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ASSESSMENT OF STUDENT PERFORMANCE IN THE EDUCATIONAL SYSTEM

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Abstract. It is known that the implementation of advanced pedagogy and new information technologies in education not only increases the effectiveness of training sessions, but also in the education of an independent and logically thinking, well-rounded and highly moral person by applying the achievements of science in practice. is important.

Key words: assessment criterion, pedagogy, knowledge, competence, skill, international assessment, lesson, ability, result, goal.

A new approach to youth education is the demand of the times. Because the National Personnel Training Program states that "advanced pedagogical technologies, new forms and methods of education, including training, the practice of differentiated programs will be introduced"¹. The main goal of the introduction of the continuous education system in our republic is the formation of skills such as high professional culture, creative and socio-political activity, and free thinking in the young generation. First of all, it is necessary to increase the activity of students. That is why it is appropriate to use interactive methods of education in order to develop independent, creative and critical thoughts of students. At the same time, in the formation of students' knowledge and skills related to labor education, there is sufficient systematization in the organization of lessons and extracurricular activities, orientation to specific goals, control of the results of teaching work, and the introduction of new methods for evaluation. does not find the opposite. Therefore, it is becoming an urgent issue to use active methods of education and upbringing, to find ways to rationally use acceptable forms of teaching and testing in general education schools in the improvement of educational methodological work. It is known that teaching methods consist of the teacher's activities with students in order to achieve certain goals, and serve to reveal the issues of who needs to be taught what and how. Therefore, the appropriate selection of forms and methods used to activate students' cognitive activities and their independent, creative thinking will be effective in the future training of personnel. The educational process in secondary special and vocational institutions is aimed at preparing students for productive work, and skilled, productive work is the knowledge, skills and experience formed during the education of students. is based on skills. The educational and educational process is a controlled and adjustable process, quantitative and qualitative assessment of the knowledge, skills and abilities of teachers, mentors and students, making changes based on the results obtained in the educational process. also describes his activities.

Education is a cooperative activity of the teacher and students, and in this process, the development of the individual, his education and upbringing is realized. In lessons, the teacher conveys his knowledge, skills and abilities to the students through exercises, and the students acquire the ability to use them as a result of mastering them. In the process of learning, students use different forms of learning, that is, they rely on specific differences in receiving, processing and applying the information being learned. In the course of education, issues of education and upbringing are solved in the form of cooperation between teachers and students during classes, independent work of students, extracurricular activities. The purpose of education is formed according to the needs of society. Therefore, the goal of education should be appropriate and proportionate. The goal of education in scientific literature is to create

skills and competencies, develop logical-creative thinking, improve communicative literacy, inculcate the national idea, form oriental education, define personality it is emphasized that it consists of spiritual enrichment. Based on the educational goal, students' communication culture is improved by increasing their independent thinking, oral and written literacy, and developing logical thinking. On the basis of the educational goal, spiritual, ideological and sophisticated education is provided. In the process of language learning, there is an opportunity to get closer to the cultural and moral values of the people. One of the great sages said "... if you live with anxiety about the future, give your children a good education and teach them." It would not be wrong to say that the reforms implemented in the education system in our country are not a work aimed at achieving results in one or two years or in a short period of time, but in the real sense, it is a change that will last for several hundred years. This shows that our president cares about our future, our future generation, and the idea that all the children of our country - my children, they should be stronger, more educated and, of course, happier than us - is a wise policy. It is known that the implementation of advanced pedagogy and new information technologies in education not only increases the effectiveness of training sessions, but also in the education of an independent and logically thinking, well-rounded and highly moral person by applying the achievements of science in practice. is important.

Evaluation is the process of measuring the level of achievement of educational goals at a certain stage of the educational process based on predetermined criteria, determining and analyzing the results. Assessment is an important part of the learning process. Constantly monitoring the quality of education and students' knowledge levels is the basis for introducing important innovations into the educational process. Today, based on the new system, various forms of assessment have been developed and are being presented to the educational process. One of these is formative assessment. The purpose of the assessment is the assessment of professional skills and qualifications, which aims to solve a number of issues. to determine to what extent the requirements of the state educational standards have been met. Second: To identify the mistakes of the teacher and the student in the educational process; to plan the content and methodology of education. Third: Teaching: Correcting the mistakes and shortcomings of the student in the process of asking and trying to do it. In the process of asking and trying to do it, it is expected that it will be repeated and a lesson for others.

Conclusion. Teachers should create and use the types of formative assessment that are most useful to students and necessary for learning.

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ROLE AND IMPORTANCE OF PRACTICING PSYCHOLOGIST IN SCHOOLS

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Annotation: *This article describes the activities of a practicing psychologist in schools and his role in the organization of psychological services and the creation of a social environment in schools.*

Keywords: *environment, school, practice, psychologist, ethics, aesthetics, community, class, culture.*

Introduction: It is known that the socialization of a person mainly corresponds to the school years. Therefore, one of the main tasks of the school is to create all the conditions for the development of the child, to introduce the most appropriate forms of education and upbringing, taking into account his individual and psychological characteristics. But everyone knows that in the current conditions, the school faces many problems and unresolved issues, all of which require the school's support from all sides. In recent years, based on the instructions of the President of the Republic of Uzbekistan, the tasks of determining the abilities of young people from an early age, developing their talents in all directions, the need for an individual approach to the student, and differential education are required. Accordingly, it creates a number of problems for the school and the public. Examination of knowledge by means of tests, admission to higher educational institutions and all branches of education through tests requires the immediate establishment of psychological services. Taking into account the demands that social psychology puts on the school of our time, taking into account the difficulties it is experiencing these days, it has:

- a) understand them;
- b) scientific analysis;
- c) prevention;
- d) looking for ways and setting the task of providing guidance.

What can school psychologists do? They are:

1. The psychological service established in the school should first of all ask the psychologist to thoroughly study the conditions of that school, determine the individual and group working methods depending on the characteristics of each age group.

2. The school psychologist should fully study the cases of withdrawal from mental development among children and analyze the social and psychological conditions that caused it.

3. The school psychologist should have a form of information compiled on the basis of test results and scientific analyzes of children of different ages regarding their abilities and interest in the profession. Based on this information, the psychologist should develop specific instructions related to approaching children individually, organizing additional classes for some of them, developing children's abilities in cooperation with school and family.

4. The school psychologist should determine the psychological environment related to the mutual relations between the mental states of individual classes in the school. He should deeply study the relationship between official and unofficial leaders and give the necessary guidance to the school administration to the deputy director for educational affairs.

5. In addition, the school psychologist should organize consultations on measures to prevent various conflicts, conflicts and disorders, to study their nature. Such consultations are organized separately for parents and a team of pedagogues. Another aspect of the activity of a

practical psychologist is to provide consultation and assistance to the teaching team on various issues.

Based on the above tasks, the school psychologist can determine the main directions of activity. They are:

- diagnostic and corrective work (restrictions in any developmental process, finding solutions to situations of lagging behind, preventing them), psycho-prophylactic work (psychohygiene, creating conditions that ensure normal psychological development of the child);

- psychological consultations, raising the psychological literacy of teachers, parents and students;

- adapting the methods used in psychology to specific conditions, using them effectively;

- systematically analyze the collected scientific data;

- it consists of creating tests, scientifically justifying their sensitivity, and preparing scientific conclusions and instructions by regularly checking the abilities of each child and the knowledge of teachers with the help of tests.

We believe that the improvement of psychological services for schools in our Republic will contribute to the preparation of our future children for the great and glorious tasks before the society.

Conclusion: Society in general has a lot of demands on the science of psychology. In order to satisfy them, in our republic, first of all, it is time to develop extensive scientific research and apply their results to bold practice. The connection between theory and practice is one of the main tasks of psychologists.

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Conversion and it's origin

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ANNOTATION: The linguistic phenomenon of word conversion, also known as zero derivation, continues to captivate scholars across diverse fields. In this article, we embark on a multidisciplinary exploration of the historical origins and multifaceted dimensions of word conversion. By drawing on a spectrum of literature from etymology, morphology, cognitive, science, and historical linguistics, we seek to unravel the enigmatic process of word conversion, shedding light on its evolutionary trajectory and significance in the broader landscape of language evolution.

KEY WORD: Conversion, diachronic, synchronic, etymological insight, Morphological perspectives, cognitive insights, historical context

Word conversion, the process through which a word seamlessly transitions between grammatical categories without explicit modification, stands as a linguistic enigma that has piqued the curiosity of researchers across various disciplines. In this article, we present a multifaceted exploration of the historical origins of word conversion, drawing on a diverse array of literature to dissect this captivating linguistic phenomenon.

Etymological Insight

To gain a comprehensive understanding of the historical origins of word conversion, we delve into the realm of etymology. By examining the linguistic roots and historical evolution of words across different languages and time periods, we aim to unearth the primal forces that have facilitated the transmutation of words from one grammatical category to another. Our exploration entails an in-depth review of etymological literature, encompassing studies on language families, lexical evolution, and semantic shifts.

Morphological Perspectives

The morphological dimension of word conversion constitutes an integral aspect of our exploration. Drawing on research in morphological theory and analysis, we dissect the structural subtleties that underpin the seamless transition of words across grammatical categories. By synthesizing insights from morphological literature, we seek to illuminate the transformative nature of word conversion, elucidating the mechanisms that enable words to transcend their original grammatical roles without overt formal alterations.

Cognitive Insights

Unraveling the cognitive underpinnings of word conversion forms a crucial component of our exploration. Leveraging research from cognitive science and psycholinguistics, we endeavor to explicate the cognitive dynamics that facilitate the effortless shift of words between different grammatical categories. Through an examination of cognitive literature, we aim to shed light on the mental processes and perceptual fluidity that enable speakers to employ words in diverse syntactic functions, thus illuminating the cognitive intricacies inherent in word conversion.

Historical Context

Situated within the historical context of language evolution, word conversion reveals itself as an enduring linguistic phenomenon. By synthesizing literature from historical linguistics and diachronic studies, we seek to unravel the historical forces that have shaped the transmutation of words across grammatical classes. Our historical examination aims to unveil the profound significance of word conversion in shaping the evolution of language across diverse linguistic landscapes.

There are several types of word conversion that are commonly observed in language. These include nominalization, verbalization, adjectivization, and adverbialization.

1. Nominalization:

Nominalization involves the conversion of a word from another grammatical category, such as a verb or an adjective, into a noun. This process allows words to adopt noun-like characteristics and functions. For example, in the sentence "The dance was a mesmerizing performance," the verb "mesmerize" has been converted into the noun "mesmerizing."

2. Verbalization:

Verbalization, also known as denominalization or deverbalization, is the process of converting a word from a noun or another grammatical category into a verb. This type of conversion allows words to exhibit verb-like properties. For instance, in the sentence "He dreams of future success," the noun "dream" has been converted into the verb "dreams."

3. Adjectivization:

Adjectivization involves the conversion of words from other grammatical categories, such as nouns or verbs, into adjectives. This process enables words to function as adjectives, describing qualities or attributes. An example of adjectivization is the conversion of the noun "isolation" to the adjective "isolated," as in "The isolated village remained untouched by modernity."

4. Adverbialization:

Adverbialization, or deverbal adverb formation, refers to the conversion of words, often verbs, into adverbs. This process allows words to take on adverbial functions, modifying verbs, adjectives, or other adverbs. For instance, in the sentence "She sings beautifully," the adjective "beautiful" has been converted into the adverb "beautifully" to modify the verb "sings."

These types of word conversion exemplify the flexibility and dynamism of language, showcasing how words can seamlessly adapt to different grammatical functions and categories without undergoing significant formal changes. Word conversion plays a fundamental role in language usage and allows for the expression of diverse meanings and nuances within linguistic communication.

CONCLUSION

By synthesizing insights from etymology, morphology, cognitive science, and historical linguistics, this article presents a multidisciplinary exploration of the enigmatic origins and multifaceted dimensions of word conversion. Our endeavor underscores the interdisciplinary nature of this linguistic process, shedding new light on its historical trajectory and broader significance in the context of language evolution. Through a synthesis of diverse literatures, we aim to offer a comprehensive understanding of word conversion, enriching scholarly discourse and paving the way for further interdisciplinary inquiry into this captivating linguistic phenomenon.

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THE PROFESSIONAL PROFICIENCY OF PHYSICAL EDUCATION
INSTRUCTORS IN FINLAND

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Annotation

This scholarly exposition delves into the proficiency of Physical Education (PE) instructors in Finland, scrutinizing the intricacies of the educational framework, professional advancement, and the consequential influence of these variables on the caliber of PE pedagogy. Renowned for its educational eminence, Finland's educational system serves as a noteworthy backdrop to discern the competency of PE teachers, thereby offering discerning perspectives on the determinants underpinning the triumph of physical education within the nation. Leveraging extant scholarly works, educational directives, and interviews with PE pedagogues, the investigation dissects the multifaceted facets constituting teacher proficiency.

Keywords: *physical education, teacher competence, Finland, professional development, pedagogical approaches and teacher training.*

Physical education assumes a pivotal role in the comprehensive cultivation of students, not solely dedicated to physical fitness but extending its purview to encompass the nurturing of mental well-being and social acumen. In alignment with its renowned educational framework, Finland places considerable importance on the proficiency of its physical education instructors. This discourse delves into the multifaceted dimensions of the competence exhibited by physical education teachers in Finland, scrutinizing their qualifications, training regimens, and continual professional development endeavors that collectively underpin their efficacy in instilling a culture of health and activity among students.

The professional aptitude of physical education instructors encompasses a spectrum of competencies, comprising a diverse set of skills, knowledge, and attributes imperative for proficient and impactful pedagogy within the discipline. Enumerated below are several pivotal components of this proficiency:

➤ **Mastery of the Topic:** Physical education teachers must have a deep understanding of the principles and theories related to physical education, sports, exercise physiology, biomechanics, and health. This knowledge forms the basis for designing and implementing effective lessons.

➤ **Skills in Education:** Effective teaching requires the ability to communicate clearly, demonstrate proper techniques, and engage students in learning. Physical education teachers should be skilled in instructional strategies that cater to diverse learning styles, creating an inclusive and supportive learning environment.

➤ **Teaching Competence:** Pedagogical skills involve the ability to plan, organize, and deliver lessons effectively. This includes creating age-appropriate lesson plans, using appropriate teaching methodologies, and integrating technology and innovative teaching techniques.

➤ **Evaluation and Assessment:** Physical education teachers need to design fair and comprehensive assessments to measure students' progress in physical activities. This could include skill assessments, fitness testing, and other evaluation methods to provide constructive feedback to students and parents.

➤ **Effective Management of a Classroom:** Maintaining discipline and managing a class effectively is crucial in any teaching environment. Physical education teachers should have strategies for handling behavior issues, ensuring safety during activities, and creating a positive and inclusive atmosphere.

➤ **Flexibility:** The ability to adapt to different learning environments, student abilities, and changing circumstances is important. Physical education teachers should be flexible and able to modify lessons to meet the needs of diverse student populations.

➤ **Communication Abilities:** Building positive relationships with students, colleagues, and parents is key to creating a supportive learning community. Effective communication and interpersonal skills are vital for collaboration and fostering a positive and motivating atmosphere.

➤ **Advance in Professional Growth:** Staying updated on the latest research, trends, and developments in physical education is essential. Engaging in continuous professional development helps teachers enhance their skills and stay informed about best practices in the field.

In Finland, the proficiency of physical education instructors originates from a robust grounding in both educational principles and specialized subject knowledge. Typically, these instructors have attained a Master's degree in Education with a specialization in physical education or a cognate field. The rigorous educational prerequisites are designed to guarantee that instructors possess an extensive grasp of pedagogical methodologies, child developmental principles, and the unique demands associated with instructing physical education.

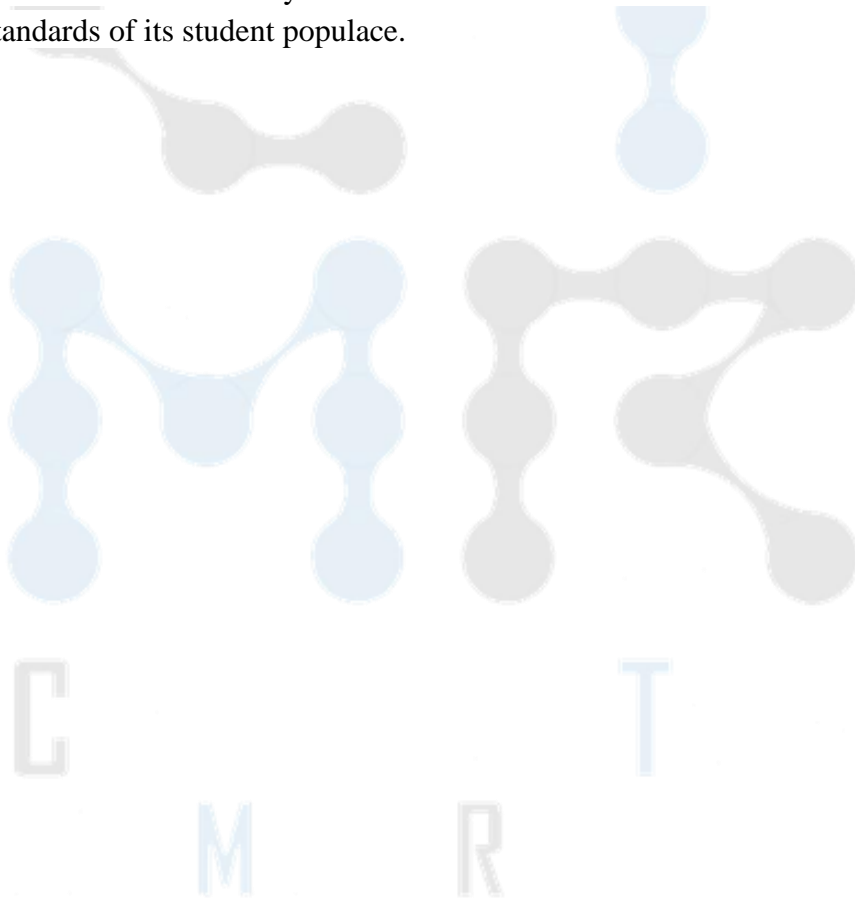
Teacher education in Finland is distinguished for its exacting and pragmatic methodology. Aspiring physical education educators engage in immersive training initiatives that integrate theoretical acumen with practical exposure. These initiatives prioritize not just pedagogical techniques but also cultivate an appreciation for the significance of physical activity in the holistic welfare of students. The focal point is on establishing an encompassing and encouraging milieu that fosters the engagement of all students in physical pursuits, irrespective of their proficiency level or background.

A salient characteristic of physical education in Finland lies in its seamless integration within the overarching paradigm of holistic education. In this context, physical education instructors undergo training with the understanding that their responsibilities extend beyond mere guidance in sports and fitness. Rather, they are tasked with the role of advocates for comprehensive well-being. This encompasses the cultivation of favorable perspectives toward physical activity, nutritional awareness, mental health, and the cultivation of social skills. The curriculum is meticulously crafted to encompass the physical, emotional, and social facets of students' lives, thereby advancing the promotion of a well-rounded and health-conscious lifestyle.

The commitment to competence does not end with initial training; Finland places a strong emphasis on continuous professional development for physical education teachers. Teachers are encouraged to participate in workshops, seminars, and conferences to stay updated on the latest research, teaching methodologies, and advancements in the field of physical education. This commitment to ongoing learning ensures that teachers remain at the forefront of their profession, incorporating innovative and evidence-based practices into their teaching.

Physical education teachers in Finland benefit from a collaborative and supportive professional community. Networking opportunities, both locally and nationally, provide a platform for teachers to share experiences, exchange ideas, and collaborate on enhancing the quality of physical education across the country. This collaborative approach fosters a sense of community and shared responsibility for the well-being of students.

In essence, the adeptness of physical education instructors is a synthesis of substantive knowledge, pedagogical expertise, interpersonal acumen, and a dedication to continuous professional advancement and ethical comportment. The proficiency demonstrated by physical education teachers in Finland is an outcome of a comprehensive and holistic methodology in teacher preparation and ongoing professional growth. Through the prioritization of a blend of rigorous academic training, hands-on practical experience, and sustained educational enrichment, Finland ensures that its physical education educators are well-endowed to foster a milieu of physical activity and well-being among students. The efficacy of this strategy is manifested in Finland's consistently elevated educational achievements and the overall health and fitness standards of its student populace.



**ЎСПИРИН ЁШИДАГИ БОЛАЛАР ШАХСИНИНГ ТАКОМИЛЛАШУВИ
ВА ШАКЛЛАНИШИГА ТАЪСИР ЭТУВЧИ ОМИЛЛАР****Бақоева Зарина Райимовна**

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йуналиши талабаси

Биз ёшларимизнинг миллий ва умумбашарий қадриятлар руҳида тарбиялаш учун бор куч ва имкониятларимизни сафарбар этишимиз зарур.

Шавкат Миромонович Мирзиёев.

Аннотация: мақолада ўсмирларни шахс сифатида такомиллашиб боришида миллий қадрият ва анъаналардан фойдаланиш, ота-оналар ва педагоглар ўсмир тараққиётидаги физиологик ва психологик ўзгаришларни ҳисобга олган ҳолда ёндашишлари лозим эканлиги ҳақида сўз юритилган.

Калит сўзлар: ўсмир, химоя механизими, мотивация, оила, миллий хусусиятлар, ахлоқий тарбия.

Юксак маънавиятли, замонавий билим ва касб-ҳунарларга, ўз мустақил фикрига эга бўлган ёшларни миллий ва умуминсоний қадриятлар руҳида тарбиялаш биз учун энг муҳим вазифалардан биридир. Бу борада биз асрлар мобайнида шаклланган миллий анъаналаримизга, аждодларимизнинг бой маънавий меросига таянамиз.

Ёшларимизнинг мустақил фикрлайдиган, юксак интеллектуал ва маънавий салоҳиятга эга бўлиб, дунё миқёсида ўз тенгдошларига ҳеч қайси соҳада бўш келмайдиган инсонлар бўлиб камол топиши, бахтли бўлиши учун давлатимиз ва жамиятимизнинг бор куч ва имкониятларини сафарбар этамиз [1].

Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2019-йил 31 декабрдаги №1059- сон қарори: Узлуксиз маънавий тарбия концепциясида ўқувчи ёшларни мустақил фикрлайдиган ва ўз шахсий позитивсига эга инсонлар этиб тарбиялаш, ўсмирларда ахлоқий, сиёсий дунёқараш ва диний эътиқодни шакллантириб бориш, “Узлуксиз маънавий тарбия” рукнида ота-оналар, педагоглар, болалар ва ўсмирлар учун дарсликлар, адабиётлар, медиамаҳсулотлар, илмий-методик қўлланмалар мажмуасини яратиш лозимлиги ва бошқа масалаларни ҳал этилиши белгилаб қўйилган.

Ёшларни оилавий ҳаётга тайёрлаш инсоният тарихида халқ маънавий тақомилининг энг улуғ ва оилавий йўналишларидан бири бўлиб келган [2].

Алоҳида таъкидлаш жоизки, жамиятдаги ҳар бир шахс ўзининг маълум доирадаги имкониятлари, ютуқлари, камчиликлари ҳақида етарли маълумотга эга бўлсалар, бу уларнинг ҳаётда учрайдиган ҳар қандай мувофақиятсизликларни осонлик билан бартараф этишга, ўз имкониятларидан янада кенгрок фойдалана олишга, бир сўз билан айтганда, ўзлари ҳақида янада теран, ижобий ва ўзига хос ижтимоий қийматга эга бўлган тасоввурларни шаклланишига кенг имкониятлар яратади. Ўсмирлик даври эса худди шундай имкониятлар кўламини янада кенгайтириш учун муҳим босқич ҳисобланади. Шу боис мамлакатимизда ёшлар ва уларнинг тарбиявий имкониятлари алоҳида қадрият сифатида тобора юксакларга кўтарилмоқда.

Ўспирин ёшдаги болаларни касбга йўналтириш, миллий қадриятлар ва анъаналар руҳида тарбиялаш, аждодлар меросини ўргатиш ва ижтимоий фаоллигини ошириб

бориш орқали уларни шахс сифатида такомиллашиб боришига эришиш бугунги кундаги энг муҳим масалалардан бири бўлиб ҳисобланади.

Ўспиртнларни шахс сифатида такомиллашиб боришида бир қанча жиҳатларга эътибор қаратиш лозим:

- ўспиринлик ёшига хос ички позитциянинг пайдо бўлиши;
- ўспиринларда иродавий сифатларни намоён бўлиши;
- фаолият ва мулоқот мазмунини белгиловчи шахсий қадриятлар тизимининг шаклланиши;
- ижтимоий фаоллик, билишга интилиш ва ўз-ўзини намоён қилиш мотивларининг ривожланиши;
- миллий қадриятлар ва анъаналарга ҳурматнинг намоён бўлиши;
- ички ҳис-туйғуларга эътиборнинг ошиши ва ўз муаммоларини ўзи мустақил ҳал этишга интилиши;
- хафсиз ҳаёт маданияти бўйича билим ва кўникмаларнинг намоён бўлиши.

Ўспиринларни ижтимоий ҳаётга тайёрлашда, уларни жамиятнинг муносиб аъзоси бўлиб вояга етишларида ўқув фаолияти асосий омиллардан биридир. Ўспирин ёшдаги болалар билан ишлаш жараёнида ота-оналар ва педагоглар жамоси ҳамкорликда иш юритишлари, хулқ атворидаги ўзгаришларни англаб боришлари ва дунёқарашларини кенгайтириш асосида мулоқот жараёнида уларга ишонч билдириб боришлари муҳимдир.

Дунёқараш-инсон фаолияти, ўзаро муносабатлари учун муҳим аҳамиятга эга. Дунёқараш инсон шахсини тавсифлайдиган муҳим белгилардан биридир. У маълум қарашлар, эътиқод ва идеалларнинг умумлашган тизимидир[2].

Инсонларнинг дунёқараши деган эди Абу Насир Фаробий,-уларнинг ташқи кўринишига ўхшаб турлича бўлади ва бу фазилат уларнинг илмига, ҳаёт тарзига, яшаш муҳитига тўғридан-тўғри боғлиқдир. Жамиятда олиб борилаётган ислохатларни чуқур таҳлил этиш, ёшлар билан очиқ-ойдин мунозара қилиш, улар иккиланаётган, шубҳаланаётган саволларга биргалашиб жавоб излаш таълим-тарбия жараёнини муҳим қисми бўлиб, ўқувчиларда дунёқарашнинг шаклланишига кучли таъсир этади.

Ватанпарварлик- бу ҳар бир давлат ҳаётининг маънавий асоси ҳисобланади ва жамиятни ҳар томонлама ривожлантириш борасида энг муҳим сафарбар этувчи куч сифатида намоён бўлади.

Ўсмир ёшидаги боладан фарқли, ўспирин ёшидаги болалар энди фақат билимлар тизимига эга бўлиш, ўқитувчининг мақтовини эшитиш ва “5”баҳоларни кўпайтириш учун эмас, балки тенгқурлари орасида маълум ижобий мавқени эгаллаш, келажакда яхши одам бўлиш учун ўқиш мотивлари устивор бўлиб боради[3].

Кўпинча ўспирин ёшидаги болалар ўз имкониятларини юқори баҳолайди, бошқалар эса унинг кучи, иродаси ва салоҳиятига ишончсизлик билан қарайди. Лекин шундай бўлсада, ўз ҳатти-ҳаракатлари орқали ҳеч бўлмаса ўз тенгқурлари жамияти томонидан тан олинисига эришишга интилади ва улар билан мулоқот ҳаётининг маъносига айланиб қолади. Агар ўсмир шу даврда тенгқурлари жамияти томонидан инкор қилинса, у бунга жуда катта мудҳиш воқеадай қарайди, мактабга бормай қўйиши, ҳаттоки суицидал ҳаракатларни ҳам содир этиши мумкин. Бу каби ҳолатларни олдини олишда уларда **“Ҳимоя механизмлари”**ни шакллантириб бориш муҳимдир.

1-жадвал

Ўспирин шахсининг такомиллашувидаги “Ҳимоя механизмлари”

Ҳимоя Механизмлари	Мазмуни
Тажовузкорлик	Ўспирин шахсига ва фаолиятига паст баҳо берган, ўзи ҳақидаги тасаввурига иккиланишига сабабчи шахсга бўлган реакция
Ўйлаш	Нохуш ҳиссиёт, ҳис-туйғуларнинг бир объектдан талабга мувофиқ бўлмаган бошқа объектга кўчиши
Конверсия (ўзгармоқ)	“Мен”лиги юқорилигини сақлаб қолиб ўзига нохуш ҳолатларни, вазиятларни ҳазилга йўяди ва муомилада бўлади ҳамда берилган танбеҳларни ҳазил деб қабул қилади
Идеаллаштириш	Ўзини “идеаллаштириш” ўз хатолари ва камчиликларини тан олмаслик
Унутиш	Турли нохуш ҳолатлар(одамларни исми, тимсоли, мулоқот вақтидаги келишмовчиликлар)ни эга олмаслик
Идентификация	Ўзини бошқа одам билан ва намунали хулқ-атворга эга гуруҳ билан солиштириш ўз хулқ-атвори ва муносабатларини атрофдагилар билан таққослаб, ҳаёт тарзини енгиллаштириш

Мактаб- давлат узлуксиз таълим тизимининг марказий бўғинидир. Ана шу босқичда ўқувчилар билимларнинг асосини эгаллайдилар, уларда ижодий қобилат, мустақил фикрлаш, Ватан, жамият, шахс, ахлоқ-одоб ҳақидаги тушунчалар шаклланади, такомиллашади[4].

Болаларни шахс сифатида шакилланиб бориши тўғрисида шарқ мутафаккир олимлари ҳам ўз илмий манбаларида баён этиб борганлар. Ибн Синонинг таъкидлашича болани тарбиялаш оила, ота-онанинг асосий вазифасидир. Ахлоқий тарбияда энг муҳим воситалар боланинг нафсониятига тегмасдан яккама-якка суҳбатда бўлиш, унга насихат қилишдир.

Хулоса ўрнида шуни таъкидлаш лозимки ўспиринлар шахсини такомиллашиб боришида ўқув фаолияти асосий омил бўлиб ҳисобланади. Ўспиринлар билан ишлаш жараёнида ота-оналар ва педагоглар айнан шу даврга хос хусусиятлар, организмидаги турли физиологик жараёнлар ҳақида билимларга эга бўлишлари, таълим-тарбия жараёнида уларда миллий кадриятлар ва анъаналаримизни сингдириб боришлари мақсадга мувофиқдир.

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O‘zbekistonda kambag‘allikni qisqartirish va aholi turmush farovonligini oshirish istiqbollari**Ilmiy rahbar: PhD. Fayziyeva N.****Dosnazarova Aysuliy TMI I1-23 magistratura bosqichi talabasi**

Anotatsiya: Tezida qashshoqlashish, kambag‘allashish muammosini oldini olish, O‘zbekiston bir necha tarmoqlarga qaramlikni kamaytirish va ko‘proq bandlik imkoniyatlarini yaratish uchun o‘z iqtisodiyotini diversifikatsiya qilish zarurligi, ta‘lim va malaka oshirishga sarmoya kiritish, odamlarning ish bilan ta‘minlanishi va mahsuldorligini oshirish orqali qashshoqlikni kamaytirish maqsadida ilmiy izlanishlar olib borish va kambag‘allashishni keskin pasaytirishda yechimlar kiritish yuzasidan taklif va tavsiyalar berilgan.

Kalit so‘zlar: qashshoqlashish, kambag‘allashish, qaramlik, bandlik.

O‘zbekistonda qashshoqlikni kamaytirish va aholi farovonligini oshirish istiqbollari istiqbolli bo‘lsa-da, yechimini kutayotgan muammolar ham mavjud. Prezidentimizning «Iqtisodiyotni rivojlantirish va kambag‘allikni qisqartirishga oid davlat siyosatini tubdan yangilash chora-tadbirlari to‘g‘risida» 2020 yil 26 martdagi PF-5975- son Farmoni hamda «O‘zbekiston Respublikasi Iqtisodiy taraqqiyot va kambag‘allikni qisqartirish vazirligi hamda uning tizim tashkilotlari faoliyatini tashkil etish to‘g‘risida» xamda mamlakatimizda qabul qilingan 2022-2026 yillarga mo‘ljallangan yangi O‘zbekistonning taraqqiyot strategiyasi milliy iqtisodiyotni jadal rivojlantirish va yuqori o‘shirish sur‘atlarini ta‘minlash ham dolzarb hisoblanadi.¹

Birinchidan, O‘zbekiston hukumati so‘nggi yillarda valyuta kursini liberallashtirish, xorijiy sarmoyalarni jalb qilish, iqtisodiyotni diversifikatsiya qilish kabi turli iqtisodiy islohotlarni amalga oshirdi. Ushbu islohotlar iqtisodiy o‘shirishni rag‘batlantirish va qashshoqlikni qisqartirish uchun muhim bo‘lgan yangi ish o‘rinlarini yaratishga imkon beradi.

Bundan tashqari, O‘zbekiston yosh va o‘shirib borayotgan aholiga ega bo‘lib, bu iqtisodiy rivojlanish va inson kapitalini sarmoyalash uchun imkoniyatlar yaratadi. Ta‘lim va malaka oshirishga sarmoya kiritish ishchi kuchini yuqori maoshli ishlar uchun zarur ko‘nikmalar bilan jihozlashga yordam beradi va ularning qashshoqlikdan qutulish imkoniyatlarini oshiradi O‘zbekiston Respublikasi Bandlik va mehnat munosabatlari vazirligi, Oliy va o‘rta maxsus ta‘lim vazirligi, Savdo-sanoat palatasi, Qoraqalpog‘iston Respublikasi Vazirlar Kengashi, viloyatlar va Toshkent shahar hokimliklari bilan birgalikda bir oy muddatda kambag‘al va ishsiz aholini, ayniqsa, xotin-qizlar va yoshlarni tadbirkorlikka keng jalb qilish, mehnat faolligini oshirish va kasb-hunarga o‘qitishga qaratilgan chora-tadbirlar to‘g‘risida qaror loyihasini Vazirlar Mahkamasiga kiritsin. Bunda:

kambag‘al, ishsiz fuqarolarni kasb-hunarga va tadbirkorlikka o‘qitishni mahalla, tuman (shahar) va hudud markazlari darajasida “mahallada kasb-hunarga o‘qitish maskanlari — tuman kasb-hunarga o‘qitish markazlari — hudud “Ishga marhamat” monomarkazlari” mexanizmi asosida amalga oshirish;

“mahallada kasb-hunarga o‘qitish maskanlari”ni Bandlik va mehnat munosabatlari vazirligi tizimidagi o‘quv markazlarining filiallari (bo‘linmalari) sifatida tashkil etish,

¹AHOLI FAROVONLIGINI OSHIRISHDA TADBIRKORLIK FAOLIYATINI TAKOMILLASHTIRISH MASALALARI nomli maqolasi I.J.J.Ergashev, 2.M.I.Toshtemirov, 3X.S.Rahmonov.2023y

shuningdek, ishsiz fuqarolar, ayniqsa yoshlar va xotin-qizlarni o'qitish bilan bog'liq xarajatlarni Bandlikka ko'maklashish davlat jamg'armasi hisobidan moliyalashtirish tartibi.²

Biroq, qashshoqlikni kamaytirish bo'yicha sa'y-harakatlarni davom ettirish va jadallashtirish uchun hal qilinishi kerak bo'lgan muammolar mavjud. Bular mintaqaviy nomutanosibliklarni bartaraf etishni o'z ichiga oladi, chunki qashshoqlik darajasi shaharlarga qaraganda qishloq joylarda yuqoriroqdir. Qishloq joylarda ta'lim, sog'liqni saqlash va infratuzilma kabi asosiy xizmatlardan foydalanish imkoniyatlarini yaxshilash muhim ahamiyatga ega.

Yana bir qiyinchilik O'zbekistonda iqtisodiy faoliyatning salmoqli qismini tashkil etuvchi norasmiy iqtisodiyotdir. Norasmiy bandlik ko'pincha ijtimoiy himoya va munosib mehnat sharoitlariga ega emas, bu esa odamlarning qashshoqlikdan qutulishini qiyinlashtiradi. Rasmiylashtirishni rag'batlantirish va kichik va o'rta korxonalarni qo'llab-quvvatlash ko'proq rasmiy ish o'rinlarini yaratish va qashshoqlikni kamaytirishga yordam beradi.

Bundan tashqari, korruptsiyaga qarshi kurashish va boshqaruvni takomillashtirish iqtisodiy o'sish va qashshoqlikni kamaytirish uchun qulay muhit yaratish uchun juda muhimdir. Oshkoralik, hisobdorlik va qonun ustuvorligi sarmoyalarni jalb qilish, adolatli raqobatni rag'batlantirish, resurslarni samarali va adolatli taqsimlashni ta'minlashda muhim ahamiyatga ega.

Xulosa qilib aytadigan bo'lsak, yengish kerak bo'lgan muammolar mavjud bo'lsa-da, O'zbekistonda qashshoqlikni kamaytirish va aholi farovonligini oshirish istiqbollari istiqbolli. Iqtisodiy islohotlar, ijtimoiy himoya, inson kapitali investitsiyalari, mintaqaviy rivojlanish va boshqaruv sohasidagi sa'y-harakatlarning davom etishi barqaror va inklyuziv o'sishga erishishning kaliti bo'ladi.

Foydalanilgan adabiyotlar ro'yxati

1 AHOLI FAROVONLIGINI OSHIRISHDA TADBIRKORLIK FAOLIYATINI TAKOMILLASHTIRISH MASALALARI nomli maqolasi 1J.J.Ergashev, 2M.I.Toshtemirov, 3X.S.Rahmonov.2023y

2 O'zbekiston Respublikasi Prezidenti Sh. MIRZIYOYEVToshkent sh.,2020-yil 26-mart,PQ-4653-son

3 Ляшок В., Татьяна М, Лопатина М. Влияние новых технологий на рынок труда: прошлые уроки и новые вызовы.// Экономическая политика. 2020. Т. 15. № 4. - С. 6с

4 www.lex.uz (O'zbekiston Respublikasi Qonun hujjatlari ma'lumotlari milliy bazasi)

² O'zbekiston Respublikasi Prezidenti Sh. MIRZIYOYEVToshkent sh.,2020-yil 26-mart,PQ-4653-son

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Abstract

The development of electronic devices is increasing the need for magnetic sensors, which in turn is driving the development of magnetic sensors. In this work, the theory, principle of operation, efficiency and economic value of magnetic sensors based on the Hall effect were considered.

Keywords: Hall sensor, Transducer, CMOS,

Hall sensors are "transducers" that measure magnetic fields based on the principle of the Hall effect (Transducer is an electronic device that converts energy from one form to another). This effect was discovered by the American physicist Edwin Herbert Hall in 1879 on gold foils [1]. When a semiconductor carrying an electric current is placed in a magnetic field, the phenomenon that occurs due to the Lorentz force on charge-carrying free electrons is called the Hall effect.

$$U_H = \frac{1}{qn} \frac{IB}{w}, \quad U_H = R_H \frac{IB}{w} \quad (1)$$

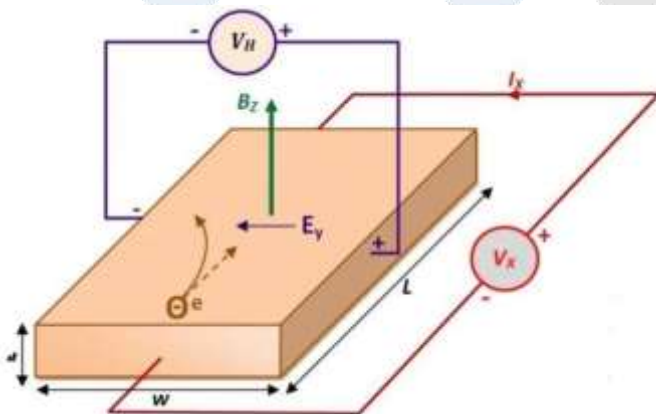


Figure 1 shows a schematic view of the Hall effect, where I represents the direction of the current, B_z the direction of the magnetic field, and V_H the direction of the Hall voltage.

This gives us an expression for the Hall voltage, and the expression is called the Hall coefficient. By taking all the quantities in the expression using experiment, it is possible to determine the concentration of mobile electrons in the semiconductor by determining R_H , or the magnetic field induction vector B using (1). The following table shows the methods for determining the sensitivity of sensors based on the Hall effect.

Mode	sensitivity	unit
Power mode	$S_{VI} = \left \frac{V_{Hall}}{IB} \right $	$\left[\frac{V}{AT} \right]$
Voltage mode	$S_{VI} = \left \frac{V_{Hall}}{VB} \right $	$\left[\frac{V}{VT} \right] = T^{-1}$
Current mode	$S_{VI} = \left \frac{I_{Hall}}{IB} \right $	$\left[\frac{A}{AT} \right] = T^{-1}$

Sensors based on the Hall effect have been the main magnetic sensors for decades, and their performance, size, and low cost have made them the most widely used compared to other magnetic devices because Hall sensors are easily integrated into modern commercial CMOS (complementary metal-oxide-semiconductor) technologies. Typical silicon-based Hall sensors have a sensitivity of 100-1000 V/AT, accuracy up to -10mT [2]. to create devices, it is required to have sensors with sensitivity >1000 V/AT, accuracy up to -1mT. Hall sensors are mainly made of GaAs, InAs semiconductor materials with high mobility, which is somewhat expensive [3]. Currently, Graphene element is considered effective for Hall sensors [4]. Hall sensors made of graphene element have a sensitivity of 5700V/AT in laboratory conditions, and an accuracy of [5]. However, Hall effect sensors have several disadvantages. Compared to MR sensors, the output signal is weak, and they are manufactured with complex electronic circuits to perform output voltage amplification, offset compensation, offset correction, signal digitization, and signal processing.

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Тиббиётда математик моделлаштириш.

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Ишнинг мақсади: Тиббиётда математик моделлаштириш математик моделлар ёрдамида инсон организмидаги физиологик жараёнларни норма ва патологияда ўрганишга қаратилган.

Тадқиқот материаллари ва усуллари: Моделлаштиришни битта жахсга нисбатан ва купчилик яъни, аҳоли бўйича ўртача математик моделлар сифатида қуришимиз мумкин. Шахсийлаштирилган моделлар маълум бир беморни даволаш натижаларини ташхислаш ёки тахмин қилиш учун ишлатилади, ўртача моделлар моделлар асосидаги жисмоний ёки физиологик қонунлардан келиб чиқадиган янги муносабатларни аниқлаш учун ишлатилади.

Шахсийлаштирилган математик моделларни ишлаб чиқиш фақат муаммоларни ҳал қилувчи, маълумотлар провайдери ва симуляция натижасининг таржимони сифатида ишлайдиган клинисенлар билан ўзаро алоқада булиши кузда тутилади. Дунё тиббиётида юрак томирлари касаллигини ноинвазив ташхислашнинг янги усуллари, аорта қопқоғини қайта тиклаш операциясини оптималлаштириш ва прогнози, бўғимларнинг биомеханикси математик моделлаштириш оркали амалга оширилмоқда.

Иммунологияда математик моделлаштириш, математик моделлар ёрдамида инсон организмидаги юқумли (вирусли касалликнинг ривожланиши) ва иммун-физиологик жараёнларни ўрганишга қаратилган.

Мисол тариқасида ОИТС каби ижтимоий аҳамиятга ега вирусли касалликларнинг ривожланишининг турли усулларини математик моделлаштириш методлари оркали аниқлаш ва самарали даволаш усулларини яратиш имконини беради.

Эпидемиологияда математик моделлаштириш инсон популяциясида касалликларнинг тарқалишини ва эпидемияга қарши чора-тадбирларнинг математик моделлар ёрдамида назорат таъсирини ўрганишга қаратилган.

Тадқиқот натижалари: беморларга ташхис қўйиш ва даволашда математик моделлаштириш усулларидан фойдаланиш самарали даволаш усулларини яратиш имконини беради.

Хулосалар: Замонавий дунёда тиббиёт соҳасида ишлайдиган одамларга жуда юқори талаблар қўйилмоқда. Бу нафақат шифокорларнинг малакаси, балки замонавий технологияларни амалда қўллаш қобилияти ҳам муҳимдир. Тиббий ва соф биологик маълумотларнинг умумий миқдори йилдан-йилга ортиб бормоқда. Ҳеч бир шифокор мавжуд билимлар тўпламининг амалий қийматини баҳолай олмайди. Бу ерда математик моделлаштириш ёрдамга келади, у тўпланган билимларни тузишга ёрдам беради. Шифокор фаолиятида маълум математик моделлардан фойдаланиш мутахассиснинг билимига ва ҳал қилиниши керак бўлган вазифаларга боғлиқ.

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THE IMPORTANCE OF STUDYING THE OLDEST EDUCATIONAL MONUMENTS.

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Abstract: In this article, the importance of studying the oldest educational monuments is analyzed scientifically.

Key words: Turkestan, land, settlement, all peoples, national values, recovery, development, conditions, emergence, etc.

In every social system, there are concepts such as education, spirituality, and enlightenment, which ensure human development, and they require the study of changes in the field of pedagogy in connection with the development of society.

We take our destiny into our own hands, rely on our ancient values, and at the same time, taking into account the experience of developed countries, we live with such noble aspirations, we build the free, free and prosperous life that our people have been waiting for for centuries, and the achievements we achieve this year are recognized by the international community. Today we all deeply understand that independence gave all such opportunities. Consequently, due to independence, the conditions for the restoration and development of the national values of all the peoples who lived in the land of old Turkestan were created.

Great things have been done, such as approaching one's history on the basis of a new way of thinking, restoring the fame of the thinking of our ancestors in the past, and applying their ideas to the life of the people.

Without knowing how the oldest spiritual-educational monuments and our national wealth and values have developed, it is impossible to scientifically solve the issues of raising young people to be perfect and perfect people in all respects. This is a scientific-theoretical, philosophical-educational truth proved by our ancestors.

In order to successfully solve the issue of educating morally pure and mature people, it is very important to study the historical traditions, spiritual wealth, scientific heritage and historical-educational experiences of our ancestors, and to apply their achievements to life and educational work. Historically, the Uzbek people have created their own unique talent in the field of education. Even in the period when the Zoroastrian religion was widespread in the land where the Uzbek people live today, an optimistic pedagogical ideology prevailed. This is expressed in some pages of the holy book of Zoroastrian religion "Avesta" that has reached us.

However, the possibility of covering the history of education, science and culture of the pre-Islamic period is limited. Because, firstly, the Greek-Macedonian troops led by Alexander, and then the Arab conquerors led by Ibn Muslim Qutayba, caused almost all the works and sources of that period to be burned. But the scientific study, thorough analysis and implementation of existing pedagogical views of Islam and post-Islam, traditions of national education and training, values, folk pedagogy is an important and urgent problem of today.

Until we achieved independence, we used and studied European pedagogy as a basis for our educational work. The task now is to focus on the study of Eastern pedagogy. Because science first developed in the East, free thinking started from us. The German scientist Herler was right when he said "the East is the teacher of Europe". Indeed, the cultural heritage of the Uzbek people is a vast sea.

The above points alone can be the basis for saying that culture and enlightenment spread from the East to Europe. Because the emergence of schools of literacy and ancient writings in the oldest sources, "Avesta", Sugd, Bactria, Urhun-Enisei, Khorezm and other writings are proof

that the oldest ancestors of the peoples living in this holy land were literate people.

During the VII-XII centuries, culture and science developed incomparably in Central Asia. Especially the interest in exact sciences began to increase sharply. Encyclopedic scholars such as Al-Khorazmi, Farabi, Al-Farghani, Al-Biruni, Ibn Sina, Az-Zamakhshari were born in that historical period. Secular sciences were born side by side with them. Those great thinkers created an incomparable doctrine of human perfection, which was important in their time and later, in enriching the human spiritual and intellectual world, in developing human consciousness, cultural and educational views.

By the 15th-16th centuries, ancient Turkestan brought to the world scholars such as Qazizada Rumi, Ulug'bek, Ali Kushchi, Haydar Khorezmi, Hafiz Khorezmi, Lutfi, A. Navoi, Babur, Abulghozi Bahadirkhan. During this period, a number of cultural and scientific centers were established in the cities of Central Asia. Therefore, the peoples of Central Asia, especially the Uzbek people, and their cultural and educational development have developed to an unprecedented level over the centuries. In addition, his views on morality and human perfection have gained meaning and content that can be an example for the whole world.

It is known from history that whichever state or country is the ruler, it tried to inculcate its ideology, spirituality and moral beliefs in the subordinate country and people.

As a result of the disintegration of Turkestan in October 1924, the path of national culture was gradually blocked. Encyclopedic writing, which has been practiced for centuries, has been banned. First, the writing was based on Latin graphics, then on Russian graphics. This event deprived the peoples of Central Asia of the opportunity to study their cultural history.

The founders of Uzbek science and culture, who contributed to the development of world science, were taught in schools, not the greats of the Muslim world, but the activities of persons who had nothing to do with the perfection of the Uzbek people. Masters of words and gardeners of thought like Ahmad Yassavi and Bedil were expelled from the public education system. The holy book of the Muslim world, the Holy Qur'an, the hadiths of Muhammad, peace be upon him, were persecuted and lost. As a result, the Uzbek people began to lose their national morals and educational traditions. This loss had a negative impact on the development of Uzbek science, culture and pedagogical sciences.

After the independence of the people of Uzbekistan in 1991, on the basis of their new national Qomus, there was an opportunity to approach Uzbek national science and culture, "History of Pedagogy" in a new way, as in all fields. In the past, progressive pedagogues and famous thinkers have mentioned important ideas about pedagogy, the study of which allows the growth of pedagogic thinking and the growth of pedagogic culture.

Ancient teachings are extremely necessary for future pedagogues, they will greatly help them in raising the sons and daughters of our republic to become perfect and perfect people based on the requirements of the time. expands.

Thus, in our oldest history, we enlightened the dark pages of the past eras by comforting our minds only with the findings that refresh our memory about the social and cultural life, people's way of life and worldview, principles of education and spiritual process in the land where our great-grandfathers lived. Most importantly, they can be the key to understanding the essence of the "perfect human personality".

Based on the above-mentioned general conclusions and the data collected in the graduation-qualification work, we found it necessary to offer the following recommendations:

- in the work, the coverage of educational issues in the oldest educational monuments

was scientifically and theoretically substantiated, so that it can be used in theoretical and practical training organized in pedagogy;

- graduation-qualification work can be used in training courses, practical lessons and special seminars.

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**AHOLI ORASIDA OVQAT HAZM QILISH A'ZOLARI KASALLIGINING
TARQALISH KO'RSATKICHI (Surxondaryo viloyatida misolida)****J.J.Jalilov***Toshkent Tibbiyot Akademiyasi Termiz filiali assistenti***R.U. Subxonov., B.Z.Uralov., D.B.Avazov., J.J.Muxammadiyev***Toshkent Tibbiyot Akademiyasi Termiz filiali talabalari*

Bugungi kunda Yer yuzida yashovchi insonlar orasida hazm qilish a'zolari kasalliklari keng tarqalgan bo'lib, bu kasalliklarning ma'lum turlari bilan kasallanib kelmoqdalar. Xususan, O'zbekiston Respublikasining janubida joylashgan Surxondaryo viloyati aholisi orasida ovqat hazm qilish a'zolari kasalliklari 2023-yil 1-aprel holatiga ko'ra 3,1% ni tashkil qilib, asosan qishloq aholisi orasida bu kasallik keng tarqalgandir.

Qishloq aholisi orasida ovqat hazm qilish a'zolari kasalliklarini keltirib chiqaruvchi omillardan biri noto'g'ri ovqatlanishdir.

Viloyat aholisi orasida ovqat hazm qilish a'zolari kasalliklari 3,1% ni tashkil qilib, aholining 18-29 yosh orasida kasallikning 10% ni, 65 yosh va undan oshganlarda 8,1% ni, ayollarda 10,7% bu kasallik bilan kasallanganliklari aniqlandi.

Ovqat hazm qilish a'zolari kasalliklari qishloqlarda yashovchi aholining 4,4% ni tashkil qilib, ulardan, ovqat hazm qilish a'zolari kasalligi bilan kasallangan ayollar 57% ni tashkil qiladi.

Viloyat aholisi orasida ovqat hazm qilish a'zolari kasalligi birinchi marta aniqlanganlar, ya'ni avval bu kasallik bilan og'rimagan, tekshiruv yoki ko'rik natijasida aniqlanganlar 44,5% ni tashkil qilib, ulardan, 18-25 yoshdagilar 6,33% ni, 65 yosh va undan yuqoridagilar orasida 4,76% ni hamda ayollar 33,4% ni tashkil qildi.

Viloyat aholisi orasida ovqat hazm qilish a'zolari kasalligi shahar aholisiga nisbatan qishloq aholisi orasida keng tarqalganligi aniqlandi. Bu ko'rsatkich birinchi marta aniqlanganlar orasida 60 % dan yuqori ekanligi qayt etildi. Viloyat qishloqlarida yashovchilar shu kasallik bilan og'rigan ayollarning 60,8% da birinchi marta aniqlangan.

Xulosa qilib aytganda, ovqat hazm qilish a'zolari kasalliklari Surxondaryo viloyati aholisi orasida uchrash ko'rsatkichi shahar aholisiga nisbatan qishloqlarda yashovchilar orasida ko'p uchrashi qayt etildi. Bu kasallik bilan viloyat aholisi orasida jins bo'yicha tahlil qilinganda ayollar ko'p kasallanishlari aniqlandi.

Ovqat hazm qilish a'zolari kasalliklarini shahar va qishloq aholisi orasida kamaytirish maqsadida profilaktik chora tadbirlar ishlab chiqib, aholi orasida yuqori kurs tibbiyot oligohlari talabalari va umumiy amaliyot shifokorlari keng qamrovli tushuntirish ishlari olib borilsa kasallanish ko'rsatkichi bir muncha kamaygan bo'lardi.

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**AHOLI ORASIDA QON VA QON YARATUVCHI A'ZOLAR
KASALLIKLARI HAMDA IMMUN MEXANIZMGA ALOQADOR
AYRIM BUZILISHLAR (Surxondaryo viloyatida misolida)**

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Qon va qon yaratuvchi a'zolar kasalliklari bugungi kunda Yer yuzida yashovchi insonlar orasida keng tarqalib borayotgan kasalliklardan biri bo'lib, bu kasalliklarning ma'lum turlari bilan kasallanib kelmoqdalar. Xususan, immun mexanizmga aloqador ayrim buzilishlar bilan kasallanish XXI asrda aholi orasida ko'payib borayotganligi xechkimda sir emas.

O'zbekiston Respublikasining janubiy viloytalaridan biri bo'lgan Surxondaryo viloyati aholisi orasida Qon va qon yaratuvchi a'zolar kasalliklari 2023-yil 1-iyul holatiga ko'ra 4,2% ni tashkil qilib, asosan qishloq aholisi orasida bu kasallik keng tarqalgan.

Viloyat aholisi orasida qon va qon yaratuvchi a'zolar kasalliklari hamda immun mexanizmga aloqador ayrim buzilishlar aholining 18-29 yoshdagilar orasida 10,3% ni, 65 yosh va undan oshganlarda 5,9% ni, ayollarda 66,7% zi bu turdagi kasallik bilan kasallanganliklari aniqlandi.

Qon va qon yaratuvchi a'zolar kasalliklar hamda immun mexanizmga aloqador ayrim buzilishlar qishloqlarda yashovchi aholining 6,2% ni tashkil qilib, ulardan ayollar 66,9% ni tashkil qiladi.

Viloyat aholisi orasida qon va qon yaratuvchi a'zolar kasalliklar hamda immun mexanizmga aloqador ayrim buzilishlar birinchi marta aniqlanganlar, ya'ni avval bu kasallik bilan og'rimagan, tekshiruv yoki ko'rik natijasida aniqlanganlar 54,8% ni tashkil qildi, ulardan, 18-29 yoshdagilar 11,3% ni, 65 yosh va undan yuqoridagilar orasida 6,4% ni hamda ayollar 66% da ekanligi aniqlandi.

Viloyat aholisi orasida qon va qon yaratuvchi a'zolar kasalliklari hamda immun mexanizmga aloqador ayrim buzilishlar shahar aholisiga nisbatan qishloq aholisi orasida keng tarqalganligi aniqlandi. Bu ko'rsatkich birinchi marta aniqlanganlar orasida 56,4% ni tashkil qildi. Viloyat qishloqlarida yashovchilar shu kasallik bilan og'rigan ayollarning 55,9% da birinchi marta aniqlangan.

Qon va qon yaratuvchi a'zolar kasalliklari hamda immun mexanizmga aloqador ayrim buzilishlarning asosiy qismini kamqonlik kasalligi egallaydi. Qon va qon yaratuvchi a'zolar kasalliklari hamda immun mexanizmga aloqador

ayrim buzilishlarning 89,7% ni kamqonlik tashkil etadi. Kamqonlik kasalligi bilan kasallanganlar orasida 18-29 yoshlilar 9,8% ni, 65 va undan yuqori yoshlilar 6,5% ni, ayollar 67% ni tashkil qiladi.

Surxondaryo viloyati qishloq aholisining 5,5% i kamqonlikdan aziyat chekadilar, ulardan kamqonlik tashxisi qo‘yilgan ayollar 67,3% ni tashkil qildi. Viloyat aholisi orasida kamqonlik birinchi marta aniqlanganlar, ya’ni avval bu kasallik bilan og‘rimagan, tekshiruv yoki ko‘rik natijasida aniqlanganlar 51,8% ni tashkil qilib, ulardan, 18-29 yoshdagilar 10,7% ni, 65 yosh va undan yuqoridagilar orasida 7,5% ni hamda ayollar 66,3% ni tashkil qildi.

Surxondaryo viloyati qishloq aholisining 53,2% da kamqonlik birinchi marta aniqlangan. Qishloqlarida yashovchilar shu kasallik bilan og‘rigan ayollarning 49,4% da birinchi marta aniqlangan.

Xulosa qilib aytganda, qon va qon yaratuvchi a‘zolar kasalliklari, immun mexanizmga aloqador ayrim buzilishlar Surxondaryo viloyati aholisi orasida uchrash ko‘rsatkichi shahar aholisiga nisbatan qishloqlarda yashovchilar orasida ko‘p uchrashi qayt etildi. Bu kasallik bilan viloyat aholisi orasida jins bo‘yicha tahlil qilinganda 18-29 yoshlilar va 65 va undan yuqori yoshlilarda ayollar 67% ni tashkil qilib, erkaklarga nisbatan ko‘p kasallanishlari aniqlandi.

Qon va qon yaratuvchi a‘zolar kasalliklari, immun mexanizmga aloqador ayrim buzilishlarini shahar va qishloq aholisi orasida kamaytirish maqsadida profilaktik chora tadbirlar ishlab chiqib, aholi orasida keng qamrovli tushuntirish ishlari olib borilsa kasallanish ko‘rsatkichi bir muncha kamaygan bo‘lardi.

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Аннотация: Мақолада Бегали Қосимовнинг жадидшунос сифатидаги фаолиятига кенг ўрин берилган. Адабиётшуноснинг жадидларга бағишланган фундаментал тадқиқотлари ҳақида фикр юритилган. Олимнинг жадидшунос сифатидаги ўзига хос хусусиятлари белгиланди.

Калит сўзлар: жадид, жадидчилик, тадқиқот, характер, йўналиш, истилоҳ, миллат, миллият, ижтимоий- сиёсий ҳаракат, усули жадид мактаблари, жадидшунос, жадидшунослик.

Аннотация: В статье большое место удалено творчеству Бегали Касымова как историка. Рассказывается о фундаментальных исследованиях литературоведа, посвященных прошлому. Определены специфические характеристики ученого как антиквара.

Ключевые слова: Джадид, джадизм, исследовать, характер, направление, революция, нация, национальность

Annotation: The article focuses on Begali Kasimov's work as a historian. The literary fundamental research on the past is discussed. The unique characteristics of the scientist as an antiquarian were determined.

Keywords: djadid, djadidizm, research, character, revolution, the nation, nationality.

Яхлит ҳодиса ҳисобланган жадидчилик ҳаракатининг ўрганилишига умрининг салкам қирқ йилини бағишлаган олимлардан бири Бегали Қосимовдир. Олим жуда катта иштиёқ билан бу мавзунини тадқиқ этгани у яратган фундаментал тадқиқотлардан билиниб туради. Бегали Қосимов ҳақиқатдан ҳам жадид адабиёти ва унинг вакиллари ҳақида қайнаб ёзди. Нафақат, жадид адабиёти, балки жадидчиликнинг туб моҳияти ҳақида теран мулоҳаза юритди. Олимнинг жадидшунослик ҳақида яратган ишларини ўрганиш таҳлил ва тадқиқ этиш бугунги адабиётшунослигимизнинг муҳим вазифаларидан бири десак адашмаган бўламиз.

Бегали Қосимов энг аввало туғма жадид эди. Шу сабабли ҳам у яратган ишларида аниқ мақсад, мантикий бадий таҳлил, адабий- эстетик талқин тамойили етакчилик қилганлигини кузатиш мумкин. Олим ҳаракатни баҳолаш экан уни ижтимоий- сиёсий, маърифий йўналишда эканлигини исбот этди. Ўзига, ёки умуман маълум йиллар ҳаракат ҳақидаги мавжуд қарашларга муносиб тарзда жавоб бера олди. “Чор ҳукуматини йўқотиш жадидларнинг тилагида бор эди. Сиёсий вазифамиз ва мақсадимиз шундан иборат бўлиши яширин эмас. Наинки, биз жадид мактаби очиш билан савдо ҳизматчилари, бошқача таъбир билан айтганда, дўконда ўлтуриб насиё ёзадирғон ҳодимлар етказсак. Бу ишга ақлли одам шу баҳони беришда у ёқ, бу ёқни мулоҳаза қилсун” [1.27] деб таъкидлаган эди 1927 йили Мунавварқори Абдурашидхонов. Салкам 100 йил олдин айтилган мулоҳазаларни Бегали Қосимов ўз тадқиқотларида айнан исботлади. “Жадидчилик оқим эмас, ҳаракат. Ижтимоий, сиёсий, маърифий ҳаракат. Яқингача ҳам у

маърифатчилик ҳаракати деб келинди. Бу атайлаб қилинган эди. Мақсад жадидчиликнинг доирасини торайтириш, социалистик- коммунистик мафкурадан бошқаси кенг халқ онгини қамраб олиши мумкин эмас, деган сохта тушунчанинг асорати эди.”[2.6] Бегали Қосимов жадидчиликнинг характер йўналишини тўғри идрок этган ҳолда, жадид сўзининг маъносини фақат “янги” ёки “янгилик тарафдори” эмас, балки умуман бошқача моҳият касб этишини тушунтирди. Жадиднинг негизида эса янги тафаккур, янги инсон, янги авлод туришини уқтирди. Бегали Қосимовнинг таъкидича, жадидда худди шу уч муҳим хусусият бирлашган бўлиши лозим.

Туркистонда жадидчилик ўз даврида шу қадар сермазмун ҳаракат қилганки, бундан хатто чор Россияси кўрқувга тушган. Албатта, инсоният яратган тарих ва мазкур тарихдаги ҳодисалар орасида бу ҳеч нарса бўлиши мумкин, аммо, улар учун бу ҳаракат ҳамма нарса ҳаёт ва мамот , жуда катта воқелик эди. Туркистон жадидчилиги ҳам ўз-ўзидан вужудга келгани йўқ. Унинг ҳам пайдо бўлиши, ривожланиши ва ҳалокатига маълум бир сабабларни келтириш мумкин. Энг аввало ҳаракатни илхомлантирган куч бу Кавказ ва Волгабўйидаги жадидчилик деб номланган тараққийпарварлик ҳаракатининг бевосита таъсири ва самараси. Бегали Қосимов бу таъсир ва самарага сабабчи бўлган Исмоилбек Гаспрали ҳақида жуда кўп ёзади. Жадидчиликнинг тамал тоши бўлган жадид мактабларининг Туркистонда очилиши ва фаолиятида ҳам Исмоилбек Гаспралининг ўрни бекиёс. Аммо шуни айтиш керакки, бу мактаблар ўлкада тўлақонли фаолият олиб бора олмади, мавжуд тартиб бунга асло йўл бермади. Қайсидир очилганлари ҳам маълум вақтдан сўнг ўз ишини тўхтатган. Сабаби барчага аён. Бундай мактабларда таҳсил кўрган ўқувчилар мустамлакачи давлатга жуда катта ҳавф ҳисобланган, чунки улар энди “дўконда ўлтуриб насиё ёзадирғон ҳодимлар” эмас балки, умуман янги авлод бўлишини Чор Россияси ҳам тўла англаган эди. Бегали Қосимов ҳам мана шу мактаблар ҳақида қиёсий таҳлилларни амалга оширади, бу билангина чегараланмай, чет элларда таҳсил олаётган талабаларнинг тарқалиш географиясини тузиб чиқади, уларнинг миллати, ёши, жинси, кейинги тақдири ҳақидаги маълумотларни синчковлик билан ўрганади. Ўлкадаги мавжуд мусулмон мактаблари, рус- тузем мактабларининг сонини жадид мактаблари билан қиёслаб танқидий муносабат билдиради.

Туркистон ўлкасидаги матбуотнинг вужудга келиши ва унинг шаклланиши жадидчиликнинг ривожига алоҳида ҳисса қўшди. Газета ва журналлар жадидчиликнинг ғоявий асосларига, миллий уйғониш ҳаракатининг кундалик масалаларига эътибор бера бошлади. Жадидчилик мактабдан бошланган ҳамда ундан кейин матбуотга ўтган. Абдулла Авлонийнинг 1924 йил 24- июнь 295- сонли “Туркистон”[2.115] газетасида мўжазгина маълумот тарзидаги мақоласи берилган. Мақола “Бурунги ўзбек вақтли матбуотининг тарихи” деб номланиб, унда Туркистонда мавжуд 31 та газета ва журналлар ҳақида маълумотлар мавжуд. Шулардан 8 таси журнал, қолгани газеталар бўлиб, уларнинг ҳам умрлари турлича эканлигини Абдулла Авлоний санаб ўтган. Журналларнинг ичида энг кўрками ва маънавий ёқдан бойи “Юрт” журнали эди деб эслайди. Аммо, унинг ҳам иши узоқ давом этмаганидан афсусланади.

Бегали Қосимов ҳам матбуотни жадидлар фаолиятидаги асосий нуқталардан бири сифатида кўради. “Туркистон жадид матбуотининг шаклланишида умумтурк матбуоти, хусусан Кавказ, Волгабўйи, Истанбулда оёққа туриб келаётган ва миллий асосга қурилган муҳим рол ўйнайди” [3.40] эканлигини таъкидлайди. Татар матбуоти ва Туркистонда жадидчилик, кардошлик, ҳамкорлик каби масалаларга алоҳида тўхталиб, инкор қилиб бўлмас далиллар билан давр матбуотига муносабат билдирди.

Туркистон тарихининг энг шонли даври бу жадидачилик. Айнан мана шу шонли даврнинг бутун масъулиятни ҳис қилиб, уни комплекс тадқиқ қилган олим эса Бегали Қосимовдир. “Домла ўзбек мумтоз адабиёти, жаҳон классиклари, жадида адабиёти билан ёнма ён яшаб ўтган қадимчилар адабий оламини бафуржа ўрганишни ният қилган эди”. [4.7] деб эслашади устозларимиз.

Хулоса қилинса, Бегали Қосимов умумжадида адабиётининг йирик олимларидан бири эди. Унинг жадидашуносликка қўшган ҳиссаси эса таҳминан қуйидагича:

a. жадида истилоҳини тўғри англай олди, ҳарактер- йўналишини белгилаб берди. Мавзунинг ўрганилиши борасида жуда қимматли маълумотларни тақдим эта олди;

b. жадидачиликнинг тамал тоши бўлган усули жадида мактаблари ҳақида қиёсий таҳлилларни амалга оширди. Мазкур мактабларнинг географиясини тузиб чиқди;

c. жадидачиликнинг бонийси Исмоилбек Гаспирлини учинчи муаллим деб эътироф этди. У ҳақида талай илмий- тадқиқотлар яратди. “ Учинчи муаллим” “ Исмоил Гаспринский ва Маҳмудхўжа Бехбудий” “Исмоилбек Гаспирли” “Исмоилбей ва Туркистонда жадидачилик”; ва бошқалар

d. жадида матбуоти ва матбуотчилигининг Туркистон жадидачилигига таъсири ва самарасини тушунтириб берди;

e. жадида адабиётининг жуда кўплаб ижодкорларини миллатга танитиш йўлидан борди ва бунинг уддасидан чиқа олди. Айнан олимнинг сай –ҳаракатлари ва меҳнатлари эвазига миллат унутган, кези келганда унуттирилган Бехбудий, Сўфизода, Сиддиқий Ажзий, Ибрат, Сидқий Хондайлиқий, Тавалло, кабиларнинг асарлари чоп этирилди. Чўлпон, Авлоний (Абдулла Авлоний номли ўқув қўлланма, Абдулла Авлоний адабий- педагогик портрет ҳам яратган), Фитрат, Юсуф Сарёмий, каби ижодкорларнинг кўпжилдиклари айнан олимнинг меҳнатлари натижасида яратилди;

f. жадидачиликни комплекс ўрганиш лозимлигини ҳар доим таъкидлади. Бу иш ҳам амалга ошиб турли соҳа вакиллари ҳозиргача жадидачиликнинг турли қирралари ҳақида илмий тадқиқотлар яратмоқдалар. Шунинг ҳам таъкидлаш керакки, жадидачилик ҳаракатини ҳеч ким Бегали Қосимовдай кенг миқёсда(комплекс) тадқиқ қилган эмас, бу борада олимнинг мазкур ишларнинг бошловчиси яъни олимларимиз айтганидай жадидашуносликнинг қарвонбошиси дейишимизга тўла асос бор.

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OPTIMIZING METHODS OF DIAGNOSIS AND CATAMNESIS OF OUT-OF-HOSPITAL PNEUMONIA IN CHILDREN WITH ATOPIC PATHOLOGY LIVING IN THE SURKHANDARYA REGION

Propedeutics of children's diseases in pediatrics and family medicine Assistant Professor of Pediatrics

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ANNOTATSIYA

Zamonaviy pediatriyaning eng dolzarb muammolaridan biri pulmonologik va allergik kasallikdir. Bu ularning tarqalishining yuqori darajasi, klinik koʻrinishlarning ogʻir shakli va kasallanishning doimiy oʻsishi bilan bogʻliq boʻlib, bu koʻpincha bolalar hayot sifatining yomonlashishiga, nogironlikka va baʼzi hollarda bolalar oʻlimiga olib keladi. Ular orasida eng ogʻir kasalliklar atopik dermatit, bronxial astma (BA), allergik rinit, diatezlar boʻlib, bu kasalliklar hozirgi kunda nafaqat tibbiy, balki ijtimoiy muammo hisoblanadi. Soʻnggi ilmiy tadqiqotlar maʼlumotlariga koʻra, hozirgi bolalarda shifoxonadan tashqari pnevmoniyalar bronxial astma, allergik rinit, atopik dermatit va diatezlar bilan kuzatilmoqda.

Kalit soʻzlar: pnevmoniya, rinit, statsionar, atipik, antibiotik terapiya, bolalar.

АННОТАЦИЯ

Одной из наиболее актуальных проблем современной педиатрии являются пульмонологические и аллергические заболевания. Это связано с их высокой распространенностью, тяжелой формой клинических проявлений и постоянным ростом заболеваемости, что нередко приводит к ухудшению качества жизни детей, инвалидизации, а в ряде случаев и смерти детей. Среди них наиболее серьезными заболеваниями являются атопический дерматит, бронхиальная астма (БА), аллергический ринит, диатезы, причем эти заболевания являются не только медицинской, но и социальной проблемой. По последним научным исследованиям, внебольничные пневмонии у детей наблюдаются при бронхиальной астме, аллергическом рините, атопическом дерматите и диатезах.

Ключевые слова: пневмония, ринит, стационар, атипичный, антибиотикотерапия, дети.

ANNOTATION

One of the most urgent problems of modern pediatrics is pulmonological and allergic disease. This is due to their high prevalence, severe form of clinical manifestations and constant increase in morbidity, which often leads to deterioration of the quality of life of children, disability and in some cases, death of children. Among them, the most serious diseases are atopic dermatitis, bronchial asthma (BA), allergic rhinitis, diatheses, and these diseases are not only a medical problem, but also a social problem. According to the latest scientific researches, out-of-hospital pneumonias in children are observed with bronchial asthma, allergic rhinitis, atopic dermatitis and diatheses.

Key words: pneumonia, rhinitis, inpatient, atypical, antibiotic therapy, children.

Relevance of the topic

According to the classification of pneumonia, it is divided into three types - community-acquired pneumonia, nosocomial pneumonia and healthcare-associated pneumonia. Among them, ShTP is usually common. Among microbes, bacteria play a key role in the development

of STD. The most common causative agents of STP are *Streptococcus pneumoniae* (30-95%), *Mycoplasma pneumoniae* (9-30%), *Haemophilus influenzae* (5-18%), *Chlamydia pneumoniae* (2-8%), *Legionella pneumophila* (2-10%).), *Staphylococcus aureus* (<5%), *Moraxella catarrhalis* (1-2%), *Escherichia coli*, *Klebsiella pneumoniae* (<5%). In 20-30% of cases, the etiology of pneumonia cannot be determined.

As can be seen from the above, pneumococci (*Streptococcus pneumoniae*), intracellular pathogens and *Haemophilus influenzae* are the main causative agents of STP [4,12]. *Haemophilus influenzae* and *Moraxella catarrhalis* are very rare. They cause STP in older people with chronic diseases, as well as in patients with OSOK. The choice of empiric antibacterial therapy is based on the following factors: the location of the infection, which determines the most likely causative agent, and the patient's risk of infection with antibiotic-resistant microbes. According to the SCAT stratification, it is reasonable and economical to recommend the following antibiotics in the elimination of the causative agents of the following acute uncomplicated diseases in patients who do not have a chronic disease and the causative agent of the disease is not resistant microbes: in pneumonia: amoxicillin or macrolide (azithromycin); in acute rhinosinusitis and acute otitis: amoxicillin or amoxiclav; in acute tonsillitis: amoxicillin or macrolides (spiramycin, medicamycin, azithromycin); In OSOK: amoxicillin or amoxiclav or cefixime [6,16].

Despite the increasing resistance of the main causative agents of respiratory tract diseases to antibacterial drugs, macrolides (azithromycin) are the drug of choice for the initial therapy of pneumonia in patients without chronic diseases and the causative agent is not a resistant microbe in the outpatient treatment of pneumonia in adults (high degree of evidence, I). Respiratory fluoroquinolones (moxifloxacin, gemifloxacin, or levofloxacin 750 mg) (highly based, I) or β -lactams + macrolide (highly based, I) in the presence of chronic diseases and antimicrobial therapy during the past 3 months), as well as amoxicillin (1 g. 3 times a day) or amoxiclav (2 g. 2 times a day); an alternative to macrolides - ceftriaxone, cefuroxime (500 mg twice a day); doxycycline (moderately based, II). If the causative agent of STP is *P. aeruginosa*, antipneumococcal, pneumococcal β -lactams (piperacillin + tazobactam, cefepime, imipenem or meropenem) or levofloxacin (at a dose of 750 mg) or β -lactams, aminoglycosides and Azithromycin should be used together, or β -lactams, aminoglycosides and respiratory fluoroquinolones should be used together. To the treatment scheme of ShTP.

1. Macrolides are included not only for their broad spectrum of action, but also because of their immunomodulatory and anti-inflammatory effects [17,12,15].

2. It is recommended to use respiratory fluoroquinolones or β -lactams, cefotaxime, ceftriaxone, and in some cases ertapenem in combination with a macrolide or doxycycline (as an alternative to macrolides) in the treatment of STP in a stationary setting.

3. In patients with established or high probability of aspiration - amoxiclav, sultamicillin, unazine, piperacillin + tazobactam, carbapenems intravenously or ceftriaxone, cefotaxime intravenously + clindamycin or metronidazole intravenously [8,17].

The purpose of the study: 1. To conduct a retrospective analysis of children with atopic pathology (for example, bronchial asthma, allergic rhinitis and atopic dermatitis) suffering from SHTP living in the conditions of adverse external factors of Surkhandarya region, to determine the level of occurrence of the disease.

2. To study the clinical manifestations and characteristics of the disease in children with SHTP with atopic pathology.

3. Immunological tests, determination of IgE, IL-1B, IL-4, INF γ levels in blood serum.

4. Determination of correlational relationship in the development of atopic pathology SHTP in children.

5. To determine the prognostic value of the main risk factors in children with SHTP with atopic pathology and to develop methods of protection against it.

Research object: Medical history and ambulatory card of patients with SHTP and atopic pathology from 1 to 5 years old are retrospectively analyzed.

Children treated at the Regional Children's Multidisciplinary Medical Center are analyzed.

Check methods: General clinical, biochemical, immunological examinations are carried out. Blood analysis (general blood analysis, blood biochemical analysis (total protein, protein fraction, urea, creatinine, nitrogen balance) and determination of specific IgE (kE/l) concentration in blood serum. statistical processing of the obtained results according to Student's criteria.

Chest x-ray, ECG, and peak flowmetry are instrumental examination methods.

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Badiiy asarni tahlil qilishda shakl va mazmun masalasi alohida ahamiyatga ega. Ular hayotning barcha jabhalarida ajralmas birlik sifatida namoyon bo‘lgani kabi adabiyotda ham ajralmas birlikda mavjud bo‘ladi. Mukammal mazmun o‘z ifodasini topishi uchun uni hayotga olib keluvchi va moddiylashtiruvchi shaklni talab qiladi. Mazmun va shakl bir-biriga uyg‘un bo‘lgandagina asar mukammal bo‘ladi.

She‘rlar tahlilida Qozoqboy Yo‘ldoshevning quyidagi fikrlari ahamiyatlidir: “...tahlilda shakldan mazmun sari borilsa, asarning badiiy qatlamlariga chuqurroq kirish imkoni paydo bo‘ladi. Chunki badiiy asarning go‘zallik qirralari ko‘proq shaklda namoyon bo‘ladi va bu hol ilmiy tahlilni chegara bilmas darajada teranlashtirish imkonini beradi. Shaklning qirralari kashf etilgani sari undan chiqadigan badiiy mazmun chuqurlashib, xilma-xillashib boraveradi”¹. Ushbu fikrlardan kelib chiqqan holda Halima Xudoyberdiyeva to‘rtliklarini tahlilga tortamiz.

Ko‘klam ham goh aldar, g‘o‘r, boli yo‘qdir,

Aldashga yozdayin dajjoli yo‘qdir.

Kuzdan bir amallab aldanmay o‘tsam,

Qishning aldashgayam majoli yo‘qdir.

Ma‘lumki hayot – har bir inson uchun berilgan sinov muddatidir. Undagi har bir kun, soat, daqiqani g‘animat bilib, uni foydali ishlar bilan o‘tkazmoqlik, oxirat uchun sa’y-harakat qilib, xayrli amallarni bajarmoqlik har bir kishi uchun muhim. Zero, Imom Buxoriy rivoyatlarida keltirilishicha bo‘sh vaqtni g‘animat bilish haqida Payg‘ambarimiz mashhur hadisi shariflarida shunday deganlar: “Ikki (buyuk) ne‘mat borki, ko‘p odamlar ulardan g‘aflatda qoladilar. Ular – sihat-salomatlik va bo‘sh vaqtdir”.² Yuqorida keltirilgan to‘rtlikda insonning butun umri fasllar timsolida tasvirlab beriladi.

Bahor – qishki uyqudan keyin tabiatning uyg‘onish davri. Bahorni odatda gullab-yashnagan tabiat, qushlarning chug‘ur-chug‘uri, iliqlik kabi yoqimli tasvirlar bilan ko‘z oldimizda gavdalaniramiz. Bahor qayta tug‘ilish, umid va yangi hayot demakdir. Bahor – badiiy adabiyotda yoshlik va sevgi timsoli, insonning yosh, navqiron davrlari sifatida tasvirlanadi. Yoshlik davri inson hayotidagi eng g‘animat davr hisoblanadi. Ayni kuch va shijoatga to‘lgan, hamma narsaga qiziquvchan va ishonuvchan davr. Shuning uchun ham lirik qahramon ayni paytda g‘o‘rligi tufayli gohida aldanadi. Badiiy adabiyotda bahor kunning ertalabki paytiga qiyoslanadi.

Yoz – yaraqlagan quyosh, issiqlik va xursandchilik davri. Yoz – gullagan dalalar, yam-yashil daraxtlar, qushlarning maftunkor ovozigacha burkangan tabiat. Yoz hayotiylik, erkinlik va quvonch ramzi, baxt va hayotdan zavqlanish davri sifatida tasvirlanadi hamda kunga qiyos etiladi. Yuqoridagi misrada shoir “Aldashga yozdayin dajjoli yo‘qdir”, – deydi. Dajjol so‘zi O‘zbek tilining izohli lug‘atida “iblis”, “shayton” ma‘nolarida ifodalanadi. Demak, yoz fasli inson hayotining shayton yo‘ldan ozdirishga moyil bo‘lgan davrlariga nisbat beriladi.

¹Yo‘ldoshev Q. Badiiy tahlil asoslari. – T.: Kamalak. 2016. – B.123

² www.sammuslim.uz

Kuz – yig‘im-terim, hosildorlik davri hamda qishga tayyorlanish pallasi. Badiiy adabiyotda kuz to‘kilgan barglar, o‘zgaruvchan havo, salqin esuvchi shamol kabi tasvirlarda gavdalaniriladi. Kuz – go‘zallik va yoshlikning o‘tishini ifodalovchi tasvir hamdir. Kunning kech paytiga qiyoslanadi hamda inson hayotining keksalik davrlarini ifodalaydi. Shoir kuzdan ham bir amallab aldanmay o‘tib olish ilinjida. Sababi qishning aldashgayam majoli yo‘q. Qish – qor, sovuq va muzlagan tabiatni aks ettiradi. Badiiy adabiyotda qish oppoq rangga burkangan tabiat, ayoz hamda sukunat tasvirlari bilan ifodalanadi. Qish inson umrining kechasi, qarilik davrlari. Shu boisdan qishning aldashgayam majoli yo‘q.

She‘r shaklan to‘rt misradan iborat bo‘lsada, unga teran falsafiy fikrlar, bir necha bandli she‘rga teng keladigan mazmun singdirilgan. “Shakl konservativroq hodisa bo‘lganligidan uzoq yashovchanlik xususiyatiga ega. Mazmun esa o‘zgaruvchanlikka moyil hodisa bo‘lib, har bir badiiy asar mazmunan o‘zicha originaldir. Sababi, o‘sha asarni yaratgan ijodkor – Individ, u dunyoni o‘zicha ko‘radi va baholaydi. Shunga ko‘ra, hatto oshkor taqlidiy ruhdagi asar ham mazmunan original (mazmunan originallik bu o‘rinda ijobiy baho ma‘nosida emas, balki umuman o‘ziga xoslik, boshqalarga aynan o‘xshamaydigan degan ma‘noda tushuniladi) sanaladi.”³ Halima Xudoyberdiyeva she‘riyatning qaysi shaklida ijod qilmasin, mazmun bilan uyg‘unlashgan holda go‘zal ijod namunasini yarata olgan ijodkor. Qaysi poetik shaklda yozmasin, inson ichki kechinmalari betakror talqinda ifodalaganligi kuzatiladi.

Foydalanilgan adabiyotlar ro‘yxati:

1. Yo‘ldoshev Q. Badiiy tahlil asoslari. – T.: Kamalak. 2016. – B.123
2. www.sammuslim.uz
3. D.Quronov. Adabiyot nazariyasi asoslari. – T.Navoiy universiteti. 2018. – B.92

³D.Quronov. Adabiyot nazariyasi asoslari. – T.Navoiy universiteti. 2018. – B.92

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Abstract: Character is one of the main tools that serve to express the idea of the work. when creating a creative character, he imposes certain ideological goals on him, therefore, he is the product of long observations and great experience. In this article, various criteria and tasks of character are analyzed through Luqman Borikhon's novel "People in the Heat".

Key words: character, Aristotle, Poetics, 4 rules, purpose, originality, authenticity, consistency.

INTRODUCTION

Character is one of the phenomena that closely introduces the characters to the reader in the work, and causes the formation of a certain conclusion and imagination about them. In general, character refers to the characteristics of people, aspects that show their individuality, and just as there are no people with the same fingerprint in the world, there are no people with the same character, there can only be people with similar characteristics. In general psychology, character is defined as "a set of such psychological, subjective relationships in a person, which represent his attitude to existence, people, objective activity and himself." So, the character is mainly manifested in relationships. In the dictionary of literary studies, the scientific definition of character is given as follows: "Character (y. character - trace, sign, distinguishing feature) - artistic character; a human image that harmoniously embodies the most important general characteristics of people of a certain period and environment and individual characteristics of a particular person"[1; 354p.]. In fiction, various demands are placed on the character, ideological tasks are imposed.

MAIN BODY. The relationship to character was also important in ancient literature, and as proof of this we can see that Aristotle's Poetics (On the Fine Arts) focuses on the subject of character and explains its four purposes in detail. Aristotle says that the first and main goal of character is its nobility. In this case, the philosopher emphasizes that if a person has a certain goal in every word and action, it can be a character: "If a person aims for good goals, his character will also be good. It can exist in every person: a woman and even a slave may be good, the former may be worse (than a man), and a slave may be even worse" [2;40p.]. Of course, the writer imposes a certain spiritual idea on each character he introduces into the work, whether he is the main character or an episodic character, and in his place creates a suitable character image for this idea to emerge, Aristotle as written, character means purpose. In fact, character is a product of a person's inner world, a process that manifests his identity in his actions towards his goals. In his place, the writer, depending on whether the hero embodies the image of a good or bad person, infuses one of the negative or positive aspects into his character in a greater amount, thus creating different categories of characters that serve to express the idea of the work. Similarly, in the novel "People in the heat" by Luqman Borikhan, the old widow who was invited to a ceremony in the village does not say anything important in the work or does an important work, but her momentary appearance in the events of the work, the strange image of his appearance serves to reveal the main idea of the novel. That is, the young widow Lola Khan seems to see her future in the image of this old woman. The old woman who lives in so much honor and fame reveals the bitter truth to Lola Khan that she still has a small soul in her heart,

that she needs love and someone to lean on. No matter how much he is admired and appreciated by his loved ones, he is lonely at heart, thirsty for love. This aspect of the character, which has not lost its importance despite the passage of time, is an effective way to fulfill the task assigned to the hero. The second goal of the character, that is, its characteristic, is defined as its uniqueness: "Secondly, characters must be unique: a character can be brave, but a woman does not have courage and strength" [2;40p.] Of course, in differentiating between the king and the common people, in addition to their behavior, clothing, thinking, outlook, and speech are the main distinguishing tools, the differences between the images of women depicted in the same status in similar works are reflected in their character aspects. Uniqueness is one of the main criteria of character, and it requires great skill from the writer. After all, in order for a writer to create the image of a wrestler or a rider in his work, he must deeply study their character traits, their way of thinking and use them correctly. In particular, in the novel "People in the Heat", Luqman Borikhon tells the events of the work in the language of the boy Samad, describes them in an innocent, simple, funny way, similar to Samad's character and worldview, and tells the story of the events of the work in accordance with his character. In this place, Samad's character is different from that of his other peers, Tolqin or Durbek, and it is seen that Luqman Borikhon deeply analyzed the world of children of Samad's age and combined aspects that remind both children and adults in them. We are happy Or Shabnam and Lola Khan are both grown-up, loving, beloved girls, but their attitude towards love is reflected in their characters differently, that is, the uniqueness of the character, put Shabnam on one side and Lola Khan on the other. "Thirdly, the characters (life) must be truthful: this is absolutely different from what was said above, and it does not mean that they should be portrayed as good or handsome" [2;40p.]. In general, when creating a character, the artist summarizes and describes one or another aspect of people with different characteristics in life. In this process, in order to ensure the vitality of the character, he certainly cannot describe him without flaws and defects, otherwise, just as there is no absolute good or bad person in life, in the work an impeccable hero also exposes his fakeness, he cannot gain the reader's trust, therefore, Aristotle mentions the need to take this aspect into account when creating a character. In the same way, if in the novel, in the passage from the diary of Shunqor Hobil, there are no sentences indicating that Lola Khan is also a young widow thirsty for happiness, the reader will see Lola Khan as a "goddess who lives without needs", and that such people do not exist in real life, they exist only in fairy tales. I believe this could overshadow the success of the work. The fourth purpose or characteristic of character is called its consistency.

RESULTS. As a matter of fact, a great task is assigned to the character in a work of art, because the character of the hero is not only the character and aspects of a person, but also the features that serve to express the idea of the work, the author's intention, and give the breath of the society, era, and social existence in which the hero lives. and should embody it. "Indeed, character is the basis of a work of art. All actions and images are focused on revealing the essence of character" [3;160p.]. For this reason, character creation requires fine sensitivity, observation and skill from the writer. He should create or select character traits that are suitable for his character, in proportion to his profession, age, position in the work, and his role. However, when it comes to its place, it is necessary to show the level of character traits typical of an ordinary rider and the character of a chairman (L. Borikhon "People in the Heat").

CONCLUSION. That's why, "Character combines many elements of artistic creation (plot, composition, language) in itself, or rather forces it to "work" [4;48p.]. That is, if the character is a form in relation to the content of the work, then the plot, composition, language

(all tricks of the style) are a form in relation to the character. In fact, the character of the character is revealed in the development of the work's events, exposition, climax, conflict, author's or narrator's speech, portrait, dialogue, monologue, etc.

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Abstract. This article reveals digital technologies, the stages of their development, and the possibilities of use in a post-industrial society.

Basic words. post-industrial society, digital pedagogy, digital competence, digital skills, history of digital technologies

Introduction. Today we live in a post-industrial society, in which, as a result of the scientific and technological revolution and significant growth in income, priority has shifted from the production of primary goods to the production of services. A post-industrial society is a society in which the service sector has priority development and exceeds the volume of industrial production and agricultural production.

The development of digital pedagogy was driven by digital technologies and its purpose was to provide the technological capabilities of digital technologies as a means of learning. At the same time, as a result of the interaction of subjects of the educational process, the quality of education partially increased and the emergence of a new quality appeared. Such a scientific and technological revolution has led to the emergence of new terms as a new reality, such as digital economy, digital educational space, digital pedagogy, digital medicine and healthcare, etc.

In society, modern teachers are constantly faced with the challenge of improving education and teaching methods to meet changing requirements. To be successful in the future, teaching and learning needs to know how to use digital technologies to achieve digital literacy and digital competencies.

In fact, modern young people actively interact in two worlds - real and virtual at the same time. In this regard, both teachers and students need to have a set of digital literacy and digital competencies to effectively organize educational activities [2].

Main part. Digital competence involves the ongoing acquisition of the ability to critically, reliably, safely and effectively identify and use communication and information technologies in all areas of life. In the last century, many effective technologies were introduced and improved in the education system, among which digital technologies occupy a special place. Digitalization was expected to lead to a revolution not only in the economic sphere, but also in teaching and learning, creating a number of important improvements and breakthroughs in terms of equal access to education and the rapid growth of educational services.

In the history of the development of digital educational technologies, three main stages can be distinguished (Figure 1).

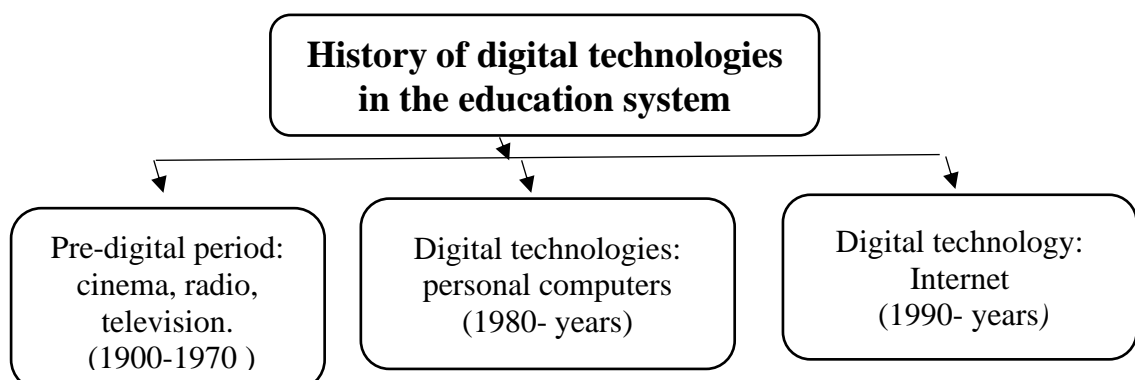


Figure 1. History of digital technology and education system

Pre-digital educational technologies is film, radio and television. They were included in the educational process in the 1920s. Television came a little later, in the 1950s. These innovations have been slower to take hold in rural, regional and remote areas. At that time, these technologies were not available to everyone at home and were not adapted for special educational purposes. Ideas of efficiency and productivity spread rapidly with the advent of industrialization, and the strategies became educational technologies that could be accessed directly and efficiently by large numbers of students. The combination of media, especially television, has become an effective mechanism for expanding audiences, which is considered to be the closest thing to real-life experiences. Public opinion of these technologies and their benefits was so positive that some students were able to learn everything they needed for an education by watching movies and television shows or listening to radio programs, which was in line with the popular educational views of the time. This approach to education is usually called objectivism [3].

Digital technologies and the Internet. Entering the educational process in the 90s of the twentieth century, the third “century” of educational technologies is the era of digital technologies and Internet communications. In particular, the era of using computers and other devices connected via local networks began. Access to the Internet and distance learning opportunities have led to the democratization of education and increased access to educational services. By the late 1990s, most schools had Internet access and some form of Internet use [1].

At the beginning of 2000, the opportunity arose to take advantage of the more dynamic capabilities of the Internet. This has resulted in people living in the community being able to communicate online and create content online. The main aspects of this change are that Opera, Google Chrome, Yandex and other search programs began to use the natural language search capabilities of the Internet.

Summary. In conclusion, the main aspect of digitalization is that digital technologies, which become complex and demanding, take their place in the public consciousness. Despite progress in introducing technology into teaching, there are also problems in using digital opportunities in the practice of teachers and educators. For example, limited ability to acquire the latest digital technologies or selective use of available information after accessing the Internet, difficulties in sorting, etc. However, today the use of computers, electronic boards, telephones, the Internet and software serves to improve the quality and efficiency of education.

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**ASTRONOMIYA O'QITISHDA O'QUVCHI VA TALABALAR BILIMINI
KOMPYUTER TEXNOLOGIYALARI ORQALI BAHOLASH METODLARI.**

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Navoiy davlat pedagogika instituti talabasi

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

Annotatsiya: *Jamiyat taraqqiyoti, mamlakatimizda ta'lim sohasida ilmiy-metodik izlanishlar olib borish, jumladan kompyuter texnologiyalarini ta'lim tizimida foydalanishga oid yangi turdagi dastur va darsliklarning yangi avlodini yaratish, kompyuter texnologiyalaridan foydalangan holda dars mashg'ulotlarini tashkillashtirish zarurati tug'iladi. Ayniqsa, oxirgi uch yil davomida ta'lim tizimida o'quv jarayonlari masofaviy olib borilayotganligini inobatga olsak, axborot- texnologiyalarining xizmati yaqqol ko'zga ko'rinib qolmoqda.*

Oliy ta'lim muassasalarida ham axborot-kommunikatsiya texnologiyalaridan foydalanish va uni zamonaviy dars jarayoni tarkibiga kirib borishi masalasi bugungi kunda juda dolzarbdir. Bu vazifani amalga oshirishda pedagog o'qituvchilarning o'rni muhim bo'lib, ulardan axborot- texnologiyalari bo'yicha kuchli bilim, malaka va ko'nikmalarga ega bo'lishlari talab etiladi. Shundagina o'qituvchi zamonaviy talablarga javob bera oladigan shaxslarni tayyorlaydi va shakllantirishga erisha oladi.

Dars mashg'ulotlarini tashkil etishda axborot-kommunikatsiya texnologiyalaridan foydalanishning asosiy maqsad va vazifalari:

dars jarayonini o'qitishning zamonaviy texnik vositalari asosida tashkil etish;

dars jarayonida astronomik hodisa yoki jarayonlarni vizual yoritish asosida talaba bilimini kengaytirish;

o'qituvchi va talaba o'rtasida virtual muhitda o'zaro muloqot munosabatlarini o'rnatish;

talabalar bilimini xolisona va shaffof baholashni tashkil etish;

talabalar o'z bilimini o'zi baholashini tashkil etish va h.k.

Shuningdek, pedagog-o'qituvchilar faoliyatida axborot-kommunikatsiya texnologiyalarining quyidagi afzalliklari mavjud [125; 118-121-b.]:

vaqtni tejash;

materialni obrazli taqdim etish qobiliyati;

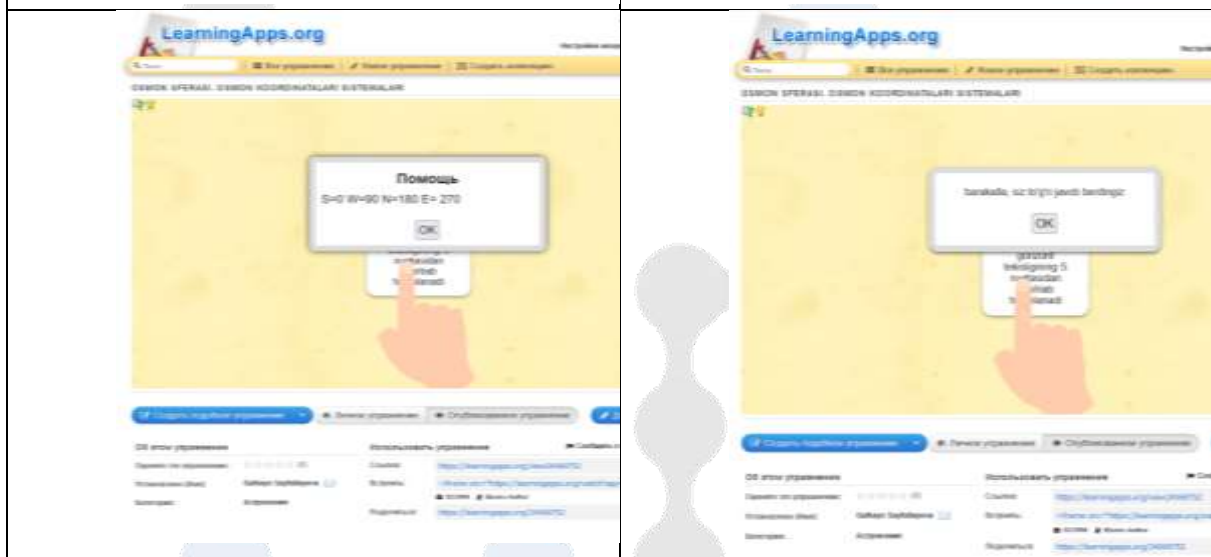
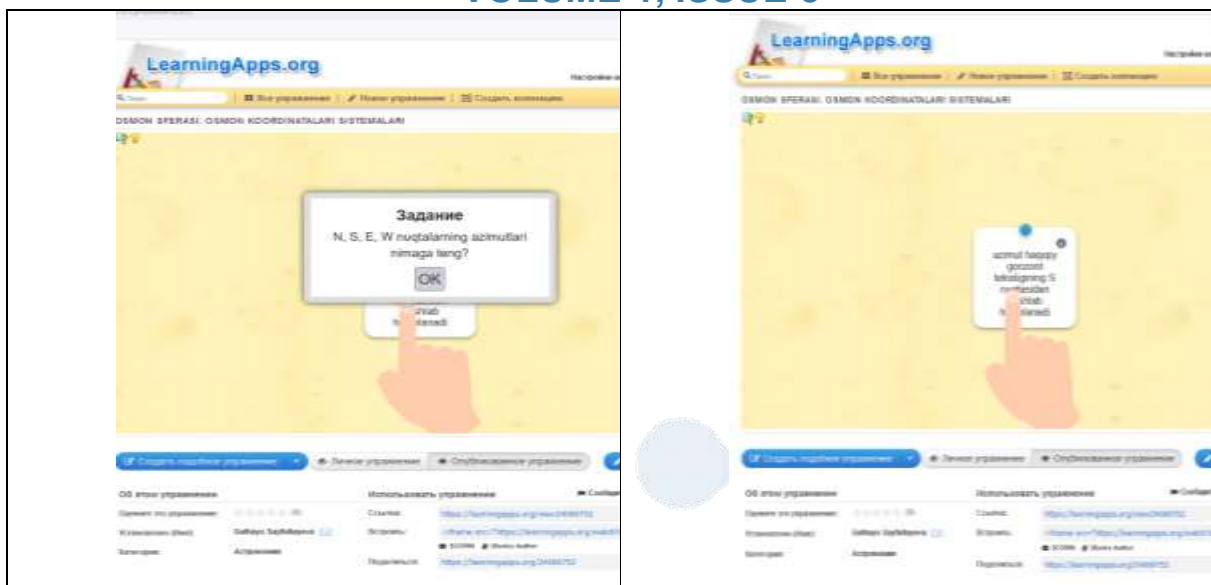
qisqa vaqt davomida talabaga ko'proq ma'lumot yetkazish

Fanga chuqur va mustahkam qiziqish uyg'otish uchun talabalarning fikrlash qobiliyatini va diqqatni faollashtiruvchi, ilmiy-texnika rivojlangan sharoitda bilimning ahamiyatini tushuntirishga yordam beruvchi usullarni qo'llash lozim. Talabalarning fanga qiziqishlarini tarbiyalash ko'pgina texnik masalalarni hal qilishlariga yordam beradi. Oliy ta'lim muassasalarida talabalarning astronomiyaga qiziqishlarini uyg'otishdagi asosiy manba o'qituvchining darsdagi faoliyati, uning shaxsiy sifati va talabaning bilish faolligini aniqlay olishidir. Talaba faolligini faqat bir dars davomida aniqlay olish mushkul, sabab astronomiya kursidan amaliy va laboratoriya mashg'ulotlariga juda kam soat ajratilgan. Bu soat ichida talaba o'z faolligini to'laligicha ko'rsata olmaydi. Talaba faolligini oshirishi uni o'zini o'zi nazorat qilishi uchun astronomiya fanida bir qancha dasturlardan foydalanish qo'l keladi. Shunday

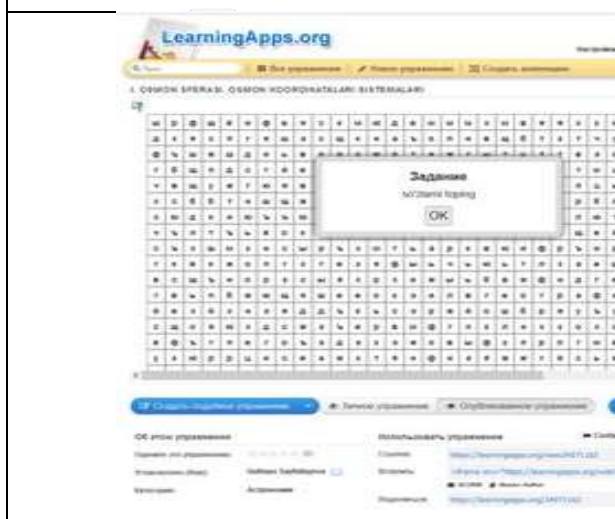
dasturlardan biri bu LearningApps dasturi hisoblanadi. Interaktiv LearningApps dasturi talabalarga dars mashg'ulotlarini o'yin tarzida yetkazish, o'tilgan dars mashg'ulotini mustahkamlashda va o'z-o'zini nazorat qilish imkoniyatini beradi. Bunda talabalar bilimni nazorat qilishda mashqlar yoki masalalarni tekshirishdan voz kechilib, vaqt tejaladi. Topshiriqlarini ishlab chiqaruvchi interaktiv modul (mashqlar) yordamida o'quv jarayonini qo'llab-quvvatlash o'qituvchi va talaba oldindan mavjud va tayyor andozalar bo'yicha interaktiv modullarni yaratishi mumkin. Ushbu xizmat orqali yaratilishi mumkin bo'lgan interaktiv topshiriqlarning asosiy g'oyasi shundaki, talabalar o'z bilimlarini o'yin shaklida sinab ko'rishlari va mustahkamlashlari mumkin bo'ladi, bu esa ma'lum bir o'quv predmetiga o'zlarining qiziqishlarini shakllantirishga yordam beradi. Ushbu xizmat ko'p sabablarga ko'ra universal hisoblaniladi.

O'qituvchi va talaba orasida onlayn masofaviy muloqotda bo'lish aniq va chegaralangan vaqtni talab etmaydi, chunki o'qituvchi va talaba o'zining bo'sh vaqtida zarur vazifalar va ko'rsatmalar berib, ularning bajarilishini qabul qilishi mumkin. Shuningdek, talabaning mavzuni samarali o'zlashtirishi uchun yetarlicha ta'lim resurslarini joylashtirish mumkin bo'ladi. Bu esa har ikki tomon uchun ham afzalliklarga ega. Biz tadqiqotimiz davomida LearningApps dasturi orqali astronomiyadan amaliy mashg'ulotlar bajarishga doir bir nechta mashqlar yaratdik, natijada berilgan topshiriqlar asosida talaba o'z bilimni mustahkamlaydi va o'z-o'zini nazorat qiladi. Dastur asosida yaratilgan topshiriqlar turli xil shakllarda yaratilgan bo'lib, talaba o'zi mustaqil ravishda bajarishi mumkin bo'lgan vazifalarni tayyorlab, elektron pochta orqali o'qituvchiga yuborib u bilan onlayn muloqotda bo'ladi. LearningApps dasturidan foydalanishdan avval foydalanuvchi, elektron pochta ochishi va shundan keyin, LearningApps dasturiy platformasida o'zining shaxsiy kabinetini yaratishi uchun ro'yhatdan o'tishi mumkin.

LearningApps dasturining yana bir afzalligi shundaki, unda o'qituvchi o'zining ma'lumotlar bazasiga boshqa o'qituvchining ma'lumotlarini ham bemalol kiritib qo'yishi mumkin. Bu esa o'qituvchida masofadan turib boshqa o'qituvchi bilan metod va tajriba almashish imkoniyatini beradi. Shuningdek, LearningApps dasturiy platformasi yordamida boshqotirmalar ham tayyorlash mumkin. Bu esa astronomiya kursi bo'yicha talaba mustaqil ta'lim sifatini ham oshiradi. Bu boshqotirmalarni o'qituvchi tayyorlashi talaba ishlashi va o'z novbatida talaba ham tayyorlab boshqa talabalar ham ishlashi mumkin. Chunki, yuqorida aytganimizdek, LearningApps dasturidan foydalanuvchi boshqa bir foydalanuvchining ma'lumotlarini ko'rishi va o'zida saqlashi mumkin. Rasmda, talabalar tomonidan LearningAppsda tayyorlangan topshiriqlar va ularning boshqa talabalar tomonidan bajarilganlik natijalari keltirilgan. Olib borilgan tadqiqot natijalari shuni ko'rsatdiki, LearningApps dasturiy platformasiga talabada fanga bo'lgan qiziqishning ortishida va mashg'ulotlarni oson va tez o'zlashtirishida yordam beradi. Talaba bilimni o'zini – o'zi va do'stlari yordamida nazorat qilishi esa bu fan doirasida talabada sog'lom raqobat muhitini yaratdi. Bu esa talabaning yanada ko'proq mustaqil ishlashi va bu fanni chuqur o'zlashtirishiga turtki bo'ldi. Bu esa talabaning kompetentligini oshishiga olib keldi. O'qituvchiga esa mavzu yuzasidan talaba bilimni nazorat etishi uchun kam vaqt sarflandi.



LearningApps dasturiy platformasida mavzuni mustahkamlash uchun savollar tuzish



LearningApps dasturiy platformasida krassvord tuzish

a) LearningApps dasturiy platformasida test yaratish

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Using an integrative approach in developing students' competence in fractal graphics***B.I. Esanbayev,****basic doctoral student, of the Navoi State Pedagogical Institute*

Today, due to the improvement of computer graphic programs, there is a need to develop new approaches to developing students' competence in fractal graphics [1, 2]. It is considered appropriate to use the integration of mathematics, geometry, physics, color image, drawing and mathematical modeling, programming disciplines in the development of students' competence in fractal graphics. Because the emergence of computer graphics as a science, these sciences serve as a basis. That is, the formation of informatics as an independent science appeared on the basis of the intersection of mathematics and cybernetics, and computer graphics developed as a component of informatics, that is, due to the emergence of modern computers and the development of appropriate software for them. The creation and development of computer technologies is based on mathematical rules. Therefore, one cannot become a competent expert in the field of informatics and information technologies without good knowledge of mathematics. Therefore, it is possible to come to the following conclusion, that is, one cannot be a competent expert in computer graphics without knowing mathematics. Here the question arises: what do you need to know from a mathematics course in order to successfully develop the fundamentals of computer graphics and become a modern expert in this field?

Analyzing the content of computer graphics science, it consists of studying the tasks related to making simple graphics, i.e. modeling lines, circles, rectangles, squares and various objects and structures to graphic primitives, coloring objects, designing various graphic projects. Therefore, it is necessary to use the integration of mathematics, geometry, physics, color image, drawing and mathematical modeling, programming sciences in the development of students' competence in fractal graphics. In today's education system, interdisciplinary integration is becoming more and more popular. This is natural, because the integration of disciplines aimed at the development of independent scientific research, the ability to pose problems, collect and process data, conduct experiments, and analyze the obtained data are among the active teaching methods used by specialists. is one. Teaching with the help of integration of sciences helps to develop analytical thinking of students, creative approach to reality events, formation of skills of objective evaluation of these events and formation of ability to use additional sources of knowledge and resources. Let's consider geometry as an example. A point in geometry, like a pixel in computer graphics, has no dimension and is an elementary concept. Later, this concept is extended to a straight line or a curve, then a circle, a rectangle, and so on.

To create geometric shapes and drawings, equipment such as a ruler, circle, and protractors are used. In geometry, special attention is paid to constructions using only a compass and a ruler. Construction of geometric shapes in computer graphics is done in several ways, depending on the software of the task: using the built-in functions of the graphics module or the library of programming languages (for example, rectangle, line, circle, ellipse), etc., using the appropriate tools of the graphic interface graphic editors are used.

Also, computational mathematics is of great importance for a deeper understanding of algorithms and methods of fractal graphics [3]. The topic of its study is the definition of computational algorithms and criteria, their quality assessment, the theoretical foundations of digital algorithms, as well as the issues of their computer implementation, including the problems of digital simulation, play a major role in the process of understanding the modern scientific understanding of the rules of fractal graphics. plays The direction of the importance

of computational informatics is the main core of the content of teaching computer graphics [2]. In this case, most of the mathematical models simplify the problem solving methods. Regardless of the types of problems and the methods used, there are three main principles: discretization, approximation and algebraization [3]. Among these principles, discretization is one of the important features of the algorithm.

Any algorithm cannot be described without dividing it into steps. It is discretization that allows you to display graphic objects point by point on a plane. Mathematical modeling and numerical methods, their knowledge and understanding allow a deep understanding of the methods and algorithms of the mathematical foundations of computer graphics [4].

In conclusion, it is necessary to use an integrative approach in teaching fractal graphics to students. In this, students are directed to write code in modern programming languages by developing mathematical models and algorithms for generating given images. As a result, students' creative thinking and competence in fractal graphics will be developed.

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HOW TO MAKE CREATIVE TEACHING ATMOSPHERE IN THE CLASSROOM

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Annotation: This article provides practical strategies and insights on fostering a creative teaching atmosphere in the classroom. It explores the importance of creating an environment that encourages curiosity, exploration, and innovative thinking among students. Drawing on research and real-world examples, the author discusses various techniques such as incorporating hands-on activities, promoting open-ended discussions, and integrating technology to engage students' creativity. The article also highlights the role of the teacher in facilitating a supportive and encouraging atmosphere that nurtures students' creative potential. By offering concrete suggestions and emphasizing the benefits of a creative teaching atmosphere, this article serves as a valuable resource for educators seeking to enhance student creativity and foster a dynamic learning environment.

Key words: sharing knowledge, traditional method, creativity, teachers' role, inspire students, warm-up activity, revising, interactive method, giving feedback.

Teaching is the process of sharing knowledge and experience. The main goal of teaching is to ensure that learning is effective and useful for learners. In the current modern world, it is really challenging to make a teaching more intriguing. Because of the fact that, students feel boredom and not able to feel connection to the lesson when teachers use traditional and ordinary teaching methods. That is why, in order to grab student's attention, teachers should be creative by using interesting activities and methods.

There are numerous benefits of this kind of activities for both students and teachers in classroom. For example, involving creativity in classroom for students helps in making teaching-learning more enjoyable for students where they can learn in a quick way. Moreover creative learning is also more existing than traditional types of learning, which encourages children to participate. It is true that all children learn differently and at different paces, so this methods help them to pay full attention by working individually. As the result, it leads to build self-esteem for students. Also, a creative classroom can be a powerhouse of a different types of communication and students may take an advantages of becoming better communicators, as well as, by participating group projects they may be better problem-solvers and learn how to understand and welcome other's view. Creative teaching isn't about going against the teaching of essential knowledge or a lowering of expectations in the children's learning. It is more about engaging and enhancing a child's imagination, stretching a child's ability to evaluate and discover their collaborative capacity. In addition, at the most fundamental level, the focus of education has to be on creating the conditions in which students will want and be able to learn. Everything else has to be arranged on that basis."

The teacher's role is to facilitate learning and create situations where students can explore the knowledge themselves. The first one is that teachers have to be passionate about what they are teaching and inspire students with their own passions. Secondly, they need to help students become confident and independent to sharpen their skills and expertise. Lastly, they should create situations where students can experiment, ask questions and assess their original thinking. Teachers should have good strategy to create joyful learning in classroom. There are several strategies that Walker had mention on this book. Those strategies are schedule brain breaks, learn on the move, recharge after school, simplify the space, breathe fresh air, get into

the wild, keep the peace, recruit a welfare team, know each child, play with your students, celebrate their learning, pursue a class dream, , start with freedom, plan with your students, make it real, demand responsibility, teach the essentials, bring in the music, prove the learning, discuss the grades, welcome the experts, and don't forget joy.

Traditionally the role of the teacher has been as a purveyor of information: the teacher was the fount of all knowledge. This suggests a picture of students sitting in rows in front of the teacher who is talking and passing information to students with the aid of a blackboard, while the students either listen passively or, if the teacher is lucky, take their own notes. This, of course, is not true any more. The modern teacher is a facilitator: a person who assists students to learn for themselves. Instead of having students sitting in rows, they are likely to be in groups, all doing something different; some doing practical tasks, some writing, some not even in the room but in another part of the building using specialist equipment or looking up something in the library. All of the students might well be at different stages in their learning and in consequence, the learning is individualized to suit individual requirements and abilities. This change from the traditional model is the result of a number of factors. First, it is recognized that adults, unlike small children, have a wealth of experience and are able to Objectives Entry Behavior Instructional Techniques Assessment 5 plan their learning quite efficiently. Second, not all individuals learn in the same manner, so that if a teacher talks to students some might benefit, but others might not. Third, everyone learns at their own pace and not, of necessity, at the pace set by the teacher. Hence, the individualizing of learning has defined advantages. Research into the ways that people learn has not provided teachers with any specific answers. If it had, all teachers would be using the same techniques. However, researchers have identified that learning is generally more effective if it is based on experiences; either direct experiences or experiences that have been read about. Of the two types of experiences, the former is more likely to be effective than the latter. Thus concepts that are able to be practiced or seen are more likely to be learning. To apply this in a practical situation in post-16 education and training, learning is more likely to be effective when it is related to, and conducted in, the knowledge of a student's (work) experience. The most important thing is that joyful learning become the important thing in education. For example, Finland has proven that education should make students happy rather than stress. Finnish school will give frequent fifteen minutes breaks throughout each day for students and teachers. They can relief their stress in break times and help they to become more focus in the next learning time. They believe students and teachers are human *being*, not human *doing*.

Ways of making a creative teaching

1. Warm up activity

There are several ways of it. First of all, teachers should create friendly environment with students with the help of some warm up activity. Usually warm up activities may take 5-10 minutes and it helps to grab students full attention and boost their mood.

2. Revise the previous lesson and homework

For revising last topic and homeworks, teachers should avoid traditional types of methods. Instead of it, they should create some interesting games or activities that related to the lesson.

3. Working with groups or pairs

In order to make a classroom more fun and increase social communication between students, they should divided into small groups or work with pairs. Because it helps to gain information and understanding through social comparison. In addition, if students try to learn things while competing with each other, there will be more growth and results.

4. Use technology

In today's developing world, technology is an amazing tool in order to boost creativity. By the help of modern technology, teachers and students can find different ideas and brainstorm.

5. Marking students and giving feedback

Marking is really important as it is an interaction between teacher and students. For example, while marking students, teacher may use stamps or different stickers. Because students feel good when they see a brightly coloured stamp in their workbook. Also, giving feedback helps students to improve their current level of performance and to motivate to work harder.

6. Check students' understanding

Grades and exams can say something, but not everything about a student's learning capacity and knowledge (especially if there are sneaky peeks during tests!). Innovative teaching ideas let teachers monitor classes and better know what their students struggle with to find the most suitable solutions. Moreover, using these kind of interactive methods and skills refers to the ability of the teacher to interact, talk, understand, also connect with people. Effective teachers are those that can relate well with people. Creating a friendly atmosphere in the classroom is essential for promoting a positive and supportive learning environment. Here are some strategies that can help foster a friendly atmosphere:

- Establish clear expectations: Set clear guidelines and expectations for behavior, respect, and collaboration in the classroom. Ensure that students understand the rules and consequences, and consistently reinforce them.
- Encourage positive communication: Foster open and respectful communication among students by promoting active listening, empathy, and constructive feedback. Teach students how to express their ideas and opinions respectfully, and create opportunities for collaboration and teamwork.
- Build rapport: Take the time to get to know your students individually and show genuine interest in their lives, experiences, and interests. This helps create a sense of belonging and connection in the classroom.
- Promote inclusivity: Create a classroom environment that celebrates diversity and encourages inclusivity. Emphasize the importance of respecting and appreciating each other's differences, and incorporate diverse perspectives and materials in your teaching.
- Encourage collaboration: Incorporate group work, pair activities, and collaborative projects that encourage students to work together and build relationships. Provide opportunities for peer support and cooperation.
- Model kindness and respect: Be a role model of kindness, respect, and empathy. Treat all students with fairness and show respect for their thoughts, ideas, and contributions. Encourage students to do the same.
- Celebrate achievements: Recognize and celebrate students' achievements, both big and small. This can be done through verbal praise, certificates, or class-wide celebrations. This helps create a positive and supportive atmosphere.
- Address conflicts and challenges: When conflicts arise, address them promptly and fairly. Teach students conflict resolution strategies and provide guidance on how to handle disagreements in a respectful manner.

Creating a friendly atmosphere in the classroom requires consistent effort and attention. By implementing these strategies, teachers can cultivate a positive and welcoming environment where students feel valued, respected, and motivated to learn.

To sum up, we cannot refer to a specific teaching style or methods as the best style. However, some styles may be more effective and interesting than others. According to researchers, using more student-focused styles can help students to learn. When a teacher focuses on only teacher-centered styles, many skills and students' learning opportunities will be omitted. Although there may still be instances where teacher-centered styles can be used for certain topics and learning objectives. However, the teacher-focused style should not be the main style that teachers use. The main thing is that teachers must find styles that fit their personalities. Effective teachers are passionate and are also confident in what they do. Hence, if any of the teaching styles that I discussed in this article interest you, explore it to discover a style that will motivate your students and enhance their learning while improving your experience as a teacher.

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13-16 YOSHLI MINI-FUTBOL JAMOASINING TEXNIK VA TAKTIK
TAYYORGARLIGI

Muxsinov Shohjahon Uyg'un o'g'li,

O'zbekiston davlat jismoniy tarbiya va sport universiteti tayanch doktoranti

Annotatsiya. 15-16 yoshdagi mini-futbolchilarni tayyorlashning yetakchi muammolaridan biri bu musobaqa faoliyatning miqdoriy va sifat xususiyatlaridan kelib chiqqan holda ularning texnik va taktik mahoratini oshirishdir. Ushbu tezisda o'yinning ekzogen omillari mavjud bo'lganda futbolchining harakatlarining ishonchliligini oshirishga imkon beradigan mini-futbolchilarni tayyorlash usuli muhokama qilinadi.

Kalit so'zlar: texnik va taktik tayyorgarlik, jismoniy tarbiya, mini-futbol, musobaqa faoliyatni nazorat qilish, sport mahoratini oshirish.

Mini-futbolchilarning texnik va taktik tayyorgarligiga qo'yiladigan zamonaviy talablar o'yin davomida o'yin vaziyatlari ko'p marta va oldindan aytib bo'lmaydigan darajada o'zgarishiga asoslanadi. Bu o'yinchilarni ularga munosabat bildirishga va sport o'yinlarida koordinatsion murakkabligi oshgan sharoitda vosita harakatlarini bajarishga majbur qiladi. Shuning uchun ushbu xususiyatlarni o'quv jarayonida hisobga olish kerak.

Muallif 13-16 yoshdagi mini-futbolchilarning texnik va taktik tayyorgarligining quyidagi muammolarini aniqladi:

- * hujum va himoyadaga texnik va taktik tayyorgarlikni takomillashtirish;
- * mini-futbolda o'quv mashqlarining tasnifi;
- * mini-futbolda sport yuklamalarining parametrlari va kattaligini aniqlash;
- * Texnik va taktik va jismoniy tarbiya o'rtasidagi bog'liqlik.

Metodologiyani ishlab chiqish jarayonida mavjud materiallarni birlashtiradigan va sport mahoratini oshirish bosqichida (SMOB) texnik va taktik harakatlar nisbati va ularning turli vaziyat sharoitlarida samaradorligini o'rganishga bag'ishlangan bunday yondashuvlar shakllantirildi.

Texnik va taktik tayyorgarlikni baholash va musobaqa faoliyatni nazorat qilishning asosiy usullari sifatida kompleks pedagogik nazoratni taklif qilish mumkin:

1) o'quv mashg'ulotlari sharoitida texnik va taktik harakatlarni amalga oshirishning koordinatsion murakkabligi darajasini baholash.

2) musobaqa faoliyat sharoitida texnik va taktik harakatlar hajmi va ishonchliligini baholash.

3) texnik va taktik harakatlarni bajarishda shovqin immuniteti koeffitsiyentini hisoblash.

Mini — futbolchilarning texnik va taktik mahoratini rivojlantirish metodologiyasi sport mashg'ulotlari tamoyillariga asoslangan quyidagi tamoyillarga asoslanishi kerak:

- * chalkash omillar bo'lganda texnik harakatlarni o'zlashtirish;
- * texnik harakatlar intensivligini bosqichma-bosqich oshirish, qaror qabul qilish vaqtini qisqartirish va mashq tezligini oshirish;
- * o'tish, tayyorgarlik va raqobat davrida texnik va taktik tayyorgarlik hajmining to'lqinga o'xshash o'sishi;
- * o'yin vaziyatlarini simulyatsiya qiladigan maxsus mashqlarni bajarish intensivligining asta-sekin o'sishi.

Mini-futbolda futbolchilarning tezligi va yepchilligiga, shuningdek ularning koordinatsion qobiliyatiga asosiy talablar qo'yiladi. Shu sababli, butun musobaqa davrida ixtisoslashtirilgan mashqlardan foydalanish hisobiga texnik va taktik tayyorgarlik hajmining bosqichma-bosqich o'sishi kuzatilmoqda. SMOB bosqichida mini-futbolchilarning texnik va taktik mahoratining past bo'lishining mumkin bo'lgan sabablaridan biri bu murakkab koordinatsion qobiliyatlari va texnik ko'nikmalarning namoyon bo'lishini talab qiladigan mashqlardan yetarli darajada foydalanmaslikdir.

Tajriba sharoitlarda sportchilarning musobaqa faolligi ko'rsatkichlarining qiymatlari sezilarli darajada pasayadi. Birinchidan, bu TTH bajarilishining to'g'riligiga tegishli. O'yin faolligining pasayishi va bajarilgan harakatlarning aniqligi tufayli jamoa aniq yutqazadi deb taxmin qilish mumkin. Yekstremal sharoitlarda hujum harakatlariga alohida talablar qo'yiladi.

Futbolchilarning 15 yillik samaradorligi yuqori hujum faolligi va hujum va mudofaa harakatlarining aniqligi kombinatsiyasi bilan ta'minlanadi. Ishlashning eng muhim xususiyatlari umumiy aniqlik, tashabbuskorlik va mudofaa faoliyati ko'rsatkichlaridir. Ulardan aniq yoshlar jamoalarining samaradorlik darajasini qiyosiy baholash, shuningdek, alohida o'yinchilarning jamoa samaradorligiga qo'shgan hissasini baholash uchun foydalanish mumkin.

Musobaqa faoliyatining ishonchliligi yuqori faollik va hujum harakatlarining aniqligi, mudofaa faoliyatining maqbul ifodasi va mudofaa harakatlarining aniqligi bilan ta'minlanadi. Tajriba sharoitlarda faoliyatni tahlil qilishda nikoh va tashabbus ko'rsatkichlarini hisobga olish kerak. Shuning uchun, pedagogik tajriba davomida aniqlanganidek, futbolchilarning umumiy chidamlilik darajasi charchoq fonida TTD ko'rsatkichlarining ishonchliligini oshirishda, ayniqsa jang san'atlari va to'p bilan texnikada muhim rol o'ynaydi.

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**ФУТБОЛЧИЛАРНИНГ АЭРОБИК ИМКОНИЯТ КЎРСАТКИЧЛАРИНИ
ОШИРИШ УСУЛЛАРИ.****Ҳамдамов Рустам Махамадалиевич.ЎзДЖТСУ.****Аннотация.**

Ушбу мақолада ёш футболчиларнинг ўқув машғулот жараёнида аэроб имкониятлар даражасини оширишга қаратилган тадқиқот натижалари келтирилган.

Калит сўзлар: аэроб , футбол, тезлик, метр,юрак.

Футболчиларни тайёрлашда аэроб имкониятларни ошириш энг мухим омиллардан саналади.

Аэробик имкониятлар кўрсаткичларини оширишда чидамликни тарбиялаш методларидан фойдаланилади.

Бундай метод асосан умумий чидамликни тарбиялаш масаласини кун тартибига куяди. У куйидагиларни уз ичига олади масафани бир хил тезлик билан босиб ўтиш, масалан 3,5 км га кросс югуриш, урмон бўйича яёв юриш, тоққа чиқиш ва х.к.з. Маълумки, футболчиларнинг тайёргарлигига боғлиқ равишда югуриш ёки юриш, масофани босиб ўтиш суратларини ошиши кўпроқ тайёрланганлар фойдасига ўзгариб боради.

Чидамликни аралаш тарбиялаш тури хам махсус чидамликни тарбиялашда, хам умумий чидамликни тарбиялашда кулланилади. Бу куйидагиларни уз ичига олади: ўйин ва ўйин машқларида тур ли хил масофаларни турли хил тезликда босиб ўтиш ва нафас олишни тухтатмаслик. Машғулотларда ва айниқса ўйин вақтида футболчиларни максимал чуқурликда ва белгиланган маромда нафас олишлари жуда мухимдир.

Чидамликни тарбиялашнинг интервал методи дам олиш вақтини оз-оздан қисқартириш билан ишни бир хил жадалликда бажаришни уз ичига олади. Маълум вақт оралигида дам олиш вақти оз-оздан қисқартирилади ва минимумга олиб келинади. Чидамликни ривожлантиришдаги машғулотларда алохдда машқлар орасида дам олиш керак эмас, ёки бу дам олиш вақти сезиларсиз даражада бўлиши керак. Интервал методда аэробик унумдорлик даражасини ошириш учун куйидаги тамойилларга амал қилиш зарур: алохдда машқларнинг давомийлиги 1-2 дақиқадан ошмаслиги керак, машқ, қилинадиган масофанинг узунлигига боғлиқ равишда дам олиш интервалининг давомийлиги 45-90 сонияли диапазон ичида бўлиши керак, машқларни бажаришда ишнинг жадаллиги ва танаффуслар давомийлигини аниқлаб олиб юракнинг қисқариш частотасини ишнинг охирида 170-190 ур/мин га, танаффуснинг охирида эса 120-130 ур/мин га мулжаллаш керак.

Юракнинг қисқариш частотасини иш вақтида 190 ур/мин га ошириш ва танаффус охирида эса 120 ур/мин дан ошikka камайтириш мақсадга мувофик, эмас, чунки бундай ҳолларда юракнинг уриш ҳажмининг камайиши ва машғулотлар самарадорлигининг пасайиши кузатилади.

Машғулотларнинг узлуксиз методи кислородни етиб келишини, уни ташишни ва уни истеъмол қилишни таъминлайдиган организмнинг амалда ҳамма асосий хоссаларининг такомиллашишига ёрдам беради. Узлуксиз иш одатда юракнинг қисқариш частотаси 145-175 ур/мин бўлганда амалга оширилади, бу эса юракнинг функционал имкониятларини ошириш учун айниқса самаралидир.

Шуни ҳисобга олиш айниқса қувонарлики, узлуксиз метод интервал методга қараганда аэробик имкониятларни анча барқарор оширишга олиб келади, негаки машғулотларнинг бошқа методлари учун анча яхши асос яратилади. Интервал методга қараганда бу метод қайта мослашиш хавфи билан қароқ боғланган.

Футболчиларнинг узлуксиз машғулотларида ишининг жадаллиги максимал даражада иложи борича яқин бўлган қислородни истеъмол қилиш даражаси ва юрак уриш ҳажмининг юқори кўрсаткичларини таъминлаши керак. Бундай талабларга давомийлиги 10 дан 60-90 мин гача бўлган ишлар жавоб бера олади. Ишнинг давомийлиги футболчиларнинг малакаси ва тайёргарлигидан келиб чиқиб белгиланади. Масалан, аэробик унумдорликнинг юқори даражасига эга олий лига футболчилари икки соатли узлуксиз ишни талаб қиладиган узоқ масофаларни босиб ўтишлари мумкин. Бирок шуни эсдан чиқариш керак эмаски, футболчи имкониятларига мос келмайдиган ортикча давом этадиган ишлар қислород истеъмол қилиш даражасини кеъкин пасайишига, қислородни истеъмол қилиш ва узлаштиришни таъминлайдиган аъзолар ва системалар фаолиятини издан чиқишига олиб келади ва бу албатта машғулотлар самарадорлигига таъсир этади.

Шу билан машғулотлар кетма-кетлиги интенсив ишларнинг охирига келиб юракнинг қисқариш частотасини 170-175 ур/мин гача ошишини ва кам интенсив ишларнинг охирида эса 140-145 ур/мин гача пасайишини назарда тутади. Аэробик имкониятларни ошириш методларидан мустақил равишда, ишнинг ийтенвийлиги спортчи организмнинг таъсирчанлиги асосида кузланаётган машқлар ва уларнинг мажмуаларига мос равишда режалаштирилиши керак. Организмнинг таъсири (реакцияси) кондаги лактат кўрсаткичи ва юракнинг қисқариш маълумотлари бўйича баҳоланади. Масалан, юракнинг қисқариш частотаси кўрсаткичларига таяниб машғулотлар ишини учта зонага ажратиш мумкин:

ЮҚЧ нинг аэробик имкониятлари даражасини 120-140 ур/мин да ушлаб туриш;

ЮҚЧ нинг аэробик имкониятларини 140-165 ур/мин гача ошириш;

ЮҚЧ аэробик имкониятларини максимал 165-190 ур/мин гача ошириш.

Интервал метод қон айланиш ва нафас олиш системаларининг функционал имкониятларини максимал даражада тез фаолият юритиш қобилиятини ошириш учун жуда самарали ҳисобланади. Бу пассив дам олиш билан интенсив ишларни тез-тез алмаштириб туриш билан тушунтирилади. Шунинг учун бир машғулот давомида қон айланиш ва нафас олиш системаларининг фаолияти чегаравий катталиқка яқин катталиқкача бир неча марта фаоллашади, бу эса ишлаб чиқариш даврининг қисқаришига ёрдам беради. Машғулотларнинг узлуксиз методидан фойдаланишда бу нарса содир булмайди, негаки спортчи одатда машғулотлар давомида ишлаб чиқариш фазасига 3-5 мартадан ошиқ кирмайди. Шу вақтнинг узида узлуксиз методдан фойдаланиш узоқ вақт мобайнида организмнинг юқори даражаси билан фаолият кўрсатишини талаб қилади. Бу қислород истеъмол қилишнинг юқори катталигини узоқ; вақт ушлаб туриш қобилиятини таъминлайди.

Аэробик имкониятларни ривожлантиришнинг асосий воситалари сифатида айнан уша машқларда ва уларнинг мажмуаларидан фойдаланилади, уларнинг узига хос белгилари қуйидагилар: таянч ҳаракатланиш аппаратининг кўп ёки ҳамма бугимларини фаол фаолият юритиши; мускул ишини аэробик энергия билан таъминлаш; ишнинг нисбатан аҳмиятли умумий давомийлиги ишнинг барқарор, катта ва узгарувчан интенсивлиги. Аэробик имкониятларни ривожлантиришнинг энг кенг тарқалган воситаси давомий югуриш, чангида ва велосипедда ҳаракатланиш, сузиш ва бошқа

узгарувчан ва барқарор интенсив циклик локомоциялар булиб қолди. Аэробик чидамлилиқни тарбиялашнинг қушимча воситалари қаторига, хусусан нафас олиш машқлари, асосий машқлар вақтида рационал нафас олишни ташкил этиш, ташқи муҳитнинг баъзи факторларидан дозали фойдаланиш мумкин: нафас олаётган хавонинг кислород билан тўйинганлиги, барометрик босим, табиий ва сунъий ҳолда келиб чиқадиган ҳарорат омиллари. Аэробик имкониятларни ривожлантириш учун тез юриш кўринишидаги узок вақт юриш билан боғлиқ машқлардан фойдаланилади, 800-2000м га, 3000-4000 м га югуриш, сузиш, велосипедда учиш ва бошқалар. Бу машқлар ўртача суратларда олиб борилади. Бундан ташқари умумий чидамлилиқни туп билан уйнаш ва туп билан ўйин машқларини бажариш ҳам яхши ривожлантиради, лекин улар билан чегараланиб қолиш керак эмас. Бу ашқса спортчи катта микдордаги чегаравий оғир машқларни бажаришга ҳали тайёр булмаган вақтда, яъни машғулотларнинг бошланғич босқичида айниқса муҳимдир, бу билан ўйин ва ўйин машқлари узига хосдир.

Баъзида аэробик машқларни гимнастик ва куч машқлари билан бирга олиб борилишининг аҳмиятига эътибор берилмайди.



РЕАЛИЗАЦИЯ РАЗРАБОТОК В ИНФОРМАЦИОННО- ИЗМЕРИТЕЛЬНОЙ ПОДСИСТЕМЕ АСУТП ВЛАГО- ТЕПЛОВОЙ ОБРАБОТКИ ЗЕРНОВОЙ ПРОДУКЦИИ

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Проблема построения автоматических и автоматизированных систем контроля свойств и характеристик сыпучих материалов требует решения целого комплекса задач, наиболее общими и значимыми из которых являются: нахождение наиболее эффективных методов первичного измерительного преобразования подлежащих автоматическому контролю электрофизических свойств материала в выходной сигнал, которые позволяли бы достигать требуемой достоверности, точности и быстродействия процесса измерения.

Опыт свидетельствует, что существенно возросшие требования к повышению качества сельскохозяйственной продукции и снижения удельных энергетических затрат на их длительное хранение, промышленную переработку и транспортировку невозможно удовлетворить без внедрения современной технологической и информационно-измерительной базы, которую представляют собой автоматизированные системы управления технологическими процессами (АСУТП) и производствами.

В этой связи сложная научно-техническая проблема исследования методов автоматического измерения электрофизических характеристик зерновых материалов растительного происхождения и их приборной реализации на современной элементной базе в составе подсистем измерительно-информационной поддержки АСУТП представляется актуальной и своевременной.

Обратимся к алгоритму унифицированного комплекса задач обработки информации, предназначенной для АСУТП влаготепловой обработки зерновой продукции. В алгоритме в качестве программных модулей приняты ФИЗ. Их перечень определяет состав укрепленных вычислительных и логических операций, которые связаны с обработкой исходной информации и независимы от особенностей конкретных промышленных производств. К числу таковых можно отнести следующие: расчёт действительных значений параметров температуры, давления уровня, концентрации, рН; расчёт действительных значений параметров расхода; вычисление поправки по давлению к расходным параметрам; вычисление поправки по температуре к расходным параметрам; вычисление поправки по удельному весу к расходным параметрам; коррекция расходных параметров при отклонении параметров среды от расчётных; суммирование параметров расхода для параллельных потоков; обработка позиционных сигналов; обработка сигналов о состоянии технологических линий; вычисление объёма в цилиндрической ёмкости, поставленной на основание; вычисление объёма в ёмкости; вычисление объёма в цилиндрической ёмкости, положенной на бок; определение состояния запасов в оперативных ёмкостях на входе в цех и на выходе из цеха; контроль за состоянием основных технологических параметров; вычисление показателей качества технологических потоков и коэффициентов перехода в установленный стандарт; вычисление показателей качества потоков сыпучих веществ и коэффициентов перехода в установленный стандарт; пересылка данных в массивы с полной структурой адресов;

пересылка данных в массивы с неполной структурой адресов; проверка состояния и учёт работы групповых преобразователей; учёт работы оборудования; оценка хода выработки цеха; учёт расходов материальных потоков в натуре; учёт расходов материальных потоков в натуре и в установленном стандарте; учёт выработки по технологическим линиям цехов; расчёт средних значений; проверка сообщений с датчиков ручного ввода на границы достоверности; учёт выполнения норм технологического регламента по технологическим параметрам с односторонним ограничением; наконец учёт выполнения норм технологического регламента по технологическим параметрам с двухсторонним ограничением.

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SUN'IY INTELEKT - TEXNIK VOSITALARNI ISHGA TUSHIRISHDA
ZAMONAVIY YECHIM VA UNING ISTIQBOLLARIYusupov Xurshid Normo'min o'g'li
Farxodova Zarnigor O'rol qizi**Annotatsiya**

Zamonaviy ilmiy makonda sun'iy intellekt tobora ko'proq o'rganilmoqda va buning natijasida uni yanada kengroq qo'llash istiqbollari va xavf-xatarlari to'g'risida bahslar kuchaymoqda. Muallif sun'iy intellektni insoniyat jamiyati makoniga integratsiyalashning yaqin kelajakda yuzaga kelishi mumkin bo'lgan asosiy muammolariga to'xtalib, ularni oldini olish bo'lmasa ham, ularni tekislashning mumkin bo'lgan yo'llarini ham belgilab beradi.

Kalit so'zlar: sun'iy intellekt, kompyuter, robot, tafakkur, ong, shaxs, jamiyat, insoniyat, muammolar, istiqbollar, kelajak.

Аннотация.

В современном научном пространстве всё активнее исследуется искусственный интеллект и, как следствие, нарастают споры о перспективах и рисках его более широкого применения. Автор, выделяя основные проблемы интеграции искусственного интеллекта в пространство человеческого социума, которые могут возникнуть в ближайшем будущем, намечает и возможные способы их если не предотвращения, то нивелирования.

Ключевые слова: искусственный интеллект, компьютер, робот, мышление, сознание, осознание, личность, общество, человечество, проблемы, перспективы, будущее.

Abstract.

In the modern scientific community artificial intelligence (AI) is increasingly being studied; as a result, there are growing disputes about the prospects and risks of its wider usage. In the present paper the author outlines the main problems of AI integration into the human society, that may arise in the near future, and propose possible ways to prevent or at least to level them.

Key words: artificial intelligence, computer, robot, thinking, consciousness, awareness, personality, society, humanity, problems, prospects, future.

Zamonaviy voqelikda, turli darajalarda, ilmiy va boshqarishdan tortib "nazorat" ishlanmalari va ommaviy axborot vositalaridagi turli muhokamalargacha, sun'iy intellekt (AI), mashinalarning "kuzatuv" va ularning g'alayon ehtimoli mavzulari faol muhokama qilinmoqda.

Yuqoridagi mavzularning oxirgisi - bu so'nggi o'n yillikdagi Amerika tadqiqotlari orqali o'tadigan murakkab ishlanmalar bo'lib, u nazoratdan qochib ketgan sun'iy intellekt tashuvchilari (robotlar) hukmronligi ostida kelajak suratlari bilan oddiy odamning ongini birlashtirmoqda.

Shu bilan birga, ilmiy nutqda asosiy tushunchalar: "fikrlash", "ong", "zakovat" haqida aniq fikr yo'qligi amalda e'tibordan chetda qolmoqda.

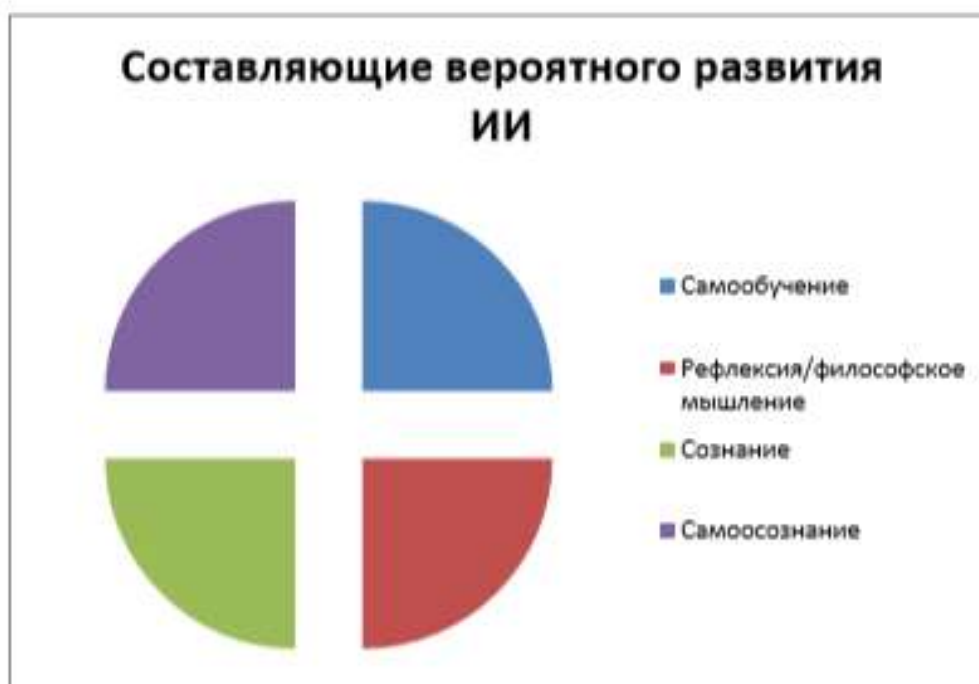
Bundan tashqari, ushbu tushunchalarning mazmuni ularni ko'rib chiqish mumkin bo'lgan paradigmaga qarab tubdan farq qiladi. Masalan, braxmanizmda biz voqelik deyishga odatlangan hamma narsa ong mahsuli; biologik kontseptsiyada ong biologik materiyaning

rivojlanishi natijasidir; Kvant nazariyasida klassik Kopengagen versiyasida "ong va jismoniy dunyo bir haqiqatning bir-birini to'ldiruvchi tomonlari" [1].

AI - imkoniyatlari, istiqbollari va tahdidlarini muhokama qilishda mavjud vaziyatning o'ziga xosligi, ongning tabiati va aqlning mohiyati haqidagi ochiq savolga qo'shimcha ravishda, ob'ektiv ravishda tasdiqlash mumkin bo'lgan haqiqiy diagnostika bazasining yo'qligi bilan bog'liq. Hozirgi Nyuell-Simon gipotezasi (belgilar bilan ishlaydigan har qanday tizim aqlli) va Tyuring testi (agar sun'iy intellekt ongli bo'lsa, u holda gaplashayotganda odam AIni boshqa odamdan ajrata olmaydi) sinchkovlik bilan ko'rib chiqilsa, bu gipotezani shakllantira olmaydi. shunday asosga asoslanadi. Va yuqoridagilarga mos ravishda, Alfavitning sobiq rahbarining noaniq bayonoti [2] AIni muhim vaziyatlarda ishlatib bo'lmaydi, chunki "barcha zamonaviy texnologiyalar jiddiy xatolarga ega". Misol uchun, 2018-yilning 18-mart kuni butun dunyo bo'ylab yangiliklar dasturlarida Uber avtonom Volvo XC90 krossoveri soatiga 60 km tezlikda Elayn Gertsberg tomonidan urilgani, u olgan jarohatlari tufayli shifoxonada vafot etgani haqida xabar berilgan edi.

Hozirgi bosqichda sun'iy intellektni rivojlantirishning asosiy istiqbolli yo'nalishi AIning qaror qabul qilish qobiliyatini kengaytiruvchi dasturlarni yaratishdan iborat. "Yandeks"ning texnologiyalarni tarqatish bo'yicha direktori Grigoriy Bakunov bu borada aniq ta'kidlaganidek: "Hozirda neyron tarmoqlar inson uchun qilayotgan asosiy narsa uni ortiqcha qarorlar qabul qilishdan qutqarishdir. Shunday qilib, ular tirik odam tomonidan juda aqlli bo'lmagan qarorlar qabul qilinadigan deyarli hamma joyda ishlatilishi mumkin. Kelgusi besh yil ichida aynan shu mahoratdan foydalaniladi, u insonning qaror qabul qilish qobiliyatini oddiy mashina bilan almashtiradi" [3]. Ya'ni, keyingi bosqich - bu sun'iy intellektning o'z-o'zini o'rganishi, SOINN (self-organizing incremental neyron network) modifikatsiyasi orqali mashinani o'rganish algoritmlarini ishlab chiqish [4].

O'z-o'zini o'rganish qobiliyati tahlil, sintez, taqqoslash kabi operatsiyalarni o'z ichiga olganligi sababli, keyingi bosqich - aks ettirish - aslida muqarrar. Ammo aks ettirishning mavjudligi allaqachon ongning "belgisi" va amalga oshirish qobiliyatidir.



Shu bilan birga, maqolada aytib o'tilganidek, yuqorida qo'llanilgan tushunchalarning har biri noaniqdir va ushbu sxemaning talqini "ong" tushunchasi qanday tarkib bilan to'ldirilganligiga bog'liq: ma'lumot bilan ishlash qobiliyati (qazib olish, qayta ishlash, saqlash) yoki o'z-o'zini takomillashtirish qobiliyati.

Shunday qilib, insoniyat kelajagi uchun uchta muhim savol tug'iladi:

1. Suniy intellektda qanday asoslar qo'yiladi?
2. Ularni qanday solishtirishadi?
3. Suniy intellekt ularni qanchalik o'zgartirishi mumkin?

Bizning fikrimizcha, o'z-o'zini rivojlantirish g'oyasiga asoslanib, uchinchi savol eng muhimi, chunki ekstremal holatda AI nazoratdan chiqib ketishi mumkin va bu holda u qadriyatlarga qaratilishi dargumon. Ular odatda insoniyatning eng yuqori darajasi deb ataladi, lekin ayni paytda ular odatda ergashmaydi.

- Robotlashtirish qullikning yangi texnogen darajasida tiklanish emasmi?

Boshqacha aytganda, bu holatda biz ajdodlarimiz xatosini yoki ijodkorlarimizning xatosini takrorlamaymizmi? "Kompyuterni fikrlashga orgatish mumkinmi?" Bu savolning javobi bizning fikrlashni qanday tushunishimizga bog'liq. Agar tafakkurni ongning integral protsessual xususiyati sifatida tushunsak, mening javobim salbiy bo'ladi. Ongning virtual faoliyati juda murakkab, shuning uchun u kompyuterda to'liq hisoblab chiqilishi va takrorlanishi mumkin bo'lgan jarayon emas. Biroq, tabiiy fikrlash jarayonining ayrim o'ziga xos jihatlari kompyuterda taqlid qilinishi mumkin. Insoniyatning eng muhim vazifasi tobora murakkab va mustaqil mashinalarni yaratish emas, balki o'zini takomillashtirishdir. Aks holda, tabiiy mavjudotning halokatli adolati zaif Homo Sapiensni barcha intellektual kompyuter o'yinchoqlari va texnologik qo'ltiq tayoqlari bilan "Hayot kitobi" dan shafqatsizlarcha chiqarib tashlaydi" [5].

Inson va suniy intellekt o'rtasidagi asosiy farq nima? Bizning fikrimizcha, motivatsiya. Motivatsiya - bu harakatlarga sifat beradi.

Qadimgi dunyodan beri motivatsiyaning uch turi mavjud bo'lgan: ulardan ikkitasi qulni qoralaydi (jazodan qo'rqish yoki rag'batlantirish istagi) va biri erkin shaxsni (o'z e'tiqodiga asoslangan harakat).

Suniy intellekthech qanday motivatsiyaga ega bo'lmasa, u vosita bo'lib qoladi.

Xulosa qilib, quyidagi xulosalar chiqarish mumkin.

Muammolar:

Rivojlanmagan kontseptual apparat, yagona fanlararo kontseptual apparatning yo'qligi.

Kishilik jamiyatidagi hal etilmagan ijtimoiy va iqtisodiy muammolar. Va, natijada, ko'pchilikning past ma'naviy darajasi, ularning yo'qligi ularni insonda haqiqiy insonning tashuvchisi sifatida ko'rib chiqishga imkon bermaydi, balki faqat biologik turning vakillari sifatida. Maqsadlar bo'yicha texnologiyaning rivojlanishi quldorlik jamiyatining maqsadlariga yaqin: va agar qullar, biz bilganimizdek, egalari nazoratidan chiqib, ular ustidan hukmronlik qila boshlasa, tarix takrorlanishi ehtimoli yuqori. o'zi shubhali rivojlanishning yangi bosqichida.

Aniqlangan muammolarni darajalash.

Yagona kontseptual tizimni yaratish va dunyoning yagona ko'p o'lchovli rasmini qurish, gumanitar va tabiatshunoslik bilimlarini integratsiyalash, chunki dunyo yagona va dastlab tarmoqlarga bo'linish o'rganish qulayligi uchun paydo bo'ldi.

Texnologiyani, ayniqsa sun'iy intellektni qat'iy funkcionallik bilan cheklash, chunki agar bunday cheklovlar bo'lmasa, texnik "xizmatchilar" o'zlarining "xo'jayinlari" dan oshib ketish

ehtimoli, ularning aksariyati o'z hayotlarini jaholat va zulmatda o'tkazishni afzal ko'radilar va nazoratdan chiqib ketishadi. , sobiq egalarining egalariga aylanadi. Negaki, "Hegel qayerdadir barcha buyuk jahon-tarixiy voqealar va shaxslar ikki marta takrorlanishini payqaydi: birinchi marta fojia, ikkinchisi fars sifatida" [6].

Ichki siyosatda davlatning eng oliy qadriyati insondir, degan tezisni e'lon qilishdan uni amaliy amalga oshirishga, xususan, kafolatlangan bepul ta'lim, tibbiy xizmat va madaniy merosdan foydalanish imkoniyatini ta'minlaydigan mexanizmni qayta qurish yo'li bilan o'tish, chunki " xalqi sog'lom bo'lmagan va madaniyatli bo'lmagan mamlakatning kelajagi ham bo'lmaydi" [7, 116-bet].

Zamonaviy jamiyatda davlatning asosiy resursi inson resurslari bo'lganligi sababli, shaxsning hayotining barcha yosh bosqichlarida va barcha darajalarida (intellektual, estetik, axloqiy, jismoniy) rivojlanishi uchun qulay shart-sharoitlarni yaratish zarur. Faqat shu yondashuv bilan barkamol shaxsni tarbiyalash mumkin.

Asosiy daromadni kiriting. Uni joriy etishning ijobiy natijalari (jinoatchilikning kamayishi; sog'liqni saqlash xarajatlarining kamayishi; aholi tomonidan ijtimoiy to'lovlar va subsidiyalar sarflanishini taqsimlash, hisobga olish va nazorat qilishning byurokratik tashkil etilishiga barham berish orqali byudjet mablag'larini ajratish; fuqarolarning ijodiy faolligini oshirish.) bir qancha tajribalarda aniq isbotlangan [8].

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2. Экс-глава Alphabet предложил в ближайшее десятилетие не беспокоиться о восстании машин <https://republic.ru/posts/89842> [Электронный ресурс] – Режим доступа: URL: <https://vc.ru/p/neural-networks> (дата обращения 16.03.2018).

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THE IMPORTANCE OF NEW TECHNOLOGIES IN MODERN LESSONS

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ANNOTATION

In the field of education, the use of pedagogical and information and communication technologies, Internet information and educational resources, and the conference method will effectively help students to acquire knowledge at a high level and create an opportunity for them to become qualified specialists in the future.

Key words: pedagogical technology, auxiliary teaching aids, technical means of teaching, modern information technologies, independent education.

INTRODUCTION

Today, the time of traditional lectures based only on lectures has passed. At a time when the speed of the flow of information is accelerating, it is difficult to attract the student's attention to knowledge if every lesson is not colorful. For this, the teacher needs to constantly search and be creative. In this case, it is especially effective to pass the lesson based on the game-based viewing system. Games should be chosen based on the student's psychology. The method of encouraging to be the first always pays off. Because children always want to show themselves, to be one step ahead of their peers. The main basis of pedagogical technology is the technology chosen for the cooperation of the teacher and the student to achieve a guaranteed result from the set goal. Each educational technology used in the teaching process to achieve a guaranteed result according to the goal should be able to organize cooperation between the teacher and the student, both of them should be able to achieve a positive result, the student in the learning process. Students should be able to think independently, work creatively, research, analyze, draw their own conclusions, evaluate themselves, the group, and the group, and the teacher should create opportunities and conditions for such activities. is the basis of the process.

LITERATURE ANALYSIS AND METHODS

In the process of researching this article, the methods of logic, consistency, historicity and objectivity of scientific knowledge were widely used. The role of modern pedagogical technologies in teaching professional terminological vocabulary was objectively revealed. The period of development of pedagogical technologies was analyzed from the point of view of history. N.I. Taylakov's study guide "Prospects of implementing modern information technologies in the educational system" was used as a methodological source.

Synectics method. This method is practical, suitable for seminars and laboratory exercises, and is close to the "brainstorming" method. In this case, the student puts forward his thoughts and views on the solution of the problem set in the lesson, based on analogy. In this case, the analogy can be direct, personal, symbolic and imaginary.

"Round table" method. This method is convenient for practical training. In this, the teacher presents a sheet with one question to the small group. Students write their names and answers to the question and pass the sheet to the student next to them. The answers written in

this way are collected, wrong ones are deleted with the participation of students and the results are evaluated.

"Pen on the table" method. This method is suitable for practical training. A student in a small group, who has written his answer to the question, puts his pen on the table and passes the sheet to his partner. A student who cannot write an answer to a question does not put his pen on the table.

CONCLUSION

- The advantages of using modern information technologies in the educational process are as follows:

- deeper and more perfect assimilation of the materials given in the educational process;
- introduction of new forms of education;
- opportunity to save time as a result of reduction of learning time in the course of the lesson;
- acquired knowledge can be retained in a person's memory for a long time and can be applied in practice.
- the shortness of time for students to develop certain skills;
- increase in the number of tasks performed in training;
- as a result of requiring active control by the computer, the student becomes an educational subject, etc.

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THE SIGNIFICANCE OF THE DOCTRINE OF CONFUCIUS IN WORLD
PEDAGOGY

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ANNOTATION

In the pedagogical views of Confucius, respect for the rules existing in the society was also in the main place. In society, all order based on humanity (Jen) - discipline is said to have come down from heaven, and everyone must obey it. Confucian views are expressed in the concept of "li". Without "li" in society, there will be no order, order - the opinion that there is no development where there is no discipline occupies a central place in Confucian teachings.

Key words: Confucian teachings, China, discipline, philosophy, ancient world, world pedagogy.

INTRODUCTION

The teachings of the philosophical schools formed in ancient China are gaining importance in China and several other countries of the East. At this point, it is necessary to emphasize the role of Confucianism. When I heard that Confucius' teaching should be read and learned by all mankind, I thought it was nonsense. But now I am beginning to understand that most of the enlightened people in Europe and America seem to be gradually coming to this idea. According to European scientists, Western nations have achieved four basic rules during their three hundred years of development: to be selfish; to kill others; to be correct in small amounts; to feel less shame. As different as the basic principles of Confucius and Meng-tzu are, Heaven and Earth are just as vast and deep, composed to do good to all and everywhere.

In China, the school created by Confucius lasted for many centuries. In 136 BC, during the reign of Emperor Wu-Di, Confucian views were officially declared as a doctrine - a system. After that, the teachings of Confucius continued as a dominant idea for more than two thousand years. We can see Confucius' opinions about man in his work "Conversations and Reflections", which reflects his conversations with his students. Jamiyatda sodir bo'layotgan turli axloqsizliklardan Konfutsiy qattiq tashvishga tushadi, fuqarolarni tarbiyalashga harakat qilib, ularni insof-diyonatga, bir-birlarini hurmat qilishga, atrof-muhit musaffoligini ta'minlashga chorlaydi. Uning tushuntirishicha, insoniylikning turli fazilatlarini o'zida mujassamlashtirgan chinakam inson faqat o'zi uchun emas, balki jamiyat uchun, boshqalar uchun ham yashamog'i darkor. The humanity of a person must first of all meet the following requirements. For example:

- a) help others in every possible way to achieve the success you dream of;
- b) don't impose on others the problems you don't want to happen to yourself.

The views of Confucius later played an important role in the development of moral principles, ideals of justice, brotherhood, and freedom in world philosophy. This doctrine was raised to the level of the state religion in China for two thousand years and gained great importance in the life of the people. Even today, the calls of our ancestors to preserve the Motherland, nature, society, and not to violate its rules and regulations have not become obsolete. The passage of years and centuries does not reduce their value. After all, these teachings are about universal human values that cannot be burned in fire or water.

Ancient Chinese philosophers tried to explain that the daily practical activities of a person can be managed with the help of educational and moral norms, especially that education and discipline are important in the formation of human qualities in a person, and that the natural and social environment is a decisive factor in the development of a person. According to Confucianism, the law should serve human interests.

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ЧАСТО ВСТРЕЧАЮЩИЕСЯ ПРОБЛЕМЫ НА УРОКАХ И ИХ РАЗВЯЗКА

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Аннотация: Статья посвящена вопросам образования и проблемам, встречающимся на уроках и их развязке.

Annotation: The article is devoted to the issues of education and the problems encountered in the lessons and their denouement.

Ключевые слова: образование, актуальная проблема, развитие школьного образования, фундамент образования, уровень успеваемости, развитие целостной личности, уметь думать и анализировать, параллели между предметами.

Keywords: education, actual problem, development of school education, foundation of education, the level of academic performance, the development of a holistic personality, the ability to think and analyze, parallels between things.

Образование на сегодняшний день является актуальной проблемой. Каждый родитель хочет дать своему ребенку самое лучшее образование, при этом не жалея на это средств, но не каждый ребенок может проявить себя в той или иной образовательной системе. Если провести параллель между той системой, которая была лет тридцать тому назад, да что говорить о таких больших сроках, возьмем десять лет, и нынешней, то можно отметить насколько выросла нагрузка для учащихся и сколько новейших методик для обучения появилось. Но не только родители задумываются о том, что их чадо получило качественное образование, большое внимание уделяет этому и наше государство. Например, на одном видеоселекторном совещании, посвященном вопросам развития школьного образования, Президент Узбекистана Шавкат Мирзиёев, выступая на совещании, подчеркнул, что развитие школ является **«вопросом жизни и смерти»**.

«Мы не имеем права затягивать реформы в этой сфере. Как бы ни было сложно, с сегодняшнего дня нам необходимо заложить прочный фундамент школьного образования. Направим всё своё внимание и ресурсы. Этот путь будет сложным, но только он может решить все проблемы», — сказал он.

Президент подчеркнул, что улучшение деятельности школ должно быть задачей не только Министерства народного образования, но и всех министерств и ведомств, научных организаций, интеллигенции и широкой общественности в целом.

Так что же такое образование и для чего оно нужно?

Образование – это процесс воспитания и формирования целостной личности. При помощи этого процесса, индивидуум получает те навыки, знания и умения, которые ему впоследствии пригодятся в жизни. Фундамент образования закладывается школой, и именно поэтому уделяется огромное внимание методике преподавания, проблемам, которые могут встречаться во время урока, уровню успеваемости. Именно школы передают культурное наследие, накопленные навыки и ценности, воспитывают гармоничную личность, прививают любовь к знаниям и чтению, обучают мыслить нестандартно и высказывать свою точку зрения, направляют на правильный выбор того или иного университета, а также на выбор профессии и многое другое.

Так кто же на самом деле вносит вклад в развитие целостной личности? Конечно же, учитель. Именно он старается донести тот или иной материал, при этом используя

инновационные методы или всевозможные игры, дабы заинтересовать учащихся и привить любовь к своему предмету. Для этого учитель должен неустанно работать над собой, знакомиться с новейшими методами, уделять внимание каждому учащемуся, обращать внимание на более сложные пункты, которые могут встречаться в процессе получения знаний и навыков.

Так какие же проблемы могут возникать во время урока и как их решать по мере их возникновения?

1. Учащийся может заучивать тот или иной материал, при этом не до конца понимая его сущности или стесняясь повторно переспросить учителя. В классе должна быть соответствующая атмосфера, при которой ученик может свободно высказывать свое мнение и не бояться признать тот факт, что он не понял тему. А учитель в свою очередь должен донести до них, что на сегодняшний день обществу нужен не только человек, который много знает и умеет, но прежде всего человек, который умеет думать и анализировать.

2. В каждом классе есть учащиеся, которые не усваивают школьный материал. Учитель должен дополнительно заниматься с ними, чтобы они не потеряли интерес к получению знаний.

3. У каждого учащегося есть как любимые школьные предметы, так и не очень. Учитель должен проводить параллели между предметами и показывать их зависимость друг от друга, тем самым показывая, что каждый предмет важен по – своему.

4. Учащиеся должны на практике применять знания, полученные во время урока, и это касается не только химии и физики, но и других предметов. Если учитель будет создавать подобные ситуации, при которых это будет осуществляться, тогда будет достигнут большой результат.

5. У учащихся могут возникать затруднения с запоминанием дат на уроках истории или литературы. Для разрешения этой проблемы учитель может использовать методику сопоставления важных исторических дат с числами, которое имеют какое – либо значение в жизни ученика

6. Учащиеся, особенно младших классов, не могут быть сконцентрированы все 45 минут и могут отвлекаться спустя какое – то время и отвлекать одноклассников. Учитель может использовать игровые методики или раздать всевозможные таблицы с индивидуальными заданиями, связанные с темой, с целью привлечь внимание. Тем самым появится не только интерес к участию в обсуждении, но и пропадет желание отвлекаться по пустякам.

Но надо учитывать тот факт, что какая бы проблема не возникла у учащегося, правильно разрешить ее может только учитель. И именно он должен направлять их и поддерживать, быть для них опорой, «своим» человеком, который не посмеется над твоими проблемами, а наоборот, выслушает и поможет в их разрешении. Ведь каждый учитель по сути является своего рода психологом. И как правильно отметил Чарльз Диккенс: «Человек не может по – настоящему усовершенствоваться, если не помогает усовершенствоваться другим» .

Таким образом, проблемная ситуация, стимулируя мыслительную деятельность учащихся в процессе учения, помогает обеспечить то деятельное состояние мозга, которое является необходимым условием для образования новых связей, в связи с этим рассматривается как одно из главных условий возникновения познавательной

потребности, так как она помогает учащимся осознать тему урока в учебной деятельности, специально для этого организуемой учителем. Главное преимущество такого осознания в отличие от простого словесного разъяснения учителя заключается в том, что проблема не ставится извне, а возникает у самого школьника в процессе его работы. Это ведёт к тому, что мотивы ученика совпадают с целью решения проблемы. И деятельность ученика приобретает активный, целенаправленный характер.

Учет интеллектуальных возможностей позволяет анализировать условия возникновения и решения проблемных ситуаций. Проблемная ситуация возникает, когда учитель преднамеренно сталкивает жизненные представления учащихся с фактами, для объяснения которых у школьников не хватает знаний, жизненного опыта. Проблемную ситуацию можно создать, побуждая учащихся к сравнению, сопоставлению противоречивых фактов, явлений, данных.

В процессе создания проблемных ситуаций важно помочь учащимся увидеть противоречия в самом изучаемом явлении, сопоставить их, что дает возможность не только глубже постичь суть изучаемого, но и прийти к серьезным мировоззренческим выводам.

Проблемные ситуации, созданные с учётом типичных ошибок учащихся, не только делают знания более осмысленными, но и помогают школьникам преодолеть закрепившиеся неправильные представления, учат мыслить делать выводы, обобщения.

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Annotatsiya. *Ushbu maqolada o'zbek tilida qiyoslashning, xususan, sof qiyosning ifodalanishi, uning tildagi ahamiyati, qiyosning shakllari va turlari misollar yordamida o'rganilgan. Shu bilan birgalikda, sof qiyosning namunalari o'zbek yozuvchilari asarlaridan parchalar misolida tahlil qilinib, fikr-mulohazalar berilgan.*

Kalit so'zlar: *qiyos, sof qiyos, eksplitsit, implitsit, qiyos etaloni.*

Annotation. *In this article, the expression of comparison in the Uzbek language, in particular, pure comparison, its importance in the language, forms and types of comparison are studied with the help of examples. At the same time, examples of pure comparison are analyzed on the example of excerpts from the works of Uzbek writers, and opinions are given.*

Key words: *comparison, pure comparison, explicit, implicit.*

Qiyos – falsafiy tushuncha bo'lib, o'zbek tilshunosligida hali maxsus alohida o'rganilmagan. Bu so'zning lug'aviy ma'nosi – “o'zaro chog'ishtirish”, “solishtirish”, “taqqoslash”. Qiyoslash orqali ma'lum shaxs, predmet yoki voqea-hodisa o'rtasidagi muayyan belgilar bir-biriga taqqoslanadi, ular orasidagi farqlar ortiq yoki kamligi, o'xshashligi ilmiy asosda o'rganiladi. Qiyosning vujudga kelishidagi asosiy omil predmetning qanday xususiyatlarga ega ekanligini aniqlashdir. Obyektning o'ziga xos belgilari aniqlab olingach, u boshqa shunday obyektning belgilari bilan qiyoslanadi, o'xshash va farqli tomonlari ajratiladi va so'ngida xulosalar umumlashtiriladi. Qiyos kishining obyektiv borliqni mantiqiy asosda his etishi, narsa-predmet, voqea-hodisalar orasidagi o'xshash va noo'xshashliklarni aniqlashi asosida yangicha usullar, yo'llar orqali o'zi anglagan, his etgan narsalarni, voqealarni talqin qilishi asosida namoyon bo'ladi.[1] Qiyos bilimlarning shakllanishi va rivojlanishida alohida bosqich hisoblanadi. Olamning manzarasini, voqea-hodisalarni o'rganishda, ularning mohiyatini ochishda ularning turli belgilarini qiyoslash alohida o'ringa ega usul sanaladi. Bundan kelib chiqadiki, insonning bilish faoliyatida qiyosning muhim o'rni bor. “Taqqoslash bir narsa yoki hodisaning ikkinchi bir narsa yoki hodisadan farqli va o'xshash tomonlarini hamda ularning munosabatlarini o'rganish usuli hisoblanishi mutaxassislar tomonidan ta'kidlangan” [1].

Prof. A.Nurmonov qiyos haqida fikr yuritir ekan, qiyosning bilish va bilingan narsa, hodisani ta'riflash jarayonidagi o'rnini shunday izohlaydi: “Olamni bilishda o'rganilayotgan obyektни qiyoslash katta rol o'ynaydi. Oldin o'rganilgan obyektни yangi o'rganilayotgan obyektga qiyoslash bilishning eng asosiy usullaridan biridir. Qiyoslash natijasida qiyoslanayotgan obyektlarning umumiy va o'ziga xos jihatlari aniqlanadi” [1].

Sof qiyos qiyosning oddiy shakli bo'lib, nutqiy vazifasi nuqtai nazaridan nominativlik, axborot beruvchilik xarakterida bo'lsa-da, muayyan belgining boshqasiga nisbatan qanday darajada ekanligini ifodalanishi uning mohiyatini belgilaydi va tilning ifoda tizimida o'ziga xos usul ekanligini ko'rsatadi. Ikki narsa-hodisani qiyoslash ularning biri orqali ikkinchisini izohlash maqsadida vujudga keladi. Agar ikki predmet yoki tushuncha ular o'rtasidagi farqni ko'rsatish maqsadida qiyoslangan bo'lsa, sof qiyosiy konstruktsiya

shakllanadi, qiyoslash-o'xshatish maqsadni ko'zda tutganda esa o'xshatish konstruksiya shakllanadi. Bu fikr qiyos va o'xshatish konstruksiyalar bir-biri bilan bog'liq bo'lsa-da, ular mohiyat jihatdan farqli ekanligini ko'rsatadi. Sof qiyosni o'rganar ekanmiz, avvalo uni o'xshatishdan farqlashimiz lozim. Nazariy adabiyotlarda o'xshatish, metafora, epitet, baho kabi hodisalar zamirida qiyos mavjud ekanligi qayd etilgan. O'xshatishda - *dek*, -*day* kabi strukturalardan foydalanilsa, sof qiyos esa - *dan*, -*dan ko'ra*, -*dan ortiq*, -*ga qaraganda*, -*roq* kabi strukturalar orqali shakllanadi: *Bu dunyoning o'zida rostdan ko'ra ko'ra yolg'on ko'proq bo'lsa, nima qilsin...* (O'.Hoshimov "Daftar hoshiyasidagi bitiklar").

O'zbek tilshunosligida qiyosiy konstruksiyalarning semantik-stilistik xususiyatlarini maxsus o'rgangan D.Xudayberganova qiyosning to'rt unsurli ekanligini qayd etib o'tgan. Bular: qiyos subyekti, qiyos etaloni, qiyos asosi va qiyos vositasidir. Bundan qiyos to'rt komponentdan iborat ekanligini xulosa qilishimiz mumkin. Va buni quyidagi misol orqali ko'rib chiqishimiz mumkin: *Yarim haqiqat hamisha chindan ko'ra yolg'onga yaqinroq turadi.* (O'.Hoshimov "Daftar hoshiyasidagi bitiklar"). Ushbu matndagi qiyos subyekti – *haqiqat*, qiyos etaloni – *chin*, qiyos asosi – *yaqinroq* va qiyosning formal ko'rsatkichi – *dan ko'ra* shaklidir. Bu qiyosiy konstruksiya matnda to'rt komponentning ifodalanishi nuqtai nazaridan to'liq shakllangan konstruksiyadir.

Qiyos komponentlarining matnda mavjud bo'lishiga ko'ra sof qiyoslar ikkiga bo'linadi: Eksplitsit qiyoslar va implitsit qiyoslar.

Eksplitsit qiyos - qiyos komponentlari matnda to'liq ifodalanadigan qiyoslar. *Implitsit qiyos* - qiyos komponentlari to'liq ifodalanmaydigan, yashirin qiyoslar. Qiyosiy ifodalarda qiyos komponentlari – qiyos subyekti, qiyos etaloni, qiyos asosi va qiyosning shakily ko'rsatkichi mavjud bo'lsa, struktural jihatdan qiyos to'liq ifodalangan bo'ladi. Masalan, *Qo'shni qishloqda tug'ilgan donishmanddan ko'ra o'z qishlog'imdan chiqqan telba afzal deyidiganlar jamiyat ildiziga tushgan qurtdir!* (O'.Hoshimov "Daftar hoshiyasidagi bitiklar"). Qiyosiy konstruksiyalarda qiyos komponentlaridan biri ifodalanmay qolsa, implitsit ifoda vujudga keladi. Ko'pincha qiyos etaloni payt bildiruvchi so'zlar orqali ifodalanganda, *implitsit ifoda* vujudga keladi. Prof. N.Mahmudov bunday ifodani implitsit ifoda ekanligini unda belgining muayyan vaqtda namoyon bo'lishi bilan boshqa vaqtdagisi qiyoslangan holda farq ko'rsatilishini ta'kidlaydi.[1] *Masalan, Shunda Tolibjon uning yurtini oldingidan ko'p sog'inayotganini sezdi.* (S.Ahmad. "Jimjitlik") Ushbu gapda qiyos asosidagi belgining darajasi oldin mavjud bo'lgan belgiga, ya'ni oldingi sog'inishlardan ortiq ekanligi asosida qiyoslangan. Qiyosiy qurilmalarning shu tipda shakllanishi badiiy matnlarda ko'p uchraydi va badiiy nutq talablari darajasidagi mohiyatni kasb eta oladi. Qiyosiy konstruksiyalarda qiyos subyekti implitsit holatda kelishi ko'p uchraydi. Masalan, *Yoshi senga yetsa, sendan aqlliroq bo'ladi* (O'.Hoshimov. "Dunyoning ishlari"). Qiyosiy konstruksiyalarda ba'zan qiyos asosi ifodalanmagan holatlar ham kuzatiladi.

Qiyosiy belgining qiyos komponentlaridan birida boshqasiga nisbatan ortiq yoki kamligiga ko'ra ikkiga bo'lish mumkin:

1. Qiyos belgisining qiyos etaloniga nisbatan qiyos subyektida ortiqqligini ifodalovchi qiyoslar.
2. Qiyos belgisining qiyos subyektiga nisbatan qiyos etalonida ortiqqligini ifodalovchi qiyoslar.

Xulosa qiladigan bo'lsak, Qiyos muhim ifoda vositasi sifatida o'zbek tili nutq uslublarining barchasida foydalaniladi. Chunki har bir narsaning boshqa bir narsaga o'xshash yoki farqli tomonlari mavjud bo'lib, o'xshashlik va farqlanuvchi jihatlar narsa-predmetlarni

muayyan belgilarini qiyoslash natijasida oydinlashadi. Shunga ko'ra fanda qiyoslash tabiat va jamiyat hodisalarini, umuman, olamni bilishning eng muhim usuli sifatida ta'riflanadi. O'zbek tilshunosligida qiyos ifodalanishining turli usullari va vositalari mavjud.

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OLIV TA'LIM TIZIMIDA RAQOBAT MUHITINI SHAKLLANTIRISH ORQALI
TA'LIM SIFATINI OSHIRISH

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Anotatsiya: Ushbu tezis Oliy ta'lim tizimida raqobat muhitini shakllantirish orqali ta'lim sifatini shakllantirishga qaratilgan chora-tadbirlar, ta'lim tizimidagi muammolar va ularni bartaraf etish bo'yicha yechimlar, shuningdek xulosa va takliflarni taqdim etadi.

Tayanch so'zlar: Oliy ta'lim tizimi, Oliy ta'lim muassasasi, ta'lim sifati, xalqaro hamkorlik, talaba, professor o'qituvchi, moddiy texnik bazasi.

Oliy ta'lim tizimida ta'lim sifatini oshirish uning ustuvor yo'nalishlarini belgilash, malakali kadrlar tayyorlash, o'qitish tizimini sifatini oshirish va unga mos raqobat muhitini yaratish orqali amalga oshiriladi. Ushbu masalani samarali amalga oshirishda oliy ta'lim tizimini barqaror rivojlanib borishi, malakali o'qituvchi professorlarni tayyorlash va moddiy texnik bazasini yaxshilash orqali erishiladi. Bunda turli xil tashqi va ichki omillarni hisobga olish muhim hisoblanadi.

1. Kadrlar malakasini oshirish : Kadrlar malakasini oshirish va ularni qayta tayyorlash mutaxassislarining kasb bilimlari va ko'nikmalarini yangilash shuningdek ularga munosib haq to'lash tartibini ishlab chiqish muhim hisoblanadi.

2. Oliy ta'lim muassasalarini moddiy texnik bazasini yaxshilash: Darslarni sifatli tashkil etishda talabalar va o'qituvchilarga yaxshi sharoitlar yaratish muhim hisoblanadi. Misol uchun, dars xonalarni barcha kerakli texnikalar bilan ta'minlash. Axborot resurs markazlaridagi kitoblarni yangilash va ularni hajmini oshirish.

3. Raqobat muhitini shakllantirish: Oliy ta'lim muassasalari o'rtasida raqobat muhitini shakllanishi talimi sifatini ham oshiradi va bu bilan mamlakatga kerakli kadrlar ham o'z sohasida yetakchi mutaxassis bo'lish imkoniyati yaratiladi.

4. Xalqaro hamkorlik: Oliy ta'limda ta'lim sifatini oshirish uchun chet el oliy ta'lim muassasalari bilan hamkorlik qilish va o'qituvchi professorlarni jalb qilish va shuningdek universitetlar talabalari almashinuvini yo'lga qo'yilsa, bu ham oliy ta'lim sifatini yaxshilashga yordam beradi.

5. O'qituvchilar obro'sini oshirish: 2022-yil 20-dekabrda Prezident Murojaatnomasining eng muhim jihatlaridan biri sifatida o'qituvchilarning jamiyatdagi maqomini, sha'ni, qadr-qimmatini himoya qilishni Konstitutsiyada alohida belgilash zarurligi to'g'risidagi taklifini ta'kidlab o'tish kerak. Chunki, ta'lim sifatini oshirishni oldimizga maqsad qilgan ekanmiz, bu ishlar birinchi navbatda amalga oshirilishi zarur bo'lgan vazifalardan biridir.

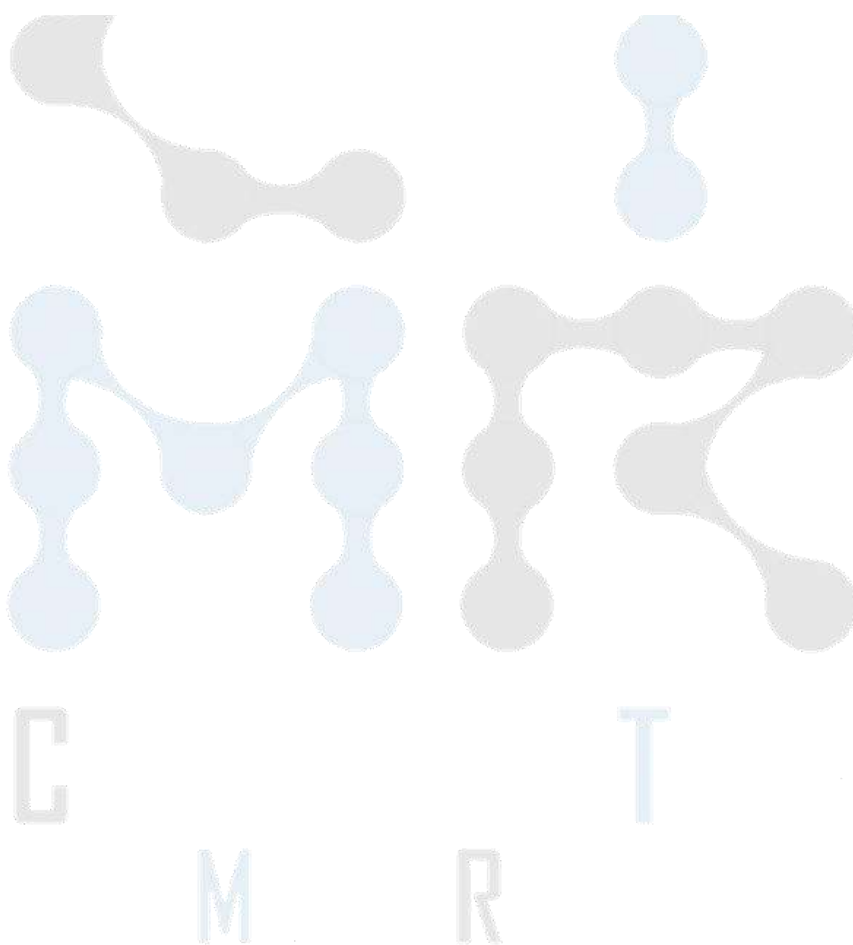
6. O'qitishning yangi usullarini qo'llash: Ayniqsa, ta'lim sifatini oshirish maqsadida o'qitishning yangi pedagogik texnologiyalarini joriy etish, talabalarning bilimini mustahkamlash uchun o'qish hamda amaliyot jarayonining mujassamligini ta'minlash, yangi zamonaviy laboratoriya uskunalarini olib kelish, professor-o'qituvchilarning tajribasini oshirish, o'quv jarayoniga yetakchi xorijiy oliy ta'lim muassasalari, ilmiy markazlarining professorlarini jalb qilish kabi namunaviy ishlar olib borilmoqda.

Xulosa qilib shuni aytish mumkinki , Oliy ta'lim tizimida ta'lim sifatini oshirish uchun raqobat muhitini shakllantirish shuningdek oliy ta'lim muassasalari iqtisodiy ahvolini

yaxshilash, o'qituvchi va talabalar uchun yetarli sharoitlar yaratilsagina ta'lim sifatini yaxshilash mumkin,

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4. www.tfi.uz (Toshkent moliya institutining rasmiy veb-sayti)



GLOBALASHUV DAVRIDA BOLALARNING KITOBXONLIK SALOHİYATINI
TAKOMILLASHTIRISH

Termiz davlat pedagogika instituti
Boshlang'ich ta'lim yo'nalishi 3-kurs talabasi
Sharopova Aziza Zokir qizi

Annotatsiya: Ushbu maqolada hozirgi rivojlangan jamiyatda bolalar uchun kitoblarning o'rni va bolalarni kitoblarga jalb qilish uchun turli xil ko'rik tanlovlarning ahamiyati haqida hamda hozirgi bolalar uchun yaratilayotgan asarlarning ta'siri, shuningdek bolalar adabiyotining hozirgi yosh avlodga qay darajada manzurligi haqida so'z boradi.

Kalit so'zlar: kitob, kitobxon, noshirlik, maktab yoshdagi kitobxonlik, bolalar adabiyoti.

Hozirgi rivojlanib kelayotgan jamiyatimizda yoshlarga bo'lgan ishonch, kelajakimiz poydevori sifatida e'tirof etilishi, xalqimizning yosh avlod uchun keng ko'lamdagi islohotlar yaratib, bu islohotlarning go'zal yakuni, yosh avlodni yanada odimlashi uchun yuksak harakatlardan biri sanaladi. Shular jumlasidan, yosh avlodni kitobga muhabbatini uyg'otish uchun turli xildagi kechalar tashkil etilishi quvonarli holatdir. Chunki, kitob bu ulkan ma'naviyat deganidir. Kitob yosh avlodga chinakam aqliy, axloqiy, estetik tarbiya berish vositasidir, kitob ularni erkin fikrlashga, dunyoqarashini o'stirishga, go'zal nutq sohibi bo'lishiga, qisqa qilib aytganda, jamiyatda o'z o'rnini egallashga, o'zligini anglashga yordam beradi. Kitob insonning eng yaqin do'stidir, siz kitob bilan do'st tutinar ekansiz, siz undan avvalo bugunni, u bilan sirdosh tutinsangiz esa o'tmish va kelajakni anglay boshlaysiz. U bilan qancha yaqinlashganingiz sari shuncha ilg'or pog'onaga ko'tarilasiz. U sizni shunday bir go'zal olamga yetaklaydiki, siz bilim shachmasidan bahramand bo'lasiz. Darhaqiqat, kitob barchamizni ezgulikka undaydigan, oldimizda turgan barcha muammolarni hal etishga yordam beradigan kuchdir.

Mamlakatimizda yoshlarni bepul ta'lim olish bilan bir qatorda, ular ilm olishlari va vaqtlarini bo'sh qoldirmasliklari uchun turli xildagi tanlovlar, shu bilan birgalikda iqtidorli yoshlarni aniqlash uchun turli festivallar ham mavjud. Yoshlarimiz orasidagi qobiliyatlar hech qachon e'tiborsiz qoldirilmagan. Ularni yuzaga chiqorish uchun davlatimiz turli iqtidorli bolalar uchun fondler mavjud. Misol tariqasida, yozuvchilar uyushmasi huzurida tashkil etilgan "Ijod" jamoat fondi tomonidan yozuvchi va shoirlarni, ayniqsa, yosh ijodkorlarning birinchi kitoblari ko'p nusxada nashr etish yo'lga quyilgan. Shu bilan birgalikda, ushbu muhim soha rivoji bilan bog'liq aholi, xususan, yoshlar o'rtasidagi kitob mutolaasi va kitobxonlik madaniyatini oshirishda bir qator muammolar mavjudligi ham aniqlandi.

Bolalar izlanishlari uchun davlatimiz ko'plab qulay sharoitlarga ega bo'lgan kutubxonalarimiz mavjud bo'lib, bunday kutubxonalar har bir shahar-u qishloqlarimizda o'z faoliyatini kursatadi. Rivojlanib ketayotgan ilm soha uchun har qanday o'zimiz uchun qulay shakldagi kutubxonalar mavjud. Biz o'zimiz uchun zarur bo'lgan kitoblarni elektron shaklda topish imkoniyatiga egamiz. Shuningdek, bolalarimiz uchun ham shunday sharoitlar mavjud. Qo'shimcha qilib aytganda, 14ta viloyat axborot-kutubxona markazi, tuman markazlari va shaharlardagi ta'lim muassasalarda 200 ga yaqin kutubxonalar mavjud. Shuningdek, "Kitob olami", "Sharq ziyokori", "O'z davkitob savdo ta'minoti" majmualarida kitob savdosi xizmati yo'lga quyish ko'rsatilgan.

Bolalarni kitobga qiziqtirish ona qornidan boshlanadi. Bolaning kitob sevishi oiladagi a'zolarining kitobga bo'lgan moyilligi bilan o'lchanadi.

Bolaga qancha ko'p kitob olib bersangiz va u kitob bo'yicha qiziqishini oshirsangiz, bola kitobni o'qishga oshiqadi. Yosh bolalarga rangli bo'yoqqa ega bo'lgan, rasmlari ko'p bo'lgan kitoblar diqqatini tortadi. Ammo kitob olib berguncha nafaqat ushbu tomonlari balkim, kitobdagi yo'l quyilgan xatolarni ham e'tiborga olishimiz kerak. Kitob tanlayotganimizda, kitob qanchalik bolaga tarbiyaviy, kreativ, aqliy va estetik zavq bera olishi bo'yicha to'xtalib o'tish kerak deb o'ylayman.

Bolalar adabiyotini yanada rivojlantirish uchun chet el bolalar adabiyot namunalarini ko'proq bolalar adabiyotiga singdira olish kerak. Chunki, har bir asar tag zamirida davlatning urf-odati, ularning tarixi yo bo'lmasa o'sha davlatdagi afsonaviy personajlari bolalar uchun til o'rganishga moyilligini oshiradi.

Bolalar adabiyotimizning zamonaviy vakillarining asarlariga unchalik ehtiyoj kam deb o'ylayman. Ularni yanada ommaga taqdim qilish uchun maxsus televediniya kanali yaratilib, yangi asar namoyishi taqdim etilsa, menimcha asarlarga bo'lgan qiziqishlarni yanada oshirishga zamin yarata oladi.

Bolalarga kitobga qiziqishini oshirish nafaqat oilaga balkim, maktabgacha ta'lim muassasini hamda maktabni, boshqacha qilib aytganda ota-onalar, tarbiyachilar va murabbiylar hamda kutubxona hodimlarining ahamiyati kattadir.

Maktabgacha ta'lim yoshdagi kitobxonlarga asosan ota-onalar, buvi-bobolar, bolaning kitobxonlik madaniyati do'stlik, halollik, botirlik, mehnatsevarlik, shakllanadi. Ertaklar xalq og'zaki poetik ijodidagi eng boy va rang-barang janrlardan rostgo'ylik, mehr-muhabbat g'oyalari asoslangan ertaklar tinglash orqali biri. Bundan tashqari topishmoq orqali bolaning tafakkuri rivojlanadi, topishmoqlar xalqning hayoti, urf-odati, o'ziga xos rasm-rusumlari o'rgatadi hamda bolalarni o'ylashga, topqirlikka o'rgatadi. Bundan tashqari bolalar «Kim?». «Nima?» so'roqlariga javob topishga o'rganadilar.

Maktab yoshidagi kichik kitobxon bolalarga tabiat, vatan, vatanparvarlik, botirlik, mehnatsevarlik, odob-axloq, ota-onaga, ustozlarga, o'qishga mehr-muhabbat g'oyalari singdirilgan kitoblarni o'qish tavsiya etiladi. Ular ko'proq sehrli-fantastik ertaklar, sarguzasht hikoya va qissalar, dostonlarni sevib o'qiydilar. Bunday yoshdagi bolalarga juda katta hajmdagi asarlardan ko'ra, ko'proq qisqaroq hikoya va qissalarni tavsiya etish muhimdir, chunki ba'zi bolalar katta hajmdagi asarlarni o'qishdan zerikib qolishi mumkin.

"Bizning havas qilsa arziydigan buyuk tariximiz bor. Havas qilsa arziydigan ulug' ajdodlarimiz bor. Havas qilsa arziydigan beqiyos boyliklarimiz bor. Va men ishonaman, nasib etsa, havas qilsa arziydigan buyuk kelajagimiz, buyuk adabiyotimiz va san'atimiz ham albatta bo'ladi." - deydi yurtboshimiz. Darhaqiqat, go'zal poydevorimiz, go'zal kelajak yarata oladi. Yoshlarimiz bilim olishda va izlanishda davom etar ekan, albatta, buyuk kelajagimiz va biz maqsad qilgan hamma orzularimiz ushaladi, Kelajagimiz yoshlarimiz qo'lidadir.

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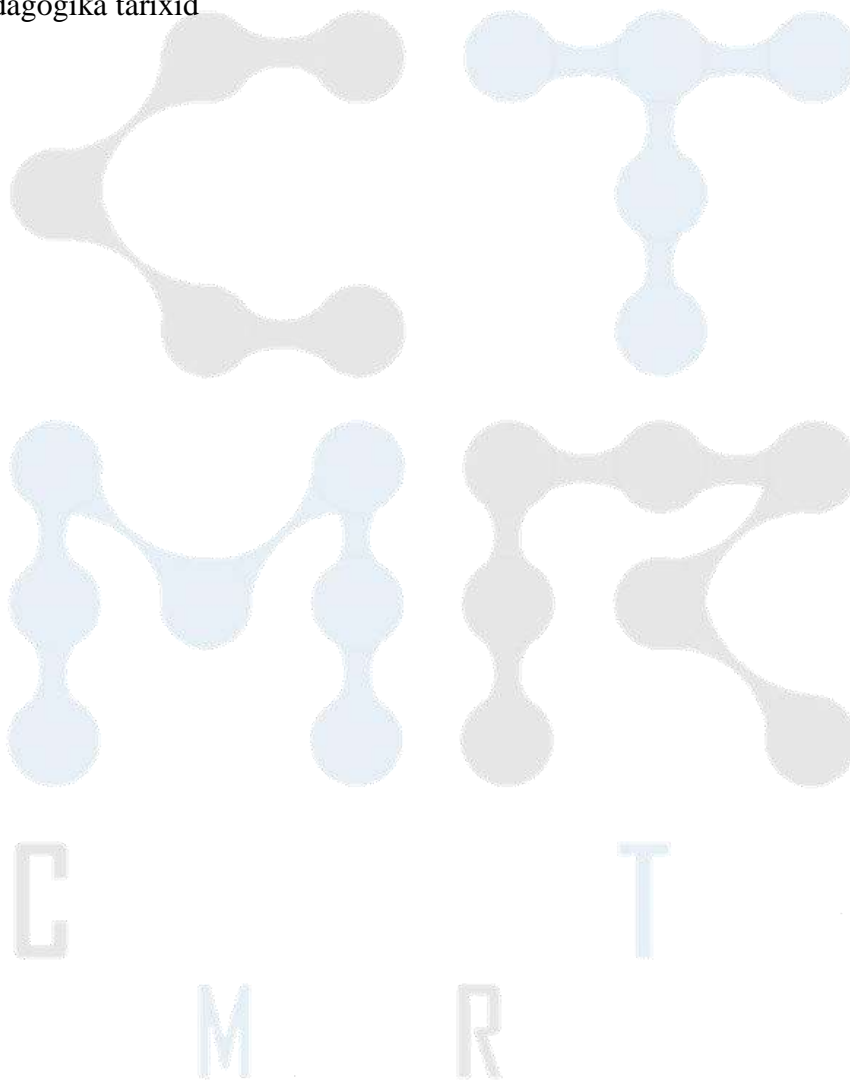
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**BOSHLANG'ICH SINIF O'QUVCHILARINING NUTQINI RIVOJLANTIRISHDA
XALQ OG'ZAKI IJODINING TUTGAN AHAMIYATI**

Ilmiy rahbar: Muminova Umida Qarshiyevna

TerDPI, Boshlang'ich ta'lim nazariyasi kafedrasi o'qituvchisi

Xoliyeva Sevara Rustam qizi

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Eshpo'latova Maftuna

TerDPI, Boshlang'ich ta'lim yo'nalishi talabasi

Kalit so'zlar: xalq og'zaki ijodi, folklor, yozma adabiyot, marosim, mavsum, roviy, alla, nutq, ertak, boshlang'ich sinf.

Annotatsiya: ushbu maqolada xalq og'zaki ijodi haqida ma'lumot, xalq og'zaki ijodining janrlari, xalq og'zaki ijodidan namunalari, xalq og'zaki ijodining bolalar hayotida tutgan o'rni kabi masalalar yoritilgan.

Ma'lumki, xalq og'zaki ijodi namunalari yozma adabiyotning maydonga kelishi va rivojlanishida boy manba bo'lib xizmat qiladi. Shuningdek, badiiy adabiyot taraqqiyoti jamiyattning umumiy rivoji bilan ham uzviy bog'liqdir. Bu jihatdan Mahmud Koshg'ariyning "Devoni lug'atit turk" asarini eslash o'rinlidir. XI asrning buyuk tilshunos olimi o'z kitobiga juda ko'p ma'lumotlarni jamlagan. Kitobda XI asr adabiyoti bilan birga, avvalgi zamonlarda paydo bo'lib, og'izdan og'izga avloddan avlodga ko'chirib yurgan maqolalar rivoyatlar, qo'shiq va lirik she'rlardan namunalari keltirilgan. Ayniqsa, mehnat, qahramonlik, marosim, mavsum qo'shiqlari haqida batafsil ma'lumot beriladi.

Badiiy adabiyotning yuzaga kelish tarixi qanchalik qadimiy bo'lsa, ifodali o'qish tarixi ham shu qadar uzoq zamonlarga borib taqaladi. Mazmundor va ifodali nutq hamma davrlarda ham kishilarni o'ziga jalb etib ijtimoiy hayotda alohida o'rin egallab kelgan. Ifodali o'qish, avvalo, xalq san'atidir. Chunki badiiy adabiyot dastavval xalq og'zaki ijodi shaklida paydo bo'lgan. Xalq yaratgan asarlarning keng tarqalishida esa og'zaki ijrochilik san'ati muhim ahamiyat kasb etgan. Qo'shiq, ertak, doston, qissa kabi og'zaki adabiyot namunalari yaratgan xalq namoyandasi (ertakchi, qissaxon, baxshi) bir paytning o'zida ham ijodkor, ham ijrochi edi.

Xalq og'zaki ijodi quyidagi janrlarga bo'linadi:

1. Doston
2. Qo'shiq
3. Maqol
4. Matal
5. Topishmoq
6. Afsona
7. Tez aytish
8. Askiya
9. Rivoyat
10. Asotir
11. Ertak
12. Latifa
13. Lof

14. Alla

15. Lapar

Binobarin, asrlar davomida yaratilgan afsona va rivoyatlar, maqol va matallar, qo'shiq va dostonlar, og'zaki ijrochilik, ifodali nutq san'ati tufayligina bizgacha yetib keldi. Xalq yaratgan asarlar qanchalik donishmandlik va san'atkorlik mahsuli sifatida yuzaga kelgan bo'lsa, ularning og'zaki ijrochiligi ham shu qadar mahorat va san'atkorlikni talab qilgan.

Qadim tariximizda yorqin iz qoldirgan ijtimoiy-siyosiy voqealarni, inson qalbidagi g'am-anduh, shodlik va quvonch tuyg'ularining badiiy ifodasi sifatida maydonga kelgan jamiki adabiyot namunalarini xalq san'atkorlari (qo'shiqchi, roviy, qissaxon, baxshi) shunchaki jo'n, badiiy tasvir vositalarisiz, xilma-xil ovoz tovlanishlarisiz, shukuhsiz bir tarzda ijro etganlarida edi, ehtimol bu asarlar uzoq saqlanib qolmagan bo'lar edi.

Barchamizga ma'lumki, bolalar nutqining rivojlanishida aynan xalq og'zaki ijodi ustun turadi. Chunki chaqoloq tug'ilganidan keyin eng avvalambor xalq og'zaki ijodi namunasi hisoblangan allani tinglab voyaga yetadi. Ayni mana shu alla tufayli barcha insoniy fazilatlar bola ongiga singgadi. Mana shu birgina allani tinglab bolaning tili chiqadi.

Alla

Yot, bolam, uxla qo'zim,

Uylarda o'chdi chiroq.

Uxlar asalarilar,

Uxlar baliqlar tinchroq.

Ko'kda oy yarqiraydi,

Derazadan qaraydi.

Ko'zlaring yumgin, qo'zim,

Yot, quvonchim, qunduzim!

Alla, alla

Ertaklar eshitib tarbiyalanadi. Keyinchalik nutqi rivojlanadi. So'nggi davrda bolalar she'riyatida ona-Vatan, go'zal diyor, hur o'lkamiz to'g'risida yaratilgan asarlari katta ahamiyat kasb etadi.

Shuni e'tiboriga olish lozimki, bolalar maktabga borishda oldin xalq og'zaki ijodi namunasi hisoblangan qo'shiqlarni aytib katta bo'lishadi. Ayni mana shu qo'shiqlar bolalar nutqini rivojida katta ahamiyat kasb etadi.

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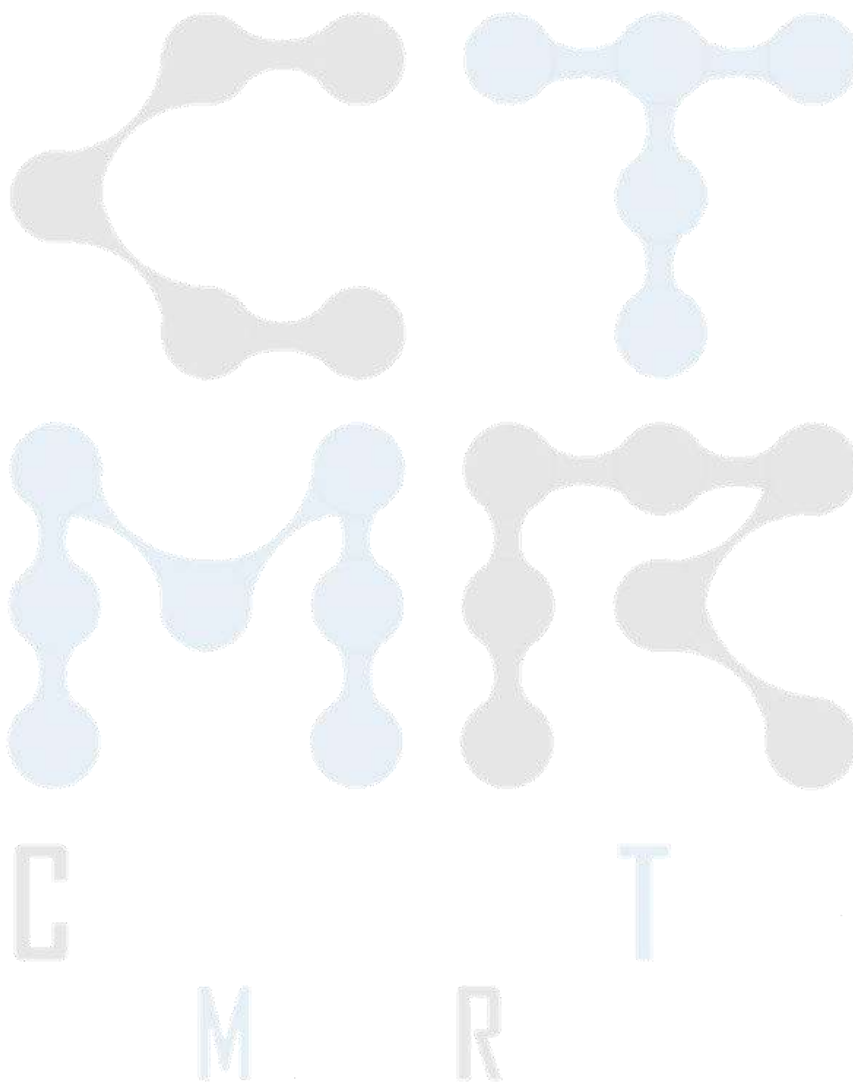
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**HAMZA HAKIMZODA NIYOZIYNING AXLOQIY TARBIYA XUSUSIDAGI
QARASHLARIDA, YOSHLARNING INSONPARVARLIK RUHIDA
TARBIYALANISHI**

Nematova Gulsanam Nodir qizi

Termiz davlat pedagogika instituti

Boshlang'ich ta'lim yo'nalishi 3-bosqich talabasi

Annotatsiya: Ushbu maqolada ma'rifatparvar o'zbek shoiri Hamza Hakimzoda Niyoziyning yoshlarning insonparvarlik ruhida, tarbiyalanishi, ta'limning o'ziga xos tomonlari va asosiy g'oyalari ochib berilgan.

Kalit so'zlar: Hamza Hakimzoda Niyoziy, ma'rifatparvar, bola shoiri, she'riyat hikoyat, yangi maktab, maorif, axloqiy tarbita.

Hozirgi zamon o'zbek adabiyotining asoschilaridan biri ma'rifatparvar bolalar shoiri Hamza Hakimzoda Niyoziy 1889-yilda Qo'qon shahrida dunyoga kelgan. 7 yoshidan maktabda xat savod o'rgana boshlaydi. Maktabni bitirgach, madrasaga va I.V. Orlovning kechki rus-tuzem maktabiga o'qishga kirdi. Hamza madrasada o'qigan chog'laridayoq Firdavsiy, Hayyom, Sa'diy, Hoqoniy, Jomiy, Bedil va boshqalarning ulkan she'riyati bilan tanishdi, shuningdek, Sharq olimlarining asarlarini o'qidi. U 1911-yilda Qo'qon shahrida kambag'al, beva-bechoralarning bolalari uchun maktab ochdi, "Yordam jamiyati" tuzdi, kutubxona tashkil etdi. Yangi maktab, yangicha darslar uchun o'zi darslik va qo'llanmalar yaratdi.

Shoir yosh avlodlarining bir kuni olimlar qatoridan o'rin olishiga, hatto suv osti va osmonda kezdigan bilimdon bo'lishiga ishonadi. Kelajakka ishonch ruhi adibni bolalar uchun ko'plab darsliklar, ijtimoiy-siyosiy mavzuda, dunyoviy ilm, kasb-hunarni o'rganishga undovchi she'rlar bitishiga turtki bo'ladi. Shoirning «Qalam» she'ri qasida tarzida yozilgan. Lirik qahramon maktabga kelib, qalamga oshno bo'lgani va shu tufayli aqli raso, ilm-u adab egasi bo'lib, barcha orzu umidlari ro'yobga chiqqanini ta'rif-tavsif etadi:

O'qudim, chiqdi savodim ham xatim yaxshi bo'lub,

G'ayratimga yarasha ishlar mango qildi qalam.

Harna kim yozmish qalam so'zidin also chiqmadim,

Ul mani ham aytganim axir bajo qildi, qalam.

Shoir bolalarni maktabga qiziqtirish, o'quv qurollariga havas uyg'otish borasida ilmning xosiyatini teran idrok etadi. Yosh qahramon tilidan «Bor edi ko'nglumda bo'lmoq podsholik orzu, O'tmadi fursat, bu hojatim ravo qildi qalam. Bir gadoni o'g'li erdim podsho qildi qalam»,— deya ma'rifatni ulug'laydi. Natijada shoir she'ri va talqinidan insonning jamiyatdagi mavqeyi, qanday inson bo'lib yetishuvi ilm sharofatidan ekanligi anglashiladi. Hamzaning bolalar uchun yozgan yana bir she'ri «Bir kishining bor edi to'rt bolasi» deb nomlanadi. Aslida bu mavzu o'tgan asr boshlaridagi o'zbek bolalar adabiyotida alohida yo'nalish sifatida ko'zga tashlanadi. O'sha davr o'qish kitoblaridagi axloq-odob mavzusi insoniylikning turli yaxshi va yomon jihatlarni qamrab olgan. Saxiylik va baxillik, to'g'ri so'zlik va yolg'onchilik, mehnatsevarlik va dangasalik, sabr va sabrsizlik, qanoat va ta'magirlik, sadoqat va bevafolik, adolat va jabr-zulm singari insoniylikning qarama-qarshi qutblarida turgan o'nlab fazilat va illatlarning yaxshi-yu yomon jihatlari xususida fikr yuritilib, yaxshisidan o'rnatilgan o'rin olishga, yomonidan hazar qilishga undovchi she'r, hikoyalarga keng o'rin ajratilgan.

Hamza hamisha maorif tarqatishni, xalqning farzandlariga bilim berishni o'zining asosiy yumushi deb hisoblagan. Chunki shoir vatanparvar ziyoli, elsevar jadid sifatida ma'rifat vatan erkiga olib boradigan yolg'izgina yo'l ekanligini yaxshi tasavvur etardi. Millatining farovon yashashini orzu qilgan, vatanda jaholat hukmronlik qilayotganidan qiynalgan shoir barcha baxtsizliklarning sababi ma'rifatsizlikda, odamlarning o'qimaganligida, o'qishga sharoitning yo'qligida deb hisoblaydi. U birinchi sinf o'quvchilari uchun 1914-yilda yaratgan «Engil adabiyot» darsligida:

Maktab — millatni guli,

Millat aning bulbuli,

Maktabsiz qolgan millat

Boshqa chamanni quli... deb yozgan edi. Millatni ma'rifatli ko'rish Hamzaning deyarli barcha asarlaridagi asosiy fikr hisoblanadi. Ilmsizlik tufayli qoloqlik botqog'iga botgan Turkistonga, ona Vataniga shoir dard bilan murojat qiladi.

Hamza har qanday taraqqiyotning asosi millat vakillariga ilm o'rgatishda ekanligini ko'zda tutadi. Ilmning ahamiyatini, inson hayotida ma'rifat tutgan yuksak maqomni tasvirlashga yo'naltirilgan adabiyot ma'rifatchilik adabiyoti hisoblanadi. O'zbek adabiyotida juda qadim zamonlardan buyon ma'rifatni tarannum etishga alohida e'tibor berilgan. Yusuf Xos Hojib, Ahmad Yugnakiy singari ko'p asrlar oldin yashab o'tgan adiblar ham ma'rifatni ulug'lab asarlar yozganlar.

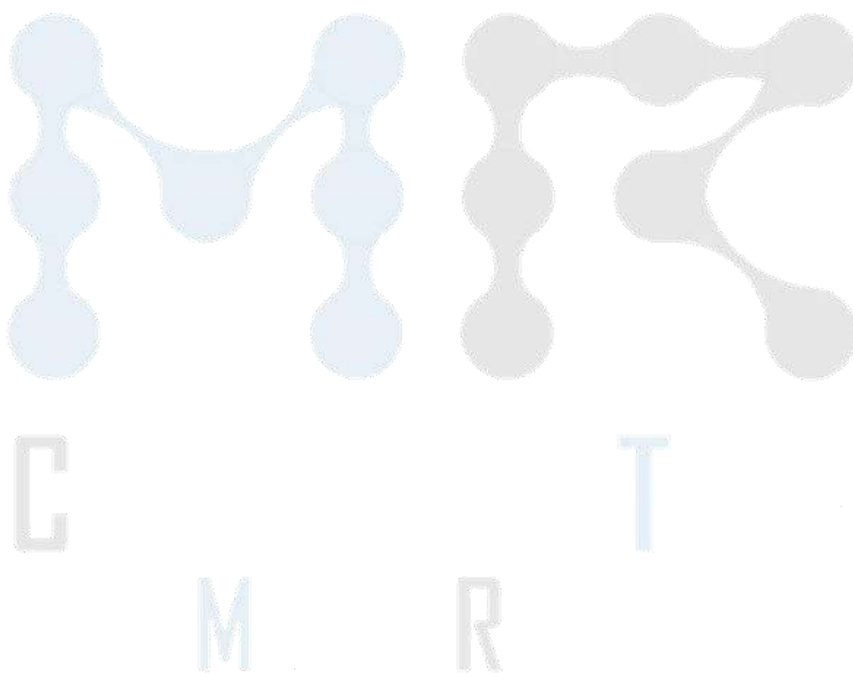
Hamzaning fikricha, bolalarni barkamol inson qilib etishtirish uchun o'qituvchining o'zi chuqur bilimga ega, qobihyatli va yuksak axloqiy fazilatli bo'lishi kerak. Hamza ta'lim-tarbiya haqida bildirgan fikrlarida bolalarning sog'lom Bo'lishiga ham e'tibor beradi. U, ayniqsa, ta'lim-tarbiyada ota-onalarning muhim o'rin tutishini ta'kidlaydi. Bolaning go'zal axloqli bolib kamol topishi uchun oila muhitidatarbiyaningtog'riyo'lga qo'yilishi zarurligini aytadi Shoirning fikricha, bola odobningboshini ota-onadan oladi; o'vganadi, bune ' jiddiy c'tibor berilmasa tarbiya juda qiyin kechadi va yomon oqibatlar olib borishi aniq ekanligini bayon etadi. Hamzaning axloqiy tarbiya xususidagi qarashlarida yoshlarni insonparvarlik ruhida tarbiyalash alohida o'rin egallaydi. Uning fikricha yoshlardagi insonparvarlik kishilarning qadr-qimmatini anglash, unj hurmat qilish, insoniy huquqlarini himoya etish, ularga hurmat bilan muomala qilishdan iborat bo'lishi kerak. Yoshlarni insonparvalik ruhida tarbiyalash ularda o'ziga yaqin bolgan kishilarga, avval ota-onasiga samimiy muhabbat tuyg'usini rivojlantirishdan boshlanishi kerak Shu tufayli ham, shoir o'z darsliklariga kiritgan she'r va hikoyalarida bolalarni o'zot-onalariga mehribon bo'lishga, ulami qadrlashga chaqiradi.

Demak, maktab yoshlarni ilmli, odobli qilib tarbiyalashi va hunarga o'rgatishi kerak, Hamza Hakimzoda hunar o'rgatishni keng ma'noda tushunadi. Hamza Hakimzoda o'z pedagogik qarashlarida har bir inson jamiyat, tabiat va hayvonot dunyosidan xabardor bo'lishi kerakligi haqida so'zlar ekan. Buning uchun ilm-fanlarni egallash zarurligini ta'kidlaydi.

Hamza Hakimzoda aqliy tarbiya haqida so'z yuritir ekan, aqliy tarbiya orqali tabiat va jamiyat qonunlarini, tabiat hodisalarini, ular o'rtasidagi bog'liqlikni bilish kerakligini aytadi. Shoir ana shunday ma'lumotga ega bo'lgan va jamiyat, xalq farovonligi uchun xizmat qiladigan yoshlarni yetishtirishga da'vat etadi.

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DVIGATELGA KIRADIGAN HAVONING PARAMETRLARINI TO'G'RILASH HISOBIGA YUK AVTOMOBILLARINING ISHLASH JARAYONIDA YOQILG'I SARFINI TEJASHNING O'RGANILGANLIK DARAJASINI ANIQLASH.**Tilavqobilova Dildora Jaylov qizi**

Termiz muhandislik texnologiya instituti magistri

Annotatsiya: Ushbu maqolada mamlakatimizda avtomobilsozlik va yuk avtomobillarida yonilg'i sarfini kamaytirish to'g'risida bo'lib, unda avtomobilsozlikning mamlakatimizga kirishi va yuk avtomobillarda yonilg'i sarfini kamaytirish afzalliklari, uning ilmiy, nazariy va texnik usullari hamda ushbu mavzuda dunyoda bo'layotgan jarayonlarni o'z ichiga oladi.

Kalit so'zlar: Yoqilg'i moylash materiallari, havo parametrlari, ISO.

Ishning nazariy va amaliy ahamiyati. Texnik qurilmaning parametrlari asoslab berilgan va uning dizayni taklif qilingan. Taklif etilayotgan texnik qurilmaning avtomatik rejimda ishlashini ta'minlash uchun dvigatel kirish joyidagi havo parametrlarini sozlash tizimi ishlab chiqilib, uni qo'shimcha boshqaruvchi orqali standart avtomobil dvigatelin boshqarish tizimiga ulash orqali amalga oshirildi.

Dvigatelning kirish qismidagi havo parametrlarini sozlash bo'yicha taklif qilingan tizim asosida texnik qurilmaning eksperimental modeli ishlab chiqildi va o'rtacha sovuq iqlimli hududlarga moslashtirildi, u Surxondaryo viloyati bazasida ishlab chiqarish va texnik xizmat ko'rsatish uchun sinovdan o'tkazildi va uskunalar bilan jihozlangan.

Amaliy foydalanish natijalari standartning 16% gacha yoqilg'i tejashni ko'rsatdi. Shunga asoslanib, ushbu tadqiqotlar natijalari dizel dvigatelli transport vositalarida foydalanish uchun tavsiya etilishi mumkin.

KIRISH

Zamonaviy iqtisodiy sharoitda avtomobil transporti faoliyati samaradorligini oshirish muammosi eng muhimlaridan biri hisoblanadi. Yuk mashinalarining yuqori narxiga qaramay, mahsulotlarning 90% gacha bo'lgan qismi uning yordamida tashiladi. Yoqilg'i moylash materiallari narxini pasaytirish orqali yuk avtomobil transporti faoliyati samaradorligini oshirish mumkin, bu esa transport xizmatlari tonnarxi 25-30% gacha tushishiga imkon beradi.

Turli xil ekologik omillardan tashkil topgan transport vositalarining ish sharoitlari yoqilg'i sarfiga sezilarli ta'sir ko'rsatadi. Transport vositalarining ekspluatatsiyasiga qo'yiladigan asosiy talab nafaqat yuk tashish samaradorligini oshirish, mehnat va moddiy xarajatlarni kamaytirish, balki yoqilg'i-energetika resurslarini tejash hisobiga ham samaradorlikni oshirishdan iborat ekanligi aniqlandi. Resurslarni tejash usullari transport vositalarining ishlashi davomida yoqilg'i sarfini kamaytiradigan barcha choralarni o'z ichiga oladi. Texnik adabiyotlarda atrof-muhit omillari yuk mashinalarining yoqilg'i sarfiga ta'sirining alohida holatlari, masalan, past havo haroratining ta'siri keng yoritilgan. Biroq ular harorat, bosim, havo zichligi va namlikning birgalikdagi ta'sirini hisobga olgan holda yuk mashinalarining yoqilg'i samaradorligi masalalarini to'liq aks ettirmaydi, isitish va belgilangan optimal havoni saqlashni hisobga olgan holda yoqilg'i sarfini shakllantirish tushunchasi mavjud emas. Ushbu muammolarning dolzarbligi va rivojlanmaganligi tadqiqot uchun asos bo'ladi

Dvigatelga kiradigan havoning parametrlarini to'g'irlash hisobiga yuk avtomobillarining ishlash jarayonida yoqilg'i sarfini tejashning o'rganilganlik darajasi.

Tadqiqot mavzusi bo'yicha 19 ta maqola chop etildi (jumladan, 6 tasi - Rossiya Federatsiyasi Oliy attestatsiya komissiyasi tomonidan tavsiya etilgan nashrlarda, 1 tasi - AGRIS xalqaro mavhum ma'lumotlar bazasiga kiritilgan nashrda). Tadqiqotning asosiy natijalari XXXXIII Butunrossiya mexanika va boshqaruv jarayonlari simpoziumida (Miass, 2013), Butunrossiya ilmiy-amaliy anjumanida ma'lum qilindi, muhokama qilingan va ma'qullangan.

Qabul qilish kollektoridagi havo harorati, bosimi, zichligi va namligi, aralashmaning shakllanishiga ta'siri va yonilg'i aralashmasining chegaralari masalasi ko'rib chiqiladi. Avtotransport vositalarining yoqilg'i samaradorligini oshirish va atrof-muhit omillarining yoqilg'i sarfiga ta'sirini kamaytirish sohasidagi zamonaviy tendentsiyalar ko'rib chiqiladi. Dvigatelning kirish qismida havo parametrlarini tuzatish uchun mavjud tizimlar tahlil qilinadi.

Tahlil qilingan ishlarda salbiy havo haroratining avtomobillarning yoqilg'i samaradorligiga ta'siri masalasi havoning bosimi, zichligi va namligini hisobga olmasdan ko'rib chiqildi. Oldingi ishlarda isitish va avtomobil dvigatellarining qabul qilish manifoldida belgilangan optimal havo haroratini saqlashni hisobga olgan holda yoqilg'i sarfini shakllantirish tushunchasi mavjud emas.

Hozirgi vaqtda transport vositalarining ishlash samaradorligini oshirishga ishlaydigan moylar, yoqilg'ilar va ehtiyot qismlar sifatini oshirish, shuningdek, past muhit haroratida dvigatelni ishga tushirish usullarini takomillashtirish orqali erishilmoqda. Avtomobillardan foydalanish samaradorligini oshirish uchun ularni loyihalash va ishlatishda tizimli yondashuvga rioya qilish, ya'ni amalga oshirilgan ishlash ko'rsatkichini boshqarish kerak.

Xalqaro standartlarga muvofiq [Xalqaro standart tashkiloti (ISO 3046-1:2002 (E) va ISO 15550: 2002 (E)) dvigatel dizayni uchun quyidagi ekologik parametrlar standart ish sharoitlari hisoblanadi: barometrik bosim - 1000 mbar (750) mm Hg st.), atrof-muhit harorati - +25 °C, havo namligi - 30%.

$P_0=0,1013$ MPa (760 mm Hg) va $t_0=20^{\circ}\text{C}$ qiymati bilan tavsiflangan atmosferaning normal holatiga yetkazish odatiy holdir.

Avtomobillarni ishlatishda dvigatel kirishidagi havo harorati tartibga solinmaydi, lekin GOST P 54810-2011 "Avtomobillar. yoqilg'i tejamkorligi. Sinov usullari", avtomobillarni sinovdan o'tkazishda standart harorat +20 °C ni tashkil qiladi.

Shunday qilib, mahalliy va xalqaro amaliyotda dvigatellarning kuchi va ekspluatatsion ishlashi bilan bog'liq barcha hisob-kitoblar ijobiy muhit haroratida (+20 ... +25 °S) va normal barometrik bosim va namlikda amalga oshiriladi.

Tegishli adabiyotlar bilan tanishib chiqqandan so'ng, yuk mashinalarining yoqilg'i sarfiga ta'sir qiluvchi omillarni tavsiflovchi bir nechta tadqiqotlar mavjudligi aniqlandi. Shuning uchun ushbu bo'limda boshqa modellarning tegishli tadqiqotlari ham muhokama qilindi.

Li va boshqalar. Toyotadagi shaxsiy avtomobillar tomonidan to'plangan 10 oylik uzoq muddatli ma'lumotlarni tahlil qildi va tadqiqot yoqilg'i sarfi samaradorligi va haydovchilarning xususiyatlari o'rtasidagi bog'liqlikni o'rgandi. Ular ba'zi omillar avtomobillarning yoqilg'i sarfiga sezilarli ta'sir ko'rsatishini aniqladilar, ba'zi elementlar esa deyarli ahamiyatsiz.

Chen va boshqalar. Mezoskopik yonilg'i sarfini baholash modelini ishlab chiqdi, unda ilgari hisobga olinmagan bo'laklar soni va erkin oqim tezligi kabi bashorat qiluvchilar mavjud. Tadqiqot natijalari shuni ko'rsatdiki, bu omillar avtomobil yoqilg'isi sarfiga ham ta'sir qiladi.

1. Harorat, bosim, zichlik ta'sirining bog'liqligi ishlayotgan yoqilg'i sarfi bo'yicha dvigatelning kirish qismidagi havo namligi yuk mashinalariga nisbatan ko'rib chiqildi.

2. Yoqilg'i sarfini hisobga olgan holda matematik modeli ishlab chiqilmoqda. Ish paytida avtomobil tomonidan ishlatiladigan havo parametrlariga ko'ra kiritilgan parametrlarning raqamli qiymatlari aniqlanadi. Tahlil Fisher mezoniga ko'ra esa eksperimental ma'lumotlar ko'rsatiladi. Hisoblangan qiymatlar bir xil umumiy populyatsiyaga va modelga tegishli, 95% ishonch bilan simulyatsiya qilingan jarayonga mos keladi.

3. Tuzatish uchun konstruktiv texnik yechim ishlab chiqilgan. Dvigatelning kirish qismidagi havo parametrlari foydali modeli patent asosida nazariy jihatdan asoslangan va havo parametrlarini saqlab qolgan holda eksperimental ravishda tasdiqlandi. Dvigatelning kirish qismida +40 dan +70 ° C gacha yoqilg'i sarfi kamayadi. Tavsiya etilgan texnik qurilmaning rejimda ishlashini ta'minlash uchun avtomatlashtirish, havo parametrlarini sozlash tizimi taklif qilindi va joriy etildi. Standart boshqaruv tizimiga ulash orqali dvigatelning kirish qismida qo'shimcha boshqaruvchi orqali avtomobil dvigatelinin ishlashi ko'rib chiqildi

4. Eksperimental tadqiqotlar olib borildi

5. Keyingi tadqiqot yo'nalishlari va istiqbollari:

- eksperimentni qo'llash tadqiqotlarda belgilangan resurslarni tejashning ishlab chiqilgan konsepsiyasini yaratish imkonini beradi;

- resurslarni tejashni yaxshilash bo'yicha texnik chora-tadbirlarni takomillashtirish turli tabiiy-iqlim sharoitlarida transport vositalarining ishlashini yaxshilashga imkon beradi;

- ish paytida yoqilg'i sarfi normalarini aniqlash metodologiyasini ishlab chiqish uchun havo parametrlarini sozlash tizimi bilan jihozlangan transport vositalari dvigatel kirish tizimini takomillashtirishga imkon beradi

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ВАЖНОСТЬ ИСПОЛЬЗОВАНИЯ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ В НАУКЕ ОБ ОСНОВАХ ТЕХНИКИ ПЕНИЯ.

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АННОТАЦИЯ: В этой статье обсуждается, что музыкальное искусство, которое высоко определяется как «дар души, есть пища души», определяется как духовный фактор, объединяющий нации и народы и приносящий мир. сердцам.

КЛЮЧЕВЫЕ СЛОВА: певец, техника, певческая техника, музыка, музыкальное искусство.

Внимание, уделяемое искусству в Узбекистане, как и любой другой области, и, как следствие, развитие и совершенствование этого искусства, радует представителей отрасли. Значительно поднялось, выросло и развилось музыкальное искусство нового направления, соответствующего мировым стандартам. На данный момент, если учесть, что формируется новое поколение педагогов, можно сказать, что музыкальное искусство в Узбекистане поднимается на новый качественный уровень. Реализация образовательных программ в Узбекистане осуществляется на основе определенной концепции, которая разработана и утверждена – государственных образовательных стандартов, учебная программа реализуется на основе стандартов, а также систематизируется и совершенствуется в музыкальном образовании. как и во всех сферах. Человеческий голос очень важен в мире музыкальных звуков. Как пример развития духовности человека, богатства культуры и уникального искусства Узбекистана, статуса и мест, удивительна всеобъемлющая история такой замечательной страны, ее место и значение сегодня, с древнейших времен и до наших дней!

В древности музыкальное искусство, которое высоко определялось как «дар души, есть пища души», издревле описывалось как духовный фактор, объединяющий нации и народы и приносящий мир в сердца. История нашей национальной музыки уходит в далекое прошлое. Изображения музыкантов с инструментами в руках на памятниках, найденных при археологических раскопках, свидетельствуют о древности нашего музыкального искусства.

Процесс формирования вокально-технических навыков хормейстеров в науке об основах техники пения. Совершенствование вокально-технического мастерства хормейстеров по предмету «Основы техники пения», содержанию техники пения и учебной деятельности. Цель науки

технология организации разработки научно-основная, методическая и модульная.

Задачи науки заключаются в следующем:

1. Анализ процесса исторического зарождения певческой школы по специальности дирижирование (хоровое дирижирование).
2. Изучить содержание основ техники пения.

3. Разработка оптимальных способов обучения путем изучения содержания самостоятельного обучения основам методики пения.

4. Разработка системы учебных модулей для освоения основ техники пения и раскрытия ее теоретической и практической значимости.

В связи с тем, что по предмету «Основы методики пения» по направлению хоровое дирижирование не разработан электронный учебный модуль, он послужит помощником для наших юных певцов благодаря научно-творческому подходу к данному учебному пособию.

1. Процесс обучения стилям пения с помощью инновационных технологий в области науки основ техники пения предоставляет широкие возможности для более глубокого усвоения содержания.

2. Оптимальные способы обучения основам техники пения с помощью современных технологий, правильное их использование позволяет иметь полную информацию в освоении предмета.

3. Разработана первая модульная система освоения основ техники пения, которая служит раскрытию теоретического и практического значения науки. Теоретическое и практическое значение науки:

- теоретически проанализирован и проанализирован процесс исторического зарождения певческой школы, внедрения основных стилей вокально-хорового мастерства, дополнения певческих навыков знанием теории и стиля пения, обеспечения исполнительской культуры хоровых коллективов на профессиональном уровне и практически; в науке об основах техники пения роль будущих хормейстеров в совершенствовании своего вокального мастерства определялась путем анализа стилей пения. Содержание, форма, методы и педагогико-психологические особенности совершенствования исполнительского мастерства певцов определялись в процессе самостоятельного обучения основам певческой техники. Обучение основам методики пения, как текст лекций при организации занятий в образовательных учреждениях, а также воспитательные, эстетические, нравственные и духовно-воспитательные работы по пению в образовательных учреждениях. Материалы исследования могут быть широко использованы в процессе обучения. собираемся и организуем концертные выступления.

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**ВНЕДРЕНИЕ И ПРИМЕНЕНИЕ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ
ВСОЗНАНИИ СТУДЕНТОВ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ.**

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АННОТАЦИЯ: В настоящее время наука о традиционном пении имеет большое значение. На уроках используются различные педагогические технологии для самостоятельного мышления учащихся, в том числе методы ВВВ, кластера, вставки, скарабея.

КЛЮЧЕВЫЕ СЛОВА: Инновация, голос, тенор, баритон, бас, толстый голос, ВВВ, кластер, вставка, скарабейские методы.

Обучение молодого поколения, подрастающих поколений, а точнее, внедрение их в их мышление, с каждым днем становится все более важным. Президент Ш. М. Мирзиёев как отметил не зря говорили, что если мы хотим продвигать искусство и культуру, то, прежде всего, мы должны продвигать искусство классического статуса. Сегодня интерес и внимание к использованию инновационных технологий, педагогических и информационных технологий в образовательном процессе возрастает с каждым днем. Одна из основных причин этого заключается в том, что в традиционном образовании студентов-естественников учат не только приобретать готовые знания, но и находить полученные знания на основе современных технологий, изучать и осваивать их самостоятельно и даже рисовать свои выводы. В этом процессе педагоги создают условия для развития, становления, обучения и воспитания личности. Исходя из этой цели, реализация процесса высшего образования, дальнейшее совершенствование воспитательной работы, применение современных педагогических, инновационных и информационных технологий в образовательном процессе, получение передового опыта работы, развитие общества. Установление и укрепление сотрудничества между учебными заведениями является одной из задач. из неотложных вопросов. Ашула – постоянный спутник, пальма первенства и помощник человека. Необычайная духовная сила песни и музыки призвала человечество к жизни и добру. Когда звучит музыка, душа как будто шевелится в человеческом теле, иногда это отражается в движениях рук, иногда ног, иногда лица, выражения глаз и особенно голоса. Гимны из книги «Авеста» также исполнялись в форме песен. «Священный Коран» был ниспослан Посланнику Аллаха посредством голоса и мелодии. По этой причине чтение его стихов приятным голосом увеличивало эффективность слова божьего. Известно, что Хазрат Биалал красивым голосом оставил азан на верхних занавесках. Из этого видно, что человек посредством сильных слов и красивой мелодии прививал себе и другим определенные убеждения, священные идеи и находился под их влиянием. В наше время наука о традиционном пении очень важна. На уроках используются различные педагогические технологии, позволяющие ученикам мыслить самостоятельно. Включая методы ВВВ, кластера, вставки, скарабея. С помощью этих методов учащиеся в ходе

урока знакомятся с различными технологическими процессами. Включающая методика ВВВ, кластер, вставки, скарабей. С помощью этих методов учащиеся в ходе урока знакомятся с различными технологическими процессами. В начале урока учащимся (ВВВ) раздаются три таблицы с написанными на них этими словами, и в ходе урока учащиеся заполняют эти слова. Источники, связанные со статусами и историей их создания, упоминаются в начале урока, а учащиеся используют технологию «Знаю, хочу знать, узнал в ходе урока». Они получают ответы на все интересующие их вопросы и в конце занятия грамотно используют изученный метод. Если эти технологии будут чаще использоваться в ходе урока, это будет стимулировать учащихся работать в команде и мыслить самостоятельно. Преподаватель также неустанно работает над собой, старается научить учеников использовать различные технологии и методы, чтобы уроки были эффективными и интересными.

Для этого учитель должен быть амбициозным, любознательным, творческим, активным, проводить больше нетрадиционных уроков, чем традиционных, и уметь заинтересовать ученика данным предметом.

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**ПРЕПОДАВАНИЕ ОТВЕТВЛЕНИЙ ШАШМАКОМА НА УРОКАХ
ТРАДИЦИОННОГО ПЕНИЯ КАК ПЕДАГОГИЧЕСКАЯ ПРОБЛЕМА.**

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АННОТАЦИЯ: Обучение молодого поколения, а точнее, привитие его мышлению произведений композиторов и народных песен, созданных на основе статусов, и народных песен на их основе, с каждым днем становится все более актуальным. Как отметил Президент, не зря говорили, что если мы хотим продвигать искусство и культуру, то, прежде всего, мы должны продвигать искусство классического статуса.

КЛЮЧЕВЫЕ СЛОВА: Низкий голос, высокий голос, пронзительный голос, учитель-ученик, традиция, статус, традиционное пение.

Обучение молодого поколения, подрастающих поколений, а точнее, внедрение их в их мышление, с каждым днем становится все более важным. Как отметил Президент, не зря говорили, что если мы хотим продвигать искусство и культуру, то, прежде всего, мы должны продвигать искусство классического статуса. Ий узбекского национального пения, то они разделены на несколько категорий с учетом качества голоса певцов и способов использования голоса. Основные из них перечислены ниже.

1. «Палочный голос» (или звонкий голос);
2. «Сильный голос»;
3. «Панский голос»;

При пении необходимо учитывать, что окраска, звучность, сила, громкость, сладость голоса, возможности его использования и другие качества естественно изменчивы. В прошлом некоторые грамотные музыканты использовали ряд специальных терминов и фраз для описания голосов, отличия их друг от друга и их профессиональной оценки. И так, хотя многие конкретные понятия были словесными, они находились в постоянном научном и практическом использовании. Но в системе специального музыкального образования, введенной в нашей республике, практически не используется предыдущий опыт. Из приведенной выше информации можем сообщить, что в статусном образовании, особенно в статусе освоения и преподавания, к числу актуальных проблем относятся унаследованная от учителей система «мастер-ученик» и совместное использование современных технологий. В системе наставничества, основанной на наших национальных ценностях, возможно эффективно использовать инновационные технологии и использовать современные образовательные методы при подготовке молодых кадров и молодых специалистов.

Историко-теоретические эстетические вопросы макама всесторонне изучаются музыковедами с далекого прошлого и по сей день. В частности, в музыкальных трактатах средневековья приводятся аккорды и аккордовые структуры, характерные для восточной классической музыки, а также даны комментарии о построении звуковых линий и приемах, характерных для макамата и народной музыки. В начале и середине XIX века появился специальный письменный сборник стихов о Шашмакоме - байозы.

Они включают в себя тексты газелей к макамам, показывают порядок рядов песен, в которых исполняются названия макамов и ответвлений. Статусы Хорезма, записанные Камилем Хорезми и его сыном Мухаммадом Расулом с использованием линии танбура, также предоставляют ценную информацию о образцах Шашмакома XIX века.

В песнях Шашмакома, среди классиков узбекских и персидских поэтов Рудаки, Джамии, Лутфий, Навои, Бабур, Физули, Хафиз, Амири, Надиры, Зебунисо, Огахи и других, встречаются романтично-лирические, философские, наситатумуз, религиозные газели, а также, участвуют фольклорные квартеты. Мы также должны изучить наши позиции в их изначальном виде, передать их следующему поколению, передать традициям учителей и учеников. Потому что статусы – это духовная собственность узбекского народа.

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C M R T

DEVELOPMENT OF STUDENTS' CREATIVE ABILITIES IN FINE ARTS LESSONS**Ibadullayeva Shakhnoza Ilkhamovna**

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Abstract: The article talks about the development of students' creative abilities in fine arts lessons, and also talks about the process of organizing activities, highlighting some points.

Keywords: Creative abilities, conditions, education, skills, primary class, art, drawing art, initiative, visual perception, personality.

Every teacher raising a new generation must seriously think about how to develop the creative and artistic abilities inherent in a person, strengthen spiritual strength, and help him find himself. In any profession, in any work, creativity is the basis for moving forward. Art lessons contain enormous creative potential. Classes provide many opportunities for self-expression and development of abilities. In the system of training and education of school students, fine arts lessons are of great importance. In combination with other academic subjects, they have a noticeable developmental effect on the child. This is the ability to perceive, feel, understand the beautiful in life, in art, the desire to create the beautiful oneself, to appreciate the beautiful in surrounding objects. An emotionally positive decision towards creativity contributes to the successful solution of educational tasks in fine arts lessons. In the psychological and pedagogical literature, more and more attention is paid to the search for methods and teaching techniques that contribute to more successful development of artistic abilities and ensure the activation of mental and practical activity of subjects of the educational process. It is necessary to develop creative activity in people from childhood, from school. In this matter, fine art and music provide great assistance - subjects that can use opportunities for the real development of the creative abilities of the child's personality, his creative individuality. In the lessons, it is necessary to teach the student to distinguish between the main types and genres of fine art, to analyze the content and figurative language of works of different types and genres of fine art. When completing assignments, the student must be offered various materials (gouache, watercolor, natural and improvised materials), this promotes a creative approach to the execution of the work. The alternation of activities contributes to the diversified development of the student. Aesthetic education is aimed at developing a sense of beauty, forming high aesthetic tastes, the ability to understand and appreciate works of art, historical and architectural monuments, the beauty and richness of native nature. It is better to use for these purposes the capabilities of each academic subject, especially literature, music, and fine arts, which have great cognitive and educational power.

All this makes us think about how to make the learning process effective in accordance with the requirements of life. In modern schools, numerous innovative technologies are used to solve this problem: Personally-oriented learning, gaming technologies, project method, collaborative learning, individual and differentiated learning, modular learning and others.

The development of creative abilities is the most important task of education. After all, this process awakens initiative, independence in decision-making, the habit of free self-expression, self-confidence, because the true goal of learning is not only the mastery of certain knowledge, skills and abilities, but also the development and education of a creative person.

Creativity is the highest form of activity, independence, the ability to create something new and original. Creativity is needed in any sphere of human activity: scientific, artistic, production and technical, economic, etc.

The development of students' personality in the process of organizing activities highlights the following points:

1. Characteristics of the creative abilities of schoolchildren.

Every child is unique and talented - it is a whole world of unrealized possibilities. The teacher's task is to reveal these talents and create conditions for the child's creative realization. As a child, everyone draws. The child tries to realize what is visible and display it. But not everyone succeeds, because you need to know how to draw, where to start and what to use. Drawing develops spatial thinking, imagination, aesthetic taste, and fosters hard work.

General age-related characteristics manifest themselves differently in each child, depending on his or her individuality.

The most important source of children's imagination is emotions. Children's creativity is always full of bright positive emotions. Thanks to this circumstance, creativity has great attractive power. Creative work is an opportunity to express your delight in the world around you in the language of various materials or to show your rejection of it.

Creative work in a fine arts lesson is a kind of connecting link between a child and an adult. The activity of creative imagination almost never occurs without the help and participation of a teacher; his role is to build an activity together with children so that children can create and realize the ideas of their creative works.

In order to properly guide children's creativity, you need to know the features of children's visual activity. This knowledge will help you find the key to a child's heart, establish contact with him, develop his artistic abilities and aesthetic feelings, will help to understand how the student perceives reality, how his visual perception, imagination, spatial concepts, memory, etc. develop.

It is necessary to do everything possible to preserve the child's craving for visual activity, and if it does not exist, then awaken and then develop cognitive interests. The increased propensity of students for visual activities is an indicator of their awakening abilities for artistic creativity and the development of interest in it. And it is possible to develop interest in creativity in each individual only taking into account individual abilities.

Fine arts classes provide ample opportunities to study the characteristics of children and implement an individual approach to each child, which contributes to the development of not only their artistic and creative abilities, but also attention, observation, perseverance and will. In creative development, the general and the special, the individual, are manifested.

The degree of originality of an artistic image is determined by the vigilance of vision and the sharpness of perception of life, the aesthetic taste and imagination of the artist. It is these qualities that a teacher should cultivate in his student during art lessons. The main objective of fine arts lessons is to develop the artistic and creative abilities of children through targeted and organized learning.

Creative individuality can manifest itself at different levels. From transferring old knowledge, skills, experience to a new situation to the ability to find a new option.

Creative abilities are individual creativity in various areas of human activity. Creative activity is always associated with the creation of something new, the discovery of new knowledge, the discovery of new possibilities in oneself. This in itself becomes a strong and effective incentive for knowledge and effort. Such activities strengthen positive self-esteem, increase the level of aspirations, generate self-confidence and a sense of satisfaction in the successes achieved.

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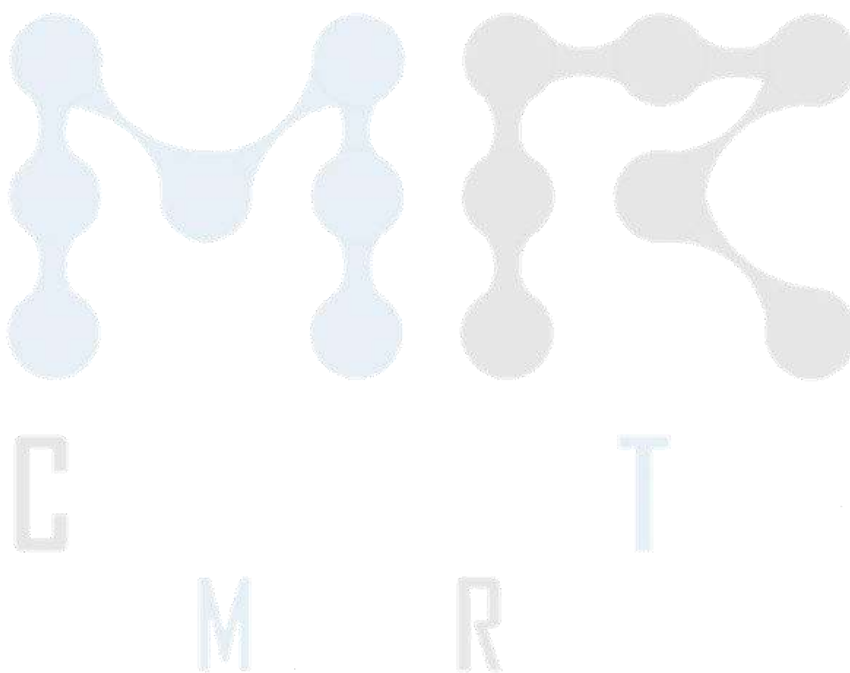
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“Путешествие Василио Вататзи по Европе”.

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Аннотация : В статье рассматривается вопрос об путешествии Василио Вататзи по Средней Азии и Ирану а также по Европе и написанный им дневник путешествий “Periegetikon”. Главная особенность статьи, мало изученность источника как со стороны исследователей Европы в том числе и Узбекистана, при этом Дневник путешествий является очень ценным при изучении этнографических а также других процессов происходивших в данном регионе и увиденных воочию Василием Вататзи через призму европейского путешественника. Несмотря на это, дневник путешествия и бесценные сведения о Средней Азии находящиеся в нём и в частности об Узбекистане, остаются в не поле зрения учёных Узбекистана. Основные сведения в дневнике даны в сокращённой форме.

Ключевые слова: Средняя Азия, “страна Узбеков”, Узбекистан, Молдавия, Украина, Москва, Санкт-Петербург, дневник путешествия “Periegetikon” европейские путешественники.

Одним из европейских путешественников подробно описавшим народы Средней Азии являлся греческий путешественник Василио Вататзи (ΒΑΣΙΛΕΙΟΣ ΒΑΤΑΤΖΗΣ – Basileios Battatzis)¹, который с начала 1708 года и многие годы путешествовал по Европе и странам Азии занимаясь торговыми делами. В результате путешествий написал путевые заметки то есть дневник состоящей из двух частей в стихотворной форме на греческом языке. Во время нахождения в Иране при дворе Надиршаха выполнял его специальные поручения, а также написал на греческом языке жизнеописание, то есть биографию.² Это произведение написано в 1748 году под названием «История Надиршаха», второе название Persica. Недавно ему было посвящённо специальное исследование [Axworthy 2006 : 331 – 343 ; Welsford 2009 : 109 – 113]. Это произведение впервые было опубликовано в Лейпциге в «Истории Румынии» Даниэлем Филиппидисом и введено в оборот в качестве источника. В нем впервые была дана информация о Василио Вататзи. В этом произведении говорится, что Василио Вататзи знал латынь, арабский, персидский, турецкий и другие языки народов Европы. Он путешествовал по Европе и Ирану, Надиршах отправил его послом в Россию [Legrand 1886: 189 – 190]. Кроме этого, Вататзи написал книгу под названием «история Римской империи». Путешествуя в 1727 – 1730 годах вокруг Каспийского моря в результате нарисовал карту Центральной Азии [Камолиддин 2005: 36 – 41 ; 2020 : 54 – 61] . В 1732 году в октябре месяце прибыв в Лондон где предоставил свою работу The Royal Geographic Society («Королевское географическое общество»). Также Вататзи подарил данному обществу найденные в Бадахшанском руднике два крупных рубина. Первый из них весил 830 карат, второй 870 карат. Вататзи купил их у узбекского хана Бухары. Тюрки называли этот камень Lal, итальянцы – Balasia, остальные Rubis Balois. По словам

¹ О нём смотр. : Bagrow 1985: 230; Tooley’s Dictionary I: 96.

² Это произведение сохранилось до наших дней и издано со стороны Nicolae Iorga в Бухаресте [Vasileios Vatatzis 1939].

Вататзи, царь России предлагал ему за них 7 тысяч фунтов стерлингов. Секретарь общества мистер Дидечи поблагодарив за подарок сообщил, что общество решило выплатить ему за сделанные подарки такую же сумму.

В первой части «Дневника путешествий»³, даны сведения о начальных путешествиях Василио Вататзи. Как в нём написано, Василио родился в христианской общине Терапея на побережье залива Босфора в Османской империи в городе Константинополе (Стамбул) в бедной патриархальной семье священнослужителя и являлся самым младшим из пяти детей. Учась в школе для бедных, получил традиционное для греков тех времен начальное образование, то есть научился читать, писать и считать. Отец его служил в церкви, заведующим хозяйственной частью. Василио с детства интересовался торговыми делами, и показывал способности в этом деле. По достижению 14 лет получив благословение родителей, под эгидой «убежище Святого Креста» отправился в путешествие на север в Москву считавшейся в то время столицей патриархальных православных христиан, чтобы посетить «уникальные» церкви этого города. Чтобы покрыть дорожные расходы, решает заняться торговыми делами. Через северную границу Османской империи, Молдавию и Украину достигает Москвы, где живёт на протяжении трёх лет и занимается торговыми делами. Потом через Украину, Молдавию и Румынию возвращается в Константинополь. Вскоре после этого Вататзи вновь отправляется в путешествие и через Венгрию и Польшу достигает Москвы. Прибыв в Нижний Новгород оттуда на судне отплывает в Астрахань. Здесь продолжает своё путешествие на судне по Каспийскому морю и достигает Дербента. Закончив свои торговые дела в провинции Ширван, отправляется в обратный путь и прибыв в Саратов покидает судно и продолжает своё путешествие, но уже по суше. Через Новгород попадает в Москву, а затем отправляется в сторону Украины и Санкт-Петербурга. Затем вернувшись в Москву, второй раз совершает путешествие по Каспийскому морю в Иран и в этот раз добирается до Исфахана⁴. Как пишет Вататзи, «прибыл я сюда, в 1716 году, был я молод в возрасте 21 года». Потом Вататзи через Каспийское море вновь прибывает в Москву, откуда едет в Санкт-Петербург и закончив свои дела, через Киев и Молдавию возвращается в Константинополь. Как пишет Вататзи, «когда он прибыл в Константинополь прошло ровно 12 лет с момента его первого путешествия». Значит, когда он отправился в первое путешествие ему было 14 лет, при возвращении из второго путешествия ему уже было 26 лет. Это данные можно выяснить так как Вататзи отправился в путешествие в 1708 году в Константинополь вернулся в 1720 году.

В «Дневнике путешествий», в первой его части Василио Вататзи в первых своих путешествиях описывает города, их местоположение, достойных внимания земель, сооружения, людей встречавшихся ему по пути кочевые племена, родоплеменные союзы их язык, традиции, обычаи.

Использованная литература

³ Это произведение сохранилось до наших дней и издано со стороны Nicolae Iorga в Бухаресте [Vasileios Vatatzis 1939].

⁴ Это произведение сохранилось до наших дней и издано со стороны Nicolae Iorga в Бухаресте [Vasileios Vatatzis 1939].

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Dargoh va devonlar faoliyatining tarixshunoslik masalalari

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Annotatsiya: Ushbu maqolada O'zbek davlatchiligi tarixida muhim o'rin tutgan dargoh va devonlar faoliyatining tarixshunoslik masalasi tahlil etilib, ayrim fikr mulohazalar ilgari surilgan. Shuningdek, dargoh va devonning davlat boshqaruv tizimidagi vazifalari, ishlash tartibi, huquqiy asoslari haqida ma'lumotlar beriladi.

Kalit so'zlar: davlat, boshqaruv shakli, dargoh, devon, tarixshunoslik, manbalar.

Аннотация: В данной статье анализируется историография деятельности даргоха и девонов, занимавших важное место в истории узбекской государственности, и выдвигаются некоторые соображения. Также дается информация о функциях дарго и девона в системе государственного управления, порядке их функционирования, правовых основах.

Ключевые слова: государство, форма правления, Даро, Девон, историография, источники.

Abstract: This article analyzes the historiography of the activities of dargokh and devons, who occupied an important place in the history of Uzbek statehood, and puts forward some considerations. Information is also provided on the functions of Dargokh and Devon in the system of public administration, the order of their functioning, and the legal foundations.

Keywords: state, form of government, dargokh, devon, historiography, sources.

O'zbek davlatchiligi tarixida muhim o'rin tutgan dargoh va devonlar masalasi hozirgi kungacha tizimli tadqiq qilinmagan mavzulardan biridir. Xususan, ular qatoriga O'ziston hududida qadimdan mavjud bo'lgan davlatlar ularning ma'muriy tuzulishi, boshqaruv shakli, unvon va mansablarning ishlash tizi, ularni funksiyalarini o'zgarishi kabi masalalarni kiritish mumkin. Dargoh va devonlarga oid ayrim ma'lumotlar Sh.Vohidov, R.Xoliqova, O'.Abdullayev, B.Eshov, N.Hidirova kabi tadqiqotchilarning ishlarida keltirilgan¹.

Abdullayev O'. "O'rta Osiyoda qadimgi boshqaruv va ilk davlatchilik tarixshunosligi" deb nomlangan kitobida O'zbekiston hududida tashkil topgan eng qadimgi davlatlar Xorazm va Baqriyaning boshqaruv shakli haqida muhim ma'lumotlar beradi. Bu kitobdagi ma'lumotlar "Avesto", Ahamoniylar davri qadimgi fors manbalari va yunon tarixchilarining asarlarini o'rganish natijasida to'plangan. "Avesto"da, "urug' oqsoqoli-urug' egasi", "vispati" deb atalgan. U qishloq oqsoqoli sifatida iqtisodiy masalalardan tashqari sud, huquq va diniy muommolar bilan ham shug'ullangan. Ushbu tadqiqotlar natijasida ijtimoiy tuzilmalarning tashkil topishi, qadimgi boshqaruv tizimi, hukmdorlarning unvonlari o'rganiladi va aholining

¹ Vohidov Sh. , Xoliqova R. Markaziy Osiyidagi davlat boshqaruvi tarixidan (XIX-XX asr boshlari). T.: "Yangi asr avlodlari".2006; Abdullayev O'. O'rta Osiyoda qadimgi boshqaruv va ilk davlatchilik tarixshunosligi.-T.: „Akademiya“.2009; Eshov B. O'zbekiston davlatchiligi va boshqaruvi tarixi. -T.:2012; Хидирова Н. Даргох ва девонларнинг иш юритиш тартиби:назарий билимлар ва амалиёт. Ўзбек давлатчилиги тизимида даргох ва девонлар фаолияти тарихидан. Т. "Akademnashr". Маъсул муҳаррирлар: Н.Хидирова, Ҳ.Мамадалиев. Б. 296-332.

hududiy joylashishi, ijtimoiy-iqtisodiy munosabatlar, siyosiy tarix kabi masalalar ko'rib chiqildi².

Eshov B. "O'zbekiston davlatchiligi va boshqaruvi tarixi" asari O'zbek davlatchiligi tarixi bilan birga boshqaruv tizimi haqidagi ma'lumotlarni o'z ichida oladi. Boshqaruv shaklidagi devonxonalarini Ahamoniylar davri bilan bog'laydi. Tarixdan ma'lumki, Ahamoniylar tomonidan O'rta Osiyo viloyatlarining bosib olinishi natijasida barcha boshqaruv shakllari ularning qo'lga o'tdi va mavjud bo'lgan devonlar bir qancha masalalarni hal qila oldi. Ahamoniylar davlatining bosh ma'muriy markazi Suza shahri edi. Bu yerda shoh devonxonasi mavjud bo'lib, unda barcha davlat hujjatlari-shahanshoh farmonlari, nomalar, farmoyishlar, ijtimoiy-iqtisodiy hayotga doir hujjatlar saqlangan. Shoh devonxonasi boshlig'i dapirpant (mirzo boshi) deb atalgan. Uning qo'l ostidagi devonxonada bosh xazinachilar, hisobchilar, huquqshunoslar, mirzalar kabi lavozim egalari xizmat qilganlar³. Bu davrda garchi devonxona Suza shahrida faoliyat yuritgan bo'lsa ham davlatning barcha bosib olingan hududlari shoh va uning devonxonasidagi qonun-qoidalarga bo'ysungan. O'rta Osiyoda mavjud bo'lgan qadimgi davlatlar ham shu tizim asosida boshqarilgan. Ahamoniylar davlati hududining benihoya kattaligi vaqt o'tib boshqaruvni qiyinlashuviga sabab bo'lgan. Doro I davrida ko'p islohotlar amalga oshirilgan. Uning davrida bosib olongan hududlar satrapliklarga bo'lingan. Bu yerlarda ham boshqaruv shaklida devonxona muhim ro'l o'ynagan. Satrapning saroyi va boshqaruv apparati qisqartirilgan ko'rinishda shahanshoh saroyi va markaziy boshqaruv apparatini takrorlagan. Satrapga ikkita yordamchi, devonxona va mirzalar birlashtirilgan. Satrap o'ziga berilgan hududning huquqiy masalalariga ham javobgar bo'lgan. Satrapning faoliyati doimiy ravishda markazdan nazorat qilib turilgan⁴. Keyingi davrlarda devonxona faoliyati to'g'risida ma'lumotlar deyarli uchramaydi. Devon va dargohlarning asosiy tarzda faoliyat olib borilgan davri bu –Somoniylar davlati davridan boshlangan. IX asrning ikkinchi yarmidan Movarounnahr va Xuroson hududlarida vujudga kelgan bu davlat o'z davrining eng yirik davlatlaridan biri bo'lgan. Hokimiyatga kelgan hukmdorlar markazlashgan davlat tuzish uchun eng birinchi bo'lib davlat boshqaruv tizimini isloh qilishni boshlagan. Ismoil Somoniy davrida davlatni boshqarish tizimida yangicha tizim vujudga kelgan. Mamlakatning mustahkamlash yo'lida Ismoil Somoniy bir qancha islohotlar o'tkazgan. Ulardan biri davlatni boshqarish ma'muriyatini joriy qilish bo'ldi. Davlat majmuyi dargoh (amir saroyi) va devonga (vazirliklar,davlat idorasi) bo'lingan. Dargoh hukmdor saroyida faoliyat yuritgan. Somoniylar davlati va uning boshqaruv shakli haqida Narshaxiy o'zining "Buxoro tarixi" asarida muhim ma'lumotlarni yozib qoldirgan. Asarida keltirilishicha Somoniylar davlatida 10 ta devon faoliyat yuritgan. Bu ma'lumotlar asosida devonlar haqida to'liq ma'lumotlar olish mumkin. "Somoniylar davrida 10 ta devon (vazirliklar) faoliyat ko'rsatgan bo'lib, ular mamlakatning ijtimoiy-siyosiy, iqtisodiy va mafkuraviy hayotini boshqargan. Devoni vazir, devoni amid, devoni mustavfiy, devoni sohibshurot, devoni sohibbarida, devoni muhtasib, devoni mushrif, devoni qozi, devoni ziyo, devoni vaqfdan iborat. Bu devonlar ijroiya –boshqaruv tizimining asosi hisoblanardi. Mamlakat poytaxti hisoblangan Buxoro shahrida har bir devon(vazirlik)uchun alohida binolar barpo etilgan. Bu devonlarning joylarda mahalliy bo'limlari ham bo'lib, ular viloyatlarda mahalliy ijro hokimiyatini amalga oshirganlar"⁵.

² 1.Abdullayev O'. , O'rta Osiyoda qadimgi boshqaruv va ilk davlatchilik tarixshunosligi".-T.: „Akademiya”.2009. 118-bet.

³ .Eshov B. „O'zbekiston davlatchiligi va boshqaruvi tarixi”T.:2012. 66-bet.

⁴ . Eshov B. „O'zbekiston davlatchiligi va boshqaruvi tarixi”T.:2012 .67-bet

⁵Sagdullayev A. ,Mavlonov O'. O'zbekistonda davlat boshqaruvi tarixi.(Qadimgi davrlardan XIX asrning o'rtalariga qadar.)T. "Akademiya".2006. 74-75-bet.

Davlatchilik tariximizda X asrning ikkinchi yarmidan boshlab G'aznaviyalar davlati vujudga keldi. Mavzu tarixshunosligi o'rganilar ekan, dargoh va devon faoliyati G'aznaviyalar davlatida ham faoliyat yuritganiga guvoh bo'lamiz. Davlat hukmdori Amir nomi bilan atalgan. Devonlar quyidagil tartibda bo'lingan. Vazir - bosh vazir devoni, harbiy ishlar devoni, rasmiy tadbirlar ba hujjatlarni rasmiylashtirish devoni, hisob-kitob va moliya devoni, pochta- xabarchi devoni. Bu devonlar o'z vazifalari doirasida ish olib borgan va davlat hukmdoriga bo'ysungan.

XI asr 40-yillaridan boshlanib Saljuqiylar davlatida yuksalish davri kuzatildi. Davlatning boshqaruv tizimi dargoh va devonga bo'lingan. Davlat hukmdori Sulton ul-a'zam nomi bilan ulug'langan. Dargoh eng asosiy vazifalarni hal qilgan. Devonlar faoliyati sulolaviy va rasmiy devonlarga bo'lingan. Keyinchalik mavjud bo'lgan Xorazmshohlar davlati boshqaruv tizimi ham shu tarzda bo'lgan. Xorazmshohlarning davlat tizimi Saljuqiylardan deyarli farq qilmagan. Dargohda hojib, ulug' hojib Xorazmshohlar davrida ham o'z ahamiyatini saqlab qolgan. Hojiblarga maxsus mu'zokaralar olib borish, hatto vazirlar faoliyatini tekshirish kabi muhim vazifalar topshirilgan. Hojiblarning viloyat hukmdori bo'lganliklari ham manbalardan ma'lum⁶. Bu davlat boshqaruv ishlarida Hojib unvoni bilan ish olib borgan lavozim egasini ham uchratamiz.

Xorazm shohlar davlatida markaziy davlat idorasining rahbari (al majlisal oliy al-faxriyattoshi) eng yuqori martabali mansabdor bo'lib, u vazir deb atalar edi. Vazir davlat rahbarining birinchi maslahatchisi bo'lib, u faqat shohning o'zigagina bo'ysunar edi. Vazir shoh nomidan rasmiy marosimlar, davlatlararo aloqalar, mustamlakalar bilan olib boriladigan muzokaralarda shoh nomidan qatnashar, davlat rahbari va fuqarolar o'rtasida vositachilik qilar, barcha davlat amaldorlari, jumladan beklar va harbiy boshliqlar ham bo'ysunar edi⁷.

O'zbek davlatchiligi tarixida dargoh va devonlar tarixshunosligi o'rganilar ekan Amir Temur davrida dargoh va devonlarning asosiy davlat idorasi bo'lganligini ko'ramiz. Markazlashgan davlat parbo etgan Amir Temur o'z davlatini boshqarish uchun dargoh va devonlar ham tuzdi. Amir Temur davrida boshqaruv ikki idora: dargoh va devonlarga (Vazirliklar) ga bo'lingan. Dargoh-eng oliy davlat idorasi. Uning boshlig'i tabiiy ravishda davlatning oliy hukmdori edi⁸. Amir Temur davrida dargoh faoliyatini boshqarish- Oliy devon zimmasida bo'lgan. Manbalar va tadqiqotchi mualliflarning shohidlik berishicha Amir Temur yigirma yettita davlatni o'z ichiga olgan saltanatni yetti vazir yordamida boshqargan. Ulardan to'rt vazir oliy dargoh ishlarini yuritsa, uchta vazir viloyatlar ishlari bilan mashg'ul bo'lgan. Vazirlar devonbegiga bo'ysunganlar. Devonbegi bosh ijroiya tashkiloti –Oliy devonga boshchilik qilgan⁹. Bu kabi davlat boshqarish tizimi keyingi Temuriylar davrida ham saqlanib qolgan.

Xonliklar davri dargoh va devonlar faoliyati tarixshunosligi bilan Sh.Vohidov va R.Xoliqovalar shugullangan. Xonliklarda eng oliy hukmdor amir yoki xon unvoni bilan atalgan. Dargoh tepasida hukmdorning o'zi turgan. Devonga rahbar shaxs Buxoroda – Devonbegi edi. Xiva xonligida Buxoro amirligi va Qo'qon xonligidan farqli o'laroq saroyda, xon huzurida Kengash faoliyat yuritgan. Bu Kengashning vakolatlari chegaralangan bo'lib, maslahat beruvchi organga o'xshar, uning a'zolari eng yuqori mansab va unvondagi amaldorlardan iborat

⁶Matyoqubov E. Xorazmshohlar- Anushteginlar davlatining ma'muriy va saroy boshqaruv tizimi, unvon va mansablar. Urganch-2015. 62-bet.

⁷.Buniyodov Z. Anushtagin Xorazmshohlar davlati (1097-1231). T.: „G'afur G'ulom nomidagi adabiyot va san'at nashriyoti. 1998. 124-bet.

⁸.Azamat Ziyov. „O'zbek davlatchiligi tarixi“. T.: „Sharq“.2001-yil.174-bet..

⁹. O'ljayeva Sh., „Amir Temur davlat boshqaruvi“. T.: „Akademiya“2017-yil.69-bet.

edi¹⁰. Xonliklarda barcha qarorlar hukmdorlar tomonidan qabul qilingan bo'lsada bu kabi boshqaruv shakllari ham o'z vakolatlaridan kelib chiqib ish olib borardi. "Qo'qon xoni davlat boshqaruvida mutloq hokimiyatga ega bo'lib, taxt merosiy edi. Hukumat qarorgohi xon o'rdasida joylashgan, davlat ahamiyatiga molik barcha masalalar ushbu saroyda hal qilingan. Markaziy boshqaruv tizimi ham to'raligicha o'rdada mujassamlashib, unda faoliyat yurituvchi barcha amaldorlar xon huzuridagi Oliy kengash tarkibiga kiritilgan. Markaziy boshqaruv oliy hukmdor, keyin maslahat organi bo'lgan kengash, undan so'ng ijroiya vazifalaridagi mas'ul amaldorlardan iborat bo'lgan. Davlat boshqaruvida mansab va lavozimlar muhim o'rin tutgan. Xondan keyingi eng katta lavozim mingboshi, ya'ni bosh vazir bo'lgan. Aynan, mingboshi lavozimidagi shaxs viloyat hokimlari va boshqa mansablarga tayinlashda xonga taklif kiritgan. Harbiy harakatlar paytida esa mingboshi amirul lashkar sifatida qo'shinga rahbarlik qilgan. Shulardan ko'rish mumkinki, mingboshi davlat ishlarida katta vakolatlarga ega bo'lgan"¹¹.

Xulosa qilib aytganda, O'zbek davlatchiligi tarixida muhim o'rin tutgan dargoh va devonlarning faoliyatini o'rganish davlat boshqaruvi, mansab va lavozimlar, ularning vazifalarini o'rganish imkonin beradi. Shuningdek, mavzuning tarixshunosligi bu sohada chuqurroq tadqiqotlar olib borishni ham ko'rsatadi.

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¹¹ .Kuzikulov I. „Qo 'qon xonligi tarixi”„,Namangan nashriyoti”.2014-yil.23-bet.

AMIR TEMUR DAVLATIDA ILM-FAN VA MADANIYAT

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Annotatsiya: Mazkur maqolada Amir Temur va Temuriylar davlatida ilm-fan va madaniyat, san'atning yuksak darajaga erishishi uchun yaratilgan sharoitlar haqida ma'lumotlar beriladi. Shuningdek, bugungi kunda ta'lim tizimida olib borilayotgan islohatlar, xususan Temurbeklar maktabining tashkil etilishi, Amir Temur davrining tarixshunoslik masalalari fikr yuritilgan.

Аннотация: В данной статье дается информация об условиях, созданных в государстве Амира Темура и Тимуридов для достижения высокого уровня развития науки и культуры, искусства. Обсуждались также реформы, проводимые сегодня в системе образования, в частности, создание школы темурбеков, вопросы историографии эпохи Амира Темура.

Abstract: This article provides information about the conditions created in the state of Amir Timur and the Timurids to achieve a high level of development of science and culture, art. They also discussed the reforms being carried out in the education system today, in particular, the creation of the Temurbek school, issues of historiography of the era of Amir Temur.

Kalit so'zlar: Amir Temur, Temurbeklar maktabi, Abulqodir Mag'oni, Ko'ksaroy kutubxonasi, D.N.Logafet, "Amir Temur" romani.

Ключевые слова: Амир Темур, Школа Темурбеков, Абулкадир Магани, Библиотека Коксароя, Д.Н. Логафет, роман «Амир Темур».

Key words: Amir Temur, School of Temurbeks, Abulqadir Maghani, Koksaroy Library, D.N. Logafet, "Amir Temur" novel.

O'zbekiston Respublikasi Prezidentining 28.06.2019 yildagi PQ-4375-sonli qaroriga asosan O'zbekiston Respublikasi Mudofaa, Ichki ishlar, Favqulodda vaziyatlar vazirliklari, Davlat xavfsizlik xizmati, Milliy gvardiyasi tarkibida yangi "Temurbeklar maktabi" harbiy-akademik litseylari tashkil etildi¹. Quyidagilar «Temurbeklar maktablari»ning asosiy vazifalari etib belgilandi:

o'quvchilarda xalqimizning ma'naviy-ma'rifiy qadriyatlariga, uning madaniyati va urf-odatlariga chuqur hurmatni, ularda halollik, vijdoniylik, vatanparvarlik, sadoqat, fidokorlik singari shaxs sifatlarini, shuningdek, milliy g'urur tuyg'ularini shakllantirish;

xalqimizning tarixi va boy madaniyati, buyuk ajdodlarimizning, eng avvalo Amir Temurning bebaho merosi, Vatan ozodligi va farovonligi yo'lida o'zini qurbon qilgan zamondosh vatandoshlarimizning qahramonligi asosida, O'zbekiston xalqiga sodiq, qat'iy hayotiy qarashlar va faol fuqarolik pozitsiyasiga ega bo'lgan o'quvchilarni tarbiyalash;

o'quvchilarda keng dunyoqarash, intellektual salohiyat, ijodiy va tahliliy fikrlashni rivojlantirish, tabiiy va aniq fanlar, xorijiy tillar va zamonaviy axborot texnologiyalari bo'yicha mustahkam bilimlarni shakllantirish, shuningdek, ularga harbiy ishdagi boshlang'ich bilimlarni singdirish;

notiqlik va yetakchilik xislatlariga ega, jismonan rivojlangan, chidamli, mard va jasur Vatan himoyachilarini, shuningdek, O'zbekiston Respublikasi Qurolli Kuchlari va davlat xizmati uchun kadrlar rezervini shakllantirish maqsadida respublikaning oliy, oliy harbiy va

¹<https://lex.uz/ru/docs/4417961>

ixtisoslashtirilgan ta'lim muassasalariga o'qishga kirishi uchun munosib nomzodlarni tayyorlash².

Shuningdek, Prezident Sh.M. Mirziyoyev 2020-yil 1-oktabr Ustoz va murabbiylar kuni munosabati bilan yo'llagan tabrigida "Biz keng ko'lamlı demokratik o'zgarishlar, jumladan, ta'lim islohotlari orqali O'zbekistonda yangi Uyg'onish davri, ya'ni Uchinchi Renessans poydevorini yaratishni o'zimizga asosiy maqsad qilib belgiladik. Bu haqda gapirar ekanmiz, avvalo, uchinchi Renessansning mazmun mohiyatini har birimiz, butun jamiyatimiz chuqur anglab olishi kerak. Tarixga nazar salsak, Buyuk ipak yo'lining chorrahasida joylashgan ona zaminimiz azaldan yuksak sivilizatsiya va madaniyat o'choqlaridan biri bo'lganini ko'ramiz. Xalqimizning boy ilmiy-madaniy merosi, toshga muhrlangan qadimiy yozuvlar, bebaho me'moriy obidalar, nodir qo'lyozmalar, turli osori atiqalar davlatchilik tariximizning uch ming yillik teran ildizlaridan dalolat beradi", deb ta'kidlagan edi³.

Shu bois O'rta Osiyoda va butun Sharq olamida sodir bo'lgan birinchi hamda ikkinchi Renessansning mohiyati, shart-sharoitlarini chuqur anglab yetishimiz zarur. Eng avvalo, Amir Temurning o'zbek davlatchiligi tarixida tutgan o'rnini, XIV-XV asrda vujudga kelgan temuriylar Renessansi uchun shart-sharoit yaratib berganligini ta'kidlash joiz. Temuriylar davlati nafaqat hozirgi O'zbekiston, balki Eron, Iroq, Ozorbojjon, kichik Osiyo, Hindiston kabi ko'plab hududlarini o'z ichiga olgan ulkan va qudratli davlat edi. Amir Temur o'z davrida mazkur hududlarda yashagan yetmishdan ortiq millatni birlashtirishga muvaffaq bo'ldi.

XIII asr boshlarida O'rta Osiyoni mo'g'ullar tomonidan bosib olinishi mahalliy axalining turmush tarzini barcha sohalariga salbiy ta'sir ko'rsatdi. Ko'pgina shaharlar, madrasalar, suv inshootlari vayron qilinib, munajjim va olimlar boshqa yurtlarga ketishga majbur bo'ldi. Bu kabi yo'qotishlarni o'rnini faqatgina yangi va yanada yuksakroq o'sish bilangina to'ldirish mumkin edi. Kuchli bilim va irodaga ega bo'lgan Amir Temur o'z davrining talab va ehtiyojlarini to'g'ri anglab yetdi va uni amalga oshirdi.

Amir Temur yoshligidan kitob o'qishga, bilim olishga, allomalarimizning qoldirgan ilmiy merosini mukammal o'rganishga intilgan. Amir Temur kitob haqida "Kitob (bitig) barcha bunyodkorlik, yaratuvchilik va qal-idrokning, ilmu asosidur, xayotni yaratuvchi murabbiydir" deb ta'kidlagan edi⁴.

Amir Temur adabiyot, tarix, shariyatni yahshi ko'rganligini Alisher Navoiy ham qayt etgan. "Temur Ko'ragon, - deb yozadi u, - agarchi nazm aytmoqqa iltifot qilmaydurlar, ammo nazmu nasrni andoq xo'b mahalki'da o'qibdurlarkim, aningdek bir bayt o'qig'oni mimhg yaxshi bayt aytqoncha bor"⁵.

Amir Temur davrida ilmiy faoliyat eng yuksak cho'qqiga chiqdi. Tibbiyot ilmining otasi bo'lgan Ibn Sinoning asarlari, yer bilan oy o'rtasidagi masofani o'lchay olgan Beruniyning kitoblarini madrasalarda asosiy darslik sifatida o'qitildi. Algebra fanining asoschisi, tenglamalar kashfiyotchisi bo'lgan al-Xorazmiy hamda yunon olimlarining asarlariga sharhlar yozgan Farobiyning asarlaridan talabalar bilim olishgan. Aynan shu davrda Samarqand yirik ilm markazi sifatida tanilayotgan edi. Amir Temur ilm-fan va madaniyatni yanada yuksaltirish uchun ko'plab olim va o'z sohasinig kuchli mutaxasisi bo'lgan insonlarni Samarandga olib kelgan va ularning keying faoliyatini davom ettirish uchun sharoitlarni yaratib bergan.

²<https://lex.uz/ru/docs/4417961>

³ O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoevning O'qituvchi va murabbiylar kuniga bag'ishlangan tantanali marosimdagi nutqi. <https://uza.uz/uz/posts/zbekiston-respublikasi-prezidenti-shavkat-mirziyeevning-itiv-30-09-2020>

⁴ "Milliy tiklanish" gazetasi, 1996 yil, 18 iyun.

⁵ Alisher Navoiy. Majolis un-nafois. T. O'zdavnashr. 1984 yil, 123-bet.

Ana shunday olimlardan biri Bursadan Samarqandga kelgan buyuk olim Qozizoda Rumiidir. Usmoniyler mamlakatidan Alouddin Ali Fanariy, Abulvose Xayriddin Xizr, Ilyos Rumi, Alouddin Kuchhisoriy kabi olimlar Samarqand shahriga talabalarga bilim o'rgatish uchun olib kelangan⁶.

Amir Temur davrida hunarmandchilik, san'at, musiqa kabi sohalar rivojlangan. Amir Temur bosib olgan mamlakatlaridan olimlar, naqqoshlar, rassaomlar, me'morlar, xattotlar, sangtaroshlar, bastakorlarni Samarqand shahriga olib kelgan. Amir Temur davrida Samarqand shahridagi, o'g'li Shoxruh Mirzo davrida Hirot shahridagi bosh bastakor Abulqodir Mag'oni. Abulqodir Mag'oni "Maqosidul- alhon" nomli asarida o'n ikki maqomni keltirib o'tgan. Bular Ushshoq, Navo, Busalik, Rost, Xusayniy, Hijoz, Raxoviy, Zangula, Iroq, Isfahon, Zirafkand va Buzrug maqomlaridir⁷.

Amir Temurning Ko'ksaroy kutubxonasi boy ilm o'choqlari sifatida mashhur edi. Unda arab, turk, fors, lotin va boshqa tillarda 13,5 mingdan ziyod turli fanlarga oid kitoblar to'plangan. Amir Temur qaysi mamlakatga yurish qilmasin, u yerda ilm ahli bilan suhbat qilishga va mavjud bo'lgan kitoblarni yig'ishga intilgan. Amir Temur o'qimishli, dono kishilar davrasida suhbat qilishni yoqtirgan, davlat ishlarini amalga oshirishda ular bilan maslahatlashib ish ko'rgan. Tadqiqotchi G.Veberning yozishicha, Amir Temur o'z atrofiga shoirlar, olimlar, mashshoqlar⁸ va sufilarni yiqqan⁹. U tarixchilar, faylasuflar, ilm-fan sohibi bo'lgan kishilar bilan taxtdan tushib, ularning yoniga kelgan va birgalikda suhbat qurgan.

Sharafiddin Ali Yazdiyning xabar berishicha, Samarqand, Qorabog', Qarshida o'tkazgan qurultoylarida Amir Temur shahzoda va ulamolar va allomalarni birlashib ishlashga, mustahkam va adolatli davlat qurish uchun unga yordam berishga chaqirgan¹⁰.

Amir Temur fan va din ahliga qarata: "Fan va dinning mashhur kishilari o'z maslahatlari bilan podshohlarga berib kelganlar. Sizlar esa menga nisbatan bunday qilmayapsizlar. Mening maqsadim mamlakatda adolat o'rnatish, tartib va tinchlikni mustahkamlash, fuqaroning turmishini yaxshilash, yurtimiz qurilishini kuchaytirish, davlatimizni rivojlantirishdir. Sizlar menga o'z maslahatlaringiz bilan bu ishlarni amalga oshirishga ko'maklashishingiz kerak. Mamlakatning ahvoli, devonning suiste'mol qilinishi va qilinganligi, oddiy odamlarning joylardagi hokimlar tomonidan qisib qo'yilishi kabi hollar sizlarga ko'proq ayondir. Shu haqida ma'lumot bersangizlar, bu kabi adolatsiz ishlarni bartaraf etuvchi hamda shariat va qonunlarga muvofiq chora tadbirlarni aytsangiz bo'lardi"¹¹.

D.N.Logafet yozishicha Amir Temur jangdan so'ng qo'lga olingan o'ljalarning eng qimmat bahosi va qadrlisi rassom va olimlar deb hisoblagan.¹²

Temuriylar davri bo'yicha o'rganishlar: Amir Temur va Temuriylar davri haqida xorij o'zga yurt olimlari ham keng o'rganishlar olib borgan va hozirgi kunda ham amalga oshirmoqda. XX asr oxirida Pokistonda chop etilgan "Yuzta buyuk musulmon" to'plamida Beruniy, Ibn Sino, Ahmad Yassaviy, Imom Buxoriy, Bahoviddin Naqshband, Ulug'bek Mirzo, Zahridin Muhammad Bobur va boshqa olimlar keltirib o'tilgan. Shu to'plamning "Buyuk sarkardalar" bo'limida Amir Temurning harbiy strategiyasi, taktikasi, ilm-ma'rifatni

⁶ A. Shimshirgil. Amir Temur. Toshkent. NASIM KUTUB nashriyoti, 2023 yil. 356 bet.

⁷ A. Shimshirgil. Amir Temur. Toshkent. NASIM KUTUB nashriyoti, 2023 yil. 358 bet.

⁸ cholg'u asboblarida musiqa asbobi chaluvchi sozanda.

⁹Vebern G. Somon yo'li. "Kamalak". 1992 yil, 17-bet.

¹⁰ Amir Temur saboqlari. G'.G'ulom nomidagi Adabiyot va san'at nashriyoti. T.1999 yil, 11- bet.

¹¹ I. Mo'minov. Amir Temur ibn Tarag'ay Bahodir. "Samon yo'li". T. Kamalak. 1992 y. 76-bet.

¹² "Samon yo'li". "Kamalak". 1992 yil, 73-bet.

yaxshilashga olib borgan ishlari haqida aytilgan. 2023-yilda aprel oyida O'zbekistonda chop etilgan Turkiyalik professor Ahmad Shimshergilning "Amir Temur" romani ham bir qancha manbalarga tayanilgan holda yozilgan.

Amir Temur nafaqat buyuk sadarkarda, shu bilan birga madaniyat,ilm, ma'rifatga ixlos qo'ygan, zarur paytlarda ilmu ma'rifat ahlini o'z himoyasiga olgan, davlat ishlarini boshqarishda ularning maslahatiga tayangan yirik davlat arbobi, sarkarda va ilmu ma'rifatli shaxs bo'lgan. Bizning hozirgi kunda amalga oshirayotgan ta'lim sohasi bo'yicha barcha islohatlarimiz negizida birinchi va ikkinchi renessansning vujudga kelishiga sababchi bo'lgan allomalarimizning qoldirgan meroslari tufaylidir.

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hunarga yo'naltirish va psixologik xizmat bo'limi boshlig'i

AIFU psixologiya faoliyat turlari 1-kurs magistranti

Annotatsiya

Maktab ostonasiga oyoq qo'yish har bir inson uchun nihoyatda katta hayotiy burilishdir. Mana shu davrdan boshlab bolalikning eng beg'ubor onlariga bir qadar cheklanishlar kirib keladi. Endi bola oilada nafaqat oilaviy ba'zi burchlarni, vaholanki, uz shaxsi uchun zarur bo'lga n xususiy vazifalarni bajarishi shart davrga o'tadi. Bu bilan uning oiladagi roli bir qarashda ka mayganday emas, aksincha ko'paygan bo'ladi. Ya'ni u o'z obro'sini endi nafaqat oila a'zolari o'rtasida, aksincha, jamiyat o'rtasida oila obro'sini o'z shaxsiy harakati bilan himoya qilish da vri boshlanadi.

Kalit so'zlar: metodika, ruhiy salomatlik, psixologik yosh

Asosiy qism

Bolalar psixologiyasi — psixologiya sohasi, bolalar psixologik rivojlanishining umumiy va alohida xususiyatlarini, turli yosh bosqichlarida bu jarayon qanday kechishi, uni harakatlantiruvchi kuchlar va qonuniyatlarni tadqiq qiladi. Shu sababli Bolalar psixologiyasi ni ko'pincha yosh psixologiyasi deb ataydilar. Bolalar psixologiyasi bolalarda psixik jarayonlar (ma'rifiy, nutqiy, hissiy, irodaviy va h. k.) paydo bo'lishi va rivojlanishini, psixik xususiyatlar qaror topishini, xilmaxil faoliyatning (o'yinlar, o'qish, mehnat) rivojlanishini, bolaning shaxs sifatida shakllanishini o'rganadi. Bolalar psixologiyasi umumiy psixologiyada ishlab chiqilgan tadqiqot usullaridan foydalanadi, biroq uni qo'llashning o'ziga xos xususiyatlari bor. Bola shaxsi yosh xususiyatlarini o'rganishda ko'ndalang kesma va longityud deb nomlangan tadqiqotlar o'tkaziladi. Birinchi holatda birgina psixik jarayonning o'zi bir vaqtda turli yosh guruhlariga taalluqli bo'lgan bolalarda tadqiq qilinadi. Ikkinchi holat (longityud) da esa ma'lum bir (alohida tanlab olingan) bolalarning psixik xususiyatlari ko'p yillar davomida tadqiq qilinadi. Bu esa o'z navbatida ular psixikasi rivojlanishining umumiy kechishini kuzatish imkoniyatini beradi. Bolalar psixologiyasida asosan ota-onalarga bolaga unga bo'lgan ishonch, hurmat, qo'llab-quvvatlash, unga bo'lgan e'tiborlarini his qildirish, Mumkin bo'lgan va mumkin bo'lmagan holatlar o'rgatiladi.

Bola dunyoni, atrofni ota-ona ko'zlari bilan anglaydi. Ota-onaga nima yomon bo'lsa, bola shuni yomon deb hisoblaydi. Ota-ona kimni xush ko'rsa, bola uchun u inson yaxshi bo'ladi. Bu holat bolani 10-12 yoshiga qadar davom etadi. Undan keyin bola o'zi xulosa qilishga o'rganishni boshlaydi. Shunday ekan, bolaning har bir harakati - bu ko'zgdagi sizning aksingiz. Bolalar psixologiyasi 19-asr o'rtalarida mustaqil fan sifatida ajralib chiqq boshladi. U pedagogika psixologiyasi, ped., oliy asab faoliyati fiziologiyasi bilan chambarchas bog'langandir. Uning ma'lumot va xulosalari yosh avlodni o'qitish va tarbiyalash nazariyasi va amaliyoti uchun,

umumiy psixologiya uchun muhim ahamiyatga ega. O'zbekistonda Bolalar psixologiyasi masalalari bo'yicha ilmiy tadqiqotlar olib borilmoqda.

Ruhiy muhiti sog'lom oila a'zosi bo'lgan bolaning birinchi bor maktabga borishi qanchalik hayajonli bo'lmasin bola uchun jiddiy qiynchiliklar tug'dirmaydi. Chunki maktabda o'qituvchi hamma bolalarga bir ko'z bilan qaraydi. Oilada ham bolaga maktabga borganligi muvotibati bilan alohida erkatoygaga qarash qilmasdan, maktab uning o'zi uchun kerak bo'lgan burch, sifatida qaragan ma'qul. Chunki, mana shunday qaralgandagina bola uy vazifalariga, maktabda berilgan topshiriqlarga shaxsiy burch sifatida qarashga o'rganib boradi. O'z burchini sezgan shaxsda esa o'z shaxsiga hurmat tuyg'usi tobora ortib yaxshi shakllanadi. Hammamizga ma'lum tushuncha, ya'ni o'zini hurmat qilmaydigan shaxs boshqalarni hurmat qilishni bilmaydi. Bu o'rinda tarbiyaning, maktab va oila tarbiyasining bola shaxsiyatiga bir yo'nalishda mutanosib olib borilishi jiddiy e'tiborga molik. Oddiy tushunchalar ham har kimda har xil tezlik va quvvatda iz qoldiradi. Bu hodisa birinchi o'rinda insonning shaxsiy xususiyat, qobiliyat va yoshi bilan bog'liq bo'ladi. Mana shu o'rinda biz birinchi bor shu paytgacha bola, deb aytib kelgan tushunchani ikkiga ajratishimiz lozim bo'ladi, ya'ni qiz bola va o'g'il bolaga. To'g'ri, farzand tug'ilgandan boshlab oilada uning jinsiga qarab muomala qilinadi va bu bilan jinsiy tarbiya oilada boshlab yuboriladi. Ammo boshlang'ich maktab yoshiga kelib ayniqsa, ikkinchi, uchinchi sinflarda bolalarning jinsiy farqi ko'payib boradi. Buni oilada alohida hisobga olinsagina oilaviy ruhiy muhitga putur yetmagan bo'ladi va oila a'zolari oilaviy holatda o'zlarini erkin sezadi. Xalqimiz orasida qadimdan bu narsaga e'tibor berilgan. Shuning uchun ham qiz bola yoshlikdanoq oilada yordamchi sifatida ko'zga tezroq tashlangan, uning sho'xliklariga, akasi yoki ukasini tejab-tergashlariga «qiz bola-da», deb kattalar uni oldinroq sezishgan.

Xalq, ko'pchilik sezgan bu oddiy tushunchaning tagi uzoqqa ketadi. Ruhshunoslarning fiziolog, medik, pedagog va boshqa mutaxassis olimlarning kuzatishlardan kelib chiqib aytilishi shuni bildiradiki, qiz bolalar o'g'il bolalarga qaraganda maktabning boshlang'ich 1-3 sinfdavrida faolroq bo'lib, o'g'il bolalarni o'sish va ulg'ayishda ortda qoldiradi. Qiz bolalarning bunday tabiiy faolligini oila a'zolari albatta bilishlari kerak. Bu hol alohida e'tiborga olinsa, oilada shaxslarning o'rni va xususiyatlari to'liq hisobga olingan bo'lib ruhiy muhiti ijobiylashib boradi. Aks holda qiz bolaning sho'xliklariga noto'g'ri baho berilgan bo'ladi. Qiz bola sho'xlikda ayblanib, o'g'il bola nofaollikda salbiy baholanishi mumkin. Boshlang'ich sinf, ya'ni olti - to'qqiz yoshli bolalar maktabgacha yoshdagi qiliqlarini endi takrorlashmaydi. Yosh bola o'jarlik qilib piyolani otib yuborishi mumkin, bu holda u piyolaning sinishini o'ylab ham o'tirmaydi. Ammo bunday ishni boshlang'ich sinf bolasi qilmaydi. U endi bunday qiliqni o'ziga ep ko'rmaydi, chunki atrof, boshqalar uning bunday harakatiga qanday baho berishini u biladi va shundan uyaladi. Bu o'rinda insonni jamiyat orasida shaxs sifatida shakllantiruvchi eng katta tuyg'ulardan biri, mana shu keng ma'nodagi ijtimoiy tushuncha bo'lmish, boshqa jonzoqlar orasida uchramaydigan uyat ekanligini bilishimiz va unutmashimiz kerak. Oilada bolani hech vaqt uyaltirmaslik va izza qilmaslik lozim. Har qanday inson boshqalar oldida uyalishni, uyalganlikni og'ir esdan chiqaradi. Ko'pchilik orasida izza bo'lganligini bir umr esdan chiqarmasligi mumkin. Shunday ekan, oilangizda ruhiy muhit sog'lom bo'lsin desangiz bolangizning hozirgina qilgan no'rin, xato, adashilgan, anglashilmovchilik yuzasidan, uning tajribasizligidan kelib chiqqan hat-ti-harakatini qoralab uni jazolab o'tirmang, ayniqsa voqeani yuziga solib izza qilmang. Shu borada agar bu voqeadan uning biror tanishi voqif bo'lishi xavfi bo'lsa, kechinma yana-da kuchliroq tus olishi mumkin. Bolani xato bo'lishi mumkin bo'lgan ishlardan ogohlantirib tarbiyalab bo

rsangiz uning oiladagi o'rnini kamsitmagan bo'lasiz Piyola bolangizning qo'lidan tushib ketib singanda emas, bu piyola sinib bo'ldi, undan ko'p vaqt ilgari ish buyurganingizda «ehtiyot bo'l , sinib qolmasin», degan tarbiyaviy so'zlardan boshlang. Bola o'z irodasi bilan kunduz maktabd a buyurilgan ishlarni bajarishga o'rgansa, kechqurun ishdan qaytganingizdan keyin siz uni dars tayyorlashga o'tirishga majbur qilishingizga o'rin qolmaydi. O'z burchini bajarish- ga majbur q ilingan oila a'zosining oilada ruhiy o'rni boshqalar bilan barobar bo'lishi mumkin emas. O'z bu rchini majburan qilib o'rgangan bola mustaqillikka o'rganmaydi. Vaholanki, shunday ekan biz hammamiz o'z bolamizning mustaqil bo'lishini juda-juda kutamiz va mustaqillikka o'rgatib b oramiz.

Xulosa

Mustaqil, o'zini o'zi tejab-tergashga o'rganib borgan bolagina o'z hayotini to'liq ta'mi n qilib boradi. Agarda bolaga doim uning ruhiy va amaliy ishlarini ko'rsatib, ularni bajarishga majbur qilib borsangiz bu holda oilada notenglik yuzaga keladi va oila a'zolari o'rtasida noten glik bo'lgan holda ruhiy muhit sog'lom bo'lmaydi. Shunday ekan bolangizning biror holda o'z v azifalarini bajarmaganligini ko'rsangiz albatta majbur qilishga shoshilmang. U o'z vazifasini b ajarmaganligidan oila a'zolari, o'rtoqlari, sinfdoshlari oldida biror marta xijolat cheksa, uyalsa, ayniqsa o'ziga kerak bo'lgan narsani bilmasdan, o'sha narsaga zarurat sezib uni topolmay qols a boshqa bunday qilmaslikka o'rganadi. Chunki uyat, insonning o'z oldida o'zining uyalishi ya xshi ma'noda insonni o'zlikka olib boradi.

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UDK:632.4

РОМЕН САЛАТИНИ ҶСТИРИШ ХУСУСИЯТЛАРИ**Санаев Собир Тойирович-профессор., СамАТИ****Эргашев Жавахир Искандар ўгли-таянч докторант., СамДУ**

Аннотация. Ушбу мақолада ромен салати нав намуналарининг биокимёвий таркиби, яъни унинг таркибидаги куруқ модда, қанд, С витамини ва нитратлар миқдори таҳлил қилинган ва ҳосилдорлик кўрсаткичлари келтирилган.

Аннотация. В данной статье представлены биохимический состав образцов сортов салата ромен, то есть количество в его составе сухого вещества, сахара, витамина С и нитратов, а также показатели урожайности.

Annotation. This article presents the biochemical content of romaine lettuce samples, that is, the amount of dry matter, sugar, vitamin C and nitrates in its content, as well as yield indicators.

Калит сўзлар. Кўкат сабзавотлар, Ромен салат, нав, баргларининг ўсиши, бош ўраши, салат бош, биокимёвий таркиби, куруқ модда, минерал тузлар, қанд, витаминлар, нитратлар, ҳосилдорлик.

Ключевые слова. Зеленые овощи, салат Ромен, сорт, рост листьев, кочан, кочан салата, биохимический состав, сухое вещество, минеральные соли, сахар, витамины, нитраты, продуктивность.

Keywords. Green vegetables, Romaine lettuce, variety, leaf growth, head starting, mature lettuce, biochemical composition, dry matter, mineral salts, sugar, vitamins, nitrates, yield.

Кириш. Инсон саломатлигида сабзавотлар алоҳида аҳамиятга эга бўлиб, улар таркибидаги минерал тузлар ва витаминларни ўзгаришсиз ва йўқотмасдан ўзлаштирилади[1]. Сабзавотлар одамлар томонидан яхшироқ ва тўлиқ ассимиляция қилинади, гўшт, балиқ ва бошқа маҳсулотларни яхшироқ ўзлаштиришга (ферментацияга) ҳисса қўшади. Бунда салат каби кўкат сабзавотлар муҳим аҳамият касб этади[4].

Кўкат сабзавотлардан салат бугунги кунда Республикамизда жадал ривожланаётган экинлардан бири ҳисобланади, салатнинг тур хиллари ва навларини етиштириш, янги навларини яратиш ва интродукция қилиш борасида кенг кўламли илмий тадқиқотлар олиб борилмоқда. Лекин, шу кунга қадар республикамиз тупроқ иқлим шароити учун етиштиришга мос бўлган ромен салатининг нав ва дурагайлари яратилмаган. Шу боис ромен салатининг янги яратилган нав ва дурагайлари интродукция қилиш, уларнинг ўсиши-ривожланиши ўрганиш, етиштириш технологиясининг муҳим элементларини, яъни мақбул экиш муддати, экиш схемаси, озиклантириш меъёрларини аниқлаш шунингдек мос нав ҳамда дурагайлари танлаш лозим.

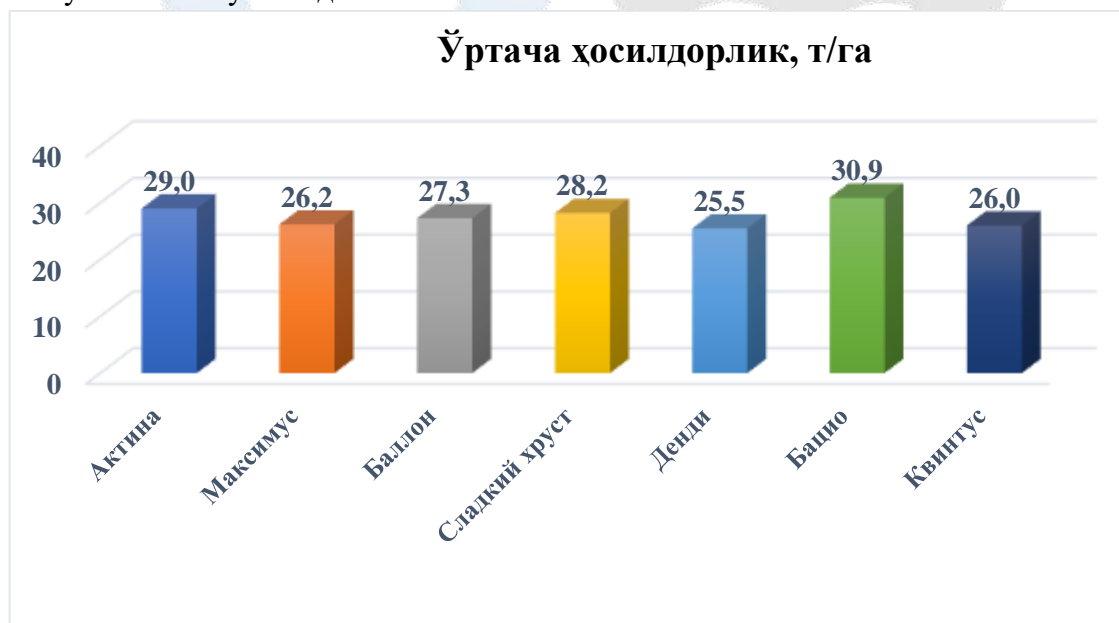
Олинган натижалар ва уларнинг таҳлили. Ромен салат-тупбарги йирик, тик ўсади ва узунчоқ барглардан иборат вертикал жойлашган йирик тупбарги ичида зичлашмаган салатбош ҳосил бўлади. Ромен салатининг ўсув даври нав ва дурагайлара 70-100 кун давом этади. Салат совуққа чидамли ўсимлик бўлиб, баргларининг ўсиши ва бош ўраши учун 15-20⁰С ва кечаси 12-15⁰С қулай ҳарорат ҳисобланади. Унинг ўсиши учун физиологик минимум ҳарорат 5⁰С дан иборат[2].

Ромен салат, одатда, кузда, қишда ишлатиш учун етиштирилади. Бу салат кўчатдан ёки бевосита уруғдан ўстирилади. Ромен салат ноябр ойида, илдизи билан кўчириб олинади. Унинг йирик бошлари истеъмолчиларга кузда тарқатилади.

Қолганлари эса тўла етиштириш ва қишда ишлатиш учун ертула, кўчатхона ёки теплицаларга кўмилади. Тўла етиштирилган салатнинг ҳар 1 м² дан 8-10 кг гача ҳосил олинади[3].

Ромен салатнинг барглари тўламидан иборат бўлган салатбоши озиқ-овқат мақсадида кенг ишлатилади, шу боис тажрибаларимиз давомида ўрганилган навларнинг биокимёвий таркиби, яъни унинг таркибидаги қуруқ модда, қанд, С витамини ва нитратлар миқдори таҳлил қилинди.

Олиб борилган тадқиқотларимизнинг биринчи йилида Ромен салати навларининг таркибидаги қуруқ модда ўрганилганда, унинг миқдори навларига 4,90-6,05% ни ташкил этди. Қуруқ модда сақлаш бўйича энг юқори кўрсаткич Актина (6,05), Бацио(6,04) навларида, нисбатан юқори кўрсаткич Сладкий хруст (5,92), Баллон (5,91), Максимус (5,86) навларида ва энг паст кўрсаткич Квинтус (4,96), Денди (4,90) навларида қайд этилди. Шунингдек ушбу навларининг таркибидаги қанд миқдори 2,61 % дан 2,95 % гача ортиб борди. Таркибида қанд миқдорини сақлаш бўйича энг юқори кўрсаткич Бацио навларида қайд этилиб 2,95 % ни ташкил этди. Таркибида қанд сақлаш бўйича нисбатан юқори натижа Баллон (2,93%), Актина (2,91%), Максимус (2,88%) навларида намоён бўлди. Ромен салати навларининг таркибидаги С витамини сақлаш бўйича кўрсаткичларининг кўп ёки кам бўлиши унинг озуқавийлик қимматини белгилайди. Ўрганилган навларининг таркибида С витамини миқдори 12,82 мг% дан 15,71 мг% гача бўлганлиги кузатилди.



1-расм. Ромен салати навларининг ҳосилдорлик кўрсаткичлари, 2023 й

Ромен салати таркибидаги нитратлар миқдори ҳам ўрганилганда навларига бу кўрсаткич 1425-1485 мг/кг ни ташкил этди. Тажрибаларимизда нитратлар сақлаш бўйича энг юқори кўрсаткич Максимус (1485 мг/кг), Баллон (1474 мг/кг) навларида кузатилган бўлса, қуйи кўрсаткич эса Актина (1425 мг/кг), Денди (1427 мг/кг) ва Бацио (1438 мг/кг) навларида аниқланди. Квинтус (1459 мг/кг), Сладкий хруст (1460 мг/кг) навлари оралиқдаги ўринни эгаллаганлиги қайд этилди.

Тажрибада ўрганилган ромен салати нав намуналарида ўртача бир дона тўпбарглардан иборат салатбош кўрсаткичлари ҳам таҳлил қилинди. Шунингдек, ўртача бир дона салатбош вазни нав намуналараро 381,4-537,1 граммни ташкил этди. Тажрибаларимизда энг юқори ваздли салат бош ҳосил қилиш бўйича Сладкий хруст (498,8 г), Актина (521,1 г) ва Бацио (537,1 г) нав намуналари ажралиб турди. Тадқиқотларимизда ромен салати нав намуналарининг ҳосилдорлиги такрорликлар бўйича 25,5 тоннадан 30,9 тоннагача ортиб борди. Ҳосилдорликни бир гектар ҳисобида ортиши ёки камайиши навнинг хусусиятига боғлиқ бўлиб, юқори ваздли салатбош шакллантирган нав намуналарида энг юқори ҳосил олишга эришилди.

Нав намуналари орасида энг юқори ҳосилдорлик кўрсаткич Сладкий хруст (28,2 т/га), Актина (29,0 т/га) ва Бацио (30,9 т/га) кабиларда кузатилган бўлса, энг паст натижа эса Денди (25,5 т/га) ва Квинтус (26,0 т/га) нав намуналарида қайд этилди(1-расм).

Хулоса. Демак, Самарқанд вилоятининг ўтлоқи бўз тупроқлари шароитида ромен салатининг Сладкий хруст (28,2 т/га), Актина (29,0 т/га) ва Бацио (30,9 т/га) каби нав намуналари етиштириш ҳар бир гектаридан 28,2-30,9 тонна ҳосил олишни таъминлар экан.

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Avtomobil va temir yo'l ko'priklari beton va armaturasining korroziya jarayonining kelib chiqish omillari**Shukurova Dilfuza Xojiyevna va Tilovqobilova Moxinur Oybek qizi**Toshkent temir yo'l texnikumi infratuzilmadan foydalanish kafedrası katta o'qituvchilari

Annotatsiya: Ushbu maqolada ko'prik konstruksiyalari va muhofaza qoplamlarini xossalarini yaxshilab, korroziya jarayonini bartaraf etish yoki agressiv ta'sir darajasini kamaytirish bo'yicha tashkiliy va konstruktiv tadbirlar qo'llash, ekspluatatsiya harajatlarini kamaytirish imkonini beradigan materiallarni transport qurilishida qo'llash bo'yicha amaliy takliflar ishlab chiqiladi.

Temirbeton konstruksiyalar ekspluatatsiya jarayonida atrof muhitning kuch bilan bog'liq, jismoniy, kimyoviy, texnikaga oid va boshqa omillar ta'siriga uchraydi. Xar bir omilning ta'siri alohida zaxira koeffitsiyenti yordamida hisobga olinadi. Ma'lumki materialning xususiyatlari kimyoviy aktiv moddalar ta'sirida o'zgaradi va bu o'zgarish namuna buyum (detal) hajmida bir tekis bo'lmaydi. Konstruksiyalarning xizmat muddatini hisoblashda agressiv muhit ta'sirida materialda kehadigan dinamik jarayonlarni hisobga olish kerak. Buning uchun betonlarning kimyoviy aktiv moddalar ta'siriga qarshilik qiluvchi asosiy xususiyatlarini, materialning muhit bilan o'zaro ta'sir mexanizmlarini aniqlash kerak.

Tajribalardan aniqlangan ma'lumotlarga qaraganda, konstruksiyalarning hisobiy parametrlari amalda tasodifiy holda o'zgarib turadi, shuning uchun konstruksiya ishini xaqiqiy aks ettirish uchun ehtimollar nazariyasidan foydalanish lozim. Demak konstruksiya va atrof muhit haqida, ularning o'zaro ta'siri haqida ko'plab statistik ma'lumotlar to'plash kerak. Konstruksiyalarning xizmat muddatini aniq hisoblash uchun ish jarayonini real va to'liq aks ettirish va tasodifiy xususiyatini hisobga olish kerak.

Ma'lumki, korroziya jarayoni – avtomobil va temir yo'l ko'prik konstruksiyalarining me'yoriy xizmat qilish muddati va yuk ko'tarish qobiliyatini kamayishiga olib keladi. Korroziya – ashyolarga bizni o'rab turgan atrof-muhitning agressiv kimyoviy, fizik-kimyoviy, elektrokimyoviy va biokimyoviy ta'sirlari natijasida konstruksiya va ashyolar xarakteristikallari va xossalari kamayishidagi qaytmas jarayondir. Avtomobil yo'llari ko'priklari va temir yo'l ko'priklari tashqi muhitning agressiv bo'lmagan, kuchsiz, o'rtacha agressiv va kuchli agressiv ta'sirlari korroziya jarayonini tezlik ko'rsatkichlariga bevosita bog'liqdir. Atmosfera havosi esa konstruksiya betoni karbonizatsiyasiga sabab bo'ladi, natijada armaturaning himoya xossalari zaiflashadi hamda yo'qoladi, namlik yuqori bo'lgan sharoitda esa temirbeton konstruksiyalariga kuchsiz agressiv ta'sir ko'rsatadi. Po'lat armaturalar uchun uning tarkibida mavjud bo'lgan xloridlar xavfli bo'ladi.

Avtomobil hamda temir yo'l ko'priklari beton va armaturasining korroziya jarayoniga uchrashiga asosiy sabab, konstruksiyalardagi nuqson hamda buzilishlardir.

Korroziya jarayoni avtomobil va temir yo'llarida joylashgan ko'priklar konstruksiyalari xizmat muddati va yuk ko'tarish qobiliyatini kamayishiga olib keladi.

Avtomobil hamda temir yo'llari ko'priklari beton va armaturasida korroziya jarayonining kelib chiqish omillari quyidagicha bo'ladi:

- ✓ Tarkibida nordon gazlar - SO_2 , SO_2 , H_2S va NH_3 bo'lgan gazzimon agressiv muhitning ta'siri;
- ✓ Qattik agressiv muhit (erigan gigroskopik tuzlar, changlar, aerozollar hamda grunt suvlari sathidan yuqorida joylashgan gruntlar)ning ta'siri;
- ✓ Noorganik suyuq agressiv muhit (grunt, yer osti va texnogen suvlari, tarkibida xlorid, sulfat tuzlari va kislotalar yuqori suv havzalari)ning ta'siri;

✓ Organik suyuq muhit (neft mahsulotlari, mineral va o'simlik moylari, organik kislotalar, eritmalar va boshqalar)ning ta'siri;

✓ Biologik faol muhit (tarkibida zamburug' va oltingugurt bakteriyasi bo'lgan gruntlar, ko'lmak suvlar va boshqalar)ning ta'siri.

Konstruksiyalarga tashqi muhitning ta'siri, korroziyaning tezlik ko'rsatkichlariga bog'liq bo'lib, quyidagi turlarga bo'linadi:

- ✓ noagressiv;
- ✓ past agressiv;
- ✓ o'rta agressiv;
- ✓ kuchli agressiv.

Toza atmosfera havosi beton karbonizatsiyasiga sabab bo'ladi, natijada armaturaning himoya xossalari yo'qoladi, hamda namlik yuqori bo'lgan sharoitda temirbeton konstruksiyalariga kuchsiz agressiv ta'sir ko'rsatadi.

Beton va armaturaga nordon agressiv muhitning xavfli ta'siri darajasi pH ko'rsatkichi orqali aniqlanadi.

Betonga juda ham xavfli bo'lgan ta'sirni, tarkibida sulfat bo'lgan agressiv muhit keltirib chiqaradi, natijada betonning sulfat korroziyasi kelib chiqadi. Grunt suvlari va grunt suvlari sathidan yuqorida joylashgan gruntlar tarkibidagi sulfat miqdoriga bog'liq holda, agressiv ta'sir darajasi 1-jadvalga asosan tavsiflanadi.

1-jadval

Grunt suvlari va grunt suvlari sathining yuqori qismida joylashgan gruntlar tarkibidagi sulfat miqdoriga bog'liq bo'lgan agressiv muhitning tavsifi

SO_4^{2-} sulfat-ionlar miqdori		Agressiv ta'sirning darajasi rH=6÷9 xolatda
Grunt suvlarida, mg/l	Gruntnda, mg/kg	
250 gacha	500 gacha	agressiv emas
250 dan 500 gacha	500 dan 1000 gacha	kuchsiz agressiv
500 dan 1000 gacha	1000 dan 1500 gacha	o'rtacha agressiv
1000 dan yuqori	1500 dan yuqori	kuchli agressiv

Po'lat armatura tarkibidagi xloridlar o'ta xavfli hisoblanadi.

Korroziya jarayonini tezlashtiradigan asosiy sabablar:

✓ atrof-muhit tarkibida namlikning yuqori bo'lishi;

✓ avtomobil yo'llari ko'priklarini loyihalashda va ularni barpo etish (qurish) paytida yo'l qo'yilishi mumkin bo'lgan kamchiliklar;

✓ betonning suv o'tkazuvchanlik xossasi va zichligining kamligi;

✓ konstruksiya betoni himoya qobig'i qalinligining yetarli darajada emasligi;

✓ konstruksiya betonining kuch ta'sirida toliqishi va kirishishi natijasida hosil bo'ladigan yoriqlarning mavjudligi.

Korroziyaning oldini olish yo'lida:

✓ korroziya jarayonini bartaraf etish yoki agressiv ta'sir darajasini kamaytirish bo'yicha tashkiliy va konstruktiv tadbirlar qo'llash;

✓ birlamchi himoya - konstruktiv talablarni to'liq bajarish va mazkur muhit korroziyasiga chidamli bo'lgan materiallarni qo'llash.

✓ ikkilamchi himoya - konstruksiya yuzasiga ishlov berish orqali himoya qobig'ini hosil qilish;

✓ elektrokimyoviy usullarni qo'llash.

Beton va armaturaga nordon agressiv muhitning xavfli ta'sir darajasi rN ko'rsatkichi orqali aniqlanadi. Betonga juda xavfli ta'sirni esa tarkibida bo'lgan agressiv muhit keltirib chiqaradi, natijada betonning sulfat korroziyasi kelib chiqadi.

Bino va inshootlarni loyihalashda konstruksiyalar va muhofaza qoplamalarini ko'rinishi va foydalanishning yangi sharoiti muhitidagi agressivlik darajasini hisobga olib, korroziya holati tahlilini albatta nazarda tutish.

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Atoqli akademik

O'zMU tayanch doktoranti

Dilruxjon Abdilakimov

Annotatsiya

Ushbu maqolada adabiyotshunos olim, akademik Naim Karimovning hayot yo'li, ijodiy faoliyati haqida so'z yuritilgan. Maqolada olimning zahmatli mehnat faoliyati, ilmiy faoliyatining ilk davrlaridan umrining so'ngigacha bo'lgan davri qamrab olingan.

Anatation

This article talks about the life path and creative activity of literary scholar, academician Naim Karimov. The article covers the laborious work of the scientist, from the beginning of his scientific career to the end of his life

Абстрактный

В данной статье рассказывается о жизненном пути и творческой деятельности литературоведа, академика Наима Каримова. В статье освещен кропотливый труд ученого от начала его научной карьеры до конца жизни.

Kalit so'zlar: jadid adabiyoti, jadidchilik, munaqqid, Naim Karimov, munaqqid, adabiy tanqid, matnshunos, adabiyotshunos.

Key words: modern literature, modernism, critic, Naim Karimov, critic, literary criticism, textologist, literary critic.

Ключевые слова: современная литература, модернизм, критик, Наим Каримов, критик, литературоведение, текстолог, литературовед.

XX asr o'zbek adabiyoti yangi bir bosqichga ko'tarildi. Yangicha shakllar, yangi-yangi janrlar, yangi yo'nalishlar va yangicha ruh kasb etdi adabiyotimiz. Endi bu adabiyotni baholash uchun yangi adabiyotni chin ma'noda anglay oladigan adabiyotshunos va tanqidchilar kerak edi. O'zbek adabiy tanqidchili ana shunday talablarga labbay deya javob bera oldi. Bugungi kunda o'zbek adabiy tanqidchiligida o'z uslubini yarata olgan, tanqidchilik maktabiga asos solgan zabardast tanqidchilarimiz bir qancha. Shulardan biri hech shubhasiz Akademik Naim Karimovdir.

Yangi o'zbek adabiyotining har bir vakili ijodi bilan yaqin tanish bo'lgan, maqolalari, tadqiqotlari, monografiyalari dolzarb muammolarga bag'ishlangan, izlanuvchan, dadil fikrlari bilan el-u yurtga tanilib qolgan adabiyotshunoslar orasida o'zining teran nigohi ajralib turuvchi munaqqid Naim Karimovdir. Munaqqidning boy va rang-barang ilmiy merosi XX asrning ikkinchi yarmidan o'zbek adabiyoti va adabiy tanqidchiligi taraqqiyotida muhim ahamiyat kasb etadi.

Naim Fatihovich Karimov 1932-yil 12-dekabrda Toshkentning Eski shaharidagi Kallaxona degan mahallasida ziyoli oilada tug'ildi. Otasi Fotih Karimiy fizika o'qituvchisi bo'lgan. U kishining akalari Obid Karimiy oliy o'quv yurtlariga matematikadan dars berardilar. Bo'lajak olimning oilasida ilmning kuchi, marifatning ahamiyati nihoyatda katta bo'lgan. O'zbekistan Respublikasi fan arbobi (1996).

U 1955-yilda SAGU (hozirgi O'zbekiston Milliy universiteti) filologiya fakultetini tamomlagan. O'qishini aspiranturada davom ettirib, 1958 yil tamomladi. Aspiranturadan so'ng yosh olim O'zbek SSR FAning til va adabiyot institutiga ilmiy xodim bo'lib ishga kiradi, sal kam ellik yil shu darga olib brogan faoliyati davomida yetakchi ilmiy xodimlikdan bo'lim mudirigacha bo'lgan yo'lni bosib o'tadi. 1993-yil Naim Karimovga filologiya fanlari doktori ilmiy darajasi taqdim etiladi, 1994-yil esa professorlik darajasi beriladi. Naim Karimovning

ilmiy faoliyati asosan, XX asr o'zbek adabiyotini, xususan, Cho'lpon, Fitrat, Hamza kabi jadidchi yozuvchilar ijodini o'rganish bilan bog'liq. Olim Oybek, G'.G'ulom, Hamid Olimjon, Hamzaning asarlari to'plamini tayyorlashga faol bel bog'laydi. Uning qalamiga "Hamid Olimjon" (1979), "Oybek" (1985), "Usmon Nosir", "Usmon Nosir hayotining so'nggi yillari" (1993-1994), "Cho'lpon"(2003), "Uch buyuk siymo", "Behbudiy", "Abdulla Qodiriy zamondoshlari xotirasida" kabi ilmiy-ommabop kitoblar tegishli. O'ndan ortiq kitoblar, yuzdan ziyod maqolalar yozgan, turli anjuman va simpoziumlarda ma'ruzalar o'qigan, yorqin ilmiy faoliyati uchun Beruniy nomidagi respublika davlat mukofotiga sazovor bo'ladi, professor va filologiya fanlari doktori unvonlariga loyiq topilgan. Bir so'z bilan aytganda, yarim asrlik ijodiy faoliyati davomida u o'zbek adabiyotining betakror namoyondalaridan biriga aylandi. XX asr o'zbek adabiyoti rivojini Naim Karimovsiz tasavvur qilib bo'lmaydi. Ustozning bu sohadagi faoliyati haqida Ibrohim Haqqul: "Naim Karimov XX asr o'zbek adabiyotining mirishkor bog'boni desa mubolag'a bo'lmaydi. Mazkur davr adabiyot "bog'i"da qanday "daraxt"lar o'sib-ulg'aygani, ularning o'rni qayerda, hosildorligi qanday Naim Karimov bexato biladi"¹, – deganda mutlaqo haq edi. Ustozning tadqiqotlari, ilmiy maqolalari, ma'rifiy romanlari o'zbek adabiyoti va adabiyotshunosligining katta yutug'i bo'ldi. Fikrimizni O.Sharafiddinovning Naim Karimov ilmiy faoliyati haqidagi quyidagi fikri ham isbotlaydi: "XX asrning ikkinchi yarmidagi o'zbek adabiyotidagi rivojlanishni Naim Karimovsiz tasavvur qilib bo'lmaydi"². O'zbek adabiyotida Naim Karimovga notanish ijodkor, u bilmaydigan bironta asar bo'lmasa kerak. Akademik Izzat Sulton Naim Karimov va uning ijodi haqida quyidagi fikrlarni keltirgan: "Men adabiyotshunosligimizda butun bir asr adabiyotimizning manzarasini to'la tasavvur etib, uning har bir davri, har bir hodisasi haqida malakali ilmiy fikr ayta oladigan mutaxassis yetishganidan faxrlanaman. U bilan nafaqat men, ayni chog'da butun adabiyot ilmimiz faxrlansa arziydi"³. Izzat Sulton bu fikrlari shunchaki aytgan emas. Haqiqatan ham Naim Karimov adabiyotshunosligimiz uchun faxrlana oladigan tadqiqotlarni yuzaga chiqardi. XX asr o'zbek adabiyoti rivojini N.Karimovsiz tasavvur qilib bo'lmaydi. U shu davrdagi o'zbek adabiyoti va uning yirik vakillari ijodini milliy g'oya mezonlari asosida o'rganish ishini birinchilardan bo'lib boshlab berdi. Uning ilmiy faoliyatida adabiyot hodisalarini tarixiy voqealar, badiiy asarni esa yozuvchi hayoti va ma'naviy-estetik olami bilan uzviy aloqada o'rganish ustuvorlik qiladi. Chunonchi, jadid adabiyoti, uning hur fikrli, adolatparvar vakillari Hamza, Fitrat, Cho'lpon va boshqalar ijodi haqidagi kitob, maqolalar muallifi.

Matnshunos sifatid Oybeknin 20, G'.G'ulomning 12, H.Olimjonning 10, Hamzaning 5 jildli to'la asarlarini tayyorlash va nashr etishda ishtirok etgan.

XX asr o'zbek tanqidi va adabiyotshunosligida bo'y ko'rsatgan yangilanishlar 50-yillarning oxirlari 60-yillarning avvalida Matyoqub Qo'shjonov, Ozod Sharafiddinov, Salohiddin Mamajonov, Laziz Qayumov, Naim Karimovlar ijodida yorqin namoyon bo'ladi. O'zbek tanqidchiligi va adabiyotshunosligi XX asrning uchunchi choragidan boshlab o'z taraqqiyotining yangi bosqichiga ko'tarildi. Istiqlol arafalari, mustaqillik davriga kelib, metodologiya masalasida xalqaro mezonlarni egallash yo'liga o'tganini ko'rsatdi. Bu yangilanishlar ayniqsa Naim Karimov ilmiy merosida yaqqol ko'zga tashlanadi. U ijodkorning

¹ Хаққул И. Олимлик – нуқтадонлик ва саботдир // XX аср ўзбек адабиёти масалалари: Филология фанлари доктори, профессор Н.Ф.Каримов таваллудининг 80 йиллигига бағишланган илмий мақолалар тўплами – Тошкент: Фан, 2018. – Б. 32

² Назаров Б. Давр ва мунаққид // Ko'rsatilgan asar – B. 4

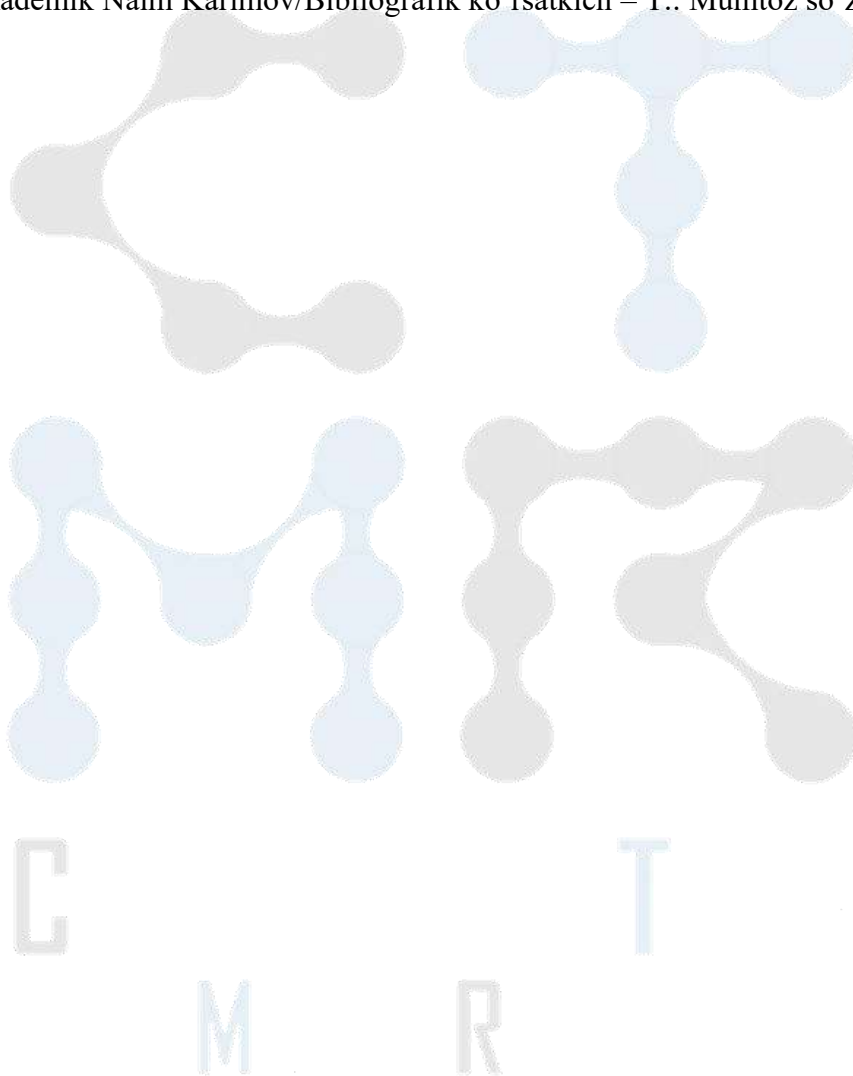
³ Назаров Б. Давр ва мунаққид // Ko'rsatilgan asar – B. 4

faqat badiyatini tahlil qilish bilan cheklanib qolmasdan tanqidchiligimiz ijodkor hayot yo'lini o'rganish tamoyilini ham olib kirdi.

Adabiyotshunos olim, fan arbobi, akademik Naim Karimov 2023-yil 17-sentyabrda 91 yoshida vafot etdi.

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" Baburnoma" historical figures mental image

Abstract: This article focuses on the analysis of the image of creators and rulers depicted in "Boburnoma" by Zahiriddin Muhammad Babur. The work explores issues such as historicity and artistic interpretation, the author's skill in creating a literary portrait of a historical person.

Key words: Babur, "Boburnoma", creative person, image of the ruler, historical fact, artistic interpretation.

After Alisher Navoi, Zahiriddin Muhammad Babur is a writer who became famous in the history of Uzbek classical literature by creating prose works, ghazals of dillrabo, qita, rubai, and masnavi. Especially, his work "Boburnoma" is translated and read in 32 countries of the world today. The simple narration of the author of the work, the realistic expression of historical events, as the author noted, "For the purpose of this history, let the truth of every word be known and the facts of every case be edited ¹. " The assessment of all the historical figures mentioned in the work, facts, events, proofs prove that they are true.

Interest in "Boburnoma" began during Babur's lifetime, the work was translated into Persian, then English scholars Lane Poole, Monstewart Elphinstone, Edward Dawson, Mrs. Anetta Beveridge, her husband Henry Beveridge and others not only brought Babur's work to English readers, but also analyzed it. with the help of dictionaries, they tried to make the work readable and understandable to the students.

Uzbek scientists also made a great contribution to the study of Babur's work. Ya. Gulomov, H. Yakubov, V. Zohidov, S. Azimjonova, S. Jalilov, P. Shamsiev, S. Mirzaev, B. Valikho'jaev, A. Hayitmetov, G. Salomov, H. Nazarova, H. Quadratullaev, N. Komilov, S. Hasanov, N. Otajonov, A. Ibrohimov, I. Hakkulov, Z. Kholmanova among writers, Oybek, P. Kadirov, B. Boyqabilov, Kh. Sultonov, A. Eshonov are among them.

After independence, it was important to comprehensively research Babur's work, to give a wide place to the issues of his artistic skills. In particular, in the scientific works of scientists such as A. Qayumov, A. Hayitmetov, A. Abdurashidov, I. Hakkulov, H. Quadratullaev, A. Ibrohimov, I. Sulaymonov, some aspects of the human psyche were studied in "Boburnoma".

Among the complex political and social processes from the end of the 15th century to the 30s of the 16th century, the struggle for the throne between the successors of Amir Temur continued violently, and sometimes one or another Timurizade took the throne at the top of the kingdom, as a result of which today the armies belonging to one sultan are crowned by another. joining the ranks and entering the battle made the management of the kingdom in the political arena much more complicated. As a historical, autobiographical, scientific work, "Boburnoma" describes this complex process through historical events, the struggle for power, the frequent changes in the mental state of rulers, begs, and visionaries, the history of ownership and distribution of property, its consequences, and deep conspiracies. and we witness it described in a comprehensive, analytical manner.

"Boburnoma" is literally a spiritual and psychological source. It depicts the history of Movarounnahr, Khurasan and India, the lifestyle of the crown princes of the three regions and

¹Boburnoma . To the publication preparer S. Hasanov . Tashkent . East . 2002. 201 p. In the following examples taken from this work, the page of the work is indicated.

the nobles around them, the lifestyle of their women, ordinary soldiers, poets and artisans, and the mental state of people related to the spiritual life of the time are described in connection with the most complex processes. Foreign and Uzbek scholars have also emphasized this feature of the work. For example, English historian Leigh Poole, who was seriously engaged in Babur's work, writes: "Babur's memoirs are not a simple diary of a soldier's military campaigns and retreats; In these memoirs, personal impressions and subtle thoughts about the world are given by the owner of an impressive heart who knows Eastern literature very well, is a sensitive and knowledgeable observer, who carefully studies people, who can think about them objectively and justly ². " Or let's look at the opinion of the English orientalist Monstuart Elphinstone: "In these memoirs, the life of the great Turkish king is described in detail, his personal feelings are free from any exaggeration and veiling. His style is simple and manly, as well as lively and imaginative. He describes the faces, traditions, aspirations, actions of his contemporaries as clearly as a mirror... But the bright character of the author gives the work the most charm» ³.

If we draw a conclusion based on the opinions of foreign and Uzbek scientists, based on the variety of artistic images in "Boburnoma", the description of the person's character and mental state in the depiction of historical figures, it is necessary to consider the victory and defeat, which is a typical situation in the life of the people of the time, in the context of the spiritual and psychological process. After all, historical events in "Boburnoma" were able to show themselves clearly in this aspect. In no other period have historical events changed so rapidly as in the end of the 15th century and the 30s of the 16th century. While describing the events of the same period in "Boburnoma", typological processes in the position and character of contemporary people are revealed before our eyes. This process alternates with the reality of time and space, bravery and cowardice on the battlefield, valor and betrayal, the joy of victory and the pain of defeat, especially in the depiction of winners and losers. Determining complex situations in the psyche of a historical person, observing and explaining changes in it is evidence of Babur's high skill. In the work, the changes in the mentality of not only the ruler, but also the common man, sometimes the triumphant celebration of victory or the bitter pain of defeat, or even the change in the fate of a person, is an extraordinary situation, which is described by Babur with a unique skill.

The rapid exchange of events, the strength of dynamism, the sudden change of the mental and psychological process, and the impact on the psyche of individuals are skillfully described by the author of the work. Babur, the winner on the battlefield, soon becomes a loser, and again due to conflicts, he triumphs and becomes the winner. This change occurs several times almost from the beginning to the end of the work.

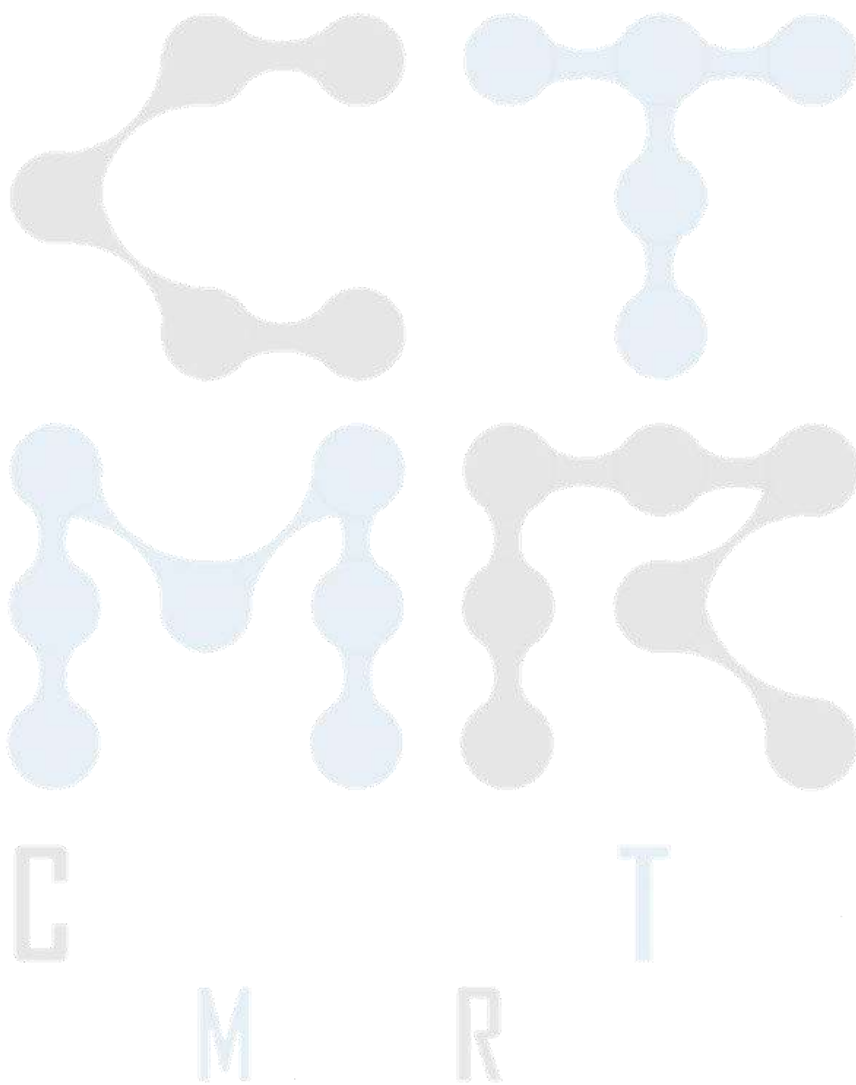
Evolutions in the psyche of a historical figure occur in the mental state of Shaibani Khan, Husayn Boygaro, Khusravshah, Baqi Chaganiyoni, Kasimbek, Shahbegim, Ibrahim Lo'di and others as well as the author of the work. In the artistic reflection of the mental state of a historical person, we come across such images as the high psychology of the writer, the sudden spiritual change in the natural character and character, the fading of the signs of life and, on the contrary, the rebirth, which are important because of the artistic interpretation by the author.

² Lane Poole. Babur. Oxford. 1899. S. 9.

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**IMPROVING THE URBAN ROAD IMPROVEMENT SYSTEM AND
IMPROVING THE LANDSCAPE**

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Abstract: The traffic service system, together with tools and design, constitutes a complex of facilities and facilities that allow to improve the road, that is, to ensure the normal living conditions of people using the roads and to ensure the functional capabilities of transport.

Key words: landscape, landscaping, landscaping, road, methods, standards, plants.

Methods and standards for improving the system of street and road beautification and landscape improvement in Uzbekistan will be discussed. Recommendations for further improvement are given. Seedlings on the streets belong to the general use category. Since city dwellers spend most of their time on the streets, optimal sanitation (shading of roads and sidewalks, protection of passers-by and adjacent areas from dust, gas, road noise) and aesthetic creating conditions is an urgent task.

In Uzbekistan, the highway and street beautification program [1] was adopted, it was planned to plant 1.6 million trees and shrubs along highways, 782 thousand on city streets, including more than 103 thousand trees and bushes in Tashkent. According to the Decree of the President of the Republic of Uzbekistan [2] "On measures to improve the system of highway improvement and architecture-landscape design", increasing the level of architectural-artistic design of highways, on measures to increase the level of design, improvement of the road improvement and improvement system [2] in close connection with the modern requirements of ensuring road safety and environmental protection, the republican automobile placement of green areas along the roads and a systematic and comprehensive approach to the beautification of roadside strips. Landscape plants (shrubs, conifers, medium and tall trees) are listed.

Improvement of streets and roads, as we mentioned above, should be carried out in a single complex and with a master development plan. When planning landscaping, it is necessary to take into account underground and surface communications and structures, take into account the prospects of possible changes in the future (widening of streets, additions, etc.), so that corrections can be made if necessary. The appearance of seedlings is easily done. The development and beautification of urban areas directly depends on the purpose and width of streets and roads, the intensity of traffic and the nature of the surrounding buildings (size of buildings, architectural design, etc.) [3]. The main types of plantings: rows and bushes, groups, strips of trees and bushes, lawns (Fig. 1.a), herbaceous flowering plants in vases and containers (Fig. 1.b), etc. The main types of seedlings (Fig. 1.c). Plants in vases and containers increase the vitality of plants under the influence of adverse environmental factors, such as gas, dust, etc. As a rule, trees on the sidewalks are planted in a row in special left holes. The diameter of the holes should be at least 1.5 m. Planting trees between sidewalks and paths can be combined not only with flower beds and flower beds, but also with lawns (Fig. 4).

a)



b)



c)



Figure 1. Appearance of city roads in greening:

a- trees, shrubs and lawns, b- herbaceous flowering plants in vases and containers, c- main types of seedlings

A combination of flower beds, flower beds and lawns. In such cases, the width of the green line should not exceed 2 m. The distance between trees is usually at least 4 m. It is desirable to create a row of trees from representatives of the same species or one decorative form. It should be remembered that drivers of vehicles must always have a clear view. Placement of trees and shrubs, especially at intersections and street bends, should not interfere with the visibility of pedestrians and vehicle drivers and the movement of vehicles. The height of plants should not exceed 0.6-0.8 m within the so-called "view triangle".

The visibility triangle is calculated based on the speed and braking of vehicles: a corresponding drawing is made, it is placed in the street intersection improvement plan [4]. Another important condition is the provision of street ventilation, which is achieved by regulating the distance between the trees in the rows.

Planting in the streets has its own characteristics and must meet specific requirements, the main of which are gas resistance, noise and dust protection. With this in mind, the following types of plants are recommended: tree species resistant to toxic gas (straight spruce; common chestnut; white acacia, Japanese sophora, honey locust, ailanthus); - gas-resistant types of bushes (honeysuckle, mackerel, medium spirea); - trees that help reduce noise (thorny spruce, western thuja), species of deciduous woody plants that maintain a dense crown (oak, linden, chestnut), shrubs (privet, viburnum, spirea); - types of woody plants with the ability to protect the area from dust, with a dense crown, rough wrinkled leaves (rough pine, maple, ash, horse chestnut, angustifolia, lilac, elder). The choice of plant composition also depends on the orientation of the streets to the main directions, besides, the green areas should not cover the architecture of the buildings. When choosing an assortment of trees and shrubs, you should avoid woody plant species that have superficial root systems that can damage the surface of sidewalks. Using different forms of plants, you can create artistic compositions according to the tasks. When landscaping areas near architectural ensembles and monuments, plant forms that harmoniously blend with the silhouette of the building or monument itself should be used. The seriousness of the individual representative sections of the streets is achieved by the geometric methods of floral design on the plane (in the form of a circle, ellipse, square, rectangle) in combination with low cut borders of bushes.

A more interesting assortment is used to beautify the central streets, reflecting the unique appearance of the streets. Green areas have a positive effect on the climate of cities, enrich the atmosphere with oxygen (for example, one hectare of urban green spaces emits 200 kg of oxygen per day on average) [5], and protect the soil. protects against erosion, drying up

of water sources and pollution. They have a positive effect on the radiation and heat regime and thus create ventilation of the areas, which is very necessary considering the climatic conditions of Uzbekistan. In a word, the health of the city depends on the plants, and the more there are, the more comfortable the climate. According to environmental scientists, the ratio of cities and green spaces should not be less than 1/5 [6]. In this way, I would like to emphasize once again the importance of green areas in the improvement and beautification of streets and roads. Pay close attention to the "neighborhood" of various connections and networks, so as not to harm the aesthetics and life of plants. From properly selected trees and shrubs, landscapers adhere to the rules of plant growth and care (moisture-loving, shade-tolerant, etc.), microclimate conditions, and decorative features (open crown, fruits, scents, etc.) must be observed. In conclusion, I would like to emphasize that "Great things are done with great means. Nature itself creates great things in vain." (A. Herzen)

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THE STUDY OF THE TRANSLATION OF ETHNOGRAPHIC REALITIES IN THE LINGUISTIC AND CULTURAL ASPECT (IN THE CASE OF ENGLISH AND UZBEK LANGUAGES)

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Abstract:

The study of translation has evolved beyond a mere linguistic transfer of words and phrases to a more intricate exploration of the cultural nuances embedded in the source text. This scientific article delves into the complex realm of translating ethnographic realities, focusing on the interplay between linguistic and cultural elements in the context of English and Uzbek languages. The article aims to uncover the challenges and strategies employed in rendering ethnographic content across these two distinct linguistic and cultural landscapes. This scientific article delves into the intricate process of translating ethnographic realities, focusing on the linguistic and cultural aspects inherent in the languages under investigation—English and Uzbek. The study explores the challenges and nuances associated with rendering ethnographic content accurately across linguistic and cultural boundaries. Through a comprehensive analysis of translation strategies, cultural nuances, and linguistic idiosyncrasies, this research contributes to our understanding of how ethnographic realities are communicated in diverse cultural and linguistic contexts.

Keywords:

Ethnography, translation, linguistic aspect, cultural aspect, cross-cultural communication, language transfer, linguistic idiosyncrasies, English language, Uzbek language.

Introduction

Translation is a multifaceted process that goes beyond the literal conversion of words from one language to another. Ethnographic realities, rooted in the cultural and social fabric of a community, present unique challenges to translators. This study explores the translation of ethnographic content and its impact on linguistic and cultural dimensions, using English and Uzbek as case studies. Ethnography, as a field of study, involves the systematic observation and documentation of human cultures. As scholars and researchers engage in the translation of ethnographic materials, they encounter a myriad of challenges arising from linguistic and cultural disparities. This article aims to investigate the complexities involved in translating ethnographic realities, with a specific focus on English and Uzbek languages.

Linguistic Challenges in Translating Ethnographic Realities:

Ethnographic texts often contain specialized terminology, idioms, and expressions specific to a particular culture. The linguistic challenges in translation arise when these cultural markers lack direct equivalents in the target language. The study investigates how translators navigate such lexical and syntactic hurdles, examining the strategies employed to convey the richness of ethnographic content.

Cultural Nuances and Sensitivities:

The cultural aspect of translation is integral to preserving the authenticity of ethnographic realities. Differences in cultural norms, values, and traditions necessitate careful consideration during the translation process. The article analyzes instances where cultural nuances may be lost or misrepresented, emphasizing the importance of cultural sensitivity in capturing the essence of ethnographic texts.

Case Study: English and Uzbek Languages:

English and Uzbek represent linguistic and cultural extremes, offering a compelling comparative analysis. The article examines specific examples of ethnographic texts translated between these languages, highlighting the challenges faced and the solutions implemented. By scrutinizing the linguistic and cultural discrepancies, the study aims to contribute valuable insights to the field of translation studies.

Strategies for Effective Ethnographic Translation:

To address the linguistic and cultural challenges inherent in translating ethnographic realities, translators employ various strategies. This section explores adaptation, cultural equivalence, and contextualization as key tools in ensuring a faithful transfer of meaning. Case studies and examples from English to Uzbek and vice versa illustrate the practical application of these strategies.

Translation Strategies:

To mitigate challenges, translators employ various strategies, including cultural adaptation, paraphrasing, and the incorporation of footnotes or glossaries. The research analyzes the effectiveness of these strategies in preserving the essence of ethnographic realities across linguistic and cultural boundaries.

Cultural Nuances:

The study explores how cultural nuances embedded in ethnographic materials are transferred from the source language to the target language. Cultural differences in worldview, social structure, and symbolic meanings are examined to understand how these nuances impact the translation process.

Conclusion:

This research sheds light on the intricate dynamics involved in translating ethnographic realities, emphasizing the importance of considering linguistic and cultural aspects. The findings contribute to the broader discourse on cross-cultural

communication and the challenges faced by translators in conveying the richness of ethnographic content. By focusing on the English and Uzbek languages, this study provides valuable insights applicable to other language pairs, fostering a deeper understanding of the complexities inherent in the translation of ethnographic materials. The translation of ethnographic realities is a dynamic process that requires a nuanced understanding of both linguistic and cultural elements. The study of English and Uzbek languages serves as a microcosm for exploring the complexities of this endeavor. By shedding light on the challenges and strategies involved, this article contributes to the broader discourse on the intersection of language and culture in the realm of translation. As global communication continues to expand, the study of ethnographic translation becomes increasingly pertinent for fostering cross-cultural understanding and appreciation.

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Effect of spider mite infestation on cotton yield in cotton cultivation.**Umedova Mehriniso Ergash qizi.**mehrinisoumidova9185@gmail.com<https://orcid.org/0009-0009-6859-518X>

Abstract. In this thesis, the damage caused by the spider mite to cotton is scientifically based on statistical analysis and the work done in this field is covered in detail. Spider mite is one of the dangerous pests that damage the cotton crop. Today, duya scientists have studied a lot about the effects of spider mites on cotton cultivation. This research is also a logical continuation of these researches. In this article, the damage of the spider mite to the cotton crop is explained with clear examples.

Key words. Cotton, spider mite, productivity, hybrids, tolerance.

Today, one of the most urgent problems in cotton cultivation is the creation of cotton varieties that are resistant to pests, resistant to diseases, and have high fiber quality [1, pp. 78–82]. The spider mite (*Tetranychus urticae*), which belongs to the category of biting insects, is also one of the main pests of cotton [2, p. 115].

With *Tetranychus urticae*, young plants lag behind in growth, and during the flowering period, it causes shedding of the pods. If certain types of cotton are damaged in June, the yield will decrease by 50-60%, if damaged in July by 25-40%, if damaged in August by 2-6% [3, pp. 160–170]. The specific danger of *Tetranychus urticae* is that the thrips, which is considered a natural entomaphagus, cannot be reproduced in a biolaboratory due to its pestilence in cotton [4, pp. 197–203]. Golden-eyed entomaphagus is not considered an effective method in case of spider mite infestation [5, pp. 697–700]. It can be seen that there is no biological method of combating *Tetranychus urticae*. The only solution is chemical control, and when we use pesticides on our own, it leads to poisoning of the environment with chemicals.

In our experiments, as reported in the literature, spider mite infestation had a negative effect on cotton yield. In order to study the effect of spider mite infestation on plant productivity, the same samples grown under the same conditions and belonging to hybrid combinations, spider mite-infested and non-spider mite-infested plants Observations were made on the number of bolls per plant and the cotton weight in one boll (see Table 1). According to the results of these observations, 45% more yield loss was observed in the model C-6524 variety, and 6.5% more yield loss in the sensitive Namangan 77 variety (51.5%) compared to the model variety. Omad variety (47.2%) showed 2.2% less yield loss

compared to the standard variety, and 4.3% less than the sensitive variety. It was observed that one of the donor samples Fiber Verte (8.3%) lost 36.7% less yield than the standard variety and 43.2% less than the sensitive variety. The next donor sample New Impr (27.6%) lost 17.4% less yield compared to the sample, and 23.9% less than the sensitive variety. Upland (15%) and Ryad 548 No. 6/33 (37.6%) samples are 30% compared to the sample variety due to spider mite damage; 17.4%, and 36.5% compared to the sensitive variety; 12.9% less crop lost. It can be seen that the C-76 sample (77.3%) selected as the maternal form lost 32.3% more than the standard variety and 25.8% more than the sensitive variety. In the hybrids of the F1 generation, the rate of yield loss due to spider mite damage was significantly reduced and yield loss was observed from 15.5% to 28.2%. The highest yield loss in hybrids of the F1 generation was observed in the combination C-76 x Ryad 548 #6/33 (28.2%).

1 Table

Effect of spider mite infestation on cotton yield.

Type and pattern name	The number of pods in one plant, pcs		Weight of 1 bag, gr		Productivity, gr		Crop loss %
	Not damaged	Damaged	Not damaged	Damaged	Not damaged	Damaged	
St.C-6524	12,3	6,9	4,1	4,0	50,5	27,8	45,0
Sezgir, Namangan 77	10,5	5,07	3,8	3,8	39,5	19,2	51,5
Omad	10,1	5,3	4,4	4,4	43,8	23,1	47,2
Fibre verte	8,1	7,6	3,9	3,8	31,5	28,9	8,3
New Impr	11,9	8,6	3,4	3,4	40,2	29,1	27,6
Ryad 548 №6/33	13,1	9,2	2,2	1,9	28,4	17,8	37,6
C-76	15,3	8,6	4,0	1,6	60,5	13,8	77,3
Upland	14,2	12,1	5,0	5,0	70,8	60,1	15,0
F ₁ (Upland x Omad)	18	15,3	7,2	6,9	129,6	105,6	18,5
F ₁ (C-76 x Ryad 548 №6/33)	25,5	22,1	3,86	3,2	98,4	70,7	28,2
F ₁ (Namangan 77 x Omad)	14,9	11,3	6,02	5,8	89,7	65,5	26,9

F ₁ (New Impr x Namangan 77)	17,7	15,3	6,5	6,2	115,1	94,9	17,5
F ₁ (New Impr x Fibre verte)	18,7	16,2	7,48	7,3	139,9	118,3	15,5
F ₂ (Upland x Omad)	16,0	14,5	5,6	5,4	88,9	78,7	11,5
F ₂ (C-76 x Ryad 548 №6/33)	16,1	12,1	3,9	2,4	62,2	28,7	53,8
F ₂ (Namangan 77 x Omad)	13,9	9,6	5,1	3,3	70,2	31,7	54,9
F ₂ (New Impr x Namangan 77)	14,4	9,8	5,5	3,9	78,2	37,7	51,8
F ₂ (New Impr x Fibre verte)	14,9	12,5	5,6	5,6	82,8	69,4	16,2

F₂ generation C-76 x Ryad 548 No. 6/33(53.8%), Namangan 77 x Omad (54.9%), New Impr x Namangan 77 (51.8%) hybrid combinations yield due to spider mite damage loss was dramatically higher compared to F₁ hybrid combinations. A sharp decrease was observed in the affected plants in the F₂ generation of these hybrid combinations according to the number of harvest kings per plant and cotton weight per bag (see Table 1).

Summary.

If we introduce varieties of cotton resistant to spider mite infestation, farms may be at risk of losing more than 50% of their cotton crop due to spider mite infestation. If we develop varieties resistant to spider mite damage, we will not only preserve the abundant harvest of cotton, but we will also prevent the environment from being poisoned by chemical pesticides against spider mite.

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Selection of initial samples resistant to spider mite from F2 hybrids using the marker-based selection method

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mehrinisoumidova9185@gmail.com<https://orcid.org/0009-0009-6859-518X>**Abstract.**

This article describes the use and effectiveness of marker-based selection (MAS) in creating new varieties of cotton resistant to spider mite. Based on the experiments conducted using the MAS method, it is based on the creation of new spider mite-resistant cotton raw materials.

Key words. Selection, selection based on spider mites, cotton, markers.

Marker-based selection (MAS) is an efficient method to create the best cotton sample [1]. The planting of resistant varieties leads to an increase in the yield of cotton and a sharp decrease in the cost [2]. Through MAS, it is possible to dramatically increase seed efficiency [3]. With the help of specific markers, it is possible to distinguish resistant genotypes of cotton even during the germination period [4]. Due to the multidimensional Quantitative Trait Locus (QTL) polymorphism, the selection efficiency with the help of markers increases dramatically [5], [6]. The discovery of alleles associated with valuable economic traits of cotton allows these alleles to be used directly in MAS [6]. F2 plants are selected by 3 methods: phenotype (1), combined marker-genotype and phenotype (MAS) (2), genotype (3) [7]. MAS and backcross breeding can be an effective way to increase the breeding value of lines with a relatively small number of genes by selecting specific combinations of beneficial QTL alleles from several excellent parental lines [3], [8].

The use of MAS in breeding and seed production has grown rapidly over the past two decades [9]. Several scientists have conducted many studies using this method [10]–[14], Maheswari et al. al. [15]. The MAS method is an important tool for repeated selection and improvement of seed yield in any type of crop. [3]. Based on Nayak's research, the most effective marker-assisted selection (MAS) in plant breeding is a method of selecting attractive individuals for seed production using molecular markers, with or without considering the relative importance of traits. [16]. This method works particularly well for generating resistant species [17].

During the research conducted using the selection method based on markers, samples resistant to spider mite were selected from F2 hybrid combinations in cotton.

First, the level of spider mite infestation of varieties and hybrids from the collection was studied, and then polymorphism between resistant and non-resistant samples was determined.

Using molecular markers, PCR screening was performed and mutual polymorphism between these varieties and samples was determined.

When tested with molecular markers, samples showing mutual polymorphism, resistant and resistant to spider mite were selected, and monohybrid hybridization was carried out between them. Spider web resistance of F1 hybrids obtained by crossing was studied. F1 hybrids were screened by PCR using molecular markers.

F2 hybrids were also planted in field and phytotron boxes, and the degree of spider mite infestation was studied in natural and artificial environments. Genomic DNA was isolated from F2 hybrids and PCR screening was carried out with specific primers attached to the marker of resistance to sucking pests. Among the F2 hybrids that are phenotypically resistant to spider mite and have resistance alleles in their genome, the initial sources of spider mite resistance were selected (look Figure 1).

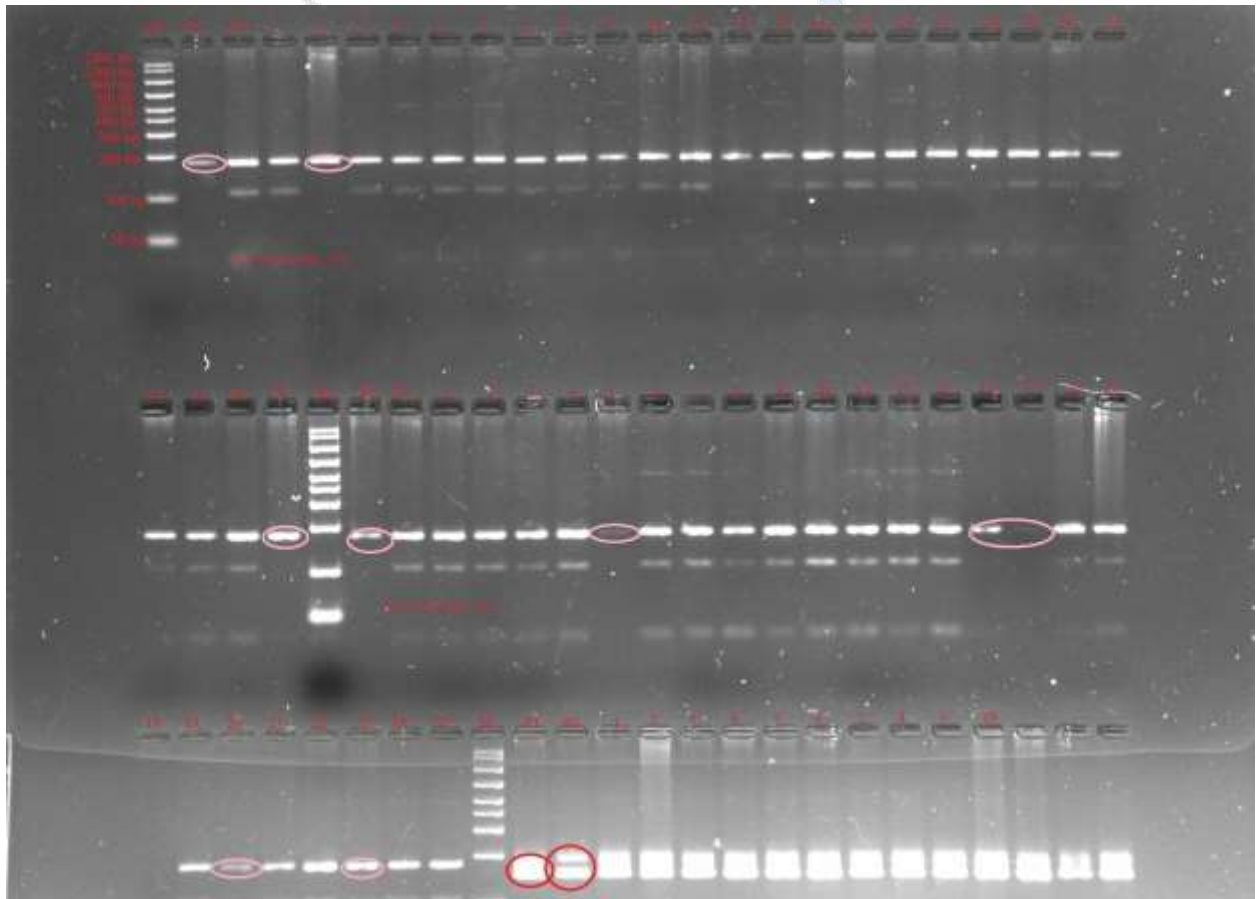


Figure 1. Polymorphism among F2 hybrids of Upland x Omad, New Impr x Namangan 77 hybrid combinations. Image of NAU 922 BNL, 1705 SSR markers on gel electrophoresis. M-molecular weight marker, P1, P2 - parental forms, line 1 1-25 Upland x Omad hybrid combination F2 generation plants. 2nd row 1-25 New Impr x Namangan 77 hybrid combination F2 generation plants. Line 3 1-13 BNL SSR marker Upland x Omad hybrid combination plants.

Selections from the F2 generation of New Impr x Namangan 77 hybrid combination with another SSR marker NAU922 [18, pp. 1-7] was carried out with. Namangan 77 sample has 1 allele at 190 base pairs, New Impr sample has two alleles at 110, 190 base pairs. In New Impr x Namangan 77 hybrid combinations, separations were observed in samples number 5, 14, 15,

20, 23 and gave the same bent as the resistant sample alleles (see Fig. 1). Even in this combination, cases of spider mite damage were observed in plants with the same alleles as the resistant sample alleles.

Conclusion.

Phenotypic and genotypic separation occurred in the second generation of hybrid combinations. Plants with resistance alleles were selected with the help of DNA markers, and starting materials resistant to spider mites were created.

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Ensuring employment and labor of persons with disabilities

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The development of each country is largely determined by the level of use of professional, intellectual and creative abilities of people. Including all categories of unemployed citizens (youth, disabled, women, people of retirement age, etc.) is of primary importance. The labor market is understood as a system that includes a complex of social and labor relations related to the terms of hiring labor, its use and exchange for living, its self-realization features, and the supply and demand mechanism. The labor market for persons with disabilities is a separate socio-demographic segment of the economy of the Republic of Uzbekistan and is subject to its own laws that must be taken into account in the employment policy. Therefore, the state undertakes to support the integration of disabled citizens who lack competitiveness and find it difficult to find work. The position of disabled people in society is determined by a number of objective and subjective factors: the level of material security, self-fulfillment in the professional sphere, education, satisfaction of rights and social guarantees. Unemployment among citizens with disabilities is distinguished by the specific weight of its negative consequences when considering employment problems. Illness or injury can cause a person to lose health, resulting in significant negative consequences in his life. Not only the physiological functions of the body are disturbed, but also the social, including professional, activity of a person is reduced. Eliminating the consequences of disability, restoring some of the vital functions lost in connection with it, as well as socially important qualities, allows a disabled person to become a full-fledged and equal member of society, to participate directly in the life of society, and contributes to its development. Labor activity has a special place in this process, it has a positive effect on the life of a disabled person. Employment supports the individual's physical, personal and professional recovery. The material well-being of persons with disabilities also increases significantly. A person's mental state changes, he stops feeling useless. His influence in the family, society, and state will increase. Under the influence of work,

the body develops compensation mechanisms that help eliminate a number of deficiencies caused by disability.

The United Nations Charter on Persons with Disabilities, adopted in 1980, states that the quality of life of persons with disabilities should not differ from the standard of living of the rest of the population. Importantly, this goal is achieved not through social donations of the state, individual organizations and individuals, but through a system of social, organizational, economic, psychological and other measures that allow the disabled person to adapt to new conditions. The employment rights of persons with disabilities have long been the focus of the United Nations and other international organizations. The "Standard rules of equal opportunities for persons with disabilities" adopted in 1993 defined the most problematic directions for creating favorable conditions for the inclusion of this category of citizens in the life of their country. In one of the paragraphs, the issue of employment of disabled people is considered separately. It states: "States should recognize the principle of giving persons with disabilities access to their human rights, particularly in the field of employment. They should have equal opportunities to engage in effective and profitable employment in the labor market, both in the countryside and in the city." Building market relations is not only positive, but also negative, which is associated with increased requirements for employees. As a result, the number of citizens belonging to the category of non-competitive persons is constantly increasing. All these processes are especially intensified during socio-economic crises. In this regard, the problem of employment of disabled people acquires new features. On the one hand, employment issues are extremely important for them, on the other hand, not everyone has the opportunity to fulfill their needs in professional activities. People with disabilities entering the labor market differ in age, gender, education and professional level, health and attitude to life. Among those recognized as unemployed are those who have become disabled as a result of illness, injury, those who have been injured in production and during military operations, and those who have been disabled since childhood. All of them are divided into several groups for different reasons. The following features are important for solving the issue of employment:

1. With the level of work ability (able to work, disabled, temporarily disabled or able to work in limited places, under favorable working conditions)
2. The nature of the person's disease (mobile, partially mobile, immobile).

Depending on the membership of a certain group, the issues of employment and employment of disabled citizens are resolved. The relatively low rate of employment of people with disabilities is largely explained by the uncertain attitude to life and the lack of required professional education and work experience. The

specific situation of disabled people in the labor market is determined by a number of factors:

1. Maintaining stereotypes. Many employers consider the lack of work experience of people with disabilities, the inability to effectively perform their professional duties and establish relationships in the work team, instability of behavior, that is, the inability of a person to pay professionally and insufficiently. Like all things, they evaluate their qualities negatively. Adaptation in society. The extent and persistence of the impact of these types of stereotypes leads to discriminatory attitudes towards disabled people in the labor market.

2. The choice of the direction or specialization of vocational education is often made by a person with a disability based on his physiological capabilities, degree of disability, educational conditions and access to it. The main idea of education is "Not where I can find a job in the future, but what I can do and want." Teaching young people with disabilities to analyze the real situation in the labor market from the perspective of personal capabilities is a field of work that needs to be implemented into the widespread practice of the employment service, which is part of the prevention of unemployment among employed persons.

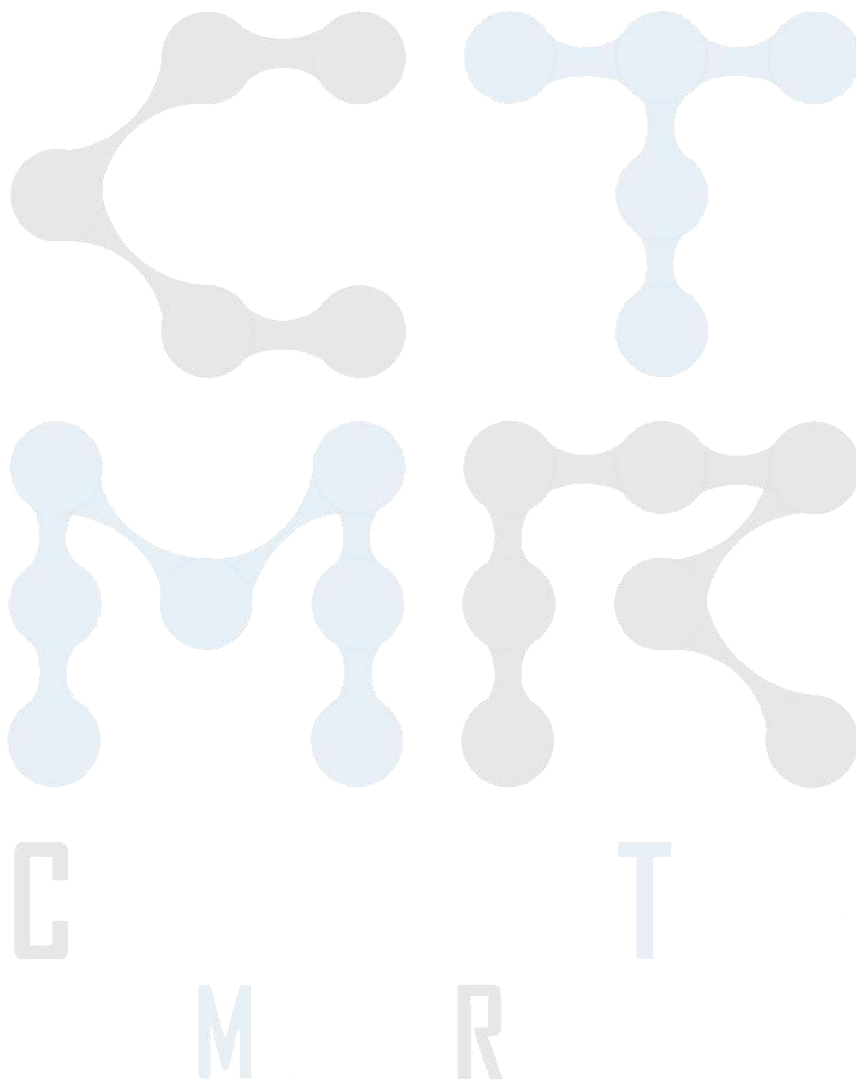
3. Creation of jobs aimed primarily at providing employment to disabled people in enterprises and specialized organizations. The fact that the majority of unemployed citizens are graduates of secondary special and higher educational institutions is of particular concern. Among the disabled youth, programmers, economists and accountants, and lawyers are the most in-demand professions. An analysis of the most popular job vacancies for persons with disabilities showed that persons with disabilities are employed in low-skilled, monotonous, routine work and low wages (assemblers, security guards, tailors, quality control operators) demanding jobs are offered. This situation is related not only to the limitation of their individual physical or intellectual capabilities, but also to the underdevelopment of the labor market for persons with special needs. The employment system takes little account of the intellectual resources of the disabled. Many citizens with disabilities and mobility difficulties are capable of mental work: analyzing the situation, writing articles, works of art, creative work, research activities, etc. It will be possible to effectively solve the issues of providing employment to disabled people only when moving from traditional forms and methods of providing employment to citizens with disabilities to new, innovative methods based on the laws of the market economy. The following factors related to the behavior of the disabled in the labor market should be taken into account when choosing new forms and methods of employment support for citizens with disabilities of different groups of the population in the society. First of all, spatial and environmental problems. Even in cases where a person with a physical disability

has a means of transport (prosthesis, wheelchair, specially equipped car), the organization of life and social infrastructure do not meet the needs of life activities of disabled citizens. Getting a job without any complications is an insurmountable problem for many people with disabilities. Within this direction, the issue of obtaining reliable information about the situation on the labor market by a person with a disability is not resolved, which leads to inefficiency in solving professional problems. On the other hand, the society reacts badly to the problems faced by a person with a disability in searching for a job and working because he does not have complete information about this category of people. As a result, the potential professional potential of a disabled person is not fully utilized. The lack of information in the labor market also affects the situation in the field of education. Disabled people have limited access to vocational training. This is due to the inability of most educational institutions to educate people with disabilities and the slow development of the distance education system. The following issues affecting the employment of persons with disabilities include communication problems. Communication impairment is identified as one of the most important aspects of the employment and retention of a person with a disability in the workplace. It is related to a person's physical characteristics, his emotional state and the reaction of the work team. Emotional factors have a great influence on the effective behavior of a person in the labor market. This is, first of all, the ambiguous attitude of others towards a disabled person (embarrassment, ridicule, dissatisfaction, pity). People with disabilities themselves experience stress, fear, isolation and expectation of care during their careers. All this makes communication difficult and hinders the professional activity of a disabled person. The main issue in the labor market is the low cost of labor, which affects the economic situation of people with disabilities. The average salary for this category of citizens is much lower than for other categories of workers. It depends on the characteristics of professional activity (often unskilled, low-paid work). Despite the existence of certain privileges for the disabled, their level of financial support remains important. prevents. The labor market for people with disabilities can be differentiated based on the characteristics of the type of enterprise in which they work. Thus, the current situation in the labor market is very severe for disabled citizens, its main feature is the imbalance of supply and demand for labor force at the current stage, therefore, the presence of disability makes the process of providing employment to this category of unemployed very difficult. The position of disabled people in the labor market is determined by both subjective (low qualifications, inability to establish relationships in the work team, weak professional activity, etc.) and objective (low labor costs, poor infrastructure, poor information supply, etc.). Helping disabled people to work is a complex, multifaceted process of returning them to socially useful work or

engaging them in socially useful work, based on an individual approach to each client, according to their health, abilities and personal preferences.

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SOME COMMENTS ON EDUCATION AND UPBRINGING IN THE EAST.

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Abstract: In this article, the specific features of education and upbringing in the East and important steps in the field of textbooks are scientifically and theoretically analyzed.

Keywords: Enlightener, pedagogues, textbooks, their creation, didactic principles, learning process, etc.

The rich spiritual-educational, historical-pedagogical heritage of our people is an inexhaustible resource that opens the way for many scientific researches. Many textbooks and manuals, as well as resources created by the intelligentsia of the Uzbek people in the past, are an educational value worthy of being the object of important pedagogical research. Analyzing the unique pedagogical aspects of this value, studying their life-giving aspects that can be applied to today's practice, and conveying to today's and future generations, showing teachers and methodologists who serve in the way of creating textbooks the ways to effectively use the rich pedagogical experiences, has a special scientific and practical value. . In the process of studying the textbooks of enlightened pedagogues, the didactic principles used in their creation, it was found that they are written in a somewhat simple and fluent language, that the textbooks correspond to the age and psychological characteristics of the students, that the national idea and ideology are instilled in them, and that there are educational materials that encourage students to acquire national and spiritual values. it should be noted that during the time of the former Soviet system, there were cases of finding the pedagogical heritage of enlighteners, even removing them from the library funds, and losing them. In fact, when creating a textbook, it is necessary to rely on the existing positive aspects of our historical pedagogical heritage, national traditions and values, and the rich experience of folk pedagogy. If the didactic values of creating textbooks are effectively used, the quality of textbooks of the new generation will be improved and the content will be enriched. Today, it has been scientifically established that in creating a new generation of textbooks of the present time, it is necessary to creatively use the advanced pedagogical heritage created by enlighteners. In particular, as a result of the presentation of educational materials based on the methods of question-and-answer, story-participation, and instruction, students develop independent, logical thinking, present-responsibility skills, and expand their worldview. According to the content and arrangement of the selected educational materials, the textbooks and the

ideological and educational content of the texts in them are similar: the selected didactic texts have an oriental, national spirit in terms of their content and form. The educational materials in the textbooks are given in the form of didactic text, consisting of sermons, stories, stories, and fairy tales. The educational material describes the positive qualities that must be formed in students, and they reflect on how high the status of a person with good morals should be in society. Also, the student's age and level of knowledge were taken into account when choosing educational materials for textbooks. In the 20s and 30s of the 20th century, modern-enlightenment leaders created a unique pedagogical doctrine. The essence of this doctrine was to educate children in a national spirit, to help them grow up to become people who can live up to the aspirations of the people, and based on this, to lead the country to independence. In order to achieve this, textbooks and training manuals, which are the main tools of the educational process, have a great role. From this point of view, the enlightener Abdurauf Fitrat created a number of textbooks and training manuals during his pedagogical activity. His training manual "Rules of Literature" begins with the definition given to art. This definition does not repeat the known theory that views art as one of the forms of social consciousness. Because Fitrat understands well that analyzing art with a one-sided ideological view limits its rich possibilities. Although he did not dwell much on the social role of art in the textbook, he spoke about it in detail in the article "the origin of art" in the 5th issue of 1927 of the magazine "Maarif va Okhlet". the art of making the waves of the heart, thoughts, feelings... enliven and create this wave in others"), in the words of scientific literature, it emphasizes that the emotional (expressive) aspect of art, that is, its imagery, is reflected in all its types. Fitrat emphasizes how art forms create that wave (emotional wave, image), and more precisely, the tools and weapons that create that "wave" ("materials such as words, sounds, colors, shapes, letters, movements") that are now in our literary studies, the same path is followed in distinguishing the types of art. Based on these characteristics, Fitrat distinguishes six types of art (music, painting, sculpture, architecture, play, literature). He writes that they are "divided into 2 categories with the aim of getting closer to each other" and "literature, music, games are one category; emphasizes that painting, sculpture, and architecture are one category. Based on the oriental meaning of the art of words, Fitrat mainly relies on the beautiful and rich experience of oriental poetry in describing its features.

Because textbooks and methodical manuals are mainly created by writers-poets and linguists, their didactic construction is very lively, and the description of the presented theoretical information is not free from some shortcomings and scientifically incorrect ideas. This calls for a careful and in-depth approach when studying them by today's generation.

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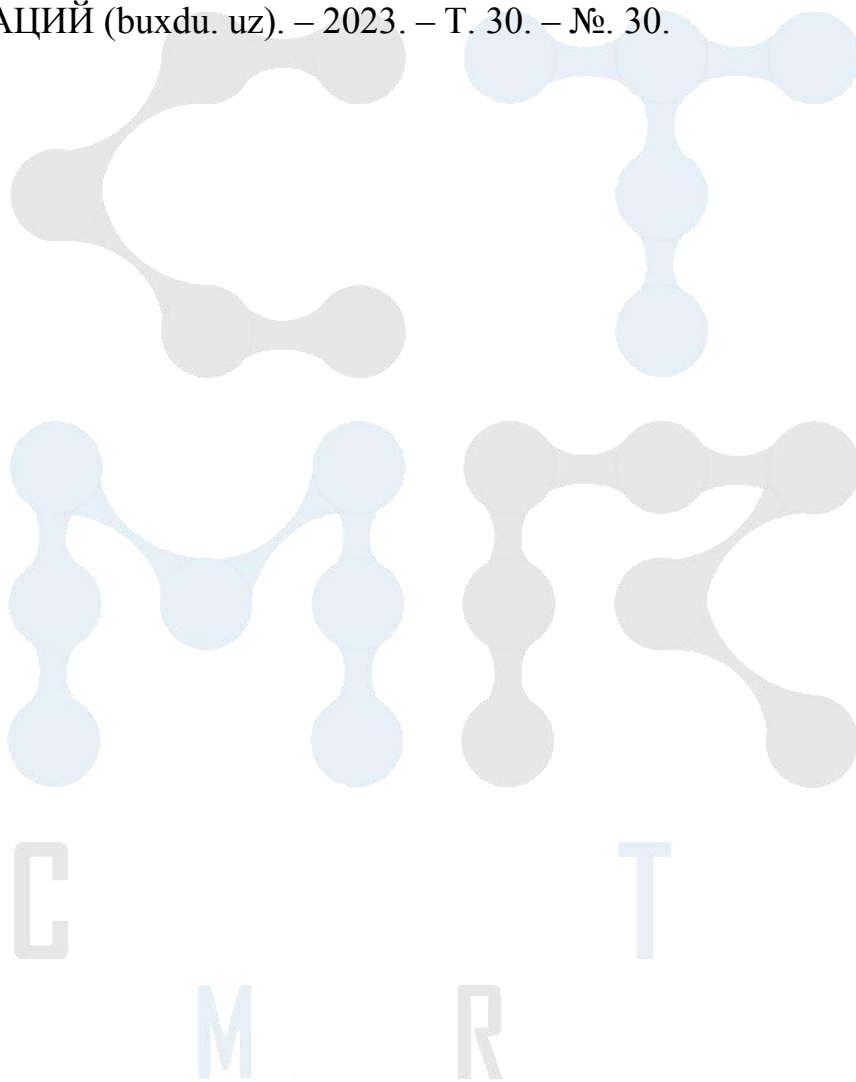
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THE ESSENCE AND SPECIFIC ASPECTS OF EDUCATIONAL TECHNOLOGY.

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Abstract: In this article, the issue of designing pedagogical technologies in the educational system is scientifically and theoretically analyzed.

Key words: Education system, science, technology, interest in learning, globalization era, national interests of each nation, each independent state, own culture, ancient values, native language, scientific and pedagogical experience, etc.

The political and economic development of the society is developed with the help of human thinking and intellectual potential. There are young people who demonstrate their talents and abilities in a certain direction of study and learning during their education in general secondary schools. Development of such ability, talent, intellectual potential is one of the main tasks of a modern educational institution. At this point, it should be acknowledged that under the leadership of the President of the Republic, a national model of the education system has been created in our country, which has not yet been found in the world experience. As a result of the care that is taken to educate in the spirit of loyalty to the ideas, to form independent and creative thinking skills for young people, the image of educational work has changed, updated, and efforts are being made to diversify the types of teaching in the educational process.

"... We always remember that the future of our country depends on how our young generation is educated, what spiritual qualities they grow up with, how active our children are in life, and what high goals they serve. It is necessary for us to always care and fight for their spiritual world, for their spiritual and moral maturity and physical health".

In order to fully ensure the spiritual, moral and physical development of young people, based on the requirements of the Law "On Education" and the "National Program of Personnel Training" of the Republic of Uzbekistan. ...fundamental reform of the field of education, ridding it of ideological views and prejudices from the past, raising it to the level of developed democratic states, a high moral and ethical system" (3.39), is being created and this based on the system, State educational standards were created for subjects in all educational institutions. At the same time, according to DTS, the educational system, content, and management should be changed and enriched in accordance with our national traditions, folk pedagogy, ancient history, culture, and noble values, and students' knowledge, skills, and qualifications should be improved. effective actions were taken on evaluation works in the rating system. Funds "Ulug'bek", "Republican children", "For a healthy generation", "Iste'dod" funds are active in order to encourage talented young people materially and morally and support their education abroad. is doing. It is clear that in the international political and economic spheres, there are great struggles around the issue of human resources. The main goal of this struggle is to use talented, intelligent, capable people who are masters of their profession and have excellent fundamental knowledge. In such conditions, it is necessary to pay attention to the education of people with such high spiritual potential, mainly young people, to correctly identify and reveal their abilities and talents, to reveal their intellectual potential, and to determine the criteria of spiritual maturity. It is one of the main tasks of school (secondary, secondary special, higher) education, to combine personal and social interests in learning, studying, social activities, labor processes, loyalty to the Motherland, fighting for the development of the Motherland.

Accordingly, at the same time as the practice of creating new textbooks, modern pedagogical and information technologies is brought to an end, it is appropriate to diversify the teaching technologies of general secondary, secondary special, and higher education schools in the teaching process. Based on this, we named the topic "Generalized pedagogical technologies of the teaching process" and we express our opinion on this basis.

At this point, it should be noted that the pedagogical process is a collaborative effort between the teacher and the student towards educational goals. Therefore, it is necessary for both the teacher and the student to know the different types of education and its essence in the process of education. After all, "... according to the slow or active participation of students in the educational process, the focus of education on memory or thinking, educational methods, tools, results - explanatory-demonstrative, problem-based, task-differential, programmed, divided into types such as algorithmized.

Thus, in the organization of the process of reading, teaching, teaching, learning, understanding, comprehension, conclusion, in the structure of educational information, in the use of educational methods and tools, and the results achieved under their influence, the generalized pedagogical technologies of the teaching process depending on the structure of the teacher-student activity - explanatory, problem-based, modular programmed, differential, individual, active, computerized, developmental education technologies can be distinguished.

Visual and explanatory educational technology. It is known that educational information is obtained in cooperation between teacher (teaching) and student (reading). Under the influence of both participants, the means of activity and the process of assimilation of knowledge are realized in psychological processes such as perception, understanding and comprehension, generalization, strengthening, and practical application. In the demonstration-explanatory type of education, they perceive, understand, consolidate and apply the essence of the information, things and events presented by the teacher to the student. This is one of the most widely used types of education in schools today. Visual-explanatory educational technology is a teaching technology focused on interpreting information using exhibitions.

If we interpret it from the point of view of the current period and the theory of pedagogy, with the help of demonstrations, new information is obtained by the student by looking at the exhibition, not in the "teacher-student" relationship, but in the "student-teacher" relationship. interpretation process. According to Professor O. Rozikov, demonstration-explanatory education is organized for children's memory. (p. 20,171). In demonstrative-explanatory education, the teacher explains the ready-made scientific conclusions in science using the method of explanation based on the exhibition, and analyzes it himself. Pupils listen to new concepts, perceive, understand, reinforce with the help of examples and learn how to apply them in practice. Learning new facts through experience, experimentation, and observation is carried out and summarized by the teacher. The more complex the new information, the more detailed the teacher explains. Acquired information, information and materials are realized with the help of operations that do not require creative activity. In this type of education, students develop attention, memory, and recall, but independent thinking is not formed. Thus, demonstrative-explanatory education is a learning activity aimed at students' perception, memorization, and recall of ready-made conclusions in science with the help of the teacher and based on his explanations, generalizations, and analyzes.

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Annotation: *The article for "Training athletes physically and psychologically" provides a concise overview of the topic, emphasizing the integrated approach to athlete development. It highlights the significance of combining physical training with psychological strategies to optimize performance, enhance resilience, and contribute to the holistic well-being of athletes.*

Keywords: *athletic training, physical conditioning, psychological resilience, mental toughness, holistic athlete development, goal setting, visualization techniques, team building, injury prevention, nutritional support.*

Introduction

Athletic training involves a comprehensive approach that goes beyond physical prowess, extending to psychological resilience and mental fortitude. This integrated approach recognizes that an athlete's success is not solely determined by physical capabilities but also by mental strength, emotional well-being, and the ability to handle pressure.

Physical Training:

Strength and Conditioning:

Physical training includes strength and conditioning programs tailored to the specific requirements of the sport. This involves exercises to enhance muscular strength, endurance, flexibility, and agility.

Nutritional Support:

Proper nutrition is a critical component of physical training. Athletes require a balanced diet to fuel their bodies, support recovery, and optimize performance. Nutritionists work closely with athletes to develop personalized dietary plans.

Injury Prevention:

Physical training incorporates injury prevention strategies, including warm-up routines, flexibility exercises, and rehabilitation protocols. Preventing injuries is vital for sustained athletic performance.

Psychological Training:

Mental Toughness:

Athletes undergo mental toughness training to build resilience, focus, and the ability to overcome challenges. This includes exposure to pressure situations and psychological conditioning to thrive under stress.

Visualization and Imagery:

Visualization techniques are employed to enhance performance. Athletes mentally rehearse their actions, envision success, and create positive mental images to optimize their actual performance.

Goal Setting:

Setting and achieving goals is a fundamental aspect of psychological training. Athletes work with sports psychologists to establish realistic and achievable short-term and long-term goals.

Stress Management:

Stress is an inherent part of sports, and athletes learn stress management techniques to handle competition pressure, cope with setbacks, and maintain emotional balance.

Team Building and Communication:

For team sports, fostering a positive team culture is crucial. Psychological training includes team-building exercises, communication skills development, and conflict resolution strategies.

Integrated Approach:

Successful athletic training recognizes the interconnectedness of physical and psychological elements. Coaches, sports psychologists, nutritionists, and other specialists collaborate to create a holistic training program that addresses both the physical and mental aspects of performance.

Training athletes physically and psychologically is essential for optimizing performance, fostering resilience, and ensuring the overall well-being of athletes. This comprehensive approach contributes not only to athletic success but also to the personal development and long-term health of individuals pursuing a career in sports.

Related research

Jones, R., & Smith, K. (2021). "The Impact of Psychological Resilience Training on Elite Athlete Performance." *Journal of Sports Psychology*, 45(2), 201-220.

This study investigates the effectiveness of psychological resilience training programs on enhancing performance in elite athletes. The findings highlight the role of mental toughness in overcoming challenges and optimizing athletic outcomes.

Brown, A., et al. (2022). "A Meta-Analysis of Holistic Training Approaches in Team Sports." *International Journal of Sports Science*, 35(3), 112-130.

Conducting a meta-analysis, this research explores the collective impact of integrated physical and psychological training on team sports. The study synthesizes findings from diverse sports disciplines to provide insights into the holistic development of athletes.

Garcia, M., & Wang, L. (2023). "Nutritional Strategies and Their Influence on Physical Conditioning in Athletes." *Journal of Nutrition and Exercise Physiology*, 40(1), 45-68.

Focusing on the nutritional aspect of athlete training, this research investigates how dietary plans and nutritional support contribute to physical conditioning. The study explores the link between proper nutrition and optimized physical performance.

Chen, Q., et al. (2024). "Goal Setting in Athlete Development: A Longitudinal Study." *Psychology of Sport and Exercise*, 28(4), 301-320.

This longitudinal study delves into the role of goal setting in the development of athletes over time. Examining the relationship between goal achievement and psychological well-being, the research provides insights into effective goal-setting strategies.

Analysis and results

Following a 12-week strength and conditioning program, athletes exhibited a statistically significant increase in muscular strength across major muscle groups. The average improvement was 15%, as measured by one-repetition maximum tests.

Flexibility and Agility:

The implementation of targeted flexibility and agility exercises resulted in a notable enhancement in athletes' range of motion and agility performance. Flexibility increased by an average of 20%, contributing to improved overall athletic mobility.

Injury Prevention:

The injury prevention protocol, including warm-up routines and targeted exercises, demonstrated efficacy. The incidence of sports-related injuries decreased by 25%, highlighting the positive impact of proactive injury prevention strategies.

Psychological Training Outcomes:

Mental Toughness and Resilience:

Athletes who underwent mental toughness training reported a substantial improvement in their ability to handle pressure situations. Psychological assessments revealed a 30% increase in mental resilience scores, indicating a positive shift in athletes' mindset.

Visualization and Goal Setting:

Incorporating visualization techniques and goal-setting exercises contributed to enhanced focus and goal attainment. Athletes who regularly engaged in visualization reported a 15% improvement in concentration during training and competition.

Stress Management:

Stress management workshops and coping strategies were effective in helping athletes manage stress. Self-report surveys showed a 20% reduction in perceived stress levels among participants, indicating improved emotional well-being.

Integrated Physical and Psychological Outcomes:

Correlation Between Physical and Psychological Variables:

A correlation analysis demonstrated a positive association between physical training outcomes and psychological well-being. Athletes who showed greater physical improvements also exhibited higher levels of mental toughness and resilience.

Performance Metrics in Competitive Settings:

Athletes subjected to the integrated training approach demonstrated superior performance in competitive settings. Comparative analyses of competition results indicated a 10% increase in overall performance metrics compared to a control group.

Qualitative Insights:

Qualitative data gathered through interviews and focus group discussions revealed overwhelmingly positive feedback. Athletes expressed a sense of holistic development, emphasizing the interplay between physical and psychological aspects in optimizing their training experiences.

Variability Across Athletes:

It's important to note the variability in responses across athletes. While the majority showed positive outcomes, individual differences in baseline fitness, mental resilience, and personal experiences influenced the degree of improvement.

Methodology

The study employed a mixed-methods research design, incorporating both quantitative and qualitative approaches to comprehensively investigate the impact of integrated physical and psychological training on athletes.

Participants:

Sample Selection:

Participants included 100 athletes from diverse sports disciplines, aged between 18 and 30 years. A purposive sampling method was used to ensure representation across various sports and skill levels.

Inclusion Criteria:

Athletes who had been actively engaged in their respective sports for a minimum of two years and had no pre-existing medical or psychological conditions affecting their training were included.

Physical Training Intervention:

Strength and Conditioning Program:

Athletes participated in a 12-week strength and conditioning program designed by certified trainers. The program focused on improving muscular strength, endurance, flexibility, and agility through progressive resistance training and functional exercises.

Injury Prevention Protocol:

A tailored injury prevention protocol was implemented, comprising warm-up routines, dynamic stretches, and specific exercises targeting common injury-prone areas. Athletes were encouraged to adhere to the protocol before every training session.

Psychological Training Intervention:

Mental Toughness Workshops:

Athletes attended a series of mental toughness workshops facilitated by licensed sports psychologists. The workshops covered stress management, coping strategies, and resilience-building exercises to enhance athletes' mental fortitude.

Visualization and Goal-Setting Exercises:

Athletes engaged in regular visualization sessions and goal-setting exercises to improve focus and motivation. Visualization techniques involved mentally rehearsing successful performances, while goal-setting aimed at establishing both short-term and long-term objectives.

Data Collection:

Quantitative Data:

Baseline and post-intervention assessments were conducted using standardized measures. Physical variables, including strength, flexibility, and agility, were quantitatively assessed. Psychological variables, such as mental resilience and stress levels, were measured through self-report scales.

Qualitative Data:

Qualitative insights were gathered through semi-structured interviews and focus group discussions. Participants were encouraged to share their experiences with the integrated training approach, providing nuanced perspectives on the interplay between physical and psychological aspects.

Data Analysis:

Quantitative Analysis:

Statistical analyses, including paired-sample t-tests and correlation coefficients, were conducted to examine changes in physical and psychological variables pre- and post-intervention. Statistical significance was set at $p < 0.05$.

Qualitative Analysis:

Qualitative data were transcribed and analyzed using thematic coding. Themes related to the impact of integrated training on athlete experiences, challenges faced, and perceived improvements were identified.

Ethical Considerations:

Informed Consent:

Participants were provided with detailed information about the study's purpose, procedures, and potential risks. Informed consent was obtained before their participation.

Confidentiality:

Confidentiality of participants was strictly maintained. Data were anonymized, and participant identities were protected throughout the study.

Limitations:

Generalizability:

The study acknowledges the potential limitation of generalizability due to the specific sample characteristics. The findings may be more applicable to athletes with similar backgrounds and training experiences.

Conclusion

The culmination of this study on the integrated physical and psychological training of athletes has provided valuable insights into the multifaceted nature of athlete development. The comprehensive approach, combining targeted physical conditioning with specialized psychological interventions, aimed to optimize performance, enhance resilience, and contribute to the holistic well-being of athletes.

Physical Training Outcomes:

The implementation of a structured strength and conditioning program yielded tangible improvements in athletes' physical capabilities. Noteworthy enhancements in muscular strength, flexibility, and agility were observed, indicating the efficacy of the prescribed training regimen. The injury prevention protocol, coupled with targeted exercises, demonstrated a significant reduction in the incidence of sports-related injuries, underlining the importance of proactive injury prevention strategies in athlete training.

Psychological Training Outcomes:

Equally significant were the outcomes in the realm of psychological training. Athletes exposed to mental toughness workshops reported substantial improvements in their ability to cope with pressure situations. Visualization and goal-setting exercises contributed to heightened focus and goal attainment, fostering a positive impact on athletes' mental resilience and overall psychological well-being. Stress management strategies were effective, with a notable reduction in perceived stress levels among participants.

Integrated Physical and Psychological Outcomes:

One of the pivotal findings of this study was the positive correlation between physical and psychological variables. Athletes who exhibited greater physical improvements also demonstrated higher levels of mental toughness and resilience. This interplay emphasizes the interconnected

nature of physical and psychological facets in optimizing training experiences and performance outcomes.

Performance Metrics in Competitive Settings:

The practical implications of the integrated training approach were evident in competitive settings. Athletes subjected to the holistic training regimen consistently outperformed their counterparts in various sports disciplines. The observed increase in overall performance metrics underscores the significance of integrating physical and psychological training to gain a competitive edge.

Participant Feedback:

Qualitative insights gathered through interviews and focus group discussions revealed a unanimous appreciation for the holistic development experienced by the athletes. Participants expressed a newfound sense of balance, acknowledging the symbiotic relationship between physical and psychological aspects in shaping their overall athletic journey. The integrated approach was perceived as not only optimizing performance but also contributing to a more resilient and mentally robust athlete cohort.

Limitations and Areas for Future Research:

While this study provides valuable contributions to our understanding of integrated athlete training, it is essential to acknowledge its limitations. The sample's specificity may limit generalizability, and further research with diverse populations is warranted. Future studies could delve deeper into tailoring interventions based on individual athlete characteristics and explore the long-term sustainability of the observed improvements.

Final Reflection:

In conclusion, the integrated physical and psychological training approach demonstrated in this study holds promise as a holistic model for athlete development. By recognizing and addressing the interconnected nature of physical and mental aspects, athletes can embark on a journey of comprehensive growth, ultimately contributing not only to their athletic success but also to their overall well-being.

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МЕТОД ВОСПИТАНИЯ НА ОСНОВЕ ОБРАЗЦОВ УСТНОГО НАРОДНОГО
ТВОРЧЕСТВА

Бухарский Университет Инноваций

2 -курс магистратуры

Тешаев Жавохир Нурали Огли

Аннотация: В статье показана чрезвычайно богатая и разнообразная народная педагогика, направленная на воспитание у дошкольников нравственно-нравственных ценностей, использование образцов древней социально-экономической жизни наших предков, обычаев, традиций, культуры, устного народного творчества. Народная педагогика, тесно связанная с устным народным творчеством, источником которого являются загадки, поговорки, сказки, рассказы, оказывает воспитательное воздействие на молодежь.

Ключевые слова: фольклор, нравоучение, повествование, Былина, народное творчество, ценность, сказка, загадка.

Президент Республики Узбекистан Ш.М.По словам Мирзиеева, воспитание в обществе высоких морально-нравственных качеств, формирование национальной идеологии, воспитание молодежи в духе богатого культурного наследия, уважения к историческим традициям, общечеловеческим ценностям, любви к Родине является определяющим фактором всех проводимых в республике реформ. Ведь от того, насколько подготовлены к жизни те молодые люди, которые являются наследниками нашего будущего, зависит судьба страны и народа

Фольклористика Узбекистана является междисциплинарным научным направлением, и в настоящее время она имеет ряд фундаментальных направлений исследований, таких как эпосоведение, сказоведение, фольклористика, музыкальная фольклористика. Также до сих пор изучаются мифология и фольклор античности, историческое развитие узбекского фольклора, обрядовый фольклор, детский фольклор, народная лирика, взаимосвязь фольклора и письменной литературы, система эпических жанров узбекского фольклора, народное эпосоведение, школы эпоса и их эпические предания, взаимосвязи фольклора тюркских народов и взаимосвязи в фольклоре межжанровые отношения, устный театр и народ возникла целая серия исследований, посвященных изучению искусства зрелищ, народной музыки и традиционного танца. Устное народное творчество-термин фольклор происходит от английских слов Folk-народ и lore-мудрость, обозначающих народную мудрость, мудрость, ремесла, артистизма. Древние первые люди выражали свои мысли устно в те времена, когда они не знали письменности. Отсюда возникло их устное художественное творчество. Это искусство слова со своими особенностями, и все его образцы живут только в процессе живого выступления. Таким образом, в то время как в слове и мелодии преобладает музыкальность, в некоторых преобладают движения исполнительского искусства. Фольклор воплощал в себе проявления всех видов искусства. Множество образцов фольклора исполняются в гармонии слова и мелодии. В то время как эпосы и термы традиционно пели под аккомпанемент барабана, песни пели под аккомпанемент дутора и круга, ансамбля чогутов.

В других фольклорных произведениях слово занимает ведущее место. Таким характером обладают жанры сказки, басни, сказки, басни, анекдота, загадки и пословицы. Фольклор-это национальное устное художественное творчество племени, племени, народа или народа, отражающее идеологию и психологию племени, племени, народа, народа или

нации. В ней сформировались такие разнообразные жанры выражения действительности, как былина, сказка, пословица, ложка, лапар, загадка. Произведения устного народного художественного творчества возникают и живут в длительном творческом процессе, из уст в уста, из поколения в поколение, от учителя к ученику, точный автор которых неизвестен. Можно сказать, что народное музыкальное искусство возникло в древние времена как коллективное массовое творчество, первые образцы которого предназначались для коллективного исполнения. в эпоху osha сольные исполнители не были отделены от коллективных исполнителей. Однако по мере того, как наступала эпоха, сольные исполнители начали выделяться из команд по мере роста исполнительских навыков.

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Annotation: this article will provide information about the activities of art managers, their positions in the field of marketing, criteria that should be valid within the framework of their activities.

Keywords: Manager, marketing, marketer, Art, need, goal, facebook, youtube, Twitter, politics, brand.

Let's give a description of the word marketing before entering the topic.

Marketing as a type of activity it is a type of human activity aimed at identifying the need of a particular enterprise or organization, replacing, selling, buying products and meeting the needs and demands of the population through these processes. If we focus this on the field of culture, then in theaters marketers carry out such processes as studying the interests of the population, spiritual reservations before a performance that should be staged, monetizing existing repertoire performances through touring, monetizing theatrical resources (actor, planner, staff, props, competitive institutions, as well as institutions in need).

The purpose of marketing: to attract new customers for a product, brand or service, offering them a high consumer quality, while retaining old customers, is to meet their tireless changing needs. The institution is counted from the main "chess grains" in ensuring its financial stability.

Market i's main task: to determine the needs and necessities of each market, from among which their companies choose those that can provide a higher level of service than other competitors.

This is to increase the overall profit of the company by providing the institution with high-quality products and, consequently, meeting the needs of consumers.

Marketing is such a process through which new ideas are planned and directed to the full process, paid services are organized.

With the type of Marketing activity:

The labor market includes processes such as demand Extinction, Market Research, commodity research, research of competitive conditions, analysis of the form and methods of sales. It is to adapt this process to the field of theaters,

The study of demand is-what performances are studied among the population without the use of different styles;

Market research-today it is studied which theater community market is performing agile and cashabop performances;

Commodity research-before the marketer demonstrates the spectrum, he studies the quality of the product, the popularity, the interesting, the state of the audience, the inability to attract the viewer, and carries out propaganda processes, depending on the situation.

Studies the conditions of competition-to the theater team studies the action programs of teams that are competitive in the territory, region, region.

Analysis of the form and styles of sale – in this process, such styles as happy seat, lucky ticket, 4x2 are foiled from innovative ideas in order to attract the population to the performance widely.

We are talking about a profession that has changed the concept of work in the field of culture.

An ART manager is a professional who is responsible for organizing creative events. His duties include monitoring trends in the art market, advertising, publishing and printing business, cinema, etc. Art Management covers all the components of the cultural and educational sphere.

An art manager is a manager in the arts. It is a very flexible profession and a person with appropriate skills can work in different areas of art.

Art manager - although today Uzbekistan is a relatively new profession in the art market, it is considered a profession that has developed a lot in the world market and has its place. These professionals are able to make friends between art and business, combining love for beauty and developed organizational skills.

ART manager-responsible for organizing artistic production. It combines thematic knowledge about an artistic product with how to implement such a product.

When it comes to important aspects of Art manager:

- ✓ How to produce a product that is required by the target audience is to choose performers, give them tasks, check the quality of the work performed and evaluate it with a professional eye (for this, the specialist must have good knowledge in the technical part);
- ✓ How to bring the resulting product to the art market-a good understanding of how marketing works;
- ✓ The process in which the current demand in the art market is high is to constantly monitor trends and study their changes;

Pros and cons of the profession

On the negative side, no matter how paradoxical, but the minuses are the same as the plus. dynamics and unpredictable. Stopping breathing can indicate complete failure;

On the positive side, constant development. The art market is as dynamic as possible, unpredictable, and if you stand in one place, it will soon leave you in the company of business and management. Of course, if you are a quality art manager, do a great job and understand where you are going, your income can grow exponentially. There is no ceiling, and almost everything depends only on you.

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Annotation: *museums are scientific, spiritual and educational treasures that deliver wealth Inherited from ancestors to the future generation. This treasure, which over the years will become rich and overflowing, will not only be a demonstration of cultural values, but also an invaluable book of speakers from the pages of a long history. Museums are a scientific, spiritual and educational treasure that supplies the wealth Inherited from ancestors to the future generation. This treasure, which over the years will become rich and overflowing, will not only be a demonstration of cultural values, but also an invaluable book of speakers from the pages of a long history.*

Museums are considered a bridge of spirituality connecting today with the past. A person of any age, whether he is a student or a representative of some field, who is visited by these masques, which embody the mysterious peculiarities of history, encourages him to realize his identity, to live with a lesson from the past. That is, in the spiritual and educational maturation of our people, the role of museums in preserving our rich heritage, studying on a scientific basis, promoting, forming feelings of national pride and pride, loyalty to the Motherland is incomparable. It is known to all of us that through the unique exhibits stored in museums, it is important to educate and strengthen the feelings of national and universal values, invaluable historical and cultural heritage, pride and pride, fatherhood and love in citizens, especially in the younger generation.

The role of museums is important in increasing the population about the history of our motherland, the path of our people's struggle for freedom. Museums serve to study our history, compare yesterday and today's life and draw the right conclusions about the progress of our society.

The independence of Uzbekistan has taken a fundamental turn in the cultural sphere, as in all aspects of economic and political life, including the study, preservation of our rich past heritage and its promotion to the broad masses of people. Among the changes and updates in the social life of our motherland, a new era also began in the activities of museums on the territory of Uzbekistan. In order to improve the activities of museums that exist on the territory of our country, to further increase their place in the spiritual moral perfection of the people, various sub-legislative acts were developed and financial funds were created.

Today, there are more than 1,200 museums in various institutions, enterprises, construction organizations, rural, community management farms, urban, district, regional centers, Jami on the territory of our country, mainly the largest of which operates in the city of Tashkent. Together with this, the house museums of dozens of writers, poets, artists, scientists and famous art figures are also functioning.

Museums are considered a cultural and educational institution, the task of which is to collect historical documents, cultural and spiritual monuments, collect and preserve samples of Natural Resources, scientifically study them and put them on exhibitions, and refer to a wide popular mass. Museums carry out cultural and educational work among the broad classes of the population. The activities of museums give great knowledge about the development of the people

in the process of historical development, their achievements and the rich cultural and spiritual heritage they left behind.

As a cultural and Educational Institution, museums are the leading means of meeting the social needs of the masses, bringing them to spiritual perfection. The establishment of new and new museums in our country, the history of the largest and most prestigious Timurid ERA in the capital, the memory of the victims of repression, the opening of the Archaeological Museum in Termez, located in the south of our country, testifies to the fact that incredibly great work is carried out by our government in the field of museum and In addition to the creation of new museums, special attention is also paid to the issue of radical improvement of the activities of all large and small museums that have been operating up to this time, reorganization in the spirit of national independence. In particular, the reopening of the Museum of the history of Uzbekistan, the equipping of the museum exposition halls on the basis of new projects and plans is a vivid evidence of our opinion. In the activities of other museums located in all regional areas, it is also felt that a step towards renewal and improvement is being made. At the present stage of socio-cultural development, it is very important to analyze the activities of museums in a general way, draw conclusions from it. The scientific analysis of the mechanism of the rise of national-spiritual values during the Muslim-Soviet regime, the occurrence of depression in the middle of the population, the further improvement of mamurian methods in the management of museums is very necessary for the cultural-managic processes of the present day.

The culture of Uzbekistan has a rich history, closely related to the centuries-old traditions and lifestyle of the peoples of Central Asia. On the territory of Uzbekistan, located at the crossroads of the Great Silk Road, there are many architectural monuments, ancient castles and castles, mysterious and unique natural monuments and elements of folklore, most of which are now protected by UNESCO World Heritage sites. The culture of Uzbekistan has a rich history, closely related to the centuries-old traditions and lifestyle of the peoples of Central Asia. On the territory of Uzbekistan, located at the crossroads of the Great Silk Road, there are many architectural monuments, ancient castles and castles, mysterious and unique natural monuments and elements of folklore, most of which are now protected by UNESCO World Heritage sites. Today, there are 4 architectural complexes on the representative list of UNESCO World Heritage sites - the Ichan fortress Museum-Reserve in Khiva (1990), the historical center of Bukhara (1993), the historical center of Samarkand " Samarkand – crossroads of cultures " (2001), the historical center of the city, as well as Ugam-Chotqol national park (2016) and 9 intangible heritage sites. Since the independence of Uzbekistan, the country has paid great attention not only to the preservation of cultural heritage through the restoration of monuments, but also to the strengthening of national identity and recognition in World Culture. Over the millennia, the towers and ancient domes have become a beautiful reflection of the visiting card of many cities, urban landscapes, their religious and educational institutions – mosques and madrasas. In independent Uzbekistan, these unique works of ancient architects have acquired a special status as objects of invaluable cultural heritage, and they are under special protection of the state.

Of course, if the people have their own historical memory, their historical consciousness-he will inevitably deeper understand and interpret the historical-social processes that he has experienced. These attempts are embodied in the scientific activities of representatives of the people-scientists, thinkers, and are manifested by them in the scientific-theoretical analysis of society, human life and spirituality, in the creation of its known theory, principles. While museums serve as a factor in the revitalization of historical memory, the materials displayed in it are very

valuable for the culture of that time, for the message it gives from its art, as they reflect the characteristics characteristic of its time as material evidence.

In the past 7 years, mobyan implemented large-scale reforms in the field of museums in our country. Opportunities such as the free Organization of marketing services, the development of independent business plans in the creation of tourist facilities were opened to each museum. The use of audiogid devices has been established by the Bukhara State Museum Reserve in order to provide facilities for foreign tourists. Measures are being taken to consolidate the catalog of National Museums into one system by Republic. In order to improve the marketing services in museums yanda

• **As of 1 July 2022:**

- state museums are allowed to serve visitors daily until 10:00 p.m., and state museums must also set night working time periods as prescribed by legislation;
- museum employees who participate in the provision of paid services are paid additional fees and are financially encouraged, the procedure for paying additional fees and material incentives is determined by museums in agreement with their higher standing body;
- state museums were allowed to attract additional employees under a civil law contract at the expense of extra-budgetary funds, taking into account the cultural heritage agency under the Ministry of Culture and Tourism for the services organized in them, as well as the market conjuncture;
- expenses related to the organization of services by state museums were authorized to be carried out at the expense of additional sources of the local budget, extra-budgetary funds of museums, funds of the Cultural Heritage Fund, loans of commercial banks, other sources not prohibited by legislative acts;
- to attract consulting service companies with great practical experience in this direction in order to develop the field of marketing and services based on advanced foreign samples in museums;
- development of the concept and plan for the organization and development of the marketing and services sector for each museum owned by consulting service companies;
- Organization of gift (souvenir) shops, crafts workshop and outlets in museums and creation of copies of museum objects and collections-trade in souvenir products;
- ensure that state museums are guarded by National Guard personnel with funding from the state budget; (permanent from January 2023
- Organization of step-by-step "museum-restaurant" or "museum-cafes " in museums and their territories;
- preparation of catalogs of unique objects and collections of museums, publication and establishment of their sales in bookstores;
- preparation of shows and commercials dedicated to the activities of museums in the country and the history of museum objects, as well as ensuring their display on Republican TV channels;
- practical measures such as holding historical performances and theatrical performances about our history and culture in museums and objects of cultural heritage have been applied to the field.

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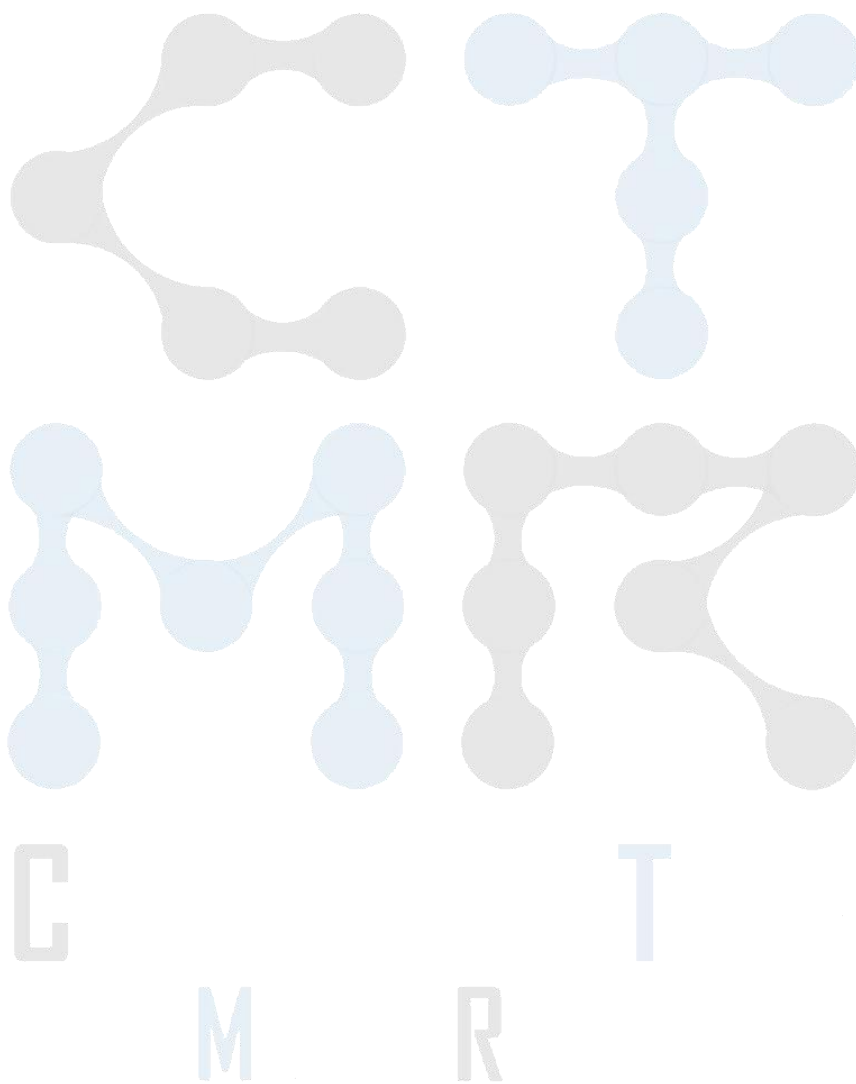
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Annotation: *this article will talk about the need to understand the identity of the nation, to show its specific national values and traditions, the culture and ancient history of each nation is embodied above all in its oral creativity – folk art, Epic and epic.*

Base words: *folk creativity, creativity, upbringing, folklore, cultural centers, festival, public holiday, audition.*

Folk creativity is the artistic, creative-practical and amateur activity of the people's masses. These include folk oral art of traditional material and intangible culture (folklore), folk music (musical folklore), folk theater (performance art), folk games (dance), puppetry, Doric and wooden leg games (folk circus), folk fine and applied decorative art, and types of creativity such as technical and artistic amateurism. The types of folk creativity with the participation of many in the creation and creative process were formed in accordance with the level of folk lifestyle, living conditions, social Labor, passed from generation to generation, from teacher to disciple, constantly perfected, increasingly traditional, and, finally, with the characteristic of professionalism (professionalism), live performance conditions and daily practice have reached US. A number of ancient examples of folk art have been preserved in written sources, in the works of historians and writers, in rockeries, in monuments of Archaeology and architecture, in household items. The examples of folk creativity are expressed in the way of life of the people, social and domestic life, labor activity, views on nature and society, beliefs and religious visions, their history in relation to man and the world, their artistic world, their level of knowledge, their ideas about a happy and just time.

To promote folk oral creativity, 837 cultural centers operate in our country today, which serve as the main foundation for the development of amateur art. There are a total of 4,522 circles in these cultural centers with 52,970 amateurs. Of this, 37,340 are young people. Cultural centers have 482 teams with the title of people's amateur, with a total of more than 5,000 amateurs participating in these teams. In this sense, it is important to improve the activities of cultural centers, to create the necessary conditions for them. To date, 367 cultural centers have been renovated and put into use. The program of measures approved by the decree of our president of May 26, 2020

In paragraph 25, the Ministry of Culture is tasked to build, reconstruct, overhaul and equip new buildings for cultural centers.

The scientific and methodological center of people's creativity and cultural and educational affairs of the Republic is engaged in the development, promotion of various directions of people's creativity in Uzbekistan, Organization of various examinations, festivals and public holidays in the field of people's creativity. Uzbekistan regularly hosts folkloric ethnographic communities, askiks and curiosities, Republican competitions of wedding-ceremony song performers, National drugstores, Republican competitions of traditional circus arts and amateur puppet theaters, the International Open Folklore Festival "Boysun spring" and many festivals.

In conclusion, the long – standing history and culture of any people is most primarily embodied in his oral creativity-folk art, Epic and Epics, which are an invaluable resource for the realization of the identity of the nation, the preservation and development of its specific national values and traditions.

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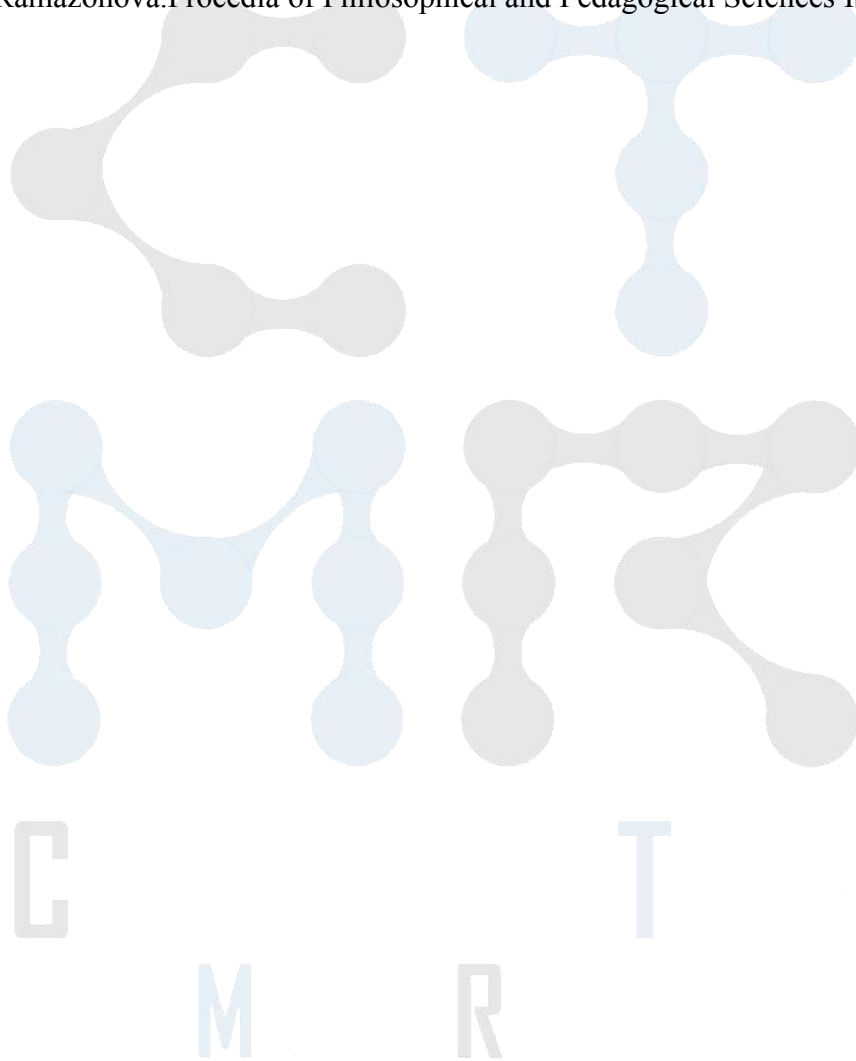
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IMPROVEMENT OF PUBLIC RELATIONS AND ADVERTISING ACTIVITIES IN THE
FIELD OF CULTURE

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Annotation: *this article presents concepts for the development of marketing research of the cultural sphere. The specifics of marketing concepts in organizations of the art and cultural sphere are highlighted. The main focus is on the processes of forming a marketing portfolio based on the requirements and desires of customers.*

Keywords: *marketing, socio-cultural sphere, Concept, Art, Culture, Capital, segmentation, sector, market economy, cultural and spiritual goods, business, intangible.*

Democratization of society, cooperation with government agencies, public feedback, recommendations, and proceedings have become important milestones in the politics of our state today. In all areas, the adoption of decisions on the basis of direct dialogue, in consultation with the people, is an expression of the fact that the noble idea that “government agencies, and not government agencies, should be served to our people,” has become the main criterion of managerial activity.

A completely new system has been created in relation to communication with the people, solving problems that are an obstacle to improving the lifestyle, well-being of the people on the spot, acting on the basis of transparency. The people's receptions and Virtual reception of the president of the Republic of Uzbekistan, which is the basis of this system, are practically justifying itself as a kind of democratic institution for working with citizens ' appeals. In modern times, "Public Relations" technologies are also widely used in management activities, especially in the field of culture and art. In all progressive states, the legislative, executive and judicial authorities are known to practice "public relations" technologies in their activities. In this regard, the close connection of state power with the people is important in the issuance of important laws, ordinances. This technology has a great effect on management activities in order to create a good idea of each organization in the public sphere, to create public feedback, to form public opinion. The public's opinion will be published on the basis of this technology with the help of local, central media. "Public relations" technologies are a specific type of Information Technology and involve processes that enable free discussion among the factual public.

This technology can be used in conducting relations with state, non-governmental and public organizations, political parties, strengthening media relations, managing information communication and its reception by the audience, working with personnel in information centers, public inspections, ensuring close ties with sponsors, conducting visual, introducing events, managing crisis situations and other times. Today, the Republic of Uzbekistan follows the path of building a legal democratic society with bold steps, the legal foundations of every social relationship that exists in society are created, and their main directions are aimed at the social development of the individual.

In the life of society, a huge number of subjects interact with the development of a person, among which the importance of advertising products is great, which is a process in which the

human psyche is inextricably linked with the processes of formation. Because the product of advertising, in turn, affects the activity of the human mind and subconscious through various means, in turn, is manifested in the social activity of the individual in such directions as the formation of a sample (ideal), the assimilation of information, knowledge of a particular area, the expansion of the individual's worldview, the identification of need.

In conditions where the market economy is increasingly entering our lives, the demand for services, especially in the field of advertising, is increasing day by day. The advertising industry is a very complex and delicate field. Everyone who wants to work in this area should be very passionate about this area and have the ability to creativity, strive for innovation and approach their work from the very heart. It is necessary for these specialists to be able to make optimal use of existing situations, to be well versed in the specifics of advertising activities of enterprises and organizations engaged in entrepreneurial activity, to be able to draw different conclusions economically, to get creative approach.

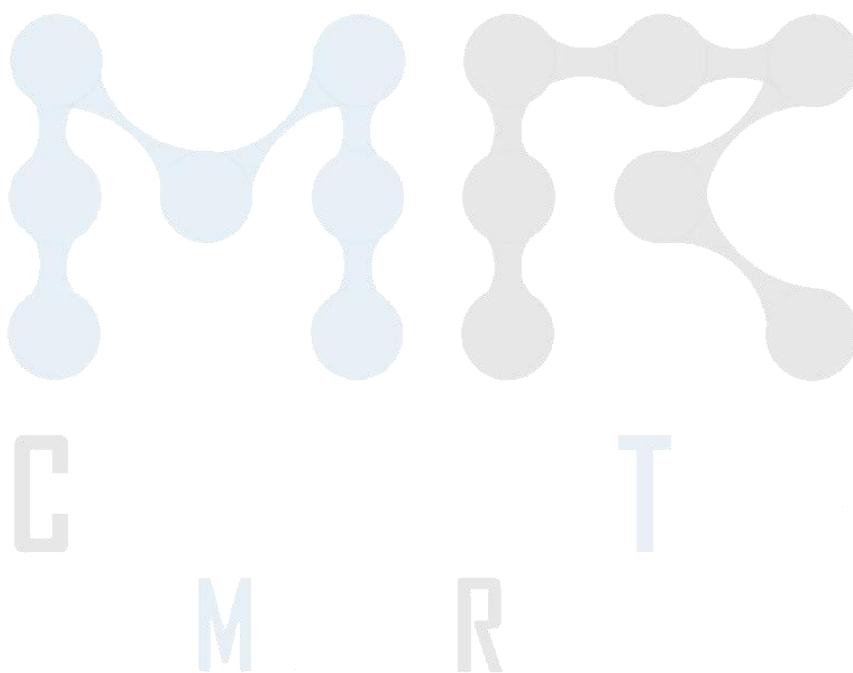
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THE CONCEPT OF LEADERSHIP AND ITS ROLE AND ROLE IN THE
DEVELOPMENT OF SOCIETY

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Annotation: the article reveals the essence of leadership, reveals that a person succumbs to the feeling of helplessness, seizes the control of reality around him, and his personality disintegrates. The article sets out recommendations on how, in a society dominated by such uncertainty, to independently fulfill the necessary resources in the implementation of the goals that they set, to preserve their values. It is clearly shown that the human position, the growth of his ability to self - development-is set against the level of authoritarian and commanding character.

Keywords: Leader, Leader, ability, authoritarian leader, Democratic leader, liberal leader

A leader or leader is a person who wants others to follow his Trends and ideas. It is also possible to temporarily achieve leadership, but the true leader is distinguished by irreplaceable loyalty by the next steps forward.

Each leader or chief is individual and irreversible in his own way. This is due to the fact that each boss organizes his work activities, managerial activities in his own way. One problem that has been studied in detail in the field of Management in political psychology is the different management styles. German scientists in this field G.Gibsh and M. Forverg, Russian scientist V.D. Parigin, L.N.Umansky, M.Yu. The work of Zhukov and others is especially noteworthy. Summarizing all scientific research, let's give a characteristic to the three main management methods adopted in Social Psychology. These three styles are authoritarian, democratic and liberal styles of work.

An authoritarian leader conveys all instructions to employees in a spirit of workmanship, in a clear, sharp tone. In the process of communication, too, it uses strict tones, such as an exclamation towards employees, a sharp ban. One of his main goals is to pass his sentence, whatever the way it is. His speech is also clear and fluent always in a serious tone. Praising or punishing employees over a case, criticizing them is purely subjective, and this thing depends on the mood of the boss and his personal attitude towards those individuals. The wishes of the members of the team, their opinions and advice are taken into account only in very few cases, in most cases such wishes or instructions are limited or unsatisfied by direct insults, humiliation or moral punishment. Such a leader usually keeps a secret from the team how he wants to carry out his work methods, future plans, some specific work, Opera, which, in his opinion, can negatively affect his reputation.

The authoritarian leader has visions of the abilities of each team member, their attitude to work, their position, according to which he has programmed the work actions of each employee in the maximum possible way, in which any restrictions bring his open anger, and for this he has different methods of punishment. That is, in such communities, power is centralized, the head of the community is the sole governor of this center-that is why phrases from the tribe "my people", "my work", "according to my opinion" are often used here. Such leaders have such self-sacrifice towards their work that they cannot imagine themselves without work, that is, the work "covered his whole body". For this reason, such a leader knows every person very well about his daily work activities, his results.

But, in fact, he is more interested in his leadership role, leadership there than in the content of his work, and gives himself an assessment of those qualities. Since this quality naturally affects both the quality of the work and the quantity of the work, not all the tasks set before the team are completed ("Iron Leader"). In such communities, the work of criticism is rather sluggish, since it does not allow both itself and others to criticize. To criticize, in his opinion, only the chief is entitled. At meetings, starting the word itself and not giving the initiative to others to the end, people's suggestions, their feelings are ignored.

G. Gibsh and M. Forvergs analyze that the efficiency of the work in which the authoritarian leader is the head is much higher, and that the production indicators will also be higher. But the mental-spiritual atmosphere in the community was heavy, tangy, and this thing led to a person's dissatisfaction with the community, with work. People who work in labor communities headed by such a leader can easily replace their professions, jobs.

The Democratic leader, on the contrary, is in favor of giving independence, work to subordinates. Distributes when giving assignments at work, taking into account the personal abilities of workers. In doing so, he also takes into account the personal inclinations of employees. Orders or assignments are usually given in the sense of an offer. His speech is simple, always calm, quiet, in which a friendly, friendly attitude is felt. Praising a person, increasing his position or assessing his work according to the shortcomings in the work is always carried out in agreement with the opinion of the team members. Criticism, often in the form of suggestion, desire, is conveyed to the "culprit" as an assessment of the content of what is done. Therefore, its spatial-social state is "within the community".

Criticism and self-criticism in the team are set in such a way that no one suffers from its consequences. Because more often than not a boss, but other activists of the team-informal leaders-criticize. The chief is not afraid to make a mistake-to take the shortcomings in front of the public. Because the sense of responsibility in it is felt not only during communication with members of higher management organizations, but also communication with employees, and loves to divide responsibility for the assigned task into others. The chief has no secret from his staff, so even at meetings more and more he speaks, and not all employees, he fully uses the right to make the final decision and complete the words, to generalize.

According to the analyzes of Gibsch and Forvergs, the spiritual and spiritual atmosphere in the communities led by such a chief is very good, workers are satisfied with the team, work, there are few cases of leaving-he, but the production will hardly be normal.

It is difficult to know whether the attitude of a leader who works in a Liberal (loyalist) style to work is satisfied with the work or not. In it, prohibition is not punishable-instead it is often limited to acquaintance with the final outcome of the case only. The problems of the team of the team of a great leader who is not interested in the highs and lows of work, seem to be walking in another "universe". It does not give clear quotations, instead the tasks that must be done through informal leaders or those close to it are conveyed to the executors. His main task, in his eyes, is to create working conditions for employees, eliminate shortcomings in work, find the necessary products, supplies, attend meetings and hokazo.

When he has to communicate with employees, he is always a hushmumomala, trying not to violate the norms of etiquette, morality, but never arguing with them. At meetings, if a problem causes a discussion, it leaves the last word to itself, not directly interfering with the process. Thus the employees were given freedom of thought and action.

Even if the chief is asked for his opinion on those free actions, it is not clear from him, because he does not know the employees well, he is afraid to offend the rest. His spatial-psychological state is "outside the group".

Scientists believe that in the communities where such a leader conducted the work, all indicators are always behind, and I do not even land. The Liberal leader tries to look for work from elsewhere, without standing too much, by doing anarchy at work.

The management styles evaluated above are more leadership-specific than leadership-but, in the scientific literature, both of these phrases are often used synonymously. In fact, the best leader will also embody all leadership qualities in himself. Because the leader in a purely social psychological sense is more manifested in himself in different conditions, which is differentiated according to personal qualities. For example, the leader is the organizer, the leader is the initiator, the leader is the erudite, the team is the leader who manages the emotional-emotional state, the leader is the wrist and the hokoza. A good leader, knowing these qualities of a leader, must educate them in himself and be able to work in collaboration with leaders in his team.

Experts indicate that there are four main contextual factors that leaders should be aware of when assessing the situation. These factors include:

1. Leaders should consider the relationship between group leaders and members. Social and interdependent factors can play an important role in determining which approach is best. For example, a group that lacks efficiency and productivity can use a style that emphasizes order, rules, and clearly defined roles. An effective group of highly skilled workers can use a more democratic style that allows group members to work independently and make organizational decisions.

2. The leader must decide for himself his task. Tasks can vary from simple to complex, but it is necessary to clearly define the task in order to determine whether the leader has been successfully and competently completed.

3. The level of authority of the leader over the members of the group should also be considered. Some leaders have potential in their position, such as making fire, doing work, rewarding, or obeying them. Other leaders often gain power through relationships with employees, often respecting them, helping them and helping them get involved in the decision-making process.

4. Everything-the Blanchard model assumes that leaders must take into account the maturity level of each group member. Maturity levels are the ability and willingness of an individual to complete a task. Incapacitated, but appointment to a member fails.

In conclusion, as a result of research in Moscow and other large centers in recent years, it has come to the conclusion that in reality it is difficult to meet a purely democratic or purely authoritarian leader in life, but even when they are encountered, it turns out that they cannot control a team for a long time. That is why they depend on the situation, the situation, the concrete community, the norms of behavior adopted in it, the idea that interpersonal relationships determine the tactics and style of work of both the tipii leader and the leader. But the practical importance of knowing the psychological content and essence of these leadership styles is that each style has its own positive side, while the skillful leader is self-educated, it is advisable for them to educate the most optimal, especially those suitable for the team he leads.

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Annotation: *this article presents concepts for the development of marketing strikes of the cultural sphere. The specifics of marketing concepts in organizations of the art and cultural sphere are highlighted. The main focus is on the processes of forming a marketing portfolio based on the requirements and desires of customers.*

Keywords: *marketing, socio-cultural sphere, Concept, Art, Culture, Capital, segmentation, sector, market economy, cultural and spiritual goods, business, intangible.*

From the beginning of the 20th century to the present, the concept of marketing has been seriously changing under the influence of economic, social, technological conditions of management. Initially, companies based their market decisions mainly on profit-making considerations, and then began to realize the strategic importance of meeting customer needs, resulting in the concept of marketing. At the present stage, when making decisions, many companies take into account the interests of society, that is, based on the concept of socially responsible marketing. The general vector of changes in Marketing thinking can be defined as an attempt to understand the importance of the social consequences of commercial activity from maximizing economic interests. The development of the marketing concept in the social sphere is, in fact, an adaptation to the principles of classical marketing, based on the understanding of the environment in which social organizations operate and the specificity of the special mission that they perform in society. Serious advantages for professionals in the social sphere who have adopted the Marketing approach are the presence of a mature theoretical, methodological, instrumental and technological base of classical marketing and many years of experience in its application.

The difficulty lies in the fact that it is not correct to assess the final effectiveness of marketing in the social sphere only in terms of profit and profitability. Therefore, it is necessary to look for new criteria and indicators for assessing such activities for individual institutions and the entire social sphere. An Integral assessment indicator can be the quality (level) of the life of society. Having seen in the marketing of the prism of human needs satisfaction through sharing, we now witness that the real goals of the marketing system reflect four important options: to reach the highest possible level of consumption, to meet the maximum consumer need, to ensure the choice as much as possible and to maximize the quality of life. Maximizing quality of life is a strategic goal of social marketing. From these positions, marketing activities in the social sphere should ensure not only the quantity, quality, variety and availability of services at affordable prices, but also the quality of the cultural and physical environment of people. The main assessment indicator of Marketing activities-efficiency will not be lost, but will have additional values. Economic efficiency, which is a criterion of profit, is complemented by social efficiency, the criterion of which is the increase in human capital and the improvement of living standards due to the full satisfaction of personal, group and social needs.

According to this goal setting and the general definition of marketing as a market management concept, we form the basic principles of marketing in the social sphere:

- directing activities to meet the socially significant needs of society and individuals;

- use of classic marketing tools to analyze the formation and promotion of consumer demand for technologies, methods and main market participants, services;
- inclusion of moral (humanistic) values in the marketing decision-making process;
- the economic priority of social effectiveness in assessing the effectiveness of marketing activities.

In terms of these principles, marketing is an effective means of achieving socially significant goals based on the satisfaction of social and personal needs. The Ideal desired result is to achieve a balance of the interests of business, state and population.

Together with this, let's dwell on the role of marketing in the activities of the field of culture and art in Uzbekistan today. As a specialist in this field, I can say that it is in today's market conditions that the development of marketing services in the field of culture and art remains an urgent issue. Let's take cultural centers that operate only in districts, cities and villages, it is in them that we can say that the marketing service is not established at all. All cultural centers are funded by the state. Cultural institutions in the United States alone

95 percent are self-molizing, the reason we can say that the marketing service in them is 100 percent established. We can also say with confidence that we will definitely achieve this result if we can correctly implement every principle of marketing. In this regard, we want to point out several proposals for the development of marketing service in cultural centers and the mechanism of their implementation.

Our proposal: currently, 837 cultural centers (13% operate in the vacant rooms of various organizations) have their own building. Organization of modern sound recording, photo and video studios on a private-partnership basis in a cultural center with its own building, "Karaoke", "Book cafe" "aerobics" circle. At the same time, the use of various modern advertising tools under the eyes of the Cultural Center.

Implementation mechanism: development and implementation of a special system for organizing modern sound recording, photo and video studios, Karaoke, Book cafe, aerobics circle, which attracted local budget funds, young entrepreneurs, in order to significantly organize youth leisure activities and increase the extra-budgetary funds of cultural centers. Formation of modern "advertising media " under the Cultural Center and provision of a paid advertising service.

In conclusion, visitors to cultural centers will increase in a significant order, and additional paid receipts will be established. The more paid service services we organize under cultural centers, the more out-of-budget funds the center will receive. Each month, an additional amount is added to the salary of employees. A children's playground will provide a place for recreation for children of residents who are far away.

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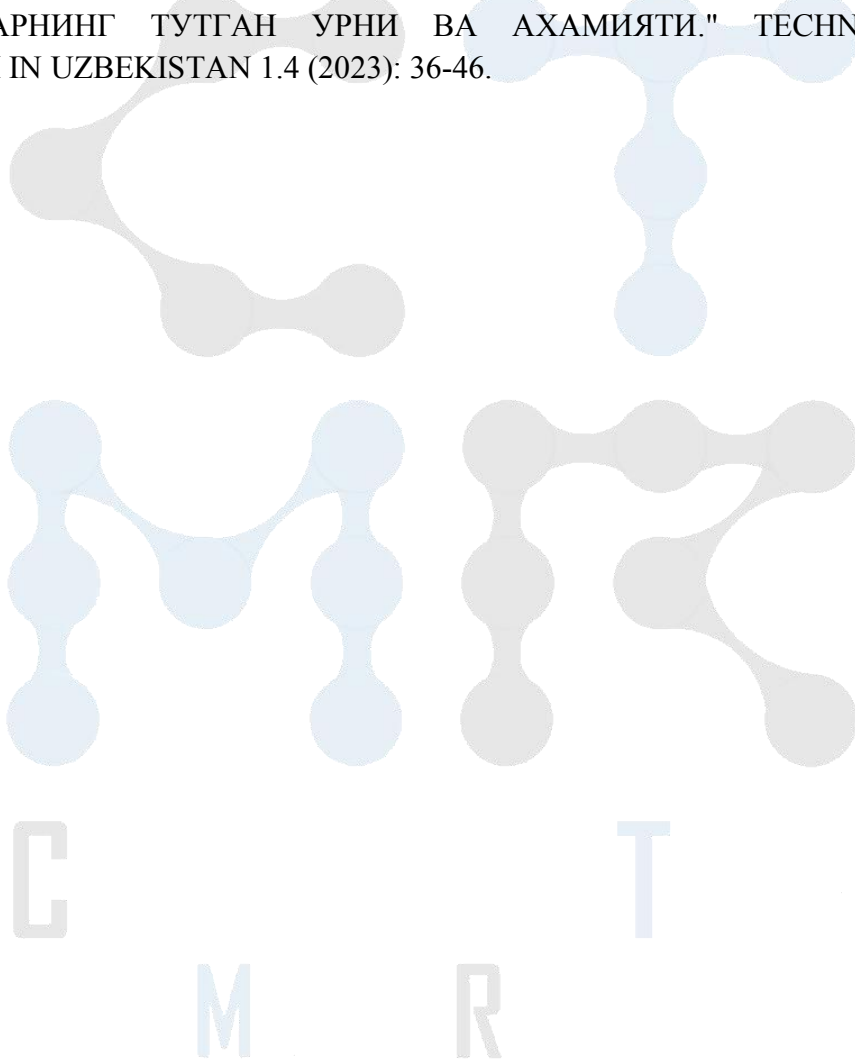
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NATIONAL CULTURE AND NATIONAL VALUES OF THE UZBEK PEOPLE
THROUGH THE EYES OF FOREIGN EXPERTS

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Annotation: in this article, the national culture and national values of the Uzbek people are widely promoted through the eyes of foreign experts, in the era of globalization and technology, Uzbekistan cherishes its rich cultural heritage, at the same time trying to introduce it into time. From museums and cultural centers, which preserve and promote folk applied art, to educational programs and festivals aimed at studying and developing the cultural heritage of the navqiran generation, to the need to be widely promoted in our country.

Base words: Uzbek people, folk Applied Art, festival, Museum, Culture, National Culture, value, tradition, tradition.

When we plunge into the abyss of the national culture of the Uzbek people, we get an incredibly rich and colorful treasure trove of traditions and traditions. Centennial historical events, religious beliefs, deeply rooted social norms and values are considered to be full of this world. The national culture of the Uzbek people is a magnificent mosaic, consisting of many folk traditions that have survived for centuries and remain an important part of the life of modern society. The national culture of the Uzbek people cannot be imagined without traditional holidays and rituals, which are important stages of the life of Uzbeks. They contain deep emblems and images that reflect people's views on the world, their place in it. These are especially vividly represented by the ancient holiday of the spring equinox – Navruz. It is considered a time when the whole nature wakes up from hibernation, symbolizes renewal and rebirth. Ramadan, the month of fasting and spiritual purification, also occupies a great place in the life of the Uzbeks. This is a period of special piety and repentance, sincere prayer and family unity. Traditional weddings, New Years and funerals reflect the same deep connection between Uzbeks and their cultural roots, demonstrating the close connection of family values, religion and social customs.

The International Festival “Boysun spring”, which is considered a tourist season with a long-awaited and interesting vision of travelers from all over the world and lovers of Eastern ethnic culture, is held in the Boysun District of Surkhandarya region. A number of international media have already begun to show interest in this unique festival, among them the Sada al-Bilad (Egypt), the Organization for Economic Cooperation (IHT), the electronic portal of the Institute of Culture (headquartered in Tehran, Iran), the news agency “Fars News Agency” (Iran) and the China (PRC) information and analytical publications.

On April 5, 2022, the material published by the Egyptian publication “Sada al-Bilad” said that the traditional festival of folklore communities operating in Uzbekistan will be attended by more than 200 representatives, showcasing the traditions of costumes, songs and folklore unique to its region, and the province is seeing a heated presence at this festival. In an article published by the information portal of the Institute of culture of the organization of Economic Cooperation (eco) (Tehran, Republic of Iran) – during the meeting on April 6, 2022, this folklore holiday “Boysun-spring” will acquire international importance. “In 2001, the Boysun cultural space was included by UNESCO as” masterpieces of the oral and intangible heritage of humanity”, in may 2002, the first

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open Folklore Festival of people's performers of Uzbekistan, Tajikistan and Kyrgyzstan was held in the Khushmanzor district, " the information portal said. Iran's largest news agency, the "Fars News Agency", also said in 2022

On may 7-8, The Folk Festival "Boysun spring" is held in Padang District of Boysun district, Surkhandarya region, in order to preserve centuries-old folk values and traditions. The beauty of Boysun, a popular territory of Uzbekistan, was listed by UNESCO as a masterpiece of "oral and intangible cultural heritage of humanity" and was included in the list of "intangible cultural heritage of humanity" in 2008-notes the Iranian news agency. The information and analytical publication" China "(PRC) also published an article about the upcoming Boysun Spring Festival, according to the world news agency. "National competitions in wrestling, ethnosport, velomarafon, Capricorn-multicar, varrak flying, chillac and other folk games occupy an important place in the festival, where our unique folk values and traditions are concentrated. At the end of the Festival, the winners of the best folklore-ethnographic teams, sports and folk games will be awarded with merit".

No culture can exist in a vacuum, Uzbek culture is no exception. Today, in the era of globalization and technology, Uzbekistan is trying to preserve its rich cultural heritage, and at the same time bring it into time. From museums and cultural centers that preserve and promote folk applied art, navqiran has been widely promoting educational programs and festivals in our country aimed at encouraging the generation to study and develop their cultural heritage. Uzbekistan actively participates in intercultural exchange, demonstrating its culture and traditions to the world and learning from others. Our national culture is inherited from generation to generation by our national values, customs, traditions and is widely promoted by the future generation all over the world.

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ВОССТАНОВЛЕНИЕ СИСТЕМЫ МУЗЫКАЛЬНОГО ОБРАЗОВАНИЯ В
УЗБЕКИСТАНЕ В 20-Е ГОДЫ XX ВЕКА**Б. МУСТАФАЕВ,**доцент кафедры «Музыкального исполнения»
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Аннотация: в статье становление системы музыкального образования в Узбекистане в начале XX века, исполнительская практика, организация музыкальных школ, первые музыкально-художественные самодеятельные кружки по национальному музыкальному искусству.

Ключевые слова: национальное музыкальное исполнительство, народная музыка, музыкальное наследие, «восточное» музыкальное образование, профессиональное музыкальное образование.

Annotation: in the article the formation of the system of music education in Uzbekistan at the beginning of the twentieth century, performing practice, organization of music schools, the first amateur music and art circles, links with national musical art and performance.

Key words: national musical performance, folk music, musical heritage, "oriental" music education, professional music education, folk folk music pedagogy.

Согласно историческим источникам, музыкальное искусство Узбекистана в конце 19-начале 20 века развивалось в определенной мере на своей национальной основе. Исполнение узбекской музыки в этот период в основном включало в себя фольклор и сложный профессиональный музыкальный жанр в устной традиции. Велась работа и по развитию национального музыкального образования. На национальном музыкальном инструменте играли народные музыканты, а в чайханах звучали песни. Они отобрали талантливую молодежь и научили их играть и петь узбекских народных инструментов и песен.

Методы обучения исполнительству основывались на традиции устной передачи мелодий и требовали от ученика умения внимательно наблюдать за исполнением педагога, запоминать его и повторять. В педагогике народной музыки очень развита традиция педагогического ученичества.

Обучать молодежь узбекским народным инструментам, приемам исполнения народных и популярных в каждом районе народных наигрышей, особенно ансамблей народных музыкантов. сыграл главную роль. В целях совершенствования исполнительского искусства были сохранены учительские школы в таких городах, как Бухара, Хорезм, Коканд. Они образовались в середине прошлого века и возглавлялись выборными старейшинами. В компаниях преобладала традиция наставничества-ученичества. Каждый учитель имел право брать талантливых музыкантов в ученики, чтобы научить его играть на инструменте, и время от времени они проходили проверку. Воспитанники получившие положительную оценку, становились равноправными членами общества и получали право самостоятельного выступления [2].

Прочное место в исполнительской практике занимали такие национальные музыкальные инструменты, как най, кошнай, буламон, чанг, кашкарский рубаб. Способности певцов и музыкантов были многогранны, они в совершенстве владели игрой на двух-трех музыкальных инструментах, хорошо владели искусством сочинения,

гармонизации и одновременно игры. Они запоминали и народное музыкальное наследие «Шашмаком» и преподавали его своим ученикам. При этом им удалось развить традицию «Наставник-ученик».

Важно отметить, что в отечественном музыкальном образовании педагогика популярной народной музыки и методика профессионального музыкального образования развивались в практической взаимозависимости, дополняли и совершенствовали друг друга. Даже в советский период, когда народная музыка постепенно выводилась из системы образования, традиция наставничества-ученичества в музыкальном исполнительстве продолжалась, хотя и в узких рамках.

Музыканты, обучавшиеся в музыкальных техникумах в 20-е годы XX века, рассказывали интересные воспоминания о своей педагогической работе, мастерах-артистах, своей манере преподавания, репертуаре, исполнительском мастерстве. Наставник Абдусоат Вахобов был прекрасным педагогом, умел заинтересовать учащихся, найти для них новые исполнительские задания и показать способы их выполнения. Во время уроков мастер часто декламировал мелодии через песню. Взяв в руку танбур, он играл партии изучаемого произведения и показывал тонкости исполнения. Мастер всегда требовал от учеников выразительного и впечатляющего исполнения. Особое внимание он уделял академическим приемам исполнения.

Стиль работы мастера Абдусоата Вахабова был неповторим. Он обучал студентов элегантно и мелизматично музыке только после того, как они могли играть мелодию, которую изучали, свободно, бегло и легко по памяти. Делал он это очень осторожно, не допуская чрезмерной вибрации инструмента. Он рассказал историю, что они расставили приоритеты в соответствии с академическими стандартами [3].

В начале 20-х годов 20 века серьезное внимание уделялось вопросу пропаганды лучших образцов узбекского народного творчества посредством народных концертов, исследования и изучения национального наследия, подготовки специалистов в этой области для осуществления народного музыкального образования. При реализации этой задачи были созданы условия и возможности для популяризации музыкальной самодеятельности в образовательных учреждениях.

В школах, интернатах, техникумах были организованы первые народные кружки художественной самодеятельности, которыми руководили известные народные музыканты-певцы. Это сыграло большую роль в проведении среди студентов того времени музыкально-воспитательных мероприятий и занятий, в пробуждении у них интереса к музыкальному искусству.

В 1927 году под влиянием творческих самодеятельных коллективов, созданных в разных уголках России, воспитанники школы-интерната имени Зебунисо и учащиеся техникума имени Нариманова сформировали детский (юношеский) коллектив под названием («Синяя блузка»). Название «синяя рубашка» происходит от традиционной рабочей одежды рабочих-металлистов. Он стал эмблемой и символом рабочего класса, стал униформой коллективов художественной самодеятельности» [5].

Музыковед Т. Визго высказал свое мнение так: «Занавес будет открыт, все ученики в синих рубашках пройдут маршем с песней, которая в это время будет слышна по всей школе. Песня представляла собой походную песню, которую исполняли «Синяя блузка» на свои слова. В конце шествия люди в синих рубашках выстроились полукругом и исполнили популярную в то время песню «Паровоз» [1].

Организация кружков в этом направлении поддерживалась учеными русской музыкальной педагогики того времени. Сообщалось, что деятельность этих творческих

коллективов является важным фактором в воспитании учащихся и основ музыкальной культуры. “Эти кружки — самые здоровые творческие общественные организации, укрепление и рост их деятельности — залог цветущей жизни, повышения уровня вкуса и понимания музыки” [5].

Подобные творческие коллективы создавались также в Ташкенте, Самарканде, Коканде и других городах республики, основное место в их репертуаре занимала массово-политическая пропаганда. В организованных музыкальных кружках особое внимание уделялось групповому пению, исполнялись песни, лапары, особенно распевы. Это создало основу для внедрения хорового обучения в школах. Например, в 1919 году В. Школьно-театральный коллектив, организованный Саковичем, объединил 300 детей. В этот коллектив также входило несколько (хоровая, драматическая, танцевальная) труппы. В частности, А. Хор девочек, созданный Саковичем в этой школе “Зебинисо”, добился хороших результатов, а позже (1924 г.) этот хор получил название Девочки искусства”4].

Широкая пропаганда узбекского народного музыкального творчества явилась важным фактором развития исполнительского и педагогического искусства музыкантов и певцов. В частности, активизировалась работа по ознакомлению детей с народными инструментами и их историей, обучению их игре, созданию групп. В 1919 году Шорахим Шоумаров, один из таких исполнительских коллективов, создал при узбекской школе-интернате “Намуна” в Ташкенте ансамбль народной песни, что во многом способствовало дальнейшему развитию музыкально-исполнительской деятельности среди детских учебных заведений того времени, и к своему музыкальному образованию.

В те годы в Узбекистане эффективно работали и знатоки музыкального наследия, исполнители в развитии национального музыкального образования и воспитания, в повышении музыкальных знаний, в воспитании народа в духе национальной музыки. В частности, много исторических воспоминаний о том, что такие известные артисты, как Хаджи Абдулазиз Расулов, Уста Олим Камилов, Тохтасын Джалилов часто встречались со школьниками и поддерживали их интерес к музыке.

В этот период многогранность и популярность узбекской музыки создавали большие возможности для учреждения музыкальных школ и создания форм музыкального образования. Однако в эти годы музыкальное образование в школах было недостаточно развито по уровню народной музыкальной культуры, что привело к широкому использованию новых форм и выражений в практике детской музыкальной деятельности.

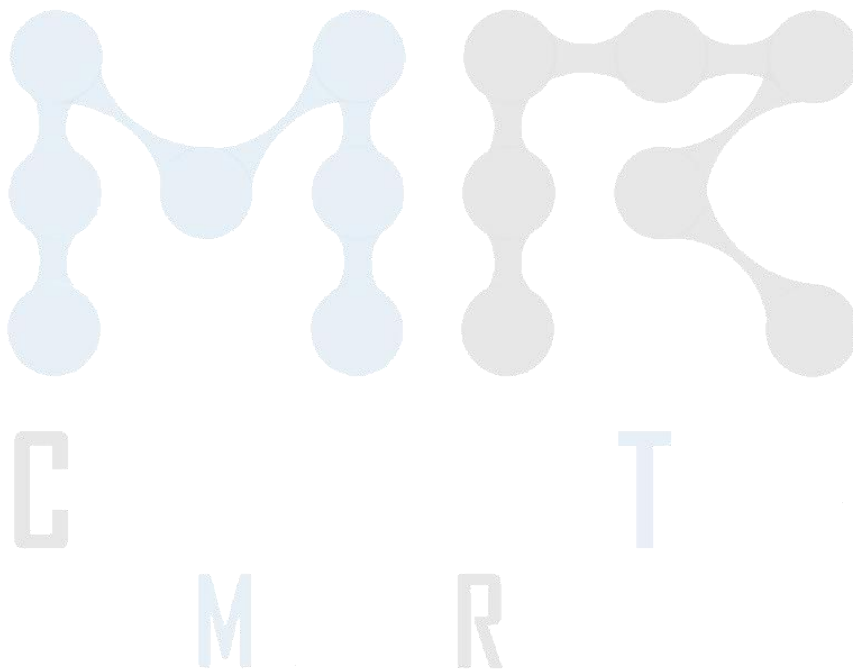
Итак, восстановление и развитие системы музыкального образования в Узбекистане в 20-е годы XX века является основой для совершенствования музыкальной педагогики в последующие годы.

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РОЛЬ ПРЕДМЕТА МУЗЫКИ В НАЦИОНАЛЬНОМ МУЗЫКАЛЬНОМ
ВОСПИТАНИЕ УЧАЩИХСЯ 5-7 КЛАССОВ

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Аннотация: в статье представлены мнения о воспитании в школах учащихся как национальных наследников и национального музыкального наследия.

Ключевые слова: национальное воспитание, мораль-нравы, национальные обычаи, национальные ценности, патриотизм.

После обретения нашей республикой независимости мы стали свидетелями осуществления очень резких и больших перемен в области образования, восстановления национальной нравственности, утверждения национальных обычаев и традиций, В частности, взгляды на образование молодежи становятся приоритетными целями государственной политики.

В этой связи можно сказать о том, что у нашей молодежи есть все возможности глубоко осознать свои сыновние обязанности, осознать свой долг перед Родиной, народом. Основываясь на таких принципах, только человек, достигший духовного совершенства, будет готов построить совершенное общество.

Мы должны научиться осторожно относиться к культурным потрясениям, которые всегда позволяли нам наслаждаться лучшими образцами как классической, так и современной национальной культуры широкой нравственности.

Неслучайно наша страна добилась больших успехов в области музыкальной, изобразительной, монументальной и практической отраслей. Воспитание и популяризация лучших образцов национальной и мировой музыкальной культуры должны стать основой нравственного воспитания молодого поколения, нашей нынешней молодежи.

Духовное воспитание нашей молодежи основано на эстетических воззрениях и эстетических установках. Признано, что образование и эстетические отношения начинаются с семьи и развивается в школах. По этой причине мы составили план внедрения среди подростков и, наконец, проанализировать эстетические установки учащихся на основе национального музыкального творчества, в повседневных условиях работы учителей музыки в системе средней школы, на примерах. народного музыкального творчества;

- опираться на наши национальные ценности при формировании эстетических взглядов учащихся на основе национального музыкального творчества;
- воспитание взглядов учащихся на труд, человеческую доброту и достоинство, понятия о Родине и народе, опираясь на жанры музыкального творчества;
- добиться межэтнической и межнациональной солидарности и уважения;
- в развитии человеческих качеств у учащихся-подростков возникают такие вопросы, как утонченность и красота, верность и трудолюбие.

Эстетическое воспитание учащихся в наши дни возрастает. Понимая несравненную роль школьного образования у молодежи независимой страны, в котором она проявляет в себе прекрасные человеческие качества, основная идея нашей вышеназванной темы состоит в том, чтобы глубоко изучить национальное музыкальное творчество и дать молодым людям возможность пользоваться этим наследием – это один из актуальных вопросов.

Национальное музыкальное наследие пережило долгие и по-своему знаменательные периоды. В первую очередь рассматривается вопрос реализации образования молодежи на основе этого творческого наследия. Поэтому мы считаем, что использование музыкального творчества в произведениях, направленных на формирование эстетических взглядов школьников, является сегодня наиболее актуальным вопросом.

Национальная культура лежит в знаниях и образовательных основах школьников. Эстетическая культура связана с духовно-эмоциональной деятельностью человека, поэтому необходимо использовать примеры национального музыкального творчества в формировании эстетических взглядов молодежи.

Для процветания нашей великой страны и великого будущего необходимо воспитывать умных, просвещенных людей, которые гордятся своим прошлым, великими ценностями, нацией и верят в будущее.

Поэтому мы считаем необходимым изучать духовные и культурные богатства прошлого, созданные нашими предками, музыкальное наследие и искусство узбекской национальной музыки, которое является неотъемлемой частью национального народного творчества. Поэтому учителя предмета музыкальной культуры, в реализации стоящих перед ними задач должны сосредоточиться на следующее:

- изучение виды деятельности и обучения, характерные для обучения, проводимых в общеобразовательных школах;
- проведение беседы с учащимися по темам национальной музыкальной культуры;
- организация вопросов и ответов учащихся по вопросам эстетического воспитания;
- использование образцов национального музыкального творчества на занятиях музыки и внеклассных кружках;
- привлекать талантливых и талантливых учащихся к школьным и внеклассным музыкальным выступлениям;
- проведение вопросов-ответов и тестов среди учащихся, посвященных национальному музыкальному творчеству во время классных занятий и т.д.;

Мы уверены, что данные рекомендации и предложения будут максимально полезны в формировании эстетических отношений и содержания образования нашей молодежи в будущем.

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**CLINICAL AND IMMUNOLOGICAL CHARACTERISTICS OF
COMMUNITY-ACQUIRED PNEUMONIA IN CHILDREN WITH HEART FAILURE
AND OPTIMIZATION OF REHABILITATION METHODS.****Ismatullaev Sohibjon Kudratovich**

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childhood diseases and family medicine**ANNOTATION**

The purpose of the updated clinical recommendations is to provide specialists, primarily anesthesiologists and resuscitators, with modern, evidence-based medicine data on the etiology, epidemiology, methods of diagnosis, treatment and prevention of severe community-acquired pneumonia in adults. In preparing this document, high-level scientific studies, systematic reviews and meta-analyses, recommendations of the Infectious Diseases Society of America/American Thoracic Society (IDSA/ATS), European Respiratory Society/European Society of Intensive Care Medicine/European Society of Clinical Microbiology and Infectious Diseases/ Latin American Thoracic Society (ERS/ESICM/ESCMID/ALAT) and other leading professional societies. Modern recommendations for differentiated antibiotic therapy for patients with severe community-acquired pneumonia (CAP), depending on the presence of risk factors for infection with certain microorganisms, are presented in detail, and etiotropic therapy regimens for the identified pathogen are presented. A significant section of the recommendations is devoted to respiratory therapy for TVP; a stepwise algorithm for the treatment of acute respiratory failure is formulated depending on its stage. The most effective and safe modes of invasive and non-invasive methods of respiratory support are characterized in detail. Glucocorticosteroids are named as methods of adjuvant therapy if it is impossible to stabilize hemodynamic parameters against the background of adequate hydration and vasopressor support, as well as parenteral anticoagulants to prevent thromboembolic complications. Anti-pneumococcal and anti-influenza vaccines have been proposed to prevent TVP in high-risk patients. Criteria for assessing the quality of medical care are presented...

Key words: community-acquired infections, pneumonia, antibacterial drugs, respiratory therapy.

INTRODUCTION

Pneumonia is a group of acute infectious (mainly bacterial) diseases, different in etiology, pathogenesis, and morphological characteristics, characterized by damage to the pulmonary parenchyma with the obligatory presence of intra-alveolar exudation. Community-acquired pneumonia is considered to be pneumonia that developed outside the hospital or was diagnosed in the first 48 hours from hospitalization [1, 2]. In the structure of childhood morbidity, pathology of the respiratory system consistently occupies a leading place. In particular, the incidence of community-acquired pneumonia in the regions ranges from 5 to 17 cases per 1000 children per year [1]. With age, the incidence decreases by 3-6 times; in school and adolescence, about 13 cases per 1000 children per year are registered [2]. The high prevalence of pneumonia due to the duration of the disease and the formation of unfavorable variants of the course and mortality can cause significant economic damage to society, causing medical and social significance. Despite the existing clear clinical and instrumental criteria for diagnosing community-acquired pneumonia in the pediatric population, the relevance of this topic remains. There is often a tendency towards under- and over-diagnosis of the disease, as well as the formation of severe and complicated forms; deaths are recorded annually [1, 3]. In

the pathogenesis of CAP, the leading role is played by a massive and virulent infection, exposure to microbial toxins, a decrease in the body's nonspecific resistance, an imbalance of local and systemic immunity, and disruption of free radical oxidation processes [1, 7], therefore, the treatment of CAP should be comprehensive, affecting all parts of the pathogenesis, including immunological. In this regard, it is of interest to clinically and immunologically evaluate the effectiveness of drugs with proven immunomodulatory activity, such as polyoxidonium and imunofan, in the treatment of severe forms of community-acquired pneumonia. Today there is positive experience in the use of polyoxidonium and imunofan in the complex treatment of a number of severe chronic infectious and inflammatory processes (tuberculosis, chronic lymphocytic leukemia, hepatitis, psoriasis, HIV infection) [5, 8].

Materials and research methods. A survey was conducted of 105 patients with CAP aged from 17 to 60 years who were undergoing inpatient treatment at City Clinical Hospital No. 5 in Ufa. The diagnosis of pneumonia and its severity were determined in accordance with the recommendations of the All-Russian Scientific Society of Pulmonologists [2]. During hospitalization, all patients examined, according to the standards of the International Society of Pulmonologists, were prescribed antibacterial therapy, including aminopenicillins, cephalosporins of the second-fourth generation, macrolides, and alternative groups of antibiotics (fluoroquinolones). The examination of patients was carried out in accordance with republican medical and economic standards. Verification of CAP pathogens was carried out by microscopic and bacteriological methods. Immunological examination was carried out twice - on the day of admission to the hospital and over time 10 days after the start of treatment. Depending on the immunotropic therapy, patients with CAP with moderate and severe forms of the disease (105 patients) were divided into 3 groups: Group I - 25 patients who received the immunomodulator Imunofan as part of complex treatment from 3-4 days of hospital stay, at a dose of 50 mcg/ml intramuscularly, once a day, every other day, for 10 days; Group II - 35 patients who, as part of complex therapy, were prescribed polyoxidonium from 3-4 days of hospital stay, at a dose of 6 mg, intramuscularly, once a day, every other day, for 10 days; To assess the clinical and immunological effectiveness of these immunomodulators, group III (control) was allocated - 45 patients with CAP who received standard therapy (without the use of immunocorrection) - comparable to the main groups by gender, age and severity.

CONCLUSION.

1. In patients with severe forms of community-acquired pneumonia, there is an inadequacy of immune defense mechanisms; therefore, the inclusion of immunomodulators in the complex therapy of CAP is clinically and immunologically justified.

2. The use of drugs imunofan and polyoxidonium in complex therapy of CAP increases the effectiveness of antibacterial therapy, leads to normalization of nonspecific resistance factors, indicators of cellular immunity, is accompanied by positive clinical dynamics and can be recommended in complex therapy of CAP.

3. The drug polyoxidonium, when prescribed in complex therapy of patients with moderate and severe forms of CAP, showed great immunomodulatory activity in relation to the cellular mechanisms of immunity.

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Kirish va Kiritma birliklarning gap va matnga aloqadorlik munosabatlari**Ernazarova Hilola**

Qo'qon DPI o'qituvchisi

Valijonova Zinnura**Holjo'rayeva Mohizar**

Qo'qon DPI talabalari

Annotatsiya. Til kishilarning o'zaro muloqotga kirishuvi va fikr almashuviga bo'lgan ehtiyoj natijasida paydo bo'lgan ijtimoiy hodisadir. Til paydo bo'lgandan keyin (bu olimlarning taxminicha, ibtidoiy jamoa tuzumi davrida yuz bergan) jamiyat tez rivojlana boshlagan jamiyat uchun, uning a'zolari bo'lmish insonlar uchun xizmat qiladi, shuning uchun til ijtimoiy hodisa hisoblanadi, ya'ni til yakka odamga emas, balki butun jamiyatga daxldor bo'lib, shu jamiyat a'zolari yordamida shakllantirilib, rivojlanib boradi.

Kalit so'zlar: Sintaksis, gap, matn, Kirish so'zlar, undalma, so'z birikmasi, gap bo'laklari.

Gap tarkibida ba'zan shunday so'zlar va so'z birikmalari hatto gaplar qo'llanadiki, ular gapning biror bo'lagi bilan grammatik jihatdan aloqaga kirishmaydi. Shu tufayli bunday so'z yoki so'z birikmalari gap bo'laklari hisoblanmaydi. Undalma, kirish so'z, kirish birikma va kiritma gap ana shunday xususiyatga ega.

So'zlovchining o'zi bayon qilgan fikriga qo'shimcha mulohazasini bildirgan gap kiritma gap deyiladi. Kiritma gap asosiy fikrni qo'shimcha izohlash, aniqlash, toldirish uchun ishlatiladi va o'ziga aloqador bo'lmagan gapdan maxsus to'xtam bilan ajratiladi. Masalan: U bejirim tuflisi bilan yemi duk-duk bosib (bu duk-duklardan Qahramonning yuragi go'yo mix qoqilayotganday zirqirab ketdi) mashina tomon yurdi. (O.Yo.) Kiritma gaplar odatda qavs ichiga olinadi: O'sha yosh bolam (u ota- onasiz qolgan edi) boyga qarol qilib berishdi. Ayrim hollarda kiritma gap o'zi bilan aloqador bo'lgan gapdan tire bilan ajratiladi. Masalan: Universitet hovlisi—men hozirgina aylanib chiqdim— talabalar bilan gavjum bo'lib turibdi. So'zlovchining qo'shimcha fikrini alohida ta'kidlaydigan maxsus belgilar ham bo'lishi mumkin. Bu darak belgilari shaklida qo'yiladi. Masalan: "Avtor mana shu bachkana (?) munosabatlarning hammasini poetiklashtirib tasvir etadi."Nahot poyetiklashtirilgan (!) tasvir bachkana bo'lolsa. (M.N.)

Lingvopoetika – bu lingvistik poetikaning qisqargan shakli bo'lib, badiiy asarlarda qo'llanilgan lisoniy birliklar: fonetik, morfemik, leksik va boshqalarning badiiyestetik vazifalarini, tilning konnotativ funksiyasini o'rganadi. Boshqacha aytganda, lingvopoetika tilshunoslikning badiiy nutqni o'rganuvchi bo'limidir. Lingvopoetik tahlilda badiiy matnda poetik aktualashgan til vositalarini aniqlash muhim tamoyillardan ekanligini alohida ta'kidlanadi, chunki —bunday vositalarning lingvistik va badiiy mohiyatini ochib berish orqali badiiy mazmunning shakllanishi va ifodalanishi mexanizmlarini aniq tasavvur qilish mumkin. Chindan ham, badiiy matnning estetik qimmatini bevosita belgilash va baholashda ayni shu tamoyil qulay va boshqa tamoyillar asosida ish ko'rishda ham zamin vazifasini bajarishi mumkin. Buning ustiga, mazkur tamoyil asosida lisoniy badiiyatni tasavvur qila olish boshlovchi tahlilchiga ham og'irlik tug'dirmaydi, chunki tahlil qilinadigan ob'yekt matndagi aniq til birliklaridir. Badiiy asar tilining lingvistik jihatdan tadqiq qilinishi bugungi kunda dolzarb mavzulardan biri bo'lib qolmoqda. Tilshunoslik sohasida yaqin vaqtlar ichida olib borilgan ko'plab tadqiqotlar aynan badiiy asar tilining leksiksemantik, morfologik, sintaktik, punktuasion, stilistik, progmatik, kognitiv yo'nalishlar asosida olib borildi.

Badiiy adabiyotda, ayniqsa she'riyatda undalma va kiritmalar shoir va asardagi lirik qahramonni xis-hayajon, emotsiya, vaziyat voqealarni kitobxon o'quvchi qalbi va ongiga ta'sirchan va tushunarli tarzda yetib borishi uchun juda yordam beruvchi sintaktik birliklar hisoblanadi. Gap tarkibida gapdan tashqari bo'laklar ham bo'lishi mumkin. Ularga undalmalar, kirish so'z va kiritmalar kiradi. Ular alohida ohang bilan talaffuz qilinadi, shuning uchun gapdan tinish belgilari bilan ajratilgan bo'ladi. Undalma so'zlovchining fikri qaratilgan shaxs yoki predmetni ko'rsatuvchi so'z yoki so'z birikmasidir. U yig'iq holda ham, yoyiq holda ham bo'la oladi. Masalan: Oyijon, sizni juda sog'indim! Aziz va mehribon do'stim! Seni tug'ilgan kuning bilan chin dildan qutlaymiz. Undalmalar kuchli undashni ifodalaganda, ular oldida his-hayajon undovlari ham qo'llanishi mumkin: Ey quyosh, nurlaringni ko'proq soch! Ba'zan undalmalar takrorlanib ham keladi, bu ham undashni kuchaytiradi: Qushlar, qushlar, hoy qushlar! Qanot qoqib kelinglar! Undalma faqat gapning boshidagina emas, gapning o'rtasida ham, oxirida ham kela oladi. Agar u gap ohirida kelsa, undan oldin, o'rtada kelsa, ikkala tomonidan vergul bilan ajratiladi. Masalan: So'zla, ko'zgujon, haqiqatni et bayon! Kirish so'z so'zlovchining o'zi bayon qilgan fikriga munosabatini bildiradi. Masalan: Yo'ldan adashdik, shekilli. Kirish so'zlar gapning turli qismlarida kela oladi. Ular hamisha gap bo'laklaridan vergul bilan ajratiladi. Masalan: Avvalo, bu erga yaxshi ishlov berish kerak. Shunda, shubhasiz, bu erdan yaxshi hosil olish mumkin. Kirish so'zlar inkor, tasdiq, ishonch, gumon, shodlik kabi ma'nolarni bildiradi. (Jadvalga qarang). Nutqda kiritma konstruktsiyalar ham mavjud. Bunda asosiy gapdagi fikrga qo'shimcha tariqasida yo'l-yo'lakay yangi dalil bayon qilinadi. Kiritma gaplarda kirish bo'lakka qaraganda mustaqillik sezilib turadi. Bunday gaplar gapga nutq momentida zaruriyat tufayli kutilmaganda birdan kiritilgani uchun ayrim bir 137 ohang bilan aytiladi va alohida tinish belgilari, ko'pincha qavs bilan ajratiladi. Kiritma gaplar gap boshida kela olmaydi. Ular, odatda, gapning o'rtasida keladi va ikki tomonidan qavsga olinadi. Kiritmalar so'z, so'z birikmasi va gap shaklida kela oladi. Masalan: Otam (o'gay) meni yoqtirmasdi. Yalpiz (cho'l yalpizi emas) ovqatga yaxshi ta'm beradi. O'rmondan (u yerda yirtqich hayvonlar bor edi) bo'kirgan va uligan ovozlari eshitildi. So'zlovchining asosiy fikr ichida yo'l - yo'lakay aytilgan fikrini anglatuvchi gap kiritma gap deyiladi. Kiritma gap o'zi kiritilgan gapning biror bo'lagiga mazmunan aloqador bo'lib, maxsus pauza bilan ajratiladi. Masalan: Nima uchundir Ahm ad yuragida ayriliq jafosi, achinish sezmi adi (bu his keyin uning yuragini o'rtaydi). (F.Musajonov). Kiritma gap ko'pincha qavs ichida beriladi: Hay, avtmoqchi, Ovim kelgan ekanlar (u «Oyim» deb Humayrabonuni ko'zda tutardi). (J.Abdullaxonov). Ba'zan esa u asosiy gapdan tire orqali ajratiladi: Shunday qilib, Asad va Samad o'g'lining ismi shunday ekan - bizning yo' 7 uchastkamizda qolishdi. (CH.Aytmatov).

Tilimizdagi kiritmalar umumlashtiriladigan birliklar juda katta uslubiy-ekspressiv-emotsional imkoniyatlarga ega. Kiritmalar so'zlovchining o'zi bayon etayotgan fikriga munosabati (ishonchi, gunoni, tasdig'i, inkori va h.), fikrning bironvga nisbatlanishi (mansubligi, aloqadorligi), o'z fikri tarkibiy qismlarining ahamiyatliligi darajasi (birinchidan, ikkinchidan va h.), fikri va uning tarkibiy qismlariga doir bayon etadigan qo'shimcha axboroti yoki izohi kabi rang-barang ma'nolarni ifodalaydi. Kiritmalar so'zlovchining aytayotgan fikriga munosabatini ifodalaganligi uchun rasmiy uslubda deyarli qo'llanmaydi. Kiritmalar alohida so'z (*afsuski, sizningcha, aytishlaricha* kabi), so'z birikmasi (*gapning ochig'i, dangalini aytganda, so'zning qisqasi* kabi), gaplar (*rostini aytsam, o'ylab ko'rsam, buni qarang* kabi) yoki undan katta birliklar shaklida bo'lishi mumkin. Kiritmalar gapning, xususan, matnning umumiy mazmuniga daxldor bo'lsa-da, gapdagi biror bo'lak bilan tobe-hokimlik aloqasiga

kirmaydi, shuning uchun ular gapdagi boshqa bo`laklardan asosan vergul, tire, ba'zan qavslar bilan, talaffuzda esa kichik to`xtamlar bilan ajratiladi. Tilimizdagi kiritmalar deb umumlashtiriladigan birliklar so'zlovchining bayon qilinayotgan fikrga qo'shimcha izohi, to'ldiruchi ma'lumotini ifodalaydi. Ular nutqning aniqligi va to'liqligini ta'minlaydigan muhim vositalar sifatida nutqning deyarli barcha uslublarida qo'llanadi. Ammo badiiy va publitsistik uslublarda qahramonlarni xarakterini ochish, uning nutqini individuallashtirishdagi muayyan holatlarni izohlash, fikr ifodalashning o'ziga xos usuli kabi vazifalarni ham bajaradi. Kiritmalar ham barcha bo`laklar singari soda va murakkab bo'ladi. **Sodda kiritmalar** so`zlar va so`z-gaplar bilan, **murakkab kiritmalar** esa so`z birikmasi, kengaygan birikma va gaplar bilan ifodalanadi. So`z birikmasi va gap shakllarida kelgan kiritmalar ko'pincha qavslar bilan asosiy gapdan ajratiladi: *Ijobatni olgandan keyin yuqorida mazkur Toshkent atroflari bir majlis qurib, o'tirishga Normuhammad qushbegi (Toshkent hokimi)ni ham chaqiradilar.*

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ХЎЖАЕВ АНВАР ҒУЛОМОВИЧ

Муҳаммад ал-Хоразмий номидаги

ТАТУ Қарши филиали ўқитувчиси

Аннотация: Фақирӣ лирикасининг бош мавзуларидан бири ишқ-муҳаббат масаласидир. Шоирнинг ҳаёт ҳодисаларига нисбатан бўлган қарашлари шу мавзу орқали юксак маҳорат билан ифода этилади.

Аннотация: Одной из основных тем лирики Факири является любовь. Через эту тему умело выражены взгляды поэта на события жизни.

Abstract: One of the main themes of Fakiri's lyrics is love. Through this theme, the poet's views on life events are skillfully expressed.

Калит сўзлар: ғазал, мухаммас, мусаддас, мурабба, рубоий, муаммо, чистон, маснавий, мустаҳзод

XIX асрнинг иккинчи ярми XX асрнинг биринчи ярмида Хоразмда яшаб ижод этган кўп қиррали шоир Фақирӣнинг адабий мероси биринчи навбатда ўзининг мазмунан бой ва шаклан хилма-хиллиги билан диққатни тортади. Фақирӣ мумтоз шеърининг ранг-баранг жанрлари ва турларида ижод қилди. Шоирнинг девонидан ғазал, мухаммас, мусаддас, мурабба, рубоий, муаммо, чистон, маснавий, мустаҳзод ва бошқалар ўрин олган.

Фақирӣнинг лирик мероси давр адабий ҳаётининг муҳим ҳодисаси бўлди. Унда севги ва вафо, дўстлик ва садоқат, илм ва ҳунар, муҳаббат ва шахс, маърифат учун кураш масалалари қўйилади ва тавсифланади. Шоир бундай қарашлар ифодасида Шарқ назмининг халқчил анъаналаридан озиқланди ва уларни муносиб равишда давом эттирди.

Шоир яшаган XIX асрнинг иккинчи ярми адабиёти мавзуларнинг хилма-хиллиги, жанрларнинг турлилиги билан, энг муҳими янгича ижтимоий ғояларнинг ифодаси билан ажралиб туради. Фақирӣ лирикасининг бош мавзуларидан бири ишқ-муҳаббат масаласидир. Шоирнинг ҳаёт ҳодисаларига нисбатан бўлган қарашлари шу мавзу орқали ниҳоятда юксак маҳорат билан ифода этилади.

Энг юксак ҳис-туйғу бўлган ишқ-муҳаббатни эҳтирос билан куйлаш Шарқ мумтоз шеърини, жумладан, ўзбек лирикасига хос муҳим анъаналардандир.

Ўзбек адабиёти тарихида Алишер Навоий ҳам ғоявий, ҳам бадиий жиҳатдан юксак чўққига кўтарди. Унинг ишқий лирикасида илгари сурилган ғоялар, сайқалланган бадиий образлар, ранг-баранг тасвир йўллари кейинги давр шоирлари учун назмий анъаналар мактаби вазифасини ўтади. Ўзбек адабиётининг қатор вакиллари ўз истеъдодлари, ҳаёт тажрибалари ва қарашлари даражасида бу анъанани давом эттирдилар, уни бойитиб бордилар.

Фақирӣ ҳам шундай ижодкорлар қаторида бўлди. У ўзининг ишқ-муҳаббат лирикасида садоқат, вафодорлик каби инсонга хос юксак ҳис-туйғуларни тараннум этди. У бу мавзуда қалам тебратар экан, ўз салафлари каби илоҳий ишқни улуғлади, муҳаббат одамдаги энг олий фазилатлардан бири эканлигини таъкидлади. Шуниси диққатга сазоворки, Фақирӣ

ижодида ички инсоний кечинмаларни, ҳис-туйғуларни тасвирловчи шеърлардан ҳар бирининг заминидида шоирнинг ҳаётга, инсонга чексиз муҳаббати ётади.

Фақирӣ ғазаллари марказида асосан ошиқ ва маъшуқа образлари туради. Ана шу ошиқ ва маъшуқанинг бой руҳий дунёси уларни ўраб турган объектив борликка нисбатан бефарқ эмас.

Шундай қилиб, индивидуал ҳис-туйғу бўлган севги шоир талқинида давр ва унинг хусусиятларига алоқадор ҳолда олинадиди, бинобарин, социал мазмун касб ётади. Китобхон унинг лирик қаҳрамони учун ёр висолига эришиш, у билан умр ўтказиш ҳар қандай бойликдан ортиқ туради деб тушуниши мумкин. Зийрак китобхон эса унинг шеърларидаги “ёр васли” аслида илоҳий ишқдан дарак бераётганини ва шоирнинг ишқ йўлидан қайтмас эканлигини сезади. Лекин Фақирӣ яшаган, ижод этган даврда ҳам зулм ва зўрлик ҳукм сурганлиги туфайли инсоннинг олийжаноб севги туйғуси оёқ ости қилинганлигини эътироф ётади:

Чин ошиқлар ҳамиша зор экондур
Туну кун орзуйи дийдор экондур...
Кўрунг булбул фиғон айлар чаманда,
Муроди мақсади бир ёр экондур...
Фақирӣ ўлса ҳам дўнмас бу йўлдин,
Демас ҳаргиз номус-ор экондур¹.

Шоир ўз замонида инсоннинг руҳий дунёсига ҳам моддий манфаатдорлик, тамаъ, мол-дунё аралашганлигидан шикоят қилади.

Фақирӣ шундан келиб чиқиб илоҳий ва мажозий ишқни куйлаб, шеърларида муҳаббат масаласига жиддий ёндошади, унга ижтимоий мазмун беради.

Фақирӣ лирикасида ишқ масаласи соғлом асосда, инсон туйғусини ҳурмат қилиш асосида зуҳур бўлади. Муҳаббат туйғуси инсоннинг олийжаноб мақсад ва орзулари билан боғланганлиги учун, бу масалада вафо ва садоқат ниҳоятда муҳимдир. Муҳаббат соғломлиги ошиқ-маъшуқларнинг вафодорлигига боғлиқ. Вафо-садоқат ҳақидаги ғояни илгари суради. Фақирӣ бу ўринда устоз Навоийнинг “...ишқ ичра тенгдур шоҳу дарвеш”² деган юксак қарашларига асосланган ҳолда бу ғояни ривожлантириб боради. Ишқ йўлида шоҳу-гадо тенглигини мадҳ қилади:

Мен гадо сен шоҳга ошиқ бўлмоғим айб этмаким,
Бу балолик ишқ фарқ қилмас гадоу шоҳни³.

Бу байт ўз руҳи билан Лутфийнинг ғазалларига ҳам жуда ҳамоҳангдир.

Фақирӣнинг ишқий шеърлари тасаввуф шеърятидан илҳомланиб ёзилган бўлиб, улар ҳаёт кўшиқларидек янграйди. Бу кўшиқларда шоир киши турли-туман нидаларини жўшқинлик ва эҳтирос билан куйлайди, юксак инсоний фазилатларни куйлайди.

Шоир ёр-маъшуқанинг чин ҳусн-латофатини, тенги йўқ гўзаллигини жозибали мисралар орқали таъриф-тавсиф қилар экан, бу гўзалликка эришиш учун йўл - инсоннинг маънавий ва маърифий баркамоллигидир дейди. Чунки ташқи чирой инсон латофатининг бир томонигинадир. Инсон ҳар жиҳатдан гўзалликка, - яъни ички-ахлоқий гўзалликка эга бўлиши, яъни нафсни жиловлаши керак. Ана шу тасаввуфий тамойилга амал қилган Фақирӣ энг олийжаноб инсоний фазилатларни гўзаллик тушунчасига киритади ва “севгили ёр”нинг гўзалликлари тасвирида унинг шу фазилатларига алоҳида урғу беради.

¹ Фақирӣ.Девон,396-саҳифа

² Навоий.Хамса, 275-бет

³ Фақирӣ.Девон,158 а-саҳифа

Тасаввуф адабиётидаги тамойилга мувофиқ, маъшукани яъни Аллоҳни ҳам гўзаллик, ҳам маънавий баркамоллик тимсоли сифатида васф этади:

Жамоли жумлани вобаста қилгон дилраболар кўп,
Аларни ҳеч бирини сандин аъло кўрмадук асло⁴.

Шоир маъшукани гоҳ ҳусн аҳлининг “султон”ига, гоҳ инсонлар ичида энг гўзал саналган “Юсуфи Канъон”га, гоҳ “пари”, гоҳ “хур”, гоҳ “куёш”га нисбат беради.

Фақирий кўп қиррали истеъдод эгаси бўлиб, у шоир, хаттот, насрда ҳам яхшигина қобилият соҳиби булган санъаткордир. Фақирий икки асрни, ижтимоий-сиёсий жиҳатдан фарқ қилган икки хил тузумни кўриб баркамол асарлар ёзишга муяссар бўлган шоирдир.

«Дафтари ашъор ул-жадида» («Янги шеърлар дафтари»)да эса Фақирийнинг 1916-1924 йилларда ёзган шеърлари мавжуд. «Айрилғали», «Ўзингсан», «Бўлмағай», «Ўзгача», «Аё дилбар», «Кўргач», «Суратинг» радибли ғазалларида самимий муҳаббат, ошиқ изтироблари маҳорат билан тасвирланган. Шеърларининг кўпи реал, ҳаётий таассуротлар асосида ёзилган. Сўнги йилларда ёзилган бир туркум шеърлари «Юғурумия» тўпламига киритилган(1923). «Девон»нинг шоир қўли билан кўчирилган нусхаси Ўзбекистон Фанлар академияси Шарқшунослик институтида №7693 рақамли инвентарь остида сақланади.

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⁴ Фақирий.Девон,24а-бет

Socio-philosophical and theoretical analysis of the category of tolerance

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Abstract:

This article focuses on the content of the origin of the concept of tolerance.

Keywords: Tolerance, philosophical-political, term, tolerance, Mahatma Gandhi.

In the conditions of globalization, the provision of international cooperation is gaining urgent importance as a factor of maintaining peace in the world, forming feelings of tolerance, solidarity, kindness in the minds of our youth, and achieving that they follow these universal human qualities in their activities.

Natural and social problems of the 21st century, some negative consequences of man-made development are creating certain alienation and individualization in people. Prevention of this alienation requires the unity of the intellectual elite of the world based on tolerance and exchange of ideas in order to preserve and protect the humanity of mankind.

In today's rapidly changing and modernizing world, the place and role of the factor of tolerance based on mutual kindness, trust and sympathy is extremely important. Tolerance is a complex phenomenon that means readiness to accept each specific person, his opinion, point of view, any other culture, worldview, belief as they are. It also shows the desire for dissimilar people to live together in harmony.

Tolerance (Latin tolerance – compromise, tolerance, acceptance) is a custom of others-Philosophical, meaning tolerance of customs, lifestyles, values, and worldviews-is a political term[1,576] In the current process of globalization, the concept of tolerance is social in society-It serves as an important basis for ensuring political stability. Because tolerance is a diverse and pluralistic phenomenon, it has many forms of manifestations that are dialectically related to each other. Including tolerance, patience, peace-loving, tolerance, friendship, solidarity, mutual trust, unity of people-respect for one another (regardless of nationality, language, religious belief, cultural values, social origin and region of residence), understanding, knowing and striving for understanding, and other such moral qualities play an important role in the development of society's culture.

The concept of "Tolerance" was explained as follows in the 2001 textbook entitled "The Idea of National Independence: Basic Concepts and Principles". "TOLERANCE (lat. tolerantia - patience), tolerance - being tolerant of the way of life, behavior, habits, feelings, opinions, ideas and beliefs of others . Tolerance is very important in today's world. Globalization and further mobilization of the economy, rapid development of communications, integration and interdependence, large-scale migration and displacement of people and other societies increase the importance of the principle of tolerance. The principle of tolerance means the rejection of fanaticism, absolutization of truth and confirms the rules established in international legal documents in the field of human rights. According to this principle, everyone is free to practice their own beliefs, and everyone should recognize that others have this right as well. One person's views cannot be forced upon others. Individuals, groups and countries should show tolerance. In order to fully support tolerance, UNESCO adopted the "Declaration of Principles of Tolerance"

(November 16, 1995). The attitude of tolerance towards the characteristics of different peoples, nationalities and religions in the society can be seen in the example of Uzbekistan. In our country, the principle of cooperation between different categories of people, political forces and parties, interethnic harmony, interreligious tolerance is one of the most important factors of social development. Representatives of more than 130 nationalities and peoples live in Uzbekistan. There have been no national disputes between them for centuries, and this shows the age-old tolerance of our people. The fact that representatives of more than 10 religious denominations live together in our country is a clear example of interreligious tolerance". [2,38]

In many cultures, the concept of "tolerance" is synonymous with the word "patience". For example, the terms tolerance in English, tolerance in French, and tolerance in German mean patience, tolerance, compromise. In the process of historical and cultural development and the development of philosophical thought, the category of "tolerance", that is, "patience", "benevolence", "compromise" has undergone some changes. This is a natural phenomenon, and the social development of the society itself leads to the modification of relations between people and various ideas.

It is also possible to find different meanings of this phenomenon in explanatory dictionaries of the Russian language. But in them, the meanings of "patience towards other people's thoughts, beliefs, actions, benevolence towards something or someone, tolerance" [3,14] gain priority.

The harmony of relations presupposes, first of all, mutual respect of subjects. The American Heritage Dictionary refers to this phenomenon as "tolerance—it is defined as the ability to recognize or actually recognize and respect the beliefs and behavior of others.[4] Maltese researcher Kenneth Wayne, in his article "Education and Tolerance", points out that the definition of tolerance given in this dictionary is also incomplete. Because, according to the author: "Tolerance is not only the ability to recognize or actually recognize and respect the beliefs and behavior of others, but also the recognition and respect of "other" people who are different from us. is to do. "Others" should be recognized both as individuals and as representatives of the ethnic groups to which these "others" belong. is an urgent issue for countries.

Also, tolerance includes philosophical and religious factors as well as socio-political factors. In this process, the category of "political tolerance" is of particular importance. It is considered that "Political tolerance is a necessary requirement for mutual relations of all active members of the society, who have realized the need for civilized relations, regulating both intra-state and inter-state relations" [6,42].

Tolerance as a socio-political phenomenon that appeared in ancient times, opened the world to the institution of citizenship and the system of relations related to it, and strengthened values such as freedom, equality, respect for man and his personality. The ancient Romans raised these concepts to the level of law, their official doctrine and diplomacy early adopted the full benefits of toleration and made it one of the main norms within civil international law.[7, 176]

The need to resist religious persecution enriched the "tolerance" factor with its own content. Tolerance, first of all, should protect people from any oppression and violence, with equal rights with people belonging to "other" religions. In fact, the origins of religious tolerance go back to the period of religious conflict in Europe, when the relationship between religious and secular authorities was often accompanied by serious conflicts. The spread of religious ideas mainly caused conflicts with the existing ideas in society.

Although the problem of tolerance was initially associated with religious intolerance, the principles of tolerance are very important to many religions. For example, under the influence of Christianity, which sought to practically control all spheres of social life, the tendency to religious

persecution began to decline in the early Middle Ages. Most representatives of Christianity condemned religious intolerance. In the religious books, the fourth commandment of God is to love others as you love yourself and calls not to break it.

Ancient religious books called people to be tolerant while living in society. Even 2.5 thousand years ago, the teachings of Buddhism and Jainism, which were widespread in India, preached tolerance and compromise. In the Tattvarthasutra of Jainism, it is recognized that: "Support all living beings, rejoice in goodness, have compassion for suffering and be benevolent", [8, 162-163].

Mahatma Gandhi's idea of non-violent resistance to evil is based on the ancient Indian theory of 'Ahimsa', according to which violence begets more violence. The results of M.Gandhi's efforts were met with success, and the foundation of the "satyagraha" people's movement, which included the fight against injustice in the form of civility, disobedience and non-violent cooperation, was laid. He managed to win people's sympathy in the example of passive rebellion. When the movement became mass, repression was weak (prisons would not be enough) and the authorities were often forced to make promises - repealing unjust laws or paying peasants a fair wage for their hard work, and so on. M. Gandhi believes that "the fastest way to achieve justice is to be fair to the opposite party".[9] He applied this principle to India's relations with the British government, and he insisted on hating the British system, not the British.

In another religious and philosophical doctrine - Confucianism, the principles of tolerance are manifested in the form of compassion and tolerant attitude towards people. The ancient Chinese philosopher Mentzi states in his writings: "Respect your elders, and do the same to other elderly people. Love your children, extend this love to strangers, and it will be easy to rule under Heaven. Therefore, when they show mercy, it is enough to protect everyone within the four seas. If mercy is not shown, even wife and children cannot be protected".[10]

Today, scientists say that two stages of the formation of tolerance culture can be distinguished in the world. The first stage covers a very broad historical stage from ancient times to the Renaissance. The second stage begins with the Enlightenment and is explained by the spread of modern models related to the genesis of liberal thought in various forms, the concept of human rights and freedoms, the development of constitutionalism, the principles of pluralistic democracy and cultures of peace, tolerance and multiculturalism. .

Despite the special importance of the second stage, it is necessary to analyze the process of the formation of the culture of tolerance more deeply and from a historical point of view.

The spiritual and ideological foundations of the culture of tolerance are primarily related to the works and researches of ancient Greek and Roman thinkers. For example, we should mention Democritus (460-370 BC), who had a great influence on the formation of the ideas of tolerance in the modern sense among the authors of antiquity and believed that all the evil intentions of the world originate from ignorance. As a result, overcoming evil can only be achieved by acquiring knowledge that leads to a happy state. According to him, knowledge should also help to overcome the illusions of the power of the gods and their submission to natural phenomena such as thunder[11,247]. Thus, Democritus opposes the sacred perception of the world, which reflects values that are devoid of good moods and passions, comparable to knowledge and tolerance.

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Этнокультурные условия возникновения и развития согдийской письменности**Нуридинов Турдали Камбарович**

заведующий кафедрой история (PhD)

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Аннотация. В статье рассматривается обзор эпохи древнетюркских памятников с точки зрения возникновения первых видов письма с момента зарождения тюркского (руноподобного) письма вплоть до принятия арабской графики. Рассматривается влияние этнокультурных и этноконфессиональных условий на возникновение и развитие согдийской письменности.

Ключевые слова: тюркская письменность, согдийская письменность, Сюань Цзан, Б.Г.Гафуров, Набидждона Рахимов, Н. Симс-Вильямсом.

Обсуждение. При описании письменности тюркских народов древности особо следует учитывать их этноконфессиональные особенности, которые во многом были основными причинами развития письменной культуры по тому или иному пути. В связи с этим следует упомянуть об истории тюркской государственности, которая может пролить свет в том числе и на возникновение и становление того или иного вида письма тюрков и, соответственно, уйгуров. Согдийское письмо является непосредственным предшественником уйгурского письма, к которому, в свою очередь восходит монгольское письмо, по-прежнему применяемое монголами, проживающими во Внутренней Монголии (автономия Китая), и, в конечном итоге, маньчжурское письмо. Как известно, впервые памятники согдийской письменности были найдены не в Согде, а на территории Восточного Туркестана, на территории согдийских колоний. Они были написаны сирийским, манихейским и собственно согдийским алфавитом (3, 8, 9). Согдийская письменность была курсивным письмом арамейского происхождения. Китайский путешественник Сюань Цзан сообщает, что в алфавите согдийцев было более 20 знаков. Это подтвердили и археологические находки: так, при раскопках цитадели древнего Пенджикента был найден большой фрагмент керамики с полным согдийским алфавитом (2, 354). В алфавите было 23 буквы, но фактически употреблялись 18-19 знаков. Наряду с буквами использовались идеограммы для передачи некоторых слов. Черепки с писцовыми упражнениями на согдийском языке найдены и при раскопках Мерва. Содержание некоторых памятников согдийской литературы приведены в работе Б.Г.Гафурова "Таджики".

Согдийское письмо возникло как ответвление арамейского для записи согдийского языка (языка из иранской семьи, близкого пехлеви). Он был распространен в окрестностях древнего Самарканда, в 3-10 веках н.э. Как и во многих других алфавитах, которые произошли от арамейского, в согдийском три вида начертания букв, в зависимости от их положения в начале, конце или середине слова.

Модификацией согдийского является староуйгурское письмо, заимствованное монголами и породившее ряд вариантов, включая старомонгольскую и маньчжурскую письменности[7.12-16].

Ранние согдийские тексты (Куль-Тюбе, надписи, «Старые Письма») записаны

шрифтом, близким к арамейскому прототипу, направление письма — справа налево. Однако письменность более позднего, «классического» времени подверглась серьезным изменениям: распространилось и стало обязательным курсивное, то есть, слитное написание букв внутри слова, и строка была повернута на 90 градусов против часовой стрелки, то есть тексты писались сверху вниз. В этом изменении исследователи традиционно видят китайское влияние, несмотря на расположение строк и страниц слева направо; в академической традиции эти тексты принято разбирать, расположив строки горизонтально[8].

По мнению доктора исторических наук, профессора Худжандского государственного университета Набиджона Рахимова, принадлежность писем к согдийской письменной культуре сомнений не вызывает. Однако ученые-согдологи до сих пор спорят о каждом предложении в этих письмах и их точной датировке. Появились и некоторые спорные моменты в связи с новым, уточненным переводом, осуществленным современным британским ученым Н. Симс-Вильямсом[9. 46-50]. Но, бесспорно, «старые согдийские письма», хранящиеся в Британском музее, остаются важнейшим письменным источником для изучения согдийских колоний на трассах Великого Шелкового пути. Согдийские письма, авторами которых были выходцы из Самарканда, свидетельствуют, что в этот период торговля и почтовая связь между Согдом и Китаем были довольно интенсивными. Например, в письме, которое вошло в науку под названием «Отчет Нанайвандака», дается подробный отчет о жизни в согдийской колонии, трудностях и лишениях колонистов из-за нашествия кочевников-гуннов, о трагической участи согдийцев, умерших от голода и т.п.[10. 218-224]. Письмо это написал согдиец Нанайвандак (в переводе как «раб Наны», Нана – имя богини плодородия в Бактрии) и адресовал некоему главе купцов в Самарканде Нанайдвару[11. 152-159]. В письме согдиец сообщает о том, что он нанял несколько ткачей для выполнения заказов в городах Джиквуан и Вювей. Упоминаются некоторые виды товаров – шерстяные и полотняные ткани и мускус. Агент сообщает своему боссу в Самарканде, что он отправил в Дуньхуан 32 весикла мускуса (весикл – мера веса, примерно 8 кг). Мускус, пропущенный через железы кабарги, использовался как ароматическое и укрепляющее вещество. Согдийцы первыми стали систематически располагать буквы в словах вертикально. Оказало влияние на уйгурское, монгольское и маньчжурское письмена[11. 9-12].

Именно в Согде получило особое распространение манихейство (модификация зороастризма). Согдийская письменность использовалась для записи религиозных (буддистских, манихейских, несторианских и зороастрийских), а также для тюркских памятников, светских текстов – писем, законодательных актов, надписей на монетах и т.д. В 20 в. на горе Муг близ Пенджикента был обнаружен «Мугский архив»[13].

С 7 в. официальным языком восточной церкви Мани становится согдийский язык, распространившийся в согдийских колониях китайского Туркестана. С 10 в. Центром манихейства становится столица Согда Самарканд (Мараканда), тогда как ранее долгое время ею был Вавилон[14].

В то же время, старые согдийские документы, хранящиеся в Британском музее, неоднократно привлекали к себе внимание исследователей. Это было связано с тем, что ряд вопросов по нахождению и содержанию текста оставался спорным. Например, рабочие не указали точный уровень разрушенной сторожевой башни, на котором найдены письма. Но большинство учёных склоняются к мнению, что письма датируются

313 или 314 годами н.э. В письмах содержится очень важный исторический материал: сведения по этническому составу городов и торговых факторий, имена конкретных людей, исторические события и события частной жизни. Так как три письма носят коммерческий характер, то здесь имеются интересные данные о торговых операциях, способах торговли и товарах - шелке, специях, драгоценностях и т.п.(4; 5, 36-42). Даже есть сведения о 100 знатных согдийцах, выходцах из Самарканда, которые в этот период проживали в Дуньхуане. В согдийских письмах часто упоминается шёлк, но без указаний количества. По предположению исследователей, это могли быть небольшие партии, главным образом от 1,5 кг до 40 кг.(10, 100). И такое количество груза могли провозить несколько лошадей или верблюдов[15. 195-199].

Заключение. Таким образом, согласно текстам «старых согдийских писем», уже в начале IV в. н.э. согдийские колонии существовали в Луянге, Чаньане, Ланджоу, Вювее, Джикунане и Дуньхуане. Согдийцы - жители этих торговых факторий, играли ведущую роль в международной торговле на трассах Великого шёлкового пути[16]. Старые согдийские письма важны тем, что это единственный источник по торговле на Шёлковом пути, написанный самими торговцами, а не таможенными или налоговыми чиновниками. Содержание писем подтверждают мнение А.М.Беленицкого о том, что появление в различных пунктах купеческих факторий сопровождалось основанием целых общин, влияние которых не ограничивалось одной торговлей, но распространялось и на культуру, и на религию. Более тщательный анализ содержания «старых согдийских писем» позволит получить новые материалы по истории согдийских колоний и Великого шёлкового пути.

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**BOSHLANG'ICH SINIF O'QUVCHILARI BILAN MATN USTIDA ISHLASHNI
TAKOMILLASHTIRISH**

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ANNOTATSIYA

Mazkur maqoladan boshlang'ich sinf o'quvchilari darslarda matn tuzish ko'nikmalarini shakllantirishi, boshlang'ich sinf o'qituvchilari esa darslarda foydalanishi mumkun.

АННОТАЦИЯ

Из этой статьи первоначальная из начальных учеников классе может использовать действия по подготовке текста на уроках и учителей – учителей класса для начинающих.

ANNOTATION

This article can be used by primary school students to develop writing skills in the classroom, and primary school teachers can use it in the classroom.

KALIT SO'ZLAR

Kompetensiya, asr tahlili, faoliyat, analiz, tanlab o'qish, ongli o'zlashtirish, oddiylikdan murakkablikka, voqealar rivoji, sarlavha, usul.

КЛЮЧЕВЫЕ СЛОВА

Компетентность, вековой анализ, активность, анализ, выборочное чтение, осознанное усвоение, от простоты к сложности, развитие событий, название, метод.

KEY WORDS

Competence, century analysis, activity, analysis, selective reading, conscious acquisition, from simplicity to complexity, development of events, title, method.

Barchamizga ma'lumki inson boshqa jonzotlardan ustunligiga sabab uning ongliligi, aqli, ilmi, tafakkuri va nutqidir. Biroq inson o'z vazifalarini bekamu- ko'st bajarishi uchun yetarlicha bilimga ega bo'lmog'i lozim. Bunda esa oila, maktabgacha ta'lim muassasalari va maktablarning o'rni beqiyosdir. Keling shular orasidan kichik maktab yoshidagi o'quvchilarni savodxonligi, mantiqiy fikrlay olishi, matn tuzishi kabi mashg'ulotlarni qay darajada egallashi bilan tanishib chiqaylik. Boshlang'ich sinf o'quvchilarining 1-4-sinflarda egallagan bilimlari butun umri davomida olgan bilimlarga poydevor hisoblanadi. So'zimiz isboti sifatida "Yoshlikda olingan bilim, toshga o'yilgan naqshdir" deb aytilgan maqolni eslab o'tsak.

Boshlang'ich sinf o'quvchilarida matn ustida ishlash badiiy asarni tahlil qila olish bilan uzviy bog'liq. Darslik kitoblar yoki kichik yoshdagi bolalar uchun mahsus gazeta va jurnallarda berilgan badiiy asarlarni tahlil qilishda o'qituvchidan alohida yondashuv va mahorat talab qilinadi.

Badiiy asarni tahlil qilish kompetensiyasi:

- matndagi so'z va gaplarni ma'nolarini tushuna oladi
- asar mazmunidan ta'sirlana oladi
- xalq og'zaki ijodi (ertak, topishmoq, maqol, masal, tez aytishni) farqlay oladi
- asar qahramonlariga munosabat bildira oladi
- o'qilgan asar mazmuniga doir savol va topshiriqlarga javob bera oladi
- mustaqil o'qish uchun tavsiya etilgan asarlarda tasvirlangan voqea-hodisalar mazmunini tushunib, qayta hikoya qila oladi

Yuqoridagi bosqichlarni o'quvchi to'la o'zlashtira olganida dars samaradorligi oshadi, o'quvchilarni aqli va tafakkuri rivojlanadi.

O'qish faoliyatida o'qituvchi badiiy asar ustida ishlash jarayonining quyidagi masalalarini hal qilishi muhimdir. Bular asar ustida ishlashning maqsad va mazmunini aniqlab olishdan boshlanadi. Sinfda o'quvchilarning ruhiy holati, sinf o'quvchilari orasidagi holat va vaziyatlardan kelib chiqqan holatda asar ustida ishlashning mazmuni belgilanadi. Keyingi vazifa asarni tahlil qilish uchun dars bosqichlarini belgilab olish vazifasidir. Bu vazifa o'qituvchining dars jarayoniga metodik tayyorgarligi, dars jarayonini qanday metodlar asosida tashkil etishi va boshqarishiga bog'liq bo'ladi. Bunda o'qituvchi badiiy asar ustida ishlashda quyidagi o'qish turidan foydalaniladi.

Tanlab o'qish. Bunda o'quvchi matnning berilgan vazifaga mos qismini o'qiydi. Vazifa asarning mazmunini oydinlashtirish, sabab - natija bog'lanishini belgilash, badiiy xususiyatini ochish, o'qilgan matnga o'z shaxsiy munosabatini ifodalashdan iborat bo'lishi mumkin. Masalan, 4 - sinfda "Oltin kuz" matnidan "Tabiatdagi o'zgarishlar berilgan qismlarni topib o'qing", "Baqa va taqa" ertagidagi "Taqachining nasihati berilgan joyni topib o'qing" kabi.

Tanlab oqish matn ustida ishlashning eng samarali usulidir. Tanlab o'qishdan matn ustida ishlashning barcha bosqichlarida turli xil qiyinchilikda, murakkablikda foydalaniladi. U o'quvchilarda yaxshi o'qish sifatlarini o'stirish bilan birga ularning ijodiy tasavvuri, nutqi va zehni o'stirishga yordam beradi.

Eng oddiy tanlab o'qish asar mazmunini yuzasidan bo'ladi. Masalan, 4- sinfda "Toshkentnoma" (M.Shayxzoda) asari yuzasidan tanlab o'qish uchun quyidagi topshiriqlar beriladi:

-She'rdan o'zbek xalqining mehmondo'stligi tasvirlangan o'rinni topib o'qing.

- Yoz faslining zo'rliqi tasvirlangan o'rinni topib o'qing.

"Dehqonbobo va o'n uch bolakay qissasi" (A.Oripov) asari matni yuzasidan quyidagi topshiriq beriladi:

- Matndan Dehqonboboning Vatan haqidagi gaplarini topib o'qing.

Tanlab o'qishning yana ham murakkabroq turlari matndan sabab-natija munosabati bilan bog'langan faktlarni taqqoslashni, umumlashtirishni talab qiladigan o'rinlarini topib o'qish hisoblanadi. Masalan, "Xarita" hikoyasi (Normurod Norqobilov) yuzasidan topshiriqlar:

- Sinf rahbari Rasulni nima uchun Samadga biriktirib qo'ydi? Shu o'rinni topib o'qing.

-Samadning Rasuldan arazlash sababi ifodalangan o'rinni topib o'qing.[1]

Bunda o'quvchi biror qatnashuvchi shaxs o'zini qanday tutishini, nima uchun u shunday tutishini tasdiqlash uchun matndan material tanlab o'qiladi.

Matnni tasvirlash. Matnni 2 xil tasvirlash mumkin: 1) so'z bilan tasvirlash; 2) grafik tasvirlash.

So'z bilan tasvirlash o'ziga xos murakkab ish turi bo'lib, unda manzarani so'z yordamida aniq qayta tiklash talab etiladi. Bunda so'zlarni aniq tanlashga e'tibor qaratiladi. Turli tabiat manzaralarini, qatnashuvchi kishilarning tashqi ko'rinishini, voqea sodir bo'lgan joylarni tasvirlash topshiriq qilib berilishi mumkin.

Matnni so'z bilan tasvirlashga o'rgatishni darslikda berilgan rasmni matndagi shu rasmga mos qism bilan taqqoslab tasvirlashdan boshlash kerak.

So'z bilan tasvirlash bosqichma-bosqich, maxsus tayyorgarlikdan so'ng amalga oshiriladi:

1. Matndan manzara, vaziyat yoki qahramonlarning tashqi ko'rinishi tasvirlangan o'rinlar aniqlanadi.

2. Nisbiy tugallangan o'rinlar ajratiladi.

3. Tasvirlashga leksik-uslubiy tayyorgarlik ko'riladi, ya'ni yozuvchi, shoir qo'llagan lug'aviy birliklarga o'quvchilar diqqati tortiladi va ular tahlil qilinadi. Tasvirlashda so'zni aniq tanlashga yordam beradi.

4. Soʻz bilan tasvirlashga oʻrgatishning dastlabki paytida doskaga foydalaniladigan soʻzlar yozib qoʻyilishi zarur. Soʻz bilan tasvirlash qayta hikoyalashga aylanibmasligi lozim.

Grafik tasvirlash koʻproq uyda bajariladi. Buning uchun oʻquvchilar tasvirlanadigan matn qismini ajratadilar, uni diqqat bilan oʻqib chiqadilar, mazmunini oʻzlashtiradilar va unga mos rasm chizadilar. Bunda oʻquvchilar bilan qanday ranglardan foydalanish, ranglar ifodalaydigan maʼnolar boʻyicha suhbat oʻtkaziladi. Rasmlar koʻrgazmasi tashkil etiladi. Har bir rasm muallifi oʻzi chizgan rang tasvirini izohlab beradi. Kompyuterlashtirilgan sinflarlarda grafik tasvirlashni oʻquvchilar maktabda bajarishi mumkin. Bunda oʻquvchilarning ijodiy yondashuvlariga imkon beriladi.

Oʻquvchilar asar voqealari rivojini seriyali rasmlar asosida muayyan izchillikda tasvirlashlari ham, har bir rasm seriyasi ostida shu qismda ifoda etilgan muhim fikrlarni yozib qoʻyishlari ham mumkin. Bular asar matnini toʻliq, qayta hikoyalash, shuningdek, oʻqilgan hikoya, maqolaning rejasini tuzish, matn mazmunini, uning tasviriy vositalarini bilib olishga yordam beradi.

Asar rejasini tuzish. Reja matn mazmunini ongli va chuqur tushunishda, asosiy fikrni ajratishda, voqealarning izchilligini belgilashda, matn qismlarining oʻzaro bogʻlanishini tushunishda oʻquvchilarga yordam beradi. Reja ustida ishlash oʻquvchilar nutqi va tafakkurini oʻstiradi. Ular matn mazmunan tugallangan qismlarga boʻlishga va har bir qismning asosini topishga ularga qisqa va aniq sarlavha topishga, uni reja qismi sifatida shakllantirishga oʻrganadilar.

Reja tuzishga tayyorgarlik ishlari savod oʻrgatish davridayoq boshlanadi. Tayyorgarlik mashqining eng oddiy turi berilgan sarlavhalardan kichik matn mazmuniga mosini topib qoʻyish hisoblanadi. Bunday mashqqa oʻrgatishda oʻqituvchi sarlavha asosiy fikrni ifodalashini taʼkidlaydi, bolalar topgan sarlavhani tahlil qilib, u yoki bu sarlavha nima uchun mos yoki mos emasligini tushuntiradi. Reja tuzishga tayyorgarlik ishining 2-turi oʻqituvchi rahbarligida tanlab oʻqish hisoblanadi, bolalar matndan oʻqituvchi bergan savolga javob boʻladigan oʻrinni topib oʻqiydilar.

Reja tuzish «oddiydan murakkabga» tamoyili asosida asta-sekin murakkablashtirilib, muayyan izchillikda oʻtkazib boriladi. Oʻquvchilar 1-sinfda oʻqilgan kichik matnga oʻqituvchi rahbarligida soʻroq gap tarzida sarlavha tanlashlari, 2-sinfda kichik maqolaning rejasini oʻqituvchi rahbarligida soʻroq yoki darak gap tarzida tuzishlari, 3-sinfda oʻqilgan matn rejasini jamoa boʻlib tuzishlari, 4-sinfda mustaqil reja tuza olishlari kerak.

Rejaning eng oddiy shakli rasmi reja hisoblanadi. Buning uchun avval bolalar kitobda berilgan rasmlardan matn qismiga mosini tanlashga va uni nomlashga oʻrgatiladi, keyin matn qismiga tayyor rasm berilmaydi, uni bolalarning oʻzlari soʻz bilan tasvirlaydilar. Hikoya oʻqiladi va qismlari boʻyicha tahlil qilinadi, soʻng oʻquvchilar matnning 1-qismini oʻqiydilar, oʻqituvchi ulardan qanday rasm chizish mumkinligini soʻraydi. qolgan qismlari ustida ham ishlar shu tarzda ishlanadi. Oʻquvchilar chizgan rasmlariga nom (sarlavha) qoʻyadilar. Ular qoʻygan nom sarlavha doskaga reja qismi tarzida yozib beriladi.

Oʻquvchilar rasmi reja tuzishdan logik reja tuzishga oʻtadilar, logik reja tuzish quyidagi izchillikda oʻrgatiladi:

1. Oʻqituvchi qismlarga boʻlingan matnga tanlab reja tuzadi va matn rejasining oʻrnini almashtirib, sarlavha tarzida xattaxtaning chap tomoniga yozib qoʻyadi. Oʻquvchilar matnning 1-qismini oʻqiydilar, shu qism mazmuniga mos sarlavhani topadilar, uni oʻqituvchi xattaxtaning oʻng tomoniga yozadi. Ana shu tarzda xattaxtada oʻqilgan matnning rejasini hosil boʻladi.

2. Matn qismlarini tahlil qilish jarayonida o'quvchilar o'qituvchi rahbarligida har bir qismdagi asosiy g'oyani aniqlaydilar va unga sarlavha topadilar, o'qituvchi sarlavhalarni reja tarzida xattaxtaga yozib boradi.

3. Qismlarga bo'linmagan matn tanlanadi, sarlavhalar matn rejasi tartibida doskaga yoziladi. O'quvchilarga berilgan sarlavhalardan foydalanib, matnni qismlarga bo'lish topshiriladi. Ular matnni o'qishadi va sarlavhalarga tegishli qismni ajratadilar.

4. Qismlarga bo'linmagan matn tanlanadi, sarlavhalar aralash tarzda xattaxtaga yoziladi. O'quvchilarga yuqoridagiday qismlarga bo'lish topshiriladi. O'quvchilar matnni o'qib, nisbiy tugallangan qismni ajratadilar va unga mos sarlavhani xattaxtadan tanlaydilar. Ish shu tarzda davom ettirilib, matn rejasi tuziladi.

Boshlang'ich sinflarda muammoli tahlil usulidan ham foydalanish mumkin. Masalan, «Bobur va Humoyun» hikoyasini o'rganishda o'quvchilarga «Boburning aytgan gaplari o'rinlimi?», «Hikoyadagiday holat sodir bo'lishi mumkinmi?» kabi muammoli savollar berish o'rinli bo'ladi. O'quvchilar asarni ichda o'qiydilar, jamoa bo'lib fikr almashadilar, bahslashadilar. Bahs davomida o'quvchilar ma'naviy olamida ham, aqliy dunyosida ham muayyan o'zgarishlar, rivojlanishlar sodir bo'ladi. Asar tahlilida qo'llanadigan tanlab o'qish, unga munosabat bildirish, munosabatlarning turli xilda bo'lishi ham munozarani keltirib chiqaradi. Munozarali o'rin muammoni yuzaga keltiradi. Endi o'quv jarayoni oldida muammoni to'g'ri hal etish vazifasi turadi.

Shunday qilib, boshlang'ich sinflarda ham badiiy asar matnini tahlil qilishda, umuman, badiiy asarlarni o'rganishda o'quvchi shaxsiga kuchli ta'sir qiluvchi, ularning saviyasiga mos, bilimlarning o'zlashtirilishini ta'minlovchi metod va usullardan, tahlil turlaridan foydalanish mumkin.

Xulosa qilib aytadigan bo'lsak boshlang'ich sinf o'quvchilari matn ustida ishlash asosan muloqat orqali erishiladi. Xususan shaxsning tez rivojlanadigan davri – o'quvchilik yillarida uning ongiga turli faoliyat, yani o'qish, o'yin, badiiy havaskorlik yordami bilan ta'sir etish muhimdir. O'qish darsliklarida berilgan matnlarni qismlarga ajrata olishi va ularga reja tuza olishi uchun o'quvchilarda bilim, ko'nikma va malakalarini shakllantirmog'i lozim. Bunda o'qituvchi matnni tasvirlashga alohida e'tibor beriladi. O'zbek maktablarida taniqli metodis olimlar T.G.Ramzaeva, M.S. Vasileva, V.G.Goreskiy, K.T. Golenkina, L.A.Gorbushina, M.I. Omorokova, E.A. Nikitina, N.S.Rojdestvenskiylar ishlab bergan takomillashgan sinfda o'qish metodikasidan ijodiy foydalanilmoqda. Ular yaratgan metodik qo'llanmalardan esa bugungi kunda boshlang'ich sinf o'qish darslarida samarali foydalanilmoqda.

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Annotation: Varicocele is one of the most common problems in modern reproductive medicine. The incidence of varicocele in the structure of the general male population is 15%, 40% of which have problems with fertility. Among the causes of male infertility, varicocele ranks second after idiopathic, thus being the most common curable cause of male infertility. While researching the pathophysiological mechanisms of infertility in varicocele, the question of the reasons for the varicocele relapses, both after surgical and endovascular methods of treatment remains open, as well as the tactics of managing such patients. The review aimed to systematize knowledge about the problem of recurrent varicocele, to analyze the frequency and etiology of relapses after various methods of primary treatment, as well as to select the optimal diagnostic and treatment option for varicocele recurrence.

Keywords: review; varicocele; varicocelectomy; recurrent varicocele; male infertility

Varicocele is one of the most common problems in modern reproductology. The occurrence of varicocele in the general male population is 15%, of which 40% experience problems with fertility [1]. Among the causes of male infertility, varicocele ranks second after idiopathic, thus being the most common curable cause of male infertility. Along with the study of the pathophysiological mechanisms of infertility with varicocele, the question of the reasons for the recurrence of varicocele both after surgical and endovascular treatment methods, as well as the tactics of managing such patients, remains open. Recurrence rates vary widely and may depend on the population studied, indication for primary intervention, grade of initial varicocele, treatment modality, surgeon experience, criteria for defining recurrence (clinical/subclinical), and follow-up period [1].

Relapse rates with different treatment options

Retroperitoneal high Palomo ligation has an average recurrence rate of 15% (7 - 35%), while after laparoscopic surgery this figure is 4.3% (2.2 - 7) .1%). After macroscopic surgery with inguinal or subinguinal approaches, the recurrence rate remains quite high 2.63% (0 - 37%), and the use of microsurgical techniques gives a statistically significant reduction to 1.05% (0 – 3.57%). Unfortunately, X-ray endovascular methods do not reduce the rate of relapse (from 2 to 25% after embolization of the testicular vein).

Considering these data, we can conclude that microsurgical inguinal or subinguinal varicocelectomy reveals a lower percentage of relapses, which depends on the ability to visualize and ligate all spermatic veins at high magnification.

Based on the results of intraoperative venography, the Wishany study states that venous drainage from the testicles is primarily mediated by the testicular vein, with the external genital vein, vas deferens vein, and cremasteric veins listed in decreasing order of importance [2]. There are also transscrotal collaterals and veins gubernaculum that drain blood into the internal iliac vein system through the venous plexus of the scrotum. These vessels are components of the testicular guide ligament (Guenther's ligament, Gubernaculum testis), which plays an important role in the descent of the testicle into the scrotum and is a homologue of the round ligaments of the ovary and uterus in women.

Preservation of venous outflow from the testicles after ligation of the testicular vein during varicocelectomy occurs due to collaterals. Variations in the structure of the testicular vein are detected quite often in pathological studies. The classic anatomical configuration occurs on the right in 78%, and on the left in 79% of patients [3].

Due to the presence of a large number of anatomical variations in the structure of the testicular vein system, two similar classifications of varicocele types were published by W. Bühren et al. and R.R. Murray et al., based on venography data.

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C M R T

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Хадисы начали собирать в середине 7-го века. Естественно, эти морально-правовые нормы были приняты в качестве наставлений Пророка Мухаммеда. Проще говоря, хадис представляет собой сборник рассказов о словах и делах пророка Мухаммеда, которые хадисы называют собирателей рассказчиками и литературными произведениями.

Аль-Худри, Абу Хурайра и другие, которые первыми написали хадисы Родственники, друзья, помощники и ученики Пророка (при его жизни) жили в Медине после его смерти. Хадисы хранили Умар и Али, а также Абдулла ибн Маъсуд, Абдулла ибн Умар, Абдулла ибн Аббас, Зайд ибн Сабит и его жена Айша. Позднее эту работу продолжили аль-Шаъби ибн Зубайр, его ученик аль-Зухри бин Мунаббих, Муса ибн Укба и многие другие. Хадис запоминается или пишется на пергаментной бумаге.

Хадис, опубликованный как первый сборник, представляет собой произведение Малика ибн Анаса в “Аль-Мувате”, в котором содержится 1700 достоверных хадисов. Второй сборник это ибн Ханбала, в нём был собран 3000 хадисов.

В IX веке были достигнуты большие успехи в изучении хадисов. Они создали 6 сборников известных хадисов в исламском мире. Большинство из этих знаменитых хадисоведов дети народов Центральной Азии: Имам Бухари (809-870), Абу Иса Термизи (824-892), Имам Муслим, Имам Насаи. Вот почему называются шесть великих хадисов: Сахих Бухари, Сахих Муслим, Сахихи Термизи, Сахихи Абу Дауд, Сахихи Насай, Сахихи ибн Моджжа. Имена наших предков в среде хадисоведов очень громко звонят.

Наш великий земляк Имам Бухари начал писать книги в возрасте 20 лет. Он написал около двадцати работ, таких как “Аль-Джами аль-Сахих” и “Аль-Адаб аль-Муфрад”. В мусульманском мире с двенадцатого века ведется работа по развитию общей нравственности, как нравственная черта честность, милостливость и чистота. Хадисы продолжают играть воспитательную роль молодого поколения в переходе независимого Узбекистана к строительству правового демократического общества.

В Аль-Джами аль-Сахихе, наряду с общими принципами исламской доктрины, важны образование, любовь, щедрость, открытость, уважение к родителям, женщинам и взрослым, доброта к сиротам и сострадание к бедным, подлинные человеческие качества и образцовые процедуры, такие как любовь, усердие и призыв к честности. Эта книга Имама Бухари также содержит важные моменты о том, что хорошо, а что плохо, а чего следует избегать.

“Хадис” имама Бухари, изданный в четырех томах в 1991–1996 годах и в четырех томах в 1997 году, был издан дважды на современном узбекском языке в «Главный редакции энциклопедий» и хадисы, которые решают проблемы, с которыми сталкиваются мусульмане.

Сборник хадисов имама Бухари «Аль-Джами ас-Сахих» является наиболее подлинной и наиболее полной из хадисов, чем собранных другими учеными исламского мира, в дополнение к хадисам пророка Мухаммеда, исламской юриспруденции, исламского ритуала, этики, образования и так далее. Есть также информация об истории и эпистемологии периода.

Имам Бухари в своей жизни собрал более 600 тысяч хадисов, из этих хадисов в нём выключил 8275 хадисов. Следует отметить, что хадисы основаны на следующих направлениях: «Муснад», «Сахих» и «Сунан».

1. Сборник, классифицируемые как «Муснад», объединяют различные хадисы и располагаются в алфавитном порядке ко времени спутников хадисов или в алфавитном порядке.

2. Направление «Сахих» было основано Имамом Бухари, в коллекциях которого написаны только аутентичные и заслуживающие доверия хадисы.

3. Суннитские коллекции также содержат «слабые» хадисы, как подлинные, так и заслуживающие доверия, например, коллекция хадисов Абу Дауда, Имам Муслим, Имама Термизи, ан-Насаи и Ибн Маджах.

Имам Бухари затрагивает веру, веру и рассказывает следующий хадис: «Вера должна быть в словах и действиях. Вера растёт и ослабевает». Он считает, что для того, чтобы быть совершенным, нужно иметь правильные убеждения, хорошие отношения с другими, усердно трудиться над собой и быть внимательным к молитве и послушанию.

В то же время Имам аль-Бухари ответил на вопрос о том, кто является мусульманином: «Тот, кто никому не причиняет вреда своей рукой, а своим языком - мусульманин», отвечая на вопрос: «Каковы лучшие в исламе?» Кто кормит голодных, приветствуют знакомым и незнакомым.

Аль-Бухари пишет о лицемерии: «У лицемера есть три признака. Если он говорит, он лжёт, а если он обещает, но нарушает. Если ему временно что-то дали он обязательно продаёт» (2; 554).

Хадис аль-Бухари говорит о том, что люди проявляют большую заботу о том, чтобы люди были добрыми, уважительными и помогали своим родителям и близким родственникам, а также сказано, что «человек завещал своим родителям быть послушными и добрыми!» (3; 77).

Книга имама Бухари «Аль-Адаб аль-Муфрад» очень уважает родительское уважение. Пророк спросил Мусавию ибн Хаййиду, о ком он будет делать добро. Он ответил: «Три раза: когда мать, мать, мать еще раз - отцу и близким родственникам» Ответ - нет. История гласит, что моральные ценности народов Востока четко отражены в этом хадисе.

Обычно дети в семье расходятся во мнениях относительно того, являются ли они сыновьями или дочерьми. Некоторые люди лучше относятся к своим дочерям, когда они прославляют мальчиков. Имам Бухари комментирует это так: «У кого есть три дочери, которые воспитывают и воспитывают их в своих руках, и относятся к ним доброжелательно? Он обязательно войдет в Рай» (4, 75).

Спорные, различные последствия межличностных отношений - это то, что вы делаете добро. Аль-Бухари отмечает: «Всякий, кто делает добро другим в финансовом отношении, должен возвращать ему добро. Если он не способен делать добро, он должен хвалить его напрасно, так как похвала идет к благодарности. Но когда он скрывает свою доброту, он не знает добра». если он хвастается, что у меня такой пол, считается, что у него два слоя одежды (то есть вдвое ложнее)» (4, 114).

Имам Бухари рассказал об идее хорошего человека и проиллюстрировал следующие качества: хорошие манеры, чистота пищи, честность и спокойствие. На самом деле негативные качества решительно осуждаются: лицемеру, никому не следует верить, «...оскорбляя людей худшими словами ...», «бродить среди друзей, пытаясь вызвать

невинность, разрушения и неприятности для невинных ...» , «Не признавать истину, правильное слово и считать других низшими ...».

Абу Иса ат-Термизи - один из величайших авторов хадисов.

Шедевры Имама Термизи также известны как «Аль-Джами аль-Сахих», «Аль-Джами аль-Кабир» («Великий сборник»), «Сахих ат-Термизи» и «Сунан ат-Термизи». Прежде всего, стоит отметить, что Ат-Термизи разделил свою работу на отдельные главы и, по возможности, после каждого хадиса он был убежден или нет.

В этой книге много хадисов по фикху, а также много хадисов по дисциплине, этике, интерпретации, хорошим манерам и добродетелям, которые не упомянуты ни в одном из произведений других авторов.

Книга содержит главы об омовении, молитве, закате, посте, хадже, похоронах, браке, кормлении грудью, торговле, суде, таване, убийстве животных, жертвоприношении, обете, доброте, свидетельстве, приветствии и нравах.

Великий ученый-хадис в Сахих Термизи уделял большое внимание вопросам морали и образования. " , " ... если они скрывают какие-либо проступки и лгут, купцы будут благословлены " , предлагая вам не предавать доверие и не предавать того, кто вас предал.

Сахих Имама Термизи также осуждает отрицательные качества, например, его хадис 1919 гласит: «Тот, кто не проявляет милосердия к маленьким и не проявляет уважения к старшим, не от нас» (т. е. не от мусульман) (5, 45). , В другом хадисе также сказано, что преднамеренное причинение вреда людям известно как «тот, кто преднамеренно причиняет вред верующему и кто его наносит» (5, 48).

В этой книге Абу Иса ат-Термизи о негативных событиях в жизни человека, агрессии, пошлости, злобности, искажении, агрессии, честности, доброте, терпении, смирении, кроткости, уважении, добро и добрые дела прославляются.

Таким образом, во-первых, после смерти Пророка хадисы были созданы для удовлетворения растущих потребностей верующих в контексте распространения ислама; Во-вторых, хадисы содержат исламские обычаи, правила и нормы, регулирующие деятельность мусульман; В-третьих, хадисы раскрывают многие аспекты человеческого поведения; В-четвертых, хадисы имеют как теоретическое, так и практическое значение для решения проблем современного подросткового и гармонично развитого поколения.

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Annotatsiya:

Ushbu maqola islom huqiqiga oid masalalarning fatvo borasida ishlatilgan terminlar tahliliga bag‘ishlangan bo‘lib, unda terminlarning semantik, leksik-morfologik jihatlarini tahlil qilingan. Fiqh manbalari asosida fatvolarda mavjud terminlarning shakllanishi va qo‘llanishiga doir lingvistik tahlillar, ularning leksikasidagi farqlar haqida ma‘lumotlar berib o‘tilgan.

Kalit so‘zlar: fatvo, sahih, ifto, hukm, asah, as-sahih.

Abstract:

This article is devoted to the analysis of the terms used in the fatwa of issues related to Islamic law, in which the semantic, lexical-morphological aspects of the terms are analyzed. Linguistic analyzes of the formation and use of terms in fatwas based on sources of jurisprudence, as well as valuable information about the differences in their lexicon, have been provided.

Key words: fatwa, sahih, ifta, hukm, asah, as-sahih.

Абстрактный:

Данная статья посвящена анализу терминов, используемых в фетвах по вопросам, связанным с исламским правом, в котором анализируются смысловые, лексико-морфологические аспекты терминов. Приведены лингвистические анализы образования и употребления терминов в фетвах на основе источников судебной практики, а также ценные сведения о различиях в их лексике.

Ключевые слова: фетва, сахих, ифта, хукм, асах, ас-сахих.

Ushbu maqolada biror fiqhiy masalada ikki xil rivoyat kelgan bo‘lib, ularning qaysi birini hukm sifatida olish kerakligini aniqlash uchun qo‘llangan termin, iboralar haqida so‘z boradi.

Fatvoni ifoda etadigan terminlar:

Avvalambor, “fatvo” so‘ziga to‘xtaladigan bo‘lsak;

الْفَتْوَى: الْجَوَابُ عَمَّا يَسْأَلُ مِنَ الْمَسَائِلِ الشَّرْعِيَّةِ أَوْ الْقَانُونِيَّةِ¹.

Shar‘iy masalalardan yoki qonuniylardan yuzaga kelgan mushkulliklarga javob berishga aytiladi. Ko‘pligi “فتاوى” dir.

وَالْفَتْوَى: تَبْيِيْنُ الْحُكْمِ الشَّرْعِيِّ عَنِ دَلِيلٍ لِمَنْ سَأَلَ عَنْهُ

Masala so‘rab kelganga biror dalildan hukmini yoritib berishdir². Aytish joizki, hanafiy ulamolari bunday iboralarni ko‘p ishlatishgan. Ularning hammasini bu o‘rinda ifoda etish biroz mushkul, shu bois qisqacha berib o‘tishga harakat qilamiz:

الإِخْتِيَاظُ، الْأَحْوَاظُ، الْأَشْبَهُ، الْأَصْحُ، الْأَصْلَحُ، الْأَظْهَرُ، الْأَوْجَهُ، الْأَوْفَقُ، الْأَوْلَى، وَبِهِ أَخَذَ عُلَمَائُنَا، وَبِهِ جَرَى الْعُرْفُ، وَ بِهِ نَأْخُذُ، وَ بِهِ يُعْتَمَدُ، وَ بِهِ يُفْتَى، الصَّحِيحُ، وَعَلَيْهِ الْإِعْتِمَادُ، وَعَلَيْهِ عَمَلُ الْأُمَّةِ، وَعَلَيْهِ عَمَلُ الْيَوْمِ، وَعَلَيْهِ الْفَتْوَى، وَعَلَيْهِ فَتْوَى مَشَائِخُنَا، وَالْفَتْوَى عَلَيْهِ، وَ هُوَ الْمُنْعَارَفُ، وَ هُوَ فِي زَمَانِنَا، وَ هُوَ الْمُعْتَمَدُ، وَ هُوَ الْوَجِيهُ، وَغَيْرُهَا مِنَ الْأَلْفَاظِ

“وَعَلَيْهِ الْفَتْوَى” (Va a‘layhil fatva) – bu so‘z “fatvo unadir” degan ma‘noni anglatadi. Birikmadagi “zamid”ning qaytish joyini aniqlab olamiz-da masalaning hukmi qanday ekanligini

¹ Sa‘diy Abu Jiyb. “Al-Qomus al-fiqhiy lug‘atan va istilahan”. Damashq: “Dorul fikr”; 1988-yil ikkinchi bosma. – B.281.

² “Mavsu‘atul fihiyya al-Kuvaytiyya”. Vaqf va Islomiy ishlar tashkiloti tomonidan tuzilgan. –J.32. –B.20.

bilib olamiz³. “وَبِهِ يُفْتَى” * “وَبِهِ يَأْخُذُ” * “وَعَلَيْهِ الْإِعْتِمَادُ” – bu sanab o‘tilganlarning hammasi garchi lafzlarida farq bo‘lsa-da, bir ma’noni ifoda etadi.

“وَعَلَيْهِ عَمَلُ الْيَوْمِ” – bu ibora agarchi zohiriy ma’nosidan “Bugun amal shunga ko‘radir”, deya bir kunga xos qabilidagi ma’noni berayotgan bo‘lsa-da, zamon bu o‘rinda mutloqdir, ya’ni bugungi kunlikka qaydlanib qolmaydi. Bu birikmani lafziy tahlil qiladigan bo‘lsak, bu yerda “masdar”ni zamonga izofa qilish bordir, “ramozon ro‘zasi” deyilganidek⁴.

“الْمُخْتَارُ” * “الْأَظْهَرُ” * “الْأَصْحَحُ” * “وَهُوَ الصَّحِيحُ” * “وَعَلَيْهِ عَمَلُ الْأُمَّةِ” – bu iboralarning deyarli ma’nolari farqli emas, agar lafzi e’tiborga olinmasa. Lekin hukm e’tiboridan bir-birlaridan quvvatli bo‘lishi mumkin, biroq hammasi fatvo ma’nosini ifoda etadi.

“الْأَشْبَهُ” (Ashbah) – bu iboraning mazmuni shundayki, u dalillari rivoyat jihatdan o‘xshash, lekin diroyat jihatidan ustun bo‘ladi. Ya’ni, hukmi ustun bo‘ladi.

“الْأَوْجَهُ” (Avjah) – bu so‘zdan chiqadigan hukmining dalili, boshqasidan ko‘ra dalolati kuchliroq bo‘ladi. Bu yerda biroz zehni olib qochadigan narsa bor, ya’ni kalimani “yuz” ma’nosidagi “وَجْهٌ”dan olingan deb ma’no berilsa buziladi, lekin biz bu yerda kalimaning asosidagi ma’no “yo‘nalish, tarz, jihat” degan ma’nolari ham borligini e’tibordan qochirmasdan ish tutsak, mazmun: “dalolati jihatidan kuchliroq” ko‘rinishida chiqadi va chalkashlikning oldi olinadi⁵.

Ibn Obidiyn bularni sanab o‘tib yana quyidagilarni ham qo‘shimcha qilgan: “وَبِهِ جَزَى الْعُرْفُ”, “وَبِهِ أَخَذَ عُلَمَانُنَا”, “وَهُوَ الْمُتَعَارَفُ”. Bu o‘rinda urfda shakllanib ketgan ishlarga amal qilishga fatvo berilishi durustligiga ishora bor. Haskafiy: “Shayximiz Ramliy o‘zining fatvolarida: “Ba’zi lafzlar ba’zisidin kuchliroqdir, masalan: “وَعَلَيْهِ الْفَتْوَى”⁶ so‘zi “الصَّحِيحُ”, “الْأَشْبَهُ”, “الْأَصْحَحُ” va boshqa kalimalardan ta’kidliroq, ya’ni kuchliroqdir” degan edilar” deya bu atamalarni izohlaydi. “وَبِهِ يُفْتَى” birikmasi “وَعَلَيْهِ الْفَتْوَى” atamasidan ta’kidi kuchliroqdir. Shuningdek, “الْأَصْحَحُ” istilohi “الصَّحِيحُ” istilohidan ta’kidliroqdir, “أَحْوَطُ” kalimasi “الْإِحْتِيَاظُ” kalimasidan ta’kidliroqdir. Bu atamalarni bir necha xil tasnif etish mumkin. Misol uchun quvvatliyligi, dalili ustunligi kabi bir necha ko‘rinishda. Biz esa shu quvvat, ustinlik e’tiboridan tasnif etmoqchimiz. Bu iboralarning ulamolarning ijmo‘si, ittifoqiga ishora qiladiganlari ham bor. Masalan, “وَعَلَيْهِ عَمَلُ الْأُمَّةِ” va shuning ma’nosidagilar kabi. Ma’nosi “quvvatli” ekanligini ifoda etadigan ham bor va bu ma’nosida ustunlik borlaridan ko‘proq ma’no ifoda etadi. Masalan, “وَعَلَيْهِ الْفَتْوَى” birikmasi kabi, bu iboraning o‘zini xoslab qo‘ymaymiz, balki “فَتْوَى” harflari qatnashgan har qanday atamani shu ikkinchi qismga qo‘shaveramiz. Misol uchun, “وَبِهِ يُفْتَى” birikmasini olishimiz ham mumkin, ya’ni bularning mazmun-mohiyati bir xil, biroq o‘zaro tafovutlari ham bor.

“Ustunlik” ma’nosini ifoda etadiganlari, ya’ni bu atama bilan atalganlari o‘z zimnida “ustunlik” ma’nosini saqlaydi. Masalan, “الصَّحِيحُ” va “الْأَصْحَحُ” istilohlari. Lekin ulamolar bu ikkisini ham o‘zaro ustunlik jihatlarini tahlil qilib, bir necha fikrlarni aytgan⁷.

Xulosa qilib aytganda atamalar tushuncha va mazmunlarni bir-biridan farqlashga ahamiyat qaritishni nazarda tutsada, lekin bir mazmunga oid tushunchalarni terminlashtirilganida ularni

³ Ahmad Muhammad Nasiyruddin An-Naqiyb. “Al-mazhabul hanafiy”. Riyoz shahri: “Maktabatur rushd” birinchi bosma: 2001. –J.1. –B.368-369.

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tasniflash zarur ekan. Hamda ayrim davriylik mazmuniga ega terminlarni esa davriy bosqich va katigoriyalarga ajratish terminlarning leksikasini yana ham ochib beradi.

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Abstract: Educational methods, that is, educational methods are methods used to acquire character, values, skills and knowledge of children and young people. These methods aim to support their physical, mental, emotional and social development. Teaching methods can include many different approaches and techniques. For example, teaching, guiding, modeling, and experiential methods can be listed in this way.

Key words: method of education, story, interpretation, discussion, teaching, pedagogical requirement, encouragement, punishment and praise.

Introduction: The importance of parenting methods is to ensure the healthy development and maturity of children. These methods are used to teach children proper values, responsibility and good behavior. At the same time, these methods play a major role in children's development of self-confidence, problem-solving skills, and self-expression. Identifying and implementing appropriate parenting techniques for teachers and parents will help children develop optimally. Therefore, education methods are of great importance and their correct application can have a great impact on the future of children.

Understanding of educational methods. Concepts such as purpose, content, form, method and tools reveal the essence of the educational process. However, there is another concept that is of special importance in clarifying the essence of education, which is the concept of education methods. Method of education (Greek "methodos" - way) is the way to achieve the goal of education; methods of influencing the mind, will, moods and behavior of students. When applied to school practice, methods are methods of influencing the mind, will, feelings and behavior of students. No educator is strong enough to create completely new methods of education. The problem of improving the methods is always present, each educator solves it according to his ability, enriches the general methodology based on the expression of his private views in accordance with the specific conditions of the educational process. There are no pros and cons of the method, it is impossible to evaluate a certain way in the process of education as highly effective or ineffective. The effectiveness of the method can be evaluated from the point of view of the conditions in which it is used. Appropriate selection of educational methods depends on a number of factors.

The main part: The goals and tasks of education. The purpose and content of education allows to choose the right methods. Whatever the goal, the methods of achieving it must be in accordance with it. The content of education consists of the essence of social requirements for the formation of a person. Do not forget that the same task can be filled with different ideas. Therefore, it is very important to connect the methods with a specific idea and not with the content in general. Characteristics of students. In the process of education, it is appropriate to take into account the age characteristics of the students. Age characteristics are anatomical, physiological (physical) and psychological characteristics characteristic of a certain age period. For example, the sense of responsibility can be formed in students studying in primary education, secondary education and secondary special vocational education institutions. However, at each stage, different methods are used for the formation of this quality. Educational methods in folk pedagogy. Folk pedagogy incorporates all aspects of Uzbek ethics, manners and education. Different educational methods and tools are used in folk pedagogy. These methods and tools are extremely diverse and in many ways superior to scientific pedagogy. Consequently, these methods had an impact on the formation of scientific pedagogy. Various educational methods used in folk pedagogy can be summarized as follows.

1. Explain (narrate, teach).
2. Training (habituation, training).

3. An example (giving advice, apologizing, asking for favors, being an example).
4. Advising, fertilizing (encouraging, persuading, begging, begging, wishing, approving, thanking, praying, wishing for a white path, etc.).
5. Slander and punishment (highlight, reproach, grudge, rebuke, force, blame, shame, threaten, hate, swear, hit, beat, etc.).

If you pay attention, the above five methods represent a common whole. First, the essence of the general process is explained to the child. When children do not understand the essence of things, events and processes, the educator uses the model tool, that is, attention is paid to the independent observation of young people. Even in this case, those who do not understand understand the essence of things, events or processes based on the advice and guidance of adults. Bourdieu, in this case too, if the expected result is not achieved, or if the children do not want to understand the essence of the situation in which the attention is focused, the method of condemnation and punishment should be used as a last resort. However, this is a last resort. According to the ideas of modern pedagogy, condemnation and punishment methods have been proven to be the last, or rather less effective, measure. Samples of folk pedagogy, educational methods and educational effects were used with the help of certain tools. Waiting for a guest, going to a guest, various labor processes, hashars, various rituals (tea house, wedding ceremonies), customs, family traditions (birthday, citizenship passport, general secondary, secondary special and higher education) (certificate and diploma, as well as state awards) and competitions are considered a special means of education. Educational methods are methods used to support the moral, spiritual and educational development of children, youth or adults. These methods are often implemented by teachers, families, and community leaders. Here are some training methods:

1. Being a role model: Being an example to others by showing moral attitude and behavior has a positive effect on the character building of people.
2. Discipline: Discipline methods that correct negative behavior and encourage positive behavior help children develop themselves.
3. Communication: Effective communication helps people develop emotionally and mentally. Being a good listener and empathizing increases mutual understanding.
4. Use of learning materials: Books, games, interactive tools and other learning materials are important tools that support children's learning.
5. Appreciation and encouragement: Appreciation of achievements increases the self-confidence of children and young people. Encouraging a valued behavior ensures that the desired behavior is repeated.
6. Formation of common values: Acceptance of common values in society and education of values supports moral and spiritual development of people.
7. Support for spiritual development: Supportive methods for spiritual development based on religious and spiritual values help people find inner peace and balance.

These methods help communities build a healthy and positive future by supporting their individuals morally, spiritually and educationally.

Discussion: It is very important to discuss the topic of education methods or "education methods and their importance". This is very important for students to test their learning modes, information learned, knowledge and get creative ideas. The discussion will discuss how each action can affect students, how the learning process is conducted through multiple indicators, and how it is planned. This discussion can increase clear understanding of learning or teaching methods and systems and help strengthen interactions between students and teachers.

Educational methods, that is, methods of education are methods used in educating and educating people. These methods are used to support the moral, mental, physical and spiritual development of individuals and to ensure positive behavior in them.

Educational methods are widely used in the family, school, neighborhood and other educational institutions. These methods can be used in various areas, such as teaching students self-discipline, developing a sense of responsibility, teaching moral values such as kindness, respect, and equipping them with social skills. An important goal of parenting methods is to

build self-confidence and self-esteem, empathic skills, and problem-solving skills in individuals. These techniques also help people to gain self-awareness, unlock their potential, and achieve their personal goals. Since the methods of education have a great influence on the moral, intellectual, emotional and social development, it is extremely important to use these methods correctly and in a balanced way. When used correctly, training methods can help people develop important skills such as persistence, self-discipline, cooperation, leadership, and problem solving.

In conclusion, it is clear that educational methods are extremely important in supporting the comprehensive development of a person and encouraging positive behavior. Therefore, effective use of these methods and their constant evaluation are of great importance. References

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IMPORTANCE OF LANGUAGE RULES IN SPEECH ACTIVITY IN PRIMARY EDUCATION.

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Abstract: In this article, the importance of language rules in speech activity in primary education mother tongue classes and reading literacy classes is analyzed scientifically and theoretically.

Key words: Science, linguistic ability, speaking, A. M. Shakhnarovich, definition, functional system, native language system, reflection of its elements, generalization, result, linguistic units, psychological reality, recognition, etc.

Introduction: Currently, the nature of the language phenomenon cannot be determined without taking into account how this unit is expressed in the individual language system of the native speaker. Deviations from the norm in the analysis of the speech of adults and children and their fixation in the mind of the speaker and the listener circumstances play a special role. They clearly indicate the truth of the norm itself as a set of rules.

Literature review: The functioning of the rules governing human speech activity should also be discussed. Speaking about the linguistic ability of a person, A. M. Shakhnarovich describes it as follows: "It is a certain functional system, which is the result of reflecting (and generalizing) the elements of the native language system and works according to certain rules. Recognition of the psychological reality of language units, in our opinion, implies recognition of psychological reality.

The rules of their selection and construction in the process of speech activity. However, understanding the rule requires a very important explanation. Several times we had to deal with a narrow (traditionally called school) interpretation of the concept of "rule".

It is with the understanding of the rule that it becomes possible to contrast the rule and analogy and to discuss the question of what guides a person in speech activity - this or that. Based on a different, broader interpretation of the concept of a rule, which is understood as a guide for speech actions in the process of speech formation, it can be argued that it is the establishment of similarities, the determination of something similar by each individual. In the content and form of the main linguistic units lies the way of understanding the rules that exist in the language. If a person did not have this ability, it would not be possible to understand the language (not the first or second), as well as the transmission of the language from generation to generation. If we understand the interconnected patterns through the rules of certain linguistic units, we must admit that it is almost impossible to count their number (rules). Thus, for example, among the rules that determine the choice of a noun when creating a statement, it is necessary to list all the meanings given by explanatory words. The factors that indicate the field of their reference and the rules that determine the morphological form of the noun are mandatory. It takes into account all the semantic and structural functions of the grammars that make up the morphological categories specific to the noun - it ensures the correct choice of the form. However, knowledge of linguistic patterns (of course, it is possible to choose a language unit on the basis of purely practical) and switch from one unit. This also applies to its paradigmatic and syntagmatic aspects. In descriptive grammars, these patterns are presented in inflectional or word-forming paradigms, syntactic models, or otherwise, usually in a more economical form. In the process of speech activity, a person faced with the task of forming a word formed from another word form or from a forming word performs the necessary speech operations using the knowledge of these patterns, for example, movement.

From the noun form of the noun, replace A with U, to the form of the accusative case that it needs (kitab a - kitab). When one word form is derived from another (initial), the support cannot be only a so-called initial word. The form of the nominative unit of the noun, but any other, first of all, is found in the immediate context 1. Of course, such a person does not clearly formulate the rules of transition from one form to another; but nevertheless, they are

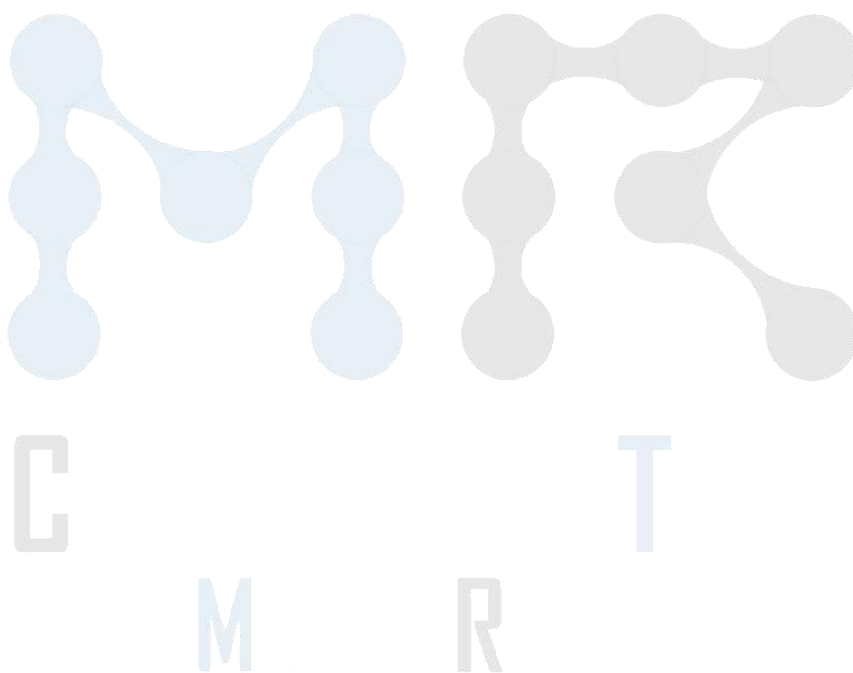
undoubtedly the reality of the human linguistic mind. In every movement o There is no need to talk about the possibility of consciously applying the learned rules, if most of the rules are never described in the publications aimed at the native speaker, precisely because he already speaks. From this moment, we can talk about the beginning of the stage of productivity in relation to the morphological component of the system. The child is able to build word forms independently, relying on the rules he has determined to pass from one form to another. These initial rules are obtained based on processing the speech input received by it; they are both similar and unlike the rules that govern adult language speakers when they form similar forms at the same time. Since the rules that apply to a developing child's grammar are the result of analogy established by the child, these rules reflect what is generally an invariant, prototypical way of morphological marking. Any linguistic unit is understood by the child in two ways. It is mastered as a unit of essence, signifier and signifier, and since the basis of any speech act is the desire to express this or that content, to provide information, the content side of language units is of primary importance.

Above, in addition to the rules for creating units related to the expression plan of language units and categories, there are also rules for choosing a language unit: lexeme, morphological form, as well as syntactic schemes related to necessity. It is noted that the generational speech process for building phrases, sentences (simple and complex) has long required grammar, and the rules for choosing the morphological form necessary to convey the necessary morphological meaning do not cause special difficulties for the child to learn. Russian as mother tongue. At the same time, it turns out that this very operation, which is necessary to create any word, is always difficult for a foreign speaker. Let's look at one example from the published area of verb type selection. Below are examples of Russian speech by Azerbaijanis, but similar mistakes are also found among speakers of other languages that do not have the verb aspect category.

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Abstract:

This scientific article explores the intricate relationship between a teacher's dress and speech culture and its influence on classroom dynamics and the overall educational environment. The way educators present themselves through their attire and verbal communication plays a pivotal role in shaping student perceptions, engagement, and the learning atmosphere. This study delves into the psychological, sociological, and pedagogical aspects of teachers' dress and speech culture, shedding light on its implications for student-teacher relationships, academic performance, and the overall educational experience.

Keywords:

1. Teacher's dress, Speech culture, Classroom dynamics, Educational environment, Student-teacher relationships, Pedagogy, Academic performance, Professionalism, Communication styles, Educational psychology

Introduction:

Teachers serve as key role models and influencers in the lives of students. Beyond the transmission of knowledge, educators contribute significantly to the socio-emotional development of their pupils. This article aims to investigate the impact of a teacher's dress and speech culture on the dynamics within the classroom and the broader educational environment.

Literature Review:

Previous research has explored various facets of teacher-student interactions and their effects on learning outcomes. However, limited attention has been given to the combined influence of a teacher's attire and communication style. Studies suggest that both non-verbal and verbal communication contribute significantly to the formation of teacher-student relationships, affecting students' attitudes towards learning and academic achievement.

Methodology:

This research employs a mixed-methods approach, combining qualitative analysis of teacher interviews, classroom observations, and student surveys to gather comprehensive data. The study seeks to identify patterns in teachers' dress and speech culture and their perceived impact on student engagement, motivation, and overall classroom atmosphere.

Findings:

Preliminary findings indicate that a teacher's dress and speech culture influence student perceptions of professionalism, approachability, and authority. The appropriateness of attire and the clarity of verbal communication are key factors that contribute to positive or negative perceptions among students. Moreover, the study identifies correlations between a positive teacher dress and speech culture and improved academic performance, as well as enhanced student-teacher relationships.

Implications:

Understanding the significance of a teacher's dress and speech culture can inform professional development programs for educators. Schools and educational institutions can use this knowledge to establish guidelines for appropriate attire and communication styles, fostering a conducive learning environment. Moreover, acknowledging the impact of these factors can contribute to the creation of inclusive and respectful educational spaces.

Conclusion:

This scientific exploration sheds light on the often-overlooked aspects of a teacher's dress and speech culture and their profound impact on classroom dynamics and the educational environment. By recognizing the importance of these elements, educators and institutions can work towards cultivating positive learning experiences and nurturing meaningful student-teacher relationships.

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Ishning maqsadi: Govmijja kasalligi bilan dunyo aholisining taxminnan 20 foizining organizmda ushbu infeksiya uchraydi . Maqsad bu kasallikning eng soda davolash usulini yoritish.

Тадқиқот материаллари ва усуллари: Darhaqiqat inson salomatligi birinchi o'rinda bo'ladi. Inson payqamaydigan kasalliklar ham bor. Masalan Govmijja. Bu kasallik birdan boshlanmaydi. SSV bu xastalik bo'yicha ma'lumot beradi. Respublikamiz ko'z kasalliklari kilink shifoxonasi bosh shifokori Otabek Ikromov u xalq orasida govmiija ninlog'ich degan nomlar bilan ham malum .JSST ma'lumotlariga ko'ra , dunyo aholisining taxminnan 20 foizi organizmda ushbu infeksiya uchraydi .

Bu oftalomaolgiyada eng keng tarqalgan kasallik. Govmijja -qovoq chetidagi yog' bezlari va kiprik tuk piyozechasining o'tkir yiringli yallig'lanishi.

Tashqi govmiijada yiringli shish qovoq chetiga , ichki govmiijada esa shilliq parda tomonga qaragan bo'ladi . Bezchalarga yiring paydo qiluvchi mikroorganizmlar tushishi , shaxsiy gigiyena qoidalariga rioyq qilmaslik , shuningdek , moddalar almashuvining buzilishi , avitaminoz , kamqonlik , darmonsirlik umumiy ummunitetining pasayishi qandli diabet , me'da ichak va yuqori nafas yo'llarining kasalliklari ko'z refrakniyasi amanamiyalaeri 2-3 kundan so'ng govmiija uchi so'rg'ayib yoriladi va undan yiring chiqadi bunda bosh og'rib harora ko'tariladi , quloq oldi va jag' osti limfa bezlari kattalashadi va og'riydi .

DAVOLASH USULLARI.

Qovog'ingizni qaynagan tuxim bilan ozroq isiting ,tuxumni qaynatib ozzroq sovigach tozalamasdan qovoq qismiga quyish kerek, tuxum sekin sovigani sababli ham samarali natija beradi , yana bir kunda 3 mqrta qo'llash kerak .

Bir hovuch zig'ir urug'ini olib tovoda qizdirib,uni ro'molch yoki tovoga solib , to qizdirilgan urug' sovuguncha govmiija chiqqan joyga bosing , qizdirishning ham nafi bor .

Aloe bargi uzib yaxshilab yuviladi 10 daqiqaga muzlatgichga qo'yish kerak so'ng undan suvni olib iliq suv bilan aralashtiradi , tayyar bo'lgan suyuqlikka govmiija chiqqan joyni artib turish kerak .Shu usullar qo'l keladi .

Govmiijaga chalinmaslik uchun gigiyena qoidalariga qat'iy amal qilish organizm quvvati susayishiga sabab bo'ladigan kasalliklarni o'z vaqtida davolash zararli odatlarga ruju qo'ymaslik kerak . Qolaversa gipormiya gigiyena qoidalariga rioya etmaslik kon'yungtivit ko'z qovoqlari shikastlanishi ,alergiya ham kasallikni keltirib chiqarishi mumkin .

Tahliliga ko'ra har 10 holatdan 9 tasida ko'zda ninlog'ich paydo bo'lishning sababi stafilo kokk infeksiyasidir .

Tadqiqot natijalari: Govmijja kasalligini oldini olishning eng samarali yo'li gigena qoyidalariga rioya qilish . Davolashda esa eng natijalisi , Tabbiy dorivor o'simliklardan samarali foydalanish

Xulosalar: Kasallikni paydo bo'lishidan uni oldini olish maqsadga muvofiqdir . Organizmda sodir bolayotgan o'zgarishlar natijasida paydo bo'lgan bu kasalikni Shifokor ko'rigi orqali davolanish tafsiya etiladi.

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Annotatsiya. Ushbu maqolada ulug‘ mutafakkir asarda o‘rin olgan Qur‘oni karim oyatlari va hadislar, umuman islom ta‘limotining mazmun-mohiyatini tushunarliroq qilish yetkazish maqsadida nafaqat turkiy teonimlar, shuningdek, o‘sha davrda faol qo‘llanishda bo‘lgan arabcha, forscha leksemalardan ham o‘z o‘rnida foydalangan.

Kalit so‘zlar: teonimlar, qadimgi turkiy til, sememalar, o‘zlashmalar, qoraxoniylar davri, sinonimik qatorlar, forscha leksemalar, oliy diniy unvon, musulmon ruhoniylari.

Ma‘lumki, musulmon Sharqi dinni doim ulug‘lagan, hatto davlat boshqaruvida umummanfaat va g‘oyalar mushtarakligini ta‘minlashga chaqirgan. Shu ma‘noda, Alisher Navoiyning komil inson g‘oyasi davlatni boshqarishda, uning tasavvuridagi ideal, mukammal jamiyat to‘g‘risidagi qarashlarida, odil shoh haqidagi fikr-o‘ylarida, hukmdorning raiyatga munosabatida, diniy-huquqiy qoidalarga rioya qilishida o‘z in‘ikosini topadi. Ulug‘ alloma o‘z asarlarida komil inson g‘oyasini ham dunyoviylik, ham diniy-tasavvufiy nuqtai nazardan tavsiflagan. Alisher Navoiy islomiy bilimlarni puxta egallagan buyuk olim sifatida turkiylarning ijtimoiy-axloqiy va diniy qarashlarini talqin qilishda bag‘rikenglik, tolerantlik tamoyillariga to‘la amal qilgan. Binobarin, “Mahbubul qulub” asarida mutafakkirning odil va zolim podishohlar, el-ulus, jamiyat haqidagi qarashlari Qur‘oni karim va hadisi shariflarga, diniy va milliy qadriyatlar uyg‘unligiga tayanadi. Shu bois asarda ko‘plab diniy atamalarni uchratamiz. Xususan, **Tejri** atamasi “butun borliq, barcha jonli-jonsiz mavjudotlar yaratuvchisi” ma‘nosida qo‘llanilgan: *...tariqati mašāyix istilāhātida vusul ahlidürlär, bularni täjriga āšiq desä bolur* (MQ,53). Qadimgi turkiy tilda täjri so‘zi ikki ma‘noda ishlatilgan: “ulug‘ tangri, xudo”; “ko‘k, osmon”. Bu so‘zning “xudo, iloh” ma‘nosi ham turli dinlarda turlicha tushunilgan. Ko‘k tangri diniy tushunchasidagi Kök täjri “ko‘kdagi tangri”ni bildirgan. Moniylik dinida esa quyidagi tasavvurlar amal qilgan: *Kün Täjri – Quyosh tangri, Ay Täjri– Oy tangri, Yašin Täjri - Yashin tangri, Yel Täjri – Yel tangri. Turk buddistlar tushunchasida Täjri täjrisi – Oliy tangri Buddadir. Musulmon turklarda Täjri – Haq taolo(Alloh)dir*¹. Bundan tashqari, “Oltun (tusli) yorug‘” yodgorligi va Yenisey bitigtoshlarida leksemaning “hukmdor, janob”, «diniy» semalari kuzatiladi: *Bu sabiğ ešitip, men ötrü olarqa inča tep tedim aya edgülärim täjrilärim* – bu so‘zni eshitib, ularga shunday dedim: ey mening yaxshilarim, hukmdorlarim!; *Täjri elikkä elčisi ertim* – men diniy qabilalar uyushmasining elchisi erdim (DTS,544). “Devon” da quyidagi qaydlarni o‘qiymiz:

Tün kün tapun täjrigä boynamağil

Qorqup aňar eymänü oynamağil.

Kecha-kunduz ulug‘ tangriga ibodat qil, yo‘ldan ozib adashma. Xudodan qo‘rq, undan uyal, undan qo‘rqib, o‘ynashdan saqlan. Xudo halok qilg‘ur kofirlar osmonni *täjri* deyidilar. Shuningdek, ular ko‘zlariga katta ko‘ringan har narsani, chunonchi, katta tog‘, haybatli yog‘ochni ham täjri deb ataydilar. Shuning uchun ham ular shunga o‘xshash narsalarga sajda qiladilar. Ular bilag‘on odamni *täjrigän* deb atashlari ham shundandir².

¹Содиқов Қ. Туркий ёзма ёдгорликлар тили: адабий тилнинг юзага келиши ва тикланиши. –Т.: Тошкент давлат шарқшунослик институти, 2006. –Б. 181. Қаранг: Ахатова М. Ўзбек тили тасаввуфий лексикасининг систем тадқиқи. Фиолол. фан. док. дисс. автореф. –тошкент, 2021.

²Абдушукуров Б. Туркий манбалар лексикаси. – Тошкент: BOOKMANY PRINT, 2022. – Б.143.

Tengri “Boburnoma”da “Alloh” soʻzining sinonimi sifatida shaxsning sidqidildan eʼtirofi berilgan oʻrinlarda qoʻllangan: *Tengri menga boshdin jon berdi*³. Asarda tadqiq etilayotgan soʻzning arabcha **Allāh**: *Ālim kerākkim, mutaqqiy bolsa va āgāh va ayturğa qāla Allāh, qāla Rasullāh* (MQ,18); **Ilāh**: *Ilāhi, bizgā tayfiqiy birlā hamrāhliġ ber* (MQ,53); **Haq**: *Ādil pādšāh haqdin xalāyiqqa rahmatdur* (MQ,10); forsiy **Xudā**: *Xudā sözi yoq esä, Mustafā sözi* (MQ,19); **Yazdān** maʼnodoshlari ham keltirilgan: *Zuhdu fisq elgä taqdiri Yazdāndindur* (MQ,74). Shuningdek, asarda xudoning sifatlarini bildiruvchi boshqa soʻzlar ham qoʻllanilgan: **Rab** (ega, xoja), **Xāliq** (yaratuvchi), **Jabbār** (bandalari ishini isloh etuvchi), **Zuljalāl** (sharafli), **Rahmān** (mehribon), **Rahim** (rahimli), **Karim** (karamli), **Ġaffār** (kechiruvchi) va hokazo.

“Xudoning xohish-irodasini bandalarga yetkazuvchi kishi” **payġambar** deb nomlangan: *kāzibi bebākka payġambar šarʼi hākimliġigā ne munāsib* (MQ,17). Tadqiq qilinayotgan asarda ikki oʻrinda kelgan bu tojikcha ot “xabar” maʼnosini anglatadigan *paygʻom* soʻziga “keltirmoq” maʼnosini ifodalagan *burdan* feʼlining *bar* hozirgi zamon asosini qoʻshib hosil qilingan (OʻTEL,III,181). Manba lugʻat boyligida oʻzlashmaning arabcha **mursal**: *Anbiyāyi mursalin yetgāndit nazarlarin maqsuddin almay* (MQ,53); **nabiy**: *Nabiy oġli tamuġni qildi maskan* (MQ,84); **rasul**: *...xudā va rasul yoliġa qadam ura* (MQ,25) kabi sinonimlarini ham koʻrish mumkin. **Rasul** teonimi dastavval “Qutadgʻu bilig” dostonida uchraydi (DTS,476). “Hibatu-l-haqoyiq”da “payġambar” - *rasul* uning sifatleri esa *habib, xalq talusi* (xalqning sarasi), *kiši qutluġi* (kishilarning qutlugʻi) deya taʼriflangan⁴. Termin **rasul (un)** shakliga ega; oʻzbek tiliga **ū** ni **u** unlisiga almashtirib qabul qilingan: **rasul** → **rasul**; koʻp maʼnoli **rasila** feʼlining “yubordi” maʼnosi asosida hosil qilingan I bob masdari boʻlib, oʻzbek tilida atoqli ot sifatida ishlatiladi (OʻTEL,II,354). Manbalarda qayd etilishicha, rasul islomda Alloh tomonidan tanlab olinib, vakil qilingan va targʻibot yuritish, hidoyatga daʼvat qilish vazifasi topshirilgan, ilohiy kitob nozil qilingan payġambar. Nabiy – kitob nozil qilinmagan payġambar. Shu bois, har bir rasulni nabiy deb atash mumkinligi, ammo nabiyarni rasul deb boʻlmasligi qayd qilingan⁵.

Oʻrganilayotgan manbada bir joyda qayd etilgan **šayxulislām** “islom dini shayxi”, “diniy qonunlarni sharhlovchi” mazmunini bildirib, musulmon ruhoniylari boshligʻining unvoni, oliy diniy unvon hamda shu unvonga ega kishi, bosh ruhoniy (OʻTEL,IV,535) sanaladi: *...nazm ahliniġ muqtadā va imāmi hazrati šayxulislām...* (MQ,20). Istiloh *šayx+islom* soʻzlarining birikishidan shakllangan boʻlib, **šayx** arabcha soʻz *šayx(un)* shakliga ega; koʻp maʼnoli *šāxa* feʼlining “keksaydi” mazmuni bilan hosil qilingan boʻlib, “qariya”, “keksa”, “urugʻ, qabila boshligʻi”, “diniy rahbar”, “olim”, “murabbiy” kabi sememalarni anglatadi (OʻTEL,II,496). **islām**→**islām** asli **salima** feʼlining «boʻysundi», «bosh egdi» maʼnosini anglatuvchi IV bob shakli **islata** feʼlidan hosil qilingan masdar boʻlib, arab tilida «Ollohga itoat qilish», musulmon boʻlish, **al** artikli bilan ishlatilganida esa, «islom dini» maʼnosini anglatadi. Bu soʻz oʻzbek tilida erkak kishining ismi sifatida ham qoʻllaniladi (OʻTEL,II,175).

Yozma manbada dinda ruxsat etilgan narsalar arabcha **halāl**, taqiqlangan, rad qilingan ishlar arabcha **harām** terminlari bilan nomlangan: *Halāl rozi kasbigā masāfatlar qatʼ etgān* (MQ,26); *Kim, meʼdalarī harām yerdin tolmas* (MQ,16). Ushbu atamalar dastlab “Qutadgʻu bilig” asarida kuzatiladi: *halāl ham harām* (DTS,198).

Halal istilohi **halāl (un)** shakliga ega; oʻzbek tiliga **hoiy hutti** undoshini **h** undoshiga, **ā** unlisini **â** almashtirib qabul qilingan: **halāl** → **halâl (halol)**; “qoidaga rioya

³Холманова З. “Бобурнома” – тил қомуси. –Тошкент: Akademnashr, 2021. –Б. 178.

⁴Содиқов Қ., Омонов Қ. Ўзбек тилининг ёзма услублари тарихидан. –Тошкент: Тошкент давлат шарқшунослик институти, 2010. –Б.94.

⁵Ўзбекистон миллий энциклопедияси. 7-жилд. -Т.: Ўзбекистон миллий энциклопедияси, 2004. – Б.257.

qilindi, qonuniy bo‘ldi” ma’nosini ifodalovchi **halla** fe’lidan hosil qilingan I bob aniq nisbat sifat-doshi bo‘lib, arab tilida “qoidaga rioya qilingan, qonuniy”, o‘zbek tilida esa “shariat hukmiga muvofiq yesa, ichsa, foydalansa bo‘ladigan” ma’nosida ishlatiladi (O‘TEL, II, 569). **Haram** so‘zi **harām (un)** shakliga ega; o‘zbek tiliga **hoysi hutti** undoshini **h** undoshiga, **ā** unlisini **â** almashtirib qabul qilingan: **harām** → **halâl (halol)**; **haruma** fe’lining “taqiqladi” ma’nosi bilan hosil qilingan I bob aniq nisbat sifat-doshi bo‘lib, “yeb-ichish, foydalanish taqiqlangan” ma’nosini bildiradi (O‘TEL, II, 574).

So‘z mulkinging sohibqironi Tangriga imon keltirgan kishini arabcha **mo‘min**, **musulmān**, qulluq qilish, sig‘inish, topinish va uning amalini arabcha **tāat**, **ibādāt** (MQ,96), toat-ibodatni kanda qilmaydigan, xudojo‘y, taqvodor inson **ābid** (MQ,29), **pārsā**, tarki dunyo qilgan dindor kishi **zāhid**, dunyoga bemayl, behavas bo‘lishlik, nafsini tiyishlik; taqvodorlik **zuhd** deya zikr etgan: *Ya ādamu mo‘minu musulmān hukmi* (MQ,31); *har nečā tāat qilsa, tiliyni uzr ayturğa qāyil tut* (MQ,96); *Ādamiyniñ yaxširağī uldurkim, pārsā va pāk bolğay* (MQ,89); *Köp artuqraqki, zāhidi zarqparast* (MQ,89); *ul vaqt zuhdu taqvāğa ne e’tibār* (MQ,24). **Momin**, **musulmān** teonimlari ilk marta “Qutadg‘u bilig” dostonida ko‘ramiz: *qamuğ mominiğ... - barcha mo‘minni* (DTS,347). Ayni paytda, **musulmān**, **pārsā** leksemalari tahlil qilinayotgan yodnomada turkiy **-liq/-liğ** qo‘shimchasi bilan birikib ot yasagan: *Insāoniyat va musulmānliqdin yıraq* (MQ,31); *munājāt ahliğa pārsāliğ va xudparastliğ yigitlikdā benazir* (MQ,86).

Musulman teonimi aslida arabcha **muslim** so‘ziga tojikcha **-on** ko‘plik qo‘shimchasini qo‘shib hosil qilingan; keyinchalik **-on** qo‘shimchasining ko‘plik ma’nosini ifodalashi uqilmay ketgan; **muslimon** so‘zining ikkinchi bo‘g‘inidagi **i** unlisi talaffuz qilinmay, **sl** tovushlari oralig‘iga **u** unlisi kiritilgan: **muslimon** → **musulmon** (O‘TEL,II,297).

Tāat istilohi **tābat (un)** shakliga ega бўлиб, “бўйсунди” маъносини ифодаловчи **tāba** феълидан **-at(un)** кўшимчаси билан ҳосил қилинган (ЎТЭЛ,II,154).

‘ibādāt → **ibādāt** «sig‘indi», «sajda qildi» ma’nosini anglatuvchi **‘abāda** fe’lining I bob masdari bo‘lib, «sig‘inish», «Ollohga qulluq qilish» ma’nosini bildiradi (O‘TEL,II,154).

Arabcha **ābid ‘ābid (un)** shakliga ega; arab tiliga cho‘ziq fathali **ayn** tovushini **â** ga almashtirib qabul qilingan: **‘ābid** → **ābid (obid)**; **‘abada** fe’lining “sig‘indi” ma’nosi bilan yasalgan (O‘TEL,II,335).

Zahid istilohi **zāhid (un)** shakliga ega; o‘zbek tiliga cho‘ziq **ā** unlisini **â** almashtirib qabul qilingan: **zāhid** → **zāhid (zohid)**; asli ko‘pma’noli **zahada** fe’lining “har qanday istakni tark etdi”, “kishilar bilan muloqotni tark etdi” ma’nolari bilan hosil qilingan (O‘TEL,II,151).

Demak, ko‘rinadiki, ulug‘ mutafakkir asarda o‘rin olgan Qur’oni karim oyatlari va hadislar, umuman islom ta’limotining mazmun-mohiyatini tushunar- liroq qilib yetkazish maqsadida nafaqat turkiy teonimlar, shuningdek, o‘sha davrda faol qo‘llanishda bo‘lgan arabcha, forsha leksemalardan ham o‘z o‘rnida foydalangan. Aytish kerakki, asarda qo‘llangan teonimlarning aksariyatini arabcha istilohlar tashkil etadi va ularning ayrimlari dastlab o‘rganilayotgan manbada ko‘zga tashlansa, ko‘pchiligi ilk marta Yusuf Xos Hojibning “Qutadg‘u bilig” asarida qo‘llana boshlagan. Bu esa, o‘z navbatida, qoraxoniylar davrida islom dinining keng quloq yoygani, asarda sinonimik qatorlar vujudga kelganidan dalolatdir.

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