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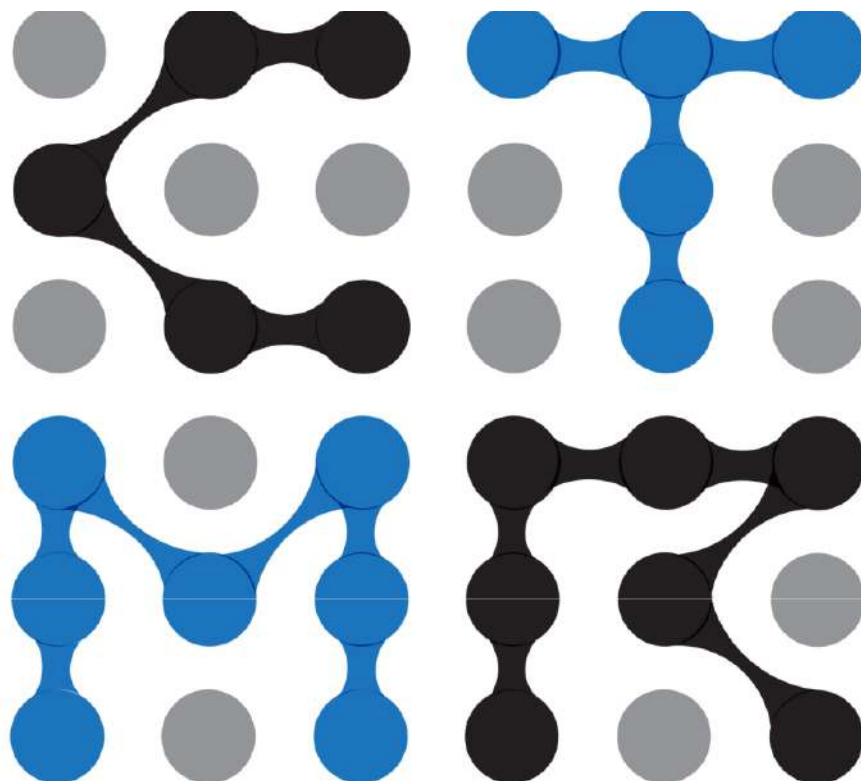
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**HAEMOPARASITIC INFECTIONS: RISK FACTORS AND EFFECTS ON PACKED CELL VOLUME OF PREGNANT WOMEN IN SAMARU, ZARIA
(HAEMOPARASITIC INFECTIONS IN PREGNANT WOMEN)**

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Abstract: Pregnant women in Nigeria still suffer a great burden of *Plasmodium falciparum* and *Trypanosoma brucei gambiense* infections. However, malaria is one of the dominant diseases during pregnancy. These haemoparasites affect both maternal and foetal health. Structured questionnaires on socio-demographic and risk factors of haemoparasitic infections were administered on 125 consented pregnant women between the ages of 16-45 years in Samaru, Zaria. Each participant's venous blood sample (2ml) was collected and average packed cell volume (PCV) was determined. The samples were examined for haemoparasites on thin and thick blood smears stained with Giemsa dye using oil immersion (100x) objective of the light microscope. Only two types of haemoparasites were detected: *Plasmodium falciparum* (47.2%) and *Trypanosoma brucei gambiense* (4.0%), with a co-infection of 0.8%. *Plasmodium falciparum* infections were found across all the age-groups, but the youngest of pregnant women within 16-20 years and 21-25 years were the most infected. Women in their first trimester of pregnancy were significantly most infected with *P. falciparum* ($P=0.047$). Women without formal education (75.0%) as well as those that were unemployed (48.1%) had more haemoparasites. Living in houses surrounded by stagnant water and involvement in unprotected farming were risks for haemoparasitic infections. The prevalence of anaemia among the pregnant women was 45.6%. The presence of *P. falciparum* was statistically related to low PCV of 21-30% which was indicative of anaemia ($P=0.000$). Also, among the women with low PCV, there was higher occurrence of *T. b. gambiense* with a case of co-infection. Pregnant women should be encouraged to enroll for ante-natal checkup at early stage of pregnancy. Parasitological examination during the ante-natal visits should not be limited to malaria alone: other neglected tropical diseases should be checked for and treated adequately.

Keywords— Haemoparasites, *Plasmodium falciparum*, *Trypanosoma*, pregnant women, anaemia, packed cell volume.

1. INTRODUCTION

Haemoparasites are blood-dwelling parasites. This study focused on *Plasmodium falciparum* (*P. falciparum*) and *Trypanosoma brucei gambiense* (*T. b. gambiense*) which cause malaria and Gambian (or chronic) sleeping sickness in humans respectively. Although different species of *Plasmodium* are capable of causing malaria, *P. falciparum* is most prevalent in sub-Saharan Africa [1, 2]. Malaria is a life-threatening disease (especially in pregnant women and infants) and it is transmitted through the bites of infected mosquitoes [3, 4]. Malaria during pregnancy is an important

public health problem, posing great risks on pregnant woman, foetuses, and newborn children [2]. Malaria alone has caused 75,000 to 200,000 infant deaths during pregnancy [3]. Trypanosomiasis is transmitted by infected tsetse fly of the genus *Glossina* [6]. There are 24 countries of west and central Africa known to be endemic for *T. b. gambiense*—responsible for more than 97.6% of reported cases of sleeping sickness [7]. Malaria and trypanosomiasis affect human health due to destruction of red blood cells which finally results in anaemia. Anaemia also leads to high risk of foetal death, low birth weight, poor neuro-development and increased mortality [8, 9, 10]. Infection with *T. b. gambiense* can lead to anaemia, wasting and lethargy. However, in an event where the parasite crosses the brain barrier, it can lead to coma or even death [11]. Pregnant women require full protection from malaria and trypanosomiasis through the ‘roll back’ malaria program, and aids from the WHO, UNICEF and other non-governmental organizations [4]. Malaria and trypanosomiasis remain threats to health; therefore adequate attention should be given toward their eradication. The study was focused on detection of haemoparasites in blood samples of pregnant women as well as to establish some risk factors and anaemia due to them.

2.0 MATERIALS AND METHODS

2.1 Study area and population

The study was conducted in three selected hospitals in Samaru, Zaria. The hospitals were Ahmadu Bello University Medical Center, Jama’a Clinic and Maternity, and Samaru Primary Health Care Centre. Pregnant women on ante-natal visits who consented to participate in this study were included. Permission and clearance for this study were obtained from the hospitals and Sabon-Gari Local Area authority where the hospitals are located.

3.0 RESULTS

Out of 125 blood samples of pregnant women between the ages of 16-45 years, overall prevalence of *Plasmodium falciparum* was 59(47.2%), *Trypanosoma brucei gambiense* was 5(4.0%) and co-infection between these two parasites was 1(0.8%) as shown in Table 1.

Age distribution of haemoparasites in the pregnant women had no statistical significance. Though *P. falciparum* infections occurred across all the age-groups, most of the infections were found in women of between 16-20 years and 21-25 years of age. On the other hand, *T. b. gambiense* infection was absent in women of 16-20 years, 31-35years, and 41-45 years of age. Its highest occurrence was found in women of 26-30 years of age. The single case of co-infection was found within the age group of 21-25 years (Table 2).

Based on some socio-demographic factors of the pregnant women, only the gestational age (also called trimester of pregnancy) was statistically associated with *P. falciparum* infections ($P=0.047$). Pregnant women in their first trimester were most infected with *P. falciparum* (72.7%) and *T. b. gambiense* (9.1%); while the least infections of *P. falciparum* and *T. b. gambiense* were among those in their third trimester (37.9%) and second trimester (2.1%) of pregnancy. The one co-infection case was in a woman in her third trimester (Table 3).

Pregnant women who had no formal education had the highest occurrence of *P. falciparum* (75.0%) and the least was among those with tertiary education (40.5%).

However, *T. b. gambiense* was absent in women with no formal education, but gradually increased in those with higher level of education. The relationship was not statistically significant (Table 3).

Though unemployed pregnant women had slight higher risk of *P. falciparum* (48.1%, OR =1.3) and *T. b. gambiense* (4.7%, OR =1.1) infections than those that were gainfully employed, the relationship was not statistically significant (Table 3).

Secondigravidae (i.e., women in their second pregnancies) had higher occurrence of *P. falciparum* infections. But in the case of *T. b. gambiense*, the highest infection was found among the primigravidae (i.e, women in their first pregnancies). However, the single co-infection case was in a multigravida (i.e., a woman that has had more than two pregnancies). There was no related statistical significance in this comparison as shown in Table 3.

Also in Table 3, women that were married into polygamous homes had more *P. falciparum* infections (52.0%, OR =1.3) than those in monogamy. Contrarily, all the cases of *T. b. gambiense* infections as well as the co-infection occurred among those in monogamy ($P>0.05$).

The prevalence of anaemia among the pregnant women was 57(45.6%) as shown in Figure 1. Presence of *P. Falciparum* in the blood samples was statistically related to low PCV of 21-30% which is indicative of anaemia ($P=0.000$). Also, among these women with low PCV, there was higher occurrence of *T. b. gambiense* with a case of co-infection of the two parasites (Table 4).

From Table 5, all the risk factors examined did not show any significant statistical relationship with the haemoparasites. However, pregnant women who used untreated mosquito nets, and had stagnant water bodies around their homes, as well as those who engaged in farming had more *P. falciparum* infections. Similarly, pregnant women who engaged in farming and those whose homes were surrounded with stagnant water had more *T. b. gambiense* infections. But those who claimed to use ITNs were rather more infected with *T. b. gambiense*.

Table 1: Prevalence and co-infection of haemoparasites among pregnant women in Samaru, Zaria

Haemoparasites	Prevalence (%) n=125
<i>Plasmodium falciparum</i>	59(47.2)
<i>Trypanosoma brucei gambiense</i>	5(4.0)
Co-infection	1(0.8)

Table 2: Age-distribution of haemoparasites among pregnant women in Samaru, Zaria

Age (year)	Number examined	* <i>P. falciparum</i> Positive (%)	# <i>T. b. gambiense</i> Positive (%)	kCo-infection Positive (%)
16-20	9	6(66.7)	0(0.0)	0(0.0)
21-25	32	17(53.1)	1(3.1)	1(3.1)
26-30	37	13(35.1)	3(8.1)	0(0.0)
31-35	26	12(46.2)	0(0.0)	0(0.0)

36-40	14	8(57.1)	1(7.1)	0(0.0)
41-45	7	3(42.9)	0(0.0)	0(0.0)

* $\chi^2=4.600$, $df=5$, $P=0.467$; # $\chi^2=3.800$, $df=5$, $P=0.579$; $k\chi^2=1.200$, $df=5$, $P=0.889$

Table 3: Haemoparasites in pregnant women in relation to their socio-demographic factors

Socio-demographic factor	Number	* <i>P. falciparum</i> Positive (%)	# <i>T. b. gambiense</i> Positive (%)	<i>k</i> Co-infection Positive (%)
Trimester				
First	11	8(72.7)	1(9.1)	0(0.0)
Second	48	26(54.2)	1(2.1)	0(0.0)
Third	66	25(37.9)	3(4.5)	1(1.5)
Level of Education				
Not formal	8	6(75.0)	0(0.0)	0(0.0)
Primary	27	14(51.9)	1(3.7)	0(0.0)
Secondary	48	22(45.8)	2(4.2)	1(2.1)
Tertiary	42	17(40.5)	2(4.8)	0(0.0)
Gainful Employment				
Employed	19	8(42.1)	0(0.0)	0(0.0)
Unemployed	106	51(48.1)	5(4.7)	1(0.9)
Gravidity				
Primigravidae	33	16(48.5)	2(6.1)	0(0.0)
Secondigravidae	26	15(57.7)	0(0.0)	0(0.0)
Multigravidae	66	28(42.4)	3(4.5)	1(1.5)
Type of marriage				
Monogamy	100	46(46.0)	5(5.0)	1(1.0)
Polygamy	25	13(52.0)	0(0.0)	0(0.0)

Trimester: * $\chi^2=6.112$, $df=2$, $P=0.047$; # $\chi^2=1.253$, $df=2$, $P=0.535$;
 $k\chi^2=0.901$, $df=2$, $P=0.637$

Education: * $\chi^2=3.515$, $df=3$, $P=0.319$; # $\chi^2=6.406$, $df=3$, $P=0.939$;
 $k\chi^2=1.617$, $df=3$, $P=0.656$

Employment: * $\chi^2=0.233$, $df=1$, $P=0.629$, OR=1.275; # $\chi^2=0.934$,
 $df=1$, $P=0.334$, OR=1.050; $k\chi^2=1.617$, $P=0.671$

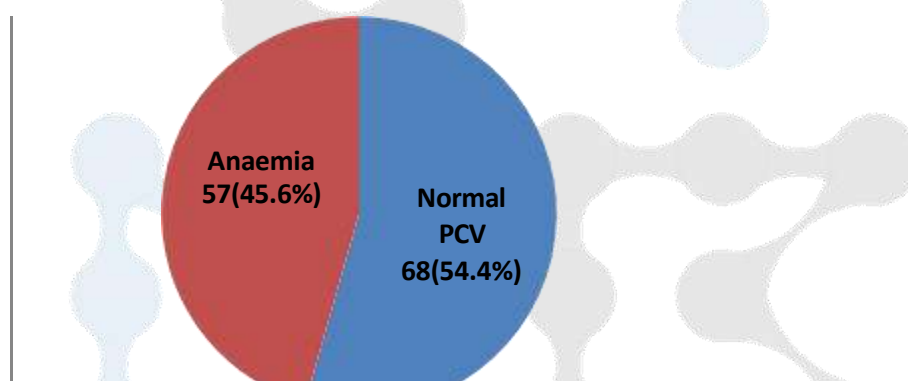
Gravidity: * $\chi^2=1.774$, $df=2$, $P=0.412$; # $\chi^2=1.499$, $df=2$, $P=0.473$;
 $k\chi^2=0.901$, $df=2$, $P=0.637$

Marriage: * $\chi^2=0.289$, $df=1$, $P=0.591$, OR=1.27; # $\chi^2=1.302$,
 $P=0.254$, OR=0.91; $k\chi^2=0.252$, $P=0.616$, OR=0.99

Table 4: Effects of haemoparasites on packed cell volume (PCV) of the pregnant women

PCV (%)	Number examined	* <i>P. falciparum</i> Positive (%)	# <i>T. b. gambiense</i> Positive (%)	k _{Co} -infection Positive (%)
21-30 (anaemic)	57	45(78.9)	3(5.3)	1(1.7)
31-40 (normal)	68	14(20.6)	2(2.9)	0(0.0)

* $\chi^2= 2.376$, df= 1, P=0.000; # $\chi^2=0.435$, df= 1, P= 0.509; k $\chi^2= 1.203$, df= 1, P=0.273

**Figure 1: Prevalence of anaemia among pregnant women in Samaru, Zaria.****Table 5: Risk factors of haemoparasitic infections in pregnant women in Samaru, Zaria**

Risk factor	Number examined	* <i>P. falciparum</i> Positive (%)	# <i>T. b. gambiense</i> Positive (%)	k _{Co} -infection Positive (%)
Use of mosquito net				
None	58	27(46.6)	0(0.0)	0(0.0)
Treated	63	29(46.0)	5(7.9)	1 (1.6)
Untreated	4	3(75.0)	0(0.0)	0(0.0)
Stagnant water				
Absent	59	24(40.7)	2(3.4)	0(0.0)
Present	66	35(53.0)	3(4.5)	1(1.5)
Farming				

No	115	54(47.0)	4(3.5)	1(0.9)
Yes	10	5(50.0)	1(10.0)	0(0.0)

$P=0.077$; $k\chi^2=0.992$, $df=2$, $P=0.609$

Stagnant water: $*\chi^2=1.907$, $df=1$, $P=0.742$, $OR=1.6$; $\#\chi^2=0.108$,

$P=0.742$, $OR=1.4$; $k\chi^2=0.90$, $P=0.342$, $OR=1.0$

Farming: $*\chi^2=0.034$, $df=1$, $P=0.853$, $OR=1.1$; $\#\chi^2=1.019$, $P=0.313$, $OR=1.1$; $k\chi^2=0.088$, $P=0.767$, $OR=1.0$

4.0 DISCUSSION

Malaria parasites (*P. falciparum*) and trypanosomes (*T. b. gambiense*) were the only two haemoparasites detected in venous blood samples of pregnant women in Samaru, Zaria. The high prevalence of *P. falciparum* infections indicated a high susceptibility of the women to the parasite and abundance of infected mosquitoes. The WHO has long since advocated for the need of presumptive malaria treatment during pregnancy [13]. The 47.2% prevalence for *P. falciparum* in this study very closely agreed with the findings of Bishop and Aliyu [4] who reported a prevalence of 47.3% in Kano. However, prevalence of malaria ranges between 10.0 - 65.0% [3]. The disparities in all these reports can be explained by differences in ecology and sanitation systems of the various study locations. Though mosquitoes thrive favourably in tropical and sub-tropical countries, their abundance can be influenced or triggered by poor sanitation, stagnant water bodies around residential areas, thick bushes, poor housing and poor drainage system. Samaru in Zaria is a rural area characterized by some of the conditions previously mentioned, which encourage the rapid breeding of mosquitoes among other insect vectors. The low prevalence of *T. b. gambiense* among the pregnant women could be due to less exposure risks to scarce population of *Glossina* flies in the area, as compared to the cosmopolitan mosquitoes. Therefore, co-infection between these two parasites will always be low. Most of the pregnant women were within the ages of 21-35 years. However, the youngest pregnant women of 16-20 years of age had most of the malaria cases probably due to their inexperience and negligent attitude to fully protect themselves from bites by insect vectors. Age was statistically insignificant in relation to haemoparasitic infections among the pregnant women. Any one exposed to the risk factors can become infected regardless of age. However, there was a report which indicated a significant higher occurrence of *P. falciparum* in pregnant women below 20 years of age [5].

Pregnant women in their first trimester (1-3 months of gestation) were the most infected with haemoparasites. Such women were coming for ante-natal visit for the first time and had been infected already prior to the visit. Majority of the women that were in their second and third trimesters had lesser prevalence of haemoparasites because in their routine ante-natal visits, health professionals educate them on how to prevent the infections; and those clinically detected with any haemoparasites are placed on careful medications. Therefore, haemoparasitic infections in pregnant women occur mostly during the first trimester ($P=0.047$). Another report on malaria in pregnant women had indicated high infections during their first and second trimesters [3].

Among the pregnant in this study, those that had no any formal education were the most infected with *P. falciparum*. The prevalence decreased as the level of education

of the women increased. This had been similarly reported by Bishop and Aliyu [4]. Education is an important factor in the effort toward eradication of malaria among other neglected tropical diseases. Contrarily, *T. b. gambiense* infection was found to increase in women who had attained higher level of formal education. This finding was not supported statistically ($P>0.05$) as such these women could have gotten the infections due to multifactorial reasons.

Pregnant women that were unemployed had more infections with haemoparasites compared to those that were employed. Those with gainful employment will work in good environments, live in good housing and can afford proper nutrition and health care, with less exposure to risk factors. Unemployed women turn to other alternatives of raising money in order to meet their needs which could expose them more to risks of haemoparasitic infections. Some of them hawk or sell food items in market, streets or road sides until late evenings and nights when mosquitoes are very active; other women are involved in farming—all of which expose them to more contact with parasite-carrying haematofagous flies.

5.0 CONCLUSION

Pregnant women in Nigeria still suffer a great burden of haemoparasitic infections. Among the pregnant women in Samaru, Zaria, only two types of haemoparasites were detected in their venous blood samples: *Plasmodium falciparum* (47.2%) and *Trypanosoma brucei gambiense* (4.0%), with a co-infection of 0.8%. *Plasmodium falciparum* infections occurred across all the age groups but the youngest of pregnant women within 16-20 years and 21-25 years of age had most of the infections. Those women in their first trimester of pregnancy were significantly infected with *P. falciparum* ($P=0.047$). The pregnant women that had no formal education as well as those that were unemployed had more haemoparasites. Living in houses surrounded by stagnant water and involvement in unprotected farming increased the risk for haemoparasitic infections ($OR >1$). The prevalence of anaemia among the pregnant women was 45.6%, as the presence of *P. falciparum* was statistically related to low PCV of 21-30% which is indicative of anaemia ($P=0.000$). Also, among these women with low PCV, there was higher occurrence of *T. b. gambiense* with a case of co-infection of the two parasites. Pregnant women should be encouraged to enroll for ante-natal checkup at early stage of pregnancy. Parasitological examination during the ante-natal visits should not be limited to malaria alone: other neglected tropical diseases should be checked for and treated properly.

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Conflict of Interest

The authors hereby declare that there is no any financial interest or conflict of interest in this study.

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Annotatsiya. Ushbu maqolada go'daklik davrining birinchi, ya'ni bolaning bir yoshgacha bo'lgan davrida kechadigan o'zgarishlar yoritilgan. Bolaning jismoniy jihatdan rivojlanishi, uning alohida shaxs sifatida tashqi muhit bilan bo'ladigan munosabati, jumladan, nafas olishi, yurak urishi va vaznining ortishi va harakatlanishiga oid kuzatish va o'rganishlar keltirilib o'tilgan.

Kalit so'zlar. Go'daklik davri, nerv tizimi, rivojlanish, suyak, muskul, nafas olish jarayoni, yurak, miya og'irligi.

Bola bu yorug' dunyoga kelar ekan, endi uning hayot kechirishi tashqi dunyo bilan bevosita uzviy bog'lanadi. Bola endi yangi, o'zgacha muhitda yashay boshlaydi va bir qator o'zgarishlar ro'y beradi. Chaqaloqlik va go'daklik davri bola rivojlanishida eng muhim hamda qiyin davrlardan biridir. Shuning uchun bolaning tug'ilganidan keyingi hayotiga diqqat-e'tibor bilan qarash lozim, chunki bolaga tashqi muhit ta'sir qiladi. Bolaning tug'ilganidan bir yoshgacha bo'lgan davri nisbatan kam harakat va "nutqsiz" taraqqiyot davridir. Bu davrda bolaning o'sishi va taraqqiyoti tor, onasi ishtirokida va oila doirasida yuzaga keladi. Ammo shunday bo'lsa ham bu davr har jihatdan juda tez rivojlanish davridir. Bulardan biri bola hayotining birinchi kunlari tug'ilganidagi og'irligini yuqotadi. Bunga sabab tashqi dunyo sharoitiga moslashish davrida energiyaning ko'plab sarflanishi sababdir. Bola vaznining, ma'lum vaqt o'tib, tug'ilgan davridagi og'irligiga teng kelishi uning tashqi muhitga, yangi sharoitga moslashganligidan xabar beradi. Odatda bu holat, chaqaloqning og'irligi tug'ilganidan 10-12 kun o'tgach, asli holiga keladi. Yangi tug'ilgan bola katta kishilardan o'ziga xos tomonlari bilan farq qiladi. Yangi tug'ilgan bola suyak-muskul tizimining tez o'sishi bilan ham kattalardan keskin farq qiladi. Ularning muskuli va muskul to'qimalari juda bo'sh bo'ladi. Keyinchalik muskullar asta-sekin qota boshlaydi va oldin bo'yin muskullari (bola boshini tuta boshlaydi), keyin tana muskullari (bola o'tira oladi), undan keyin esa oyoq va qo'l muskullari yetiladi, predmetlar bilan harakat qilish imkoniyati paydo bo'ladi, bola yura boshlaydi. Yangi tug'ilgan va bir yoshgacha bo'lgan bolalarning tashqi qiyofalari ham katta odamlarning tashqi qiyofalaridan ancha farq qiladi. Yangi tug'ilgan bolaning boshi gavdasiga nisbatan juda ham katta (gavdasining to'rtidan bir qismiga barobar), bo'yin deyarli yo'q darajada qisqa, gavdasi uzun, oyoq-qo'llari gavdasiga nisbatan qisqa bo'ladi. Bundan tashqari, chaqaloq bolaning yuzi juda kichkina bo'ladi, chunki yuqori va pastki jag'lari hali ishlamaganligi tufayli rivojlanmagan bo'ladi. Chaqaloq bolalarning nafas olish organlari o'z faoliyatini boshlaydi va ulardagi o'pkadagi havo kiradigan mayda pufakchalarning soni miqdor jihatdan katta odamlarniki bilan barobar bo'lsa ham, ular juda mayda bo'ladi (katta odamlarnikiga nisbatan uch barobar kichik bo'ladi). Shuning uchun chaqaloq bolalar katta odamlarga nisbatan uch barobar tez nafas

oladilar. Chaqaloq bola bir minutda 50-60 marta nafas olsa, katta yoshdagi odam huddi shu vaqt ichida 14-16 marta nafas oladi. Chaqaloq bola jismoniy jihatdan juda tez o'sayotganligi tufayli sof havoga ayniqsa muhtoj bo'ladi." Chaqaloq boshqa yosh davridagi odamlarga qaraganda kuchsiz, zaif, o'jiz ko'rinsa-da, ba'zi jihatlari bilan kattalardan ustunlik qiladi". Ye.A.Arkinning fikricha, chaqaloqlik davrining kuchli jihatlari ko'pincha uning o'sish quvvatida o'z ifodasini topadi. bolaning kuchi uning o'sish energiyasida namoyon bo'ladi. Shuning uchun ham ular toza havoli joyda uxlab ,ovqatlanishi kerak.

Chaqaloq bolaning yuragi katta odamning yuragiga nisbatan anchagina tez uradi. Masalan, katta odamning yuragi bir minutda o'rtacha 70-75 marta ura, chaqaloq bolaning yuragi 120 va undan ortiq marta uradi. Buning asosiy sababi esa chaqaloq bolalar yuragining har bir qisqarishida bosib chiqargan qon hajmining (miqdorining) ozligi, yurak muskullarining hali zaifligi bilan bog'liq. Bundan tashqari, chaqaloq bolalar yuragining nisbatan tez urishi ular organizmida modda almashish jarayonining intensivligi jadalligi bilan ham bog'liqdir. Yangi tug'ilgan bolaning suyagida ohak va boshqa tuzlar kam bo'lib, u asosan tog'ay to'qimalaridan iboratdir. Bosh suyaklar bola 2-3 oylik bo'lgandagina bir-biri bilan tutashib ketadi. Aslida chaqaloqning boshi katta ko'rinsa-da (miya og'irligi butun tananing sakkizdan birini, kattalarda esa qirqdan birini tashkil etadi), hali taraqqiy etmagan bo'ladi. Tanasining umumiy og'irligi 3-4 kilogramm bo'lgani holda, miyaning og'irligi 300 grammdan oshadi. Bola tanasining og'irligi hayotining birinchi yilida uch barobar ko'payadi, bo'ya nisbatan yetti oylik bola juda tez o'sadi va sakkiz oylik bo'lganda, bo'yi ikki barobar ortadi, o'ttiz oyga yetganda to'rt marta ortadi. Bolalar har oyda 2 santimetr o'sadi. Uning miya og'irligi har kuni 1,5 grammdan ko'payadi. Miyaning rivojlanish sur'ati haqida gapirganda shuni e'tiborga olish kerakki, yetti oylik bolaning miyasi 2 marta ko'paysa, 2-3 yoshga kelib, uning og'irligi uch marta ortadi. Miyaning kattaligi deyarli 20 yil mobaynida ortib boradi, katta yarim sharlarning ustki «izlari» murakkablashib boradi.

Xulosa qilib aytganda, Go'daklik davri bolalar hayotining asosiy rivojlanish davrlaridan hisoblanadi. Bu davrda bolaning har tomonlama o'sishi, qolaversa ovqatlanish, hazm qilish sistemalarining ishlashi o'z faoliyatlarini boshlaydi va atrofdagilar e'tiborini talab qiladi. Chunki bolaning sog'lom bo'lib o'sishi har qachon muhimdir.

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THE IMPORTANCE OF TEACHING COMPOSITION AND ITS ROLE IN STUDENTS' CREATIVE ACTIVITY**Shomurodov Oybek**

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Abstract. The composition course allows the student to think figuratively and develop creative imagination, to develop the skills of seeing beauty and news in life, to summarize events and events, and to describe inner feelings in artistic images.

Keywords: composition, student, creative, imagination

The main goal of teaching composition to students is to train an artist-pedagogue who has acquired high skill and deep visual culture, humanitarian and realism methods based on national spirituality and moral traditions. However, due to the limited time allotted for the composition course according to the curriculum, the student may not be able to gain enough knowledge during this time.

That is why it is necessary to sufficiently enrich students' theoretical knowledge of composition during composition training and strengthen this knowledge in practical, independent training.

Students' knowledge of composition can be enriched not only in composition classes, but also in pencil drawing, painting, design, and painting classes. Teaching composition is carried out from the first course by increasing the complexity of each task in a certain sequence. This is done during the performance of educational tasks in composition, as well as in the course of working on educational tasks in painting and pencil drawing. In these classes, methods such as the correct use of the surface of the drawing plane, the development of qualities such as the overall perception of the composition, the center of the composition, and the diagonal solution are also explained in these classes.

The rules of indivisibility of the composition are symmetry, knowledge of asymmetry will help to perform more complex compositions in the future.

Our reality is the main source of representation and learning in the composition works that students create. A necessary condition for working on the composition is the collection of life observations, which is carried out by the student regularly as a result of recording in etudes and plates, drawing from nature, observation, memory and imagination. These tasks are performed during independent classes of pencil drawing and painting.

For example, independent exercises given to a student from a pencil drawing or painting can be given in the following sequence.

1. Make a composition based on a still life and place it correctly in the composition.
2. Interior composition. (placing items and linking subject content through these items).
3. Individual work for a sketch on a given (or student's own) topic.
(interviews, trips to museums or industrial enterprises to collect material for the composition, reading literature, taking pictures, etc.).
4. Through observation, composition work (nature scene, thematic picture).
5. Exercises to learn the compositional correct placement of a group of people. (interior, exterior and nature)

In the process of performing these tasks, the teacher should teach the student to think

about his life impressions, educate them in the spirit of being able to see and truthfully describe the typical events of life.

Among the specialization subjects in the curriculum of the "Fine Art and Engineering Graphics" undergraduate education, graphics and easel painting are included, and these subjects are taught in 7-8 semesters. These subjects can be called an organic continuation of the subject of composition taught in 5-6 semesters.

Composition training focuses on the role of composition in the art teacher's creative and pedagogical practice and methods of their practical application, while graphics and easel painting training teaches how to work on creating a finished work of art.

In the composition classes, the teacher teaches to work on the composition regularly and consistently. In this, the main attention is focused on choosing a topic, collecting material, working on a sketch, and learning to master the means of expressing the purpose, essence and topic, to find the necessary accuracy in a compositional solution.

Opening the whole difficult process of creating a composition before the student, the teacher focuses his attention on the most important solution of the goal, to distinguish the main one, to subordinate the secondary ones to it, to establish connections between the pieces of the composition, to subordinate them to the whole, color, color, light-shadows, silhouette, contrast, stasis and intensity, rhythm in colors and lights, all means must focus on achieving the integrity and balance of the composition.

This plan does not include tasks related to forms of graphic art (industrial, polygraphic, book). Because, as we mentioned above, graphic science is included in the curriculum, and by studying this science, the student can have all the theoretical information about graphic art and acquire the skills of creating compositions.

Before performing each practical task, the teacher explains to the students the basic laws and rules of the composition, which reveal the content and description of the topic, its essence. Before starting work on the sketch, the teacher offers the literature and resources necessary for students to study the topic in depth. The teacher also gives his advice during the work process. The student should pay attention to the fact that the methods of solving the subject are diverse, to use the system of contradictions, to correctly choose the form and volume, the point of view, perspective, scales, etc. Depending on the development of the students' activity, they are required to work on a consistent, neat work on the sketched materials, to work on the composition of pictures and sketches, sketches of various options.

After the sketch work is completed, the teacher shows the good and bad sides, achievements and shortcomings of the work done. In order to increase students' interest in composition classes, competitions for the best compositions on a given topic are held.

One task from the composition is performed on the basis of the materials collected during the summer internship.

Regardless of the direction of the qualification-graduation work that completes the study process, the composition should be a well-constructed work of art. This qualification-graduation work is a reflection of the various knowledge and experience acquired by the student in the process of studying at the university.

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BOSHLANG'ICH TA'LIMDA TA'LIM MASALASI

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ANNOTATSIYA:

Boshlang'ich ta'lim bolaning o'quv jarayonining asosi bo'lib, uning kelajakdagi muvaffaqiyati va imkoniyatlarini shakllantiradi. Biroq, boshlang'ich ta'lim tizimida yosh o'quvchilarga berilayotgan ta'lim sifatiga to'sqinlik qiluvchi ko'plab muammolar va muammolar mavjud. Ushbu maqolada boshlang'ich ta'limdagi ba'zi asosiy muammolar, masalan, infratuzilmaning yetarli emasligi, malakali o'qituvchilarning yetishmasligi, eskirgan o'quv dasturlari va ta'lim olish imkoniyatlaridagi nomutanosiblik ko'rib chiqiladi. Bu masalalarni hal etish va samarali islohotlarni amalga oshirish orqali har bir bolaning sifatli boshlang'ich ta'limdan foydalanishini ta'minlashimiz mumkin.

Kalit so'zlar: Boshlang'ich ta'lim, infratuzilma, malakali o'qituvchilar, o'quv dasturi, foydalanish imkoniyati

KIRISH:

Boshlang'ich ta'lim bolalarning kognitiv rivojlanishi va akademik taraqqiyotini shakllantirishda hal qiluvchi ahamiyatga ega. Bu talabalarga yuqori darajadagi ta'lim va kelajakdagi kasblarida muvaffaqiyatga erishish uchun zarur bo'lgan asosiy bilim va ko'nikmalarni beradi. Biroq, boshlang'ich ta'lim tizimida yosh o'quvchilarga beriladigan ta'lim sifatiga to'sqinlik qiluvchi ko'plab muammolar mavjud.

Boshlang'ich ta'limdagi asosiy muammolardan biri bu infratuzilmaning yetarli emasligidir. Ko'pgina maktablarda sinf xonalari, kutubxonalar, laboratoriyalar va sanitariya inshootlari kabi asosiy jihozlar yo'q. Bu talabalar uchun qiyin o'quv muhitini yaratishi va ularning o'qish bilan to'liq shug'ullanish qobiliyatiga to'sqinlik qilishi mumkin.

Yana bir muammo - malakali o'qituvchilarning etishmasligi. Ko'pgina hududlarda o'quvchilarga samarali ta'lim berish uchun zarur ko'nikma va bilimlarga ega bo'lgan malakali pedagoglar yetishmaydi. Bu bolalar uchun subpar ko'rsatma va cheklangan ta'lim imkoniyatlariga olib kelishi mumkin.

Bundan tashqari, eskirgan o'quv dasturlari boshlang'ich ta'limda ham muammo tug'dirishi mumkin. Maktablarda o'qitiladigan mazmun joriy ta'lim standartlari yoki jamiyat ehtiyojlariga mos kelmasligi yoki mos kelmasligi mumkin. Bu talabalarning kelajakdagi ilmiy izlanishlari yoki martaba uchun yomon tayyorlanishiga olib kelishi mumkin.

Ta'lim ko'pincha odamlar va umuman jamiyatlar uchun yorqin kelajakni ochishning kaliti sifatida qaraladi. Aynan ta'lim orqali insonlar hayotda muvaffaqiyat qozonish va o'z jamoalariga ijobiy hissa qo'shish uchun zarur bo'lgan bilim, ko'nikma va munosabatlarga ega bo'ladilar. Biroq, dunyoning ko'p joylarida boshlang'ich ta'lim uning samaradorligi va ta'siriga to'sqinlik qiladigan ko'plab muammolarga duch kelmoqda.

Boshlang'ich ta'limdagi asosiy muammolardan biri barcha bolalar uchun sifatli ta'lim olish imkoniyatining yo'qligidir. Ko'pgina bolalar, ayniqsa, qishloq yoki chekka jamoalardagi bolalar maktabga kirish imkoniga ega emaslar yoki qashshoqlik, kamsitish yoki mojaro kabi maktabga borishlariga to'sqinlik qiladigan to'siqlarga duch kelishadi. Bunday imkoniyatning

etishmasligi nafaqat individual rivojlanishga to'sqinlik qiladi, balki qashshoqlik va tengsizlik davrlarini ham davom ettiradi.

Hatto boshlang'ich ta'lim olish imkoniga ega bo'lgan bolalar uchun ham ular oladigan ta'lim sifati juda katta farq qilishi mumkin. Ko'pgina maktablarda darsliklar, malakali o'qituvchilar va tegishli jihozlar kabi yetarli resurslar yetishmaydi, bu esa sifatsiz ta'lim natijalariga olib keladi. Ba'zi hollarda o'qituvchilarning o'zlari malakasiz yoki yomon tayyorgarlik ko'rishlari mumkin, bu esa o'quvchilarga beriladigan ta'lim sifatini yanada yomonlashtiradi.

Boshlang'ich ta'limdagi yana bir masala o'quv dasturi va qo'llanilayotgan o'qitish metodlarining dolzarbligidir. Ko'p hollarda o'quv dasturlari eskirgan va talabalarni zamonaviy dunyo talablariga tayyorlay olmaydi. Ta'lim usullari esdalikka asoslangan bo'lishi mumkin va tanqidiy fikrlash va muammolarni hal qilish ko'nikmalariga emas, balki esda saqlashga qaratilgan. Bu o'quvchilarning maktabda o'rganganlari va kelajakdagi martabalarida muvaffaqiyatga erishishlari kerak bo'lgan narsalar o'rtasida uzilishga olib kelishi mumkin.

Bundan tashqari, gender tengsizligi, ozchilik guruhlariga nisbatan kamsitish va inklyuziv amaliyotlarning yo'qligi kabi muammolar ham boshlang'ich ta'lim sifatiga ta'sir qilishi mumkin. Qizlar madaniy me'yorlar yoki resurslarning etishmasligi tufayli ta'lim olishda to'siqlarga duch kelishi mumkin, ozchilik guruhleri esa ta'lim tizimlarida chetga surilishi mumkin. Ko'pgina maktablarda turli xil ta'lim ehtiyojlarini qondiradigan inklyuziv amaliyotlar ko'pincha etishmaydi. Bu muammolarni hal qilish boshlang'ich ta'lim tizimini takomillashtirish bo'yicha siyosatchilar, o'qituvchilar, ota-onalar va jamoalarning birgalikda ishlashini o'z ichiga olgan ko'p qirrali yondashuvni talab qiladi. Infratuzilmaga, o'qituvchilar malakasini oshirishga, o'quv dasturlarini ishlab chiqishga va inklyuziv amaliyotga sarmoya kiritish barcha bolalarni muvaffaqiyatga tayyorlaydigan sifatli ta'lim olish imkoniyatini ta'minlash uchun zarurdir.

Xulosa qilib aytganda, boshlang'ich ta'lim shaxs rivojlanishi va jamiyat taraqqiyoti uchun hal qiluvchi ahamiyatga ega bo'lsa-da, u o'z salohiyatini ro'yobga chiqarish uchun hal qilinishi kerak bo'lgan ko'plab muammolarga duch keladi. Kirish to'siqlari, sifat muammolari, o'quv dasturlari va o'qitish usullarining dolzarbligi va inklyuzivlik muammolari kabi muammolarni hal qilish orqali biz barcha bolalarni yuqori sifatli boshlang'ich ta'lim olishini ta'minlashimiz mumkin, bu esa ularni o'z maktablarida rivojlanish uchun zarur bo'lgan bilim va ko'nikmalar bilan ta'minlaydi. doimiy o'zgaruvchan dunyo.

Bundan tashqari, dunyoning ko'plab jamoalarida ta'lim olish imkoniyatidagi tafovutlar saqlanib qolmoqda. Qashshoqlik, gender tengsizligi va geografik joylashuv kabi omillar bolalarning maktabga borishiga yoki sifatli ta'lim olishiga to'sqinlik qilishi mumkin.

Xulosa:

Boshlang'ich ta'limda ushbu muammolarni hal etishda siyosatchilar, o'qituvchilar, ota-onalar va jamoatchilikning samarali islohotlarni amalga oshirish yo'lida birgalikda ishlashi zarur. Infratuzilmani yaxshilashga sarmoya kiritish, o'qituvchilar uchun doimiy malaka oshirish, o'quv dasturlari mazmunini joriy standartlar va ehtiyojlarga mos ravishda yangilash boshlang'ich ta'lim sifatini oshirish yo'lidagi muhim qadamlardir.

Ushbu muammolarni hal qilish va yosh o'quvchilarning ehtiyojlarini birinchi o'ringa qo'yish orqali biz har bir bolaning yuqori sifatli boshlang'ich ta'limga ega bo'lishini ta'minlashimiz mumkin, bu esa ularni muvaffaqiyat va muvaffaqiyat sari yo'lga qo'yadi.

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BOSHLANG'ICH SINFLARDA SINFDAN TASHQARI MASHG'ULOTLAR**Ikromova Sitora Akbarovna**

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ANNOTATSIYA:

Boshlang'ich sinf o'quvchilarining har tomonlama rivojlanishida sinfdan tashqari mashg'ulotlar hal qiluvchi rol o'ynaydi. Bu tadbirlar o'quvchilarga o'z qiziqishlarini o'rganish, yangi ko'nikmalarni rivojlantirish va muhim ijtimoiy aloqalarni o'rnatish imkonini beradi. Ushbu maqolada biz boshlang'ich sinflarda sinfdan tashqari mashg'ulotlarning ahamiyatini muhokama qilamiz, ularning afzalliklarini o'rganamiz va har tomonlama puxtalashtirilgan sinfdan tashqari dasturni amalga oshirish bo'yicha tavsiyalar beramiz.

Kalit so'zlar: sinfdan tashqari ishlar, boshlang'ich sinflar, yaxlit rivojlanish, ko'nikmalarni rivojlantirish, ijtimoiy aloqalar

KIRISH:

Sinfdan tashqari ishlar boshlang'ich sinf o'quvchilariga har tomonlama barkamol ta'lim berishning muhim tarkibiy qismidir. Ushbu tadbirlar sport va san'atdan akademik klublar va jamoat xizmati loyihalarigacha bo'lishi mumkin. Akademik bilimlar muhim bo'lsa-da, darsdan tashqari mashg'ulotlar talabalarga odatda sinfdan o'rgatilmaydigan ko'nikmalarni rivojlantirish imkoniyatini beradi. Shuningdek, ular talabalarga an'anaviy akademik muhitdan tashqari tengdoshlari bilan muloqot qilish imkoniyatini beradi.

Sinfdan tashqari mashg'ulotlarning afzalliklari:

Boshlang'ich sinflarda sinfdan tashqari mashg'ulotlarda qatnashishning ko'plab afzalliklari bor. Asosiy afzalliklardan biri bu o'quvchilarning o'z qiziqishlari va ehtiroslarini sinfdan tashqarida o'rganish imkoniyatidir. Bu ularga yangi iste'dodlar va sevimli mashg'ulotlarini kashf qilishda yordam beradi, ular boshqacha bo'lishi mumkin. Bundan tashqari, darsdan tashqari mashg'ulotlar talabalarga jamoada ishlash, etakchilik, vaqtni boshqarish va muloqot kabi muhim ko'nikmalarni rivojlantirishga yordam beradi.

Sinfdan tashqari mashg'ulotlar bolalarning har tomonlama rivojlanishida, hatto erta yoshda ham muhim rol o'ynaydi. Akademik bilimlar muhim bo'lsa-da, sinfdan tashqari mashg'ulotlarda qatnashish boshlang'ich sinf o'quvchilari uchun ko'p foyda keltirishi mumkin. Bu mashg'ulotlar bolalarda muhim ko'nikmalarni rivojlantirishga, o'z-o'ziga ishonchni mustahkamlashga, jamiyat va daxldorlik tuyg'usini rivojlantirishga yordam beradi.

Sinfdan tashqari mashg'ulotlarda qatnashishning asosiy afzalliklaridan biri bu bolalarning o'z qiziqishlari va iste'dodlarini sinfdan tashqarida o'rganish imkoniyatidir. Sport jamoasiga a'zo bo'lish, musiqa yoki san'at to'garagiga qatnashish, fan yoki matematika musobaqalarida qatnashish – bu mashg'ulotlar bolalarga o'z ishtiyoqlarini kashf etish va yangi ko'nikmalarni rivojlantirish imkonini beradi. Bu ularga o'z-o'zini hurmat qilish va o'ziga bo'lgan ishonchni oshirishga yordam beradi, chunki ular o'zlarining tanlangan faoliyatida muvaffaqiyatga erishadilar va yaxshilanadilar.

Sinfdan tashqari mashg'ulotlar bolalarga maktabda ham, maktabdan tashqarida ham muvaffaqiyat uchun zarur bo'lgan qimmatli ijtimoiy ko'nikmalarni beradi. Birgalikda ishlash, hamkorlik qilish va tengdoshlar bilan muloqot qilish orqali bolalar umumiy maqsad sari

birgalikda ishlashni o'rganadilar. Shuningdek, ular yangi do'stlar orttirish va qiziqishlari o'xshash sinfdoshlar bilan uzoq muddatli munosabatlar o'rnatish imkoniyatiga ega.

Bundan tashqari, darsdan tashqari mashg'ulotlar bolalarga vaqtni boshqarish va tashkilotchilik ko'nikmalarini rivojlantirishga yordam beradi. Maktab ishlarini darsdan tashqari majburiyatlari bilan muvozanatlash orqali o'quvchilar vazifalarni qanday qilib birinchi o'ringa qo'yishni va o'z jadvallarini samarali boshqarishni o'rganadilar. Bu, ayniqsa, vaqtni boshqarish yoki kechiktirish bilan kurashadigan yosh talabalar uchun foydali bo'lishi mumkin.

Sinfdan tashqari mashg'ulotlarda qatnashish ham o'quv natijalariga ijobiy ta'sir ko'rsatishi mumkin. Tadqiqotlar shuni ko'rsatdiki, sinfdan tashqari mashg'ulotlarga jalb qilingan o'quvchilar yuqori baholarga ega bo'lishadi, davomat ko'rsatkichlari yaxshilanadi va o'qishga bo'lgan munosabat yaxshilanadi. Buning sababi, bu tadbirlar an'anaviy sinf sharoitlaridan tashqari motivatsiya va faollikni ta'minlaydi.

Bundan tashqari, darsdan tashqari mashg'ulotlar bolalarga maktab muhitida hamjamiyat va tegishlilik tuyg'usini shakllantirishga yordam beradi. Klublar yoki jamoalarda qatnashish orqali talabalar o'zlarining qiziqishlari va qadriyatlarini baham ko'radigan tengdoshlari bilan aloqa o'rnatadilar. Bu tegishlilik hissi boshlang'ich sinf o'quvchilarida baxt va farovonlik tuyg'ularining kuchayishiga olib kelishi mumkin. Xulosa qilib aytish mumkinki, sinfdan tashqari mashg'ulotlar boshlang'ich sinflarda bola tarbiyasining muhim tarkibiy qismidir. Ushbu tadbirlar akademik yutuqlardan tashqari ko'plab afzalliklarni beradi, jumladan, malaka oshirish, ijtimoiy o'sish, vaqtni boshqarish qobiliyatini yaxshilash, akademik samaradorlikni oshirish va jamiyat tuyg'usi. Ota-onalar farzandlarini darsdan tashqari turli imkoniyatlarni o'rganishga va ularning qiziqishlari va kuchli tomonlariga mos keladigan faoliyatni topishga undashlari kerak. Shunday qilib, bolalar shaxsiy o'sish va rivojlanishni boshdan kechirishlari mumkin, bu ularga ta'lim safari davomida va undan keyingi davrda foyda keltiradi.

Sinfdan tashqari mashg'ulotlarda ishtirok etish ham o'quv samaradorligini oshirish bilan bog'liq. Ushbu faoliyat bilan shug'ullanadigan talabalarning motivatsiyasi va o'zini o'zi hurmat qilish darajasi yuqori bo'lib, bu ularning umumiy akademik muvaffaqiyatiga ijobiy ta'sir ko'rsatishi mumkin. Bundan tashqari, darsdan tashqari mashg'ulotlar o'quvchilarga maktab jamoasida tengdoshlari va kattalar bilan muhim ijtimoiy aloqalarni o'rnatishga yordam beradi.

Sinfdan tashqari dasturlarni amalga oshirish bo'yicha tavsiyalar:

Barcha talabalar turli xil darsdan tashqari imkoniyatlarga ega bo'lishlarini ta'minlash uchun maktablar turli xil qiziqish va qobiliyatlarga mos keladigan turli xil dasturlarni taklif qilishga intilishi kerak. Maktablar uchun inklyuzivlikni targ'ib qilish va barcha o'quvchilar o'zlari tanlagan faoliyatlarida mamnuniyat va qo'llab-quvvatlashni his qilishlarini ta'minlash muhimdir.

Maktablar, shuningdek, maktabdan tashqari tadbirlar vaqtida tegishli nazoratni ta'minlash va har bir faoliyat uchun tegishli resurslar mavjudligini ta'minlash orqali o'quvchilar xavfsizligini birinchi o'ringa qo'yishi kerak. Bundan tashqari, maktablar o'quvchilarning darsdan tashqari mashg'ulotlarda ishtirok etishiga yordam berishda ota-onalarning ishtirokini va qo'llab-quvvatlashini rag'batlantirishlari kerak.

Xulosa:

Sinfdan tashqari mashg'ulotlar boshlang'ich sinf o'quvchilarining rivojlanishida ularning qiziqishlarini o'rganish, yangi ko'nikmalarni shakllantirish va muhim ijtimoiy aloqalarni o'rnatish imkoniyatini yaratib berishda muhim o'rin tutadi. Maktablar inklyuzivlik va o'quvchilar xavfsizligini ta'minlashda turli qiziqish va qobiliyatlarga javob beradigan turli xil

dasturlarni taklif qilishga ustuvor ahamiyat berishlari kerak. Darsdan tashqari muhitni boyitish orqali maktablar o'quvchilarning shakllanish davrida ham akademik, ham ijtimoiy jihatdan rivojlanishiga yordam beradi.

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IMITATIONS IN THE NATIONAL LINGUISTIC IMAGE OF THE WORLD

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The scientific significance of this article is explained by the fact that it develops a complex methodology of semantic-structural-typological analysis of imitative expressions, which provides important information for researchers on the linguotypological study of imitative words in English and Uzbek.

Key words: imitative words, descriptive words, onomatopoeia, verb, adjective, cognitive linguistic.

The study of metaphors in Uzbek linguistics can be divided into three major historical periods. In the research of the first period, imitative expressions are included in the list of adverbs in the morphological layer, for example, the linguist AA Kononov in his book "Grammar of the Uzbek language" admits that imitative words are among the adverbs. According to him, "pronouns are not an independent set of words. "Because they're not part of the story, they don't serve as auxiliary phrases." After all, they do not show the connections between words. They are then separated from the pronouns and grouped as separate intermediate words, without being evaluated as either independent words or independent words. During this period, the notion that simulative expressions belong to descriptive words is advanced. Recently, in modern Uzbek linguistics, the study of imitative expressions is carried out from a semantic point of view. Their contextual meaning, etymology, and typology with units in other languages remain in the spotlight. Also, the methodological functions of metaphors remain one of the issues of interest in textual linguistics. . When discussing the role of pure imitation in English linguistics at the language level, the following conclusions of linguists should be cited. Also, the methodological functions of metaphors remain one of the issues of interest in textual linguistics. . When discussing the role of pure imitation in English linguistics at the language level, the following conclusions of linguists should be cited. As H. Bradin points out, "in linguistics, onomatopoeia are defined in the linguistic context as sound symbolism or sound combinations that result from imitation of sound". Regarding the direct grammatical function and semantic features of imitation, the following idea is put forward: "The onomatopoeia serves to express the idea of unity in a phonological context, so it can be said that this word has no lexical meaning." It is understood that in English linguistics there is a view that imitative expressions do not have an independent lexical meaning, their meaning is understood in the context of speech. However, imitation words are said to be a combination of phonological characters and it is formed by mimicking sounds in nature. By the middle of the last century, grammatical categories in linguistics had been studied in detail, consistently and organically sorted. Of course, in this process, some national languages, including Uzbek, were studied on the basis of the doctrines of other schools of linguistics. As a result, Uzbek linguistics, formed in the patterns of Russian linguistics, has studied some aspects of important linguistic phenomena in terms of these language models. Later, these limitations and artificialities began to be reconsidered in structural linguistic research. In particular, an

independent and creative approach is required from researchers or candidates for research in the interpretation of many phenomena that are biased and biased on the basis of ideological beliefs during the dictatorial regime. In particular, this can be clearly seen in the interpretation of linguistic phenomena. It should be noted that the representatives of structural linguistics are still making significant progress in the process of re-examination of the Uzbek language on the basis of national specifics. At the same time, a completely new direction has emerged in modern Uzbek linguistics, and today significant research is being conducted in this direction. In particular, new directions such as cognitive linguistics, linguocultural studies and pragmalinguistics, which are the main aspects of modern linguistics, were formed as a result of an anthropocentric approach to language, speech and language. However, the history of the creation of the anthropocentric approach, which is a relatively new direction for Uzbek linguistics, as well as the exception of the linguistic landscape of the world, which is a new term, dates back to the last century. Gumboldt was the first to observe the linguistic image of the universe on the basis of philosophical dialectics. When studying language on a philosophical basis, the scholar does not dwell on the linguistic image of the universe and its constituent elements, including the categories of general linguistic image of the universe, national linguistic image and private linguistic image. The question of the linguistic image of the world and the interdependence of the categories of nationality is given special attention by the linguist L. Weisgerber. Also, A.Potebnya, E.Sepir, B.Worf and V.Maslova have done a lot of research in the study of language phenomena in terms of their dependence on national mentality, national culture, and social environment. Although these areas of modern linguistics are considered as a relatively new approach to Uzbek linguistics, in national linguistics scholars Sh. took away. Linguists argue that the linguistic image of the universe and the conceptsphere are different names for the same reality. Hence, the concepts (horses) that are an integral part of the conceptsphere, i.e. names, are also the main means of the linguistic image of the universe. Now, as we move on to the solution of the problem of the place of imitation in the linguistic description of the universe, it is necessary to dwell on the origin, semantic function, and essence of imitation words. It is well known that when it comes to the emergence of language, idealists and materialists approach the solution of a problem from two perspectives. While idealists believe that language was created by divine power, and that man began to name events based on divine expression when he saw events, materialists argue that language originated and evolved through social labor. Both ideas cannot be completely denied, of course. Proponents of the individual theory, who are followers of materialists, also argue that the emergence of language is based on imitation and encouragement of sound.

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REFORMS OF ENSURING ECONOMIC GROWTH RATES IN INDUSTRY

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Abstract. The article highlights the importance and content of the economic reforms carried out to ensure the sustainable economic growth of the country through the development of industries. At the same time, the state of development of industries has been studied analytically and proposals and recommendations have been made to ensure sustainable economic growth.

Keywords: sustainable economic growth, industries, gross domestic product, economic reforms, structural changes.

The strategic plans put forward by the President of the Republic of Uzbekistan Shavkat Mirziyoyev on the basis of economic reforms aimed at ensuring sustainable and balanced growth of industries in our republic, the main emphasis is placed on the production of competitive, exportable and import substitutes, products of high added value, modernization of industrial production capacities, technological renewal and creation of large industrial enterprises. Current issues like this and waiting for their own solution are the demands of today's era.

Today, several regulatory legal acts related to the industry have been adopted in the last five years as a consistent continuation of reforms in the sustainable development of industries. Particularly, the Decree of the President of the Republic of Uzbekistan "On additional measures to increase the industrial potential of the regions" was adopted. The decree is significant for the creation of a holistic system that promotes the rapid development of local industries, as well as the focus on increasing the industrial potential of the regions. Many regulatory legal acts related to the development of the industrial sector have been adopted and are being implemented.

By the Decree of the President of the Republic of Uzbekistan "On measures to create favorable conditions for the further development of the jewelry industry", opportunities have been created for manufacturers in the jewelry industry to extend the period of payments on the purchase of silver products.

The adoption of the Decrees of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to organize and hold regional and Republican inter-sectoral industrial fairs in 2021" provides wide opportunities for the development of the network.

Also, the adoption of the Decree of the President of the Republic of Uzbekistan PD-169 of 12.10.2023 "On additional measures for the rapid development of Industry and its base sectors" has become a quadruple for the priority development of industries. As the main tasks presented in the decree, it is worth saying that today in order to rapidly develop high-tech-based industrial areas in the country, expand the production of competitive finished products by attracting private investments in industries, increase the income of the population at the expense of organizing new production facilities in the regions, and introduce a management system based on Advanced International Standards, a number of tasks and functions for the implementation of State Industrial Policy and the development of base industries are assigned to the Ministry of Economy and finance.

The role of industries in ensuring the economy and employment of the Republic is very large. Also, in order to create the necessary conditions for the industry, in recent years, 19 free economic zones and more than 400 small industrial zones have been created, 10 trillion soums have been directed to their infrastructure. Financial resources of \$3 billion were allocated from industries to turn mainly: textiles, chemicals, building materials, leather, pharmaceuticals, electrical appliances into the “driver” of today. In order to supply the industry with raw materials, Geosciences were increased 3 times and more than 600 new mining reserves were identified.

As a result of the reforms, in the last five years, the number of industrial enterprises increased by 2 times to 100 thousand, the volume of production increased by 1.4 times.

Stressed that new opportunities and additional financial resources will be provided for the industry. The first opportunity is to revise the banking regulations and provide an additional 55 trillion soums of resources for the allocation of loans to enterprises in commercial banks. This means that there is an additional source of investment in a single district at an average of \$ 20 million .

Industry is a production network covering the processing of raw materials, the appropriation of underground resources, the creation of means of production and goods of folk consumption. According to preliminary data, in January-December 2023, 655.8 trillion by Republican enterprises. the sum was produced in industrial products with a physical volume index of industrial production of 106.0% compared to January-December 2022.

The index of the physical volume of industrial production is a relative indicator that describes the change in the volume of manufactured products (works, services) in comparable periods.

The distribution of production of industrial products per capita, due to the location of large industrial enterprises, shows a significant rise in Navoi region (95 361,7 thousand soums), Tashkent City (41 228,9 thousand soums) and Tashkent region (34 990,5 thousand soums) from the average Republican level indicator (18 011 thousand soums).

According to the industrial contribution, which produces the largest share in the structure of industrial production in the Republic, 553.3 trillion. the sum was 84.4%, the share in total industrial production. In January-December 2023, a high share in total industrial production in the Republic came to the contribution of Tashkent City (18.9%), Tashkent region (16.1%), Navoi region 15.5%), Andijan region (11.2 %) and Fergana region (5.6%). Also, higher **FHI** compared to the corresponding period of last year was observed in Jizzakh region (107.4 %), Andijan region (107.3 %) and Namangan region (107.2%).

The volume of products produced by industrial enterprises producing in January-December 2023 is 553.3 trillion sum, or share in total industrial output, was 84.4%.

In conclusion, these opportunities that are being created today regarding the development of industries will further increase the importance of reforms in ensuring sustainable economic growth rates of industries in the future.

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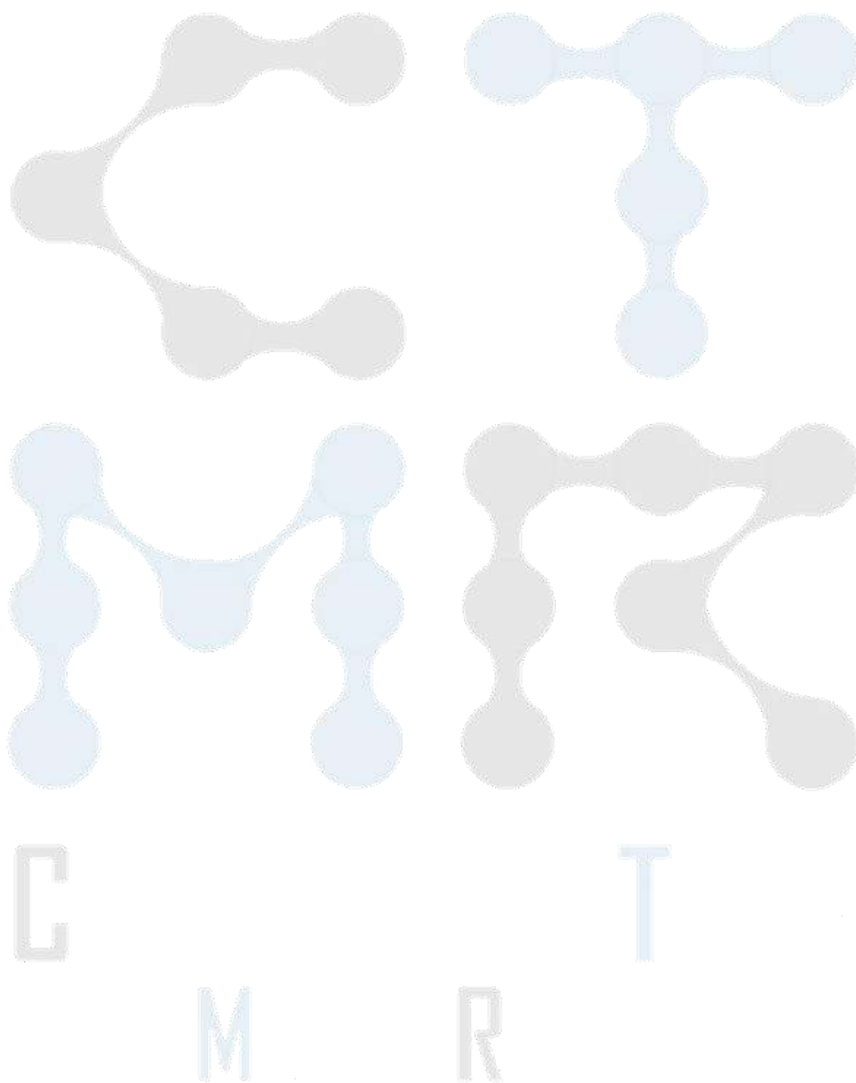
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УДК. 631.4;631.8

**ИСПОЛЬЗОВАНИЕ РЕСУРСОСБЕРЕГАЮЩЕЙ ТЕХНОЛОГИИ
ВОЗДЕЛИВАНИЕ КУКУРУЗЫ И ЕГО ВЛИЯНИЕ НА ПЛОДОРОДИЕ ПОЧВЫ****Абдуллаев Б.Н**

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Аннотация. В статье приводятся данные, что этот ресурсосберегающий технологии возделывание кукурузы как повторного посева (по стерню) сокращает число обработок, имеет почвозащитное значение, способствует сохранению плодородия почвы за счет улучшения структуры почвы. В результате в условиях лугово-сероземных почв Самаркандской области определяются эффективность внесения удобрений и уровень динамики плодородию почвы при ресурсосберегающей технологии возделывание кукурузы

Annotation. The article cites data that this crest-furrow method of sowing maize with a single application of nitrogen fertilizers reduces the number of treatments, has a soil-protective value, promotes the conservation of soil fertility, reduces its flushing, leads to an increase in yield. For the first time for the conditions of irrigation-eroded soils of the Samarkand region, a method and norms for introducing nitrogen fertilizers for the crest-furrow sowing of maize have been developed.

Введение. Нам известно что, уплотнение почвы обычно происходит под влиянием воздействия естественных факторов - дождя, полива, особенно при отсутствии растительного покрова, сил гравитации, а также механического воздействия ходовой системы тракторов, комбайнов, почвообрабатывающих машин, средств для внесения в почву органических и минеральных удобрений и при других технологических операций.

По мере увеличения мощности и массы сельскохозяйственной техники в большей степени стали проявляться негативные стороны механической обработки почвы, возросли противоречия между его агротехнической необходимостью и отрицательных воздействием на плодородие, проявляющееся, прежде всего, в усилении эрозионно-опасного состояния почвы и ее переуплотнения на большую глубину.

Минимальная обработка почвы по мнению М.Н.Заславского (1979), на эродированных почвах необходима для сохранения содержания гумуса и потенциального плодородия.

Материалы и методы работы. В наших опытах сравнивались разные способы посева кукурузы на лугово-сероземных почвах. Известно, что специфика орошаемого земледелия состоит в необходимости постоянной обработки верхнего слоя почвы после каждого полива. В кукурузоводстве за период вегетации почвы обрабатывают 3-5 раз. Обработки включают культивацию и нарезание поливных борозд, одновременно с внесением минеральных удобрений в виде подкормок. Если добавить к этому еще пахоту, малование, боронование и машинную уборку, то количество проходов агрегата по одному и тому же следу значительно возрастает. Ученые отмечают, что после одновременного прохода трактора поувлажненному полю верхний слой почвы

уплотняется до максимума и составляют 1,52-1,60 г/см, против 1,34 в исходном состоянии.

Результат исследований. Полученные в результате исследований, данные при обычном пунктирном широкорядном и новом (ресурсосберегающий) технологии возделывание способе посева кукурузы, свидетельствуют о том, что при проведении междурядных обработок после первого и второго полива в вариантах с пунктирным посевом почва уплотняется, по периодам на 0,1-0,2 г/см³.

При предлагаемой способе посева нет необходимости проводить междурядные обработки, так как растения располагаются на гребне, по бокам и на дне борозды. В связи с переходом на разовое, припосевное внесение годовой дозы азотных удобрений на две глубины и благодаря совмещению их с медленнодействующим удобрением, нет необходимости для проведения подкормки.

В зоне расположения основной массы корней, начиная с глубины 20-30 см наблюдается заметное увеличение объемной массы почвы до 0,07 после первого и до 0,15 г/см³ - второго полива при пунктирном способе посева. В конце вегетации разница несколько сглаживается и составляет 0,07 г/см³.

Действие прохода агрегатов на плотность почвы возрастает на глубине 50 см слоя, где она по годам заметно увеличивается.

Известно, что увеличение плотности сложения пахотного горизонта почвы до 1,5 г/см³ вызывает не только ухудшение её физических свойств, но и угнетает деятельность микроорганизмов и резко снижает урожай культуры.

Проблемы предотвращения эрозии почвы изучали многие учёные, эти работы посвящены вопросам особенностей проявления ирригационной эрозии, разработке путей повышения плодородия, оптимизации обработки, выявлению лучшей длины борозды и струе воды при различных уклонах.

В наших исследованиях способы посева оказывают существенное влияние на размеры эрозии почвы при поливе по бороздам. Объем твёрдого стока почвы со сбросной водой при новом способе посева уменьшался, по сравнению с пунктирным.

Увеличение разницы в объеме смыва почвы от первого до третьего полива, на наш взгляд, связано с развитием корневой системы растений находящихся на дне борозды при новом способе посева.

Ресурсосберегающей технологии возделывание кукурузы является эффективным средством защиты почв от эрозии, позволяющим уменьшить смыв, потери питательных веществ, по сравнению с пунктирным в 4-5 раз, а также за счет рационального использования площади питания, создает возможность повышение урожайности и создаёт возможность сохранения плодородия почвы.

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INNOVATIVE PROCESSES IN EDUCATION

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Annotation. In recent years, a number of new concepts from other fields have entered the theory of pedagogy. This indicates that pedagogy is related to other disciplines. Most of the concepts came from the fields of technology and economics, which are the basis for the development of human thought.

Keywords: education, opinion, innovation, computerization, situation, discipline, agriculture, manufacturing.

Today, various opinions are expressed about the economics and improvement of education, the teacher and teaching techniques and technologies, the economy of education, computerization of teaching.

Although it is not clear when the word "innovation - newness" appeared, there are opinions that this concept entered the general sciences, from the natural sciences. Most of these innovations were introduced in the fields of agriculture, manufacturing and medicine. As a pedagogical term, the concept of innovation is one of the new concepts, and various definitions and opinions are given to it.

Innovation has been changing since the dawn of society. Some pedagogues use the word innovation in a narrow sense to improve and modernize education, while others give it a broader meaning. Some new concepts in the field of education are being replaced by reform, modernization, improvement, and optimization of teaching.

We will focus on the definitions given to innovation as a pedagogical concept.

French scientist E. Brunswick shows three types of pedagogical innovation:

1. completely new, previously non-existing ideas and actions appear as innovation.;
2. most innovations require adapting, expanding or changing ideas and actions at a certain time, in a certain environment;
3. Pedagogical innovations happen depending on the situation. These innovations revitalize existing activities and ensure the effectiveness of ideas based on re-purposed by changing requirements.

American Beal and Bolen define pedagogical innovations as "complex innovation in views and application, not just innovation involving changes in material." Changes and complex changes are defined here.

Nayhoff describes news as a process: "This process begins with an idea and influences its transformation, and ends with consumer acceptance or rejection."

Marklund explains the difference between innovation and change as follows: "The concept of innovation is used in school and in the educational process in a similar way to the word change. If this change involves the school system, it is considered a reform. But not every change is new. The innovation should ensure the achievement of the previously set goal. Innovation always creates one or more qualitative criteria.

In the general encyclopedia, the concept of innovation is defined as "new, renewal, novelty - the implementation of technical and technological discoveries and achievements."

In special and pedagogical literature, innovation is defined differently by authors dealing with this problem.

Uzbek scientist, Doctor of Pedagogical Sciences, Professor N.N.Azizkhojaeva defines the word innovation and admits the following: "Innovation" (in English innovation) is innovation.

Innovation is both an internal logic and a dynamic system that develops legitimately over time and expresses its interaction with the environment.

Innovation in scientific fields is directly: a new method, methodology, technology, etc.

In the national encyclopedia of Uzbekistan, the word innovation is explained as follows: "innovation - English innovationas - is an introduced innovation, invention, innovations, activities in the fields of technique, technology, management and skill organization based on scientific and technical achievements and best practices. application in the scopes" is indicated. (Uzbekistan national encyclopedia State scientific publishing house. Tashkent 2002, page 169)

"Innovative technologies are innovations and changes in the pedagogical process and teacher's and student's activities, and in its implementation mainly interactive methods are fully used." (R.J. Ishmuhamedov. Ways to increase the effectiveness of education with the help of innovative technologies. -T. 2004. p. 3)

Regarding innovation and change, some define innovation, others as quantitative change, and a third category of people as qualitative change.

In the period of socio-economic reforms, the introduction of innovations into the life of the society ensures improvement of human labor and comfort. Also, the need for innovation requires a number of changes in the field of education.

A student or pupil comes to the educational institution to get knowledge, and the teacher organizes the educational process by looking for the most convenient and effective ways to impart knowledge to the student. In order for pedagogues to work successfully and educate students, they must know how to apply innovations to the educational process. That is why the term innovation has attracted the attention of many people. Now, in order to fully and accurately apply innovation in education, it is necessary to understand its content and essence. It takes some time.

Schoolchildren strive to express themselves as individuals. For this, they begin to take up various types of activities. It is important that teachers also try to realize all the possibilities of the student during the educational process.

The process of teaching through innovation optimizes the interaction between the teacher and the student. It is envisaged that both people will become active participants.

The effectiveness of the educational process depends, of course, on the nature of these interactions.

If the educational process is organized at a high level through innovation, future specialists will show intellectual activity. Intellectual activity helps the future specialist to prepare in every way, to become a master of the future activity. Intellect (Latin intellectus - that is, intelligence, perception, mind) means. This means forming a person's cognitive activity, thinking in a narrow sense, the process of thinking.

The task of modern pedagogy requires the application of innovations in the educational process to increase the intellectual activity of students. Because today the introduction of innovations in the educational process has a good effect. Therefore, it is necessary to classify (classify) the innovation used in the educational process.

Innovations in the field of education require innovations and changes in education, improvement and improvement of existing ones. That's why there are always some changes in the educational process.

The current period can be called a period of great and rapid changes in the field of education, as well as in all areas of society. There are different views of news. Types of news are separated mainly for methodological reasons.

Fields of education are so closely related that innovations in one field lead to innovations in any other field. Therefore, the introduction of innovations in some components of education requires determining the overall effectiveness of the innovations used.

When classifying innovations of the educational process, it is necessary to take into account that innovation is one of the important manifestations of human activity. This activity is free from serious boundaries and divisions. It is difficult to include all the concepts and aspects of the educational process in the novelty and embody them in one concept. Innovation affects its methodology and technology in the process of organizing educational content. However, it is necessary to classify the innovation used in the educational process.

In our opinion, the first main criterion depends on the environment in which the innovation will be introduced. The second criterion is the ways of applying the innovation, the third is the breadth and depth of the innovation implementation measures, and the fourth criterion is the reason for the creation of the innovation.

Depending on the field of education in which innovations are introduced and applied, the following innovations can be included in the first criterion: 1) in the content of education, 2) in technology, 3) in organization, 4) in the management system. Depending on the ways of introducing innovations they can be divided into the following:

- a) systematic, planned, premeditated;
- b) unexpected, spontaneous, sudden. Irrespective of the breadth and depth of the activities of introduction of news, the following types can be listed:
 - a) public, large, global, systematic, acute, reasonable, important, serious, deep, etc.;
 - b) partially, small, tiny.

Depending on the nature of the news, they can be combined as follows: a) external and b) internal.

The above-mentioned features determine a high level of interest of the learner, as a result of which the effectiveness of the educational process increases.

Education based on the introduction of news is highly effective in the following cases:

- 1) when based on factors of personal interest. Students will be responsible for the learning process because they know their needs well.
- 2) when responding to primary needs. Education will be based on students' primary needs, and the pursuit of learning will be high.
- 3) when students' involvement is ensured.

Active participation in the learning process, not laziness.

- 4) based on independent opinion.

The learning process is most effective when it is based on independent thinking; students learn from each other.

- 5) when providing feedback.

Effective learning requires both guiding and supportive feedback.

- 7) when showing respect for students.

Mutual respect and trust between the coach and the student will help the learning process.

8) when a friendly environment is created.

A student who is in a friendly mood will learn the material much more easily than a student who is scared, excited, or angry.

9) when a favorable situation occurs.

If the student is motivated to learn, he will learn the learning material quickly and easily.

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**ОПТИМИЗАЦИЯ ЛОГИСТИЧЕСКИХ ЦЕПОЧЕК: ДВИГАТЕЛЬ
КОНКУРЕНТОСПОСОБНОСТИ И ЭКОНОМИЧЕСКОГО РАЗВИТИЯ****Ибрагимова Зульфия Шамсиддин кизи**Магистр Экономического факультета Ташкентского Транспортного Университета,
г.Ташкент*E-mail:* zulfiya_ibragimova99@mail.ru**Аннотация**

Оптимизация логистических цепочек играет ключевую роль в повышении конкурентоспособности и содействии экономическому развитию во всех отраслях. В этом обзоре литературы исследуются многогранные аспекты оптимизации цепочки поставок и ее последствия для организаций и экономики. Благодаря обширному анализу существующих исследований в этой статье рассматриваются различные стратегии, инструменты и технологии, используемые для оптимизации цепочки поставок, и их влияние на операционную эффективность, снижение затрат и общую производительность. Кроме того, в нем исследуется роль оптимизации логистики в решении современных проблем, таких как глобализация, устойчивое развитие и цифровая трансформация. Объединив различные точки зрения, этот обзор дает представление о значении оптимизации цепочки поставок как двигателя конкурентоспособности и экономического роста в современной бизнес-среде.

Ключевые слова: Логистика, Оптимизация логистических цепочек, Конкурентоспособность, Экономическое развитие, Эффективность.

Логистика – это дисциплина, которая в настоящее время используется все больше и больше. Это сложная наука, которая совершенствует качество бизнес-процессов, которое позволяет компании реагировать на требования рынка и клиента быстрее. Сегодня, когда большое внимание уделяется качеству и высокому уровню предоставляемых услуг, использование логистики является почти необходимостью.

Логистика, как ключевой элемент управления цепочками поставок, играет решающую роль в современной экономике. Оптимизация логистических цепочек становится все более важной в условиях глобализации, постоянного изменения рыночных условий и растущих требований потребителей. Так, как оптимизация логистических цепочек выступает в качестве фактора увеличения конкурентоспособности предприятий и стимулирует экономическое развитие.

Преимущества оптимизационного анализа включает в себя снижение затрат. Помимо экономической выгоды, происходит и сокращение прокладки маршрута, что связано с сокращением времени выполнения действий. Целью такой оптимизации является максимально эффективное использование транспортных средств, технологий и человеческих ресурсов.

Тенденция нынешнего времени – огромное развитие коммуникационных и информационных технологий. Текущее явление также заключается в повышении требований к гибкости бизнеса, который обеспечивает ввоз и вывоз людей, товаров или материалов. Привлекательность и успешность предприятия оцениваются не только ценой

и качеством, но и гибкостью и способностью быстро реагировать на требования клиентов.

Объем и сфера логистической деятельности зависят от условий, связанных с коммерческой деятельностью. Бизнес руководство рассматривает логистическую деятельность исходя из того, может ли оно влиять на нее самостоятельно. Результат такого решения представляет собой набор логистических функций. В большинстве случаев бизнес имеет дело только с мгновенными физическими поставками и потоками физического распределения. Логистическая деятельность, которой занимается бизнес, варьируется на каждом предприятии. Этот факт влияние различных аспектов. Они включают в себя особую организационную структуру, легитимные различные мнения управление по значимости логистики, относительности важности отдельных видов деятельности или окружающей среды компания. Отдельные логистические мероприятия можно разделить на ключевые и вспомогательные. Разница между этими понятиями заключается в том, что ключевые виды деятельности осуществляются на каждом предприятии, тогда как вспомогательная деятельность осуществляется в зависимости от обстоятельств и требований конкретной компании (Симкова и др., 2015); (Войтек и др., 2019).

В первую очередь, оптимизация логистических цепочек позволяет сократить издержки и улучшить эффективность процессов. Это достигается за счет оптимизации инвентаризации, улучшения планирования и координации процессов снабжения, производства и распределения. Сокращение времени цикла поставки товаров и услуг до минимума помогает предприятиям быстрее реагировать на изменения спроса и рыночных условий, что является ключевым фактором конкурентоспособности.

Кроме того, оптимизация логистических цепочек способствует повышению качества обслуживания клиентов. Более точное прогнозирование спроса и более эффективное управление запасами позволяют обеспечить своевременную поставку товаров и услуг, что улучшает удовлетворенность клиентов и способствует повторным покупкам. В итоге, это способствует укреплению позиций компании на рынке и расширению ее доли рынка.

Более того, оптимизация логистических цепочек способствует снижению негативного воздействия на окружающую среду. Эффективное планирование маршрутов доставки, сокращение избыточной упаковки и рациональное использование транспортных ресурсов позволяют уменьшить выбросы углекислого газа и другие виды загрязнения. Это не только способствует экологической устойчивости предприятий, но и может привлечь новых клиентов, ориентированных на экологически чистые продукты и услуги.

Сегодняшняя конкурентная бизнес-среда приводит ко многим изменениям в системах производства и распределения. Одно из важных изменений в конкуренции между цепочками поставок, а не между компаниями. Эффективная и гибкая цепочка поставок помогает компаниям удовлетворить две жизненно важные потребности клиентов, включая короткие сроки поставки и низкую цену. Цепочка поставок — это сеть поставщиков, производителей, складов и розничных продавцов, организованная для производства и распределения товаров в нужных количествах, в нужных местах и в нужное время, чтобы минимизировать общие затраты при соблюдении требований к уровню обслуживания (Симчи, Каминский и др.). Симчи-Леви, 2003). Как традиционная

цель, производительность сети цепочки поставок находится в центре внимания исследователей и практиков, занимающихся проектированием и оптимизацией сетей цепочки поставок.

Таким образом, оптимизация логистических цепочек играет решающую роль в повышении конкурентоспособности предприятий и стимулирует экономическое развитие. Предприятия, осуществляющие систематическую работу над оптимизацией своих логистических процессов, могут достичь значительного преимущества на рынке и укрепить свои позиции в условиях быстро меняющейся экономической среды.

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KICHIK MAKTAB YOSH DAVRIDA PSIXIK RIVOJLANISH*Termiz Davlat Pedagogika instituti**Boshlang'ich ta'lim fakulteti boshlang'ich**ta'lim talabasi**Mengziyoyeva Madina Ismoil qizi ,**Shopo'latova Muxlisa O'ktam qizi*

Annotatsiya: Ushbu maqolada kichik maktab yoshidagi bolaning psixikasida kechayotgan o'zgarishlar, uni maktab yoshiga tayyorlash va o'quv jarayonlariga bo'lgan qiziqishini orttirish borasida so'z yuritilgan.

Kalit so'zlar: Kichik maktab yoshi, bolalar psixologiyasi, intellekt, krizis, ta'lim

Odatda psixologik adabiyotlarda keltirilishicha kichik maktab yosh davri 6-7 yoshdan 10-11 yoshgacha bo'lgan davrni o'z ichiga oladi, lekin bu yosh davrga ajratish prinsipi qat'iy va mutlaq degan fikr emas, albatta. Chunki, xalq ta'limi tizimida yuz beradigan ayrim o'zgarishlar bunga u yoki bu tarzda o'z ta'sirini o'tkazadi. Jumladan, bola maktab ta'limiga bog'chada tarbiyalanayotgan paytdan boshlab tayyorgarlik ko'ra boradi, buning uchun u, dastavval ta'lim tarbiya tomonidan o'quvchi shaxsi oldiga qo'yiladigan turli mazmundagi talablar bilan tanishadi, undan tashqari u fan asoslarini egallash uchun ham biologik jismoniy, ham psixologik jihatdan qariyb yetilgan, jismoniy va aqliy mehnat qilish imkoniyatiga ega bo'ladi.

Bolaning maktabda muvaffaqiyatli o'qishi ko'p jihatdan ularning maktabga tayyorgarlik darajalariga bog'liq. Bolaning maktabda o'qishga tayyorligi quyidagilarni o'z ichiga oladi.

I-Shaxsiy tayyorgarlik. Motivatsion sohaning rivojlanganlik darajasi. Bilishga qiziqishning mavjudligi. Ijtimoiy munosabatlar tizimida o'zining maxsus o'rni bolishiga intilish, muhim baholanadigan faoliyatni bajarish ya'ni o'quvchi bo'lish.

II-Intellektual tayyorgarlik. Tevarak-atrofdan mo'ljal olinadigan bilim, bilimlar zaxirasining mavjudligi. Idrok va ko'rgazmali-obrazl tafakkurning ma'lum darajada rivojlanganligi. Umumlashtirish darajasi — narsa va hodisalarni farqlash va umumlashtira olish ko'nikmasi. Nutqining ma'lum darajada rivojlanganligi; ko'pincha aqliy tayyorgarlik deyilganda bolaning dunyoqarashi, jonli tabiat, insonlar va ularning mehnatlari haqidagi bilimlari tushuniladi. Ushbu bilimlar maktab beradigan ta'limga asos bo'lishi mumkin, lekin so'z boyligi, ma'lum xatti-harakatlarni bajara olish layoqati bolaning maktabga aqliy tayyorgarligining asosiy ko'rsatkichi bo'la olmaydi.

III-Harakat tayyorgarligi;

— mayda motorika;

— katta harakatlarni amalga oshirish (qo'l, oyoq, tana).

IV-O'quv faoliyatiga tayyorgarlik;

— kattalarni diqqat bilan eshita olish va uning ko'rsatmalarini aniq bajarish;

—topshiriqni mustaqil bajarish;

— chalg'ituvchi omillarga e'tibor bermasdan topshiriqni bajarishga kirishish.

Birinchi bor maktabga kelgan bola hali o'zini to'liq anglashi va o'z hatti-harakatlarini aniq bilishi qiyin. Faqat o'qituvchigina bolaga me'yorlar qo'yishi, ularning hatti-harakatlarini baholashi, o'z xatti-harakatlarini boshqalar bilan moslashtirishga sharoit yaratishi mumkin. Boshlang'ich sinfda o'quvchilar o'qituvchi tomonidan qo'yiladigan yangi talablar va shartlarni qabul qiladilar, shuningdek, ularning qoidalariga to'la amal qilishga harakat qiladilar.

Yuqoridagi barcha muammolarni faqat har tomonlama hal qilish mumkin, bu bolaga ta'lim va bilish jarayonida diqqatni to'g'ri joylashtirishga yordam beradi, uni ta'limdagi har qanday muvaffaqiyatga rag'batlantiradi, maktabdagi xatti-harakatlarning aniq intizomiy asosini shakllantiradi.

Katta bog'cha yoshidagi bolalar ko'pincha, maktabga o'qish uchun o'zlarida ehtiyoj sezishadi, ammo bu ehtiyoj turlicha namoyon bo'ladi. "Menga chiroyli forma, daftar, ruchkalar sotib olib berishadi", "Maktabda do'stlarim ko'p bo'ladi, ular bilan o'ynayman, maktabda uxlatishmaydi". Bunday motivlarni ota-onalar ko'pincha bolalarda maktabga nisbatan qiziqishni orttirish uchun ishlatishadi, bu kabi maktabning tashqi ramzlari shubhasiz bolani qiziqishini orttiradi, biroq, bu uning maktabda yaxshi o'qishi uchun asos bo'la olmaydi. Motivatsion tayyorlashga esa "Men otamga o'xshashim uchun yaxshi o'qishim kerak", "Maktabda eng a'lochi o'quvchi bo'lishim kerak" kabilar misol bo'ladi.

Biz ko'p hollarda bolaning o'z fikrini erkin bayon eta olmasligi, o'z fikri to'g'ri yoki noto'g'riligi borasida uzoq muddat o'ylashi, kattaroq bo'lgan jamoa oldida o'zining fikrini tushuntira olmasligini kuzatamiz.

Kichik maktab yoshidagi bolalarning asosiy faoliyati o'qish hisoblanadi. Bolaning maktabga borishi, uning psixologik rivojlanishi va xulq-atvoridagi o'rni nihoyatda katta. Bu davrda axloqiy hatti-harakat qoidalari o'zlashtiriladi, shaxsning ijtimoiy yo'nalishi tarkib topa boshlaydi. Ushbu sifatlarning shakllanishi bolada bilish jarayonlarining faolligi bilan bog'liqdir.

Idrok. Kichik maktab yoshidagi bolalar idrokining o'tkirligi sofligi bilan farq qiladilar. O'quvchilarning idroki o'ziga xos bilimga tomoshabin tariqasida berilganlik bilan farq qiladi.

Diqqat. Kichik maktab yoshidagi o'quvchilar diqqatining asosiy hususiyatlari ixtiyoriy zaifligidadir. Kichik maktab yoshida diqqatni iroda kuchi bilan moslash va uni boshqarish imkoniyati cheklangan bo'ladi.

Xotira. Kichik maktab yoshidagi o'quvchilarda xotira ta'limining ta'siri bilan ikki yo'nalishda rivojlanadi. So'z mantiq xotirasining va mahnosiga tushunib esda olib qolishning rolg'g'i va uning salmog'i kuchayadi, tartibga solish imkoniyatlariga bo'ladi. Birinchi signal sistemasining faoliyatining nisbatan ustunligi tufayli kichik maktab yoshidagi o'quvchilarda so'z mantiq xotirasi deb atalgan xotiraga qaraganda ko'rgazmali-obrazli xotira ko'proq rivojlangan bo'ladi.

Xayol. Xayol muhim psixik bilish jarayonlaridan biridir. Xayolning faoliyatsiz o'qituvchi gapirayotgan va darslarda yozilgan narsalarning tasavvur qilishni hamda ko'rgazmali obrazlar bilan ishlashni bilmay turib, hech qanday o'quv predmetni chinakkam o'zlashtirishi mumkin emas. Kichik maktab yoshidagi o'quvchining xayoli uning o'quv faoliyatining ta'siri va talablari bilan tarkib topadi. Shuning bilan bir qatorda bevosita ta'surotlar (muzey, vistavkalarining borib ko'rish, kinokartinalarni ko'rish, ekskursiyalarga borish, maktab yer uchastkasida ishlash va boshqalar) ham xayolni rivojlantiradi.

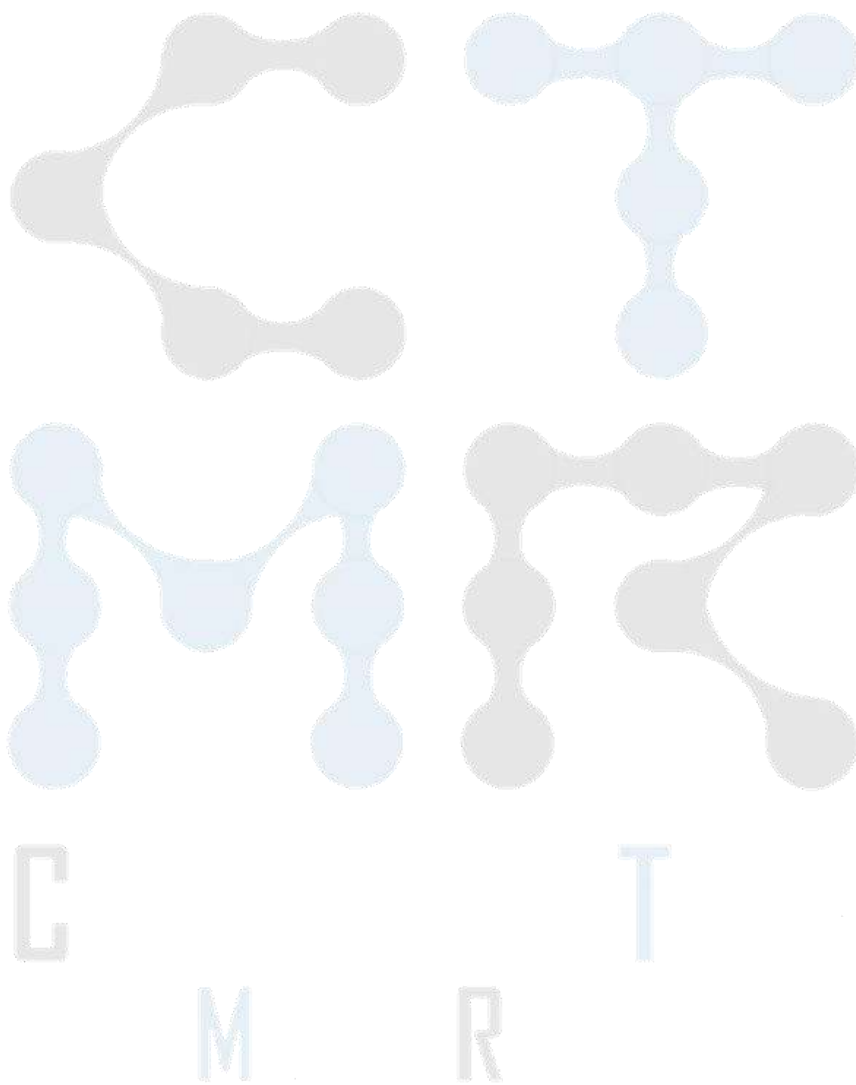
Xulosa qilib aytganda kichik maktab yoshida bolada ko'pgina o'zgarishlar ro'y beradi. Bu o'quv faoliyati ko'nikmalarining shakllanishi, o'z-o'zini boshqarish, dunyoni bilish munosabati shakllanishi uchun sezitiv davr hisoblanadi. Bola o'z xulq-atvorini boshqara boshlaydi. Uyda va jamoat joylarida o'zini qanday tutish kerakligi haqida xulq-atvor normalarini aniq tushunadi, kattalar va tengdoshlari bilan shaxslararo munosabatda o'z emotsiyalarini boshqara oladi. Xulq-atvor normalari o'zining ichki talabiga aylanadi, unda uyatchanlik hislari paydo bo'ladi. Lekin shunga qaramay kichik maktab yoshidagi bola uchun axloqiy jihatdan barqaror emaslik, munosabatlar va kechinmalarining doimiy emasligi xosdir.

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O. Genrining hikoyalari asosida "Sevgi" kontseptsiyasining ifodalanishi

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Annotatsiya: Maqolada o'zining qisqa hikoyalardagi o'tkir va ko'pincha hayratlanarli burilishlari bilan mashhur bo'lgan O. Genrining, "sevgi" tushunchasini insoniy munosabatlar, qurbonlik va najotning nozik jihatlari tahlil qilinadi.

Kalit so'zlar: Sevgi, Qurbonlik, To'lov, Do'stlik, Rahmdillik.

Аннотация: В статье анализируется концепция «любви» О. Генри, известного своими резкими и зачастую неожиданными поворотами в рассказах, нюансы человеческих взаимоотношений, жертвенности и спасения.

Ключевые слова: Любовь, Жертва, Плата, Дружба, Сострадание.

Abstract: The article analyzes the concept of "love" by O. Henry, known for his sharp and often unexpected turns in stories, the nuances of human relationships, sacrifice and salvation.

Key words: Love, Sacrifice, Payment, Friendship, Compassion.

Kirish:

Adabiyotning ulkan manzarasida ayrim mualliflar inson tuyg'ulari va kechinmalarining nozik tomonlarini misli ko'rilmagan chuqurlik va rezonans bilan tasvirlash uchun noyob iste'dodga ega. Bu adabiy nuroniylar orasida hikoya janridagi mahorati avlodlar osha kitobxonlarni o'ziga rom etib kelayotgan O.Genri ham bor. O. Genrining hikoya tasvirining markazida sevgi kashfiyoti ajralib turadi, bu mavzu fido bo'lish va qutqarish bilan singdirilgan. O.Genri o'zining ta'sirchan hikoyalari orqali sevgining mazmun-mohiyatini so'z bilan ifodalaydi, uning son-sanoqsiz qirralarini ochib beradi va qahramonlari hayotidagi o'zgartiruvchi kuchini ochib beradi.

O. Genri butun faoliyati davomida sevgini ko'p qirrali prizma sifatida namoyon etib, insoniy his-tuyg'ular va munosabatlar spektrini sindiradi. U "Sehrgarning tuhfasi", "So'nggi barg" kabi ertaklarida inson qalbiga chuqur kirib boradi, muhabbatni moddiy boylik va jamiyat me'yorlaridan ustun turadigan kuch sifatida tasvirlaydi. O. Genri qahramonlari fidoyilik, do'stlik va rahm-shafqat harakatlari orqali sevgining murakkab tomonlarini kezib o'tadi va oxir-oqibat uning hayotidagi chuqur ahamiyatini kashf etadi.

Ushbu tadqiqotda biz O. Genrining hikoyaviy san'atiga kirib, uning asosiy asarlarida sevgi tushunchasining verbalizatsiyasini kuzatamiz. Della va Jimning fidokorona imo-ishoralaridan tortib, Syu, Jonsi va janob Berman o'rtasidagi mustahkam do'stligigacha, O.Genrining hikoyalari insoniy holatning ta'sirchan aks etishi bo'lib xizmat qiladi va uning barcha ko'rinishlarida muhabbat qa'rini yoritadi.

Asosiy mavzular va personajlar tahlili orqali biz O.Genrining sevgi tasviridagi nozik tomonlarini ochib, uning o'zgartiruvchi va qutqaruvchi fazilatlariga oydinlik kiritamiz. Uning bitmas-tuganmas ertaklari sahifalarini kezar ekanmiz, sevgining to'siqlardan oshib o'tish, yaralarni davolash, hayotni mazmun va maqsad bilan singdirish uchun bardavom kuchini eslaymiz.

O. Genrining sevgi haqidagi so'zma-so'z ifodasini adabiy tadqiq qilishga kirishayotganimizda bizga qo'shiling, bu sayohat uning abadiy hikoyalari ichida joylashgan chuqur haqiqatlar va abadiy donolikni ochishga va'da beradi.

O'zining qisqa hikoyalarida o'zining ta'sirchan va ko'pincha hayratlanarli burilishlari bilan mashhur bo'lgan O.Genri "sevgi" tushunchasini insoniy munosabatlar, qurbonlik va najotning nozik jihatlari orqali mohirona so'zlab beradi. Uning ko'pgina ertaklarida sevgi ijtimoiy to'siqlardan oshib o'tuvchi, umidlarni inkor etuvchi va pirovardida qahramonlarning asl mohiyatini ochib beruvchi kuch sifatida tasvirlanadi.

O. Genri sevgi tushunchasini og'zaki ifodalagan namunali hikoyalardan biri bu "Sehrgarlarning sovg'asi". Ushbu hikoyada Della va Jim o'rtasidagi sevgi ularning fidokorona qurbonliklari orqali ifodalanadi. Har biri boshqasiga sovg'a sotib olish uchun o'zining eng qimmatli narsasini sotadi, faqat ular tanlagan sovg'alar boshqasi qilgan qurbonliklar tufayli foydasiz bo'lib qolganini ko'radi.

Shunga qaramay, bu paradoksdan ularning sevgisining chuqurligi porlaydi, bu haqiqiy sevgi moddiy narsalar haqida emas, balki boshqasining baxti uchun hamma narsani berishga tayyorligini ochib beradi.

"So'nggi barg" nomli boshqa bir hikoyada sevgi ikki yosh ayol Syu va Jonsi hamda ularning keksa qo'shnisi janob Berman o'rtasidagi do'stlik orqali tasvirlangan. Jonsi kasal bo'lib, umidini yo'qotib, derazasi tashqarisidagi tokdan so'nggi barg tushganda o'lib ketishiga ishonganida, janob Berman unga umid berish uchun devorga barg chizadi va oxir-oqibat uning hayotini saqlab qolish uchun o'z hayotini qurbon qiladi.

Ushbu fidoyilik harakati orqali O. Genri sevgining empatiya, hamdardlik va biz uchun g'amxo'rlik qilayotganlar uchun hamma narsani qilishga tayyorligini ko'rsatadi. O. Genri hikoyalarida sevgi ko'pincha qurbonlik, hamdardlik va insoniy aloqa mavzulari bilan chambarchas bog'langan.

U o'zining mohirona hikoya qilishi orqali sevgining murakkab va nozik tomonlarini so'zlab beradi, uni eng kutilmagan joylarda ham uchratish mumkinligini va eng oddiy imo-ishoralari orqali ifodalanishini ko'rsatadi.

Adabiyot olamida hikoya shaklining ustasi O.Genridek inson tuyg'ularining mohiyatini yorqin aks ettirgan mualliflar kam. Uning repertuaridagi mavzular orasida, ehtimol, hech biri uning hikoyalari to'qimalariga sevgi tushunchasi kabi murakkab tarzda to'qilgan emas.

O. Genri o'zining ta'sirchan hikoyalari orqali muhabbatga xos bo'lgan murakkabliklar, qurbonliklar va qutqaruvchi kuchni so'z bilan ifodalab, kitobxonlarga inson qalbini chuqur o'rganishni taklif etadi.

O. Genrining sevgi izlanishlarining eng mashhur namunalaridan biri uning abadiy klassikasi "Sehrgarlarning sovg'asi" asarida uchraydi. Rojdestvo bayrami fonida tasvirlangan bu ertak haqiqiy sevgini belgilaydigan fidoyilik va sadoqatni qamrab oladi.

Della va Jim qahramonlari orqali O. Genri sevgining moddiy boylikdan ustunligini ko'rsatadi. Della Jimga cho'ntak soati uchun zanjir sotib olish uchun sochini sotgan va Jim Dellaning sochlariga taroq sotib olish uchun soatini sotib yuborgan qurbonlik sovg'alarida ularning sevgisining chuqurligi oshkor bo'ladi.

Ularning yaxshi niyatli imo-ishoralari befoyda tuyulgan sovg'alarga qaramay, ularning sevgisi har qachongidan ham yorqinroq bo'lib, O. Genrining haqiqiy sevgi boshqa birovning baxti uchun hamma narsani berishga tayyor ekanligiga ishonishini ta'kidlaydi

O.Genri ijodidagi sevgining yana bir jozibali tasviri “So‘nggi barg”da uchraydi. Syu, Jonsi va janob Berman obrazlari orqali O.Genri do‘stlik, umid va fidoyilik mavzulariga chuqurroq kirib boradi. Jonsi kasallik qarshisida umidini yo‘qotib, derazasi tashqarisidagi tokdan so‘nggi barg tushganda halok bo‘lishiga ishonganida, keksa rassom janob Berman uning ruhini ko‘tarish uchun devorga barg chizadi.

O‘tkir burilishda, janob Berman oxirgi barg qolishi uchun o‘z hayotini qurbon qiladi, bu sevgi insonlarni o‘zlari qadrlaydiganlarni himoya qilish va ko‘tarishga undaydigan chuqur uzunliklarni o‘zida mujassam etadi.

O. Genrining hikoyalari ko‘pincha odatiy umidlar va jamiyat me‘yorlariga qarshi chiqadigan sevgining mustahkam kuchidan dalolat beradi. Uning hikoyalari avlodlar o‘rtasida o‘quvchilar bilan rezonanslashadi va ularni insoniyat tajribasidagi sevgining son-sanoqsiz shakllari va ifodalari haqida fikr yuritishga taklif qiladi.

Fidoyilik, do‘stlik yoki hamdardlik harakatlari orqalimi, O.Genrining sevgi haqidagi so‘zlashuvi uning hikoyalari chegarasidan oshib, umumiy aloqa va tegishli bo‘lishga intilish bilan chuqur aks sado beradi.

Adabiyot olamida hikoya shaklining ustasi O.Genridek inson tuyg‘ularining mohiyatini yorqin aks ettirgan mualliflar kam. Uning repertuaridagi mavzular orasida, ehtimol, hech biri uning hikoyalari to‘qimalariga sevgi tushunchasi kabi murakkab tarzda to‘qilgan emas. O. Genri o‘zining ta‘sirchan hikoyalari orqali muhabbatga xos bo‘lgan murakkabliklar, qurbonliklar va qutqaruvchi kuchni so‘z bilan ifodalab, kitobxonlarga inson qalbini chuqur o‘rganishni taklif etadi.

O. Genrining sevgi izlanishlarining eng mashhur namunalaridan biri uning abadiy klassikasi "Sehrgarlarning sovg'asi" asarida uchraydi. Rojdestvo bayrami fonida tasvirlangan bu ertak haqiqiy sevgini belgilaydigan fidoyilik va sadoqatni qamrab oladi. Della va Jim qahramonlari orqali O. Genri sevgining moddiy boylikdan ustunligini ko‘rsatadi.

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Xulosa qilib aytadigan bo‘lsak, O.Genrining hikoyachilik mahorati uning sevgi tushunchasini mislsiz teranlik va noziklik bilan og‘zaki ifodalash qobiliyatidadir. U o‘zining abadiy ertaklari orqali o‘quvchilarni sevgi shunchaki tuyg‘u emas, balki inson holatini shakllantiradigan va belgilaydigan o‘zgartiruvchi kuch bo‘lgan dunyoga taklif qiladi. O. Genri

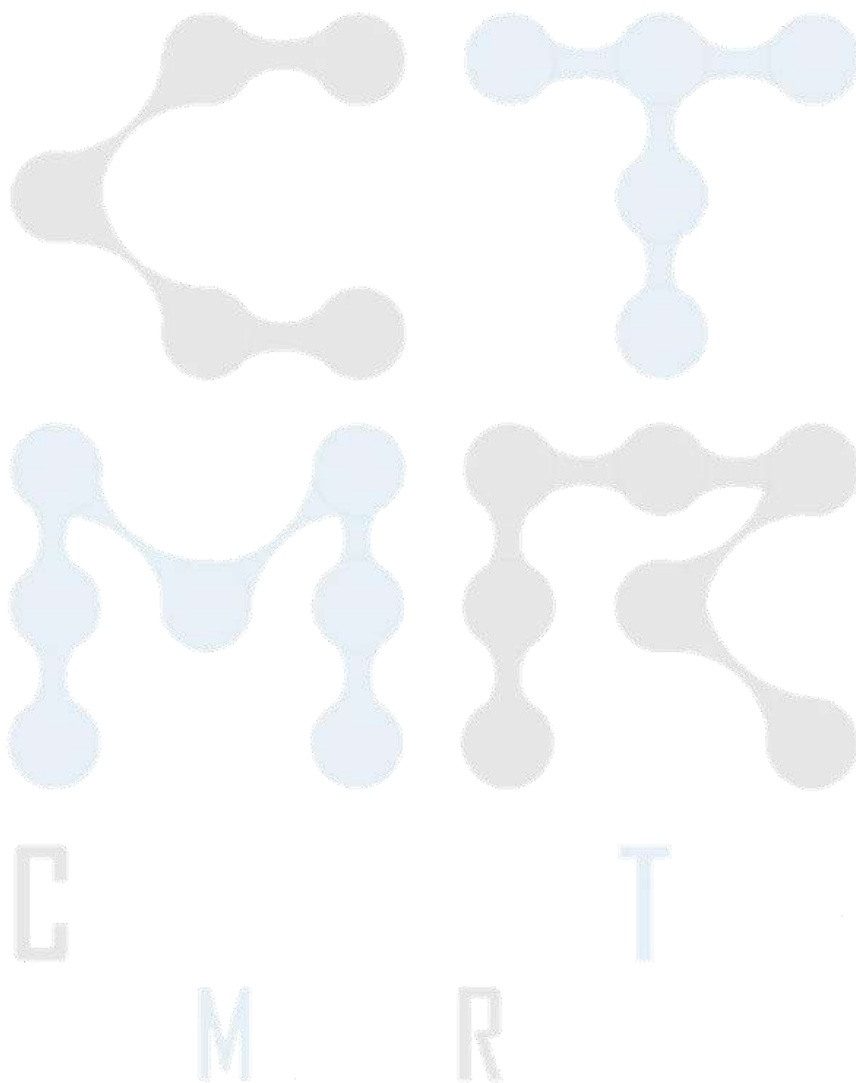
hikoyaning har bir burilishida qalb sirlarini ochadi, adabiy manzarada o'chmas iz qoldirib, sevgining barcha ko'rinishlarida bardavom qudratini yana bir bor tasdiqlaydi.

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A classic short story by O. Henry, illustrating the sacrificial nature of love through the characters of Della and Jim.

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**СТРУКТУРНЫЙ АНАЛИЗ ОСЛОЖНЕНИЙ ЭКСТИРПАЦИИ ПИЩЕВОДА С
ОДНОМОМЕНТНОЙ ЭЗОФАГОПЛАСТИКОЙ ПРИ ХИРУРГИЧЕСКОМ
ЛЕЧЕНИИ БОЛЬНЫХ С АХАЛАЗИЕЙ КАРДИИ III-IV СТАДИИ****Лигай Р.Е., Цой А.О., Хаджибаев Ж.А., Омонов Р.Р., Бекчанов Х.Н., Бабажанов
К.Б., Абдукаримов А.Д., Авалбаев Ж.**

ГУ «Республиканский специализированный научно-практический медицинский центр
хирургии имени академика В.Вахидова», г. Ташкент, Узбекистан

Актуальность. Экстирпация пищевода остается одной из сложнейших операций в торако-абдоминальной хирургии, которую отличают травматичность, длительность, высокий риск интра - и послеоперационных осложнений. Главным преимуществом экстирпации пищевода является полное удаление патологически измененного органа – пищевода. В мировой литературе встречаются единичные сообщения об опыте применения экстирпации пищевода больным с ахалазией кардии.

Цель работы – изучить структуру осложнений экстирпации пищевода с одномоментной эзофагопластикой при хирургическом лечении больных в запущенной стадии ахалазии кардии.

Материал и методы. В отделении хирургии пищевода и желудка ГУ «РСНПМЦХ имени академика В.Вахидова» по поводу запущенных стадий ахалазии кардии выполнены 32 экстирпаций пищевода. Мужчин было 18 (64,2%), женщин – 10 (35,8%) в возрасте от 11 до 62 лет. Ахалазия кардии III стадии была у 4 (14,3%), IV стадии - у 24 (85,7%) больных. Показаниями к экстирпации пищевода считали неэффективность дилатации после 5-7 сеансов у 8 (28,6%) больных; невозможность проведения дилататора в желудок по данным комплексного обследования, которая подтверждается при попытках проведения дилататора – у 17 (60,7%); стенозирующий рефлюкс-эзофагит нижней трети грудного отдела пищевода на фоне ранее перенесенной эзофагокардиомиотомии – у 3 (10,7%) больных. Абдомино-цервикальный доступ использовали 27, торакоабдомино-цервикальный - 1 пациентке. В связи с эхинококкозом правого легкого ей выполнена симультанная операция. В выборе способа эзофагопластики отдаем предпочтение изоперистальтической желудочной трубке из большой кривизны желудка, которую использовали 24 больным. Только 4 пациентам для создания трансплантата использовали левую половину толстой кишки.

Результаты. Осложнения экстирпации пищевода у больных с запущенными стадиями ахалазии кардии разделяем на интраоперационные, ближайшие и отдаленные послеоперационные. Интраоперационные осложнения: кровотечение из средостения у 5 (17,8%) больных остановлено тампонированием средостения; повреждение медиастинальной плевры у 14 (50%) больных потребовало дополнительного дренирования плевральных полостей; повреждение левого возвратного нерва у 4 (6,3%) больных вызвало временную потерю голоса и нарушение акта глотания, которые нормализовались в течение 6 месяцев на фоне терапии. В ближайшем послеоперационном периоде наблюдали бронхо-легочные осложнения у 5 (17,8%) больных (пневмония - у 2, экссудативный плеврит – у 3); специфические осложнения – у 1 (3,6%) больного наступила недостаточность эзофагогастроанастомоза. Все осложнения купировали консервативными мероприятиями. Летальных исходов не было. В отдаленном периоде от 6 месяцев до 20 лет обследованы все 32 пациентов. Только в 2

(7,2%) случаях диагностировано рубцовое сужение эзофагогастроанастомоза, что потребовало бужирования и дилатации с хорошим клиническим эффектом.

Заключение. Экстирпация пищевода является патогенетически обоснованным вмешательством для больных с запущенными стадиями ахалазии кардии. Однако травматичное вмешательства сопряжено с риском развития осложнений.

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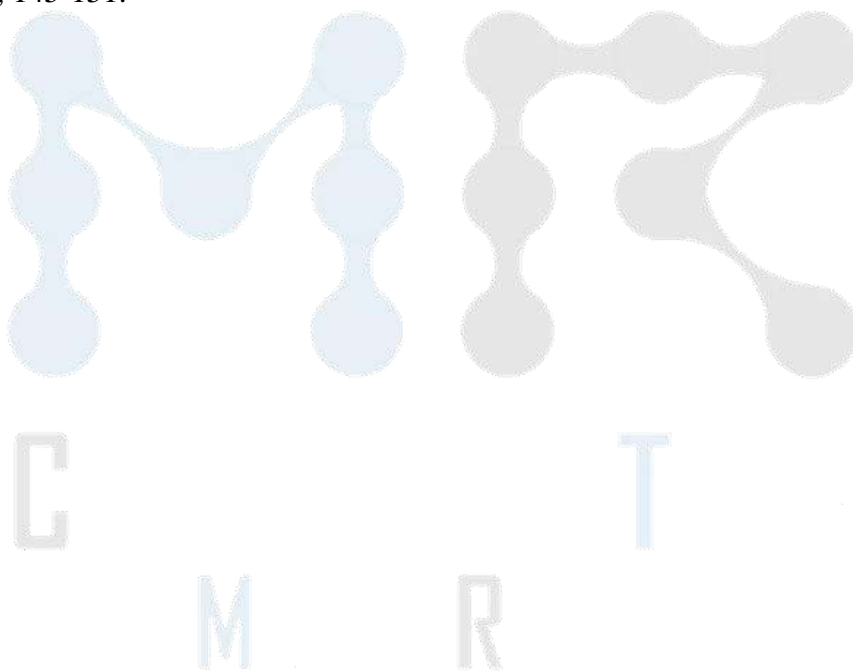
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**РУССКОЯЗЫЧНАЯ ЛИТЕРАТУРА УЗБЕКИСТАНА И ЕГО ВОЗНИКНОВЕНИЕ
ФОРМИРОВАНИЕ.****Акбаров Бобур Баходир угли***студент 2 курса**Термезского педагогического института**направление русский язык и литература для иноязычных групп*

Абстрактный: Среди феноменов, занявших одну из ведущих позиций в современном литературоведческом дискурсе, следует назвать альтернативность. Посредством данного понятия определяется специфика современного типа научного мышления и стратегия исследования в различных сферах филологического, литературоведческого знания. Среди приоритетов Филологической школы Узбекистана – разработка уникального литературного и культурного феномена, представляющего собой альтернативную ветвь литературного процесса региона – «русскоязычной литературы Узбекистана».

Ключевые слова: русская проза, Союз писателей, русскоязычные писатели, русскоязычное книгоиздание, книжная культура, литературные сайты.

Под русской литературой понимается литература России и ее иммигрантов, а также литература на русском языке. Корни русской литературы уходят в Средние века, когда былины и летописи писались на древнем восточнославянском языке. К 19 веку значение литературы возросло. С начала 1830-х годов русская литература переживала золотой век поэзии, прозы и драматургии. Романтизм позволил поэзии процветать. На первый план выступил Василий Жуковский, а затем в некотором смысле его преемник - Александр Пушкин. К этому времени процветала и проза. Для начала давайте окунемся в историю появления русского языка и прозы в Узбекистане. Как же, все-таки, русский язык появился в Центральной Азии и стал толчком просвещения? Это случилось не так давно — в девятнадцатом веке, в эпоху всемирной колонизации. Трудно сказать точно, кто первым принес русское литературное слово на бывшую территорию Туркестана, как тогда называли область, где объединялось несколько стран Центральной Азии, которые сегодня нам известны как Туркменистан, Узбекистан, Кыргызстан, Казахстан, Таджикистан.

Со второй половины 19 века в Ташкенте, Бухаре и Хиве начали изучать произведения Пушкина, Гоголя, Лермонтова, Некрасова, Толстого и др. Бухарский эмир и ташкентский губернатор любили стихи А. С. Пушкина и также смотрели на сцене «Ревизор» и «Мертвые души» Н. В. Гоголя. Роли исполняли артисты из Казани. В 19 веке были переведены сказки А. С. Пушкина. Самым читаемым была «Сказка о рыбаке и рыбке», которая была включена в программу обучения в медресе Бухары, Хивы и Ташкента. Переводы сказок опубликованы как книга в 1899 году в честь 100-летия со дня рождения А. С. Пушкина. С 1905 года знакомство с произведениями великого поэта расширяется. Активны в этом деле были интеллигенты-демократы Бехбуди, Авлони. Они преподавали в школах наряду Саади, Джами, А. Навои и произведения И. С. Крылова, Л. Н. Толстого, К. Ушинского, А. С. Пушкина. В 30–40-е годы XX века многие узбекские литераторы занимались переводами художественных произведений классиков русской литературы. Абдулла Каххар переводил «Мои Университеты», «Челкаш» М. Горького, «Капитанскую дочку» А. С. Пушкина, «Каштанку» «Хамелеон», «Смерть чиновника», А.

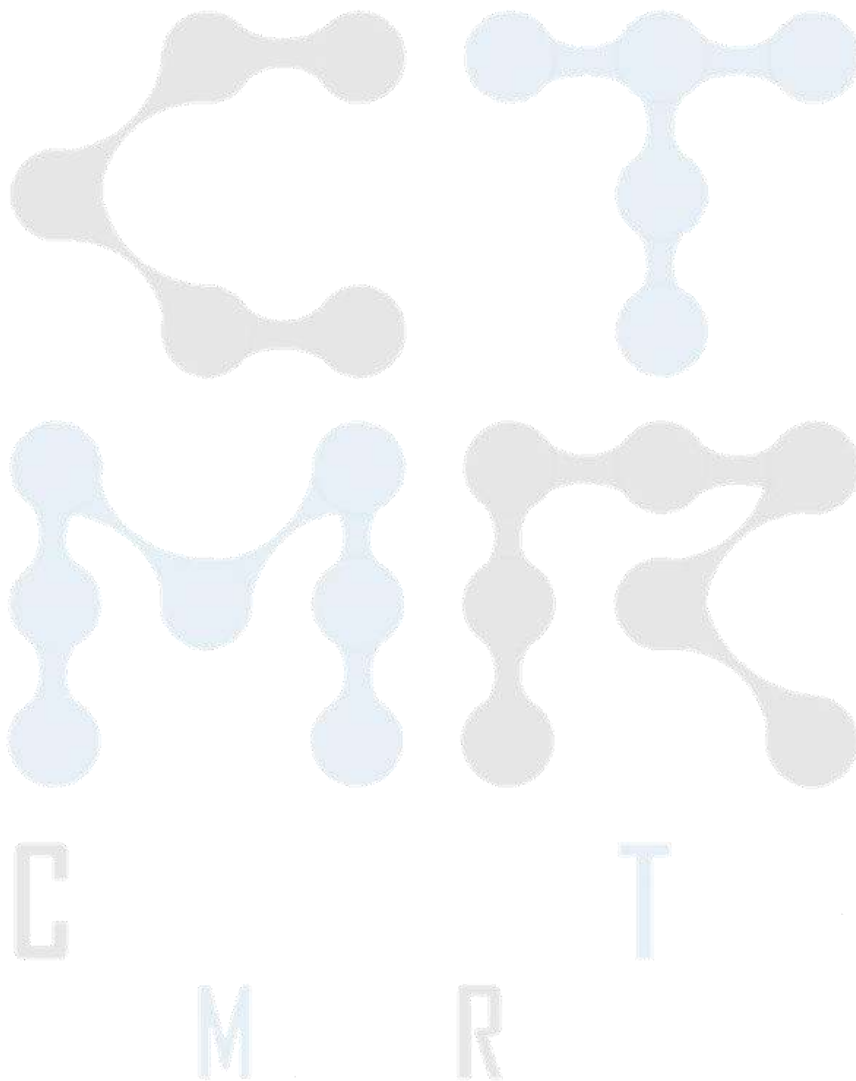
П. Чехова и другие его рассказы. Каххар также перевел роман-эпопею Л. Н. Толстого «Война и мир».

Но одним из первых узбекских писателей русский язык и культуру оценил Фуркат, уроженец Коканда (1858 г.). Много путешествуя, он проявил особый интерес к деятельности русских меценатов в Ташкенте, читал и восхищался произведениями Пушкина, Крылова, Толстого. Фуркат был прогрессивным человеком, талантливым и жаждущим приобщения своего народа к мировым знаниям, к мировой культуре. В своих стихах ташкентского периода (1889 — 1890 гг.) он с восторгом рассказывает о ярмарке в Ташкенте, о концертах, пишет поэму «Суворов» по просмотренному спектаклю. Одной из основных тем его творчества стала дружба народов. Время показало, что эта тема актуальна всегда. Народ, закрытый для общения с другими народами, не только сам теряет широкий пласт знаний, но и остается для мирового сообщества невидимкой, неким туманом, за которым только единицы могут разглядеть глубину и значимость его культурного наследия. После этого, большой всплеск русской литературы в Узбекистане происходит во время Второй мировой войны. Центральная Азия становится вторым домом для Анны Ахматовой, Владимира Луговского, Алексея Толстого, Всеволода Иванова, Корнея Чуковского. Василий Ян, Михаил Швердин пишут в Узбекистане новые исторические романы — «Александр Невский», «Санджар Непобедимый», Анна Ахматова пишет «Поэму без героя». В Ташкенте вся творческая интеллигенция первыми читает рукопись Михаила Булгакова «Мастер и Маргарита», которую привезла во время эвакуации его жена Елена. В Узбекистане, начиная с советского периода, литература издается на русском и узбекском языках. До 1926 года в узбекской литературе использовалась арабская графика, затем ввели латиницу — яналиф (новый тюркский алфавит на основе латинских букв). В мае 1940 года яналиф был заменен на кириллицу с добавлением нескольких дополнительных букв. Вновь смена алфавита на латиницу в Узбекистане произошла в 1991 году. Но типографии по сей день продолжают издавать книги, как на латинице, так и на кириллице. В Узбекистан приезжают многие русские писатели, в творчестве которых знакомство со Средней Азией оставило заметный след. Среди них Николай Тихонов, Аркадий Гайдар, Илья Ильф, Борис Лапин, Галина Серебрякова, Анатолий Аграновский, Сергей Есенин, Владимир Наседкин. В Узбекистане начали свой творческий путь такие известные писатели, как Леонид Соболев, Михаил Швердин, Анна Алматинская, Эль-Регистан, Александр Удалов, создавали свои лучшие произведения Сергей Бородин, Борис Чепрунов, Бруно Ясенский, Евгений Плетнев, Аделина Адалис.

Есть писатели и поэты, которые не входят ни в какие объединения, занимаются творчеством давно и их имена известны узбекистанцам, любящим литературу, как из публикаций советского времени, так и из публикаций в социальных сетях или из современных книг, изданных в основном за свой счет. Это Джасур Исаков, Михаил Гар, Сергей Гордин, Артур Самари, Даната Давронова, Татьяна Егинян, Анастасия Павленко и др. Русская литература в Узбекистане в настоящее время развивается в основном благодаря интернету и возможности показать свое творчество на страницах социальных сетей, на персональных или литературных сайтах, а также посредством участия в литературных конкурсах, проводимых Советом по русской литературе.

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DAVLAT BYUDJETINING MAZMUNI, UNING SHAKLLANISHI VA TAQSIMLANISHI**Qobilova Madina Sobir qizi**

Termiz davlat pedagogika intituti Boshlang'ich ta'lim yo'nalishi 3-kurs talabasi

Annotatsiya: Davlat byudjeti kishilik jamiyati taraqqiyotining ma'lum bir bosqichida paydo bo'lgan bo'lib, siyosiy tashkilot sifatida davlatning vujudga kelishi bilan bevosita bog'liqdir. Har bir davr ijtimoiy tuzumiga tegishli bo'lgan ishlab chiqarish munosabatlarining asosiy belgilari davlat faoliyatining va byudjetning taqsimlash mexanizmi sifatidagi mazmunini belgilab (aniqlab) beradi. Hozirgi sharoitda Davlat byudjeti ijtimoiy (ishlab chiqarish) munosabatlarining bir qismini ifoda etib, davlatning ixtiyoriga mamlakatda yaratilgan yalpi ichki mahsulot (milliy daromad)ning nisbatan kattagina qismini to'plash va uni jamiyat taraqqiyoti turli sohalarining (iqtisodiyot, maorif, sog'liqni saqlash, fan, madaniyat, ijtimoiy ta'minot, boshqaruv, mudofaa va boshqalar) rivojlanishiga yo'naltirish imkonini beradigan muhim taqsimlash instrumenti (vositasi)dir.

Kalit so'zlar: davlat byudjeti, hukumat, moliya, kategoriya, funksiya, instrument, taqsimlash, mudofaa, daromad, ijtimoiy ta'minot.

O'zining mohiyatiga ko'ra, Davlat byudjeti mamlakat Moliya tizimining tarkibiy qismidan iborat bo'lib, shunga mos ravishda u Moliya tizimiga tegishli bo'lgan barcha belgi (xususiyat)larga ega va unga tegishli bo'lgan barcha funksiyalarni bajaradi. Bir vaqtning o'zida, Davlat byudjeti faqat o'ziga xos bo'lgan xarakterli xususiyatlarga ham egadirki, ular o'z navbatida, davlat byudjetini Moliya tizimining boshqa bo'linmalaridan ajratib turadi va unda markaziy o'rinni egallashga imkon beradi. Uning ana shunday xususiyatlaridan biri bevosita davlat (hukumat)ga tegishli ekanligidir. Haqiqatdan ham har bir mamlakatda davlat (hukumat) barcha Moliyaviy munosabatlarning tashkilotchisi bo'lsa-da, uning bu xislati, ya'ni mamlakatning moddiy va moliyaviy resurslarini asosiy taqsimlovchisi sifatidagi roli faqat byudjetda katta kuch bilan namoyon bo'ladi. Yagonalik (birlik) va markazlashuvning yuqori darajada ekanligi Davlat byudjetining muhim xususiyatlaridandir. Turli ma'muriy-hududiy byudjetlarning ko'pligiga qaramasdan ularning barchasi quyi bo'g'inlarning yuqori bo'linmalarga bo'ysunishiga ketma-ket rioya qilgan holda yagona Davlat byudjetiga birlashadi. Bir vaqtning o'zida byudjet resurslarini shakllantirish va ulardan foydalanishda demokratizm ham ta'minlanadi. Chunki davlat hokimiyatining barcha organlari o'zlarining byudjet mablag'lariga ega bo'lib, bu borada ular o'zlariga tyegishli bo'lgan byudjet huquqlaridan foydalana-dilar. Davlat byudjetiga xos bo'lgan ana Shu oxirgi ikki xarakterli belgilar mablag'lar bilan manyovr qilish va nozik byudjet siyosatini amalga oshirish uchun keng imkoniyatlar yaratib beradi. Davlat byudjetida, Moliya tizimining boshqa bo'linmalaridan farqli o'laroq, ikki tushunchaning terminologik qo'shilishi mavjud: 1) byudjet – iqtisodiy (Moliyaviy) kategoriya sifatida; 2) byudjet – mamlakatning asosiy Moliyaviy rejasi sifatida. Ayrim hollarda Davlat byudjetining mohiyati faqat mamlakatning asosiy Moliyaviy rejasi sifatida talqin etiladi. Buni to'g'ri deb e'tirof etib bo'lmaydi. Chunki iqtisodiyotga tegishli bo'lgan har qanday reja u yoki bu iqtisodiy kategoriyaning namoyon bo'lish shakllaridan boshqa narsa emas. Shunga muvofiq ravishda, davlatning asosiy Moliyaviy rejasi Davlat byudjeti (umumdavlat Moliyasi) kategoriyasining namoyon bo'lish shaklidir. Boshqacha so'zlar bilan

aytganda, davlatning asosiy Moliyaviy Rejasi sifatida byudjet iqtisodiy kategoriya sifatida byudjetga xos bo'lgan xusu-siyatlar majmuining namoyon bo'lishidir. Iqtisodiy kategoriya va mamlakatning asosiy Moliyaviy Rejasi sifatida ularning "Davlat byudjeti" dyeb bir xil nomlanishi pryedmyetning mohiyatini o'zgar-tirmaydi va Davlat byudjetini iqtisodiy (Moliyaviy) kategoriya-larning tarkibidan chiqarishga hyech qanday asos bo'la olmaydi. Bundan kelib chiqadigan asosiy xulosa shundan iboratki, Davlat byudjeti deyilganda, eng avvalo, ikki tushunchaning qo'shilishini tuhunmoq kerak: birinchisi davlat miqyosida yalpi ichki (milliy) mahsulotni taqsimlash natijasida vujudga keladigan iqtisodiy (Moliyaviy) munosabatlar (iqtisodiy kategoriya) va ikkinchisi shu kategoriyaning namoyon bo'lish shakli sifatida davlatning asosiy Moliyaviy rejasi. Yalpi ichki (milliy) mahsulotni taqsimlashning Moliyaviy instrumenti (vositasi) sifatida Davlat byudjeti boshqa xususiyatlarga ham ega. Agar Moliya yordamida taqsimlash qiymatning shakl-lari o'zgargan sharoitda va ko'plab oldi-sotdilar natijasida amalga oshirilsa, yalpi ichki (milliy) mahsulotning Davlat byudjeti orqali taqsimlanishi, ma'lum darajada, har doim almashuvdan ajralgan holda sodir bo'ladi. Qiymatning Davlat byudjeti orqali harakatlanishi moddiy mahsulotning harakatidan to'liq uziladi va sof qiymat xarakterini kasb etadi. Faqat Davlat byudjyetidan tashqarida, byudjet resurslari sarflanayotganda yana taqsimlash va almashuv operasialarining qo'shib kyetishi sodir bo'ladi. Moliya tizimining boshqa barcha bo'linmalari va boshqa iqtisodiy (Moliyaviy) kategoriyalar (baho, ish haqi, kredit va boshqalar) bilan chambarchas bog'liqlik ham Davlat byudjetiga xos bo'lgan xususiyatdir. Davlat byudjetining mohiyatini ochib berishda u orqali amalga oshiriladigan taqsimlash jarayonlarining mazmunini ko'rib chiqish alohida ahamiyat kasb etadi. Yalpi ichki (milliy) mahsulotni Davlat byudjeti orqali taqsimlash, bir vaqtning o'zida, o'zaro bog'langan va ma'lum darajada nisbatan mustaqil ham bo'lgan uch bosqichga egadir:

1. Umumdavlat pul fondini shakllantirish (byudjet daromadlari);
2. Hududiy va ma'lum maqsadlarga mo'ljallangan ko'p sonli byudjet fondlarini yaratish;
3. Byudjet fondidan foydalanish (byudjet xarajatlari).

Davlat byudjeti orqali yalpi ichki (milliy) mahsulotni taqsimlashning bu uch bosqichlari bir vaqtning o'zida va uzluksiz sodir bo'lsa-da, bu narsa ularning nisbatan alohidaligini ham inkor etmaydi. Bu bosqichlarni bo'lish (ajratib olish) va ularni alo-hida-alohida ko'rib chiqish orqali byudjetli (byudjet orqali) taq-simlashning xarakteri, shakli va myetodlari to'g'risida osonroq va aniqroq tasavvur hosil qilish mumkin. Birinchi bosqichda Yuridik va jismoniy shaxslarga tyegishli bo'lgan pul mablag'larining bir qismini davlatning qo'lida kon-syentrasiyalashtirish (to'plash, jamlash, olish) sodir bo'ladi. Ana Shu asosda mablag'larni oluvchi sifatida davlat bilan mablag'larni to'lovchilar o'rtasida Moliyaviy (byudjet) munosabatlari vujudga keladi. Bu munosabatlar, asosan, majburiylik (impyerativlik) xarakteriga egadir. Bu bosqichdagi taqsimlash jarayonlari-ning xarakterli xususiyati Shundan iboratki, byudjetga tushuvchi mablag'lar alohidalashgan (ajratib olingan) bo'lib, hali ular qat'iy aniq cheklanmagan (chegaranmagan). Ularning barchasi hozircha yagona maqsadga – umumdavlat ehtiyojlarini qondirishga – yo'naltirilgan. Davlat pul fondining alohidaligiga aniq maqsadlarga mo'ljallangan fondlarni kristallizasiya qilish boshlanganda bar-ham beriladi. Byudjet fondini shakllantirishda ikki xil tushunchadan foydalaniladi:

1. Byudjetga to'lovlar (soliqlar, ajratmalar, bojlar va boshqalar);
2. Davlat byudjetining daromadlari.

Bu tushunchalar bir xil ma'noni anglatadi. Chunki ularning ikkalasi ham davlat va mablag'larni to'lovchilar o'rtasida vujudga kyeladigan bir xildagi taqsimlash munosabatlarini ifoda etadi. Bu yerda faqat ma'no jihatidan emas, balki miqdoriy jihatdan ham bir xillikka erishilgan. Zero, ularning har ikkalasi ham mil-liy daromadning yagona qismiga tegishlidir. Biroq bu tuShuncha-larning ikki yoqlamalik xarakteriga ega ekanligini ham esdan chiqarimaslik lozim.

Davlat byudjetiga to'lovlar (soliqlar, ajratmalar, bojlar va boshqalar), eng avvalo, to'lovchilarning xarajatlaridan iborat bo'lib, ularning daromadlaridan chegirilsada, bir vaqtning o'zida, Davlat byudjetida ular davlatning daromadlari sifatida gavdalanadi. Ana shundan, taqsimlash munosabatlariga kirishgan ishtirokchilar (tomonlar) o'rtasidagi manfaatlarda ba'zi bir farqli jihatlar vujudga keladi. Davlat byudjetning daromadlarini oshirishdan manfaatdor bo'lsa, bu narsa u yoki bu darajada to'lovchilarning (yuridik va jismoniy shaxslarning) manfaatdorligini (qiziquvchanligini) pasaytiradi. Shunday qilib, "byudjetga to'lovlar" va "Davlat byudjetining daromadlari" tushunchalari Yuqorida ko'rsatilgan umumiylikka ega bo'lsalar-da, bir vaqtning o'zida, ular o'rtasida ob'yektiv farqlar ham mavjud. Byudjetga to'lovlar xo'jalik Yurituvchi sub'yektlar yoki to'lovchilar Moliyasining tarkibiy elementlaridan hisoblanadi va boshqa taqsimlash munosabatlari bilan o'zaro organik bog'liqlikda ko'riladi; Davlat byudjetida ular daromadlar shaklini oladi va byudjetning sub'yektlar (xo'jaliklar) bilan byudjet munosabatlari keng sohalarining boshqa elementlari bilan o'zaro bog'liqlikda tahlil qilinadi. Bu holda, taqsimlanayotgan milliy daromadning yagona qismi ikki xil iqtisodiy mazmun kasb etadi va Moliya tizimining turli bo'linmalarida turli ko'rinishga ega bo'ladi. Davlat byudjetining daromadlari o'zining yaxlitligi (yagonaligi, birligi) bilan farqlanadi va ular yagona maqsadga – ijtimoiy ehtiyojlarni qondirishga xizmat qiladi. Undirish metodlari, to'lovchilarning tarkibi, to'lash muddatlari va hokazolarda katta farqlanishlar bo'lishiga qaramasdan ularning barchasi davlat pul fondini shakllantirish bo'yicha davlat va to'lovchilar o'rtasida vujudga kelgan taqsimlash munosabatlarini tashuvchilar (ifodalovchilar)dir. Bu narsa, o'z navbatida, mablag'larni to'lovchilar bilan davlat o'rtasidagi munosabatlarning barchasi orasidan Moliyaviy (byudjet) kategoriyaning bir ko'rinishi sifatida alohida munosabatlarni ajratib olishga asos yaratib beradi. Agar "moliya" iqtisodiy kategoriya sifatida e'tirof etilgan bo'lsa, "byudjet" bu kategoriyaning tarkibiy qismi, ko'rinishlaridan biridir. O'z navbatida, byudjet o'ziga tegishli bo'lgan (byudjetli) kategoriyalarni vujudga kyeltiradi. Ular "Davlat byudjeti" deb nomlangan kategoriyaga nisbatan, ma'lum darajada, bo'ysunuvchanlik xarakteriga ega bo'lib, uning tarkibiy qismlari sifatida maydonga chiqadi. Ana shunday byudjet kategoriyalaridan biri "Davlat byudjetining daromadlari"dir. "Davlat byudjeti daromadlari"ning byudjet kategoriyalarining ko'rinishlaridan biri sifatida ajratilishi, ularning umumiy iqtisodiy asoslari va xarakterli belgilarini yaxshiroq tushunishga imkon yaratadi. Byudjet daromadlari davlatning sub'yektlar (xo'jaliklar va aholi) bilan o'zaro munosabatlarining aniq chegaralangan, aniqlangan qismini ifoda etadi. Bu munosabatlar juda xilma-xil bo'lishiga qaramasdan, ular umumiy belgilarga ega, abstrakt holda ishlab chiqarish (byudjet) munosabatlarining alohida elementi sifatida maydonga chiqadi. Byudjet daromadlari o'zlarining iqtisodiy tabiatiga ko'ra ob'yektiv bo'lib, ular davlatning sub'yektlar (xo'jaliklar va aholi) bilan barqaror aloqalarini ifodalaydi. Ularning ob'yektiv zarurligi o'ziga xos funksiyalarga ega bo'lgan davlatning mavjudligi bilan belgilanadi. Keng ma'noda daromadlar Moliya fanining emas, balki iqtisod ilmining kategoriyasi hisoblanadi. Ular taqsimlash ob'yekti (masalan, korxonaning yalpi yoki sof daromadi) yoki taqsimlash na-tijasi (masalan, aholining oxirgi daromadlari) bo'lishi

mumkin. Lekin Davlat byudjeti daromadlarining farqlanuvchi belgisi Shundan iboratki, ular doimo taqsimlash natijasi (byudjetga to'lovlar) va yanada taqsimlash ob'yekti (byudjet ichidagi fondlarni shakllantirish va Moliyalashtirish) sifatida maydonga chiqadi. Dyemak, Davlat byudjetining daromadlari aniq ifodalangan byudjet kategoriyasi bo'lib, ularni shakllantirish va ulardan foydalanish taqsimlashning byudjet mexanizmi orqali amalga oshiriladi. Davlat byudjeti daromadlarining turli ko'rinishlarini (qo'shilgan qiymat solig'i, aksizlar, daromad solig'i va boshqalar) byudjet kategoriyalarining navbatdagi ko'rinishlari sifatida tal-qin qilish uchun asoslar yetarli emas. Chunki o'zlarining mazmuniga ko'ra iqtisodiy kategoriyalar ob'yektiv bo'lib, ular iqtisodiy qo'nunlarning harakatini ifodalasa, ularning namoyon bo'lish shakli esa, ma'lum darajada, sub'yektiv bo'lishi mumkin. Shuning uchun ham daromadlarning har bir ko'rinishiga tyegishli bo'lgan xusu-siyatlar ob'yektiv harakatdagi (amaldagi) iqtisodiy kategoriyaning – Davlat byudjeti daromadlarining - namoyon bo'lish, ifodalanish shaklidir. Bu xulosaning to'g'ri ekanligini ko'p yillik amaliyot ham tasdiqlaydi. Davlat bor ekan Davlat byudjetiga to'lovlar ham mavjud bo'ladi. Lekin byudjetga to'lovlarning shakli ma'lum bir bosqichda jamiyatning oldiga qo'yilgan vazifalarga muvofiq ravishda o'zga-rib boradi. Tarixiy taraqqiyotning ma'lum bir bosqichida byudjetga to'lovlarning u yoki bu turi hal qiluvchi rolni o'ynashi, vaqt o'tishi bilan esa ular o'z ahamiyatini yo'qotib, boshqa to'lovlar bilan almashtirilishi mumkin. Bu esa, o'z navbatida, "Davlat byudjeti daromadlari" kategoriyasining namoyon bo'lish shakllarining o'zgarib borganligiga qaramasdan, bu kategoriyaning saqlanib qolganligini anglatadi. Dyemak, byudjetga to'lovlar ko'rinishining o'zgarishi, bir to'lovning boshqa biri bilan almashtirilishi bu iqtisodiy kategoriya mazmunining emas, balki shakllarining evolyusiyasidir. Biroq bundan Moliyaviy va byudjet kategoriyalari qat'iy ob'yektiv, ularning namoyon bo'lish shakllari esa sub'yektivdir, dyegan xulosa chiqarmaslik kerak. Iqtisodiy qonunlarning harakati, iqtisodiyotning taraqqiyot darajasi, ishlab chiqarish munosabatlarining yetukligi va boshqa omillar, ma'lum darajada, Davlat byudjeti daromadlarining shakllarini ham belgilab beradi. Bo-zor iqtisodiyoti (yoki unga o'tish) sharoitida eng asosiy iqtisodiy vazifa iqtisodiy taraqqiyotga erishish, iqtisodiyotning samaradorligini ta'minlash, uning raqobatbardoshligiga erishish hisob-lansa, bu vazifalarning bajarilishiga byudjetga to'lovlarning shakllari ham o'zining syezilarli hissasini qo'shishi kerak. Ular byudjet daromadlarini faqatgina miqdoriy jihatdan ta'minlab-gina qolmasdan, balki ishlab chiqarish samaradorligini oshirish va Moliyaviy resurslarning oqilona va maqsadli taqsimlanishini rag'batlantirishi ham kerak. Shunday qilib, davlat tomonidan o'rnatilishi natijasida vujudga kyelgan byudjetga to'lovlarning tur-li shakllari davlatning qonunlarida, Moliyaviy boshqaruv organ-larining normativ hujjatlarida o'z ifodasini topgan ob'yektiv omillarga baribir, ma'lum darajada, bog'liq bo'ladi. Ikkinchi bosqichda, yuqorida qayd etilganidye, hududiy va ma'lum maqsadlarga mo'ljallangan ko'psonli fondlarning shakllanishi yuz beradi, ya'ni umumdavlat pul fondini bo'lishning murak-kab taqsimlanish jarayoni amalga oshiriladi. Tashqi tomondan u barcha ijtimoiy bo'linmalardan ajralgan ichki byudjet jarayonidek ko'rinadi. Haqiqatda esa bu taqsimlash ijtimoiy munosa-batlarning barcha sohalarini qamrab oladi. Bu bosqichda jamiyatdagi barcha sub'yektlarning manfaatlari o'zaro to'qnash kyeladi. Mamlakatdagi har bir ma'muriy-hududiy birlik o'z byudjetiga ega bo'lganligi uchun bu bosqichda ana Shu byudjetlarning (ya'ni hududlarga mo'ljallangan fondlarning) umumiy hajmini to'g'ri aniqlash alohida ahamiyat kasb etadi. U yoki bu byudjetning xarajatlari joylarda olingan daromadlarning hajmi bilan mos kelmasligi oqibatida ularni qo'shimcha mablag'lar bilan ta'minlash zaruriyati vujudga kyeladi, barcha quyi byudjetlarni balanslash-tirish zarurdir. Shunday qilib, murakkab

taqsimlash jarayoni sodir bo'ladiki, unda mamlakat ma'muriy-hududiy bo'linmalarining barchasi ishtirok etib, ularning ayrimlari o'z mablag'larini berishsa, boshqalari esa byudjet mexanizmi orqali bu mablag'larni oladi. Sirtidan qaralganda, hududlararo byudjetli taqsimlash byudjetlarning Yuqori va quyi bug'inlari 'rtasidagi munosabatlar si-fatidye'k ko'rinadi. Chunki byudjetli tartibga solish Yuqori byudjetlarning mablag'lari hisobidan amalga oshiriladi. Biroq o'z da-romadlari hisobidan quyi bug'inlarning byudjet munosabatlarini tartibga soluvchi har bir byudjet bo'linmasi amalda (haqiqatda) bu munosabatlarning tarkibiga yuqorida ko'rsatilgan balanslashti-rish sodir bo'layotgan ko'plab ma'muriy-hududiy birliklarni kiritadi. Ular esa, o'z navbatida, byudjetli tartibga solishda xo'jalik Yurituvchi sub'yektlar va aholidan tushgan mablag'larni sarflaydi. Demak, bu jarayonda ham turli sub'yektlar o'rtasida murakkab va ko'p tomonlamali taqsimlash munosabatlari vujudga keladi. Bir vaqtning o'zida, byudjet va uning barcha bo'linmalarida iqtisodiyot, ijtimoiy soha, ijtimoiy ta'minot, markazlashti-rilgan investisiyalar, hokimiyat va boshqaruv organlari, mudofaa va boshqalarning ehtiyojlarini qondirishni nazarda tutuvchi mo'ljallangan maqsadli fondlar shakllantiriladi. Bunda, albatta, iqtisodiyot tarmoqlari, ijtimoiy sohaning bo'linmalari va hoka-zolar o'rtasida mablag'larni qayta taqsimlash sodir bo'ladi. Byudjet fondlari o'zining soniga ko'ra juda ko'p sonlidir. Ular davlat byudjetining barcha bug'inlarida va bo'linmalarida yaratiladi. Shu bilan birgalikda, tashkil etilgan har bir yirik byudjet fondlari nisbatan tor doiralarga mo'ljallangan boshqa fondlarga bo'linadi. Masalan, "Iqtisodiyot xarajatlari" fondi alohida tarmoqlar fondi, ular esa, o'z navbatida, yana bir necha fondlarga bo'linishi mumkin. Bularning hammasi davlat byudjetining asosi sifatida umumdavlat pul fondi turli maqsadlarga mo'ljallanganligi, ma'muriy hududlarga tegishliligi va katta o'zgaruvchanligi bilan xarakterlanadigan ko'p sonli fondlar konglo-myeratidan iboratdir, degan xulosa chiqarishga asos bo'la oladi. Bu fond ko'p sonli taqsimlash kanallari orqali, xara-jat qilinib, ikkinchi tomondan esa, to'ldirilib boriladi. Uchinchi bosqichda byudjet fondlari hududlar va maqsadga mo'ljallanganligi bo'yicha xarajat qilinadi, ya'ni ko'pchilik hol-larda, bir mulkchilik shakli doirasida byudjet mablag'larini qay-tarilmaslik tarzida berish sodir bo'ladi. Ularning haqiqatda sarflanishi esa byudjetli taqsimlash jarayonining oxirgi bos-qichida byudjet mablag'larini olganlar tomonidan amalga oshiri-ladi. Davlat byudjetining xarajatlari, xuddi uning daromadlari singari, ikkiyoqlamalik xarakteriga ega. Bir tomondan, bu dav-latning xarajatlari, boshqa tomondan esa – sub'yektlarning ixtiyo-riga tushadigan qaytarilmaydigan mablag'lar bo'lib, ularning da-romadlariga aylanadi va ular tomonidan turli maqsadlarga mo'l-jallangan tyegishli fondlarni shakllantirishda foydalaniladi. Ana shu ikkiyoqlamali xarakter davlat byudjeti xarajatlarining yakuniy emas, balki taqsimlash jarayonlarining faqat oraliq bos-qichi ekanligidan dalolat beradi. Bu yerda byudjet fondlarining egasi – davlat va pul mablag'larini oluvchilar – sub'yektlar o'rtasida yangi taqsimlash munosabatlari paydo bo'ladi. Bu bosqichda (birinchisidan farqli o'laroq) davlat va aholi o'rtasida bevosita taqsimlash munosabatlari paydo bo'lmaydi. Chunki bu bosqichda istye'mol maqsadlari uchun ajratilgan barcha byudjet resurslari tyegishli sub'yektlarning fondlarini (masalan, ijtimoiy soha xodimlarining ish haqi fondi, ijtimoiy istye'mol fondlari va boshqalar) shakllantirishga yo'naltiriladi. Daromadlar singari, Davlat byudjetining xarajatlari ham ob'yektiv iqtisodiy (byudjet) kategoriyasidir. U kategoriya sifa-tida byudjetli taqsimlash munosabatlarining ma'lum bir yakuniy qismini abstrakt holda umumlashtiradi. Ularning moddiylashuvi byudjetdan sub'yektlarga pul mablag'larining tyeskari oqimi bilan xarakterlanadi. Bu munosabatlarning asosida Moliya tizimining barcha bo'linmalariga xos (tyegishli) bo'lgan taqsimlash jarayoni – pul fondlarini shakllantirish va ulardan foydalanish –

yotadi. Lekin bu yerda jarayon tyeskari tartibda sodir bo'ladi: pul fond-larini shakllantirish ularning foydalanishidan oldin sodir etilmasdan, byudjet mablag'laridan foydalanish (sarflash) uni oluvchilarda fondlarning shakllanishiga olib kyeladi. "Davlat byudjetining xarajatlari" va "byudjetdan Moliya-lashtirish" tuShunchalari bir-biriga yaqin, Lekin aynan bir-biriga teng bo'lgan tuShunchalar emas. Agar Davlat byudjetining xarajatlari byudjet kategoriyasini ifoda etsa, byudjetdan Moliyalashtirish esa bu kategoriyaning sub'yektlarga barcha aloqador tadbirlar bilan amalda mablag'larni berish shaklidagi ifodalanishidir. Pul fondlarini shakllantirish jarayoni byudjetdan tegishli sub'yektlarga mablag'lar berilganidan so'ng ham davom etadi. Lekin u endilikda byudjetdan tashqarida davom etib, sub'yektlar (iqtisodiyot, ijtimoiy soha va ularning tarmoqlari, korxonalar va bosh-qalar) Moliyasining elementlarini tashkil etadi. Biroq mablag'larni byudjetdan sub'yektlarga berish yuqorida sanalgan usullarining istalgan birini mustaqil byudjet kategoriyasi sifatida talqin qilish mumkin emas. Chunki ularning har biri byudjet kategoriyasi hisoblangan Davlat byudjeti xarajatlarining namoyon bo'lish shaklidir. Shunday qilib, Davlat byudjetining iqtisodiy mazmuni deganda umumdavlat pul fondini shakllantirish, mablag'larni byudjetlar ichida taqsimlash va sub'yektlarni byudjetdan Moliyalashtirish natijasida vujudga keladigan, o'zaro bog'langan taqsimlash munosabatlarining butun kompleksi tuShuniladi. Lekin ishlab chiqarish munosabatlari har doim bu Yumlashgan tarzda (xususda) vujudga kyeladi. Bu munosabatlarning bu Yumlash-gan qatlami bu yerda yalpi ichki (milliy) mahsulot hisoblanadiki, u taqsimlash jarayonida qiymat shaklida ishtirok etadi. Byudjetli taqsimlash munosabatlariga, ichki jihatdan, qator iqtisodiy qonunlarning ta'siri ostida bo'lgan Moliyaviy aloqalarning keng doirasi xarakterlidir. Davlat byudjeti ko'p sonli va bo'lingan taqsimlash aktlarining majmui orqali yalpi ichki (milliy) mahsulot harakatining asosiy yo'nalishlari namoyon bo'ladi. Aynan byudjet istye'mol fondi va jamg'arish fondining shakllanishida, iste'mol fondining qismlarga ajralishida, sof daromadning davlat va sub'yektlar o'rtasida bo'linishida hal qiluvchi ta'sir ko'rsatadi.

Xulosa qilib aytadigan bo'lsak, Davlat byudjetining turli belgilari va xususiyatlarining Yuqorida bayon qilingan tavsiflariga tayangan holda, uning mohiya-tini aniqlab beruvchi quyidagi ta'rifni berish mumkin: mamlakatning asosiy Moliyaviy rejasi ko'rinishida qonuniy rasmiylashtirilgan, davlat pul fondlarini yaratish (shakllantirish) va ulardan foydalanish borasidagi iqtisodiy (moliyaviy) munosabatlar majmuiga Davlat byudjeti deyiladi. Davlat byudjetining mohiyatini ochib berishda uning boshqa taqsimlash instrumyentlari va Moliya tizimining bo'linmalari bi-lan o'zaro aloqalari muhim rol o'ynaydi. Shu bois ta'kidlash joizki, davlat byudjeti jamiyatning boshqa taqsimlash instrumyentlari (baho, kredit, ish haqi va boshqalar) va Moliya tizimining bo'lin-malari bilan uzviy bog'langandir. Bunday o'zaro bog'liqlik, Davlat byudjetining mohiyatidan, taqsimlash munosabatlari tizimida uning roli va o'rnidan kelib chiqadi. Byudjet davlat tomonidan markaziy taqsimlash mexanizmi sifatida foydalaniladi, u ijtimoiy-iqtisodiy hayotdagi proporsiya (nisbat)larni tartibga solishga yordam beradi.

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APPLICATION OF COMBINED LASER IRRADIATION IN POSTOPERATIVE PERIOD IN PATIENTS WITH COMPLICATED LIVER ECHINOCOCCOSIS

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ABSTRACT.

The article presents an analysis of the results of surgical treatment in 102 patients with complicated liver echinococcosis using laser technology in the postoperative period. The patients were divided into 2 groups. I group - 62 (61%) patients with laser technology in the postoperative period. II group - 40 (39 %) patients with the traditional method of treatment. Due to the use of low-energy lasers in the postoperative period for complicated liver echinococcosis, the proportion of complications was reduced by 3-3.5 times, and the duration of inpatient treatment was reduced by 1.5-2 times.

Key words: liver echinococcosis, recurrent liver echinococcosis, complications, diagnosis, laser technology, surgical treatment.

Human echinococcosis is a severe parasitic disease and continues to be a serious problem in many countries of the world [1-3]. Most often (44-84%) the disease affects the liver [4, 5].

In the last decade, there has been an increase in the incidence of echinococcosis and an expansion of the geographical boundaries of the disease. The current trend is caused by a number of factors, which primarily include increased population migration, deterioration of the sanitary and epidemiological situation, primarily in regions that are endemic for echinococcosis [6].

According to the literature, South America (Uruguay, Paraguay, Argentina, Chile, and Brazil) is the most common place in terms of incidence, where about 30% of the adult population suffers from echinococcosis in rural areas. The territory of Uzbekistan is also one of the endemic foci of echinococcal disease, where the incidence rate is up to 10 people per 1000 population and does not tend to decrease [3, 7].

Long-term asymptomatic course of the disease leads to untimely referral of patients to a doctor, as a result of which complicated forms of liver echinococcosis are diagnosed, creating tactical and technical difficulties in performing surgical interventions [1, 8].

Thus, according to some data, more than 85% of LE surgeries are performed against the background of its complications [9].

On average, 2/3 of patients are operated on against the background of complications of echinococcosis. At the same time, there are difficulties in diagnosis, as well as disagreements when choosing the method of surgical treatment and elimination of the residual cavity of an echinococcal cyst. The most frequent are chronic complications: suppuration of the parasitic cyst - 18.4-49%, calcification of the fibrous capsule-4.8-18.1%, and dead maternal echinococcal cyst in the stage of early postmortem changes-5.6-9.9% [6]. The frequency of acute complications of echinococcosis, such as breakthrough in the abdominal cavity, varies from 2.7 to 13.6%, breakthrough in the pleural cavity-up to 9.6%, breakthrough in the biliary tract with the development of mechanical jaundice and cholangitis - from 1-6 to 63% [6].

Despite the success of modern medicine, diagnosis and treatment of liver echinococcosis

is often a difficult task. Special difficulties arise when recognizing complicated forms of - infection, which give a diverse clinical picture depending on the nature and duration of complications [10].

The introduction of ultrasound, CT, MRI, and MSCT into clinical practice has significantly improved the diagnosis of echinococcosis, especially in its early forms. Over the past decades, the increase in the number of detected pathologies and, accordingly, operated patients is largely due to advances in the diagnosis of echinococcosis.

Today, in cases of complicated cysts located in hard-to-reach parts of the liver and contraindications to laparoscopic and puncture treatment, or their ineffectiveness, surgeons - usually perform the operation in the traditional way. All of the above leads to the search for other, more effective, minimally invasive methods of surgical treatment, antimicrobial and antiparasitic agents that can make it possible to more safely and adequately treat echinococcal cysts of the liver, including complicated and recurrent ones, regardless of their location and size.

To increase the reliability of antiparasitic treatment, in addition to chemical agents, it is proposed to use physical methods of exposure - "sounding" of the cavity with low-frequency ultrasound, irradiation with various types of lasers (helium-neon, CO2 lasers), plasma-argon coagulator, pneumo thermocoagulation, steam treatment, and a plasma stream of helium [11, 12, 13, 14, 15].

Objective: to improve the results of treatment in patients with complicated liver echinococcosis by combining laser technologies in the postoperative period.

Material and method: The Department of Abdominal Surgery of the Khorezm Regional Multidisciplinary Medical Center analyzed the results of surgical treatment of complicated liver echinococcosis in 102 patients using combined laser technologies. There were 35 (34%) males and 67 (66%) females. The patients were divided into 2 groups. I group - 62 (61 %) patients with laser technology in the postoperative period. II group - 40 (39 %) patients with the traditional method. Complications associated with the death of the parasite in the form of suppuration of the cyst were noted in 67 (66 %) patients, partial or complete calcification of the fibrous capsule of the parasite in 19 (17%), breakthrough of cyst elements into the free abdominal cavity in 5 (5 %), into the pleural cavity in 4 (4%), into the common bile duct in 6 (6 %), in the gallbladder in 1(0.9%).

Patients with complicated primary echinococcosis were 85 (83%), with recurrent -17 (17 %). In the recurrent group, patients underwent from 1 to 4 surgical interventions.

The main contingent of patients with complicated liver echinococcosis was represented by people of the most able-bodied age, from 20 to 70 years.

Complicated parasitic cysts were located mainly in the right lobe of the liver, in 87 (85 %), in the left lobe in 10 (10%), damage to both lobes was detected in 5 (5%) patients.

In complicated forms of liver echinococcus, a semi-closed method was used in all patients, after reducing the volume of the cavity by capitonage along the Delbe and invagination of the cyst edges.

Ultrasound examination of the abdominal organs was performed in all patients in the postoperative period as the main method for determining the localization, depth, size of complicated parasitic cysts of the liver, the condition of large vessels and bile ducts of the liver.

Results and discussion: In I group, drainage laser irradiation of the residual liver cavity was performed using two lumen silicone tubes in the postoperative period. Through drainage laser irradiation of the residual liver cavity, starting from the first days of the postoperative

period, was carried out using special glass fiber light guides based on the AFL-1, AFDL-1 apparatus (power of 10-15 MW, length of 0.63 microns) laser therapy sessions were performed daily for the first 2 to 5 minutes, the next 6-10 days for 10 minutes. Endobiliary laser irradiation was performed in 4 patients with purulent cholangitis caused by a breakthrough of an echinococcal cyst into the bile ducts with compression of the biliary tract by an echinococcal cyst.

All patients regularly underwent dynamic monitoring of the residual cavity (RC) condition by ultrasound, the residual cavity was preserved, but after providing rehabilitation of the RC with antiseptics Decasan, Furatsilin, and laser for 30 days, the RC decreased. After stopping the discharge from the drainage tube, reducing the RC to 1.0 cm in diameter, the drainage tubes are removed. Later, they were prescribed antibacterial, general strengthening therapy. In general, the time frame for the complete elimination of RC corresponded to approximately 40.5 ± 15.5 days. The average hospital stay was 15 days.

In addition, in the postoperative period, 42 (41%) patients used a semiconductor laser "Uzor" (frequency of 8 Hz irradiation 120 seconds) to relieve pain.

Of the total number of postoperative complications after radical surgical interventions in patients II group operated in the traditional way, bile discharge was noted in 5 patients, in the form of the presence of bile fistulas in the RC with bile discharge, which in all cases were eliminated independently without additional medical measures, in terms of 32.5 ± 5.5 days.

In 5 patients with suppuration of the residual cavity from this category of patients, percutaneous drainage of the RC was performed under the control of ultrasound, followed by their sanitation with antiseptics. The RC was liquidated.

Of the general complications, 2 had cardiovascular complications, 1 had pulmonary complications, and there were no deaths.

Evaluation of long-term results in 42 (41%) patients after 1-3 years. Satisfactory results were observed in all patients. There were no complaints indicating a relapse of the disease.

Conclusion: The use of low-energy lasers in the postoperative period for complicated liver echinococcosis creates conditions for faster healing of residual cavities, closing fistulas, reducing the specific weight of complications by 3-3.5 times, which will reduce the time of inpatient treatment by 1.5-2 times.

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THE PERSON IS THE URN OF THE CLASSIC MUSK AND COMES IN MATURITY

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Abstract. Music has a great positive effect on the mental and moral development of children. That is why music lessons are first of all educational lessons. The name of the science is not only the method of listening to music, but also the method of music education. In order to study in the content of the new program, the musician needs to improve his musical and theoretical knowledge.

Key words: Music, children, lesson, education, methodology, program, listener, theoretical knowledge.

Music is a type of art that is widely used in our cultural life and plays an important role in the development of human personality. Music education is one of the main and complex aspects of the education of sophistication, and it encourages the correct perception and framing of the beautiful things around. Music equips a person with high taste and forms a spiritual outlook. Music has the ability to have a strong influence on human nature, and it is an important means of introducing students to the world of sophistication and moral education.

There are some changes in the discipline of children, there are differences between the child's desire and ability. All of these require high skills and education from the listener. In this case, it will be good for the students to rely on the knowledge and skills they have acquired in the classroom and on vital evidence. For this, it is necessary to carry out the content of the lesson with life. In the process of teaching and listening to music, Kushik sings excerpts from the works and tunes his voice. It is necessary to explain the performance methods in detail. It is necessary to give children a clear understanding of the fact that music is an artistic reflection of each historical period. On this basis, a brief history of Uzbek music can be presented by comparing musical instruments and Uzbek folk music genres, statuses, and modern classics. For example: "Sashmakom" is the brotherhood of the Tajik and Uzbek peoples. It is necessary to introduce and compare the compositional works created on the basis of folk music with modern music in terms of their symbol, the fact that they are multi-instrumental instruments and can be used by other peoples. analysis will give good results. In the sixth grade, the vocal range of sleepers is I- for voices. For II-voices (Sikich- Re2) it is appropriate to teach the children to sing two voices in the period. Because at this moment, the period of mutation begins. Before the mutation period, the difference between the voices of boys and girls is not noticeable. "Teaching a puppy during the mutation requires a lot of responsibility. It is necessary to pay attention to the work of preserving the voice of the puppies during the lesson, in order to adapt the voice capabilities of the puppies.

Do not tire the voices by spending the main part of the lesson on singing. Separating the sleepers into two voices is an important means of training the puppies into two voices and adapting them to their voices. Choral singing, music, music literacy, music listening activities, analysis of works are logically connected. Based on the new program, the theme of the year, the theme of the quarter and the theme of the lesson are connected with each other.

During this period, the voice of boys gradually changes to a masculine voice, and the voice of girls gradually changes to the voice of mature women. The vocal cords in the throat of young children become swollen, reddened, swellings may appear. As a result, the range is reduced, and it

becomes difficult to sing in high pitches. Fatigue occurs quickly. Teaching singing to boys and girls during the period of transition requires responsibility. It is necessary to adapt the puppets to the children's vocal capabilities during the lesson, and carefully teach them to preserve their voices. Singing in two voices is an important means of voice education, clearly distinguishing vocal parts. There are also changes in the discipline of children. Emotional awakenings cause harmonic changes in the body to decrease interest in the lesson. During this period, the listener should skillfully connect the content of the musical works with our life, teach moral and beauty education through it and connect the content of the lesson with other subjects.

Performing vocal-choir work and listening to music based on the knowledge and skills acquired in classes and life experience will give good results. The methods of raising a puppy in the 7th grade do not differ from the general methods. When choosing music, works that are more complex in terms of content are lost.

Students will get acquainted with Uzbek folk songs, makoms, classical songs, yalla and lapar, the content of folk music, local styles, and study the structure, history. Sing classic songs, sing makoms, enjoy the masterpieces of Uzbek folk music they get The theme of the year in the seventh grade: "Local folk music styles. A general understanding of positions".

It is appropriate to study the studied works based on a certain topic in order to create an artistic and figurative overall impression. Such topics can be connected with a certain content, based on one or several lessons, the types of performance and its means of expression. For example: "Lad nima", "Local music styles", "Makom", "Big song genre", "Shashmakom". and pleasure, music and singing training should be taken into account, the basis of musical education for students is to sing in a choir. In other words, voice maintenance and special vocal-choir exercises, that is, between the sounds of three tones, low or high, without a chord in parts of the fifth or octave scale. , it is of great importance to adjust the voice by saying excerpts from kushiks. When listening to music and singing kushiks, it consolidates all the theoretical information obtained from the field of music in the process of training. In the process of teaching kushiks, by expressively performing a melodious work, the introduction of small interesting images, the genre of the work Conversation plays an important role in terms of means of expression. During the seven-year study period, as a result of working in the field of music, students acquire musical literacy, are able to analyze music consciously, participate in artistic amateur circles, listen to great musical works on radio and television, music, classes, and concerts, and are people who truly love music. they are enough.

The public affairs plan of the music player must be approved by the school administration. The plan of public and musical activities is drawn up in cooperation with the music teacher and the director of educational and spiritual affairs of the school, taking into account the age and interests of the students, holidays, meetings, events. In this, the musical ability of the singers is taken into account. Each of the mass music lessons should be carried out on the basis of a specific, developed plan. Depending on the type of training, its main purpose, features, content of the repertoire, opportunities of the school, invited guests are taken into account and students are attracted. Tugarak independently prepares the work plan based on the needs, requests and capabilities of the listener. The singer selects singers based on their musical ability, desire, interest, and voice, and creates different songs, working in groups 2-3 times a week. It is the basis of Tugarak work. Pupils who are capable of tutoring, curious and actively participate in their classes are selected. In the lesson, the ability and interest of each child is taken into account, and they are attracted to one or another musical instrument.

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XONANDALIKDA OVOZ TURLARINI YO'LGA QO'YISH JARAYONING SHAKLLANISHI

Buxoro davlat universiteti Musiqa ijrochiligi va madaniyat kafedrası 12-1 vokal 20 guruh talabasi

Irgasheva Nigora Bahodirovna

ANNOTASIYA: Musiqa tinglash uchun asosan milliy xalq kuy va qo'shiqlari, folklor kuy va qo'shiqlar, jahon musiqasining durdona asarlari tanlab olinishi maqsadga muvofiq. Tanlanadigan kuy va qo'shiqlarning rangba-rangligi, turli xarakterda ekanligi, mazmun jihatidan yoshiga mosligi, musiqa san'atining yorqin namunalari ekanligi inobatga olinishi kerak.

Kalit so'zlar: Lirik bariton, altino tenor, diapason, dramatik tenor, soprano, soprano-(diskant), kontralto,alt.

Hozirgi vaqtda ovoz turini bexato aniqlay oladigan yagona uslub mavjud emas. Ba'zi hollarda bas o'zi havas qilgan tenorga ovozini o'xshatishga harakat qiladi. Natijada tovushning shakllanishi yuzaki bo'lib qoladi. Tenor esa o'zini murakkablikdan xoli qilish uchun bariton deb aytadi. Pedagog o'quvchining ovoz xususiyatlarini uning ijrochilik usulidan ajrata bilish kerak. Ovoz turini aniqlashda tembr, diapazon, registr tuzilishining xususiyatlari, markaziy tovushlar, tessiturani ushlay bilish qobiliyati, hamda fiziologik –anatomik belgilar (Ovoz bog'lamlarining uzunligi va zichligi, rezonator tizimlari va boshqalar), xronaksimmetriya kabi qator alomatlar hisobga olinishi kerak. Tajribali vokal o'qituvchisi o'quvchining ovoz tembridan ko'p narsani bilib oladi. Bu shaxsiy akustik xususiyat turli tessituralarda sinchiklab tekshirilishi lozim. Tembrning eng yaxshi sifatlarini eshitish uchun bir asarni yondosh tonalliklarga ko'chirib ijro etish mumkin.

Diapazon ham ovoz turini aniqlovchi belgilardan biridir. Biroq u o'quvchida doim ham to'la hajmda ifodalanmasligi mumkin. Ko'pincha u chegaralangan bo'ladi. Ba'zi hollarda uchraydigan "metso soprano" va "soprano" tonlarini o'z ichiga olgan, nihoyatda keng diapazon ham foyda bermaydi. Ovozni to'g'ri tasnif qilishda registr tuzilishini o'rganish yordamchi vositadir.

Erkaklar ovozlarining turi, hajmi va kengligi quyidagilardan iborat:

Tenor (do kichik oktava – do 2 oktava) ovoz kengligiga ega.

Altino tenor – juda harakatchan yengil yuqori registrda jaranglaydi. Lirik tenor – yumshoq harakatchan ovoz jarangi deyarli hamma joyda bir tekis taraladi. Xarakterli tenor - lirik ovozning chiroyli va yoqimlilikini belgilaydi.

Lirik dramatik tenor – keng ovoz hajmi kengligiga ega ovoz.

Dramatik tenor - kuchli, jarangdor bo'lib, drammatik holatlarni tasvirlay oladigan ovoz.

Bariton – (A – kichik oktava – G – birinchi oktava lya - katta okatavadan sol - birinchi oktavagacha).

Lirik bariton - xarakteri bo'yicha tenor tembriga yaqin, lekin bariton xususiyatiga ega ovoz. Drammatik bariton - unchalik yorqin bo'lmagan ovoz, katta kuchga ega va pastki registrdagi ovoz bo'linmalarini ham ijro eta oladi.

Bas ovoz – (fa- katta oktavadan – fa-birinchi oktava).Yuqori bas – (yorqin jaranglash,

baritonal tembrni eslatadi.) Markaziy bas- xarakterdagi aniq bilinadigan tembrga ega ovoz. Pastki bas - chuqur, kuchli va past tovushga ega. Oktavadagi bas-asosan xorlarda aytiladigan ovoz. Kontr oktavagacha tushishi mumkin.

Bas - bu ham xarakterli tenorga o'xshab sahna imkoniyatiga qarab ijro eta oladi.

Ayollar ovozlarning turlari quyidagilardan iborat:

Soprano do – birinchi oktava (do uchinchi oktava) ovoz kengligida yuqori pag'onalarda yengil jaranglaydi. Koloratura ovozi – Juda chiroyli tembrni, o'ta o'zgaruvchan melizimlarga boy va katta harakatchanlikka ega ovoz. Bu ovoz do-birinchi oktava, uchinchi oktava do – re-mi va undan ham kengroq ovoz hajm kengligiga ega.

Lirik koloratura ovoz – o'ynoqi, yengil texnik harakatchan va mayin ohangdor ovoz. Lirik soprano ovoz - yengil hamda baquvvat yuqori ovozlari. 3-oktava “do” dan oshmaydi.

Lirik dramatik soprano - ancha to'la ovoz, ko'krak tembrli jarangdor bo'ladi. Dramatik soprano ovozi - kuchli, vazmin ovoz. Dramatik tembrda jaranglaydi.

Metso soprano -kichik oktava lya - ikkinchi oktava lya gacha. Yuqori metso ayollar ovozi – ko'krak ovozi bo'lib mayin tembrli bo'ladi. Pastki metso ayollar ovozi – ancha pastda bo'lib, yo'g'on eshitiladi.

Kontralto – (mi kichik oktava , fa – ikkinchi oktava) eng pastki va kamdan-kam uchraydigan ayollar ovozi. Juda katta va keng jarangga ega.

Bolalar ovozlarning turlari quyidagilardan iborat:

Soprano-(diskant) yuqori ovoz, yengil, o'zgaruvchan yumshoq yangraydi. Katta ta'sir kuchga ega (do-birinchi oktava, fa, sol-ikkinchi oktava)

Alt- bolalar pastki ovozi-kuchli va birmuncha yo'g'on jarangdor tembrga ega. (sol, lya-kichik oktava, re – mi ikkinchi oktava)²¹

Ta'lim jarayonida ovoz turlarini, uning hajmini, kengligini aniqlash orqali ovoz xarakteriga mos bo'lgan vokal mashqlari – vokalizlar hamda qo'shiqlar kuylatib boriladi, bu esa ovoz hajmi kengligini chiroyli, rang-barang tembrda va jarangdor bo'lishiga imkon yaratadi.

Musiqa tinglash uchun asosan milliy xalq kuy va qo'shiqlari, folklor kuy va qo'shiqlar, jahon musiqasining durdona asarlari tanlab olinishi maqsadga muvofiq. Tanlanadigan kuy va qo'shiqlarning rangba-rangligi, turli xarakterda ekanligi, mazmun jihatidan yoshiga mosligi, musiqa san'atining yorqin namunalari ekanligi inobatga olinishi kerak.

Musiqa tinglash uchun musiqa asarlari musiqa rahbari tomonidan fortepiano yoki xalq cholg'u asboblardan birida chalib yoki texnik vosita orqali eshittiriladi. Musiqa tinglash jarayonida bolalarga musiqa tinglash madaniyati singdirib boriladi. Musiqa tinglash davomida gapirmaslik, diqqat bilan tiglash uqtiriladi. Musiqa asarini eshitib bo'lgandan so'ng asarning xarakteri, mazmuni haqida kichik suhbat yoki savol-javob uyushtirish bilan bolalarning asar haqidagi taassurotlarini bilib olsa bo'ladi.

Qo'shiq kuylash faoliyat turi bo'yicha asarlar bolalarning ovoz imkoniyatlariga, yosh xususiyatlariga qarab tanlanadi. Kuylash uchun qo'shiqlar tanlashda mavsumiy va taqvimiy bayramalar, yil davomida o'tkaziladigan ertaliklar mavzulari inobatga olinadi.

Biror-bir qo'shiqni kuylashni o'rgatishdan oldin musiqa rahbari bolalarga uni eshittirishi, mazmuni haqida so'zlab berishi, so'z matnini o'qib, tushuntirib berishi kerak. Qo'shiqni o'rgatish jarayonida musiqa rahbari bolalarga sof intonatsiyada, so'zlarni to'g'ri talaffuz etib, bir-birovlarini tinglab kuylashni o'rgatib borishi lozim.

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C M R T

ЁШ ФУТБОЛЧИЛАРНИНГ ЖИСМОНИЙ ТАЙЁРГАРЛИГИНИ ОШИРИШ

Махмудов Аъзам

АННОТАЦИЯ.

Ушбу мақолада ёш футболчиларининг жисмоний тайёргарлигини оширишга қаратилган тажриба асосида олинган натижалар таҳлили ёритилган.

Калит сўзлар: футбол, тест, норма, таҳлил, тайёргарлик, машғулот, олим.

Ўзбекистон Республикаси Президенти Ш.М.Мирзиёевнинг 2023 йил 7 апрелдаги “Оммавий ва профессионал футболни ҳар томонлама ривожлантиришнинг қўшимча чора-тадбирлари тўғрисида” ги ПҚ-115-сонли Қарори юқоридаги муаммоларни ҳал қилиш мақсадида ишлаб чиқилган бўлиб бунда болалар футболини ривожлантириш масаласи юқори ўринда туради.

Мазкур қарор мазмунига кўра ёш футболчиларни тайёрлаш сифатини оширишга қаратилган илмий тажрибаларни амалга ошириш ва футболчиларни тайёрлаш методини такомиллаштириш бўйича аниқ вазифалар белгиланган бўлиб мазкур мақоладаги йўналишлар асосида тайёрланган.

Жумладан футболчиларимизни ҳалқаро мусобақа фаолиятидаги педагогик таҳлиллар шунини кўрсатмоқдаки барча ёш тоифасидаги жамоаларимиз футболчиларининг жисмоний тайёргарлиги талаб даражасида эмас. Бу омил ўқув машғулот жараёни мазмунидаги жисмоний тайёргарликка йўналтирилган воситалар шакллари такомиллаштириш ва қўллаш услубларини ўзгартириш заруратини келтириб чиқаради. Шу сабабли 15 ёшли футболчиларнинг жисмоний тайёргарлик даражасини тестлаш ва устунлик ва камчиликларни аниқлашни мақсад қилдик.

Ишнинг мақсади: 15 ёшли футболчиларнинг жисмоний тайёргарлигини ошириш.

Спортчиларнинг жисмоний тайёргарлик кўрсаткичларини характерлайдиган аутентик тестлар орасидан мавжуд илмий-услубий адабиётлар материалларини таҳлили ва шахсий амалий тажриба маълумотларимиз асосида танлаб олинган синов тестлари бўйича назорат ва тажриба гуруҳлари 15 ёшли футболчиларининг жисмоний тайёргарлик кўрсаткичлари бўйича педагогик тажриба бошида қайд этилган натижалари бўйича маълумотлар 1-жадвалда келтирилган.

1-жадвал.

Назорат (n=20) ва тажриба (n=20) гуруҳлари 15 ёшли футболчиларнинг умумий ва махсус жисмоний тайёргарлик даражасини харктерлайдиган тестлар бўйича педагогик тажриба бошида қайд қилинган натижалари ва уларнинг статистик характеристикаларини солиштириш

		НГ			ТГ						
Б	тест	X	сиг	V, %	X	сиг	V, %	АФ	НФ	t	P
-	30 метрга югуриш, с	4,73	0,6	12,68	4,64	0,602	12,97	0,09	1,90	0,37	>0,7

-	50 м га югури ш,с	8,19	1,12	13,7 0	8,38	1,17	13,9 6	0,19	2,32	0,41	>0,6
	Жойда н узунли кка сакраш, м	223,27	26,2 1	11,7 4	217,48	25,97	11,9 4	5,79	2,59	0,54	>0,5
	Жойда н 5 хатлаб сакраш, м	11,76	1,61	13,6 9	11,98	1,672	13,9 6	0,22	1,87	0,33	>0,7
-	400 мга югури ш,с	70,39	8,88	12,6 2	68,94	8,93	12,9 5	1,45	2,06	0,40	>0,6
-	7x50	66,39	7,73	11,6 4	68,32	8,17	11,9 6	1,93	2,91	0,59	>0,5
	Үо-Үо	1000,3 4	127, 12	12,7 1	1022,1 6	132,3 7	12,9 5	21,8 2	2,18	0,41	>0,6
	Куч	91,24	12,4 6	13,6 6	92,82	12,95	13,9 5	1,58	1,73	0,30	>0,7
	Эгилув чанлик	8,53	0,99	11,6 1	8,31	0,996	11,9 9	0,22	2,58	0,54	>0,5
0-	30 мга тўп билан югури ш	5,32	0,67	12,5 9	5,46	0,707	12,9 5	0,14	2,63	0,50	>0,6
1	Тўпни узукли кка тепиш .жами	75,34	10,4 9	13,9 2	77,01	10,77	13,9 9	1,67	2,22	0,38	>0,7
2	Тўпни 2 қўлда узукка ташлаш	18,14	2,28	12,5 7	17,63	2,29	12,9 9	0,51	2,81	0,55	>0,5
3-	5x30	27,86	3,79	13,6 0	27,28	3,81	13,9 7	0,58	2,08	0,37	>0,7
									2,30		

Изоҳ: АФ-абсолют фарқ, НФ-нисбий фарқ (фоизларда).

Мазкур жадвалда келтирилган маълумотларни умумлаштириш ва таҳлил қилиш педагогик тажрибага жалб этилган назорат ва тажриба гуруҳлари 15 ёшли

футболчиларининг ўрганилган умумий ва махсус жисмоний тайёргарлик кўрсаткичларини характерлайдиган тестлар бўйича тажриба бошида қайд этилган натижалари ўзаро бир-бирларига яқин эканлигини таъкидлаб ўтиш зарур.

Тажриба гуруҳидаги қайта тестлаш натижаларида шуни нарса яққол намоён бўлдики, кўрсаткичларга эторбор қаратадиган бўлсак 9 та меъёрдан 5 тасида ишончилилик даражаси $P < 0.05$ га тенг бўлди, иккита тестда $P < 0.01$, яна иккита тестда $P < 0.001$ ишончилилик даражасига чиққанлиги билан яққол ажралиб турибди. Назорат гуруҳининг кўрсаткичларига нисбатан анча юқори даражада ўсганлиги ҳамда модел кўрсаткичларга яқин эканлиги 3-жадвалдан яққол кўриш мумкин.

Мазкур тестлаш натижаларининг ўзгариш омиллари хусусида фикр юритадиган бўлсак назорат ва тажриба гуруҳининг йиллик иш режаси бир хил бўлиб ўқув машғулотларни ташкил этишдагини тафовут борлиги маълум бўлди.

3-жадвал

Тажриба ($n=12$) гуруҳи 15 ёшли футболчиларнинг умумий ва махсус жисмоний тайёргарлик даражасини характерлайдиган тестлар бўйича қайд қилинган натижалари ва уларнинг статистик характеристикаларини педагогик тажриба давомида ўзгариш динамикаси

ТГ	X	сиг	V, %	X	сиг	V, %	АЎ	НЎ	t	P
1-	4,64	0,602	12,97	3,87	0,47	12,14	0,77	16,59	3,49	<0,01
2-	8,38	1,17	13,96	6,37	0,84	13,19	2,01	23,99	4,83	<0,001
3	217,48	25,97	11,94	264,97	29,49	11,13	47,49	21,84	4,19	<0,001
4	11,98	1,672	13,96	14,53	1,91	13,15	2,55	21,29	3,48	<0,01
5-	68,94	8,93	12,95	56,72	6,87	12,11	12,22	17,73	3,76	<0,01
6-	68,32	8,17	11,96	54,46	6,08	11,16	13,86	20,29	4,71	<0,001
7	1022,16	132,37	12,95	1257,44	152,48	12,13	235,28	23,02	4,04	<0,001
8	92,82	12,95	13,95	116,68	15,29	13,10	23,86	25,71	4,13	<0,001
9	8,31	0,996	11,99	10,26	1,14	11,11	1,95	23,47	4,46	<0,001
10-	5,46	0,707	12,95	4,49	0,55	12,25	0,97	17,77	3,75	<0,01
11	77,01	10,77	13,99	96,36	12,68	13,16	19,35	25,13	4,03	<0,001
12	17,63	2,29	12,99	21,76	2,64	12,13	4,13	23,43	4,09	<0,001

Жумладан тажриба гуруҳида машғулотларни ташкил этишда жисмоний сифатларни ривожлантирига қаратилган воситаларни асосан тайёргарлик даврининг умумтайёрлов босқичида қўллаш механизми яратилган бўлиб бунда асосан қуйидаги омилларга алоҳида эътибор қаратилади:

-қўлланилаётган микроцикллардаги жисмоний тайёргарликка йўналтирилган воситаларни микроцикл мақсад вазибалари асосида тақсимлаш;

- воситаларни қўллашда айланма машғулот усулидан фойдаланиш;

- юкламаларни таъсир эътиш даражаларига кўра назоратни узлуксизлигини таъминлаш;

- машғулотни индивидуаллаштириш;

Мазкур омиллар 3 ой мобайнида тажриба гуруҳидаги футболчиларнинг жисмоний тайёргарлигини самарали ўсишига замин яратиб берди.

Назорат ва тажриба гуруҳи футболчиларининг тажриба бошида ва сўнггида олинган натижалардаги ўзгаришни инобатга олиб ёш футболчиларнинг жисмоний тайёргарлигини оширишда тайёргарлик даврида микроциклларни тузишда мазкур йўналишга оид воситаларни қўллаш усулларини илғор тажрибалар асосида ташкил этиш катта самара бериши мумкин. Яна бир жихат шундан иборатки айланма машғулотлардан фойдаланиш айнан жисмоний сифатларни ривожлантиришда катта самара бериши мумкин. Шу сабабли тажриба гуруҳида қўлланилган ушбу усуллар самарали бўлиб микроцикллар мазмунини оптималлаштириш ва юкламалар хажми ва меърини аниқ белгилаш асосида жисмоний тайёргарлик даражасини ошириш мумкин бўлади.

**FORMING STUDENTS' AESTHETIC ACTIVITY USING APPLIED ART
ELEMENTS IN FINE ARTS LESSONS**

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Abstract: The article talks about the importance of art, visual arts, teaching aesthetic activities in secondary schools through steam training.

Key words: Art, steam training, 3D design, aesthetic culture, types of art, aesthetic activity, applied art elements, national program, decorative arts, child education.

Art is an important process that emerged as a result of the development of the labor process from time immemorial. Due to its introduction into society, human thinking has matured, the sense of beauty has increased, and concepts of real beauty, sophistication, comfort and usefulness have been promoted. The reason for the separation of mental work from physical work was that with the emergence of a class society, great changes took place in social development. This was a great foundation for the development of science and art. It was during this period that artists appeared. Fine art is one of the important factors affecting human life and moral education. The place and role of visual art is incomparable in forming the characteristics of a person to feel beauty and get emotional pleasure from art objects.

One of the important tasks of today's pedagogue is to carry out a number of activities to form and develop the artistic aesthetic taste of general secondary school students. Showing them the famous works of great artists, and even telling the history of the creation of the work, arouses great interest in science in children. For example, to see the beauty of nature in the pictures, the ancient and current life of people, their faith in the bright life to come. they learn. Artistic images have a strong impact on students, they evoke various positive thoughts and feelings. The method of comparing the visual arts of Uzbek and other nations can also be effectively used in the teaching process. It is appropriate for the teacher to draw students' attention to the compositional structure of works of art, the proportion of colors, when conducting conversation classes in the teaching of fine arts. The conversation about the work of fine art should be conducted in the form of question-and-answer and storytelling. The given questions should force students to increase their worldview by perceiving the important side of the content of the artist's work.

Social and economic changes taking place rapidly in the world these days require fundamental reforms in the field of education, bringing educational work up to the level of current requirements. Therefore, in most of the decisions and decrees adopted in our country, special emphasis is placed on the socialization of education - creating a rich aesthetic worldview in students, forming high spirituality, culture and creative thinking in them. Today, the growth of the flow of information and high technical and technological innovations are creating the fourth technological revolution in all aspects of life. As a result, the interests of the individual and the demands of society are changing. STEAM education introduces the integrative approach of education to everyday life with the concepts of scientific research and technical development. Steam is an integration of science, technology, engineering, art and mathematics. The purpose of using this approach in the educational process is to promote scientific literacy and competitiveness by involving the school and the public in ensuring the sustainable development

of the world's development and economy through education. And STEAM education brings robotics, modeling, construction, programming, 3D design and many other innovations to the education system of schoolchildren from all over the world. Study student learning research in the classroom and in extracurricular activities by showing how the knowledge, skills, and competencies imparted in STEAM education are scientifically relevant to everyday life. It is aimed at developing their interest in carrying out, carrying out experiments, developing their creativity focused on designing, and creating news. The connection of STEAM education with visual arts certainly serves to develop children's aesthetic culture.

Art has a positive effect on people's psyche. At the same time, it develops a person's aesthetic culture. Aesthetic culture is a purposeful process of developing an aesthetic attitude of a person to the surrounding reality. The problem of developing the aesthetic culture of students in general secondary schools is one of the main tasks for every pedagogue. The high aesthetic culture of the student helps him to have his own place in the society, the feeling of love for the motherland, and the love of his family and society.

Each subject has its place in child education. Including, the role of visual arts and fine arts in personality formation is that; Through the visual arts, the student gives information about the nature of his mental state, interests, experiences, which no one knows, even those around him, through the colors used by the lines he draws.

Practical art has been developing in our republic since ancient times. Nowadays, the attention to national traditional values is increasing. Elements of applied art used in national costumes are being improved. Love for manual labor has increased. Art has a positive effect on people's psyche. At the same time, it develops a person's aesthetic culture. Aesthetic culture is a purposeful process of developing an aesthetic attitude of a person to the surrounding reality. The problem of developing the aesthetic culture of students in general secondary schools is one of the main tasks for every pedagogue. The high aesthetic culture of the student helps him to have his own place in the society, the feeling of love for the motherland, and the love of his family and society.

And through patterns, unlike all other types of applied art, you can see the close connection of generations, the continuity of traditions. It is because of this continuity that the art of patterning has survived to this day. Artistic painting is the art of creating beauty in the combination of colors and unique compositions. Decorative applied art mainly creates things that serve the needs of everyday life.

The applied decorative art of Uzbekistan, different from the easel image forms, has gone through a complex and multi-century development path in connection with folk art. This type of art is an art aimed at aesthetic perception of reality and creation of innovations. Nowadays, the arts such as fine needlework, carpet weaving, putting flowers on spools, cap sewing, goldsmithing, embroidery, flower embroidery, coppersmithing, pottery, jewelry, and making musical instruments are widespread. The creative style or art style used in horse species is also of great importance. As envisaged in the national program, in the implementation of the tasks set for the formation of the aesthetic consciousness of students, especially visual arts lessons and extracurricular activities are of great importance. Because the role of fine art in the formation and development of human maturity, spiritual and aesthetic taste is incomparable.

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SPECIFICITY OF THE ADVANTAGES OF ENDOSCOPIC AND CONVENTIONAL SURGICAL INTERVENTIONS IN THE BILIARY TRACT

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Relevance. In this regard, as an alternative to operations from laparotomy access, interventions on extrahepatic bile ducts using endovideoscopic technologies are of great interest. The latest technologies, materials, and methods used in laparoscopic surgery make it possible to achieve impressive results in the treatment of patients with choledocholithiasis and stenosing duodenal papillitis. An important role is also played by the tangible economic effect obtained by using laparoscopic techniques as a one-stage treatment of complicated forms of gallstone disease.

The purpose of the study. The main purpose of this study is to improve the results of treatment of patients with choledocholithiasis, stenosing duodenal papillitis and their combination by introducing and improving methods of laparoscopic interventions on extrahepatic bile ducts.

Research materials and methods. Research was carried out in the surgical departments of the Andijan branch of the scientific center of Emergency Medicine of the Republic, in the Department of Neurosurgery of the adti clinic, in the private clinic of Carona MEDLAIN.

The main group included 55 patients who underwent surgery from January 2020 to June 2023. In this group, a two - stage treatment of choledocholithiasis is mainly used-endoscopic transpapillary lith extraction, followed by laparoscopic cholecystectomy. Laparotomy is performed choledocholithomia if it is not possible to eliminate choledocholithiasis using endoscopic transpapillary interventions. Laparoscopic methods of treating cholelithiasis patients with choledocholithiasis and duodenal papillitis with stenosis are actively being introduced and improved to practice.

The results of the study. During 2018-2023, the prevalence of cholelithiasis and its complex forms has been shown. By population of 1,000 of Andijan region. From the tables presented, it can be seen that during this period the prevalence of cholelithiasis increased from 1,804 people per 1,000 inhabitants to 2,701 people per 1,000 inhabitants of the region, i.e. 49.7%. A similar trend is observed among other complications of gallstone disease. Thus, the prevalence of

choledocholithiasis rose from 0.235 to 0.347 per 1000 inhabitants, viz. By 47.7%, choledocholithiasis in combination with SDP is 0.155 to 0.193 (24.5%), choledocholithiasis-free SDP is 0.105 to 0.122 (16.2%) per 1000 people, and obstructive jaundice is 0.3 to 0.347, a complication of these diseases. per 1,000 inhabitants (34.8 percent) of the municipality's population.

The structure of operative activity is indicated for various nosological forms of cholelithiasis. For the period from 2012 to 2017. 12,526 cholecystectomies were performed in Andijan region. Table 11 shows that the leading place among all operations in cholelithiasis is occupied by laparoscopic cholecystectomy - this is 89.1% of the total number of cholecystectomies.

Conclusion. All patients are statistically divided into 2 homogeneous groups. The core group of 55 consisted of patients who underwent laparoscopic surgery. Patients in the 60-person control group underwent laparotomy surgery. In the first group, a promising analysis of the direct results of treatment, in the second Group, A Retrospective Analysis of the results of treatment of patients with choledocholithiasis, stenosis duodenal papillitis and a combination of them was carried out on the basis of medical data.

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БИОЭКОЛОГИЯ ФИТОФАГОВ ТАБАКА И МЕРОПРИЯТИЯ ПО ЕГО ОПТИМИЗАЦИИ

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Аннотация: В статье приведены многолетние данные по изучению вредителей на табачном агробиоценозе, их влиянии на урожай и качество табака. Разработаны основы интегрированной борьбы с вредителями.

Ключевые слова: хлопковая совка, табачный трипс, персиковая тля, интегрированная борьба, урожайность, качество.

Аннотация: Мақолада тамаки агробиоценозидаги зараркунандаларни ўрганиш бўйича кўп йиллик маълумотлар келтирилган, уларни тамаки ҳосили ва сифатига таъсири аниқланган. Зараркунандаларга қарши уйғунлашган кураш асослари ишлаб чиқилган.

Калит сўзлар: ғўза тунлами, тамаки трипси, шафтоли бити, уйғунлашган кураш, ҳосилдорлик, ҳосил сифати.

Abstract: The article provides long-term data on the study of sucking pests on tobacco agrobiocenosis, their impact on the yield and quality of tobacco.

Key words: tobacco thrips, peach aphid, integrated tobacco pest control.

Введение. В табачных агробиоценозах наблюдается процесс устойчивого нарастания количества опасных фитофагов. При этом вспышки массового размножения вредителей, приносящие многомиллионные убытки, отмечаются практически ежегодно. Они на табачных плантациях нередко превышает пороговую и достигают уровня, соответствующего чрезвычайной ситуации.

Разработка эффективных безопасных способов сдерживания вредных организмов при выращивании урожая является одним из основных элементов экологизированной системы защиты табака. Рациональные системы защитных мероприятий и их планирование определяется фитосанитарным состоянием табака и культур табачного севооборота. При этом основными показателями является степень распространения и вредоносность основных фитофагов табака. Фитофаги не только снижает урожайность, но и резко ухудшает качество табака. Вредители повреждают в среднем 20-25% растений, при массовом повреждении достигает более 50% (1,3).

Результаты исследований. Исследования процесса формирования агробиоценоза и энтомоценоза на табачных плантациях позволяет выделить основные периоды развития табака с присущим каждому из них специфическим и специализированным комплексом вредителей.

На табачных плантациях из наземных фитофагов большую распространенность имеет сосущие и листогрызущие насекомые. Особо опасными вредителями табака является табачный трипс *Thrips tabaci* Lind. и персиковая тля *Myzodes persicae* Sulz. Кроме этого на табачных полях встречается хлопковая совка *Helicoverpa (Heliothis) armigera* Hbn., который отрицательно влияет на урожай, качество не только листа, но и семенного материала.

Как известно, хлопковая совка относится к числу многоядных вредителей. В отдельные годы при массовом размножении вредитель причиняет значительный ущерб табаководству. С увеличением температуры воздуха вредоносность гусениц возрастает. Так, в начале цветения растений табака хлопковая совка повреждает более 80% плодоземелю. Даже в октябре наблюдается повреждение вредителем. В условиях Ургутского района Самаркандской области в течении 2017-2018 гг. численность гусениц достигала 8-12 шт/раст., что в 7-8 раз превышало экономического порога вредоносности, при этом поврежденность растений достигало 95%.

В последние годы в Ургутском районе Самаркандской области увеличилось площади под овощными культурами (помидор, перец, баклажаны, нут) и кукурузой, которые являются основными кормовыми растениями этого вредителя. Поэтому, начиная с 2016 года заметно увеличилось вредоносность хлопковой совки на табачных плантациях региона. Ежегодные потери урожая листьев, вызываемые вредителям, составляют от 10 до 40%. В отдельные годы хлопковая совка полностью уничтожает семенную продукцию табака. Нередко, при уборке соцветий, в коробочках остаются гусеницы, которые продолжают повреждать семена на складах вплоть до обмолота.

Персиковая тля *Myzodes persicae* (сем. Тли- *Aphididae*) повреждает более 500 видов растений, относящихся к 30 семействам. Большие колонии встречается на табачных полях граничащих с фруктовыми садами, на которых она зимует и в начальное время развивается. В условиях Ургутского района Самаркандской области продолжительность жизни насекомого 22-26 дней. Плодовитость 30-90 личинок. При сильным заселении тлей урожайность табака снижается на 25-30 % и ухудшается качество табака более 50% (4).

Персиковая тля является переносчиком вирусных заболеваний табака. Для инфицирования растений Y- вирусом картофеля достаточно питаться на табаке всего 10 секунд (2).

Табачный трипс *Thrips tabaci* – зимует в верхнем слое почвы и под растительными остатками в фазе взрослого насекомого. На растениях начинает появляться при температуре воздуха выше 10⁰С. Цикл развития трипса (яйцо- имаго) – 15-20 дней. В условиях Узбекистана у трипса может быть от 6 до 8 поколений.

Табачный трипс повреждает рассады табака и пересаженное растение в поле, питаясь соком листьев, при этом листья становятся хрупкими, что снижает химико-технологические качества сырья. Кроме этого, табачный трипс является переносчиком вирусы бронзовости томата. Исследования показали, что в условиях табачного региона Узбекистана в качестве пороговой величины установлено 10-15 экз. на одно растение табака.

В результате многолетних научно- исследовательских работ были разработаны экологизированные системы защиты табака от вредителей. Она включает биорациональные технологии и безопасные биологические, профилактические и малоопасные химические средства. Альтернативные методы сдерживания вредителей включают в себя организационно-хозяйственные, агротехнические, механические и биологические мероприятия.

Из приемов агротехники, обеспечивающих разрыв трофических связей и препятствующих развитию вредителей входит: эффективное чередование культур в севообороте; внедрение промежуточных культур; рациональное применение минеральных удобрений; оптимальные сроки и схемы посадки табака; эффективное использование поливной воды; своевременные и качественное проведение обработки почвы; проведение подчистки верхкования и пасынкования табака.

Биологический метод борьбы с сосущими вредителями табака основан на использовании хищных насекомых златоглазки (*Chrysopa carnea Steph*) и бракона (*Bracon telengai*) (5).

Нами установлено, высокая инсектицидная активность против сосущих вредителей водного экстракта отходов табака, лука, чеснока и корень подорожника.

Следует отметить, рекомендованные мероприятия составляют лишь часть экологизированной системы защиты табака от вредных организмов и их целесообразно использовать в комплексе с различными химическими средствами. На табачных плантациях Ургутского района Самаркандской области в течение ряда лет для снижения вредоносности вредителей табака испытывались инсектициды различных химических

классов и было рекомендовано в производство: конфидор 20% к.э – норма расхода 0,20 л/га; ланнейт 20L с.п - норма расхода 2,0 кг/ га; бензофосфат 30% с.п норма расхода 2,5 кг/ га. Данные препараты не оказывали фитотоксического действия на табачного растения.

Выводы. Массовое распространение в табачном агробиоценозе имеют фитофаги: хлопковая совка - *Helicoverpa (Heliothis) armigera* Hbn., персиковая тля - *Myzodes persicae* и табачный трипс - *Thrips tabaci*, последние которые является переносчиками вирусных и микоплазменных заболеваний.

Выявлено, что данные вредители являются актуальными фитофагами для табака в условиях Узбекистана. Их вредоносность проявляется в задержке роста и развитие растений, снижение урожая и ухудшение качества табачного сырья и семян. Разработанная система сдерживания численности вредителей табака включает в себя реализацию системы агротехнических и предупредительных мероприятий, применение биологических и малоопасных химических средств защиты растений.

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To protect the soil from irrigation erosion , methods of increasing productivity of the soil and fertility of winter wheat**Bozorov Kamoliddin Sheraliyevich**Associate Professor of Samarkand Institute of Agricultural
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Introduction. According to the lecture of the department of “Food and agriculture” of the UN on the theme “The degradation of soil and water resources, food safety - developing threat ” 28% of the land that is used nowadays encountered with degradation, and also 8% is medium and 36% of the used land remained stable and only 10% is considered as improving lands among the lands that is used in the world.

Due to the opinions of the specialists, 4 mln ha land encountered degradation through the world and 55,7% of them influenced the process of irrigation erosion, 27,9% of the land influenced the wind erosion, 12,2% of them get worse because of lessening of minerals, the process of saline, obstruction and acid process and 4.2% of the land encountered degradation due to condensing and morossing, drowning. Generally speaking as a result of degradation every year 7 mln ha land goes out from the usage as a field of agriculture and this disturbs the population of the world.

The sowing area is an important part of the economy of Uzbekistan. All the sowing area of our republic is 4064.7 thousand ha including 3307,3 thousand ha irrigated lands and this is 16,2% of the land that is used for agricultural purposes of Uzbekistan. The 682,4 000 ha land is faced with irrigation erosion from the irrigation lands and the indication of this in Samarkand region is 121,9 thousand ha. Because of the influence of irrigation erosion in the irrigated land the 150- 200 tons fertile soil and together 600- 700kg humus, 100-200kg nitrogen, 150-160kg phosphorus, 190-210 kg potassium and other useful feeding minerals is washed off for per ha as a result it decreases the productivity of the soil and fertility of grain crops up to 30-40 %. Therefore to protect the irrigation erosion and increasing the fertility of winter wheat and the soil is demand of our time and is considered as significant task.

The object and the subject of the research. As an object of the research is taken typical virgin land that is faced with irrigation erosion and have different fertility and widely spread in Samarkand region , the sort of winter wheat “Jasmina”, different amount of manure, nitrogen to potassium and phosphorus and way of ploughing, different quantity of phosphoric fertilizer.

The research was carried out the typical virgin land encountered irrigation erosion in the farms that 2 are specialized for growing winter wheat in Bulungur and Payarik district of Samarkand region during. According to these recommendation all the phonological observations and biological measurements in the experimental field were carried out in 4 repetition, the grunt water in 12-15 meter depth, the slope of the land is 0,004-0,005, the measure of each field 480-620 m².

The result of the research: The amount of silt in first and second irrigation of the winter wheat in the typical virgin lands that encountered irrigation erosion was different according to agro technical work. For example, the amount of the silt in overflow in the first and second watering was 18,2- 19,4 % without manure in the experimental field. It was 1.26- 2.62kg/l in the fields that used 2 ha manure before tillering and when the manure used 5 t/ha after sowing

the winter wheat on the surface of the soil and bottom of the row the flowing was 3.52- 3.72 ha/l.

Due to the influence of irrigation first of all, most humus, less nitrogen, phosphorus and potassium storage is washed off. If we count the amount of the flowing as physical fertilizer, this will show that in the position period of winter wheat from each ha field medium 0,53 center ammonium nitrate, 0.89 center superphosphate and 0.46 chlorine potassium is washed off.

In our research the agro technical action ploughing is considered the main way of increasing fertility of grain crops and decreasing the negative results of erosion process and save the soil and increase its productivity. For example, after sowing winter wheat the surface of the soil and the bottom of the rows were ploughed with 5 t/ha manure the harvest was 48.6 c/ha in the part of the land that was not washed off, 44.3 c/ha in the strongly washed off part and 49.4 c/ha in the lower part where all minerals are gathered. In the fields without manure crop harvest was less 11.9 c/ha than 20 t/ha manure used field and also in that fields got 5.1 c/ha extra harvest. According to this fertility of the land that filled with minerals is higher than the part of the land that was not washed. For that reason we increased the amount of fertilizer in the strongly washed off part of the land and in this case we can increase the productivity of the land and also it gives an opportunity to lessen the norm of the fertilizer up to 30-40 in the condition of typical virgin land in the bottom part because of flowing. When we used the way of ploughing in contour method in the typical virgin land and using fertilizer differently on the basis of NK showed that the crop harvest reaches 21.5c/ha in the part of the experimental field without manure and was not washed off part using only NK added the harvest up to 14.2 c/ha, when using phosphoric fertilizer from 60 kg to 180kg on the basis $N_{200} K_{100}$ the extra crop harvest was 22.7- 30.8 c/ha. In the strongly washed off part of the experimental land the crop harvest was 17.3 c/ha, when adding $N_{200} K_{100}$ fertilizer the crop harvest was 31.5 c/ha. According to our research phosphoric fertilizer 60-180 kg/ha on the basis $N_{200} K_{100}$ kg/ha the crop harvest will be 43.7- 53.8 kg/ha or this basis provides gaining 12.2- 22.3 c/ha extra crop harvest.

As we mentioned above, the crop harvest was higher in the fields that are gathered minerals minerals that was not washed off fields or especially strongly washed of parts when using phosphoric fertilizer in high norm (100,140,180 kg/ha P_2O_5). For example, the crop harvest was 22 c/ha in the bottom part without any manure or fertilizer and harvest was 36.3 kg/ha only $N_{200} K_{100}$ basis part, and on the basis of the fertilizer used with 60 kg/ha P_2O_5 the crop harvest was 49.5 c/ha or 13.2 c/ha was higher than the basis variant. Increasing the norm of the phosphoric fertilizer on the basis of NK from 100 kg/ha up to 180kg/ha provided only 1.1- 2.1 c/ha extra crop harvest than the basis variant.

We should emphasize that in our research the productivity of phosphoric fertilizer increases in the washed off part than the part that was not washed off, contrarily it decreases in the bottom part where feeding elements are gathered.

That's why using fertilizer distinguished while rearing winter wheat in the condition of irrigation erosion the typical virgin lands of Samarkand region gives chance to rear the same crop harvest in every part of the land and it saves the fertilizer. As a result it gives economical profit and it increases the fruitfulness of the soil and also with the help of it we can save our ecology, water resources from obstruction with fertilizer.

Conclusion. For getting high crop harvest from winter wheat in the typical virgin land that encountered irrigation erosion we should put t/ha manure, make ploughing in contour method (across to the slope of the field) in 30- 32 sm depth, after sowing winter wheat tillering

the surface of the soil and bottom of the rows with 5 t/ha manure, using fertilizer in the part that was not washed off $N_{200} P_{140}K_{100}$ kg/ha, in the strongly washed off part $N_{200} P_{112}K_{80}$ + 20t/ha manure and the bottom part that feeding elements gathered decreasing the norm of nitrogen and potassium 30-40% 60kg/ha P_2O_5 and it makes comfortable condition for feeding. Therefor the root system of the winter wheat grows well and it lessens flowing of the minerals and soil improves the protection of the soil, its fertility will grow and we can gain as high crop harvest (53,5- 55.7 c/ha) in the washed off part as in the was not washed part too. We rear high quality crop harvest and we gain high economical productivity and also we save ecology from the obstruction that causes mineral fertilizer.

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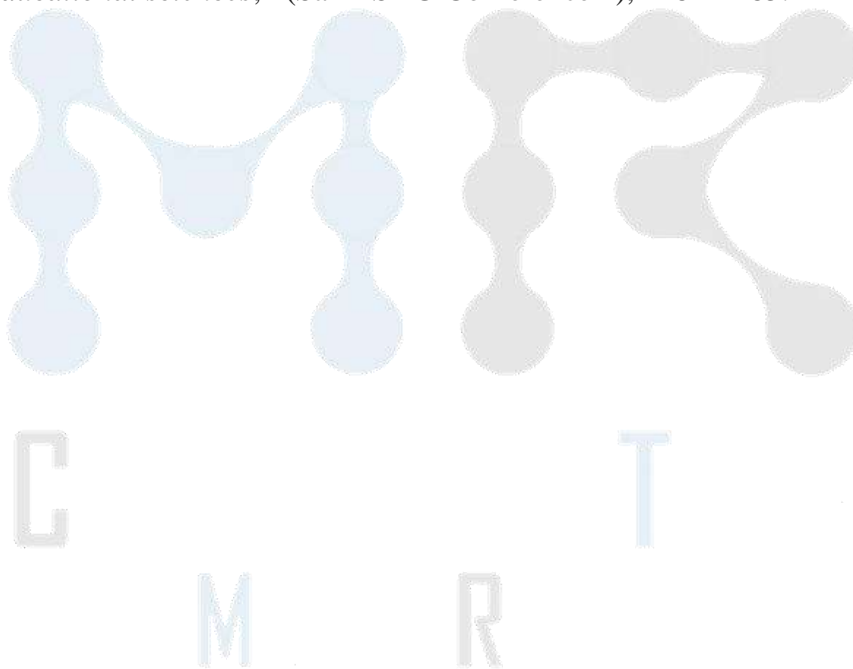
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SCIENTIFIC FUNDAMENTALS OF DECREASING NEGATIVE RESULTS OF IRRIGATION EROSION AND INCREASING ABUNDANCE OF WINTER WHEAT CROPS**Bozorov Kamoliddin Sheraliyevich**

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Abstract To rear winter wheat in typical virgin land of Samarkand region which was encountered with irrigation erosion we recommend to use the way of treating land in boundary way. We advise to use the phosphoric fertilizer P_2O_5 differential application on the background of N_{200} and K_{100} kg/ha in the not washed soil P_2O_5 , in the deeply washed part 140 kg/ha P_2O_5 , and at the land where the flow gather 60kg/ha P_2O_5 . With the help of this, the root system of the winter wheat grows strongly and it decreases the process of washing off the soil and feeding elements up to 28 – 32%. There are possibilities of getting high (52, 6- 56, 8) and good quality crop from all the parts of the land.

Key words: erosion, typical virgin land, winter wheat, growing, progressing, crop harvest, boundary way, differential application.

Materials and methods: For reaching to this aim we observed the main ways of working with virgin lands and the influence of the phosphoric fertilizer to the winter wheat in the farm “Rustambek” Bulungur district, Samarkand region in during 2021- 2023 years. Experiments have been held four times and variants have been placed systematically in one layer. Experiment land was typical virgin land, slope of the field was 0,004 m, and water was under 10-20 m depth, according to the composition of the soil it was saggy soil. The seeds of the sort of winter wheat “Jasmina” were sowed in the following position: row line was 70 cm, with the seed drill C3 – 3,6, 4-5 cm depth and 5 million seeds per hectare. All the phenological observations and biometric measuring and agro technical actions were held with the help of the methods from manual “Making experiments in the field” and all the achieved results analyzed due to the method Dospexov.

Results of the research: during the research those were found: that not depending for the norms of the fertilizer and ways of working with soil in the virgin land the amount of P_2O_5 was high at the end of the land in all period of vegetation. This one shows because of the influence of irrigation erosion much feeding elements is gathered at the end of the field and makes different types of fertile soil in one land. For these reasons in this case the fertilizer must be used differently taking into consideration the condition of the land and its composition.

Winter wheat which was grown in cleaned soil and not cleaned soil rows changes during the period of vegetation. Here important things are: the degree of washing soil and norms of using phosphoric fertilizer and min ways of working with soil. But when we used phosphoric fertilizer in the norm 60-140 s/ha P_2O_5 in two kind of soil the tempo of growing was high in the period of booting in other words connection the height of the plant from stooling to booting with the main ways of working with soil and different norms of phosphoric fertilizer was 61,5- 68,3% and the percentage of this experiment in deeply washed soil was 63,5 – 68, 5%.

The influence of phosphoric fertilizer and main ways of working with soil to the virgin lands which was encountered irrigation erosion shows that, when main work with soil – chisel was done in 14- 18 cm depth and norms of the phosphoric fertilizer were 60/- 140 s/ha the harvest reached 48,2-52,6 s/ha. In the deeply washed soil it was 48,5- 50.2 % and at the end of the land where flow was gathered, was 49,6- 53,2 %. Working with the soil was done according to agro technical advices. Harvest of control variant in the isn't washed soil of the experiment land was 21,5 s/ha. When we used nitrogen – potassium ($N_{200} K_{100}$ s/ha) in such norm the harvest was 14,2 s/ha higher than the control variant. When the above mentioned fertilizer used with phosphoric fertilizer P_2O_5 was used in 60-140 s/ha norm and main ways of working with soil were done the harvest increased to a 22, 7 – 30,8 s/ha. In addition to this ploughing land was done not only in similar way but it was done through the length and across the land. In this way we gathered 7, 4 – 11,6 s/ha extra crops.

CONCLUSION

Because of the influence of irrigation erosion feeding elements are brought at the end of the land from the slope and this makes the soil differ in on land and their productivity will be different too. For that reason when doing agricultural work main ways of treating the soil must be in a boundary way (going across from the slope) and the norms of phosphoric fertilizers should be used concerning the degree of washed off lands and norms of P_2O_5 . In that way the root system of the winter wheat grows strongly and it reduces washing away of feeding elements from the soil till 28- 32 %.

In condition of swampy lands which was encountered irrigation erosion gathering high (51,5- 56,8 s/ha) and quality product these was found: irrigation erosion must be reduced and for getting good harvest the main work with soil must be done in a boundary way, phosphoric fertilizers in that criterion $N_{200} K_{100}$ s/ha P_2O_5 must be used for that norm in the not washed off lands 100 s/ha, in the strong washed soil 140 s/ha and at the end of the land 60 s/ha .

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**STRATEGIES FOR ENHANCING ECONOMIC EFFICIENCY IN MODERN
BUSINESSES**

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Abstract: This article delves into the strategies crucial for elevating economic efficiency in contemporary businesses. Economic efficiency, the cornerstone of sustainable growth and competitiveness, is explored through a lens that emphasizes productivity, innovation, and resource optimization. By examining key theoretical frameworks and practical approaches, this article aims to provide actionable insights for organizations seeking to maximize their operational effectiveness and strategic advantage in today's dynamic market landscape.

Keywords: economic efficiency, business strategies, resource allocation, technological integration, lean management, process reengineering, employee empowerment, data analytics, performance metrics, sustainable growth, competitive advantage, operational effectiveness, strategic initiatives, innovation, cost reduction, productivity improvement.

Introduction. In an era marked by rapid technological advancements and evolving consumer preferences, the quest for economic efficiency has become paramount for businesses striving to thrive amidst heightened competition and changing market dynamics. This article sets out to explore the intricate interplay between efficiency, profitability, and long-term viability, offering a roadmap for enterprises seeking to unlock their full potential through strategic efficiency-enhancing initiatives.

Mainpart. Economic efficiency is an important concept in economics that refers to the optimal allocation of resources to maximize the overall welfare of society. It occurs when resources are utilized in such a way that the maximum possible output is achieved with the least amount of input. Economic efficiency is crucial for the well-being of an economy as it ensures that resources are not wasted and that the production of goods and services generates the greatest benefit for society.

There are two main types of economic efficiency:

1. **Allocative Efficiency:** Allocative efficiency occurs when resources are allocated in a way that maximizes societal welfare. In a perfectly competitive market, allocative efficiency is achieved when the price of a good or service reflects its marginal cost of production. This means that resources are allocated to produce goods and services that are most valued by society.

2. **Productive Efficiency:** Productive efficiency occurs when goods and services are produced at the lowest possible cost. In a state of productive efficiency, it is not possible to increase the production of one good without reducing the production of another. This ensures that resources are used in the most cost-effective manner.

Achieving economic efficiency requires markets to function smoothly, with competition driving producers to minimize costs and maximize quality. Government intervention may sometimes be necessary to correct market failures that lead to inefficiencies, such as monopolies, externalities, and public goods provision.

Overall, economic efficiency is essential for promoting growth, reducing waste, and improving living standards. By striving for allocative and productive efficiency, economies can enhance their overall performance and create a more prosperous environment for individuals and businesses alike.

Here are a few potential next steps we could consider regarding economic efficiency:

1. **Measurement Techniques:** Exploring the various methods used to measure economic efficiency, such as cost-benefit analysis, efficiency ratios, or frontier analysis, could provide insights into how efficiency is quantified and monitored in different contexts.

2. **Factors Influencing Economic Efficiency:** Investigating the factors that impact economic efficiency, such as technological advancements, government regulations, market structure, human capital, and environmental sustainability, can offer a comprehensive understanding of the complexities involved in achieving efficiency.

3. **Sectoral Applications:** Analyzing how economic efficiency is pursued and realized in specific sectors like healthcare, education, transportation, and energy could shed light on the unique challenges and strategies employed to enhance efficiency in diverse industries.

4. **Case Studies:** Reviewing real-world case studies or success stories where improvements in economic efficiency led to tangible benefits, increased productivity, cost savings, or enhanced customer satisfaction could provide valuable insights into the practical implications of efficiency optimization.

Conclusion. In conclusion, enhancing economic efficiency is a strategic imperative for businesses looking to thrive in today's competitive landscape. By leveraging theoretical insights and practical strategies, organizations can unlock new opportunities for growth, innovation, and sustainable success. Embracing a holistic approach to efficiency optimization, rooted in resource optimization, technological integration, and continuous improvement, can position businesses for long-term resilience and prosperity. Through a relentless commitment to efficiency enhancement, businesses can achieve profitability, agility, and leadership in an ever-evolving business environment.

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PRESENTATION OF LINGUOCULTUROLOGICAL PERSPECTIVES IN BERDAK WORKS

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Abstract: At the present time, several changes and developments in science are noticeable. At the same time, new branches and studies in Karakalpak linguistics began to be learned. If the study of the linguistic peculiarities of the Karakalpak folk works created linguistic folkloristics, then we must say that special studies are being conducted in the field of linguistic cultural (lingucultural) – on language units that radiates nationality in those folk works, customs and traditions in literary works. In this article, we decided to define the Karakalpak people's daily life, customs, traditions, and national culture of the Karakalpak people as their characteristics.

Key words: lexicon, semantics, stylistics, vocabulary, linguistic culture, national feature, folklore works, linguistic folkloristics, artistic text.

In the world, the development of peoples and their language and culture has also developed together. In recent times, special attention has been paid to linguistics and the science of linguistic and cultural studies and their relationship with each other. This is because their culture, national wealth, and history are reflected in the language of the people.

At the present time, there are several changes and developments in science. At the same time, new branches and studies in Karakalpak linguistics began to be learned. If the study of the linguistic peculiarities of the Karakalpak folk works created linguistic folkloristics, then we must say that special studies are being conducted in the field of linguistic cultural (lingucultural) – on language units that radiates nationality in those folk works, customs and traditions in literary works. About this, Prof. Sh. Abdinazimov has the following opinion: Linguistics is connected with linguculturalism, linguculturalism studies the material, spiritual and artistic culture of the people through language. Linguistic folklore studies the reflection of the spiritual and artistic culture of the people in the folkloric language of the people who speak in that language [1;4]. Indeed, it is of great importance to learn the rich wealth of folklore works of the Karakalpak people inherited from our ancestors.

Prof. Sh. Abdinazimov was a scientist who specially researched the works of Berdak, a classical poet of the Karakalpak people [2]. If we have studied the phonetic, lexical-semantic, and stylistic services of the linguistic features of poet works overall, then in this article we have decided to define the customs, traditions, national culture of the Karakalpak people in Karakalpak people's daily life as their characteristics.

About the language B. Humboldt, a researcher of linguistics and culture, in his book "Language and culture philosophy" says that "the people have their own internal wisdom spirit, language is the force that brings out the uniqueness of that spirit and preserves it from generation to generation" [3;120] and shows its linguistic cultural features. We can see a similar opinion in M. Arin's "Bes aniq" historical poem related to the upbringing. He said: "Language is the accumulated spiritual wealth of a certain people, and it is a storage that saves (stores) everything

from it. The storage relates to idea, if it doesn't pass the accumulated wealth from one generation to another, every generation would have started his spiritual life anew [4; 120].

We can mention the works of Sh. Abdinazimov and Kh. Tolibayev on systematic learning of linguistic and cultural analysis of the language in Karakalpak linguistics [1]. Recently, in linguistic and cultural studies, according to the lexical-semantic and lingocultural analysis of Karakalpak folk tales [6], through the study of land-water terms in Karakalpak epics, the service of geographical terms in creating toponyms, the characteristic features of that toponym, the origin of the toponym [7] and examples of naming culture, which has become a tradition in our culture, were shown in relation to various ideas and processes in our language. Mainly, names of people who have been named in connection with color signs we received in our nature, various events, phenomena, dreams of our people, beliefs and concepts, superstitions and customs, signs, etc. were learned and found its expression in scientific dissertations in the example of antroponyms in the language of epics.

And the artistic depiction and words of the Karakalpak people, in this regard, the history and culture of the Karakalpak people have been shaped. They were kept in folklore works. It is clear that the large number of heroic songs in the folklore works of the people, equating them with various forces is related to some historical events that took place in the life of the people. In the Karakalpak people, the people were able to convey their nationality orally, so that the writing was adapted in the next era. According to M. Plisetskiy [9], in ancient times, many Turkic peoples played a significant role in strengthening the narrative text with the help of compound language. They show that they used the series to remember the great events. And the Russian historian V. Ikonnikov [10] mentioned that some peoples keep their historical knowledge in the lines of the poems, solve some data of their history with the help of the poems. It is clear from this that the most history and culture of our people has been preserved in our folklore.

Berdimurat Kalmambat Uli is a poet who reflected the national cultural traditions and history of the Karakalpak people in his works, the events that happened to the people, marital events, and folklore works. Appreciating poet's works even among foreign historians, he said that he created original works that have not lost their value for those who are interested in the history of the Karakalpak people as a patriot scientist.

A lot of our national heritage is hidden in poet's works. If we can reveal the secret of this heritage, the history of the 19th century can be imagined before our eyes. He was able to convey to us the culture and life of the people of that era with the help of various artistic tools. Berdak used anthropomorphism in his works. Anthropomorphism – is the radiation of spiritual and physical signs related to animals, natural phenomena, mythological images and objects, person [12]. We will see this in Berdak's "Búlbil (Nightingale)".

Nama tapsa, urǵaq tappay, If he finds music, doesn't find rhythm,
Shalqıp sayrar bir baǵ tappay, (Berdaq "Búlbil"). They dance and sing without finding a garden.

The poet's poem "Búlbil" talks about the lifestyle of the people of that era. Most of the people use the image of a nightingale to explain several concepts, such as beauty, talent, loyalty, and love. Berdak also was able to reveal the mentality of the Karkalpak people of that time using the image of a nightingale in this poem. Nightingale is painted there in the form of simple person. In Berdak's poem "Pana Ber":

Kólde balıqlar tuwladı, Fish play in the lake,

Arislan júrekler suwladı. (Berdaq "Pana ber") Brave (lion) hearts are afraid.

In this example, an anthropomorphism is given with the words fish and lions. It was very difficult for the people of that time saying the fish in the lake play, the people suffered internally, and even those who were known as the lions of the country, were afraid of the problem of times, and their hearts were said to be weak (suwladı – afraid). Here, Berdak the word used "*balıq* (fish)" in the description of simple people. The reason is that most of the simple people at that time made a living from fishing. They used it as their daily food. It is possible that Berdak wanted to say about the heroes of the people who were seen well to the people at that time and when the times were hard, they could nothing by telling lion hearts were afraid. It can be seen that Berdak's era was very difficult and full of difficulties. Most of his works depict heroism, bravery, and hardships of that time.

The mentality of the Karakalpak people in the 19th century is described in the works of our classics. Mentality is understood differently in each nation. In order for our analysis to be correct, let's first explain the term mentality. Let's clarify the meaning of the word mentality. The w

ord mentality is derived from the Latin words mens/mentis (feeling, spirit, mind) and is used in various forms and meanings in the world. For example: in English it is mentality (logic, thinking), in German it is mentalitat (thinking, way of thinking), in French it is (thinking; intellectual quality), in Russian it is *mentalitet* (spiritual and cultural characteristic of the person, people, society)[12]. There are a lot of examples of the mentality of the Karakalpak people in poet Berdak's works. In the song "Jaqsıraq" by the poet:

Miyman kelse kútip alar hal kerek, If guest comes, they need to have strength to meet.

Soymağa bir eshki, maldan jaqsıraq (Berdaq "Jaqsıraq"). A goat for slaughter is better than cattle.

The people of Karakalpak are friendly people from the ancient times. If a guest came to the house, he would meet him politely and show respect for the guest. Our custom of giving a big gift and honoring a guest when he arrives is still preserved today. In the example of "a goat for slaughter is better than cattle", we can see the meaning that no matter what happens to the host, it is better for you to show your hospitality when guest comes, than to show hospitality to him by pretending to be the representatives of the higher class at that time. The words spread among our people: "It is your duty to respect a guest like your grandfather, and don't test the place you have visited as a guest, and avoid doing things that make them be upset" and these words were also given in Berdak's works.

"Xosh keldin" dep, attan túsirilgen qonaq, "Welcome", a guest who was dismounted from a horse,

Otırğan bolmağay, sol uydi sinap. (Berdaq "Jaqsıraq") Don't sit testing that house.

The horse has been the vehicle of our people for a long time. If he went as a guest on a horse, the owner of the house would meet in front of the horse and take the horse and place it. When guest was to return, the horse was prepared and brought to the door. This is the sign of hospitality from the early times.

Berdak in his poem "Jaqsıraq":

"Dizeñdi sızlatıp, miynetin shegip, "hardening your knee, having its work,

Jegeñ bir zağarañ paldan jaqsıraq," (Berdaq "Jaqsıraq") "Zagara to eat is better than honey.

Let's pay attention to the word "zagara" in this poem. Zagara is a type of bread made from corn, millet, and wheat flour, baked in tandoor [13]. Zagara is the daily food of our people. It was prepared with great difficulty at a time when technology was not developed like it is today. It took a lot of time. Our people appreciated the food that they found with their hard work. The reason is that he knew how much time and effort he had to overcome. That's why among the people there are proverbs related to the hard work "Miynettiń túbi rahat" (No pain no gain), "Nanniń usaǵıda nan" (a loaf of bread is also bread) explaining the value of one's hard work and other proverbs.

In addition, the poet proved that our people were not illiterate even in that era, and that they were familiar with world literature and history, using universal precedent units[11] in his works.

Ótti Arastu, Afalatun, Passed Arastu, Afalatun,
Jaratıp ilimniń kántin, (*Berdaq "Izler edim"*) Created a source of science.

If we look at the poem rows, passed Arastu, Afalatun - Berdak showed in his work. During this period, the Karakalpak people learned about such philosophers as Arastu and Afalatun, and read their works. In the 19th century, classes were held in several madrasahs and served to give the literacy of the people. In the madrasah, there were works by Navoi, Fizuli, and Farabi. They were taught as lesson. There is no doubt that they translated world literature. The works of famous philosophers of the world were certainly not left aside during the translation process. In poet's work, he quoted that *Shar kitaptan tura qashtim, Nawayidan sawat ashdim* (he became literate from Navoi). This will serve as proof of our previous opinion. There are many such examples in our classic resins. For example: related to religion, *Rasiullaq piraq minip, Ábiwbákir házreti Omar, Osman Áliy, tórt Sharyar.well known in history, Mayqbiydiń ullı Jayılhan, Páne birisi Seyilhan, Aldı soń Muhammedraxım xan, Titrashıp kurtı gúrjistan,* and many other people are given.

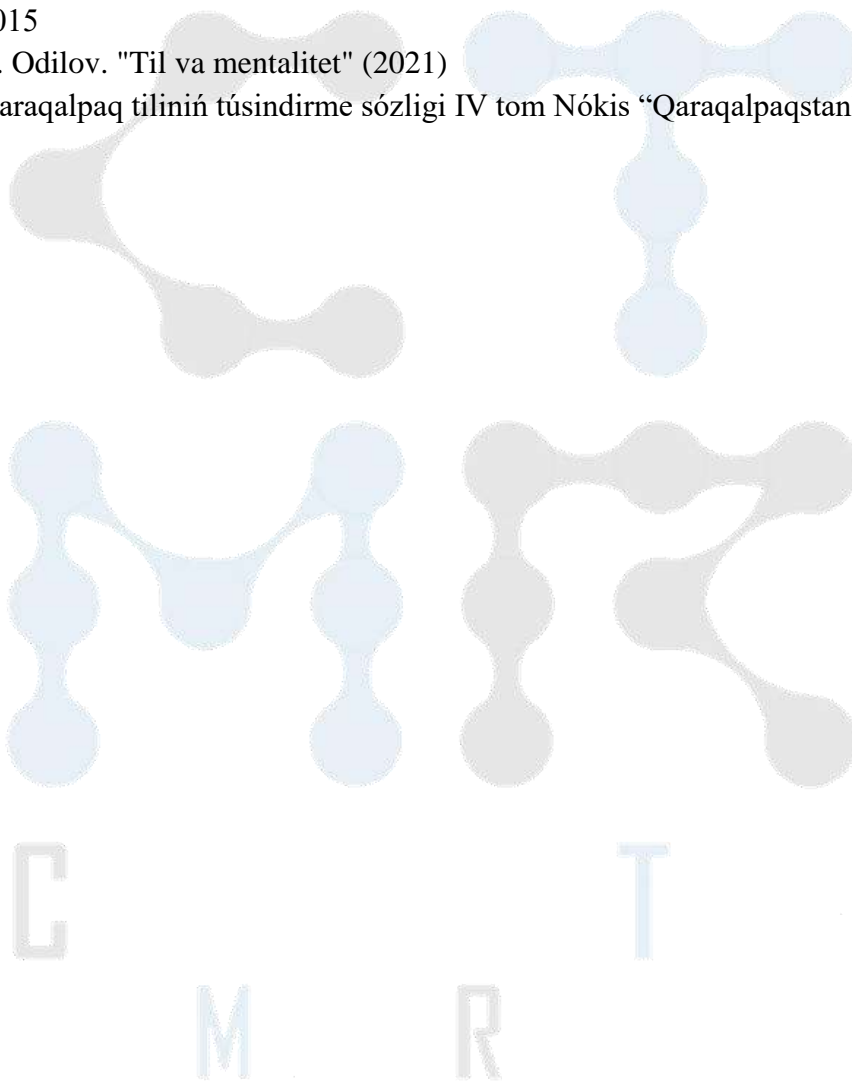
If we take a deep look at the works of our classical poets of the 19th century, we will see that, starting from the events of that time, the pages of history are full of events that we have not been able to reveal.

It is demanded to study Berdak's works from the linguistic and cultural point of view. It's true that the language of the works of poet Berdak was studied, but not analyzed from the linguistic and cultural point of view. In Karakalpak linguistics, linguocultural science is a branch that is just being formed. It can be seen that there are manifestations of linguistic and cultural research in the literary works of the past century. In addition to folkloric works, we should also learn literary works. Our culture and history are reflected in literature. If we study the Karakalpak folklore and the semi-written literature written in the later period from the linguistic and cultural point of view, we will show the national wealth of our people, customs and traditions of our people based on the national language.

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O'SMIRLIK DAVRINING O'ZIGA XOS XUSUSIYATLARI

Termiz davlat pedagogika instituti Tarix fakulteti, geografiya va iqtisodiy bilim asoslari
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Annotatsiya: Bu davrda bolalar va qizlarning balog'at yoshiga yetayotgandagi turli o'zgarishlar, odamlar bilan bo'lgan muomalasi, ularning kasb tanlashi kabi turli xil holatlar o'rganiladi.

Kalit so'zlar: Ilk o'spirinlik, o'spirinlik, intellektual rivojlanish, yetakchi faoliyat, muloqot, emotsional rivojlanish, yangi psixologik tuzilma.

Kirish: Ushbu maqolada o'smir yoshdagi avlod organizmining anatomik fiziologik va jismoniy jihatdan rivojlanish davrlarining asoslari, o'smirlarning hayot tarzi xususiyatlari bayon etilgan. Yosh psixologiyasi fani bevosita inson psixologiyasining namoyon bo'lishi va rivojlanishini turli yoshlarda qanday kechish xususiyatlari, qonuniyatlari, mexanizmlarini o'rganadi. Psixologik xususiyatlarni namoyon bo'lishining yosh xususiyatlari o'rganilar ekan, shuni nazarda tutish kerakki, yosh psixologiyasida turli yosh davrlari birbiridan sezilarli farqlanadi. Bular: chaqaloqlik, ilk bolalik, maktabgacha ta'lim yoshi, kichik maktab yoshi, o'smirlik, ilk yoshlik, yoshlik, yetuklik va keksalik davrlaridir. Bu davrlarning har biri o'ziga xos xususiyatlarga, sifatlarga ega bo'lib, ular bir-biridan odamning xronologik yosh ko'rsatkichlariga ko'ragina emas, balki shu davrda inson ruhiyatida kechadigan hodisalar, ro'y beradigan o'zgarishlar, uning ruhiyatidagi umumiy qonuniyatlarga ko'ra ham farqlanadi. Biz o'smirlik davri psixologiyasi haqida to'xtalib o'tamiz: O'smirlik davri insonni bolalikdan — yoshlikka o'tuvchi va o'z navbatida boshqa davrlardan o'zining nisbatan keskinroq, murakkabroq kechishi bilan farqlanib turuvchi davrdir. Bu davr taxminan bolalarning 5—8-sinflarda o'qish paytlariga to'g'ri keladi va 11—12 yoshdan 14—15 yoshgacha bo'lgan davr oralig'ida kechadi. Ayrim bolalarda bu davr 1—2 yil ertaroq yoki kechroq kuzatilishi ham mumkin. O'smirlik davri ayrim maxsus psixologik adabiyotlarda «o'tish davri», «og'ir davr», «inqiroz davri» kabi nomlar bilan ham ataladi. Bu davrning «og'irligi», «keskinligi», «murakkabligi» nimalar bilan asoslanadi? O'smirlik davrining og'ir, murakkab davr ekanligi ko'plab psixologik, fiziologik, ijtimoiy omillar bilan bog'liq. Bu davrda rivojlanishning barcha jihatlari: jismoniy, aqliy, axloqiy, ijtimoiy va shu kabilarning mazmun-mohiyati ham o'zgaradi. Bu davrda o'smir hayotida, uning ruhiyati, organizmining fiziologik holatlarida, uning ijtimoiy holatida jiddiy o'zgarishlar sodir bo'ladi. Aksariyat holatlarda ularda bir-biriga qarama-qarshi bo'lgan turli xil an'analar kuzatiladi. Bu davrga kelib bola endi «bola» emas va shu bilan birga hali «katta» ham emas. Uning o'z-o'ziga va atrofdagilarga nisbatan bo'lgan munosabatlari butunlay boshqacha xarakter kashf etib boradi. Uning qiziqishlari tizimi, ijtimoiy yo'nalganligi qaytadan shakllanadi, o'z-o'zini anglashi, baholashi, qadriyatlarini o'zgaradi. Uning uchun o'z «men»i va shu «men»ning ahamiyati ortadi. Yosh psixologiyasi fani bevosita inson psixologiyasining namoyon bo'lishi va rivojlanishini turli yoshlarda qanday kechish xususiyatlari, qonuniyatlari, mexanizmlarini o'rganadi. Psixologik xususiyatlarni namoyon bo'lishining yosh xususiyatlari o'rganilar ekan, shuni nazarda tutish kerakki, yosh psixologiyasida turli yosh davrlari birbiridan sezilarli farqlanadi. Bular: chaqaloqlik, ilk bolalik,

maktabgacha ta'lim yoshi, kichik maktab yoshi, o'smirlik, ilk yoshlik, yoshlik, yetuklik va keksalik davrlaridir. Bu davrlarning har biri o'ziga xos xususiyatlarga, sifatlariga ega bo'lib, ular bir-biridan odamning xronologik yosh ko'rsatkichlariga ko'ragina emas, balki shu davrda inson ruhiyatida kechadigan hodisalar, ro'y beradigan o'zgarishlar, uning ruhiyatidagi umumiy qonuniyatlarga ko'ra ham farqlanadi. Biz o'smirlik davri psixologiyasi haqida to'xtalib o'tamiz: O'smirlik davri insonni bolalikdan — yoshlikka o'tuvchi va o'z navbatida boshqa davrlardan o'zining nisbatan keskinroq, murakkabroq kechishi bilan farqlanib turuvchi davrdir. Bu davr taxminan bolalarning 5—8-sinflarda o'qish paytlariga to'g'ri keladi va 11—12 yoshdan 14—15 yoshgacha bo'lgan davr oralig'ida kechadi. Ayrim bolalarda bu davr 1—2 yil ertaroq yoki kechroq kuzatilishi ham mumkin. O'smirlik davri ayrim maxsus psixologik adabiyotlarda «o'tish davri», «og'ir davr», «inqiroz davri» kabi nomlar bilan ham ataladi. Bu davrning «og'irligi», «keskinligi», «murakkabligi» nimalar bilan asoslanadi? O'smirlik davrining og'ir, murakkab davr ekanligi ko'plab psixologik, fiziologik, ijtimoiy omillar bilan bog'liq. Bu davrda rivojlanishning barcha jihatlari: jismoniy, aqliy, axloqiy, ijtimoiy va shu kabilarning mazmun-mohiyati ham o'zgaradi. Bu davrda o'smir hayotida, uning ruhiyati, organizmining fiziologik holatlarida, uning ijtimoiy holatida jiddiy o'zgarishlar sodir bo'ladi. Aksariyat holatlarda ularda bir-biriga qarama-qarshi bo'lgan turli xil an'analar kuzatiladi. Bu davrga kelib bola endi «bola» emas va shu bilan birga hali «katta» ham emas. Uning o'z-o'ziga va atrofdagilarga nisbatan bo'lgan munosabatlari butunlay boshqacha xarakter kashf etib boradi. Uning qiziqishlari tizimi, ijtimoiy yo'nalganligi qaytadan shakllanadi, o'z-o'zini anglashi, baholashi, qadriyatlarini o'zgaradi. Uning uchun o'z «men»i va shu «men»ning ahamiyati ortadi. O'smir organizmida ro'y beradigan o'zgarishlar shundan iboratki, bola rivojlanishining ayni shu davrida biologik, fiziologik yetukligi borasida tub o'zgarishlar amalga oshadi. Fiziologik rivojlanish va jinsiy balog'atga yetish jarayonining yangi bosqichi boshlanadi. Organizmdagi o'zgarishlar bevosita o'smir endokrin sistemasining o'zgarishi bilan boshlanadi. Bu davrda gipofiz bezining vazifalari faollashadi. Uning old qismidan ajralib chiqadigan garmon organizm to'qimalarining o'sishi va boshqa muhim ichki sekretsiya bezlari (qalqonsimon bez, buyrak usti va jinsiy bezlar) ishlashini kuchaytiradi. Ularning faoliyati o'smir organizmida ko'plab o'zgarishlarni yuzaga keltiradi, jumladan bo'y o'sishining keskin tezlashishi (bir yilda o'g'il bolalarda 4—5 sm, qizlarda 3—4 sm o'sishi kuzatiladi), jinsiy balog'atga yetish (jinsiy organlarning rivojlanishi va ikkilamchi jinsiy belgilarning paydo bo'lishi amalga oshadi. Bu jarayonlar qiz bolalarda 13—15 yoshlarda nisbatan jadal kechadi. Jismoniy rivojlanish va jinsiy yetilishning akseleratsiyalashuvi kuzatilayotgan hozirgi vaqtda ayrim qizlar 9—10 yoshda, o'g'il bolalar esa 11—12 yoshlarida jinsiy balog'atga yetishning boshlanish bosqichida bo'lishi mumkin. Bo'yning o'sishi, vaznning ortishi, ko'krak qafasining kengayishi — bularning barchasi jismoniy rivojlanishning o'smirlik yoshiga xos xususiyatlaridir. Shular tufayli o'smirning tashqi ko'rinishi bolaning tashqi ko'rinishiga qaraganda farq qiladi: tana proporsiyasi kattalarga xos ko'rinishga ega bo'ladi. Shuningdek o'smirning yuz tuzilishi ham o'zgarib, bosh suyagining yuz qismi jadal rivojlana boradi. O'smirlik yoshida umurtqa pog'onasining o'sishi bo'yning o'sish tempidan orqada qoladi. Chunki 14 yoshgacha umurtqa pog'onalari o'rtasidagi oraliqlar tog'aylar bilan to'lgan bo'ladi, bu esa ortiqcha jismoniy zo'riqish, tana holatining noto'g'ri turishi tufayli umurtqa pog'onasining noto'g'ri rivojlanishga moyilligini bildiradi. Umurtqa rivojlanishini buzilishining eng ko'p holati 11—15 yoshlarga to'g'ri keladi va ayni shu yoshlarda ro'y berishi mumkin bo'lgan defektlarni ham bartaraf etish ham oson kechadi. 20—21 yoshlarga yetib tos suyaklarining o'sishi yakunlanadi (shu davrda qizlarning jinsiy organlari ham yetiladi). Muskul

vazni va muskul kuchlarining ortishi jinsiy balog'atga yetishning oxirlarida nisbatan jadalroq amalga oshadi. Bunda o'g'il bolalarda muskullarning rivojlanishi erkaklarga xos tipda, qiz bolalarning yumshoq to'qimalari esa ayollarnikiga xos tipda amalga oshadi. Bu esa har bir jins vakiliga o'ziga xos erkaklik va ayollik sifatlarini beradi. Bu jarayonlarning nihoyasiga yetishi esa o'smirlik davridan keyin amalga oshadi. Muskul kuchlarining ortishi o'smir jismoniy imkoniyatlarini kengaytiradi. Buni bolalar juda yaxshi anglaydilar va ularning har biri uchun bu juda muhim ahamiyatga ega. Biroq o'smir muskullari kattalarnikiga qaraganda tez toliquvchan bo'ladi va davomli kuchlanishlarga dosh berolmaydigan bo'ladi. Shuning uchun sport va jismoniy mehnat bilan shug'ullanishda buni inobatga olish lozim. Turli organ va to'qimalarning o'sishi yurak faoliyatiga ham yuqori talablar qo'yadi. O'z navbatida yurak ham qon tomirlariga qaraganda tezroq o'sadi. Bu jarayon yurak-qon tomir sistemasi faoliyatidagi funksional buzilishlarga sabab bo'lishi, yurak urishining tezlashishi, qon bosimining ortishi, bosh og'rig'i, bosh aylanishi, tez toliquvchanlik kabilar ko'rinishida namoyon bo'lishi mumkin. Shuningdek, o'smirlik davrida ichki sekretsiya bezlari faoliyati bilan bog'liq ravishda organizmda keskin o'zgarishlar ro'y beradi. Ayniqsa qalqonsimon bez va jinsiy bezlar ajratib chiqaradigan gormonlar organizmda modda almashinishining katalizatori vazifasini bajaradi. Chunki endokrin va nerv sistemalari bir-biriga uzviy bog'liqdir. Shunga ko'ra o'smirlik davri bir tomondan quvvatning keskin ortishi va ikkinchi tomondan patogen ta'sirlarga o'ta sezgirligi bilan xarakterlanadi. Shuning uchun aqliy yoki jismoniy ortiqcha toliqish, uzoq muddatli asabiy zo'riqish, affektlar, kuchli salbiy hissiyotlar (qo'rqish, g'azab, xafagarchilik) endokrin buzilishlarga (menstrual siklning vaqtincha buzilishiga) va nerv sistemasi vazifasining buzilishiga sabab bo'lishi mumkin. Bunday buzilishlar ta'sirlanuvchanlikning ortishi, o'zini tuta bilmaslik, parishonxotirlik, ishda mahsuldorlikning pasayishi, uyquning buzilishi kabilarda namoyon bo'ladi. O'smirlik davrida endokrin va nerv sistemalari faoliyatining bolalik davrida mavjud bo'lgan muvozanati buziladi, yangisi esa endigina o'matilayotgan bo'ladi. Bunday qayta qurilishlar albatta o'smirning ichki holati, kayfiyati, ruhiyatiga ta'sir ko'rsatadi va ko'pincha uning umumiy noturg'unligiga, ta'sirlanuvchanligiga, serjahlligiga, harakat faolligiga, vaqti-vaqti bilan hamma narsalarga befarq bo'lib qolishligi va lanjligiga asos bo'ladi. Bunday holatlarning yuzaga kelishi ko'pincha qizlarda menstrual sikl boshlanishidan biroz oldinroq yoki sikl davrida ko'proq kuzatiladi. Jinsiy balog'atga yetish va jismoniy rivojlanishdagi o'sish o'smir ruhiyatida yangi psixologik tuzilishlarning yuzaga kelishida muhim ahamiyatga ega.

Xulosa qilib shuni aytamanki, bu bosqichda bolalarning jismoniy va psixik taraqqiyoti juda tezlashadi, hayotdagi turli narsalarga qiziqishi, yangilikka intilish ortadi, xarakteri shakllanadi, ma'naviy dunyosi boyiydi, ziddiyatlar avj oladi. O'smirlik balog'atga yetish davri bo'lib, yangi hislar, sezgilar va chigal masalalarning paydo bo'lishi bilan ham xarakterlanadi. Bu yoshda o'smir rivojida keskin o'zgarishlar ro'y bera boshlaydi. Bu o'zgarishlar fiziologik o'zgarishlardir. Shu davrda o'g'il bolalarda ham, qiz bolalarda ham shunchaki kattalarga taqlid qilib emas, balki tom ma'noda o'zining xatti-harakatini nazorat qilish, o'zining yurish-turishi, kiyinishi, tashqi ko'rinishiga astoydil e'tibor berish, pardo-andoz bilan shug'ullanish kabi holatlar kuzatiladi. Biroq bu davrdagi endokrin sistemasi faoliyati, epofiz, jinsiy sekretsiya bezlari ajratib chiqaradigan gormonlar ta'siri ostida o'smir organizmda va tana tuzilishida o'zgarishlar ro'y beradi. Uning tana tuzilishi proporsiyasi buziladi (u nisbatan beso'naqayroq bo'lib qoladi), tovushlari o'zgarib, do'rillab qoladi. Jinsiy balog'atga yetishning boshlanishi bilan yuzlariga husnbuzar chiqa boshlaydi. Bularning barchasi o'smir uchun kutilmagan, uncha xush kelmaydigan holatlardir va aynan ana shu holat o'smirning ta'sirlanuvchanligini,

jizzakiligini ortishigaolib keladi. Shu davrda o'smirning tashqi ko'rinishi, shaxsiyatiga oid bildirilgan arzimagan nojo'ya gap uning uchun jiddiy salbiy kechinmalarga asos bo'lishi mumkin.

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O'SMIRLIK DAVRI PSIXOLOGIYASI

Termiz davlat pedagogika instituti Tarix fakulteti geografiya va iqtisodiy bilim asoslari
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Annotatsiya: Inson hayoti davomida turi yosh davrlarni boshidan o'tkazadi. Ularni har biri o'ziga xosligi bilan ajralib turadi. Ushbu maqolada eng murakkab psixologik davr xisoblangan o'smirlik va o'spirinlik yoshining biologik –fiziologik va psixologik xususiyatlari haqida hamda ularning diagnostikasi borasidagi fikrlar bayon etilgan.

Kalit so'zlar: o'smirlik, o'spirinlik, yosh davrlari, diagnostika, metodika.eksperiment, test, tajriba.

Yosh davrlarini bir nechta chet el olimlari tomonidan tadqiq etilgan bo'lib, ulardan biri D.B.Elkonindir. U yosh davrlarini quyidagicha ajratgan:

1. Go'daklik davri - tug'ilgandan to 1 – yoshgacha
2. Ilk bolalik davri – 1 – 3 yoshgacha
3. Maktabgacha tarbiya yosh davri 3 – 7 – yosh
4. Kichik maktab yoshi davri - 7 – yoshdan to 11 – yoshgacha
5. O'smirlik yoshi davri – 11 – 15 – yosh davri
6. Ilk o'spirinlik yoshi davri - 16 – 18 – yosh.

O'smirlik yoshi 10—11 yoshlardan 14-15 yoshlargacha bo'lgan davrni tashkil etadi. Ko'pchilik o'quvchilarda o'smirlik yoshiga o'tish, asosan, 5-sinflardan boshlanadi. «Endi o'smir bola emas, biroq katta ham emas» - ayni shu ta'rif o'smirlik davrining muhim xarakterini bildiradi. Bu yoshda o'smir rivojida keskin o'zgarishlar ro'y bera boshlaydi. Bu o'zgarishlar fiziologik hamda psixologik o'zgarishlardir. Fiziologik o'zgarish jinsiy yetilishning boshlanishi va bu bilan bog'liq ravishda tanadagi barcha a'zolarining mukammal rivojlanishi va o'sishi, xujayra va organism tuzilmalarining qaytadan shakllana boshlashidir.

O'smirlik davriga ko'pincha so'zga kirmaslik, o'jarlik, tajanglik, o'z kamchiliklarini tan olmaslik, urushqoqlik kabi xususiyatlar xosdir. Kattalarga nisbatan yomon munosabatning paydo bo'lishi, noxush xulq-atvor alomatlari jinsiy yetilish tufayli paydo bo'ladigan belgilar bo'lmay, balki ular bilvosita ta'sir ko'rsatadigan, o'smir yashaydigan ijtimoiy shart-sharoitlar vositasi orqali: uning tengdoshlari, turli jamoalardagi mavqei tufayli, kattalar bilan munosabati, maktab va oilasidagi munosabatlari sababli yuzaga keladigan xarakter belgilaridir. Mana shu ijtimoiy sharoitlarni o'zgartirish yo'li bilan o'smirlarning xulq-atvoriga to'g'ridanto'g'ri ta'sir ko'rsatish mumkin. O'smirlar nihoyatda taqlidchan bo'lib, ularda hali aniq bir fikr, dunyoqarash shakllanmagan bo'ladi. Ular tashqi ta'sirlarga va hissiyotlarga juda beriluvchan bo'ladilar. Shuningdek, ularga mardlik, jasurlik, tantiqlik ham xosdir. Tashqi ta'sirlarga beriluvchanlik o'smirda shaxsiy fikrni yuzaga kelishiga sabab bo'ladi, lekin bu shaxsiy fikr aksariyat hollarda asoslanmagan bo'ladi. Shuning uchun ham ular ota-onalarning, atrofdagi kattalarning, ustozlarning to'g'ri yo'lni ko'rsatishlariga qaramay, o'z fikrlarini o'tkazishga harakat qiladilar. Juda ko'p o'smirlar bu davrda chekish hamda spirtli ichimliklarga qiziqib

qoladilar. O'smirlik davrida nutqning rivojlanishi bir tomondan so'z boyliginingoshishi hisobiga bo'lsa, ikkinchi tomondan tabiat va jamiyatdagi narsa, voqea va hodisalarning mazmun mohiyatini anglashlari hisobiga bo'ladi. Bu davrda o'smir til yordamida atrof-borliqni aks ettirilishi bilan bir qatorda inson dunyoqarashini ham belgilab berish mumkinligini his qila boshlaydi. O'spirinlik davrini esa «kamolot bo'sag'asi» deb atasak ham bo'ladi. Chunki ushbu yosh davri ham ancha murakkab fiziologik, psixologik va ijtimoiy chegaralarni o'z ichiga oladi. Yosh davrlari psixologiyasi fani o'spirinlik yoshi davri muammosini kompleks o'rganadi. Sababi bu katta masala sanalib, psixofiziologik taraqqiyot sur'atibilan uning bosqichlari ijtimoiy yetilish muddati bilan hamma vaqt ham to'g'ri kelavermaydi.

Yosh psixologiyasi o'spirinlikning yoshini 1-2 bosqichlar bilan bog'lab kelar edi. Akseleratsiya munosabati bilan o'spirinlik yoshining chegarasi endi 15-16 dan 18 yoshgacha bo'lmoqda. Demak, o'spirinlik ham oldin boshlanadi. Lekin, bu taraqqiyot davrining konkret mazmuni birinchi navbatda ijtimoiy sharoitlar bilan belgilanadi. Yoshlarning jamiyatda tutgan o'rni, ularning mavqei, ular egallaydigan bilimlarning hajmi va bir qator boshqa faktorlar ijtimoiy sharoitlarga bog'liqdir. Ilk o'spirinlik yoshi bolalarning 15 yoshdan 18 yoshgacha bo'lgan taraqqiyot davrini o'z ichiga oladi. Bu akademik litsey va kasb-hunar kollejlari o'quvchilaridir. Bo'yning o'sishi o'spirin qizlarda 15-16 yoshgacha, o'g'il bolalarda 17-18 yoshgacha davom etadi. O'spirinlar (16-18 yoshlar) o'zlarining psixologik xususiyatlari bilan boshqa yosh davrdagi bolalardan keskin farq qiladilar. Jismoniy hamda aqliy jihatdan voyaga yetgan, kamolotga erishgan, dunyoqarashi, o'z- o'zini boshqarishi kabi yetuk insoniy xususiyatlari tarkib topgan bo'ladi. Ular vazmin, mulohazali bo'ladilar, kata yoshdagilarga hurmat-ehtirom bilan qaraydilar. Ular uzoqni ko'zlaydigan, kelajak uchun qayg'uradigan, otalarining yaqin yordamchisiga aylanadilar. O'quv faoliyati o'spirinning asosiy faoliyati bo'lib qolaveradi, o'qishga nisbatan o'smirlik yoshiga qaraganda o'spirinlikda bir muncha yuqoriroq bo'ladi. Mustaqil hayotga tayyorgarligini o'z- o'zini anglashi bilan motivlar bu davrda yetakchi o'rinni egallaydi. Motivlar tizimida jamiyatning to'laqonli a'zosi bo'lishga intilish, insonlarga naf keltirish kabi ijtimoiy motivlar ustunlik qiladi.

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**BOLA TARBIYASIDA OILA, MAHALLA, MAKTAB
HAMKORLIGINING ROLI**

Termiz davlat pedagogika instituti Tarix fakulteti Geografiya va iqtisodiy bilm asoslari ta'lim yo'nalishi 101-guruh talabalari

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Annotasiya. Maqola tarbiya borasida, uning jamiyat rivojidagi o'rni haqida fikrlar keltirilgan bo'lib, bugungi kunda tarbiyaning o'rni va ahamiyati haqida, shuningdek, tarbiya jarayonida maktab, oila mahalla hamkorligi haqida fikr bildirildi.

Kalit so'zlar: Munosabat, hamkorlik, tarbiya, oila, mahalla.

Tarbiya nazariyasi-pedagogika fanining bir qismi bo'lib, tarbiyaviy jarayonning mazmuni, usuli va tashkil etish masalalarini o'rganadi. Tarbiya nazariyasi markaziy Osiyo faylasuflarining va xalq pedagoglarining tarbiya borasida boy tajribalariga tayanadi. U o'z qoidalarini asoslash uchun falsafa, sotsiologiya, etika, estetika, fiziologiya, psixologiya, fanlaridan foydalanadi. Tarbiya nazariyasi pedagogikaning tashqi bilimlari: pedagogikaning umumiy asoslari, ta'lim nazariyasi, maktabshunoslik bilan uzviy bog'langandir. Tarbiya jarayonida kishining turli qobiliyatlari rivojlanadi, g'oyaviy, axloqiy, irodaviy estetik xislatlari shakllanadi, tabiatga, jamiyatga ilmiy qarashlar tizimi tarkib topadi, jismoniy rivojlanadi. Bola o'sgan sari bu faoliyatlar takomillashadi, mustahkamlashadi. Oilada tarbiya turli qoidalar asosida olib boriladi. Tarbiya qoidalari pedagogik ta'lim va tarbiya jarayonini yaxshiroq tashkil e'tish maqsadida foydalanaladigan boshlang'ich holat, rahbarlik asosidir. Ta'lim qoidalari o'qituvchi, tarbiyachilarga yo'l-yo'riq ko'rsatuvchi qoidalar hisoblanadi, yangi kishini shakllantirish vazifalari bilan belgilanadi. Tarbiya qoidalari sharq va markaziy Osiyo faylasuf donishmandlarining fikrlari va milliy pedagogikada erishgan yutuqlarga asoslanadi. Tarbiyaning mazmuni, tashkil e'tishi, usullari va ularga qo'yiladigan talablar shu qoidalarda o'z ifodasini topadi.

Oilada tarbiyaning olib boriladigan tarbiya qoidalariga quyidagilarni kiritish mumkin:

- tarbiyaning ma'lum maqsadga qaratilganligi;
- tarbiyaning insonparvarligi va demokratligi;
- tarbiyaning hayot va mehnat bilan bog'liqligi;
- tarbiyada milliy madaniy va umuminsoniy qadriyatlarning ustuvorligi;
- tarbiyalanuvchining yoshini va shaxsiy xususiyatlarini hisobga olish;
- Demak, tarbiya usuli tarbiyachi va tarbiyalanuvchilarning hamkorligidagi

faoliyat va o'zaro ta'sir ko'rsatish usullaridir. Bu jarayonda esa oilaning o'rni, ayniqsa, katta. Oila – an'anaviy tarbiyaning asosiy instituti bo'lib hisoblanadi. Bola yoshlik davrida oilada olgan ta'lim – tarbiyasini butun umri davomida saqlab qoladi. Bola hayotini asosiy qismini oilada o'tkazadi, o'zining ta'sir kuchiga ko'ra hech qanday tarbiya vositasi oila bilan bellasha olmaydi. Oilada bola shaxsini asoslari tarkib topdiriladi maktabga borganda esa bola shaxs sifatida shakllangan bo'ladi. Oila bolalarga insoniy va salbiy ta'sir etish omili bo'lishi mumkin.

Bola shaxsiga ijobiy ta'sir etish shundan iboratki, oilada bolaga eng yaqin insonlardan - ota, ona, buvi, buva, aka, opalardan tashqari hech kim ulardek bolani yaxshi ko'rib, u haqida qayg'urmaydi. Shu bilan birga, bola shaxsini shakllantirishga, ularga tarbiya berishda oila salbiy ta'sir ham ko'rsatishi mumkin. Oila – bu o'ziga xos jamoadir u tarbiyada asosiy o'ringa egadir. Oilani o'ziga xos tarbiyaviy ahamiyatini hisobga olgan holda, oilani bolaga ijobiy ta'sirini oshirib, salbiy ta'sirini kamaytirish zarur. Buning uchun esa tarbiyaviy ahamiyatga ega bo'lgan, ichki oilaviy ijtimoiy- psixologik omillarni aniq belgilash lozim.

Bolani tarbiyalashda asosiysi ota-ona bilan bola o'rtasida qalban yaqinlikka va axloqiy bog'likka erishishdir. Ota-onalar hech qachon tarbiya jarayonini o'z holiga tashlab qo'ymasligi kerak, ayniqsa katta bo'la boshlagan bolani o'z holiga tashlab qo'ymasligimiz kerak. Bola oilada birinchi hayotiy tajribani o'rganadi, kuzatadi va o'zini turli xil vaziyatlarda qanday tutish kerakligini o'rganadi. Biz bolani nimaga o'rgatsak uni aniq, hayotiy misollar bilan mustahkamlash kerak, bola kattalarni aytgan gaplari amalda ham bir xil bo'lishini ko'rishi kerak. (masalan: agar bola har kuni ota-onasi tomonidan yolg'on gapirish mumkin emasligini eshitsu-yu, lekin ota-ona o'zi sezmagani holda shunga qoidaga rioya qilmasalar, bola tarbiyasiga darz ketadi). Har bir ota-ona farzandlarida o'zlarni davomchilarini ko'radi. Farzandlarini o'zlari xohlagan inson bo'lishlarini xohlaydilar. Ota-onalar o'rtasidagi mojaroli vaziyatlar, ayniqsa, munosabatlarni darz ketkazish uchun sabab bo'lishi mumkin. Ota-onalar o'rtasidagimojaroli vaziyatlar – bu ota-onalar tomonidan bola tarbiyasiga turlicha yondashuvdir. Mojaroli vaziyatlarni hal etish uchun quyidagilarga rioya qilish kerak. Maktabda va oilada bolalarning o'zini tutishiga alohida e'tibor berish, ayniqsa muhim. Maktabni oila bilan bog'lovchi vosita-bu o'qituvchilardir. Maktab,oila va jamoatchilik hamkorligini yo'lga qo'yishda sinf rahbarining tarbiyaviyfaoliyati nihoyatda muhimdir. O'qituvchilarni tarbiyalashda sinf rahbari ommaviy, guruh, yakka tartibdagi ishlarni tashkil qiladi. Maktabning oila bilan olib boradigan ommaviy ish shakllariga: pedagogik ma'ruza, ota-onalar majlisi, ochiq eshiklar kuni, maslahat berish, savol –javob kechalari, biron bir mavzuga bag'ishlangan yig'ilishlari kiradi. Pedagogik bilim ota-onalar uchun nihoyatda zarurdir. Pedagogik bilim maktabda, mahallada va kundalik axborot vositalari orqali berib boriladi.Pedagogik ma'ruza pedagogik bilim berishning an'anaviy shakllaridan biridir. Ota-onalar uchun ma'ruza aniq material, ijobiy namunalar, adabiy manbalar ko'rgazmali qo'llanmalardan foydalanib o'tkazish maqsadga muvofiqdir. Sinf rahbari ota-onalar bilan ishlashining asosiy shakllaridan biri har o'quv choragida kamida bir marta ota-onalar majlisi o'tkazishidir .Sinf rahbari o'qituvchilarni aqliy faoliyatining o'ziga xos xususiyatlari, o'quv mehnatidagi bo'sh tomonlar, o'quvrchilarning turli fanlarga munosabatlari ,ularning mehnatsevarligi, tirishqoqligi to'g'risidagi o'qituvchilar fikri bilan tanishtiradi. Maktabning oila bilan olib boradigan guruh tarzidagi ish shakliga ota-onalar qo'mitasi faoliyati, guruh tarzidagi majlis – suhbatlar kiradi. Umummaktab va sinf ota-onalar qo'mitalarining faoliyati umumta'lim maktablari ota-onalar qo'mitasi Nizomida belgilangan. Bu qo'mitalar ota-onalar yig'ilishida saylanadi. U bolalarga maktab va oila tarbiyaviy ta'sirining yaxlitligini ta'minlaydi. Qo'mitaning ishini Rais boshqaradi. Maktab ota-onalar qo'mitasi sinf ota-onalar qo'mitalari faollar ni o'qishlari ularning tajriba almashishlarini tashkil qiladi. Sinf rahbari ota-onalar qo'mitasi bilan birgalikda oilada bolalarning tarbiyalashning shakl va usullari bu ishda ilg'or tajribalarni o'rganadi. Maktabning ota-onalar, jamoatchiligi bilan aloqa qilishida O'qituvchi va tarbiyachilarga yaqindan yordam beruvchi bu maktab ota-onalar qo'mitasidir. Mazkur qo'mita qabul kilgan umumiy qoidalar asosida ota-onalar jamoatchiligini maktab hayotiga, sinfdan va maktabdan tashqari tarbiyaviy ishlarga jalb qilinadi. Maktabning oila bilan

olib boradigan yakka tartibdagi ish shakllariga: pedagogik suhbatlar, ota-onalarni maktabga taklif qilish, oilaga tashrif kiradi. Sinf rahbari ota-onalarning uylariga borib maishiy sharoit bilan tanishadi. O'quvchini tarbiyalash yuzasidan ota-onalarga maslahatlar beradi. Maktab aholining, birinchi navbatda, ota-onalarning pedagogik uquvini amalga oshiradi, har bir oilada o'zaro hurmat, bir-biriga yordam, insoniy munosabatlar muhiti yaratilishini qo'llab-quvvatlaydi, ko'p bolali va kam ta'minlangan oilalarning bolalariga moddiy yordam ko'rsatish yo'lida fuqaro mehr-shafqat dasturini amalga oshirishda o'zining tarbiyaviy imkoniyatlarini ochib beradi. Oila esa, o'z navbatida o'quv-tarbiya jarayonini qayta qurishda maktabga yaqindan yordam berib, o'quvchilarning ta'lim-tarbiyaning barcha jabhalarini egallashlari uchun maktab jamoasiga yaqindan ko'maklashadi. Shuning uchun ham oila, maktab va mahalla hamkorligi masalasi hozirgi davrning asosiy talabidir.

Oilada bola tarbiyasini yo'lga qo'yishda mahallaning roli kattadir. Qadimdan o'zbek xalqi mahalla- jamoatchilik bilan hamjihatilikda yashab, oilaviy urf-odat va an'analarni ular ishtirokida, ular bilan bamaslahat o'tkazganlar. Mahalla kishilarni birlashtiradigan, ijtimoiy-siyosiy, madaniy-ma'rifiy va tarbiyaviy ahamiyatga ega bo'lgan jamoa vazifasini bajarib kelgan. «Bir bolaga yetti mahalla ota-ona degan naqldan kelib chiqib kelajak avlodni tarbiyalash va unga ta'lim berish jarayonini amalga oshirish borasida kichik Vatan bo'lmish mahallaning oldida quyidagi vazifalar turadi:

- ✓ mahala o'z hududidagi yordamga muhtoj oilalarni aniqlaydi va ularni qo'llab – quvvatlab, farzand tarbiyasida ishtirok etadi;
- ✓ ma'nan nosog'lom oilalarni mahala yig'inlarida muhokama qilish va ularga nisbatan chora ko'rish;
- ✓ mahalla hududidagi o'quv tarbiya muassasalaridagi ijtimoiy va iqtisodiy yordam ko'rsatilishini qo'llab-quvvatlash;
- ✓ ota-onalar orqali bolalardagi mehnatsevarlik vatanparvarlik, tashabbuskorlik kabi xislatlarningdirishni rag'batlantirish;
- ✓ Mahala hududida o'quv tarbiya muassasalari bilan birgalikda bayram, ko'rik tanlov, anjuman, sportmusaboqalarini tashkil etish.
- ✓ ta'lim yo'nalishida iqtidorli bo'lgan o'qituvchi bolalarni maktab tavsiyasiga ko'ra ijtimoiy va iqtisodiy qo'llab-quvvatlash;
- ✓ ilg'or pedagogik xodimlar tarbiyachilarga mahalla imkoniyatidan kelib chiqqan holda yordamberish;
- ✓ farzandlariga ta'lim –tarbiya berishda ijobiy natijalarga erishgan namunali oilalar hayoti tajribasini ommalashtirish;
- ✓ Har bir yosh fuqaroda O'zbekistonga, uning tabiatiga, tarixiga qiziqish, mahalla obodonchiligi, ahilligi uchun javobgarlik ruhini tarbiyalash.

Tarbiya jarayoni ishtirokchilari sa'y –harakatlarini birlashtirish maqsadida 1993 yilda ishlab chiqilgan

«Oila, maxalla, maktab xamkorligi kontseptsiyasi eshlarni manaviy barkamol ,vatanparvar etib tarbiyalashda keng jamoatchilik faoliyatini muvofiqlashtirish borasida malum dasturulamal bo'ldi.

Yosh avlodni ma'naviy axloqiy tarbiyalashda xalkimizning boy milliy, madaniy, tarixiy, an'analarga, urf-odatlariga, hamda umumbashariy qadriyatlarga asoslangan. Samarali zamonaviy pedagogik texnologiyaning ishlab chiqib amaliyotga tadbiq etilishi, shaxsni tarbiyalash va uni har tomonlama kamol toptirishining ustuvorligini ta'minlash, umumiy va

milliy pedagog madaniyatni oshirish, fukarolar orasida miliy mafko`raviy tarbiya ishlarini takomillashtirish, «Oila, mahala, maktab hamkorligi» kontseptsiyasini asosiy maqsadidir.

«Oila, mahalla, maktab hamkorligi quyidagi tamoyillarga asosan olib boriladi.

Tamoyillar:

- Ta'lim va tarbiya sohasida hamkorlik jarayoni ishtirokchilari harakatlarining ish birligi;
- Tarbiyalanuvchiga hurmat va talabning uyg'unligi;
- Hamkorlik jarayoni sub'ektlarining teng xuquqliligi va yuksak mas'uliyati;
- Hamkorlikning milliy asoslanganligi;
- Faoliyat jarayonida millat va davlat manfaatlari ustuvorligi. Bundan tashqari, oilada munosabatning quyidagi 3 turi bor.

1. Avtoritar (loqaydlik) munosabat (xamileon-buqalamun) bo'lmaslik kerak so'zi avtaritet so'zlariga ma'nodosh obro saqlamoq degan ma'noni bildiradi. O'zining tarkibiga majbur e'tish, qo'rqitish, do'q-po'pisa, buyruq berish, ta'qiqlash, o'rta darajada jazolash

2. Demokratik- munosabatlarda mehribon bo'lish. Oilada hamma a'zolarga nisbatan mehribon, jonkuyar bo'lish. "Siz o'z shogirdingizga shunday muomalada va munosabatda bo'lingim, kelajakda undan buyuk inson chiqishiga ishonch ko'zi bilan qarang. (N.A.Dobralyubov). Nutqda raxmat, barakalla, minnatdorman, ofarin, yaxshi uylabsiz, ma'qul gap, tasanno va boshqa so'zlari ishlatilsa, o'quvchi bilan o'qituvchilar o'rtasidagi mehruhabbatni oshiradi, iplarni bog'laydi.

3. Liberal munosabat- sovuqqonlik, oiladagi munosabatlarga panja orqasidan qarash. A.Qahhor "Sinchalak" asarida qoziqning uchi ham pasti ham bo'lma, sababi uchi bo'lsang yerga kirasan, orqasi bo'lsang to'qmoq eysan, yaxshisi o'rtasi bo'l ekan.

Xulosa qilib aytadigan bo'lsak, tarbiya- bu uzoq muddatli, murakkab jarayon bo'lib, undagi munosabatlar kompleks va oila, mahalla va maktab hamkorligini ta'minlashni o'z oldiga maqsad qilgan holda olib borilsa, jamiyat yanada rivojlanadi.

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C M R T

O'SMIRLIK DAVRIDA PSIXIK RIVOJLANISH XUSUSIYATLARI

Termiz davlat pedagogika instituti Tarix fakulteti Geografiya va iqtisodiy bilm asoslari ta'lim yo'nalishi 1 bosqich talabalari

**Xoliyorov Hasanbek,
Uralov Nurbek**

Annotasiya:Ushbu maqolada o'smirlik davrida psixik rivojlanish xususiyatlari haqida keng yoritib berilgan

Kalit so'zlar: osmirlik, psixologik, psixofiziologik, balog'at yoshi, psixika, krizis davri, rivojlanish

O'smirlik 10-11 Yoshlardan 14-15 Yoshlargacha bolgan davrni tashkil etadi. Hozirgi osmirlar otmishdoshlariga nisbatan jismoniy aqliy va siyosiy jihatdan bir muncha ustunlikka ega. Ularda jinsiy etilish, ijtimoiylashuv jarayoni, psixik osish oldinroq namoyon bolmoqda. O'smirlik bolalikdan kattalikka otish davri bolib, fiziologik va psixologik jihatdan oziga xos xususiyatlari bilan xarakterlanadi. Bu bosqichda bolalarning jismoniy va psixik taraqqiyoti juda tezlashadi, hayotdagi turli narsalarga qiziqishi, yangilikka intilish ortadi, xarakteri shakllanadi, manaviy dunyosi boyiydi, ziddiyatlar avj oladi. Osmirlik balogatga etish davri bolib, yangi hislar, sezgilar va jinsiy hayotga taallukli chigal masalalarning paydo bolishi bilan ham xarakterlanadi Bu Yoshda osmir rivojida keskin ozgarishlar roy bera boshlaydi. Bu ozgarishlar fiziologik hamda psixologik ozgarishlardir. Boyga osish bir tekis bormaydi: qiz-bolalar 5-7 sm ossalar, ogil bolalar 5-10 sm osadilar. Boyiga qarab osish paysimon ilk suyaklarning uzunlashishi va umurtqa qismining kattalashishi hisobiga roy beradi

Fiziologik ozgarish jinsiy etilishning boshlanishi va bu bilan bogliq ravishda tanadagi barcha azolarning mukammal rivojlanishi va osishi, hujayra va organizm tuzilmalarining qaytadan shakllana boshlashida namoyon boladi. Organizmdagi ozgarishlar bevosita osmir endokrin sistemasining ozgarishlari bilan bogliqdir. Bu davrda ichki sekretiya bezlaridan biri gipofiz bezining funksiyasi faollashadi. Uning faoliyati organizm toqimalarining osishi va muhim ichki sekretiya bezlarining (qalqonsimon bez, buyrak usti bezi va jinsiy bezlar) ishlashini kuchaytiradi. O'smirlik davri «otish davri», »krizis davr», «qiyin davr» kabi nomlarni olgan psixologik korinishlari bilan xarakterlanadi, chunki, bu Yoshdagi osmirlarning xatti-harakatida muqobil, yangi sharoitlarda oz ornini topa olmaganligidan psixik portlash hollari ham kuzatiladi. Oz davrida L.S. Vigotskiy bunday holatni psixik rivojlanishdagi krizis» deb nomlagan. Kichik maktab davridan song bola alohida olingan shaxs sifatida oz-oziga munosabatini shakllantirish jarayonida asosan ikki bosqichni boshidan kechiradi. Bu bosqichlar osmirlik Yoshini ikki xil davrga – kichik osmirlik davri va katta osmirlik davrlariga togri keladi. Birinchi bosqichda osmir ozini bolalardan ajratib, endi ozini kattalar olamiga mansubligini takidlamochidek boladi. Kattalar hayotiga kirishga qiziqish osmirlarning asosiy xarakteristikalari hisoblanadi. Bu davr uchun kattalarning xatti-harakatlariga taqlid qilish va ozining mana shu yarashmagan qiliqlariga tanqidiy baho bera olmaslik, uning katta Yoshli kishilarga yaqin bolishi, yordam berayotgan bir guruh tengdoshlari bilan ortiq darajada bogliq bolib qolishi va shu singari holatlar xarakterlidir. Ikkinchi bosqichda osmir endi ozining Yosh bola emasligiga shubha qilmaydi va ozligini aniq anglay boshlaydi, oz shaxsini uluglab, oziga xos harakatlar qila boshlaydi. Osmirlarni oz shaxslari haqidagi fikrlar koprok qiziqtiradi, ular

ozlarini bilishga, maqsadli rivojlantirishga, tarbiyalashga harakat qiladilar. Osmir ozing juda kop istaklari, «xohlayman»larini amalga oshirishga intiladi: katta Yoshli odamlar ega bolgan hamma narsalardan foydalanishga, erkin, mustaqil va ozod bolishga intiladi. Tevarakatrofdagi odamlarga ozing ahamiyatga ega ekanini korsatish uchun u kuchli, korqmas va ephil bolishga intiladi. Tarbiyachilar ham oz tarbiyalanuvchilari xuddi shunday bolishlarini istaydilar, ammo ular ana shu fazilatlarining faqat «kerakligi» uchun shunday bolishini istaydilar. Ana shunday «xohlayman» va «kerak» ortasidagi qarama-qarshiliklar bazan oilada, maktabda, keskin ziddiyatli vaziyatlarni yuzaga keltiradi. Tarbiyalangan odamda «xohlayman» fakat «kerak»ni bajarish orqaligina amalga oshiriladi. Agar osmir bola tushunishga orgatilmagan bolsa va «kerak» bolgan narsani bajarishga odatlanmagan bolsa, u ozboshimchaligini namoyon qilish orqali tarbiyachilarning talablariga qarshilik qiladi hamda ozing shaxsiy asoslanilmagan xohishlari asosida ish tutadi. Osmirning yangi huquqlarga davosi, avvalo, kattalar bilan ozaro munosabatlarning butun muhitiga oid boladi. Osmir avval bajonidil bajaradigan talablarga endi qarshilik korsata boshlaydi: uning mustaqilligini cheklashganda, vasiylik qilishganda, yonaltirishganda, nazorat qilishganda, quloq solishni talab qilishganda, jazolashganda, uning qiziqishlari, munosabatlari va fikrlari bilan hisoblashishmaganda u juda xafa boladi va norozilik bildiradi Kopincha ular ozlariga tanish va yoqadigan kattalarning xatti-harakatlariga imitatsiya, taqlid qiladilar.

Osmirlar bu davrda chekish hamda spirtli ichimliklarga qiziqib qolishlari ham mumkin. Osmir katta odam, Shuningdek, chekuvchi, ichuvchi singari yangi rollarda ozing noqulay his qiladi. Psixik rivoji jihatidan bolalarga yaqin, lekin ehtiyojlari jihatidan kattalarga yaqin bolgan osmirda juda kop noqulay va tashvishga tushuvchi holatlar boladi va ular osmirda krizisni yuzaga keltirib chiqaradi. Bu krizis osmirning manaviy osishi, Shuningdek psixikasidagi ozgarishlar bilan ham bogliqdir. Bu davrda bolaning ijtimoiy mavqei ozgaradi, ozing yaqinlari, dostlari, tengdoshlari bilan yangi munosabatlar yuzaga keladi. Lekin eng katta ozgarish uning ichki dunyosida yuzaga keladi. Koppina osmirlarda ozidan qoniqmaslik holati kuzatiladi.

Xulosa.o'smirda katta yoshli odam bolishga yoki hech bolmaganda katta Yoshli odam bolib korinishga qiziqish, intilish paydo boladi va bu xohishni amalga oshirish unga osondek bolib korinadi. Osmirlarning ehtiyojlari va imkoniyatlarining ozaro mos kelmasligi osmirlar bilan ota-onalari, oqituvchilari va boshqa murabbiylari ortasida qarama-qarshilikni keltirib chiqaradi.

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TA'LIM JARAYONINING PSIXOLOGIK ASOSLARI.

Termiz davlat pedagogika instituti Tarix fakulteti Geografiya va iqtisodiy bilim asoslari
yo'nalishi 1-bosqich talabalari

**G'anisherova Rayhona,
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Annotatsiya: Ta'lim haqida gapirilganda o'qituvchining ta'lim jarayonidagi maxsus funksiyalariga e'tibor qaratiladi. O'qish ham o'quv faoliyatiga taalluqli bolib, lekin ko'proq bu tushuncha ishlatilganda o'quv faoliyatida o'quvchiga tegishli faoliyat nazarda tutiladi.

Kalit so'zlar: O'quv faoliyati, ta'lim, o'qish, o'rganish, o'quv motivlari, dars, aqliy taraqqiyot, psixologik xususiyatlari

O'qish — bunda bilim, ko'nikma va malakalarni egallash uchun qobiliyatlarni rivojlantirishga qaratilgan o'quvchi tomonidan amalga oshiriladigan o'quv harakatlari nazarda tutiladi. Yuqorida ko'rib o'tilgan uch tushuncha ham o'quv faoliyati mazmuniga taalluqlidir. O'qishning natijasi haqida gapirilganda o'rganish tushunchasidan foydalaniladi. O'rganish insonning o'quv faoliyati natijasida yangi psixologik sifat va xususiyatlarni o'zlashtirganligini bildiradi. Etimologik jihatdan bu tushuncha «o'rganmoq» tushunchasidan kelib chiqqan bolib, individning ta'lim va o'qish natijasida o'rganishi mumkin bolgan barcha narsalarni o'z ichiga oladi. Ta'limning bosh vazifasi-o'quvchilarga fan asoslarini faol, ongli, mustahkam, va tizimli ravishda egallashning ta'minlanishidir. O'zlashtirish-o'quvchining uyushgan bilish faoliyatidir. Ijodiy o'zlashtirish sifatida o'qish, bilim egallash uch omilga-nimani o'qitishga bog'liqdir. O'zlashtirishning psixologik komponentlari: o'qishga ijobiy munosabatda bo'lish, material bilan bevosita hissiy tanishish, olingan materialni faol ravishda qayta ishlash jarayoni bo'lgan tafakkur, qabul qilingan va ishlab chiqilgan materialni esda olib qolish. O'qitishning turli bosqichlarida analitik-sintetik faoliyat. Ta'lim o'qituvchi va o'quvchining birgalikdagi o'quv faoliyatidan iborat bolib, bilim, ko'nikma va malakalarni uzatish jarayonidir, hayotiy tajribani o'qituvchidan o'quvchiga uzatishdir. Insonning hayotiy tajribalarni bilimlar, ko'nikmalar va malakalar tariqasida o'zlashtirishiga aloqador bolgan bir necha tushunchalar mavjud. Bu o'quv faoliyati, ta'lim, o'qish va o'rganishdir. Bunday faoliyat kishiga shu jumladan bolaga ham atrof-muhitga moslashish, o'zining asosiy ehtiyojlari, shuningdek, aqliy o'sish va shaxsiy rivojlanish ehtiyojlarini qondirish imkonini beradi.

O'quv faoliyatini o'qituvchi va o'quvchining o'zaro ta'siriga asoslangan o'quv-bilish jarayoni sifatida turli tomondan tavsiflaganda, biz to'rt tushunchadan ham foydalanamiz, O'qituvchi va o'quvchi ta'sirining qaysi jihati nazarda tutilayotganligiga bogliq ravishda biriga urg'u beramiz. Dastlab o'rganish haqidagi masalasiga to'xtalamiz.

Rivojlanish bilan bog'liq barcha narsani o'rganish deb aytish mumkin emasligini ta'kidlash joiz. Masalan, unga organizmning biologik jihatdan yetilish jarayonlarini kiritish mumkin emas. Chunki organizmning biologik jihatdan yetilishi ta'lim va o'rganishga bogliq emas. Lekin o'rganish deb ataladigan barcha jarayonlar yetilishga umuman bogliq emas deb bolmaydi.

Asosiy qisim O'quv faoliyati inson yangi bilim, ko'nikma va malakalar egallaydigan, yoki mavjudlarini o'zgartiradigan, o'z qobiliyatlarini rivojlantiradigan, takomillashtiradigan jarayondir. O'quv faoliyati inson yangi bilim, ko'nikma va malakalar egallaydigan, yoki mavjudlarini o'zgartiradigan, o'z qobiliyatlarini rivojlantiradigan,

takomillashtiradigan jarayondir. O'rganish va ta'lim orasidagi ikki muhim qo'shimcha farqlarni ta'kidlab o'tamiz. Ta'lim o'rganishdan farqli ravishda rejali va ongli boshqariladigan tashkiliy jarayondir. O'rganish esa stixiyali ravishda ro'y beradi. o'qish o'quv faoliyatining tarkibiy qismi, o'quvchilarning faoliyati bilan bog'liq ravishdagi tashkiliy jarayon sifatida namoyon bo'ladi. Birinchi holda o'qish ta'limning Bir tomoni hisoblanadi, ikkinchi holda ijtimoiylashuvning natijasidir. O'rganish har qanday faoliyatning natijasi bo'lishi mumkin, ta'lim va o'qish tushunchalari esa maxsus o'quv faoliyati bilan bog'liqdir. Agar faoliyatning asosiy motivi sifatida bilishga qiziqish yoki individning psixologik taraqqiyoti nazarda tutilsa, o'quv faoliyati haqida gapiriladi. Agar motiv individning u yoki bu ehtiyojlarini qondirishga qaratilgan bo'lsa, «o'rganish» tushunchasidan foydalaniladi. Bunday yo'l-yo'lakay o'rganishga misol sifatida ma'lumotlarni ixtiyorsiz ravishda eslab qolish, o'quv maqsadlarini ko'zda tutmagan harakatlarni misol keltirishimiz mumkin. Ta'lim va o'qish — har doim ongli jarayonlardir, o'rganish esa ongsiz darajada ham ro'y berishi mumkin. Ta'lim, o'qish va o'rganish orasidagi yana bir farq ma'lumotlarni o'zlashtirishga tayyorlik turli yosh davrlarida turlicha namoyon bo'ladi. O'rganishning elementar turlari — imprinting, shartli reflektor va operant turlariga - bola tug'ilishi bilanoq amalda tayyor boladi.

O'qish bilim, malaka va ko'nikmalarni o'zlashtirish uchun ongli, maqsadga yo'naltirilgan qobiliyat sifatida bolada 4—5 yoshligida namoyon boladi, mustaqil o'qishga tayyorlik maktabning birinchi sinflarida, ya'ni 6-7 yosh atrofida vujudga keladi. O'rganish jarayoni faoliyat sifatida quyidagi o'quv-intellektual mexanizmlar hisobiga amalga oshadi. O'rganishning muvaffaqiyati turli xil omillarga bogliq, ular ichida quyidagi psixologik omillar muhim: o'quv faoliyati motivatsiyasi, bilish jarayonlari – idrok, diqqat, xayol, xotira, tafakkur va nutqning ixtiyoriyligi, o'quvchilarda irodaviy va boshqa shaxs xislatlari: mas'uliyat, tirishqoqlik, maqsadga intiluvchanlik, intizomlilik, onglilik, tartiblilik va boshqalarning mavjudligi. o'quv faoliyati samaradorligining psixologik omillariga hamkorlik faoliyatidagi insonlar — o'qituvchilar va sinfdoshlari bilan o'zaro ta'sir qila olish ko'nikmasi, intellektual rivojlanganlik va boshqalar kiradi. Bilimlarni o'zlashtirish jarayonida o'rganishga bolgan tayyorlik (ustanovka) muhim hisoblanadi, bunda o'quv vazifalarining o'qituvchi tomonidan qo'yilishi, o'quvchi tomonidan qabul qilinishi muhim bolib, bunda o'qituvchi o'rgatadi, o'quvchi o'rganadi.

Xulosa o'rnida shini aytishimiz mumkinki, ta'limning zamonaviy texnik vositalar yordamida bajarilishi. Yuqorida keltirilgan ta'lim va o'qishga qo'yilgan talablarni o'quv faoliyatining o'zaro bog'liq ikki jihati bo'yicha alohida ko'rib chiqamiz. Ta'lim jarayonini tashkil etish ideal va amaliy faoliyatning u yoki bu turini muvaffaqiyatli tashkil etish uchun zarur bo'lgan tashqi olamning muhim ahamiyatli xossalari xususidagi axborotning o'zlashtirilishi Ta'lim o'qituvchi va o'quvchi hamkorligidagi o'quv faoliyati, o'qituvchining bilim, ko'nikma va malakalarini o'quvchilarga o'rgatish jarayonidir. Ta'lim jarayoni bevosita muayyan axborotni, harakatlarni, xulq-atvorning shakllarini o'zlashtirishga qaratilgandir. o'qish va o'rgatish tushunchalari o'quv faoliyati bilan bog'liq bo'lib, ular bilim, ko'nikma va malakalarni o'zlashtirishga, o'rgatishga xizmat qila.

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O'QITUVCHI PSIXOLOGIYASINING O'ZIGA XOS XUSUSIYATLARI

Termiz davlat pedagogika instituti tarix fakulteti geografiya va iqtisodiy bilim asoslari
yo'nalishi 1-bosqich talabalari

Ismoilov Suxrob

Norboyev Asilbek

Annotatsiya: Hozirgi sharoitda jamiyatning maktab oldiga qo'yayotgan talablari kun sayin ortib bormoqda va bu talablarni amalda to'g'ri hal qilish vazifasi o'qituvchiga bog'liqdir. Zamonaviy maktab o'qituvchisi qator vazifalarni bajaradi. O'qituvchi – sinfdagi o'quv jarayoni tashkilotchisidir. O'qituvchi o'quvchilar uchun dars paytida, qo'shimcha darslarda va shu bilan birga darsdan tashqari hollarda ham kerakli maslahatlar berishda bilimlar manbaidan biridir.

Kalit so'zlar: Jamiyatda o'qituvchining o'rnini, tarbiya, pedagog psixikasi, maktab o'qituvchisi, dars, o'qish, o'rganish.

Kirish. O'qituvchi jamiyat tomonidan qo'yilgan talablar bilan bir qatorda o'z faoliyatida tevarak – atrofidagi kishilar, maktab ma'muriyati,, hamkasblari, o'quvchilar va ularning ota – onalari undan nimalarni kutishini ham esdan chiqarmasligi lozim. Jamiyatda o'qituvchiga quyilgan talablar. Jamiyatning o'qituvchi oldiga qo'yadigan asosiy talablari quyidagilardir. Shaxsni ma'naviy va ma'rifiy tomondan tarbiyalashning, bolalarni mustaqillik g'oyalari sodiqlik ruhida tarbiyalashi, o'z Vatani tabiatiga va oilasiga bo'lgan muhabbatini uyg'otishi. O'zi dars beradigan fan bo'yicha mustahkam bilimga ega bo'lib, o'z kasbi, sohasi bo'yicha jahon fanida erishilgan yangi yutuq va kamchiliklardan xabardor bo'lish. O'qituvchining o'z ishidan nimanidir kutayotganligining o'ziyoq muhim ahamiyatga egadir, mana shu tariqa kutishlar, garchand jamiyat tomonidan o'qituvchiga qo'yiladigan talablarga kelsada, o'ziga xos xususiyatlarga ega bo'ladi, lekin bu talablar hamma vaqt tarbiya ham bir – biriga mos kelmasligi mumkin. Psixologlar tomonidan olib borilgan tadqiqotlarning ko'rsatishicha xalq ta'limi bo'limlari va maktab direktorlari o'qituvchining ayrim xislatlari naqadar muhimligini har xil baholaydilar. Jumladan, xalq ta'limi bo'limlarining mudirlari o'qituvchidan birinchi navbatda o'z fanini yaxshi bilishini va dars berish metodikasini mukammal o'zlashtirishini talab qilsalar, maktab direktorlari o'qituvchiga qo'yiladigan bunday talablarni uchinchi o'ringa qo'yadilar. Shu bilan birga xalq ta'limi bo'limlarining mudirlari o'qituvchilarning o'quvchilar va ota – onalar, maktab jamoasi bilan qanday muloqotda bo'lishini bilishini naqadar ahamiyatga ega bunday xislatlarni o'qituvchi shaxsiga qo'yiladigan talablar ichida birinchi o'ringa qo'yadilar. Shunisi muhimki, zamonaviy o'qituvchi uchun zarur bo'lgan shaxsiy xislatlarni batafsil ko'rib chiqish kerak. Bu qanday xislatlar ekan? Ko'pchilik psixologlar, shu bilan birga O'zbekistonlik psixolog olimlar tomonidan olib borilgan tadqiqotlar zamonaviy o'qituvchilar uchun eng zarur xislatlarni aniqlab olish imkoniyatini beradi. Rossiya psixologlaridan N. V.Kuzmina, V. Slastenin, F.N. Gonoblin, O'zbekistonlik psixologlardan R.Z. Gaynutdinov, M.G. Davletshin, S. Jalilova, A. Jabborov, Qoplonova va boshqalar tomonidan olib borilgan ilmiy – tadqiqotlar o'qituvchilik kasbini atroflicha o'rganib, ancha batafsil ko'rsatib berish imkoniyatini yaratadi. Bu professiogramma. O'qituvchi professiogrammasi muayyan fan tomonidan o'qituvchiga qo'yiladigan maxsus talablarni o'z ichiga qamrab olishi lozim. Bo'lajak o'qituvchi u yoki bu xildagi fan tomonidan qanday talablar qo'yilishini bilish va shu asosida o'quv – tarbiya jarayonini tashkil qilish uchun pedagogika oliy

o'quv yurtlarida muayyan mutaxassislik bo'yicha o'qituvchining ixtisoslashgan xarakteristikasini nazarda tutgan professiogrammasi tuziladi. Jumladan, maktabning o'qituvchi – murabbiysi professiogrammasini misol qilib keltiramiz.

Professiogrammada muhim xislatlaridan borgan sari birmuncha ortib borishini hisobga olgan holda o'qituvchining qo'yidagi xislatlari ko'rsatib berishi lozim

1. O'qituvchining shaxsiy xislatlari:

2. O'qituvchining kasbiga xos bilimi:

Qobiliyatli, tajribali o'qituvchi o'zining diqqat e'tiborini o'quv materialini qanday bayon etilishiga, uning mazmuniga, o'z fikrlarini atroflicha qilib qanday ochib berishiga yki o'quvchi fikriga baralla qaratadi va shu bilan birga bir vaqtning o'zida barcha o'quvchilarni kuzatib, ularni toliqqan toliqmaganliga e'tiborli yoki e'tiborsizligiga, darsni tushunish tushunmasligiga ahamiyat berib, o'quvchilarning intizomini kuzatadi hamda oqibat natijada o'zining shaxsiy xulq atvoriga (yurish turishiga, o'zining qanday tutishiga, mimika va pantamimikasiga) e'tibor beradi. Yuqorida ko'rsatib o'tilgan qobiliyatlardan tashqari o'qituvchi inson shaxsining maqsad sari intilishi, uddaburonlik, mehnatsevarlik, kamtarlik, kabi qator ijobiy xislatlariga ega bo'lishi lozim. U o'quvchilarni tarbiyalar ekan, o'zining xulq- atvori, yurish- turishi, xullas, butun o'qituvchilik shaxsi bilan o'quvchilarga o'rnak bo'lishi kerak. O'qituvchining o'zini qo'lga ola bilishi muhim ahamiyatga egadir.:

Xulosa qilib shuni aytish joizki, o'qituvchining barcha ijobiy, umum insoniy axloq me'yorlariga mos keluvchi xislatlari katta ahamiyatga ega. Agar biz quyidagi xislatlarni olib qaraydigan bo'lsak, bularning barchasi ham o'ta muhim omillardir. Jumladan, o'qituvchining tashqi qiyofasi uning obro'si shakllanishiga ta'sir etadi. O'qituvchining ozodaligi, ixchamligi, uning pokizaligi, sarishta- saranjonligi, sipogarchiligi, uning qiliqlari, o'zining chiroylik tutishi, uning qaddi- qomati va yurish-turishlari o'quvchilarda juda yaxshi taassurot qoldiradi. Sharq mutafakkirlari o'qituvchi o'zi o'qib tursagina – o'qituvchi bo'la oladi, agar u o'qishni to'xtatib qo'yar ekan. Unda o'qituvchilik ham o'ladi, deb juda haqqoniy aytganlar. Bu haqiqatni yoshi qancha bo'lishidan qat'i nazar barcha o'qituvchilar yaxshilab bilib olishlari lozim.

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**KICHIK MAKTAB YOSHIDAGI O'QUVCHILARNING PSIXOLOGIK
XUSUSIYATLARINING RIVOJLANISHI**

Termiz davlat pedagogika instituti Tarix fakulteti Geografiya va iqtisodiy bilm asoslari ta'lim
yo'nalishi 1- bosqich talabalari

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Annotatsiya: Ushbu maqolada kichik maktab yoshidagi o'quvchilarning psixologik xususiyatlarining rivojlanishi haqida ma'lumot beriladi. Jumladan maqolada kichik maktab yoshidagi o'quvchilarning maktabga tayyorgarlik jarayonida sodir bo'ladigan psixologik o'zgarishlar, haqida ma'lumotlar yoritilgan.

Kalit so'zlar: Kichik maktab yoshi, Shaxsiy tayyorgarlik, intellektual tayyorgarlik, o'quv faoliyatiga tayyorgarlik, harakat tayyorgarligi, psixik faollik.

Kichik maktab yoshidagi o'quvchilar 7 yoshdan 12 yoshgacha bo'lgan o'quvchilar bo'lib ular boshlang'ich sinf o'quvchilari hisoblanadi. Bu yillarda bolaning hayoti va faoliyatida muhim o'zgarishlar ro'y beradi. Binobarin ularning psixikasida ham o'zgarishlar sezilarli darajada bo'ladi. Bolaning maktabga kirishi uning hayotida burulish chog'idir. Bola maktabga kirib o'qiy boshlashi bilanoq uning hayotida asosiy faoliyat o'qish bo'lib qoladi.

Maktabda bola tizimli ravishda yangiliklar oladi, bu o'quvchilarning kundan kunga orttirib borayotgan hilma-xil mavzudagi bilimlarning manbayidir. Bolaning bilimlarni sistemali tarzda o'zlashtirishi natijasida undagi bilimning doirasi kengayib boradi, aqliy jarayonlar rivojlanadi shu bilan bir qatorda bolaning emotsional-irodaviy xususiyatlari qayta tarkib topib rivojlana boshlaydi. Maktabdagi ta'lim jarayonining o'zi bolaning sezgi, idrok, tafakkur, nutq va diqqatlariga yangi talablar qo'yadi.

Kichik yoshdagi o'quvchilarning yuqorida ko'rsatilgan hilma-xil qiziqishlari bilan bir qatorda individual qiziqishlari ham tug'ula boshlaydi. Ba'zi o'quvchilar rassomlikka ko'proq qiziqsalar, ba'zilar musiqa shariyatga muhabbat qo'yadilar. Kichik maktab yoshidagi bolaning muhim xususiyatlaridan biri, unda o'ziga xos ehtiyojlarning mavjudligidir. Bu ehtiyojlar o'z mohiyatiga ko'ra faqat muayyan bilim ko'nikma va malakalarni egallashga qartilmay, balki o'quvchanlik istagi aks ettirishda ham iboratdir.

Kichik maktab yoshdagi o'quvchilar tez chalg'iydilar, uzoq vaqt diqqatlarini bir narsaga qarata olmaydilar ta'sirchan hamda emotsional bo'ladilar. Kichik maktab yoshidagi o'quvchi faolligining asosan uch xil ko'rinishi mavjud bo'lib ular jismoniy, ijtimoiy va psixik, faollikdir.

Jismoniy faollik – sog'lom organizmning harakat qilishga bo'lgan turli mavjud to'siqlarni yengishda tabiiy ehtiyojdir.

Psixik faollik - bu normal rivojlanayotgan bolaning atrof olamdagi predmetlarni, insoniy munosabatlarni bilishga nisbatan qiziqishdir.

Bolaning maktabda muvaffaqiyatli o'qishi ko'p jihatdan ularning maktabga tayyorgarlik darajalariga bog'liq. Bolaning maktabda o'qishga tayyorligi quyidagilarni o'z ichiga oladi.

5. Shaxsiy tayyorgarlik - motivatsion sohaning rivojlanganlik darajasi. Bilish qiziqishning mavjudligi. Ijtimoiy munosabatlar tizimida o'zining maxsus o'rnini bo'lishiga intilish, muhim baholanadigan faoliyatni bajarish-o'quvchi bo'lish;

6. **Intellektual tayyorgarlik** - tevarak-atrofdagi mo'ljallan bilish, bilimlar zahirasining mavjudligi; idrok va ko'rgazmali-obrazli tafakkurning mal'um darajada rivojlanganligi. Umumlashtirish darajasi-narsa va hodisalarni farqlash va umumlashtira olish ko'nikmasi.

7. **Harakat tayyorgarligi** - mayda motorika; katta harakatlarni amalga oshirish (qo'l, oyoq, tana).

8. **O'quv faoliyatiga tayyorgarlik** - kattalarni diqqat bilan eshta olish va uning ko'rsatmalarini aniq bajarish. topshiriqlarni mustaqil bajarish; chalg'ituvchi omillarga e'tibor bermasdan topshiriqni bajarishga kirishish.

Bu davrda avvalo bilish sohalari, so'ngra esa emotsional motivatsion yo'nalish bo'yicha ichki shaxsiy hayot boshlanadi. U yoki bu yo'nalishdagi rivojlanish obrazlilikdan ramzilikka bo'lgan bosqichlarni o'taydi. Obrazlilik deyilganda o'quvchilarning turli obrazlarni yaratishi, ularni o'zgartirishi va erkin harakatga keltirishi, ramzilik deyilganda esa belgilar tizimi (matematik, lingvistik, mantiqiy va boshqalar) bilan ishlash malakasi tushuniladi.

O'quv faoliyati kichik maktab yoshidagi o'quvchilarda o'qishda ma'lum yutuqlarga erishish ehtiyojini qondirishga, shuningdek, tengdoshlari orasida o'z o'rniga ega bo'lishga imkoniyat ham yaratadi. Aynan ana shu o'rin yoki mavqega erishish uchun ham bola yaxshi o'qishga harakat qiladi. Bu yoshdagi o'quvchilar doimiy ravishda o'zlari erishgan muvaffaqiyatlarini boshqa tengdoshlari muvaffaqiyatlari bilan solishtiradilar. Ular uchun doimo birinchi bo'lish nihoyatda muhim. Kichik maktab davrida o'quvchilardagi musobaqaga kirishish motivi tabiiy psixologik ehtiyoj hisoblanib, bu motiv ularga kuchli emosional zo'riqishni beradi. Bu xususiyatlar aslida bog'cha davridan boshlab yuzaga kela boshlaydi va kichik maktab davrida, shuningdek o'smirlik davrida ham yaqqol ko'zga tashlanadi.

Kichik maktab yoshidagi o'quvchilar kattalarning u haqidagi fikr va bergan baholariga qarab, o'zlariga o'zlari baho beradilar. Shuningdek, o'quvchining o'ziga-o'zi beradigan bahosi, turli faoliyatlaridagi muvaffaqiyatlariga ham bog'liq bo'ladi. Kichik maktab yoshidagi o'quvchilarda o'z-o'ziga beradigan baholari turlicha - yuqori, adekvat - mos yoki past bo'lishi mumkin. Bu yoshdagi o'quvchilarda mavjud bo'lgan ishonuvchanlik, ochiqlik, tashqi ta'sirlarga beriluvchanlik, itoatkorlik kabi xususiyatlari ularni shaxs sifatida shakllantirish uchun yaxshi imkoniyat yaratadi. Kichik maktab davrida boshqarishdan o'z-o'zini boshqarishga o'tishi nihoyatda muhimdir.

Yetakchi bo'lgan o'quv faoliyatidan tashqari boshqa faoliyatlar - o'yin, muloqot va mehnat faoliyati ham o'quvchi shaxsi rivojiga bevosita ta'sir ko'rsatadi. Bu faoliyatlar asosida muvaffaqiyatga erishish motivlari bilan bog'liq bo'lgan shaxs xususiyatlari tarkib topa boshlaydi. Kichik maktab davrini bolaning turli faoliyatlarda muvaffaqiyatga erishishini belgilab beruvchi asosiy, shaxsiy xususiyatlarni yuzaga kelish va mustahkamlash davri deb hisoblash mumkin. Bu davrda muvaffaqiyatga erishish motivlari tarkib topa boshlaydi.

Bu yoshdagi o'quvchilar soatlab yolg'iz holda sevimli mashg'ulotlari bilan shug'ullanishlari mumkin va shular asosida ularda mehnatsevarlik va mustaqillik fazilatlarini shakllanadi. Kichik maktab davridan boshlab o'quvchilarni mustaqil mehnat faoliyatiga amaliy va psixologik jihatdan tayyorlashga e'tibor beriladi. Bu davr ichida o'quvchilarda mehnatga nisbatan ongli, ijobiy munosabatda bo'lish asoslari tarkib topa boshlaydi. Ularda mehnatga havas uyg'onadi, mehnatga va mehnat ahllariga hurmat bilan qarash, ijtimoiy foydali ishlarda qatnashishga intilish singari fazilatlar tarkib topadi.

Kichik maktab yoshidagi o'quvchilarda mehnatsevarlik, asosan, o'qish va mehnat faoliyatida rivojlanadi va mustahkamlanadi. Kichik yoshdagi o'quvchilar zarur bo'lgan harakat va amallarni darhol o'zlashtirib va egallab ololmaydilar, ko'proq ortiqcha va chalkash harakatlar qiladilar. Mehnat jarayonidagi turlicha ish harakatlarini, chunonchi: tikish, to'qish, kiyish yoki taxtalarni randalash kabi ish harakatlarni qiynalmasdan va birmuncha silliq bajaradigan bo'lish uchun har bir ishda har qanday harakatlar qilish kerakligini va bu harakatlarning qay yo'sinda amalga oshirilishini aniq bilib olish va esda qoldirish kerak bo'ladi. Harakatlarni qayta-qayta takrorlash, mashq qilib borish natijasida kichik yoshdagi o'quvchilarda uchrab turadigan ortiqcha va chalkash harakatlar yo'qolib boradi.

Kichik maktab yoshidagi o'quvchilarning axlokiy onglari I va IV sinfdagi o'qish mobaynida muhim o'zgarishlarga uchraydi va axlokiy sifatlar, bilim va tasavvurlar sezilarli darajada boyiydi. Bola o'quv faoliyatida o'qituvchi rahbarligida insoniy an'analar asosida harakat qilishga o'rganadi, o'z irodasini o'quv maqsadlariga erishish uchun mashq qildiradi.

O'quv faoliyati boladan nutq, diqqat, xotira, tasavvur va tafakkurini kerakli darajada rivojlanishini talab etgan holda, bola xulq-atvorining rivojlanishi uchun yangi sharoitlarni yaratadi. Kichik maktab davri bu anglanilgan va ixtiyoriy xatti-harakatlarga o'tish davridir.

Bola faol ravishda o'zini o'zi boshqarishga, qo'yilgan maqsadlarga ko'ra o'zining faoliyatini tashkil etishga o'rganish davridir. Kichik maktab davrida xatti-harakatlarning yangi shakllarini paydo bo'lishi bevosita o'quv faoliyati bilan bog'liqdir. Hech bir o'qituvchi maktabga birinchi bor kelgan boladan o'zi o'rgatmagan arifmetik misol va masalalarni echishni talab etmaydi, lekin afsuski, juda ko'p o'qituvchilar ulardan qunt bilan o'qishni, uyushqoqlikni, ma'suliyatlilikni, tartibga aniq rioya etishni talab etadilar.

Vaholanki, ushbu ko'nikmalar o'qituvchi tomonidan ma'lum odat va malakalarga o'rgatilinganidan so'nggina paydo bo'ladi. Demak, kichik maktab yoshidagi o'quvchilar rivojida yetakchi bo'lgan o'quv faoliyati o'qituvchi shaxsi va o'quvchi bilan munosabat uslubining ahamiyati juda kattadir. Kichik maktab yoshidagi o'quvchilarning his-tuyg'ulari ularning faoliyatida namoyon bo'ladi va rivojlanadi. Kichik maktab yoshidagi o'quvchilar o'zlarining har bir faoliyat natijalariga baho bera oladilar. Baho kishida qoniqish va qoniqmaslik hislarini yuzaga keltirishi mumkin bo'lib, bu hislar bolani yaxshi o'qishga ruhlantiradi. Ba'zan past baho olish orqali yuzaga kelgan salbiy hislar chuqurlashib, o'qituvchining noto'g'ri reaksiyasi va kattalarning doimiy tanbeh va tanqidlari oqibatida bolaning xarakter xislatiga aylanib qolishi mumkin. Boshlang'ich sinf o'quvchilarining faoliyatlari uchun ijobiy baho olishlariga yordam beruvchi asosiy hislardan biri intellektual hislardir. Odamning aqliy faoliyati bilan bog'liq bo'lgan hislar intellektual hislar deb ataladi. Bilishga qiziqish, taajjublanish va hayron qolish hislari, ishonch, ishonchsizlik va shubhalanish hislari intellektual hislar qatoriga kiradi. Kichik yoshdagi o'quvchilarda ixtiyorsiz diqqat yuqori turadi. Lekin, maktabda o'qish birinchi yiliyoq o'quvchilarda ixtiyoriy diqqatning vujudga kela boshlashiga kuchli ta'sir ko'rsatadi. Diqqatning bu turi B.T. Annoevning yozishicha, «... katta odamlar bilan o'quvchilarning birgalika faoliyati va tarbiyaning maxsuli bo'lib hisoblanadi. Ixtiyoriy diqqatning yanada yaxshiroq o'sishi maktab yoshidagi o'quvchilarda idrok va tafakkurning tarbiyalanishga bog'liqdir». Kichik yoshdagi o'quvchilarning ixtiyoriy diqqati to'g'risidagi masala bilan K.D. Ushenskiy ko'p shug'ullangan. U ba'zi pedagoglarning, kichik yoshdagi o'quvchilarda ixtiyorsiz diqqatning afzalligiga tayangan holda maktabdagi barcha o'qish jarayonining faqat qiziqarli va maroqli qilib tashkil etish kerak degan fikrlarga qo'shilmagan. Demak, bolaning maktabga tez moslashishi va muvaffaqiyatli o'qishida shaxsiy

va ijtimoiy-psixologik tayyorgarligining ham ahamiyati juda katta. Bu davrda o'quvchilarda avvalo bilish sohalari, so'ngra esa emotsional motivatsion yo'nalish bo'yicha yangi shaxsiy hayot boshlanadi. U yoki bu yo'nalishdagi rivojlanish obrazlilikdan ramzlikkacha bo'lgan bosqichlarni o'taydi. Kichik yoshdagi o'quvchilar xotirasining o'sishida ikkinchi xususiyat o'quvchilarda abstrak tafakkurning o'sishi munosabati bilan boglik bo'lgan katta uzgarishlardan iborat. Bolaning maktabda muvaffaqiyatli o'qishi ko'p jihatdan ularning maktabga tayyorgarlik darajalariga bog'liq. Bola avvalo maktabga jismoniy jihatdan tayyor bo'lishi kerak. 6 yoshli o'quvchilarning anatomik-fiziologik rivojlanishi o'ziga xos tarzda kechadi. Bu yoshda bola organizmi jadal rivojlanadi. Uning og'irligi oyiga 150 dan 200 gacha, bo'yi esa 0,5 sm gacha ko'payadi. 6 yoshli o'quvchilar turli tezliklarda, tez va engil yugura oladilar. Ular sakrash, konkida yugurish, changida uchish, so'zish singari harakatlarni ham bemalol bajara oladilar. Musiqa bo'yicha mashg'ulotlarda bu yoshdagi o'quvchilar xilma-xil ritmik va plastik harakatlarni bajaradilar, turli mashqlarni aniq, tez, engil va chaqqon bajara oladilar. Shuningdek, 6-7 yoshli o'quvchilar nerv sistemasini mustahkamlash, ularni surunkali kasalliklardan xalos etish, ko'rish va eshitish qobiliyatiga alohida e'tibor berish, shuningdek, umurtqa pogonasining to'g'ri rivojlanishiga ahamiyat berish, nihoyatda muhim.

Shunday qilib, kichik maktab yoshi 7-12 yoshli o'quvchilarni o'z ichiga oladi. Bu davrda o'qish yetakchi faoliyatga aylanadi, o'qituvchining so'zi bola uchun senzetiv hisoblanadi. Intelektual refleksiya bu davrda paydo bo'lgan yangi psixologik tuzilmadir.

Xulosa sifatida aytish mumkinki, ushbu maqolada boshlang'ich sinf o'quv faoliyatining asosiy vazifasi — bu o'quvchilarni "o'qish"ga, bilim olishga o'rgatishdir.

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PEDAGOGIK QOBILIYATLARNING O'ZIGA XOS XUSUSIYATLARI

Termiz davlat pedagogika instituti Tarix fakulteti, Geografiya va iqtisodiy bilim asoslari 1-bosqich talabasi

Jo'raniyozova Feruza Abdulqosim qizi
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Hozirgi jadal rivojlanib borayotgan davrda insonlarning kasbiy me'yorlaridan kelib chiqqan holda ularning bir nechta qobilyatlarga ega bo'lishlari maqsadga muvofiqdir. Turli xil o'quv dargohlarida faoliyat olib borayotgan pedagog xodimlarning pedagogik qobilyatga ega bo'lishlari, darslarni bilim va ko'nikmalarga tayanib pedagogik mahorat bilan olib borishlari nafaqat ularning o'zlari ustida ishlashlari balki kelajak avlod egalari bo'lgan yetuk yosh bilimli kadrlarni tayyorlashlari bilan ham ahamiyatlidir, zero, pedagog bu bolani yo'lda kuzatib boruvchi kishi deganidir.

Pedagogik qobiliyat - bu pedagogika sohasida faoliyat olib boradigan soha vakillarining pedagogik faoliyatga yaroqli ekanliklarini va vas shu soha bilan muvaffaqiyatli shug'ullan olishlarini aniqlab beradi. Pedagogik qobilyat bir nechta muhim komponentlariga ega[1]:

- Didaktik qobilyatlar
- Akademik qobilyatlar
- Perseptiv qobilyatlar
- Nutq qobilyati
- Tashkilotchilik qobilyati
- Avtoritar qobilyat
- Kommunikativ qobilyatlar
- Pedagogik xayol
- Diqqatni taqsimlay olish qobilyati

1. Didaktik qobiliyat-Pedagogik sohada faoliyat olib boradigan ustoz- murabbiylarda bo'lishi shart bo'lgan qobilyat turi bo'lib, bunda pedagog xodim belgilangan o'quv materialini aniq va ravshan tushuntirib beribgina qolmay, bolalarda fanga qiziqish uyg'ota olishi, ularning mustaqil faol fikrlashini rivojlantira olishi kerak.

2. Akademik qobiliyatlar- bu qobilyat turi orqali pedagog nafaqat o'z sohasini yaxshi bilishi balki boshqa sohalardan ham yetarlicha xabardor ekanligini ko'rsata oladi. Atrofda sodir bo'layotgan eng so'nggi kashfiyotlar va yangiliklar yoki allaqachon ma'lum bir fan taraqqiyotiga muhim yangilik bo'lib xizmat qilgan kashfiyotlarni o'quvchilar bilan bo'lishib, ularning ham bu boradagi qiziqishlarini yuksak aqliy yetuklik va muomala madaniyati bilan tushintira oladi[2].

3. Perseptiv qobiliyatlar- Pedagogning kuzatuvchanlik qobilyati bo'lib bunda pedagog har bir o'quvchining mavjud psixologik xususiyatlaridan kelib chiqqan holda individual yondasha olishi maqsadga muvofiqdir.

4. Nutq qobilyati-O'qituvchining o'zida mavjud bilimlarni ma'lum his-tuyg'ular bilan ifodalab berishiga xizmat qiladigan qobilyat bo'lib, aynan mana shu qobilyat orqali o'quvchilarga yaxshi bilim berish yoki shoshqaloqlik bilan tushuntirilgan nutq orqali o'quvchilar orasida zerikish yoki befarqlik hissi paydo bo'lishiga sabab bo'lish mumkin. Tushuntirish jarayonida keskin, baqirib gapirish esa o'quvchilarni tez toliqtirib qo'yishi mumkin. Shuning uchun o'qituvchida yaxshi nutq qobilyatining bo'lishi muhim.

5. Tashkilotchilik qobiliyati – O'qituvchilarning darsni to'g'ri va mazmunli taqsimlay olishdan tashqari darsdan tashqari o'quvchilarning vaqtlarini mazmunli o'tkazishi va o'quvchilarning qiziqishidan boxabar bo'la olish ham o'qituvchilarning yetarli darajada tashkilotchi ekanliklaridan dalolat beradi.

6. Avtoritar qobiliyati-bu qobilyat orqali o'qituvchilar o'quvchilar orasida o'zlarining nafaqat bilim va salohiyati orqali balki rostgo'yligi,uddaburonligi,o'zini tuta bilishi va boshqa bir qator ijobiy xislatlari orqali obro' orttira olishidir.Bu qobilyat orqali o'qituvchilar bevosita o'quvchilarning ta'lim-tarbiyasiga ta'sir eta olishadi[3].

7. Kommunikativ qobiliyati- bu o'quvchilar bilan muloqotda bo'lishga o'quvchilarga bo'lgan munosabatda to'g'ri yo'l topa olish va ularning psixologik holatidan kelib chiqqan holda to'g'ri yondashishdir.

8. Pedagogik xayol-bu qobilyat orqali o'qituvchi o'quvchilarida bor qobilyatni oldindan ko'ra bilib ularning kelajakda qaysi sohada qanday shaxs bo'lib yetishishini hayol qila oladi va albatta mana shu qobilyat orqali ularga to'g'ri yo'l-yo'riq ko'rsatib kelajakda muvaffaqiyatli insonlar bo'lishiga yordam bera olishadi.

9. Diqqatni taqsimlay olish qobiliyati-bu ham o'qituvchida bo'lishi kerak bo'lgan qobilyatlardan biri bo'lib bunda o'qituvchi bir vaqtning o'zida diqqatni bir necta faoliyatga qara oladi. Qobilyatli,tajribali o'qituvchi bir vaqtning o'zida o'z diqqat-e'tiborini nafaqat ko'zda tutilgan mavzuni o'quvchilarga yetkazib berishga balki,o'quvchilarning ushbu mavzuni qanday holatda qabul qilayotganiga ham qarata oladi.[4] Tajribasiz o'qituvchi esa mavzuni tushuntirishga berilib ketib,o'quvchilar darsda nima bilan band bo'lishlarini e'tiborsiz qoldiradi natijada esa o'quvchilarda fanga befarqlik yuzaga keladi. Xulosa qilib shuni aytish mumkinki, o'qituvchi bu avvalo pedagog demakdir,pedagogda esa yuqorida keltirilgan qobilyatlar jam bo'lishi juda muhim,zero,kelajak avlod aynan pedagoglar qo'lida ta'lim-tarbiya olishadi.

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KICHIK VA KATTA GURUHLAR PSIXOLOGIYASI

Termiz davlat pedagogika instituti Tabiiy fanlar fakulteti Kimyo ta'lim yo'nalishi 1-bosqich talabalari

Abramatova Munisa

Ergasheva Sevinch

Annotatsiya: Mazkur maqolada Kichik va katta guruhlar psixologiyasi shakllanishi to'g'risidagi ma'lumotlar bayon qilingan.

Kalit so'zlar: shaxs, individual, ijtimoiy, jamoa, etnopsixologik, effect, eksperimental, psixologik hodisalar, ijtimoiylashuv, Kichik va katta guruhlar

Kichik guruhlar muammosi ijtimoiy psixologiyada eng yaxshi ishlangan va ko'plab ilmiy tadqiqotlar o'tkazilgan ob'ektlardandir. Bu muammoni tadqiq etishda olimlar o'z oldiga individ yakka holda yaxshi ishlaydimi yoki guruhda yaxshiroq samara beradimi, boshqa odamlarning yonida bo'lishi uning faoliyatiga qanday ta'sir ko'rsatadi degan savollarga javob izlash masalasini qo'yanlar. SHuni ta'kidlash lozimki, bunday sharoitlarda individlarning o'zaro hamkorligi emas, balki ularning bir vaqtda bir erda birga bo'lganligi faktining ta'siri o'rganildi.

Olingan ma'lumotlar shuni ko'rsatdiki, boshqalar bilan hamkorlikda bo'lgan individ faoliyatining tezligi oshadi, lekin harakatlar sifati ancha pasayishi aniqlandi. Bunday ma'lumotlar amerikalik N.Triplett, nemis olimlari A.Mayer, V.Myode, rus olimi V.Bexterev va boshqalarning tadqiqotlarida ham qayd etildi. Bu psixologik hodisa ijtimoiy psixologiyada ijtimoiy *fasilitatsiya* nomini oldi, uning mohiyati shundan iborat ediki, individning faoliyat mahsullariga uning yonida bo'lgan boshqa individlarning bevosita ta'siri bo'lib bu ta'sir avvalo sensor kuchayishlar hamda ish-harakatlarning, fikrlashlarning tezligida namoyon bo'ladi. Lekin ayrim eksperimentlarda teskari effekt ham kuzatildi, ya'ni boshqalar ta'sirida individ reaksiyalaridagi tormozlanish faoliyatining susayishi holatlari; bu narsa fanda *ingibitsiya* deb ataladi.

Kichik guruhlarga xos qonuniyatlar:

Birinchidan, kichik guruhlarning hajmi, uni tashkil etuvchi shaxslar soni xususida shunday fikrga kelindiki, kichik guruh "diada" ikki kishidan tortib, to maktab sharoitida 30-40 kishigacha deb qabul qilindi. Ikki kishilik guruh deyilganda, avvalo oila – yangi shakllangan oila ko'proq nazarda tutiladi. Lekin samarali o'zaro ta'sir nazarda tutilganda 7-2 kishi ko'zlanadi. Bunday guruh turli ijtimoiy psixologik tadqiqotlar uchun ham, ijtimoiy-psixologik treninglar o'tkazish uchun ham qulay hisoblanadi.

Ikkinchidan, guruhning o'lchami qanchalik katta bo'lsa, uning alohida olingan shaxslar uchun qadrsizlanib borish xavfi kuchayadi. YA'ni, shaxsning ko'pchilikdan iborat guruhdan o'zini tortish va uning normalarini buzishga moyilliga ortib boradi.

Uchinchidan, guruhning hajmi kichiklashib borgan sari shaxslararo o'zaro munosabatlar taranglashib boradi. Chunki, shaxslarning bir-birlari oldida mas'uliyatlarining oshishi va yaqindan bilishlari, ularning o'rtasidagi aloqalarda doimo aniqlik bo'lishini talab qiladi. Munosabatlardagi har qanday disbalanslar, ya'ni nomutanosibliklar ochiq holdagi ziddiyatlarni keltirib chiqaradi.

To'rtinchidan, agar guruh a'zolarining soni toq bo'lsa, ular o'rtasidagi o'zaro

munosabatlar juft bo'lgan holdagidan ancha yaxshi bo'ladi. SHundan bo'lsa kerak, boshqaruv psixologiyasida odamlarni biror nimaga saylashda va umuman rasmiy tanlovlarda guruhdagi odamlar soni toq qilib olinadi.

Beshinchidan, shaxsning guruh taz'iyiqiga berilishi va bo'ysunishi ham guruh a'zolarining soniga bog'liq. Guruh soni 4-5 kishi bo'lgunga qadar, uning ta'siri kuchayib boradi, lekin undan ortib ketgach, ta'sirchanlik kamayib boradi. Masalan, ko'chada sodir bo'lgan baxtsiz hodisaning guvohlari soni ortib borgan sari, jabrlanganga yordam berishga intilish, masuliyat hissi pasayib boradi.

Bu qonuniyatlarni bilish esa, o'z navbatida tabiiy guruhlarini boshqarish ishini ancha yengillashtiradi.

Bundan tashqari, ijtimoiy psixologiyada **referent guruh** tushunchasi ham bor. Bu tushuncha fanga birinchi marta amerikalik tadqiqotchi G. Xaymen tomonidan 1942 yilda kiritilgan edi. U o'z tadqiqotlarida shuni isbot qildiki, ma'lum bo'lishicha, guruh a'zolari uchun shu guruh ichida yoki boshqa doiralarda shunday shaxslar guruhi mavjud bo'lar ekanki, u o'z hatti-harakatlari, fikrlari va yo'nalishlarida o'sha guruh a'zolariga ergashish, ularning fikrlarini tanqidsiz qabul qilishga moyil hamda tayyor bo'lar ekan. SHunday shaxslar guruhi *referent guruh* nomini oldi. O'quvchi uchun bunday guruh rolini maktabdagi bir necha o'qituvchilar, otasi yoki onasi, yaqin do'sti yoki qarindoshlaridan kimdir o'ynashi mumkin. SHunisi harakterliki, shaxs doimo shu guruhga ergashadi, uni qadrlaydi, u bilan muloqotda bo'lishga intiladi. Rus psixologlari bu guruhni odatda shaxs uchun mavjud haqiqiy guruh (a'zolik guruhi) tarkibida yoki unga qarshi bo'lgan guruh sifatida qaraydilar. Nima bo'lganda ham ana shunday guruhning mavjudligi shaxs uchun ahamiyatli bo'lib, uning xulq-atvor uchun etalon hisoblanadi. Tadqiqotchi yoki tarbiyachining vazifasi, ana shu guruhni aniqlay olish va aniqlagandan so'ng nima uchun aynan shu guruh referent rolini o'ynaganini bilish muhimdir. Referent guruhga qarab shaxsga baho berish, uning xulq-atvorini bashorat qilish mumkin.

Agar odamlar ko'chada tasodifiy hodisani tomoshabini bo'lib turishgan bo'lsa, ularni psixologiya tilida guruh emas, **agregatsiya (olomon)** deb atashadi. Haqiqiy guruh uchun o'sha odamlarning barchasiga aloqador umumiy faoliyat va hamkorlik qilish, bir - birlariga ta'sir ko'rsatish imkoniyati bo'lishi kerak. Amerikalik psixolog CH. Kuli hamkorlikning darajasi mezoniga ko'ra guruhlarini birlamchi va ikkilamchi turlarga bo'lib o'rganishni taklif etgan edi. *Birlamchi guruhda* shaxslararo o'zaro ta'sir «yuzma - yuz, bevosita» ro'y beradi. Masalan, oila davrasidagi, sinfdagi, hisobchilar xonasida o'tirganlar birlamchi guruhga misoldir.

Ikkilamchi guruhlarda har doim ham odamlarning bevosita muloqotda bo'lish imkoniyatlari bo'lmaydi. Ular o'rtasidagi munosabat va o'zaro ta'sir bilvosita bo'ladi. Masalan, yirik bir tashkilotdagi tizimlar orqali muloqot, kasaba uyushmasiga birlashgan odamlar, «Vatan» taraqqiyoti partiyasi a'zolarining bog'liqligi ikkilamchi guruhga misol. Ularda ham umumiylik bo'ladi, masalan, o'sha partiyani oladigan bo'lsak, ular Qashqadaryoda bo'ladimi, Farg'onadami, baribir umumiy g'oya atrofida birlashishadi, a'zolik badallarini vaqtida to'lab turishadi, saylov oldi kompaniyalarida bir - birlarini qo'llab - quvvatlab turadilar.

Turli guruhlar inson hayotida bir necha funksiyalarni bajaradilar: a) ijtimoiylashtiruvchi funksiya; b) instrumental, ya'ni, aniq mehnat funksiyalarni amalga oshirishga imkon beruvchi muhit; v) ekspressiv - odamlarning o'zgalarning tan olishlari, hurmatga sazovor bo'lish, ishonch qozonishini ta'minlash; g) qo'llab - quvvatlash, ya'ni, qiyin paytlarda, muammolar paydo bo'lganda odamlarni birlashtirish funksiyasi. Ma'lumki, guruhda to'plangan kishilar o'rtasida doimiy muloqot va munosabatlar mavjud bo'ladi, ularning mazmuni va yo'nalishiga ko'ra,

o'ziga xos sotsial psixologik muhit shakllanadi. Bu muhit guruhning taraqqiyotini ham, undagi turli jarayonlarni ham belgilaydi. Guruhning dinamik jarayonlari deganda avvalo uning shakllanish jarayoni, liderlik va guruhda turli qarorlarni qabul qilish jarayoni, guruhning har bir shaxsga ta'siri kabilar tushuniladi.

Guruhning shakllanishi, uning paydo bo'lishi haqida gapiriladigan bo'lsa, avvalo shuni ta'kidlash lozimki, guruh jamiyat ehtiyojlari va ijtimoiy talablar asosida paydo bo'ladi. Masalan, sinf jamoasi doimo bolalarning rivojlanishi va ularning maktablarda ta'lim olishlari kerakligi uchun, talabalar guruhi ham shunga o'xshash oliy ma'lumotli shaxslar kerak bo'lganligi uchun paydo bo'ladi va hokazo. Lekin bu masalaning ijtimoiy tomoni. Uning sof psixologik tomoni ham borki, u odamlarning nima uchun jamoalarda ishlashi, odamlar ichida bo'lishi bilan bog'liq. CHunki har bir normal insonda muloqotga bo'lgan ehtiyoj hamda turli hayotiy vaziyatlarda o'zini ijtimoiy himoyada sezish ehtiyoji borki, bu narsa turli kichik jamoalarda ularning bo'lishini taqozo qiladi. Lekin guruhga a'zo bo'lish bilan birgalikda har bir individ qator guruhij jarayonlarning guvohi bo'ladi.

Birinchidan, guruh o'z a'zolariga ma'lum tarzda psixologik ta'sir ko'rsatadi. Bu hodisa psixologiyada konformizm deb ataladi (o'zbek tilida "moslashish" ma'nosini bildiradi). Bu hodisaning mohiyati shundan iboratki, u individning guruhda qabul qilinadigan normalar, fikrlar, xulq-atvor standartlarini qanchalik qabul qilishi yoki qabul qilmasligi bilan bog'liq. Guruh fikrini qanchalik tez qabul qilish uning ta'siriga berilish individ bilan guruhning ziddiyatlarini oldini olishi mumkin. SHuning uchun ham individ ana shunday hatti-harakat qilishga intiladi. Lekin ana shunday guruh fikriga, harakatiga qo'shilish turli shakllarda bo'lishi mumkin: *tashqi konformlilik* — individ guruh fikriga nomigagina ko'shiladi, aslida ruhan u guruhga qarshi turadi; *ichki konformlilik* — individ guruh fikriga to'lig'icha qo'shiladi va ruhan qabul qiladi. Ana shunday hollarda individ bilan boshqalar o'rtasida ziddiyat yoki konfliktlar paydo bo'lmaydi. Bu o'rinda yana bir tushuncha ham bor, u ham bo'lsa "*negativizm*" tushunchasidir, bu individning har qanday sharoitda ham guruh fikriga qarshi turishi va o'zicha mustaqil fikr, mavqeni namoyon qilishidir. Bu tabiiy individ uchun noqulay, lekin mustaqil fikr, odil harakatlar doimo hurmat qilinadigan jamoalarda negativizm hodisasi yomon illat sifatida qabul qilinmaydn.

Guruhlardan yana bir jarayon-bu guruhning uyushqoqligi muammosidir. Guruh a'zolarining bir-birlarini yaxshi bilishlari, bir-birlarining dunyoqarashlari, hayotiy prinsiplari, qadriyatlarini yaxshi tasavvur qilishlari bunday uyushqoqlikning birinchi omilidir. Ikkinchi va asosiy omil — bu o'sha guruhni birlashtirib turgan faoliyat maqsadlarini, uning yo'nalishi va mazmunini bilishdagi g'oyaviy birlikdir. Umuman, eksperimental tadqiqotlarda qayd etilgan guruhga oid fikrlardagi umumiylik uyushqoqlikka ijobiy zamin hisoblanadi.

Guruhning *avtonomligi darajasi* ham ma'lum ahamiyatga ega omil, chunki har bir a'zo umumiy maqsad asosida birlashgan bo'lsa ham, ularning har birining o'z burch va vazifalari bor va shu nuqtai nazardan har odam o'z imkoniyatlarini o'zicha ishga solib, o'zaro munosabatlarga sabab bo'ladi.

Guruhning psixologik tizimga ta'sir etuvchi omillarga yana ularning jinsiy, yosh jihatdan, ma'lumoti va malakasi nuqtai nazaridan farq qiluvchi, uyg'unlikni tashkil etuvchi omillar ham kiradi.

Guruhlardagi liderlik va umumiy qarorlarga kelish ham dinamik jarayonlarga kiradi.

Har bir shaxs o'z faoliyatini turli guruhlar sharoitida yoki turli guruhlar ta'sirida amalga oshiradi. CHunki jamiyatdan chetda qolgan yoki insonlar guruhiga umuman qo'shilmaydigan

individdning o'zi yo'q. Kishi jamiyatda yashar ekan, u doimo turli insonlar bilan muloqotda, o'zaro ta'sirda bo'ladi, bu muloqot jarayonlari esa doimo kishilar guruhida ro'y beradi. SHuning uchun ham guruhlar muammosi, uni o'rganish va guruhlarining shakllanishiga oid ilmiy xulosalar chiqarish ijtimoiy psixologiyaning asosiy mavzularidan va muammolaridan biridir.

Psixologik ma'noda **guruh** — *bu umumiy belgilar umumiy Faoliyat, muloqot hamda umumiy maqsad asosida birlashgan kishilar uyushmasidir*. Umuman odamlar guruhi tashkil topishi uchun albatta, qandaydir umumiy maqsad yoki tilaklar, umumiy belgilar bo'lishi shart. Masalan, talabalar guruhi uchun umumiy narsalar ko'p (o'quv faoliyati, bilim olish, yoshlarga xos birliklar (o'spirin, yoshlar, ma'lum o'quv yurtida ta'lim olish istagi va hokazo). Ko'chada biror tasodif ro'y berganligi uchun to'plangan kishilar uchun ham umumiy bo'lgan narsa bor — bu qiziquvchanlik bo'lib o'tgan hodisaga guvohlik, unga umumiy munosabatdir.

Guruhni alohida shaxslar tashkil etadi, lekin har bir guruh psixologiyasi uni tashkil etuvchi alohida shaxslar psixologiyasidan farq qiladi va o'ziga xos qonuniyatlarga bo'ysunadi. Ayni shu qonuniyatlarni bilish esa turli tipli guruhlarini boshqarish va ana shu guruhlarini tashkil etuvchilarni tarbiyalashning asosiy mezonidir.

Guruhlarining turlari ko'p, shuning uchun ham ularni turli olimlar turlicha klassifikatsiya qiladilar. V.M.Karimovanning "Ijtimoiy psixologiya asoslari" o'quv qo'llanmasida guruhlarining asosiy turlari keltirilgan. Guruhlar avvalo **shartli va real** guruhlariga bo'linadi.

Real guruhlar aniq tadqiqot maqsadlarda to'plangan laboratoriya tipidagi hamda tabiiy guruhlariga bo'linadi. Konkret faoliyat va odamlarning tabiiy ehtiyojlari asosida tashkil bo'ladigan bunday tabiiy guruhlarining o'zi kishilarning soniga qarab katta, kichik guruhlariga bo'linadi. Katta guruhlar uni tashkil etuvchilarning maqsadlari, fazoviy joylashishlari, psixologik xususiyatlarga qarab uyushgan va uyushmagan turlarga, kichiklari esa o'z navbatida, endi shakllanayotgan - **diffuz** hamda taraqqiyotning yuksak pog'onasiga ko'tarila olgan jamoa turlariga bo'linadi. Guruhlarining ijtimoiy psixologiya uchun ayniqsa, muhim hisoblangan turlariga ta'rif berish va ularning psixologik qonuniyatlarini o'rganishni maqsad qilib qo'ygan holda, bevosita katta guruhlarining ijtimoiy-psixologik qonuniyatlarini o'rganishga o'tamiz.

Xulosa o'rnida shuni aytish mumkinki, Katta guruhlar kishilarning shunday birlashmalariki, undagi odamlar soni ko'pchilikni tashkil etib, ma'lum sinfiy, ilmiy, irqiy, professional belgilar ularning shu guruhga mansubligini ta'minlaydi. Katta guruhlarini tashkil etuvchilar ko'p sonli bo'lganligi va ular xulq-atvorini belgilovchi mexanizmlarning o'ziga xosligi tufayli bo'lsa kerak, ijtimoiy psixologiyada olimlar ko'pincha kichik guruhlarda ish olib borishni afzal ko'radilar. Lekin katta kishilar uyushmasining psixologiyasini bilish juda katta tarbiyaviy va siyosiy-mafkuraviy ahamiyatga ega. Bu sohadagi tadqiqotlarning kamligi bir tomondan, aytib o'tilganidek ko'pchilikni qamrab olishda qiyinchiliklar bo'lsa, ikkinchi tomondan, katta guruhlar psixologiyasini o'rganishga qaratilgan metodik ishlar zahirasining kamligidir. Masalan, ishchilar yoki ziyolilar sinfi psixologiyasi o'rganilishi kerak deylik, avvalo o'sha ishchilarning soni ko'p, qolaversa, ishchilarning o'zi turli ishlab chiqarish sharoitlarida ishlayotgan, turli iqlim sharoitlarida yashayotgan turli millatga mansub kishilardir.

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PEDAGOGIK FAOLIYATNING PSIXOLOGIK ASOSLARI

Termiz davlat pedagogika instituti Tabiiy fanlar fakulteti Kimyo ta'lim yo'nalishi 1-bosqich talabalari

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Annotatsiya: Ushbu maqolada o'qituvchining shaxsiga, kasbiy bilimdonligiga qo'yiladigan mezon va talablar, ta'lim samaradorligini ta'minlashda o'qituvchi va o'quvchi hamkorligining o'rnini, pedagogik faoliyatda, shaxslararo munosabatlar jarayonidagi muloqot ko'nikmalari, bo'lajak o'qituvchilarda pedagogik mahorat, pedagogik nazokat kabi sifatlarini tarbiyalash xususida to'xtalindi. Shu boisdan bu mavzu tadqiqotchilar, tarbiyachilar, pedagoglar va psixologlar uchun muhim ahamiyatga ega.

Ka'lit so'zlar: Pedagogika, psixologiya, motivatsiya, metod, pedagogik faoliyat, ta'lim-tarbiya, maqsad va vazifalar.

Mamlakatimizda kadrlar tayyorlash milliy dasturini hayotga tatbiq etish jarayonida o'qituvchining yosh avlodga ta'lim va tarbiya berishida jamiyat oldidagi javobgarligi yanada ortib boraveradi. Pedagog uchun qo'shimcha, lekin nisbatan turg'un talablar qatoriga kirishuvchanlik, artistlik, shodon xulq, yaxshi did-farosat va boshqalarni kiritish mumkin. Bu xususiyatlar eng asosiy o'rinda turmasada, ammo o'qituvchi faoliyati uchun katta yordam beradi. Bosh va ikkilamchi pedagogik xossalar jamlanib, pedagogning shaxsiyatini aniqlaydi, shu jihatlar kuchi bilan har bir o'qituvchi ajoyib va o'ziga xos shaxs sifatida namoyon bo'ladi. Jamiyat tomonidan qo'yiladigan talablardan eng muhimi o'qituvchining shaxsi va uning kasbi bilan bog'lik xislatlariga qaratilganligidir.

Pedagogik faoliyat o'qituvchining o'quvchiga uni shaxs va intellektual jihatdan rivojlanishiga yordam beruvchi ta'limiy va tarbiyaviy ta'sirini o'z ichiga qamrab oladi. Pedagogik faoliyat ham inson faoliyatining boshqa jabhalari kabi tavsiflanadi. Bu eng avvalo maqsadga yo'nalganlik, motivlashganlik, predmetlilikdir. N.V. Kuzmina ta'rifiga ko'ra, pedagogik faoliyatning muhim jihati — bu uning mahsuldorligidir. Pedagogik faoliyat mahsuldorligining 5 ta darajasi ajratib ko'rsatiladi: I — (minimal) reproduktiv: pedagog o'zi bilgan narsalarni boshqalarga yetkazib bera oladi; II — (quyi) moslashgan: pedagog o'z fikrlarini auditoriyaga o'ziga xos jihatlari bilan ma'lum qila oladi; III — (o'rta) lokal modellashtirilish: o'qituvchi fanning ma'lum bir bo'limi bo'yicha o'quvchilarda bilim, ko'nikma va malakalarning strategiyasini egallaydi; IV — (yuqori) o'quvchilar bilimni sistemali modellashtirish; o'qituvchi o'quvchilarda fan malakalarini shakllantirishning yo'l-yo'riqlarini biladi; V — (eng yuqori) modellashtirilgan tizimli faoliyat va o'quvchilar xulq-atvori. Bunda pedagog o'z fanini o'rgatishdagi yo'lyo'riqlarni shunday egallaydiki, natijada u o'quvchi ehtiyojlarida o'z-o'zini tarbiyalash, o'z-o'ziga ta'lim berish, o'z-o'zini rivojlantirish vositasi sifatida xizmat qiladi. Pedagogik faoliyat borasida so'z yuritilganda yuqori mahsuldorlik tushunchasi asosiy o'rinni ifodalaydi. Pedagogik faoliyat boshqa faoliyat turlari kabi o'z motivatsiyasi, maqsadi, predmeti, vositalari, usullari, mahsuli va natijasini aks ettiruvchi psixologik mazmuni ifodalaydi. Pedagogik faoliyatning predmeti bo'lib, shaxs rivojlanishining sharti va asosi bo'lmish ijtimoiy madaniyatni singdirishga qaratilgan o'quv

faoliyatining manbaya hisoblanadi. Pedagogik faoliyatning vositalari sifatida ilmiy (nazariy va empirik) bilimlarni ko'rish mumkin. Yordamchi vositalarga esa texnik, kompyuter, grafik vositalarni kiritish mumkin. Pedagog faoliyatidagi ijtimoiy-madaniy malakani yetkazish bu tushuntirish, ko'rsatish (illyustratsiya), darslik mashqlarini tahsil oluvchilar bilan birga ishlash, tahsil oluvchini bevosita amaliyoti (laboratoriya, amaldagi) va treningdan iborat. Pedagogik faoliyatning mahsuli bo'lib o'quvchining aksiologik, emotsional mazmuniy, predmetli, baholash mezonlarini aks ettiruvchi individual malakasining shakllanganligi hisoblanadi. Pedagogik faoliyatning natijasi asosiy maqsaddan kelib chiqqan holda o'quvchilarning shaxsiy, intellektual rivojlanishi, ularni o'quv faoliyatining subyekti va shaxs sifatida shakllanishi hisoblanadi. Pedagogik faoliyatning muhim tarkibiy qismlaridan biri bu motivatsiya hisoblanadi. Pedagogik faoliyatda ham o'quv faoliyatidagi kabi motivatsion soha ajratilib ko'rsatiladi. Bu tashqi va ichki motivlardir. Tashqi motiv sifatida biror-bir narsaga erishish istagini, ichki motiv sifatida esa o'z faoliyatining jarayoni va natijasiga e'tibor berishni misol qilish mumkin. Pedagogik faoliyat pedagogik vaziyatdagi turli-tuman xatti-harakatlarning umumlashmasidan iborat: perseptiv, mnemik, kommunikativ, izlanuvchanlik, nazorat qilish, baholash va h.k. Ushbu turlituman faoliyatlarning jamlanmasi bir qancha psixologo-pedagogik funksiyalarni belgilab beradi. P.F.Kapterev o'qituvchiga xos bo'lgan obyektiv va subyektiv xususiyatlarni ko'rsatib o'tadi. Umumiy ko'rinishda u quyidagicha aks etadi: O'zaro munosabat doirasida o'qituvchi bilan o'quvchi o'rtasidagi ta'sirlashuvning emotsional darajasini tadqiqot predmeti tarzida qo'yilishi, xususan, tarbiyachilik faoliyatining yo'nalishida kam uchraydi. Bu muammoga oid ishlar jumlasiga G.S.Abramova, A.A.Beknazarov, R.Berns, I.B.Shuvanov va boshqalarning tadqiqotlarini kiritish mumkin. Aynan ushbu muammoga aloqador o'zbek o'qituvchisiga bag'ishlangan ilmiy izlanishlar nihoyatda kamchilikni tashkil etadi. Bu sohada A.A.Beknazarov, F.S.Ismagilova, E.G'.G'oziyev va boshqalarning ishlarini namuna sifatida sanab o'tish joiz. L.Ya.Kolominskiy o'z tadqiqotida o'qituvchining o'quvchilarga munosabati so'zsiz muallim mehnati muvaffaqiyatlarida hal qiluvchi rol o'ynashini ta'kidlagan edi. Uning fikricha, bu pedagogik mahoratning muhim tomoni bo'lib, o'qituvchi bilan o'quvchilarning o'zaro munosabati ko'p jihatdan aynan mana shu jarayonga bog'liqdir. Muallifning ko'rsatishicha, o'zaro munosabatni o'qituvchi shaxsining faolligi va jamoadagi ta'sirlashuv nuqtayi nazaridan yondashgan holda o'rganish ham mumkin ekan. Yuqoridagi fikrlarga tayangan holda pedagogning bolalarga nisbatan munosabatidagi emotsionalqadriyatli yondashuvi uning munosabat uslubidagi motivatsion jihatlari, shuningdek, bir vaqtning o'zida uning o'quvchilarga bo'lgan munosabati jarayonida xulqiga ta'sir ko'rsatuvchi operatsional jihat bilan belgilanishini qayd qilish mumkin. Qator tadqiqotlarda esa o'qituvchi va o'quvchilarning pedagogik muomaladagi turli xil jihatlarini baholash holati ham o'rganilgan. O'qituvchiga nisbatan o'smirlarning talab va umidlari chet el psixologlari tomonidan tadqiq qilingan bo'lib, A.Djersildning izlanishlariga binoan bolalar quyida qayd qilingan xarakterga ega bolgan o'qituvchilarni afzal hisoblar ekanlar: 1) mehribon, quvnoq, javobgarlikni his qiluvchi, barqaror insoniy sifatli; 2) haqiqatgo'y, batartib, halol, boshqalarni hurmat ko'rsatadigan, tashkilotchilik sifatidagi; 3) boshqalar manfaatini o'ylaydigan, xalqparvar, sinf ishlarida o'quvchilarga erkinlik huquqini beruvchi, qiziquvchan, ishtiyoqli va ishchan; 4) yoqimli ovoqli, umumiy yoqimtoylik qiyofasidagi o'qituvchi. V.Kessel tadqiqotlarida o'quvchilarning yosh xususiyatiga bog'liq holda o'qituvchilarning mashhurlik va mashhur emaslik motivlari o'rganilgan. Tadqiqot natijalariga ko'ra, o'qituvchining mashhurligi ko'p jihatdan uning materiallarni ko'rgazmali, jonli va muammoli tarzda yetkaza olish qobiliyatiga

bog'liq ekan. V.S.Abramova, S.M.Ilyusizova, V.A.Kan-Kalik va boshqalar "o'qituvchi-o'quvchi" munosabati bo'yicha tadqiqotlar o'tkazganlar. Tadqiqot natijalariga ko'ra, o'qituvchining muloqotda do'st sifatida o'z o'rnini o'quvchilarning tengdoshlari va ularning ota-onalariga berganligi ko'rindi. Ko'pchilik psixologlar, shu bilan birga o'zbekistonlik psixolog olimlar tomonidan olib borilgan tadqiqotlar zamonaviy o'qituvchilar uchun eng zarur xislatlarni aniqlab olish imkoniyatini beradi. Rossiya psixologlaridan N.V. Kuzmina, V. Slastenin, F.N. Gonobolin, o'zbekistonlik psixologlardan R.Z.Gaynutdinov, M.G.Davletshin, S. Jalilova, A. Jabborov, M. Kaplanova va boshqalar tomonidan olib borilgan ilmiy tadqiqot ishlarida ham o'qituvchilik kasbi va ta'lim jarayoniga doir muammolar keng tadqiq etilgan. Bunda o'qituvchilik kasbiga muvofiq yaratilgan professiogrammani ko'rish mumkin. Bo'lajak o'qituvchi u yoki bu xildagi fan tomonidan qanday talablar qo'yilishini bilish va shu asnoda o'quv-tarbiya jarayonini tashkil qilish uchun pedagogik oliy o'quv yurtlarida muayyan mutaxassislik bo'yicha o'qituvchi professiogrammasining ishlab chiqilishi zarurdir. Psixologik tadqiqot ishlarini olib borgan M.Abdullajonova, Ye.Gladkova, A.Mashkurov, T.Hamrokulov, E.Xidirov va boshqalarning izlanishlari o'zbek maktablarida rus tili va maktabgacha tarbiya muassasalarining tarbiyachilari kabi qator mutaxassisliklar bo'yicha o'qituvchi professiogrammasining taxminiy modelini (namunasini) aniqlab olish imkoniyatini berdi. Professiogrammada muhim xislatlarning borgan sari birmuncha ortib borishini hisobga olgan holda o'qituvchining quyidagi xislatlari ko'rsatib berilishi lozim: 1. O'qituvchining shaxsiy xislatlari: bolalarni yaxshi ko'rish, ularni sevish, aql-farosatlilik, mehnatsevarlik, jamoat ishlarida faollik, kamtarinlik, odamiylik, dilkashlik, uddaburonlik, o'z bilimini oshirishga intilish. 2. Kasbiga xos bilimi: ta'lim va tarbiya jarayoni mohiyati bilan uning maqsad va vazifalarini tushunishi, psixologiya asoslarini, ayniqsa yosh psixologiyasi va pedagogik psixologiya asoslarini bilishi, etnopsixologik bilimlarni egallashi, hozirgi zamon pedagogikasi asoslarini bilishi, hozirgi zamon pedagogikasining metodologik asoslarini egallaganligi, maktab yoshidagi bolalarning psixologik-pedagogik xususiyatlarini tushunishi, o'z fanini o'qitish metodikasini bilishi, o'quvchilarga tarbiyaviy ta'sir etishning samaradorligini bilishi, ota-onalar va jamoatchilik bilan olib boriladigan tarbiyaviy ishlarning mazmunini bilishi. 3. O'z kasbiga xos xislatlari: o'qituvchining kuzatuvchanligi, o'z diqqate'tiborini taqsimlay olishi, pedagogik fantaziya (xayol)ning rivojlanishi, o'ziga tanqidiy munosabatda bo'lishi, o'zini qo'lga ola bilishi, o'zini tuta olishi, pedagogik takt, nutqning emotsional ifodalanishi; 4. Shaxsiy pedagogik uddaburonligi: dars mashg'ulotlari uchun zarur materiallarni tanlay bilishi, o'quvchilarning bilish faoliyatini boshqara olishi, ta'lim va tarbiya jarayonida o'quvchilarning bilimi o'sishini istiqbolli ravishda rejalashtira olishi, pedagogik vazifalarni shakllantirish va tarbiyaviy ishlarni rejalashtira olish, bolalar jamoasiga rahbarlik qilishda o'z faoliyatini rejalashtirishni bilishi, o'quv maqsadlarini rejalashtira olishi; o'zining ta'lim-tarbiya ishlariga tayyorlanish tizimini rejalashtira olishi. 5. Tashkilotchilik malakalari: bolalar jamoasini uyushtira bilishi, turli sharoitlarda bolalar jamoasini boshqara olishi, bolalarni nimalar bilandir qiziqtirib, ularni faollashtira olishi, amaliy masalalarni hal etishda o'zining bilim va tajribalarini ustalik bilan tez qo'llay olishi. 6. Kommunikativ malakalari: bolalarni o'ziga jalb etishni bilishi; bolalar va ota-onalar bilan maqsadga muvofiq pedagogik munosabatlarni tiklashni bilishi, bolalarning jamoalararo va jamoa ichidagi o'zaro munosabatlarni tartibga solishni bilishi, bolalar va ota-onalar bilan tashqaridan aloqa bog'lashni bilishi. 7. Gnostik malakalari: bolalarning asab psixik taraqqiyoti darajasini aniqlay bilishi, o'zining tajribasi va pedagogik faoliyati natijalarini tanqidiy tahlil qila olishi, boshqa o'qituvchilarning tajribalarni o'rganib,

undan (nazariy va amaliy tomondan) to'g'ri xulosa chiqara olishi, psixologik-pedagogik adabiyotlardan foydalanishni bilishi, o'quvchilarni to'g'ri tushunib, ularning xulq-atvori sabablarini tushuntirishni bilishi. 8. Ijodiy xislatlari: pedagogik mahoratini takomillashtirishga intilishi, o'quvchilarni tarbiyalash dasturini ishlab chiqish va uni amalga oshira olish qobiliyati, o'zini o'quvchi o'rniga qo'yib, bo'lib o'tgan hodisalarga uning nazari bilan qaray olishi; avvalgi voqealar, hodisalar va tarbiyalanuvchi shaxsiga yangicha qaray olish qobiliyati, o'zining o'quvchiga pedagogik ta'siri natijalarini oldindan ko'ra bilishga intilishi. Shunday qilib, ko'rsatib o'tilgan modelning asosiy tuzilishi tariqasida quyidagilar keltiriladi: shaxsning jamoatchilik va kasbiy yo'nalishi; pedagogik mahorat va qobiliyati; xarakterining psixologik xususiyatlari; bilish faoliyati; o'qituvchi shaxsining bolalarni kasbga tayyorlash ishlari darajasidagi umumiy taraqqiyoti. Professiogramma yoshlarga o'zlarining kelgusida o'qituvchilik kasbini to'g'ri va ongli ravishda tanlab olishlariga yordam beradi. Professiogrammani kasbga xos ravishda o'qitishni tashkil qilishda ta'limning samaradorligi va uning muvaffaqiyati qanday bilim va ko'nikmalarga, ayniqsa, shaxsning qanday qobiliyati va shaxsiy xislatlariga bog'liq ekanligini albatta ko'rsatish zarurdir. Pedagogik faoliyat tezligi va muvaffaqiyati asosida N.V.Kuzmina o'qituvchilarni uch guruhga boladi: 1. Kasbiy malakalarni tez o'zlashtiradi, o'z faoliyatida tezda muvaffaqiyatga erishadi, dars qoldirmaydi. 2. Kasbiy sifatlarni sekin o'zlashtiradi, ba'zan dars qoldiradi, ammo pedagogik xususiyatlarni sekin-asta bo'lsa-da o'zlashtirib oladi. 3. Ko'p yillik faoliyati davomida ham o'qituvchilik qobiliyatini egallamaydi. N.V.Kuzmina pedagogik faoliyatga murakkab dinamik sistema sifatida qaraydi. A.I.Sherbakov ishlarida esa pedagogik ta'lim muammolari ko'zga tashlanadi. O'qituvchi shaxsi yo'nalganligining shakllanishi masalasida to'xtalar ekan, muallif o'qituvchilarni tayyorlash va o'qitish jarayonida e'tiborga olish zarur bo'lgan vaziyatlar xususida o'z tavsiyalarini beradi. Ayniqsa, olim bo'lajak o'qituvchi xulq-atvor xususiyatlarining shakllanishiga asosiy e'tiborni qaratadi.

Xulosa o'rnida shuni aytishimiz mumkinki, pedagog doimo psixologik jihatdan o'z ustida ishlashi kerak. Uni muntazam ravishda psixologiya fanining turli yo'nalishlaridagi eng yangi yutuqlar bilan tanishib borishi darkor, ular tarbiya va ta'lim bilan bevosita va bilvosita bog'liqdir. Bu ta'lim psixologiyasi, tarbiya psixologiyasi, yosh davrlari psixologiyasi, differensial psixologiya, ijtimoiy psixologiya, shaxs psixologiyasi shuningdek, psixologiya va boshqa fanlar chegarasidagi tibbiyot, patopsixologiya, psixofiziologiya va psixoterapiya. Pedagogning kasbiy faoliyati davomida juda zarur jiddiy jihat - bu o'zo'zini boshqarishdir, ya'ni o'z psixik holati va xulq-atvorini boshqara olish qobiliyati, murakkab pedagogik holatlarda muqobil harakatlana olishidir. O'z-o'zini boshqarishning psixologik asoslari bilish jarayonini o'z ichiga oladi: Sezgi, idrok, diqqat, xayol, tafakkur, xotira, nutq shuningdek shaxs xislatlari - xulq atvori, emotsional holati, vaziyatga munosabati. Yuqorida qayd etib o'tilgan psixik jarayonlarda o'z-o'zini boshqarish odam xususiyatlari va holatlari, uning irodasi va ichki tuyg'ulari bilan bog'liqdir. Ma'lumki, ichki tuyg'u barcha psixik holatlarni boshqarishda erkinlik asosi bo'lib xizmat qiladi, iroda bo'lsa xatti-harakatlar quvvati va yo'nalishlarini ta'minlaydi. Ongli ravishda fikrlashni ham boshqarish, uni yanada samaroqliroq qilish mumkin. Tafakkurni o'z-o'zida boshqarishning asosiy usullari quyidagilardir. — hal qilinishi kerak bo'lgan vazifa shartlarni diqqat bilan tahlil qilish; — talab qilingan natijani berilgan shartlar bilan solishtirish, bunday maqsad kerakli natijani olish uchun yetishmagan narsani aniqlash; — doimiy ravishda mashq o'tkazib borib, tafakkurni chiniqtirish; — tafakkurni aniq yo'nalishdagi mashqlar bilan chiniqtirish, ya'ni ketma-ket izlanish va yetarli darajada hal qilinishning

alternativ yo'llarni ko'rib chiqish (bu - vosita anglash jarayoni «sikllanish» deb nomlanadi); — vazifani hal qilishning yo'llari bilan bog'liq bolgan aniq farazlarni o'z ichida yoki ovoz chiqarib so'zlash (gapirish); — bajarib bo'lingan xatti-harakatlar natijalarini va faraz (g'oya)larni doimiy ravishda yozib borish; — o'z-o'zini emotsional boshqarish organizmning muskul to'qimalari tizimi boshqara bilish qobiliyatiga asoslangan, emotsiogen holatlardan tahlil qilib tafakkurni ongli ravishda faol jalb etish. Hozirgi zamon maktabi muallimlik shaxsi va kasbiy faoliyati uchun zarur bo'lgan sifat va fazilatlarni egallagan, yangicha fikrlaydigan, ijtimoiy faol pedagoglarni talab qilmoqda. Ana shunday qator muammolarni oqilona hal qilishning eng muhim omillaridan biri o'qituvchilarning kasbiy tayyorgarligi jarayonini maqsadga muvofiq tashkil etishdir. Shunga binoan mamlakatimiz ta'limi sohasida amalga oshirilayotgan islohotlarning ustuvor yo'nalishlaridan biri ham kadrlar tayyorlash sifatini jahon talablari darajasiga yetkazishdir. O'qituvchining shaxsiy va kasbiy tayyorgarlik darajasi qanchalik yuqori bo'lsa, o'quvchilar bilan ta'lim va tarbiyaviy munosabatlarni yaxshi yo'lga qo'ya oladi. O'qituvchining namunasi va obro'-e'tibori ta'lim-tarbiya jarayonida bolada qat'iy nuqtayi nazarining shakllanishida asosiy rol o'ynaydi. O'qituvchi eng avvalo o'quv-tarbiya jarayonida o'quvchilar faolligini oshirishni esdan chiqarmasligi, yuzaga kelgan muammolarni mustaqil yechishga o'rgatishi, o'quvchi tashabbuskorligi va ijodkorligi asosida o'zining kimligini namoyish etishiga yordamlashishi zarur. Buning uchun o'qituvchi shaxsiy hamda kasbiy sifat va fazilatlarni to'liq egallagan bo'lishi lozim, bunday o'qituvchilar o'quvchilar bilan o'quvchilar e'tiborini kechinmalarini va o'zlashtirish imkoniyatlarini alohida e'tiborga oladi. O'qituvchi shaxsiga xos bo'lgan bilimdonlik, ijodkorlik, mustaqillik hamda pedagogik faoliyati uchun mas'uliyat va javobgarlikni chuqur his etish o'quvtarbiya jarayoni samaradorligini ta'minlashning eng muhim omillaridir.

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KICHIK MAKTAB DAVRIDA PSIXIK RIVOJLANISH XUSUSIYATLARI

Termiz davlat pedagogika instituti Tabiiy fanlar fakulteti Kimyo yo'nalishi 1- bosqich talabalari

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Annotatsiya: Ushbu tezisdagi umumiy psixologiya dasturiga asoslangan holda yara tilgan bo'lib talabalar uchun zarur materiallar izchil ravishda, muayyan tartibda joylashtirilgan.

Kichik maktab davri 6-7 yoshdan 9-10 yoshgacha davom etadi. Uning psixikasi bilim olishga etadigan darajada rivojlanadi. Kichik maktab yoshidagi bolaning muhim xususiyatlaridan biri, unda o'ziga xos ehtiyojlarning mavjudligidir. Bu ehtiyojlar o'z mohiyatiga ko'ra faqat muayyan bilim, ko'nikma va malakalarni egallashga qaratilmay, balki o'quvchilik istagini aks ettirishdan ham iboratdir. Shu ehtiyojlar asosida bolaning o'z portfeliga, shaxsiy o'quv qurollariga, dars tayyorlash stoli-ga, kitob qo'yish javoniga ega bo'lish, kattalardek har kuni maktabga borish istagi yotadi. Ana shu ehtiyoj bola shaxsining shakllanishida, shuningdek uning ijtimoiylashuvida katta ahamiyatga ega hisoblanadi. Bolalar bu davrda, fan asoslarini o'rganish uchun biologik va psixologik jihatdan tayyor bo'ladi. Fiziologlarning fikricha 7 yoshga kelib bolaning katta miya yarim sharlari ma'lum darajada rivojlangan bo'ladi. Lekin bu yoshda inson miyasining psixik faoliyati rejalashtirish, boshqarish, nazorat qilish kabi murakkab shakllariga javob beradigan maxsus bo'limlari hali to'liq shakllanib bo'lmagan hali to'liq shakllanib bo'lmagan bo'ladi. Ayrim 6 yoshli bolalar ota-onasining xohishi bilan hali o'qishga tayyor bo'lmay turib, maktab ostonasiga qadam qo'yishadi. Afsuski, o'qish davomida aqliy-ruhiy zo'riqish oqibatida turli xil kasalliklarga chalinib, jismoniy va psixik rivojlanishda nuqsonlar paydo bo'ladi. Bunday bolalarda eng avvalo miya strukturasi va nerv psixik jarayonlarining maktabda o'qish uchun to'liq etishmaganligi, ko'ruv harakat koordinatsiyasi va kichik motorikaning rivojlanmaganligi, mantiqiy fikr mahsuldorligining pastligi kuzatiladi. Undan tashqari motivatsiya, irodaviy jihatlarining ayniqsa, ixtiyoriy diqqat va xotiraning shakllanmaganligi, xatti-harakatlarni ixtiyoriy boshqaruvdagi muammolar, bir so'z bilan aytganda hali O'quvchi ichki pozitsiya sining shakllanganligi maktabda o'qishga tayyor bo'lmagan bolalarning muvafaqqiyatli o'zlashtirib ketishlariga salbiy ta'sir ko'rsatadi. Pedagoglar, ota-onalar, bolalarni erta maktabga berishning foyda yoki zarari to'g'risida o'ylaganlarida inson miyasi rivojlanishining neyrofiziologik qonuniyatlarini ham alohida e'tiborga olishlari lozim. Bolani erta o'qish, yozish, sanashga o'rgatib uning bilish jarayonlari zo'riqtirilsa, bolaning emotsional hissiy rivojlanishi uchun zarur bo'lgan miya quvvatining tanqislashuviga sabab bo'ladi. Bundan bolalarning emotsional hissiy jarayonlarining kechishida yoki jismoniy rivojlanishida kamchiliklar sodir bo'ladi. Bunday holatda energiya taqsimlanishining majburan buzilishi sodir bo'lib, 7 8 yoshli bolalarni qo'rquv, agressevlilik yoki giperaktivlik holatlariga olib keladi. Bu bolani maktabda o'qishga tayyorlash kerak emas degan fikr emas, lekin bolaning aqliy rivojlanishiga erta o'qishni, sanashni, yozishni o'rgatish bilangina erishib bo'lmaydi. Ma'lumki, rivojlanish qonuniyatiga ko'ra, har qanday taraqqiyot ko'rgazmali obrazlilikdan abstrakt mantiqiylikka qarab boradi. Agar bola xali o'qishga aqliy, ma'naviy-ruhiy jihatdan tayyor bo'lmay turib, unga harf va raqamlarni yozish, o'qish o'rgatilsa psixik rivojlanishning teskari

tomonga ketishiga sabab buladi. Psixolog olimlarning fikricha, psixik va evolyusiya taraqqiyot qonunlari ham fizik qonunlardek buzilmas, hamda universalidir. Yuqoridagi fikrlarni umumlashtirib aytish mumkinki, neyrofiziologik jihatdan ixtiyoriy diqat va o`qish uchun zarur bo`lgan ko`plab miyada kechadigan jarayonlar asosan 7-8 yoshda shakllanadi. Ya`ni shu yoshda bola 45 minutlik aqliy mehnatga tayyor bo`ladi.

Maktabda o`qishning boshlanishi 7 yoshda bo`ladigan uchinchi fiziologik krizis bilan mos keladi (bola organizmida jadal bo`yning o`sishi, ichki organlarning kattalashuvi, vegetativ o`zgarishlar bilan bog`liq bo`lgan keskin endokrin o`zgarishlar ro`y beradi). 6-7 yoshli maktabga tayyor bolada "*Men shuni xohlayman*" motividan "*Men shuni bajarishim kerak*" motivi ustunlik qila boshlaydi. Maktabda birinchi sinfga kelgan har bir o`quvchida psixik zo`riqish kuchayadi. Bu nafaqat uning jismoniy salomatligida, balki xatti-harakatida ham, masalan, ma`lum darajada qo`rqo`vni kuchayishi, irodaviy faollikning susayishida namoyon bo`ladi. Bolaning ijtimoiy munosabatlar tizimi va faoliyatidagi kardinal o`zgarishlar uning organizmidagi barcha tizimlar va funksiyalaridagi o`zgarishlarga to`g`ri kelib boladan kuchli zo`riqish va o`z ichki imkoniyatlaridan to`liq foydalanish zaruriyatini taqazo etadi. Maktabga tayyor bo`lgan boladagi ushbu o`zgarishlar salbiy oqibatlarni olib kelmay, aksincha uning yangi sharoitlarga muvaffaqiyatli moslashuviga yordam beradi. O`qituvchining munosabat uslubi o`quvchining faolligiga bevosita ta`sir ko`rsatadi. Kichik maktab Yoshidagi bolalar tez chalg`iydilar, uzoq vaqt diqqatlarini bir narsaga qarata olmaydilar, ta`sirchan hamda emotsional bo`ladilar. Maktabda o`qishning boshlanishi 7 yoshda bo`ladigan ikkinchi fiziologik inqiroz bilan mos keladi (bola organizmida jadal bo`yning o`sishi, ichki organlarning kattalashuvi, vegetativ o`zgarishlar bilan bog`liq bo`lgan keskin endokrin o`zgarishlar ro`y beradi). Bolaning ijtimoiy munosabatlar tizimi va faoliyatidagi kardinal o`zgarishlar uning organizmidagi barcha tizimlar va funksiyalaridagi o`zgarishlarga to`g`ri kelib, boladan kuchli zo`riqish va o`z ichki imkoniyatlaridan to`liq foydalanish zaruriyatini taqazo etadi. Ushbu Yoshdagi o`zgarishlar salbiy oqibatlarni olib kelmay, aksincha uning yangi sharoitlarga muvaffaqiyatli moslashuviga yordam beradi. O`qituvchining munosabat uslubi o`quvchining faolligiga bevosita ta`sir ko`rsatadi. Kichik maktab Yoshidagi o`quvchi faolligining asosan uch xil ko`rinishi mavjud bo`lib, bular: jismoniy, psixik va ijtimoiy faollikdir. Jismoniy faollik - sog`lom organizmning harakat qilishga bo`lgan turli mavjud to`siqlarni engishdagi tabiiy ehtiyojidir. Bu Yoshdagi bolalar nihoyatda serharakat bo`ladilar. Bu jismoniy harakat bolaning atrofidagi narsalarga qiziqish bilan qarayotganligi, ularni o`rganishga intilayotgani bilan ham bog`liqdir. Bolaning jismoniy va psixik faolligi o`zaro bog`liqdir. Chunki, psixik sog`lom bola harakatchan bo`ladi, charchagan, siqilgan bola esa deyarli hech narsa bilan qiziqmaydi. **Psixik faollik** - bu normal rivojlanayotgan bolaning atrof olamdagi predmetlarni, insoniy munosabatlarni bilishga nisbatan qiziqishdir. Psixik faollik deganda, bolani o`zini bilishga nisbatan ehtiyoji ham tushuniladi. Maktabga birinchi bor kelgan bolada qator qiyinchiliklar yuzaga keladi. Ularning, avvalo, bir qancha maktab qoidalariga bo`ysunishi qiyin kechadi. Boshlang`ich sinf o`quvchisi uchun eng qiyin qoida bu dars vaqtida jim o`tirishdir. O`qituvchilar o`quvchilarning doimo jim o`tirishlariga harakat qilishadi, lekin kamharakatli, passiv, quvvati kam bo`lgan o`quvchigina dars jarayonida uzoq vaqt jim o`tira oladi.

Birinchi bor maktabga kelgan bola hali o`zini to`liq anglashi va o`z xatti-harakatlarini aniq bilishi qiyin. Faqat o`qituvchigina bolaga me`yorlar qo`yishi, ularning xatti-harakatlarini baholashi, o`z xatti-harakatlarini boshqalar bilan moslashtirishga sharoit yaratishi mumkin.

Boshlang'ich sinfda o'quvchilar o'qituvchi tomonidan qo'yiladigan yangi talablar va shartlarni qabul qiladilar, Shuningdek ularning qoidalariga to'la amal qilishga harakat qiladilar. O'g'il bolalar va qizlar rivojlanish tempidagi o'zgarishlar saqlanib qoladi. Qiz bolalar hamma tomondan rivojlanishda o'g'il bolalardan oldinga o'tib oladilar. **Kichik maktab Yoshidagi** bolalarning **asosiy faoliyati o'qish hisoblanadi**. Bolaning maktabga borishi, uning psixologik rivojlanishi va xulq-atvoridagi o'rni nihoyatda katta. Bu davrda axlokiy xatti-harakat koidalari o'zlashtiriladi, shaxsning ijtimoiy yo'nalishi tarkib topa boshlaydi. Kichik maktab Yoshidagi o'quvchilarning axlokiy onglari I va IV sinfdagi o'qish mobaynida muhim o'zgarishlarga uchraydi va axlokiy sifatlar, bilim va tasavvurlar sezilarli darajada boyiydi.

Bola o'quv faoliyatida o'qituvchi rahbarligida insoniy an'analar asosida harakat qilishga o'rganadi, o'z irodasini o'quv maqsadlariga erishish uchun mashq qildiradi. O'quv faoliyati boladan nutq, diqqat, xotira, tasavvur va tafakkurini kerakli darajada rivojlanishini [talab etgan holda](#), bola xulq-atvorining rivojlanishi uchun yangi sharoitlarni yaratadi. Kichik maktab davri bu anglanilgan va ixtiyoriy xatti-harakatlarga o'tish davridir. Bola faol ravishda o'zini o'zi boshqarishga, qo'yilgan maqsadlarga ko'ra o'zining faoliyatini tashkil etishga o'rganish davridir. Kichik maktab davrida xatti-harakatlarning yangi shakllarini paydo bo'lishi bevosita o'quv faoliyati bilan bog'liqdir. Hech bir o'qituvchi maktabga birinchi bor kelgan boladan o'zi o'rgatmagan arifmetik misol va masalalarni echishni talab etmaydi, lekin afsuski, juda ko'p o'qituvchilar ulardan qunt bilan o'qishni, uyushqoqlikni, ma'suliyatlikni, tartibga aniq rioya etishni talab etadilar. Vaholanki, ushbu ko'nikmalar o'qituvchi tomonidan ma'lum odat va malakalarga o'rgatilinganidan so'nggina paydo bo'ladi. Ixtiyoriy ravishda harakat qilish layoqati butun kichik maktab davri davomida shakllanadi. Psixik faoliyatning oliy shakli singari ixtiyoriy xatti-harakatlar ularning shakllanishini asosiy qonuniga bo'ysunadi. Unga ko'ra yangi xatti-harakatlar avvalo kattalar bilan bo'lgan umumiy faoliyatda yuzaga kelib, bola shunday xatti-harakatlarni tashkil etish imkoniyatlarini o'rganadi va shundan keyingina u bolaning individual xatti-harakat usuliga aylanadi. Kattalar bolalarni amaliy jihatdan o'z vaqtlarini to'g'ri taqsimlash borasida yaxshi o'qish, o'ynash, sayr qilish va boshqa narsalar bilan shug'ullanish qoidalariga o'rgatadilar. Demak, oilada bola u bilan hisoblashadigan, maslahatlashadigan yangi bir o'rinni egallaydi. Kichik maktab davri bu ijobiy o'zgarishlar va yangilanishlar davridir. Shuning uchun ham rivojlanishning shu bosqichida har bir bola erishgan muvaffaqiyatlar darajasi nihoyatda muhim hisoblanadi. Agar shu Yoshda bola bilish, o'rganish quvonchini his etmasa, o'qish [malakalarini egallay olmasa](#), do'stlashishni bilmasa, o'ziga nisbatan, o'z imkoniyat va layoqatlariga nisbatan ishonchli bo'la olmasa, bu ishlarni kelgusida amalga oshirish qiyinroq bo'lib, boladan yuqori ruhiy va jismoniy zo'riqishni talab etadi. Bu davrda bolaning "**Men shuni xohlayman**" motividan "**Men shuni bajarishim kerak**" motivi ustunlik qila boshlaydi. Maktabda birinchi sinfga kelgan har bir o'quvchida psixik zo'riqish kuchayadi. Bu nafaqat uning jismoniy salomatligida, balki xatti-harakatida ham, ya'ni ma'lum darajada qo'rquvni kuchayishi, irodaviy faollikning susayishida namoyon bo'ladi.

Kichik maktab davridagi o'quvchilarning motivatsion sohasi o'zgarib borishini, maktabgacha davrda bo'lgan umumiy bilish va motivlarning ijtimoiy yo'nalganligi aniqlashib, "o'quvchi mavqe"ni egallashiga, ya'ni maktabga borishga intilish, bu pozitsiya qondirilganidan so'ng esa yangi munosabatlarining – o'quv motivlari va bir qadar murakkab shaklda bo'lgan ijtimoiy motivlarning yuzaga kelishidan dalolat beradi. Kichik maktab davrining oxirlariga kelib o'quvchilarda o'quv-bilish motivlari, ya'ni faqat yangi bilimlarnigina emas, hatto umumiy

qonuniyatlarni emas, balki yangi bilimlarni topishning aynan biron bir yo‘llarini egallashga qiziqish shakllantirilgan bo‘lishi lozim. Ushbu motivlarning shakllantirilishi kichik maktab Yoshidagi bolalarning o‘rta maktabga tayyorgarligining zaruriy jihati hisoblanadi.

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TARBIYA PSIXOLOGIYASINING O'ZIGA XOS XUSUSIYATLARI

Termiz davlat pedagogika instituti Tabiiy fanlar fakulteti kimyo yo'nalishi 1 1-bosqich talabalari.

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

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

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

Pedagogik psixologiya – ta'lim va tarbiya muammolarini tadqiq qiladigan psixologiya sohasi. Pedagogik psixologiya, asosan ta'lim psixologiyasi va tarbiya psixologiyasiga bo'linadi. Ta'lim psixologiyasida o'quv jarayonida xotira, tafakkur, nutq, xayol, irodaning roli, shuningdek o'quvchilarning individual roli, shuningdek o'quvchilarning individual xususiyatlari (temperamenti, xarakteri, qiziqishlari,) o'quv predmetlarning oilada o'ziga xos tomonlari, ta'lim jarayonini boshqarishning psixologik tamoyillari va boshqa o'rganiladi. Tarbiya psixologiyasining asosiy vazifasi – maktabdagi tarbiyaviy ishlar jarayonida shaxsning shakllanishi masalasini ishlab chiqish. Unda shaxsning axloqiy sifatlarining shakllanishiga alohida ahamiyat beriladi.

Oila tarbiyasi – oilada ota-ona, vasiy yoki katta kishilar tomonidan bolalarni tarbiyalash.

Tarbiya jarayonida doimiy va o'zgarmas maqsad qo'yilmaydi, chunki o'zgarmas maqsad har qanday jamiyatga ham mos bo'lavermaydi. Jamiyat tuzilishi va ijtimoiy munosabatlar o'zgarishi bilan tarbiya maqsadi o'zgaradi.

Tarbiyali bolish - bu xulq-atvorini nazorat qilishdan iboratdir. Bunday nazorat insonga yomon xatti-harakatlarni bajarmaslik imkoniyatini beradi. Agar shaxs xulq-atvorini axloqiyliigi haqida qayg'ursa, u ijtimoiylashuvga erishgan bo'ladi.

Mashhur olim Gerbart tarbiya maqsadini belgilab olishga katta ahamiyat bergan. U tarbiyaning maqsad va vazifalarini yaxshi fazilatli kishini tarkib toptirishdan iborat, deb hisoblaydi. Gerbart tarbiya ishida aqliy ta'limni tarbiyaning eng katta va asosiy vositasi deb bilib, ta'limsiz tarbiya bo'lmaydi, deb hisoblagan.

Shaxs tarbiyasida muhim rol o'ynaydigan o'ziga xos mikrojamoadan biri oiladir. Ishonch va qo'rquv, xotirjamlik va xavotirlanish, muloqotdagi samimiylilik va kirishimlilik yoki aksincha, kirisha olmaslik va sovuqlik — bu xislatlarning barini shaxs oilada egallaydi. Bu xislatlar bola maktabga chiqquncha shakllanadi va bolaning rivojlanishiga uzoq vaqt ta'sir etadi. Xavotirlanuvchan onalarda xavotirlanuvchan bolalar shakllanadi.

Bolani tarbiyalashga ta'sir etuvchi salbiy omillar qatoriga oila ichidagi munosabatlar odobining er-xotinlar tomonidan doimiy buzilishi, o'zaro ishonch, e'tibor, g'amxo'rlik, hurmat, psixologik qo'llab-quvvatlash va qo'llabquvvatlashning mavjud emasligini ko'rsatish mumkin. Ko'pincha bunday salbiy anomaliyalarga er, xotin, beka, oila boshlig'i kabi oilaviy rollarning bir xil tushunilmasligi, er-xotinlarning bir-biriga yuqori talablar qo'yishi sabab bo'lishi mumkin.

Bola tarbiyasiga salbiy ta'sir etuvchi omillarni amalda bartaraf etish uchun erxotin orasidagi o'zaro munosabatlar quyidagi asosiy tamoyillar asosida qurilishi lozim:

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

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

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

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

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

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

Tarbiya ta'siri qanday tarbiya obyektiga qaratilganligiga ko'ra uning vositalari quyidagicha bo'linadi: emotsional, kognitiv va xulqiy. Tajribada ko'proq ular kompleks tarzda uchraydi.

Kognitiv tarbiya ta'siri kishining bilim tizimlariga yo'naltirilgan bo'lib, uni o'zgartirish, mukammallashtirishni maqsad qilib qo'yadi. Hozirgi zamon olimlarining fikriga ko'ra, insonning dunyo haqidagi bilimlari uni shaxs sifatida namoyon etib qolmay, balki uning xulq-atvoriga ham katta ta'sir ko'rsatadi. Tarbiya ta'sirining bu sohadagi yutuqlari sezilarli darajada ortib, hozirgi davrda bu soha asosiy o'rinni egallab bormoqda. Emotsional tarbiya ta'siri tarbiyalanuvchida ma'lum affektiv holatni vujudga keltirishga va uni saqlab turishga mo'ljallangan bo'lib, ularning psixologik ta'sirlarni qabul qilishini yengillashtiradi yoki qiyinlashtiradi. Ijobiy emotsiyalar tarbiyalanuvchini tarbiya ta'siri subyektiga nisbatan ochiq nazorat hosil qiladi. Salbiy emotsiyalar esa aksincha, tarbiyalanuvchiga ko'rsatilayotgan tarbiya ta'sirini kamaytiradi. Xulqiy-axloqiy tarbiya ta'siri bevosita odamning xulq-atvori, uning faoliyati va o'zini boshqara olishiga yo'naltirilgan. Uni turli ta'sirlar vositasida ma'lum bir yo'nalishda yo'naltirilsa, ular bilvosita shaxs holatiga, uning shakllanishiga ham ta'sir ko'rsatadi.

Bunday holatda tarbiyalanuvchi avval qandaydir ma'lum xatti-harakatni amalga oshiradi, so'ngra esa shu yolning foydali yoki zararliligini tushunadi. Berilgan ta'sir avval shaxsning ichki

dunyosida o'zgarishni vujudga keltirsa, bu o'zgarish keyin uning xulq-atvorida namoyon bo'ladi.

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

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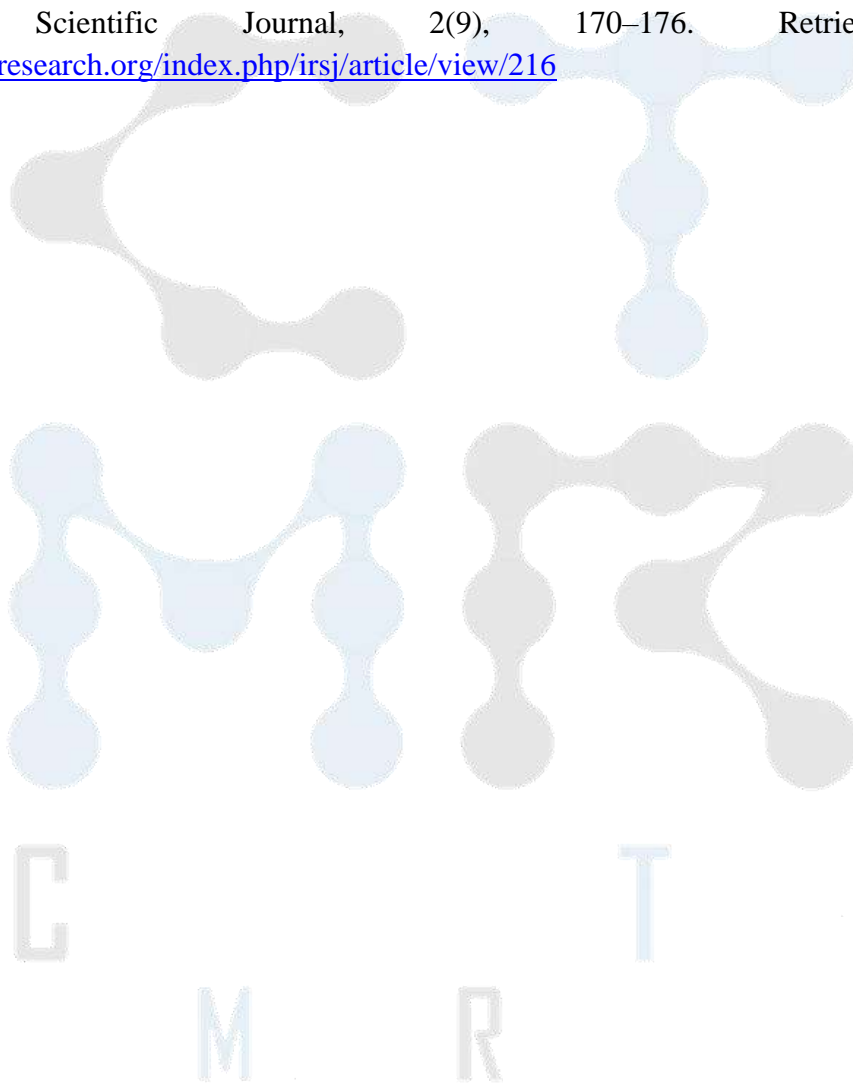
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ILK O‘SPIRINLIK DAVRINING PSIXIK XUSUSIYATLARI

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Annotatsiya: Mazkur maqolada O‘spirinlik davrining xususiyatlari shakllanishi to‘g‘risidagi ma‘lumotlar bayon qilingan.

Kalit so‘zlar: O‘spirinlik, psixik, intellektual, emotsional rivojlanish, muhabbat, hissiyot, kasb, yo‘nalgnlik, kamolot, fiziologik, biologik, psixologik, ijtimoiy chegara.

Ilk o‘spirinlik davrining psixik xususiyatlari-- Ilk o‘spirinlik davri «kamolot bo‘sag‘asi» deb ta‘riflanadi. Bu kamolot bosqichi fiziologik, psixologik va ijtimoiy chegaralarni o‘z ichiga oladi. Psixologiya fani o‘spirinlik muammosini kompleks o‘rganishni da‘vat etadi.

Bu juda qiyin masala, chunki psixofiziologik taraqqiyot sur‘ati bilan uning bosqichlari ijtimoiy etilish muddati bilan hamma vaqt ham to‘g‘ri kelavermaydi. *Akseleratsiya* natijasida bugungi ilk o‘spirinlarning taraqqiyoti avvalgi avlodlarga nisbatan o‘rtacha ikki-uch yil avval etilmoqda. Fiziologlar bu jarayonni 2-darajali jinsiy belgilarning paydo bo‘lishiga qarab, 3-ta bosqichga ajratadilar:

Akseleratsiya munosabati bilan o‘spirinlik Yoshining chegarasi endi 15-16 dan 18 Yoshgacha bo‘lmoqda. Demak, o‘spirinlik ham oldin boshlanadi. Lekin, bu taraqqiyot davrining qonkret mazmuni birinchi navbatda ijtimoiy sharoitlar bilan belgilanadi. Yoshlarning jamiyatda tutgan o‘rni, ularning mavqei, ular egallaydigan bilimlarning hajmi va bir qator boshqa faktorlar ijtimoiy sharoitlarga bog‘liqdir.

Ilk o‘spirinlik Yoshidagi bolalar bu 15 Yoshdan 17-18 Yoshgacha bo‘lgan akademik litsey va kasb-hunar kollejlari o‘quvchilaridir. O‘spirinlik – bu odamning fuqaro sifatida shakllanishi, uning ijtimoiy jihatdan etilishi, o‘z taqdirini o‘zi hal qilishi, ijtimoiy hayotga faol ishtirok etishi davri, fuqaro va vatanparvarning ma‘naviy sifatleri tarkib topadigan davrdir. Faol ijtimoiy hayot, o‘qishning yangi xarakteri (mustaqil bilim olish) yigit va qizlarda dunyoqarashning shakllanishiga, ularda mustaqillik va burch hissining tarkib topishiga, bilimning turli sohalarida ularning ijodiy qobiliyatini avj oldirishga katta ta‘sir ko‘rsatadi.

Rus psixologi L.I.Bojovich ilk o‘spirinlik davrida shaxs motivatsion sohasining rivojlanishiga urg‘u beradi: o‘quvchilarning hayotda o‘z o‘rnini va ichki pozitsiyasini aniqlashi, dunyoqarashning shakllanishi va uning bilish faoliyatiga, o‘z-o‘zini anglashga va axloqiy ongga ta‘siri nazarda tutiladi.

Ilk o‘spirinlar mustaqil hayot sohasida yaqin istiqbolga ega bo‘lar ekanlar, o‘zlarining hayot yo‘llarini belgilab olishga, bundan buyongi mehnat faoliyatlarining aniq istiqbollari aniqlab olishga, o‘zlarining kelgusi ixtisoslarini tanlashga intiladilar.

SHu munosabat bilan kasb-hunarga oid qiziqishlar tarkib topadi va yanada barqarorroq bo‘lib qoladi, yigit va qizlar o‘z kelajaklari haqida jiddiyroq o‘ylay boshlaydilar.

Ilk o‘spirinlik davridagi jismoniy rivojlanish ustida to‘xtalib o‘tamiz, bu narsa quyidagi sabablarga ko‘ra muhimdir. Jismoniy rivojlanishning ayrim xususiyatlari ilk o‘spirin shaxsining ayrim sifatleri rivojlanishiga ma‘lum darajada ta‘sir ko‘rsatadi va uning bundan keyingi hayot faoliyati sohasidagi imkoniyatlarini bir qadar belgilab beradi. Birinchidan bu

o'rinda kasb tanlash nazarda tutiladi, bu esa ma'lum darajada yigit va qizlarning individual jismoniy tuzilishi xususiyatlariga ham bog'liqdir. Ikkinchidan, jinslarning o'zaro mayli ta'sir ko'rsatadiki, bunda jismoniy rivojlanish xususiyatlari ancha muhim rol o'ynaydi. O'zining jismoniy kuchini va jozibadorligini, sog'lomligi va mukammalligini his etish yigit va qizlarda o'ziga ishonch, dadillik, tetiklik, optimizm va xushchaqchaqlik singari sifatning tarkib topishiga ta'sir ko'rsatadi.

Bo'yning o'sishi o'spirin qizlarda 15-16 Yoshgacha, o'g'il bolalarda 17-18 Yoshgacha davom etadi. Bu Yoshda muskullar kuchi tez o'sadi. Masalan, 18 Yoshli bola muskul kuchi 12 Yoshli bolaga nisbatan 2 baravar ko'p bo'ladi. Jismoniy taraqqiyot, asosan, to'g'ri ovqatlanish rejimiga va jismoniy tarbiya bilan shug'ullanishiga ko'p jihatdan bog'liq. Jinsiy taraqqiyot jihatdan bu Yoshdagi ko'pchilik yigit va qizlar postpubertat (tugallanuvchi) davrda bo'ladi. Bularning jismoniy rivojlanishi katta Yoshdagi odamning jismoniy rivojlanishidan kam fark qiladi. Bo'yning va organizmning notekis o'sishi va rivojlanish davri tugallanadi hamda jismoniy rivojlanishning nisbatan birmuncha tekis davri boshlanadi. O'spirinlik Yoshida jismoniy sifatlar (bo'y, og'irlik) nisbatan barqaror darajaga etgan bo'ladi. Shuningdek, muskul kuchi va ishchanlik qobiliyati sezilarli darajada ortadi.

Ko'krak qafasining hajmi kengayadi, skelet, naychasimon suyaklar qattiqlashadi, to'qimalar va a'zolarning shakllanishi va funksional taraqqiyoti tugallanadi. Odatda bu Yoshda yurak va qon tomirlarning rivojlanishida o'smirlarga xos bo'lgan notekislik endi tekislashadi, qon bosimi baravarlashadi, ichki sekretsiya bezlari bir me'yorda ishlay boshlaydi. Nerv sistemasining va xususan, miya rivojlanishidagi o'zgarishlar ma'lum bo'lib qoladi. Lekin, bu o'zgarishlar miya massasining ortishi hisobiga emas, balki miyaning ichki hujayralari tuzilishining murakkablashuvi hisobiga ro'y beradi.

Katta yarim sharlar qatlamidagi hujayralarning tuzilishi sekin-asta katta Yoshdagi kishi miyasining hujayralariga xos bo'lgan xususiyatlarga ega bo'ladi. Bosh miya po'stining qismlarida assotsiativ to'qimalarning miqdori ko'payadi. Natijada o'qish va mehnat jarayonida katta (yarim sharlar) qatlamining analitik-sintetik faoliyati murakkablashadi. Ba'zan bu Yoshdagi o'quvchilarda nerv qo'zg'aluvchanligining ortishi, nerv sistemasi normal ishlashining buzilishi ko'pincha noto'g'ri yashash rejimining: tungi mashg'ulotlar, to'yib uxlamaslik, toliqish, chekish, noratsional ovqatlanish, zararli odatlar va boshqa ayrim sabablarning natijasida ro'y beradi.

Ilk o'spirinlik Yoshining boshlanishida odatda jinsiy etilish tugallanadi, ikkilamchi jinsiy belgilar rivojlanadi, bu hol yigit va qizlarning tashqi ko'rinishida ham sezilarli o'zgarish hosil qiladi. Jinsiy etilish davrining tugallanishi hali jismoniy etuklikni ham, buning ustiga psixik va ma'naviy etuklikni ham anglatmaydi. Faqat 18 Yoshga borib, nikohdan o'tishga ruxsat beriladigan davrda, shu Yosh uchun minimal darajada zarur bo'lgan jismoniy, ma'naviy, fuqarolik etuklik darajasi boshlanadi. 18

Yoshli yigit va qizlar jamiyat tomonidan katta Yoshli kishilar deb e'tirof etiladi.

Ilk o'spirinlik davrini ikkinchi o'tish davri deb hisoblash mumkin. Agar birinchi o'tish davri ko'proq bolalikka yaqin bo'lsa, ikkinchi o'tish davrida bo'lgan o'spirin ko'proq Yoshlik davriga yaqindir va shu jihatidan o'rganiladi hamda tadqiq etiladi. Ilk o'spirinlik davri, asosan, unda mustaqil hayotning boshlanishi (o'rta maktabni tamomlab, litsey, kollejlarga kirishi) bilan xarakterlanadi. Hayotdagi bu o'zgarishlar ilk o'spirinning shaxsiga, o'z-o'zini anglashiga ta'sir ko'rsatadi. O'smirlardan farqli o'laroq ilk o'spirinlar katta hayotni tasavvur etmaydilar, balki unda ishtirok etadilar.

Ilk o'spirinlarning mustaqilligi ortishi bilan kattalarning unga munosabatlari ham o'zgaradi. Kattalar o'smirga ko'proq bola deb qarasarlar, ilk o'spirin Yoshdagilarga katta odamdek munosabatda bo'ladilar. Ilk o'spirinlar hayotda o'z o'rnini topishga nisbatan intilishi anglangan holatda bo'ladi. U o'z hayotiy rejalarini amalga oshirish uchun harakat qila boshlaydi va ma'lum bir kasbni egallay boshlaydi yoki shu soha bo'yicha akademik litseylarda o'qishini davom ettiradi. O'spirinlar tanlagan sohalari yoki kasblarida juda katta yangiliklar, kashfiyotlar qilgilari keladi, lekin asta-sekinlik bilan yangilik va kashfiyotlar qilish uchun ularda bilim va tajriba etishmayotganligini, buning uchun ko'prok o'qish va o'rganishlari kerakligini anglay boshlaydilar.

Hayot faoliyati kengaygan sari, o'spirinlarda ijtimoiy rollar kengligi faqat miqdor tomondangina kengayib qolmay, balki sifat tomonidan ham o'zgarib boradi. Masalan: 16 Yoshda pasport oladi; 18 Yoshidan faol saylash huquqiga va oila qurish imkoniyatiga ega bo'ladi. O'spirin jinoiy ishlar uchun javobgar bo'ladi. Ba'zi o'spirinlar bu Yoshdan boshlab ishlay boshlaydilar. Kasb tanlash haqida o'ylay boshlaydilar. Lekin, shunga qaramay o'spirinlarda kattalarga qaramlik xususiyatlari saqlanib qoladi.

O'spirinlar (16-18 Yoshlar) o'zlarining psixologik xususiyatlari bilan boshqa Yosh davrdagi bolalardan keskin farq qiladilar. Jismoniy hamda aqliy jihatdan voyaga etgan, kamolotga erishgan, dunyoqarashi, o'z-o'zini boshqarishi kabi etuk insoniy xususiyatlari tarkib topgan bo'ladi. Ular vazmin, mulohazali bo'ladilar, katta Yoshdagilarga hurmat-ehtirom bilan qaraydilar. Ular uzoqni ko'zlaydigan, kelajak uchun qayg'uradigan, ota-onalarining yaqin yordamchisiga aylanadilar. O'quv faoliyati o'spirinning asosiy faoliyati bo'lib qolaveradi, o'qishga nisbatan o'smirlik Yoshiga qaraganda o'spirinlikda bir muncha yuqoriroq bo'ladi. Mustaqil hayotga tayyorgarligini o'z-o'zini anglashi bilan bog'liq motivlar bu davrda etakchi o'rinni egallaydi. Motivlar tizimida jamiyatning to'laqonli a'zosi bo'lishga intilish, insonlarga naf keltirish kabi ijtimoiy motivlar ustunlik qiladi. Bu davrda o'spirinlarning kelgusi hayoti va tanlayotgan kasbiy rejalariga ko'ra fanlarga nisbatan qiziqishlari o'zgaradi. O'spirinning fanlarga hamda shu fan o'qituvchilariga nisbatan munosabati o'zgaradi. O'spirinlik davrida o'ziko'zlagan maqsadlariga erishishga asoslangan motivlar birinchi o'ringa ko'tariladi. O'smirlar o'zlarining o'qishga bo'lgan munosabatlari va ularning o'qish-o'rganishga undovchi sabablarni yaxshi anglaydilar. O'spirinlik Yoshida boshdan kechiriladigan his-tuyg'ularning boyligi, xilma-xilligi bilan, hayotning turli tomonlariga emotsional munosabatda bo'lishi bilan ajralib turadi.

Xorijiy psixologiyada ilk o'spirinlik haqida nazariyalar

Rus psixologi L.S.Vigotskiy 1920 yillardayoq ilk o'spirinlar haqida nazariyalar ko'pligi ta'kidlagan edi. Ilk o'spirinlar haqida 3ta yirik yo'nalishlarni ajratib ko'rsatish mumkin.

Birinchi yo'nalish biogenetik yo'nalish deb ataladi, uning asosida etilishning biologik jarayonlari yotadi. Ikkinchi yo'nalish sotsiogenetik yo'nalish deb ataladi, unda asosiy e'tibor ijtimoiylashuvga qaratiladi. Uchinchi yo'nalish psixogenetik deb atalib, uning asosida psixik jarayonlar va funksiyalarning rivojlanishi yotadi.

Taraqqiyotning **biogenetik nazariyalarida** rivojlanishning biologik determinantlariga asosiy urg'u beriladi. Rivojlanish jarayonining o'zi bosqichlari universal bo'lgan etilish sifatida talqin etiladi. Bu yo'nalishning yorqin namoyondalaridan biri XX asr amerikalik psixologi

S.Xolldir. Uning ta'kidlashicha, rivojlanish psixologiyasining asosiy qonuni biogenetik "rekapitulyasiya qonuni" hisoblanadi, unga ko'ra individual rivojlanish, ontogenez filogenezning asosiy bosqichlarini takrorlaydi. Go'daklik rivojlanishning hayvonot fazalarini takrorlaydi. Bolalik qadimgi odamlarning asosiy mashg'ulotlari ovchilik va baliq ovlash bo'lgan davrga to'g'ri keladi. 8 dan 12 Yoshgacha bo'lgan davr o'smirlikdan oldingi davr deb ataladi, yovvoyilik tugallanib, madaniyatning boshlanishi deb ta'riflaydi. 12-13 Yoshdan 22 - 25 Yoshgacha bo'lgan davrni o'spirinlik deb ataladi, kattalikning boshlanishi, romantizm davri deb ataladi. Bu davrda tashqi va ichki nizolar avj olib, insonda "individuallik hissi" paydo bo'ladi. Holning bu nazariyasi psixologlar tomonidan tanqid qilinadi.

Biogenetik nazariyaning boshqa varianti nemis "konstitutsional psixologiya" vakillari tomonidan ishlab chiqildi. **E.Krechmer va E.Yensh** ba'zi biologik omillar asosida (tana tuzilishi tiplari va boshqalar) shaxs tipologiyalari muammolarini ishlab chiqib, insonning jismoniy tiplari va uning rivojlanish xususiyatlari orasida qandaydir bog'lanish mavjud bo'lsa kerak deb taxmin qiladilar. E.Krechmer barcha insonlarni ikki tomonga joylashtirish mumkin, bir tomonda sikloid (oson qo'g'aluvchan, kayfiyati o'zgaruvchan) ikkinchi tomonda shizoid (kamgap, hissiyotlar i yorqin bo'lmagan) tiplarni joylashtirish mumkin. Krechmerning shogirdi **K.Konradning** ta'kidlashicha, bu tavsiflarni Yosh bosqichlariga ham qo'llasa bo'ladi: O'smirlikdan oldingi davr "sikloid", ilk o'spirinlik esa "shizoid" davrga to'g'ri keladi. SHizoid shaxsning o'spirinligi murakkab va og'ir kechadi, uning hislatlari individual-tipologik xususiyatlar bilan yanada chuqurlashadi. Sikloid shaxs ilk o'spirinlik xavotirlanishlarini engil shaklda boshidan kechiradi, bu Yoshning xususiyatlari uning tipologik xususiyatlari bilan muvozanatlashadi.

Nemis olimi **V.Seller** "Konstitutsiya va rivojlanish" asarida (1952) ta'kidlashicha, psixik va somatik rivojlanish orasidagi bog'lovchi zveno bola tana tuzilishining o'zgarishi va uni anglash hisoblanadi.

Biogenetik yo'nalish namoyondalari olimlar e'tiborini taraqqiyotning psixik va jismoniy o'zaro bog'liqligini o'rganishga qaratdilar. Bu psixofiziologiya uchun katta ahamiyatga ega bo'ldi. Psixika taraqqiyotini faqat biologik qonunlar asosida tushunish muvaffaqiyatga erishmadi. Ular taraqqiyotning ijtimoiy omillarining rolini yo'qqa chiqarib, faqat biologik omillarning rolini bo'rttirmoqchi bo'ldilar. SHunday nazariyalardan biri mashhur amerikalik psixolog **A.Gezell** nazariyasidir. U taraqqiyotda biologik omillarga urg'u beradi. Gezellning fikricha, ilk o'spirinlik Yoshi 11 dan 21 Yoshgacha davom etadi, ulardan birinchi besh yil (11dan 16 Yoshgacha) bo'lgan davr juda muhimdir. Uning ta'kidlashicha, o'n yil, oltin davr bo'lib bola muvozanatli, hayotni oson idrok etadi, ota-onasi bilan muomalasi yaxshi, tashqi ko'rinishi haqida qayg'urmaydi. 11 Yoshdan organizmda qayta qurish boshlanadi; bola ta'sirchan bo'lib qoladi, qarshilik ko'rsatish (negativizm), kayfiyatning tez o'zgarishi, tengdoshlari bilan janjallar, ota-onaga qarshi isyon paydo bo'ladi. 12 Yoshda hayotga munosabat ijobiylasha boshlaydi, o'smirning oiladan uzoqlashishi hamda tengdoshlarining ta'siri kuchaya boradi. Bu Yoshdagi asosiy hislatlar: aqllilik, chidamlilik va hazil; o'smir bajonudil tashabbus bilan chiqadi, tashqi ko'rinishi haqida qayg'ura boshlaydi va qarama-qarshi jins vakillariga qiziqishi ortadi. 13 Yoshlilarning asosiy hislatlari – o'smir o'zi bilan o'zi bo'lib, introvertlik hislatlari kuchayadi; o'z-o'zini tanqid qiladi, tanqiddan tez xafa bo'ladi, psixologiya bilan qiziqqa boshlaydi, ota-onaga ham tanqidiy munosabatda bo'la boshlaydi, do'st tanlashi ham o'zgarib boradi, somatik o'zgarishlar kuchayganligi sababli kayfiyatning tez o'zgarishi namoyon bo'ladi. 14 Yoshda introversiya ekstroversiya bilan

almashadi, o'smir muloqatchan, kuch-quvvatga to'la, o'ziga ishonchi ortgan, insonlarga va ular orasidagi farqqa qiziqish ortadi. U o'zini boshqalar bilan solishtirishni, kino va adabiy qahramonlarga o'zini o'xshatib, muhokama qilishni yoqtiradi. Gezellning ta'kidlashicha, 15 Yoshlilarning xususiyatlarini yagona shaklda ifodalash qiyin, chunki individual farqlar ortib boradi. Bu Yoshdagi yangi psixologik tuzilma - mustaqillik ruhining ortishi bo'lib, bunda o'smirning maktab va oilaga munosabati kuchayadi, tashqi nazoratdan qochish o'z-o'zini nazorat qilish va ongli o'z-o'zini tarbiyalash bilan uyg'unlashadi. Bularning barchasi o'smirning salbiy ta'sirlarni idrok qilish va tez xafa bo'lishini orttiradi.

16 Yoshda yana osoyishtalik boshlanadi: isyonchilik xushchaqchaqlikka aylanadi, ichki mustaqillik, hissiy barqarorlik, muloqatchanlik, kelajakka intilish kuchayadi. SHunday qilib, Gezellda biogenetik qonsepsiya taraqqiyotning turli jihatlarini, xronologik birlashtirilgan tavsiflashga aylanadi. **Sotsiogenetik nazariyalarda** ilk o'spirinlik xususiyatlari jamiyatning tuzilishidan, ijtimoiylashuv usullaridan, boshqalar bilan o'zaro ta'sir xususiyatlaridan kelib chiqadi. Ilk o'spirinlikni o'rganishda sotsiogenetik yo'nalish ijtimoiy psixologiyaning ta'siri bilan bog'liq. Nemis psixologi **K. Levinning** "maydon nazariyasi" bo'yicha insonning xulqatvori, bir tomondan shaxsning, ikkinchi tomondan uni o'rab turgan muhitning funksiyasidir. Lekin shaxs xususiyatlari va muhit hislatlari o'zaro bog'liq. Bola oiladan, maktabdan tashqarida mavjud bo'la olmaydi, chunki bu ijtimoiy institutlar alohida olingan individlarsiz bo'lishi mumkin emas. Levin shaxsiy va muhit komponentlarining birligi va o'zaro ta'sirini hayotiy yoki psixologik fazo deb ataydi. O'tish davrining muhim jarayonlari sifatida Levin shaxs hayotiy dunyosining, muloqot doirasining kengayishi deb hisoblaydi. Ilk o'spirinning xulq-atvori o'zgaruvchidir. Bolalikdan kattalikka o'tgan o'spirin, to'liq unisiga ham, bunisiga ham kirmaydi. Uning hayotiy dunyosi va ijtimoiy vaziyatdagi bu xususiyati intilish darajasining noaniqligi, ichki qaramaqarshilik, kuchli tortinchoqlik va agressivlik kabi psixikasining holatlarida namoyon bo'ladi. Bunday nizolar qanchalik ko'p bo'lsa, bolalar dunyosi va kattalar dunyosi orasida farq shunchalik ko'p bo'ladi.

Levin qonsepsiyasining yutug'i shundaki, u o'spirinlikni ijtimoiy-psixologik hodisa sifatida qaraydi, shaxsning psixik taraqqiyotini uning ijtimoiy holatining o'zgarishi bilan bog'laydi.

Ilk o'spirinlik biogenetik va sotsiogenetik yo'nalishlarining umumiy xususiyati shundaki, taraqqiyotning manbaalari va harakatga keltiruvchi kuchlarini ular psixik omillardan tashqarida izlaydilar. Birinchi hoda organizmda ro'y beradigan biologik jarayonlarga urg'u beriladi, ikkinchisida shaxs ishtirok etadigan ijtimoiy jarayonlarga urg'u beriladi.

Psixogenetik yo'nalish har ikkala yo'nalishning ahamiyatini kamaytirmagan holda, psixik jarayonlarning rivojlanishini birinchi o'ringa qo'yadi. Bu yo'nalishni uchga bo'lib o'rganish mumkin.

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MAKTABGACHA YOSHDAGI BOLALAR PSIXOLOGİYASI.

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Annotatsiya .Ushbu maqola umumiy psixologiya dasturiga asoslangan holda yaratilgan bo'lib , maktabgacha yoshdagi bolalar psixologiyasini o'rganilganlik holati va ularga kerakli tavsiyalar borasida fikr yuritiladi.Maktabgacha yoshdagi bolalar psixologiyasi va ularning o'rganilganlik sabablari o'rganilib tahlil qilingan va bartaraf etish yo'llari haqida ma'lumotlar berilgan.

Kalit so'zlar: maktabgacha yosh, tarbiya, nutq, faoliyat , o'yin , bilish jarayonlari , muloqot , motiv , individ , individuallik.

Maktabgacha yoshdagi bolalarga ta'lim – tarbiya berish pedagogika va psixologiya, ijtimoiy psixologiya va maktabgacha bolalar psixologiyasi fanlarining dolzarb muammolaridan biriga aylanib borayotganligi shubhasizdir.

Ontogenezda 3 dan 7 yoshgacha bo'lgan davr bog'cha yoshi davri yoki maktabgacha yosh davri hisoblanadi. Maktabgacha yoshdagi bolalar psixologiyasida juda tez sifat o'zgarishlari bo'lishini inobatga olgan holda 3-davrga: (3-4 yosh) kichik maktabgacha davr, (kichik bog'cha yoshi), (4-5 yosh) o'rta maktabgacha davr, (o'rta bo'cha yoshi), (6-7 yosh) katta maktabgacha davr (katta bog'cha yoshi)ga ajratish mumkin. Bola rivojlanish jarayonida kishilik avlodi tomonidan yaratilgan predmet va hodisalar olami bilan munosabatga kirishadi. Bola insoniyat qo'lga kiritgan barcha yutuqlarni faol ravishda o'zlashtirib, egallab boradi. Bunda predmetlar olamini, ular yordamida amalga oshiriladigan xatti- harakatlarni, tilni, odamlar orasidagi munosabatlarni egallab olishi, faoliyat motivlarining rivojlanishi, qobiliyatlarning o'sib borishi, katta yoshli kishilarning bevosita yordamida amalga oshirilib borilmog'i kerak.

Tarbiya – shaxsda muayyan jismoniy, ruhiy, axloqiy, ma'naviy sifatlarini shakllantirishga qaratilgan amaliy pedagogik jarayon; insonning jamiyatda yashashi uchun zarur bo'lgan xususiyatlarga ega bo'lishini ta'minlash yo'lida ko'riladigan chora tadbirlar yig'indisi. Tarbiya insonning insonligini ta'minlaydigan eng qadimiy va abadiy qadriyat hisoblanadi. Tarbiya har qanday jamiyat va har qanday mamlakat hayotida hal qiluvchi ahamiyat kasb etadi. Yosh avlodning, umuman, jamiyat a'zolarining tarbiyasi bilan yetarlicha shug'ullanmagan mamlakat turg'unlik va inqirozga mahkumdur. Tarbiya jamiyat taraqqiyotining turli davrlarida turlicha izohlab kelingan. Bog'cha yoshidagi bolalarga beriladigan tarbiya, ularning murakkab harakatlarini o'zlashtirish, elementlar gigiyena, madaniy va mehnat malakalarini shakllantirish, nutqini rivojlantirish hamda ijtimoiy axloq va estetik didining dastlabki kurtaklarini hosil qilishga qaratilishi lozim. , **Nutq** — **tilning** fikr ifodalash va almashish jarayonlarida amal qilishi, tilning alohida ijtimoiy faoliyat turi sifatidagi muayyan yashash shakli. Nutq deganda uning og'zaki (ovozli) va yozma ravishda namoyon bo'lishidagi jarayonlar, ya'ni so'zlash jarayoni va uning natijasi (xotirada saqlangan yoki yozuvda qayd etilgan nutqiy fikrlar, asarlar) tushuniladi.

Lingvistik nazariyada nutq tushunchasi muayyan til jamoasida qabul qilingan ifoda vositalari tizimi hisoblangan mavhum til tushunchasiga hamda ijtimoiy borliq (hayot)ning eng karakterli ko‘rinishlaridan bo‘lgan aniq, bir qadar umumiyroq til tushunchasiga qaramaqarshi qo‘yiladi. Boshqa odamlar xulqatvori va faoliyatiga ta‘sir ko‘rsatish maqsadida ularga axborot, xabar yetkazishga xizmat qiladigan asl nutq (tashqi nutq), ya‘ni gapirish, til belgilarining eshitish a‘zolari tomonidan idrok qilinadigan (ovoz yozib oluvchi uskunalar yordamida qayd etiladigan va qayta takrorlanadigan) artikulyasiyasi tarzida yoki ushbu belgilarning yozuvda shartli aks etishi tarzida yuzaga chiqadi.

Faoliyat — kishilarning tashqi olamga faol munosabati shakli, insonning o‘zini o‘zi maqsadga muvofiq tarzda o‘zgartirish usuli, inson borlig‘ining muhim xususiyatlaridan biri bu - faoliyat zamiridagina inson mohiyati namoyon bo‘lishi, jamiyatning, har qanday ijtimoiy tuzilmaning mavjudligi ta‘minlanishi mumkin. Inson va jamiyat ehtiyojlaridan kelib chiqqan holda, faoliyat shakllari, asosan, quyidagicha turkumlashtiriladi: moddiy faoliyat (insonning o‘z xavfsizligi ta‘minlanishi, oziq-ovqat, kiyim-kechakka bo‘lgan dastlabki ehtiyojlarining qondirilishi va mehnat qurollari orqali tashqi tabiatning o‘zgartirilishi); ijtimoiy siyosiy faoliyat (ijtimoiy munosabatlarga, ijtimoiy hayotga ta‘sir ko‘rsatish); namoyon bo‘ladi. Ma‘naviy faoliyat (ilm-fan, san‘at, din, badiiy ijod va boshqa sohalaridagi faoliyat).

Inson faoliyati shakllari, turlari, avvalo, mehnat taqsimoti, odamlar, jamiyat ehtiyojining o‘shishi jarayonida o‘zgarib, rivojlanib boradi. Faoliyat elementlarini insonlar, inson ehtiyojlari va manfaatlari, faoliyat predmeti, motivlari, faoliyatlarining maqsadlari, amalga oshirish yo‘llari, vositalari va usullari tashkil etadi. Faoliyat muayyan yaxlit jarayon sifatida o‘zida mavjud olamni, ijtimoiy borliqni, amaliyotni o‘zgartirish va tushuntirish dasturi hamda undan kelib chiqadigan harakatlar majmuini mujassamlashtiradi. Maktabgacha yosh davri badiiy-ijodiy faoliyatida musiqa muhim ahamiyatga ega. Bolalarga musiqiy asarlarni tinglash, musiqiy qatorlarni va tovushlarni turli asboblarda takrorlash quvonch bag‘ishlaydi. Bu yosh davrida birinchi marotaba musiqa bilan jiddiy shug‘illanishga qiziqish paydo bo‘ladi, u keyinchalik haqiqiy qiziqishga aylanishi va musiqiy qobiliyatning rivojlanishiga yordam beradi. Maktabgacha yoshdagi bolalar shug‘illanadigan ijodiy faoliyatlar orasida tasviriy san‘atning ham ahamiyati juda kattadir. Bolaning tasavvur etish harakteriga ko‘ra, uning atrof hayotni qanday idrok etishi, xotira, tasavvur va tafakkur xususiyatlariga baho berish mumkin.

O‘yin — tarbiyalash va hordiq chiqarish vositalaridan biri. O‘yin insoniyatning butun tarixi mobaynida diniy marosim, sport, harbiy va boshqalar mashqlar, shuningdek, san‘at, ayniqsa uning ijro shakllari bilan qo‘shilib kelgan.

Ma‘lumki, inson o‘z hayotida o‘yin, o‘qish, mehnat, dam olish kabi mashg‘ulotlar bilan band bo‘ladi. Inson hayotining dastlabki davrlarida o‘yin asosiy faoliyat hisoblanadi, keyin esa u o‘qish bilan baravar davom etadi, undan so‘ng esa o‘yin kamayib, uning o‘rnini o‘qish va mehnat egallaydi. Odamzod tarixining dastlabki davrlarida o‘yinlar hayotda muhim o‘rin tutgan. O‘yinlar yordamida insoniyat o‘sgan, ulg‘aygan, chiniqqan, jismonan baquvvat bo‘lgan, aqlan, ruhan rivojlangan, ma‘naviy kamol topgan. Ma‘lumki, bolaning yoshi ulg‘ayib, mustaqil harakat qilish imkoniyati oshgan sari, uning atrofdagi narsa va hodisalar bo‘yicha dunyoqarashi kengayib boradi. Maktabgacha yosh davri bolalarning yetakchi faoliyati o‘yindir. Maktabgacha yoshdagi bolalarning o‘yinlarini 3 ga bo‘lish mumkin. Birinchisi, predmetli o‘yinlar (15- 20 minut o‘ynaladi), ikkinchisi syujetli rolli-o‘yinlar (30-60 minut o‘ynaladi), uchinchisi, qoidali o‘yinlar (1 soatdan – 2 kungacha davom etishi mumkin). Bog‘cha yoshidagi bolalarning o‘yin faoliyatlari masalasi asrlar davomida juda ko‘p

olimlarning diqqatini o'ziga jalb qilib kelmoqda. Bog'cha yoshidagi bolalar o'zlarining o'yin faoliyatlarida ildam qadamlar bilan olg'a qarab borayotgan sermazmun hayotimizning hamma tomonlarini aks etishga intiladilar Inson ongi bir qarashda yaxlit narsa, aslida u ayrim alohida jarayonlardan iborat. Shuning uchun ham atrof-muhitni, o'zimizni bilishimizga imkon beruvchi ongni o'rganish uchun uni alohida psixik jarayonlarga bo'lib o'rgana boshlaganlar. Bu jarayonlar — sezgilar, idrok, xotira, diqqat, tafakkur, nutq va boshqalardir. Bu jarayonlar shu qadar bir-birlari bilan bog'liqliki, birini ikkinchisiz tasavvur qilishning o'zi qiyin. Bog'cha yoshdagi bolalarda sezgi, idrok, diqqat, xotira, tasavvur, tafakkur, nutq, hayol, hissiyot, irodaning rivojlanishi jadal kechadi. Bola ranglarni hali bir-biridan yaxshi farq qila olmaydi. Unga ranglarning farqini bilishga yordam beradigan o'yinchoqlar, rangli kiyimlar, rangli halqalar, qutichalar va shu singari o'yinchoqlar berish maqsadga muvofiqdir. Bog'cha yoshdagi bolalar turli narsalarni idrok qilishda ularning ko'zga yaqqol tashlanib turuvchi belgilarga, (rang va shaklliga) asoslansalar ham lekin chuqur tahlil qila olmaydi.

Muloqot ikki yoki undan ortiq odamlar o'rtasidagi bilish yoki affektiv-baholash xususiyatiga ega bo'lgan axborot almashinuvida ularning o'zaro ta'sirlashuvi sifatida ta'riflanadi. Yoki: **muloqot** – odamlar o'rtasida hamkorlik faoliyati ehtiyojidan yuzaga keladigan va axborot almashinuvi, o'zaro ta'sirning yagona yo'lini ishlab chiqish, boshqa odamni idrok qilish va tushunishdan iborat bo'lgan aloqalarni o'rnatish va rivojlantirishning murakkab, keng qamrovli jarayoni. Bu «muloqot» tushunchasining eng to'liq va aniq ta'rifidir.

Muloqot barcha tirik jonzotlarga xosdir, lekin odam darajasida u eng takomillashgan shakllarga ega bo'ladi, nutq vositasida anglanadi. Muloqotda quyidagi nuqtai nazarlar ajratiladi: mazmun, maqsad va vositalar.

Maktabgacha yosh davridagi bolalarning kattalart bilan muloqoti ularda nutqning rivojlanishi hisobiga chuqurlashadi. M. I. Lisina maktabgacha yoshdagi bolani kattalar bilan muloqotining vaziyatdan tashqari harakterini ta'kidlab, uning 2 shaklini ko'rsatgan. Bola 3 – 4 yoshga to'lganida hamkorlik o'rniga muloqotning bilish shakli shakllanadi. Vaziyatdan tashqari bilish muloqoti shakllanadi. Muloqotning bu shaklida yetakchi motiv bilishdir. Bola 6-7 yoshga to'lganda, muloqotning oliy shakli vaziyatdan tashqari shaxsiy muloqotga o'tiladi. Bunda bola kattalarga oila haqida qayerda ishlashi, nima ish qilishi haqida savollar bera boshlaydi. Endi kattalar bola uchun ijtimoiy bilish manbai sifatida namoyon bo'ladi. 3 yoshda bolada tengdoshlari bilan muloqotda emotsiyalar, ifodali qarashlardan foydalanadi.

Motiv (psixologiyada) — inson faoliyatida muayyan maqsadni bajarishga sabab bo'luvchi omil, va motiv shaxsni harakatga va faoliyatga undovchi, ehtiyojning yuksak shakli sifatida paydo bo'luvchi ichki turtki hisoblanadi. Ehtiyoj va instinkt, mayl va hissiyot, ideal va boshqa motivlar jumlasiga kiradi. Hozirgi zamon psixologiyasida motiv atamasi sub'yektni faollashtiruvchi turli hodisa va holatlarni ifodalash uchun qo'llanadi. Xatti-harakat va faoliyat motivlarining majmuasi motivatsiya deyiladi. O'z navbatida ehtiyojlarning rivojlanishi yanada samarali motivatsiya shakllanishiga olib keladi. Motivlar shaxsning yo'nalganligi bilan bog'liq bo'lib, inson o'z oldiga qo'ygan hayotiy muhim maqsadlari yig'indisining ifodasi bo'ladi. Motivlar yuzaga kelishida, inson o'zi uchun zarur ehtiyojlarini anglab boradi. Motivlar bu ehtiyojlarning anglanilishidir. Bir motiv inson shaxsi uchun muhim sanalgan bir necha ehtiyojlar asosida yuzaga kelishi mumkin. Shu tariqa, motiv tushunchasining ta'rifida mazkur tushunchaning ehtiyojiga nisbatan muvofiqligi ifodalanadi yoki mazkur ehtiyojning his etilishi va qondirilishi yoki uning predmetli ehtiyoji tushuniladi. Biroq, S. Rubinshteyn ko'pincha shaxsning faoliyatiga undagan birgina motivni ajratib ko'rsata olmaymiz, yagona motivni

aniqlash mumkin bo'lmaydi, sababi motivlar o'zida qator pedagog jarayonlar majmuini ifoda etadi. Anglash faoliyatni tashqi va ichki motivlarni boshqarishi mumkin. Kasbiy ta'lim sohasidagi faoliyat – insonning atrof-olamga fol munosabati shakli sifatida baholanadi.

Individ - lotincha "individuum" degan so'zdan kelib chiqqan bo'lib, "bo'linmaydigan" degan ma'noni anglatuvchi bu atama mustaqil yashaydigan tirik vujud, har bir shaxsni bildiradi. Individ atrofimizdagi barcha odamlardir. Ya'ni, kasbi, aqliy faoliyati, sog'lomligi yoxud imkoniyati cheklanganligidan qat'iy nazar individ hisoblanadi. Har bir mavjudot o'sib-ulg'aygani sari u o'zgarib boradi. Odam ham mukammallashib, individlik bosqichidan mustaqil shaxs va individuallikka erisha boshlaydi. Bu jarayon ijtimoiy-tarixiy xususiyatga ega bo'lib, ibtidoiy davrga xos bo'lgan individlik evolutsiya natijasida shaxsga aylanadi.

Shaxs — alohida individ, mohiyatan yaxlit ijtimoiy-axloqiy olam. U o'zida inson mohiyatini, uning mavjudot sifatidagi qadriyatini mujassam etadi. Bunda ijtimoiy munosabat, muloqot, muomala shakllangan va yangi avlod uchun tayyor qolip vazifasini o'taydi. U o'ta murakkab, ziddiyatli, qarama-qarshi, o'zini o'zi inkor etadigan mavjudot sifatida, biologik, fiziologik, ijtimoiy, ma'naviy, ruhiy, axloqiy va estetik aql-idrok, tafakkur ob'yekti sifatida, hatto, falsafiy va mantiqiy, yashash huquqi va hayot mantig'i jihatidan tadqiqot manbaiga aylanishi mumkin. Shaxs, mohiyatiga ko'ra, madaniylashgan, ong, aql orqali faoliyatini boshqarish imkoniyatiga ega bo'lgan, turmush tarzi va tajribaga asoslangan muayyan avlodlar vakili. Shaxs fenomeni inson olamining butun murakkabliklarini o'zida mujassam etadi. Uni har tomonlama o'rganish maqsadida turli davrlarda tadqiqot olib borilgan. Ayniqsa, sharqda u yuksak axloqiy-ma'naviy me'yorlar orqali tushunilgan va oliy xilqat, bebaho qadriyat deb hisoblangan. Inson shaxs sifatida komillikka intiladi, hayot mazmunini boyitadi, shu asosda kishilik jamiyatining go'zal va farovon bo'lishiga ehtiyoj sezadi. Shaxsning hayot tarzi bevosita jamiyat hayotiga daxldor va hayot ne'matlaridan to'la foydalanishga haqli. Shaxs tushunchasi inson tushunchasining yuksak ko'rinishi, oliy maqomidir. Har qanday odam tabiiy mavjudligi, yashash huquqi va hayot qadriyatiga ega bo'lgan jonzotdir. Shaxsning eng muhim jihat - bu uning individualligidir.

Individuallik - muayyan narsa va hodisa, shaxs va jonivorning o'zigagina xos, betakror, xususiy belgilar. Belgi sifatlarining o'ziga xosligi bilan individuallik umumiylikka (individ esa umumga) qarama-qarshi qo'yiladi. Dastlab, individuallik antik davrda atoqli yunon faylasuflari Levkipp va Demokrit tomonidan muayyan shakl va mazmunga, ya'ni o'ziga xos belgilarga ega bo'lgan narsa va hodisalarga, jumladan, atom yoki individ (ya'ni, bo'linmas) kabilarga xos xususiyatlarni aniqlash jarayonida ma'lum bo'lgan. Qadimgi Rim faylasufi Seneka individuallik tushunchasini yanada takomillashtiradi. Individuallik o'ziga xos xususiyatlarni va mazmunini yo'qotmay turib, boshqa bo'laklarga bo'linmaydigan aniq bir narsa (mavjudot) ekanligini e'tirof etgan. O'rta asrlar falsafasida individuallik inson shaxsi tushunchasini ifodalagan. XVII asrda individuallik bilan bog'liq fikr-mulohazalar nemis faylasufi Leybnits ta'limotida atroflicha rivojlantiriladi. Individuallik nemis adibi I. V. Gyote ijodida ham o'z ifodasini topdi. Individuallik romantizm dunyoqarashi uchun ham xos xususiyatdir.

Insondagi individuallik uning hayoti, faoliyatining barcha sohalarida namoyon bo'ladigan o'ziga xos sifatlari hisoblanadi. Individuallik alohida holda olinganda insonning aniq xatti-harakati, malakasi, layoqati, odat va ko'nikmalarini ifoda etadi. Unda insonning ichki va tashqi betakror xususiyatlari shakllanganligi uchun boshqalardan farqlanadi. Uning tarkibiga xarakter, temperament, iroda, iqtidor, qobiliyat va shu kabilar kirib, ular takrorlanmasdir. Ya'ni

bir odamga xos bo'lgan iqtidor, qobiliyat, emotsiya, mimika, xarakterlar boshqa bir odamda aynan uchramaydi. Shu sababdan ham ular individualdir.

Xulosa qilib shuni aytish joizki, har qanday odam dunyoni bilishning doimiy jarayonidir: u boshqa odamlarning nutqini o'ylaydi, aks ettiradi, gapiradi va tushunadi, his qiladi, his-tuyg'ularini baham ko'radi. Bu qobiliyatlarning barchasi o'z-o'zidan emas, balki faol bilim faoliyatida rivojlantiriladi va takomillashadi. Maktabgacha yoshdagi bolalik davri ham bu dunyoqarashning bilish va rivojlanish davridir. Bola ularni yetakchi faoliyatga aylanadigan roli o'yinda namoyish etadi. U o'ynab, tengdoshlari bilan muloqot qilishni o'rganadi.

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SHAXSNING IJTIMOIIY JOYLASHUVI VA IJTIMOIIY XULQ ATVORI

Termiz davlat pedagogika instituti Tabiiy fanlar fakulteti Kimyo ta'lim yo'nalishi 1-bosqich talabalari.

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Annotatsiya: Ushbu maqolada shaxsning ijtimoiylashuvi, uning bosqichlari, turlari, shu bilan ijtimoiy munosabatlarning o'ziga xos xususiyatlari, va ularni o'rganishda sotsiomadaniy yondashuvlar haqida so'z boradi. Maqolada insonning ijtimoiy faoliyati va uning turlari, ijtimoiy faollik omillari, shuningdek, uning jamiyat uchun qanday oqibatlarini ko'rib chiqiladi. Shuningdek, uning asosiy xususiyatlari va rivojlanish yo'llariga e'tibor qaratiladi.

Ka'lit so'zlar: Shaxs, jamiyat, ijtimoiylashuv, institutlar, psixologiya, pedagogika, sotsiologiya, habitus, qadriyatlar.

Faoliyat deganda nima tushuniladi? Shuni ta'kidlash kerakki, bu umumlashtirilgan va ayni paytda murakkab tushunchadir. U tirik organizmlarni tavsiflash uchun ishlatiladi. Umumiy va umumiy gapiradigan bo'lsak, u holda faoliyat tirik materiyani ichki deterministik harakati sifatida tushuniladi. Ammo bizni alohida holat - jamiyatdagi shaxsning xatti-harakati qiziqtiradi. Va maqola mavzusini ochib, shuni aytish kerakki, shaxsning ijtimoiy faoliyati - bu shaxsning dunyoqarashi va qadriyat yo'nalishlariga ko'ra o'z hayotining asoslarini saqlab qolish yoki o'zgartirishga bo'lgan ehtiyoj. Namoyish uchun shart-sharoitlar va muhit - bu jamiyatdagi muayyan shaxsga ta'sir qiluvchi barcha omillar majmuasidir. Ijtimoiy faoliyat ko'pincha inson (yoki guruh) ma'lum bir foyda olish uchun odamlarning (yoki o'zining) hayot sharoitlarini o'zgartirishga urinishlarda namoyon bo'ladi. Bu kabi tadbirlarni amalga oshirish uchun keng imkoniyatlar mavjudligini ham ta'kidlash lozim. Albatta, barcha harakatlar o'zaro bog'liqdir. Ammo agar odam endi yura olmasa, bu uning jamiyat hayotida ishtirok etmasligini anglatmaydi. Bu faoliyat turining ijtimoiy xususiyati tufayli mumkin. Ijtimoiy faoliyat aqliy va jismoniy ko'rinishlar bilan eng kuchli bog'liqdir. Bu ularning keyingi rivojlanishini belgilaydi. Shu bilan birga, shaxsning ijtimoiy faolligi ko'proq bog'liq bo'lgan muayyan qoidalar mavjud. Uning xususiyatini uchta so'z bilan ifodalash mumkin: dunyoqarash, majburiyat va iroda. To'g'ri, bularning barchasi uchun turli fanlar bir oz boshqacha qarashga ega. Ular bilan tanishish uchun siz falsafiy, psixologik va sotsiologik adabiyotlarni o'qishingiz mumkin. Shunday qilib, faoliyat nafaqat bevosita faoliyatning o'zi, balki uning yo'nalishi va muayyan sub'ektning mavjud ob'ektiv voqelik bilan turli xil faol munosabatlarga kirishish qobiliyatining o'lchovi sifatida ham ko'rib chiqilishi mumkin. Biroq, bu hodisaning umumiy qabul qilingan talqini yo'q. Umumiy va torroq talqinlar mavjud.

Ijtimoiylashuv ikkimonlama, ko'p yo'nalishli jarayondir. Biologik omillar va madaniyat o'rtasida, shuningdek, sotsializatsiyani amalga oshiruvchilar va ijtimoiylashganlar o'rtasida o'zaro ta'sir mavjud. Ijtimoiylashuv katta kuch hisoblanadi. Muvofiqlik istagi istisno emas, balki qoidadir. Bu ikkita sababga bog'liq: insonning cheklangan biologik imkoniyatlari va madaniyat tufayli yuzaga kelgan cheklovlar. Cheklangan biologik qobiliyatlar haqida gapirganda nimani nazarda tutayotganimizni tushunish qiyin emas: odam qanotsiz uchaolmaydi va uni bunga o'rgatib bo'lmaydi.

Maqolaning mavzusini yaxshiroq tushunish uchun sizga ikkita yondashuv bilan tanishishingizni maslahat beraman. Birinchisini S. A. Potapova taklif qilgan bo'lib, u sub'ektning dunyoqarashi va faoliyatini bir butun - ijtimoiy faoliyatning bir qismi deb hisoblaydi. Bundan tashqari, har bir harakatni bu tarzda ko'rib chiqish mumkin emas. Faqat o'sha faoliyat bir-biri bilan bog'liq ma'lum miqdoriy va sifat xususiyatlariga ega bo'lgan ijtimoiy faollik ko'rsatkichidir. Mustaqillik ham zaruriy shartdir. Boshqacha qilib aytganda, faoliyatni tashqaridan yuklamaslik kerak. Bu inson ehtiyojlarining mahsuli bo'lishi kerak. Ya'ni, aniq bir shaxsni ijtimoiy faol sub'ekt sifatida tan olish uchun siz uning ehtiyojlarini ongli ravishda amalga oshirishiga ishonch hosil qilishingiz kerak.

VG Mordkovichning uslubiy xulosasi ham qiziq. U faoliyatni sub'ektning muhim belgisi deb biladi. Agar boshqa birovning irodasi odamga yuklangan bo'lsa, u allaqachon faoliyatning tashuvchisiga aylanadi. Boshqacha qilib aytadigan bo'lsak, individ sub'ektdan boshqa odamlarning vazifalarini bajaradigan, unga ehtiyoj sezmaydigan ob'ektga aylanadi. Ushbu turdagi odamlarni belgilash uchun "ijtimoiy passiv" tushunchasi kiritilgan. Shu bilan birga, ta'kidlanganidek, barcha ehtiyojlar faoliyatga harakatlantiruvchi ta'sir ko'rsatadi, balki ularni qondirish ijtimoiy ahamiyatga ega bo'lgan yoki muayyan jamoat manfaatlariga ta'sir qiladigan ehtiyojlariga. Bu holda xulq-atvor modelining tuzilishi sub'ekt tomonidan ko'zlangan maqsadlarga va afzal ko'rgan ta'sir vositalariga bog'liq.

Biz ilgari ta'limga nazariy yondashuvlar asosida bo'linishni muhokama qildik. Amaliy natijaga nazar tashlasak, ijtimoiy faollik hayotning quyidagi sohalarida namoyon bo'lishi mumkin:

1. Mehnat;
2. Ijtimoiy va siyosiy;
3. Ruhiy.

Atrofdagi dunyo bir joyda turmagani va doimiy ravishda o'zgarib turishi sababli, odam bu o'zgarishlarga yanada qulay hayot kechirishi kerak, shuning uchun insonning ijtimoiylashuvi jarayoni butun hayot davomida sodir bo'ladi. Insonning mohiyati bir joyda turolmaydi, shuning uchun u doimiy o'zgarishlarga duch keladi. Hayot - bu insonning atrofdagi doimo o'zgarib turadigan sharoitlarga moslashishi, inson esa ijtimoiy mavjudotdir.

Ijtimoiylashuv jarayonida odam ijtimoiy fazilatlarini rivojlantiradi, masalan, unga ijtimoiy munosabatlarning teng huquqli ishtirokchisi bo'lish imkoniyatini beradigan ko'nikmalar, bilimlar, ko'nikmalar. Ijtimoiylashuv jarayoni turli xil hayotiy vaziyatlarning shaxsiyatiga oldindan aytib bo'lmaydigan ta'sir etish sharoitida, shuningdek, shaxsning shakllanishiga maqsadli ta'sir ko'rsatishi mumkin.

Ijtimoiylashuvning maqsadi - shaxsning o'ziga xos xulq-atvor modelini ishlab chiqish, shaxsiy hayot tajribasini to'plash orqali individualligini rivojlantirish va shakllantirish.

Ijtimoiylashuv insonning ijtimoiy qadriyatlari va xulq-atvor me'yorlarini ishlab chiqishdan boshlanadi, shu tufayli inson jamiyatga mos kelishni o'rganadi. Keyin odam o'zining shaxsiylashtirilishiga va jamiyatning boshqa a'zolariga ta'sir o'tkazish imkoniyatiga intiladi. Yakuniy bosqich har bir insonni barcha imkoniyatlarini ochib beradigan guruhga birlashtirishdan iborat.

Ijtimoiylashuvning birlamchi va ikkilamchi darajalari mavjud. Boshlang'ich sotsializatsiya - bu bola tomonidan normalar va qadriyatlarni o'zlashtirishi, tug'ilish paytidan boshlab shaxsiyat shakllanishiga qadar bo'lgan shaxslararo munosabatlar sohasida sodir

bo'ladigan jarayon. Ijtimoiylashuv kichik guruhlarda amalga oshiriladi va unga shaxsning muhiti yordam beradi: ota-onalar, qarindoshlar, do'stlar, shifokorlar, murabbiylar va boshqalar.

Ikkilamchi sotsializatsiya bilan yangi me'yorlar va qadriyatlar o'zlashtiriladi, kamolot va jamiyatda bo'lish davrida shaxs o'zgaradi. Jarayon yirik ijtimoiy guruhlar va muassasalar darajasida, rasmiy muassasalar, maktab ma'muriyati, davlatlar va boshqalar ishtirokida amalga oshiriladi.

Shaxsning sotsializatsiyasiga birinchi navbatda biologik irsiyat ta'sir qiladi. Ushbu omil tufayli har bir inson dastlab o'ziga xos xususiyatga ega.

Ijtimoiylashuvga ijtimoiy muhit madaniyati, tajribali guruh va shaxsning individual tajribasi ta'sir qiladi.

Ijtimoiylashuv jarayoni ayniqsa yoshroq yillarda faollashadi. Bu vaqtda shaxs dunyoqarashi, jamiyat oldidagi mas'uliyati, ijodiy fikrlash qobiliyati, jamoada ishlash qobiliyati, o'z-o'zini rivojlantirish va o'z-o'zini tarbiyalash zarurati, kasbiy fazilatlarni egallash va rivojlantirish, mustaqil qaror qabul qilish qobiliyatini rivojlantiradi.

Xulosa o'rnida shuni aytish joizki, sifatida shuni aytish o'rinliki, biz tug'ilib o'sgan muhitdagi madaniy ustanovkalar bizning xulq-atvorimizga shunchalik katta ta'sir o'tkazadiki, biz individuallik va iroda erkiga ega emasmiz, degan tasavvur paydo bo'lishi mumkin. Buni jamiyat tomonidan oldindan tayyorlab qo'yilgan qoliplarga majburan tikishayotganday tuyuladi. Ba'zi sotsiologlar ijtimoiylashuv, hatto umuman sotsiologiya to'g'risida xuddi mana shunday, deb yozishgan edi, biroq bunday qarash mutlaqo noto'g'ri. Albatta, tug'ilishidan to o'lingacha bizning boshqalar bilan o'zaro ta'sirga kirishishimiz bizning shaxsiyatimiz, hayotimiz, qadriyatlarimiz va xulq-atvorimizni belgilaydi. Biroq ijtimoiylashuv o'sha individuallik va erkning ham manbai hisoblanadi.

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YOSHLIK ,YETUKLIK VA KEKSALIK DAVRINING PSIXOLOGIK XUSUSIYATLARI

Termiz davlat pedagogika insitituti Tabiiy fanlar fakultiteti Kimyo ta'lim yo'nalishining 1-
bosqich guruh talabalari

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Annotatsiya: Ushbu maqolada yosh davrlari; yoshlik ,yetuklik,va keksalik davrlarida kechadigan psixologik xususiyatlari ,bu davrlarda shaxs rivojlanishida boradigan biologik ,psixologik ,psixik, sotsiologik o'zgarishlar va jarayonlar haqida malumotlarni bilib olamiz .

Kalit so'zlar:Yetuklik davri, yoshlik davri, gerontopsixologiya, involyusiya, gerogigiya , geriatriya gerontologiya ,geteroxronik .

“Biz, faqat o‘zimiz uchungina yashay olmaymiz- deb yozadi, mashhur ro‘mannavis yozuvchi German Melvill,- bizning hayotimiz boshqalarning hayoti bilan bir-biriga minglab rishtalar bilan chambarchas bog‘langandir”.

Bugun yurtimizda mustaqil huquqiy demokratik davlat, erkin fuqarolik jamiyat qurish yo‘lidagi ulkan ishlar o‘zlikni anglash imkoniyatlarini ro‘yobga chiqarishga va ma‘naviy intellektual aqliy amaliy rivojlanish uchun yangi shart- sharoitlar yaratib bermoqda. Bu esa o‘z navbatida insoniyat yaratgan ma‘naviy boyliklarga insonning o‘ziga yangicha munosabat va yondoshuvni talab qiladi. Yangicha yondoshuvlar Yosh davrlar va pedagogik psixologiya fanining obekti va pridmeti ko‘lamini kengayishiga olib keladi.Yosh davrlar va pedagogik psixologiya fanlari faqat yosh davrlar klasifikatsiyasi, yosh davrlarni psixik rivojlanish taraqqiyotini o‘rganib ilmiy-nazariy, uslubiy –amaliy ta‘minlovchi fan emas balki komil inson shakillanishini rivojlanishini taminlovchi keng sohalarni o‘z ichiga oladi.

Yoshlik davri 23-28 voshlardah iborat bo‘lib bu davrning o‘ziga xos *xususiyatlaridan* biri ijtimoiy hayotning barcha jabhalarida kamol erishgan shaxs sifatida faolishtirok qilish va ishlab chiqarishda mehnat faoliyatini amalga oshirishdan iboratdir.Psixofiziolog P.P Lazarev fikricha, eshitish, ko‘rish, perifyrik va kinistetik sezgilarning o‘zgarishi 20 yoshdan boshlanadi. B.G Ananov o‘zining ilmiy tatqiqotlarida yoshlik davrida yigit va qizlardagi o‘zgarishlarni murakkab shaxs jihatlaridan umumiy ruhiy holat, verbalva no verbal aqliy soda jaroyonlargacha, hatto shaxsning xususiyatigacha bo‘lgan holatlarni o‘z ichiga qamrab olishini matematik usullarga asoslangan ilmiy malumotlar va ularning chuqur sifat tahlili orqali ko‘rsatib o‘tadi.

Yetuklik davrida shaxsning rivojlanishi psixologiyadagi kam o‘rganilgan muammolardan biridir. Masalan, psixoanalitik nazariyalar shaxs anomaliyalariga, patologik variantlariga e‘tibor qaratadi. Norma kasallik belgilarining yo‘qligi sifatida qaraladi. Boshqa yo‘nalish, gumanistik psixologiya vakillari o‘zligini namoyon qilgan mashhur shaxslarni absolutlashtiradi.

Yoshlik davrida yigit va qizlar kamolotiga uchta muhim psixologik mexanizm, yani mehnat jamoasi, oila mikromuhiti va norasmi ulfatlar ta‘sir ko‘rsatadi. Masalan mehnat jamoasidagi psixologik iqlim, manaviyat olami, barqarormaslik, ijtimoiy ong ijtimoiy

qadriyatlar, muayyan ananalar va odatlar yangi azolarning harakterida ijobiy yoki salbiy o'zgarishni vujudga keltirishi mumkun.

Ayrim hollarda ko'p chilikning taziyoqiga uchragan shahsda qatilyik, adolatlilik singari xislatlar shaxsiy nuqtaiy nazar bo'shshib qoladi natijada unda ikqilanish tuyg'isi paydo bo'ladi.

Yetuklik davrining birinchi bosqichiga 28-35 yoshlardagi erkak va ayyollar kiradilar. Yetuklik bosqichida jismoniy va aqliy imqoniyatlardan to'laroq foydalanish ko'nikmasi paydo bo'ladi. Y.Kulytkin tadqiqotining natijasiga qaraganda, 30-35 yoshlarda diqqat 102,8 xotira 99,5 tafakkyr 102,3 birlikda baravardir. Maskur yoshda shaxsiy hayotdagi yutuqlar, g'alabalar yoki muvaffaqiyatsizliklar kishining ruhiy dunyosiga qattiq ta'sir etadi. Natijada unda takabburlik, mag'rurlik hislari paydo bo'ladi, o'zini boshqalardan ustun qo'ya boshlaydi yoki, aksincha, hayot zahmatlari uning pessimist, narsa vahodisalariga nisbatdan loqaydlik tuyg'usini vujudga keltiradi. Lekin har ikkala ko'rinishga ega bo'lgan ruhiy holat ham oila azolari, tenqurlari, mehnat jamoasi azolarining ta'siri orqali asta-sekin myayyan yo'nalishga tushib qoladi.

Yetuklikning bosqichlari turli olimlar tomonidan turlicha talqin qilingan. Yetuklik davrini birinchilardan bo'lib davrlashtirgan

Sh.Byuler o'z-o'zini aniqlashni asos qilib, yetuklikning beshta bosqichini ajratgan:

Birinchi bosqich (16—20 yosh) shaxsiy o'z-o'zini belgilashdan oldin keladi.

Ikkinchi bosqich (16—20 yoshdan 25—30 yoshgacha) — urinib ko'rish va izlash bosqichidir (kasb, umr yoldosh va b.). Bu davrda hayotiy maqsadlar noreal bo'lib, o'zgarib turadi.

Uchinchi bosqich (25—30 yoshdan 45—50 yoshgacha) — yetuklik davri: inson hayotda o'z o'rnini topadi, oila quradi.

40 yoshlarda shaxs o'zining hayotda erishgan natijalariga qarab o'zini baholay boshlaydi.

To'rtinchi bosqich (45—50 yoshdan 65—70 yoshgacha) — qartayayotgan inson, kasbiy faoliyatning tugashi, maqsadlar qo'yish va faol o'z-okzini belgilashning yo'qolishi.

Beshinchi bosqich (70 yoshdan keyin) — qari inson: o'tmishni eslash va tinchlikni xohlash.

Mashhur gollandiyalik psixolog va psixoterapevt B.Divexudn kattalar hayotidagi 7 yillik bosqichlarni ajratgan Uotering davrlashtirishini misol sifatida keltiradi:

21—28 yosh — hayotiy bazisni egallash;

28—35 yosh — topilgan hayot asoslarini tasdiqlash;

35—42 yosh — ikkinchi jinsiy yetilish, kasbiy maqsadlarga yo'nalganlik;

42-49 yosh - maniakal-depressiv davr;

49—56 yosh — shaxsiy qartayish bilan kurash;

56—63 yosh — donolik;

63—70 yosh — o'z hayotida yana muvaffaqiyatga erishish mumkinligini anglash, «ikkinchi yoshlik» imkoniyati.

Lekin inson hayot yo'lini bunday davrlashtirish tavsiflovchinxarakterga ega bo'lib, jiddiy empirik asoslarga ega emas. Yetuklik davrida shaxsning rivojlanishi psixologiyadagi kam o'rganilgan muammolardan biridir. Masalan, psixoanalitik nazariyalar shaxs anomaliyalariga, patologik variantlariga e'tibor qaratadi. Norma kasallik belgilarining yo'qligi sifatida qaraladi. Boshqa yo'nalish, gumanistik psixologiya vakillari o'zligini namoyon qilgan mashhur shaxslarni absolutlashtiradi.

Xulosa qilib shuni aytish mumkinki inson psixikasining shakllanishida barcha omillar muhim hisoblanadi .Lekin yoshlik,yetuklik va keksalik davrlarida biologic omillarning darajasi bir muncha pasayadi .Sababi bu yosh davrlarida shaxs psixik ,biologic jihatdan shakllanib bo'lgan hisoblanadi .yana shuni alohida ta'kidlash joizki insonlarning shaxs sifatida shakllanishida bu yosh davrlarga bo'lish qolib emasligini ya'niy yuqorida o'rganilgan yosh davrlariga bo'lish hamma shaxslarda bir xil kichadi degani emasligini ko'rib chiqdik .Demak inson hayoti mukammalligini bilib oldik .Hech kim hech qachomn insonning shaxs sifatida shakllanishini belgilab berolmasligiga amin bo'ldik .

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C M R T

O'SMIRLIK DAVRIDA PSIXIK RIVOJLANISH XUSUSIYATLARI

Termiz davlat pedagogika instituti

Tabiiy fanlar fakulteti kimyo

yo'nalishi 1-bosqich talabalari

Shoymardonova Zebuniso

Majidova Sarvinoz

Annotatsiya: Ushbu tezida umumiy psixologiya dasturiga asoslangan holda yaratilgan bo'lib talabalar uchun zarur materiallar izchil ravishda, muayyan tartibda joylashtirilgandir. Talabalarga o'smirlik davridagi jismoniy va psixik rivojlanishning umumiy xususiyatlari, jinsiy etilish jarayoni, uning psixik rivojlanishga ta'siri o'smirlik davri inqirozi va uning psixologik sabablari, o'smirlik davrida intellektual va shaxs rivojlanish xususiyatlari bo'yicha bilim berish haqida tushunchalar beriladi.

O'smirlik 10-11 Yoshlardan 14-15 Yoshlargacha bo'lgan davrni tashkil etadi. Hozirgi o'smirlar o'tmishdoshlariga nisbatan jismoniy aqliy va siyosiy jihatdan bir muncha ustunlikka ega. Ularda jinsiy etilish, ijtimoiylashuv jarayoni, psixik o'sish oldinroq namoyon bo'lmokda. Aksariyat o'quvchilarda o'smirlik Yoshiga o'tish, asosan, 5 - sinflardan boshlanadi. «Endi o'smir bola emas, biroq katta ham emas» - ayni shu ta'rif o'smirlik davrining muhim xarakterini bildiradi. O'smirlik – bolalikdan kattalikka o'tish davri bo'lib, fiziologik va psixologik jihatdan o'ziga xos xususiyatlari bilan xarakterlanadi. Bu bosqichda bolalarning jismoniy va psixik taraqqiyoti juda tezlashadi, hayotdagi turli narsalarga qiziqishi, yangilikka intilish ortadi, xarakteri shakllanadi, ma'naviy dunyosi boyiydi, ziddiyatlar avj oladi. O'smirlik balog'atga etish davri bo'lib, yangi hislar, sezgilar va jinsiy hayotga taallukli chigal masalalarning paydo bo'lishi bilan ham xarakterlanadi. Psixologiyada chinakam ilmiy bilimga ega bo'lmoq uchun psixikani tekshirish metodlarini bilish VA shu metodlardan foydalana bilish kerak. Har bir fan kabi psixologiya ham psixik (ruhiy) hayot hodisalarini chinakamiga ilmiy asosda bilib olish uchun quyidagi talablarga amal qilish lozim. Fiziologik o'zgarish jinsiy etilishning boshlanishi va bu bilan bog'liq ravishda tanadagi barcha a'zolarining mukammal rivojlanishi va o'sishi, hujayra va organizm tuzilmalarining qaytadan shakllana boshlashida namoyon bo'ladi. Organizmdagi o'zgarishlar bevosita o'smir endokrin sistemasining o'zgarishlari bilan bog'liqdir. Bu davrda ichki sekretiya bezlaridan biri gipofiz bezining funksiyasi faollashadi. Uning faoliyati organizm to'qimalarining o'sishi va muhim ichki sekretiya bezlarining (qalqonsimon bez, buyrak usti bezi va jinsiy bezlar) ishlashini kuchaytiradi. O'smirda ro'y beradigan biologik-jismoniy o'zgarish natijasida uning psixik dunyosida tub burilish nuqtasi vujudga keladi. O'smirlar o'zlarini kattalardek tutishga harakat qiladilar. Ular o'zlarining layoqat, qobiliyat va imkoniyatlarini ma'lum darajada o'rtoqlari va o'qituvchilariga ko'rsatishga intiladilar. Bu holatni oddiy kuzatish yo'li bilan ham osongina ko'rish mumkin. O'smirlik davri «o'tish davri», »krizis davr», «qiyin davr» kabi nomlarni olgan psixologik ko'rinishlari bilan xarakterlanadi. Bu davr uchun kattalarning xatti-harakatlariga taqlid qilish va o'zining mana shu yarashmagan qiliqlariga tanqidiy baho bera olmaslik, uning katta Yoshli kishilarga yaqin bo'lishi, yordam berayotgan bir guruh tengdoshlari bilan ortiq darajada bog'liq bo'lib qolishi va shu singari holatlar xarakterli r. Ikkinchi bosqichda o'smir endi

o'zining yosh bola Ta'limiy: Talabalarga o'smirlik davridagi jismoniy va psixik rivojlanishning umumiy xususiyatlari, jinsiy etilish jarayoni, uning psixik rivojlanishga ta'siri o'smirlik davri inqirozi va uning psixologik sabablari, o'smirlik davrida intellektual va shaxs rivojlanish xususiyat lari bo'yicha bilim berish. emasligiga shubha qilmaydi va o'zligini aniq anglay boshlaydi, o'z shaxsini ulug'lab, o'ziga xos harakatlar qila boshlaydi. O'smirlarni o'z shaxslari haqidagi fikrlar ko'prok qiziqtiradi, ular o'zlarini bilishga, maqsadli rivojlantirishga, tarbiyalashga harakat qiladilar. O'smirlik davrida ichki erkinlikning o'sishida, o'z-o'zini anglash layoqatlarida, mustaqil xatti-harakatlarida katta sifat o'zgarishlari yuz beradi. Bunday o'zgarishlarning yuzaga kelishida irodaning ham ahamiyati katta. Iroda oliy psixik funksiya sifatida o'smirning erkin harakat qilish quroli, Shuningdek, shaxsi rivojining magistral chizig'i bo'lib hisoblanadi. O'smirlar hayotda, ekranda va kitoblarda kattalarning mustaq illigini va erkinligini, ularning katta va qiziqarli ishlarini, dadil harakatlarini, qahramonliklarini, atrofdagilar orasidagi obro'larini ko'radilar hamda havas qiladilar. O'smirda katta Yoshli odam bo'lishga yoki hech bo'lmaganda katta Yoshli odam bo'lib ko'ri nishga qiziqish, intilish paydo bo'ladi va bu xohishni amalga oshirish unga osondek bo'lib ko'rinadi. O'smirlarning ehtiyojlari va imkoniyatlarining o'zaro mos kelmasligi o'smirlar bilan ota-onalari, o'qituvchilari va boshqa murabbiylari o'rtasida qarama-qarshilikni keltirib chiqaradi. O'smir o'zining juda ko'p istaklari, «xohlayman»larini amalga oshirishga intiladi: katta Yoshli odamlar ega bo'lgan hamma narsalardan foydalanishga, erkin, mustaqil va ozod bo'lishga intiladi. Tevarak-atrofdagi odamlarga o'zining ahamiyatga ega ekanini ko'rsatish uchun u kuchli, ko'rqmas va epcil bo'lishga intiladi. O'smirning yangi huquqlarga da'vosi, avvalo, kattalar bilan o'zaro munosabatlarning butun muhitiga oid bo'ladi. O'smir avval bajonidil bajaradigan talablarga endi qarshilik ko'rsata boshlaydi: uning mustaqilligini cheklashganda, vasiylik qilishganda, yo'naltirishganda, nazorat qilishganda, quloq solishni tala b qilishganda, jazolashganda, uning qiziqishlari, munosabatlari va fikrlari bilan hisoblashishmaganda u juda xafa bo'ladi va norozilik bildiradi. O'smirda o'z qadrini bilish hissi paydo bo'ladi va u o'zini kamsitish, mustaqillik huquqidan mahrum qilish mumkin bo'lmagan inson, deb biladi. O'smirlik davriga kimningdir xatti-harakatini imitatsiya - qilish xosdir. Ko'pincha ular o'zlariga tanish va yoqadigan kattalarning xatti - harakatlariga imitatsiya, taqlid qiladilar. O'smirlar bu davrda chekish hamda spirtli ichimliklarga qiziqib qolishlari ham mumkin Ko'pgina o'smirlarda o'zidan qoniqmaslik holati kuzatiladi. Shuningdek, o'zi haqidagi mavjud fikrlarining bugun unda sodir bo'layotgan o'zga rishlarga to'g'ri kelmayotganligi o'smirni asabiylashishiga olib keladi. Bu esa o'smirda o'zi haqida salbiy fikr va qo'rquvni yuzaga keltirishi mumkin. Ba'zi o'smirlarni nima uchun atrofdagilar, kattalar, Shuningdek, ota - onasiga qarshi chiqayotganligini anglay olmayotganligi tashvishga soladi. Bu holat ularni ichdan asabiylashishlariga sabab bo'ladi va o'smirlik davri krizisi yuzaga keladi. Krizis boladagi mavjud tushkunlik, yolg'izlikka intilish, passivlik yoki aksi, o'jarlik, qaysarlik, agressivlik, hayotga salbiy munosabatlarning kechishida namoyon bo'ladi. Bunday paytlarda u o'zi singari katta fiziologik, psixologik o'zgarishlar kechayotgan o'rtog'i bilan muloqot qilishga katta ehtiyoj sezadi. Do'sti o'smirga ijobiy ta'sir qiladimi yoki uni yo'ldan urib, yomon ta'sir qiladimi — bu narsa uning axloqiy qiyofasi bilan bog'liq. Kattalar o'smirlarning foydali jamoa ishlarida muvaffaqiyatga erishishlarida yordam berishlari va bu bilan ularning o'z qadr -qimmatlarini namoyon qilishlariga imkon berishlari lozim. Guruh ko'pincha o'smirde «biz» hissining shakllanishiga yordam beradi va uning ichki holatini mustahkamlaydi. O'smir Yoshdagi bola uchun do'st tanlash juda katta ahamiyatga ega. O'smirlik davrida do'stlik juda

qadrli hisoblanadi. Do'stlar doimiy ravishda ruhan, qalban yaqin bo'lishga ehtiyoj sezadilar. O'smirlik davriga ko'pincha so'zga kirmaslik, o'jarlik, tajanglik, o'z kamchiliklarini tan olmaslik, urushqoqlik kabi salbiy xususiyatlar xosdir. O'smirlar bu davrda chekish hamda spirtli ichimliklarga qiziqib qolishlari xam mumkin. O'smirlik davrida etakchi faoliyat shaxsiy - intim muloqotdir. O'smirlar kattalarning ularga bildiradigan ishonchlariga katta ehtiyoj sezadilar. Kattalarning o'smir Yoshdagilarga ta'sir ko'rsatishi, tarbiya berishi uchun eng qulay sharoit - bu umumiy mehnat bilan shug'ullanishdir. O'qish o'smirlar hayotida katta o'rinni egallaydi. Ularga mashg'ulotlarning mustaqil shakllari yoqadi. Boshqa davr bolalariga nisbatan o'smirlarning fanlarni muvaffaqiyatli o'zlashtirishlari, qiziqishlarining ortishi, o'qituvchining o'quv materialini tushuntira olish mahoratiga bog'liq.

Xulosa qilib aytganda, psixologiya fani insonni o'rganuvchi fandir bundan tashqari insonning his-tuyg'ulari, emotsionalligi, xotirasi, onggi ham kiradi. Psixikaning eng yuksak shakli Ong bo'lib u faqat insonlarga xosdir. Shu Ong sababli inson hayvonlardan farq qiladi. Psixikaning miyaga nisbatan munosabatini Psixikaning tevarak atrofdagi muhitga hamda psixik faoliyatga munosabati (bular psixik moslashtirish, programmalashtirish, va boshqarish yordamida amalga oshiriladi) sifatida bundan keyingi o'rganish Psixikaning rivojlanishi muommosiga murojaat qilish zaruratini tug'diradi. Psixika esa Bosh miya va nerv sistemasining mahsulidir. U doim o'sib, rivojlanib boradi. Psixikaning eng yuksak shakli Ong bo'lib, u faqat insonlar va hayvonlarga xosdir. Ong shaxsiy va ijtimoiy shaklda bo'ladi. Psixikaning miyaga nisbatan munosabatini Psixikaning tevarak atrofdagi muhitga hamda psixik faoliyatga munosabati aks etadi.

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C M R T

PEDAGOGIK QOBILYATLAR

Termiz davlat pedagogika instituti Tabiiy fanlar fakulteti Kimyo ta'lim yo'nalishi 1-bosqich talabalari

Abdullayeva Qizlarsuluv

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Annotatsiya: Mazkur maqolada insondagi qobiliyatlarning ta'lim jarayonidagi roli, qobiliyatning turlari, o'quvchilar individual faoliyat uslubi umumiy va maxsus qobiliyatlari, qiziqishlari bilan bog'liq holda shakllanishi to'g'risidagi ma'lumotlar bayon qilingan.

Ka'lit so'zlar: Didaktiv qobiliyatlar, Akademik qobiliyatlar, Pertseptiv qobiliyatlar, Kommunikativ qobiliyatlar, Tashkilotchilik qobiliyati, Avtoritat qobiliyatlar, Kommunikativ qobiliyatlar, Pedagogik xayolot, Diqqatni taqsimlay olish qobiliyati. Pedagogik faoliyatdagi muhim jihatlardan biri bu pedagogik qobiliyatdir.

Pedagogik qobiliyat - bu qobiliyat turlaridan biri bo'lib, kishining pedagogik faoliyatga yaroqliligini va shu faoliyat bilan muvaffaqiyatli shug'ullana olishini aniqlab beradi. Pedagogik psixologiyada o'qituvchilik faoliyatida pedagogik qobiliyatlarning tutgan o'rmini ilmiy izohlab berishga oid samarali tadqiqotlar olib borilgan.

Pedagogik qobiliyat ham o'z navbatida bir qancha turlarga bo'linadi. Dunyo olimlari pedagogik qobiliyatni o'zlarining nazariyalariga asoslanib, turlicha guruhlariga ajratib chiqishgan. Masalan: F.N.Gonobolin pedagogik qobiliyatni quyidagi turlarga ajratishni taklif qilgan.

1. Didaktiv qobiliyatlar
2. Akademik qobiliyatlar
3. Pertseptiv qobiliyatlar
4. Kommunikativ qobiliyatlar
5. Tashkilotchilik qobiliyati
6. Avtoritat qobiliyatlar
7. Kommunikativ qobiliyatlar
8. Pedagogik xayolot
9. Diqqatni taqsimlay olish qobiliyati

T.I.Gavakov esa quyidagicha ifodalagan;

- † ta'lim oluvchilarni his eta olish qobiliyati
- † kishilar bilan samimiy muloqot olib borish, muloqotchanlik
- † kasbiy yetuklik
- † irodaviy ta'sir ko'rsatish va mantiqiy ishontirish qobiliyati
- † o'z-o'zini boshqara olish qobiliyati
- † ijodiy ishga qobiliyatlilik

Tarbiyaviy ishni tashkil etish bilan bog'liq qobiliyatlar esa, boshqa shaxslarning ichki hissiyotlarini tushuna olish, boshqalar haqida qayg'urish, o'zini taqlid uchun namuna sifatida ko'rsata olish, tarbiyaviy jarayonda har bir shaxsning o'ziga xos shaxsiyliklarini hisobga olish, rag'batlantirish, bir-birini tushuna olish, vaziyatga mos ravishda muloqot uslubini tanlay olish,

o'zining shaxsiy tajribalarini boshqalarga yetkazib bera olish, o'z ustida mustaqil shug'ullana olish va rivojlantirishda namoyon bo'ladi.

Pedagogika va psixologiya sohasida olib borilgan ilmiy tadqiqotlarga asoslanib, ta'lim beruvchining pedagogik mahoratlarini quyidagicha tavsiflash mumkin:

1. Oson yo'l bilan murakkab bo'lgan bilimlarni ta'lim oluvchiga tushuntira olish qobiliyati didaktik qobiliyat deb ataladi. Bunda o'qituvchi o'quv qo'llanmalarini tushunarli tarzda o'quvchiga yetqaza olishi kerak, o'quvchilarda mustaqil fikrlay olish ko'nikmalarini shakllantirishi va zaruriyat tug'ilganda o'quvchiga yanada tushunarli bo'lishi uchun o'quv qo'llanmalariga o'zgartirish kiritiladi va yanada soddalashtirish oqibatida murakkab narsa oddiy holatga keladi.

2. Barcha fanlar bo'yicha muayyan bilimlarga ega bo'lishlik akademik qobiliyatdir. Ushbu qobiliyatga ega bo'lgan ta'lim beruvchi o'z faniga oid bo'lgan o'quv qo'llanmasi bilan cheklanib qolmay, izlanishlar orqali, fan-texnika va ijtimoiy-siyosiy hayotga doir qiziqishlar orqali yanada ko'proq bilimga ega bo'ladi.

3. Ta'lim oluvchining ichki olamiga ta'sir ko'rsata olish pertseptiv tur deyiladi. Ushbu turda ta'lim oluvchining emotsional holatini xolis baholagan holda, psixologik o'ziga xoslikni aniqlay olish lozim.

4. O'qituvchining nutqiy qobiliyati; teran, ravon, ma'noli, ohangdor bo'lishi, shuningdek, ma'lum bir nutq me'yorlariga amal qilgan holatda so'zlash talab etiladi.

5. O'quvchilarni xilma-xil faoliyat turiga jalb qilish uchun tashkilotchilik qobiliyati mujassam bo'lishi lozim. Ushbu qobiliyat orqali o'quvchilarni guruh bo'lib ishlashga, muhim vazifalarni jamoa bo'lib hal qilishga ruhlantiradi.

6. Avtoritar qobiliyat, bunda talim beruvchining dadilligi, chidamliligi, qat'iyligi, shuningdek, o'quvchilarga ta'lim hamda tarbiya berish ma'suliyatini his etishga, bu ishonchni o'quvchilarga yetkaza olishiga bog'liq bo'ladi.

7. Muomala va muloqot o'rnata olish qobiliyati, bunda o'quvchilar bilan har qanaqa vaziyatda chiqishib keta olish, o'zaro munosabat o'rnata olishlik talab etiladi.

8. Oldindan ko'ra olishlik qobiliyatiga ega bo'lish bu degani; o'quvchilar kelajagini uning harakatlari orqali bashorat qila olish. Ushbu qobiliyat pedagogik optimizimga, tarbiyaning qudratiga, odamga ishonish bilan bog'liq.

9. Diqqatni taqsimlash qobiliyati - bir necha obyektlarga bir davrning o'zida o'z munosabatini bildirish. Qobiliyatli, tajribali o'qituvchi materialni bayon qilish mazmunini va shaklini, o'z fikrini (yoki o'quvchi fikrini) diqqat bilan kuzatadi, ayni vaqtda barcha o'quvchilarni o'z diqqat-e'tiborida tutadi, toliqish, e'tiborsizlik, tushunmaslik alomatlarini hushyorlik bilan kuzatib boradi, barcha intizom buzilish hollarini e'tibordan qochirmaydi, nihoyat o'z shaxsiy xatti-harakatlarini (mimikasi, pantomimikasi, yurish-turishini) ham kuzatib boradi.

10. Konstruktiv qobiliyat o'quv-tarbiya ishlarini rejalashtirish va natijasini oldindan aytish qobiliyati. Bu qobiliyat o'quvchi shaxsining rivojini loyihalashga, o'quv-tarbiya mazmunini, shuningdek, o'quvchilar bilan ishlash metodlarini tanlab olishga imkon beradi.

11. Tadqiqotga layoqatlilik, o'z faoliyatini, bu faoliyat jarayonini va uning natijalarini tekshirish hamda o'rganish natijalariga muvofiq faoliyatni qayta qurish qobiliyati gnostik qobiliyat deb ataladi.

Olimlarning uzoq yillar olib borgan ilmiy tadqi qotlari va kuzatishlari natijasida pedagogik qobiliyatning quyidagi asosiy sifatleri ajratib ko'rsatilgan:

1. O'z kasbiga muhabbat, o'quvchilarni seva olishi.
2. Mutaxassislik fanini mukammal bilishi, unga qiziqishi.
3. Pedagogik taktga (odob va go'zallikka) ega bo'lish.
4. Bolalar jamoasiga singib keta olish.
5. O'z mehnatiga ijodiy yondashish.
6. Javobgarlikni his etish.
7. Tarbiyaviy bilimlarni egallaganligi.

Shu o'rinda aytadigan bo'lsak ushbu pedagogik qobiliyatlarning barchasi ta'lim beruvchining mahoratini ta'minlab turadi, bundan ko'rinadiki, ushbu qobiliyatlarning barchasiga ega bo'lishlik talab etiladi, albatta, imkon boricha mukammal inson bo'lmaganidek ushbu qobiliyatni hammasini to'laqonli bajarishning imkoni ham bo'lmasligi mumkin. Ushbu holatlarda ta'lim beruvchi o'zining boshqa o'qitish metodikasi va qobiliyatlari orqali osongina chiqib ketishi mumkin.

Shuningdek, pedagogik takt psixologiyasini o'rganishda psixolog I.V.Straxov benihoya katta hissa qo'shgan. Uning fikricha bunda muhimi o'quvchilarga ta'sir etishning eng qulay usullarini topa bilish, tarbiyaviy ta'sirni qo'llashda maqsadga muvofiq pedagogik choralarga e'tibor berish, aniq pedagogik vazifalarni hisobga olish, o'quvchi shaxsining psixologik xususiyatlari va uning imkoniyatlari hamda mazkur pedagogik holatlarini hisobga olish zarurdir.

Maxsus pedagogik qobiliyatlari ichida shundaylari ham borki, ularni aniq o'qituvchilik yoki tarbiyachilik faoliyatiga mansub deb ajratib bo'lmaydi. Negaki, ular har ikkalasi uchun ham bir xilda zarurdir. Bu narsa pedagogik muloqot, muomaladir. Psixolog olim V.A.Kan-Kalik bunday qobiliyatni tadqiq qilib shunday yozgan edi. Pedagoglik ishi o'z tuzilishida ikki yuzdan ortiq tuzilmani tashkil qiladi. Muloqot uning eng murakkab tomonlaridan biridir, negaki u orqali pedagogik faoliyatning eng asosiy maqsadi o'qituvchi shaxsining o'quvchi shaxsiga ta'siri amalga oshiriladi. Pedagogning muhim mahoratlaridan yana biri o'quvchilar bilan uzoq va samarali ta'sir o'tkazishni tashkil etishidir. Odatda bu mahoratni pedagogning kommunikativ qobiliyati bilan bog'laydilar. Kasbiy pedagoglik muloqotiga ega bo'lish - shaxslararo muloqotga tegishli bo'lgan pedagog shaxsining muhim tomonidir.

Aytib o'tish joizki, pedagogik muloqot chog'ida namoyon bo'ladigan kommunikativ qobiliyat bu bolalar ta'lim va tarbiyasi bilan bog'liq pedagogik ta'sir doirasida o'ziga xos ravishda namoyon bo'luvchi muomala qobiliyatidir.

Pedagogik muloqot maxsus jihatining namoyon bo'lishi pedagog tomonidan rag'batlantirish va jazolash usulining qo'llanilishidir. Agar rag'batlantirish yoki jazolash xizmatga yarasha odilona bo'lsa, ular o'quvchilarning yutuqlarini mustahkamlaydilar, qo'llaydilar. Rag'batlantirish va jazolash usullarining mutahkamlash roli pedagogik adolatga bog'liq bo'ladi.

Pedagogning ijodkorligi talabaning ijodkorligini uyg'otadi. Ular o'z talabalarini vatanga sadoqat ruhida tarbiyalash bilan birga ularning qalbida olijanob fazilatlarini qaror toptiradilar. Shunday ekan, pedagoglarning pedagogik mahoratida shaxsiy faoliyat tizimini ishlab chiqish muhimdir. Hayot kashfiyotlar olami. Tajriba, uslub, fikrlar rang-barang. U samarali mehnat natijasida isbot va dalillar orqali talabalar qalbiga ko'chadi. Ularning tuyg'ulariga ta'sir ko'rsatadi. O'quvchilar, talabalar muallimning faxri, kelajagidir. Shu bois ularning niyati

o'quvchilarni, talabalarni mustaqil yurt quruvchilari, muxandislari, ilmu ma'rifat fidoiylari safida ko'rishdir. Har bir pedagogning o'z faoliyat tizimini ishlab chiqish va unga qat'iy amal qilish uning ta'lim sohasidagi muvaffaqiyatlarining muhim omillaridan biridir. Pedagog bir xil metodlarda dars o'tish bilan cheklanib qolmasligi lozim. Aksincha, u o'qitish metodlarini takomillashtirish ustida tinimsiz ishlashi zarur.

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O'QITUVCHI PSIXOLOGIYASINING O'ZIGA XOS JIHLTLARI

Termiz davlat pedagogika instituti Tabiiy fanlar fakulteti Kimyo ta'lim yo'nalishi 1-bosqich talabalari.

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Annotatsiya: Pedagog faoliyatda psixologiyaning o'rni beqiyosdir. Chunki har bir pedagog dars o'tish jarayonida o'quvchilarning individual psixologik xususiyatlarini bilishi, yangi mavzuni tushuntirayotganda ham umumpsixologik qonuniyatlarni hisobga olgan holatda darsni tashkil etishi ta'limning sifatiga ijobiy ta'sir etadi.

Ka'lit so'zlar: o'qituvchi, pedagogik faoliyat, pedagogik qobiliyat, kasbiy hislatlar, shaxsiy hislatlar, gnostik malakalar, pedagogik jamoa psixologiyasi, akademik qobiliyatlar.

Psixologik nuqtayi nazardan o'qituvchi doimiy ravishda o'z bilimlarini oshirish bilan shug'ullanishi zarurdir. Chunki o'qituvchilik mehnatining asosiy xususiyati ham shudir. Pedagog har doim odamlar orasida bolarkan, u birinchidan, odamlarni ko'pdan beri qiziqtirib kelayotgan haqiqatni o'z qarashlari bo'yicha to'g'ri tushuntirib berishi lozim. Albatta, o'qituvchidagi bu tariqa qarashlar ko'p yillar davomidagi mehnat va hayot faoliyati jarayonida shakllanadi; ikkinchidan, o'qituvchining o'zi axborotlar olish uchun o'quvchilarga nisbatan cheklangan vaqt imkoniyatiga ega; uchinchidan, u o'ta tor doiradagi tengqurlari bilangina muloqotda bo'lish imkoniyatiga ega bolib, ko'pincha o'z kasbiga xos qiziqishlar bilangina cheklanib qoladi. Ta'limning barcha ko'rsatkichlari, Z.I.Kalmikovaning ta'kidlashicha, anglash tezligi, yangi vazifalar hal qilinishiga erishish mumkin bolgan aniq ma'lumotlar hajmi, uni bevosita hal qilishdagi bosqichlar soni, natijaga erishishga yordam beruvchi ma'lumotlar miqdori, shuningdek, masalani hal qilish uchun sarflangan vaqt miqdori, o'z-o'zining bilimini oshirish qobiliyati, ishchanlik va chiniqqanlik darajasiga bog'liq. Pedagogik faoliyatning vositalari sifatida ilmiy (nazariy va empirik) bilimlarni ko'rish mumkin.

Yordamchi vositalarga esa texnik, kompyuter, grafik vositalarni kiritish mumkin. O'qituvchiga nisbatan o'smirlarning talab va umidlari chet el psixologlari tomonidan tadqiq qilingan bo'lib, A.Djersildning izlanishlariga binoan bolalar quyidagi xarakterga ega bo'lgan o'qituvchilarni afzal hisoblar ekanlar:

- 1) Mehribon, quvnoq, javobgarlikni his qiluvchi, barqaror insoniy sifatli;
- 2) Haqiqatgo'y, batartib, halol, boshqalarni hurmatlovchi, tashkilotchilik sifatidagi;
- 3) Boshqalar manfaatini o'ylaydigan, xalqparvar, sinf ishlarida o'quvchilarga erkinlik huquqini beruvchi, qiziquvchan, ishtiyoqli va ishchan;
- 4) yoqimli ovozli, umumiy yoqimtoylik qiyofasidagi o'qituvchi.

V.S.Abramova, S.M.Iyusizova, V.A.Kan-Kalik va boshqalar «o'qituvchio'quvchi» munosabati bo'yicha izlanishlar olib borganlar. Tadqiqot natijalariga ko'ra, o'qituvchining muloqotda do'st sifatida o'z o'rnini o'quvchilarning tengdoshlari va ularning ota-onalariga berganligi ko'rindi.

«...o'qituvchi, — deydi A1 Forobiy, — aql-farosatga, chiroyli nutqqa ega bo'lishi va o'quvchilarga aytmoqchi bo'lgan fikrlarinito'la va aniq ifodalay olishni bilmog'i zarur». U o'z

fikrini davom ettirib: «O'qituvchi va rahbarning vazifasi dono davlat rahbari vazifasiga o'xshaydi, shu sababli o'qituvchi eshitgan va ko'rganlarining barchasini eslab qolishi, o'quvchilarga aytmoqchi bo'lgan fikrlarini chiroyli ifodalab berishni bilmog'i, shu bilan birga o'z or-nomusini qadrlashi, adolatli bo'lmog'i lozim. Ana shundagina u insoniylikning yuksak darajasiga ega bo'ladi va baxt cho'qqisiga erishadi»deb ta'kidlaydi. Jamiyatning o'qituvchilik kasbiga qo'yadigan asosiy talablari quyidagichadir:

- shaxsni ma'naviy va ma'rifiy tomondan tarbiyalashning, milliy uyg'onish mafkurasining hamda umuminsoniy boylklarning mohiyatini, bolalarni mustaqillik g'oyalariga sodiqlik ruhida tarbiyalashni bilishi, o'z Vatani, tabiatga va oilasiga bo'lgan muhabbati;
- keng bilim saviyasiga ega bo'lishi, turli bilimlardan xabardor bo'lishi;
- yosh, pedagogik-psixologiya, ijtimoiy psixologiya va pedagogika, yosh fiziologiyasi hamda maktab gigiyenasidan chuqur bilimlarga ega bo'lishi;
- o'zi dars beradigan fan bo'yicha mustahkam bilimga ega bo'lib, o'z kasbi, sohasida jahon fanida erishilgan yangi yutuq va kamchiliklardan xabardor bo'lishi;
- ta'lim va tarbiya metodikasini egallashi;
- o'z ishiga ijodiy yondashishi;
- bola psixik taraqqiyotini, uning ichki dunyosini tushuna olishi;
- pedagogik texnikani (mantiq, nutq, ta'limning ifodali vositalari) va pedagogik taktga ega bo'lishi;— o'qituvchining o'z bilim va pedagogik mahoratini doimiy ravishda oshirib borishi. Har bir o'qituvchi ana shu talablarga eng yuqori darajada mos keladigan bo'lishga intilishi kerak.

Aytib o'tish joizki, pedagogik muloqot chog'ida namoyon bo'ladigan kommunikativ qobiliyat — bu bolalar ta'lim va tarbiyasi bilan bog'liq pedagogik ta'sir doirasida o'ziga xos ravishda namoyon bo'luvchi muomala qobiliyatidir. Shulardan kelib chiqqan holda, shunday xulosa qilish mumkin:

1. Inson muloqotining ma'lum bir sohasidagi umumiy kommunikativ qobiliyatni muhokama qilmay turib, pedagogik muloqot qobiliyati haqida alohida fikr yuritish mumkin emas.

2. So'z pedagogik muloqot haqida borar ekan, bunda umumiy kommunikativ qobiliyatlar haqida gapirish bilan chegaralanib qolish mumkin emas.

Alisher Navoiy muomala qiluvchi shaxsning mahorati haqida shunday deydi: «Shirin so'z ko'ngillar uchun bamisoli asaldir». O'qituvchi o'quvchilarning ko'pgina sa'y-harakatlariga e'tibor qaratib, ularni yaxshi ishlari uchun rag'batlantirib, qilgan xatolarini doimo eslatmasa, buning uchun jazolamasa, ijobiy ta'sir o'tkazishi mumkin. Xulosa qilib shuni aytish joizki, o'qituvchining barcha ijobiy, umuminsoniy axloq me'yorlariga mos keluvchi xislatlari ta'lim faoliyatining samaradorligini oshirishda katta ahamiyatga ega.

Pedagogik qobiliyat – bu qobiliyat turlaridan biri bo'lib, kishining pedagogik faoliyatga yaroqliligini va shu faoliyat bilan muvaffaqiyatli shug'ullana olishini aniqlab beradi.

Pedagogik qobiliyatlar:

- Didaktik qobiliyatlar.
- Akademik qobiliyatlar.
- Perseptiv qobiliyatlar.
- Nutq qobiliyati.

- Tashkilotchiik qobiliyati.
- Avtoritar qobiliyat.
- Kommunikativ qobiliyatlar.
- Pedagogik xayol.
- Diqqatni taqsimlay olish qobiliyati.

Akademik qobiliyatlar – o‘qituvchining o‘zi o‘qitadigan fani, shuningdek, boshqa fanlar sohasiga xos bo‘lgan chuqur va keng bilimlarga ega bo‘lish qobiliyatidir.

Didaktik qobiliyatlar. Bu bolaga o‘quv materialini aniq va ravshan tushuntirib, oson qilib yetkazib berish, bolalarda fanga qiziqish uyg‘otib, ularda mustaqil faol fikrlashni rivojlantira oladigan qobiliyatdir. Pedagogik taktning yaqqol ifodalaridan biri – har qanday pedagogik ta’sirga nisbatan qollaniladigan choratadbirlarni (rag‘batlantirish, jazolash, pand-nasihati) his eta bilishdan iboratdir. Mahoratli o‘qituvchi bolalarga e’tibor berib, ziyalik bilan qaraydi, ularning individual psixologik xususiyatlari bilan hisoblashadi. O‘qituvchilik — inson jamiyati tarixi boshlangandan e’tiboran davom etib, shu bilan birga hamma vaqt jamiyat va jamoatchilik tomonidan e’tiborga loyiq deb hisoblanib, e’zozlab kelingan kasbdir. D.B. Elkonin boshlang‘ich sinf o‘quvchilarining o‘quv faoliyatini boshqarishga oid o‘z nazariyasini ishlab chiqqan bo‘lib, uning fikricha, o‘quv faoliyatini boshqarish uchun quyidagi tarkibiy qismlarni o‘quvchilar egallab olishlari zarur:

1) Berilgan o‘quv topshirig‘ini yechish uchun vositalar tanlash;

2) topshiriqlarni yechish jarayonida o‘z-o‘zini nazorat qilish;

3) o‘zlashtirilgan bilimlar, ko‘nikmalar sifatini baholash;

4) o‘z-o‘zini va topshiriq yechimini tekshirish;

5) o‘z oldiga maqsad qo‘ya olish;

6) simvollar (alomatlar, belgilar) bilan predmetning ichki munosabatlari mavjudligini tushunish kabilar.

o‘qituvchi faoliyati motivatsiyasini kuchaytirishning bir necha usullari mavjud.

A. o‘qituvchilarning muhim moddiy ehtiyojlarini qondirish uchun sharoit yaratish.

B. Muhim ijtimoiy ehtiyojlarni qondirishini ta’minlash: muloqot, e’tibor, tan olinish, muvaffaqiyatlarga erishish.

C. O‘qituvchining takrorlanmas individuallik sifatida shaxsiy o‘shishi, ijodi va o‘zo‘zini namoyon qilishi uchun sharoit yaratish.

Har bir pedagogning o‘z faoliyat tizimini ishlab chiqishi va unga qat’iy amal qilishi uning ta’lim sohasidagi muvaffaqiyatlarining muhim omillaridan biridir. Pedagog bir xil metodlarda dars o‘tish bilan cheklanib qolmasligi lozim. Aksincha, u o‘qitish metodlarini takomillashtirish ustida tinimsiz ishlashi zarur. Xalqimizning kelajagi mustaqil o‘zbekistonning istiqboli ko‘p jihatdan pedagogga, uning saviyasiga, yosh avlodni o‘qitish va tarbiyalash ishiga bo‘lgan munosabatiga bog‘liq.

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TA'LIM JARAYONINING PSIXOLOGIK ASOSLARI PSIXOLOGIK MUAMMO SIFATIDA

Termiz davlat pedagogika instituti Tabiiy fanlar fakulteti, Kimyo ta'lim yo'nalishi 1-kurs 101-guruh talabalari.

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Annotatsiya: Pedagog faoliyatda psixologiyaning o'rni beqiyosdir. Chunki har bir pedagog dars o'tish jarayonida o'quvchilarning individual psixologik xususiyatlarini bilishi, yangi mavzuni tushuntirayotganda ham umumpsixologik qonuniyatlarni hisobga olgan holatda darsni tashkil etishi ta'limning sifatiga ijobiy ta'sir etadi.

Kalit so'zlar: Ta'lim, o'rganish Individual-psixologiya, ta'lim mazmun mohiyati, o'qish jarayonlari, ta'lim.

Insonning hayotiy tajribalarini bilimlar, ko'nikmalar va malakalar tariqasida o'zlashtirishiga aloqador bo'lgan bir nechta tushunchalar mavjud. Bu o'quv faoliyati, ta'lim, o'qish va o'rganishdir. Bunday faoliyat kishiga, shu jumladan, bolaga ham atrof-muhitga moslashish, o'zining asosiy ehtiyojlari, shuningdek, aqliy o'sish va shaxsiy rivojlanish ehtiyojlarini qondirishga imkon beradi. Ta'lim psixologiyasida o'quv jarayonida xotira, tafakkur, nutq, xayol, irodaning roli, shuningdek, o'quvchilarning individual xususiyatlari (temperamenti, xarakteri, qiziqishlari), o'quv predmetlarining o'ziga xos tomonlari, ta'lim jarayonini boshqarishning psixologik tamoyillari va boshqalar o'rganiladi. Nemis psixologi V. Shtern: ta'lim psixik rivojlanishning orqasidan boradi va unga moslashadi, degan fikrni olg'a surgan edi. Bu fikrga qarama-qarshi rus psixologi L.S. Vigotskiy bolaning psixik rivojlanishida ta'lim va tarbiyaning yetakchilik roli bor, degan qoidani birinchi bo'lib ilgari surdi va uni: ta'lim rivojlanishdan oldinda boradi va uni o'z orqasidan ergashtirib olib boradi, deb aniq ifodalab beradi.

Ta'lim — bu aqliy yetilish jarayonini faqat bir qadar tezlatishga yoki sekinlashtirishga qodirdir, lekin u aqliy jihatdan yetilish jarayoniga hech qanday jiddiy ta'sir ko'rsata olmaydi. Demak, ta'lim rivojlanish qonunlariga bo'ysunishi kerak. Masalan, bolada mantiqiy tafakkur yetilmay turib, uni mantiqiy fikr yuritishga o'rgatish foydasizdir. Ta'limning turli bosqichlari bolaning tegishli psixologik imkoniyatlari pishib yetiladigan muayyan yoshidan qat'iy nazar bog'liqligi ana shundan kelib chiqadi. Ta'kidlash joizki, ta'lim yetakchi rolni bajaradi, ta'lim va rivojlanish esa o'zaro birbiriga bog'liqdir; ular alohida sodir bo'ladigan ikki jarayon bo'lmay, balki bir butun jarayondir.

O'qu faoliyati inson yangi bilim, ko'nikma va malakalar egallaydigan yoki mavjudlarini o'zgartiradigan, o'z obilyatlarini rivojlantiradigan, takomillashtiradigan jarayondir.

O'qish deganda bilim, ko'nikma va malakalarni egallash uchun qobiliyatlarni rivojlantirishga qaratilgan o'quvchi tomonidan amalga oshiriladigan o'quv harakatlari tushuniladi. Yuqorida ko'rib o'tilgan uch tushuncha ham o'quv faoliyati mazmuniga taalluqlidir. O'qishning natijasi haqida gapirilganda o'rganish tushunchasidan foydalaniladi.

O'rganish insonning o'quv faoliyati natijasida yangi psixologik sifat va xususiyatlarni o'zlashtirganligini bildiradi. Etimologik jihatdan bu tushuncha "o'rganmoq" tushunchasidan

kelib chiqqan bo'lib, individning ta'lim va o'qish natijasida o'rganishi mumkin bo'lgan barcha narsalarni o'z ichiga oladi. O'rganish va ta'lim orasidagi ikki muhim farqlarni ta'kidlab o'tamiz. Ta'lim o'rganishdan farqli ravishda rejali va ongli boshqariladigan tashkiliy jarayondir. O'rganish esa stixiyali ravishda ro'y beradi. O'qish o'quv faoliyatining tarkibiy qismi, o'quvchilarning faoliyati bilan bog'liq ravishdagi tashkiliy jarayon sifatida namoyon bo'ladi.

Ta'lim jarayonida ta'lim beruvchining vazifasi darsda o'quvchilarning faolligini yuzaga keltirishgina emas, balki o'quvchilarning darsda o'tiladigan materialni idrok etishga tayyor turishlarini kuzatish hamdir. Dars jarayonida o'quvchilarning diqqati o'zgarib turadi. O'qitish jarayonida bu qonuniyatlarni nazarda tutish, o'quvchilar diqqatini materialning asosiy jihatlariga hamda o'zlashtirilgan materialni takrorlashga jalb etish kerak. Umumiy psixologiya kursidan ma'lumki, iroda bu shaxsning o'z oldiga qo'ygan maqsadining aniqligi, uni amalga oshirish uchun intilishi, maqsad yo'lida ma'lum bir qarorga kelish tezligi va uni o'z vaqtida ijro etishi bilan belgilanadigan sifatidir. Ta'lim jarayonidagi o'quv materialiga bo'lgan diqqatning barqaror bo'lishida irodaviy zo'r berishning ahamiyati nihoyatda kattadir. Ta'lim jarayonidagi iroda o'quvchining maktab va uyda o'tkaziladigan mashg'ulotlarga tayyor turishida namoyon bo'ladi. O'quv materialini o'rganish, eslab qolish o'quvchining irodaviy zo'r berishiga bog'liq. Iroda o'quvchilarning fikrlash faoliyatlarida — masalani yechishga, qo'yilgan savolga javob topishga va hokazolarga intilishida namoyon bo'ladi. Binobarin, ta'lim jarayonida o'quv materialini idrok qilishning ahamiyati katta. Umumiy psixologiya kursidan ma'lumki, idrok bu narsa va hodisalarni sezgi organlariga ta'sir etishi natijasida ularning kishi psixikasida yaxlit obrazini paydo bo'lishidir. Idrok etish jarayoni ta'limning turli shakllarida, ya'ni o'qituvchining og'zaki hikoya qilishida, suhbat o'tkazishda, ma'ruza o'qishida, kino-dars, televizion parcha, sxemalar va ko'rgazmali qurollar ko'rsatish, ekskursiyalar o'tkazish, o'quvchining o'ziga darsliklar hamda boshqa qo'llanmalarni o'qitish jarayonida rivojlanadi. Shuni alohida ta'kidlash lozimki, idrokni tarkib toptirishda o'quvchilarning yosh xususiyatlarini hisobga olish nihoyatda muhimdir. Chunki, fazoni, vaqtni va harakatlarni idrok etishda ham yosh xususiyatlarda turli farqlar mavjud bo'ladi. Ta'lim jarayonida o'quvchilarning bilishga qiziqishlari g'oyat katta rol o'ynaydi. Ma'lumki, qiziqish o'quvchilarning emotsional bezagi, biror buyumni, biror faoliyatni tanlash munosabati va yo'nalishidir. Ma'lumki, psixologiyada o'quvchilarning ta'lim jarayonidagi qiziqishining ikki turi aniqlanadi. Birinchisi, bevosita, ikkinchisi bilvosita qiziqish. Har bir o'qituvchi o'z o'quvchilarida o'z faniga nisbatan bilvosita qiziqishni tarkib toptirishga harakat qiladi. Qiziqishlar orqali o'quvchilarda ta'limga faol munosabat namoyon bo'ladi. Psixologiyada qiziqish — bu shaxsning o'zi uchun qimmatli yoki yoqimli bo'lgan muayyan narsa yoki hodisalarga munosabatidir. Qiziqishlar shaxsning muhim va individual xususiyatlaridan biri bo'lib hisoblanadi. Qiziqishlar o'quvchilar hayotida katta rol o'ynaydi. Ular o'quv faoliyatini faollashtiruvchi asosiy turtkilar — motivlardir. Qiziqishlar maktab o'quvchisiga fan asoslarini yaxshiroq o'zlashtirib olishlariga, aqliy qobiliyatlarining o'sishiga, bilim doirasining kengayishiga imkon beradi.

Xulosa o'rnida shuni aytish mumkinki, O'qituvchilarning vazifasi o'quvchini qiziqitirib qolgan ishning o'zi bilan shug'ullanishga imkon yaratishgina emas, balki undagi qiziqishlarni chuqurlashtirish va kengaytirish, ta'sirchan qilish, shuningdek, qiziqishlarining markaziga aylanib qolgan faoliyat bilan shug'ullanish istagini, maylini shakllantirishda iborat. Ma'lumki, o'quvchilarga taklif etiladigan axborotlar aqlbovar qilmaydigan darajada tezlik bilan ko'payib bormoqda. Shuningdek, ularning juda tez eskirib qolib, yangilashni taqozo etishi ham o'z-o'zidan ma'lum bo'lmoqda. O'quvchilarning hamisha yangilanib turadigan axborotlarni

mustaqil ravishda o'zlashtirib borishi va o'qishni bitirib ketganidan keyin, kishiga jadal sur'atlar bilan o'sib borayotgan fan-texnika taraqqiyotidan orqada qolib ketmaslik imkoniyatini beradigan qobiliyatlar taraqqiyotini beruvchi tafakkur sifatlarini tarkib toptirish kerak.

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PROMOTING CRITICAL THINKING IN ENGLISH LANGUAGE CLASSROOMS

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Annotation: Critical thinking is an indispensable skill in today's modern world, and fostering it within the realm of English Language Education is essential. This article delves into effective strategies for promoting critical thinking in English language classrooms, emphasizing the importance of cultivating analytical skills alongside language proficiency.

Keywords: Critical thinking, English Language Education, Classroom strategies, Inquiry-Based Learning, Socratic Questioning.

Understanding the crucial role of critical thinking is a real necessity in English Language Classroom. Critical thinking goes beyond rote memorization; it involves analyzing information, evaluating arguments, and forming well-reasoned conclusions. In the context of English Language Education, it means going beyond the surface of language structure and delving into the deeper layers of meaning and context. Developing critical thinking skills equips students to navigate the complexities of language and communication with discernment (Facione & Facione, 1994; Lipman, 2003).

One potent strategy for promoting critical thinking is incorporating inquiry-based learning into English language classrooms. Instead of presenting information passively, educators encourage students to ask questions, explore topics, and seek solutions. This method not only enhances language skills but also instills a natural inclination for critical analysis (Dewey, 1933). This type of learning nurtures curiosity and exploration in students. Students learn to frame questions, gather evidence, and draw conclusions, all crucial components of critical thinking.

You may not be familiar with the term "Socratic Questioning". This method, with its emphasis on asking probing questions, is a powerful tool for stimulating critical thinking. In English language classrooms, adopting Socratic questioning techniques encourages students to articulate their thoughts, analyze language nuances, and defend their perspectives. Engaging in thoughtful dialogue not only enhances language proficiency but also sharpens analytical abilities, fostering a deeper understanding of linguistic concepts (Paul & Elder, 2007).

When incorporating critical thinking into English classroom, it is impossible to overlook literary analysis. Utilizing literature in English language classrooms provides a rich platform for promoting critical thinking. Literary analysis prompts students to dissect texts, identify themes, and interpret symbolism, unveiling layers of meaning. By encouraging discussions on character motivations, plot intricacies, and authorial intent, educators guide students in developing a critical lens. This approach not only enhances language comprehension but also nurtures students' appreciation for the subtleties and intricacies of various expressions.

One of the modern and effective ways of critical thinking and applying language in practical scenarios in classroom environment is through problem-solving tasks. Integrating problem-solving tasks into language instruction offers a real-world context for critical thinking. Students are presented with language-related challenges, such as constructing persuasive arguments or solving language puzzles. These tasks require analytical thinking, creativity, and effective communication. By applying language skills in practical scenarios, students not only

deepen their linguistic understanding but also hone their ability to think critically in diverse situations (Abrami et al., 2008).

Another interesting and engaging method is to have students construct and defend perspectives by discussions and debates. Engaging students in debates and discussions encourages them to construct and defend their perspectives coherently. This not only hones their language skills but also challenges them to analyze different viewpoints critically. Debates foster an environment where students must evaluate evidence, counter arguments, and articulate their positions persuasively. Through this process, students develop the ability to think critically about language choices and communication strategies.

In addition to the strategies outlined, there are several other ways of promoting critical thinking skills in the context of the language classroom. These strategies can be implemented in conjunction with the techniques already discussed to create a comprehensive approach to developing analytical abilities.

Collaborative Learning: fostering teamwork and diverse perspectives

Collaborative learning, involving group tasks or projects, can be an effective method for developing critical thinking skills. This approach fosters teamwork and allows students to benefit from diverse perspectives. Through collaboration, students can share ideas, evaluate each other's arguments, and engage in constructive debate. Collaborative learning promotes effective communication skills, an essential component of critical thinking. Furthermore, it encourages students to consider the ideas and opinions of others, a vital aspect of cultural awareness in English language education.

Role-Play: developing empathy and perspective-taking skills

Role-play is another technique that can be used to develop critical thinking skills in the language classroom. This technique involves students taking on a particular role or character and engaging in a simulated conversation or scenario. Role-play creates a context for students to practice their communication and critical thinking skills in real-life situations. Additionally, it fosters empathy and perspective-taking skills as students learn to consider the opinions and experiences of others.

Metacognitive Reflection: encouraging self-awareness and self-regulation

Metacognitive reflection involves students reflecting on their own thinking and learning processes. This technique encourages self-awareness and self-regulation as students learn to monitor their own understanding and evaluate their thinking skills. By reflecting on their own learning processes, students can identify their strengths and weaknesses and develop strategies to improve their critical thinking abilities.

Multimedia Resources: enhancing visual literacy and interpretation skills

The use of multimedia resources, such as videos, images, and audio recordings, can be an effective way of promoting critical thinking skills. These resources create a visual and auditory context for learning, enhancing students' understanding and engagement. Additionally, multimedia resources require interpretation skills, as students learn to analyze and evaluate the messages conveyed through different media. This approach fosters visual literacy and encourages students to think critically about the messages presented through various forms of media.

Writing Assignments: Reflection and Analysis

Finally, writing assignments can be an effective technique for promoting critical thinking skills in the language classroom. Writing assignments encourage reflection and analysis, as

students learn to express their ideas and opinions in a clear and well-organized manner. Additionally, writing assignments require analytical skills, as students learn to evaluate evidence, analyze language choices, and construct coherent arguments. Through writing assignments, students can develop their critical thinking abilities while simultaneously improving their language proficiency.

Conclusion. Promoting critical thinking in English language classrooms is essential for nurturing holistic competence. Inquiry-based learning, Socratic questioning, literary analysis, problem-solving tasks, debates, discussions - all contribute to developing analytical skills alongside language proficiency. By adopting these strategies, educators empower students not only to master the intricacies of English but also to navigate the complexities of communication with a discerning and critical mindset.

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**GREAT SILK WAY THE PEOPLE IN MYTHOLOGY THE DRAGON of your image
ARTISTIC MIGRATION ISSUE****Achilova Nurxon Normammedovna**

SamDU classic literature history department independent seeker

Abstract: Medium in centuries of nations national plots and to his images Great silk the way thus constant migratory processes own from the beginning spent This process under the influence of the most famous has been mythological symbol dragon too to changes face held new content and forms occupation reached His number and quality in terms of change on the ground the most first of all spiritual superstructure – of nations religious and mythological ideas reason has been Such spiritual and literary of the foundation appear to be the dragon of the image to evolution constant way effect did In our article dragon of the image Great silk the way in mythology artistic to migration to meet issue about word we walk

Key words: Great silk the way East and West in myths dragon, migratory processes

**К ВОПРОСУ О ХУДОЖЕСТВЕННОЙ ИНТЕРПРЕТАЦИИ
ОБРАЗА ДРАКОНА В МИФОЛОГИИ НАРОДОВ
ВЕЛИКОГО ШЕЛКОВОГО ПУТИ****Аннотация:**

В Средние века на Великом Шелковом пути в национальных сюжетах и образах народов происходили постоянные миграционные процессы. Мифологический дракон, самый известный из которых находился под влиянием этого процесса, также претерпел изменения, приобретая новые значения и формы. На почве его количественного и качественного изменения главной причиной была духовная надстройка – религиозные и мифологические представления народов. Появление такого духовного и литературного фундамента постоянно влияло на эволюцию образа Дракона. Наша статья затрагивает проблему художественной миграции образа дракона в мифологии Великого Шелкового пути.

Ключевые слова: Великий шелковый путь, дракон в мифах Востока и Запада, миграционные процессы.

Stories about the battles between the gods and the forces of darkness (mainly the myths of the ancient Greeks, Scandinavians and other peoples) are often found in the myths of the world. According to them, the gods had to fight with giant creatures, and these creatures were often portrayed as dragons and portrayed as negative characters. The first written information about the dragon (hieroglyphs) is found in the ancient Egyptian inscriptions and the epics of the Sumerian-Babylonian peoples, and in these sources the dragon appears as an image of eternal evil. In ancient Babylon, the goddess Tiamat, who was killed by her grandson Marduk, is represented as a dragon. Also in Ancient Egypt, Apep appears in the form of a huge reptilian dragon that seeks to devour the sun. The god Ra fights against him and wins. Later, legends began to appear in which demigods, not gods, fought against dragons. An example is the twelfth feat of the ancient Greek hero Heracles. As time passed, legends and narratives began to appear about the battles of brave knights against evil dragons in the early Middle Ages (The Ring of the Nibelungen is an epic of the Germanic-Scandinavian peoples). Dragons appear as enemies

of humanity in the folklore of the ancient Slavic peoples, but in these epics and fairy tales they do not pose a cosmic threat to humanity, they are usually pirates ("Peasant son Ivan and Chudo-Yudo" [1]fairy tale) and are engaged in capturing people (the epic about "Dobrynya Nikitich and Zmey Gorinich (Fiery Serpent) [2]").

In Eastern myths and legends, the dragon does not appear in an evil image, as in Western countries. For example, in the Chinese Legend of the Four Dragons[3], the dragons seek to help people and even bring water to people without the permission of the Heavenly Emperor, even though they know they will be punished. In this way, the four main rivers of China appear: the Heilunjiang (hēilóngjiāng , "Black Dragon River"), the Huanghe (huánghé , "Yellow River"), the Yangtze (zhǎngjiāng , "Long River"), and the Chujiang (zhūjiāng , "Pearl River"). Another Eastern mythology mentions the water dragon Apalala, who controls rain and rivers[4]. According to legend, Apalala protected people and their crops from floods and storms caused by evil dragons. However, as time passed, the people began to disrespect him, and the angry dragon sent floods upon the people and caused many casualties. After that, the Buddha himself, having compassion for people, calls Apalala to order and takes him as his disciple. Converting to Buddhism, Apalala vows not to harm any more humans, but asks for a tribute every twelve years.

LPPotapov, a scientist from Altai, reported that the whip of the Altai shaman was understood as a snake, and the shaman used his snake-whip to protect himself from hostile spirits. "From this it is understood that the snake was considered the main protector and patron of the shaman: it was not for nothing that his dress was decorated with long ribbons and belts depicting a snake. It is worth noting that according to the belief of Kazakhs, Kyrgyz, Karakalpaks, Altaians and other Turkic peoples , devilish creatures and evil spirits such as albasti and yalmogiz are extremely afraid of whips. For this reason, the Altai people tied the whip to the cradles of babies to protect them from various evil spirits, including the devil who steals the souls of babies. The fear of the spirits hostile to man from the snake and the whip in its shape is expressed in the Altai epics. Bahadir Sulutai Khan captures Erlik, the ruler of the land of the dead, and whips him with a whip like a gray snake. Erlik is horrified by this and begs Sulutai Khan:

I will not stand against you in your way,
I will not come back to earth [5] ...

Yuho (Yukhva) is another mythological figure found in the folklore of Turkic peoples. According to legend, the long-lived dragon becomes Yuho. Yuho is an evil dragon or serpent that can take the form of a beautiful woman and destroy men by seducing them. In the mythology of some peoples (Bashkir, Tatar), Yuho seduces a man with her beauty, marries him and kills him by drinking his blood at night. John can be exposed using fire and salty food. Yuho, who has eaten salty food, tries to satisfy his thirst by crawling in the form of a snake to the shore of the sea or lake at night [6].

Yuho's "relatives" are found in the mythology of other nations. In Slavic and European peoples, Lamias, who have the form of a serpent woman, live in water and caves, like Yuho. They also lead men astray and kill them by drinking their blood. In John's half-serpent (or dragon) half-human appearance, a connection can be seen with Medusa, the gorgon from Greek mythology. However, unlike Yuho, Medusa does not seduce men with her beauty, she turns them to stone as soon as she meets them.

Another dragon found among the peoples of the East, Abraxas, is mentioned in Indian mythology. This image represents the Gnostic celestial deity, the supreme ruler of Heaven, the unity of Time and Space. Abraxas is depicted in the works of ancient Indian, Persian, and Egyptian art, with a human body, the head of a rooster, and the tail of a snake instead of legs. The appearance of this creature in Late Antiquity and Early Middle Ages is described as follows[7].

As a result of the conducted ethnographic studies, it was found that there are two different attitudes towards dragons in Central Asia. For example, according to the research of GP Snesarev, snake and dragon were interpreted negatively and positively in ancient Khorezm[8]. The occurrence of such a situation can be explained by the addition of other cultures to the initial positive interpretation of this image in Central Asia. In particular, it is known that Central Asia was influenced by Hellenism, which arose as a result of the campaign of Alexander the Great. It is shown that under the influence of Hellenism, the influence of the negative views of the Greeks on the image of the snake-dragon, which was initially interpreted positively, was observed. At the same time, Firdausi's "Shokhnama", which depicts the conflict between Iran and Turan, has an episode of the main character Rustam fighting a terrible dragon[9]. If we take into account that the confrontation between Iran and Turan is reflected in "Shokhnama" [10], the fight of the Iranian hero Rustam with the dragon logically means that the dragon fought on the side of Turan, thus the image of the dragon in the ancient Iranian and Turanian peoples has two types. , that is, it is known that it is classified in a negative image in Persians and in a positive image in Turks. Such an example can be given in relation to the Russo-Slavic mythologies mentioned above. Under the influence of the invasions of nomadic Turkic peoples, dragons, which have a positive character among the Turkic peoples, are embodied in Russian mythology mainly in the form of robbers and robbers.

According to doctors of historical sciences AM Belinitsky and VA Meshkeris, by the time of the Middle Ages in Central Asia, the dragon was gradually transformed into an image representing evil forces, and the victory of the hero in the battle with the dragon was an became a mother[11].

Serikbol Kondibai, a Kazakh mythologist, divides the dragon into two types - the "fairy tale" dragon found in the tales, epics and legends of Kazakh and other Turkic nations to this day, and the ancient mythological proto-Turkic "other" dragon. Although there is almost no difference in their external appearance , the dragon in "fairy tales" based on Arab-Persian mythological plots represents evil, unlike the proto-Turkic "other" dragon - a totemistic hero, he is the creator, the ancestor of mankind, therefore his propensity for evil is rejected. According to Serikboy Kondibai, the interpretation of the dragon as "evil" goes back to the negative attitude of Arab-Persian psychology towards snakes and snake-like creatures, therefore, Zoroastrianism and later Islam show snakes and dragons in a negative light. For this reason, the image of a snake (or dragon) began to be interpreted as a symbol of evil in the folklore of the Turkic peoples of Central Asia due to the introduction of Persian culture. However, in spite of this, in the folklore of the Turkic peoples of Central Asia, especially in the legends about the Alps, the visions of the "Snake Grandfather" have been preserved[12].

In classic Persian literature, as we mentioned, the dragon had only a negative meaning. In Firdausi's "Shahnama", two snakes-dragons appear on the shoulders of king Zakhok with the desire of the Devil and start feeding on people's brains. As a result, many young children die

this way. Zahhok's name also later became Aji Zahhok, Aji Dahok and Ajdarho. Firdausi wrote the following verses about it:

The devil came like a pair,
 The two kiftins kissed, laughing with joy.
 He kissed her, then she woke up.
 Have you ever seen such a thing?
 Two large snakes on both shoulders,
 The king was inconsolable.
 A sword will cut them in two,
 Snakes begin to grow again.
 It swayed like a tree branch,
 Two black dragons on the shoulders.
 Farzana doctors gathered,
 He couldn't help but wandered everywhere.
 Various tricks were also tried,
 They couldn't find a solution, they finally died.
 The devil came again to the king,
 This time he turned out to be a doctor.
 He said: "It is as it is,
 It is necessary to feed them now.
 Bsribon food in quiet time,
 There is no other way, you can't find peace.
 Feed on the human brain, but
 This food is worth killing."
 What is the purpose of the giant, see?
 What is the purpose of this measure[10].

Aji dahaka comes as a mostly negative image. It is preserved in "Avesta", the holy book of the religion of fire worship. It contains the first layers of mythology that appeared among the Turkic peoples, especially the ancient Khorezm peoples. Hence, Aji dahaka is the name of an imaginary creature in the form of a mythical snake, and is also a mythological figure belonging to the ranks of evil forces. During the development of the mythology of the peoples of Central Asia, Aji dahaka acquired an anthropomorphic image[13].

In general, the images of snakes and dragons have been combined in the myths and legends of ancient peoples to such an extent that in many cases they appear in different forms of the same image.

During our scientific-pedagogical research in the United States of America, we learned about Kukulkan or Quetzalcoatl, the snake-dragon who is considered one of the supreme deities of wind and water, the founder of royal dynasties and large cities in the mythology of the ancient Maya tribe. According to one of the Mayan beliefs, the world was created by the gods Kukulkan and Hurokan. Such an interpretation recalls the activities of the Zoroastrian gods Ahuramazda and Ahriman. Representatives of the Mayan tribe believed that Kukulkan taught them how to fish, invented writing and a calendar for them, and also introduced rituals.

Er. take By the 5th century, the Greek colonies in the Crimea and Asia Minor brought trade relations between Europe and the Middle East to a new level. As a result of the military campaigns of Alexander the Great, these relations were further enhanced. By this time (1st

millennium BC), the image of the dragon, which was considered sacred for the Turkic peoples, underwent certain changes under the influence of Greek and Persian mythology, and the evolution of the dragon from a positive image to a negative image began. In Europe, its shape has remained almost identical to the eastern version. For example, in English folklore, a dragon is usually described as a giant lizard or snake-like mythical creature with wings like bat wings, a fire-breathing mouth, a saw-like tail, and a fleshy body. Belief in this mythology was formed in humans even before the appearance of ancient giant dragon-like reptiles[14].

In European folklore, dragons are divided into two types: 1. Dragons with wings and the ability to fly. 2. Wingless creatures that only crawl on the ground (monsters).

Dragons of the first type are either bipedal or quadrupedal in appearance, with quadrupeds having sharp claws, serrated wings, front legs shorter than hind legs, long bendable tails, large heads, and huge sharp mouths. It is depicted as full of teeth, sharp-eyed, with two horns that can see well in the dark. Dragons with a third eye, described as an eye-like gem between their two eyes, are called dracontia. Their body is covered with green scales. The inside of its body is light yellow in color, and its upper part is said to have sharp spikes from head to tail, and huge, spreadable wings that shine like bat wings and are difficult to defeat.[15]

Summing up our article, it can be said that the Great Silk Road's movement had a serious impact on the cultural and spiritual life of the peoples located around it, and in fact, it was the cause of fundamental qualitative changes. The plots and characters of national content, which exist in the culture, literature and mythology of the peoples of China, Turan, Transcaucasia, Russia, and Europe, gradually acquired an international essence. The migration of national plots and images along the Silk Road began. Under the influence of this process, the most famous mythological symbol, the dragon, also underwent changes, acquired new content and appearances.

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FORMS AND METHODS OF EDUCATIONAL PROCESS

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Basic phrases and terms: education, methods of education, types of education methods, methods that serve to form social consciousness, methods of habituation and training in activities, methods of encouragement and punishment in education.

1. Understanding of educational methods.

The categories of purpose, content, and form reveal the essence of the educational process (what it is aimed at, what it fills, what it is directed to, and how it is completed). However, there is another important category related to the question of how to educate in the clarification of the essence of education. This is the concept of education method. The method of education (from the Greek "methodos" - the way) is the way to achieve the goal of education. When applied to school practice, methods are methods of influencing the mind, will, feelings and behavior of students.

No educator is capable of creating completely new methods of education. The problem of improving the methods is always present, each educator solves it according to his ability, enriches the general methodology based on the expression of his private views in accordance with the specific conditions of the educational process. Such private improvement of educational methods is called educational methods. Educational methods are a part of the general method, a separate action, further definition. Figuratively speaking, methods are an unexplored path that an educator paves the way with his students in order to achieve the set goal faster. If other educators start to use it, then gradually the methods can turn into broad-based ways - methods. Knowing educational methods and methods, mastering the ability to use them correctly is one of the important characteristics that determine the level of pedagogical skills. That is the relevance of educational methods and methods.

In practice, the concept of educational tools is also distinguished. Methods mean a unit of influence, and a tool means a set of methods. A tool is neither a method nor a method. For example, work is a means of education, but showing it, evaluating work, showing mistakes in work are methods. Words (in a broad sense) are educational tools, but analogies are methods. In this connection, educational methods are sometimes defined as a system of methods and tools used for the successful implementation of a set goal. Also, methods and tools will definitely be present in the structure of the method.

2. Purpose and content of educational methods

There are no pros and cons of the method, it is impossible to evaluate a certain way in the process of education as highly effective or ineffective. The effectiveness of the method can be evaluated from the point of view of the conditions in which it is used.

Appropriate selection of educational methods depends on a number of factors.

1. Goals and tasks of education. The goal not only justifies the methods, but also defines them. Whatever the goal, the methods of achieving it must be in accordance with it.

2. Content of education. Do not forget that the same task can be filled with different ideas. Therefore, it is very important to connect the methods not with the content at all, but with a clear idea.

3. Taking into account the age characteristics of the students. This or similar tasks are solved depending on the age of the students. Age is not simply a numerical indicator of how long one has lived. It reflects the acquired social experience, the level of development of psychological and moral qualities. For example, the sense of responsibility can be formed in students studying in primary education, secondary education and secondary special, vocational education institutions. However, different methods are used for the formation of this quality at each stage.

4. The level of formation of the team. In connection with the development of the collective form of self-management, the methods of pedagogical influence do not remain unchanged. As we know, the flexibility of management is a necessary condition for the successful cooperation of the educator with the students.

5. Individual characteristics of students. General methods, general programs cannot be the basis of educational interaction. It is necessary to adjust them individually and personally. A humanistic pedagogue tries to use methods that allow each person to develop his own identity, to preserve his own identity, to realize his "I".

6. Educational conditions. It includes material, psychophysiological, sanitary-hygienic relations in the classroom: the climate in the team, the method of pedagogical leadership, etc. It is known that there are no abstract conditions, they are always concrete. Their combination is visible in certain cases. Pedagogical situations are the conditions in which education takes place.

7. Educational tools. Educational methods are formed from educational tools that appear as components of the educational process. There are other educational tools that are closely related to the methods and are used together. For example, visual aids, visual arts and music, mass media that provide necessary support for the effective application of methods.

8. Level of pedagogical qualification. The educator usually chooses only the methods that he knows and has learned to use. Many methods are complex and require a lot of effort on the part of the teacher. Educators who avoid such responsibility try to organize activities without them. As a result, it is less effective than using methods based on different images, different goals, tasks, and conditions.

9. Education time. When there is little time and the goal is great, "strong moving" methods are used, and in favorable conditions, "sparing" methods of education are used. It is necessary to divide education into "strongly moving" and "sparing" methods: the first one is connected with reprimanding and coercion, and the second one is connected with exhortation and constant training.

10. Expected result. When choosing a method, the educator must be confident that he will succeed. For this, it is necessary to know in advance what the method used will lead to.

3. Classification of educational methods

In modern pedagogy, there are dozens of classifications of education, some of which focus on solving practical tasks, and some of which reflect only theoretical tasks.

Methods are divided into persuasion, training, encouragement and reprimand according to their specific character. In this case, the general characteristic of the method reflects its orientation, originality, applicability. The general methods of education, which are distinguished by the more generalization of the methods, are firmly connected to this classification. It includes methods of persuasion, organization of activities, motivation of students' behavior. I.S. In Marenko's classification, groups of educational methods are named as follows: explanatory-

reproductive, problem-based, teaching and training methods, motivational, obstructive, management, self-education.

Methods can be divided into two groups according to the results of their impact on students:

1. Ethical standards that influence the formation of motives, the formation of imagination, understanding, and ideas.
2. Affecting the formation of habits that determine one or another type of behavior.

Methods depend on the purpose and content of education. The methods of education are aimed at developing the qualities of a well-rounded person. Therefore, taking into account the level of development of students is an important condition for the effective use of educational methods.

Pupils react differently to this or that educational influence. It depends on their special characteristics, the level of upbringing, the extent to which educational methods are chosen appropriately and effectively, and how skillfully they are used. The correct choice of educational methods helps to increase the activity of self-education of students in solving educational tasks positively. For example, in the process of working with first-grade students, the teacher uses the method of explaining to them the rules of behavior of students, the importance of having a clear agenda, and the need for students to follow a strict order when teaching students new work activities. In addition to explaining, he trains them to enter the classroom correctly, to greet the teacher and students, and to maintain discipline. At the same time, the students of the first grade are used to the above processes during the lesson. In this process, the positive work they have done, the results of their educational work, require encouragement. It can be seen that the teacher uses different methods and methods when conducting the educational process with students. The variety of educational methods shows the need to divide and classify them into types. Therefore, they can be divided into groups, taking into account their special characteristics. Every teacher (educator) who wants to achieve educational results should thoroughly master educational methods and their essence.

Figure 1.

The task of the first group of methods is to create an understanding and knowledge of the social consciousness of the student about the rules and norms of life, ethics, labor relations. In the process of education, these rules and norms become the beliefs, confidence and life views of a person. This group includes spiritual, moral, aesthetic, ideological, legal, physical, ecological, economic, etc. content conversations and modeling techniques can be included. With the help of the methods of the second group, the student forms habits related to spiritual content. The behavior of the student is formed in accordance with the content of social education on the basis of moral habits and on the ground of activity. Activity is an important resource that enriches the experience of social relations and social behavior of students. Among the methods of the second group, the method of pedagogical demand is important. Pedagogical demand can be the fulfillment of various tasks, i.e. expressing the norms of social behavior, performing a specific task that needs to be performed by participating in this or that activity, and encouraging one or another action. Claims can be made directly or indirectly. Direct requirements are in the form of a strict command or instruction, a task, a guiding description. Indirect demands are expressed in the form of advice, request, rebuke, interest in activities, with the aim of arousing a sense of experience and aspiration. Requirements imply that the student has some level of awareness, reason, purpose, and belief. At the same time, the teacher must pay special attention to the

standards of the requirements imposed on the students. In the process of useful activities and specially organized tasks, positive behavior and characters are taught. Teaching is an activity that motivates students to perform various actions and practical activities organized in a planned and systematic manner in order to transform social behavior into a normal form.

Teaching is considered an effective tool at all stages of education and development of students. Exercises in the activity are aimed at training the habits of work, social activity, team activity and interaction. Training is closely related to teaching. If the basis of teaching lies in the child's mastery of the activity process, then the activity of training is of special importance for the individual. Training relies heavily on learning to control repetition, reinforcement, and improvement, which increasingly become the basis of social behavior.

In educational practice, it is often necessary to create special pedagogical situations, in which there is an opportunity for independent choice. Pedagogical situations create conditions where students have to change their thoughts and behavior again. Among the methods of the second group, the competition is a necessary and important quality of increasing the efficiency of the methods of organizing students' practical activities. The competition helps to develop students' activity and creativity in all spheres of activity, and to direct the activity of the student team to a specific goal. When the competition is organized correctly, the feeling of the team is successfully formed, and the discipline and organization of the students are strengthened. The competition is organized by specific type, as well as systematically: for example, the best class, the best group, the best team, the best school, etc. In the process of education, it is important to achieve that the students organize the competition based on their own initiative and enthusiasm, develop its conditions and indicators. It is also necessary to take care of the overall success of the team, the fulfillment of the accepted obligation, and ensuring that the results of the competition are reflected in the stands. It is inappropriate to organize the competition for official information. Public opinion remains an important basis of competition activity.

Consciousness and behavior unity occurs through the interdependent use of the first and second group methods, but this does not happen by itself, but depends on the teacher's organizational skills and his ability to see the features and importance of tools that affect the student's mind and behavior. In a word, as a result of education, today's student becomes a perfect person, that is, a perfect member of society. For this, he should develop his mind and thinking and form positive qualities in himself. So, what level of activity should the human mind reach in order to understand existence and the environment?

Human consciousness is the level of spiritual perspective activity based on understanding of life and worldly reality through his perception and reason. Reason is to understand worldly and life truths based on one's own perception, heart and mind and to follow them in one's activities from a spiritual and human point of view.

The methods of the third group include methods that are used to stimulate positive behavior in students, correct or prevent negative traits, and directly influence their feelings and goals. This group includes methods such as incentives and punishments.

4. Role of example in education

The role of good education in the family and society is incomparable in the development of our children into perfect human beings in the future. The more cultured and polite the parents, mentors, leaders and adults are, the more polite the people growing up in this society and environment will be. It is an urgent issue today to carry out social work with such responsibility, that is, to be a good example and role model for our youth so that they grow up to be polite,

well-behaved and conscientious people. There was a saying in the old days: "Do what the teacher says, don't do what he does." Now this adage is outdated: teenagers and young adults often take an example from the external lifestyle of their teachers and adults, that is, they "do what the teacher does". At this point, it is necessary to take into account their rightful objections: "Why do they tell you not to smoke and drink, when they themselves smoke and drink?", "Why do they tell you to tell the truth, but they themselves tell lies?" They say you have to be honest, but they take bribes themselves?" If a teacher and others are right in words and wrong in practice, how will their students respect them? What do they learn from him? In this sense, the educator must always follow his word and go beyond his word. It is this aspect of Ibrat that is of great importance in the education of a perfect person.

Ibrat education has interested people since ancient times. This is especially common in the pandnoms associated with the names of the famous Greek thinkers - Plato and Aristotle. In particular, in Eastern countries, Plato's admonitions to Arastu, Aristotle's admonitions to Alexander, and testaments were distributed as a whole work. Aristotle said that the educator should be educated and acquire human qualities. "Know that," says Aristotle, "a person engaged in education cannot educate others if he himself has not been educated." A good-natured person cannot start others into naughty and dirty deeds. If you want to train your student, first start by training your soul. If you want to eliminate the guilt of others, you must first cleanse yourself of defects and vices. But how can a blind person guide the blind? Can a lowly person give honor and dignity to others?"]

In addition to these, works such as "Rushnoinoma", "Nightmare", "Pandnoma" by Farididdin Attar, "Sad pand" by Obaid Zakoni are widely spread in Eastern countries. In the early Middle Ages, the treatises of Aristotle and his followers were translated into Arabic, and their teachings were studied and enriched by Al-Kindi, Al-Farabi, Beruni, Ibn Sina, Omar Khayyam, Nasriddin Tusi, Jami, Nawai and other Eastern philosophers.

Therefore, the role of role models is incomparable in the maturity of today's youth and the worldview corresponding to it is regularly improved and developed. This, in turn, guarantees the training of conscious members of the Free and Prosperous Motherland, creators of a free and prosperous life.

5. Methods of encouragement and punishment in education

Methods of encouragement - provide positive assessment of students' actions. Stimulation creates experiences of joy, satisfaction, satisfaction, gives refreshment and motivation, strengthens confidence in one's own strength, encourages positive behavior, increases responsibility for one's own work and behavior. Motivational techniques are varied and include approval, encouragement, encouragement, reassurance, notes, verbal and written appreciation, rewards, and more.

Stimulation should be applied taking into account pedagogical requirements. Any incentive should be commensurate with the student's true service to the team. At the time of promotion, special characteristics of the student, his position in the team should be taken into account and it should not be consecutive. Excessive praise, comparison in relation to the team, relaxation of demandingness, these cause the appearance of selfishness and selfishness in the student. In the organization of incentives, along with the student's success, it is necessary to take into account his place in the team, his moral image, as well as the opinion of the team regarding work, team assignments, and the team's attitude to itself. Punishment methods are negative evaluations of students' behavior and activities. Punishment refers to the discussion of activities

and behaviors that are contrary to moral standards. Punishment can prevent bad behavior, correct morals, shame in front of the community, and create a sense of guilt. There are also various methods of punishment by the team or on the basis of its support, including reprimanding, putting, shaming, blushing, discussion of behavior among the team, exclusion from certain activities, etc.

It is necessary to follow pedagogical requirements for punishment. The given punishment should be appropriate and should be given depending on the students' guilt and negative behavior. When punishing, it is necessary to take into account the causes of negative behavior, the harm it causes to the community, and the student's personal characteristics.

Punishment should not arise from the student's interests or serve him. Punishment can also be given by the team. In all cases, the student should not be physically and mentally tormented, humiliated, humiliated, or violated. It is appropriate to use educational methods taking into account the conditions, time, as well as their interaction with each other. Educational tools include the type of activity organized according to the purpose of education. Games, educational work, sports and other types of activities are such tools. In addition, various subjects, examples of material and spiritual culture, information and technical tools are also used as educational tools in the educational process. For example, visual and educational tools, artistic and scientific literature, works of art, radio, television, computer, tape recorder, slides, and people can serve as educational tools. The use of educational tools always requires the use of appropriate educational methods, because with their help, consciousness, emotions, and behavior are formed. Various activities of the student are organized. Today, special attention is paid to the use of information and technical means in the educational process. Appropriate and effective use of them leads to the spiritual growth of students.

Based on the above-mentioned considerations, the following conclusions can be drawn on the topic.

1. Since the basis of the educational process is formed by laws that reflect the objective requirements of social life, the social essence and nature of a person, conducting the educational process in a scientifically based manner requires a deep study of its laws.

2. The success of the educational process also depends on the principles of its organization. The principles of education are a set of basic ideas and rules that originate from the purpose of educating the young generation and define the most important requirements for the content, methods and direction of educating a perfect person.

3. The methods used by the teacher in the organization of the educational process are also important, and they are determined by the tasks of raising the young generation to become a well-rounded, free, creative, independent thinker, which is set before the educational institutions by the social society. Educational methods are divided into three groups according to their similarities. Educational tools used in the process of education serve to strengthen the importance of methods.

Concepts to remember:

Method is derived from the Latin word *metodos*, which means the concepts of research, theory, and doctrine. It is understood as a set of internal ways, methods, and tools typical of the real processes of teaching and upbringing.

Educational methods - method is derived from the Latin word *metodos* - road. The method is translated as research way, theory, teaching. As a scientific concept, the word "method" is understood in a broad sense as a way to achieve a specific goal.

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**БЎЛАЖАК ФИЛОЛОГ МУТАХАССИСЛАР ЛИНГВИСТИК
КОМПЕТЕНТЛИГИНИ РИВОЖЛАНТИРИШНИНГ АҲАМИЯТИ****Ҳожиёва Миноввархон Акрамовна**

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Аннотация: Мақолада компетентлик, лингвистик компетентлик ва филолог талабаларда лингвистик компетентликни ривожлантириш ҳамда такомиллаштириш масалалари ёритилган.

Калит сўзлар: компетентлик, нутқий компетенция, лингвистик компетентлик, билим, кўникма, малака.

Ҳар бир халқнинг, миллатнинг келажаги унинг тил ва адабиётда ўз аксини топади. Тил инсонга берилган энг буюк неъмат. Президентимиз Шавкат Мирзиёевнинг: “Она тилимиз – миллий маънавиятимизнинг битмас-туганмас булоғидир. Шундай экан, унга муносиб ҳурмат ва эҳтиром кўрсатиш барчамизнинг нафақат вазифамиз, балки инсоний бурчимиздир”[6] деган фикрлари тилнинг маънавий-маърифий хазина эканлигини яна бир бора исботлайди. Дарҳақиқат, тил – ҳар бир миллатнинг мавжудлигини таъминловчи, халқни халқ сифатида ривожланишига асос бўлувчи восита.

Ўзбек тили ва адабиёти фани ўқув фанларининг асосини ташкил қилади. Ўқитувчи ва талабаларда китобхонлик маданиятини шакллантиришда, уларнинг ўз фикрларини оғзаки ва ёзма тарзда тўғри ҳамда раво баён қилишида, бошқалар фикрини англаб, унга муносабат билдиришида, умуман олганда, баркамол шахсни тарбиялашда мазкур фанларнинг ўрни беқиёс. Ушбу фанларни ўқитиш ва такомиллаштириш, тилдан амалий фойдаланиш самарадорлигини ошириш ҳамда компетенциявий ёндашув асосида таълимни ташкил этиш вазифа қилиб белгиланди. А.Нурмонов ҳамда Г.Зиёдуллаевлар “компетенциявий таълим тил таълими олдида ўқувчиларда лингвистик, нутқий, креатив (мустақил ва ижодий фикрлаш), прагмалингвистик сингари компетенцияларни шакллантириш” лозимлигини таъкидлайдилар[3, 9]. Компетенциявий ёндашувга асосланган таълимнинг бош вазифаси ҳар томонлама етук, ижодий фикрловчи, зарур ахборотларни мустақил излаб толувчи, эркин мулоқотга кириша оладиган шахсни тарбиялашдан иборат. Таълимда мустақил фикрлай оладиган, нутқ ва мулоқот маданияти ривожланган шахсни камол топишида эса етук мутахассислар, яъни фан ўқитувчилар алоҳида ўрин тутади. Шундай экан, филолог мутахассиснинг ўзи нутқий ва лингвистик компетенцияга эга бўлиши лозим.

“Лингвистик компетенция – тил ва унинг сатҳлари: фонетика, лексика, сўз таркиби, сўз ясалиши, морфология, содда ва кўшма гап синтаксиси, матн услуби асослари бўйича билим, кўникма, малака эгаллаш демакдир” [1, 98]. Агар тил мутахассисиси ўрганилаётган тил тизими ҳақида тасаввурга эга бўлса ва амалда ундан фойдалана олса, лингвистик компетенцияга эга дейиш мумкин.

Д.Набиева “Лингвистик компетенцияга эга бўлиш учун тил сатҳлари ва сатҳ бирликлари, уларнинг мулоқот жараёнидаги ифода имкониятлари, тўғри сўзлаш, тинглаш, ўқиш ва ёзиш кўникмаларини ҳосил қилиш лозим. Шу билан бирга лингвистик компетенция ўз таркибига социолингвистик ва прагмалингвистик компетенциялари” ҳам

қамраб олишини айтиб ўтган [2, 91]. Н.Улуков лингвистик компетенцияга "... мутахассис тил билимининг мукаммалиги ва етуклиги" деб таъриф беради ҳамда лингвистик компетентликнинг бир неча кўринишларда намоён бўлишини санаб ўтади: ўз фикрини она тилида раво, тушунарли, аниқ ва лўнда ифодалай олиш; адабий тилда сўзлаш; имловий, ишоравий ва услубий хатоларсиз ёза олиш; давлат тилида иш ҳужжатларини юрита олиш; хорижий тилларни билиш ва ҳоказо [5, 16].

Лингвистик компетентлик бутунлик сифатида бир неча структур компонентлардан ташкил топади, энг аввало, она тили фани ҳақидаги билим ва малака ўртасида муносабатдан иборат. Она тили ҳақидаги билим эса ўзбек тилининг функцияси, она тили фанининг бўлимлари, тил системаси ва унинг бирликлари, бу бирликларнинг маъно ва вазифалари, сўз туркумлари ва уларнинг ўзига хос хусусиятлари, гап бўлаклари ва гапнинг ифода мақсадига, тузилишига кўра турлари, уларнинг услубий белгилари, имловий хусусиятлари системасидан ташкил топади. Атроф муҳитни англаш, бўлаётган воқеа-ҳодисаларни сергаклик билан кузатиб, улардан керакли хулосаларни чиқариш, ҳар бир ҳодисага ижодий ёндашган ҳолда, ўзининг мустақил фикрини эмин-эркин айта олиш лингвистик компетенциянинг мазмун-мундарижасини белгилайди [4, 87].

Лингвистик компетентликнинг аҳамияти шундаки, ҳар бир талаба, яъни ёш мутахассиснинг давлат тилидан имловий саводхонлигини яхшилаш, ўзбек тилидан касбий фаолиятларида самарали фойдаланишларига замин яратиш, нотиклик маҳоратини эгаллаши учун лингвистик компетенция зарур бўлади.

Инсон қайси касбни эгаллашидан қатъий назар, ўз ишига, машғулотига меҳр билан, кунт билан ёндошса, унинг моҳиятини, сир-асрорини мукамал эгаллайди ва ўз соҳасига меҳр қуйиб камол топади.

Ҳозирги кунда бўлажак мутахассислар, жумладан, филолог-ўқитувчилар учун касбий компетентликнинг бир бўғини ҳисобланган лингвистик компетентликка эга бўлиши зарур. Лингвистик компетенция бўлажак мутахассиснинг ўрганаётган тил материалларидан ва олинган ахборотлардан касбий фаолиятида оқилона фойдалана олиш, шу тилда ўз фикрини оғзаки ва ёзма тарзда мустақил ифодалаш, мутахассисликка оид терминларни тушуниш, уларни ўз ўрнида қўллай билиш, терминларнинг муқобиллари, вариантлари, синонимларини ҳамда тарихий-этимологик манбаларини, терминларнинг мазмун-моҳиятини мукамал билиш, уларни нутқий вазиятларга мос равишда қўллай олиш кўникма-малакаларини таркиб топтириш, яъни терминларни мақсадли равишда амалий қўллаш лаёқатини шакллантиришдан иборат. Фанга оид ўқув луғатларини билиш ҳам лингвистик компетенциянинг асосларидан бири ҳисобланади. Чунки ўқув луғатлари билан ишлаш бўлажак мутахассиснинг назарий билимларини кенгайтиради, билимларининг амалий жиҳатдан мустаҳкамланишини таъминлайди. Талаба мустақил ишлаш, мутолаа қилиш, терминларни мустақил ўзлаштиришга қўшимча манба бўлиб хизмат қилади. Бу эса бўлажак мутахассиснинг сўз бойлигини орттиришга, ўз фанининг терминларини мукамал ўзлаштиришга имкон беради. Ёш мутахассисларнинг рақобатбардош, етук кадр бўлиб етишишида ўз фанига оид терминларни англаши, уларни ўз ўрнида қўллаши, мазмун-моҳиятини тушуниши, фанга оид терминларни яхши ўрганиши, терминларни атама, истилоҳ ва бошқа сўзлардан фарқини ажратиши муҳим вазифа ҳисобланади.

Хулоса қилиб айтиш мумкинки, таълимнинг барча турларида, жумладан, тил таълимида компетенциявий ёндашувни ривожлантириш долзарб вазифа ҳисобланади.

Бунда ўзбек тили ва адабиёт фани баркамол шахсни тарбиялашнинг таянч нуқтаси бўлиб хизмат қилади. Лингвистик компетенцияни шакллантириш талабалар, ёш мутахассис филологларда тўғри талаффуз ва имло саводхонлигини эгаллаш, ўз мутахассислигига доир терминларни пухта ўрганиш, сўзнинг маъно қирраларини англаш ва нутқда ўринли ҳамда тўғри қўллаш, касбий фаолиятига оид адабиётларни ўқиб тушуниш, ўз фикрларини оғзаки ва ёзма ифодалаш орқали нутқий кўникма, малакаларини ривожлантиришга имкон яратади.

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ИЗУЧЕНИЕ ТРЕНИРОВКИ ФУТБОЛИСТОВ И ОСОБЕННОСТЕЙ ОРГАНИЗМА В ПЕРИОД МНОГОЛЕТНЕЙ ПОДГОТОВКИ (НА ПРИМЕРЕ 11-15 ЛЕТ)**Бозоров С.Р.**

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Аннотация: в статье рассматриваются периоды тренировок, системы и факторы достижения высоких результатов, которые считаются основой их подготовки, в частности, возрастные особенности организма игроков (на примере 11-15 лет). Проведен и подробно обсужден анализ мнений ученых в данной области.

Ключевые слова: уровень развития качеств , техническая подготовка, этапы подготовки, базовая подготовка, достижение высоких результатов, двигательные навыки

Достижение высоких спортивных результатов во многом зависит от уровня развития физических и умственных способностей человека , что предполагает возможность отбора лиц с высоким уровнем развития качеств, важных для выбранного вида спорта . Современный спорт характеризуется постоянным повышением требований к всесторонней подготовке спортсменов. В таких условиях первостепенное значение приобретает углубленное изучение индивидуальных особенностей спортсменов и разработка эффективного метода отбора для занятий конкретным видом спорта (В.Д.Сячин, 1996, Б.П.Губа, 1989, В.Г.Никитушкин, 1997). Особенно важно правильно выявить спортивные способности у детей 8-9 лет, поскольку именно в этом возрасте дети занимаются большинством видов спорта. В современном спорте не может быть универсального подхода к определению перспектив игроков выбранного вида спорта. Однако не подлежит сомнению, что, правильно подобрав средства, методы и тренировочные нагрузки, можно сформировать морфологические, физиологические и психологические возможности в соответствии с требованиями выбранного вида спорта. Достижение высших спортивных результатов зависит также от таланта и потенциальных способностей заниматься тем или иным видом спорта. Основные правила теории способностей и методика спортивного руководства и отбора позволяют считать, что способности детей могут быть изучены более глубоко и эффективно , если они изучаются одновременно на основе теории реализации и одновременно мер по обучению. ориентацию и отбор в спорте невозможно представить без организационно-методических основ многолетней спортивной подготовки, а для их развития необходимо внедрение эффективных форм и методов тренировки. Правда, естественный отбор не решает проблемы подготовки спортсменов, поскольку наряду с детьми-инвалидами иногда появляются талантливые (недостаточно подготовленные по особым качествам, но обладающие высоким потенциалом) дети, находящиеся в условиях, когда неправильный методический подход не может квалифицироваться. или.

По мере роста уровня развития футбола возрастает и потребность в поиске физически зрелой и талантливой молодежи, способной успешно играть в экстремальных условиях ответственных отечественных и международных соревнований

(М.М.Шестаков, 1994, С.Ю.Тюленков). Стремление к высокой двигательной активности является особенностью детского организма. Игры для детей — это «университет» приобретения навыков и умений движения в постоянно меняющихся ситуациях (Н. Р. Дорохов, 1987). Использование игр для развития необходимой моторики, внимательное наблюдение за каждым ребенком, оценка его врожденных склонностей являются основой раннего отбора детей к конкретным видам деятельности. Это правило, сформулированное Лесгафтом, разработано и поддерживается многими тренерами, педагогами и исследователями, работающими с группами детей. В современных условиях высокой конкуренции в спорте целевой отбор должен быть многоуровневым, выявляющим необходимые функционально-двигательные навыки только в определенном виде спорта. Отбор, основанный только на лабораторных исследованиях и оценке уровня проявления тех или иных физических способностей и соматических показателей, не решает проблему подготовки спортсменов высокой квалификации. Лабораторные исследования не позволяют сделать полное суждение о двигательных навыках, необходимых в спортивных играх (Губа В.П., 2002). Методика отбора в конкретные виды спорта на основе оценок экспертов порой приобретает весьма субъективный характер и не раскрывает потенциал игрока, «отшлифованного» тренировочным процессом и пожеланиями тренера. Сегодня развитие футбола в Узбекистане и повышение качества игр профессионального и сборного команд — это, прежде всего, совершенствование тренировочного процесса молодых игроков, модернизация системы сортировки и прогнозирования результатов, управления процессом обучения, а также повышение эффективности количества квалифицированных тренеров тесно связаны с подготовкой кадров.

Известно, что высоких спортивных результатов невозможно достичь без четкого и объективного понимания всего тренировочного процесса, основанного на законах формирования спортивного мастерства. Эти закономерности определяются факторами, определяющими эффективность соревнований, оптимальную структуру подготовки спортсменов, особенности гибкости тела спортсменов к нагрузкам в футболе. Объективно существующие медико-биологические, психолого-педагогические, социальные, спортивные закономерности определяют требования к структуре и содержанию, характеру спортивной тренировки, а также дидактику (научность, деятельность, систематичность, системность) этой деятельности, которая является ее руководителем и преемственностью, доступностью и индивидуализацией; последовательность и прогрессивность, связь теории с практикой) и конкретные принципы (непрерывность тренировочного процесса, цикличность тренировочного процесса, цель максимального достижения, общее и специальное). единство тренировки, волнообразность и вариативность динамики нагрузок, глубокая специализация и индивидуализация, постепенное увеличение нагрузок и единство тенденции их увеличения до максимально возможных размеров, единство структуры соревновательной деятельности и структуры физической подготовка спортсмена) и будет раскрыта. Все принципы применяются в тесной связи друг с другом, они обеспечивают правильное понимание процесса спортивной подготовки как деятельности по последовательному приобретению спортсменом максимально возможного уровня интеллектуальной, технической, тактической, физической, психологической и интегративной подготовки. Это

объясняется спецификой футбола и обеспечивает достижение запланированных спортивных результатов в соревнованиях.

Тот факт, что реализация этих принципов способствовала повышению эффективности спортивной тренировки, они могут служить правилами разработки педагогических условий совершенствования любого аспекта этого процесса. Педагогические условия подразумевают не только результат совместных усилий участников тренировочного процесса по достижению целей и задач спортивной тренировки, но и факторы, влияющие на ее эффективность. Эффективность решения вопросов подготовки футболистов высокой квалификации во многом определяется содержанием методики многолетней подготовки юных спортсменов. Широкий возрастной диапазон многолетней подготовки (от начала занятий футболом в 8 лет до зоны первых серьезных достижений в 19-21 год) требует учета следующих методических правил:

- последовательность задач, средств и методов подготовки молодых квалифицированных игроков;
- рациональное планирование тренировочных и соревновательных нагрузок в соответствии с принципом постепенности ;
- динамика объема инструментов УТ и МТ с учетом изменения соотношения между ними (при этом доля МТ увеличивается);
- приоритетное развитие индивидуальных физических качеств и специальных навыков в наиболее благоприятные возрастные периоды;
- индивидуализация работы по освоению технических и тактических навыков;
- оптимизация объема соревновательной (комплексной) подготовки для решения основных задач;
- уровень спортивной подготовки молодых квалифицированных игроков и тренеров и , в целом , использование системы оценки качества работы спортивной школы.

Многолетнюю подготовку специалисты разделяют на следующие этапы, согласно рекомендациям по оптимизации управления тренировочным процессом юных игроков:

- 8-10 лет - исходный этап обучения;
- 10-16 лет - углубленный этап обучения;
- лет – совершенствование спортивного мастерства .

В этом случае , как и в других вариантах деления многолетних этапов обучения , их продолжительность определяется, прежде всего, возрастными особенностями участников различных видов обучения, а также способностью осваивать постоянно возрастающую учебную нагрузку .

Футболист и спортсмены За многолетнюю историю развития системы дошкольного образования ученые и педагоги-практики сделали многое для совершенствования образовательного процесса. Особенно в последние годы проводится много научных исследований по актуальным вопросам спортивной подготовки и подготовки игроков различного возраста и квалификации. Анализ научно-методической литературы и обобщение лучшего практического опыта показывают, что формирование технического мастерства футболистов является одним из приоритетных вопросов, требующих эффективных решений на пути к высоким спортивным достижениям. Игровые игроки Процесс совершенствования работы системы многолетней готовности

непрерывен и бесконечен. Он включает в себя активный и систематический поиск новых путей, форм и методов повышения качества тренировочного процесса спортсменов .

Повышение эффективности тренировочного процесса квалифицированных игроков эксперты связывают с соответствием индивидуальных возможностей спортсмена нагрузке и требованиям, которые могут быть выдвинуты на современном этапе разработки игр. Согласно работам многих авторов , на сегодняшний день недостаточно разработана методика технической подготовки юных футболистов, с помощью которой можно эффективно управлять тренировочным процессом, оценивать владение приемами игры по годам обучения. подготовки нет объективных критериев.

к формированию технических навыков не обеспечивают необходимого качества этого компонента спортивной подготовки. На практике обучение отдельным игровым приемам осуществляется без обеспечения последовательности и без системы, при этом происходит чрезмерное ускорение плановой технической подготовки, снижается качество приобретения необходимых навыков и отрицательно сказывается на дальнейшем развитии. спортивная подготовка делает секрет. Эффективность технической подготовки юных футболистов снижается также из-за недостаточного обеспечения педагогических условий. Динамичное развитие футбола во многом обуславливает постоянное повышение требований к уровню подготовки юных спортсменов. Эффективность целевой многолетней подготовки определяется рядом факторов, среди которых важное место занимают вопросы отбора, ориентации и прогнозирования в спорте. Потому что важные спортивные достижения во многом зависят от индивидуальных способностей человека, его особенностей, соответствия конкретным требованиям игры. Выявление наиболее талантливых детей, способных достичь пика спортивного мастерства, оптимальных путей его достижения, прогнозирование перспектив дальнейшего развития должно осуществляться непрерывно и соответствовать этапам многолетнего обучения.

Таким образом, основной задачей подготовки футболистов тренировочной группы по видам спорта, соответствующим начальному этапу подготовки , является определение целесообразности этапа совершенствования в спорте, причем в рамках второго уровня, который осуществляется в течение основного этапа подготовки. этап , в зависимости от способностей спортсменов, проводится разделение . Отбор, ориентация и прогнозирование в качественном спорте предполагают учет всей совокупности признаков, отражающих диалектическое единство врожденных и приобретенных, биологических и социальных характеристик . При этом система мер связана с необходимостью изучения не только индивидуальных способностей, особенностей и сторон личности, но и личности во всех аспектах.

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ENHANCING READING LITERACY THROUGH TECHNOLOGY INTEGRATION

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Annotation: Integration is considered one of the most relevant topics of today's world. Achieving effectiveness in education through technology integration is possible. This article provides the content and essence of enhancing reading literacy through technology integration.

Keywords: reading literacy, integration, technology, activities, Critical Thinking, Real-World Skills, different instructional methods

In today's rapidly evolving digital landscape, the integration of technology into education has become indispensable. One area where technology has shown immense promise is in enhancing reading literacy among learners of all ages. With the advent of innovative tools and platforms, educators now have unprecedented opportunities to engage students in reading activities that are not only immersive but also personalized to their individual learning needs.

The Role of Technology in Reading Literacy

Technology offers a multitude of benefits when it comes to improving reading literacy. Here are some key ways in which it contributes:

Accessibility: Digital platforms and e-readers provide access to a vast array of reading materials, including books, articles, and educational resources. This accessibility ensures that students can explore diverse content that caters to their interests and reading levels.

Interactivity: Interactive e-books and reading apps engage learners through features such as audio narration, animations, and interactive quizzes. These elements make the reading experience more dynamic and captivating, thereby encouraging sustained interest and comprehension.

Personalization: Adaptive learning technologies analyze students' reading habits and preferences to deliver personalized recommendations and targeted interventions. By tailoring content and activities to individual strengths and weaknesses, technology helps optimize the learning process and fosters skill development at an appropriate pace.

Multimodal Learning: Digital texts often incorporate multimedia elements such as videos, images, and hyperlinks, which complement the written content and facilitate deeper understanding. This multimodal approach accommodates diverse learning styles and promotes holistic comprehension.

Collaboration and Feedback: Online platforms enable collaborative reading experiences where students can annotate texts, share insights, and engage in discussions with peers in real-time. Furthermore, digital tools facilitate timely feedback from teachers, allowing for continuous monitoring of progress and targeted support.

Effective Strategies for Technology Integration

While technology holds immense potential for enhancing reading literacy, its successful integration into educational settings requires careful planning and implementation. Here are some strategies to maximize its effectiveness:

Purposeful Selection of Resources: Educators should curate digital resources that align with learning objectives, curriculum standards, and students' interests. Additionally, they should ensure that the chosen tools offer features that support comprehension, vocabulary development, and critical thinking skills.

Balanced Use of Technology: While technology can enhance reading experiences, it should complement rather than replace traditional literacy practices. Teachers should strike a balance between digital and print-based activities to cultivate well-rounded reading habits and ensure equitable access for all students.

Explicit Instruction and Modeling: Students may require explicit instruction on how to navigate digital texts, utilize interactive features, and leverage online resources effectively. Educators should model these skills and provide guidance on digital literacy practices to promote responsible and ethical usage.

Ongoing Professional Development: Continuous training and professional development opportunities are essential to empower educators with the knowledge and skills needed to leverage technology effectively in reading instruction. By staying abreast of emerging trends and best practices, teachers can optimize their instructional strategies and adapt to evolving technological advancements.

Assessment and Reflection: Regular assessment of students' reading proficiency, both through traditional methods and digital tools, allows educators to gauge progress, identify areas for improvement, and adjust instruction accordingly. Additionally, reflecting on the impact of technology integration through feedback from students and colleagues enables educators to refine their practices and ensure continual growth.

In the pursuit of fostering strong literacy skills among learners, the integration of various approaches and resources has emerged as a powerful strategy. By combining traditional methods with innovative techniques and technologies, educators can create dynamic learning environments that cater to diverse needs and preferences. In this article, we explore the significance of integration in improving reading literacy and offer practical insights into its effective implementation.

Understanding Integration in Reading Literacy: Integration in the context of reading literacy refers to the intentional blending of different instructional methods, materials, and modalities to support students' development as proficient readers. Rather than relying solely on one approach, educators incorporate a combination of strategies that encompass both traditional print-based resources and digital tools. This holistic approach recognizes the multifaceted nature of literacy and acknowledges the varying learning styles and preferences of students.

Key Benefits of Integration: Enhanced Engagement: Integrating a variety of resources and activities into reading instruction keeps students actively engaged by offering diverse learning experiences. Whether through traditional texts, digital platforms, or hands-on projects, learners are more likely to stay motivated and invested in their reading endeavors.

Personalized Learning: Integration allows educators to tailor instruction to individual student needs and interests. By leveraging a mix of materials and methods, teachers can provide differentiated support that addresses diverse learning styles, abilities, and backgrounds, thereby promoting personalized learning experiences.

Expanded Accessibility: Incorporating digital tools and online resources broadens access to reading materials, particularly for students who may face barriers to traditional print-based texts. Technology-enabled platforms offer features such as text-to-speech, adjustable font sizes, and translation options, making reading more accessible to learners with diverse abilities and language backgrounds.

Promotion of Critical Thinking: Integration encourages critical thinking and deeper comprehension by exposing students to a variety of perspectives, genres, and formats. By engaging with a range of texts and multimedia resources, learners develop analytical skills and learn to evaluate information critically, essential components of literacy in the digital age.

Preparation for Real-World Skills: Integrating technology into reading instruction equips students with digital literacy skills that are increasingly vital for success in the modern world. By navigating digital texts, evaluating online information, and collaborating in virtual spaces, learners gain proficiency in using technology as a tool for communication, research, and lifelong learning.

Strategies for Effective Integration

Curriculum Alignment: Ensure that integrated reading activities align with curriculum standards and learning objectives. Identify key skills and competencies to be addressed through integration and select resources that support these goals.

Collaborative Planning: Foster collaboration among educators to develop integrated units and lessons that span multiple subject areas. By integrating reading with other disciplines such as science, social studies, and the arts, educators can create interdisciplinary learning experiences that enhance comprehension and engagement.

Differentiation and Flexibility: Cater to the diverse needs of students by providing options for how they access and engage with reading materials. Offer a variety of texts at different reading levels, formats, and languages, and provide alternative pathways for demonstrating understanding.

Assessment and Reflection: Incorporate ongoing assessment practices to monitor students' progress and adjust instruction as needed. Encourage reflection on the effectiveness of integration strategies and solicit feedback from students to inform future instructional decisions.

Professional Development: Provide educators with professional development opportunities focused on effective integration strategies and the use of technology in reading instruction. Offer training on how to select, integrate, and evaluate digital resources, as well as how to support students in developing digital literacy skills.

Conclusion: Incorporating technology into reading instruction has the potential to revolutionize literacy education by fostering engagement, personalization, and collaboration. By embracing innovative tools and strategies, educators can empower students to become proficient readers who are equipped to navigate and comprehend a diverse range of texts in an increasingly digital world. As technology continues to evolve, its role in promoting reading literacy will remain instrumental in shaping the educational landscape and unlocking new opportunities for learning and growth.

Through thoughtful integration and ongoing professional development, educators can harness the transformative power of technology to cultivate a generation of confident and proficient readers poised for success in an ever-changing global society.

Integration serves as a powerful approach to improving reading literacy by harnessing the benefits of diverse instructional methods and resources. By combining traditional print-

based texts with digital tools and innovative teaching strategies, educators can create dynamic learning environments that foster engagement, personalization, and critical thinking. Through intentional planning, collaboration, and ongoing professional development, educators can leverage integration to equip students with the literacy skills they need to thrive in an increasingly complex and interconnected world.

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SMART TECHNOLOGY IN TEACHING ENGINEERING GRAPHICS

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Annotation. This article discusses the pedagogical features of future teachers, aspects of educating mature specialists from them by strengthening their sustainable interest in science, achieving a broad and deep understanding of the foundations of science.

Key words: mastery, spatial-visual 3D images, smart technologies.

Determining the specific characteristics of the professional activity of a drawing teacher and the specific aspects of developing professional skills in them is of great importance in graphic education. Their professional activity represents an integrative unity of three components - pedagogical, engineering and specialist components [1].

It remains one of the main conditions for the effective organization of drawing education for students of higher educational institutions based on STEAM (Science - natural sciences, Technology - technologies, Engineering - technical creativity, Art - art, Mathematics - mathematics) technologies.

STEAM is based on the application of a practical approach, as well as the integration of all five areas into a single educational system. How does the STEAM approach affect academic performance? Its main idea is that practice is as important as theoretical knowledge. That is, during learning, we need to work not only with our brain, but also with our hands. Learning only in the classroom is not keeping pace with the rapidly changing world. The main difference of the STEAM approach is that children use both their brains and hands to successfully learn different subjects. They "read" the knowledge they received [2].

STEAM education is not only a way of teaching, but also a way of thinking. In it, students will have the ability not only to acquire knowledge, but also to use it. Therefore, when they grow up and face life's problems, whether it is environmental pollution or global climate change, they realize that such complex issues can only be solved by relying on knowledge from different fields. It is not enough to rely on knowledge of only one subject.

How did this new approach to education come about? This is the logical result of combining theory and practice. STEAM was developed in America and combines subjects such as science, technology, engineering and mathematics. Later, Art was added here and STEAM was formed. Teachers believe that these subjects, or more precisely, knowledge of these subjects will help students become highly qualified specialists in the future. At the end of the day, kids want to learn well and put it into practice right away.

A famous example of the STEAM approach is the Massachusetts Institute of Technology (MIT). The motto of this world university is "Mans et Manus" (Mind and Hand). The Massachusetts Institute of Technology has developed STEAM courses to give children an opportunity to learn and be exposed to the concept of STEAM in advance, and even created STEAM Learning Centers in some educational institutions [3].

Integrated education. What is the difference between this education system and the traditional way of teaching science? STEAM education provides a blended environment where students begin to understand how to apply scientific methods in practice. In this program,

students study robotics, designing and building their own robots, along with mathematics and physics. Special technological equipment is used in the lessons.

At the international conference "STEAM forward" held in Jerusalem in 2014, the following statements were made: involving young people in STEAM. This education should begin at preschool age, so programs should be included in kindergartens.

Currently, the language of science is English. If you want to study science and become a scientist, you need to know this language. STEAM education programs are needed for girls. Girls in science can do things that boys can't because of their discipline.

We would like to emphasize that, compared to traditional teaching methods, the STEAM approach encourages children to conduct experiments, build models, independently create innovations, turn their ideas into reality and create a final product.

Various approaches to the concept of integration in the pedagogical process have been developed in the psychological-pedagogical literature. K. Yu. Kolesina [4] states that the organization of the educational process based on the integration approach ensures an increase in effectiveness and reliability. He considers general didactic aspects of integration as material and spiritual aspects of the content of the educational process. K. Yu. In Kolesina's research, content updating integration processes are transferred to the didactic principle (the principle of integration in education). A more complete analysis is carried out on the basis of a detailed analysis of the technological aspects of content integration (mutual distribution of interdisciplinary educational tasks). K. Yu. Kolesina's research analyzes the psychological aspect of this problem. Considers the general approach to educational integration according to the individual characteristics of requirements [4]. To integrate academic subjects into one subject: research objects must be the same or close to each other; the same or similar research methods are used in the subjects being integrated; integrated academic subjects are built on the basis of general laws and general theoretical principles.

Organization of educational activities using SMART ("smart", "intellectual") technology serves to increase educational efficiency. SMART technology is an interactive learning environment based on the use of mobile devices in content around the world, regardless of time and space.

What is SMART technology? An interactive learning environment based on the use of mobile devices using content from around the world, regardless of time and place.

SMART (translated as "smart") is characterized, first of all, by the presence of communication technologies of collective activities aimed at its use, which significantly change not only education, but also other types of activities [5].

S - Self-directed - self-directed, M - Motivated - encouraging, A - Adaptive - flexible, R-Resource - free resource T - Technology Embedded - compatible with technologies. It implies the diversity of intellectual education (audio, video, graphics), the ability to quickly and easily adapt to the level and needs of the student. This is a completely new educational environment, in which educational activities are carried out on the Internet based on common standards and technologies established between the network of educational institutions and teachers, and common content is used. The peculiarity of this type of education is that it creates an opportunity for education "everywhere" for all strata of the population, regardless of their place of residence and financial capabilities [6].

SMART technologies are based on information and knowledge, which allows to create radically new methods of teaching. Innovation and Internet opportunities are also used in the

educational process. It allows you to acquire professional skills based on the study of sciences, taking into account the rapid and constant updating of this technology.

This technology also affects the work of the teacher. He is not only a source of knowledge, but also an organizer of students' independent study, knowledge and research activities, that is, a person with the ability to help. The teacher guides the participants in the learning process in creating new knowledge in the learning environment. Now, teachers should not only be knowledgeable in their professional field, but should also know modern information and knowledge related to the field and be able to use various technologies.

Conditions of teachers' SMART environment: new type of adaptive education; ability to use smart devices; exchange of experience with pedagogical teams; teaching taking into account the professional skills and personal qualities of the teacher.

SMART technology creates a wide range of opportunities for teachers: sharing knowledge, experience and ideas, engaging in theory and practice, saving time. Teachers can tailor their content to each student individually.

The use of new smart technologies is not limited to schoolchildren and students; but it should also increase the interest of adults in new knowledge, so that they can successfully communicate in the world community, involve all students in the active process of self-education. This makes learning much more effective and improves life-long work skills, as required by the ever-growing modern economy [7].

This will help students studying drawing in the higher education system to strengthen their knowledge, to work independently on their own, in these online and offline courses, and in the subjects of "Drawing", "Drawing geometry", computer animation model and " allows them to get the new knowledge they need through technologies such as "augmented reality".

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XONANDALIKDA OVOZ TURLARINI YO'LGA QO'YISH JARAYONING SHAKLLANISHI.

Buxoro davlat universiteti Musiqa ijrochiligi va madaniyat kafedrası 12-2 vokal 20 guruh talabasi

Irgasheva Nigora Bahodirovna

ANNOTASIYA: Musiqa tinglash uchun asosan milliy xalq kuy va qo'shiqlari, folklor kuy va qo'shiqlar, jahon musiqasining durdona asarlari tanlab olinishi maqsadga muvofiq. Tanlanadigan kuy va qo'shiqlarning rangba-rangligi, turli xarakterda ekanligi, mazmun jihatidan yoshiga mosligi, musiqa san'atining yorqin namunalari ekanligi inobatga olinishi kerak.

Kalit so'zlar: Lirik bariton, altino tenor, diapason, dramatik tenor, soprano, soprano-(diskant), kontralto,alt.

Hozirgi vaqtda ovoz turini bexato aniqlay oladigan yagona uslub mavjud emas. Ba'zi hollarda bas o'zi havas qilgan tenorga ovozini o'xshatishga harakat qiladi. Natijada tovushning shakllanishi yuzaki bo'lib qoladi. Tenor esa o'zini murakkablikdan xoli qilish uchun bariton deb aytadi. Pedagog o'quvchining ovoz xususiyatlarini uning ijrochilik usulidan ajrata bilish kerak. Ovoz turini aniqlashda tembr, diapazon, registr tuzilishining xususiyatlari, markaziy tovushlar, tessiturani ushlay bilish qobiliyati, hamda fiziologik –anatomik belgilar (Ovoz bog'lamlarining uzunligi va zichligi, rezonator tizimlari va boshqalar), xronaksimmetriya kabi qator alomatlar hisobga olinishi kerak. Tajribali vokal o'qituvchisi o'quvchining ovoz tembridan ko'p narsani bilib oladi. Bu shaxsiy akustik xususiyat turli tessituralarda sinchiklab tekshirilishi lozim. Tembrning eng yaxshi sifatlarini eshitish uchun bir asarni yondosh tonalliklarga ko'chirib ijro etish mumkin.

Diapazon ham ovoz turini aniqlovchi belgilardan biridir. Biroq u o'quvchida doim ham to'la hajmda ifodalanmasligi mumkin. Ko'pincha u chegaralangan bo'ladi. Ba'zi hollarda uchraydigan "metso soprano" va "soprano" tonlarini o'z ichiga olgan, nihoyatda keng diapazon ham foyda bermaydi. Ovozni to'g'ri tasnif qilishda registr tuzilishini o'rganish yordamchi vositadir.

Erkaklar ovozlarining turi, hajmi va kengligi quyidagilardan iborat:

Tenor (do kichik oktava – do 2 oktava) ovoz kengligiga ega.

Altino tenor – juda harakatchan yengil yuqori registrda jaranglaydi. Lirik tenor – yumshoq harakatchan ovoz jarangi deyarli hamma joyda bir tekis taraladi. Xarakterli tenor - lirik ovozning chiroyli va yoqimlilikini belgilaydi.

Lirik dramatik tenor – keng ovoz hajmi kengligiga ega ovoz.

Dramatik tenor - kuchli, jarangdor bo'lib, drammatik holatlarni tasvirlay oladigan ovoz.

Bariton – (A – kichik oktava – G – birinchi oktava lya - katta okatavadan sol - birinchi oktavagacha).

Lirik bariton - xakteri bo'yicha tenor tembriga yaqin, lekin bariton xususiyatiga ega ovoz. Drammatik bariton - unchalik yorqin bo'lmagan ovoz, katta kuchga ega va pastki registrdagi ovoz bo'linmalarini ham ijro eta oladi.

Bas ovoz – (fa- katta oktavadan – fa-birinchi oktava).Yuqori bas – (yorqin jaranglash,

baritonal tembrni eslatadi.) Markaziy bas- xarakterdagi aniq bilinadigan tembrga ega ovoz. Pastki bas - chuqur, kuchli va past tovushga ega. Oktavadagi bas-asosan xorlarda aytiladigan ovoz. Kontr oktavagacha tushishi mumkin.

Bas - bu ham xarakterli tenorga o'xshab sahna imkoniyatiga qarab ijro eta oladi.

Ayollar ovozlarining turlari quyidagilardan iborat:

Soprano do – birinchi oktava (do uchinchi oktava) ovoz kengligida yuqori pag'onalarda yengil jaranglaydi. Koloratura ovozi – Juda chiroyli tembrni, o'ta o'zgaruvchan melizimlarga boy va katta harakatchanlikka ega ovoz. Bu ovoz do-birinchi oktava, uchinchi oktava do – re-mi va undan ham kengroq ovoz hajm kengligiga ega.

Lirik koloratura ovoz – o'ynoqi, yengil texnik harakatchan va mayin ohangdor ovoz. Lirik soprano ovoz - yengil hamda baquvvat yuqori ovozlar. 3-oktava “do” dan oshmaydi.

Lirik dramatik soprano - ancha to'la ovoz, ko'krak tembrli jarangdor bo'ladi. Dramatik soprano ovozi - kuchli, vazmin ovoz. Dramatik tembrda jaranglaydi.

Metso soprano -kichik oktava lya - ikkinchi oktava lya gacha. Yuqori metso ayollar ovozi – ko'krak ovozi bo'lib mayin tembrli bo'ladi. Pastki metso ayollar ovozi – ancha pastda bo'lib, yo'g'on eshitiladi.

Kontralto – (mi kichik oktava , fa – ikkinchi oktava) eng pastki va kamdan-kam uchraydigan ayollar ovozi. Juda katta va keng jarangga ega.

Bolalar ovozlarining turlari quyidagilardan iborat:

Soprano-(diskant)yuqori ovoz, yengil, o'zgaruvchan yumshoq yangraydi. Katta ta'sir kuchga ega (do-birinchi oktava, fa, sol-ikkinchi oktava)

Alt- bolalar pastki ovozi-kuchli va birmuncha yo'g'on jarangdor tembrga ega. (sol, lya-kichik oktava, re – mi ikkinchi oktava)²¹

Ta'lim jarayonida ovoz turlarini, uning hajmini, kengligini aniqlash orqali ovoz xarakteriga mos bo'lgan vokal mashqlari – vokalizlar hamda qo'shiqlar kuylatib boriladi, bu esa ovoz hajmi kengligini chiroyli, rang-barang tembrda va jarangdor bo'lishiga imkon yaratadi.

Musiqaning tinglash uchun asosan milliy xalq kuy va qo'shiqlari, folklor kuy va qo'shiqlar, jahon musiqasining durdona asarlari tanlab olinishi maqsadga muvofiq. Tanlanadigan kuy va qo'shiqlarning rangba-rangligi, turli xarakterda ekanligi, mazmun jihatidan yoshiga mosligi, musiqaning san'atining yorqin namunalari ekanligi inobatga olinishi kerak.

Musiqaning tinglash uchun musiqaning asarlari musiqaning rahbari tomonidan fortepiano yoki xalq cholg'u asboblari bilan birida cholib yoki texnik vosita orqali eshittiriladi. Musiqaning tinglash jarayonida bolalarga musiqaning tinglash madaniyati singdirib boriladi. Musiqaning tinglash davomida gapirmaslik, diqqat bilan tinglash uqtiriladi. Musiqaning asarini eshitib bo'lgandan so'ng asarning xarakteri, mazmuni haqida kichik suhbat yoki savol-javob uyushtirish bilan bolalarning asar haqidagi taassurotlarini bilib olsa bo'ladi.

Qo'shiq kuylash faoliyat turi bo'yicha asarlar bolalarning ovoz imkoniyatlariga, yosh xususiyatlariga qarab tanlanadi. Kuylash uchun qo'shiqlar tanlashda mavsumiy va taqvimiy bayramlar, yil davomida o'tkaziladigan ertaliklar mavzulari inobatga olinadi.

Biror-bir qo'shiqni kuylashni o'rgatishdan oldin musiqaning rahbari bolalarga uni eshittirishi, mazmuni haqida so'zlab berishi, so'z matnini o'qib, tushuntirib berishi kerak. Qo'shiqni o'rgatish jarayonida musiqaning rahbari bolalarga sof intonatsiyada, so'zlarni to'g'ri talaffuz etib, bir-birovlarini tinglab kuylashni o'rgatib borishi lozim.

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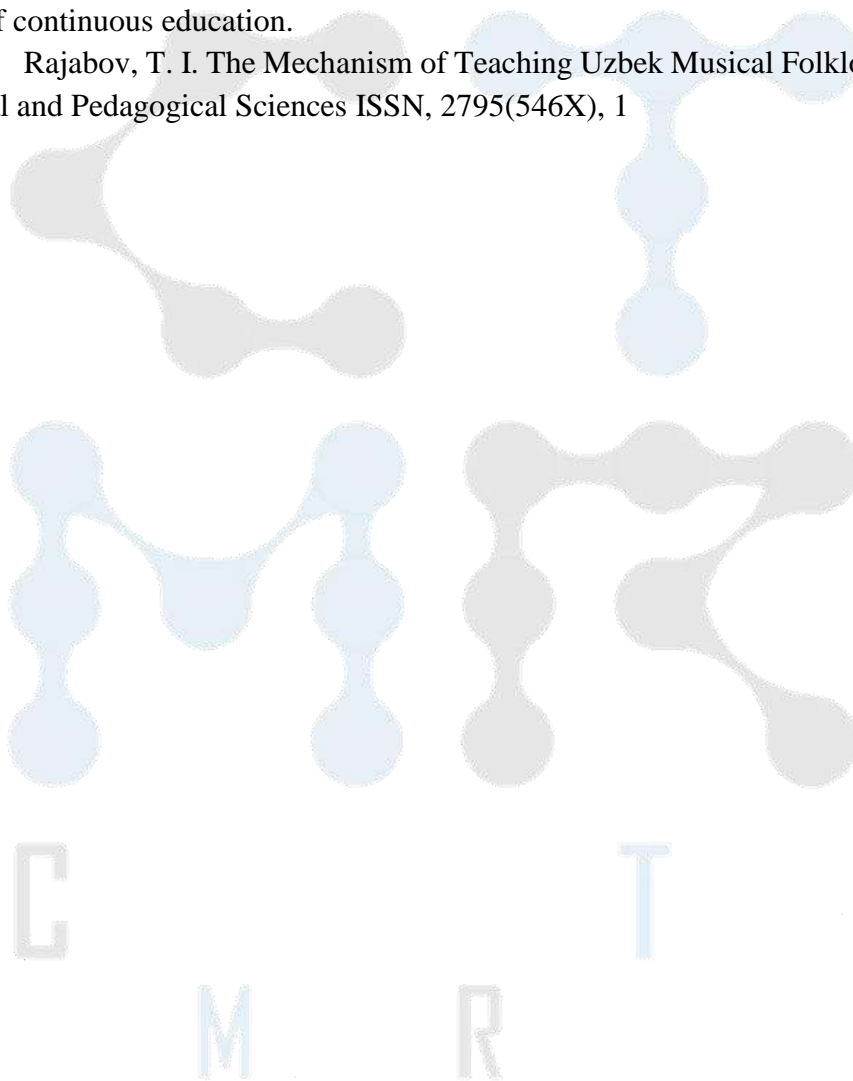
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BUYUK MUTAFAKKIRLARNING MUSIQIY MEROSI.

Buxoro davlat universiteti Musiqa ijrochiligi vamaʼdaniyat kafedrası 12-2 vokal 20 guruh talabasi

Umrzoqov Dilshod

ANNOTATSIYA: Xalqimiz azal-azaldan boy musiqa merosiga ega boʻlgan. Bebaho qadriyatlarimiz, boqiy merosimiz jahonni hayratga solgan mumtoz musiqa sanʼatimiz mavjud. Jamiyat taraqqiyotining barcha davrlarida tarbiyaning mazmunli va yoʻnalishi, umuminsoniy qadriyatlarning uygʻunligi asosida belgilangan. Aqlan yetuk, ahloqan pok, jismonan baquvvat, milliy maʼsulyat tuygʻusini anglaydigan oʻquvchilarni tarbiyalab voyaga yetkazish mamlakatni mustaqil va barqaror rivojlanishiga zamin yaratadi. Milliy tarbiya umuminsoniy qadriyatlardan ajralgan holda rivojlana olmaydi.

KALIT SOʻZLAR: Shashmaqom, urf-odat, milliy maqom sanʼati, milliy tarbiya, anʼana.

Prezidentimiz taʼkidlaganlaridek, “Agar biz sanʼatni, madaniyatni koʻtarmoqchi boʻlsak, avvalo, mumtoz maqom sanʼatini koʻtarishimiz kerak”, deb bejizga aytmaganlar va bu borada 2017yil 17-noyabrda “Oʻzbek milliy maqom sanʼatini yanada rivojlantirish chora tadbirlari” toʻgʻrisidagi PQ 33-91sonli Prezident qarori qabul qilindi. Xalqimizning oʻtmish anʼanalari, milliy urf-odatları, milliy musiqa sanʼatining eng yaxshi namunalarini keng targʻib qilish, milliy musiqa anʼanalarini saqlash va rivojlantirish, yosh avlodda sanʼatga muhabbat tuygʻusini uygʻotish hamda xalqaro ijodiy aloqalarni kengaytirish, tinchlik, doʻstlik, oʻzaro hamjihatlik, madaniy- maʼnaviy hamkorlikni yanada chuqurlashtirish maqsadida yurtimizda keng imkoniyatlar yaratilmoqda. Musiqa sanʼati boshqa sanʼat turlariga qaraganda insonlarga yaqin boʻlgan muhim sanʼat turidir. Xalqimiz azal-azaldan boy musiqa merosiga ega boʻlgan. Bebaho qadriyatlarimiz, boqiy merosimiz jahonni hayratga solgan mumtoz musiqa sanʼatimiz mavjud. Jamiyat taraqqiyotining barcha davrlarida tarbiyaning mazmunli va yoʻnalishi, umuminsoniy qadriyatlarning uygʻunligi asosida belgilangan. Aqlan yetuk, ahloqan pok, jismonan baquvvat, milliy maʼsulyat tuygʻusini anglaydigan oʻquvchilarni tarbiyalab voyaga yetkazish mamlakatni mustaqil va barqaror rivojlanishiga zamin yaratadi. Milliy tarbiya umuminsoniy qadriyatlardan ajralgan holda rivojlana olmaydi. Oʻzbek milliy musiqa ijrochiligi juda qadim va boy anʼanalarga ega boʻlib, xonandalik ovozlarning turlicha toifalarini hamda usluban rango-rang aytim xususiyatlarini oʻz ichiga qamrab oladi. Ushbu oʻziga xosliklarni yoritish, nazariy va amaliy asoslarini ishlab chiqish, shuningdek ularni hozirgi zamon kasbiy musiqa taʼlimi jarayoniga kengroq joriy qilish vazifalari bugungi kunda nihoyatda dolzarb ahamiyat kasb etmoqda. Tabiiyki, Fargʻona-Toshkent, Buxoro-Samarqand, Xorazm va Surxondaryo, Qashqadaryo vohalarining musiqiy udum-anʼanalari oʻrtasida chuqur milliy mushtaraklik mavjud. Shunday boʻlsa-da, mahalliy-yerli oʻzgacha ijodiy koʻrinishlar sezilarli darajada saqlangan. Shu boisdan koʻtarilayotgan masalani asosan bizga bevosita dahldor boʻlgan Buxoro xonandaligi misolida yoritishni maqsad qilib oldik. Qadimda Buxoro hofizlari saroy hofizlari hisoblangan, chunki maqomlar faqat saroylarda ijro qilingan. Zabardast Buxoro hofizlariga Ota Jalol Nosirov, Ota Gʻiyos Abdugʻaniyev, Domla Halim Ibodov, Levi Boboxonov va boshqa hofizlarni misol qilish mumkin. Buxoro maqomlari oʻzining mukammalligi, murakkabligi, jozibadorligi va doira usullarining xilma-xilligi bilan ajralib turadi. Maqomlar Alisher Navoiy,

Abdurahmon Jomiy, Hofiz Sheroziy, Lutfiy, Ogahiy, Nodira, Nozima, Zebiniso kabi lirik shoirlarning fors-tojik va turkiy zamon tillarida yozilgan g'azallari orqali hozirgi kungacha ijro qilinib kelinmoqda. Oliy ta'lim muassasalarida ham an'anaviy xonandalik bo'limlari, Yunus Rajabiy nomidagi milliy maqom san'ati instituti, vohalarda maqomga ixtisoslashgan san'at maktablarining ochilganligi- bu maqom san'atiga berilgan yuqori bahodir.

Buyuk mutafakkirlar Alisher Navoiy, Kavkabay, Zahriddin Muhammad Bobur, Vosifiy, Darvish Ali Changiy kabi olim va shoirlarning asarlarida qimmatli ma'lumotlar uchraydi. Bastakorlarning ijodiy faoliyati ko'p qirrali bo'lgan. Dastlab, bastakor maqom yo'llari va xalq kuylari asosida noyob kuy va ashulalar yaratadi. Bunday xalq bastakorlari hozirda ham o'tmish an'analarini davom ettirib, ajoyib kuy va ashulalar yaratmoqdalar. Bastakorlarimiz yaratgan asarlari o'lmas asarlar sanaladi. To'xtasin Jalilov, Yunus Rajabiy, Tolibjon Sodiqov, Muxtor Ashrafiy, Mutavakkil Burhonov, Doni Zokirov, Faxriddin Sodiqov, Komiljon Jabborov, Saidjon Kalonov, Orifxon Hotamov singari bastakor va kompozitorlar o'zlarining ko'pgina kuy va ashulalari, ariya va romanslarini maqomlar uslubida yaratganlar. Bu atoqli ijodkorlarning faoliyati o'tmishdagi bastakorlik an'analarini yangi sharoitda bevosita davom ettirish bilan bog'liq bo'ldi. Musiqiy-pedagogik jarayon musiqa pedagogikasi o'rganadigan asosiy mavzu hisoblanadi. Keng ma'noda bu jarayon musiqa ta'limining butun tizimini qamrab oladi, tor sohaga oid zarur ma'noda esa zarur musiqiy bilim, ko'nikma va malakalarni shakllantiradi. Musiqiy-pedagogik jarayonda kechadigan tizim sifatida keng ma'noda unga xalq ta'limining butun tizimi – bolalar bog'chalari, maktab, sinf, to'garaklar, ijodiyot uylari va boshqalari kiradi. Jarayonning o'zi tarbiyachi va tarbiyalanuvchining o'zaro aloqasi va birligida amalga oshiriladi. Musiqiy-pedagogik jarayonning asosiy tarkibiy qismlari musiqa ta'limi va musiqa tarbiyasi jarayonlari sanaladi, ular shaxsni musiqiy bilimdonlik, musiqiy tarbiyalilik va musiqiy rivojlanishning ichki o'zgarishlar jarayonlariga olib boradi.

Musiqiy-pedagogik jarayon o'zining qonuniyatlari, shakllari, bosqichlari, uslublari, umumiy va maxsus, yakka va jamoa, nazariy va amaliy, konsert va mustaqil musiqiy mashg'ulotlariga ega. Musiqiy-pedagogik jarayonning qonuniyatlarini aniqlash uchun ushbu barcha aloqalarni tahlil qilish talab etiladi. Bu, aloqalarni bir butun hisobga olish ularning birligiga, jamiyat ehtiyojlariga bog'liqligi, milliy va jahon musiqa madaniyatining taraqqiyotiga olib keladi.

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YOSH AVLOD MA'NAVIY TAFAKKURNI SHAKLLANTIRISHDA MUSIQANING O'RNI.

Buxoro davlat universiteti Musiqa ijrochiligi va madaniyat kafedrası 12-2 vokal 20 guruh talabasi

Karimov O'g'abek

ANNOTATSIYA: Maqom san'ati asrlar davomida shakllanib, jilolanib, og'izdan – og'izga ustoz-shogird an'anasi asosida shakllanib kelmoqda. O'zbek xalqining dunyoqarashi, badiiy zavqi, ijodiy salohiyati, orzu va intilishlarini aks ettirib kelmoqda. Aholi ma'naviyatini yuksaltirish, kishilarda, ayniqsa o'sib kelayotgan yosh avlod ma'naviy tafakkurni shakllantirish, ularni milliy qadriyatlar ruhida tarbiyalash davlat siyosati darajasida ko'tarildi.

KALIT SO'ZLAR: Maqom san'ati, ijodiy salohiyat, ahloqiy–ma'naviy fazilat, maqom, parda, yozma she'riy to'plam, bayozlar.

O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoev ta'biri bilan aytganda, jamiyatda yuksak ahloqiy–ma'naviy fazilatlarini kamol toptirish, milliy mafkurani shakllantirish, yoshlarni boy madaniy meros, tarixiy an'analarga, umuminsoniy qadriyatlarga hurmat, Vatanga muhabbat ruhida tarbiyalash respublikamizda amalga oshirilayotgan barcha islohotlarning hal qiluvchi omili hisoblanadi. Zero, mamlakat va xalqning taqdiri kelajagimiz vorisi bo'lgan ana shu yoshlarning hayotga qay darajada tayyorgarligiga bog'liq. Musiqa ellarni-ellarga, dillarni-dillarga bog'lovchi, kishi estetik didini tarbiyalovchi hamda madaniy saviyasini oshiruvchi mo'jizaviy vositadir. Inson ongining musaffoligi, jamiyatning yetukligi, shaxs ma'naviyat dunyosining boyligini ta'minlashda maqom san'atining ahamiyati juda kattadir. Shuning uchun ham maqom san'atini o'rganish talabalarda milliy qadriyatlar hisoblanmish ming yillik tarixga ega bo'lgan urf-odatlar, udumlar, marosimlarimizga nisbatan mehr-muhabbat va hurmat uyg'otadi. Maqom san'ati asrlar davomida shakllanib, jilolanib, og'izdan –og'izga ustoz-shogird an'anasi asosida shakllanib kelmoqda. O'zbek xalqining dunyoqarashi, badiiy zavqi, ijodiy salohiyati, orzu va intilishlarini aks ettirib kelmoqda. Aholi ma'naviyatini yuksaltirish, kishilarda, ayniqsa o'sib kelayotgan yosh avlod ma'naviy tafakkurni shakllantirish, ularni milliy qadriyatlar ruhida tarbiyalash davlat siyosati darajasida ko'tarildi. Yangi O'zbekiston sharoitida ham bu an'ana davom etayotganligi davlatimiz tomonidan yaratilayotgan keng imkoniyatlar misolida ko'rishimiz mumkin. Xalqimizning o'tmish an'analari, milliy urf-odatlari, milliy musiqa san'atining eng yaxshi namunalarini keng targ'ib qilish, milliy musiqa an'alarini saqlash va rivojlantirish, yosh avlodga san'atga muhabbat tuyg'usini uyg'otish hamda xalqaro ijodiy aloqalarni kengaytirish, tinchlik, do'stlik, o'zaro hamjihatlik, madaniy-ma'naviy hamkorlikni yanada chuqurlashtirish maqsadida yurtimizda keng imkoniyatlar yaratilmoqda.

O'rta asr Yaqin va O'rta Sharq xalqlari musiqa ilmida maqom, asosan, parda tuzilmalari tushunchasini hamda ularga mos holda yaratilgan kuy va ashulalarni ifodalaydi. Maqomlar dastlabki davrda tarqoq shakllarda rivojlangan, XIII-asrda as-Safiuddin al-Urmaviy ularni o'n ikki asosiy maqomdan iborat nazariy tizim shakliga keltirildi. Maqomlarning tarixiy, nazariy estetik masallari uzoq o'tmishdan shu kunga qadar musiqashunoslar tomonidan har tomonlama o'rganilinmoqda. Xususan, O'rta asrlar musiqa risolalarida Sharq mumtoz musiqasiga xos parda, lad tuzilmalari keltirilib, maqomot hamda xalq musiqasiga xos tovushqator va usullar tuzulishi haqida mulohazalar yuritilgan. XIX-asr boshi va o'rtalarida Shashmaqomga oid

maxsus yozma she'riy to'plam- bayozlar yuzaga keldi. Ularda maqomlarga aytilgan g'azallar matnlari keltirilgan, maqom va sho'balarning nomlari ijro etiladigan ashulalar turkumining tartibi ko'rsatilgan. Komil Xorazmiy va uning o'g'li Muhammad Rasul tanbur chizig'i yordamida yozib olgan Xorazm maqomlari ham Shashmaqomning XIX-asr namunalari haqida qimmatli ma'lumot beradi.

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INSONIYAT MADANIY TARAQQIYOTI XAZINASIGA QO'SHGAN HISSASI.

Buxoro davlat universiteti Musiqa ijrochiligi va madaniyat kafedrası 12-1 vokal 20 guruh talabasi

Madrimov Feruzbek Ulug'bek o'g'li

ANNOTATSIYA: Prezidentimiz Sh. M. Mirziyoyev ta'kidlaganlaridek, agar biz san'atni, madaniyatni ko'tarmoqchi bo'lsak, avvalo, mumtoz maqom san'atini ko'tarishimiz kerak deb bejizga aytmaganlar. Bugungi kunda ta'lim jarayonida innovatsion texnologiyalar, pedagogic va axborot texnologiyalarini o'quv jarayonida qo'llashga bo'lgan qiziqish, e'tibor kundan-kunga oshib bormoqda.

KALIT SO'ZLAR: Innovatsion texnologiyalar, taraqqiyot, tafakkur, xonanda, maqom, axborot texnologiyalari.

Xalqimizning insoniyat madaniy taraqqiyoti tarixida tutgan o'rnini, jahon ma'naviy xazinasiga qo'shgan hissasini, ulug' ahdodlarimiz yaratgan madaniyat va san'at boyliklarini, musiqiy madaniyatning kelajak avlodga o'z holicha yetkazish, bugungi kunda ushbu ma'naviy boyliklarni istiqbol mafkurasi manfaatlari yo'lida xizmat qildirish va yosh avlodni shu ruhda tarbiyalash barcha ma'naviyat ahlining muqaddas burchidir. An'anaviy xonandaligimizning gultoji- maqomlar va ular asosida yaratilgan xalq ashulalari, bastakorlar asarlarini yosh avlod vakillariga, ta'lim olayotgan avlodlarga o'rgatish, aniqrog'i, ularning tafakkuriga singdirish, kundan-kunga dolzarb ahamiyat kasb etib kelmoqda. Prezidentimiz Sh. M. Mirziyoyev ta'kidlaganlaridek, agar biz san'atni, madaniyatni ko'tarmoqchi bo'lsak, avvalo, mumtoz maqom san'atini ko'tarishimiz kerak deb bejizga aytmaganlar. Bugungi kunda ta'lim jarayonida innovatsion texnologiyalar, pedagogic va axborot texnologiyalarini o'quv jarayonida qo'llashga bo'lgan qiziqish, e'tibor kundan-kunga oshib bormoqda. Buning asosiy sabablaridan biri an'anaviy ta'limda tolibi ilmlarni faqat tayyor bilimlarni egallashga o'rgatibgina qolmay, zamonaviy texnologiyalar asosida egallayotgan bilimlarini o'zlari qidirib torishlariga, hattoki, xulosalarni ham o'zlari keltirib chiqarishlariga o'rgatadi. 2022yil 2-fevraldagi O'zbekiston Respublikasi Prezidentining 112-sonli madaniyat va san'at sohasini yanada rivojlantirishga doir qo'shimcha chora-tadbirlar to'g'risidagi qaroriga asosan aholi, ayniqsa, olis hududlarda istiqomat qiladigan fuqarolarga madaniy dam olish xizmatlari ko'rsatish darajasini oshirish, respublikaning barcha hududlarida teatr, sirk va boshqa turdagi ommaviy-madaniy va konsert-tomosha tadbirlarini tizimli ravishda yo'lga qo'yish, madaniyat va san'at sohasida iste'dodli yosh ijodkorlarni izlab topish va qo'llab-quvvatlash, ta'lim muassasalarini milliy cholg'ular, musiqqa darsliklari, notalar to'plamlari va o'quv-metodik adabiyotlar bilan ta'minlashning yaxlit tizimini yaratish maqsadida, 2022-2026-yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasini "Inson qadrini ulug'lash va faol mahalla yili"da amalga oshirishga oid davlat dasturiga asoslangan.

Oliy ta'lim muassasalari, umumiy o'rta ta'lim maktablari, musiqqa va san'atga ixtisoslashgan musiqqa maktablarida hozirgi kunda prezident qarorini ta'minlash maqsadida ko'pgina ishlar qilinyapti. Shu jumladan, umumiy o'rta ta'lim maktablarida musiqqa xonalarini musiqqa cholg'u asboblari bilan jihozlash va ta'minlash, har bir maktablarda musiqqa to'garaklarini ochish va maktab o'quvchilarni to'garaklarga jalb qilish bugungi kundagi eng samarali va ko'zga ko'rinarli ishlardan biridir. Oliy ta'lim muassasalari, musiqqa va san'atga

ixtisoslashgan musiqa maktablarida esa, talaba-yoshlar o'rtasida bo'lib o'tayotgan "Yoshlar ovozi", "Bo'zatov", "Yoshlar ijodida ustozlar merosi" nomli festivallarda ishtirok etib, yuqori natijalarga erishib kelmoqda. Tuman, viloyat bosqichlaridan muvaffaqiyatli o'tib, respublika bosqichi ishtirokchisiga aylanib kelmoqda.

Ustozlar ijrosidan bahramand bo'lish, ustoz-shogird an'anasiga rivoya qilish, mumtoz san'atimiz durdonalari bo'lmish maqomlarimizni asl holaticha ijro qilish va uni yosh avlod vakillariga, kelajak avlodga etkazish- bu suizu bizning asl burchimizdir.

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MILLIY MUSIQA MEROSINING SHAKLLANISH BOSQICHLARI.

Buxoro davlat universiteti Musiqa ijrochiligi va madaniyat kafedrası 12-2 vokal 20 guruh talabasi

Umrzoqov Dilshod

ANNOTATSIYA: Shashmaqom XVIII asr o'rtalarida Buxoroda saroy kasbiy musiqachilari va musiqashunos olimlari tomonidan olti maqomdan iborat turkum tarzida ifoda topganligi uchun "Buxoro Shashmaqomi", deb yuritiladi. U kasbiy-ustozona musiqa namunasi bo'lib, yirik hajmga ega, murakkab tuzilishli, umumiy soni 250 dan ziyod ashula, cholg'u asarlarni o'z ichiga olgan tizimli musiqiy majmuadir.

KALIT SO'ZLAR: Buxoro Shashmaqomi, Maqomot, musiqa san'ati, Tasnif, Tarje', Gardun, Muhammas, Saqil.

Yangi O'zbekistonda har tomonlama ma'naviy kamolga yetgan, rivojlangan yosh avlodni tarbiyalash, har bir talabaning ma'naviy darajasini oshirish, uning bilim doirasini kengaytirish va jahon musiqa madaniyati va san'ati bilan bir qatorda o'zbek musiqa madaniyati va san'ati yutuqlarini o'zlashtirishga alohida e'tibor qaratilmoqda. O'zbek xalqining musiqaga bo'lgan muhabbati va kundan-kunga yangilanib borayotgan hayot tarzi hozirgi kunga kelib, musiqa san'atida yangi janr va shakllarni paydo bo'lishining asosiy nuqtasiga aylandi. Prezidentimiz Sh.M. Mirziyoyev "xalqimizning rivojlanish darajasi ko'p jihatdan milliy madaniyat bilan belgilanadi", deb chuqur ishonch hosil qilib, O'zbekiston Respublikasi vazirligi huzuridagi madaniyat va san'atni rivojlantirish yangi jamg'armasi tashkil etildi va takomillashtirildi. Darhaqiqat, bugungi kunda san'at va madaniyat sohasida tubdan o'zgarishlar bo'lmoqda. Bu esa bizga bo'lgan ishonchning bir namunasidir. Milliy maqom asarlari kishilar ma'naviy-axloqiy olamining shakllanishi va rivojlanishida, ularning ma'naviyatini kamol topishida bebaho badiiy qimmatga ega bo'lgan qadriyatlardan biridir. Bu qadriyat inson faoliyati, tafakkurining yuksak cho'qqisi hamda badiiy ijodkorligining mahsulidir.

Shashmaqom XVIII asr o'rtalarida Buxoroda saroy kasbiy musiqachilari va musiqashunos olimlari tomonidan olti maqomdan iborat turkum tarzida ifoda topganligi uchun "Buxoro Shashmaqomi", deb yuritiladi. U kasbiy-ustozona musiqa namunasi bo'lib, yirik hajmga ega, murakkab tuzilishli, umumiy soni 250 dan ziyod ashula, cholg'u asarlarni o'z ichiga olgan tizimli musiqiy majmuadir.

Musiqashunos olim Otanazar Matyoqubov o'zining "Maqomot" kitobida Amir Muzaffarxon, Amir Abdulahadxon va Amir Olimxonlarning sozparvarligi va ularning musiqa san'atiga ixlosi baland bo'lganligini ta'kidlab, Amir Muzaffarxonning malakali maqomxon, hofiz va sozandalar tayyorlash maqsadida Buxoroda maxsus Shashmaqom maktabini tashkil etganligini aytib o'tadi [3, 58].

Professor Fayzulla To'rayevning yozishicha; "Said Olimxon ham ota-bobolari singari soz san'atiga, hofizu mutriblarning iste'dod va qobiliyatlariga befarq bo'lmagan. U o'tmish ajdodlari kabi o'z saroyida maqomxon ustozlarni to'plab, Shashmaqomni mukammallashtirish va uni asrab-avaylab, keyingi avlod vakillariga yetkazishga alohida e'tibor bergan [4, 17].

"Shashmaqom"ning cholg'u va aytim yo'llarini puxta o'zlashtirishi uchun turkumning tuzilishi, tarkibi, usul xususiyatlarini ham bilishi muhim bo'lgan.

Maqomlarning cholgʻu boʻlimlarida bir xil nom bilan ataladigan cholgʻu qismlari boʻlib, ularning ohanglari turlicha boʻlsa-da, doyra usullari bir hildir. Ular Tasnif, Tarjeʼ, Gardun, Muhammad va Saqil mashhurdir. Mamlakatimiz mustaqillikka erishgandan keyin barcha sohalar qatori musiqa madaniyatida ham juda katta oʻzgarishlar yuz berdi. Oʻrta Osiyoning eng qadimiy xalqlaridan boʻlgan oʻzbek xalqi madaniyati va maʼnaviyati tarixini uning tarkibiy qismi boʻlmish musiqa madaniyati tarixini oʻrganishga alohida eʼtibor berila boshlandi. Zero, jamiyatimizning maʼnaviy yangilanishini, komil inson shaxsining shakllanishini milliy musiqa merosimizsiz tasavvur etib boʻlmaydi.

Xullas, qadimiy oʻzbek milliy musiqa madaniyati gultoji boʻlmish Buxoro Shashmaqomining ustoz-shogird anʼanalari asosida ilmu-amaliyotini oʻrganish borasida asrlar davomida maxsus shugʻullanuvchi mukammal kasbiy musiqa maktablari shakllangan, rivojlangan hamda takomillashib kelgan

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PRACTICAL TRAINING OF ENDOSCOPIC AND CONVENTIONAL SURGICAL INTERVENTIONS IN THE BILIARY TRACT

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Relevance. Undoubtedly, like any other method of treatment, laparoscopic interventions on extrahepatic bile ducts have their advantages and disadvantages, indications and contraindications. The search for new and improvement of existing methods of treatment of patients with choledocholithiasis, stenosing duodenal papillitis and their combination, the development and introduction into surgical practice of the optimal technique and algorithm of laparoscopic intervention on extrahepatic bile ducts determines the relevance and great practical significance of this study.

The purpose of the study. The main purpose of this study is to improve the results of treatment of patients with choledocholithiasis, stenosing duodenal papillitis and their combination by introducing and improving methods of laparoscopic interventions on extrahepatic bile ducts.

Research materials and methods. Research was carried out in the surgical departments of the Andijan branch of the scientific center of Emergency Medicine of the Republic, in the Department of Neurosurgery of the adti clinic, in the private clinic of Carona MEDLAIN.

The study is based on an analysis of the results of the treatment of 115 patients with choledocholithiasis, stenosis duodenal papillitis from 864 patients who underwent cholecystectomy from January 2020 to December 2023. All patients are divided into two groups.

The control group included 60 patients treated with choledocholithiasis, stenosis duodenal papillitis from January 2020 to December 2023. In the surgical treatment of tumor disease during this period, as a rule, without prior laparoscopy, mainly open cholecystectomy is used.

The main group included 55 patients who underwent surgery from January 2020 to June 2023. In this group, a two - stage treatment of choledocholithiasis is mainly used-endoscopic transpapillary lithextraction, followed by laparoscopic cholecystectomy. Laparotomy is performed choledocholithomia if it is not possible to eliminate choledocholithiasis using endoscopic transpapillary interventions. Laparoscopic methods of treating cholelithiasis patients with choledocholithiasis and duodenal papillitis with stenosis are actively being introduced and improved to practice.

Research materials. Today, in terms of operational activity in the structure of general surgical pathology, cholelithiasis and its complex forms occupy a leading place, and patients with acute appendicitis, strangulated hernia and other diseases of the abdominal organs, uncomplicated forms of cholelithiasis prevail. For the period from 2020 to 2023. The total number of patients treated with various forms of cholelithiasis in medical institutions of the Andijan region was 15,396 people. Of these, 12,610 are in Andijan clinics and 2,786 are in Andijan region district hospitals.

2,052 (13.33%) patients with cholelithiasis were shown to have choledocholithiasis. 1,182 people (7.68%) had choledocholithiasis, which was complicated by stenosis duodenal

papillitis, and 750 (4.87%) had duodenal papillitis with choledocholithiasis-free stenosis. In 2061 (13.39%) patients, the disease was complicated by benign obstructive jaundice, which accounted for 51.73% of all patients with benign pathology of the extrahepatic bile ducts.

In 2023, compared to 2018, the number of patients with cholelithiasis increased by almost one and a half times, that is, by 46.87%. During the same period, the number of cholelithiasis patients with choledocholithiasis complications increased by 30.87%. A similar trend is observed in patients with choledocholithiasis combined with stenosis duodenal papillitis and obstructive jaundice. The number of patients with choledocholithiasis and SDP increased by 17.89%, with stenosis duodenal papillitis by 12.32% and with good obstructive jaundice by 31.93%. The presented data once again confirms the trend of an increase in the number of patients with complex forms of cholelithiasis in recent years.

Conclusion. First of all, the final result of the treatment of patients with choledocholithiasis, stenosis duodenal papillitis and their combination was taken into account. Comparison of patient groups was also carried out according to other indicators: the duration of surgical intervention, the severity of the postoperative pain syndrome, an assessment of the 10-point visual analog scale of pain, and the need for analgesics, the duration of patients' hospital stay. after surgery, the frequency and nature of intraoperative complications and complications in the early postoperative period, the number of deaths and the frequency of access to laparotomy.

Surgical intervention in patients in the main group was carried out according to the algorithm and techniques developed during this study. This treatment strategy proved effective and safe in 98.18% of patients with choledocholithiasis, stenosis duodenal papillitis, and a combination of these, where endoscopic transpapillary interventions were ineffective, allowing intervention of choledocholithiasis and stenosis duodenal stenotic duodenal intestinal papillosis. in no case without resorting to the transition to laparotomy.

For lithextracting in 23 patients, we used a device to laparoscopic removal of stones from the extrahepatic bile ducts we developed, which also showed its effectiveness and safety in 95.5% of cases. In 22 cases of the use of the device, the stones were successfully removed, and in no case were intraoperative complications observed.

**NOGIRONLIGI BO‘LGAN SHAXSLAR BILAN IJTIMOIIY ISHNING GENDER
JIHATLARI**

**Ayol baxtli bo‘lsa, oila va jamiyat ham albatta baxtli bo‘ladi
Bir haqiqat ayonki, har qanday xalqning ma‘naviy darajasini
avvalo shu yurt ayollarining ma‘naviy saviyasi belgilaydi.**

Shavkat Mirziyoyev

Toshkent imkoniyati cheklangan shaxslar uchun ixtisoslashtirilgan 1-son kasb-hunar maktabi
direktori

Vohobov Murodali Jalilovich

Toshkent imkoniyati cheklangan shaxslar uchun ixtisoslashtirilgan 1-son kasb-hunar maktabi
ijtimoiy moslashuv fani o‘qituvchisi

Chorshanbiyev Avaz Eshkuvatovich

Annotatsiya: Ushbu maqolada nogironligi bor shaxslarning Gender tengligi va unda davlat tomonidan amalga oshirilayotgan ishlar to‘g‘risida fikr yuritilgan

Kalit so‘zlar: Nogironligi bo‘lgan shaxslar Ijtimoiy, iqtisodiy va siyosiy munosabatlar, gender tuzilmasi, ijtimoiy siyosatni isloh qilish jarayonlari, Gender tenglik, nogironlarning jamoat tashkilotlari, Ayollik va nogironlikning stereotipik tasvirlar, mehnat dunyosida mavjud bo‘lgan segregatsiya, ijtimoiy-madaniy stereotiplar va amaliyotlar kasbga yo‘naltirish

Ijtimoiy, iqtisodiy va siyosiy munosabatlarning butun tizimi aniq belgilangan gender tuzilmasiga ega va bu alohida erkaklar va ayollar yoki aholining ijtimoiy-demografik guruhlari ijtimoiy ta‘minot siyosatini tubdan isloh qilish kabi hodisalarga qanday munosabatda bo‘lishida aks ettirilishi mumkin emas bandlik, qashshoqlikning o‘sishi yashirin mehnat bozorining kengayishiga olib keladi. Hozirgi ijtimoiy siyosatni isloh qilish jarayonlari aholining ayrim ijtimoiy himoyaga muhtoj qatlamlari, shu jumladan nogironlarning ijtimoiy mavqeyini o‘zgartirishga sezilarli ta‘sir ko‘rsatmoqda.

Norvegiyada teng imkoniyatlar loyihalarini moliyalashtiradigan Shimoliy Gender tengligi instituti (1970-yilda Shimoliy Shimoliy Vazirlar Kengashi ko‘magida tashkil etilgan) mavjud.

O‘zbekiston gender tengligi ko‘rsatkichi ro‘yxatida 2019-yildan boshlab qatnashishni boshladi. 2019-yil holati bo‘yicha O‘zbekistonning gender tengligi ko‘rsatkichi ro‘yxatdagi 189 mamlakat ichida 62-o‘rinni egalladi. Gender tengligi ko‘rsatkichi ro‘yxati bo‘yicha 62-o‘rinda O‘zbekiston bilan bir qatorda Kosta-Rika va Urugvay ham 0,288 ko‘rsatkichi bilan qayd etilgan. Markaziy Osiyo davlatlari o‘rtasida Qozog‘iston 44-chi, Qirg‘iziston 82-chi, Tojikiston 70-chi o‘rinlarni egallashgan, Turkmanistonda esa bu ro‘yxatda hech qanday ma‘lumot ko‘rsatilmagan. O‘zbekiston Respublikasida 2019-yil 2-sentabrda 562-sonli “Xotin-qizlar va erkaklar uchun teng huquq hamda imkoniyatlar kafolatlari to‘g‘risida“gi Qonuni qabul qilingan. O‘zbekistonda Gender tenglik bo‘yicha Komissiya 2019-yildan boshlab ish yuritib keladi.

Gender tengligi va jinsiy tenglik, aniqrog‘i: erkaklar va ayollar o‘rtasidagi tenglik — bu oilada va jamiyatda erkaklar va ayollar o‘rtasida teng huquqlarga erishishni nazarda tutadigan tushuncha va boshqa qonuniy munosabatlar. Ba‘zi tadqiqotchilarning fikriga ko‘ra,

gender tengligi-bu patriarxal tizimdan keyingi ijtimoiy-jinsiy munosabatlarning keyingi bosqichi deb hisoblaydi. Gender tengligi tamoyili insonning shaxs sifatida paydo bo'lishiga to'sqinlik qiladigan barcha ijtimoiy to'siqlarni o'rganish va yo'q qilish, shuningdek, hayotning barcha sohalarida erkaklar va ayollar shaxsiyatini anglash uchun teng ijtimoiy imkoniyatlarni yaratishdan iborat.

Nogironligi bo'lgan shaxslarning gender xususiyatlarini tahlil qilishda nafaqat erkaklar va ayollarning intellektual va jismoniy xususiyatlaridagi farqlar haqida, balki ular ko'pincha qo'shimcha ehtiyojlar bilan bog'liqligi, masalan, mustaqil hayot kechirish qobiliyati haqida gapirish kerak. Bir qator tadqiqotchilarning fikriga ko'ra, nogironligi bo'lgan ayollar nogironligi bo'lgan erkaklardan ham o'tkirroq muammodir. Erkaklar nogironlik stigmasiga qarshi turish orqali hali ham kuchli ijtimoiy rollarga mos keladigan kutilgan maqomga erishishlari mumkin, ayollar esa ko'p hollarda bu imkoniyatdan mahrum. Ayollik va nogironlikning stereotipik tasvirlari passivlik sifatida birlashganda faqat bir-birini mustahkamlaydi.

Nogironligi bo'lgan ayollar ko'p holatlar ta'sirida, hatto nogironlarning jamoat tashkilotlarida ishlaydilar, qarorlar qabul qilishda kamroq ishtirok etadilar, ularning hikoyalari mustaqil hayot misollarida kamdan-kam uchraydi, ular orasida tashkilot rahbarlari va tashkilotlari rahbarlari ancha kam. Nogironlar muammolariga bag'ishlangan konferentsiyalar va yig'ilishlarda, qoida tariqasida, erkaklar ishtirok etadilar. Biz nogironligi bo'lgan ayollarni asosan G'arb manbalaridan baholay olamiz. Nogironligi bor ayollar iqtisodiy ishlab chiqarish uchun ham (an'anaviy ravishda ayollarga qaraganda erkaklar uchun ko'proq mos keladi) va an'anaviy ravishda ayollarning reproduktiv va oilaviy rollari uchun etarli emas deb hisoblanadi. Ijtimoiy va kasbiy sohada kamsitishlarga eng ko'p duchor bo'lgan guruhni nogiron ayollar tashkil etadi. Ayol, jamiyatda mavjud bo'lgan stereotiplarga ko'ra, oilada asosiy rolga ega, lekin undan tashqarida emas.

Mehnat dunyosida mavjud bo'lgan segregatsiya, ijtimoiy-madaniy stereotiplar va amaliyotlar kasbga yo'naltirish va nogironlar uchun kasbiy tayyorgarlik tizimiga ta'sir qiladi. Nogiron bo'lgan ayollarning ta'lim sohasidagi huquqlari, birinchidan, mehnat sharoiti zararli va og'ir bo'lgan, ayollar mehnatidan foydalanish taqiqlangan ishlab chiqarishlar, kasblar va ishlar ro'yxati bilan, ikkinchidan, mehnat faoliyati bilan shug'ullanuvchilar ro'yxati bilan cheklanadi. tibbiy-ijtimoiy ekspertizaning individual mehnat tavsiyalarida tasdiqlangan shartlar va cheklovlar, uchinchidan, nogironlarni umumiy va birinchi navbatda ishga qabul qilishda kamsitish. Hozirda nogiron bo'lgan ayollarning kasb tanlash va qayta tayyorlash imkoniyatlari kengayapti. Nogironlar asosan uy mehnati (tikuvchi, trikotaj, poyabzal) bilan bog'liq bo'lgan "nogironlik" kasblariga yo'naltirilganda an'ana saqlanib qoladi; nogironligi bo'lgan qizlar mos ravishda nogironligi bo'lgan shaxslar uchun mos bo'lgan ayol kasblariga yoki uy ishlari va oilaga yo'naltirishdan iborat bo'lib qoladi. Nogironligi bo'lgan ayollarning o'tkir muammolaridan biri bu reproduktiv salomatlik muammosi, nogiron ayollarning onalik huquqlarini amalga oshirish imkoniyatidir. Jamiyatda nogironligi bo'lgan ayollar normal oila qura olmaydi, sog'lom farzandlar tarbiyalay olmaydi, degan qat'iy stereotip shakllangan. Ushbu stereotip ko'pincha nogironligi bo'lgan ayollarning o'zlari erkaklarning jiddiy e'tiboriga sazovor bo'lolmasligiga ishonib, komplekslarni va hatto halokatni boshdan kechirishlari bilan mustahkamlanadi. Ijtimoiy ta'lim muassasalari nogironligi bo'lgan qizlarni mustaqil hayotga, jinsiy munosabatlarga o'qitish va tayyorlash, o'z oilalarini yaratish bilan ko'proq shug'ullanilsa maqsadga muvofiq bo'ladi.

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**YOSHLARDA EMOTSIONAL BARQARORLIKNI OSHIRISHDA MULOQOT
MADANIYATINING AHAMIYATI****Samadov Vohid Tolibovich**

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Annotatsiya: ushbu maqolada muloqot kishilarning hamkorlikdagi faoliyati, ehtiyojlari asosida tug'iladigan, ular o'rtasidagi aloqa rivojlanishining ko'p qirrali jarayo ekanligi, muloqot hamkorlikdagi faoliyat qatnashchilari o'rtasida axborot almashinishni o'z ichiga olashi, bu muloqotning kommunikativ ko'rinishida ifodalanishi va uning yoshlarda emotsional barqarorlikni oshirishda muloqot madaniyatining ahamiyati haqida fikr yuritilgan.

Kalit so'zlar: muloqot, til, og'zaki kommunikatsiya, nutq mexanizmlari, nutqsiz kommunikatsiya sotsial nazorat, ijtimoiy qoidalar

Insonning uni o'rab turgan olamga o'zaro ta'siri obyektiv munosabatlar tizimida namoyon bo'ladi. Obyektiv munosabat va aloqalar so'zsiz har qanday real guruhlarda paydo bo'ladi. Guruh a'zolarining bu obyektiv o'zaro munosabatlari subyektiv shaxslararo munosabatlarda aks etadi. Har qanday ishlab chiqarish odamlarning o'zaro birlashishini talab qiladi. Hech bir kishilik jamiyatida odamlar bilan munosabat o'rnatilmasa, ular bir-birini to'g'ri tushunmaydi, to'laqonli birgalikdagi faoliyatni tashkil eta olmaydi. Masalan, o'qituvchi o'quvchilarga biror narsani o'rgatish uchun ular bilan munosabatga kirishishi kerak.

Muloqot kishilarning hamkorlikdagi faoliyati, ehtiyojlari asosida tug'iladigan, ular o'rtasidagi aloqa rivojlanishining ko'p qirrali jarayonidir. Muloqot hamkorlikdagi faoliyat qatnashchilari o'rtasida axborot almashinishni o'z ichiga oladi, bu muloqotning kommunikativ ko'rinishida ifodalanadi. Odamlar bir-biri bilan munosabatga kirishishda tildan muomala vositasi sifatida foydalanadilar. Muloqotning ikkinchi jihati muomalaga kirishuvchilarning o'zaro ta'siridir. Bunda faqat so'zlar emas, balki harakat va holatlar ham almashinadi. Masalan, sotuvchi bilan xaridor o'rtasida biror so'z aytmasdan muomalaga kirishish mumkin. Muloqotning uchinchi tomoni muomalaga kirishuvchilarning bir-birini idrok qilishidir. Muomalaga kirishuvchilarning bir-birini to'g'ri tushinishi muhim ahamiyatga ega. Shunday qilib, muloqotning shartli uch tomonini ajratish mumkin: kommunikativ (axborot berish), interaktiv (o'zaro ta'sir) va perseptiv (o'zaro idrok qilish).

Muloqotning bu uch tomonining birligi muomalaga kirishuvchi kishilarning o'zaro munosabati va hamkorlikdagi faoliyatini tashkil etish usuli sifatida namoyon bo'ladi. Muloqotning mazmuni — axborot almashish, o'qituvchi tomonidan turli kommunikativ vositalar yordamida o'quvchilar bilan o'zaro tushunish va o'zaro munosabatlarni tashkil etishdir. Pedagoglarning tarbiyaviy va didaktik vazifalarini o'qituvchi hamda o'quvchilar jamoasi o'rtasida munosabatlarni ta'minlamay turib amalga oshirib bo'lmaydi.

Birgalikdagi faoliyat davomida odamlar turli fikrlar, o'y-xayollar, his-kechinmalar bilan o'rtoqlashadilar. Bunda o'y-fikrlar, his-kechinmalarni axborot sifatida, kommunikatsiyani esa axborot almashinuvi sifatida talqin etish mumkin. Ammo insonlararo kommunikatsiya shunchaki axborot almashinuvidan iborat emas. Chunki muloqot jarayonida axborot nafaqat uzatiladi, balki shakllantiriladi, aniqlashtiriladi, rivojlantiriladi. Demak, inson muloqotini shunchaki axborot almashinuvidan iborat jarayon, deb hisoblash mumkin emas. Muloqot jarayonida axborot bir tomondan ikkinchi tomonga harakatlanishdan tashqari, faol almashinadi

(kommunikativ jarayon ishtirokchilari bir-biriga axborot yuborayotganda, bir-birining motivlari, maqsadlari va boshqalarni tahlil qiladilar). Shuningdek, muloqot jarayonida axborot almasha turib, kishilar belgilar tizimi orqali bir-biriga ta'sir etishi mumkin (insonlararo axborot almashinuvida, albatta, suhbatdosh xulq-atvoriga muayyan ta'sir o'tkaziladi). Muloqot jarayonida kommunikator (axborot yuborayotgan kishi) va retsiyent (axborot qabul qilayotgan kishi) bir xil kodlashtirish hamda dekodlashtirish tizimiga ega bo'lishi kerak. Yagona tizimni qabul qilishgina kommunikativ jarayon ishtirokchilariga bir-birini tushunish imkonini beradi. Muloqot jarayonida faqal insonlararo kommunikatsiyaga xos to'siqlar vujudga kelishi mumkin. To'siqlar nafaqat belgilar tizimidagi farqlar, balki ijtimoiy-siyosiy, diniy, kasbiy farqlar yoki umuman dunyoqarash, olamni his etishdagi farqlar tufayli vujudga kelishi mumkin.

Kommunikatordan chiqayotgan axborot ikki xil bo'lishi mumkin:

1. Undovchi axborot — buyruq, maslahat, iltimos kabilarda namoyon bo'ladi. Undan ko'zlangan maqsad retsiyentni biror harakatga rag'batlantirishdir. U uch xil bo'lishi mumkin:

a) aktivlashtirish, ya'ni faollashtirish (biror harakatni qilishga undash);

b) interdiksiyalash (biror harakatni qilishdan to'xtatish);

d) destabillashtirish (biror harakatdagi muvozanatni buzish).

2. Konstatatsiyalovchi axborot — ma'lumot tarzida ifodalanadi. Bu turdagi axborot turli ta'limiy tizimlardan o'rin olgan bo'lib, xulq-atvorni o'zgartirish uchun bevosita ta'sir ko'rsatmaydi, ammo bilvosita ta'sir ko'rsatish maqsadi ham bo'ladi.

Amerikalik jurnalist G. Lassuel besh unsurdan iborat bo'lgan kommunikativ jarayonning quyidagi modelini taklif etadi:

A. Kim (axborot kim tomonidan uzatilmoqda);

B. Nima (qanday axborot uzatilmoqda);

V. Qanday (axborot qanday yo'l bilan uzatilmoqda);

G. Kimga (axborot kimga yo'naltirilmoqda);

D. Qanchalik samarali (axborot qanchalik samarador uzatildi).

Kommunikativ jarayon *aksial* (bunda axborot ayrim konkret odamlargagina yo'naltiriladi) yoki *retial* (bunda axborot bir qancha ehtimol qilinayotgan retsiyentlarga yo'naltiriladi) xarakterda bo'lishi mumkin.

Kommunikator retsiyent uni qanchalik tushunayotganini «kommunikativ rollar» o'zgartirish biladi. Chunki bunda retsiyent kommunikatorga aylanib avvalgi kommunikatorga qabul qiigan axborotning mazmunini qanday tushunganligini bildiradi. Noverbal kommunikatsiyada belgilar tizimi sifatida quyidagi tizimlardan foydalaniladi:

1. Optik-kinetik tizimga imo-ishoralar (qo'l motorikasi), mimika (yuz motorikasi), pantomimika (butun gavda motorikasi) kiradi. Ushbu belgilarning muloqotdagi ahamiyati shunchalik kattaki, ularni o'rganish uchun alohida soha-kinesika shakllangan.

2. Paralingvistik tizim ovoz vokalizatsiyasidan iborat bo'lib, unga ovoz sifatlari, diapazoni kiradi. Ekstralingvistik tizimga to'xtalishlar, yo'talib qo'yishlar, yig'i, kulgu, nutq tempi kiradi.

3. Proksemik tizimga kommunikativ jarayon ishtirokchilarining fazodagi joylashuvi va kommunikatsiya vaqti kiradi.

4. Vizual kontaktga ko'zlar orqali muloqot qilish kiradi. Dastlab muloqotning bunday turi faqat intim muloqot doirasidagina bo'lishi mumkin, deb hisoblangan. Ammo so'nggi tadqiqotlar vizual kontakt boshqa sohalarda, ya'ni tibbiyot, pedagogika, boshqaruv kabilarda ham kuzatilishini isbotlamoqda.

Noverbal kommunikatsiya tizimlari kommunikatsiya jarayonida muhim rol o'ynaydi. Ular nutqni to'ldiradi, uning o'rnini bosadi, kommunikativ jarayon ishtirokchilarining emotsional holatini aks ettiradi.

Muloqot ikki va undan ortiq kishilar o'rtasida bilish yoki baholash tarzidagi axborot almashishda namoyon bo'luvchi o'zaro ta'sirdir.

Muloqotning o'zaro birgalikda harakat qilish va faoliyat ko'rsatish jarayonida odamlarni birlashtiradigan umumiy narsa ishlab chiqarish tarzida tushunilishi ana shu umumiy narsa muloqot vositasi sifatidagi tildan iborat ekanligini bildiradi. Til muloqotga kirishuvchilar o'rtasida aloqa bog'lanishini ta'minlaydi. Uni bu maqsad uchun tanlangan so'zlar mohiyatiga ko'ra kodlashtirgan holda axborotni ma'lum qilayotgan kishi ham, bu mohiyatning kodini ochgan, ya'ni uning ma'nosini oshkor etgan va ana shu axborot asosida o'z xulq-atvorini o'zgartirgan holda bu axborotni qabul qilayotgan kishi ham tushunadi.

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CHANGE OF PITUITARY GLAND FUNCTION IN NEURODEGENERATE DISEASES

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Annotation. Hormones that affect the functioning of all organs and systems enter the blood from special endocrine glands, which are united into a single endocrine system. These are the adrenal glands, thyroid and parathyroid glands, ovaries (in women), testes and testes (in men), pancreas, hypothalamus and pituitary gland. This article is about pituitary dysfunction, diagnosis and treatment.

Keywords: pituitary gland, hormones, hypothalamus, osteoporosis, gigantism, acromegaly.

Introduction. At the pinnacle of power is the pituitary gland, a small gland rarely larger than the size of a child's little fingernail. The pituitary gland is located in the brain (at its very center) and tightly controls the work of most endocrine glands, secreting special hormones that control the production of other hormones. For example, the pituitary gland releases thyroid-stimulating hormone (TSH) into the blood, which causes the thyroid gland to create thyroxine and triiodothyronine. Some pituitary hormones have a direct effect, for example, somatotrophic hubbub (GH), which is responsible for the processes of growth and physical development of the child. A deficiency or excess of pituitary hormones inevitably leads to serious illnesses.

Lack of pituitary hormones leads to: To a secondary deficiency of hormones of other endocrine glands, for example to secondary hypothyroidism - deficiency of thyroid hormones. In addition, a lack of pituitary hormones themselves causes severe physical impairment. Thus, deficiency of somatotrophic hormone (GH) in childhood leads to dwarfism.

Diabetes insipidus - with a lack of antidiuretic hormone (ADH is produced in the hypothalamus, then enters the pituitary gland, from where it is released into the blood)

Hypopituitarism - a deficiency of all pituitary hormones - can manifest itself in children as delayed sexual development, and in adults - as sexual disorders. In general, hypopituitarism leads to severe metabolic disorders that affect all body systems. An excess of pituitary hormones gives a clear clinical picture, and the manifestations of the disease differ greatly depending on which hormone or which hormones exceed the norm.

With an excess of pituitary hormones: High levels of prolactin (hyperprolactinemia) in women are manifested by menstrual irregularities, infertility, and lactation (swelling of the

mammary glands and milk secretion). In men, hyperprolactinemia leads to decreased libido and impotence.

Excess growth hormone (GH) has given the world giants. If the disease begins at an early age, gigantism occurs, if in adulthood, acromegaly occurs. According to the Guinness Book of Records, the tallest man was Robert Pershing Wadlow, born in 1918 in the USA. His height was 272 centimeters (arm span 288 centimeters). However, according to the domestic book of records Divo, the tallest in world history was Russian citizen Fedor Makhov. His height was 2 meters 85 centimeters and his weight was 182 kilograms. With acromegaly, the patient's hands and feet thicken, facial features become large, and internal organs become enlarged. This is accompanied by cardiac dysfunction and neurological disorders. Increased levels of adrenocorticotrophic hormone (ACTH) lead to Cushing's disease. This serious disease is manifested by osteoporosis, high blood pressure, the development of diabetes mellitus, and mental disorders. The disease is accompanied by characteristic changes in appearance: weight loss in the legs and arms, obesity in the abdomen, shoulders, and face.

Tumors. Most often, disruption of the pituitary gland is associated with benign tumors - adenomas. Such tumors can be hormonally active and produce certain hormones, or hormonally inactive and produce nothing. Clinically, this pathology manifests itself differently depending on what hormones the tumor produces or does not produce at all, and also depending on the size of the tumor. A tumor can enhance the production of some pituitary hormones and suppress the synthesis of others, which leads to hormonal imbalance in the body. In some cases, the pathological process is asymptomatic, so a tumor in the pituitary gland is discovered by chance when performing an MRI or CT scan of the brain.

Gigantism. This disease develops when children and adolescents produce too much growth hormone. At this age, the growth zone at the ends of the bones is not yet closed, so they begin to rapidly grow in length. A person with gigantism is tall (195 centimeters and above), and the length of the limbs is increased. Following the bone tissue, muscles begin to grow. For their normal functioning, increased blood supply is required, the heart cannot cope with the increased load, and as a result, a person develops cardiovascular diseases. In addition, with gigantism, underdevelopment of the genital organs is often observed.

Acromegaly. The disease usually occurs in people aged 30–50 years and is associated with increased synthesis of growth hormone. At this age, such an increase no longer affects the growth of bones in length, since the growth zone is closed. Therefore, the bone tissue begins to grow in width, which leads to deformation and thickening of parts of the body, especially the limbs. Facial features become rough, the jaw becomes massive. The skin darkens and becomes rough, the size of the tongue may increase, the voice becomes hoarse, and vision decreases. As a result of an increase in the size of the heart, heart failure develops. Pathological changes develop slowly and therefore remain invisible for a long time.

Short stature (nanism). Occurs when there is a lack of somatotrophic hormone in childhood. In women suffering from dwarfism, the height does not exceed 120 centimeters, in men - 130 centimeters.

Itsenko-Cushing's disease. This is a whole complex of symptoms caused by excessive synthesis of adrenocorticotrophic hormone (ACTH) by the pituitary gland, which in turn stimulates increased production of glucocorticoid hormones by the adrenal glands. The main signs of this pathological condition: obesity of the upper body (the limbs remain thin), a swollen “moon-shaped” face, thin skin, decreased muscle mass, a tendency to bruise, stretch marks on

the skin. Concomitant diseases gradually develop: osteoporosis, arterial hypertension, impaired glucose tolerance and diabetes mellitus.

Sheehan syndrome. This is a sharp decrease in the function of the adenohypophysis in women after childbirth, which occurs as a result of necrosis of the pituitary gland. Tissue death occurs due to difficult childbirth with severe bleeding, as a result of which blood pressure drops sharply and the volume of circulating blood decreases. Lactation does not occur with Sheehan syndrome, the woman develops cachexia, possible hair loss in the axillary and pubic area, and the development of acute adrenal insufficiency, manifested by a sharp decrease in blood pressure, nausea, vomiting, weakness, and rapid heartbeat. Without timely assistance, this condition can be fatal.

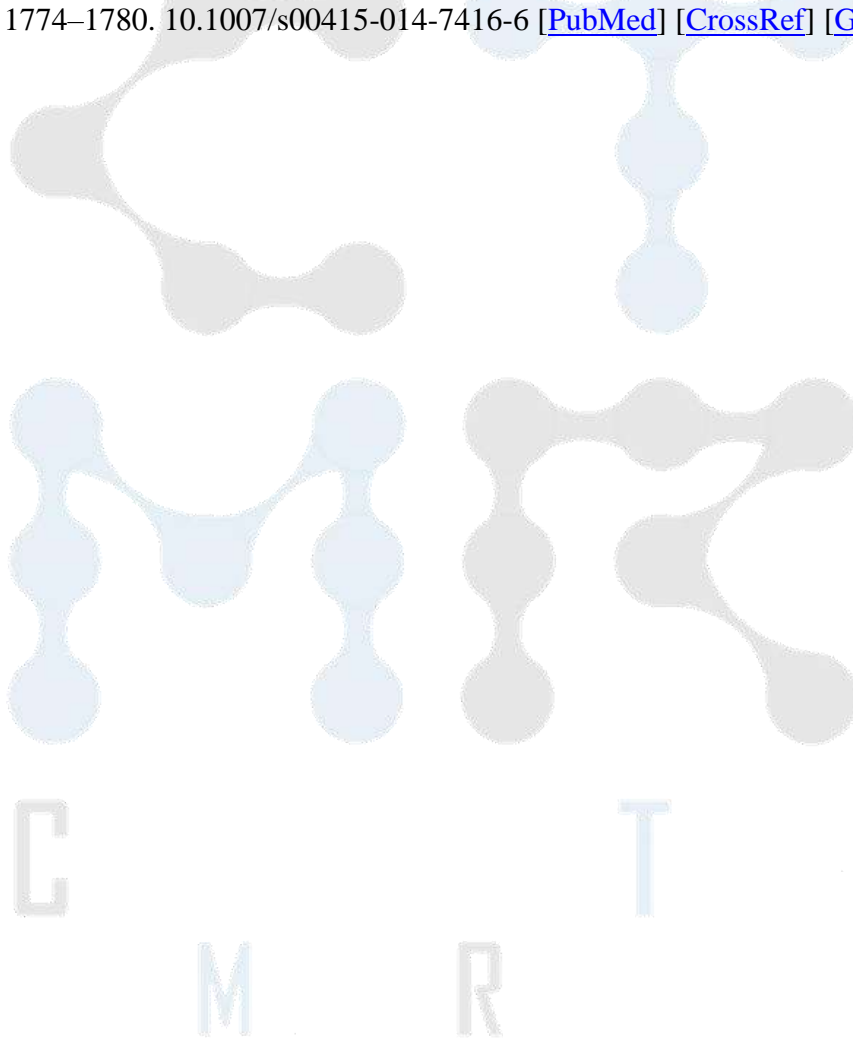
Diagnosis and treatment. An endocrinologist diagnoses and treats diseases of the pituitary gland. At the first visit, the doctor will collect an anamnesis (complaints, information about previous diseases and hereditary predisposition) and, on the basis of this, prescribe the necessary hormonal profile study (blood test for hormones), a test with thyrotropin-releasing hormone, a test with synacthen, etc. If necessary, computed tomography of the brain, magnetic resonance imaging of the brain, etc. may be prescribed. Treatment of pituitary gland diseases is aimed at normalizing the level of hormones in the blood, and in the case of adenoma, reducing the pressure of the tumor on the surrounding brain structures. If there is a lack of pituitary hormones, hormone replacement therapy is used: the person is given drugs that are analogues of the necessary hormones. This treatment often lasts for life. Fortunately, pituitary tumors are extremely rarely malignant. However, their treatment is a difficult task for the doctor.

Conclusion. For adenoma and other neoplasms, surgical treatment is usually indicated. In addition, to relieve symptoms of the disease and suppress tumor growth, radiation therapy is used as indicated. For some types of hormone-dependent adenomas, as well as in the presence of contraindications to surgical treatment, drug therapy is used, which helps to suppress hormonal hypersecretion, and in some cases leads to a decrease in tumor size. Small hormonally inactive tumors without symptoms of compression of the optic nerves require dynamic observation without the use of surgical treatment. Disturbances in the functioning of the pituitary gland pose a serious danger to human health and can lead to the development of a number of serious diseases. Timely diagnosis and proper treatment are the key to longevity and good health.

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HEART DISEASES AND MEASURES TO PREVENT THEM

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Annotation. Cardiovascular diseases (CVD) of atherosclerotic origin, especially coronary heart disease (CHD), remain the leading cause of premature death worldwide. According to epidemiological studies, the prevention of CVD is highly effective. A 50% reduction in mortality from coronary artery disease is associated with interventions on risk factors and only 40% with improved treatment. Prevention of CVD is a coordinated effort at the community and individual levels aimed at eliminating or minimizing the impact of CVD and associated disability. Preventive measures should be carried out throughout life, from birth to old age.

Keywords: heart defects, biological effects, septic endocarditis, circulatory system, blood, alcohol, smoking, coronary artery.

Introduction. Heart defects — persistent defects, deficiencies and changes in the anatomical structure of the heart; interferes with normal blood flow. Congenital and acquired heart defects are distinguished. Congenital heart defects occur as a result of improper formation of the fetal heart and large vessels of the heart during embryonic development. In the early period of pregnancy, the mother's body is poisoned, suffering from some diseases, biological effects of ionizing rays, hereditary diseases, etc. During infancy (up to 1 year), incomplete development of the cardiovascular system (for example, open arterial passages or incomplete completion of the foramen ovale) is also included in heart defects. Common types of congenital heart defects: large and small circulation Abnormal paths of various combinations between the circles, as well as narrowed or blocked areas in the large vessels of the heart (for example, the pulmonary artery and aorta), or the wrong location of these vessels; mixed vices; defects related to the number and structure of heart chambers. Depending on the degree of mixing of arterial and venous blood, some congenital heart defects occur with cyanosis (blue defects) and some without cyanosis (white defects). It depends on the direction in which the blood flows through the inappropriate holes connecting the large and small circulation circles (the direction of the shunt), the level of pressure increase in the pulmonary artery, and the condition of the heart muscles. A child's physical maldevelopment, paleness or blueness, shortness of breath, changes in the size and position of the heart, heart murmurs, etc. are typical signs of congenital heart defects. Acquired heart disease occurs during life as a result of heart disease, mostly rheumatic carditis, sometimes atherosclerosis, septic endocarditis, wounds, etc. Acquired heart defects:

non-tight closing of the heart valves (at the time of closing); narrowing (stenosis) of the hole between the ventricles (right and left ventricles) or the outlet of the main vessels; these defects are mixed, there is a defect in one or more valves, etc. There are mitral (opening between the left ventricle and the ventricle and bicuspid valve), aortic, mitral-aortal and other heart defects. In heart defects, due to valve defects, blood partially flows back or as a result of straining through a narrowed hole, the muscular wall of the heart thickens (hypertrophy), then the force of contraction weakens, and its spaces expand (dilatation). As a result, blood circulation is derailed - blood circulation failure occurs. Acquired heart disease can occur quickly or slowly over a long period of time.

In Europe, about 3 million people die every year from cardiovascular diseases (CVD), in the USA - 1 million, 1/4 of those who die from CVD are people under the age of 65 years. In Russia, mortality rates from diseases of the circulatory system account for about 55% of the total mortality of the population and are currently the highest in the world. In our country, approximately 90% of deaths from CVD are caused by coronary heart disease (CHD) and stroke. Mortality rates in Russia exceed mortality rates in economically developed countries by 3 or more times. Unfortunately, in Russia people of working age suffer from cardiovascular diseases, which affects economic and social condition of our country. In such a situation, it is necessary to activate the disease prevention system both at the state level and at the level of practical health care services. The greatest clinical significance in terms of prevalence, impact on health, life expectancy and working ability of the population among cardiovascular diseases are hypertension, angina pectoris, myocardial infarction, stroke, and cardiac arrhythmias. These diseases develop gradually, due to the influence of certain factors on the human body. As a result, the concept of risk factors is identified. Risk factors are features of a person's life that contribute to the development, progression and manifestation of the disease. All risk factors can be divided into removable (or modifiable) and irreducible (non-modifiable). Avoidable are risk factors that can be eliminated or dealt with in one way or another.

These include: excessive alcohol consumption, smoking, poor nutrition, psychosocial stress, and low physical activity. They influence the development of arterial hypertension, dyslipidemia, and obesity. Fatal are risk factors that cannot be eliminated. These include: age, gender, hereditary predisposition.

Arterial hypertension. Arterial hypertension is one of the main risk factors for the development of CVD. Approximately 25% of the adult population suffers from hypertension; in the older age group, this number is continuously increasing due to lack of adherence to treatment, non-compliance - the patient's voluntary adherence to the prescribed regimen. A quarter of patients do not know about the disease they have, and 15% are treated ineffectively. A quarter of the patients did not consult a specialist and never took antihypertensive drugs, although they often noted an increase in blood pressure. In 60% of patients there is a moderate increase in blood pressure, 3/4 of them have symptoms of this disease: headache in the occipital region, tinnitus, dizziness, 1/4 have no complaints at all.

Increased cholesterol levels. In the development of CVD, an important point is the presence of atherosclerosis in the patient. Atherosclerosis is a pathological process in which cholesterol and its fractions are deposited on the walls of blood vessels. Atherosclerosis is caused by an increase in the level of total cholesterol in the blood, as well as LDL. This occurs due to malnutrition, poor diet, and disturbances in protein and lipid metabolism [1, p. 20].

Cholesterol accumulates in blood vessels and is deposited on its walls, which leads to the formation of atherosclerotic plaques.

Primary prevention includes a rational regime of work and rest, increasing physical activity, limiting table salt, giving up alcohol and smoking, reducing caloric intake and body weight. In fact, it is primary prevention that allows one to maintain rational conditions for human life. In essence, primary prevention of CVD includes a population strategy and a high-risk strategy.

Secondary (drug and non-drug) prevention is carried out differentiatedly with groups of patients with verified CVD in order to prevent relapses of diseases, the development of complications in people with realized risk factors, reduce morbidity and mortality from these diseases, and improve the quality of life of patients. According to WHO, three main risk factors make the greatest contribution to the risk of sudden death: hypertension, hypercholesterolemia (dyslipidemia) and smoking.

10 Essential Measures to Prevent Cardiovascular Diseases

Healthy eating. It implies a reduction in the daily diet of fatty and fried foods, confectionery fats, caffeine, salt, sugar, chicken eggs, and the introduction of sea fish, lean poultry (without skin), legumes, and whole grain cereals. It is important to increase the amount of vegetables, fruits and berries in your diet in an amount of at least 500 grams daily.

Fighting excess weight. All people should monitor their weight; if it increases, they must follow a low-calorie diet and exercise. It is important to know your body mass index (BMI), which according to the World Health Organization (WHO) classification should normally be 18.5 – 25 weight in kg/height in m

Fighting physical inactivity. Walking in the fresh air (for at least 30 minutes daily), playing sports and physical exercise with adequate exercise, avoiding frequent use of a car or elevator - all this reduces the risk of developing pathologies of the heart and blood vessels.

Rejection of bad habits. It involves independently quitting smoking, alcohol, drugs, or getting rid of these harmful addictions with the help of special treatment.

Fighting stress. The ability to adequately respond to minor troubles, pleasant communication with like-minded people and practicing hobbies, proper work and rest hours, normal sleep, music therapy - all these measures will help reduce the number of stressful situations.

Self-monitoring of blood pressure and its timely reduction. This involves regularly measuring blood pressure according to the recommendations of the European Society of Cardiology or, if alarming symptoms occur, systematically taking medications prescribed by a doctor. Normally, blood pressure should not exceed 140/90 mm Hg. Art.

Systematic preventive examination. People who are at risk for developing pathologies of the heart and blood vessels or who notice an increase in blood pressure when measuring it independently, need to visit a doctor in a timely manner, follow his recommendations and conduct preventive examinations (measurement of blood pressure, pulse, ECG, Echo-CG, blood tests, etc. .).

Regular monitoring of blood cholesterol levels. All people over 30 years old should have their blood cholesterol levels tested annually. The maximum permissible level of cholesterol in the blood is 5 mmol/l.

Regular monitoring of blood sugar levels. People over 40-45 years old should have their blood tested for sugar annually. The maximum permissible blood sugar level is 6.1 mmol/l.

Taking medications. It involves taking medications prescribed by a cardiologist for those people who are at risk for developing pathologies of the heart and blood vessels.

Conclusion. The daily tasks of doctors include not only the effective treatment of patients with existing pathology, which ensures the prevention of complications, but also the early identification of “healthy patients” who have risk factors and planning preventive measures on this basis. An integral part of measures to prevent cardiovascular complications should be increasing the educational level of patients.

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Amaliy san'at fanini o'qitishda ijodkorlik kompetentsiyalarini rivojlantirish va kasbiy ko'nikmalarni shakllantirish metodikasi**Muhayyo Barotovna Azimova***Buxoro davlat universiteti "Tasviriy va amaliy san'at" kafedrası dotsenti***Ramazonova Go'zal Muhammad qizi***Buxoro davlat universiteti "Tasviriy va amaliy san'at" kafedrası 1-bosqich magistranti.*

Annotatsiya: Mazkur maqolada amaliy san'at va kasbiy mahoratni o'qitishda ijodkorlik qobiliyatlarini tasniflash, amaliy ko'nikmalar va texnik malakalarni tarbiyalash, shuningdek metodik usullarni rivojlantirish uchun bir nechta strategiya va yondashuvlar haqida qisqacha so'z yuritiladi.

Kalit so'zlar: San'at, metod, kompetentsiya, malaka, strategiya.

Аннотация: В данной статье кратко рассматриваются несколько стратегий и подходов к классификации творческих способностей, воспитанию практических навыков и технических навыков, а также разработке методических методов в обучении прикладному искусству и профессиональным навыкам.

Ключевые слова: Искусство, метод, компетентность, умение, стратегия.

Abstract: This article briefly discusses several strategies and approaches for the classification of creative abilities, education of practical skills and technical skills, as well as development of methodical methods in the teaching of applied arts and professional skills.

Key words: Art, method, competence, skill, strategy.

Mamlakatimizning bugungi kunida amaliy san'atni o'qitish eng dolzarb va qimmatli bo'lib qolmoqda, amaliy san'at madaniy va til to'siqlaridan ustun turadigan visual tildir. Ijodkorlik va tanqidiy fikrlash, fanlar aro ta'limni targ'ib qilish, aloqa va ifodani kuchaytirish.

Tasviriy san'at, rangtasvir nafis san'at bo'lib, bo'yoqlar yordamida yaratiladi. Insoniyat uchun ta'lim - tarbiya va estetik zavq berish vazifasini badiiy asar sifatida o'taydi. Inson nutqi, madaniyati va fikrlash qobiliyatlarini badiiy adabiyot o'stirsa. tasviriy san'at olam ranglarini ko'ra bilish, anglay olish, inson hayotida turli xil ranglar va jilolar aks ettira bilishni shakllantiradi. Alloh insonni shunday qudratli mavjudod qilib yaratdiki, o'z ishlari bilan buni yana bir bor isbotlaydi. Tasviriy san'at rivojiga "Uyg'onish davrida" katta hissa qo'shilgan. "Uyg'onish davrida" insonparvarlik g'oyalar tasviri realistik tasvirlar avj oldi. Veleskes, Murilbo Perro Della, Franchesko, Bottichelli, Leonardo Da vinchi, Mikelanjelo, Rafael, Titsian kabi buyuk rassomlar estetik jihatdan bebaho asarlar bilan tasviriy san'at turida unitilmas obrazlar yaratganlar.

Rassomlik san'ati asarlari hayol lavhasi aks ettiradi. Rassomlik san'ati asarlari mato, karton, yog'och, tosh, oyna, metall, ganch, qog'oz va boshqalarga chiziladi Rassomlik san'ati so'ngi paleolit tosh davrida vujudga keldi. Insonning tashqi dunyosi ta'sirida jon va ruhning borligiga va tashqi olamni anglashga bo'lgan harakat va ishonishi ilk tasviriy san'atning vujudga kelishiga olib keladi. Ilk insonlar g'orlarda ov va jang tasvirlarini tushurganlar. So'ng palioletga oid insonlar syrat chizgan g'orlar Fransiyadagi Lasko, Ispaniyadagi Altamir, Boshqiristondagi Kapovaya g'orlari kiradi. Demak, inson paydo bo'lgan vaqtda ham tasviriy san'at vujudga kelgan desak adashmaymiz. Rassomlik san'ati me'morchilik va haykaltaroshlik bilan uzviy bog'liq ravishda etnik davrda rivojlangan. O'rta asrlarda Yevropa va Kavkazda ibodatxonalarni diniy qo'lyozma kitoblarni bezashda xizmat qildi. Bu davrda Yaqin Sharq, O'rta Osiyo Hindiston Xitoy va Yaponiya minatyura san'ati rivojlangan.

Avvalo kompetetsiyaga ta'rif berishimiz lozim. Tasvir yoki haykalning bosqichlari ketma-ketligini to'g'ri bajarish kompetetsiya dyeiladi. Ish joyini to'g'ri tashkil eta olish tasvirni qog'oz yuzasiga to'g'ri joylashtira olish; tasvirni ishlashda asosiy va xosila ranglarni to'g'ri qo'llay olish; sodda naturalarning shakli tuzilishini, rang, o'lchash nisbatlari fazoviy holatni kuzatadi, taxlil qiladi, amaliy ishda tasvirlay oladi.

Rangtasvir va grafika asarlari quyidagi asosiy janrlarda yaratiladi:

1. Portret,
2. Naturmort,
3. Manzara
4. Maishiy
5. Tarixiy
6. Botal
7. Animatsion
8. Morinistik

Tasviriy san'at o'zining tasvirlash usullari va boshqa jihatlari qarang grafika rangtasvir va haykaltarishlik kabi turlarga bo'linadi.

Tasviriy san'at barcha o'quv fanlari bilan bevosita bog'liqdir. Ayniqsa bu bog'liqlik ko'proq biologiya, geografiya, mehnat, chizmachilik, matematika, fizika, tarix, til adabiyot fanlarida ko'proq namoyon bo'ladi. Bu bog'lanish ham nazariy, ham amaliy jihatdan amalga oshiriladi. Predmetlararo bog'lanishning tashabbuskori tasviriy san'at o'qituvchisidir. Avvalo, o'qituvchi maktabda tasviriy san'at kabinetini tashkil etishi lozim. Kabinetda tasviriy san'atga juda yaqin bo'lgan biologiya, mehnat, matematika, chizmachilik geografiya, adabiyot, tarix kabi fanlarning dasturi, darslik va ko'rgazma materiallaridan baza tashkil etish zarur. Tasviriy san'at o'qituvchisi o'z ish rejasini tuzadi, har bir darsning qaysi fan bilan bog'lanishini ko'rsatadi.

Tasviriy san'at fanining boshqa fanlar bilan bog'lanishi turlicha xarakter, mazmun va shakllarda amalga oshiriladi. Bu bog'lanish o'tiladigan dars mavzusining maqsadi, vazifasi va mazmuniga ko'ra amalga oshiriladi. Avvalambor qalamtasvir yoki narsaning o'ziga qarab rasm chizish, tematik kompozitsiya tuzish, badiiy bezash, haykaltaroshlik, amaliy san'at mashg'ulotlari o'zaro bir-biri bilan bog'lanadi.

So'ngra tasviriy san'atning bu mashg'ulotlari botanika, zoologiya, matematika, chizmachilik, adabiyot, geografiya, mehnat kabi fanlar bilan bog'liq holda olib boriladi. Bunda olma, anor, nok, qovun, tarvuz, rediska, sabzi, turp, terak, tol, o'rik va o't-o'lanlar kabi narsalar rasmi chizilganda albatta botanikaning materiallaridan foydalaniladi. Darsda qush va hayvonlar - qo'y, echki, tovuq, kaptar, qarg'a, hakka, bo'ri, tulki, sher, fil, ilon, toshbaqa va boshqalarning rasmi chizilganda dars zoologiya fanining materiallari asosida tashkil etiladi. Aksariyat tasviriy san'at darslarida geometrik shakllar, prizmatik buyumlar rasmi chiziladi. Kub, prizma, ko'pyoqli piramida, konus, silindr, shar va shu kabi shakllardagi predmetlar rasmi chizilganda o'qituvchi matematika va chizmachilik fani bilan bog'lanishi zarur.

Texnika vositalari, mexanik o'yinchoqlarning rasmi chizilganda esa darsda fizika fani materiallaridan foydalaniladi. Ro'zg'or buyumlari, mehnat qurollari rasmi chizilganda o'qituvchi mehnat fani bilan bog'lanadi, uning ko'rgazma va o'quv materiallaridan foydalanadi va hokazo. O'zining buyuk tarixidan kelib chiqib mavjud tabiiy iqtisodiy imkoniyatlarga tayanib, O'zbekiston o'zigagina xos bo'lgan taraqqiyot yo'lidan bormoqda va unga butun afkor omma qiziqish bildirmoqda. Ularning barchasi xalqning ma'naviy, yaratuvchanlik mehnati bilan bog'liq. Mustaqillikka erishilgach, bizning dunyoqarashimiz va tarixiy voqealarga bo'lgan

munosabat o'zgardi. Bu fan tarixini va xususan tasviriy san'atni, uning taraqqiyotining asosiy tamoiylarini qayta o'rganishni taqozo qildi.

Borliq sir sinoatlari o'zida mujassamlashgan fan bu tasviriy san'atdir. Fanlar ichida hamma qiziqib shug'ullanadigan tasviriy san'at kompetetligini oshirish maqsadida ko'proq o'qishimiz lozim. Faqat rassomlik emas aniq dalillarga iqtisoslashtirilgan chizchmachilikni ham kuchli bilish lozim chunki jadal rivozlanib borayotgan O'zbekistonimiz uchun yosh muhandislar, loyihalovchilar juda zarurdir kelajak avlodga yoshligidanoq shunga qiziqirib yo'nalish berib borilsa buyuk ishlar kutish mumkin. Buning uchun eng avvalo rassomlik hayotiga kirib kelish, har bir narsaning, aniq ma'lumotlariga ega bo'lishni talab etadi. Oddiy ko'z bilan qaraganda eng oson fanga o'xshaydi lekin uningtotlitaminibilish uchun rassomlik mashaqqaticho'qqisini, uning tub ildizini bilsagina ana unda haqiqiy rassom bo'lib yetishadi va kelajak avlodga ham bu go'zal hayotiy fanni chuqur o'rgata biladi.

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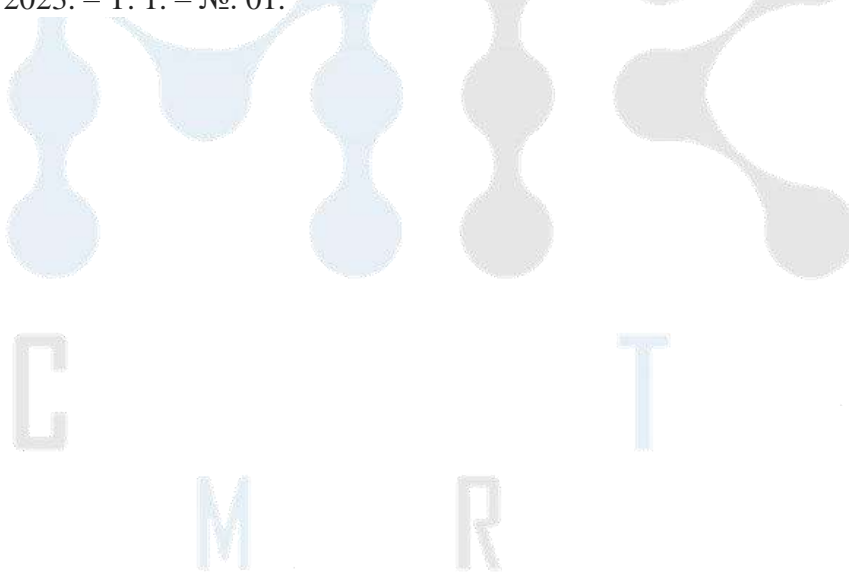
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ПУТИ ПРЕОДОЛЕНИЯ СЛОЖНОСТЕЙ ПРИ ИЗУЧЕНИИ ФОНЕТИКИ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО (РКИ)

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Аннотация: В данной статье раскрываются основные трудности, с которыми часто сталкиваются учащиеся при изучении фонетики РКИ и предлагаются эффективные пути их преодоления.

Ключевые слова: Русский язык как иностранный (РКИ), интерференция, имитативный метод, сознательный метод, артикуляция, палатализация.

Изучение русского языка как иностранного (РКИ) представляет собой многогранный и увлекательный процесс, открывающий двери в мир богатой культуры и истории. Однако на пути к овладению русским языком учащиеся сталкиваются с рядом трудностей, среди которых особое место занимает фонетика. Непривычные звуки, сложная система ударений и интонации могут стать настоящим испытанием для учащихся.

Учащиеся при изучении РКИ может встретиться с трудностями на каждом этапе изучения фонетики русского языка, начиная с алфавита и заканчивая интонацией. Поскольку фонетический уровень изучения языка является первостепенным, задача учителя – не просто познакомить обучающихся с фонологической системой русского языка, но и уметь прогнозировать и устранять факторы, способствующие интерференции.

Развитие звуковой культуры речи – это главная цель при обучении учащихся русскому языку. В процессе ввод фонетического курса слухо-произносительные навыки учащихся практически не развиты, поэтому основное внимание на начальном этапе занятий необходимо уделять именно фонетике. Фонетические навыки свидетельствуют об умении правильно произносить звуки и их сочетания, правильно расставлять ударения и использовать интонационное оформление в устной речи. Преподаватель должен активно использовать «фонетическую зарядку», которая настраивает речевой аппарат обучающихся русскому произношению.

На самом раннем этапе – при изучении алфавита – обучающихся может озадачить консонантизм русского языка. Фонетическая система русского языка построена так, что на 5 гласных приходится 36 согласных, и эта тенденция заметна не только в словах, но и в любом тексте. Согласные фонемы делятся на оппозиции твердость/мягкость, глухость/звонкость, по способу и месту образования. Такой набор оппозиций присутствует не во всех языках, что озадачивает многих учащихся, изучающих русский язык. Особенную трудность часто вызывает коррелятивная пара твердость/мягкость, а именно – произношение согласных в позиции уподобления по твердости/мягкости, которая является слабой фонетической позицией для данных коррелятов.

В лингвистике при обучении фонетике используют два метода: имитативный и сознательный.

Имитативный метод подразумевает повторение услышанного материала за преподавателем. Сознательный метод предполагает, что учащиеся предварительно должны понять и осознать, что и как правильно произносить. При этом применяются схемы речевого аппарата, таблицы и т. д.

Для учащегося важно понимание того, как речевые органы используются при произношении определенного звука, поскольку последующая имитация этого же звука является более результативным способом освоения русского языка.

Слухо-произносительные навыки отражают умение быстро и беспрепятственно воспринимать и дифференцировать на слух разные фонетические явления русского языка, а также грамотное произношение отдельных звуков в потоке речи. При обучении произносительным навыкам значительную роль играет артикуляционная база языка.

Артикуляция – это ряд движений, которые производят органы речи. Часть движений могут выполняться сознательно и самостоятельно контролироваться как визуально, так и мышечно (например, форма губ, положение кончика языка, степень воздушной струи и т. д.) [3; 6].

Часто учащиеся игнорируют палатализацию первого согласного или, наоборот, обозначают мягкость звука там, где ее нет. Кроме того, некоторые буквы в русском языке могут вообще не обозначать звука («ъ» и «ь»), это тоже может вызвать трудности у многих иностранцев, изучающих РКИ. Более того, некоторые учащиеся вставляют лишние гласные в тех местах слова, где стоит более трех согласных подряд, так как во многих языках подобные закрытые слоги и стечение нескольких согласных в середине слова отсутствуют. Гласные фонемы в русском языке тоже делятся по ряду и подъему, и эти противопоставления отсутствуют в ряде языков. Так, например, носители арабского не различают между собой звуки [o] и [y], [e] и [и], поскольку они схожи по артикуляции.

Ударение в русском языке разноместно [5, с. 116], как показала практика, обращение к родному языку или языку-посреднику значительно облегчает понимание изучаемого языка. С их помощью можно значительно сэкономить аудиторное время и лучше донести новый материал [1, с. 668-671]. На базовом этапе беспереводной метод преподавания может затруднить понимание на разных стадиях урока. При использовании беспереводной методики на начальном и базовом этапах учитель может заметить, что обучающиеся испытывают чувство растерянности, раздражения или разочарования. Преподаватель, в свою очередь, тратит больше времени на объяснение материала и может ощутить дискомфорт или раздражение. Л.В. Щерба писал: «Мы должны признать раз и навсегда, что родной язык учащихся участвует в наших уроках иностранного языка, как бы мы ни хотели его изгнать. И поэтому мы должны из врага превратить его в друга» [7, с. 344].

Рассмотрим подходы к освоению звуковой системы русского языка учащимися:

1. Развитие слухового восприятия:

- Погружение в звуковую среду: прослушивание разнообразных аудиоматериалов (песни, радиопередачи, диалоги) для привыкания к мелодике и ритму русской речи.
- Фокусировка на интонации: выделение ударных слогов, пауз, повышение и понижение тона, что влияет на смысл высказывания.

➤ Имитация речи носителей: повторение за диктором с целью усвоения правильного произношения и интонации.

2. Совершенствование артикуляции:

➤ Визуализация произношения: использование зеркала для контроля за положением губ, языка и зубов при произнесении звуков.

➤ Упражнения для речевого аппарата: тренировка мышц языка и губ с помощью скороговорок, чистоговорок и специализированных упражнений.

➤ Особое внимание к трудным звукам: работа над произношением шипящих, свистящих, заднеязычных и других звуков, отличающихся от родного языка обучающегося.

3. Использование вспомогательных материалов:

➤ Фонетические таблицы и транскрипция: изучение визуального представления артикуляции звуков и сопоставление их с графическим изображением в транскрипции.

➤ Интерактивные онлайн-ресурсы: использование специализированных приложений и сайтов с фонетическими упражнениями и тестами.

➤ Самостоятельная запись речи: анализ собственного произношения для выявления ошибок и работы над ними.

4. Практика в реальном общении:

➤ Разговор с носителями языка: возможность услышать естественную речь, получить обратную связь и исправить ошибки в произношении.

➤ Участие в языковых клубах и разговорных группах: практика произношения в непринужденной обстановке и общение с другими учащимися.

➤ Ролевые игры и инсценировки: применение полученных знаний в имитации реальных ситуаций общения.

5. Инновационные технологии в помощь:

➤ Приложения с распознаванием речи: оценка правильности произношения и получение рекомендаций по улучшению.

➤ Онлайн-курсы по фонетике: структурированный подход к изучению с использованием интерактивных заданий и обратной связи от преподавателя.

➤ Видеоуроки и обучающие каналы: наглядное представление артикуляции звуков и возможность повторять за носителями языка.

В заключение следует отметить, что изучение русской фонетики – это постепенный процесс, успешное освоение которой требует постоянной практики, терпения и комплексного подхода. Комбинируя различные методы и технологии, иностранные студенты смогут преодолеть трудности и достичь высокого уровня владения русской речью.

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ЗАМЕСТИТЕЛЬНАЯ ГОРМОНАЛЬНАЯ ТЕРАПИЯ ДЛЯ КЛИМАКТЕРИЧЕСКОГО СИНДРОМА: ОЦЕНКА ДОЛГОСРОЧНЫХ РЕЗУЛЬТАТОВ

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Введение. Климактерический синдром (КС) — это комплекс симптомов, возникающих у женщин в период менопаузы. Заместительная гормональная терапия (ЗГТ) является распространенным методом лечения КС, но ее долгосрочная эффективность и безопасность остаются предметом споров.

Методы. Систематический обзор и метаанализ рандомизированных контролируемых испытаний (РКИ) для оценки долгосрочных результатов ЗГТ у женщин с КС. Исходы включали вазомоторные симптомы, качество жизни, когнитивные функции, риск сердечно-сосудистых заболеваний и рака.

Результаты. В обзор было включено 25 РКИ с участием более 10 000 женщин. Длительное применение ЗГТ было связано со значительным снижением вазомоторных симптомов (OR = 0,45; 95% ДИ: 0,39-0,52) и улучшением качества жизни (SMD = 0,25; 95% ДИ: 0,16-0,34).

Несмотря на обширные исследования, долгосрочные эффекты ЗГТ у женщин с климактерическим синдромом все еще не полностью поняты. Необходимы дальнейшие исследования для оценки:

- Оптимальной продолжительности ЗГТ: какова оптимальная продолжительность ЗГТ для достижения максимальной пользы при минимизации рисков?
- Индивидуализированные подходы к ЗГТ: как можно адаптировать ЗГТ к индивидуальным потребностям и рискам каждой женщины?
- Альтернативные методы лечения КС: какие альтернативные методы лечения КС столь же эффективны, как ЗГТ, но имеют более низкий профиль риска?
- Долгосрочные когнитивные эффекты ЗГТ: каковы долгосрочные когнитивные эффекты ЗГТ, особенно в отношении риска развития деменции?
- Влияние ЗГТ на другие системы органов: каково влияние ЗГТ на другие системы органов, такие как костная ткань, печень и почки?

Кроме того, необходимы исследования для разработки более безопасных и эффективных методов лечения КС, которые не связаны с повышенным риском неблагоприятных событий.

Обсуждение. Длительное применение ЗГТ может быть полезным для лечения вазомоторных симптомов и улучшения качества жизни у женщин с КС. Однако оно также связано с повышенным риском ВТЭ и рака молочной железы.

Выводы. Длительное применение ЗГТ может быть полезным для лечения женщин с КС, но его следует использовать с осторожностью и только после тщательного рассмотрения рисков и преимуществ. Необходимы дальнейшие исследования для оценки долгосрочных эффектов ЗГТ и разработки более безопасных и эффективных методов лечения КС.

Заключение. ЗГТ является эффективным методом лечения вазомоторных симптомов и улучшения качества жизни у женщин с КС. Однако ее долгосрочное

применение связано с повышенным риском ВТЭ и рака молочной железы. Врачи должны тщательно взвешивать риски и преимущества ЗГТ перед назначением ее женщинам с КС.

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