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**ФИТОТЕРАПИЯ ПРИ КЛИМАКТЕРИЧЕСКОМ СИНДРОМЕ****Алимова М.М., Ибодуллаев Д.И., Алимова М.М.***Ургенчский филиал Ташкентской медицинской академии*

Фитотерапия при климактерическом синдроме (климаксе) – это использование растительных препаратов для смягчения симптомов, возникающих у женщин во время переходного возраста. Климактерический синдром – это набор различных проявлений, таких как горячие вспышки, нарушение сна, изменение настроения, снижение уровня энергии и т.д., которые возникают в результате гормональных изменений в организме женщины. Фитотерапия при климактерическом синдроме стала популярной альтернативой гормональной заместительной терапии (ГЗТ), которая применяется для лечения климакса, но имеет определенные побочные эффекты и риски. Растительные препараты для лечения климакса обычно продаются без рецепта и доступны в виде таблеток, капсул, чаек или кремов. Одним из самых известных растительных препаратов, применяемых при климаксе, является экстракт из серебристого ветра. Этот препарат содержит вещества, которые могут уменьшить симптомы климактерического синдрома, в том числе горячие вспышки и нарушения сна.

Однако, необходимо быть осторожными при использовании серебристого ветра, так как он может вызывать побочные эффекты, такие как тошнота, головокружения и аллергические реакции. Еще одним широко используемым растительным препаратом для климакса является экстракт красного клевера и рыжей щетки. Этот препарат содержит фитоэстрогены, которые могут помочь справиться с симптомами климакса, такими как потливость и приливы. Большинство исследований показали, что применение экстракта красного клевера и рыжей щетки может снизить частоту и интенсивность горячих вспышек. Кроме того, эффективными считаются такие растительные препараты, как лимонник китайский, шалфей, мелисса и боровая матка. Лимонник китайский помогает улучшить настроение и уровень энергии, шалфей способствует уменьшению потливости и регулярности месячных кровотечений, мелисса успокаивает нервную систему, а боровая матка имеет успокаивающий эффект на гормональную систему.

Однако, необходимо помнить, что фитотерапия может иметь индивидуальные различия в эффективности для каждой женщины. Перед использованием растительных препаратов при климаксе рекомендуется проконсультироваться с врачом или фитотерапевтом, так как некоторые растения могут взаимодействовать с другими лекарствами или иметь противопоказания для определенных категорий пациентов. Фитотерапия при климактерическом синдроме – это альтернативный подход к управлению симптомами климакса без использования гормонов. Растительные препараты могут помочь справиться с различными симптомами и улучшить качество жизни женщин в период переходного возраста. Однако, рекомендуется проконсультироваться с гинекологом перед началом любой фитотерапии, чтобы выбрать наиболее подходящие и безопасные препараты для каждой отдельной женщины.

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## RELATIONS OF GREAT BRITAIN WITH BUKHARA IN THE XIX CENTURY

Tojiyev Bobur

Doctoral Student Of Uzbekistan State University Of World Languages, Uzbekistan

**Abstract:** This article analyzes the relations between Bukhara and Afghanistan in the international relations between the Russian Empire, Great Britain and the Ottoman Turkish Empire in the 1970s. Also, trade and economic relations between the Emirate of Bukhara and Afghanistan in the last quarter of the 19th century and the beginning of the 20th century are considered and researched.

**Keywords:** Afghanistan, Sherah Khan, Bukhara, Ottoman Turkish Empire, the Russo-Turkish war, Bendar-Abbas-Mashhad road, Central Asia, ambassadors, Ost-Indian company.

As a result of the transformation of the Bukhara Emirate into a dependent state of the Russian Empire, the Emirate was deprived of the right to conduct an active foreign policy. This situation damaged the reputation of the Bukhara Emirate as one of the political leaders in the Eastern Muslim world. Since the 70s of the 19th century, the place and role of Bukhara in the region and international relations has also decreased. In the 70s of the 19th century, there were conflicts between the states of Bukhara and Afghanistan, which gained regional and international importance. The conflict between the Uzbek principalities on the left bank of the Amudarya has a territorial character, and during the colonial process these conflicts grew to the level of international relations. It was important for the Russian Empire to keep the Emirate of Bukhara under control and to improve relations with the country of Afghanistan in order to prevent the British from invading Central Asia. During this period, the ruler of Afghanistan, Sherah Khan, and the governor-general of Turkestan, K.P. von Kaufman had a warm relationship. Correspondence and exchange of letters between the two continued from March 28, 1870 until Sherah Khan's death in 1879[1]. This made it possible to keep Afghanistan neutral in the Russian-Turkish war of 1877-1878. In Afghanistan, the Anglo-Turkish alliance tried to replace Sherah Khan with a person inclined to the new British policy, and to create an alliance against the Russians in Bukhara. For example, in 1875, the emir of Bukhara, Muzaffar Khan, requested the governor-general of Turkestan to release Abdurrahman Khan, the nephew of Sherah Khan, who was living as a fugitive in Samarkand. It was natural that such a request of the Bukhara emir aroused suspicion in the Russian political authorities. On the other hand, the emir of Bukhara demanded the return of the Maimana principality, which was captured in 1874, although he was forbidden to act in foreign political matters without Russia's permission. The emir of Bukhara called Maimana his vassal and demanded the return of this

territory from Afghanistan in 1875 and tried to make the Russian Empire war with Afghanistan. This situation made it more difficult for the British-Turkish alliance to fight against Russia by uniting Afghanistan and Bukhara[2]. The authorities of the Russian Empire felt it important to keep England neutral in the impending war with Turkey, and close relations between the Governor-General of Turkestan and Afghanistan were a guarantee of this. The reason why Sherah Khan did not join the alliance against Russia was the occupation of Kelat and Quetta regions of Afghanistan by the British. The sensitive point in the British policy is India, Bukhara's dependence on Russia, Afghanistan's inclination towards the Russians allowed Russia to quickly approach the border of India, and the British were worried about the possible attacks of the Russians[3]. After 1876, many Turkish emissaries began to enter Bukhara through Kabul. It is noted in the historical literature that it was especially intensified on the eve of the Russo-

Turkish war. In April 1877, the ambassadors of the Turkish sultan came to Kabul and offered to fight against the Russians in alliance with Afghanistan and get help from the British. However, at this time, political and diplomatic relations between Sheralikhon and Kaufman were well established, and Sheralikhon K.P. was aware of the proposals and intentions of the Turks[4]. warned von Kaufman. The ambassador of the Ottoman Turkish Empire, who arrived in Kabul and was greeted with great ceremony, Ahmad Khulusi Effendi, told Sherali Khan that the Ottoman Turks had started a war against the Russians, that all Muslims should participate in it, and that the emir of Afghanistan should join the struggle together with the state of Bukhara[5]. Famous scientist N.A. Khalfin Ahmad Khulusi Effendi noted that he brought a letter from the Ottoman Turkish sultan to the ruler of Afghanistan. In the letter, the Ottoman Turkish sultan offered Sherali Khan to fight against the Russians in alliance with the British, and cooperate in freeing Bukhara and Khiva from the Russians. A. D. Vasilev also gave information about Ahmad Khulusi Effendi's activities in Kabul, and the need to unite all Muslims during the Russo-Turkish war of 1877-1878, to use the war to liberate Bukhara and Khiva from Russia, with the support of the Turkmen and Bukharans for the Afghans in this regard. cites related information which suggests that there was an attempt to unite Bukhara and the rival Afghans into an alliance. In Bukhara, Ottoman Turkish propagandists were also engaged in creating anti-Russian sentiment by spreading various rumors. In one of the reports distributed in 1877, it was reported that the British had armed 100,000 Afghan troops against the Russians, and that 35,000 British troops were stationed in Peshawar, and that if the emir of Bukhara violated the treaty with Turkey, these troops would occupy Bukhara and incorporate it into the Afghan state[6]. In 1877, the ambassadors of the Turkish Sultan came to Kabul and Bukhara several times and called on the countries of Bukhara and Afghanistan to cooperate with the British and improve relations[7]. This is the basis for concluding that during the Russian-Turkish war, preparations were made to open another front against the Russian Empire through the Bukhara-Afghan alliance in Central Asia. According to D.N. Logofet, who is in favor of annexing the Bukhara Emirate to the Russian Empire, Bukhara's dependence on Russia, Afghanistan's pro-Russian policy during the Russo-Turkish War, and during the Anglo-Afghan War that started later, Northern Afghanistan (South Turkestan), that is, to the former Bukhara Emirate He emphasized that it was possible to annex the territories of the Uzbek principalities to the protectorate of the Russian Empire[8]. In conclusion, it can be said that on the eve of the Russo-Turkish war of 1877-1878, the British-Turkish alliance of Bukhara and Afghanistan tried to open a new war front in Central Asia by forming a mutual alliance against the Russian Empire. The Emirate of Bukhara had diplomatic and trade-economic relations with countries such as Russia, Iran, Afghanistan, and India in the last quarter of the 19th century and the beginning of the 20<sup>th</sup>.



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**Перинатальные поражения центральной нервной системы у недоношенных новорожденных родившихся, путём кесарева сечения.**

**Машарипова Р.Т., Джуманиязова Г.М.**

**Ташкентский медицинский академия Ургенчский филиала**

**Актуальность:**

По оценкам ООН, в мире инвалиды составляют 10% от общей численности населения, что порождает ряд этических, социальных и экономических проблем, уровень решения которых является одной из важнейших характеристик современного общества. В структуре детской инвалидности преобладают болезни нервной системы – 19,5%, психические расстройства – 14,3% и врожденные аномалии развития – 21%. В 60% случаев детская неврологическая инвалидность связана с патологией перинатального периода, при этом 24% составляют пациенты с детским церебральным параличом. Снижение заболеваемости и перинатальной смертности недоношенных детей является актуальной задачей современной перинатологии и педиатрии. Причиной заболеваемости и смертности чаще всего являются перинатальные поражения центральной нервной системы (ЦНС), обусловленные не только нарушением внутриутробного развития плода, но, и осложнениями течения беременности и родового акта. Тяжелая острая гипоксия плода и асфиксия новорожденного, в большинстве случаев, являются осложнениями родового акта.

**Цель:** Определение частоты, степени тяжести и исходов перинатальных поражений ЦНС у недоношенных новорожденных детей родившихся путём кесарева сечения.

**Материалы и методы исследования:**

Всего нами было обследовано 30 новорожденных ребенка. Из них 20 – основная группа, родившихся путём кесарева сечения и 10 (группа сравнения) новорожденных, родившихся от физиологических родов. Проанализированы истории родов и развития ребенка.

**Результаты исследования.**

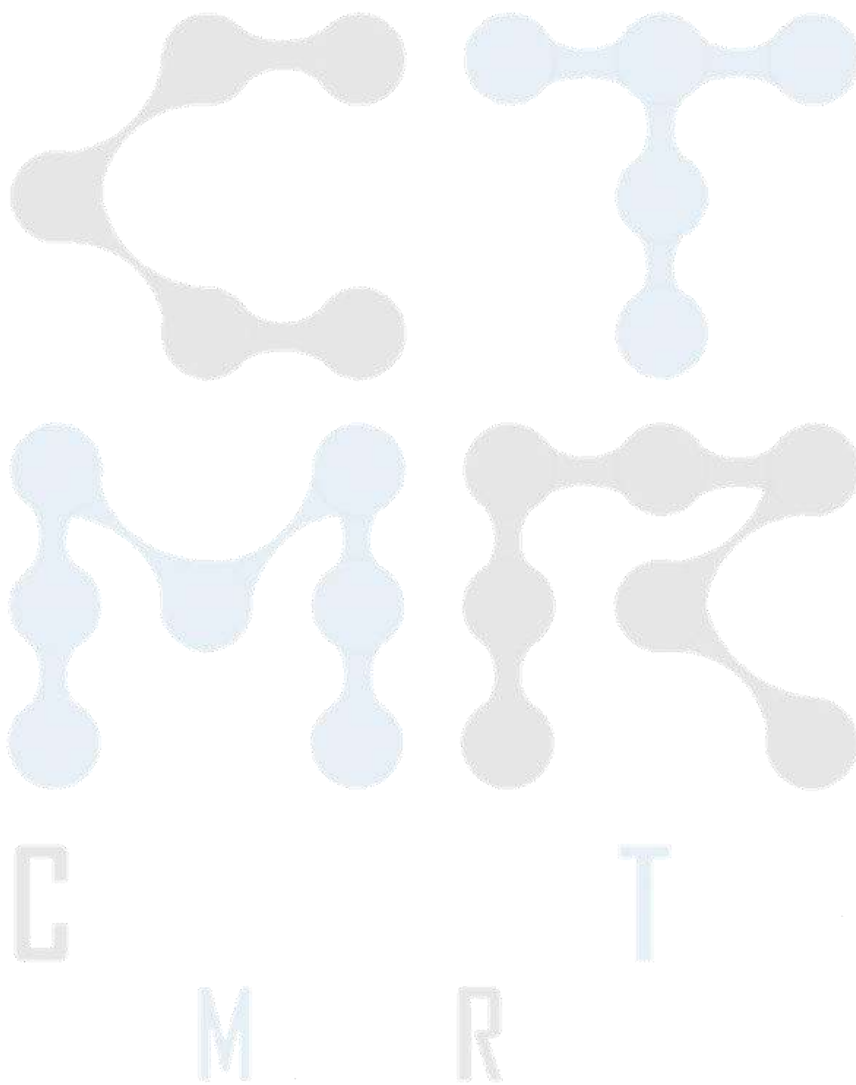
При сравнительном анализе частоты и тяжести перинатальных поражений ЦНС в раннем неонатальном периоде выявлено, что у всех детей обеих групп в первые сутки жизни отмечались клинические признаки гипоксически-ишемических поражений ЦНС различной степени тяжести. Однако тяжелые поражения ЦНС в течение всего раннего неонатального периода достоверно чаще наблюдались у детей, рожденных естественным путем. Так, из 20 новорожденных 1-й группы клинические симптомы церебральной ишемии III степени в 1-е сутки жизни выявлены у 8 ребенка (40%), в то время как во 2-й группе - только у 5 (50%). Эти различия сохранялись на 3-и, 7-е сутки. У 10% детей 1-й группы церебральная ишемия III степени протекала с судорожным синдромом. Тяжелые поражения ЦНС часто сочетались с соматическими заболеваниями: болезнью гиалиновых мембран (10,9% в 1-й группе и 19,6% во 2-й группа), внутриутробной пневмонией (1 – группа 25% и 30 % во 2 - группа). Поражения ЦНС легкой и среднетяжелой степени в 1-е сутки были выявлены преимущественно у детей, родившихся путем операции кесарева сечения. нейросонографии выявил, что диффузные очаги гиперэхогенности в проекции перивентрикулярных областей, свидетельствовавшие о тяжелом гипоксически-ишемическом поражении ЦНС, чаще отмечались у детей 1-й группы (у 10 из 50%), обследованных по сравнению с 5 из 50 - во 2-й группе). Отсутствие изменений нанейросонограмме чаще наблюдалось среди детей, рожденных путем операции кесарева сечения на 1-е и 3-й сутки жизни. На 7-е сутки



внутрижелудочковое кровоизлияния III степени (ВЖК) отмечено только у 7(35%), новорожденных 1 -й группы, и 2- группе 4(40%).

### **Выводы:**

Частота тяжелых гипоксически-ишемических и геморрагических поражений ЦНС (церебральная ишемия III ст., внутрижелудочковое кровоизлияние II-III ст.) и показатели летальности у недоношенных детей, рожденных путем операции кесарева сечения, в раннем неонатальном периоде в 1,5-2 раза ниже, чем при родоразрешении через естественные родовые пути.



**Особенности течения бронхита на фоне ОРВИ.****Юсуповой У.У., Джуманиязова Г.М.****Ташкентский медицинский академия Ургенчский филиала****Актуальность:**

Острые респираторные заболевания (ОРЗ) занимают ведущее место в структуре заболеваний органов дыхания в детском возрасте. Неблагоприятное их влияние на состояние здоровья детей, часто возникающая потребность в госпитализации, возможность развития рецидивирующей и хронической бронхолегочной патологии определяют не только экономический аспект данной проблемы, а и огромную её медико- социальную значимость.

Частым проявлением или осложнением ОРЗ служит острый бронхит. Болезни органов дыхания по официальным статическим данным стабильно занимают в нашей стране первое место в структуре общей заболеваемости детей и подростков. Частота гипердиагностики бронхита колеблется от 18 до 57%, гиподиагностики- от 2,3 до 31,5%. Наиболее часты расхождения диагнозов в поликлиниках.

(ОРЗ) занимают ведущее место в структуре заболеваний органов дыхания в детском возрасте. Неблагоприятное их влияние на состояние здоровья детей, часто возникающая потребность в госпитализации, возможность развития рецидивирующей и хронической бронхолегочной патологии определяют не только экономический аспект данной проблемы, а и огромную её медико-социальную значимость. Частым проявлением или осложнением ОРЗ служит острый бронхит [1]. В большинстве случаев рецидивирующий бронхит в дальнейшем трансформируется в хронические бронхолегочные заболевания – хронический бронхит и бронхиальную астму

**Цель исследования.** В условиях детского стационара выявить особенности течения бронхита на фоне ОРВИ.

**Материалы и методы исследования:** Приводимые ниже данные результат анализа клинической симптоматики у 45 больных детей с диагнозом бронхита на фоне ОРВИ, преимущественно раннего возраста, поступивших в клинику в течение 2018-2019 гг.

**Результаты исследования:** Сложность выявления признаков пневмоний обусловлена тем, что в значительном большинстве случаев бронхита развивается в раннем периоде ОРВИ, так что образующийся симптомокомплекс зависит от воздействия как бактериального, так и вирусного агента. В нашем исследовании наиболее характерными для бактериальной пневмонии отмечались симптомы интоксикации (75% больных), очаговую симптоматику в легких (53%) гематологические сдвиги в периферической крови (у 80%) и зависимость течения заболевания от адекватной антибактериальной терапии (у 79%).

**Выводы:** Таким образом диагноз острой бронхит у больного с картиной бронхита требует дополнительного подтверждения тутём выявления признаков, характерных для острой бронхита.



## МНОГОГРАННОСТИ ХУДОЖЕСТВЕННОГО ПЕРЕВОДА

Кудратова Матлуба Содик кизи

Ассистент, Каршинского института ирригации и агротехнологий Национального  
Научно-исследовательского Университета ТИИИМСХ. Электронная почта:

[qudratovamatluba467@gmail.com](mailto:qudratovamatluba467@gmail.com)

Ш.С.Сираджидинов

проф. д. фил. Наук. Ташкентский Университет Узбекского языка и литературы.

**Аннотация:**

Художественный перевод – сложный процесс, включающий в себя нечто большее, чем просто преобразование слова с одного языка на другой. Опытный переводчик должен уметь передать суть оригинального произведения, а также адаптируя его к целевой культуре и передавая авторскую точку зрения, уникальный стиль и голос. В этой статье мы исследуем ключевые особенности художественного перевода, включая креативность, адаптацию, стиль, эстетическую привлекательность, интерпретационный замысел, культурную чувствительность, и субъективность. Понимая эти особенности, мы можем глубже оценить артистизм, вовлеченный в процесс перевода.

**Ключевые слова:** Художественный перевод, творчество, адаптация, стиль, эстетическая привлекательность, устный перевод, намерение, культурная чувствительность, субъективность, язык, процесс перевода, литературные традиции.

Художественный перевод – сложный и многогранный процесс, требующий глубокого понимания как исходного, так и целевого языка, а также понимание нюансов культуры и литературы, хотя многие люди могут предположить, что перевод – это просто преобразование слов с одного языка на другой, реальность гораздо сложнее. В этой статье мы рассмотрим ключевые особенности художественного перевода, подчеркивая способы, которыми переводчики должны использовать свои знания и творческий подход, чтобы уловить суть оригинальной работы и адаптировать ее к цели

культуры. Одной из ключевых особенностей художественного перевода является творчество. Чтобы перевести произведение искусства, переводчик должен уметь творчески мыслить и находить новые способы передачи мысли автора.

Предполагаемый смысл включает в себя поиск правильных слов и формулировок, чтобы передать суть, нюансы языка оригинала, а также адаптацию культурных отсылок, чтобы сделать их более

доступными целевой аудитории. В некоторых случаях переводчикам может даже потребоваться придумать новые слова или фразы, чтобы передать задуманный автором смысл.

Еще одной важной особенностью художественного перевода является адаптация. Переводчики должны иметь возможность адаптировать работу к целевой культуре, принимая во внимание различия в языке, культуре, ссылки и литературные традиции. Это часто предполагает внесение изменений в исходную работу, чтобы лучше соответствовать целевой аудитории. Например, переводчику может потребоваться изменить некоторые слова или фразы, чтобы сделать их более знакомыми целевому языку или культуре или сделать культурными ссылки, которые более доступны целевой аудитории.

Стиль также является важнейшим элементом художественного перевода. Опытный переводчик должен уметь передать уникальный голос и тон автора в их переводе, что требует глубокого понимания

языка оригинала и литературные традиции. Это означает, что переводчик должен хорошо разбираться в нюансах языка, включая его синтаксис, грамматику и литературные приемы, а также более широкий литературный и культурный контекст, в котором было создано произведение.

Эстетическая привлекательность – еще одна важная особенность художественного перевода. Хороший перевод должен быть не только точным, но и красивым и интересным для чтения. Переводчики должны стремиться создавать перевод, который передает красоту и элегантность оригинального произведения, но при этом доступное целевой аудитории. Это часто предполагает поиск творческих способов передать задуманный автором смысл, не жертвуя при этом красотой и элегантностью языка оригинала.

Замысел перевода – еще одна ключевая особенность художественного перевода. Чтобы создать эффективный перевод, переводчик должен быть в состоянии понять задуманное автором сообщение и эффективно передать это на целевом языке. Это означает, что переводчик должен уметь читать между строк, принимая во внимание нюансы языка, культурные отсылки и литературные приемы, использованные автором.

Культурная чувствительность также является важнейшим элементом художественного перевода. Переводчики должны быть чувствительными к культурным различиям и нюансам, чтобы создать точный и явный перевод.

Субъектность – важный элемент художественного перевода. Процесс перевода по своей сути субъективен, поскольку переводчик должен сам выбирать, как переводить определенные слова и фразы, основанные на собственной интерпретации оригинального произведения. Эта субъективность может привести к разным переводам одного и того же произведения разными переводчиками, из которых каждый может иметь свою уникальную интерпретацию произведения.

Художественный перевод – сложный и многогранный процесс, требующий глубокого понимания языка, культуры и литературы. Понимая ключевые особенности художественного перевода, включая креативность, адаптацию, стиль, эстетическую привлекательность, интерпретационный замысел, культурную чувствительность, и субъективность, мы можем глубже оценить процесс мастерство перевода. Переводим ли мы роман, стихотворение или научно-популярное произведение, процесс перевода

Художественный перевод является жизненно важной частью нашего глобального культурного диалога и как обмена идеями.

Таким образом, важно осознавать роль квалифицированных переводчиков которую играют в передаче произведений искусства

из одной культуры в другую, позволяя людям ощутить и оценить красоту и сложность литературы со всего мира.

Одной из проблем художественного перевода является тот факт, что не существует двух одинаковых языков. Каждый язык имеет свой уникальный синтаксис, грамматику и литературные приемы, которые могут сделать его многограннее. Трудно найти эквивалентные слова и фразы на изучаемом языке. Это особенно верно при переводе идиоматических выражений, культурных отсылок и игры слов, которые прямым эквивалентом на целевом языке могут не иметь никакого значения. В таких случаях переводчик должен использовать свой творческий потенциал и лингвистические знания, чтобы найти способ передать задуманный автором смысл, а также

улавливая красоту и нюансы языка оригинала.

Еще одна проблема художественного перевода — культурные различия. Хотя некоторые культурные отсылки могут быть знакомы людям в разных странах, другие — нет. Например, произведение

Японская литература может содержать ссылки на исторические личности или культурные практики, которые являются незнакомыми для людей в США. В таких случаях переводчик должен найти выход

перевода этих ссылок так, чтобы это было доступно и понятно целевой аудитории, без ущерба для точности и красоты оригинальной работы. Точно так же литературные традиции также могут создавать проблемы для переводчиков. Каждая литературная традиция имеет свои уникальные стили, темы и условности, которые могут затруднить перевод произведений литературы из одной культуры в другую. Например, в произведении русской литературы можно использовать повествовательные структуры и характеристики отличаются от произведений американской литературы, которые может затруднить перевод, который бы отражал задуманный автором смысл и стиль.

Однако, несмотря на эти проблемы, художественный перевод является жизненно важной частью нашей глобальной культурной жизни обмен. Перенос произведения искусства из одной культуры в другую, переводчики способствуют популяризации межкультурного понимания и признания, сохраняя при этом красоту и сложность литературы для будущих поколений. Таким образом, важно признать умение и артистизм, участвующий в процессе перевода, а также поддерживать и поощрять работу квалифицированных переводчиков по всему миру.

В заключении следует отметить, что художественный перевод – это сложный и многогранный процесс, требующий глубокого понимания языка, культуры и литературы. Основные особенности художественного перевода включая креативность, адаптацию, стиль, эстетическую привлекательность, интерпретационный замысел, культурную чувствительность, и субъективность, подчеркивают мастерство и артистизм, задействованные в процессе перевода. Пока там проблемы, связанные с переводом произведений искусства из одной культуры в другую, важность художественного перевода невозможно переоценить. Поскольку мы продолжаем обмениваться идеями и культурными опытами общения с людьми со всего мира, квалифицированные переводчики играют жизненно важную роль в

сохранение и популяризация красоты и сложности литературы для будущих поколений.

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**«Наука и инновации в очистке сточных вод: улучшение эффективности высокоэффективных коагулянтов и флокулянтов»****Содикова Насиба КАМБАРАЛИЕВНА,**

учитель химии высшей категории

nasijon1985@gmail.com

Проблема загрязнения водных ресурсов стала одной из глобальных экологических угроз, которая требует немедленных решений. В этой связи, очистка сточных вод стала неотъемлемой частью стратегии сохранения окружающей среды и обеспечения здоровья человека. Однако технологии очистки сточных вод не остаются без изменений, и современные исследования нацелены на создание более высокоэффективных методов. Одним из ключевых элементов этой технологии являются коагулянты и флокулянты. В данной статье рассмотрим процесс разработки высокоэффективных коагулянтов и флокулянтов, применяемых при очистке сточных вод.

Коагулянты и флокулянты - это химические вещества, которые используются в процессе очистки сточных вод с целью удаления загрязнений и мутности. Они работают на различных этапах очистки воды и способствуют образованию и удалению осадков.

**Шаг 1: Исследование и выбор исходных материалов**

Первым шагом является изучение различных химических соединений и материалов, которые могут быть потенциально использованы для создания коагулянтов и флокулянтов. Исследования включают анализ физико-химических характеристик и токсичности этих материалов.

**Шаг 2: Синтез и оптимизация**

На основе исследований выбираются оптимальные химические соединения и методы синтеза. Синтезируются новые соединения и оптимизируются существующие, чтобы обеспечить максимальную коагуляцию и флокуляцию в сточных водах.

**Шаг 3: Лабораторное тестирование**

В лабораторных условиях проводятся тесты с использованием стандартных методов анализа воды. Оценивается способность разработанных коагулянтов и флокулянтов к образованию флокул, скорости осаждения загрязнений и степени очистки воды.

**Шаг 4: Оптимизация дозировки**

На основе результатов лабораторных тестов оптимизируется дозировка коагулянтов и флокулянтов для достижения максимальной эффективности очистки сточных вод.

**Шаг 5: Полевые испытания**

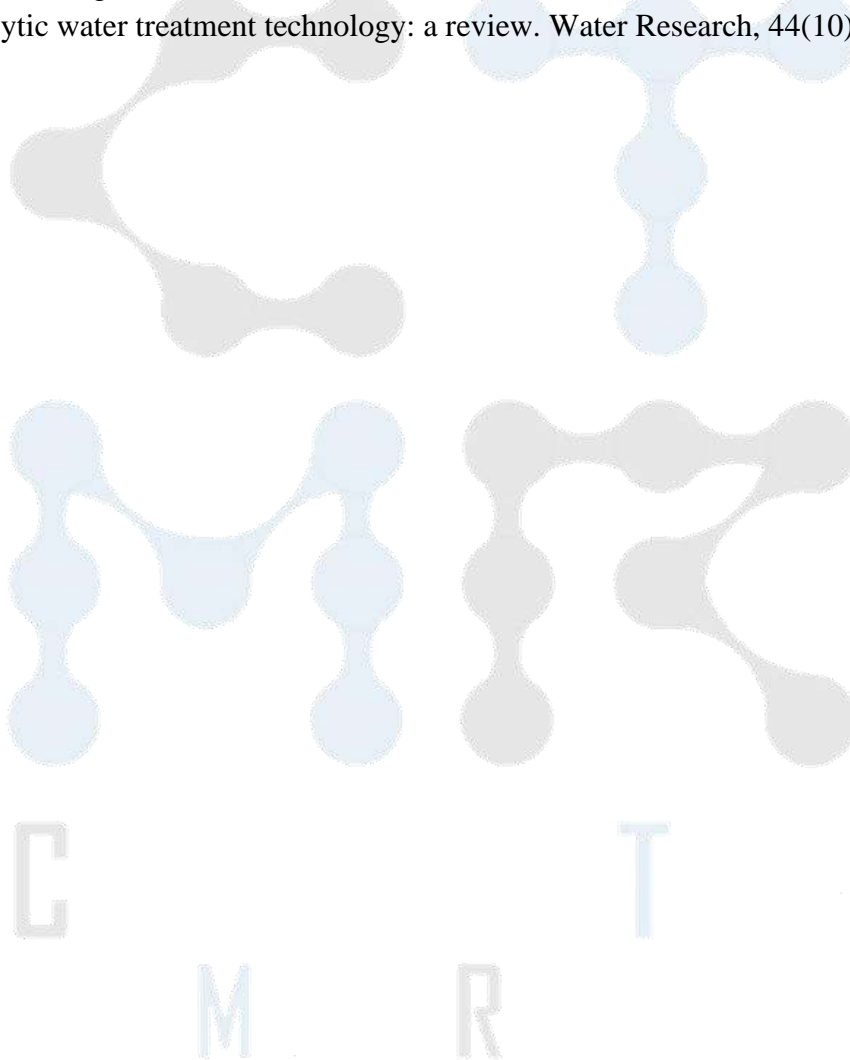
Проводятся полевые испытания на очистных сооружениях, использующих разрабатываемые коагулянты и флокулянты. Оценивается их производительность в реальных условиях и сравнивается с существующими методами очистки.

**Заключение**

Разработка высокоэффективных коагулянтов и флокулянтов является важным аспектом современных технологий очистки сточных вод. Новые химические соединения и методы оптимизации процессов обещают улучшить эффективность очистки и снизить воздействие загрязнений на окружающую среду. Дальнейшие исследования и инновации в этой области могут привести к более эффективным и экологически чистым методам очистки сточных вод, что является критически важным для нашего будущего.

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**Annotation.** In this article, dialogue and the role of nonverbal means in dialogue is discussed. Speech activity of a person is valid in three ways: speaking, reading and listening. Speaking means that the speaker gives information, advises, orders, and asks about unknown things. When speaking, the speaker's knowledge, culture, morals and manners come to the fore. Dialogue is one of the forms of speech in which every thought is directed directly to the interlocutor. The role of nonverbal means in dialogic speech is crucial and they are considered to be important and impressive part of the communication.

**Key words:** nonverbal means, dialogue, kinesics, skin reaction, communication, discussion, dialogic text.

The syntactic structure of dialogic speech is simpler than that of monologic speech. Dialogue is distinguished by the brevity of thoughts. It contains only the most necessary things to continue the conversation and does not explain the events in detail, and also consists of question-and-answer, discussion, various actions and exchange of ideas[11]. In this respect, the dialogue is not like a monologue:

The etymology of any word helps to understand its deep meaning. The word dialogue comes from the Greek word "dialogos", which means "logos" - "word" and "dia" - "through"[12]. Dialogue can be not only between two people, but also between any number of people. So, a dialogue is a written or spoken exchange of ideas between two or more people. In dialogue, no one tries to win, on the contrary, everyone is the same winner.

Dialogue is a process of exchange of ideas. The linguist A. Shomaqsudov stated the following about the dialogue: "...a dialogic text is a whole speech unit consisting of a set of sentences of two persons that form a thematic and logical whole, one of which complements, defines and explains the other."[10;37]

Dialogue is widespread in ancient literature and used in the works of Greek philosophers and writers such as Cicero, Sineica, Reutarchus, Tacitus, Socrates, Plato, and Aristotle[9;12]. In particular, Socrates conducted many studies on dialogue and revealed its main features. It can also be seen in the studies of M.Buber[1;20], D.Bohm[2], M.Bakhtin[4], D.Nikulin[3], U.Lafasov[5], D.Babayeva[6], F.Karimova[7] in world and Uzbek linguistics.

In the process of dialogue, people exchange ideas with each other and get various information. Accordingly, Buber emphasized that dialogue can consist not only of words, but also of silence and various actions (gestures). Gestures, facial expressions, body movements, various voice states - additional tools involved in communication fulfill the tasks of filling and clarifying the content of communication[1;20]. A person expresses information briefly and succinctly in a live conversational speech, actively uses verbal and non-verbal means to increase the emotionality and impact of the thought.

When people communicate with each other, in the process of conveying certain information to the listener, hand, head, shoulder, body, facial movements, high-low voice, long-shortness, halting pronunciation of words is distinguished by its uniqueness. Non-verbal communication shows characteristics such as behavior, vocal characteristics, appearance and



behavior of the speaker[8]. Non-verbal communication is defined as communication without words. Everything, including material objects, physical space, and time systems. Even if verbal speech is not used, it is impossible not to use non-verbal communication, even silence speaks.

At this point, the non-verbal means that serve to convey certain information in the process of dialogue can be classified as follows:

1. Visual aids:

- kinesics - hand, head, foot, body movements, stepping;
- facial expression (mimicry), eye expression (gaze);
- figure, holding the head;
- direction of gaze, visual communication;
- skin reactions - redness, paleness, sweating;
- proxemics (time and space of communication) - distance with the interlocutor, distance angle, personal latitudes;
- additional means of communication - exaggerating or hiding physical characteristics (gender, age, race); changing the natural body structure (clothing, hairstyle, cosmetics, glasses, jewelry, tattoos, mustache and beard, small items in the hand).

Kinesics. First of all, gestures can be included. There are three types of gestures, the first of which are considered adaptive and are used to reduce anxiety and restlessness, such as waving a pen. The second is symbols (emblems) that signify special consent to information. For example, giving a thumbs up to mean "OK" means "great, good". The last type is illustrators (this is the most common type of gesture and is used to illustrate an accompanying non-verbal message, for example: using a hand gesture to indicate the size or shape of an object. Head movement and position is to shake the head back and forth to indicate "no."

*... Ra'no looked away again and dried his eyes. Anvar poured tea into a cup and handed it to Rana:*

*- Oh, Ra'no, drink.*

*Ra'no shook her head as if saying that she would not drink. Anvar took the tea quickly.*

*- Even if you don't drink it all, take a couple of sips (A. Qadiri, "Mehrobdan chayan").*

There is also posture, and there are four common human positions: sitting, standing, stretching, and lying down.

Next is eye contact, which means that the face and eyes are the main focus during communication and together with ears and eyes make up most of the communication.

The last is a facial expression that shows the state of the communicator when he is tired, excited, angry, confused, disappointed, sad, confident, shy or bored.

Skin reactions can also provide information about the mental and physical state of the communicants during the dialogue. For example, in the following dialogue, the color change (redness) of the addressee's face represents his inner state (embarrassment):

*...Ra'no did not understand Anvar's serious question:*

*- The sun must have made it red.*

*- You are wrong, Ra'no, - said Anvar, - I know the secret of the reddening of this flower, you are the reason for its reddening, your crimson lips...*

*"Don't joke," said Ra'no, blushing like a flower.*

*- Stop saying that, Ra'no, if you don't believe me, look in the mirror, is there a difference between your lips and the color of this red rose? (A. Qadiri, "Scorpion from the Altar").*

In conclusion, in dialogic speech, non-verbal means accompanying and replacing linguistic means, giving emotionality to communication, are also used. As we mentioned, a

person conveys his thoughts or goals to another person through words and non-verbal units, exchange ideas, communicate, express mood. Dialogic speech is a clear example of this. Exchange of ideas, communication is a type of information exchange of dialogue.

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**The Use of Technology Tools to Optimize Teacher Talking Time and Enhance Student Engagement**

**Author: Dilnoza Gayratova Dadaboy kizi**

**Workplace: Uzbekistan State World Languages University**

**Abstract**

With the increasing integration of technology in education, there is a growing interest in utilizing technology tools to optimize Teacher Talking Time (TTT) and enhance student engagement. This article explores the benefits, challenges, and best practices associated with the use of technology tools in achieving these goals. The benefits include the ability to deliver content in an engaging manner, cater to diverse learning needs, and promote active student participation. However, challenges such as technological distractions and the need for teacher training must be addressed. Best practices include thoughtful tool selection, clear learning objectives, scaffolded instruction, ongoing assessment and feedback, and continuous professional development. By leveraging technology tools effectively, educators can create dynamic learning environments that optimize TTT and enhance student engagement.

**Keywords:** technology tools, Teacher Talking Time, student engagement, multimedia presentations, diverse learning needs, active participation, challenges, best practices.

**Introduction**

In today's digital age, the integration of technology tools in education has become increasingly prevalent. Teachers are constantly seeking ways to optimize their instructional practices and enhance student engagement. One area of focus is the utilization of technology tools to maximize Teacher Talking Time (TTT) while simultaneously fostering active student participation. This article aims to examine the benefits, challenges, and best practices associated with the use of technology tools in optimizing TTT and enhancing student engagement.

**Benefits of Technology Tools in Optimizing Teacher Talking Time**

Integrating technology tools into instructional practices offers several advantages in optimizing TTT. According to Smith and Blake (2020), multimedia presentations and educational software provide teachers with effective means of delivering content in an engaging manner. By incorporating videos, images, and animations, teachers can capture students' attention and facilitate comprehension. This reduces the need for lengthy explanations, thereby optimizing TTT. As Smith and Blake (2020) note, "Multimedia tools, such as interactive presentations and videos, provide students with visual and auditory stimuli, making the learning experience more dynamic and engaging" (p. 45).

In addition, technology tools enable teachers to cater to diverse learning needs and styles, thereby promoting student engagement. Puentedura (2014) highlights that virtual learning platforms and online discussion forums provide opportunities for personalized and self-paced learning. Students can access instructional materials, engage in interactive activities, and collaborate with peers, leading to a shift from teacher-centered to student-centered instruction. Consequently, TTT is reduced, and students become active participants in their learning process.

**Challenges and Considerations**

While technology tools offer numerous benefits, it is essential to consider the challenges associated with their integration. Thompson and Lee (2021) point out that technological distractions pose a significant challenge. With the abundance of information available online, students may be tempted to engage in unrelated activities during class time. To address this issue, teachers must establish clear guidelines and expectations for technology use, ensuring that students remain focused and engaged in the intended learning tasks.



Moreover, adequate teacher training and professional development are crucial for effective technology integration. Ertmer et al. (2020) emphasize the importance of equipping teachers with the necessary skills and knowledge to select appropriate tools and address technical issues. Ongoing support and collaborative professional learning communities can empower teachers to leverage technology effectively, thus optimizing TTT and enhancing student engagement.

To maximize the benefits of technology tools and optimize TTT while enhancing student engagement, educators should consider the following best practices:

### Thoughtful Tool Selection

Selecting technology tools that align with instructional objectives and cater to diverse learning needs is essential. Educators should prioritize tools that promote interactivity, collaboration, and active student participation. By carefully considering the specific needs of their students and the learning outcomes they aim to achieve, teachers can choose tools that enhance engagement and facilitate meaningful learning experiences.

### Clear Learning Objectives

Communicating learning objectives to students and establishing a clear connection between technology tool usage and desired learning outcomes is crucial. When students understand the purpose and relevance of technology integration, they are more likely to actively engage with the tools and take ownership of their learning. By clearly articulating the expectations and tying them to specific learning goals, educators create a focused and purposeful learning environment.

### Scaffolded Instruction

Providing explicit instructions and guidance on how to use technology tools effectively is vital for optimizing TTT and enhancing student engagement. Educators should scaffold learning experiences, gradually releasing responsibility to students as they develop the necessary skills to navigate and utilize the tools independently. By providing support and modeling effective tool usage, teachers empower students to become confident and proficient technology users.

### Ongoing Assessment and Feedback

Utilizing technology tools for ongoing assessment and providing timely feedback can significantly enhance student engagement and optimize TTT. These tools enable teachers to gather real-time data on student progress and understanding, allowing for immediate adjustments and interventions. By leveraging technology to facilitate formative assessments and providing meaningful feedback, educators can guide students' learning journeys and help them achieve deeper understanding.

### Continuous Professional Development

Offering continuous professional development opportunities is essential for supporting teachers in developing their technological pedagogical knowledge and skills. By providing training, workshops, and collaborative learning experiences, schools can empower educators to effectively integrate technology tools into their instructional practices.

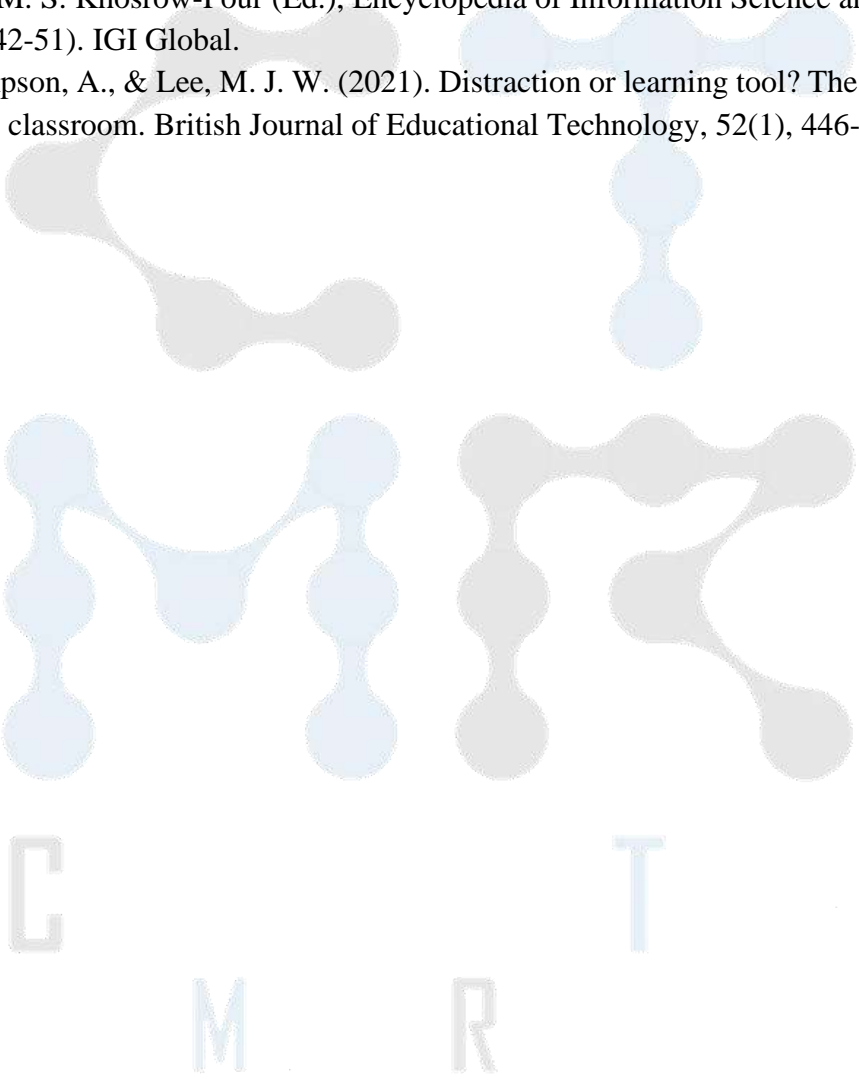
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PARASITIC ALLERGY

**Abdurasulova Tajixol Ramazanovna**

Termez branch of Tashkent medical academy

**Davronova Charos Luqmonovna**

Termez branch of Tashkent medical academy

**O'razaliyev Sunnat Yusufjon o'g'li.**

Termez branch of Tashkent medical academy

**Abstract:** Parasitic diseases often found among people of all countries and occupied according to World Health Organization the third – the fourth place. The immune response includes sensitization of parasite's antigens and immunosuppression. Additionally parasitic antigens participate in formation of pseudo-allergic and toxic reactions. Features of allergy in parasitic infections are torpid course, a tendency to recurrent course, resistance to anti-allergic therapy, especially to glucocorticoids. Proper diagnosis and efficient therapy of parasitic infections often leads to the elimination of allergic symptoms.

**Keywords:** allergy, helminths, immunosuppression, urticaria, parasitic allergy treatment, parasitoses.

Parasitic diseases are widespread among the population of all countries. Currently, the proven fact of sensitization to parasite antigens with subsequent clinical manifestations of parasitic allergy is of great importance. Clinical and laboratory diagnosis of parasitosis in allergic symptoms is, as a rule, not carried out; therefore, patients do not receive timely etiotropic treatment and the disease acquires a chronic relapsing course [2].

The leading factors leading to sensitization of the population to pathogens of parasitic diseases are parasitic pollution of the external environment (water, soil, food), contact with domestic animals, parasite carriage, excessive technogenic load on the immune system with aggressive pollutants, hereditary atopy, chronic gastrointestinal pathology tract with changes in intestinal microflora, often as a consequence of parasitic invasion.

The most common manifestation of allergy is urticaria, which is a polyetiological disease, the pathogenesis of which can be based on both truly allergic mechanisms and pseudo-allergic ones not associated with immune processes. The clinical symptoms of acute urticaria due to parasitosis can appear either episodically in the life of a child or adult, or have a chronic, continuously relapsing course. Urticaria more often occurs in patients against the background of a pre-existing allergic disease, for example, with sensitization to food, dust, epidermal allergens, plant pollen and medicinal substances [1].

The torpid course of chronic urticaria in children, adolescence and adults is often due to undiagnosed parasitic infestation. Parasitic infestations contribute to the chronicization of urticaria of any other etiology with the subsequent development of parasitic disease - painful symptoms as a result of the vital activity of parasites in the human (host) body.

In the pathogenesis of allergization of the body during parasitic pathology, two classical mechanisms are distinguished: sensitization by parasitic antigens and immunosuppression. The latter helps to reduce the body's nonspecific resistance and leads to frequent colds and other infections of any etiology and a decrease in the effectiveness of vaccination [2]. Not only parasite antigens, but also their metabolic products have sensitizing properties [3].

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**MEANS AND METHODS OF FORMATION OF MORAL AND LEGAL  
KNOWLEDGE IN THE CONTINUOUS EDUCATION SYSTEM**

**Ergashev Humayun**

**Master of the National University of Uzbekistan**

In the socio-philosophical literature, the concept of "innovative thinking" is widely used as a new category representing the intellectual abilities of a person at the current stage of society's development. Innovative thinking is a creative activity of society members aimed at creating material and spiritual wealth based on a new way of thinking, as a result of which the effectiveness of introducing innovations into the working process of existing systems becomes a priority. It is important to be able to deeply understand, understand and explain the possibilities of innovative thinking, to be able to apply its important and relevant aspects to relevant fields, to solve the problems of regulation and proper management of innovations in a timely manner. President Sh. Mirziyoev said: "Today, in order to renew and modernize our country, to develop it on an innovative basis, to implement the multi-faceted and complex tasks we have set before ourselves, we are modern and creative thinkers who can adapt to any situation. "We are entrusting important tasks in the management of the state and society to patriotic young personnel who are able to take responsibility, have high intellectual potential, and are enthusiastic." In scientific literature and official documents, a new way of thinking is called "innovative". "Innovative thinking" corresponds to the themes of modern understanding and technical-technological development. However, it should be noted that clear interpretations of this concept have not been formed, which, in turn, hinders mutual understanding, mutual clear and constructive conclusions, and implementation. The origin of the term "innovation" is derived from the Latin language. The Romans understood innovation, "renewal", "change" in a broad sense. Innovative activity is the integrated result of many processes with a complex structure. Therefore, it is important to consider its various aspects. In particular, one of the main issues in preparing young people for innovative activities is that in order to successfully implement this process, first of all, it is necessary to form young people's ability to think differently. This aspect of new thinking is distinguished by its specific features that "serve" innovative activity and ensure its effectiveness. We call this process of new thinking innovative thinking. The unique feature of innovative thinking is that it is inextricably linked not only with the high outlook of young people, but also with creative activity. It is not correct to associate such thinking only with mental models, considering that the mind is the only driving force of this process and the final result resulting from the material change of the environment. Because the innovative thinking in a person increases more and more through personal motivation, self-awareness, correct assessment of one's creative abilities, and effective use of them. "Today, we are moving on the path of innovative development aimed at radically renewing all spheres of state and community life. It's not for nothing, of course. Because in today's fast-paced world, who wins? The country that relies on a new idea, a new idea, and innovation will win." The active subject of the innovative society is young people, and at the current stage it is important to educate an innovative person in their image. American philosopher Everett Hagen brought the concept of "innovative person" into scientific circulation. Now, in today's conditions of social development, there is a special need to educate innovative individuals among the youth, who are the advanced stratum of society. Because only such young people occupy a special place in creating fundamental changes in the socio-economic life of society and in creating

innovations in the field of science. At the same time, in the formation of innovative thinking in such young people, the innovative approach and potential, the orientation of the activity to the creation of innovations, and the processes related to the formation of innovative thinking gain priority. Innovations become the criterion of human activity and form the basis of modern material and spiritual values. Therefore, creative people with modern innovative thinking can play an important role in our country. Creative individuals who meet the requirements of society and have leadership skills serve to form an innovative society by following high-potential individuals and organizing their activities. Innovation, being an objective process, is based on the intellectual work of subjects and is improved by them. Owners of innovative thinking are innovators, innovators, early adopters and other process stakeholders. As a result of the development of innovations, the creation of an innovative environment, consciousness, culture, goals and choices, the implementation of activities based on them, and the support of the activities of innovative groups become increasingly important. Therefore, "Culture," writes P. Kozlovsky, "today is recommended as the key to innovation and development of society, it facilitates the introduction of new technologies and "recognition" by society, helps to exchange international experience and mutual understanding. Culture should be in the range of all social indicators and growth criteria of society's development. Development of innovative thinking requires innovative behavior and implementation of innovative ideas. That is, people should be given the opportunity to implement their ideas and dreams in their lives. Because the need for every innovative idea must be covered by the consumer. Therefore, commercialization of ideas is one of the components of innovative thinking. Innovative thinking is the final result - income, it is a tool of any work, business development.

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**Kakharov Madamin Abdunabievich**

**Doctoral student at Bukhara State University**

The acquisition by students of chemical knowledge that serves the development of society at educational stages occurs during the implementation of chemical education. Formative and standardizing instruments of chemical education include the specialization of general, secondary specialized vocational education, the State educational standard and curriculum, the natural sciences program and textbooks. The state educational standard determines the limits of chemical knowledge, skills and competencies that students can acquire, professional factors and subjects that contribute to the development of society and the acquisition of chemical knowledge, and reflects their chosen specialty in the curriculum included in the educational program. DTS.

The scientific program outlines the fundamentals and scope of chemical knowledge necessary to obtain the chosen specialty in chemistry. In the implementation of chemical education, the chemistry textbook is the main teaching aid. Therefore, the most important task is to write a chemistry textbook perfectly, with a sense of responsibility to society. Below are the didactic requirements for the assignment, formation and content of a chemistry textbook, the standard for the volume and complexity of educational materials, as well as the didactic units of teaching chemistry, the school chemistry course and education that forms the basis of chemical education. Let us dwell on the issues of creating the content of chemical sciences in stages.

Chemistry, like other academic subjects, shapes the personality of students committed to the ideas of independence and equips them with the basics of chemical education. It performs educational and educational -developmental training tasks. The main objectives of studying chemistry are the following:

1. Ensures students' conscious mastery of the principles and methods of chemistry.
2. Forms a scientific worldview among students.
3. By describing the chemical and natural reserves of the republic and the production of products from them related to the topics taught, students will develop loyalty to the Motherland, interest in science and respect for nature.
4. Develops students' activity and thinking when mastering chemical knowledge.
5. Explaining the importance of chemical production in the national economy and production technology, forms the labor education of students and implements issues of introduction to the chemical profession.

It is known that textbooks are the basis of chemical education. It is written on the basis of a program approved by the ministry. The topics covered in the textbook must be consistent with the curriculum. Chemistry is taught based on the topics described in the textbook. The following requirements are imposed for teaching chemistry:

- 1) system of scientific knowledge;
- 2) system of skills and qualifications;
- 3) the experience of creative activity accumulated by humanity in the field of chemistry;
- 4) attitude towards the material world and the environment.

All this is interconnected. For example, it is impossible to carry out chemical reactions without knowing the laws of transition. Without experience, it is impossible to obtain complete knowledge about the object being studied. It is also difficult to master knowledge without



working with textbooks. If a person does not have experience in creative activity, he will not have original ideas. In this case, the teacher becomes an imitator. Because of this, he cannot solve complex problems and connect his knowledge to new conditions. Without creative activity it is difficult to master knowledge and skills. In this case, he cannot correlate his knowledge with life. First, let's look at the system of chemical knowledge in a school chemistry course. The system of scientific knowledge is a complex problem in school chemical education. It is necessary to select such knowledge from scientific data so that in the future it has an unchanged, vital, educational content. The first requirement for the content of a school chemistry course is its scientific nature. The principle of science is based on the theory and laws of processes that reflect the clarification of the identified properties of substances in a logical connection in the content of training.

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**The basis of drawing is geometry, drawing is the science of geometry**

**Tashkent State transport University**

**Mamurova Feruza Islomovna**

**Qoryogdiyev Jurabek**

**Annotation.** The main projection for architectural drawings is the plan of the building. The plan of the building is called the plan of the clipped building, which is characterized by a horizontal plane passing slightly above the window. **Keywords:** Architecture, Drawing, projection, building, plan, window, horizontal, plane.

Drawing-technical science, which includes drawings of objects (various machines, mechanisms, buildings, structures, etc.), krunkridas and methods for drawing schemes, maps and graphs, making images of various objects; dealing with drawing drawings, projects. The basis of drawing is geometry, drawing is the science of geometry. The task is to learn how to draw images, projects and sketches of various objects using drawing tools, read drawing drawings, make axonometry. The content and size of the drawing is anicized depending on what area of Science and technology it is intended for. Sections of drawing science: geometric drawing; projection drawing; machine drawing, construction drawing and other geometric drawing will study drawing tools, drawing drawings, geometric making, junctions and curved drawings. P in the projection drawing, points, a straight line, flat shapes, making images of geometric bodies and issues related to their mutual situation, axonometric images and other are seen. In Mechanical Engineering Drawing, the types of drawings, views, cuts, cuts, rhombuses and other, and in construction drawing, conditional signs of parts of a building, sanitary equipment items, as well as drawings of buildings and structures are studied. Those who are engaged in drawing drawings (schemes, maps and graphs) are called draftsmen. Engineers, Constructors and designers from various fields are required to know drawing.

The construction drawings obtained as a result of the measurement of the finished construction object are called execution drawings. In the case of the construction of such drawings, deviations from the loyikha are made for the purposes of expropriation or capital repair of the building, or when it is necessary to build a new floor over an existing building.

The procedure for drawing up sketching drawings of buildings is approximately the procedure for drawing up sketches of machine-building details. Measure using roulette with two or even three workers bajariladi. to ' the face of non-rectangular rooms is measured first after dividing them into triangles. The thickness of the walls is measured in window positions or taken from the subtraction of the external and internal dimensions. The thickness of the covers is determined by measuring the external dimensions between the window openings. Height dimensions are laid out in the form of an otmet. Otmetka is said to indicate how much height is in meters or centimeters from the first floor zero SATX, for example, from any SATX taken to zero. Postcards are written on the drawing next to the icon in the form of a triangle

The second type of construction drawings. With loyikha drawings

you will have to do more. On the basis of the task of the building, drawings of the technical project are developed they are usually; 1) general Plan of the construction site, 2) plan of the building 3) facades 4) trimmings 5) perspective drawing of the building. After the confirmation of the work, the work drawings of the work on the basis of the drawings of the technique are processed. Their composition includes the following. 1) identified general plan 2) plans of the building in which various uskins are located 3) sections of the building 4) drawings of certain structures (stropolia farms zina, etc.) 5) details of certain construction rings 6) drawings of different uskins (vodoprod channeling heating mechanical equipment)

The main projection for architectural drawings is the plan of the building. The plan of the building is called the plan of the clipped building, which is characterized by a horizontal plane passing slightly above the window octi SATX. The amount of plans is mold to the size of the building floor. From them, the plan of the foundation to another project is attached to the plan for the placement of beams in the enclosures: the plan of the stropylas and the plan of the roof. The vertical view of the buildings is called the facade of general views without trim. Facades can be a facade with a side facade pile of several head facades. To determine the internal structure of the building, longitudinal and transverse shears are used. Clippings should, as a rule, pass along the axes of the window and door positions. When cutting staircase rooms, the cutting plane must pass through one of the marches. The cut marsh is strung on a drawing or painted in a dream

In the construction projects of modern times, dividing axes with symmetrical axes of walls and columns of lifting structures are often placed on the plan and shearing of buildings. The dividing axes are drawn with barricaded lines and graduated with circles with a diameter of 8-10 mm. Vertical axes with numbers horizontal axes are denoted by harfs. For large industrial buildings, the distance between the transverse axes is taken so that the step of the columns is equal to 6m. the distance between the longitudinal axes is equal to the numbers divisible by 3 (6 9 12 15 m and hokazo

Scaling in construction drawing, the following scales are used. Location Plan 1:500, 1:10000; general Plan of the plot 1:500, 1: 000; plans of buildings 1:100, 1:200, 1:400; cuts and facades 1:100, 1:200; details of the main structures 1:20, 1:50; details of the parts responsible for aloxida 1:5, 1:10; schemes 1:50 or 1:200. As the presented scales show, the construction is done with drawings almost on small scales. Only the details of the parts responsible for aloxida are performed on scales that are common in mechanical engineering drawing the use of different scales for the plan and shearing of large buildings can be reduced by the difference in the scale sizes indicated above.

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**MALAKAVIY O'QUV AMALIYOT JARAYONIDA BO'LAJAK  
TARBIYACHILARNI KASBIY KOMPETENSIYALARINI RIVOJLANTIRISH  
JARAYONIDA STEAM TEXNOLOGIYALARIDAN FOYDALANISH.**

Nizomiy nomidagi TDPU "Maktabgacha ta'lim metodikasi" kafedrası o'qituvchisi

**Ramozonova Bahoroy Sadriddinovna**

Nizomiy nomidagi TDPU Maktabgacha ta'lim metodikasi kafedrası dotsenti (PhD)

**Xasanova Shaxnoza Toxtasinovna**

Nizomiy nomidagi TDPU "Maktabgacha ta'lim metodikasi" kafedrası v.b.dotsent

(PhD) **Qayumova D.N**

**Annotatsiya**

Mazkur maqolada malakaviy o'quv amaliyotida bo'lajak tarbiyachilarning kasbiy kompetensiyalarini rivojlantirishda STEAM texnologiyasidan foydalanish metodikasining ahamiyati, xalqaro tajribalar asoslangan ta'limni tashkil etishda bo'lajak pedagogning o'rni haqida ma'lumotlar asosli o'rin olgan. Bo'lajak tarbiyachilarni malakaviy amaliyot jarayonida STEAM texnologiyasi bo'yicha bilim ko'nikmalarini oshirish, kasbiy kompetensiyalarini rivojlantirishda muhim ahamiyatli jarayon ekanligi yoritilgan.

**Annotation**

In this article, information about the importance of the methodology for using STEAM technology in the development of Kasbi competencies of future educators in the practice of qualification training, the role of the future educator in the organization of education on the basis of international experiences are well-established. It is noted that the development of knowledge skills in STEAM technology in the process of qualification practice of future educators is an important process in the development of professional competencies.

**Аннотация**

В данной статье обосновано значение методики использования технологии Steam в развитии профессиональных компетенций будущих педагогов в профессиональной образовательной практике, роль будущего педагога в организации образования на основе международного опыта. Обучение будущих педагогов в процессе профессиональной практики по технологии Steam является важным процессом в развитии их профессиональных компетенций.

Bugungi kunda maktabgacha yoshdagi bolalarda amaliy ko'nikmalarni rivojlantirish jarayonida, STEAM texnologiyasi bolalar uchun haqiqiy hayotiy vaziyatlarni boshdan kechirishi uchun sharoit yaratadi. Maktabgacha ta'lim tashkilotlarida malakaviy pedagog amaliyot jarayonida bo'lajak tarbiyachilar tarbiyalanuvchilarga STEAM-texnologiyasi asosida maktabgacha yoshdagi bolalarning matematik qobiliyatlarini rivojlantirish bo'yicha ishlarni tashkil etish uchun samarali muhit yaratish usullarini o'rganadilar. Prezidentimiz Shavkat Miromonovich Mirziyoyev quyidagi fikrlarni bildiradi: "Bizni hamisha o'ylantirib keladigan yana bir muhim masala – bu yoshlarimizning odoab-axloqi, yurish-turishi, bir so'z bilan aytganda, dunyoqarashi bilan bog'liq. Bugun zamon shiddat bilan o'zgaryapti. Bu o'zgarishlarni hammadan ham ko'proq his etadigan kim - yoshlar. Mayli, yoshlar o'z davrining talablari bilan uyg'un bo'lsin. Lekin ayni paytda o'zligini ham unutmasin. Biz kimmiz, qanday ulug' zotlarning avlodimiz, degan da'vat ularning qalbida doimo aks-sado berib, o'zligiga sodiq

qolishga undab tursin. Bunga nimaning hisobidan erishamiz? Tarbiya, tarbiya va faqat tarbiya hisobidan”<sup>1</sup>.

Ta’lim sohasida bo’layotgan islohotlari bo’lajak pedagog kadrlarni muayyan darajada intellektual salohiyatining yuzaga chiqishiga, uning jamiyatda o’z o’rnini topishiga katta yordam berdi. Buni biz O’zbekiston Respublikasi Prezidentining “Tafakkur” jurnali bosh muharririning savollariga bergan javobidan ham anglashimiz mumkin: “Ta’limning yangi modeli jamiyatda mustaqil fikrlovchi, erkin shaxsning shakllanishiga olib keladi. O’zining qadr-qimmatini anglaydigan, irodasi baquvvat, iymoni butun, hayotda aniq maqsadga ega bo’lgan insonlarni tarbiyalash imkoniga ega bo’lamiz. Ana shundan keyin ongli turmush kechirish jamiyat hayotining bosh mezoniga aylanadi. Shunda odam - o’z aqli, o’z tafakkuri, o’z mehnati, o’z mas’uliyati bilan ongli tarzda, ozod va hur fikrli inson bo’lib yashaydi”<sup>2</sup>.

Maktabgacha ta’lim uyg’un rivojlangan shaxsni tarbiyalash, bolani butun kelajagini belgilab beradigan bilim va qadriyatlarni yosh avlod qalbiga singdirishda juda muhim ahamiyatga ega bo’lgan tashkilotdir. Shu bois mamlakatimizda maktabgacha ta’limni rivojlantirish va samarali faoliyat ko’rsatishiga qaratilgan normativ-huquqiy hujjatlar qabul qilinib, kompleks chora-tadbirlar amalga oshirilmoqda.

Prezidentimizning “Maktabgacha ta’lim tizimini tubdan takomillashtirish chora-tadbirlari to’g’risida”gi qarori maktabgacha ta’lim tizimini sifat jihatdan yangi bosqichga ko’tarish, yosh avlodning barkamol va yetuk shaxs bo’lib ulg’ayishida muhim ahamiyat kasb etadi. Shu bilan bir qatorda bo’lajak pedagog tarbiyachilarning ham ahr tamonlama bilimli, mahoratli bo’lishi talab etiladi.

E’tirof etish joizki, ta’lim tizimining hozirgi kundagi rivojlanish bosqichida uning birinchi bo’g’ini hisoblangan maktabgacha ta’limda jadal o’zgarishlar yuz bermoqda. Bu esa bo’lajak pedagog kadrlarni malakaviy amaliyot jarayonida tarbiyalanuvchilarga har tamonlama STEAM texnologiyasi asosida ta’lim berish har tamonlam barkamol shaxs tarbiyalashda muhim jarayondir.

Maktabgacha yoshdagi bolalarga ta’lim-tarbiya berish jarayonida bo’lajak pedagog tarbiyachilarning bilim, ko’nikma, malakalari tarbiyalanuvchilar uchun yaratilgan shart – sharoitlarga alohida hamiyat berilmoqda.

O’zbekiston Respublikasida maktabgacha ta’lim Konsepsiyasida<sup>1</sup> ular quyidagicha izohlanadi:

- maktabgacha ta’lim tashkilotlari faoliyatining xuquqiy-me’yoriy asosi takomillashmoqda; maktabgacha ta’lim tashkilotlari moliyaviy-xo’jalik faoliyatining yangi turlariga o’tmoqda;
- nodavlat maktabgacha ta’lim tashkilotlari tarmog’i kengaymoqda;
- ta’limning ilg’or texnologiyalari joriy etilmoqda; xodimlar malaka oshirish tizimi takomillashmoqda;

<sup>1</sup> Mirziyoyev Sh.M “ Buyuk kelajagimizni mard va oliyjanob xalqimiz bilan birga quramiz.” T.:O’zbekiston, 2017

<sup>2</sup> Азизова З.Ф.Кўғирчоқ театри воситасида мактабгача катта ёшдаги болаларда ахлокий-эстетик сифатларни шакллантириш. п.ф.ф. ф.д. (PhD) дисс. автореферати. Т-2020.



- qisqa muddatli guruhlar asosida maktabgacha ta'lim tashkilotlarining muqobil shakllari joriy etilmoqda.

Maktabgacha ta'lim tashkilotlarida malakaviy o'quv amaliyoti jarayonida bo'lajak pedagoglarni innovatsion va tajriba-sinov ishlari sezilarli darajada samarali amalga oshirish muhimdir. Biroq ushbu jarayonlarga muvofiqlashtirish, yaxlit tizim sifatida faoliyat ko'rsatish uchun uning keng qamrovli natijalarining monitoringi asosida samaradorlik darajasini aniqlab borishning optimal mexanizmini ishlab chiqish, tizimda amalga oshirilayotgan islohotlar, o'zgarishlar ham maktabgacha ta'lim tashkilotlardagi ta'lim jarayoni va uning samaradorligini ta'minlash yo'nalishidagi maxsus tadqiqotlar o'tkazishni taqozo etadi. Fan, ta'lim, madaniyat va sport masalalari qo'mitasi tomonidan maktabgacha ta'lim tizimining rivojlanishini, jumladan, bolalarning maktabgacha ta'lim tashkilotlariga jalb qilinishini, zamonaviy pedagogik va axborot kommunikatsiya texnologiyalari asosida ularni tarbiyalash va o'qitish darajasi hamda sifatini o'rganishga, sog'lom va har tomonlama barkamol avlodni shakllantirishga doir nazorat-tahlil tadbirlari tashkil etildi. Hozirgi zamon talablari va standartlarini inobatga olgan holda maktabgacha ta'lim tashkilotlari tarmog'ini kengaytirishga, ularni qayta qurish va modernizatsiya qilishga, shuningdek, davlat byudjetidan moliyalashtirishga tobora ko'proq ahamiyat berilmoqda.

Bu metodika bo'lajak pedagog tarbiyachilarni ta'limni aralash turda olib borish va egallangan nazariy bilimlarni kundalik hayotda qo'llay olish ko'nikmalarini shakllantirishga imkon beradi. STEAM bu maktabgacha ta'lim tashkilotida va maktabdan tashqarida loyiha va o'quv-tadqiqot faoliyatini amalga oshirish imkoniyatini beruvchi innovatsion texnologiyadir. Ushbu metod yordamida fanlar alohida tarmoqlarda emas, balki integratsiyalashgan holda, umumiy bog'liqligini ko'rsatib o'rgatiladi. Fanlarni kundalik hayot bilan bog'liqligini ko'rsatishdan tashqari, texnologiya bolalarning ijodkorligini ham ko'rsatib berishi mumkin. Ushbu yondashuv bolalarning faoliyatiga bir qancha vazifalarni taqdim etadi, bolalar ularni hal qilishida ijodkorligini namoyon qilishni o'rganadi. Bunday vazifalar yordamida bolalar g'oyalarni nafaqat o'ylab topadi, balki ularni kundalik hayotida amalga oshirishni ham o'rganadi. Shu tariqa, bolalar o'z faoliyatini oldiga qo'yilgan vazifalari va mavjud imkoniyatlari doirasida hal qilishga o'rganadi.

Malakaviy amaliyot jarayonida bo'lajak pedagoglar STEAM texnologiyalaridan foydalanish bolalarda quyidagi muhim xususiyatlar va ko'nikmalarni rivojlantirishga yordam beradi:

- ❖ Muammolarni keng qamrovli tushunish
- ❖ Ijodiy fikrlash
- ❖ Muhandislik yondashuv
- ❖ Tanqidiy fikrlash
- ❖ Ilmiy metodlarni tushunish va qo'llash
- ❖ Dizayn asoslarini tushunish.

Bu yondashuv kelajakda bolalarda hayotiy muammolarni hal etishda yordam beradi. Bugungi kunda STEAM - ta'lim dunyodagi asosiy tendensiyalardan biri sifatida

rivojlanmoqda va amaliy yondashuvni qo'llashda beshta sohani yagona o'quv sxemasiga integratsiyalashga asoslangan.

Shuning uchun, asosiy ta'lim dasturiga quyidagilar: lego-texnologiyalar, bolalar tadqiqotlari kabi mantiqiy fikrlashni rivojlantirish modullari kiradi. STEAM yondashuvi tufayli bolalar tabiatni tushunib, dunyoni muntazam o'rganishadi va shu bilan qiziqishlarini, muhandislik fikrlash uslubini, tanqidiy vaziyatlardan chiqish qobiliyatini, jamoaviy ish qobiliyatini rivojlantirish va liderlik, o'z-o'zini namoyon qilish asoslarini o'rganishadi, o'z navbatida, bolalar rivojlanishining tubdan yangi darajasini ta'minlaydi.

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## THE ROLE OF LITERATURE AND THE STAGE IN THE DEVELOPMENT OF CHILDREN

**Utamurodova Shahida Muhammadkulovna (Uzbekistan)**

Navoi State Pedagogical Institute senior teacher of Preschool Education Department

**Annotation:** this article reflects on literature and dramaturgical activities, which are the sources of formation of socio-cultural skills of preschool children.

**Key words:** human, child, literature, stage, culture, spirituality, upbringing, manners, morality, goodness, virtue.

### РОЛЬ ЛИТЕРАТУРЫ И ЭТАП В РАЗВИТИИ ДЕТЕЙ

**Утамуродова Шахида Мухаммадуловна (Узбекистан)**

Навоийский государственный педагогический институт старший преподаватель кафедры дошкольного образования

**Аннотация:** в данной статье размышляется о литературе и инсценировке деятельности, которые являются источниками формирования социокультурных умений дошкольников.

**Ключевые слова:** человек, ребенок, литература, сцена, культура, духовность, воспитание, нравы, нравственность, добро, добродетель.

### ADABIYOT VA SAHNANING BOLALAR KAMOLOTIDAGI O'RNI

**O'tamurodova Shohida Muhammadqulovna (O'zbekiston)**

Navoiy davlat pedagogika instituti Maktabgacha ta'lim kafedrasida katta o'qituvchisi

**Annatatsiya:** ushbu maqolada maktabgacha yoshdagi bolalar ijtimoiy-madaniy malakalarini shakllantiruvchi manbalar adabiyot va sahnalashtirish faoliyati haqida fikr yuritilgan.

**Kalit so'zlar:** inson, bola, adabiyot, sahna, madaniyat, ma'naviyat, tarbiya, odob, axloq, ezgulik, fazilat.

Since time immemorial, our great thinkers have written masterpieces for the perfection, maturity, wisdom, manners, aesthetic taste, spirituality, enlightenment and culture of humanity. Nevertheless, the education of mankind continues to improve to this day. From the ancient times to the present, the plays promoted the cultures of their time. Different socio-cultures appear in the specific development of each era.

Literature created in the past serves as a great school for educating children in all aspects in our modern development. It is an important task to inculcate human qualities in the child through staging activities, and to form social and cultural skills. In a person, such qualities as maturity, perfection, magnificence, glory, nobility, and mental health are found in the heart. The encyclopedist Abu Nasr al-Farabi in his work "The City of Virtuous People" says: "The heart is such a main organ that it cannot be controlled by any other part of the body" [1]. All organs of the human body serve the soul. Therefore, it is necessary to embody the qualities of the soul mentioned above in the human "heart".

Arastu (Aristotel) (384-322 BC) in his work "Akhlaqi Kabir" is about intelligence, wisdom, ingenuity, justice, truthfulness, honesty, friendship, humor, humility, intelligence, knowing one's worth, He considered human qualities such as openness, generosity, nobility, bravery, generosity, restraint, courage as "virtues". In Aristotle's work "Akhlaqi Kabir" - "... When considering each virtue, it was said that it is a virtue to think correctly in every field, to act according to reason, to choose the best way"[2]. Aristotle - "If the feelings are pure, but the mind that judges them is misleading, there is no place for virtue. Because virtue comes from pure feelings and intelligence leading to goodness. Therefore, if a person has a virtue, it is

impossible to use it with evil intentions [2]. Virtue is beauty. Virtue is the aim of goodness. Virtuous people are virtuous people. Virtuous people are educated, moral, ethical-aesthetic, cultured people. The owners of beautiful qualities are moral, polite, well-behaved, civilized, spiritual, educated exemplary people.

Our national cultural heritage 3000 years ago, the sacred book of Zoroastrianism, "Firastuyhi..." (the name of one of the religious prayers of the devotees): - I choose a good thought, a good word and a good deed.

I turn away from all bad words and bad deeds[3]. - there is a never-ending instructive thought. A good thought, a good word, a good deed is a sign of people's social culture.

"The Holy Qur'an" teaches the Muslim world to know the truth, to know oneself, to understand the world, to be spiritual, to be cultured, to be economical, not to waste, to be intelligent, to be clean, to be patient, to be grateful. the guide, the one who leads to the right path, the one who encourages to be knowledgeable, the one who invites to speak the truth, the healer, the one who teaches purity, the one who is merciful, the believer, the one who makes one to do good deeds and the one who calls one to be a perfect person, The word of God is an incomparable book that tells about nature and human laws and blessings, the existence and presence of the mighty and wise Lord, and the inevitability of rewards and punishments in this world as well as in this world.

Indeed, for those who are patient and do good deeds, there is forgiveness and a great reward for them[4]. If we look at the fairy tale "Zumrad and Precious" of our people, Zumrad and his father were good, hardworking, nature and birds loving, kind, patient people who did only good deeds. Ultimately, good is rewarded and bad is punished at the end of the tale. Therefore, those who have good thoughts, good words, and good deeds will receive their reward in this world and the next. The holy book "Holy Qur'an" is a divine law that shapes humanity into a person with good morals, good manners, high taste, honest, inculcating values, attaining all the properties of humanity, and civilized.

Spiritual heritage, literature and sacred books play a great role in raising a preschool child into a mature person with good manners, good manners, high taste, honesty, values, and culture. The presentation of fairy tales, parables, narratives and life situations written in literature on the stage gives advice to the child. Watching dramatized works gives children pleasure, makes them happy, and improves their morale. Preschool children learn moral culture, aesthetic culture, speech culture, religious culture, hygienic culture, dressing culture, and other cultures from real and artificial scenes. The child learns by analyzing and imitating what he sees. The role of dramatized plays in the development and culture of preschool children is incomparable!

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**Organization of painting lessons in fine arts based on modern pedagogical technology**

**Tuyboeva Nodirabegim Bekmurod kizi**

Bukhara State University, student

**Abstract.** Pedagogical technology is based on the "Teacher - education - student" system, in which the student becomes a subject, that is, an active participant in the educational process. In this case, the student becomes an organizer who creates conditions for his own research and observation, and a manager who controls him.

**Keywords:** Communication, art, visual and applied art, computer graphics.

"Pedagogical technology is a systematic method of creating, applying and defining technical and personal resources and their interaction, which has the task of making the entire teaching and learning more effective." It is possible to note the following factors that have a negative effect on the teaching of fine arts on the basis of modern pedagogical technologies, that is, on its improvement: - the lack of a scientifically based system of continuous training of teachers in general educational institutions for the practical application of pedagogical technologies; - the existence of inconsistency between the current level of development of science, technology and technology and the process of ensuring the quality of professional training of visual arts teachers; - insufficient implementation of best practices in improving the process of training the professional skills of visual art teachers; - not recommending the development of lessons based on pedagogical technologies for visual arts teachers, insufficient creation of teaching-methodical complexes that allow for the organization of independent education.

Therefore, the creation of the theoretical and practical foundations of the use of pedagogical technologies in visual art classes on the basis of the effective use of the opportunities of modern educational technologies determines the relevance of the research. Level of study of the problem.

According to the documents of the Ministries of Public Education and Higher and Secondary Special Education of the Republic of Uzbekistan, the goals of modern education are not to train a narrow range of specialists for a specific field of activity, but to develop the personality of each person, pedagogy in fine arts classes. the use of technologies is its effective implementation. The use of interactive teaching methods in painting classes in fine arts is one of the current issues. The need to apply pedagogical technologies to visual art classes from interactive methods such as brainstorming, cluster, conversation, debate, discussion, puzzle, role-playing games arises based on the study and analysis of the content of pedagogical technology and the essence of traditional education.

It is well known to us that the content of traditional education is mainly built on the basis of the authoritarian position of the pedagogue in this process, the slow activity of visual art students, and the main part of the time allocated for visual art is spent on important theoretical knowledge by pedagogues. was used to describe information, it was expressed that the need to ensure the activity of students of visual arts was not felt. Until now, there has not been any more systematic scientific work or methodical-didactic manual published on the issue of pedagogical technology in teaching the science of painting in school fine art. In order to think about this issue, it would be better to start the issue a little higher and analyze the use of technology, pedagogical technology, and then the use of new pedagogical technology in the teaching of visual arts - in our opinion.



For this, first of all, it is necessary to study the lessons of visual art at school. It is known that school visual arts lessons are carried out in the form of five types of training or technology. 1. Making a picture according to the object. 2. Work on the thematic composition. 3. Decorative practical - decorative art. 4. Sculpture works. 5. Classes are conducted on the basis of art studies. Although the teaching technology of this lesson has the same content, the teaching technology in them is definitely different from each other.

That is, in the classes "drawing a picture by looking at the object itself", it is depicted from nature, that is, seeing the object itself and drawing the shape from it as much as possible. In the thematic composition, students draw a picture based on thinking, thinking, looking at the distance and remembering something. And in sculpting, the basis of the training is the technology of training with the help of physical labor, not with pencil - paint, clay - with plasticine. Bernard Shaw said, "If you try to teach a person something, he will never learn anything." In order to master the material well, the student must work on it. It is not enough to simply listen or look, and it is not possible to expect better results. The 21st century is the age of innovation.

The future of our country will be determined by the efficiency of work aimed at raising the educational system to the level of modern requirements, along with other areas of society. It is one of the modern requirements to improve the quality of creative and practical training of students, highly qualified, competitive creative specialists, artist teachers of the public education system, who operate in the conditions of the market economy, where the development of art and technology is accelerated. A horse becomes interested in science only when he consciously puts a result in the training process and is sure that he will get it. As a result of the research, the following conclusion was reached:

1. The content and ways of organizing painting classes in fine arts based on modern pedagogical technology were scientifically based.
2. Based on the study of scientific-pedagogical and methodical resources related to the topic, it was scientifically justified that the organization of classes on the basis of pedagogical technologies is an actual pedagogical problem.
3. It has been scientifically proven that the organization of painting classes in fine arts on the basis of modern pedagogical technologies is an urgent pedagogical problem.
4. The current situation and pedagogical conditions of the technologicalization of painting lessons in fine arts were studied.
5. The proposed lesson types and content of the lessons significantly increased the students' level of knowledge.

The conscious choice of students' professions based on new pedagogical technologies is important in the continuous education system in the training of competitive professionals and all-round mature personnel. The research work conducted to guide students to a conscious profession and to improve their preparation for the life process is one of the first attempts to shed light on pedagogical, psychological, methodical, and organizational possibilities. In conclusion, we can say that no matter what subject the lesson is, if we take a scientific approach, if we creatively use modern pedagogical technologies and non-traditional teaching methods in our classes, we will reach our students' goals faster.



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**Pedagogical approaches to the development of artistic thinking of students.**

**Ibatova Nigora Istamovna**

Bukhara State Pedagogical Institute Teacher of the Department of Music and Fine Arts  
**Annotatsiya.** Maqolada badiiy va obrazli fikrlashni rivojlantirishdagi muammolar, badiiy va obrazli tafakkurning rivojlanish jarayonini tadqiq etib tushunishga hissa qo'shgan va butun dunyo bo'ylab ta'lim nazariyasi va amaliyotiga katta ta'sir ko'rsatgan tadqiqotchilar yoritilgan.

**Kalit so'zlar:** Strategiya, innovatsiya, art-terapist, intellekt, vizual-fazoviy, komponent, sub'yektiv, ob'yektiv, individual-psixologik, individual-tipologik.

**Abstract.** The article highlights the problems in the development of artistic and figurative thinking, the researchers who contributed to the research and understanding of the development process of artistic and figurative thinking and had a great influence on the theory and practice of education around the world.

**Key words:** Strategy, innovation, art therapist, intellect, visual-spatial, component, subjective, objective, individual-psychological, individual-typological.

Development of artistic and figurative thinking is an important pedagogical problem that requires attention in the educational system. Artistic and imaginative thinking involves the ability to create unique ideas and perspectives and express them in an aesthetically pleasing manner.

One of the challenges in developing artistic and visual thinking is that it encourages more students to take a different approach to teaching and learning than traditional methods that emphasize memorization and conformity—that is, exploration, experimentation, and risk-taking. requires a focused approach.

To promote artistic and imaginative thinking, teachers should provide opportunities for students to participate in open-ended projects, encourage collaboration and peer feedback, and use a range of artistic media materials must implement strategies such as ensuring access. It should be noted that the development of artistic and figurative thinking is not limited to art. These skills can be used in a number of fields including science, technology, engineering and mathematics (STEM). By incorporating artistic and figurative thinking into the curriculum, students are challenged can develop the skills and thinking needed to solve problems and create innovative solutions.

Many researchers have studied the process of development of artistic and figurative thinking in a person and obtained a number of results in this direction.

Elliot Eisner is a famous American pedagogue and art theorist artistic in developing creative and critical thinking skills in students focused on the importance of education.

Viktor Löwenfeld is an Austrian-born teacher and art therapist who developed the theory of the stages of creative development of artistic expression in children.

Howard Gardner is an American psychologist. He is known for many of his ideas on the theory of intelligence, and is notable for his study of visual-spatial intelligence, which involves the ability of an individual to think in images and pictures.

Jerome Bruner is an American psychologist who emphasized the importance of storytelling and narrative in developing creative and imaginative thinking in students.

Ken Robinson is a British teacher and writer. It is creativity in education promoted the importance and emphasized that priority should be given to the development of creative and imaginative thinking in schoolchildren.

These researchers have contributed to the understanding of the development of artistic and figurative thinking in the individual and have greatly influenced educational theory and practice around the world.

Many researchers have studied the development of artistic and figurative thinking in future visual arts teachers.

Howard: Gardner's theory of multiple intelligences, which includes visual-spatial intelligence, has been applied to visual arts education and emphasizes the importance of teaching a wide range of artistic skills and concepts.

Betty Edwards: Edwards' book *Drawing on the Right Side of the Brain* has been influential in teaching drawing to students at all levels and emphasizes the importance of developing visual perception and imaginative thinking.

Rudolf Arnheim was a famous art teacher and psychologist who emphasized the importance of the cognitive process in the creation and development of art.

David Perkins has studied the development of artistic and creative thinking and emphasizes the importance of teaching students to think creatively and critically.

These scholars contributed to how to develop artistic and figurative thinking in future visual arts teachers and provided valuable insights into the development of effective science teaching strategies.

In artistic thinking, two tasks are solved at the same time: to feel and understand what is depicted and expressed. This requires an understanding of the expression of composite construction and the pictorial content of the composite method, as well as other components of the art form, including plasticity, texture, and color harmony.

Understanding the figurative signs that the artist communicates with us is the basis of artistic and figurative thinking. The activity of artistic thinking is required from a person to think artistically and figuratively about the objective-subjective content of the real existence expressed in the work of art.

The process of artistic thought adapts to a certain structure of the work. It is in harmony with the method, type and genre of art. But always a guide is needed for the perceiver. Guide to artistic content penetration, in order to "read" the artistic form in its entirety, helps the perceiver to perceive the idea of the work as a whole.

The following are the specific psychological aspects of the development of artistic thinking in future teachers of fine arts: - description of the psychological age of students;

- individual-psychological characteristics and types of perception of students;
- the dependence of students' intelligence, thinking, analytical abilities on various factors;
- based on individual-typological, subjective and objective psychological factors of artistic thinking;
- scheme, system, process of artistic thinking, its stages, structure, content;
- the criteria of artistic thinking
- approximate directions of artistic thinking, its versatility
- subjective and objective factors, such as individual-psychological, emotional-aesthetic, psychological-pedagogical factors in the development of artistic-image thinking in students,
- requirements for the teacher's psychological and pedagogical knowledge that forms the necessary artistic and visual thinking in students.

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OG'IZ BO'SHLIG'I FUNKSIYALARI

Toshkent tibbiyot akademiyasi Termiz filiali talabalari

**Qushoqova Gulhayo Bahodir qizi**

[qushoqovagulhayo@gmail.com](mailto:qushoqovagulhayo@gmail.com)

**Shomirzayev Asilbek Akrom o'g'li**

**Shoberdiyeva Sitara Shavkat qizi**

**Ashurova Lobar Olimjonovna**

[ashurovalobar2004@gmail.com](mailto:ashurovalobar2004@gmail.com)

**Annotatsiya:** og'iz bo'shlig'i gigiyenik kasallik bo'lib og'iz bo'shlig'ida inson patogen bakteriyalarni yuqtirishi evaziga shakillanadi va tananing kasalligi va zaiflanishi kuzatiladi. Til osti qismida rivojlanadi.

**Kalit so'zlar:** Potogen, qattiq tanglay, og'iz bo'shlig'i, og'iz dahlizi, og'iz gigiyenasi, so'lak bezlari.

**Og'iz bo'shlig'i** — hazm yo'lining boshlang'ich bo'limi. Old va yon tomonlari luj bilan, yuqoridan yumshoq va qattiq tanglay, pastdan Og'iz bo'shlig'i tubi - til osti muskullari bilan chegaralangan. Og'iz bo'shlig'i orqa tomondan toq teshik-tomoq orqali halqum bo'shlig'iga tutashadi. Tishlar va milklar Og'iz bo'shlig'ini og'iz dahlizi (og'izga kiraverish) bilan asli Og'iz bo'shlig'iga ajratib turadi. Og'iz dahlizi og'iz teshigi orqali tashqi muhitga tutashadi. Og'iz yumilganda Og'iz bo'shlig'i torayadi va uni til to'ldirib turadi. So'lak bezlari Og'iz bo'shlig'i dahliziga ochiladi. Sog'lomlikni saqlash uchun og'iz gigiyenasini saqlash muhim ahamiyatga ega. Tishlarni toza saqlashdan tashqari, og'iz bo'shlig'ini gigiyena qoidalari og'iz kasalliklari va tish kasalliklarining paydo bo'lishining oldini olishi mumkin. Og'iz bo'shlig'i kasalliklarining aksariyati inson og'zida joylashgan patogen bakteriyalar faoliyati bilan bog'liq.

Agar odamning immun tizimi kuchli bo'lsa va unga qarshi tura oladigan bo'lsa, bakteriyalar sog'liqqa zarar etkazmaydi. Tananing kasalligi yoki zaiflashishi holatida patogen bakteriyalar ko'payishni boshlaydi va zararli ta'sir ko'rsatadi. Tish va tish go'shti sirtini bakterial yotqiziqlardan mexanik tozalash o'z vaqtida karies va periodontal to'qima kasalliklari rivojlanishining oldini olishga yordam beradi. Og'iz bo'shlig'ida nomaxsus himoya omillari (so'lak, shilliq va shilliq osti qavat hujayralarining to'siqlik xossalari) ham mavjud. So'lak tarkibida kuchli bakterio statik xususiyatga ega moddalar (lizotsim, fermentlar va boshqalar) bo'ladi.

og'iz - bu birinchi bo'limi inson Ovqat hazm qilish tizimi, oziq-ovqat mexanik va kimyoviy qayta ishlash boshlanadi. Bu yonoqlari, lablarini, osmon va til erga ichki qismlari uchun cheklangan.

Inson og'iz ikki qismga bo'linadi. Birinchi u orqa dan tishlari va milk va old lablari dan cheklangan og'iz bo'shlig'i, pol hisoblanadi. Ikkinchi - bir og'iz o'zi, yonoqlari, til, iborat so'lak bezlari va osmon.

Bu vazifa uchun inson tanasi, uning burnini taqdim etiladi, chunki, juda ahamiyatsiz og'zaki nafas funktsiyasi. Shunday bo'lsa-da, u bilan ketadi va u kislorod bilan o'pka to'ldirish zarur bo'lgan hollarda havo kiradi. Misol uchun, burun tiqilishi bo'lsa tufayli shamollash yoki jarohati yoki yuqori jismoniy yuklaydi. Shuningdek, og'iz bevosita nutq ishlab chiqarish bilan bog'liq. qayta tili va tishlari notiq tovushlar vokal arqonlari.

Sezgir funktsiyasi shilliq og'iz bo'shlig'i issiqlik, og'riq katta miqdorda bor, va oziq-ovqat xarid qilish paytida sodir bo'lishi mumkin noxush oqibatlar ehtimoli hisobot hissiy retseptorlari shaxsni tatib. issiq yoki o'tkir narsa og'zidan bilan aloqada, biz avtomatik ravishda

tupurib bo'lganingizda nima uchun, deb og'zidan shilliq inson tanasi uchun juda muhim bo'lgan oqsil va mineral birikmalar, so'rish imkoniyatiga ega. Bundan tashqari, bu ba'zi bir dori qaerda dastlabki yutilish hisoblanadi.

**Og'iz bo'shlig'i gigiyenasi** albatta, inson og'iz bo'shlig'i eng muhim vazifasi - **ovqat**. U taom va inson oshqozon-ichak traktida yanada kirib uchun uni tayyorlash uchun mas'ul bo'lgan. jarayonining mohiyati kamayadi va keyin so'lak mahsulotlar qoplab olgan va silliqlash keyinchalik Ovqat hazm qilish tizimi keyingi ulanishni o'tgan bir xamirni, shakllangan. Bu jarayonda, barcha asosiy ishtirokchisi - so'lak. Bu katta bezlari va bir qancha kichik bo'lgan uch juft tomonidan ishlab chiqarilmoqda. sohani yanada rivojlantirish uchun mo'rtlashishi va oziq-ovqat tayyorlash bo'yicha to'g'ridan-to'g'ri ta'sir so'lak oqsillar, turli tuzlar va suv, ham mavjudligi sabab og'iz bo'shlig'ida hazm jarayoni. Ko'rib turganimizdek, og'iz inson hazm qilish tizimining salomatligi uchun juda muhim ahamiyatga ega. Shuning uchun, og'iz bo'shlig'i har qanday kasallik butun tana salbiy ta'sir ko'rsatishi mumkin.

Oshqozon-ichak trakti boshqa qismlarida nisbatan ancha yuqori bo'ladi bakteriyalar 160 o'rtasida va 300 xil turlari, inson og'iz uyda turli manbalarga ko'ra,. Bu suv, havo va oziq-ovqat bilan og'ziga tushib mikroorganizmlar, eng vaqtda ma'lum miqdorda yashash Aslida bilan izohlash mumkin. Bu shilliq hujayralar doimo qayta ishlab, unda og'zidan, doimiy mikroflora deb atalmish. Ushbu yangilash bajarilmasa, so'lak bakteriyalar o'z asosiy sonini o'ldirish mumkin emas. stomatit - Bu holda og'iz bo'shlig'i yallig'lanishi bor.

kasallik sabab mikroorganizmlar qanday qarab, u zamburug'li, infeksiya va herpes bo'linadi.

Og'iz bo'shlig'i yallig'lanishi sabab shaxsiy elementar qoidalariga rioya qilmaslik ham bo'lishi mumkin og'zaki gigiena, va ko'plab dori (antibiotik, kortikosteroid) salbiy ta'siri. oshqozon-ichak trakti va allergiya ta'siri kasalliklari, shuningdek, stomatit ko'rinishini olib kelishi mumkin.

Qizarish, yonib, og'riq, pufakchalar va yaralar, qiyinchilik bilanoq, qoplama - og'zidan yallig'lanishi vujudga kelishiga ishora barcha oyat-belgilar. Stomatit davolash uning yuzaga yo'lida bog'liq. patogen bir virus bo'lsa, virusga qarshi dorilar bakteriyalar bo'lsa, ishlatiladi - antibiotiklar. Stomatit ogohlantirgandan mexanik shilliq jarohat masalan zararli omil, tish parchani olish bilan davolash qilinadi. Bu jarayonda og'zaki antiseptik echimlar ishlab chiqarish.

**Xulosa.** Og'iz bo'shlig'i gigiyenasi tish, til, milk, og'iz bo'shlig'i shilliq qavatlari gigiyenasidan iborat. Turli dog'lar-u, tish toshlarisiz, emal qavati buzilmagan, tiniq va oq rangdagi, kariyeslarsiz tishlar, och pushti rangli, qonamaydigan milklar, yoqimsiz hidlar, stomatit, toshmalar va yaralardan xoli bo'lgan og'iz boshlig'i sog'lom sanaladi. Bola tug'ilganidan bir necha oy o'tib, sut tishlari chiqa boshlaydi. Ular odatda 20 tani tashkil qiladi. Doimiy tishlar esa 28 yoki 32 ta bo'ladi. Ba'zilarida aql tishlari chiqmasligi ham mumkin. Zamonaviy stomatologiyada 28 ta tish ham me'yorida hisoblanadi. Bola esini tanishni boshlashi bilan ota-onasi tish cho'tkasi yordamida yoki qo'lda tishlarini yuvishini o'rgatishi kerak. Tishlarga shakllanayotgan paytdanoq bo'ladigan e'tibor juda muhim.

Kuniga ikki mahal ertalab va kechqurun, ovqatlangandan keyin yuvish maqsadga muvofiq. Aslida juda oddiy va ajralmas kundalik ehtiyojimizga aylanishi kerak bo'lgan bu qoidaga amal qilmaydigan, tishlarini faqat bir mahal yuvadigan yoki umuman yuvmaydiganlar ham talaygina.

Ayrimlar bu qoidaga noto'g'ri amal qiladi. Nonushtadan oldin tishlarini yuvishadi-da, shu bilan kunini davom ettirib ketishadi. Ertalab turganda tishlarni yuvish yomon emas. Kimdir estetika uchun, yana kimdir o'ziga qulay bo'lganidan bu tanlovni qilar. Ammo ovqatlangandan

keyin yuvish tish asoslariga kirib qoladigan turli qoldiqlarni olib tashlashga yordam beradi. Tishda ovqat qoldiqlari qolib ketishi esa kariyesdan boshlanadigan turli tish kasalliklariga olib keladi.

Tish cho'tkasi yoshga va har bir shaxsning og'iz bo'shlig'i shilliq pardasi, tishlarining holatiga qarab tanlangani ma'qul.

Odatda o'rtacha qattiqlikdagi tish cho'tkalari tavsiya etiladi. Milk va tishlarida muammosi borlar esa bu tanlovda stomatolog maslahatidan foydalangani ma'qul.

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**Imamova Gulkhasem Turganbai kizi**

Nukus State Pedagogical Institute, 2nd year student of the Primary Faculty

**Abstract:** Despite the fact that students receive news and are inclined to it, and despite the diversity of character, the teacher should teach students to think independently, observe, and draw conclusions.

**Key words:** pedagogues, technology, innovations.

Pedagogical technology is a systematic method of creation, application and determination of the entire process of teaching and knowledge acquisition, taking into account technical and personal resources and their interdependence, which set the task of increasing the effectiveness of educational forms. Effective use of pedagogical technologies, opening the way to modern knowledge in improving education, is one of the main requirements of today. The reform of the continuous education system in our independent Uzbekistan is aimed at establishing it on the basis of new state education standards. Currently, special attention is paid to the activity of the teacher and his pedagogical skills.

Recommendations for the application of the processes of pedagogical technology classes, which began in the pedagogical thinking of teachers working in the educational process, are very necessary for teachers. It is specially designed to increase students' activity on the basis of cooperation: students can listen, understand, respect other people's opinions, take into account other people's interests, teach them, influence them.

Understanding, perception, self-control, the ability to explain ideas clearly, clearly and in detail, the use of interactive teaching methods, self and others, "I" develops quickly and has a positive effect. By using interactive methods in teaching, a competitive environment was created between students, which allowed students to move forward, as a result, students began to learn together. Any interactive method will teach students to think independently when used correctly and purposefully. New pedagogical technology is a process that produces rational methods of the educational system in which the teacher is the main responsible person. Because its main task is to provide information to students in a quick, clear and understandable way.

Despite the fact that students receive news and are inclined to it, and despite the diversity of character, the teacher should teach students to think independently, observe, and draw conclusions. In this, the student is the main driving force, reading, reading, drawing, understanding the formulas of projections, being friendly with each other, and helping each other in solving the problems in front of them are their main tasks. The changes and updates taking place in the education system not only provide students with new knowledge, skills and qualifications, but also ensure that our young people are instilled in their minds and hearts with patriotic ideas in relation to society, the state, and nature. to himself and to other people.

The national training program defines a set of modern requirements for a teacher who prepares competitive personnel. The set of interrelated requirements describes the generalized model of the educator and based on it the following basic requirements: teaching skills, education skills. Personal qualities that provide the human factor in the educational process are the ability to objectively evaluate and control the knowledge of teachers.

This means that in order to fulfill complex, responsible and urgent tasks, as well as to form new views on the educational process, the teacher must have the following qualities:

Deep understanding of the nature of modern, scientific and cultural development;

Updating the system of knowledge about the world and man from a deep and broad perspective;



The use of information technology and training manuals in the teaching process, the ability to understand the Internet and use it to improve their knowledge.

- to know the methods of analyzing the effectiveness of pedagogical work and to be able to self-evaluate.

- to develop ideas about the problems of family education and upbringing.

Universal and national culture and values to understand the essence of national idea and national ideology economic reforms.

- to know the ways of effective use of pedagogical technologies in the educational process.

Creating conditions for students to think and exchange ideas with each other and create a friendly environment.

- Mastering the use of laboratory equipment and exercises to increase the effectiveness of the lesson.

- knowledge of technical tools and methods of using educational tools, such as teaching children through their own research, creativity, initiative and concrete actions.

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**Current prevalence of internal hospital infections**

**Qushoqova Gulhayo**

**Shoberdiyeva Sitora**

**Shomirzyev Asilbek**

**Ashurova Lobar**

**Abstract:** Nowadays, there are many cases of outbreaks of infection in hospitals. It has become one of the important topics of the World Health Organization. Measures are being taken to prevent this

**Key words:** Leukemia, diabetes, biopsy, diagnosis, therapeutic , surgery , catheterization

Today, the transmission of infectious diseases from hospitals is increasing. The average loss of people from infections is 8.7% worldwide.

1.4 million people suffer from diseases that are transmitted in hospital conditions.

According to the information of the World Health Organization, those who get infections are young babies.

Because babies' skin is delicate and their bodies are not fully developed, young children die from infections more often. The hospital is conducting preventive measures for those affected by internal infections.

Not only patients, but also medical staff are affected by hospital internal infections.

In their origin, patients or medical workers carrying viruses or bacteria, as well as the external environment contaminated with bacteria, viruses and parasites in hospital conditions, are the source of the disease.

A patient or medicine that contracted a disease in a hospital setting of h , the disease is not detected during the hospital stay, causing the disease to spread widely among the population after discharge from the hospital.

Internal hospital infections can be transmitted through airborne droplets, parental, direct contact and alimentary routes. Through air droplets, lower respiratory tract and surgery, direct communication and alimentary tracts, and gastrointestinal and other diseases can be transmitted.

Transmission of infectious diseases with disruption of the integrity of the skin and mucous membrane is called "transmission through the parenteral route".

In order to prevent nosocomial infections, it is necessary to identify the source of the disease among the hospitalized patients in time and for this purpose to collect a complete epidemiologic anamnesis from them, to fully comply with the rules of disinfection, sterilization and anti-epidemia from the treatment and prevention institutions, medical staff in the hospital it is important to systematically increase the level of knowledge on the prevention of infections and conduct periodic medical examinations. The causes of internal hospital infections include the presence of microorganisms, the patient's age, the state of the immune system, susceptibility to infectious diseases, blood pressure and the presence of concomitant or chronic diseases (cancer, leukemia, diabetes, kidney failure, etc.) , catheterization, endoscopic examination, intubation), surgery and other procedures, as well as the virulence of microorganisms' ability to cause disease and the amount that enters the human body is the main factor.

Persons infected with infectious diseases or carriers of bacteria and viruses, including HIV, patients or medical personnel can be a source of disease in the origin of nosocomial infections.

Comprehensive measures are developed and approved for the improvement of the system of epidemiological control and control over the spread of HIV infection and hospital

internal infections in penal institutions, as well as in medical institutions of internal affairs bodies. Innovative approaches based on the latest achievements of science and technology in the prevention of internal infections .

2. Organization of comprehensive medical and psychological support for persons infected with HIV.

3. Prevention and diagnosis of HIV infection in state medical institutions, strengthening of social protection of medical personnel engaged in its treatment.

4. To further strengthen the material and technical base of AIDS control centers and inter-district laboratories for the diagnosis of HIV infection, to equip them with modern diagnostic and laboratory equipment.

5. To establish close relations with foreign industry institutions and further develop cooperation.

measures aimed at expanding coverage of HIV-infected persons with inpatient treatment and providing treatment and prevention institutions with reusable and disposable medical items and medical devices are being implemented . Since the academic year of 2012, the subject of infection control has been included in the curriculum of students of the Higher Faculty of Nursing. The ultimate goal of teaching the subject of infection control is to provide theoretical knowledge and skills to prevent the occurrence and spread of TYBIs . Active implementation of infection control principles in the healthcare system is an effective means, method and condition for achieving the final goal of the reforms - providing quality medical care to the population. Therefore, a special responsibility is assigned to the specialist in IN and should be a medical worker with special knowledge in this area and practical work experience in DPM. In our opinion, the most optimal solution is to train IN specialists from the graduates of the Faculty of "Higher Nursing" in the future. After all, the basics of specific preparation for IN - the subjects "Infection control" and "Clinical epidemiology" are included in the medical education system only in the curriculum of the faculty of "Higher nursing work". The development mechanism of the TYBI epidemic process is completely outside the framework of general epidemiological laws, and the basis of TYBI protection measures, in its essence, is completely different from the general principles of prevention of infectious diseases. Infections associated with the provision of medical care "nosocomial infections" - microbes with different clinical manifestations arising as a result of the population's application for medical care, the provision of medical care to them, and the activities of their employees in treatment and prevention institutions is an ethological disease. Symptoms of healthcare-associated infections, that is, symptoms of the disease, are manifested by the patient's latent period in the hospital. The only criterion for a disease to be included in the category of infections associated with the provision of medical care is that its occurrence is related to the provision of medical services. Therefore, the transmission of a disease by a person in any place (inpatient, polyclinics, QVP and at home) as a result of medical admission, in the course of performing the duty of TX, is considered as TYBI. The disproportion between the provision of medical services (with the number of beds and medical equipment corresponding to the provided service) and the real needs of the population leads to a decrease in the quality of service by overloading the hospitals, as a result of which there is a high probability of the occurrence of various infectious diseases in DPM. will be Looking back on history, in 1843, Oliver Holmes concluded that medical workers infected their patients with puerperal fever through unwashed hands. Based on the results of L. Pasteur's research, he scientifically substantiated the holistic system of prevention of wound infections - antiseptic (with elements of aseptic). A number of measures that have

been used since the first quarter of the 20th century - the system of separating patients from airborne infections into individual boxes, disinfecting the separations of patients with intestinal infections, fighting against pediculosis in parasitic typhus have shown their positive effects to a certain extent. S hu way of TYBI prevention hygienic aspects form went and this aspect traditional color took \_ Prevention of TYBI since the 80s of the XX century regarding main attention - attention traditional hygienic aspects according to more to patients medical help of showing epidemiological safe methods work to exit focused started \_ the world experience to the pointer attention TYBI is noted in 5 % of patients will be done .

TYBI problem relevance the following with is determined .

1. TYBI 's wide prevalence and illness level high
2. TYBI treatment , hospitalization and of the patient in the hospital to be to the deadlines circle spend expenses increases .
3. Usually for all TYBI long in continuity passing away and pathological of the process chronic color inclination is typical .
4. TYBI is long term physical and neurological complications in development defects the cause to be can \_
5. Medical help show with related certain infect cases of HIV infection , hepatitis B, C, D such as dangerous of diseases epidemic process to accelerate reason will be Infection the process is specific external and internal environment conditions macro organism and of microorganisms mutually effect reach due to to the body coming, pathological protection adaptation and compensator from reactions consists of complicated is a process . Current from 200 at the time in love microorganism types ( bacteria - 90%, viruses - mold and yeast fungi , simple animals - 10%) . etiological agents by cause 100 ha of released TYBI near nosological shape note done \_

**Summary.** In order to prevent the increase of internal infections, the hospital should carry out educational activities among the population and give understanding about the observance of the internal rules of the hospital. It is up to each of us to protect our health and the health of others .



Feruza Islomovna Mamurova

Obutjonova Durdona Omonjon qizi

**Annotasiya:** “Ikki xalq farzandi” bo’lmish Maqsud Shayxzoda o’zi tug’ilmagan bo’lsada Toshkent shahrini juda sevganligini uchun “Toshkentnoma” asarini yozgan.

**Kalit so’zlar:** Maqsud Shayxzoda, Toshkentnoma, asarlar,, she’rlar, adib, Toshkent, gazeta jurnal, ijodi.

Maqsud Shayxzoda nomi nafaqat o’zbek kitobxonlari balki, qardosh Ozarbayjon o’quvchilari uchun ham ardoqlidir, chunki iste’dodli shoir Ozarbayjon diyorida tug’ilib, ijodkor sifatida O’zbekistonda o’zbeklar bag’rida ulg’aydi, atoqli qalam soxibi sifatida kamol topdi.

O’zbek adabiyotining 20-asrdagi ulkan namoyondasiga aylandi. Ikki xalq dilbandi bo’ldi. Ikki xalq farzandi bo’lmish Maqsud Masum o’g’li Shayxzoda 1908-yilda Ozarbayjonning Agdash ya’ni Oqtosh shahrida shifokor oilasida tug’ildi. Boshlang’ich va o’rta ma’lumotni o’zi tug’ilgan shahrida olgach, Baku Oliy Pedagogika institutiga o’qishga kiradi. 1925-yildan boshlab Darbanddagi 1-bosqich Ozarbayjon maktabida, O’ynoqdagi ta’lim va tarbiya texnikumida o’qituvchi bo’lib faoliyat olib boradi.

1927-yilda “Aksilinqilobiy” tashkilot a’zosi sifatida qamoqqa olinadi. 1928-yilning fevralida Toshkentga surgun qilinadi. Maqsud Shayxzoda Toshkentga kelgach turli gazeta-jurnallarda adabiy xodim, 1935-1938-yillarda O’zbekiston fanlar kommuteti qoshidagi “Til va Adabiyot” institutida ilmiy xodim, 1938-yildan to vafot etgunga qadar “Nizomiy nomidagi Toshkent davlat pedagogika instituti” hozirgi “Nizomiy nomidagi Toshkent Davlat Pedagogika Universiteti” ning O’zbek mumtoz adabiyoti kafedrasida dotsent vazifasida xizmat qiladi.

Maqsud Shayxzoda o’zi e’tirof qilganidek hali savodi chiqmasidan she’r mashq qila boshlagan shoir. Biroq u o’zining dastlabki ijod namunasini 1929-yildan boshlab e’lon qila boshladi.

1930-yilda shoirning “Loyiq soqchi”, “O’n she’r”, “Undoshlarim”, “Uchinchi kitob”, “Jumhuriyat”, “O’n ikki”, “Yangi devon”, “Saylov qo’shiqlari” nomli she’riy to’plamlari nashr etildi. Ushbu she’riy majmualar Maqsud Shayxzodani o’zbek adabiyotida o’z ovozigaga ega bo’lgan katta iste’dod sifatida elga tanitadi. Ikkinchi jahon urushi yillarida Shayxzoda barcha o’zbek shoiri va yozuvchilari qatori bor ijobiy salohiyatini fashizm ustidan g’alaba qozonishga qaratadi. Bu davr shoir ijodining yuqori darajasiga ko’tarilgan chinakam vatanparvar ijodkor ekanini namoyon qilgan davr bo’ldi.

Insoniyatga tadqit solayotgan 20-asr balosi bo’lmush Fashizmni yo’q qilish ,hayotni, tiriklikni, or-nomusni saqlash xalqni ruhan yengilmaslikka, matonatga undash shoirning usha yillarda chop etilgan “Kurash nechun”, “Kapitan Gostello”, “Ko’ngil deydiki” kabi to’plamlarining bosh mavzusi bo’ldi. Shu yillarda Shayxzoda “Jaloliddin Manguberdi” dramasini yozdi. Mazkur drama yurtning ozodligi, Mustaqillik uchun mo’g’ul bosqinchilariga qarshi kurashgan Xorazmshoxning jangovor jasorati tarixan aniq va xaqqoniy tasdiqlaydi. Maqsud Shayxzoda urushdan so’ng tinch, qurulish yillari yana qaytadan noxaq qatag’on qilinishiga qaramay farovon hayot va bunyodkorlik zavqini tarannum etuvchi she’rlardan iborat “O’n besh yilning daftari”, “Shu’la”, “Chorak asr devoni” kabi to’plamlarini nashr ettiradi.

1958-yilda shoir qadimiy va navqiron azim poytaxtimiz Toshkent haqida te’ran-falsafiy va ushbu shaxarga nisbatan nihoyatda ixtirosli tuyg’ularga boy bo’lgan

“Toshkentnoma” dostonini yozadi. Maqsud Shayxzoda adabiyotning liro-epik janrida ham muvaffaqiyat bilan qalam tebratgan ijodkor. U “O’rtoq mulk”, “tuproq va xaq”, “Chirog”, “O’rtoq”, “Me’ros”, “Ovchi qissasi”, “Iskandar Zulqarnayn”, “O’n birlar”, “Jenya”, “Oqsaqol”, “Ahmadjonning hikmatlari”, “Uchinchi o’g’il”, “Nurmat otaning tushi” kabi dostonlarnin muallifidir.

Maqsud Shayxzoda badiiy asarlar yozibgina qolmay, adabiyotshunoslik va adabiy tanqid soxasida samarali ijod qilgan. Ayniqsa uning buyuk mutaffakkir Alisher Navoiy ijodi va faoliyatini o’rganishga bag’ishlagan jiddiy tadqiqotlarini Navoiyshunoslik fanini o’rganishdagi yangi taraqqiyot bosqichiga olib chiqdi desak yanglishmagan bo’lamiz. Shuningdek zabardas olimimiz o’zbek mumtoz va zamonaviy adabiyotining Bobur, Muqumiy, Oybek, G’afur G’ulom, Hamid Olimjon va xalq og’izaki ijodining ajoyib vakili bo’lgan Fozil shoir Jahon adabiyotining Nizomiy Ganjaviy, Shota Rustaveli, Pushkin, Nekrasov, Astrovuskiy, Taros Shevchenko, Chehov kabi namoyondalariga bag’ishlangan asarlar ham yaratgan.

Ikki xalq dilbandi bo’lmish Maqsud Shayxzoda 1967-yilda vafot etgan. 2001-yil o’zbek adabiyoti va ma’naviyati rivojiga qo’shgan ulkan hissasi uchun Shayxzoda “Buyuk xizmatlari uchun” ordeni bilan taqdirlanadi.

**Annotatsiya:** Ikki xalq dilbandi bo'lmish Maqsud Ma'sum o'g'li Shayxzoda surgun bo'lgandan, umrining oxirigacha bo'lgan davr ichida o'zining eng noyob, eng ijodi gullagan davrlarni boshdan o'tkazgan "Ikki xalq" - Ozarbayjon-O'zbekiston yozuvchisidir. **Kalit so'zlar:** Maqsud Shayxzoda, ikki xalq farzandi, toshkent, asarlar, she'rlar, dostonlar, drama,

O'zbek adabiyotining atoqli namayondalaridan biri, mashhur shoir, zabardars dramaturug, adabiyotshunos olim, tarjimon va Muallim Maqsud Shayxzoda 1908-yilning 25-oktabrda Ozarboyjonning Oqdosh shahrida tavallud topgan. Boshlang'ich va o'rta ma'lumotni Oqdoshda olgach, Boku Oliy pedagogika institutida sirdan o'qidi va 1925-yildan boshlab Derkend shahrida muallimlik bilan shug'ullandi.

Shayxzoda 1928-yilda Toshkentga kelib, turli gazeta va jurnallar muharririyatlarida, 1935—1938-yillarda esa Fanlar Qo'mitasi qoshidagi Til va adabiyot institutida ilmiy xodim, 1938-yildan to umrining so'ngiga qadar Nizomiy nomli Toshkent Davlat pedagogika institutining o'zbek mumtoz adabiyoti kafedrasida dotsent vazifasida ishlab, yuqori malakali kadrlar tayyorladi. Shoirning adabiy faoliyati 1929-yildan boshlangan. Uning "O'n she'r" 1932-yil, "Undoshlarim" 1933-yil, "Uchinchi kitob" 1934-yil, "Jumhuriyat" 1935-yil nashr etildi va shu qatorda "Toshkentnoma", "Bahorda yomg'ir", "Muqimiy", "Muallim" sherlari ham chiqqan.

Urush yillarida shoir butun ijodiy quvvatini, qalb haroratini dushman ustidan g'alaba qozonishga safarbar etdi. Urushning birinchi kunlaridanoq jang qahramonlarini ulug'lovchi, front orqasidagi kishilarning fidokorona mehnatini ifodalovchi "Kurash nechun" 1941-yil, "Jang va qo'shiq" 1942-yil, "Kapitan Gastello" 1941-yil, "Jaloliddin Manguberdi" 1944-yil tarixiy dramasi va boshqa qator publitsistik asarlarini yaratildi. Ulkan so'z san'atkori haqida yozilgan ko'plab maqolalar mualliflari – shoirning zamondoshlari va shogirtlari uning benihoya ulug'vor, lekin shu qadar pokqalb, kamtarin inson bo'lganini e'trof etaman. Chindan ham, ko'plab talabalarga ustozlik qilgan Maqsud Shayxzoda hayotda ham, ijodda ham ulkan siymo bo'lgan. Shoir serbaraka ijodiy umrida 20 dan ortiq majmualarga jamlangan sheriyy badialar, ballada va dostonlar, 300 dan ziyod ilmiy va publitsistik asarlar bilan yuksak didli, e'tiborli kitobxonlarga, tarixni o'rganuvchilar va adabiyot ixlosmandlari-ilm-u ziyo ahliga maqbul bo'ldi.

Urushdan keyini tinch qurilish yillarida qatag'onlik jabrini tortgan bo'lsa ham, o'z el-yurtiga fidoiy shoir Vatanimiz bo'ylab keng quloch yozgan zafarli mehnat, tinchlik uchun kurash haqida "O'n besh yilning daftari", "Olqishlarim", "Zamon torlari", "Shu'la", "Chorak asr devoni" kabi she'riy to'plamlarini yaratdi.

1958-yili adibning ko'hna va ayni chog'da navqiron Toshkent shahriga bag'ishlangan, uning tarixi, o'tmishdagi madaniyat va xalqaro aloqalarini tasvirlovchi "Toshkentnoma" lirik dostonini yaratdi. Iste'dodli dramaturg 1960-yilda yozgan "Mirzo Ulug'bek" tragediyasida buyuk o'zbek munajjimi va ma'rifatparvar podshosi obrazini yaratdi. Shayxzoda Pushkinning "Mis chavandoz", O'zbek dehqonining og'irini yengil qilgan ilk traktordan boshlab, fazoni zabt etishdek barcha ulug'vor hodisalar, davr kishilarining zafarli ishlari, yurtning serjila lavhalari va insonning ko'rkam jamoli uning qalamiga oshna, she'riyatiga ilhom va mazmun baxsh etadi. Shuning uchun ham shoirning she'riyatiga ilhom va mazmun baxsh etadi. Shuning uchun



ham she'riyati chuqur gumanistik fikrlar, bashariy hissiyotlar, insoniyotning olam va koinot sirlarini, asriy hayotiy jumboqlarini yechishdagi orzu istaklari, jur'atkor tilaklari bilan to'liq. U muttasil ijodiy mehnat dardi bilan, bunyotkorlik ishtiyoqi va izlanish zahmati umr kechiradi. Lermontovning "Kavkaz asiri", Mayakovskiyning "Juda so'z" dostonlari va ko'plab she'rlarini, Shekspirning "Hamlet", "Romeo va Juletta" tragediyalari va sonetlarini, Nozim Hikmatning she'rlarini, ozarboyjon shoirlari asarlarini o'zbek tiliga tarjima qilgan. Shayxzodaning o'zbek adabiyoti tarixi, o'zbek xalq og'zaki ijodiyoti, xususan, Alisher Navoiy ijodini tadqiq etish borasida yaratgan ilmiy ishlari ham tahsinga sazovordir. U filologiya fanlari nomzodi, dotsent ham bo'lgan.

Maqsud Shayxzoda Sharq mifologiyasi va shu jumladan, o'zbek folkloriga badiiy xazina bo'lgan xalq mifologiyasini alohida tekshirish juda katta bir vaqt va ilmiy tayyorgarlikni talab qilishini o'z vaqtidayoq to'g'ri ta'kidlagan edi. Qizig'i shundaki, ko'p yillar dev obrazi bizning folklorshunosligimizda sharhlanmay kelindi. Dev obrazining vazifasini ko'pchilik hozirgacha manfiy, yomonlik ramzi sifatida anglaydilar. Maqsud Shayxzoda bu obrazni har bir asardagi voqealar yo'nalishiga qarab baholash zarurligini, devlar ko'p holatlarda insonning yovuz dushmani emas, aksincha yechilishi mushkul tilsimlar sirini ochib, odamzodga qudratliko'makdosh sifatida talqin etilganligi haqida ilk marta dadil fikr aytdi, o'z fikrini eposlaridan olingan xarakterli dalillar bilan isbot qildi. Bundan tashqari, u "Shirin bilan Shakar" dostonining bir xususiyatini alohida uqtirib o'tadi: " qo'limizdagi bu doston ma'lum bir afsonaviy asardir. Haqiqatan ham bu doston tarixchietnograf uchun o'rganishga sazovor birmuncha ma'rifiy va etnografik ma'lumotlar topish mumkin. Bu dostonni o'qish bilan o'quvchi ham eskiurushlarning texnikasin i, urush oldidan o'zbeklarda polvonlarning chiqib bahslashuvlarini, urushda yengilgan lashkarlarning bizning zamonamizda bo'lganiday, qilichlarni taslim qilmasdan, balki o'z bo'yinlariga olganlarini, ko'pkari-uloq chopishning kelib chiqqanligi feodallardagi jazolash usullarini jallodlar gunohkorlar qo'lini oldiga bog'lagandan haqidagi materiallarni, burungi keyingi o'zining mutlaqo o'lajagini bilar va yana birmuncha an'analarni, qiziq ilmiy ham ruhiy xususiyatlarini tekshirib borishi mumkindir. Zotan, yaxshi, go'zal, badiiy bir doston boshqacha turli bo'lolmaydi. U qancha xayoliy, afsonaviy bo'lmasin, mutlaqo ma'lum tarixiy bir davrning real chiziqlarini o'ziga singdirib olishi tabiiydir". Ma'lumki, xalq og'zaki ijodi asarlari tildan-tilga, avloddan-avlodga o'tib keladi. Natijada bu asarlar turli o'zgarishlarga uchraydi, ma'lum tarixiy sharoitgagina xos bo'lgan ayrim o'rnlari tushib qoladi, yangi voqea va qarashlar kirib keladi. Binobarin, ayrim xalq og'zaki ijodi asarlarida, ayniqsa, doston va ertaklarda, turli tarixiy sharoitga oid voqealar, urf-odatlar, fikr va qarashlar aks etganini ko'ramiz "Alpomish" ham shunday asralardan biridir. Ham mazmuni, ham shakli jihatidan xalqchil bo'lgan "Alpomish" o'zida xalqning og'zaki poeziyasidagi she'riy qoidalarni, shakllarni, usullarni o'ziga xos ravishda o'zlashtirib olganini ko'ramiz. Shuning uchun ham adabiyot tarixi bilan qiziquvchi tadqiqotchi bu ulkan badiiy meros xususida ma'lum tasavvur va xulosalarga kelmay turib, adabiy jarayon, shakl va usullarning, obraz badiiyatining taraqqiyoti to'g'risida chuqur fikrmulohaza yuritishi amri maholdir. Maqsud Shayxzoda 1956-yilda "Alpomish" dostonidagi ba'zi bir poetik xususiyatlar haqida tadqiqot olib borar ekan, bu dostonning vazni, badiiyati, g'oyaviy-badiiy xususiyati, mazmuni, obrazlar olami xususida keng ma'lumot beradi. Jumladan, "Alpomish" dostonining ritmik negizi sillabik sistema ("hijo vazni yoxud barmoq vazni") ekanligi, bu vazn turkiy tillarda so'zlovchi barcha xalqlarning og'zaki poeziyasiga xos bir vazn bo'lib kelganligini aytib o'tadi. Bundan tashqari, Maqsud Shayxzoda dostonidagi uchraydigan poetik xususiyatlar: saj', qofiya, radif kabilarga alohida to'xtaladi. Olim: "Dostonida qofiyaga rioya qilish va unga moyillik shu qadar zo'rki, hatto she'rlar o'rtasiga



kiritilgan she'riy parchalar ham qofiyalangan", deb misol tariqasida shu parchani keltiradi: "Barchinoyni otdan tushirib yotgan, besh yuz sepini ortgan, qirqin kanizlar Barchinni baxmal uyga olib ketgan, toza liboslarni bu uyga solib yetgan, hammasi choydosh-qumg'onni qaynatgan hokazo" Bu she'r emas, nasr (prozadir). Ammo qofiyalangan nasrdirki, buni mumtoz adabiyotda saj' deb ataladi. Demak, bu usul ham xalq poeziyasida chuqur ildizlarga ega. Shayxzoda asarlari qardosh xalqlar va xorijiy tillarga tarjima qilingan. Shoir tarjima jarayonida qardosh xalqlar va jahon adabiyoti namoyondalarining mahorat maktabidan ta'lim olib, ilg'or an'analarini o'zida mujassamlashtirgan she'rlar yozgan. Shayxzoda 1967-yilning 19-fevralida vafot etdi.

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**BO'LAJAK O'QITUVCHILARNING KASBIY KOMPETENTLIGINI RIVOJLANTIRISHNING PEDAGOGIK SHART-SHAROITLARI**

Safarova Nigora Nasilloevna – Buxoro davlat universiteti erkin izlanuvchisi

**Email:** [safarovanigora28@gmail.com](mailto:safarovanigora28@gmail.com)

**Annotatsiya:** O'qituvchining pedagogik mahorati, uning malakasi, pedagogik qobiliyati pedagogik kompetensiyaning oshishiga sezirarli ta'sir ko'rsatuvchi usullaridan biri bu doimiy kasbiy ta'lim malakalarini oshirib borishdir. Ushbu maqolada bo'lajak o'qituvchilarning kasbiy kompetentligini rivojlantirishdagi pedagogik shart-sharoitlar, kompetentlik tushunchasining mazmun-mohiyati, kompetensiyaga asoslangan yondashuv tamoyillari yoritilgan. Ta'lim oluvchilarda kasbiy kompetentlikni pedagogik jihatdan rivojlantirish yo'llari ko'rsatilgan. Bo'lajak o'qituvchilar uchun egallanishi mumkin bo'lgan pedagogik kompetentlikning rivojlanish darajasini aniqlaydigan kompetensiyalar majmuasi mazmuni va bo'lajak o'qituvchilarning kasbiy kompetentligini rivojlantirish yuzasidan turli xil fikr va mulohazalar yuritilgan.

**Kalit so'zlar:** kompetentlik, kasbiy kompetentlik, kompetensiya, kasbiy bilimlar, ko'nikma, shaxsiy tajriba, texnologiyalar, ta'lim, ta'lim standartlari.

**Аннотация:** педагогическое мастерство педагога, его компетентность, педагогическая компетентность одним из способов ощутимого влияния на повышение педагогической компетентности является повышение квалификации непрерывного профессионального образования. В данной статье рассматриваются педагогические условия развития профессиональной компетентности будущих педагогов, содержание понятия компетентность, принципы компетентностного подхода. Показаны пути педагогического развития профессиональной компетентности обучающихся. По содержанию комплекса компетенций, определяющих уровень развития педагогической компетентности, который может быть приобретен для будущих педагогов, и по развитию профессиональной компетентности будущих педагогов высказывались различные мнения и суждения.

**Ключевые слова:** компетентность, профессиональная компетентность, компетентность, профессиональные знания, навыки, личный опыт, технологии, образование, образовательные стандарты.

**Abstract:** pedagogical skills of a teacher, his competence, pedagogical competence one of the ways to have a tangible impact on the improvement of pedagogical competence is the professional development of continuing professional education. This article discusses the pedagogical conditions for the development of professional competence of future teachers, the content of the concept of competence, the principles of the competence approach. The ways of pedagogical development of professional competence of students are shown. Various opinions and judgments were expressed on the content of the set of competencies that determine the level of development of pedagogical competence that can be acquired for future teachers, and on the development of professional competence of future teachers.

**Keywords:** competence, professional competence, competence, professional knowledge, skills, personal experience, technology, education, educational standards.

**Kirish.** Yurtimizda faol, intiluvchan, iqtidorli va yuksak ma'naviy-axloqiy fazilatlariga ega, zamonaviy bilim hamda kasblarni chuqur egallagan - bugungi va ertangi kunimizning hal qiluvchi kuchi bo'lgan yoshlarni voyaga yetkazish uchun barcha shart-sharoit va imkoniyatlar yaratilgan. Bugungi kunda fan va texnika rivoji ta'lim va uning natijalariga

qo'yiladigan talablarni tubdan o'zgartirishni talab etmoqda. Shunga asosan, yangi avlod standartlarini yaratish pedagoglarning oldiga muhim vazifa qilib qo'yilmoqda. Hozirgi vaqtgacha yaratilgan davlat ta'lim standartlari tizimli-faoliyatli yondashuvga asoslangan, ya'ni ta'lim maskanlarining maqsadini bilim, ko'nikma va malakalarni o'zlashtirish tarzida aniqlashtirishdan iborat edi. Shu bois yangi davlat ta'lim standartlarini o'z-o'zini rivojlantirishga qaratilgan kompetent-faoliyatli yondashuvga asoslanishdan kelib chiqqan holda belgilash talab etilmoqda. Chunki oliy ta'limda tashkil etilayotgan o'quv-tarbiya jarayonining mohiyati tinglovchilarning ehtiyojlari va qobiliyatlarini rivojlantirish emas, balki bilimlarni axborot-verbal tarzda yetkazish, ko'nikma va malakalarni shakllantirishdan iborat bo'lib qolmoqda.

Bugungi kunda ta'lim nafaqat talabaning har tomonlama rivojlanishi va uning shaxsiy ehtiyojlariga, balki jamiyat ehtiyojlarini hisobga olishga ham yo'naltirilishi kerak. Ushbu maqsadga erishish uchun ta'limda kompetentsiyaga asoslangan yondashuvdan foydalanish ko'proq yordam beradi.

Shu sababli, oliy ta'limni modernizatsiya qilishning istiqbolli yo'nalishlaridan biri bu butun ta'lim tizimini takomillashtirish, uni yangi sifat darajasiga ko'tarish imkonini beradigan ta'lim amaliyotiga kompetentsiyaga asoslangan yondashuvni joriy etishdir.

Shuni ta'kidlash kerakki, zamonaviy pedagogika fanida bo'lajak o'qituvchining kasbiy kompetentsiyasini shakllantirish muammosini o'rganishga jiddiy e'tibor qaratilmoqda, bu avlodlar o'rtasidagi bog'lovchi "bo'g'in" dir [6, 6].

Muxtaram prezidentimiz Sh.M.Mirziyoyev "Yoshlarimiz mustaqil fikrlaydigan, yuksak intellektual va ma'naviy salohiyatga ega bo'lib, dunyo miqiyosida o'z tengdoshlariga hech qaysi sohada bo'sh kelmaydigan insonlar bo'lib kamol topishi, baxtli bo'lishi uchun davlatimiz va jamiyatimizning bor kuch va imkoniyatlarini safarbar etamiz" degan fikrlari ham mustaqil O'zbekistonimiz yoshlarini erkin fikrlashni tarkib toptirishga qaratilayotgani ham e'tibordan holi emas. Shunday ekan darslarni yangi davr talabi zamonaviy yondashuvlar asosida tashkil qilish biz o'qituvchilarning oldimizdagi yuksak vazifalardan biridir.

Ushbu muammoli vaziyatdan chiqishning yagona yo'li – oliy ta'limda yangicha, ya'ni kompetent yondashuvni joriy etishdir. Kompetent yondashuv talabdan bilim va ko'nikmalarni alohida-alohida emas, balki yaxlitlikda egallashni talab etadi. Mazkur talab bilan bog'liqlikda, o'z navbatida o'qitish metodlarini tanlash tizimi ham o'zgarishga uchraydi. O'qitish metodlarini tanlash va amaliyotda qo'llash ta'lim jarayonida qo'yiladigan talablarga muvofiq keladigan kompetensiya va funksiyalarni takomillashtirishni talab etadi.

Kompetent yondashuv oliy ta'limni modernizatsiyalash nuqtai nazaridan yangi pedagogik voqilik hisoblanadi. Mazkur yondashuv doirasida amaliy faoliyat tajribasi, kompetensiya va kompetentlikni didaktik birliklar sifatida ko'rib chiqish hamda ta'limning an'anaviy uch elementi (triada) – "bilim – ko'nikma – malaka"ni oltita birlik (sekstet)- "bilim – ko'nikma – malaka – amaliy faoliyat tajribasi – kompetensiya – kompetentlik" tarzida tahlil qilish talab etiladi. Dastlab "kompetensiya" tushunchasining mohiyatini aniqlashtirib olish zarur. Kompetensiya (lotincha so'z bo'lib, erishaman, to'g'ri kelaman ma'nolarini bildiradi) – sub'yektning maqsadni qo'yish hamda unga erishish uchun tashqi va ichki zaxiralarni samarali amalga oshirishga tayyorgarligi, boshqacha qilib aytganda, bu subyektning muayyan faoliyat obyekti bilan bog'liq muammolarni muvaffaqiyatli hal etishga doir shaxsiy qobiliyatdir. Shuni alohida ta'kidlash lozimki, "kompetensiya" tushunchasiga berilgan aksariyat ta'riflar kasbiy ta'lim, kasbiy faoliyat bilan bog'liqlikda bayon etilgan. Biroq umumiy o'rta ta'lim bilan



bog'liqlikda mazkur tushuncha innovatsiya tavsifiga ega bo'lganligi sababli, uning mohiyatini aniqlashtirishga alohida ehtiyoj mavjud.

Kompetensiya – lotincha “Competentia” soʻz boʻlib, oʻzbek tilidagi lugʻaviy maʼnosi “inson yaxshi biladigan”, “tajribaga ega boʻlgan” kabi maʼnolarni bildiradi.

Kompetentlik – biron-bir ishni samarali qila olish qobiliyati, ishni bajarishda talabalarni qondira olish qobiliyati, aniq ishchi funksiyalarni bajarishda talablarni qondira olish qobiliyati[4, 16].

Kasbiy kompetentlik – mutaxassis tomonidan kasbiy faoliyatni amalga oshirish uchun zarur boʻlgan bilim, koʻnikma va malakalarning egallanishi va ularni amalada yuqori darajada qoʻllay olinishidir[4, 18].

L.M.Mitina pedagogik kompetentlik – deganda predmet haqidagi bilimlar, oʻqitish metodikasi, pedagogik muloqot koʻnikma va malakasi, shuningdek oʻz-oʻzini rivojlantirish, oʻz-oʻzini takomillashtirish, oʻz-oʻzini amalga oshirish usullari va vositalarining uygʻun birlashishini tushungan[5, 320].

U pedagogik kompetentlik tuzilmasida uchta tashkil etuvchini ajratgan: faoliyatli, kommunikativ va shaxsiy. L.M.Mitina tomonidan taklif etilgan pedagogik kompetentlikni tuzilmashtirishdan kelib chiqqan holda, biz boʻlajak oʻqituvchilar uchun egallanish darajasi pedagogik kompetentlikning rivojlanish darajasini aniqlaydigan quyidagi kompetensiyalar majmuasi yetarli va zarur deb hisoblaymiz:

- **Faoliyatli yoki maxsus kompetensiya** (bilim, koʻnikma, malaka va pedagogik faoliyatni amalga oshirishning individual usullari);
- **Shaxsiy yoki kasbiy kompetensiya** (kasbiy oʻz-oʻzini takomillashtirish va oʻz-oʻzini amalga oshirishga oid bilim, koʻnikma va malakalar);
- **Kommunikativ kompetensiya** (pedagogik faoliyatni ijodiy amalga oshirishga oid bilim, koʻnikma va malaka).

Taʼlimning asosiy maqsadi mehnat bozorida raqobatbardosh, malakali, masʼuliyatli, oʻz kasbini yaxshi biladigan va tegishli faoliyat sohalariga yoʻnaltirilgan, doimiy kasbiy oʻsishga, ijtimoiy va kasbiy harakatchanlikka tayyor boʻlgan tegishli darajadagi va profildagi malakali yoshlarni tayyorlashni belgilaydi.

Bunday yoshlarni tayyorlash uchun kompetentsiyaga asoslangan yondashuvga tayanish kerak, uni amalga oshirish quyidagi maqsadlarga erishish bilan bogʻliq:

- oʻquvchining ijodiy, shaxsga yoʻnaltirilgan oʻzini oʻzi anglashi uchun qulay pedagogik shart-sharoitlarni yaratish orqali oʻrganish, oʻz taqdirini oʻzi belgilash (oʻzini oʻzi belgilash), oʻzini oʻzi tarbiyalash, oʻzini oʻzi rivojlantirish;
- oʻz axloqi, ongi, madaniy darajasini rivojlantirish ustida mustaqil ishlashga qodir talaba shaxsining maʼnaviy-axloqiy sohasini rivojlantirish;
- bitiruvchi shaxsini ijtimoiylashtirish, atrofda dunyoda (tabiat va jamiyat), oʻzgarishlar makonida voqelikni, oʻz faoliyatini oʻzgartirish yoʻllarini oʻzlashtirish, kommunikativ madaniyat, maʼnaviy-axloqiy shakllar orqali shaxsni rivojlantirish; hayotning barcha sohalarida oʻzini tutish normalarini oʻzlashtirish orqali oʻzini oʻzi belgilashni oʻrganish;
- salomatlikni taʼminlash va muhofaza qilish.

V.M.Antipova kompetentsiyaga asoslangan yondashuv tamoyillariga quyidagilarni kiritadi:

- **diagnostika**, yaʼni xulq-atvor va fikrlashda namoyon boʻladigan tashxis qoʻyilgan natijaga erishishga yoʻnaltirish;



➤ **murakkablik**, fanlararo-ta'lim va tashqi, atrof-muhit omillari va ta'sirini hisobga olish;

➤ **ko'p funksiyalilik**: kompetentsiyani bitta ko'nikma yoki xususiyat bilan tavsiflash mumkin emas, bu muammolar to'plamini hal qilish qobiliyatini anglatadi.

Ko'rib chiqilgan tamoyillar, bizning fikrimizcha, ko'p bosqichli kompetentsiya tamoyillari bilan to'ldirilishi kerak.

Ko'p bosqichli va ko'p bosqichli kompetentsiya tamoyili kompetentsiyani nafaqat hodisa sifatida, balki o'quvchi shaxsi va atrof-muhit, ta'lim jarayoni va ta'lim makonining farqlanishini hisobga olgan holda jarayon sifatida ko'rib chiqishga imkon beradi.

Pedagogik kasbiy kompetentsiya muammosiga bag'ishlangan zamonaviy ilmiy va ilmiy-amaliy manbalarni o'rganish kontsepsiyaning murakkabligi, talqinlarning kengligi va xilma-xilligidan dalolat beradi [7, 396].

**Muhokama va natijalar.** E. F. Zeer kasbiy kompetentsiya deganda kasbiy bilimlar, ko'nikmalar to'plamini, shuningdek kasbiy faoliyatni amalga oshirish usullarini tushunadi [2, 23]. Yu. G. Tatur to'liq ta'rifni shakllantirdi... oliy ma'lumotli mutaxassisning malakasi-bu kasbiy va ijtimoiy sohada muvaffaqiyatli ijodiy (samarali) faoliyat uchun o'z salohiyatini (bilim, ko'nikma, tajriba, shaxsiy fazilatlar va boshqalarni) amalga oshirish istagi va qobiliyati (tayyorligi), ijtimoiy ahamiyatga ega ekanligini anglash, ushbu faoliyat natijalari uchun shaxsiy javobgarlik, uni doimiy ravishda takomillashtirish zarurati" [9, 9]. Shu bilan birga, chet ellik tadqiqotchilar ushbu kontsepsiyani ko'pincha "chuqur bilim", "vazifani etarli darajada bajarish holati", "faoliyatni amalga oshirish qobiliyati" deb hisoblashadi.,

Shunday qilib, umuman olganda, bo'lajak o'qituvchining kasbiy kompetentsiyasi kasbiy bilim, ko'nikma, munosabatlar, shaxsning kasbiy fazilatlar majmuasi sifatida ifodalanishi mumkin.

Hozirgi vaqtda kontsepsiyani talqin qilish bo'yicha mavjud bo'lgan turli xil fikrlarga qaramay, shuni ta'kidlash mumkinki, aksariyat mualliflar kasbiy kompetentsiyani ikki jihatdan ko'rib chiqadilar: ta'lim maqsadi sifatida va o'z kasbiy faoliyatini amalga oshiradigan o'qituvchining holatini tavsiflovchi oraliq natija sifatida.

Muallif kasbiy kompetentsiya deganda o'qituvchida aqliy xususiyatlar va holatlar tizimini shakllantirishning dinamik darajasini tushunadi, bu uning kasbiy faoliyatni amalga oshirishga nazariy va amaliy tayyorgarligining birligini va buning uchun zarur bo'lgan harakatlarni ishlab chiqarish qobiliyatini (ya'ni ko'nikma va imkoniyatlarni) aks ettiradi.

Kasbiy kompetentsiyaning mazmuni bo'lajak o'qituvchilarning kasbiy tayyorgarlikning turli bosqichlarida tayyorligini tashxislashning ajralmas mezonidir. Shu sababli, bo'lajak o'qituvchining kasbiy kompetentsiyasini hisobga olish alohida qiziqish uyg'otadi.

Ko'pgina tadqiqotlarda kasbiy kompetentsiyani ko'rib chiqish zamonaviy ta'limda shakllanadigan yangi kompetentsiyaga asoslangan yondashuv nuqtai nazaridan emas, balki o'qituvchining ushbu xususiyatini an'anaviy o'rganish doirasida - kasbiy faoliyat nazariyasi, menejment, kasbiy psixologiya va boshqalar nuqtai nazaridan amalga oshiriladi.. Bizning fikrimizcha, aynan o'qituvchining o'z-o'zini rivojlantirish qobiliyati universitetda talabalarning kompetentsiyalarini shakllantirish darajasini belgilovchi mezonlardan biri bo'lishi kerak.

Shunday qilib, V. A. Slastenin o'z tadqiqotlarida bo'lajak o'qituvchining kasbiy kompetentsiyasini uning kasbiy faoliyatga tayyorligini ta'minlaydigan shaxsiy kasbiy ahamiyatga ega sifat sifatida belgilaydi.

V. A. Adolf asarlarida kasbiy kompetentsiya nafaqat kasbiy muammolarni ongli ravishda hal qilishni ta'minlaydigan vosita, balki talaba shaxsini shakllantirish shartlaridan biri sifatida ham ishlaydi [1, 310].

E. P. Tonkonogaya kasbiy kompetentsiyani rasmiy maqomiga muvofiq yangi sharoitlarda pedagogik va boshqaruv funksiyalarini bajarishga tayyorlik va qobiliyatni belgilaydigan ajralmas kasbiy va shaxsiy xususiyat sifatida ko'rib chiqadi. Ushbu ta'rif asosida kasbiy sohada quyidagi fazilatlar zarur: umumiy madaniyat; shaxs va faoliyatning gumanistik yo'nalishi; muammolarni, pedagogik hodisalar va jarayonlarni tizimli ko'rish, ijodiy qaror qabul qilish qobiliyati; zamonaviy pedagogik va boshqaruv texnologiyalariga ega bo'lish, aloqa madaniyati; kasbiy sohada fikrlash va faoliyatning ijodkorligi, aks ettiruvchi madaniyatning mavjudligi.

Biroq, zamonaviy psixologik-pedagogik adabiyotlar tahlili shuni ko'rsatadiki, ko'pchilik olimlar o'z tadqiqotlarida "o'qituvchining kasbiy kompetensiyasi" va "bo'lajak o'qituvchining kasbiy kompetensiyasi" tushunchalarini farqlamaydilar. Ushbu toifalarni farqlash, bizning fikrimizcha, nazariy va amaliy jihatlarida ham muhimdir, chunki bu bo'lajak o'qituvchining kasbiy kompetensiyasi o'qituvchi faoliyatining eng muhim xususiyatlaridan biriga aylanishi kerak, kasbiy va pedagogik tayyorgarlik natijasida va uning samarali faoliyatining eng muhim sharti sifatida ishlaydigan o'qituvchining ajralmas sifati[8, 386].

Kasbiy kompetensiyaning funksional rivojlanishi bo'yicha tadqiqotlar shuni ko'rsatadiki, bo'lajak o'qituvchini kasbiy shakllanishining dastlabki bosqichlarida ushbu jarayonning nisbiy avtonomiyasi mavjud va kasbiy faoliyatni mustaqil amalga oshirish bosqichida kompetentsiya tobora kasbiy muhim fazilatlar bilan birlashtirilmoqda.

Shubhasiz, talaba yoki hatto universitet bitiruvchisi kasbiy mahoratning eng yuqori darajasiga erishgan o'qituvchi sifatida qaralishi mumkin emas. Shunga qaramay, universitetda o'qish jarayonida uni kasbiy jihatdan yaxshilashga imkon beradigan fazilatlarni shakllantirish kerak.

Ko'pincha "mutaxassisning kasbiy kompetensiyasi" tushunchasi "professionallik", "pedagogik mahorat" tushunchalarining sinonimi sifatida ishlatiladi va umumiy va kasbiy bilimlarning, amaliy ko'nikmalarning, kasbiy ahamiyatga ega bo'lgan shaxsiy fazilatlarning murakkab birlashishi sifatida qaraladi, bu o'qituvchining kasbiy sohadagi muvaffaqiyatli faoliyatini ta'minlaydi. Ushbu tushunchalarni almashtirish mumkin emas. Shu bilan birga, biz kasbiy kompetentsiya faqat ishlaydigan o'qituvchida to'liq namoyon bo'lishi mumkin degan fikrni baham ko'ramiz.

Pedagogik faoliyatning o'ziga xosligi faqat yuqori ixtisoslashgan kompetensiyaning mavjudligini qabul qilib bo'lmaydi. Ta'lim sohasidagi bo'lajak mutaxassisning kasbiy mahorati barcha turdagi kasbiy kompetensiyalarning kombinatsiyasi bilan belgilanadi: maxsus, ijtimoiy, shaxsiy, individual[3, 34].

Bundan tashqari, bo'lajak o'qituvchining kompetensiyasi kasbidan, kasbiy faoliyat sohasidagi vakolatidan va psixologik-pedagogik kompetensiyasidan qat'i nazar, o'qituvchi uchun zarur bo'lgan umumiy kompetensiyaning birligi sifatida qaralishi kerak.

Shunday qilib, erkin va faol fikrlashga, o'quv jarayonini modellashtirishga, mustaqil ravishda ta'lim va tarbiyaning yangi g'oyalari va texnologiyalarini yaratishga va amalga oshirishga qodir bo'lajak o'qituvchining kasbiy kompetensiyasini shakllantirish muammosi zamonaviy ijtimoiy - iqtisodiy sharoitda dolzarbdir, bu esa qo'shimcha ko'rib chiqish va tushuntirishga olib keladi. Ushbu kontseptsiyani kompetensiyaga asoslangan yondashuv nuqtai nazaridan ta'limni rivojlantirishning yangi uslubiy yaxlit qo'llanmasi sifatida. Chunki kasbiy

kompetentsiya bo`lajak o`qituvchi shaxsini shakllantirish jarayonining asosiy talablaridan biridir.

**Xulosa.** Yuqoridagilardan kelib chiqib, quyidagi xulosaga kelishimiz mumkin: pedagogikaning zamonaviy nazariyasi va amaliyotida "bo`lajak o`qituvchining kasbiy kompetentsiyasi" pedagogik toifasini aniqlashga yagona yondashuv shakllantirilmagan, bu esa ushbu kontseptsiyani kompetentsiyaga asoslangan yondashuv nuqtai nazaridan ta`limni rivojlantirishning yangi uslubiy yaxlit yo`nalishi sifatida qo`shimcha ko`rib chiqish va takomillashtirishni belgilaydi. Chunki kasbiy kompetentsiya bo`lajak o`qituvchining shaxsini shakllantirish jarayonining asosiy talablaridan biri hisoblanadi.

Bo`lajak o`qituvchining kasbiy kompetentligini tarkib toptirish uchun pedagogik oliy ta`limda tub o`zgarishlarni amalga oshirish kerak. Oliy ta`lim Davlat ta`lim standarti, o`quv dasturi va darsliklarni takomillashtirish yo`nalishida muayyan ishlar olib borilayotgan bir paytda, mavjud an`anaviy mazmundan voz kechish qiyin kechsa-da, ta`lim mazmunini yanada aniqlashtirish lozim bo`ladi.

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## ANALYSIS OF METHODS OF REDUCING TRAFFIC ON CITY STREETS

*Ph.D., Prof. Karabayev A.M., graduate student: Akhatova K.Sh.*

*(Tashkent State Transport University)*

*Tel: +99893-761-26-03*

*e-mail: [axatovakamola21@gmail.com](mailto:axatovakamola21@gmail.com)*

**Abstract:** *This article analyzes the methods of reducing traffic congestion in the city street network, which is becoming a global problem today. The results of the analysis of the methods of reducing traffic congestion at intersections are presented in the example of Tashkent city roads.*

**Аннотация:** *В данной статье анализируются методы снижения заторов в уличной сети города, которые сегодня становятся глобальной проблемой. Результаты анализа методов снижения заторов на перекрестках представлены на примере дорог города Ташкента.*

**Keywords:** *one-level intersections, traffic, traffic light, traffic flow, motor transport, safety, driver, city streets, traffic speed, density, road capacity.*

**Ключевые слова:** *Одноуровневые перекрестки, движение транспорта, светофор, транспортный поток, автотранспорт, безопасность, водитель, улицы города, скорость движения, плотность, пропускная способность дорог.*

**Enter.** The transition of the urban system to the automobile system, the sharp increase in the number of cars, and the increase in the amount of traffic on the roads. Basically, it causes a number of problems and traffic jams in the city streets and intersections, as a result of which every driver who is stuck in the traffic loses extra time, the vehicles emit harmful gases and damage the environment, unnecessary fuel consumption and the health of the drivers. leads to the observation of a negative effect.

According to the Decree of the President of the Republic of Uzbekistan dated January 28, 2022 PO-60, in the development strategy of New Uzbekistan for 2022-2026" [1] adaptation of road infrastructure to international standards, complete digitization of the traffic management system, to create suitable conditions for all its participants for safe movement on the roads and to pay special attention to ensuring wide participation of the public in the work in this field and to the effective use of the funds directed through the information portal "Open Budget" in this direction. loaded.

In such a case, increasing the capacity of roads at city intersections, properly organizing traffic lights, and developing measures to prevent traffic jams are considered to be one of the current problems.

**The main part.** The problem of traffic congestion at intersections also has a significant negative impact, holding back the economic and social development of many countries. At the national level, according to the World Bank, traffic accidents cause economic losses equal to 1-3% of the gross national product. Worldwide, global economic losses exceed 500 billion US dollars per year. In developing countries alone, the annual loss from road traffic accidents exceeds 100 billion US dollars.

*According to the information of the Statistical Committee of the Republic of Uzbekistan on January 1, 2022, the total number of cars owned by individuals in the Republic is 3,051,734 [2]. Figure 1 shows the number of cars owned by individuals in regions.*



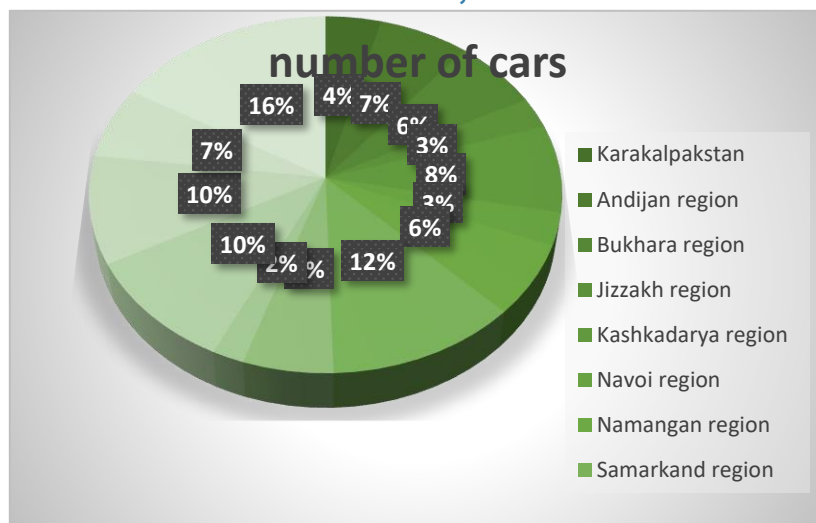


Figure 1. In the republic in the region the number of cars owned by individuals

Recently, the increasing number of traffic jams on the roads of Tashkent worries everyone. This problem, which disturbs all megalopolises of the world, torments the residents and visitors of our city today, causing them to waste time, nervousness, and violations of traffic rules.

It is true that the expansion of the roads of our capital, the qualitative renewal of the asphalt layer, the construction of bridges, overpasses, and the installation of surveillance cameras were of great importance in solving the problem. However, in this regard, there are still such "artificial" obstacles that, without removing them, no matter how smooth our roads and streets are, the traffic will increase and not decrease.

The method of organizing the movement of vehicles on the roads should be chosen based on the density of vehicles, the composition of vehicles, the permeability of the road, etc. [4].

Information on hourly and average annual traffic speed is used to solve the problem of traffic management. This indicator is determined by observation or automatically.

Visual (observation) method - the speed of movement on a certain part of the road is calculated on a special form, in which the vehicles that have passed in a unit of time (minute, hour, day) are recorded.

Automatic methods - speed is determined based on the use of the following sensors; pneumatic, photoelectric, ultrasonic, mechanical, radar, inductive, electronic, etc.

In this work, an analysis of intersection traffic conditions in Tashkent city was carried out using an automatic method.

If we look at the studies of our scientists on the prevention of traffic jams, Ph.D. In his research, Alexei Valeryevich Kostsov studied the speed of public transport, as well as the level of traffic on the main streets of the city. Work was carried out to determine the dependence of the speed of vehicles and rolling stock on the movement of public transport. Recommendations for improving public transport traffic by creating additional sections for public transport were developed. (If we look at the example of Figure 2). One of the important indicators describing the working conditions of Tashkent city road networks in modern conditions is the distribution of car and public passenger transport between these routes. The communication speed of vehicles is slightly different from each other. As the level of road congestion increases, the speed

of public transport will decrease significantly, resulting in a significant decrease in the quality of transport services for all road users in high traffic conditions. [3]



Figure 2. The allocation of a separate road lane for public transport

With a further increase in the speed of loading on the road ( $2 > 0.7$ ), only the influence of the speed of truck movement and rolling stock on the contact speed is significantly reduced (Fig. 3). Dependence of the speed of rolling stock transfer on the level of filling the central streets with content: a) in conditions of movement of public transport rolling stock in separated areas; b) public transport movement in mixed traffic flow. According to him, the movement of public transport in a separate lane does not have a negative impact on the increase in road traffic, the ease of movement of the population, and the quality of transport services. Public transport conditions can be improved by creating additional public transport areas. Of course, in several streets of the capital Tashkent, public transport is separated from the general flow of traffic by 1.1 horizontal lines.

a) b)



Figure 3. The content of movement of cars

a) public transport rolling stock in conditions of movement in separated areas;

b) public transport movement in mixed traffic flow

Ph.D. In his research, A. Lipnitsky considered ways to implement the traffic order at intersections and intersections by changing the order of traffic at intersections. According to international statistics, turning uncontrolled intersections into small and medium-diameter circles not only reduces traffic by 40-80 percent, but also has a positive effect on the movement of public transport and other types of transport. The conversion of all intersections at one-level intersections of urban highways and level intersections into roundabouts at all sections of urban highways depends on the geographical location, architectural and construction conditions, economic costs, road conditions, traffic flow, (Fig. 4). Another important aspect of the



organization of public transport depends on the dimensions of this type of transport. It is known that public transport is wider and longer in size than other means of transport. At regular intersections and intersections, for example, left-turning public transport vehicles are known to take up more space when turning from intersections due to their relatively large size and to some extent restrict the movement of oncoming vehicles. This, in turn, affects the movement of the intersection and the movement of other vehicles. Therefore, it is necessary to find a solution that does not interfere with the movement of other types of vehicles, taking into account these features when organizing public transport traffic at intersections and intersections.



**Summary:** We have reviewed some of our scientists' scientifically proven methods that can be used to reduce traffic on city streets. It is necessary to increase the speed and safety of public transport in order to avoid traffic jams at intersections and roads in general. For this, it is necessary to widely use such methods at the city level, regardless of the amount of funds.

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ANALYSES OF ADS

Abduramonova Zilola

*teacher of the Jizzakh branch*

*National University named after*

*Mirzo Ulugbek*

Norova Barchinoy Qiyomiddin qizi,

*203.20-students of the Jizzakh branch of the*

*National University named after*

*Mirzo Ulugbek*

**Abstract:** Advertisements can be a useful way for marketing professionals to spread word about a company or brand. Each advertisement requires time and attention, and some professionals use ad surveys to aid with this process. If you're interested in a marketing career, consider enhancing your ad analysis skills. In this book, we define what an ad analysis is, explain how to perform one, and give you an example to refer to.

**Key words:** *Music or audio, Characters, Tone, Visuals, Message.*

What is an advertisement analysis?

Professionals use ad analysis to produce effective and unique advertisements. Each stage of the process is covered in this report, including the design, production, and delivery of an advertisement. Marketing specialists use both qualitative and quantitative methods to measure the success of an advertisement, which can help them improve their advertisements. In addition, the report can help a company develop campaigns that appeal to the intended audience.

A successful ad campaign requires several elements that must be considered, such as imagery, lyrics, or music. Other elements include persuasiveness, the main message, or the main goal. To win business, promote a company, or advocate for a particular issue, advertisers try to send a compelling message to potential customers. Professionals who do an advertisement well know the factors that contribute to their own success.

How to perform an ad analysis

While each marketing team has its own method to ad analyses, there are a few tips to follow. Consider using these steps as a starting point for an ad analysis:

1. Ask questions

It's important to ask questions about the advertisement at each stage of the process. Professionals can be aided by these questions in recognizing details about the advertisement's message or mood. They can reveal areas of the ad that need further investigation or portions that need to be improved. To see if the final product met the original objectives, consider asking these questions during the design phase and after publishing the ad:

- Does the advertisement contain any characters?
- What is the situation? What does the setting mean about the overall message?
- Who is the intended audience?
- How does the corporation use the terms in this ad?
- Is there a scene in the ad?
- What do they say?



- How does the advertisement attempt to persuade the viewer?
  - Is the ad offensive in terms of emotion, logic, or ethics?
  - What rhetorical strategies is used by the ad?
  - Is the advertisement about any political issues?
  - What is your position on this issue?
2. Analyze the key points of interest.

Professionals in advertising and marketing often rewrite an ad's key points of interest before approving it. Marketers can use this information to create marketing materials that effectively communicate a message to their target audience. Identifying the purpose:

Identifying the purpose: during the development of an advertisement, identifying the purpose and making sure the advertisement clearly communicates how it can help the advertisement achieve its intended purpose are among the strategic analysis techniques.

Identifying the intended message of an advertisement: the intended message is often divided into four categories: awareness, passion, desire, or action. By identifying the ad's message category, the team will be able to assist in the creation and delivery of the ad.

3. describe the following points:

Analyze the tactical elements after analyzing the tactical elements of an advertisement, it's important to examine the other elements because each element in an advertisement can influence its relevancy with the intended audience. To ensure that the ad's message resonates with the intended audience, carefully choose it.

- **Tone:** the ad's tone is determined by the viewer's perception or attitude based on the intended message and goal. Different tones can be factual, emotional, amusing, humorous, biographical, or motivational.

- **Characters:** any character or actor in an advertisement is included in the advertisement. The character often conveys the ad's message to the audience, and it's common for the character to act or speak in ways that align with the ad's objectives.

- **Music or audio:** an advertisement's background music can help to define the piece's mood. Whether the ad has a popular song or suspenseful sounds, it can provide context about how the advertisers want the audience to perceive it.

- **Visuals:** the visuals in an ad create the mood and convey information about the company. The setting and images are two crucial elements that can influence the success and brand identity of an advertisement.

- **Message:** each element of an advertisement contributes to the overall message that is conveyed, including what the characters say and what the audience sees. Clearly identifiable messages can improve the ad's effectiveness in interacting with the target audience.

4. Determine results

After reviewing the advertisement, try to determine your results in order to improve or learn from it. Consider asking your staff if they correctly displayed the content of the advertisement to achieve its goal. To see if an advertisement met the intended objectives, you can look at sales data or brand awareness rates after it airs. By analyzing previous ad campaigns, your marketing team can improve their campaigns and promotional materials. Consider compiling these findings into a report and presenting your work to a marketing executive within your organization.

### Ad research example

Although each marketing team can use ad analysis in different ways to achieve their specific objectives, it's important to evaluate each component of the advertisement. Here's an example of an ad analysis performed by a marketing team: ad analysis: here's an example:

*A shoe company, Clearwater Sandals, produced an ad to launch their company. The advertisement it aired featured two people wearing their water-resistant sandals, walking through a river that had clear water. The surroundings were lush greenery, and the music playing was soft and peaceful. The narrator said, "Clearwater sandals are designed for effortless wandering and carefree adventure. They resist water and encourage you to enjoy your walk wherever you go." Then, the scene faded to display the company's logo. After this ad aired, the marketing team decided to run an analysis of the ad, with the following report:*

### Clearwater Sandals ad report

**Objective:** to create an ad that effectively promotes clearwater sandals, increases sales by 25%, and increases brand recognition by 10%.

### Key questions:

Who is the intended audience?

The intended audience is a group of people who enjoy hiking or walking outdoors, particularly those who require shoes to wear in the water. How does the advertisement attempt to persuade the viewer? The ad aims to persuade the audience that these shoes can be worn anywhere. It uses a logical approach to show the viewer how the shoes work in the water. In addition, the narration provides a gentle tone that encourages a sense of adventure. The team chose this tone to appeal to our intended audience of people who enjoy hiking and walking outdoors.

**Objective message:** awareness was the intended goal of this ad. The ad was designed to raise awareness of the new product in order to encourage people to buy it. Since clearwater is new to the market, it also wanted to raise awareness of the company and brand. Both of these target messages align with the main point of the advertisement.

### Tactical elements:

**Tone:** the ad had a peaceful and adventurous tone, which the team used to reach our target audience.

**Characters:** to keep the attention on the product, the ad only depicted the feet and legs of the two characters. The narrator spoke to provide background information about the shoe and the brand.

**Audio:** the music was carefully selected classical music to complement the advertisement's tone. The narrator spoke softly yet firmly to convey that the product was unique and effective.

**Visual:** the ad's visual style was designed to accurately depict the product in action while still portraying a scene that the target audience would enjoy.

*Message:* the ad's central message was that the product is safe and that people can use it in any environment, especially in water. The narrator conveyed the practicality, simplicity, and simplicity of the product while still respecting the intended tone.

**Conclusion:** the ad successfully raised brand awareness and sales in the long run. Since the ad appeared on television and digital platforms, the sales team saw a 65% increase in sales. In the first week of release, the public saw the advertisement more than 150,000 times on social media, exceeding the original target of 10,000 views. In addition, the brand's website views and number of followers on all social media platforms increased by 115% in the first week. This advertisement met and exceeded the intended goal.

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Doctoral student of Karakalpak literature of NDPI named after Ajiniyaz

The writer Biysenbay Bekmuratov, who has his own way of creativity in the literature of Karakalpak, is one of the masters of artistic words who mixes real life events with satirical elements. B. Bekmuratov is famous for a number of works in literature. His first works were published in newspapers and magazines and were warmly appreciated by the general public. At the same time, the first collection of "Ovul hangomalari", humorous and satirical stories called "Let's go today..." was published as a book. In the collection "Let's go today...", the writer has figuratively and artistically described the real-life issues that make him laugh.

The writer's story "What do you say about him" is very skillfully written. Although the scope of the story is small, the content is broad. Gossiping and giving each other a bad name, which occurs among our women, was taken as the main theme and appropriately expressed by the author. In the context of the work, the situation in society, the conversation between two women on the bus attracts many people's attention. These two women start gossiping non-stop from the moment the bus gets off the bus. The topic they are talking about is the life of a girl named Kurtka. Growing up among ten boys, Kurtka's character had a characteristic behavior of boys. She was a girl who did what her brothers did, even smoked nos and cigarettes. As a result of this, the Kurtka girl will not get married, she will not be happy if she gets married again and again. These two women say that their parents passed away because of Kurtkani. Women talk about Kurtka's shortcomings in front of everyone, for them, the people around them are unimportant. Only for them, the story they are telling seems interesting. The writer brings out the following two issues through the idea of the story. First of all, through women's inappropriate speech in society, the words related to the fate of a girl are spoken, the attitude of those around her is mentioned, and secondly, Kurtka shows the factor that caused the marriage of the girl to break. The gossiping woman in the story is depicted artistically, enriched with satirical elements.

Another of the satirical works of the master of words is "Twice I Dropped". At the first reading of the story, it seems that the humorous element is strong. Basically, the writer chooses the issue of trade and embodies satirical qualities in the work. In the content of the work, close friends go to the house of a friend named Janis, and stay there, and the host is not satisfied when Janis puts everything in front of her. The shopkeeper goes to his relative's house to make up for the party. When he goes there, he will not find his owner, only his old mother will be at home. An old woman who doesn't like Janice brings her alcohol. He says that he dripped a drop of dichlofos into it. In this episode, the character of the old woman is depicted with simplicity. For example: - Take a walk, Jenisjon, don't tell anyone. I only love you. There is a picture of a black fly that drips once into each bottle when the bride prepares vodka, but now that you are related, I drip twice. I covered his mouth well. He said, "Never forget my good deeds." At that time, I had an idea: "Sister, bring what you dropped into this bottle and I will have a look." . Janice and I froze where we were.[1.12]. The author personifies the image of simplicity through the image of an old woman, however, he mentions the shortcomings of trade and the harmful effects of alcohol. B. Bekmuratov's conversation "Tartibga vyroddi" is also full of life events. The work describes the life of a newly married bride who has just stepped out of the closet. In the context of the work, a bride comes to the house of Ajar and Azat. Old women on the street start testing the new bride. One of them said that Ajar did not go out, he wore his headscarf neatly, the other said that Azat's behavior had changed, he had learned to be clean, and the children in his house were tidy. , they praise the bride, saying that the children go to school on time, and even the

sheep and goats join the herd on time. At that moment, news of a wedding comes to Azat's brother's house. The old women of the street come to Azat's house in the evening, take an invitation and drink tea from the hand of the bride. All the old ladies who entered the guest room said that the newly arrived bride should bring tea and let's see. At that moment, the bride enters with a robe and a robe. When Andy wants to get water from an old woman sitting on a net, they become polite to each other. One of them waved his hand as his prey, the other as his mother and sister-in-law. At that moment, the bride, who was looking around in confusion, put down the clothes in her hand and said the truth without being shy or holding back any thoughts.

For example: -then you should sit in order according to your age, height, respect. Then I will pour water on your hands. "Now let my mother-in-law prepare tea, and my father-in-law to light the stove outside," he said, and went out. The old women looked at each other in amazement, asked each other how they were doing, and had to exchange their seats and sit in order. [1.14].

Through the image of the bride, the writer sharply criticizes the carelessness characteristic of some brides. The content of the work covers the characteristics of girls and women, such as respect for parents. In short, B. Bekmuratov's works acquire individuality due to the skillful use of comic images and the fact that the content of the work is taken from life events.

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УДК:632.125

**ИЗУЧЕНИЕ ПРОЦЕССОВ ДЕГРАДАЦИИ ЗЕМЕЛЬ ЗАСУШЛИВЫХ ЗОН,  
СВЯЗАННОЙ С ИЗМЕНЕНИЕМ КЛИМАТА****М.Э. Саидова, М.А. Хожасов**

**Введение.** Почвенные ресурсы — это часть земельного фонда, которые важны для развития сельского хозяйства любой страны. В последние годы в результате развития процессов деградации: засоления, эрозии, техногенного загрязнения, уменьшения содержания гумуса, питательных элементов и понижения биологической активности наблюдается снижение плодородной способности почвенных ресурсов.

Согласно прогнозам экспертов, в условиях изменения климата процессы деградации усилятся, и особенно в опасных размерах эти процессы проявляются в пустынных территориях. В связи с этим изучение процессов засоления в современных условиях является одной из важных задач в охране почв аридных зон.

Процессы засоления, отрицательно действуя на свойства почв, резко снижают и урожай сельскохозяйственных культур, а при усилении степени засоления они погибают. Так по мере с повышением содержания легкорастворимых солей в почве ухудшаются все качественные признаки почв, которые определяют её плодородие. Поэтому выявление причин возникновения процессов засоления и установление закономерностей нарушения почвенных условий, чрезвычайно актуально в связи с активным его проявлением в настоящее время не только в нашей стране, но и в разных регионах земного шара.

Как известно, основными факторами, определяющими формирование засоленных почв и их географическое распространение, являются: природно-климатические особенности, геологическое строение, геоморфологические и гидрогеологические условия, характер использования земель при орошении и осушении [2, 3, 6].

В связи с вышеизложенными нами были изучены характерные особенности закономерностей изменения почвообразовательных факторов и диагностических показателей почв Приаралья под влиянием процессов засоления.

**Объектом исследования** – являются засоленные в различной степени орошаемые лугово-аллювиальные почвы Чимбайского района Республики Каракалпакстан.

**Результаты и их обсуждения.** Исследуемая территория входит в пределы пустынной зоны с характерной для неё геоморфологией, климатом, растительным покровом, а также засолением. В целях выявления закономерностей формирования засоленных почв рассмотрели особенности их засоления в зависимости от зональных факторов и региональных условий, связанных с геоморфологическими гидрогеологическими особенностями данного региона.

Территория Приаралья давно известна в литературе, как область широкого распространения засоленных почв разных степеней и значительного развития солончаков. В связи с усыханием Аральского моря оголенное морское дно образовало соляную пустыню Аралкум, откуда ежегодно ветрами разносится большое количество соли и пыли с частицами песка. Масса сухих выпадений изменяется в среднем от 500 до 2702 кг/га в год. Интенсивный соле-пылеперенос усиливает засоление пахотных земель и пастбищ. При этом почвенный покров Приаралья подвергается сильным изменениям [12].

К настоящему времени накоплено большое количество данных о природном засолении почв пустынного региона. Многие из них связывают процесс засоления с



подъемом грунтовых вод, которое имеет место при освоении земель под сельскохозяйственные культуры [1, 2, 5, 7, 9, 10, 11].

Следует отметить, что засоленные почвы представляют собой обязательный компонент ландшафтов аридных областей. В этом отношении Чимбайский туман по климатическим условиям располагается в переходной полосе между суббореальной и субтропической под зонами пустынной зоны Центральной Азии и имеет ряд специфических особенностей. Например, испарение с поверхности почвы достигает 1200-1500 мм/год, а испаряемость с водной поверхности несколько превышает 1600 мм [4]. Средняя температура воздуха в июле (по данным метеостанции "Чимбай") достигает  $26^{\circ}\text{C}$ , с максимумом  $43^{\circ}\text{C}$ , зимой (в декабре-феврале) она понижается до минус  $3,1-7,1^{\circ}\text{C}$ , с минимумом  $31-32^{\circ}\text{C}$ . Снижение температуры зимой происходит из-за вторжения с севера холодных арктических воздушных масс. Широкая годовая амплитуда колебания температур от абсолютных максимумов до минимумов свидетельствует о резко континентальном климате региона [8]. Величина испарения с поверхности водоема или влажной почвы в пустынной зоне во много раз превышает количество выпадающих осадков, что характеризует чрезвычайную сухость пустынь в условиях Приаралья.

Основной причиной таких особенностей является резковыраженный пустынно-континентальный климат, что во многом способствует испарению почвенной влаги в течение всего года, что приводит к накоплению солей в корнеобитаемом слое почв. Такие резкие изменения климатических условий приводят к разреженности растительного покрова данного региона и к уменьшению общего биологического потенциала почв, снижению почвенного плодородия. Из вышеизложенных вытекает, что природные условия Приаралья, создают потенциальную опасность интенсивного развития процессов засоления.

Гидрогеологические условия территории Чимбайского тумана сложились так, что подземные воды и большое количество поверхностных поливных вод не имеют достаточного стока. Они расходуются главным образом на испарение и транспирацию, вызывая при этом засоление почв. Сложение рельефа, литологические особенности подстилающих пород, сложность гидрогеологических условий и другие природные факторы обусловили формирование здесь гидроморфных орошаемых лугово-аллювиальных почв, значительно различающихся по литологическому строению, засолению, содержанию гипса, карбонатов и другими мелиоративными показателями.

В ходе исследований выявлено, что грунтовые воды в гидроморфных почвах исследуемого объекта залегают устойчиво близко к поверхности. По наличию в составе солей исследуемых почв высокого содержания хлора, а также большое количество сульфата свидетельствуют о том, что характеризуемые почвы хлоридно-сульфатного, сульфатно-хлоридного и сульфатного типах засоления.

Также, в исследованных почвах наблюдается пестрота засоления как по профилю почвогрунтов, проявляясь чередованием незасоленных, слабозасоленных, средnezасоленных, сильнозасоленных, а иногда очень сильнозасоленных горизонтов. В большинстве случаев количество солей возрастает снизу-вверх с максимумом их верхнем слое. Иногда это возрастание нарушается вследствие неодинаковой аккумуляции солей в слоях различного механического состава. При разработке степени и типа засоления почв учитывали содержание в них легкорастворимых солей. В зависимости от содержания и распределения солей по профилю среди изученных почв можно выделить всевозможные варианты, как по степени засоления, так и по положению солевого горизонта. В

распределении солей по профилю почвогрунтов отмечается взаимосвязанность засоления почв с выносом солей из близкозалегающих минерализованных грунтовых вод.

Выводы. В целом, можно сказать, что формирование и развитие почв исследуемой территории протекают в тесной взаимосвязи с постоянно изменяющимися условиями среды. В отношении изучения всех факторов, определяющих засоление почв, позволяет разработать научно-обоснованные рекомендации по применению агротехнических и агромелиоративных мероприятий, которые направлены на улучшение мелиоративного состояния засоленных почв. Таким образом, особенности природных условий (климатические, литолого-геоморфологические, гидрогеологические) в значительной мере определяют характер почвенного покрова изучаемого региона. Изменение климата приводит к разреженности растительности, уменьшению общего биологического потенциала и напротив, усилению засоленности и гипсированности почв данного региона.

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Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek  
The Faculty of Psychology, the department of Foreign languages Philology and foreign  
languages

Scientific advisor: Abduraxmanova Zilola Yoqubjon qizi  
Student of group 203-20: Oyxunboeva Dilafruz Maxmud qizi  
[ayxunbayevadilafruz@gmail.com](mailto:ayxunbayevadilafruz@gmail.com)

ANNOTATION: This article gives information about analysis of poems. In this article it has several paragraphs, which give full data about this. Stylistic analysis in literary studies often involves interpreting the layers of a text through close reading rather than through plot. It takes inner thoughts and reveals them with logical descriptions such as point of view, setting, images, symbols, tone, atmosphere, personification. In this article, candidates can learn how to be a good learner and what is analysis of poems. And candidates can learn how to use it?

KEY WORDS: Rhyme, meter, metaphor, dramatic language, monologue, conflict, tension, soliloquy, simile, personification, poetic language .

Analysis means literally picking a poem apart--looking at elements such as imagery, metaphor, poetic language, rhyme scheme, and so on--in order to see how they all work together to produce the poem's meaning. By looking at a poem in terms of its elements, one decodes the poem.

#### **What is stylistic analysis of poem?**

Stylistic analysis in literary studies generally assumes to explain the layers of text by close reading than relying on the plot. It accomplishes internal thoughts and unfolds them with a logistic description such as point of view, setting, imagery, symbolism, tone, atmosphere, personification etc.

#### **What type of stylistic devices are used in a poem?**

Rhyme, meter, alliteration, caesura, simile, metaphor, irony, and allusion are some of the most common poetic devices. Caesuras, in particular, have the powerful effect of forcing readers to pause dramatically and perhaps reevaluate their thought processes.

#### **What is rhythm in stylistics?**

##### Rhythm Definition

Rhythm (RIH-thum) is the recurring pattern of stressed and unstressed syllables in the flow of language in a literary work, particularly verse. Rhythm is best understood as the pace and beat of a poem, and it's created through specific variations of syllabic emphasis.

##### What is a type of figurative language?

Figurative language is an excellent tool you can use in writing that helps your audience better visualize and understand your message. There are several different types including: Similes. Metaphors. Idioms. Poetic language is usually created through alliteration, metaphor, simile, and other techniques that appeal to readers' emotions and senses.

**Metaphor** is a common poetic device where an object in, or the subject of, a poem is described as being the same as another otherwise unrelated object. Metaphors, also known as direct comparisons, are one of the most common literary devices. A metaphor is a statement in which two objects, often unrelated, are compared to each other. Example of metaphor: This tree is the god of the forest. Obviously, the tree is not a god—it is, in fact, a tree. With metaphor, the qualities of one thing are figuratively carried over to another. When I say, “Dude, I'm drowning in work,” I'm using qualities associated with one thing—the urgency and helplessness of



drowning—to convey meaning for another thing—the work I've got to do. Metaphors are everywhere: He's a couch potato.

**Simile** is common poetic device. The subject of the poem is described by comparing it to another object or subject, using 'as' or 'like'. For example, the subject may be 'creeping as quietly as a mouse' or be 'sly, like a fox'. For example: as proud as a peacock, as busy as a bee and so on. A simile is a direct comparison of two like or unlike things. A simile helps your reader or listener visualise, understand and have a better conception of the quality of the nouns being compared.

**Personification** is a poetic device where animals, plants or even inanimate objects, are given human qualities – resulting in a poem full of imagery and description. Personification is a poetic device where animals, plants or even inanimate objects, are given human qualities – resulting in a poem full of imagery and description.

A figure of speech composed of a striking exaggeration. For example, see James Tate's lines “She scorched you with her radiance” or “He was more wronged than Job.” Hyperbole usually carries the force of strong emotion, as in Andrew Marvell's description of a forlorn lover: The sea him lent those bitter tears.

#### **What is dramatic language?**

Dramatic language is language traditionally associated with drama. It incorporates theatrical vocabulary, designed to pack an emotional punch, and elicit strong feelings. Traditionally, it does so by mimicking these strong feelings, and presenting them in a hyperbolic fashion. Dramatic language is often associated with emotive interjections - picture a Shakespearean character on stage, lamenting loudly and peppering their speech with lots of ‘oh!’s and ‘ah!’s.

**A monologue** is a long speech delivered to other characters. A soliloquy is a long speech where a character talks to himself/herself or voices his/her thoughts aloud for the benefit of the audience. A monologue is used to show a character's thoughts and motivations. A monologue is given when a character is speaking to another character, while a former speech or soliloquy is not. Monologues help reveal something about a character. They are similar to stories because they have a distinct beginning, middle, and end. Poetic form. dramatic monologue, a poem written in the form of a speech of an individual character; it compresses into a single vivid scene a narrative sense of the speaker's history and psychological insight into his character.

**A soliloquy** is a monologue in which a character in a play expresses thoughts and feelings while being alone on stage. Soliloquies allow dramatists to communicate information about a character's state of mind, hopes, and intentions directly to an audience. In terms of the interrelationship between the soliloquist and his known or unknown addressees, the soliloquy may be divided into four basic types: Plain Soliloquy, Attended Soliloquy, Soliloquy with Props, and Dialogical Soliloquy.

#### **What is conflict and tension?**

What Are the Differences Between Conflict and Tension? While tension simmers under the surface, conflict is generally out in the open—it's tension realized. Tension might be present an unspoken rivalry between the protagonist and antagonist or in the audience's awareness of an impending disaster.

#### **What is tension in literature?**

Tension happens as your reader anticipates conflict (that thing that is stopping your character getting what they really want) impacting the thing your protagonist desires the most. Suspense grows steadily throughout the course of a novel while the conflict remains unresolved.

#### **What is a conflict in a poem?**



In literature, a conflict is a literary device characterized by a struggle between two opposing forces. Conflict provides crucial tension in any story and is used to drive the narrative forward. More precisely, conflict means thwarted, endangered, or opposing desire. It's basically when a character wants something but something else gets in the way. Maybe the character wants a thing but can't get it. Maybe the character has something but is in danger of losing it.

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**Annotatsiya** Tibbiyotga sun'iy intellekt texnologiyalarini joriy etish sog'liqni saqlash dunyosidagi asosiy tendentsiyalardan biridir. AI va neyron tarmoqlar butun dunyo tibbiyotini tubdan o'zgartirishi mumkin: diagnostika tizimini o'zgartiradi, yangi dori vositalarini ishlab chiqishga yordam beradi, umuman tibbiy xizmatlar sifatini oshiradi va xarajatlarni kamaytiradi. Kelajakda AI imkoniyatlari deyarli cheksizdir.

**Kalit so'zlar:** tibbiyot, sun'iy intellekt, neyron tarmoq, diagnostika, shifokorlar, bemorlar, MRI.

### **Kirish**

Bugungi kunda sun'iy intellektni rivojlantirish dunyoning ko'plab mamlakatlari uchun ustuvor vazifa hisoblanadi. Tibbiyot sohasiga aqlli tizimlarni joriy etishni nazarda tutadigan bo'lsak, unda, birinchi navbatda, ularning foydasi turli kasalliklarga tashxis qo'yishning aniqligini oshirishdan iborat bo'ladi.

Neyron tarmoqlar bugungi kunda aqlli tizimlarni ishlab chiqishda, jumladan, tibbiyotda o'rganish qobiliyati tufayli faol foydalanilmoqda. Sun'iy neyron tarmoqlarning ishlash mexanizmi biologik prinsipni takrorlaydi. Raqamli versiyada neyron tarmoq - bu o'zaro bog'langan uch yoki undan ortiq neyron qatlamlari bo'lgan grafik.

O'quv jarayonida kirish neyronlari ma'lumotlarni qabul qiladi, neyron tarmoqning ichki qatlamida qayta ishlaydi va natijalar chiqariladi. Agar o'quv jarayonida olingan natija tadqiqotchilarga mos kelmasa, ular ulanishlar og'irligini o'zgartiradilar va tarmoqni qayta o'qitadilar. Shu bilan birga, jarayonning muvaffaqiyati va natijalarning ishonchligi kiritilgan ma'lumotlarning miqdoriga bog'liq - qanchalik ko'p bo'lsa, shuncha yaxshi.

Neyron tarmoqlar tibbiyotda ko'p jihatdan qo'llanilishi mumkin. Masalan, bemor "bosh og'rig'i", "yuqori harorat", "sovuq" so'rovi bilan murojaat qiladi va neyron tarmoq minglab yoki millionlab boshqa odamlarning kartalarini tahlil qiladi va ularning tashxisiga ko'ra, kasallikni qo'zg'atgan odamda kasallik borligini taxmin qilishi mumkin. Tabiiyki, neyron tarmoq bemorda, masalan, ushbu alomatlar bilan grippga ega ekanligiga 100% ishonch hosil qila olmaydi, lekin u boshqa tibbiy yozuvlar bo'yicha shifokorlarning xulosalariga muvofiq bunday tashxisni o'z zimmasiga oladi.

Bugungi kunda neyron tarmoqlarga asoslangan tibbiyot uchun ko'plab texnologiyalar ishlab chiqilgan va ularning ba'zilari allaqachon butun dunyo klinikalarida faol qo'llanilmoqda.

Shifokorning amaliyoti va tajribasi inson organizmidagi muayyan muammoni o'z vaqtida aniqlash uchun yetarli bo'lmasligi mumkin, shu bilan birga, katta hajmdagi ma'lumotlarga, ilg'or ilmiy adabiyotlarga va millionlab holatlar tarixiga ega bo'lgan neyron tarmoq har qanday holatni tezda tasniflashi mumkin, uni boshqa bemorlardagi o'xshash muammolar bilan bog'lash va davolash rejasini taklif qilishi mumkin.

### **Shifokorlar uchun**

Bugungi kunda sun'iy intellekt oddiy vazifalar bilan ajoyib ishni bajaradi. Misol uchun, u rentgenogrammada begona jism yoki patologiyani mavjudligini aniqlashga, shuningdek, sitologik materialda saraton hujayralari mavjudligini aniqlashga qodir. Turli tibbiy ma'lumotlarni tahlil qilishda sun'iy intellekt allaqachon ajoyib natijalarni ko'rsatmoqda - ultratovush va MRI yordamida patologiyalarni aniqlashning aniqligi 90% dan oshadi.

Bu dasturlash tilida emas, balki oddiy inson tilida berilgan savollarga javob berishga qodir superkompyuterdir. Keyinchalik Watson Health bo'limi ishga tushirildi, uning asosiy yo'nalishi tibbiyotda superkompyuterdan foydalanishdir. Kompyuterga katta hajmdagi ma'lumotlarga kirish imkoniyati berildi: ensiklopediyalar, ilmiy maqolalar ma'lumotlar bazalari, shuningdek, tibbiy yozuvlar va fotosuratlar. Mashina 50 milliondan ortiq anonim tibbiy yozuvlarni va 30 milliarddan ortiq tasvirlarni tahlil qildi. Bu ma'lumotlarning barchasi onkologiyada qo'llash, ultratovush tekshiruvida yurak kasalligi belgilarini qidirish uchun ishlatilgan. IBM butun dunyo bo'ylab klinisyenlar va tadqiqotchilar uchun texnologiyadan foydalanish imkonini beruvchi Watson Health Cloud bulut platformasini ishga tushirdi.

### Google DM Health

Google shuningdek, o'zining tibbiy AI tizimlarini ishlab chiqmoqda. DM Health loyihasi Moorfields Eye Hospital bilan hamkorlik qiladi. AI anonim ko'z suratlarini tahlil qilish va ko'rlikning asosiy belgilarini aniqlash uchun ishlatiladi.

### MedyMatch texnologiyasi

Zamonaviy statistik ma'lumotlar shuni ko'rsatadiki, shifokorlar kompyuter tomografiyasini tahlil qilishda ko'pincha xatolarga yo'l qo'yishadi, bu esa noto'g'ri davolanishni buyurishga olib keladi. Isroillik ishlab chiquvchilarning yangi loyihasi insultni to'g'ri tashxislashda yordam berish uchun mo'ljallangan - tizim anormalliklarni aniqlash va tasdiqlash uchun bemorning miyasi tasvirini yuz minglab boshqa odamlar tasvirlari bilan solishtiradi.

### Bemorlar uchun

Tibbiyotda AI tizimlari nafaqat shifokorlar, balki ularning bemorlari uchun ham ishlab chiqilmoqda. Ko'pgina zamonaviy ishlanmalar odamlarga o'z sog'lig'ining holatini mustaqil ravishda kuzatish, puls, bosim, nafas olish va boshqa ko'rsatkichlar dinamikasini kuzatish imkonini beradi. Bundan tashqari, nafaqat ma'lumotlarni to'plash, balki ularni tahlil qilish va sharhlash ham kerak. Ko'pgina zamonaviy mobil ilovalar ushbu vazifalarni yaxshi bajaradi:

### AliveCor

Cho'ntak kardiologi. Uyda kardiogrammalarni oladigan sensordan ma'lumotlarni qayta ishlash imkonini beruvchi dastur. Sun'iy intellekt bemor ma'lumotlarini tahlil qiladi, har qanday signallarni kuzatib boradi va agar foydalanuvchi yurak xurujini oldindan sezsa, shifokorga murojaat qilishni maslahat beradi.

### Sense.ly

Bemorning farovonligi, shikoyatlari va bosim darajasi haqida so'raydigan animatsion hamshira. Shaxsdan olingan ma'lumotlarga asoslanib, dastur davolovchi shifokorga ma'lumot yuboradi yoki ma'lum bir mutaxassis bilan bog'lanishni tavsiya qiladi. Dori-darmonlarni qabul qilish qoidalari haqida gapirish yoki bemorni shifokor bilan video havola orqali ulash mumkin.

### Mendel.ai

Yangi va eksperimental saraton dori-darmonlari uchun davom etayotgan sinovlarni tahlil qiladigan, sinov xususiyatlarini shaxsning sog'lig'i holati bilan taqqoslaydigan va mos keladiganlarini tavsiya qiladigan saraton bemorlari uchun sun'iy intellekt.



**Kasalxona boshqaruvi uchun**

Shifoxonaning ishi xodimlar va mavjud resurslarni tezkor muvofiqlashtirishni talab qiladi, chunki nafaqat sog'liq, balki odamlarning hayoti ham xavf ostida. Sog'liqni saqlash sohasidagi AI klinikani boshqarishda sezilarli darajada yordam berishi mumkin. Bugungi kunda buning uchun maxsus ishlab chiqilgan loyihalar mavjud:

Bright.md

Bu bemor va shifokor o'rtasida vositachi bo'lgan elektron yordamchi. U muhim vazifalarni tezda hal qilish uchun mo'ljallangan: uchrashuvlar tashkil etish, testlarni rejalashtirish, so'rovnoma muvofiq bemorning javoblarini olish va hk. Uning yordami bilan shifokor ko'plab byurokratik muolajalardan xalos bo'lib, odamlarning hayotini saqlab qolishga e'tibor qaratishi mumkin.

Qventus

Bu statsionar davolanayotgan bemorlarning sog'lig'i holatini kuzatish uchun mo'ljallangan monitoring tizimi. U bir nechta sog'liqni saqlash ma'lumotlarini tahlil qilishi, yomonlashuvni bashorat qilishi va tanqidiy vaziyatlarda shifokorlar va jihozlarni zaxiralashi mumkin.

**Tibbiyotda sun'iy intellekt**

Tibbiyotda sun'iy intellektdan foydalanish hozirgi kunda ko'plab mamlakatlar uchun tabiiy holga aylanib bormoqda. Albatta, ilg'or texnologiyalar ko'pincha AQSh va Osiyoda joriy etiladi, lekin Yevropa ham ko'plab yangiliklarni qo'llaydi va sog'liqni saqlashda sun'iy intellektdan foydalanish strategiyasini ishlab chiqadi.

Tibbiyotda sun'iy intellektning eng dolzarb usullari tibbiy yozuvlar va tasvirlar yordamida nutqni aniqlash va kasalliklarni onlayn diagnostika qilishdir.

2017-yilda Internetni rivojlantirish instituti tasvirlarni diagnostika qilish uchun AI tizimini yaratish ustida ish boshladi. Bu fuqarolarga sog'lig'i holatini suratlardan, jumladan, uy sharoitida ham bilib olish imkonini berishi kutilmoqda. Tizim rentgen tasvirlari, ultratovush, MRI va boshqalar bilan ishlash imkoniyatiga ega bo'lishi kerak.

Shuningdek, onkologlarga maslahat va saraton hujayralarini o'z vaqtida aniqlash uchun hamkasblari bilan bog'lanish imkonini beradigan TeleMD tizimini yaratish bo'yicha ishlar olib borilmoqda.

Sohani qonunchilik darajasida tartibga solish uchun

Shuningdek, butun dunyoda tibbiyotda sun'iy intellekt nafaqat investorlar, shifokorlar va bemorlarning, balki qonun chiqaruvchilarning ham eng yaqin e'tiborini talab qiladigan mutlaqo yangi yechimdir.

Hozircha bu soha hech qanday qonun bilan tartibga solinmagan va kelajakda AI tibbiyot muassasalari ishiga jiddiy ta'sir ko'rsatishi mumkin. Shu bilan birga, shuni unutmaslik kerakki, mashina har doim ham 100% aniq va ishonchli natijalarni ko'rsatmaydi: xatolar ehtimoli bor, shuning uchun uning xususiyatlarini batafsil tartibga soluvchi qonunchilik bazasi mavjudligi juda muhimdir.

**Sog'liqni saqlashda AIni qo'llash muammolari:**

**ijobiy va salbiy tomonlari**

Sog'liqni saqlashda sun'iy intellekt va narsalar Interneti juda istiqbolli yo'nalishlar bo'lib, ularni amalga oshirish va rivojlantirish afzalliklari va kamchiliklariga ega.

Diagnostika samaradorligini oshirish

AI katta hajmdagi ma'lumotlar asosida ishlaydi, bu esa tashxisning aniqligi va samaradorligini sezilarli darajada oshiradi. Mutaxassisning bir necha million tibbiy yozuvlarni o'rganishi uchun yillar kerak bo'ladi, ammo kompyuter buni qisqa vaqt ichida qila oladi.

**Shifokorlarning muntazam vazifalarini qisqartirish**

Sun'iy intellekt tibbiyot xodimlarini asosiy ishi - inson salomatligi va hayotini saqlab qolishdan chalg'itadigan barcha vazifalarni o'z zimmasiga olishi mumkin. Dasturlar palatalarni tanlashi, mavjud jihozlarni qidirishi, tibbiy asbob-uskunalarining sog'lig'ini kuzatishi va hokazo.

**Tibbiy xatolar sonini kamaytirish**

Bugungi kunda sun'iy intellekt ko'pincha tashxis qo'yish va boshqa vazifalarni bajarishda shifokorga qaraganda yuqori aniqlikni ko'rsatadi. Agar shifokor va AI birgalikda ishlasa, unda xatolar ehtimoli deyarli statistik xatolik darajasiga kamayadi.

Tibbiyotda sun'iy intellektga yo'naltirilgan investitsiyalar bugungi kunda juda muhim - ular sohani rivojlantirish imkoniyatini beradi va kelajakda sog'liqni saqlashning butun dunyo qiyofasini butunlay o'zgartiradi, uni odamlar uchun yanada ishonchli, samarali, qulay va xavfsiz qiladi.

Biroq, hozir hamma narsa bir tekis ketayotgani yo'q. Tibbiyot sohasiga sun'iy intellekt tizimlarini joriy etishda unutmazlik kerak bo'lgan muammolar va kamchiliklar mavjud. Tibbiyotda AI uchun bir nechta to'siqlar mavjud.

**Tibbiy ma'lumotlar muammolari**

AI ni o'qitish uchun bemorlarning mavjud tibbiy yozuvlari qo'llaniladi, ulardagi ma'lumotlar to'liq bo'lmasligi mumkin, har xil noaniqliklar va xatolarni o'z ichiga oladi. Bundan tashqari, hujjatlarda bemorlar haqida ularning hayotining xususiyatlari va shartlari, odatlari (shu jumladan zararli) va boshqalar kabi muhim ma'lumotlar mavjud emas. Va bugungi kunda ushbu ma'lumotlarni to'plashning samarali mexanizmlari mavjud emas.

Tabiiyki, agar ma'lumotlar aniq noaniqliklar va hatto xatolarni o'z ichiga olgan mashinalarni tayyorlash uchun ishlatilsa, tizimlarning sifati pasayadi.

### **Shaffof qarorlar algoritmi**

Sun'iy intellekt tizimlari "qora quti" tamoyili bo'yicha ishlaydi: operator nima uchun dastur bunday qarorga kelganini ko'ra olmaydi. AI muammoni qanday sabablarga ko'ra noto'g'ri hal qilganligini aniqlash deyarli mumkin emas.

Sun'iy intellekt tizimlarini yaratish va joriy etish jiddiy mablag' talab qiladi. Yuqori narx asosan dasturni o'qitish, uni ma'lum bir tibbiyot muassasasida to'plangan ma'lumotlarga moslashtirish zarurati bilan bog'liq. Bundan tashqari, u maxsus parvarishlashni talab qiladi, bu esa malakali va g'ayratli jamoani talab qiladi.

AI samarali va tez ishlashi uchun unga jiddiy hisoblash kuchi kerak, bu oddiy tibbiyot muassasasida mavjud bo'lmasligi mumkin. Agar kompyuter tarmog'i bitta muassasa chegarasidan tashqariga chiqarilsa, buzg'unchilar va xakerlarning uning ishiga xalaqit berish ehtimoli sezilarli darajada oshadi. Tibbiyot sohasidagi AI ishiga har qanday kirib borish tizimni noto'g'ri qarorlar qabul qilishga olib kelishi mumkin, bu odamlarning salomatligi va hayoti bevosita bog'liqdir.

### **Xulosa**

AI tizimlarini joriy etishning jiddiy qiyinchiliklariga qaramay, ulardan foydalanish istiqbollari bizni har qanday to'siqlarni yengib o'tish uchun yechimlarni izlashga undaydi. Dunyoning turli burchaklaridan kelgan yuqori malakali mutaxassislar, iste'dodli tadqiqotchilar, zo'r matematiklar, shifokorlar, farmatsevtika korxonalar vakillari va boshqalar bu sohani rivojlantirish ustida doimiy ish olib bormoqda. Biroq, AI rivojlanishiga qaramay, insonning sog'liqni saqlash sohasidagi roli hali ham yetakchi bo'lib qolmoqda.

### **Foydalanilgan adabiyotlar:**

1. [info@terabayt.uz](mailto:info@terabayt.uz)
2. <https://glotr.uz/>

**Oyxunboeva Dilafruz Mahmud qizi**

4 rd year students at Djizzakh branch of The National University of Uzbekistan named after  
Mirzo Ulugbek

Supervisor: **Abduraxmanova Zilola Yoqubjon qizi**

Assistant teacher in the department Foreign Languages at Djizzakh branch of The National  
University of Uzbekistan named after Mirzo Ulugbek

#### **Annotation**

This article gives information about Syntactic stylistic devices. In this article it has several paragraphs, which give full data about this. It is based on what is syntactic stylistic devices. In short, syntactic stylistic devices include inversion, indivisible structures, parallel devices, chiasm, repetition, ellipse, accent, counting, gradation, antithesis, and each of them performs a specific function. What is indivisible structures? What is the difference between chiasm and repetition? What is ellipse? In this article, candidates can learn how to be a good learner and what is stylistic devices and how to use it.

**Key words:**What is syntactic stylistic devices, inversion, indivisible structures, parallel devices, chiasm, repetition, ellipse, accent, counting, gradation, antithesis.

#### **Syntactical stylistic devices**

Syntactical stylistic devices are based on the syntactical arrangement of the elements of a sentences or a paragraph.

Besides there is a comparatively large group of syntactical stylistic devices in which the stylistic effect is achieved not only through a peculiar syntactical structure of the utterance, but also through the employment of the semantical side of its elements. To these we can refer repetition, climax, antithesis and represented speech. To finish up with the syntactical stylistic devices we shall describe the types of connection used stylistically: cumulation, asyndeton and polysyndeton.

#### **Inversion**

The violation of the traditional word order of the sentence (subject-predicate-object-adverbial modifiers) which does not alter the meaning of the sentence only giving it an additional emotional coloring is called stylistic inversion.

Stylistic inversion may be of various types:

- 1) the predicate may precede the subject of the sentence;
- 2) the object is placed before the predicate;
- 3) the attribute stands after the word it modifies (the post-position of an attribute).

Stylistic inversion is used to single out some parts of the sentence and sometimes to heighten the emotional tension.

#### **Ellipsis**

The deliberate omission of one or more words in the sentence for definite stylistic purpose is called the stylistic device of ellipsis. The omission of some parts of the sentence is an ordinary and typical feature of the oral type of speech. In belle-letters style the peculiarities of the structure of the oral type of speech are partially reflected in the speech of characters (for example, the informal and careless character of speech). Some parts of the sentence may be omitted due to the excitement of the speaker. The stylistic device of ellipsis is sometimes used in the author's narration but more frequently it is used in represented speech. The stylistic device of

ellipsis is sometimes used in the author's narration but more frequently it is used in represented speech. It is difficult to draw a line of demarcation between elliptical sentences and one-member sentences.

**Parallelism** is the repetition of grammatical elements in a piece of writing to create a harmonious effect. Sometimes, it involves repeating the exact same words, such as in the common phrases "easy come, easy go" and "veni, vidi, vici" ("I came, I saw, I conquered").

Chiasmus

**Definition:** reversal or crossing of grammatical structures in successive phrases or clauses. Example: " You forget what you want to remember, and you remember what you want to forget."

**What is repetition in stylistics?**

Repetition is a literary device that involves using the same word or phrase over and over again in a piece of writing or speech. Writers of all kinds use repetition, but it is particularly popular in oration and spoken word, where a listener's attention might be more limited.

**Common Examples of Repetition**

Time after time;

Heart-to-heart;

Hand in hand;

Get ready, get set, go;

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"FORENSIC-MEDICAL CHARACTERIZATION OF LESIONS OF THE HEAD  
STRUCTURE IN CHILDREN ASSOCIATED WITH THE EFFECTS OF BLUND  
OBJECTS "

Sag'dullayev Narzulla Norkeldi o'g'li  
Termez branch of Toshkent Medical Academy

Qayumov Baxtiyor Allamuradovich  
Surkhandarya Branch of the Scientific-Practical Center of the Republican Judicial Medical  
Expertise.

**Abstract** An analysis of the expert opinions shows that when describing the elements of craniocerebral injuries, different terms are often used to name the same structures, sometimes not corresponding to generally accepted principles, recorded in the International Anatomical Nomenclature [31]. This complicates the production of additional and repeated examinations, analysis of localization injuries and mechanism of TBI formation. For this reason, we consider it possible to recall the main provisions of the anatomical structure of the CNS in order to unify forensic medical documentation. The brain is located in the cavity of the brain skull, includes a large (final) brain, diencephalon (thalamus, epithalamus, hypothalamus, III ventricle), midbrain (peduncles of the brain, aqueduct of the brain) and rhomboid brain, represented by the hindbrain and medulla oblongata. The hindbrain make up the bridge and cerebellum. The medulla oblongata, midbrain, and pons together form the brainstem. The large brain consists of two hemispheres - the right and left, which are connected to each other by a thick commissure (commissure) - the corpus callosum. Right and The left hemisphere is divided by a longitudinal fissure.

**Keywords:** Forensic-medical, lesions, Anatomical Nomenclature,

**Introduction** The most protruding parts of the hemispheres are called poles: frontal, occipital and temporal. On the surface of the hemispheres, the cortex forms numerous furrows, between in which the convolutions are located. The largest are the central sulcus and the lateral sulcus. Their position is used to subdivide the cerebral hemispheres into lobes. Each hemisphere is divided into lobes - frontal, parietal, occipital, temporal, which received the name from the corresponding bones of the skull, as well as the insular. The frontal lobe is located in front of the central sulcus; parietal lies behind the central sulcus and above the lateral; temporal is located below from the lateral groove. The boundary between the temporal and occipital lobes is consider a small depression that is present on the lower surface of the brain. The border between the parietal and occipital lobes is the parietal-occipital sulcus, located on the medial surface of the hemisphere, and its mental continuation along the upper lateral surface.

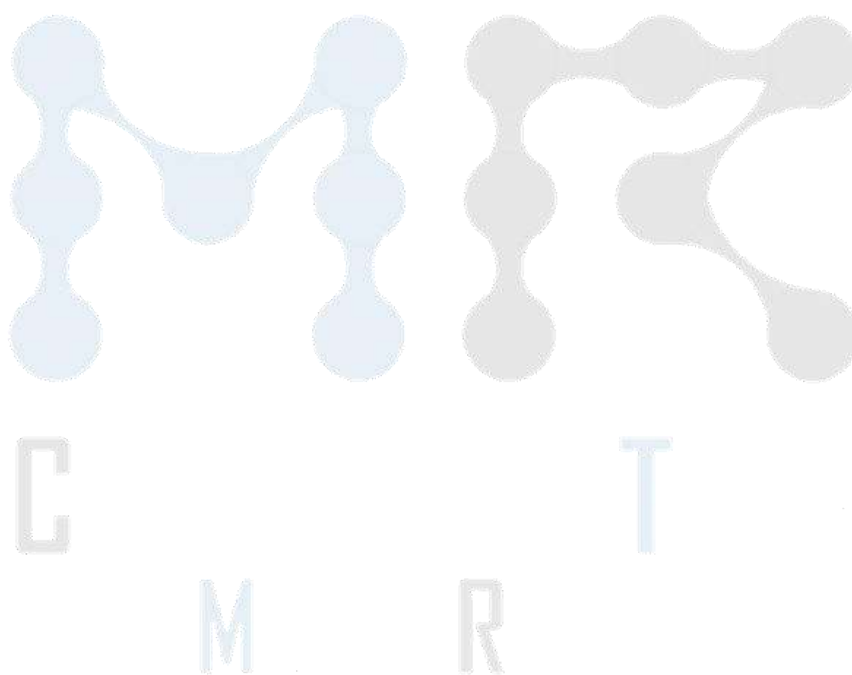
**Analysis Results:** However, at present, this method cannot meet growth requirements for brain research and after sections with a number of significant defects, the brain is unsuitable for further research and photography; if there is any deficiency during the initial study, it is almost impossible to fill it. the brain, which has already been cut on the cutting table, quickly loses its shape, and after being fixed in formalin, it is further deformed; it is very difficult to assess the anatomical and topographical relationships of the lesion site; brain parts important in trauma pathology (thalamus, hypothalamus region) become unusable for visual inspection; This method excludes the possibility of diagnosing the asymmetry of the sides of the hemispheres, violating the ratio of the parts of the brain and its longitudinal axis. Based on this,

the use of this method should be avoided in cases of craniocerebral injuries or in cases where they are suspected.

**CONCLUSION:** When examining bodily injuries, the forensic medical expert must determine the prescription of their infliction. The solution to this issue, as a rule, is based on an assessment of the body's responses to trauma. The nature and severity of such changes depend on many reasons, which creates significant difficulties in assessing them. It is known that to evaluate reactive changes in relation to the timing of their occurrence should be done very carefully.

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REFORMS AND PROSPECTS IN THE FIELD OF EDUCATION IN  
UZBEKISTAN

*Odiljonova Mushtariybegim Oybek qizi*

Student of Andijan State Institute of Foreign Languages

[odiljonovamushtariybegim8@gmail.com](mailto:odiljonovamushtariybegim8@gmail.com)

*Mahmudova Zilola Adhamjon qizi*

Student of Andijan State Institute of Foreign Languages

[zilolaxojamova3@gmail.com](mailto:zilolaxojamova3@gmail.com)

*Abdurozoqova Muattarxon Abduvoit qizi*

Student of Andijan State Institute of Foreign Languages

[abdurazzoqovamuattar@gmail.com](mailto:abdurazzoqovamuattar@gmail.com)

*Abduxalilova Gulchiroy Yoqubbek qizi*

Student of Andijan State Institute of Foreign Languages

[abdukhalilovagulchiroy2801@gmail.com](mailto:abdukhalilovagulchiroy2801@gmail.com)

*Ahmadjonova Gulchehra Shavkat qizi*

Student of Andijan State Institute of Foreign Languages

[gulchehraahmadjonova462@gmail.com](mailto:gulchehraahmadjonova462@gmail.com)

**Abstract:** This article reflects on positive changes and innovations in the system as a result of many innovations and reforms in the family education system in our country in recent years.

**Key words:** education, higher education, state budget, investments, science, pedagogues, teachers and scientists.

In the decree of the President of February 7, 2017 "On the strategy of actions for the further development of the Republic of Uzbekistan", a number of tasks are defined in the development of the social sphere, in particular, the spheres of education and science. It is envisaged to strengthen the material and technical base of educational institutions, to provide them with modern educational and laboratory equipment, computer equipment and educational and methodological manuals along with the construction, repair and overhaul of new educational institutions.

The President of the Republic of Uzbekistan, Sh. Miziyoiev, from the day he took office, began to provide systematic practical support for the development of science and education in Uzbekistan, including higher education. The potential of the Academy of Sciences of the Republic of Uzbekistan has been increased. The system of the Academy of Sciences of Uzbekistan was improved, the material and technical base was strengthened, and a number of scientific research institutes and centers were restored in its structure. After a long break, elections were held to the Academy of Sciences, and talented scientists who gained fame in our country and internationally with their scientific works were awarded the high honor of being academicians. On December 30, 2016, the meeting of the President of Uzbekistan Shavkat Mirziyoyev with the leading representatives of science of our country, it is important to further improve the integration of science, education and production. Today, it is time to further strengthen scientific cooperation with the world's leading universities and scientific academies. It is difficult to imagine the development of our country and society without science.

The Ministry of Innovative Development was established in order to support scientists, raise scientific research to a new level and increase the share of science in economic sectors. A large amount of state grants are allocated to promising scientific projects.

The head of our state met with representatives of higher education and science at the

National University of Uzbekistan on May 24, 2019. During the meeting, a number of opinions were expressed today regarding the fundamental improvement of the quality of scientific research and the educational system, and instructions were given to allocate financial support in the amount of 6 million dollars for the improvement of the material and technical base.

Particular attention was paid to improving the social conditions of scientists and pedagogues, and instructions were given to build multi-storey buildings for them. Accordingly, 216 roommates in 6 9-story buildings of the Student Campus were put into use. During his visit to the Almazor massif, the head of state inspected the conditions created in these houses and talked with the owners of the houses. Life itself shows that the above thoughts and intentions are turning into practical actions.

According to the results of the study of the situation in the higher education system by the Working Group established according to the Decree of the President of the Republic of Uzbekistan on October 8, 2016, a number of higher education institutions still have low scientific and pedagogical potential, education it was found that providing the processes with information, methodological and educational literature does not meet the modern requirements, and their material and technical needs are in need of a systematic update. In the higher education system, the work is not up to the demand in terms of improving the qualifications of pedagogues and scientific personnel by introducing advanced international experience into the educational process, establishing close cooperation relations with leading foreign scientific and educational institutions.

A number of decisions and decrees of the President of the Republic of Uzbekistan in the past years have determined the conceptual issues of the organization and development of higher pedagogical education.

In the process of changes in the field, the training of professional pedagogues who have mastered education and teaching methods, information and communication technologies and foreign languages, and have the skills to use modern pedagogical technologies in the educational process will increase its importance as a priority. As a result of the increasing influence of pedagogues in our society, as a result of strong promotion and incentive policy, special attention is paid to identifying young people who are interested in the profession of pedagogy and introducing a continuous system of targeted training and education. Of course, this process requires a lot of work and a new approach from pedagogues.

Decision PQ-2909 of the President of the Republic of Uzbekistan dated April 20, 2017 "On measures to further develop the higher education system" made a great contribution to the development of higher education. In the decision, "each higher educational institution should establish close prospective cooperation relations with leading similar scientific and educational institutions abroad, use the most modern pedagogical technologies, educational programs based on international educational standards into the educational process. and wide introduction of educational methodical materials, involvement of highly qualified foreign teachers and scientists in scientific and pedagogical activities" was determined.

Also, among the specified tasks, "strengthening the scientific potential of higher education institutions, further developing scientific research in the higher education system, strengthening their integration with academic science, increasing the effectiveness of the scientific activity of professors and teachers, encouraging talented students and young people to engage in scientific activity." attention was also paid to "attracting to deal with".

According to the Decree of the President of the Republic of Uzbekistan dated February 7, 2017 "On the Strategy of Actions for the Further Development of the Republic of



Uzbekistan", the State Program on the Implementation of the Strategy of Actions in the "Year of Communication with the People and Human Interests" In the fourth direction called "Development of the social sphere", there are measures to ensure the convenience of preschool educational institutions, improve the quality of general secondary, secondary special and higher education and their development.

In 2017, special attention was paid to the construction of new educational institutions and the repair of existing ones. 12 general education schools were built anew, 320 schools were reconstructed, 152 schools were overhauled.

The 11th year of education has been restored based on the suggestions of many parents, teachers and students, as well as the general public.

Chirchik State Pedagogical Institute was established in Tashkent region to cover the need for local teachers. In addition, more than 5,000 pedagogues with secondary specialized education have been created an opportunity to obtain higher education in special extramural departments established in 15 higher educational institutions.

Based on innovative and creative approaches of the educational system, special schools named after Muhammed Khorazmiy and Mirzo Ulugbek were established, where specific subjects are taught in depth.

The Decree of the President of the Republic of Uzbekistan Sh. Miziyojev dated October 8, 2019 "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030" was signed. This Decree shows the ways of consistent implementation of the above ideas, while finding solutions to long-standing problems in higher education, higher education can meet world standards and serve the future of the country. we observe that a new era of agriculture has begun.

In this concept, the development of public-private partnerships in the field of higher education, the establishment of state and non-state higher education institutions in the regions, to increase the level of coverage with higher education from 50 percent, to create a healthy competitive environment in the field;

Turning the National University of Uzbekistan and Samarkand State University into branches of higher education institutions of our country;

At least 10 higher education institutions in the republic are included in the list of higher education institutions in the first 1000 places of the ranking of internationally recognized organizations (Quacquarelli Symonds World University Ranking, Times Higher Education or Academic Ranking of World Universities), including A number of important tasks were set, such as inclusion of the National University of Uzbekistan and Samarkand State University in the list of the first 500 higher education institutions, as well as ensuring the academic independence of higher education institutions.

In addition, the Decree established the establishment of the Republican Council of Higher Education in the form of a non-governmental non-profit organization. Among the tasks of the council, the quality of higher education, improvement of educational programs, by conducting surveys among professors and students, studying the opinion of the public and employers, and analyzing advanced foreign experiences. development of recommendations on the introduction of modern pedagogical technologies;

"Establishing effective public control in order to ensure high quality in education, close cooperation with mass media and other institutions of civil society" was introduced.

Modernization of the structure of education, its democratization, computerization and humanization, free choice of educational program, development of continuous education system

are becoming stronger. The need to fundamentalize education, to form a morally responsible person, to teach thinking, not knowledge, is clearly visible. After all, for the development of the young generation in all aspects, it is necessary to develop innovative projects for the development of new laws in line with the spirit of the times and their implementation, concrete measures to achieve quality changes at all stages of the education system is being strengthened.

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**THE CAPABILITIES OF CREATING VISUAL TOOLS DESIGNED FOR  
TEACHING COMPUTER HARDWARE**

**Juraboyev Almir Jamshidovich,  
teacher of the Navoi State Pedagogical Institute**

**Annotation:** This article explores the possibilities of creating visual learning materials for secondary school pupils to shape their ideas about assembling and using computer hardware, using graphic software and educational platforms in the process.

**Key Words:** information and communication technologies, computer hardware, computer graphics, visual tools, MAX, Blender, Google Sketch Up, motivation.

Due to the rapid development of information and communication technologies today, it has become essential to generate modern approaches for shaping the ideas of secondary school pupils, particularly regarding the assembly of computer equipment and effective utilization [1-4]. Meeting this need involves emphasizing the use of modern approaches, such as incorporating visual interactive tools, to shape pupils' ideas about assembling and utilizing computer hardware. Therefore, creating visual interactive tools for the assembly and effective use of computer equipment is considered a relevant solution to contemporary challenges.

Graphics, diagrams, drawings, and video information used as didactic materials for learning how to assemble and use computer equipment face limitations in their effectiveness and student engagement without the aid of two-dimensional tools. The visual projection of objects with horizontal or vertical simplicity, such as posters or singular images on a computer monitor, pose several challenges in accurately depicting the phase contours and spatial arrangement of the depicted object and its constituent elements.

Therefore, creating modern visual learning tools is essential for teaching pupils how to assemble and use computer hardware. Utilizing three-dimensional graphic software such as 3ds MAX, Blender, Google Sketch Up, and the Poly.com educational platform is recommended for this purpose. The visual interactive tools created through this graphic software and educational platform enable each pupil to independently work with educational materials in class, allowing them to thoroughly analyze experimental content related to individual assignments. In addition, it significantly reduces the time required to obtain digital characteristics of various physical processes and materials. [5-11]

Thus, the graphic software and educational platforms mentioned above provide the opportunity to design visual tools aimed at shaping the ideas of secondary school pupils about assembling and using computer hardware.

In summary, it is advisable to use visual learning tools appropriately designed for secondary school pupils to shape their ideas about assembling and using computer hardware. For this purpose, teachers should utilize the suggested graphic software and educational platforms mentioned above to create visual learning tools. The visual tools created through these graphic software and educational platforms enhance pupils' motivation to assemble and use computers, shape their ideas and foster an engaging organization of the Information Technology and Information and Communication Technology subject.

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THE IMPORTANCE OF THE SYLLABLE, ITS FORMATION AND SEPERATION  
IN PHONETS OF ENGLISH

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek  
The Faculty of Psychology, the department of Foreign languages Philology and foreign  
languages

Teshaboyeva Nafisa Zubaydulla qizi

[nafisateshaboyeva@gmail.com](mailto:nafisateshaboyeva@gmail.com)

Student of group 203-20: Pirmuhammedova Muhlisa Maxsud qizi

[muhlisapirmuhammedova610@gmail.com](mailto:muhlisapirmuhammedova610@gmail.com)

**ANNOTATION:** This article is all about syllables and will give a definition for syllable definition, cover the types of syllables in English, and provide some syllable examples. We'll also cover syllable division □ in other words, how to divide a word into its constituent syllables. We learned in the last unit that a syllable is a sonority peak encircled by less sonorous sounds. Since we now know how speech is formed, we can also conclude that the sounds produced with the vocal tract unobstructed are the most sonorous and have the highest acoustic energy. Sonority is defined as acoustic energy. Vowels are the most sonorous sounds. Conversely, consonants are less sonorous due to an obstruction in the vocal tract. Therefore, a syllable can alternatively be thought of as a vowel surrounded by a few consonants. That's a fair starting definition, but as we'll see in this unit and the next, it's a little more complicated than that.

**KEY WORDS:** Syllable, formation of syllable, ways of separation, types of syllables, syllable division, sonorous sounds.

In spoken language, a syllable is a unit that makes up a whole word or portions of words. Typically, a syllable consists of one vowel sound plus any nearby consonants. For example, the word "butter" has two syllables: "ter" and "but." The division of a word into syllables, whether it be spoken or written, is known as syllabication or syllabification. When transcribing in the International Phonetic Alphabet, the written division is typically indicated with a period (e.g., syl-la-ble) instead of a hyphen. Syllables are formed when a vowel pairs with a consonant to create a unit of sound. Some words have one syllable (monosyllabic), and some words have many syllables (polysyllabic). New vowels sounds create new syllables. Words are made up of syllables, which have their own internal structure. The most sonorous component of each syllable is called its nucleus, and it usually consists of a vowel or another sonorous sound. Consonants are less sonorous sounds that make up the onset and coda of a syllable, if any exist. The rules that govern English syllable division are as follows: Vowels come before intervocalic consonants, which form the syllabic border. This indicates that a short stressed vowel always occurs in a closed syllable when it is the only consonant separating it from the sound of the subsequent syllable. Vowels and consonants combine to form syllables, which are units of sound. Certain words are monosyllabic (having only one syllable), whereas other words are polysyllabic (having several syllables). New syllables are formed by vowel sounds. Furthermore, a sound is made by two vowels. For instance: meet, boat, and coat. Syllables can be separated using prefixes and suffixes. For instance: pay-ing, hap-pi-ness, unkind-ness, return, unusual, pre-paid, and end-less.

A syllable is a unit of pronunciation that can join other syllables to form longer words or be a word in and of itself. Syllables must contain a singular vowel sound and may or may not have consonants before, after, or surrounding the vowel sound.

To illustrate this, here are some brief examples of what a syllable can look like:

The indefinite article "a" is a syllable (one vowel sound, with no consonants).

The word "oven" has two syllables because it has two vowel sounds – "ov" /-ʌv/ + "en" /-ən/ (each of these syllables includes a vowel sound and a consonant).

Many words consist of only one syllable, such as "run," "fruit," "bath," and "large." Each of these comprises a combination of one vowel sound and various consonants.

### Types of syllables in English

Since you're an English Language student, we'll be focusing on the types of syllables in English rather than looking at syllables on a more global level.

There are six key types of syllables in English:

Closed syllables are those that have a short vowel sound and terminate in a consonant. For example, in the word "picture," the first syllable, "pic," /pɪk/, ends in a consonant and has a short /ɪ/ sound.

Open syllables are those that feature a long vowel sound at the end of their syllable (for example, in "zero," the final syllable "ro" /rou/ finishes with the long vowel sound /oʊ/).

Syllables ending in a long vowel, a consonant, and a silent -e are known as vowel-consonant-e syllables. For example, the one-syllable word "Fate" ends in a long -a /eɪ/, a consonant (t), and a silent -e. Moreover, syllables classified as diphthongs (vowel teams) are those that consist of two consecutive vowels combined to produce a single sound. For example, in the word "shouting," the first syllable "shout" (ʃaʊt) consists of the sounds -o and -u combined to produce the diphthong /aʊ/. Thus, syllables that finish in at least one vowel and then -r are known as R-controlled syllables. For example, the last syllable "er" in the name Peter is made up of a -e and a -r.

Examples for syllable: an example of a syllable is the word 'hello', which has two syllables: "hel" and "lo". To ensure each of these syllable types is cemented in our minds, let's look at a few more syllable examples for each type:

#### Closed Syllables

cat (/kæt/)

napkin – nap(/næp/) + kin (/kɪn/)

spin (/spɪn/)

doughnut – dough + nut (/nʌt/)

In all of these examples, the underlined syllables end with a consonant and have a short vowel sound.

#### Open Syllables

go (/goʊ/)

sky (/skaɪ/)

we (/wi/)

mosquito – mos + qui + to (/toʊ/)

In all of these examples, the underlined syllables end in a vowel that has a long vowel sound.

#### Vowel-Consonant-e Syllables

plate (/pleɪt/)

tame (/teɪm/)

mite (/maɪt/)

bone (/boʊn/)

In all of these examples, the syllables underlined consist of a vowel, followed by a consonant, followed by a silent (or "magic") -e. The -e in each syllable elongates the sound of the vowels.

**Syllable division**

If you don't used to doing it, syllable division can sometimes be a bit tricky. What do we mean by 'syllable division'? Syllable division simply refers to the process of dividing a word into its constituent syllables. That's why, there are several ways to divide words into syllables, and these ways depend on the composition of the word. There are seven rules you can learn to make syllable division easier.

**In conclusion**, words are made up of syllables, which have their own internal structure. The most sonorous component of each syllable is called its nucleus, and it usually consists of a vowel or another sonorous sound. Consonants are less sonorous sounds that make up the onset and coda of a syllable, if any exist. Additionally, onsets in the midst of a word are avaricious, taking as many consonants as they can while adhering to the rules of the language's grammar.

**Importance of Syllables**

Syllables serve as the building blocks of speech, giving language its rhythmic quality. They help us understand the pronunciation of words, especially in languages like English, where syllable stress can completely change the meaning of a word. Think about "present" (noun) and "present" (verb) – same spelling, different stress, totally different meanings!

**Formation of Syllables**

Syllables are formed by arranging phonemes (the sounds that make up words) into groups. Each syllable has a nucleus, which is usually a vowel sound, but can also include certain consonant sounds. Consonants and vowels work together to form structured sequences, creating the syllabic rhythm of spoken words.

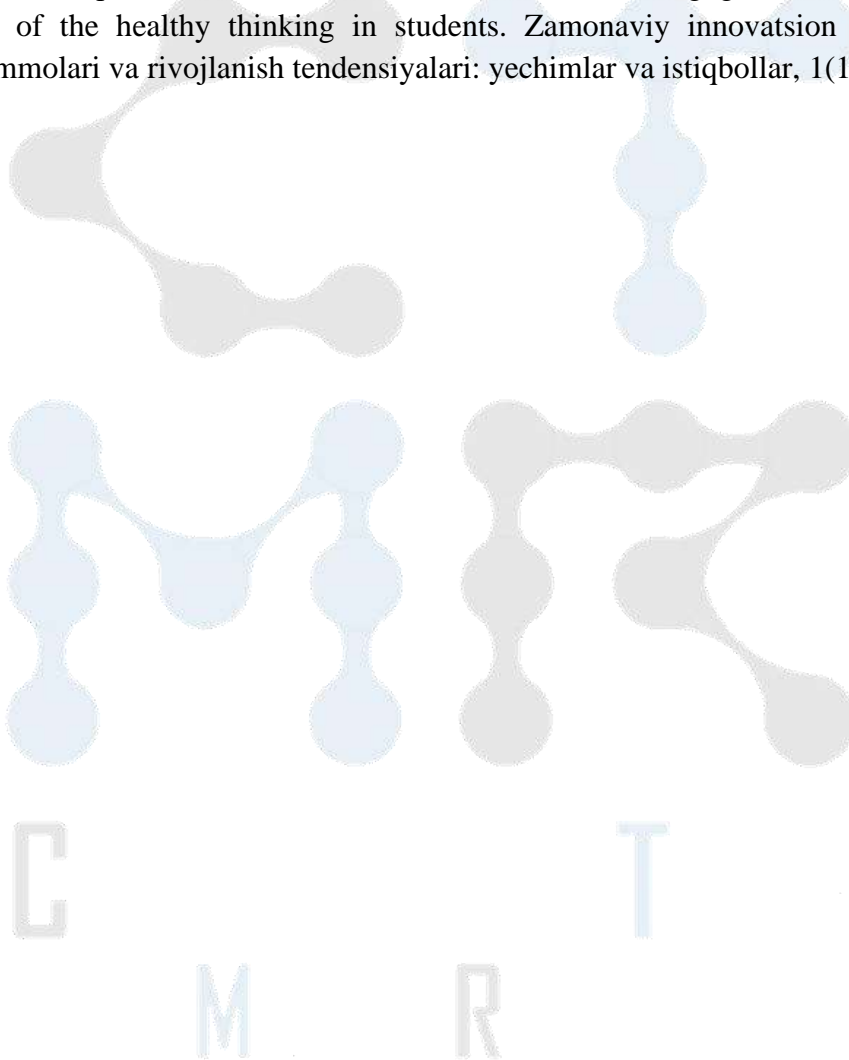
**Separation of Syllables**

Knowing how to separate syllables is crucial for correct pronunciation and understanding of word stress. In English, we often use certain rules to separate syllables, such as looking at vowel combinations like "ea" in "break" or "ie" in "pie" and understanding when a consonant goes with the following vowel to form a syllable. But there are always exceptions, as English loves to remind us!

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Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek  
The Faculty of Psychology, the department of Foreign languages Philology and foreign  
languages

Teshaboyeva Nafisa Zubaydulla qizi

[nafisateshaboyeva@gmail.com](mailto:nafisateshaboyeva@gmail.com)

Student of group 203-20: Pirmuhammedova Muhlisa Maxsud qizi

[muhlisapirmuhammedova610@gmail.com](mailto:muhlisapirmuhammedova610@gmail.com)

### Annotation

The article analyses the syntactic relationship in traditional and structural linguistics. The syntactic relationship serves to express syntactic attitudes and show the great importance in sentence analysis. The relationship is statistic in traditional linguistics; however, it becomes dynamic in structural linguistics. The syntactical relationship is in a linear order in traditional linguistics, but the relationship in structural linguistics is developed in a hierarchical order.

**Keywords:** syntax, generative grammar, Construction Grammar, grammatical relations, argument structure constructions.

In English as in other nominative-accusative languages, grammatical relations are such familiar syntactic functions as subject–verb, verb–direct object, verb–indirect object, modifier–noun, verb–adverbial and so on, defined by coding and behavioural properties. Sentences are made up of the grammatical and semantic combinations of various words and make up our spoken language. Words are joined together in sentences through syntactic linkages and morphological modifications.

Even for similar constructions in different languages, the domains of application for each type of construction vary. The identification of grammatical elements that are universal across languages is more significant (William C., 1990, 15). Words are thought of as the smallest meaningful unit of a language, serving as the building blocks of sentences. When words are put together to form a sentence, they should have some kind of connection to one another. Generally speaking, there are two types of relationships between words: 1) internal, or meaning relations, and 2) external, or formal, or grammatical (syntactical) relations.

The internal relations between the words are the objective relations which exist in the nature. These relations reflect the objective connection between subjects or subjects and occasions. Since the connections between objects or occasions are different, the meaning relation among words is various and distinguished. Different relations such as, featured, quantitative, time, place, directional, reason, purpose, result, fully, gender-typed and other type of meaning relations exist between subjects and occasions. As these meaning relations are expressed by words, they appear between the words which are the names of subjects and occasions as well. The objective meaning relations among subjects and occasions are distinguished into two types: 1) predicate relations and 2) non-predicate relations. As the same meaning of connection is expressed by words, they appeared in the names of objects and events, too. Such objective meaning of connection between words erupted are distinguished into two types: 1) predictive relationship, and 2) non-predictive relationship.

1) The predicate relation in language is the relation between the subject and the predicate. The predicate relation appears in place, tense and personal categories of the verb, and predicate, person and number categories of nouns.

2) In non-predicate relation the predicative connection between words does not exist. There are three types of non-predicate relations between the words:

a) The objective relation – sometimes it is called object connection. In the objective relation the defining word is the object and it expresses the object of the word which defines.

b) The attributive relation. The defining member in this connection is an attribute. The defining word determines all the members except the verb. Among all world languages an attributive relations appear between the parts of word combinations with different gender categories: in most languages, usually the first part of word combination defines the second part, but in some languages, (e.g., Persian and French) the second part defines the first part (bæradære “brother” bozorg “elder”).

c) The relative relation: In this relation, the defining member primarily points to the quality of the member (word) that the verb is expressing. For this reason, this relationship is known as the adverbial modifier relation in some linguistics literature. Multilateral approaches to syntagmatic events exist in traditional linguistics, and as a result of these approaches, the syntactical relation is regarded as a multifaceted, intricate process. Regarding the traits of the relations, the following parameters are pertinent:

Specifically, it belongs to the relation or defines a characteristic of the relation; it is realized; it has a unilateral or bilateral relationship; it combines two or more elements; it is realized; it serves as a paradigmatic or syntagmatic; and it is assigned as formal meaning (Sova).

Understanding static or dynamic relations is essential to providing answers to all of these questions. These relations are static in traditional linguistics, but it's crucial to demonstrate the dynamic description of static characteristics in structural linguistics.

### **In conclusion**

It should be highlighted as a result that: 1. The perspectives differ from syntactical relations in conventional and structural linguistics. While concordance, control, and adjoining relations are predominant in traditional linguistics, control relations predominate in structural linguistics, where all words are dependent on the verb in this type of relation. In this sentence, the verb is the most crucial element.

2. In our doctoral thesis, we thoroughly examined "Syntactical relations in structural linguistics."

Absolutely! Delving into the intricate web of syntactic relations in a sentence feels like peering into the elegant dance of words as they come together. Let's unfold this captivating subject!

1. Subject-Verb Relation: This fundamental relation involves the subject of a sentence, usually a noun or pronoun, and the verb. It dictates the core assertion in a sentence, conveying who or what performs the action or is in a certain state. For instance, in the sentence "She sings beautifully," "She" is the subject and "sings" is the verb.

2. Subject-Object Relation: Here, we observe how the subject of a sentence relates to the object, typically a direct object (the thing or person directly affected by the action of the verb). For example, in the sentence "I love pizza," "I" is the subject, "love" is the verb, and "pizza" is the object.

3. Modifier-Head Relation: This relation captures how modifiers, describing words or phrases, relate to the words they modify (often the head of a phrase). Adjectives modify nouns ("beautiful day"), adverbs modify verbs ("run quickly"), and so on.

4. Complement-Head Relation: Complements are elements required to complete the meaning of a verb, adjective, or preposition. For instance, in "She is a doctor," "doctor" is the complement of the linking verb "is."

5. Coordination Relation: When two or more elements are linked to the same part of the sentence, they are in a coordination relation. For instance, "I like tea and coffee," where "tea" and "coffee" are coordinated.

6. Subordination Relation: This relation captures the hierarchical relationship between clauses, with one clause serving a higher (main) role and another a lower (subordinate) role. An example is "I will go if you come," where "if you come" is subordinate to "I will go."

Understanding these syntactic relations is vital for grasping the structure and meaning behind sentences in natural language.

Syntactic relations are like the elegant steps in a linguistic dance, each playing a crucial role in conveying our thoughts and expressions. If you have more specific queries or want to explore further aspects of sentence structure, feel free to dive deeper with me!

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**Pirmuhammedova Muxlisa Maxsud qizi**

4 rd year students at Djizzakh branch of The National University of Uzbekistan named after  
Mirzo Ulugbek

Supervisor: **Abduraxmanova Zilola Yoqubjon qizi**

Assistant teacher in the department Foreign Languages at Djizzakh branch of The National  
University of Uzbekistan named after Mirzo Ulugbek

**Annotation:** Most linguists suggest that all languages have some universal principles, even though a significant number of languages worldwide appear to have nothing in common at first glance. These guidelines comprise an established body of rules known as a Universal Grammar. It is true that the way sentences are formed in Hungarian, an agglutinative language, and Farsi, a fusional language that is modern Persian, appears to have very little, if anything, in common. It's also true that Italian verbs have six conjugations, while Chinese verbs have none (they are inflected for number, tense, etc.). Nonetheless, it is evident that all four of these languages use verbs and follow a similar pattern of sentence construction.

**Keywords:** Language universals, Their structure, Universal Grammar, Characteristic features .

### **Universal Principles in General**

The world's languages appear to have a lot of similarities. Some are more fundamental—like the concept of a "sentence" or "verb"—while others are more intricate—like the Wh-movement, which forms content questions. Furthermore, not every one of these traits can be observed to the same degree. Absolute universals are the norms that all languages, with very few or no exceptions, have in common. Think about the following claims.

The grammatical structures required to convey commands, refute ideas, and pose questions are present in all languages.

Verbs that can be understood as occurring in the past, present, or future are used in all languages. Every language has a limited number of phonemes, or sounds, which are composed of vowels and consonants and combined to create syllables and words. The fundamental word categories—nouns, verbs, description words, relative clauses, and a counting system—are shared by all languages.

Every language use pronouns.

Any combination or subclass of the fundamental five colors—red, blue, yellow, black, and white—is included in all languages. Did you know that every language uses the colors red, white, and black.

Relative universals, sometimes known as universal tendencies, are those linguistic characteristics that are present in many but not all languages. These include the fact that although many languages lack nasal stops, the majority of them do. or that nasality and the voicing of obstruents are included in the phonemic inventories of the majority of languages. Most languages have a vowel in the nucleus whereas some, like Berber, allow consonants in the nucleus. Syllables are made up of different combinations of vowels and consonants. Adjectives have their own category in most languages, however in Blackfoot, an American Indian language, nouns are described by the stative verb "to be."

Implicit universals are a different kind. In other words, the existence of X in a language denotes the existence of Y. For example, gender categories for pronouns will likewise exist in languages



that have gender categories for nouns, according to Greenberg. A language will also have number categories if it has gender categories.

In addition to assisting linguists in comprehending the nature of particular languages as well as all languages, these universal principles also provide insight into the nature of language acquisition and usage in humans.

Every language has a basic word order consisting of subject, verb, and object, albeit there are differences. Basic grammatical categories, such as nouns and verbs, are shared by all languages. Vowels and consonants are two distinct sound categories that make up every spoken language. Universals can be found at all levels of language analysis, including phonology, morphology, syntax, and semantics

A pattern that consistently appears in most natural languages—possibly all of them—is known as a linguistic universal. For instance, all languages have verbs and nouns, and all spoken languages have vowels and consonants. The goal of this field of linguistics research is to identify cross-linguistic generalizations that are probably related to perception, cognition, or other mental processes. It is closely related to the study of linguistic typology. The topic was largely pioneered by the linguist Joseph Greenberg, who produced a list of forty-five basic universals, mostly dealing with syntax, from a study of about thirty languages. The field originates from talks influenced by Noam Chomsky's idea of a Universal Grammar.

Despite a great deal of research on linguistic universals, some linguists, such as Stephen C. Levinson and Nicolas Evans, have argued against the existence of absolute linguistic universals that apply to all languages in more recent times. These linguists promote these parallels as merely strong tendencies, citing issues like ethnocentrism among cognitive scientists and linguists as well as inadequate research into all of the world's languages in talks connected to linguistic universals.

Formal universals are then the rules that we use to form meaningful syllables, phrases, sentences. For example, phrase structure rules determine how phrases and sentences can be built up from words

The formal universals consist of a set of linguistic levels on which the different aspects of the structure of linguistic expressions are to be represented and a characterization of the general form of possible grammars, i.e. of systems of rules, which specify the structural aspects and their interrelations for the language universals.

)Language Universals: (All) human languages share certain properties.

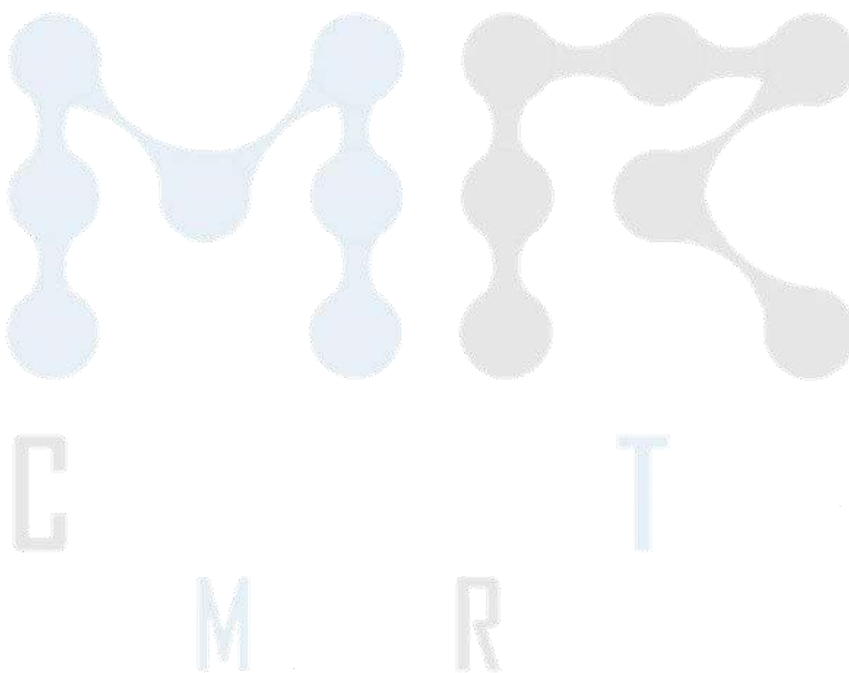
(2)Convergence: Children are exposed to different input yet converge on the same grammar.

(3)Poverty of the Stimulus: Children acquire knowledge for which there is no evidence in the input.

**In conclusion** A linguistic universal is a pattern that occurs systematically across natural languages, potentially true for all of them. For example, All languages have nouns and verbs, or If a language is spoken, it has consonants and vowels. One common explanation for language universals is the innateness hypothesis, the idea that our ability to use language is a part of our genetic endowment, and that genetics also determines many details in the form and structure of languages. This “universal grammar theory” suggests that every language has some of the same laws. For example, every language has a way to ask a question or make something negative. In addition, every language has a way to identify gender or show that something happened in the past or present.

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**WAYS OF WORD FORMATION. STRUCTURAL POULIARITIES OF LEXICON.  
TYPES OF ROOT AND AFFIXAL MORPHEMES**

**Pirmuhammedova Muxlisa Maxsud qizi**

4 rd year students at Djizzakh branch of The National University of Uzbekistan named after  
Mirzo Ulugbek

Supervisor: **Abduraxmanova Zilola Yoqubjon qizi**

Assistant teacher in the department Foreign Languages at Djizzakh branch of The National  
University of Uzbekistan named after Mirzo Ulugbek

**ANNOTATION:** This chapter covers many procedures—often referred to as word creation processes in the literature—that enable language users to create new words, with a focus on processes involving the grammatical structure of words. By adapting a language's vocabulary—and, less readily, its grammar—to fit the meaning they need to convey, speakers preserve the vitality and use of their languages. Users of language accomplish this in three main ways. Just as individuals import helpful things from other nations, one way to do this is to simply import a useful word from another language. This is how Japanese words like karaoke and Italian words like pizza became English words. These kinds of word circulation between languages are referred to as borrowings. Second, speakers of a language have the ability to alter the meaning of words that are already in the language to imply different things. The English term "sad," for instance, still means "unhappy," but it is also sometimes used to denote something akin to "pathetic." According to this new definition, a sad joke is one that doesn't make you laugh out loud, not one that makes you cry.

**Key words:** Word formation, Types of root, Affixal morhemes , Pocularities of lexicon.

### **WORD FORMATION**

The procedures that enable us to make new words using grammatical resources that are already present in a language are known as word formation. Naturally, these procedures have to go by the grammar, or rules, of the language. Following the same English word-formation criteria that permits terms like writer or daydreamer, the words emailer and other possible words like downloader or rebooter are also well-formed words. Assuming that words consist of morphemes, as we did in the previous chapter, word production entails a patterning of morphemes inside words, the rules of which we may ascertain. To illustrate what we mean by morpheme patterning, let's look at some data.

#### **Compounding**

Compounding forms a word out of two or more root morphemes. The words are called compounds or compound words.

In Linguistics, compounds can be either native or borrowed.

Native English roots are typically free morphemes, so that means native compounds are made out of independent words that can occur by themselves

Some compounds have a preposition as one of the component words as in the last 2 examples.

In Greek and Latin, in contrast to English, roots do not typically stand alone. So compounds are composed of bound roots. Compounds formed in English from borrowed Latin and Greek morphemes preserve this characteristic. Examples include photograph, iatrogenic, and many thousands of other classical words.

There are compounds that consist of more than two words. These are created by progressively joining words to produce compounds. For example, pick-up truck is created from the words pick and truck, while pick-up is a compound formed from the words pick and up. Other instances include no-fault insurance, ice cream cones, and even more sophisticated materials like top-rack dishwasher safe. Numerous subtypes of compounds are based on the sound properties of the words rather than their part of speech. There is no mutual exclusion between these kinds.

Compounds that rhyme (subtype of compounds)

Two rhyming words are combined to form these words. As an illustration:

Cute-lovely chiller-murderer Though they are not quite compounds in English, certain words have formal similarities to rhyming compounds since the second part is just nonsense added to a root word to make it rhyme. As an illustration:

Howdy-doddy, tootsie-wootsie.

### **STRUCTURAL PECULIARITIES OF LEXICON**

The area of lexicon structure deals with the organisation of information in lexica. Models for lexical information, and types of lexical information, are dealt with in the preceding sections. Terminology varies considerably in this area. The structure of a spoken language lexicon may be seen from the following points of view:

Lexical formalisms, lexicon representation languages:

Representation conventions of various types (symbolic notations, programming languages, database languages, logical formalisms, purpose-designed knowledge representation languages), which are suitable for formulating lexical models. Lexicon architecture: The choice of basic objects and properties in the lexicon, and the structure of the lexicon as a whole, such as a table of items, a trie (decision tree), an inheritance hierarchy, a semantic network, a database. In English, the word "lexicon" dates back to the early 17th century when it was used to describe a book with a variety of a language's terms and definitions, listed alphabetically. The phrase by itself has Greek Lexis-Word origin. This dictionary still uses it today. Interpretation, but it also has an abstract sense, particularly within interpretation language, which describes the entire collection of meaningful units in a language, including its vocabulary and idioms as well as its constituent pieces phrases that express, for example, press connotation, like antecedents and suffixes.

### **TYPES OF ROOT AND AFFIXAL MORPHEMES**

A word's "base," also known as "root," is the morpheme that provides the word with its primary meaning. The word womanly has a "free base" morpheme, woman. In the word dissension, the morpheme -sent is an illustration of a "bound base". Affixes can be inflectional or derivational. Morphemes can have various forms and be of various sorts. Certain morphemes are affixes, meaning they must adhere to something in order to survive. Affixes include the morphemes -s (in cats) and inter- and -al (in international). A base is what an affix is attached to. Certain bases are morphologically simple, while others are morphologically complicated, just like full words. Think of the word librarian, for instance. By adding the suffix -ian to the root library, this term is created.

In linguistics, an affix is a morpheme that is attached to a word stem to form a new word or word form. The main two categories are derivational and inflectional affixes. The first ones, such as -un, -ation, anti-, pre- etc, introduce a semantic change to the word they are attached to. The four types of affixes are prefixes, suffixes, infixes, and circumfixes.



Affixes and roots make up the pieces. Prefixes and suffixes combine to form affixes, which are named so because they "affix," or join, one word portion to another. A word's root is its fundamental component, to which one or both types of affixes may be attached.

A root morpheme, also called a base morpheme, is the morpheme that gives the word its main meaning. For example, in the word 'unspeakable,' 'speak' would be the root morpheme because 'un' and 'able' both modify 'speak.' 'Speak' is the morpheme that holds the basic meaning of the word. There are three main types of affixes: prefixes, infixes, and suffixes. A prefix occurs at the beginning of a word or stem (sub-mit, pre-determine, un-willing); a suffix at the end (wonder-ful, depend-ent, act-ion); and an infix occurs in the middle.

Morphemes can be of different types, and can come in different shapes. Some morphemes are affixes: they can't stand on their own, and have to attach to something. The morphemes -s (in cats) and inter- and -al (in international) are all affixes. The thing an affix attaches to is called a base .

A root morpheme, also called a base morpheme, is the morpheme that gives the word its main meaning. For example, in the word 'unspeakable,' 'speak' would be the root morpheme because 'un' and 'able' both modify 'speak.' 'Speak' is the morpheme that holds the basic meaning of the word. In some cases, like in 'unspeakable,' the root morpheme can stand alone as a whole word. These are called free morphemes. In other cases morphemes cannot stand alone, in which case they are bound morphemes. Affixes, such as 'un' and 'able' in 'unspeakable,' are bound morphemes because they can only function when attached to a root morpheme.

**In conclusion :** In the past, the majority of studies of word-formation or word-formation processes have not distinguished between productive processes and lexicalized material. While such studies provide a wealth of extremely valuable data, it has been suggested here that the only realistic way of gaining a proper understanding of the way in which word-formation works is by ignoring lexicalized forms and concentrating on productive processes. Those scholars who have distinguished between productive and non-productive formations have usually taken the distinction no further. It has been shown that there is a vast number of factors, not all of them linguistic, which can limit productivity, and that productivity must be viewed as a cline, with some processes being more or less productive than other processes. Some of the theoretical linguistic factors involved in wordformation have been discussed, and it has been shown how lexicalization and productivity affect the syntactic and phonological descriptions of word-formation that have been proposed in the literature. An outline of the possibilities that are, or have been, available in English word-formation was given, showing just how wide a range of patterns can be found.

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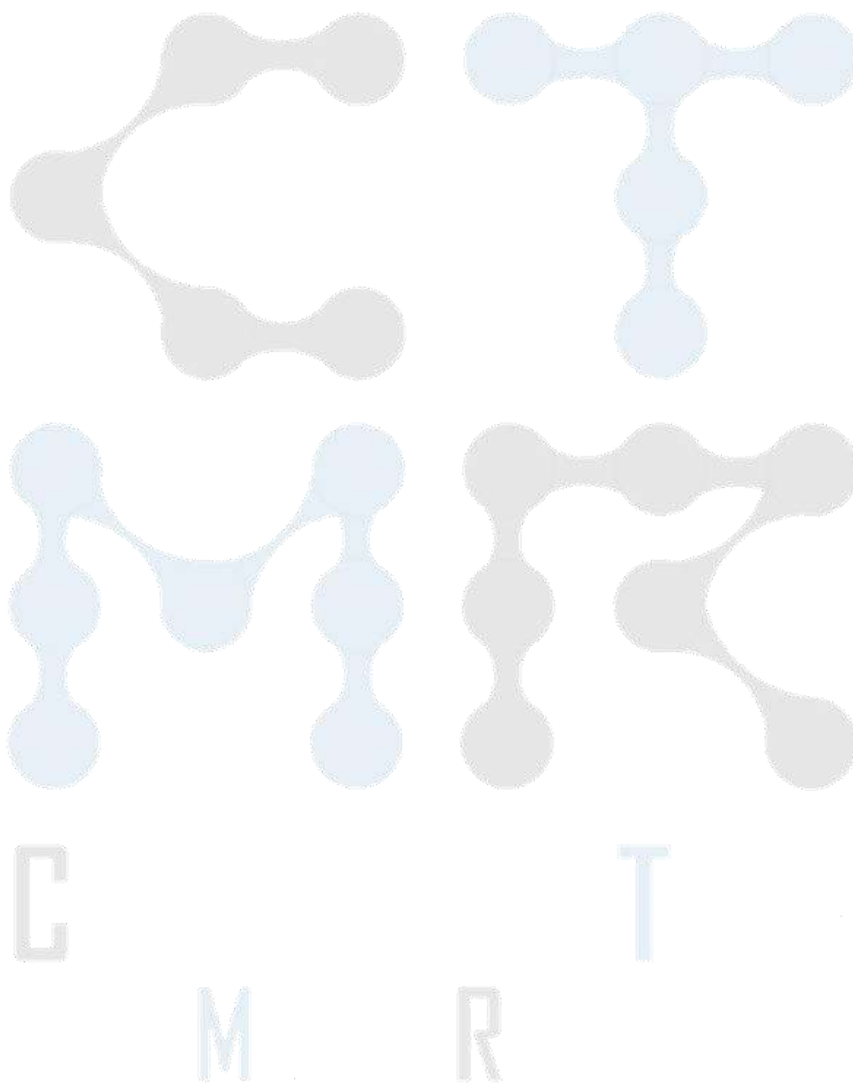
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**INFLUENCE OF THE ENVIRONMENT ON THE SOCIALIZATION OF PERSONS.**

**Khoshimova Dilorom Anvarovna**

Head of the department of interfaculty pedagogy and psychology of KSPI

**Rakhmonova Nargiza**

student of defectology KSPI

**Annotation:** The social environment refers to individual's social interactions and relationships with others in their communities. These interactions can significantly impact people's attitudes, behaviors, beliefs, and values. The social environment can include various factors such as friends, family, culture, education, religion, media, and community. Family is often considered the primary source of socialization and plays a crucial role in shaping people's behavior. The family is where people learn social norms and values, typically passed down from generation to generation. Family members serve as role models for each other, and they influence each other's behavior through direct and indirect means. This review paper highlights how the social environment influences people's behavior.

**Keywords:** Social Environment, Behaviour, Social Interaction, Relationship

The social environment refers to the physical, cultural, and social conditions that shape the lives of individuals and communities. It encompasses the norms, relationships, values, and institutions that govern interactions among people and between people and their surroundings [1, 2]. The social environment includes various aspects of human society, such as education, family, religion, economics, politics, media, and social networks. These different aspects of the social environment influence our attitudes, behaviors, and beliefs and shape our experiences and perceptions of the world [1, 2].

The social environment has always been critical in shaping human behavior and society. Throughout history, people have formed communities and developed traditions, cultural norms, and institutions to guide their interactions and surroundings. In ancient times, humans lived in small, close-knit communities, relying on hunting and agriculture for survival. Religious and cultural beliefs largely determined social norms and values, and social hierarchies were based on factors such as power, wealth and lineage [1, 2, 3,4]. As societies grew and became more complex, new social institutions emerged, such as religious institutions, governments, and educational systems. These institutions helped regulate behavior, created social order, and perpetuated inequality and injustice. In the 18th and 19th centuries, the Industrial Revolution marked a significant turning point in the social environment, as rapid advances in technology transformed how people lived and worked. Urbanization and the growth of factory work led to new social and economic systems and created new opportunities and challenges for individuals and communities [5]. In the 20th century, the social environment continued to evolve with the rise of mass media, globalization, and technological innovations. These changes brought new forms of communication and information-sharing and created new forms of inequality and social fragmentation. Today, the social environment remains a dynamic and complex force in human society, shaping the experiences and opportunities of individuals and communities worldwide [6]. A historical perspective helps us to understand how social institutions and systems have evolved and to identify the challenges and opportunities we face in creating a more just and equitable social environment for all.

The social environment plays a significant role in shaping people's behavior. This literature review provides an overview of research on how the social environment influences

behavior. One of the most widely studied social and environmental factors is social norms. Social norms are informal rules that guide behavior in a group or society. Studies have shown that people conform to social norms because they want to be accepted by their peers and avoid social disapproval. For example, a study by Cialdini et al. (1990) found that hotel guests were more likely to reuse their towels when they were told that most guests in the hotel did the same. Another factor that influences behavior is social support. Social support refers to the help and encouragement that people receive from others. Research has shown that social support can positively impact health behaviors, such as exercising and quitting smoking. For example, a study by Sallis et al. (1986) found that people who received social support from their friends were more likely to exercise regularly [1, 2]. Socialization is another important factor in shaping behavior. Socialization refers to the process by which individuals learn their culture or society's values, norms, and behaviors. Parents, teachers, and peers play an important role in socializing individuals. For example, a study by Steinberg et al. (1994) found that parental monitoring was associated with lower rates of drug use among adolescents [1, 2, 3]. The physical environment also plays a role in shaping behavior. Research has shown that environmental cues, such as junk food in a cafeteria, can influence food choices. For example, a study by Wansink and Sobal (2007) found that people were likelier to choose unhealthy foods when displayed prominently in a cafeteria. The social environment plays a significant role in shaping behavior. Social norms, social support, socialization, and the physical environment are all critical factors that influence behavior. Understanding these factors can help researchers and practitioners develop effective interventions to promote healthy behaviors and prevent negative outcomes.

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ELUCIDATION OF EDUCATIONAL ISSUES IN THE WORK OF ABDULLA  
AVLONI.

**Abdurakhimov Shokosim Abdurakhmonovich**

Head of the department of interfaculty pedagogy and psychology of KSPI.

**Khamdamova Durдона,**

2nd year student of the Faculty of Mathematics and Informatics

**Ibrokhimova Okila**

2nd year student of the Faculty of Mathematics and Informatics.

**ABSTRACT:** Historical, artistic and scientific works that reflect the history of our nation have a special place in the further development of the spirituality of our society, which has achieved national independence and is developing in all directions. Uzbek literature is rich in such works. They play an important role in the harmonious development of the younger generation. In this regard, the well-known Uzbek writer Abdulla Avloni's four sections for the school include "Literature or national poems" and "The First Teacher", "Turkish Gulistan or Morality", "The Second Teacher". And textbooks, such as "School's Gulistan", are also characteristic and can be a source for a holistic study. It is especially noteworthy that in the first stage of literacy, knowledge and concepts are conveyed to children in a simple and clear way. With this in mind, it is necessary to carefully read these works and study in them the structure, ideological completeness, peculiarities of the books in the monographic direction. After all, if the authors of a number of elementary school textbooks created using modern creative freedom use the experience of a great writer in creating textbooks, it will be easier for them to reach the hearts of young readers. On this basis, the relevance of the dissertation is determined by the fact that Abdulla Avloni was studied as a perfect creator of the first school textbooks, a skilled educator, the study of ideological and artistic observations in his works. In addition, the relevance of the topic of our graduate work is determined by the comparative study of Abdulla Avloni's pedagogical and artistic skills on the basis of available scientific sources and historical works. On August 3, President of Republic of Uzbekistan Shavkat Mirmonovich Mirziyoyev met with representatives of the creative intelligentsia of our country. The meeting addressed a number of issues in the field of culture and art, as well as current creative processes. At the meeting, they spoke about the large-scale work to be carried out to radically reform the field of culture, media, literature and art, expressed new ideas, initiatives and proposals for the education of young talents, the development of our culture and literature. "There is another very important issue for us that will never be off the agenda, and I think it needs to be addressed. And it is connected with the upbringing of our young generation, of our children. As our great ancestor Abdulla Avloni said, this issue is really a matter of salvation, destruction, happiness or disaster for us, and it is a matter of issues that will never lose its relevance and importance, so to speak". In this sense, the role of Abdulla Avloni's works in children's literature today, their peculiarities, the author's efforts to create a textbook, his views in the field of education are closely linked with the psyche, lifestyle and national values of the Uzbek people. It is becoming a requirement of the time to study that the rich pedagogical heritage of the writer has served as a valuable source in the development of the national school and national pedagogy.

**Keywords:** Morality, second teacher, national school, national pedagogy, first teacher, school's Gulistan, Turkish Gulistan, children's literature, textbooks, Charity Society, Good Behaviors.

One of the most famous representatives of the Uzbek national culture of the late 19th and early 20th centuries was Abdulla Avloni, an enlightened poet, playwright, journalist, scientist, statesman and public figure. He was born on July 12, 1878 in Mergancha mahalla of Tashkent in the family of Miravlon aka. His father was a weaver. His childhood was spent on the winding streets of Mirabad, among the children of Russian-majority railway workers. He studied at the old school in Okchi and then at the madrasa (1885–1886). He was engaged in independent reading. He studied Arabic, Persian and Russian. He followed the newspapers and magazines published in Orenburg, Kazan and Tbilisi. In a short time he became known as an enlightener and became one of the most active representatives of the socio-cultural movement in the country. One of the most important changes in the cultural life of Turkistan in the early twentieth century was a change in schooling. During this period, Avloni joined the Jadid movement and became one of the most active Jadids in Tashkent. In 1904, Avloni opened a new school in Mirabad, and later in mahalla Degrezlik (1903–14) in a similar way, teaching and writing textbooks. In 1909, the school was opened a "Jamiyati Hayriya" to help educate orphans. He published the first volume of a four-volume collection of poems entitled Literature or National Poetry. In partnership with such developers as Munavvarqori, Muhammadjon Podshohojayev, Tavallo, Rustambek Yusufbekov, Nizomiddin Khodjajev, Shokirjon Rahimi, he founded Nashriyot (1914) and Maktab (1916). He published the newspapers Taraqqiy, Shuhrat (1907), Osiyo (1908), and Turon (1917). In 1918, he became one of the founders and the first editors of Ishtirokiyun, the first newspaper of the Turkistan Soviet government. He served in various positions of responsibility during the Soviet era, in whatever capacity he worked, he was engaged in the dissemination of knowledge, education, teaching in universities and colleges. From 1930 to 1934 he headed the department at the Central Asian State University (now Tashkent State University). He died in 1934. In 1927, Avloni was awarded the title of Hero of Labor. LITERATURE REVIEW Avloni had been creating for more than 30 years. He witnessed the labor events of 1916, followed by revolutionary upheavals and national liberation struggles. In the past, as he puts it, he left "dozens of poems and school books, four theater books". When it comes to its place in the history of our culture, two aspects need to be emphasized: pedagogical activity and literary art. His pedagogical activity and ideas about education are important sources in defining the features of enlightenment, which reached a new level in the early twentieth century. The Avloni's School was built on a humanistic and free upbringing, with the primary task of teaching children secular and advanced science, and ensuring that young people have the ability to participate in the socio-political life of the country. The author compiled textbooks for these schools. His first class, The First Teacher (1911), was reprinted four times before the October Revolution, and The Last Book of the Alphabet, The Second Teacher (1912), three times. The textbook "Turkish Gulistan or Morality" (1913) with a moral didactic content played a special role in the development of socio-pedagogical thought in the early twentieth century. It first analyzed the issues of education and ethics in terms of the demands and needed of the twentieth century. While Avloni was distinguishing between traditional good and bad behavior, he based his views on the ideas of Hippocrates, Plato, Aristotle, Saadi Sherazi, and Bedil, and used modernity as the main criterion. The writer considered the love of the Motherland to be one of the best human virtues to fight for. Homeland is the city and country where everyone is born and raised. He needed to be valued, loved, rejuvenated. The poet was understood this when he said "Vatan" and love for it. The love of language and

culture is the love of each person for his people: "The mirror life of every nation is the language and literature that show its existence in the world. To lose the national language is to lose the spirit of the nation". Avloni wrote poems, stories and articles under the pseudonyms Hijran, Nabil, Indamas, Shuhrat, Tangrikuli, Surayyo, Shapalaq, Chol, Ab, Chegaboy, Abdulhaq. It should be noted that Avloni went through a very difficult life and career. He entered the literature at a time when ideological struggles were in full swing. He unhesitatingly embraced the struggle for enlightenment and progress. As you become acquainted with the poetry of the poet, you will encounter an interesting situation. There are no romantic poems in it. He knew more important social problems, the worries of the people. He denied any love in the face of the misfortune of the People and the Homeland. He loved his motherland like a friend. He devotes all his love to it. The beginning of the century was a time of great responsibility for the fate of Turkistan, when the issue of its life and death was being resolved. He quickly realized this as a leading intellectual of the Avloni period, a great enlightener, and an active supporter of the teachings of the Jadids. His first poetic works were published in the books "Adabiyot yohud Milliy she'rlar" (I, II, III), "Maktab gulistoni" (1916), "Mardikorlar ashulasi" (1917) and "Sabzavor" tazkirasi (1914) and etc. They propagated knowledge and enlightenment, condemned ignorance, condemned the socio-moral foundations of the old system, and spoke of a free and happy time. In this sense, Avloni's poems of this period are in tune with the poetry of Hamza and Anbar Atin. Avloni used finger weights extensively in the literature. He wrote poems based on national melodies and enriched the possibilities of poetry. One of Avloni's most important contributions to literature was that he was one of the creators of a new literary phenomenon called "labor poetry". He wrote poems describing the events of 1916, such as "Bir mardikorning otasi o'g'liga aytgan so'zlari," "Onasining o'g'liga aytgan so'zlari," and "Afsus". The motherland illuminated the farewell scenes of the laborers who had been taken to the snowy and icy lands of the far north, to the black service behind the front, to injustice. The melody and style of these poems were very close to folk songs, which played an important role in the national awakening of our people. Avloni welcomed the February Revolution of 1917 with joy (poems "Kutuldik", "Yotma"). He wrote poems dedicated to October, such as "Hurriyat marshi" (1919) and "Ishchilar qulog'iga", glorifying the new socialist system. Soon, however, Russia began to realize that the Soviet system was a worse form of the old royal system, and that Soviet policy was based on hypocrisy. In particular, the failure to grant the solemn promised freedom led to the emergence of sad melodies in the poet's work (Weekly Hour, 1919). Nevertheless, Avloni wrote poems on various topics. The "Afghan Journey" diaries on the 1919-20 trips to Afghanistan are important in studying the history of the establishment of friendly relations between our country and our neighbor. Avloni was one of the founders of the Uzbek theatre. In 1913 he formed the theatre troupe "Turkiston". Turkiston also announced its strict charter. Its founder and ideological and artistic director was Avloni. The troupe staged the best examples of Uzbek drama of the early twentieth century, such as "Zaharli hayot" (Hamza), "Baxtsiz kuyov" (A. Qodiriy), theatrical works of Azerbaijani playwrights ("Badbaxt kelin", "Xo'r-xo'r", "Jaholat", "O'liklar", "Joy ijaraga olgan kishi", "Men o'lmisham", "Layli va Majnun", "Asli va Qaram"). Avloni played himself the roles of Mallu ("Layli va Majnu"), Fayziboy ("Baxtsiz kuyov"), Aliboy ("To'y"), and Boy ("Padarkush"). Avloni's comedies, such as "Advokatlik osonmi?" (1914), Pinak (1915), and the tragic works "Biz va Siz", "Portugaliya inqilobi", and "Ikki Sevgi", written in 1914-17, contributed to the emergence of Uzbek drama and the popularization of theatre. Through lawyer Davronbek, he exposed the



lawlessness in Turkistan and the ignorance of the world. In his work “Advokatlik osonmi?” he portrayed a number of poppies and gamblers, showing that spiritual life had fallen into disrepair. He wrote about the struggle against the monarchy, the Portuguese Revolution of 1910 under his banner, and in “Yosh Turklar Inqilobi” (“Ikki Sevgi”) of 1909 in Turkey, expanding the range of topics and ideas in our literature. In “Biz va Siz” he described the struggle of Turkistan in the early twentieth century over the old and the new with the example of specific destinies. The most productive years of Avloni's main creative activity were before the October Revolution of 1917. RESULTS AND DISCUSSION Avloni's works began to be studied in the late 1960s. Samples of his works in various genres have now been published in separate books. The upbringing of children is not a personal matter, it is a great social work of state and social significance, it is such a great work. Both the future of the Motherland and the destiny of the nation are connected with upbringing. In the words of Avloni, “... education is for us a matter of life or death, salvation or destruction, happiness or disaster”. Abdulla Avloni divided human education into three interrelated areas: physical education, mental education and moral education. For a person, first of all, the body must be healthy, and only when the body is healthy, it is possible to absorb other actions necessary for a person. To do this, it is necessary to protect the human body from things that lead to premature misguidance, degradation, harm to health, “some unclean, some disgusting”, such as alcohol, opium, cannabis. Avloni wrote that it lays the groundwork for the education of thought. Thought education is an important factor in raising a child to the level of a perfect person. The main responsibility for this task falls on the teacher. Because the teacher teaches students to think during the lesson, to have a deep understanding of the essence of any event. In this regard, A. Avloni paid special attention to the unity of education and upbringing. It is only through the education of thought, which is the expression of human mental activity, that a great honor and perfection is achieved, where the breadth of the teacher's thinking, the high level of knowledge in all respects, is crucial in the education of students. The development of thinking skills leads to intellectual activity: it teaches students to distinguish between good and bad behavior, to acquire the good qualities necessary for a perfect person, to stay away from bad habits that lead a person astray. In the chapter “Yaxshi Hulqlar” of Abdulla Avloni's work, there is perseverance, piety, Islam, control, zeal, obedience, contentment, courage, knowledge, patience, discipline, scale of desire, conscience, love of country, truthfulness, example, chastity, modesty, understanding and he thinks in detail about wisdom, memorization of language, economics, dignity, danger and prosperity, obedience, truthfulness, benevolence, devotion, love, forgiveness, examples from the verses of the Qur'an and hadises to prove his point and thinkers' opinions such as Plato, Aristotle, Socrates, Baqrat, Ibn Sina, Mavlana Rumi, Sheikh Sa`di, Mirza Bedil representatives of the Jadid movement, like the enlighteners of Western Europe, raised the banner of enlightenment, modern progress, and fought hard against the fanatical scholars and the ancients, who hindered progress. It should not be forgotten that the main difference between the Uzbek enlighteners and the European enlighteners was that their activity was based on the idea of liberation of the nation from colonial oppression, the idea of independence. That is why modern thinkers did not like the white and red empires. In the pedagogical views of Abdulla Avloni, the high glorification of the mind and science is inextricably linked with the glorification of man. Because Allah created man greater than all other creatures. He gave him Mind for such a great purpose as the attainment of the happiness of the two worlds. With the help of this Mind, man acquires knowledge, progress, and rules of the world. Here is A. Avloni's description of the mind: “The



mind is the perfect, the only guide of human being. Allah is the separation of man from the animal by word and intellect. The Noble Prophet (peace and blessings of Allah be upon him) said: "Oh people! Humble your mind. You know with your mind what your Allah has commanded and forbidden. When Abdulla Avloni thought about human health, one of the main factors is a separate chapter on cleanliness. In the chapter was called "Nazafati"- "purity" means that makes a person beloved among the people, even in the sight of Allah. A person should keep not only his body and clothes, but also his place of residence, environment and city clean. Environmental pollution is the cause of various diseases. Unfortunately, the colonial authorities, where Avloni lived in did not even think about the well-being of the country and the health of the population, but only about the part of the cities inhabited by the colonialists.

#### CONCLUSION.

Abdulla Avloni considered it sacred to write "Turkish Gulistan or Morality" in the style of Sheikh Sa'di, although it was difficult, taking into account the suggestions and wishes of teachers of his contemporaries. Given the period in which this work was created and the social situation, this work was a great courage! A. Avloni was able to make an eternal mark on Uzbek literature through his work on literature, which is an example for the youth of the nation. Abdulla Avloni's pedagogical views still play an important role in the creation of the Uzbek national school. As a result, there is a growing interest in depth study of his creative heritage.

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MODERN METHODS OF TEACHING IN PRIMARY CLASSES.

Djuraeva Namuna Vakhobjan qizi

Head of the Department of Interfaculty Pedagogy and Psychology of KSPI

Abduganieva Niginabonu, student of KSPI

Mukhammadjonova Nurijakhan, student of KSPI

**Annotation:** The search for new ways and forms of organizing education has created a new term in the methodology of learning “modern lesson” as opposed to traditional lesson. The requirements of the subject of pedagogy for the lesson, the effectiveness of the pedagogical process is constantly growing and changing. In addition to non-traditional lessons, non-traditional teaching technologies are used in school practice in conjunction with modern teaching methods. The article discusses the use of modern teaching methods in teaching students in the primary grades.

**Keywords:** pedagogy, education, method, teacher, student, skill, ability, tool, education.

In independent Uzbekistan, special attention is paid to the activities of teachers, their pedagogical skills, aimed at reforming the system of continuing education and the organization of the educational process on the basis of new state educational standards. Recommendations for the application of pedagogical technology in the teaching process, which have begun to take place in the pedagogical thinking of teachers working in the educational process, are very important for teachers. There is a growing interest in the use of interactive methods and information technology in education. One of the reasons for this is that so far in traditional education, students are taught only to acquire ready-made knowledge, while the use of modern technology allows them to search for their own knowledge, independent learning and thinking, analysis doing so teaches them to draw even the final conclusions themselves. In this process, the teacher facilitates the development, formation, acquisition and upbringing of the individual, and at the same time serves as a manager, a guide [1]. One of the key areas in improving current teaching methods is the introduction of interactive teaching and learning methods. All science teachers, including primary school teachers, are increasingly using interactive methods in their teaching. As a result of the use of interactive methods, students develop the ability to think independently, analyze, draw conclusions, express their opinions, defend them reasonably, and develop healthy communication skills. Indeed, certain interpersonal relationships between students are inevitable and depend on the success of their learning activities. The skillful organization of student interaction based on learning materials is a powerful factor in increasing the effectiveness of educational activities in general. The transition to new textbooks in schools, the introduction of new subjects, especially in modern education, makes it necessary to solve modern problems of education. Since the primary lesson of the primary school students is the lesson, the specific features of the lesson are the work of the students under the guidance of the teacher with a group of regular students in a strictly defined order for a specified period of time. performance. As science and textbooks change, so do the methods and nature of science teaching. Therefore, modern educational technologies aimed at organizing the activities of students, the development of their abilities, quality knowledge through these activities are very relevant [2]. The appropriateness of using interactive forms of teaching is determined separately by the tasks of the whole lesson and its stages. There are many methods of interactive learning. By using interactive teaching methods in the classroom, we are creating new opportunities to establish interpersonal relationships through external communication,

primarily in the process of mastering learning materials. Interactive means that the interaction between teacher and students increases the effectiveness of the lesson, the student learns a new lesson through independent action, reflection, discussion, the student in the lesson independently of the set goal actively tries to find answers in small groups, that is, thinks, evaluates, writes, speaks and listens, and most importantly, actively participates. Students who understand the content of the task based on interactive methods will enter the learning process with unknowing interest. Not everything can be taught, putting the most important achievements of different disciplines on children's heads is not the power of teachers. It is more important to give children a "fisherman, not a fish", to teach them to acquire this knowledge, to teach them their intellectual, communicative, creative abilities, to form a scientific worldview. In a modern school lesson, all the key elements of the learning process interact: its goals, content, tools, methods, and forms of educational organization. The relevance of the work is that the current transition to new educational technologies depends on changes in the existence and development of society, which requires new approaches and methods to the education of young students. The object of research is the child and the learning process. The research topic is modern methods of teaching in primary school. The aim of the work is to study the methods of teaching in a modern school in primary schools. Objectives: Review the theoretical foundations of teaching methods; to study the peculiarities of some methods of teaching in a modern school; consider using them in lessons; 1. Classification of teaching methods. 1.1 The concept of teaching methods and their classification Teaching methods (Greek. "Way to something") - methods of interaction between teachers and students aimed at solving educational tasks is one of the main components of the learning process. If you do not use different methods, it will not be possible to achieve the goals and objectives of teaching. Teaching methods include not only methods, but also how to organize learning activities. And any method can be chosen for learning, it all depends on the goals he wants to achieve. Sometimes a certain method is required to achieve success in education, while others are ineffective, the methodology of organizing training in vocational education was studied by A. Khodjaboyev, Sh. Kasimov and others [3 ; 4; 5; 6; 7; 8]. Depending on the method of teaching: the purpose of the lesson; from the course stage; from the content of education; availability of textbooks; from the teacher's personality; Tasks of teaching methods, techniques and tools: Education; Purpose; Development; Education; Organizational Classification according to the source of knowledge. Oral teaching methods: it is used to prepare for the study of new material in the process of explaining, assimilating, generalizing and applying it. - Widely used in the formation of students' theoretical knowledge. Ensuring the exchange of information between teachers and students. - Facts and presentations are given in a ready form. There are not enough opportunities to solve the problem and solve the problem, to do creative work. Development of logical thinking, knowledge of independent activity. Story-events, processes, phenomena in nature, society, in the life of an individual, in a group of people. Management function training. Relevant functions: development, nurture, encouragement, control and correction. Pedagogical requirements: The didactic objectives of the lesson should be achieved: To present new material. In order to generalize. The basic concept of PbO is learning problems — the mental state of students 'mental interactions, a group of students with a problem under the guidance of a teacher. A problem is a complex theoretical or practical question that involves a hidden contradiction and leads to different (often contradictory) positions in resolving it. Learning problems are characterized by: a) the type of conflict identified by the teacher together with

the students; b) there are known ways to solve such problems; C) lack of new data or theoretical knowledge; g) students' ability to complete the task. Problem situations are divided into a number of fundamentals, such as a field of scientific knowledge or a discipline (mathematics, history, psychology, etc.); new (new knowledge, methods of action, transfer of certain knowledge and methods of action to new conditions); level of problems (depending on the severity of the conflict). There are two tactics to build a problem situation: a) "from knowledge to problem". The transition from the scientific content of the problem to the "consumption" of ready-made achievements of science is not enough to develop students' independent research skills and abilities; b) "from problem to knowledge". Based on the subjective experience of the listeners included in the logic of solving scientific problems, the motivation to look for ways and means to solve it forms an active theme of purposeful cognitive activity.

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## METHODS OF TEACHING MATHEMATICS IN ELEMENTARY GRADES.

Djuraeva Namuna Vakhobjan qizi

Head of the Department of Interfaculty Pedagogy and Psychology of KSPI

Abdumalikova Gulkhumor Nasirjon qizi, student of KSPI

Mukhammadalieva Rukhshonabonu Shukhratjon qizi, student of KSPI

**Abstract:** This material discusses the possibility of using some pedagogical technologies in mathematics lessons.

**Keywords:** mathematics, primary school, teaching methods, performance, game, teacher, students.

Our new twenty-first century is the time when the development of information technologies came to the fore. Not a month goes by without some new invention being announced somewhere in the world. Now most of human life is controlled by smart gadgets. As you know, the basis of all these newfangled inventions is calculation and exact calculation, more precisely, mathematics. It is called the queen of all sciences. It must be admitted that this subject is one of the most difficult subjects to study from the subjects of a secondary general education school. Teachers of this discipline have an order of magnitude more difficult than other teachers in the learning process to arouse students' interest in their subject. Teachers in the primary grades have to be especially resourceful. In the course of numerous studies and observations, it has been found that susceptibility to the subjects studied at school can develop in children in a positive way. A child who, for example, experienced certain difficulties in spelling letters or signs, can significantly improve his performance in this direction at school. The same can be said about reading lessons - a student who in preschool found it difficult to remember the names of letters or retell various texts, at school can learn to read quickly and retell any kind of text from memory. But the same cannot be said about mathematics.[1] As noted, children who had difficulties with this subject in kindergarten exacerbated their problems in the realities of primary school. To put it simply, a child who did not know how to correctly perform the simplest mathematical operations continued to experience the same problems at school. Since the program of further education in mathematics involves changes in the direction of complexity, it becomes obvious that a student who does not have the skills to perform the simplest actions of mathematics, in this case, addition and subtraction, will continue to lag behind his classmates who do not have such problems. And this can significantly affect the self-esteem of underachieving students and, as a result, reduce their interest in schoolwork, which in turn will lead to general underachievement. It must be admitted that in the presence of a huge number of studies aimed at studying teaching methods in the primary grades of a secondary general education school, there are not so many of them that are devoted specifically to the problems of teaching mathematics in this period. In addition, there are no serious assessments of the effectiveness of pedagogical technologies.[2] There are even fewer who consider how teaching methods can affect underperforming students. Why is the study of problems related to the teaching of mathematics so important? Because it was found that a student who did poorly in this subject, first in primary school and then in high school, continued to show disappointing results in subsequent stages of education. As a result, in the future, such a student was forced to choose as a profession those types of activities that do not require an in-depth knowledge of mathematics. And this means that initially such a student acted as an outsider who has to be content with low pay for such work. As a result, in the future they are sure to fall into a group that can quickly lose their jobs due to

their low qualifications. All this shows how important knowledge of mathematics is for every person in our time. [4]

But, it must be admitted, these methods either do not have any positive effect on the success of students, or they help only those guys who are already well versed in mathematics, leaving weaker classmates far behind. It is known that in the teaching of mathematics, methods are used that can be divided into four groups: 1) Managerial Method: This is our more traditional method of teaching, in which teachers first showed how to solve problems and then asked students to try on their own to solve a similar problem. This technology is used everywhere. Has its advantages and disadvantages. The positive side of this method is that the student sees a visual demonstration of the solution of a mathematical problem and the application in practice of the rules of the lesson topic studied in this topic. Using the problem solved by the teacher as an example, he learns to easily solve such problems. The negative point of this technology can be called the fact that for the most part, unsuccessful students in such cases remain, as it were, in the shadow of the leaders. All their actions come down to writing off tasks solved by others. It is clear that at the same time such a student will not learn the material taught in the lesson. Why is this method called managerial? Because in it the teacher manages the entire process of the lesson, taking on the main points. 2) Student-centered model: This method involves the work of students divided into groups. It allows children working in a group to create their own mathematical hypotheses and apply them to real life. 3) Manipulative-calculative method. Involves children working with physical objects to solve math problems or used calculators. 4) The "movement music" method. It includes methods in which students move themselves and use musical accompaniment.[3] All these methods are aimed at improving the perception of the topics of the mathematics program. When teaching this discipline in the primary grades, the managerial method and the "music movement" technology are more effective. The first named method is preferable because in the primary grades the child still experiences an urgent need for a mentor who can guide him on the right path to solving the problem, encouraging his striving for diligence. At this age, children are vulnerable to criticism from the outside, tend to follow all the instructions of the teacher and often blindly obey his instructions. But with the systematic use of this method, the student may get bored: a monotonous explanation and subsequent independent solution of the problem will be repeated every day. The child has a decrease in attention to the material being studied, he ceases to delve into the essence of the issue. [5] For this reason, an experienced teacher should be able to feel such a moment. In such cases, the "movement music" method comes to the rescue. This technology is remarkable precisely for the presence in it of an element of movement accompanied by music. Pupils who are still under the influence of the orders adopted in preschool institutions study in the primary grades. And they involve a lot of movement.

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PSYCHOLOGICAL FACTORS OF CAREER ORIENTATION OF  
ADOLESCENT STUDENTS.

Baqoyeva Zarina Rayimovna. [zbakaeva69@gmail.com](mailto:zbakaeva69@gmail.com)

*Teacher of the Department of General Psychology, TDPU named after Nizomi*

**Mahmudjonov Behruzbek**

*Student of Information Systems and Technologies, Faculty of Professional Education,*

*Tashkent State Pedagogical University named after Nizomiy*

**Abstract:** Choosing a profession requires two types of information from an early adolescent: awareness of the professional world and requirements for each profession; to know their abilities and interests. Both that information and this information are not enough for early teenagers. The implementation of life plans and the choice of a profession of early adolescents depend on social conditions, especially the level of general education of parents. The choice of a profession for early adolescents is primarily a moral problem. In the Constitution of the Republic of Uzbekistan, along with the right to work, a person has the right to choose a profession according to his ability, talent and interest.

**Key words:** profession, psychologist, professional training, personality development, interest, intellect, professional choice.

We know that the development, social, political and economic stability of any society depends on the highly developed intellectual and moral potential of its citizens. After all, the national issue of personnel training plays an important role in the spiritual renewal of our society, in the formation of a socially oriented market economy, and in the formation of a socially oriented market economy. Because, on the basis of the rich intellectual heritage of the people and universal values, the formation of a new system of training of highly trained personnel based on the new achievements of modern culture, economy, science and technology, has become one of the important conditions for the development of the Republic of Uzbekistan. As a human child matures, he strives for knowledge and enlightenment. He takes his first lesson at school. But it is natural that some problems related to the education of young people, who are the owners of our future, make people think today.

How do teenage students, who are just growing up, approach the profession? Many people are interested in this problem. It is known from observations and life experience that usually boys and girls in early adolescence have difficulty expressing a clear, reasonable opinion about taking an independent step in life. Therefore, during the period of choosing a profession, they do not know how to behave rationally and correctly, they are confused or take risks. As a result, unpleasant experiences, disappointments, and social laziness occur. Some of the students of the upper class imitate obvious examples in choosing a profession, and they do not have ideas directed towards a certain goal. It is the same effect of the behavior and actions of the environment that leads to the origin of hesitations and disappointments in relation to the chosen profession during the period when they choose a profession and carry out educational activities in this regard. Therefore, when choosing a profession, pedagogues and parents are required to direct young people to the profession based on their abilities and capabilities, that is, based on their individual characteristics. In today's era of science, technology and social development, ensuring the participation of young people in building society is the most important task of today's school. As it is known, in orientation to a profession, it is necessary to choose taking into account the individual characteristics and interests of each person, as well as the need to ensure the needs of society in relation to a certain profession. The correct orientation to the profession allows a person to find the right path in his life. In order to



prepare students for independent work and achieve their choice of profession according to their abilities, it is necessary for school teachers to have high pedagogical skills, knowledge level, perceptive, academic, communicative skills related to professions. development of the activities of science circles, organization of lectures on the profession in schools will give results, as well as seminars - training sessions, conversations and discussions in schools on topics such as "My profession's pride", "My profession's future program" organization of meetings, exhibitions related to professions, arouses students' interest and enthusiasm in choosing a profession. Vocational orientation of students in general education schools is carried out together with school management, school psychologists, vocational guidance specialists and teachers.

Each personality type is an idealistic type oriented to a certain professional environment - technological process and technical devices for the creation of material goods, talent - mental work, interaction with social - economic work, conventional clearly structured activities, business - leadership of people and artistic - to creativity. each personality type model is built according to the following scheme: goals, values, interests, abilities, desired professional roles, possible achievements, career, etc. It is based on taking into account the organization skills of the following professions. There have been several attempts to systematize occupations based on required skills. Originally proposed by D Paterson in 1953. Let's focus on systematization of professions. It is very common and is based on 9 different skills. Using the Minnesota Occupational Rating Scale (MORS), 432 occupations are selected by occupational psychologists and divided into the following 7 groups. Academic, mechanical, social, religious, musical, artistic and physical groups. As a result of summarizing the results of the graduate work, 432 professions were brought to 214 samples, of which 137 are one profession and 77 combine two to 18 specialties. According to working conditions, YE.A. Klimov divides professions into 4 groups. Work close to household microclimate. (B) professions related to being outdoors in different weather conditions, agronomist, welder, traffic inspector. Working at height, under water, at high and low levels under unusual conditions: a diver, a firefighter, etc. Work in conditions of high responsibility for people's health and life: material values, kindergarten educator, teacher, investigator. Using conventional symbols, it is possible to create a "map" of the world of professions and a sample formula of a certain profession. This formula can be applied to both the real profession and the dream profession. 1. My profession 2. Groups of professions 3. Departments of professions 4. Classes of professions 5. Classification of types of professions This is intended for career guidance. V. E. Govrilov, who studied this classification, pointed out its disadvantages as well as its positive aspects. For example, professions in one group contain components that impose opposite demands on the worker, which makes it difficult to determine the signs of professional competence. Another disadvantage of the classification is that the world of professions is extremely variable, and accordingly, the content of work of professions is also variable. This creates uncertainty regarding the structuring of professions and makes it difficult to enter the professional selection process into the vocational counseling process. It is known that vocational training cannot be carried out in all professions, and the degree of complexity, conditions, means, and content of the types of professional activities are very different. Since teenagers do not have clear ideas about professions, they are prone to mistakes. they put They do not understand what personal qualities are required for the chosen and necessary profession. However, there are opportunities to prevent and eliminate such disappointments, and these factors can be cited as follows: - development of methods of

learning professions, their classification and expression; - psychologists carry out propaganda work on professions, give advice to students on professions; - review of career guidance activities together with a psychologist and parents; - introducing teenagers to the main types of profession; - preparing high school students for the profession and awakening their interest in labor education classes; - development of applied psychodiagnostic methods of career selection; - such as psychological training and propaganda work among teenagers regarding career guidance.

**CONCLUSION** Professional activity is important in everyone's life. Parents think about their children's future from the first steps. By observing their children's interests and abilities, they try to determine their professional future. Many school graduates wonder who I will be in the future or what field I will be a specialist in? - they put the question in front of themselves and face the problem of choosing a profession. As a result, the majors are randomly chosen by the students. Some of the school graduates immediately get a job without any special training or understanding of their professional future. There are many such examples.

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**ОПТИМИЗАЦИЯ АНЕСТЕЗИОЛОГИЧЕСКОГО ОБЕСПЕЧЕНИЯ ПРИ ПЛАНОВЫХ ГИНЕКОЛОГИЧЕСКИХ ОПЕРАЦИЯХ****Курязов Маткарим Эгамбердиевич****Ургенчский филиал Ташкентской медицинской академии****г. Ургенч, Узбекистан**

**Актуальность темы.** При обширных абдоминальных операциях используются практически любые виды общей анестезии. Одной из ключевых задач анестезии является защита пациента от хирургического воздействия и операционного стресса. Ежегодно в мире около 250 миллионов человек подвергаются некардиальным хирургическим операциям. Не менее 25-30% из этих вмешательств составляют большие абдоминальные операции.

Установлено, что необходимость в хирургическом лечении у пациентов среднего возраста возникает в четыре раза чаще, чем в среднем по популяции. В связи с тенденцией к увеличению продолжительности жизни, увеличивается количество пожилых пациентов, перенесших операцию, что требует увеличения объема хирургической и анестезиологической помощи. Быстрое развитие хирургических вмешательств послужило сильным толчком для дальнейшего расширения и совершенствования методов анестезии. Методы нейроаксиальной блокады обезболивания при абдоминальных операциях считаются методами «золотого стандарта».

**Цель работы:** оценка эффективности и безопасности метода интраоперационной анестезии при различных вариантах анестезии.

**Материал и методы.** Исследование проводилось на базе Хорезмского филиала РШТТИОИМ, в исследование были включены 80 пациентов в возрасте от 35 до 65 лет. Пациенты разделены на группы: в 1-й группе используется спинально-эпидуральная анестезия, во 2-й группе используется спинномозговая анестезия+внутривенная анестезия, в 3-й группе используется поликомпонентная эндотрахеальная анестезия. Группы были сравнимы по полу, возрасту, и сопутствующей патологии. Анестетики и анальгетики применялись в рекомендуемых дозах с учетом антропометрических данных и длительности оперативного вмешательства.

**Результаты и их обсуждение.** По шкале Critical Care Pain Observation Tool (CPOOT) (2004 г.), принятой Американской ассоциацией анестезиологов и реаниматологов для оценки боли у пациентов с ОРИТ, она оценивается от 0 до 8 баллов, где учитываются 4 и более выражений патологоанатомическое и патологическое ведение больных является указанием на проверку и корректировку тактики. При этом расчет среднего числа проводился по следующей формуле: (Число больных, обратившихся по показателю данной группы балл по шкале с суммой аналогичных расчетов всех показателей этой группы) / Количество больных в этой группе общее количество.

В III группе (ТВА) 6,25% случаев увеличились до патологического уровня. Во II группе (СА) до 8%. В I группе (КСЭА) повышения не наблюдалось. Среднестатистический балл в III группе (ТВА)=1,9375. Средний балл во II группе (СА) = 1,92. В I группе (КСЭА) средний балл = 1,9.

**Заключение:** Все методы анестезиологического обеспечения при плановых гинекологических операциях обладают эффективным уровнем обезболивания. Но лучшими показателями обладает методика КСЭА, обеспечивающая гладкое течение анестезии и надежно защищающая организм больного от хирургической агрессии. Кроме

того, этот метод имеет более стабильную гемодинамику по сравнению с двумя другими группами (ТВА и СА), что положительно сказывается на операционном процессе.

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**ORGANIZING THE TECHNICAL COMPETENCE OF STUDENTS  
ON THE BASIS OF AN INTEGRATIVE APPROACH**

*Shakhnoza BURANOVA, Teacher at Karshi State University*

[umidshah@gmail.com](mailto:umidshah@gmail.com)

Further improvement of the continuous education system, development of the policy of training qualified personnel and the system of measures to strengthen the material and technical base of education, the training of pedagogues and staff in our Republic and the process of pedagogical education are qualitatively new the issue of raising to the next level has been identified as one of the priorities for the modernization and further development of the society.

President of our Republic Sh. In Mirziyoev's words, "We will mobilize all the strength and capabilities of our state and society so that our young people can become independent thinkers, have high intellectual and spiritual potential, become people who are not inferior to their peers in any field in the world, and become happy."

The successful solution of these tasks requires the harmony of theory and practice. That is why it is very important to organize the qualification practice in higher education institutions at a high level in all respects.

For this purpose, improving the knowledge and initial skills acquired by the future pedagogue personnel in theoretical training, while integrally connecting them to the professional practice process, is important in the formation of professional competence.

In N.A. Muslimov's scientific research work, professional competence is explained as follows:

"Competence is expressed by the acquisition of knowledge, skills and abilities necessary for the implementation of professional activities of personal and social importance and their application in professional activities."

Currently, formation of professional competences of students studying in Higher Pedagogical Educational Institutions is dependent only on theory. Because professional competence is manifested in practical activities. For this, we found it appropriate to establish and scientifically substantiate the integration of specialized sciences and professional practice on the basis of a competent approach, so that students can apply the knowledge, skills and qualifications obtained from specialized subjects to professional practice and develop their professional competencies. Therefore, it is necessary to organize the integration of specialized subjects and professional practice on the basis of a competent approach to reveal the content of practice. To do this, expand the content of professional practice; We determined that the following processes should be activated in order to isolate and master the important concepts in it:

- organizing the integration of specialized sciences and professional practice based on a competent approach, reducing the likelihood of a subjective approach to determining the situation;
- drawing students' attention to aspects that are important in revealing the important problems of professional practice;
- to constantly expand students' creative initiative and independence of professional practice activities, to organize this integration based on a competent approach, to apply various didactic tools and to carry out organizational work on its use step by step;
- creating creative cooperation between teachers and students;

- formation of students' professional competence qualities, scientific worldview based on the requirements of the present time, in harmony with social life through this means of integration.

Ensuring the organization of the integration of specialized subjects and professional practice in higher education institutions based on a competent approach helps to systematize the knowledge of students, to form their independent thinking skills and abilities, and to deepen the knowledge acquired at the lower levels of education.

This process forms and enriches students' perceptions of the environment, people, nature and society. Based on them, the task of summarizing the knowledge acquired from the subjects is solved effectively.

Students develop their knowledge with the help of basic concepts and terms in the process of mastering specialized subjects.

We believe that it is necessary to improve the professional practice process in the system of specialized sciences based on the function of organizing the integration of specialized sciences and professional practice on the basis of a competent approach, on the basis of mastering and developing the concepts that form the basis of modern knowledge, based on the following tasks:

- the content richness and generality of the competence, formation of the worldview of students as a form of knowledge with the help of this integration, increasing the efficiency of their knowledge acquisition process;

- the competence function of the integration of professional practice, determining the important directions of improving the professional practice that can meet the social requirements of the student's development;

- as a result of ensuring this integration, creating favorable conditions for the use of modern pedagogical and innovative technologies in the process of professional practice.

This integration is manifested as an opportunity to synthesize the knowledge of students from different fields and develop their professional competence.

This integration envisages the formation of the skills of perception in a generalized form, the development of students' ability to generalize their acquired knowledge, to perceive a single generality, to evaluate events;

- this integration allows students to form scientific outlooks.

- this integration helps to ensure systematicity in professional practice.

Students can perform the methodological tasks of acquiring knowledge in the professional practice only if they understand this integration and demonstrate their professional competence.

The general structure and elements of academic subjects create the following objective bases for the implementation of this integration in practice:

- acquired knowledge, understanding and evidence;

- laws and theories;

- concepts that shape the student's outlook;

- historical problems and the path of development of science;

- methodological foundations and methods of science;

- specified special skills and qualifications;

- scientific methodical supply of science;

- ideological and educational aspects of the presented knowledge.

This integration, which is implemented on a regular basis, helps to acquire knowledge related to various fields, and their constant use also helps to strengthen the acquired skills and competencies of students.

It increases their interest in learning and the efficiency of the process. This integration is one of the didactic possibilities of acquiring knowledge and organizing professional practice.

It is carried out based on the methods of practice determined as the basis for forming and developing students' competence.

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**Azambek Azamatovich Hasanov**

Buxoro viloyati yuridik texnikumi

SHF1/23 guruh talabasi

**Annotatsiya:** Korrupsiya bir necha ming yillik tarixga ega. Korrupsiya bizning kunlarga yetib kelganligi shundan dalolat beradiki, boshqa illatlar kabi uni ham tag-tugi bilan yo'qotib bo'lmaydi. Hatto rivojlangan g'arb davlatlari ham korrupsiyadan butkul xalos bo'lolmagan. Biroq jamiyat rivojiga xavf soluvchi korrupsiyaning oldini olish, unga qarshi kurashish Yer yuzidagi barcha davlatlarga hamisha va hamma zamonda davom etgan.

**Kalit so'z:** Korrupsiya, poraxo'rlik, taraqqiyot, qonun, demokratiya, jazo, jamiyat, boqimandalik.

**Abstract:** Corruption has a history of several thousand years. The fact that corruption has reached our days shows that, like other evils, it cannot be completely eradicated. Even developed western countries could not get rid of corruption completely. However, the prevention of corruption, which threatens the development of society, and the fight against it, has always been the responsibility of all countries on Earth.

**Key word:** Corruption, bribery, development, law, democracy, punishment, society, welfare.

**Аннотация:** Коррупция имеет историю, насчитывающую несколько тысяч лет. Тот факт, что коррупция дошла до наших дней, показывает, что, как и другие пороки, ее невозможно искоренить полностью. Даже развитые западные страны не смогли полностью избавиться от коррупции. Однако предотвращение коррупции, угрожающей развитию общества, и борьба с ней всегда были обязанностью всех стран Земли.

Ma'lumki, jamiyat taraqqiy etgan sari qonunlar ham rivojlana boradi. Har bir mamlakat o'z qonuniga egadir. Eng achinarlisi ba'zi odamlar qonunni buzish uchun chiqariladi deb o'zlarini oqlashga urinishadi. Misol uchun bir qonunbuzar qonunni buza turib qo'lga olinadi va jazoga tortiladi, ammo u bu jazodan qutilib qolish uchun qonun himoyachisiga pora ham taklif qilishi oqibatida yana bir qonunni buzadi. Biz bu maqolada poraxo'rlik haqida gapirmoqchimiz, ya'ni "Korrupsiya" Korrupsiya fuqarolik jamiyatidan "daraxt"ni yemiruvchi bir "qurt"dir.

Gap korrupsiya haqida borar ekan, u jamiyatni turli yo'llar bilan iskanjaga oladigan dahshatli illatdir. Korrupsiya mamlakat yuksalishiga, demokratiya rivojlanishiga to'sqinlik qiladi. Natijada xalq qoloqlashadi. Ularda inson ongini loqaydlikka, boqimandalikka tobe qiluvchi kayfiyat yuzaga keladi.

Inson o'z huquq va erkinliklari, burchlarining poymol bo'layotganini ko'ra turib unga befarq munosabatda bo'ladi. Oqibatda bu atrofga o'z tasirini o'tkazmay qolmaydi. Demokratiya va inson huquqlari deya bong urilayotgan bir paytda jamiyat a'zolarining bunga nisbatan bee'tibor pozitsiyada turishi mamlakatni ichdan yemiradi. Davlat qachon rivojlanishda yuksak cho'qqiga erishadi, qachon demokratik davlatlar qatoriga qo'shila oladi? Bu fuqarolarning huquqiy ongiga bog'liq emasmi? Fuqaro qonunni bilmasa, unga amal qilmasa, uning jamiyat rivojiga qo'shgan hissasi qanday bo'ladi? Nega qonunni bila turib unga amal qilmaydi? Bu savollar bizni haligacha o'ylantirib kelmoqda. Harakat qilish vaqti kelmadimikin. Biz korrupsiyani o'z jamiyatimizdan yo'qotishga harakatni boshlashimiz kerak.

Masalan, Xitoyning shundoqqina yonida joylashgan Gongkong ham korrupsiyaga qarshi kurashda erishgan muvaffaqiyatlari bilan maqtansa arziydi - ilgari mamlakatning deyarli barcha davlat idoralari korrupsiya botqog'iga botgandi. Bu botqoqdan chiqish uchun



quyidagi choralar amalga oshirildi: davlat amaldorlari barcha mulklari, avtomobillari va boshqa qimmatbaho buyumlarini halol yo'l bilan topgan mablag'lariga sotib olganini isbotlab berishi lozim. Agarda buni isbotlay olmasa, uni qamoq kutadi va barcha mol-mulki musodara qilinadi. Vanihoyat, Gongkong aholisi va OAV vakillariga poraxo'rlikka qarshi kurashish uchun keng imkoniyat berilgan - fuqarolar pora so'ragan amaldor ustidan komissiyaga shikoyat qilishi, jurnalistlar esa har qanday amaldor faoliyati yuzasidan tekshiruv o'tkazishlari mumkin. Natija esa hayratlanarli - 30 yil ichida poraxo'rlik darajasi 90 foizdan 3 foizga tushgan.

Korrupsiyaga qarshi kurashish bo'yicha faoliyatni amalga oshiruvchi va unda ishtirok etuvchi organlar hamda tashkilotlarning faoliyatini muvofiqlashtirish uchun "Korrupsiyaga qarshi kurashish bo'yicha respublika idoralararo komissiya"si zimmasiga pora olganlik uchun eng kam oylik ish haqining 50 barobaridan 100 barobarigacha miqdorda jarima yoki muayyan huquqdan mahrum etilgan holda 5 yilgacha ozodlikdan mahrum qilish jazosi belgilangan. Ushbu jinoyat og'irlashtiruvchi holatlarda sodir etilganda 10 yildan 15 yilgacha ozodlikdan mahrum qilish jazosi tayinlanadi.

Qonunlarga hurmat odamlarimizning huquqiy ongi va madaniyati asosida shakllanadi. Ya'ni, ayrim kishilar jazodan qo'rqib qonunga itoat etsa, boshqalar bolalikda olgan tarbiyasiga ko'ra qonunni hurmat qiladi.

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**Annotatsiya:** Ushbu maqola jadal ravishda rivojlanib borayotgan mamlakatimizda korrupsiyaga nisbatan munosabat va korrupsiyaga qarshi kurash jarayonida amalga oshirilayotgan amaliy ishlar to`g`risida atroflicha ma`lumot beradi. Bugungi kunda jamiyat tarkibida hayot kechirar ekanmiz eskicha fikrlash, eskicha ish tartibini yuritish tushunchalaridan voz kechmas ekanmiz inson hayotini, jamiyatimiz hayotini yaxshilashga bo`lgan intilishimiz oxiriga etmasdan barbod bo`lishi odatiy hol sifatida qolib ketaveradi.

**Kalit so`zlar:** Korrupsiya, «O`zbekiston respublikasida korrupsiyaga qarshi kurashish tizimini takomillashtirish bo`yicha qo`shimcha chora-tadbirlar to`g`risida»gi Prezident farmoni, «O`zbekiston respublikasi korrupsiyaga qarshi kurashish agentligi faoliyatini tashkil etish to`g`risida» gi Prezident qarori, «halollik vaksinasi».

**Abstract:** This article provides detailed information about the attitude towards corruption and the practical work carried out in the fight against corruption in our rapidly developing country. it remains a common practice that our aspiration to improve human life and the life of our society fails before reaching the end.

**Keywords:** Corruption, Presidential decree "On additional measures to improve the system of combating corruption in the Republic of Uzbekistan", "Organizing the activities of the Agency for Combating Corruption of the Republic of Uzbekistan" "On" Presidential Decree, "Honesty Vaccine".

**Аннотация:** В данной статье представлена подробная информация об отношении к коррупции в нашей быстро развивающейся стране и практической работе, проводимой в сфере борьбы с коррупцией. Сегодня, когда мы живем в обществе, если мы не откажемся от концепций старомодного мышления и старомодных рабочих процедур, то, что наше стремление улучшить человеческую жизнь и жизнь нашего общества потерпит неудачу, останется обычным явлением. дойдя до конца.

**Abstract:** This article provides detailed information about the attitude towards corruption in our rapidly developing country and the practical work carried out in the fight against corruption.

Today, as we live in society, unless we give up the concepts of old-fashioned thinking and old-fashioned operating procedures, it will remain a common occurrence that our quest to improve human life and the life of our society will fail. reaching the end.

Bilamizki hozirgi kunda jamiyatimiz taraqqiyotiga katta xavf solayotgan jirkanch illatlardan biri bu – korrupsiyadir. Korrupsiya jamiyat uchun ham davlat uchun ham salbiy oqibatlarga sabab bo`ladi. Korrupsiya faqatgina jinoyat yoki huquqbuzarlik emas balki ma`naviy buzilish holatidir. Korrupsiya jamiyat va davlat rivojiga xalqning adolatga bo`lgan ishonchiga jiddiy putur yetkazadigan xavfdir. Poraxo`rlikka qarshi kurashishda har birimiz ma`sulmiz. Uning uchun har birimiz halol xizmat tarafdori bo`lishimiz lozim. Hozirgi kunda O`zbekiston Respublikasida jamiyat rivojiga g`ov bo`layotgan korrupsiya xavfiga qarshi kurashishga doir bir qator qonunchilik hujjatlari qabul qilinib uning yuzasidan chora – tadbirlar amalga oshirilmogda. Mamlakatimizda 9 – dekabr xalqaro – korrupsiyaga qarshi kurashish kuni

deb ham e'lon qilingan. Korrupsiyaga qarshi kurashish bo'yicha faoliyatni bevosita amalga oshiruvchi davlat organlari quyidagilardan iborat:

- Bosh prokuratura;
- Davlat xavfsizlik xizmati;
- Ichki ishlar vazirligi;
- Adliya vazirligi;

Bu borada Adliya vazirligi o'z vakolatlari doirasida quyidagi ishlarni amalga oshiradi:

- korrupsiyaga qarshi kurashish sohasidagi qonun ijodkorligi faoliyatida ishtirok etadi;
  - aholi o'rtasida jamiyatda huquqiy ongini, huquqiy madaniyatni yuksaltirishga va qonuniylikni mustahkamlashga qaratilgan huquqiy targ'ibotga doir faoliyatni amalga oshiradi hamda muvofiqlashtiradi;
  - ta'lim muassasalarida korrupsiyaga qarshi kurashish sohasida huquqiy ta'lim va tarbiyaga doir chora-tadbirlarni amalga oshirishda ishtirok etadi;
  - normativ-huquqiy hujjatlardagi hamda ularning loyihalaridagi korrupsiya uchun shart-sharoitlar yaratadigan qoidalar va normalarni aniqlash maqsadida ushbu hujjatlar va loyihalarning tahlilini amalga oshiradi;
  - korrupsiyaga imkon beruvchi sabablar va shart-sharoitlarni bartaraf etish bo'yicha choralar ko'radi;
  - korrupsiyaga qarshi kurashish bo'yicha faoliyatni amalga oshiruvchi va unda ishtirok etuvchi boshqa organlar hamda tashkilotlar bilan hamkorlik qiladi;
  - korrupsiyaga qarshi kurashish sohasida xalqaro hamkorlikni amalga oshiradi.
- Korrupsiyani oldini olish uchun ijtimoiy-iqtisodiy rivojlanish va tadbirkorlik sohasida amalga oshirilayotgan quyidagi chora-tadbirlar quyidagilardan iborat:

- ma'muriy va byurokratik to'siqlarni bartaraf etish, ro'yxatga olish, ruxsat etish va litsenziyaga doir tartib-taomillarni soddalashtirish hamda ularning tezkorligini oshirish;
- davlat organlarining nazorat-tekshiruv vazifalarini maqbullashtirish, tadbirkorlik sub'ektlarining faoliyatini tekshirish tizimini takomillashtirish, ularning faoliyatiga qonunga xilof ravishda aralashishga yo'l qo'ymaslik;
- tadbirkorlik faoliyatini olib borish uchun teng shart-sharoitlar yaratish va insofsiz raqobatga yo'l qo'ymaslik;

ta'lim, sog'liqni saqlash, ijtimoiy ta'minot, kommunal xizmat ko'rsatish sohasida va ijtimoiy-iqtisodiy rivojlanishning boshqa sohaslarida aholi uchun adolatli shart-sharoitlarni hamda teng imkoniyatlarni yaratish, korrupsiyaga oid huquqbuzarliklarga yo'l qo'ymaslik.

Prezidentimiz SH.M.Mirziyoyev o'z nutqlarida korrupsiya masalasiga alohida to'xtalib unga qarshi kurashishni kuchaytirish kerakligini qat'iyon ta'kidladi. Qonun ustuvor jazo muqarrar bo'lishi kerak deydi ular o'z nutqlarida. Prezidentimiz korrupsiya haqida Oliy Majlis palatalarida korrupsiyaga qarshi kurash qo'mitalarini tuzishni taklif qildi. Yaqindagina men taxsil olayotgan Navoiy viloyati Yuridik texnikumida ham "Biz korrupsiyaga qarshimiz" shiori ostida chellenj bo'lib o'tdi. Bunda barcha tengdoshlarim ustozlarim faol ishtirok etishdi. Faqatgina birga korrupsiyani to'xtata olamiz. Korrupsiyadek jirkanch illat davlatimizning ertangi kelajagiga g'ov bo'lishiga yo'l qo'ymaylik. Zero adola mezoni har birimizning qalbimizda jo bo'lsin. "Korrupsiya—shaxsning o'z mansab yoki xizmat mavqeidan shaxsiy

manfaatlarini ko‘zlab moddiy yoki nomoddiy naf olish maqsadida qonunga xilof ravishda foydalanishi, xuddi shuningdek, bunday nafni qonunga xilof ravishda taqdim etish”.

Korrupsiya har qanday davlat va jamiyat rivojiga jiddiy salbiy ta‘sir ko‘rsatuvchi xavfli omil, barcha mamlakatlarga tahdid soluvchi murakkab ijtimoiy-siyosiy, iqtisodiy hodisa sifatida keltirib o‘tamiz, chunki turli darajadagi amaldorlarga sovg‘a-salomlar berish orqali jamiyat va davlatda belgilangan normalar va qoidalarga zid bo‘lgan, noqonuniy ishlarning faoliyatiga zamin yaratamiz.

O‘zbekiston Respublikasida korrupsiyaga qarshi kurash masalasiga jiddiy e‘tibor qaratilmoqda. Jumladan, 2020 yil 29 iyun kuni PF-6013-son. «O‘zbekiston respublikasida korrupsiyaga qarshi kurashish tizimini takomillashtirish bo‘yicha qo‘shimcha chora-tadbirlar to‘g‘risida»gi Prezident farmoni qabul qilindi. Ushbu farmondan maqsad 2017 — 2021 yillarda O‘zbekiston Respublikasini rivojlantirishning beshta ustuvor yo‘nalishi bo‘yicha Harakatlar strategiyasini «Ilm, ma‘rifat va raqamli iqtisodiyotni rivojlantirish yili»da amalga oshirishga izchil ro‘yobga chiqarish, shuningdek, jamiyat va davlat hayotining barcha sohalarida korrupsiyaning oldini olish va unga qarshi kurashishga qaratilgan davlat siyosatining samaradorligini oshirish deb belgilandi. Hamda ushbu farmonning ijrosini ta‘minlash maqsadida «O‘zbekiston respublikasi korrupsiyaga qarshi kurashish agentligi faoliyatini tashkil etish to‘g‘risida» gi qaror PQ-4761-son.

«O‘zbekiston respublikasida korrupsiyaga qarshi kurashish tizimini takomillashtirish bo‘yicha qo‘shimcha chora-tadbirlar to‘g‘risida»gi farmon bilan tashkil qilingan O‘zbekiston Respublikasi Korrupsiyaga qarshi kurashish agentligi korrupsiyaning oldini olish va unga qarshi kurashish sohasida davlat siyosatini shakllantirish va amalga oshirish, davlat organlari, ommaviy axborot vositalari, fuqarolik jamiyati institutlari va boshqa nodavlat sektor vakillarining birgalikdagi samarali faoliyatini ta‘minlash, shuningdek, mazkur sohadagi xalqaro hamkorlik uchun mas‘ul bo‘lgan maxsus vakolatli davlat organ ekanligi, o‘z faoliyatini qonuniylik, xolislik, hisobdorlik, ochiqlik va shaffoflik prinsiplari asosida boshqa davlat organlari, tashkilotlar va ularning mansabdor shaxslaridan mustaqil ravishda amalga oshirishi lozimligi, O‘zbekiston Respublikasi Prezidentiga bo‘ysunishi va O‘zbekiston Respublikasi Oliy Majlisi palatalari oldida hisobdor ekanligi, O‘zbekiston Respublikasi Prezidenti tomonidan lavozimga tayinlanadigan va lavozimdan ozod etiladigan direktor tomonidan boshqarilishi, hamda O‘zbekiston Respublikasi Prezidentining Agentlik direktorini lavozimga tayinlash va lavozimidan ozod qilish to‘g‘risidagi farmonlari O‘zbekiston Respublikasi Oliy Majlisi Senati tomonidan tasdiqlanishi qoidalari belgilab berildi. Bu esa korrupsiya bo‘yicha olib borilayotgan amaliy ishlar mamlakatimiz rahbari hamda bevosita xalq saylagan vakillar nazoratida ekanligini anglatadi.

### **Xulosa**

Jamiyatimiz va davlatimizda korrupsiyaga qarshi kurash faoliyatini olib boruvchi Agentlikning asosiy vazifalari va faoliyat yo‘nalishlari sifatida mamlakatda korrupsiya holatini tizimli tahlil qilishni ta‘minlash, shuningdek, korrupsiyaga oid xavf-xatarlar yuqori bo‘lgan sohalar hamda korrupsiyaga oid huquqbuzarliklar sodir etilishining sabab va shart-sharoitlarini aniqlash, korrupsiyaning oldini olish va unga qarshi kurashish sohasidagi davlat siyosatini, shuningdek, korrupsiyaga oid huquqbuzarliklarning tizimli sabab va shart-sharoitlarini bartaraf etish hamda korrupsiyaga qarshi kurashish choralarning samaradorligini oshirishga qaratilgan davlat va boshqa dasturlarni shakllantirish va amalga oshirish, fuqarolarning huquqiy ongi va huquqiy madaniyatini oshirishga qaratilgan kompleks dasturlarni ishlab chiqish va amalga oshirish, korrupsiyaning oldini olish va unga qarshi kurashish masalalariga oid axborotlarni



tarqatish hamda korrupsiyaga qarshi kurashish bo'yicha o'qitishni tashkil etish orqali jamiyatda korrupsiyaning barcha ko'rinishlariga murosasiz munosabatni shakllantirish, vazirlik va idoralarning korrupsiyaning oldini olish va unga qarshi kurashish sohasidagi faoliyatini muvofiqlashtirish, davlat organlari, ommaviy axborot vositalari, fuqarolik jamiyati institutlari va boshqa nodavlat sektor vakillarining ushbu masalalar bo'yicha birgalikdagi samarali faoliyatini tashkil etish, davlat va xo'jalik boshqaruvi organlari, davlat korxonalar va ustav kapitalida davlat ulushi bo'lgan korxonalar, shu jumladan banklarda korrupsiyaga qarshi ichki nazorat tizimi («komplaens-nazorat») hamda korrupsiyaga qarshi kurashishning boshqa xalqaro vositalarini joriy etish va samarali faoliyat ko'rsatishini tashkillashtirish, zamonaviy usullar va axborot-kommunikatsiya texnologiyalari asosida korrupsiyaga qarshi monitoring olib borish, shuningdek, ularning mazkur sohadagi faoliyati bo'yicha reytingini tuzish, normativ-huquqiy hujjatlar va ularning loyihalarini korrupsiyaga qarshi ekspertizasi samaradorligini ta'minlash, shuningdek, korrupsiyaning oldini olish va unga qarshi kurashish sohasidagi qonunchilikni takomillashtirish, xalqaro standartlarni va ilg'or xorijiy amaliyotni joriy etish bo'yicha takliflarni ishlab chiqish hamda amalga oshirish, davlat xizmatchilarining daromad va mulkini deklaratsiya qilish tizimi joriy etilishi va samarali faoliyat ko'rsatishini hamda deklaratsiyalarning haqqoniyligi tekshirilishini tashkil etish, shuningdek, ushbu jarayonda aniqlangan korrupsiya holatlariga o'z vaqtida ta'sir choralari ko'rilishini ta'minlash, davlat xizmatiga halollik standarti («halollik vaktsinasi») va manfaatlar to'qnashuvini hal etish standartlarini joriy etishda ko'maklashish bo'yicha ta'sirchan choralarni ko'rish, shuningdek, ularga rioya etilishi ustidan nazoratni amalga oshirish, byudjet mablag'lari, xalqaro tashkilotlar va xorijiy davlatlarning qarzaridan foydalanish, davlat aktivlarini realizatsiya qilish va davlat xaridlari sohasida korrupsiyaga qarshi nazorat tizimining samaradorligini tahlil qilish, shuningdek, uni takomillashtirish bo'yicha takliflarni ishlab chiqish, korrupsiyaning oldini olish va unga qarshi kurashish sohasida xalqaro hamkorlikni rivojlantirish hamda mamlakatning imidjini mustahkamlash va uning xalqaro reytinglardagi o'rnini oshirish bo'yicha tizimli chora-tadbirlarni amalga oshirish, korrupsiyaning holati, tendensiyalari va sabablari hamda korrupsiyaga qarshi choralar ko'rishning samaradorligi yuzasidan sotsiologik, ilmiy va boshqa tadqiqotlarni tashkil etish, korrupsiyaning oldini olish va unga qarshi kurashishning ta'sirchanligini oshirish bo'yicha takliflarni ishlab chiqish, korrupsiyaning oldini olish va unga qarshi kurashish bo'yicha faoliyatning ochiqligi va shaffofligini ta'minlash, shu maqsadda ommaviy axborot vositalari, fuqarolik jamiyati institutlari va nodavlat sektorning boshqa vakillari bilan samarali hamkorlikni amalga oshirish kabilar belgilab berildi.

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8. O'zbekiston Respublikasi Prezidentining 2019-yil 27-maydagi "O'zbekiston Respublikasida korrupsiyaga qarshi kurashish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PF-5729-son Farmoni.

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11. Vazirlar Mahkamasining 2020-yil 31-dekabrda "Korrupsiyaga oid huquqbuzarlik haqida xabar bergan yoki korrupsiyaga qarshi kurashishga boshqa tarzda ko'maklashgan shaxslarni rag'batlantirish tartibi to'g'risidagi nizomni tasdiqlash haqida" 829-son qarori.

12. O'zbekiston Respublikasining "Birlashgan Millatlar Tashkilotining Korrupsiyaga Qarshi Konvensiyasiga O'zbekiston Respublikasining qo'shilishi to'g'risida"gi Qonuni (Nyu-York, 2003-yil 31-oktabr).

13. O'zbekiston Respublikasi Prezidentining 2021-yil 6-iyuldagi "Korrupsiyaga qarshi murosasiz munosabatda bo'lish muhitini yaratish, davlat va jamiyat boshqaruvida korrupsiyaviy omillarni keskin kamaytirish va bunda jamoatchilik ishtirokini kengaytirish chora-tadbirlari to'g'risida"gi PF-6257-son Farmoni

14. O'zbekiston Respublikasi Prezidentining 2021-yil 6-iyuldagi "Korrupsiyaga qarshi kurashish faoliyatini samarali tashkil etishga doir qo'shimcha chora-tadbirlar to'g'risida"gi PQ-5177-son qarori

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## VOLUME-1, ISSUE-5

## “KORRUPSIYAGA QARSHI KURASHISH”

Imomov Mirsaid Ibrohim o`g`li

Buxoro viloyati Yuridik texnikumi o`quvchisi

Telefon: +998900802402

E-pochta: [mshavgon@gmail.com](mailto:mshavgon@gmail.com)

**ANNOTATSIYA.** Mazkur maqolada korrupsiya, korrupsiyaga qarshi kurashish tushunchasi, korrupsiyaga oid jinoyatlar uchun rivojlangan xorijiy mamlakatlarda javobgarlik masalalari va korrupsiyani oldini olish bo'yicha ularning tajribasi tahlil qilingan. Xususan, xorijiy davlatlardan Singapur, Malayziya, Yangi Zelandiya, Xitoy, Janubiy Koreya, Germaniya, Buyuk Britaniya, AQSh, Gruziya, Ispaniya va boshqa bir qator davlatlarning qonunchilik hujjatlari o'rganilib, tahlil qilindi. Tadqiqot ishimizda korrupsiyaga oid jinoyatlar uchun javobgarlik masalalari yuzasidan boshqa davlatlarning tajribasi asosida amaliy taklif va ilmiy xulosalar berildi. Kalit so'zlar: korrupsiya, korrupsiyaviy jinoyatlar, korrupsiyaga qarshi kurashish, hokimiyatni suiiste'mol qilish, poraxo'rlik, mansabdorlik jinoyatlari.

**Kalit so'zlar:** korrupsiya, korrupsiyaviy jinoyatlar, korrupsiyaga qarshi kurashish, hokimiyatni suiiste'mol qilish, poraxo'rlik, mansabdorlik jinoyatlari.

**ABSTRACT.** This article analyzes corruption, the concept of combating corruption, issues of responsibility for corruption-related crimes in developed foreign countries, and their experience in preventing corruption. In particular, the legislative documents of Singapore, Malaysia, New Zealand, China, South Korea, Germany, Great Britain, USA, Georgia, Spain and a number of other countries were studied and analyzed. In our research work, practical suggestions and scientific conclusions were given based on the experience of other countries regarding the issues of responsibility for crimes related to corruption. Key words: corruption, corrupt crimes, fight against corruption, abuse of power, bribery, official crimes.

**Key words:** corruption, corrupt crimes, fight against corruption, abuse of power, bribery, official crimes.

**АННОТАЦИЯ.** В данной статье проанализированы коррупция, понятие противодействия коррупции, вопросы ответственности за коррупционные преступления в развитых зарубежных странах и их опыт по предупреждению коррупции. В частности, из зарубежных стран изучены и проанализированы законодательные акты Сингапура, Малайзии, Новой Зеландии, Китая, Южной Кореи, Германии, Великобритании, США, Грузии, Испании и ряда других стран. В нашей исследовательской работе даны практические предложения и научные выводы по вопросам ответственности за коррупционные преступления на основе опыта других государств.

**Ключевые слова:** коррупция, коррупционные преступления, противодействие коррупции, злоупотребление властью, взяточничество, должностные преступления

**Korrupsiya** (lotincha: *corrumpō*— aynish, poraga sotilish) — mansabdor shaxsning o'z mansabi bo'yicha berilgan huquqlarini shaxsiy boyish maqsadlarida bevosita suiiste'mol qilishidan iborat amaliyot. Mansabdor shaxslarni sotib olish, ularning poraga sotilishi ham Korrupsiya deyiladi. Korrupsiya davlat apparati va parlament faoliyatida ayniqsa, avj oladi. Saylanadigan lavozimlarga nomzodlar saylov kampaniyasini o'tkazish harajatlarini ko'tarish Korrupsiya ko'rinishlaridan biridir (saylangan kishi turli imtiyozlar, yordam, xizmatlar ko'rsatib „o'z qarzini“ qaytaradi). Aksariyat Korrupsiya lobbizm (monopoliyalarning qonunchilik organlari va amaldorlarga tazyiq o'tkazish bilan shug'ullanadigan muassasa va agentlari tizimi) bilan bog'langan.

Xalqaro darajada 1970-yillarda Yaponiyaga samolyotlar sotishda kompaniya tomonidan oliy davlat amaldorlarini sotib olish bo'yicha "Lokxid ishi" eng yirik Korrupsiya ko'rinishlariga misol bo'ladi. Porani xaspo'shlash uchun yirik bitishuvlarda ko'proq "xizmat haqi" to'lash amaliyotidan foydalaniladi. Bugungi kunda jahon hamjamiyati oldida korrupsiya davlatlar rivojlanishiga, iqtisodiy, siyosiy, ma'naviy yuksalishiga to'sqinlik qilayotgan salbiy illat sifatida paydo bo'ldi. O'zbekiston Respublikasi Prezidenti Sh.Mirziyoev ta'kidlaganidek, "Korrupsiyaning oldini olmasak, haqiqiy ishbilarmonlik va investisiya muhitini yaratib bo'lmaydi, umuman, jamiyatning birorta tarmog'i rivojlanmaydi". Haqiqatdan ham, korrupsiyaviy jinoyatlar davlatning rivojlanishiga to'sqinlik qiladi, shuningdek xalqning davlat organlariga nisbatan ishonchini susaytiradi.

O'zbekiston Respublikasi mustaqillikka erishgan ilk kunlardan boshlab korrupsiyaga qarshi kurashish faoliyatiga yetarli darajada etibor berilmasdan, asosan, davlatning bir qator asosiy shartnomalarga qo'shilishi bilan karakterlanib, korrupsiyaning oldini olishga qaratilgan samarali mexanizmlarni yaratish, rivojlangan davlatlarning korrupsiyaga qarshi kurashish yo'lidagi tajribasini o'rganish, ularni amaliyotga tadqiq qilish, korrupsiyaga qarshi kurashish faoliyatini qonuniy tartibga solish masalalariga oid zarur chora-tadbirlar ko'rilmadi.

Shavkat Mirziyoyev O'zbekiston Respublikasi Prezidenti etib saylangan ilk kunlardan qorrupsiyaga qarshi kurashish sohasida bir qator Qonun va qonunosti hujjatlar qabul qildi. Jumladan, 2017-yilning 3-yanvarida "Korrupsiyaga qarshi kurashish to'g'risida"gi 419-sonli qonun qabul qilindi. Mazkur qonun korrupsiyaga qarshi kurashishda davlat siyosatining ustuvor yo'nalishlarini belgilab berdi va korrupsiyaga qarshi kurashish faoliyati tartibga solinib, korrupsiyaga qarshi kurashishning qonuniy asosi yaratildi. Mazkur qonunning 3-moddasida korrupsiya tushunchasiga ta'rif berilgan. Unga ko'ra, korrupsiya – shaxsning o'z mansab yoki xizmat mavqeyidan shaxsiy manfaatlarini yoxud o'zga shaxslarning manfaatlarini ko'zlab moddiy yoki nomoddiy naf olish maqsadida qonunga xilof ravishda foidalanishi, xuddi shuningdek bunday nafni qonunga xilof ravishda taqdim etishdir.

Qonunning samarali ijrosini ta'minlash, jamiyat va davlat hayotining barcha sohalarida korrupsiyaning oldini olishga doir chora-tadbirlarni o'z vaqtida va sifatli amalga oshirish maqsadida O'zbekiston Respublikasi Prezidentining 2019-yil 27- maydagi PF-5729-son Farmoni bilan "2019-2020 yillarda korrupsiyaga qarshi kurashish davlat dasturi" hamda korrupsiyaga qarshi kurashish bo'yicha respublika idoralararo komissiyasining yangilangan tarkibi tasdiqlanib, uning asosiy vazifalari belgilab berildi . Bundan tashqari O'zbekiston Respublikasi Prezidentining 2020- yil 30-iyundagi "O'zbekiston Respublikasida korrupsiyaga qarshi kurashish tizimini takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi 6013-sonli Farmoni qabul qilindi va ushbu Farmonda ham korrupsiyaga qarshi kurashishning ustuvor vazifalari belgilab berildi. Amalga oshirilgan islohotlar korrupsiyaviy jinoyatlarning sodir etilish dinamikasiga muayyan darajada ta'sir qildi. Jumladan, 2020-yilda korrupsiyaviy jinoyatlar bo'yicha jami 1723 nafar, shundan 9 nafar respublika darajasidagi, 45 nafar viloyat darajasidagi, 1669 nafar tuman va shahar darajasidagi mansabdor shaxslar jinoiy javobgarlikka tortib, korrupsiya oqibatida yetkazilgan 500 mlrd so'mlik moddiy zararining 71 foizi yoki 355 mlrd so'mi aybdorlardan tergov davomida undirilgan bo'lsa, 2021-yilning 6 oyi mobaynida 2544 nafar mansabdor shaxsga nisbatan korrupsiya holatlari bilan bog'liq bo'lgan 1676 ta jinoyat ishlari tergov qilinib, sudlarga yuborilgan .

#### **TADQIQOT NATIJALARI**

Korrupsiyaga qarshi kurashda xalqaro institutlar ichida Birlashgan Millatlar tashkiloti muhim rol o'ynaydi. BMT tomonidan qabul qilingan korrupsiyaga qarshi kurashga



yo'naltirilgan hujjatlar ichida 2003-yil dekabr oyida qabul qilingan Korrupsiyaga qarshi Konvensiyasi katta ahamiyat kasb etadi. O'zbekiston Respublikasi 2008-yil 7-iyuldagi qonun bilan mazkur Konvensiyaga qo'shilgan. Korrupsiyaga qarshi kurashish bo'yicha nafaqat BMT, balki Yevropa Ittifoqi, Jahon banki, Transperensy International xalqaro nohukumat tashkiloti, Iqtisodiy hamkorlik va taraqqiyot tashkiloti, Butunjahon bojxona tashkiloti ham korrupsiyaga qarshi kurash bo'yicha o'zlarining faoliyatida alohida e'tibor berib kelmoqda. Ushbu tashkilotlar tomonidan korrupsiyaning oldini olish, unga qarshi kurashda hamkorlik qilish va boshqa davlatlarni, xalqaro biznes tashkilotlarini korrupsiyaga qarshi kurashga jalb qilishga qaratilgan qator xalqaro hujjatlar qabul qilingan.

Hozirda rivojlangan mamlakatlarda ham korrupsiya bilan bog'liq jinoyatlarni uchratish mumkin, lekin ular doimiy ravishda korrupsiya bilan qarshi kurashib keladi va korrupsiya darajasi kamligi bo'yicha jahon reytingida yuqori o'rinlarda turadi, Jumladan, Transperensy International xalqaro nohukumat tashkilotining 2020-yildagi statistik ma'lumotlariga ko'ra, korrupsiya darajasi past mamlakatlar reytingida Yangi Zelandiya 1, Daniya 2, Finlandiya, Singapur, Shvitsiya 3-o'rinni egallagan bo'lsa, Markaziy Osiyo davlatlaridan Qozog'iston 94, Qirg'ziston 124, O'zbekiston 146-o'rinni egallagan. Hech bir davlat korrupsiyadan, uning zararli oqibatlaridan mutlaq himoya qilinmagan. Shu sababli har bir davlat qonunlarida korrupsiyaga qarshi kurash eng dolzarb masalalardan biri sifatida e'tirof etiladi. Xususan, Xitoy Jinoyat kodeksining 382-moddasiga ko'ra davlat xizmatchilarining o'z mansab imtiyozlaridan foydalangan holda davlat mulkini o'zlashtirib olishi, o'g'irlashi, firibgarlik yo'li bilan olishi yoki boshqacha tarzda o'zlashtirishi korrupsiya deb hisoblanadi. Shuningdek, davlat organlari, davlat korxonalari, korxonalar, tashkilotlar, xalq birlashmalari davlat mulkini boshqarish va xo'jalik yuritish ishonib topshirilgan shaxslarning o'z xizmat afzalliklaridan foydalangan holda o'zlashtirib olishi, o'g'irlashi, aldash yo'li bilan davlat mulkini boshqa yo'llar bilan noqonuniy egallab olishi ham korrupsiya sifatida baholanishi belgilangan.

Korrupsiya bilan bog'liq jinoyatlarning og'ir-yengilligiga qarab javobgarlik belgilangan bo'lib, 100 ming yuandan ortiq miqdordagi yakka tartibdagi korrupsiya uchun o'n yildan ortiq muddatga ozodlikdan mahrum qilish jazosi tayinlanishi, agar mol-mulki musodara qilingan holda yoki unsiz yillar yoki muddatsiz ozodlikdan mahrum qilish, jazoni o'ta og'irlashtiruvchi holatlarda – o'lim jazosi va mol-mulkini musodara qilish belgilangan. Bundan tashqari Xitoy qonunchiligiga ko'ra, mol-mulk yoki xarajati uning qonuniy daromadidan oshib ketgan har qanday davlat amaldoriga, farq juda katta bo'lgan taqdirda, o'z mulkinging manbalarini tushuntirish majburiyati yuklanadi. Agar u manbalar qonuniy ekanligini isbotlay olmasa, uning qonuniy daromadidan oshadigan qismi noqonuniy boylik deb hisoblanadi. Har qanday davlat amaldori Xitoy tashqarisidagi bankda saqlanuvchi o'z mablag'lari haqida tegishli tartibda davlatga xabar qilishi shart.

Bizning fikrimizcha, Xitoy qonunchiligida korrupsiyaga qarshi kurashda yaxshi amaliyot yo'lga qoyilgan bo'lib, bunda mansabdor shaxslarning mol-mulki deklaratsiya qilinib, ortiqcha qismi qayerdan kelganligini asosli ma'lumotlar bilan isbotlay olmasa, korrupsiya sifatida baholanadi va mansabdor shaxsning javobgarlikka tortilishiga asos bo'ladi. Germaniya huquqshunoslarining fikriga ko'ra, mansabdorlik jinoyatlari nafaqat sub'ekt – mansabdor shaxsning belgisi bo'yicha, balki himoya qilinadigan ob'ekt – davlat apparati normal amal qilishi bo'yicha ham birlashtirilgan.

“Basharti shaxs:

a) amaldor yoki sudya hisoblanadigan;

b) boshqa ommaviy-huquqiy xizmat munosabatlarida bo'lsa;

v) ommaviy boshqaruv vazifalarini qaysidir hokimiyat organida yoxud boshqa muassasada yo uning topshirig'iga ko'ra amalga oshirishga da'vat etilgan bo'lsa, u mansabdor shaxs hisoblanadi”.

Bundan tashqari, “bevosita ommaviy xizmat qilishga da'vat etilgan”, ya'ni “mansabdor shaxsning o'zi bo'lmasada, hokimiyatning qaysidir organida ommaviy boshqaruv vazifalarini amalga oshirayotgan yoki bunday vazifalarni amalga oshiruvchi muassasa yoxud birlashmada band bo'lgan xodim mansabdorlik jinoyatlarining sub'ekti hisoblanadi”. Germaniya Federativ Respublikasi Jinoyat kodeksining 332-moddasiga ko'ra korrupsiya bilan bog'liq jinoyatlar uchun olti oydan besh yilgacha ozodlikdan mahrum qilish bilan jazolanishi belgilangan. Demak, Germaniya qonunchiligida korrupsiya uchun tayinlanadigan jazo uncha og'ir bolmasada, lekin ushbu jinoyatning sub'ekti faqatgina mansabdor shaxs emas, balki davlat organlarining har bir xodimi ham bo'lishi mumkin va ular bir xil javobgarlikka tortiladi.

Ispaniya Jinoyat kodeksi esa, poraxo'rlik jinoyatini pora evaziga amalga oshirilgan xatti-harakatlarning qonuniy yoki noqonuniyligiga ko'ra ikki turga ajratadi. Kodeksning 419-moddasiga ko'ra, mansabdor shaxs yoki davlat xizmatchisining o'z xizmat majburiyatlarini buzish yoki bajarmasligi evaziga o'zi yoki uchinchi shaxslar foydasini ko'zlab, sovg'a, mukofot yoki har qanday ko'rinishdagi taqdirlashni qabul qilishi, so'rashi yoki qabul qilishga rozilik bildirishi uchun jinoiy javobgarlik belgilangan bo'lib, uch yildan olti yilgacha ozodlikdan mahrum qilish jazosi, shuningdek, davlat xizmati bilan shug'ullanishni alohida taqiqlash va sodir etgan qilmishi uchun yetti yildan o'n ikki yilgacha muddatga mansabdor bo'lish taqiqlanadi. Kodeksning 420-moddasi shunday xatti-harakat yoki harakatsizliklarni o'z majburiyatlarini buzmaganda sodir etish uchun jinoiy javobgarlikni nazarda tutadi. Ispaniya qonunchiligida shuni ko'rishimiz mumkinki, agar davlat organi xodimlari korrupsiya bilan bog'liq jinoyatni sodir qilsa, u faqatgina jinoiy javobgarlikka tortilib qolmasdan muayyan muddatga davlat xizmatida ishlashi taqiqlanadi. Bu korrupsiyaga qarshi kurashishning o'ziga xos yo'li hisoblanib, korrupsiyani oldini olishga samarali ta'sir ko'rsatadi.

#### **XULOSA**

Korrupsiyaga oid jinoyatlar uchun javobgarlik masalalari, ushbu turdagi jinoyatlarni oldini olish bo'yicha rivojlangan xorijiy davlatlarning tajribasini tahlil qilar ekanmiz, xorijiy mamlakatlarda korrupsiya bilan bog'liq jinoyatlar uchun turli darajadagi jazolar belgilangan. Ayrim mamlakatlarda jinoyatning ijtimoiy xavfliligiga qarab jarima jazosidan ozodlikdan mahrum qilish jazosigacha, ayrimlarida esa ozodlikdan mahrum qilish jazosidan o'lim jazosigacha hukm qilinishi belgilangan. Shuningdek, yuqorida tahlil qilingan rivojlangan davlatlarning deyarli hammasida korrupsiya bilan bog'liq jinoyatlarning aniq ro'yxati belgilangan, bo'lib ushbu jinoyatlarning ijtimoiy xavfliligi va ularni sodir etgan shaxslarning egallab turgan lavozimi, jamiyatdagi o'rniga qarab jazo tayinlanadi va bu jazoning adolatliligi, odilligi kabi prinsiplarning to'g'ri qo'llanishiga, jamiyatda korrupsiyaning eng past darajaga tushirishga xizmat qiladi. Bundan tashqari korrupsiyani oldini olish uchun ko'plab xorijiy davlatlarda mansabdor shaxslarning mol-mulkini deklaratsiya qilish, barcha sohalarda jamoatchilik nazorati, davlat tashkilotlari tomonidan ko'rsatiladigan xizmatlarning elektron tartibda amalga oshirish tizimi yo'lga qoyilgan.

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## O`zbekistonda korrupsiyaning jamiyat hayotiga tasiri

Bahronova Sevara Mehriddinbek qizi

Buxoro viloyat yuridik texnikum

SHF 1/23 guruh talabasi

## Annostatsiya:

Ushbu maqolada korrupsiyani O`zbekiston hayotiga qilayotgan tasir. Korrupsiyasiz yangi hayotni qanday yaratish haqida bayon qilingan. Mening ushbu maqolam, O'zbekistondagi korrupsiya yolg'onining ta'siri yo'qligi haqida qanday qilib korrupsiyasiz hayot yaratish mumkinligi tasvirlangan.

**Kalit so`z:** korrupsiya, korupsiya jinoyatlari, korrupsiya konturi, ijtimoiy, iqtisodiy, siyosiy sohalarda korrupsiya.

Annostation:

This article is about the impact of corruption on the life of Uzbekistan. It is described how to create a new life without corruption. This article of mine describes how to create a life without corruption about the lack of influence of corruption lies in Uzbekistan.

**Keyword:** corruption, corruption crimes, corruption contour, social, corruption in the economic, political spheres.

Аннотация:

В этой статье рассматривается влияние коррупции на жизнь Узбекистана. Рассказывается о том, как создать новую жизнь без коррупции. В этой моей статье описывается, как можно создать жизнь без коррупции, чтобы не было влияния коррупционной лжи в Узбекистане.

**Ключевое слово:** коррупция, коррупционные преступления, коррупционные схемы, социальные,

коррупция в экономической, политической сферах.

Ilmiy adabiyotlarda, unga quyidagicha tarif beriladi Korrupsiya shaxsning o`z mansab va xizmat mavqeyidan shaxsiy manfaatlarni ko`zlab moddiy yoki nomoddiy naf olish maqsadida qonunga xilof ravishda foydalanishi xuddi shuningdek bunday nafni qonunga xilof ravishda taqdim etish korrupsiya atamasi lotincha oruptio so`zidan olingan bo`ib pora berib sotib olish buzilish ishdan chiqish axloqiy manaviy buzish degan manolarni anglatadi

Korrupsiya nima ? Korrupsiya mamlakat hayotini tarraqiyotini ortga surib kelajakni xavf ostida qoldiradi . Korrupsiya o`zbekistonda Jiddiy muamo korrupsiyani oldini olish b`yicha qonunlar mavjud, ammo korrupsiyaga oid qonunlarning ijrosi juda zaif. Ayniqsa talim sohasidagi korrupsion holatlar bugungi kunda yetuk mutaxassislar jahon andozasi darajasidagi kadrlar tayorlashni asosiy maqsad qilib olgan mamlakatimiz oldida turgan dolzarb masalaridan biridir. Dunyoda rivojlanish va tarraqiyot yo`lini tanlagan har bir davlat eng avvalo korupsiya tamagirlik poraxo`rlik kabi salbiy illatlarga qarshi murosasiz kurash olib boradi. Aks holda, bunday jirkanch illatning tonir otishiga yo`l berilsa , o`sha joyda tarraqiyot va rivojlanish boy beriladi .

Respublikamizda olib borilayotgan maqsad xalqimizni hayotdan rozi qilish va eng muhimi davlat idoralari bevosita xalq ichiga kirib borib muamolar bilan tanishayotgani o`zining ijobiy samarasini bermoqda. Albatta bu jarayonda rahbarlarning masuliyatini oshirish va o`ziga bildirayotganda ishonchni oqlashh hamda tamagirlikka yo`l qo`ymaslik borasida ko`plab qaror va farmonlar qabul qilindi. Jinoiy javobgarlikga tortilish darajasi pastligi O`zbekistonda korrupsiyaning avj olishiga sabab bo`lmoqda sud tizimi cheklangan resurslar va korrupsiya tufayli jinoiy funksional kamchilikga duch kelmoqda Ozbekistonda jamiyat va biznes va



hukumatning deyarli barcha qatlamlarida mavjud. Shuningdek korrupsiya saylovlarda ,davlat xizmatlarida soliq mamuriyati va qator masalarida uchraydi.

Bundan tashqari korrupsiya davlat xizmatlari sohasida ham keng tarqalgan korrupsiyaga qarshi biznes portaliga ko`ra ,davlat xizmatchilari kam maosh oladi va shuning uchun pora so`rashadi.Mansabdor shaxslar ruxsatnomalar va litsenziyalar berilishi munosabati bilan kompaniyalardan to`lovlar undiradi kompaniyalarni targ`ib qilish,ularning biznes faoliyatiga aralashish bozor raqobatini kamaytirish uchun o`z boshimchalik bilan tekshirish jaz choralarini qo`llaydi. Yer boshqaruvdagi mulk huquqlarini himoya qilish yoki amalga oshirishga to`sqinlik qiladi.Korrupsiyaga qarshi kurashish davlat xususiy mulkni muntazam ravishda olib qo`yib ,tovlamachilik va korrupsiya uchun imkoniyatlar yaratilayotgani haqida xabar berilga.

Korrupsiyaga qarshi kurashish agentligi O`zbekiston respublikasi Prizdidentining O`zbekiston Respublikasida korrupsiyaga qarshi kurashish tizimini takomillashtirish bo`yicha qo`shimcha chora tadbirlar to`g`risidagi farmoniga muvofiq 2020-yilning 29-iyunida tashkil etildi. Agentlik korrupsiyani oldini olish va unga qarshi kurashish sohasida davlat siyosatini shakllantirish va amalga oshirishda maxsus vakolatli davlat organi hisoblanadi.Agentlik O`zbekiston Respublikasi Oliy Majlis palatasi (parlamentlar) oldida hisobdorlar.

#### **Ushbu agentlikning asosiy maqsadi va vazifalari:**

- 1.Mamlakatda korrupsiya holatini tizimli tahlil qilish
- 2.Mamlakat korrupsiya holatini tizimli tahlil qilishni taminlash
- 3.Korrupsiyaga oid xavf xatarlar yuqori bo`lgan sabablarni aniqlash
- 4.Korrupsiyaga qarshi kurashish choralarining samaradorligini oshirishga qaratilgan davlat va boshqa dasturlarni amalga oshirish
- 5.Fuqarolarning huquqiy ongi va huquqiy madaniyatini oshirish orqali jamiyatda korrupsiyaning barcha ko`rinishlariga murossasiz munosabatini shakllantirish
- 6.Vazirlik va idoralarning korrupsiyaning oldini olish sohasidagi muvofiqlashtirish
- 7.Davlat xizmatlarining daromad va mol mulkini deklaratsiya qilish
- 8.Korrupsiyani oldini olish va unga qarshi kurashish sohasida xalqaro hamkorlikni rivojlantirish va boshqa qator vaziyatlarni ko`rib chiqadi

O`zbekiston Respublikasi Prezidenti SH.M.Mirziyoyevning 2020-yil 24-yanvar kuni O`zbekiston Respublikasi Oliy Majlisiga qilgan murojatnomasida takidlaganidek ,jamiyatda korrupsiya ilati o`zining turli ko`rinishlari bilan tarqqiyotimizga g`ov bo`lmoqda.Bu yovuz baloning oldini olmasak huquqiy ishbilarmonlik va envirtetsiya muhitini yaratib bo`lmaydi, umuman jamiyatning birorta tarmog`I rivojlanmaydi.

#### **Adabiyotlar ro`yxati**

- 1.Korrupsiyaga qarshi kurash tushunchasini o`rganishning nazariy masalalari G`oyibnazarov Sardorbek
- 2.Korrupsiya fuqarolik jamiyatning tanazuli Alisher Xayrulla, Mohinurna Baxtiyorovna Missaboyeva

#### **Internet manbalar:**

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- Uz.wikipedia

**ANNOTATION:** This article is about approaches and will give a definition for word formation, synchronic approaches, diachronic approaches, differences between synchronic and diachronic approaches and their similarities and provide some examples. In the 19th century, linguists concentrated on a language's historical features. Their primary focus was on analyzing various languages, how they have evolved over time, and classifying them into language families based on their shared ancestry. This entire field of study falls under diachronic linguistics.

**KEY WORDS:** Word formation, synchronic approach, diachronic approach, semantic relations.

Nowadays, the terms “word formation” does not have a clear cut, universally accepted usage. It is sometimes referred to all processes connected with changing the form of the word by, for example, affixation, which is a matter of morphology. In its wider sense word formation denotes the processes of creation of new lexical units. Although it seems that the difference between morphological change of a word and creation of a new term is quite easy to perceive, there is sometimes a dispute as to whether blending is still a morphological change or making a new word. There are, of course, numerous word formation processes that do not arouse any controversies and are very similar in the majority of languages.

Word formation is that branch of the science of language which the patterns on which a language forms new lexical units, i.e. words». (H.Marchand.) The term «word formation» is applied to the process by which new words are formed by adding prefixes and suffixes or both to a root — form already in existence. (J.A. Sheard).

Word formation is the creation of new words from the elements existing in the language. Every language has its own structural patterns of word formation. Words like «writer», «worker», «teacher», «manager» and many others follow the structural pattern of word formation «V + er». Word-formation may be studied synchronically and diachronically. «With regard to compounding, prefixing and suffixing word formation proceeds either on a native or on a foreign basis of coining. The term native basis of coining means that a derivative must be analysable as consisting of two independent morphemes (in the event of a compound as rainbow) or of a combination of independent and dependent morpheme (in the case of prefixal and suffixal derivatives as un-just, boy-hood).

#### **Synchronic approach and its basic peculiarities.**

The words childhood, kingdom were compound words: hood OE had (state, rank), dom OE dom condemn. But synchronically they are considered as derived words because «-dom,» «-hood» became affixes. The words «return» and «turn» historically had semantic relations and «return» was considered as a word derived from «turn». But synchronically these words have no semantic relations and we can't say that «return» is derived from «turn». A synchronic method, which derives from the Ancient Greek words for "together" and "time," looks at a language at a certain point in time without taking into consideration its history. The goal of

synchronic linguistics is to describe a language at a certain period, frequently the present. A diachronic (from "through" and "time") method, like that used in historical linguistics, takes into account how a language .

The study of Middle English is synchronic and focuses on comprehending how a certain period in English history operates as a whole when the topic is temporally restricted to a suitably homogeneous form. In contrast, the diachronic method compares the many stages to understand language evolution. The historical linguist Ferdinand de Saussure is frequently linked to the words "synchrony" and "diachrony," who saw the synchronic perspective as systematic but said that language development is too unpredictable to be deemed a system.as changed over time. Synchronic linguistics refers to the study of languages as they currently exist, without reference to their historical development. A nice illustration is the English word for "s" in the plural. In certain words, like "cats," this ending is really pronounced as a "s," whereas in others, like "dogs," it's pronounced as a "z." You may verify that this is accurate by saying the words aloud to yourself. The [s] ending appears after sounds like /t/, /k/, and /p/ that you pronounce without vibrating your voice box, according to an analysis of the words that have each ending. After vibrational ("voicing") sounds like /d/, /g/, /b/, and vowels comes the [z] ending. Since [s] lacks voice and [z] has voice, this makes perfect sense

The study of how components of a language (morphs or morphemes) come together to form words and phrases, as well as how good syntax gives a sentence meaning, is known as synchronic linguistics. A synchronous field of research in the 20th century is the quest for a universal grammar—that which is innate in people and enables them to learn their first language at an early age.

#### **Diachronic approach and its main unique features.**

A language's evolution across time is studied in diachronic linguistics. "Diachronic, which literally translates to "across time," refers to any work that charts the changes, divisions, and mutations of languages over time.

The "synchronic-diachronic" difference, which is still strong in twenty-first-century linguistics, was accepted by the majority of Saussure's successors. In practice, this means that it is considered a principle or linguistic method violation to include data pertaining to diachronically diverse states in the same synchronic analysis.

Diachronic linguistics refers to the study of how a language evolves over a period of time. Tracing the development of English from the Old English period to the twentieth century is a diachronic study. A synchronic study of language is a comparison of languages or dialects—various spoken differences of the same language—used within some defined spatial region and during the same period of time. Determining the regions of the United States in which people currently say 'pop' rather than 'soda' and 'idea' rather than 'idear' are examples of the types of inquiries pertinent to a synchronic study."

Language change is one of the subjects of historical linguistics, the subfield of linguistics that studies language in its historical aspects. Sometimes the term diachronic linguistics is used instead of historical linguistics, as a way of referring to the study of language (or languages) at various points in time and at various historical stages.

#### **Differences between synchronic and diachronic approaches and their similarities**

Diachronic linguistics is essentially the study of language across many historical eras. As a result, it investigates the historical development of language over time. Diachronic linguistics is the name of this subfield of linguistics. The following are the primary concerns of diachronic linguistics:

- describing and explaining apparent linguistic changes in certain languages;
- retracing the origins of languages, figuring out their relationships, and classifying them into language families

Creating broad hypotheses about language development and its causes;

Synchronic linguistics is the analytical study of a language at a specific moment, typically in its current form. It is also referred to as descriptive or general linguistics. However, studying a language at any period in the past also comes under this category; however, the study must solely focus on the state of the language at that time. It entails studying a language at a specific time without taking into account its developmental stages in the past or present.

In conclusion: additionally, a genuine diachronic work can only be created if the synchronic work is well-described. Although the term "synchronic method" has a misleading etymology—it meaning "with time"—it examines how a language is described, including its grammar, classification, and arrangement of components.

While diachronic linguistics, which literally translates as "across-time," examines the origins of words, compares languages, and charts how they have changed over time. The two strategies must be pursued separately because they are very dissimilar.

Time is the key distinction between diachronic and synchronic linguistics research. First off, prior to Saussure, all linguistic research was diachronic. The term "diachronic" rather accurately describes itself. Greek loanwords are prefixed with the dia- prefix, which denotes "through, between, across, by, of, or similar to." The Latin loanword *chronicus*, which was derived from the Greek *chronos*, which denotes time, gave rise to the root word *chronic* in English. The study of language across, through, or between periods of time is called diachronic linguistics.



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**“Bahr ul-asrar” by Mahmud ibn Wali is a work that provides information about the famous metal mines and metallurgy in the 17th century**

**Abstract:** this article examines the information collected by Mahmud Ibn Vali, the librarian of the Bukhara Khan's library in the 17th century, about his knowledge of metalworking in the encyclopedic work “Bahrul Asror”. The information was prepared based on a Persian translation from a manuscript century text. Valuable information is provided about the experience and traditions of the peoples of Central Asia in making strong iron and steel, and about the deposits of metal and other minerals.

**Key words:** mines, Bukhara Khanate, Balkh, Badakhshan, metal, iron, steel, copper, blade, sword, dagger, unarmed craftsman, balorak, dagger sheath, sulfur, mercury.

Mahmud bin Vali was a great encyclopedic scholar from Balkh who lived in the 17th century. His father, Mir Muhammad Vali, was originally from Fergana (Kosan), and he went to Bakh during the reign of Pir Muhammed I (1546-1567) from the Shaibani family. He was a well-educated and well-educated person, and he was considered one of the leaders of his time, mainly in jurisprudence. Mahmud Ibn Wali was born in 1596. At the age of 19, in 1614, he entered the service of the great scholar of jurisprudence and hadith Mirakshah Husayni and aged 10 years. He learns from it. He writes that the rich library of Mirakshah Husayni had a great influence on the enrichment of Mahmud ibn Wali's knowledge. In July 1625, he joined the trade caravan and went to India. Having lived there for 7 years, his Peshawar, Lahore, Delhi. He visited cities and countries such as Agra, Rojmahal, Hyderabad, Vijayanagar, Calcutta, Bihar. He returned to Balkh in August 1631. Then Nadir Muhammad Khan (1606-1642) entered the service of Balkh Khan (1642-1645) and served as a librarian in his library until the end of his life.

He is the author of a very valuable encyclopedic work called "Bahr ul-asrar fi manoqib ul ahyor" (Sea of secrets about the bravery of noble people), which consisted of 7 volumes. Volumes 1-4 of this work, written in 1634-1640, have been found. Although this work has been known to the scientific community since 1902, it is still little studied. Volume 1 of the work contained information on astrology, geography, mineralogy and astronomy.

We used the copy of Mahmud ibn Wali's “Bahr ul asrar fi manoqib ul-aher” (The Sea of Secrets about the Courage of Noble People) in UzRFASH No. 2372.<sup>1</sup> But as a result of our study, it was found that this work consists of 3 parts and provides information about 290 mines. It turned out that 8 of them are practical, that is, artificially created. In the metals section, some information about weaponry is valuable.

In the introduction to the work, the author writes that all metals contain sulfur and mercury. Jewelers used copper to engrave the holsters of weapons. He notes that copper deposits are abundant in Diyarbakir, Rum (now Turkey), Azerbaijan, Suez, Andalus, Nishapur and Europe, and in Kirman (Iran) and Basra. He also notes the abundance of low-quality copper in India.

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<sup>1</sup> Mahmud ibn Wali. "Bahr ul asrar fi manoqib ul-aher" (The sea of secrets about the bravery of noble people). Manuscript No. 2372 of UzRFASHI - sheets 273 -330 p.

As we know, gunsmithing is a branch of blacksmithing. Mahmud ibn Vali notes the following about the main raw material iron: "Iron is called "ohan" in Persian and "hadid" in Arabic. Although this metal is of low value, it is very useful in practice. Its composition consists of mercury and sulfur. The 15th century encyclopedist, mineralogist Mahmud ibn Mansur in his book "Jewelry" (written in dedication to Khalil Bahadir Khan bin Abu Nasr Hassan Bahadir Khan Khalidullahi (843/1488-882/1497), the founder of the White Pigeon Dynasty) said that iron consists of two parts. One is mild iron and the other is strong steel.

There are 4 types of soft iron. The first is water-free, white in color, and is mainly used in the manufacture of weapons. The second type is good for making tih, from which the famous Rum (now Turkey) blades and heavy weapons are made, the third type is used by ironsmiths only for making ornaments, the fourth type is so soft that it is made into boards as thin as paper.

In India, iron is found in such a way that strong "steel" is made from it. Blades are made from this steel. These knives are known to the world as "Hindi knife". "Hindi" and "farangi" - (European) blades are black. "Indian swords" are also made from this type of iron. Swords made in India are highly valued and valued in the world. Even swords made of iron, considered to be of the lowest quality, are considered respectable compared to "farangi" (European) swords.<sup>2</sup>

"There are two types of steel. One of its mines is Shavron, some say that this place is taken from the mountain from "Shoburkan", "Shibirkan". They make a pit, grind a piece of steel to this place and bring it from the mountain. A little soft iron is melted and added to this steel. This compound mineral is called "balorak" by jewelers. They make blades, daggers, and swords from balorak.<sup>3</sup>

This word is often found in medieval literature. In dictionaries of classical literature, the term "balorak" is explained as "shiny blade, sword, Indian sword, sharp sword".<sup>4</sup> It means that he gained fame in his time.

According to Mahmud ibn Wali, "balorak making is considered an art form in India." They also add gold to this compound ore. This Balorak is popularly known as "King of Hindi". There are several types of balorak. One was "Balorak Shahi", another "Balorak Johi", and "Balorak Zuhinyoo" (Brighter, Shining Beautiful). Balorak shah was white in color, Zuhal type had a lot of shiny zari, while Johi type was white, it had more margimush (angusht) particles in it, which gave it blackness. Most of the gunsmiths preferred and purchased the "balorak shahi" and "balorak zuhinyoo" types made by Indian craftsmen. Persians made weapons from "balorak johi" in Iran. These weapons are decorated with red flowers in comparison to the Indian weapons and look like gold and many praise this weapon. Muhammad ibn Mansur reports that such a sword is valued at a thousand gold." There is also a Khorasan variety of "Bilarak Shahi", which is also widely famous. It is much better and purer than steel. There are 10 iron mines in Khorasan that can be used to make solid weapons. Many household tools are also made from this inferior grade of iron. If the owner of a steel weapon or blade injures an Indian, the bleeding will not stop for a long time, and the injury will be severe. But if this ore contains macaque and magnetic iron, it turns black in fire. It is suitable for making a lamp. Bilinos says that if one part of iron, one part of copper, and two

<sup>2</sup> Mahmud ibn Wali. "Bahr ul asrar fi manoqib ul-aher" (The sea of secrets about the bravery of noble people). Manuscript No. 2372 of UzRFASHI - sheets 273 -330 p.

<sup>3</sup> Muhammad ibn Mansur. Jewelry. // Uz.RFA ShI in. 2294/ II – sheets 170-246p.

<sup>4</sup> A glossary of Alisher Navoi's works. - T. 1993. B. 37p.



parts of gold are mixed, the scorpion's speed is carved, scorpion venom (blood) is added to it, and if it is cooked and heated, the wound of the sword made of this metal will not heal and the wound will not end. It is known from the medieval literature that we have studied that during the battle, skilled commanders like Amir Timur tried to place their soldiers in such a way that during the battle, the armor of the enemy's army would not be dazzled by the glare of the sun. It was even tried to use the brightness of these weapons against the enemy, so that they would not be able to take the target in the blink of an eye. In battles, weapons were used not only in terms of sharpness and shine. Thus, Mahmud ibn Wali also gave valuable information about the complex composition of metals and their fields of use in his darvi.

Mahmud ibn Wali writes about silver: "Silver deposits are so numerous that they are found in all climate countries. Some (of them) are working, the rest are abandoned." According to the information provided by the scientist, such deposits are found in Khutalon and Kandihor. While gold and silver decreased, iron mining continued at a steady rate. In this regard, the information provided about the iron deposits in Badakhshan is noteworthy. He points out that the increasing need for iron was the main reason for this. Because the production of labor tools and a number of household items and weapons increased during the politically dangerous years.

Mahmud ibn Wali used many sources in writing this work: Aristotle (384-322 AD), Jolinus (130-200 AD), Bilisinos<sup>5</sup>, Disquridus Abu Raykhan Beruni and Ibn Sina, Farabi, Tayfashi, Abu Yaqub He used the works of Isa al-Kindi Abdul Majid [5], Muhammad Zakariya al-Qazvini, Hamidullah Qazvini and Muhammad ibn Mansur, as well as many explanatory dictionaries ("Kutub - i farhang"). He also used the information he had collected during his many years of travels to Movaraunnahr, Khurasan, Badakhshan and India.

### Conclusion

In conclusion, it should be said that the jewelers of Central Asia tried to collect scientific knowledge and experiences about minerals collected all over the world. This knowledge was used in the organization of mining works of the Bukhara Khanate, extraction of metal from ore, and foreign cooperation experiences in the development of metal-related crafts. That is why such encyclopedias were written and kept in the palace. From the writings of Mahmud Ibn Wali, it is possible to understand the centers of expensive weapons of the international arms market. In the 17th century, Indian, Iranian, Khurasan, Turkish weapons became popular, and experiences were exchanged due to international relations.

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5. Al-Kindi - Abu Isaq Yaqub (801-866) was a great Arab thinker who lived in the Middle Ages and wrote great works in the field of philosophy. He is also called the father of Arabic philosophy. Al-Kindi also wrote works in the field of exact sciences. // Abu Rayhan Beruni. Turquoise. (Fables and stories about jewels) / Prepared and translated by A. Irisov. - T.: Publishing House of People's Heritage named after Abdulla Qadiri. 1993.-B. 7. (Engaged in the science of the word)

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C M R T

**PEDAGOGICAL VIEWS OF EDUCATION SPECIALISTS. FACTORS AFFECTING YOUNG PEOPLE.**

**Djurayeva Namuna Vohobjon qizi**

teacher of the Department of Interfaculty Pedagogical Psychology of QSPI,

**Maripova Maftunakhan**

**Hamiddinova Feruzabanu**

Students of the Faculty of Foreign Languages

**Abstract.** In this article, the spiritual and moral upbringing of children in the family, the formation of feelings of pride in the traditions and the important factors of providing excellent education and upbringing in education - the cooperation of the family, kindergarten, school and the neighborhood in education are highlighted.

**Keywords:** family, children, parents, neighborhood, Motherland, nation, people, religion, tradition, pride, love

Family is a socio-pedagogical group created to meet the needs of self-protection and self-esteem of each member. The family creates the concept of home in a person not as a room in which he lives, but as feelings and emotions that they expect, love, understand and protect. The family is such an upbringing that "embraces" a person in all its forms. All personal qualities can be formed in the family. The fateful importance of the family in the formation of an adult person is known to everyone.

Family education is a system of upbringing and education that develops with the efforts of parents and relatives in certain family conditions.

Family education is a complex system. This is influenced by the genetic and biological (natural) health of children and parents, material and economic support, social status, lifestyle, number of family members, place of residence, attitude towards the child. All these are interrelated and manifest differently in each case.

Family duties include:

- creating maximum conditions for the child's growth and development;
- becoming a child's social, economic and psychological protection;
- experience of creating and supporting a family, raising children and relationships with adults;
- teaching children useful skills and practical skills aimed at self-service and helping their loved ones;
- self-respect, education of self-worth.

Also, it is necessary to develop the effectiveness of the system of spiritual and moral upbringing of children in the family through the mechanism of cooperation of the family-preschool educational institution through the family. "Fundamentally improving the conditions in preschool educational institutions for the all-round intellectual, aesthetic and physical development of children, seriously increasing the coverage of children with preschool

education and ensuring its convenience, raising the level of qualifications of pedagogues and specialists"

The purpose of family education is to develop such personal qualities that help to overcome difficulties and obstacles encountered in life. Intellectual development and creative ability, initial work experience, moral-aesthetic formation, emotional culture and physical health of children, their happiness - all this depends on the family, parents, and all this is the task of family education. Parents are the first educators who have the strongest influence on children.

The importance of the influence of the family on the formation and development of the child's personality was clearly shown. Family and social education are closely related to each other, complement each other and can even replace each other in a certain scope, but they are not equal at all and cannot be so under any circumstances.

Family upbringing is more emotional than other upbringings, because its "guide" is the love of parents for children, which arouses mutual feelings of children towards parents. Consider the influence of the family on the child.

1. The family serves as the basis for a sense of security. Attachment relationships are important not only for the future development of relationships - their direct influence helps to reduce anxiety in a child in new or stressful situations. Thus, the family provides a basic sense of security, guarantees the child's safety when interacting with the outside world, learns new ways of learning and responding to it. In addition, loved ones are a source of comfort for the child in times of despair and anxiety.

Children tend to copy the behavior of other people and often those they are closest to. Partly it's a conscious attempt to behave like others, partly it's unconscious imitation, which is part of identifying with the other.

In this regard, it should be noted that children learn certain ways of their behavior from their parents not only by learning the rules (ready-made recipes) that are directly conveyed to them, but also by the parents' relationship. They also learn by observing existing patterns (eg. When the recipe and the example match, the child can behave like his parents.

3. The family is of great importance in acquiring the life experience of the child. The influence of parents is especially great, because they are a source of necessary life experience for a child. Children's fund of knowledge largely depends on how parents give the child the opportunity to study in libraries, visit museums and relax in nature. In addition, it is important to talk to children a lot.

Children whose life experiences include different situations and are able to overcome communication problems, enjoy different social relationships, adapt to new environments and respond positively to changes around them are better than other children.

4. The family is an important factor in the formation of discipline and behavior in a child. Parents influence a child's behavior by encouraging or condemning certain types of behavior, as well as by applying punishments or allowing them the degree of freedom in behavior that is acceptable to them. A child learns what to do and how to behave from parents.

5. Communication in the family becomes an example for the child. Communication in the family allows the child to develop his views, norms, relationships and ideas. A child's development depends on what good conditions are created for him to communicate in the family; development also depends on the clarity and clarity of communication in the family.

For a child, the family is the place of birth and the main place of residence. He has close people in his family who understand him and accept him as he is - healthy or sick, kind or not so good, obedient or rude and rude - he is his own.

It is in the family that the child receives the basics of knowledge about the world around him, and with the high cultural and educational potential of his parents, he continues to receive not only basic knowledge, but also culture throughout his life. Family is a certain moral and psychological climate, for a child it is the first school of relationships with people. It is in the family that a child's ideas about good and bad, manners, respect for material and spiritual values are formed. With close people in the family, he experiences feelings of love, friendship, duty, responsibility, justice...

Unlike public education, family education has certain characteristics. By its very nature, family education is based on emotions. Initially, the family, as a rule, is based on the feeling of love, which determines the moral environment of this social group, the style and tone of the relations of its members: gentleness, kindness, care, tolerance, generosity, the ability to forgive, duty feeling

A child who does not receive parental love grows up friendly, angry, rude to other people's experiences, rude, quarrelsome in the peer group, and sometimes closed, restless, extremely shy. A small person who grows up in an environment of excessive love, affection, respect and reverence will develop such qualities as selfishness, effeminacy, corruption, arrogance, and hypocrisy early on.

If there is no harmony of emotions in the family, then the development of the child in such families becomes complicated, and family education becomes an unfavorable factor in the formation of the individual.

Another feature of family upbringing is that the family is a social group of different ages: it includes representatives of two, three, sometimes four generations. And this means - different value directions, different criteria for evaluating life events, different ideals, points of view, beliefs. One person can be both an educator and a teacher: children - mothers, fathers - grandfathers - grandmothers and grandfathers. And despite these contradictions, all family members sit at the same dinner table, relax together, do housework, organize holidays, create certain traditions, and engage in the most diverse relationships.

As stated in Article 18 of the "Law on State Policy Regarding Youth" of the Republic of Uzbekistan, adopted on September 14, 2016: takes measures aimed at forming a spiritual and moral environment in the family.

A distinctive feature of family education is its inextricable connection with the whole life of a growing person: inclusion of the child in all life activities - intellectual and cognitive, labor, social, value-oriented, artistic and creative, playful, free communication. Moreover, it goes through all stages: from elementary attempts to the most complex forms of behavior of social and personal importance.



Family upbringing also has a wide range of influence: it continues throughout a person's life, happens at any time of the day, at any time of the year. A person experiences its beneficial (or negative) effects even when he is away from home: at school, at work, on vacation in another city, on a business trip. And the student sitting at the school desk is mentally and emotionally connected with his house, family and many problems that concern him with invisible threads.

However, there are certain difficulties, contradictions and shortcomings of educational influence in the family. The most common negative factors of family education that should be taken into account in the educational process are:

- inadequate influence of material factors: abundance or lack of things, superiority of material well-being over spiritual needs of a growing person, disproportion of material needs and opportunities to satisfy them, depravity and womanizing, immorality and illegality of the family economy;

- - lack of spirituality of parents, lack of desire for children's spiritual development;
- - authoritarianism or "liberalism", impunity and forgiveness;
- - immorality, the existence of an immoral style and tone of relations in the family;
- - absence of a normal psychological climate in the family;
- - fanaticism in any form;
- - pedagogical illiteracy, illegal behavior of adults.

Among the various tasks of the family, education of the young generation is undoubtedly of priority. This function includes the whole life of the family and is related to all aspects of its activity.

However, the practice of family education shows that some parents teach their children.

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MODERN METHODS IN FOREIGN LANGUAGE TEACHING  
METHODOLOGY

**Djurayeva Namuna Vohobjon qizi**

teacher of the Department of Interfaculty Pedagogical Psychology of QSPI,

**Mamasoliyeva Shohsanam**

**Xasanova Muxtasar**

Students of the Faculty of Foreign Languages

**Abstract:** This article discusses the methodology of foreign language teaching, the history of its development as a science, the types of modern methods used in foreign language teaching methods and their use.

**Keywords:** methodology, innovation, foreign language, communication, skills, competencies, didactics, intercultural communication.

Introduction.

Modern educational development has given rise to a new direction of innovative pedagogy. Innovative - means "introduction (dissemination) of innovation" in English. The socio-psychological aspect of innovation was developed by the American researcher E. Rogers. He studied the classification of innovation process participants, their attitude to innovation, etc. The concepts of novelty and innovation are mutually different in scientific areas. "Innovation" means a tool, new method, methodology, technology. "Innovation" is a process that develops according to certain stages of education. The development of world science is growing and developing day by day. It was this positive development that affected our country as well. Advanced innovative technologies are being applied to our world of science. As a result of this, our President named this year "The Year of Youth Support and Public Health", which increased the responsibility of the youth of our country. It would not be a mistake to say that the wide application of advanced, modern innovative technologies in the field of education has opened the door to many opportunities and goals for young people learning foreign languages.

LITERATURE ANALYSIS AND METHODOLOGY

Language learning is one of the most important areas in human society. Language, which is a means of communication, can be acquired practically in a natural environment, i.e. in the family, in the community or in an organized manner. Knowledge of language phenomena is taught theoretically. Knowledge of languages, especially multilingualism, is of great importance in our time of increased international relations. Pupils and students studying in our country usually study three languages. These languages are referred to by special names. These are: mother tongue, second language, and foreign language. The mother tongue is the first language that plays a special role in the formation of thinking. When talking about the second language, it is considered as the language of brothers and neighbors of other nationalities.

A foreign language is the language of a foreign country. Western European languages (English, Spanish, German, French) and Eastern languages (Arabic, Turkish, Persian, Chinese, Indian) are taught in our republic. These languages are included in the curricula of educational institutions. The process of teaching all three languages is different. The mother tongue and the second language are learned in a natural situation, and a foreign language is learned in an artificial environment. Communication in a foreign language mainly takes place in the classroom under the guidance of the teacher. Among the three languages, learning and teaching a foreign language differs sharply in certain aspects. This, in turn, requires the use of

appropriate foreign language teaching technology. By carefully mastering the achievements of the methodical science, the foreign language teacher gets to know the standard of language experience of the student and to improve it further. Effective teaching of foreign languages requires knowledge of its methodology. Learning and teaching foreign languages largely depends on the theoretical development of foreign language teaching methodology issues and the creative application of theory in practice.

#### DISCUSSION AND RESULTS

The phenomena of nature and society are interconnected and develop in a continuous relationship. Since the sciences are reflections of objective reality, none of them exists in isolation from the others. At the same time, the phenomenon and the subject can be a source of research for many sciences, for example, linguistics (linguistics), psychology (psychology), pedagogy (didactics) study the social phenomenon "language" from its own point of view. The term "foreign language methodology" evokes the following association in a person's mind: first of all, it is understood as a set of methods and methodical methods aimed at teaching a language, or scientific knowledge about teaching methods, and finally, independent pedagogy. science comes before our eyes. The methodology of foreign language teaching has developed in harmony with didactics. It is undoubtedly known to all of us that the teaching theories of all educational subjects are based on didactics science and receive scientific nutrition from it. Foreign language teaching is also based on didactics. Didactics is the general theory of education, methodology is the science of teaching a specific subject, linguodidactics is the general theory of language teaching, and linguomethodology is the science of teaching a specific language. The term "Method" means the method of work of the teacher-pedagogue and the student in order to acquire knowledge, skills, and create worldviews and knowledge opportunities in students. This concept has countless definitions. The application of methods in foreign language teaching has been around for a long time, and principles are relatively new methodological terms. Historically, the methods were grouped into four groups, and their names were called "translation", "correct", "comparative", "mixed".

The history of methods is the famous methodist prof. Deeply studied by I.V. Rakhmanov. The method of translation is mainly in two forms, and it is called grammar-translation and text-translation methods. From the point of view of the grammar-translation method, a foreign language is studied for general educational purposes. Grammatical exercises are performed in order to develop the logical thinking of the language learner. Expressing grammatical knowledge is considered to be the main goal of education. The main principles of this method are as follows:

1. Language learning is based on written speech.
2. Grammar was taken as the subject of study, and the lexicon was chosen accordingly. Grammar exercises were the main method of work.
3. First, grammatical rules were memorized, and then it was recommended to make sentences based on the rules.
4. Grammatical forms and the meaning of words are revealed through literal translation.

5. Language material is mastered by literal translation and dry memorization.

6. Limited to individual memorization of words out of context.

Method without translation. Different forms of this method are known historically. They can be divided into two large groups: natural and correct methods. Learning a foreign language in a natural way should be similar to the conditions of mastering the mother tongue. The main goal of the method is the idea that by learning to speak a foreign language, it is possible to learn to read and write. The most important of the principles included in the natural method is to create a language environment. Various approaches have appeared in the practical application of the advanced methodical principles. This can be clearly seen in the creative activity of the method exponents.

The new interpretation of the purpose of foreign language education was mainly based on the results of pragmatic linguistics research. This field of linguistics interprets language as a field of human activity rather than a system of linguistic forms. In the field of foreign language education, since the beginning of the 70s, a set of new conclusions has led to intense discussions in the field of educational goal setting.

Conclusion.

Learning a foreign language is a multifaceted discipline, in which a person undergoes complex psychological changes. In particular, the process of comparing the native language with a foreign language occurs. Various teaching methods and technologies are used in this process. With the help of modern pedagogical technologies, teaching by comparing the foreign language with the mother tongue gives an effective result. Teaching a foreign language requires knowledge of its methodology. Methodology and technologies are important in the process of learning a foreign language. There are various methods of teaching methodology. The widely used methods in foreign language teaching methodology are: communicative didactic method, intercultural dialogue organization method and exercise organization method. All three methods are closely related and complement each other. Since the science of methodology is related to the science of didactics, it is based on communicativeness during foreign language learning and the method of communicative didactics is created. In the process of applying the method of communicative didactics, the teacher's method of forming intercultural communication is formed. As a result of learning a foreign language, the culture of a foreign country is also learned. In order to acquire the necessary knowledge in foreign language education, "exercise organization technology" is of great importance.

Practice is the best way to master all knowledge. The exercise gives a positive result not only in foreign language education, but also in the acquisition of knowledge in all fields. Effective organization of the lesson, the role of the pedagogue and modern pedagogical technologies in it is incomparable. It is important to organize the process of learning a foreign language with a communicative approach, to bring the next level to the level of intercultural communication, and to achieve such results, it is important to pay attention to the last step, "exercise technology". Teaching a foreign language in order to effectively organize the process, it is necessary to acquire knowledge of modern pedagogical information and communication technologies.

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**Relativity, linguistic variation and language universals****Norova Barchinoy Qiyomiddin qizi**

4th year students at Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

**Farmonov Muhammad Qo'zi o'g'li**

4th year students at Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

Supervisor: **Abdurahmonova Zilola Yoqubjon qizi**

Assistant teacher in the department Foreign Languages at Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

**Annotation**

Universal languages are often thought of as properties containing all languages. Due to the extreme structural diversity of languages, however, very few, if any, such universals exist. Rather, there are many typological universals that allow for variation but limit it or at least limit its distribution. This is true even among linguistic groups. Formal (grammatical or lexical categories) are not universal, but are restricted by the structure of conceptual space, as shown by a multidimensional scaling analysis of adpositional semantic data from Levinson et al. (2003). Despite this, broad conceptual categories are not universal. Rather, what is universal is the holistic description of highly specific situation types and the conceptual relationships that exist between them. This conclusion is confirmed by an analysis of results on the cross-linguistic variation in verbalization from Croft's.

**Key words:** coevolution; constituency; culture; dependency; evolutionary theory; linguistic diversity; linguistic typology; recursion; universal grammar; direct object; human capacity for language; universal properties; verb;

**What is the relationship between language universals and linguistic variation?**

The following quote from Geertz, which serves as the subject of an email I received from a colleague, is an example: "...the belief that the essence of what it means to be human is most clearly revealed in those aspects of human culture that are universal rather than in those that are unique to this group or that is a falsehood that we are not allowed to express. This quote may be taken to mean that there are two views on human culture universals, including universals of human language. The first is a form of "uniformitarianism," which Geertz refers to as "uniformitarianism," which we will describe as "output:" it is the belief that all cultures, including all languages, have certain distinct characteristics in common, and that these represent our common humanity. These are called unrestricted universals in linguistics, and they are the basis of what is termed "universal grammar" in Chomskyan linguistic theory. It is clear that he does not find such universals to be concrete or instructive in human nature when revisiting the Geertz paper. The variety of cultural traditions serves as an empirical refutation of extreme universalism. The diversity of human languages, as shown in literature and typology, stands as an empirical refutation of extreme universalism in linguistic theory.

**What is the other option?** The second point is one that could be called extreme relativism: each culture is unique (its "particularities") and even incommensurable with other cultures; our common humanity is to be found perhaps only in our individuality and cultural uniqueness. In modern anthropology, this position is widespread. But it is not the only argument, nor is it the one argued by Geertz: relativism is a real danger if one abandons uniformitarianism; it can only be defeated by seeing directly and fully the diversity of human experience...and embracing them within the body of one's conception of man, not by gliding past them with vague tautologies and forceless banalities.

**Describe the following points:** Variation and universals in a single language 46 when one designs an elicitation task such as Levinson et al.'s spatial pictures and asks more than one

speaker to describe the situation in the stimulus, different speakers will produce different utterances, with different words and expressions to describe the same stimulus. This isn't surprising at first glance. Levinson et al., 2002. This within-language variation has been idealized away from Levinson (2003) for their crosslinguistic mds analysis (as we did also since we used their results). However, one should not do so. What does this within-language variation teach us about universals and relativity? Is it a dialectic model that was derived from typological data in the previous section? The answer is "yes." 47one must keep an eye on the verbalization process as much as possible in order to investigate within-language variation in situations. One can do this by creating similar situations and eliciting verbalizations of those situations from multiple speakers in a single language, not just across languages. The pear film (Chafe 1980), the Bowerman-Pederson spatial photographs discussed above, and the cutting/breaking videos (Majid et al., 1980) are just some of the examples. Majid and Bowerman, 2004, 2004, and 2007). To maximize comparability, the same depicted events are shown to different speakers in near-identical circumstances, and verbalizations are elicited from speakers in near-identical circumstances.

**Conclusion.** An analysis of variation between languages and within languages indicates that there is a place for universals of human thought and behavior, but not of the kind that is commonly discussed in debates on the subject. Extreme universalists advocated invariant (unrestricted) universals that do not eliminate all that is common to human beings. Focusing on those unrestricted universals that exist (if indeed there do) leaves out much of what is typical of human beings, particularly in terms of syntax and the conceptualization of experience inherent in language structures. Instead, variation is an essential component of human being; this is one of the insights shared by Geertz (see 1) and Greenberg. Greenberg and his successors were able to identify fundamental universals of language, typological universals that constrain variation. More recently, quantitative methods have enabled typologists to investigate the high degree of overlap in verbalization between speakers and across cultures, as well as the commonalities in overlap, such as variation in verbalization by speakers of the same language.

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## Fe (III) ionini spektrofotometrik usulda aniqlash.

**Sanjar Normo‘minov Safar o‘g‘li***TerDu Kimyo fakulteti talabasi***Ibragimov Durbek Otabek o‘g‘li***TerDu Kimyo fakulteti talabasi***Mamatqulov Diyorjon Egamberdi o‘g‘li***TerDu Kimyo fakulteti talabasi***Xolliev Aziz Navro‘z o‘g‘li***TerDu Kimyo fakulteti talabasi*

**Annotatsiya.** Temir (III) ionini aniqlash uchun reaktiv sifatida poliakrilonitril tolasida immobilizatsiyalangan 1-(4-antipirilazo)-2-naftol-3,6-disulfonik natriy kislotadan foydalanish imkoniyati ko'rsatilgan. Immobilizatsiya va kompleks yaratish uchun sharoitlar optimallashtirildi. Temir (III) ionini aniqlashning ishlab chiqilgan sorbsion-fotometrik usuli tabiiy suvlarni tahlil qilishda qo'llanildi, uning davomiyligi 15 daqiqadan oshmaydi.

**Kalit so'zlar:** spektrofotometr, temir, reagent, og'ir metal, polimer, immobilizatsiya, analiz, sorbent.

**Abstract.** The possibility of using 1-(4-antipyrilazo) -2-naphthol -3,6-sodium disulfonic, immobilized on polyacrylonitrile fiber, as a reagent for the determination of iron (III) has been shown. The conditions for immobilization and complexation have been optimized. The developed sorption-photometric technique for the determination of iron (III) was applied to the analysis of natural waters ( $Sr < 0.03$ ), the duration of which was no more than 15 minutes.

**Keywords:** spectrophotometer, iron, reagent, heavy metal, polymer, immobilization, analysis, sorbent.

Turli xil atrof-muhit ob'ektlarida og'ir va zaharli metallarni aniqlash vazifasi zamonaviy analitik kimyo va ekologiyaning asosiy muammolaridan biri bo'lib, bu ekotoksikantlarning barcha tirik mavjudotlarga toksik ta'siri va ularning umumiy va salbiy ta'siri bilan bog'liq ayniqsa, ekologik muvozanat. Hozirgi vaqtda og'ir va zaharli metallarni aniqlash uchun juda ko'p turli xil usullar tavsiya etilgan bo'lib, ular sezilarli kamchiliklarga ega, ularning aksariyati turli xil sharoitlarga ko'ra, kimyoviy laboratoriyalarning tegishli jihozlar bilan yetarli darajada jihozlanmaganligi, reagentlarning yetishmasligi tufayli zamonaviy tahliliy monitoringni o'tkazish imkonsizdir.

Tabiatda og'ir va zaharli metallarning keng tarqalganligi va ularning zaharliligi, shuningdek, o'rganilayotgan ionlarning tarkibini nazorat qilish xizmatlari tomonidan turli ob'ektlar (suv, tuproq, oziq-ovqat mahsulotlari va boshqalar) tahlillarining ko'pligi aniqlangan. Laboratoriyadan tashqari dala sharoitida atrof-muhit ob'ektlarida ushbu ekotoksikantlarni oddiy, tez va sezgir aniqlash uchun arzon sinov usullarini ishlab chiqish zarurati. Hozirgi vaqtda juda ko'p turli xil usullar va usullar taklif qilingan, ulardan eng sodda va amaliy jihatdan eng qulayi sorbsion spektroskopikdir. So'nggi yillarda bu jihatda sorbsiya usullari alohida o'rin egalladi, bu nafaqat temirning umumiy yalpi tarkibini tanlab aniqlash, balki uning paydo bo'lishining asosiy shakllarini alohida va differentsial aniqlash imkonini beradi.



Femir (III) ni aniqlash uchun organik va noorganik polimerlar asosida taklif qilingan sorbentlar.

**Tajribaviy qism.** Eritmalar, reaktivlar va sorbentlar. 0,7238 g nitrat tuzini distillangan suvda 2-3 ml HNO<sub>3</sub> (zichligi 1,40 ) va umumiy hajmini 1 litrga yetkazdi. Boshqa metallar tuzlarining eritmaları (0,1 va 0,01 M) adabiyotda ma'lum bo'lgan usullar bo'yicha tayyorlangan. Tegishli metall ionlarining ishchi eritmaları dastlabki eritmaları suyultirish orqali tadqiqotlar oldidan darhol olingan. Maxsus tozalik darajasidagi 1,0 M HCl, NaOH, NH<sub>4</sub>OH, HAc va NaAc dan bir qator bufer eritmalar tayyorlandi.

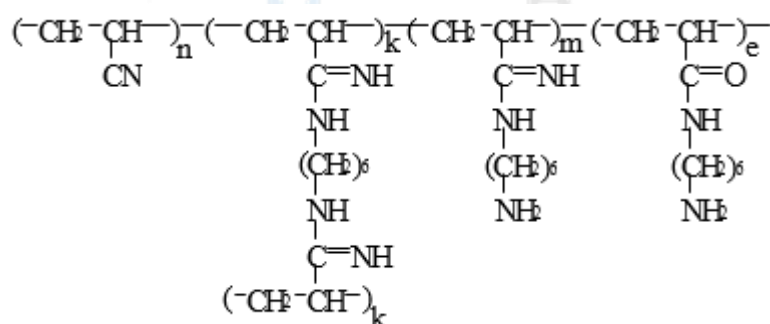
Immobilizatsiya uchun tashuvchi sifatida geksametilendiamin bilan modifikatsiyalangan poliakrilonitril sorbent ishlatilgan. Tashuvchi 2 sm diametrlil va og'irligi 30 mg bo'lgan disklar shaklida ishlatilgan. Sintezlangan reaktiv 1-(4-antipirilazo)-2-naftol-3,6-disulfonik natriy kislotasi preparat tarkibidagi asosiy moddaning miqdori 85,5% bo'lgan holda olindi, uning tozaligi xromatografik usulda tekshirildi. Tadqiqot davomida reaktivning 0,2-0,01% eritmaları ishlatilgan.

**Uskunalar.** SF-46 va KFK-3 spektrofotometrlarida reaktiv va uning temir (III) bilan kompleksining yutilish spektrlari qayd etildi. Ko'zgu spektrlari Pulsar kolorimetrida (OKBA Ximavtomatika, Chirchiq) qayd etildi, bu chiroqning bir marta miltillashi bilan 24 ta qattiq to'lqin uzunligida (320–760 nm) natijalar beradi. Kerakli pH qiymati pH/mV/TEMP METER P 25 "EcoMet" (Janubiy Koreya) pH o'lchagich yordamida o'rnatildi.

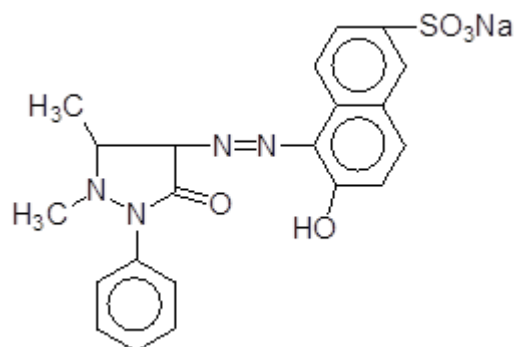
Tadqiqot metodologiyasi. Ish statik va dinamik rejimlarda amalga oshirildi. Statik rejimda 10,0 ml 0,5% reagent eritmasi (pH 6-7) 50,0 ml kolbalarga kiritildi, tashuvchi disk unga tushirildi va 5-8 daqiqa davomida aralastiriladi. Tashuvchini shisha tayoqcha bilan ushlab, reagent drenajlandi, immobilizatsiyalangan tashuvchi distillangan suv bilan yuvildi va tahlil qilinayotgan eritmaga botirildi. Dinamik rejimda tahlil qilingan eritma immobilizatsiyalangan diskdan 10 ml / min tezlikda o'tkazildi va keyin tadqiqot boshlandi.

Natijalar va uning muhokamasi. Turli xil anion almashinuv guruhlari bilan o'zgartirilgan tolali materiallar immobilizatsiyasi uchun tashuvchi sifatida sinovdan o'tkazildi. Eng yaxshi analitik ta'sir geksametilendiamin (SMA-1 sorbent) bilan o'zgartirilgan tolali tashuvchida sorbsiya, so'ngra qattiq fazada kompleks hosil qilish orqali erishildi.

IQ-spektroskopik va potentsiometrik tadqiqotlar asosida HMDA bilan ishlov berilganda polimer tolasining quyidagi kimyoviy tuzilishi taklif qilindi, natijada ham zaif asosli, ham kuchli asosiy funksional guruhlarni o'z ichiga olgan tola paydo bo'ldi.



AANS reaktivi to'q qizil rangli kukun bo'lib, suvda yaxshi eriydi va ko'plab metall ionlari bilan rangli birikmalar hosil qiladi. Kislotali muhitda u kobalt, nikel, titan ionlari va pH 3-7 da simob va temir ionlari bilan o'zaro ta'sir qiladi. A'zo bo'yoqning strukturaviy formulasi IQ spektroskopik tadqiqotlar bilan isbotlangan.



Amaldagi sorbentlar ustida reaktivni immobilizatsiya qilish suvli eritmalardan amalga oshirildi va fiksatsiyalanmagan reaktivni olib tashlash uchun ular distillangan suv bilan yuvildi va tashuvchilar Petri idishlarida saqlanadi. Yuvish suvlaridagi immobilizatsiyalangan reagent miqdori uning qoldiq konsentratsiyasidan kelib chiqqan holda fotometrik usul bilan aniqlandi. PH 1-7 oralig'ida reagentni ushlab turish darajasini o'rganishda immobilizatsiya samaradorligi 80-90% ni tashkil qiladi. Reaksiyalarning selektivligini baholash uchun temir ionlarini aniqlash natijalariga begona ionlarning ta'sirini aniqlash uchun ko'plab tajribalar o'tkazildi. Chet el elementlarning ruxsat etilgan maksimal miqdori topildi, ya'ni. aniqlash xatosi  $\pm 2\%$  dan oshmaydigan konsentratsiyalar. Olingan ma'lumotlarga asoslanib, selektivlik omili sifatida qabul qilingan begona elementning aniqlanayotgan ionga maksimal ruxsat etilgan nisbati topildi.

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**Eshkoziyev Elbek Abdualimovich**

Independent researcher

**Abstract:** This study aims to deal with the actual problem of managing tourist destinations organization to increase the competitive potential of the domestic tourist market. In order to accomplish the goal, the authors studied the comparative advantages of the Stavropol Territory as a tourist destination that should become its competitive advantages if implemented through a comprehensive destination management system. The strategy taken into account on the opportunities to maximize the strengths and compensate for the current competitive weaknesses of tourism development in Stavropol. The complex tourist destination competitiveness model and the system of its management in the Stavropol Territory depend on creating a regional organization for tourist destination management that would coordinate practices of the key regional tourism actors, ensure their interests and develop their interaction. On the example of the Stavropol Territory, the authors propose an alternative model of the tourist destination management system, which is to be implemented through mechanisms and practices of planning, development and increasing competitiveness of the tourist destination and to be institutionalized in the form of a regional organization for the tourist destination management. This model can contribute significantly to the social and economic development of the given region.

**Keywords:** tourist destination, tourist market, tourist potential, control system.

### **Introduction**

Positioning, promotion and organization of a tourist destination is one of the main tasks when it comes to increasing the attractiveness of a region from a tourist point of view. According to worldwide experience, the organization of destinations plays a key role in the management of their development and is only possible as an accumulated joint effort of all tourism actors involved. In this study, management of a tourist destination is considered on the example of the Stavropol Territory, where despite a significant tourist and recreational potential, strategic tourism development programs and activities undertaken by regional authorities, the tourist flow and the share of tourist services in the structure of GRP remain insignificant.

In this regard, the relevance of the research topic is determined by the need for significant developments that would ensure an effective organization of the tourist destination of the Stavropol Territory implemented through concrete practices in the planning and development of its competitiveness potential. Thus, management of the Stavropol tourist destination demands a unified approach embracing all the parties involved and a mechanism that would promote the region as a tourist destination both on the Russian and international tourist markets.

The aim of the study is to suggest a comprehensive competitiveness model of a tourist destination, apply it to the development of the tourist destination of Stavropol, and based on international experience work out a management system of the tourist destination in question.

The methodological basis of the research comprises the general scientific research methods, as well as the dialectical, systemic-logical, complex, observation, comparison, factor study and others methods that allow to ensure the reliability and validity of the conclusions and recommendations formulated by the authors.

**Results**

For the first time a comprehensive model of a tourist destination competitiveness has been applied to the development of the tourist destination of Stavropol. A whole system of management of the tourist destination of the Stavropol Territory has been evolved based on international experience.

Also, an alternative model of tourist destination management is proposed on the example of the Stavropol Territory. It is implemented through mechanisms and practices of planning, development and ensuring the competitiveness of the tourist destination, which are institutionalized in the form of a regional organization for the management of the destination of the Stavropol Territory (OMD ST), based on the interaction of the key actors of tourism and ensuring their interests, which previously has not been considered in scientific research by other authors.

The unique characteristics of the proposed model of destination management are the organizational management structure and functions of the executive body of the organization as well as an electronic system of tourist destination management (eOMD ST).

**Discussion**

Despite some positive dynamics in the development of the tourism industry in the region, the Stavropol Territory does not occupy a leading position in Russia, being significantly inferior to the competitor regions. The contribution of tourism to the economy of the region accounts for about 1.1%. The most common for the region in terms of turnover (total cost of tickets sold) and the number of tourists served is outbound tourism (up to 90% of the tourist market of the Stavropol Territory) (Burnyasheva, Pavlyuchkova, 2015).

On these premises, it would be reasonable to link the strategic guidelines for the development of the tourist destination of Stavropol with an active development of its infrastructure.

It is obvious that the demand from tourists for the Stavropol destination, as well as strategic prospects for its development, largely depend not only on the national factors, but also on the global trends. The most significant of them as specified by the professional community are the following:

1. The progressive growth of tourist arrivals with the preservation of their major geographical architectonics.
2. The dependence of tourism on the crisis processes in economy, nature, society, as manifested in the fall of tourist activity having though a rapid recovery growth potential (Rud, Kiseleva, Kasaeva, 2015; Nagoev, 2018; Jenaabadi, & Issazadegan, (2014).
3. Concentration and transnationalization in the tourism industry (introduction of constructive mechanisms of state support for small forms of tourism business, as well as their integration into business associations in the format of self-regulatory organizations).
4. Scientific and technological progress, primarily related to the development of information technologies, the use of which allowed creating a global system of tourist navigation (e.g. Amadeus, Galileo, Worldspan, Sabre) for travel companies and the Internet (or alternative) system of distribution of tourist services (e.g. Expedia.com, Orbitz. com, HRS.com, Travelocity.com, Hotels.com, Priceline.com, Hotels.su) for individuals; Internet portals with mobile versions and tourist registers on the basis of regional tourist information centers, virtual tourist products and corporate websites.



5. Sustainable tourism development. This factor is meaningful as the tourist industry acts as a driver of economic processes and a factor of social stability on the one hand and, on the other one, has a significant impact on the natural environment.

6. Changes in consumer preferences of tourists.

7. Active state regulation and strategic positioning of tourism, which is quite fair, bearing in mind the locomotive role of the industry on a global and national scale. (Gorbunov, Gazgireeva, Burnyasheva, Rud, 2016; Tatuev, 2016).

As practice shows, the systemic nature of the development of tourism and related industries provides for coordinated work of all public structures within the tourism policy framework at the state and regional levels at the initial stages, and as it is being implemented – at the local and corporate levels. In this mechanism, national tourism organizations possess a special regulatory status, the main purpose of which is marketing and promotion of national tourism products (Kiryanova, 2014).

One should be mindful of the cause-and-effect relations in the context of promoting the Stavropol destination while forming its holistic vision as a unique tourist product. Although implemented through a variety of tools, there should be a single advertising and information policy, based on the regional tourist information center, which should provide travel agents with a full range of information and marketing services (Morozenko, 2015; Sohrabi, (2017).

Thus, in conditions of high uncertainty and variability of internal factors and external conditions for tourism development, national-state and regional policy, as well as business practices, should be adapted to the perception of such changes. Their comprehensive and systematic analysis allows to take into account global trends and national specifics, to outline territorial and sectoral prospects of cluster initiatives, to consolidate the efforts of the state and business and, finally, to serve as a “road map” for the consistent promotion and implementation of tourism products of the Stavropol destination.

Based on the conceptual model of competitiveness by B. Richie and J. Crouch and the works of S. Pykes, it can be concluded that in order to maintain and develop a competitive regional tourist and recreational complex and promote a tourist product in the domestic and international tourist markets, it is necessary to focus on turning the comparative advantages of the destination into its competitive advantages (Kotler, Haider, Rein, 2013; Sheralieva, (2016).

Only the tourist destinations with a strategy for tourism development, mutual understanding and partnership between the main stakeholders (the state, business, and local residents), a target market with clearly defined and studied needs of tourists, a tourist product and a purposeful campaign for its advance are competitive. The thesis by M. Porter that “Nations that have limited resources are motivated to find innovative ways of overcoming their comparative disadvantages through the development of competitive advantages” is actual with regard to the Stavropol Territory (Shorokhov, 2017). It has a resource base for the development of tourism, which can eventually become a competitive advantage of the region.

Following the logic above, it should be concluded that the comparative advantages of the Stavropol Territory as a tourist destination should become its competitive advantages, which depends entirely on the system of management of the tourist destination development (Burnyasheva and Pavlyuchkov, 2015).

To transform the comparative advantages of the Stavropol Territory as a tourist destination into competitive ones, we propose the development of a comprehensive model of the tourist destination competitiveness and an alternative model of the tourist destination management system on the example of the Stavropol Territory, implemented through

mechanisms and practices for planning, development and ensuring the competitiveness of the tourist destination. These models are institutionalized in the form of a regional organization for the management of the destination, including in its structure a design and research unit, a congress bureau, a tourist information center and an e-OMD system. (Kazantsev, 2014).

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L I  
M R

**Sag'dullayev Ma'ruf Ilhom o'g'li**

Tashkent branch of Samarkand State University of Veterinary Medicine, Animal Husbandry and Biotechnology assistant

**Annotation:** *The article deals with the linguistic research of Uzbek construction terms and the history of the emergence of an explanatory dictionary of Uzbek architectural-construction terms and the theoretical issues of its creation. Methodological conclusions are given about the tasks, problems and their solutions, the relevance of creating a dictionary of construction-architecture terms. Focusing on the description of the works carried out in Uzbek and Russian linguistics in this field, the scope of these works is evaluated.*

**Keywords:** *term, terminology, field terminology, construction field, architecture, lexicography, dictionary, methodology.*

**Introduction:** The development of the current Uzbek language is greatly influenced by extralinguistic factors - changes in production, science and culture typical of the development after the scientific and technical revolution. A lot of terms related to modern science, technology and architecture-construction are entering the national language. Reworking these terms and adopting them into the Uzbek literary language is one of the urgent issues facing linguistics today.

"Terminology is considered an important link of special lexicography, develops and synthesizes scientific terms. It is the most mobile part of the lexical layer of the language and is considered an important resource for enriching the vocabulary of the language." The need for a stable terminological base and the desire to consciously manage the processes of terminology are becoming more relevant in today's information technology era. From this point of view, the organization and standardization of information obtained in the field of terminology is of particular importance.

In linguistics, the term problem has been discussed for several years. Despite the different opinions on the interpretation of the essence of the term, the understanding of the term as a nominative unit denoting a scientific and technical concept is common to all researchers.

There is no need to mention all the definitions of the term that exist in terminological studies. But let's follow the conceptual thoughts in this regard. D. S. Lotte, one of the founders of the Russian School of Terminology, says, "The main feature of the term is its connection with the scientific and technical concept." In the works of V. P. Danilenko, T. L. Kandelaki, it is noted that "the main sign of a term is the presence of a concrete definition in it."

Based on the complex nature of terms and terminology, we can say that until now (based on the achievements of linguistics, dialectical logic and other disciplines) linguists have been trying to more fully study the issue of scientific and technical terms, their specific semantic character, and the issue of coherence between scientific and technical concepts, terms and definitions.

As a result of the research conducted in this regard, Russian scientist M. A. Marusenko revealed the essence of the concept of the term in a new interpretation: "The concept of a scientific and technical term belongs to the lexicon of the scientific language, it is part of the nominative group (noun or meaningful phrase) related to a certain scientific and technical concept and acquires a special meaning only in the speech of representatives of this scientific

and technical field. Everyday words used in the national language can absorb unlimited connotative content and are a means of communication that is understandable to all speakers of this language; the term is used in the process of describing scientific reality, and the word reflects everyday understanding; the term, as a rule, does not depend on the context, and the meaning of the word emerges in a certain context; terms are classified in a clear order (in terminology) in accordance with the system of scientific concepts, while words do not have such clear systematization; the term does not have emotionality, and the meaning of the word is related to emotions; a term requires a definition that ensures its precise relationship with a certain scientific concept, and a word is polysemy, relying on no clear rules for the transfer of meaning."

If earlier the terminology was important only for the formal aspect of the language, now no one doubts its content-functional importance. This, in turn, causes an increasing number of cases related to terminological problems. Despite the fact that N. Hotamov, B. Sarimsakov, R. Yarkulov, M. Barakayev, S. Bulatov, M. Ashirova, N. Ibodov, A. A'zamov, F. Shvets, I. Sharifboyev, O. Salimov, H. Rasulov, P. Olimkhojaye, F. Is'hakov, A. Kasimov, M. Nabiye, M. Abdullayeva, R. Bekjonov, Sh. Kamolkhojaye and other Uzbek scientists have conducted extensive research on the terms of various fields, the need to analyze the terminology of a number of fields has not abated at all.

In this article, we will talk about the linguistic features of terms related to the construction industry in the Uzbek language. Construction terminology in the Uzbek language includes many terminological units. In them, the conceptual system of the construction industry, one of the industries that occupies an important place in the development of our country, is expressed.

With the acceleration of scientific and technical progress, the construction industry also began to develop rapidly. A plan of complex construction measures has been developed. These scientific and technical programs envisage the development of advanced technologies and methods for the creation of effective construction materials, products and structures, machines and equipment, and their large-scale use. Several government decisions have focused on construction issues. In the modern world, the need for new concepts is increasing, there is a need to change the old ones, construction terminology is being actively supplemented with new terms.

Studying construction terminology in the current situation is one of the urgent issues. Because the latest processes of term formation in construction terminology and the complex of new terms have not been sufficiently analyzed, processed and studied within the field of activity by lexicographers.

It is known that the history of the development of architecture and construction spans several centuries. Consequently, construction terminology is a unique lexical system that was formed in the form of the professional vocabulary of the builders of the early stages of the development of society and has been developing for a long time.

In the terminology of modern construction, one can find terms of different nature in terms of time, sources of formation and principles of nomenclature. This shows that there is a theoretical and practical need to study this field on a broad historical basis, to determine the features of its formation and structure. Many building terms are closely related to the rules of general lexicography and are actively used in the common language. That is why scientific research, which allows to determine the live changes observed in construction terminology, has emerged as an urgent and promising task in this field. In this terminology, a comprehensive analysis of historical processes, the current linguistic and extralinguistic situation, as well as the



changes occurring in various aspects of the people's life, makes it possible to determine the main trends in its development.

Linguistic research of field terminology serves to further clarify the position of the terminological dictionary of architecture and construction in the Uzbek language system. In this, we can see the relevance of specific problems of wide and multifaceted learning of special vocabulary.

Although construction terminology is considered an almost unexplored field in Uzbek linguistics, we can see a number of works in this regard in Russian linguistics. In Russian linguistics, since the valuable scientific works of G. O. Vinokur and D. S. Lotte, issues of terminology have always been in the eyes of linguists. Among the conducted scientific works, there are many works where the object of research is construction terms. Arkadyeva, V. A. Egorov, N. I. Shashkina carried out comprehensive scientific research on the lexical and semantic features of the terms used in the construction system, R. R. Masharipov on the description of basic terms, and S. V. Grinev on the comparative analysis of the English and Russian construction terminology in construction and architecture through the terms used in the Canadian and Russian construction industry.

In Uzbekistan, the book "Russian-Uzbek annotated dictionary of construction materials" by T. A. Otagoziyev, R. O. Mirzayev, the textbook "Glossary of construction machinery" by R. O'. Shukurov, K. Kh. Omonov, M. R. Tajikhojayeva, the methodical manual "Dictionary of English-Russian-Uzbek Terms for Architecture-Construction Specialists" by M. B. Allanyazov were published and it has its importance among the works in this field. Also, M. A. Kuchiboev's research in this direction is noteworthy.

In our opinion, a comprehensive study of the construction terminology of the Uzbek language from the point of view of its historical evolution and current state is very relevant at the moment. In the literature created until now, the question of classification of construction terms according to the field of application has not attracted the attention of researchers, but in specialized literature, valuable ideas about the uniqueness of terms and terminology in general have been mentioned.

In turn, in the process of researching and classifying construction terminology in the Uzbek language, we should pay attention to the following important aspects:

- 1) study the history of formation of construction terminology, determine the sources and methods of formation of construction terms;
- 2) to determine the main structural-semantic types of terms in construction terminology, language tools expressing construction concepts;
- 3) to determine the functional characteristics of construction terminology;
- 4) analysis of the influence of modern requirements during the formation of terms in construction terminology;
- 5) to determine the main trends in the development of construction terminology nomination tools.

The task of researching the study of construction terms based on the process of historical development required us to refer to special literature related to construction from the beginning of the 18th century to the present day. In this case, terms are selected from construction manuals and a special file is created. During this research, the first chronological source can be used as the first chronological source of Yakov Barotsy Devignol's Russian book "Five Important Rules of Architecture" published in 1709. Also, Russian translations and original works on construction, as well as materials from special magazines, serve as an important source for us.

In the selection and analysis of the material (especially in the diachronic aspect), we can rely on the conclusions and observations of historians and archaeologists, in particular, scientists such as I. Y. Zabelin, V. V. Danilevsky. Because, as F.P. Sorokoletov wrote, "it is impossible to understand and explain the vocabulary system, its laws and limits without taking into account the real historical reality that a particular society has experienced." In addition, the index of terms and their usage compiled on the basis of the materials of Soviet newspapers and magazines of 1982-1983 serves as a basis for studying the living processes and current trends of construction terminology development.

The methodological basis of the study of construction terminology is based on the rules of the theory of modern thinking about the existence of a dialectical relationship between reality, thought and language. In this research, we can use the method of linguistic description as the main method. Terminology analysis is carried out in a synchro-diachronic aspect. We can also use the method of mutual comparison of chronological data in a certain sequence. At the same time, a number of other complex methods are used in this field, because the interaction of formal and semantic approaches plays an important role in the analysis of real material. According to the formal approach, the terms are divided into structural types, while the semantic approach allows to determine the methods of forming terms, such as the semantic revision of various word groups in the general literary language.

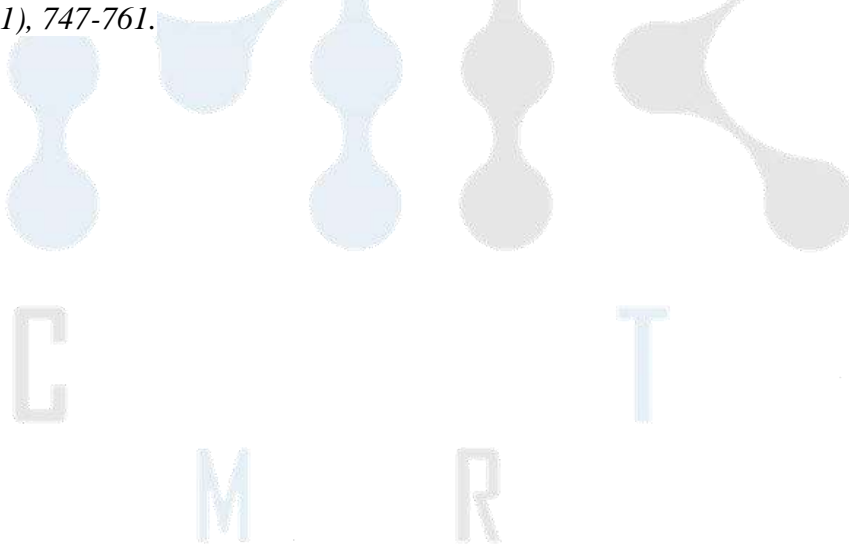
In the study of construction terminology, the issue of terminology is fundamentally important. Russian linguists made a great contribution to the study of terminology, solving its main issues (the place of terminology in the lexical system of the Russian language, the essence of the term as a linguistic unit). However, many issues in this field are still insufficiently studied and controversial. After all, "in the creation of terms and their definition, two points of view related to the development of the system of concepts of a particular science or field emerge: structural-linguistic and conceptual-semantic."

**Conclusion:** *We can say that the terms related to the field of architecture and construction in the lexicon of the Uzbek language, which is rapidly developing, have not been sufficiently studied in terms of form and content. This is related to existing conceptual problems in the field of terminology. In the 21st century, the creation of scientific and technical literature in the Uzbek language will remain a difficult issue as long as the standards of the literary language and the lexicon of modern fields and trends in the daily life of the people are not mutually coordinated.*

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HUMAN PSYCHE AND HEALTH ISSUES IN THE WORKS OF EASTERN THINKERS

**Kiyomkhujaeva Madina**

**Master's student in psychology at the University of Public Security of the Republic of Uzbekistan**

Medical psychology, literally, is a science that studies patient psychology. Looking at the literature of the ancient period, we witness that the sciences of medicine, philosophy and psychology are closely intertwined. Almost all philosophers who lived before BC wrote down their opinions on medicine and psychology, since they associated the source of spiritual forces with the human brain. Abu Bakr ar-Rozi (R.865-925), a prominent thinker born in Iran.) left an indelible mark on the medical world. He was a great healer of his time, and historians write that he did not make mistakes in treating patients. He tested some new drug on animals before giving it to a patient. Rosey focused heavily on diet as well as mental effects in treating patients. He has completed many treatises on mizoj, paralysis, sex, hygienic activities and dorishunos [1].

Some of them were translated into Western languages and taught there for several centuries. Rosie had created a "medical history" at the hospital she was in charge of and kept a regular record of the patient's condition from the first days of treatment. This made it possible for him to carry out careful monitoring during the treatment of the patient. Abu Bakr AR-Rozi studied the causes and consequences of the disease in the process of monitoring patients. Thus laid the foundation for the disciplines of medical prevention and psychogigiena. He also wrote down his thoughts on Doctor's duty, medical advice [1].

The life and work of the healers who lived and worked in the East was covered in detail by the outstanding historian scientist, professor Asadulla Kadyrov, in his book "history of Medicine". In his work, he compares the opinions of Eastern and Western scholars, studying classical thought in comparison with contemporary medicine. The scientist especially cited very large analytical data on the life and work of the great thinker Abu Ali ibn Sina (980-1037).

Abu Ali ibn Sina cited several views on medicine and psychology in his work "the laws of Tib", which concerns almost all areas of Medicine. This work was rightfully translated into almost all languages of the world and served as a programmatic in the conquest of the science of tib. The various methods used by Ibn Sina in the treatment of severe patients (treatment with herbs, mental exposure) have become legendary. In fact, these are the reality that has become a legend.

It is not surprising that Sigmund Freud used the method of Ibn Sino in the treatment of patients with Neurosis. He told patients not only about the disease, but also about problems in his personal life, causing psychological catharsis (mental penance) in patients. With not a single secret left, the patient, who spoke all his pain, was mentally much relieved and, in some cases, completely recovered.

Ibn Sina expressed the utmost importance of carefully studying each patient before treating him, familiarizing himself with his family and living conditions. These thoughts of him are similar to the tasks of the science of psychogigiena. We also find a lot of work on psychoprophylaxis in the works of Ibn Sina. For example, The Thinker emphasized upbringing in the Prevention of diseases.

"Upbringing should begin in early childhood," Ibn Sina said. He also felt the need not to raise a child cowardly, sad, or too erka, that the parent always perceive what the child wants and



try to deliver that thing to the child, and that they avoid bad things. He noted that compliance with these rules ensures a sharp, healthy growth of the child's mind.

Ibn Sina recorded his thoughts that the origin of a number of diseases is due to the nervous system, that anger, fear, severe compressions can weaken the body and cause the occurrence of various diseases. He conducted the following experiment. Keeping one sheep in normal conditions and the other in a cage, they both have the same beard. A wolf roamed around the cage sheep. After a day or two, a sheep in a cage, which is surrounded by a wolf, sucks up and dies, exhausted. Ibn Sina concluded that the death of the sheep was caused by mental tension and, as a result, the loss of the organism.

Ibn Sina's doctrine of the importance of the nervous system in the management of the functioning of the body is very similar to the doctrine of nervousness created by European scientists at the beginning of the 20th century. Ibn Sina has proven in many experiments that vascular stroke depends on the functioning of the nervous system. He identified many diseases based on stroke. Ibn Sina not only studied the peculiarities of stroke in various diseases, but also gave a detailed account of changes in stroke in various emotional stresses and nervous disorders.

Ibn Sina also completed many treatises on the problems of deontology. He has the catchphrase "treat the sick, not the sick". When treating any patient, his personality should be considered, he wrote. Ibn Sina, having studied Hippocrates' doctrine of temperament in depth, concludes: in all vital processes, two opposing phenomena, namely "hot-cold" and "dry-wet", must be equal. If an imbalance begins between them, mizoj suffers and diseases begin.

Ibn Sina writes that "every person refers to a certain mizoj, and when treating a patient, one should definitely pay attention to this." He paid great attention to mental factors in the development of diseases, promoting a different course of the disease in everyone, and this situation depends on the temperament of the patient, family circumstances, which social class he belongs to, and, moreover, who is treating him.

Let us dwell here in detail on the concept of "mizoj". Because although the concepts of temperament and temperament are closely related, these words are not synonymous. The concept of "Mizoj" is found a lot in the works of scientists from China, Greece and the East. Mizoj refers to factors of heat, coldness, dryness and wetness. Beyond it is the term "humidity". Humidity is understood as four types of fluid in the body – blood, bile (liver grass), trade (Black Grass) and phlegm (mucous fluid). The concept of rotubates (humoral) was conceived by Greek judges. Based on this concept, Hippocrates created the theory of routines and divided people into four categories, that is, the doctrine of temperament comes into the world.

The concept of "mizoj" with a long history was also explained in ancient times in connection with four elements – earth, air, water and fire. "All creatures, including Man, are made up of these elements, each element has its own characteristic, and those features are called "mizoj". From this came the concepts of "hot mizoj" and "cold mizoj". When the balance between heat and cold in the body is disturbed, the disease develops, the task of the healer is to restore this balance," the statement said.

Ibn Sina also associated the concept of mizoj with the elements and saw mizoj as a trait derived from the elements. The theory of Mizo and humidity has long prevailed, especially in Oriental Medicine. Historian scholar A.A.Kadyrov (2005) believes that this situation has pushed back the study of the cause of diseases in experimental ways. European scientists, noticing that these theories were unpromising, abandoned it as early as the 17th century and, using an experimental method in medicine, achieved great success. Eastern medicine, like other Exact Sciences (Physics, Mathematics), fell behind. Western scientists have made great strides using

the achievements of the Exact Sciences, proving the work of such scientists as Ibn Sina precisely by experimental means.

The fact that Ibn Sina mentioned that some people involuntarily appear signs of illness in themselves and suffer from it aroused great interest in scientists. In modern times, certain types of neurosis develop as the thinker says. Ibn Sina said: "the source and place of influence of all spiritual forces is the nerve, overexertion of which leads to various diseases. The brain controls the functioning of the whole organism and is a source of psyche".

In Ibn Sina's treatises, we find information that nerve centers carry information from internal organs through special long fibers and control their activity. In our opinion, Ibn Sina's views on the uniqueness of the body and psyche have been fully confirmed due to the achievements of modern medicine today, laying the foundation for the so-called science of Psychosomatic Medicine.

Ibn Sina reasoned that "memory disorders are associated with damage to the spinal cord, thought disorders with damage to the midbrain, and perceptual disorders with damage to the ventricles of the brain". He has written extensively on depression, epilepsy, disorders of consciousness, hallucination, alahsirash, contemplation, and memory disorders, and has studied their types apart [2].

Another great alloma of the East, Ismail Jurjani (1042-1136), also left us a great legacy. He lives and works in Khorezm and has written several works on medicine. The most famous of these are "the word on Ibn Sina", "the treasure of Khwarezmshah", and "methods of detecting diseases". Within these works, The "Treasure of Khorezmshah" brought Jurjani great fame. Historians have placed the work in essence close to Ibn Sina's "the laws of Tib". It is a 10-part book with several reflections on medicine and the psychology of patients.

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**Arra tishlaridan paxta tolasini ilib olish jarayonini matematik modelini ishlab chiqish**

*Inamova Maftuna Dedamirza qizi assistent*  
*Sarimsakov Olimjon Sharipjanovich t.f.d professor*  
*Yo'ldashev Xasanboy Sulaymon O'g'li doktorant*  
*Namangan to'qimachilik sanoat instituti*

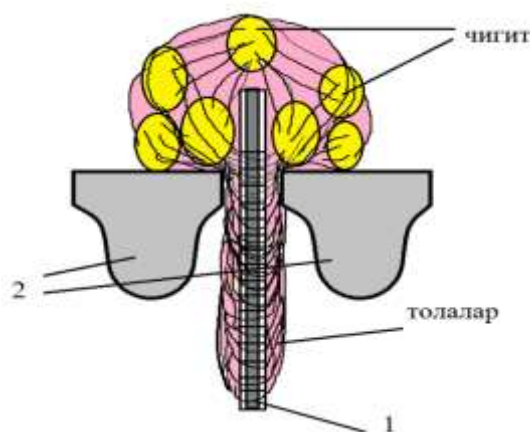
**Annotatsiya**

Arra tishlariga paxta tolalarining ilinishi jarayonini o'rganganimizda arra bir marta xomashyo valigi bilan uchrashib, muayyan miqdordagi tolalarni ilib chiqqanidan so'ng, boshqa tola ila olmay qolishini ko'rsatdi. Buning sababi, bizning nazarimizda 2 ta: tola uzunligining arra tishlari o'lchamlaridan bir necha barobar katta ekanligi natijasida, birinchidan, tolaning arra tishlarining yuqori qismiga ilashib, arra tishlari orasini to'sib qolishi, ikkinchisidan, bitta tishga ilingan tolaning, arra aylanganishida bu tishdan keyin keladigan tishlarning ishchi yuzasini yon tomonidan to'sib qolishidadir. Arra tishlarining kichiklashtirilishi natijasida olinayotgan tola sifat ko'rsatkichlarining ham yaxshilanishini ta'minlaydi.

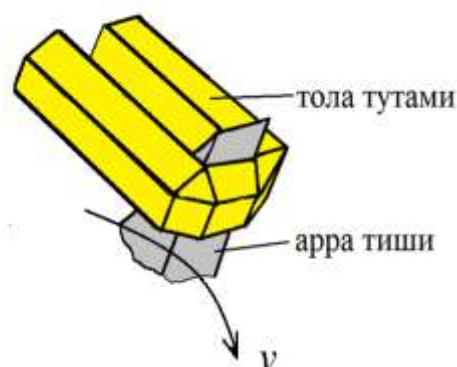
**Kalit so'zlar:** Chigit, tola, arra, tola tutami.

Arrali jin mashinasida jinlash jarayoni tolani arra tishlari bilan ilib olish va uni paxta chigiti sig'maydigan tirqishdan olib o'tish natijasida yuz beradi. Jinlash jarayoni sxemasi 1-rasmda berilgan.

Arra tishlarida arraning butun yoyi bo'ylab, harakatdagi tola tutamlari qatlami hosil bo'ladi. Bu tola tutamlari, ideal holatda, asosan, arraning ikki yonida teng taqsimlanadi. CHigitlar esa, kolosnik yuzasida tormozlanadi va arra aylangan sayin, arra tishi bilan kolosnik yuzasi orasidagi masofa tola ilingan joydan chigitgacha bo'lgan masofada oshgach, tola yulinadi. Keyin, tola tutami o'rtasidan tishga mahkamlangan, ikki uchi arraning ikki tomonida erkin osilib turgan holatda arra bilan bir xil tezlikda aylanma harakat qila boshlaydi. Holatni yaqqolroq tasavvur qilish uchun 2 – rasimga qaralsa, tola tutami ikki uchi arra yoyiga urinma tekisligida harakatlanib borishini ko'rish mumkin. [1]



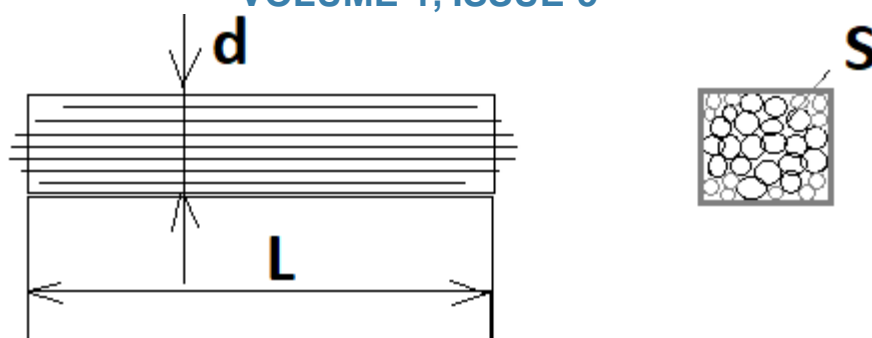
1-rasm. Arraning tolalarni chigitlardan yulib olish jarayoni sxemasi



2 -rasm. Arra tishiga ilashgan tola tutami fazoviy sxemas

Arraga ilashgan tolalar tutam holatida bo'ladi (2-rasm). Tutam ko'ndalang kesimi va u egallagan xajmni aniqlashga harakat qilamiz. Tutamni tomoni d bo'lgan kvadrat shaklda deb qabul qilsak, tutam uzunligi L bo'lganda uning xajmi: [2]

$$V = S L$$



2-rasm. Tolalar tutami kesim yuzasini aniqlash sxemasi.

Bitta tola diametri  $d_t = 15-25 \text{ mkm} \approx 2 \times 10^{-2} \text{ mm}$  bo'lsa, uning ko'ndalang kesim yuzasi:

$$S_t = 0.25 \pi d^2 = 0.25 \times 3.14 \times 4 \times (10^{-2})^2 = 3.14 \times 10^{-4} \text{ mm}^2;$$

Tutamdagi tolalar soni  $N$  ta bo'lganda tutam egallagan yuza quyidagiga teng bo'ladi:

$$S = k N S_t ; \quad (3)$$

Bu erda  $k$  – tolalarning tutam kesim yuzasini to'ldirish koeffitsienti. [3] Bu koeffitsient kiritilishiga sabab shuki, aylana kesimli figuralar qanday figura ichida joylashmasin, ularning orasida muayyan miqdordagi bo'shliq qoladi. SHuning uchun bu koeffitsient miqdori 1 dan katta bo'ladi. Aylana figura kvadrat figura ichiga joylashganda u kvadratning 78.5% ini to'ldiradi. SHu holat uchun,  $k = 1.274$  koeffitsient to'g'ri keladi. Kavadrat ichiga joylanadigan aylanalar soni ortib borgan sari bu koeffitsient 1 ga qarab kamayib boradi. Hisob-kitoblar uchun  $k = 1.25$  qabul qilamiz. [3] Unga ko'ra,

$$S_t = k N S_t = 1.25 \times (628 \div 523) \times 3.14 \times 10^{-4} = 0.25 - 0.21 \text{ mm}^2;$$

$S_t = 0.25 \text{ mm}^2$  qabul qilamiz. Agar, tola tutamini kvadrat yuzali, deb qabul qilsak, uning tomoni  $d = 0.5 \text{ mm}$  bo'ladi.

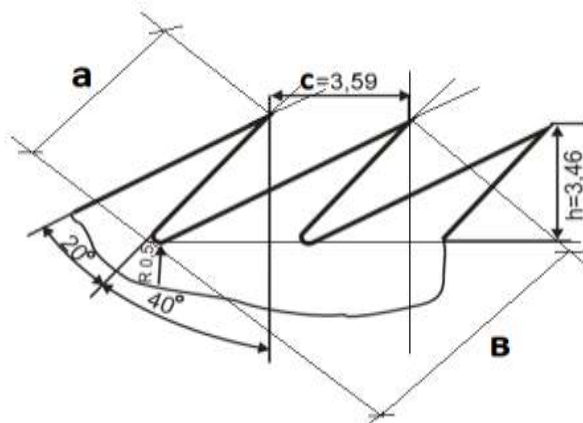
Tolaning o'rtacha uzunligini o'rta tolali paxta uchun  $L = 32 \text{ mm}$  qabul qilamiz. U holda paxta tolasi tutamidan iborat bo'lgan jismning xajmi quyidagiga teng bo'ladi:

$$V = (0.25 \div 0.21) \times 32 = (6.72 \div 3.3) \text{ mm}^3. \quad [4]$$

Agar, tola tutami arraga 2-rasmdagi kabi o'rta qismidan ilingan bo'lsa, u holda arraning har ikki yonida uzunliklari  $15 \text{ mm}$ , qalinligi  $0.5 \text{ mm}$  dan bo'lgan tola tutami hosil bo'ladi, deb qarash mumkin. Tolalar tutamining arra tishlari orasidagi bo'shliq yuzasining qancha qismini egallashini aniqlashga harakat qilamiz.

Arra tishlari orasidagi bo'shliq uchburchakdan iborat. Uning yuzasini aniqlaymiz. Buning uchun 3 rasmdan uchburchak tomonlarini topamiz: [5]





3-rasm. Arra tishlari orasidagi maydonni aniqlash sxemasi

Arra tishlari qadami  $s$  asos va tish balandligi shu uchburchak balandligi  $h$  bo'lsa, bu uchburchak yuzi quyidagiga teng:

$$S = 0.5 c h = 0.5 \times 3.59 \times 3.46 = 6.2107 \text{ mm}^2.$$

Tola tutamining arra tishlari orasidagi maydonning qancha qismini egallashini ko'rsatuvchi koeffitsient  $e$  bo'lsin. U quyidagicha aniqlanishi mumkin:

$$e = (S_t / S) \times 100\% = (0.25 / 6.2107) \times 100\% = 4.03\%$$

Bu qiymat juda kichik va paxta tutami arra tishlari orasidagi maydonning atigi 1/25 qisminigina egallashini ko'rsatadi. Bundan ko'rinadiki, demak, arra tishlari orasidagi foydali maydonning amalda juda ham kam qismi ishlaydi va maydonning asosiy qismi bo'sh qoladi. SHunga ko'ra, aytish mumkinki, arra tishlarining o'lchami juda katta zahira bilan olingan, ya'ni amaldagi ish unumi (masalan, 5 t/mashina soat) uchun tishlar orasidagi maydon o'lchami katta va mantiqan qaraganda, uni muayyan darajada kichraytirish arrali jinlash jarayoni samaradorligini pasaytirmaydi. [6]

Tishlar oralig'ining yon va ustki tomondan tolalar bilan to'sib olinishi natijasida tishlarning tolani ilib olish xususiyati yo'qoladi va tishlar xomashyo valigi ichida harakatlanganiga qaramay, tishga amalda ilinib turgan tollardan boshqasini ilib ola olmaydi. YUqoridagi hisob-kitoblarimizga qaraganda bitta tishga ilinadigan tolalarning o'rtacha soni 500-600 dan oshmaydi va ular arra tishlari orasidagi maydonning bori-yo'g'i 4% ini egallay oladi, xolos. [7]

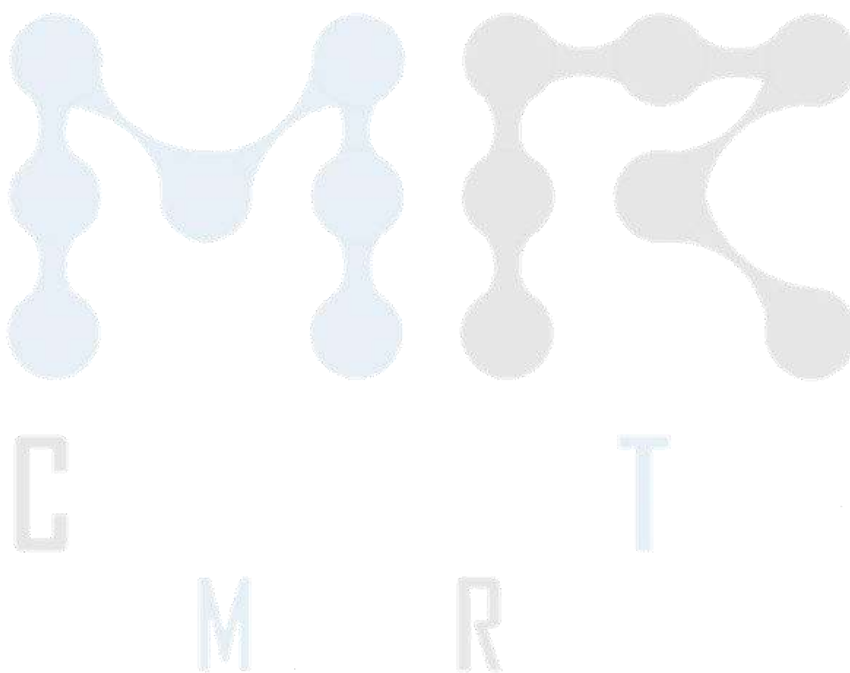
### Xulosa

Arra tishlariga paxta tolalarining ilinishi jarayonini o'rganilganda tola uzunligining arra tishlari o'lchamlaridan bir necha barobar katta ekanligi natijasida, tolaning arra tishlari yuqori qismiga ilashib qolishi hamda tolalarning o'zaro chalkashib, bitta tishga ilingan tolaning keyingi tishlar ishchi yuzasini to'sib qolishi oqibatida arra tishlarining tolalarni ilib olish qobiliyati yo'qolishi sababli arrali jinlashdagi ish unumi muayyan chegaradan oshmasligini ko'rsatdi.

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**WORD-FORMATION IS ONE WAY TO ENHANCE ENGLISH  
TERMINOLOGY.**

**Abdurozikova Ismigulbegim Inoyat qizi**

4th year student at Djizzakh branch of The National University of Uzbekistan named  
after Mirzo Ulugbek

Supervisor: **Zilola Abdurakhmanova**

Assistant teacher in the department Foreign Languages at Djizzakh branch of The  
National University of Uzbekistan named after Mirzo Ulugbek

*Abstract*

This article is dedicated to the research of word-formation is one of the means of extending the English terminology to the ways in which new words are produced, and the criteria that determine their adoption into the language are typically taken for granted by the ordinary speaker.

*Key words:* language, investigate, relationship, new, adjective, concept, productive.

Our essay gives an excellent summary of some of the most important word generation mechanisms present in the English language. Word-formation refers to the processes of developing new terminology in a language. This is not to say that word formation exclusively discusses how words are formed based on notions that are novel to us as present speakers of the language. It also does not imply that we "form" these new phrases in our minds every time we use them. Instead, it studies previous and contemporary methods for producing words in languages; some of these methods may no longer be in use. The -ly in friendly or ghostly, for example, is no longer utilised to construct new adjectives. However, understanding how a new word was developed at one time in the past helps us recognise the link with older words. For example, we can observe that the term ghostly was created from the stem ghost and the ending -ly. Other ways, such as the ending -ness explained in the article, are still used often in English. It's also worth noting that rules like the -ness rule for establishing new words are said to be productive since we can currently build new linguistic forms with them. The processes by which new words are produced, as well as the criteria that control their admission into the language, are largely taken for granted by most people. It is not required to grasp a word's construction, whether it is simple or complicated, that is, if it can be broken down into two or more parts. We are able to employ a new term once we understand what item or concept it refers to. Of course, some words are more "transparent" than others. For example, in the phrases unfathomable and incomprehensible, we see the classic pattern of negative prefix + transitive word + adjective-forming suffix, which is used to build numerous words of similar structure. Knowing the pattern, we can readily infer their meanings - "cannot be formed" and "cannot be described" - yet we are not shocked to find additional similar-looking phrases, such as unfashionable and unfavourable, for which our analysis will not work. Many linguists believe that the question of word production has gotten little attention from descriptive grammarians of English or researchers working in the field of general linguistics until recently. As a collection of several processes (compounding, affixation, conversion, backformation, etc.) about which general conclusions are difficult to make. Word-formation is the area of lexicology that focuses on the patterns that a language—in this example, the English language—uses to create new words. It should go without saying that word-formation is limited to terms that can be examined from both a structural and semantic perspective. There is no space for the examination of the basic phrase in it. Therefore, **writer, displeasure, atom-free**, etc. are relevant to word-formation, but **to write, to please, atom, free** are not. As

with other linguistic phenomena, word-formation may be examined from both a synchronic and diachronic perspective. It is important to distinguish between these two methods because the linguist looks into the modern system of word construction while looking into the history of word building diachronically. To illustrate the difference of approach we shall consider affixation. When a word is derived, it is more complicated both structurally and semantically than when it is simple; diachronically, it is developed from another term. Regardless of whether a derived word was derived from a simple stem or not, on the synchronic plane, it is considered to have a more complicated structure than its linked simple word. Determining the constituents' placement within the language's overall structural system is vital, even when analysing and describing word-formation synchronically only involves extracting the pertinent structural elements from a word and describing it in terms of word-formation. As a result, productivity of a derivative kind cannot be disregarded in the explanation. When the need arises, some of the word-formation techniques used in modern English can be used to create new words; these are known as productive word-formation techniques; other word-formation techniques, on the other hand, are deemed non-productive or unproductive because they are unable to create new words. For instance, since the time of Old English, affixation has been a fruitful method of word formation. The several forms and methods of word formation that have been cited in the linguistic literature on the subject are listed below. Affixation is a fairly popular method of word formation. A bound morpheme is said to be affixed when it is joined to a free morpheme, or stem. The bound morpheme might appear in the centre of the stem, after, or before the stem. Prefixes (from the Latin pre=before) are affixes that come before the stem. Suffixes are words that come after the stem; the word comes from the Latin sub-, which means under. Additionally, infixes are the affixes that go in the centre. In English, prefixes and suffixes are often used. For instance, prefixes like sad, unlock, preexist, uncertain, lockable, or gorgeous might be used with related suffixes. We also want to emphasise that an affix's proximity to a stem infix does not increase when many affixes are combined in a row. As an illustration, the ending -ist in realistic is not an infix but a suffix. Generally speaking, affixation is the process of creating new words by adding derivational attaches to several kinds of bases. The stems of words making up derived words generated by affixation may come from one or more applications of the word-formation rule. A word cluster engage in varying degrees of derivational linkages. The zero words with a homonymous stem are considered simple words due to their degree of derivation. In the shape of a word and frequently with a root-morpheme (e.g., atom, eager, devoted, terror, etc.). Words that are derived from two successive coining stages have the second degree of derivation, among other examples (atomically, hurriedly, devotionally, etc.). Affixation is separated into suffixation and prefixation in accordance with the classification of derivational affixes into suffixes and prefixes. The last stage of derivation, which establishes the nature of the derived word with its motivating source unit, naturally makes the distinction between prefixal and suffixal derivatives. Examples of this stage of derivation are unjust (un+just), justify (just+-ify), arrange (arrange + -ment), and non-smoker (non + smoker). Words that are frequently classified as prefixal-suffixal derivatives include reappearance, unreasonable, and denationalise. According to R.S. Ginzburg, this categorization only matters when considering the individual morphemes that make up these words, or when examining them from a morphemic analysis perspective. Derivational analysis indicates that these terms are mostly suffixal or prefixal derivatives, for example, subatomic = sub- +(atom+ -ic), unreasonable = un- + (reason+ -able), and denationalise. There are key distinctions between suffixal and



prefixal derivatives that have been identified by a thorough analysis of several examples. Prefixation is mostly typical of verb creation in modern English, whereas suffixation is primarily characteristic of noun and adjective construction. The distinction also stems from the part that various meanings play in the suffix and prefix's semantic structures. The part of the speech meaning has a much greater significance in suffixes as compared to prefixes which possess it in a lesser degree. Due to it, a prefix may be confined to one part of speech as, for example, *enslave*, *engage*, *unbutton* or may function in more than one part of speech as *over-* in *overkind*, *overfeed*, *overestimation*. Unlike prefixes, suffixes as a rule function in any one part of speech often forming a derived stem of a different part of speech as compared with that of the base, e.g. *careless-care*; *suitable-suit*, etc. Furthermore, it is necessary to point out that a suffix closely knit together with a base forms a fusion retaining less of its independence than a prefix which is as a general rule more independent semantically, e.g. *reading* - : the act of one who reads"; "ability to read"; and to *re – red – “to red again”*.

**Compounding** is another typical method of word construction. It is so productively utilised in technical languages that it is most likely the most prevalent in modern English. The act of compounding involves combining two or more separate words to form a single word. Numerous instances are provided, all of which are simple to locate in the actual world. "Itself" is an example of a compound noun. I discovered the following instances of what I found: starting intersect point, column centerline grid, default Project Architect support directory, exit light fixture symbol, and remove project menu. In the final case, the verb "delete" is used. Suppletion is the next method of word construction.

**Suppletion** is a bit tricky but is also rare in English. It is the outcome of a past procedure that has been preserved throughout time. In a nutshell, there have always been two terms in the language that have comparable meanings and are usually employed in distinct dialects. The two terms eventually combined to form a single paradigm. For instance, there were two words for "to be" in an older version of the English language: *wesan* and *eom*. The paradigm for to be was created by combining these two into one. It is not necessary to completely comprehend this process in order to teach English, though, as substitution is rare and its forms are memorably understood.

**Blending:** Blends are made up of two words combined into one: *smog* from *smoke* and *fog*, *brunch* from *breakfast* and *lunch*, and *chortle* from *laugh* and *snort*. Blends are often the beginning of one word and the end of another. (This blend was created by Lewis Carroll, who also provided numerous other intriguing blend examples in his poem "Jabberwocky." Carroll referred to them as "portmanteau words."

**Borrowing:** Foreign terms are always being "borrowed" onto other languages, especially to accompany new ideas, inventions, products, and so on. When speakers imitate a word from a foreign language and at least partly adapt it in sound or grammar to their native speech patterns, the process is called "borrowing", and the word thus borrowed is a "loanword". A few examples: *alcohol* (Arabic), *boss* (Dutch), *croissant* (French), *lilac* (Persian), *piano* (Italian), *pretzel* (German), *robot* (Czech), *tycoon* (Japanese), *yoghurt* (Turkish), *zebra* (Bantu). A special type of borrowing is described as "loan-translation" or "*calque*". In this process, there is a direct translation of the elements of a word into the borrowing language. For example: English *hot dogs* becomes Spanish *perros calientes*, English *skyscraper* becomes French *le gratte – ciel*.

**Backformation:** Backformation is a word formed by subtraction of a real or supposed affix from an already existing longer word (as *burgle* from *burglar*) Backformation is a term

borrowed from diachronic linguistics. Backformation makes use of a process called *analogy* to derive new words, but in a rather backwards manner, that is from an older word that is mistakenly assumed to be a derivative of it. For example, we have words such as *revision* and *revise* and *supervision* and *supervise*. *Revision* is formed by regular derivation from *revision+ion*. When *television* was invented, the verb *televise* was back formed on the basis of analogy with *revision* and *revise*, that is: Revision: revise: television: X [Examples from Merriam – Webster’s collegiate dictionary. Merriam – Webster, Incorporated: 193]. To cite another example, the verb *donate* was formed on the basis of pairs such as *creation – create*. We borrowed *donation* from French and back formed *donate*. Creation: create: donation: X Another example, in the original the final consonant [-z] of *pease* is not, as it seems to the ear to be, the English plural suffix –s. It is, in fact, not a suffix at all. But by the 17th century, *pease* was mistaken for a plural, and a new singular, *pea*, was derived from a word that was itself a singular, precisely as if we were to derive a form \**chee* from *cheese* just as we have *one pea*, *two peas*. One very regular source of back-formed verbs in English is based on the pattern: *worker-work*. The assumption seems to have been that if there is a noun ending in –*er* (or something close in sound), then we can create a verb for what noun –*er* does. Hence, an *editor* must *edit*, a *sculptor* must *sculpt*, and *burglars*, *peddlers*, and *swindlers* must *burgle*, *peddle* and *swindle*.

**Acronyms:** these words are formed by taking the initial sounds or letters of the words of a phrase and uniting them into a combination that is itself pronounceable as a separate word. Thus *NATO* is an acronym for *North Atlantic treaty Organization*, *laser* for *light amplification through the stimulated emission of radiation*, and *radar* for *radio detection and ranging*.

**Clipping:** Frequently we shorten words without paying attention to the derivational morphology of the word (or related terms). We see here again the element of reduction, already seen in blending. *Exam* has been clipped from *examination*, *dorm* from *dormitory*, and both *taxi* and *cab* from *taxi cab* (itself clipping from *taximeter cabriolet*). Because clipping often ignores lexical and morphemic boundaries and cuts instead in the middle of a morpheme, we end up creating new morphemes and enriching the stock of potential building material for making other terms.

**Coinage:** terms may also be created without using any of the methods described above and without employing any other term or word parts already in existence; that is, they may be created out of thin air. Such brand names as *Xerox*, *Kodak*, and *Exxon* were made up without reference to any other word, as were the common words *pooch* and *snob*. Also called “root creation”.

**Conversion or Functional Shift:** conversion, one of the principal ways of forming words in Modern English, is highly productive in replenishing the English wordstock with new terms. A new word may be created simply by shifting from one part of speech to another one without changing the form of the term – without adding any affixes. *Laugh*, *run*, *buy*, *steal* are used as nouns as well as verbs, while *position*, *process*, *contrast* are nouns from which verbs have been formed.

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**A Pragmatic Approach to Poetry's Syntactic Aspects**

**Abdurozikova Ismigulbegim Inoyat qizi**

4th year student at Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

Supervisor: **Zilola Abdurakhmanova**

Assistant teacher in the department Foreign Languages at Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

E-mail : ismigulbegim@gmail.com

**Abstract**

Poetry's vocabulary is distinct from those of other literary genres. That is, the grammar of poetry is distinct. This relates to the fact that grammar rules will have to be amended in order to allow certain "liberties" or "licences" on the one hand, and to account for the unique types of limits put on linguistic units in poetry both within and outside the sentence on the other. A comparison with the grammar of the common language would disclose significant discrepancies between poetic language, the grammar of the ordinary language, and any literary genre. As a result, literature, particularly poetry, cannot be studied in isolation from language. As a result, poetry cannot be understood without a good understanding of grammar.

**Keywords:** linguistic, aspects, poetry, pragmatic, perspective

**Introduction**

This paper will discuss certain research and analyses that deal with poetry's language as it differs from the language of other literary genres. Poetry is made up of words that generates effects that plain language does not. So poetry is a distinct order or arrangement of language. Levin (1969) observed that linguistic analysis applied to poetry produces a grammar that differs from the grammar produced by linguistic analysis of regular English (11). Poetry's vocabulary is very different from everyday speech. Many of these discrepancies stem from literary norms. In other words, many characteristics differentiating poetry from everyday talk stem from the writer's intention to produce a poem. This fact implies a large number and variety of linguistic peculiarities. The literary form's norms include aspects such as rhyme, alliteration, metre, and so on (Levin 59).

**Types of Deviations in Poetry Language**

According to Leech (1969), any variation from expected patterns of language behaviour will result in confusion and astonishment. Leech elaborates that rules in poetry are designed to be disobeyed (10-12). Looking back over the history of English literature since Chaucer, Leech remarked that certain liberties of language have usually been sanctioned in verse but not in prose (17-23). The obvious function of these freedoms, according to Leech, is to compensate the poet for the loss of freedom in submitting himself to the discipline of verse composition; to provide him with a broader set of choices than are normally available in English, and thus to give him a better chance of squeezing his language into a predetermined mould of versification (18).

**Lexical Deviation (violation of lexical rules of word formation)**

According to Leech, the obvious function of these freedoms is to compensate the poet for the loss of freedom that comes with submitting himself to the discipline of verse composition; to provide him with a broader set of options than are normally available in English, and thus to give him a better chance of squeezing his language into a predetermined mould of versification (18).

1. And I, Tiresias, have endured all ("The Waste Land" 243).



This impresses us as a unique and unexpected development of the language's expressive capabilities. According to Leech, "Eliot's "foresuffered" is not just a new word, but the encapsulation of a newly formulated idea: that it is possible to anticipate mystically future suffering just as it is possible to foresee, foretell, or have foreknowledge of future events" (44).

Another method poets employ is the use of affixes to create new words. For example, Eliot coined the term "unflowering." 2. And apathy is spreading between them. Being unflowering, between the living and the dead nettle ("Little Gidding" III: 4-7). According to Jeffries (1993), poets' vocabulary choices are occasionally impacted by spoken language. The influence might come from a variety of sources. It might be a poet's choice to utilise a locally specific lexicon or terminology that is plainly informal, even slang or forbidden (31). Poets make such decisions for a variety of reasons, including the desire to escape from an oppressive standard language, the desire to employ a spoken style for specific characters in poetry, and the goal to shock readers by using terminology that is rarely seen in print. Other poets, for example, defy readers' preconceptions about lexical selection by utilising words allocated to one syntactic class as if they were members of another, as in the rhetorical figure known as anthimeria. Thus, in e. cumming's line "he sang his didn't he danced did," "did" and "didn't" operate as nouns, while "grief" becomes a time expression in Dylan Thomas's "a grief ago."

#### **Syntactic Deviation:**

*Jeffries (1993) argues that poets have not hesitated to use a grammar which reflects everyday usage or the cultural background of the poet (35). Jeffries evidence is that Kofi Anyidoho, in his poem "My Mailman Friend was Here", uses a grammatical structure typical of a West African pidgin. For example, "I go write you something small again" has a verb phrase form which differs from the standard English am going to write, and this is followed by a pronoun you which in standard English would be introduced by a preposition "to" as it is an indirect object. Minor sentences, sentences without a finite verb, are one way that poets vary their grammatical structures. Both of the following examples are from "Canticle for Good Friday" by Geoffrey Hill. The first consists of a NP not followed by a verb of any kind,*

1. And I Tiresias have foresuffered all ("The Waste Land" 243).

This strikes us as a novelty and as a surprising extension of the expressive possibilities of the language. Leech maintains that "Eliot's "foresuffered" is not just a new word, but the encapsulation of a newly formulated idea:; that it is possible to anticipate mystically the suffering of the future just as it is possible to foresee, foretell, or have foreknowledge of future events (44-48)

Forming new words using affixes is another process used by poets. For examples Eliot invented "**unflowering**."

2. And growing between them, indifference Being between two lives - **unflowering**, between The live and the dead nettle ("Little Gidding" III: 4-7).

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utilising words allocated to one syntactic class as if they were members of another, as in the rhetorical figure known as anthimeria. Thus, in e. cumming's line "he sang his didn't he danced did," "did" and "didn't" operate as nouns, while "grief" becomes a time expression in Dylan Thomas's "a grief ago."

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3. A clamping cold-figured day while, the second contains subject and complement but no verb to create a full sentence

4. He, as yet unsearched, unscratched The effect of avoiding using main verbs in poetry may be used to render the poem timeless, thus achieving the purpose of not anchoring the action in a particular time span. Leech (1969:45) cites another syntactic violation in English poetry i.e., the successive genitives in Hopkins' "The Wreck of the Deutschland" as in the following example:

5. Our hearts' charity's hearth's fire, our thought's chivalry's throng's lord. Moreover, word order, as mentioned in George M. Landon's article (1968:194-200) is a syntactic violation. He proposes the view that sentences such as (6a) and (7a) below exhibiting an unusual word order may be described as violating certain rules which would have yielded the corresponding, sequentially well-formed sentences (6b) and (7b).

6. a. Our sons their fathers' failing language see (Pope).

b. Our sons see their fathers' failing language. By them had slimy paths been trailed and scraped (Owen)

7. a. b. Slimy paths had been trailed and scraped by them.

Along the same lines, poets have always had the ability to arrange syntactic components in an irregular sequence (hyperbaton).

8. John Giloin was a citizen

Of credit and renown,

***A train-band captain eke was he***

Of famous London town

John Gilpin's spouse said to her dear,

Though ***wedded we have been***

These twice ten tedious years; ***yet we***

***No holiday have seen.***

The portions in bold italics each contain the key sentence elements subject (s), verbal (v), and object/complement (c), which would very definitely appear in the sequence SVC in writing as well as in regular speech. Cowper provides three distinct variants of that order: CVS, CSV, and SCV. Furthermore, poetic language may break or diverge from the language's commonly recognised standards in a variety of ways, such as word order, pleonasm, and ellipses. Fronting, postponement, and passivisation are all examples of word order. Brook

(1958), Leech (1969), Roscow (1981), Traugott (1972), Dillon (1975), and Dillon (1976). These mechanisms define the peculiarity of syntax in poetry. In reality, the majority of them may be seen as a loosening of the limitations on transformations in Modern English (i.e. licences) (cf. Dillon, 1975).

Poets follow the majority of Modern English principles that apply to front constituents: topicalization, left dislocation, Prep. Adjective phrase-preposing, P-fronting. PP-fronting and NP-fronting are commonly used in the same phrase, with the verb normally remaining in clause-final position. Interestingly, the common application order appears to be NP-, then PP-fronting, such that Od comes right before the subject, like in the following line:

9. In golden chains the willing world she draws (Pope).

10. But since like slaves his bed they did ascent (Dryden). The following examples illustrate inversion: **Cs v s**

11. *Vain is her wish.* (Wordsworth) **Adv v s**

12. *After many a summer dies the swan* (Tennyson). **o v s v**

13. *Full many a glorious morning have I seen* (Shakespeare)

### **Conclusion**

To conclude, it is expedient to sum up the major characteristics of poetic language in general:

1. The use of complicated language that frequently rejects standard syntax, grammar, and punctuation. That is, poetry language is distinct, especially in word arrangement. The word order is erratic or hyperbatonic.

2. The use of sloppy syntax. Spoken language influences poetic language. "Poetry is a return to common speech". It is distinguished by its use of overtly prosy and vulgar features of daily language. The syntax of poetry is often free and nonsensical, resembling the pattern of spoken conversational language. As a result, the lax syntax might be described as colloquial.

3. Imagery creation, as well as semantic transfer tropes like as repetition or parallelism, metaphor, metonymy, piles of images, simile, personification, and irony, and musical techniques such as alliteration and assonance, are key features of poetry. That is, rhetoric is permitted to take the place of syntax, because it is concerned with the rearranging of words to achieve an impression of sound and meaning rather than with precise language syntax or even the logical ordering of concepts. Thus, the use of rhetoric and the absence of a rigid rule or grammar in English go hand in hand.

4. Another element of poetry is the use of foregrounding as an aesthetically intended distortion of the language components. Furthermore, the word's liberation from its usual referent implies its potential freedom to join with an infinite number of referents.

5. Poetic language is distinguished by the use of neologism and archaism. That is, poets are not limited to the language of their own time.

6. Grammar modification. Grammar rules are adjusted in the poetic language to allow for specific licences and to account for various types of restrictions put on linguistic units in poetry. Rules in poetry are designed to be disregarded in order to create bewilderment and surprise. Poets make use of lexical, grammatical, and semantic variations.

7. The poetic language's sentence and phrase structure differs from that of any other literary genre and is analogous to that of spoken code. Poets allow themselves great leeway in word order for certain goals, such as emphasis, front focus, end-focus, end-weight, rhyme, and so on, since syntax is akin to that of spoken language.

### **Pedagogical Implications**

Although this work is not pedagogically focused and is linguistically descriptive, it may have pedagogical consequences for foreign language teachers, translators, textbook authors, test producers, and syllabus designers. This article may assist language instructors and learners in a variety of ways, notably in recognising syntactic forms and structures that have specific tasks and differ from those of other literary genres, and hence are likely to create trouble.

Furthermore, the study may be useful to ESP practitioners who are interested in developing ESP teaching materials based on real text analysis and are concerned with syntactic characteristics as well as functions and meanings transmitted by syntactic structures. Based on my own experience, I feel that both linguistics and literature teachers should allow their students to read aloud and linguistically analyse select poetry in the classroom. According to I. A. Richards (1960), the basic goal of teaching poetry is "just to help us read better" (14). According to William C. Morse and G. Max Wingo (1962), "reading is an ideal activity for motivation because it not only initiates behaviour but also operates to motivate."

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**Figurative Language Literary Terms and Lexical Stylistic Devices****Abdurozkova Ismigulbegim Inoyat qizi**

4th year student at Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

Supervisor: **Zilola Abdurakhmanova**

Assistant teacher in the department Foreign Languages at Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

E-mail : ismigulbegim@gmail.com

**Abstract:** The presented article investigates the scope and relevance of lexical literary techniques. The main characteristics of lexical devices are presented, as well as information on various techniques of exploring and studying them. The article explains words from the lexical level of the language as well as assessments of lexical devices provided by numerous dictionaries of literary terms and sources. In this article, we will discuss many methods to the analysis of literary words of figurative language, particularly lexical stylistic devices. Literary techniques such as simile, metaphor, personification, and others are examples of figurative language. Figurative language is defined in contrast to literal language, which only includes "proper" or dictionary definitions of terms. Figurative language frequently necessitates the reader or listener understanding additional subtleties, context, and allusions in order to grasp the second meaning.

**Keywords :** antonomasia, metaphor, metonymy, irony, hyperbole, epithet, oxymoron, zeugma, pun, allusion, personification, allegory, simile, clarifying synonyms, climax, anti-climax, disguised tautology, antithesis, synecdoche, paradox.

### I. INTRODUCTION

According to a review of scientific literature, concepts in various fields were not researched in the same way. The study of terminology in the former USSR began in 1931 with the publication of D. Lotte's work on technical terminology [see Lotte 1931], and was continued by E. Drezen in 1934, G. Vinokur in 1939, and A. A. Reformatsky in 1986. The following are the key directions for working on terminology based on these studies: The phrase was examined by A.A.Reformatsky (1986), B.N Goloven (1981), N. P. Kuzkin (1962), L.Kapanadze (1965), and others. O.S.Akhmanova (1990), V.P.Karpovich (1978), R.Yu. Kobrin (1991), V.M.Leychik (1986), V.D.Tabanakova (1998), E.N.Tolikina, and others studied terminological semantics. A.S.Gelt (1991) concentrated on the connection between terminology and nomenclature units. On translation, see M.V. Oganisyan (2003), O.V. Dovbysh (2003), and S.V. Sakhneevich (1998).

### II MATERIALS AND METHODS

Akhmanova (1966, 1990), Vasileva (1998), Gwishiani (1986, 1990), Golovin (1976), Kulikova (2002), Petrosyants (2004), Podolskaya (1988), Slyusarova (1983, 2000), Shelov (1998), and others provided the foundation for scientific and practical investigations on linguistic concepts. Studies on linguistic words have been published in recent years, and we can find these studies on Roman language terminology in the works of Nikulina (1990), Utkina (2001), Emelyanova (2000), Vermeer (1971), Zakharenkova (1999), German (1990), and Golovkina (1996) [6, 11-41]. If we pay great attention to the preceding studies, we can observe that the literary concepts that are the subject of our study project have been researched rather infrequently in Slovenian, Roman, and German. As a result, one of the most important topics is the study of philosophical, cultural, ethical, aesthetical, theological, linguistic, and notably literary words. There are presently more than 70 dictionaries, encyclopaedias, and

reference works on linguistics, according to E.G.Petrosyants. However, literary dictionaries, encyclopaedias, and reference books are few. This condition shows that the words of literature have not been well researched, and that information about them has not been systematised.

## II. DISCUSSION

In this article we would like to refer to different approaches on study of literary terms of figurative language, more precisely on lexical stylistic devices. There are many types of figurative language, including literary devices such as *simile*, *metaphor*, *personification*, and many others. The definition of figurative language is opposite to that of literal language, which involves only the “proper” or dictionary definitions of words. Figurative language usually requires the reader or listener to understand some extra nuances, context and allusions in order to understand the second meaning.

Actually the study of figurative language is based on a long history. Ancient philosophers such as Aristotle (Greek) and Quintilian (Roman) were some of the first to theorize about the use and function of figurative language. Aristotle argued that figurative language was not merely an embellishment, but instead mirror the way humans actually process information by comparing it to things we already know. We can find examples of figurative in the majority of literary works. This is both because there are so many literary devices that qualify as figurative language and also because the human mind responds well to different types of figurative language. Indeed, many studies have shown that figurative language comes naturally to children and that it helps them understand new concepts. Therefore when authors use examples of figurative language, they are trying to provide fresh or unique ways of explaining things. However, they are also triggering a very important part of the human mind and creating new synapses.

If we talk about the classification of figurative language, we can see diversity in categorizing them. In classical rhetoric, figurative language is categorized into schemes and tropes. Schemes refer to figures of speech which change the usual word order or word pattern, while tropes change the literal meaning of the word. The most commonly used tropes include metaphor, metonymy, simile, personification, irony, hyperbole, allegory, allusion and alliteration. In this article we would like mostly focus on lexical literary devices.

Lexical stylistic device is such type of denoting phenomena that serves to create additional expressive, evaluative, subjective connotations. In fact we deal with the intended substitution of the existing names approved by long usage and fixed in dictionaries, prompted by the speaker’s subjective original view and evaluation of things. Each type of intended substitution results in a stylistic device called also a trope as well. This act of substitution is referred to transference – the name of one object is transferred onto another, proceeding from their similarity (of shape, color, function, etc.) or closeness (of material existence, cause/effect, instrument/result, part/whole relations, etc.).

While investigating lexical literary devices we have faced different categorizations and classifications depending on some principles, criteria, usage and changeability of sentence structures. Classification of lexical stylistic devices varies from linguist to linguist. I.R. Galperin gave simply organized, very detailed classification of literary devices in his manual “Stylistics” published in 1971 and his subdivision of stylistic devices based on the level-oriented approach. Thus, according to his approach stylistic devices based on the binary opposition of lexical meanings regardless of the syntactical organization of the utterance are *lexical stylistic devices*. And he subdivided them into several parts. Thus, *lexical stylistic devices* are separated into devices based on the interaction between the logical and nominal

meanings of a word (*antonomasia*); devices based on the interaction between two logical meanings of a word (*metaphor, metonymy, irony*); devices based on the interaction between the logical and emotive meanings of a word (*hyperbole, epithet, oxymoron*); devices based on the interaction between the free and phraseological meanings of a word (*zeugma, pun*) [4, 26-30].

One of the latest classification of figurative language is given by Y.M.Skrebnev in his book "Fundamentals of English stylistics" published in 1994. His approach demonstrates a combination of principles of British scholar Leech's (Essays on Style and Language, 1967) system of paradigmatic and syntagmatic subdivision and the level-oriented approach on which Galperin's classification is founded. Skrebnev managed to avoid mechanical superposition of one system onto another and created new method of the hierarchical arrangement of this material. He subdivided stylistics into paradigmatic stylistics (of units) and syntagmatic stylistics (of sequences.) He also added one more level to phonetics, morphology, lexicology and syntax and that is semasiology (semantics). Thus, paradigmatic stylistics in *lexicology* is again subdivided into positive (*poetic, official, professional*) and negative (*colloquial, neologisms, jargon, slang, nonce-words, vulgar words*) and *semantics* contains *hyperbole, meosis, metonymy, metaphor, allusion, personification, antonomasia, allegory, irony*. Syntagmatic stylistics in *lexicology* studies the "word and content" juxtaposition that presents a number of stylistic, *climax, anti-climax, litotes* are not considered as lexical according to Galperin, but Skrebnev and some other resources as *Merriam Webster's Encyclopedia of Literature, Oxford Dictionary of Literary terms* by Chris Baldick consider them as lexical stylistic devices. Furthermore, we could witness that each source names them differently. Galperin named them as lexical (*antonomasia, metaphor, metonymy, irony, hyperbole, epithet, oxymoron, zeugma, pun*), while Skrebnev as semantic. Thus, paradigmatic contains *hyperbole, meosis, metonymy, metaphor, allusion, personification, antonomasia, allegory, irony* and syntagmatic *simile, clarifying synonyms, climax, anti-climax, zeugma, pun, disguised tautology, oxymoron, antithesis* devices. German linguist Jochen Lüders included them into two problems, especially those connected with the co-occurrence of words of various stylistic colorings and *semantics* includes *simile, clarifying synonyms, climax, anti-climax, zeugma, pun, disguised tautology, oxymoron, antithesis* [7, 41-69].

While investigating figures of speech elements we also faced interesting and very simple classification made by German linguist Jochen Lüders in 2013. He distinguished them into four types: *imagery stylistic devices* where *simile, metaphor, synecdoche, personification* and *symbol*; *sound stylistic devices* where *alliteration, onomatopoeia, metre, iambic, rhyme*; *structure stylistic devices* - *anaphora, parallelism, triple, climax, anticlimax, enumeration* were included and *miscellaneous stylistic devices* contain *allusion, euphemism, hyperbole, understatement, irony, satire, paradox, oxymoron, pun* and *rhetorical questions* (Jochen Lüders, 2013).

While investigating lexical literary devices we have searched different monolingual dictionaries of literary terms as well. Below we would like to present classification of figures of speech given in encyclopedia and dictionaries.

According to *Merriam Webster's Encyclopedia of Literature* figures of speech are classified into five major categories: (1) figures of resemblance or relationship (*simile, metaphor, kenning, conceit, parallelism, personification, metonymy, synecdoche* and *euphemism*); (2) figures of emphasis and understatement (*hyperbola, litotes, rhetorical question, antithesis, climax, bathos, paradox, oxymoron* and *irony*); (3) figures of sound (*alliteration, onomatopoeia, rhyme, metre, triple, parallelism, anaphora, enumeration, zeugma, pun, oxymoron, antithesis, simile, clarifying synonyms, anti-climax, climax, hyperbole, meosis, metonymy, metaphor, allusion, personification, antonomasia, allegory, irony, understatement, irony, satire, paradox, oxymoron, pun, rhetorical questions*)



*alliteration, repetition, anaphora and onomatopoeia*); (4) verbal games ( *pun and anagram*) and (5) errors (*malapropism, periphrases and spoonerism*) [8, 513].

*A Dictionary of Literary terms and Literary theory* by J.A.Cuddon and *A Glossary of Literary terms* by M. H.Abrams give the explanation of literary devices with examples and their definitions, but do not present any classification to them. But we could see division of literary devices based on the ancient theory of rhetoric in *Oxford Dictionary of Literary terms* by Chris Baldick. He named and categorized dozens of figures, drawing a rough and often disputed distinction between tropes or also known as figures of thoughts that extend the meaning of words and those that merely affect their order or their impact upon an audience known as figures of speech, schemes or rhetorical figures. In this dictionary the most important tropes are *metaphor, simile, metonymy, synecdoche, personification, irony* and others include *hyperbole (overstatement), litotes (understatement) and periphrasis (circumlocution)*. The rhetorical figures can emphasize or enliven a point in several different ways: by placing words in contrast with one another (*antithesis*); by repeating words in various patterns (*anadiplosis, anaphora, antistrophe, and chiasmus*); by changing the order of words (*hyperbaton*); by missing out conjunctions (*asyndeton*); by changing course or breaking off in mid-sentence (*anacoluthon, aposiopesis*); by assuming special modes of address (*apostrophe*) or inquiry (*rhetorical question*) and a further category of figures, sometimes known as figures of sound achieves emphasis by the repetition of sounds, as in *alliteration, assonance and consonance* (2, 97 )

**III. RESULT AND CONCLUSION** categorizing stylistic devices. That is why we can see that some lexical stylistic devices are included in different groups and even into different types of stylistic devices. Stylistic devices as *antithesis* groups of his

As we have seen above there is no stability in classifying and classification: imagery (*simile, metaphor, synecdoche, personification*) and miscellaneous (*hyperbole, understatement, irony, satire, paradox, oxymoron, pun*) stylistic devices. *Merriam Webster's Encyclopedia of Literature* put them into the category of figures of resemblance or relationship ( *simile, metaphor, kenning, conceit, parallelism, personification, metonymy, synecdoche and euphemism*), but *hyperbola, oxymoron and irony* were involved into the category of figures of emphasis and understatement together with syntactical stylistic devices as *litotes, rhetorical question, antithesis, climax, paradox*. *Oxford Dictionary of Literary terms* by Chris Baldick names them as tropes and includes *metaphor, simile, metonymy, synecdoche, personification, irony, hyperbole (overstatement), litotes (understatement) and periphrasis (circumlocution)*, which is very close to Galperin's classification.

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**The status of contrastive linguistics across disciplines**

“ The most beautiful thing we can experience is the mysterious.  
It is the source of all true art and science.”

Albert Einstein

**Abdurozikova Ismigulbegim Inoyat qizi**

4th year student at Djizzakh branch of The National University of Uzbekistan named  
after Mirzo Ulugbek

Supervisor: **Zilola Abdurakhmanova**

Assistant teacher in the department Foreign Languages at Djizzakh branch of The  
National University of Uzbekistan named after Mirzo Ulugbek

E-mail : ismigulbegim@gmail.com

**Abstract**

The notion of interdisciplinary status in contrastive linguistics is discussed in this article, along with the idea-sharing and mutual integration of conceptions, methodology, analysis procedures, and other related topics.

**Key words:** : the nature of being multidisciplinary, contrastive linguistics, instruction of foreign languages, language variables, and typology of language systems.

**Introduction**

One of the main features of modern linguistics that is frequently recognised is its interdisciplinary nature. This has been defined by the distinction of text linguistics as a separate area within linguistics. This approach can be predicated on the notion of doing a basic analysis of the linguistic resources' lexicon and the basic functions of language in order to employ them in daily contexts.

The term "interdisciplinary" refers to the relationship between two or more disciplines, with the degree of variation ranging from a simple interchange of ideas to reciprocal integration of concepts, methods, and analysis procedures, among other things. It is dependent upon the nature of language itself, which is an intricate, dynamic, and open system that is intertwined with many domains of human knowledge and action. In general, there are two types of interdisciplinary status: external, which refers to the interaction of the humanities with other linguistic sciences, such as lexicography, stylistics, translation theory, and teaching methodologies, and internal, which refers to the interaction of all levels and aspects of the language hierarchy [Compare Buranov, 1983].

We will look at the connections between Contrastive Linguistics and foreign language teaching techniques because preparing future educators in this field and learning a foreign language are crucial.

**Many fields of study**, including Contrastive Linguistics, are interested in the challenges associated with learning a foreign language. The methods of teaching foreign languages can be used to use Contrastive Linguistics as a problem subject. Teaching strategies employ the legitimacies developed by Contrastive Linguistics.

Like any analytical study, Contrastive Linguistics generally aims to provide both theoretical and practical instruction. The first is related to the typological study of a system of each of the languages under comparison independently, and the second is related to the further application of the findings from the analytical research.

The techniques used in teaching during the identification of interfering means are closely related to contrastive linguistics. Interference refers to the blending of native and

learned languages' differential tags. The native language that students speak from an early age might have an impact on the foreign language learning system.

English teachers frequently see a lot of errors made by their pupils. It relates to language structure and pronunciation, particularly in written and spoken communication. Frequently, one term is substituted for another without taking into account how these words relate to one another, which may not be the same in the mother tongue.

The comparative study of systems involving two or more languages is linked to the analysis of interference, with detection.

From an idealised perspective, the installation of typological isomorphism and allomorphy is linked to the investigation of interference. From a pragmatic perspective, this type of study can assist in identifying mistakes that result from the influence of a native language system on a foreign language system that is applicable at a certain level, or vice versa.

Interference can have both good and negative effects on all linguistic components.

Positive effects: It is easier and more effective for learners to acquire a new language through their original tongue.

Negative effects: When source and target languages are mixed, hybrid languages like Black English, Beach-La-Mar English (the Pacific Ocean), Pidgin English (Eastern Chinese and Korea), and Kreo English (Africa) emerge.

Additionally, there are a few difficulties that students need to plan their ideas for. If they don't make it obvious, it could have a negative impact on the language. As an illustration: Sounds, rhythm, and intonation are examples of phonetics; articles, case endings, prepositions, and word order are examples of grammar; various word formation patterns, phraseological and paremiological units, and so forth are examples of lexicon.

The examination of errors reveals that they may be separated into two categories: 1) Casual errors, which typically result from inadequate instruction. A unique fitness regimen can help to eradicate these errors. These errors are typically personal in nature. 2) Consistent errors, which are caused by the impact of their mother tongue and are made by most pupils, if not all of them. For instance, Uzbek pupils frequently pronounce [e] instead of [ae], mixing up the terms "bad" and "bed." Since Uzbek and Russian are completely unfamiliar with such linguistic occurrences, English language learners may omit the indefinite or definite article. Errors of Miss Nature are quite hard to get rid of. They are seen as normal, stable.

The English instructor must first identify the origins of the errors before organising the learning activity designed to rectify them. He must next consider the best ways to stop the errors from happening in the first place. If errors persist, the instructor's job is to devise a series of exercises designed to rectify and eradicate these errors. Thirdly, the required assistance must consider all of the challenges associated with learning a foreign language. These tools have to make it easier to learn the proper language. Fourthly, the instructor must choose language and speech materials carefully and provide them in a quantity that is appropriate for the students' actual ability levels.

Let's take a closer look at these topics. Learning the idiosyncrasies of a foreign language—in this example, English—is a prerequisite to learning it. Consequently, two language systems are compared: the mother tongue system and the foreign language system. The pupils' native language and the foreign language's regularities conflict. Two language systems are mixed together here: on the one hand, the foreign language requires all students to reframe certain prejudices that were created using the native language framework.

The learner will incorporate the patterns of his native language into his speech in a foreign language at all levels of the language system throughout this restructuring. It is only normal for all speakers of this or that native language to commit the same errors, which are said to as typical—or more accurately, typological. This is readily apparent when it comes to elements of a foreign language that are either missing from or distinct from those found in the pupils' home tongue.

However, the mother tongue of the pupils will continuously impose its norms on their speech in a foreign language, which means that it will be a consistent source of errors at all levels of the foreign language structure. The term "language interference" refers to this phenomena.

The structural and functional similarities as well as differences between English and Uzbek or Russian may be expressed through a typological analysis of these languages.

Because the functional resemblance of related language events ensures that such mistakes do not occur, structurally and functionally isomorphic characteristics cannot be the source of steady mistakes. Here, errors of a different kind might arise from inadequate comprehension of linguistic structure's functionally related but materially distinct components.

Therefore, it is thought that the most significant cause of students' errors is the allomorphic characteristics of both languages. When mother tongue rules are imposed on a foreign language's structure, many errors happen. For instance, many pronunciation errors in students occur from typological features of the English language, such as the two main types of vowels (long and short) in its phonological system, which are not present in Uzbek or Russian. This confusion between [i] and [i:], [u] and [u:], etc., results in incorrect word formation and perception.

Typology of phonological systems of native and foreign languages aids in taking into account all typological differences between the two languages and provides a theoretical framework for defining potential challenges in mastering the foreign language's phonological system. It also aids in the selection of phonetic and phonological challenges and the development of the corresponding study sequence and exercise regimen.

Frequent errors can also be attributed to typological variations in the morphological structures of the two languages.

Students often make blunders when it comes to sentence structure. The typological disparities between Uzbek and English are the reason of it. SVO, or rigorous word order, is required by the English language's analytical structure. Although the word order of agglutinative languages is stable, it is very different from that of English: SOV.

Let's look at one more illustration, this one including the mining of a local method for teaching foreign languages. It is essential to permit locals to speak two or more languages while teaching foreign languages in distinct regions of the Central Asian republics. The Russian, Tadjik, and Uzbek linguistic systems all play a simultaneous interfering role in Uzbekistan's major cities, including Bukhara and Samarkand. Regional method has not yet been devised, nevertheless.

In summary, contrastive linguistics considers the language's structure and system as a whole rather than individual components, as demonstrated by the real-world examples seen during the process of learning a foreign language. Thus, Contrastive Linguistics aids in the solution of both general and specific methodological issues that arise when teaching a foreign language in a variety of contexts (such as the nationality of the learners). Among these are issues relating to the theoretical foundation and development of strategies and tactics for

teaching specific sounds and their variants, particular grammatical forms, and particular phraseological units of a foreign language in accordance with the main characteristics of the mother tongue.

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**Dezadaptatsiyalashgan o'smirlarni korreksiyalashning psixologik xususiyatlari**

**Odilova S.K.**, Osiyo xalqaro universiteti 2-bosqich magistranti

Ilmiy rahbar **Sobirov.A.A.** psixologiya fanlari bo'yicha falsafa doktori, PhD, dotsent.

**Annotatsiya.**Psixologlar pedagog shaxsiga katta e'tibor qaratadilar, chunki zamonaviy masalalarni hal qilishni faqatgina o'smirlar sub'ektliligi bilan ishlashni biladigan pedagog amalga oshirishi mumkin, bunga esa pedagog shaxsiga yuqorida qo'yilgan bir qator talablarga javob bera oladigan pedagoglar erishishlari mumkin.

Ta'lim sub'ekti haqidagi tasavvurlar pedagogning kasbiy pozitsiyasi, ta'lim jarayonlari maqsadlari, mazmuni, metodlari, natijalarini taqozo etadi. Pozitsiyani tushunish bizning tadqiqotimiz maqsadlari uchun ham zarurdir, chunki insondagi o'zini o'zi aniqlashni, ijtimoiy borliqning turli sohalariga kirish uchun tanlangan usullarni aks ettiradi.

Pozitsiya turlari – bu ijtimoiy xulq namoyon bo'lishining odatiy shakllaridir, ya'ni ma'lum vaziyatlarda tizimli yoki nisbatan o'zgarmas namoyon bo'luvchi xulqdir. Pozitsiya turlari statik tasodif emas, balki bir xil (ma'lum vaqt oralig'ida) namoyon bo'ladigan shaxsning ma'lum ob'ektlar yoki ijtimoiy muhit vaziyatlariga xarakterli munosabatidir. Pozitsiya har doim mos keluvchi ijtimoiy ob'ektlarga baholovchi fikr yuritish yoki predmetli-amaliy xatti-harakat ko'rnishidagi munosabatni aks ettiradi. Ularda ob'ektlarga nisbatan shaxsiy munosabat va bu ob'ektning u yoki bu shaxs uchun ahamiyati namoyon bo'ladi. (bizning tadqiqotimiz doirasida bu – pedagogning dezadaptatsiyalashgan o'smirlarga munosabati bilan xarakterlanadi). Dezadaptatsiyalashgan o'smirlardagi "Men" timsolini korreksiya qilish bo'yicha pedagog kasbiy faoliyatini psixologik tahlil qilish jarayonida eng muhimi o'zgaruvchanlik va harakatchanlikdir. Bu haqida olib borilgan tadqiqotlar mazmunini birlashtirish mumkin. Ularga ko'ra, o'qituvchi va o'quvchi o'zaro ta'siri misolida o'zaro ta'sirning quyidagi ijtimoiy tiplarini ajratish mumkin:

1. "Men" likni anglashga yo'nalgan hamkorlik. Sheriklar o'z "men"ligi asosida faollik ko'rsatadilar.
2. Hamkorlik: Birgalikdagi predmetli-amaliy faoliyat yordamida har bir shaxsning individual maqsadlari va umumiy maqsadlarga erishishga ko'maklashish;
3. Bir tomonlama yo'nalgan hamkorlik. Bunda birgalikdagi predmetli-amaliy faoliyat qatnashchilaridan biri boshqasining maqsadga erishishiga yordam beradi, boshqasi esa u bilan o'zaro ta'sirdan bosh tortadi.
4. Kontrast o'zaro ta'sir: qatnashchilardan biri boshqasiga hamkorlik qilishga harakat qiladi, ikkinchisi esa birinchisiga faol qarshilik ko'rsatish strategiyasini qo'llaydi.
5. Kelishuvga asoslangan o'zaro ta'sir – bunda har ikkala sherik ham hamkorlik va qarama-qarshilikning alohida elementlarini namoyon qiladilar.
6. Bir tomonlama qarshilik, ya'ni sheriklardan biri boshqasining maqsadga erishuviga to'sqinlik qiladi, ikkinchisi esa o'z navbatida birinchi qatnashchi bilan hamkorlik qilishdan bosh tortadi.
7. O'zaro ta'sirdan qochish, ya'ni har ikkala sherik ham o'zaro ta'sir ko'rsatishdan qochishga harakat qiladi.
8. Qarama-qarshi kurash: har ikkala sherik bir-biriga qarama-qarshilik qiladi va har birining individual ijtimoiy jihatdan ahamiyatli maqsadiga erishishida to'sqinlik qiladi.

Mazkur hamkorlikni korreksiyalash asosida ish ko'rish pedagog kasbiy pozitsiyasida muhim o'rin tutadi. Zero, kasbiy pozitsiya insonning kasbiy kamolotini ifodalaydi, uning doirasida u o'z kasbiy faoliyat konsepsiyasini amalga oshiradi, turlicha, ba'zida qarama-qarshi "xatti-harakat vaziyatlari"da o'zining mehnatga yo'nalganligini ishlab chiqadi. Xulq-atvor

komponentining kasbiy pozitsiya tuzilmasiga kirishi va uning shaxsni ijtimoiy o'zgartiruvchi amaliyotga jalb qilish me'yori sifatida qaralishi shaxsning ijtimoiy-ahamiyatli yo'nalganligi doirasidagi kasbiy pozitsiyasi faolligi darajalari klassifikatsiyasini ishlab chiqish imkonini beradi:

1. Insonning imkoniyatlarini kengaytirish va muayyan kuchlarini rivojlantirishga olib keluvchi faol kasbiy pozitsiya: kasbiy tashabbuskorlik, ijodiy faoliyat, sidqidildan ishlash.

2. O'rta darajadagi faollikda ifodalanuvchi kasbiy pozitsiya: o'z majburiyatlariga mas'uliyat bilan yondashish, lekin butunlay reproduktiv faoliyat.

3. Ijodiy ma'naviy salohiyat bilan birga passiv kasbiy pozitsiya: past darajadagi faollik, lekin u o'z ichiga tashabbuskorlik ehtimolini – ijtimoiy tajribasizlik, "sog'lom" asosga ega bo'lgan konformizm, hali bilimlar ko'nikma va malakalar bilan mustahkamlanmagan yaxshi niyatlarni oladi.

4. Salbiy ma'naviy salohiyat bilan birga passiv kasbiy pozitsiya: past darajadagi faollik, ijtimoiy ixlossizlik, kasbiy uzilishlar asosidagi inertlik, skeptitsizm, konformizm.

5. Salbiy kasbiy faoliyat, uni turli jadallikdagi yolg'on faollik sifatida baholaydilar: demagogiya, ikkiyuzlamachilik va h.k.

Pedagogning kasbiy pozitsiyasida asosiy jihat, bizningcha, dezadaptatsiyalashgan o'smir shaxsini boricha qabul qilishdir, bu degani uning individual o'ziga xosligini va o'z "men"ini namoyon qilish huquqini rivojlanishning o'sha darajasida tan olishdir, ya'ni uni jamiyat va ota-onalar tomonidan tashkil etilgan tarbiya uchun ayblamaslikdir. O'smirni boricha qabul qilish uning individual o'ziga xoslikka ega bo'lish huquqini va mazkur vaziyatda ijtimoiy-psixologik holatlar va avvalgi hayotning butun tarixi mahsuli sifatida idkrok etishni tan oladi. Ob'ektiv borliqqa ko'ra u aynan shunday, boshqacha emas. Bu bilan o'smirni shaxsiy rivojlantirish korreksiyasi inkor etilmaydi, lekin bu tashkillashtirilgan faoliyat jarayonida – shaxsning yangi tuzilmasi, uning ilgari mavjud bo'lmagan xislatlarga ega bo'lish faoliyatida amalga oshadi.

Asosida boshqa odam manfaatlarini hisobga olish yotadigan gumanistik g'oyani amalga oshirish uchun pedagoglar quyidagi kasbiy ko'nikmalarga ega bo'lishlari maqsadga muvofiqdir:

- O'quvchilar bilan muloqot davomida asosiy e'tiborni faoliyat predmeti va munosabatlarga qaratish lozim – ana shunda individual o'ziga xosliklar faqatgina birgalikdagi ishga halaqit berishdan to'xtab qolmay, balki o'zaro ta'sirlarga kutilmagan xususiyatni berishi mumkin;

- Har bir insonning (ham o'quvchi, ham pedagogning) fikrlari, didlari, qobiliyatlaridagi o'ziga xoslikni tan olishdan foydalanish – bunda muloqot jarayoni qiziqarli bo'ladi, birgalikdagi faoliyat qatnashchilari fikrini bir joyga jamlash ham osonlashadi;

- Tarbiyalanuvchini ochiq baholashga yo'l qo'ymaslik, ko'proq yuz berayotgan hodisaga o'z munosabatini bildirish, bunda dezadaptatsiyalashgan o'smirdagi o'ziga bo'lgan ishonch mustahkamlanadi, uning o'zini o'zi baholash tizimi ortadi.

Biz o'qituvchi va o'quvchi o'rtasidagi o'zaro ta'sir ko'proq dars jarayonida yuz beradi, degan fikrdan kelib chiqqan edik. Pedagogning dezadaptatsiyalashgan o'smirlar psixokorreksiyasi bo'yicha olib boradigan ishlarini psixologik kuzatish darsga mazmunli instrument sifatida qarashni o'z ichiga olishi kerak. Mazkur holatda psixologning vazifasi pedagogga o'quvchiga nisbatan individual shaxslilik yondashuvni amalga oshirishga yordam berish bo'lib, bunda pedagog ontogenezning mazkur davri psixik va shaxslilik rivojlanish me'yorlariga o'z qarashlarini namoyon qilishidan foydalanish zarur. O'qituvchining pedagogik pozitsiyasi pedagogik jarayondagi o'zaro ta'sir xarakterini, maqsadlar shakllanishi, mazmunni

o'zlashtirish, usulni egallash, shuningdek pedagoglar tomonidan dezadaptatsiyalashgan o'smirning hayot yo'lidagi shaxs sifatida rivojlanish xususiyatlarini oldindan prognozlashtirishga xizmat qiladi.

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**Fe'l so'z turkumida mayl kategoriyasining o'ziga xos xususiyatlari**

**Yigitaliyeva Shohsanam Isog'ali qizi**

Qo'qon DPI o'qituvchisi

**Hamraliyeva Shahzoda Kamoliddin qizi**

Qo'qon DPI talabasi

**Annotatsiya.** Harakatning voqelikka munosabatini ifodalaydigan grammatik shakllar fe'l mayllari deyiladi. Mayl kategoriyalari fe'l zamonlari, shaxs-son kategoriyalari bilan uzviy bog'liqdir. Shuning uchun fe'l mayllari harakatning bajarilishini real borliq bilan bog'langanligini bildirib, aniqlik, buyruq-istak, shartkabi ma'nolarni ifodalaydi.

**Kalit so'zlar:** Fe'l, grammatika, zamon, mayl, nisbat, voqelik, shaxs, shart mayli, gap, gap bo'laklari.

Mayl kategoriyasi — harakatning voqelikka munosabatini so'zlovchi nuqtai nazaridan belgilovchi grammatik kategoriya. O'zbek tilida maylning quyidagi turlari bor: 1) buyruq-istak mayli: ayt, aytgin, ayting kabi; 2) shart mayli. Bu mayl shakli sa affiksi yerdamida yasaladi: borsam, borsang, kursa kabi; 3) shartli mayl — bajarilishi shart ergash gapdan anglashilgan harakatning bajarilishiga bog'liq bo'lgan (shartlangan) harakatni bildiruvchi mayl. Bu mayl shakli (a)r edi, maye edi yerdamida yasaladi va bu shakldagi Fe'l bosh gapning kesimi bo'lib keladi.

Zamon kategoriyasi — harakatning nutq paytiga munosabatini bildiruvchi grammatik kategoriya. Harakatning nutq paytiga munosabatiga ko'ra Fe'lning 3 zamon turi farqlanadi: o'tgan zamon — keldi, oldim; hozirgi zamon — kelyapman, kelyapti; kelasi zamon — kelaman. Shaxs son kategoriyasi — harakatning 3 shaxs (so'zlovchi, tinglovchi, o'zga)dan biriga oidligi ma'nosini bildiruvchi grammatik turkum: keldi m (birinchi shaxs, birlik), keldik (birinchi shaxs, ko'plik), kelding (ikkinchi shaxs, birlik), keldingiz (ikkinchi shaxs ko'plik).

**FE'LLARDA MAYL SHAKLLARI.** So'zlovchining fe'ldan fe'ldan anglashilgan harakat-holatiga munosabatini bildirgan fe'l shakllariga mayl shakllari, shunday shakllar tizimiga esa mayl kategoriyasi deyiladi. Harakatning voqelikka munosabatini ifodalaydigan grammatik shakllar fe'l mayllari deyiladi. Mayl kategoriyalari fe'l zamonlari, shaxs-son kategoriyalari bilan uzviy bog'liqdir. Shuning uchun fe'l mayllari harakatning bajarilishini real borliq bilan bog'langanligini bildirib aniqlik, buyruq-istak, shartkabi ma'nolarni ifodalaydi. Shunga ko'ra fe'llarda uch mayl bor:

1. Xabar mayli. 2. Buyruq -istak mayli. 3. Shart mayli.

Xabar (yoki ijro) mayli---harakat holatning bajarilishi yoki bajarilmasligi haqidagi xabar darakni bildiruvchi fe'l shakli xabar shakli hisoblanadi. Xabar maylining maxsus qo'shimchasi yo'q. Xabar mayli fe'l asosiga zamon va shaxs-son qo'shimchalarini qo'shish orqali ifodalanadi. Keldi, keladi.

Aniqlik mayli uch zamondan birida aniq bajariladigan yoki bajarilmaydigan harakatni bildiradi. Aniqlik mayli fe'lning sifatdosh, ravishdosh shakllarini tushlash bilan hosil bo'ladi. Aniqlik mayli uch zamonnini o'zida aks ettiradi: Ikromjon osmonga qaray-qaray ko'chaga chiqib ketdi. (S.A.) Hozirgidaqa alam o'tib ketgan paytlarda Aziz o'zini -o'zi koyishga ham tushadi. (O.) Buyruq-istak mayli ish-harakatning bajarilishi jarayonidagi buyruqni, xohish. istak, iltimos, undash ma'nolarini ifodalaydi. Yaxshilab eshitib, qulog'ingga quyib ol. Amakingning ko'ngli yarimta, yonidan jilma. (S.A.) Shuni bilib qo'ying demoqchiman. xolos.

Buyruq-istak mayli---harakat va holatini bajarish yoki bajarmaslik haqidagi buyruq , istak, iltimos, maslahat ma'nolarini bildirgan, harakatni bajarishga da'vat etish ma'nosini bildiradigan fe'l shakliga buyruq-istak mayli shakli deyiladi.



Buyruq-istak mayli shakllari fe'l asoslariga quyidagi qo'shimchalarini qo'shish yo'li bilan hosil qilinadi: -y(ay), -(a)yon, -gin, -kin, -qin, -(i) ng, -sin(lar), -(a) ylik, -(i) nglar. Hayot saboqlarini o'rgangin. Fe'ning zamon, shahs-son qo'shimchalarisiz qismi || shahs buyruq-istak maylini ifodalaydi. Bu qismga buyruq-istak ma'nosini kuchaytirish uchun -gin qo'shimchasini qo'shish ham mumkin, shuning uchun bu ikki shakl ma'nodosh sanaladi: kel-keling-kelgin; ol-oling-olgin. Buyruq -istak maylining ikkinchi shaxsi qat'iy buyruq ma'nosini anglatadi: Tayyormisizlar? Qani jiyon yuklarni aravaga olib kiraver. (S.A.) Iltimos, undash ma'nosidagi buyruqni anglatadi. O'sh yo'lida bo'lurmiz. Onamga xabar bering. (P.Q.) Tinch ohangdagi hurmat ma'nosidagi buyruqni ifodalaydi: qani bu suratni menga bering mirzom. (P.Q.) Buyruq-istak maylining uchinchi shaxsi asosan buyruq ma'nosini, shuningdek, tinch ohangda aytilganda iltimos. undash ma'nolarini anglatadi: Shoshmang, chiqishsin bular. keling, birpas damingizni oling. (O.Yo.) Buyruq-istak maylining uchinchi shaxsi suhbat jarayonida ishtirok etmagan shaxsga, narsa va hodisalarga qaratiladi: Mayli, dindan qaytganni yana din yo'lga solish - savob ish. Shahzoda Temurxon uni o'z odamlari qatoriga olsinlar. (P.Q.)

Shart mayli--boshqa bir harakat va holatning bajarilishi yoki bajarilmasligi uchun shart bo'lgan harakat va holatni, shuningdek, istak-xohishni bildirgan fe'l shakli shart mayli shakli sanaladi, shart mayli -Sa qo'shimchasi yordamida yasaladi:Aysam, tilim, aytmasam dilim.

Shart mayli edi, ekan to'liqsiz fe'llari bilan kelganda orzu-istak ma'nosini bildiradi: -Sa edi shakli ba'zan -Saydi tarzida talaffuz qilinadi va shunday yoziladi; ko'rsaydi, o'qisaydi.

Shart mayli shakli kerak so'zi bilan kelganda taxminan-gumon ma'nosini bildiradi: Bu bola yaxshi bilsa kerak (bilmasligi ham mumkin) Maqsad mayli--harakatning biror maqsadda bajarilishini bildiradi, -moqchi qo'shimchasi yordamida hosil qilinadi. Masalan; Yozmoqchiman., yozmoqchisan, yozmoqchi. Shart mayli biror harakatning bajarilishi uchun undan oldin bajarilishi shart qilib qo'yilgan harakatni ifodalaydi. Fe'ning shart mayli shakli fe'l negiziga - sa qo'shimchasini qo'shish va tushlash bilan hosil bo'ladi. Shuning uchun- sa qo'shimchasi fe'ning shart mayli shakli hisoblanadi.

Shart mayli shakli quyidagicha ma'nolarni ifodalaydi:

1. Nutq so'zlanib turgan paytdan oldin bajarilishi shart qilibqo'yilgan harakatni ifodalaydi. Bu shakl -sa qo'shimchali fe'lnitushlash va edi to'liqsiz fe'lini keltirish bilan hosil bo'ladi: yozsamedi, o'qisam edi.

2. Nutq jarayonidagi harakatni ifodalaydi. Bu shakl -saqo'shimchasi **orqali ifodalanib**, shu qo'shimchani olgan fe'l ergashgapning kesimi vazifasida keladi: Agar surat qo'lga tushsa, u qizham malomatga qoladi.(P.Q.)

3. Maqsad, orzu, xohish -istakma'nolarini ifodalaydi. Bu shakl fe'lga -sa qo'shimchasini qo'shish orqali, shuningdek -sa qo'shimchasini qo'shib tushlash bilan hosil bo'ladi. Masalan, aytсам, borsang, kelsam.

4. Iltimos, maslahat ma'nolarini anglatadi. Bu shakl ham fe'lga -sa qo'shimchasini qo'shish va tushlash bilan hosil bo'ladi. Masalan, borsang, olsang, yozsang.

5. Demak, fe'l anglatgan ish-harakat voqelikka munosabatiga ko'ra aniqlik, shart (istak), buyruq (istak) kabi qo'shimcha modal ma'nolarni ifodalaydi.

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Мухиддинова (Абдуллаева) Дилафруз Мансуровна  
 - Кокандский Государственный Педагогический Институт,  
 Факультет иностранных языков,  
 преподаватель кафедры английского языка и литературы.

В МИРОВОЙ ЛИТЕРАТУРНОЙ ГАЛЕРЕЕ  
 IN THE WORLD GALLERY OF LITERATURE

JAHON ADABIY GALEREYASIDA

#### Аннотация

В данной статье рассматривается автор Сэмюэль Батлер в своём романе показывает церковь в тот роковой для неё момент, когда разрыв настолько расширился и углубился, что его уже стали замечать некоторые, наиболее умные или наиболее честные представители самого духовенства. Такую книгу, как "The Way of all flesh", мог создать только начётчик в писании, с младых лет. "The Way of all flesh" означает буквально: "Путь всякой плоти". Это выражение, заимствованное из псалма и повторяющееся в заупокойной службе англиканской церкви, можно понять как "путь от рождения до смерти", т. е. как развёрнутый синоним слова жизнь.

#### Ключевые слова

Ферула, богословские науки, перебежчик, невозвратный обет, церковный отпечаток, начётчик в писании, религиозная выучка, безрелигиозное мировоззрение, синекур, сполация, диссидентство, англиканское духовенство, реминисценция

#### Abstract

This article discusses the author Samuel Butler in his novel showing the church at that fatal moment for it, when the gap widened and deepened so much that some of the smartest or most honest representatives of the clergy themselves began to notice it. A book like "The Way of all flesh" could only have been written by a book reader from an early age. "The Way of all flesh" means literally: "The Way of all flesh." This expression, borrowed from a psalm and repeated in the funeral service of the Anglican Church, can be understood as "the path from birth to death", i.e. as an extended synonym for the word life.

#### Keywords

Ferula, theological sciences, defector, irrevocable vow, ecclesiastical imprint, book-reader, religious education, non-religious worldview, sinecure, spoliation, dissidence, Anglican clergy, reminiscence

#### Abstrakt

Ushbu maqolada yozuvchi Samuel Butler o'z romanida cherkovning o'sha halokatli daqiqalarini ko'rsatadi, bu bo'shliq shunchalik kengayib, chuqurlashib ketganki, ruhoniylarning eng aqlli yoki eng halol vakillarining o'zlari buni payqashdi. "Xotima" kabi kitobni faqat kitobxon bolaligidanoq yozishi mumkin edi. "Xotima" so'zma-so'z ma'nosini anglatadi: "Xotima". Zaburdan olingan va Anglikan cherkovining dafn marosimida takrorlangan bu iborani "tug'ilishdan o'lingacha bo'lgan yo'l", ya'ni hayot so'zining kengaytirilgan sinonimi sifatida tushunish mumkin.

#### Kalit so'zlar

Ferula, ilohiyot fanlari, defektor, qaytarilmas qasam, cherkov izi, kitobxonlik, diniy ta'lim, diniy bo'lmagan dunyoqarash, sinekur, talonchilik, dissidentlik, anglikan ruhoniylari, xotiralar

В мировой литературной галерее комических педагогов, тянущейся от Аристофана до наших дней, портрет многоученого д-ра Скиннера по всей справедливости должен занять одно из первых мест. И, однако, он тоже отнюдь не чудовище. Он мало похож на грубого и пьяного м-р Сквирса, изображённого Диккенсом. По-своему он даже человек передовой. В школе его уже в 50-х годах упразднены розги, продолжающие процветать в свято блюдушем вековые традиции Итоне. Под его ферулой маленькому Эрнесту жилось в общем гораздо легче, чем дома. Каких только мучений он не натерпелся под родным кровом! А в школе он только скучал. И только потерял понапрасну несколько самых лучших и плодотворных лет своей жизни.

И в университете тоже... Впрочем, нет: он прошёл там курс богословских наук, позволивший ему вступить в духовное звание, и это едва не погубило его. Тут мы касаемся центрального стержня романа. Ибо "The Way of all flesh" есть прежде всего книга об англиканской церкви.

Батлер явился в литературу как перебежчик из церковного стана. Лучше кого бы то ни было он знал все слабые стороны церкви, все её стыдливо оберегаемые секреты. Ему было известно, о чем думает пастор у постели больной прихожанки и какими сомнениями терзается юный бакалавр, готовящийся произнести невозвратный обет. Весь стиль романа носит на себе явственно выраженный церковный отпечаток. Язык Батлера густо насыщен библейскими оборотами. Некоторые из них имеют характер насмешливой пародии, но это нельзя возводить в общее правило. Во многих случаях целые готовые фразы из библии вторгаются в текст совершенно произвольно. Такую книгу, как "The Way of all flesh", мог создать только начётчик в писании, с младых лет проходивший религиозную выучку и не забывший её после того, как светское, безрелигиозное мировоззрение вытеснило последние пережитки церковной ортодоксии.

Религия и церковь во все времена и во всех странах служили орудием классовой борьбы и классового угнетения. Религия даёт в руки властителей жизни, как бы они ни назывались в данный исторический момент, -- рабовладельцами, феодальными господами или капиталистами, -- самое могущественное средство для воздействия на умы эксплуатируемых масс, а церковь регулирует использование этого средства, организуя кадры постоянных агитаторов и духовных надзирателей, вышколенных в господствующей церковной идеологии и готовых в любую минуту начать преследование инакомыслящих. Но сверх того, по крайней мере в странах старой христианской цивилизации, церковь имеет ещё одну добавочную функцию. Она сама является орудием для непосредственной эксплуатации, ибо выкачивает деньги в виде платы за требы, десятины, специальных налогов, добротных даяний и т. п. и предоставляет в распоряжение господствующего класса ряд выгодных sinecur. В феодальную эпоху церковь повсеместно была крупным землевладельцем. В настоящее время она стала кое-где весьма солидным капиталистом. В английской церковной истории добавочная функция сплошь да рядом заслоняла главную. В погоне за доходами забывали о господстве над умами и душами. Католическая английская церковь была самой богатой в Европе, и это погубило её. Её обширные поместья и сокровища, накопленные в ризницах, возбудили зависть вельмож. Король, бывший вполне правоверным богословом, но всего более озабоченный вопросом, где найти деньги для пышных



празднеств и разорительных войн, отложился от Рима и произвёл секуляризацию. Секуляризация превратилась в сполацию, т. е. беззастенчивое расхищение церковных имуществ. Знатнейшие английские лорды по сей день владеют замками, носящими старинное название аббатств. Все это памятники эпохи сполации.

Французская революция положила конец развесёлому житью духовенства. Правящие классы были напуганы. Они вспомнили, что церковь не просто дойная корова для младших сынков, что она учреждена самим богом для обуздания черни и охраны установленного порядка. На рубеже XVIII и XIX веков английская церковная иерархия начинает исподволь подтягиваться, чиститься, перестраиваться и требовать от своих членов соблюдения хотя бы внешних приличий. После парламентской реформы 1832 г. и первого пришествия к власти средних классов этот процесс ускоряется. К этому времени кадры буржуазии значительно расширились. Ее основная масса не принадлежала более к диссидентству. Но от его морального влияния она ещё не освободилась. Буржуазия овладела церковью, как всем остальным. Именно она внесла в церковный обиход новый элемент, без которого церковь не могла стать по-настоящему респектабельной, -- элемент лицемерия. До той поры англиканское духовенство предоставляло пресвитерианам, баптистам, методистам, квакерам и прочим сектантам культивировать эту добродетель, стать полезную в благоустроенном обществе.

Если бы английская буржуазия викторианской поры могла поставить предел развитию наук, она, несомненно, сделала бы это. К её огорчению, такая приостановка была несовместима со всеми тенденциями экономического роста самой буржуазии. И вот между учением церкви, продолжавшей властвовать над умами, и тем мировоззрением, которое стихийно рождалось из целого ряда неоспоримых научных открытий, начал постепенно образовываться разрыв.

Сэмюэль Батлер в своём романе показывает церковь в тот роковой для неё момент, когда разрыв настолько расширился и углубился, что его уже стали замечать некоторые, наиболее умные или наиболее честные представители самого духовенства.

В свете библейских реминисценций надо толковать и заглавие, на первый взгляд несколько загадочное. "The Way of all flesh" означает буквально: "Путь всякой плоти". Это выражение, заимствованное из псалма и повторяющееся в заупокойной службе англиканской церкви, можно понять как "путь от рождения до смерти", т. е. как развёрнутый синоним слова жизнь. Поэтому русский перевод и озаглавлен в настоящем издании "Жизненный путь". Подразумевается жизненный путь Эрнеста Понтифкса, иначе говоря, самого Батлера. Это наиболее простое толкование. Оно, однако, значительно сужает тематику романа и выдвигает на первый план его автобиографический момент.

Некий американский критик {См. предисловие Френсис Терезы Россель к американскому изданию книги Батлер а.} заметил, что "The Way of all flesh" было бы подходящим заглавием для какой-нибудь типичной житейской истории. Но Эрнест Понтифкс, -- говорит критик, -- человек, несомненно, исключительный и находящийся,

вдобавок, в весьма необычном положении, поэтому книгу следовало бы назвать "Феномен, единственный в своём роде".

**Фойдаланилган манба ва адабиётлар:**

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**CLINICAL TERMINOLOGY: UNDERSTANDING WORD-FORMATION,  
GREEK ROOTS, SUFFIXES, AND PREFIXES**

*Samarkand State Medical University*

*Latin Teacher of the Department of Languages*

*Scientific Leader, Azzamova Umida Alisherovna,*

*The Student of International Faculty,*

**Shaikh Uves**

**Introduction.** Clinical terminology plays a crucial role in the medical field, allowing healthcare professionals to communicate effectively and precisely about various diseases, conditions, and procedures. One aspect of clinical terminology involves understanding word-formation, which often draws upon Greek roots, suffixes, and prefixes. In this article, we will explore the significance of these linguistic elements and their application in clinical terminology.

**Main Body.****1. Myocardium:**

The term "myocardium" combines the Greek roots "myo" (muscle) and "cardio" (heart), referring to the heart's muscular layer responsible for pumping blood. Understanding the Greek roots helps us decipher the meaning of complex medical terms.

**2. Myometrium:**

Similarly, "myometrium" combines "myo" and "metra" (womb), denoting the smooth muscle layer of the uterus involved in labor contractions. By breaking down the term, we can deduce its meaning more easily.

**3. Carcinosarcoma:**

"Carcinosarcoma" is a rare cancer that comprises both carcinoma (cancer of epithelial cells) and sarcoma (cancer of connective tissue). Recognizing the suffix "-oma" as a tumor or mass helps us understand the nature of this malignancy.

**4. Cytopenia:**

"Cytopenia" refers to a decrease in blood cell count, whether it affects red blood cells (erythrocytes), white blood cells (leukocytes), or platelets (thrombocytes). The prefix "cyto-" denotes cells, while the suffix "-penia" represents a deficiency or decrease.

**5. Hydraemia:**

While "hydr-" typically refers to water, "hydraemia" is not a recognized clinical term. It may have been mistakenly included here as an example, but it does not have a defined medical meaning.

**6. Lymphocytes:**

"Lymphocytes" are a type of white blood cell crucial for immune responses and antibody production. The term combines "lympho" (lymphatic system) and "-cytes" (cells), highlighting their role in the body's defense mechanisms.

**7. Lymphopenia:**

"Lymphopenia" indicates a low lymphocyte count, which can impact immune system function. The suffix "-penia" again signifies a deficiency or decrease, while the prefix "lympho-" specifies the type of cells affected.

**8. Hydrarthrosis:**

"Hydrarthrosis" refers to fluid accumulation within a joint due to inflammation or injury. The term combines "hydr-" (water) and "-arthro-" (joint), providing insight into the condition's underlying cause.

## 9. Lymphorrhea:

"Lymphorrhea" describes excessive flow or leakage of lymph fluid from a damaged or obstructed lymphatic system. The suffix "-rrhea" denotes an abnormal flow or discharge, while the prefix "lympho-" clarifies the origin of the fluid.

## 10. Herniorrhaphia:

"Herniorrhaphia" represents the surgical repair of a hernia, which occurs when an organ or tissue protrudes through weakened muscles. The term comprises "hernio-" (hernia) and "-rrhaphy" (surgical repair).

## 11. Perivasculitis:

"Perivasculitis" refers to inflammation of the tissue surrounding blood vessels. Breaking down the term, we find "peri-" (around), "vasculo-" (blood vessel), and "-itis" (inflammation).

## 12. Gastrocele:

"Gastrocele" describes the herniation of the stomach into the chest cavity through the diaphragm. The term combines "gastro-" (stomach) and "-cele" (hernia or protrusion).

## 13. Meningocele:

"Meningocele" is a birth defect characterized by the protrusion of the protective covering of the spinal cord through a hole in the spinal column. The term combines "meningo-" (meninges, protective coverings) and "-cele" (hernia or protrusion).

## 14. Anaemia:

"Anaemia" signifies a decrease in red blood cell count or their oxygen-carrying ability. The term originates from the Greek root "an-" (without) and "-emia" (blood), indicating a deficiency in blood components.

## 15. Toxaemia:

"Toxaemia" refers to the presence of toxins in the bloodstream, often associated with infection or pregnancy. The term combines "toxi-" (poison) and "-emia" (blood), emphasizing the toxic nature of the condition.

## 16. Myasthenia:

"Myasthenia" is a neuromuscular disorder characterized by muscle weakness and fatigue due to an abnormal immune response affecting the nerve-muscle connection. The term combines "myo-" (muscle) and "-asthenia" (weakness).

**Conclusion.** Understanding clinical terminology is essential for effective communication within the medical field. By recognizing word-formation patterns, Greek roots, suffixes, and prefixes, healthcare professionals can decipher complex terms, enabling accurate diagnosis, treatment, and research. A solid grasp of clinical terminology enhances collaboration, streamlines medical documentation, and ultimately improves patient care.

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## TOPIC PRESCRIPTION STRUCTURE OF PRESCRIPTION

*Samarkand State Medical University*

*English Teacher of the Department of Languages*

*Scientific Leader, Nasimova Sohiba Yaxyayevna,*

*The Student of International Faculty,*

**Taha Khalid**

**Abstract.** A prescription is an important medical document that has the healthcare provider's instructions for a patient's treatment. It acts as a legal and clinical communication tool between healthcare professionals and patients, detailing the specific medications, dosages, administrative methods, and duration of treatment. This abstract explores the essential components and structure of a prescription, emphasizing its significance in ensuring patient safety, optimizing the therapeutic outcomes, and adhering to legal and ethical standards in healthcare. Understanding the key elements and principles of prescription writing is vital for healthcare professionals to promote the effective and responsible patient care and treatment.

**KeyWords:** Prescription, Rules, Caution, Direction, Rx, Mesopotamia, 7R Rule, Parts and Components of Prescription.

**Introduction.** It is an order written by a physician, dentist, veterinarian or a registered medical practitioner (RMP) to a pharmacist to compound and dispense a specific drug for the patient. OR Prescription is a written order for medication, issued by physician or RMP. Prescription is the relationship between physician and pharmacist. The word "prescription" is derived from the Latin term *praescriptus*. (*Prae* - 'before' and *scribere*- meaning 'to write'). Prescription means 'to write before' which means prescription had to be written before a drug could be compounded and administered to a patient.

**Main Body:**

The instruction written by a medical practitioner that authorizes a patient to be issued with a medicine or treatment.

It is a written direction for a therapeutic or corrective agent specifically : one for the preparation and use of a medicine.

● **Caution**

Taking prescription drugs in a way that hasn't been recommended by a doctor can be more dangerous than people think. In fact, it's drug abuse. And it's illegal, just like taking street drugs.

● **Rules and direction for prescription**

Read the directions on the label and ask your healthcare provider how much you should take and when.

Never skip taking your prescription medicine.

Talk to your healthcare provider before you stop taking your medicines.

Only take the suggested dose.

● **Components of Prescription**

- Date of issue
- Patient's name and address
- Patient's date of birth
- Clinician name, address, DEA number
- Drug name
- Drug strength
- Dosage form

- Quantity prescribed
- Directions for use
- Number of refills
- Signature of prescriber
- **Safety Steps of Prescription**

To ensure safe medication preparation and administration, nurses are trained to practice the “7 rights” of medication administration:

1. Right patient
2. Right drug
3. Right dose
4. Right time
5. Right route
6. Right reason
7. Right documentation

By following the upper mentioned steps and technique as well as rule and direction a doctor or medical person can prescribe a good prescription as well as the patient can also be recovered soon.

- **History of Prescription**

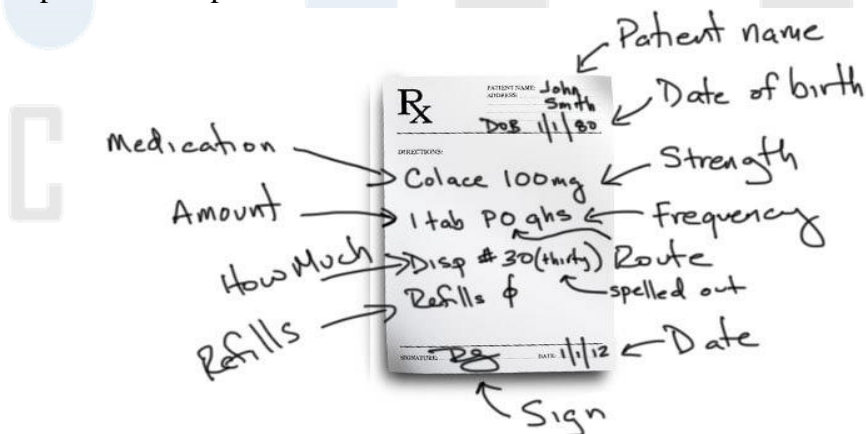
The world's oldest known prescriptions were recorded on a clay tablet in Mesopotamia (modern-day Iraq), ca. 2400 BC.

- **Symbol Sign for prescription**

Rx (sometimes written R) is a common abbreviation for medical prescriptions derived from the Latin verb *recipere*, "take / receive". It is represented by R (Latin term) „recipe“ which means „take thou“ or „you take“. In olden days, the symbol was considered to be originated from the sign of Jupiter.

- **Example**

An example of Prescription is:



- **TYPES OF PRESCRIPTION**

Prescriptions can be classified as

- a) Compounded prescription
- b) Noncompounded prescription

### Conclusion

Prescription plays a vital role in modern healthcare, serving as a critical tool for healthcare providers to communicate treatment plans and medications to the patients. A well-structured prescription ensures patient safety and treatment. It must include essential



components such as patient information, medication details, dosage instructions, and the prescriber's credentials sign name etc. Furthermore, the evolving of healthcare technology is influencing the way the prescriptions are generated or written and transmitted, making the process more efficient easy and secure.

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NOUN OF THE 3<sup>d</sup> DECLENSION (FEMININE GENDER)*Samarkand State Medical University**Latin Teacher of the Department of Languages**Scientific Leader, Aytmuratova Perxan Genjebayevna**The 1<sup>st</sup> year Student of International Faculty***Pricilla Selvam**

**Abstract.** The article talks about the 3<sup>d</sup> declension in Latin and Greek, giving importance on the challenge of identifying these nouns due to diverse stems and ambiguous nominative forms. It highlights the use of the genitive singular ending '-is' but notes exceptions, and therefore it makes the third declension nouns less predictable if we are comparing it to the first and second declensions.

**Key words:** third declension, case formation, athematic, genitive singular, gender ambiguity, and declining nouns.

**Introduction.** The third declension is a category of nouns in Latin and Greek with broadly similar case formation — diverse stems, but similar endings. Sanskrit also has a corresponding class (although not commonly termed as third), in which the so-called basic case endings are applied very regularly.

In contrast with the first- and second-declension endings, those of the third declension lack a theme vowel (a or o/u in the first and second declensions) and so are called athematic.

Many third-declension nouns, unlike first- or second-declension nouns, show different stems depending on case and number — usually one stem for the nominative singular, and another for the rest of the cases, though some Greek nouns have three stems.

A subcategory within both the Latin and Greek third declension is nouns with consonant stems. These, unlike all first- and second-declension nouns, end in a consonant. Often the consonant at the beginning of certain endings undergoes a sound change with the consonant of the stem.

**Main Body.**

You can identify third declension nouns by their genitive singular ending '-is'. You cannot identify third declension nouns in the nominative because they,

- have various forms and spelling
- have endings that do not reveal their gender can be masculine, feminine or neuter.

To decline a third declension noun:

find the genitive singular, which will end '-is' remove the '-is', leaving you with the stem add the endings shown below

E.g. Nom sing. Gen sing. Stem

Caput. capitis capit

Canalis canalis canal

It is necessary to use the stem while declining the nouns in further cases - Abl.sing, Nom.plur, Gen.plur, Abl.plur.

The Gender of nouns is determined by endings of Nom.Sing.

Exceptions to the rule:

Mater, matris, f - meninx

Gaster, gastris, f - stomach

Mater, matris, f is used in the following terms of nouns in feminine gender.

- Dura mater- hard meninx,
- Pia mater - soft meninx



- Arachnoidea mater
  - arachnoidal meninx
- Examples for Nouns of the 3-d declension (femininum)
- 1- Auris, is f. Ear
  - 2- Basis, is f. Base
  - 3- Cavitas, atis f.- Cavity
  - 4- Cervix, icis f.- Neck ( neck of uterus, bladder, tooth)
  - 5- Frons, frontis f.- Forehead
  - 6- Gl. parotis, tidis f.- Parotid gland
  - 7- Meninx, ngis f.- Meninx
  - 8- Radix, icis f.- Root
  - 9- Pelvis, is f. - Pelvis , Pelvis renalis – renal pelvis
  - 10- Pyramis, idis f.- Pyramid
  - 11- Tuberositas, atis f.- Tuberosity
  - 12- Bilis, is f. -Bile
  - 13- Extremitas, atis f. - End of long organs
  - 14- Empressio, ionis f.- Impression
  - 15- Iris, idis f.- Iris
  - 16- Lens, lentis f.- Lens
  - 17- Phalanx, ngis f.- Phalanx
  - 18- Pubes, is f. Mons, publis.

**Conclusion.** A good bet for a Latin noun whose nominative singular ends in -a is that it is a feminine noun of the First Declension. Likewise, a noun ending in -us in the nominative singular is likely Second Declension masculine. There are exceptions, but guessing those is a good starting place. It's not so easy when you get the nouns belonging to the Third Declension.

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LENGTH AND LETTER COMBINATION. VOCABULARY OF FIRST  
DECLENSION NOUNS

*Samarkand State Medical University*

*English Teacher of the Department of Languages*

*Scientific Leader, Abdusalimov Sukhrob Rustamovich,*

*The 1 st year Student of International Faculty,*

**Muhammad Faizan**

**Abstract.** In this article it is explained about the Latin 1<sup>st</sup> declension nouns that considered as group of nouns that follow a specific pattern of inflection. The authors analyze nouns that are typically feminine and nominative singular form. Nouns are declined to indicate their grammatical function in a sentence, such as whether they are the subject, object, or possessive.

**Key words:** nouns, official language, scholars, Latin words, feminine, fundamental.

**Introduction.** The Latin language, literature, science, and law are only a few of the areas in which it has a considerable influence today.

Even after the Roman Empire collapsed, Latin continued to be vividly used. It was the official language of the Roman Empire. Throughout the Middle Ages and beyond, it served as the universal language of scholars, intellectuals, and the Catholic Church. Numerous contemporary languages, particularly those in the Romance language family including Italian, Spanish, French, Portuguese, and Romanian, have been strongly affected by Latin.

**Main body:** Nouns that are normally feminine and finish in -a in the nominative singular form make up the first declension of Latin words. These nouns have specific ends in each of the following cases:

The noun's fundamental singular form, usually ending in -a.

As in puella (girl).

Genitive Singular: Usually ends in -ae and indicates possession or origin.

Puellae (of the girl), for instance.

Dative Singular: Usually ends in -ae; indicates indirect object or "to/for" someone.

For instance, puellae (to/for the girl).

Accusative Direct object in the singular, usually ending in -am.

For instance, puellam (girl)

Ablative Singular: Denotes a way or a means; usually ends in -.

For instance, puell (by, with, or from the female)

Multiple subjects are indicated by the nominative plural, which typically ends in -ae.

For instance, puellae (girls)

Genitive Plural: Signifies ownership

**Conclusion:** There are unrelenting variety of Latin first-declension patterns nouns but we have covered the most common typical ones. Of course there will be some exceptions and irregularities, nevertheless, that must be learned separately by consulting a comprehensive Latin grammar guide or dictionary for a more detailed understanding.



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**PRESCRIPTION, STRUCTURE OF PRESCRIPTION, USE OF GENDER SINGULAR AND PLURAL IN PRESCRIPTION.**

*Samarkand State Medical University*

*English Teacher of the Department of Languages*

*Scientific Leader, Ibragimova Dilbar Saydullaevna,*

*The Student of International Faculty,*

**Hiba Abbas**

**Abstract.** The reason of this article is to provide an overview of the structure and use of gender singular and plural in Latin prescription. Prescription is a Latin grammatical characteristic that indicates whether or not a noun or pronoun refers to a unmarried or more than one objects. Understanding the gender-primarily based paperwork and agreement of nouns, adjectives, and articles is critical for as it should be conveying meaning in Latin. The article delves into the essential guidelines of prescription, the singular and plural forms of masculine, female, and neuter nouns, and the significance of agreement among components of speech. It additionally emphasizes exceptions and irregularities in Latin prescription. Learners can navigate the language greater efficiently and enhance their reading and writing abilities by understanding this thing of Latin grammar.

**Key words:** Structure , use, gender singular , plural, Latin prescription , basis , nouns , pronouns, bureaucracy, masculine , female, neuter, agreement , exception, irregularities, language , bring , writing , studying Introduction Prescription, which corresponds to the manner nouns and pronouns are hired to represent the singular and plural forms of phrases, is a crucial idea to study when studying Latin. This article will take a look at the shape of prescription and look at the role that gender plays in Latin usage, each singular and plural.

**BASIS OF PRESCRIPTION**

In Latin, prescription is a grammatical element that suggests whether or not a noun or pronoun refers to a single item or numerous objects. It expresses the amount or numerosity of the challenge below attention.

**SINGULAR AND PLURAL FORMS**

Nouns and pronouns in Latin have different bureaucracy for solitary and plural use. The solitary form refers to a unmarried object, whereas the plural form refers to a set of objects. It is critical to understand how gender affects these forms. **GENDER IN PRESCRIPTION**

Gender can be masculine, feminine, or neuter in Latin nouns. The ending of the noun and its associated articles, adjectives, and pronouns is prompted with the aid of the gender

**MASCULINE AND FEMININE PRESCRIPTION:**

Masculine nouns are usually suffixed with "-us" or "-er" in the unmarried form. "Dominus" means "grasp" inside the singular, whereas "domini" indicates "masters" inside the plural. Feminine nouns often end in "-a" or "-is" within the singular shape, consisting of "puella," which means that "woman," and "puellae," which refers to "girls."

**NEUTER PRESCRIPTION**

In Latin, neuter nouns normally lead to "-um" or "-ium" inside the singular shape. For instance, "templum" manner "temple" within the singular, however "templa" means "temples" within the plural.



**AGREEMENT IN PRESCRIPTION**

It is critical to notice that adjectives and articles must agree with the gender and variety of the noun they alter. For example, if a noun is feminine plural, the associated articles and adjectives ought to additionally be female and plural.

**EXCEPTIONS AND IRREGULARITIES**

Latin, like another language, has exceptions and irregularities in prescription. Some nouns can also deviate from predictable patterns and feature wonderful bureaucracy. These exceptions must be found out further to the standard guidelines.

**Conclusion.** Understanding the structure of prescription in addition to using gender singular and plural in Latin is critical for conveying that means appropriately. Latin students who understand this grammatical element might be able to navigate the language extra successfully and improve their reading and writing abilities.

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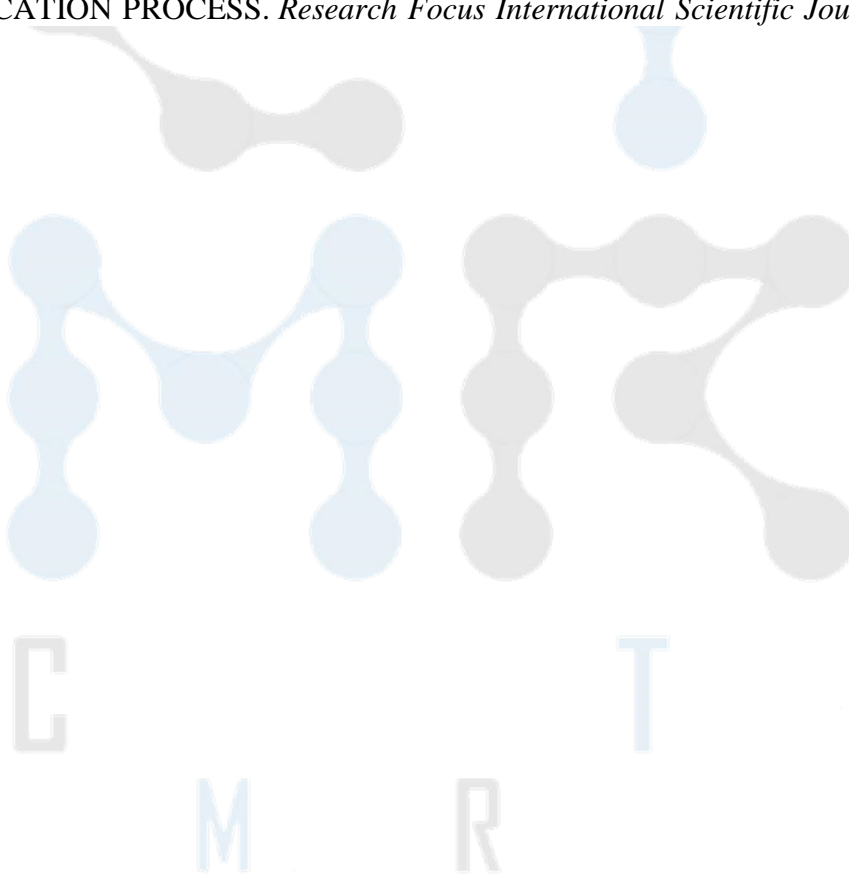
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## TOPIC CHEMICAL TERMINOLOGY OF SALTS

*Samarkand State Medical University*

*Latin Teacher of the Department of Languages*

*Scientific Leader, Normurodova Sokhiba Mallaevna,*

*The Student of International Faculty,*

**Ayesha Khalid**

**Abstract:** Salt, is a compound, plays a role Salts are formed through a chemical reaction between an acid and a base. This reaction is called neutralization. The chemical name of a salt typically consists of the name of the cation (from the base) followed by the name of the anion (from the acid). Here's a general way to derive the chemical name of a salt: Identify the cation and anion: The cation is the positively charged ion, which comes from the base in the reaction. The anion is the negatively charged ion, which comes from the acid in the reaction. Write the name of the cation first, followed by the name of the anion. For example: Sodium ( $\text{Na}^+$ ) from sodium hydroxide ( $\text{NaOH}$ ) combines with chloride ( $\text{Cl}^-$ ) from hydrochloric acid ( $\text{HCl}$ ) to form sodium chloride ( $\text{NaCl}$ ). Make sure to balance the charges. For example, calcium ( $\text{Ca}^{2+}$ ) from calcium hydroxide ( $\text{Ca}(\text{OH})_2$ ) combines with carbonate ( $\text{CO}_3^{2-}$ ) from carbonic acid ( $\text{H}_2\text{CO}_3$ ) to form calcium carbonate ( $\text{CaCO}_3$ ). in various aspects of human life. Its chemical names, sodium chloride and  $\text{NaCl}$ , reflect its fundamental composition. This crystalline substance, composed of the sodium cations and chloride anions, that exhibits a wide range of properties, making it essential for culinary, industrial, and biological applications. This abstract explores the chemical as well as structural properties, and diverse uses of salt in different fields, highlights its significance in everyday life.

**Key words.** Salts, Types, Properties, Hydrolysis, Double Salts, Rochelle's Salt.

### **Introduction.**

Without having much knowledge about salt chemistry most people would be able to give a good salt definition. The salt definition in chemistry shows that it is an inorganic chemical that is abundantly available on the Earth's crust. It is an ionic substance composed of ions that are joined together with an electrostatic ionic bonds.

### **Main Body.**

Salt is ionic compound that has a cation other than  $\text{H}^+$  and an anion other than  $\text{OH}^-$  and is obtained along with water in the neutralization reaction between acids and bases.

Eg:-  $\text{NaCl}$ ,  $\text{CuCl}_2$  etc. Sodium chloride is one of the best-known salt.

### **Types of Salts:**

1. Acidic salt – The salt formed by partial neutralization of a diprotic or a polyprotic acid is known as an acidic salt. These salts have ionizable  $\text{H}^+$  ion along with another cation. Mostly the ionizable  $\text{H}^+$  is a part of the anion. Some acid salts are used in baking.

For eg:-  $\text{NaHSO}_4^-$ ,  $\text{KH}_2\text{PO}_4$  etc.

2. Basic or Alkali Salt – The salt formed by the partial or some neutralization of a strong base by a weak acid is known as a basic salt. They hydrolyze to form a basic solution. It is because when hydrolysis of basic salt takes place, the conjugate base of the weak acid is formed in the solution.

For eg:- White lead ( $2\text{PbCO}_3 \cdot \text{Pb}(\text{OH})_2$ ).

3. Double salt – The salts that contain more than one cation or anion are known as double salt. They are obtained by the combination of two different salts crystallized in the same ionic lattice.

For eg:- Potassium sodium tartrate ( $\text{KNaC}_4\text{H}_4\text{O}_6 \cdot 4\text{H}_2\text{O}$ ) also known as Rochelle salt.

4. Mixed Salts – The salt that consists of the fixed proportion of two salts, often sharing either a common cation or common anion is known as mixed salt.

For e.g. :-  $\text{CaOCl}_2$

#### **Properties of Salts**

The compound's sodium chloride has different properties from the elements sodium and chlorine.

Saltwater contains ions and is a fairly good conductor of electricity.

This electrostatic force of attraction holds the ions together and a chemical bond is said to form between them.

#### **Hydrolysis of Salt:**

Hydrolysis of salt is the reaction of salt with water. It is the reverse of a neutralization reaction. In this reaction, when salt undergoes reaction with water, the constituent acid and base are formed as products. In hydrolysis, the salt dissociates to form ions, completely or partially depending upon the solubility product of that salt.

#### **Common Example**

the following are the examples

Basic salts:-  $\text{Na}_2\text{CO}_3$ ,  $\text{NaHCO}_3$ ,  $\text{Ca}(\text{HCO}_3)_2$ ,  $\text{CaCO}_3$ ,

Normal Salts:-  $\text{NaCl}$ ,  $\text{KCl}$ ,  $\text{KNO}_3$ ,  $\text{MgCl}_2$ ,  $\text{NH}_4\text{Cl}$ ,

Complex Salts:-  $\text{Na}[\text{Ag}(\text{CN})_2]$ ,  $\text{K}_4[\text{Fe}(\text{CN})_6]$ ,  $\text{K}_3[\text{Fe}(\text{CN})_6]$ ,

#### **Conclusion.**

Salts in chemistry are ionic compounds that are formed through the cations complete transfer of electrons to the anions. They are formed due to a neutralisation reaction between acids and bases. Salt is classified into different types acidic, basic, normal, and double.

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**Abstract.** In this article we have described about the adjectives, examples and usage. The authors analyze adjectives that are typically feminine and nominative singular form. Research on the interference of Latin into English confirmed that 98% of all English medical terms have Latin or Greek roots. But we have seen that English has dominated in science.

**Key words:** descriptive, expressive, versatile, fundamental, compelling, innovative, unique, trustworthy.

**Introduction.** An adjective is a word that modifies or describes a noun or pronoun. Comparative adjectives are used to compare two things. They're usually formed by adding the suffix "-er" (or "-r" if the word ends in the letter "e"). For two-syllable words that end in "y," the "y" is replaced with "-ier."

**Main body.** Comparative adjectives can also be formed by adding "more" or "less" before an adjective that has not been modified. The "more" form is typically used for words with two or more syllables, while the "less" form is used for all adjectives.

**Examples:** *Comparative adjectives in a sentence*

*Simon's essay is longer than Claire's.*

*The room is cozier with the fire lit and less cozy without it.*

*I have never met a more honorable person.*

Superlative adjectives are used to indicate that something has the most or least of a specific quality. They're typically preceded by the definite article "the" and usually formed by adding the suffix "-est" (or "-st" if the word ends in the letter "e"). For two-syllable words that end in "y," the "y" is replaced with "-iest."

Superlative adjectives can also be formed by adding "most" or "least" before an adjective that has not been modified. The "most" form is typically used for words with two or more syllables, while the "least" form is used for all adjectives.

Examples: Superlative adjectives in a sentence

Even the greatest athletes need adequate rest.

All the courses were delicious, but the dessert was the tastiest.

Alicia is the most charming person at the party, but her partner is the least charming. Absolute adjectives

An absolute adjective is an adjective describing an absolute state that cannot be compared. For example, the word "dead" is often considered to be an absolute adjective because it's not possible to be "deader" than someone else.

However, actual usage varies, and absolute adjectives are often modified by words such as "almost."

Coordinate adjectives. Coordinate adjectives are two or more adjectives that modify the same noun in a sentence. Coordinate adjectives can be separated by commas or by the conjunction "and."

Conclusion. English has two articles: the and a/an. "The" is used to refer to specific or particular nouns; "a/an" is used to modify non-specific or non-particular nouns. We call "the" the definite article and "a/an" the indefinite article.

Here's another way to explain it: "The" is used to refer to a specific or particular member of a group. For example, "I just saw the most popular movie of the year." There are many movies, but only one particular movie is the most popular. Therefore, we use "the".

"A/an" is used to refer to a non-specific or non-particular member of the group. For example, "I would like to go see a movie." Here, we're not talking about a specific movie. We're talking about any movie. There are many movies, and I want to see any movie. I don't have a specific one in mind.

Abstract nouns represent intangible ideas—things you can't perceive with the five main senses. Words like love, time, beauty, and science are all abstract nouns because you can't touch them or see them.

Without a tangible frame of reference, abstract nouns can be hard to pin down with grammar rules. In this quick guide, we explain the basics so you can use abstract nouns with confidence.

Adjectives describe or modify—that is, they limit or restrict the meaning of—nouns and pronouns. They may name qualities of all kinds: huge, red, angry, tremendous, unique, rare, etc. Some adjectives describe qualities that can exist in different amounts or degrees. To do this, the adjective will either change in form (usually by adding -er or -est) or will be used with words like more, most, very, slightly, etc.: "the older girls," "the longest day of the year," "a very strong feeling," "more expensive than that one." Other adjectives describe qualities that do not vary—"nuclear energy," "a medical doctor"—and do not change form.

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VOLUME-1, ISSUE-5

MAKTABGACHA YOSH DAVRIDAGI BOLALARNING RIVOJLANISHIDA  
ILMIY- TADQIQOT METODLARDAN FOYDALANISH SAMARADORLIGI

Mullaboyeva Diyoraxon Soib qizi

Nizomiy nomidagi TDPU

Umumiy psixologiya kafedra

o`qituvchisi

Nizomiy nomidagi TDPU

Maxsus pedagogika va inkluziv ta`lim fakulteti

Surdopedagogika yo`nalishi talabasi

**CH.T.Ochilova**

**ANNOTATSIYA:**

Maskur maqola talabalarni maktabgacha Yoshdagi bolalarning psixik taraqqiyoti, bilish jarayonlarining rivojlanishi hamda Ilmiy- tadqiqot metodlarning samaradorligi maktabgacha yosh davridagi bolalarni psixik rivojlanishiga tasiri, shaxs xususiyatlari haqida ilmiy ma'lumotlar bilan tanishtirish. Bolalarni maktabga psixologik tayyorgarlik muammosi yuzasidan nazariy va amaliy bilimlarni shakllantirish

**KALIT SO'Z VA IBORALAR:**

Pedagogik-psixologik eksperiment, tarbiya texnologiyalari faoliyat, pedagogik tarbiya, psixologik tarbiya ma'naviy-axloqiy sifatlar, o'yin faoliyati, individual, mehnat, muloqot, metod.

**АННОТАЦИЯ:**

Цель данной статьи - ознакомить учащихся с научной информацией о психологическом развитии детей дошкольного возраста, развитии познавательных процессов, эффективности научных методов исследования психологического развития детей дошкольного возраста, особенностей личности. и практические знания о проблеме психологической подготовки детей к школе.

**КЛЮЧЕВЫЕ СЛОВА И ТЕРМИНЫ:**

Педагогически-психологический эксперимент, образовательные технологии, деятельность, педагогическое образование, психологическое воспитание, духовно-нравственные качества, игровая деятельность, личность, труд, общение, метод.

**ABSTRACT:** The purpose of this article is to acquaint students with scientific information about the psychological development of children of preschool age, the development of cognitive processes, and the effectiveness of scientific research methods on the psychological development of children of preschool age, personality characteristics. Forming theoretical and practical knowledge about the problem of psychological preparati on of children for school.

**KEYWORDS AND TERMS:**

Pedagogical-psychological experiment, educational technologies, activity, pedagogical education, psychological education, spiritual and moral qualities, game activity, individual, work, communication, method.

Zamonaviy jamiyatimizda bugungi kunda metod, innovatsion texnologiya kabi tushunchalar noaniq tushunchalar emas. Aniq izlanish predmetiga ega bo'lgan har qanday fan o'sha predmetning mohiyatini yoritish va ma'lumotlar to'plash uchun maxsus usullar va vositalardan foydalanadi. Ular fanning metodlari deb ataladi. Fanning obro'si ham birinchi navbatda shu metodlar yordamida to'plangan ma'lumotlarning ishonchliligiga bog'liqdir. Psixologiyaning har bir tarmog'i o'z vazifalarini yechish, ma'lumotlarga ega bo'lish uchun ko'plab metodlarni sinovdan o'tkazib, eng ishonchli va mukammallarini saqlab qolgan.

Psixologik tadqiqotlar ilmiyligini oshirishda bir necha fanlar hamkorligiga suyanib kompleks metodlar qo'llaniladi. Hozir muhandislik psixologiyasi, psixofiziologiya, kosmik psixologiya, tibbiyot psixologiyasidagi ko'pgina kashfiyotlar shu usullar bilan ochilmoqda. Ikkinchi guruh – empirik metodlarga kuzatish, eksperiment, test, so'rov, sotsiometriya, faoliyat jarayoni va uning mahsulini tadqiq qilish, tarjimayi hol kabilar kiradi va ular sinash, tekshirish, diagnostika va prognozlash vazifalarini bajaradi. Uchinchi guruh metodlari natijalarni qayta ishlashga mo'ljallangan bo'lib, ular statistik (miqdoriy) va psixologik (sifat) tahlili turlariga bo'linadi. To'plangan ma'lumotlarni qayta ishlab chiqishda matematik formulalardan foydalaniladi. Tadqiqot metodlarining to'rtinchi guruhi – genetik va donalash metodlaridan iboratdir. Genetik metodga asoslanib psixik o'zgarishlar bilan rivojlanish bosqichlarining bevosita bog'liqligi ildizi aniqlanadi. Uzilishlarga yo'l qo'ymaslik uchun yig'ilgan materiallar maxsus bosqichlarga ajratib sharhlanadi. Quyida psixologiyada eng ko'p qo'llaniladigan tadqiqot metodlarining empirik metodlar guruhini tahliliy ko'rib chiqamiz: Kuzatish metodi. Psixologiyada keng qo'llaniladigan bu metodning mohiyati shundaki, tadqiqotchi mutaxassis boshqa odamning xatti-harakatlarini, xulq-atvorini, psixikasining tashqi ko'rinishlarini kuzatadi va xulosa chiqaradi. Ilmiy kuzatishlar jarayonida tadqiqotchi kuzatadigan obyektlarni nihoyatda diqqat bilan aniq o'rganishi, pala-partishliklarga yo'l qo'ymasligi lozim. Psixik holatning tashqi alomatlariga ishongan holda ish ko'rish har doim ham to'g'ri bo'lavermaydi. Odamning xatti-harakatlarini to'g'ri talqin qilish ayniqsa muhimdir. Ba'zida o'quvchi juda diqqat bilan tinglayotgandek ko'rinsa ham, tamomila boshqa narsa haqida o'ylab o'tirgan bo'ladi. Binobarin, bolalar holatini bilmoqchi bo'lsangiz, yolg'iz ko'z yugurtirib turishning o'zi kifoya qilmaydi, balki ularning qanchalik qunt bilan ishlayotganliklarini aniqlash maqsadida boshqa usullardan (mas. savollar tashlash) ham foydalanish mumkin. Uy va turli turmush sharoitlarida bolani kuzatish uning o'qishga, o'z-o'ziga, o'rtoqlariga, katta kishilarga munosabatini o'rganishga va shaxsiy fazilatlar haqida xulosa chiqarishga imkon beradi. Bunda kuzatish metodining subyektiv (o'z-o'zini kuzatish), obyektiv (tashqaridan kuzatish) usullaridan keng foydalaniladi. Subyektiv kuzatish, ya'ni o'z-o'zini kuzatish metodidan keng foydalanib kelingan bo'lishiga qaramay, bu metodni ilmiy metod deb bo'lmaydi. O'z-o'zini kuzatish metodining bir qator salbiy tomonlari bor. Birinchidan, o'z-o'zini kuzatish metodidan foydalanilganda har bir odam o'z manfaati yuzasidan subyektiv xulosa chiqaradi. Bolalar psixologiyasida obyektiv kuzatish metodi har doim ma'lum maqsadga qaratilgan bo'ladi. Bunda tarbiyachi va tekshiruvchi psixolog bolalarning xulq-atvorlari va xatti-harakatlarini ularning turli-tuman faoliyatlarida, tabiiy sharoitda, mavzuli tarzda kuzatadi. Obyektiv kuzatish metodi quyidagi qoidalarga asoslanib tashkil qilinishi kerak:

1. Kuzatishning aniq maqsadi va rejasi bo'lishi kerak. Masalan: bolalar diqqatining barqarorligini yoki tafakkur bilan bog'liq bo'lgan analiz qila olish qobiliyatini kuzatish.

2. Bola shaxsining yaxlitligi prinsipiga asoslanib, ya'ni analitik-sintetik nuqtayi nazardan kuzatish.

3. Bolani jamoada va jamoa a'zosi sifatida o'rganish.

4. Kuzatish tabiiy sharoitda olib borilar ekan, bolalar o'zlarining kuzatilayotganini mutlaqo bilmasliklari kerak.

5. Kuzatishlardan yaxshi natijalar olish uchun, ularni turli sharoitlarda, shaxs xislatlarining turli xil namoyon bo'lishini nazarda tutib, izchil tarzda, kun sayin o'rganish kerak. Kuzatish metodidan foydalanilganda bolalarning turli o'yinfaoliyatlari, didaktik mashg'ulotlar, mehnat faoliyatlarida xilma-xil psixik jarayonlarning va individual xususiyatlarining namoyon bo'lishini o'rganish mumkin. Kuzatish metodi uzluksiz yoki



faoliyatni tanlab vaqti-vaqti bilan o'tkazilishi mumkin. Bolalarni uzluksiz kuzatish metodi bilan o'rganilganda ularning barcha fe'l-atvorlari va xatti-harakatlari kundalik faoliyatlari davomida kompleks holda o'rganiladi. Uzluksiz kuzatish bir necha kun yoki bir necha oy davom etgandan so'ng to'plangan ma'lumotlar tahlil qilinib, bolaga psixologik tavsifnoma tuziladi. Vaqti-vaqti bilan tanlab kuzatilganda bolaning barcha psixikasi emas, balki faqat alohida, diqqati yoki xotirasi bilan bog'liq bo'lgan tomonlari o'rganiladi. Bolalar psixologiyasida kuzatish metodi bolalar taraqqiyotining sermazmun qirralarini o'rganish va undan olingan dalillarni kundaliklarga yozib borib o'rganishdan iboratdir. Bola taraqqiyoti haqidagi birinchi kundalik XIX asrning ikkinchi yarmida Ch. Darvin tomonidan nashr etilgan. Undan so'ng N.N. Ladigina-Kots, N.A. Menchinskaya, V.S. Muxina va 27 boshqalar bolalar psixik taraqqiyoti yuzasidan izchil ravishda yozib borgan o'z kundaliklarini nashr etganlar. Eksperiment metodi psixologiyada keng qo'llaniladi. Bunda sinaluvchi shaxsda o'rganish lozim bo'lgan psixik jarayon oldindan maqsad qilib olinadi. Masalan, matnni tushunish va o'zlashtirish uchun uni qanday tezlikda o'qish samarali bo'lishi aniqlangan. Eksperiment metodida bizni qiziqtiruvchi jarayon qachon paydo bo'lishi kutib o'tirilmaydi. Bundan tashqari eksperimentda psixik jarayonning sodir bo'lish sharoitlarini o'zgartirib turish va shu yo'l bilan mazkur jarayon haqida ko'proq kerakli ma'lumotlar to'plash mumkin. Maxsus apparatlardan foydalangan holda o'tkaziladigan eksperiment laboratoriya eksperimenti deb ataladi. Laboratoriya eksperimentida sinaluvchi shaxs bilan g'ayritabiiy sharoitda ish ko'riladi. Bu hol eksperimentning nuqsoni hisoblanadi. Odatda, turmush sharoitida natija birmuncha boshqacharoq chiqishi mumkin. Tabiiy eksperimentda bunday nuqsonlarga yo'l qo'yilmaydi. Mashg'ulot paytida bola o'zini erkin his etadi, uni tekshirishayotganini (yashirin kamera, magnitofon orqali) sezmaydi. Pedagogik-psixologik eksperiment (shakllantiruvchi – tarkib toptiruvchi eksperiment deb ham yuritiladi) ham ta'limtarbiya sharoitida o'tkaziladi. Unda faqat o'rganibgina qolmay, aktiv ta'sir ko'rsatiladi. Maxsus usulda o'qitiladi, tarbiyalanadi. Uzoq vaqt davomida o'tkazilgan pedagogik-psixologik eksperiment natijasida ta'limning eng ma'qul usullari ishlab chiqilgan. Bolalar psixologiyasida eksperimentning har ikkala turidankeng foydalaniladi. Biroq bu metodlardan bolalar psixologiyasida foydalanishning o'ziga xos tomoni shundaki, bog'chayoshidagi bolalar laboratoriya sharoitida o'tkaziladigan eksperimentlar bilan tabiiy sharoitda o'tkaziladigan eksperimentlarning farqiga bormaydilar. Har ikkala holda ham, tajribalar vazifa tarzida emas, balki o'yin tarzida o'tkazilsa yaxshi natija beradi. Eksperiment metodidan guruhlarda o'tkaziladigan mashg'ulotlar paytida keng foydalanish mumkin. Masalan: turli yoshdagi bolalar bilan o'tkaziladigan didaktik mashg'ulotlarda tabiiy eksperiment metodini qo'llash mumkin. Bunda bolalarga har xil hay-28vonlar, parrandalar, mevalar, sabzavotlar tasvirlangan rasmi kartochoikalarni aralash holda berib, ularni guruhlarga ajratish topshiriladi. Bolalar bu narsalarni qanday belgilariga qarab guruhlarga ajratishlarida ularning umumlashtirish xususiyatlarini o'rganish mumkin. Odatda, guruh sharoitida o'tkaziladigan bunday eksperimentni tabiiy eksperiment deb yuritiladi. Bolalar psixologiyasida tarkib toptiruvchi eksperiment metodidan ham foydalaniladi. Bunda bolalarning u yoki bu xususiyati (psixologik xususiyati) tarkib toptiriladi va mustahkamlanadi. Masalan: bog'cha yoshidagi bolalar ayni bir vaqtning o'zida butunni va uning tarkibiy qismlarini to'la idrok qila olmaydilar. Ular o'z diqqatlarini yoki bir butun narsaning o'ziga yoki uning bo'laklariga qarata olmaydilar. Tarkib toptiruvchi eksperiment orqali bolalarga bir butun narsani uning qismlari bilan bir paytda idrok qilish o'rgatiladi. Buning uchun bolalarga bir butun narsaning obrazini yarata olish mashq qildiriladi (turli geometrik figuralar – doira, kvadrat, kublardan foydalaniladi).

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# INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY SCIENCE

## OUTLINE

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