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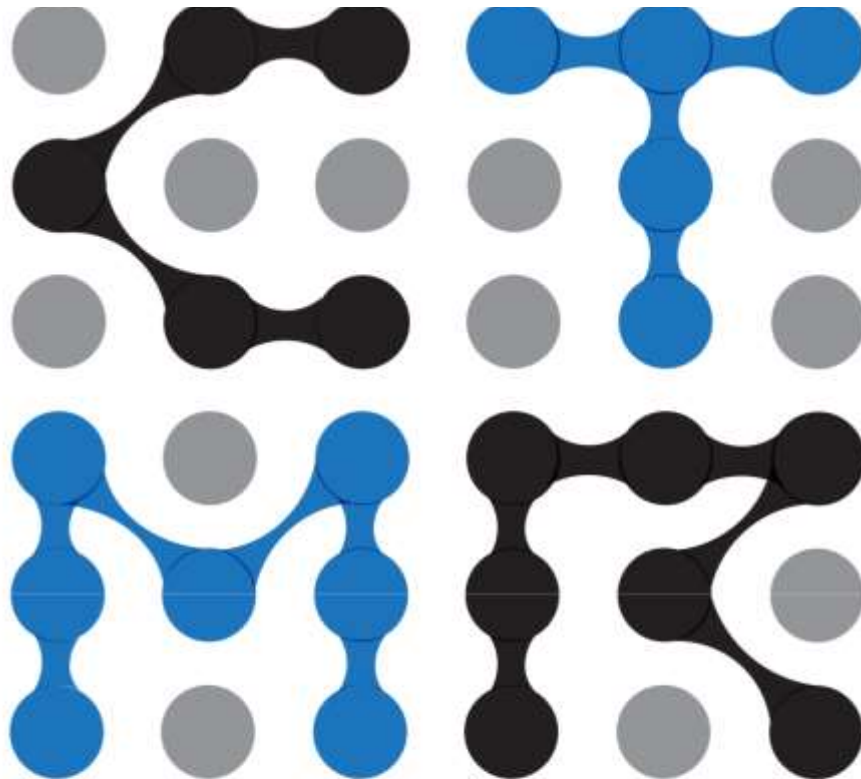
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**CENTER FOR TECH  
AND MEDIA RESEARCH**



**Ibn Sino she'rlari jamlangan "ديوان ابن سينا" (Ibn Sino devoni) asari haqida****Begimqulova Shohsanam***Oriental universiteti Sharq tillari kafedrası o'qituvchisi***Annotatsiya**

Ibn Sino ijodini o'rganar ekanmiz, uning ijodi juda keng qamrovli va serqirra ekanligiga amin bo'lamiz. Uning asarlarining aniq miqdori ma'lum emas. Ushbu ilmiy ishdan maqsad Ibn Sino devoni va undagi she'riy janrlarni o'rganish va tahlil qilish, ularning g'oyalarini yoritishdir.

**Kalit so'zlar:** janr, falsafiy qarashlar, bayt, sharhlar, qo'lyozma, tabobat, she'r, she'riyat.

**Annotation**

Studying Ibn Sino's work, we can be sure that his work is very comprehensive and multifaceted. The exact amount of his works is not known. The purpose of this scientific work is to study and analyze Ibn Sina's work and genre and to illuminate their ideas.

**Key words:** genre, philosophical views, the stanza, commentaries, manuscript, medicine, poem, poetry.

**Аннотация**

Изучая творчество Ибн Сино, мы можем убедиться, что его творчество очень обширно и многогранно. Точное количество его работ неизвестно. Целью данной научной работы является изучение и анализ творчества и жанра Ибн Сины, а также освещение их идей.

**Ключевые слова:** жанр, философские воззрения, строфа, комментарии, рукопись, медицина, поэма, поэзия.

Turli manbalarda Ibn Sinoning she'riy asarlari turlicha nomlar bilan saqlanib qolgan: "ديوان ابن سينا" (Ibn Sino devoni), "الشعار ابن سينا" ("Ibn Sino she'rlari") va "ديوان". Ushbu asarlarning bir necha qo'lyozmalari dunyoning turli kutubxonalarida saqlanib kelmoqda. She'riy asarlarning qo'lyozmalari bir-biridan nafaqat shakl jihatdan, balki ko'chirilish davri bilan ham farq qiladi. Ehtimol, shuning uchun ham hozirgi kunda tadqiq qilinayotgan she'rlarning aniq miqdori ko'rsatilmagan.

Ibn Sinoning Toshkent Davlat Sharqshunoslik Instituti Abu Rayhon Beruniy nomidagi Sharq qo'lyozmalari markazida 15303 inventar raqam ostida saqlanayotgan "ديوان ابن سينا" (Ibn Sino devoni) asari toshbosma nusxasi ham bizgacha saqlangan ma'naviy merosimizning ajoyib namunalaridan biridir. Ushbu toshbosma nusxa Ibn Sino she'rlarining qo'lyozmasi asosida arab sharqshunos olimi doktor Husayn Ali Mahfuz boshchiligidagi 1957-yilda Iroqda nashr etilgan. Asardagi barcha she'rlar arab tilida bo'lib, ular orasida Ibn Sinoning mashhur "Qasidai Ayniyya"si ham o'rin olgan. Devonda hammasi bo'lib 183 bayt ya'ni 366 misra she'r mavjud. Bu turli janrlardagi 27ta saralangan mumtoz she'rlar namunasi. She'rlar taxminan har 20 bayt oralig'ida [F. 41 a] – [F. 41 b], [F. 42 a] – [F. 42 b], [F. 43 a] – [F. 43 b], [F. 44 a] – [F. 44 b], [F. 45 a] shaklida taqsimlangan. Ular mavzu jihatidan ham rang-barangdir. Aynan shu bois biz tarjima va tahlil uchun mazkur devonga tayandik. Tarjimada matn asliyatining tilini va uslubini saqlab qolishga harakat qildik, faqatgina tushunish qiyin bo'lgan joylariga matn mazmunidan chiqib ketmagan holda, izoh va qo'shimchalar berishga urindik.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
ديوان ابن سينا

صن السرّ عن كل مستخبر  
و حاذر فما الحزم الأ الحزر  
اسيرك سرّك ان سنته  
و أنت اسير له ان ظهر

*Bismillahir rohmanir rohiym  
Mehribon va rahmdil Alloh nomi bilan  
Ibn Sino devoni*

*Shayx ur-Rais aytdi(dedi):*

*Siringni hammaga aytish (oshkor etish)dan ehtiyot bo'lgin. Chunki mulohazali degan so'z – ehtiyotkor bo'lish degandan boshqa narsa emas. Agar siringni saqlasang, u seni asiringdir, agar siring oshkora bo'lsa, sen siringning asiri bo'lib qolasan.*

Ibn Sino she'rlarida yoshlarga nasihat qiladi, har bir ishda mulohaza bilan fikr yuritishni, o'ziga do'st sirdosh tanlashda ehtiyot bo'lishni uqtiradi. Ibn Sinoning bunday purma'no nasihatlariga, falsafiy qarashlarga boy she'rlari uning اوج زحل (Zuhal[Saturn]ning eng yuqori nuqtasi)asarida ham ko'plab keltirilgan. Shoirning ham arabiy ham forsiy she'rlarini o'zida jamlagan bu asar O'zR FA fundamental kutubxonasida 19259 inventar raqam ostida saqlanadi. Bu asar Ibn Sino she'rlari jamlangan boshqa asarlardan ko'ra mukammalroq sanaladi. Majmuaning avvalgi qismida 4 g'azal, 5 qit'a, 38 ruboiy, va 2 ta fard hammasi bo'lib 122 bayt ya'ni 244 misra fors-tojikcha she'rlar o'rin olgan. Undagi sara ruboiylar mavzu va g'oya jihatidan mukammal, shoirning teran fikrlari ularga jo bo'lgan:

از قعر گل سیاه تا اوج زحل  
کردم همه مشکلات گیتی را حل  
بیرون جستم ز قید هر مکر و حیل  
هر بند گشاده شد مگر بند اجل

*Qora tuproq qa'ridan tortib to Zuhal(Saturn)ning eng baland cho'qqisigacha bo'lgan dunyoning hamma qiyin, mushkul masalalarini hal qildim. Men har qanday makr-u hiyla tuzog'idan qutulib chiqqa oldim. Hamma tugunlar yechildi. Lekin birgina ajal-o'lim tugunini yecha olmadim.*

Darhaqiqat, olim o'z davridagi mavjud fan taraqqiyotining barchasini egallaydi. Biroq o'lim haq ekanligi, uni davolashning iloji yo'qligini alohida ta'kidlab o'tadi. Har ikki devondagi boshqa she'rlar tarjimasini va tahlili, ular haqidagi batafsil ma'lumot keyingi ishlarda keltiriladi.

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JAZONI O‘TASHDAN MUDDATIDAN ILGARI OZOD QILISHNING DOLZARB  
MASALALARI

**O‘RINBOYEV KOMILJON UMIDJON O‘G‘LI**

Toshkent davlat yuridik universiteti

“Jinoyat qonunchiligini qo‘llash nazariyasi va amaliyoti” soha mutaxassisligi magistri

**Annotatsiya:** Ushbu tezisda jazoning ahamiyati, jazodan o‘tashdan muddatidan ilgari ozod qilish tushunchasi, huquqiy ahamiyati hamda qo‘llanilish doirasi yuzasidan turli fikrlar yoritilgan. Bundan tashqari, milliy qonunchilikda jazodan o‘tashdan muddatidan ilgari ozod qilishning o‘ziga xos tomonlari yoritilgan.

**Kalit so‘zlar:** jinoiy jazo, jazodan o‘tashdan muddatidan ilgari ozod qilish, shartli ozod qilish, sud.

Jazodan ozod qilish jinoyat huquqining muhim insonparvarlik tamoyillaridan biri bo‘lib, shaxsga nisbatan tayinlangan jinoiy jazoni ijro etmasdan ham uni tarbiyalash mumkin, u jamiyat uchun hech qanday xavf tug‘dirmaydi yoki jazoning qolgan qismini real ravishda o‘tashi maqsadga muvofiq emas, degan qat‘iy xulosaga kelinsa qo‘llaniladi. O‘zbekiston Respublikasi jinoyat huquqiga ko‘ra, jazodan ozod qilish, sud tomonidan ayblov hukmi chiqarilib jazo tayinlanganidan keyingina qo‘llaniladi. Jinoiy jazodan ozod qilish faqat sud orqali amalga oshiriladi. Ma‘lumki, jazoni o‘tashdan muddatidan ilgari shartli ravishda ozod qilish muayyan maqsadni asosida amalga oshiriladi. Jazoni o‘tashdan muddatidan ilgari shartli ozod qilinishida mahkumning ijtimoiy xavfliligini yo‘qotganligini va sud tomonidan tayinlangan jazoni to‘la o‘tamasdan tuzalganligini bildiradi. Buning mohiyati shundaki, mahkumni kelajakdagi jazoni o‘tashdan shartli ravishda ozod qilishda ifodalanadi va qonunda ko‘rsatilgan shartlar asosida amalga oshiriladi. Jazoni o‘tashdan muddatidan ilgari shartli ozod qilishning qoidalariga rioya qilmaslik belgilangan jazo muddatini to‘liq yoki qisman o‘tashga olib keladi. Uni qo‘llashning dastlabki sharti hukm qilingan mahkumning tuzalganligi to‘g‘risidagi sud tomonidan o‘rnatilgan holatlarning mavjudligi va mahkum tomonidan jazoning ma‘lum bir qismini o‘taganligi hisoblanadi. Jazodan qisman ozod etishda mahkum sud tomonidan tayinlangan jazoning bir qismini o‘taydi hamda jazoning o‘talmagan qismidan ozod etiladi yoxud ushbu jazo yengilrog‘i bilan almashtiriladi. Bu guruhga quyidagilar kiradi: jazoni o‘tashdan muddatidan ilgari shartli ozod qilish; jazoni yengilrog‘i bilan almashtirish. Jazodan ozod qilishning har bir turini qo‘llash asoslari O‘zbekiston Respublikasi Jinoyat kodeksining moddalarida ko‘rsatilgan

“Jazoni o‘tashdan muddatidan ilgari ozod qilish va jazoni yengilrog‘i bilan almashtirish bo‘yicha sud amaliyoti to‘g‘risida”gi Oliy sud plenumi qarorlari loyihalari ishlab chiqilgan. “Jazoni o‘tashdan muddatidan ilgari ozod qilish va jazoni yengilrog‘i bilan almashtirish bo‘yicha sud amaliyoti to‘g‘risida”gi qaror loyihasining qabul qilinishi sudlar va jazoni ijro etish organlari uchun muhim ahamiyat kasb etadi. Chunki shu kunga qadar jazoni o‘tashdan muddatidan ilgari ozod qilish va jazoni yengilrog‘i bilan almashtirish bilan bog‘liq iltimosnomalarni tartibga soluvchi me‘yoriy-huquqiy hujjat mavjud emas edi. Shu bois ham sudyalarda ushbu toifadagi ishlarni ko‘rishda muayyan muammolarga duch kelayotgan edi. Mazkur qaror loyihasining qabul qilinishi amaliyotdagi huquqiy bo‘shliqni to‘ldirib, bu borada yuzaga kelayotgan masalalarni hal etish imkonini yaratgan. Zero, plenum qarorlari loyihalari amaldagi qonun normalarini aniq va bir xilda qo‘llash orqali yagona sud amaliyotini



shakllantirish, fuqarolarning huquqlari va qonuniy manfaatlarini ishonchli himoya qilish, odil sudlov samaradorligini yanada oshirishga qaratilgani bilan ahamiyatlidir.

Jazoni o'tashdan muddatidan ilgari shartli ozod qilish ozodlikdan mahrum qilish, intizomiy qismga jo'natish, xizmat bo'yicha cheklash, ozodlikni cheklash yoki axloq tuzatish ishlariga hukm qilingan shaxslarga nisbatan qo'llanilishi mumkin. Shaxs ijro etilmagan qo'shimcha jazodan ham ozod qilinishi mumkin. Jazoni o'tashdan muddatidan ilgari shartli ravishda ozod qilish yuqorida ko'rsatilgan jazo turlari uchun o'rnatilgan tartib-qoida talablarini bajargan va mehnatga halol munosabatda bo'lgan mahkumga nisbatan qo'llaniladi. Jazoni o'tashdan muddatidan ilgari shartli ravishda ozod qilish mahkum:

a) ijtimoiy xavfi katta bo'lmagan yoki uncha og'ir bo'lmagan jinoyati uchun sud tayinlagan jazo muddatining kamida uchdan bir qismini;

b) og'ir jinoyati uchun, shuningdek qasddan sodir etgan jinoyati uchun, agar shaxs ilgari qasddan sodir etgan jinoyati uchun ozodlikdan mahrum etishga hukm qilingan bo'lsa, sud tayinlagan jazo muddatining kamida uchdan ikki qismini;

v) o'ta og'ir jinoyati uchun, shuningdek jazodan muddatidan ilgari shartli ozod qilingan yoki jazosi yengilrog'i bilan almashtirilgan shaxs jazoning o'talmagan qismi mobaynida qasddan yangi jinoyat sodir etganligi uchun hukm qilingan bo'lsa, sud tayinlagan jazo muddatining kamida to'rt dan uch qismini haqiqatda o'tab bo'lganidan keyin qo'llanilishi mumkin.

Jazodan muddatidan ilgari shartli ravishda ozod qilish:

a) umrbod yoki uzoq muddatga ozodlikdan mahrum qilishga hukm etilgan shaxsga;

b) o'ta xavfli retsivistga;

v) uyushgan guruh yoki jinoiy uyushmaning tashkilotchi va qatnashuvchilariga;

g) javobgarlikni og'irlashtiradigan holatlarda qasddan odam o'ldirganlik, o'n sakkiz yoshga to'lmagan jabrlanuvchining nomusiga tekkanlik yoki unga nisbatan zo'rlik ishlatib, jinsiy ehtiyojni g'ayritabiiy usulda qondirganlik, o'n sakkiz yoshga to'lmagan shaxsni jinsiy aloqada bo'lish yoki jinsiy ehtiyojni g'ayritabiiy usulda qondirish bilan bog'liq holda jinsiy aloqa qilishga majbur etganlik, o'n olti yoshga to'lmagan shaxs bilan jinsiy aloqa qilganlik yoki jinsiy ehtiyojni g'ayritabiiy usulda qondirganlik yoki unga nisbatan uyatsiz-buzuq harakatlar qilganlik, voyaga yetmagan shaxs tavsiflangan yoki tasvirlangan pornografik mahsulotni tarqatish, reklama qilish, namoyish etish maqsadida O'zbekiston Respublikasi hududiga olib kirganlik, xuddi shuningdek uni tayyorlaganlik, tarqatganlik, reklama qilganlik, namoyish etganlik yoxud voyaga yetmagan shaxsni pornografik xususiyatga ega harakatlarning ijrochisi sifatida jalb etganlik, voyaga yetmagan shaxsni jalb etgan holda qo'shmachilik qilganlik, fohishaxonalarni tashkil etganlik yoki saqlaganlik, O'zbekiston Respublikasiga, tinchlikka va insoniyat xavfsizligiga qarshi jinoyat sodir etganlik, yadroviy, kimyoviy, biologik va boshqa xildagi ommaviy qirg'in quollarini, shunday quollarni ishlab chiqarish uchun foydalanish mumkinligi ayon bo'lgan material va uskunalarini, kontrabanda qilganlik uchun hukm qilingan shaxslarga nisbatan qo'llanilmaydi.

Jazoni o'tashdan muddatidan ilgari shartli ravishda ozod qilinib, jazoning o'talmagan qismi mobaynida qasddan yangi jinoyat sodir etgan shaxsga nisbatan sud yuqoridagi qoidalarga muvofiq jazo tayinlaydi.

Bundan tashqari, o'n sakkiz yoshga to'lmagan sodir etgan jinoyati uchun ozodlikdan mahrum qilishga, ozodlikni cheklashga yoki axloq tuzatish ishlariga hukm qilingan shaxsga nisbatan jazoni o'tashdan muddatidan ilgari shartli ravishda ozod qilish tartibi qo'llanilishi mumkin. Jazoni o'tashdan muddatidan ilgari shartli ravishda ozod qilish ushbu moddaning

birinchi qismida ko'rsatilgan jazo turlari uchun belgilangan tartib-qoida talablarini bajargan mehnat va o'qishga halol munosabatda bo'lgan mahkumga nisbatan qo'llanilishi mumkin.

Jazoni o'tashdan muddatidan ilgari shartli ravishda ozod qilish:

a) ijtimoiy xavfi katta bo'lmagan yoki uncha og'ir bo'lmagan jinoyat uchun tayinlangan jazo muddatining kamida to'rt dan bir qismi;

b) og'ir jinoyat uchun tayinlangan jazo muddatining kamida uchdan bir qismi;

v) o'ta og'ir jinoyat uchun, shuningdek qasddan sodir etgan jinoyati uchun, agar shaxs ilgari qasddan sodir etilgan jinoyat uchun ozodlikdan mahrum etishga hukm qilingan bo'lsa, tayinlangan jazo muddatining kamida yarmini haqiqatda o'tab bo'lganidan keyin qo'llaniladi.

Jazodan muddatidan ilgari shartli ravishda ozod qilish qo'llanilgan shaxs jazoning o'talmagan qismi mobaynida qasddan yangi jinoyat sodir etsa, sud unga nisbatan Jinoyat kodeksining 60 va 86-moddalarida nazarda tutilgan qoidalarga muvofiq jazo tayinlashi belgilangan.

Jazoni o'tashdan muddatidan ilgari ozod qilish va jazoni yengilrog'i bilan almashtirishga oid qonun talablarini aniq va og'ishmay bajarish mahkumlarni qayta tarbiyalash, takroran jinoyatlar sodir etilishining oldini olish hamda insonparvarlik prinsipini amalda ta'minlashda muhim ahamiyat kasb etadi.

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4. 2016 yil 27 dekabrda O'zbekiston Respublikasi Oliy sudi plenumining jazoni o'tashdan muddatidan ilgari ozod qilish va jazoni yengilrog'i bilan almashtirish bo'yicha sud amaliyoti to'g'risida qarori
5. [www.lex.uz](http://www.lex.uz)
6. [www.yurida.uz](http://www.yurida.uz)

**G`afur G`ulom ijodida o`zbek bolalarining soddaligi, quvnoqligi, ota-onaning qadriga yetish singari tuyg`ularning kuylanishi**

Termiz Davlat Pedagogika Instituti Boshlang`ich ta`lim fakulteti Boshlang`ich ta`lim  
yo`nalishi

3-bosqich talabasi

**Abdunazarov Bobur Normurodovich**

**Anotatsiya:** Ushbu maqolada G`afur G`ulom asarlarining bolalar adabiyotida tutgan o`rni haqida bayon etilgan.

**Kalit so`zlar:** G`afur G`ulom hayoti va ijodi, “ Shum bola “ qissasi, “Sog`inish” she`ri, “Mening o`g`rigina bolam” asari.

O`zbek adabiyotining zabardast namoyondalaridan biri G`afur G`ulom 1903-yil 10-mayda Toshkent shahrining Qo`rg`ontegi mahallasida tug`ilgan. Otasi G`ulom Mirza Orif o`g`li, onasi Toshbibi adabiyotshunos, fors tilining bilimdoni. Otasi rus, ozarbayjon, tatar tillarini ham yaxshi bilgan. G`afur G`ulomning ilk she`ri “Go`zalik nimada” nomi ostida chop etilgan. She`riy to`plamlari 1931-yil “Dinamo”, 1932-yilda “Tirik qo`shiqlar” to`plamlarini chop etirgan.

**Nasriy asarlari:** 1930-yilda “Netay”, 1934-yilda “Tirilgan murtda”, 1936-yilda “Shum bola” va “Yodgor nomli” nasriy asrlari yaratilgan. Urush yillarida shoirning “Kuzatish”, “Sog`inish”, “Qish”, “Xotin”, “Bizning ko`chada ham bayram bo`lajak”, “Suva va nur” singari asarlarini yozgan. Uning o`ynab kuladigan baxtli kunlari, bolalik chog`lari Birinchi jahon urushi davriga to`g`ri keladi. Ota-onasida yosh yetim qilgan G`afur G`ulom boshiga ko`p tashvishlar tushadi. Oilada to`rtta farzand bo`lib, otasi ularga bosh qilib G`ofurni tayinlab ketadi. Bo`lg`usi adib musibatga to`la kunlarni boshdan kechiradi. Bolalaik tassavurida bu qiyinchiliklar, uning xotirasida muhirlanib qoladi.

Adib 1936-yilda o`tmish hodisalarini xayolida qayta jonlantiradi va o`zinig “Shum bola” nomli qissasini yaratadi. Bu qissa o`tgan asrning 60- yillarga to`g`ri kelib, hozirgi mukamall holiga keltiriladi. Yana bir adibimiz, o`zbek adabiyotining yirik namoyondalaridan biri, Said Ahmad o`zining “Yoqotganlarim va topganlarim” kitopida quyidagi jumalarni keltirib o`tadi: “Sum bola” ning uchinchi qismi yozilayotganda men G`afur akaning yonida edim. Meni G`ofur akani uyiga qissani tezroq yozdirish uchun “Mushtumdan” yuborishgan edi “.

“Shum bola” qissasining bosh qahramoni, og`ir kunlarda otasidan ayrilgan 14 yoshli bolakay. U yerga ura ko`kka sapchiydigan, bir joyda uzoq qolib ketsa yuragi siqiladigan, tinib-tinchimas bolalardan edi. Kunlarning birida, u onasini xafa qilib qo`yganidan xijolat bo`lib, pul topish ilinjida yo`lga tushadi. Toshkent atrofidagi sarguzashtlari yarim yildan ortiq davom etadi. Pochchasi avaylab boqayotgan qushlarga suzma berib harom o`ldirib qo`yadi. Do`sti Omonga qo`shilib, Sulton o`g`ri boshchiligida kun o`tkazadi. Ko`chmanchilar ovulida o`lik yuvib sharmanda bo`lishadi. Masjid imomining og`ilxonasidagi o`salab qolgan ho`kiz o`rniga, soppa-sog` eshakni so`yib rosa kaltak yeydi. U qayerga bormasin, hamma joyda kattalarni o`ziga bepisand qarashi, qo`pol muomalaga duch keladi. Xudoni tilga oladigan, ikkiyuzlamachi Eshon uni oyoq-qo`li epchilgina yigit deb maqtaydi. Qussada Shum bolaning Sariboydek xasis kimsani dodini beradi. Xoh yaxshi gap, xoh yomon gap bo`lsin, Sariboy nuqul “inankeyin” deyishi odamni xit qilib yuboradi, lekin Shum bola Sariboyni bu gapi bilan oson mot qiladi. Don-don sopli pichoqni sinishi bilan boshlangan gap, o`g`li Bo`riboyning terakdan yiqilib



o`lishi bilan tugaydi. O`rtancha qizi esa, dunyoga arzidigan tug`ganini, chaqaloq esa Badal aravakashga quyib qo`ygandek o`xshashi to`g`risidagi yolg`on gaplar, boyni yiqitadi. Bu qissada "Shum bola"ning har qanday qiyin vaziyatdan, sog`-omon chiqib ketishiga amin bo`lamiz. G`afur G`ulomning "Sog`inish" she`ri 1942-yilda yozilgan bo`lib, unda "o`zbek otasi" degan obrazga duch kelishimiz mumkin. Ota yolg`iz o`g`lining urushdan qaytib kelishini intizorlik bilan kutadi. Otaning yuragi guppillab urib turadi. Atrofga har kuni yuzlab kelayotgan qora xat kelayotgan tahlikali yillarda, ota o`z o`g`lidan xavotirda bo`ladi.

"Sog`inish" she`rining lirik qahramoni, otaning sog`inchi shunchalar zo`rki, hamma narsadan umidlanadi. Najot so`rab hatto, quyoshga qarab zorlanadi. Ota sog`inch o`rtagan paytlarda Bedilni o`qiydi. Asli turkiylardan bo`lgan fors shoiri, Bedil she`riyati, o`zining falsafiy chuqurligi, o`quvchini o`tkinchi dunyo g`am- tashvishlaridan yuqoriroq fikr yuritishga undaydi. Bedilning otaga bergan daldasi, yupanchi ya`ni xayolotlarini chashmadek tindiradi. Urushning tugashiga hali uch yil bor edi. 1945-yilning may oyida, urushdan tirik qolgan jangchilar shaftoli pishig`ida uyiga qayta boshlaganlar.

"Sog`inish" she`ri insoniyat badiiy taffakurining eng yuksak cho`qilarida turishgaarzigulik, o`zida eng pokiza insoniy xislatlarni mujassam etgan badiiy asar hisoblanadi.

G`afur G`ulomning "Mening o`g`rigina bolam" hikoyasida ota-onasidan erta yetim qolgan to`rt bolaning yoshligida boshidan kechirgan musibatlarini kitobxonlarga to`la- to`kis yetkazib berilgan. Ushbu hikoya nafaqat to`rt bola, balkim, o`sha davr bolalarning ota-onasidan erta yetim qolgan bolalar, urushning asorati va jamiyatdagi kamchiliklarni badiiy asar orqali yetkazib berilgan. 1865- yil Qo`qon xonligining taslim bo`lishi bilan Turkiston o`lkasining to`liq Chor Rossiyasiga qaram bo`lib qolishi, shuningdek o`lkaning tomonidan idora qilinardi. Keyinchalik esa, 1914-yil Birinchi jahon urushining boshlanishi qiynalib kelgan xalqning ahvolini yanada qiyinlashtirdi. "Mening o`g`rigina bolam" hikoyasida esa ushbu voqealar haqida bayon etilgan. Shu sababli bu hikoya (asar), "Voqeiy hikoya" deb nomlangan. Bu asarning bunday nomlanishi ham bejiz emas, chunki, bu davr insonlarining ahvoli og`ir edi. Yaqinlaridan ayrilgan bolalarning yeyishga hech narsasi yo`q edi. Bu hikoyada keltirilgan "qora buvi" yoki "o`g`rigina bola" qahromlari orqali barcha bolalar ahvoli tasvirlangan.

Zero, shular urush asoratlarni, qiyinchiliklarini, urushning tirik qurbonlarini o`quvchilarga yetkaza oldi. Ushbu hikoyada kelgan quyidagi jumlarga e`tibor qarataylik: "Buni qarang-a, bizning uyimizga o`g`ri kepti. Bizni ham odam deb yo`qlaydigan kishilar bor ekan-da, dunyoda...". Ushbu jumla orqali davr asoratidan yuzaga kelgan kamchiliklar, ma`naviy kamchiliklar, urushning asoratlari va urush natijasida halok insonlar taqdiri olingan. Bolalarning ota- onalari va qarindoshlarini intizorlik bilan kutishi singari hissiyotlari keltirilgan. Xalqning boshiga tushgan ko`rguliklarni, o`z hayoti misolida ham totib ko`rgan, yurtdoshlari dardiga sherik bo`lgan G`afur G`ulom "O`g`rigina bola" ga achinmasligi, uning taqdiriga befarq qarashi mumkin emas edi.

**Xulosa.** Xulosa qilib shuni aytamanki, G`afur G`ulomning barcha asarlarida, qiyinchilik, hayot tashvishlari tasvirlangan. Quyida yozib o`tgan asarlarimizda, o`zbek bolalarining soddaligi, sho`xligi, har qanday qiyinchiliklardan oson yengib o`tishi, ota-onaning qadriga yetishi. Ota-onaning farzandi uchun mehr-muhabbati va zamon qiyinchiliklari tasvirlangan. Ushbu davrni hozirgi zamon bilan taqqoslaydigan bo`lsak. Biz musofirda yurgan bo`lsak ham, ota-onamizning bizga bo`lgan mehr-muhabbati, ishonchi, ko`magi, qiyinchiliklarimizga yordam berishi, tushkun vaqtimizda hamddard bo`lishi, uyda o`tirgan holatda ham qayg` urushu, bizning yo`limizga jonsarak bo`lishi G`afur G`ulomning har bir asarida gavdalanirilgan. Har bir farzand ota-onasining qadriga yetishi, ularning ishonchini

qozonishi, har bir gapiga diqqat bilan quloq solishi lozim. Zero, bizga hech kim ota-onamizdek bola olmayd. Shu sababli biz farzandlar ota-onamiz va yaqinlarimizning borida qadriga yetmog`ligimiz lozim.

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PROMOTION OF PREVENTION OF OBESITY AMONG SCHOOL CHILDREN IN  
THE PRIMARY HEALTH CARE SYSTEM.

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**Abstract:** Obesity is excessive accumulation of fats in the body. This pathology appears when the body weight increases by 20% or more. In this case, the patient suffers not only psychologically, but also from pathologies of internal organs. Today, obesity is a global epidemic, as people at any age are faced with obesity. Treatment of this disease includes physical activity, adherence to diet, medication and correction of psychoemotional conditions.

**Key words:** etiopathogenesis, metabolism, body mass index, diet, bariatrics

Obesity is subcutaneous fat as a result of metabolic disorders in the body accumulation of fats in the layer and tissues. Obesity is a common disease 50% in women, 30% in men, and 10% in children. 70 the average weight decreases with age. It causes obesity factors: excessive food consumption, especially rich in carbohydrates and fats excessive consumption of products, addiction to alcoholic beverages, physical inactivity; 40 includes older age, genetic predisposition. The autonomic nervous system in the development of obesity metabolism due to increased tone of the parasympathetic (department) of the system reduction is significant. This condition produces insulin from the pancreas increases excretion and causes obesity. The main cause of obesity pathogenetic mechanism is the energy entering and expending in the organism imbalance. This condition is more likely to be due to poor nutrition: fat in food and excess of carbohydrates, violation of the diet - daily calories the main part is related to its reception in the evening. Adipose tissue is the main storehouse of energy. Excess energy as triglycerides accumulates in adipocytes. Energy expenditure in the origin of obesity disorder is also very important, this condition is caused by various enzymatic and metabolic defects, violation of oxidation processes is related to the state of sympathetic innervation. In healthy, normal-weight people, overeating is the key to metabolism leads to an adaptive acceleration of exchange, that is, the main exchange is energy is a kind of buffer that keeps the balance, the amount of food taken maintains stability of body weight when it changes.

Many people do not know that there are two types of adipose tissue in the human body: gray and white adipose tissue. Gray adipose tissue is produced by mitochondria in cells. It is gray tissue that provides warmth to a person when he is not moving. These tissues accumulate around the thyroid gland and around the kidneys. It accumulates in a mixed manner in the chest area and in the shoulder area, between the shoulder blades. A significant accumulation of fat is explained by the increase in white adipose tissue. These tissues are made up of fat cells (adipocytes) and have the appearance of a large bubble, the nucleus of which is located in the periphery, not in the center. Such fat cells accumulate a lot under the skin, especially in the abdomen. The fat layer in the abdominal area can be 20 cm or more thick in some cases. In addition, there is an organ that accumulates fat in the abdominal cavity - charvi. Fat cells are also located in the area behind the abdomen, around the pancreas, aorta, and kidneys.

To ensure energy balance, the demand for energy is equal to its consumption should be done. Individual energy consumption in a person depends on three factors:



1) basic metabolism, proportionality of body weight and surface area, keeping the main physiological function

appropriateness of energy expenditure while standing;

2) thermogenic effect (special dynamic effect of food), approx

It is 5-10% and additional energy consumption during digestion and production of new substrate

It is related to the stimulation of metabolism.

3) physical activity causes a significant change in energy expenditure. High calorie. Eating food is one of the obvious causes of obesity. The second is without problems one of the reasons is a decrease in energy consumption, insufficient physical activity. Simple it is known from mathematical calculations that one excessive intake of food, for example, a sandwich with cheese in one day, a glass of milk in 10 years will lead to 10 kg of weight gain will come. Obesity and related complications in the development of adipose tissue in recent years its development is becoming more important.

Even the coronavirus infection that has spread all over the world today especially in overweight people it becomes difficult and in many cases with death is being completed. Don't worry, there are ways to prevent this disease: Eat healthy, doing physical education, giving up tobacco and alcohol products is enough. Cardiovascular diseases, strokes, malignant tumors, breathing through walking non-infectious diseases such as chronic diseases of organs and diabetes diseases are prevented. It is clear that human health depends on body weight in every way. Efforts have been made to switch to a healthy lifestyle in Uzbekistan. "Healthy lifestyle" adopted by President Shavkat Mirziyoyev measures for wide implementation and further development of public sports on" is also dedicated to the same issue. Especially the officials in this regard should be an example to the people. Money for citizens who walk the most every month award will be given. So, run in the morning, eat right.

Summary. Today, it is difficult to treat obesity and its effectiveness is quite low remains. It is a multifactorial disease. Obesity has been medical for many years not being considered a problem, but rather with the fact that the appearance of the disorder is in the first place is important. During the treatment, the goal is to return to the original weight. But this requires more difficult treatment measures. Treatment plan divided into parts and will be long-term. It should be taken into account that long-term treatment and planned treatment perfect types of measures do not yet exist. Obesity is fast, requiring constant monitoring and long-term treatment relapsing chronic disease. Short-term therapy is less effective and is discontinued then the disease recurs. It's not just the body in treating obesity and high body weight reduction, but also complete control of metabolic stress, serious diseases prevention of development, prevention of recurrence of obesity and long-lasting results saving time is the main strategic goal.

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**Abstract:** This article provides information about the hygienic composition of the soil and the diseases that occur in it.

**Key words:** soil composition, neutralization, hygienic importance, ecological, organic matter, sanitary bacteriological, sanitary helminthological, hygienic feature.

Hygienic importance of soil. If a person is connected with the soil through the climate, food chain, air and water through his life activities from an ecological point of view, the hygienic value of the soil is determined by:

- 1) determining the factors determining its impact on human life;
- 2) the need to assess the level of this effect on health;
- 3) development of preventive measures to protect the soil from both anthropogenic influences and people from diseases caused by this pollution.

The main soil factors that have a great impact on human health and are of great hygienic importance:

A) by shaping the climate of the region - affects the thermal regime of the region, the composition of the air and vegetation cover, thereby forming the adaptive ecological type of a person. Healthy places are high, dry, sunny; unhealthy - low-lying, cold, flooded, wet, often foggy;

B) constitutes an important link of the food chain - "external environment - man": 1) as a producer of food (B, F, U, vitamins, minerals, trace elements) - impact on a person through nutrition does and 2) as a supplier. all chemicals to the body through food, physical and biological anthropogenic pollutants that fall into the soil and are not neutralized;

C) soil is a natural environment for eliminating waste through self-cleaning. The soil is a huge laboratory, in which the synthesis and destruction of organic substances, photochemical processes, the formation of new organic substances, the death of many bacteria, viruses, helminth eggs and insects are constantly taking place. Soil is used to treat and neutralize wastewater, sewage and garbage;

D) the factor that determines the nosology of geoenvironmental diseases, both as a result of soil naturally characteristic of a certain area (fluorosis, goiter) and as a result of its anthropogenic contamination (for example, heavy metals); contaminated soil is a source of chemical, physical and biological pollution of the environment (air, water, plants);

E) soil is a factor in the spread of a number of infectious diseases (wounds, botulism), epidemic diseases (intestinal group, anthrax) and helminthiasis (ascariasis).

Hygienic requirements for soil quality. For hygienists, the surface layer of the soil is

important - 25 cm (arable). It is there that plants grow, it is often polluted, and pollution from it enters the air, water bodies and plants. It is this layer that meets hygienic requirements. Based on the fact that the soil consists of solid particles - grains and empty spaces between them - pores filled with air, the hygienic properties of the soil are determined by its porosity, air permeability, moisture capacity, hygroscopicity and capillarity.

- Porosity - the percentage of pores in the soil (sandy - 40%, peat - 82%).
- Air permeability - the ability to pass air.
- Water permeability - the ability to pass water (its ability to filter).
- Moisture capacity - how much water the soil can hold (its adsorption capacity).
- Capillarity is the ability of the soil to move water up from the lower layers.

These properties depend on the mechanical and chemical composition of the soil. Therefore, before choosing a place for construction, a hygienic assessment of the state of the area is carried out: sanitary-topographic examination, physical-mechanical analysis, radiological, sanitary-toxicological, sanitary-bacteriological, entomological and helminthological studies.

Soils are distinguished by their mechanical composition - sandy, loamy, loamy and loamy soils. The structure of these soils is determined by the mechanical elements that make them up - grains and their diameter: up to 0.01 mm - it is called clay; more than 0.01 mm - sand; Up to 1 mm - fine soil, more than 1 mm - soil skeleton.

According to their chemical composition, soils are divided into calcareous (Ca and CaO compounds), aluminum oxide (aluminum compounds -  $Al_2O_3$ ) and sandy (silicon compounds -  $SiO_2$ ).

Coarse-grained soils are sandy soils: they have large pores that allow air to pass well (good aeration); Such soils are dry and do not flood.

Fine-grained soils - clayey and swampy soils, high water capacity, hygroscopicity, capillarity help to retain moisture and easy waterlogging.

Healthy soil should be coarse and dry, which ensures air permeability: more oxygen means better oxidation of organic matter and thus better cleaning of the soil from them. For utilities, coarse-grained soils are better, which do not raise groundwater from below to the foundation of the building and allow it to pass well from above. We should not forget about the important hygienic property of the soil - its thermal properties. The surface layer of the soil, which is heated by solar radiation during the day, emits heat in the evening and warms the air, which is taken into account when laying water pipes and house foundations. The composition of the soil air also depends on the soil: in polluted soils, the amount of carbon dioxide decreases to 15%, and oxygen decreases to 5%. Enzymatic processes of decomposition of organic matter prevail in such soils, rather than rotting due to lack of oxygen. Methane, ammonia, hydrogen sulphide formed as a result of fermentation processes from soil air enter the basements of houses, spread further through underground structures (water pipes, sewers) and poison the inhabitants living there.

Hygienic cleanliness of the soil is assessed by the results of sanitary-bacteriological, sanitary-helminthological, sanitary-entomological and sanitary-chemical studies.

During the sanitary-bacteriological examination, the following are determined: 1) the total number of microorganisms in 1 g of soil; 2) the number of thermophiles in 1 g of soil (microorganisms that produce temperatures up to 60-70°C in composts; 3) coli titer (an indicator of organic pollution); 4) titer-perfringens (an indicator of the level of human presence in general pollution) and 5) the presence of pathogenic microorganisms, which are usually very difficult



to detect. A sanitary-helminthological study reveals the presence of helminth eggs in the soil, which is an indicator of contamination with fresh feces.

The results of the study are evaluated as a whole. Thus, an increase in organic nitrogen and carbon in the soil without an increase in ammonia with a low titer of coli and a large number of helminth eggs indicates a new pollution of feces, as well as the absence of mineralization processes of organic matter (soil). does not "digest" pollution well). The simultaneous presence of organic nitrogen and chlorides indicates long-term soil pollution and intensive use of organic matter (soil "digests" pollution well). A good humus formation process is also indicated by the Khlebnikov number, which approaches 1. The detection of nitrates + chlorides + low-titer perfringens indicates long-term contamination of the soil without new inputs.

The soil is a breeding ground for 27 species of mosquitoes (in the middle zone), one of which is the "house mosquito" important for the spread of epidemic intestinal diseases - dysentery and typhoid fever. A white worm turns into a fly in infected feces, carries up to 20 thousand dysentery germs on its legs, flies into a person's house and falls on unopened food - milk, cheese, sausage. And then the temperature and time help bacteria multiply (their number doubles every 20 minutes at 20°C). Dysentery and typhoid fever can be transmitted in this way.

Thus, the epidemic importance of soil is as follows:  
1) contaminated soil can serve as a factor of epidemic diseases directly and through contamination of water supply and mosquitoes;  
2) mosquitoes multiply and get sick in contaminated soil;  
3) consumption of contaminated vegetables (onions, radishes) and berries (strawberries) causes people to become infected with worm eggs.

Therefore, in the prevention of soil-borne infectious diseases and helminthiasis, sanitary protection of the soil and sanitary cleaning of waste from the areas are of great importance.

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**Abstract.** In the tax system of Uzbekistan, you will learn about the tax imposed on the property of legal entities and individuals, and that this tax is calculated as a fixed tax on resources in the form of basic funds, and also provide information about the amount of income from this tax to local budgets, and the stable income of the budget.

**Key word.** Funds, property tax, share of income, object of taxation, base, rate.

**Introduction.** The main purpose of the introduction of property tax in the tax system of our country is to arouse the interest of enterprises in selling their excess and unused property, on the other hand, it is to encourage the effective use of property on the balance sheet of enterprises. This, in turn, will make it possible for enterprises to renew their old physical and moral means with new, advanced technology-equipment, as well as reduce the price of manufactured goods, and create an opportunity to produce competitive goods.

Payers of property tax introduced in the tax system are considered legal entities and individuals and pay the taxes determined in accordance with the tax code. Now let's get acquainted with the information about how to collect property tax from legal entities and individuals and how to pay it.

One of the important steps towards the taxation of business activities in Uzbekistan was the introduction of the tax on the property of enterprises and the tax on the property of legal entities, which was adopted on February 15, 1991 and was introduced in 1992. Currently, the legal basis of this tax is the Tax Code of the Republic of Uzbekistan, the Law of the Republic of Uzbekistan "On State Tax Service", the decisions of the President of the Republic of Uzbekistan and other regulations related to tax legislation. - legal documents are also considered.

The tax imposed on the property of individuals was adopted on December 28, 1993 and was introduced by 1994 together with the Law of the Republic of Uzbekistan "On Taxes on the Property of Individuals". The tax on the property of individuals is a regular tax that is collected once a year. The tax on the property of individuals is fiscally significant and forms part of the income of the state budget. Now let's have information about property tax payers and the object of taxation.

**The tax payers of the tax imposed on the property of legal entities are:**

- Legal entities of the Republic of Uzbekistan who own property that is considered an object of taxation in the territory of the Republic of Uzbekistan in accordance with the tax legislation;
- Legal entities that are non-residents of the Republic of Uzbekistan, owning real estate in the territory of the Republic of Uzbekistan.

Taxpayers of property tax levied on natural persons are natural persons, including foreign citizens, who own property recognized as the subject of taxation, agricultural holdings with or without legal entities.

The following are the objects of property taxation:

T/r	Object of taxation imposed on property of legal entities	Object of taxation imposed on property of individuals
1	Buildings and structures that must be registered in the state registration bodies of real estate rights	Non-residential real estate objects intended for business activities and income
2	Unfinished objects	Houses, apartments, country yard buildings
3	Railways, main pipelines, communication and power transmission lines, as well as facilities that are an integral technological part of these objects	Unfinished residential facilities
4	Residential real estate objects listed for later sale in the balance sheet of construction organizations or builders of buildings	Car accommodation, as well as other buildings, buildings and structures integrally connected to multi-apartment buildings

The tax rate for the property of legal entities is set at 1.5 percent. The tax rate for objects whose construction has not been completed within the regulatory period is set at 3 percent. Tax rates are set at 0.5 percent for:

1. Public railways, main pipelines, communication and power transmission lines, as well as facilities that are an integral technological part of these objects;
2. Immovable property and unfinished construction objects, the decision of the Cabinet of Ministers of the Republic of Uzbekistan on conservation was adopted.

Amounts of property tax rates collected from individuals:

- 0.25 percent for houses and apartments, country yard buildings, car shelters integrally connected to multi-apartment buildings, as well as other buildings, buildings and structures;
- Houses and apartments located in cities, total area:  
Over 200 sq.m and up to 500 sq.m - 0.33 percent  
More than 500 square meters - 0.44 percent
- Houses and apartments with a total area of more than 200 square meters located in other population centers-0.33
- Taxable objects used for business activities or for leasing to a legal entity or an individual entrepreneur - 1.5 percent

The tax report is submitted to the tax authority at the place of tax registration once a year, during the period when the annual financial report is submitted. A calendar year is a tax period.

The changes in the tax system implemented in our country or the taxes collected are first of all non-refundable payments to the state budget, and all are taken into the state's financial account and base.



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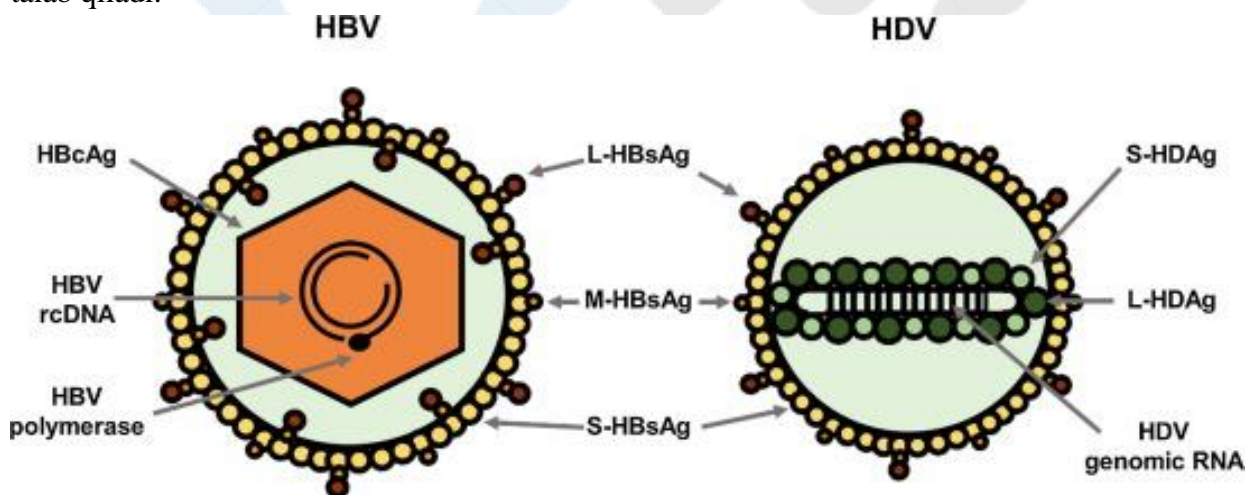
## VIRUSLI GEPATIT B+ D KASALLIGI

**Amonov Sobirjon Bakhtiyorovich**

Toshkent tibbiyot akademiyasi Termiz filiali o'qituvchisi

Virusli gepatit global sog'liq uchun jiddiy yuk bo'lib qolmoqda, gepatit B virusi (HBV) infeksiyasi surunkali jigar kasalligining asosiy sabablaridan biri hisoblanadi. Gepatit D virusi (HDV) bilan birgalikda yuqtirgan shaxslarning kichik guruhida kasallikning kechishi og'irlashadi, bu esa fulminant gepatit va jigar sirrozi xavfini oshiradi. Ushbu tezis virusli gepatit B + D kasalligining epidemiologiyasi, patogenezi va klinik oqibatlarini o'rganish orqali uning keng qamrovli ko'rinishini taqdim etishga qaratilgan. Mavjud tadqiqotlarni chuqur tahlil qilish orqali tezis ushbu murakkab va qiyin ikki tomonlama infeksiyani yaxshiroq tushunishga hissa qo'shishga intiladi, natijada yanada samarali oldini olish strategiyalari va terapevtik tadbirlarni ishlab chiqishga yordam beradi.

Virusli gepatit millionlab odamlarning surunkali jigar kasalliklaridan aziyat chekishi bilan global sog'liq uchun jiddiy muammo bo'lib qolmoqda. Virusli gepatitning turli turlari orasida gepatit B virusi (HBV) infeksiyasi jigar bilan bog'liq kasallanish va o'limning asosiy sababi sifatida ajralib turadi. Biroq, ayrim shaxslarda gepatit D virusi (HDV) infeksiyasi bilan kasallik yanada murakkab va og'irlashadi. Virusli gepatit B + D kasalligi sifatida tanilgan ushbu ikki tomonlama infeksiya noyob muammolarni keltirib chiqaradi va har tomonlama tushunishni talab qiladi.



Virusli gepatit B + D kasalligi turli xil global tarqalishga ega. Yuqori tarqalgan hududlarga Osiyo, Afrika va O'rta Yer dengizi qismlari kiradi. Koinfektsiya darajasi ma'lum bir populyatsiyada HBV va HDV endemisiga qarab o'zgaradi. Vena ichiga giyohvand moddalarni iste'mol qilish, himoyalangan jinsiy aloqa va perinatal yuqish HBV va HDV uchun keng tarqalgan yo'ldir. Epidemiologiyani yaxshiroq tushunish profilaktika choralariga va diagnostika va davolash uchun resurslarni taqsimlashga yordam beradi.

Virusli gepatit B + D kasalligining patogenezi murakkab va HBV va HDV o'rtasidagi murakkab o'zaro ta'sirlarni o'z ichiga oladi. HDV bu nuqsonli virus bo'lib, replikasiya uchun HBV mavjudligiga tayanadi. Yangi virus zarralarini hosil qilish uchun HBV konvert oqsillarini talab qiladi. Surunkali HBV infeksiyasi ustiga HDV ning koinfektsiyasi yoki superinfeksiyasi virusning ko'payishi va immunitet vositachiligidagi shikastlanish tufayli og'irroq jigar kasalligiga olib keladi. Ushbu ikki virus va bemorning immuniteti o'rtasidagi o'zaro ta'sir kasallikning rivojlanishiga va klinik natijalarga ta'sir qiladi.

Alohida jihatlari	Tavsifi
Ta'rif	Virusli gepatit B + D kasalligi gepatit B virusi (HBV) va gepatit D virusining (HDV) bir vaqtning o'zida infeksiyasini anglatadi, bu jigar kasalligining yanada og'ir shakliga olib keladi.
Epidemiologiya	Osiyo, Afrika va O'rta Yer dengizi qismlarini o'z ichiga olgan yuqori xavfli hududlarda keng tarqalgan. Yuqtirish vena ichiga giyohvand moddalarni iste'mol qilish, himoyalangan jinsiy aloqa va perinatal yo'llar orqali sodir bo'ladi.
Patogenez	HDV bu nuqsonli virus bo'lib, replikasiya uchun HBV mavjudligini talab qiladi. Koinfektsiya yoki superinfektsiya virusning ko'payishiga va jigarining jiddiy shikastlanishiga olib keladi.
Klinik ko'rinishlari	Turli xil klinik natijalar yengil gepatitdan to fulminant jigar yetishmovchiligigacha. Koinfektsiya holatlarida jigar fibrozi, siroz va gepatotsellyulyar karsinoma xavfi ortadi.
Tashxis	HBV va HDV belgilarini aniqlash uchun serologik testlar. Virusli yukni baholash uchun molekulyar aniqlash. Jigarining shikastlanishini kuzatish uchun jigar funksiyasi testlari.
Davolash	Surunkali HBV infeksiyasi uchun antiviral terapiya. HDVni davolash uchun interferonga asoslangan sxemalar, cheklangan samaradorlik. Jigar transplantatsiyasi rivojlangan jigar kasalliklarida ko'rib chiqiladi.
Oldini olish	HBV infeksiyasining oldini olish va HDV superinfeksiyasi xavfini kamaytirish uchun gepatit B emlash dasturlari. Yuqtirishning oldini olish uchun zararni kamaytirish strategiyalari va xavfsiz jinsiy aloqa usullari.

Virusli gepatit B + D kasalligining klinik ko'rinishi yengil gepatitdan to fulminant jigar yetishmovchiligigacha bo'lishi mumkin. Birgalikda infeksiyalangan odamlar ko'pincha jigar fibrozi, sirozi va gepatotsellyulyar karsinoma xavfini oshiradilar. Virusli gepatit B + D kasalligini tashxislash va davolash gepatologlar, yuqumli kasalliklar bo'yicha mutaxassislar va boshqa sog'liqni saqlash xodimlarini jalb qilgan holda multidisipliner yondashuvni talab qiladi. Serologik testlar, molekulyar aniqlash va jigar funksiyasi testlari kasallikning rivojlanishini tashxislash va monitoring qilishda hal qiluvchi rol o'ynaydi.

Antiviral terapiya virusli gepatit B + D kasalligini davolashning asosini tashkil qiladi. Surunkali HBV infeksiyasini davolashning samarali usullari mavjud bo'lsa-da, HDV uchun imkoniyatlar cheklangan. Interferonga asoslangan rejimlar HDV uchun asosiy davolash usuli bo'lib qolmoqda, ammo ularning samaradorligi o'zgaruvchan va yon ta'sirlarni boshqarish qiyin bo'lishi mumkin. HDVga qaratilgan yangi terapevtik vositalar klinik sinovlarda o'rganilmoqda, bu esa kelajakda davolash natijalarini yaxshilashga umid qilmoqda. Jigar transplantatsiyasi rivojlangan jigar kasalligi bo'lgan tanlangan bemorlar uchun ko'rib chiqilishi mumkin.

Virusli gepatit B + D kasalligining oldini olish, birinchi navbatda, gepatit B ga qarshi emlash dasturlarini keng joriy etish bilan bog'liq. Emlash nafaqat HBV infeksiyasini oldini oladi, balki HDV superinfeksiyasi xavfini ham kamaytiradi. Bundan tashqari, igna almashinuvi dasturlari va xavfsiz jinsiy aloqa amaliyotlari kabi zararni kamaytirish strategiyalari yuqish xavfini kamaytirishga yordam beradi. Doimiy tadqiqot harakatlari virusli gepatit B + D



kasalligini boshqarishni yaxshilash uchun yangi davolash usullarini ishlab chiqish va diagnostika vositalarini takomillashtirishga qaratilgan.

Virusli gepatit B + D kasalligi global sog'liqni saqlashga sezilarli ta'sir ko'rsatadigan murakkab va qiyin ikki tomonlama infeksiyani ifodalaydi. Ushbu kasallikning epidemiologiyasi, patogenezi va klinik oqibatlarini tushunish uning oldini olish, tashxislash va davolash uchun juda muhimdir. Doimiy tadqiqotlar va hamkorlikdagi sa'y-harakatlar orqali biz virusli gepatit B + D kasalligi yukini kamaytirishga va butun dunyo bo'ylab zararlangan odamlarning hayot sifatini yaxshilashga harakat qilishimiz mumkin.

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**Prevention of epidural fibrosis in patients with herniated intervertebral discs.****O.M. Sariboev**

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Herniated intervertebral discs are considered one of the most common pathologies. Despite the improvement of modern surgical methods for their treatment, the problem of postoperative complications remains relevant. Surgical intervention was not the solution for the treatment of lumbar osteochondrosis. In some patients, lumbar and radicular pain persists or recurs in the postoperative period. Despite the improvement of diagnostic methods and surgical treatment, most authors note unsatisfactory results in 14-32% of cases. Material and research methods. As is known, one of the most common causes of the so-called “unsuccessfully operated spine syndrome” is compression of the nerve root in the postoperative period by adhesive formations in the epidural space. Many methods have been proposed to prevent this phenomenon, from installing a drainage tube to special enveloping gels. Each method has a number of disadvantages, such as low efficiency, technical complexity or high cost. Taking these factors into account, we have proposed a method for intraoperative prevention of epidural fibrosis. The essence of the method: discectomy is performed through a classic interlaminar approach. After careful hemostasis, autologous fat is placed on the area of the removed intervertebral disc herniation, taken directly from the patient during surgery, and this fat envelops the root and fills the epidural space above it. Taking into account the fact that fat is absorbed faster than the healing processes are completed, autologous fat, which forms a kind of biobarrier, is filled with 128 E of hyaluronic acid (Lidase), dissolved in 10 ml of a 0.5% solution of novocaine hydrochloride. This action helps accelerate the healing of muscles injured during surgery and the formation of a film on the autoimplant. This prevents the entry of destroyed myoglobin into the epidural space and the development of rough scar-adhesive compressive formations around the nerve root.

The material used was data from 125 patients who underwent discectomy in the departments of neurosurgery and vertebrology of the Andrei State Medical Institute. The patients were divided into the main (57 patients) and control (68 patients) groups. All patients of the main group underwent the proposed method of intraoperative prevention of epidural fibrosis.

The intensity of pain before surgery in patients in both groups was approximately the same and averaged 7-9 points on the visual analog pain scale. When analyzing data from the Oswestry questionnaire, no significant differences were observed between the groups.

Results and its discussion. The results of the surgical study were studied at 3, 6 and 12 months after surgery. The results were assessed using contrast-enhanced MRI, the intensity and severity of pain were assessed, and the condition of the patients was assessed using the Oswestry questionnaire.

At a 12-month follow-up, the majority of patients in both groups did not experience pain in the main group - 43 (75.4%) patients, in the control group - 41 (60.3%) patients. Mild pain was observed in 14 (24.6%) patients in the main group and in 23 (33.8%) patients in the control group.

When visualized at a six-month follow-up, not a single case of signs of scarring of the epidural space was observed in the main group, and in the control group, epidural fibrosis was visualized in two patients, although with minor clinical manifestations of compression of the spinal cord roots.

**Conclusion.** The use of the proposed method of intraoperative prevention of epidural fibrosis, based on the creation of a biobarrier between the injured muscle layer and the epidural space, as well as stimulation of regeneration of the muscles of the lumbar region, allows us to completely eliminate the risk of developing epidural fibrosis in the operated spinal motion segment and reduce the likelihood of recurrence of radicular pain syndrome by 17.7%.



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**THE POST-WAR STATE OF THE AGRICULTURAL SECTOR OF  
KARAKALPAKSTAN'S ECONOMY**

**Annotation:** In the article, the post-war state of the agricultural sector of the economy of Karakalpakstan, the selfless work of the people of Karakalpakstan in 1945, and the agricultural sector are also described.

**Key words:** economy, in rural areas, animal husbandry, sericulture, vegetables.

After the Second World War, the agriculture of Karakalpakstan faced many difficulties. The war made the agricultural situation difficult, and as the arable land decreased, the cultivation of the fields worsened. At the same time, due to the war, the working population has decreased by almost one-third percent. If in 1940, the number of the rural population of the republic was 423 thousand people (at that time the total population of the republic was 488 thousand people), in the post-war period their number decreased significantly. The number of rural population in 1950, that is, 417.9 thousand people lived in the rural areas of Karakalpakstan, this indicator reached the pre-war level.

At the end of the war, i.e. in 1945, selfless work of the people of Karakalpakstan was clearly not enough to fulfill the plan of production of agricultural products. For example, in 1945, only the laborers of Tortkol and Khojayli regions were able to fulfill the plan to prepare raw cotton and transfer it to the state, while other regions of the republic remained in debt to the state. The yield of cotton grown in the fields did not exceed 9.7 centners per hectare. There are many reasons for such crisis situations in agriculture, including the fact that the farms mainly use manual labor, there are no processing mechanisms, and the state of irrigation systems did not meet the requirements of that time. Prof. K. Sarybaev said that the lack of water distribution facilities and devices led to uneven distribution of water resources: in some places, water was used excessively, and there were frequent cases where water did not even reach remote areas. It was in 1945 that water did not reach the remote farming areas, and since the tractors necessary for planting crops were not available until the 1950s, cattle, horses and donkeys had to be used for heavy work.

Since the agriculture of Karakalpakstan was considered the basis of the economy of the republic, all production was concentrated in agricultural collective farms. It is known that due to the policy of the Soviet state, collective farmers did not have any rights as a result of not being issued passports. The work of the disenfranchised people who worked in collective farms, who had neither the opportunity to leave the collective farm nor to change their place of residence, was almost free, and they did not even have the guarantee of social protection. This situation made it possible to provide the state with agricultural raw materials and other products for a certain period under the conditions of a strong administrative system. In agricultural production, they specialized in growing not only cotton, but also rice, alfalfa seeds, cow hides, wool, and silkworms. Agriculture of the republic was mainly based on artificial irrigation. As soon as the war ended, Soviet party organizations first began to develop a plan to increase agricultural production in 1946. For example, according to the plan of 1946, it was necessary to increase the raw material of cotton to 12 centners per hectare. It was also decided to increase

the planting of wheat and millet to 3,700 hectares, to increase the yield of wheat to 10.1 quintals per hectare, and of millet to 6 quintals per hectare. The plan also emphasized the need for mechanization of agricultural production. 54,000 hectares were allocated for cotton planting, and in this case, it was planned to increase the size of cultivated land in the republic to 154,800 hectares. Alfalfa, corn, sesame, and other technical crops were also cultivated. In addition, the land allocated for livestock and silk farming was also somewhat expanded.

68 percent of the state budget approved in 1946 in the amount of 105,838 thousand rubles was directed to the social and cultural sphere, and approximately 14 percent (14,598 thousand rubles) was directed to the development of agriculture, water management, road construction, forestry and the improvement of communal facilities. The Central Committee of the Communist Party of the All-Union (Bolsheviks) and the Central Committee of the USSR dated February 2, 1946 "On the plan and measures for the restoration and further development of cotton production in Uzbekistan in the period 1946-1953" set the cotton production plan in Karakalpakstan in 1947 as 100,000 tons, by 1950 and this indicator should be brought up to 168 tons, according to the plan, the yield from one hectare to 11.5 centners of cotton raw material should be obtained. In the decisions of the government of the republic, special attention was paid to other areas of agriculture, including animal husbandry, sericulture, cultivation of vegetable crops, and it was shown the necessity of production of agricultural products due to the expansion of cultivated areas. For example, the number of horned cattle in the republic decreased to a certain extent during the war years. Even in 1945, the number of horned cattle decreased by 9-11% in Kipchak, Takhtako'prik, Kuybyshev regions. This situation was also mentioned at the Republican meeting of advanced cattle breeders in the city of Nukus (March 19-20, 1946). By the decision of the government, instead of 475 collective farms, 38 collective farms and 20 large state farms were established in the northern regions of Karakalpakstan. caused damage in the amount of rubles. Organized chaos and instability began in the districts, and the positive qualities of the implemented reforms changed their form in many ways.

In 1959-1965, 1,558,000 tons of cotton were produced in the republic, and in 1963, this figure reached 135.4 hectares, 15.8 centners of product were obtained from each hectare. 7500 hectares of new land was acquired for rice cultivation in 1962-1965. Expansion of new lands was primarily directed to cotton cultivation and the development of this sector, while such branches of agriculture as vegetable cultivation, horticulture and viticulture could not develop sufficiently. In the 1960s, the share of land for vegetable cultivation and potato cultivation occupied only 1.3% of the total of the republic, and the cultivated products were not even enough to meet domestic needs. Thus, great attention was paid to the expansion of cultivated areas, the development of previously vacant lands, irrigation facilities and canals were built or renovated in many districts. However, despite attempts to carry out reforms in the agricultural sector, the establishment of a cotton monopoly, the unsatisfactory state of the material and technical base in the conditions of the autonomous republic in 1959-1965 showed its negative results.

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**IMPROVEMENT OF ENDOSCOPIC TECHNOLOGIES IN THE TREATMENT OF POLYPOID NEOPLASMS OF THE GASTROINTESTINAL TRACT**

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**Abstract**

This work is based on the development of a new method for endoscopic removal of superficial polypoid formations of the mucous membrane of the gastrointestinal tract (GIT), which is aimed at reducing the risk of developing specific complications and recurrence of the formation of these formations. The clinical trial was conducted in a retro-prospective format for the period from 2019 to 2023. Endoscopic interventions for upper GIT polyps in the comparison group included cold removal with biopsy forceps – 16 (8.8%) formations, cold loop removal – 26 (14.3%), thermal removal by electroexcision – 94 (51.6%), EMR – 25 (13.7%) cases and dissection in the submucosal layer (ESD) – 21 (11.5%). The introduction of the proposed method of endoscopic removal of polypoid and non-polypoid neoplasms in general allowed to increase the proportion of good immediate and long-term results in excision of polyps of the upper GIT from 73.4% to 95.9%.

**Keywords:** improvement; endoscopic technologies; polypoid neoplasms of the gastrointestinal tract; specific complications.

This work is based on the development of a new method for endoscopic removal of superficial polypoid formations of the mucous membrane of the gastrointestinal tract (GIT), which is aimed at reducing the risk of developing specific complications and recurrence of the formation of these formations. The study includes two directions: experimental and clinical. The experimental part is devoted to the study of the possibilities of using a high-energy diode laser in conjunction with the submucosal injection of a gel substance, including antiseptic and hemostatic agents, when performing the removal of superficial tumors of the mucous membrane.

The clinical trial was conducted in a retro-prospective format for the period from 2019 to 2023. A retrospective analysis was made of the results of endoscopic treatment of superficial tumors of the GIT mucosa in 246 patients, in whom 352 formations were removed. A prospective study was conducted in the main group of 214 patients, in whom 319 formations were removed using the proposed method. The largest number of neoplasms were removed from the stomach – 127 (51.6%) patients in the comparison group and 109 (50.9%) in the main group, 3 (1.2%) and 4 (1.9%) neoplasms were removed from the esophagus, respectively, duodenum (duodenum) – 4 (1.6%) and 5 (2.3%). Neoplasms were removed from the colon in 112 (45.5%) and 96 (44.9%) patients.

Endoscopic interventions for upper GIT polyps in the comparison group included cold removal with biopsy forceps – 16 (8.8%) formations, cold loop removal – 26 (14.3%), thermal removal by electroexcision – 94 (51.6%), EMR – 25 (13.7%) cases and dissection in the submucosal layer (ESD) – 21 (11.5%). In the main group, a new method of endoscopic excision was used, while thermal removal by laser excision was performed in 90 (53.9%) cases, EMR –



42 (25.1%) and ESD – 35 (21.0%) cases. When localized in the colon, endoscopic interventions in the comparison group included cold removal with biopsy forceps – 16 (9.4%) formations, cold removal with a loop – 34 (20%), thermal removal by electroexcision – 58 (34.1%), EMR – 43 (25.3%) cases and ESD – 19 (11.2%). In the main group, a new method of endoscopic excision was used, while thermal removal by laser excision was performed in 72 (47.4%) cases, EMR – 48 (31.6%) and ESD – 32 (21.1%) cases.

The first clinical evaluation of the effectiveness of the proposed method of endoscopic removal of superficial neoplasms of the upper GIT, taking into account the accumulation of experience in performing these manipulations, showed that this technique increases the probability of performing excision in a single block from 69.8% to 82.6% ( $p=0.006$ ), significantly reduces the risk of delayed hemorrhagic manifestations requiring additional manipulations (from 3.3% to 0.6%), and also generally provided a decrease in the overall incidence of complications from 7.5% to 0.8% ( $p=0.011$ ), as well as a reduction in the hospital period after intervention from  $3.5\pm 1.2$  to  $3.1\pm 0.9$  days ( $p<0.05$ ).

Analysis of the long-term results of endoscopic removal of superficial neoplasms of the upper part of GIT allowed us to determine that excision using a diode laser, due to the technical features of the method, reduced the risk of recurrence of pathology from 17.4% to 3.1% ( $p<0.001$ ), while this trend was noted as when removing a single block (from 5.0% to 0.9%;  $p=0.034$ ), and with fragmented excision (from 28.0% to 7.7%;  $p=0.040$ ), in turn, depending on the initial size of polyps, the proportion of recurrences decreased from 7.8% to 0.9% with formations up to 1 cm ( $p=0.012$ ), from 33.3% to 4.5% with formations 1-2 cm ( $p=0.018$ ) and from 60.0% to 8.3% with formations of more than 2 cm ( $p=0.023$ ).

Endoscopic removal of superficial polypoid and non-polypoid neoplasms of the colon mucosa according to the developed technique allowed to increase the probability of excision in a single block from 57.1% to 70.4% ( $p=0.014$ ), significantly reduce the risk of hemorrhagic manifestations requiring additional manipulations both during the intervention (from 4.7% to 0%) and delayed bleeding in the next the period (from 2.4% to 0.7%) ( $p=0.012$ ), as well as the overall overall complication rate from 4.5% to 1.0%, while the duration of the hospital period after the intervention decreased from  $4.0\pm 1.2$  to  $3.4\pm 1.0$  days ( $p<0.05$ ).

The risk of recurrence after removal of superficial tumors from the colon depends on factors such as size, method of removal and localization, while the proposed technique allowed to reduce this indicator across the entire sample from 24.2% to 5.0% ( $p<0.001$ ), when removed in a single block - from 7.5% to 1.1% ( $p=0.037$ ), fragmented excision from 24.6% to 7.0% ( $p=0.019$ ), sizes of formations up to 1 cm from 3.8% to 0%, 1-2 cm – from 7.7% to 0%, more than 2 cm – from 20.4% to 4.5% ( $p=0.002$ ), in turn, when removing formations In the right half of the colon, the recurrence rate of pathology decreased from 23.7% to 5.3% ( $p=0.005$ ) and in the left part from 9.3% to 1.3% of cases ( $p=0.027$ ).

The introduction of the proposed method of endoscopic removal of polypoid and non-polypoid neoplasms in general allowed to increase the proportion of good immediate and long-term results in excision of upper GIT polyps from 73.4% to 95.9%, colon polyps from 70.3% to 93.8%, in turn, the frequency of unsatisfactory outcomes decreased from 18.3% to 3.1% ( $p<0.001$ ) and from 24.2% to 5.0% ( $p<0.001$ ), respectively.

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**Xizmat ko'rsatish korxonalarida rahbarlik mahoratini shakllantirish  
Shirinqulova Maftuna**

Denov tadbirkorlik va pedagogika institutining tarix yo'nalishi talabasi

**Annotatsiya:** Mazkur maqolada xizmat ko'rsatish korxonalarida rahbarlik qilishning boshqaruv madaniyati hamda rahbarlik menejmentda kreativlik va kasbiy kompetensiyani shakllantirish yuzasidan fikr yuritilgan.

**Kalit so'zlar:** boshqaruv, madaniyat, menejment, kreativlik, kompetensiya, rahbar, lider, ijtimoiy, iqtisodiy, uslub, ijodkorlik.

**Kirish**

Hozirgi zamon fanida "rahbar", "lider" yoki "liderlik uslubi" va "rahbarlik uslubi" tushunchalarining nisbati yo'nalishidagi muammolar eng dolzarb muammolardan biri hisoblanadi. Bularning ichida ko'proq ahamiyat kasb etuvchi B.D. Pargin fikriga ko'ra lider ma'lum bir guruhda shaxslararo munosabatlarni muvofiqlashtirib turadi, mikro muhitning elementi hisoblanadi, kutilmaganda vujudga keladi va uning holatining barqarorligi kamroq bo'lib, harakatlanishi guruhning kayfiyatiga bog'liq va u ko'proq guruhning faoliyatiga aloqador bo'lgan qarorlar qabul qiladi.<sup>1</sup> Rahbar esa ijtimoiy tashkilot hisoblangan guruhlarda rasmiy munosabatlarni muvofiqlashtiradi va makro muhitning elementi hisoblanadi. Rahbar holatining barqarorligi ko'proq bo'lib, u ma'lum bir tizimda bir necha marta ko'proq vakolatlarga, qaror qabul qilish, buyruq berish, topshiriqlar berish, talab qilish huquqlariga ega. Qaror qabul qilish jarayoni birmuncha murakkabroq bo'lib, ko'pgina, turli xil vaziyatlarni qamrab oladi va bu vaziyatlar faqatgina bitta guruhga tegishli bo'lmaydi. Rahbar ma'lum bir kengroq ijtimoiy tizimning kichik bir guruhida faoliyat ko'rsatsada, uning harakat doirasi keng hisoblanadi.

**Adabiyotlar tahlili**

Tadqiqotchi A.Nosirov<sup>2</sup> rahbarlik menejmentida kompetensiyani muhimligini ta'kidlab o'z fikrlarini bildiring boshqarishda qo'yidagi qobiliyat kompetensiyalari:

1. Standart kompetensiya ushbu ya'ni faoliyatga oid innovatsion vazifalarni belgilab olishi qobiliyatidir;
2. Asosiy kompetensiya – ushbu faoliyatga oid innovatsion vazifalarni belgilash olish qobiliyati;
3. Yetarli kompetensiya kasb faoliyatining yangi turlarini yarata olish qobiliyati;
4. Kasbiy kompetensiya – pedagogika va psixologiyaga oid bilimlarga ega bo'lish, o'z ustida ishlash o'quvchilarda motivatsiyani shakllantirishdan iborat, deb ta'kidlaydi.

"Menejment qoidalariga rioya qilib ishlayotgan maktab rahbarlari bugungi ta'lim sohasidagi islohotlarni his etib, boshqarishni zamonaviy kompetentlik qoidalari asosida ishni tashkil etib kuchli instruktiv yetakchilik, aniq belgilangan maqsad, o'qituvchilardan kutilayotgan ijodiy natijalar, o'qib-o'rganish, o'rgatish uchun zaruriy muhit, o'quvchilar va sinfni doimiy kuzatish, oila, maktab, mahalla hamkorlik aloqalarini mustahkamlaydilar. Yangi ilmiy izlanishlar obod mahalla, obod mahalla, obod uy va namunaviy oila tashabbusi asosida rahbarlik ishlarini tashkil etishni talab qiladi. "Boshqaruv madaniyati – bu ma'muriy

<sup>1</sup> Kenjaboyev A, Kenjaboyeva D. Pedagogik deontologiya va kompetentlik. Termiz 2022 yil.

<sup>2</sup> Kenjaboyev A.E. Pedagogik rahbarning kasbiy kompetentligi va pedagogik mahorati. Zamonaviy ta'lim jur. 2020 № 10.

ijtimoiy va rahbarning psixologik jarayonni muvaffaqiyatli amalga oshirishdagi professional va ishchanlik sifatli sintezidir. “Rahbar” degan nomga ega bo‘lgan har bir shaxs o‘z tashqi qiyofasi, madaniyat kiyinishi, talabchanligi, bilimi, tashkilotchiligi bilan atrofda qilarga hamisha ibrat namuna bo‘lmog‘i lozim. G.Kunts va S.O.Dannelning aniqlashicha, “agar bo‘ysunuvchilar rahbarlar tomonidan o‘rnatilgan tartib qoidalar va ehtiyojlarga ko‘ra boshqarilsa, ular o‘z imkoniyatlarining taxminan 60 yoki 65% darajasida ishlashi mumkin, ya‘ni o‘z ishida saqlanib qolish maqsadida, shunchaki o‘z majburiyatlarini qoniqarli darajada bajaradi, bo‘ysunuvchilarning imkoniyatlaridan to‘liq foydalanish uchun, rahbarlar liderlikni amalga oshirish bilan ularda tegishli mulohaza shakllan tirishi zarur”.<sup>3</sup>

### **Muhokama va natijalar**

Rahbarlik - odamlarga maqsadli ta‘sir o‘tkazishga qaratilgan, ularning faoliyatini muvofiqlashtirish bilan bog‘liq boshqaruvning tarkibiy qismidir. Saylab qo‘yilgan yoki tayinlangan rahbar qator funktsiyalarni bajaradi: jamoa faoliyati maqsadlarini aniqlaydi va shakllantiradi, shu faoliyatni rejalashtiradi, rag‘batlantirish vositalari va usullarini belgilaydi, uni nazorat qilishni amalga oshiradi. Mahorat-bu yuqori va yuksalib boruvchi tarbiya va o‘qitish san‘atidan iborat. Rahbar o‘z ishining ustasi, o‘z fanini chuqur biluvchi, fan va san‘atning mos sohalari bilan yaxshi tanish, amalda umumiy va yoshlar psixologiyasini yaxshi tushunuvchi, o‘qitish va tarbiyalash metodikasini har tamonlama biluvchi hamda yuqori madaniyatga ega bo‘lgan mutaxassisdir. Bo‘lajak mutaxassislarning mahoratini oshirishda ma‘ruza darslarining o‘rni qanchalik zarur bo‘lsa, seminar mashg‘ulotlarining o‘rni ham shunchalik muhimdir. Ijtimoiy hayot qonunlarini aniq tushunish, milliy-ahloqiy qadriyat, mafkura mazmunini anglash tarbiyalanuvchilarda bobolar, avlodlar ruhiga hurmatni, ilmiy dunyoqarash asoslarini tarbiyalash uchun muhim ahamiyat kasb etadi. Pedagogik sohada: bolalarni sevish va ular bilan ishlashga qiziqish, pedagogik ishni sevish, ruhiy pedagogik ziyraklik va kuzatuvchanlik, pedagogik nazokat, pedagogik tasavvur, tashkilotchilik qobiliyati, xaqqoniylik, dilkashlik, talabchanlik qat‘iylik va maqsadga intilish, vazminlik, o‘zini tuta bilish kasbiy layoqatlilik. Bilim sohasiga: keng ilmiy saviya, ma‘naviy ehtiyoj va qiziqish, intellektual qiziqish, yangilikni his qila bilish. Faoliyatlar kishini o‘ziga duch kelgan hodisalarni tahlil qilish va umumlashtirish tajribasi bilan boyitadi. Pedagogik malaka-egallagan bilim va ko‘nikmalarni faoliyatning ma‘lum turini egallab olish, yaxshi bajara olish qobiliyatidir. Bu fahm-farosat va bilimlarning chinakam ilmiyligi, tarbiyadagi qiyinchiliklarning yengishga qodir bo‘lgan nufuzli rahbarlik bolalar qalbining qandayligini his qilish mahorati, ichki dunyosi nozik va zaif bo‘lgan bola shaxsiga mohirlik bilan avaylab yondashish, donolik va ijodiy dadillik, ilmiy tahlil, xayol va fantaziyaga bo‘lgan qobiliyat mujassamdir. Shuni alohida qayd qilib o‘tmoq zarurki, pedagogik kasbi murakkab va ma‘suliyatli kasbdur. Ushbu kasbning sharafliligi va murakkabligi shu bilan belgilanadiki, u doimo ongning yagona sohibi bo‘lgan inson bilan muloqotda bo‘ladi. Ongli va tirik jonzot esa aqliy, ruhiy, hamda jismoniy jihatdan doimo rivojlanishda bo‘ladi. Shuning uchun, bilan doimo muloqotda bo‘lganda, unga ta‘sir ko‘rsatish uchun muntazam ravishda psixologiya, tarbiya nazariyasi kabi fanlarni mukammal o‘rganib, o‘z kasbiy mahorati ustida muttasil ish olib borishi kerak. Bu tarbiyachilarda pedagogik – psixologik va metodik tayyorgarlikni ta‘minlaydi. Pedagogik mahorat - pedagogik jarayonda tarkib topadi. Pedagogik jarayon esa

<sup>3</sup> . Kenjaboyev A.E. “Zamonaviy o‘qituvchining kasbiy kompetentligi va kreativligi –bugungi kun talabidir”. Xalq ta‘limi jurnali 2020 yil № 5.9-11 bet.



kasbiy va shaxsiy tayyorgarlikni yo'lga qo'yib, bo'lajak mutaxassisni mehnatga, hayotga tayyorlash uchun davlat, jamiyat, millat va kelajak avlod oldida javob beradigan mutaxassislarni tayyorlashga xizmat qiladi. Shuning uchun, pedagog shaxsiy va kasbiy fazilatlar egasi bo'lishi lozim. Yuqorida qayd etib o'tilgan va pedagogik mahoratga berilgan ta'rif, hamda - tarbiyachining professiogrammasi xususiyatlari va pedagoglarga qo'yiladigan ijtimoiy-iqtisodiy, siyosiy-madaniy talablardan kelib chiqib pedagogika nazariyasi pedagogik mahoratni quyidagi asosiy komponent (tarkibiy qism)lardan iborat bo'lishi lozimligini ifodalaydi

**Xulosa:** O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyev 2019 yil 23 avgustdagi xalq ta'limi tizimi xodimlari bilan bo'lgan telemuloqotda quyidagicha fikrlarni bildirganlar: "Hozirgi zamon rahbarining asosiy vazifalaridan biri – kasbiy kompetentligi va intellektual salohiyatining yuqoriligi, sadoqatligi, g'oyaviy e'tiqodligi va o'z kasbini sevishidir. Bu fazilatlar rahbarlarni boshqa kasb egalaridan ajratib turadi".<sup>4</sup> Pedagogik mahoratning qayd qilingan tarkibiy qismlari pedagogning kasbiy xususiyatlarini boyitadi va uni mohirlik sari yetaklaydi va tarbiyachida pedagogik mahorat malakalarining tarkib topishiga yordam beradi. Ammo, o'z kasbining mohir ustoz bo'lish uchun faqatgina ularga tayanib, ish tutish kutilgan natijani bermasligi mumkin. Buning uchun muntazam ravishda pedagogik fikrlash, pedagogik o'ylash, pedagogik ish tutish lozim bo'ladi. Bu deganimiz, o'z faoliyatini pedagogik hodisalarni, vaziyatlarni tahlil qilish, ularning har bir bog'lanish joylarini anglashga intilish, kunlik natijalarni mustaqil ravishda tahlil qilishi va yangi ta'lim-tarbiyaga doir g'oyalarni avvalgilari bilan taqqoslay olishga odatlanishi ham lozim bo'ladi. Asosiy pedagogik-psixologik muammolarni topa olish ularni hal etishning eng qulay yo'llarini topish ustida o'ylash ham kerak. Insonparvarlik- insonning qadri erkinligi baxt-saodati teng huquqliligi to'g'risida insoniylikning barcha tamoyillarini yuzaga chiqarish uchun shart-sharoitlar yaratib berish haqida g'amxo'rlik qilishni ifodalovchi tushuncha. Pedagoglarning individual psixologik xususiyatlarini inobatga olgan holda o'z imkoniyatlaridan to'g'ri foydalanish; oldindan aniqlanayotgan vaziyatlarga nisbatan to'g'ri munosabatda bo'lish, o'z g'alar muvaffaqiyatini oqilona baholash, moddiy va ma'naviy rag'batlantirishda adolatlilik.

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<sup>4</sup> Mirziyoyev Sh.M. Buyuk kelajagimizni mard va olijanob xalqimiz bilan birga quramiz. – Toshkent: "O'zbekiston", 2017. – 488 b.

**O'SMIRLIK DAVRIDA ANTROPOMETRIKA XUSUSIYATLAR VA  
FUNKSIONAL TAYYORGARLIKNI KOMPLEKS BAHOLASH ORQALI  
SHOSSECHI-VELOSIPEDCHILARNI TANLASH**

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**Dolzarbliqi.** Maxsus tayyorgarlik tavsiflari bo'yicha SM o'quv-mashg'ulot guruhlarini komplektlash qonuniyatlari velosipedchilarda boshlang'ich tanlov va sport takomillashuvining kelgusi yillar mobaynida aniqlangan (shosse velosipedchilarda maxsus tayyorgarlikni baholash uchun individual poygalar tanlovi o'smirlik davrida yaqqolroq ifodalanuvchi shossedada individual va boshqa turdagi poyga (jamoaviy va guruh) natijalari orasida o'zaro ishonchli korrelyasion bog'liqlik mavjudligiga asoslangan – bizning ma'lumotlarimizga ko'ra  $r = 0,365$  dan  $0,497$ ;  $R < 0,01$ ) natijalar orasidagi o'zaro aloqani (bog'liqlikni) tahlil qilish yo'li bilan o'rganilgan. Dastlabki xulosalarning muvofiqligi pedagogik tajriba jarayonida tekshirildi. Aniqlanishicha, maxsus tayyorgarlik testlari bo'yicha velosport bilan shug'ullanish uchun o'smirlarning yaroqlilik darajasini tashhislash ilmiy jihatdan asoslanmagan va jismoniy holatning eng axborotli ko'rsatkichlari bilan to'ldirilishi kerak.

**Tadqiqotning maqsadi.** O'smirlik davrida antropometrika xususiyatlar va funksional tayyorgarlikni kompleks baholash orqali shossechi-velosipedchilarni sarlashdan iborat.

**Tadqiqot natijalari va ularning muhokamasi.** Antropometrik mezonlarga ko'ra, tanlash tadqiqotlari maxsus tayyorgarlikning turli darajalariga ega bo'lgan O'zbekiston Milliy olimpiya qo'mitasi (MOQ) qoshidagi Ilmiy-tadqiqot laboratoriyasi materiallari bo'yicha o'tkazildi. Aniqlanishicha, shossechilarning antropometrik xususiyatlari yuqori darajadagi ko'rsatkichlarga ega, aynan: o'pkalarning tiriklik sig'imi o'quv mashg'ulot yig'inlari (O'TS), ko'krak qafasi aylanasi, dinamometriya va O'TS va o'lik (stanovoy) kuchni bo'y va vazn nisbatlarida ham. Barcha guruhlarda aniqlangan alomatlar bilvosita sportchilarda tashqi nafas apparatining funksional imkoniyatlari va kuch tayyorgarligini aks ettiradi; ko'p yillar davomida sport bilan shug'ullanish jarayonida, qoida bo'yicha, yaqqol ifodalangan antropometrik xususiyatlarga ega velosipedchilargina katta muvoffaqiyatlarga erishadilar.

1-jadvalda O'zbekiston MOQ qoshidagi Ilmiy-tadqiqot laboratoriyasi 30 nafar 13-14 yoshli velosipedchilarda aniqlagan antropometrik xususiyatlar tavsifi ballarda keltirilgan.

**1-jadval**

**Boshlang'ich sport ixtisosligi davrida velosipedchilarining antropometrik xususiyatlarni kompleks baholash (n=30)**

Antropometrik alomatlar	Qiymat 0,1 balla	Baho (ball)				
		1	2	3	4	5
O'pkalarning tiriklik sig'imi, ml	60	3500	4100	4700	5300	5900
O'TSning bo'yga nisbati, ml/sm	0,34	20,2	23,6	27,0	30,4	33,8
Ko'krak qafasi aylanasi (pauza), sm	0,3	84,0	87,0	90,0	93,0	96,0
O'ng qo'l panja kuchi, kg	0,7	31,0	38,0	45,0	52,0	59,0
Bel kuchi	2,0	90	110	130	150	170
Kuch tayyorgarligi indeksi	0,05	2,36	2,86	3,36	3,86	4,36

*Izoh: kuch tayyorgarligi indeksi – kilogrammning har bir metr uchun kilogrammning kilogramm vazniga nisbati*

Mashg'ulot ta'siri ostida velosipedchilarda fiziologik jarayonlarni iqtisodlash va charchoq holatida ishlash vaqtidagi organizm faoliyatining barqarorligini oshirishga olib

keluvchi ahamiyatli darajadagi funksional siljishlar kuzatiladi (V.V.Timoshenkov, 1994). Demak, asosida o'smirlik davrida sportchilar tanlovini amalga oshirish mumkin bo'lgan jismoniy holat alomatlarini kompleks baholashda funksional moslashish mexanizmlarini hisobga olish zarur.

Sinaluvchilar (30 nafar yosh velosipedchilar) yillik mashg'ulot sikllarining turli davrlarida ko'p karra veloergometrda templi va takroriy test jarayonlarida sinovdan o'tdilar.

Ushbu test sinovlari asosida shossechi-velosipedchilarning maxsus funksional tayyorgarligi (MFT) miqdoriy baholandi (2-jadval)

2-jadval

**Shossechi-velosipedchilarda maxsus funksional tayyorgarlikni baholash**

Funksional alomatlar	Qiymat 0,1 ball	Baho (ball)				
		1	2	3	4	5
Templi testga puls reaksiyasi	0,35	31,0	27,5	24,0	20,5	17,0
Tiklanishda puls miqdori	1,2	104	92,0	80,0	68,0	56,0
Maxsus ishchanlik qobiliyatlari	0,012	1,54	1,42	1,30	1,18	1,06
Tiklanish samaradorligi	0,06	4,70	4,10	3,50	2,90	2,30

Poygachilarning funksional holatida sodir bo'lgan o'zgarishlardan eng axborotli alomatlar quyidagilar – templi testlarga puls chastotasining reaksiyasi, templi testdan keyingi tiklanishning puls miqdori, maxsus ishchanlik qobiliyatlari koeffisienti va tiklanish samaradorligi. Maxsus jismoniy tayyorgarlik ko'rsatkichlari (pedallarni aylanish soni) bilan ma'lum nisbatda bo'lgan ushbu funksional alomatlar boshqalarga qaraganda yosh shossechi-velosipedchilarda funksional holat dinamikasi to'g'risida muhokama qilishga imkon beradi.

Sport mashg'ulotlarining muvoffaqiyati nafaqat funksional, balki organizmning jismoniy imkoniyatlarini, ayniqsa yosh velosipedchilarda nazorat qilish bilan uzviy bog'liqdir.

Hususan, biz murabbiy bilan birgalikda sodda apparatura va testlar (sinovlar) kompleksi yordamida sportchilarning imkoniyatlariga muvofiq ravishda mashg'ulot tartibini boshqardik.

Tadqiqot tajribalarini o'tkazish maqsadida biz tomonimizdan keng doiradagi nazorat sinovlari va testlarni o'rganib chiqish va ular ichidan aynan yosh velosipedchilarning natijalari bilan uzviy bog'liq bo'lganlarni tanlab olish vazifasi qo'yildi. Oldinga qo'yilgan vazifalarni hal etish uchun ikki yil mobaynida sport mashg'ulotlari jarayonida nazorat va test sinovlari o'tkazildi.

Test va me'yorlar yosh velosipedchilarning umumiy va maxsus hamda asosiy faoliyat turlari bo'yicha shug'ullanganlik darajasini aniqlash uchun tanlab olindi. Jami 60 dan ortiq nazorat va test sinovlaridan foydalanildi. Yuqori korrelyasiyaga ega bo'lgan maxsus chidamlilikni aniqlash uchun testlar juda murakkab hisoblandi.

Maxsus chidamlilik testini o'tkazish uchun tormoz qurilmasi bilan oddiy komplektasiyali velostanok qo'llanildi.

Bizning tadqiqotda pedallarning bitta aylanasi uchun 17,3 kg/m.ni tashkil qildi. Shuningdek pedallarni aylantirish sur'ati 106 ayl/daq. va davomiyligi 4 daqiqani tashkil qildi. Velosipedchi trekda 1-razryad me'yorini bajarishdagi kabi ishni amalga oshirdi. Maxsus chidamlilik testi shundan iborat bo'ldiki, velosipedchi POLAR yoki GARMIN bo'yicha o'zini o'zi nazorat qilish bilan birga belgilangan sur'atda pedallarni aylantirishi kerak. Agar pedallarni aylantirish sur'ati asta-sekin pasaysa, unda mashq to'xtatilib, velosipedchining ish vaqti qayd etildi.

Tadqiqot jarayonida bajarilgan test natijalari nafaqat 4 km masofaga musobaqa natijalari, balki boshqa ancha uzoq masofalar bo'yicha musobaqa natijalari bilan yuqori korrelyasiya koeffisientiga ega ekanligi ko'rsatdi.

Boshqa testlar tanlovi unchalik qiyinchilik tug'dirmadi, tajriba tekshiruvi ularni musobaqa natijalari bilan yetarli darajada korrelyasion bog'liqligini aniqlab berdi.

Korrelyasiya natijalari bo'yicha testlar majmuasi va nazorat sinovlari tanlab olindi (3-jadval).

3-jadval

## Taklif qilingan testlar majmuasi va nazorat sinovlari

Testlar va nazorat sinovlarining ustuvor yo'nalishi	Testlar va nazorat sinovlarining mazmuni	Me'yor va natija (100%)
1. Umumiy shug'ullanganlikni aniqlash	1. 60 m.ga yugurish, joydan start	9 da. 3 soniya - 9 daq. 9 soniya
	2. 800 m.ga yugurish, joydan start	2 daq. 40 soniya-3.00
	3. Joydan o'n xatlab sakrash	28 m
	4. Balandga (yuqoriga) sakrash	70 sm
	5. Tayanib yotishdan qo'llarni bukish va yozish	Oxirigi kuchgacha
2. Maxsus shug'ullanganlikni aniqlash	4. 16 kg yuk bilan oyoqlarni 90° burchakgacha bukish (sur'at – 1 soniyada 1 marta, vaqtga)	1 daq. 30 s
	5. Shaxsiy vazndan 70-75% og'ir shtanga bilan o'tirib-turish (sur'at – 2 soniyada 1 marta, vaqtga)	2 daq.
	6. 10 soniya davomida velostanokda pedallarni aylantirish	40 ayl.
	7. Vaqtga standart ish bajarish (kuchlanish – 7 kg, sur'at – 106 ayl/daq. ≈ 30 kgm/soniya)	4 daq.
3. Sport faoliyatining asosiy turlarida shug'ullanganlikni aniqlash	1. 200 m.ga git, yurishda	12 soniya
	2. 200 m.ga git, joydan start	16,5 soniya
	3. Maksimaldan 75% tezlik bilan vaqtga haydash	4 daq.

Taqdim etilgan barcha testlar sport natijalari bilan 0,5 dan 0,8 va undan yuqori korrelyasion aloqaga ega.

Tayyorgarlik va musobaqa davrlarida testlar dasturi bo'yicha tekshiruvlar ikki marta, alohida testlar esa – tez-tez (har hafta va har oy) o'tkazib borildi. 3.4-jadvalda olingan natijalar bo'yicha xulosalar shakllantirildi va umumlashtirildi.

4-jadval

## 2018-2019 yillarda yosh shossechi-velosipedchilar guruhining test va nazorat sinov natijalarining qiyosiy tahlili

Nazorat sinov va test turlari	2018 yilning o'rtacha natijasi	mi	Sinaluvchilar soni	2019 yilning o'rtacha natijasi	mi	Sinaluvchilar soni



<b>I</b> <b>1</b>	Umumiy shug'ullanganlikni aniqlash 60 m.ga yugurish, joydan past start	9,3 soniya	0,28	19	8,7 soniya	0,26	19
<b>2</b>	800 m.ga yugurish, joydan start	2:58.24	3,68	20	2:43.24	3,45	20
<b>3</b>	Joydan o'n xatlab sakrash	26 m 80 sm	0,76	20	27 m 40 sm	0,71	20
<b>4</b>	Balandga sakrash	63,7 sm	1,82	19	65,6 sm	1,64	19
<b>5</b>	Tayanib yotishdan qo'llarni bukish va yozish	Oxirgi kuchgacha		20	Oxirgi kuchgacha		20
<b>II</b> <b>1</b>	Maxsus shug'ullanganlikni aniqlash 16 kg yuk bilan oyoqlarni 90° burchakgacha bukish (sur'at – 1 soniyada 1 marta, vaqtga)	1 daq. 49 s	2,75	19	1 daq. 57 s	2,43	19
<b>2</b>	Shaxsiy vazndan 70-75% og'ir shtanga bilan o'tirib-turish (sur'at – 2 soniyada 1 marta, vaqtga)	2 daq. 32 s	3,17	19	2 daq. 56 s	3,06	19
<b>3</b>	10 soniya davomida velostanokda pedallarni aylantirish	37 ayl.	0,35	20	38 ayl.	0,29	20
<b>4</b>	Vaqtga starndart ish bajarish (kuchlanish – 7 kg, sur'at – 106 ayl./daq. ≈ 30 kgm/soniya)	176 soniya	4,45	19	206 soniya	4,12	19
<b>III</b> <b>1</b>	Sport faoliyatining asosiy turlarida shug'ullanganlikni aniqlash 200 m.ga git, yurishdan	13,2 soniya	0,3	18	12,0 soniya	0,28	18
<b>2</b>	200 m.ga git, joydan start	17,8 soniya	0,36	18	17,2 soniya	0,32	18
<b>3</b>	Maksimaldan 75% tezlik bilan vaqtga haydash	3 daq. 6 s	4,85	19	3 daq. 34 s	4,16	19

**Xulosa** o'rnida jadvaldan ko'rinib turibdiki, ikki yil davomida shug'ullanuvchilar erishgan natijalarining o'rtacha darajasi hamda nazorat sinov ko'rsatkichlari ahamiyatli darajada oshgan. Bu o'z navbatida, o'quv-mashg'ulot jarayoni to'g'ri tuzilganligi kabi, test va nazorat sinovlarini asosiy sport faoliyati bilan o'zaro yuqori darajada aloqaga ega ekanligi to'g'risida ham ta'kidlab o'tishga imkon beradi.



## DEVELOPING SPEAKING COMPETENCE AT SCHOOL

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**Abstract.** this article deals with theoretical background of the evolving speaking skills. In addition, author gives several notions from prominent pedagogs who contributed in this sphere.

**Keywords:** *audiovisual, weapon, primary skills, spoken language.*

In the pedagogical literature, the process of learning a foreign language is denoted by different terms: perception, representation, concept, skill, skill, mental action, etc. Since the learning process is primarily related to psychology, it seems advisable to look for an answer to the question in this branch of pedagogical knowledge: how best to organize the teaching of foreign language at school.

The mechanism of speech perception in the native language in some cases may completely coincide with the mechanisms of formation of foreign language speech. We mean those cases when students learn new concepts for them based on the means of a foreign language. Direct connections between concepts and words of a foreign language can sometimes be formed when mastering simple linguistic phenomena based on audiovisual means (subject actions, films, etc.). However, in most cases, students perceive foreign-language units through the prism of their native language. "...Experience has shown, - writes L. V. Shcherba, - that it is possible to expel the native language from the learning process (and thus combine this process without giving the foreign language any weapon for self-defense against the influence of the native), but that it is impossible to expel the native language from the heads of students in school conditions; students, after all the explanations of the teacher, who seeks to explain the meaning of this or that according to the rules of the methodist methodology another word or linguistic phenomenon without the help of the native language, however, only fully understand this meaning when they find an equivalent for it in their native language" [1].

So, primary skills include three main points:

- a) the formation of an elementary (diffuse, generalized) association;
- b) subsequent elementary analysis;
- c) improvement through analysis and synthesis. This is a detailed cycle that is most often found when working on written texts. However, in a number of cases, especially in the oral perception of speech material, there may be a loss of the middle link - analysis.

The first and third stages, instantly combining, form a single synthetic stage of listening to foreign language speech.

The characterized primary skills determine the final result of learning at the first level. The achievement of this goal occurs in the process of performing a series of practical actions in accordance with the patterns of speech communication.

Language actions (selection and construction, analogy and opposition) are used in teaching listening and reading foreign language speech both in extralinguistic and linguistic situations.

From a methodological point of view, it is very important not to allow the identification of the concepts of "oral speech" and "spoken language".

Colloquial speech represents the functioning of a language in a certain sphere of its application and correlates with such functional and stylistic varieties of speech as official business, scientific, journalistic, and artistic. Oral speech is a form of communication and,

from the point of view of functional and stylistic, it can be official-business, scientific, colloquial, etc. [2]. It follows that the subject of education at school should not just be "oral speech", but spoken, more precisely literary-colloquial speech in its oral form. However, oral speech, which is taught in secondary schools and sometimes in special universities, is far from natural spoken language. This is, as a rule, bookish speech in oral form, devoid of the features required for German colloquial speech and having an "ascetic" character [3].

In order to solve methodological issues related to the teaching of spoken language and to develop a certain system of exercises, it is absolutely necessary to clearly understand what spoken language is in linguistic and stylistic terms, in what ratio are stylistically neutral and stylistically colored language material, what is the sequence of their passage, which language means must be studied by students, which are optional and which ones can be omitted.

English colloquial speech as one of the functionally stylistic varieties of speech is characterized by special stylistic features (emotionality, ease, brevity, etc.), which are at the same time norms for the construction of any colloquial utterance and are realized as a result of a certain selection, combination and application of commonly used means, as well as with the help of phonetic, lexical and grammatical means functioning exclusively in colloquial speech. According to this, the teacher must teach students a minimum of linguistic means that characterize spoken language.

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**Zamonaviy rahbar ma'suliyatini oshiruvchi ma'naviy komponentlar****Davronova Mo'tabar Baxtiyor qizi**

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**Annotatsiya:** Ushbu maqolada hozirgi kundagi zamonaviy rahbarlarning ma'suliyatini oshiruvchi ma'naviy komponentlari haqida fikr mulohazalar keltirilgan.

**Kalit so'zlar:** rahbar, ma'naviy, ma'suliyat, komponentlar

Rahbar boshqaruv faoliyatining har bir jabhasi va funksiyalarini yuqori darajada egallashi orqali yuksak martabaga erishadi. Lekin u rahbarlikning u yoki bu tomonini tushunmasa, korxonada ishlar yurishmay qoladi, korxonada faoliyatida sinish yuzaga keladi. Rahbarlik muayyan tuzilishga, o'zaro bog'lanishga ega bo'lgan murakkab shaxslararo munosabatni tartibga solish, bu munosabatlarni maqsadga xizmat qildirish hamdir. Boshqaruv faoliyatida rahbar o'zining shaxsiy qarashlari va ma'suliyati bilan ajralib turmog'i zarur. Bundan tashqari, rahbar moliyaviy, tarbiyaviy va boshqa qator funksiyalarni bajaradi. Buning uchun esa ma'lum kasbiy malakalarini egallash lozim, aks holda ularning zaifligi rahbarlik ishini qiyinlashtiradi.<sup>1</sup> Boshqaruv faoliyatining qaysi bo'g'inida bo'lishidan qat'iy nazar, rahbar o'z faoliyati natijalari va o'zi rahbarlik qilayotgan bo'linma faoliyatiga javobgardir. "Rahbar mas'uliyati" tushunchasi mansabdor shaxslarning boshqaruv faoliyatiga baho berishda, ularning o'ziga topshirilgan ishga munosabatini tavsiflashda keng qo'llaniladigandir. Boshqaruv mansabdor shaxs anglab yetgan va qabul qilgan barcha vazifalarni sifatli bajarish zaruriyatini ifodalaydi. Darhaqiqat, har bir rahbarda birinchi navbatda shaxsiy javobgarlik va mas'uliyat tushunchalari shakllangan bo'lishi kerak. Chunki unga berilgan mansab yoki unvonning o'zi avallo ishonch va ikki barobar mas'uliyatdir. Bildirilgan ishonchni oqlash uchun xizmat vazifasiga mas'uliyat bilan yondashish tashkilot yutug'ining yarmiga tengdir. Shunday ekan boshqaruv jarayoni va rahbarlar faoliyatida "Rahbar mas'uliyati" eng muhim tushunchalardan biridir. Rahbar mas'uliyati - rahbar madaniyatining asosiy belgilaridan biri bo'lib,<sup>2</sup> uning ma'lum sohaga javobgarligini aks ettiradi hamda alohida shaxs, xodim mas'uliyatidan farq qilib, ko'lami kengligi, salmog'i bilan ajralib turadi. Shu bois, rahbar mas'uliyati hamisha muhim sanalgan. Mas'uliyat, avvalo, har bir kishining vijdoni, iymoni, qolaversa, o'zгалar oldidagi, jamoa, jamiyat, Vatan, millat oldidagi burchini teran anglashdir. Umuman, mas'uliyat rahbarning zimmasidagi vazifasiga nisbatan javobgarlik tuyg'usidir. Mas'uliyatli rahbar, eng avvalo, o'ziga, so'ngra boshqalarga nisbatan talabchan bo'ladi. Rahbar faoliyatidagi barcha salbiy hodisalar esa ana shu mas'uliyat hissining yo'qligidan kelib chiqadi. Har qanday rahbar keng va chuqur fikrlay olishi bilan birga, chaqqon va uddaburon, harakatchan va shijoatli bo'lishi ham kerak. Shuning uchun rahbarlik faoliyatini tafakkur va harakat birligi deb atadik. Fikrlash va harakat bir paytning o'zida ro'y beradi, boshliq o'zi o'ylashi, o'zi mantiqiy xulosaga kelishi va ularni amalga oshirishga kirishishi kerak. Avallo, rahbar o'zi boshchilik

<sup>1</sup> Kodiraliev, A. T. U. (2022). CRITERIA FOR DEVELOPMENT OF LEADERSHIP SKILLS IN THE MANAGEMENT PROCESS. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(11), 519-525.

<sup>2</sup> Qodiraliyev, A. (2022). Fuqarolik jamiyatini qurishda yosh avlodning ijtimoiy faolligini oshirishning roli. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(9), 13-19.

qilayotgan tizm, tuzulma haqida yetarlicha axborotga, dunyoqarashga, bilimga, tajriba va ko'nikmaga ega bo'lishi shart hisoblanadi. O'z navbatida intiluvchan hamda, har tomonlama o'tkir zehni bo'lishi ham talab qilinadi. Chunonchi, har bir xodimning vazifasini tushunishi, fursat talab qilganda ularga amaliy yordam ko'rstishi juda muhim. Shundan kelib chiqadiki, rahbar ma'lum bir sohani emas balki qo'shimcha sifatida boshqa sohalar bilan hamisha chambarchas bo'g'liq bo'lgan, iqtisodiy, huquqiy bilimlarni egallagan bo'lishi, axborot texnologiyalaridan foydalana olishi va chet tilini bilishi kerak. Yuqorida keltirilganlarning barchasi boshqaruv rivoji hamda ko'zlangan natijaga erishishda rahbarlar uchun juda muhim omillar hisoblanadi. Har qaysi rahbar qanchalik tajribali va bilimli bo'lmasin, faoliyati davomida qarorlar qabul qilishga, qaror ijrosiga e'tibor bilan yondashishi lozim. Bunda jamoatchilik, ya'ni tashkilot a'zolari, xodimlar fikri kerak bo'ladi. To'g'ri oxirgi qarorni rahbar qabul qiladi. Ammo ko'zlangan maqsad va natija tashkilotniki, jamoaniki bo'ladi. Yuqorida qayd etilgan berilishi kerak bo'lgan maslahatlar boshqaruv jarayonida boshqaruv maslahatlari deb ataladi. Boshqaruv faoliyatida rahbar menejmenti alohida o'rin egallaydi. Rahbar menejmenti – iqtisodiyot va moliya, huquq, sotsiologiya va pedagogika asoslarini bilishi lozim. Bu fanlar butun menejmentga ilmiy qarashlar tizimini yaratish imkonini beradi. boshqaruv faqat ilmiy bilimlariga ega bo'lishni emas, balki boshqarish sn'atini bilishni ham talab qiladi. boshqaruv tashkil etish bilan kugullanuvchi avvalo o'zo'zini tarbiyalay olishi, o'zini boshqara olishi zarur. Buning uchun u doimo va muntazam o'zini-o'zi tarbiyalashi kerak. Rahbar uslubi eshitish va o'qish, so'zlash va yozish, ya'ni axborotni qabul qilish va uni boshqalarga o'zlash malakasida ifodalanadi. Rahbar uchun zarur bo'lgan sifatlar jumlasiga uning tashkilotchilik qobiliyati, ish qobiliyati, kuchi, xushmuomalaligi, irodaliligi kiradi. Bozor sharoitida ishlovchi rahbar va mutaxassislar oldiga qat'iy talablar qo'yiladi.<sup>3</sup> Ular yuqori ishbilanmonlik va axloqiy sifatlarga, tadbirkor bo'lishi, axil jamoa tashkil etish va mehnat jamoasi bilan davlat manfaatlari kelishini ta'minlay olishlari kerak. Zamonaviy rahbarlar yuqori malakaga ega bo'lishi, istiqbolni ko'ra olishi va samarali xo'jalik yuritishga imkon yaratuvchi Iqtisodiy fikr yuritish, shaxsiy intizomga ega bo'lish, topshirilgan vazifaga javobgarlik xissi bilan yondoshish, goyalarni to'plash, chiqishimli va ishbilanmon bo'lishi kerak. Rahbar doimo xotirjam va o'ziga ishongan bo'lishi, tashabbuskorlik ko'rsatish, tavakkalchi bo'lishi kerak. Javobgarlik oldida ko'rkish -kuchsizlik belgisidir. Javobgarlikdan qo'rqan kishi rahbar bo'lolmaydi. Chunki rahbar xodim kezi kelganida o'ylab tafakkur qilmog'i va tavakkalchi bo'lmog'i zarur hisoblanadi. Rahbarning ish uslubi –bu boshqaruv jarayonida u yoki bu masalalarni hal qilishda uning o'ziga xos yondashishidir. Rahbar qaror qabul qilganda, uning bajarilishini tashkil etadiganda va qo'l ostidagi kishilar ishini nazorat qilganda o'z vazifalariga muvofiq ish ko'radi. Biroq, har bir rahbar bunda o'ziga xos ravishda, boshqaruv jarayonida o'zi uchun mos bo'lgan, o'z rahbarlik uslubini belgilaydigan usullar bilan harakat qiladi. Mutlaqo bir xil ikki kishi bo'lmaganidek, rahbarlikda ham mutlaqo bir xil uslub yo'q[1:104]. Rahbarlik uslubi rahbarlarning o'z qo'l ostidagilari bilan aloqasida, ularning o'zaro munosabatlarida tarkib topadi. Rahbarning ish uslubi boshqaruv organining individual salohiyati, sifatlari, uning individual xususiyatlari bilan

<sup>3</sup> 3. O'G'LI, Q. A. T. (2021). HARAKATLAR STRATEGIYASIMILLATLARARO TOTUVLIK VA DINIY BAG 'RIKENGLIKNI YANADA MUSTAHKAMLASH ASOSI. Oriental renaissance: Innovative, educational, natural and social sciences, 1(2), 172-178.

belgilanadi. Rahbar imijining shakllanishi shaxslararo munosabatlarda, qiyin vaziyatlardan to'g'ri xulosa chiqarib olishda, qahr va mehrni o'rnida ishlata olishda namoyon bo'ladi. Hamma vaqt, hamma zamonlarda ishdagi hurmat va e'tibor tamoyili xodimlarni ruhlantirgan va bu ish natijasida yaqqol ko'zga tashlangan.<sup>4</sup> Rahbarning do'stona munosabatlari ko'p holatlarda nizolarni bartaraf qilishga, tarafkashlik, loqaydlik holatlarining oldini olishga sabab bo'lgan. Bu borada o'z navbatida menejerlar, ya'ni rahbarlar salbiy illatlarning kamroq, ishga doir fazilatlarining ko'proq bo'lishida imijmoykerlarga ko'maklashadilar. Xotirjamlik –qabulga kirgan xodimning muammosini samarali tinglashga, ishchanlik kayfiyati boshqa jamoadoshlarga "yuqtirish"ga, emotsiyani bildirmaslik o'z muammosiga boshqalarning munosabatini yaqinlashtirmaslik, sovuqqon bo'lish esa, muammoning yechilishida odillikka olib keladi. Shuning uchun ham ish kuni tugagandan ertalabki ishdan kayfiyat saqlanib qoladi[2:14]. Ko'rinib turibdiki bu orqali biz rahbarning ish uslubi, imiji va ma'naviy, madaniy salohiyatini ham bilib olishimiz mumkin. Rahbar ish uslubida faqat imij emas, balki milliy madaniyatli bo'lishini ham taqozo etadi. Madaniyatli va muavaffaqiyatli bo'lishni istagan rahbar quyidagilarga rioya qilishi kerak: berilgan va'dani muddatida bajarishi, har qanday sharoitda o'z so'zining ustidan chiqishi, bekorga vaqt sarflashga sabab bo'ladigan foydasiz takliflarga e'tiborsiz va obektiv bo'lish, o'ziga va jamoasiga foydasi bo'lmagan takliflarni odob va muloyimlik bilan rad qilish, har qanday davrada yoki tadbirda o'ziga ishongan bo'lishi, katta ketishdan qochishi, rahbar sifatida qo'l ostidagilarning ko'nglini xira qilib emas, to'g'ri tarbiyalash, ularning unumli mehnati va tashabbusini rag'batlantirish, shaxsiyatparvaslik qilmaslik, o'z fikri ham hamma vaqt to'g'ri emasligini, mutlaqo yomon bo'lmagan boshqa fikrlar va nuqtai nazarlar borligini esdan chiqarmaslik, faoliyatidagi muavaffaqiyatsizlik, uzilish va xatolarni sinchiklab tahlil qilish, xodimlar orasida va ishda jahlni jilovlash, sabr-toqatni yo'qotmaslik kabi fazilatlar.<sup>5</sup>

Xulosa qilib aytadigan bo'lsam, ba'zi rahbarlar yoki oddiy insonlar ham chiroyli bo'lmasligi mumkin, lekin ularda ma'naviy fazilatlar ko'p bo'lsa, o'zgalarning e'tiborini tortadi. Insonning ichki dunyosini his etish, uni tushunish, oldindan bo'ladigan muzokaralar yechimini his etish yoki o'z hamsuhbatining kayfiyatini bilib, mavzuni o'zgartirish qobiliyatiga ega bo'lgan inson faqat ezgu maqsadni ro'yobga chiqishiga sababchi bo'ladi, yomonlikni oldini oladi. Lekin hozirgi kundagi zamonaviy rahbarning imiji uning dunyoqarashi, ma'naviyatining ko'zgidir. Ma'naviyat esa, barcha rahbar va

insonlarning madaniy mezonidir. Ma'naviy barkamol shaxs, nima yaxshi-yu nima yomon ekanini ajratib, hayotda oqilona qarorlar qabul qiladi. Ma'naviy-axloqiy sifatlarni qaror toptirish hozirgi zamonaviy rahbarlar imijining ajralmas bo'g'inidir. Zero, ma'naviy salohiyatli barkamol, intellektual rahbar yurt tayanchi va kelajak avlod suyanchi hisoblanad

<sup>4</sup> E.Xojiyev. Davlat va jamiyat boshqaruvining huquqiy asoslari. // Toshkent. - "Yangi kitob", 2017.

<sup>5</sup> A.Haydarov. Madaniyat va san'at sohasini boshqarish asoslari. O'quv qo'llanma // Toshkent. - "Kamalak" nashriyoti, 2019.

Hamma davrda ham adolatga bo'lgan chanqoqlik har birimizda yashaydi va oxir oqibat boshqa ko'plab his-tuyg'ularga ustunlik qiladi. Binobarin, bo'ysunuvchini ushbu tabiiy istakni qondiradigan etakchini hayratda qoldiradi. Albatta, adolat tushunchasini to'g'ri talqin qilish sharti bilan. Aks holda, bo'ysunuvchilarni oqilona tanqid qilish yoki "nomuvofiq" tashabbus uchun ta'qib qilgan rahbarlar, ularning fikricha, ularning harakatlarini qonuniy deb hisoblashlari mumkin.

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Denov tadbirkorlik va pedagogika institutining tarix yo'nalishi talabasi

**Annotatsiya:** Ushbu maqolada hokimlik va uning shaxslarga ta'sir ko'rsatish usullari bayon etilgan. Shuningdek rahbarlarning shaxsiyati unga bo'ysunuvchi shaxslarga nisbatan ta'sir doirasi o'rganiladi.

**Kalit so'zlar:** rahbar, bo'ysinuvchilar, xorij tajribasi, majburiy, metod, amaliyot

### Kirish

Bugungi kunda ta'sir qilish usullari rahbar tomonidan bo'ysunuvchi xatti-harakatlarning huquqiy hujjatlarda belgilangan me'yorlarga muvofiqligini ta'minlash bilan birgalikda, ularning qarorlari va ijrosi bilan roziligini izlaydi, asosan uning shaxsiy fazilatlarini bilan belgilanib boriladi. Subordinatlarga ta'sir qilishning ikkita asosiy usuli mavjud: majburlash va ishontirish. Bir oz oldinroq, biz har qanday ishontirish va majburlash qarshiliklariga mos kelmasligini ta'kidlaymiz. Garchi bu usullar ko'p holatlarda o'zaro almashtirilishi mumkin bo'lsa-da, lekin ba'zi odamlar ularni ishontirishga majbur qilganlari uchun, ularni qo'shimcha sifatida ko'rib chiqish kerak, boshqalar bilan munosabatlarda esa majburlash choralarini ko'rmasdan qilish mumkin emasdir. Zamonaviy amaliyotga murojaat qilganda, ko'plab rahbarlar ishontirish usullariga xos bo'lgan ulkan imkoniyatlarni anglamay, majburlashni aniq afzal ko'rishlarini ko'rish oson. Ehtimol, bu ma'lum darajada bu buyurtma isbotlashdan osonroq ekanligi bilan izohlanadi. Majburlash - bu ijrochiga ma'muriy ta'sir qilish shakli (uning xohishi yoki fikridan qat'i nazar). Bundan tashqari, bu o'z vakolati doirasida ma'lum bir rasmiy vazifalarni bajaradigan jamoaning a'zosi sifatida xodimga qo'yiladigan talablar tizimi bilan ifodalanadi<sup>1</sup>. Muayyan vaziyatlarda rahbar, masalan, intizomni buzganlarga qarshi majburlash usullari bilan harakat qilishi mumkin va kerak. Bunday vaziyatlarda u yutqazmaydi, aksincha yanada katta obro'ga egahisoblanadi. O'zini hurmat qilish darajasining ko'tarilishidan aziyat chekkan rahbar o'zlarining bema'niliklarini qondirish uchun unga mavjud bo'lgan yagona ta'sir vositalariga - hokimiyatga murojaat qilib, majburan "qaysarni" qo'yishga harakat qilsa, bu boshqa masala. Ishontirish-shuningdek, ishchilar o'rtasida kerakli xatti-harakatlar standartlarini birlashtirishga yordam beradi, ularni o'z harakatlarini jamoa va jamiyat manfaatlariga moslashtirishga undaydi.<sup>2</sup> Shu bilan birga, quyi bo'g'inlarga ham moddiy, ham ma'naviy ta'sir ko'rsatishda, zarur jamoatchilik fikrini shakllantirishda va hokazolarda turli xil vositalar qo'llanilib kelinmoqda. Boshqaruv muloqotining birinchi «qonuni»ga binoan, xodimlaringiz ishga vaqtida kelish, ishlash, ishni muddatida tugatishni bilishi kerak. Tushunish — ishni qabul qilish degani emas. Ishni siz kutganchalik bajarmayotgan xodim tushunmayotganidan emas, balki qabul qila olmayotganidan shunday bajaradi. Muammoni hal qilishda xodimning bajargan ishiga qarshi bormasdan masalaga to'g'ri yondashish kerak. Amaliy tavsiyalar berish lozim. Chunki nima qilib bo'lsa ham xodimni bu ishni bajarishga rozi qilish kerak. Bu — ikkinchi qoida. Biz kimningdir ehtiyojini, talabini

<sup>1</sup> I.R. X. Ayupov, G. R. Boltaboeva «Kichik biznes va tadbirkorlikda innovatsion rivojlanish yo'nalishlari» T.:TMI, 2018- y.

<sup>2</sup> 2.SH. J. Ergashxodjaev, L. T. Abduxalilova «Marketing tadqiqotlari» T.: Iqtisodiyot, 2019 y

qondirish uchun ishlashimiz mumkin. Bu ishga qiziqish bo'lmasligi ham mumkin. Chunki bu ish rahbarni qoniqtiradi. Rahbar ishni topshirayotganida xodim ni qiziqtirishi kerak. Shaxsiy qiziqish bilan ishga doir qiziqish bir-biriga mos kelishi kerak. Rahbar xodimlarining psixologik xususiyatlarini yaxshi bilishi jamoa ishining rivojlanishiga olib keladi. Xodimga ish berishdan awal uning shu ishga qobiliyatini hisobga olib, uni shu ishni bajarishga ishonirib keyin topshirish kerak. O'zbekiston ijtimoiy-psixologik tadqiqotda: psixolog qo'liga toza oq qog'ozni olib xodimlarga ko'rsatib: «shu oq qog'ozmi», deb so'ragan, ular: «ha», deb javob berganlar. 15—20 kishidan 2—3tasi esa har safar shu savol berilganda, ular: «yo'q, qarang, qog'oz sarg'ish, yoki ko'kish rang da», deb javob berganlar. Demak, har qanday vaziyatda ham tortishish ahamiyatga ega emas ekan. Agar ularning yaqin do'sti bu savolni berganida balki bunday tortishib o'tirmas edi. Demak, biz bir kishi uchun ko'ngildagidek ishlasak, boshqa kishi uchun shunchaki ishlashimiz mumkin. Rahbar umumiy 69 topshiriq (barcha uchun) bergandan ko'ra, shaxsiy (bir kishiga) topshiriq bersa, yaxshi natijaga erishishi mumkin. Boshqaruv muloqotining ikkinchi «qonuni» — boshqalar bilan teng sharoitda kishilar ishni tez qabul qiladilar,<sup>3</sup> (ayniqsa o'zi yoqtiradigan kishidan) va aksincha, yoqtirmaydigan kishining topshirig'ini qiyinchilik bilan qabul qiladilar. Demak, kishilar uchun ish sharoitiga nisbatan ruhiy muhit yaxshi bo'lishi kerak. Shunday qilib, jamoada shaxslar bir-biriga nisbatan simpatiyaga ega bo'lsa ish yaxshi bo'ladi.

#### **Adabiyotlar tahlili**

Adabiyotlar tahliliga to'xtaladigan bo'lsak, R. X. Ayupov, G. R. Boltaboeva «Kichik biznes va tadbirkorlikda innovatsion rivojlanish yo'nalishlari» T.:TMI, 2018- yilda nashr etilgan ushbu adabiyotda rahbarga bo'ysunuvchi ishchi xodimlar, shuningdek, har ikki tarafning haq-huquqlari haqida ma'lumot berib o'tilgan. Har bir rahbar o'z faoliyatida ishonirish va majburlash usullarini birlashtiradi. Bundan tashqari, har bir holatda, u yoki bu usul nafaqat ta'qib qilingan maqsad va sodir etilgan huquqbuzarlikning xususiyatini, balki unga bo'ysunuvchining shaxsini ham hisobga olgan holda tanlanadi. Muloqot inson hayoti va faoliyatining muhim shartidir. Aynan muloqot yordamida insonlar tabiatni o'zlashtirish va o'z ehtiyojlarini qondirish uchun birgalikda harakat qilish imkoniyatiga ega bo'ladilar. Muloqot jarayonida inson xulq-atvorining muayyan obraz va modellari shakllanib, keyinchalik ular interiorizatsiyalanadi. Muloqot davomida ijtimoiy va shaxsiy munosabatlar amalga oshadi, uning vositasida hamkorlikdagi faoliyat ro'yobga chiqariladi.

#### **Muhokama va natijalar**

Birinchisi o'tishda eslatma berish uchun yetarli, ikkinchisini ishonirish qiyin emas, uchinchi, ehtimol biron narsaga ishonirish tavsiya etiladi, to'rtinchisini buyurtma qilish kerak, chunki u boshqa tilni tushunmaydi. Bir xil ta'sir choralari faoliyatni yaxshilash uchun rag'batlantiruvchi omil bo'lishi mumkin, boshqasi esa beparvolik yoki adovatni keltirib chiqarishi mumkin va shunga ko'ra faoliyat natijalariga ta'sir qilishi mumkin. Shuning uchun har qanday ta'sir chorasini qo'llash individual yondashuvni va jazo qoidabuzarliklarining mutanosibligiga ob'ektivlikni saqlashni nazarda tutadi. Aks holda, o'zboshimchalik mumkin, va ishlab chiqarishda axloq yo'q bo'lsa, va axloq bo'lmasa, oddiy insoniy aloqa ham mumkin emas. Shu bilan birga, haddan tashqari va mohiyatan ijtimoiy jihatdan asossiz ravishda ruxsat etilgan choralarni qo'llashni rag'batlantirmaslik kerak.<sup>4</sup> O'z vazifalarini mag'rurlik bilan

<sup>3</sup> 3.R.X Djuraev. Ta'lim menejmen.T.:»Voris-Nashriyoti».2006- y.

<sup>4</sup> 4.Goncharov, M. A. Основы менеджмента в образовании. - М.: KnoRus, 2010.

bajaradigan boshqa bir rahbar, uning jasorati umuman umuman inson psixologiyasi va bilimlarining yetishmasligidan dalolat bermasligini tushunmaydi. Muvaffaqiyatsiz sabablarga ko'ra menejerlar ma'muriy ta'sir choralari qo'l urganda, siz qanchalik tez-tez duch kelishingiz kerak. Ijodkorlar bor, ular bir necha bor barcha ruxsat etilgan jazolar turlariga duch kelishadi, shundan keyin hamma narsa normal holatga qaytadi. Bunday ijrochidan hech qanday tushkunlikka tushmaydi, chunki narx minus, va uning tarbiyaviy ahamiyati haqida hech narsa deyish mumkin emas. Jazo choralari devalvatsiyasini oldini olish uchun, har bir holatda, bo'ysunuvchilar tomonidan qonunbuzarlik sabablarini diqqat bilan tushunish kerak. Bir narsa, pudratchi o'zi uchun yangi muammoni hal qilishga tayyor emasligi tufayli sirg'anishga yo'l qo'yganda, u buni mutlaqo tushunmagan; zarur yordamni olmadi va agar noto'g'ri harakat mas'uliyatsizlik va xizmat vazifasini bajarishdan bo'yin tovlash oqibati bo'lsa, mutlaqo farq qiladi. Muayyan sabab, shuningdek, qo'llaniladigan choralarning xususiyatini aniqlashi kerak. Rasmiy faoliyatsizligi ob'ektiv sabablarga ko'ra amalga oshirilgan ijrochini jazolash nafaqat noto'g'ri, balki zararli ham, chunki adolatsiz jazo uzoq vaqt davom etadigan g'azab tuyg'usini keltirib chiqaradi. Shuning uchun har qanday vaziyatda imtiyozlar va sanksiyalarning muvozanatli qo'llanilishiga erishish muhimdir. Intizomiy choralarga murojaat qilishdan oldin, o'zingizga shunday savol berish yaxshi, agar intizom buzilishining oldini olish uchun hamma narsa qilingan bo'lsa? Unga javob ko'p narsani aniqlashtirishi mumkin.<sup>5</sup> Albatta, ob'ektiv sabablarga havolalar intizomni buzuvchilarni oqlamaydi, balki ularning Xattiharakatlarini tushuntiradi. Shu bilan birga, aksariyat hollarda intizom buzilishi nafaqat individual xodimlarning insofsizligi bilan, balki asosiy sabablar bilan ham bog'liqligini tushunish muhimdir. Shu sababli intizomni kuchaytirishni istagan kishi jazo chorasini tanlash bilan emas, balki uning buzilish sabablarini bartaraf etish bilan ham shug'ullanadi. Kasallikni emas, balki uning tashqi ko'rinishlarini yo'q qilishga qaratilgan jazolar har doim ham tartibni kuchaytirishga va o'rnatilgan qonun ustuvorligini hurmat qilishga yordam bermaydi. Jazo darajasini belgilashda biz qonun bitta ekanligini, odamlar boshqacha ekanligini unutmasligimiz kerak. Agar bitta aybdorlik uchun nomuvofiqlik to'g'ri kelmasa, boshqasiga nisbatan tavsiya etiladi. Har bir holatda munosib jazoni aniqlash uchun siz odamlarning murakkab munosabatlarini tushunishingiz kerak. Faqat ma'muriyat pudratchining javobgarligini oshiradi va kerakli natijalarni beradi, deb hisoblaydigan menejerlar chuqur yanglishadilar. Ommabop donishmada aytilishicha: "Bir kishi o'ni suvga olib borishi mumkin, lekin hatto ming kishi uni ichishga majburlamaydi".<sup>6</sup> Ijrochini bitta majburlash bilan o'z qobiliyatining to'liq hajmida ishlashga majburlash mumkin emas. O'ziga bo'ysunuvchilarga ta'sir qilishning "kuch" usullarini afzal ko'radigan rahbar o'zlariga bo'lgan yaxshi munosabati va biznesga tashabbuskor munosabatda bo'lishiga ishonmaydi. Bundan tashqari, sanksiyalar orqali buyruqlarni bajarishga majburlash rahbari tajribasiz rahbar sifatida va yuqori boshqaruv oldida fosh qiladi. Shuning uchun, buyruq va ko'rsatmalarga iloji boricha kamroq ishonish tavsiya etiladi va o'ziga yuklatilgan funktsiyalarni to'g'ri bajarishda ijrochi, xodimni qanday qiziqtirish haqida ko'proq o'ylash kerak. Amaliyot shubhasiz guvohlik beradi: majburlash orqali amalga oshirish qiyin yoki imkonsiz bo'lgan narsaga ijrochini maqsadga

<sup>5</sup> 5. Ishmuhamedov R., Yo'ldashev M. Ta'lim va tarbiyada innovatsion pedagogik texnologiyalar. – T.: Nihol, 2013. - 268-bet.

<sup>6</sup> 6. R. I. Nurimbetov, S. I. Ahmedov «Ishlab chiqarish menejmenti» T.: Talqin. 2008- y



muvofiqligi va rahbar tomonidan qilinadigan harakatlar zarurligiga ishonirish orqali erishish mumkin. Har qanday sharoitda, ishonirish usullari shubhasiz afzalliklarga ega, ulardan foydalanish ijrochining o'ziga bo'lgan hurmati va odob-axloqini, jamoadagi javobgarligini o'ziga jalb qilishni o'z ichiga oladi. Ular, shuningdek, jozibador bo'lib, ular har qanday oddiy odam uchun bo'ysunuvchilardan jazo choralarini qo'llaydigan juda yoqimsiz vazifani bajaruvchidan xalos qiladi. Bundan tashqari, ishonirish usullari rahbar va unga bo'ysunuvchilar o'rtasidagi ishonchga asoslangan munosabatlarning mustahkamlanishiga yordam beradi. Yetakchining axloqiy va psixologik fazilatleri, shu jumladan o'z qo'l ostidagilarga ta'sir qilish usullarini tanlashga bo'lgan munosabati, asosan, uning odob-axloq mezoni bilan belgilanadi. Biz juda ko'p nuanslar bilan ajralib turadigan juda katta kontseptsiya haqida gapiryapmiz, masalan, shaxsiy yoki jamoat manfaatlariga tegishli. Ko'pincha shaxsiy ishlarda odobli bo'lgan kishi rasmiy munosabatlarda sharmanda bo'ladi. Ushbu hodisaning psixologik tabiatiga kirmasdan, bunday odamning umuman hurmatsiz ekanligiga ishonish qonuniydir. U yanada jozibali ko'rinishda bo'lgan holatlarda, uning odobliligi ishonirish va ichki madaniyatdan kelib chiqmaydi, balki boshqalarning manzilini yo'qotish qo'rquvidan kelib chiqadi, ya'ni. majburan. Rasmiy munosabatlarda sharmandali odam, muayyan sharoitlarda, shaxsiy aloqada sharmanda bo'ladi va aksincha. Adolatning ko'p alomatlaridan biz, bizning fikrimizcha, etakchilik mavqeiga intilayotgan odam uchun eng muhim narsani ajratib olamiz: rostgo'ylik, insoniy qadr-qimmatni hurmat qilish va bo'ysunuvchilarga odil munosabat, tanqid va o'zini tanqidga ehtiyotkorlik bilan yondashish. Aslida, axloq - bu axloqning poydevori. Haqiqat bor joyda, boshqaruv tizimida, yaxshi ma'lumot tarqatiladi, suhbatlar mushtlarda emas, halollik bilan olib boriladi. Hech narsa odamlarni yolg'on, demagogiya, so'z va xatti-harakat o'rtasidagi farqni buzmaydi. Agar biror kishi bir narsani eshitsa (ishlarning farovonligi, hamma narsada muvaffaqiyat) va o'z ko'zlari bilan boshqasini ko'rsa (beparvolik va loqaydlik, mansab mavqeini suiiste'mol qilish), u asta-sekin hech bo'lmaganda buyuk rahbarlarning so'zlariga ishonishni yo'qotadi, bu erda bir qadam. sababga befarq odamga aylaning. Rahbarning odob-axloqi ko'p jihatdan bo'ysunuvchiga nisbatan adolatli munosabatda aniqlanadi, bu uning faoliyati, qarashlari, harakatlariga obyektiv baho berishni anglatadi. Va bu qobiliyatli karyeristlar ularni chaqirishlari mumkin bo'lgan vaziyatni istisno qiladi, ularning hukmlariga rioya qilish yaxshi odati kibr va qaysarlik, foydali ish qilishdan tabiiy mag'rurlik befarqlik deb hisoblangan. Vijdonli kishining har qanday sharoitda uning xatti-harakatlari qadriga yetishiga ishonchi uni yanada samarali faoliyatga undaydi. Aksincha, bunday e'tiqodning yo'qligi norozilik kayfiyatini, g'azablanishni, xafagarchilikni va ba'zan noumidlikni keltirib chiqaradi. Menejer, unga bo'ysunuvchilarni to'g'ri baholay olmaslik hokimiyatni suiiste'mol qilishga aylanishi mumkinligini tushunishi kerak. Bundan tashqari, bo'ysunuvchilarning faoliyatini adolatli baholash "oxirida" emas, balki "o'z vaqtida" kafolatlanishi kerak, ya'ni. zarurat bo'lgan paytda.

#### **Xulosa:**

Xulosa qilib aytgand, hamma davrda ham adolatga bo'lgan chanqoqlik har birimizda yashaydi va oxir oqibat boshqa ko'plab his-tuyg'ularga ustunlik qiladi. Binobarin, bo'ysunuvchini ushbu tabiiy istakni qondiradigan etakchini hayratda qoldiradi. Albatta, adolat tushunchasini to'g'ri talqin qilish sharti bilan. Aks holda, bo'ysunuvchilarni oqilona tanqid qilish yoki "nomuvofiq" tashabbus uchun ta'qib qilgan rahbarlar, ularning fikricha, ularning harakatlarini qonuniy deb hisoblashlari mumkin.



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**Davlat va jamiyatni boshqarishda liderlik qobiliyati****Qosimova Zebiniso Anvar qizi**

Denov tadbirkorlik va pedagogika institutining tarix yo'nalishi talabasi

**Annotatsiya:** Ushbu maqolada hozirgi kundagi davlat va jamiyatni boshqarishdagi liderlik qobiliyati haqida fikr mulohazalar keltirilgan.

**Kalit so'zlar:** rahbar, ma'naviy, davlat, jamiyat, liderlik, qobiliyat

Ma'lumki, har qanday guruh, tashkilot, jamoada, bo'linmada tan olingan obro'-e'tiborga ega bo'lgan shaxs mavjud bo'lib, u mazkur tashkilotning faoliyatiga bevosita ta'sir o'tkazadi, bu o'zini boshqaruv harakatlari sifatida namoyon qilib kelmoqda. Buni Amir Temurning "Azmi qat'iy, tadbirkor, hushyor, mard va shijoatli bir kishi mingta tadbirsiz va loqayd kishidan afzaldir", degan fikri ham tasdiqlaydi desak bo'ladi. Bugungi kunda biz bunday shaxslarni liderlar deb ataymiz. Lider so'zi inglizcha "leader" - yetakchi, boshliq, rahbar biror siyosiy partiya yoki tashkilotning rahbari, yo'l boshchisi ma'nolarini anglatadi.<sup>1</sup> Liderlik (inglizcha: leader - yetakchi, boshlovchi so'zidan) – umumiy bir ishni bajarishda boshqalarning yordami va haraktini birlashtiruvchi ijtimoiy ta'sir jarayonidir. Lider qanday xususiyatlarga ega bo'lishi kerak? Yetakchilikning ya'ni liderlikning asosiy xususiyatlari quyidagilar: → mas'uliyatli va qiyin qarorlarni qabul qilish qobiliyati, ular uchun tegishli javobgarlikni o'z zimmasiga olish istagi; → shaxsiy manfaatlar uchun emas, balki odamlarning umumiy manfaatlari va manfaatlari haqida qayg'urish; → odamlarni butunlay ixtiyoriy asosda boshqarish qobiliyati; → xarizma va tabiiy ta'sir kuchiga ega bo'lish; → guruh tomonidan etakchiga bo'lgan ishonch va kuchli hokimiyat mavjudligi; → xatolarni tan olish qobiliyati va mag'lubiyat uchun javobgarlikni o'z zimmasiga olish, bundan shaxsiy xatolarni qidirish. Bir qarashda liderlik rahbarlik kabi ko'rinishi mumkin. Qisman to'g'ri, ammo ularning o'zaro farqli jihatlari mavjud hisoblanadi. Birinchidan, lider har doim parda ortida va o'z-o'zidan aniqlanadi, rahbar esa rasmiy ravishda tayinlanadi. Ikkinchidan, rahbar u bilan chambarchas bog'liq bo'lgan ma'lum bir guruh vakili bo'lib, yetakchi, aksariyat hollarda, guruhdan ajralib qoladi. Uchinchidan, liderning asosiy sohasi - bu shaxslararo munosabatlar, rahbar esa rasmiy munosabatlardir. Ammo rahbarning ixtiyorida juda ko'p tashqi ma'lumotlar mavjud, qonuniy sanksiyalarni qo'llash mumkin, ya'ni u rasmiy shaxs hisoblanadi. Ilmiy tilda guruhga kuchli va ta'sirchan ta'sir ko'rsatadigan rasmiy rahbar, ya'ni uning ta'siri pozitsiyaga bog'liq bo'lsa,

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<sup>1</sup> 1. O'zbek tilining izohli lug'ati. –T. "O'zbekiston milliy ensiklopediyasi" davlat ilmiy nashriyoti. 2013. 497-b.

"bo'ysunuvchilar" ga ta'sir qiladi<sup>2</sup>. Norasmiy rahbar - bu kompaniyada egallagan joyidan qat'i nazar, yetakchilikni ta'minlaydigan shaxs hisoblanadi. Uning harakatining mohiyati ijtimoiy bo'lib, u "izdoshlariga" qaratilgan bo'ladi. Yuqorida sanab o'tilgan xususiyatlar shaxsda yillar mobaynidagi tajriba va tug'ma iste'dod asosida shakllanib boradi. Ta'lim jarayonida yoshlarning liderlik xususiyatlarini rivojlantirishda nimalarga e'tibor qaratish zarurligini bilamiz. Bu borada quyidagi jihatlariga e'tibor qaratish muhim ahamiyat kasb etadi: Xatarlarni (risklarni) o'z zimmasiga olish va muvaffaqiyatsizliklardan o'rganish. Muvaffaqiyatsizliklardan qochib qutulish va har doim hayotda muvaffaqiyatli bo'lish mumkin emasdir. Shu sababli yosh avlod uchun har bir muvaffaqiyatsizlikdan saboq olish va hayotda davom etish juda muhimdir. Ular tavakkal qilishdan qo'rqmasliklari kerak va muammolarga duch kelgan holatda tegishli saboqlarni olishni o'rganishlari lozim. Xato qilmaydiganlar hayotda o'smaydilar. Rasmiy ta'lim tizimi shunday yo'lga qo'yilishi kerakki, bu o'quvchilarni tavakkal qilishga undaydigan va ularni xato va kamchiliklari uchun jazolamaydigan bo'lishi lozim. Insonning aql-idroki o'sishi va hayotdagi yuksalishi orttirgan tajribalari orqali bo'ladi. Haqiqiy bizneslar bilan aloqa o'rnatish: bizga ma'lumki, maktab va universitet o'qituvchilarining aksariyati korporativ va biznes tajribasiga ega emas. Shuning uchun ular o'qitishlari mumkin bo'lgan narsalar bu rasmiy ta'lim va kitoblardan olgan nazariy bilimlaridir. Biroq korporativ ish maktablarda o'rgatiladigan bilimardan tubdan farq qiladi. Shuning uchun maktablar va universitetlarni haqiqiy biznes dunyosi bilan bog'lash tavsiya etiladi. Bu yerda haqiqiy ish tajribasiga ega bo'lgan odamlar talabalarga real hayotiy misollar bilan ba'zi ma'ruzalar o'qishlari mumkin.<sup>3</sup> Agar rasmiy ta'lim yaxshi tajribaga ega bo'lgan ishbilanmon tadbirkorlar bilan talabalar uchun murabbiylik va mentorlik dasturlari o'rnatilsa, bu yoshlarda liderlik, innovatorlik va tadbirkorlik qobiliyatini rivojlantirishga tubdan yordam beradi. Ongni to'g'ri dasturlash. Zero, islohotlar ko'p qirrali va uzoq davom etadigan jarayon bo'lib, unda ijtimoiy-siyosiy barqarorlik hamda olib borilayotgan islohotlarning sifati va samarasi ko'p jihatdan jamoatchilikning ishtirokiga bog'liq, shu jihatdan, uni shakllantirishda muayyan ijtimoiy institutlarga, xususan, jamoat tashkilotlariga muhim o'rin beriladi. Binobarin, samarali faoliyat yuritadigan jamoat tashkilotlarini shakllantirish uchun zarur shart-sharoitlarni yaratish mamlakatimizda demokratik huquqiy davlat va ochiq fuqarolik jamiyatini

<sup>2</sup> 2. Chemers M. (1997) An integrative theory of leadership. Lawrence Erlbaum Associates, Publishers. ISBN 978-0-8058-2679-1

<sup>3</sup> 3. K.Turaev Yoshlarda liderlik qobiliyatini rivojlantirish. Yangilanayotgan jamiyatda yoshlarning ijtimoiy faolligi: muammo va yechimlar. Respublika ilmiyamaliy konferensiyasi maqolalar to'plami. – T. 2020. 14-b.

barpo etish yo'lidagi eng muhim vazifalardan biri hisoblanadi. Muvaffaqiyat uchun yoshlarning ongini rivojlantirish va dasturlash juda muhimdir. Hayotiy misollar shuni ko'rsatadiki, xavfdan qochish uchun dasturlashtirilgan odamlar "men buni qila olmayman" yoki "men bunga qodir emasman", deyishadi. Ammo "Men buni qanday qila olaman?" yoki "Nima qilsam buning uddasidan chiqaman?" degan savollar bilan yoshlar ongini to'g'ri yolg'a solishlari mumkin. Chunki bayonot ongni yopadi, savol esa ongni o'ylashga va harakat qilishga ochib beradi. Guruhlarda ishlashni o'rganish. Bizning hozirgi ta'lim tizimimiz yoshlarga faqatgina o'ziga tayanib ishlashni o'rgatadi. Hatto baholash testlari ham o'quvchi va talabalarning o'z bilimlarini baholashga qaratilgan va bunday tizim o'ziga qaramlikni keltirib chiqaradi. Ammo real hayotda barchamiz bir-birimizga tobemiz va bir kishi o'z kuchi bilan ko'p narsaga erisha olmaydi. Shuning uchun ta'lim tizimi yoshlarda boshqalar bilan ishlash va muloqot qobiliyatini rivojlantirish uchun individual emas, balki guruhda ishlash tizimlarini joriy qilishi lozim. Bu jamoaviy ruhni oshirish va hayotda muhim bo'lgan bir-biriga bog'liqlik hissini rivojlantirishga yordam beradi. Moliyaviy savodxonlik. Bugungi dunyoda moliyaviy savodxonlik shaxsiy, oilaviy va biznes byudjeti va moliyasini boshqarishdagi eng muhim mahoratlardan biridir. Ta'lim tizimida yoshlar o'zlarining shaxsiy mablag,larini tejash, sarflash va investitsiya qilish nuqtai nazaridan samarali boshqarish usullarini o'rganishlari kerak. Qarz va soliq savodxonligi yoshlarning kelajakda o'z bizneslarini ochishda va boshqarishda muhim rol o'ynaydi.<sup>4</sup>

**Xulosa** qilib aytganda yoshlarda liderlik xususiyatlarini rivojlantirish uchun bugunda kunda mamlakatimizda barcha sharoitlar yaratilgan. Buni O'zbekiston Respublikasi "Yoshlarga oid davlat siyosati to'g'risda"gi qonuni, "Ta'lim to'g'risda"gi qonunlarda o'z aksini topganligida ko'rishimiz mumkin<sup>5</sup>. Ushbu normalarni amaliyotga tatbiq etish yoshlarda liderlik xususiyatlarini namoyon bo'lishida muhim rol o'ynaydi. Mamlakatimiz mustaqillikka erishgach, o'z oldiga erkin, demokratik huquqiy davlat va fuqarolik jamiyatini shakllantirishni

<sup>4</sup> 4. Икрамов Р.А., Хожиев Р.Б. (2020). Воспитание гармонично развитого поколения является приоритетом государственной молодежной политики. Вестник науки и образования. № 14 (92). Часть 1. С. 88-90.

<sup>5</sup> 5. Хожиев, Р. Б., & Норбоева, Д. О. (2021). Ёшлар ижтимоий ҳаётининг когнитив асослари. Academic Research in Educational Sciences, 2(2), 544-555. Hojiyev R.B., Xolmo'minov G.B., Sharipov M.L. (2020) Raising a Harmoniously Developed Generation is a Priority of Democratic Reforms in Uzbekistan // European Journal of Research and Reflection in Educational Sciences, №8(5).



maqsad qilib qo'ydi. Mazkur maqsadga erishish jarayonida bosqichma-bosqich fuqarolik jamiyatining tarkibiy institutlarini, xususan, uning muhim bo'g'ini hisoblangan jamoat tashkilotlarini jamiyat hayotidagi o'rni va rolini mustahkamlash va oshirish borasida tub islohotlar amalga oshirilib kelinmoqda.

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**Ta'lim muassasalari rahbarlarining ma'naviy qiyofasi madaniyati va unga qo'yilgan talablar****Eshnazarova Sevinch Eshpo'lat qizi**

Denov tadbirkorlik va pedagogika institutining tarix yo'nalishi talabasi

**Annotatsiya:** Ushbu maqolada hozirgi kundagi ta'lim muassasalaridagi rahbarlarning ma'naviy qiyofasi madaniyati va ularga qo'yilgan talablar haqida fikr mulohazalar keltirilgan.

**Kalit so'zlar:** rahbar, ma'naviy, ta'lim, qiyofasi, madaniyat, talablar

Bugungi kunda rahbar kadrlarga qo'yiladigan va hayot taqozo qiladigan asosiy insoniy talablar quyidagilardan iborat: — Rahbar ko'ngli toza, qalbi va ko'li ochiq, aql-zakovat sohibi va salohiyati shakllangan bo'lishi kerak; — Rahbar o'zini tarbiya qilgan, bilim va mahorat egasi bo'lmog'i va el-yurtiga halol xizmat qilishi, zimmasidagi ma'suliyatni doimo his qilib yashamog'i lozim; — Rahbar aqlli, tajribali, o'z ishining bilimdoni bo'lgan mutaxassislarni tanlib ularga tayana oladigan, ularning fikriga quloq solmog'i va shunga asoslangan holda xulosa chiqarmog'i kerak; — Rahbarda tashabbuskrolik, qat'iyat va talabchanlik bo'lmog'i shart. Talabchanlikni zo'ravonlikka, qat'yaitni manmanlikka aylantirish zta kaltabinlikdir. Manmanlik, zo'ravonlik, o'zgalar fikriga qo'loq solmaslik, rahbarni yaxshi mutaxassislardan, mehnatkash, sodda va samimiy odamlardan uzoqlashtirib qo'yadi. — Rahbarning barcha qilgan ishlari jamoa hayotiga ijobiy ta'sir ko'rsatmog'i kerak; — Rahbar qaror qabul qilishda o'z ko'zi bilan ko'rgan va o'z qulog'i bilan eshitgan narsasiga nisbatan qabul qilishlari kerak, ya'ni har xil g'iybatlarga quloq osmasligi lozim; — Rahbar qo'l sotidagi xodim va mutaxassislarni ko'pchilik oldida haqoratlashi, shaxsiyatiga tegishi uning ojizligidir, o'z vazifasiga noloyiqligi alomatidir; — Rahbar hes qachon mayda gaplarga, fisqu-fasodlarga ishonmasligi va maishatbozlikka berilmasligi kerak; — Rahbar o'z shaxsiy hayotida ham, turmush tarzida ham boshqalarga o'rnak bo'lmog'i lozim; — Rahbar o'z g'oyasi, harakat dasturiga ega bo'lishi bilan birgalikda, barchani ona yurti taraqqiyoti, xalqimizning tinchtotuvligi, farovonligi yo'lida yagona g'oya atrofida jipslashtirishi va harakatlantirishi shart. — Bundan tashqari rahbarlarga qo'yilgan davlat talablariga quyidagilarni ham kiritish mumkin: Rahbarlik odobi yuksak ma'naviy, madaniy, axloqiy me'yor, talab va tamoyillar bo'lgan erkinlikka asoslanadi. Rahbar nafaqat o'zi erkin bo'lishi, balki sherigining, o'zi ishlayotgan jamoa a'zolarining ham erkinligini hurmat qilishi lozim. Rahbar faoliyatiga hech kim qonunsiz aralashuvi mumkin emas. SHu bilan birga rahbar ham o'zi rahbarlik qilayotgan a'zolarining mehnat faoliyatiga qonunsiz xalaqit bermasligi zarur. Rahbar bo'ysinuvchi xodimlarining mayda-chuyda kamchiliklariga bardoshli bo'lishi, ularga o'ziga ishongandek ishonishi lozim. O'zaro kelishmovchiliklarga yo'l qo'ymaslik rahbarlik odobining muhim tamoyillaridan biridir. O'zaro munosabatlarda ba'zan har xil kelishmovchiliklar, fikrlar har xilligi, qarashlarning to'la bo'lmagan mosligi ham bo'lib turadi. SHuning uchun odob rahbarga juda zarur bo'lgan eng muhim fazilatlarandir. Rahbarlik odobi ayni paytda o'zaro tenglik va odillikka asoslanadi. Bu narsa tomonlarning o'z faoliyatini ob'ektiv baholashga yordam beradi. Ma'lumki, rahbarlik umuminsoniy qadriyat hisobalanadi. Butun dunyo ishbilarmon rahbarlariga xos tadbirkorlar odobining yana bir ma'naviy, ma'rafiy xususiyati — vadaga va'fo qilish. Uni so'zsiz bajarishadi. Unga ko'ra, ikki tomon bir narsaga ahdlashgan shartnomani, shartnomaviy majburiyatni bajarishi shart. Zamonaviy rahbar deganda albatta ishbilarmon, o'z kasbining ustasi, ahloq va ma'naviy jihatdan etuk insonlarni ko'z oldimizga keltirishga o'rganib qolganmiz. Axloq aslida arabcha so'z bo'lib, kishilarning bir-biriga, oilasiga,

vataniga, jamiyatga bo'lgan munosabatlarida namoyon bo'ladigan hatti-harakatlari, hulqining norma va qoidalari yig'indisini anglatadi. Axloq – jamiyatni boshqarish omillaridan biri bo'lib, u bevosita ijtimoiy sharoit bilan chambarchas bog'liqdir. Kishilarning o'tmishi, bosib o'tgan hayot tajaribalari bilan ham bog'liq bo'lganligi sababli ko'pchilik hollarda ijtimoiy hayotga ijobiy yoki salbiy ta'sir qilib uning taraqqiyotini ba'zan tezlashtirsa, ba'zan susaytirib ham yuborishi mumkin. Jamiyatning, hayotning, ayniqsa ijtimoiy, iqtisodiy jarayonning keskin o'zgarishi munosabati bilan bir davrdagi axloq normalari bioshqa bir davrga va, xususan, boshqa bir siyosiy jihatdan o'zgargan tizimga to'g'ri kelmay qolishi turgan gap. Deiak, axloq normalari o'zgarib borishi kerak va hayotda shunday bo'ladi ham. Ammo ushbu normalar shaxs, jamiyat ruhiyati bilan bog'liq bo'lganligi uchun, jamiyat a'zolarining o'z ko'nikmalaridan qiyinchilik bilan qutilishlari sababli odatda axloq normalari juda sekin o'zgarib boradi va aksariyat holda jamiyatdagi o'zgarishlarining ma'lum ma'noda bosiqlik bilan olib borilishini ta'minlaydi. Boshqarishda ham davlat tomonidan qabul qilingan normalar bilan bir qatorda axloq normalaridan keng foydalanish, uning ijobiy tomonlarini ishga solib rahbar va xodim juftligi o'rtasidagi munosabat va muloqot jarayonini yaxshilashda, uning omilkorligini oshirishda keng foydalanish mumkin. Rahbar halol, pok vijdonli, iymonli, qattiqqo'l, diyonatli, mehrshavqatli bo'lishi kerak. Rahbarlikka eng to'g'ri yo'l samimiylik, bilimlilik, vijdonlilik, ezgulikka intilish, sadoqat bilan halol mehnat qilish orqali faoliyat yuritishdir. Egri qo'l, egri maqsad bilan rahbarlikka erishib bo'lmaydi. Fe'l-atvorida egrilik bor kishi rahbarlik faoliyatida uzoqqa borolmaydilar. Rahbar mustaqil bo'lishi kerak. Ijtimoiy faoliyatning qonuniy ta'qiqlanmagan hamma sohasi bilan shug'ullana olishi lozim. Shu bilan birga, u o'zi boshqarayotgan jamoa orasida obro'-e'tiboriga ega bo'lishi, o'zini kamtar tutishi darkor. Rahbarda axloqiy sifatlar bilan birgalikda ma'naviy xususiyatlar ham mujassam bo'lmog'i lozim. Ma'lumki, har bir rahbar o'zining mehnat faoliyatida mumkin qadar sipo, axloqli, tarbiyali, bilimli va boshqa ijobiy sifatlarini namoyon qilishga harakat qiladi. Bu ko'p hollarda ayni shunday kechishi bilan bir vaqtning o'zida xodimlar o'rtasida noqulay obrazlarning kelib chiqishiga sabab bo'ladi. Ayniqsa, rahbar avtoritar yo'nalishda ishlab o'rgangan bo'lsa, yon-atrofiga o'ziga eng yaqin muovun va yordamchilardan boshqalarni yaqinlashtirmagan hollarda noxush vaziyatlarni kelitirib chiqaradi. Ya'ni, ushbu rahbar haqida jamoada ikki, uch balki undan ham ko'proq fikrlar paydo bo'lishiga olib keladi. Kimdir o'ta tarbiyali desa, yana boshqa biri qo'pol yoki johil deyishi mumkin. Kimdir o'ta extiyotkor desa, kimdir o'ta qo'rqqoq va maydagap deyishi mumkin. Aslida o'zini atrofida bunday mish-mishlarning tarqatishlariga sababchi, bunday holatni yoqtiradigan shaxs (rahbar)lar ichki chuqur madaniyat sohiblari bo'lishmaydi. SHunday ekan, madaniyatli, o'ta tarbiyali rahbar deganda biz qanday asoslarga tayanishimiz kerak. Bu o'rinda inson madaniyati asoslari yotadi. Rahbar madaniyati deganimizda esa nafaqat inson madaniyati, butunjahon insoniy qadriyatlar bilimdoni va ularni o'z kasbi, lavozimiga taalluqli axloqiy va amaliy ma'lumotlarga ega, ularni o'z faoliyatida qo'llaydigan kishini tushunamiz. Insonparvarlik bu faqatgina biror insonni sevish, unga g'amxo'rlik qilish, yoki bo'lmasa odamlarga nisbatan odamiylik ko'rsatishdagina namoyon bo'lib qolmay har qanday insonni shaxs sifatida, uning butun ijobiy va salbiy tomonlarini bilgan holda qabul qila olish. Ma'lum bir holat va vaziyatda adolat ruhidan kelib chiqib biror insonga odamiylik munosabatani ko'rsata olishdir. Insonparvarlik tushunchasida birinchi o'rinda har bir insonga, umuman insonlarga nisbatan cheksiz ishonch ruhi yotadi. SHu nuqtai nazardan olganda, insonparvarlik ruhi kuchli shakllangan shaxs adolat va odillik hissi bilan sug'oirilgan bo'ladi deyish mumkin. Endi ushbu o'rinda insonparvarlik ruhida tarbiyalangan rahbarni ko'z oldimizga keltirar ekanmiz, bunday rahbarning behudaga

biror xodimga qattiq gapirishini, noo‘rin haqorat qilishini tasavvur qilolmaymiz. Bunday rahbar o‘z qo‘l ostidagi xodimlarga insonparvarlik ruhini namoyon qilish jarayonida shaxsning milliy mansubligini alohida e‘tiborga oladi, deyish uning millatparvarligini bo‘rttirish bilan birga o‘zida baynalmilalchilik ruhi etmasligini tan olish bo‘lar edi. **Xulosa** Shaxs, ayniqsa rahbar shaxsi baynalmilalchilik qilaman deb kosmopolitizmga, ya‘ni millatsizlikka o‘tib ketmasligi yoki millatparvarlik ruhni o‘z xususiyatlarida juda bo‘rttirib millatchilikka, ya‘ni bir millat vakilini ushbu millat vakili ekanligi tufayli boshqa millat vakilidan ustun qo‘ymasligi lozim. Bu xususiyatlarning ijobiy yoki salbiy ko‘rinishlari rahbar faoliyatiga qo‘shilar ekan, go‘zal yoki noxush holatlarni keltirib chiqarishi tabiiy hol. SHunga qaramasdan, rahbar faoliyatida har qanday sharoitda yo ijobiy yo salbiy ko‘rinish olmasligi hayotiy mezon doirasida doimiylik kasb etishi kerak bo‘lgan xususiyatlardan biri bu – adolat mezonidir

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## ROLE OF IOT TECHNOLOGY FOR DEVELOPING SMART ENVIRONMENTS: CHALLENGES AND PERSPECTIVES

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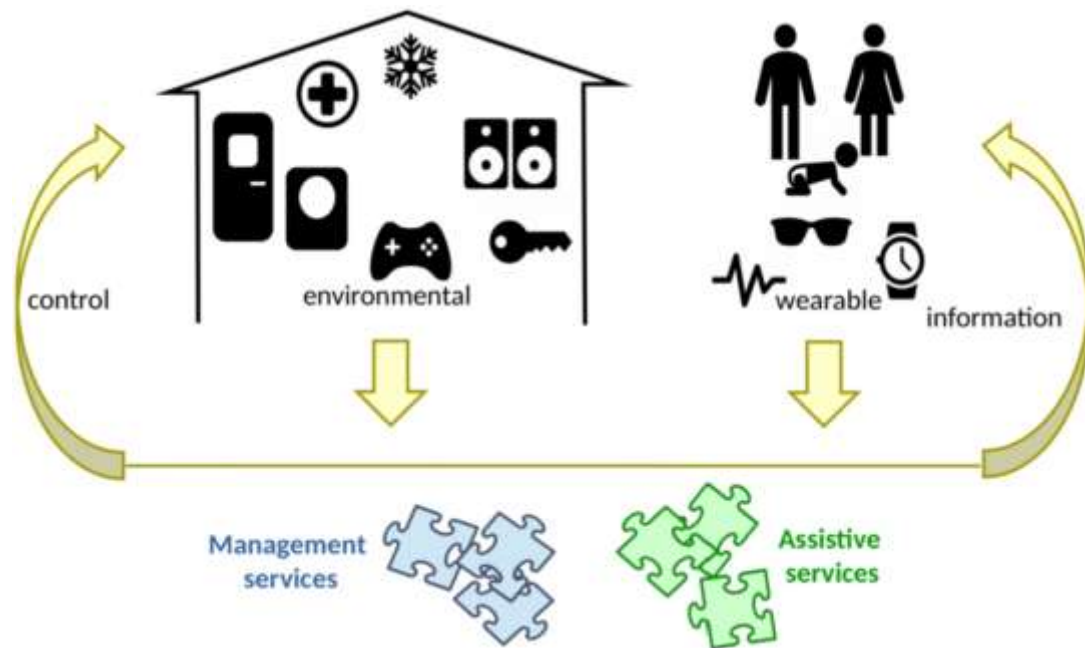
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**Abstract** - The Internet of Things (IoT) represents a transformative technology that is redefining the boundaries of computation, networking, and physical objects. This paper presents a technology-centric perspective on how IoT is enabling smart environments, focusing on the convergence of various technologies and their implications for future smart ecosystems. We discuss the foundational technologies driving IoT advancements, the integration of IoT in smart environments, and the challenges and future trends in this dynamic field. Nevertheless, the current IoT ecosystem offers many alternative communication solutions with diverse performance characteristics. This situation presents a major challenge to identifying the most suitable IoT communication solution(s) for a particular smart environment.

**Keywords:** *Internet of Things (IoT), Smart Environments, IoT Technologies, Sensor Networks, Smart Homes, Smart Cities, Industrial IoT (IIoT), Connectivity Protocols, Edge Computing, Data Analytics, Machine Learning in IoT, IoT Security, Privacy in IoT, IoT Interoperability, IoT Standards, IoT Scalability, IoT Management.*

**Introduction.** The Internet of Things (IoT) is an emerging paradigm that connects everyday objects to the Internet, enabling them to collect and exchange data. This technological revolution is paving the way for the creation of intelligent environments where objects can interact and cooperate with each other to provide advanced services and improve the quality of life. In this article, we explore the role of IoT in enabling smart environments from a technology-centric perspective, highlighting its impact, challenges, and future trends[1].

Advances in many technical areas are making the IoT and smart environments possible, including multiple communication solutions for IoT devices, which we categorize into two main families: i) Radio Frequency Identification (RFID), intended mainly for object and device identification, and ii) general-purpose Constrained-Node Network (CNN) technologies and architectures. The numerous and highly heterogeneous solutions available provide different features and performance trade-offs, a fact that makes identifying the most suitable IoT communication technologies and solutions for a particular smart environment challenging. While all smart environments collect, process and act upon information, different specific smart environments do so at different scales. Moreover, different vertical domains (e.g. smart home/health/city/factory) come with diverse requirements, and hence technology choices, which also influences the tactics of how and where data is processed and how to act upon the information within a specific context. Furthermore, different types of smart environments evolve at a different pace: Some vertical domains can evaluate and adopt new technologies much faster (e.g. smart home and smart health), while in others (e.g. smart factories and smart cities) changes cannot be adopted expediently due to the fact that such environments must deal with legacy systems. This requirement further complicates the choice of communication technologies and solution availability for particular smart environments[2].



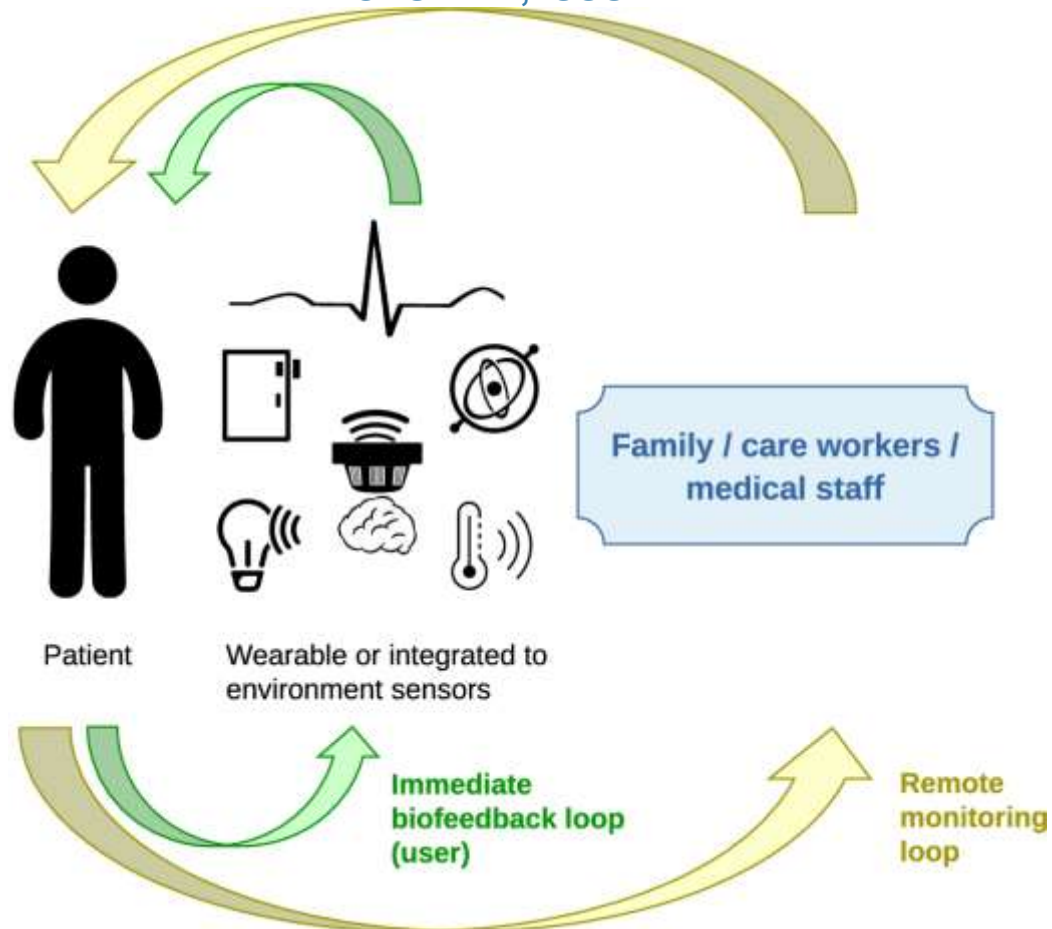
**Figure 1.** Main components in smart home systems.

**Foundational Technologies of IoT.** At the crux of this transformation is a technology-centric perspective that sees IoT not merely as a network of interconnected devices but as a sophisticated ecosystem that leverages a combination of advanced technologies. These technologies include, but are not limited to, sensors, actuators, communication protocols, data analytics, cloud and edge computing, and artificial intelligence (AI). Together, they create a robust framework that underpins smart environments, ranging from homes and offices to cities and industrial complexes.

**Sensors and Actuators.** At the heart of IoT are sensors and actuators, which provide the necessary interface between the physical and digital worlds. Sensors gather data from the environment, while actuators allow physical actions to be taken based on digital decisions. Advances in microelectronics have led to smaller, more efficient, and cost-effective sensors, widening IoT applications.

**Connectivity and Communication Protocols.** Reliable and ubiquitous connectivity is crucial for IoT. This section reviews various wireless communication technologies (e.g., Wi-Fi, Bluetooth, Zigbee, 5G) and protocols (e.g., MQTT, CoAP) that facilitate the seamless transfer of data among IoT devices.

**Data Processing and Analytics.** IoT generates vast amounts of data that require effective processing and analytics. We discuss edge computing, cloud computing, and the role of AI and machine learning in analyzing and extracting meaningful insights from IoT data.



**Figure 2.** General description of IoT or smart environments for health.

Another aspect of IoT that has been confined so far to research, concerns the adaptation and personalization of services offered by smart homes. Adaptation and personalization consider the ability of a smart home to automatically tailor its services to the individual user's needs. This is often achieved by building on generic services designed for a specific group of users such as children or the elderly, and then by adapting the behavior of the service to the habits of the user. This implies the ability to detect habits as well as to discover deviations from these habits while at the same time, to automatically reconfigure the business logic of the service or application. Such mechanisms usually require a strong convergence among sensors and activity recognition, anomaly detection and cognitive capabilities, especially in those cases in which at least part of these capabilities are integrated within the sensors themselves. Significant preliminary experiences with this approach which is often referred to as the Internet of Intelligent Things [3], has been obtained by EU projects RUBICON [4] and OPPORTUNITY [6].

**IoT in Smart Environments.** Smart Homes. IoT technologies in smart homes provide enhanced comfort, security, and energy efficiency. This section explores how IoT devices like smart thermostats, security cameras, and home assistants contribute to intelligent living spaces.

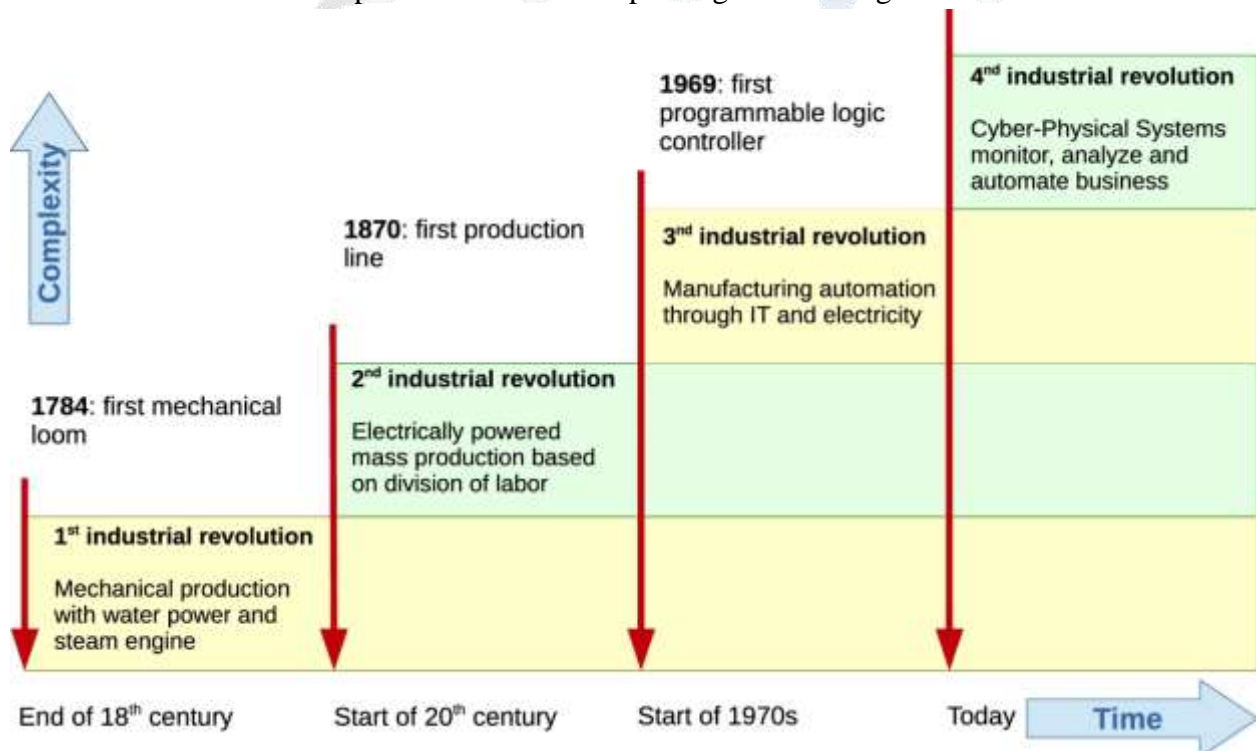
**Smart Cities.** IoT plays a pivotal role in transforming urban areas into smart cities. We examine IoT applications in urban planning, traffic management, waste management, and energy distribution.

**Industrial IoT (IIoT).** The integration of IoT in industrial settings (IIoT) is revolutionizing manufacturing and logistics. We discuss how IIoT improves operational efficiency, predictive maintenance, and supply chain management.



The integration of the Internet of Things (IoT) in various environments is revolutionizing how we interact with our surroundings, driving the transition towards more intelligent and responsive spaces. In this section, we explore the deployment of IoT in smart environments, focusing on three primary areas: Smart Homes, Smart Cities, and the Industrial Internet of Things (IIoT).

When it comes to urban development, IoT stands as a critical component in the creation of smart cities. In this context, IoT applications are diverse, ranging from traffic management systems that reduce congestion and pollution to smart grids that optimize energy use. IoT sensors can monitor various aspects of the urban environment, such as air quality, noise levels, and waste management, facilitating more informed decision-making by city officials. Smart streetlights that adjust brightness based on movement and traffic signals that adapt to real-time traffic conditions are examples of how IoT is improving urban living.



**Figure 3.** The 4 industrial revolutions leading to the smart factory of the future and cyber-physical production systems.

Industry 4.0 is an emerging business paradigm that is reaping the benefits of enabling technologies driving intelligent systems and environments [4]. While acquiring, processing and acting upon various kinds of relevant context information is common in application areas such as smart homes and offices, smart automated manufacturing systems can benefit from these capabilities as well. For example, smart manufacturing systems can make well-informed decisions to adapt and optimize their production processes at runtime or adapt to a customer's personal preferences without any delay on the production process. The proliferation of smart enabling technologies has sparked a digital transformation in the manufacturing world. This paradigm shift is often referred to as the 4th Generation Industrial Revolution (Industry 4.0), as depicted in Fig. 3.

**Challenges and Considerations.** Security and Privacy. IoT introduces new challenges in terms of security and privacy. This section delves into the vulnerabilities of IoT devices and the importance of robust security protocols to protect sensitive data.



Interoperability and Standards. The lack of standardization in IoT can hinder the interoperability of devices from different manufacturers. We discuss the need for universal standards and protocols to ensure seamless integration of IoT devices.

Scalability and Management. As IoT networks grow, managing and scaling these networks becomes increasingly complex. This section addresses the challenges in scaling IoT solutions and the management of large-scale IoT deployments.

As IoT networks grow in size and complexity, ensuring their scalability and efficient management becomes increasingly challenging. The architecture must be capable of handling a large number of connections and the vast amount of data generated. This requires robust network infrastructure, efficient data processing capabilities, and scalable cloud or edge computing solutions. Effective management tools are also necessary to monitor, update, and maintain a growing network of IoT devices.

The environmental impact of manufacturing, deploying, and disposing of millions of IoT devices is a growing concern. Energy-efficient design, sustainable manufacturing practices, and recycling and disposal mechanisms are necessary to minimize the ecological footprint of IoT systems.

The rapid development of IoT technologies often outpaces regulatory frameworks. Ensuring compliance with existing laws and regulations, particularly concerning data protection and privacy, is critical. Moreover, there are ethical considerations regarding the use and potential misuse of IoT data, which must be addressed to maintain public trust and acceptance.

**Future Trends and Conclusion.** IoT is continually evolving, and its future is shaped by emerging technologies such as 5G, edge AI, and blockchain. This final section predicts future trends in IoT and their potential impact on smart environments. In conclusion, while IoT presents numerous opportunities for creating intelligent and responsive environments, addressing its challenges is crucial for realizing its full potential.

As we look toward the future of the Internet of Things (IoT), several emerging trends are poised to further revolutionize the concept of smart environments. These developments not only promise to enhance the capabilities of IoT systems but also address some of the challenges currently faced. Understanding these trends is essential for anticipating the direction in which the IoT landscape is moving.

The integration of Artificial Intelligence (AI) and Machine Learning (ML) with IoT is set to become more profound. AI and ML can provide more advanced data analytics, enabling IoT devices to make more intelligent decisions and predictions. This integration will lead to more autonomous systems capable of adaptive learning and improved efficiency.

The rollout of 5G networks will significantly impact IoT, offering higher speeds, reduced latency, and increased connectivity. This enhancement in network performance will enable more robust and responsive IoT applications, particularly in areas requiring real-time data processing, such as autonomous vehicles and advanced robotics.

Edge computing, which involves processing data near the source of data generation rather than in a centralized cloud-based system, is becoming increasingly important. This approach can reduce latency, decrease bandwidth usage, and improve response times, making IoT systems more efficient, particularly in time-sensitive applications.

Blockchain technology has the potential to add a layer of security and trust to IoT. By providing a decentralized and tamper-proof ledger, blockchain can secure IoT transactions and data exchanges, making the systems more resilient to attacks and fraud.

There is a growing focus on developing sustainable IoT solutions. This involves creating energy-efficient devices, utilizing green energy sources, and ensuring that devices are recyclable or biodegradable, thus reducing the environmental impact of IoT.

Future IoT developments are likely to adopt a more human-centric approach, focusing on enhancing human well-being, productivity, and health. This trend will see IoT solutions that are more tailored to individual needs and more seamlessly integrated into daily life.

Conclusion. The Internet of Things (IoT) is undeniably transforming our world, creating smart environments that are more responsive, efficient, and connected. While IoT presents tremendous opportunities, it also brings significant challenges, particularly in areas like security, privacy, interoperability, and sustainability. The future of IoT lies in the convergence of various technologies such as AI, 5G, edge computing, and blockchain, which will address some of these challenges and open up new possibilities.

As we advance, it is crucial for stakeholders across industries to collaborate in addressing the technical, ethical, and regulatory challenges. Embracing innovation responsibly and sustainably will be key to realizing the full potential of IoT. In doing so, we can look forward to a future where smart environments not only enhance the quality of life but also contribute to a more sustainable and connected world.

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**Davlat va jamiyatni boshqarishda liderlik qobiliyati****Qayumova Mohichehra**

Denov tadbirkorlik va pedagogika institutining tarix yo'nalishi talabasi

**Annotatsiya:** Ushbu maqolada hozirgi kundagi davlat va jamiyatni boshqarishdagi liderlik qobiliyati shuningdek rahbarlikdagi boshqarish jarayoni qiyinchiliklari haqida fikr mulohazalar keltirilgan.

**Kalit so'zlar:** rahbar, ma'naviy, davlat, jamiyat, liderlik, qobilyat, madaniyat, boshqaruv jarayoni

Lidersiz hech bir guruh faoliyat ko'rsata olmaydi desak bo'ladi. Liderni malum maqsad uchun kishilar guruhini birlashtira oladigan shaxs sifatida qarashimiz mumkin. Liderning asosiy vazifasi insonlarni o'zining orqasidan ergashtirgan holda yagona maqsad doirasidagi vazifalarni yechish uchun guruh a'zolari o'rtasida samarali munosabatlarni o'rnatishdan iborat.<sup>1</sup> Ya'ni lider- insonlardan iborat tizimni tartibga soluvchi element hisoblanadi. Liderlikka vaqtincha erishish ham mumkin, ammo haqiqiy liderni keyingi olg'a qadamlar bilan o'zgartirib bo'lmas sodiqlik ajratib turishini bilamiz. Bizga ma'lumki, har bir inson katta mo'jiza, uning biz ko'rmagan bilmagan va albatta ochilmagan qirralari bor yoki bo'lishi mumkindir. Liderlik - kuch ishlatishga asoslanmagan hokimiyat hisoblanadi. Liderlar qayerdan vujudga kelishini hech kim bilmaydi, lekin tashkilotlarda, maktablarda liderlar yuzaga kelishi bilan ishlar yurishib ketishini hammamiz bilamiz. Liderlik bu alohida shaxs, shu bilan birga guruhga ta'sir ko'rsata olish qobiliyati bo'lib, barchaning harakatlarini tashkilot yoki sinf maqsadlariga erishishga yo'naltiradi, inglizcha lider "rahbar; "qo'mondan»; "yo'lboshchi; "yetakchi» deb tarjima qilinadi.<sup>2</sup> Yetakchilik va boshqaruv haqida so'z ketganda, buyuk tarixiy shaxs, o'rta asrning yirik davlat arbobi, mohir sarkarda, kuchli va markazlashgan davlat asoschisi, ilm-fan va madaniyat homiysi Sohibqiron Amir Temur xususida alohida to'xtalib o'tish joiz. U odob-axloq, iymon- e'tiqod ta'lim-tarbiya sohasida yuksaklikka erishgan buyuk siymolardan biri hisoblanadi. Jahonga mashhur bo'lgan "Temur tuzuklari" da<sup>3</sup> uning ibratli, hayotiy pand-nasihatlar va purma'no o'gitlarining teranligi, ta'sirchanligi yaqqol namoyon bo'ladi. Bu asarni davlat boshqaruvida, yoshlarda liderlikka xos xislatlarni va boshqaruv mahoratini shakllantirishda beqiyos xazina- qo'llanma, deya olamiz. Ma'lum muammoni yechishda guruh liderni ilgari suradi. "Lider" tushunchasi "maqsad" tushunchasi bilangina ahamiyat kasb etadi. Lekin bu maqsadga o'zining harakatlari bilangina erishish liderlikka xos emas. Liderlikning tarkibiy qismlaridan biri liderga ergashuvchilarining mavjud bo'lishidir. Tashkilotchilik qobiliyati - bu birinchidan, jamoani uyushtira olish, va jamoani jipslashtira olish: ikkinchidan; o'zini shaxsiy ishini to'g'ri tashkil qila olish qobiliyatidir. O'z ishini tashkil qila bilish deganda, uning o'z ishini to'g'ri rejalashtirib, uni nazorat qila olish nazarda tutiladi. Jamoa faoliyatini va o'z faoliyatini rejalashtirish qobiliyati rahbar uchun muxim bo'lgan talablardan biridir. Rahbar mavqeyi sifatida shaxsda egalik xususiyatini shakllantiradi. Boshqarish bevosita jamoaga qaratilgan bo'lib, uning psixologik natijasi o'zlikka nisbatan xurmat, o'zlikni anglash, qadrlash

<sup>1</sup> O'zbek tilining izohli lug'ati. -T. "O'zbekiston milliy ensiklopediyasi" davlat ilmiy nashriyoti. 2013. 497-b.

<sup>2</sup> Chemers M. (1997) An integrative theory of leadership. Lawrence Erlbaum Associates, Publishers. ISBN 978-0-8058-2679-1

<sup>3</sup> 3. K.Turaev Yoshlarda liderlik qobiliyatini rivojlantirish. Yangilanayotgan jamiyatda yoshlarning ijtimoiy faolligi: muammo va yechimlar. Respublika ilmiyamaliy konferensiyasi maqolalar to'plami. -T. 2020. 14-b.



kabilarni vujudga keltiradi. Har bir lider yoki boshliq o'zicha individual va qaytarilmasdir. Buning boisi xar bir boshliq o'z ish faoliyatini, boshqaruv faoliyatini o'ziga xos tarzda tashkil etishidir. Boshqarish faoliyatida liderlik, lider - rahbar sotsial psixologik fenomeniga katta e'tibor beriladi. Liderlik fenomenini tahlil qilishdan oldin avtoritet tushunchasini ko'rib chiqish lozim. Avtoritet (lotincha - xokimiyat, ta'sir ko'rsatish) - sotsial psixologiyada -odam, ijtimoiy guruh, jamoat tashkilotining boshqalarga ta'siri, boshqa odamlar nazaridagi mavqeini anglatadi.<sup>4</sup> Shaxs, guruh yoki tashkilotning avtoriteti qonuniy, rasmiy yoki norasmiy, ularning norasmiy munosabatlar tizimidagi holatiga bog'liq bo'lishi mumkin. Birinchi holatda avtoritet subyektning ijtimoiy roliga bog'liq bo'ladi, ikkinchi holatda unga atrofdagi odamlarning munosabatiga bog'liq bo'ladi. Aynan ana shu rol va munosabatlardan rasmiy va norasmiy liderlik tushunchasi kelib chiqadi. Liderlik uslubi - lider yoki rahbar tomonidan unga buysunuvchi yoki unga qaram bo'lgan odamlarga ta'sir ko'rsatish uchun qo'llaniladigan usul va metodlar to'plamidan iboratdir Liderlik uslubi Kurt Levin tomonidan taklif qilingan bo'lib u va shogirdlari tomonidan uchta uslub ajratilgan: avtoritar, demokratik va liberal uslublar. Avtoritar rahbar - Avtoritar rahbarda xar bir jamoa a'zolarining qobiliyati, ishga munosabatlari, mavqelariga ko'ra tutgan o'rinlari haqida tasavvur borki, shunga ko'ra u xar bir xodimning ish xarakterlarini maksimal tarzda dasturlashtirib qo'ygan, unda xar qanday cheklanishlar uning ochiq g'azabini keltiradi va buning uchun unda jazolashning turli usublari mavjud. Yana bunday jamoalardan xokimiyat - markazlashtirilgan jamoa rahbari ushbu markazning yakka xokimi - shuning uchun ham bu yerda «mening odamlarim», «mening ishim», «mening fikrim bo'yicha» qabiladagi iboralar tez-tez ishlatib turiladi. Demokratik rahbar - aksincha, bo'ysunuvchilarga mustaqillik, erk berish tarafdori. Ishni ishchilarning shaxsiy qobiliyatlarini hisobga olgan xolda taqsimlaydi. Bunda u xodimlarning shaxsiy moyilliklarini ham hisobga oladi. Buyruq yoki topshiriq, odatda taklif ma'nosida beriladi. Nutq oddiy, doimo osoyishta, sokin, unda o'rtoqlarcha, do'stona munosabat sezilib turadi.<sup>5</sup> Biror kishini maqtash, unilavozimini oshirish yoki ishdagi kamchilikka ko'ra, ishga baho berish doimo jamoa a'zolarining fikri bilan kelishilgan xolda amalga oshiriladi. Boshliq yo'l qo'ygan xatokamchiliklarini jamoatchilik oldida bo'yniga oladi va olishdan qo'rqmaydi, chunki undagi mas'uliyat hissi nafaqat yuqori boshqaruv tashkilotlari a'zolari bilan muloqot paytida, balki xodimlar bilan muloqotda ham sezilib turadi va qo'yilgan topshiriq yuzasidan mas'uliyatni boshqalarga ham bo'lib berishni yaxshi ko'radi. Liberal rahbar - bu rahbarning kayfiyatini, ishga munosabatini, ishdan mamnun yoki mamnun emasligini bilish qiyin. Unda ta'qiqlash, po'pisa bo'lmaydi uning o'rniga ko'pincha, ishning oxirgi oqibati bilan tanishish bilangina cheklanadi xolos. Jamoada hamkorlik yo'q. Xodimlar bilan muloqotda bo'lishga to'g'ri kelganda, u doimo xushmuomila bo'lib, odob, axloq normalarini buzmaslikka xarakat qiladi, lekin xech qachon ular bilan tortishmaydilar. Olimlarning fikricha, bunday rahbar ishi olib borgan jamoada barcha ko'rsatkichlar doimo orqada, qo'nim ham yo'q. Masalan, rahbarning mustaqil fikrlilik,

<sup>4</sup> . Икрамов Р.А., Хожиев Р.Б. (2020). Воспитание гармонично развитого поколения является приоритетом государственной молодежной политики. Вестник науки и образования. № 14 (92). Часть 1. С. 88-90.

<sup>5</sup> Хожиев, Р. Б., & Норбоева, Д. О. (2021). Ёшлар ижтимоий ҳаётининг когнитив асослари. Academic Research in Educational Sciences, 2(2), 544-555. Hojiyev R.B., Xolmo'minov G.B., Sharipov M.L. (2020) Raising a Harmoniously Developed Generation is a Priority of Democratic Reforms in Uzbekistan // European Journal of Research and Reflection in Educational Sciences, №8(5).

topqirlik, tashabbuskorlik sifatлари. Chunki ayrim xollarda xato qilsa ham rahbar original fikrlar aytib, yo'l-yo'riqlar ko'rsata olishi, xar bir ko'rsatilgan fikr, qilingan ishga mustaqil baho bera olishi zarur. Muammolarni hal qilish malakalarning yetishmasligi. Ishlab – chiqarishda har xil xususiyatli muammolar tinimsiz ravishda namoyon bo,lib turadi. Notanish yangi nostandart yondashishni taqozo etuvchi yangicha yechimni talab qiluvchi ijodiylikka asoslanuvchi vositalar bilan qurollanish rahbarning bosh vazifasi hisoblanadi

**Foydalanilgan adabiyotlar ro'yxati:**

1. O'zbek tilining izohli lug,,ati. –T. “O,,zbekiston milliy ensiklopediyasi” davlat ilmiy nashriyoti. 2013. 497-b.

2. Chemers M. (1997) An integrative theory of leadership. Lawrence Erlbaum Associates, Publishers. ISBN 978-0-8058-2679-1 3. K.Turaev Yoshlarda liderlik qobiliyatini rivojlantirish. Yangilanayotgan jamiyatda yoshlarning ijtimoiy faolligi: muammo va yechimlar. Respublika ilmiyamaliy konferensiyasi maqolalar to,,plami. –T. 2020. 14-b.

4. Икрамов Р.А., Хожиев Р.Б. (2020). Воспитание гармонично развитого поколения является приоритетом государственной молодежной политики. Вестник науки и образования. № 14 (92). Часть 1. С. 88-90.

5. Хожиев, Р. Б., & Норбоева, Д. О. (2021). Ёшлар ижтимоий ҳаётининг когнитив асослари. Academic Research in Educational Sciences, 2(2), 544-555. Hojiyev R.B., Xolmo`minov G.B., Sharipov M.L. (2020) Raising a Harmoniously Developed Generation is a Priority of Democratic Reforms in Uzbekistan // European Journal of Research and Reflection in Educational Sciences, №8(5).

## LIDERNING BOSHQARUVCHANLIK KO'NIKMASI

Tadbirkorlik va boshqaruv fakulteti

Tarix (mamlakatlar va yo'nalishlari bo'yicha)

2-kurs talabasi **Yo'ldosheva Sevara**

**ANNOTATSIYA:** Ushbu maqola hozirgi kunda liderlik psixologiyada uchrayotgan muammolarni yoritishga va ularga yechim topishga qaratilgan. Shuningdek, muvaffaqiyatli liderning o'ziga xos xususiyatlarini hamda ularning majburiyatlarini tahlil qiladi.

**АННОТАЦИЯ:** Целью данной статьи является освещение проблем, с которыми сталкивается сегодня психология лидерства, и поиск их решения. Также анализируются характеристики успешного лидера и его обязанности.

**ANNOTATION:** This article is aimed at highlighting the problems faced in leadership psychology today and finding solutions to them. It also analyzes the characteristics of a successful leader and their responsibilities.

**Kalit so'zlar:** rahbar, lider, yetakchi, liderlik psixologiyasi, intellektual salohiyat.

**Ключевые слова:** лидер, руководитель, руководитель, психология лидерства, интеллектуальный потенциал.

**Key words:** leader, leader, leader, psychology of leadership, intellectual capacity.

**Kirish.**

Jamiyatimizda "rahbar", "lider", "yetakchi", "sardor" kabi tushunchalar mavjud. Aslida ularning barchasi bir ma'noni anglatadi hamda bir maqsad yo'lida xizmat qiladi. Shuning uchun rahbar va lider tushunchalari o'rtasida katta tafovutni aniqlash mushkul. Ularning vazifasi ham, mas'uliyati ham, xususiyatlari ham teng. Shunday bo'lishiga qaramasdan ulardan biri rasmiy boshqasi esa norasmiy hisoblanadi. Rahbar rasmiy, ya'ni qonunga muvofiq shu lavozimga tayinlangan. Lider bo'lsa norasmiy, ya'ni biror bir guruh tomonidan ularning xohishiga binoan saylangan shaxsdir. Bular liderlikning ikki xil ko'rinishlari. Ko'p hollarda, rahbar dastavval lavozimga, so'ngra shu lavozimi ortidan hurmatga erishsa, lider aksincha hurmat ortidan lavozimga erishadi. Lavozimi yuqori shaxs, ya'ni rahbar o'z-o'zidan liderlikka erishadi va qo'l ostidagilariga nima qilish kerakligini ta'kidlab turadi. Haqiqiy lider, undan farqli o'laroq, o'zining ortidan ergashuvchilarga nima qilish kerakligini ko'rsatib va unda o'zi ham ishtirok etib boradi.

**Asosiy qism.**

Qachonki liderning safdoshlari uning borligiga, kuch-qudratiga va iste'dodlariga shubha bilan qarashmasa, unga ishonch bildirishsa lider eng katta kuchga ega bo'ladi. Liderni boshqalardan ajratib turuvchi tomonlari uni yuksaklikka olib chiqish yo'lida xizmat qiladi.

Lider o'zining kuchli va ustun jihatlarni yaxshi biladi hamda imkon qadar ulardan unumli foydalanishga intiladi. Shu bilan birga u o'zining kuchsiz tomonlarini ham tan ola biladi va ularni zaifligicha qoldirmaslik yo'lida to'g'irlashga harakat qiladi.

Buyuk odamlar shunday odamlarki, ular boshqalarni ham buyuk bo'la olishlarini his qilishga yordam berishadi."Mark Tven"Lider atrofdagilariga ta'sir o'tkazish qobiliyatiga ega bo'lishi kerak. Unda boshqalarni o'z ortidan ergashtirish, to'g'ri yo'lga yetaklash, safdoshlariga o'z iste'dodini topishda va rivojlantirishda ko'maklashish, yordamini ayamalik kabi xususiyatlar jam bo'ladi.

Hozir kundan kunga rivoj topib kelayotgan davrda liderlarga bo'lgan talabning kuchayganligini tan olmasdan ilojimiz yo'q. Liderlik psixologiyasining zamonaviy va ko'p uchraydigan muammolari safiga muloqotga kirisha olmaslik, javobgarlik va mas'uliyat hissining



yetishmasligi, kelishuv va murosqa qila olmaslik, reja qilingan ishda qoniqarli natijaga erisha olmaslik, rag'batlantirish va jazolashning me'yori kabilarni misol tariqasida keltirish mumkin. Demokratik va liberal tamoyillardan unumli hamda to'g'ri foydalana bilish ham liderlikning ko'p uchraydigan muammolaridan hisoblanadi. Lider ko'p hollarda liberal tamoyil asosida ish ko'radi, ya'ni barcha rejalari-yu, maqsadlaridan safdoshlarini xabardor qiladi, ular bilan maslahatlashadi, ularning barchasiga birdek ishonadi va hech biridan shubhalanmaydi. Bu guruh a'zolarining liderga bo'lgan hurmatini oshiradi.

Lider oldiga qo'ygan maqsadga erishish yo'lida barcha kamchiliklarni bartaraf etishi va shu bilan birga muammolarga qarshi o'zida immunitet hosil qila olishi kerak. Muammolardan qochmaslik, ularni kelishilgan holda oz muddatda hal qila olish ham samarali liderning kuchli jihatlaridir.

Demokratik tamoyilda ish olib boradigan lider esa aksincha, faqat o'ziga tayanadi, hech kimga ishonmaydi va maslahatlashmaydi. Qarorlar lider tomonidan o'rnatiladi va hammadan ularga bo'ysunish talab qilinadi. Bu guruh a'zolarining o'ziga bo'lgan ishonchi pasayishiga olib keladi. Lekin ba'zida boshqalarning fikrini ham tinglay bilish, ular bilan fikr almashish foyda beradi. Bundan kelib chiqadi-ki, lider demokratik va liberal tamoyillarning har ikkalasidan o'z vaqtida oqilona foydalana bilishi darkor.

Lider oldiga qo'ygan maqsadga erishish yo'lida barcha kamchiliklarni bartaraf etishi va shu bilan birga muammolarga qarshi o'zida immunitet hosil qila olishi kerak. Muammolardan qochmaslik, ularni kelishilgan holda oz muddatda hal qila olish ham samarali liderning kuchli jihatlaridir.

Liderning asosiy qurollaridan biri uning muloqotni to'g'ri yo'lga qo'ya olishidadir. Lider, ham safdoshlarining bir-biriga bo'lgan, ham o'zining ularga bo'lgan muloqotini ta'minlab bera oladigan kuchga ega shaxs bo'lishi darkor. Muloqot orqali lider guruhdoshlarini ruhlantira olishi va ulardagi "men"ni "biz"ga aylantira olishi kerak. Bu orqali u izdoshlarini guruh uchun qayg'urishga va ularni birlashtirishga erishgan bo'ladi. Guruh qanchalar ahil, kelishuvchan va hamfikir bo'lsa, o'z oldiga qo'yilgan maqsadlariga shunchalar tez va oson erisha oladi. Marralarni zabt etishda esa muloqotning o'rni beqiyosdir.

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Muloqot to'g'risida fikr yuritar ekanmiz, o'z navbatida xushmuomalalikni ham unutmaslik darkor. Lider har qanday muammoni xushmuomalalik va muloyimlik bilan hal qilsa, atrofidagilarning unga bo'lgan mehri, hurmat-e'tibori shunchalar ortib boradi. Lider o'zi istagan va kutgan natijaga erishishi uchun, avvalo, unda javobgarlik va mas'uliyat hissi yuqori bo'lishi kerak. Lider safdoshlarining har biri uchun javobgar shaxs bo'libgina qolmay, unga yuklatilgan vazifani mas'uliyat bilan ado eta olishi ham kerak. U safdoshlari haqida yetarli ma'lumotga ega bo'lishi va ulardan har birining kuchli va zaif tomonlarini, iste'dodini juda yaxshi bilishi kerak. Ularni har qanday vaziyatda ham qo'llab-quvvatlashi, ko'maklashishi va dalda bera olishi kerak. Qachonki lider har bir vazifani bajarishda mas'uliyatni his qilarkan, uning har bir ishi unumli va o'z vaqtida hal bo'ladi.



Lider guruh a'zolari orasida kelishib ish ko'rishni ta'minlay olishi ham kerak. Undan guruhdagi har bir safdoshining fikri bilan qiziqish, ularni bir maqsad yo'lida murosaga keltira olish talab qilinadi. Zero, barcha bir maqsad yo'lida tirishar, hamfikir bo'lib ishlar ekan ularning marrani zabt etishi yo'lida duch keladigan qiyinchiliklari ham osongina yengib o'tiladi.

Guruhda yetakchilik qilayotgan shaxs har bir vazifani o'z vaqtida hamda tartib bilan bajarishi shart. Belgilab qo'yilgan maqsadlariga birma-bir sabr bilan erishishga intilishi

Kerak. Hamma narsaga erishishga harakat qilayotgan inson oxirida hech narsaga erisholmaydi. Shuni inobatga olgan holda, rejaga tayanib ish ko'rishni maslahat berar edim.

Lider va uning izdoshlari ko'zlagan marraga erishar ekanlar, lider rag'batlantirishni unutmazligi kerak. Rag'batlantirish orqali u o'z safdoshlarini ilhomlantira va olg'a intilishga unday oladi.

Rag'batlantirish haqida gap borar ekan, yetakchilar albatta, jazolashni ham chetlab o'tishmaydi. Lekin har bir narsaning me'yori bo'lganidek, lider ham buning me'yorini bilishi foydadan holi emas.

Jazoni haddan ziyod ko'p qo'llash rivojlanish saviyasining pasayishiga sababchi bo'lishi mumkin. Agar lider kutgan natijaga erisha olmasa va bunday vaziyatda buning sababini topib uni yechishdan ko'ra, jazolashni ma'qul ko'rsa u guruh a'zolarini shunga ko'niktirib qo'yadi.

Buning oqibatida esa guruhda oldinga intilish va o'sish kabi tushunchalar yo'qolib boradi. Moslashuvchanlik hozirgi kunda lider uchun qo'yilayotgan eng zaruriy talablardan biri bo'lib kelmoqda va shu bilan birga bu liderlikning zamonaviy muammolari sirasiga kiradi.

Lider har qanday vaziyatga va sharoitga tez hamda osonlik bilan moslashib keta olishi kerak. U har qanday davrada o'zini qanday tutishni bilishi va u yerga, u yerning shart-sharoitlariga moslashgan holda ish ko'rishi lozim.

Moslashuvchanlik, eng avvalo, kommunikatsiya qobiliyatlarini ham talab qiladi.

Liderning xos bo'lgan har bir jihatning ahamiyati shundaki, ularning barchasi bir-biri bilan uzviy bog'liqdir, biri birini inkor qila olmaydi, aksincha, bir-birini to'ldirishga xizmat qiladi. Masalan, u o'ziga ishonsagina safdoshlariga ham ishona oladi.

Bu uzviy bog'langan ishonch ulardagi optimistik ruhni keltirib chiqaradi. Har qanday positiv kayfiyatdagi inson esa to'g'ri va obdon o'ylangan qarorlar qabul qila olishi mumkin.

Javobgarlik va mas'uliyatni his qila olish qobiliyati esa liderni yuksak cho'qqilar sari yetaklaydi.

Zamonaviy liderning intellektual salohiyati ham yuqori bo'lishi kerak, ya'ni u dunyoviy bilimlarga ega bo'lishi, kompyuter texnologiyalaridan xabardor bo'lishi, har bir jabhada o'zini sinab ko'rgan va yetarlicha ko'nikma hosil qilgan bo'lishi darkor.

Har tomonlama rivojlangan, ma'nan va jismonan komillikka erisha olgan, liderlik xususiyatlariga ega bo'lgan shaxs jamiyatda o'z o'rnini topa olishiga ishonchim komil

Lider o'zi istagan va kutgan natijaga erishishi uchun, avvalo, unda javobgarlik va mas'uliyat hissi yuqori bo'lishi kerak. Lider safdoshlarining har biri uchun javobgar shaxs bo'libgina qolmay, unga yuklatilgan vazifani mas'uliyat bilan ado eta olishi ham kerak.

U safdoshlari haqida yetarli ma'lumotga ega bo'lishi va ulardan har birining kuchli va zaif tomonlarini, iste'dodini juda yaxshi bilishi kerak. Ularni har qanday vaziyatda ham qo'llab-quvvatlashi, ko'maklashishi va dalda bera olishi kerak.

Qachonki lider har bir vazifani bajarishda mas'uliyatni his qilar ekan, uning har bir ishi unumli va o'z vaqtida hal bo'ladi. Zamonaviy liderning intellektual salohiyati ham yuqori bo'lishi kerak, ya'ni u dunyoviy bilimlarga ega bo'lishi, kompyuter texnologiyalaridan xabardor bo'lishi, har bir jabhada o'zini sinab ko'rgan va yetarlicha ko'nikma hosil qilgan bo'lishi darkor.

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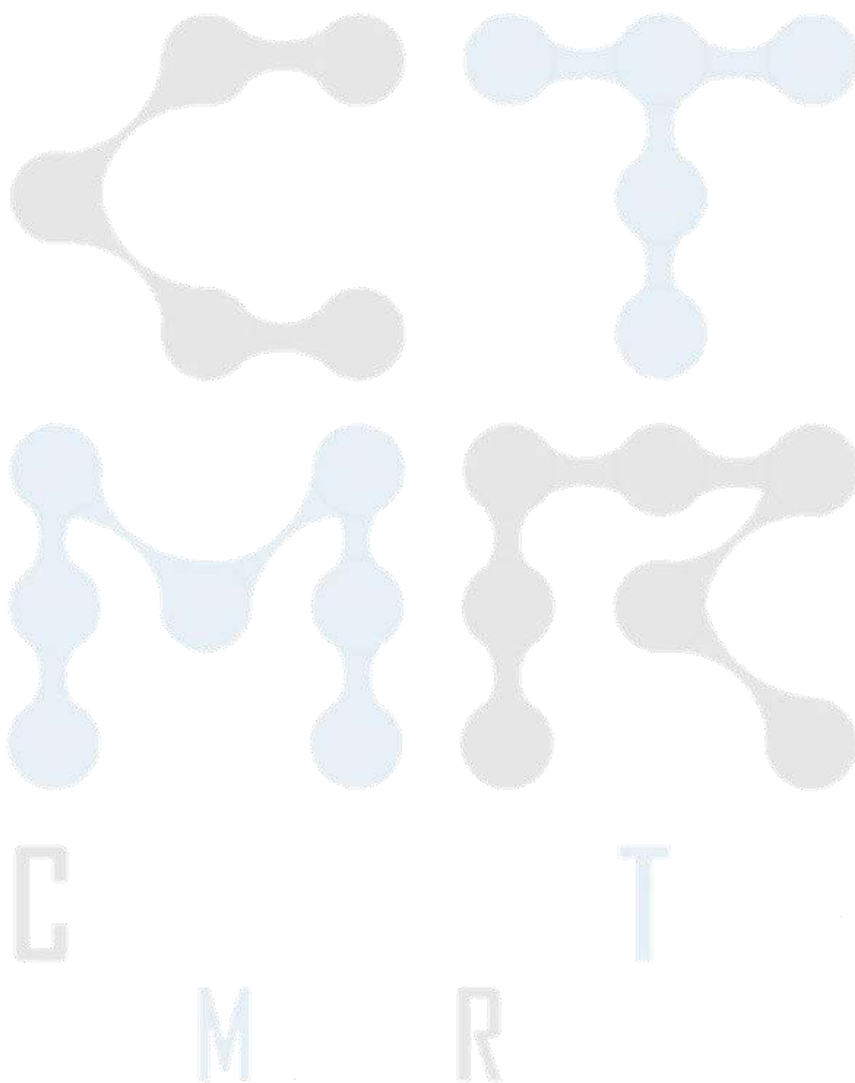
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**Xulosa.**

Lider - jamiyatning ertangi kuni to'g'risida qayg'uradigan eng buyuk insonlar sirasiga kiradi. Ular "Agar men bo'lmasa, kim?" degan fikrda hayot kechirar ekanlar, bizni porloq kelajak kutayotganiga aminmiz.

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## “German millati muqaddas Rim imperiyasi”ning qulashi

Yo’ldosheva Sevara

Jabborova Dildora

Denov tadbirkorlik vapedagogika institutining tarix yo’nalishi 2-kurs talabalari

**Annotatsiya:** Ushbu maqolada German millatining muqaddas Rim imperiyasi tashkil topishi, ta’lim, konstitutsiyaning qabul qilinishi haqida bayon etilgan.

**Kalit so’zlar:** knyazlar, yepiskoplar, rim imperiyasi, kurfyuristik

“German millatining Muqaddas Rim imperiyasi” faqat rasman yagona davlat hisoblanib, XVIII asrda uning tarkibiga suveren davlatlar hisoblangan imperatorning 7ta kurfyuristikligidan tashqari 300ga yaqin katta-kichik davlatlar kirardi. Bu davlatlar rasman imperatorga qaram edilar, lekin amalda knyazlar, yepiskoplar, shaharlar kengashlari va boshqa ko’pdan ko’p feodal egaliklar tomonidan idora etilardi. Ularning ko’pchiligi yeri va aholisi juda kam bo’lgan davlatlar edi. Davlat dehqonlari esa 1777-yilgi farmon bilan o’z yer uchastkalariga merosiy egalik qilish huquqini oldilar. Prussiya boshqa barcha german davlatlari ichida birinchi bo’lib 1781-yilda umumiy boshlang’ich ta’limni joriy qildi va o’z huquqini birxillastirdi. Ushbu bosqinchilik oqibatida 112ta mayda davlatlar tugatilib, bir-biriga qo’shib yuborildi, bir qanchasi yirik monarxiyalar tarkibiga kiritildi. Bunda ko’proq hududlarni bevosita Napoleonga qaram davlatlar: Baden, Bavariya, Vurtemberg, Saksoniya egallab olgan edi. 1805-yilda Fransiya qaram Berg gersogligi, 1807-yilda esa Vestfaliya qirolligi tashkil qilindi. Yangi davlatlarning chegaralari fransuz burjuaziyasining siyosiy, iqtisodiy va harbiy-strategik manfaatlariga muvofiq qilib belgilangan. 1806-yilda Reyn ittifoqiga asos solinib, unga dastlab 16ta, keyin yana 5ta german davlati kirdi. Reyn ittifoqi rasman davlat suverenitetidan mahrum etilmagan monarxiyalarning ittifoqi sifatida vujudga keldi. Lekin ularning Napoleon bilan munosabatlari suverenitet-vassalitet munosabatlariga asoslanardi. Reyn ittifoqi Napoleonning protektorati ostida edi. Bu ittifoqqa kirgan davlatlar “Muqaddas Rim imperiyasi” tarkibidan chiqqanliklarini e’lon qildilar. Bu davlatlarda dvoryanlar va ruhoniylar imtiyozlari bekor qilindi, cherkov yerlari tugatildi, moliya, ma’muriy sud ishlari fransuzlarnikiga o’xshab isloh qilindi, ba’zi joylarda Napoleonning 1804-yilgi “Fuqarolik kodeksi” joriy qilindi. Nemis qishlog’idagi munosabatlarning o’zgartirilishi eng muhim islohot edi: krepostnoy qaramlik bekor qilinib, senorlarga to’lanadigan to’lovlardan va o’taladigan majburiyatlardan haq to’lab qutilish uchun, shuningdek dehqonlarni mulkdorlarga aylantirish uchun birinchi qadam tashlandi. 1807-yilda Prussiya Fransiya bilan bo’lgan urushda qaqshatqich mag’lubiyatga uchraganidan keyin pruss dvoryanlari burjua xarakterida islohotlar o’tkazishga qaror qildi. Bu islohotlar ichida eng muhimi 1807-yilgi farmon bilan dehqonlarning shaxsiy qaramligi tugatilishi va yerlarning erkin tarzda olish-sotishning joriy qilinishi bo’ldi. Farmonda dvoryanlarga sanoat va savdo bilan shug’ullanish, shahar aholisiga va dehqonlarga esa yunkerlarning imeniellarini sotib olishga ruxsat etildi. Biroq farmonda dehqonlar zimmasidagi hamma majburiyatlar, shuningdek pomeschikning sud qilish va ma’muriy hokimiyati daxlsiz saqlab qolindi. Vaziyat dehqonlar masalasida yangi islohotlar o’tkazishni talab qilardi. Shu sababli 1811-yilning 14-sentabrida “Tartibga solish to’g’risida” Farmon chiqarilib, bu farmonda dehqonlarning o’z zimmalaridagi majburiyatlardan va barshchinadan haq to’lab qutilishlari uchun pomeschiklarga ular bilan bitim tuzish taklif qilindi. Lekin buning shartlari dehqonlar uchun haddan tashqari og’ir edi: dehqonlar pomeschikka har yili to’laydigan to’lovlardan yo 25 hissa ortiq haq to’lashlari, yoki o’z yer uchastkalarining uchdan biridan to yarmigacha pomeschikka berishlari kerak edi. Shunday qilib, islohotlarning asl ma’nosi qishloqda kapitalizm taraqqiyotiga yo’l ochib



berishdan iborat bo'ldi. Ularning natijasida yangi soliqlar joriy qilinib, bu qisman dvoryanlarga ham tatbiq qilinadigan bo'ldi. Shuningdek, cherkov yerlarini sekularizatsiya qilish (davlat mulkiga aylantirish) amalga oshirildi, tor doiradagi cheklovlar bekor qilindi. Iqtisodiy islohotlar davlat apparatida ham o'zgarishlarga olib keldi. 1808-yilgi qonun bilan shaharlarda mahalliy o'zini o'zi boshqaradigan mahkamalar joriy qilindi. Shaharning barcha eng muhim ishlari – moliya, politsiya, maktab ta'limi, ijtimoiy xayr-ehson ishlari saylab qo'yiladigan mahalliy organlar qo'lga topshirildi. Saylov huquqi yo 150 talerdan 200 talergacha daromad oladigan yoki mol-mulkka ega bo'lgan boy kishilargagina berildi. Prussiyada byurokratik markazlashtirishni kuchaytirgan yangi tuzilish joriy qilindi: har bir viloyatga hukumat tomonidan tayinlanadigan ober-prezident boshliq qilib qo'yildi. Armiyada ham islohotlar o'tkazilib, armiya ichida tan jazolari bekor qilindi, 1814-yilda umumiy harbiy majburiyat joriy qilindi. Prussiyada harbiy akademiyaga asos solindi, kelib chiqishi dvoryanlardan bo'lmaganlarga ham ofitser bo'lib yetishishlariga yo'l ochib berildi. Fransiyaning mag'lubiyati eski German imperiyasining qaytadan tiklanishiga olib kelmadi. Uning o'rniga 1814-yilda ochilgan Vena Kongressi nemis davlatlaridan va Avstriya imperiyasiga qarashli yerlarning bir qismidan German ittifoqini tuzdi. Ittifoqda na umumiy diplomatiya vakilligi, na umumiy armiya bor edi (armiya tuzish to'g'risida keyinroq qaror qabul qilingan bo'lsada, ammo amalga oshmay qoldi). Seymning qarorlarini ittifoq a'zolari bo'lgan suveren podshohlar tan olgan taqdirdagina bu qarorlar majburiy hisoblanar edi. German ittifoqi kuchsiz va ahamiyatsiz konfederatsiya edi. Ittifoq ichida Avstriya ustunlik mavqeyini saqlab qolgandi. Uning vakili ittifoqning doimiy raisi edi, ittifoq majlislari ham keyinchalik, Frankfurt-Mayndagi Avstriya elchixonasi binosida o'tadigan bo'ldi. Avstriya hukumati va boshqa reaksion hukumatlar German ittifoqida jandarmlik vazifasini jon-jahdlari bilan bajarib, manarxiya, din va dvoryanlarning imtiyozlarini muhofaza qildilar. German ittifoqida o'z ahamiyati jihatidan ikkinchi o'rinda turgan davlat Prussiya qirolligi edi. Avstriyadagi singari Prussiya qirolligida ham Napoleon haydalganidan keyin feodal-absolutistik reaksiya g'alaba qildi. Prussiya yerlari bir-biridan ajralgan bo'lib, ikki asosiy qismdan: eski pruss provinsiyalarini va Poznanni o'z ichiga olgan sharqiy qismdan va yangi provinsiyalar – Reyn va Vestfaliya provinsiyalarini o'z ichiga olgan g'arbiy qismdan iborat edi. Qirollikning ikkala qismi bir-biridan boshqa nemis podshohlarining yerlari bilan ajralgan bo'lib, o'zining ichki tuzilishi jihatidan ham bir-biridan farq qilardi. Prussiya qirolligining sharqiy provinsiyalarida yunkerlar, siyosiy reaksiyaning asosiy tayanchi bo'lib qolavergan yirik pomeschik yer egaligi hukmronlik qilardi. 1807-yilgi islohotdan keyin shaxsan ozod qilingan, ammo siyosiy jihatdan huquqsiz va yersiz qolgan dehqonlarning barshchina o'tashi va obroklar to'lashi davom etaverdi. Qishloqlarda yuqori politsiya hokimiyati va votchina yurisdiksiyasi yunkerlar qo'lida edi. Prussiyaga qo'shib yuborilgan polyak yerlari –Poznan va Sileziyada xalq ommasining ahvoli ayniqsa og'ir edi. Prussiya hukumati Poznan va Sileziyani majburiy suratda nemislashtirib bordi. Bu yerda Prussiya zemstvo huquqi joriy qilingan, ma'muriyatdagi yuqori lavozimlarga nemislar qo'yilgan, polyak tili maktablardan chiqarib yuborilmoqda edi. Prussiya qirolligining g'arbiy yerlari – uzoq vaqt davomida fransuzlar idora qilib kelgan Reyn va Vestfaliya provinsiyalarida pomeschik yer egaligi sharqdagidek katta o'rin tutmas, dehqonlar esa krepostnoy qaramlikdan allaqachon ozod bo'lgan edi. Prussiya qirolligining bu g'arbiy yerlarida XVIII asrdagi fransuz inqilobi natijasida barpo etilgan burjua tartiblari – hammaning qonun oldida tengligi, sud ishlarining ochiq olib borilishi va boshqalar turmushda mustahkam qaror topib qolgan edi; Prussiyaning sharqiy provinsiyalarida saqlanib qolgan pomeschiklar yurisdiksiyasi g'arbda tugab ketgan edi. Prussiyaning ayrim yerlari o'rtasida xo'jalik jihatdan birlik yo'q edi. Monarxiyaning ikkala



qismi o'rtasidagi diniy ayirma ham kattagina rol o'ynardi: sharqda protestant, g'arbda katolik mazhabi hukmron edi. Napoleon ustidan g'alaba qozonilganidan keyin Prussiya qiroli Fridrix-Vilgelm III va'da qilingan vakillik tuzumi o'rniga, sakkizta provinsiyada bir-birlari bilan bog'lanmagan va faqat maslahatchi xarakterda bo'lgan toifa landtaglarini ta'sis etdi. **Xulosa:** Shimoliy Germaniyadagi mayda davlatlarning ko'pchiligida, jumladan, Meklenburg, Oldenburg, Braunshveyg va Gessen-Kasselda 1815-yildan keyin eng ashaddiy feodal reaksiya g'alaba qildi. Shimoldagi barcha mayda davlatlardagi dehqonlar qaytadan joriy qilingan feodal majburiyatlar va soliqlarning og'irligidan tinkasi quridi. Gessenning kurfyuristi Vilgelm taxtga qaytganidan keyin fransuzning hamma qonunlarini bekor qildi hamda o'z qo'shini ichida parik kiyish va kokil qo'yishni yana joriy qildi.

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**Pedagogik xodimlarning boshqaruvchilik faoliyatida nutq madaniyati va odobi  
Mengortiqova Salomat Parda qizi**

**Annotatsiya:** ushbu maqolada pedagog xodimlar, rahbarlarning boshqaruvchilik faoliyatida nutq madaniyati va odobi haqida fikr mulohazalar yuritilgan. Nutq inson aqliy faoliyatining end oliy va asosiy vositasidir. Chunki insonni boshqa jonzotlardan ajratib turadigan ham nutq emasmi? Shunday ekan, inson aqliy faoliyatining eng oliy maxsullari tafakkur mevalari til va nutq orqali ro'yobga chiqadi. Til tafakkur mahsullarining hayotga tadbiiq etilishiga vosita bo'luvchi qudratli quroldir.

**Kalit so'zlar:** nutq odobi, nutq madaniyati, adabiiy til, milliiy til, notiiqlik san'ati, nutqi malakasi

Muomala - axborot jarayonidir. Pedagog bevosita shaxslarga muomalada, o'z tarbiyalanuvchilari, umuman, jamoa haqida, undagi ichki jarayonlar haqida g'oyat xilma-xil axborotga ega bo'ladi va xokazo. Pedagog ham o'z navbatida muomala jarayonida o'z tarbiyalanuvchilariga maqsadga qaratilgan axborotni ma'lum qiladi. Pedagog muomala vositasi orqali qanday axborot olishini qarab chiqar ekanmiz, o'quvchining shaxsi haqidagi axborotning muhimligini alohida ta'kidlab o'tish kerak. Muomala shaxsni g'oyat xilma-xil sharoit va ko'rinishlarda o'rgatishga imkon beradi.<sup>1</sup> Pedagog o'quvchilar bilan muomala qilar ekan, juda mayda qismlarni ham anglab olishga qodir bo'ladi. Bular sirdan qaraganda unchalik ahamiiyatli bo'lmasada, shaxsda sodir bo'layotgan, uni tushunish uchun juda muhim bo'lgan zarur ichki jarayonlar ko'rinishlarining alomatlari bo'lishi ham mumkin, bunda pedagog shaxsi katta rol o'ynaydi. Ayni bir xil hodisaning turli kishilar tomonidan talqini, uning o'tmishdagi tajribasiga bog'liqligi bilan izohlanadi.<sup>2</sup> Bu tajribaning uch jihati bor: umumiiy hayotiiy tajriba, pedagogik faoliyat tajribasi va muayyan jamoa bilan, o'quvchilar bilan muomalada bo'lish tajribasi. Nihoyat, pedagogniig o'quvchilar bilan kundalik muomalasi shunga olib keladiki, u o'quvchilarning xatti-harakatlaridagi chuqur ma'no va xaqiiqiiy sababni turli vaziiyatlarida payqab oladi, buning uchun namuna sifatida u o'zi tez-tez qayd qilgan dalillardan va o'quvchilarning xulq-atvor usullaridan foydalanadi. O'qituvchining o'quvchilar bilan muomalasi tarbiyani boshqarish vositasi sifatida qaralib, birlashtiruvchi, o'rmini to'ldiruvchi vazifasini ham bajaradi. Muomala o'zaro munosabatlar doirasida sodir bo'ladi. Boshqarish vositasi bo'lgan muomala o'quvchilarning faoliyatiga hamrohlik qiladi nihoyat, boshqarish vositasi bo'lgan muomala faoliyatidan keyin boradi. Muomala - axloq ko'rki sanaladi. Har bir kishining qanday dunyoqarashga egaligi, bilimliliigi uning muomalasidan ma'lum bo'ladi. Muomala - insonlar o'rtasidagi o'zaro aloqa vositalaridir. Muomalada asosiiy vosita til hisoblanadi. Shuning uchun ham til - aloqa quroli deyiladi. Insonning tili shirin, muomalasi madaniiyatli bo'lsa, qisqa vaqt ichida xalq orasida obro'-e'tibor topadi. So'zga chechanlik, hech qachon kishiga obro' keltirmaydi. Shuning uchun ham o'tmishda yashab o'tgan mutafakkirlarimiz tilga, so'zga hurmat bilan yondashishlarini uqtirib o'tganlar. Ulug' bobomiz Alisher Navoiy muomala madadiiyati, xushmuomalalik, tilning ahamiiyati to'g'risida, shirinso'zlik haqida purhikmat fikrlar bayon

<sup>1</sup> I. O'zbekiston Respublikasi Prezidentining 2020-yil 29-oktabrdagi "Ilm-fanni 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlashtirish to'g'risida" gi 6097-son Farmoni

<sup>2</sup> O'zbekiston Respublikasi Prezidentining 2022-yil 28-yanvardagi "2022-2026 yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida" PF-60-son Farmoni

yillarga mo'ljallangan Yangi

qilganki, bugungi kunimiz uchun ham o'z ahamiyatini yo'qotgan emas. «Til shirinligi ko'ngilga yoqimli, muloyimligi esa - foydali. Shirin so'z sof ko'ngillar uchun asal kabi totlidir», - deydi Alisher Navoiy.<sup>3</sup> Pedagog bolalarga bilim berish uchun bir qatorda ular nutqining rivojlanishiga ham alohida ahamiyat beradi va bunda u turli pedagogik usullardan foydalanadi. Bolalar nutqini o'stirishda pedagog so'zi muhim ahamiyatga ega: bir tomondan, uning nutqi bolani o'qitish va tafakkurini rivojlantirishning muhim omili bo'lib hisoblanadi. Bundan shunday xulosa kelib chiqadiki pedagogning nutqi obrazli, chiroyli, jarangdor, namunali bo'lmog'i, bola diqqatini o'ziga tortmog'i lozim. Zotan nutq pedagogning o'z mutaxassisligiga qay darajada loyiq ekanligini ifodalaydigan o'lchov, ko'rsatkich hisoblanadi. Shuning uchun nutq ustida ishlash, nutq madaniyatini takomillashtirib borish har bir pedagogning eng asosiy ijtimoiy burchi va mas'uliyati hisoblanadi. Ta'lim-tarbiya ichida nutqning ta'sir kuchi nihoyatda kattadir.<sup>4</sup> O'qituvchining nutqi o'quvchilarning o'zlarini tuta bilishlariga, xulk-atvori va fikr yuritishlariga ham ta'sir etuvchi kuchli vositadir. O'qituvchining nutqida uning hissi, intilishlari, iroda va etiqodi aks etadi. U nutq yordami bilan o'quvchilarda xursandchilik, ruhlanish, muhabbat, sadoqat, g'azablanish, nafratlanish hislarini tug'diradi. Xalq bilan birga turish, birga yashash muosarat deb ataladi. Odamlarning bir-birlari bilan bo'lgan munosabatlarining go'zalligi, muloyimligiga «Muosarat odobi» deyiladi. Insonning eng ulug', lekin murakkab va mashaqqatli faoliyatlaridan biri odamlar orasida, ya'ni jamiyatda o'z o'rnini topib yashashidir. Bu faoliyatning murakkabligi shundaki, ko'pchilikka qo'shilish, ular bilan ahil bo'lib yashash uchun iisonda shunga yarasha muomala va munosabat bo'lishi kerak. Muomala va munosabati ko'pchilikning didiga to'g'ri kelmaydigan, qo'pol va dilozor odamni ko'pchilik yoqtirmaydi. Insonlar xushfe'l, shirinsuxan, mard, muomalasi shirin kishilarni dildan yoqtirishadi va hurmat-etibor qilishadi. Insonlar orasida munosib o'rin topish, inoq, ittifoq bo'lib yashash shartlaridan biri odamning kamtarligidir.<sup>5</sup> Kamtarin inson hech qachon o'zining yutug'i bilan, boy-badavlatligi bilan, ilm-hunari bilan maqtanmaydi, hamma vaqt kamgap, sodda bo'ladi. Ammo insondagi kamtarlik samimiy bo'lmog'i zarur. So'z inson qalbini ilitadi, so'z inson qalbini jarohatlaydi. «Tig' yarasi ketar, so'z yarati ketmas» degan xalq maqoli bekorga aytilgan emas. Chunki so'zlash qudrati benihoya katta. Inson o'z so'ziga, tiliga nihoyatda ehtiyotkor bo'lmog'i lozim. Ayrim yoshlarimizda so'zga, tilga etibor ancha sust. Eng avvalo, yoshlarga muomala madaniyatini, kattalar oldida mahmadonalik qilmaslikni, kattalar gapini bo'lmaslikni, yoshi ulug'larga gap qaytarmaslikni o'rgatishimiz zarur. Muomala madaniyati hamma joyda kerak. Ish joyida, transportda, uyda... shuning uchun ham biz kim bilan qanday muomala qilishni bilishimiz kerak.<sup>6</sup> Insonning qanchalik bilimli, aql-zakovatli ekanligi muomala orqali namoyon

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.Beruniy AbuRayxon. O'ylar, hikmatlar, naqllar, she'rlar. To'p. vanashrgatayyorlovchi Abdusodiq Irisov. «Yoshgvardiya», 1973. 104b

<sup>4</sup> .4.N.G. Dilova, Sharqmutafakkirlarimerosivositasidata'limjarayonidagishaxslaaromunosabatlarni o'rnatishning pedagogik xususiyatlari, "Ta'lim va innovatsion tadqiqotlar" –Xalqarojurnal 2022.No2

<sup>5</sup> Saidova M.J. Methods and Importance of Using Innovative Technologies in Learning Center "Decimal" at Teaching Process of Math in Primary Schools // www.auris-verlag.de. 2017.

<sup>6</sup> Saidova Mohinur Jonpulatovna, Ibrahimova Mohichehra Furkat Qizi. An integrated approach to the use of pedagogical technologies in primary school mathematics // Middle European Scientific Bulletin. Volume 8, January 2021, 174

bo'ladi. Odamlar butun ichki dunyosini, maqsadini, muomala va munosabatlarini bir-birlariga so'z yordamida etkazadi, amalga oshiradi. Shu tufayli so'zlashuv munosabatlari nihoyatda go'zal va muloyim bo'lishini hayot taqozo etadi. So'zga boy, shirinsuxan kishilarning muomalalari yoqimli, ishi ham yurishgan bo'ladi. Bundaylarni odamlar yoqtiradi, hurmat qiladi. So'zlashuv xam o'ziga xos san'atdir. Bu san'atni mukammal o'rganish har bir iisonga zarur. Shu bilan birga, ona tilini mukammal o'rganmoq har bir insonning muqaddas burchidir. Tilni bilgach uni ishlata bilish san'atini egallamoq inson uchun zarurdir. Shirinsuhanlik va go'zal nutq hech qachon, hech qaerda sotilmaydi. Bunga erishmoqlikning birgina yo'li bor, bu ham bo'lsa tinimsiz shirin so'zlashishni mashq qilmoqlikdir. Buni esa asosan ko'p kitob o'qish yo'li bilan amalga oshiriladi. Muomala insonning kimligini ko'rsatuvchi yuzidir. O'qitish jarayonida o'quvchilar va o'qituvchi o'rtasida 2 xil emosional muloqot turlari sodir bo'ladi:

a) salbiy his-tuyg'ulara asoslangan muloqot;

b) ijobiy his-tuyg'ularga asoslangan muloqot.. Demak, tinglash jarayoni ko'pchilik tasavvur qilgani kabi unchalik passiv jarayon emas ekan. Uning muloqotning samarali bo'lishidagi ahamiyati nihoyatda katta. Chunki tinglash qobiliyati gapiruvchini ilhomlantiradi, uni ruhlantiradi, yangi fikrlar, g'oyalarning shakllanishiga sharoityaratadi. Shuning uchun o'qituvchining har bir darsi ta'lim oluvchilar tomonidan diqqat bilan tinglansa, bu pedagogic muloqotdan ikkala tomon hambir xilda yutuqqa erishadi

#### Foydalanilgan adabiyotlar:

1. O'zbekiston Respublikasi Prezidentining 2020-yil 29-oktabrdagi "Ilm-fanni 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlashtirish to'g'risida" gi 6097 son Farmoni
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**ВНЕКЛАССНОЕ ДЕЯТЕЛЬНОСТЬ КАК СПОСОБ ОБУЧЕНИЯ  
ШКОЛЬНИКОВ МЕТОДАМ И ПРИЁМАМ КРЕАТИВНОЙ ПЕДАГОГИК***Тобаева Динора Рустамовна**студентки 3- курса ТерГПИ**Мухтарова Лобар Абдуманнабовна**доктор философских наук(PhD)*

**Аннотация:** Внеклассная деятельность играет важную роль в обучении школьников методам и приемам креативной педагогики. В данной аннотации рассматривается значение внеклассной деятельности как способа развития творческих способностей учащихся, формирования личностных качеств, развития социальных навыков и умений. Описываются методы проведения внеклассных мероприятий, такие как творческие мастер-классы, конкурсы, выставки, спортивные соревнования, экскурсии и другие формы работы. Акцент делается на важности организации интерактивных занятий, которые способствуют активному участию учащихся, развитию их творческого мышления и самовыражения. Также отмечается роль педагога в создании условий для развития креативности и самореализации школьников во внеклассной деятельности.

**Ключевые слова:** внеклассное мероприятие, методы, приёмы, творческие способности, интеграция предметов, творческая деятельность, креативная педагогика.

Внеурочная деятельность в школе представляет собой организацию разнообразных мероприятий, направленных на развитие творческих способностей учащихся, стимулирование здорового образа жизни, помощь в профессиональном самоопределении и адаптации к общественной жизни. Она может принимать различные формы: клубы, кружки, конкурсы, соревнования, беседы, вечера, посещение театральных постановок, встречи с интересными личностями. Внеурочная деятельность представляет собой организацию разнообразных видов деятельности школьников во внеучебное время, которая способствует формированию социальных навыков и личностной социализации учащихся. Эти воспитательно-образовательные мероприятия выходят за рамки образовательных учебных программ и проводятся школой во внеурочное время. Они создают необходимые условия для воспитания личности ребенка, способствуют его гармоничному развитию и формированию ценностных ориентаций. Внеурочная деятельность играет важную роль в общем процессе обучения и воспитания, обогащая школьную жизнь новыми яркими событиями и возможностями для саморазвития учащихся.

Внеклассная работа дает ученикам возможность применить знания и навыки, полученные на уроках, в реальной жизни. Она способствует развитию творческого мышления, самостоятельности, социальных навыков и ответственности. Внеклассные мероприятия также могут помочь ученикам обрести новые интересы и хобби, расширить круг общения и укрепить дружеские связи. Внеурочная воспитательная работа - это целенаправленное взаимодействие педагогов и учащихся во внеурочное время, направленное на формирование личности, развитие социальных навыков, раскрытие творческого потенциала и воспитание ценностных ориентаций. Она предоставляет возможность школьникам проявить себя в различных сферах деятельности, а также способствует развитию их самостоятельности и ответственности.

Внеурочная работа открывает широкие горизонты для воспитания учеников, помогая преодолеть стереотипы и ограничения, которые могут существовать на уроках. Она позволяет уделять больше внимания эмоционально-волевой сфере, нравственному развитию, формированию коллективизма, трудолюбия и взаимопомощи. Внеурочная работа несет в себе огромный потенциал для расширения кругозора учащихся, обогащения их знаний и навыков, а также установления более глубоких связей с окружающим миром. Педагоги могут использовать разнообразные методы и формы работы, чтобы создать благоприятную атмосферу для развития личности каждого ребенка.

Цель внеклассной работы и внеклассных мероприятий заключается в том, чтобы обеспечить школьникам всестороннее развитие, стремясь к гармоничному сочетанию моральной чистоты, духовного богатства и физического совершенства. Мы стремимся формировать личности, способные к объединению высоких нравственных качеств с физическим здоровьем, чтобы они были готовы к жизни в современном обществе и имели систему ценностей, принятую в обществе. Внеурочная работа направлена на формирование позитивной самооценки учащихся, помогая им найти уверенность в своих способностях, чувство собственной значимости и положительное отношение к себе.

Внеурочная работа в школе играет важную роль в формировании личности учащихся и направлена на достижение целей обучения и воспитания. Она помогает детям усвоить не только знания, но и ценности, необходимые для жизни в современном обществе. Одной из основных задач внеурочной работы является создание положительной самооценки учащихся. Это включает в себя уверенность в том, что их окружают люди, которые поддерживают их, убежденность в своих способностях и чувство собственной значимости. Важным аспектом здесь является позитивное отношение ученика к самому себе и объективная самооценка, которая становится основой для их дальнейшего развития. Внеурочная работа также способствует формированию у школьников концепции ценностей, принятой в обществе. Это помогает им развить понимание моральных принципов, этических норм и ответственности перед обществом. Таким образом, внеурочная работа не только расширяет кругозор учащихся, но и помогает им стать грамотными и нравственными членами общества. Таким образом, внеурочная работа в школе имеет целью не только обогатить знаниями, но и сформировать у учащихся позитивную самооценку, убежденность в своих способностях и понимание ценностей общества.

Кроме традиционных методов информирования, наглядных иллюстраций, практической деятельности, стимулирования творческой работы и контроля за эффективностью воспитания, во внешкольной и внеклассной воспитательной работе можно использовать более оригинальные методы, такие как:

а) Интерактивные игры и ролевые моделирования, которые позволяют детям активно участвовать в процессе обучения и воспитания, развивая коммуникативные и творческие навыки.

б) Проектная деятельность, где учащиеся могут самостоятельно выбирать темы и форматы работы, что способствует развитию самостоятельности и ответственности.

в) Мультимедийные презентации и видеоматериалы, которые помогают создать более яркую и запоминающуюся атмосферу обучения.

г) Методы обратной связи, такие как анкетирование и обсуждение результатов, чтобы учащиеся могли высказывать свои мнения и предложения по улучшению воспитательного процесса.

д) Совместные творческие проекты с привлечением родителей, что способствует укреплению семейных связей и поддерживает партнерство между школой и семьей.

Таким образом, использование более оригинальных методов позволяет сделать внешкольную и внеклассную воспитательную работу более интересной, разнообразной и эффективной.

При организации внеклассной работы в начальных классах учитель должен учитывать психологические особенности младших школьников, что поможет ему в дальнейшем не только грамотно построить учебно-воспитательный процесс, но и способствовать наиболее качественному усвоению детьми учебного материала. Учителю также важно помнить, что организация внеклассной работы в школе опирается на общедидактические и методические принципы. На них необходимо ссылаться всякий раз, когда приходится планировать учебную деятельность с использованием данной формы работы. Связь классных и внеклассных занятий является необходимым требованием при организации последних. Для создания более оригинальной и интересной внеклассной работы можно использовать различные методики, такие как интерактивные игры, проектные деятельности, мультимедийные презентации и совместные творческие проекты с привлечением родителей. Это поможет сделать занятия более увлекательными и эффективными для учащихся.

Внеклассная работа по окружающему миру также способствует развитию у детей навыков самостоятельного поиска информации, анализа и обобщения полученных знаний. Она позволяет учащимся лучше понять взаимосвязи между различными явлениями природы, общества, техники и культуры. Кроме того, внеурочная работа может способствовать формированию у школьников ценностных ориентаций, развитию креативности, коммуникативных навыков, умения работать в коллективе.

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## ГАЗЛАЙТИНГ. МАНИПУЛЯЦИИ СРЕДИ ДЕТЕЙ.

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**Аннотация.** Статья посвящена явлению газлайтинга. В статье рассматриваются основные аспекты газлайтинга, включая его определение, проявления и последствия для жертв. Автор анализирует психологические механизмы газлайтинга, его влияние на жертву и способы преодоления этого явления. Статья основана на актуальных исследованиях в области психологии и социологии, а также содержит практические рекомендации для тех, кто сталкивается с газлайтингом или хочет помочь другим в этой ситуации.

**Ключевые слова:** газлайтинг, психологическое насилие, манипуляция, эмоциональное злоупотребление, психологическая агрессия, жертва газлайтинга, ложь и обман, токсичные отношения, психологическая манипуляция.

**Газлайтинг** - это форма психологического насилия, при которой один человек использует манипуляции для запугивания другого, заставляя его сомневаться в своих способностях, суждениях и даже в собственных воспоминаниях. Термин происходит от пьесы Патрика Гамильтона "Газовый свет" и ее экранизации 1944 года с участием Ингрид Бергман. В этой истории женщина становится жертвой манипуляций со стороны своего мужа - первого газлайтера в истории. Он переставляет предметы, зажигает газовое освещение, чтобы создать эффект мерцания света, и настойчиво утверждает, что это все лишь иллюзия его жены. Все это делается для того, чтобы убедить ее в собственной невменяемости и безнаказанно ограбить ее.

"Газлайтинг в отношении детей: Как родители могут невзначай наносить психологический вред"

Пример: Мальчик получает пятерку по химии - предмету, который ему дается с трудом. По возвращении домой он с нетерпением показывает свою оценку отцу, ожидая похвалы. Однако вместо этого он слышит: "Ну и что? Чему ты так радуешься? Тоже мне великое достижение! У меня в твои годы были одни пятерки. Ты недостаточно стараешься".

Итог: Отец считает, что мотивирует сына к лучшим результатам, но на самом деле ребенок начинает сомневаться в своих способностях и чувствах, что может привести к низкой самооценке и неуверенности в себе.

К сожалению, газлайтинг может проявляться и среди детей в школе. Например, один ребенок может утверждать, что другой ребенок забыл пригласить его на свой день рождения, хотя это не было правдой. Затем первый ребенок начинает распространять эту ложь среди общих знакомых, убеждая их в том, что второй ребенок был неблагодарным или невнимательным. При этом второй ребенок может чувствовать себя виноватым и путаться в своих воспоминаниях, не понимая, что произошло.

Это типичный пример газлайтинга среди детей, когда один ребенок целенаправленно искажает реальность, чтобы вызвать у другого ребенка чувство неверия

к самому себе и своим переживаниям. Это может привести к психологическим проблемам у жертвы, а также к нарушению ее отношений с окружающими.

#### **Чем опасен газлайтинг?**

Газлайтинг - это не просто психологическое воздействие, это настоящая эмоциональная и психологическая манипуляция, которая может иметь серьезные последствия для жертвы.

Одной из опасностей газлайтинга является потеря доверия к собственным ощущениям и чувствам. Жертва начинает сомневаться в своей способности различать реальность от вымысла, что делает ее уязвимой для манипуляций. В результате человек теряет связь с самим собой, становится зависимым от мнения и настроения газлайтера, что может привести к эмоциональной зависимости.

Длительное воздействие газлайтинга может привести к серьезным психологическим последствиям. Жертва начинает чувствовать, что все ее чувства обманчивы или неправильны, что может привести к повышенной тревожности, снижению самооценки и даже к развитию клинической депрессии. Более того, газлайтинг может стать провоцирующим фактором для развития серьезных психологических расстройств, таких как шизофрения, ОКР, деперсонализация и дереализация.

Важно осознать наличие газлайтинга и предпринять шаги для его преодоления, чтобы сохранить свое психическое здоровье и самоуважение.

#### **Как понять, что вас газлайтят**

1. Постоянное сомнение: Если вы постоянно начинаете сомневаться в своих действиях, мыслях и решениях, это может быть признаком газлайтинга. Жертва начинает сомневаться в своей адекватности, правильности принятых решений и своей личности в целом.

2. Ощущение единственной правоты партнера: Если вы начинаете ощущать, что мнение вашего партнера является единственно верным, а ваше собственное мнение начинает казаться несущественным, это может быть признаком газлайтинга.

3. Постоянное внутреннее напряжение: Жертва газлайтинга часто ощущает постоянное внутреннее напряжение, которое не проходит, а только нарастает. Это состояние может быть усугублено тем, что жертва начинает избегать общения с другими людьми из-за стыда или неудобства.

4. Вера в заботу газлайтера: Жертва начинает верить, что газлайтер искренне заботится о ней и желает только добра, даже если его действия противоречат этому убеждению.

Согласно исследованиям психоаналитика Робина Стерна, любая жертва газлайтинга проходит через три стадии.

- Начальная стадия: Жертва замечает странности в поведении злоупотребителя, но не хочет признавать, что это может быть серьезной проблемой.

- Сомнение и сопротивление: Жертва начинает сомневаться в себе и своем восприятии, но пытается противостоять газлайтеру и переубедить его.

- Убеждение в правоте злоупотребителя: На этой стадии жертва начинает верить в правоту злоупотребителя, подстраиваясь под его ожидания и пытаясь соответствовать его требованиям.

Помните, что осознание наличия газлайтинга - первый шаг к его преодолению.

#### **Как бороться с газлайтингом?**

Газлайтеры, несмотря на свою склонность унижать других, часто испытывают глубокую неуверенность в себе. Они могут бояться, что кто-то начнет указывать им на собственные недостатки или слабости, и поэтому реагируют на любые обвинения очень болезненно. Часто они прибегают к выдвиганию обратных упреков и обид, чтобы защитить свое ранимое самолюбие.

Газлайтеры могут быть очень харизматичными, но за этой маской скрывается часто низкая самооценка и страх быть обнаруженным в своих слабостях. Их поведение направлено на контроль и манипуляцию другими, чтобы скрыть свои собственные недостатки и подавить чувства неуверенности.

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## УРОКИ ЧТЕНИЯ И ПИСЬМА В ПЕРИОД ОБУЧЕНИЯ ГРАМОТЕ

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**Аннотация:** Уроки чтения и письма в период обучения грамоте играют ключевую роль в формировании навыков чтения, письма и грамотности у детей. В данной аннотации рассматриваются основные задачи уроков чтения и письма в период обучения грамоте, такие как знакомство с буквами и их звуковыми значениями, формирование навыков чтения слогов, слов, предложений, развитие навыков правильного построения букв, слов и предложений при письме, обучение правильной артикуляции звуков и развитие фонематического слуха, а также совершенствование навыков письма. Важно использовать разнообразные методы и формы работы на уроках, учитывать индивидуальные особенности каждого ребенка и создавать поддерживающую атмосферу для эффективного усвоения материала.

**Ключевые слова:** обучение грамоте, уроки чтения, уроки письма, навыки чтения, фонематический слух, методы обучения, индивидуальные особенности, творчество учителя.

Урок является основным звеном в образовательном процессе, где учитель и ученик взаимодействуют для достижения общих целей. Важно, чтобы урок был построен с учетом потребностей и способностей учащихся, чтобы он мог стать эффективным инструментом обучения. Учителю необходимо уметь адаптировать методики и подходы к конкретным учебным группам, чтобы обеспечить максимальную эффективность урока. Обучение чтению и письму при изучении грамотики предполагает различные принципы, методы и задачи, которые педагог может выбирать в зависимости от индивидуальных потребностей учащихся. Уроки играют важную роль в этом процессе, и разнообразие методов и приемов обучения способствует развитию умений чтения и письма, мышления, речи, внимания и интереса учащихся. Педагогический процесс предполагает широкий спектр методов и приемов, которые могут быть использованы для создания активной познавательной работы учащихся. Он также формирует гибкость мышления детей и повышает их заинтересованность в учебной деятельности.

В процессе обучения грамоте упражнения могут различаться по объекту обучения (чтение или письмо), по времени (подготовительный или основной этап) и по наличию новой проблемы на уроке. Неотъемлемой частью является также еженедельный урок чтения, на котором уделяется время внеклассному чтению. Таким образом, разнообразие методов и подходов к урокам грамоты способствует гибкости мышления детей и повышает их заинтересованность в учебной деятельности.

Учитывая описанные особенности проведения уроков грамоты, можно сделать обучение более интересным и оригинальным. Например, можно ввести элементы игрового подхода в выполнение самостоятельных упражнений, чтобы сделать их более привлекательными для учеников. Это может быть использование игровых заданий, загадок, кроссвордов или других форм обучающих игр, которые помогут закрепить материал, а также сделать процесс обучения более увлекательным. Также можно предложить ученикам творческие задания, связанные с чтением и письмом. Например, попросить их написать короткий рассказ или стихотворение на тему изученной буквы

или слова. Это позволит развить у детей фантазию, а также улучшить навыки письма и чтения. Для формирования речи можно проводить уроки чтения и письма в форме театрализованных представлений, где ученики будут читать тексты ролей и создавать свои собственные диалоги на основе изученного материала.

Уроки в период обучения грамоте играют особенно важную роль в формировании навыков чтения и письма у детей. Они должны быть максимально разнообразными и интересными, чтобы стимулировать активную познавательную деятельность учащихся. Важно, чтобы уроки чтения и письма соответствовали основным требованиям и типам, выработанным методистами на основе длительной практики и теоретических исследований.

Основные требования к урокам чтения и письма включают в себя:

1) Активность учащихся: уроки должны быть организованы таким образом, чтобы дети были активно вовлечены в учебный процесс, задействованы в различных видах деятельности - чтении, письме, обсуждении текстов и т.д.

2) Систематичность и последовательность: уроки должны быть построены по определенной логике, соответствующей возрастным особенностям детей, и обеспечивать последовательное формирование навыков чтения и письма.

3) Развитие мышления и речи: уроки должны способствовать развитию мышления и речи детей, помогать им формировать навыки анализа текста, выражения своих мыслей и чувств.

4) Индивидуализация обучения: учителя должны учитывать индивидуальные особенности каждого ребенка и создавать условия для успешного обучения каждого ученика.

Творчество учителя заключается в том, чтобы на основе этих общих требований создавать разнообразные и интересные уроки чтения и письма, которые будут способствовать успешному формированию грамотности у детей.

Обучение грамоте действительно направлено на формирование навыков чтения, основ элементарного графического навыка, развитие речевых умений, обогащение и активизацию словаря, совершенствование фонематического слуха, а также осуществление грамматико-орфографической пропедевтики. Уроки обучения чтению и письму играют ключевую роль в достижении этих целей. Обучение письму должно параллельно протекать с обучением чтению, учитывая принцип координации устной и письменной речи.

Содержание обучения грамоте обеспечивает решение основных задач трех его периодов: добукварного (подготовительного), букварного (основного) и послебукварного (заключительного). Каждый из этих периодов имеет свои специфические задачи и методы работы, направленные на успешное формирование грамотности у детей.

Каждый из этих этапов имеет свои специфические задачи и методы работы, направленные на успешное формирование грамотности у детей.

- Добукварный период является введением в систему языкового и литературного образования. Он направлен на создание мотивации к учебной деятельности, развитие интереса к процессу чтения, выявление начального уровня развитости устной речи у каждого ученика и приобщение к учебной деятельности.

- Букварный период охватывает изучение первых согласных и гласных звуков, их буквенных обозначений, а также непосредственное обучение чтению и



усвоению его механизма. Здесь дети осваивают два вида чтения: орфографическое и орфоэпическое, работают со слоговыми таблицами, пишут буквы, слоги, слова, предложения и небольшие тексты.

- Послебукварный (заклучительный) период является повторительно-обобщающим этапом. На этом этапе учащиеся формируют умение читать целыми словами, развивают процессы сознательного, правильного, темпового и выразительного чтения, знакомятся с речевым этикетом и начинают читать литературные тексты.

Изучение грамматики включает в себя важные навыки чтения и письма, которые являются неотъемлемой частью обучения в дошкольном и школьном возрасте. Эти навыки необходимы для дальнейшего образования и повседневной жизни. Однако процесс обучения чтению и письму имеет свои особенности, и педагог при составлении уроков по грамматике должен учитывать принципы понимания чтения и письма, а также применять определенные методы преподавания. Главной особенностью преподавания уроков чтения и письма является системность, которая определяет методы, цели и задачи уроков.

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**Rahbarlik mehnatini tashkil etishining nazariy ijtimoiy asoslari**  
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**Annotatsiya:** ushbu maqolada rahbarlik mehnatini tashkil etishning nazariy , amaliy , ijtimoiy asoslari yoritib berilgan.

**Kalit so'zlar:** rahbar, mahorat, mehnat , boshqaruvchilik, firma, takomillashuv

Rahbar mehnati mahsulot ishlab chiqaruvchilar mehnatining tabiiy va ajralmas qismidir, chunki ishlab chiqaruvchilar ishi mehnatni to'g'ri tashkil qilish bilan chambarchas bog'liqdir. Boshqaruvchilik mehnatining o'ziga xos xususiyati uning miqdorini aniqlashning qiyinligidadir. Firma bilan raqobatchi konkret korxonada rahbar mehnati bir necha turdagi masalalarni hal qilishga qaratilgan:

- asbob-uskunalardan, ishlab chiqarish joylaridan foydalanish hamda ishlab chiqarishni takomillashtirish bilan bog'liq bo'lgan turli masalalar;

- iqtisodiy va ijtimoiy munosabatlarni sozlash, takomillashtirish va tartibga solish bilan bog'liq bo'lgan masalalar. Shu bilan birga ushbu masalalardan birini yechaturib, uning qabul qilgan qarori boshqa faoliyat sohalarida qanday o'zgarishlar keltirib chiqarishi mumkinligini ko'ra bilishi kerak. Rahbarning shaxsiy vazifalari sifatida quyidagilarni aytish mumkin: Xodimlarning malakasini oshirish va ularda buyurilgan ish uchun javobgarlik hissini rivojlantirish uchun javobgarlikni sezish. O'z vazifalarini yaxshi uddalashni xohlaydigan rahbar xodimlariga nisbatan ishonchni ularga topshirilgan topshiriqlar bajarilishini nazorat qilish orqali yuqori talabchanlik bilan olib borishi kerak. Shuningdek, rahbar kadrlarni o'stirish va olg'a surish uchun sharoit yaratishga harakat qilishi kerak. Yirik bir korxonada vise-prezident o'rinbosari yuqori ishlab chiqarish ko'rsatkichlariga ega edi va, uning fikricha, boshlig'i vise-prezident prezidentlik lavozimini olganda uning o'rniga surilishini mo'ljallamog'i mumkin edi. Ammo unday bo'lmadi. Suhbat paytida da'vogardan o'ziga baravar darajadagi yoki uning yordamida undan ham yuqori darajaga ko'tarilgan uch kishining nomini aytishni so'raganlarida, u hech kimni ko'rsata olmadi. Va faqat shu sababdan boshqaruvchiga olg'a surilish man qilingan edi. Hozirgi korxonalarda agar sizning ko'tarilishingiz natijasida ish joyingiz yalang'ochlanib qoladigan bo'lsa, sizning o'rinishlaringiz bexuda, chunki siz odamlar ichidan birortasini baholab, o'zingizga o'rinbosar tayyorlab olmangansiz. Boshqaruvchiga talab bildirilgan bo'lsa, uning talanti tez rivojlanadi. Ya'ni, xodimning hamma imkoniyatlarini, barcha bilim boyligi va mahoratlarini ishga solishni talab qiladigan javobgarlik tayinlangan va shunga yarasha majburiyat yuklangan bo'lsa. Umuman rahbarlarning ko'tarilishi masalalari osonlikcha hal bo'lib qolmasdan, o'zida ziddiyatlik alomatlarini mujassamlashtiradi. Chunki qabul qilingan qarorlar hisob nuqtasi va baholash mezonlari bilan chambarchas bog'liqdir. Jamiyatning rivojlanish xarakteri rahbarlardan har xil sohalarida yanada ko'p bilim talab qiladi. Shu bilan birga rahbarlarning professional qobiliyati va imkoniyatlari borgan sari ortaveradi. Rahbarlarning faoliyati rejalarini tizimi asosida tashkil etiladi. Shu rejalarining har biri keltirilgan ketma-ketlikda tuziladi. Bu tabiiy; chunki har bir keyingi reja oldingi rejaning maqsadlari, masalalari va dalillari asosida batafsil tuziladi. Shu oltita rejalar birgalikda asta sekin, kerakli yo'lanishda rahbarning bir meyorda istagan kelajagi sari ilgari surib boraveradi. Rejalar tizimining ta'sirida vaqt rahbar umrining har bir davrida doim faqat olis va muqaddas niyatlarga erishish uchun sarflanadi. Rejalar tizimining mantiqi shundaki, strategik maqsadga rahbar kundalik rejalar orqali erishadi. Kundalik rejalar rejalar tizimida oxirgi va shu bilan birga eng muhim bosqichining tasavvur etadilar. Yangi kunning rejasini oldingi kunning so'ngida yaratilgani yaxshi. U haftalik reja asosida tuziladi. Unda rahbar ertaga



ish kuni davomida qilinishi kerak bo'lgan ishlarni va hal etilishi lozim bo'lgan muammolarni ro'yxatga oladi. Haftalik rejada bo'lmagan, kecha yuzaga kelgan masalalarni ham rahbar ertagi kunning rejasiga kiritadi. Kechqurun uyga keta turib va ertalab ishga kelayotib rahbarning miyasida mo'ljallab qo'yilgan masalalar beixtiyor ravshanlashadi va oqilona qarorlar topiladi. Ish jarayonidagi muammolar aniq belgilangani uchun va ularni hal etish yo'lanishlari ko'z oldida bo'lgani uchun yangi kun og'ir va yoqimsiz ifodalanmaydi. Aksincha yangi kun rahbar ko'ngliga yaqin bo'ladi. Vazifalar g'ayrat bilan oson tashkil va nazorat qilinadi. Hech kim kerak bo'lmagan ishlar bilan chalg'imagaydi. Kun davomida bajaradigan rahbariyat hamma vazifalarini uchta ishlarning turiga ajratish mumkin. Bular: A turdagi, V turdagi va S turdagi ishlar. Har bir ish turlarni (A, V, S) quyidagi ikkita belgilar aniqlaydi: Shu ishni bajarish uchun rahbar qancha vaqtini sarf qilishi kerak? Shu ishni rahbar tomondan bajarilishi korxonaga qancha foyda keltiradi?

Yangi kunning A, V, va S turdagi ishlarni rahbar o'z bioritmlarini xususiyatlarini e'tiborga olgan holda rejalashtirish lozim. Ish kunini shunday tashkil etish rahbar uchun quyidagi yutuqlarni yaratadi: 1. Keyingi kun oqilona tashkil etiladi; 2. Ishlar yaxshi kayfiyatda boshlanadi; 3. Kunning masalalari yaqqol tasavvur etiladi; 4. Hamma ishlar muhim va ahamiyatsiz vazifalarga ajratiladi; 5. Bioritmlardan foydalanish tufayli vaqt tejiladi; 6. Asab tajangliklari va asab buzilishlari kam uchraydi; 7. Rahbarning shaxsiy natijalari va muvaffaqiyatlari oshadi. Rahbarlarni ish kuni davomida 75 % vaqtlari har hil odamlar bilan muloqatga sarflanadi. Hamma rahbarlar o'z faoliyatida odatga quyidagi ikkita siyosatdan birini qo'llaydilar:

Korxonadagi ishchilarning soniga qarab (chegara - 20 xodim) rahbarlar shu siyosatlarning biriga rioya qiladilar. Xodimlarni rahbar oldiga chaqirishni, ularni va boshqa chetdan tashrif buyuruvchilarni qabul qilishni tashkil etishni rahbar o'z kotibiga to'la ravishda yuklab qo'yishi kerak. Chaqirilgan mutaxassisni rahbar o'zi albatta tayinlagan vaqtda qabul qilishi shart. Ish suhbat va muzokara unumli o'tishi uchun rahbar uchrashish joyini oqilona tanlashi kerak. Tashqaridan tashrif buyuruvchilarning hammasi uchrashish vaqtini rahbar bilan oldindan telefon orqali kelishib olishlari lozim. Firmaning o'zida ishlaydigan xodimlar ham ko'p muammolarini telefon orqali osongina hal qilishi mumkin. Rahbarning xonasiga tashrif buyurish xodimlardan ancha ko'p vaqt talab qiladi. Har bir uchrashuvga, ishlab chiqarishdagi suhbatga va muzokaraga rahbar puxta tayorlanishi shart. Buning uchun rahbar oldindan muammoni har tomonlama o'rganib chiqishi, o'zi uchun maqsadni aniqlab olishi, hamma kerakli hujjatlar bilan batafsil tanishib chiqishi, o'zi uchun uchrashuvning rejasini tuzib olishi kerak. «Yopiq eshigi» siyosat olib boruvchi rahbarlar quyidagi uchta tadbirlarni qo'llashsa firmalari uchun foydali bo'ladi: Korxonaga uchun eng muhim, kechiktirib bo'lmaydigan masalalar yuzasidan hamma xodimlarni rahbar o'zi qabul qiladigan vaqtni tayinlab qo'yish (misol uchun, kunning boshida yarim soat); Rahbar shaxsan o'zi kun davomida qabul qiladigan ba'zi bir juda muhim muammolarning ro'yxatini tayinlab qo'yish; Rahbar shaxsan o'zi kun davomida qabul qiladigan ba'zi bir juda kerakli xodimlarning ro'yxatini tayinlab qo'yish. Agar rahbar har kuni bir vaqta o'z korxonasini aylansa, hamma bo'lim va xonalarga kirib xodimlari bilan uchrashsa, ularning faoliyati bilan tanishsa, unda rahbar xonasiga tashrif buyuruvchi ishchilarni soni kamayadi. Odatda, suhbat uchun qancha vaqt ajratish imkoni bo'lsa, shuncha vaqt sarflanadi. Hamma tashrif buyuruvchilar o'z maqsadini va muammosini qisqa va ravshan ifodala olmaydilar. Shuning uchun rahbar qabul paytida uchrashuvga sarflayotgan o'z vaqtini tejashi lozim. Uchrashuvni vaqtida tugatib, tashrif buyuruvchidan tezda ozod bo'lish usullarini bilishi kerak. Rahbarning hamma uchrashuvlari uchta shaklda o'tishi mumkin. Ularning



shakllari har vaziyatda uchrashuv mazmuni va maqsadi bilan aniqlanadi. Rahbarning uchrashuvlari har bir shakli suhbatchilarning bir-birining orasidagi masofalar bilan ham farq qiladi. Rahbarni xonasidagi jihozlar uchrashuvlarini har bir shaklini o'tqazishga imkon berishi kerak. Rahbarning qabulxonasi quyidagi to'rtta albatta bo'lishi kerak narsalar bilan ta'minlanishi lozim: veshalka, oyna, devor soati va tashrif buyruvchilarning o'tirishi uchun stullar. Firmaning obro'siga qarab rahbarning xonasi va qabulxona har xil jihozlanishi mumkin. Bu rahbarning didi va madaniyatiga bog'liq. Biz bu yerda (15 va 16 nuqtalarda), bo'lishi albatta lozim jihozlar ustida gap yuritdik.

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**A METHOD FOR TREATING A RESIDUAL CAVITY DURING ORGAN-PRESERVING OPERATIONS FOR LIVER ECHINOCOCCOSIS WITH A RIGID FIBROUS CAPSULE****Tuksanov A.I.<sup>1</sup>, Makhmudov U.M.<sup>2</sup>, Ibrokhimov S.S.<sup>2</sup>**

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**Abstract**

The study included patients with echinococcosis of the liver who had a rigid fibrous fibrous capsule. All patients were divided into two groups. The main group included 94 patients with echinococcosis of the liver, who underwent additional treatment of the residual cavity according to the proposed method during laparotomy or laparoscopic operations after the echinococcectomy stage, a total of 113 cysts were removed. Laparoscopic echinococcectomy was performed in only 8 patients in the comparison group (who had 10 cysts) and 21 patients in the main group. All the results were followed up to 3 months after the operation. There were 13 (15.9%) patients with complications in the comparison group and 2 (3.3%) in the main group.

**Keywords:** echinococcosis of the liver; residual cavity; organ-preserving surgery; rigid fibrous capsule; FarGALS solution

The study included patients with echinococcosis of the liver who had a rigid fibrous (dense, non-collapsing) fibrous capsule. The improved method of processing the fibrous capsule includes the following distinctive steps: laser exposure to the wall of the fibrous capsule with a high-energy Lakhta-Milon laser; additional antiparasitic chemical treatment with FarGALS solution; application of HEMOBEN powder composition to the cavity walls.

All patients were divided into two groups. The main group included 94 patients (2020-2023) with echinococcosis of the liver, who underwent additional treatment of the residual cavity according to the proposed method during laparotomy or laparoscopic operations after the echinococcectomy stage, a total of 113 cysts were removed. The comparison group included 88 patients (2016-2019) who had similar interventions performed using the traditional method, a total of 108 cysts were removed.

The main part of the conducted studies concerned two types of operations – open and laparoscopic echinococcectomies, resection operations are included only to analyze the structure of operations for liver echinococcosis. In the comparison group, traditional echinococcectomy was performed in 82 (87.2%) cases, in the main group in 60 (68.2%) patients, laparoscopic echinococcectomy in 8 (8.5%) and 21 (23.9%) patients, respectively, liver resections (marginal or anatomical) were performed in 4 (4.2%) and 7 (7.9%) of patients.

Laparoscopic echinococcectomy was performed in only 8 patients in the comparison group (who had 10 cysts) and 21 patients in the main group (25 cysts). According to the method of treatment of the residual cavity in the comparison group, partial pericectomy with drainage of the residual cavity was performed in 9 (90% of the total number of cysts) cases, in the main group - 15 (60%). Abdominization of the residual cavity was performed on 1 (10%) and 10 (40%) cysts, respectively.

The average duration of drainage of the residual cavity (from among the cysts) in the comparison group was  $6.6 \pm 2.7$  days, in the main group  $4.0 \pm 1.5$  days ( $t=2.62$ ;  $p<0.05$ ). The

duration of abdominal drainage (among patients) was  $5.5 \pm 2.3$  days versus  $3.3 \pm 1.4$  days ( $t=2.46$ ;  $p<0.05$ ).

These groups were characterized by a higher incidence of various early postoperative complications. In particular, complications were noted in 3 (37.5%) patients in the comparison group and 1 (4.8%) patient in the main group ( $\chi^2= 5,222$ ;  $df=1$ ;  $p=0.023$ ). Fluid accumulation in the residual cavity was noted in 2 (25%) and 1 (4.8%) cases, respectively, biliary fistula occurred in 1 (12.5%) patient in the comparison group, reactive pleurisy was also noted in 1 (12.5%) and (4.8%) cases in both groups.

All patients were followed up to 3 months after laparoscopic echinococcectomy. In both groups, there was no accumulation of fluid in the residual cavity, however, in the main group, suppuration of the residual cavity developed in 1 (12.5%), limited fluid accumulation in the abdominal cavity in 1 (12.5%) case and reactive pleurisy also in 1 (12.5%) patient. In the main group, limited fluid accumulation in the residual cavity was detected in 1 (4.8%) patient. There were 2 (25%) patients with complications in the comparison group and 1 (4.8%) in the main group. There were no significant differences in this feature ( $\chi^2= 2.558$ ;  $df=1$ ;  $p=0.110$ ).

In the subgroup of open echinococcectomies, according to the method of elimination of the residual cavity, the cases were distributed as follows. Partial pericystectomy with drainage was performed for 72 (74.2%) cysts in the comparison group and 16 (22.2%) in the main group, abdominization of the residual cavity at 15 (15.5%) and 14 (19.4%), respectively, suturing of the residual cavity on drainage in 4 (4.1%) and 15 (20.8%) Complete suturing of the residual cavity was performed only in 6 (6.2%) cases in the comparison group and 27 (37.5%) cases in the main group.

The average duration of drainage of the residual cavity (from among the cysts) in the comparison group was  $5.9 \pm 2.6$  days, in the main group  $4.1 \pm 2.6$  days ( $t=3.18$ ;  $p<0.05$ ). The duration of abdominal drainage (among patients) was  $4.7 \pm 1.8$  days versus  $3.2 \pm 1.4$  days ( $t=5.69$ ;  $p<0.05$ ).

In our observations, various complications developed in 15 (18.3%) patients in the comparison group and 3 (5.0%) patients in the main group ( $\chi^2= 5.531$ ;  $df=1$ ;  $p=0.019$ ). Accumulation of fluid in the residual cavity was noted in 6 (7.3%) and 1 (1.7%) cases, respectively, biliary fistula occurred in 5 (6.1%) patients in the comparison group. By conservative measures, complications were resolved in 18 (22.0%) patients in the comparison group and in 4 (6.7%) cases in the main group. Percutaneous puncture of the residual cavity was required in 5 (6.1%) patients in the comparison group and in 1 (1.7%) in the main group.

All the results were followed up to 3 months after the operation. In the comparison group, fluid accumulation in the residual cavity was noted in 4 (4.9%) patients, suppuration of the residual cavity in 3 (3.7%), limited fluid accumulation in the abdominal cavity in 6 (7.3%) cases and reactive pleurisy in 5 (6.1%) patients. In the main group, fluid accumulation in the residual cavity was detected in 1 (1.7%) patient, in 1 more case there was limited fluid accumulation in the abdominal cavity and reactive pleurisy. There were 13 (15.9%) patients with complications in the comparison group and 2 (3.3%) in the main group ( $\chi^2= 5,749$ ;  $df=1$ ;  $p=0.017$ ).

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**PEDAGOGICAL CONTENT OF TEACHING PRIMARY CLASS STUDENTS TO LOGICAL THINKING.**

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**Abstract:** In this article, it is discussed how to improve the logical thinking of students studying in preschool and primary school.

**Key words:** Development of a child's logical thinking, Cognitive ability in preschool children, Development of mental operations, development of memory, attention, creative imagination

**The main part:** In preschool and elementary school age, children reach the peak of their cognitive activity, and their verbal and logical thinking rises to a new level. Imagine that your child has: a serious interest in logical and mathematical problems; Excellent cognitive abilities; He knows how to work quickly with information, easily extract its essence and remember it. Logical and correct thinking; Make a careful decision. The peak of cognitive activity (age 5-10) is the best time to develop logic and teach your child how to think! It is important for parents to remember. Thought patterns are not automatically formed in a child's head. The child should be taught deliberately, this moment should not be missed.

The thinking of preschool children initially has a visual-metaphorical character, and in the process of education it gradually turns into conceptual and verbal-logical thinking. All visual educational materials are easier to perceive and understand for preschool children and students, with great interest and pleasure in completing tasks and solving problems. We found out how to help parents, teachers and most importantly, children! We created LogicLike, an online educational platform especially for preschoolers and younger students. This site has everything you need to develop logical and critical thinking in children. The platform can be used by independent education (usually 7-8 years old) and the whole family.

Mathematical development of a child is not only the preschool child's ability to calculate and solve arithmetic problems, but also the development of the ability to see relationships and connections in the world around him and work with objects, signs, symbols. Mathematical development of a child is a long and very difficult process for a preschool child, because the formation of the basic skills of logical cognition requires not only high mental activity, but also generalized knowledge about the general and important features of objects and phenomena of reality. . . Working in a circle allows children to participate in play interactions and intellectually develops preschoolers. This can be achieved by including work related to concepts outside the scope of the program materials. Logical problems often have unexpected solutions. The formation of a creative personality will be helped by tasks that include various solutions, which will allow you to put forward hypotheses and undergo verification based on the analysis of available data. Working with missing data helps build critical thinking and mini-research skills. Completing tasks helps to increase the knowledge and skills of preschool children. The materials in the group activities include a wide range of topics, which allows preschool children to expand their knowledge in the field of cognitive development. Play-learning helps to satisfy children's natural need for recognition and exploration, their uncontrollable curiosity. Educational games are one of the means of mental development of children. It is important and interesting for children, the content is varied and very dynamic, it

can satisfy children in motor activities, movements, including manipulations with children's favorite play materials, help children use counting, correctness of movements controls. The main principles of this game - interest - knowledge - creativity - it is as effective as possible, because the game directly conveys to the child the kind, original, funny and sad language, plot of the fairy tale, funny characters or invites to an adventure. . . In each game, the child always achieves some "objective" result. Constant and progressive complications of the game ("spiral") help to keep children's activity in the zone of optimal difficulty. The development of the game creates conditions for the manifestation of creativity and stimulates the development of children's mental abilities. Adults can use this natural need to gradually involve children in more complex forms of play activities.

The importance of game development for the development of preschool children, their variety and age appropriateness can be used to solve this problem of mental development of preschool children. In developed games and exercises, children develop the basic skills of the algorithmic culture of thinking, the ability to perform actions with intelligence. With the help of logical operations, children train attention, memory and perception.

The principle of systematicity and consistency refers to the relationship between knowledge, skills and competences.

✚ □ The principle of repetition of skills and abilities is one of the most important, because as a result of several repetitions, a dynamic stereotype develops.

✚ □ Principles of active education The educational process should be built using active forms and teaching methods that help to develop children's independence, initiative and creativity (game techniques, pairs, work in small groups, individually, organization of research activities, etc. ).

✚ □ Communication principles help to increase children's need for communication.

✚ □ The principle of effectiveness includes obtaining positive results of work to improve health, regardless of age and level of physical development.

✚ □ Principle of individualization - development of individual qualities by solving multi-level educational problems

✚ □ The principle of problematization - the child receives knowledge not in a finished form, but in the process of his activity.

✚ □ Principles of psychological comfort - creating a calm and friendly environment, believing in the strength of the child

✚ □ Principles of creativity - formation of the ability to find non-standard solutions

**Conclusion:** Teaching primary school students to think logically is one of the most important tasks of primary school teachers.

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