyasi talabalarni o'tilgan yoki o'tilishi kerak bo'lgan mavzu bo'yicha yakka va kichik jamoa bo'lib fikrlash hamda xotirlash,

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o'zlashtirilgan bilimlarni yodga tushirib, to'plangan fikrlarni umumlashtira olish va ularni yozma, rasm, chizma ko'rinishida ifodalay olishga o'rgatadi. Masalan bu texnologiyada fizika darsida biror muammoli vaziyat yoki biror fizik qonuniyatni isbotlashda ketma-ketlikda, zinama-zina bajarib boriladi. «Charxpalak» texnologiyasi talabalarni o'tilgan mavzularni yodga olishga, mantiqan fikrlab, berilgan savollarga mustaqil ravishda to'g'ri javob berishga va o'z-o'zini baholashga o'rgatishga hamda qisqa vaqt ichida o'qituvchi tomonidan barcha talabalarining egallagan bilimlarini baholashga qaratilgan, ya'ni oldingi darslarda berilgan fizik qonuniyatlarni barchasini yodlash va qayta mustahkamlashga yordam beradi. «3x4» texnologiyasi talabalarni aniq bir muammoni (yoki biror mavzuni) yakka holda (yoki kichik jamoa bo'lib) fikrlab hal etish, yechimini topish, ko'p fikrlardan kerakli keragini tanlash, tanlab olingan fikrlarni umumlashtirish va ular asosida qo'yilgan muammo yuzasidan aniq bir tushuncha hosil qilishga, o'z fikrlarini ma'qullay olishga o'rgatadi, astronomiya darslarida guruhga bo'lishda asosan har bir guruhni boror sayyora nomi bilan atash orqali o'quvchilarda avvalo o'sha sayyoralar haqida zarur bilim va malakaga ega bo'lishga chorlaydi, bunday darslar bahs-munozaralari bo'lib o'tadi va o'quvchilarda erkin fikrlash imkonini beradi. «Muammo» texnologiyasi talabalarga predmetning mavzusidan kelib chiqqan turli muammoli masala yoki vaziyatlarning yechimini tug'ri topishlariga o'rgatish, ularda muammoning mohiyatini aniqlash bo'yicha malakalarni shakllantirish, muammoni yechishning ba'zi usullari bilan tanishtirish va muammoni yechishda mos uslublarni tug'ri tanlashga o'rgatish, muammoni kelib chiqish sabablarini va muammoni yechishdagi xatti-harakatlarni to'g'ri aniqlashga o'rgatishdan iborat. Guruh sharoitida ishlashda va kognitiv fikrlashga o'rgatishda turli **interaktiv metodlar**dan foydalanish yaxshi samara beradi.

O'zbekiston pedagogik texnologiyalarini tadbiq etish va rivojlantirish uchun talay intellektual imkoniyat va axborot zahiralari ega. Xulosa qilib aytganda, bo'lajak o'qituvchilarning kasbiy ijodkorlikini rivojlantirishda raqamli texnologiyalardan maqsadli foydalanishga o'rgatilsa oliy o'quv yurtlarida talabalarni o'quv faoliyatlari samaradorligini oshiradi. Bo'lajak mutaxassislarni kasbiy qiziqishlarini orttiradi.

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ЗНАЧЕНИЕ ЛЕКСИКИ ПРИКЛАДНОГО ИСКУССТВА В УЗБЕКСКОМ ЯЗЫКЕ

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Аннотация: В статье. Показаны специфические особенности лексики прикладного искусства, включающей в себя большую часть лексического пласта нашего языка. Также изучена роль лексики прикладного искусства в формировании узбекского языка. Проанализированы научно-исследовательские работы ряда ученых, проводивших исследования в этой области.

Ключевые слова: текстиль, практическое искусство, ювелирное дело, ковроделие, гончарное дело, резьба, вышивка.

THE MEANING OF APPLIED ARTS VOCABULARY IN THE UZBEK LANGUAGE

Abstract: In the article. The specific features of the vocabulary of applied art, which includes most of the lexical layer of our language, are shown. The role of applied art vocabulary in the formation of the Uzbek language has also been studied. The research works of a number of scientists who conducted research in this area are analyzed.

Key words: textiles, practical art, jewelry, carpet weaving, pottery, carving, embroidery.

Практическое искусство — арабское слово с множеством значений, таких как «работа, творческий продукт, работа, ремесло», и является одним из древних видов изобразительного искусства. Изящность предметов практического искусства, характеризующих живую культуру нашего народа, совершенствование декоративных приемов - декоративные находки, раскопанные в древних местах Узбекистана, руины дворцов Тупроккала и Варахш, памятники архитектуры Бухары и Санарканда, Маргьланский атлас, Чустские шапки, Шахрисабз и риштонская керамика, хивинские ковры

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свидетельствуют о развитии узбекского прикладного искусства на протяжении веков.

Лексический состав каждого языка – это такое сокровище, содержащее ценные сведения об истории этого народа.¹ В лексике отражены происхождение и развитие нации, ее жизнь и культура, ее материальное и духовное богатство, ее роль в развитии общечеловеческой культуры.

Увидев исторические памятники в городах Бухара, Самарканд, Хива, цветы, вырезанные на зеркалах в залах театра «Навои», панно музея В.И. Ленина, конструкции двухэтажных резных дверей, невозможно не увидеть их. но восхищаться мастерством народных мастеров, практическим искусством невозможно не признать живость и великий полет лошади. Эта ситуация показывает, насколько необходимо собирать лексику отраслей прикладного искусства, созданную на протяжении веков, устоявшуюся трудом чудотворных рук, и лингвистических исследований.

В советскую эпоху прикладное искусство стало искусством, служащим обществу и удовлетворяющим его материальные и культурные потребности. Узбекские художники, граверы, ювелиры, ковровщики и мастера обогатили практическое искусство редкими и уникальными образцами в соответствии с требованиями современности. Лингвистическое исследование лексических пластов нашего языка имеет большое значение для определения закономерностей лексико-семантического развития. В действительности лексика настолько тесно связана с неязыковыми фактами, как история, культура, наука, социально-экономическое развитие народа, что не учитывать их — значит забывать один из важных источников и первопричин возникновения слова и значащие изменения в научном анализе, будут игнорироваться.² Лексика прикладного искусства — составная часть лексики профессий, которая связана с искусством декорирования и узорчатости, архитектуры, столярного дела, резьбы, живописи, гончарного дела, медного дела, ювелирного дела, текстиля, включает в себя лексику профессий и таких отраслей искусства, как ювелирное дело, шляпное дело, художественная вышивка (мастерство), ковроделие. Покойный профессор С. Иброхимов

¹ Т. Турсунова. Лексикон прикладного искусства узбекского языка, Фан,-Тош., 1978.

² А. Уфимцев. Опыт изучения лексики как системы, АН СССР,-М., 1962.

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первым начал изучать лексику прикладного искусства в узбекском языкознании, создал ряд научных работ под названием «Лексикон профессий», основал собственную школу в этой области.³

Проф. С. Иброхимов в работе «Профессионально-профессиональный лексикон ферганских диалектов», посвященной лексике узбекского языка, собрал лексику прикладных искусств, таких как медное дело, ювелирное и гончарное дело, а также многих других профессий, делает лингвистический анализ. Однако историко-этнографическим данным, профессиональной истории, описанию производственного процесса, словарю, интерпретации значения слов и терминов, лингвистическому анализу отведено в этой крупной исследовательской работе несколько более широкое место. Тем не менее, эта работа имеет важное научное и практическое значение как первый опыт в узбекском языкознании, даже в тюркологии. Т. Турсунова также проводила исследования в этой области. Особое значение в этом плане имеет его книга «Лексикон прикладного искусства узбекского языка». В книге анализируются лексико-семантические группы слов и терминов прикладного искусства.

Следует отметить, что проведение научных исследований по лексике прикладного искусства, в целом лексике профессий, имеет свои сложные аспекты. Сложность дела состоит в том, что, прежде всего, этот пласт лексического строя тесно связан с науками историей, этнографией, археологией, искусствоведением. Поэтому без этих наук невозможно мыслить лексикой прикладного искусства. Во-вторых, работа в этой сфере требует непосредственного контакта с живыми людьми, производственными мощностями и умения полностью представить производственный процесс. По этой причине без описания производственного процесса или специального применения словаря будет сложно понять значения слов, относящихся к лексике профессий и сфер в целом. Возникновение слов, историю их употребления, некоторые семантические и этимологические особенности невозможно полностью представить без историко-этнографического материала. Соответственно, в работах такого типа делается попытка объяснить особые значения слов, опираясь на обращение к необходимым фактам и частичное описание производственного процесса, выходя за рамки

³ С. Ибрагимов. Профессиональная лексика ферганских говоров, УзФА, -Тош., 1956.

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чисто лингвистического анализа. Также при анализе фактов лексического пласта, связанных с профессиями, часто обращаются к материалам истории языка и диалектологии. Отсюда ясно, что исследователь прикладного искусства и профессиональной лексики может подойти к вопросу так, как историк-этнограф, искусствовед, лингвист-диалектолог, лексиколог и лексикограф, проницательный грамматист и специалист по истории языка может достичь своей цели. определенной степени.

Памятники материальной культуры важны как надежный источник при детальном изучении лексического строя, непосредственно отражающего национально-культурные традиции и историю нашего народа. С этой точки зрения весьма необходимо наблюдение за теми отраслями прикладного искусства, которые сохраняют и развивают образцы материальной и духовной культуры нашего народа, и проводить научные исследования его лексики.

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TARBIYA - PSIXOLOGIYASINING BOSH VAZIFASI

Termiz davlat pedagogika instituti Maktabgacha ta'lim fakulteti tyutori

Xudoyberdiyeva Umida

Annotatsiya: Tarbiya psixologiyasining bosh vazifasi – jamiyat hayotida zarur bo'lgan kerakli sifatlarni o'zida mujassamlashtirgan shaxsni shakllantirish va rivojlantirishdan iborat. Tarbiya avvalo, oilada keyinchalik ta'lim tarbiya muassasalarida ta'lim bilan birgalikda uzluksiz berib boriladi.

Kalit so'zlar: pedagogik psixologiya, oilaviy muhit, shaxslararo munosabat, tarbiya uslubi, bola tarbiyasi, axloq, oilaviy muammo, oilaviy nizo, destruktiv, konstruktiv nizo.

EDUCATION IS THE MAIN TASK OF PSYCHOLOGY

Abstract: The main task of educational psychology is to form and develop a person who embodies the necessary qualities needed in the life of society. Education is provided first of all in the family, then in educational institutions together with education.

Key words: pedagogical psychology, family environment, interpersonal relations, upbringing style, child upbringing, morality, family problem, family conflict, destructive, constructive conflict.

ОБРАЗОВАНИЕ – ГЛАВНАЯ ЗАДАЧА ПСИХОЛОГИИ

Аннотация: Основной задачей педагогической психологии является формирование и развитие личности, воплощающей в себе необходимые качества, необходимые в жизни общества. Воспитание осуществляется прежде всего в семье, затем в учебных заведениях вместе с образованием.

Ключевые слова: педагогическая психология, семейная среда, межличностные отношения, стиль воспитания, воспитание детей, мораль, семейная проблема, семейный конфликт, деструктивный, конструктивный конфликт.

Tarbiya – bu shaxsning ijtimoiy ma'naviy va ishlab chiqarish faoliyatiga tayyorlash maqsadida uning ma'naviy jismoniy kamolotiga muntazam ravishda

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ta'sir ko'rsatish jarayonidir. Tarbiya bolaning ijtimoiy muhitda o'z o'rnini topishni o'rganishi hamda insonning hayotiy ko'nikma va malakalarga ega bo'lishidir. Ta'lim jarayonining markazida shaxsning bilish va anglash jarayoni, uning qobiliyati ilm o'rganishi yotsa, undan farqli o'laroq tarbiya insonni shaxs sifatida shakllanishiga, uning dunyo qarashi va jamiyatga munosabatiga qaratiladi. Tarbiya bu alohida jarayon emas, balki o'qitishning bir tomoni bo'lib, u bilan umumiy va farqli tomonlarga egadir. Bilim berish va tarbiyaga asosan insonning ijtimoiy ko'nikma olish mexanizmining o'ziga xos jihatlarini kiritish mumkin.

Pedagogik psixologiya – ta'lim va tarbiya muammolarini tadqiq qiladigan psixologiya sohasi. Pedagogik psixologiya, asosan ta'lim psixologiyasi va tarbiya psixologiyasiga bo'linadi. Ta'lim psixologiyasida o'quv jarayonida xotira, tafakkur, nutq, xayol, irodaning roli, shuningdek o'quvchilarning individual roli, shuningdek o'quvchilarning individual xususiyatlari (temperamenti, xarakteri, qiziqishlari,) o'quv predmetlarning oilada o'ziga xos tomonlari, ta'lim jarayonini boshqarishning psixologik tamoyillari va boshqa o'rganiladi.

Tarbiya psixologiyasining asosiy vazifasi – maktabdagi tarbiyaviy ishlar jarayonida shaxsning shakllanishi masalasini ishlab chiqish. Unda shaxsning axloqiy sifatlarining shakllanishiga alohida ahamiyat beriladi.

Oila tarbiyasi – oilada ota-ona, vasiy yoki katta kishilar tomonidan bolalarni tarbiyalash. Tarbiya jarayonida doimiy va o'zgarmas maqsad qo'yilmaydi, chunki o'zgarmas maqsad har qanday jamiyatga ham mos bo'lavermaydi. Jamiyat tuzilishi va ijtimoiy munosabatlar o'zgarishi bilan tarbiya maqsadi o'zgaradi.

Tarbiyali bo'lish - bu xulq-atvorini nazorat qilishdan iboratdir. Bunday nazorat insonga yomon xatti-harakatlarni bajarmaslik imkoniyatini beradi. Agar shaxs xulq-atvorini axloqiyliigi haqida qayg'ursa, u ijtimoiylashuvga erishgan bo'ladi. Mashhur olim Gerbart tarbiya maqsadini belgilab olishga katta ahamiyat bergan. U tarbiyaning maqsad va vazifalarini yaxshi fazilatli kishini tarkib toptirishdan iborat, deb hisoblaydi. Gerbart tarbiya ishida aqliy ta'limni tarbiyaning eng katta va asosiy vositasi deb bilib, ta'limsiz tarbiya bo'lmaydi, deb hisoblagan. Shaxs tarbiyasida muhim rol o'ynaydigan o'ziga xos mikrojamoadan biri oiladir. Ishonch va qo'rquv, xotirjamlik va xavotirlanish, muloqotdagi samimiylik va kirishimlilik yoki aksincha, kirisha olmaslik va sovuqlik — bu xislatlarning barini shaxs oilada egallaydi. Bu xislatlar bola maktabga chiqquncha shakllanadi va

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bolaning rivojlanishiga uzoq vaqt ta'sir etadi. Xavotirlanuvchan onalarda xavotirlanuvchan bolalar shakllanadi.

Bolani tarbiyalashga ta'sir etuvchi salbiy omillar qatoriga oila ichidagi munosabatlar odobining er-xotinlar tomonidan doimiy buzilishi, o'zaro ishonch, e'tibor, g'amxo'rlik, hurmat, psixologik qo'llab-quvvatlash va qo'llab-quvvatlashning mavjud emasligini ko'rsatish mumkin. Ko'pincha bunday salbiy anomaliyalarga er, xotin, beka, oila boshlig'i kabi oilaviy rollarning bir xil tushunilmasligi, er-xotinlarning bir-biriga yuqori talablar qo'yishi sabab bo'lishi mumkin. Bola tarbiyasiga salbiy ta'sir etuvchi omillarni amalda bartaraf etish uchun er-xotin orasidagi o'zaro munosabatlar quyidagi asosiy tamoyillar asosida qurilishi lozim:

1. Turmush o'rtog'ingizni o'zingizga yoqadigan qilib qayta o'zgartirish vazifasini qo'ymang. Uni shaxs sifatida tushunishga, voqelikka uning ko'zi bilan qarashga, odatiy bo'lmagan, o'rganilmagan, lekin bola tarbiyasida muhim bo'lmagan jihatlar bo'yicha aqlli kelishuvni amalga oshiring.

2. Fikrlarda, qarashlarda, ayniqsa tarbiya masalalari bo'yicha umumiylikni barcha iloji bor usullar bilan mustahkamlashga harakat qiling.

3. Oila qurgan insonlar shaxs sifatida shakllanib bo'lganligi uchun qarashlarda farqlar yuzaga kelganda nizolashishgacha olib bormaslik lozim.

4. O'z xatolaringizni ochiq tan olishga, haqligingizdan shubhalanishga uyalmang.

5. Turmush o'rtog'ingizga tanqidiy munosabatda bo'lishdan oldin, o'zingizga ham tanqidiy munosabatda bo'ling. Buning uchun har doim ko'p asoslar topilishi mumkin.

6. Turmush o'rtog'ingizda ayrim kamchiliklar, masalan, salbiy xarakter xislatlari paydo bo'lsa, normal holat deb qabul qilish lozim. Barchada kamchilik bor, beayb parvardigor.

Tarbiya ta'siri qanday tarbiya obyektiga qaratilganligiga ko'ra uning vositalari quyidagicha bo'linadi: emotsional, kognitiv va xulqiy. Tajribada ko'proq ular kompleks tarzda uchraydi. Kognitiv tarbiya ta'siri kishining bilim tizimlariga yo'naltirilgan bo'lib, uni o'zgartirish, mukammallashtirishni maqsad qilib qo'yadi. Hozirgi zamon olimlarining fikriga ko'ra, insonning dunyo haqidagi bilimlari uni shaxs sifatida namoyon etib qolmay, balki uning xulqatvoriga ham katta ta'sir ko'rsatadi. Tarbiya ta'sirining bu sohadagi yutuqlari sezilarli darajada ortib, hozirgi

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davrda bu soha asosiy o‘rinni egallab bormoqda. Emotsional tarbiya ta’siri tarbiyalanuvchida ma’lum affektiv holatni vujudga keltirishga va uni saqlab turishga mo‘ljallangan bo‘lib, ularning psixologik ta’sirlarni qabul qilishini yengillashtiradi yoki qiyinlashtiradi. Ijobiy emotsiyalar tarbiyalanuvchini tarbiya ta’siri subyektiga nisbatan ochiq nazorat hosil qiladi. Salbiy emotsiyalar esa aksincha, tarbiyalanuvchiga ko‘rsatilayotgan tarbiya ta’sirini kamaytiradi. Xulqiy-axloqiy tarbiya ta’siri bevosita odamning xulq-atvori, uning faoliyati va o‘zini boshqara olishiga yo‘naltirilgan. Uni turli ta’sirlar vositasida ma’lum bir yo‘nalishda yo‘naltirilsa, ular bilvosita shaxs holatiga, uning shakllanishiga ham ta’sir ko‘rsatadi. Bunday holatda tarbiyalanuvchi avval qandaydir ma’lum xatti-harakatni amalga oshiradi, so‘ngra esa shu yolning foydali yoki zararliligini tushunadi. Berilgan ta’sir avval shaxsning ichki dunyosida o‘zgarishni vujudga keltirsa, bu o‘zgarish keyin uning xulq-atvorida namoyon bo‘ladi.

Xulosa qilib aytganda, mustaqil jamiyatning baxt-saodati yolida halol mehnat qilish; jamiyat boyligini saqlash va ko‘paytirish yolida har bir kishining tinmay g‘amxo‘rlik qilishi, ijtimoiy burchni yaxshi anglash; jamiyat hayotida va shaxsiy hayotda halollik va rostgo‘ylik, axloqiy sofdillik, odamiylik va kamtarlik, milliy va irqiy adovatlarga aslo yo‘l qo‘ymaslik va doimo o‘z-o‘zini tarbiyalab borish kabilar tarbiya jarayonining muhim xislatlaridir.

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INCLUSIVE INSTRUCTION IN LANGUAGES AND STRATEGIES

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Annotation: This article discusses about Inclusive Language Teaching and Strategies in educational settings. It explores the benefits of them and it's effective sides for teaching. The author presents arguments supporting the process, overview real-world language use in curricula and highlights the impact of it for overall academic success. Additionally, the article acknowledges potential challenges and offers suggestions for overcoming them. Overall, it advocates for the significance of language instruction that refers to an approach in language teaching and learning that prioritizes the communication of meaning over the explicit focus on isolated language forms such as Inclusive Language Teaching instruction that refers to an approach in language teaching and learning that emphasizes the explicit focus on linguistic forms such as grammar, vocabulary, pronunciation, and syntax

Keywords: Deductive Teaching in ESL, Inductive Teaching in ESL, SLA, LAD, Inclusive Language Teaching, Inclusive Imagery, Fostering diversity , inclusion, UDL.

ИНКЛЮЗИВНОЕ ОБУЧЕНИЕ ЯЗЫКАМ И СТРАТЕГИЯМ

Аннотация: В этой статье обсуждаются инклюзивное преподавание языка и стратегии в образовательных учреждениях. В нем исследуются их преимущества и эффективные стороны для обучения. Автор представляет аргументы в поддержку этого процесса, делает обзор использования реального языка в учебных программах и подчеркивает его влияние на общий академический успех. Кроме того, в статье признаются потенциальные проблемы и предлагаются предложения по их преодолению. В целом, он отстаивает важность обучения языку, которое относится к подходу в преподавании и изучении языка, который отдает приоритет передаче смысла, а не явному фокусу на изолированных языковых формах, таких как инструкция по инклюзивному преподаванию языка, которая относится к

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подходу в преподавании и изучении языка. который подчеркивает явный акцент на лингвистических формах, таких как грамматика, словарный запас, произношение и синтаксис.

Ключевые слова: дедуктивное обучение ESL, индуктивное обучение ESL, SLA, LAD, инклюзивное обучение языку, инклюзивные образы, поощрение разнообразия, инклюзивность, UDL.

INTRODUCTION

Language is a powerful tool for fostering inclusive study and work environments where everyone feels they belong. Inclusive language is not a trend or about being 'politically correct', rather it is about ensuring that everyone feels welcomed, valued and respected in all communications, interactions and spaces. It's no surprise that organisations are developing inclusive language guides as a key strategy in setting the tone for creating and maintaining an inclusive culture. In education and training, inclusive teaching should include inclusive language because at the heart of teaching and learning is the individual. Using inclusive language in academic writing and learning activities also fosters graduates with inclusive graduate capabilities. Deductive and inductive teaching are two approaches used in language instruction, including teaching English as a second language (ESL) or foreign language. Here's an overview of both methods and how they can be applied in teaching ESL will be discussed. Deductive teaching involves presenting learners with a rule, generalization, or language concept first, followed by specific examples and practice activities to reinforce the rule. Inductive teaching involves presenting learners with specific examples, experiences, or language use first, leading to the generalization or understanding of a rule or concept.

Background Information

SLA stands for Second Language Acquisition, which refers to the process through which people learn a language in addition to their native language(s). It's a complex and dynamic process influenced by various factors such as age, motivation, exposure, and individual learning strategies. SLA typically involves several stages, including the initial exposure to the language, the development of basic language skills such as vocabulary and grammar, and the eventual attainment of fluency and proficiency. Input, or exposure to the language, plays a crucial role in SLA. This can come from various sources such as conversations, reading materials, media, and

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language classes. Interaction with native speakers and other learners also facilitates language acquisition by providing opportunities for meaningful communication. Every learner is unique, and factors such as age, aptitude, personality, and prior language learning experience can influence the rate and success of SLA. For example, younger learners often acquire languages more easily and quickly than adults, while motivation and learning strategies can significantly impact progress. Researchers have proposed various theoretical models to explain SLA, including behaviorist theories, which focus on imitation and reinforcement, cognitive theories, which emphasize the role of mental processes such as memory and problem-solving, and sociocultural theories, which highlight the importance of social interaction and cultural context in language learning.

Words can empower. An inclusive culture which includes a strategy to embed inclusive language has a range of positive benefits to your organisation.

Inclusive language can:

improve whole-of-institution strategy which supports diversity and inclusion
build capacity in your workforce around inclusion and meet relevant performance indicators enrich teaching and learning elements e.g., curriculum, assessment, work -integrated learning, researchenhance graduate capabilities or employability skills to improve employment outcomes for students. Words can also hurt. Work undertaken by organisations such as the Australian Human Rights Commission, the Diversity Council of Australia, and the Australian Institute for Health and Welfare shows that non-inclusive language can have a range of negative impacts on people and organisations.

Non-inclusive language can:

contribute to and perpetuate stereotypes and lead to harassment, discrimination, vilification and in some cases violence (e.g., sexist and racist language, homophobia, transphobia, ableist language, gendered violence)

harm not only individuals but those who witness non-inclusive language cause individuals to be othered or marginalised , diminish people's sense of belonging and reduce their contributions within a study environment or workplace lead to poor mental or physical health outcomes , result in absenteeism, poor productivity or leaving an organisation for staff ,an result in poor performance, absenteeism or attrition for students in education or training ,lead to harassment, discrimination or vilification which is unlawful and can lead to formal complaints or criminal

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prosecution. These incidents can not only impact complainants and respondents but are costly to individuals and organisations and can result in legal and criminal penalties, vicarious liability, and reputational damage to organisations. As part of developing a diverse and inclusive work and study environment developing inclusive language is essential. People should be able to bring their whole self to their study or work environment, so words matter. “Inclusion and diversity means recognising, respecting and valuing individual differences, and having an environment where people are empowered and can fully contribute their talents, skills, experiences, thoughts and energies to the workplace. It involves removing barriers to ensure everyone is able to participate and have equal access to opportunities. It enables new and innovative ways to work, solve problems and create efficiencies and quality outcomes for the benefit of the organisation.” (Australian Bureau of Statistics, Inclusion and Diversity Strategy, 2018-21) .

The overlap of these characteristics represents the complex dimensions of the human experience, but also how attitudes, systems and structures in society and organisations can interact to create inequality, exclusion and discrimination. This includes sexism, racism, homophobia, ableism, and ageism. The concept of intersectionality has developed to explain how different aspects of a person’s identity can expose them to cumulative or overlapping forms of discrimination and marginalisation.

Acknowledging intersectionality also means recognising that people are not confined to one identity and that individuals have multiple facets and identities. Interacting with people using an intersectional lens or approach improves the way we interact and communicate with others. Language is a central part of those interactions. Here are the 5 steps to inclusive language:

1. Person-centred language

Focus on the individual, rather than their demographic group. While we might collectively 'people with disability' as a group we need to note that within this group individuals have unique identities and experiences. This is not to say you should ignore their identities but ask yourself is it relevant to situation. For example, when introducing people.

Instead of: “Hi everyone, I want to introduce you to Rob, he is new to our teaching team and has Autism.”

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Try: “Hi everyone, I want to introduce Rob, he is new to our teaching team and has expertise in inclusive teaching techniques for Autistic people. Rob is happy for me to also share with you that he is Autistic.”

Instead of: “Hi team, just letting you know that one of our students is transitioning from male to female.”

Try: “Hi team, I am calling a meeting to talk confidentially with you about one of our students who is affirming their gender. The student and their support person have sent us with some resources so we can provide the appropriate support during the gender affirmation process including affirming their name and pronouns.”

2. Context matters

Language that may be fine outside of work can be non-inclusive at work. Sometimes people use terms about themselves or their friends or ‘in group’ that are not appropriate for others to use about someone in a work context. Language is constantly evolving so keeping abreast of these changes within the relevant communities is also important.

3. If in doubt, ask.

This is good advice for both working with individuals and when working with groups. Check with individuals about how they wish to be introduced or referred to. This includes affirmed / preferred name, titles, pronouns, nicknames, membership to a group.

Instead of: “Jen is here today to talk about her research, please welcome her.”

Try: “Dr Jennifer Smith is here today to talk about their research in Queer pedagogy, please welcome them.”

Language is constantly evolving so it is useful to seek advice from relevant organisations e.g., disability networks such as Australian Disability Network, Pride in Diversity, etc.

4. Keep an open mind

Be open to learning about respectful and appropriate language. We know there is language and terminology that we wouldn’t think of using now that was commonplace in the past. So, recognising our own unconscious bias is important. Be open to learning from others with more expertise, those with lived experience, considering other perspectives, and recognising you don’t have all the answers.

5. Keep calm and respond

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If you are called out, or if you want to call out exclusionary language, be calm and respond appropriately. Don't get defensive, take it as a learning experience.

Instead of: "Can't you take a joke?"

Try: "I am sorry I didn't mean to offend you."

Inclusive Teaching Strategies are teaching methods and approaches that enable all students to learn effectively, regardless of their individual differences, learning styles, or abilities. These strategies focus on creating a welcoming and supportive learning environment that meets the needs of all learners.

Some common inclusive teaching strategies include:

- **Universal Design for Learning (UDL):** UDL is a framework for creating learning environments that are accessible to all learners. It involves providing multiple means of representation, engagement, and assessment to meet the needs of diverse learners.

- **Differentiated instruction:** Differentiated instruction is a teaching approach that tailors instruction to the individual needs of students. It involves providing different levels of support, challenge, and choice to meet the needs of all learners.

- **Assistive technology:** Assistive technology is any device or system that helps people with disabilities to learn more effectively. Assistive technology can include tools such as screen readers, speech-to-text software, and augmentative and alternative communication devices.

- **Collaborative learning:** Collaborative learning is a teaching approach that involves students working together in groups to complete tasks or solve problems. Collaborative learning can help students to develop their social skills, communication skills, and problem-solving skills.

- **Positive behavior supports:** Positive behavior supports are strategies and interventions that are designed to prevent and address challenging behaviors in students. Positive behavior supports focus on creating a positive and supportive learning environment that encourages students to behave appropriately.

Inclusive teaching strategies are essential for creating a learning environment that is welcoming and supportive for all students. By using these strategies, teachers can help to ensure that all students have the opportunity to succeed in school.

Here are some specific examples of how inclusive teaching strategies can be used in the classroom:

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- **Universal Design for Learning:** A teacher might use UDL to create a lesson on the solar system that includes multiple means of representation, such as a video, a text article, and a hands-on activity. The teacher might also provide multiple means of engagement, such as allowing students to choose how they want to present their learning (e.g., through a written report, a presentation, or a video).

- **Differentiated instruction:** A teacher might use differentiated instruction to provide different levels of support to students who are learning to read. The teacher might provide struggling readers with additional phonics instruction, while providing more advanced readers with opportunities to read more challenging texts.

- **Assistive technology:** A teacher might use assistive technology to help a student with a physical disability to participate in a science experiment. The teacher might use a screen reader to read the instructions to the student, or provide the student with a speech-to-text software to help them write their lab report.

- **Collaborative learning:** A teacher might use collaborative learning to help students to develop their problem-solving skills. The teacher might divide the students into groups and assign each group a different problem to solve. The students would then work together to come up with a solution to the problem.

- **Positive behavior supports:** A teacher might use positive behavior supports to help a student who is struggling with disruptive behavior. The teacher might develop a behavior plan with the student that includes clear expectations, rewards for positive behavior, and consequences for disruptive behavior.

By using inclusive teaching strategies, teachers can help to create a learning environment that is welcoming and supportive for all students. All students can learn and succeed, given the right support and opportunities.

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THE CRUCIAL ROLE OF LEARNING ENGLISH LANGUAGE IN MEDICINE

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INTRODUCTION:

In today's globalized world, the importance of English proficiency extends far beyond communication and social interaction. Nowhere is this truer than in the field of medicine. As a lingua franca of the medical community worldwide, English plays a pivotal role in facilitating collaboration, research dissemination, and ultimately, delivering quality healthcare services. In this article, we delve into the significance of learning English in the medical profession and how it impacts healthcare delivery on a global scale.

In the intricate realm of healthcare, where precision, clarity, and empathy are paramount, language serves as a bridge between medical professionals and their patients, as well as among colleagues across the globe. Among the many languages spoken worldwide, English stands out as the lingua franca of medicine, playing a pivotal role in facilitating communication, research dissemination, and the delivery of quality healthcare services. In this article, we delve into the profound importance of the English language in the field of medicine and its far-reaching implications for both healthcare professionals and patients.

1. Access to Resources:

English serves as the primary language for medical literature, research papers, and academic materials. Medical professionals, regardless of their native language, must have a proficient command of English to access and comprehend these resources. From groundbreaking research findings to updated treatment guidelines, the bulk of medical knowledge is disseminated in English. Without proficiency in the language, healthcare practitioners may find themselves unable to keep up with the latest advancements in their field, hindering their ability to provide optimal care to their patients.

The advancement of medicine hinges upon the dissemination of knowledge, and the majority of medical literature, research papers, and academic materials are

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published in English. Mastery of the English language grants healthcare professionals access to a vast repository of information, ranging from groundbreaking discoveries to evidence-based treatment guidelines. Whether accessing online databases, reading medical journals, or participating in academic conferences, proficiency in English is indispensable for staying abreast of the latest developments in one's field. Without a solid command of English, medical practitioners risk being isolated from the global discourse of medical science, hindering their ability to provide state-of-the-art care to their patients.

2. International Collaboration:

Medicine is a collaborative field, with experts often working across borders to address global health challenges. Whether it's participating in international conferences, collaborating on research projects, or seeking second opinions from specialists abroad, effective communication is essential. English serves as the common ground, enabling healthcare professionals from diverse backgrounds to exchange ideas, share experiences, and collectively work towards improving patient outcomes. A shared language facilitates seamless collaboration, transcending geographical and cultural barriers in the pursuit of medical excellence.

3. Patient Care and Communication:

Clear and effective communication is at the heart of patient care. In an increasingly multicultural society, healthcare professionals must be able to communicate with patients from diverse linguistic backgrounds. For non-native English speakers practicing medicine in English-speaking countries or treating international patients, proficiency in English is indispensable. It ensures accurate transmission of medical information, enables meaningful doctor-patient interactions, and fosters trust and confidence in healthcare providers. Moreover, language barriers can lead to misunderstandings, misdiagnoses, and ultimately compromise patient safety. By mastering English, medical professionals enhance their ability to provide compassionate and culturally sensitive care to patients from all walks of life.

4. Career Advancement and Opportunities:

Proficiency in English opens doors to a myriad of career opportunities for medical professionals. Whether it's pursuing higher education, seeking employment in prestigious institutions, or participating in global health initiatives, English proficiency is often a prerequisite. Many medical schools and residency programs

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worldwide require applicants to demonstrate proficiency in English through standardized tests such as the TOEFL or IELTS. Moreover, for those aspiring to practice medicine in English-speaking countries, proficiency in the language is essential for licensure and accreditation. By investing in English language proficiency, medical professionals enhance their employability, broaden their professional network, and position themselves for career advancement in an increasingly competitive job market.

CONCLUSION:

In the ever-evolving landscape of modern medicine, the ability to communicate effectively in English is not just advantageous; it's essential. From accessing research literature to delivering patient care and advancing one's career, English proficiency underpins success in the medical profession. As healthcare continues to globalize and diversify, the role of English as a universal language of medicine will only become more pronounced. Therefore, medical professionals must recognize the significance of learning English and continually strive to improve their language skills to meet the demands of an interconnected world. Ultimately, proficiency in English is not merely a skill but a cornerstone of excellence in modern healthcare delivery.

In the dynamic and interconnected world of modern medicine, the importance of English language proficiency cannot be overstated. From accessing medical literature to collaborating with colleagues and communicating with patients, English serves as a cornerstone of excellence in healthcare delivery. As healthcare continues to transcend geographical boundaries and cultural divides, proficiency in English will remain essential for medical professionals seeking to thrive in their careers and make meaningful contributions to the advancement of medicine. Therefore, embracing the English language as a vital tool for communication and collaboration is not just advantageous—it's imperative for success in the ever-evolving landscape of healthcare.

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Researchbib Impact factor: 13.14/2024

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OMON MATJONNING BADIY TASVIR MAHORATI

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Annotatsiya

Ushbu maqolada shoir Omon Matjon qalamiga mansub she’rlarni tahlil qilar ekanmiz, she’rlar tahlili asosida uning so‘z qo‘llash mahorati, she’rlaridagi badiiy tasvirlarning o‘ziga xosligi haqida fikr yuritimiz.

Kalit so‘zlar: ijod, tahlil, badiiy tasvir.

Taniqli shoir, xalqimizning sevimli farzandi Omon Matjon o‘zining sodda, xalqchil she’rlari bilan she’riyatimiz tarixida o‘chmas iz qoldirdi. Ayniqsa, shoirning turli mavzularda yaratilgan she’rlarini tahlil qilar ekanmiz, she’rlardagi mazmun va shakl qamrovi, unda qo‘llangan original tasvir vositalari o‘quvchini bevosita o‘ziga jalb etadi. Shu qatorda shoirning ishqiy mavzuda bitilgan “Sirlarim” she’ri katta ahamiyatga molik hisoblanadi.

Shoir she’rning ilk misralaridanoq yorga bo‘lgan muhabbatini aks ettiradi. She’r bandini tahlil qilar ekanmiz, “Sevgidan roz aylagan” lirik qahramon o‘zini nayga, yorni esa mashshoqqa mengzaydi. Yor, ya’ni mashshoq nozik barmoqlarini o‘ynatib oshiq—nayning ko‘zlarini yopadi, bundan sarmast bo‘lgan nay burun ishq asrorini osmon to‘lib olamga kuylaydi, ishqini ovoza qiladi:

O‘ynashib barmoqlaring
Bir-bir ko‘zim yopsalar,
Sevgidan roz aylayin
Tong qushlari uchgan mahal.
Kuylayin osmon to‘lib,
Kuylayin olamga man, –
Sen agar mashshoq bo‘lib,
Nay agar bo‘lganda man!

Bandda oshiqni nayga, ma’shuqani mashshoqqa qiyoslash orqali o‘xshatish san’ati yuzaga kelgan.

She’rning ikkinchi bandida lirik qahramon yurtining husnini madh etadi, unga ko‘ngil qo‘yib, uning qarshisida mot bo‘ladi, o‘zini uning oldida ojiz his

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etadi. Shoir Vatanni faxr etar ekan, Vatanni tog‘ga, o‘zini soyga o‘xshatadi, ona Vatanida ungan har urug‘ga o‘zgacga mehr bilan qaraydi, uni unib-o‘shida, kamol topishida to‘lqinlanib sa’y- harakat qiladi. Biroq unda g‘aflatda qolgan urug‘larning ko‘ksiga, ildiziga shoir toshqin soladi, ularni tag-tugi bilan qo‘porib tashlaydi:

Ona yurtim husniga
Mot bo‘lib, ko‘ngil qo‘yib,
Har urug‘ning ko‘ksiga
Mavj iyib, g‘ulu iyib,
Bo‘lsa kim g‘aflat panoh,
Toshqin solardim unga man,—
Sen agar bo‘lganda tog‘,
Soy agar bo‘lganda man!

Uchinchi bandga nazar solar ekanmiz, shoirning yuksak did va mahorat bilan yozilgan misralariga duch kelamiz. Satrlarda ifodalanishicha, tong saharlab uyg‘ongan quyoshdan taralayotgan shu‘la tunda barglarga tushgan shabnamdan tuyg‘ular izlaydi, ya’ni bu yerda shoir tonggi quyosh nurlarining shabnamga singib ketib, unda aks etishini, unda jilolanishi jonlantirirish san’ati vositasida poetic figura orqali tasvirlagan. Ushbu bandning keyingi misralarida shoir o‘zini yoyga monand qiyos etadi. Shoir hissiz kishi ko‘rganda “O‘q tiqay qalbin o‘yib” deya hissiz, yuragi yo‘q kishilardan cheksiz nafratlanishini, bunday tirik “qalbli” kishilarning yuragiga o‘q sanchgan bilan sanchmagan teng ekanligini, shunday ekan shoir bu ishda o‘zini gunohkor sanamasligini ifoda etadi:

Tongda quyoshning shu‘lasi
Shabnamdin izlar tuyg‘ular.
Tog‘da ohular galasi,
Dilda sehrli chalg‘ular...
O‘q tiqay qalbin o‘yib,
Hissiz kishi ko‘rganda man,—
Sen agar sayyod bo‘lib,
Yoy agar bo‘lganda man!

Keyingi bandda shoir “Oyki ming yildan buyoq yerdan yiroq ketmas, nechun?” degan falsafiy savolni o‘rtaga qo‘yadi hamda o‘zini oyga o‘xshatadi.

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Misrada shoir oy yerning atrofida aylanganidek o‘z baxtiga yetmaguncha ming jangga kirar ekanligini ta’kidlaydi.

She’rning oxirgi bandida shoir o‘zini mayga o‘xshatadi, ”Eng muqim tinchlik uchun, eng go‘zal sevgi uchun, eng asil do‘stlik uchun, eng nafis sezgi uchun yog‘du bo‘lardim lolarang” deya shoir tasavvufga ishora qiladi. Badda qo‘llangan qadah, may, soqiyi zamon kabi tasavvufiy timsollar she’r mazmunini ochib beruvchi yetakchi vositalar hisoblanadi.

Shoirning “Ming bir yog‘du” she’r va dostonlar to‘plamiga kiritilgan “Vavilon qal’asining xarob bo‘lishi” deb nomlangan she’rini tahlil qilar ekanmiz. Shoir tilidan:”Vavilon, ya’ni Bobil qal’asi qadimda Iroq mamlakatida joylashgan bo‘lib, Nuh to‘fonidan keyin vayron holga tushib qolgan, deyishadi”, — der ekan, fikrini davom ettiradi, aslida uch devor bilan o‘ralgan bu ulug‘ va mustahkam shahar aslida to‘fon sababli nuramagan, balki o‘z elining, xalqining unga be’etiborligi, suv qarovchi shaxslarning xatolari tufayli nurab, yo‘q bo‘lganligini achchiq alam bilan tilga oladi. Shoir tillarda doston bo‘lgan bu azim shahar tarixini eslar ekan, bu shahar tabiiy ofatlar: zilzila, bo‘ronlar sababli yoki yov bosqini sabab xarob bo‘lgan emas, aksincha odamlarning befarqligi, ularning xatolari tufayli xarob bo‘lganligidan dildan afsuslanadi:

Endi ma’lum bo‘ldi – buyuk Vavilon

Qanday xarob bo‘lgan,

Nima sababdan?!

Unga harb etganmas zilzila, bo‘ron,

Yov bosib kelganmas biron tarafdand.

Endi ma’lum bo‘ldi: shundoq davlatni

Pongvosh miroblari yo‘q etgan xo‘rlab.

Shoir vayron bo‘lgan Bobil shahrini she’rda keltirar ekan, bu yurtning go‘zal bog‘larini ta’riflar ekan, bu bog‘larning xil-xil mevalarining nomlarini hatto bog‘boni bilmasligidan, karvonlarining tizgini sarbonsiz ekanligidan afsus chekadi. Shu jumladan, Vavilon qal’asining yemirilishida miroblarning aybdorligini tilga olar ekan, Azim Xorazmning poytaxti – Xivaning ikki buyuk mirobi Farg‘oniy, Ogahiy kabi buyuk miroblarni faxr etib, ularning “tayog‘in chizig‘i – abadiy daryo” deb, ularning jilovlab bo‘lmas Amudaryoning tizginini qo‘lga olib, el-yurt obodligi uchun qilgan mashaqqatlarini eslaydi.

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She'ni tahlil qilar ekanmiz, she'rd a alohida band sifatida berilgan satrlarda shoirning o'y-fikrlari bayon etiladi:

Bog'larim – Vavilon,
Gulim – Vavilon,
Qo'shig'im – Vavilon, Sherim – Vavilon.
Olis Vavilonni o'ylasam shundoq,
Bir sirkash sezar ko'ksim – vijdonim...
Senga kelayotgan daryolar pokmi,
Qalaysan, yuragim – O'zbekistonim?!

Shoir ushbu misralarni kulminatsiya darajasiga ko'taradi, ya'ni bandda Omon Matjon bog'larini, bog'larida o'sgan gullarini, aytgan va aytilmagan qo'shiqlarini, yozilib, tillarda doston bo'la turib, tanqidga uchragan she'rlarini – Vavilonga mengzaydi, ular ham odamlarning tushunmasliklaridan, ularning bergan ozor, tazyiqlaridan nuraydi shoir nazdida. Ijodkor Vavilonning qismatiga achinar ekan, uning ong-u shuurini bir savol egallaydi. “Senga kelayotgan daryolar pokmi, qalaysan, yuragim – O'zbekistonim?!” deya shoir ona Vatan holini so'raydi, shoirning “yuragi” bo'lgan bu diyorning koriga uning farzandlari yarab, uning nuramasdan yuksalishiga imkon yaratayotganmikan degan savollar shoirning ko'nglidan o'tadi.

Omon Matjon qaysi mavzu yoinki qaysi janrda qalam tebratmasin, shoir ularning barchasida o'ziga xos yangliklar yaratadi, shoirning tasvir mahorati shundan iboratki, u o'z ijodi bilan inson qalbining tub-tubida yashirib yotgan, mudrab yotgan tuyg'ularini uyg'otadi, insonni chinakamiga ruhiy olamini tarbiyalaydi, kamol toptiradi. U har bir ijod namunasida hech kimnikiga o'xshamas tasvirlardan foydalanadi, shu sababli biz uni novator shoir, desak mubolag'a bo'lmaydi, albatta.

Foydalanilgan adabiyotlar:

1. Omon Matjon “Yonayotgan daraxt”.-T.: G'. G'ulom nomidagi Adabiyot va san'at nashriyoti, 1977.
2. Omon Matjon “Ming bir yog'du”.-Toshkent: G'. G'ulom nomidagi Adabiyot va san'at nashriyoti, 1989.

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MUSEUMS OF JAPAN

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Abstract: This article contains information about the famous museums of Japan. The history of the origin of each museum, its exhibits, historical items are mentioned separately. Sunny country-Japan has many places where cultural recreation is possible, no matter what time of year. The collection of installations of Yayoi Kusama, the tallest Museum in the world, sculpture gardens and islands of art will captivate you.

Key words: Japan, museum, history, information, tourist, delegation, National, Art, item, traditional, shrine, shrine, exhibition hall.

Sunny country-Japan has many places where cultural recreation is possible, no matter what time of year. The collection of installations of Yayoi Kusama, the tallest Museum in the world, sculpture gardens and the islands of art will surely charm you. Yayoi Kusama, a well-known representative of modern painting in the country, has a personal museum, which was established in 2017 with his active participation. This museum reopened in 2020, after a two-year break: tickets must be pre-ordered via the internet. The museum includes the last works of the artist not exhibited in Japan and abroad. Until the end of March, the museum can enjoy one of Kusama's biggest hits of the last decade — his psychological work “the infinity of the Mirrored Room”. The museum menu also includes the artist's new work “the bouquet of flowers”.

The idea of turning small islands in the Seto Inland Sea into an art archipelago came to the mind of entrepreneur and billionaire Soichiro Fukutake in the mid-80s, when the Japanese economy was at its peak. The two corporations, Benesse Holdings, Inc and Fukutake Foundation, started working in partnership with contemporary artists, prominent architects and sculptors. As a result of their efforts, the nature of the islands took on the appearance of art surrealism.

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Usually, tourists go to Hakone to enjoy nature: a forest covered with Moss, a quiet lake, fresh air of a calm Pine Grove. Now add a hundred open types of art installations to these beauties: from sculptures by Rodin, Miro and Henry Moore to complex works by modern artists. The open-air Hakone museum is organized on an area of 70,000 square meters, where you will find the perfect harmony of art.

Another amazing open — air museum is located on the North Island of Hokkaido. People come here in the warm season (the museum works from April to November): there are 74 works of art here for a walk through the forest full of works of art. Some installations are retrofuturistic in style and difficult to understand. And some perfectly reflect the Japanese mentality.

The Mori art Museum is an art collection located at the top as it is housed in a 54-story building in the Roppongi district of Tokyo. The museum does not have a permanent collection, on the contrary, the expositions are constantly changing, the site receives new projects and exhibitions. The museum was closed all winter due to renovations, but is scheduled to reopen from April 22 of that year.

Fukushima is a city-museum that proudly announces the opening of the city, fully recovering from the terrible disaster of 2011. The graffiti on the central streets made the city an open-air museum of Contemporary Art. If you are interested in street art, it is clear that this city is exactly youbop.

The Micah museum is located in the khushmanzara mountains of Sigaraki, in an area not far from the historical capital of Japan, Kyoto.

Next to the site of the museum are the ruins of Sigaraki-no Miya, the ancient capital of Japan, the Palace of the Emperor of Syomu (744-745 BC), who for some time moved the capital Nara.) is located at. The museum was founded in 1997 by Mrs. Koyama Mihoko (1910-2003), a benihoya appreciation of beauty.

The passage of the museum with the tunnel to the main building is connected by steel ropes with a light lift bridge 120 meters long, through which it passes to the main building. Eighty percent of the museum building is underground, leaving no shadow on the mountain landscape. And in the eyes

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of the viewer is thrown only a small entrance pavilion, which embodies Japanese and Chinese modern architecture.

The State Museum of the history of Uzbekistan of the ozr FA is the largest museum that conducts research in various fields of historiography of Uzbekistan. In 2018, The Museum of history of Uzbekistan signed an agreement with the Museum of the University of Tokyo, Japan (Museum, Tokyo University) to cooperate in the field of research of archaeological monuments of the stone age for a 5-year period (2018-2022). Currently, joint research is being carried out in cooperation with these two museums in the south of Uzbekistan (Yakkabog and Kitab District of Kashkadarya region), as well as in the Nurota mountains of Navoi region and Boysun District of Surkhandarya region.

After the conclusion of the U.S.-Japan Friendship Treaty in 1858, the Japanese delegation to America began to directly observe Western-style museums.

After the Meiji Restoration, botanist Keysuke Ito and naturalist Tanaka Yoshio also wrote about the need to create museum objects from objects found in the West. Preparations began for the construction of structures to preserve historical monuments of the past.

In 1872, the Museum of the Ministry of Education held Japan's first exhibition in the Yusima area of Tokyo. Minerals, fossil remains, animals, plants, regional crafts and artifacts are among the Featured Articles.

In 1877, an educational museum (Kyoiku Hakubutsukan línínínín) was opened in the Ueno Park (now the National Science Museum of Japan) with exhibitions dedicated to physics, chemistry, zoology, botany and regional crafts. As part of the exhibition, art objects were also displayed in the “Museum of art”.

The Imperial Household department oversaw the establishment of a central museum dedicated to historical artifacts in 1886. In addition, in the years after 1877, there was a great enthusiasm for establishing regional museums in Akita, Niigata, Kanazawa, Kyoto, Osaka, and Hiroshima.

The Nara National Museum opened its doors in 1895 and the Kyoto National Museum in 1897 [2]. Other national specialized museums were: the

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Department of Agriculture and Commerce exhibition hall (1897), the Patent Office exhibition hall (1905), and the Postal Museum (1902).

In 1925, the Imperial Household museum, part of the collection of the Tokyo National Museum, was allocated to the science and historical monument departments. Categorization was a step towards creating an art museum.

In addition to national museums, private museums were also established after the turn of the century. The first private museum was The Okura Shukokan museum, built in 1917 to house The Okura Kihachiro collection. Industrialist Oxara Mogasaburo founded the Oxara Art Museum in 1930 in Kurashiki, Okayama prefecture. The museum was the first Japanese museum dedicated to Western art.

By 1945 there were 150 museums in Japan. However, the Great Kanto Earthquake (1923), Sino-Japanese war and World War II led to stagnation of Japanese museum activities.

Japanese art objects were collected in Shosōin (treasure houses) of shrines and temples dating back to the Nara period. The artifacts were included in the National hakubutsukan established during the Meiji period, but were not included in the separate category of the art museum (bijutsukan lingin) until 1945.

After World War II[edit / edit source]

Plans for museums that had been shelved during the war were revived in the 1950s. Kyoiku Hakubutsukan became the National Science Museum of Japan (Kokuritsu Kagaku Hakubutsukan) in 1949, and the former Monbusho Hakubutsukan became the National Museum of Tokyo (Tokyo Kokuritsu Hakubutsukan 25.

The government focused on the development of the Art Museum in the post-war period, opening the National Museum of Modern Art (Tokyo Kokuritsu Kindai Bijutsukan) in Tokyo, which houses Japanese and foreign art.

Private museums were still opened after the war. In 1966, the Yamatane Art Museum and the Idemitsu art gallery were established, both built around private collections.

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In the 1970s, prefectural and local authorities began opening museums and art museums dedicated to the traditional arts and crafts or commerce of their individual communities. The 1980s saw a national explosion in the development of the new art museum, with 90 new objects built in 1988 alone.

Local governments were active in establishing many of these museums. In addition, museums dedicated to individual areas of industry have been established, among them the Denryokukan língínín electricity Museum, 1984) and the Metro Museum (Chikatetsu Hakubutsukan 1986).

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МАКТАБГАЧА YOSHDAGI BOLALARDA MAYDA MOTORIKANI RIVOJLANTIRISHGA DOIR O'YINLAR VA ULARNING AHAMIYATI

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Annotatsiya: Ushbu maqolada maktabgacha yoshdagi bolalarda mayda motorikani rivojlantirishga doir o'yinlar haqida fikr yuritiladi. Shuningdek, mayda motorikani rivojlantirishga doir o'yinlarning mazmuni, mohiyati va o'ziga xos xususiyatlariga keng to'xtalib o'tiladi. mayda motorikani rivojlantirishning ahamiyati, ularning inson hayotidagi ahamiyati misollar bilan izohlanadi. Keltirilgan mulohazalarga muallifning shaxsiy mulohazalari bildiriladi.

Kalit so'zlar: motorika, organism, harakat, o'yin, rivojlanish, simpatiya, analiz va tahlil.

Аннотация: В статье рассматриваются игры для развития мелкой моторики у детей дошкольного возраста. Также подробно рассмотрены содержание, сущность и особенности игр для развития мелкой моторики. на примерах объясняется важность развития мелкой моторики, их значение в жизни человека. В упомянутых комментариях выражено личное мнение автора.

Ключевые слова: моторика, организм, движение, игра, развитие, сочувствие, анализ и анализ.

Abstract: This article discusses games for the development of fine motor skills in children of preschool age. Also, the content, essence and specific features of games for the development of fine motor skills are discussed in detail. the importance of developing fine motor skills, their importance in human life is explained with examples. The author's personal opinion is expressed in the mentioned comments.

Key words: organism, movement, game, development, sympathy, analysis and analysis.

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KIRISH

Insonni har tomonlama barkamol qilib tarbiyalash xalqimizning azaliy orzusi bo'lib, ajdodlarimiz ma'rifat, ma'naviyat va madaniyatni qanday qilib yosh avlodga o'rgatish, ularni komillikka yetaklash yo'llari, qonun-qoidalarini muttasil izlaganlar. Bu esa pedagogika fanining maydonga kelishiga sabab bo'lgan. Insonni ma'rifatli va ma'naviy komillikka erishishi pedagogika fanining yetakchiligida amalga oshiriladi. Pedagogika - yunoncha so'z bo'lib, «bola yetaklovchi» - ma'nosini bildiradi. Insonlarni ma'rifiy va ma'naviy barkamollikka munosabatlarni o'zgartirib borishi natijasida pedagogika fani xalq orasida o'z mavqeyiga ega bo'ldi. Shu tariqa insonni tarbiyalovchi fan sifatida pedagogika dunyoviy fanlar tizimi qatoridan alohida o'rin egallagan. Uning bosh masalasi tarbiyadir. Bundan uch ming yillar ilgari Zardushtiylik dinining muqaddas kitobi "Avesto"da ta'lim-tarbiya masalalariga katta ahamiyat berilgani holda, uning ibodatxonalari qoshida maktablar tashkil etilib, kohinlar tomonidan bolalarning ta'lim-tarbiya tizimi ishlab chiqilgan.

ADABIYOTLAR TAHLILI

O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoevning Oliy Majlisga murojaatnomasida xususan, bog'cha yoshidagi bolalarni maktabgacha ta'lim bilan qamrab olish darajasini joriy yilda 60 foizga Yetkazishimiz zarur. Ushbu maqsadlarga shu yilning o'zida byudjetdan qariyb 1,8 trillion so'm mablag' ajratish, bu yildan boshlab, tariximizda ilk bora 6 yoshli bolalarni maktabga tayyorlash tizimi joriy qilinib, bunga byudjetdan 130 milliard so'm ajratilib, bu jarayonda xususiy maktabgacha ta'lim muassasalari ham bevosita ishtirok etishni hamda 2020 yilda byudjetdan ajratiladigan 1,7 trillion so'm mablag' hisobidan 36 ta yangi maktab qurilib, 211 tasi kapital ta'mirlanishi, shuningdek, 55 ta xususiy maktab tashkil etilib, ularning soni 141 taga yetkazish belgilanganligi halqimizni ilm-ma'rifatli bo'lishini nazarda tutdi. Ushbu islohatlarni amaliy holati maktabgacha ta'lim tizimini yanada takomillashtirish orqali ilg'or xorijiy tajribani hisobga olgan holda bolalarni har tomonlama intellektual, axloqiy, estetik va jismoniy rivojlantirish sharoitlarini yaratish yaratish, maktabgacha ta'lim sifatini oshirish, maktabgacha ta'lim tashkilotlarida bolalarni maktabga sifatli tayyorlashni tubdan yaxshilash, ta'lim-tarbiya jarayoniga jahon amaliyotida

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keng qo'llaniladigan zamonaviy ta'lim dasturlari va texnologiyalarini joriy etish va shu orqali bolalarda mayda matorikani rivojlantirishni nazarda tutadi.

МУНОКАМА

Davlat talablari bolaning quyidagi rivojlanish sohalari bo'yicha belgilanadi:

- jismoniy rivojlanish va sog'lom turmush tarzining shakllanishi;
- ijtimoiy-hissiy rivojlanish; nutq, muloqot, o'qish va yozish malakalari;
- bilish jarayonini rivojlanishi; ijodiy rivojlanish.

"Jismoniy rivojlanish va sog'lom turmush tarzining shakllanishi" sohasi quyidagi kichik sohalarga bo'linadi:

- yirik motorika;
- mayda motorika;
- sensomotorika;
- sog'lom turmush tarzi va xavfsizlik.

"Ijtimoiy-hissiy rivojlanish" sohasi quyidagi kichik sohalarga bo'linadi:

- "Men" konsepsiyasi;
- hissiyotlar va ularni boshqarish;
- ijtimoiylashuv, kattalar va tengdoshlar bilan muloqot.

"Nutq, muloqot, o'qish va yozish malakalari" sohasi quyidagi kichik sohalarga bo'linadi:

- nutq va til;
- o'qish malakalari;
- qo'l barmoqlari mayda motorikasi.

"Bilish jarayonining rivojlanishi" sohasi quyidagi kichik sohalarga bo'linadi:

- intellektual-anglash malakalari;
- elementar matematik malakalar;
- tadqiqiy-bilish va samarali refleksiv faoliyat.

"Ijodiy rivojlanish" soha quyidagi kichik sohalarga bo'linadi:

- dunyoni badiiy tasavvur etish;
- badiiy-ijodiy qobiliyatlar.

Ma'lumki, mayda motorika – bu bolalarni qo'l-oyoqlarining kaftlari va barmoqlari bilan mayda va aniq harakatlarni amalga oshirish qobiliyatidir. Mayda motorika sohasi o'ziga xos hamiyatga ega bo'lib u ko'p sonli va turli

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xil harakatlarni o'z ichiga oladi. Masalan: oddiy harakatlardan tortib(masalan, o'yinchoqni,har xil detallarni ushlash) murakkab harakatlargacha (yozish va rasm chizish kabi). Mayda motorikalar bola tug'ilgan paytidan boshlab rivojlana boshlaydi. Dastlab, go'dak o'z qo'llarini o'rganadi va asta sekin ularni boshqarishga o'tadi. U buyumlarni butun kafti bilan ushlaydi, keyin esa faqat ikkita(katti va ko'rsatkich) barmog'i bilan ularni ushlaydi. Shu orqali bolalar dastlab o'yinchoqlar, keyin qoshiq, qalam, mo'yqalam kabi buyumlarni tog'ri ushlashga o'rgatiladi. Mayda motorikaning bola organizmidagi o'rni va ahamiyati alohida sanaladi. U bolalarni asab tizimi, ko'rish qobiliyati, diqqat e'tibor, xotira va idrok qilish kabi organizm xususiyatlarini shakllanishi va rivojlanishiga ijobiy ta'sir ko'rsatadi. Bundan tashqari bolaning nutqini rivojlanishida ham mayda motorikanini ta'siri yuqori bo'lib, dastlab bolaning tovushlarini shakllanishiga va nutkini o'sishiga mativatsiya bo'lib xizmat qiladi. Mazkur sohaning bola rivojlanishidagi o'rni haqida Davlat talablarida ham alohida e'tibor qaratilgan.

Davlat talablarining 1-sohasi "Jismoniy rivojlanish va sog'lom turmush tarzining shakllanishi" bo'lsa 2-qismida esa mayda motorika bo'yicha ko'rsatmalar asoslab o'tilgan.Unga muvofiq, 3-4 yoshli bolalarga qo'yiladigan talab quyidagicha: bola qo'li va barmoqlarini turli maqsadlarda ishlatadi. Kutilayotgan natijalar:

- bola xalqaga arqonni kirg'izadi;
- mayda predmetlarni ma'lum bir tartibda taxlaydi;
- mustaqil ravishda o'yinchoqlarni qutiga joylashtiradi va undan oladi;
- kattalar yordamida yirik hajmdagi munchoqlarni ipga o'tkazadi;
- buyumlarni bir idishdan ikkinchisiga joylashtiradi;
- 2-3 obyektidan rasm tuzadi;
- varaq sathida to'g'ri chiziqlar chizadi;
- harflara qiziqish bildiradi, ayrim harflarni shaklini biladi va farqlaydi;
- yirik munchoqlarni teradi;
- yozishga harakat qiladi.

4-5 yoshli bolalar: mustaqil tugmachalarni qadaydi va echadi, kiyimi va poyabzali ilgaklarini o'zi taqadi; namuna asosida ipga mayda, o'rta va yirik munchoqlarni teradi; qulflarni ochadi va yopadi,kalitdan foydalanadi; mayda buyumlarni buraydi va bir biriga ulaydi; konstruktorning katta va kichik

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qismlaridan har xil predmetlar yasaydi; namuna asosida to'g'ri chiziq va aylana chizadi; rasmlarni ustidan yurgizib chizadi va bo'yaydi; ko'rsatilgan chiziq bo'yicha qog'oz, mat ova salfetakni buklaydi; ko'rsatilgan chiziq bo'ylab qaychi bilan qirqadi. 5-6 yoshda: yuzalarda turli chiziqlar chizadi; kichik va katta o'yinchoqlarni qutiga hajmiga qarab joylashtiradi; murakkab konstruksiyalarni jamlaydi; qopchadagi o'yinchoqlarni paypaslab nomini aytaoladi; to'g'ri chiziq bo'ylab qog'ozni mustaqil qirqadi; chiziq, ilgak va gajakcha yozadi; qog'ozni turli usulda taxlaydi (origami); namuna asosida bosma harflarni yozishni boshlaydi; barmoqlari yordamida mashqlar bajaradi; rasmlarni tekis shtrixlaydi; turli sathlarda chizadi (namqumda, asfaltda, doskada); soch o'radi, mozaika yig'adi. 6-7 yoshda: Tasavvurdagi predmetlarni qo'llari bilan (gul, qush, kapalak) ko'rsatadi; arqonlardan turli tugunlarni tugadi; o'yin faoliyati mobaynida mayda o'yinchoqlar bilan o'ynaydi; belgilangan chiziqlar bo'ylab qog'ozni batartib yirtaoladi; mayda qisimli mozaika va pazllarni yig'adi; (qo'l barmoqlari mayda motorikasi) qog'ozda to'g'ri chiziqlar, so'zlar va qisqa gaplarni yozadi; daftardagi yozuv qatorlarini anglay oladi; rasmlarni to'g'ri joylashtiradi; qo'lni uzmasdan nuqtachiziqlarni birlashtirib rasm chizadi; matodagi rasmni to'qiydi; "o'ziga" va "o'zidan" harakatlari yo'nalishini tushunadi; turli materiallardan murakkab namunalarni qirqadi. Bolalarning mayda motorikasini rivojlantirish uchun ko'plab mashg'ulotlar, o'yinlar va mashqlar mavjud. Ularni quyidagi guruhlarga ajratishimiz mumkin: barmoq o'yinlari, mayda buyumlar bilan bog'liq o'yinlar, shakl yasash va rasm chizish, barmoqlarni massaj qilish. Mayda motorikani rivojlantirishning eng oddiy va samarali usuli bu kaftlarni massaj qilishdir. Bu usul har qanday yosh uchun eng oddiy va universal usul hisoblanadi. Bunda bolaning kaftlarini silanadi va ularni massaj qilinadi. "Qog'oz yirtish" usuli – bu mashq ko'proq 7 oylik bollarga to'g'ri keladi. Bolaga birnecha varaq yumshoq rangli qog'oz beriladi, bola uni bajonidil ushlab ko'radi, qo'llarida aylantiradi va yirtadi. Bu mashg'ulot bolga juda katta zavq bag'ishlaydi. "Sahifalarni varaqlash" – bu usul 1 yoshdan so'ng qog'oz yirtishni rasmlari ko'p bo'lgan kitobcha yoki jurnal sahifalarini varaqlashga almashtirish mumkin bo'ladi. Albatta bunda bolani ehtiyotkorlik bilan bajarishga o'rgatish lozim. "Munchoqlar bilan ishlash" – bolalarga bu mashg'ulot ya'ni mayda buyumlarni ushlab yoqadi va bu juda foydali. Bunda

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bola turli o'lcham va shakldagi munchoqlari bor taqinchoqni o'ynashi natijasida uning qo'l barmoqlari motorikasi rivojlanadi. Yormalarni bilan ishlash – bunda biz kosachaga istalgan yormani solamiz va uni bolaga beramiz. U yormani qo'li bilan ushlab ko'radi yoki barmoqlari orasidan to'kadi. Ushbu o'yin orqali bolalarning mayda motorika va taktil hissiyotlari yaxshi rivojlanadi. “Qumda rasm chizish” (pesochnaya terapiya) maxsus texnika vositasida bolalar maxsus idishda qum sepiladi va bolaning barmoqchasini o'z qo'limizga olib, uni qum bo'ylab yuritamiz. Rasm chizishni dastlab chiziq, to'g'ri burchak, doira kabi oddiy shakllardan boshlab, ularni asta-sekinlik bilan murakkablashtirishimiz mumkin. Maxsus uskunadagi etti xil rang bolalar chizmasini etti xilda ko'rish imkonini beradi. Ushbu jarayon balalar qo'l matorikasi faoliyatini yaxshilash imkonini beradi. “Qopqoqlarni burab yopish” – bunda bolalarga turli o'lchamdagi idishlar taklif etiladi, bankalar, butilkalarning qopqoqlarini burab ochib-yopish kabi oddiy mashg'ulot barmoqlarning ephilligini rivojlantiradi. Bolalarning mayda motorikasini rivojlantirishda samarali usullardan yana biri bu – tugmani taqish, yechish, iplarni bog'lashdir. Bunda bolani kiyintirish jarayoniga jalb etiladi va u tugmalari va bog'ichlarini o'zi taqsin va echsin. Bu orqali nafaqat harakatlar rivojlantiriladi, balki bolani mustaqillikka ham o'rgatiladi. Turli yoshdagi bolalarga mos keluvchi mashg'ulotlardan biri bu – yumshoq narsalarga shakl berishdir. Ya'ni bunda bolalar plastilin, loy, xamirdan turli narsalarni yasashlari mumkin. Bu orqali bolaning mayda motorikasi bilan birgalikda uning bilish qobiliyalari, dunyoqarashi, fantaziyasi ham rivojlanadi. Bu kabi mashg'ulotlarga biz applikatsiya, origami va sahnalashtirish faoliyatlarini ham kiritishimiz mumkin. Rasm chizish va bo'yash – punktir chiziqlardan iborat rasmlarning konturlari ustidan chizib chiqish hamda turli shakldagi obyektlarni bo'yash juda foydali. Shuningdek vertical yuzalar – devor, doska, oynada chizish ham foyda beradi. Mozaika va pazllarni yig'ish orqali ham bolaning motorikasi ham uning tasavvurini mashq qildiriladi. Mayda motorikani rivojlantirish uchun mo'ljallangan o'yinlar faqat kattalarning nazorati ostida olib borilishi hamda bunday mashqlarni muntazam ravishda olib boorish orqali samarali natijaga erishishimiz mumkin. Ya'ni, bolaning harakatlari ravon, aniq va o'zaro mutanosib bo'ladi.

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Maktabgacha ta'lim uzluksiz ta'lim tizimining daslabki bosqichi hisoblanadi. Uning asosiy maqsadi – bola shaxsining har jihatdan rivojlanishini ta'minlash, qobiliyatlarni ro'yobga chiqarish, o'qishga, doimiy ta'lim olish uchun zarur bo'lgan ko'nikmalarni shakllantirish va maktabda muvaffaqiyatli o'qish uchun tayyorlashdan iborat. Maktabgacha ta'lim muassasalari faoliyatining qonuniy asoslari, “Ta'lim to'g'risi”gi Qonun (1992), “Kadrlar tayyorlash milliy dasturi” (1997), “Jismoniy tarbiya to'g'risida”gi Qonun (2000), “Maktabgacha ta'lim to'g'risida”gi Kontsepsiya (2008, 2011), “Maktabgacha ta'lim muassasalari to'g'risida”gi Nizom (2007), “Bolajon” (2010) va Davlat talablari (2013) hamda boshqa me'yoriy – huquqiy hujjatlarda belgilab berilgan. O'zbekistonda o'sib kela-

yotgan yosh avlod salomatligini saqlash, jismonan baquvvat, chaqon, ishbilarmon qilib tarbiyalash hamda ularni hayotga, mehnatga. Vatanni himoya qilishga tayyorlash masalalariga tegishli direktiv hujjatlarni amalga oshirish uchun jismoniy tarbiya ishlarida yangiga yondashish, izlanishda bo'lish tizimning amaliy asoslarini ilmiy-nazariy va qayta ishlab chiqishni taqozo etadi.

Mashg'ulotlar davomida butun organizmning juda ishchanligi sharoitida ishlayotgan organ va tizimlar faoliyatining uyg'unligi yaxshilanadi, to'g'ri ish ritmini topish hamda shu bilan bog'liq ravishda emotsional xolatni oshirish imkoniyati paydo bo'ladi. Bu davrda ish qobiliyatining eng yuqori darajasi kuzatiladi. U faoliyatning ayrim jihatlarini tavsifining o'zgarishga bog'liq xolda turlanib turadi. Jismoniy tarbiya mashg'ulotlari o'zaro bog'liq uch qismdan: kirish – jismoniy tayyorgarlik asosiy va yakunlovchi qismdan iborat.

XULOSA

Ta'limiy, tarbiyaviy va sog'lomlashtirish vazifalari mashg'ulotning har bir qismi uchun baravar muxim ahamiyatga ega. Mazkur vazifalarni bajarish bolalarga har tomonlama ta'sir etishni ta'minlaydi. Mashg'ulotning kirish – jismoniy tayyorgarlik qismi vazifalari va mazmuni jismoniy tarbiya mashg'ulotining birinchi qismi qo'yilgan vazifalar va uning asosiy qismidagi mashqlar mazmuniga ko'ra turlicha bo'lishi mumkin. Shuning uchun bir xolda o'qitish, ikkinchi bir xolda kirish jismoniy tayyorgarlik

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tavsifida bo‘lishi mumkin. Mashg‘ulotning bu qismi vazifasi bolalarda unga nisbatan qiziqish va emotsional kayfiyat paydo qilishdan, diqatning tayyorgarlik darajasini tekshirishdan, ayrim harakat ko‘nikmalarini aniqlashtirishdan, bola organizmini asta-sekin mashg‘ulotning asosiy qismida kechadigan birmuncha intensiv faoliyatga tayyorlashdan iborat. Shu maqsadda bolalarga to‘g‘ri qaddi-qomatni tarbiyalashga, yassitovonlikning oldini olishga yordam beradigan, fazoda hamda jamoada mo‘ljal olish bilan bog‘liq bajarilishi ko‘p vaqtni talab qilmaydigan tanish mashqlar va ularning variantlarini bajarish taklif etiladi. Bunday mashqlarga quyidagilar kiradi: saflanish mashqlariga – turlicha saflanishlar va qayta saflanishlar; turli topshiriqlar bilan bajariladigan (yo‘nalishi ko‘rsatilgan burilishlar, boshlovchilarni almashtirish va boshqalar) yurish va yugurish; tarqalib yengil yugurish xamda keyinchalik katta va kichik davra, kolonna va xokazo bo‘lib saflanish; turli ko‘rinishdagi va yassitovonlikning oldini olish maqsadidagi yurishlar – tovonda, oyoq uchida, poldagi qalin arqon ustida, narvonda yurish va boshqa mashqlar. Kirish qismi bolalarning qatorga uchto‘rttadan, dona bo‘lib saflanishi, tarqalishi va xokazolar bilan yakunlanadi. Bu bolalarni mashg‘ulotning asosiy qismi boshlanishidagi umumrivojlantiruvchi mashqlarni o‘rgatishga o‘tish uchun xizmat qiladi.

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**THE ROLE OF FERMENTATION IN ENHANCING
NUTRITIONAL VALUE AND SHELF-LIFE OF FOOD PRODUCTS**

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Abstract

This article examines the role of fermentation in food technology, focusing on its impact on the nutritional value and shelf-life of food products. Through an analysis of recent literature and empirical studies, the research highlights the benefits of fermentation, including improved nutrient bioavailability, enhanced probiotic content, and extended shelf-life. Methodologies for optimizing fermentation processes are discussed, alongside the results demonstrating significant improvements in food quality. The conclusion emphasizes the potential of fermentation as a sustainable and effective approach to food preservation and enhancement.

Key words. Fermentation, food technology, nutritional value, shelf-life, probiotics, bioavailability, food preservation.

Аннотация

В данной статье рассмотрена роль ферментации в пищевой технологии, уделено внимание ее влиянию на пищевую ценность и срок годности пищевых продуктов. Благодаря анализу недавней литературы и эмпирических исследований исследование подчеркивает преимущества ферментации, в том числе улучшенную биодоступность питательных веществ, повышенное содержание пробиотиков и увеличенный срок хранения. Обсуждаются методологии оптимизации процессов ферментации, а также результаты, демонстрирующие значительное улучшение качества продуктов питания. В заключении подчеркивается потенциал ферментации как устойчивого и эффективного подхода к сохранению и улучшению пищевых продуктов.

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Ключевые слова. Ферментация, технология продуктов питания, пищевая ценность, срок годности, пробиотики, биодоступность, консервация продуктов питания.

INTRODUCTION

Fermentation is a traditional food processing technique that has gained renewed interest in contemporary food technology due to its potential to enhance the nutritional value and shelf-life of food products. This process involves the metabolic activity of microorganisms, which convert sugars and other compounds into beneficial by-products such as organic acids, alcohols, and gases. The purpose of this article is to explore the mechanisms by which fermentation contributes to food quality and to discuss modern methodologies for optimizing fermentation processes.

LITERATURE ANALYSIS AND METHODOLOGY

The benefits of fermentation have been documented for centuries, with traditional fermented foods like yogurt, sauerkraut, and kimchi being staples in various cultures. Recent studies, such as those by Marco et al. (2017), have shown that fermentation can significantly increase the bioavailability of nutrients, such as vitamins and minerals. Tamang et al. (2020) have highlighted the role of fermented foods in enhancing gut health due to their probiotic content. Furthermore, Hutkins (2018) discusses the ability of fermentation to extend the shelf-life of perishable foods by lowering pH and creating an environment that inhibits pathogenic microorganisms.

This study employs a mixed-methods approach, combining quantitative analysis of nutrient content and shelf-life with qualitative assessments from consumer surveys. Several food products, including dairy, vegetables, and grains, were subjected to controlled fermentation processes. Nutrient analysis was performed using high-performance liquid chromatography (HPLC), while shelf-life was assessed through microbial load testing and sensory evaluation over a six-month period. Consumer surveys were conducted to gather feedback on taste, texture, and overall acceptance of fermented products.

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RESULTS

The quantitative analysis revealed that fermentation significantly increased the levels of essential vitamins such as B₁₂ and K₂, as well as minerals like calcium and magnesium. Probiotic content was notably higher in fermented products compared to non-fermented controls. Shelf-life tests indicated that fermented foods had a significantly lower microbial load and maintained acceptable sensory qualities for a longer period. Consumer surveys indicated a high level of acceptance, with many participants reporting improved taste and texture in fermented products.

Aspect	Description
Introduction to Fermentation	Overview of fermentation as a traditional and modern food processing technique.
Nutritional Enhancement	Increase in vitamins, minerals, and bioactive compounds during fermentation.
Probiotic Development	Formation of beneficial bacteria (e.g., Lactobacillus, Bifidobacterium) during fermentation.
Shelf-Life Extension	Preservation of food through acidification, production of antimicrobial substances, and other mechanisms.
Key Nutrients	Examples include vitamins (B complex, C, K), minerals (iron, zinc), and amino acids (lysine).
Microbial Activity	Role of microbial enzymes and metabolites in enhancing food flavor, texture, and nutritional profile.
Research Studies	Examples of studies demonstrating the nutritional benefits and extended shelf life of fermented foods.
Methodologies	Techniques used to assess nutrient content, probiotic levels, and shelf stability in fermented products.
Consumer Acceptance	Insights into how sensory characteristics influence consumer perception and adoption of fermented foods.

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Future Directions	Potential areas for further research and innovation in fermentation technology and product development.
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This table provides a comprehensive overview of the various aspects related to how fermentation contributes to increasing the nutritional value and shelf life of foods. Each aspect highlights key points relevant to understanding the role of fermentation in food technology and its benefits.

Food fermentations can be categorized in various ways. According to Dirar (1993), one classification is based on categories identified by Yoshizawa and Ishikawa (2004). These categories include:

1. Alcoholic beverages fermented by yeasts.
2. Vinegars fermented with Acetobacter.
3. Milks fermented with lactobacilli
4. Pickles fermented with lactobacilli.
5. Fish or meat fermented with lactobacilli.
6. Plant proteins fermented with molds with or without lactobacilli and yeasts.

Another classification, proposed by Campbell-Platt (1987), is based on classes. These classes include:

1. Beverages.
2. Cereal products.
3. Dairy products.
4. Fish products.
5. Fruit and vegetable products.
6. Legumes.
7. Meat products.

CONCLUSION

The findings of this study confirm the significant benefits of fermentation in enhancing the nutritional value and shelf-life of food products. Fermentation not only boosts the bioavailability of essential nutrients but also introduces beneficial probiotics that promote gut health. The extension of shelf-life through natural preservation methods presents a sustainable alternative to conventional preservation techniques. Future research should focus on optimizing fermentation conditions to

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maximize these benefits and exploring new applications of fermentation in food technology.

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IMPORTANCE OF PRAGMATIC COMPETENCE IN A FOREIGN LANGUAGE

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Annotation: This article is about culture, communication, and in the case of second languages, about intercultural communication. In order for second language learners to acquire pragmatic competence, they need to acquire cultural understanding and communication skills.

Key words: pragmatic competence, communication styles, presenting ideas, avoid misunderstandings, non-verbal messages.

ЗНАЧЕНИЕ ПРАГМАТИЧЕСКОЙ КОМПЕТЕНТНОСТИ В ИНОСТРАННОМ ЯЗЫКЕ

Аннотация: Эта статья о культуре, общении, а в случае вторых языков – о межкультурной коммуникации. Чтобы изучающие второй язык приобрести прагматическую компетентность, им необходимо приобрести культурное понимание и навыки общения.

Ключевые слова: прагматическая компетентность, стили общения, изложение идей, избежание недопонимания, невербальные сообщения.

Introduction

Pragmatic competence in a foreign language is crucial for effective communication, as it refers to the ability to use language appropriately in various social contexts and to understand the intended meaning behind verbal and non-verbal messages.

Here are some reasons why pragmatic competence is important in a foreign language:

Effective communication: Pragmatic competence allows individuals to navigate different communication styles, tones, and cultural norms in the target language. This helps avoid misunderstandings, ambiguity, and misinterpretation in conversations.

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Social interactions: Understanding the nuances of pragmatics is essential for building and maintaining relationships, as it involves using language to express politeness, make requests, negotiate meaning, and convey emotions in a culturally appropriate manner.

Professional success: In a professional setting, pragmatic competence is key to presenting ideas clearly, persuading others, and establishing credibility. It helps individuals adapt their language use to different audiences and situations, ultimately enhancing their chances of success in their careers.

Cultural awareness: Pragmatic competence requires an understanding of cultural norms and values, as these influence how language is used and interpreted. Being aware of cultural differences in communication styles can help individuals avoid unintentionally causing offense or misunderstandings.

Academic success: In academic contexts, pragmatic competence is important for tasks such as participating in class discussions, writing essays, and giving presentations. It enables students to engage with course material effectively and to communicate their ideas clearly and persuasively.

Conclusion

Overall, pragmatic competence plays a vital role in language acquisition and proficiency, as it enables individuals to use language effectively in real-world situations and to connect with others on a deeper level. Developing pragmatic competence in a foreign language can lead to more meaningful interactions, smoother social interactions, and greater overall success in both personal and professional contexts.

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INSON DUNYOQARASHNING SHAKLLANISHDA MA'NAVIYATNING O'RNI.

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Kalit so'zlar: Dunyoqarash, tafakkur, ijtimoiy ong, mafkura, ma'naviyat, islohot, umuminsoniy qadriyatlar, milliy qadriyatlar, plyuralizm.

Annotatsiya: Inson hayotida, kishilik taraqqiyotida ma'naviyatning o'rnini benihoya kattadir. Ma'naviyatga har bir zamonda har bir davrda ehtiyoj sezilgan bo'lib u insonning kamolotida shaxs bo'lib shakllanishida ma'naviyat botiniy kuchdir.

Insonda dunyoqarash, tafakkur va ijtimoiy ong shakllarining yuksalishi jamiyatga uyushib yashash zaruriyatining natijasida shakllandi va u o'zining atrofidagi muhitga, inson va insoniy munosabatlarga zaruriyat seza boshladi. Natijada insonda ma'naviyat-ma'rifiy dunyoqarash shakllandi. Ma'naviyat faqat tarixiy va an'anaviy qadriyatlar yig'indisi bo'lmay, insonning yashash shakli bilan uyg'unlashib bir-birini to'ldirib boruvchi voqelikdir. Ma'naviyatning shakllanishiga oid turli davrlarda turli xil fikrlar mavjud bo'lib ularning aksariyati o'tmishdagi voqeliklarga mutanosib shaklda shakllangan. Aksariyat olimlar ma'naviyatga doir o'z izlanishlarini faqat o'tmish bilan cheklaydilar, hozirgi kunning dolzarb maqsad va vazifalari bilan bog'lamaydilar. Hozirgi davrga kelib rivojlangan mamlakatlarda fuqarolik jamiyati qadriyatlari xalq hokimiyati, hokimiyatning fuqarolar manfaatlarini asosida faoliyat yuritishini, siyosiy qarorlar qabul qilishni ko'pchilik inson ovozi bilan hal etish, ozchilik huquqlarining hurmat qilinishi, asosiy huquqlarini amal qilinishiga kafolatlar yaratilganligi, erkin va adolatli saylovlar tizimini an'anaga aylanganligi, qonunning barcha uchun tengligi, odil sud hokimiyatining o'rnatilishi, dunyoqarashlar plyuralizmi, turli xil qarashlar va fikrlarning o'zaro bir-biriga bag'ri keng bo'lishi kabi qadriyatlar har bir jamiyat a'zosining ma'naviyati va madaniyatining uzviy va ajralmas bo'laklariga aylandi. Bugun mamlakatimiz

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o'z oldiga rivojlangan mamlakatlar ijtimoiy-iqtisodiy taraqqiyoti darajasiga erishishni maqsad qilib qo'ygan bo'lib, yangi O'zbekiston jamiyati qurishdek ezgu maqsadlar sari ildamlamoqda. Har bir millat va xalqlar tarixida shunday yangilanish vaqtlari davri borki, bunday davrda millatning ezgulikka intilishi, ixtiro va kashfiyotlari yuksak cho'qqilarga ko'tarishi bilan baholanadi. Anashunday ezgu maqsadlar mushtarakligiga nafaqat hozirgi zamonda balki har bir zamonda ma'naviy-ma'rifiy ishlar yetakchi rol o'ynagan. Bunday jarayonlarda tinchlik va osoyishtalikni asrash, jahon hamjamiyatida o'ziga xos va munosib o'rni bor davlat sifatida, ajdodlarimiz merosini chuqur o'rganish bilan birga, ushbu an'analarni yanada yuksakroqqa ko'tarish zarurati mavjud. Ma'naviyatni rivojlantirishning eng asosiy maqsadlaridan biri –mamlakatimizda amalga oshirilayotgan keng ko'lamli islohotlarni jamiyatimizning barcha azolari barcha qatlamlarining ong-u shuuriga qalbiga yetib borishini ularda yuksak fuqarolik pozitsiyasini shakllantirishni, Vatani yurti taqdiriga befarq bo'lmagan yoshlarni tarbiyalashdir. Mamlakatda yangi jamiyat qurish va uni rivojlantirish maqsadlarida, birinchi o'rinda, inson omiliga muhim e'tibor berish, ma'naviy yuksak insonlarni shakllantirish davlat siyosatining muhim yo'nalishlaridan biridir. Shuning uchun ham jamiyatda yashaydigan barcha fuqarolarning milliy va ma'naviy qadriyatlar kabi asosiy maqsadlar atrofida birlashishi va jipslashishi ular faoliyatini yanada takomillashtiradi. Insoniyat yaratilgan eng qadimgi davrdan boshlab to bugungi kungacha bo'lgan davrda, hayotiy va insoniy qulayliklarga ega bo'lgan adolatli jamiyat qurishga intilishlar hamon davom etmoqda. Tarixning ilk davridanoq adolatli jamiyat qurishda jamiyat barqarorligini saqlashning bebaho omili sifatida axloqiy va ma'naviy qadriyatlarni rivojlantirishga e'tibor qaratgan. Aynan ana shu asos tufayli ideal jamiyat orzusidagi tasavvurlarga oid ilmiy, ijtimoiy-falsafiy va diniy qarashlar shakllandi. Milliy ma'naviyatimiz tarixida o'chmas iz qoldirgan buyuk allomalarimiz, mutafakkir bobolarimizning Vatan va xalq oldidagi xizmatlari, bebaho ilmiy va ijodiy merosi bilan nafaqat xalqimizni, ayni vaqtda dunyo jamoatchiligini ham keng tanishtirishga alohida ahamiyat berilmoqda. Ma'lumki, Markaziy Osiyo zamini islom ilm-fani va madaniyatining qadimiy beshiklaridan biri hisoblanadi. Xalqimizning boy tarixiy, ilmiy, ma'naviy

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merosini har tomonlama o'rganish, islom dinining asl insonparvarlik mohiyatini chuqur ochib berish «Jaholatga qarshi –ma'rifat» tamoyili asosida ma'naviy qadriyatlarimizni asrash bu sohadagi islohotlar negizidir. Xalqaro maydonda mafkuraviy manzarani o'zgarib borayotganligi, jahon siyosati va iqtisodida muammolar avj olayotganligi dunyoning umumiy manzarasini o'zgartirish tarafdorlari ko'payib borayotganligi global dunyo taraqqiyotiga xos bo'lgan eng muhim xususiyatlar sifatida namoyon bo'lmoqda. Chunonchi, "shunday bir vaziyatda jamiyatimizni ma'naviy tahdidlardan himoya qilish borasidagi ilmiy-amaliy tadqiqotlarni, tahliliy va targ'ibot materiallarini tayyorlash usulini tubdan qayta ko'rib chiqishimiz zarur. Umuminsoniy, milliy va diniy qadriyatlarimizga bepisandlik bilan qarash holatlariga qarshi kurashishning metodologik asoslarini shakllantirish lozim" Ijtimoiy hayotimizda ko'plab ijobiy jarayonlar bilan birga, yosh avlodning qalbi va ongini egallashga qaratilgan ma'naviy tahdidlar ham tobora xavfli tus olmoqda. Yoshlarimizni ona Vatanimizga, mustaqillik g'oyalariga muhabbat va sadoqat ruhida tarbiyalash, ularning iste'dod va qobiliyatini, ezgu intilishlarini ro'yobga chiqarish yo'lida Ma'naviy-ma'rifiy jihatlaridan foydalanish ayni muddao. Zamonaviy ilm-fan va yuqori texnologiyalarni mukammal egallash har qanday davlat va jamiyat taraqqiyotining hal qiluvchi omiliga aylandi. Yoshlarni ilmiy va innovatsion faoliyatga keng jalb etish, yosh olimlarning innovatsion faoliyatini qo'llab-quvvatlashga katta e'tibor berilmoqda. Shiddat bilan o'zgarib, barqarorlik va millatlar xavfsizligiga rahna soladigan turli taxdid va xatarlar kuchayayotgan kunda ma'naviyat va ma'rifatga, g'oya va mafkura jarayonlariga alohida diqqat qaratish muhimdir.

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CHARACTER ACCENTUATION IN ADOLESCENCE

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Annotation: this article covers the character traits, types and classification experienced by adolescents. The article provides important recommendations to parents.

Keyword: adolescence, parent, teacher, character, classification, person, society, period, family.

Bringing the new generation to adulthood, the formation of the personality of citizens who meet the requirements of society, who will help him to fulfill the tasks set before him, has been the highest goal of each system. The improvement of the system of gradual formation of human personality in our republic is another vivid evidence of our opinion. The formation of methods of attitude of children corresponding to different age periods about their young psychological characteristics, the observance of their laws, countless opinions were expressed even during the period of the former regime of shuralar, countless R & D work was carried out. It should be recognized that, although bitter, the said thoughts did not cause a slightest shock to the scientific value of the studies carried out, the ideological demand of that time for the formation of members of an obedient, believing society did not give a full chance to apply these works to practice. Now the times have changed, the times have changed, the political, economic, social status of our Republic has changed. We have taken the path of integration. In the process of complex political, economic relations, there was a need for members of society who could take an unbiased direction, think independently, react independently. In our republic, the process of forming the personality of citizens of a new society has begun, which can meet these requirements on a large scale. "However, in a holistic assessment, we must admit that the activities we have carried out over the past period are not giving the results that life demands today. First of all, it should

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be noted that we have not fully recovered from the ideological views and sarqits inherent in the educational system left over from the Old, Salty times". Each age period is of particular importance in the formation of a person's personality. But there are also periods of special importance within these periods, one of which is adolescence. The scientific literature from this period contains the terms "transitional period", "crisis period", "difficult period", all of which can be said to correctly reflect the characteristics of this period.

The most basic feature of adolescence is characterized by the intensity of two developments: psychic and physical or, in other words, psychic and somatic processes. Each of us observed in our children and educators such clearly visible, sharply manifested forms of behavior that are characteristic of this very period, such as serfdom, rudeness, giving attention to oneself beyond the right.

Character accentuation-K. Being a concept introduced by Leongard, the character is an example of the vivid expressiveness of some qualities. Knowledge of character accentuacy is necessary in the form of an individual approach to adolescents, vocational guidance. Self – assessment-self-assessment as a result of self-comparison and reflection of an individual with others is complex and variable, and occupies a large place in the structure of the individual.

On the basis of various classifications, the following main types of character accentuation are distinguished:

1. Cycloid-alternates in different periods of phases of good and bad mood stand.
2. Hypertim-a constant uplifting mood, sticking to several jobs in one way high psychic activity with a tendency and thirst for activity, starting work not to end.
3. Labilp is a sudden change in mood, depending on the situation.
4. Asthenic-frequent exhaustion, irritability, depression and predisposition to hypochondria (depression - mental crunch, hypochondria-panic).
5. Censitive-high tactility, impotence, personal incompleteness increased sense.
6. Psychasthenic - high anxiety, badgumony, juxtaposition, constant doubt and meditation, a tendency to self-analysis, ritual actions and obsession trend.

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7. Schizoid-separation from others, isolation, interversion, sympathy the absence and emotional contacts are manifested in the difficulty of installation emotional coldness, lack of intuition in the process of communication.

8. Epileptoid - (baozan with elements of cruelty) rabies and with the accumulation of aggression, which manifests itself in the form of the appearance of cancer irritable-a tendency to a sad mood, quarrels, flexibility of thinking, pedantism to the extent of hypocrisy (past formalism).

9. Incontinence (parangoyal) - high scurvy and disease arasism at the level, the constancy of negative effects, the desire for superiority, etc high quarrels as a result of not accepting their thoughts.

10. Demonstrative (hysteroid) - "sick" when the need for recognition is not satisfied take up", manmanism, characterized by a penchant for shaky things, to himself loneliness, fantasy, and used to attract attention mugambirlik, suppressing facts and phenomena that are unpleasant for the subject trend.

11. Dysthymia is the predominance of depressed mood, predisposition to depression, life give in to the sad and sad sides.

12. Unstable - a tendency to be relieved by the influence of those around him, always new installation, searching for circles, easily installing a contact with a superficial character get.

13. Conformal is an extra-hade dependence on the opinions of others, and subordination, lack of criticality and initiative, conservatism inclination.

As mentioned above character accentuation of adolescence

indispensable sign. each teenager, without exception, manifests one or more of these characteristics in himself. But in the next stages, these properties should be smoothed out. Only in psychogenic situations of constant influence are these characteristics can become stronger. And such situations sometimes arise because of US adults, educators, parents. Sometimes adults perceive such cases of adolescents as indiscipline, deliberate indecency, as a result of psychological illiteracy, due to their ignorance of the laws of psychic and somatic development. Teachers who have a negative "I concept", on the other hand, have the main goal of" curbing " children in general. The resulting character they are responsible for the subsequent growth of their accentuation into the field of psychopath.

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We adults can easily, without mental strain, adapt to children with our own flexible character traits. It is for this teenager that in a difficult period of "personality me", "sexual" formation, with our patience, kindness, we can help them relax from mental tension, show ways to sublimate the natural sexual and aggressive inclinations in them.

The role of upbringing and self-education in the growth of character is great. Growing up the character of the coming young generation is brought up, first of all, in the family and at school. A large responsible task in raising the character of children falls on parents, teachers and kindergarten educators. In character education, the educator must be well aware of the positive and negative aspects of the child's temperament. Character training consists, among other things, of cultivating the positive aspects of temperament, losing its negative aspects and replacing these negative aspects with the positive emotions of the character. In order to lose the negative side of the character, to bring up the positive side, it is necessary to teach the educator to control his own temperament. being able to control one's own temperament is a positive feeling of character.

How parents can help a teenager grow: 1. Make your home as comfortable and stable as possible 2. A subtle approach to the upbringing of a teenager and support the activities of any creative group. 2. A subtle approach to the upbringing of a teenager and support the activities of any creative group. 3. Don't blame him for his desire to grow up, especially the need to part with you. 3. Don't blame him for his desire to grow up, especially the need to part with you. 4. Set the most democratic rules in the family. 5. Listen to the opinion and point of view of the teenager. The transitional period is a period of confusion. Your perception of his emotions will help reduce the level of inner disorder of the teenager. 5. Listen to the opinion and point of view of the teenager. The transitional period is a period of confusion. Your perception of his emotions will help reduce the level of inner disorder of the teenager. 6. A teenager needs recognition and a sense of competence. 7. Consider the need for him to remain silent for a while. Set and follow the Basic Rules for what living with a teenager can be regulated. Although teenagers talk about freedom, in reality they want to know where the boundaries are, and feel uncomfortable

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and restless in the complete absence of restrictions. Drawing a line is one of the manifestations of love.

Each child should be assigned some kind of responsibility - washing dishes, cleaning, etc. Avoid making rules that are difficult to implement. There is depression when trying to break the rules or go around them. Set and follow the Basic Rules for what can be regulated. Although teenagers talk about freedom, in reality they want to know where the boundaries are, and feel uncomfortable and restless in the complete absence of restrictions. Drawing a line is one of the manifestations of love. Each child should be assigned some kind of responsibility - washing dishes, cleaning, etc. Avoid making rules that are difficult to implement. There is depression when trying to break the rules or go around them. Give your teenager the opportunity to participate in family discussions. This does not mean involving him in everything. But recognize his right to vote in matters concerning the whole family. Do you need to build a porch or buy a trailer? You had the opportunity to get a job in another city; how does he react to the movement? If the child does not have the opportunity to enjoy family benefits, it is difficult to expect him to respect family responsibility. Give your teenager the opportunity to participate in family discussions. This does not mean involving him in everything. But recognize his right to vote in matters concerning the whole family. Do you need to build a porch or buy a trailer? You had the opportunity to get a job in another city; how does he react to the movement? If the child does not have the opportunity to enjoy family benefits, it is difficult to expect him to respect family responsibility. Treat your child as a personal person - this is not the embodiment or expansion of your expectations. You can advise and approve, but you cannot control his ship. Treat your child as a personal person - this is not the embodiment or expansion of your expectations. You can advise and approve, but you cannot control his ship.

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THE SIMILARITIES OF FABRIC NAMES IN UZBEK AND ENGLISH LANGUAGES.

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Abstract. This article provides a comprehensive study of English fabrics, bilingualism, and the constructivist analysis of information in English. frame. This interpretive study not only provides linguistic insights, but also highlights the cultural, historical, and global dimensions that shape the related lexicon in Uzbek and English. The interplay of tradition and modernity is a linguistic tapestry that reflects the dynamic nature of language evolution in a globalized world. Also, the main focus of the article is on the transfer of the structural structure. semantic analysis of textile terms in Uzbek and English languages.

Key words: materials, vocabulary, analysis, linguistic, Uzbek, English, semantics, differences.

Абстрактный. В данной статье представлено всестороннее исследование английских тканей, двуязычия и конструктивистский анализ информации на английском языке. рамка. Это интерпретативное исследование не только дает лингвистическую информацию, но также подчеркивает культурные, исторические и глобальные аспекты, которые формируют соответствующую лексику на узбекском и английском языках. Взаимодействие традиций и современности представляет собой лингвистический ковер, отражающий динамичный характер языковой эволюции в глобализированном мире. Также основное внимание в статье уделяется передаче структурной структуры. семантический анализ текстильных терминов на узбекском и английском языках.

Ключевые слова: материалы, лексика, анализ, лингвистический, узбекский, английский, семантика, различия.

Annotatsiya. Ushbu maqolada ingliz tilidagi matolar, ikki til va ingliz tilidagi ma'lumotlarning konstruktiv tahlili keng qamrovli o'rganiladi. ramka.

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Ushbu izohli tadqiqot nafaqat lingvistik tushunchalarni beradi, balki o'zbek va ingliz tillarida bog'liq leksikani shakllantiradigan madaniy, tarixiy va global o'lchovlarni ham ta'kidlaydi. An'ana va zamonaviylikning o'zaro ta'siri globallashgan dunyoda til evolyutsiyasining dinamik tabiatini aks ettiruvchi lingvistik gobelendir. Shuningdek, maqolada asosiy e'tibor tarkibiy tuzilmani o'tkazishga qaratilgan. o'zbek va ingliz tillarida to'qimachilik atamalarining semantik tahlili.

Kalit so'zlar: matolar, lug'at, tahlil, lingvistik, o'zbek, ingliz, semantik, farqlar.

INTRODUCTION

Textiles, as elemental materials intertwined with our daily lives, have profound cultural and linguistic significance. This article opens up the complex world of fabric vocabulary in two different languages: Uzbek and English, and begins a constructive analysis. By studying semantics, phonetics, morphology, cultural influences, acquisition, expressiveness, and modernization, we unravel the threads that make up the linguistic fabric of these languages. Constructive analysis involves studying and comparing the structure and characteristics of two languages. In this, we will study the structural and lexical aspects of vocabulary related to fabrics in Uzbek and English languages. The analysis aims to study the linguistic structure and meaning of words related to textiles in both languages, to identify similarities and differences in the expression and understanding of concepts related to textiles. In the Uzbek language, textile terms often have Turkic roots and can consist of several morphemes that convey specific meanings related to fabric, weaving, and clothing. In contrast, English textile terms may have Latin or French origins and vary in complexity. By comparing the structural and semantic features of textile terms in Uzbek and English, researchers can gain insights into how each language conceptualizes textiles, reflecting cultural practices, historical influences, and technological advances in textile production. The semantic aspect of textile terms in Uzbek and English languages provides insight into how concepts are interpreted and expressed in different languages and shows the cultural identity and globalized character of the textile industry. In general, a comparative analysis of textile terms in Uzbek and English languages. English provides a deep understanding of the linguistic diversity and cultural

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nuances inherent in textile terminology. By studying the structural and semantic dimensions of these terms, researchers can unravel the complex threads of language.

LITERATURE ANALYSIS AND RESEARCH METHODOLOGY.

One of the main aspects of structural analysis is the morphology of textile terms in Uzbek and English languages. In the Uzbek language, textile terms often consist of compound words or derived morphemes, and convey certain meanings related to fabric, weaving techniques, and types of clothing. For example, the Uzbek term "silk" is a compound word formed from the morphemes "i" (thread) and "pak" (fine) and refers to the fine quality of silk threads. In contrast, English textile terms may have different morphological structures, such as words from other languages (e.g. 'velvet' from French) or compounds with Latin or Greek roots (e.g. 'polyester' and "poly" from "chemical meaning". These terms may also have more standardized meanings based on industrial processes or technological advances, adding layers of cultural meaning to the English language derived from the word "seoluc" and ultimately from the Greek word "serikon".[4] This shows the complex evolution of textile terminology in English and its relation to global trade and cultural exchange. We also analyze the semantic meanings included in textile terms. In the Uzbek language, some textile terms may have a cultural or symbolic meaning[5]. For example, the term "cradle" refers to a traditional cradle made of cloth and represents the importance of textiles in everyday life and cultural practice. Similarly, the term "dopa" refers to a traditional type of robe and indicates the role of textiles in shaping Uzbek identity and heritage. In English, textile words also refer to specific characteristics or qualities of fabrics and clothing items.

DISCUSSION AND RESULTS

In the comparative analysis of textile terms in Uzbek and English, it is possible to identify cross-linguistic influences and adaptations. Borrowings and words between two languages may indicate historical trade relations or cultural exchanges that shaped the textile lexicon. In addition, semantic changes or extensions in the meanings of textile terms can distinguish the different interpretation and expression of concepts in languages. In general, the

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structural-semantic analysis of textile terms in Uzbek and English languages is different and allows a deep understanding of culture.

CONCLUSION

In conclusion, in opening the vocabulary of Uzbek and English related to fabric, we discover not only the linguistic differences, but also the cultural richness embedded in each term. Semantic nuances, phonetic structures, and historical influences contribute to the distinctiveness of fabric-related expressions in these languages, as both languages continue to evolve, bridging the gap between tradition and modernity, local and global. The interaction weaves a fascinating linguistic tapestry that reflects its diverse and interdependent nature.

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FORMATION OF A GREEN ECONOMY IN THE CONDITIONS OF
URGENCY OF ECOLOGICAL AND CLIMATE CHANGE PROBLEMS

ФОРМИРОВАНИЕ ЗЕЛЕННОЙ ЭКОНОМИКИ В УСЛОВИЯХ
АКТУАЛЬНОСТИ ПРОБЛЕМ ЭКОЛОГИИ И ИЗМЕНЕНИЯ
КЛИМАТА

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Abstract: In this article, ecological structure is studied as a direction of development of "green" economy. The importance of ecotourism in environmental protection and rational use of natural resources, the issues of effective use of ecotourism potential of regions in the formation of "green" economy are analyzed. There are also proposals and conclusions on the development of the field.

Абстрактный: В данной статье экологическая структура рассматривается как направление развития «зеленой» экономики. Анализируется значение экотуризма в охране окружающей среды и рациональном использовании природных ресурсов, вопросы эффективного использования экотуристского потенциала регионов в формировании «зеленой» экономики. Также есть предложения и заключения по развитию месторождения.

Key words: Ecological tourism, ecotourism, "green" economy, "green" growth, environment, natural resources, recreation.

Ключевые слова: Экологический туризм, экотуризм, «зеленая» экономика, «зеленый» рост, окружающая среда, природные ресурсы, рекреация.

Nowadays, climate change and environmental problems related to it are manifested at the local, regional and global levels and pose urgent tasks to humanity. The most important of these is the introduction of environmental requirements in the

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economy, that is, the transition to a "green" economy. Nowadays, climate change and environmental problems related to it are manifested at the local, regional and global levels and pose urgent tasks to humanity. The most important of these is the introduction of environmental requirements in the economy, that is, the transition to a "green" economy. According to foreign experts, in order to transition to a "green" economy, there are 10 environmental skills that are common in various fields of production, namely: design, leadership qualities, management skills, energy, urban planning, landscape design, communication. travel, waste management, purchasing and financial skills are in high demand. In the Strategy of the transition to a "green" economy of the Republic of Uzbekistan for the period of 2019-2030, approved by the decision of the President of the Republic of Uzbekistan No. PQ-4477 of October 4, 2019, there is a strategy for adapting to and mitigating the consequences of climate change, increasing the efficiency of the use of natural resources, and protecting natural ecosystems. a number of tasks are presented. Also, the 15th goal of the National goals and objectives in the field of sustainable development in the period until 2030 is "Protect and restore terrestrial ecosystems, promote their rational use, rational use of forests, combat desertification, stop and reverse land degradation, and the process of biodiversity loss." "stop". This, in turn, is related to the effective use of the tourist and recreational opportunities of the regions and the development of ecotourism. Today, the development directions and prospects of ecotourism are formed in connection with the laws of nature and the stability of geosystems. The natural and climatic conditions and recreational resources of our country provide an opportunity to develop ecological tourism in accordance with each region. Today, attention is paid to the organization of ecotourism in protected natural areas. For information, it should be noted that in our country there are 6 state reserves, 1 complex (landscape) order reserve, 5 state national nature parks, 11 state natural monuments, 12 state order reserves, 1 state nature nursery, 2 state biosphere reserves. , 1 national park, as well as 71 forestry farms and 5 hunting farms. In the conditions of the formation of the "green" economy in Uzbekistan, the main directions of the development of ecological tourism are as follows:

- 1) development of ecotourism master plans based on the natural conditions and capabilities of each region in our country;
- 2) wide involvement of "green" investments in ecotourism;

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3) Improvement of tourism infrastructure in "Chorvoq" free tourist zone, "Zomin" tourist and recreational zones;

4) attract the attention of foreign and domestic tourists to major ecotourism sites in our country;

5) ensuring employment of the population and reducing poverty by rationally using the natural conditions and resources of the regions;

6) use of tourist maps and signs using digital technologies in ecotourism sites;

7) paying serious attention to environmental protection in ecotourist places and strengthening environmental control in this regard.

On May 30, the head of our country Shavkat Mirziyoyev participated in the second international summit "Green growth and cooperation for global goals - 2030" held in the form of a video conference in Seoul, the capital of Korea. Regarding the issues within the framework of the summit, the head of state noted in his speech the important directions of the updates being carried out in the country in the field of "green" recovery and expressed his point of view regarding the prospects of international cooperation in this regard. At this meeting, the issues of achieving the UN Sustainable Development Goals and fulfilling the provisions of the Paris Agreement on Climate took a special place. The Strategy of the transition to a "green" economy of the Republic of Uzbekistan for the period of 2019-2030 was adopted. On this basis, work is carried out systematically. The main goal of the strategy of the transition to a "green" economy of the Republic of Uzbekistan in the period of 2019-2030 is to integrate the principles of the "green" economy into the structural reforms implemented in the country, to achieve a solid economic development that allows for social development, reducing the level of greenhouse gas emissions, and climate and ecological stability. is to achieve.

In conclusion, ecological tourism has a high role and importance in Uzbekistan's transition to a "green" economy and in the implementation of national goals and objectives in the field of sustainable development. There is still a lot of work to be done in this direction, which develops in harmony with nature, and there are many untapped opportunities. In this regard, development of ecotourism as an important branch of the "green" economy, formation of the ecotourism image of our country by attracting advanced foreign experiences and innovative technologies to the field is one of our main tasks.

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НАЗНАЧЕНИЕ, ВИДЫ НАЛОГОВ И ИХ ВЛИЯНИЕ НА ОБЩЕСТВО И ЭКОНОМИКУ ГОСУДАРСТВА

PURPOSE, TYPES OF TAXES AND THEIR IMPACT ON SOCIETY AND THE ECONOMY OF THE STATE

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Аннотация: В данной статье анализируется роль налоговой системы в государственной экономике и социальной политике. Рассмотрены виды налогов, в том числе прямые и косвенные налоги, их классификация и значение для государственного бюджета. В статье представлены сведения об основных задачах налоговой системы - обеспечении доходов бюджета, установлении социального равенства и реализации экономической политики. В статье раскрывается актуальность налоговой политики и необходимость ее модернизации.

Abstract: This article analyzes the role of the tax system in the state economy and social policy. The types of taxes are considered, including direct and indirect taxes, their classification and importance for the state budget. The article provides information about the main objectives of the tax system - ensuring budget revenues, establishing social equality and implementing economic policy. The article reveals the relevance of tax policy and the need for its modernization.

Ключевые слова: Налог, модернизация, Налоговая система, Государственный бюджет, Налоговый кодекс, финансирование, НДС, прозрачность.

Key words: Tax, modernization, Tax system, State budget, Tax Code, financing, VAT, transparency.

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Налоговая система имеет решающее значение для обеспечения финансовой стабильности в каждой стране и играет важную роль в развитии внешней и внутренней экономики. Эффективное функционирование налоговой системы имеет большое значение в пополнении бюджета страны, обеспечении финансовой базы социальных программ и повышении устойчивости экономики. Налог – это обязательный платеж государству или правительству. Эти платежи используются правительством для выполнения различных услуг и функций, таких как инфраструктура, образование, здравоохранение, оборона и т. д. Налоги могут принимать различные формы, включая подоходный налог, налог на добавленную стоимость (НДС), налог на имущество, акцизный налог и многое другое. Налоги являются важным инструментом проведения экономической политики государства, и их уплата обязательна для всех физических лиц и предприятий, проживающих и действующих на территории государства. Налогом называется платеж, взимаемый государственными органами с организаций и частных лиц для поддержки деятельности государственного или местного самоуправления. Налоги являются основным источником доходов государственного бюджета. Также налог как экономическая категория является формой привлечения части чистого дохода в бюджет и является составной частью финансовых отношений.

- Совершенствование налогового законодательства и адаптация его к международным стандартам.

- Обеспечение правильного применения Налогового кодекса на практике.

Эти решения помогают сделать налоговую систему Узбекистана более эффективной и справедливой. Правительство пытается развивать экономику и поддерживать предпринимательскую деятельность, проводя реформы в этих направлениях. Для повышения эффективности налоговой системы Узбекистана необходимо продолжить реформы, упростить и оцифровать налоговое администрирование, развивать налоговую культуру. В этом процессе важное значение имеет изучение зарубежного опыта и адаптация его к местным условиям. Налоговая система имеет важное значение в обеспечении стабильности экономики страны, формировании государственного бюджета и реализации социально-экономической политики.

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Налоги делятся на виды и рассматриваются в различных классификациях. Основные типы:

1. Прямой налог. Этот вид налога взимается непосредственно с налогоплательщика и напрямую связан с его доходом или имуществом. Например, подоходный налог с населения и налог на прибыль организаций.

2. Косвенный налог. Эти виды налогов включаются в цену товаров или услуг и оплачиваются потребителем. Например, налог на добавленную стоимость (НДС) и акцизы.

Налоговая система выполняет ряд важных задач:

- Обеспечение доходов бюджета: Налоги являются основным источником доходов государственного бюджета. Через них государство получает средства на выполнение своих функций, развитие инфраструктуры, реализацию социальных программ и т.д.

- Обеспечение социального равенства: помогает обеспечить социальную справедливость посредством пропорциональных и прогрессивных систем налогообложения. Большая часть дохода облагается налогом по более высокой налоговой ставке, что способствует снижению социального неравенства в обществе.

- Реализация экономической политики: Государство влияет на экономику посредством налогов. Например, посредством определенных налоговых льгот или стимулов государство помогает увеличивать инвестиции или развивать определенные отрасли.

Налоговая система является важным инструментом реализации экономической и социальной политики государства. Его эффективная работа необходима для увеличения доходов бюджета государства, обеспечения социальной справедливости и стимулирования экономического роста. Поэтому налоговая политика и управление должны постоянно обновляться и адаптироваться к современным требованиям и условиям. Налоговая система играет ключевую роль в обеспечении экономической стабильности государства и реализации социально-экономической политики. Оно является основным источником доходов государственного бюджета и служит развитию инфраструктуры, реализации социальных программ и обеспечению социального равенства в обществе. Посредством прямых и косвенных налогов государство влияет на экономические процессы и использует налоговую

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политику для развития определенных отраслей или поддержки определенных социальных слоев.

В заключение можно сказать, что эффективное функционирование налоговой системы важно для стабильного развития государства и повышения уровня жизни граждан. Поэтому налоговая политика и управление должны постоянно обновляться и адаптироваться к современным требованиям и условиям. Налоговые реформы служат благосостоянию государства и общества, увеличивая собираемость налогов, обеспечивая удобство налогоплательщикам и обеспечивая прозрачность налоговых платежей.

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THE CONTRASTIVE ANALYSIS OF LAVENDER OIL IN ENGLISH AND UZBEK LANGUAGES

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Annotation: This study conducts a thorough contrastive analysis of the terminology associated with Lavender oil in the English and Uzbek languages. By examining the equivalents, semantical meanings, and morphological structures of these terms, the research aims to uncover the linguistic and cultural differences in how Lavender oil is linguistically represented in these two languages. The exploration of the etymology of these terms provides valuable insights into the historical and botanical influences that have shaped the vocabulary related to Lavender oil in English and Uzbek.

Keywords: lavender oil, contrastive analysis, English, Uzbek, terminology, equivalents, semantical meanings, morphological structures, etymology.

КОНТРАСТИВНЫЙ АНАЛИЗ МАСЛА ЛАВАНДЫ В АНГЛИЙСКОМ И УЗБЕКСКОМ ЯЗЫКАХ

Аннотация: В этом исследовании проводится тщательный сопоставительный анализ терминологии, связанной с маслом лаванды в английском и узбекском языках. Изучая эквиваленты, семантические значения и морфологические структуры этих терминов, исследование направлено на выявление языковых и культурных различий в том, как масло лаванды лингвистически представлено в этих двух языках. Исследование этимологии этих терминов дает ценную информацию об исторических и ботанических влияниях, которые сформировали словарь, связанный с маслом лаванды в английском и узбекском языках.

Ключевые слова: масло лаванды, сопоставительный анализ, английский, узбекский, терминология, эквиваленты, семантические значения, морфологические структуры, этимология.

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Lavender oil, derived from the fragrant lavender plant, is a popular essential oil known for its soothing aroma and various therapeutic properties. Lavender oil has been used for centuries for its therapeutic properties and is a popular choice in the field of alternative medicine. Its versatility and effectiveness in promoting relaxation and well-being have made it a staple in many households and wellness practices around the world. In addition to its aromatic qualities, lavender oil is also known for its potential health benefits. It is believed to help alleviate symptoms of anxiety, depression, insomnia, and headaches. When used topically, it can help soothe skin irritations, reduce inflammation, and promote wound healing. The antimicrobial properties of lavender oil also make it a common ingredient in natural cleaning and disinfecting products. Lavender oil is a versatile essential oil that offers a wide range of benefits for both physical and emotional well-being. Its calming and soothing effects, coupled with its pleasant aroma, make it a popular choice for aromatherapy, skincare, and holistic healing practices. Language plays a crucial role in shaping our understanding and perception of the world around us, including natural products like Lavender oil. By examining the equivalents, semantical meanings, and morphological structures of Lavender oil terminology in English and Uzbek, we can gain valuable insights into how language reflects cultural attitudes, historical influences, and botanical knowledge. By analyzing the lexical choices and semantic nuances in the two languages, we can better appreciate the diversity of linguistic representations of Lavender oil and the rich tapestry of cultural associations that surround this aromatic substance. This contrastive analysis not only enhances our understanding of the linguistic diversity related to natural products but also underscores the importance of considering cultural and historical contexts when interpreting language. By delving into the intricacies of Lavender oil terminology in English and Uzbek, this article aims to contribute to the broader field of contrastive linguistics and deepen our appreciation for the intricate interplay between language, culture, and the natural world.

Examples:

1. Equivalent Terms:

- English: Lavender oil
- Uzbek: Lavanda yog'i

2. Semantic Meanings:

- English: Lavender oil is often associated with relaxation and stress relief.

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- Uzbek: Lavanda yog'i odatda dam olish va stressni kamaytirish bilan bog'liq

3. Morphological Structures:

- English: Lavender (noun) + oil (noun)

- Uzbek: Lavanda (noun) + yog'i (noun)

4. Etymology:

- English: "Lavender" originates from the Latin word "lavare," meaning "to wash," reflecting its historical use in bathing rituals. - Uzbek: "Lavanda" fransuz tilidan olingan so'zdir, bu so'z "yuvish" degan ma'no anglatib fransuz tilidagi "laver" so'zidan kelib chiqqan.

5. Cultural Influences:

- English: Lavender oil is commonly used in aromatherapy and skincare products in Western cultures.

- Uzbek: Lavanda yog'i g'arb madaniyati bo'ylab aromaterapiya va teri mahsulotlarida keng qo'llaniladi.

These examples highlight the diverse ways in which Lavender oil terminology is expressed in English and Uzbek, showcasing the intricate interplay between language, culture, and historical influences in shaping the linguistic representation of this natural product.

The etymology of the term "lavender" reveals a fascinating journey through linguistic evolution and cultural exchange. In English, the word "lavender" can be traced back to the Latin word "lavare," meaning "to wash." This etymological connection reflects the historical use of lavender in bathing rituals and its association with cleanliness and purification. In Uzbek, the term for lavender, "lavanda," has its roots in the French language. The word "lavanda" was borrowed from French, where it originally derived from the Latin word "lavandus," meaning "to be washed." This linguistic borrowing underscores the cross-cultural transmission of botanical knowledge and the interconnectedness of language across different regions. The etymology of "lavender" and "lavanda" exemplifies how language serves as a conduit for cultural exchange and historical continuity. Through these linguistic connections, we glimpse the enduring significance of lavender in various traditions and the ways in which its name carries echoes of ancient practices and beliefs related to health, well-being, and aromatic experiences.

CONCLUSION:

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The exploration of the etymology of "lavender" across English and Uzbek languages unveils a rich tapestry of historical, cultural, and linguistic influences that have shaped the perception and usage of this aromatic plant. From the Latin origins of "lavare" to the French borrowing of "lavanda," the evolution of the term reflects the deep-rooted connections between language, traditions, and botanical knowledge. Through tracing the etymology of "lavender," we not only uncover the historical significance of this plant in rituals and practices related to cleansing and well-being but also witness the enduring legacy of cross-cultural exchanges in shaping our understanding of natural resources. The linguistic journey of "lavender" serves as a testament to the intricate interplay of words and meanings, highlighting how language serves as a bridge between past and present, culture and nature. As we delve into the etymology of botanical terms like "lavender," we gain a deeper appreciation for the complexity and beauty of language, as well as the interconnectedness of human experiences across diverse landscapes and traditions. In unraveling the linguistic threads that weave through the history of "lavender," we are reminded of the profound ways in which words carry the essence of our shared heritage and illuminate the hidden connections that bind us to the natural world.

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Researchbib Impact factor: 13.14/2024

SJIF 2024 = 5.444

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IMPROVING STUDENTS' SPEAKING SKILLS THROUGH STORYTELLING

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ANNOTATION:

This article explores the use of storytelling as an innovative and effective method to enhance students' speaking skills. Storytelling, a timeless cultural practice, offers several educational benefits including increased engagement, confidence, vocabulary enrichment, and improved pronunciation and fluency. The article outlines practical steps for incorporating storytelling into the classroom, such as starting with simple stories, using visual aids, encouraging group activities, and providing story prompts. It also emphasizes the importance of role-playing, feedback, and the integration of digital tools. Additionally, the article suggests engaging activities like storytelling clubs, story mapping, peer review sessions, and classroom performances to foster a supportive learning environment. Evaluation methods, including rubrics, self-assessment, and peer feedback, are recommended to monitor progress and guide improvements. Through consistent practice and creative implementation, storytelling can significantly enhance students' speaking abilities, preparing them for effective communication in various contexts.

СОВЕРШЕНСТВОВАНИЕ РЕЧНЫХ НАВЫКОВ СТУДЕНТОВ ЧЕРЕЗ РАССКАЗАНИЕ ИСТОРИЙ

АННОТАЦИЯ:

В этой статье исследуется использование рассказывания историй как инновационного и эффективного метода улучшения разговорных навыков учащихся. Рассказывание историй, вневременная культурная практика, предлагает несколько образовательных преимуществ, включая повышение вовлеченности, уверенности, обогащение словарного запаса, а также улучшение произношения и беглости речи. В статье описываются практические шаги по внедрению рассказывания историй в класс, например, начиная с простых историй, используя наглядные пособия, поощряя

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групповые занятия и предоставляя подсказки к рассказам. Он также подчеркивает важность ролевых игр, обратной связи и интеграции цифровых инструментов. Кроме того, в статье предлагается проводить такие мероприятия, как клубы рассказчиков, составление карт историй, сеансы экспертной оценки и выступления в классе, чтобы создать благоприятную среду обучения. Методы оценки, включая рубрики, самооценку и обратную связь от коллег, рекомендуются для мониторинга прогресса и направления улучшений. Благодаря последовательной практике и творческому применению рассказывание историй может значительно улучшить разговорные способности учащихся, подготавливая их к эффективному общению в различных контекстах.

INTRODUCTION:

It is not possible to imagine human life without communication with each other, and the working principle of that communication is by using a commonly known tool called a language. People use language to exchange information which is considered not only human but also is universally so. There are thousands of languages used by different countries, societies as well as nations. Some of those languages got widespread and gained enough popularity to be used as a tool for inter-language communications. Among those, there is one language that stands up as the most popular and the one with a global status, which is the English language, which is also referred to as lingua franca⁴. Nowadays, people are learning English for the purpose of communication in English, and some people are even learning English because they want to learn some other language, which the best way to do that is using English as a bridging platform to learn that language. Considering the facts above, enhancing speaking skill is current need for people. In an era where communication skills are increasingly valued, the ability to speak clearly and effectively is paramount for students. One innovative and engaging method to enhance these skills is through storytelling. The storytelling method is a teaching, communication, or engagement technique that uses narrative to convey information,

⁴ Fang, F. (2017). English as a Lingua Franca: Implications for Pedagogy and Assessment. *TEFLIN Journal*, 8, 57-70. <https://doi.org/10.15639/teflinjournal.v28i1/57-70>

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ideas, or values. This approach leverages the natural human affinity for stories to make content more relatable, memorable, and impactful. Stories typically have a clear structure, often including a beginning (introduction of characters and setting), a middle (the main events or conflict), and an end (resolution and conclusion).⁵This structure helps in organizing information in a way that is easy to follow. As for characters in a story serve as relatable figures that the audience can identify with or learn from. They provide a human element that can evoke empathy and engagement. Also, the presence of conflict or challenges and their eventual resolution creates tension and interest, making the story compelling. This element often delivers the key messages or lessons. Stories evoke emotions, which can help in making the message more impactful and memorable. Emotional engagement can also lead to a deeper understanding and retention of the content. Stories often convey underlying themes and messages that can be more subtly communicated than through straightforward exposition. These themes can be moral, educational, cultural, or social. By providing a context, stories make abstract or complex ideas more concrete and relatable. They help the audience understand the relevance and application of the information. Storytelling is not just an art; it is a powerful educational tool that can transform the way students develop their speaking abilities. Storytelling has been a fundamental part of human culture for centuries. It is a natural way for humans to convey experiences, emotions, and knowledge. When used in education, storytelling can provide numerous benefits:

1. Engagement and Motivation: Stories captivate attention and make learning more enjoyable. When students are engaged, they are more motivated to participate and improve.

2. Confidence Building: Telling stories in front of peers helps students overcome the fear of public speaking and builds self-assurance.

3. Vocabulary and Grammar: Crafting and delivering stories require students to use a broader range of vocabulary and correct grammatical structures, enhancing their language skills.

⁵ Ratih Inayah (2015), "Improving Students' Speaking Skill Through Storytelling Technique". Eltin Journal <https://www.doaj.org/article/1234567890>.

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4. Pronunciation and Fluency: Regular practice of storytelling helps in refining pronunciation and achieving smoother speech.

5. Critical Thinking and Organization: Creating a coherent story involves organizing thoughts logically and thinking critically about how to present ideas effectively.

Another point to pay attention to engage students storytelling activities which demand for practicing like Storytelling Clubs that establishing clubs where students meet regularly to share and critique stories. These clubs provide a dedicated space for practice and peer support ⁶. In addition to that, implying story maps to outline key elements of a story, such as setting, characters, plot, conflict, and resolution. Story mapping helps students organize their thoughts and create structured narratives.

As it is natural to do everything, it is crucial to have exact steps to implement Storytelling, in every activity simplicity is a key point to get the activity efficiency so that start with simple stories: beginning with familiar tales or personal anecdotes, using stories with clear structure: beginning, middle, and end.

Secondly, it is recommended to illustrate the story with *visual aids* which can help students stay focused and provide context: such as pictures, props, or slides to make the story more vivid and aid memory.

Thirdly, To enhance speaking skill, students are in need of working in pairs or small groups to create and tell stories. As it is proved that group work encourages collaboration and reduces the pressure of speaking alone. The speaker should be aware of a story circle where each student adds a sentence or part to a story. This method promotes listening skills and helps build a cohesive narrative.

Only reading the story is seemed to be dull that is why providing prompts or story starters to inspire creativity, which have understandable, step by step instruction is essential as well as Incorporating role-playing elements where students act out parts of the story ⁷. This helps in understanding character perspectives and improving expressive abilities.

⁶ Viknesh Nair and Melor Md Yunus (2022), "Using Digital Storytelling to Improve Pupils' Speaking Skills in the Age of COVID-19". <https://www.mdpi.com/2071-1050/14/15/9215>.

⁷ Viknesh Nair and Melor Md Yunus (2021). "A Systematic Review of Digital Storytelling in Improving

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The last but not the least, providing constructive feedback focusing on strengths and areas for improvement is basic concluding way to work on the further practice. Not only the teacher should clarify the weak, strength of speakers, but also encouraging self-reflection where students analyze their storytelling experiences is required that follows to incorporate storytelling activities regularly into the curriculum. By consistently implementing these methods and creating a supportive environment, students can significantly improve their speaking skills through the art of storytelling. Digital storytelling tools and apps can be integrated to create multimedia stories. Recording stories allows students to review their speaking and identify areas for enhancement.

Peer Review Sessions encourage students to share their stories and receive feedback from peers. Peer review fosters a collaborative learning environment and provides diverse perspectives on storytelling. In addition, organizing storytelling performances where students present their stories to the class. Such performances give students a platform to display their skills and build confidence. Integrating storytelling with subjects like history, literature, and social studies. This interdisciplinary approach makes learning more holistic and relevant.

It is essential to follow evaluating processes such as:

- Developing rubrics to assess various aspects of storytelling, including content, clarity, pronunciation, fluency, and creativity. Rubrics provide clear criteria for evaluation and help students understand expectations.
- Self-Assessment Using self-assessment tools where students evaluate their own performance and set goals for improvement. Self-assessment promotes self-awareness and personal growth.
- Encouraging peer feedback sessions to provide diverse perspectives on speaking skills. Peer feedback helps students learn from each other and recognize different strengths and areas for improvement.

In conclusion, Storytelling is a dynamic and effective way to improve students' speaking skills. By integrating storytelling into the classroom, educators can create a more engaging, supportive, and productive learning environment. Through regular practice, constructive feedback, and creative activities, students can

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enhance their ability to communicate clearly and confidently, preparing them for future success.

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УЛУЧШЕНИЕ ОБУЧЕНИЯ ESL С ПОМОЩЬЮ КАНООТ: ВЕСЕЛОГО И ИНТЕРАКТИВНОГО ИНСТРУМЕНТА ДЛЯ ЗАНЯТИЙ В КЛАССЕ

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АННОТАЦИЯ

В этой статье рассматривается, как улучшить обучение ESL (английский как второй язык) в классе с помощью Kahoot, игровой платформы обучения. Автор освещает преимущества Kahoot для поощрения участия студентов в занятиях по изучению языка, критического мышления, командной работы и вовлеченности. Используя увлекательные и интерактивные игры, Kahoot поощряет учащихся к изучению языка, укрепляет их словарный запас и грамматику, а также предлагает обратную связь в режиме реального времени для отслеживания их прогресса. В эссе подчеркивается, как Kahoot может помочь студентам ESL развить способности критического мышления, сотрудничать с другими и создать живую и конкурентоспособную учебную атмосферу. Чтобы дать студентам более интересный и продуктивный опыт обучения, автор обычно поддерживает включение Kahoot в классы ESL.

Ключевые слова: Kahoot, игровое обучение, обучение ESL, вовлечение учащихся, сотрудничество, критическое мышление, активное участие, словарный запас, грамматические навыки, немедленная обратная связь, конкурентная учебная среда, командная работа, дискуссии, опыт интерактивного обучения.

IMPROVING ESL LEARNING WITH KAHOOT: A FUN AND INTERACTIVE CLASSROOM TOOL ANNOTATION

This article looks at how to improve ESL (English as a Second Language) learning in the classroom using Kahoot, a game-based learning platform. The author highlights the benefits of Kahoot for promoting student participation in language learning activities, critical thinking, teamwork, and engagement. Using fun and interactive games, Kahoot encourages students to learn the language, strengthens

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their vocabulary and grammar, and offers real-time feedback to track their progress. The essay highlights how Kahoot can help ESL students develop critical thinking abilities, collaborate with others, and create a lively and competitive learning environment. To provide students with a more interesting and productive learning experience, the author generally advocates the inclusion of Kahoot in ESL classrooms.

Keywords: Kahoot, Game-based Learning, ESL Learning, Student Engagement, Collaboration, Critical Thinking, Active Participation, Vocabulary, Grammar Skills, Immediate Feedback, Competitive Learning Environment, Teamwork, Discussion, Interactive Learning Experiences.

ВВЕДЕНИЕ

В сфере образования заинтересовать и вовлечь учеников может быть сложно, особенно на уроках ESL (английский как второй язык). Однако благодаря технологическому прогрессу учителя теперь имеют доступ к множеству интерактивных ресурсов, которые могут повысить эффективность и удовольствие от обучения английскому языку. Kahoot — одна из таких программ, популярность которой на курсах ESL выросла.

С помощью игровой платформы обучения Kahoot преподаватели могут разрабатывать интерактивные тесты, опросы и дебаты, к которым учащиеся могут получить доступ на ПК, планшетах и смартфонах. Платформа является идеальным инструментом для курсов ESL, поскольку она поощряет участие студентов, критическое мышление и командную работу.

Изучение английского языка может быть занимательным и интересным, и это одно из главных преимуществ использования Kahoot на занятиях ESL. Учащиеся с большей вероятностью будут мотивированы и с энтузиазмом будут участвовать в классных занятиях, когда изучение языка превращается в игру.

Вопросы с множественным выбором, «верно/неверно» и открытые вопросы — это лишь некоторые из типов вопросов, которые можно добавить в викторины Kahoot, чтобы помочь попрактиковаться в словарном запасе, грамматике и понимании прочитанного.

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1. Обзор словарного запаса. Чтобы помочь учащимся просмотреть и закрепить понимание новой лексики, создайте викторину Kahoot, используя изображения или определения английских словарных слов.

2. Грамматическая практика. Чтобы помочь детям с грамматикой, создайте викторину Kahoot с такими вопросами, как определение согласованности субъекта и глагола или выбор подходящего времени глагола.

3. Понимание прочитанного. Чтобы помочь учащимся лучше понимать прочитанное, используйте Kahoot для создания тестов, основанных на отрывках из английских текстов или статей. В этих викторинах учащиеся могут отвечать на вопросы, касающиеся основной идеи, особенностей или выводов.

4. Практика аудирования: чтобы оценить понимание учениками аудирования и разговорного английского языка, включите в викторину Kahoot аудиофрагменты или записи английских речей, интервью или разговоров.

5. Разговорные упражнения: учащиеся могут практиковать и совершенствовать беглость разговорной речи в увлекательной и интерактивной форме, используя Kahoot для выполнения разговорных упражнений, например, предлагая им описать картинку или ответить на открытые вопросы.

6. Культурная осведомленность. Чтобы улучшить понимание учащимися условий английского языка и повысить их культурную осведомленность, создайте викторину Kahoot, посвященную англоязычным странам, их культурам, традициям и известным местам.

7. Обзорные игры. Используйте Kahoot как увлекательный и соревновательный способ быстро оценить понимание учащимися ранее преподаваемого материала и закрепить важные темы перед викторинами или экзаменами.

Используя эти примеры использования Kahoot, вы можете создать динамичную и увлекательную среду обучения, которая поощряет участие учащихся, сотрудничество и улучшение языковых навыков в вашем классе ESL.

Вот несколько реальных примеров того, как преподаватели использовали Kahoot на уроках ESL:

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1. Соревнования по словарному запасу: используя изображения общеизвестных предметов и их английские названия, инструктор проводит викторину Kahoot. Команды учащихся соревнуются друг с другом, чтобы узнать, насколько быстро они смогут распознать картинки и сопоставить их с соответствующими словарными терминами, что делает изучение новых слов интересным и увлекательным.

2. Задача по грамматике. Преподаватель использует Kahoot для разработки теста, ориентированного на времена глаголов, для класса ESL смешанного уровня. Учащимся необходимо выбрать подходящую форму глагола из данного предложения. Студенты могут практиковать свои грамматические способности с помощью этого упражнения, которое обеспечивает мгновенную обратную связь по их ответам.

3. Литературный кружок «Kahoot». Учитель создает тест «Kahoot» на основе главы из книги или видеоролика. рассказ в рамках задания на понимание прочитанного. После прочтения главы вслух класс отвечает на вопросы об истории, персонажах и темах, что способствует критическому мышлению и оживленному обсуждению.

4. Упражнение на понимание на слух: учитель проигрывает короткие аудиоклипы, в которых свободно англоговорящие люди обсуждают предметы или рассказывают анекдоты, чтобы помочь ученикам с пониманием на слух. После этого студенты участвуют в викторине Kahoot, где отвечают на вопросы, касающиеся содержания записей, что помогает им попрактиковаться в понимании разговорного английского языка в различных условиях.

5. Стартеры для разговора: учащиеся участвуют в устном упражнении, работая в парах, и получают набор инструментов для начала разговора Kahoot. Они поочередно отвечают на запросы и обмениваются идеями. Они соревнуются друг с другом за получение очков в зависимости от качества своих ответов, по очереди отвечая на вопросы, делясь личным опытом и тренируясь бегло говорить.

Эти примеры из реальной жизни показывают, как интерактивные и интересные упражнения, отвечающие различным требованиям и стилям обучения учащихся, могут эффективно использовать Kahoot для улучшения овладения языком в классах ESL.

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Более того, Kahoot дает учителям возможность следить за развитием своих учеников и быстро давать им обратную связь. Учителя могут адаптировать свое обучение к уникальным потребностям каждого ученика, используя обратную связь в реальном времени, чтобы помочь ученикам понять свои сильные и слабые стороны в изучении английского языка.

Потенциал Kahoot по созданию увлекательной и динамичной среды обучения является еще одним преимуществом его внедрения на уроках ESL. Учителя могут использовать Kahoot для проведения соревновательных викторин, которые противопоставляют учащихся друг другу и способствуют командной работе и сплочению. Поскольку Kahoot побуждает учащихся оценивать и обдумывать свои ответы в режиме реального времени, его также можно использовать для начала бесед и развития способностей критического мышления.

Учитывая все обстоятельства, преподаватели ESL, стремящиеся помочь своим ученикам в владении языком, найдут Kahoot полезным инструментом. Включив в свои уроки веселые и интерактивные викторины, учителя могут создать более динамичную и продуктивную атмосферу обучения, которая вдохновляет учащихся активно участвовать в занятиях и совершенствовать свои навыки английского языка. Как насчет того, чтобы включить Kahoot в ваш следующий урок ESL и посмотреть, как он может помочь вашим ученикам в их академических усилиях.

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Human factor and capital in the process of educational management

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Abstract: In this article, the author has expressed various opinions about the role of the human factor and capital in today's education management process, the demand and supply for it, as well as the demand for human capital and its increase in world countries, and the focus is on them. Proposals are made regarding the covered problems and areas. Based on this, suggestions were made about the role of the human factor and capital in the future of our country, a conclusion was given, and the role of the manager in the management of education and the characteristics he should have were discussed.

Key words: human capital, human factor, educational programs, professional development, labor market, management, investment, discipline, leadership.

Introduction

A person and his abilities, knowledge, and skills have become the main factor of the well-being of any society and the economic development of the state. Today, human capital, without a doubt, appears as a priority direction of social economic policy in Uzbekistan. Because the development of human capital is a necessary condition for the development of innovative economy, knowledge economy, investments, global information systems, the latest technologies and new forms of business. The education industry is a complex and dynamic system that involves complex interactions between various stakeholders such as students, parents, teachers, and administrators. Educational management refers to the process of planning, organizing, managing and controlling various processes related to the provision of quality education. Human factors and capital play a crucial role in the success of the learning management process.

Human capital (eng. human capital) is a collection of knowledge and skills used to meet the various needs of a person and society as a whole. Among the various characteristics that make up human potential, human capital represents the characteristics that affect the change of income, in this respect, human capital includes the knowledge, practical application and skills of the worker accumulated on the basis of special education, vocational training and production experience.

The world's experience and practice show that the countries that have chosen investment in human capital as a priority achieve high development. For example,

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in developed countries, great attention is paid to investing in the full cycle of education, that is, investing in the child's upbringing from 3 to 22 years old [1].

Methodology

First, the human factor in educational management refers to the human resources involved in the planning and delivery of educational services. These include teachers, support staff, administrators and politicians. On the other hand, human capital refers to the knowledge, skills and abilities that individuals bring to the educational system. The quality of human capital and educational factors play a major role in determining the success of an educational institution.

Second, the quality of human capital and the educational factor are important in developing relevant and effective curricula and learning outcomes. Teachers and curriculum developers are responsible for curriculum development and implementation in schools. They require a high level of technical and professional competence to ensure that the curriculum is relevant, effective and relevant to the needs of students, the labor market and the economy.

Thirdly, human capital and educational factor are crucial for effective education. Teachers and support staff require a high level of professionalism, dedication and passion to provide quality education to students. To ensure that students receive the highest quality education, they must be well-trained, experienced and committed to their work.

Fourth, the human factor in education is also important in creating a positive school culture that serves the well-being of students and staff. School administration should create an environment that fosters positive relationships, mutual respect, and cooperation among stakeholders. This is critical in creating a conducive learning environment that promotes academic success and emotional well-being.

Fifth, the quality of human capital and the factor of education play an important role in the effective management of resources such as finance, equipment and technology. School administrators require a high level of technical and professional competence to manage resources effectively and efficiently. They must be proficient in budgeting, financial planning, and resource allocation to ensure that the school achieves its goals with minimal waste and mismanagement.

Sixth, the human factor in education is crucial in developing and implementing effective policies and strategies for continuous improvement of education. Policymakers require a high level of technical and professional

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competence to develop policies that respond to the needs and aspirations of students, teachers, parents, and society. They should have a well-informed, analytical and strategic approach to policy development and implementation.

Seventh, the quality of human capital and education is important in ensuring that students are prepared for the challenges and opportunities of the global economy. Educators and curriculum developers stay up-to-date with the latest trends and practices in education, technology, and the labor market to ensure students are equipped with the knowledge, skills, and competencies needed to succeed in the global economy. should be familiar.

Eighth, the human factor in education is also important in ensuring social and cultural diversity. Teachers and administrators must be sensitive to the cultural and ethnic backgrounds of students and create a learning environment that respects and celebrates diversity. This is important in the development of social equality, multiculturalism and social cohesion.

Ninth, the quality of human capital and the factor of education are crucial in stimulating research and innovation in education. Teachers, researchers and academics should be well trained, experienced and knowledgeable to conduct scientific research and develop innovative solutions to the challenges facing the education system. Research and innovation are important in developing students' creativity, critical thinking and problem-solving skills.

Finally, human factors and capital in education are important in facilitating the professional development and growth of teachers, administrators, and support staff. Professional development is important in ensuring that stakeholders stay abreast of the latest trends, practices and technologies in education. It helps to improve the quality of educational services and continuous improvement.

Result

The role of the leader in the educational system is very important. A leader in an educational system is responsible for the development and growth of students. Leaders in this system are responsible for developing curricula, setting academic standards, and ensuring that all students receive a quality education.

Leaders in the educational system must also provide the necessary resources for teachers and students to achieve academic success. This includes ensuring that teachers have access to the latest teaching materials and learning technologies.

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Leaders in the education system must also be responsible for ensuring that students have access to resources such as textbooks, computers, and other learning materials.

Leaders in the education system must foster a culture of excellence and ensure that all students are engaged and motivated to learn. This requires leaders to provide educational programs tailored to meet the needs of diverse student populations. Heads should also be responsible for ensuring that all students have the opportunity to participate in extracurricular activities such as sports, music and drama.

Leaders in the educational system must have strong communication skills. They must be able to communicate effectively with students, teachers, parents and society. Communication is key to building a positive school culture and ensuring that all stakeholders are informed about school policies and initiatives.

Leaders in the educational system must also have strong problem-solving skills. They should be able to identify and resolve potential problems within the school community. This includes issues such as bullying, academic performance and discipline. Leaders must also identify and implement effective solutions to these problems. Leaders in the educational system must also be able to inspire and motivate others. They must lead by example and demonstrate a passion for education and student success. Leaders should also recognize and celebrate the achievements of students, faculty and staff.

Leaders in the educational system should also be transparent and responsible. They should be open to feedback and willing to listen to the concerns of students, teachers, and parents. Leaders must also be responsible for the performance of the school and its students. This includes making sure all students meet academic standards and ensuring the school provides a safe and supportive learning environment.

Summary

In conclusion, it can be said that the role of the leader is crucial in the educational system. Educational leaders must provide the necessary resources for teachers and students, foster a culture of excellence, and engage and motivate all students. Leaders in the educational system must also have strong communication skills, problem-solving skills, the ability to inspire and motivate others, and be transparent and accountable. With effective leadership, schools can provide quality education for all students and prepare them for successful futures. The human factor and capital in education are important for the success of the educational management

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process. Human capital and factor quality are important in curriculum development, instruction, resource management, policy development, social and cultural diversity, research and innovation, and skill development. Therefore, it is important that educational institutions invest in the development of human capital and factors to ensure that they provide quality education services that meet the needs and aspirations of students, teachers, and students and teachers.

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O‘ZBEKISTON RESPUBLIKASI MEHNAT BOZORIDAGI ISHSIZLAR
SONINI TREND MODELLARI YORDAMIDA PROGNOZLASHTIRISH

FORECASTING THE NUMBER OF UNEMPLOYED IN THE LABOR
MARKET OF THE REPUBLIC OF UZBEKISTAN USING TREND MODELS

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Kenjayeva Saboxat Safarovna

Termiz davlat universiteti ‘Iqtisodiyot’ yo‘nalishi 2-kurs talabasi.

ANNOTATION

We know that a number of measures are being implemented in our country to find a solution to the labor problem, and theoretically, its economic analysis is considered a very important factor for our national economy. Because at present, finding a solution to the employment problem, reducing the weight of a number of countries, as well as in our country, increasing the number of jobs that are created based on the demand and supply of our time, represents the future state of this market and our general economy. This article talks about the Arima model of forecasting and analyzes the unemployment rate using this model.

Key words Unemployment, labor force, labor market, labor resources, Arima model.

ANNOTATSIYA

Bilamizki, mamlakatimizda ishlik muammosiga yechim topish uchun qator chora-tadbirlar amalga oshirilib kelmoqda, nazariy jihatdan uni iqtisodiy tahlil qilish milliy iqtisodiyotimiz uchun juda muhim omil sanaladi. Chunki, hozirgi vaqtda ishlik muammosiga yechim topish qator davlatlarning shuningdek mamlakatimizda salmog‘ini kamaytirish hozirgi zamon davrimizning aynan talab va taklifi asosida paydo bo‘layotgan ish o‘rinlarini ko‘paytirish ushbu bozorning va umumiy iqtisodiyotimizning kelajak holatini ifodalaydi. Ushbu maqolada prognozlashning Arima modeli haqida so‘z borib, ushbu model yordamida ishsizlik soni tahlil qilingan.

Kalit so‘zlar: Ishsizlik, ishchi kuchi, mehnat bozori, mehnat resurslari, Arima modeli.

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Trend modellariga to'xtaladigan bo'lsak, trend deganda jarayonning uzoq vaqt davomida barqaror, tizimli o'zgarishi tushuniladi. Shu munosabat bilan modellashtirilgan ijtimoiy-iqtisodiy tizimning rivojlanishi uning asosiy ko'rsatkichlari tendentsiyasi orqali aks ettiriladigan iqtisodiy-matematik dinamik model trend modeli deb ataladi. Trendni modellashtirishning maqsadi mintaqaviy o'zgaruvchining silliq keng ko'lamli deterministik komponentini modellashtirishdir. Trend modellari mavjud ma'lumotlaridan foydalangan holda quriladi, bu esa sub'ektivlik darajasiga olib keladi. Trend xususiyatlari turli masshtablarda har xil ko'rinadi.

Umuman trend modellarining quyidagi turlari mavjud:

- $y = a * e^{bx}$ –eksponentsial trend modeli;
- $y = a + b * t$ –chiziqli trend modeli;
- $y = a + b * \ln t$ –logarifmik trend modeli;
- $y = a + b_1 * t + b_2 * t^2$ –2-darajali polinom;
- $y = a * t^b$ –darajali trend modeli.

Ushbu trend modellari foydalanib respublika mehnat bozoridagi ishsizlar sonini prognozlashtiramiz. Buning uchun Microsoft Excel imkoniyatlaridan foydalandik. Tahlil uchun www.surxonstat.uz – Surxondaryo viloyati Statistika boshqarmasi rasmiy sayti ma'lumotlaridan foydalanildi (1-jadval).

1-jadval

Surxondaryo viloyati axborot va aloqa sohasidagi xizmatlari hajmi (mlrd so'm)⁸

Yillar	Ishsizlar soni	Yillar	Ishsizlar soni
2010	658,2	2016	724
2011	622,4	2017	837
2012	626,3	2018	1368,6
2013	639,7	2019	1335,3
2014	687	2020	1561
2015	709,4	2021	1441,8
2016	724	2022	1332,7

Tajriba uchun ma'lumotlarni MS Excelga yuklab oldik. Ma'lumotlar oraliq'ini belgilab olib, 'Вставка-диаграмма-Точечная' diagrammasini tanladik.

⁸ www.surxonstat.uz-Surxondaryo viloyati Statistika boshqarmasi rasmiy sayti ma'lumotlari

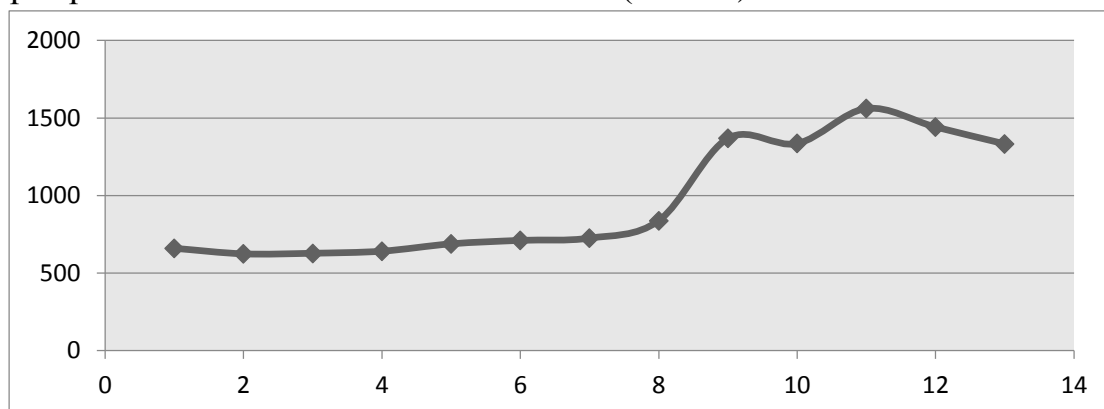
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Natijada quyidagilarga ega bo'ldik va Respublikamiz ishsizlar sonini modellashtirishda dastlab vaqtli qator statsionarligini tekshiramiz. Buning uchun vaqtli qator chizmasini ko'zdan kechiramiz (1-rasm).



1-rasm. Respublika ishsizlar soni

1-rasmga ko'ra vaqtli qator o'rtachasi o'zgarmas emasligini ko'rishimiz mumkin. Shuning uchun uning birinchi farqlarining statsionarligini tekshiramiz. Buning uchun kengaytirilgan Dikki-Fuller testidan foydalanamiz (2-jadval).

2-jadval

Kengaytirilgan Dikki-Fuller testi natijalari

Augmented Dickey-Fuller test for d_t
testing down from 4 lags, criterion AIC
sample size 11
unit-root null hypothesis: $a = 1$

test without constant
including 0 lags of $(1-L)d_t$
model: $(1-L)y = (a-1)*y(-1) + e$
estimated value of $(a - 1)$: -0.932969
test statistic: $\tau_{nc}(1) = -2.91479$
asymptotic p-value 0.003467
1st-order autocorrelation coeff. for e : -0.019

test with constant
including 0 lags of $(1-L)d_t$

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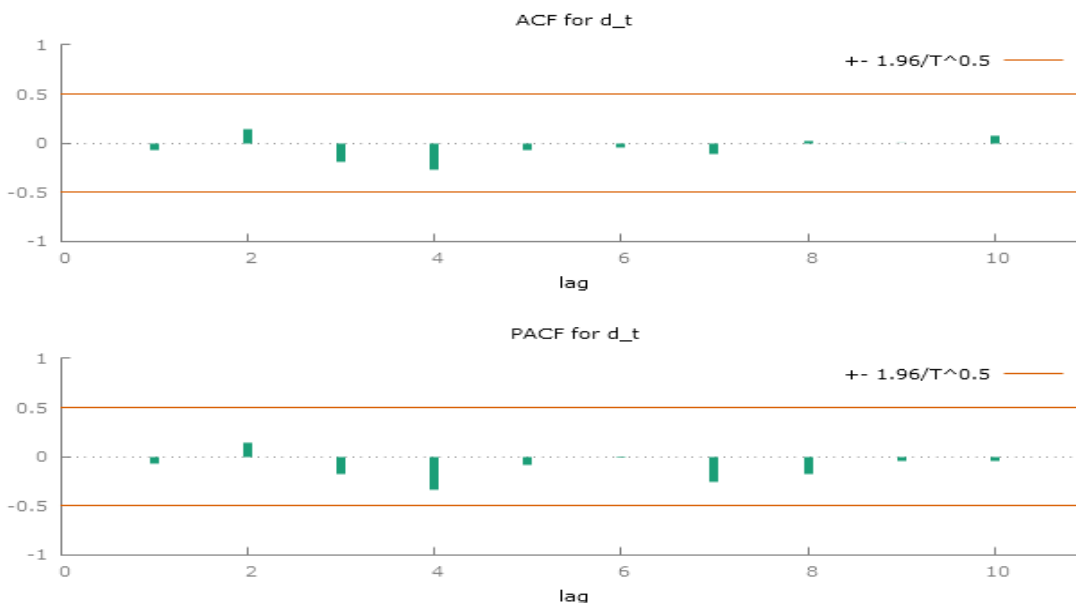
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model: $(1-L)y = b_0 + (a-1)*y(-1) + e$
estimated value of $(a - 1)$: -1.08401
test statistic: $\tau_c(1) = -3.15974$
asymptotic p-value 0.02247
1st-order autocorrelation coeff. for e : -0.013

2-jadvalga ko'ra o'zgarmassiz testi natijalariga ko'ra birinchi farq olinishi hisobiga p-qiymat 0.003467 va o'zgarmsli test natijalariga ko'ra p-qiymat 0.02247 ga teng. Bu qiymatlar istalgan ahamiyatlilik darajalari, ya'ni $\alpha = 0.1, \alpha = 0.05, \alpha = 0.01$ lardan kichik. Demak vaqtli qatorning birinchi farqlari statsionar. Bu $ARIMA(p, d, q)$ modelining d tartibi 1 ga teng demakdir. Hozircha modelimiz quyidagi ko'rinishda:

$$ARIMA(p, 1, q) \quad (3.3.3.)$$

Navbatdagi bosqichda p va q tartiblarni aniqlaymiz. Buning uchun ACF VA PACF korrelogrammalarini ko'zdan kechiramiz.



2-rasm. Vaqtli qator korrelogrammasi

2-rasmga ko'ra p va q ning biror bir tartibini aniqlab bo'lmaydi. Shuning uchun Gretl dasturining imkoniyatlarini ishga solamiz. Gretlda "ARIMA lag selection" dan $ARIMA(3,1,3)$ model tartibini tajriba qilib ko'ramiz(6-jadval).

6-jadval

ARIMA lag selection natijalari

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Estimated using AS 197 (exact ML)

Dependent variable t, T = 13

Criteria for ARMA(p, q) specifications

p, q	AIC	BIC	HQC	loglik
0, 0	193.7922	194.9221	193.5599	-94.8961
0, 1	187.2496	188.9444	186.9012	-90.6248
0, 2	182.9304	185.1902	182.4659	-87.4652
0, 3	181.5401	184.3648	180.9594	-85.7700
1, 0	178.0809*	179.7758*	177.7325	-86.0405
1, 1	179.9305	182.1903	179.4661	-85.9653
1, 2	179.6291	182.4539	179.0485	-84.8146
1, 3	181.3940	184.7837	180.6973	-84.6970
2, 0	179.7801	182.0399	179.3156	-85.8900
2, 1	178.2483	181.0730	177.6677*	-84.1241
2, 2	178.7044	182.0941	178.0077	-83.3522
2, 3	180.8996	184.8542	180.0867	-83.4498
3, 0	178.7273	181.5521	178.1467	-84.3637
3, 1	178.7487	182.1384	178.0520	-83.3744
3, 2	180.6433	184.5979	179.8304	-83.3216
3, 3	182.6358	187.1554	181.7068	-83.3179

*' indicates best, per criterion

Log-likelihood ('loglik') is provided for reference

3-jadvalga ko'ra p=1 va q=0 tartib Akank mezoni bo'yicha ahamiyatli. Shu sababli ARIMA(3,1,1) model tartibini tajriba qilamiz (4-jadval).

4-jadval

Regression tahlil natijalari

Model 8: ARIMA, using observations 2011-2022 (T = 12)

Dependent variable: (1-L) t

Standard errors based on Hessian

	Coefficient	Std. Error	z	p-value
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const	74.8940	18.9449	3.953	<0.0001	***
phi_1	0.607049	0.261235	2.324	0.0201	**
phi_2	0.118943	0.289731	0.4105	0.6814	
phi_3	-0.461089	0.261827	-1.761	0.0782	*
theta_1	-0.999999	0.273352	-3.658	0.0003	***

Mean dependent var	56.20833	S.D. dependent var	175.8213
Mean of innovations	-17.58204	S.D. of innovations	127.0659
R-squared	0.883523	Adjusted R-squared	0.839844
Log-likelihood	-76.68694	Akaike criterion	165.3739
Schwarz criterion	168.2833	Hannan-Quinn	164.2967

		<i>Real</i>	<i>Imaginary</i>	<i>Modulus</i>	<i>Frequency</i>
AR					
	Root 1	0.8938	0.7867	1.1907	0.1149
	Root 2	0.8938	-0.7867	1.1907	-0.1149
	Root 3	-1.5296	0.0000	1.5296	0.5000
MA					
	Root 1	1.0000	0.0000	1.0000	0.0000

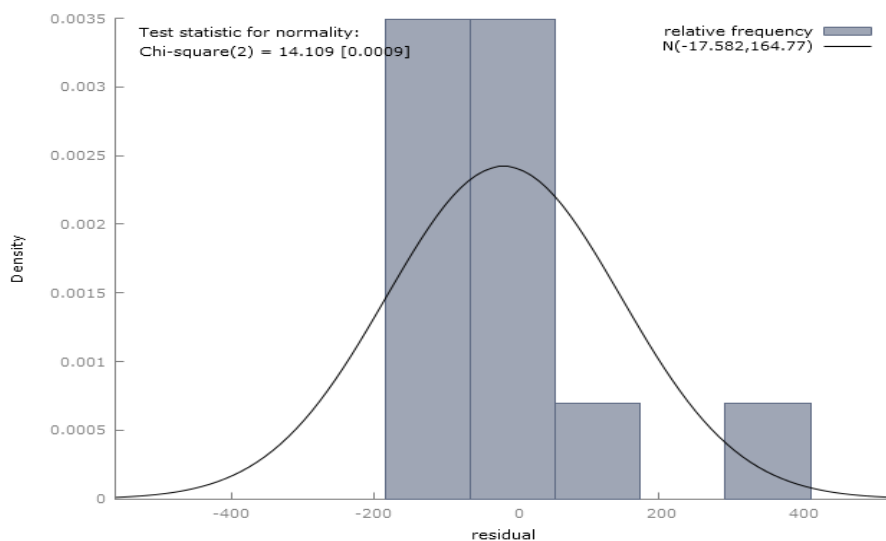
4-jadvalga ko‘ra φ_1 , va φ_3 va θ_1 koeffitsientlari statistik ahamiyatga ega..
4-jadvalga ko‘ra modelning barcha parametrlari statistik ahamiyatga ega.
Shuningdek modelning approksimatsiya xatoligi MARE=10.057%. Bundan tashqari tajribalarda qoldiqlarda avtokorrelyatsiya mavjud emasligi aniqlandi. Shuningdek model qoldiqlari normal taqsimot qonuniga bo‘ysunadi.

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3-rasm. Qoldiqlar normalligi



Modeldan foydalanib prognoz qilishimiz mumkin.

5-jadval

Prognoz va ishonch intervallari

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Yillar	Ko'rsatgich haqiqiy qiymatlari	Ko'rsatgich nazariy qiymatlari	Standart xato	95% ishonch intervali quyi chegarasi	95% ishonch intervali yuqori chegarasi
2010	658.2				
2011	622.4	707.9			
2012	626.3	685.2			
2013	639.7	680.4			
2014	687.0	741.6			
2015	709.4	804.3			
2016	724.0	848.2			
2017	837.0	877.7			
2018	1368.6	1015.6			
2019	1335.3	1418.9			
2020	1561.0	1465.3			
2021	1441.8	1414.8			
2022	1332.7	1436.2			
2023		1306.8	127.07	1057.8	1555.8
2024		1388.1	148.65	1096.8	1679.5
2025		1539.8	161.03	1224.1	1855.4
2026		1708.5	161.47	1392.0	2024.9
2027		1846.5	165.30	1522.5	2170.5
2028		1935.5	173.11	1596.2	2274.8
2029		1983.2	175.69	1638.8	2327.5
2030		2014.1	175.87	1669.4	2358.8

Xulosa. Respublika mehnat bozorida ish-sizlar soni aholi sonini ortib borishi bilan shunga mutanosib tartibda oshib boradi, va bu 2010-2022-yillar ma'lumotlar berilgan bo'lib, statistik kuzatuvlar yordamida to'plangan yillik yillik ish-sizlar soni statsionarlik holati kuzatilmadi. Dickey-Fyuller testidan foydalangan holda, birinchi tartibli integratsion ya'ni $I(1)$ bo'lganda statsionarlik mavjud bo'lishini aniqlandi. ARIMA modeli uchun eng optimal model ARIMA(3, 1, 1) ekanligini

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hisoblab chiqardik. ARIMA(3, 1, 1) modeli respublikamizda ishsizlar soni 2030-yilgacha bo'lgan qiymat ko'rsatkichlarini aniqlab berdi. 2023-yilda ishsizlar soni 1306.8 ming ni tashkil qilgan bo'lsa, bu ko'rsatkich 2030-yilga kelib 2014.1 mingga yetadi. Oxirgi 7 yil davomida ishsizlar soni prognoz natijalariga ko'ra 707.3 mingga oshadi. Yillar kesimi bo'yicha eng yuqori o'sish 2030-yilda sodir bo'ladi, ishsizlar soni 1306.8 ming dan 2014.1ming ni tashkil qiladi. Ishsizlar soni o'rtasida o'tkazilgan tavsifiy statistika va ARIMA modeli yordamida hisoblangan ishsizlar soni prognozi ijobiy natijalarni ko'rsatdi. Ishsizlar soni bazasini shakllantirish, ularni to'g'ri shakllantirish hamda ushbu jarayonlarga ta'sir ko'rsatadigan omillarni aniqlash natijasida prognoz ko'rsatkichlariga erishish mumkin bo'ladi.

Taklif sifatida quyidagicha ma'lumotlarni aytib o'tishimiz mumkin. Ishsizlikka yechim topish uchun qo'llaniladigan bir nechta muhim usullar quyidagicha:

Ish yaratish va tadbirkorlikni o'zgartirish: Davlatlar, investitsiyalarni jalb qilish, sanoat sohasini rivojlantirish va yangi ish o'rinlari yaratish uchun dasturlar amalga oshirish orqali ishlab chiqarishni rag'batlantirishga intiladi.

Ta'lim va kasb-hunar o'rganish: Sanoat sohasida kasb-hunar o'rganish tizimini rivojlantirish va sifatli, zarur bo'lgan ko'nikmalar bilan ta'minlash, shuningdek, innovatsion texnologiyalarni o'rganishga imkoniyat berish.

Sotsial himoya va maqsadga muvofiq dasturlar: Ishsizlikga chalingan shaxslar uchun sotsial himoya tizimlarini rivojlantirish, masalan, to'lov yordam berish, ta'lim olish imkoniyatlarini oshirish va ta'sirli moliyaviy dasturlar tashkil etish.

Mahalliy rivojlanish va tashqi tovarlar bozori: Mahalliy sanoat va xizmat ko'rsatish sohasini rivojlantirish orqali, mahalliy ish o'rinlarini yaratish va yengilab, eksportni osonlashtirishga intiladi.

Kooperativlar va jamiyat tashkilotlari: Tadbirkorlik va ish yaratishda jamiyat tashkilotlari va kooperativlar yordam berish orqali, yirik va kichik tadbirkorliklar o'rtasida hamkorlikni rag'batlantirish.

Innovatsiyalar va yangiliklar: Sanoat sohasida innovatsiyalarni rag'batlantirish va yangiliklarni qabul qilish orqali yangi ish o'rinlari yaratish, mamlakatlararo savdo munosabatlarni rivojlantirish va yangi bozorlarni ochishga intiladi.

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Bu usullar bir qator muhim usullardir, shuningdek, har bir mamlakatning xususiyatlariga va iqtisodiy modellari boyicha o'zgaradi. Ishsizlik muammolari ustidan ishlashda, bu turlar kombinatsiyasini o'rganish va qo'llash juda muhimdir.

Foydalanilgan adabiyotlar.

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**МАМЛАКАТ МИЛЛИЙ HISOBLAR TIZIMI VA UNING TASHKIL
ETILISHI TAHLILI**

Hojiqulova Feruza Dona qizi

Termiz davlat universiteti 'Iqtisodiyot' kafedrasida o'qituvchi.

Kenjayeva Saboxat Safarovna

Termiz davlat universiteti 'Iqtisodiyot' yo'nalishi 2-kurs talabasi.

ANNOTATSIYA

Maqolada, dastlab, mamlakatlarda milliy hisoblar shakllanishi haqida umumiy ma'lumot beriladi. So'ngra, milliy hisoblar tizimining qarorlar asosida shakllanib takomillashib borishi va yalpi ichki mahsulotni hisoblashning xatolarini bartaraf qilishdagi yechimlar orqali rivojlantirish tarixi tahlili qanday tarzda ta'minlash yoritib beriladi. Shuningdek, ayni vaqtda bu sohalarda mamlakat yalpi ichki mahsulotining hajmini oshirishga va hisoblash jarayonining samarali yechimlarga asosiy e'tibor qaratiladi.

Kalit so'zlar: Milliy hisobchilik, milliy hisoblar tizimi, yalpi ichki mahsulot, daromad.

**ANALYSIS OF NATIONAL ACCOUNTS SYSTEM OF THE COUNTRY
AND ITS ORGANIZATION**

The article first provides general information about the formation of national accounts in countries. Then, how to provide the analysis of the history of the development of the system of national accounts on the basis of decisions and improvement through solutions to eliminate errors of gross domestic product calculation. Also, at the same time, in these areas, the main attention is paid to increasing the size of the country's gross domestic product and effective solutions of the calculation process.

Key words: National accounting, system of national accounts, gross domestic product, income.

Milliy hisobchilik deganda, mamlakat miqyosida bo'layotgan iqtisodiy va ijtimoiy jarayonlarni ifodalovchi ko'rsatkichlar tizimi, bu ko'rsatkichlarni hisoblash metodologiyasi va usullari tushuniladi. Milliy hisobchilik, dastlabki davrlarda (XVII-XIX asr) asosan mamlakat miqyosida yaratilgan milliy daromadni hisoblashga qaratilgan edi. MHT iqtisodiyoti bozor munosabatlariga asoslangan iqtisodiyotga asoslangan rivojlangan mamlakatlarda vujudga keldi. Dastlab bu mamlakatlarda hisobot tizimiga zarurat unchalik sezilmadi. Lekin, ilg'or

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texnologiyalarning rivojlanishi, kapitalistlarning yuqori darajada foyda olishga intilishlari tovarlar ishlab chiqarish va iste'mol o'rtasida nomutanosibliklarni keltirib chiqara boshladi. Natijada, talab va taklif o'rtasidagi muvozanat buzilib, iqtisodiy inqirozlar sodir bo'la boshladi. Bunday inqirozlar XIX-asrning oxiri va XX asrning boshlariga kelib bozor munosabatlariga asoslangan iqtisodiyotga ega mamlakatlarni qamrab ola boshladi. Ayniqsa, 1929-1933 yillardagi "buyuk inqiroz" kapital egalarining sillasini quritdi, bu mamlakatlarda ijtimoiy va siyosiy noroziliklar yuzaga kela boshladi. Pirovardida, aholining katta qatlamlari qashshoqlashdi, mulkdorlar esa ishlab chiqargan mahsulotlarini sota olmay katta zarar ko'rdilar. Mamlakatda talab va taklif o'rtasidagi muvozanatni tiklash juda katta mablag'larni va vaqtni talab etadi. Bunday inqirozlarga asosiy sabab, bu mamlakatlarda mamlakat iqtisodiyotiga chetdan ta'sir o'tkazish (davlat idoralari tomonidan uni boshqarish yoki to'g'ri izga yo'naltirish) inkor qilinib kelinardi. Shu davrga qadar bu mamlakatlarda "bozor iqtisodiyotining tabiatida bunday inqirozlarni oldini olish mexanizmi bor, bozorda narxning o'zgarishi talab va taklifni muvozanatlashtiradi" degan nazariya hukm surardi. Lekin, 1929-1933-yillardagi "buyuk depressiya" ushbu nazariyada kamchiliklar mavjud ekanligini, bozor munosabatlariga asoslangan mamlakatlarda ham davlat iqtisodiyotni tartibga solib borishi lozimligini, bunday inqirozlarning oldini olish yo'llarini o'rganish zarurligini ko'rsatdi. Bozorlarda talab va taklif o'rtasidagi muvozanat buzilganda bozor munosabatlariga asoslangan iqtisodiyot ishlamasligi va bu muvozanatni tiklashda davlatning aralashuvi zarurligi o'z isbotini topdi. Mamlakatda bozor muvozanatini tiklash uchun mamlakat miqyosida zarur choralar ko'rish va uning oldini olish mexanizmlarini ishlab chiqish zaruratini tug'dirdi. Bunday ishlarni amalga oshirish mamlakat miqyosida hisob-kitoblarni yuritishni taqozo etadi. Chunki, to'laqonli axborotsiz mamlakat iqtisodiyotini ma'lum bir yo'lga yo'naltirish va boshqarish mumkin emas. Shu davrdan boshlab, kapitalistik dunyodagi mamlakatlarda mamlakat miqyosida hisobotlar yuritish zaruratidan olindi va bu sohadagi ishlar keng ko'lamda rivojlana boshladi.

Shundan kelib chiqib, davlat o'zining "faol iqtisodiy roli"ni bajarishi uchun mamlakatning makroiqtisodiy ko'rsatkichlarini hisoblaydigan tizimni – Milliy hisoblar tizimini yaratish zaruriyati tug'ildi. Dastlabki vaqtda Milliy hisoblar tizimi milliy daromad ko'rsatkichini hisoblashga qaratildi. XX asrning 30-yillarida Angliya, Avstriya, Fransiya, Norvegiya, Germaniya va AQShda milliy daromad

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ko'rsatkichi hisoblandi, 40-50-yillarga kelib Milliy hisoblar tizimini qo'llash kengaya bordi. Ikkinchi jahon urushi yakunlanganidan so'ng davlatni boshqarish tizimida Milliy hisoblar tizimini qo'llash zaruriyati yanada kuchaydi.

Makroiqtisodiy ko'rsatkichlar sifatida milliy mahsulot, milliy daromad, iste'mol, jamg'arma (kapital qo'yilmalar) va hokozolar hisoblana boshlandi. 1951-yilda Parijda Yevropa iqtisodiy hamjamiyatiniig Milliy hisoblar tizimi standarti loyihasi qabul qilindi. 1953-yil BMT ning statistika bo'limi tomonidan amaliyotga tadbiiq etish uchun Milliy hisoblar tizimining standarti qabul qilindi. Ushbu standartlar 1968, 1993 va 2008-yillarda yangilanib, takomillashtirildi.

1968-yil BMTning statistika komissiyasi 15 yillik tajriba asosida Milliy hisoblar tizimining yangi xalqaro standartini ishlab chiqdi va u 1993-yilning fevralga qadar qo'llanildi. 1993-yil fevralda BMT statistika komissiyasining navbatdagi sessiyasida Milliy hisoblar tizimining yangi xalqaro andozasi qabul qilindi, undagi yangiliklardan biri sifatida makroiqtisodiy statistikaning ko'rsatkichlari qatoriga to'lov balanslari, davlat budjeti ko'rsatkichlari kiritildi. Yevropa Ittifoqi 1995-yilda BMTning Milliy hisoblar tizimi andozasi asosida "Yevropa milliy hisoblar tizimi"ni qabul qildi.

"MHT-2008" xalqaro standarti 2009-yilda BMT Statistika komissiyasining 40-sessiyasida qabul qilinib, ushbu qo'llanmada bir qator muhim iqtisodiy jarayonlarning statistik ko'rsatkichlarda ifodalash uslubiyati takomillashtirilgan

Hozirgi zamon milliy hisobchiligi nazariy va amaliy jihatdan o'ta yuksak darajada rivojlangan hisobot tizimi bo'lib, mamlakatdagi va uning tarmoqlari va sektorlaridagi iqtisodiy va sotsial jarayonlarni to'la aks ettirishga qaratilgan. Bu tizimda qabul qilingan hisoblash usul va uslublari, tasniflar va tushunchalar boshqa hisobot (buxgalteriya, moliya, bank hisobotlari va boshqalar) va statistika tizimlari(moliya, bank, bojxona, baho va h.k. statistikasi) bilan uyg'unlashtirib tuzilgan. Hozirgi vaqtda amaliyotda ishlatilayotgan milliy hisobchilik tizimi "Milliy hisoblar tizimi" (MHT) deb nom olgan. Bu tizim hozirgi vaqtda xalqaro standart sifatida er yuzining 160 dan ortiq mamlakatlar amaliyotida ishlatilyapti. Bu tizim, iqtisodiyoti bozor iqtisodiga asoslangan mamlakatlarda bo'layotgan iqtisodiy va sotsial jarayonlarni to'laqonli aks ettirishga qaratilgan. MHTda mamlakatda bo'layotgan ishlab chiqarish, iste'mol, jamg'arish, investitsiya jarayonlari, mamlakatning moliyaviy holati va chet el bilan bo'lgan iqtisodiy hamkorligining natijalari bir-biri bilan uzviy bog'liq bo'lgan schyotlarda

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ifodalanadi.

Milliy hisoblar tizimi – iqtisodiy faoliyat natijalarini ifodalovchi hisoblar va jadvallarning muayyan to‘plami shaklida tuzilgan, o‘zaro bog‘liq statistik ko‘rsatkichlarni o‘zida aks ettiradigan xalqaro uslubiyat bo‘lib, mamlakat ijtimoiy-iqtisodiy hayotining barcha jabhalarini o‘rganishga xizmat qiladi.

Milliy hisoblar tizimi – mamlakat iqtisodiy rivojlanishining xalqaro statistika amaliyotida qabul qilingan umumlashtiruvchi ko‘rsatkichlari tizimidir. Shuningdek, Milliy hisoblar tizimi bozor munosabatlari sharoitida mamlakatlarning makrodarajadagi milliy mahsulotini va milliy daromadini hisoblash metodologiyasi hamdir. Milliy hisoblar tizimi - yaxlit jamlanma iqtisodiy statistik ko‘rsatkichlar to‘plami bo‘lib, mahsulot ishlab chiqarish va xizmat ko‘rsatish, natijada yalpi milliy daromadni yaratish, ularni taqsimlash, qayta taqsimlash va iste‘mol jarayonlarini o‘zida mujassamlashtirgan hisobot va statistika tizimidir. Ushbu tizimda ishlab chiqarish va xizmatlar ko‘rsatish, iste‘mol, investitsiya, jamg‘arish jarayonlari ketma-ket “T” ko‘rinishidagi “resurslar va ishlatilishi” jadvallarini tuzish orqali hisoblarda tasvirlanadi. MHT balans statistikasining rivojlanishi, milliy daromad, milliy boylik, jamg‘arma kabi makroiqtisodiy ko‘rsatkichlarni aniqlash ishlari evolyutsiyasining natijasidir.

1-jadval.

Milliy hisoblar tizimining asosiy schyotlari⁹

1. Tovarlar va xizmatlar schyoti	
Resurslar	Foydalanish
Yalpi ishlab chiqarish	Oraliq iste‘mol
Tovarlar va xizmatlar importi	Pirovard iste‘molga xarajatlar
Mahsulotlarga soliqlar	Yalpi jamg‘arish
Mahsulotlarga subsidiyalar (-)	Tovarlar va xizmatlar eksporti
2. Ishlab chiqarish schyoti	
Resurslar	Foydalanish
Yalpi ishlab chiqarish	Oraliq iste‘mol
Mahsulotlarga soliqlar	Yalpi ichki mahsulot
Mahsulotlarga subsidiyalar (-)	

⁹ Muallif ishlanmasi

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3. Daromadlarning shakllanish schyoti

Resurslar	Foydalanish
Yalpi ichki mahsulot	Ishchilarga mehnat haqi
Ishlab chiqarishga subsidiyalar	Ishlab chiqarishga soliqlar
	Yalpi foyda/aralash daromad

4. Birlamchi daromadlarni taqsimlash schyoti

Resurslar	Foydalanish
Yalpi foyda/aralash daromad	Ishlab chiqarishga subsidiyalar
Ishchilarning mehnat haqi	Tashqi dunyoga berilgan mulkdan daromadlar
Ishlab chiqarishga soliqlar	Birlamchi daromadlar saldosi (Yalpi milliy daromad)
Tashqi dunyodan olingan mulkdan daromadlar	

5. Daromadlarni ikkilamchi taqsimlash schyoti

Resurslar	Foydalanish
Birlamchi daromadlar saldosi (Yalpi milliy daromad)	Tashqi dunyodan berilgan joriy transfertlar
Tashqi dunyodan olingan joriy transfertlar	Yalpi milliy tasarrufdagi daromad

6. Yalpi milliy ixtiyordagi daromaddan foydalanish schyoti

Resurslar	Foydalanish
Yalpi milliy tasarrufdagi daromad	Pirovard iste'molga xarajatlar
	uy xo'jaliklari
	davlat
	notijorat tashkilotlari
	Yalpi milliy jamg'arish

7. Kapital bilan operatsiyalar schyoti

Resurslar	Foydalanish
Yalpi milliy jamg'arish	Asosiy kapitalning yalpi jamg'arilishi
	Moddiy aylanma mablag'lar zahiralarning o'zgarishi

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	Qimmatbaho boyliklarning sof sotib olinishi
	Sof qarz berish (+) / qarz olish (-)

Milliy hisoblar tizimi jarayonlarining turli bosqichlarini va iqtisodiyotdagi eng muhim o‘zaro aloqalarni aks ettiradigan hisob-kitoblar va jadvallar to‘plamidan iborat. Uning muhim belgisi xalq xo‘jaligi faoliyati yakunlarida moddiy ishlab chiqarishdan tashqari nomoddiy xizmatlar sohalarini ham aks ettirishidir. Bunday yondoshuvda butun mamlakat iqtisodiy faoliyatining umumlashtiruvchi tavsiflariga erishiladi. Milliy hisoblar tizimi negizini ishlab chiqarish, iste‘mol, jamg‘arish vaxo‘jalik yurituvchi subyektlar o‘rtasidagi real munosabatlar jarayonida qayta taqsimlash tamoyili tashkil etadi. Bu tizim yer va kapitalni mehnat bilan teng darajada qiymatni yaratishda qatnashuvchi omillar tarzida qaraydigan konsepsiyaga asoslanadi.

Milliy hisoblar tizimida iqtisodiy faoliyatni umumlashtiruvchi ko‘rsatkich yalpi ichki mahsulot (YaIM)dir. Uning asosida qo‘shilgan qiymat, ya‘ni shu jarayonda iste‘mol qilingan mahsulotlar va xizmatlar qiymatiga ("oralik iste‘mol" qiymatiga) qo‘shilgan qiymat turadi. Milliy iqtisodiyot darajasida ichki iqtisodiyot faoliyati natijalarining jamlanma hisoblamalari tuziladi: YaIMning shakllanishi va undan foydalanishning jami bosqichlarini nazarda tutishga imkoniyat yaratadigan (har bir schyotda, bir tomondan, ko‘rilayotgan ko‘rsatkichni tashkil etadigan resurslar, ikkinchi tomondan – ulardan foydalanish keltiriladi) tovarlar va xizmatlar hisobi; ishlab chiqarish hisobi; daromadlarning hosil bo‘lish hisobi; daromadlarning taqsimlanishi hisobi; daromatlardan foydalanish hisobi; kapital xarajatlar hisobi; moliyaviy hisob. Ular tashqi iqtisodiy aloqalar hisobi, boshqa hisoblar va balanslar bilan to‘ldiriladi. Bu hisoblarda kengaygan takror ishlab chiqarish jarayonining hamma bosqichlari aks etishi tufayli, yalpi ichki mahsulot hajmini uch xil: ishlab chiqarish, taqsimot va pirovard foydalanish usullarini qo‘llab aniqlash imkoniyati yaratiladi. Milliy hisoblar tizimida iqtisodiy faoliyatning barcha turlari foydali natija bilan tugallanadi, deb qaraladi, demak xalq xo‘jaligidagi barcha mehnat harajatlari foydali mehnatdir. Milliy hisoblar tizimi ishlab chiqarishdan boshlanib, daromadlarning shakllanishi, ularning taqsimlanishiga o‘tadi va mavjud pul qiymati (zargarlik mahsulotlarisiz), turli qimmatbaho qog‘ozlar, o‘rta va qisqa muddatli zayomlar ko‘rinishida iqtisodiyotni moliyaviy nuqtai nazardan ifodalash bilan

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yakunlanadi.

Barcha mamlakatlar o'z iqtisodiy salohiyati va aholi turmush darajasi ko'rsatkichlarini Milliy hisoblar tizimi yordamida hisoblaydilar. BMTning xalqaro tashkilotlari bunday tizimga o'tishni har tomonlama rag'batlantirmoqdalar.

Sobiq ittifoq davrida makroiqtisodiyotni o'rganish va tahlil qilish uchun xalq xo'jaligi balansi ko'rsatkichlar tizimidan foydalanilgan. Ularning asosida A.Smit, K.Marksning siyosiy iqtisod ta'limotlari: xalq xo'jaligini moddiy ne'mat ishlab chiqaradigan va ishlab chiqarmaydigan sohalarga ajratish, unumli va unumsiz mehnat, ja'mi ijtimoiy mahsulot, milliy daromadni yaratish, uni taqsimlash va pirovard foydalanish nazariyalari yotar edi. Unda xo'jalik yurituvchi subyektlar orasidan mavjud aloqalar, aholi farovonligi va turmush darajasiga baho berish, mehnatga haq to'lash, davlat budjeti, kredit, to'lov balansi kabi tushunchalar va tasniflashlar yetarlicha yoritilmas edi. Milliy hisoblar tizimi esa bu kamchiliklarni bartaraf etib, bozor iqtisodiyoti sharoitida iqtisodiyotni har taraflama boshqarish imkoniyatini yaratadi.

O'zbekiston mustaqillikka erishgach, hisob va statistikani xalqaro andozalarga o'tkazishga kirishdi va shu maqsadda 1994-yilda "O'zbekistonda xalqaro amaliyotda qabul qilingan hisob va statistika tizimiga o'tish davlat dasturi" ishlab chiqildi va u bosqichma-bosqich amalga oshirilmoqda.

O'zbekiston milliy statistika amaliyotiga MHT xalqaro uslubiyatini joriy qilish ishlari Vazirlar Mahkamasining 1994-yildagi 433-sonli qaroriga asosan boshlangan bo'lib, O'zbekiston Respublikasi Prezidentining 2019-yil 17-yanvardagi "2017-2021-yillarda O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yo'nalishi bo'yicha Harakatlar strategiyasini "Faol investitsiyalar va ijtimoiy rivojlanish yili"da amalga oshirishga oid davlat dasturi to'g'risida"gi farmoni, 2019-yil 9-apreldagi "Davlat boshqaruvining ochiqligi va shaffofligini ta'minlash hamda mamlakatning statistika salohiyatini oshirish yuzasidan qo'shimcha chora-tadbirlar to'g'risida"gi hamda 2020-yil 3-avgustdagi "O'zbekiston Respublikasining milliy statistika tizimini yanada takomillashtirish va rivojlantirish chora-tadbirlari to'g'risida"gi qarorlari MHTni statistika amaliyotiga keng joriy qilishni yanada jadallashtirishda huquqiy asos bo'lib xizmat qildi.

2017-2022-yillarda O'zbekiston Respublikasi Prezidenti huzuridagi Statistika agentligi tomonidan milliy hisoblar ko'rsatkichlarini hisoblash uslubiyatlari "MHT-2008" xalqaro standarti qoidalariga muvofiqlashtirildi hamda ular asosida keng

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ko‘lamli ishlar amalga oshirildi.

MHT, davlat moliyasi statistikasi va to‘lov balansi ko‘rsatkichlari o‘zaro muvofiqlashtirildi. Bunda YaIM hisob-kitoblarini davlat moliyasi statistikasi va to‘lov balansi ma‘lumotlariga muvofiq ravishda amalga oshirish va qo‘mitaning rasmiy veb-saytida e‘lon qilib borish yo‘lga qo‘yildi. Ushbu hisob-kitoblar asosida YaIM va u bilan bog‘liq makroiqtisodiy ko‘rsatkichlarning 2010-yildan yillik va 2017-yildan choraklik dinamik qatorlari shakllantirildi va e‘lon qilina boshlandi.

2019-yil 19-avgustda O‘zbekiston Respublikasi Vazirlar Mahkamasining “O‘zbekiston Respublikasida milliy hisoblarning zamonaviy tizimini joriy etish to‘g‘risida”gi 691-sonli qarori qabul qilindi. Unga ko‘ra, makroiqtisodiy ko‘rsatkichlar qamrovining to‘liqligini ta‘minlash va yalpi ichki mahsulotni yakuniy iste‘mol usulida hisoblash metodologiyasini takomillashtirishni nazarda tutuvchi milliy hisoblar zamonaviy tizimini 2020-yil 1-yanvardan boshlab bosqichma-bosqich joriy etila boshlandi.

Mazkur qarorga ko‘ra, yakuniy iste‘mol usuli bo‘yicha YaIMning batafsillashtirilgan hisob-kitoblari quyidagi tartibda amalga oshiriladi:

- uy xo‘jaliklarining yakuniy iste‘mol xarajatlari hisob-kitoblarini “Maqsadlar bo‘yicha individual iste‘mol tasnifi” (MIIT)ga asosan;
 - davlat boshqaruvi organlarining yakuniy iste‘mol xarajatlari hisob-kitoblarini “Davlat boshqaruvi organlari funksiyalarining tasnifi” (DBOFT)ga asosan;
 - asosiy kapitalning yalpi jamg‘arilishi hisob-kitoblarini nomoliyaviy aktivlar tasnifiga asosan amalga oshiriladi.
- Statistika agentligi dastlabki ma‘lumotlariga ko‘ra, 2023-yilda O‘zbekistonda yalpi ichki mahsulot (YaIM) hajmi joriy narxlarda 1 066,6 trln so‘mni tashkil etdi (2-jadval). Bu o‘rtacha almashuv kursi bo‘yicha 90,9 mlrd AQSh dollariga teng.

• 2-jadval.

Iqtisodiy faoliyat turlari kesimida O‘zbekiston Respublikasining yalpi ichki mahsuloti hajmi, joriy narxlarda, mlrd.so‘m¹⁰

Ko‘rsatkichlar	2018	2019	2020	2021	2022	2023
I. YaIM, jami	426641,0	532712,5	605514,9	738425,2	896617,9	1066569,0

¹⁰ O‘zbekiston Respublikasi Prezidenti huzuridagi Statistika agentligi ma‘lumotlari

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Tarmoqlarning yalpi qo'shilgan qiymati	381065,2	487449,8	561153,4	686432,4	836839,7	1008423,1
Mahsulotlarga sof soliqlar	45 575,8	45 262,7	44 361,5	51 992,8	59 778,2	58 145,9
II. Tarmoqlarning yalpi qo'shilgan qiymati	381065,2	487449,8	561153,4	686432,4	836839,7	1008423,1
Qishloq, o'rmon va baliqchilik xo'jaligi	113327,4	129885,0	150493,7	181787,7	208809,2	245222,5
Sanoat (qurilishni qo'shgan holda)	116225,2	164635,7	187610,0	232535,7	280057,7	325 378,4
sanoat	94266,7	134185,8	150275,1	186978,2	225771,2	262824,2
qurilish	21958,5	30449,9	37334,8	45557,4	54286,4	62554,2
Xizmatlar	151512,6	192929,1	223049,8	272109,1	347972,9	437822,2
savdo, yashash va ovqatlanish bo'yicha xizmatlar	26510,1	32179,7	36662,8	46750,0	58020,3	72382,4
tashish va saqlash, axborot va aloqa	30095,3	36028,6	38313,1	47934,3	60027,1	77833,1
boshqa xizmat tarmoqlari	94907,3	124720,8	148073,9	177424,8	229925,5	287606,7

Ushbu jadval ma'lumotlaridan ko'rinib turibdiki, 2018-yilda mamlakatimiz Yalpi ichki mahsuloti tarkibida tarmoqlarning qo'shilgan qiymati ulushi 89,3 foizni tashkil etgan bo'lsa, 2023-yilga kelib ushbu ko'rsatkich 94,5 foizni tashkil etgan. Statistika agentligi dastlabki ma'lumotlariga ko'ra, 2023-yilda O'zbekistonda yalpi ichki mahsuloti hajmi 2022-yilga nisbatan 6 foizga o'sgan (3-jadval).

• 3-jadval

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• O‘zbekistonda yalpi ichki mahsuloti hajmining o‘shish sur‘ati¹¹

Ko‘rsatkichlar	2018	2019	2020	2021	2022	2023
I. YaIM, jami	105,5	106,0	102,0	107,4	105,7	106,0
Tarmoqlarning yalpi qo‘shilgan qiymati	105,5	106,1	102,0	107,6	106,3	105,9
Mahsulotlarga sof soliqlar	105,9	104,7	101,6	104,6	97,7	107,4
II. Tarmoqlarning yalpi qo‘shilgan qiymati	105,5	106,1	102,0	107,6	106,3	105,9
Qishloq, o‘rmon va baliqchilik xo‘jaligi	100,3	103,1	102,9	104,0	103,6	104,1
Sanoat (qurilishni qo‘shgan holda)	111,5	108,3	102,5	108,4	105,6	106,1
sanoat	110,8	105,0	100,9	108,8	105,3	106,0
qurilish	114,3	122,9	109,5	106,8	106,6	106,4
Xizmatlar	105,7	106,7	101,1	109,5	108,7	106,8
savdo, yashash va ovqatlanish bo‘yicha xizmatlar	105,3	107,1	101,3	113,6	109,5	110,2
tashish va saqlash, axborot va aloqa	106,8	106,6	99,9	117,8	114,0	112,3
boshqa xizmat tarmoqlari	105,5	106,7	101,4	106,3	107,0	104,5

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¹¹ O‘zbekiston Respublikasi Prezidenti huzuridagi Statistika agentligi ma’lumotlari

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АЛЕКСАНДР СЕРГЕЕВИЧ ПУШКИН – УНИВЕРСАЛЬНЫЙ ГЕНИЙ.

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Узбекистан.

АЛЕКСАНДР СЕРГЕЕВИЧ ПУШКИН – УНИВЕРСАЛЬНЫЙ ГЕНИЙ. (К юбилею А. С. Пушкина. 6 июня – 225 лет со дня рождения великого русского поэта).

Пушкин был поистине солнцем русской поэзии, распространившим свои лучи на громадное расстояние и вызвавшим к жизни бесконечное количество больших и малых спутников.

К. Д. Бальмонт.

АННОТАЦИЯ

В статье подчеркивается, что Пушкин является не только величайшим поэтом и создателем русского литературного языка, но и универсальным гением. Универсализм Пушкина заключается в том, что в поле его зрения находились не только литература, поэзия и вообще вся словесность, но и такие гуманитарные дисциплины, как философия, политэкономия, история и, конечно, наука. Следует также подчеркнуть, что Пушкин был энциклопедически образованным человеком.

Ключевые слова: универсализм, поэзия, критика, история, философия, филология, мыслитель, патриотизм, экзистенциализм.

ALEXANDER SERGEEVICH PUSHKIN IS A UNIVERSAL GENIUS. ANNOTATION

The article emphasizes that Pushkin is not only the greatest poet and creator of the Russian literary language, but also a universal genius. Pushkin's universalism lies in the fact that in his field of vision were not only literature, poetry and all literature in general, but also such humanitarian disciplines as philosophy, political

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economy, history and, of course, science. It should also be emphasized that Pushkin was an encyclopedic educated person.

Key words: universalism, poetry, criticism, history, philosophy, philology, thinker, patriotism, existentialism.

На первый взгляд может показаться, что писать о Пушкине легко и просто: никто не сомневается в его гениальности и креативности. На самом деле писать о Пушкине очень и очень трудно.

Во-первых, Пушкин не просто гений, а уникальный гений. Гениальных людей в истории человечества было много, а таких гениев, как Пушкин, кроме него, пожалуй, не было. Уникальность его прежде всего состояла в том, что он был универсальным гением. Универсализм Пушкина заключается в том, что в поле его зрения находились не только литература, поэзия и вообще вся словесность, но и такие гуманитарные дисциплины, как философия, политэкономия, история и, конечно, наука. Следует также подчеркнуть, что Пушкин был энциклопедически образованным человеком.

Пушкин – величайший поэт и создатель русского литературного языка.

То, что Пушкин гениальный поэт и основоположник русского литературного языка, давно известно. Но я просто хочу обратить внимание на некоторые штрихи биографии великого человека.

Аполлон Григорьев воскликнул: «А Пушкин – наше все: Пушкин – представитель всего нашего душевного, особенного, такого, что остается нашим душевным, особенным после всех столкновений с чужим, другими мирами. Пушкин – пока единственный полный очерк нашей народной личности, самородок, принимавший в себя, при всевозможных столкновениях с другими особенностями и организмами, – все то, что принять следует, отбрасывавший все, что отбросить следует, полный и цельный, но еще не красками, а только контурами набросанный образ народной нашей сущности, – образ, который мы долго еще будем оттенять красками».

Благодаря своему уникальному дарованию Пушкин одновременно создавал и литературный язык, и великие произведения. Это сразу же заметили многие поэты.

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Читающая публика с нетерпением ждала выхода его очередного сочинения.

А. Н. Островский: «До Пушкина у нас литература была подражательная, – вместе с формами она принимала от Европы и разные, исторически сложившиеся там направления, которые в нашей жизни корней не имели, но могли приняться, как принялось и укоренилось многое пересаженное... Прочное начало освобождению нашей мысли положено Пушкиным, – он первый стал относиться к темам своих произведений прямо, непосредственно, он захотел быть оригинальным и был – был самим собой»

И. С. Аксаков: «Пушкин – это народность и просвещение. Пушкин – это залог чаемого примирения прошлого с настоящим, это звено органически связующее,

хотя бы еще только в области поэзии, два периода нашей истории». Пушкин с самого начала своего творчества на поэзию смотрел не как на забаву, а как на вид духовной деятельности. В письме к французскому поэту Баранту Пушкин пишет 16 декабря 1836 г.: «Литература стала у нас значительной отраслью... лишь за последние лет двадцать или около того. До тех пор на нее смотрели как на изящное и аристократическое занятие». Светские дамы имели литературные альбомы, куда по их просьбе вписывали свои стихи поэты. Но дамы мало значения, если не сказать больше, придавали стихам поэтов. Просто так модно было делать. Пушкину тоже приходилось заполнять такого рода альбомы, хотя на это он смотрел с большим отвращением. «...Тогдашнее высшее общество, – пишет в своих воспоминаниях о Пушкине поэт Я. П. Полонский, – считало звание поэта и вообще писателя несовместным с высоким положением в свете. Пушкину были доступны все жанры поэзии, его поэзия – это верх совершенства. Как пишет итальянская пушкинистка Серена Витале, «в 2.45 дня 29 января 1837 года русская литература потеряла

своего певца. Ушло обаяние, изящество, лаконизм и легкость...».

Ему были доступны и все жанры прозы. Вот что писал П. Я. Чаадаев А. И. Тургеневу о «Капитанской дочке» Пушкина: «Пусть я безумен, но надеюсь, что Пушкин примет мое искреннее приветствие с тем очаровательным созданием, его побочным ребенком, которое на днях дало мне минуту отдыха от гнетущего меня

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уныния. Скажите ему, пожалуйста, что особенно очаровала меня в нем его полная простота, утонченность вкуса, столь редкие в настоящее время, столь трудно достижимые в наш век».

Пушкин – философ. Энциклопедически образованный Пушкин прекрасно знал труды французских философов XVIII в. Декарта, Вольтера, Дидро, Руссо, Гельвеция, и других. Знал Аристотеля и вообще античную философию. Читал, конечно, и немецких философов. Вот как он сравнивает немецкую и французскую философию: «Философия немецкая, которая нашла в Москве, может быть, слишком много молодых последователей, кажется, начинает уступать духу более практическому. Тем не менее влияние ее было благотворно: оно спасло нашу молодежь от холодного скептицизма французской философии и удалило ее от упоительных и вредных мечтаний, которые имели столь ужасное влияние на

лучший цвет предшествовавшего поколения».

Пушкин довольно интересно характеризует французскую философию XVIII в. «Ничто не могло быть, – пишет он, – противоположнее поэзии, как та философия, которой XVIII век дал свое имя. Она была направлена против господствующей религии, вечного источника поэзии у всех народов, а любимым орудием ее была ирония холодная и осторожная и насмешка бешеная и площадная.

Пушкин написал философское стихотворение, в котором отобразил знаменитые философские споры о движении и гелиоцентрической системе:

Движенья нет, сказал мудрец брадатый.

Другой смолчал и стал пред ним ходить.

Сильнее бы не мог он возразить;

Хвалили все ответ замысловатый.

Но, господа, забавный случай сей

Другой пример на память мне приводит:

Ведь каждый день пред нами солнце ходит,

Однако ж прав упрямый Галилей.

Это небольшое стихотворение стоит многих философских сочинений. В нем гениальный Пушкин лаконично и вместе с тем глубоко уловил суть античных философских споров относительно движения и покоя и трагическое положение великого итальянского ученого Галилео Галилея,

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вынужденного под влиянием церкви отказаться от своей поддержки системы Коперника, но перед смертью все же признавшего ее.

Большое место в творчестве Пушкина занимают экзистенциальные проблемы: смысл жизни, место поэта в обществе, конечность человеческого бытия и др. Возьмем стихотворение, написанное в день рождения поэта 26 мая 1828 г.:

Великие люди – поэты, писатели, философы, ученые, художники, политики и др. – благодаря своим великим свершениям становятся бессмертными.

Экзистенциальные мысли в наибольшей степени проявились в последний период жизни Пушкина. Поэт начал думать о смерти, о счастье, о покое и т. д. В 1834 г.

Пушкин пишет:

Пора, мой друг, пора! покоя сердце просит –
Летят за днями дни, и каждый час уносит
Частичку бытия, а мы с тобой вдвоем
Предполагаем жить... И глядь – как раз – умрем.
На свете счастья нет, но есть покой и воля.

В 1835 г. он посетил Михайловское. 25 сентября 1835 г. Пушкин пишет жене из Тригорского: «Вообрази, что до сих пор не написал ни одной строчки; а все потому, что не спокоен. В Михайловском нашел я все по-старому, кроме того, что нет уж в нем няни моей и что около знакомых старых сосен поднялась, во время моего отсутствия, молодая сосновая семья, на которую досадно мне смотреть, как иногда досадно мне видеть молодых кавалергардов на балах, на которых уже не пляшу. Но делать нечего; все кругом меня говорит, что я старею, иногда даже чистым русским языком. Каждый для себя решает, как ему жить, какие цели ставить в своей жизни. Пушкин с молодых лет прекрасно осознавал свое предназначение, хорошо понимал, что ему делать, чтобы обессмертить свое имя. Об этом он гениально выразился в итоговом стихотворении «Я памятник себе воздвиг нерукотворный...».

Пушкин – историк. Можно смело утверждать, что Пушкин был профессиональным историком. П. А. Вяземский писал, что «в Пушкине было верное понимание истории: свойство, которым одарены не все историки. Принадлежностью ума его были ясность, проницательность и трезвость...»

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Пушкин был впечатлителен и чуток на впечатления; он был одарен воображением и, так сказать, самоотвержением личности своей настолько, что мог отрешить себя от присущего и воссоздавать минувшее, уживаться с ним, породниться с лицами, событиями, нравами, порядками, давным-давно замененными новыми поколениями, новыми порядками, новым общественным и гражданским строем. Все это качества необходимые для историка, и Пушкин обладал ими в достаточной мере».

Почему Пушкин всю свою короткую жизнь специально занимался историей? Потому что прошлое, настоящее и будущее неразрывно связаны. Нет настоящего без прошлого и будущего без настоящего. Пушкин подчеркивал, что неуважение к прошлому есть черта необразованности, и тот, кто пренебрегает прошлым и занят

одним настоящим, не понимает единства истории человечества.

Пушкин придавал очень важное значение изучению истории в учебных заведениях. В статье «О народном воспитании» наш великий поэт и историк пишет: «История в первые годы учения должна быть голым хронологическим рассказом происшествий, безо всяких нравственных или политических рассуждений. К чему давать младенствующим умам направление одностороннее, всегда непрочное?

Вообще не должно, чтобы республиканские идеи изумили воспитанников при вступлении в свет и имели для них прелесть новизны. Историю русскую должно будет преподавать по Карамзину.

“История Государства Российского” есть не только произведение великого писателя, но и подвиг честного человека».

Афоризмы и заметки Пушкина

В заключение приведем некоторые афоризмы и заметки Пушкина:

- 1) Устойчивость – первое условие. Как она согласуется с непрерывным совершенствованием?
- 2) Истинный вкус состоит не в безотчетном отвержении такого-то слова, такого-то оборота, но в чувстве соразмерности.
- 3) Однообразность в писателе доказывает односторонность ума, хоть, может быть, и глубокомысленного.

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4) «Все, что превышает геометрию, превышает нас», – сказал Паскаль. И вследствие того написал свои философские мысли.

5) Вдохновение есть расположение души к живейшему принятию впечатлений и соображению понятий, следственно, и объяснению оных. Вдохновение нужно в геометрии, как и в поэзии.

6) Гордиться славою своих предков не только можно, но и должно: не уважать оной есть постыдное малодушие.

7) Москва девичья, а Петербург прихожая.

8) Некоторые люди не заботятся ни о славе, ни о бедствиях отечества, его историю знают только со времени кн. Потемкина, имеют некоторое понятие о статистике только той губернии, в ко-торой находятся их поместья, со всем тем почитают себя патриотами, потому что любят ботвинью и что дети их бегают в красной рубашке.

9) Тонкость не доказывает еще ума. Глупцы и даже сумасшедшие бывают удивительно тонки. Прибавить можно, что тонкость редко соединяется с гением, обыкновенно простодушным, и с великим характером, всегда откровенным.

10) Французская словесность родилась в передней и далее гостиной не доходила.

11) Переводчики – почтовые лошади просвещения.

12) Грамматика не предписывает законов языку, но изъясняет и утверждает его обычаи.

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INFORMATIVE-COMMUNICATIVE NATURE OF MASS MEDIA .

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Abstract. It is hard to imagine any area of modern society experiencing the process of globalization without the language of the media. The breadth of media opportunities requires an in-depth study of their activities and development, and their impact on the audience. Media science is a new interdisciplinary field based on traditional methods. The formation of the language of the media is closely linked to their common mission. How viewers perceive information also depends on what tool is used to convey it. Each media uses its own language and methods of updating information to shape its essence, which in turn influences perceptions of existence.

Key words: mass media, communication, mass language, informative tools.

ИНФОРМАТИВНО-КОММУНИКАТИВНАЯ ПРИРОДА СМИ.

Аннотация. Трудно представить какую-либо сферу современного общества, переживающую процесс глобализации, без языка средств массовой информации. Широта возможностей СМИ требует глубокого изучения их деятельности и развития, их воздействия на аудиторию. Медиаведение — новая междисциплинарная область, основанная на традиционных методах. Формирование языка СМИ тесно связано с их общей миссией. То, как зрители воспринимают информацию, также зависит от того, какой инструмент используется для ее передачи. Каждое СМИ использует свой язык и методы обновления информации для формирования ее сути, что, в свою очередь, влияет на восприятие существования.

Ключевые слова: средства массовой информации, коммуникация, массовый язык, информационные средства.

Today, the community has a great and fast opportunity to get the latest news through countless media outlets. No matter how information is received, it is expressed through language. Journalism is a creative profession. The journalist must be clear and concise. He is asked to use his thoughts and words in their proper place.

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The status of media language depends on two factors: how we understand the term language and how media language ranks among the functional types of national language.

At present, the language of mass media is the dominant of all functional types of the national language, which includes the resources of all functional styles. In other words, the language of the media today, whether we like it or not, is a composite image of the national language.

Today, the media is recognized as the most effective and acceptable form of speech, an effective mechanism for shaping public opinion and mood.

It is hard to imagine any area of modern society experiencing the process of globalization without the language of the media. Extensive technical capabilities in the media help to express the information provided by the social sphere not only linguistically, but also non-linguistically. As a result, it is also described as the language of science, journalism and culture.

Indeed, the emergence of a single media space in addition to traditional media, radio and television, and the advent of the World Wide Web have led to the emergence of a virtual space with a unique set of media streams. All this is reflected in the formation and distribution of the word, the features of its use in the language change. It is well known that the use of speech is more in the field of mass communication, and its texts, ie media texts, have become one of the most common forms of our language today.

The mass media are mainly used for the following purposes of mass communication:

- 1) informing the audience about what is happening;
- 2) assessment and analysis of events, forecasting their further development;
- 3) assistance in social relations;
- 4) advertising;
- 5) education;
- 6) organization of entertainment events.

The breadth of media opportunities requires an in-depth study of their activities and development, and their impact on the audience. Media science is a new interdisciplinary field based on traditional methods.

Mass media is a common name for the means of conveying information to the general public - periodicals, radio, television and others.

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The formation of the language of the media is closely linked to their common mission. Researchers divide these tasks into the following groups:

- information transmission;
- comment (often the statement of facts is accompanied by their interpretation, analysis and evaluation);
- introduction, teaching and spiritual education (the media serves to replenish the knowledge base of its audience through the transmission of cultural, historical, scientific information);
- the task of influence (the media is not called the fourth power in vain: its influence on public opinion is very strong, which is especially evident in major socio-political processes, including presidential elections);
- the function of entertainment (which means that the media is effectively received by the audience, generates great interest and satisfaction, gives aesthetic pleasure);
- hedonistic feature (this is not just about entertaining information. If any information in the process of transmission evokes a sense of satisfaction and meets the aesthetic needs of the recipient, it is received with great positive effect).

Information is a substantive aspect of communication. Involved in the communication process, it is constantly connected to, influenced, and influenced by the means and networks of storage, collection, distribution, and sorting of information. "Information is, in a sense, 'necessary' information in a message, which is understood by the audience as knowledge, norms, and values, and thus affects the audience."

How viewers perceive information also depends on what tool is used to convey it. Each media uses its own language and methods of updating information to shape its essence, which in turn influences perceptions of existence.

In the process of transmitting and receiving information, interpersonal communication takes place. Communication is, first and foremost, a communicative phenomenon. It is a relationship between one or more individuals that involves mutual understanding and the transfer of information from one person to another or to more than one person.

Mass media:

- 1) psychological features of information reception;
- 2) information features;

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3) values based on the goals set in the process of mass communication activities;

4) theoretical notions of language and text as a means of updating information.

In the process of conveying information in the media, the process of increasing the knowledge of the audience, in a sense, takes place. So what is the mediating role of language in this process of learning?

Language is an important means of communication and expression, and serves as a tool for human beings to systematically and actively understand the world and turn it into an experience. As a result, it is possible to see the world through information and language.

The method and forms of their materialization play an important role in the expression of information through language.

When Wilhelm von Humboldt called the "linguistic landscape of the world" he meant the dynamic, uninterrupted process of assimilating the world through a specific language. According to the German scientist, the "language-defined" conditions of human life should lead to the solution of the tasks associated with the cultural and historical tasks assigned to man. Such people can expand their living space indefinitely.

The social nature of a linguistic community is that, on the one hand, it creates the conditions for coordinated linguistic communication and involves each member in a common and unique process, such as the study of being through language, and on the other hand, it is mandatory for each member. requires that the communication process be "subject to the rules of the game."

Not because people conveyed the meaning of objects to their interlocutors, or even because they were hesitant to clearly and completely recreate a similar concept, but because they co-operated with each other in a chain of emotional imaginations and one of the first manifestations of an inner concept; they understand, because in everyone's mind there is a corresponding but not exactly similar meaning.

These words of Wilhelm von Humboldt reflect the main ideas that reveal the essence of modern linguistic communication. It is important that coordination is closely linked to the individual freedom of each participant as a necessary condition for the communication process.

Linguistic communication, that is, the exchange of information, always requires the creation of specific linguistic forms based on certain models (texts).

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They, in turn, are reflected in the minds of the participants-partners. The dynamics of communication between the two poles requires:

- 1) a norm that allows for a “similar understanding” of the language units being created, and
- 2) the need for freedom of choice in such a creative process.

These ideas, expressed by W. Humboldt a century and a half ago, are still very relevant and important today. Communication is indeed a necessary element of cognition, and the communicative beginning is inseparable from the cognitive beginning.

Language, in the first place, motivates one to perform the right action as a result of certain emotions. According to the Austrian philosopher L. V. Witten-Stein, such behavior must have a general effect on the feeling of speakers of a particular language. Language allows a person to perceive the world conventionally (agreed upon, common to all) through words that reflect the experiences of society. This is, in fact, the instrumental function of the word as a symbol. The experience of our ancestors, recorded and systematized in language, shapes a person's perception of the world around him.

It is well known that the division of being into parts takes place differently in each language, because the basis of thought is a language with its own unique national identity.

Conclusion. The role of the media in the uninterrupted flow of language processes is invaluable. This is determined not only by the changes that have taken place as a result of the introduction of new information technologies, but also by the qualitative changes in the general linguistic culture.

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“AVESTO”DA HUQUQSHUNOSLIKKA DOIR MASALALARNING YORITILISHI

Muyiddinov Bekali

Buxoro viloyati Osiyo xalqaro universiteti Tarix fani o'qituvchisi

Annotatsiya: Ushbu maqolada Qadimgi yurtimiz tarixida o'ziga xos o'ringa ega bo'lgan Avestoning sud-huquq tizimi haqida fikrlar bundan tashqari jamiyatning kichik bo'g'ini oilaning to'g'ri hayot kechirish masalalari haqida to'xtalib o'tamiz.

Kalit so'zlar: Avesto, Vandidod, Tabiat, axloq, Ahura Mazda, din, huquq, Jazo, o'g'irlik, talon-toroj, bosqinchilik, firibgarlik, jismoniy jazolash, sud, jamiyat.

COVERAGE OF LEGAL ISSUES IN "AVESTO".

Annotation: In this article, we will dwell on the legal system of Avesta, which has a unique place in the history of our ancient country, as well as on the issues of proper living of the family, a small part of society. .

Key words: Avesta, Vandidod, Nature, morality, Ahura Mazda, religion, law, Punishment, theft, robbery, invasion, fraud, corporal punishment, court, society.

ОСВЕЩЕНИЕ ЮРИДИЧЕСКИХ ВОПРОСОВ В «АВЕСТО».

Аннотация: В данной статье мы остановимся на правовой системе Авесты, занимающей уникальное место в истории нашей древней страны, а также на вопросах правильной жизни семьи, небольшой части общества.

Ключевые слова: Авеста, Вандидод, Природа, мораль, Ахура Mazda, религия, закон, Наказание, воровство, грабеж, нашествие, мошенничество, телесное наказание, суд, общество.

“Avesto” ning katta hajmda bo'lganligi sababli dindorlarning kundalik faoliyatida foydalanish uchun “Kichik [Avesto](#)” yaratilgan. “Kichik [Avesto](#)”, “Katta [Avesto](#)” dan tanlab olingan duolar to'plamidan iborat bo'lgan va bizgacha [Avestoning](#) juda oz qismi yetib kelgan. Vandidodda jinoyatlar tasnifi: Bizning kunlarimizgacha ulardan faqat oxirgi kitob Vandidod (forscha Vendidat – “Devlarga qarshi qonun”) yetib kelgan. Zardushtiylik huquqining ushbu yodgorligi zardushtiylik dini davlat maqomini, zardushtiylik esa davlat tomonidan qo'llab-quvvatlashni yo'qotgan davrda jamoa turmushi qattiq tartibga solinganligidan

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dalolat beradi. Shu sababli Vandidodning ko'plab huquqiy qoidalari Yaxve dini jamoasi alohida bo'la boshlagan davrda tuzilgan.

Shu bilan birga Vandidodning huquqiy qoidalari ancha dunyoviy zaminga xos xususiyatlarga egadir. Garchi besh kitobda va Vandidodda qonunlar Xudoning kashfiyoti sifatida taqdim etilgan bo'lsa ham, tadqiqotchilar ushbu kashfiyotning xususiyatidagi tafovutini qayd etadilar. Masalan, S.Ganbarov tomonidan yozilgan "Avesto"da siyosiy va huquqiy g'oyalar tadqiqotida Vandidodda jinoyatlar tasnifi misolida yaxshi ko'rish mumkin:

Birinchidan, dinga qarshi jinoyatlar: bid'at, boshqa din vakili bilan nikohga kirish, ruhoniy vazifasini qonunsiz bajarish.

Ikkinchidan, shaxsga qarshi jinoyatlar: qasddan hujum qilish yoki jazava holatida hujum qilish, tahdid qilish shifokorning zararli xatti-harakati, homiladorlik paytida ayolning sog'lig'iga qarshi jinoyatlar.

Uchinchidan, hayvonlarga ayniqsa kuchuklarga qarshi jinoyatlar.

To'rtinchidan, mulkiy jinoyatlar: o'g'irlik, talon-toroj, bosqinchilik, firibgarlik. Xasislik mulkiy jinoyatlarning alohida turi hisoblangan. Chunki "kimki adolatli iltimosni rad etsa ... aslida ashyo so'rayottan o'g'ri hisoblanadi".

Beshinchidan, axloqqa qarshi jinoyatlar: fohishabozlik, er-xotin xiyonati. Bundan tashqari ko'rsatilmagan yordam ham qattiq jazolanadigan axloqiy jinoyat hisoblangan.

Oltinchidan, tabiat kuchlariga qarshi jinoyatlar: erga, suvga, olovga va o'simlik dunyosiga qarshi jinoyatlar, ayniqsa erning isloflanishi bilan bog'lik jinoyatlar. Tabiat kuchlarining o'zi va hayvonlar tomonidan sodir etiladigan jinoyatlar to'g'risida maxsus to'xtab o'tilgan. Tabiat kuchlari va hayvonlar o'sha paytdagi zardushtiylik huquqida jinoyat ob'ektlarigina bo'lib qolmasdan, balki sub'ektlari ham hisoblangan.

Denkart asarida Ahura Mazdaning kashfiyoti uch turga bo'linishi haqida so'z yuritiladi: - gaganig - oliy ma'naviy bilim va burch; darig (qonuniy) - dunyoviy bilim va dunyoviy burch; hada mapsrig - ushbu ikki soha (ya'ni sharhlar o'rtasida joylashgan barcha narsa) Xisrav I (531-579 yy.) hukmronligi yillarida tuzilgan Sosoniylar qonunlari majmui –"Bir ming sud qarorlari kitobi"da huquqshunoslik kasbining katta diniy ahamiyati to'g'risida so'z yuritiladi.

Din va huquqning aloqasiga, jumladan sud ishlariga bunday qarash tasodifiy emas edi. Eronda kodekslashtirilgan huquq mavjud emas edi. "Denkart"ga

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muvofiq sudyalari (ular kohinlar tabaqasiga kirar edi) “Avesto” va Zandda (“Avesto”-ga forscha sharhlar) asosida qaror chiqarishlari kerak bo’lgan; oliy kohin (magupat) sudyalari va amaldorlarning har qanday qarorlarni bekor qilishi mumkin edi. Zardushtiylik huquqining yirik tadqiqotchisi A.Perixanyan “Avesto”da “ayollar huquqi” haqida qayd etadi.

Bugungi kunda huquqshunoslarimiz tomonidan tadqiq etilayotgan ilmiy tadqiqotlar inson huquqi muammolariga bag’ishlanayotgan bo’lsa, ushbu masalaning ilk yechimi sifatida yana “Avesto”ga murojaat etish mumkin. Jumladan, bolalarning huquqi to’g’risida “Avesto”, - deb qayd etadi S.Ganbarov, - tug’ilgan va hali tug’ilmagan bolalar huquqlarini qat’iy muhofaza qiladi, Voyaga etmagan bolalarni ota-onalaridan olib ketish, vasiysiz qoldirish og’ir jinoyat sifatida qaralgan. Bolalarni juda yoshligidan fanlarga o’qitish tavsiya etilgan. “Agar sening o’g’ling bo’lsa, deyiladi: “Adurbada maslahatlari”da, - uni bolaligidan maktabga ber, chunki o’qish - ko’zning nuri”. deb qayd etgan. Ijtimoiy munosabatlarda o’sha davrlardagi boshqa dinlarda bo’lgani singari zardushtiylikda qulchilik qoralangan, biroq qul zardushtiylikda muayyan huquqlarga ega bo’lgan. Bir qator hollarda u o’z hukmdoriga qarshi da’vo qo’zg’ashi ham mumkin bo’lgan.

“Vandidod”ning IV fargard, 4-12-bandlar tahlili asosida shartnomaviy munosabatlarning xususiyatini ta’kidlash mumkin, zero har bir keyingi bitimda avvalgi bitimdagiga qaraganda, qimmatliroq bo’lgan ob’ekt qo’yilgan va u avvalgisining kafolati sifatida chiqqan. “Vandidod”ga muvofiq, har bir buzilgan yoki bajarilmagan shartnoma katta qiymatdagi yangi shartnomani tuzish bilan almashtirilishi zarur. “Vandidod” jazolash tizimi bilan shartnomaning bajarilishini kafolatlaydi. “Vandidod” mutlaqo aniq qat’iy buyruq shaklida tuzilgan, agar bir tomon “bitimda aldagan bo’lsa” jismoniy jazolashni qo’llashni ko’rsatadi, IV fargardning 36-53-bandlari og’zaki bitimdaga aldaganlik uchun 300 marta tikanak bilan jazolashni va 300 ta kaltaklashni, qo’l berishib tuzilgan bitim buzilgani uchun 600 marta tikanak bilan jazolashni, 600 marta kaltaklashni belgilagan. Shuningdek, ahdni buzgan kishining yaqin qarindoshlarining gunohni yuvuvchi tavba-tazarru yaqinlariga masuliyatni ham belgilaydi. Yaqin qarindoshlarga nisbatan belgilangan jazo choralari ahdni buzgan kishini jazolashning asosiy choralariga jumladan, jismoniy jazolashga qo’shimcha hisoblanadi.

“Avesto” bo’yicha qarindoshlar guruhlarini tilga olinadi. “Vandidod” qarindoshlikning to’qqiz bosqichini qayd etadi:

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- 1) ota-onalar;
- 2) farzandlar;
- 3) aka-uka va opa-singillar;
- 4) bobo va buvi;
- 5) nevaralar;
- 6) tog'alar va xolalar;
- 7) amakivachchalar va ammavachchalar;
- 8) jiyanlar;
- 9) aka-uka va oga-singal nevaralari.

Zardusht ta'limotida qarindoshlik munosabatlari otaliq merosxo'rliq o'zaro huquq va majburiyatlar, qonunlarni buzganlikdagi javobgarliklarni tartibga solishda katta ahamiyatga ega bo'lgan. "Avesto"ni o'rganish natijasida quyidagi xulosalarni chiqarish mumkin:

Jazo ma'lum uchlikni buzganlik sharoitlarida belgilanadi.

O'zga fikrlovchilar uchun qattiq jazo belgilanadi.

Qattiq jazo qasddan qilingan jinoyatlar, dinga qarshi jinoyatlar, takroriy jinoyatlar uchun belgilanadi. Bunda jazo takroran qilingan jinoyatlar soniga qarab oshadi.

Jazoning bir turini boshqasi bilan birga qushish xarakterli hisoblanadi.

Ba'zi jinoyatlar "Avesto" bo'yicha kechirilmas hisoblanadi.

Jinoyatlarning ma'lum turi uchun jamoa javobgarligi belgilangan, bunda oila a'zolaridan birining gunohi qarindoshlarga yoyiladi.

"Avesto"ni o'rganish jinoyatlarni quyidagicha klassifikatsiyalashni taklif etishga imkon beradi:

- dinga qarshi jinoyat;
- shaxsga qarshi jinoyat;
- hayvonlarga qarshi jinoyat;
- mulkiy jinoyat;
- axloqqa qarshi jinoyat;
- tabiat kuchlariga qarshi jinoyat

"Avesto"da sud va sudda ishlarni ko'rish masalalariga ham katta e'tibor berilgan. Sud vazifalarini bajarish jamoa imtiyozi bo'lgan, deb o'ylash mumkin. Shu bilan birga "Avesto" odil sudlov uchun maxsus mo'ljallangan shaxslar haqida shohidlik beradi.

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Sud jarayoni, “Avesto”dan ko’rinishicha, ma’lum marosimda, asosan duolar o’qish tegishli shaklda aytilishi bilan o’tkazilishi lozim. Sudda ishni ko’rish, chamasi, muhobalashuv, ya’ni munozaralashuv tusida bo’lgan, Ishni hal etishdan oldin qoida buzuvchining aybi qator masalalarni, aybdorlik shaklini - qasddan yoki ehtiyotsizlik tufaylimi, qattiq hayajon holatida, birinchi marta yoki takroran qoidani buzganlik, aybdor o’z aybini tan oladimi, aybdorning diniy mansubligi va boshqalar aniqlangan. Demak, “Avesto”da jamiyat hayoti, aholi va inson manfaatlari daxlsizligi masalasi ham alohida o’rin egallaganligini ko’rishimiz mumkin.

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АННОТАЦИЯ

В этой статье обращается внимание учащихся на то, что фольклор – явление историческое, но в данный момент развивающееся, это главный источник для развития речи и мышления у студентов - филологов, средство развития формирования национальных особенностей духовной культуры и русской литературы, как искусство.

"FOLKLORE" AS THE ART OF DEVELOPING SPEECH AND THINKING IN STUDENTS (NATIONAL GROUPS).

ANNOTATION

This article draws students' attention to the fact that folklore is a historical phenomenon, but currently developing, it is the main source for the development of speech and thinking among philologist students, a means of developing the formation of national characteristics of spiritual culture and Russian literature as art.

Цель статьи – сформировать важнейшие понятия о фольклоре вообще и о русском народном фольклоре, как одном из самых богатых средств, как о явлении народного устного творчества. Основной метод обучения: чтение текстов на русском языке, беседа по содержанию прочитанных тем и беседа. Основной метод воспитания – убеждение, воздействие на сознание и чувства учащихся. Основное требование к преподавателю – хорошее знание материала, умение говорить убедительно и эмоционально, вести беседу интересно, нестандартно, привлекать высказывания выдающихся людей, стихотворения и т.д.

Сначала обсуждаются вопросы: Что такое фольклор? Когда он возник? Какова его роль? Под влиянием чего и как развивался фольклор?

Русское народное творчество рождалось и развивалось постепенно. Со временем становилось ярче и разнообразнее, всё активнее обогащало

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ежедневную речь человека. Из произведений русского фольклора мы узнаём о событиях седой старины, о хозяйственной и семейной жизни наших далёких предков, о том, как они воевали, обрабатывали землю, путешествовали, к чему они стремились и с чем боролись. Создавая песни, сказки, пословицы, поговорки, загадки, люди пытались выразить свои представления о счастье и справедливости, о любви и дружбе.

Фольклор рождается и сейчас, однако чаще всего мы говорим о фольклоре тех далёких времён, когда он был единственной формой искусства слова для народов, не имеющих письменности. Произведения устного художественного творчества не могли складываться сами собой, без авторов. Мы не знаем их, но знаем, что это были талантливые люди. Не всякий человек может создать былинку, сочинить или даже просто рассказать шуточную историю или анекдот. Каждое произведение в основе своей создавалось каким-нибудь первоначальным певцом или рассказчиком, имя которого обычно никем не запоминалось. Но если это произведение неизвестного поэта из народа бывало удачным, художественным, правильно отражало народные мысли и чувства, оно тотчас же подхватывалось, запоминалось, передавалось из уст в уста.

Русский фольклор представляет собой важный этап в становлении, развитии, формировании национальных особенностей духовной культуры и русской литературы. Особое внимание необходимо уделять изучению поэтики произведений различных жанров, учить студентов – филологов понимать идейное содержание произведения, определять народные представления, принципы отражения действительности, мировоззрения. Кроме того, важно выявлять педагогическую составляющую народного поэтического творчества, рассматривать специфику произведений различных жанров в контексте народной педагогики.

Фольклор не только детство нашего искусства, но и убедительное доказательство богатства родного слова. Человек встречается с устным народным творчеством с первых дней своей жизни: над только что родившимся младенцем звучит колыбельная песня. Когда ребёнок подрастает, то начинает пользоваться детским фольклором: старыми и вновь создаваемыми считалками и дразнилками, скороговорками и загадками.

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Сравнивая фольклор разных стран, мы убеждаемся в том, как едины все народы в своём стремлении к счастливой и справедливой жизни и как они единодушны в осуждении зла, жадности, корысти, бессердечия. Недаром точный перевод слова «фольклор» с английского языка значит «народная мудрость». Фольклор несёт нам уроки нравственности, уроки ясного и выразительного народного слова.

«Русский народ создал огромную изустную литературу: мудрые пословицы и хитрые загадки, весёлые и печальные обрядовые песни, торжественные былины, - говорившиеся нараспев, под звон струн, - о славных подвигах богатырей, защитниках земли народа, - героические, волшебные, бытовые и пересмешные сказки. Напрасно думать, что эта литература была лишь плодом народного досуга. Она была достоинством и умом народа. Она становила и укрепляла его нравственный облик, была его исторической памятью, праздничными одеждами его души и наполняла глубоким содержанием всю его размеренную жизнь, текущую по обычаям и обрядам, связанным с его трудом, природой и почитанием отцов и детей. (А.Н.Толстой «О русском фольклоре»).

Познакомить студентов с особенностями народного поэтического творчества, с современными концепциями изучения устного народного творчества, сформировать представление о словесных формах фольклора, о жанровом составе фольклора, о своеобразии произведений каждого жанра, об основных вопросах теории и поэтики фольклора, сформировать умение анализировать фольклорные произведения различных жанров, определять их функции.

В результате изучения дисциплины студент - филолог должен

– *иметь представление* о фольклоре как особом виде словесного искусства, об основных закономерностях развития фольклора, о его отношениях с литературой, о развитии фольклористики как науки;

– *знать* жанровые признаки произведений фольклора, произведения устного народного творчества, научные школы фольклористики и современные концепции; содержание основных произведений фольклора;

– *уметь* анализировать фольклорные тексты, определять поэтические особенности произведений устного народного творчества, выделять сходства

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и различия жанров, представляющих собой художественную систему; определять основные функции произведений различных жанров.

Можно сказать, что знакомство с детским музыкальным фольклором развивает интерес и внимание к окружающему миру, народному слову и народным обычаям, воспитывает художественный вкус, а так же многому учит. Развивается речь, формируются нравственные привычки, обогащаются знания о русском народном творчестве и о природе России.

Через устное народное творчество студент-филолог не только овладевает русским языком, но и приобщается к культуре русского народа, получает первые представления об устном народном творчестве как искусстве слова, а потом и литературе. В работе охарактеризованы подходы в определении понятий «устное народное творчество», «фольклор»; представлены классификации жанров детского фольклора.

В чем ценность произведений устного народного творчества?

Ценность фольклора заключается в том, что с его помощью взрослый понимает как создавались сказки, былины, былички. Таким образом: устное народное творчество таит в себе неисчерпаемые возможности для развития речевых навыков, позволяет с самого раннего детства побуждать к речевой активности, и впоследствии развивает речь и мышление у студентов национальных групп.

Зачем современному человеку фольклор?

Фольклор — доступная всем без исключения форма выражения себя, своего мироощущения. Особая привлекательность традиционного фольклора для современного человека заключена в возникновении специфических психических состояний при исполнении народных песен, танцев.

Какие особенности устного народного творчества?

Особенности устного народного творчества: Анонимность: оно не имеет автора в общепринятом смысле, а носителями выступают жители сел и деревень; автор же выпадает из поэтики фольклора. Вариативность: один и тот же фольклорный сюжет проявляется в разных жанрах (песнях, былинах, сказках и др.)

Какую роль играет фольклор в жизни студента-филолога?

Развивается речь, формируются нравственные привычки, обогащаются знания о природе. Детский фольклор является ценным средством воспитания

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студента-филолога, имеет большое значение в приобщении его к истокам русского, истинного русского народного творчества. А также в дальнейшем интерес не только к устному народному творчеству, но и интерес к литературе.

Какую роль в воспитании играл народный фольклор?

Благодаря фольклору у ребёнка развивалась речь, он легче входил в окружающий мир, ощущал красоту родной природы, знакомился с обычаями, обрядами.

Например, излюбленной словесной игрой детей старшего возраста были и остаются скороговорки - быстрое повторение труднопроизносимых слов. Ошибки в произношении вызывают смех.

Какую роль играет фольклор в жизни человека?

Сделаем вывод о том, что **фольклор** обогащает **жизнь** студентов - филологов стимулирует их воображение, развивает интеллект, помогает понять самого себя, свои желания и эмоции, способствуют повышению уверенности в себе и своем будущем.

Почему мы называем его устным народным творчеством фольклор?

Мы называем словесный фольклор устным народным творчеством, потому что его сочинял народ и передавал из поколения в поколения из уст в уста, то есть словесно.

Народно-поэтические мотивы используются Пушкиным и в других его произведениях. Фольклорные темы, мотивы и сюжеты выступают как средство характеристики народной жизни, психологии и эстетических представлений народа. Народный «разбойничий» фольклор входит в сюжет повести «Дубровский». Широко используется народное поэтическое творчество в «Капитанской дочке» в эпиграфах, пословицах. При помощи народных пословиц, песен, сказок создаются характеристики Пугачева и пугачевцев. О «привычках милой старины» Пушкин пишет и в романе «Евгений Онегин», рассказывая о деревенской жизни семьи Лариных:

«Они хранили в жизни мирной
Привычки милой старины;
У них на масленице жирной
Водились русские блины;
Два раза в год они говели;
Любили круглые качели,

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Подблюдны песни, хоровод...».⁵

А.Д. Сойманов пишет: «Поэзия Пушкина вырастает на родной основе, в этом её огромная сила, очарование и непреходящая ценность. Он смело вводит фольклор в литературу, во многом предопределив пути дальнейшего его основания.»

В заключение хочу сказать, что произведения, созданные народом, – это сокровищница русской речи. Они полны ярких образов, построены на прекрасных созвучиях. Это явление и языка, и искусства, приобщение к которому очень важно уже с малых лет.

«Собирайте наш фольклор, учитесь на нём, обрабатывайте его, - говорил А.М.Горький.- Чем лучше мы будем знать прошлое, тем легче, тем более глубоко и радостно поймём великое значение творимого нами настоящего».

А в стихотворении Розалия Ибракова пишет вот такие строки:

Для чего нужны нам сказки? Что в них ищет человек? Может быть, добро и ласку. Может быть, вчерашний снег. В сказке радость побеждает, Сказка учит нас любить. В сказке звери оживают, Начинают говорить. В сказке все бывает честно: И начало, и конец. Смелый принц ведет принцессу Непременно под венец. Белоснежка и русалка, Старый карлик, добрый гном – Покидать нам сказку жалко, Как уютный милый дом. Прочитайте сказки детям! Научите их любить. Может быть, на этом свете Станет легче людям жить.

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ОБРАЗОВАНИЕ И ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ: НОВАЯ ЭРА ВОЗМОЖНОСТЕЙ

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Аннотация: В данной статье анализируется внедрение искусственного интеллекта в сферу образования в эпоху глобализации.

Ключевые слова: искусственный интеллект, глобализация, образование, цифровое поколение, компьютер, программное обеспечение.

EDUCATION AND ARTIFICIAL INTELLIGENCE: A NEW ERA OF OPPORTUNITY

Abstract: This article analyzes the introduction of artificial intelligence into the field of education in the era of globalization.

Keywords: artificial intelligence, globalization, education, digital generation, computer, software.

Искусственный интеллект (ИИ) вносит революционные изменения во многие сферы нашей жизни, и образование не исключение. ИИ открывает новые возможности для персонализированного обучения, автоматизации задач и повышения эффективности образовательного процесса. Давайте рассмотрим некоторые ключевые аспекты взаимодействия ИИ и образования:

Преимущества:

Персонализированное обучение: ИИ может адаптировать учебный процесс к индивидуальным потребностям и способностям каждого ученика. Алгоритмы анализируют прогресс, выявляют пробелы в знаниях и предлагают соответствующие материалы и задания.

Автоматизация рутинных задач: ИИ может автоматизировать такие задачи, как проверка заданий, составление расписания и ведение документации, освобождая время учителей для более важных задач, таких как индивидуальная работа с учениками.

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Доступность образования: ИИ может сделать образование более доступным для людей с ограниченными возможностями, предлагая индивидуальные инструменты и ресурсы для обучения.

Интерактивное и увлекательное обучение: ИИ может создавать интерактивные учебные материалы, игры и симуляции, которые делают обучение более увлекательным и эффективным.

Раннее выявление проблем и поддержка: ИИ может помочь выявить учеников, испытывающих трудности, и предложить им необходимую поддержку.

Примеры применения:

Адаптивные обучающие платформы, такие как Khan Academy, Duolingo и Coursera: Эти платформы используют ИИ для персонализации обучения и предоставления индивидуальных рекомендаций.

Интеллектуальные помощники, такие как Google Classroom и Microsoft Teams: Эти инструменты используют ИИ для автоматизации задач, организации учебного процесса и коммуникации.

Виртуальные репетиторы: ИИ может использоваться для создания виртуальных репетиторов, которые предоставляют индивидуальную помощь и обратную связь.

Анализ данных об успеваемости: ИИ может анализировать данные об успеваемости учеников, чтобы выявить тенденции, сильные и слабые стороны, и помочь учителям оптимизировать учебный процесс.

Вызовы:

Стоимость внедрения: Разработка и внедрение ИИ-систем в образовании может быть дорогостоящим.

Цифровой разрыв: Не все ученики имеют равный доступ к технологиям и интернету, что может создать неравенство в доступе к образованию.

Этические вопросы: Важно учитывать этические аспекты использования ИИ в образовании, такие как конфиденциальность данных и потенциальная дискриминация.

Роль учителя: Необходимо переосмыслить роль учителя в эпоху ИИ. Учителя должны стать наставниками и фасилитаторами, помогая ученикам развивать критическое мышление, креативность и навыки решения проблем.

Будущее:

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ИИ продолжит играть все более важную роль в образовании. Интеграция ИИ в образование — это не просто внедрение новых технологий, а переосмысление подходов к обучению и созданию более персонализированной, эффективной и доступной образовательной среды.

Важно помнить, что ИИ не должен заменять учителя, а должен служить инструментом для повышения качества образования и расширения возможностей учеников.

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XO'JALIK YURITUVCHI SUBYEKTLARDA SOTISH JARAYONI HISOBI

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Annotatsiya: Ushbu maqolada biznes jarayoni, ularning qanday turlari borligi va asosan sotish jarayonlari haqida gap ketgan. Shu bilan birga sotish jarayonlarida biz foydalanadigan shotlar bog'lanishini ham ko'rishimiz mumkin.

Kalit so'zlar: Biznes jarayoni, ta'minot jarayoni, ishlab chiqarish jarayoni, sotish jarayoni, yakuniy moliyaviy natija, realizatsiya

ACCOUNT OF THE SALES PROCESS IN ECONOMIC SUBJECTS

Abstract: This article talks about the business process, what are their types, and mainly the sales process. At the same time, we can see the connection of the accounts we use in the sales process.

Keywords: Business process, supply process, production process, sales process, final financial result, realization

УЧЕТ ПРОЦЕССА ПРОДАЖ В ОБЪЕКТАХ ХОЗЯЙСТВА

Аннотация: В данной статье рассказывается о бизнес-процессах, их видах и, главным образом, о процессе продаж. В то же время мы можем увидеть связь аккаунтов, которые мы используем в процессе продаж.

Ключевые слова: Бизнес-процесс, процесс поставок, производственный процесс, процесс продаж, конечный финансовый результат, реализация.

KIRISH:

Turli mulkchilik shakllarida faoliyat yurituvchi korxonalarining vazifasi, o'z faoliyati jarayonida mahsulot ishlab chiqarishdan iborat. Bu vazifani bajarish uchun birinchi navbatda ta'minot jarayonini bosib o'tishi, ishlab chiqarish va undan keyin esa uni sotish jarayoniga kelishi kerak. Bu uchta bosqich har doim bir-birlarining

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o'rnini egallaydi va shu bilan korxonada mablag'larning uzluksiz aylanishini hosil qiladi.

Asosiy qism:

Barcha jarayonlar -ta'minot, ishlab chiqarish va sotish -alohida xo'jalik operatsiyalaridan iborat. Masalan, ta'minot va sotishqator xarajatlar qilish -sotish hodisalaridan tashkil topadi. Ishlab chiqarishda mehnat buyumlarini mahsulot tayyorlashga sarflash, korxonada xodimlariga bajargan ishlari uchun ish haqi hisoblash, mehnat vositalaridan mahsulot ishlab chiqarishda foydalanganlik uchun amortizatsiya ajratmalarini hisoblash va xokazolarni qayta -qayta qiymatda amalga oshiradi. Har bir operatsiyaning asosiy mazmuni korxonada mablag'larining harakati, ularning shakllari o'zgarishidan iborat. Masalan, materiallarni xarid qilishda korxonada pul mablag'lari o'rniga o'zlariga kerak bo'lgan mehnat buyumlarini oladi va ularni sarflashda mehnat buyumlarini ishlab chiqarish jarayoni yuzagakelib, tayyor mahsulot olinadi. Xo'jalik operatsiyalarini buxgalteriya hisobida aks ettirish boshqarish obyekti haqida kerakli axborotlarni olish, mablag'lardan samarali foydalanish darajasini baholash imkonini beradi. Shuning uchun ham ular buxgalteriyahisobining asosiy mazmunini tashkil qiladi. Har bir xo'jalik yurituvchi subyekt xo'jalik faoliyati davomida turli xo'jalik operatsiyalarini amalga oshirib boradi va, buning oqibatida, o'z mablag'larining holatini, ulardagi o'zgarishlarni tartibga soladi. Xo'jalikda yuz berayotgan iqtisodiy jarayonlar, asosan, mablag'lar harakati bilan bog'liq bo'lib, har bir jarayon mablag'lar harakatiga o'z ta'sirini o'tkazadi. Buxgalteriya hisobining o'ziga xos xususiyati va boshqa hisob turlaridan farqi shundaki, birinchidan, uning uzluksiz olib borilishi bo'lsa, ikkinchidan, turli o'lchov birliklarida amalga oshirilgan xo'jalik operatsiyalarining pul o'lchov birligida ifoda etilishi, uchinchidan, hisob ko'rsatkichlarida mablag'larning turlari bo'yicha alohida-alohida hisobga olinishini ta'minlashdir.

Mulkchilikning turli shakllarida faoliyat ko'rsatayotgan korxonada va tashkilotlarning xo'jalik faoliyatida realizatsiya (sotish) jarayoni asosiy jarayon hisoblanadi, chunki har qaysi mulkdor ishlab chiqarilgan mahsulotini sotishdangina daromad manbayini shakllantiradi.

Realizatsiya jarayonini to'g'ri tashkil qilish, birinchidan, bozor muvozanatiga o'z ta'sirini o'tkazsa, ikkinchidan, boshqa jarayonlar faoliyatining bir me'yorda olib borilishini ta'minlash uchun asos yaratadi. Bu jarayonda tejamkorlik, mahsulot

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sifati, talab va taklif, baho asosiy omillardan hisoblanib, har bir omil jarayon faoliyatiga o'z ta'sirini o'tkazib boradi.

Realizatsiya jarayonining yana bir o'ziga xos xususiyati shundaki, bu jarayonda mahsulotni sotish va sotib olish baholari namoyon bo'ladi.

Realizatsiya jarayoni quyidagi schotlarda o'z ifodasini topadi:

„mahsulot (ish, xizmat)larni sotish“ schoti;

„davr xarajatlari“ schoti;

„olinadigan hisobvaraqlar“ schoti;

„foйда va zararlar“ schoti;

„budjetga to'lovlar bo'yicha qarzdorlik“ schoti.

Realizatsiya jarayonini hisobga olish uchun qo'llaniladigan schyotlarning xususiyatlarini ko'rib chiqamiz. Bular ichida 9010-“Mahsulot sotishdan olingan daromadlar”, 9020-“Tovarlar sotishdan olingan daromadlar”, 9030-“Bajarilgan ish va ko'rsatilgan xizmatlardan olingan daromadlar”, 9110-“Sotilgan tayyor mahsulotlarning tannarxi”, 9120-“Sotilgan tovarlar tannarxi”, 9130-“Sotilgan ishlar, xizmatlar tannarxi” schyotlari muhim o'rin tutadi. Sotilgan mahsulot, tovarlar, bajarilgan ish va ko'rsatilgan xizmatlarni to'la tannarxi 9110, 9120, 9130, schyotlarining debet tomonida, olingan daromadlar 9010, 9020, 9030-schyotlarning kredit tomonida aks ettiriladi. Shuningdek, realizatsiya jarayoni va moliyaviy natijalarni hisobga olishda 9200-“Asosiy vositalar va boshqa aktivlarning chiqib ketishini hisobga oluvchi schyotlar”, 9300-“Asosiy faoliyatning boshqa daromadlarini hisobga oluvchi schyotlar”, 9410-“Davr xarajatlarini hisobga oluvchi schyotlar”, 9500-“Moliyaviy faoliyat daromadlarini hisobga oluvchi schyotlar”, 9600-“Moliyaviy faoliyat bo'yicha xarajatlarni hisobga oluvchi schyotlar”, 9700-“Favqulodda foyda(zarar)larni hisobga oluvchi schyotlar”, 9800-“Soliqlar va yig'implarni to'lash uchun foydaning ishlatilishini hisobga oluvchi schyotlar” va 9900-“Yakuniy moliyaviy natijani hisobga oluvchi schyotlar” qo'llaniladi. (Schyotlar rejasining V qismiga qarang). Hisobot davrining oxirida olingan daromadlar xarajatlar bilan taqqoslanib, realizatsiya natijalari aniqlanadi.

Sotish jarayoni xo'jalik jarayonlarini ichida oxirgisi bo'lib, bunda ishlab chiqarish jarayoni natijasida tayyorlangan mahsulotlar sotilib, pul ko'rinishida korxonaga kiritiladi. Shu bilan birga bu jarayonda sotish natijalari aniqlanadi, sotish natijalari esa, foyda yoki zarar bo'lishi mumkin.

Sotish jarayoni hisobining vazifalari quyidagilardan iborat:

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– sotish bilan bog‘liq xarajatlarni hisobini to‘g‘ri va o‘z vaqtida hisobini tashkil etish;

– sotish natijasida olingan daromadlarni ular hosil bo‘lgan joylari bo‘yicha to‘g‘ri hisobini tashkil etish;

– sotish natijalarini to‘g‘ri hamda o‘z vaqtida aniqlash.

Sotish jarayonida ishlab chiqarishda tayyorlangan mahsulotlarni realizatsiyasi ro‘y beradi, uning hisobini yuritish uchun 9000–“Asosiy faoliyatdan olingan daromadlar” schyoti mo‘ljallangan

Sotilgan tayyor mahsulotlarni tannarxini hisobini yuritish uchun 9110 schyot, sotilgan tovarlarning tannarxini hisobini yuritish uchun 9120 schyot, bajarilgan ish va xizmatlarning tannarxini hisobini yuritish uchun esa, 9130 schyotlar mo‘ljallangan.

Masalan, tayyor mahsulot xaridorlarga jo‘natildi, ya‘ni sotildi: Debet 4010–“Xaridorlar va buyurtmachilardan olinadigan schyotlar”. Kredit 9010–“Tayyor mahsulotlarni sotishdan daromadlar”. Sotilgan tayyor mahsulotlarning tannarxini hisobdan chiqarilishi esa, quyidagi buxgalteriya provodkasi orqali aks ettiriladi: Debet 9110–“Sotilgan tayyor mahsulotlarning tannarxi”. Kredit 2810–“Ombordagi tayyor mahsulotlar”. Mahsulotni sotishdan olingan moliyaviy natijani aniqlanishi 9910–“Yakuniy moliyaviy natija” schyoti orqali amalga oshiriladi: Debet 9910–“Yakuniy moliyaviy natija”. Kredit 9110–“Sotilgan tayyor mahsulotlarning tannarxi”.

Bir vaqtning o‘zida: Debet 9010–“Tayyor mahsulotlarni sotishdan daromadlar”. Kredit 9910–“Yakuniy moliyaviy natija”. Yuqoridagi misoldan ko‘rinib turibdiki, 9910–“Yakuniy moliyaviy natija” schyoti yordamida mahsulotni sotishdan olingan daromad va shu mahsulotning tannarxi solishtiriladi. 9910 schyotning kredit qoldig‘i foydani, debet qoldig‘i esa, zararni bildiradi. Korxonalarda tayyor mahsulotdan tashqari asosiy vositalar, valyuta mablag‘lari, materiallar, qimmatbaho qog‘ozlar va boshqa aktivlar ham sotilishi mumkin. Ushbu sotish jarayonlarining hisobi 9210–“Asosiy vositalarning chiqib ketishi”, 9220–“Boshqa aktivlarning chiqib ketishi” schyotlarida aks ettiriladi. Asosiy vositalarni sotishdan olingan foydaning hisobi 9310-schyotda, boshqa aktivlarni sotishdan olingan foydaning hisobi esa, 9320-schyotda yuritiladi. Sotish jarayonining xususiyati shundan iboratki, uning ro‘y berishi natijasida sotilgan aktivlarning o‘rniga korxonaga pul mablag‘ining kirimi amalga oshiriladi.

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Korxonaning ta'minoti va sotish jarayonlarini aks ettirishda buxgalteriya hisobi quyidagilarni qayd qilishi zarur: jarayonlar bilan bog'liq bo'lgan xarajatlar, ya'ni ishlab chiqarish vositalarini xarid qilish va mahsulot sotishiga qilingan xarajatlar; ta'minot jarayonida xarid qilinadigan buyumlar; sotish uchun mo'ljallangan va sotish jarayonida joylashgan ishlab chiqarish mahsulotlari hamda sotilgan buyumlar uchun korxonalar tomonidan olinadigan pul mablag'lari va h.k. Sotilgan mahsulotning summasi ishlab chiqarishga qilingan xarajatlar summasidan korxonalar tomonidan belgilangan sof daromad miqdoriga ko'p bo'ladi. Shunday qilib, sotish jarayonining yakunlanishi moddiy ishlab chiqarish sohasida yaratilgan sof daromadni taqsimlash imkonini beradi. Bu yerda buxgalteriya hisobi davlat daromadiga o'tkazilishi lozim bo'lgan, korxonalar tomonidan olingan summasi, qo'shilgan qiymat solig'i, aksiz solig'i, foyda solig'i aniqlanadi va qayd qilinadi.

Sotish jarayoni tugagandan so'ng korxonalar tegishli organlarga berilishi kerak bo'lgan summalarni o'tkazish imkoniga ega bo'ladi.

Xulosa: Bilamizki, korxonalar yoki tadbirkorlik subyektlari mahsulot va tovarlarni sotib foyda olish uchun ishlab chiqaradi yoki sotadi. Barcha ishlab chiqaruvchi korxonalar ko'proq foyda olishni xohlaydi, bu narsaga esa sotish jarayonini to'g'ri yo'lga qo'yish va nazorat qilish bilan erishiladi.

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TIJORAT BANKLARIDA AKTIVLARING QADRSIZLANISHI VA HISOBINI TAKOMILLASHTIRISH

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ANNOTATSIYA

Maqolada Tijorat banklarida aktivlarning qadrsizlanishi va hisobini takomillashtirish tijorat banklarida aktivlarni tarkibi va ularni guruhlash, muammoli aktivlarning yuzaga kelish sabablari hamda ularni paydo bo'lishiga ta'sir etuvchi ichki va tashqi omillar, ularning tahlili asosida o'rganilgan. Shuningdek, banklarning kreditlash jarayonidagi muaamoli kreditlarga olib keluvchi belgilari ham yoritilgan.

Kalit so'zlar: Maqolada tijorat banklarida aktivlarni tarkibi va ularni guruhlash, muammoli aktivlarning yuzaga kelish sabablari hamda ularni paydo bo'lishiga ta'sir etuvchi ichki va tashqi omillar, ularning tahlili asosida o'rganilgan. Shuningdek, banklarning kreditlash jarayonidagi muaamoli kreditlarga olib keluvchi belgilari ham yoritilgan.

СОВЕРШЕНСТВОВАНИЕ ОЦЕНКИ И УЧЕТА АКТИВОВ В КОММЕРЧЕСКИХ БАНКАХ

АННОТАЦИЯ

В статье совершенствование амортизации и учета активов в коммерческих банках исследуется на основе анализа состава и группировки активов коммерческих банков, причин возникновения проблемных активов, а также внутренних и внешних факторов, влияющих на их появление. Также освещены признаки, которые приводят к приему кредитов в процессе кредитования банков.

Ключевые слова: В статье на основе их анализа изучен состав активов коммерческих банков и их группировка, причины возникновения проблемных активов, а также внутренние и внешние факторы, влияющие на их возникновение. Также освещены признаки, которые приводят к приему кредитов в процессе кредитования банков.

**IMPROVING ASSET VALUATION AND ACCOUNTING IN
COMMERCIAL BANKS
ANNOTATION**

In the article, the improvement of asset depreciation and accounting in commercial banks is studied based on the analysis of the composition and grouping of assets in commercial banks, the reasons for the emergence of problem assets, and internal and external factors affecting their emergence. Also, the signs that lead to acceptable loans in the lending process of banks are also covered.

Keywords: The composition of assets in commercial banks and their grouping, the reasons for the emergence of problem assets and the internal and external factors affecting their emergence, based on their analysis, are studied in the article. Also, the signs that lead to acceptable loans in the lending process of banks are also covered.

O'zbekiston Respublikasi Prezidentining “2011-2015 yillarda Respublika moliya-bank tizimini yanada isloh qilish va barqarorligini oshirish hamda yuqori xalqaro reytingko'rsatkichlariga erishishning ustuvor yo'nalishlari to'g'risida” 2010 yil 26 noyabrdagi PQ-1438-sonli va “Tijorat banklarining moliyaviy barqarorligini yanada oshirish va ularning resurs bazasini rivojlantirish chora-tadbirlari to'g'risida” 2015 yil 6 maydagi PQ-2344-sonli Qarorlarida moliya bank faoliyatining normativ-huquqiy bazasini yanada takomillashtirish, xususan umum qabul qilingan xalqaro me'yor va standartlarga muvofiq bank faoliyatini tashkil etishning yanada yuqori darajaga chiqishini ta'minlash asosiy yo'nalishlaridan biri sifatida belgilangan.

Jumladan, bank nazorati bo'yicha Bazel qo'mitasining yangi tavsiyalariga (Bazel III standartlari) muvofiq, tijorat banklarida aktivlarining sifatini tasniflash va ular bo'yicha ehtimoliy yo'qotishlarga qarshi zaxiralar yaratish jarayoni yanada takomillashtirildi.

Markaziy bank tomonidan Jahon banki va Halqaro valyuta jamg'armasining halqaro ekspertlari bilan birgalikda respublika bank nazoratiga oid me'yoriy xujjatlarni xalqaro standartlar, shu jumladan bank nazorati bo'yicha Bazel qo'mitasining yangi tavsiyalari asosida takomillashtirish loyihasi asosida amalga oshirildi.

Ushbu loyiha doirasida ishlab chiqilgan “Tijorat banklarida aktivlar sifatini tasniflash va aktivlar bo'yicha ehtimoliy yo'qotishlarni qoplash uchun zaxiralar

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shakllantirish hamda ulardan foydalanish tartibi to'g'risida”gi Nizom O'zbekiston Respublikasi Markaziy banki Boshqaruvi 2015 yil 13 iyundagi 14/3-sonli qarori bilan tasdiqlangan O'zbekiston Respublikasi Adliya vazirligida 2015 yil 14 iyulda 2696-son bilan davlat ro'yxatiga olingan.

Mazkur nizomda aktivlarni tasniflash toifalarining nomlari jumladan, “yaxshi” kreditlar – “standart” kreditlarga, “standart” kreditlar – “substandart” kreditlarga, “substandart” kreditlar – “qoniqarsiz” kreditlarga o'zgartirilgan.

Banklar soliqlar va boshqa majburiy to'lovlar to'langandan so'ng qolgan foyda hisobidan ushbu nizom kuchga kirgan sanadan e'tiboran ajratilib, hisobot sanasiga “standart” sifatida tasniflangan kreditlar (aktivlar) qoldig'iga 1 foiz miqdorida zaxiralar tashkil qilinishi joriy qilindi.

Mazkur zaxira “Standart” deb tasniflangan kreditlarning bank kapitali tarkibida zaxiralar yaratiladi va bu bankning moliyaviy barqarorligini ta'minlashga xizmat qiladi.

Mazkur nizomda tijorat banklari tomonidan qorxonalarining qimmatli qog'ozlariga qilingan investitsiyalarini tasniflashning aniq omillari ko'rsatilgan. Jumladan,

oxirgi bir yil davomida tijorat bankiga daromad keltirmagan investitsiya – “qoniqarsiz” sifatida;

oxirgi ikki yil davomida tijorat bankiga daromad keltirmagan investitsiya – “shubhali” sifatida;

oxirgi uch yil davomida daromad olinmagan investitsiya sifati – “umidsiz” sifatida tasniflanadi.

Nizomda keltirilgan buxgalteriya o'tkazmalari amaldagi qonunchilikka muvofiqlashtirildi hamda ular to'ldirildi.

Yuqorida keltirilgan qoidalarning joriy qilinishi tijorat banklari tomonidan muddati o'tgan, sud jarayonidagi kreditlarni undirish va bank balansiga olingan mulklarni sotish bo'yicha choralarni yanada kuchaytiradi va banklarning moliyaviy barqarorligini oshirish imkoniyatini yaratadi, pirovardida tijorat banklarining omonatchilari va kreditorlarining manfaatlarini yanada himoya qilinishini ta'minlaydi.

Ushbu Nizom kuchga kirishi munosabati bilan Markaziy bankning “Aktivlar sifatini tasniflash, tijorat banklari tomonidan ular bo'yicha ehtimoliy yo'qotishlarni qoplash uchun zaxiralarni shakllantirish va undan foydalanish tartibi (ro'yxat raqami

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632, 11.02.1999 у.) va unga o'zgartirish va qo'shimchalar o'z kuchini yo'qotgan deb topish to'g'risida”gi Qarori o'rnatilgan tartibda Adliya vazirligidan 2015 yil 14 iyulda 632-3-sonli bilan ro'yxatdan o'tkazilgan.

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MEHNAT VA ISH HAQINI HISOBGA OLISHNING ASOSIY VAZIFALARI VA SHAKLLARI

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Annotatsiya: Ushbu maqolada mehnat haqi, ish haqi va ularning vazifalari, ish haqi shakllari, ta'rif setkasi va ta'rif stavkasi nima ekanligini ko'rib chiqamiz. Shu bilan birga razryadlar, asosiy va qo'shimcha ish haqi farqlarini o'rganamiz.

Kalit so'zlar: Mehnat haqi, mehnat resurslari, ish haqi, ishchi kuchi, ta'rif stavkasi, ta'rif setkasi, ishbay va vaqtbay ish haqi

BASIC DUTIES AND FORMS OF ACCOUNTING OF LABOR AND WAGE

Abstract: In this article, we will consider what are wages, wages and their tasks, wage forms, definition set and definition rate. At the same time, we will study the differences between discharges, basic and additional wages.

Key words: Wages, labor resources, wages, labor force, tariff rate, tariff rate, employee and overtime wages

ОСНОВНЫЕ ОБЯЗАННОСТИ И ФОРМЫ УЧЕТА ТРУДА И ЗАРАБОТНОЙ ЗАПЛАТЫ

Аннотация: В данной статье мы рассмотрим, что такое заработная плата, заработная плата и их задачи, формы оплаты труда, набор определений и ставка определения. Одновременно мы изучим различия между вычетами, основной и дополнительной заработной платой.

Ключевые слова: Заработная плата, трудовые ресурсы, заработная плата, рабочая сила, тарифная ставка, тарифная ставка, оплата труда работников и сверхурочной работы.

Kirish qism:

Korxonaning ishlab chiqarish-xo'jalik faoliyati jonli mehnatni iste'mol qilish bilan birga yuz beradi. Uning miqdori ishlagan kishi- soatlar bilan o'lchanadi.

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Mehnat jarayonida har bir xodimning bajargan ishi, tayyorlagan mahsuloti, iste'molchilarga ko'rsatgan xizmatlari uchun sarflangan mehnatiga haq to'lash miqdorini asoslash hamda aniqlashni tatbiq qiladigan o'zaro munosabatlar vujudga keladi.

Ishlab chiqarish faoliyatida markaziy o'rinni mehnat va uning natijalari egallaydi, chunki uning yordami bilan mahsulot yaratiladi. Bu holat mehnat munosabatlarini belgilaydiki, hech bir korxonada kerakli miqdordagi va tasnifdagi mehnat resurslarisiz o'z maqsadiga erisha olmaydi. Mehnat resurslari esa ishlaganliklari uchun mehnat haqi bilan ta'minlanadilar.

Har bir shaxsning mehnat huquqlarini himoya qilish kafolatlanadi, bu himoya mehnat to'g'risidagi qonunchilikka rioya qilinishini tekshiruvchi va nazorat qiluvchi organlar, shuningdek mehnat nizolarini ko'ruvchi organlar tomonidan amalga oshiriladi.

Asosiy qism:

Mehnat haqi - bu mehnatning bahosi yoki narxidir. Uning miqdori va dinamikasi bozor omillariga, birinchi navbatda esa unga bo'lgan talab va taklifga bog'liq.

Mehnat haqi - bu to'vaming puldagi ifodasi "ishchi kuchi" yoki "ishchi kuchining narxi". Uning miqdori ishlab chiqarish sharoiti hamda bozor omillari - talab va taklif, ya'ni bu omillar ta'sirida bozorda ishchi kuchi narxi va ish haqi o'rtasida tafovut yuzaga keladi (ish haqi haqiqiy narxidan oshishi yoki kamayishi mumkin).

Mehnat haqi - bu jamiyat kamida milliy daromadning ishchilar va xizmatchilar o'rtasida ular mehnatining miqdori va sifatiga muvofiq taqsimlanadigan hamda shaxsiy iste'moli maqsadlari uchun foydalaniladigan qismidir. O'zbekiston Respublikasida fuqarolarning mehnat qilish huquqi O'zbekiston Respublikasi Konstitutsiyasi bilan mustahkamlangan. Unga ko'ra, har bir shaxs mehnat qilish, erkin kasb tanlash, adolatli mehnat sharoitlarida ishlab va qonunda ko'rsatilgan tartibda ishsizlikdan himoyalani huquqiga egadir. Mehnat haqining miqdorini belgilash ish beruvchi bilan xodim o'rtasidagi kelishuvga binoan belgilanadi. Mehnat haqi qonun hujjatlari bilan belgilangan eng kam miqdordan oz bo'lishi mumkin emas va uning eng ko'p miqdori biron-bir tarzda cheklanmaydi. Mehnat va ish haqi hisobi - hisob ishlarining aniq va operativ ma'lumotlar talab qiluvchi eng muhim hamda qiyin sohalaridan biridir. Unda xodimlar sonining

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o'zgarishi ish vaqtining sarflanishi, mehnatga haq to'lash fondi, to'lov turlari va xodimlar toifa bo'yicha hamda mehnatga haq to'lash fondidan tashqari amalga oshiriladigan boshqa to'lovlar korxonaning har bir xodimi bilan hisob-kitoblar aks ettiriladi. Shu munosabat bilan korxonaning buxgalteriya xizmati oldida mehnat me'yori va uni haq to'lashni hisobga olish, nazorat qilish vazifalari ham belgilanadiki, bu esa:

- ishbay ishlovchilar va boshqa xodimlarning ish sifatini to'g'ri va o'z vaqtida hujjatlar bilan rasmiylashtirishni, shuningdek, ish haqini hisoblash va uni belgilangan muddatlarda to'lash;

- soliqlar va boshqa ish haqidan ushlanmalar qo'shilgan holda korxonada xodimlari bilan mehnatga haq to'lashga doir hisob - kitoblarni o'z vaqtida o'rnatilgan muddatlarda olib borish;

- hisoblangan mehnat haqi summasini va ijtimoiy sug'urta fondlariga ajratmalar summasini mahsulot tannarxiga to'g'ri hamda o'z vaqtida o'tkazish;

- operativ boshqarish va zaruriy hisobotlarni tuzish hamda ijtimoiy sug'urta fondlari bilan hisob - kitob qilish maqsadida mehnat va unga haq to'lash ko'rsatkichlarini tezkor yig'ish va guruhlash;

- ish haqidan byudjetga majburiy to'lovlarni, shuningdek, korxonaga yetkazilgan moddiy zararni ayrim tashkilotlar va jismoniy shaxslar foydasiga to'g'ri hamda o'z vaqtida ushlab qolish va o'tkazish;

- xodimlar sonini va ish vaqtidan foydalanishni nazorat qilishni ta'minlash;

- ish vaqtining to'g'ri sarflanishi ustidan nazorat olib borish;

- sarflangan mehnat yoki ishlab chiqarilgan mahsulotni tegishli hujjatlarda o'z vaqtida va to'g'ri aks ettirish;

Korxonada xodimlar bajaradigan vazifalariga ko'ra quyidagi guruhlarga bo'linadi:- ishchilar;- xizmatchilar.

Ishchilar tarkibiga moddiy ne'matlarni yaratish, tuzatish, yuklarni ko'chirish, yo'lovchilar tashish, moddiy xizmatlar ko'rsatish bilan bevosita band bo'lgan xodimlar kiradi.

Xizmatchilar tarkibiga rahbarlar, mutaxassislar va boshqa xodimlar kiradi. Boshqa xodimlar toifasiga hujjatlarni tayyorlash, rasmiylashtirish ishlarini olib boruvchi, xo'jalikka xizmat qiluvchi boshqa xodimlar (kassirlar, nazoratchilar, tabelchilar, ish yurituvchilar va hokazolar) kiradi.

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O'zbekiston Respublikasida mehnatga oid munosabatlar mehnat to'g'risidagi qonun hujjatlari, jamoa kelishuvlari, shuningdek jamoa shartnomalari va boshqa lokal normativ hujjatlar bilan tartibga solinadi. Ishga qabul qilishga o'n olti yoshdan yo'l qo'yiladi. Respublikamiz korxonalarida mehnatga haq to'lash tizimi tarifli va tarifsiz mehnatga haq to'lash tizimlari asosida shakllanadi.

Tarif tizimi - bu mehnatning murakkabligi va sharoitlaridan, ishlarni bajarishning tabiiy-iqlim sharoitlaridan, mehnatning tezkorlikligi hamda tavsifidan kelib chiqqan holda, mehnatga haq to'lashni tabaqalashtirishga yordam beradigan me'yorlar jamlamasidir. Mehnatga haq to'lashning tarif tizimini tashkil qiluvchi asosiy omil bo'lib quyidagilar hisoblanadi:

- tarif stavkasi va setkasi;
- tarif-malakay ma'lumotnomalari;

Tarif stavkasi - bu bir birlik ish vaqti uchun to'lanadigan mehnat haqi miqdorini pul shaklida ifodalanganidir. Odatda, tarif stavkasi birinchi razryad uchun belgilanib, qolgan razryadlar uchun esa birinchi razryad tarif stavkasini qolgan razryadlar tarif koeffitsiyentlariga ko'paytirish yo'li bilan aniqlanadi.

Tarif stavkasi — ish vaqti uchun to'lanadigan mehnat haqi miqdorini pul ko'rinishida ifodalanishidir.

Tarif setkasi - bu razryadlar va ularga tegishli bo'lgan tarif koeffitsiyentlari ko'rsatiladigan hujjatdir. Lavozim maoshi - bu xodim tomonidan to'liq ishlab berilgan oy uchun ish haqi miqdoridir. Odatda, lavozim maoshlari mehnati vaqtbay usulda to'lanadigan ishchilarga o'tatiladi. Xususiy tadbirkorlik byudjet sohasidan farqli o'laroq mustaqil ravishda mehnat haqining shakli va tizimini, mukofotlami, ustamalarni, qo'shimcha to'lovlarni va rag'batlantirish to'lovlarini mustaqil belgilashi mumkin. Davlat tarif stavkalari va okladlarini hodimlarning lavozimi, malakasi va ular bajaradigan ishning murakkabligidan kelib chiqib mehnatga haq to'lashni tabaqalashtirishda baza sifatida foydalanish mumkin. Korxonalar mehnatga haq to'lash shakllari va tizimini mustaqil belgilaydilar.

Mehnat haqining ishbay shaklida ish haqi haqiqatda bajarilgan ish uchun yoki bir birlik ishga belgilangan amaldagi narxlarda yaratilgan mahsulot miqdoridan kelib chiqib hisoblanadi. Mehnatni tashkil etish yo'llaridan kelib chiqib ishbay ish haqi yakka tartibda va jamoat turlariga bo'linadi. Yakka tartibdagi ishbay ish haqi shaklida ishchining mukofoti o'zi yaratgan mahsulot miqdori, uning sifati va ishbay narxlarga to'liq bog'liq bo'ladi.

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Bozor iqtisodiyoti sharoitida korxonalar mehnatga haq to'lash shakllari, tizimlari, miqdorlarini mustaqil belgilaydilar. Ayni vaqtda korxonalar mehnatga haq to'lashning qonun bilan kafolatlangan eng kam miqdorini ta'minlashi lozim. Ish haqi mehnat uchun to'lanadigan haqning hamma turlarini, shu jumladan, mablag' bilan ta'minlash manbaidan qat'iy nazar, pul yoki natura shaklida hisoblangan har xil mukofotlarni, qo'shimcha haqlarni, ustama haqni va ijtimoiy imtiyozlarni, shuningdek, xodimga ishlanmagan vaqt uchun to'lanadigan haqlarni (ta'til haqi, bayram kunlari va hokazolar uchun) o'z ichiga oladi. Ish haqi o'z tarkibiga ko'ra ikkiga bo'linadi:

- asosiy ish haqi;
- qo'shimcha ish haqi.

Asosiy ish haqi ishchi va xodimlarning ishlagan vaqtlari uchun to'lanadigan haq bo'lib, uning tarkibiga quyidagilar kiradi:

- tarif stavkalari va maoshlar, ishbay narxlar uchun to'lanadigan haq;
- ishchilarning aybi bo'lmagan va bekor turib qolishlar uchun to'lanadigan haq;
- tunda ishlaganlik uchun qo'shimcha haq;
- akkord usulida to'lanadigan haq;
- ish haqi fondidan to'lanadigan mukofotlar;
- dam olish kunlari, bayram kunlari, ish vaqtidan tashqari soatlarda ishlaganlik uchun odatdagi ish shart-sharoitidan chetga chiqqanlik va boshqalar uchun ishchilarga yuqori narxlar bo'yicha to'lanadigan qo'shimcha haq.

Qo'shimcha ish haqi xodimlarning ishlamagan vaqtlari uchun to'lanadigan haq bo'lib, uning tarkibiga quyidagilar kiradi:

- ta'tillarga to'lanadigan asosiy va qo'shimcha haq;
- o'smirlarga imtiyozli soatlar uchun to'lanadigan haq;
- davlat va jamoat burchlarini bajarganlik uchun to'lanadigan haq;
- tekinga beriladigan kvartiralar, kommunal xizmatlar va boshqalar qiymati.

Hozirgi sharoitda ishchi va xodimlarga to'lanadigan ish haqi shakllari ham rang barangdir.

To'g'ri ishbay shaklida ish haqi belgilangan ishbay narxlarga muvofiq haqiqatdan bajarilgan ish (mahsulot tayyorlash) bo'yicha aniqlanadi. Masalan, ishchi bir oyda 110 ta mahsulotni bitkazdi. Har bir mahsulotga 10000 so'm narx

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belgilangan. Mehnatga haq to'Mashning oddiy ishbay shaklida ish haqi belgilangan ishbay narxlarga muvofiq haqiqatdan bajarilgan ish bo'yicha aniqlanadi. O'z navbatida, ishchining oylik ish haqi 1100000 so'mni (110x10000) tashkil etadi.

Mehnatga haq to'lashning ishbay — mukofot shaklida ish haqini hisoblashda oddiy ishbay narxlardan tashqari belgilangan ko'rsatkichlami bajarganligi yoki ortig'i bilan bajarganligi uchun qo'shimcha ravishda mukofot hisoblanadi

Ishbay - progressiv shaklda mehnatga haq to'lash belgilangan normalar doirasida oddiy ishbay narxlarda hisob - kitob qilinadi, normadan ortiqcha qismiga oshirilgan narxlarda hisob - kitob qilinadi. Masalan, dastlabki normani 1-10% ga ortiqcha bajarilishi ishbay narxlar 20% ga oshiriladi, ortiqcha bajarilish 10-30% ni tashkil etsa narxlar 30% ga oshiriladi

Akkord - barcha ishlami bajarish muddati va summasini umumlashtirib ulami kompleks baholash. Jamoa ishbay shaklida butun brigada ish haqi miqdori haqiqatda bajarilgan ishni hisobga olgan holda va uning narxidan kelib chiqib aniqlanadi hamda har bir ishchiga to'lov esa butun brigada tomonidan yaratilgan mahsulot hajmi va umumiy ish hajmida mehnatining miqdori va sifatiga bog'liq bo'ladi. Egri ishbay shakli odatda yordamchi ishlami bajaruvchi ishchilarning ish haqi miqdorini hisoblashda qo'llaniladi: ish natijalari asosiy ishlab chiqarish mehnati samaradorligiga ta'sir ko'rsatuvchi texnologik uskunani sozlovchi, ta'mirlovchi, yordamchi master va boshqalar.

Vaqtbay ish haqida ishchining ish haqi uning haqiqatda ishlagan vaqti hamda lavozim okladi (tarif stavkasi)dan kelib chiqib belgilanadi. Belgilangan oyda ish barcha ish kunlarida to'liq ishlasa ish haqi to'liq to'lanadi. Shuningdek mehnat haqi oyda to'liq ishlagan kunlari uchun mehnatga haq to'Mashning Yagona tarif setkasining 1-razryadidan kam bodmasligi kerak. O'z navbatida, mehnatga haq to'Mashning vaqtbay shakli oddiy-vaqtbay va vaqtbay-mukofot tizimlariga bominadi.

Oddiy vaqtbay shaklida mehnat haqi hisobini yuritishda tarif stavkasi yoki shtat jadvaliga asosan mansab maoshlari asos qilib olinadi. Oddiy vaqtbay usuli ishchining bevosita ishlagan vaqt^ miqdoriga bog'liq.

Ish haqi miqdori soatbay (kunbay) mehnat haqi stavkasini haqiqatda ishlagan soatlarga (kunlarga) ko'paytirish yo'li bilan aniqlanadi. Mehnatga haq to'lashning vaqtbay - mukofot shaklida tarif stavkaga asosan beriladigan ish haqidan tashqari, korxonada ishlab chiqilgan mukofotlash to'g'risidagi nizomga, jamoat shartnomasiga

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yoki korxonah rahbari buyrug'iga asosan miqdor va sifat ko'rsatkichlarini bajarganligi uchun qo'shimcha ravishda mukofot berish ko'zda tutiladi.

Asosiy ish haqi, bu ishchining ishlagan vaqti, bajargan ishining miqdori va sifatiga asosan hisoblangan ish haqidir: ishbay ishlagani uchun hisoblangan ish haqi, tarif stavkalari, okladlar, mukofotlar, asosiy ish vaqtidan tashqari ishlagan ish vaqtiga hisoblangan qo'shimcha ish haqi, ishchi aybiga bog'liq bo'lmagan holda turib qolishlarga hisoblangan ish haqi. Qo'shimcha ish haqi, bu mehnat qonunchiligida ko'zda tutilgan ishchining ishlamagan ish vaqti uchun hisoblangan ish haqidir. Bunga ishchining mehnat ta'tili uchun hisoblangan ish haqi, yosh bolalar onalar bolalarini boqish uchun berilgan vaqt uchun hisoblangan ish haqi, voyaga yetmaganlar uchun imtiyozli ish vaqti uchun hisoblangan ish haqi, ishdan bo'sh shashi munosabati bilan hisoblangan nafaqa va boshqalar.

Xulosa:

Maxsulot va daromadlarni taqsimlash har doim bir hil bo'lmay, balki shu davrda amal qilib turgan iqtisodiy munosabatlar tizimiga, jumladan mulkchilik munosabatlariga bog'liq bo'ladi. Yaratilgan yalpi ichki mahsulotning uning ishlab chiqaruvchilari o'rtasida mehnatning miqdori, sifati va unumdorligiga qarab taqsimlanadigan qismi ish haqi deb yuritiladi. Ish haqining asosiy vazifasi ishchi va xizmatchilarning hayot va mehnat sharoitini yaxshilash boshqacha qilib aytganda, mehnat me'yori bilan iste'mol me'yori o'rtasidagi bog'liqlikni ta'minlashdan iborat. Ish xaqini tashkil etishda uning ikkita asosiy shakli: ishbay va vaqtbay shakllari farqlanadi. Vaqtbay ish xaqi xodimning ish malakasi, mehnat sifati va ishlagan ish vaqtiga qarab to'lanadigan ish haqidir. Ishbay ish xaqi ishchining ishlab chiqarilgan maxsulot miqdori yoki bajargan ishiga qarab beriladigan ish haqidir. Xaq to'lash shakllarining aniq mehnat sharoitlarini hisobga oladigan turlari ish xaqining tizimini tashkil qiladi. Hozirgi kunda O'zbekiston Respublikasida qulay mehnat sharoitlarini yaratish, yangi ish o'rinlarini ochish, mehnatga haq to'lashni takomillashtirish yuzasidan keng ko'lamli ishlar olib borilmoqda.

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ХОЖА АХРОР ВАЛИЙ ТАСАВВУФИЙ Г'ОЙАЛАРИ ВАТАН РАВНАҚИ ҲО'ЛИДА

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Annotatsiya: Maqolada Xoja Ubaydullox Ahror Valiyning jamiyatda tarbiya va ma'naviyatning shakllanishida o'ziga xos o'rinlarining qanday muhimligi e'tirof etiladi. Bu maqola asosida, Xo'ja Ahror Valiyning ma'naviy merosi, uning jamiyat faoliyatidagi o'rni va bugungi kun uchun ahamiyati tahlil qilinadi.

Kalit so'zlar: darvish, Xo'ja Ahror Valiy, Navoiy, ma'naviy meros, Abulqosim Bobur, tariqat, tasavvuf.

MYSTICAL IDEAS OF KHOJA AKHRAR VALI ON THE PATH OF COUNTRY DEVELOPMENT

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Abstract: The article recognizes the importance of Khoja Ubaidullah Akhror Vali in the formation of education and spirituality in society. Based on this article, the spiritual heritage of Khoja Akhror Vali, his place in society and its significance today are analyzed.

Key words: dervish, Khoja Akhror Vali, Navoi, spiritual heritage, Abul Kasim Babur, sect, Sufism.

МИСТИЧЕСКИЕ ИДЕИ ХОДЖИ АХРАРА ВАЛИ НА ПУТИ РАЗВИТИЯ СТРАНЫ

Аннотация: В статье признается значение Ходжи Убайдуллы Ахрора Вали в формировании образования и духовности в обществе. На основе данной статьи анализируется духовное наследие Ходжи Ахрора Вали, его место в обществе и его значение на сегодняшний день.

Ключевые слова: дервиш, Ходжа Ахрор Вали, Навои, духовное наследие, Абул Касим Бабур, секта, суфизм.

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Xoja Ahror tariximizning XV asrida Movarounnahr va Xurosonda Temuriylar sulolasi hukmronlik qilgan davrda yashadi. Xoja Ahror Amir Temur umrining so'ngida dunyoga kelib, uning hayoti Movarounnahrda Xalil sulton, Mirzo Ulug'bek, Abdullatif, Mirzo Abdullo, Sulton Abu Sa'id, Sulton Ahmad, Xurosonda esa Shohrux, Abulqosim Bobur, Sulton Abu Sa'id va Husayn Boyqaro hukmronliklari davriga to'g'ri keladi. Bu davrda Samarqand markazligida Movarounnahrda ham, Hirot markazligidagi Xurosonda ham ma'lum vaqtda toju taxt uchun kurashlar davom etgan bo'lsada, ilm va madaniyatning, hunarmandchilik va tijoratning rivojlangan paytiga mos keladi. Xuddi shu davrda jahon ilmi va madaniyati xazinasiga katta hissa bo'lib qo'shilgan ilmiyadabiy obidalarni va me'moriy yodgorliklarni yaratishda Amir Temur va Mirzo Ulug'beklarning, Alisher Navoiy va Abdurahmon Jomiylarning, Kamoliddin Behzod va Sulton Ali Mashhadiylarning, Mirxond va Xondamirlarning, Ali Qushchi va Qozizoda Rumiylarning xizmatlari alohida ahamiyat kasb etdi. Xuddi shu davrda Sharq falsafasidagi tasavvufning naqshbandiya tariqati bu o'lkalarda katta e'tibor qozondi va ijtimoiy guruhlarining barcha tabaqalari orasida keng yoyildi. Bu hodisaning sababini shu bilan izohlash lozimki, o'sha davrdagi zulm va adolatsizlikka nisbatan qarshi kurash Movarounnahr va Xurosonda naqshbandiya tariqatining yoyilishiga va uning mashhur namoyandalaridan Sa'diddin Qoshg'ariy, Xoja Ahrori Vali va Abdurahmon Jomiylarning yetishib chiqishlariga bois bo'ldi.

Barchaga ma'lum-u mashhur olim-u fozil, din va tariqat peshvosi, mutafakkir zot Xoja Ahror 1404-yilda hozirgi Toshkent viloyatining Bo'stonliq tumanidagi Bog'iston qishlog'ida tavvalud topgan. Xoja Ahror taxalluslari bo'lib, asl ismlari Xoja Ubaydulloh ibn Xoja Mahmud ibn Xoja Shahobiddin Shoshiy bo'lgan. Otasi shayx Xoja Mahmud naqshbandiyaning xojagon sulukida bo'lgan, tijorat va ziroat ishlari bilan shug'ullangan. Shayx Xovandi Tohur ona tomondan uning bobosidir. Xoja Ahrorning bolalik va yoshlik davri Toshkentda o'tgan. Toshkent va Samarqand madrasalarida tahsil olgan. U tasavvuf ilmiga qiziqadi, shu maqsadda Hirotga borib Shayx Bahouddin Umar, Shayx Zayniddin Xavofiy kabi taniqli mutasavviflar suhbatida bo'ldi. Bahouddin Naqshbandniig shogirdi shayx Yoqub Charxiydan naqshbandiya tariqati asoslarini o'rgandi. U Yoqub Charxiydan irshod huquqini olib, murshidi komillik maqomiga yetgach, Toshkent, Turkiston atroflarida shuhrat topa boshlaydi. Naqshbandiya ta'limotining davomchisi sifatida ulamolar o'rtasida

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katta obro‘ orttirdi va "valiy" ("avliyo") sifatida tanilib "Ahror" ("Hur", "Ozod") nomiga ega bo‘ldi.

Naqshbandiya tariqati piri komili, oshiq va orif zot — hazrati Xoja Ubaydullox Ahror: “Agar biz shayxlik da’vo qilsak edik, dunyoda boshqa shayxlarga murid qolmas edi. Lekin Alloh taolo menga boshqa vazifani yukladi, Mening zimmamga musulmonlarni zulmdan ozod qilish vazifasi yuklandi”, - deb lutf qilganlar. Bu e’tirof Hazratning Samarqanddagi maqbaralari lavhida yozib qo‘yilgan. Amir Alisher Navoiy Xoja Ubaydulloh Ahrorni ta’riflab: Ular Toshkentda tug‘ilganlar. Og‘alari darvish, (ya’ni, ahli tariqat, ahli hol, g‘oya tashuvchi pok, ma’rifatli oshiq) kishi bo‘lganlar. Ona tarafidan esa u zot Toshkent viloyatida mutaayyin shayx bo‘lmish Shayxi Taxurga borib yetadilar. Va o‘zlarida bu tasavvuf ishining bahrasi bolalik chog‘laridan bor edi, — deydilar (“Nasoim ul-muurbbat”). Yana Alisher Navoiy “Hayrat-ul abror” dostonining “Uchinchi hayrati”da u zot haqlarida: Ulki bu ofoq ichida toq erur, Toq nekim, murshidi ofoq erur, — ya’ni, "U kishi dunyo ichida toqdir — yagonadir, toq nima bo‘libdi, u zot dunyoning murshidi — ma’naviy yo‘lboshchisidir", — deydilar. " Bu past dunyo u zotning dargohida tuproq supuruvchi, balki peshonasi bilan xoshok supuruvchidir" deb kamtar insonning ta’rifini keltirganlar.

Xoja Ubaydulloh Ahror Valiy hazratlari hayotlari davomida insonlarni faqat go‘zal xulq atvor egasi bo‘lish orqali chin musulmon bo‘lishga chorlab, hurhikmat so‘zlarni bizgacha meros bo‘lib qolgan asarlarda ta’kidlab bayon etganlar. Jumladan:

“Zikr tesha yanglig‘dirkim, uning bilan xavotirning tikanlarini kungilning yo‘lidin chopib olurlar”.

“Ish uldirkim, zikrda istig‘roq bo‘lsin, shu holatdagi, unga na jannatning zavqi kirsin va na do‘zaxning xavfi. Uyqu va bedorlik, unga barobar bo‘lur. Bu buzrugvorlarning atroflarida yurmoq uchun shaytonga imkon bo‘lmas».

“Agar suhbatda sukut etmoq haq subhanaxudan ogoh bo‘lmoqning hifzi (himoyasi) uchun bo‘lsa va lagv aytilmasin degan mulohaza uchun bo‘lsa, u suhbat jannatdir. “Lo yasma’una fiyxa lagvan” (“Unda (jannatda) behuda, bema’ni so‘z eshitmaslar” (Naba’ surasi, 35-oyat) oyati karimasida ishorat ana shunday suhbatga taalluqlidir. Ko‘ngli mahbubi haqiqiyga giriftor bo‘lgan odamlarning ko‘ngillari hamma holda ul Hazrat (Alloh taolo) bilan mukolama va munojot (suzlashuv va iltijo) maqomida bo‘lur”.

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“Ibodot ul narsadan iboratdirki, amrlarga (shariat buyruqlariga) amal etib, navoxiydan (qaytarilgan narsalardan) ijtinob koʻrguzsalar (qaytsalar). Ubodat (bandalik) Haq subhanaxuning janobiga tavajjuh va iqbol koʻrguzmoqdan iboratdir”.

“Baʼzi kitoblarda ibodat va ubodat orasida shundoq farq etibdurlarkim, ibodat shariat mujibiga koʻra, bandalik vazifalarini ado qilmoqdir, ubodat esa koʻngilning taʼzim sifati bilan huzur va ogohlidir”.

“Shariat bor, tariqat bor, haqiqat bor. Shariat hukmlarni zohirga (tashqi feʼlga) joriy etmoq, tariqat botinning jamʼiyatida taammul va takalluf etmoq haqiqat shu jamʼiyatida (ichki olamda) rusuhdir (mahkam, mustahkam boʻlmoqdir)”.

Xoja Ubaydulloh Ahror Valiy hazratlari oʻz zamonasining tinch totuv hamda xalqi farovon yashashi uchun ham koʻp mehnat qilgan, harakat qilgan diniy va siyosiy taʼsirga ega boʻlgan komil inson sifatida gavdalangan. Ul zot dil ahlining yoʻldoshi, maʼno ahlining sirdoshi, ixlos va muhabbat ahlining madadkori va maʼnaviy najotkori sifatida namoyon boʻlganlar. Sultonlar u zotning dargohiga bosh urganlar. U zotga yuzlanmagan hukmdor deyarli yoʻq edi. U zot sultonlarning shayxi, shayxlarning sultonidirlar. Hazratning siyosiy hayotdagi taʼsiri juda kuchli boʻlganligi koʻpgina oʻsha davr manbalari va zamondoshlari tomonidan zikr etilgani maʼlumdir.

Chunonchi, “Nasoim ul-muhabbat”da Navoiy aytadilar: Movarounnahr sultonlari oʻzlarini ularning muridzodalari va hukmining mahkumi tutar edilar. Yoʻk, faqat Movarounnahr sultonlari emas, balki Xuroson va Iroq va Ozarbayjon, hattoki, bir tomondan Rum va Misrgacha va bir tomondan Xitoy va Hindgacha — barcha mamlakatlar va sultonlar Oʻzlarini Xoja hukmining mahkumi va farmonining maʼmuri tutar edilar, — deydilar.

Yana “Hayrat ul-abror”da aytadilar:

Yuz kuyubon kullutra shoxlar,
Bazmida behud oʻlub ogohlar,
Xizmatida har kishi ogoh oʻlub,
Garchi gado, maʼni bila shoh oʻlub...

Yaʼni, "Shohlar u zotning qullugʻiga yuzlarini qoʻiib, yer ular, maʼrifat va maʼno bazmida esa ogohlar, hushyorlar bexud-behush boʻlurlar. Xizmatida har kishi ogoh - hushyor boʻlib, garchi oʻzi gado boʻlsa ham, maʼno olamida shoh boʻlur". Yana aytadilar: "U zot jahon mulki ekinzorining dehqoni, yoʻq balki jahon

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mulkinging nigohboni, qo'rikchisidir. Yo'q butun mamlakatlarga nigohbondirlar, barcha sultonlar ustida sultondirlar".

Lutf-iltifot qilgan chog'larida faqat shohga emas, balki gadoga ham toj bag'ishlab, uni ma'naviy podshoh qilib yuboradilar:

Yana bir muhim xislatlari shuki, u zot xalqqa Haq so'zini aytganlarida oldilarida shohu gado barobar ekanligidir. Hazratning Movorounnahr va Xurosonning siyosiy hayotiga ta'siri qay darajada ekanligini quyidagi tarixiy voqea bilan ham anglash qiyin emas. Ma'lumki, Xuroson hokimi Sulton Abulqosim Bobur 1454 yilda Abu Sa'id mirzo hukmronlik qilayotgan Samarqandga yurish qildi. Shu voqea bilan bog'liq bo'lgan ayrim lavhalar Muhammad Qozi tomonidan Keltirilganki, ular bir tomondan, Xoja Ubaydullohning mavqeyini tushinishda, ikkinchi tomondan esa, Abulqosim Boburga tegishli ba'zi masalalarni oydinlashtirishda ko'maklashadi. Ulardan biri quyidagicha: Ayturlarkim, Abulqosim Bobur Mirzo Samarqandni qamal qilgan vaqtda Xoja Abu Nasr Porso hazratlari Balxda ekanlar. Bir kuni Balxda "Abulqosim Bobur Samarqandni egallabdi" degan gap tarqalibdi. Xoja Abdulmalik iztirob bilan Xoja Abu Nasr huzuriga kelib, "Mirzo Bobur Samarqandni olibdi" dedi. Xoja Abu Nasr bunga e'tibor bermabdi. Xoja Abdulmalik esa bu gapni bir necha marta takrorlabdi. Bu vaqtda Xoja Abu Nasr tahorat qilib, qo'llarini yuvayotgan ekanlar. Xoja Abdulmalik haddan tashqari mubolag'a qilavergach, Xoja Abu Nasr aytibdilarki, shunday ovoza qilibdilarmi, deb qo'llarini uzatib, mana, Bobur Samarqandni olar ekan?! Samarqandning egasi bor, uning ijozatisiz va roziligisiz hech kim Samarqandni ololmaydi. Xoja Abdulmalik «Samarqandning egasi kim» deb so'rabdi. Xoja Abu Nasr aytibdilar: Xoja Ubaydulloh hazratlari... Bir kecha fursat o'tgach, Boburning Samarqandni olgani haqidagi ovozaning yolg'onligi ma'lum bo'libdi.

Mana bu hikoya ham qiziq: Abdulqosim Bobur ikki yuz ming lashkar bilan Samarqandga yo'l olgach, bu xabarni eshitgan Sulton Abu Sa'id mirzo Xoja Ubaydulloh hazratlari huzuriga kelib, Men mirzo Boburga qarshi kurasha olish quvvatiga ega emasmen, nima qilmoq kerak, debdi. Xoja hazratlari unga tasalli beribdilar. Mirzo Bobur lashkarlari Amudaryodan o'tgach, Sulton Abu Sa'id mirzoning amirlari Turkistonga chekinib, u yerni mustahkamlash kerak, degan maslahatga kelibdilar va safar asboblarini tayyorlay boshlabdilar. Bundan voqif bo'lgan Xoja hazratlari darrov kelib, tuyalarga ortilgan yuklarni tushirishni aytib, mirzo Sulton Abu Sa'idga murojaat qilib, «qayerga bormoqchisiz? Hyech qayerga

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borishning hojati yo'q, mushkul shu yerda oson bo'ladi. Men sizning himoyangizni o'z zimmamga olganman. Garchi ba'zi amirlaringiz Xoja hazratlari bizni o'linga boshlayapti, deb aytgan bo'lsalar-da, Siz bunga ishonmang» debdilar. Sulton Abu Sa'idning Xoja hazratlariga e'tiqodi kuchli bo'lganligi sababli hech kimning gapiga quloq solmadi va hech qayerga otlanmadi. Mirzo Boburning amirlari «Sulton bizga qarshi turishga dosh berolmay, Samarqandni bizga qoldirib ketadi» degan xayolda ekanlar. Ammo Sulton Abu Sa'id qal'ani mustahkamlab, urushga shaylanibdi. Mirzo Bobur Samarqand qal'asiga yaqinlashibdi. Uning ilg'ori Xalil hindu boshchiligida Namozgoh yaqinida shahardan chiqqan ozgina kishilar bilan urushibdi. Bu urushda Xalil hindu asir tushibdi. Mirzo Bobur Samarqandning qadimiy histori-qal'asi (hozirgi Afrosiyob)da o'rinishibdi. Uning askarlari oziq-ovqat izlab, atrofga borganlarida aholi ularni tutib, quloq va burunlarini kesadilar. Shunday qilib, mirzo Bobur askarlaridan ko'pi quloq va burunsiz bo'lib qoladi. Mirzo Bobur lashkarining ahvoli nihoyatda og'ir bo'libdi. Bu orada ularning otlari ham kasallikka uchrab o'libdi. O'liklarning hididan ham ahvol og'irlashibdi. Nihoyat mirzo Bobur Mavlono Muhammad Muammoiyni hazrati Xoja Ubaydulloh huzuriga yuborib, sulh tuzishni taklif qilibdi. Mavlono Muhammad Muammoiy Xoja Ubaydulloh bilan muloqot vaqtida qiziq gaplarni aytibdi: bizning mirzomiz (Bobur mirzo) olihimmat kishidir, qayerga borsa, uni olmay qo'ymaslar... Hazrati Xoja ayturdilarki, Men bu gapning javobida shunday dedim: agar mirzo Boburning bobosi Shohrux mirzoga nisbat bo'lgan hurmatim bo'lmaganda edi, chunki men mirzo Shohrux vaqtida Hirotda bo'lganimda ko'pgina farog'atlar ko'rgan edim, masala boshqacharoq hal bo'lishi mumkin edi. Xulosa, sulh tuzishga rozi bo'libdilar. Ushbu tarixiy voqea sabog'i shundaki Xo'ja Ahror Vali hazratlari o'z xulqi, buyuk tariqatning davomchisi hamda diniy siyosiy ta'sirga ega alloma sifatida Vatanimizning XV asrdagi tarqqiyotida ham tariqat vakili, ham diplomat sifatida o'ziga xos muhim o'rin tutganligini ko'rsatadi. Xulosa o'rnida Xoja Ubaydulloh Ahror Valiy naqshbandiya tariqatining eng buyuk murshidlaridan biri sifatida asosiy xizmati naqshbandiya silsilasining islom olamidagi eng ulug' silsilalardan biriga aylanishidagi xizmatidir.

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Researchbib Impact factor: 13.14/2024

SJIF 2024 = 5.444

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РУССКИЙ ЯЗЫК КАК УСЛОВИЕ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ СТУДЕНТОВ-МЕДИКОВ В ВУЗАХ УЗБЕКИСТАНА

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АННОТАЦИЯ:

В написанной статье дается информация о важности русского языка в Медицинском институте Узбекистана, указывается на слабость преподавания русского языка, а также даются рекомендации.

Ключевые слова: лексико-семантическая система, разноструктурные языки, взаимодействие языков, специфические особенности, лингвистические средства, семантика.

RUSSIAN LANGUAGE AS A CONDITION OF PROFESSIONAL TRAINING OF MEDICAL STUDENTS IN UNIVERSITIES OF UZBEKISTAN

ABSTRACT:

The written article provides information about the importance of the Russian language in the Medical Institute of Uzbekistan, points out the weakness of teaching the Russian language, and also gives recommendations.

Keywords: lexical-semantic system, languages of different structures, interaction of languages, specific features, linguistic means, semantics.

Русский язык один из индоевропейских языков, родственный многим славянским языкам. Многие слова русского языка вошли в языки народов мира без перевода. Эти заимствования из русского языка или через него наблюдались с давних пор. Еще в XVI-XVII веках европейцы через русский язык узнали такие слова, как кремль, царь, боярин, казак, кафтан, изба, верста, балалайка, копейка, блин, квас и др. Позднее в Европе распространились слова декабрист, самовар, сарафан, частушка и др. Как свидетельство внимания к изменениям в общественно-политической жизни России в языки народов мира вошли такие слова, как перестройка, гласность и др. Богатство русского языка

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и созданной на нем литературы вызывает интерес к этому языку во всем мире. Его изучают не только студенты, школьники, но и взрослые люди. Русский язык играет значимую роль в профессиональной подготовке студентов-медиков в вузах Узбекистана по нескольким причинам:

1. Доступ к научной литературе: Многочисленные медицинские труды и исследования написаны на русском языке. Для студентов важно иметь возможность читать и анализировать эти источники, чтобы быть в курсе последних достижений и методик в медицине.

2. Образовательные программы: Многие медицинские программы и учебные материалы в Узбекистане исторически написаны и преподаются на русском языке. Это включает учебники, лекции и практические занятия.

3. Международное сотрудничество: Узбекистан имеет тесные связи с медицинскими учреждениями и университетами в странах СНГ, где русский язык является основным языком общения. Знание русского языка помогает студентам участвовать в международных конференциях, обменных программах и стажировках.

4. Практика и стажировки: В некоторых регионах Узбекистана русский язык широко используется в медицинской практике. Это важно для студентов, так как они должны уметь общаться с пациентами и коллегами на русском языке.

5. Карьерные возможности: Выпускники, владеющие русским языком, имеют больше возможностей для трудоустройства как в Узбекистане, так и за его пределами, в том числе в России и других странах СНГ.

Таким образом, владение русским языком является важным компонентом профессиональной подготовки будущих медиков, расширяя их образовательные и карьерные перспективы, коммуникативные задания, система упражнений по развитию речи профессиональной направленности), который подается на ситуативно-профессиональной основе.

Узбекистан-страна Многоязычная, много культурная многонациональная И русский язык здесь это язык общения и всей социально-политической и культурной жизни полиэтнического, но единого узбекского народа неопределима роль русского языка в сплочении этой уникальной общности людей и в формировании культурно-эстетического и нравственного скала личности Узбекистана государственному языку во многом осложняется

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возрастными, психологическими, организационными факторами, несмотря на то, что его подавляющее большинство положительно отнеслось к необходимости изучения государственного языка. Пока еще недостаточно эффективно действуют организованные курсы по изучению государственного языка, остро ощущается дефицит учебников и учебных пособий, квалифицированных преподавателей.

Лучше поставлено обучение в вузах республики, где уже ранее имелась база для этого в учебно-методическом, кадровом и организационном отношениях. Это видно на примере Узбекистанского госуниверситета, медуниверситета и других вузов, однако и здесь предстоит большая работа по повышению эффективности процесса обучения. В настоящее время в Узбекистане русский язык функционирует как средство общения, необходим для реализации межгосударственных связей на различных уровнях. В пределах республики он функционирует во взаимосвязи с государственным языком на условии равноправного сосуществования, что юридически закреплено. Языковая практика строится на принципах: "равноправное развитие языков всех наций и народностей; исключение каких бы то ни было привилегий одному из языков; важность владения в условиях многонационального государства языком межнационального общения" (Шанский, 1989, с. 3).

Современная концепция места и роли русского языка была выработана в результате дискуссии, проведенной в АН РФ в 1989 году (отделение литературы и языка). В выступлениях крупнейших социолингвистов рассматривались важнейшие аспекты сложившейся языковой ситуации и перспектив развития двуязычия. "Значение русского языка. будет и впредь определяться тем, насколько он будет необходим как средство межнационального общения" (Национально-языковые отношения в СССР, 1989, 13). На негативных факторах в языковом строительстве заострили внимание: В.Н. Солнцев, отметивший отрицательную роль лозунга о втором родном языке: "родным языком может быть лишь один язык - язык того народа, к которому принадлежит данный человек"; О.Н. Трубачев, поставивший вопрос "о языковой и этнокультурной экологии" в связи с тезисом об "интернационализации", навязываемом сверху; М.И. Исаев, указавший на попытки решения национально-языковых проблем посредством

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"некомпетентной крикливости и митинговой демократии"; Р.И. Хашимов, остановившийся на попытках "навязывания какого-то одного языка, невзирая на потребности и желания всего населения" того или иного административно-территориального объединения (см. тот же сборник, доклады названных авторов). В процессе дискуссий были предложены и определены пути и средства решения языковых проблем и, в частности, проблемы двуязычия, обучение второму языку на прогнозируемом уровне. На необходимость социально-ориентированного обучения средствами идеографического описания языка и использования идеографического словаря-минимума в школах и вузах на основе тематического принципа указала В.Ю. Михальченко, это, по ее мнению, "представляется весьма перспективным путем повышения эффективности обучения второму языку." (там же, с. 130).

Разработка проблем двуязычия нашла свое отражение в работах Ю.Д. Дешериева, И.Ф. Протченко, М.И. Исаева, В.Г. Костомарова, Е.М. Верещагина и др., где рассматриваются лингвистические, психолингвистические и методические аспекты двуязычия. Проблеме русского-узбекского двуязычия посвящено монографическое исследование, на широком историческом фоне в нем рассмотрены условия возникновения, становления и развития русского-узбекского двуязычия на основе научного анализа социальных, этнических, демографических факторов, экономического и культурного строительства в республике.

Сказанное позволяет сделать вывод: в современном языкознании, социолингвистике и лингводидактике проблема двуязычия получила достаточно глубокую теоретическую разработку, научное обоснование основных ее аспектов. В частности, разработаны вопросы взаимодействия лексико-грамматических систем изучаемых языков, взаимопроникновения лексических единиц и взаимообогащение каждого из них, положительного и отрицательного влияния межъязыковой интерференции, сильных и слабых сторон сравнительно-сопоставительного и переводного методов, а также более частные вопросы, связанные с практикой обучения. На этой основе создается методическая база, вырабатывается система средств обучения.

Русский язык с его мировым престижем (он является одним из официальных языков ООН, наряду с английским, французским, испанским, китайским, арабским) в настоящее время выполняет функцию языка-

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посредника, что объективно необходимо для общения. Свои активные позиции он прочно удерживает и сегодня. И не только потому, что это язык крупнейшей нации и культуры мирового значения, но и потому, что исторически сложилась языковая ситуация, в которой русский язык выполнял функцию приобщения многих народов к мировой цивилизации и культуре, к достижениям научно-технического прогресса. Эту функцию он продолжает выполнять.

Языковые традиции устойчивы, и русский язык в этом смысле не составляет исключения. Выполняя функцию общения, он не ограничивается ею, а по-прежнему обеспечивает надежные контакты с мировой цивилизацией, предоставляя народам возможность получения самой разнообразной информации. Русский язык обеспечивает многим народам единство с мировым сообществом. Повышенный интерес к изучению русского языка проявляется как устойчивая и прогрессирующая тенденция во многих странах всех континентов. По данным VII конгресса МАПРЯЛ, прошедшего в Москве в августе 1990 года, русский язык изучается в более чем 120 странах мира. Он рассматривается в контексте мировой культуры и прогресса как одно из действенных средств многосторонней коммуникации в различных сферах человеческих взаимоотношений на международном уровне. Поэтому отрицать необходимость функционирования русского языка, проявлять к нему негативное отношение по меньшей мере безосновательно и исторически неоправданно. Практическое использование названных пособий позволяет обеспечивать презентацию учебного материала на ситуативно-тематической основе, осуществлять функциональный подход к решению языковых задач и выработке профессионально-ориентированных речевых навыков.

Вместе с тем при анализе состояния преподавания русского языка в узбекском медицинском вузе отмечается слабое владение студентами русской устной и письменной речью, хотя русский язык является языком получаемой ими специальности. Студенты затрудняются в выборе лексических средств, не знают многих грамматических правил, не могут грамотно составить предложения не только в письменной, но и в устной форме. Многое здесь зависит от организации обучения (например, недостаточности учебного времени). Но это указывает и на то, что до сих пор не создана удовлетворительная полноценная система обучения русскому языку

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нерусских учащихся. Действительно, круг нерешенных вопросов в этой области довольно значителен.

Изучение научно-методической литературы, изданной за последние 10-15 лет, свидетельствует, что многие методические проблемы обучения языка специальности разработаны недостаточно. Мало исследовано в научно-методическом плане построение различного рода текстов по специальности с учетом лингвистических и структурно-композиционных требований, не все сделано в отношении отбора и введения лексики, не полностью определено значение каждого коммуникативного компонента текста (слова, словосочетания, предложения), не выявлены лексические и грамматические требования, предъявляемые к текстам, предлагаемым студентам-медикам в процессе обучения русскому языку. Таким образом, можно констатировать, что еще не создана система обучения профессиональной речи студентов-медиков в условиях таджикско-русского двуязычия.

В целях совершенствования процесса обучения необходимо лучше решить такие вопросы, как взаимосвязанное и взаимообусловленное представление различных компонентов обучения (методы презентации учебного материала, текст по специальности, лексический минимум, использование учебного словаря сочетаемости медицинских терминов, система тренировочно-обучающих упражнений, предтекстовых и после текстовых заданий, подача ситуативно-организационного материала на функциональной основе, учет интерферирующего влияния родного языка).

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STUDYING ORIGINS OF MEDICAL TERMS

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ANNOTATION:

The article is aimed at the history of studying the medical terms as well as illustrating with the brief origin of some specific medical terms. It is recommended to use the written article at medical organizations, as without knowing the main medical terms, it is difficult to be aware of medicine.

Keywords: Word formation, semantic relationship, metaphorization and metonymization, terminologist, homonym, compoundings.

ИЗУЧЕНИЕ ПРОИСХОЖДЕНИЯ МЕДИЦИНСКИХ ТЕРМИНОВ

АННОТАЦИЯ:

Статья направлена на историю изучения медицинских терминов, а также на краткую иллюстрацию происхождения некоторых конкретных медицинских терминов. Написанную статью рекомендуется использовать в медицинских организациях, так как без знания основных медицинских терминов сложно ориентироваться в медицине.

Ключевые слова: Словообразование, семантическая связь, метафоризация и метонимизация, терминолог, омонимия, словосложения.

One of the main problems in studying a term is its definition. Over a long period of understanding the features of the term, quite a lot of its definitions have accumulated. All scientists are unanimous that the most important feature of a term is its designation of a scientific concept. Unlike the commonly used word, the “*term*” is based on a special professional concept: G.O. Vinokur, V.P. Danilenko, B.N. Golovin, M.N. Volodina and others. Many linguists in terminology works provide various criteria for distinguishing between a commonly used word and a term: B.N. Golovin, V.P. Danilenko, D.S. Lotte, L.M. Alekseeva, L.Yu. Buyanova, S.V. Grinev-Grinevich and others.

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SJIF 2024 = 5.444

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According to B.N. Golovin, “terms do not exist on their own, they are constituent elements of the terminology system”. The terminological system is characterized by the main features: integrity, relative stability, structure, coherence: T.R. Kiyak, S.D. Shelov , A.V. Superanskaya and others. Terminology as an independent science began to take shape in the early 80s of the twentieth century, when quite a lot of works devoted to the study of terms appeared in lexicology. In Russian linguistics, there are a large number of scientific works devoted to various terminologies: military (Kozhin, Sorokoletov) and others, agricultural (Safyan) (Smirnova, Dankova) and others, sports (Kozhevnikova, Gureeva and others), economic (Nazarenko, Davletukaeva, Fedorova) etc.

Recently, interest in the study of Medical Terminology has increased, which is associated with a general interest in the study of individual terminologies. In addition, the study of Medical Terminology is driven by the need to represent it in the form of an ordered system. Most modern linguists show interest in studying modern medical terms of various branches of medicine as an integral part of terminology: G.A. Abramova “Medical vocabulary: main properties and development trends”, E.V. Smirnova “Structural-semantic and lexicographical aspects of medical terminology: using the example of cardiological vocabulary”, E.P. Timoshchuk “Compound anatomical term in modern Russian language”, T.A. Trafimenkova “Terminology of diseases as an object of onomasiological, semantic-paradigmatic and lexicographic research”, N.N. Maslova “Structural-semantic analysis and systematicity of the constituent terms of cardiology and pulmonology (names of diseases and pathological processes” , etc.. In modern works within the framework of terminology, there is an interest in studying the history of various terminologies: A. Sh. Davletukaeva “Diachronic aspect development of economic terminology”, M.V. Tokareva “Formation, development and current state of English terminology of nephrology and urology” , E.V. Korovushkina “Development of credit and financial terminology in the Russian language of the second half of the 19th century” the beginning of the 20th century: semasiological and system-structural aspects" , etc.

The terms of each individual terminology, including medical terminology, largely depend on the properties of OAS terminology, one of which is systematic. Features of the development of terminology are determined, as it were, two-way - both by the properties of the terminology and the specificity of the terms. The

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systematic nature of terminology is organically connected with its development. This unity ensures the identification of trends in the functioning of terminology: a tendency to intensify the process of borrowing, to the internationalization of vocabulary, its interaction with various lexical layers, to complicate the composition of terminology, a tendency towards nominalization, rationalization and saving of linguistic means, differentiation, integration, intellectualization and specialization. These abovementioned trends are manifested primarily in the quantitative development of terminology. The number of medical terms is increasing. The processes of borrowing and word formation play an important role here.

Foreign language vocabulary had a significant influence on the formation of German medical terminology in all periods of its existence. In the modern era of its development, tendencies towards the internationalization of languages and the intensification of borrowing processes appear especially clearly. Borrowings have different genetic origins, but the largest class consists of terms that came from the English language, which is due to both extralinguistic reasons and the high prestige of the English language throughout the world.

The international nature of medical science predetermines the process of internationalization of borrowings, however, most internationalisms in German medical terminology were created on a Greco-Latin basis. Similar to native German medical terms, borrowed terms may exhibit semantic processes associated with changes in their scope of meaning. There are some medical term are given to illustrate the given sentences:

-Anatomy: Origin: Greek "anatome" (dissection); (- "Ana") means "up" and "tome" means "cutting," referring to the dissection process to study body structures.

-Cardiology: Origin: Greek "kardia" (heart) + "logos" (study). As it is known, This term refers to the study of the heart and its functions.

-Dermatology: Origin: Greek "derma" (skin) + "logos" (study); It is the branch of medicine dealing with the skin and its diseases.

-Neurology: Origin: Greek "neuron" (nerve) + "logos" (study); this field focuses on the nervous system and its disorders.

-Ophthalmology: Origin: Greek "ophthalmos" (eye) + "logos" (study); this term refers to the medical specialty concerning the eye and its diseases.

-Pediatrics: Origin: Greek "pais" (child) + "iatros" (doctor); this field deals with the medical care of infants, children, and adolescents.

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-Psychiatry: Origin: Greek "psyche" (mind) + "iatros" (doctor); It involves the study and treatment of mental illnesses.

-Surgery: Origin: Greek "cheir" (hand) + "ergon" (work); Refers to the branch of medicine that treats diseases and injuries by operative procedures.

-Pathology: Origin: Greek "pathos" (disease) + "logos" (study); The study of diseases, their causes, and effects.

-Gynecology: Origin: Greek "gyne" (woman) + "logos" (study); This field focuses on the health of the female reproductive system.

As it is proved that, most medical terms are derived from Greek and Latin roots, reflecting the historical dominance of these languages in science and medicine. Greek roots often refer to the body part involved, while Latin terms frequently describe the condition or the procedure. Understanding the etymology of medical terms not only aids in grasping their meanings but also helps in learning and remembering them more effectively. Along with borrowing, word formation is a powerful source of development of German medical terminology. It is closely related to the tendency towards linguistic economy in signs conveying the content of an utterance, which is also inherent in the special vocabulary of the German language. This trend is expressed in the widespread use of elliptical structures and various kinds of abbreviations.

Word formation is the most characteristic way of development of German medical terminology, which is explained by the peculiarities of the structure of the German language. Abbreviation has become one of the most productive means of forming new terms. However, the most productive means of forming terminology is compounding (basic compounding). Trends towards the internationalization of vocabulary and the integration of languages explain the widespread use of cripplé terms and eponym terms in German medical terminology. During their formation, the semantics (and structure) of the term are borrowed, although its material shell is built on the basis of the German language. Word-forming tracing papers filled German medical terminology at all stages of its development. This trend continues in our time. An equally important way of replenishing terminology with new terms is the formation of eponymous terms, which, despite intensive measures to eliminate them, continue to actively function.

Along with this, the terminology is replenished with words from commonly used vocabulary. Its replenishment with linguistic means of the national language

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occurs mainly through *metaphorization and metonymization*. These semantic processes contribute to the development of *polysemy and homonymy*.

Polysemy is a semantic relationship of internally related (motivated) meanings expressed by the forms of one word and creating a certain system. The presence of polysemy in terminology suggests that the tendency towards unambiguity of lexical units is inferior to the tendency towards expanding the scope of their semantic content. The difference between polysemy and homonymy in medical terminology is established using the method of semantic analysis, as well as auxiliary criteria - grammatical and word-formation. Despite the fact that lexicologists and terminologists-normalizers are constantly fighting against such phenomena as synonymy and polysemy, the latter inevitably accompanies term formation. These semantic phenomena can neither be ignored nor overcome, since it is impossible to separate the term from the real living linguistic matter.

In conclusion, all semantic processes are subject to its linguistic laws, determined by the systematic nature of the lexical level of language. In particular, manifests itself in the relationships between the meanings of terms, which change with the development of terminology. No matter how different the meanings of a particular medical term may be, there is something in common that maintains their unity within the system. It lies in a certain connection of values with each other. When identifying these connections, it is necessary to rely on the underlying meaning.

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ANALYSIS OF PRELIMINARY RESEARCH ON THE PEOPLE OF KARAKALPAK

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Abstract: Over the past centuries, many historical researchers have conducted ethnological research on Karakalpaks. In our article, scientists provided valuable information about the ethnological composition of Karakalpaks.

Key words: Culture, spirituality, cultural studies, karakalpak people Ethnology, historiography, ethnological studies, Zarafshan oasis, clan, tribe, nation

QORAQALPOQ XALQI BO'YICHA DASTURIY TADQIQOTLAR TAHLILI.

Annotatsiya: O'tgan asrlarda ko'plab tarixiy tadqiqotchilar qoraqalpoqlar bo'yicha etnologik tadqiqotlar olib bordilar. Maqolamizda olimlar qoraqalpoqlarning etnologik tarkibi haqida qimmatli ma'lumotlar bergan.

Kalit so'zlar: Madaniyat, ma'naviyat, madaniyatshunoslik, qoraqalpoq xalqi Etnologiya, tarixnavislik, etnologiya, Zarafshon vohasi, urug', qabila, millat.

АНАЛИЗ ПРЕДВАРИТЕЛЬНЫХ ИССЛЕДОВАНИЙ НАРОДА КАРАКАЛПАКА

Аннотация: На протяжении последних столетий многие исследователи-историки проводили этнологические исследования каракалпаков. В нашей статье ученые предоставили ценную информацию об этнологическом составе каракалпаков.

Ключевые слова: Культура, духовность, культурология, каракалпакский народ Этнология, историография, этнологические исследования, Зарафшанский оазис, род, племя, нация

1873-yilda qoraqalpoq xalqi Rossiya imperiyasi tarkibiga qo'shib olindi. Xalqning keyingi taqdiri ham endi imperiya taqdiriga bog'liq bo'lib qoladi. Markaziy Osiyo xalqlari, shu jumladan qoraqalpoqlar ham rus tadqiqotchilari

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tomonidan etnografik o'rganish obyektiga aylandi. Ammo bu davrda sezilarli tadqiqot ishlari amalga oshirilgani yo'q. M.Tleumuratov¹²ning yozishicha, bu davrda qoraqalpoqlar mahalliy madaniyatini o'rganishda rus tadqiqotchilaridan A.Kunning bir nechta asarlari mavjud bo'lib, u O'rta Osiyoning to'rt shahri, shu jumladan, Xorazm vohasi hududi, Qo'ng'iroq, Xo'jayli, Chimboy, Nukus va boshqa joylariga tashrif buyuradi. U qoraqalpoqlarining yashash tarzi, xo'jaligi urf-odatlariga haqida ham asarlarida to'xtalib o'tadi.

1917-yilga qadar Turkistondagi ilmiy jamiyatlar tomonidan «Axborot»lar chiqarila boshlangan edi. Jumladan, Rus geografiya jamiyatining Turkiston bo'limi «Axborot»ning 13 jildi (1898-1917), Turkiston havaskor arxeologlari to'garagining majlislar qarorlari va «Axborot»laridan 21 to'plam (1896-1917) va boshqa sohalardagi «Axborot»lar singari ma'lumotlari bosib chiqarilgan bo'lib, bu ahvol ilmiy izlanishlarning bir qator jonlanganligidan dalolat berar edi. O'sha vaqtlarda havoskor rus kolleksiyachilaridan Barichevskiy, Vyatkin Kastal'skiy, Komarov, Petrov-Borzna, Poslavskiy, Stolyarov, Terentyev, Trafimov, Likoshin va boshqalarning to'plagan ko'pdan-ko'p ma'lumotlari hammaga mashxur edi.

Bu arxeologik yig'malarning aksariyati 1871,1874,1889-yillarda Toshkent, Samarqand va Farg'onada ochilgan muzeylarda, shuningdek Sankt-Peterburg, Moskva muzeylari ko'rgazma va zaxiralarda saqlanadi. Shu bilan bir qatorda o'lkaning etnografiyasini o'rganishda aytarli tadqiqotlar olib borildi, serob manbalar to'planildi.

Bu borada V.V.Bartold, N.I.Veselovskiy, V.V.Radlov, A.N.Samoylovich mashhur sharqshunoslarning yaratgan asarlari ham ahamiyatlidir.

Tabiiy boyliklari, madaniy merosi g'oyat boy bulgan va kam tekshirilgan bu o'lka rus ziyolilarining taraqqiyparvar qismini juda qiziqtirardi. Mashhur rus zoologi, zoogeografi va sayyohi, darvinizmning e'tiqodli tarafdorlaridan bulgan N.A. Severtsov (1827-1886) Turkistonning ko'p joylarini fizik-geografik jihatdan o'rganishda, jumladan, Pomir tizma tog'larining orografiyasini o'rganishda ko'p mexnat va kuch sarf qildi. N.A. Severtsov sayohati vaqtida zoologiya, botanika, mineralogiya va paleontologiyaga oid juda qimmatli kolleksiyalar to'pladi.

Geolog va geograf I.V. Mushketovning (1850 -1902) ilmiy xizmatlari ham katta. Shimoliy Tyanshan tizma tog'i orografiyasining geologik asoslarini dastlab u

¹² Tleumuratov M. "Истоки культурных связей каракалпаков с соседними народами" – Нукус: Каракалпакстан, 1986. – С. 6-7.

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ko'rsatib berdi. U Turkistondagi ko'pgina foydali qazilma konlarini ta'riflab, Turkiston minerallarining dastlabki ruyxatini tuzib chiqdi. 1877-1879-yillarda Mushketov geologik tekshirish ishlarini bajarish maqsadida Oloy, Pomir, Buxoro, Hisorga, Amudaryo buylab va Kizilqumga sayohat qildi. 1880-yilda esa Zarafshon muzligiga ilmiy safar uyushtirdi.

Mushketov 1881-yilda (G.D. Romanovski bilan birgalikda) Turkistonning birinchi geologiya xartasini tuzdi. O'rta Osiyo geologiya tuzilishining birinchi ilmiy kontsepsiyasini taklif qildi, uni o'rganish bosqichlarini ko'rsatib berdi. I.V. Mushketov uz tadqiqotlarini va Turkistonni o'rgangan boshqa olimlarning ilmiy ishlarini uzining mashxur «Turkistonning geologiya va orografiya ta'rifi» monografiyasida umumlashtirgan. Bu monografiyaga yozilgan katta muqaddima tarixshunoslik nuqtayi nazaridan yondashilgan «O'rta Osiyoni o'rganish tarixi»ga ilova qilingan.

Harbiy topograflar ham qunt bilan unumli ishlar qilganlar, Turkiston harbiy topografiya bo'limi tuzilganga qadar (1867-yil) o'lka topografiya jihatidan qariyb butunlay o'rganilmagan edi.

Faqat Kaspiy va Orol dengizi sohillarida, Sirdaryo va Amudaryoning etak tomonlari, Balxash kuli sohillari va boshqa ba'zi joylarda bir qadar aniq yarim instrumental va ko'z bilan o'lchangan tasvirga olishlar o'tkazilgan edi, xolos. Harbiy topografiya bo'limi oldida tabiiy kontrastlari bir-biridan keskin farq qiladigan juda katta hududni keng ko'lamda suratga tushirishdek mashaqqatli vazifa turardi. Bo'lim «xizmat yuzasidan lozim bo'lgan» ba'zi bir zarur xo'jalik va harbiy ehtiyojlarni ta'minlash bilan cheklanib qolmasdan, O'rta Osiyoning bosh xartasini tuzish ishiga kirishib ketdi.

O'lkani o'rganishda statistika qo'mitalari ham muhim rol o'ynaydi. 1868-yil yanvar oyida Turkiston statistika qo'mitasi tuzildi. Uning tashabbusi bilan 1872-yildan «Turkiston o'lkasi statistikasi uchun materiallar» nomli to'plam chiqarila boshladi: (1872-1876-yillar ichida hammasi bo'lib 5 to'plam chiqarildi) 1887-yil 1 yanvardan boshlab Sirdaryo (Toshkentda), Samarqand, Farg'ona (Yangi Marg'ilon) viloyatlari statistika qo'mitalari tuzildi.

O'rta Osiyo xalqlarining turmushiga bag'ishlangan, ilmiy va o'lkashunoslikka doir turli habarlar va maqolalar «Turkestanskiy vedomosti», hamda «Turkiston viloyatini gazetasi» (Toshkent 1870-1917-yillar), shuningdek boshqa mahalliy matbuotlarda ham muntazam bosilib turgan.

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1870-yilda Toshkentda ochilgan Turkiston xalq kutubxonasi (hozirgi Alisher Navoiy nomli O'zbekiston milliy kutubxonasi) o'lkani o'rganish bilan shug'ullanuvchi barcha tadqiqotchilar, ayniqsa mahalliy xodimlar uchun katta ahamiyatga ega bo'ldi. Kutubxona ochilishi vaqtida faqat 1700 jild kitob bor edi, 1917-yilga kelib undagi kitoblar soni 80 ming jildga yetdi. Kutubxona fondida saqlanayotgan adabiyot va manba majmualaridan O'rta Osiyoga ayniqsa Turkiston o'lkasiga taalluqli «Turkiston asarlar va maqolalar to'plami» juda ham qimmatli asar bo'lib, shu kunlarda ham o'z ahamiyatini yo'qotmagan.

Bu to'plamni tuzish ishlarini ko'zga ko'ringan rus bibliografi V.I. Mejoy Peterburgda 1868-yildan boshlab, 20 yil davomida olib borgan edi. 1888-yilda «Turkiston to'plami»ga kirgan katta-katta jildlarning soni 416 ga yetganda (1867-1887-yillarda to'plangan materiallar edi) o'lkadagi chor ma'muriyatining buyrug'i bilan «mablag' yo'qligi sababli» bu ishlar to'xtatilgan edi. 1872-yilda A.A. Kun va boshqa Sharqshunoslar mashhur «Turkiston albomi» ni (Turkiston o'lkasining etnografiya, arxeologiya, kasb-hunar va tarixiga doir sur'atli albomni) tuzib tamomladilar. Albom 1262 dona rangli va rangsiz fotosur'atlar yopishtirilgan 447 kartondan iborat bo'lib, Rossiyada faqat uch kutubxona imperator kutubxonasi, Fanlar akademiyasi kutubxonasi va Turkiston kutubxonasigina faxrlana oladigan, badiiy jihatdan g'oyat noyob asar edi.

O'rta Osiyo tarixiga oid eng muhim manbalardan biri X asr muallifi Muhammad Narshaxiyning «Buxoro tarixi» asari N.S. Likoshin tomonidan rus tiliga o'girilib, 1897-yilda nashr etilishi (V.V. Bartold tahriri ostida) juda katta ahamiyatga ega bo'ldi. Qisqa muddat ichida O'rta Osiyo olimlari jamiyati paydo bo'ldi. Bu jamiyat o'z oldiga O'rta Osiyo tarixi, geografiyasi, etnografiyasi, statistikasini, iqtisodiga oid ma'lumotlarni to'plash, ishlash va tarqatishni maqsad qilib qo'ygan edi. Uning ochiq majlisi 1871-yil 28 yanvarda bo'ldi. Rus sharqshunosligi o'zining g'oyat katta ilmiy faoliyati bilan mahalliy tarixchilikka shak-shubhasiz katta ta'sir ko'rsatdi.

Yuqorida ta'kidlab o'tganimizdek, rus sharqshunoslari O'rta Osiyo tarixi yuzasidan jiddiy tadqiqot ishlari olib borib, bu ishga yerli tarixchi havaskorlarni ham jalb qilish, ular bilan birga hamkorlikda ish olib borishga harakat qildilar. Turkistonga kelgan shashunos olimlar mahalliy tarixchi va havaskorlar o'rtasida yurib va yashab, O'rta Osiyo tarixi haqida muhim ma'lumotlar va asarlarni to'pladilar. Toshkentlik tarixchi Muhammad Solih Qoraxo'ja o'g'li o'zining «Tarixi

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jadidi Toshkent» degan asarida Iskandar to‘ra ismli bir rus olimining uyiga kelgani, u bilan suhbatlashgani va O‘rta Osiyo tarixiga oid ko‘p savollar berib bahslashgani haqida yozadi. Iskandar to‘ra aslida Aleksandr Kun bo‘lib mahalliy xalq qadimdan Aleksandr ismini Iskandar deb atashadi.

Faqat A. Kunning emas, balki O‘rta Osiyoga kelgan barcha sharqshunoslarning ham xalq orasida yurib tarixga oid savollar berishi, ayrim masalalar yuzasidan bahslashishlari hamda ularga yo‘l-yo‘riqlar ko‘rsatishlari, shubhasiz, yerli xalqlar o‘rtasida tarixga qiziqish hissini oshirdi. O‘sha vaqtda nashr qilingan «Turkiston viloyatining gazetisi» «Turkestanskiy vedomosti» va boshqa gazeta sahifalaridagi mahalliy tarixchi va havaskorlar tomonidan yozilgan yodnomalar, yodgorliklar haqidagi kichik-kichik xabarlar va maqolalar, arxeologik kolleksiyalar rus sharqshunoslarining mahalliy tarixchilikka samarali ta'sir ko‘rsatganligini va yerli xalq orasida ham tarixga qiziqish avj olganligini ko‘rsatdi Sattorxon Abdug‘offorov – rus sharqshunosligining bevosita ta'siri ostida tarixchilar qatoridan o‘rin olgan.

U 1876-yili Peterburgda chaqirilgan III xalqaro sharqshunoslar s'ezdiga A. Kun, Jo‘rabek Toshkentlik Muhammadqulov, Abdulla Niyozov, Buxorolik Mo‘sajon Saidjonovlar bilan birga Turkiston vakili bo‘lib qatnashdi. Rus sharqshunoslari, jumladan, N.I. Veselovskiy rahbarligida Akrom polvon Asqarov kabi havaskor tarixchi va arxeologlar yetishib chiqdi. U o‘zining harakatchanligi va ishchanligi bilan Turkistondagi fan ahillariga tanila boshlaydi. «Turkestanskiy vedomosti» gazetasining 1892 yida bosilib chiqqan sahifasida Akrom Asqarovning 1370 dona kumush pul, 13274 dona mis pul, neolit davriga oid tosh bolg‘a, jezdan yasalgan sulug‘, jez oyna kabi turli buyumlar to‘planganligi haqida ma'lumot beradi. Ular orasida sopoldan yasalgan odam haykallari, bir bo‘lak nefrit, isirg‘a, tumor, mis va sopol idish hamda shunga o‘xshash tarixiy buyumlar bor.

Shunday qilib, XX asrning 20-yillariga qadar olimlar va turkshunos havaskorlarning kuchlari bilan O‘zbekiston o‘lkasini o‘rganishga doir anchagina materiallar to‘plangan. Biroq bularning orasida uzuq-yuluq va tasodifiy materiallar anchagina bo‘lib, keng, ilmiy asosda umumlashtirilmagan edi.

Shunday qilib, XIX asrning ikkinchi yarmi XX asr boshlarida qoraqalpoq etnografiyasining o‘rganishda ilmiy jihatdan diqqatga sazovor bir qancha ishlar paydo bo‘lib, jiddiy tadqiqotchi olim va o‘lkashunoslar safi kengaydi.

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Ular o‘z asarlarida o‘zbek va boshqa Osiyo xalqlari ma’naviy va ma’rifiy turmushining hususiyatlari, urf-odatlarini, urug‘-aymog‘lari va qabilachilik tuzumi, diniy e’tiqodlari va boshqa etnografik hususiyatlarini ta’riflash bilan birga, ularning ma’nosini ilmiy jihatdan sharhlashga intilganlar, lekin o‘z davrining hukmron ideallari ta’sirida bo‘lgan bu tadqiqotlar bir muncha nuqsonlardan xoli emas, albatta. Ijtimoiy masalalarni sharhlashda tadqiqotchilarning oqilchiligi, sub’ektivizmi yirik kontseptsiyalarning hukm surganligi ularning ko‘p asarlarida ham o‘z asosini topgan.

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ЭТНОСОЦИАЛ ВОҶЕЙЛИК ОРҚАЛИ СОҒЛОМ ТУРМУШ ТАРЗИНИ АНГЛАШ.

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Аннотация: Ушбу мақола этносоциал воқелик яъни миллий иқтисодиёт ва ишлаб чиқариш билан боғлиқ жараёнлари, товарлар ва ноз-неъматлар истеъмоли, миллий тиббий хизмат кўрсатиш институтлари, соғломлаштириш ва спорт муассасалари, дам олиш ва ҳордиқ чиқариш масканлари, ижтимоий таъминот ва ижтимоий ҳимоя механизмлари, соғлом турмуш тарзини тарғиб этувчи тадбирлар ва дастурлар ҳақида маълумотлар мавжуд.

Калит сўзлар: Социал муҳит, этносоциал жихатлар, этносоциал воқелик, экология, оила, жамоа, сиёсий, ижтимоий, иқтисодий муҳит.

ПОНИМАНИЕ ЗДОРОВОГО ОБРАЗА ЖИЗНИ ЧЕРЕЗ ЭТНОСОЦИАЛЬНУЮ РЕАЛЬНОСТЬ.

Аннотация: В статье рассматривается этносоциальная реальность, т.е. процессы, связанные с национальной экономикой и производством, потреблением товаров и деликатесов, национальными учреждениями медицинского обслуживания, оздоровительными и спортивными объектами, объектами отдыха и досуга, механизмами социального обеспечения и социальной защиты, здоровым образом жизни. информация о мероприятиях и программах, пропагандирующих стиль.

Ключевые слова: Социальная среда, этносоциальные аспекты, этносоциальная реальность, экология, семья, сообщество, политическая, социальная, экономическая среда.,

UNDERSTANDING HEALTHY LIFESTYLE THROUGH ETHNOSOCIAL REALITY.

Abstract: This article is about ethnosocial reality, i.e. processes related to national economy and production, consumption of goods and delicacies, national medical service institutions, health and sports facilities, recreation and leisure

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facilities, social security and social protection mechanisms, healthy life There is information about events and programs that promote the style.

Key words: Social environment, ethnosocial aspects, ethnosocial reality, ecology, family, community, political, social, economic environment.

Соғлом турмуш тарзининг мақсади инсоннинг заминда яшаш санъатини, жисмонан соғлом танани шакллантириш, тўлиқ ўзлигини англаш, рухий комиллик ва бахтиёрликка эришишни ўргатиш бўлиши мумкин¹³. Ушбу таърифидан келиб чиққан муаллиф ташқи муҳитга эътибор қаратади. “Инсон шаклланиши давомида нафақат оила муҳити, балки жамоа, мавжуд сиёсий, ижтимоий, иқтисодий, экологик, табиий муҳитларнинг таъсирида ривожланади. Шундай экан, унинг оиласида соғлом ижтимоий, рухий муҳит яратиб бериш билан бир қаторда, унинг жамиятда ўз ўрнига эга бўлишида ҳам доимий кўмак бермоқ мақсадга мувофиқ¹⁴. Бу ўринда тавтологик сўзамолликка берилиш кузатилса да, ташқи социал муҳитнинг соғлом турмуш тарзига таъсирига ишора қилингани кузатилади. Тўғри, тадқиқотчи мавзуни турли иборалар, муаммога бевосита тааллуқли бўлмаган, гоҳо мантикка мувофиқ келмайдиган тавсифлар билан боғлашга берилади. Улардан билдирилмоқчи бўлган фикрни англаш қийин. Хўш, соғлом турмуш тарзининг этносоциал жиҳатлари нималарда намоён бўлади? Улар муаммонинг рационал ечимини топишга ёрдам берадими? Этносоциал воқеликка биз қуйидагиларни киритамиз:

- 1) миллий иқтисодиёт ва ишлаб чиқариш билан боғлиқ жараёнлар;
- 2) товарлар ва ноз-неъматлар истеъмоли;
- 3) миллий тиббий хизмат кўрсатиш институтлари;
- 4) соғломлаштириш ва спорт муассасалари;
- 5) дам олиш ва ҳордиқ чиқариш масканлари;
- 6) ижтимоий таъминот ва ижтимоий ҳимоя механизмлари;
- 7) соғлом турмуш тарзини тарғиб этувчи тадбирлар ва дастурлар.

Мазкур йўналишлар, институтлар ва механизмлар турли тармоқларга қарашли ва соғлом турмуш тарзини шакллантириш уларнинг гоҳо иккинчи ёки

¹³ Қаранг: Халдибекова Ф. Соғлом турмуш тарзи--жамиятимиз тараққиётининг асосий омили.--Тошкент: Ozbekiston, 2013. 17 б.

¹⁴ .Ўша асар. 19 б.

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учинчи даражали функциялари бўлиши мумкин. Масалан, ҳеч бир ишлаб чиқариш корхонаси ёки ноз неъматлар соғлом турмуш тарзини шакллантиришни ўзининг бош вазифаси, функцияси деб қарамайди, аммо улар билвосита ушбу мақсадга хизмат қилади.

Ўтган бир аср давомида улар аҳоли саломатлигини таъминлаш, кишиларнинг узок умр кўришига эришиш, соғломлаштириш тадбирларини оммавий тарзда ўқув даргоҳлари, кўча ва майдонларда, очик сув хавзалари ва дам олиш жойларида олиб боришни этнотиббий маданиятга, анънага айлантирди. Бугун жисмоний тарбия ва спорт билан шуғулланиш ўқув дастурларига киритилган, ҳар бир қишлоқ, туман, шаҳар ва аҳоли турар жойларида соғломлаштириш, гимнастика, културизм, теннис ва бадминтон майдончалари барпо этилган. Олий ўқув юртларида “Экология” дарслари ўтилади, экология ва атроф муҳитгни муҳофаза қилиш бўйича махсус кадрлар тайёрлаш йўлга қўйилган. Ўзбекистон Республикаси Олий Мажлисига экологлардан 124 киши депутатликка киритилади, улар қабул қилинадиган қонунларнинг атроф муҳитга қандай таъсири борлигини таҳлил қилишади, жойларда тозаликни сақлаш, аҳолида экология маданиятини тарбиялаш каби этносоциал аҳамиятга эга тадбирларни уюштиришади. Экологик вазиятни яхшилаш ва бу борада инновацион ғояларни яратиш, амалиётга жорий этиш борасида давлат концепцияси ишлаб чиқилган, аҳоли экологик тарбиясига муҳим вазифалардан бири сифатида қаралмоқда¹⁵. Соғлом турмуш тарзи генезиси авлод аждодларимизнинг ҳаётий тажрибалари, ўзини ва фарзандларини турли хавф хатарлардан асраш нияти, соғлом насл қолдириш, шу тарзда миллат, халқ ҳаётини барқарор қилиш каби азалий қадриятларига бориб тақалади. Этнотиббий маданият ана шу ҳаётий тажрибаларнинг инъикоси, ифодаси сифатида ижтимоий тарихий босқичларда турлича намоён бўлган. Ретроспектив манбалар ва халқ анъаналари, тиббий тажрибаларига мурожаат кўрсатадики, ҳеч бир халқ этнотиббий билимлар ва тажрибаларсиз яшамаган, этнотиббий маданият онгли ижтимоий бирликни, “одам” деб аталган мавжудотни асраб қолиш шарти сифатида шаклланган. Ёввойи табиат

¹⁵ Қаранг: Мамашокиров С. Ваҳимами ёки ҳақиқат.--Тошкент: ИҚТИСОД МОЛИЯ, 2012; Мамашокиров С., Усмонов Э. Барқарор тараққиётнинг экологик хавфсизлик масалалари.--Тошкент: Фан, 2009; Бестужев Лада И. Альтернативная цивилизация. Единственное спасение человечества.--Москва: Альгоритм, 2003.).

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ва ён-атрофдаги ноқулай, гоҳо ўта хавф-хатарли офатлар кишиларни ҳимоя механизмларини кашф этишга ундаган. Улар сирли, трансцендентал кучларни ёрдамга чақириш билан бирга, организми учун керакли ва фойдали нарсалардан фойдаланиш тажрибаларини орттирганки, айнан ушбу тажрибалар этнотиббий маданиятнинг асосидир. Этнотиббий маданият табиб, фолбин ёки сеҳргарлар тўплаган тажрибалар ифодаси эмас, у халқ табобати ва у тўплаган, асрлар оша авлодларга етиб келган, бугунги илмий тиббий қарашларга мувофиқ келадиган, оммавий тарзда қўллаш мумкин бўлган синовлар йиғиндисидир. Унда халқ табобати тажрибалари муҳим ўрин тутса да, уларнинг замонавий илмий тиббий қарашлар билан ҳамоҳанглиги, яқинлиги ва муштараклиги муҳимдир.

Этнотиббий маданият халқ оммасини даволаш ва уни соғломлаштириш тажрибаларининг тарихий кўринишлари жамулжами, унда ҳозир ҳам фойдаланиш мумкин бўлган жиҳатлар, усуллар бор. Халқ онги ва ҳаётий тажрибаларида яшабкелаётган анъанавий даволаш ва соғломлаштириш усулларини кўр-кўрона қўллаш инсон соғлигига зарар келтириши мумкин. Фақат замонавий илмий-тиббий тажрибага мувофиқ келадиган, уни тўлдирадиган қирралари тан сихатлик ва соғлом турмуш тарзини шакллантиришга ёрдам беради. Шу билан бирга шуни ҳам таъкидлаш керакки, этнотиббий маданият ва ундаги тажрибалардан фойдаланиш соғлом турмуш тарзини шакллантиришнинг фақат бир томони, у комплекс характердаги ҳодиса бўлгани учун турмуш тарзининг бошқа томонлари ҳам борлигини унутиб бўлмайди. Буни этносоциал макон, муҳит борасида тўплаган ва келтирган мисолларимиз ҳам тасдиқлайди.

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**ИЗУЧЕНИЕ СИНТЕЗА ТЕРЕФТАЛОВОЙ КИСЛОТЫ ИЗ
ВТОРИЧНОГО ПОЛИЭТИЛЕНТЕРЕФТАЛАТА**

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**STUDYING THE SYNTHESIS OF TEREPHTHALIC ACID FROM
SECONDARY POLYETHYLENE TEREPHTHALATE**

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АННОТАЦИЯ

Проблема химической переработки отходов - весьма актуальна для всех стран, основательно загрязненных остатками пластиковых бутылок и прочего мусора. Кардинально ситуация начала менять в 90-е годы. Резко возрос поток одноразовой импортируемой пластиковой тары и упаковки, преимущественно, пищевого назначения. Кроме источника отходов пищевого происхождения, существуют также отходы производства лавсановых волокон и пленок, однако объем их образования существенно ниже, чем от бутылок и от тары пищевого назначения.

ABSTRACT

The problem of chemical waste processing is very relevant for all countries that are thoroughly polluted with the remains of plastic bottles and other garbage. The situation began to change radically in the 90s. The flow of disposable imported plastic containers and packaging, mainly for food purposes, has sharply increased. In addition to the source of waste of food origin, there is also waste from the production of lavsan fibers and films, but the volume of their formation is significantly lower than from bottles and food containers.

Ключевые слова: гидролиз, отход, кислоты, полимер, терефталевой кислоты

Keywords: hydrolysis, waste, acid, polymer, terephthalic acid

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ВВЕДЕНИЕ

Проблема химической переработки отходов - весьма актуальна для всех стран, основательно загрязненных остатками пластиковых бутылок и прочего мусора. Химическая переработка отходов называется деполимеризацией, то есть получение из полимерных отходов исходных мономеров и других низкомолекулярных или олигомерных продуктов. За рубежом такая технология действует уже давно и успешно, а вот в нашей Республике пока совершенно не используется. Считается, что эта технология экономически не целесообразна.

Кардинально ситуация начала менять в 90-е годы. Резко возрос поток одноразовой импортируемой пластиковой тары и упаковки, преимущественно, пищевого назначения. При этом материалы на основе полиэфиров и ПЭТ заметно опередили другие полимеры, такие как ПВХ и ПО, основным источником которых является переработка тары и упаковки продуктов бытовой химии и родственных продуктов. Кроме источника отходов ПЭТ пищевого происхождения, существуют также отходы производства лавсановых волокон и пленок, однако объем их образования существенно ниже, чем от бутылок и от тары пищевого назначения.

Щелочной гидролиз ПЭТФ впервые был описан Уотерсом в 1950 г [1]. Как известно, ПЭТФ весьма стоек к слабым растворам щелочей, стоек к концентрированным при комнатной температуре и начинает разрушаться лишь при температуре кипения [2]; Это объясняется большой плотностью упаковки ПЭТФ не только в кристаллических, но и в значительной степени, упорядоченных аморфных областях. Но это лишь весьма приблизительная качественная характеристика стабильности полимера.

Экспериментальная часть

Только в результате многократного повторения актов гидролитического расщепления полимер может быть разложен на фрагменты, соответствующие одной мономерной единице. Следует отметить, что рельеф поверхности формируется за определенный промежуток времени и далее не меняется [3]. Особенностью данной реакции является наличие автоускоренного режима, который объясняется хорошей реакционной способностью аморфной фазы и как полагают некоторые исследователи, с наращиванием количества, концевых кислотных групп. Реакция гидролиза ПЭТФ гидроксидом натрия

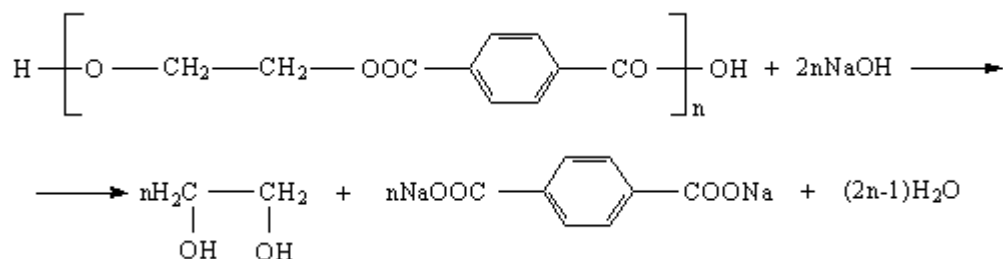
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имеет следующий вид:

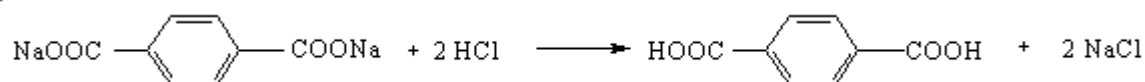


Установка для получения терефталевой кислоты представляет собой стеклянный реактор, снабженный вращающейся со скоростью 1750 об/мин механической мешалкой лопастного типа, приводимой в движение электродвигателем мощностью 750 Вт, закрепленным лапкой штатива, крышкой с отверстием для термометра и отверстием для отбора проб. Такая установка снабжена жидкостной баней, нагреваемой электроплиткой.

Гидролиз полиэтилентерефталата выполняется в следующей последовательности.

Для исследований брали не только чистую ПЭТФ крошку, но и ПЭТФ отходы (бутылки), которые предварительно расплавляли и охлаждали путем выливания расплава в холодную воду. Для реакции оптимальными условиями щелочного расщепления являются: температура 95-100°C и выше; продолжительность 2-3 ч; концентрация гидроксида натрия 40% при количестве раствора. Продукт щелочного расщепления представляет собой водный раствор динатриевой соли терефталевой кислоты. Полученной раствор динатриевой соли терефталевой кислоты растворили в дистиллированной воде до конца растворения соли терефталевой кислоты.

В раствор, содержащий соль терефталевой кислоты (например, терефталат натрия); вводят раствор минеральной кислоты для нейтрализации остатков, основания и осаждения практически нерастворимой в воде терефталсвой кислоты:



Выпавшую в осадок терефталевую кислоту отфильтровывают, а фильтрат подвергают перегонке под пониженным давлением для выделения этиленгликоля.

Результаты и обсуждение.

Полученную осадок фильтровали и промывали с теплой водой, после

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окончание полученную терефталевую кислоту просушили в температуре 50-60 °С 4 часа. Полученная терефталевая кислота представляет собой белый порошок, состав и строение полученного продукта изучали методом ИК-спектроскопии.

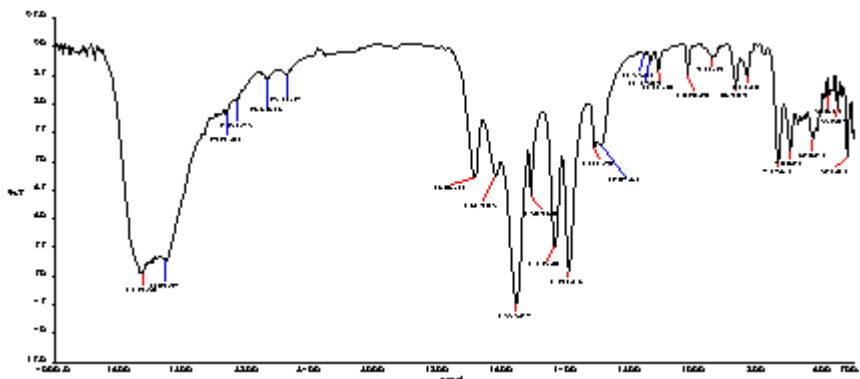


Рис.1. ИК-спектр терефталевой кислоты.

В ИК-спектре терефталевой кислоты (рис. 1) содержатся полосы при $2979\text{--}2552\text{ см}^{-1}$ соответствующие валентным колебаниям COOH группы, некоторые характеристические частоты карбоксильных групп тесно связаны с образованием внутримолекулярной водородной связи. Практически наиболее важной является полоса валентных колебаний νCOOH в области $2824\text{--}2666\text{ см}^{-1}$, а в интервале 1019 см^{-1} находятся полосы, отнесенные к свободным деформационным колебаниям ароматической группы, а также в области 1574 см^{-1} узкий пик сдвигается к большим частотам с усилением водородной связи. Полосы, относящиеся к (-CH-) группам, колеблются в интервале 2979 и 1425 см^{-1} . Валентные колебания карбоксильной группы (-COOH) выражены в области 2979 см^{-1} , а относящиеся к деформационным колебаниям выражены узкими полосами в интервале 1287 и 1425 см^{-1} . Полосы в области $1684\text{--}1697\text{ см}^{-1}$ обусловлены соответственно валентными колебаниями групп (-C=O) . Характерные полосы, относящиеся к карбоксильным группам, проявляются в области 1113 см^{-1} и 1136 см^{-1} . В 731 см^{-1} и 782 см^{-1} появляются четыре смежные атомы водорода. 1019 см^{-1} относится двухзамещенным ароматическим кольцом.

Заключение.

Щелочной гидролиз ПЭТФ впервые был описан Уотерсом в 1950 г. Как

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известно, ПЭТФ весьма стоек к слабым растворам щелочей, стоек к концентрированным при комнатной температуре и начинает разрушаться лишь при температуре кипения. Это объясняется большой плотностью упаковки ПЭТФ не только в кристаллических, но и в значительной степени, упорядоченных аморфных областях. Но это лишь весьма приблизительная качественная характеристика стабильности полимера.

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Researchbib Impact factor: 13.14/2024

SJIF 2024 = 5.444

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ANALYZING CINEMA DISCOURSE: TELECINEMATIC DISCOURSE

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Annotation: This annotation aims to highlight key points and provide additional context for the analysis of cinema discourse by recognizing the importance of understanding a film's context is paramount for a nuanced analysis. It considers the specific historical events, social movements, and political climate surrounding the film's creation and examine how the film's context informs its themes, characters, and narrative choices. It encourages a deeper understanding of the art form and its impact on society, culture, and the human experience.

Keywords: Cinema Discourse, Multifaceted Exploration, Social and Cultural Impact, Contextualization, Semiotics and Symbolism, Telecinematic Discourse, Multimodality.

АНАЛИЗ ДИСКУРСА КИНО: ТЕЛЕКИНЕМАТИЧЕСКИЙ ДИСКУРС

Аннотация: Цель этой аннотации — выделить ключевые моменты и предоставить дополнительный контекст для анализа дискурса кино, признавая важность понимания контекста фильма для детального анализа. Она рассматривает конкретные исторические события, социальные движения и политический климат, окружающие создание фильма, и изучает, как контекст фильма влияет на его темы, персонажей и повествовательные решения. Она способствует более глубокому пониманию формы искусства и ее влияния на общество, культуру и человеческий опыт.

Ключевые слова: дискурс кино, многогранное исследование, социальное и культурное воздействие, контекстуализация, семиотика и символизм, дискурс телекино, мультимодальность.

INTRODUCTION

Cinema discourse, is a rich and complex field that goes beyond simply enjoying a movie. It's about critically examining the art form, its creation, reception,

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and impact on society. It explore the influence of cultural norms and values, including gender roles, religious beliefs, and societal expectations by decoding the symbolic language of film goes beyond the literal meaning to uncover deeper interpretations. It focus on visual elements like lighting, color, camera angles, and composition. This analyze the symbolism of objects, locations, and characters' actions. Identify recurring motifs and their significance within the narrative. By incorporating these annotations, the analysis of cinema discourse becomes more comprehensive, insightful, and engaging. Analyzing cinema discourse involves understanding its various dimensions and the methodologies used to engage with it. Telecinematic discourse explores the blurring boundaries between television and cinema, analyzing how these two mediums influence and intersect with each other. It's a dynamic field that recognizes the evolving nature of storytelling and the ways in which audiences engage with both forms of entertainment. This article suggests new directions for research and applications, and offers a variety of methodologies and perspectives on the complexities of "telecinematic" discourse – a hitherto virtually unexplored area of investigation in linguistics. Cinematic discourse, as defined here, is not language use in film (dramatic dialogue, fictional conversation, scripted interaction) but the audiovisual discourse of film narration itself: the discourse of mise-en-scene, cinematography, montage, and sound design used by filmmakers in narrating cinematic stories.

Background Information

Film discourse analysis is based on critically evaluating words, phrases, and images. Film discourse is analysed as a multimodal text, bringing together the fields of narratology, philosophy, cultural studies, and other spheres. Film discourse is an open semiotics that has the ability to interact with the environment. Components include movement, sound, etc.; chain of frames.

There is given the process of discourse analysis according to some scholars:

How to conduct discourse analysis:

Step 1: Define the research question and select the content of analysis.

Step 2: Gather information and theory on the context.

Step 3: Analyze the content for themes and patterns.

Step 4: Review your results and draw conclusions.

Discourse analysis consists of several elements such as text, context, genres, and gestures. In a broader sense, this approach can be divided into three aspects:

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content, context, and assumption. Topics of discourse analysis include: The various levels or dimensions of discourse, such as sounds (intonation, etc.), gestures, syntax, the lexicon, style, rhetoric, meanings, speech acts, moves, strategies, turns, and other aspects of interaction.

1. Contextualization: Understanding the historical, social, and cultural context of a film is crucial. This includes:

- Historical Period: How does the film reflect the time it was made? What are the prevalent social and political issues, and how are they portrayed?

- Cultural Background: What are the cultural norms and values of the society the film is set in or was produced in?

- Technological Advancements: How do technological innovations in filmmaking influence the film's style and content?

2. Semiotics and Symbolism: Films are filled with signs and symbols that communicate meaning beyond the literal level. Analyzing these elements can reveal:

- Visual Language: How does the director use cinematography, editing, and mise-en-scène to convey specific ideas or emotions?

- Symbolic Objects and Actions: What do objects and actions in the film represent? How do they contribute to the overall message?

- Themes and Motifs: What are the recurring themes and motifs present in the film? How do they connect to the larger narrative?

3. Narrative and Storytelling: Analyzing the film's narrative structure, character development, and the use of dialogue helps understand:

- Plot Structure: How is the story organized? What are the key plot points and turning points?

- Character Development: How do the characters evolve throughout the film? What are their motivations and conflicts?

- Dialogue and Subtext: What do the characters say and how is it delivered? What are the underlying meanings and implications?

4. Authorial Intention and Interpretation: Understanding the filmmaker's intentions and exploring different interpretations of the film is important:

- Auteur Theory: How does the director's personal vision and style influence the film?

- Audience Reception: How do different audiences interpret the film? What are their individual experiences and reactions?

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- **Critical Analysis:** What are the various critical perspectives on the film? How do different critics interpret its themes and meanings?

5. **Social and Cultural Impact:** Examining the film's impact on society, culture, and the representation of different groups:

- **Representation:** How are different social groups portrayed in the film? Are there issues of stereotyping, tokenism, or exclusion?

- **Ideology:** What are the ideological messages embedded in the film? How do they relate to prevailing social and political beliefs?

- **Cultural Influence:** How does the film contribute to or reflect cultural trends, values, and anxieties?

Tools for Analyzing Cinema Discourse:

- **Film Theory:** Drawing on theories from various disciplines like literary criticism, psychoanalysis, feminism, and post-colonial studies.

- **Formal Analysis:** Examining the technical elements of the film (e.g., cinematography, editing, sound design) and their impact on the audience's experience.

- **Comparative Analysis:** Comparing films from different eras, genres, or cultures to identify similarities, differences, and broader trends.

- **Historical Contextualization:** Placing the film within its historical, social, and cultural context to understand its significance.

Ultimately, analyzing cinema discourse is an ongoing process of critical engagement with films. It requires active viewing, thoughtful reflection, and a willingness to explore diverse perspectives. By engaging in this process, we can gain a deeper understanding of the power and complexity of cinema as an art form and its role in shaping our world.

Key Aspects of Telecinematic Discourse:

1. **The Convergence of Form:**

- **Aesthetic Influences:** Examining how cinematic techniques like cinematography, editing, and sound design have influenced television production.

- **Narrative Structures:** Analyzing how television series, particularly miniseries and dramas, have adopted more complex, cinematic storytelling structures.

- **The Rise of "Event Television":** Exploring the phenomenon of television series becoming cultural events, often rivaling the impact of theatrical releases.

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2. The Transformation of Viewing Habits:

- UnlimBote-Watching: Discussing the impact of streaming platforms on viewing habits and the rise of "binge-watching" culture.
- Interactive Experiences: Analyzing how television engages audiences through social media, online discussions, and real-time viewing experiences.
- The Rise of "Television as Cinema": Examining how television series, particularly those with high production values and cinematic aesthetics, are increasingly being recognized as a form of cinematic art.

3. The Impact on Content and Production:

- Increased Production Value: Observing the rise of high-budget, cinematic-quality television productions, driven by streaming services and audience demand.
- Thematic Complexity: Analyzing how television series are exploring more complex and challenging themes, often mirroring the thematic depth found in cinema.
- Diversity and Representation: Examining how television is becoming a more diverse platform, showcasing a wider range of voices and experiences, mirroring trends in independent cinema.

4. Analyzing Telecinematic Discourse:

- Comparative Analysis: Comparing television series and films, exploring their similarities, differences, and the ways they influence each other.
- Critical Reception: Analyzing reviews, discussions, and audience reactions to both television and film, observing how they are critiqued and perceived.
- The Role of Technology: Examining how technological advancements, such as high-definition television, streaming services, and digital distribution, have changed the consumption and creation of both television and film.

Telecinematic discourse recognizes the interconnected nature of television and cinema, acknowledging their mutual influence and the ways they are evolving in a rapidly changing media landscape. It encourages a deeper understanding of how both mediums shape our cultural landscape, storytelling traditions, and the way we engage with entertainment. How a conversation analysis (CA) approach to the investigation of spoken dialogue can be applied to analysis of the verbal and non-verbal (prosodic and paralinguistic) features of film discourse. In doing so, we wish to make a valuable contribution to the debate in the field between 'pure' (see Schegloff, 1988; Emmison, 1993) and 'applied' CA scholars (e.g. ten Have, 2007).

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Researchers belonging to the former grouping argue that CA should only be used to investigate naturally occurring language use (i.e. spontaneous language use), while those who position themselves as ‘applied’ CA scholars maintain that it is an approach that can be applied to institutional and semi-scripted instances of spoken dialogue. We begin by outlining the principles of CA and the type of data and contexts in which it has been used to analyse spoken interaction in previous research; we then analyse and discuss findings from our own study into the verbal and non-verbal features of segments of film discourse. These segments comprise selected interactions that occur in three different scenes from three different films by Woody Allen (“Husbands and Wives”, 1992; “Melinda and Melinda”, 2004 and “You Will Meet a Tall Dark Stranger”, 2010). These interactions have been transcribed using CA conventions and then analysed in terms of four key conversational features that have been identified by CA scholars: turn-taking, adjacency pairs, gaps and overlaps. Our findings indicate that the interactants in our study do indeed make use of these conversational features in their spoken dialogues and that they are purposeful and meaningful. We conclude therefore that CA offers a valuable tool for examining key verbal and non-verbal features of film dialogue and paves the way for further analyses of this kind.

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XX ASR BOSHLARIDA AQSHDA AGRAR -IQTISODIYOTNING HOLATI.

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Annotasiya: *Amerika qishloq xo‘jaligining asosiy mahsulotlari: bug‘doy, makkajo‘xori, paxta, sut mahsulotlari va go‘sh t uchun narxlarning o‘zgaruvchanligi bilan bog‘liq ma‘lumotlar ilmiy adabiyotlar orqali tahlil qilib berilgan. AQSh shtatlarni iqtisodiy o‘rinish suratlari, shtatlardagi qishloq xo‘jaligi va fermerlik harakatini tahlil qilganda, uning kattaligi, turli geografik mintaqalardagi iqlim va tabiiy sharoitlarning farqli jihatlari o‘rganildi. XIX asrning ikkinchi yarmida qishloq xo‘jaligining jadal rivojlanishiga AQShning g‘arbiy viloyatlarini faol mustamlaka qilish jarayoni ham maqolada yoritilib o‘tilgan.*

Kalit so‘zlar: AQSh, Buyuk Dasht mintaqalari, Tinch okeani, *Shimoliy-Sharqiy Shtatlar, makkajo‘xori, paxta, sut mahsulotlari, dvigateli, telegraf, temir yo‘llar, okean layneri, telefon, elektr energiya.*

СОСТОЯНИЕ СЕЛЬСКОХОЗЯЙСТВЕННОЙ ЭКОНОМИКИ США В НАЧАЛЕ XX ВЕКА.

Аннотация: На основе научной литературы анализируются данные, связанные с волатильностью цен на основные продукты американского сельского хозяйства: пшеницу, кукурузу, хлопок, молочные продукты и мясо. При анализе картины экономического роста штатов США изучались сельское хозяйство и земледельческое движение в штатах, его размеры, различные аспекты климата и природных условий в разных географических регионах. В статье также освещен процесс активной колонизации западных регионов США во второй половине XIX века с бурным развитием сельского хозяйства.

Ключевые слова: США, Великие равнины, Тихий океан, Северо-восточные штаты, кукуруза, хлопок, молочные продукты, двигатель, телеграф, железные дороги, океанский лайнер, телефон, электроэнергия.

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Researchbib Impact factor: 13.14/2024

SJIF 2024 = 5.444

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THE STATE OF AGRICULTURAL ECONOMY IN THE USA AT THE BEGINNING OF THE XX CENTURY.

Abstract: The data related to the volatility of prices for the main products of American agriculture: wheat, corn, cotton, dairy products and meat are analyzed through scientific literature. When analyzing the pictures of the economic growth of the US states, the agriculture and farming movement in the states, its size, the different aspects of the climate and natural conditions in different geographical regions were studied. In the second half of the 19th century, the process of active colonization of the western regions of the USA to the rapid development of agriculture is also highlighted in the article.

Key words: United States, Great Plains, Pacific Ocean, Northeastern States, corn, cotton, dairy products, engine, telegraph, railroads, ocean liner, telephone, electric power.

KIRISH

XX asr boshlarida AQSh dunyodagi eng yirik qishloq xo'jaligi ishlab chiqaruvchilari edi¹⁶. Unumdor tuproqlarning ulkan kengligi, shuningdek, iqlim zonalarining xilma-xilligi amerikalik fermerlarga muhim raqobatda ustunlik berdi. 1860-1910-yillar oralig'ida da fermerlar soni 3 marta ko'paydi.

ASOSIY QISM

Qishloq xo'jaligida foydalaniladigan yer esa 160 mln. gektardan 352 mln. ga yetdi. XIX asrning ikkinchi yarmida qishloq xo'jaligining jadal rivojlanishiga AQShning g'arbiy viloyatlarini faol mustamlaka qilish yordam berdi. Fuqarolar urushidan oldin ham, ammo ayniqsa, u tugagandan so'ng, Missisipi daryosining G'arbiy qismidagi Buyuk Dasht mintaqalariga va Tinch okeanining o'ziga millionlab odamlar ko'chib kelishdi. Ko'chib o'tishning eng muhim sababi Homestead akti (Homestead Act, 1862) bo'yicha qonuniy va juda arzon¹⁷ yer olish imkoniyati edi. Shu bilan birga, og'ir va mashaqqatli mehnat tufayli 1870-1900 yillarda ikki millionga yaqin yangi fermer xo'jaliklari tashkil etildi, bu qishloq xo'jaligida band bo'lgan yer maydonini ikki baravar oshirdi¹⁸. 1897 yildan boshlab

¹⁶ Historical Statistics of the United States. Volume 4. Cambridge, 2006. -P. 160.

¹⁷ По закону, любой гражданин США, не испытывающий симпатий к Конфедерации, мог получить до 160 акров земли по цене до 1.25 долл. См.: Миклашевский А. Н. Гом-стед // Энциклопедический словарь Брокгауза и Ефрона. М., 1905. –С. 84.

¹⁸ Язьков Е. Ф. Фермерское движение в США (1918-1929 гг.) М., 1974. -С. 18.

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AQShda iqtisodiy o'rish boshlandi, bu darhol ijtimoiy kayfiyatda aks etdi. Yozuvchi Volter Lord o'sha davrdagi Amerika jamiyatidagi kayfiyatni shunday tasvirlaydi:

“Nyu-York Times” gazetasi 12.31.1899 yildagi to'rtta tahririyat nashrini XIX asr sharhiga bag'ishladi. Ixtirolar g'urur bilan tasvirlangan-bug' dvigateli, telegraf, temir yo'llar, okean layneri, telefon, elektr energiyasi va hatto kassa apparati haqida so'z yuritilib, Ular yangi yutuqlarga yo'l ochishlari kerak deyiladi. “Biz yangi 1900 yilga kirmoqdamiz, bu bizni yangi asrga olib boradi.....va bu asrda sivilizatsiyaning gullab-yashnashi yanada yorqinroq ko'rinadi” deb yozilgan edi xulosa qilib.

Yakshanba va'zlari xuddi shu ruhda o'tkazilgandi. Muhtaram Nyuell Duayt Xillis ilhomlanib shunday deydi: “qonunlar adolatli, hukmdorlar insonparvar bo'lib bormoqda; musiqa yanada yoqimli va kitoblar dono bo'ldi; oilalar hozir baxtliroq, yuraklar nihoyat yumshoqroq va xotirjamroq bo'ldi. “Umidlar shunchalik yuqori ekanligi ajablanarli emas. Qit'aning har ikki tomonida ham mamlakat hech qachon bunday farovonlikda bo'lmagandi. Portlenddagi Oregon 1899 yilni “Oregon tarixidagi eng muvaffaqiyatli yil” deb nomladi. Viskonsin shtati rahbari shunday yozadi:” hech qachon bunday umid bilan bir yil o'tmagan. “Louisville Courier-Journal:”Va hatto abadiy norozi fermerlar ham baxtli edilar¹⁹”deyilgan.

Bu farovonlik davridan oldin 1870-1897 yillardagi uzoq davom etgan inqiroz, birinchi navbatda, ishlab chiqaruvchi kuchlarning tez o'sishi bilan bog'liq edi. Bu Amerika qishloq xo'jaligining asosiy mahsulotlari: bug'doy, makkajo'xori, paxta, sut mahsulotlari va go'sht uchun narxlarning o'zgaruvchanligi bilan xarakterlanadi. Inqiroz paydo bo'lishining yana bir asosiy sababi Shimoliy-Sharqiy Shtatlardagi, an'anaviy qishloq xo'jaligi hududlaridagi og'ir iqtisodiy vaziyat edi, bu erda yer fondi uzoq vaqtdan beri tugagan va fermerlar uchun G'arbdan kelgan pionerlar (pioner tekshirilmagan biror joyga birinchi bo'lib kelgan va o'rnashib qolgan kishi) bilan narxlar bo'yicha raqobatlashish qiyin bo'ldi, ular narxlarni juda past baholaydilar²⁰, yerning arzonligi tufayli 1900 yilga yer maydonlarini o'zlashtirish

¹⁹ Cochrane W. W. Development of American agriculture: A historical analysis. Minnesota, 1993. -P. 9.

²⁰ Язьков Е. Ф. Фермерское движение в США (1918-1929 гг.). М., 1974.- С. 19.

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sekinlashdi: 1897 yildan 1920 yilgacha yangi fermer xo'jaliklari va rivojlangan hududlarning o'sishi kamaydi. 1900 yildan 1910 yilgacha o'sish 5737 mingdan 6362 minggacha bo'lgan va 1920 yilga kelib AQShda 6448 ming fermer xo'jaligi mavjud edi. 1900 yildan 1910 yilgacha fermer xo'jaliklari ostidagi erlar soni atigi 39 million gektarga, ya'ni 839 milliondan 878 million gektarga oshdi, 1920 yilga kelib fermer xo'jaliklari ostida 956 million gektar yer maydon egallab olindi.

Biroq, qo'shma Shtatlardagi qishloq xo'jaligi va fermerlik harakatini tahlil qilganda, uning kattaligi, turli geografik mintaqalardagi iqlim va tabiiy sharoitlarning farqi tufayli butun mamlakatni bir xilda tahlil qilish xato bo'ladi. Rus tarixshunosligida Amerikadagi rayonlashtirish masalasida tortishuvlar mavjud.

1910 yilda AQSh aholini ro'yxatga olish byurosi mamlakatni geografik mintaqalarga ajratdi, ular bugungi kunda ham qo'llanilmoqda. Mamlakat 4 makroregionga bo'lingan:

- Shimoli-Sharq (yangi Angliya va O'rta Atlantika mintaqasi)*
- O'rta g'arbiy (Markaziy shimoli-Sharqiy va Markaziy shimoli-G'arbiy)*
- Janubiy (Janubiy Atlantika, Markaziy Sharqiy va G'arbiy Janubiy)*
- G'arbiy (tinch okeani va tog'li hududlar).*

Gordeev G. S. o'zining "Yersiz amerikalik fermer" asarida ushbu bo'linishda AQShning turli mintaqalarida o'rnatilgan iqtisodiy va ijtimoiy aloqalarni e'tiborsiz qoldirilganini ta'kidlab, tanqid qiladi²¹. Shunday qilib, Merylend va Delaver Shtatlari, senzura ko'ra, Janubiy Atlantika mintaqasiga tegishli bo'lib, bu yerda rivojlangan iqtisodiy aloqalar e'tiborsiz qoldirilgandi va u okean janubining qolgan qismidan, shu jumladan qishloq xo'jaligidan farq qiladi. Shu bilan birga, O'rta G'arb 2 mintaqaga bo'lingan, garchi mintaqqa umuman bitta iqtisodiy makon sifatida mavjud bo'lsa-da, bu yerda bir tomondan makkajo'xori va bug'doy ekinlarining keng fermer xo'jaliklari va Buyuk ko'llar havzasining rivojlangan sanoat markazlari mavjud edi²². Boshqa tomondan butun yagona iqtisodiy tizim yaratilgan mintaqqa edi. L. V. Smiryagin "AQSh okruglari: zamonaviy Amerika qiyofasida" asarida

²¹Гордеев Г. С. Обезземеливание американского фермерства: процессы дифференциации. М., 1928. -С. 198.

²² Гордеев Г. С. Обезземеливание американского фермерства: процессы дифференциации. М., 1928. -С. 207-210.

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ta'kidlaganidek, amerikalik geograflar Shtatlarni tahlil qilishda ko'pincha ma'muriy-geografik bo'linishidan (AGD) foydalanadilar. Biroq, bu yondashuv ko'pincha Shtatlar va ma'muriy birliklarning o'zida fuqarolarning ijtimoiy-iqtisodiy faoliyatidagi farqlarni e'tiborsiz qoldirishadi. Masalan Shimoliy Texaslik Sharqiy Texaslikka qaraganda Oklaxoma bilan umumiy bo'lishi xususiyati yuqori bo'lgan²³. Amerika ichidagi bunday transchegaraviy farqlar, ayniqsa, qishloq xo'jaligi haqida gap ketganda yaqqol namoyon bo'ladi. 1900 yilga kelib qo'shma Shtatlarda uzun sektor yoki kamar deb ataladigan ma'lum bir mahsulot turiga ixtisoslashgan qishloq xo'jaligi mintaqalari shakllandi. Janubda Florida, Jorjiya, Janubiy Karolina, Alabama, Missisipi, Luiziana Shtatlarida va Texasning Janubiy qismida paxta an'anaviy ravishda dominant ekin bo'lib kelgan. Tamakining katta qismi Tennessi, Kentukki, Shimoliy Karolina va Virjiniyada yetishtirilgan. Makkajo'xori kamari O'rta G'arbiy Shtatlarning Ayova, Illinoys, Indiana, Janubiy Michigan, G'arbiy Ogayo, Sharqiy Nebraska va Kanzas, Janubiy Minnesota va Missouri qismlarini qamrab oladi. Bug'doy deyarli barcha Shtatlarda u yoki bu tarzda etishtirildi, ammo aksariyati bug'doy kamariga to'g'ri keladi: Shimoliy Texas, Oklaxoma, Nebraska va Koloradoda kuzgi ekinlar yig'ib olinadi, yozda bug'doy Montana, Janubi va shimolida yetishtiriladi. Qo'shma Shtatlarda geografik rayonlashtirish bo'yicha yuqoridagi kuzatuvlarni hisobga olgan holda, ushbu tadqiqotda turli xil yondashuvlar qo'llaniladi. Ammo shuni ta'kidlash kerakki, qishloq xo'jaligiga oid statistik ma'lumotlarning asosiy qismi ro'yxatga olish natijalaridan olingan, shuning uchun AQSh aholini ro'yxatga olish byurosi tomonidan tasdiqlangan geografik bo'linma Amerika dehqonchiligini miqdoriy tahlil qilish bilan shug'ullangan. AQSh qishloq xo'jaligidagi vaziyatni umumiy tushunish uchun har bir mintaqadagi vaziyatni alohida ko'rib chiqish kerak, chunki qishloq xo'jaligining rivojlanishi ularning har birida turli bosqichlarda bo'lgan.

*Shimoliy Amerika Qo'shma Shtatlari an'anaviy joylarda bo'linadi:
-Yangi Angliya (Meyn, Nyu-Xempshir, Vermont, Massachusetts, Rod-Aylend, Konnektikut) va*

²³Смирнягин Л. В. Районы США: портрет современной Америки. М., 1989. -С. 9-10.

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-O'rta Atlantika (Nyu York, Nyu-Jersi, Pensilvaniya).

Ushbu mintaqa 1900-1920 yillarda eng ko'p o'zgargan. Bu erda biz fermer xo'jaliklari sonining tez pasayishini kuzatmoqdamiz (1-jadval): 1900 yildan 1910 yilgacha fermer xo'jaliklari soni 3% ga, keyingi o'n yillikda esa 12% ga kamaydi. Shu bilan birga, ishlov beriladigan va yoki mahsuldor erlarning umumiy soni kamayib bormoqda, garchi sekinroq bo'lsa ham yigirma yil ichida maydon 12% ga kamaydi.

Biroq, Shimoli-Sharqdagi fermer xo'jaliklarida yana bir sifat o'zgarishi sodir bo'layotgandi. Mazkur davrda mahsulot narxlarining o'sishi fermerlarga katta miqdordagi ishchi kuchini yollashga imkon berdi; shunday qilib, ish haqi xarajatlari darajasi 3 baravar oshdi. Tadqiqotchi E. F. Yazkov bunday o'zgarishlarni fermer xo'jaliklarini intensivlashtirish va kengaytirish bilan izohlaydi. Uning so'zlariga ko'ra, bu davrda kichik ishlab chiqaruvchilarning yirik fermer xo'jaliklari tomonidan ko'chirilishi sodir bo'lmoqda edi²⁴. Bu Shimoliy Amerika Qo'shma Shtatlarida kichik soni bosqichma-bosqich qisqartirish bor, deb ishonch bilan aytish mumkin emas (dan 1 uchun 99 maydoni) fermer xo'jaliklari, va barcha turlari. Shimolda o'rtacha xo'jalik hajmi XIX asrning o'rtalarida dan kamaytirish boshlangandi, 1850-yil ekin maydonlar 113 gektar maydondan 1900 yilga kelib 97 gektar maydonga qisqargan. Biroq, keyingi 20 yil ichida fermaning o'rtacha hajmi 2 gektarga, 1930 yilga kelib esa yana 3 gektarga o'sdi²⁵. Ta'kidlash joizki, vaziyat hududlar aro farq qilardi. Sanoat va shaharlar jadal rivojlanayotgan O'rta Atlantika mintaqasida ferma maydonining hajmi o'zgarmadi yoki kamaymadi. Yangi Angliyada va Massachusetdan tashqari, fermer xo'jaliklari hajmi o'sdi²⁶.

Yazkov E. F. aytishicha, fermer xo'jaliklarini ko'paytirish va ko'proq ishchi kuchini yollash orqali yirik fermerlar ishlab chiqarishni faollashtirishga erishilgan. Qishloq xo'jaligida hosildorlikni oshirishning asosiy ko'rsatkichi, birinchi navbatda, mamlakatning biron bir mintaqasida biron bir mahsulot turi ko'payishi bilan emas balki, ekin

²⁴ Yazkov E. F. AQShdagi fermerlik harakati (1918-1929) T., 1974. –B. 24.

²⁵ Historical Statistics of the United States. Volume 4. Cambridge, 2006. -P. 54.

²⁶ Historical Statistics of the United States. Volume 4. Cambridge, 2006. -P. 54.

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*maydonlar kengayishi hisobiga ishlab chiqarishning oshishi asosiy omil bo'lgan*²⁷.

XULOSA

*Mashhur amerikalik tarixchi Jozef Burstin kichik fermer xo'jaligining qisqarishini to'g'ridan-to'g'ri qayd etmasa-da, Amerikada dehqonlar kamayishi mumkin bo'lgan sababini aytib o'tadi. Gap shundaki, mazkur davrda Amerika jamiyatining, shu jumladan dehqonlarning iste'mol talablari ko'paymoqda. Burstin Amerikaning qishloq joylarida iste'molning o'zgarishiga ta'sir ko'rsatgan ikkita asosiy omilni keltiradi: pochta orqali bepul etkazib berishning paydo bo'lishi, shuningdek katalog (ro'yxat) asosida mahsulotlarini sotadigan do'konlarning paydo bo'lishi*²⁸. *Tadqiqotchining ta'kidlashicha, bu yangiliklar fermerlar o'nlab yillar davomida izolyatsiyada bo'lib qolishini yo'q qildi*²⁹. *Iste'molchilar jamiyatining paydo bo'lishi madaniy hodisa sifatida fermerlarni shaharlarga jalb qiladi.*

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BUXORO MADRASALARI

Osiyo Xalqaro Universiteti “Tarix va filologiya” kafedrasida Tarix fani o’qituvchisi
Toshpo’latova Shaxnoza Shuhratovna

Annotatsiya. Ushbu maqolada Buxoro madrasalari — Turon hududiga islom kirib kelib, mustahkam o’rnatilganidan so’ng, Buxoro vohasida IX asr boshlaridan tashkil etila boshlagan oliy ta’lim berish uchun maxsus qurilgan o’quv binolari — oliy o’quv yurtlarining umumlashtirilgan nomi haqida shuningdek, ularda ta’lim olgan ulamolarning diniy masalalardagi fikrlari Misr va Hijozda o’qiganlarning fikrlaridan ko’ra mo’tabarroq hisoblangan haqida ma’lumotlar bayon etilgan.

Kalit so’zlar. Madrasa, islom dini, Abdullazizxon madrasasi, me’morchiligi, Mimxoqon ibn Xo’ja Muhammadamin, saroy me’mori Muhammad Solih, masjid naqshlarini ishlagan koshinkor usta Xo’ja Muhammad Amin o’g’li Mimxoqon, xattot Mavlono Muhammad Amindir.

MADRASAS OF BUKHARA

Abstract. This article describes the general name of Bukhara madrasahs - the general name of Bukhara madrasahs - educational institutions built specifically for providing higher education in the Bukhara oasis from the beginning of the 9th century, after the introduction of Islam to the territory of Turan, as well as the opinions of scholars who studied in them on religious issues in Egypt and Hijaz. The information is stated to be more reliable than the opinions of the readers.

Key words. Madrasah, Islamic religion, Madrasa of Abdullaziz Khan, architecture, Mimkhaqan ibn Khoja Muhammadamin, palace architect Muhammad Salih, master tiler Khoja Muhammad Amin, son of Mimkhaqan, calligrapher Mawlana Muhammad Amin.

МЕДРАСЕ БУХАРЫ

Абстрактный. В данной статье описывается общее название бухарских медресе - общее название бухарских медресе - учебных заведений, построенных специально для предоставления высшего образования в Бухарском оазисе с начала 9 века, после введения ислама на территории Турана, а также как и мнения обучавшихся в них учёных по религиозным

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вопросам в Египте и Хиджазе. Информация заявлена как более достоверная, чем мнения читателей.

Ключевые слова. Медресе, исламская религия, медресе Абдуллазиз-хана, архитектура, Мимхакан ибн Ходжа Мухаммадамин, дворцовый архитектор Мухаммад Салих, мастер-плиточник Ходжа Мухаммад Амин, сын Мимхагана, каллиграф Мавлана Мухаммад Амин.

Buxoro madrasalari nafaqat oliy o'quv yurti, balki o'ziga xos me'moriy yodgorlik obidalari ham edi. Buxoro madrasalari o'z hashamati, pishiq va puxta qurilganligi bilan me'moriy jihatdan o'rta asr arxitekturasi eng nodir namunalari sifatida hozirgacha saqlanib qolgan. Madrasalar qurish ishi bilan asrlar osha shug'ullanilganligi bois, bu borada boy tajriba ham shakllangan. Buxoro hududida bir qancha madrasalari bilan mashhurdir, shulardan biri Abdullazizxon madrasasi hisoblanadi.

Abdulazizxon madrasasi — Buxorodagi me'moriy yodgorlik. O'zbek hukmdori Abdulazizxon donatorligida bunyod etilgan. Saroy me'mori Mimxoqon ibn Xo'ja Muhammadamin tomonidan 1652-yilda qurilgan.

Memorchiligi. Qo'sh madrasa (bir-birga qarama qarshi qarab turadigan binolar majmuasi)ning janubiy tomonida joylashgan. Ulug'bek madrasasining (1419) qarshisida. Madrasa tuzilishi oddiy va hujralari ikki oshyonli. Madrasa to'rt tomoni markazida yirik peshtoqli uslubda qurilgan. Peshtoqlarning asosiy kirish qismi ikki tomonlama.

Umuman madrasa bezaklari yuksak san'at va mahorat bilan ishlangan. Katta peshtoq nafis va nodir koshinkori naqshlar bilan ziynatlangan. Islimiy naqshlar qatorida afsonaviy jonivorlar tasviri ham berilgan. Madrasa hujralari, ayniqsa, janubiy ayvon peshtoqi turli-tuman naqshlar bilan bezatilgan. Gumbaz shipining ganchli muqarnaslari orasida islimiy naqshlar va kundal uslubidagi bezaklar mavjud. Naqshlar, asosan, moviy rang bo'yoqlar bilan chizilgan. Asosiy o'lchami: atrof aylanasi — 50x67 metr, hovli — 28x35 metr. Madrasa XVII asr Buxoro mahobatli me'morligining yetuk namunasi.

Abdulazizxon madrasasi sirdan qaraganda Ulug'bek madrasasi kabidir: bu madrasa kompozitsiyasi ham uzunchoqroq bo'lib, old tomonining markazida ravoqli peshtoq, burchaklarida burj — guldastalar ishlangan, 2 qavatli yon qanotlar, kiraverishdagi xonalar va hovli chor atrofidagi 2 qavatli qator ravoqlar tizmasi ham

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o‘xshab ketadi. Ammo, Abdulazizxon madrasasi yirikroq va murakkabroq loyihalashtirilgan. Yon tomonlarining markaziy qismi 2 qavatli hujralar bilan urg‘u berib, biroz tashqariga bo‘rttirib chiqarilgan va hovli kompozitsiyasi bilan peshtoq yordamida uyg‘unlashtirilgan. Burchaklardagi beshqirrali yo‘laklardan shu burchaklardagi bir qancha katta-kichik hujralarga o‘tilagan. Aql idrok bilan qilingan ish natijasida qurilish maydonining har bir kvadrat metridan to‘la foydalanilgan va XIV—XV asrlarga xos g‘isht terish uslubiga yangilik kiritilgan.

Shu bilan bir qatorda XVII asr me‘morlari tomonidan tom qismlarini yopishda hech qanday yangi konstruktiv uslublar topishmagan: aksincha, masjid, darsxona tepasi XV—XVI asrlardagi uslublardan ancha bo‘sh bo‘lgan gumbazlar sistemasi bilan yopilgan. Bu yerda 8 qirrali oddiy ravoqli shakllar va murakkab iroqi muqarnaslar bilan chambarchas bog‘lanib, ajoyib bezak kashf etilgan. Abdulazizxon madrasasining ahamiyati ham shundaki, u serhasham bezalib, Turon me‘morchiligida ma‘lum bo‘lgan hamma bezaklarning rang-barang uslublaridan foydalanilgan. Xuddi Ulug‘bek madrasasi kabi uning old tomoni hamda hovlidagi ayvon va ravoqlarga koshinli naqshlar ishlangan. Ammo... Bu koshinli g‘ishtlar juda rang-barangdir: sirsiz sopol g‘ishtlar ustiga ko‘k, zangori, oq parchinlar qoplangan. Lekin ular yangicha usulda, choksiz taxtachalar holida yerga — taxminga terilgan va ganch qorishmasi yordamida keyin devorga yopishtirilgan.

O‘yma sirli sopoldan ishlangan koshin bezaklar mavzui ham o‘zgargan. Dastlab rasm bo‘lgan mavhum o‘simliklar nusxasi o‘rniga mavzuida xayoliy jonivorlar tasvirlangan manzara qismlari paydo bo‘ladi. Bu XVII asr yodgorliklariga xosdir (Samarqanddagi Sherdor madrasasi peshtoqidagi yo‘lbars va Buxorodagi Devonbegi madrasasidagi afsonaviy qushlar tasviri). Bu madrasaning bosh peshtoqidagi koshin namoyonlarida ilon bo‘yinli afsonaviy qushlar va 2-qavatdagi timpanlarda quyoshga qarab uchyotgan afsonaviy qushlar. Naqqoshlar rang-barang koshin qoplamalarining badiiy ta‘sirchanligini yanada oshirish yo‘llarini izlashgan. Buni peshtoq chekkasida ilon bo‘yinli va boshi qushnikiga o‘xshash uzun dastali ko‘k guldon, koshin bezak ichidan ajralib ko‘zga yaqqol tashlanib turgan tasvirdan ko‘rish mumkin.

Avvalgidek ravoq timpanlarini sirli sopolli bezaklar qoplagan. Hovlidagi ayvon chekkalariga yozilgan yozuvlar — Qur‘on oyatlari naqshlarga aralashtirilib, ajoyib ko‘rinish hosil etgan. Bezaklar bir xil o‘lchamli (25x25 sm) sirli sopol taxtachalarga tushirilgandan keyin devorlarga har xil kompozitsiya asosida

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yopishtirilgan. Abdulazizxon madrasasida xonalarning ichki bezagiga alohida e'tibor berilgan. Darsxona, qishki va yozgi masjid, 2-qavatdagi kutubxona devorlari ko'k rang zaminli zarhal bezak — xushmanzara kundal usulida tushirilgan bo'rtma naqshlar bilan bezatilganligi uchun xuddi ustiga zarbop yopilgandek bo'lib, boshdan-oyoq yarqirab turard. Bunda me'morchilikning har bir qismiga, qo'yingchi, muqarnaslarning eng mayda nusxalariga ham aniq qilib mustaqil kompozitsiya: yulduzsimon va boshqa shakldagi har bir bezaklar ishlangan. Darsxona devorlarida xitoy chinnisidagi bezaklarga o'xshatib ishlangan naqshlarni — oq zamin ustiga ko'k rang bilan berilgan ajoyib manzaralarni, daraxtlar orasiga qo'yilgan so'ri, bulut va suv oqimlari tasvirlarini ko'rish mumkin.

Mahobatli binolarning bezakli gumbazlari badiiy jihatdan ayniqsa qimmatlidir, ular tekislik bilan fazoga geometrik shakllar tushirish san'atining — Turon me'morlari mehr bilan yaratgan san'atning necha asrlik butun rivojlanish tarixini munosib ravishda bezab turgan tojdek bo'lib ko'rinadi.

Har tomonlama yetuk me'morlar o'zlarining takomillashgan tasavvurlarini san'atning noyob asarlari darajasiga ko'tardilar va qanday yuqori pog'onaga chiqqanini ko'rsatishdi. Gumbaz qubbasidagi iroqi muqarnaslar ravoqlar ichidagi taxta muqarnaslarga chirmashib, qo'shib ketganligi tufayli bu yarim qorong'i xonalar sharq ertaklaridagi hashamatli saroylarni eslatadi.

Madrasadagi hashamatli bezak ishlari to'la yakunlanmagan. asosiy peshtoq yonlaridagi muqarnasli qubbalar devorida yog'och qoldiqlari bor, aslida bu yog'ochlar qurilish tugaganidan so'ng kesib tashlanadi. Old tomonining o'ng qanoti va hovlining g'arbiy tomoni koshinsiz.

Mana shu hashamatli yodgorlikni bunyod qilgan me'mor va ustalarning nomlari ham ularning o'zi yaratgan bezaklar ichida zamonlar osha bizgacha yetib kelgan. Ular saroy me'mori Muhammad Solih, masjid naqshlarini ishlagan koshinkor usta Xo'ja Muhammad Amin o'g'li Mimhoqon, xattot Mavlono Muhammad Amindir. Ularning hammasi buxorolik bo'lib, yuksak darajada ravnaq topgan o'ziga xos mahalliy badiiy maktab vakillaridir.

Madrasa bizgacha asl holda yetib kelmagan. Buning sababi g'isht terishning o'ziga xos uslublari (devorlar 3 qat bo'lib, orasi g'isht va loy chiqitlari bilan to'ldirilgan) va tomdan tushgan hamda bino atrofida yig'iladigan yog'in-sochin suvlarining yo'qotishni to'g'ri hal etilmaganligidadir.

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Yodgorlik me'morchilik bo'yicha mutaxassislar tomonidan to'la va mukammal o'rganilib, ta'mir ishlari uchun kerak bo'lgan masalalar ko'p yillar davomida hal etilgan. Arxitekturaviy, konstruktiv va arxeologik tekshirish natijasida arxitektura shakli va bezaklarini ta'mir qilish, qayta tiklash ishlarining loyihasi yaratilgan. Umumiy o'lchamlari 50x67 metr; to'g'ri burchakli hovli 28x35 metrlik sahni egallagan.

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Researchbib Impact factor: 13.14/2024

SJIF 2024 = 5.444

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THE IMPORTANCE OF LEARNING ENGLISH AT EARLY AGES

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Annotation: This article effectively argues for the benefits of early English education, highlighting its impact on children's cognitive development, academic success, and future opportunities. The article starts by addressing the universal benefits of learning a second language and then strategically introduces the concept of early English learning. This creates a compelling hook for the reader. The purpose of the article is clearly defined: to explain the significance of introducing English to children at a young age.

ВАЖНОСТЬ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА В РАННЕМ ВОЗРАСТЕ

Аннотация: В этой статье эффективно аргументируются преимущества раннего обучения английскому языку, подчеркивая его влияние на когнитивное развитие детей, академическую успеваемость и будущие возможности. Статья начинается с рассмотрения универсальных преимуществ изучения второго языка, а затем стратегически вводится концепция раннего обучения английскому языку. Это создает убедительный крючок для читателя. Цель статьи четко определена: объяснить важность знакомства детей с английским языком в раннем возрасте.

In an increasingly interconnected world, the ability to speak English has become less of a desirable skill and more of a necessity. No longer confined to the halls of academia, English has taken its place as the dominant language of global communication, opening doors to a wealth of opportunities for those who master it. Here's why learning English is so crucial in the 21st century³⁰:

³⁰ ["The role of classroom interaction in developing english as a foreign language". search.emarefa.net. Retrieved 2024-05-25.](https://search.emarefa.net)

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Unlocking Global Communication: English acts as a bridge between diverse cultures and nationalities. It allows individuals from all corners of the globe to communicate effectively, fostering understanding, collaboration, and friendship.

Boosting Career Prospects: In today's competitive job market, proficiency in English is often a prerequisite for many positions, especially in multinational companies. It opens doors to international collaborations, job opportunities abroad, and higher earning potential.

Expanding Access to Knowledge: A significant portion of the world's information – from academic journals and online courses to news outlets and entertainment – is readily available in English. Knowing the language unlocks this vast reservoir of knowledge, facilitating personal and professional growth.

Enhancing Travel Experiences: Traveling to a foreign country becomes significantly smoother with a good grasp of English. It allows travelers to navigate unfamiliar environments, communicate with locals, and truly immerse themselves in different cultures.

Connecting with Global Entertainment: From Hollywood blockbusters and popular music to best-selling books and online communities, a significant portion of global entertainment is in English. Understanding the language allows individuals to enjoy these cultural products on a deeper level and connect with a wider audience.

Improving Cognitive Abilities: Studies have shown that learning a second language, especially English, can improve cognitive function, boost memory, and enhance problem-solving skills. It trains the brain to think more flexibly and adapt to different linguistic structures.

Empowering Personal Growth: Learning English is not just about acquiring a new language; it's about expanding horizons, embracing new cultures, and unlocking a world of possibilities. It builds confidence, fosters cross-cultural understanding, and empowers individuals to engage with the world on a deeper level.

Learning English is no longer simply an option, but rather a vital investment in one's future. The ability to communicate effectively in this global language opens

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doors to countless opportunities, facilitates personal and professional growth, and ultimately allows individuals to thrive in an increasingly interconnected world.³¹

We all know the benefits of learning a second language, but did you know that starting young can make a world of difference? Introducing English to children in their formative years provides a significant advantage, impacting their cognitive development, academic success, and future opportunities. Why early English education is so crucial?³²

Natural Language Acquisition: Young children are hardwired to learn languages. Their brains are like sponges, effortlessly absorbing new words and grammatical structures. By immersing them in English early on, they can acquire the language naturally, much like their native tongue.

Enhanced Cognitive Development: Studies show that bilingualism, including early English exposure, enhances cognitive flexibility, problem-solving skills, and even creativity. It strengthens children's working memory, improves their ability to multitask, and sharpens their critical thinking abilities.

Building a Strong Foundation: Early English learning lays a solid foundation for future language proficiency. Children who start young develop accurate pronunciation, natural intonation, and a larger vocabulary, setting them up for success in their academic journey.

Expanding Academic Horizons: English is the language of countless academic resources, research papers, and educational opportunities. Children proficient in English can access a wealth of knowledge, explore diverse academic fields, and excel in their studies.

Unlocking Global Opportunities: In our increasingly interconnected world, English fluency is paramount. Early exposure to the language equips children with

³¹ "Professionalism and Professionalization of Adults ESL Literacy". *TESOL Quarterly*. 27 (3): 479–515.

³² "[*The role of classroom interaction in developing english as a foreign language*](#)". *search.emarefa.net*. Retrieved 2024-05-25.

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the communication skills needed to navigate a globalized world, build international connections, and pursue opportunities beyond their borders.

Boosting Confidence and Cultural Awareness: Learning English opens doors to new cultures, perspectives, and ways of thinking. It fosters tolerance, empathy, and a greater understanding of the world around them, boosting children's confidence and social skills.

Making it Fun and Engaging:

Learning English should be an enjoyable experience for young learners. Incorporating games, songs, stories, and interactive activities can make the process engaging and motivating, maximizing their language acquisition potential.

In conclusion, investing in early English education is an investment in a child's future. It unlocks a world of opportunities, fosters cognitive development, and empowers them to thrive in an increasingly interconnected and globalized world. So, give your child the gift of language and watch them soar!

Teaching English to children goes beyond memorizing vocabulary and grammar rules – it's about sparking a love for language and fostering a positive learning environment. Here are some effective methods that cater to the unique needs and learning styles of young learners:

1. The Power of Play:

- Games: Incorporate age-appropriate games like charades, Pictionary, or board games with English instructions to make learning fun and interactive.
- Songs and Rhymes: Catchy tunes with simple lyrics help children pick up pronunciation, vocabulary, and grammatical structures effortlessly.
- Storytelling: Engaging stories with colorful visuals capture children's imaginations and expose them to new words and sentence structures in a meaningful context.

2. Total Physical Response (TPR):

- This method connects language with physical movement. Teachers give instructions in English ("Touch your nose," "Jump up and down"), and children respond physically. TPR makes learning active, fun, and particularly effective for kinesthetic learners.

3. Immersion and Exposure:

- Create an English-rich Environment: Surround children with English books, posters, labels, and even English-speaking toys.

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- Use Authentic Materials: Incorporate real-life objects, photos, menus, and simple stories to make learning relevant and engaging.

4. Technology Integration:

- Educational Apps and Websites: Utilize interactive language learning apps and websites designed specifically for children. These platforms often feature games, songs, and animated stories to make learning interactive and enjoyable.

- Videos and Animations: Short, engaging videos and cartoons can help children visualize concepts, improve listening comprehension, and learn about different cultures.

5. Encouraging Communication:

- Focus on Fluency over Accuracy: In the beginning, prioritize encouraging children to speak and communicate, even with mistakes. Gradually introduce corrections and grammatical concepts as their proficiency grows.

- Role-Playing and Dramatization: Create opportunities for children to practice real-life conversations through role-playing, puppet shows, or short skits.

Remember:

- Patience and Positive Reinforcement: Learning a language takes time. Encourage children with praise, rewards, and positive feedback, even for small achievements.

- Personalization: Tailor teaching methods to individual learning styles and interests to maximize engagement and effectiveness.

By creating a dynamic and engaging learning environment, educators and parents can ignite a passion for English in young learners, setting them on a path to lifelong language proficiency and a world of opportunities.

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IJTIMOIY FANLARNI O'QITISHDA VIDEO MATERIALLARDAN FOYDALANISHNING O'ZIGA XOS INTERAKTIV USLUBLARI

Gadayeva Mohigul Muxamedovna

Osiyo xalqaro universiteti "Tarix va filologiya" kafedrasida assistenti.

Annotatsiya. Ushbu maqolada video materiallar ijtimoiy fanlarni an'anaviy o'qitish usullarini to'ldirish uchun hujjatli filmlar, arxiv materiallari, reenaktsiyalar va multimedia taqdimotlari kabi audiovizual manbalardan foydalanish xususida so'z boradi. Ushbu materiallar vizual va eshitish vositasini taqdim etadi, bu orqali talabalarning xotirasida tarixiy voqealar, raqamlar va tushunchalar uzoq vaqt saqlanishi uchun xizmat qiladi.

Kalit so'zlar: tarix ta'limi, videomateriallar, multimedia, o'qitish usullari, mashg'ulotlar, o'quv natijalari.

УНИКАЛЬНЫЕ ИНТЕРАКТИВНЫЕ МЕТОДЫ ИСПОЛЬЗОВАНИЯ ВИДЕОМАТЕРИАЛОВ В ПРЕПОДАВАНИИ ОБЩЕСТВЕННЫХ НАУК

Аннотация. Видеоматериалы в этой статье историческое образование обратитесь к использованию аудиовизуальных ресурсов, таких как документальные фильмы, архивные материалы, реконструкции и мультимедийные презентации, в дополнение к традиционным методам обучения. Эти материалы предоставляют визуальную и слуховую среду, с помощью которой студенты могут взаимодействовать с историческими событиями, числами и концепциями.

Ключевые слова: историческое образование, видеоматериалы, мультимедиа, методы обучения, занятия, результаты обучения.

UNIQUE INTERACTIVE METHODS OF USING VIDEO MATERIALS IN TEACHING SOCIAL SCIENCES

Anotation. In this article, video materials history education refer to the use of audiovisual sources such as documentaries, archival materials, reenactments and multimedia presentations to complement traditional teaching methods. These

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materials provide visuals and hearing aids through which students can deal with historical events, figures and concepts.

Keywords: history education, video materials, multimedia, teaching methods, training, study results.

Ijtimoiy fanlarni o'qitish so'nggi yillarda multimedia resurslarining integratsiyasi tufayli evolyutsiyasining katta qismi tufayli sezilarli o'zgarishlarga duch keldi. Video materiallar tarix o'qituvchilari uchun kuchli vosita bo'lib, talabalarni biron mavzuga chuqurroq jalb qilish va o'tgan voqealarni yanada kengroq tushunishga imkon berdi. Ushbu maqola tarix darslarida video materiallardan foydalanishning ta'sirini o'rganadi, ularni amalga oshirishning turli usullari, natijalari va umumiy ta'lim tajribasiga ta'sirini o'rganadi.

Usullari: Video materiallar tarix o'qituvchilari uchun o'qitish usullarini takomillashtirishga intilayotgan qimmatli pedagogik boylikka aylandi. Ushbu materiallar ko'plab manbalarni, shu jumladan hujjatli filmlar, arxiv materiallari, reenaktsiyalar va ekspert intervyularini o'z ichiga oladi. Video materiallarning integratsiyasi turli yondashuvlar orqali sodir bo'lishi mumkin:

Qo'shimcha manba: videolar tarixiy rivoyatlarga vizual va eshitish kontekstini ta'minlaydigan qo'shimcha manbalar bo'lib xizmat qiladi. Ushbu manbalar talabalarga mavzu bilan shaxsiy va hissiy darajada bog'lanishda yordam beradi, tarixiy voqealarni yanada aloqador va qiziqarli qiladi.

Vizual tahlil: videolar o'quvchilarga tana tili, yuz ifodalari va atrof-muhit tafsilotlari kabi vizual signallarni tahlil qilish imkonini beradi. Bu tanqidiy fikrlash va analitik ko'nikmalarni rivojlantirishga yordam beradi, chunki talabalar tarixiy kontekst va motivatsiyalar haqida xulosa chiqarish uchun og'zaki bo'lmagan signallarni talqin qiladilar.

Birlamchi manba talqini: videomateriallar, xususan arxiv lavhalari o'quvchilar o'tgan voqealar haqida o'z xulosalarini chiqarish uchun tahlil qilishlari mumkin bo'lgan asosiy manba bo'lib xizmat qilishi mumkin. Bu tarixiy empatiyani targ'ib qiladi va talabalarni bir nechta istiqbollarni ko'rib chiqishga undaydi.

Tarix darslariga video materiallarni kiritish juda samarali va qiziqarli o'qitish strategiyasi bo'lishi mumkin. Videolar tarixiy voqealar, raqamlar va tushunchalarni an'anaviy darsliklar va ma'ruzalar erishish uchun kurashishi mumkin bo'lgan tarzda

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hayotga olib kelishi mumkin. Tarix darslarida video materiallardan foydalanishning ba'zi afzalliklari va mulohazalari:

Foyda:

- Vizual va Audio jalb qilish: videolar o'quvchilarning e'tiborini jalb qiladigan va ularning hislarini rag'batlantiradigan dinamik vizual va eshitish tajribasini ta'minlaydi. Bu tarixiy tarkibni yanada esda qolarli va aloqador qilishi mumkin.

- Haqiqiylik: tarixiy lavhalar, tasvirlar va videodagi asosiy manba materiallari o'quvchilarga o'tmish bilan bevosita aloqani taklif etadi, bu ularga vaqt konteksti va his-tuyg'ularini tushunishga yordam beradi.

- Multimedia o'rganish: videolar vizual, eshitish va ba'zan matnli elementlarni birlashtiradi, turli xil o'quv uslublariga mos keladi va kengroq talabalar uchun tushunishni kuchaytiradi.

- Murakkab tushunchalar aniq: videolar murakkab g'oyalar yoki voqealarni parchalash uchun animatsiyalar, grafikalar va rivoyatlar yordamida murakkab tarixiy tushunchalarni soddalashtirishga yordam beradi.

- Global Istiqbol: videolar o'quvchilarga jahon tarixining o'zaro bog'liqligini tushunishga imkon beradigan turli xil madaniy va tarixiy qarashlarni namoyish etish orqali global istiqbolni taqdim etishi mumkin.

- Hissiy aloqa: Video kontent his-tuyg'ular va empatiyani uyg'otib, o'quvchilarga tarixiy voqealar ortidagi insoniy tajribalarni chuqurroq tushunishga yordam beradi.

Mulohazalar:

- Manba ishonchliligi: siz foydalanadigan videolar ishonchli va ishonchli manbalardan ekanligiga ishonch hosil qiling. Noto'g'ri yoki noto'g'ri tushunchalarni davom ettirmaslik uchun taqdim etilgan ma'lumotlarning to'g'riligini tekshiring.

- Kontekstualizatsiya: o'quvchilarga tomosha qilmoqchi bo'lgan narsalarning tarixiy kelib chiqishi va ahamiyatini tushunishga yordam berish uchun videoni kontekstli ma'lumotlar bilan tanishtiring.

- Diqqat oralig'i: videolar qiziqarli bo'lishi mumkin bo'lsa-da, ular o'quvchilar e'tiborini saqlab qolish va kognitiv ortiqcha yuklanishning oldini olish uchun mos uzunlikda bo'lishi kerak.

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- Faol o'rganish: tanqidiy fikrlash, munozara va tahlilni rag'batlantiradigan videolarni keyingi tadbirlar bilan birlashtiring. Bu talabalarga tarkibni chuqurroq qayta ishlashga yordam beradi.
- Kirish imkoniyati: turli xil o'quv ehtiyojlari bo'lgan talabalarni ko'rib chiqing va har qanday video materiallarga taglavhalar, subtitrlar yoki transkriptlar orqali kirishni ta'minlang.
- Darslarni xilma-xil va qiziqarli qilish uchun hujjatli filmlar, reenaksiyalar, intervyular va animatsiyalar kabi turli xil video formatlardan foydalaning.
- Texnologiya masalalari: dars oldidan videolarni ko'rsatish uchun zarur bo'lgan texnologiya va jihozlar ishonchli va funkcionalligini tekshiring.
- Foydalanishni muvozanatlash: videolar qimmatli vosita bo'lsa-da, ular o'qitishning boshqa shakllarini butunlay almashtirmasligi kerak. Yaxshi o'rganish tajribasini yaratish uchun videolar, munozaralar, o'qishlar va boshqa tadbirlar o'rtasida muvozanatni saqlang.

Umuman olganda, video materiallar tarkibni yanada chuqurroq, qiziqarli va talabalar uchun ochiq qilish orqali tarix darslarini boyitishi mumkin. O'ylangan va boshqa o'qitish usullari bilan birgalikda foydalanilganda, videolar talabalarning tarixni tushunishi va qadrlashiga katta hissa qo'shishi mumkin.

Video materiallar son-sanoqsiz imtiyozlarni taklif qilsa-da, potentsial muammolar va mulohazalarni hal qilish muhimdir. O'qituvchilar manbalarning aniqligi, potentsial tarafkashlik va videolarda keltirilgan tarixiy voqealarning turli xil talqinlari bilan bog'liq masalalarni ko'rib chiqishlari kerak. Bundan tashqari, video materiallarga adolatli kirishni ta'minlash tashvish tug'dirishi mumkin, chunki barcha talabalar sinfdan tashqarida texnologiyaga ishonchli kirishlari mumkin emas.

Xulosa va takliflar.

Video materiallarni ijtimoiy fanlarga kiritish ta'limda ijobiy natijalarga olib keladi. Ushbu materiallar talabalarning fanga qiziqishni uyg'otishi, tanqidiy fikrlashni osonlashtirishi va yanada chuqurroq o'rganish tajribasini taqdim etishi mumkin. Imtiyozlarni maksimal darajada oshirish uchun o'qituvchilar aniq, yaxshi o'rganilgan va o'quv dasturiga mos video materiallarni tanlashlari, bu talabalarning ishonchli ma'lumotlarga ega bo'lishini ta'minlaydi.

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- Video materiallarni ko'rgandan so'ng sinf muhokamalarini rag'batlantiriladi. Bu talabalarga o'z talqinlarini baham ko'rish, istiqbollarni taqqoslash va birgalikda yanada nozikroq tushuncha yaratish imkonini beradi.

- Axloqiy muammolarni hal qilish: tarafkashlikni tan oladigan va turli nuqtai nazarlarni taqdim etadigan videolardan foydalanilganda, tarixiy hamdardlik va bir nechta istiqbollarni tushunishga yordam berish lozim..

Xulosa qilib aytganda, video materiallarning tarix ta'limiga qo'shilishi o'qitishga dinamik va transformatsion yondashuvni taqdim etadi. Multimedia resurslarining vizual va eshitish elementlaridan foydalangan holda o'qituvchilar yanada qiziqarli va yaxlit o'quv muhitini yaratishi mumkin. Videomateriallar puxta o'ylangan kuratsiya, tahlil va munozara orqali tarixiy savodli va tanqidiy fikrlaydigan shaxslarning yangi avlodini shakllantirishda bebaho vosita bo'lib xizmat qilishi mumkin.

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GRAMMATICAL CHARACTERISTICS OF MODAL WORDS IN ENGLISH.

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Annotation. This article talks about modal words and their important role in linguistics, which have been carefully studied and analyzed by world scientists and linguists of the English language. Since modals are the cause of much discussion and controversy in linguistics, this article analyzes the grammatical and semantic functions of modals.

Key words: modal word, etymology, semantics, development, grammar, linguistics, subjective, objective, introductory words.

ГРАММАТИЧЕСКАЯ ХАРАКТЕРИСТИКА МОДАЛЬНЫХ СЛОВ В АНГЛИЙСКОМ ЯЗЫКЕ.

Аннотация. В данной статье говорится о модальных словах и их важной роли в лингвистике, которые были тщательно изучены и проанализированы мировыми учеными и лингвистами английского языка. Поскольку модальные слова являются причиной широких дискуссий и споров в лингвистике, в данной статье анализируются грамматические и семантические функции модальных слов.

Ключевые слова: модальное слово, этимология, семантика, развитие, грамматика, лингвистика, субъективные, объективное, вводные слова.

In linguistics, in order to study and fully understand any language phenomenon, this phenomenon should be covered from both the lexical and grammatical aspects.

It is worth noting that since the grammatical structure of any language is formed over several periods and gradually changes continuously, any grammatical

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phenomenon today can be understood only by studying it from the perspective of the historical development of this phenomenon.

Based on the rules of Marxist linguistics, we will try to explain the grammatical features of modal words from the etymological, morphological and syntactic point of view.

1. The question of the origin of modal words in the modern English language is of primary importance, and that is why they are of great interest in linguistics.

Modal words and phrases such as “*maybe, perhaps, possibly, probably, apparently, evidently, obviously, manifestly, no doubt, surely, of course, certainly*” emerged from the depths of important parts of speech during a long development.

Language never freezes in one place, it constantly evolves along with the people who use it as a means of communication. Consequently, the migration and transition of words from one group to another and the formation of new word groups takes place at the bottom of the language. During the transition of words from one category to another, the accumulation of new qualitative elements occurs both grammatically and lexically. This word is either reinterpreted or its meaning weakened. At the same time, the word loses its old grammatical features and acquires new ones. Ultimately, as a result of the process, the lexical meaning changes completely and loses all grammatical features, and they are replaced by a completely new lexical content and some grammatical features that retain their new or partially old meanings. [1:115]

However, not every word can move to another part of speech, and not every word can develop new quality elements that would put it in the category of modal words. For this, the word should have potential possibilities that help this word move to the modal group of words. The only condition for removing any lexical unit from the original word group and transferring it to the modal word group is the true meaning of the word. In order for a word to have a modal meaning, its lexical meaning should not simply describe the facts of reality, but should have a meaning capable of evaluating these facts in terms of the level of reality. For example, verbs like *to suppose, to seem, to appear, to believe, to think* have necessary probability, like nouns like “*truth*” and adjectives like “*sure*”, “*certain*”.

Words of this type can serve as the basis for the formation of modal words or modal word combinations according to their potential characteristics. In addition, these words express abstract concepts, which helps the word to change to modal.

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However, nouns such as “*beauty*”, “*cleverness*”, “*satisfaction*” are considered abstract, but there is no information to add them to modal words. A word's ability to evaluate the phenomenon expressed in another word or sentence from the point of view of reality, the word's ability to be abstracted according to its meaning, and the wide field of application are the necessary conditions for dividing the word into a modal unit [2:265].

We can distinguish 3 formations in the group of modal words and phrases we are studying:

1. As a representative of the first group, we can take as an example one modal word “*maybe*” composed of two verbs: “*may*” + “*be*”. Following the same structure, the English words “*may fall*” and “*mayhap*” also exist, which are now obsolete. The Oxford dictionary points to the origin of the word “*maybe*” and states that this word is separated from the sentence “*It may be*” [3]. At this point, it is appropriate to recall the opinions of Russian linguists Shakhmatov and Potebnya about abbreviated sentences, which they consider to be “Introductory words”. “They (introductory words) come back to reduced sentences and real sentences” [4:185].

It should be noted that it is almost impossible to talk about the complete preservation of the meaning of the components of “*maybe*”. Because a certain loss of meaning undoubtedly occurred in the process of separating it from the verbal compound and projecting this word as a modal.

This can be evidenced by two cases:

1. The intonation design of “*maybe*” in modern English. Since the emphasis falls on the first component of “*Maybe*”, this leads to the weakening of the second part of the word.

2. The possibility of using the word “*maybe*” closely and appropriately with the verb “to be”. Maybe he is here and He maybe is here.

Group 2 modal forms include: *perhaps, no doubt, of course*.

They belong to the same group because they are based on a noun with an additional auxiliary element. “*Perhaps*” is formed from the plural noun “*hap*” and the prefix “*per*”. The Old English word “*hap*” means “*chance, luck*”. The prefix “*per*” as an etymological element means “*through, complete*”. This formation is not unique in Old English, but there are other words of exactly the same form with the same meaning, such as *percase, percance, peradventure*. All these words, except the word “*perhaps*”, are archaic and have fallen out of use. Since the word “*hap*” has

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also fallen out of use, the word “perhaps” has lost its connection with this noun, and its stem “hap” is no longer accepted as a noun.

If we turn to the analysis of the words “*no doubt*” and “*of course*”, it is very controversial and still not resolved whether these words are considered as a phrase or a word.

Both elements of the modal phrase “*No doubt*” are united into one semantic, indivisible whole. The semantics of this noun helped determine whether this phrase is modal. The formation of this modal phrase is based on the meaning of “doubt”, which forms its semantic core. Lexically, the accumulation of a new adjective began in close connection with the second element - the pronoun “*no*”.

Grammatically, the separation of the modal phrase “*no doubt*” from the noun “*doubt*” is expressed in the loss of morphological and syntactic features specific to the noun:

1. The noun “doubt” cannot be replaced by numbers in the modal phrase “no doubt”.
2. This noun cannot be combined with any definition.
3. Functionally, it cannot function as a member of the sentence.

The development stage of the modal “*of course*” is more complicated than the path of the modal combination “*no doubt*”. The formation process of the modal combination “no doubt” consists of narrowing the dictionary meaning of the noun “doubt”, keeping only one meaning “doubt” and removing its previous meanings such as *danger*, *fear*, as well as the noun caused it to lose its characteristic grammatical features and syntactic connections with other members of the sentence. When the group of modal words was separated, the prepositional phrase “of course” not only lost its previously characteristic grammatical connection with the members of the sentence, but also had to be completely revised in terms of content.

The Oxford dictionary gives 32 meanings of the word “course”, most of which are out of context. Section 19 of the dictionary gives the following meaning of this word: “*Habitually or ordinary manner of procedure, way, custom, practice*”.

From this meaning of the word “Course” the prepositional phrases “*in course*” and “*of course*” were formed. According to the dictionary definition, “in course” means “naturally, as expected”, while “of course” is used synonymously with “in course”. From the 16th century, “of course” began to be used in defining

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and descriptive tasks. Its modal meaning developed much later, towards the middle of the 19th century, and began to be used as an adverb “of course”:

It was at one time made a question whether giving the royal assent to a single bill did not of course put an end to the session. (Stephen, 1845)

The modern modal “*of course*” is a revised prepositional phrase “*of course*”, which was previously used in an adverbial function.

The third group of modal words is the most commonly used modal word in English. Examples of these are the following: possibly, probably, apparently, evidently, obviously, manifestly, surely, certainly. The structural structure of these words is clear and unambiguous and does not cause any confusion: *adjective* + *suffix* + “*ly*”. Among these words, “*possibly*” and “*probably*” are considered modal words, and the rest can be used not only in this task, but also in the adverbial task. Of course, this rarely happens.

There is no doubt that the lexical meaning of the adjective that forms the basis of the derived word is of great importance and cannot be ignored. In this case, the semantics of the words “*possible*” and “*probable*” with the help of the suffix “*ly*” means that the derivatives “*possibly*” and “*probably*” naturally retain the meanings of “*possibility*” and “*probability*”. The meanings of “*probability*” and “*possibility*” could become only modal words as abstract meanings capable of expressing the speaker’s opinion about the level of reality of someone or an event. Adjectives such as “*apparent, evident, obvious, manifest*” are considered to be modal words with the suffix “*ly*” after them the process of separate separation continued along the stages of development of the abstraction of concrete elements and the abstract elements characteristic of qualities. We can see this process of abstraction, for example, in the modal word “*obviously*”. The original specific meaning of this adverb was directly related to the specific meaning of the adjective “*obviously*”. The English word “*obvious*” comes from the Latin adjective “*obvius*”, the components of which are the prefix “*ob*” meaning “*against*” and the noun “*via*” meaning “*way*” [5 :180].

To conclude, the subjective element is very important in the development of modal meaning in a word. The level of the subjective element contributes to the “*modalization*” of the word. There are more reasons for the subjective element to appear in the evaluation of abstract things than in the evaluation of concrete things. Therefore, when using words that express the evaluation of abstract events, the level

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of subjectivity included in this word increases, which helps this word to become a modal.

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“THE BENEFITS OF BEING A POLYGLOT: WHY LEARNING MULTIPLE LANGUAGES IS WORTH IT”

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Abstract. This article highlights the numerous benefits of being a polyglot such as enhanced communication skills, cognitive abilities, and cultural understanding, to personal growth and enhanced confidence. Although learning languages can be challenging and difficult to manage, it certainly has so many advantages in every sphere of globalized world. This article illustrates those advantages and encourages becoming a Polyglot.

Keywords. Cognitive abilities, cultural understanding, communication skills, linguistic situations, bilingual or multilingual, linguistic proficiency, critical thinking, memory retention.

«ПРЕИМУЩЕСТВА ПОЛИГЛОТА: ПОЧЕМУ СТОИТ ИЗУЧАТЬ НЕСКОЛЬКО ЯЗЫКОВ»

Абстрактный. В этой статье подчеркиваются многочисленные преимущества полиглота, такие как улучшение коммуникативных навыков, когнитивных способностей и понимания культуры, для личностного роста и повышения уверенности. Хотя изучение языков может быть сложной задачей и трудным в управлении, оно, безусловно, имеет множество преимуществ во всех сферах глобализированного мира. Эта статья иллюстрирует эти преимущества и призывает стать полиглотом.

Ключевые слова. Когнитивные способности, понимание культуры, коммуникативные навыки, языковые ситуации, двуязычное или многоязычное владение языком, критическое мышление, сохранение памяти.

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INTRODUCTION.

Being multilingual is an amazing and fulfilling experience that provides endless chances for comprehension and communication. A polyglot is a person who speaks multiple languages fluently, typically because of extensive exposure to different linguistic situations, practice, and study. Being able to converse with people from many cultures and backgrounds is one of the main advantages of being polyglot. Not only does language facilitate communication, but it also provides access to a multitude of viewpoints, customs, and lifestyles. Polyglots have the ability to communicate with people from all over the world and dissolve barriers by speaking numerous languages.

Additionally, cognitive talents like memory, problem solving, and multitasking can all be improved by becoming polyglot. It can enhance general brain function and cognitive development to acquire new languages, which call for mental flexibility and adaptation. Research has indicated that persons who are bilingual or multilingual have superior attention regulation, task switching, and problem-solving ability in comparison to those who are monolingual (Marian & Shook, 2012).

Being a polyglot, though, has its own set of challenges. Being multilingual demands commitment of time, effort, and attention. It might be difficult to balance several language study regimens at once, which can cause dissatisfaction or exhaustion. It also takes regular practice and exposure to native speakers to sustain competency in any language over time.

The Benefits of Being Polyglot

Speaking more than one language, or being a polyglot, has been associated with various cognitive advantages. A few of these are as follows:

1. Better multitasking abilities: People who speak multiple languages are frequently more adept at juggling several tasks at once and managing multiple bits of information (Poarch & Bialystok, 2015).
2. Improved problem-solving abilities: Linguistic proficiency and critical thinking are two areas where learning a new language can make a difference (Shirkhani & Fahim, 2011).
3. Improved memory retention: Research has indicated that bilingual or multilingual people frequently have stronger recall and memory capacities than monolingual people do (Yang, 2017).

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4. Enhanced cognitive flexibility: Being polyglot helps improve cognitive flexibility, which is the capacity to change one's perspective and adjust to novel circumstances (Yang, 2023).

5. Delayed start of dementia: Studies have indicated that bilingualism may help postpone dementia and Alzheimer's disease by a number of years, presumably because multilingualism increases cognitive reserve (Guzmán-Vélez & Tranel, 2015).

In the modern global world of today, speaking various languages can lead to a variety of professional prospects. Employers are increasingly looking for workers with multilingual skills to assist in navigating global marketplaces and cultivating ties with clients from other nations. Being a polyglot, or someone who is fluent in multiple languages, can provide several professional advantages:

1. More career options: Speaking more than one language can lead to opportunities in a variety of industries, including international business, translation, interpreting, and diplomacy.

2. Competitive advantage: Gain an advantage over other candidates who might only know one language in the globalized world of today by being able to communicate in numerous languages. Workers with intercultural and language sensitivity are highly valued by employers.

3. Enhanced communication abilities: Learning several languages can help become more proficient in all areas of communication. In any professional context where good communication is essential, this might be helpful.

4. Cultural Understanding: Being polyglot makes it easier to comprehend and value various civilizations. Working with varied groups of people is a must in many occupations, thus having this cultural understanding can be advantageous.

5. Opportunities for networking: Being able to speak more than one language will enable to connect with people in more places and nations. This can help advance career and make more contacts that are professional.

Different societies have different cultural perceptions of polyglots. The capacity to converse in various languages is considered as a desirable skill that opens up chances for travel, employment, and personal relationships, and in certain cultures, polyglots are widely appreciated and valued for this ability. Since their ability to speak multiple languages is frequently perceived as a sign of privilege or

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elitism, polyglots may be looked down upon or envied in other cultures (Eva Alcón Soler et al., 2007).

Polyglots, on the other hand, are frequently regarded as culturally flexible, accepting people who have a great respect for many languages and cultures. They are viewed as capable of bridging gaps and fostering cultural understanding and communication between individuals from various backgrounds. Being multilingual can help people negotiate different cultural environments and establish deeper connections with others. In today's globalized society, polyglots are increasingly valued for their traits (Language, 2024).

Learning and mastering numerous languages can lead to personal growth and enhanced confidence for those who are polyglots (TalkPal, 2023). This is because being multilingual enables them to interact with a greater variety of individuals, comprehend various cultures, and handle a variety of circumstances with greater effectiveness. Furthermore, the cognitive advantages of language learning can also support self-improvement and boost self-assurance.

CONCLUSION

Finally, having multiple languages is a great advantage that goes well beyond language skills. Enhancing cognitive capacities, fostering cultural awareness, improving communication skills, opening up professional options, promoting personal growth and self-confidence, and even enriching travel experiences are just a few of the benefits it can have. All things considered, being polyglot is an incredibly useful ability that has numerous advantages in both personal and professional spheres.

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THE IDEAS OF TRANSCENDENTALISM IN THE WORKS OF EMILY DICKINSON

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Abstract. This article focuses on the analysis of Emily Dickinson's poems, and the elements of transcendentalism in her poetry are discussed separately. First of all, in this article, the unique features of the poet's work are emphasized, and the character traits of the transcendentalism stream are expressed separately. All the sources shown in the article are scientifically proven sources and are explained through examples. Although the concept of “transcendentalism” is a difficult word, it shows a very simple idea. The representatives of this stream are such people who describe the world and nature as they are. They approach the definition of something without excessive decorations and exaggerations. Emily Dickinson is one such writer. In particular, she avoided perfecting the depiction of nature.

Key words: *transcendentalism, transcendentalist, transcendentalist school, interpersonal connections, "American" thinker, nature, destruction, industrialism, spiritual climate, moral absolutes.*

ИДЕИ ТРАНСЦЕНДЕНТАЛИЗМА В ТВОРЧЕСТВЕ ЭМИЛИ ДИКИНСОН

Аннотация. Данная статья посвящена анализу стихотворений Эмили Дикинсон, и отдельно рассматриваются элементы трансцендентализма в ее поэзии. Прежде всего, в данной статье подчеркнуты уникальные черты творчества поэта, а отдельно выражены черты характера течения трансцендентализма. Все источники, показанные в статье, являются научно подтвержденными источниками и поясняются на примерах. Хотя понятие «трансцендентализм» — сложное слово, оно показывает очень простую идею. Представители этого течения – такие люди, которые описывают мир и природу такими, какие они есть. Они подходят к определению чего-либо без излишних украшений и преувеличений. Эмили Дикинсон — одна из таких

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писательниц. В частности, она избегала совершенствования изображения природы.

Ключевые слова: трансцендентализм, трансценденталист, школа трансценденталистов, межличностные связи, «американский» мыслитель, природа, разрушение, индустриализм, духовный климат, нравственные абсолюты.

Transcendentalism is a fairly formal term that refers to a pretty straightforward concept. Men and women alike possess information about themselves and the world around them that "transcends" or extends beyond what they can see, hear, taste, touch, or feel.

Not logic or the senses, but intuition and imagination, are where this knowledge originates. People can put their confidence in themselves to judge what is morally correct. A transcendentalist is someone who embraces these concepts not as religious convictions but as a method to comprehend interpersonal connections. The people who were closest to this new style of thinking were informally connected by a club called the transcendental club, which convened in George Ripley's Boston house. Their main work was published in the monthly "The Dial," which was edited by feminist and political radical Margaret Fuller, whose book "Women of the Nineteenth Century" was one of the most well-known of its day. The group had many exceptional intellectuals, but Ralph Waldo Emerson was given the position of leadership.

Emerson, a speaker and essayist with a Harvard education, is regarded as the first really "American" thinker. He advised Americans to avoid imitating and going to Europe for inspiration in his most well-known article, "The American Scholar," and to instead be themselves. He thought that everyone had boundless potential and that people are innately good. He encouraged his coworkers to seek the solutions to life's most difficult issues inside themselves, in nature, in the arts, and through their job. His theoretical contributions to the transcendentalist school of thought sparked a particularly American idealism and spirit of reform.

The most important part of Transcendentalism is the focus on nature and opposition to the destruction of the individual that came with industrialism. In the late 1820s, a philosophical movement called transcendentalism first emerged. It evolved as a reaction to the time's overall spiritual climate. It first appeared in

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Massachusetts, in the east of the country. The philosophy draws from a variety of significant authors and ideas. Immanuel Kant was one such thinker. He was well-known during the Age of Enlightenment and of German heritage from Prussia. In his philosophy on transcendental idealism, he made the case that things are what they seem to be to us. Not in their true, natural state.

I will draw on a number of sources that have already discussed Dickinson's ideas on nature in terms of a transcendental and linguistic framework in order to investigate this historical interpretation of Dickinson as a nature poet. One such source is Dickinson's early editors, who regarded nature as a crucial theme for the poet and interpreted this tendency as a connection between Dickinson and the transcendental movement. Thomas Wentworth Higginson and Mabel Loomis Todd included "Nature" as one of four thematic headings under which they organized their choices in the first three editions of Dickinson's poetry.

In fact, these editors used nature as a metaphor for Dickinson's whole body of work since they believed it to be a subject that was so closely related to the poet. In the introduction to the first series of Poems, Higginson states that "In many cases these verses will seem to the reader like poetry torn up by the roots, with rain and dew and earth still clinging to them, giving a freshness and fragrance not otherwise to be conveyed" in reference to the rough but vigor of Dickinson's verse.

Poetry by Emily Dickinson has long been recognized as a source of conflict. Though Dickinson's poetry is frequently seen as a place of inner conflict, where the poet wrestles with personal concerns like religion and identity, Dickinson's poetry has also come to represent a larger cultural debate as new readers challenge older attempts to define and interpret Dickinson and her work. As Betsy Erkkila demonstrates in her analysis of Dickinson's publishing history, "The Emily Dickinson Wars," cultural interests are frequently at stake in the conflict for Dickinson's reputation. Dickinson's poetry may be seen of as "a scene of struggle in which significant social and cultural values have been both produced and contested" in this way.

Despite supporting transcendentalism, Dickinson has some unique viewpoints on the natural world. The natural environment is not ideal in her eyes. She likes being in close proximity to nature, which helps her realize both the beauty and the brutality of nature. She writes the following in her poetry "*A Bird Came Down the Walk*":

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He bit an Angleworm in halves/And ate the fellow, raw”³³;

The phrases "halves" and "raw" characterize the bird's angry nature. Dickinson learns that not all woodland creatures are good, thanks to the food cycle between worms and birds, predators and prey. She also holds the view that humans and nature genuinely cannot coexist. She states in the third stanza:

“I offered him a Crumb/And he unrolled his feathers/And rowed him softer home³⁴”.

The bird turned down her offer of crumbs and flew away in horror. Even though Dickinson tries to be kind, he is unable to comprehend her compassion. He is astonished and decides to fly away from her rather than expressing his gratitude for her. This leads Dickinson to believe that there will always be a divide between humans and other animals and that it is impossible for humans to fully blend with the natural world.

Her poetry, in which she describes a process of dissociating from the physical world in search of unification with metaphysical existence, is centered on exclusion, retraction, and renunciation. In her poem, *A Wounded Dear- Leaps Higher*, Through a demoralized and broken figure, she centers the debate about the separation of the physical body from the spirit. She portrays dying as a 'ecstasy', an event that takes place beyond of the physical realm in which the Dear is released from all physical ties. She writes

“A wounded Dear- leaps higher

I’ve heard the hunter tell

‘Tis but the ecstasy of death

And then the brake is still³⁵”

She prioritizes the losers over the winners because only the losers can truly comprehend sorrow and suffering. The existential and spiritual crises that exists in this religiously driven environment, where personal interpretations of religion or God appear to be discouraged, is referred to as the wound. Instead, a predetermined pattern serves as the generally recognized standard by which salvation and unity with the Supreme Being are defined and comprehended. Dickinson depicts complex human needs, a conflict between the body and the spirit, as well as a relationship

³³ Dickinson, Emily. “A Bird came down the Walk” 1862, Dickinson packet, lines 3-4;

³⁴ The same: lines 14-16;

³⁵ Dickinson, Emily. *The complete Poems of Emily Dickinson*. Heraklion Press;

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between death and earthly ties. In order to build a metaphysical discourse in which the "eternal is argued from the transient, the foreign is explained by the familiar, and fact is illumined by mystery," images of a wounded body and a dead being are used.

Dickinson's method appears to be split simultaneously, which causes tension in her poetry. In her philosophy of life, she tries to depict this conflict between the body and the spirit. The division may be divided into four categories: internal and external reality, worldly struggles and spiritual quests, interiorization of daily life and exteriorization of inner life. The poetry of Emily Dickinson is beautiful because it synchronizes and combines the sublime with the everyday to provide a wide variety of imagery.

Dickinson's poetry and letters both reflect her interest in the subject of nature's twofold importance, which she shared with her transcendental contemporaries. Dickinson explains how perceptions of a world beyond the senses are sparked by sensory items in a letter she wrote to Susan Gilbert in 1852: *"Every bird that sings, and every bud that blooms, does but remind me more of that garden unseen, awaiting the hand that tills it"*.

Dickinson's usage of supernatural beings to describe the natural world is significant for its tight linkage of physical and spiritual events, even though this assertion is undoubtedly fun and allegorical. These letters imply that Dickinson found delight in nature and that she thought about the idea that nature may hold spiritual importance in addition to its physical expressions.

In conclusion, the main method that this cultural trend was introduced to Americans was through transcendentalist literature. Transcendentalism was an ideology of thought that emphasized freedom, intuition, and self-reliance. Emily Dickinson was also the main representative of this literary trend and contributed to its development. Dickinson doesn't make a clear difference between tone and vehicle in her metaphors. A new layer of meaning is created when two concepts are defined in terms of one another. By the time Dickinson's poem is finished, neither hope nor birds are perceived in the same manner. Dickinson regularly incorporates this changing motif into her poetry. Her language revolves around change, frequently coming to an end before the shift is fully realized.

The poetry of Emily Dickinson has had a notable impact on American literature. She defies literary conventions with inventive wordplay, unusual rhymes,

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and sudden line breaks while yet displaying a profound and respected awareness of formal poetry structure.

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**MODERN TREATMENT OF CHRONIC HEART FAILURE:
INNOVATIONS AND APPROACHES**

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Annotation: Modern Treatment of Chronic Heart Failure This article delves into the contemporary approaches to managing chronic heart failure (CHF), highlighting significant advancements in both medical and non-medical treatments. It covers:

1. Pharmacological Therapies: Key drugs such as ACE inhibitors, ARBs, beta-blockers, mineralocorticoid receptor antagonists, and SGLT2 inhibitors, which play crucial roles in improving heart function and patient outcomes.

2. Device-Based Therapies: Technologies like Implantable Cardioverter Defibrillators (ICDs) and Cardiac Resynchronization Therapy (CRT) devices that assist in regulating heart rhythm and improving cardiac efficiency.

3. Advanced Therapies: The use of Left Ventricular Assist Devices (LVADs) and heart transplantation for patients with severe heart failure, offering life-extending options.

4. Lifestyle Modifications: The importance of diet, exercise, patient education, and self-management in controlling symptoms and improving quality of life.

5. Emerging Therapies: Innovations in gene therapy, regenerative medicine, and novel pharmacological agents that hold promise for future treatments.

The article underscores the multifaceted nature of CHF treatment, combining established methods with cutting-edge research to enhance patient care and outcomes.

Keywords: Chronic Heart Failure (CHF), - Pharmacological Therapies, ACE, Inhibitors, ARBs (Angiotensin II Receptor Blockers), Beta-Blockers, Mineralocorticoid Receptor Antagonists, SGLT2 Inhibitors, Device-Based Therapies, Implantable Cardioverter Defibrillators (ICDs), Cardiac Resynchronization Therapy (CRT), Left Ventricular Assist Devices (LVADs), Heart Transplantation, Lifestyle Modifications, Patient Education, Gene Therapy,

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SJIF 2024 = 5.444

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Regenerative Medicine, Novel Pharmacological Agents, Heart Function, Quality of Life.

СОВРЕМЕННОЕ ЛЕЧЕНИЕ ХРОНИЧЕСКОЙ СЕРДЕЧНОЙ НЕДОСТАТОЧНОСТИ: ИННОВАЦИИ И ПОДХОДЫ

Аннотация: Современное лечение хронической сердечной недостаточности. В этой статье рассматриваются современные подходы к лечению хронической сердечной недостаточности (ХСН), подчеркиваются значительные достижения как в медикаментозном, так и в немедикаментозном лечении. Это охватывает:

1. Фармакологическая терапия: ключевые препараты, такие как ингибиторы АПФ, БРА, бета-блокаторы, антагонисты минералокортикоидных рецепторов и ингибиторы SGLT2, которые играют решающую роль в улучшении функции сердца и результатах лечения пациентов.

2. Аппаратная терапия: такие технологии, как имплантируемые кардиовертеры-дефибрилляторы (ИКД) и устройства сердечной ресинхронизирующей терапии (СРТ), которые помогают регулировать сердечный ритм и повышать эффективность работы сердца.

3. Передовые методы лечения: использование вспомогательных устройств для левого желудочка (LVAD) и трансплантация сердца пациентам с тяжелой сердечной недостаточностью, предлагающие возможности продления жизни.

4. Изменение образа жизни: важность диеты, физических упражнений, обучения пациентов и самоконтроля для контроля симптомов и улучшения качества жизни.

5. Новые методы лечения: инновации в генной терапии, регенеративной медицине и новые фармакологические агенты, которые обещают будущие методы лечения.

В статье подчеркивается многогранный характер лечения ХСН, сочетающий признанные методы с передовыми исследованиями для улучшения ухода за пациентами и улучшения результатов.

Ключевые слова: хроническая сердечная недостаточность (ХСН), - фармакологическая терапия, АПФ, ингибиторы, БРА (блокаторы рецепторов ангиотензина II), бета-блокаторы, антагонисты минералокортикоидных рецепторов, ингибиторы SGLT2, аппаратная терапия, имплантируемые

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кардиовертеры-дефибрилляторы (ИКД), сердечная ресинхронизация. Терапия (CRT), Вспомогательные устройства левого желудочка (LVAD), Трансплантация сердца, Модификация образа жизни, Обучение пациентов, Генная терапия, Регенеративная медицина, Новые фармакологические агенты, Функция сердца, Качество жизни.

INTRODUCTION.

Chronic heart failure (CHF) is a pervasive and debilitating condition that affects millions of individuals worldwide. It arises when the heart is unable to pump sufficient blood to meet the body's demands, leading to symptoms such as fatigue, shortness of breath, and fluid retention. As a progressive illness, CHF imposes a significant burden on patients, healthcare systems, and society at large. However, recent advancements in medical science and technology have brought about a paradigm shift in the management and treatment of CHF. This article explores the modern therapeutic strategies employed to combat CHF, encompassing pharmacological interventions, device-based therapies, advanced surgical options, lifestyle modifications, and emerging innovative treatments. Through a comprehensive understanding of these approaches, healthcare providers can offer improved care and hope for better outcomes for those affected by this challenging condition.

Main Body

Pharmacological Therapies

ACE Inhibitors and ARBs

Angiotensin-converting enzyme (ACE) inhibitors and angiotensin II receptor blockers (ARBs) have revolutionized the treatment of CHF. ACE inhibitors, such as enalapril and lisinopril, help to lower blood pressure and reduce strain on the heart by blocking the conversion of angiotensin I to angiotensin II, a potent vasoconstrictor. ARBs, including losartan and valsartan, serve as alternatives for patients who are intolerant to ACE inhibitors. These medications block the effects of angiotensin II directly, providing similar cardiovascular benefits.

Beta-Blockers

Beta-blockers, such as carvedilol and metoprolol, are essential in managing CHF. By blocking the effects of adrenaline, these drugs reduce heart rate, decrease blood pressure, and mitigate arrhythmias, thus lowering the heart's workload.

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Studies have demonstrated that beta-blockers improve survival rates and reduce hospitalizations in CHF patients.

Mineralocorticoid Receptor Antagonists

Medications like spironolactone and eplerenone antagonize the effects of aldosterone, a hormone that contributes to sodium and water retention, leading to fluid buildup. By blocking aldosterone, these drugs help reduce edema and improve heart function, offering a significant benefit in patients with advanced heart failure.

SGLT2 Inhibitors

Originally used for managing diabetes, sodium-glucose co-transporter 2 (SGLT2) inhibitors have shown remarkable benefits in heart failure treatment. Dapagliflozin and empagliflozin not only help control blood sugar levels but also reduce heart failure hospitalizations and cardiovascular deaths, making them a valuable addition to the CHF treatment arsenal.

Device-Based Therapies

Implantable Cardioverter Defibrillators (ICDs)

ICDs are critical for patients at high risk of sudden cardiac arrest. These devices continuously monitor heart rhythms and deliver shocks when dangerous arrhythmias are detected, effectively preventing sudden cardiac death and improving long-term survival rates.

Cardiac Resynchronization Therapy (CRT)

CRT devices synchronize the contractions of the heart's ventricles, improving the efficiency of the heart's pumping action. This therapy is particularly beneficial for patients with a type of heart failure characterized by dyssynchronous ventricular contractions. CRT has been shown to enhance quality of life, reduce hospitalizations, and increase survival.

Advanced Therapies

Left Ventricular Assist Devices (LVADs)

LVADs are mechanical pumps that support the heart's function and blood flow in patients with severe heart failure. They are used either as a bridge to heart transplantation or as a long-term therapy for those ineligible for transplant. LVADs significantly improve survival rates and quality of life, offering a lifeline for patients with end-stage heart failure.

Heart Transplantation

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For patients with end-stage CHF, a heart transplant remains the definitive treatment. Advances in immunosuppressive therapy and surgical techniques have improved the success rates of heart transplants, allowing many patients to enjoy prolonged and productive lives post-transplant.

Lifestyle Modifications and Non-Pharmacological Approaches

Diet and Exercise

Lifestyle changes play a crucial role in managing CHF. A low-sodium diet helps prevent fluid retention, while regular physical activity strengthens the heart muscle, improves circulation, and enhances overall cardiovascular health. Exercise programs tailored to the individual's condition can significantly improve symptoms and quality of life.

Patient Education and Self-Management

Educating patients about CHF, its symptoms, and the importance of medication adherence is vital. Self-management programs that include regular monitoring of symptoms and weight, dietary adjustments, and physical activity can empower patients to take control of their condition, leading to better outcomes.

Emerging Therapies

Gene Therapy and Regenerative Medicine

Gene therapy and regenerative medicine hold promise for future CHF treatments. These approaches aim to repair or regenerate damaged heart tissue, potentially offering a cure for heart failure. Research is ongoing, with some early clinical trials showing encouraging results.

Novel Pharmacological Agents

New drugs targeting different pathways involved in heart failure are under development. Omecamtiv mecarbil, a cardiac myosin activator, enhances the heart's contractility without increasing oxygen demand, offering a novel approach to improving heart function in CHF patients.

Conclusion

The modern treatment of chronic heart failure is diverse and dynamic, integrating pharmacological, device-based, and lifestyle interventions. Continued research and innovation are paving the way for new therapies that promise to further improve outcomes and quality of life for patients with CHF. By staying abreast of these advancements, healthcare providers can offer comprehensive and effective care to those affected by this challenging condition.

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LINGUOCULTUROLOGY AS AN INDEPENDENT DIRECTION OF LINGUISTICS

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Annotation: The article pays great attention to the concept of linguoculturology and explores the inextricable interconnection of a number of sciences. Linguoculturology analyzes the mental, cultural and mental characteristics of representatives of different ethnic groups, which makes it possible to identify the characteristics of their cultural values, the specifics of the concepts of the material and inner world of a person. Particular attention is paid to the concepts of “concept” and “conceptosphere”; through the concept, a person develops an image of his native language, his thesaurus is created, and through the concept sphere, a person realizes himself as a linguistic personality.

Key words: linguoculturology, meaning, linguistic consciousness, concept, concept sphere.

ЛИНГВОКУЛЬТУРОЛОГИЯ КАК САМОСТОЯТЕЛЬНОЕ НАПРАВЛЕНИЕ ЛИНГВИСТИКИ

Аннотация: В статье уделяется большое внимание понятию лингвокультурологии и исследуется неразрывная взаимосвязь ряда наук. Лингвокультурология анализирует психические, культурные и психические особенности представителей разных этносов, что позволяет выявить особенности их культурных ценностей, специфику понятий о материальном и внутреннем мире человека. Особое внимание уделено понятиям «концепт» и «концептосфера»; через концепт у человека складывается образ родного языка, создается его тезаурус, а через концептосферу человек реализует себя как языковую личность.

Ключевые слова: лингвокультурология, значение, языковое сознание, концепт, концептосфера.

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The problem of the relationship between language and culture appeared in the works of both domestic and foreign linguists several hundred years ago and is still relevant today. With the development of semasiological and onomasiological theories, language began to be understood as a means through which it seems possible to study the mental structures behind it.

Vinokur G.O. noted that every linguist who studies the language of a given culture thereby becomes a researcher of the culture whose products his chosen language belongs to [5, p. 211].

Language is the source of folk culture, psychology and philosophy, the cradle of the history of the people and their spirit. On the understanding of continuity and

The unity of language and culture was based in the 30-40s of the last century on the well-known Sapir-Whorf hypothesis. But the active and constructive properties of language and its ability to influence the formation of folk culture, psychology and creativity were discovered and recognized back in the 18th century and at the beginning of the 19th century by I.G. Herder and W. von Humboldt.

The object of linguoculturology is the linguistic (discursive) function of language, considered from the point of view of value-semantic content. This definition of the object of linguoculturology goes back to the Hum-Boldt concept, according to which language actively participates in all the most important spheres of cultural and discursive life: in the perception and understanding of reality. “Language, in accordance with the concept under consideration, is a universal form of primary conceptualization of the world, an exponent and keeper of unconscious elemental knowledge about the world, historical memory of socially significant events in human life. Language is a mirror of culture, reflecting the faces of past cultures, intuitions and categories of worldviews”.

Tolstoy N.I. said that the relationship between culture and language can be considered as a relationship between the whole and its part. Language can be considered as a component of culture or a tool of culture, which are not interchangeable concepts, especially when it comes to literary language and the language of folklore. At the same time, language is generally autonomous in relation to culture as a whole. It can be considered separately from culture or in comparison with culture as an equivalent and equal phenomenon.

A comparison of culture and language in general and in particular of a specific national culture and a specific language reveals a certain isomorphism of their

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structures in a functional and intra-hierarchical plan [1, p. 18]. Just as they distinguish between literary language and dialects, while also highlighting vernacular, and in some cases, argot, in each ethnoculture N.I. Tolstoy distinguished four types of culture:

- the culture of the educated layer, “bookish”, or elite;
- folk and peasant culture;
- intermediate culture, corresponding to the vernacular, which is usually called “culture for the people”, or “third culture”;
- traditional professional subculture (pastoral, beekeeping, pottery, trade and craft).

Having slightly changed the order of the listed linguistic and cultural layers, the scientist builds two parallel series:

- literary language - elite culture;
- colloquially - “third culture”;
- adverbs, dialects - folk culture;
- argot - traditional professional culture.

The same set of distinguishing features can be applied to both rows:

- 1) normalization - non-standardization;
- 2) supra-dialectality(supraterritoriality) - dialectality (territorial dismemberment);
- 3) openness - closedness (spheres, systems);
- 4) stability - instability [1, p. 18-19].

It should be noted that the above information should rather be attributed to the prehistory of the science of the interaction of language and culture. The first mentions of linguoculturology as a scientific discipline are contained in the works of D.S. Likhacheva, Yu.M. Lotman, M.M. Pokrovsky and G.V. Stepanova.

Linguoculturology as a scientific discipline appeared in the second half of the twentieth century. If cultural studies examines a person’s self-awareness in relation to nature, society, history, art and other spheres of his social and cultural existence, and linguistics examines the worldview that is displayed and fixed in language in the form of mental models of the linguistic picture of the world, then linguoculturology also has as its subject language and culture, in dialogue and interaction.

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Linguoculturology is a branch of linguistics that arose at the intersection of linguistics and cultural studies and studies the manifestations of the culture of a people, which are reflected and entrenched in the language. Ethnolinguistics and sociolinguistics are closely related to it.

Recently, a large number of fundamental works have appeared in which the methodological apparatus of this science is built, unique methods for describing linguistic material are presented, and important theoretical generalizations are made in the analysis of linguistic facts. However, despite all the value of these studies, linguoculturology is still in the stage of its design and formation, and needs to clarify its categorical theoretical apparatus.

The term “linguoculturology” appeared in connection with the works of scientists of the phraseological school, headed by V.N. Telia, works by A.D. Arutyunova, V.V. Vorobyova, V.A. Maslova, Yu.S. Stepanova, V.M. Shakleina, etc. This is a paradigm of scientific research at the turn of the century, cultivating knowledge of an integrated type, the principle of anthropocentrism in the study of phenomena of reality.

Since the 19th century, the problem of interaction between language and culture has constantly been the focus of attention of linguists, philosophers and cultural scientists, based on anthropocentric principles of cognition and description of the world.

The relationship between linguoculturology and cognitive linguistics opens up one of the most intimate corners of culture - linguistic consciousness, without which full mastery of a language is impossible.

Through the study of the basic unit of language - meaning, the semantic space of language is comprehended. In linguoculturology, such comprehension of semantic space is subject to the identification and structuring of the concept sphere. In turn, to structure the concept sphere, it is necessary to analyze the basic unit of the concept sphere - the concept, which, in a number of parameters, differs from the concept.

The terms “notion” and “concept” are of the same order, comparable, but not equivalent. If a concept is a set of cognized essential features of an object, then a notion is a mental national-specific formation, the plan of content of which is the entire body of knowledge about a given object, and the plan of expression is the set of linguistic means. Concepts are the most complex everyday (everyday) concepts,

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which are important elements of the corresponding conceptual sphere of language and ethnoculture.

Linguoculturology is a new research paradigm in the process of scientific and cultural thought about language and culture. It not only expands the range of a research idea, but also allows for a deeper and more multifaceted understanding of its capabilities.

In this regard, linguistic and regional studies can be considered as the practical implementation of linguoculturology in the process of teaching the native language to foreigners, that is, as its applied aspect.

Thus, the term “linguoculturology” seems to be broader, since, along with the problem of describing culture and language in the process of its functioning, it implies the inclusion of empirical studies of these phenomena.

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THE IMPORTANCE OF MEDIA IN THE CONTEXT OF GLOBALIZATION

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ABSTRACT

This article highlights the importance of information and media in the context of globalization and its impact on national mentality. Threats of the media world are based on its place in the global world, the essence of the acceleration of globalization.

Keywords: Information and media, cultural exchange, information dissemination, bridging boundaries, influence and persuasion, global awareness, social connectivity, globalization, national mentality, content, virtualization.

ЗНАЧЕНИЕ СМИ В КОНТЕКСТЕ ГЛОБАЛИЗАЦИИ АБСТРАКТНЫЙ

В данной статье подчеркивается важность информации и средств массовой информации в условиях глобализации и ее влияние на национальный менталитет. Угрозы медиамира основаны на его месте в глобальном мире, сути ускорения глобализации.

Ключевые слова: информация и средства массовой информации, культурный обмен, распространение информации, преодоление границ, влияние и убеждение, глобальная осведомленность, социальная связь, глобализация, национальный менталитет, контент, виртуализация.

In today's global and informational world, the importance of media is increasing day by day. The importance of information technology is increasing in every aspect of society's life. Especially in the conditions of globalization, it was shown that the influence of the media world is strong. The increasing virtualization of human life, significant use of media in science serve to further increase its importance. Mahatma Gandhi, the Indian national hero, said: "I cannot close the doors and windows of my house because fresh air must come in, but dust, rain, and storms can also come in with the air and turn my house upside down." I can't let go"

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This thought of Gandhi was given directly to the process of globalization, and at the beginning of the 20th century, the processes of globalization began to worry scientists³⁶. Globalization is a worldwide process of economic, political, cultural and religious integration and unification³⁷. The word globalization is derived from the word globe, which means spherification, rounding.

Globalization refers to the process of increasing interconnectedness and interdependence between countries, societies and people around the world. It involves the global exchange of goods, services, ideas and cultures and is driven by advances in technology, communication and trade. Globalization has led to the integration of economies, the flow of capital and investment across borders, the spread of information and technology, and the interconnection of cultures and societies. While globalization has facilitated economic growth and development, it has also raised concerns about inequality, cultural homogeneity, environmental degradation, and the erosion of national sovereignty³⁸.

Media plays a crucial role in the context of globalization as it facilitates the flow of information, ideas, and cultural exchange across borders. Here are some key reasons highlighting the importance of media in the context of globalization:

1. Information dissemination: Media, including news outlets, social media, television, and online platforms, play a key role in disseminating information globally. This allows people to stay informed about global events, trends, and developments in real-time³⁹.

2. Cultural exchange: Global media platforms enable the sharing of cultural products such as music, films, literature, and fashion, which helps in promoting cultural diversity and awareness across the world.

3. Bridging boundaries: Media acts as a bridge between different cultures, languages, and societies, facilitating communication and understanding between people from diverse backgrounds.

4. Influence and persuasion: Media has the power to shape public opinion, influence behaviors, and persuade individuals to adopt certain beliefs or values. This influence can transcend national borders and have a global impact.

³⁶ М. К. Gandhi. An Autobiography Or The Story of My Experiments With Truth. Dehli-1947. p 68

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5. Global awareness: Through media coverage and reporting, people are made aware of global issues such as climate change, human rights violations, and socio-political conflicts, prompting global discussions and actions.

6. Economic impact: Media plays a significant role in shaping consumer preferences and promoting global brands and products, thereby contributing to the global economy and trade.

7. Social connectivity: Social media platforms have revolutionized the way people connect and communicate globally, breaking down barriers and enabling instantaneous interactions between individuals from different parts of the world.

In conclusion, media is a powerful tool in the context of globalization, enabling the exchange of information, ideas, and culture on a global scale. Its role in shaping perceptions, influencing behaviors, and fostering global awareness makes it a vital component in the interconnected world of today.

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ISLOMDA AYOLLARNING ROLI VA MUNOSABAT

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Annotatsiya. Maqolada Islom dinidagi muqaddas manbada ayol kishilarga bo'lgan munosabat, payg'ambarimiz Muhammad alayhissalom tomonidan ayollarga bo'lgan muomala madaniyati, erkak va ayol munosabatlarining o'ziga xos jihatlari tahlil etilgan. Oilada erkak va ayol maqomining islom falsafasidagi tahlili keltirilgan.

Kalit so'zlar: Qur'oni karim, ilm, ayol, bilim, inson, hadis, aql, olim, fuzalo, martaba.

РОЛЬ И ОТНОШЕНИЕ ЖЕНЩИН В ИСЛАМЕ

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Аннотация. В статье анализируется отношение к женщине в священном источнике ислама, культура обращения с женщинами нашего Пророка Мухаммеда, а также особенности отношений мужчины и женщины. Представлен анализ статуса мужчины и женщины в семье в исламской философии.

Ключевые слова: Наука, женщина, знание, человек, Священный Коран, хадис, интеллект, учёный, фузало, карьера.

ROLE AND ATTITUDE OF WOMEN IN ISLAM

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Annotation. The article analyzes the attitude towards women in the holy source of Islam, the culture of treatment towards women by our Prophet Muhammad, and the specific aspects of male-female relations. An analysis of the status of men and women in the family in Islamic philosophy is presented.

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Key words: Science, woman, knowledge, human, Holy Quran, hadith, intellect, scholar, fuzalo, career.

Before Islam, a woman was condemned not only to have her rights violated, but also to be deprived of her humanity.

For example, in the land and time where Islam first appeared, the family mourned the birth of a girl child and buried the girl alive so that she would not be a source of honor and economic hardship.

The Holy Qur'an strongly condemned and prohibited these customs. In Muslim families, it was introduced to be more happy when a girl is born than when a boy is born. Those who raised girls well were given more promises than those who raised boys.

In a hadith narrated by Abu Huraira, may Allah be pleased with him, the following is said: "The Messenger of Allah, may God bless him and grant him peace, said: "Whoever has three daughters and is patient with their difficulties and burdens, Allah will admit him to Paradise because of the mercy he showed them." they said. A man said: "What if she has two daughters, O Messenger of God?" he asked. "Even if he has two daughters," they said. A person said: "What if it is only one, O Messenger of God?" he asked. They said, "Even if he has only one." Another tradition says: "or if he has three sisters."

The education, education and culture of girls, as well as everything necessary for their living and growing up, is the duty of the father. The father is freed from this duty only after the girl gets married, because now this duty is transferred to the husband. The pension of a woman without a father or a husband is obligatory for her brother or other persons who are his substitutes. In general, in Islam, a woman cannot remain without a pension. The daughter's pension is obligatory for the father, the wife's for the husband, the sister's for the brothers, and the mother's for the son.

Islam gave a woman the right to education and raising her cultural level and made men responsible for this work. We know very well that the demand for knowledge is equally obligatory for men and women, and the one who educates his daughters and sisters has the right to heaven. But not all of us know that this work also applies to slave women.

In a hadith narrated by Imam Bukhari, the Prophet, may God bless him and grant him peace, said:

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They said: "If he is married to a man, if he educates him well, gives him good manners, and then frees him and marries him himself, he will be rewarded twice."

So, the reward of teaching a slave girl good knowledge and culture is equal to the reward of freeing her from slavery.

The Muslim women of the previous generation were not satisfied with the knowledge they received from their husbands, other teachers, public lessons and sermons of the Prophet, may God bless him and grant him peace, and demanded that the Prophet hold separate meetings for women. Their demands were immediately met by the Prophet, may God bless him and grant him peace.

A woman has not only the right to receive education, to listen to lessons, sermons, and sermons, but also to teach, give lectures, and engage in other scientific activities. It is well known that Muslim women have made great achievements in the field of science and culture.

It is narrated from Shifa bint Abdullah, may Allah be pleased with her:

"I was sitting in front of Hafsa, and the Messenger of God, may God's prayers and peace be upon him, came in and asked me: "Aren't you going to teach him how to write?" they said."

Narrated by Abu Dawud, Nasa'i and Ahmad.

Our mother Aisha, the representative of women scholars, ranks second in terms of hadith narrating. Great Companions used to ask our mother Aisha about things they did not know and problems they could not solve. In the conditions of that time, these things were big changes on a global scale.

A Muslim woman has had her fair share in the fields of society, politics and sharia. The right opinion and right voice of a Muslim woman was heard and accepted by the first caliph, the Prophet, may God bless him and grant him peace, and God himself.

The great caliph Umar ibn Khattab, known to the world as Umar Adil, commented that the amount of dowry increased during his time. After dealing with this case, in order to limit the dowry, he gave a sermon in front of many people: "Be aware! Don't overdo it with women's dowries! If (dowry) is an honor in this world and piety in the presence of God, then the most entitled of you to it is the Prophet, may God bless him and grant him peace. The Messenger of God, may God bless him and grant him peace, did not give any of his wives more than twelve ukiyas as a dowry. "None of his daughters were given more dowry."

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Then a woman stood up and said:

"O Omar! Allah Almighty says: "Even if you gave one of them (women) an incalculable dowry", will you limit this to us?! said.

The caliph whose sermon was cut in this form:

"The woman was right, Umar was wrong," he admitted his mistake in front of everyone. Thanks to that brave woman, no one has dared to limit women's dowry to this day. Such work can be done only in a society where a woman is respected.

- When the Prophet, may God bless him and grant him peace, went from Medina with 1400 companions to visit Baitullah in the year 6 Hijri, polytheists blocked the road in a place called Hdaybiya.

A truce was made there, and the Muslims returned without visiting the Kaaba. The Prophet, peace and blessings be upon him, announced this to his companions:

"Get up, slaughter your sacrifices here and shave your heads!" they said. The Companions were displeased and did not move. Even though the Prophet, peace and blessings of God be upon him, repeated the command three times, no one moved.

He was very sad and entered the tent to his wife Umm Salama. They told him what had happened and added that they were very worried because the previous ummahs also died because of such things.

Then Umm Salama, may God bless him and grant him peace, gave advice that no wise minister could give:

"O Messenger of God, do you want your command to be fulfilled?" Get out. Slaughter your sacrificial camels without saying a word to any of them. Then call your hairdresser and let him cut your hair."

The Prophet, peace and blessings be upon him, went out and did as Umm Salama, may God bless him and grant him peace, had said. Seeing this, the companions hurriedly slaughtered their sacrifices and began to shave their heads.

Thus, the Islamic community was saved from destruction by the action of a Muslim woman. A woman who can give the right advice to the Prophet of God can only come from the Islamic Ummah.

Now let's study how Allah heard the cry of a Muslim woman and confirmed her opinion. Before Islam, the Arabs had something called "Zihar". In this case, if the husband said to his wife, "You are as unclean to me as my mother's waist", then there would be a divorce that could not be reconciled forever. For the husband, the wife was considered as his mother.

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- One day, a woman named Khawla bint Salaba was seen by her husband, Aws bin Somit. Then, when Aws got over his anger, he repented and said to his wife:

"Now you must have become haram for me," he said. If necessary:

"I swear by Allah, this is not a divorce," he said, borrowing a neighbor's clothes and went to the presence of the Messenger of Allah, may God bless him and grant him peace, to clarify the ruling on this matter. He came to him and said: - O Messenger of God, my husband Aws bin Somit married me when I was young, rich and intelligent. It consumed my wealth, destroyed my youth, dulled my mind, and at a moment when I was old enough, it appeared from me. Now he regrets this appearance. Is there any way we can get back together again?" said.

"You are forbidden to him," said the Prophet.

"By the One who sent down the Qur'an to you, He did not mention divorce. He is the father of my child, my favorite person, isn't he?! said Khawla.

"You are forbidden to him," said the Prophet.

"I complain to God about my problems and my loneliness, I lived a long life with my husband, I had children from him," Khawla said.

"You are forbidden to him," said the Messenger of God, may God's prayers and peace be upon him, and added: "There is no command about you."

Khawla bint Salaba, may Allah be pleased with her, kept arguing with the Messenger of Allah, may God bless him and grant him peace.

When he said, "You are forbidden to him," Khawla would say, "I complain to God about my problems, my loneliness, and the severity of my condition."

During this dispute, Khawla bint Salaba:

"After all, I have young children, if they are with me, they will starve, if they are with him, they will be lost," he says, raising his head to the sky: "Oh my God!" I beg you. My God! Send down on the Prophet's tongue something that will ease my problem!" would say.

Suddenly the Prophet became silent. A situation that happens when a revelation comes. After some time, he raised his blessed head and said:

They said, "Allah has revealed a verse about you and your husband," and they recited the verses that begin as follows:

"Surely, Allah has heard the words of the woman who is arguing with you about her husband and complaining to Allah. Yes, Allah is listening to your conversation. Verily, Allah is All-Hearing, All-Seeing" (verse 1).

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In these verses, it was stated that the ruling of Jahiliyyah's zihar was nullified, and that a husband who did zihar can make atonement and reconcile with his wife. For fifteen centuries, those verses have been read as the Qur'an, and they have been followed as Sharia - law. There is no doubt that it will be like this until the end of the world. Isn't it the respect and attention of the female race that the cry of an ordinary woman reaches Allah Almighty, and that the verses of the Qur'an are revealed according to her opinion and demand?! What system, what program has something similar?! Just as they say that a jeweler knows the value of a gold, the value of Khawla bint Salaba, may God be pleased with her, was also well known by her in-laws.

- Umar ibn Khattab, may Allah be pleased with him, was walking with a group of people during his caliphate, and a woman stopped him for a long time. He preached and advised.

"O Umar," said the woman. - Not so long ago, they called you Umarcha. After you grew up, they started saying "O Umar". Now you are being called "O Commander of the Faithful". O Umar, fear Allah! "He who believes in death is afraid of spending his life in vain, and he who believes in reckoning is afraid of suffering," he continued.

As for Hazrat Umar, they were listening quietly. Those around him:

"O Commander of the Faithful! Would you stop so much for an old woman?" Hazrat Umar answered them:

"I swear to Allah, even if he keeps me from the beginning of the day to the end, I will stand at a time other than the obligatory prayer." Do you know who this old woman is? This is Khawla bint Salaba. Allah Almighty heard his words above the seven heavens. The Lord of the worlds hears his words, but should Omar not hear?! they said.

Yes, only Islam can bring up women whose words are heard by Allah from above the seven heavens, who accept their opinion and make their desire a shari'ah until the end of the day. Only Islam can produce a woman who can stop a caliph on the street and give him advice as much as he wants.

Islam has created all the conditions for women to maintain their femininity, to fulfill their feminine duties and to serve their society, country, and religion.

Islam did not oblige women to do heavy work suitable for men, but it equated some women's work with men's work and introduced equal pay with them. For

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example, he equated women's torture during childbirth with men's jihad against the enemy. These meanings were explained by the Prophet, may God bless him and grant him peace, with the honor of Muslim women who came forward to demand their rights.

According to a hadith narrated by Imam Bukhari and Imam Muslim, Asma' bint Zayd al-Ansariyyah came to the presence of the Prophet, may God bless him and grant him peace:

"O Messenger of God, I am the ambassador of the community of Muslim women behind me. They say what I say and think like I do: Verily, Allah has sent you to men and women. We believe and follow you. We, the women's team, were arrested and sat at home. We are the place of men's lust, the bearers of your children. Men were preferred to be present at the congregation and funeral. When they go to Jihad, will we protect their property, educate their children, and share in their reward? said.

Then the Prophet, may God bless him and grant him peace, turned his blessed face to his companions and said:

"Have you ever heard of a woman who asked a better question about her religion than this woman?" they said.

"No, O Messenger of God," they said.

They said, "O Asma, go back and tell the women behind you that surely one of you having a good husband, wanting his approval, and following what is right for you is equivalent to what you have mentioned."

Asma' was happy with what the Messenger of God, may God bless him and grant him peace, said to him, saying "Laa ilaaha illallah" and went back.

From the Islamic point of view, child rearing, bringing up the next generation as desired, and family stability are better than women going out and doing jobs that are not suitable for them, earning four or five coins, serving in the army or laying asphalt. .

According to Islamic law, a Muslim woman has the right to grant political asylum to others.

- On the day of the conquest of Makkah, Umm Khani' bint Abu Talib took an enemy polytheist under her protection and gave her shelter. Then his brother Ali ibn Abu Talib, may Allah be pleased with him, found out about this and tried to kill that

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enemy polytheist. Then Umm Hani' went to the presence of the Messenger of God, may God bless him and grant him peace, and told him what had happened.

"O Umm Hani, whoever you took under your protection, we also took him under our protection. They said, "Whoever you saved, we also saved him."

Before Islam, a woman was completely deprived of inheritance, and when her husband died, one of the husband's relatives took the woman as an inheritance. Then, if he wanted, he would make a wife himself, if he wanted, he would give her a husband to someone else and take the dowry himself. Islam invalidated these cruel judgments and announced that women also have a share in inheritance.

Allah Almighty says in Surah Nisa:

"For men, there is a fortune from what parents and relatives left behind. Women also have inheritance from what their parents and relatives left them. A little and a lot. Let it be the prescribed destiny" (verse 7).

In Islam, electing a head of state and declaring obedience to him is called bay'at. Everyone knows that this is the most important political right. In the Holy Qur'an, women are given the right to pledge allegiance along with men.

Allah Almighty says in Surah Mumtahana:

"O Prophet, if the believers come to you and tell you not to associate anything with Allah, not to steal, not to commit adultery, not to kill their children, not to slander between their hands and feet, and If they pledge not to rebel, take their pledge. And ask God for forgiveness for them. Verily, Allah is Oft-Forgiving, Most Merciful" (verse 12).

Now let's talk about the work of a woman in different fields. First of all, let's ask why it works, whether it's a man or a woman. Of course, we get the answer: to make a living, to have a good life. In that case, what is the need for a woman who is making ends meet and has enough life to leave her children and family and go out and do something that is not suitable for her? Some say, "Shouldn't a woman contribute to the development of society with her work?" can say. They were asked, "Whether it is good for a woman who works hard in the field early in the morning and late in the day, is poisoned while picking cotton, and poison is mixed in the milk she breastfeeds her child with, or who leaves these hard jobs to her husband and brings up well-educated children who will benefit the society, who sacrifices her life for the strength of her family." is a woman useful?' a counter question is asked.

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At the same time, it is mentioned in Islam that there is a need to invite women to work, even to participate in war, only when it becomes necessary for the society, when men are unable to do it.

In Islam, it is the responsibility of men to provide the necessary livelihood for women from birth to the end of their lives, and it is also the responsibility of men to do the heavy work necessary for society. Women who deserve respect and dignity are freed from the responsibility of working.

There is another reason why women work unnecessarily. And if it is, it is doing dirty work that you can't do in the family circle under the pretext of work or simple entertainment. However, it is known to everyone that in Islam, unclean things are absolutely forbidden. As for entertainment, isn't it better for women to spend as much entertainment as they need with their married husbands instead of working and having fun when they are tired?

It should be noted once again that in Islam, women are not forbidden to work, but this issue is regulated based on the interests of the woman, her family, and society.

Education and upbringing of young children, providing medical services to women are women's work.

Kamaluddin ibn al-Humam, one of the early Hanafi jurists, said: "If a woman has a skill in work that is sufficient for women, her husband cannot prevent her from going to work."

Also, it is permissible for a woman to help her husband in his work, to work honestly when the family is in need. That is, he works if he wants to, otherwise, someone cannot force him. Some of our scholars said: "It is recommended that women who have rare abilities and are of great benefit to society should also work."

The rest of the time, a woman cannot be forced to work. No one has the right to promote it in various ways and crush it as cheap labor. No one has the right to drive women and girls to the fields at dawn, use them as they wish, and bring them back in the dark. No one has the right to use women in jobs that are not suitable for them and to destroy their feminine grace and motherhood.

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ХО`ЖАЙПОК ЗИЙОРАТГОHI VA SANATORIYSI SURXANDARYO
VILOYATI TURIZMI BRENDI.

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Annotatsiya: Ushbu maqolada Surxondaryo viloyati Oltinsoy tumanida joylashgan Xo`jaipok ziyoratgohi va sanatoriysi haqida umumiy malumot berilgan. Shuningdek Xo`jaipok shifobaxsh suvining inson organizmiga qanchalik foydaliligi hamda ushbu maskanlarning turizm sohasidagi ahamiyati haqida batafsil malumotlar yoritilgan.

Kalit so`zlar: Xo`jaipok ziyoratgohi, Abdurahmon Ibn Avf masjid, Xovuz qishlog`i, Bibizaynab qabri, ziyoratgoh tarixi, ma`danli suv, davolash turlari, kutubxona.

**KHOJAIPOK SHRINE AND SANATORIUM IS A TOURISM BRAND OF
SURKHANDARYA REGION.**

Annotation: This article provides general information about the Khojaipok pilgrimage and Sanatorium located in the Oltinsoy district of Surxondaryo region. Additionally, it details the benefits of Khojaipok's healing water for the human body and discusses the significance of these sites in the tourism sector.

Keywords: Khojaipok pilgrimage, Abdurahman Ibn Auf Mosque, Khovuz Village, Bibizaynab Tomb, history of the pilgrimage, mineral water, types of treatment, library.

**ХОДЖАЙПОКСКИЙ ХРАМ И САНАТОРИЙ – ТУРИСТИЧЕСКИЙ
БРЕНД СУРХАНДАРЬИНСКОЙ ОБЛАСТИ.**

Аннотация: В данной статье представлены общие сведения о храме-санатории Ходжаипок, расположенном в Олтинсойском районе Сурхандарьинской области. Также освещена подробная информация о полезности целебной воды Ходжаипока для организма человека и значении этих мест в сфере туризма.

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Ключевые слова: святыня Ходжаипок, мечеть Абдурахмана ибн Авфа, село Хавуз, могила Бибизайнаб, история святыни, минеральная вода, виды лечения, библиотека.

Surxondaryo viloyati dam olish va davolanish turizmi uchun yetarlicha resurslarga ega hisoblanadi. Viloyatimizning Oltinsoy tumanida joylashgan Xo`jaipok ota ziyoratgohi va Xo`jaipok sanatoriysi kabi maskanlarda turizmni rivojlantirish uchun barcha imkoniyatlar va resurslar mavjud. Ushbu maskan suvlari shifobaxsh bo`lganligi uchun mahalliy aholi ko`p tashrif buyurishadi. Ko`plab insonlar bu joydan o`z dardlariga shifo topib ketishgan. Turizmning juda ko`p turlari mavsumga qaraydi. Ammo tibbiyot turizmi bundan mustasno. Xo`jaipok ziyoratgohi va sanatoriysi turizmدا insonlar uchun aynan tabiiy shifobaxsh maskan vazifasini bajarmoqda.

Xo`jaipok ziyoratgohi, O`zbekistonning Surxondaryo viloyatida joylashgan bo`lib, mashhur diniy va madaniy maskan hisoblanadi. Ziyoratgoh diniy mukammallikka erishishni va madaniy ildizlari bilan chuqurroq bog`lanishni istaganlar uchun asosiy manzildir. Keragatog` etagidagi bu maskanda ulkan va sirli g`or ichidan yaxtakkina zilol suv tinimsiz oqib turadi.

Xo`jaipok ziyoratgohi Payg`ambarimiz sahobalaridan biri Abdurahmon Ibn Avf sharofatlari bilan, taxminan milodiy 650-700 yillarda paydo bo`lgan. Xo`jaipok ziyoratgohidan 8 km uzoqlikda Hovuz qishlog`i joylashgan. Bu qishloqda 100 ta xonadonda taxminan 400 kishidan ortiq aholi istiqomat qiladi. Qishloq aholisi asosan chorvachilik va dehqonchilik bilan shug`ullanadi. Qishloq suvi kam bo`lgani uchun tog`dan oqib kelayotgan buloq suvlari bitta hovuzga yig`iladi va aholiga taqsimlab beriladi, shuning uchun qishloq nomi Hovuz deb atalgan. Hovuz qishlog`ida Abdurahmon Ibn Avfning masjidi joylashgan bo`lib, dastlab ushbu masjid 1895-yilda qishloq aholisi tomonidan qurilgan. Ammo keyinchalik masjid biroz xarob ahvolga kelib qolgan. Shu sababli mahalliy aholi tomonidan 2017 yil hashar yo`li bilan qayta ta`mirlangan va 2018 yil 2-fevralda ochilish marosimi bo`lib o`tgan. Bundan tashqari bu ziyoratgohda Qarluq Jome masjidi ham bo`lib, unda 900 yillik chinorni ko`rishingiz mumkin. Asosiy islomiy bayramlar, masalan, Ramazon hayiti va Qurbon hayiti davrida ziyoratgohda ziyoratchilar soni ko`payadi.

RIVOYAT

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Xo'jaipok ziyoratgohi Xo'jaipok qishlog'idagi Xo'jalar nomi bilan bog'liq bo'lgan tarixiy maskan hisoblanadi. "Xo'ja" so'zi forscha obru e'tiborli kishi, sohibu faxriy, unvon degan ma'nolarni anglatadi. Markaziy Osiyoda XX asr boshiga qadar xo'jalar Xulofoi Roshidiyn (Abu Bakr, Umar, Usmon va Ali), Muhammad Payg'ambar (s.a.v.) ning qizlari Fotimadan bo'lgan avlodlaridan da'vo qiluvchi shaxslarning faxriy unvoni bo'lgan. Boshqa manbalarda xo'jalar arablarning fathiy yurishlariga boshchilik qilgan sarkardalar avlodlari deb hisoblanadi.

Xo'jaipok ziyoratgohida tog'ning tagidan bir necha chaqirim uzunlikda shifobaxsh suv chiqadi. Suv Tentak daryo (Oltinsoy daryo)ga quyiladi. Suvning qayerdan chiqayotganligi hanuzgacha noma'lum. Zinapoya orqali suv chiqadigan g'orga tushiladi. Bu yerda bir qabr bor. Mahalliy aholining aytishicha, ushbu qabr Xo'jaipok otaning singlisi Bibizaynabning qabridir. G'orga tushmasdan tepalikda ramziy yana bir qabr bor. Aholi orasida bu qabr Xo'jaipok ota, ya'ni Abdurahmon ibn Avfning qabridir. Tadqiqotlar natijasida, manbalarda xo'jalardan bo'lgan Xo'jaipok ismli shaxs aniqlanmagan. U kishi haqida faqat rivoyatlar mavjud. Abdurahmon ibn Avf sahoba bo'lib, islom dunyosida Payg'ambarimiz Muhammad (s.a.v) tomonidan "Ashar al-mubashshara" ya'ni hayotlik chog'ida jannatiy ekani bashorat qilingan o'n sahobadan biri bo'lgan. Tarixiy manbalardan ma'lum bo'lishicha, sahoba Abdurahmon ibn Avf umuman bizning yurtimizga kelmagan. Demak, g'orning tepasidagi va g'orning ichidagi qabrlar ramziydir. Sahobalar nomi bilan bog'liq ziyoratgohlar butun respublika bo'ylab uchraydi. Abdurahmon ibn Avf nomi bilan bog'liq ramziy ziyorat ob'yektlari Angor tumanida, Qashqadaryo, Samarqand, Navoiy, Jizzax viloyalarida ham mavjud.

Xo'jaipok ziyoratgohidagi g'ordan chiqayotgan oltingugurt suvining inson organizmi uchun foydali ekanligiga alohida to'xtalib o'tish kerak. Mutaxassislarining fikricha, g'ordagi oltingugurt suvi yigirmadan ortiq og'ir, o'tkir va yuqumli kasalliklardan forig' bo'lishga yordam beradi. Xususan shamollashga qarshi ta'sir qiladi, jarohatlangan teri va mushak to'qimalarining tez bitishini ta'minlaydi, qonda xolistrin miqdorini kamaytirish xususiyatiga ega, sulfid suvi yurak qon-tomir sistemasi faoliyatiga yaxshi ta'sirga ega, immun sistema faoliyatiga ta'sir ko'rsatadi, sochlar va tirnoqlarning ko'rinishini yaxshilaydi. Aniqlanishicha, suv tarkibida fosfor, oltingugurt, tuz, xlorid, sulfid, azon, temir va boshqa moddalar ham bor.

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Xo`jaipok ziyoratgohi yonidan oqib o`tayotgan Xo`jaipok daryosi va hududning tabiiy iqlim sharoiti bu yerda ziyorat turizmini keng yo`lga qo`yish uchun juda qulay hisoblanadi. Ushbu maskan yoz oylarida mamlakatimiz va xorijdan muqaddas qadamjoni ziyorat qilish, dardiga davo topish uchun kelgan va mahalliy aholi tomonidan qurilgan supachalarda hatto oylab yashash, qolib ketayotgan va shifobaxsh suvdan bahra olayotganlar bilan o`ta gavjum bo`ladi. Ziyoratgoh yonidan oqib o`tadigan daryoga yaqin joyda kichgina buloq suvi chiqadi, bu suv juda tiniq va oltingugurt aralashmagan bo`lib, suvning manbayi aniq emas. Ammo xalq orasidagi gaplarga ko`ra buloqdan chiqayotgan suv Omonxona sanatoriysi suvi bilan bir xil ekan.

2023 yil 5-may kuni Surxondaryo viloyati hokimi Ulug`bek Qosimov Oltinsoy tumani hokimi Bahrom Maxmatrayemov hamrohligida Oltinsoy tumanida joylashgan tog` bag`ridagi "Xo`jaipok" ziyoratgohiga tashrif buyurdi. Viloyat hokimi Ulug`bek Qosimov ziyoratgohdagi shart-sharoitlar bilan yaqindan tanishdi. Betartib qurilgan savdo rastalari, turizm va ziyoratga kelganlar uchun qurilgan beo`xshov supachalar o`rnida zamonaviy oshxonalar mavjud bo`lgan mehmonxonalar bunyod etish, g`ordan chiqayotgan oltingugurt suvidan foydalanish uchun zamonaviy cho`milish havzalari qurish zarurligi xususida mutasaddilarga topshiriqlar berdi.

Yangi bunyod etiladigan mehmonxona, avtomobillar uchun avtoturargoh qurish ishlarini jadallashtirish lozimligini alohida ta`kidladi. Bu borada Surxondaryo viloyat kasaba uyushmalari tashkilotlari birlashmasi raisi Abdukarim Ahmedovga eng zamonaviy me`morchilik asosidagi loyihani qisqa muddatda tayyorlash bo`yicha ko`rsatma berdi.⁴⁰



⁴⁰ <https://oltinsoy.uz/uz/blog/okimlik-yangiliklari/483>

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1-rasm. Xo'jaipok ziyoratgohi

ХО`ЖАЙПОК SANATORIYSI

Prezidentimiz 2018 yilning 19-20-yanvar kunlari Surxondaryo viloyatiga tashrifi chog'ida shifobaxsh suv manbaiga ega bo'lgan Oltinsoy tumanida barcha sharoitlarga ega dam olish va sog'lomlashtirish majmuasini barpo etish yuzasidan tegishli ko'rsatma bergandi. Shundan so'ng, amaliy harakatlar boshlanib, sanatoriy qurilishi uchun Jobu mahallasi hududidan 5 gektar yer maydoni ajratildi. Buyurtmachi etib O'zbekiston kasaba uyushmalari Federatsiyasi Kengashining kapital qurilish boshqarmasi belgilandi, loyiha ishlari "Kasaba loyiha" mas'uliyati cheklangan jamiyati unitar korxonasi tomonidan amalga oshirildi. Besh qavatli, ko'rkam va muhtasham inshootni O'zbekiston kasaba uyushmalari Federatsiyasi Kengashiga qarashli "Kasaba qurilish ta'mir" sho'ba korxonasi bunyodkorlari tez fursatda barpo etishdi. Buning uchun O'zbekiston kasaba uyushmalari Federatsiyasi tomonidan 85 milliard so'm mablag' sarflandi.⁴¹

Sanatoriy-sog'lomlashtirish va dam olish majmuasida 200 o'ringa mo'ljallangan madaniyat saroyi, 10 ming kitob fondiga ega kutubxona, turli rangda jilolanadigan favvora ham bunyod etildi. Sanatoriyda 20 dan ortiq fizioterapevtik davolashga moslashtirilgan zamonaviy uskunalar, shuningdek, UZI, EKG va laboratoriya jihozlari o'rnatilgan. Fitobar, yopiq basseyn mavjud. Bu yerda kardiologik, nevrologik, tayanch harakat, ginekologik, stomatologik, urologik va boshqa kasalliklarga davolanish uchun barcha sharoitlar muhayyo etilgan. Majmua ishga tushishi bilan 150 ta doimiy ish o'rnini yaratildi.

Majmuaning tantanali taqdimot marosimida O'zbekiston kasaba uyushmalari Federatsiyasi raisi, senator Qudratulla Rafiqov, Surxondaryo viloyatini sobiq hokimi To'ra Bobolov, Oliy Majlis Qonunchilik palatasi spikeri birinchi o'rinbosari Akmal Saidov va boshqalar mamlakatimizda aholi salomatligini saqlash, ularning munosib dam olishini tashkil etish, mavjud davolash profilaktika, sog'lomlashtirish muassasalarida barcha qulayliklarni yaratish, bu borada xorijiy ilg'or tajribalarni o'zlashtirishning ahamiyati haqida so'zladilar. Bu majmua dunyoda oltingugurtli suv bilan davolashga ixtisoslashgan beshinchi sanatoriyga aylandi. Shuni ham aytish kerakki, Xo'jaipok ma'danli shifobaxsh suvi tuman markazigacha 26 kilometr masofaga plastik quvurlar orqali olib kelindi.

Xo'jaipok sanatoriysida dam olish narxlari.

⁴¹ <https://navoi.kasaba.uz/oltinsoy.html>

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1-jadval.

Xona turlari	Kishilar soni	Muddati	Narxi (so`m)
1 xonali	2 kishilik	12 kun	313 000
2 xonali	2 kishilik (lyuks)	12 kun	357 000
2 xonali	4 kishilik (kottej)	12 kun	313 000
LYUKS xona	1 kishilik	1 kun	313 000
VIP xona	1 kishilik	1 kun	357 000
Kottej	1 kishilik	1 kun	250 000

Xo`jaipok oltingugurt suvining shifobaxsh xususiyatlari:

- shamollashga qarshi ta'sir qiladi;
- jarohatlangan teri va mushak to'qimalarining tez bitishini ta'minlaydi;
- qonda xolesterin miqdorini kamaytirish xususiyatiga ega;
- sulfid suvlari yurak-qon tomir sistemasi faoliyatiga yaxshi ta'sir xususiyatiga ega;
- immun sistema faoliyatiga yaxshi ta'sir qiladi;
- sochlar va tirnoqlarning ko'rinishini yaxshilaydi.

QO`LLANILISHI

- har-xil sabablar oqibatida kelib chiqqan surunkali artritlarda, posttravmatik artritlarda;
- umurtqa pog'onasi osteoxondrozlarida;
- revmotoid artritda, deformatsiyalovchi osteoartrozda;
- surunkali ekzemaning hamma formalari;
- neyrodermatitda;
- surunkali krupivnitsada;
- ixtiozda, keratodermiyada, sklerodermiyada;
- periferik nerv kasalliklarining remissiya davrida;
- bepustlikning (trubnogo genezida), menstrual tsiklning buzilishida;
- ginekologik kasalliklarning remissiya davrida.

Xo`jaipok shifobaxsh suvidan maxsus vannalarda foydalaniladi. Vannalar xo`jaipok shifoli suvi yordamida massaj (gidromassaj) qilish yo'li bilan dam oluvchilarni davolaydi. Bemorlar kundalik ya'ni ambulator va statsionar davolanishlari mumkin.

XIZMAT TURLARI

- Kardiologik kasalliklarni davolash;

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- Asab tizim kasalliklarini davolash;
- Tayanch harakat sistemasi kasalliklarini davolash;
- Genikologik kasalliklarini davolash;
- Teri kasalliklarini davolash;

DAVOLASH TURLARI

- Sharqo dush muolajasi;
- Vannada serovodorod suvi bilan davolash muolajasi (gidromassaj);
- Parafin muolajasi;
- Massaj muolajasi;
- Balchiq bilan davolash muolajasi;
- Elektr uyqu muolajasi;
- Magnitoterapiya muolajasi;
- Ultratovush terapiya muolajasi;
- Issiq qum muolajasi;
- Nuga best apparati muolajasi;
- Fitobarda har-xil turdagi giyohlaridan damlama va qaynatmalar damlab beriladi.

Sanatory shinam oshxona va yotoq joylar bilan ta'minlangan. Oshxonada ovqatlar buyurtma asosida tayyorlanib, parhez stollari har bir kishiga alohida tayyorlanadi. "Manaviyat va ma'rifat markazi" da barcha sharoitlar yaratilgan. Katta kontsert va majlislar zali mavjud. Sport turlaridan shaxmat-shashka, stol tennisi, voleybol maydoni, billiard xizmati, basseyn va kutubxona faoliyat ko'rsatib turibdi.

Kutubxona bir xonali shinam o'quv zali va kitob zaxirasi saqlanadigan xonadan iborat. Kutubxonada 3000 dan ortiq har xil kitoblar, 16 xildagi oynoma va ro'znomalardan, o'zbek va rus tillari hamda chet el adabiyotlari mavjud. To'rt faslga mo'ljallangan basseyn va sauna xizmatlari doimiy ishlaydi. Sanatoriyda 8 ta kottejlar mavjud. Kottej besh nafar dam oluvchi uchun mo'ljallangan bo'lib, uchta xonadan iborat. Har bir xonada televizor, konditsioner, hojatxona, dush va muzlatgichlar bor, alohida dam olib o'tiradigan xonada yumshoq divan-kreslo mavjud.

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2-rasm. Xo`jaipok sanatoriysi.

FOYDALANILGAN ADABIYOTLAR ROYXATI

1. Islomov F. Surxon vohasining turizm salohiyatiga bir nazar // <https://reviyew.uz/uz/post/surxon-vohasining-turizm-salohiyatiga-bir-nazar> pdf. (03.07.2023)

2. Surxondaryo viloyati turizmni rivojlantirish hududiy boshqarmasi ma'lumoti.

3. [youtube.com/c/xushnudbekxudoyberdiyev](https://www.youtube.com/c/xushnudbekxudoyberdiyev)

4. IQRO JURNALI / 2023

5. https://digital.uz/pages/decrees_and_decisions_of_the_president/

6. <https://xs.uz/uz/post/olinsojda-khozhaipok-sanatorij-sog'lomlashtirish-va-dam-olish-mazmuasi-foj-dalanishga-topshirildi>

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YUQORI SINFLARDA ONA TILI DARSLARIDA EVFEMIZMLARDAN FOYDALANISHNI TA'MINLASH YO'LLARI

Gulamova Dilobar Imamkulovna

Osiyo Xalqaro Universiteti

Ona tilining yangilangan dasturi va DTS talablariga muvofiq *yuqori sinf o'quvchilarining o'zlashtirishi kerak bo'lgan zaruriy bilimlar* quyidagilar:

Ona tilining yangilangan dasturi⁴²ga muvofiq o'rta umumta'limning 7-sinfida ona tili mashg'ulotlari uchun (fakultativ dars soatlari bilan birga) 136 soat vaqt berilgan bo'lib, shundan 10 soati 6-sinfda o'tilgan «Morfologiya» sathini takrorlashga, 17 soati «Olmosh» mavzuga, 18 soati «So'zlarning munosabat shakllari» sabog'iga, 7 soati o'tilganlarni takrorlashga, qolgan 38 soati «Morfologiya» sathining «Yordamchi so'z turkumlari» qismini o'rganishga, shuningdek, qolgan 12 soati modallar, undovlar, tasdiq/inkor so'zlarni o'rganishga va qolgan soatlar takrorlash hamda yozma ishlarga ajratilgan soatlardir.

Ona tili ta'limi uchun ajratilgan o'quv soatlari va mavzulari silsilasidan ko'rinib turibdiki, 7-sinf ona tili darslarida evfemizmlarni o'qitish uchun maxsus soatlar ajratilmagan.

Mustaqil va yordamchi so'z turkumlari. Olmosh, uning lug'aviy ma'nosi, morfologik belgilari va sintaktik vazifasi. Olmoshning ma'no turlari. Olmoshlarning uslubiy qo'llanishi.

Fe'l. Matnda fe'llarning zamon jihatdan uyg'unligi. Yetakchi va ko'makchi fe'llar.

Sifatdosh. Ravishdosh. Harakat nomi.

Taqlid so'zlar, ularning ma'nosi va gapdagi vazifasi.

Modal so'zlar, ularning ma'nosi va gapdagi vazifasi.

Yordamchi so'zlar. Ko'makchilar, ularning turlari: sof ko'makchilar, ko'makchi vazifasidagi so'zlar.

Bog'lovchilar, ularning turlari: teng bog'lovchilar, ergashtiruvchi bog'lovchilar.

Yuklamalar, ularning turlari.

⁴² O'zbekiston Respublikasi umumiy o'rta ta'limning milliy o'quv dasturi. 1-11-sinflar. 2020-yil.–166 bet.
<http://uzviylik.tdi.uz/>

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Undovlar, ularning turlari.

Sintaksis.

Fe'lli birikma, otli birikma. O'zlashtirma gap. O'zlashtirma gapda tinish belgilari. Ega bilan kesimning orasida tirening ishlatilishi. Dialogda tinish belgilarining ishlatilishi.

Ona tilining yangilangan dasturi va DTS talablariga muvofiq *7-sinf o'quvchilarining egallashi zarur bo'lgan ko'nikma va malakalar* quyidagilar:

Grammatik atamaga asoslanib grammatik vositani eslay olish.

O'z nutqining grammatik vositalar hisoviga boyiganligini namoyon eta olish.

Olmoshning ma'no turlarini, ko'makchilarning, bog'lovchilarning va yuklamalarning turlarini farqlay olish; so'z turkumlarining uslubiy qo'llanishini ajrata bilish.

Fikrni yozma ravishda bayon eta olish. Miqdoriy ko'rsatkichi: 14-16 gap; sifat ko'rsatkichlari: gaplarda fikrni aniq, mantiqiy izchillikda yoritish; mustaqil gaplarni, qo'shma gap qismlarini, uyushiq bo'laklarni o'zaro bog'lashda teng va ergashtiruvchi bog'lovchilardan, matniy sinonimlardan, boshqa vositalardan foydalana olish; xatboshilarni, abzaslarni to'g'ri ajrata olish, matniy sinonimlarni ishlata bilish; fikr izchilligini ta'minlash.

Rivoya-matn, tasvir-matn, muhokama-ma'ruza yoza olish. Ariza yoza olish.

So'z ishlatishda nutq uslublari doirasidagi qoidalarga amal qilish.

Tub va yasama so'zlarni, so'z turkumlarining ma'no turlarini farqlay olish. So'zlar, so'z shakllari, so'z birikmalari, gaplar, matnning biror qismini morfologik, sintaktik va uslubiy tahlil qila olish.

Xatboshi bilan abzasni farqlay bilish. Abzas bilan kichik mavzu munosabatini bilish.

O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonuni 7-moddasida "Davlat ta'lim standartlari umumiy o'rta, o'rta maxsus, kasb-hunar va oliy ta'lim mazmuniga hamda sifatiga qo'yiladigan talablarni belgilaydi", deyilgan. O'quvchining bilim saviyasiga qo'yiladigan talab esa, ta'lim jarayoni oldiga qo'yiladigan ijtimoiy talab bilan belgilanadi. Shunday ekan, davlat ta'lim standartlari, shu jumladan, ona tili davlat ta'lim standarti ham ta'lim jarayoni oldiga qo'yilgan ijtimoiy talablardan kelib chiqqan holda belgilab berildi. Ona tili ta'limi oldiga qo'yilgan ijtimoiy buyurtma o'quvchi shaxsini fikrlashga, o'z g'arazlarini anglashga

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va shu fikr mahsulini og`zaki hamda yozma shaklda savodli bayon qila olishga, ya`ni kommunikativ savodxonlikni rivojlantirishga o`rgatishdan iborat. Shundan kelib chiqqan holda ona tili ta`limi oldiga ijtimoiy jihatdan mukammal shakllangan, mustaqil fikrlay oladigan, nutq va muloqot madaniyati rivojlangan, savodxon shaxsni kamol toptirish maqsadi qo`yiladi.

–o`quvchining fikrlash salohiyatini, aqliy rivojlanishini, mantiqiy tafakkurini o`stirish;

–o`quvchilarni o`z-o`zini, moddiy borliqni tilning ifoda vositalari yordamida anglashga hamda o`z fikri va his-tuyg`ularini ona tilining keng imkoniyatlari doirasida bayon eta olishini ta`minlash vazifalarini hal etishga yo`naltiriladi.

Standartlashtirishning umumiy talab va mezonlariga ko`ra ona tili ta`lim standarti kommunikativ modelga asoslangan ta`lim mazmunini mo`ljallagan holda belgilab berildi.

Ona tili ta`lim standarti ona tilidan belgilanadigan ta`lim mazmunining ijtimoiy talab taqozo qilgan majburiy hajmini hamda o`quvchilarning yosh va taraqqiyot darajasi, ehtiyoj va imkoniyatlarini hisovga olgan holda tanlanadigan o`quv yuklamasining hajmini, umumiy o`rta ta`lim maktablari bitiruvchilarining bilim, ko`nikma, malakalariga qo`yiladigan talablarni belgilab beradi.

Ona tili ta`limi natijasida o`quvchilar egallagan bilim, ko`nikma va malakalar uch parametrlil standart ko`rsatkichlar asosida tekshiriladi va aniqlanadi.

1.O`qish texnikasi. Bu parametr orqali o`quvchining notanish bo`lgan matnni ifodali o`qiy olish ko`nikmasi aniqlanadi. Bunda miqdoriy ko`rsatkich sifatida ifodali o`qish tezligi, ya`ni minutiga berilgan matndan nechta so`z o`qiy olish ko`rsatkichi olingan. Sinf dan sinfga o`tish davrida miqdoriy ko`rsatkichdagi so`zlarning soni oshishi bilan birga berilgan matnni o`qishdagi talablar ham bolaning yoshiga monand ravishda ortib boradi.

2.O`zgalar fikrini va matn mazmunini anglash malakasi bolaning og`zaki bayon qilinayotgan o`zgalar fikrini hamda yozma matn mazmunini anglay olish darajasini aniqlash maqsadida kiritilgan. Bu parametr o`zgalar fikrini va matn mazmunini anglash hamda uni og`zaki qayta bayon qila olish darajasini aniqlaydi.

3.Fikrni yozma shaklda bayon etish malakasi (tugal fikr ifodalangan matn) murakkab jarayon bo`lib, ona tili ta`limining maqsadi shu parametrda mujassamlashadi. O`quvchining ona tili ta`limi jarayonida egallagan ko`nikma va malakalari u yaratgan matnda aks etadi. Bu parametr buyicha ta`lim sifatining

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natijasini baholashda o'qituvchi tomonidan o'quvchi egallagan quyidagi ko'nikmalarning darajasi aniqlanadi:

- a) fikrning mantiqiy izchillikda ifodalanganligini aniqlash;
- b) fikrlash, mavzuning murakkablik darajasini aniqlash (sodda, murakkab, konkret, mavhum va hokazo);
- B) tavsifning mavzuga muvofiqligini va tavsifning qiymatini aniqlash;
- g) tavsifda tilning ifoda vositalaridan maqsadga muvofiq foydalanish darajasini aniqlash;
- d) imloviy (yozma) savodxonlikning sifatini aniqlash.

Ona tili ta'limi jarayonida pedagogikaning ta'lim va tarbiya birligi tamoyiliga rioya qilinadi hamda izchil amalga oshirib boriladi.

O'quvchilar dunyoqarashini muntazam boyitib borish, mustaqil fikrlash ko'nikma va malakalarini yanada rivojlantirish kabi maqsadlardan kelib chiqib fanlararo bog'lanish yo'lga qo'yiladi. Bunda darslikda beriladigan amaliy mashqlarning adabiy jarayon, tarixiy voqea-hodisalar, tabiiy boyliklar, hayvonot olami, fizikaviy va ximiyaviy hodisalarga oid matnlardan tanlanishiga e'tibor qaratiladi.

Yuqoridagilardan ko'rinib turibdiki, o'rta umumta'limning 7-sinf o'quvchilari 6-sinfda o'rganishni boshlagan «Morfologiya» sathini yakunlab «Sintaksis» bo'limiga kirishni boshlashadi. Ushbu sinfda ham o'quvchilarda nutq madaniyatini shakllantirish va rivojlantirish o'ta muhim vazifa ekanligi sir emas. Tabiiyki, bu o'rinda ham evfemizmlar ustida ishlash ishlari davom ettirilishi kerak.

Ma'lumki, olmoshlar boshqa so'z turkumlariga qaraganda ko'proq evfemik vazifa bajaradi. «Olmoshlarning uslubiy qo'llanishi» mavzuini o'tishda o'quvchilarga evfemizmlarni singdirish muhimdir. Masalan, "siz" olmoshi shaharliklar nutqida qishloqliklar nutqiga nisbatan, vodiyliliklar nutqida respublikamizning boshqa viloyatlaridagilar nutqidagiga nisbatan ancha faol qo'llanadi. Vodiya, ayniqsa, Marg'ilon shahrida, nafaqat turmush o'rtoqlarini, balki farzandlarini ham sizlab gapiruvchi otalar ko'plab topiladi.

O'zbekistonning hamma hududlarida bovo, buvi, ota, ona, amaki, amma, tog'a, xola, aka, opa kabi katta yoshli tinglovchilarga sizlab, nabira, farzand, jiyan, uka, singil singari kichik yoshdagi tinglovchilarga asosan senlab murojaat qilish kuzatiladi. Shuningdek, ayollarning o'z umr yo'ldoshlariga "siz" deb murojaat

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qilishlari belgilangan me'yor bo'lib, "siz"ning "sen"ga aylanishi o'zbek nutq odatining qo'pol buzilishidan dalolatdir.

Xalqimizning "Yaxshi topib gapiradi, yomon qopib" degan maqoli zamirida ham nutq egasiga xos fe'l-atvorning ijoviy yoki salbiy jihatiga ishora sezilib turadi. Ko'pincha, nutqiy muloqot chog'ida qo'pol so'zlar o'rnida ko'rsatish olmoshlarning qo'llanilishini kuzatamiz. Masalan, *o'g'ri, fohisha, ichuvchi, kashanda, kundosh, o'ynash* o'rnida *ana u, ana shu, anovi* (*Endi bir kamim u bilan bir dasturxonda o'tirishimmi? Aslo rozi emasman.* (O.Yoqubov) (Bu o'rinda kundosh ma'nosida ishlatilyapti.); *erim* o'rnida *u kishi* (*Uyda u kishim yo'q edilar, -dedi Maston bir oz taraddudlanib.* (Oybek); homila o'rnida *u* (*Yomon gaplarni ayt mang, u eshitadi, -dedi ayol qorniga ishora qilib.* (Nosir Fozilov)

O'quvchilarga quyidagi kabi lug'atlar tuzdirib borish ham o'rinlidir.

№	Nutq uchun qo'pol hisovlangan so'z	Evfemizmlari	Misollar
1	<i>ablah, yaramas, razil</i>	chidab bo'lmaydigan	Homid chidab bo'lmaydigan toifadan.
2	<i>ahmoq, tentak, telba, go'sxo'r, laqma</i>	xayoli joyida emas, xayoli bejo, aqli noqis, kamroq o'ylaydigan, aqlidan ayrilgan	Qurvonbibi allaqachon aqlidan ayrilgan edi.
3	<i>aldamchi, aldoqchi, firibgar, yolg'onchi, va'dasiz, qallob, tovlamachi, aferist</i>	rosti kam, gapni oladigan, beip bog'laydigan, xato gapiradigan, noto'g'ri aytadigan	Ha, usta, gapni olasiz-da! Bechoralarni beip bog'laysiz! (U.Hamdani)
4	<i>aqlsiz, beaql, nodon, johil, bexirad</i>	xatosi ko'p, ko'p adashadigan	Hayotda ko'p adashadigan odamlarga ergashma, bolam.
5	<i>yolg'on gapiradi</i>	xato gapiradi, xato qiladi, noto'g'ri aytadi	Ichki bir tuyg'u uning og'ziga qulf urishga urinayotganligini sezib

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			tursa-da, imonini yutdi, xato qildi. (U.Hamdani)
6	<i>xotin</i>	umr yo'ldoshi, rafiq, oila, bolalar, bolalarning onasi	Yaxshi umr yo'ldosh yarim xazina demakdir.
7	<i>erga bermoq</i>	uzatmoq, turmushga bermoq, chiqarmoq	Qizimizni uzatyapmiz, to'yga albatta aytamiz.
8	<i>ishton</i>	lozim, kiyimning pasti	Ba'zan o'zbekcha kiyimning pasti kiyilmasa, xunuk ko'rinish beradi.
9	<i>tuberkulyoz</i>	uzun kasal, uzun og'riq, yomon og'riq	Shokir ota uzun og'riqning oqibatini yaxshi biladi. (Oybek)
10	<i>o'ldi</i>	o'tdi, uzildi, yuragi to'xtadi, joni uzildi, nasibasi tugadi, paymonasi to'ldi, so'ldi....	Bemor tongga yaqin uzildi. (A.Qahhor)
11	<i>ajrashishdi</i>	yulduzi yulduziga to'g'ri kelmadi, gaplari o'qimadi, kelishishmadi	Uch bolali bo'lganda yulduzlari yulduzlariga to'g'ri kelmabdi, tavba.

O'quvchilarga videoproektor orqali quyidagi topshiriqlarni bajartirish mumkin. O'quvchilar slayd markazidagi gapni davom ettirishlari uchun berilgan so'zlardan nutq madaniyati va matn mazmuniga moslarini topishlari shart qilib qo'yiladi.

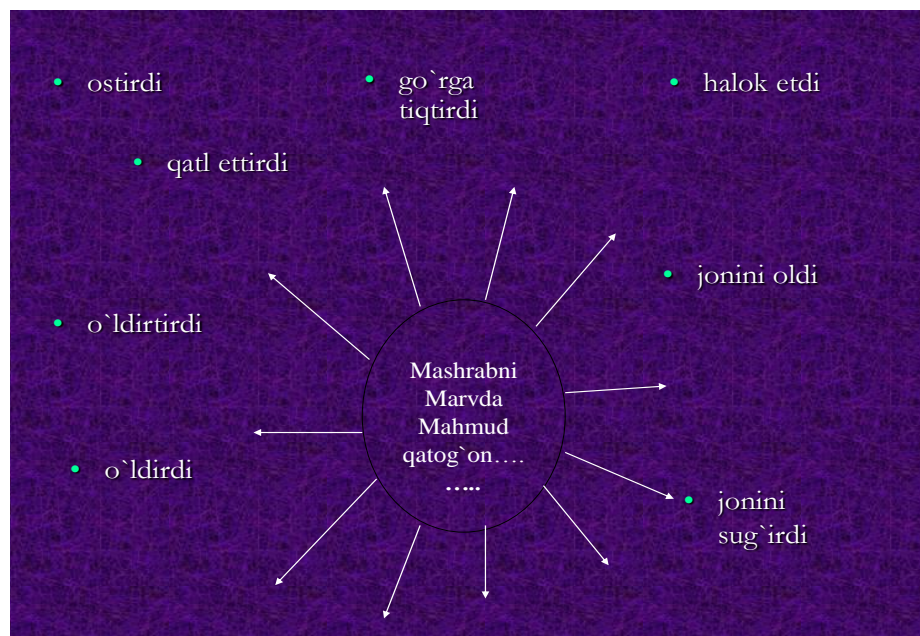
1-slayd topshiriq

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2-slayd topshiriq.



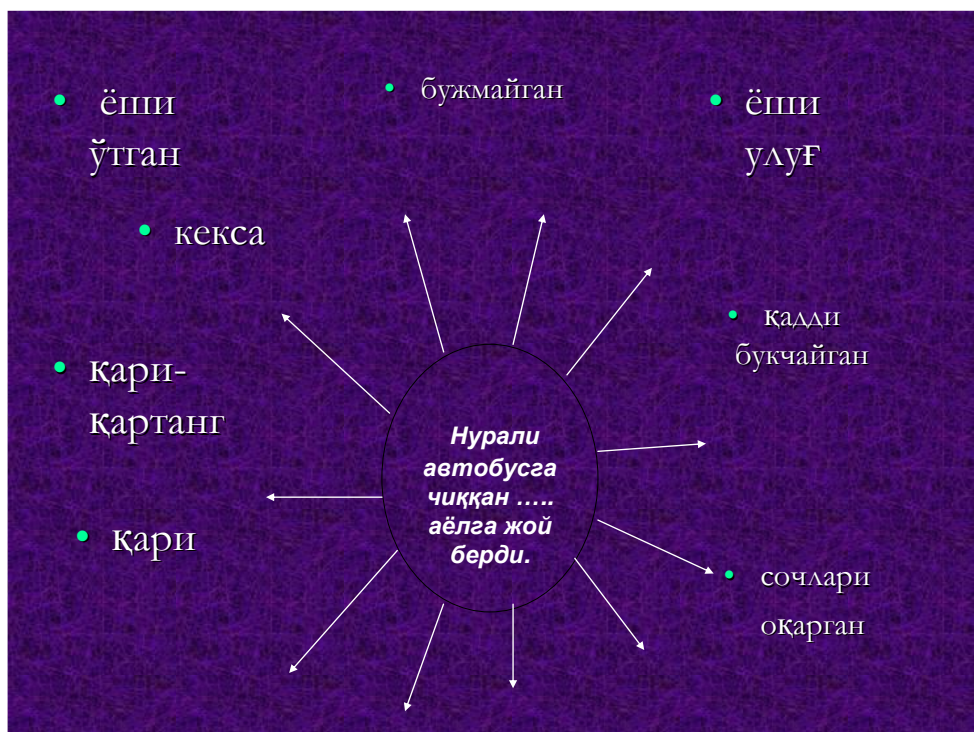
3-slayd topshiriq.

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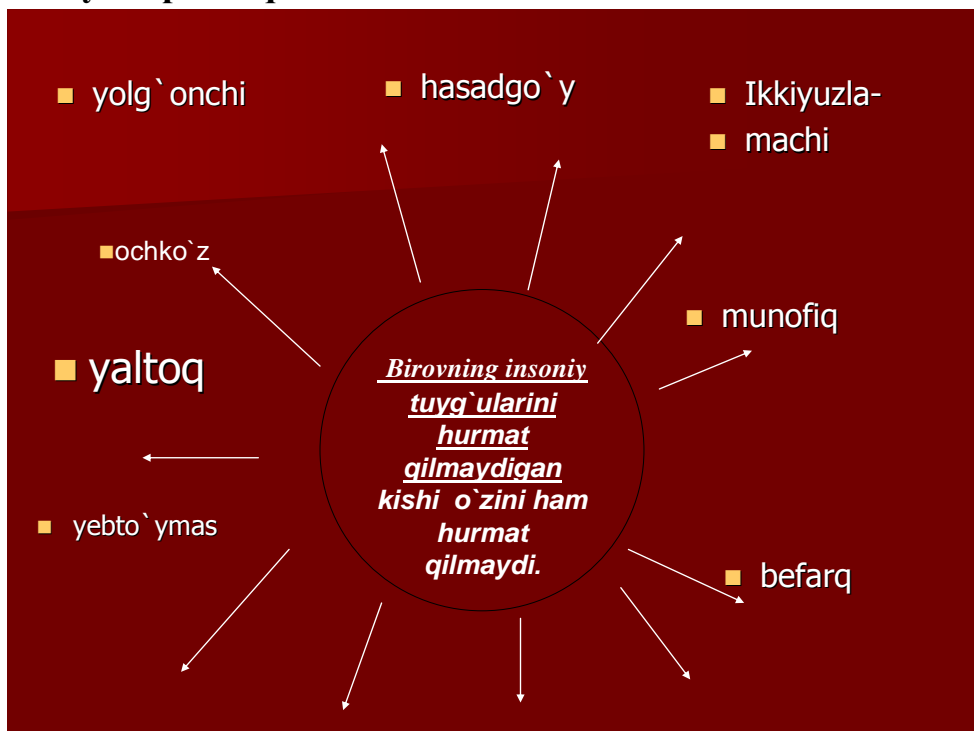
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4-slayd topshiriq.



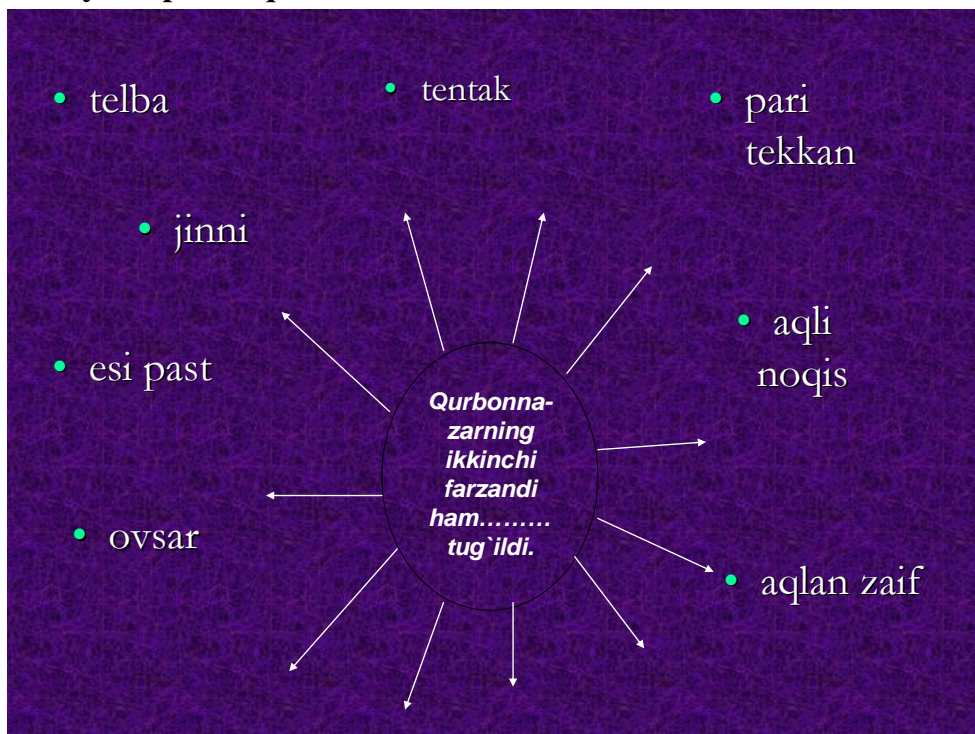
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5-slayd topshiriq.



6-slayd topshiriq.



O'quvchilar topshiriqlarni bajarib bo'lishgach, ularga to'g'ri variantlar tushirilgan slayd ko'rsatiladiki, o'quvchi o'z-o'zini tekshirish imkoniyatiga ega bo'ladi.

JAVOBLARINGIZNI TEKSHIRING

- 1.Mashrabni Marvda Mahmud Qatag'on qatl ettirdi.
2. Mir Alisher Navoiy 1501-yilda vafot etdi.
- 3.Nurali avtobusga chiqqan yoshi ulug' ayolga joy berdi.
- 4.Yolg'onchi kishi o'zini ham hurmat hilmaydi.
- 5.Qurbonnazarning ikkinchi farzandi ham aqlan zaif tug'ildi.
- 6.Ona qizini uzatish taraddudida edi.

O'quvchilar nutqini silliqlashda quyidagi kabi tarqatma materiallarga murojaat etish ham mumkin. Masalan, «Morfologiya» sathining mustaqil so'z turkumlarini takrorlash jarayonida.

1-kartochka

«...*Ushbu tarixda dushanba kuni ramazon oyining to'rtida Umarshayx mirzo jardin kabutar va kabutarxona bila uchub, shunqor bo'ldi. O'ttiz to'qquz yoshar erdi...*» Tagiga chizilgan birliklar qaysi so'zning o'rnida qo'llanilganligini ayting va ularning farqini tushuntiring.

2-kartochka

«...*Sarvi gulning soyasida so'ldi gul, netmak kerak?*» Tagiga chizilgan birliklar qaysi so'zning o'rnida qo'llanilganligini ayting va ularning farqini tushuntiring.

3-kartochka

«..*(Farhodning) fano bodasidin paymonasining to'lg'oni va ul paymonani ajal soqiylari ilgidin sipqora ichgani va sog'olmas maydin jonon yodi bila mast*

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bo‘lub jonidan kechg‘oni» Tagiga chizilgan birliklar qaysi so‘zning o‘rnida qo‘llanilganligini ayting va ularning farqini tushuntiring.

4-kartochka

Qilib jononi otin tilga ta‘lim, Tutub jonon otin, jon etti taslim.» Tagiga chizilgan birliklar qaysi so‘zning o‘rnida qo‘llanilganligini ayting va ularning farqini tushuntiring.

5-kartochka

«Bo‘ri polvon ana shu qizni ko‘z ostiga oldi.» Tagiga chizilgan birliklar qaysi so‘zning o‘rnida qo‘llanilganligini ayting va ularning farqini tushuntiring.

6-kartochka

«O‘g‘ri baland poshna tuflida qiynalib yurayotgan do‘mboqqina ayolning sumkazini ko‘z ostiga oldi.» Tagiga chizilgan birliklar qaysi so‘zning o‘rnida qo‘llanilganligini ayting va ularning farqini tushuntiring.

7-kartochka

«Suluv Bo‘ri polvonning ko‘ngliga o‘tirib qoldi.» Tagiga chizilgan birliklar qaysi so‘zning o‘rnida qo‘llanilganligini ayting va ularning farqini tushuntiring.

8-kartochka

«Mayda gap-so‘zlar qizning ko‘ngliga o‘tirib qoldi.» Tagiga chizilgan birliklar qaysi so‘zning o‘rnida qo‘llanilganligini ayting va ularning farqini tushuntiring.

9-kartochka

«Qizning yoshi o‘ttizdan oshgan bo‘lsa-da, hamon ota-onasining xizmatini qilib yuribdi.» Tagiga chizilgan birliklar qaysi so‘zning o‘rnida qo‘llanilganligini ayting va ularning farqini tushuntiring.

10-kartochka

«Bu ot uloqda chapa olmaydi.» Tagiga chizilgan birliklar qaysi so‘zning o‘rnida qo‘llanilganligini ayting va ularning farqini tushuntiring.

Bu kabi misollarni ko‘plab keltirish mumkin.

Zero, evfemizm qo‘llashning mazkur ko‘rinishlari odob-axloq normalari (etiket) bilan bog‘liq. Evfemaning bu turidan so‘zlovchi tinglovchi yoki o‘zga (uchinchi shaxs)ni xafa qilib qo‘yish, noqulay ahvolga solishdan saqlanish uchun foydalanadi hamda ifodalanayotgan birlikka nisbatan yumshoq va chiroyliroq birlikni tanlaydi.

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TUPROQQA ASOSIY ISHLOV BERISHDA CHIGIT UNIB CHIQISHINING G‘O‘ZA HOSILIGA TA’SIRI

“TIQXMMI” MTUning Qarshi irrigatsiya va agrotexnologiyalari instituti
Yusupov Fuzayl Farxod o‘g‘li

Annotatsiya. Ushbu maqolada tuproqqa asosiy va ekish oldi tadbirlarni traktorlar bilan ishlov berilganda chigitning unib chiqishi, ildiz tizimi shakllanishi va hosildorligiga ta’siri buyicha ma’lumotlar keltirilgan.

Kalit so‘zlar: tuproq, chigit, shudgor, suv, traktorlar, barona, mola, o‘nib chiqish, ildiz tizimi, hosildorlik.

THE EFFECT OF SEED GERMINATION ON COTTON YIELD IN MAIN TILLAGE

Abstract. This article provides information on the effect of the main and pre-sowing actions on the soil on seed germination, root system formation and productivity when treated with tractors.

Key words: soil, seed, plow, water, tractors, storm, mola, germination, root system, productivity.

ВЛИЯНИЕ ПРОРАСХОЖДЕННОСТИ СЕМЯН НА УРОЖАЙНОСТЬ ХЛОПКА ПРИ ОСНОВНОЙ ОБРАБОТКЕ

Абстрактный. В статье приведены сведения о влиянии основных и предпосевных воздействий на почву на всхожесть семян, формирование корневой системы и урожайность при обработке тракторами.

Ключевые слова: почва, семена, плуг, вода, тракторы, буря, мола, всхожесть, корневая система, продуктивность.

Kirish. Bugungi kunda dunyo paxtachiligida resurs va energiyalardan samarali foydalanish, ularni tejaydigan texnologiya va texnika vositalarini qo‘llash, tuproqqa asosiy va ekish oldi yerni sifatli tayyorlash, oraliqlarini ishlab chiqish orqali tuproqning agronomik xususiyatlarini yaxshilash, unumdorligini oshirish hamda yuqori va sifatli paxta hosili yetishtirishga alohida e’tibor qaratilmoqda. Qishloq xo‘jalik ekinlarining hosildorligini oshirishda eng asosiy omillardan biri ekishdan avval chigitga o‘z vaqtida va to‘g‘ri ishlov berishni tashkil etish, chigitni

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unib chiqishi va rivojlanishi jarayoniga ta'sir etuvchi mikroorganizmlardan tozalash, kasalliklarga qarshi kurash choralarini ishlab chiqishdir. Tuproqning zichlanishiga qishloq xo'jaligida foydalanilayotgan har xil mexanik agregatlarning ta'siri turlicha bo'lib, ular chigitning unib chiqishiga, g'ozaning o'sib rivojlanishiga turlicha ta'sir ko'rsatishi bizga ma'lum

Asosiy qism. G'oz va uning majmuidagi ekinlarni yetishtirishda tuproqqa asosiy ishlov berish muammolari hozirgi kunda ham dolzarb hisoblanadi. Bu borada nafaqat bizning mamlakatimizda, balki chet elda ham batafsil va chuqur ilmiy izlanishlar olib borilishi natijasida oxirgi yillar haydamasdan ekishga katta ahamiyat berilmoqda. Tuproq va urug'dagi o'simlikni rivojlanishi va hosildorlikni pasayishiga olib keluvchi kasalliklarga qarshi kurashda uzoq yillardan beri kimyoviy zaxarli moddalardan foydalanib kelinadi. Kimyoviy usullardan foydalanish keng ko'lamda o'rganilgan va qishloq xo'jaligida keng ko'lamda yo'lga qo'yilgan, lekin ular xizmat ko'rsatuvchi ishchilarning sog'ligiga va atrof muhitga kuchli zarar keltiradi

Ko'pgina xorij mamlakatlarida tuproqni muhofaza qilishda Janubiy Amerikada, AQSH, Avstraliyada ilmiy asoslarini aniqlangan hamda uni tegishli sharoitlarga moslab kengaytirish borasida FAO, CGIAR, milliy qishloq xo'jalik



ilmiy korxonalarini, nodavlat tashkilotlar, fermerlar va ularning uyushmalariga joriy etilib kelinmoqda [10]. Hozirgi kunda Derpsch dehqonchilik yuritishda tuproqni muhofaza qiluvchi tizimi Braziliyaning umumiy haydov maydonidan 1/3 qismida (17,4 mln. ga), Argentinaning 1/2 qismida (13 mln. ga) va dunyo bo'yicha 70 mln.ga maydonda joriy etilgan

Tuproq yuzasida o'simlik qoldirlari qoldirilgan holda yerni shudgor qilmasdan, chizel yoki boronalar bilan tuproq yuzasiga ishlov berish natijasida

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tuproqni himoya qilish texnologiyalari resurstejamkor texnologiyalar bilan birgalikda (kompleks holda) ishlatilib kelinmoqda (www.conservation agriculture; www.zero tillage, Soil and Tillage Research Journal) Shuningdek, zanjirli T-4A traktori bilan shudgor qilingan maydonni Magnum-8940 traktori bilan borana+mola o'tkazilgan variantda chigitning unib chiqishi dastlabki bajarilgan ishlardan farq qilgannin ko'rish mumkin. Kunlar o'tishi bilan chigitning unib chiqish darajasi yuqorilaganini tashkil etganligi va g'ildirakli Magnum-8940 traktori bilan yer tayyorlashda to'liq ishlov berilgan variantga nisbatan chigit 1,2% ga ko'proq unib chiqqanligi ma'lum bo'lganini olingan ma'lumotlardan guvoh bo'lishimiz mumkin. Yerga asosiy ishlov berish texnikalarini kombinatsiyalashtirilgan variantda, ya'ni g'ildirakli Magnum-8940 traktori bilan shudgor qilingan maydonni zanjirli T-4A traktori bilan erta bahorda borana+mola qilingan variantda chigitning unib chiqishi boshqa variantlarga nisbatan ortishi mumkin, oradan kunlar o'tgandan so'ng chigit unib chiqishi barcha variantlarga nisbatan yuqori ko'rsatkichlarga ega bo'lganligi aniqlandi.

Xulosa. O'rganishlarga asosan eng yuqori hosildorlik Magnum-8940 traktori bilan shudgor qilinib, ekish oldi tadbirlarini zanjirli T-4A traktori bilan boranalash va molalash o'tkazilgan variantdan olinib o'rtacha ishlov berish unumdorligi yuqori bo'lishligini o'rganilgan mavjud ma'lumotlardan ko'rishimiz mumkin.

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SJIF 2024 = 5.444

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MADANIYAT-BU JAMIYAT, INSON TARIXIY RIVOJLANISHINING MA'LUM DARAJASI, IJODIY KUCH VA QOBILIYATDIR

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Annotatsiya: Ushbu maqolada jamiyat ma'naviy madaniyatini takomillashtirish jarayonini har tomonlama o'rganish, uning ijtimoiy –madaniy xodisalar tuzulmasidagi o'rnini aniqlash, davlatning jamiyat ma'naviy madaniyatini yuksaltirishga qaratilgan siyosiy islohatlar mavzu yuzasidan ilmiy-nazariy qarashlar keltirilib, tahlil etilgan.

Tayanch so'zlar: jamiyat, ma'naviyat, madaniyat, badiiy tafakkur, shartsharoit, shakli, tuzilish, hajm, shakl, kompozitsiya.

КУЛЬТУРА – ЭТО ОПРЕДЕЛЕННЫЙ УРОВЕНЬ ОБЩЕСТВА, ИСТОРИЧЕСКОГО РАЗВИТИЯ ЧЕЛОВЕКА, ТВОРЧЕСКОЙ СИЛЫ И СПОСОБНОСТЕЙ.

Аннотация: В данной статье представлены научно-теоретические взгляды на тему комплексного изучения процесса повышения духовной культуры общества, определения ее места в структуре социальных и культурных явлений, политических реформ, направленных на повышение духовной культуры общества. общества представлены и проанализированы.

Ключевые слова: общество, духовность, культура, художественное мышление, условия, форма, структура, объём, форма, композиция.

CULTURE IS A CERTAIN LEVEL OF SOCIETY, HUMAN HISTORICAL DEVELOPMENT, CREATIVE POWER AND ABILITY

Abstract: In this article, scientific-theoretical views on the topic of comprehensive study of the process of improving the spiritual culture of the society, determining its place in the structure of social and cultural phenomena, political reforms aimed at improving the spiritual culture of the society are presented and analyzed.

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Key words: society, spirituality, culture, artistic thinking, conditions, form, structure, volume, form, composition.

Oʻrta asr madaniyatining buyuk namoyandalari Abu Ali ibn Sino, Beruniy va b. shahar turmush tarzini jamoaning yetuklik shakli sifatida talqin qilganlar. Mas, Forobiy fikricha, har bir inson oʻz tabiatiga koʻra, «oliy darajadagi yetuklikka erishish uchun intiladi», bunday yetuklikka faqat shahar jamoasi orqaligina erishiladi. Uning taʼkidlashicha, «madaniy jamiyat va madaniy shahar (yoki mamlakat) shunday boʻladiki, bu mamlakatda har bir odam kasb-xunarda ozod, hamma babbaravardir, kishilar oʻrtasida farq boʻlmaydi, har kim oʻzi istagan yoki tanlagan kasb-hunar b-n shugʻullanadi. Odamlar chin maʼnosi bilan ozod yashaydilar». Alisher Navoiy yetuk axloq, maʼrifatli va adolatli jamiyat, jamoa masalasini qayd etish bilan birga, maʼnaviy yuksaklikka erishishning asosiy mezonini deb insonparvarlik gʻoyalariga muvofiqlikni tushundi. Madaniyat tushunchasi ikki darajada talqin qilinadi. Oddiy-kundalik ong darajasi-u odamlarning kundalik amalyoti maxsuli sifatida amal qiladi. Unda shaxs oʻziga taʼsir qilayotgan barcha maʼlumotlarni qabul qiladi. Nazariy darajada – aqil imkoniyatlari namoyon boʻladi, faqat oʻzining ichki maʼnaviy-ruxiy holatiga zarur boʻlganlarini saqlab qoladi va rivojlantiradi. Madaniyat – bu insoniyatning yuksak ahloqiy ijtimoiy munosabatlari, madaniy ishlab chiqarishga doimiy ehtiyoj mahsulidir. Shuning uchun nafaqat shaxsning maʼnaviy fazilatlarini bilan bogʻliq boʻlgan ichki madaniyatni, balki tashqi madaniyatni ham shaxsning ichki, maʼnaviy olamini namouon etish shakli sifatida ajralib koʻrsatiladi. Madaniyat maʼlum qadriyatlar tizimi sifatida insonda aniq ehtiyojlar va yoʻnalishlarni shakllantiradi. Oʻzlarining darajasi va sifati boʻyicha odamlar koʻpincha boshqalarning madaniyati darajasiga qarab baxo berishadi. Yevropada «Madaniyat» deyilganda dastlab insonning tabiatga koʻrsatadigan maqsadga muvofiq taʼsiri, shuningdek, insonga taʼlimtarbiya berish tushunilgan (lot. cultura — yerni ishlash, parvarishlash; ruschadagi «kultura» soʻzi ham shundan olingan). Madaniyat faqat mavjud norma va urf-odatlariga rioya qilish qobiliyatini rivojlantirishni emas, balki ularga rioya qilish istagini ragʻbatlantirishni ham oʻz ichiga olgan. Madaniyatga bunday ikki yoqlama yondashuv har qanday jamiyatga xos (mas, Qad. Xitoyda jen, Hindistonda dxarma). Ellinlar «madaniyatsiz» varvarlardan oʻzlarining asosiy farqini «paydey», yaʼni «tarbiyalanganlik»da deb bilganlar. Qad. Rimning soʻnggi davrlarida «Madaniyat» tushunchasi ijtimoiy

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hayotning shahar turmush tarzini ifodalovchi mazmunlar bilan ham boyigan va oʻrta asrlarga kelib keng tarqalgan. Bu tushuncha keyinchalik kelib chiqqan sivilizatsiya tushunchasiga yaqin turadi. Yevropada Maʼrifatchilik davrida Madaniyat va sivilizatsiyaning «tanqidi» vujudga keldi (J. J. Russo). Bunda «madaniy» millatlarning buzilganligi va axloqiy tubanlashganligiga taraqqiyotning patriarxal bosqichida boʻlgan xalqlar axloqining soddaligi va sofligi qarshi qoʻyildi. Nemis faylasuflari bu ziddiyatli holatdan chiqishning yoʻlini «ruh» doirasidan, axloqiy (I. Kant), estetik (F. Shiller, romantiklar) yoki falsafiy (G. Gegel) ong doirasidan qidirdilar. Ular bu ong sohalarini haqiqiy Madaniyat va inson taraqqiyotining omillari deb bildilar. 19-a. oxiridan boshlab «lokal sivilizatsiya» (O. Shpengler) degan qarash yuzaga keldi. Bu gʻoya sivilizatsiyani muayyan jamiyat taraqqiyotining soʻnggi bosqichi sifatida olib qaradi. Fan-texnika taraqqiy topgan sharo-itda koʻpgina sotsiologlar va madaniyatshunoslar Madaniyatning yagona gʻoyasini izchil amalga oshirish mumkin emas, degan qoidani ilgari surdilar. Bu politsentrizm, Gʻarb bilan Sharqning azaldan qarama-qarshiligi va ijtimoiy taraqqiyotning boshqa umumiy qonuniyatlarini inkor etuvchi nazariyalarida oʻz ifodasini topdi. Madaniyatning ilmiy, tarixiy konsepsiyalariga qarama-qarshi oʻlaroq, marksistik nazariya ijtimoiy-iqtisodiy formatsiyalar haqidagi, ishlab chiqaruvchi kuchlar b-n ishlab chiqarish munosabatlarining oʻzaro munosabati haqidagi qoidalardan kelib chiqib, antagonistik jamiyatlarda Madaniyatning sinfiy xarakteri haqidagi qoidalarni ilgari surdi. Antagonistik formatsiyalarda har bir milliy Madaniyatda ikki Madaniyat borligi haqidagi lenincha qarash «hukmron ekspluatatorlik» M. iga «progressiv demokratik» va «sotsialistik» M. elementlarini qarama-qarshi qoʻydi. Ana shu qoidadan kelib chiqib, mustabid sovet tuzumi davrida amalga oshirilgan «madaniy inqilob» natijasida koʻpgina xalqlar Madaniyat ining ajoyib durdonalari yoʻq qilinib, madaniy merosning milliy ildizlari barbod etildi. Madaniyat — umuminsoniy hodisa, faqat bir xalqqa tegishli, faqat bir xalqning oʻzigina yaratgan sof Madaniyat boʻlmaydi va boʻlishi ham mumkin emas. Har bir milliy Madaniyatning asosiy qismini shu millat oʻzi yaratgan boʻlsada, unda ja-hon xalqlari yaratgan umuminsoniy Madaniyatning ulushi va taʼsiri boʻladi, albatta. Madaniyat hech qachon sinfiy hodisa boʻla olmaydi. U barchaga baravar xizmat qiladi. Mas, sanʼat va adabiyot durdonalari, meʼmorlik obidalari, maqomlar, fan yutuqlari va b. barchaga tegishlidir. Madaniyat kishilar faoliyatining faqat moddiy natijalari (mashinalar, texnik inshootlar, sanʼat asarlari, huquq, axloq

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normalari va h. k.)ni emas, shu bilan birga, kishilarning mehnat jarayonida voqe bo'ladigan subyektiv kuch-quvvatlari va qobiliyatlari (bilim va ko'nikmalari, i. ch. va professional malakalari, intellektual, estetik va axloqiy kamoloti, dunyoqarashi, ularning jamoa va jamiyat doirasidagi o'zaro muomalalari)ni ham o'z ichiga oladi. M.Abduraxmonov va H.Raxmonov fikricha ma'naviy madaniyat ta'lim va fan sohasiga oid ilmiy faoliyatni, axloqiy va estetik madaniyatni o'z ichiga oladi. Natijada ma'naviy madaniyat insonning layoqati va faoliyatining buyumlarda moddiylashgan shakilda, insoniyat tomonidan yaratilgan ma'naviy qadiryatlar (ilim, sa'nat, xuquq, axloq qoidalari) shaklida mavjud bo'ldi⁴. A.Ochildiyev ma'naviy madaniyat o'z mohiyatiga ko'ra ma'naviy ishlab chiqarish, ijtimoiy ong shakillarining rivojlanishi bilan bog'liq bo'lgan faoliyatning barcha sohalarini qamrab olishni takidlaydi. Fikrni davom ettirib u xar-xil tasavvur va go'yalar, ta'limotlar, ilmiy bilimlar, san'at asarlari va axloqiy normalar kabi ma'naviy madaniyatning turli shakillari anashu faoliyatning natijasidir, deb baho beradi. Ular o'z-o'zidan paydo bo'lmaydi, balki taraqqiyotning ma'lum bir bosqichida turgan va o'zoro ma'lum bir musbatlarga kirishgan kishilar tomonidan yaratilgan. Demak, ma'naviy madaniyat ma'naviy faoliyati natijasi sifatida chiqayotgan xodisalargina emas, balki ularni yaratish jarayonida kishilar o'rtasida yuzaga keladigan munosabatlarni ham ifodalaydi⁵. Qiyosiy taxlil natijasida biz ma'naviy madaniyat inson faoliyatini ma'naviylashgan shakli natijalarini o'zida aks ettiradi hamda tasavvurlar, g'oyalar, ta'limotlar, ilmiy bilimlar, san'at asarlari va axloqiy normalar uning elementlaridir, degan hulosaga keldik. Ma'naviy madaniyatning turli shakillari fan, din, falsafa, san'at, axloq, xuquq, siyosat, mafkura, milliy o'zlik kabilardir. "Ma'naviy madaniyatning ayrim shakillari ma'lum bir doirada, boshqalari esa barcha sohalarda amal qiladi. Masalan, axloqning shakillanishi va paydo bo'lishida butun jamiyat xizmat qilgan bo'lsa, san'atni noyob qobiliyat egalari yaratadi. Kundalik bilim xammaga ozmi-ko'pmi xoc bo'lsa, faqat buyuk mutafakkirlargina ilim tufayli daxolar darajasiga yeta oladilar. Ma'naviy madaniyat yuksalishi davlatning olib brogan islohatlariga ham bog'liq ekan. Bir davlatda tinchlik hukumronlik qilmas ekan san'at xam, madaniyat ham yuksalmaydi, jamiyat parokandaga uchraydi. Ijodkor namunalarida milliylik yo'qoladi, go'zallik yo'qoladi. Bu esa tomoshabinni ongida ma'naviy pasayishni olib keladi. Jamiyatni idrok etish qobilyati susayib boradi. Estetik zavq olish, yangilik yaratish, o'zlikni saqlab qolish, kelajak avlodlarga tarixni eslatib turishda aynan san'at juda katta ro'l

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o'ynaydi. Shu sabab viloyatlar, tuman markazlarida yangi ko'rgazma zallarini tash qilinishi kelajakdagi rassomlar qobiliyatini oshirishiga va o'z ustida ish olib borishiga sabab bo'ladi chunki ommani qamrab olish yuqori bo'ladi, insonlarni badiiy didi yuksaladi, ijod nima ekanligi, san'atning nozik qarashlarini o'z naznida tasavvur qila boshlaydi. Bu xolat yangi badiiy jarayonlarni takomillashishiga olib keladi. Qachonki tomashabinda san'at haqida tushuncha bo'lsagina ijodkordan yangicha qarashlarni kuta boshlaydi. O'z navbatida ijodkorlar ham o'z ustida ishlab yangi ijod namunalarini yarata boshlaydilar. Hozirgi kundagi davlatimizda Madaniyat sohalarida olib borilayotgan islohatlar yuqoridagi fikrlarimizni isbotidir.

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Researchbib Impact factor: 13.14/2024

SJIF 2024 = 5.444

Том 2, Выпуск 6, 30 Июнь

UDK:633.88

**DORIVOR ISSOP (HYSOPPUS OFFICINALIS L.) O'SIMLIGINI
YETISHTIRISH VA BIOEKOLOGIK HUSUSIYATLARI**

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Annotatsiya: Ushbu maqolada Dorivor issop (*hysoppus officinalis* L.) o'simligining yetishtirish texnologiyasi, biologiyasi, ekologiyasi qishloq va xalq xo'jaligidagi ahamiyat, kimyoviy tarkibi va dorivorlik hususiyatlari yoritilgan.

Аннотация: В статье описаны технология выращивания, биология, экология, значение растения иссоп лекарственный (*hysoppus officinalis* L.) в сельском хозяйстве и народном хозяйстве, химический состав и лечебные свойства.

Abstract: The article describes the cultivation technology, biology, ecology, importance of the medicinal hyssop plant (*hysoppus officinalis* L.) in agriculture and national economy, chemical composition and medicinal properties.

Kalit so'z: Dorivor issop (*hysoppus officinalis* L.) boshhoqsimon, Qrim, Kavkaz, Efir moyi, gektar, azot, faza, ildiz.

Ключевые слова: Иссоп лекарственный (*hysoppus officinalis* L.) колос, Крым, Кавказ, Эфирное масло, гектар, азот, фаза, корень.

Key word: Medicinal hyssop (*hysoppus officinalis* L.) spike, Crimea, Caucasus, Essential oil, hectare, nitrogen, phase, root.

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Dorivor issop — labguldoshlar (**lamiaceae**) oilasiga kiradi. O'tkir hidli, ko'p yillik, bo'yi 85—90 santimetr bo'lgan, doim yashil chala buta. Ildizi o'q ildizli. Poyasining asosiy qismi yog'ochlangan, shoxlangan 4 qirrali. Barglari qarama-qarshi joylashgan, bandsiz yoki kalta bandli lantsetsimon yoki chiziqsimon, chetlari bir oz pastga qayrilgan. Uning gullari siyoh rang, pushti rang barglar oralarida 3—7 tadan soxta mutovkalarga to'plangan. Mutovkalar boshhoqsimon, uzunligi 20—22 santimetr ga boradigan soyabonlarni tashkil qiladi. Mevasi 4 ta aniqmas qirrali, tuxumsimon yong'oqchadan iborat. Uzunligi 2,5—3 mm bo'lib, yong'oqchalarning usti notekis, rangi to'q-qo'ng'ir yoki qo'ng'ir qora.

Geografik tarqalishi. Dorivor issop Qrim, Kavkaz, Moldova, Janubiy Yevropa, O'rta Yer dengizi atroflaridagi mamlakatlarda hamda O'rta Osiyo mamlakatlarida o'stiriladi.

Kimyoviy tarkibi. Bargida 0,90—1,98 foiz efir moyi, dubil moddalar, kislotalar va gulida flavonoid-diosimin $C_{34}H_{44}O_6$, issopin va glyukoza bor.

Efir moyi tarkibida a va b pinyanlar, 1- pinokamfon, 1- pinokamfeola va uning uksus efirlari alʼdegʼin, kamfen, tseniol, uksus kislotasi, spirt aralashmalari va seskviterpenlar tutadi.

Ishlatilishi. Dorivor issopning efir moyi farmatsevtikada asosan surtmalarning, qisman sirtga ishlatadigan boshqa dorilarning hidini yaxshilash uchun ishlatiladi. Efir moyi antiseptik xususiyatga ega bo'lganidan kuygan joylarni tuzatuvchi vosita sifatida foydalaniladi. Tibbiyotda ko'krak organlari, nafas siqilishi, bronxit va bronxial astma kasalliklarni tuzatishda ishlatiladi. Issop moyi oziq-ovqat sanoatida keng foydalanib kelinmoqda.

Dorivor issop o'simligini yetishtirish texnologiyasi.

Dorivor issop o'simligi asosan urug'idan va vegetativ yo'l bilan ko'paytiriladi. Uning yaxshi o'sishi va rivojlanishi uchun unumdor tuproqlar va quyosh yaxshi tushadigan maydonlarni tanlash kerak bo'ladi. Issop ko'p yillik o'simlik bo'lgani uchun uni almashlab ekish dalalariga joylashtirishni rejalashtirmaslik kerak, chunki u bir yerda 20—25 yil davomida hosil berishi mumkin.

Dorivor issop o'simligi ekiladigan yerlarni kuzda gektar hisobida 15—20 tonna chirigan go'ng va 30—40 kg superfosfat, yog'ingarchilik kam bo'ladigan mintaqalarda va sizot suvlari chuqur joylashgan tuproqlarda 20 kg dan azot o'g'iti berib yerni 25—28 santimetr chuqurlikda haydab qo'yiladi.

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Issop urug'idan ko'paytirish eng yaxshi usul hisoblanadi. Uning eng mo'tadil ekish vaqti oktyabr oyining oxiri va noyabr oyining birinchi dekadasi hisoblanadi.

Urug'lar chuqurroq ekiladi. Agarda ekish bahor oyiga qoldirilsa, urug'lar stratifikatsiya qilinishi shart. Buning uchun ularni namlangan qumli yashiklarga solib, isitilmaydigan xonalarda saqlanadi.

Urug'lar qurib qolmasligi va mog'orlamasligi uchun vaqti-vaqti bilan namlab turiladi. Ekishdan oldin yerlar begona o'tlar qoldiqlaridan tozalanadi, boronalanadi va mola bilan tekislanadi. Havo harorati 15—17 gradus isiganda egat oralari 70 sm qilib ekiladi. Har bir gektar yerga 4 kg gacha urug' sarflanadi. Agar tuproq tarkibida nam yetishmasa ekilgandan keyin darhol sug'oriladi. Urug'lar 6—8 kunda unib chiqadi. Oradan 10—12 kun o'tgach maysalarda 2—3 tadan chin barg hosil bo'ladi va o'simlik oralarini kulytivatsiya yordamida yumshatiladi va begona o'tlardan tozalanadi. Bahor oylaridagi yog'ingarchilik natijasida issop ekilgan maydonlarda qatqaloqlar paydo bo'lishi bilan o'simlik oralari yumshatiladi va shu bilan birga yagana qilinib, har bir tupda 20—30 sm uzunlikda 2—3 tadan o'simlik qoldiriladi. Ekilgan o'simliklar iyun oyining oxirlarida shonalaydi. Kuzda ekilgan o'simliklar may oyining oxiri va iyun oylarining boshlarida gulga kiradi. SHonalash fazasigacha o'simlik ikki marta sug'oriladi va suvdan keyin o'simlik oralari kulytivatsiya bilan 8—10 sm chuqurlikkacha yumshatiladi. Bahorda ekilgan o'simliklar iyul oyining boshlarida gullay boshlaydi. Bu davrga kelib issopning ildiz tizimi yaxshi rivojlanganligi uchun o'simlik baquvvat bo'lib o'sa boshlaydi. Issopni oziqlantirishni shonalash fazasida boshlash tavsiya qilinadi. Sug'orishdan avval gektariga 50 kg azotli, 30 kg kaliyli o'g'itlar bilan oziqlantiriladi. O'simliklarni suyultirilgan go'ng bilan oziqlantirish yaxshi natija beradi. Issop ekilgan maydonlar har 2—3 sug'orishdan keyin dala o'toq qilinishi lozim.

Ikkinchi oziqlantirish o'simlik gullash fazasida gektariga 40—50 kg azot va 20 kg fosfor o'g'iti berish bilan tugatilishi kerak.

Uning bitta to'pgulida 16—20 tagacha gul bo'ladi. Uning gullari ertalab soat 6—7 da ochiladi. SHu vaqtda issop ekilgan maydonlarda asalari va kapalaklar paydo bo'ladi. Vegetatsiya davomida dorivor issop havo haroratini hisobga olgan holda 6—8 marta sug'oriladi. O'simlikning xomashyosi boshoqli to'pgul hisoblanadi.

Ularning ommaviy gullash fazasida gulbandlarining uzunligi 30 sm bo'lganda (avgustning ikkinchi yarmida) uning xomashyosi yig'iladi. Xomashyo yangi o'rilgan paytda uning tarkibida nam ko'p bo'ladi. SHuning uchun o'simlik

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mog'orlab ketmasligi uchun yaxshi shamollatadigan bostirmalarga yupqa qilib stelajlarga o'yib qo'yiladi. Hosil shamolsiz quruq vaqtda yig'iladi.

Dorivor Dorivor issop (*Hysoppus officinalis* L.) o'simligi biologik xususiyatlari bo'yicha suvga talabchan o'simliklar qatoriga kiradi. Ular yil davomida yashil holda o'suvchi, fotosintez jarayoni nisbatan ko'p va jadal kechishi, transpiratsiya koeffitsiyentining yukoriligi, ildiz tizimlari asosan tuprokning yuza katlamlarida (15-18 sm) joylashganligi sababli ko'p suv sarflaydi. Dorivor Dorivor issop (*Hysoppus officinalis* L.) o'simligidan yuqori va sifatli urug' hosili olishda sug'orish tartiblarining ahamiyati katta. Tajriba maydonida urug'lik yetishtirish uchun ekilgan Dorivor issop (*Hysoppus officinalis* L.) dorivor o'simligini sug'orish tartiblarini o'rganishda ularning suvga bo'lgan talabini kuzatish va tuprok namligini aniqlash yo'li bilan amalga oshirildi. Ma'lumki, juda ko'p dorivor o'simliklarni o'sishi va rivojlanishi xamda mo'l hosil olishda sug'orishlardan oldingi tuprok namligi tuprokning cheklangan nam sig'imiga nisbatan 70-80 % dan kam bo'lmasligi kerak. Shu holatdan kelib chikkan holda tajriba maydonida dorivor Dorivor issop (*Hysoppus officinalis* L.) o'simligini sug'orish tartiblarini belgilash uchun sug'orishlardan oldingi tuprok namligi dorivor Dorivor issop (*Hysoppus officinalis* L.) o'simligini gullashgacha va gullash fazalarida bo'lgan davrlardagi sug'orishlardan oldingi tuprok namligi tuprokning cheklangan dala nam sig'imiga nisbatan 80 %, pishib yetilish fazasida esa 70 % kilib belgilandi. Chunki dorivor Dorivor issop (*Hysoppus officinalis* L.) o'simliklarining asosiy xususiyatlaridan biri va boshqa dorivor o'simliklardan farqi shuki, ular doimiy o'suvda bo'lganligi uchun dastlabki o'suv fazalari bir muncha qisqa bo'lib, tez boshoqlash va gullash fazalariga o'tish xususiyatlariga ega. Shuning uchun erta bahordan tez rivojlanib boshoqlash va gullash fazasiga kiradi xamda shu davrda boshqa o'suv fazalariga nisbatan ko'proq suv talab qiladi.

1.-jadval

Urug'chilik uchun ekilgan Dorivor issop (*Hysoppus officinalis* L.) o'simligini sug'orish tartiblari

Sug'orishdan									
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oldingi tuprok namligi, %	17,6	18,5	19,0	17	17,0	17,2	16,5	16,0
CHDNS ga nisbatan %	75,2	79,0	81,2	73,0	72,6	73,5	70,5	68,4
Sug'orish meyori, m ³ /ga	446	377	340	480	500	480	520	550
Sug'orish muddati	30.03.15	28.04	17.04	22.04	30.04	10.05	21.05	02.06
Sug'orishlar orasidagi kunlar	20	13	15	16	22	23	23	25

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Konstitutsiya- qonun ustivorliging asosi sifatida.

Termiz davlat universiteti

**Yuridik fakulteti „Yurisprudensiya“ (faoliyat turlari bo‘yicha) yo‘nalishi 1-
bosqich talabasi**

Xo‘jamurodova Dildora

Jahondagi rivojlangan mamlakatlar taraqqiyotining hozirgi bosqichida qonun ustuvorligini ta'minlash, xalqaro tinchlikni mustahkamlash sharoitida ijtimoiy-iqtisodiy o'zgarishlarni amalga oshirishga yordam beradigan huquqiy asoslarni yanada takomillashtirish alohida ahamiyat kasb etmoqda. Darhaqiqat, bugungi kunda jahon tajribasidan kelib chiqqan holda har bir mamlakatda fuqarolar huquq va erkinliklarini himoyalashni yanada kuchaytirish hamda qonun ustivorligini ta'minlash masalalariga a'lohida e'tibor qaratilmoqda.

Qonun ustivorligini ta'minlash, fuqarolar huquq va erkinliklarini himoya qilishning asosiy huquqiy asosini albatta konstitutsiyamiz tashkil etadi. Ma'lumki Yangi O'zbekistonda barcha sohalardagi yangilanish, ijtimoiy-iqtisodiy sohalarda amalga oshirilayotgan modernizatsiya jarayonlarini takomillashuvi asosiy qomusimizning ham yangi tahrirda qabul qilinishiga asos bo'ldi.

O'zbekiston Respublikasi Konstitutsiyasining yangi tahriri 2023-yil 1-maydan e'tiboran kuchga kirdi. Bunga 30-aprel kuni bo'lib o'tgan referendum natijasiga ko'ra 11 ta moddadan iborat tegishli qonunning qabul qilinishi asos bo'ldi.

Yuqorida ta'kidlaganimizdek, konstitutsiyamizning yangi tahrirda qabul qilinishi shuningdek, bu huquqiy hujjatda huquqiy normalar va moddalar soni ko'payishi albatta ijtimoiy-iqtisodiy sohalardagi faol o'zgarishlar jarayoni bilan bog'liq bo'lib hisoblanadi. Shu o'rinda ta'kidlash joizki, bunga qadar 1992-yildan buyon konstitutsiyaga jami 15 marta o'zgartish kiritilgan edi. Bu safar esa o'zgarishlar ko'lami kattaligi sabab hujjatning yangi tahriri qabul qilindi. Yangilanish natijasida, bosh qomusdagi moddalar soni 128 tadan 155 taga, undagi normalar esa 275 tadan 434 taga oshdi. Umuman olganda yangi tahrirdagi konstitutsiya 65 foizga yangilandi.

Yangi tahrirdagi konstitutsiyada, eng avvalo inson huquqlari va manfaatlarini himoya qilishga hamda ijtimoiy jihatdan aholi manfaatlarini muhofaza qilishda ko'plab huquqiy jihatlarni yanada mustahkamlab olganligi bilan ham a'lohida

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ahamiyat kasb etadi. Jumladan yangi tahrirdagi Konstitutsiyaning 1-moddasi “O‘zbekiston – boshqaruvning respublika shakliga ega bo‘lgan suveren, demokratik, huquqiy, ijtimoiy va dunyoviy davlat”- deb nomlanishining o‘ziyoq yuqoridagi fikrlarimizning yaqqol namunasi bo‘lib hisoblanadi.

Shuningdek, Konstitutsiyaning muqaddimasida keltirilgan muhim prinsiplar bular barchasi O‘zbekistonning ijtimoiy, iqtisodiy jihatdan taraqqiy etishida muhim omil bo‘lib hisoblanadi. Jumladan Konstitutsiyada bu jumlar quyidagicha keltirib o‘tilgan:

-Biz, O‘zbekistonning yagona xalqi, inson huquq va erkinliklariga, milliy va umuminsoniy qadriyatlarga, davlat suvereniteti prinsiplariga sodiqligimizni tantanali ravishda e‘lon qilib, demokratiya, erkinlik va tenglik, ijtimoiy adolat va birdamlik g‘oyalariga sadoqatimizni namoyon qilib, inson, uning hayoti, erkinligi, sha‘ni va qadr-qimmatini oliy qadriyat hisoblanadigan insonparvar demokratik davlatni, ochiq va adolatli jamiyatni barpo etish borasida hozirgi va kelajak avlodlar oldidagi yuksak mas‘uliyatimizni anglagan holda, davlatchiligimiz rivojining uch ming yildan ziyod tarixiy tajribasiga, shuningdek jahon sivilizatsiyasiga beqiyos hissa qo‘shgan buyuk ajdodlarimizning ilmiy, madaniy va ma‘naviy merosiga tayanib, mamlakatimizning bebaho tabiiy boyliklarini ko‘paytirishga hamda hozirgi va kelajak avlodlar uchun asrab-avaylashga hamda atrof-muhit musaffoligini saqlashga astoydil ahd qilib, xalqaro huquqning umume‘tirof etilgan prinsip va normalariga asoslangan holda, ko‘p millatli jonajon O‘zbekistonimizning farovonligini va gullab-yashnashini ta‘minlashni maqsad qilgan holda, ushbu Konstitutsiyani qabul qilamiz va e‘lon qilamiz”-deya ta‘kidlangan so‘zlar har bir fuqarolarimizda vatanparvarlik tuyg‘ularini oshirib, jonajon O‘zbekistonimizni yanada kuchliroq sevishimizga asos bo‘lib xizmat qiladi.

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STUDYING ORIGINS OF MEDICAL TERMS

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ANNOTATION:

The article is aimed at the history of studying the medical terms as well as illustrating with the brief origin of some specific medical terms. It is recommended to use the written article at medical organizations, as without knowing the main medical terms, it is difficult to be aware of medicine.

Keywords: Word formation, semantic relationship, metaphorization and metonymization, terminologist, homonym, compoundings.

ИЗУЧЕНИЕ ПРОИСХОЖДЕНИЯ МЕДИЦИНСКИХ ТЕРМИНОВ

АННОТАЦИЯ:

Статья направлена на историю изучения медицинских терминов, а также на краткую иллюстрацию происхождения некоторых конкретных медицинских терминов. Написанную статью рекомендуется использовать в медицинских организациях, так как без знания основных медицинских терминов сложно ориентироваться в медицине.

Ключевые слова: Словообразование, семантическая связь, метафоризация и метонимизация, терминолог, омонимия, словосложения.

One of the main problems in studying a term is its definition. Over a long period of understanding the features of the term, quite a lot of its definitions have accumulated. All scientists are unanimous that the most important feature of a term is its designation of a scientific concept. Unlike the commonly used word, the “*term*” is based on a special professional concept: G.O. Vinokur , V.P. Danilenko B.N. Golovin , M.N. Volodina and others. Many linguists in terminology works provide various criteria for distinguishing between a commonly used word and a term: B.N. Golovin , V.P. Danilenko , D.S. Lotte, L.M. Alekseeva , L.Yu. Buyanova , S.V. Grinev-Grinevich and others.

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According to B.N. Golovin, “terms do not exist on their own, they are constituent elements of the terminology system”. The terminological system is characterized by the main features: integrity, relative stability, structure, coherence: T.R. Kiyak, S.D. Shelov , A.V. Superanskaya and others. Terminology as an independent science began to take shape in the early 80s of the twentieth century, when quite a lot of works devoted to the study of terms appeared in lexicology. In Russian linguistics, there are a large number of scientific works devoted to various terminologies: military (Kozhin, Sorokoletov) and others, agricultural (Safyan) (Smirnova, Dankova) and others, sports (Kozhevnikova, Gureeva and others), economic (Nazarenko, Davletukaeva, Fedorova) etc.

Recently, interest in the study of Medical Terminology has increased, which is associated with a general interest in the study of individual terminologies. In addition, the study of Medical Terminology is driven by the need to represent it in the form of an ordered system. Most modern linguists show interest in studying modern medical terms of various branches of medicine as an integral part of terminology: G.A. Abramova “Medical vocabulary: main properties and development trends”, E.V. Smirnova “Structural-semantic and lexicographical aspects of medical terminology: using the example of cardiological vocabulary”, E.P. Timoshchuk “Compound anatomical term in modern Russian language”, T.A. Trafimenkova “Terminology of diseases as an object of onomasiological, semantic-paradigmatic and lexicographic research”, N.N. Maslova “Structural-semantic analysis and systematicity of the constituent terms of cardiology and pulmonology (names of diseases and pathological processes” , etc.. In modern works within the framework of terminology, there is an interest in studying the history of various terminologies: A. Sh. Davletukaeva “Diachronic aspect development of economic terminology”, M.V. Tokareva “Formation, development and current state of English terminology of nephrology and urology” , E.V. Korovushkina “Development of credit and financial terminology in the Russian language of the second half of the 19th century” the beginning of the 20th century: semasiological and system-structural aspects" , etc.

The terms of each individual terminology, including medical terminology, largely depend on the properties of OAS terminology, one of which is systematic. Features of the development of terminology are determined, as it were, two-way - both by the properties of the terminology and the specificity of the terms. The

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systematic nature of terminology is organically connected with its development. This unity ensures the identification of trends in the functioning of terminology: a tendency to intensify the process of borrowing, to the internationalization of vocabulary, its interaction with various lexical layers, to complicate the composition of terminology, a tendency towards nominalization, rationalization and saving of linguistic means, differentiation, integration, intellectualization and specialization. These abovementioned trends are manifested primarily in the quantitative development of terminology. The number of medical terms is increasing. The processes of borrowing and word formation play an important role here.

Foreign language vocabulary had a significant influence on the formation of German medical terminology in all periods of its existence. In the modern era of its development, tendencies towards the internationalization of languages and the intensification of borrowing processes appear especially clearly. Borrowings have different genetic origins, but the largest class consists of terms that came from the English language, which is due to both extralinguistic reasons and the high prestige of the English language throughout the world.

The international nature of medical science predetermines the process of internationalization of borrowings, however, most internationalisms in German medical terminology were created on a Greco-Latin basis. Similar to native German medical terms, borrowed terms may exhibit semantic processes associated with changes in their scope of meaning. There are some medical term are given to illustrate the given sentences:

-Anatomy: Origin: Greek "anatome" (dissection); (- "Ana") means "up" and "tome" means "cutting," referring to the dissection process to study body structures.

-Cardiology: Origin: Greek "kardia" (heart) + "logos" (study). As it is known, This term refers to the study of the heart and its functions.

-Dermatology: Origin: Greek "derma" (skin) + "logos" (study); It is the branch of medicine dealing with the skin and its diseases.

-Neurology: Origin: Greek "neuron" (nerve) + "logos" (study); this field focuses on the nervous system and its disorders.

-Ophthalmology: Origin: Greek "ophthalmos" (eye) + "logos" (study); this term refers to the medical specialty concerning the eye and its diseases.

-Pediatrics: Origin: Greek "pais" (child) + "iatros" (doctor); this field deals with the medical care of infants, children, and adolescents.

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-Psychiatry: Origin: Greek "psyche" (mind) + "iatros" (doctor); It involves the study and treatment of mental illnesses.

-Surgery: Origin: Greek "cheir" (hand) + "ergon" (work); Refers to the branch of medicine that treats diseases and injuries by operative procedures.

-Pathology: Origin: Greek "pathos" (disease) + "logos" (study); The study of diseases, their causes, and effects.

-Gynecology: Origin: Greek "gyne" (woman) + "logos" (study); This field focuses on the health of the female reproductive system.

As it is proved that, most medical terms are derived from Greek and Latin roots, reflecting the historical dominance of these languages in science and medicine. Greek roots often refer to the body part involved, while Latin terms frequently describe the condition or the procedure. Understanding the etymology of medical terms not only aids in grasping their meanings but also helps in learning and remembering them more effectively. Along with borrowing, word formation is a powerful source of development of German medical terminology. It is closely related to the tendency towards linguistic economy in signs conveying the content of an utterance, which is also inherent in the special vocabulary of the German language. This trend is expressed in the widespread use of elliptical structures and various kinds of abbreviations.

Word formation is the most characteristic way of development of German medical terminology, which is explained by the peculiarities of the structure of the German language. Abbreviation has become one of the most productive means of forming new terms. However, the most productive means of forming terminology is compounding (basic compounding). Trends towards the internationalization of vocabulary and the integration of languages explain the widespread use of cripple terms and eponym terms in German medical terminology. During their formation, the semantics (and structure) of the term are borrowed, although its material shell is built on the basis of the German language. Word-forming tracing papers filled German medical terminology at all stages of its development. This trend continues in our time. An equally important way of replenishing terminology with new terms is the formation of eponymous terms, which, despite intensive measures to eliminate them, continue to actively function.

Along with this, the terminology is replenished with words from commonly used vocabulary. Its replenishment with linguistic means of the national language

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occurs mainly through *metaphorization and metonymization*. These semantic processes contribute to the development of *polysemy and homonymy*.

Polysemy is a semantic relationship of internally related (motivated) meanings expressed by the forms of one word and creating a certain system. The presence of polysemy in terminology suggests that the tendency towards unambiguity of lexical units is inferior to the tendency towards expanding the scope of their semantic content. The difference between polysemy and homonymy in medical terminology is established using the method of semantic analysis, as well as auxiliary criteria - grammatical and word-formation. Despite the fact that lexicologists and terminologists-normalizers are constantly fighting against such phenomena as synonymy and polysemy, the latter inevitably accompanies term formation. These semantic phenomena can neither be ignored nor overcome, since it is impossible to separate the term from the real living linguistic matter.

In conclusion, all semantic processes are subject to its linguistic laws, determined by the systematic nature of the lexical level of language. In particular, manifests itself in the relationships between the meanings of terms, which change with the development of terminology. No matter how different the meanings of a particular medical term may be, there is something in common that maintains their unity within the system. It lies in a certain connection of values with each other. When identifying these connections, it is necessary to rely on the underlying meaning.

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ETIOLOGY, CLASSIFICATION, PATHOGENETIC FORMS OF ACUTE INTESTINAL OBSTRUCTION.

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Annotation: This article is devoted to the etiology and pathogenetic forms of acute intestinal obstruction, as well as its classification.

Key words: nosological group, adhesive process, volvulus, nodule formation, strangulated hernia, intussusception, glycogen-forming and protein-forming

ЭТИОЛОГИЯ, КЛАССИФИКАЦИЯ, ПАТОГЕНЕТИЧЕСКИЕ ФОРМЫ ОСТРОЙ КИШЕЧНОЙ НЕПРОХОДИМОСТИ.

Аннотация: Статья посвящена этиологии и патогенетическим формам острой кишечной непроходимости, а также ее классификации.

Ключевые слова: нозологическая группа, спаечный процесс, заворот кишок, узлообразование, ущемленная грыжа, инвагинация, гликогенообразующая и протеинообразующая

Intestinal obstruction is a pathological condition based on a violation of the natural movement of intestinal contents through the intestinal tube, as a result of an obstacle caused by various reasons and manifested by abdominal pain, vomiting, bloating, failure to pass gases and stools with the development of severe endotoxic damage to organs and systems. Due to the exceptional severity of the course and prognosis, this symptom complex, which unites many diseases of the abdominal organs with different etiologies, is allocated to a separate nosological group.

Despite the fact that acute intestinal obstruction accounts for only 3.5-9% of all acute surgical diseases of the abdominal organs, it causes almost 30% of deaths in the entire group of urgent patients. Another fundamental feature of the disease is the time factor, which determines the outcome of the disease: only early diagnosis and timely surgery ensure the patient's recovery. Acute intestinal obstruction still remains a pressing and far from completely resolved problem of urgent surgery.

Classification of the prevalence of the adhesive process (Blinnikov O.I., 1993):

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I degree: local adhesive process limited to the scar area;

II degree: local adhesions in combination with single adhesions in other areas;

III degree: the adhesive process occupies the floor of the abdominal cavity;

IV degree: the adhesive process occupies 2/3 of the abdominal cavity or more.

Some clinical manifestations of the adhesive process in different parts of the abdominal cavity are as follows. Adhesive perigastritis and periduodenitis → constant aching pain in the epigastrium, intensifying with increased intra-abdominal pressure, Knoch's symptom (epigastric pain due to adhesions in the area of the stomach). Adhesive perienteritis → Bondarenko's symptom (pain on superficial sliding palpation of the abdomen); Knoch's symptom (pain when hyperextending the body due to fixation of the omentum in the lower abdomen).

2. Obstructive and constrictive acute intestinal obstruction of non-adhesive origin (rare - 3.3%):

1) tumors - 9%;

2) inflammatory diseases - Crohn's disease (3.7%);

3) gallstone obstruction (0.28–3.3%; recurrence rate after removal of the stone from the intestine - 5–9%);

4) foreign body, a ball of roundworms;

5) nutritional;

6) rare.

3. Destructive Acute intestinal obstruction of non-adhesive origin (volvulus, nodule formation, strangulated hernia, intussusception). The following nine types of intussusception can be distinguished:

1) small intestine;

2) colon;

3) blind-colic;

4) ileocolic;

5) jejuno-gastric;

6) diverticulo-intestinal;

7) appendico-cecal;

8) complex (intussusception consists of several cylinders);

9) multiple (invagination in several places of the gastrointestinal tract).

Intussusception occurs in approximately 75% of cases in the first year of life, more

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often between the 4th and 10th months, when children switch from milk to thicker foods, less often in childhood and middle-aged adults.

Pathogenesis.

The first and most obvious manifestation of acute intestinal obstruction is a violation of intestinal motor function. In all forms. Acute intestinal obstruction other than paralytic - these disorders are of a hypermotor nature. Periods of increased motor activity coincide with painful attacks. As muscle tone depletes, paresis and stretching of the intestinal loops develop, which coincides with the appearance of constant pain and vomiting. In distended intestinal loops, the accumulating liquid consists of food masses, digestive juices, transudate, and plasma.

Under conditions of impaired blood circulation and absorption, the intestinal contents begin to decompose and rot. The absorption process in the afferent intestine progressively weakens. It is especially severely disrupted in cases of high acute intestinal obstruction. With low obstruction, absorption is little affected. In general, insufficiency of intestinal function (secretion, digestion, absorption) develops. The accumulation (deposition and sequestration) of fluid in the intestinal loops and in the stomach, its eruption with vomit, leads to the development of severe pathophysiological and biochemical changes.

All types of metabolism are disrupted: protein, carbohydrate, mineral, water-electrolyte balance and acid-base state change. This, in turn, leads to disorders in the regulation of the functions of all organs and systems. The antitoxic, glycogen-forming and protein-forming functions of the liver suffer. The excretory function of the kidneys is impaired, and the hormonal activity of the adrenal glands is reduced.

PATHOGENETIC FORMS

I. Dynamic (4–10%): spastic and paralytic.

II. Mechanical (surgical).

1. Due to an obstacle (obstructio) a) obturatio - blockage of the intestinal lumen;

b) compressio - compression of the intestinal lumen from the outside (malignant intra- or retroperitoneal tumors);

c) angulatio - a bend in the intestine that blocks its lumen;

d) constrictio - circular stricture of the intestine.

2. Combined with impaired blood supply (destructio) - necrosis after 3-4 hours, hemorrhagic effusion in the abdomen:

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IQTISODIY BARKAMOLLIK MASALASI ISLOM TALQINIDA (IJTIMOIY FALSAFIY TAHLIL)

Sharipova Lola Anvarovna

UzTransgaz AJ «Xotin-qizlar masalalari bo'yicha, boshqaruv raisi maslahatchisi.

Annotatsiya: Barqarorlik (stability) tushunchasi turli kontekstlarda turlicha ma'noga ega bo'lishi mumkin. Umuman olganda, barqarorlik muayyan holatning yoki tizimning uzoq muddat davomida o'z o'rnida qolish qobiliyatini anglatadi. Iqtisodiy barqarorlik bu iqtisodiyotning o'zgarishlarga nisbatan chidamli va uzoq muddatli rivojlanish imkoniyatlarini saqlab qolish qobiliyati. Bu jumladan, inflyatsiyaning past va barqaror darajasi, bandlik, daromadlarning adolatli taqsimlanishi va iqtisodiy o'sish kiradi.

Kalit so'zlar : kapital, barqarorlik, iqtisodiyot, inflyatsiya, zakot

ПРОБЛЕМА ЭКОНОМИЧЕСКОЙ РЕЗУЛЬТАТИВНОСТИ В ИНТЕРПРЕТАЦИИ ИСЛАМА (СОЦИАЛЬНО-ФИЛОСОФСКИЙ АНАЛИЗ)

Аннотация: Понятие стабильности может иметь разные значения в разных контекстах. В целом, стабильность означает способность определенного государства или системы оставаться на месте в течение длительного периода времени. Экономическая стабильность – это способность экономики противостоять изменениям и сохранять возможности долгосрочного развития. К ним относятся низкая и стабильная инфляция, занятость, справедливое распределение доходов и экономический рост.

Ключевые слова: капитал, стабильность, экономика, инфляция, закят.

THE PROBLEM OF ECONOMIC PERFORMANCE IN THE INTERPRETATION OF ISLAM (SOCIAL PHILOSOPHICAL ANALYSIS)

Abstract: The concept of stability can have different meanings in different contexts. In general, stability refers to the ability of a certain state or system to remain in place for a long period of time. Economic stability is the ability of the economy to be resistant to changes and maintain long-term development

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opportunities. These include low and stable inflation, employment, equitable income distribution and economic growth.

Key words: capital, stability, economy, inflation, zakat

Birlashgan Millatlar Tashkilotining 2022 yilgi mamlakat faoliyati to'g'risidagi hisobotida O'zbekiston hukumati bilan hamkorlik qiluvchi BMTning 25 ta sub'yekti faoliyatining asosiy yutuqlari va natijalari taqdim etilgan. Hisobot BMT tizimi keng ko'lamli hamkorlar bilan yaqin hamkorlikda 2030 yilgacha Barqaror rivojlanish kun tartibiga erishish bo'yicha majburiyatni ayollar va qizlar, yoshlar va aholining ijtimoiy himoyaga muhtoj guruhlari uchun aniq natijalarga aylantirganining ko'plab usullarini namoyish etadi. O'zbekiston yanada adolatli, teng va barqaror jamiyat qurish bo'yicha umumiy qarashlar doirasida. Iqtisodiy barqarorlikni ta'minlash uchun davlat va markaziy banklar turli iqtisodiy siyosatlarni amalga oshiradilar. Bularga pul-kredit siyosati, soliq va byudjet siyosati, savdo siyosati va mehnat bozori siyosati kiradi. Bu siyosatlar iqtisodiyotning muvozanatini ta'minlashga va uzoq muddatli barqaror rivojlanishni qo'llab-quvvatlashga qaratilgan[1]. Islomda iqtisodiy barkamollik masalasi juda muhim o'rin tutadi va u moddiy farovonlikni ma'naviy qadriyatlar bilan uyg'unlashtirishga qaratilgan. Hukumat 16 ta milliy BRM, 125 ta vazifa va 206 ta ko'rsatkichni ularni amalga oshirishni yengillashtirish uchun ma'qulladi. Islom iqtisodiyoti adolat, barqarorlik va ijtimoiy hamjihatlikni ta'minlashga intilgan holda, insonlarning moddiy va ma'naviy ehtiyojlarini qondirishni maqsad qiladi. Bu masalaga yondashuvda quyidagi asosiy tamoyillar va qadriyatlar muhim ahamiyatga ega: Islom iqtisodiyotining asosiy printsiplaridan biri adolatdir. Qur'onda va Hadislarda adolatli bo'lish, zulmga yo'l qo'ymaslik haqida ko'pgina oyatlar va hadislar bor. Adolat iqtisodiy faoliyatda ham o'z aksini topishi kerak. Bu printsipl bo'yicha barcha insonlar o'z mehnatiga yarasha haq olishi va iqtisodiy imkoniyatlardan teng foydalanishi lozim. Islomda zakot berish va sadaqa qilish muhim ibodatlardan hisoblanadi.

Zakat — bu boylkning belgilangan qismini kambag'allar va muhtojlarga berishdir. Bu ijtimoiy adolatni ta'minlash va kambag'allikni kamaytirishga qaratilgan. Sadaqa esa ixtiyoriy ravishda muhtojlarga yordam berishdir[3]. Bu qadriyatlar jamiyatda ijtimoiy himoyani ta'minlashga va moddiy farovonlikni adolatli taqsimlashga xizmat qiladi. Islomda iqtisodiy faoliyatda halol va harom

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tushunchalari muhim ahamiyatga ega. Halol mol-mulk halol yo'llar bilan, ya'ni adolatli va to'g'ri usullar bilan topilishi kerak. Harom yo'llar, ya'ni aldash, firibgarlik, ribo (foiz) olish va boshqa nojoiz usullar qat'iy taqiqlangan. Bu qoida iqtisodiy faoliyatda axloqiylikni ta'minlashga va adolatni saqlashga qaratilgan. Islom mehnat va ishlab chiqarishga katta e'tibor qaratiladi. Islom insonlarni mehnat qilishga, ijtimoiy va iqtisodiy hayotda faol bo'lishga undaydi. Mehnat qilish nafaqat shaxsiy manfaat uchun, balki jamiyatning umumiy farovonligi uchun ham xizmat qilishi kerak. Har bir insonning mehnati qadrlanishi va adolatli baholanishi lozim. Islomda mol-mulk va boylikka ega bo'lish insoniy haq-huquqlardan biri hisoblanadi, ammo bu boylikni adolatli va halol yo'llar bilan topish va sarflash talab etiladi. Boylik jamiyat manfaatlari yo'lida foydalanilishi kerak, va shaxsiy manfaatlar ijtimoiy adolat va hamjihatlikka zid bo'lmasligi lozim. Islom iqtisodiyotida barqarorlikni ta'minlash uchun zulm va zulmga yo'l qo'ymaslik, iqtisodiy faoliyatda adolatli bo'lish, muhtojlarga yordam berish, halol va haromga rioya qilish kabi tamoyillar muhim o'rin tutadi. Bu qoidalar iqtisodiy tizimni barqaror va adolatli qilib tashkil etishga yordam beradi. Iqtisodiy barqarorlik — bu iqtisodiyotning uzoq muddat davomida barqaror va izchil rivojlanish qobiliyatidir.[5] Bu tushuncha bir qancha omillarni o'z ichiga oladi, jumladan:

1. **Inflyatsiyaning nazorat qilinishi:** Iqtisodiy barqarorlikni ta'minlashda muhim rol o'ynaydi. Past va barqaror inflyatsiya darajasi moliyaviy rejalashtirishni osonlashtiradi va biznes muhitini barqaror qiladi.

2. **Ishsizlik darajasi:** Barqaror iqtisodiyotda ishsizlik darajasi past va barqaror bo'lishi kerak. Ishsizlikning past darajasi aholi bandligini ta'minlab, iqtisodiy faoliyatni rag'batlantiradi.

3. **Iqtisodiy o'sish:** Barqaror iqtisodiyot uzluksiz va barqaror iqtisodiy o'sishni ta'minlaydi. Bu o'sish iqtisodiy resurslarning samarali ishlatilishini va umumiy farovonlikning oshishini ta'minlaydi.

4. **Davlat moliyasi:** Davlat budjeti balanslangan bo'lishi va davlat qarzi nazorat ostida bo'lishi kerak. Bu davlatning moliyaviy barqarorligini ta'minlaydi va iqtisodiy inqirozlardan himoya qiladi.

5. **Valyuta kursi barqarorligi:** Barqaror valyuta kursi xalqaro savdo va investitsiyalarni osonlashtiradi. Bu, o'z navbatida, iqtisodiyotning barqarorligini oshiradi.

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6. **Moliyaviy tizimning barqarorligi:** Banklar va moliyaviy institutlar barqaror bo'lishi kerak. Moliyaviy inqirozlar iqtisodiy barqarorlikka jiddiy zarar yetkazishi mumkin, shuning uchun moliyaviy tizimning barqarorligi juda muhimdir.

7. **Savdo balansi:** Savdo balansi, ya'ni eksport va importning muvozanati, iqtisodiy barqarorlikning asosiy omillaridan biridir. Savdo defitsiti yoki ortiqchasi uzoq muddatda iqtisodiyotga salbiy ta'sir ko'rsatishi mumkin.⁶

Iqtisodiy barqarorlikni ta'minlash uchun davlat va markaziy banklar turli iqtisodiy siyosatlarni amalga oshiradilar. Bularga pul-kredit siyosati, soliq va byudjet siyosati, savdo siyosati va mehnat bozori siyosati kiradi. Bu siyosatlar iqtisodiyotning muvozanatini ta'minlashga va uzoq muddatli barqaror rivojlanishni qo'llab-quvvatlashga qaratilgan Islom moliyasida foizsiz ishlash kontseptsiyasi (ribo) asosiy tamoyillardan biri bo'lib, u islom shariatida harom deb hisoblanadi. Islom moliya tizimi foizsiz ishlashni adolatli va etik iqtisodiy faoliyatni ta'minlashning asosiy vositasi deb biladi. Bu kontseptsiyaning ko'plab afzalliklari mavjud. Foizsiz ishlash adolatlilikni ta'minlashga qaratilgan.

Foizga asoslangan moliya tizimlarida boylar o'zlarining kapitallarini oshirishlari mumkin, hozircha kambag'allar yoki qarzdorlar ko'proq iqtisodiy bosimga duch keladilar[4]. Foizsiz moliya tizimi bu tafovutlarni kamaytirishga va adolatlilikni ta'minlashga yordam beradi. Foizsiz moliya tizimi iqtisodiy barqarorlikni ta'minlaydi. Foizli qarzlilar iqtisodiy o'zgarishlar va tanazzullarga sabab bo'lishi mumkin. Foizsiz ishlashda, sarmoyalar real iqtisodiy faoliyatga qaratilgan bo'ladi, bu esa barqarorlik va izchillikni ta'minlaydi. Islom moliyasi tavakkalni (xatarni) bir tomonlama emas, balki taraflar o'rtasida teng taqsimlashni nazarda tutadi. Bu ya'ni sarmoyador va tadbirkor huddi bir xilda xatarni bo'lishadilar. Bu holatda, har ikki tomon ham iqtisodiy faoliyatdan foyda ko'rishlari mumkin va zarar ham teng taqsimlanadi. Foizsiz moliya tizimi ijtimoiy barqarorlikni ta'minlaydi. Adolatli va teng taqsimlash, aholining kambag'al qatlamlariga yordam berish va umumiy farovonlikni oshirishga qaratilgan. Bu ijtimoiy muvozanat va hamjihatlikni ta'minlaydi. Islom moliyasi axloqiy va etik qoidalarga asoslanadi. Foizsiz ishlashda moliyaviy faoliyat adolat, to'g'rilik va insonparvarlik tamoyillariga mos keladi. Bu esa jamiyatda umumiy axloqiy standartlarning saqlanishiga yordam beradi. Foizsiz moliya tizimi sarmoyalarni real iqtisodiyotga kiritishga undaydi. Sarmoyadorlar o'z mablag'larini ishlab chiqarish, xizmat ko'rsatish va real iqtisodiy faoliyatga sarflaydilar. Bu esa iqtisodiy o'sish va

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rivojlanishga yordam beradi. Foizli qarzlarning aholini qarzga botirishga olib kelishi mumkin. Foizsiz moliya tizimida qarz oluvchilar foizlardan qochishadi, bu esa qarzdan qutulish imkoniyatlarini oshiradi va ularning iqtisodiy holatini yaxshilaydi.[2]

Xulosa

Islom iqtisodiy barkamollik insonning moddiy va ma'naviy rivojlanishi bilan bog'liq. Islom iqtisodiyoti adolat, halollik, zakot va sadaqa kabi qadriyatlarga asoslanadi. Bu qoidalar ijtimoiy barqarorlikni ta'minlash, kambag'allikni kamaytirish va umumiy farovonlikni oshirishga qaratilgan. Islom iqtisodiyotida insonning ma'naviy rivojlanishi ham muhim o'rin tutadi, bu esa umumiy iqtisodiy barkamollikning asosidir. Islom moliyasida foizsiz ishlashning ko'plab ijobiy jihatlari mavjud. Bu tizim adolat, barqarorlik, tavakkalni taqsimlash va axloqiy qoidalarga asoslangan bo'lib, umumiy iqtisodiy barkamollikni ta'minlashga qaratilgan. Foizsiz ishlash moliyaviy va iqtisodiy faoliyatni adolatli va etik me'yorlarga muvofiq olib borishga yordam beradi.

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Том 2, Выпуск 6, 30 Июнь

“IJTIMOIY GENDER STEREOTIPLAR”

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Annotatsiya. Ushbu maqolada ijtimoiy stereotiplarning kelib chiqish tarixi shuningdek ijtimoiy gender stereotiplarning shakllanishi va uning shaxs ijtimoiy hayotidagi o’rni va vazifalari, gender stereotiplarning turlari va ularning mohiyati haqida ma’lumotlar berilgan.

Kalit soʻzlar: Gender, stereotip, hodisa, ijtimoiy guruh, qolip, konsepsiya
«СОЦИАЛЬНЫЕ ГЕНДЕРНЫЕ СТЕРЕОТИПЫ»

Абстрактный. В данной статье представлена информация об истории возникновения социальных стереотипов, а также формировании социальных гендерных стереотипов и их роли и функциях в социальной жизни человека, видах гендерных стереотипов и их сущности.

Ключевые слова: Гендер, стереотип, событие, социальная группа, закономерность, концепт.

"SOCIAL GENDER STEREOTYPES"

Abstract. This article provides information on the history of the origin of social stereotypes, as well as the formation of social gender stereotypes and its role and functions in the social life of a person, types of gender stereotypes and their essence.

Key words: Gender, stereotype, event, social group, pattern, concept

Stereotip (qadimgi yunon tilidan - "mustahkam", "fazoviy" va tsos - "iz") - bu ijtimoiy guruh yoki hodisaning barqaror, soddalashtirilgan tasviri bo'lib, u shaxsiy tajribaga asoslanmagan, ammo tashqaridan qabul qilingan. Dastlab, bu atama bosmaxonada ishlatilgan. Zamonaviy ma'noda u birinchi marta amerikalik jurnalist va davlat arbobi Uolter Lippman tomonidan 1922 yilda o'zining mashhur "Ijtimoiy fikr" kitobida taklif qilingan [1]. Lippman kontseptsiyadan ko'ra salbiy ma'noda foydalangan, chunki stereotiplar bizni to'liq tushunish o'rniga yarim haqiqatga undaydi. U ommaviy axborot vositalarini stereotiplardan foydalanib, tomoshabinlarni manipulyatsiya qilishda tanqid qildi.

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Biroq, stereotiplarni o'ziga xos salbiy hodisa deb aytish mumkin emas. Ular dastlab miyamizga dunyo bo'ylab harakat qilishimizga yordam beradigan aqliy yorliqlar sifatida paydo bo'lgan. Shunday qilib, ibtidoiy jamiyatlarda stereotiplar odamlarga yirtqichlarni zararsiz hayvonlardan, qabiladoshlarini esa begonlardan tezda ajratishga yordam berdi. Miya boshqalarni "skanerlash" va kim do'st va kim dushman ekanligini tushunish uchun o'z guruhining xarakterli tashqi xususiyatlarini (teri va soch rangi, tili, xatti-harakati) qayd etdi. Vaqt o'tishi bilan, insonning ijtimoiy doirasi endi o'z qabilasi bilan chegaralanib qolmadi. Ijtimoiy guruhlar ko'payib bordi, odamlar o'rtasidagi o'zaro munosabatlar yanada murakkablashdi, bu esa tobora ko'proq stereotiplarni keltirib chiqardi. Zamonaviy inson o'z oilasi, ommaviy axborot vositalari va professional guruhlar orqali stereotiplarni o'zlashtiradi. Qoidaga ko'ra, stereotiplar tanqidsiz qabul qilinadi va "imon bilan" qabul qilinadi. Bundan tashqari, yuzaga kelishi mumkin bo'lgan keyingi shaxsiy tajribalar ko'pincha stereotipga "moslanadi" va singdirilgan e'tiqodlarning o'zgarishi juda sekin sodir bo'ladi.

Ijtimoiy stereotip odatda standartlashtirilgan, barqaror, hissiy jihatdan boy, qadriyatlarga asoslangan tasvir sifatida tushuniladi. Ijtimoiy stereotipni ishlab chiqarish tajriba ma'lumotlarini umumlashtirish, umumlashtirish va sxematiklashtirishning psixologik hodisasiga asoslanadi. Ijtimoiy stereotipning ijtimoiy munosabatlarni tartibga soluvchisi sifatidagi xususiyatlari insoniy fazilatlarining qutblanish hodisasi va bunday qutbli dixotomiyaning qat'iy qat'iyligidir. Stereotipning sinonimi ko'pincha xurofot, noto'g'ri fikr yoki klişe tushunchasidir.

Amerikalik ijtimoiy psixolog G.Tashfell ijtimoiy stereotiplar haqida quyidagi xulosalarga keldi.

1. Odamlar katta inson guruhlari yoki ijtimoiy toifalarini farqlanmagan, qo'pol, noxolis atamalar bilan tavsiflashga tayyorliklarini namoyon qiladilar.

2. Bu toifalanish juda uzoq vaqt davomida kuchli barqarorlik bilan tavsiflanadi.

3. Ijtimoiy stereotiplar ijtimoiy, siyosiy yoki iqtisodiy o'zgarishlarga qarab ma'lum darajada o'zgarishi mumkin, ammo bu jarayon juda sekin sodir bo'ladi.

4. Ijtimoiy stereotiplar guruhlar o'rtasida ijtimoiy keskinlik yuzaga kelganda yanada yaqqolroq, "talaffuz qilinadigan" va dushman bo'lib qoladi.

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5. Stereotiplar juda erta o'rganiladi va ular tegishli bo'lgan guruhlar haqida aniq fikrlar paydo bo'lishidan ancha oldin bolalar tomonidan qo'llaniladi.

6. Guruhlarga nisbatan ochiq dushmanlik bo'lmasa, ijtimoiy stereotiplar unchalik muammo tug'dirmaydi, lekin keskinlik yoki ziddiyat sharoitida ularni o'zgartirish va boshqarish juda qiyin.

Gender stereotiplari - bu erkaklar va ayollar o'zlarini qanday tutishlari haqida madaniyatda shakllangan umumlashtirilgan g'oyalar. Gender stereotiplarining paydo bo'lishi gender munosabatlari modelining tarixan shunday qurilganligi bilan bog'liqlik, jinsiy farqlar erkak va ayolning shaxsiyatidagi individual, sifat farqlaridan ustun turadi.

Y. Levada stereotiplarni tayyor qoliplar deb ataydi, "jamoatchilik fikri oqimlari quyiladigan qoliplarni quyish. Ijtimoiy stereotiplar jamoatchilik fikrining ikki xususiyatini aks ettiradi: ifodaning nihoyatda standartlashtirilgan va soddalashtirilgan shakllarining mavjudligi va bu shakllarning muayyan jarayonlar yoki aloqa aktlariga nisbatan oldindan belgilangan, ustuvorligi... Stereotip nafaqat statistik jihatdan o'rtacha fikrni aniqlaydi, balki. ijtimoiy ma'qullangan yoki ijtimoiy jihatdan maqbul xatti-harakatlarning normasini, soddalashtirilgan yoki o'ta o'rtacha namunasini belgilaydi. Shablonlar, shu jumladan og'zaki shakllar, harakatning o'zidan oldin bo'ladi: ijtimoiy dunyoga kirgan har bir shaxs tayyor stereotiplar to'plamidan tanlashga majburdir. Jamoatchilik fikrining stereotiplari o'rnatiladi va yangilanadi ... aloqa vositalari va muhiti, shu jumladan ommaviy axborot vositalari. Ijtimoiy stereotiplar, deb yozadi Y. Levada, murakkab hodisa oddiy va tanish qolipga, tarixiy xotira arsenalidan olingan, boshqalarning taniqli namunasi va boshqalarga, hatto mifologik sxemalarga qadar soddalashtirilgan holatlarda ishlaydi. Bunday jarayonlarda tan olish (ma'lum sxemaga havola) tushunishni almashtiradi. Shu bilan birga, stereotip ham harakat uchun qo'llanma bo'lishi mumkin: odamlar nafaqat tanish naqshlarni tan oladilar, balki boshqalar va o'zlari tomonidan tushunilishi uchun ularga amal qilishga harakat qilishadi.

Stereotiplar umumlashtiruvchi funktsiyaga ega bo'lib, u axborotni tartibga solishdan iborat; affektiv funktsiya ("o'ziniki" va "begonalik" ni qarama-qarshi qo'yish); ijtimoiy toifaga va odamlarning kundalik hayotida e'tibor qaratadigan tuzilmalarning shakllanishiga olib keladigan ijtimoiy funktsiya ("guruh ichidagi" va "guruhdan tashqari" o'rtasidagi farq).

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Erkaklar va ayollarga stereotipik ravishda tegishli bo'lgan ko'plab ikkilik qarama-qarshiliklarni aniqlash mumkin.

Mantiqiylik - intuitivlik, mavhumlik - konkretlik. Avvalo, erkaklik mantiq va mavhumlik bilan, ayollik esa intuitivlik va konkretlik bilan bog'liq.

Instrumentallik - ekspressivlik, ong - ongsizlik. Ayolning shahvoniyligi, empatiyasi va hissiy ekspressivligi uni erkakdan o'zining instrumental o'lchovi, maqsadga yo'naltirilganligi va malakasi bilan ajratib turadi, degan stereotipik fikr mavjud. Ushbu fazilatlar tufayli barcha ayollar yanada moslashuvchan va sezgir. Erkaklar kuchliroq va kuchliroq.

Qudrat - bu bo'ysunish. Sadoqat, qurbonlik, sabr-toqat va bo'ysunish ham ayollik hisoblangan. Erkak qarama-qarshi fazilatlarga ega deb hisoblangan va shuning uchun erkak va ayollik tamoyillari hokimiyat va bo'ysunish toifalarida kontseptsiyalangan. Gender stereotiplarini hisobga olgan holda, biz uchta asosiy guruhni ajratishimiz mumkin:

1) Erkaklik va ayollik stereotiplari, erkaklik va ayollik yoki sifatlarning stereotiplari. Gender stereotiplari, bu guruhga mansub ayollar va erkaklar orqali xarakterlanadi shaxsiy va psixologik-ijtimoiy fazilatlarning ma'lum bir to'plami. Shunday qilib, erkak ijodkorlikni ifodalaydi, u faol, ayol esa reproduktiv, u passiv, qaram, hissiy, egalik qiladi Konformal fikrlash.

2) Rol stereotiplari. Jamiyatda mavjud bo'lgan jinsiy roller xulq-atvor stereotiplari g'oyalar va taxminlar shaklida mavjud; har bir inson tushunilishi uchun mos kelishi kerak va qabul qilingan. Ushbu guruhning gender stereotiplari konsolidatsiya bilan bog'liq oilada, kasbiy va boshqalarda muayyan ijtimoiy roller sharlar. Ayollar, qoida tariqasida, o'zlarining asosiy ustuvorligi sifatida oilaga ega. Rollar (ona, uy bekasi, xotini) va erkaklar uchun - professional.

3) Faoliyatning stereotiplari. Bu gender stereotiplari guruhi ma'lum bir jins vakillari uchun ijtimoiy retseptlarni aks ettiradi, kasblar va kasbiy faoliyat haqida. Kontseptsiyaga ko'ra T. Parsons va R. Blaze, tomonidan ilgari surilgan "jinslarning tabiiy to'ldirilishi" [4, 37]. erkakning tabiiy farqlanishi mavjud ayollarning oila va jamiyatdagi roli. Ayollar uchun qo'shimcha xizmat qiluvchi xarakter (ijtimoiy hayotning ekspressiv sohasi) va erkaklar faoliyati sohasi - ijodiy, konstruktiv, etakchilik ish. Ushbu tasnif faqat jinsning asosiy turlarini umumlashtiradi va ta'kidlaydi stereotiplar, lekin shunga qaramay u umumiy rasm va g'oyani beradi

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EFFICIENCY OF USE OF ELECTRONIC TECHNOLOGIES IOT, AI, BLOCKCHAIN TECHNOLOGIES IN EXPORT DEVELOPMENT

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ABSTRACT:

The efficiency of using electronic technologies such as IoT, AI, and blockchain in export development can have a significant impact on various aspects of the export process. The efficiency of using electronic technologies such as IoT (Internet of Things), AI (Artificial Intelligence), and blockchain technologies in export development can greatly enhance the overall process and outcomes.

Key words: Internet of Things (IoT), Artificial Intelligence (AI), Blockchain, Export development, Supply chain management, Inventory management, Predictive maintenance, Market analysis, Customer relationship management (CRM), Automation, Smart contracts, Transparency, Traceability, Security, Digital transformation, Global market, Efficiency, Real-time data, Data-driven insights, International trade

ЭФФЕКТИВНОСТЬ ИСПОЛЬЗОВАНИЯ ЭЛЕКТРОННЫХ ТЕХНОЛОГИЙ IoT, AI, BLOKCHAIN ТЕХНОЛОГИЙ В РАЗВИТИИ ЭКСПОРТА

АННОТАЦИЯ:

Эффективность использования электронных технологий, таких как IoT, AI и блокчейн, в развитии экспорта может оказать существенное влияние на различные аспекты процесса экспорта. Эффективность использования электронных технологий, таких как IoT (Интернет вещей), AI (Искусственный интеллект) и блокчейн-технологий в развитии экспорта может значительно улучшить общий процесс и результаты.

Ключевые слова: Интернет вещей (IoT), Искусственный интеллект (AI), Блокчейн, Развитие экспорта, Управление цепочками поставок, Управление запасами, Прогностическое обслуживание, Анализ рынка, Управление взаимоотношениями с клиентами (CRM), Автоматизация, Смарт-

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контракты, Прозрачность, Прослеживаемость, Безопасность, Цифровая трансформация, Глобальный рынок, Эффективность, Данные в реальном времени, Инсайты на основе данных, Международная торговля

IoT can help track and monitor shipments in real-time, providing valuable data on the location, condition, and status of goods being exported. This can help streamline logistics operations and reduce delays and errors.

AI can analyze vast amounts of data to provide insights and predictions on market trends, customer preferences, and pricing strategies. This can help exporters make more informed decisions and optimize their export strategies.

Blockchain technology can improve transparency and security in international trade transactions by creating a secure and immutable record of all transactions. This can help reduce fraud, improve trust between trading partners, and streamline the payment process. The use of these electronic technologies in export development can lead to increased efficiency, reduced costs, improved decision-making, and enhanced competitiveness in the global market.

Improved Supply Chain Management: IoT technology can provide real-time monitoring of goods in transit, helping to optimize supply chain logistics and reduce delays. This can lead to faster delivery times and lower costs.

Enhanced Decision-Making: AI technologies can analyze large amounts of data to provide insights into market trends, customer preferences, and competitor strategies. This can help exporters make more informed decisions and develop effective export strategies.

Increased Transparency and Security: Blockchain technology can enhance the security and transparency of export transactions by creating an immutable record of all transactions. This can help prevent fraud and ensure that all parties involved in the export process are held accountable.

Cost Savings: By automating various aspects of the export process, electronic technologies can help reduce manual labor costs and streamline operations. This can lead to cost savings for exporters and make them more competitive in the global market.

The efficient use of electronic technologies in export development can help exporters increase their competitiveness, improve operational efficiency, and enhance customer satisfaction.

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In the contemporary global economy, the efficiency and competitiveness of export development are paramount for businesses aiming to expand their market reach. Electronic technologies such as the Internet of Things (IoT), Artificial Intelligence (AI), and Blockchain are at the forefront of this transformation. These technologies not only streamline operations but also enhance decision-making processes, ensure security, and foster transparency, thereby revolutionizing international trade.

The Role of IoT in Export Development

IoT connects a multitude of devices and systems, facilitating real-time data collection and analysis. This connectivity provides significant advantages for export development:

Inventory Management: IoT sensors provide precise and real-time data on inventory levels, helping exporters maintain optimal stock levels. This capability prevents overstocking and stockouts, ensuring that supply meets demand efficiently.

Predictive Maintenance: IoT technology can predict potential equipment failures before they occur, ensuring uninterrupted production and timely fulfillment of export orders. This predictive capability reduces downtime and maintenance costs.

AI in Export Development

AI technologies enhance decision-making and operational efficiency through advanced data analysis and automation:

Market Analysis and Forecasting: AI algorithms can process vast amounts of market data to predict trends, customer preferences, and demand fluctuations. This predictive analysis allows exporters to make informed decisions regarding product offerings and market entry strategies.

Customer Relationship Management (CRM): AI-driven CRM systems personalize communication, improve customer service, and predict customer behavior. This leads to enhanced customer satisfaction and loyalty, which are crucial for retaining international clients.

Automation of Routine Tasks: AI can automate repetitive tasks such as order processing, invoicing, and responding to customer inquiries. This automation reduces human error and frees up resources for more strategic activities, improving overall efficiency.

Blockchain in Export Development

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Blockchain technology provides a secure and transparent framework for managing transactions and data:

Transparency and Traceability: Blockchain creates an immutable record of transactions, making it easy to trace the journey of goods from origin to destination. This transparency enhances trust between trading partners and consumers.

Smart Contracts: Blockchain enables the use of smart contracts, which automatically execute and enforce the terms of an agreement when predefined conditions are met. This automation reduces the risk of disputes and ensures timely payments and deliveries.

Security: The decentralized nature of blockchain makes it highly resistant to fraud and cyberattacks. This ensures the integrity of transaction data and protects sensitive information, which is crucial for maintaining the credibility of export operations.

Alibaba's AI-Powered Export Platform: Alibaba uses AI to help small and medium-sized enterprises (SMEs) navigate international markets. The platform offers AI-driven market analysis, product recommendations, and automated matchmaking with potential buyers, enabling SMEs to expand their reach effectively.

Provenance and Food Trust: Companies like Provenance use blockchain to trace the origin of food products, ensuring their authenticity and quality. This transparency boosts consumer confidence and enhances the marketability of exports, particularly in markets with stringent quality standards.

The integration of IoT, AI, and blockchain technologies in export development significantly enhances efficiency, transparency, and security. These technologies streamline operations, provide data-driven insights, and foster trust among international trading partners. As digital transformation continues to accelerate, businesses that leverage these technologies will be better positioned to capitalize on new opportunities and drive sustainable growth in the global market.

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**РОЛЬ АЛЬФА-СИНУКЛЕИНА В ПАТОГЕНЕЗЕ НАСЛЕДСТВЕННОЙ
ФОРМЫ БОЛЕЗНИ ПАРКИНСОНА**

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Актуальность. Болезнь Паркинсона- одна из самых распространенных заболеваний в мире. Но до сих пор учеными мира не установлена истинная причина возникновения данной патологии. Нам известно, болезнь Паркинсона возникает и развивается вследствие гибели дофаминергических нейронов в головном мозге. Гибель нейронов сопровождается появлением так называемых телец Леви, основным компонентом которых является патологическая форма белка альфа-синуклеина[1]. Альфа синуклеин — это небольшой нейрональный пресинаптический белок, который кодируется геном SNCA[1]. В норме данный белок располагается в черной субстанции среднего мозга, коре и гиппокампе. Его функция еще плохо изучена, но предполагается, что он участвует в везикулярном нейрональном транспорте, а именно — регуляции поступления и выхода дофамина посредством воздействия на комплекс SNARE —интегральных белков, управляющих слиянием внутриклеточных транспортных везикул с клеточной мембраной с дальнейшим высвобождением в синапс дофамина. На данный момент остается актуальной проблемой для исследователей и врачей выявление всех факторов развития болезни Паркинсона.

Цель. Изучить звенья патогенеза наследственной формы болезни Паркинсона и рассмотреть роль альфа-синуклеина в гибели дофаминергических нейронов.

Материалы и методы. Данные современной литературы с использованием Cochrane, EMBASE и MEDLINE (с использованием PubMed).

Результаты. Вследствие наследственной мультипликации гена SNCA, кодирующего белок- альфа-синуклеин, происходит патологическое накопление растворимого белка и его агрегатов в черной субстанции- тельца Леви. Это приводит к нарушению функции дофаминергических нейронов и их

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гибели. Процесс образования нерастворимых соединений альфа- синуклеина называется агрегацией и протекает в несколько стадий: изначально имеются растворенные олигомерные формы белка, такие структуры называются протофибриллами, которые постепенно становятся нерастворимыми и потом объединяются в фибриллы. Также ученые предполагают, что агрегатная форма белка оказывает влияние на различные органеллы, и структуры клетки: альфа-синуклеин, взаимодействуя с митохондриями, альфа-синуклеин, действуя на комплекс I электронно-транспортной цепи- ингибирует его, что приводит к снижению дыхания и выработки АТФ, ведущей к гибели клетки. Альфа-синуклеин способен связываться с билипидным слоем мембраны клеток. Следовательно белок способен создавать Ca^{2+} -поры в клеточной мембране, из-за чего образуется повышенный приток Ca^{2+} в клетку, ведущий к нарушению гомеостаза и гибели клеток, в которых он накапливается. В нашем случае это дофаминергические клетки черной субстанции среднего мозга.

Выводы. Подводя итоги, можно сказать, что альфа-синуклеин играет основную роль в возникновении и развитии наследственной формы болезни Паркинсона. Можно предположить, что в будущем основной мишенью при лечении болезни Паркинсона будет именно воздействие на протофибриллярные формы альфа синуклеина, для предотвращения трансформации белка в тельца Леви, накопления его в черной субстанции среднего мозга, преобладающих к гибели дофаминергических нейронов и развития клиники болезни Паркинсона.

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Researchbib Impact factor: 13.14/2024

SJIF 2024 = 5.444

Том 2, Выпуск 6, 30 Июнь

METHODS OF INCREASING THE SOCIAL ACTIVITY OF TEACHER WIVES AND GIRLS

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Abstract: This article discusses the social activity of teachers and ways of its formation. Social activity of pedagogical staff is of particular importance in terms of achieving high general and professional culture and competitiveness.

Key words: pedagogical personnel, social activity, didactics, process of formation, ways of formation.

МЕТОДЫ ПОВЫШЕНИЯ СОЦИАЛЬНОЙ АКТИВНОСТИ ЖЕН И ДЕВУШЕК УЧИТЕЛЕЙ

Аннотация: В данной статье рассматривается социальная активность педагогов и пути ее формирования. Социальная деятельность педагогических кадров имеет особое значение в плане достижения высокой общей и профессиональной культуры и конкурентоспособности.

Ключевые слова: педагогические кадры, общественная деятельность, дидактика, процесс формирования, пути формирования.

INTRODUCTION

In 2022-2026, the national program for increasing the activity of women in all aspects of the economic, political and social life of our country (hereinafter referred to as the National Program) defined the main directions of the state policy to support women.

The national program includes the Senate of the Oliy Majlis of the Republic of Uzbekistan prepared in accordance with the Constitution of the Republic of Uzbekistan, "On State Policy Regarding Youth", "On Protection of Women from Harassment and Violence", "On Guarantees of Equal Rights and Opportunities of Women and Men". The decision "On approval of the strategy for achieving gender equality in the Republic of Uzbekistan" is implemented in accordance with the

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generally recognized principles and norms of international law, international agreements of the Republic of Uzbekistan and other legal documents.

The main part

Social activity of teaching staff is an understudied problem in didactics. Such activity is changed according to the changes taking place in the social relations of society on the basis of the state order placed before the continuous education system, and acquires a new meaning as the quality of the teacher's personality.

The changes taking place in our society - economic, social, spiritual and educational, and the principles of building a just civil society and a developed legal democratic state require the formation of social activity of pedagogues and raising it to a higher level.

It is known that social activity is a set of actions aimed at satisfying the social needs of a person. The social activity of teachers increases their need for pedagogical activity, helps to approach work creatively, forms professional dignity and pride, and also helps to find their place and position in society, independently in the social and political sphere. It prepares the ground for choosing the right direction.

In order to distinguish the specific criteria of social activity appropriately, teachers should take into account the reform tasks facing the continuous education system in the republic, as well as modern spiritual-educational, political, legal and socio-economic changes. : the meaning of the social and state order placed before the continuous education system and the real level of acquiring the skills of organization and management of the educational process based on modern requirements, awareness of the goals and tasks set for the educational process. their implementation at this stage and in the future; to conduct scientific, scientific-theoretical and methodological research in order to increase continuous self-education; to acquire the skills of rational selection and practical application of modern pedagogical and information technologies that help to form creative thinking and stimulate students' need for self-education; to know the tasks, content, methods and forms of educating students in the spirit of national and universal values, loyalty to the Motherland, cooperation with public organizations; respecting the individual characteristics of students and forming relationships based on the principles of cooperative pedagogy; to know the tasks, content, methods, tools and forms of the educational process carried out in the family and non-school institutions: to be able to apply them in practice; to acquire the skills of effective

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organization of socially useful work, formation of discipline and self-management in the student body; have a high communication culture; formation of new pedagogical thinking; the ability to implement in practical activities; to know the content of important events held in cooperation with international organizations on the implementation of reforms in the field of education and to actively participate in them; environmental, legal, political and non-governmental non-profit organizations, the International Charity Fund, promotion and active participation in events held in our country in order to promote the culture of sanitation and hygiene and promote a healthy lifestyle.

External and internal, objective and subjective factors, characteristics of the teaching and learning process and the microclimate of the educational institution in which he performs his activities help the social activity of the teacher.

In the process of formation of social activity, professional development and retraining courses of pedagogic personnel, which create an opportunity to update and deepen the professional knowledge and skills of professors, play a major role.

As a result of the analysis of psychological and pedagogical literature, we came to the conclusion that it is necessary to consider the problem of formation of social activity as a leading quality that is inextricably linked with professional training. The social activity of the teacher affects professional training and the desire to expand scientific outlook, deepen knowledge in methodology, pedagogy, psychology, specialization, as well as acquire skills and abilities for effective work. appears. Social activity and professional training of teachers is a closely related and interconnected process.

The formation of necessary qualities in the profession prepares the ground for the development of high social activity in the teacher, as well as ensures the objective necessity of mastering special, psychological, pedagogical, methodological knowledge and organizational skills.

If the social activity of the teacher is combined with his spiritual-educational, psychological and intellectual professional training and creates a favorable psychological environment for the implementation of the tasks and goals of the educational process and the state standard, then the professional training and received they themselves become direct participants and self-developing subjects, excluding internal contradictions between knowledge, skills and competences.

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In our republic, professional development of professors and teachers is carried out through the system of state institutions - professional development institutes (central and regional), relevant faculties of higher educational institutions, regional methodical offices of public education departments. Each of these departments has its own characteristics, but the goal is common: to effectively deliver advanced pedagogical experience to every teacher, to ignite sparks of creativity and interest in work, to reveal the essence and technology of a particular experience.

Students of republican courses are given a task after the course - to creatively use the elements of the learned experience in their practice and introduce them to teachers in their region. As a rule, local course participants are leaders of creative groups and promoters of their ideas on the subject of the mastered experience, where their social activity is manifested.

The results of our experience on the formation and development of social activity of teachers in professional development courses and the analysis of the literature show that the following can be achieved: clearly defining long-term plans for the development of social activity, effective and timely use. new pedagogical and information technologies in the classroom; creating conditions for acquiring professional skills, abilities and types of mental activity; independent and creative thinking; acquire the ability to analyze various problem situations; self-education and self-development organizations; organization of effective self-education of students in independent work with educational, methodological, scientific-popular and additional literature; daily mental work and research; establishing conscious discipline as a quality of personality; formation of analytical-critical, creative and independent thinking, mastering advanced pedagogical technologies and awakening the need for their creation, increasing professional training by developing professional knowledge and skills; in cooperation with educational institutions, neighborhoods, the International Charity Fund, non-governmental non-profit organizations, to form a healthy lifestyle, to guide students to active participation in order to raise moral-political, legal, ecological and sanitary culture.

SUMMARY

Effective organization of the educational process in teacher training courses to satisfy the need for students to have a conscious attitude to learning, to develop the skills of research, independent analysis, and to regularly replenish the level of self-education forms responsibility in conducting research for; plays an important

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role in the formation of social activity and, most importantly, in increasing professional training.

During the transition to a new stage of Uzbekistan's development, it is important to raise the system of comprehensive support for all women to a higher level, to further increase the place and role of women in society.

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