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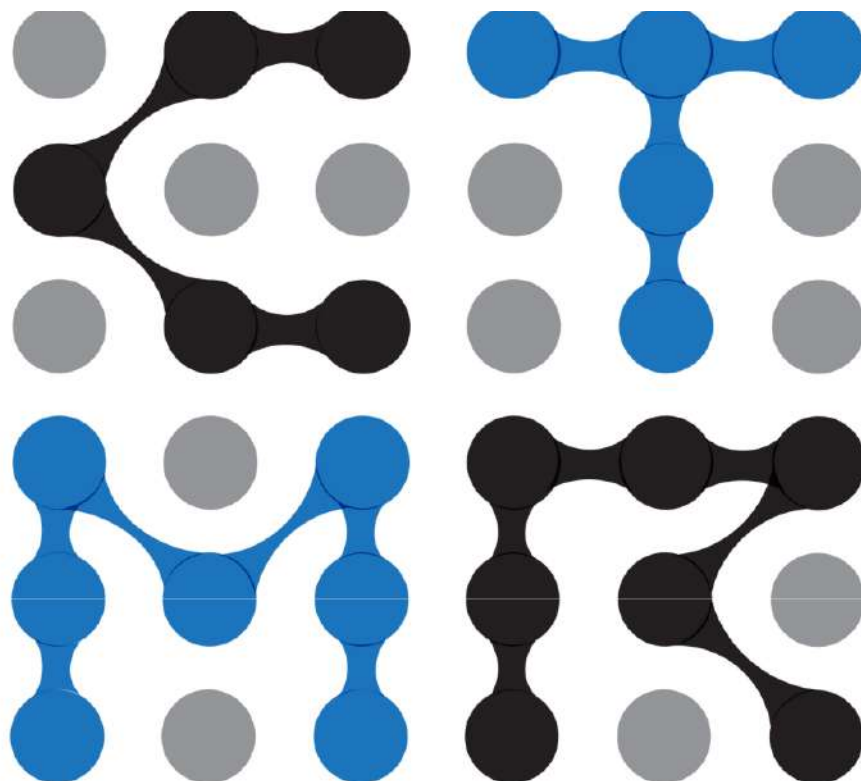
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СУРУНКАЛИ ТОНЗИЛИТНИ ЁШ БОЛАЛАРДА ТАШХИСОТИ**Бўриева Дилноз Бахриддиновна**

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Аннотация: Бу мақолада ёш болаларда сурункали тонзилитни клиник кечиши, касалликни асоратлари, даволаш принциплари келтирилган. Айниқса сурункали тонзилит болалар орасида бу касаллик 16,8%ни ташкил қилади. Тадқиқотимизда касаллик қиз болаларда куп 68% ни ташкил этди. Касалликни ёш болаларда комплекс даволашда Тонзилгон ва Иммудон дори воситасини қўллаш ижобий самарасини берган.

Калит сўзлар: Болалар, сурункали тонзилит, ташхисот, пневмония, бронхит, ногиронлик.

ДИАГНОСТИКА ХРОНИЧЕСКОГО ТОНЗИЛЛИТА У ДЕТЕЙ РАННЕГО ВОЗРАСТА**Буриева Дилноз Бахриддиновна****Термезский университет экономики и сервиса****Преподаватель кафедры медицинских наук**

Аннотация: В данной статье описано клиническое течение хронического тонзиллита у детей раннего возраста, осложнения заболевания, методы лечения. Особенно среди детей с хроническим тонзиллитом это заболевание составляет 16,8%. В нашем исследовании на это заболевание приходилось 68% случаев удушья у девочек. Применение препаратов Тонзилгон и Иммудон при лечении гонореи у детей раннего возраста дало положительный эффект.

Ключевые слова: дети, хронический тонзиллит, диагностика, пневмония, бронхит, инвалидность.

DIAGNOSIS OF CHRONIC TONSILLITIS IN YOUNG CHILDREN**Borieva Dilnoz Bakhriddinovna****Termiz University of Economics and Service****Teacher of the Department of Medical Sciences**

Annotation: This article describes the clinical course of chronic tonsillitis in young children, complications of the disease, treatment printsips. Especially among children with chronic tonsillitis, this disease accounts for 16,8%. In our study, the disease accounted for 68% of choke in girls. The use of Tonzilgon and Immudon drugs in the treatment of gonorrhoea in young children has given a positive effect.

Keywords: Children, chronic tonsillitis, diagnosis, pneumonia, bronchitis, disability.

Муаммонинг долзарблиги: Ўзбекистон Республикасида ёш болалар орасида сурункали тонзилит касаллигини мавжудлиги, унинг салбий оқибатлари жиддий муаммо бўлиб қолмоқда. Сурункали тонзилит болалар орасида жиддий умумбиологик муаммо бўлиб, ногиронлигга олиб келиши эҳтимоли ортиб ижтимоий аҳамият даражасига кўтарилмоқда.

ЖССТ маълумотларга кўра, сурункали тонзиллит билан Ўзбекистон аҳолисининг ўртача 16% касалланади. Вирус-бактериал инфекцияни қўшилиб келиши, бир неча касалликни қўшилиб келишига сабаб бўлади. Болалар орасида бу касаллик 16,8%ни ташкил қилади [1].

Ҳозирги кунда сурункали тонзилитни даволашда танглай муртаklarининг функциясини меъёрлашишига уни сақлаб қолишга қаратилган даволаш усуллари кенг қўлланилмоқда [2,3,4].

Жаҳон адабиётларида сурункали тонзилитни, барча ички аъзоларга, жумладан юрак-қон томир, асаб, эндокрин ва бошқа тизимларига таъсири кенг ёритилган. Лекин бу касалликни жинсий тизимга, ўсиш ва ривожланишга таъсири кам ўрганилган, айниқса балоғат ёшидаги қизларга таъсири ҳақида адабиётларда маълумот деярли йўқ, гарчи сурункали тонзилит билан касалланган ҳамма ўспиринларда иккиламчи жинсий белгиларни шаклланишининг кечикиши, бўй ва вазнинг камлиги кузатилган. Бу муаммони ҳал этиш келажакда оналарни соғлом бўлишида катта аҳамиятга эга.

Сурункали тонзилит умумий инфекцион аллергик касаллик бўлиб, бодомча безларининг сурункали яллиғланиши билан кечадиган касалликдир. Сурункали тонзилит юқори нафас йўллари касалликлари ичида энг кўп тарқалгани бўлиб, Республикамизда аҳолининг 16%ида қайд этилади, катталарда 4-10%, болаларда 12-15% учрайди. [5].

Тадқиқот мақсади: Сурункали тонзилит билан оғриган ёш болаларда касалликни ташхисоти ва даволаш самарадорлигини баҳолаш.

Тадқиқот материаллари ва усуллари: Тадқиқот 2020-2023-йиллар давомида Сурхондарё вилояти болалар кўп тармоқли касалликлари шифохонасида сурункали тонзилит ташхиси билан даволанган 100 нафар беморларни касаллик тарихлари ретроспектив таҳлиллар асосида ўрганиб борилди. Ушбу иш жараёнида беморлардан эпидемиологик, клиник, лаборатор (бактериологик, серологик), инструментал диагностика текширувлари қўлланилган. Текширувмиздаги беморларда жинс фарқ кузатилди. Қиз болалар 68 (68%) нафарни, ўғил болалар 32 нафар (32%) ташкил этди. Сурункали тонзилит билан касалланиш 2:1 нисбатда ўчради.

Тадқиқот натижалари: Беморларни ёш бўйича гуруҳчаларга бўлиб олдик. 1-гуруҳча- 1-3 ёшгача бўлган болалар 59 нафар, 2-гуруҳча- 3-5 ёшгача бўлган болалар 41 нафарни ташкил этди. Бундан ташқари, беморларнинг сурункали тонзилитнинг классификацияси бўйича гуруҳларга ажратилганда шуниси маълум бўлдики, 1 гуруҳчада 28 нафар беморда сурункали тонзилит оддий шакли, 16 нафар беморда сурункали тонзилит токсико - аллергик шакли I-даража, 9 нафар беморда сурункали тонзилит токсико - аллергик шакли II-даража, 6 нафар беморда сурункали тонзилит йирингли шакли учради,

2 гуруҳда эса 21 нафар беморда сурункали тонзилит оддий шакли, 9 нафар беморда сурункали тонзилит токсико -аллергик шакли I-даража, 8 нафар беморда сурункали тонзилит токсико -аллергик шакли II-даража, 3 нафар беморда сурункали тонзилит йирингли шакли учради учради. Барча текширилаётган беморлардан анамнез йиғилганда ҳамроҳ касалликларнинг мавжудлиги ҳам таҳлил қилинди. Унга кўра, 1-гуруҳча беморларда камқонлик – 48 нафар беморда, бронхит – 6 нафар беморда, ларингит – 5 нафар беморда, пневмония – 8 нафар беморда учради.

2 гуруҳча беморларда эса камқонлик– 37 нафар беморда, тиш кариес – 3 нафар беморда, бронхит –4 нафар беморда, пневмония – 4 нафар беморда учради. Кузатувмиздаги беморларга керакли даво муолажалари бажарилган бўлиб,

Умумий давоси.

а) гипосенсибилизация воситалари. Кальций хлорид 1% (7 -10 мл/кг) в/и томчилаб, аскорбин кислоталар, антигистамин дори воситалари -диазолин, супрастин.

б) организмнинг табиий химоя кучини ошириш-кун тартибига риоя қилиш, С, В витаминларга бой таомларни истеъмол қилиш, жисмоний тарбия билан шуғулланиш, кон кўпайтирувчи темир сақловчи дори воситалар тавсия қилинади.в) иммунитетни тиклаш, иммуностимуляторлар (левомизол, Т активин, продигиозан, темалин ва хоказо) табиий иммуностимуляторлар (женьшень, левзия, эхиноция, ромашка, чеснок, прополис, пантокрин). Иммудон дори воситасини бир кунда 2 таблеткадан 3 махал, 20 кун давомида тавсия этилган.Тонзилгон драже ёки эритма шаклида болаларда 1 драже ёки 15 томчидан, бир ёшгача 5 томчидан кунига 5 -6 махал тавсия этилади) антибиотиклар - пенициллин гуруҳидаги антибиотиклар тавсия этилади. Факат дизбактериозга профилактика қилган холда 50 йиллардан бери юқориги нафас йўллари касалликларида макролидлар юқори самара бермоқда. Макролидларнинг ишлатилиши антибиотиклар орасида учинчи ўринда туради. Тонзиллитнинг давосида макролид антибиотиклар билан рақобатлашади. Сурункали тонзилит касаллиги узоқ вақт давомида даволанмаслиги сабабли, оғир ревматик касалликларга (ревматизм, юқумли полиартрит, системали қизил бўрича) сурункали пиелонефрит, анемия, рахит, гипотрофияга сабаб бўлади.

Шундай қилиб, илмий текширувларимиз натижалари бизга сурункали тонзиллитнинг бошқа касалликлар билан бевосита узвий боғлиқ эканлигини ва айнан сурункали тонзиллитдан сўнг юқорида кўрсатилган касалликларнинг келиб чиққанлиги аниқланади.

Хулоса: қилиб шуни таъкидлаш мумкинки, ёш болаларда сурункали тонзиллитни эрта ташхислаш ва комплекс даволаш чораларини ўтказиш ушбу болаларда ўз вақтида балоғатга етишига, организмнинг иммун ҳолатини тикланишига, сурункали тонзиллитнинг қайталанишини камайишига, ҳамда беморларнинг ҳолатини яхшиланишига олиб келади.

Сурункали тонзиллит билан касалланган ёш болаларда комплекс даволашда Тонзилгон ва Иммудон дори воситасини қўллаш даволаш самарасини берган.

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The content of teaching using computer technologies in conducting independent work in engineering and computer graphics

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***Abstract.** Until now, attention has been focused on teaching in the education system, but now, in the era of computer technologies, it is necessary to focus on increasing the content of teaching and enriching it with news using several programs. For this reason, the shortcomings of the work carried out in the field of teaching in higher educational institutions of higher educational institutions based on the method of mutual comparison of engineering computer graphics science programs were studied.*

***Key words:** "Computer technologies", "educational technologies", "computer modeling", "multimedia".*

Introduction:

Until now, education has been considered a priority in the existing education system, but at the same time, it is the period of informationization of society. Modern pedagogic personnel should be focused on organizing students' independent learning activities on the basis of modern technologies, independent acquisition of knowledge and formation of skills for their practical application. For such purposes, the teacher should choose the methods and technologies of teaching in such a way that they should enable students not only to acquire ready-made knowledge, but also to acquire knowledge independently from various sources, to form a personal point of view, to justify it, and to use the acquired knowledge to acquire new knowledge.

Analysis and results: Although the acquisition of knowledge is considered an important factor that develops thinking, but any acquisition or acquisition of knowledge does not have a developing effect on the student's thinking. For this, it is necessary to activate knowledge and forms of activity. Simple retelling of acquired knowledge will not be enough to develop students' thinking. Active cognition, independent thinking activity is very necessary. The activity of independent acquisition of knowledge and the process of applying the acquired knowledge become the formation of new knowledge and the source of effective thinking of the student.

According to L.N. Anisimova, it is necessary to use computer technologies and interactive lectures and an innovative approach based on independent learning to successfully form students' professional competences and graphic preparation. One of the conditions for successful training of students in the field of "engineering computer graphics" is to organize their independent education. This process is aimed at mastering and strengthening the learning material by students. The most important advantage of computer graphics as an intensive technology is that it has the possibility of a variable and individual approach to the organization of classes in order to demonstrate the independent creative activity of students, to overcome stereotypes and inertia of thinking.

Taking into account the above, if independent education is an activity, independent work can also be considered a type of activity. We believe that the proper organization and control of students' independent learning is an effective means of achieving the tasks of the taught subject.

Because today half of the time allotted for each subject should be devoted to independent education

Carrying out independent education using computer programs increases the effectiveness of the course content. There are several computer programs, among which the Solid Works program with its capabilities has several conveniences and opportunities for students to explain science:

3D CAD Design: Allows users to create, simulate, publish and manage 3D models. SolidWorks is known for its user-friendly interface and powerful tools for all aspects of product development.

Simulation: Provides tools to simulate physical behavior such as kinematics, dynamics, stress, deflection, vibration, temperature or fluid flow to improve product performance.

Data Management: SolidWorks offers PDM (Product Data Management) solutions that help manage project data, facilitate collaboration, and increase productivity by tracking all changes to design data.

Electrical Design: Includes tools for designing and integrating electrical systems into 3D models, such as wiring harnesses and printed circuit boards.

Technical Communication: Creates 3D product documentation and visualizations to assist in the creation of manuals, assembly instructions and marketing materials.

Collaborative environment: MySolidWorks, a collaborative space, connects SolidWorks users and provides access to a wealth of resources, tutorials, and an online community.

For example, in Europe, the USA and Japan, students' hours of independent study make up 50-60% of the total study hours.

I. Kovalevsky distinguishes two types of independent work:

- works performed in the auditorium (independent work is performed under the direct supervision of the teacher and on his/her assignment during the training sessions);
- work performed outside the classroom (independent work is performed on the teacher's assignment, but without his direct participation)

Based on the above information, it is possible to state the nature of independent work of engineering computer graphics students and the issue of their organization.

We believe that it is appropriate to organize independent education in this way. Students' independent tasks in science should be structured in such a way that they should be encouraged to think freely and creatively during the performance of the given task.

Conclusion: Based on the above information, the organization of independent education based on Solid Works, Auto CAD, and 3D Max technology creates the basis for a student's creative approach to the task.

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CHOOSING INTERESTING AND MEANINGFUL TOPICS IN THE TEACHING OF VISUAL ARTS, AWAKENING STUDENTS' INTEREST IN VISUAL ARTS

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Annotation. This article fully describes the methods of using modern pedagogical technologies in the organization of fine art classes, the application of pedagogical renewal processes in educational practice, the issue of pedagogical technologies in teaching fine arts at school.

Key words: fine arts, pedagogical technologies, renewal, thematic composition.

It is known that the driving force of man and his society is human thinking. Thinking is a complex of intelligence and worldly knowledge.

Among all stages, we must know that there are many tasks in terms of qualities, such as being able to correctly understand and explain the aspects of interaction with the educational process of fine art, applied art, architecture, sculpture.

We all know that the rapid penetration of foreign experiences into the educational system of our country, new educational concepts (global education, child-friendly attitude, exclusive educational pedagogical technologies, etc.) have aroused unprecedented interest among teachers, experts in methodology, pedagogy, educational psychology. Innovations in the field of education have not been able to create the same treatment for all teachers. Our observations show that young teachers are concerned about their professional future, and some older teachers (approaching retirement age) are apathetic.

The implementation of the renewal processes in pedagogy in educational practice is one of the complex, multifaceted problems and has its own characteristics. Education is a social system that applies to all components of the educational process. In this, the activity of the student and the teacher, the purpose, content, method, form, result, conditions, technologies and management of the process are effectively affected.

Multifaceted problems that enter educational practice indirectly, that is, teacher skills through didactic tools, educational technologies. Implementation of computer and information communication technologies, thus equipping all teachers with computer literacy and information communication technologies skills. In addition to strengthening professional skills, in accordance with the above-mentioned instructions, it is necessary to pay attention to the following in order to increase the effectiveness of visual art classes and increase students' interest in science.

Choosing interesting and meaningful topics in the teaching of visual arts will increase students' interest in visual arts. Currently, students in schools are not limited to using drawing books, paints, pencils, pencils and erasers, but using modern, foreign technologies, several types of paints, colored pencils, and various drawing tools that increase the brightness of decorative works can be used. It activates students' artistic activity with such objects. It arouses interest in art.

In the field of education, it is necessary to study a specific didactic process in order to use pedagogical technology in the teaching of visual arts and to achieve its effectiveness. Until now, there has not been any more systematic scientific work or methodical-didactic manual published on the issue of pedagogical technology in teaching visual arts at school. Therefore, in thinking about this issue, we found it necessary to study the issue more widely and analyze the issue of technology, pedagogical technology, and then the use of pedagogical technology in the teaching of visual arts.

It is known that visual arts classes are carried out in five types of classes or technologies:

1. Drawing based on the object.
2. Work on the thematic composition.
3. Decorative applied art.
4. Sculpture works.
5. Classes are conducted on the basis of art studies.

Although the technology of these classes has the same content, the teaching technology in them is definitely different from each other. That is, in the classes "drawing a picture by looking at the object itself", it is depicted from nature, seeing the object itself, as far as the form is possible.

In the thematic composition, students think, look into the distance, and draw a picture on the basis of remembering something.

In sculpting, the basis of the training is the technology of physical labor, not with pencils and paints, but with clay and plasticine. Therefore, it is necessary to pay special attention to the definition of pedagogical technologies in visual art classes and their classification into "Lesson technology" types.

Pedagogical technology of fine art is a pedagogical process that can guarantee the achievement of a predetermined goal and the fulfillment of this task based on the tools of a fine art teacher to provide students with art knowledge and skills in a certain period and conditions. That is, it is a pedagogical process that provides guaranteed results on the basis of a set of didactic, methodical and methodological processes of using educational and training tools to achieve the set and intended goal of the teacher's 45 minutes of the lesson.

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**TALABALARDA VATANPARVARLIK TUYG‘ULARINI SHAKLLANTIRISHDA
SHARQ ALLOMALARINING ASARLARIGA NAZAR****Temir Hasanovich Olimov**

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Annotatsiya: ushbu maqolada talabalarni vatanparvarlik ruhida tarbiyalashda o‘zi yashayotgan mamlakat, jamiyat ravnaqi, istiqboli uchun ulardan oqilona foydalanishga qaratilgan shaxs insonparvarligini tarbiyalovchi faoliyatni rivojlantirish, yuksak aql-zakovat egasi bo‘lib, yaratuvchanlik, bunyodkorlik, tashabbuskorlik, Vatani va xalqiga mehr-muhabbat, faxr va iftixor tuyg‘ulari bilan yashash, axlokiy-huquqiy burchni, mas’uliyatni teran anglashi lozimligi va sharq allomalarining asarlari orqali buni anglashning mohiyati yoritilgan.

Kalit so‘zlar: yuksak, aql-zakovat, yaratuvchanlik, bunyodkorlik, tashabbuskorlik, Vatani va xalqiga mehr-muhabbat, faxr va iftixor, yashash, axlokiy-huquqiy burch, mas’uliyat.

Vatan tuyg‘usi haqida gapirar ekanmiz, avvalo uning insonda mavjud psixologik his-tuyg‘u ekanini alohida ta’kidlab o‘tmoqchimiz. Vatan tushunchasini pedagogik nuqtai-nazardan o‘rganganda esa insonda mavjud bo‘lgan bilish faoliyatining umumiylikdan xususiylikka tomon boradigan fikr yuritish nuqtai nazaridan yondashmoq lozim: demak, vatanning umumiy tushuncha ekani - bu insoniyat uchun yer kurrasining o‘ziga makon etgani bo‘lsa; millatning paydo bo‘lishi va qaysi millat qaerni vatan deb bilgani esa bilishning xususiylik tomon boradigan yo‘lidir.

Vatanparvarlik - umuminsoniy qadriyatlarga sodiqlikning asosiy tamoyillaridan biridir. «Vatan» arabcha so‘z bo‘lib, o‘zbek tilida «ona-yurt» degan ma’noni anglatadi. Vatanga muhabbat, yurtga muhabbat har bir millat kishisiga xos bo‘lgan muqaddas va ulug‘ qadriyatdir. Vatanparvarlik har bir kishida o‘z uyiga, tug‘ilib o‘sgan yeriga, ota-ona, aka-uka, opa-singillariga bo‘lgan munosabatida aks etadi. Vatanparvarlik - bu umuminsoniy qadriyat bo‘lib, har bir kishining Vatanga bo‘lgan sodiqligini, sadoqatini ifodalaydi.

Oliy ta’lim tizimi talabalarida vatanparvarlik tuyg‘usini shakllantirishda Sharq durdonalaridan Kaykovusning «Qobusnoma» asari muhim o‘rin tutadi.

Sharq olamida ilmiy-tarbiyaviy va pedagogik tomondan kitobxonlar diqqatini jalb qilgan muhim asarlardan biri Kayqovusning 1082-1083 melodiy, 175 hijriy yillarda yaratilgan «Qobusnoma» asaridir. Kayqovus bu asarni o‘g‘li Gilonshoxga bag‘ishlaydi.

«Qobusnoma» asarida ota-ona haqida aytilgan hikmatlar zamirida Vatanga bo‘lgan muhabbat mujassamdir. Bu asar oradan necha yillar o‘tsa hamki, xuddi kechagina yozilganday o‘zining tarbiyaviy qiymatini yo‘qotmagan.

Vatan, vatanparvarlik, vatanga e’tiqod so‘zlari doimo biri-ikkinchisini to‘ldirishi, ifodalashini inobatga olib, “vatanparvarlik” tushunchasining mazmuni, mohiyatini tushunib olish lozim. “O‘zbekiston milliy ensiklopediyasi”da vatanparvarlik - kishilarning ona-yurtiga, o‘z vataniga muhabbati va sadoqatini ifodalaydigan tushuncha. Vatanparvarlik barcha kishilar, xalq, millatlar uchun umumiy bo‘lgan asrlar davomida sayqallanib kelgan umuminsoniy tuyg‘u, ma’naviy qadriyatlardan biri. Tarixiy jihatdan vatanparvarlik kishilarning o‘z vatanlari taqdiri bilan bog‘liq ijtimoiy rivojlanish, xalqlarning o‘zlari yashayotgan hududning daxlsizligi va

mustaqilligi yo'lidagi kurashi jarayonida takomillashib kelgan his-tuyg'ular jamlanmasi hamdir. Bu vatanning o'tmishi va hoziri bilan faxrlanishda, manfaatlarini himoya qilishda namoyon bo'ladi.

A.Erkaevning "Ma'naviyat millat nishoni" kitobida vatanparvarlik tuyg'usi haqida quyidagicha fikr bildirib o'tiladi:—"vatanparvarlik"-eng avvalo, mustaqillikni mustahkamlashga ijobiy hissiy munosabatdir. Shuning uchun ham oliy ta'lim muassasalari talabalariga vatanparvarlik tuyg'usini shakllantirishda ulkan va boy merosimizdan, jumladan, «Muhammad payg'ambar qissasi», «Hadislar»dan foydalanish maqsadga muvofiqdir.

Talabalarda vatanparvarlik tuyg'ularini shakllantirishda yuksak nafosat va mangu hikmat obidasi bo'lgan «Kalila va Dimna» asarining ahamiyati ham juda kattadir.

Eng qadimiy madaniyat beshigi bo'lgan mamlakatdan biri Hindistonda melodning I asrlaridayoq vujudga kelgan «Ramayana», «Mahabhorat», «Qural», «Megaduda», «Raxuvansha», «Qumarasambxava», «Dashakumacharita», Panchataitra», «Xitopadesha», «Shakuntala», «Malyavika va Agnimtra», «Mudrarakshayasa» kabi mashhur va ma'lum asarlar qatorida yaratilgan «Kalila va Dimna»da vatanparvarlikka undovchi qimmatli epizodlar talaygina.

III-IV asrlarda yaratilgan bu qadimiy adabiy yodgorlik o'sha davrning saviyasiga va sharoitlari taqozo qilingan ba'zi g'oyaviy mahdudlik hamda ziddiyatlarga qaramay, uning asosida yotgan ilg'or fikrlar katta ahamiyatga egadir. «Kalila va dimna» dagi hikoyalar hayvonlar tilidan olib borilsada, ijtimoiy hayot, odamlar orasidagi munosabat ko'zda tutiladi.

O'z davrining haqiqiy manzarasini aks ettirgan bu asardan shunday xulosa chiqadi: «Xo'jayin va qirol, shox va qul bor joyda hamisha o'lim va jazo bo'ladi». Asarda bunday ko'rimsiz manzarani, bunday fojiali holatni qayd etish bilangina cheklanmasdan u qattiq qoralanadi.

Mana shu bir birini istisno etadigan olam, ular orasidagi keskin ziddiyat, ularning o'zaro olishuvi; birinchi olamga nafrat va ikkinchi olamga muhabbat; yomonlikni qoralash va yaxshilikni ulug'lash, shu yomonlikka qarshi kurashga undash, uni yo'qotishga intilish, shu yaxshilikning tantanasini ta'min etishga chorlash asarning asosiy mazmunini tashkil etadi. Bu masalalarning barchasi yuksak badiy go'zal hikoyatu rivoyatlar, ajoyib umumlashmalar va hayratomuz hikmatli iboralar orqali ochiladi, tasvir etiladi.

Buning ustiga asarda falsafa va ilohiyotga oid murakkab masalalar haqida juda ko'p fikrlar bayon etiladi. Chunonchi, garchi odamning baxti va yo baxtsizligi osmondan, taqdirdan bo'lsada, lekin asosan baribir, odamning o'z harakati va intilishiga, aqli va irodasiga, mehnatni va qobiliyatiga bog'liqdir, degan fikr ilgari suriladi va hayotiy misollar bilan tasdiqlanadi. Asarni o'qiganda shunday tasavur paydo bo'ladiki, uni yaratganlar zo'r faylasuf va ulkan so'z sa'natkor bo'lganlar. Ular o'zlarining g'oyat g'azabli ham yumshoq tabiatli ekanliklarini namoyon qilganlar, hazil-mutoyiba va o'tkir tilli haqiqat himoyachilari ekanliklarini ko'rsatganlar.

Shuningdek «Kalila va Dimna» boshqa halqlar, jumladan, o'zbek halqi tarixida ham asrlar mobaynida g'oyat muhim ijobiy rol o'ynagan. U o'zining ajoyib g'oyalari va yuksak badiyligi bilan talabalar ongini oshirishda, badiy did hamda xissiyotini boyitishga yordam berdi. Qadimdan boshlab o'zbek halqining og'zaki va yozma adabiyotiga ta'sir ko'rsatib, ilg'or madaniyatining boyishiga muhim hissa qo'shdi. Buni biz o'zbek xalq ijodi namunalari va Navoiy, Gulxaniy, Hamza, kabi qator mumtoz shoirlarimizning ijodlarida yaqqol ko'ramiz.

O‘z davrining haqiqiy manzarasini aks ettirgan bu asar bugungi kun uchun ham juda qimmatli bo‘lib, talabalarda vatanparvarlik, yurtsevarlik tuyg‘usini shakllantirishda muhim ahamiyatga ega.

O‘zbekistonda jamiyatni yangicha taraqqiy ettirish davri davlat siyosatining ustuvor yo‘nalishi sifatida belgilangan ekan, bu muhim jarayonda Yoshlar ittifoqining o‘rni alohida ahamiyatga ega. Mustaqillik sharofati tufayli yoshlar tarbiyasiga tarbiyaning muhim omillaridan biri yoshlarni vatanparvarlik ruhida tarbiyalashga e‘tibor kuchaydi.

Talabalarni vatanparvarlik ruhida tarbiyalashda ularning o‘z yurtiga sodiq farzand ekanligini aks ettirish va shu asosida ularda yuksak darajadagi fuqarolik madaniyyatini shakllantirish, o‘z yurtining mustaqilligini mustahkamlash uchun fidoiy insonlar, bunyodkorlarni tabiiyalashni nazarda tutadi. Shuningdek, o‘zi yashayotgan mamlakat, jamiyat ravnaqi, istiqboli uchun ulardan oqilona foydalanishga qaratilgan shaxs insonparvarligini tarbiyalovchi faoliyatni rivojlantirish, yuksak aql-zakovat egasi bo‘lib, yaratuvchanlik, bunyodkorlik, tashabbuskorlik, Vatani va xalqiga mehr-muhabbat, faxr va iftixor tuyg‘ulari bilan yashash, axlokiy-huquqiy burchni, mas‘uliyatni teran anglashi lozim.

Mustaqillik kabi oliy ne‘matni mustahkamlash, Yangi O‘zbekistonni barpo etish uchun yoshlarning siyosiy-ma‘naviy faolligini oshirish, vatanparvarlik hoyalarini shakllantirish mazmunidan o‘rin olgan Vatan quvonchi, Vatan sevinchi, Vatan tuyg‘usi, Vatan faxri kabi tushunchalarni ular ongiga singdirish lozim. Buning ta‘lim muassasalarida o‘qituvchi talabalarning o‘quv-biluv faoliyatini tashki etishda mustaqillik g‘oyasining mazmun-mohiyati tug‘risida ma‘lumot berar ekan, avvalo talabalarda vatanparvarlik, fuqarolik tuyg‘usi, burch, mas‘uliyat, faxr, iftixor birligini tarbiyalashga harakat qilmog‘i zarur.

T.Qurbonovning “Milliy g‘urur va madaniy meros dialektikasi” kitobida ham vatanparvarlikka to‘xtalib o‘tiladi, unda “vatanparvarlik”- vatan oldidagi mas‘uliyat va burchni anglash tushuniladi. Vatanparvarlik nihoyatda serqirra bo‘lib, tarixiy, ijtimoiy, siyosiy, iqtisodiy taraqqiyot jarayonida doimo takomillashib, rivojlanib boradi. Vatan manfaati, qadr-qimmatini, taqdirini, istiqbolini qancha ko‘p anglatilsa, kishilarda vatanparvarlik tuyg‘usi shuncha baland bo‘ladi. Har bir shaxsdagi vatanparvarlik tuyg‘usi jamiyat taraqqiyoti bilan uzviy bog‘liq. Haqiqiy vatanparvarlik millat, vatan manfaati bilan yashash, uning istiqboli, manfaati yo‘lida mehnat qilish hamda kurashishdir”.

Vatanparvarlik tuyg‘usi nasldan naslga o‘tadigan, tug‘ma his-tuyg‘ular jamlanmasi emas, balki, tarbiya jarayonining mahsulidir. Vatanparvarlik vatan boyliklari-yu, go‘zal tabiatidan faxrlanishgina emas, balki uni yanada mukammalroq his qilish, shu zamin uchun ter to‘kish, xalqining farovon xayoti uchun o‘z manfaatidan yurtdoshlari manfaatini yuqori qo‘yish, vatan himoyasiga shay turish, xalq qadriyatlarini kelajak avlodlarga meros qilib qoldirishda o‘z hissasini qo‘shish bilan namoyon bo‘ladigan hatti-harakatlar majmuasidir. Shu bilan birga vatanga e‘tiqod vatanparvarlikni to‘ldirib, mukammallashtirib boruvchi dunyoqarashning bir bo‘lagidir. Chunki oliy ta‘limda tahsil olayotgan talabalar jamiyatda o‘zlarining munosib o‘rinlarini topishlari, Vatan ravnaqi uchun sidqidildan xizmat qilishlari, fidoyilik ko‘rsatishlari, safarbarlik xislatlarini namoyon qila olishlari uchun ularda vatanparvarlik tuyg‘usini shakllantirish nihoyatda zarur.

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**TALABALARNI VATANPARVARLIK RUHIDA TARBIYALASH
TEXNOLOGIYALARI****Hamroev Kamol Qahramonovich**

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Annotatsiya: ushbu maqolada talabalarni vatanparvarlik ruhida tarbiyalash masalalari, shu jamiyatni qurishga faol ishtirok etadigan, umuminsoniy qadriyatlarni mukammal egallagan va unga sodiq, iymon-e'tiqodli, teran aql egasi, pok axloqli, o'z haq-huquqlari, burch va mas'uliyatini chuqur anglaydigan insonlarni tarbiyalash hamda vatanni sevish, ardoqlash haqida fikr yuritilgan.

Kalit so'zlar: vatan, yurt, millat, kelajak, yoshlar, ta'lim, tarbiya.

Oliy ta'lim muassasalarida talabalarni vatanparvarlik ruhida tarbiyalash, unda mamlakat suvereniteti va mustaqilligini himoya qilish bo'yicha burch tuyg'usini shakllantirish bugungi kunning dolzarb vazifalaridan hisoblanadi. Milliy istiqloq g'oyasi yoshlarni ma'naviyatli etib tarbiyalashning asosiy negizi sanaladi. Shuningdek, yoshlarni haqiqiy vatanparvar bo'lish, ona-Vatanga cheksiz mehr-muhabbatni qaror toptirish, O'zbekistonning buyuk kelajagini yaratishda eng olijanob ishlarda faol qatnashishga undaydi.

Talaba shaxsini rivojlantirish, barkamol insonni voyaga yetkazishda ularning ma'naviy-axloqiy shakllanishi muhim ahamiyat kasb etadi. Zero, millat va ona-Vatan oldidagi burch, mas'uliyatni teranroq anglashga harakat qiladi. Ya'ni, ma'naviy-axloqiy yetuklik shaxsdagi bunyodkorlik g'oyalarini yuqori darajada bo'lishini ta'minlaydigan va komillikka yetaklaydigan aniq maqsaddir.

Vatan tushunchasining ilmiy, pedagogik, falsafiy, badiiy, jihatlariga to'xtaladigan bo'lsak, 1981 yilda nashr etilgan "O'zbek tilining izohli lug'ati"da vatan tushunchasiga quyidagicha ta'rif berilgan: Kishi tug'ilib o'sgan va o'zini uning fuqarosi hisoblagan mamlakat; kishining tug'ilib o'sgan o'lkasi, shahri yoki qishlog'i; turar joy, boshpana, maskan, uy sifatida talqin etilgan.

O'zbekiston milliy ensiklopediyasida esa, vatan tushunchasiga shunday ta'rif keltiriladi: Vatan - kishilarning tug'ilib o'sgan joyi, yurti, mamlakati; tarixan muayyan xalqqa tegishli hudud hamda uning tabiati, aholisi, o'ziga xos taraqqiyoti, tili, madaniyati, turmushi va urf-odatlar majmui. Vatan ona kabi muqaddas. Vatan oldidagi qarzdorlik tuyg'usi, mas'uliyati har bir yetuk insonga xos xususiyatdir. Vatanni sevish vatanparvarlikda namoyon bo'ladi. O'zbekiston Respublikasi Prezidenti Sh.Mirziyoev ta'kidlaganidek, "Barchamizga yaxshi ma'lumki, vatanparvarlik har bir davlat hayotining ma'naviy asosi hisoblanadi va jamiyatni har tomonlama rivojlantirish borasida eng muhim safarbar etuvchi kuch sifatida namoyon bo'ladi". Har qanday ishda vatanparvarlik hissi namoyon bo'lishi kerak. Darhaqiqat, vatan bir kishining mulki emas, u o'tib ketgan ajdodlar yurti, o'sib-ulg'ayayotgan farzandlarimiz, kelajakda dunyoga keladigan avlodlarning mulki - vatan shu yurtda yashab turgan har-birimizning mulkimizdir. Demak, yer yuzida millat uchun vatan mavjud ekan, xalqda vatan tuyg'usi doimo, barcha davrlarda mavjud bo'laveradi. Bir so'z bilan aytganda vatanparvarlik o'z ona Vatani uchun jonbozlik ko'rsatishidir. Bunday jonbozlik esa yoshlarda ta'lim jarayonida singdiriladi.

Yangi O‘zbekiston davlati taqdirini o‘z qo‘liga olib, yangi hayot, jamiyat qurishga, kelajagini jahon hamjamiyatining uzviy bir qismi sifatida tashkil etishga kirishdi. Zahmatkash xalqimiz o‘zining fidoiy mehnati bilan dunyoda hech kimdan kam bo‘lmay, taraqqiy topgan mamlakatlar qatoridan o‘rin olib, tinch, farovon va osuda hayot kechirishga haqlidir. Lekin bu yo‘l juda murakkab yo‘l bo‘lib, u jamiyat a‘zolaridan fidoyilik, vatanparvarlik, xalqparvarlik tuyg‘ulari ustuvor bo‘lishini talab qiladi. Buning uchun jamiyat hayotining ertangi kunini yaratadigan yoshlarda xuddi mana shu tuyg‘ularni shakllantirish zarur.

XIX asrning ikkinchi yarmi XX asr boshlarida yashab, ijod etgan mutafakkirlar o‘z asarlarida yoshlar tarbiyasiga, vatanparvarlik, vatanparvarlik tuyg‘usini kamol toptirishga alohida e‘tibor berganlar. Alisher Navoiy, Abdurahmon Jomiy, Zaxiriddin Muhammad Bobur, Farobiy, Ibn Sino, Yusuf Xos Xojib, Kaykovus, Muslihiddin Sadiy, Imom Ismoil al-Buxoriy kabi buyuk zotlar Vatan obodligi, yurt farovonligi uchun tinmay jonbozlik ko‘rsatganlar va o‘z zamondoshlarini ham shunga da‘vat qilganlar.

Istiqloq Yangi O‘zbekistonning iqtisodiy va ma‘naviy takomilligining barcha sohalari rivojiga samarali ta‘sir ko‘rsatdi. Shu bilan birga adabiyot va adiblar oldiga ulkan ma‘suliyatli vazifalarni qo‘ydi. O‘sib kelayotgan yosh avlod elim, yurtim deb yashashi, vatanimizning gullab-yashnashi buyuk kelajakka ishonch ruhida tarbiyalanishi ko‘p jihatdan ta‘lim-tarbiya jarayoniga bog‘liq. Ushbu ulkan ishlarni amalga oshirish uchun O‘zbekiston Respublikasining ta‘lim sohasidagi qonun va farmonlarga ko‘ra ta‘limning mazmuni va boshqaruvini milliy qadriyatlar, tarixiy, ma‘naviy tarbiyaga mos tarzda tanlash va tashkil etish zarurati qo‘yildi.

Ma‘lumki, xalqimizning kelajagi, mamlakatning istiqboldagi taraqqiyoti farzandlarimizning qanday rivojlanishiga bog‘liq.

Hozirgi zamon jamiyat taraqqiyoti sharoiti tarbiya natijasida va samaradorligi inson tomonidan madaniy qadriyatlar hamda ijtimoiy tajriba qanchalik o‘zlashtirilayotgani va qayta ishlab chiqarilayotgani bilan emas, balki jamiyat a‘zolarining o‘tmishdagi avlodlar tajribasida o‘xshashi bo‘lmagan vazifalarni qo‘yish va hal etishiga imkon beradigan ongli faollik hamda mustaqil ijodiy faoliyatga tayyorligi bilan belgilanadi.

XXI asr globallasuv, taraqqiyot asri, faqat intellektual jihatdan yuksak rivojlangan davlatlarga dunyoda ustuvor mavqe egallaydigan davr bo‘lishi barchamiz uchun ayon.

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YANGI O‘ZBEKISTONDA SAYLOV QONUNCHILIGI TAKOMILLASHUVI

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Demokratik jamiyat qurishning talablaridan biri – ko‘ppartiyaviylik asosida demokratik saylovlar o‘tkazishdir. Ko‘ppartiyaviylik bo‘lgandagina har bir fuqaro tom ma‘nodagi tanlash huquqiga ega bo‘ladi.

Ma‘lumki, mamlakatimiz mustaqilligining o‘tgan davrida ko‘ppartiyaviylikni tashkil etish va yanada rivojlantirish uchun keng imkoniyatlar yaratildi. Xususan, mustaqil davlat taraqqiyotining birinchi bosqichi siyosiy partiyalar uchun shakllanish davri bo‘lgan bo‘lsa, ikkinchi bosqich ular uchun har tomonlama rivojlanish davri bo‘ldi, deya bemalol aytishimiz mumkin. Har ikkala bosqichda ham siyosiy partiyalar saylovlar jarayonida ishtirok etib, saylovdan saylovgacha bo‘lgan davrda o‘z tajribalarini ortdirdilar, aholi bilan yaqindan muloqotga kirishib, tarafdorlari, jumladan, a‘zolari sonini yanada ko‘paytirishga erishdilar. Bu jarayonda, shubhasiz, siyosiy partiyalarning zamonaviy saylov texnologiyalarini qo‘llash tajribasi ham ortib bormoqda.

O‘zbekistonda bugungi kunda keng ijtimoiy guruhlarning manfaatlarini ifodalash va himoya qilishga qodir bo‘lgan beshta siyosiy partiya faoliyat ko‘rsatib kelmoqda. Bular quyidagilardir:

- O‘zbekiston xalq demokratik partiyasi;
- “Adolat” sotsial – demokratik partiyasi;
- O‘zbekiston “Milliy tiklanish” demokratik partiyasi;
- O‘zbekiston liberal – demokratik partiyasi;
- O‘zbekiston Ekologik partiyasi.

Davlatimiz rahbari Shavkat Mirziyoyev siyosiy partiyalarning bugungi kundagi faoliyati borasida to‘xtalib: “Partiyalar fuqarolarimiz, ayniqsa, yoshlarimizning g‘oyaviy, mafkuraviy ehtiyojlarini qondirishi shart. Agar partiyalar bunga erisholmasa, bu bo‘shliqni g‘araz niyatli kuchlar to‘ldirishga harakat qilishi shubhasiz” [1. – B. 559] deya yuqorida nomi keltirilgan siyosiy partiyalar oldiga zamon talabidan kelib chiqqan holda vazifani aniq va tushunarli qilib qo‘ydilar.

Fuqarolik jamiyati bilan saylovlarning aloqadorligi, asosan, shu bilan belgilanadiki, fuqarolik jamiyati fuqarolar fikrlarining xilma-xilligiga va manfaatlariga asoslangan holda tashkil etiladi. Davlat organlari fuqarolarning ishtiroki bilan adolatli saylovlar asosida tashkil etilmaydigan bo‘lsa, fuqarolarning ixtiyoriy ravishda qonunga itoat etishini ta‘minlashga, o‘tkir ijtimoiy qarama-qarshiliklardan qochib-qutulishga imkoniyat bo‘lmaydi. Demokratik saylovlar hokimiyat masalasini kuch bilan hal etilishini inkor etadi.

Fuqarolik jamiyati va huquqiy davlat sharoitida saylovlar faqat demokratiyaning belgisi va ko‘rinishi bo‘lmasdan, shu bilan birga uning zaruriy sharti hamdir. BMT Bosh Assambleyasining 1948 yil 10 dekabrda qabul qilingan “Inson xuquqlari Umumjahon Deklaratsiyasi”ning 21 –moddasidan quyidagi demokratik tamoyil o‘rin olgan: “Har bir inson bevosita yoki erkin saylangan vakillari orqali o‘z mamlakati boshqaruv ishida qatnashish huquqiga egadir. Xalq irodasi hukumatning hokimiyati asosi bo‘lishi kerak” [2. – B. 34].

O‘zbekistonda saylov tizimi har bir bosqichda Konstitutsiya va huquqiy asoslarda o‘zgarishlarda rivojlanib bormoqda. Saylov qonunchiligining amaliyotda izchil qo‘llanilishi mamlakatda amalga oshirilayotgan demokratik islohotlarning tarkibiy qismi bo‘ldi. O‘tmish bilan taqqoslanganda nafaqat saylov tizimi rivojlandi, balki saylovchining saylovlar to‘g‘risidagi qonunchilikka, nomzodlarga munosabati, siyosiy dunyoqarashi ham o‘zgardi.

Zotan, o‘zining tashkil etilishi va tuzilishi jihatidan hamda faoliyatida xalqning irodasiga tayangan, barcha umume’tirof etilgan inson va fuqarolarning huquq va erkinliklarini ta’minlashga intilgan davlat deganda tom ma’nodagi demokratik davlat tushuniladi. Bunda, demokratik davlat fuqarolarning erkinligi va hurfiylikligiga asoslangan fuqarolik jamiyatining garovi, tayanchi va muhim ajralmas tarkibiy qismidir. Mazkur davlatning birligiga asos bo‘lib, xalq suvereniteti xizmat qiladi. O‘z navbatida, xalq suverenitetining amalda namoyon bo‘lishini erkin saylovlar orqali tashkil etilgan davlat hokimiyati ifoda etadi.

Aholining ijtimoiy va siyosiy faolligini har tomonlama oshirish, mamlakatni yangilash va isloh etish, qonunchilik, vakillik hokimiyatini shakllantirish va takomillashtirishga oid amalga oshirilayotgan ishlarda fuqarolarning faol ishtirokiga erishish uchun zarur huquqiy me’yorlar va shart-sharoitlarni yaratish g‘oyat muhim rol o‘ynaydi. Shu borada qonunchiligimizning huquqiy va yuridik normalarini bosqichma-bosqich va tizimli ravishda yangilab va takomillashtirib borish - bugungi kunda hal qiluvchi ahamiyatga egadir. Bu borada mustaqil O‘zbekiston Respublikasini rivojlantirishning beshta ustuvor yo‘nalishlari bo‘yicha ishlab chiqilgan va mamlakatni qisqa muddat ichida taraqqiy ettirishni ko‘zda tutgan “Harakatlar strategiyasi” alohida ahamiyat kasb etmoqda. Buning amaliy tasdig‘ini biz “Harakatlar strategiyasi” asosida mamlakatimiz uchun ijobiy “udum”ga aylangan kirib kelayotgan har bir yilga nom berish va ushbu yilga oid davlat dasturini qabul qilishimiz misolida ko‘rishimiz mumkin.

Bir so‘z bilan aytganda, mamlakatimizni modernizatsiya qilish va demokratik o‘zgarishlarning muhim tarkibiy qismi hisoblangan saylov tizimimiz muntazam takomillashib bormoqda. Shu bilan birga, bugungi kunda hayotning o‘zi, ayniqsa, oxirgi saylovda to‘plangan tajriba shuni ko‘rsatmoqdaki, yurtimizda saylov jarayonlarini yanada demokratlashtirish masalalarini kun tartibiga qo‘ymoqda. Shundan kelib chiqib saylov sohasidagi islohotlar borasida mamlakatimiz rahbari Shavkat Mirziyoyevning 2017 yilning 22 dekabrda O‘zbekiston xalqiga qilgan Murojaatnomasida “Shu o‘rinda siyosiy hayotimizda muhim ahamiyatga ega bo‘lgan saylov qonunchiligi haqida ham to‘xtalib o‘tmoqchiman. Bu borada qabul qilingan 6 ta qonun va bir qator qonunosti hujjatlari, afsuski, haligacha yaxlit bir hujjat shakliga keltirilmagan. Shu sababli xalqaro norma va standartlarga javob beradigan yagona Saylov kodeksini ishlab chiqish va qabul qilish lozim” [3. - B.18] deya ta’kidlaganlari va buning amaliy tasdig‘i sifatida juda qisqa fursat ichida, ya’ni 2019 yilning 28 fevral – 1 mart kunlarida Oliy Majlis palatalarining yalpi majlisida “Saylov kodeksi” ining qabul qilinishi jamiyatdagi islohotlar qanchalik shiddat bilan o‘z samarasini berayotganligidan darak bermoqda.

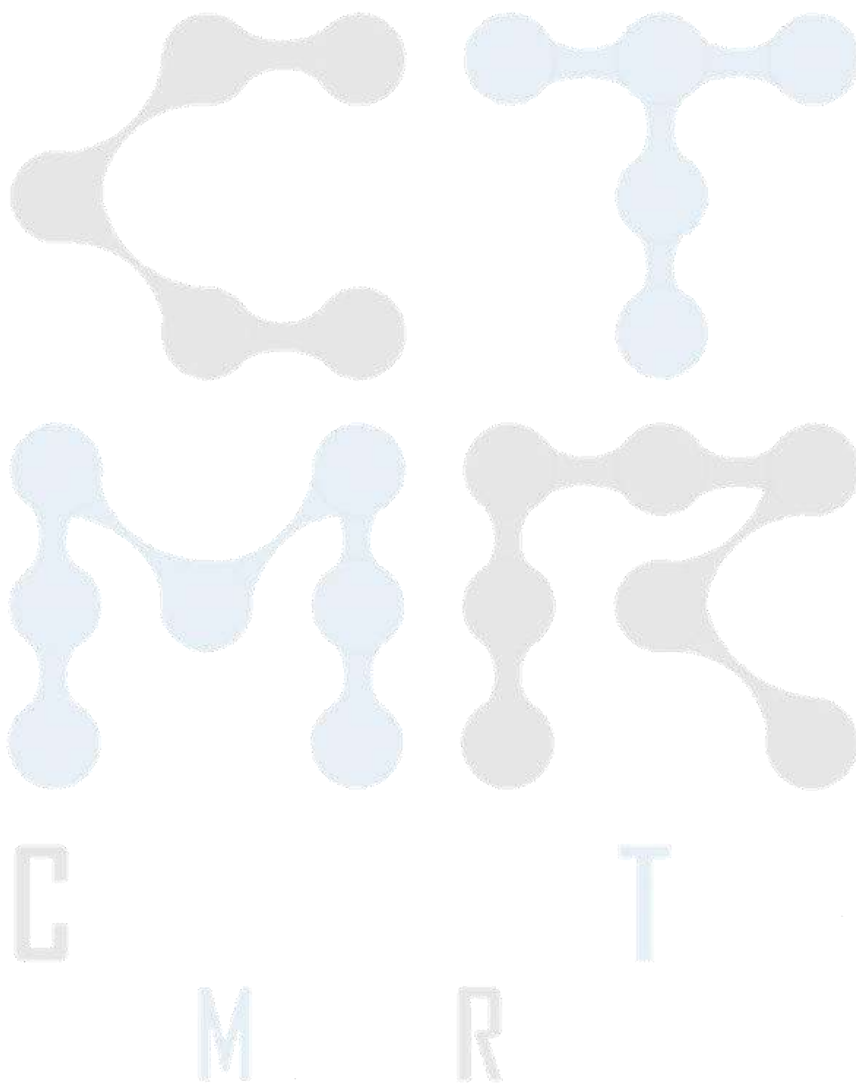
Bizning fikrimizcha, yuqoridagilardan kelib chiqib xulosa qilish mumkinki, Yangi O‘zbekistonda shakllangan saylov qonunchiligi saylovlarni tashkil etish va o‘tkazish bilan bog‘liq umume’tirof etilgan xalqaro prinsiplar va normalarga to‘liq mos kelmoqda hamda u demokratik huquqiy davlatni barpo etish va fuqarolik jamiyatini shakllantirish g‘oyalarini amalga oshirish maqsadlariga mos holda takomillashib bormoqda.

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ALISHER NAVOI'S WORKS IN MUSICAL - STAGE INTERPRETATIONS

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Annotation: This article is based on the incomparable services of Alisher Navoi, the sultan of words, the founder of the Uzbek literary language, to the art of music, as well as his composition, classical performance, deep interpretation of musical expressions, his thoughtful attitude to music, and the invaluable works of Alisher Navoi works are mentioned.

Keywords: Word, speech, music, ghazal, poetry, composer, song, musical drama, opera.

The fact that Alisher Navoi, the founder of the Uzbek literary language, who was a jeweler of words, demonstrated the beauty of poetic speech, and was able to deeply understand the secrets of the art of music, is reflected in his literary heritage. Looking at Navoi's ghazal, we witness his skillful interpretation of musical expressions.

In Navoi's ghazaliyat, the compositional, classical performance and theoretical branches of musical art are expressed in a philosophical sense. And in many cases, the song of the composer; Ushshaq, Navo from classical music examples; from folk works - tarona; from instruments - dust; we can see that the performers - mughanniy - described them in different ways. However, Navoi skillfully interpreted the art of music in his individual ghazals, which is rich in multifaceted phrases and each phrase means several meanings, and shows that he is also a master of music science. Along with composition, Navoi's works include navosoz, nagmasoz, nagmapardoz, nakhzpardoz; musical genres - soz, voz, navo, song, un, nagma, shahnaz, surud, bayot, ahang, olan, argushtak, saut, lahn; Ushshaq, Navo, Rost, Isfahan, Iraq, Hijaz, Buzruk are classic examples; performers - muganni, mutrib, sozanda, singer, navozanda, hosnag, nagmasaro, nagmakash, ilomsaro, navokash, navha ogoz; he uses the names of the old words such as tanbur, oud, ganon, arganun, naqqora, ribuga, sur, setor, and trumpet to explain the secrets of music, its characteristics and, most importantly, their power. . This testifies to Navoi's wealth of vocabulary and thoughtful attitude to musical phrases.

It is mentioned in the sources that Navoi was involved in music performance, in particular, he played the tanbur, played the oud, and composed melodies. However, there is a reference to this in one of Navoi's ghazals:

Fortunately, the moon is purple at the party,
When the king plays the tanbur, Navoi sings.

Turning to Navoi's work, we can see that his dedication to the art of music is boundless and he is well versed in the science of music. It is inevitable that the huge artistic ocean, which is his unique creative heritage, will be important in the spiritual development of each of our contemporaries. In his work "Uzbek Classical Music and Its History", Abdurauf Fitrat, while thinking about the tunes created in the past, music theory and performance, writes about the tune "Kari Navo" which is popular among the people: "The fact that this tune is a very old tune is everywhere. According to what we heard, there is an old tune called "Kari Navoi" from Fergana. Tashkent musicians call this tune "Kari Navo". However, this name is a misnomer. Those are the ones who corrupted the name of "Kari Navoi". Among the old musicologists of Bukhara, it is said that this tune is the work of Navoi. "After this information, the possibility that the song "Kari Navoi" is Alisher Navoi's work becomes stronger."

The image of Alisher Navoi occupies a leading place in the art of music of Uzbekistan of the 20th century. In particular, in our music, on the one hand, the image of Alisher Navoi is consistently interpreted, on the other hand, works in various genres are created based on his rich artistic heritage, including dozens of romances, several operas and ballets, musical dramas, and a number of symphonies. and other symphonic, vocal-symphonic scores and choral works.

At the same time, during the 20th century, Alisher Navoi's works included operas, romances, songs, poems, cantata and oratorios representing the image of the poet. For example, Mutal Burkhanov's "Ode to Alisher Navoi" (1968), opera "Alisher Navoi" (1986), R. Glier, T. Sadikov's "Layli and Majnun", Mukhtar Ashrafi's "Dilorom" (1958), Ikram Akbarov's "From the pages of Hamsa" (1988), vocal-symphonic poems "Alisher Navoi" by A. Meyen, ballet "Suhail and Mehri" (1946) by Manas Leviev, "Farhad and Shirin" by G. Mushel (1937), "Navoi Astrobodda" by Saifi Jalil (1968). musical dramas, Mirsodiq Tajiyev's "Poet's Love" (1969), R. Abdullayev's "In Memory of Navoi" symphonic poems, Bahrullo Lutfullaye's "Dugoh" (1989) concert symphony, Doni Zakirov, Talibjon Sodikov, Sulaymon Yudakov, Sabir Boboyev, Nurilla Zakirov, To Among these are the vocal works of various genres of Igin Kurbanov.

Dilorom opera - On February 5, 1958, the Alisher Navoi State Academic Opera and Ballet Theater team of Uzbekistan presented the opera "Dilorom" to the audience. The author of the music of this opera is the composer Mukhtar Ashrafiy, the author of the libretto is Kamil Yashin and Muzaffar Muhammedov.

The summary of the opera was written based on the fourth epic of the great poet Alisher Navoi's "Khamsa" "Sabbayi Sayyor" (Seven Planets), due to the demand of the stage, some changes were made to the libretto. That is, the composite structure of this romantic-adventure epic story about Bahrom and Dilorom consists of seven independent stories. The struggle between good and evil is depicted in life. Based on this libretto, composer Mukhtar Ashrafiy independently created the legendary-romantic opera "Dilorom". The opera consists of 4 acts, 7 scenes.

Layli and Majnun - The musical drama "Layli and Majnun" based on Alisher Navoi's "Khamsa" was originally staged by Mannon Uyghur in 1992 at the Fergana Theater. It was staged for the second time in 1923 at the "Tomosha Boghi" theater in Tashkent, and in 1924 at the "Olka Namuna" drama theater. The music was composed by Shorahim Shoumarov and Khurshidni himself based on Uzbek tunes and songs. From 1922 to 1933, it was performed in professional and amateur theaters in this first version. In 1933, the second version of the music of "Layli and Majnun" was composed by the young composer Talibjon Sodikov, relying on the advice of his teacher N.N. Mironov.

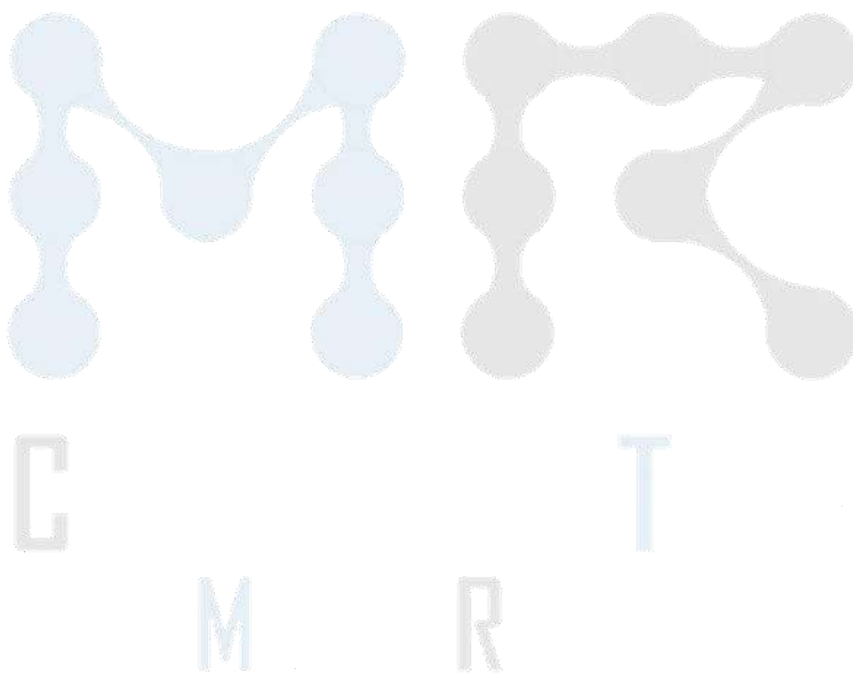
In addition to the heritage of Uzbek folk music, some newly composed recitatives and polyphonic choral numbers were included. This performance was staged by the talented young director Muzaffar Muhammedov. Skilled artist Shonazar Sahibov decorated the stage artistically. The role of Laila was performed by Halima Nasirova, Majnun - Boborahim Mirzayev, Karim Zakirov, Omir - Raim Bobojonov, Mahdi - Zuhur Qabulov, Navfal - M. Koriyokubov, Laila's mother Sofia - L. Sarimsokova, Navfal's daughter - J. Yunusova.

Dedicated to the 500th anniversary of Alisher Navoi's birth, in 1940, composers T. Sodikov and R. M. Glier, dramatist Sh. Khurshid, created an opera version of "Layli and Majnun". The authors took the wonderful philosophical thought and important human ideas of Navoi's epic as the main basis of the opera libretto. At the same time, the musical stage play "Layli and Majnun" increased the universal significance of A. Navoi's epic.

The premiere of Farhad and Shirin - a musical drama was held on February 25, 1936 for the first time with the participation of a symphony orchestra. The performance was welcomed by the audience with loud applause. The second version of the musical drama "Farhod and Shirin" was presented to the republican public on December 21, 1936. The music of the drama was recreated by Professor V. A. Uspensky. The orchestration of the music was performed by V. A. Uspensky in collaboration with G. Mushel and Sveifel. For the first time in the history of Uzbek music, recitative, duets, two- and three-voice choirs were introduced. In May 1937, this work was shown in the branch of the big theater in Moscow on the occasion of the third anniversary of Uzbek art and gained great attention. Alisher Navoi's epic "Farhad and Shirin" praises pure love and friendship and condemns evil, war, betrayal. At first, the work consisted of 8 scenes in 6 acts, but later it was reduced to 7 scenes in 4 acts. All layers of Alisher Navoi's artistic heritage - the magnificent "Khamasa" and any other works - are directly connected to the art of music. Based on Hazrat Navoi's works, not only Uzbek artists, but also artists from all over Central Asia have created and continue to create colorful musical works.

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DAVR XARAJATLARI HISOBINI TAKOMILLASHTIRISH

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Soliq qo'mitasi xuzuridagi Fiskal institute Buxgalteriya xisobi va audit kafedresi, BH-02-23
guruh magistranti

Annotatsiya: Ushbu maqolada soliq qoidalariga rioya qilish va moliyaviy ravshanlikni ta'minlash uchun korxonalarda aniq va batafsil davr xarajatlarini hisobga olishning ahamiyati muhokama qilinadi. Maqola tashkilotlar duch keladigan umumiy muammolarni hal qiladi va texnologiyadan foydalanish, ichki nazoratni o'rnatish va xodimlarni o'qitish kabi davr xarajatlarini hisobga olish amaliyotini takomillashtirish strategiyalarini taklif qiladi. Maqolada buxgalteriya hisobi jarayonlarini soddalashtirish, xatolar va qonunbuzarliklar xavfini kamaytirish, soliqni rejalashtirishni yaxshilash bo'yicha faol choralar muhimligi ta'kidlangan.

Kalit so'zlar: soliq, davlat xarajatlari, hisob, audit, buxgalteriya hisobi.

Kirish. Davr xarajatlarining to'g'ri va samarali hisobini ta'minlash korxonalar uchun soliq qoidalariga rioya qilish va moliyaviy shaffoflikni saqlashda muhim ahamiyatga ega. Muayyan davrlar bo'yicha xarajatlarni sinchkovlik bilan kuzatib borish va hisobot berish kompaniyaning moliyaviy sog'lig'i haqida aniq tasavvurni taqdim etish va uning soliq majburiyatlarini bajarishini ta'minlash uchun ajralmas hisoblanadi. Biroq, ko'pgina korxonalar davr xarajatlarini hisobga olishning murakkabligi bilan kurashmoqda, bu xatolar, samarasizlik va mumkin bo'lgan muvofiqlik muammolariga olib keladi. So'nggi yillarda soliq qonunchiligining landshafti tobora murakkablashib bormoqda, bu esa korxonalardan buxgalteriya hisobini yuritishda har qachongidan ham g'ayratli bo'lishni talab qilmoqda. Moliyaviy tizimlarni raqamlashtirish va avtomatlashtirishning yuksalishi davr xarajatlarini hisobga olish uchun imkoniyatlar va muammolarni keltirib chiqardi. Avtomatlashtirish jarayonni soddalashtirishi va inson xatosi ehtimolini kamaytirishi mumkin bo'lsa-da, qayta ishlanayotgan ma'lumotlarning aniqligi va soliq qonunchiligiga muvofiqligini ta'minlash uchun ehtiyotkorlik bilan nazorat va texnik xizmat ko'rsatishni talab qiladi.

Korxonalar ko'pincha qiyinchiliklarga duch keladigan sohalardan biri bu xarajatlarni to'g'ri tasniflash va ularni tegishli davrlarga taqsimlashdir. Bu, ayniqsa, hisob-kitob usulida faoliyat yurituvchi korxonalar uchun juda muhim, bunda xarajatlar to'langanda emas, balki yuzaga kelganda tan olinadi. Xarajatlarni to'g'ri taqsimlamaslik moliyaviy hisobotlarda va soliq hisobotlarida nomuvofiqliklarga olib kelishi mumkin, bu esa soliq organlari tomonidan tekshiruvlar va jarimalarni keltirib chiqarishi mumkin. Davr xarajatlarini hisobga olishning yana bir keng tarqalgan muammosi kompaniya ichidagi turli moliyaviy tizimlar va bo'limlar bo'yicha xarajatlarni solishtirishdir. Yirik tashkilotlarda xarajatlar ko'pincha bir nechta tizimlarda amalga oshiriladi va qayd etiladi, bu esa ma'lum bir davr uchun umumiy xarajatlarning to'g'ri va har tomonlama ko'rinishini tuzishni qiyinlashtiradi. Bunday ko'rinmaslik to'liq yoki noto'g'ri moliyaviy hisobotga olib kelishi mumkin, bu esa mumkin bo'lgan muvofiqlik muammolari va moliyaviy risklar uchun eshikni ochishi mumkin. Bundan tashqari, xarajatlarni buxgalteriya tizimiga qo'lda kiritish xatolar va kechikishlarga moyil bo'lib, davr xarajatlarini hisobga olish jarayonini yanada murakkablashtiradi. Ma'lumotlarni kiritishda inson xatosi kompaniyaning soliq majburiyatlari uchun jiddiy oqibatlariga olib kelishi mumkin bo'lgan xarajatlarning noto'g'ri hisobotiga olib kelishi mumkin. Bundan tashqari, xarajatlarni hisobga olishdagi

kechikishlar noto'g'ri moliyaviy hisobotlarga olib kelishi va soliqni rejalashtirish va optimallashtirish imkoniyatlarini o'tkazib yuborishi mumkin.

Ushbu muammolarni hal qilish va soliqda davr xarajatlarini hisobga olishni yaxshilash uchun korxonalar o'z jarayonlarini soddalashtirish, aniqlik va muvofiqlikni oshirish uchun texnologiya va ilg'or tajribalardan foydalanishlari kerak. Strategiyalardan biri buxgalteriya hisobining integratsiyalashgan dasturiy ta'minotini joriy etishdan iborat bo'lib, u harajatlarni hisobga olishni markazlashtiradi va har xil davrlar bo'yicha xarajatlarni turkumlash va taqsimlashni avtomatlashtiradi. Bu moliyaviy hisobotda izchillik va aniqlikni ta'minlashga yordam beradi, shu bilan birga xarajatlarni real vaqt rejimida ko'rishni ta'minlaydi va soliqni proaktiv rejalashtirish imkonini beradi. Bundan tashqari, korxonalar xarajatlarni hisobga olish jarayonlarini kuzatish va xatolar yoki nomuvofiqliklarni erta aniqlash uchun mustahkam ichki nazorat va audit tartib-qoidalarini joriy etishdan foyda olishlari mumkin. Tizimlar va bo'limlar bo'yicha xarajatlarni muntazam ravishda solishtirish tafovutlar aniqlashga yordam beradi va xarajatlar soliq maqsadlarida to'g'ri taqsimlanishi va hisobga olinishini ta'minlaydi. Davr xarajatlarini hisobga olish bo'yicha aniq siyosat va ko'rsatmalarni o'rnatish orqali korxonalar xatolar va mos kelmaslik xavfini kamaytirishi mumkin, natijada uzoq muddatda vaqt va resurslarni tejash mumkin.

Texnologiya va ichki nazoratdan tashqari, korxonalar xodimlarni o'qitish va o'qitishga sarmoya kiritish orqali o'zlarining davr xarajatlarini hisobga olish amaliyotini ham yaxshilashlari mumkin. Xodimlarning soliq qoidalarini va buxgalteriya hisobi tamoyillari haqida bilimga ega bo'lishini ta'minlash orqali korxonalar o'z jamoalariga ongli qarorlar qabul qilish va xarajatlarning aniq hisobini yuritish imkoniyatini berishi mumkin. O'quv dasturlari, shuningdek, xodimlarga soliq qonunlari va qoidalaridagi o'zgarishlardan xabardor bo'lishga yordam beradi va ularga buxgalteriya hisobini moslashtirishga imkon beradi. Umuman olganda, soliq bo'yicha davr xarajatlarini hisobga olishni takomillashtirish texnologiya, ichki nazorat va xodimlarni o'qitishni birlashtirgan ko'p qirrali yondashuvni talab qiladi. Ushbu sohalariga sarmoya kiritib, korxonalar buxgalteriya jarayonlarining aniqligi va samaradorligini oshirishi, rioya qilmaslik xavfini kamaytirishi va soliqni rejalashtirish bo'yicha sa'y-harakatlarini optimallashtirishi mumkin. Borgan sari murakkablashib borayotgan tartibga solish muhitida, davr xarajatlarini hisobga olishda faol va hushyor bo'lish korxonalar uchun zamonaviy soliq landshaftining qiyinchiliklari va imkoniyatlarini hal qilishda muhim ahamiyatga ega. Xo'jalik faoliyati sohasida davr xarajatlarining to'g'ri va puxta hisoblanishi nafaqat moliyaviy shaffoflikni ta'minlash, balki soliq qonunchiligiga rioya etilishini ta'minlashda ham muhim rol o'ynaydi. Muayyan davrlar bo'yicha xarajatlarni sinchkovlik bilan kuzatib borish va hisobot berish kompaniyaning moliyaviy ahvoli haqida aniq tasavvur beradi va soliq majburiyatlarini bajarishga yordam beradi. Biroq, ko'plab korxonalar bu sohada xatolarga, samarasizlikka va mumkin bo'lgan muvofiqlik muammolariga olib kelishi mumkin bo'lgan muammolarga duch kelishadi.

Asosiy qism. Soliq me'yorlarining o'zgaruvchan landshafti va moliyaviy tizimlarning tobora murakkablashishi davr xarajatlarini hisobga olishni aniqlik va tafsilotlarga e'tibor talab qiladigan vazifaga aylantirdi. Avtomatlashtirish va raqamlashtirishning paydo bo'lishi bilan korxonalar endi buxgalteriya jarayonlarini soddalashtirish va xatolar ehtimolini kamaytirish vositalariga ega. Biroq, avtomatlashtirish samaradorlikni oshirishi mumkin bo'lsa-da, qayta ishlanayotgan ma'lumotlarning aniqligi va soliq qonunchiligiga mos kelishini kafolatlash uchun hushyor nazoratni ham talab qiladi.

Davr xarajatlarini hisobga olishda korxonalar duch keladigan asosiy muammolardan biri bu xarajatlarni tegishli davrlarga to'g'ri taqsimlash va taqsimlashdir. Bu masala, ayniqsa, hisob-kitob usulida faoliyat yurituvchi korxonalar uchun ahamiyatli bo'lib, bunda xarajatlar to'langanda emas, balki yuzaga kelganda tan olinadi. Xarajatlarni to'g'ri taqsimlamalik moliyaviy hisobotlarda va soliq hisobotlarida nomuvofiqliklarga olib kelishi mumkin, bu esa tekshiruvlar va jarimalarni keltirib chiqarishi mumkin. Yana bir keng tarqalgan muammo kompaniya ichidagi turli moliyaviy tizimlar va bo'limlar bo'yicha xarajatlarni muvofiqlashtirishda yuzaga keladi. Katta tashkilotlarda xarajatlar ko'pincha bir nechta tizimlarda amalga oshiriladi va qayd etiladi, bu esa ma'lum bir davr uchun umumiy xarajatlarning to'g'ri va har tomonlama ko'rinishini tuzishni qiyinlashtiradi. Ko'rinmaslik moliyaviy hisobotlarning to'liq yoki noto'g'ri bo'lishiga olib kelishi mumkin, bu esa korxonalarini muvofiqlik muammolari va moliyaviy xatarlarga qarshi himoyasiz qoldiradi. Bundan tashqari, xarajatlarni buxgalteriya tizimiga qo'lda kiritish xatolar va kechikishlarga moyil bo'lib, davr xarajatlarini hisobga olish jarayonini yanada murakkablashtiradi. Ma'lumotlarni kiritishda inson xatolari kompaniyaning soliq majburiyatlariga jiddiy ta'sir ko'rsatishi mumkin bo'lgan xarajatlar to'g'risida noto'g'ri hisobot berishga olib kelishi mumkin. Xarajatlarni hisobga olishdagi kechikishlar, shuningdek, noto'g'ri moliyaviy hisobotlarga va soliqni rejalashtirish va optimallashtirish imkoniyatlarini o'tkazib yuborishga olib kelishi mumkin.

Ushbu muammolarni hal qilish va soliqda davr xarajatlarini hisobga olishni yaxshilash uchun korxonalar o'z jarayonlarini soddalashtirish, aniqlik va muvofiqlikni ta'minlash uchun texnologiya va ilg'or tajribalardan foydalanishlari kerak. Samarali strategiyalardan biri buxgalteriya hisobining integratsiyalashgan dasturiy ta'minotini joriy etish bo'lib, u harajatlarni hisobga olishni markazlashtiradi va har xil davrlar bo'yicha xarajatlarni turkumlash va taqsimlashni avtomatlashtiradi. Bu moliyaviy hisobotda izchillik va aniqlikni ta'minlashi, xarajatlarning real vaqt rejimida ko'rinishini ta'minlashi va soliqni proaktiv rejalashtirishni osonlashtirishi mumkin. Texnologiyadan tashqari, korxonalar xarajatlarni hisobga olish jarayonlarini kuzatish va xatolar yoki nomuvofiqliklarni erta aniqlash uchun mustahkam ichki nazorat va audit protseduralarini o'rnatishdan foyda olishlari mumkin. Tizimlar va bo'limlar bo'yicha xarajatlarni muntazam ravishda solishtirish kelishmovchiliklarni aniqlashga yordam beradi va xarajatlar soliq maqsadlarida to'g'ri taqsimlanishi va hisobga olinishini ta'minlaydi. Davr xarajatlarini hisobga olish bo'yicha aniq siyosat va yo'riqnomalarni belgilash orqali korxonalar xatolar va mos kelmaslik xavfini kamaytiradi, natijada vaqt va resurslarni tejaydi. Bundan tashqari, xodimlarni o'qitish va ta'limga sarmoya kiritish davr xarajatlarini hisobga olish amaliyotini yaxshilashi mumkin. Xodimlarning soliq qoidalari va buxgalteriya hisobi tamoyillarini yaxshi bilishini ta'minlash ularga asoslangan qarorlar qabul qilish va xarajatlarni aniq hisobga olish imkonini beradi. O'quv dasturlari, shuningdek, xodimlarni soliq qonunlari va qoidalaridagi o'zgarishlardan xabardor qilib turishi, ularga buxgalteriya amaliyotini mos ravishda moslashtirish va buxgalteriya jarayonining umumiy samaradorligiga hissa qo'shish imkonini beradi.

Xulosa qilib aytganda, soliq sohasida davr xarajatlari hisobini takomillashtirish texnologiya, ichki nazorat va xodimlarni o'qitishni o'z ichiga olgan kompleks va faol yondashuvni talab qiladi. Ushbu sohalarga sarmoya kiritib, korxonalar buxgalteriya jarayonlarining aniqligi va samaradorligini oshirishi, rioya qilmaslik xavfini kamaytirishi va soliqni rejalashtirish bo'yicha sa'y-harakatlarini optimallashtirishi mumkin. Normativ-huquqiy landshaft rivojlanishda davom etar ekan, davr xarajatlarini hisobga olishni birinchi o'ringa

qo'yadigan korxonalar zamonaviy soliq muhitining murakkabligini boshqarish va moliyaviy barqarorlikni ta'minlash uchun yaxshi jihozlanadi.

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РОЛЬ МУЗЫКИ В ВОСПИТАНИИ МОЛОДОГО ПОКОЛЕНИЯ

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Аннотация: музыкальное образование даёт радость и вдохновение молодому поколению в управлении духовным миром, тонкими чувствами, внутренними переживаниями и общественной деятельностью человека, положительно влияет на его умственное, нравственное развитие, художественное и духовное воспитание.

Ключевые слова: творчество, воспитание, ласк и игрушек, забота и судьба.

Музыкальное образование даёт радость и вдохновение молодому поколению в управлении духовным миром, тонкими чувствами, внутренними переживаниями и общественной деятельностью человека, положительно влияет на его умственное, нравственное развитие, художественное и духовное воспитание.

Наши предки веками восхваляли силу музыки. Они наслаждались этим в своих отношениях, работе и жизни и реализовали свои добрые намерения. Тем более взрослые всегда женили своих детей и занимались работой и творчеством. Этот процесс принял форму дальнейшего углубления их обязанности заботиться о ребенке и его судьбы. И этот стал причиной создания множества песен.

Ответственность по уходу за малышом была огромной. Матери взяли на себя эту сложную ответственность. Песня помогла им в этом пути. Они убаюкивали детей песнями, укачивали их, когда они плакали, ласкали их и даже делали для малыша красивые картины и рисунки с песнями. Таким образом создавались фокусы, ласки, игрушки. Следует также сказать, что в создании игрушек, поделок, ласк и игрушек участвовали все взрослые: отцы, бабушки, дедушки, тёти и дяди, но лидирующее положение занимали матери.

Поэтому музыка оказывает активное эмоциональное воздействие на детей и способна изменить их психику и физиологию. Потому что музыка отражает жизнь и будущее. Человек воспринимает музыку через мать, наслаждается и находит в музыке поддержку на всю жизнь.

После обретения Узбекистаном независимости особое внимание уделялось нашему многовековому музыкальному наследию, а также нашим национальным и духовным ценностям. Теперь у них есть возможность насладиться духовным и духовным наслаждением от удивительно разнообразных и красивых местных музыкальных традиций нашего народа, высоких шедевров классической музыки, образцов статусности.

Эти традиции формировались на протяжении длительного периода времени и связаны с такими процессами, как образ жизни, трудовое обучение, обычаи и праздники нашего народа в разных условиях. Таким образом, внедрение государственного образовательного стандарта музыкального образования среди всех образовательных предметов даёт возможность в полной мере использовать национальное музыкальное наследие.

Основная цель национального музыкального образования – воспитание образованных, здоровых молодых людей, которые унаследуют наше национальное музыкальное наследие, приумножат их любовь к Родине. При этом основной задачей музыкального образования является дальнейшее повышение музыкальной одаренности каждого ученика и его страсти к искусству.

В реализации этой цели целесообразно творчески опираться на отечественные, традиционные и современные достижения музыкального образования и передовой опыт совершенствования содержания образования и методики преподавания.

Процесс образования в республиканских средних школах и высших учебных заведениях приближен к мировым стандартам как по форме, так и по содержанию. В частности, перерабатываются и совершенствуются учебные программы, учебники и другие пособия. Уделить серьезное внимание воспитанию совершенного поколения, превратить его уважение к нашему музыкальному наследию в любовь, интерес и привязанность – одна из главных задач, стоящих перед музыкальным образованием.

Учитель музыки – это культурный, широкий кругозор человек, любящий свою профессию и детей, умелый исполнитель, профессионально интересующийся музыкальным искусством, умеющий работать с людьми, хороший организатор всех видов искусства, их общий знающий, опытный, певец, дирижёр, аккомпаниатор, который может давать уроки по музыкальным инструментам, дирижированию, истории музыки, секретам пения, вокальному хоровому мастерству в сфере народного образования, словом, должен быть теоретиком музыки и искусным исполнителем на музыкальных инструментах. Он должен уметь составлять планы уроков и документы на основе государственного образовательного стандарта, организовывать уроки музыкальной культуры на основе инновационных педагогических технологий. Естественно, вежливость считается важнейшим качеством хорошего учителя.

Учитель музыки также должен быть вежливым, образованным, культурным и добрым тренером по отношению к ученикам, стремиться быть прогрессивным человеком общества, понимать требования времени, уметь чувствовать перспективу нашего искусства и культуры, быть активистом. С высокой музыкальной культурой должен быть пропагандистом. Кроме того, каждый человек, имеющий специальность учителя музыки, помимо того, что является учителем музыки, является еще и «Артистом».

Учитель музыки, который от всей души любит свой предмет, уважает детей и с любовью проводит уроки музыки, умеет сочетать в своей работе педагогику, психологию, музыкальную методику, этику и изысканность, умеет правильно и просто доносить задачи, поставленные перед учителем музыки.

Современный учитель музыки должен быть мастером педагогического общения и уметь эффективно использовать методы педагогического воздействия в любой ситуации.

Также учитель музыки должен быть научным мыслителем, мастером передового опыта, искателем – творцом, стремиться открывать новые формы и методы музыкального образования.

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КУЛЬТУРНОЕ НАСЛЕДИЕ НАРОДОВ СРЕДНЕЙ АЗИИ В ПЕРИОД ВЕЛИКОЙ ЦИВИЛИЗАЦИИ.

***Аннотация:** Представители этих народов, проживающих на территории Узбекистана, - согдийцы, бактрийцы, хорезмийцы и саки являются древними предками узбекского народа, и некоторые сведения о них сохранились в древних письменных источниках. В статье многие историки, археологи, этнографы озадачиваются проблемой хронологии уровня культурного развития человека и на основании результатов своих научных исследований и различных источников признают, что существовало 5 основных цивилизаций. восстания в Куррайской земле.*

***Ключевые слова:** народ, согдийцы, Бактрия, Хразмийцы, Месопотамия, культура, национальное наследие, музыкальное наследие, духовность, образование, процесс, деятельность, утонченность.*

В Средней Азии в середине III тысячелетия до нашей эры, с началом бронзового (смесь меди, олова и свинца) периода, отцовский род - патриархат. В эпоху бронзы земледелие широко распространилось на новых землях, в том числе и на территории Узбекистана. В этот период бурно развиваются производственные отношения, на новой основе развиваются социально-экономические процессы.

Процесс масштабного освоения племенами новых земель в Средней Азии начался в конце IV – III тысячелетии до нашей эры. Материальные находки руин села Саразм, расположенного на площади 90 га в 15 км западнее города Пенджикента, в верхней части Зарафшана, содержат предметы, принадлежащие земледельцам Южного Туркменистана и калтаминорской культурам Хорезм. В этот же период (в IV-III тысячелетии до н.э.) на северо-востоке Афганистана появились просторы представителей знаменитой хараппской культуры Индо-Пакистана.

В эпоху бронзы представители высоких людей с длинными головами и узкими лицами были разбросаны по южным районам Средней Азии. В северных степях и пустынях Средней Азии жили племена с круглыми головами, очень широкими и не вытянутыми лицами, отличавшиеся от людей юга. Людей с южной внешностью называют представителями средиземноморской расы. Они распространились на большой географической территории, такой как Древняя Азия, Месопотамия, Иран, Афганистан, юг Средней Азии и Индия. Люди с северной внешностью распространены от территории Южной Сибири до Казахстана и северо-восточной части Средней Азии, до земель Урала и Поволжья.

Во второй половине II тысячелетия до нашей эры на территории Средней Азии начался процесс смешения представителей древних южных и северных народов, то

есть людей, занимавшихся земледелием и животноводством. К этому времени племена бронзового века основали различные народы в Средней Азии.

Представители этих народов, проживающих на территории Узбекистана, - согдийцы, бактрийцы, хорезмийцы и саки являются древними предками узбекского народа, и некоторые сведения о них сохранились в древних письменных источниках.

С I тысячелетия до нашей эры в восточных регионах с древнейших времен до средневековья были очень популярны крупные культурно-исторические области — Хорезм, Бактрия, Согд, Фергана, Шош (Чоч).

Данные антропологических и письменных источников свидетельствуют о том, что формирование древнейших отдельных народов и выделение этнических регионов в Средней Азии относится к VIII-IX векам до нашей эры. Хотя изучение этого вопроса представляет собой весьма сложную проблему, следует без сомнения отметить, что во второй половине VI века до нашей эры, когда династия Ахменидов в Иране начала поход в Среднюю Азию, начался процесс разделения этих народов. было полностью завершено, а границы территориального расположения разных древних народов, общие границы областей сложились задолго до ахменского периода. Согласно письменным источникам, Ахмениды начали военные походы на некоторые крупные регионы Средней Азии. Поэтому на Востоке собирались различные сведения о среднеазиатских регионах и их жителях, их территориальном расположении и границах некоторых регионов.

Первые страны в мировой истории образовались в местах, где возникла продуктивная экономика, такая как сельское хозяйство. На протяжении тысячелетий многие племена и народы, жившие только охотой и собирательством и не знавшие земледелия, не смогли подняться на ступень государственности

Древнейшие государства возникли в IV тысячелетии до нашей эры между Двуречьем (Месопотамия) и Древним Египтом. Уже 10 000 лет назад здесь начался переход к выращиванию сельскохозяйственных культур и приручению диких животных – скотоводству. Постепенно сельское хозяйство распространилось отсюда на соседние регионы (Кавказ, Иран, Среднюю Азию, Индию, Китай). Еще в III-II тысячелетии до нашей эры между странами Древнего Востока существовали прочные исторические и культурные связи.

Археологические находки показывают, что в середине II тысячелетия до нашей эры в Узбекистане (Сурханский оазис) начался процесс перехода к первой государственности, основанный на развитии древней земледельческой культуры. Этот процесс имел свои особенности и законы постепенного развития.

\ Первые государства возникали на изолированных пространствах или ранних городах и относительно небольших территориях, ограниченных возделываемыми землями и площадью ирригационной системы, т. е. древних орошаемых земледельческих оазисах, которые интенсивно осваивались и широко использовались в хозяйственных и промышленных целях. Для жителей таких оазисов было важной и жизненной необходимостью решение вопросов защиты от внешних военных вторжений, обороны территории поселений и поселений, организации ирригационных и сельскохозяйственных работ, управления внутренними и внешними связями общины. .

Таким образом, развитие социально-экономических отношений привело к выделению людей, пользовавшихся особым уважением в обществе. Они не занимались постоянно общественным производством, а лишь осуществляли контроль и руководство

общественной и экономической жизнью. Однако они не были ни богатыми людьми, ни эксплуататорами, ни работорговцами. Такие люди выделяются в обществе только благодаря своим моральным качествам и репутации. Но эта среда впоследствии привела к возникновению отдельных семей, и постепенно авторитет, основанный на высоком уважении в обществе, стал передаваться по наследству от отца к сыну.

В Средней Азии также были созданы первые государственные объединения для защиты жителей земледельческих оазисов от иностранных захватчиков и юридического регулирования общественных отношений.

Первая государственность предков народов Средней Азии имеет очень древние корни. Письменных сведений о бронзовом веке, когда формировалась наша национальная государственность, нет. История Узбекистана в этот период освещается лишь на основе результатов археологических исследований, которые не могут полностью раскрыть все сложные процессы в развитии общества.

Парфянское государство, возникшее как независимое государство в середине III века до нашей эры, включало в себя части современного Туркменистана и Ирана.

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TALABALARDAGI YOLG'IZLIKKANI ENGLISHDA ISHONTIRISH USULINING AHAMIYATI**Oripov Bobirmirzo Baxshilloevich**

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Annotatsiya: ushbu maqolada talabalardagi yolg'izlikni engishda ishontirish usulining ahamiyati, hayot yo'lining takrorlanmasligi, bu yo'lni bosib o'tish natijasida shakllangan dunyoqarash, o'tmish hozirgi zamon va hayolda shakllangan kelajak aks ettirilgan o'z-o'zini anglash va o'z fikrlari va kechinmalarini hayoldan kechirib analiz qilib chiqish haqida fikr yuritilgan.

Kalit so'zlar: dunyoqarash, o'tmish, hozirgi zamon, kelajak, o'z-o'zini anglash, fikrlar, kechinmalar

Ishontirish usuliy asosini tanlab olish, ta'sir maqsadiga ko'ra fakt (haqiqat) va xulosalarni mantiqiy tartibga solish tashkil kiladi. Ishontirish rasional psixoterapiyaning asosiy tashkil kiladi. V.M.Bexterev (1911) ishontirish va kundirishni birlashtirishni, ayniksa o'z—o'zini tankid qilishi past rivojlangan mijozlarda, juda foydali deb xisoblangan. Ishontirishdan, mutaxassisni shaxsiy obrusi bilan bog'liq va umuman maslahat lashuv jarayoni natijasiga ta'sir kiluvchi, suggestiv elementni ajratib olish mumkin emas. Ishontirish. Mutaxassis tomonidan kabul kilinishidan kat'iy nazar. Turli xildagi psixologik yordamni tashkil kiluvchi qismidir

Qayta (takror) ishontirish (persuaziya) avval shakllantirilgan jarayonni kayta tiklash. Psixologik yerdam ko'rsatish paytida takror ishontirish mijozni muommoni moxiyati va uni yechish usullari xakidagi tasavvurini o'zgartiruvchi maqsad ga yunaltirilgan,ishontirishni shakillanish ketma-ketligi ko'zda tutiladi.

Ta'sir etish - mijozni ruhiy ta'sir doirasiga bevosita yoki bilvosita maqsad li ta'sir kilish jarayonidir

Tasir kiluvchi obyekt mantiqiy kayta ishlashi va uni tankidiy baho bermay kabul kilish hamda asab ruhiy va somatik jarayonlar kechishiga ta'sir qilishi maxsus ishlab chikilgan ma'lumotlar yordamida amalga oshiriladi. Boshqa omillar esa (mimika, harakat, imo-ishora) odatda kushimcha xisoblanadi.

Ta'sir etishni bir necha turkumlari mavjud.

1. Ta'sir etish va o'z-o'ziga ta'sir etish.
2. Ochiq va yopiq.
3. Aloqali va aloqasiz.

Ta'sir etish mijozga turli holatlarida qo'llaniladi: uyg'ok holida, tabiiy uyqu xolida, gipnotik uyquda.

Psixokorreksiya amaliyotida ta'sir etish u yoki bu darajada mijoz bilan mutaxassisning xar bir uchrashuvida mavjud bo'ladi, lekin psixoterapik ta'sirning aloxida usuli bulishi ham mumkin.

Mustakil psixoterapevtik ta'sir sifatida ta'sir etish mijozning holati va muammosini xarakterini xisobga olgan xolda va maxsus tipdan foydalanib, aniq formulalarni aytish yordomida amalga oshiriladi.

Korreksion ishning extimoliy natijalari:

- 1.Mijozning o'zining taablari, kechinmalari, fikirlariga diqqatini kuchaytirishi.

2. O'z-o'zini baholash va kerakligini oshirish.

3) O'zini bulishga ruxsat berish (o'z-o'zini tushunish, o'z-o'zini qabul qilish, shakillantirish yoki orttirish)

4) O'z-o'zini takomillashtirishini rivojlantirishiga harakat kilish

3) psixokorreksiyaning eng asosiy natijasi mijozni o'z hayoti uchun javobgarligini va uni nazorat qilishni qabul qilishdir.

4) psixologik o'zgarishlar o'zgaruvchanligini demak, har bir uchrashuvdan samarali natija kutib bo'lmasligini yodda to'tish.

Shaxsiy immunorreksiyaning asosiy bosqichlari:

1. shartnoma to'zish;

2. mizojni muammosini tadqiq qilish;

3. muammoni yechish yo'llarini qidirish;

4. psixokorreksiya dasturini ishlab chiqish;

5. dasturni amalga oshirish;

6. samaradorligini baholash;

Shartnoma tuzish. Bu bosqich mijozni mutaxassis tomonidan ma'lumot berishni o'z ichiga oladi:

1. korreksiyaning maqsadi haqida;

2. o'zining malaka darajasi;

3. haq to'lash

4. psixokorreksiyaning taxminiy davomiyligi;

5. mazkur holatda psixokorreksiyaning maqsadga muvofiqligi;

6. psixokorreksiya jarayonida vaqtinchalik yomonlashuv xavfi mavjudligi haqida;

7. sir saqlanish darajasi haqida.

Sir saqlashni mutloq asosga ko'tarish mumkin emas, chunki bu tushuncha nisbatdir, bir tomondan taqdim etmayotgan ma'lumotlar xarakteriga bog'liq bo'lsa, ikkinchi tomondan mijozga ziyon keltirmaydigan materiallar ushbu qoidaga bo'ysunmaydi. Quyidagi holatlarda kasb siriga rioya qilinmaydi:

1. mijozni hayotiga katta xavf solinganda;

2. mijozning jismoniy harakatlari;

3. mijozni kasalxonaga yotqizish zarur bo'lganda;

4. uchinchi kishilar manfaatdorligi (qarindoshlar, yaqinlari, mijozning tanishlari).

Mijozni muammosini tadqiq qilish mutaxassis tomonidan quyidagi usullardan foydalanish natijasida olib boriladi: suhbat, intervyu, psixologik testlar.

Suhbat, mutaxassis tomonidan maqsadga yo'naltirilgan holda tashkil qilinganda, butun psixokorreksiya jarayonini olib borishni asosiy usuli hisoblanadi. Bunda «mijoz-mutaxassis» muloqati jarayonida olingananiq ma'lumotlarni asosida tadqiqotchini qiziqtirayotgan bog'liqlik aniqlanadi. Psixologik maslahat lashuvni turli bosqichlarda qo'llaniladi. Suhbatning spesifik turi sifatida intervyu farqlanadi.

Intervyu – og'zaki so'rov yordamida ijtimoiy ruhiy ma'lumotlar olish usulidir. Intervyuning ikki xil turi mavjud: erkin va standartlashtirilgan.

Erkin intervyu suhbatni mavzusi va shakliga bog'liq emas va zarur ma'lumot olishda mijoz bilan hamkorlik qilishga mo'ljallangan. Uning tuqlariga mijoz va uning muammolari haqida to'liq ma'lumot olishga yordam beruvchi, mijozning bevosita o'zini to'tish ishni doirali

reaksiyalarini mutaxassisni kuzatish imkoniga ega bo'lishini, kamchiligiga ega – juda katta vaqt oralig'ini kiritish mumkin.

Standartlashgan intervyu shakliga ko'ra anketaga yaqin, biroq javob shakllantirishda mijozning imkoniyatlariga kengroqdir.

U muammo tushunish uchun maslahat lashuv jarayonini boshida juda foydalidir.

Olingan ma'lumotlar keyinchalik aniqlashtiriladi va yangi fikrlarni ilgari surishda foydalaniladi. Yutuqlari: ma'lumotlilik, vaqtni tejash, natijalarni miqdoriy aks etish. Kamchiligi: keyinchalik himoya mexanizmlarini faollashuvi natijasida bevosita xulq-atvor realsiyalarini susayishi, mijoz bilan emotsional aloqani yo'qotish xavfi.

Kuzatish – mutaxassis tomonidan mijozni ruhiy ko'rinishlari maqsadga yo'naltirilgan va idrok qilgan holda qabul qilinishiga mujassamlashgan ruhiy tadqiqotning elektrik usulidir. Mutaxassisga mijoz haqida ma'lumot to'plash, voqelikni ahamiyatli lahzalarini ajratib olish, uning holatidagi o'zgarishlarni kuzatishga imkon beradi. Kamchiliklariga quyidgilarni kiritish mumkin: mutaxassisni, ruxshunos tomonidan, mijoz tomonidan emas, dalilga e'tiborni kuchaytirish, keyinchalik unga tushuncha berish va o'zgartirish o'rniga uni keng yoritishga yo'naltirilgan ifodalanadigan sub'sitivligidir.

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AGROBIZNES TALABALARINING “YASHIL IQTISODIYOT” AFZALLIKLARINI O‘RGANISHI

Ergasheva Umida Asad qizi

Termiz qishloq xo‘jaligi texnologiyalari innovatsion rivojlanish instituti talabasi

Abstract: This article provides information on how agribusiness students are learning the benefits of the green economy.

Key words: green economy, sustainable agriculture.

Резюме: В данной статье представлена информация о том, как студенты агробизнеса изучают преимущества «зеленой экономики».

Ключевые слова: «зеленая» экономика, устойчивое сельское хозяйство.

Agrobiznes talabalariga “yashil iqtisodiyot” afzalliklari iqtisodiyot darslarida o‘rgatilmoqda. Talabalarda Yashil iqtisodiyot nima?- degan savol tug‘ulishi tabiiy. Yashil iqtisodiyot - bu odamlarning Yer resurslariga mas‘uliyatli munosabatini o‘z ichiga olgan va farovonlikning o‘shishi va tabiiy resurslarni saqlash o‘rtasida oqilona murosani topishga qaratilgan iqtisodiy rivojlanish modeli. Har yili inson faoliyati natijasida atmosferaga 20 milliard tonna karbonat angidrid gazi chiqariladi va 300 million tonnadan ortiq plastik chiqindilar hosil bo‘ladi.

Yashil iqtisodiyot tamoyillaridan biri barqaror ishlab chiqarish va iste‘molni davlat tomonidan qo‘llab-quvvatlash, shuningdek, kam uglerodli resurslarni tejoychi texnologiyalarni joriy etishdan iborat. Mutaxassislarining ta‘kidlashicha, yangi iqtisodiy modelga o‘tish bosqichma-bosqich jarayonni talab qiladi. O‘tishning asosiy bosqichlarini Evropa Ittifoqi tomonidan amalga oshirilgan ekologik tashabbuslar misolida ko‘rish mumkin.

O‘zbekistonda yashil iqtisodiyot qanday rivojlanmoqda. Parij kelishuvi doirasida O‘zbekiston 2030-yilgacha yalpi ichki mahsulot birligiga to‘g‘ri keladigan issiqxona gazlari emissiyasini 35 foizga kamaytirish majburiyatini yana bir bor tasdiqlaydi. Ushbu maqsadlarga erishish uchun O‘zbekistonda 2019-2030 yillarga mo‘ljallangan yashil iqtisodiyotga o‘tish strategiyasi qabul qilindi. Amalga oshirish natijasida energiya samaradorligi ko‘rsatkichini ikki baravar oshirish, qayta tiklanadigan energiya manbalarini yanada rivojlantirish, ularning umumiy elektr energiyasi ishlab chiqarishdagi ulushini 25 foizdan ortig‘iga yetkazish, sanoat korxonalarini infratuzilmasini modernizatsiya qilish, energiya samaradorligini oshirish hisobiga ularning barqarorligini ta‘minlash kutilmoqda. toza va ekologik toza texnologiyalar va sanoat jarayonlarini qo‘llash samaradorligini kamida 20% va undan ko‘proq oshirish.

O‘zbekiston qayta tiklanadigan manbalardan energiya ishlab chiqarish bo‘yicha yuqori texnik salohiyatga ega, uning 97 foizga yaqini quyosh energiyasidan olinadi. Quyosh energiyasini ishlab chiqarish potentsiali 525 dan 760 milliard kVt / soatgacha. Buning sababi, yiliga quyoshli kunlar soni 320 kun va faol quyosh soatlari soni o‘rtacha 3000 soatni tashkil qiladi.

2026-yilga kelib “yashil” energiya ulushini 8 ming MVtga oshirish rejalashtirilgan, bu esa karbonat angidrid chiqindilarini 5 million tonnaga kamaytirish imkonini beradi. 2030 yilga kelib iqtisodiyotning energiya samaradorligini ikki barobarga, qayta tiklanadigan energiya ulushini esa kamida 25 foizga yetkazish rejalashtirilgan. Bugun biz atmosferaga chiqindilarni kamaytirish dinamikasi haqida gapirishimiz mumkin. Davlat statistika qo‘mitasi

ma'lumotlariga ko'ra, agar 2014-yilda O'zbekistonda atmosferaga zararli moddalar chiqarish hajmi 1162 ming tonnadan oshgan bo'lsa, 2021-yilda bu ko'rsatkich 909 tonnani tashkil etgan.

Davlat yaratilgan talabning tartibga soluvchisi sifatida harakat qilishi mumkin va kerak - aholini ekologik yo'naltirilgan tovarlarni sotib olishga undash, yashil texnologiyalarga tayanadigan biznesni rag'batlantirish. O'zgarishlarni muvaffaqiyatli amalga oshirish uchun iqlim o'zgarishini yumshatish bo'yicha chora-tadbirlar, jumladan, qayta tiklanadigan energiya manbalarini (RES) keng miqyosda rivojlantirish va energiyani ko'p talab qiladigan qurilish va qurilish sanoatida energiya tejamkor texnologiyalarni joriy etish talab etiladi.

Amaliyot shuni ko'rsatadiki, biznes barcha amaliy va energiyani tejaydigan narsalarni rivojlantirishda lokomotiv va etakchi kuchdir. Davlat statistika qo'mitasining 2022-yilning to'qqiz oyi yakunlariga ko'ra, O'zbekiston yalpi ichki mahsulotida kichik tadbirkorlik va biznesning ulushi 52,8 foizni tashkil etgani ma'lum qilindi. Har qanday imtiyozlar berish, dasturlarni joriy etish va yashil moliyalashtirishni rivojlantirish orqali kichik va o'rta biznes issiqxona gazlari chiqindilarini kamaytirishga hissa qo'shishini ta'minlash uchun tegishli qonunchilikdan foydalanish mumkin. Tadbirkorlar uchun energiya tejavchi texnologiyalarni joriy etishning afzalliklarini tushuntirish va ko'rsatish muhim.

Masalan, korxonalar faoliyatida elektr energiyasi xarajatlari xarajat moddalaridan biri hisoblanadi. Bu resursdan samarasiz foydalanish moliyaviy resurslarning behuda sarflanishini bildiradi. Energiya tadqiqotini (energetika auditori) o'tkazish orqali bu vaziyatdan qochish va korxonaning maksimal energiya samaradorligini ta'minlash mumkin.

Energiya auditori sohasidagi ekspert Dmitriy Allautdinov ta'kidlaganidek, energiya auditorining asosiy maqsadi energiya xarajatlarini kamaytirishdir. Bunga erishish uchun qator ishlar amalga oshirilmoqda, xususan, energiya isrof qilinayotgan muammoli hududlar monitoring qilinib, energiya samaradorligini oshirish chora-tadbirlari belgilab olinmoqda. Shuni ta'kidlash kerakki, xarajatlarni kamaytirish energiya auditorini o'tkazish uchun yagona sabab emas.

“Energiyadan oqilona foydalanish - bu ob'ekt va texnologik jarayonlarning kam energiya bilan ishlashini ta'minlash imkoniyati. Bunday yondashuv korxonalar xarajatlarini kamaytirish va pirovardida ko'proq foyda olish imkonini beradi”, — dedi Dmitriy Alaudinov.

Kompaniyasi buyurtma asosida binolarning energiya auditorini o'tkazuvchi Zarif Garayevning so'zlariga ko'ra, aniqlangan energiya tejash salohiyati energiya sarfini kamaytirish va ishlab chiqarilayotgan mahsulotlar tannarxini pasaytirish imkonini beradi.

“Hozirgi kunda energiya auditoriga talab katta, chunki energiya resurslari narxi doimiy ravishda oshib bormoqda va korxonalar jahon ishlab chiqaruvchilari bilan raqobatlashishga majbur. Buning uchun siz doimiy ravishda energiya samaradorligini oshirishingiz, energiya tejash potentsialini izlashingiz va zamonaviy energiya tejavchi uskunalarni xarid qilishingiz kerak. Amalga oshirilgan chora-tadbirlardan so'ng resurslarni tejash sezilarli bo'lib, energiya tejavchi uskunalarining o'zini oqlash muddati bir necha oydan boshlanishi mumkin, - dedi Zarif Garayev.

Xalqaro moliya institutlari tomonidan kichik biznes va tadbirkorlikni qo'llab-quvvatlash nafaqat ularni rivojlantirish, balki atmosferaga havoga havoga havoga chiqayotgan issiqxona gazlarini kamaytirishda ham muhim ahamiyatga ega. Turli tarmoqlarda toza energiya va resurs yechimlarini ilgari surish Yevropa tiklanish va taraqqiyot bankining O'zbekistondagi strategik ustuvor yo'nalishlaridan biridir.

YeTTB korxonalariga energiya tejash salohiyatini ro'yobga chiqarishga yordam beradi va energiya samaradorligini oshirishga yordam beradi. Yevropa tiklanish va taraqqiyot banki xususiy sektor bilan hamkorlikka alohida e'tibor qaratib, loyihalarga sarmoya kiritadi, siyosiy muloqot olib boradi va ularga texnik yordam ko'rsatadi. O'zbekistondagi kichik biznes sub'ektlari Yashil iqtisodiyotni moliyalashtirish fondiga (GEFF) kirish orqali energiya samaradorligi va qayta tiklanadigan energiyaga sarmoya kiritishlari mumkin. Ushbu imtiyoz doirasida YeTTB O'zbekistondagi hamkor banklari orqali kichik va o'rta korxonalar va korporatsiyalarga issiqxona gazlari chiqindilarini kamaytiradigan yashil texnologiyalar, shuningdek, iqlim o'zgarishiga moslashish va ta'sirlarni yumshatish texnologiyalariga sarmoya kiritish uchun kreditlar ajratadi.

Xulosa qilib aytganda, Agrobiznes talabalariga "Yashil iqtisodiyot"ni o'rgatishda aniq faktlar va misollardan foydalandik. Ularning o'z mutaxassisliklariga bo'lgan qiziqishlarini oshirishda ko'proq malumotlarga asoslanishi kerak.

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THE MOST BENEFICIAL TECHNIQUES FOR READING, LISTENING AND WRITING SKILLS

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Annotation. This article illustrates different methods and techniques for English skills, such as, reading, listening, writing skills. General conclusions are given about easy ways to use them, their place of use and how important they are for students. As well as, it talks about why you can get good results in exams by using them.

Annotatsiya. Bu maqola o'qish, tinglash, yozish uchun turli tuman metodlar va texnikalarni ko'rsatadi. Ulardan foydalanishning oson usullari, foydalanish o'rni hamda o'quvchilar uchun qanchalik ahamiyatliligi haqida umumiy xulosalar beriladi. Nima uchun ulardan foydalanish orqali imtihonlarda yaxshi natijalarga erishish mumkinligi haqida so'z yuritiladi.

Абстрактный. В этой статье представлены различные методы и приемы чтения, аудирования и письма. В ней приводятся общие выводы о том, насколько их легко использовать, где они используются и насколько они важны для учащихся. В нем рассказывается о том, почему с их помощью можно получить хорошие результаты на экзаменах.

Key words. Preview the text, annotate, clues, flashcards, subvocalization, listening, reading, writing, take notes, clarifying questions, take breaks, practice, brainstorm ideas, outline, rough draft, proofread, grammar, feedback, audio sources, effort.

I. INTRODUCTION.

In today's developing world, learning new languages is important in every field. Therefore, we have to utilize some kind of techniques in order to make our tasks easier and achieve our target scores. Especially, we should know great ways to use IELTS and Multilevel systems exams for skills – listening, reading, writing. So there are some techniques for them. And this tips will help you improve your skills, even when you have short time and busy life. Because we all have work, study, family, household chores and it is hard to fit any English practice into the day.

II. Methods and ways.

Reading. It is one of extremely challenging and significant task in the exams. However, there are some tips, for example:

1) **READING** articles—depending on your level of English, you could read the latest news on a newspapers, platforms, websites, or you could read articles which are written specially for learners of acquiring the language.

2) Moreover, one of the best way to improve your reading is learning and memorizing vocabularies. And students should try to guess their meaning from the context, also take notes, look through the dictionaries. Download or pocket dictionaries enhance vocabularies. And you should keep vocabulary journal. When you practice reading tasks, firstly, skim headings, subheadings, and visuals to get a general idea of the content. Secondly, formulate questions

about the topic before and during reading. And next, You should briefly summarize each section or chapter in your own words.

3) Make a plan , in other words, set yourself a goal of reading at least 2 or more times a week

4) Novels are significant way to enhance reading skills . Firstly, what genre interest you, this is because, it is beneficial to get rid of boredom.

Listening tips. Listening is one of the easiest task and it is the best way to get high score from exams. Like other skills , a lot of exercises and practice is important part of it. First, you should find your interest subject to listen podcasts, videos, movies . This is productive for improve passive and general listening skills .Secondly, Exercising listening assignments is also fruitful , especially , after doing it, you need to analyze them, as well working with new vocabularies.

Thirdly, always keep the learning consistent and habitual. Utilizing symbols and abbreviations for frequently used words, phrases or names are useful for notes and saving time.

Be careful to these:

1. Shadowing and learn under the pronunciation will help the listening
2. Don't fear and funk if you don't understand something from it, because it can be cause to mistake with others
3. Use subtitles in English. Watch and listen 5 minute with subtitle, and without it.
4. Take note -- mark key points and main ideas. Paraphrase what you hear that helpful to understand and remember what you hear.
5. When you do exercise listening , you should try to save time, which

Writing tips.

First and foremost, understanding the task question is the first and essential part of writing. And then , planning and outlining, by the other words, you should brainstorm the ideas. Next, organize your ideas into a logical structure. Like other skills, writing also require much practice. Knowing complex and compound structures, using advanced vocabularies and linking words play crucial part of writing essays, letters.

Revise and review your work for clarity, correct, coherence and grammar errors. Proofread -- you may check for typos and spelling mistakes.

Working with a people to check and give feedback. Exploring different types of texts, like novels, articles, and essay examples .

Remember, improving your reading, listening, and writing skills takes time and effort. Be patient, persistent and most importantly, have fun.

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КОГНИТИВНЫЕ ВЫСОТЫ: РОЛЬ ВИДЕОИГР В РАЗВИТИИ УМСТВЕННЫХ СПОСОБНОСТЕЙ

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Аннотация: Актуальность влияния видеоигр на умственное развитие и когнитивные процессы подчеркивается в контексте современной цифровой культуры и общества. В данной статье обсуждаются различные аспекты этой проблематики, начиная от популярности видеоигр и их неотъемлемой роли в повседневной жизни миллионов игроков по всему миру. Особое внимание уделяется когнитивным процессам, которые охватывают широкий спектр умственной деятельности, такой как обучение, запоминание информации, принятие решений и анализ ситуаций. Исследователи углубляются в понимание того, как видеоигры влияют на работу мозга и когнитивные функции человека, выявляя положительные аспекты этого воздействия. Целью статьи является проследить пути, которыми видеоигры воздействуют на мышление, внимание, память и другие когнитивные аспекты.

Ключевые слова: игры , видеоигры , когнитивные навыки , исследования, игрок , мышление.

ВВЕДЕНИЕ

В мире современных технологий и развлечений видеоигры занимают особое место, привлекая внимание миллионов игроков по всему миру. Однако, зачастую обсуждается не только их развлекательная сторона, но и влияние на умственное развитие и когнитивные процессы человека. Эта тема привлекает внимание как ученых, так и общественности, ведь видеоигры стали неотъемлемой частью нашей культуры и повседневной жизни.

Когнитивные процессы охватывают разнообразные аспекты умственной деятельности, начиная от способности к обучению и запоминанию информации, до умения принимать сложные решения и анализировать ситуации. Именно здесь видеоигры выступают в качестве интересного объекта исследований, позволяя ученым глубже понять, как они воздействуют на работу мозга и когнитивные функции человека. В нашей статье мы пройдемся по путям, которыми видеоигры влияют на наше мышление, внимание, память и другие когнитивные аспекты.

Классификация игр и их целевая аудитория.

Жанровая классификация компьютерных игр сегодня является одной из наиболее значимых и востребованных. Позвольте мне более подробно осветить некоторые из популярных жанров видеоигр, основываясь на данных 2017 года [1], когда в США наибольшее распространение получили следующие жанры: **Шутеры**: динамичные игры, где игрок сражается с врагами и преодолевает препятствия, требуют высокой концентрации и быстрых реакций. Пример игр относящихся к данному жанру: Call of Duty, Battlefield. **Казуальные игры**: Имеют простой сюжет и короткие игровые сессии, что делает их привлекательными для мобильных игроков и тех, кто хочет провести время

без длительных вложений. Пример казуальных игр: Angry Birds, Candy Crush Saga. **Аркады:** Обладают простым сюжетом, но требуют быстрых реакций и принятия решений от игрока. Примеры: Pac-Man, Tetris. **Стратегии:** Успех зависит от умения формировать стратегии и тактики, что делает их популярными среди любителей глубокого игрового опыта. Примеры игр: StarCraft, Civilization. **Симуляторы:** Имитируют какую-либо деятельность или ситуации из реальной жизни, помогая игрокам погрузиться в различные аспекты повседневности. несколько примеров игр в данном жанре, которые пользуются высоким спросом: The Sims, Microsoft Flight Simulator.

Жанровая система классификации - самая часто используемая, понятная и удобная. Она выстраивает не только представление об игровых жанрах, но и об их основных особенностях, а также ориентирует как игроков, помогая им выбирать игры, соответствующие их предпочтениям и интересам, так и разработчиков, позволяя им лучше понимать аудиторию и создавать качественный и востребованный контент. Так, рассмотрение основных жанров включает в себя не только описание их механик и уникальных особенностей, но и обзор популярных игр в каждом жанре, что значительно облегчает навигацию и выбор для всех участников игрового процесса, будь то опытный игрок, только начинающий знакомиться с миром игр или же исследователь, изучающий тенденции и предпочтения игровой аудитории.

В 2021 году количество игровых проектов в мире достигло впечатляющей отметки в 2,96 миллиарда, подчеркивая огромную популярность видеоигр среди миллионов геймеров по всему миру. Это число включает игры на разнообразных устройствах - от персональных компьютеров и игровых консолей до планшетов и смартфонов, что подчеркивает широкий доступ к различным игровым возможностям.

Прогнозируется, что к концу 2024 года количество игроков, наслаждающихся играми на ПК, консолях, планшетах и смартфонах, увеличится до 3,32 миллиарда, превысив тем самым отметку в 3 миллиарда. Этот рост связан с постоянным развитием игровой индустрии, выпуском новых игр и технологий, а также расширением аудитории, охватывающей разные возрастные категории и культурные среды. Игровая индустрия не только предоставляет развлечение и радость миллионам игроков, но также имеет значительное экономическое воздействие, способствуя развитию технологий, созданию рабочих мест и развитию культурных форматов. Этот динамичный рост и разнообразие игр отражают стремление игровой индустрии к инновациям и удовлетворению разнообразных потребностей игроков.

Влияние видеоигр на когнитивные процессы.

Разработка когнитивных навыков через игры - это процесс, который охватывает широкий спектр ментальных процессов, начиная от принятия решений и стратегического мышления и заканчивая улучшением реакции и способности к анализу информации. Вот более подробное рассмотрение этого процесса:

Принятие сложных решений: Современные видеоигры охватывают широкий спектр жанров и предоставляют игрокам множество сценариев и ситуаций, где они должны принимать сложные решения. Эти решения могут касаться различных аспектов игрового процесса и иметь разные уровни влияния на ход игры и её исход. Давайте подробнее разберем, какие типы сложных решений могут встречаться в различных жанрах видеоигр:

1. **Стратегические игры:** В таких играх игрокам часто приходится принимать тактические решения, влияющие на исход битвы или на развитие целой империи. Например, выбор между нападением на определенную территорию или укреплением обороны, распределение ресурсов между экономическим развитием и военными мероприятиями, стратегия развития армии и тактика её использования в сражениях.

2. **Ролевые игры:** Здесь игроки часто сталкиваются с выборами, влияющими на характер и развитие их персонажей. Это может быть выбор между добрым и злым действием, что влияет на нравственность персонажа, или решение, определяющее его специализацию, навыки и стиль игры.

3. **Симуляторы:** В играх-симуляторах игроки могут сталкиваться с решениями, которые имеют широкие последствия. Например, в симуляторе жизни игрок может принимать решения о своей карьере, отношениях с другими персонажами, финансовых инвестициях и т. д., что формирует уникальный игровой опыт.

Важно отметить, что решения в видеоиграх могут быть нелинейными и иметь разные варианты развития событий в зависимости от выбора игрока. Это позволяет игрокам экспериментировать и видеть результаты своих действий в игровом мире, что стимулирует развитие навыков принятия решений, оценки последствий и адаптации к изменяющимся условиям.

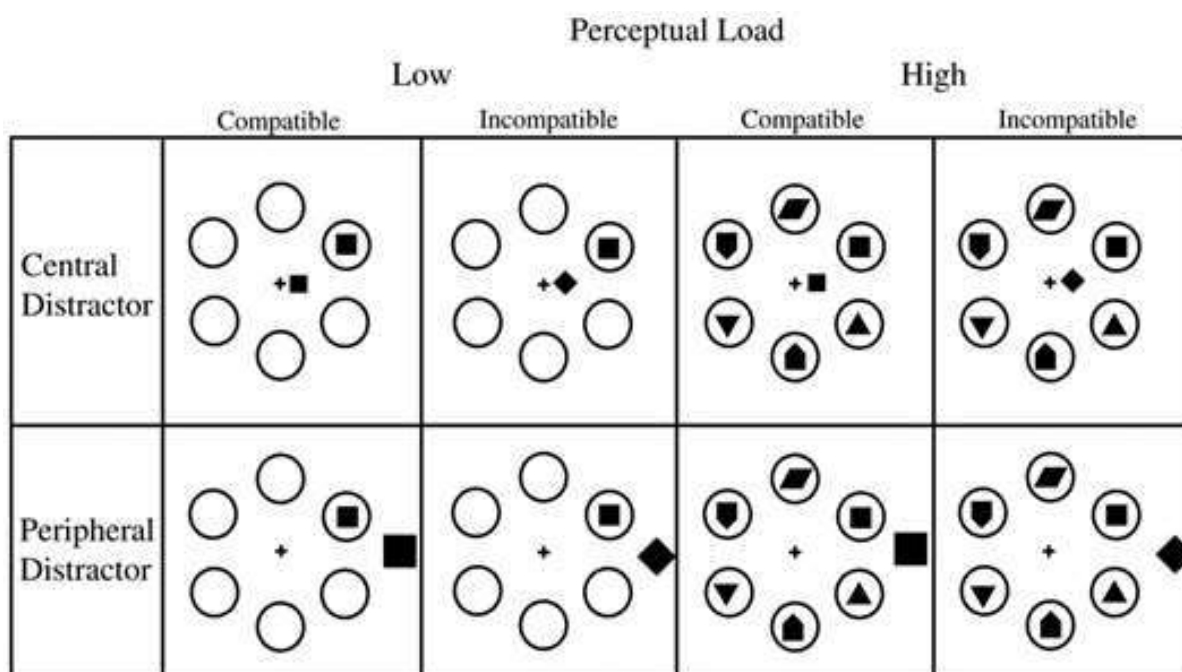
Развитие пространственного мышления: Пространственное мышление охватывает умение ориентироваться в трехмерном пространстве, визуализировать объекты в уме, поворачивать их, а также создавать сложные пространственные композиции.

Согласно исследованиям С. Де Кастель и коллег, опытные игроки в трехмерных видеоиграх не имеют преимуществ над новичками в обучении и запоминании пространственных данных, но они лучше справляются с умственным вращением объектов. По наблюдениям исследователей эффект от опыта в видеоиграх больше выражен у женщин, нежели у мужчин. [2].

Улучшение зрительного восприятия и внимания: Некоторые исследователи отмечают, что игры жанра "Экшн" имеют сильное воздействие на улучшение зрительного восприятия и внимания. Несколько исследований проводили сравнение эффектов игр этого жанра с другими жанрами, такими как головоломки типа "Тетрис" и симуляторы реальной жизни, например, "The Sims". В одном из исследований, проведенном Ш. Грином и Д. Бавелье, изучалось влияние опыта игры на распределение внимания между целевыми объектами и периферией.

Участникам предлагалось быстро определить, какая из двух форм мишеней (квадратная или ромбическая) появилась в одной из шести круглых рамок. Сложность задания регулировалась добавлением других фигур в круглые рамки. Низкая сложность включала одну мишень или еще одну фигуру в рамке, в то время как высокая сложность включала три или пять фигур в дополнение к мишени. Дистрактор, форма которого не появлялась нигде, должен был игнорироваться участниками. Исследования показали что Геймеры (участники, играющие не менее 3-4 раз в неделю в течение последних 6 месяцев) проявили более высокую степень внимательности не только в периферическом, но и в центральном зрении по сравнению с неиграющими участниками [3].

Рис. 1



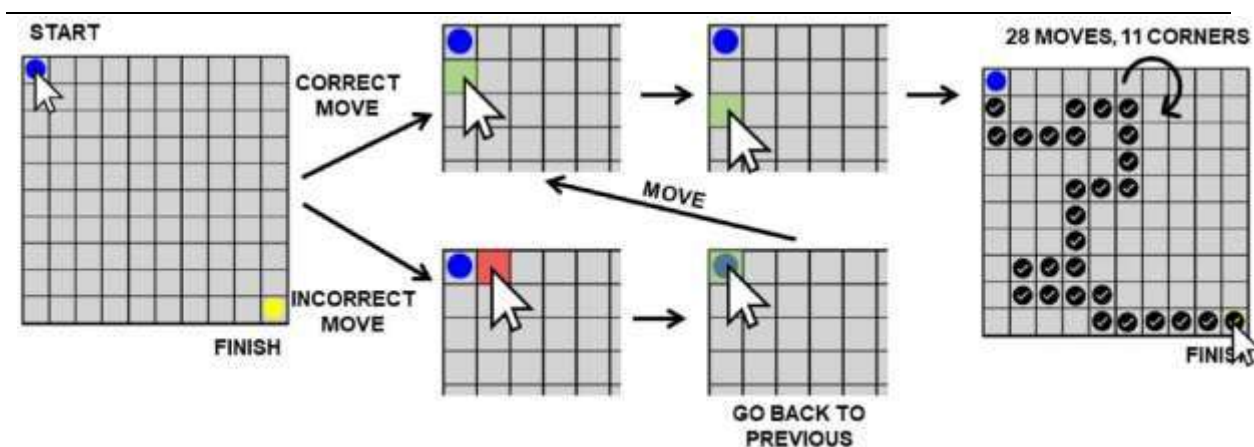
Развитие аналитических навыков: Определенные виды видеоигр, в особенности головоломки и логические игры, предлагают игрокам разнообразные задачи, требующие анализа и поиска оптимальных решений. Взаимодействие с такими играми способствует развитию аналитических навыков у игроков. Они вырабатывают способность к критическому мышлению, умению анализировать информацию, а также находить и применять стратегии для решения сложных задач. Кроме того, такие игры могут способствовать развитию творческого мышления и инновационности, поскольку игроки часто вынуждены придумывать нестандартные решения для преодоления препятствий в игровом мире. Это требует от них не только аналитических умений, но и способности видеть ситуацию с неожиданной точки зрения и применять нестандартные подходы к проблемам. Игры также могут обучать игроков сотрудничеству и командной работе, особенно в многопользовательских онлайн-играх, где для достижения целей необходимо сотрудничество и синхронизация действий между игроками. Эти навыки часто оказываются полезными не только в игровой среде, но и в реальной жизни, например, в работе в команде или в учебном процессе.

Память: Различные виды игр могут оказывать разнообразное воздействие на память. Например, игры-головоломки, такие как Sudoku или игры, требующие запоминания последовательностей (как, например, Simon Says), могут улучшить краткосрочную память и способность к сосредоточенному запоминанию информации. С другой стороны, ролевые игры или стратегические игры могут требовать запоминания больших объемов информации о мирах игры, персонажах, правилах и т. д., что может улучшить долгосрочную память и способность к анализу информации.

В новом исследовании, проведенном в научно-исследовательской лаборатории Lero Esports в Университете Лимерика и опубликованном в British Journal of Psychology, выяснилось, что любители видеоигр показывают более высокие результаты в тестах на память и внимание. Исследование включало 88 молодых людей, половина из которых регулярно играла в видеоигры более семи часов каждую неделю.

Участники, занимающиеся играми, справились с заданиями на память и внимание на 12,7% и 17,4% быстрее соответственно, чем те, кто не играл в видеоигры (Рис. 2).

Рис. 2



В рамках исследования также был рассмотрен аспект когнитивной усталости у геймеров по сравнению с общим населением. Несмотря на предположение о том, что геймеры могут быть менее склонны к умственной усталости, результаты эксперимента показали, что у любителей игр производительность снизилась примерно так же, как и у обычных людей.

Заключение. Тема влияния видеоигр на когнитивные процессы действительно является сложной и требует дальнейших исследований. Видеоигры представляют собой мощный инструмент, который имеет как положительные, так и отрицательные аспекты для умственного развития человека.

Поэтому очень важно проводить дальнейшие исследования, которые учитывали бы разнообразие жанров и форматов видеоигр, а также индивидуальные особенности каждого игрока. Это поможет лучше понять механизмы воздействия игр на мозг и разработать рекомендации и стратегии для более осознанного и эффективного использования игровых технологий в образовании, развитии когнитивных навыков и поддержании психического здоровья. Такой подход может способствовать более гармоничному и продуктивному взаимодействию с миром видеоигр и их позитивному влиянию на человека.

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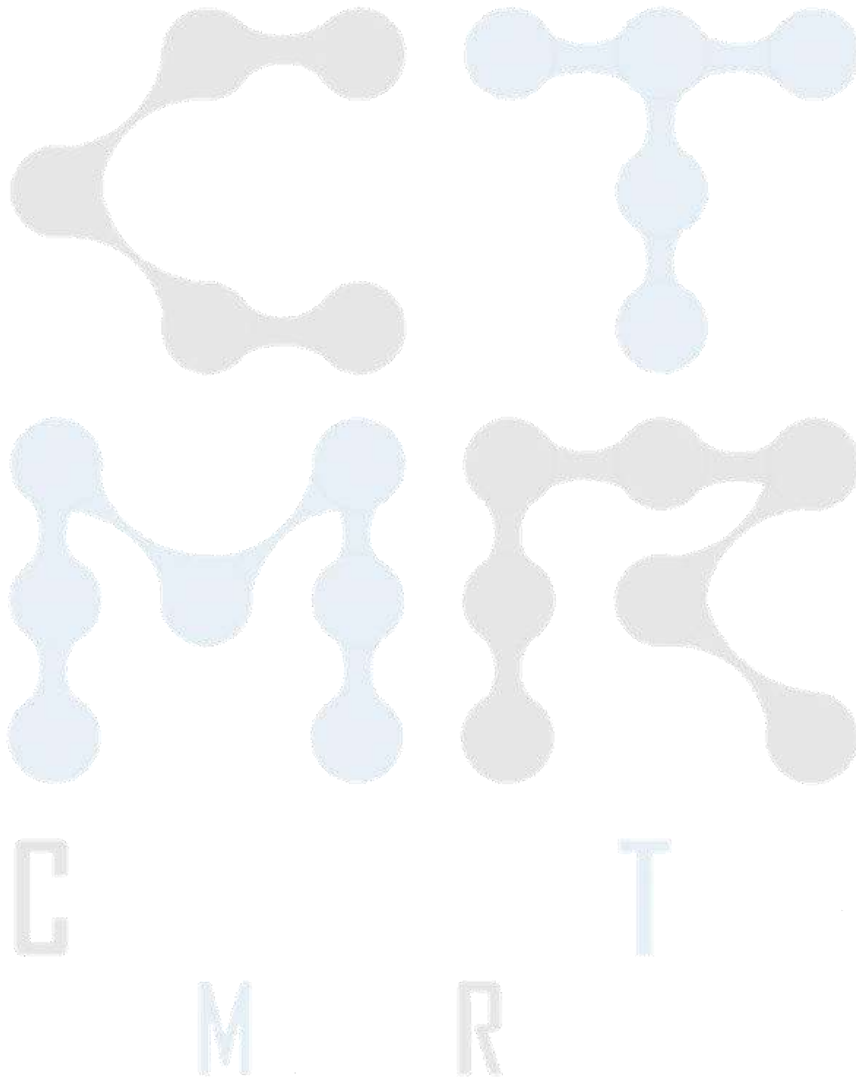
**PERIOPERATIVE AND LONG-TERM CESAREAN SECTION COMPLICATIONS
(A SYSTEMATIC REVIEW)****Asrankulova D.B.,****Nishonova D.A.**

Andijan state medical institute

The aim of the review is to analyze the complications of cesarean section (CS), the associated maternal and perinatal mortality, taking into account the economic development of the country, indications for CS, urgency, methods of surgery and anesthesia, and preventive measures. For a systematic review, a search was conducted on electronic research databases reporting maternal or perinatal morbidity and mortality associated with CS. The analysis included 167 studies, including 5,100,161 operations of CS and 8216 cases of maternal mortality meeting the inclusion criteria. The prevalence of complications associated with CS was calculated, the odds ratio (OR) and the relative risk (RR) with confidence interval (CI) 95% were calculated. The risk of death for women in low- and middle-income countries who had CS was 7,6 per 1000 [95% CI: 6,6–8,6]; in highly developed countries 0,6 per 1000 [95% CI: 0.08–0.9]. In low-income countries, perinatal mortality was 84,7 per 1000 CS [95% CI: 70.5–100.2]. Perinatal mortality in high-income countries is 12.7 per 1000 ceps [95% CI: 6,85–18,3]. The most common perioperative complications in CS were: bleeding (OR=0,52 [95% CI: 0,48–0,57]), infection (OR=13,4 [95% CI: 9,7–22,3]) and venous thromboembolism (OR=1,4 [95% CI: 1,2–3,5]). Low-income countries have high maternal mortality and require optimized conditions for CS. A significant increase in the incidence of CS in high-income countries did not lead to a corresponding decrease in neonatal morbidity and mortality, but it increased the risk to the health and life of women.

WHO guidelines developed in 1985 warn that the incidence of CS is higher 10–15% is unjustified. Our analysis showed similar results. At CS frequency more than 10% neonatal and infant curves mortality rates, after adjusting for the level of economic development of the country, become flat. Maternal mortality, in turn, increases with CS rates above 15%. So, at the frequency of CS, equal to 15%, maternal mortality is 7,8 cases per 100 thousand births, at 20% - 7,9 per 100 thousand, at 25% - 8,4 per 100 thousand and when reaching 30% -8,8 per 100 thousand births. In some studies, which mainly belong to countries with low level of income, an inverse relationship was found between frequency of CS, morbidity, maternal and infant mortality. In countries with low levels income timely and safe execution A CS may reduce the likelihood of complications. The main problem associated with CS surgery is lies in its justified implementation, which, on the one hand, is an important resource to reduce maternal and neonatal mortality, and on the other hand, with excessive frequency, increases the risks of severe complications and mortality. The main cause of maternal mortality after CS is hypotonic bleeding, less often sepsis and pulmonary embolism. High incidence of these complications in low-income countries demonstrates lack of high-tech assistance in these regions. Greatest risk to mother's life and the child has emergency surgery CS. High frequency deserves special attention maternal mortality due to the development of complications after anesthesia. When considering complications developing as a result of anesthesia, their nature indicates a low level training of specialists.

Thus, if countries with high income level today is set the task of reducing the frequency of CS operations, then in countries with low incomes, on the contrary, it is necessary optimization of conditions for carrying out this medical procedure. Reducing maternal and perinatal mortality in low- and middle-income countries can only be achieved while ensuring timely execution and safety of CS.



INFLUENCE OF ENVIRONMENTAL FACTORS ON THE PHYSICAL DEVELOPMENT OF STUDENTS OF HIGHER EDUCATION INSTITUTIONS AND ITS SIGNIFICANCE

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The healing powers of nature are known to almost all people. In addition, lectures, talks, special broadcasts and shows are conducted on water, air, sun and environmental ecology. Mass media are constantly covering natural landscapes in the republic's territories, experiences in using them for health, and events. Based on these, some arguments can be made about the scientific foundations related to the healing powers of nature.

Air, sunlight, and water are used as means of physical education in the form of healing forces of nature in the process of physical education. Living conditions and environment force a person to live and create material wealth in different conditions. It is important to get used to it and be ready for it. Therefore, the gift of nature - air, water, sunlight - is the main means of increasing human working capacity and strengthening health.

We know that most of the teaching processes of the students of higher educational institutions are conducted in the auditoriums and they do not exercise enough during the day. The process of physical education is the main solution for this. By engaging in physical education, the body of students gets enough exposure to the cold and hot air of nature, sunlight, and strengthens their health through physical exercises. The process of physical education is effective when performing physical exercises in the open air, under sunlight, using water, etc. Bathing, sunbathing, hot and cold weather and physical exercises have different effects on the human body. Systematic use of these tools during training is important.

The work should be organized in such a way that the problem of developing a scientifically based system of using the healing forces of nature in all regions and regions should be solved, taking into account the geographical, climatic and ecological conditions of our beloved Republic. For example, if sunlight is used separately from 10.00 to 12.00 and from 16.00 to 17.30 without taking into account age, gender and other individual characteristics, its effect will be different. We must not forget that neglecting the norm of physical exercises, the total amount of load, the intensity of the exercise will lead to negative results in the use of the healing forces of nature.

The theoretical knowledge of sunbathing, water exercise and their systematic use, change of air, quick adaptation of the body to hot and cold, sudden changes, is very effective for the participants. Comprehensive training, combining natural factors with various physical exercises, increases the body's ability to resist the negative effects of the external environment.

The effect of training achieved in the process of physical education is "portable", that is, it is manifested in other activities of a person (mainly, labor, military service) and increases the practicality of physical education. In addition, it strengthens mental and willpower qualities. In particular, tasks such as swaying, shaking, enduring excessive stress, and quickly adapting to the state of weightlessness are easily solved.

According to the results of science, theoretical and practical experiments in medicine, biology, chemistry, physiology, theory of physical culture, sports activities (training) and other fields, the influence of air is manifested in the following cases:

1. During normal sitting and standing, breathing is not noticeable, but as a result of certain movements (fast and strong), breathing becomes faster and deeper. Air reaches the lungs and old air (carbonic anhydrite) is pushed out. This, in turn, ensures vitality (blood circulation, heartbeat, normal functioning of nerves, etc.). The need for air increases as a result of performing various physical works and physical exercises. Clean and normal (hot and cold) air is necessary for this. Accordingly, it is necessary to perform exercises and work.

2. Breathing can become difficult and stop due to various reasons. In such cases, the mouth is forcibly opened, a cloth or other object is placed between the teeth, the tongue is pulled forward, and the mouth is blown. Also, by pressing the chest several times, it activates the lung function for breathing. This method often gives positive results in life. Therefore, the necessity of air for life is quickly known in such cases.

3. Depending on the physical condition and development of the human body, the throat adapts to hot and cold. It is clear that especially young children, the elderly and patients are prone to colds and sore throats in cold weather. For this reason, it is necessary to know the specific movement of the house and outside air, and to use them purposefully. In this way, it is necessary to carry young children in the open air, to play, to walk, to get used to drinking cold water and various drinks, and to train them.

Under the influence of natural factors of water, sun, air, strengthening the health of students, training and increasing the body's resistance to diseases;

Carrying out physical education classes in fresh air as much as possible or organizing sports halls with fresh air;

Directing students to water treatments, swimming and bathing activities, and sunbathing activities.

Due to the fact that the body has developed its own adaptation feature, we can train our body and strengthen our health with the help of environmental factors. Also, conducting physical exercises and physical training sessions in the open air had a very good effect on the body.

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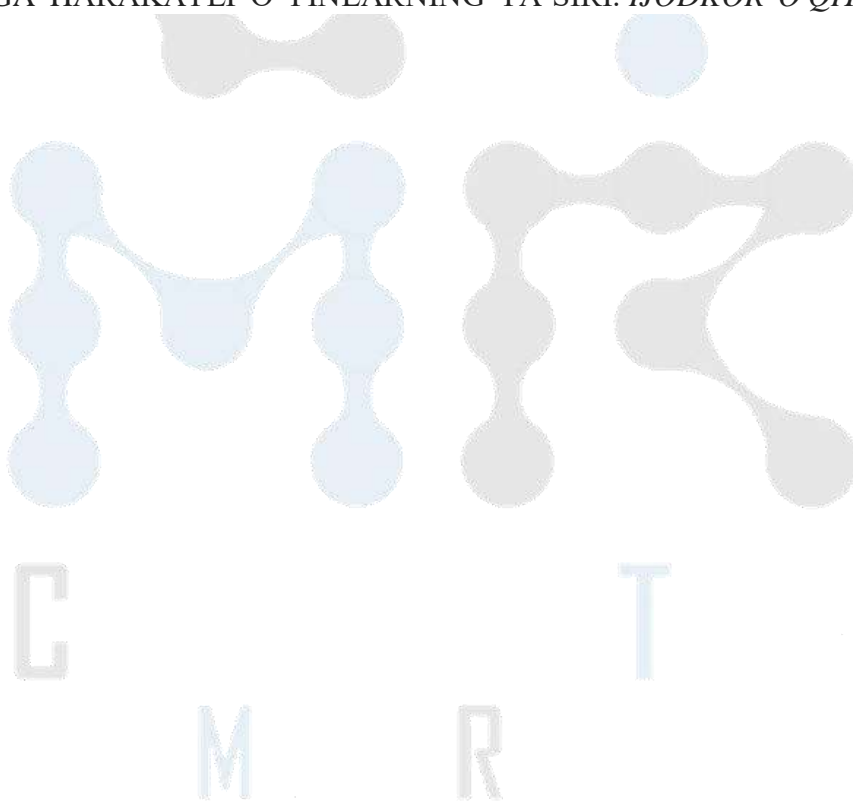
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ZAMONAVIY STOMATOLOGIYADA QADIMGI METODLARDAN FOYDALANISHNING FOYDALI VA ZARARLI TOMONLARI**Raxmatullayev Shaxzod**

Buxoro innovatsion ta'lim va tibbiyot universiteti

Annotatsiya: Ushbu tezisda hozirgi zamonaviy stomatologiyada eski metodlardan foydalanishning foydali va salbiy tomonlarini ko'rib chiqamiz.

Kalit so'zlar: Stomatologiya, tabiiy modellar bilan davolash, uzoq muddatli kariesga qarshi ximiy asboblar, metodlar.

Stomatologiyada eski metodlardan foydalanish, tibbiyotning o'zaro bog'liqlik va mazmuni yo'qotish maqsadida qilinadigan jarayonlardan biridir. Bu tartibda, eski metodlar sodda va asosiy amaliyotlar, odatda tabiiy vositalar va qadimgi amaliyotlarga tayanadi. Bu usullar turli sabablarga ko'ra ko'p mashhur va foydali bo'lishi mumkin:

✓ **Misvak ishlatish:** Misvak, kamolotli sabablar bilan quruldagi qizil halolni tuzish uchun ishlatilgan sun'iy o'simlikdir. Misvakdan qon qaytishi, diqqat va qizil halolni ozod qilishi uchun ko'p qator insonlar uzoq muddatdan beri unga ishonishganlar. Misvakning antibakterial xususiyatlari ham bor.

✓ **Qadimgi zarrachalar:** Qadimgi zarrachalar, kariesni tuzatish uchun ishlatilgan, zarracha va qiliblar. Bu zarrachalar kariesdan toza qilish uchun diqqat bilan ishlatiladi.

✓ **Tabiiy modellar bilan davolash:** Qadimgi tibbiy metodlar, tabiiy modellar orqali kariesga qarshi borishda yordam beradi. Masalan, bitkilar, yaxshi aloe vera, propolis, va qattiq. Ular odatda antibakterial va yarashlarni davolash uchun foydalaniladi.

✓ **Uzoq muddatli kariesga qarshi ximiy asboblar:** Kariesga qarshi ximiy asboblar, masalan, floridli turli sirlar, misol uchun, kariesni oldini oladi va dentinini qutqaradi.

✓ **Tanadagi murakkab halollarga qarshi tabiiy modellar:** Bu qisqa ko'chirilgan tanadagi halolni tozalash va kariesni davolash uchun tabiiy modellar, misol uchun, fayozalarni ishlatish, misol uchun. Bu modellar yaxshi natijalarni berishiga ishonch hosil qiladi.

Bu metodlar o'zlarining afzalliklari va chegaralariga ega. Masalan, ular kuchli dorilar uchun yaroqli bo'lishi mumkin, ammo ularning barchasi kishi xususiyatlari va yaxshi darajada foydalanish zarur. Bu sababli, har bir holat o'zining xususiyatlariga va tibbiyotning tavsifiga bog'liqdir. Bu asolda, har qanday amaliyotni boshlashdan oldin, mutaxassis bilan muzokaralar olib tashlash juda muhimdir. Aniq ma'lumot olish uchun zamonaviy stomatologiyada qadimgi metodlardan foydalanishning foydali va zararli tomonlarini taqqoslashimiz mumkin:

Foydali tomonlar:

1. Murakkablik va qo'lga kirish: Ba'zi qadimgi metodlar, masalan, bazi protetika va qurilish jarayonlarida, murakkabligi kamaytirish uchun foydalanilishi mumkin. Bu, yengil o'zgarishlarni bajarish uchun qulaylik yaratadi.

2. Murakkab yordam: Qadimgi metodlar, ayrim holatlarda, murakkab jarayonlarni hal qilishda zamonaviy vositalar bilan muqobil bo'lib, bazi kunduzgi muammo'larni bartaraf etishga yordam berishi mumkin.

Zararli tomonlar:

1. Kuchli jarayonlar va og'riq: Ba'zi qadimgi vositalar va usullar, jarayonlarni kuchaytirishi va og'riq keltirish mumkin.

4. Ko'plab muammo'lar uchun to'liq hal emas: Ba'zi muammo'lar uchun qadimgi metodlar, zamonaviy vositalar bilan solishtirilganlariga nisbatan ko'plab muammo'larni yechish uchun to'liq hal emas bo'lishi mumkin.

5. Tezroq ushlab turish kerak bo'lishi: Zamonaviy vositalar va usullar, ba'zi jarayonlarni tezroq va sifatli hal qilishga imkoniyat beradi, ammo qadimgi metodlar uchun bu amal ko'proq vaqt talab etishi mumkin.

Shuningdek, eski metodlar o'rganizmada har qanday allergik reaksiyalarga olib kelishi aniqlangan, shuning uchun ularni ishlatish oldindan tibbiy oqimlarga maslahat berasiz. Bu sababli, agar siz eski stomatologik usullardan foydalanmoqchi bo'lsangiz, mutaxassislikdan foydalanishingiz katta ahamiyatga ega.

Stomatologiyada eski metodlardan foydalanishning zararlari ham mavjud bo'lishi mumkin. Quyidagi yo'nalishlarda bu zararlarni ko'rish mumkin:

1. Noto'g'ri va noqulay natijalar: Eski metodlar, modern tibbiyotga nisbatan kamroq nazoratda va nisbatan kuchli dorilar ko'rishni ta'minlay olmaydi. Bu esa davolash jarayonida noto'g'ri va noqulay natijalarni olib kelishi mumkin.

2. Tibbiy muammo va komplikatsiyalar: Eski stomatologik usullar va vositalar ko'plab tibbiy muammolar va komplikatsiyalarga olib kelishi mumkin. Misol uchun, qadimgi zarrachalar kariesni to'liq tozalash uchun juda kuchli bo'lishi mumkin va undan katta qon ketishga sabab bo'lishi mumkin.

3. So'rovlar va allergik reaksiyalar: Ba'zi eski metodlar, keng qo'llanilishiga qaramasdan allergik reaksiyalarga olib kelishi mumkin. Misol uchun, bitkilar yoki boshqa tabiiy modellar bilan davolashda allergik reaksiyalarni ta'sir qilish mumkin.

4. Muayyan shartlar va cheklanishlar: Eski metodlar va vositalar, ma'lum shartlarda yoki murakkab davolashlarda cheklanishi mumkin. Ular to'g'ri nazoratda va sazovorlikda ishlatilmaydi.

5. Kam samarali natijalar: Zamonaviy stomatologik usullar va vositalar eski metodlarga nisbatan ko'proq samarali va etkazib beruvchi bo'lishi mumkin. Shuning uchun, eski metodlardan foydalanish, samarali natijalarni ko'rishish uchun eng yaxshi yo'lni emas.

6. Amaliyotlarda aniqlik va oqim: Ba'zi eski metodlar, katta oqimda va amaliyotlarda aniqlik qilib qolmaydi. Bu esa davolash jarayonini ko'paytirishi mumkin va yaxshi natijalarga olib kelishi kutilmagan.

Shu sabablarga ko'ra, eski metodlardan foydalanish zararli bo'lishi mumkin. Stomatologik davolashni uzoq muddatda samarali, ishonchli, va qisqa muddatda komplikatsiyalar bilan bo'lmagan usullarda olib borish tavsiya etiladi. Bu sababli, mutaxassislikdan foydalanish va so'rovlar uchun maslahat olish juda muhimdir.

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POLITICAL CHANGES AND EDUCATIONAL REFORMS IN UZBEKISTAN

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Abstract: This article contains information about the reforms implemented in our country regarding the foreign language and the requirements for its popularization.

Key words: foreign language, English language, reforms, higher education institutions, certificates, demand, opportunities.

After our country gained independence, the demand and interest in learning and teaching foreign languages increased, and many opportunities are being created for young people in this regard. It can be said that improving the quality of education, developing the teaching of foreign languages, improving the knowledge, skills and abilities of young people in learning different languages has become one of the priority tasks of our state's policy in the field of education. The current leader of our country, Sh. Mirziyoyev, has given important instructions for the implementation of measures to further improve the system of learning foreign languages initiated by the first President, and has not neglected to ensure its implementation. In our republic, new methods and requirements for foreign language teaching and assessment of knowledge and skills of foreign language teachers have been developed in accordance with European requirements.

Within the framework of the program, textbooks, educational literature, manuals were created for students of educational institutions of our republic. In addition, in accordance with these requirements, the training rooms were equipped with modern information and communication techniques and equipment. As a result of this attention, the demand for learning foreign languages is increasing day by day. Certain tasks are also required of science experts and students. The pedagogues of higher education institutions were tasked with the task of further studying and teaching the language they have acquired, using the pedagogical experiences of developed countries abroad, and creating a modern, effective methodology of language teaching on this basis. Teaching foreign languages and The issue of developing educational programs based on modern methods and introducing them to all stages of the educational system is also becoming an important task in the agenda for evaluating the knowledge of young students.

According to the decision of the head of our state dated May 13, 2019 "On measures to implement national and international evaluation system certificates for admission to higher education institutions", tests will be held from the 2020-2021 academic year. language is also included, and the language level is set the same for all undergraduate courses. They are required to have B2 level from a number of national and international certificates such as IELTS (5.5), CEFR, IBS (72), Cambridge Assessment, English FCE, etc. In the last five years, the number of graduates with language certificates has increased for ten times.

On May 6, 2021, the head of our country Sh. Mirziyoyev, under the chairmanship of Mirziyoyev, a video meeting was held on measures to improve the system of teaching foreign languages. In our country, every year several areas of science are selected and developed with special attention.

President Shavkat Mirziyoyev said that the graduates of any educational institution up to the higher education institution in Uzbekistan must know at least two foreign languages. Now new employees hired in all government agencies are required to know at least one foreign language. This requirement also applies to employees of state agencies who want to be promoted to a higher position.

Uzbekistan's policy of openness is actively entering the world market, the expansion of international cooperation in all fields increases the need to know foreign languages. Today, in 25 higher educational institutions of our country, studies and teaching are conducted in foreign languages. In comparison, in 2016 there were only 7 of them.

Language exchange is extremely important for the exchange of cultures, for the development of societies, and for understanding other people and, in some sense, caring for peace and determining what is important for them.

Completing such a request and achieving the intended result, qualified representatives of the field are working hard on themselves and contributing to the popularization of foreign languages in our country. The most gratifying thing is that employees who receive 50% extra pay for their work are encouraged, and their families are enjoying prosperity.

In conclusion, it can be said that using all the necessary opportunities and achieving many goals in one's field requires only hard work. In order not to make mistakes and face problems in the process of learning foreign languages, it is necessary to take a responsible approach to mastering it and work on it regularly. Only then can high results be achieved. Any person who wants to have a place in society should first of all know his mother tongue, and a person who wants to achieve success in the world community should definitely know foreign languages. Since learning several languages is becoming a necessity in our country, it is the responsibility of every specialist to perform this task in the future.

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BOSHLANG 'ICH TA'LIMDA TARBIYA DARSLARINI SAMARALI TASHKIL ETISH METODLARI VA USULLARI

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Annotatsiya : *Maqolada ta'lim jarayonida boshlang 'ich sinflarda tarbiya darsini o'tishning zamonaviy usullari hamda interfaol metodikalarining ahamiyati va bolalarning rivojlanishida tarbiya fanning ahamiyati o'rganiladi. Shuningdek, tarbiyaning samarasi tahlili, o'quvchi nutqini rivojlantiruvchi hamda so'z boyligini oshiruvchi topshiriq va vazifalardan unumli foydalanishi va o'qituvchilarning bu berilgan imkoniyatlardan to'g'ri foydalana olish metodlari va uning amaliy qo'llanishdagi o'rni haqida tahlil qilingan.*

Kalit so'zlar: *Tarbiya, nutq, so'z boylig, metodlar, vatanparvarlik, ta'lim jarayoni, rivojlanish, odatlar, usullar, boshlang 'ich sinf o'quvchilari, tarbiyaning ahamiyati.*

Annotasiya: *the article explores the modern methods of taking the educational lesson in primary classes, as well as the importance of interactive methodologies and the importance of Educational Science in the development of children. It has also been analyzed about the effectiveness of upbringing analysis, the effective use of tasks and tasks that develop student speech and increase vocabulary, and the methods by which teachers are able to use these given opportunities and its role in practical application.*

Keywords: *upbringing, speech, vocabulary wealth, methods, patriotism, educational process, development, habits, methods, beginning graders, importance of upbringing.*

Ключевые слова: *воспитание, речь, словарный запас, методы, патриотизм, образовательный процесс, развитие, привычки, методы, начало 'ученики 1 класс, важность восп.*

Аннотация: *в статье "Начало образовательного процесса" исследуется значение современных методов и интерактивных методик проведения урока воспитания в 1 классе и значение дисциплины воспитания в развитии детей. Также был проведен анализ эффективности воспитания, продуктивного использования учащимся заданий и задач, развивающих речь и расширяющих словарный запас, а также методов, с помощью которых учителя могут правильно использовать эти предоставленные возможности и их роль в практическом применении.*

Yosh avlodni barkamol qilib tarbiyalash insoniyatning eng ulug' ezgu-niyati bo'lib kelgan. Bu niyatning ro'yobga chiqishi uchun jamiyatning barcha qatlamlari faol ishtirok etishi talab qilinadi. Bunday orzudagi insonlar azaliy ma'rifatga, madaniyatga mansub bo'lgan yurtlarning donishmandlari-eng mo'tabar ziyolilari, ma'rifat va madaniyat darg'alari bo'lganlar. Ularning orasida O'zbekiston deb atalmish muazzam zaminimizda yashagan bobolarimizning o'z o'rni, ulkan nufuzi borligi hammaga ayon. Bu jahon hamjamiyati tomonidan tan olingan haqiqatdir. Barkamol avlodni tarbiyalash borasida xalqimiz tarixidan juda ko'p dalillar keltirishimiz mumkin.

Prezident Sh. M. Mirziyoev ulg'aygan, voyaga etgan yoshlarni barkamol avlod deb baholadi. Haqiqatda ham Vatani, millati va xalqi uchun aql-zakovati, kuch-g'ayrati, zarur bo'lsa jonini fido qiluvchilar barkamol avlod vakillaridir.

Mamlakatimizda ham uzluksiz ta'lim tizimini tubdan isloh qilish, ayniqsa, boshlang'ich sinf o'qituvchilarini kasbiy faoliyatga tayyorlash hamda malakasini uzluksiz oshirish bo'yicha keng islohotlar olib borilishi natijasida

o'qituvchilarni tayyorlashning o'ziga xos tizimi yo'lga qo'yildi. O'quvchilarni barkamol shaxs sifatida tarbiyalashning pedagogik va psixologik omillari murakkab, muntazam ravishda maqsadli amalga oshiriladigan pedagogik jarayondir.

Prezident Sh.M. Mirziyoev tashabbusi asosida sog'lom avlodni tarbiyalashga, ma'naviy yetuk, axloqan pok, intellektual qobiliyati kuchli, bilimdon, jismonan baquvvat, har tomonlama kamol topgan shaxsni shakllantirishga qaratilgan keng ko'lamlı tadbirlarni amalga oshirish maqsadida hukumatimizning maxsus qarorlari asosida Davlat dasturlari qabul qilindi va ularni bajarish jarayonida

ulug'vor ishlar amalga oshirilmoqda.

O'zbekiston Respublikasi Prezidentining 28.01.2022 yildagi PF-60-son 2022 — 2026 yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida Farmoni,

O'zbekiston Respublikasi Prezidentining 2019 yil 29 apreldagi PF-5712-son farmoni bilan qabul qilingan «O'zbekiston Respublikasi Xalq ta'limi tizimini 2030 yilgacha rivojlantirish kontsepsiyasi»da «...kichik yoshdan o'quvchilarda o'qishga sog'lom, kuchli va ta'sirchan motivatsiyani shakllantirish hamda kasb tanlash, kasbiy o'sishini mustaqil rejalashtirish, zamonaviy kasblarni egallash qobiliyatini rivojlantirish»¹ vazifasi qo'yilgan bo'lib, oliy pedagogik ta'limda bo'lajak

o'qituvchilarni o'quvchilarga axloqiy tarbiya berish faoliyatiga tayyorlash tizimini takomillashtirishning nazariy asoslarini ishlab chiqish va amaliy-metodik tavsiyalarni shakllantirish muhim ahamiyat kasb etadi.

Boshlang'ich sinf o'quvchilari uchun maxsus ishlangan o'quv dasturi ularning yoshi va o'ylash qobiliyati va aqliy mahoratiga mos ravishda ishlab chiqilgan bo'ladi. Bola yuqori sinflarga o'tish davomida o'quv dasturlari ham qiyinlashib boradi. Bu degani boshlang'ich sinflarda mavzular sodda tilda, o'yin metodlari bilan qiziqarli va oddiygina o'tilgan bo'lsa, endilikda ancha murakkablashadi va o'quvchilar oladigan ma'lumotlar hajmi ham kattalashadi. Ayniqsa, bolalarning ulg'ayishi jarayonida atrofda ko'plab omillar ularning tarbiyasiga ta'sir etadi.

Ma'lumki, tarbiya — shaxsda muayyan jismoniy, ruhiy, axloqiy, ma'naviy sifatlarni shakllantirishga qaratilgan amaliy pedagogik jarayon; insonning jamiyatda yashashi uchun zarur bo'lgan xususiyatlarga ega bo'lishini ta'minlash yo'lida ko'riladigan chora tadbirlar yigindisi bo'lib, maktablarda maxsus qaror orqali bu fanning o'tilishi o'quvchilar ongu shuurida vatanga muhabbat, ota-onalarni e'zozlash, katta yoshdagi insonlarga hurmat, umuman olgan ularning salohiyatli va madaniyatli inson bo'lib ulg'ayishlarida muhim ahamiyatga egadir. Bundan tashqari, aslida tarbiyaning boshi aslida avvalo oiladan boshlanadi. Maktab esa ilm ziyo maskanidir. Bu manzildan bolalar ma'rifatparvar shaxs bo'lib chiqishi zarur. Tarbiya insonning insonligini ta'minlaydigan eng qadimiy va abadiy qadriyatdir. Aslida tarbiyasiz alohida odam ham, kishilik jamiyati ham mavjud bo'la olmaydi. Chunki odam va jamiyatning mavjudligini ta'minlaydigan qadriyatlar tarbiya tufayligina bir avloddan boshqasiga o'tadi.

¹O'zbekiston Respublikasi Prezidentining 2019 yil 29 apreldagi «O'zbekiston Respublikasi Xalq ta'limi tizimini 2030-yilgacha rivojlantirish kontsepsiyasini tasdiqlash to'g'risida»gi PF-5712-son farmoni. QHMMB: 06G '19G '5712G '3034-son, 29.04.2019 y.

Boshlang'ich sinf o'quvchilarining tarbiya fanidan saboq olishlari juda muhim ahamiyatiga ega. Ayniqsa, tarbiya darslarining metodikalarini tashkil etishda axborot kommunikatsion texnologiyalarni va vositalaridan foydalanish kerak. Insoniyatning ko'payishi tabiat qonuni bo'lgani kabi bola dunyoga kelgan kundan boshlab ota-onaning bola tarbiyasi uchun javobgarligi ham jamiyatimizning qonunidir. Azaldan bola tarbiyasi bilan yoshligidan, asosan, ona shug'ullangan, otaning asosiy vazifasi oilani boqish bo'lib, uyda bo'lgan vaqtda bolani nazorat qilib borishdan iborat edi. Bugungi oilaviy tarbiya, "Milliy va zamonaviy o'zbek bolasining siymosi qanday bo'lishi kerak?" degan savolga javob talab qilmoqda. Bugungi bola o'tgan asr bolasidan keskin farq qiladi, o'zbek o'g'il-qizlari zamonaviy komil inson siymosiga ega bo'lmog'i lozim. Tabiiyki, bu jarayonda oilaviy tarbiyaning o'rni beqiyos. Bola, asosan, oilada tarbiyalanadi. Oila o'z muhiti orqali bolaning dunyoqarashiga va xulqiga doimo o'z ta'sirini o'tkazib turadi.

Bolalar ayni boshlang'ich sinf bo'lishgan paytda ancha rivojlangan va tarbiyalashda ham taqlid qilishga moyillik paydo bo'ladi. Bu vaqtda to'g'ri dars o'tish metodikasi bilan bolalarni tarbiya qilishda bu fan muhimdir. Tarbiya jarayoni o'qituvchi va o'quvchi tarbiyachi va tarbiyalanuvchilar o'rtasida tashkil etiluvchi hamda aniq maqsadga yo'naltirilgan hamkorlik jarayonidir. Tarbiya jarayonida tarbiyalanuvchining ongi shakllana boradi, his-tuyg'ulari rivojlanadi, ijtimoiy hayot uchun zarur bo'lgan ijtimoiy aloqalarni tashkil etishga xizmat qiladigan xulqiy odatlar hosil bo'ladi. Tarbiya jarayonida bolalarning hayoti va faoliyatini pedagogik jihatdan to'g'ri uyushtirish g'oyat muhimdir. Faoliyat jarayonida bola tashqaridan kelayotgan tarbiyaviy ta'sirlarga nisbatan ma'lum munosabatda bo'ladi. Bu munosabat shaxsning ichki ehtiyoj va xohishlarini ifodalaydi.

Tarbiya jarayonida o'quvchining ongigina emas, balki his-tuyg'ularini ham o'stirib borish, unda jamiyatning shaxsga qo'yadigan axloqiy talablariga muvofiq keladigan xulqiy malaka va odatlarini hosil qilish lozim. Bunga erishish uchun o'quvchining ongi, hissiyoti va irodasiga ta'sir etib boriladi. Agar bularning birortasi e'tibordan chetda qolsa, maqsadga erishish qiyinlashadi. Tarbiya jarayoniga o'qituvchi rahbarlik qiladi. U o'quvchilar faoliyatini belgilaydi, ularning ijtimoiy jarayonda ishtirok etishlari uchun shart-sharoit yaratadi.

Ijtimoiy jarayonda faol ishtirok etish orqali o'quvchilarning mustaqilligi, ijodiy tashabbuskorligi ortib boradi. Faoliyat o'quvchilar jamoasi manfaati va istagi asosida uyushtirilsa, bu jarayonda bolaning tengdoshlari va o'zini o'zi anglash jarayoni yuzaga keladi. Bola o'z xulqi, xatti-harakati uchun jamoa oldida javobgarlikni sezishga erishgach, ijrochi emas, balki umumiy ishning faol qatnashchisi bo'lib qoladi. Tarbiyani samarali yo'lga qo'yish uchun uning harakatlantiruvchi kuchi, tarbiya jarayonining manbaini yaxshi bilish va hisobga olish muhimdir. Bu tarbiya jarayonidagi ichki va tashqi qarama-qarshiliklardan iborat. Tarbiyada o'quvchilarning tarbiyalanganlik darajasini ham hisobga olish kerak bo'ladi. Bu jihat unutilsa, muayyan qarama-qarshiliklar vujudga keladi. Faoliyat jarayonida hosil bo'lgan malaka va odatlar axloq me'yorlariga rioya qilishni yengillashtiradi.

Demak, tarbiyachi bola shaxsining tez rivojlanadigan davri – o'quvchilik yillarida uning ongiga turli faoliyat (o'qish, mehnat, ijtimoiy ishlar, o'yin, sport, badiiy havaskorlik) yordami bilan maxsus ta'sir etish muhimdir. Aks holda xulq me'yorlari, axloq talablarini yaxshi tushunmay qolishi natijasida shaxs ijtimoiy munosabatlarda beqaror, tasodifiy ta'sirga beriluvchan bo'lib qolishi mumkin. Tarbiya yaxlit jarayonda amalga oshirilib, uning tarkibiy qismlari ayni bir vaqtda, faoliyatning biror turi asosida namoyon bo'ladi. Umumiy pedagogika jarayonida tarbiya muhim o'rin tutadi. Shaxsni shakllantirish, boshqarish, nazorat xarakteriga

ega bo'lib, bu borada belgilangan vazifalar tasodifiy harakatlar orqali emas, balki oldinda belgilangan va puxta o'ylangan rejalar asosida hal etib boriladi. Tarbiya jarayonida uning maqsadi, shakl va metodlari, shaxsning o'zini-o'zi tarbiyalash va qayta tarbiyalash jihatlari muhim o'rin tutadi. Tarbiya mazmuni ijtimoiy tuzum buyurtmasi asosida belgilanib, uning amalga oshishi uchun ma'lum shart-sharoitlarning mavjudligi talab etiladi.

Har qanday ijtimoiy jamiyatda yosh avlod tarbiyasi muayyan maqsad asosida tashkil etiladi. Tarbiya maqsadi ijtimoiy jamiyat taraqqiyoti, uning rivojlanish

yo'nalishi, ijtimoiy munosabatlar mazmunidan kelib chiqib belgilanadi. Bugungi kunda O'zbekiston Respublikasida tashkil etilayotgan tarbiyaning asosiy maqsadi komil shaxsni tarbiyalab voyaga yetkazishdan iborat.

Xulosa qilib aytganda, kishilik jamiyati taraqqiyotining barcha bosqichlarida yoshlarni barkamol qilib shakllantirish masalasi muhim ahamiyat kasb etib kelgan. Ammo jamiyat jaddal taraqqiyotining barcha bosqichlarida yoshlarni o'quvchilarni barkamol shaxs sifatida tarbiyalashning pedagogik va psixologik omillari alohida e'tibor qaratilmaganligi bu muammoni o'rnini belgilash, ilmiy mohiyatini asoslash holatini o'rganilishi muammoga yanada chuqurroq kirib borishga va bu masalaga ilmiy-amaliy jihatdan oydinlik kiritishga asos bo'la oladi.

Taraqqiyotning asosi ma'naviyatli xalq, ma'naviyatli millat, ma'naviyatli shaxs, ma'naviy yetuk inson qo'lida bo'lishi lozimligini bugungi hayot tarzi va uning rivoji ko'rsatib turibdi. "Milliy tiklanishdan - milliy yuksalish sari" Bosh

g'oyamiz hisoblanib, bu g'oyani ma'naviy etuk, barkamol insonlarga amalga oshiradi.

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THEORETICAL IMPORTANCE OF DEVELOPING LOGICAL AND CRITICAL THINKING SKILLS IN ELEMENTARY SCHOOL STUDENTS

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Annotation: Through developing logical and critical thinking skills in elementary school students, a different perspective towards subjects and textbooks is formed, namely critical analysis, questioning assumptions, basing conclusions on evidence, thinking differently from other students, and developing the ability to approach situations differently.

Key Words: Logic, criticism, success, income, strong memory, movement, motivation, decision-making, proving evidence

Currently, the development of logical and critical thinking skills in elementary classrooms is increasingly emphasized. In this scenario, through the development of these abilities, children are observed to look at their surroundings differently, not with ordinary and simple thoughts like other children in lessons and subjects, but instead with skeptical views, critical analysis, and the ability to draw conclusions based on evidence. Through this, children are seen to engage in thinking differently from others and handle situations such as questioning and adapting. Based on the above ideas, let's delve into the meaning of Logic. What is Logic? What is logical thinking?

Before discussing the concepts of critical and logical thinking and forming opinions about them, let's briefly review their history. Criticism, logic, and similar concepts are also present in ancient and famous terminologies. In ancient times, figures like Socrates and Plato also speculated on these topics and developed some ideas. The term "criticism" originated from words like "evaluation" and "exam," and in addition to this, it has meanings close to words like "thought," "mind," and "speech."

Logic is not just the ability to think but also the ability to reason and make correct conclusions. That is, in daily human activities and relationships, the ability to think logically, orderly, clearly, and fundamentally is understood. Human thought is always governed by logical laws. People who speak correctly without knowing many spelling rules also think correctly. However, this does not mean that the practical importance of logic is absent. Logical thinking is a concept that explains the intellectual and practical activity of a person observing and understanding life, the world, or phenomena in a clear, precise, and understandable manner for others, including the insight of reality or imagination. Logical thinking ability is unique to all healthy individuals. Logical thinking is universal for human cognitive activities. Thinking is a complex, intricate process that forms a whole with various, complex, and coherent intellectual processes. When we talk about logic, it is understood that in daily human activities and relationships, people think logically, orderly, clearly, and fundamentally. We can understand the meanings of words in various languages because all human thinking conventions are the same. Logical thinking is of great importance in the scientific and practical activities of a person.

The logical nature of thinking ensures the effectiveness, influence, and productivity of spiritual and cognitive events related to the activity. Logical thinking is one of the highest functions of thinking, indicating the connection of thoughts based on reasoning, coherence, and consistency.

Therefore, logical thinking explains the observing, listening, knowing, feeling, and understanding of phenomena, reality, or imagination in a clear and understandable manner for others. Logic is the process of thinking in written and oral speech. In this process, the laws of identity, contradiction, and the excluded middle manifest themselves in a harmonious manner. The law of identity indicates that every object-event is exactly equal to itself and the correct use of repeated words in thought, speech, and text. The law of contradiction stipulates that at any one time, every event is not contradictory. The law of sufficient reason in an appropriate condition indicates whether the event or event should be in the same state or not. It is necessary for the human voice, educational, and leadership activities to be suitable for logical thinking. This indicates the importance of logical continuity, memory, and achieving specific outcomes in all areas of activity. Illogicality is the opposite of logical thinking. Logical thinking also acquires great importance in the field of spiritual-moral. The organization of this activity on the basis of logical principles ensures the effectiveness, influence, and productivity of spiritual-moral events. Logical thinking is one of the highest functions of thinking, indicating the connection of thoughts based on reasoning, coherence, and consistency. Therefore, logical thinking explains the observing, listening, knowing, feeling, and understanding of phenomena, reality, or imagination in a clear and understandable manner for others. Logic is the process of thinking in written and oral speech. In this process, the laws of identity, contradiction, and the excluded middle manifest themselves in a harmonious manner. The law of identity indicates that every object-event is exactly equal to itself and the correct use of repeated words in thought, speech, and text. The law of contradiction stipulates that at any one time, every event is not contradictory. The law of sufficient reason in an appropriate condition indicates whether the event or event should be in the same state or not. It is necessary for the human voice, educational, and leadership activities to be suitable for logical thinking. This indicates the importance of logical continuity, memory, and achieving specific outcomes in all areas of activity.

We have learned about logical thinking, and logic concepts, but they need to be developed in a certain order, what changes occur in children when they are formed. What is the optimal variant that has been advanced today? Let's talk about the best ways to successfully improve logical thinking and teach children.

Ways to develop logical thinking - logical games, puzzles, problems and decision-making, playing chess, reading books, learning critical thinking, participating in debates, imagining the thinking process, simulating situations, daily activities, and more. In this process, paying serious attention to each element, finding unrelated or ambiguous aspects between different subjects, discovering new facts and comparing them allows for the development of logical thinking. In the learning process, using tasks aimed at developing logical thinking, using project methods, research methods, programming and problem-based learning methods is recommended.

Why should logical thinking be developed in elementary school students? What can it give to them by developing logical thinking skills in our students? Based on my experience, I would like to start my opinion with observations made in the early grades of school. At the beginning of the new school year, various places are filled with students who have enjoyed themselves and continued their education in various places. During this time at school, there are

always such difficulties as mental development, the liveliness of dreams, and the lack of attention. In this case, the teacher used the test method to easily increase the attention, improve the attention of the students, and carry out tasks other than difficult tasks with other students. The test was not based on one subject but was based on logic. This test revealed the difficult situations in which the students were working. However, the continuity of these tests, the help of the teacher in the quality of their performance and the timely transformation into quality helped. From this conclusion, it is possible to think that the development of logical and critical thinking abilities in students will provide them with great and wide opportunities. Through this, students can learn a lot of information and apply it, the strong memory can be effectively utilized, understand their goals, thoughts, and good relationships, questions from others, good thinking, and developing the ability to do what others do not.

The most fundamental of these is the idea that "Through this method, we evaluate the imaginative ideas, classify the best ones and use them to improve our lives" are formed in them. Along with the development of logical thinking abilities in children, the ability to analyze at the same time with the formation of logical reasoning is also developing. Analysis is the process of breaking down a complex problem into smaller parts to understand it better. In this case, the child can have various advantages, let's see how:

- Evaluate the situation;
- Search for information;
- We make decisions;
- We compare evidence.

We have summarized all of the above and made them tangible and shaped them into habits, adding them to the system of values in the student, of course, not only in the early grades but also in other positions will ensure great success. Developing such techniques in students, especially in the early grades, requires the ability to quickly develop this situation. It is very effective to use a set of tests, mobile applications, and websites for solving this problem and for learning.

The development of logical and critical thinking skills in elementary school students holds profound theoretical significance, shaping cognitive processes and fostering intellectual growth. This article explores the theoretical foundations and importance of nurturing these essential skills during early education.

Foundations of Logical and Critical Thinking. Logical thinking involves the ability to reason systematically, make connections between ideas, and draw conclusions based on evidence. It adheres to principles of consistency, coherence, and rationality in thought processes. Critical thinking, on the other hand, entails analyzing information, questioning assumptions, and evaluating arguments to form well-grounded judgments.

Theoretical Perspectives. Piaget's Cognitive Development Theory: Jean Piaget emphasized that children actively construct their understanding of the world through cognitive processes like classification, seriation, and conservation. Logical thinking plays a key role in Piaget's stages of cognitive development, such as concrete operational and formal operational stages.

Vygotsky's Socio-Cultural Theory: Lev Vygotsky emphasized the role of social interactions and cultural tools in cognitive development. According to Vygotsky, logical thinking is scaffolded through social interactions and language use within the zone of proximal development (ZPD).

Bloom's Taxonomy: Benjamin Bloom's taxonomy categorizes cognitive skills into a hierarchy, with higher-order thinking skills like analysis, synthesis, and evaluation at the top. Logical and critical thinking skills align with these higher-order cognitive processes.

Importance of Developing Skills in Elementary Students

Cognitive Development: Developing logical and critical thinking skills enhances cognitive development by promoting abstract reasoning, problem-solving abilities, and metacognitive awareness.

Academic Achievement: Proficiency in logical and critical thinking correlates with academic success across various subjects. These skills enable students to comprehend complex concepts, evaluate information, and articulate reasoned arguments.

Lifelong Learning: Early cultivation of logical and critical thinking fosters a disposition for lifelong learning. Students equipped with these skills are better prepared to navigate intellectual challenges and engage critically with new information throughout their lives.

Decision-Making and Problem-Solving: Logical and critical thinking skills empower students to make informed decisions and solve problems effectively. They learn to approach challenges analytically, weigh evidence, and consider multiple perspectives.

Creativity and Innovation: Contrary to popular belief, logical and critical thinking complement creativity by providing a structured framework for innovative ideas. Creative thinking often involves critically evaluating unconventional solutions.

Strategies for Developing Logical and Critical Thinking

Inquiry-Based Learning: Encourage exploration, questioning, and investigation to stimulate logical thinking and problem-solving skills.

Socratic Questioning: Promote critical thinking through open-ended questions that challenge assumptions and encourage deeper reflection.

Collaborative Activities: Engage students in group discussions, debates, and cooperative projects to enhance reasoning and communication skills.

Analytical Tasks: Assign tasks that require students to analyze information, evaluate arguments, and draw evidence-based conclusions.

Reflection and Metacognition: Encourage self-assessment and reflection to develop metacognitive skills, such as monitoring and adjusting thinking processes.

CONCLUSION

In conclusion, the theoretical underpinnings of developing logical and critical thinking skills in elementary school students are rooted in cognitive psychology and educational theory. By fostering these skills early in education, educators pave the way for intellectual growth, academic achievement, and lifelong learning. Through intentional pedagogy and targeted strategies, schools can empower students to become independent thinkers, problem-solvers, and contributors to a knowledge-driven society. It is possible to improve the critical and logical thinking abilities of students, to change their attitude towards the outside world, and to provide them with the ability to adapt to difficult and complex situations with mandatory and firm answers. The ability to adapt to situations is enhanced by providing them with critical situations, assessing them positively with positive skeptical views. It is worth noting that each parent is superior to their child in terms of contribution to their homeland, their need, their profit, and they must participate in the growth of their child in this way, in a timely and opposite manner, in line with the demands of the time, and by looking at their education, and by taking a backward look at what the child has done.

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**O'QUVCHILAR VA TALABALAR KREATIVLIGINI RIVOJLANTIRISH
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Pedagogika ta'limi nazariyasi kafedrası o'qituvchisi.

ANNOTATSIYA: Maqolada o'quvchilarda kreativ fikrlashni shakllantirish mazmuni va usullari bo'yicha ma'lumotlar keltirilgan. Xalqaro dasturlari va baholashda e'tibor qaratiladigan muhim jihatlar, baholash yondashuvlari keltirib o'tilgan.

Kalit so'zlar: kreativlik, baholash, yondashuvlar, qobiliyat, layoqat, tadqiqotchilik, tahlil, kreativ topshiriqlar.

ABSTRACT: The article contains information on the content and methods of forming creative thinking in students. International programs and important aspects to be paid attention to in evaluation, evaluation approaches are mentioned.

Key words: creativity, assessment, approaches, ability, research, analysis, creative assignments.

Kreativlikni: ijodga intilish, hayotga ijodiy yondashish, o'ziga doimiy tanqidiy nazar solish va tahlil etish deyish mumkun. Hozirgi zamon psixologiya va pedagogika lug'atlariga asoslanib o'qituvchining kreativligi deb uning fikirlaridagi sezgilaridagi, muloqotdagi, alohida faoliyat turidagi, ijodiy yondashish, bilish darajasi deb ta'riflash mumkun. Kreativlik insonda mavjud ma'lumotlarni qayta ishlab chiqarish va ularni cheksiz yangi modelini yaratishga javob beradi. Kreativlik darslarida pedagoglardan ajoyib g'oyalarni o'ylab topish (o'ziga xoslik); ularni kengaytirish (ishlab chiqish); yoki boshqa g'oyalar bilan solishtirish va ulardagi bog'liqlikni topish (moslashuvchanlik) talab etilganda, mazkur ko'nikmalar bir-biri bilan kesishadi. Patti Drepeau tomonidan ham shaxsda kreativlik sifatlari ni muvaffaqiyatli rivojlantirishning to'rtta yo'li ko'rsatilgan:

- Kreativ fikrlash ko'nikmasini shakllantirish;
- Amaliy kreativ harakat ko'nikmalarini rivojlantirish
- Kreativ faoliyat jarayonlarni tashkil etish;
- Kreativ mahsulot (ishlanma) lardan foydalanish.

Xorijiy pedagoglar, xususan, Patti Drapeauning fikricha, bir shaxsning ayniqsa o'qituvchining kreativligi boshqalarni ijodiy jarayonini tashkil etishga ruhlantiradi. Kreativ yondashuv va yutuqlar dunyo bo'ylab fan va texnologiyadan tortib, falsafa, san'at va ijtimoiy fanlar kabi turli sohalarda insoniyat tamaddunini ilgari surgan. Kreativ fikrlash shunchaki tasodifiy g'oyalar berishdan kattaroq narsadir. U insonga ba'zan murakkab sharoitlarda, yanada yaxshiroq natijaga erishishga imkon beruvchi bilim va tajribaga asoslangan real ko'nikmadir. Butun dunyoda jamiyatlar va tashkilotlar muammolarni hal etishda innovatsion bilim va yaratuvchanlikka tobora ehtiyoj sezmoqda, bu esa, o'z navbatida, innovatsiya va kreativ fikrlash ahamiyatini yanada kuchaytirmoqda. Kreativ fikrlash ta'siri butun jamiyatga sezilarli innovatsiya turlarining ortida turishi rost, lekin u ayni damda universal va tenglashtiruvchi xususiyatga ega fenomen hamdir, ya'ni har qanday shaxs, u yoki bu darajada, kreativ fikrlash qobiliyatiga ega. Kreativ fikrlashda ta'limning asosiy vazifasi o'quvchida jamiyatda muvaffaqiyatli hayot kechirishi uchun bugun va kelajakda kerak bo'ladigan ko'nikmalarni

shakllantirishdir. Kreativ fikrlash bugungi yoshlar ega bo'lishi kerak bo'lgan muhim ko'nikma bo'lib, bu ko'nikma ularga doimiy tarzda va shiddat bilan o'zgarayotgan, oddiy savodxonlikdan tashqari yangilanayotgan davrga xos ko'nikmalarga ega kadrlarni talab etayotgan makonga moslashishga ko'maklashadi. Umuman olganda, bugungi o'quvchi kelajakda hozir hatto mavjud bo'lmagan sohalarda ishlashi, yangi muammolarni yangi ko'nikmasini shakllantirish ularga tobora murakkablashayotgan mahalliy va global muammolarni noodatiy yondashuv orqali hal etish imkonini beradi. O'qituvchilar kreativ fikrlashni ajrata olishlari, bunday fikrlashga mos shartsharoitlarni bilishlari va o'zlari ham o'quvchilarga fikrlashda ko'proq ijodiy yondashishga yordam bera olishni bilishlari kerak. Kreativ fikrlash qay tariqa vujudga kelishi borasidagi puxtarok tasavvur, o'z navbatida, o'qituvchilarga ta'lim jarayonida o'quvchilarda ijodiy g'oyalari bo'lishi uchun muayyan vaqt talab etiladi. Kreativlik psixologik nuqtayi nazarda tahlil qilinganda bugungi kundagi muhim pedagogik muammodir. Kreativlikni lug'aviy ma'nosidan kelib chiqadigan bo'lsak, o'qituvchilarni shaxsiy innovatorlikka undovchi pedagogik kategoriya hisoblanadi. Kreativlik o'qituvchilarni shaxsiy sifatlarini integratsiyasi hisoblanadi. Chunki o'quvchi xarakteri tabiatdan qiziquvchan bo'ladi. Bunda turli xil muammoni o'quvchining o'zi mustaqil holatda bajarish jarayonida uchragan muammolarni yengishda o'qituvchining kreativ salohiyatiga tayanadi, u bilan birgalikda ijodiy qobiliyatlarini rivojlantiradi. Kreativlik tushinichi murakkab va uning bir qancha ma'nolari mavjud. Kreativlik o'quvchilarda o'z-o'zidan paydo bo'ladigan sifat emas albatta. Kreativlik o'quvchining yangiliklarga intilishi, yangiliklarni o'zlashtirishi va o'zining kundalik faoliyatida qo'llay olish jarayonlarida duch keladigan qiyinchiliklarni yenga olish demakdir. Aslida ham ta'limning vazifasi o'quvchilarni kelajakda muvaffaqiyatga erishishlari uchun zaruriy kompetensiyalar bilan ta'minlashdan iborat. Bular sababli ular globallashtirish jarayonida tez o'zgarib borayotgan, savodxonlik va raqamlash ilgari surilgan hozirgi zamon talablariga ega moslashuvchan ishchilarni dunyoga moslashishiga yordam beradi. Kreativ fikrlashni o'quvchi yoshlar egallashi natijasida ularda dolzarb muammolarni yechish uchun yangi texnologiyalardan foydalanib, hali yaratilmagan sektorlarda ishlash, shu qatorda mashina bajara olmaydigan ishlarni bajarish va global muammolarni yechish qobiliyatlari rivojlanadi. Maktablarda ham o'quvchilarni kreativ fikrlashga bo'lgan ehtiyoji maktab bozori talabidan kelib chiqqan holda ortmoqda. Maktablarning jamiyat hayotidagi ahamiyati shundan iboratki: o'quvchilarni jamiyatning bir qismi ekanligini his qilgan holda, jamiyat ravnaqi uchun o'z hissalarini qo'shish va uning oldidagi burchlarini bajarish kabi tuyg'ularni ularda oshirishdir. Xalqaro tadqiqotlar esa o'quvchilarda kreativ fikrlashini oshirish orqali ularning, tajribalar, hodisalar va shu qatorda vaziyatlarni yangicha uslubda yondashishini ta'minlaydi, bilim olishiga yordam beradi. O'quvchining fikrlashi, qiziquvchanligini tezlashtirish va rag'batni oshirish uchun uning ijodkorlik imkoniyatlari shuningdek yangicha qirralarini ochib beradigan yangi uslubdagi texnologiya va o'rganish shakllari shakllantirilishi kerak. Bu kabi rivojlanish uslublari ta'lim olishi sust o'quvchilarni o'z fikrini ifodalash hamda qiziqishlarini ortishiga yordam beradi. Kreativ fikrlash ham boshqa qobiliyatlardek maqsadli va amaliy mumkin. Ba'zi o'qituvchilar nazarida o'quvchini kreativ fikrlashini oshirish o'quv dasturidan tashqari boshqa faoliyat turiga jalb qilishdek ko'rinadi. Aslini olganda esa, o'quvchilar mavjud hamma fanlar kesimida kreativ fikrlay olish qobiliyatlari hisobga olinadi. Kreativ fikrlashning afzal tomonlaridan yana biri o'quvchiga yodlatish usuli bilan emas, izlanish va kashfiyotchilik qobiliyatlarini qo'llab-quvvatlash orqali asosiy bilimni egallashga erishiladi. Bundan tashqari, o'quvchi bugungi kunda o'z faoliyati doirasida innovatsion yangiliklardan ijodkorona foydalana

olishi bilan bog‘liq jarayon hisoblanadi. O‘quvchining kreativlik salohiyatining shakllanishi uning “ehtiyotlar yo‘nalishi” hamda “men konsepsiyasidan” kelib chiqadi. Ta‘lim olish jarayonida kreativlikni rivojlantirishning asosiy pragmatik tavsifi sifatida dialog xizmat qiladi. Keng tarqalgan usullardan biri sifatida psixologlar tomonidan shaxsni kreativligini aniqlash uchun insho olish ommalashgan. Insho jarayonida o‘quvchi o‘zining shaxsiy fikrini erkin ifodalay oladi, vaziyatga nisbatan shaxsiy yondashuvini bildiradi, fikrini ochiq bayon qiladi. Tavsiya etilgan usul orqali kreativlikni namoyon qilish va aniqlash osonlashadi. Bundan tashqari, kreativlik xususiyatiga O‘zbekiston Respublikasining ta‘lim sohasidagi strategik yo‘nalishida ham alohida e‘tibor qaratilgan. Yosh avlodni bilimli, har tomonlama rivojlangan komil inson shaxs sifatida shakllantirishda o‘qituvchilarning ijodkorlik qobiliyati o‘quvchining kreativlik salohiyatini rivojlantiruvchi asosiy aspekt sifatida qaralgan hamda kreativlik salohiyati ijod bilan bog‘liq holda o‘rganiladigan jarayon ekanligi aytib o‘tilgan. Ijodkorlikning psixologik jihatlari haqida fikr bildirilib, bilim asosan fikr yuritish va tasavvur qilish bilan bog‘liq holda tahlil etiladi. Kreativ salohiyatga ega o‘quvchilar boshqalarga taqlid qilmaydi, atrofdagi jarayonlarga, beriladigan vazifalarga o‘zlari tanlagan usulda mustaqil ravishda yondashadilar. Natijada kreativ salohiyat egalari jamiyatda o‘zlarining shaxsiy fikrga egaligi, shaxsiy yondashuvlarining o‘zgachaligi bilan tezda ko‘zga tashlanadi, ularga nisbatan bo‘ladigan munosabatlarda yetakchilikni qo‘lga kiritishadi. Kreativlikni rivojlantirish uchun boshlang‘ich sinflarda ayniqsa o‘quvchilarning psixologik holati muhimdir. Chunki o‘quvchining ruhiy holati, xarakter xususiyatidan kelib chiqib, yondashuv tanladi hamda uning kelajakdagi ijtimoiy mavqeyi shakllantiriladi. To‘g‘ri tanlangan yondashuvning natijasi esa, yuqori bosqichga o‘tgandan shaxsning keying faoliyatlarida sekinlik bilan namoyon bo‘la boshlaydi. O‘zbekiston Respublikasini yanada rivojlantirish bo‘yicha Harakatlar strategiyasida “Uzluksiz ta‘lim tizimini yanada takomillashtirish, sifatli ta‘lim xizmatlari imkoniyatlarini oshirish, yosh avlodning ijodiy va intellektual salohiyatini qo‘llab-quvvatlash va ro‘yobga chiqarish” kabi ustuvor vazifalar belgilanib berilgan. Shunga muvofiq interfaol o‘qitish metodlari asosida talabalarning kreativlik qobiliyatlarini rivojlantirish muhim ahamiyat kasb etadi. Adabiyotlarni tahlil qilish shuni ko‘rsatadiki, shaxsning ijodiy salohiyati muammoga mustaqil qarash, qarama-qarshiliklar, tanqidiy fikrlash; har qanday muammolarni tahlil qilish qobiliyati, analitik fikrlash; ular uchun yechim topish qobiliyati; bilim olish, malaka va ta‘lim berish usullarini yangi holatga o‘tkazish imkoniyati; ilgari o‘rganilgan usullarni yangilarga birlashtira olish kabi ko‘nikmalarda namoyon bo‘lishi mumkin. Tafakkurning egiluvchanligi – jamiyatda qabul qilingan va an‘anaviy mavjud bo‘lgan, aslida, to‘g‘ri deb o‘ylangan shablon yo‘nalishlar va tamoyillarning zamonaviy taraqqiyot uchun javob bera olmay qolganligini anglash, yangi yo‘nalish va choralarni sezish, ularni tafakkur qila olish va shakllantira bilish, o‘z faoliyatini yangidan qura olish va masala yechiminining yangi yo‘nalishlariga o‘zini safarbar eta olishdir. Prognoz, bashorat qila olish esa o‘z sohasi rivojidadagi istiqbol o‘zgarishlar mohiyati, kelib chiqish sabablari va yuzaga kelish muddatlarini tafakkur tahlili orqali oldindan anglash tafakkuri hisoblanadi. Masalan, mehnat unumdorligining ko‘tarilishi va pasayishi, konyuktura yoki bozorning o‘zgarishi hamda mazkur o‘zgarishlarning sohaga bo‘lgan ta’siri, narxlarning ko‘tarilishi, pasayishi va b. Ta‘lim oluvchilarda kreativlikni rivojlantirish ta‘lim mazmunini o‘zlashtirishda ta‘lim oluvchilarning bilim saviyasi, o‘zlashtirish darajasi, ta‘lim manbai, didaktik vazifalariga qarab, munosib ravishda o‘qitish jarayonini tashkil etishni talab qiladi. Bunda quyidagi pedagogik shart-sharoitlarga amal qilish lozimligi nazarda tutiladi: – ta‘lim oluvchilarda kreativ faoliyatni egallash mayllarini qaror toptirish, bilish ehtiyotlarini

shakllantirish va ta'lim jarayonida mustaqillikni namoyon qilish muhitini ta'minlash; – ta'lim oluvchilarda ijodiy fikrlash uchun qulay imkoniyat yaratish, ta'lim oluvchilar tomonidan bayon qilingan turli-tuman fikrlar va g'oyalarni bag'rikenglik bilan qabul qilish hamda ularning o'quv jarayonidagi faolligini ta'minlash, har bir ta'lim oluvchida uning ijodiy fikrlashga qodirligi haqidagi ishonchni qaror toptirish, ularning ijodiy faolliklarini muntazam rag'batlantirish; o'quv jarayonini ta'lim oluvchi shaxsning xususiyatlari, ehtiyojlari va intellektual salohiyatidan kelib chiqqan holda individuallashtirish; – ta'lim oluvchilarda individual, kichik guruhlar va jamoada ishlash ko'nikmalarini shakllantirish, ularning ijodiy imkoniyatlarini kengaytirish, ularni muammolarni hal qilishda tayyor, standart yechimlar bilan birga nostandart yechimlar qabul qilishga undash; kreativ faoliyatni rivojlantirishning asosi bo'lgan kognitiv bilimlarni amalda qayta ishlab chiqish va takomillashtirish imkonini beradigan interfaol mashg'ulot shakllari va metodlarini tanlash va tatbiq etish va hokazo. Ta'lim oluvchilardagi kreativlik qobiliyatlarini rivojlantirish jarayonida interfaol ta'lim jarayoni ahamiyatli sanaladi. Interfaol ta'lim – ta'lim oluvchining bilish faoliyatini faollashtirish ehtiyojlaridan kelib chiqib, o'quv jarayonini o'zaro hamkorlik asosida tashkil etilgan "subyekt-subyekt" munosabatlariga asoslangan o'qitish metodlari tizimidir. Bunda o'zaro harakat ta'lim oluvchilarning faollashuvi, guruh tajribasiga asoslanish, teskari aloqa o'rnatish kabi tamoyillarga tayanadi. Demak, interfaol o'qitish metodlari va texnologiyalari vositasida ta'lim oluvchilarda kreativlik qobiliyatlarni rivojlantirishning muhim sharti ta'lim jarayonida erkin-ijodiy muhitning yaratilishi, professor-o'qituvchilar, o'qituvchi va ta'lim oluvchilarning birgalikdagi munosabatlari va o'zaro hamkorlikdagi harakatiga asoslangan o'qitish jarayonini yo'lga qo'yishdan iborat. Ta'lim oluvchilarda kreativlik qobiliyatlarini rivojlantiruvchi bir qator omillar mavjud bo'lib, quyida ayrimlarini keltirib o'tish mumkin:

– kreativ fikrlash ko'nikmalarini rivojlantirish, kreativ faollikni shakllantirish, o'quv jarayonida izlanuvchilik hamda muammoli tadqiqotchilik yo'nalishlarini kuchaytirish;

– ta'lim oluvchilarning muammolarni ijodiy yechish va yaratuvchilik faoliyatlarini rivojlantirish vaziyatlarini tashkil etish;

– ta'lim oluvchilarning kreativ faoliyat tajribasiga kasbiy zaruriyat va istiqboldagi kasbiy faoliyat mazmunining tarkibiy qismi sifatida yondashishlariga erishish;

– ta'lim oluvchilarning kasbiy ko'nikma va layoqatlarini rivojlantirish jarayonini interfaol metodlar va texnologiyalar ustida ishlash asosida rivojlantirishga yo'naltirish, ularda mustaqil ijodiy faoliyat ko'rsatish, mustaqil bilim olish, o'z-o'zini tarbiyalash, o'zo'zini bilish, o'z mavqeyiga ega bo'lish, ta'lim oluvchilarning mustaqil ishlash layoqatlarini faollashtirish, bu jarayonda ularning kreativ fikrlashlariga erishish;

– ta'lim oluvchilarning kreativ layoqatlarini namoyon qilishlari uchun qulay ijodiy hamkorlik muhitini vujudga keltirish kabilar. Ta'lim oluvchilarda kreativlik qobiliyatlarini rivojlantirishda quyidagi ish shakllaridan foydalanish muhim ahamiyatga ega:

- ma'lumotlarni tahlil etish, tezkor qarorlar qabul qilish, ijodiy fikrlash ko'nikmalarini rivojlantirishga xizmat qiluvchi treninglarni tashkil etish;

- tasavvurlarni va obrazli qarashlarni shakllantirishga yo'naltirilgan ijodiy mashqlar, topshiriqlarni bajarish;

- keyslar bilan ishlash;

- guruhiy ish shakllari va debatlarini tashkil etish;

- o'quv loyihalarini tayyorlash;

- portfoliolarni shakllantirish;

- kastinglar uyushtirish;
- to'garaklar faoliyatini yo'lga qo'yish va hokazo.

Ta'lim oluvchilardagi kreativlik qobiliyatlarining rivojlanganlik darajasini aniqlashning quyidagi mezonlari mavjud: kreativ faoliyatga nisbatan motivatsiyaning qaror topganligi; kreativ fikrlash ko'nikmalarining rivojlanganligi; kreativ sifatning shakllanganligi; amaliy kreativ faoliyat jarayonini tashkil etish; ixtisoslashgan kreativlikning shakllanganligi va boshqalar. Kreativlikni ijodga intilish, hayotga ijodiy yondashish, o'ziga doimiy tanqidiy nazar solish va tahlil etish deyish mumkin. Hozirgi zamon psixologiya va pedagogika lug'atlariga asoslanib, o'qituvchining kreativligi deb, uning fikrlaridagi, sezgilaridagi, muloqotdagi, alohida faoliyat turidagi, ijodiy yondashish, bilish darajasi deb ta'riflash mumkin. O'qituvchining kreativligi, bu uning qat'iy, chegaralangan yoki sust chegaralangan sharoitlarda har xil original g'oyalarni izlab topish layoqatidir. Ilmiy adabiyotlarni tahlil qilish quyidagi o'zaro bir-biriga bog'liq kreativlik tarkibiy komponentlarini ajratish imkoni beradi:

1. Intellektual (aqliy).
2. Axloqiy (o'z-o'zini boshqarish).
3. Motivatsion (maqsadli).
4. Emotsional (his-hayajonli).

Kreativ layoqat quyidagi o'zaro bir-biriga bog'liq bo'lgan qismlardan iborat bo'ladi:

1. Kreativ maqsad.
2. Ijodiy intilish.
3. Kreativ (ustanovka) qurish.
4. Kreativ yo'nalish.
5. Kreativ ifodali akt.
6. Kreativ o'z-o'zini boshqarish.
7. Kreativ faollik.
8. Kreativ intilishlar darajasi.

Kreativlik o'qituvchining ijodiy faoliyatida ijodiy intilishi, ijodiy qobiliyati, kreativ maqsadi, yo'nalishi va o'zini boshqara olishida ko'rinadi va uni o'zining faolligi, o'zini-o'zi boshqara olishi bilan yetuk rivojlanayotgan, o'sayotgan shaxsga aylanayotganini bildiradi. Xulosa qilib aytish mumkinki, o'qituvchi va talabaning kreativ faolligi bilish malakalarini shakllantirish va ijodiy yondoshuvda ijobiy hamda samarali natijalarga olib keladi.

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SYSTEM PROGRAMMING IN PHARMACEUTICAL MARKETING

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Abstract: This thesis about System Programming in Pharmaceutical Marketing. The overall aim of this study is to examine firm strategic choices that trigger negative externalities culminating in market failure, system crisis, and public harm.

Key words: Pharmaceutical Marketing, Critical Marketing, Ethical Marketing, Stakeholders' Theory, Codes of Ethics

INTRODUCTION

A conceptual framework of marketing system crisis rooted in conflict of interests (COI) theory is used to make the following arguments: (1) marketing strategies emulated by the industry actors at micro level set lock in through path dependencies, (2) such path dependencies may be associated with negative externalities in the form of reduced quality of life of downstream stakeholders in adjacent systems, (3) back lash by system actors precipitates market failure inviting regulatory oversight in the form of fines that tarnish trust and firm reputation, (4) with implications for system crisis and public welfare. Communication is indispensable for an organisation's viability and value creation (Prins & Verhoef, 2007). The discipline of marketing is responsible for communicating and delivering value to customers by keeping in view the larger interests of society. However, in real-world practice, marketing breaches ethical lines in the exchange process and might favour profits over society's long term benefits (Jones et al., 2007). Marketing and society are interconnected and significantly influence each other. Marketing is inextricably connected with economic growth (Kinsey, 1982), but at the same time is a bad name as well. Deception and exploitation are other names for marketing because the discipline is responsible for promoting materialism and over consumption overhauled if the key stakeholders, particularly industry and physicians behave ethically and comply with codes of conduct developed by international and local bodies. The principles, strategies and tactics, and outcomes of marketing are under scrutiny and criticism. Nevertheless, constructive criticism helps to affirmatively connect both society and discipline.

The overriding focus of marketing on instrumentalism rather than critical reflexivity (Clifford, 2007); overemphasis on narrow managerial priorities and consumer self-interest; complacency in handling environmental issues; intellectual shallowness by not developing theory; and stress on quantitative modelling are the imperfections which need to be critiqued (Alvesson, 1994; Tadajewski, 2006). Nonetheless, criticism on these avenues will not only improve the intellectual capacity but will boost credibility in the marketplace. The critical perspective of marketing becomes much more important in some industries like food, pharmaceuticals, and tobacco. It is more likely that critical marketing discipline will be employed in situations like tobacco and pharmaceutical drug promotion. It is marketing that is responsible for the smoking of adults in society. It is for this very reason that WHO and other international organisations have completely banned the promotion of tobacco products in all member countries. The overuse and even abuse of antibiotics is also attributed to marketing. The human race is very close to the pre-antibiotic era by misuse of this wonderful drug and

failure to innovate. Nevertheless, pharmaceutical marketing is equally blameworthy of over-promotion and inability to allocate proper R&D budgets for new molecule development. The influence of pharmaceutical marketing on physicians' prescribing pattern is studied qualitatively, and thus, need to inquire through survey research to make the intervention easy wherever required. This study doesn't develop a proper tool to gauge physicians' prescriptions which may be research in future studies.

Likewise, the Pakistani chapter also acts as a catalyst for boosting the economy and creates millions of jobs. Nevertheless, unethical marketing practices are the norms of the industry operating in Pakistan. They are competing with each other in bribing physicians, providing lavish dinners, expensive gifts, and overseas entertainment tours instead of academic trips. Marketers employ manipulative strategies to induce consumers which result in the overconsumption and misuse of non-renewable resources. They expand current markets by producing large volume sales and profits and thus, increase shareholders' wealth. The current advent of antibiotic resistance is attributed to the misuse and abuse of this wonderful drug and pharmaceutical marketing has a prominent role in it. Marketing as a discipline creates value by informing physicians to prescribe the right drugs in appropriate indication with proper dosage. But nonetheless, the industry used marketing as an instrumentalist tool to expand the boundaries of current treatments and thus, increase the usage of medicines unnecessarily. However, unethical marketing practices have firmly anchored their roots in the pharmaceutical industry. There is a growing concern over health-related issues that arise from the influence of unethical marketing on drug dispensing.

CONCLUSION

Safe and potent drug discovery, manufacturing, and marketing are the overarching goals for the pharmaceutical industry with the aim of improving quality of life and increasing average life span. In this way, they safeguard the shareholders' wealth and create value in the form of new molecule development. Thus, the larger interests of the society and community are preserved. The pharmaceutical industry is a multi-billion-dollar industry contributing \$1.3 trillion to the world global economy and has provided millions of jobs to society.

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**SURXONDARYO VILOYATIDA KICHIK BIZNES VA XUSUSIY
TADBIRKORLIKNING IQTISODIYOT TARMOQLARIDAGI ASOSIY
KO'RSATKICHLARI HAJMINING STATISTIK TAHLILI**

Fayziyeva Aziza Azamat qizi

Termiz davlat universiteti tayanch doktoranti

Annotatsiya. Hozirgi kunda kichik biznes subyektlarisiz iqtisodiyotni tassavur qilib bo'lmaydi. Kichik korxonalar nafaqat mamlakatimiz iqtisodiyotida, balki xorijiy mamlakatlar iqtisodiyotida ham muhim ahamiyatga ega. Kichik korxonalarining mamlakatimizdagi ijtimoiy-iqtisodiy ahamiyati judayam katta. Jumladan, mamlakatimizdagi soliq to'lovlarning va bandlikning katta qismi aynan kichik biznes subyektlari tomonidan ta'minlanadi. Xorijiy mamlakatlar tajribasiga nazar tashlaydigan bo'lsak, Germaniya, Xitoy kabi davlatlarning 70-80% bandligi aynan kichik korxonalar xissasiga to'g'ri keladi.

Kalit so'zlar: kichik korxonalar, sanoat, eksport, import, qurilish, savdo.

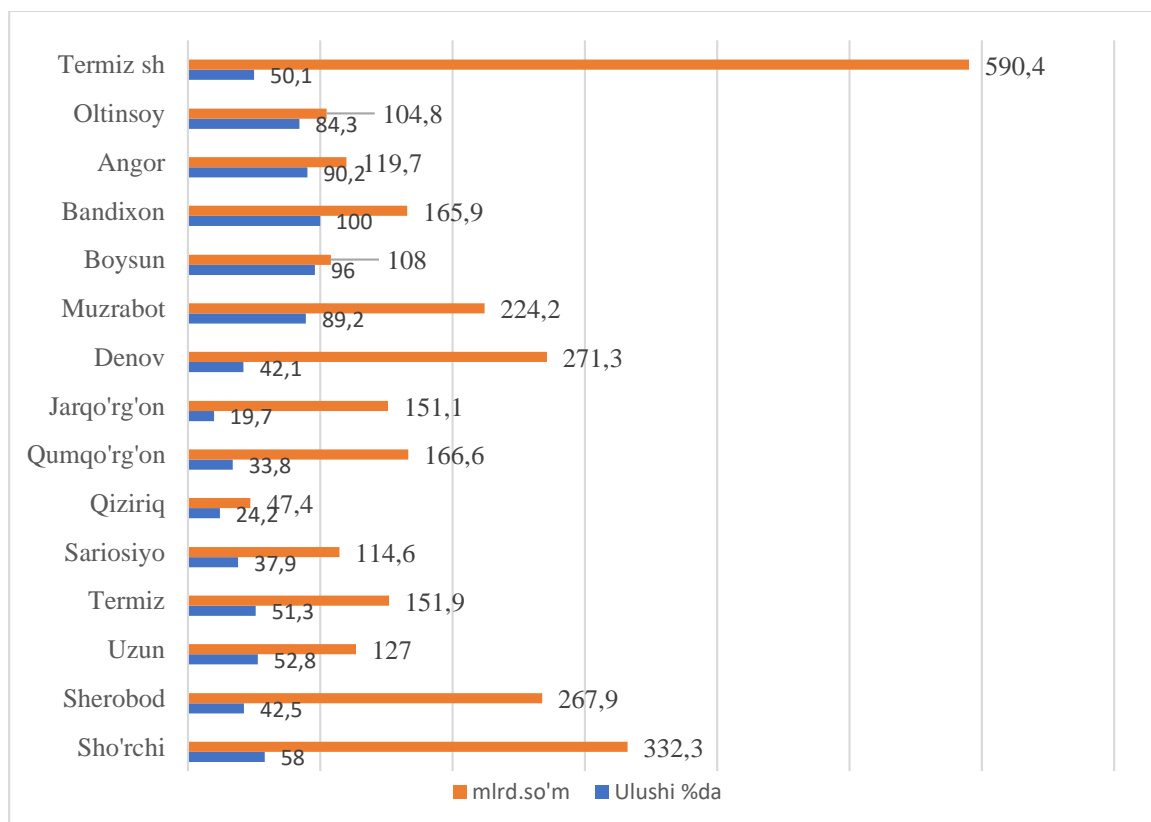
Dastlabki ma'lumotlar bo'yicha 2023-yilning yanvar-sentabr oylarida viloyat korxonalari tomonidan 5931,3 mlrd so'mlik sanoat mahsulotlari ishlab chiqarilgan bo'lib, uning 4137,3 mlrd so'mi aynan kichik biznes subyektlariga to'g'ri keladi.

1-jadval. Surxondaryo viloyatidagi kichik biznes subyektlari tomonidan sanoat mahsulotlari ishlab chiqarish hajmi (mlrd.so'm)

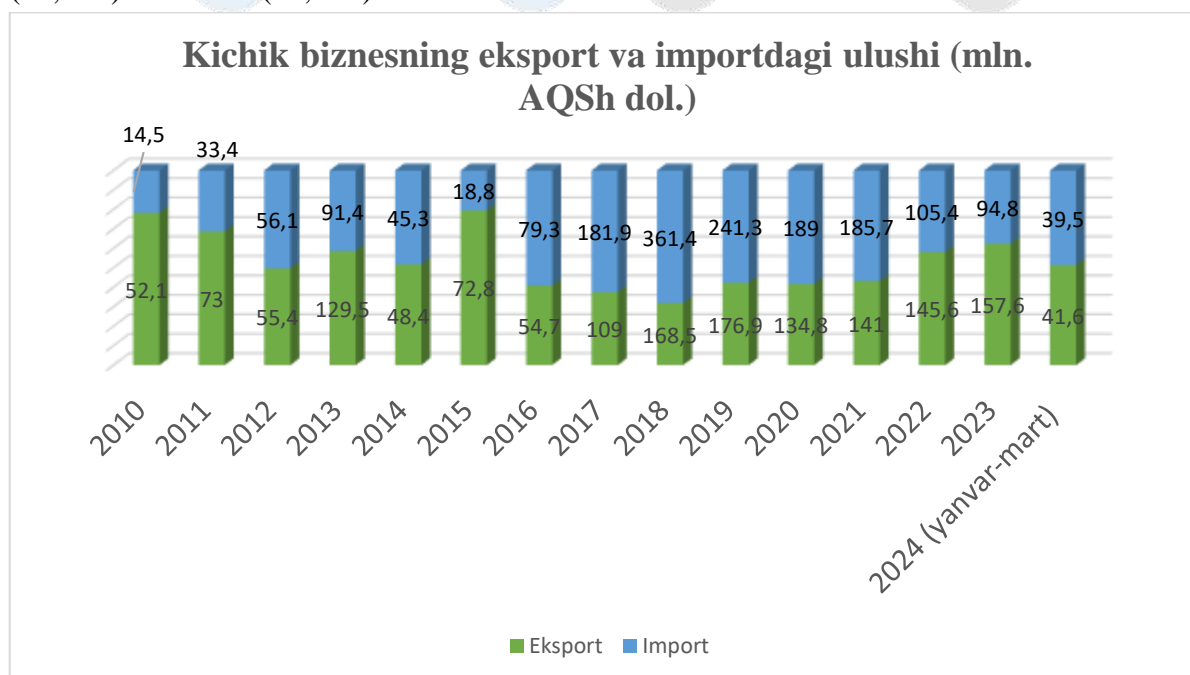
Yillar	Sanoat (mlrd so'm)
2010	192,3
2011	296,5
2012	362,9
2013	449,2
2014	608,2
2015	747,6
2016	995,7
2017	1204,6
2018	1558,6
2019	1736,4
2020	2413,2
2021	3378,6
2022	3066,0
2023	4137,3
2024 (yanvar-mart)	1150,6

Bugungi kunda viloyatda 3213 ta sanoat korxonalari faoliyat ko'rsatmoqda, shundan 473 tasi (ro'yxatdan o'tgan korxonalar umumiy sonining 14,7%i) Termiz shahriga, 369 tasi (11,5%) Denov tumaniga, 242 tasi (7,5%) Sariosiyo tumaniga, 231 (7,2%) Sho'rchi tumaniga va 223 tasi (6,9%) Qumqo'rg'on tumaniga to'g'ri kelmoqda.

Sanoat mahsulotlari ishlab chiqarishning hududlar kesimidagi ulushi 2023-yil



Hududlar bo'yicha sanoat sohasining yuqori ulushini Bandixon (100,0 %), Boysun (96,0 %), Angor (90,2 %), Muzrabot (89,2 %) va Oltinsoy (84,3 %) tumanlari tashkil etadi. Qurilishda Angor (100,0 %), Boysun (100,0 %), Denov (100,0 %), Muzrabot (100,0 %), Termiz (100,0 %), Sherobod (100,0 %), Sho'rchi (100,0 %), Oltinsoy (99,7 %) va Uzun (100,0 %) tumanlari tashkil etadi. Xizmatlar sohasida Bandixon (83,6 %), Qiziriq (81,3 %), Muzrabot (80,1 %), Boysun (79,9 %), Oltinsoy (77,9 %) va Angor (76,1 %) tumanlari tashkil etadi. Investitsiyada Sherobod (94,7 %), Angor (90,7 %), Muzrabot (90,1 %), Bandixon (87,6 %), Qiziriq (84,0 %), Oltinsoy (80,3 %) va Denov (79,0 %) tumanlari tashkil etadi.



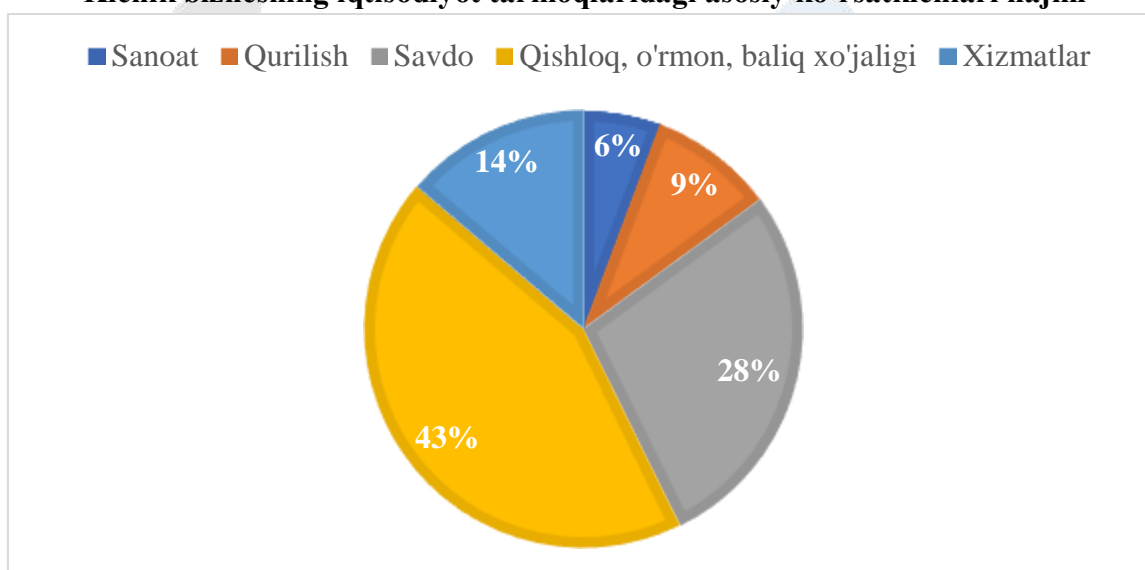
2023- yil yanvar-sentabr oylarida hududlar bo'yicha kichik tadbirkorlik subyektlari tomonidan amalga oshirilgan mahsulot (ishlar va xizmatlar) eksportining jamiga nisbatan eng

ko'p ulushi Boysun tumanida - 100,0 %, Qiziriq tumanida - 100,0 %, Bandixon tumanida - 100,0 %, Muzrabot tumanida - 100,0 %, Sariosiyo tumanida - 100,0 %, Oltinsoy tumanida - 97,8 % va Sherobod tumanida - 90,2 % ni eng past ko'rsatkich Sho'rchi tumanida - 33,8 % ni tashkil etdi.

2023- yilning yanvar-sentabr oylarida import hajmi 87 171,0 ming AQSH dollarini va 2022- yilning mos davriga nisbatan 71,2 % ni tashkil etdi. Import tarkibida eng katta ulush, mashinalar va transport asbob-uskunalari (46,4 %), oziq-ovqat mahsulotlari va tirik hayvonlar (24,9 %), hamda sanoat tovarlari (18,9 %) hisobiga to'g'ri keldi.

2023- yil yanvar-sentabr oylarida tashqi savdo aylanmasida tovarlar va xizmatlar eksporti bo'yicha asosiy hamkorlarimiz Afg'oniston, Pokiston, XXR, Rossiya, Qozog'iston, Turkiya va Tojikiston kabi davlatlar bo'lgan. Ularning umumiy eksportdagi ulushi 92,3 % ni tashkil etdi.

Kichik biznesning iqtisodiyot tarmoqlaridagi asosiy ko'rsatkichlari hajmi



Hududlar kesimida kichik tadbirkorlik subyektlarining eng ko'p bajarilgan qurilish ishlari hajmi Termiz shahri (1 359,9 mlrd. so'm), Denov (549,4 mlrd. so'm), Boysun (348,4 mlrd. so'm), Sariosiyo (338,5 mlrd. so'm), Jarqo'rg'on (337,1 mlrd. so'm), Termiz (294,3 mlrd. so'm), Sherobod (337,1 mlrd. so'm), Angor (233,5 mlrd. so'm) va Muzrabot (201,5 mlrd. so'm) tumanlarida qayd etildi.

Hududlar kesimida kichik tadbirkorlik subyektlarining eng ko'p xizmatlar hajmi Termiz shahri (1 393,7 mlrd. so'm), Denov tumanida (863,2 mlrd. so'm), Sariosiyo (442,9 mlrd. so'm), Jarqo'rg'on (442,8 mlrd. so'm), Sherobod (437,2 mlrd. so'm), Sho'rchi (423,2 mlrd. so'm) va Qumqo'rg'on (419,4 mlrd. so'm) tumanlari hissasiga to'g'ri keladi.

FOYDALANILGAN ADABIYOTLAR RO'YXATI:

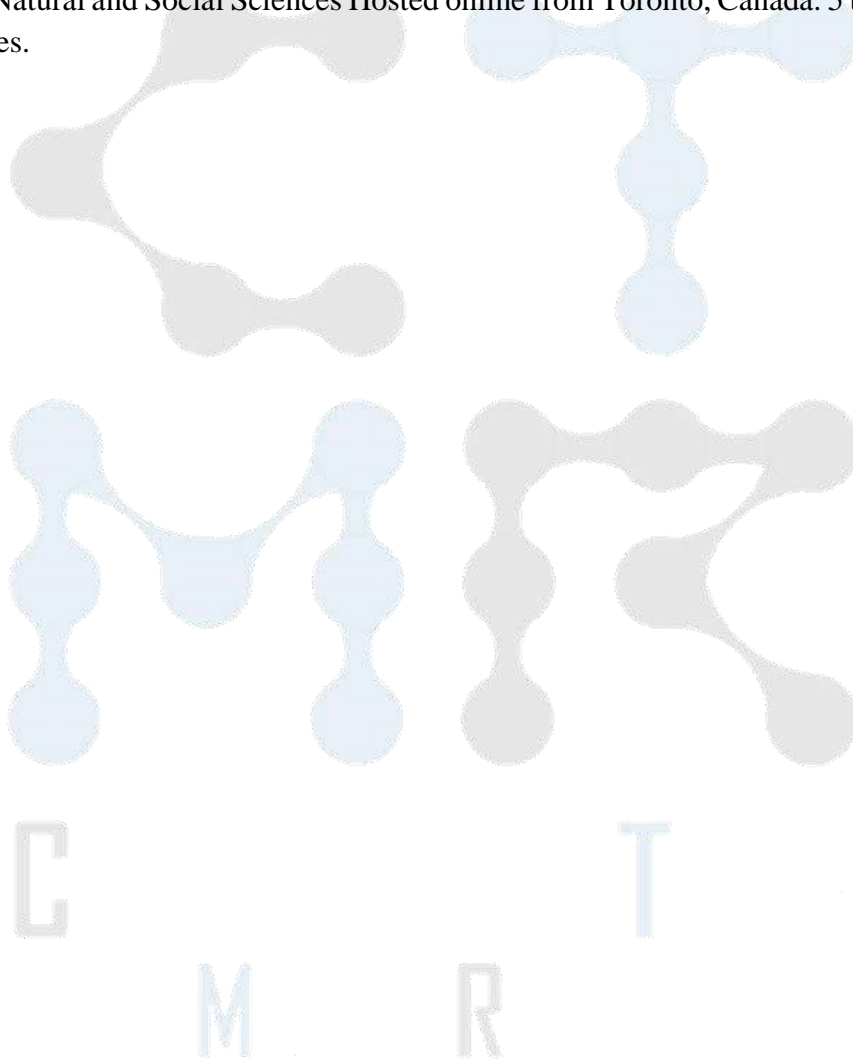
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**THEORIES RELATED TO THE EMOTION OF ASTONISHMENT
ТЕОРИИ, СВЯЗАННЫЕ С ЭМОЦИЕЙ УДИВЛЕНИЯ
HAYRATLANISH HISSIYOTI BILAN BOG'LIQ NAZARIYALAR**

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Samarqand tuman, ipakchi mahalla, 13-sonli umumiy o'rta ta'lim maktabining ingliz tili fani o'qituvchisi

Abstract. this article discusses theories related to the emotion of astonishment and provides several notions from prominent scholars based on the topic.

Абстрактный. В этой статье обсуждаются теории, связанные с эмоцией удивления, и приводятся несколько понятий выдающихся ученых, основанных на этой теме.

Abstrakt. Ushbu maqolada ajablanish hissi bilan bog'liq nazariyalar muhokama qilinadi va taniqli olimlarning ushbu mavzuga asoslangan bir nechta tushunchalari keltirilgan.

Keywords: *anotropocentric paradigm, emotions, pragmatic processes, ethnospecific, super-emotion.*

In recent decades, various areas of scientific thought, natural and social, have gradually been integrated in a single effort to study and, as a result, understand man. Diverse approaches and views on the same object were designed to create the most complete picture of this phenomenon, including the dialectical unity of dissimilar and sometimes contradictory facts and their assessments. "In essence, a person is the cardinal link that gives meaning to scientific research, being a measure of their significance, and determines their ultimate goal"[1]. A person who knows, thinks and speaks attracts the attention of specialists in the field of philosophy, anthropology, psychology, linguistics and other sciences. Human orientation or anthropo-orientation of scientific research suggests that an anotropocentric paradigm has been formed in recent decades.

In this regard, the central task of linguistics at the present stage is "explicit inclusion of the human universe into the ontology of language, which allows explaining on a single methodological basis all the most important moments of the existence of language"[2].

The development of the anthropocentric approach in modern linguistics determines the interest in pragmatic manifestations of linguistic personalities. A person's consciousness, the world in which he resides, and the languages with which he thinks and expresses himself become the pragmatic basis of anthropo-linguistics. Here we are faced with the problem of interaction and interrelation of anthropology and pragmatic science, since the anthropo-orientation of modern scientific thought finds the most explicit and fruitful reflection in pragmatic research.

Attention to a person who seeks to embrace the laws of his existence in the information world determines the list of problems that are fundamental to pragmatic science. Pragmatic science explores the possibilities and boundaries of the pragmatic process, the relationship between knowledge and reality, the subject and object of cognition, the general prerequisites of the pragmatic process, the conditions for the reliability of knowledge, criteria for its truth, forms and levels of cognition, the process of forming a picture of the world of an individual and an ethnic group, as well as a number of other problems. This science is integrative in nature and

unites the efforts of philosophers, psychologists, psycholinguists, neurophysiologists, linguists, specialists in the field of artificial intelligence and others to develop theories of great explanatory power.

Emotions as one of the most important aspects of human nature and activity have aroused interest in the reflection of human emotional states in language, the study and description of an emotional person.

At the origins of the study of emotions are ancient philosophers who recognized the crucial importance of emotional acceptance or rejection in cognition. Plato, Aristotle, Descartes, Spinoza, I. Kant have repeatedly expressed their views on this issue [3].

The word emotion comes from the French emotion (< lat. emoveo — I shake, I excite). “Emotions are one of the forms of reflection of the world, they reflect not objects and phenomena of the real world, but the relations in which they are to a person, i.e. not the properties of objects and phenomena, but their significance for human life. <...> Emotions exist only where there is interest and attitude”[4].

In our opinion, “emotion” was most clearly defined and distinguished from a number of other phenomena in the work of E. P. Ilyin [5]. According to his research results, the phenomena listed above (feeling, emotional tone, etc.) are types of emotional response. The following are descriptions of emotional phenomena taken in the work of E. P. Ilyin, with our interpretation of the connection of these phenomena with the pragmatic processes of perception and thinking.

Let us consider linguistic works devoted to the study of the emotion of astonishment regarding the completeness of the disclosure in them of the problems of the axiological sign, cause-and-effect relationships, characteristic features of functioning, mechanisms of flow and description of the means of linguistic realizations of the emotion under study. This will allow us to identify unexplored issues of the linguistic representation of the emotion of astonishment and determine the boundaries of this study.

The emotion of astonishment is considered in many works devoted to linguistic and literary problems. It should be noted that in most studies, attention is focused on the analysis of lexical means of expressing astonishment in language and speech. Thus, nouns and verbs representing the emotion of astonishment in English and German were studied [6].

The author's merit is, firstly, the description of a group of lexical means objectifying the emotion of astonishment in literary texts; secondly, the analysis of the metaphorical actualization of the concept of astonishment; thirdly, the consideration of the general and ethnospecific characteristics of this concept in the course of a comparative analysis of Russian and English fourth, the selection of the components of the concept under study, by which the author means the components of the meanings of the lexemes “astonishment”, “astonishment”, their synonyms (amazement, wonder, astonishment), partial and word-formative variants. Nevertheless, the list of components of the astonishment concept, containing lexical and semantic units of different nature, highlighted by N. V. Dorofeeva, leaves the questions of the validity of the selection criteria for the selection of material and methods of analysis, and hence the completeness of the description of the structure of the concept itself, that is, the description of how this extra-linguistic phenomenon is imprinted in the English-speaking consciousness. In this regard, in this paper it seems appropriate to study the existing methods of analyzing the structure of concepts. Based on the results of this analysis, it is necessary to develop an optimal algorithm for studying the structure of the concept levels that can be studied on linguistic

material, and their components, which results in the construction of a model of the astonishment concept.

During the study of works related to the consideration of the means of emotivity in language, attention is drawn to the work of linguist B. Krik-Kastowski, whose author assigns a special role to the concept of “astonishment”. She distinguishes astonishment not only among emotions in general, but also against the background of basic or basic emotions of fear and joy in particular. B. Krik-Kastowski writes that astonishment underlies emotions such as fear and joy, serving as a source for them [7]. In this regard, she believes that fear is based on “negative astonishment”, and joy is based on “positive astonishment”. This makes astonishment a “super-emotion”[7]. However, as can be clearly seen from the works of psychologists and many linguists, astonishment in itself does not have a positive or negative assessment as such. Thus, astonishment is a source for other emotions, only giving a signal to a person about the inconsistency of any phenomenon with the usual, habitual course of affairs.

On the basis of the considered works, it was possible to come to conclusions that formed the theoretical basis of the research conducted within the framework of this work. Firstly, pragmatic-informational macro-situation seems to be a productive tool for analyzing a literary text and can be used to consider the origin and functioning of the emotion of astonishment in pragmatic processes. Secondly, the emotion of astonishment has a number of prototypical features that characterize it as a phenomenon of non-linguistic reality: 1) the significance of the event causing the emotion; 2) the astonishment of the event- the reasons; 3) awareness of emotion; 4) connection of the emotion of astonishment with pragmatic processes.

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STYLISTIC FEATURES OF GRADUAL ANTONYMS IN ENGLISH AND UZBEK LANGUAGES**Yusupova Nargis Ochilovna**

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Annotation: In this article, we delve into the essence of gradual antonyms, dissecting their roles, forms, and stylistic implications in these two distinct linguistic landscapes. Through this comparative lens, we aim to unravel the subtle threads that weave together the fabric of linguistic diversity, inviting readers to embark on a voyage of discovery across linguistic and cultural boundaries.

Keywords: Gradual antonyms, Stylistic features, English language, Uzbek language, Semantic nuances, Cultural insights.

Аннотация: В этой статье мы углубляемся в сущность постепенных антонимов, анализируя их роль, формы и стилистические значения в этих двух различных лингвистических ландшафтах. Через эту сравнительную призму мы стремимся распутать тонкие нити, которые сплетают воедино ткань лингвистического разнообразия, приглашая читателей отправиться в путешествие открытий через языковые и культурные границы.

Ключевые слова: Ключевые слова: Постепенные антонимы, Стилистические особенности, Английский язык, Узбекский язык, Семантические нюансы, Культурологические взгляды.

INTRODUCTION:

Language is a fascinating realm where nuances and subtleties often define the depth of expression. Among the many linguistic phenomena, gradual antonyms stand out as a compelling aspect of semantic diversity. Gradual antonyms, unlike their binary counterparts, denote a spectrum of meaning rather than stark oppositions. Comparing the stylistic features of gradual antonyms in English and Uzbek languages unveils intriguing cultural and linguistic insights.

Defining Gradual Antonyms:

Gradual antonyms, also known as scalar opposites or antonymines, present a continuum of meaning between two extremes. Unlike traditional antonyms like "hot" and "cold," which represent polar opposites, gradual antonyms exhibit degrees of intensity or gradation. For instance, "tall" and "short" denote a range of heights rather than absolute opposites.

Stylistic Features in English:

In English, gradual antonyms are prevalent and play a significant role in enriching expression. These linguistic devices often contribute to vivid descriptions and nuanced communication. English gradual antonyms commonly manifest in adjectives, adverbs, and verbs. For example, "fast" and "slow" depict varying speeds, allowing for precise articulation of motion or action. Moreover, English employs gradable adjectives, such as "big" and "small," which accommodate comparative and superlative forms for heightened expressiveness.

Stylistically, English gradual antonyms offer flexibility in tone and emphasis. Writers and speakers utilize them to convey subtleties in characterization, setting, or mood. By selecting specific gradable adjectives or adverbs, they can evoke nuanced imagery and evoke emotional responses. For instance, describing a character as "somewhat anxious" versus "extremely

panicked" paints distinct emotional portraits, illustrating the power of gradation in communication.

Stylistic Features in Uzbek:

Similarly, the Uzbek language employs gradual antonyms to convey shades of meaning and enhance communication. In Uzbek, these linguistic constructs often surface in adjectives, adverbs, and verbs, contributing to the richness of expression. For instance, the Uzbek words for "light" and "dark" encompass a range of luminosity, accommodating various contexts and degrees of brightness.

Stylistically, Uzbek gradual antonyms reflect cultural nuances and aesthetic sensibilities. They enable speakers and writers to articulate subtle distinctions in perception, experience, and emotion. By employing gradation, Uzbek language users can evoke vivid imagery and convey intricate layers of meaning. Whether describing landscapes, emotions, or interpersonal dynamics, gradual antonyms in Uzbek facilitate nuanced communication and foster literary creativity.

Cross-Cultural Insights:

Comparing the stylistic features of gradual antonyms in English and Uzbek languages unveils intriguing cross-cultural insights. While both languages utilize gradation to enrich expression, they do so within distinct cultural frameworks and linguistic traditions. English gradual antonyms often prioritize precision and clarity, aligning with the language's analytical tendencies. In contrast, Uzbek gradual antonyms may emphasize sensory imagery and emotional resonance, reflecting the language's poetic heritage and cultural intricacies.

Main Part:

I. Understanding Gradual Antonyms:

A. Definition and Concept:

1. Gradual antonyms vs. binary antonyms
2. Continuum of meaning
3. Semantic gradation

B. Linguistic Forms:

1. Adjectives, adverbs, and verbs
2. Examples in English and Uzbek

II. Stylistic Features in English:

A. Prevalence and Usage:

1. Common examples in English language
2. Contribution to vivid descriptions

B. Flexibility and Precision:

1. Use in various contexts
2. Role in character portrayal and mood setting

III. Stylistic Features in Uzbek:

A. Cultural Context:

1. Influence of cultural aesthetics
2. Connection to Uzbek literary tradition

B. Expressive Nuances:

1. Semantic richness in Uzbek gradual antonyms
2. Use in everyday communication and literature

IV. Comparative Analysis:

A. Cross-Cultural Insights:

1. Examination of cultural nuances
2. Impact on stylistic preferences

B. Linguistic Traditions:

1. Differences in usage and emphasis
2. Influence of historical and social factors

Conclusion:

The exploration of gradual antonyms in English and Uzbek languages illuminates the intricate interplay between language, culture, and expression. Through a comparative analysis of their stylistic features, semantic nuances, and cultural contexts, we have unveiled a rich tapestry of linguistic diversity and cultural intricacies.

In English, gradual antonyms serve as versatile tools for precise expression, allowing speakers and writers to articulate subtle shades of meaning with clarity and flexibility. From vivid descriptions to nuanced character portrayals, English gradual antonyms enrich communication and enhance literary creativity.

In Uzbek, gradual antonyms reflect the cultural aesthetics and poetic heritage of the language, offering expressive nuances that resonate deeply with its speakers. Embedded within everyday communication and literature, Uzbek gradual antonyms capture the sensory imagery and emotional depth inherent in the cultural fabric.

Through a cross-cultural lens, we have discerned distinct stylistic preferences and linguistic traditions that shape the usage of gradual antonyms in English and Uzbek. While both languages harness gradation to convey meaning, they do so within unique cultural frameworks, emphasizing different aspects of expression and communication.

Ultimately, the study of gradual antonyms not only deepens our understanding of linguistic diversity but also fosters cross-cultural appreciation and empathy. By recognizing the richness of linguistic expression across languages and cultures, we embark on a journey of exploration and discovery, enriching our ability to communicate, connect, and comprehend the multifaceted tapestry of human experience.

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TYPES OF MODERN ASSESSMENT IN EDUCATION SYSTEMS OF DEVELOPED COUNTRIES

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Annotation: This article explores the modern assessment strategies being used in the education systems of developed countries. It delves into innovative methods such as game-based assessments, digital portfolios, authentic assessments, and computer-adaptive testing. The article also discusses the impact of digital transformation and personalization in assessment.

Keywords: Education, Modern Assessment Strategies, Game-Based Assessments, Digital Portfolios, Authentic Assessments, Computer-Adaptive Testing, Digital Transformation, Personalization.

Assessment is an integral part of the education system and plays a critical role in measuring student learning progress and informing instructional decisions. Traditionally, assessments have been limited to standardized tests and written examinations, which only provide a snapshot of student performance at a specific point in time. However, modern assessment strategies have emerged that offer a more comprehensive and dynamic approach to evaluating student learning. In developed countries, such as the United States, Canada, and several European nations, educators are increasingly turning to these innovative assessment methods to gain a better understanding of student learning progress and provide more personalized instruction. In this article, we will explore the types of modern assessment strategies being used in education systems of developed countries, including game-based assessments, digital portfolios, authentic assessments, and computer-adaptive testing. By examining these assessment strategies, we can better understand how they are changing the landscape of education and preparing students for success in the 21st century. We will also talk about digital transformation and personalization in assessment.

1. Innovative Assessment Strategies

Authentic assessments

These assessments measure real-world skills by having students demonstrate their knowledge through activities such as presentations, essays, and project-based learning.

Authentic assessments are an effective way to measure a student's real-world skills and abilities. Rather than simply testing their ability to memorize concepts or solve equations on paper, authentic assessments allow students to showcase their abilities through real-world scenarios, such as projects, presentations, or problem-solving activities.

Authentic assessments are designed to mimic the tasks that professionals in a particular field perform. This approach provides students with a more realistic understanding of how their knowledge and skills will be applied in the workforce. By giving students the opportunity to demonstrate their abilities in this way, authentic assessments can help to promote higher-order thinking and engagement.

Another benefit of authentic assessments is that they can help to identify areas where students need additional support. For example, if a student struggles with a particular aspect of a project, the teacher can provide feedback and support to help them improve in that area.

Game-based assessments

Game-based assessments use the principles of game design to create engaging assessments that can help to evaluate skills or knowledge in an interactive and fun way.

Game-based assessments combine the principles of game design with assessment strategies to create engaging and interactive learning experiences. These assessments are designed to be enjoyable for students while still providing valuable information about their learning progress. By using game-based assessments, educators can promote higher levels of student engagement and motivation, leading to improved learning outcomes.

One example of a game-based assessment is ClassCraft, a role-playing game that rewards students for positive behaviors and learning achievements. The game is designed to be a collaborative experience, with students working together to solve puzzles and overcome challenges. As they progress through the game, students earn points and rewards for their achievements, such as completing assignments, participating in class, and helping their peers. ClassCraft provides teachers with a wealth of information about student learning. Teachers can track students' progress through the game and gain insights into their strengths, weaknesses, and learning behaviors. This information can then be used to design more targeted instruction and support for individual students.

Peer and self-assessments

These types of assessments allow students to take an active role in their learning by evaluating their own work or that of their classmates.

Peer and self-assessments are assessment strategies that allow students to take an active role in their own learning and the learning of their peers. These assessments can provide valuable feedback while promoting higher levels of engagement and self-awareness. Peer and self-assessments can be used in a variety of settings, from classroom presentations to group projects, to written assignments.

One example of a peer assessment is the "Two Stars and a Wish" strategy. In this technique, students provide two positive comments ("stars") and one constructive criticism ("wish") about a peer's work. This approach encourages students to focus on the strengths of their classmates while still offering suggestions for improvement. By participating in this exercise, students learn to give and receive feedback effectively, developing a better understanding of their strengths and weaknesses.

Self-assessments encourage students to take responsibility for their learning and reflect on their own progress. This approach can be used through activities such as learning journals, reflective essays, or self-evaluations. Through self-assessment, students learn to identify their own strengths and weaknesses and take ownership of their learning progress.

Digital portfolios.

Digital portfolio assessments are a modern approach to documenting student learning progress throughout the school year. A digital portfolio is a collection of evidence demonstrating a student's work, growth, and achievements. It can include a range of materials, such as photos, videos, essays, articles, multimedia projects, and other work samples.

One example of digital portfolio assessments is the platform Seesaw. This digital tool allows teachers, students, and parents to create, access, and share portfolios online. It provides a range of features, including the ability to upload and organize different types of work samples, add captions and annotations, and allow specifically chosen individuals to view, comment, and offer feedback.

Digital portfolios provide a platform for students to showcase their work and growth throughout the school year. They can be used to assess students' progress and to help identify areas in which they need to improve. For example, if a student struggles with writing, their collection of writing samples can be analyzed to identify specific areas for growth.

Digital portfolio assessments also promote student autonomy and self-reflection by giving them more control over their learning progress. By creating a platform for students to showcase their work, teachers can encourage greater self-evaluation, self-awareness, and engagement.

Interactive whiteboard assessments

Interactive whiteboard assessments offer an innovative and engaging way to assess student learning. The use of interactive whiteboards in assessments allows for greater interaction, collaboration, and engagement among students. Teachers can create multimedia presentations with interactive elements that allow students to respond to questions and activities in real-time.

One example of interactive whiteboard assessments is Kahoot! This platform uses interactive quizzes and activities to test students' knowledge in real-time. Teachers can create quizzes on a variety of subjects and students can participate anonymously in the game-like experience through their own devices.

One of the key benefits of interactive whiteboard assessments is they promote higher levels of student engagement and motivation. By utilizing multimedia elements, such as images, videos, and audio, teachers can create more engaging and interactive assessments that capture the attention of the students. This can lead to higher levels of participation and greater accuracy of the results.

Interactive whiteboard assessments also allow for greater customization and personalization. Teachers can create assessments that target individual student needs and provide more in-depth feedback based on the data collected.

Computer-adaptive testing

One of the most innovative assessment strategies to emerge in recent years is computer-adaptive testing (CAT). This approach utilizes algorithms to adjust the difficulty level of questions based on students' responses to previous questions. If students answer a question correctly, they will be given a more challenging question, whereas incorrect answers result in a simpler question being presented. The goal is to provide a more efficient and accurate assessment of students' knowledge and skills.

An example of computer-adaptive testing is the Smarter Balanced Assessment Consortium (SBAC) test. The SBAC test is a standardized test designed to measure student proficiency in math and English language arts. The test includes a computer-adaptive component that adjusts the difficulty of questions based on student responses. This allows for a more precise measurement of a student's skill level and can identify strengths and weaknesses more effectively.

One key advantage of computer-adaptive testing assessments is the efficiency of the process. By tailoring the questions to individual students, the test can be completed more quickly than traditional paper-based tests, saving teachers time and resources. Additionally, the feedback generated from the test is highly specific and can provide teachers with actionable insights into their students' progress.

Overall, computer-adaptive testing assessments are an effective way to assess student learning. By utilizing data and algorithms to tailor assessments to individual students, these tests provide a more precise measurement of knowledge and skills. This can help teachers focus their instruction on the areas students need the most help, leading to more effective and efficient learning.

Classroom observation

Classroom observation assessments are a crucial aspect of evaluating student learning progress. This assessment method involves observing students in the classroom, either in person or through video recordings, to gain a greater understanding of how they interact with their peers and the learning environment. Teachers can use this assessment method to observe behavior, interactions, and learning patterns, enabling them to identify strengths as well as areas of improvement.

One example of classroom observation assessments is the Classroom Assessment Scoring System (CLASS) tool developed by the University of Virginia. CLASS is a standardized assessment tool that measures the quality of teacher-child interactions in the classroom. It focuses on specific aspects of teacher-child interactions, such as emotional support, classroom organization, and instructional support. Teachers can use this tool to identify areas where they can improve their teaching practices and create a more positive learning environment for their students.

Classroom observation assessments allow for a more nuanced evaluation of student learning progress. By observing students in the learning environment, teachers can gain valuable insights into their strengths and weaknesses, as well as the effectiveness of their teaching practices. Classroom observation assessments also allow teachers to identify gaps in learning and tailor their instruction to better meet the needs of each individual student.

2. Digital Transformation and Personalization

As technology continues to advance, it is necessary for education systems to keep up with the times. One way to do this is through digital transformation and personalization in modern assessment. Developed countries around the world have started to implement these strategies in their education systems to ensure that students are receiving the best education possible.

Digital transformation refers to the process of integrating technology into every aspect of an organization to improve operations and provide better services. In education, this means utilizing technology to improve the assessment process. There are many benefits to this type of transformation, including increased efficiency, accuracy, and accessibility. Digital assessments can also help to reduce the amount of paper used, which is good for the environment.

Personalization in assessment refers to the process of tailoring assessments to meet the individual needs of each student. This approach recognizes that every student is unique and has their own learning style, strengths, and weaknesses. Personalized assessments can help students to stay engaged and motivated, as well as provide valuable feedback that can help them improve their skills.

Digital transformation and personalization go hand-in-hand, as technology allows for more personalized assessments that can be delivered quickly and efficiently. For example, computer-adaptive testing is a popular form of digital assessment that can be personalized to each student's ability level. The test adapts to the student's responses, becoming easier or harder depending on their performance.

Another benefit of digital assessments is that they can be more engaging for students. Many students today are digital natives who have grown up surrounded by technology. By using digital tools and platforms for assessments, educators can provide a more familiar and enjoyable experience for students. This can help to reduce stress and anxiety associated with traditional assessments.

Digital transformation and personalization in assessment can also help to ensure that all students are receiving the support they need. For example, students with disabilities may need accommodations such as extra time or alternative formats for assessments. Digital assessments can provide these accommodations more easily and efficiently than traditional paper-based assessments.

In conclusion, digital transformation and personalization in modern assessment are key components of education systems in developed countries. By leveraging technology and tailoring assessments to the individual needs of students, educators can ensure that students receive the best education possible. These strategies can help to engage students, boost motivation, and provide valuable feedback that can improve learning outcomes. In a rapidly changing world, it is essential that education systems keep pace with technological advances, and digital transformation and personalization in assessment are valuable tools for doing so.

Conclusion. Modern assessment strategies are revolutionizing the education systems in developed countries. These innovative methods provide a more comprehensive understanding of a student's learning progress and allow for more personalized instruction. As digital transformation continues to influence these strategies, it is crucial for educators to adapt and utilize these tools to prepare students for success in the 21st century.

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**O'ZBEKISTON RESPUBLIKASIDA RAQAMLI IQTISODIYOTNI
SHAKLLANTIRISH XUSUSIYATLARI**

O'zbekiston Respublikasi Vazirlar mahkamasi huzuridagi Biznes va tadbirkorlik oliy maktabi
“Xorijiy tillar va biznes kommunikatsiya” kafedrasida dotsenti

Farmonov Bekzod Begmatovich

Annotatsiya:

Ushbu maqola raqamli iqtisodiyotni, xususan, AKT sohasini rivojlantirishning asosiy maqsadi raqamli iqtisodiyotga o'tish bosqichlaridan biri sifatida mamlakatimizda yagona axborot makonini shakllantirish, bu boradagi ishlar samaradorligini oshirish uchun shart-sharoit yaratishni ta'minlashdan iborat bo'lgan. Iqtisodiyot, davlat va mahalliy davlat hokimiyati organlarining samaradorligini oshirish, jamiyatning iqtisodiy va ijtimoiy rivojlanishi holati to'g'risidagi ma'lumotlarni bepul qidirish, uzatish, tarqatish huquqlarini ta'minlash kabi dolzarb masalar to'plamiga qaratilgan.

Kalit so'zlar: AKT sohasi, blokchain, innovasion omillar, rivojlanish strategiyasi, raqamli iqtisodiyot.

Kirish Jahonda an'anaviy, cheklangan, takror ishlab chiqarilmaydigan iqtisodiy resurslar hajmi qisqarib borayotgan sharoitda iqtisodiyotni innovasion omillar asosida barqaror o'sishini ta'minlash muhim ahamiyat kasb etadi. Jahon iqtisodiyotida barqaror iqtisodiy o'sishni innovasion omillar hisobiga ta'minlashda Shveysariya, Shvesiya, AQSh, Buyuk Britaniya, Janubiy Koreya, Niderlandiya, Finlyandiya, Singapur, Daniya va Germaniya (global innovasion indeks bo'yicha yetakchi) kabi mamlakatlarda boy tajriba to'plangan.

So'ngi yillarda mamlakatimizda ham iqtisodiyotning innovasion salohiyatini oshirish maqsadida ham islohotlar amalga oshirilib kelinmoqda. Jumladan, O'zbekiston Respublikasi Prezidentining “2022-2026 yillarda O'zbekiston Respublikasining innovasion rivojlanish strategiyasini tasdiqlash to'g'risida”gi Farmonida 2026 yil yakuniga ko'ra asosiy maqsadli ko'rsatkichlarga erishish belgilangan.

Shu qatorda shuni ta'kidlab o'tish kerakki raqamli iqtisodiyotni rivojlantirish sharoitida zamonaviy axborot tizimlarining asosiy tarkibiy qismi bo'lgan milliy iqtisodiyot tarmoqlari va sohalarida axborot-kommunikatsiya texnologiyalaridan foydalanishni takomillashtirish muhim ahamiyatga ega. O'zbekiston Respublikasi Prezidentining qator Farmon va qarorlari qabul qilingani mazkur qoidaning dolzarbligidan dalolat beradi. Jumladan, O'zbekiston Respublikasi Prezidentining “Raqamli O'zbekiston – 2030” strategiyasini tasdiqlash va uni samarali amalga oshirish chora-tadbirlari to'g'risida”gi farmonida “Respublikada “Raqamli O'zbekiston – 2030” strategiyasini faol rivojlantirish bo'yicha kompleks chora-tadbirlar amalga oshirilmoqda. Raqamli iqtisodiyot, shuningdek, zamonaviy axborot-kommunikatsiya texnologiyalarini barcha soha va yonalishlarda, birinchi navbatda, davlat boshqaruvi, ta'lim, sog'liqni saqlash va qishloq xo'jaligida keng joriy etish ko'zda tutilgan.” Blokcheyn texnologiyalari (ma'lumotlar registrining taqsimlangan texnologiyalari), sun'iy intellekt, foydalanish superkompyuter imkoniyatlari, shuningdek kriptofaollik faoliyati dunyoning ko'plab mamlakatlarida raqamli iqtisodiyotni rivojlantirish yo'nalishlaridan biri hisoblanadi. Blokcheyn texnologiyalari nafaqat iqtisodiyotning ko'plab tarmoqlariga, balki davlat boshqaruvi va boshqa jamoatchilik bilan aloqalar tizimiga ham bosqichma-bosqich joriy etilmoqda.” Amaliyot shuni ko'rsatadiki,

bugungi kunda aynan axborot-kommunikatsiya texnologiyalari (AKT) iqtisodiyotning asosiy asosiy tarkibiy qismi hisoblanadi. o'sish, strategik ahamiyatga ega bo'lgan tarmoqlarni rivojlantirish dastagi, boshqaruv samaradorligini oshirish vositasi, iqtisodiyotning raqobatbardoshligini oshirish omili bo'lgan maqsadli dasturlar va boshqa chora-tadbirlar yordamida sohani qo'llab-quvvatlamoda va rag'batlantirmoqda. O'z navbatida, mamlakatimizda ham, xorijda ham AKT sohasining rivojlanishi yangi iqtisodiy muhit, raqamli iqtisodiyotning rivojlanishiga hissa qo'shmoqda, shu jumladan, hozirgi davr axborot oqimlari hajmining misli ko'rilmagan o'sishi bilan tavsiflanadi. Bu inson faoliyatining deyarli har qanday soha va jabhalariga tegishli bo'lib qolmoqda. Axborot hajmining eng katta o'sishi sanoat, savdo, bank, moliya va ta'lim sohalarida kuzatilmoqda. Masalan, sanoatda hamda ishlab chiqarish sohalarining AKT yonalishiga ixtisoslashtirilishi ishlab chiqarish maxsulotlar hajmining ortishiga olib keladi va bu o'z qatorda xo'jalik ob'yektlarining tashqi va ichki bo'g'inarining kengayishiga olib keladi. AKT – rivojlanayotgan xo'jalik yurituvchi subyektlar talablariga muvofiq zamonaviy dasturiy ta'minot va texnik vositalardan foydalanish asosida ma'lumotlar yig'ish, axborot va bilimlarni to'plash, saqlash, qidirish, qayta ishlash, tahlil qilish, axborot berish usullari tizimidir.

Mavzu bo'yicha adabiyotlar tahlili Raqamli iqtisodiyotni rivojlantirish muammolari xorijiy va mahalliy olimlarning turli ilmiy ishlarida ko'rib chiqilgan. Bunga misol tariqasida quyidagi ma'lumotlar bilan tanishib chiqishimiz mumkin, Suyunov D.KX. Digitalization of the economy: concepts, problems and implementation strategy maqolasida. "Raqamli iqtisodiyotni shakllantirish sharoitida O'zbekiston Respublikasining statistika faoliyatida ilg'or axborot-kommunikatsiya texnologiyalaridan foydalanish metodologiyasini takomillashtirishning asosiy va ilg'or yo'nalishlarini taqdim etadi, va iqtisodiyotni raqamlashtirish sharoitida O'zbekiston Respublikasining statistika sohasida kommunikatsiya texnologiyalarini qo'llash doirasiga alohida e'tibor berilgan. Grey K.F., Larson E.larning "Loyihalarni boshqarish" amaliy qo'llanmasida loyihalashning barcha bosqichlari, jumladan loyihani tashkil etish strategiyasining integratsiyasi, loyihani aniqlash, tarmoq rejasini ishlab chiqish, risklarni boshqarish, loyihani amalga oshirish vaqtini qisqartirish, resurslarni rejalashtirish, loyihani tashkil etish, loyihani boshqarish, loyiha jamoasini boshqarish, loyihalash bo'yicha hamkorlik, ish holati va borishini o'lchash va baholash, audit va dizaynni yakunlash, xalqaro loyihalar, loyihani boshqarish jarayoni va kelajak haqida ma'lumotlar keltirilgan. Pilipenko E.F., Belalova G.A. "Biznes-jarayonlarni reinjiningga tizimli yondashishning zamonaviy tendentsiyalari" maqolasida axborot tizimlari va biznes-jarayonlarini reinjiningini loyihalashda tizimli tahlil va tizimli yondashuv usullaridan foydalanishga bag'ishlangan. Bundan tashqari, u reinjining jarayonida amal qilinishi kerak bo'lgan asosiy qoidalarni muhokama qiladi va ular o'rtasidagi barcha operatsiyalar, protseduralar va munosabatlarning muqobil modellarini taqdim etadi. Balatskiy E.V., Ekimov N.A.ning "Innovatsion-texnologik matritsalar va iqtisodiy rivojlanishning milliy strategiyalari" maqolasida nisbiy mehnat unumdorligi indeksi va mehnat unumdorligi indeksi asosida keng namunadagi mamlakatlar uchun innovatsion va texnologiya matritsalarini qurishni nazarda tutuvchi tadqiqot metodologiyasi keltirilgan. Tadqiqot va ishlanmalar uchun nisbiy birlik xarajatlari indeksiga ham alohida e'tibor berilgan. Bunday metodologik uslub ishlab chiqarish sohasiga nisbatan ilmiy-tadqiqot va ishlanmalarning ilg'or rivojlanishi bilan ajralib turadigan noan'anaviy innovatsion strategiyaga amal qiluvchi mamlakatlarni aniqlash imkonini beradi. Hashimxo'jaev S.I. o'zining "O'zbekiston Respublikasida raqamli transformatsiyaning iqtisodiy jarayonlarga ta'siri" maqolasida raqamli

iqtisodiyotni shakllantirish sharoitida O'zbekiston Respublikasi oliy ta'lim muassasalarida o'quv jarayonini transformatsiyalash masalalarini ko'rib chiqadi.

Tadqiqot metodologiyasi. O'zbekiston Respublikasi xalq xo'jaligining raqamli rivojlanishining xususiyatlarini aniqlash jarayonida tizimli yondashuv, statistik tanlab olish va guruhlash, induksiya va deduksiya usullari, shuningdek, kompyuter tarmoqlari va kompyuter tarmoqlari bilan ishlash uslublarida maxsus dasturiy mahsulotlardan foydalanilgan. Ushbu maqolada O'zbekiston Respublikasida raqamli iqtisodiyotni shakllantirish xususiyatlari ko'rib chiqiladi. Muallif bugungi kunda aynan axborot-kommunikatsiya texnologiyalari iqtisodiy o'sishning asosiy omili, strategik muhim tarmoqlarni rivojlantirish dastagi, boshqaruv samaradorligini oshirish vositasi, iqtisodiyotning raqobatbardoshligini oshirishning muhim sharti ekanligini ko'rsatadi. Maqolada raqamli iqtisodiyotga o'tish bosqichlaridan biri sifatida hal etilishi mamlakatda yagona axborot makonini shakllantirishni ta'minlaydigan vazifalar belgilab berilgan.

Tahlil va natijalar. AKT sanoati har qanday dinamik o'sib borayotgan, ko'p komponentli, heterojen tizimlar kabi tuzilish uchun ancha murakkab ob'ekt hisoblanadi. Ko'pgina mamlakatlar olimlari AKT sanoati modelini yaratishga bir necha bor urinishgan. Biroq, AKT sohasi tuzilishiga haligacha yagona yondashuv mavjud emas. Shunday qilib, bir necha yil oldin tizim integratsiyasi segmentiga e'tibor qaratilmagan va bugungi kunda u eng istiqbolli va jadal rivojlanayotgan yo'nalishlardan biridir.

Ma'lumotlar tahlili shuni ko'rsatadiki, respublika iqtisodiyotini raqamlashtirishning barqaror o'sishi kuzatilmoqda. Hozirgi vaqtda AKT bozori ishtirokchilari sanoatni segmentatsiyalashning ikkita asosiy mezonini qo'llaydilar. Birinchisi tovarlar va xizmatlar uchun, ikkinchisi esa faoliyat turlari uchun. Axborot aylanish jarayoni (yaratish, qayta ishlash, qabul qilish, uzatish, iste'mol qilish) nuqtai nazaridan AKT bozorini quyidagi kengaytirilgan qismlarga (segmentlarga) ajratish mumkin: texnik vositalar; aloqa vositalari va tarmoq uskunalari; dasturiy ta'minot; AKT xizmatlari;

AKT sohasida hamrohlik qiluvchi tovarlar va xizmatlar. AKT sanoatini moddiy (uskunalar) va nomoddiy tovarlar (intellektual mahsulot, dasturiy ta'minot) majmuasi sifatida ko'rib chiqishda. Ushbu tuzilma tovar va xizmatlar aylanmasi bo'yicha tarmoq tasnifini to'liq aks ettiradi: bu erda konvergentsiya jarayonlari va Internet-biznesning yangi tendentsiyalari hisobga olinadi. Bundan tashqari, "Internet" va "Telekommunikatsiya" segmentlari boshqa kichik tarmoqlar bo'yicha qismlarga kiritilganligini ta'kidlash lozim: "Uskunalar", "Dasturiy ta'minot", "IT xizmatlari" va boshqalar.

Xulosa va tavsiyalar. Yuqoridagilarni inobatga olgan holda raqamli iqtisodiyotni rivojlantirish sharoitida ularning faoliyat ko'rsatish xususiyatlarini har tomonlama o'rganish, jahon axborot-kommunikatsiya texnologiyalari bozori imkoniyatlarini hisobga olgan holda xo'jalik yurituvchi subyektlarning o'zaro hamkorligini ta'minlash chora-tadbirlarini yanada takomillashtirish zarur. Ular:

- innovatsion, bilimga asoslangan va zamonaviy AKTga asoslangan iqtisodiyotni shakllantirish;
- boshqaruv qarorlarini qabul qilish sifati va aholi va tadbirkorlikka xizmat ko'rsatish samaradorligini oshirish maqsadida davlat va mahalliy davlat hokimiyati organlarini axborotlashtirish;
- inson kapitalini rivojlantirish, aholining ta'lim darajasini oshirish;

– masofaviy tibbiy xizmat ko‘rsatish va ta‘lim olish, kasanachilik bilan shug‘ullanish, aholining aloqa, madaniy-ko‘ngilochar va ma‘lumotnomaga bo‘lgan ehtiyojini qondirish imkoniyatlarini ta‘minlash maqsadida ijtimoiy-madaniy sohani axborotlashtirishdir.

Amaliyot shuni ko‘rsatadiki, barqaror iqtisodiy rivojlanishga o‘tish ko‘p jihatdan AKTning jamiyatga integratsiyalashuvini kengaytirish va axborot resurslaridan keng ko‘lamda foydalanishga bog‘liq. Raqamli iqtisodiyotni, xususan, AKT sohasini rivojlantirishning asosiy maqsadi raqamli iqtisodiyotga o‘tish bosqichlaridan biri sifatida mamlakatimizda yagona axborot makonini shakllantirish, bu boradagi ishlar samaradorligini oshirish uchun shart-sharoit yaratishni ta‘minlashdan iborat. iqtisodiyot, davlat va mahalliy davlat hokimiyati organlarining samaradorligi, jamiyatning iqtisodiy va ijtimoiy rivojlanishi holati to‘g‘risidagi ma‘lumotlarni bepul qidirish, uzatish, tarqatish huquqlarini ta‘minlash. Ushbu maqsadga erishish uchun quyidagi vazifalarni hal etish maqsadga muvofiq:

– turli darajadagi tizimlarning global xalqaro axborot tarmoqlariga kirishi bilan axborot o‘zaro hamkorligini ta‘minlovchi “Elektron hukumat” tizimini yanada takomillashtirish, shuningdek, huquqlarni amalga oshirish bilan birga fuqarolar va yuridik shaxslarning ushbu tizimdan ochiq axborotni erkin olishlari;

– telekommunikatsiya infratuzilmasini uzluksiz rivojlantirish;

– AKTni rivojlantirish va eksportga yo‘naltirilgan axborot texnologiyalari sanoatini (IT sanoati) shakllantirish. Tegishli davlat ilmiy-texnik dasturlari doirasida ilg‘or axborot texnologiyalarini rivojlantirish, iqtisodiyotning turli tarmoqlari va davlat boshqaruvida yagona tamoyillar bo‘yicha avtomatlashtirilgan axborot tizimlarini yaratish, shuningdek, ushbu ishlanmalarning dunyo bozoriga kirib borishini rag‘batlantirish mexanizmlarini ishlab chiqish;

– axborotlashtirish sohasida qonunchilik bazasi va davlat tomonidan tartibga solish tizimini takomillashtirish, axborot-kommunikatsiya texnologiyalarini mamlakat jamiyat hayotining barcha jabhalarida keng qo‘llash uchun huquqiy asoslarni yaratish;

– tegishli darajalarda operativ qarorlar qabul qilish uchun axborot resurslarini, birinchi navbatda, davlat ahamiyatiga molik axborot resurslarini shakllantirishni ta‘minlaydigan avtomatlashtirilgan axborot-tahlil tizimlarini yaratish orqali davlat organlari va mahalliy davlat hokimiyati organlari faoliyatini takomillashtirish va ularning ijtimoiy-iqtisodiy jarayonlarni boshqarish bo‘yicha faoliyati samaradorligini oshirish uchun shart-sharoitlar yaratish;

– sanoat ishlab chiqarish ob‘ektlarini texnik jihatdan qayta jihozlash, yuqori texnologiyali raqobatbardosh uskunalarni yaratishni axborot bilan ta‘minlash orqali tovar va xizmatlarning raqobatbardosh ishlab chiqarishni jadal rivojlantirishni ta‘minlash, ichki va tashqi bozorlarga yo‘naltirilgan tovar transporti oqimlarini optimallashtirish uchun axborot-telekommunikatsiya texnologiyalarini joriy etish va tarqatishni faollashtirish.;

– axborot va telekommunikatsiya texnologiyalari bo‘yicha mutaxassislar va malakali foydalanuvchilarni tayyorlash va qayta tayyorlash tizimini uzluksiz rivojlantirish;

– axborot va telekommunikatsiya texnologiyalarini joriy etish orqali madaniyat va ommaviy axborot vositalarini rivojlantirishga ko‘maklashish. Milliy kutubxona, boshqa yetakchi kutubxonalar, madaniy resurslarning axborot resurslarini shakllantirish va ularni milliy internet tarmog‘ida taqdim etish, O‘zbekiston madaniyatining elektron ensiklopediyasini yaratish orqali madaniyat yutuqlarini mamlakatimizda va undan tashqarida targ‘ib qilish uchun shart-sharoit yaratish;

– mamlakatning axborot xavfsizligi tizimini takomillashtirish. Axborotni himoya qilishning yangi vositalarini yaratish, shuningdek, axborot xavfsizligini ta‘minlashga qaratilgan

normativ-uslubiy materiallar va standart kompleks echimlarni ishlab chiqish. Shunday qilib, ta'kidlash joizki, AKTni yanada rivojlantirish milliy iqtisodiyot tarmoqlari va sohasini yanada ko'proq raqamlashtirish imkonini beradi, aholining raqamli savodxonligini ta'minlaydi, internetdan foydalanuvchilarning ulushini oshiradi, AKT sohasida kadrlar tayyorlashni takomillashtirishga xizmat qiladi. , AKT biznes tuzilmalarini yanada kengroq qamrab olish, elektron tijoratni takomillashtirish, "Elektron hukumat" tizimini takomillashtirish, bu esa pirovard natijada ijtimoiy ishlab chiqarishning o'sishiga va milliy iqtisodiyotning yanada samarali faoliyat yuritishiga olib keladi.

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THE RISE OF E-COMMERCE IN CENTRAL ASIA: A COMPARATIVE STUDY ON UZBEKISTAN'S E-COMMERCE LANDSCAPE COMPARED TO OTHER COUNTRIES IN THE REGION.**Khayinov Botir Ravshan ugli**botirkhayinov@gmail.com*Master's degree from Youngsan University*

Abstract: The purpose of the article is an objective assessment of the state of electronic commerce in the Central Asian region, on the basis of which the identification of urgent problems that impede the expansion of online commerce in Uzbekistan in the context of a serious transformation in the digital space. The development of networks of modern highly efficient forms and methods of trade leads to its transformation into a modern service industry. In particular, these are small forms of trade: convenience stores or retail outlets at gas stations, discounters.

Keywords: wholesale and retail trade, B2B, B2C, SWOT analysis of E-commerce, development stages of e-commerce.

E-commerce, or electronic commerce, refers to the buying and selling of goods and services over the Internet. It encompasses numerous online transactions, including retail sales, business-to-business exchanges, and electronic marketplaces. It operates virtual storefronts that allow customers to browse and purchase products or services conveniently from their computers or mobile devices. It eliminates the need for physical presence, enabling transactions to occur across geographical boundaries. It often incorporates secure payment gateways to facilitate online payments and ensure the protection of sensitive financial information. As a result, e-commerce is gaining immense traction across central Asia. The market is primarily driven by the growing internet penetration. In addition, as more people gain access to the internet and digital devices, the online consumer base expands, creating a larger potential market for e-commerce businesses, thus influencing the market growth. Moreover, several advancements in payment systems and logistics infrastructure are overcoming traditional barriers to online transactions, and the availability of secure online payment options and efficient delivery services are escalating consumer trust in e-commerce, thus representing another major growth-inducing factor. Besides this, the changing consumer preferences and the widespread adoption of e-commerce platforms are accelerating online transaction market growth. Furthermore, the convenience of shopping online, access to numerous products, and the ability to compare prices easily led to a shift from traditional brick-and-mortar retail to online shopping, thus creating a positive market outlook..

The fundamental foundations of the problem of the formation of the service economy, the rational use of resources, the study of information technology in socioeconomic research, the research of foreign scientists, creators such as Yakovenko A.A(2021). Scientific and methodological aspects of the development of e-commerce were studied by foreign scientists. Electronic commerce is turning into a means of integrating individuals, commercial and non-commercial legal entities, public organizations and government agencies, various types of activities and states into a single community in which effective interaction between customers and partners is implemented by electronic means of information exchange Arabov, N er

al.(2022). It is impossible for anyone to deny that the rise of e-commerce has not altered the operational procedures of retail and wholesale firms. Increases in the amount of GDP that can be attributed to ecommerce at both the national and regional levels are beneficial for a wide range of socioeconomic indicators, including the growth of regional GDP, the number of people living below the poverty line, inflation, and the growth of cross-border trade, amongst many others Baa, R. (2022). E-commerce can be credited with increasing the amount of GDP at both the national and regional levels.

Different Types of e-Commerce Websites Different e-Commerce websites are labeled or referred to differently, based on their functionality.

- Business-to-Business (B2B): Electronic transactions of goods and services between companies.
- Business-to-Consumer (B2C): Electronic transactions of goods and services between companies and consumers.
- Consumer-to-Consumer (C2C): Electronic transactions of goods and services between consumers, mostly through a third party.
- Consumer-to-Business (C2B): Electronic transactions of goods and services where individuals offer products or services to companies.
- Business-to-Administration (B2A): Electronic transactions of goods and services between companies and public administrations.
- Consumer-to-Administration (C2A): Electronic transactions of goods and services between individuals and public administrations.

Officially known as the republic of Uzbekistan, it is a country located in Central Asia roughly to the west of China. Indigenous Uzbeks constitute about four-fifths of the country's total population, followed by others among them the Tajiks, Kazakhs, Tatars, Russians, and Karakalpaks. Uzbeks are the least Russified of the Turkic population previously under the Soviet Union rule, and all of them virtually still claim Uzbek as their elementary language. Uzbekistan is a dry doubly landlocked country where 10% of it is of intensely cultivated, irrigated river valleys with more than 60% of its population, live in the rural areas. The total population of the country is 33.063 million (World Population Review 2019). The country is rich in natural resources such as natural gas, petroleum, coal, gold, uranium, silver, copper, lead and zinc, tungsten, molybdenum. Uzbekistan is now the world's third largest cotton exporter, a major regional producer of gold and natural gas, and a regionally significant producer of chemicals and machinery. In 2017 Uzbekistan imported goods and services worth US\$11.2 billion, making it the 85th largest importer in the world. During the last five years the imports of Uzbekistan have increased at an annualized rate of 1.7%, from \$10.3 billion in 2012 to \$11.2 billion in 2017. The most recent imports are led by vehicle parts which represent 5.12% of the total imports of Uzbekistan, followed by Packaged Medicaments, which account for 4.18%. In 2017 Uzbekistan exported goods and services worth US\$8.38 billion, making it the 89th largest exporter in the world. During the last five years the exports of Uzbekistan have increased growth at an annualized rate of 9.5%, from US\$4.78 billion in 2012 to US\$8.38 billion in 2017. The most recent exports are led by Gold which represent 43.8% of the total exports of Uzbekistan, followed by petroleum gas, which accounts for 8.26%.

Conclusion :At the center of the electronic environment is the consumer, who actively participates in the process of production and trade of his information, creates content on his own in the form of reviews, comments and complaints. Ultimately, it is the consumer who determines

which models of the interaction of participants develops in the digital environment. The consumer himself is also changing, generational types of consumers are emerging. At this stage, the task is to build our own e-commerce environment and integrate with global systems based on long-term strategies, determine the e-commerce architecture, which can be centralized (a single supranational structure), decentralized (a set of national structures) or hybrid. Representatives of electronic trading platforms and associations, manufacturers of goods, providers of providing services note that there are restrictive practices in the republic that do not allow local players to get the maximum benefits from participating in e-commerce processes. Specialized regulation is fragmented and opaque. National trading floors face adverse competitive conditions relative to global trade participants in terms of taxation, security requirements, etc. Elements of digital infrastructures are at different levels of maturity, which does not allow for synchronism and smoothness of processes.

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MAQOM SAN'ATINING YOSHLAR TARBIYASIDAGI O'RNI

Buxoro davlat universiteti

Musiqi ijrochiligi va madaniyat kafedrası

o'qituvchisi S.B.Hamitova, 12-2 vokal -20

guruh talabasi U.D.Qo'chqorova

Annotatsiya Ushbu maqolada maqom san'ati va uning bugungi kundagi ravnaqi, uni o'rganish va yosh ijrochilarga o'rgatishga doir bo'lgan masalalar va bu borada foydali maslahatlar berilgan. Ushbu maqola maqom san'atiga qiziquvchi yoshlar uchun umumiy ma'lumotlar beradi hamda ularning maqom haqidagi tasavvurlarini boyitadi

Kalit so'zlar: Maqom, milliy san'at, musiqa, Shashmaqom, usullar, nasr, vazn, ohang

Annotatsiya This article provides useful advice on the art of maqom and its current development, issues related to its study and training of young performers. This article provides general information for young people interested in the art of maqom and enriches their understanding of maqom

Keywords: Status, national art, music, Shashmaqom, methods, prose, weight, melody
Insoniyat tafakkurining yorqin mahsuli bo'lgan maqom doimo tinglovchilar, muxlislarni hayratga solib kelgan yirik musiqiy qomusdir

Milliy maqomlarimizda xalqimizning qadimiy tarixi, ma'naviy dunyosi, badiiy falsafasi, ruhi mujassam. Shu bois necha asrdiki, maqom bebaho madaniy meros sifatida ardoqlanib kelinmoqda. Prezidentimizning 2017 yil 17 noyabrdagi "O'zbek milliy maqom san'atini yanada rivojlantirish chora-tadbirlari to'g'risida"gi qarori o'zbek mumtoz musiqasi tarixida yangi davrni boshlab bergan muhim hujjat bo'ldi. Unda maqom san'atini yanada rivojlantirish va uni butun dunyo bo'ylab tan olinishiga imkon yaratish borasida muhim vazifalar belgilab berilgan.

Davlatimiz rahbarining 2020 yil 26 maydagi "Madaniyat va san'at sohasining jamiyat hayotidagi o'rni va ta'sirini yanada oshirish chora-tadbirlari to'g'risida"gi farmoniga muvofiq, maqom ijrochiligi, baxshichilik va katta ashula yo'nalishlari bo'yicha kadrlar tayyorlovchi oliy ta'lim muassasasi — Yunus Rajabiy nomidagi O'zbek milliy musiqa san'ati instituti tashkil etilib, ayni paytda mazkur oliy dargoh o'z zimmasiga yuklatilgan vazifani mas'uliyat bilan uddalashga intilmoqda. Maqom san'ati bo'yicha bilim va tushunchalar, tarixiy va milliy an'analarni puxta egallagan yosh kadrlarni tayyorlash hamda ta'lim jarayoniga zamonaviy pedagogik va innovatsion texnologiyalarni, madaniyat va san'at sohasida ilm-fan bo'yicha erishilgan ilg'or yutuqlarni tatbiq etish institut jamoasi oldiga qo'ygan eng oliy maqsadlardandir. Yaqinda Madaniyat vazirligi va O'zbek milliy musiqa san'ati instituti tashabbusi bilan "Farzandlarimizni maqomot ila kamolotga eltaylik" shiori ostida o'tkazilgan I respublika ilmiy-amaliy vebinari ham ayni mana shu maqsadga qaratilgani bilan ahamiyatlidir. Boshlang'ich maqom ta'limining metodologik muammolariga bag'ishlangan anjumanda 2020/2021 o'quv yilidan boshlab Toshkent shahri, Farg'ona, Buxoro va Xorazm viloyatlarida tashkil etilgan, maqom san'atiga ixtisoslashtirilgan maktab-internatlardagi o'qitish uslublari, boshlang'ich maqom ta'limi tizimidagi mavjud muammolarni hal etish masalalari atroflicha muhokama - qilindi.

Bu maktablar maqom san'atini boshlang'ich bosqichda o'rgatuvchi ilk ta'lim dargohlaridir. Shunday ekan, bu maskanlarda maqom nazariyasi va amaliyotini qanday o'rgatish kerak va bunda soha mutaxassislarining yondashuvi va e'tibori, avvalo, nimaga qaratilishi lozim? Ayni shu savollar ustoz san'atkorlar, musiqashunos olimlar, san'at ustalari, xonandayu sozandalarning

muhokama markazida bo'ldi. Madaniyat vaziri Ozodbek Nazarbekov maqom o'qitishdagi muammolar haqida so'z yuritib, ko'plab iste'dodli sozanda va xonandalarning musiqiy savodi yo'qligi ta'lim jarayonidagi og'riqli nuqtalardan biri ekanini ta'kidladi. Bu borada ixtisoslashgan maktab-internatlarda nazariya va amaliyotni yonma-yon olib borish, boshlang'ich ta'lim dargohlari o'zbek milliy musiqasining yadrosi bo'lishi kerakligini ilmiy va hayotiy misollar bilan asoslab berdi.

San'atshunoslik fanlari nomzodi, professor, maqomshunos olim Otanazar Matyoqubov “Maqomning ilmi — uning o'q tomiri, amaliyoti esa yondosh tomiridir” so'zlarini vebinar ishtirokchilariga izohlab berar ekan, maqomning amaliyoti har xil shakllarga integratsiya bo'lsa ham, uning nazariyasi turg'un va bir xil tamoyil asosida tuzilishi kerakligini alohida qayd etdi. Vebinarida Buxoro, Farg'ona va Xorazm maqom maktab-internatlarining rahbar va o'qituvchilari ham so'zga chiqib, maqom ta'limi bo'yicha uslubiy qo'llanmalar juda kamligi va bu borada tayanch o'quv-uslubiy qo'llanmalarni yaratish va targ'ib qilish bo'yicha mavjud bir qator muammolarni o'rta tashladi. Shu bilan birga, boshlang'ich maqom ta'limini shakllantirish xususida jo'yali va qiziqarli tavsiyalar berildi. Jumladan, Buxoro maqom maktabi o'qituvchisi Tolib Temirovning “Maqomlarni farzandlarimizga bog'cha yoshidan o'rgatib borish, ya'ni musiqa mashg'uloti darslarida 5-10 daqiqa “soqiynoma”, “ufo” kabi engil maqom usullarini qo'yib berish orqali bolalarimiz qulog'ida milliy ohanglar va usullarning o'troqlashishiga erishishimiz mumkin”, degan taklifi ko'pchilikda qiziqish uyg'otdi. Insoniyat tafakkurining yorqin mahsuli bo'lgan maqom doimo tinglovchilar, muxlislarni hayratga solib kelgan yirik musiqiy qomusdir. Aytish joizki, shu kungacha maqom ta'limida uning amaliyotiga e'tibor kuchaytirilib, nazariy tomonlari ancha oqsagan edi. Boshlang'ich ta'lim bosqichiga maqom san'atining kirib kelishi esa uning turfa ijodiy mezonlarini ochib beradi va bu borada mavjud muammoli masalalarning o'z echimini topishida turtki vazifasini bajaradi. Ilmiy-amaliy vebinarida tashkilotchilar maqom san'atiga ixtisoslashtirilgan maktab-internatlarning kelgusi yo'nalishlarini belgilash, o'quv-uslubiy qo'llanmalarni joriy qilish, mavjud muammolarni bartaraf etish borasida soha mutaxassislarining fikr-mulohazalari asosida takliflar ishlab chiqish rejalashtirildi.

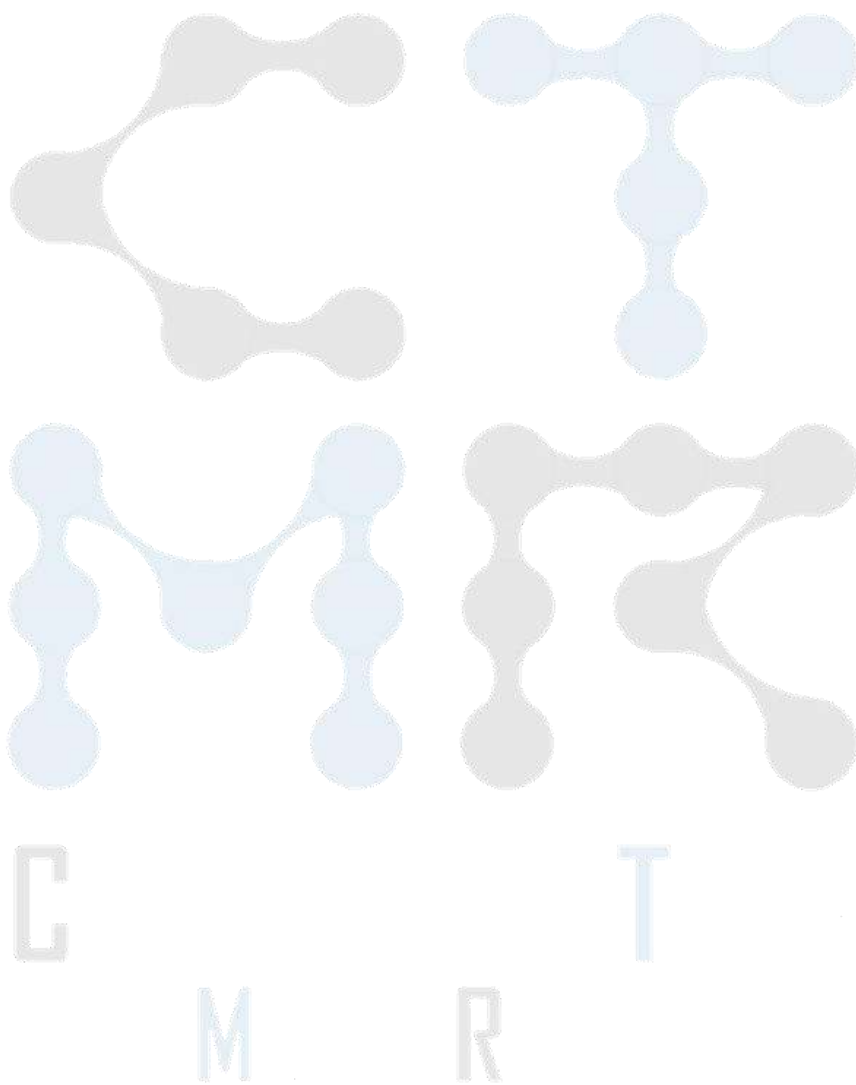
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AN'ANAVIY XONANDALIK VA UNING RIVOJLANISH TARIXI

Buxoro davlat universiteti

Musiqqa ijrochiligi va madaniyat kafedrası

o'qituvchisi S.B.Hamitova va 12-vokal-20-guruh

talabasi Nabiyeva Gulzira

Annotatsiya Maqolada umumiy o'rta ta'lim maktablarining musiqqa darslarida an'anaviy xonandalik — maqom haqida tushunchalarni shakllantirishning dolzarb masalalari qamrab olingan. Shuningdek, muallif darsliklarda mumtoz ashulani o'rganish bo'yicha yuzaga kelayotgan muammolar, musiqqa o'qituvchilarining kasbiy tayyorgarligidagi kamchiliklar, maqomlarni kuylash malakasining talab darajasida emasligi va ularni bartaraf qilishning yo'l-yo'riqlari haqida fikr yuritgan.

Kalit so'zlar: *mumtoz, an'anaviy xonandalik, qo'shiqchilik, maqom, meros, diopazon, chormaqom, kichik oktava, improvizatsion ijrochilik.*

Hozirgi kunda yosh avlodni komil inson qilib tarbiyalashda musiqiy tarbiya ulkan ahamiyatga ega. Bu o'rinda musiqqa yo'nalishi pedagog kadrlari va ularning kasbiy mahorati o'ta muhim masalalardan biri hisoblanadi. Musiqqa insonning ruhiy olamiga bevosita ta'sir etadi. Estetik didini shakllantirib beradi. Musiqaning yo'nalishi, janri va ijrosi uning umumiy darajasini belgilaydi. Qo'shiqchilik san'at turi sifatida yuksak ahamiyatga ega yo'nalishlardan biridir. Qo'shiqchilik tarixi uzoq o'tmishga ega. O'rta Osiyo xalqlari musiqqa madaniyati tarixiy va qadimiy yozma manbalar, arxeologik topilmalar asosida mukammal rivojlangan.

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Abdulmo'min, Muhammad ibn Ma'sud ash-Sheroziy, Al-Xusayniy kabi olimlarning xizmati beqiyos. An'anaviy qo'shiqchilik o'zida qator yo'nalishlarni shakllantiradi. Bular qatoriga maishiy ashulalar, dostonlar, lirik va ishqiy mavzudagi ashulalar, marosim mehnat qo'shiqlari, lapar-yallalar, bolalar qo'shiqlari kabilarni kiritish mumkin. Bu qo'shiqlarda xalqning ko'p yillik tarixi azaliy turmush tarzi ifodalanadi. An'anaviy xalq qo'shiqlari davr bilan qadamma-qadam rivojlanib boradi. An'anaviy qo'shiqchilikning rivojlanishida ijro yo'llari katta ahamiyatga ega. An'anaviy qo'shiqlar va maqom ijrolari xalqimiz hayotiga ma'naviy ozuqa sifatida ta'sir etmoqda. An'anaviy qo'shiqchilik janri orasida maqom ijrochiligi alohida ajralib turadi. Maqom ijrochidan muayyan balandlikdagi tovush va ijroviy hamda ilmiy salohiyatni talab etadi. Maqom yo'nalishi bo'yicha qator ko'rik-tanlovlar, seminar va xalqaro musiqashunoslik simpoziumlari o'tkaziladi. Bu kabi ilmiy konferensiyalar maqom janrining ahamiyatini tushinib yetishda katta xizmat qiladi. Shuningdek, 1987-yilda YUNESKO huzuridagi An'anaviy musiqa bo'yicha xalqaro uyushma qoshidagi "Maqom" guruhining tashkil etilishini ham e'tirof etish joiz. Tarixdan ma'lumki, mahalliy hukmdorlar o'z hukmron mintaqalari rivojlanishiga bevosita ta'sir o'tkazgan. Ularning qiziqishlari va ma'lum bir qonun-qoidalari xalq taqdirini belgilab bergan. Turkiston Rossiya imperiyasi tomonidan bosib olingandan so'ng, mahalliy xalq orasida Yevropa musiqasi va ijrochiligini singdirish jarayonlari yuz berdi. Yirik shaharlarda yevropa musiqa faoliyati shahobchalari o'z faoliyatini yo'lga qo'ydi. Ayni sharoitda mahoratli sozanda va bastakorlar mahalliy an'analarni saqlab qolish maqsadida o'z bilimlarini shogirdlariga o'rgatdi. Ayniqsa, Ota Jalol boshchiligida Buxorodagi Shashmaqom ijrochilik maktabi va Samarqanddagi Hoji Abdulaziz boshchiligidagi maqomchilik va bastakorlik maktablarini alohida e'tirof etish joiz. Ana shunday olimlarning mashaqqatli mehnatlari o'z samarasini berdi. Turkiston mustamlaka sharoitida bo'lishiga qaramay an'anaviy qo'shiqchilik san'ati taraqqiy eta boshladi. Qo'shiqlarda xalqning og'ir kunlari, mehnatkash xalq ommasining zahmati haqida kuylandi. An'anaviy qo'shiqchilik san'ati rivojida Hamza Hakimzoda Niyoziy o'zining alohida o'rniga ega. Niyoziy o'z she'rlarini sodda tarzda xalq kuylari qolipiga soldi. Harakatlari samarasi o'laroq, ushbu asarlar xalq orasida keng yoyildi. Xulosa o'rnida aytish joizki, musiqa tarbiyasi umumiy tarbiyaning asosini tashkil etuvchi manbadir. Musiqa inson axloqiy-hissiy tarbiyasining muhim vositasi bo'lib hisoblanadi. An'anaviy ijrochilik o'zida juda katta e'tiborni talab qiladigan soha. Bu yo'nalishda ijod qiladigan xonanda ovoz tembriga, vokal ijrosiga katta ahamiyat berishi zarur. Musiqiy ta'limning maqsadi yosh avlodni milliy merosimizga hurmat bilan qaraydigan, musiqiy boyligimizni anglaydigan va sharqona kuylarimiz mohiyatini keng tarannum etadigan komil inson sifatida tarbiyalashdan iborat.

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AN'ANAVIY XONANDALIKNI O'QITISHNING DOLZARB MASALALARI

Buxoro davlat universiteti

Musiqqa ijrochiligi va madaniyat kafedrasida

o'qituvchisi S.B.Hamitova va 12-vokal-20-guruh

4-bosqich talabasi Nabiyeva Gulzira

Annotatsiya Maqolada umumiy o'rta ta'lim maktablarining musiqqa darslarida an'anaviy xonandalik — maqom haqida tushunchalarni shakllantirishning dolzarb masalalari qamrab olingan. Shuningdek, muallif darsliklarda mumtoz ashulani o'rganish bo'yicha yuzaga kelayotgan muammolar, musiqqa o'qituvchilarining kasbiy tayyorgarligidagi kamchiliklar, maqomlarni kuylash malakasining talab darajasida emasligi va ularni bartaraf qilishning yo'l-yo'riqlari haqida fikr yuritgan.

Kalit so'zlar: *mumtoz, an'anaviy xonandalik, qo'shiqchilik, maqom, meros, diopazon, chormaqom, kichik oktava, improvizatsion ijrochilik.*

maqomlarga xos xususiyat aqliy teranlik, mantiqiy fikrlash asosida ma'naviy fazilatning barcha qirralarini ongli ravishda o'zlashtirish orqali aqliy barkamollikka erishishni ta'minlashdan iborat. Xalq qo'shiqlari, maqomlarning qamrov doirasi chegaralanmagan. Mazkur ijro namunalari o'quvchilarning yosh xususiyatlari, dunyoqarashi, ahloqiy-estetik taraqqiyot darajasiga ko'ra darsliklarga kiritish ta'lim jarayonida o'quvchilarning ma'naviyatini yuksaltiradi. Hozirda ta'lim muassasalarida musiqiy ta'lim-tarbiya berishdan asosiy maqsad yosh avlodni milliy musiqiy merosimizga hurmat ruhida voyaga yetishini ta'minlashdan iboratdir.

Mutaxassislarining ta'kidlashicha, mumtoz maqom yo'llarining nafis va dilkash, chuqur falsafiy ma'noga ega ta'sirchan cholg'u ila aytim navolari xalqimizni qadimdan bahramand etib kelmoqda. Maqomlarning asrlar osha yashab kelayotgani bir qator omillar, xususan, ustoz hofizu sozandalarning yuksak ijrochilik mahorati bilan chambarchas bog'liq. Xalq musiqqa san'atining jonli jarayonini aks ettiruvchi mezon bu — ijrochilik amaliyotidir. Ijrochilik amaliyoti qanchalar ilg'or va salohiyatli bo'lsa, uning ijodiyotga ta'siri ham ulkan bo'ladi.

Umumiy o'rta ta'lim maktablarining VI sinflari uchun S. Begmatov, D. Karimova, Q. Mamirovlarning "Musiqqa" darsligi, O. Ibrohimov, J. Sadirov tomonidan yaratilgan VII sinf uchun "Musiqqa" darsliklarida mumtoz musiqqa haqida tushuncha, kuylar, ashulalar, Shashmaqom, maqom turlari haqida bayon etilgan. Har bir mavzu bolalarning yosh xususiyatlaridan kelib chiqib tinglash va kuylash uchun ijro namunalari keltirilgan. Darslik mavzularini o'rganish jarayonida kuylash amaliyoti bo'yicha ko'pgina mulohazalar yuzaga keldi, muammolar aniqlandi. VI sinf musiqqa darsligida har bir chorakda muayyan mavzuni yoritishga qaratilgan. O'quvchilar choraklar davomida Shashmaqom, Chormaqom, Xorazm maqomlari ijrochilik maktablari haqida nazariy ma'lumotlarga ega bo'ladilar. Biroq, maqom ashularini kuylash bo'yicha ko'nikma va malakalarni egallash uchun ijro namunalari taqdim etilmagan. Buning asosiy sababi, mazkur maqom ijrochiligi maktablarida ashula namunalari katta diopozonli, yuksak ijrochilik mahoratini talab qiladigan asarlardan iborat. Shuning uchun

mualliflar asarlarni berishdan mulohazaga borganlar. Ashulalarni o'quvchilarning yosh xususiyatlari, dunyoqarashi, axloqiy-estetik taraqqiyot darajasiga ko'ra tanlashda voila ashulachilik ijro namunalari — mumtoz ashula darajasidagi asarlari ko'plab uchraydi. Masalan, xalq qo'shiqlari "Sharob", "Tanovar", "Miskinlar", "Farg'onacha", o'tmish bastakorlar ijodi "So'lim", "Dilxiroj", "Sallamno" kabi o'nlab ashulalar, mumtoz ashulalardan "Chorgoh 4", "Qashqarcha", "Rok", "Sarohbori", "Dugoh 2–3" taronalari shular jumlasidan. Yosh avlodni milliy musiqiy merosimizni idrok eta oladigan barkamol shaxs qilib voyaga yetkazishda mazkur ashulalarning to'liq variantini darsliklarga kiritish lozim. Mavzu bo'yicha nazariy bilimlardan so'ng musiqa savodi va ijro asarlari mantiqan mavzuga mos bo'lishi lozim. Masalan, darslikda mumtoz musiqa haqida tushuncha berilib, musiqa savodi qismida mavzuga mos bo'lmagan mashqlarga dirijorlik qilish jarayoniga o'tilgan. Bolalarning psixo-fiziologik holatlaridan kelib chiqib bir soatlik dars jarayonida bolaning xotirasini uch xil faoliyatga chalg'itmay, musiqa savodini ham, ashulani ham mavzuga mos ravishda tanlash kerak. Musiqa savodi qismida mumtoz musiqaga oid kalit so'zlar yoki atamalar maqom, bozgo'y, maqom nomlari va boshqalar berilsa, maqsadga muvofiq bo'lardi. Ashula qismida mumtoz kuylar "Farg'onacha janon" "Ey sarviravon", "Sarohbori dugoh taronalari", "Qalandar", "Soqiynoma" va "Uforlar" tarannumini kiritish dars samaradorligini oshiradi. Musiqa fani o'qituvchilarining barchasini ijrochilik mahoratini yuksak, deya olmaymiz. hamma o'qituvchi ham iqtidorli xonanda emas, yoki aksincha sozanda emas. Shunday ekan, musiqa o'qituvchisi o'z imkon darajasida faoliyat ko'rsatadi. Mutaxassislarning fikricha, maqom ijrochiligida necha-necha avlodlarga mansub mashhur honanda-yu sozandalarning ijroviy mohirligi va tajribalari bu sohani yuksalishiga olib kelgan. Bunda ustoz darajasiga yetgan bastakor va ijrochi o'zi ning ijodiy bisotidan shogirdlariga "yuqtirish" bilan mumtoz musiqa namunalari abadiylashtirishga o'z hissasini qo'shishga intiladi. Shogirdlar ham ushbu qoidaga amal qilgan holda ustozlardan olgan ilmiy-ijodiy malakalarini yanada sayqallashtirib, o'z navbatida kelgusi avlod vakillariga yetkazishga harakat qilish lozim Kaykovusning "Qobusnoma" asarining "Hofiz va sozandalik zikrida" nomli bobida bayon etilishicha, musiqa ilmining ustozlari ushbu muallif yashagan davrda xalqning har bir tabaqasi tabiatiga mos ravishda kuylar tuzishgan. Bunday tabaqalardan biri esa yosh bolalar va nozikta'b kishilar, ya'ni ayollar bo'lishgan. Bu qavm uchun, — deyiladi asarda — taronani ishlab chiqdilar, toki bu qavm ham bahra olsinlar, rohat qilsinlar. Chunki hamma vaznlarning orasida taronadin yoqimli vazn yo'qdur". XIX asrning oxiri XX asrning birinchi yarmida maqom ijro an'analari buyuk davomchilaridan biri, benazir hofiz va sozanda Abdulaziz Rasulov shogirdlarining ijodiy mahoratini oshirish maqsadida maqomlarni bilib olgan yosh ashulachilarga bitta ashulani turli variantlarda ko'rsatib, ularni mustaqil improvizatsiya qilishga o'rgatar edi. Ustoz shogirdlaridan shu tariqa ijro ham ijodiy barkamollikka erishishni talab qilar edi. "Ustoz-shogird" maktabi asosida maqomlarni o'rganish uzoq o'tmishda shakllangan va hozirgacha davom ettirilmoqda. Ijrochilik sabog'i azal-azaldan an'anaga ko'ra ustoz-shogird ko'rinishida amalga oshirilgan. har bir shogird o'z ustozini nazoratida va tarbiyasida bo'lgan. Musiqa san'ati va badiiy adabiyotga xos bo'lgan soz chertish, ashula aytish, so'zni to'g'ri talaffuz qilish, she'r va g'azallarning ma'nosini anglash, musiqiy merosni o'rganish doimo ustozlarning nazoratida bo'lgan.

Xulosa qilib aytganda, ijtimoiy hayotida mavjud barcha sohalar qatori musiqa san'ati ham ajdodlarning bebaho merosidan bahramand bo'lmay turib taraqqiyotga erishishi mumkin emas. Shu bois, an'analarga sodiq qolish va ularga har lahzada tayanish kelajak samarasi, farzandlar istiqboli va barkamol avlod tarbiyasi garovidir.

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MAKTAB MUSIQA MADANIYATI TA'LIMIDA JAMOAVIY AYTIM VA MUSIQA SAVODXONLIGI FAOLIYATLARI

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Annotatsiya: maqolada umumiy o'rta ta'lim tizimida jamoaviy aytim va musiqiy savodxonlik faoliyatlarning o'rni, ahamiyati va ularning mantiqan o'zaro bog'liqligi, shuningdek o'ziga xos xususiyatlari hususida fikr-mulohazalar bildiriladi.

Kalit so'zlar: ta'lim tizimi, musiqa faoliyati, faoliyat bosqichlari, ta'lim mazmuni, musiqa savodxonligi, pedagogik vazifalar, cholg'u asboblari, musiqa tarbiyasi, ijrochilik malakalari.

Yosh avlodni har tomonlama voyaga yetkazishda, barkomol inson qilib tarbiyalashda musiqa madaniyati darslari faoliyatlarining o'rni va ahamiyati benihoyat kattadir. Zero, musiqa tarbiyasining mazmuni serqirra bo'lib, faoliyatlar asosiy o'rinni egallaydi. Shu bois, musiqiy ta'lim mazmuni va uslubida bir xillikdan voz kechish dars tarkibidagi musiqa faoliyatini o'ziga xos bo'lgan zamonaviy tashkil etish hayotiy misollar bilan boyitib borishni taqozo etadi.

Bugungi kunda "Umumiy o'rta ta'lim tizimida ilg'or xalqaro tajriba va jamiyatning zamonaviy talablariga muvofiq sifatli ta'lim olish imkoniyatlarini yaratish, o'quv-tarbiya jarayonida zamonaviy pedagogik texnologiyalarni qo'llash, ta'lim xizmatlari bozorida raqobatni rivojlantirish orqali umumiy o'rta ta'limni yangi bosqichga olib chiqish zarur" [1].

Hozirgi zamon ta'lim tizimini rivojlantirish va uni jahon andozalari darajasiga olib chiqish ta'lim sohasining ustuvor vazifalaridan biri hisoblanadi. Respublikamizda "Ta'lim to'g'risida"gi Qonun qabul qilinib, barcha o'quv fanlari qatori, musiqa madaniyati fani uchun ham zamon talabi asosida yangi milliy o'quv dasturi yaratildi.

Maktab o'quvchilariga musiqa ta'limi berish bilan bir qatorda, uning badiiy ijodkorlik qobiliyatini o'stirish, vokal-xor malakalarini rivojlantirish, musiqani idrok etish, musiqiy savodxonligi, ritmik jo'r bo'lish kabi mahoratlarini oshirish "Musiqqa madaniyati" fani dasturida alohida uqtirilgan. Boshlang'ich sinflarda musiqa ta'limining poydevori

quriladi. Unda musiqaga oid barcha bilimlar (xor bo'lib kuylash, musiqa savodi, musiqa tinglash, musiqaga xos harakatlar bajarish, cholg'u asboblari ritmik jo'r bo'lish) beriladi.

Zamonvaqiy musiqa madaniyati fani mashg'ulotlari o'quvchilarning yosh xususiyatlari va ruxiyatiga mos ravishda ashula aytish, musiqa janrlari, musiqa nazariyasi tarixi va boshqalar yuzasidan suhbatlar, munozaralar uyushtirish, muommoli vaziyatlar yaratish notaga qarab kuylash, cholg'u asboblarni chalish, musiqaga ritmik jo'r bo'lish, musiqali topishmoqlarni qamrab olib, mazmun jihatdan bolalarni qiziqitira olish kerak.

O'zbekistonga hos milliy qadriyatlar, an'analar, xalq ijodi, musiqa bolalarning idrok etish qobiliyati darajasida sekin-asta, bosqichma-bosqich tatbiq etish nazarda tutiladi. Milliy shiuv dasturida Tkiritilgan asarlar, musiqa repertuari o'quvchilarda jonajon Vatanga

muxabbat, mehnatsevarlik, tabiatni e'zozlash, do'stlik, xamjixatlik rahm-shavqat kabi xislar musiqiy obrazlar orqali idrok etishga qaratilgandir.

Ma'lumki, musiqa tarbiyasining ilk kurtaklari oilada shakllantiriladi.. Bog'chada boshlangan tizimli musiqa tarbiya vazifalari birinchi sinfda davom ettirilishi kerak. Bolalarda musiqiy his-tuyg'uni shakllantirish, turli harakterdagi musiqalarga qiziqish va ta'sirchanlikni tarbiyalash, musiqiy idrokni rivojlantirish, o'zbek xalqining mumtoz kuylariga muxabbat uyg'otish kabilar mazkur sinfda o'tiladigan musiqa darsining asosiy vazifalaridir.

Dars jarayonida kuyidagi ijrochilik malakalarini shakllantirish zarur: ovozni ijroga to'g'ri shakllantirish, musiqa ostida ritmik harakatlarni ifodali bajara olish, cholg'u asboblarni tovush tembiriga ko'ra ajrata bilish va ularni aniq uslublarda, bolalar cholg'u asboblarda chalish o'rgatish.

Vokal va xor malakalari alohida ahamiyat kasb etadi. Jamoaviy aytim dagi holat: o'tirib kuylaganda qo'llar, tizzalar ustiga qo'yiladi. Turib kuylaganda esa qo'llar ikki yonga erkin tushiriladi. Gavda va bosh zo'riqtirmasdan to'g'ri tutiladi. Nafasni xamma bilan birga, ko'krak yelkalarini ko'tarmasdan, shovqinsiz nafas olish lozimligi uqtiriladi.

Qo'shiq kuylaganda musiqa cholg'usiga, asarning ijro sur'ati va dinamik tushlarga rioya qilishga o'rgatish ham muhim. Qo'shiq matni so'zlarini aniq va tushunarli qilib talaffuz etish. Kuylayotganda dirijyorlik ishoralariga amal qilish asar badiiy ijrosini ta'minlashga yordam beradi.

Qo'shiq kuylash quyidagi metodik ko'rsatmalarga risoya qilish lozim.

- baqirib, kuchayib, ashula aytishga yo'l qo'ymaslik, bolalarning o'ziga xos tiniq ovozda aytishlariga erishish;
- bolalar ovozigina noqulay tonliklarda kuylattirmaslik;
- dars davomida beto'xtov qo'shiq kuylayvermaslik.
- noqulay tonlikdagi qo'shiqlarni qulay tonlikka ko'chirib (transpozitsiya) qilish.

O'quvchilarni ikki ovozga ajratgandan keyin, ularni guruhlariga bo'lish maqsadga muvofiq. Har bir ovoz guruhining alohida kuylash malakalarini egallashi o'quvchalarni ko'p ovozlik jamoaviy aytimiga tayyerlab boradi va ularda mustakillik tuyg'usini tarbiyalaydi. O'quvchilarga milliy o'quv dasturidagi qo'shiqlarni kuylashga kirishishdan avval, albatta ovozlarni sozlash uchun aytim mashqlari o'tkaziladi. Asarni kaysi tonlikda yozilganligini aniqlab, tovushlarni kuylatish lozim.

Ovoz va tinglash qobiliyatlarni rivojlantirish uchun qulay tovushlardan boshlab bir yoki ikkita mashqlar kuylattiriladi. Musiqiy-ijodiy faoliyatda esa bolalarni turli oxanglardan kuy yaratishga undash: biror kichik kuylarni boshlab, davomini kuylab berish, kichik she'r parchasiga mos musiqa "bastalash" ga undash mashg'ulot mazmunini boyitishga xizmat qiladi.

Musiqa savodxonligi bosqichida o'quvchayilar:

- baland, past va o'rtacha tovushlar (registrarlar) xaqidagi tushunchalarni o'zlashtirishi;
- notalar yozuvini avval grafik chiziqlarida, so'ng esa nota chiziqlarida, skripka kaliti, notalarning nomini aytib kuylay olishi;
- tovushlar cho'zimini, uzun-qisqaligini bilish, notalarning yozilishi va kuylarini bilishi;
- eng oddiy sur'at va tushlarning kuylash darajasini bilish.
- dinamik belgilarni ajrata bilish.
- major va minor tonligi haqida ma'lumot va tushunchaga ega bo'lishi talab etiladi.

Xullas, musiqa madaniyati darslarida musiqiy faoliyatlarning ahamiyati va o‘rni muhim bo‘lib, barcha faoliyatlarni amalga oshirishda o‘zaro mantiqiy bog‘liqlikni ta‘minlab, o‘quvchilarning musiqiy madaniyatini rivojlantirishga e‘tibor qaratilsa, shubhasiz, ta‘lim samaradorligini oshirishga yordam beradi.

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**BUXORO FOLKLOR QO'SHIQLARINI JAMOA BO'LIB KUYLASHGA
O'RGATISHNING O'ZIGA XOS JIHATLARI**

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Annotatsiya: maqolada umumta'lim maktabi musiqa madaniyati darslari jarayonida bolalar folklor qo'shiqlarini o'rgatishning pedagogik shart-sharoit va imkoniyatlari xususida fikr bildirilgan.

Kalit so'zlar: musiqa tarbiyasi, musiqa faoliyati, folklor qo'shiqlari, musiqa san'ati, qo'shiq o'rgatish, malaka va ko'nikma.

Ma'lumki, umumiy ta'lim maktablari musiqa madaniyati darslarida jamoaviy aytim faoliyatining o'rni alohida. Zero, kuylash jarayonida o'quvchilarga musiqiy, axloqiy–estetik tarbiya berish nazarda tutiladi. Musiqa ta'limi jarayonida o'quvchilar milliy musiqiy meros durdonalari, jahon xalqlari musiqa madaniyati eng sara namunalari bilan bir qatorda o'zbek xalq musiqa ijodiyoti - folklor qo'shiqlarini tinglab, kuylab bahramand bo'lishlari lozim.

Umumta'lim maktabida musiqa va san'at ta'limi mazmunini yanada oshirish, tarbiya jarayoni samaradorligini oshirishda 2017-yil 6-aprelda Vazirlar Mahkamasining 187-sonli qarori bilan qabul qilingan Davlat ta'lim standartining ahamiyati katta bo'ldi.[1].

Musiqa ta'limida umumiy o'rta ta'lim tizimi uchun “Milliy o'quv dasturi” ning ishlab chiqilishi va bosqichma-bosqich amaliyotga joriy etilishi ahamiyatga molik muhim masalalardan biridir. Bu hujjatga asosan amaliy fanlar, jumladan musiqa madaniyati ta'limida ham o'quvchi-yoshlarga fanga oid - “Estetik madaniyat va ijodkorlik”, “O'zini-o'zi rivojlantirish va asrash”, “Amaliy faoliyatni rivojlantirish” kabi kompetensiyalarni shakllantirish vazifasini amalga oshirilmogda [2].

Keyingi yillarda mamlakatimizda yosh avlodni milliy musiqa merosimizga mehr uyg'otish, qadtimiy musiqa san'atimiz durdonalaridan bahramand etish borasida talay ishlar amalga oshirildi. Masalan, musiqa ta'limida o'zlashtirish uchun 6-sinf musiqa darsligida mumtoz musiqa, kuylar, ashulalar, Shashmaqom mumtoz musiqamizning asosi ekanligi, “Farg'ona-Toshkent”, “Buxoro-Samarqand”, “Surxandaryo-Qashqadaryo” va Xorazm ijrochilik uslubi, mumtoz musiqaning madaniyatimizdagi o'rni, o'zbek zamonaviy musiqasi, estrada musiqasi, musiqa san'ati bo'yicha ko'rik-tanlov va festivallari, Sharq xalqlari hamda Yevropa mumtoz musiqasiga oid materiallar o'z aksini topgan. Shuningdek, dasturda folklor musiqasi va dostonchilik san'ati bo'yicha 2- ta mavzu ham kiritilgan.

Shuni ta'kidlash joizki, o'zbek xalq musiqa folklori qatorida viloyatimiz maktablarida ham musiqa madaniyati darslarida mahalliy ijrochilik uslubiga oid asarlarni o'rgatish, Buxoro folklor qo'shiqlarini jamoa bo'lib kuylash asosida o'quvchilarni ma'naviy-axloqiy, estetik tarbiyalash ishlarini o'rganish bo'yicha maxsus dastur va rejalar ishlab chiqildi. Maktab o'qituvchilarining folklor musiqasi asosida o'quvchilarni ma'naviy axloqiy - estetik tarbiyasiga oid fikr va mulohazalarini aniqlash hamda umumlashtirish kabi ishlar ham amalga oshirildi.

Birinchi navbatda, musiqa madaniyati darslarida xalq og'zaki ijodiyoti, ayniqsa Buxoro folklor qo'shiqlairdan o'quvchilarni ma'naviy-axloqiy, estetik tarbiyalash jarayonida

qay darajada foydaliniyotganligi, bu borada amalga oshirib kelinayotgan muayyan ishlar, qo'llanilayotgan shakl va usullar bilan tanishish, o'rganish, tahlil qilish, maktablarda musiqa madaniyati fanidan dars berib kelayotgan o'qituvchilarning Buxoro folklor qo'shiqlari haqidagi tasavvuri, bilish darajasi, ularni ijro etish mahorati, o'quvchilarga o'rgatib kelayotgan shart-sharoitlari va mazmun-mohiyatini tushuntirib berish mahorati, o'z fikrlarini o'zaro qiyoslab, masalaga estetik tarbiya nuqtai-nazardan yondashish bo'yicha mavjud holatini aniqlashga harakat qilindi.

Biroq, shuni ham ta'kidlash o'rinliki, 5-7-sinflar musiqa darsliklarida folklor qo'shiqlari, jumladan, Buxoro bolalar musiqa folkloriga oid ma'lumotlar mavjud emas. Bu esa o'smir yoshdagi o'quvchilar musiqa madaniyati darslarida o'zining vohasiga doir xalq musiqa ijodiyoti asarlaridan to'la bahramand bo'la olmaydi.

Xulosa sifatida aytish mumkin, kichik yoshdagi o'smir o'quvchilar musiqa darslarida o'qituvchilar folklor qo'shiqlari, jumladan Buxoro bolalar mahalliy musiqa folkloridan namunalar tanlab, o'rgatishni amalga oshirsalar, o'quvchilarning folklor musiqasiga qiziqishi yanada ortadi. Bu esa musiqa madaniyati darslarini samaradorligini oshirishga yordam beradi.

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MAKTABGACHA TA'LIM TIZIMIDA MUSIQA TARBIYASINING O'RNI

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Annotatsiya: maqolada maktabgacha ta'lim tizimida musiqa tarbiyasining o'ri, ahamiyati, ajdodlarimizning milliy musiqa san'ati va ta'limi xususidagi mulohazalari, ma'naviy tarbiyada musiqadan foydalanishda bolalarning psixologik-pedagogik xususiyatlari bayon etiladi.

Kalit so'zlar: maktabgacha ta'lim, musiqa mashg'ulotlari, musiqa tarbiyasi, milliy musiqa, musiqa san'ati, milliy tarbiya, his-tuyg'ular, musiqa tinglash.

Barcha tarbiya turlari singari musiqiy tarbiya ham avvalo oilada boshlanib, so'ngra maktabgacha ta'lim muassasalarida, maktablarda davom ettiriladi. Ayniqsa, maktabgacha ta'lim tizimidagi tarbiyaning ahamiyati alohida ahamiyat kasb etadi. Zero, O'zbekiston Respublikasi "Ta'lim to'g'risidagi Qonuni"ning "Maktabgacha ta'lim va tarbiya",- deb nomlangan 8-moddasida "Maktabgacha ta'lim va tarbiya bolalarni o'qitish va tarbiyalashga, ularning intellektual, ma'naviy, axloqiy, etik, estetik va jismoniy jihatdan rivojlantirishga, shuningdek bolalarni umumiy o'rta ta'limga tayyorlashga qaratilgan ta'lim turidir" - deb uqtirilgan [1].

O'zbekiston Respublikasi maktabgacha ta'lim tizimini 2030-yilgacha rivojlantirish Konsepsiyasining "Maktabgacha ta'lim tizimini rivojlantirishning maqsadlari va ustuvor yo'nalishlari",-deb nomlangan 3-bobida maktabgacha yoshdagi bolalarning badiiy-estetik va musiqiy tarbiya hamda ta'lim darajasini oshirish, erta yoshdan boshlab STEAM o'qitish asoslarini joriy etish masalasi alohida ta'kidlab o'tilgan [2].

Ijtimoiy taraqqiyotning har bir davrida musiqa ta'lim- tarbiyasi va bolalar musiqiy-badiiy rivojlanishining o'ziga xos maqsad hamda vazifalari belgilanib, yechimi amalga oshirilgan. Har tomonlama rivojlangan shaxsni tarbiyalash g'oyasida uning asosini tashkil etadigan davr g'oyalari, axloq normalari va hokazolar ustuvor bo'lib, unda musiqa ta'lim-tarbiyasi ma'naviy rivojlanishning vositasi sifatida e'tirof etilgan.

Ma'lumki, tarbiya-inson ongi, his-tuyg'ulari, tasavvuri, dunyoqarashi, xulq-atvoriga ta'sir ko'rsatadi. Musiqa san'atining o'ziga xos xususiyati esa uning "tili" va mazmuni barchaga tushunarli va yaqindir.

Pedagog olimlarning ta'rifiga ko'ra: "Tarbiya - shaxsda muayyan jismoniy, ruhiy, axloqiy, ma'naviy sifatlarni 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 abadiy qadriyatdir. Tarbiyasiz alohida odam ham, kishilik jamiyati ham mavjud bo'la olmaydi. Chunki inson va jamiyatning mavjudligini ta'minlaydigan qadriyatlar tarbiya tufayligina bir avloddan boshqasiga o'tadi.

Umuman, pedagogik adabiyotlarda "Tarbiya" atamasining keng va tor ma'nolarda qo'llanilishini kuzatish mumkin. Keng ma'noda tarbiya - inson shaxsini shakllantirishga, uning jamiyat ishlab chiqarish va ijtimoiy, madaniy, ma'rifiy hayotida faol ishtirokini

ta'minlashga qaratilgan barcha ta'sirlar, tadbirlar, harakatlar, intilishlar yigindisini anglatadi. Bunday tushunishda tarbiya faqat oila, maktab, bolalar va yoshlar tashki-lotlarida olib boriladigan tarbiyaviy ishlarni emas, balki butun ijtimoiy tuzum, uning yetakchi g'oyalari, adabiyot, san'at, kino, radio, televidenie va boshqalarni ham o'z ichiga oladi. Shuningdek, keng ma'nodagi tarbiya tushunchasi ichiga ta'lim va ma'lumot olish ham kiradi.

Tor ma'noda tarbiya-shaxsning jismoniy rivoji, dunyoqarashi, ma'naviy-axloqiy qiyofasi, estetik didi o'stirilishiga yo'naltirilgan pedagogik faoliyatni anglatadi. Buni oila va tarbiyaviy muassasalar hamda jamoat tashkilotlari amalga oshiradi. Ta'lim va ma'lumot olish tor ma'nodagi tarbiya ichiga kirmaydi. Lekin har qanday tarbiya ta'lim bilan chambarchas bog'liq holdagina mavjud bo'ladi. Chunki ta'lim va ma'lumot olish jarayonida shaxsning faqat bilimi ko'payibgina qolmay, balki axloqiy-ma'naviy sifatlari qaror topishi ham tezlashadi".

Musiqamadaniy hayotimizda keng o'rin egallagan, inson shaxsiyatini rivojlantirishda muhim ahamiyatga ega bo'lgan san'at turi hisoblanadi. Inson hayotida, uning ulg'ayishi va shaxs sifatida shakllanib borishida musiqiy tarbiyaning roli benihoyat katta bo'lib, musiqakishi tug'ilganidan, ya'ni go'daklik davridan onasi tomonidan aytiladigan allasidan to umrining oxirgi kunlarigacha inson bilan yonma-yon,shodliku-xursandchilik, qayg'u-g'am, osoyishta damlarida ham doimiy hamroh bo'ladi. Musiqashunday fan va san'at turiki, u insonlarni bir-biri bilan o'zaro ruhiy kechinmalari hamda hissiyotlari orqali birlashtirishi xususiyati bilan ular orasida aloqani o'rnatishda vosita bo'lib xizmat qiladi.

Musiqaning tarbiyaviy xususiyati shundaki, u tovush tebranishi va tovlanishlari orqali fikr va tuyg'ularni aks ettiradi, hayot bosqichlarida insoniyatni to'lqinlantirib kelgan axloqiy muammolarni bayon qiladi. Bunda musiqaning falsafiy mohiyati ham namoyon bo'ladi. U inson hissiyotiga kuchli ta'sir ko'rsatish imkoniyatiga ega, yoshlarni axloqiy va g'oyaviy tarbiyalashning sinalgan vositasidir.

Abu Rayxon Beruniyning inson hayoti va turmushiga xos xulq-odob qoidalari haqidagi fikrlari pedagogik jihatdan muhim ahamiyat kasb etadi. Inson ham ichki, ham tashqi tomondan go'zal bo'lsa-gina haqiqiy kamolotga erishishi mumkin, deydi. U ozodalik va orastalikni olijanoblik bilan tenglashtiradi. Inson doimo bularga rioya etishi zarur, deb ta'kidlaydi [3].

Musiqakishiga har tomonlama ta'sir ko'rsatar ekan kuy va uning musiqiy ifodasi kishining hissiyotiga chuqur ta'sir qilib, unda har xil tuyg'ularni uyg'otadi, turlicha kayfiyatlarni shakllantiradi. Qo'shiqning matni, g'oyaviy mazmuni nafaqat hissiyotga balki tinglovchilarning ongiga ham ta'sir qilib, ularni hayajonlantiradi va fikrlash, mushohada etishga undaydi. Kishilarda asarda aks etgan ma'naviy muammolarga nisbatan muayyan munosabat uyg'otadi. Bunday ta'sir g'oyat murakkab va kuchlidir.

Musiqamusiqiy faoliyatlar bilan shug'ullanish bolaning nafaqat ruhiyati, kayfiyati, fe'l-atvori, estetik rivojiga balki fiziologik, umumiy organizmiga ham ta'sir o'tkazadi. Bola musiqatinglaganda, qo'shiq kuylaganda, raqsga tushganda uning butun organizmi, jumladan nafas yo'llari, mushaklar, qon aylanishi, asab tizimi va boshqa a'zolari faoliyat olib boradi. Bu masala bo'yicha ko'plab fiziolog olimlarimiz ish olib borishgan va o'z izlanishlarida juda ko'plab ma'lumotlarni berishgan.

Ularning ma'lumotlariga ko'ra, hatto perenatal davr ham keyingi rivojlanish uchun juda muhim ekanligi isbotlangan. Kelajakdagi ona tinglaydigan musiqa bolaning ruhiy rivojlanishiga ta'sir qiladi. Aksariyat tibbiy va psixologik tadqiqotlar musiqiy faoliyatning nafas olish va qon aylanish funksiyalariga, immunitet jarayonlariga, miya funksiyasi va yarim sharhlarning o'zaro ta'siriga, aqliy faoliyatga, psixomotor, nutq rivojlanishiga va hisoblash qobiliyatlariga ijobiy ta'sir ko'rsatishini tasdiqlaydi.

Musiqiy ta'sir natijasida bolalar quyidagilarga erishadi:

- nafaqat tinglash, balki vizual analizatorlarning sezgirligi oshadi;
- aqliy jarayonlar-diqqat, tushunish, idrok, yodlash, eslash, takrorlash yaxshilanadi;
- modda almashinuv jarayonlari tartibga tushadi;
- hayajon, tashvish darajasi pasayadi.

Musiq ta'sirining psixofiziologik jihatini o'rgangan tadqiqotchilar quyidagi faktlarni aniqlashgan. Musiqa daqiqaga sezilarli ta'sir qilishini qon hajmi, yurak urish tezligi, qon bosimi, qonda shakar darajasi, shuningdek, mushaklarning o'zgarishi va his-tuyg'ularning namoyon bo'lishida kuzatish mumkin.

Xullas, musiqa tarbiyasi bola shakllanishi va rivojlanishi uchun muhim ahamiyatga ega bo'lib, u uzluksiz ta'lim tizimida bosqichma-bosqich rivoj topib, tarbiyaning boshqa turlari bilan uyg'un tarzda takomillashib boradi.

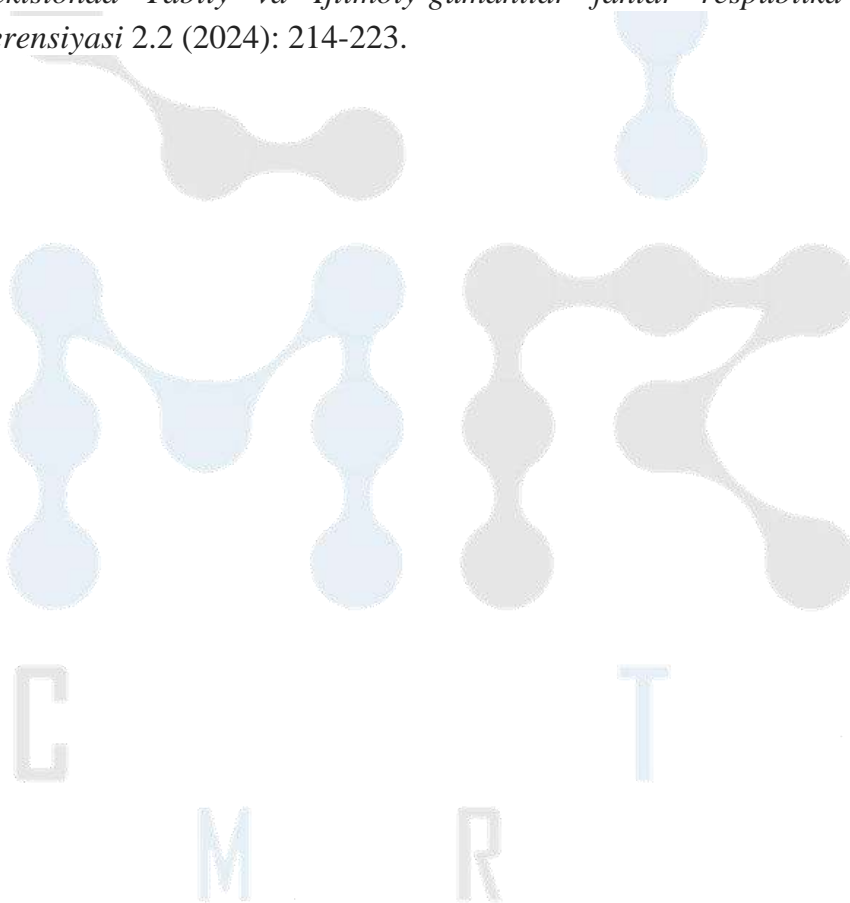
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O'ZBEK MAQOMOTI – QADRIYATLARNING OLIYSI

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Annotatsiya

Ushbu maqola Milliy musiqamizning durdona namunalaridan biri bu O'zbek maqom san'atining oily qadriyat ekanligi to'g'risida. Maqom san'atining yirik qismi bu shashmaqom. Shashmaqom tarkibida esa Buzruk, Rost, Navo, Dugoh, Segoh va Iroq bo'limlaridan iboratligi borasida so'z yuritiladi.

Аннотация

Данная статья о том, что одним из шедевров нашей национальной музыки является семейная ценность узбекского государственного искусства. Основная часть искусства макама – это шашмакам. Говорят, что Шашмаком состоит из участков Бузрук, Рост, Наво, Дугох, Сегох и Ирак.

Annotation

This article is about the fact that one of the masterpieces of our national music is the family value of Uzbek state art. The main part of maqam art is shashmakam. Shashmakom is said to consist of the Buzruk, Rost, Navo, Dugokh, Segokh and Iraq sections.

Kalit so'zlar: Buzruk, Rost, Navo, Dugoh, Segoh, Iroq, Shashmaqom, O'n ikki maqom, Sho'ba, Turkum.

Xalqimiz san'atining eng yorqin namunalari ajdodlarimizdan bizga qadar yetib kelgan qadriyatlar hisoblanadi. Shu sababdan bugungi kunda tarixiy merosimizga bo'lgan e'tibor davlat siyosati darajasida olib borilmoqda. Shuni ta'kidlash lozimki san'atimizning targ'iboti, milliy musiqamizning yangicha namunalari va talqinlarini yaratish ijodiyoti ham aynan bugungi kunning dolzarb masalalaridan biri. Ayniqsa ommaviy madaniyat globallashayotgan ayni bir vaqtda, xalqning o'zligi-yu milliyligini saqlab qolish eng ustuvor maqsadlarimizdan biridir.

Musiqa madaniyatimiz tarixidan maqomlar azaliy qadriyatlar bo'lib shakllangan. Aslida "Maqom" so'zi arabchada "o'rin", "joy", "bosqich", "daraja" kabi ma'nolarni anglatadi. Bu so'z adabiyot, tasavvuf ilmi va boshqa sohalarda ham keng iste'mol etiladi, maxsus ibora sifatida aynan musiqa san'atida eng ko'p va xilma-xil ma'nolarda ishlatiladi. Bizning istilohimizda ko'proq qo'llaniladiganlar qatorida quyidagilarni aytib o'tish mumkin. Tovush qatorning alohida bosqichlar; parda tuzilmalari; lad tizimlari; alohida musiqa asari; musiqa turi (janr); turli toifa va miqdordagi qism va bo'limlarni birlashtiruvchi katta kichik turkum va boshqalar"¹ "G'iyosul-lug'at" qomusining muallifi G'iyosuddin o'tmish olimlarining mulohazalariga tayanib, maqomi borasini quyidagicha ta'riflaydi:

"Maqom – pardai surudro go'yand" – Maqom deb kuy va ashulalar pardasiga aytiladi». Bu yerda kuy va ashulalar boshlanadigan parda hamda ular harakat etadigan lad tovush qatorlari hisobga olingan albatta. Musiqaga doir eski manbalardan ma'lumki, maqomlarning tarixiy-nazariy va amaliy tamonlari bor. Ularning nazariy masalalari IX-XV asrlarda yashab ijod etgan Kindiy, Farobiy, Xorazmiy, Ibn Sino, Urmaviy; Sheroziy, Marog'iy, Jomiy va Husayniy kabi

¹O.Matyaqubov. Maqomot. – T., "Musiqa", 2004 – 18-b

buyuk olimlarning risolalarida shu qurilmiy asosda sharhlab berilgan. Shuni qayd etish lozimki musiqa nazariyasi hamma Sharq xalqlarida ba'zi tafovutlarni hisobga olmaganda deyarli bir xil mazmunda bo'lgan. Hatto maqomlar, sho'balari nomi ham o'xshash edi. Lekin, ularning musiqiy mazmuni har bir xalqning o'ziga xos bo'lib, bir-biridan tubdan farq etgan.

Shashmaqom O'n ikki maqom musiqa materiali asosida yaratilgan deb aytishga bosh bosh manbalardan aniq dalillar yo'q. Shu sababli maqom turkumlarining bu ikki shakli o'rtasida mavjud bo'lgan munosabatlar haqida biroz to'xtalib o'tishga to'g'ri keladi. O'zbek tojik xalqlarida esa maqomlarning bizgacha yetib kelgan shakli Shashmaqom (oltimaqom) Buzruk, Rost, Navo, Dugoh Segoh va Iroq. Maqomlarning tarixiy taraqqiyot yo'li va shakllari jarayoni o'tmishdagi yozma musiqa manbalarida yoritilmaganligi bu masalalarni aniq tasavvur etishga imkon bermaydi. Lekin bu yerda shuni aytib o'tish lozimki, O'n ikki maqom bilan Shashmaqomni bir-biridan tubdan farq etadigan hamda ularni melodik tarkibi turlicha bo'lgan janr deb qarash ham noto'g'ridir. Shashmaqom O'n ikki maqomdan turkum tuzilishi xarakteri bilangina farq qilishi mumkin. XV-XVII asr manbalarida bayon etilgan bastakorlik an'anasi O'n ikki maqomgagina emas, Shashmaqomga ham taaluqlidir. Maqomchilik sohasidagi an'ananing davom ettirishi natijasida O'n ikki maqom materiallari Shashmaqom shakliga keltirilgan, deb o'ylash to'g'riroqdir.

Shashmaqomning ashula bo'limida ham. O'n ikki maqom juda katta o'zgarishlarga uchragan deyish mumkin. O'n ikki maqomda Zangula sho'basi sanalgan "Uzzol", Shashmaqomdagi buzruk maqomining bir necha sho'balaridir. O'n ikki maqomda mustaqil maqom hisoblangan "Ushshoq" esa Shashmaqomdagi Rost maqomining bir necha sho'balari sifatida uchraydi. Undan tashqari Rost maqomi tarkibida "Busaliq" maqomining sho'basi sanaladigan "Navro'zi Sabo" ham Rost maqomiga kirgan. Bunday holatlar Shashmaqomda juda ko'p uchraydi. Aynan O'n ikki maqom tarkibidagi Dugoh va Segoh sho'balari, Shashmaqomda mustaqil maqom tizimi sifatida namoyon bo'ladi.

Shashmaqomdagi buzruk maqomiga Uzzol sho'basi, Iroq maqomining ma'lum kuyi variant qilib olinganligi (aynan buzruk maqomidagi ikkinchi guruh sho'balaridagi "Iroq Buxoriy" sho'basi nazarda tutilmoqda), Rost maqomiga Ushshoq va Navro'zi Sabo Sho'balari kiritilganligi va boshqa alomatlarining borligi -bularning hammasi tasodifiy xol emas, albatta. Bu yerda kuylar lad qurilmasining yaqinligi va mos kela olishi ham hisobga olingan.

O'zbek-tojik xalqlari musiqasining mumtoz namunasi bo'lgan Shashmaqom, tahminan XVIII asrning birinchi yarimlarida mustaqil musiqa janri sifatida uzil-kesil yuzaga keldi. Bunday tahmin etilishiga sabab shuki, O'rta Osiyoda XVIII asrgacha yozilgan musiqa risolalarida O'n ikki maqom ustidagina gap boradi. XIX asrgacha yozilgan musiqa manbalarida Shashmaqom haqida biror og'iz eslatib ham o'tilmagan. Shuning uchun O'n ikki maqom turkumi XVIII asrgacha yashab kelgan, degan ishonch hosil bo'ladi.

Shashmaqomga: Buzruk, Rost, Navo, Dugoh, Segoh va Iroq maqomlari kiradi. Olti maqomning har biri juda katta hajmdagi turkumli asarlar bo'lib, ularning har biri tarkibida tahminan 20 tadan 44 tagacha katta va kichik maqom yo'llari bor. Lekin, maqomlarning xalq orasida mashxur bo'lgan cholg'u, ashula va sunray yo'llari bilan qo'shib hisoblaganda, ular juda katta sonni tashkil qiladi. Hozirda nashr etilgan kitoblarda maqomlarning cholg'u va ashula qismlari 208 da 250 tagacha boradi.

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MILLIY MUSIQA NAMUNALARINING KOMPOZITORLIK IJODIYOTIDA O'RGANILISHI**Siddiqov Nursulton Siddiq o'g'li**

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Annotatsiya

Ushbu maqolada milliy musiqa namunalarining kompozitorlik ijodiyotida o'rganilishi, uning zamonaviy taraqqiyot bosqichlari haqida so'z boradi. Maqomlarga xos ritmik shakllar, kuy qatlamiga doir tovush qatorlar, kuyning ko'lamdorlik sifatlari doimiy ravishda kompozitorlarning ijodiy tajriba izlanishlarida o'z o'rni va ahamiyatiga ega bo'lib kelmoqda.

Аннотация

В данной статье говорится об исследовании образцов национальной музыки в творчестве композиторов и этапах ее современного развития. Ритмические формы, характерные для состояний, звуковые линии, относящиеся к пласту мелодии, качество объема мелодии постоянно приобретают свое место и значение в поисках творческого опыта композиторов.

Annotation

This article talks about the study of samples of national music in the works of composers and the stages of its modern development. Rhythmic forms characteristic of states, sound lines related to the layer of melody, the quality of the volume of the melody constantly acquire their place and meaning in the search for the creative experience of composers.

Kalit so'zlar: Maqom, kompozitor, ong, tafakkur, salohiyat, iqtidor, dunyoqarash, obraz, ritm, obrazlilik, mushohada.

Milliy musiqamiz uzoq o'tmishdan bizgacha yetib kelgan bebaho musiqiy merosdir. Uning ma'naviy tafakkuri, obrazli dunyosi, badiiy mohiyati, ifoda vositalari ko'lami ko'p asrlar davomida sayqallanib, Markaziy Osiyo musiqa madaniyatiga xos falsafiy-estetik dunyoqarashdan dalolat beradi.

Musiqamizda mujassam teran falsafiy mushohadaviylik Sharq musiqa madaniyatiga tegishli bo'lgan ma'naviy-estetik tamoyildir. Unga misol qilib maqomlarimizni keltirish mumkin. Qadim zamon ijodkorlari ushbu ifodaviylik prinsipidan foydalanar ekan, o'sha zamonga xos ijodiy fikrlash va uni yaratuvchilikda qo'llashning yorqin namunasini aks ettirgan. Unga ko'ra, ijodiy g'oyani (asarni) bosqichma-bosqich mulohaza etishda fikrlash jarayonining o'zi ham ulkan falsafiy mushohada obrazini vujudga keltirib, umumiy voqelikning ifodasida hal qiluvchi ahamiyatga ega bo'ladi.

Milliy musiqamiz bugungi kun kompozitorlik ijodiyoti uchun uning milliy-ma'naviy kamolotga erishish yo'lida beqiyos ijodiy namuna-saboq va ilhom manbai bo'lgan maydondir. Maqom asarlarida aks etadigan musiqiy-nazariy tuzilmalar, ijodiy yechimlar, shaklu shamoil ko'rinishlari, ohangning harakatlanishi va avjga chiqish yo'llari, she'riy matnning musiqiy mato bilan hosil qiladigan uyg'unligi kabi ifoda vositalari milliylikka erishishning o'ziga xos imkoniyatini namoyish etadi. Shu bilan birga, azaliy milliy mentalitetga xos xususiyatlarning ijodkorlikda namoyon bo'lishidan saboq beradi.

O'zbekiston kompozitorlik san'atiga nazar tashlaganda, unda milliy musiqa asarlariga murojaat etishning samarali ijodiy amaliyotini kuzatish mumkin. Maqomlarga xos ritmik shakllar, kuy qatlamiga doir tovushqatorlar, kuyning ko'lamdorlik sifatlari doimiy ravishda kompozitorlarning ijodiy tajriba izlanishlarida o'z o'rni va ahamiyatiga ega bo'lgan. Shunga ko'ra, ushbu amaliyotni shartli ravishda quyidagi uch bosqichga bo'lish mumkin:

- **birinchi bosqich** - XX asrning birinchi yarmi kompozitorlik maktabini mustahkam egallash va ravnaq toptirish davri bo'lib, unda ijodkorlar milliylikka erishishning turli yo'llaridan foydalangan. Shulardan biri – kuyini maqom uslubida yaratish usuli bo'lgan bo'lsa, keyingisi – bevosita maqom kuylarini ishlatishdir. Asarni yaratishda bevosita maqom kuyidan foydalanish jarayonida maqom kuyini musiqiy asarga bekamu ko'st tushirish, uni kuyga putur yetmaydigan darajada garmoniyalash va cholg'uning ijro ifodaviyligiga erishish kabi vazifalar asosiy maqsad qilib belgilangan. O'sha davrda yaratilgan simfonik hamda sahnaviy asarlar, jumladan, operalarga maqom kuylari singdirilgan.

“Farhod va Shirin” (В.Успенский, Т.Содиқов), “Layli va Majnun” (Р.Глиэр, Т.Содиқов), “Dilom” (М.Ашрафий) kabi o'sha davrning ilg'or sahnaviy namunalarida maqom asarlarining yirik bo'laklari ishlatilganini ko'rish mumkin.

Milliykuylarini ishlatishda, avvalo, unga akademik musiqaga doir garmoniya qo'llanilgan. Kuyini simfonik orkestr partiturasiga moslashtirishda orkestrning barcha tembr-koloristik bo'yoqlari bilan boyitish hamda musiqiy matoni polifonik imkoniyatlar bilan kengaytish kabi ijodiy jarayonlar kuzatiladi.

- **ikkinchi bosqich**- XX asrning ikkinchi yarmiga to'g'ri keladi. Bu davrda maqom san'atiga bo'lgan munosabat uning g'oyaviy yuksalishi tomon o'zgardi, deyish mumkin. Ya'ni milliy musiqa san'atimiz o'zining yuksak maqomiga ega bo'ldi.

Shunga ko'ra, endilikda kompozitorlarning milliy musiqalarimizni anglashga bo'lgan harakati keng ko'lamli, chuqur g'oyaviy-obrazli asarlarning ro'yobga kelishini ta'minladi. Kompozitorlar (Т.Қурбонов, М.Тожиёв, М.Махмудов) o'z asarlarida muhim bir ijodiy fikrni o'rtaga tashlar ekan, uning ahamiyatini yanada kuchaytirish maqsadida uni aynan maqom kuyi (Segoh, Dugoh, Navo) orqali ifodalash prinsipini qo'lladilar. Bu hol asar dramaturgiyasiga kuchli ta'sir ko'rsatib, umumiy ohang matosining maqom ohang dunyosiga yaqinlashuvini ta'minlashga xizmat qildi.

Maqom san'atiga murojaat etish bilan bog'liq ikkinchi bosqichdagi estetik tafakkur birinchi bosqichdan farq qiladi. Bunda kompozitorlar maqomga xos musiqiy ifoda vositalarining mazmun-mohiyatini chuqur anglab, shu vositalarning o'zidan garmonik va polifonik mato yasaganini ko'ramiz. Bu hol o'zbek kompozitorlik ijodiyotining jahon musiqasi taraqqiyoti nuqtai nazaridan katta ahamiyatga molik bo'lgan o'ziga xos muvaffaqiyat pog'onasini aks ettirdi.

- **uchinchi bosqich** - XXI asr – mustaqillik sharoitida milliy o'zlikni anglash, madaniy-ma'naviy qaddriyatlarni tiklash barobarida kompozitorlik ijodiyotida xam ifoda vositalarini qayta anglash hamda obrazli dunyoga bo'lgan munosabatning tubdan o'zgarishi kuzatiladi. Bu davrda maqom asarlaridan foydalanishning ahamiyati o'zgacha. Endilikda kompozitorlar (Ж.Шукуров, А.Ким) maqom asarlari bilan ish olib borishda uning obrazli-psixologik dunyosini aks ettirish yo'lidan bormoqda. Bunda maqom falsafasi kosmik tafakkurda o'z ifodasini topishi kompozitorlik san'atida yangi tendensiyaning belgilab beradi. Ya'ni, musiqiy jarayonda maqom asarining vujudga kelish vaqtidagi ijodkorning ruhiy-

ma'naviyholatini anglash va ushbu holatni musiqada aks ettirish bilan bog'liq makon ohangdorligi dunyosi va ohang tafakkuri aks etadi.

XXI asrga kelib, musiqiy asarning yaratilishiga omil bo'lgan ma'naviy-ruhiy ta'sirning ahamiyatini o'rganish, shu bilan birga, uning vujudga kelishi bilan bog'liqshart-sharoitga nisbatan bugungi kun nazari bilan qarash va uni aks ettirishga intilish masalasi dolzarb bo'lib qolmoqda.

Bunday ma'naviy-ruhiy manzarani aks ettirish uchun endilikda nafaqat maqom asarlariga xos estetik vositalar, balki jahon musiqa ijodkorligida ishlatiladigan barcha musiqiy-texnik uslub va vositalardan foydalanish maqsadga muvofiq bo'ladi.

Milliy musiqamiz o'zining ichki kompozitsion tuzilishi, so'z va musiqa vobastaligi hamda badiiy-obrazli dunyosi orqali bugungi kun ijodkori uchun ulkan axborot maydonini tashkil etadi. U uzoq tarix ijodkorlarining kuch va irodasi, ilhom va ixlosi aks etgan qimmatli merosni bizgacha yetkazib berar ekan, ko'plab asrga tatigulik musiqiy-ma'naviy ozuqa beradigan ulkan salohiyatga ega.

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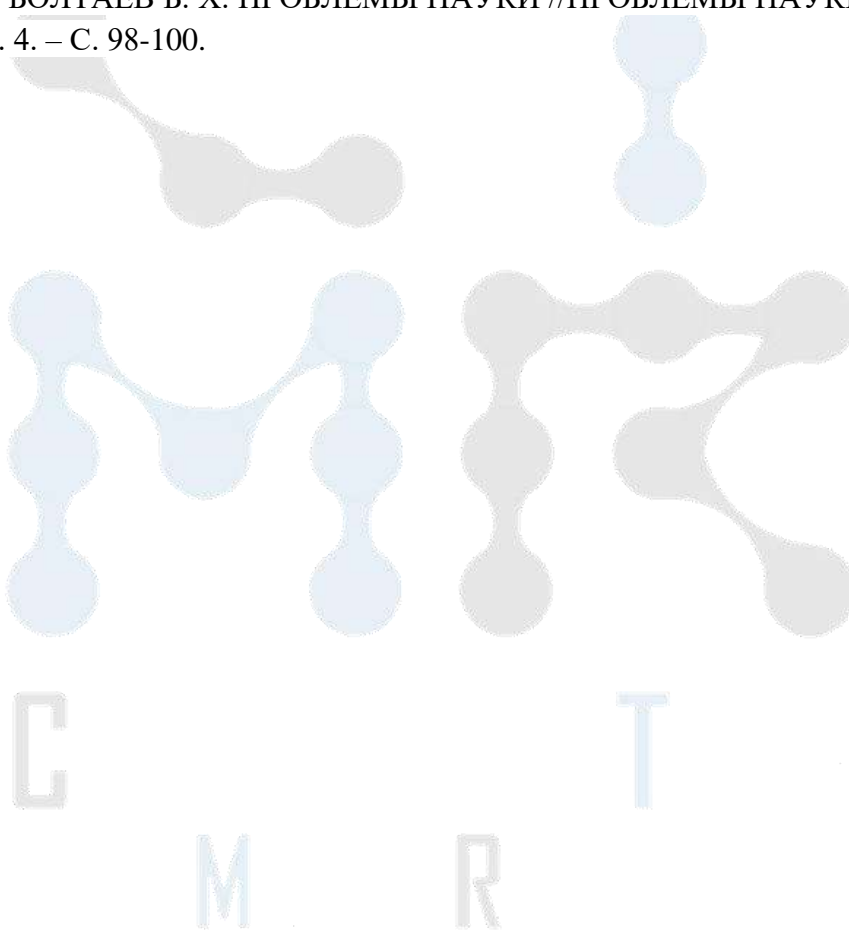
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IJROCHILIKNI RIVOJLANTIRISHDA USUL SEZGISINING O'RNI

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Annotatsiya

Ushbu maqolada Sharq musiqa madaniyatida usul va ritmlarining o'rni va ularning qo'llanilish darajasi haqida so'z boradi. Bundan tashqari maqolada doira cholg'usi va uning ijro imkoniyatlari, mashhur doirachi ustoz sozandalarning bizgacha yetib kelgan yetuk durdona asarlari haqida.

Аннотация

В данной статье говорится о роли методов и ритмов в восточной музыкальной культуре и уровне их использования. Кроме того, в статье речь идет о кружковом инструменте и его исполнительских возможностях, дошедших до нас зрелых шедеврах знаменитых мастеров кружка

Annotation

This article talks about the role of methods and rhythms in Eastern musical culture and the level of their use. In addition, the article deals with the circle instrument and its performance capabilities, the mature masterpieces of famous circle masters that have come down to us

Kalit so'zlar: Buzruk, Rost, Navo, Dugoh, Segoh, Iroq, Shashmaqom, O'n ikki maqom, Sho'ba, Turkum.

Sharq musiqa nazariyasida musiqiy ritm asoslarining umumiy tushunchasi. Mumtoz musiqada aruz vaznlari bilan musiqiy vaznlarning umumiyiligini ifoda etgan. She'ning uzunqisqa bo'g'inlar almashinuvi Ularda "t" va "n" unsiz harflar yordamida belgilangan: ochiq "ta", "na" bo'g'inlari qisqa, yopiq "tan", "nan" bo'g'inlar orqali — uzun zarb (naqr)lar o'z ifodasini topgan. 2) doira va nog'oralarda ijro etiladigan zarb tuzilmalari. Forobiy, Safiuddin alUrmaviy, ash-Sheroziy va boshqa ning musiqa risolalarida juda ko'p qad. usullar keltirilib, ular davri avsat, davri turkiy, davri ravon, davri asl, davri kabir, davri saqil, duyak, chorzarb, miatayn, ufar, zarbul fath, muxammas, hafif singari nomlar bilan atalgan. Bu usullarning ko'pi bizgacha ustoz san'atkorlar ijodi orqali yetib kelgan. O'zbek an'anaviy musiqasida "Katta o'yin", "Shodiyona" kabi Usul turkumlari mavjud.

Milliy musiqa ijodiyotimizda usul beruvchi asosiy cholg'u bu doyra hisoblanadi. Doyra-o'zbek musiqiy ijrochiligida usul beruvchi eng asosiy cholg'u hisoblanadi, nafaqat ansambl yoki orkestr ijrosini, hatto ko'pgina yakka cholg'uchilar ijrosini ham tinglash qiyin. Bunfan tashqari, doyra O'zbekistonda eng ko'p tarqalgan musiqiy cholg'ulardan biri hisoblanadi. Doyrani xalq ichida keng tarqalishida Usta Olim Komilov, G'ofur Azimov, Qaxramon Dadayev, aka-uka Islomovlar, Odil Kamolxo'jayev, Ilhom Ikromov kabi qator doyrachilarning xizmatlari katta.

O'zbek doyrasi sadolarining chet el sahnalarida sadolanishi va o'zining mohirona ijrosi bilan jahon tomoshabinlari yuraklarini zabt etgan ustoz san'atkor

Usta Olim Komilovning doyra cholg'usi ijrosi sir asrorlarini nafaqat amaliy, balki nazariy-ilmii jihatdan o'quv qo'llanma va darsliklar ko'rinishida xalqimizga yetkazgan ustoz

san'atkor Dilmurod Islomov xisoblanadi. Zamonamiz doyra maktabiga yangicha nafas baxsh etgan ustoz san'atkor Dilmurod Islomov o'z atrofida keyinchalik kasbiga sadoqatli shogirdlar tarbiyalab xalqimiz xizmatiga safarbar etdi.

Xozirgi kunda ham doyra ijrochilik maktabi bir qator mualliflik uslublar bilan boyidi. Ijrochilik amaliyotida bu uslublarni yaratgan ustoz sozandalar elga tanildilar. Mavjud usullarni o'zlashtirish bilan bir qatorda Ushbu san'atni zamonamizga mos holda talqin qilish, o'zining bor kuchini sarf qilib rivojlantirishi lozim. O'tgan davrda yashab ijod etgan san'atkorlar o'zlaridan oldingi san'atkorlar malini puxta o'rganishga katta ahamiyat berganlar, o'zlashtirgan bilimlarini esa, keyingi avlod shogirdlariga o'tkazganlar. Bu faqat doyrachilarning emas, balki barcha o'zbek san'ati namoyomdalarining uslubi bo'lmish "Ustoz-shogirt" an'anasidir. Mazkur nuqtayi nazardan kelib chiqib, kelajak avlodning o'tmishga xos tarzda kamol topishi, bu barkamol avlod tarbiyasidagi asosiy vazifalardan desak, mubolag'a bo'lmas.

Bugungi davrda taraqqiyoti, axborot texnologiyalarining yangidan-yangi namunalari joriy etilayotgan bir paytda o'zbek milliy zarblarini turli cholg'ular, elektron vositalar va mavjud cholg'u sozlarda tarannum etish imkoniyatlari ochilmoqda. O'zbek usullarini zamonaviy texnika vositasida doyraning jonli sadosini tarannum etish yosh shijoatkor san'atkorlarimizning iodiy munosabatiga bog'liq.

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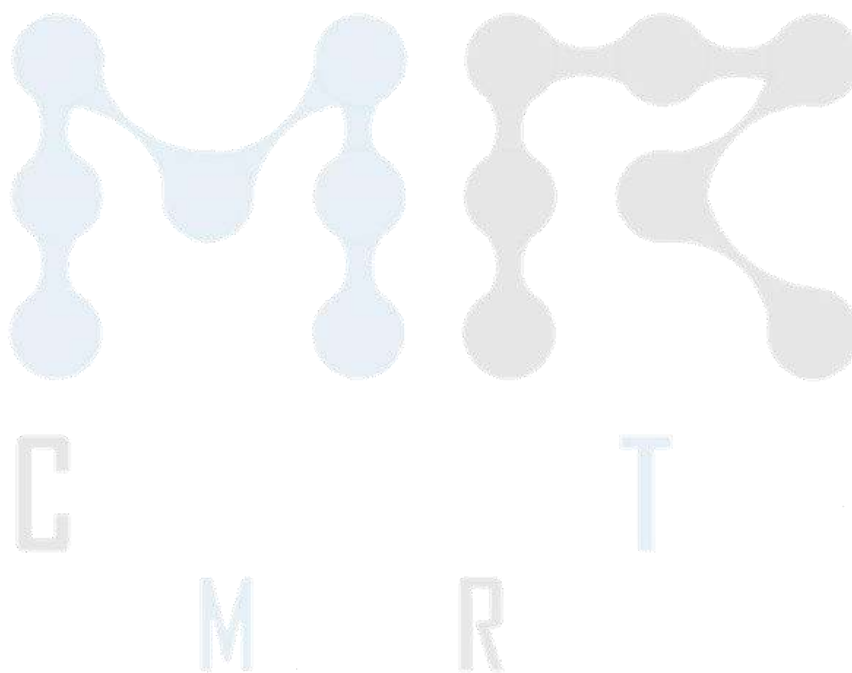
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IJRO JARAYONIDA DOYRA USULLARINI QO'LLANILISHI

Otaniyozov San'atbek Ilhombek o'g'li

Buxoro davlat universiteti Musiqa ijrochiligi
va kafedrası 12-1 vokal 21 guruh talabasi

ANNOTATSIYA: Milliy musiqa ijodiyotimizda usul beruvchi asosiy cholg'u bu doyra hisoblanadi. Doyra-o'zbek musiqiy ijrochiligida usul beruvchi eng asosiy cholg'u hisoblanadi, nafaqat ansambl yoki orkestr ijrosini, hatto ko'pgina yakka cholg'uchilar ijrosini ham tinglash qiyin. Bunfan tashqari, doyra O'zbekistonda eng ko'p tarqalgan musiqiy cholg'ulardan biri hisoblanadi. Doyrani xalq ichida keng tarqalishida Usta Olim Komilov, G'ofur Azimov, Qaxramon Dadayev, aka-uka Islomovlar, Odil Kamolxo'jayev, Ilhom Ikromov kabi qator doyrachilarning xizmatlari katta.

KALIT SO'ZLAR: Cholg'u, mumtoz musiqa, doyra, sado, doyra sadosi, zarb, musiqa risolalari.

Mumtoz musiqada aruz vaznlari bilan musiqiy vaznlarning umumiyiligini ifoda etgan. She'ning uzunqisqa bo'g'inlar almashinuvi Ularda "t" va "n" unsiz harflar yordamida belgilangan: ochiq "ta", "na" bo'g'inlari qisqa, yopiq "tan", "nan" bo'g'inlar orqali — uzun zarb (naqr)lar o'z ifodasini topgan. 2) doira va nog'oralarda ijro etiladigan zarb tuzilmalari. Forobiy, Safiuddin al-Urmaviy, ash-Sheroziy va boshqa ning musiqa risolalarida juda ko'p qad. usullar keltirilib, ular davri avsat, davri turkiy, davri ravn, davri asl, davri kabir, davri saqil, duyak, chorzarb, miatayn, ufar, zarbul fath, muxammas, hafif singari nomlar bilan atalgan. Bu usullarning ko'pi bizgacha ustoz san'atkorlar ijodi orqali yetib kelgan. O'zbek an'anaviy musiqasida "Katta o'yin", "Shodiyona" kabi Usul turkumlari mavjud.

Milliy musiqa ijodiyotimizda usul beruvchi asosiy cholg'u bu doyra hisoblanadi. Doyra-o'zbek musiqiy ijrochiligida usul beruvchi eng asosiy cholg'u hisoblanadi, nafaqat ansambl yoki orkestr ijrosini, hatto ko'pgina yakka cholg'uchilar ijrosini ham tinglash qiyin. Bunfan tashqari, doyra O'zbekistonda eng ko'p tarqalgan musiqiy cholg'ulardan biri hisoblanadi. Doyrani xalq ichida keng tarqalishida Usta Olim Komilov, G'ofur Azimov, Qaxramon Dadayev, aka-uka Islomovlar, Odil Kamolxo'jayev, Ilhom Ikromov kabi qator doyrachilarning xizmatlari katta.

O'zbek doyrasi sadolarining chet el sahnalarida sadolanishi va o'zining mohirona ijrosi bilan jahon tomoshabinlari yuraklarini zabt etgan ustoz san'atkor

Usta Olim Komilovning doyra cholg'usi ijrosi sir asrorlarini nafaqat amaliy, balki nazariy-ilmiiy jihatdan o'quv qo'llanma va darsliklar ko'rinishida xalqimizga yetkazgan ustoz san'atkor Dilmurod Islomov hisoblanadi. Zamonamiz doyra maktabiga yangicha nafas baxsh etgan ustoz san'atkor Dilmurod Islomov o'z atrofida keyinchalik kasbiga sadoqatli shogirdlar tarbiyalab xalqimiz xizmatiga safarbar etdi.

Xozirgi kunda ham doyra ijrochilik maktabi bir qator mualliflik uslublar bilan boyidi. Ijrochilik amaliyotida bu uslublarni yaratgan ustoz sozandalar elga tanildilar. Mavjud usullarni o'zlashtirish bilan bir qatorda Ushbu san'atni zamonamizga mos holda talqin qilish, o'zining bor kuchini sarf qilib rivojlantirishi lozim. O'tgan davrda yashab ijod etgan san'atkorlar o'zlaridan oldingi san'atkorlar malini puxta o'rganishga katta ahamiyat berganlar, o'zlashtirgan bilimlarini esa, keyingi avlod shogirdlariga o'tkazganlar. Bu faqat doyrachilarning emas, balki barcha o'zbek san'ati namoyimdalarining uslubi bo'lmish "Ustoz-shogirt" an'anasidir. Mazkur nuqtayi nazardan kelib chiqib, kelajak avlodning

o'tmishga xos tarzda kamol topishi, bu barkamol avlod tarbiyasidagi asosiy vazifalardan desak, mubolag'a bo'lmas.

Bugungi davrda taraqqiyoti, axborot texnologiyalarining yangidan-yangi namunalari joriy etilayotgan bir paytda o'zbek milliy zarblarini turli cholg'ular, elektron vositalar va mavjud cholg'u sozlarda tarannum etish imkoniyatlari ochilmoqda. O'zbek usullarini zamonaviy texnika vositasida doyraning jonli sadosini tarannum etish yosh shijoatkor san'atkorlarimizning iodiy munosabatiga bog'liq.

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C M R T

O‘ZBEK XALQINING MILLIY MUSIQA NAMUNALARI

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Buxoro davlat universiteti Musiqa ijrochiligi va madaniyat kafedrası 12-1 vokal 21guruh talabasi

ANNOTATSIYA: Asrlar davomida sozanda va xonandalar tomonidan yaratilgan xalq og‘zaki ijodiyotidagi professional musiqa o‘zbek xalqining musiqa madaniyati ko‘p asrlik tarixga ega ekanligidan darak beradi. O‘zbek xalqi ajdodlarining milliy musiqa asarlari O‘rta Osiyo hududida yashagan qardosh xalqlar, birinchi navbatda, tojik xalqi ijodi bilan mustahkam bog‘liq.

KALIT SOZLAR: “Risolatush-Sharafiya”– Safiuddin Urtnaviy, “Durat-ut toj-li g‘urraat yat-Diboj” – Qutbiddin Sheroziy, “Nafois-ul-funun”,”Li-arais-ulyunon”– Mahmud Omuliy, “Maholid-ul-ulum” – Mirsaid Alin Jurjoniy, “Maqosid-ul-alxon” – Abdulqodir Marog‘iy, “Musiqa haqida risola”.

Asrlar davomida sozanda va xonandalar tomonidan yaratilgan xalq og‘zaki ijodiyotidagi professional musiqa o‘zbek xalqining musiqa madaniyati ko‘p asrlik tarixga ega ekanligidan darak beradi. O‘zbek xalqi ajdodlarining milliy musiqa asarlari O‘rta Osiyo hududida yashagan qardosh xalqlar, birinchi navbatda, tojik xalqi ijodi bilan mustahkam bog‘liq.¹

O‘rta Osiyo xalqlarining madaniy hayotida tarixiy rivojlanish taxminan bizning eramizgacha bo‘lgan birinchi ming yillikdan bosilaniadi. O‘rta Osiyo xalqlari va ular olib bordigan faoliyati va hayoti to‘g‘risida sharq mamlakatlari yodgorligi «Avesto» kitobida batafsil yoritib berilgan.² Avestoda kitobida xalq poetik va musiqa san‘atining mushtarakligi va shu asosda yaratilgan, musiqiy poetik asarlar, O‘rta Osiyo xalqlarining turmushi, ular olib borayotgan siyosat, ularning urf-odatlar, o‘tkaziladigan to‘y-tomoshalar va boshqalar arxeologik namunalarda o‘z aksini topgan. Dehqonlar o‘troqlashib, oila, jamoa tashkil etilishi va sinfiy jamiyatga o‘tilishi, asta-sekinlik bilan davlatlar birlashuvi natijalari, epik qo‘shiqalar paydo bo‘lishi, devoriy naqshlar ham bundan dalolat beradi. O‘rta Osiyo xalqlarining ozodlik uchun mardonavor kurashlari, ushbu yo‘lda o‘z jonini qurbon qilgan Cho‘lpon Shiroqning jasorati tarixda o‘z aksini topgan. Shuningdek, sharq xalqlarining bebaho asari Firdavsiyning «Shohnoma»si, jumladan, qahramonlar O‘rta Osiyoda eramizning birinchi ming yillikdan boshlab o‘troq dehqonlar (sug‘diylar, baqtriyaliklar, xorazmiylar) ko‘chmanchi (saklar, massagetlar) to‘g‘risida tarixiy manbalar ma‘lumot beradi. Rustam, Suxrob, Siyovushlarning jasorati, go‘zallik ramzi bo‘lmish malika Taxminaning muhabbati va boshqa qahramonlar to‘g‘risida afsonalar yaratildi.

Tarixiy manba hisoblanmish «Avesto» kitobida xalqning qo‘shiq aytishi va turli marosimlarda jamoa bo‘lib qo‘shiq ijro etishi, xalqning olovga sig‘inib, olov atrofida qo‘shiq aytib, raqsga tushishi ko‘rsatilgan. Shunindek, XII-XV asr mutafakkirlarining aytishlaricha, xalqning asosiy bayrami bo‘lmish «Navro‘z»da o‘tkaziladigan turli urf-odatlar, qo‘shiqning ijro etilishi, raqsga tushishi, xalqning musiqaga bo‘lgan munosabati yaqqol ko‘rsatilgan³. Oddiy xalqning musiqaga bo‘lgan munosabati, keyinchalik musiqaning rivojlanishi, ilmiy, nazariy tadqiqot o‘zo‘rnini asrlar davomida quyidagi asarlarda topdi: «Musiqa haqida risola» – Muhammad Nishopuriy, «Risolatush-Sharafiya» – Safiuddin Urtnaviy, «Durat-ut toj-li g‘urraat yat-Diboj» – Qutbiddin Sheroziy, «Nafois-ul-funun», «Li-arais-ulyunon» – Mahmud Omuliy,

«Maholid-ul-ulum» – Mirsaid Alin Jurjoniy, «Maqosid-ul-alxon» – Abdulqodir Marog‘iy, «Musiqqa haqida risola» A. Jomiy, «Kitob-ul musiqqa ul-kabir» al-Forobiy, «Donishnoma» Ibn Sino, «Musiqqa haqida risola» Kamoliddin Binoiy, «Musiqaning ilmiy va amaliy qonuni», Mahmud

Husayniy, «Musiqqa haqida risolalar» Najmiddin Kavkabiy, Darvesh Ali Changiy va boshqalar shular jumlasidandir.

Qadimgi O‘rta Osiyodagi ko‘pgina xususiyatlarning mavjudligi ko‘rsatib o‘tilgan. Bu ma‘lumotlar devoriy naqshlarda, turli haykallarda o‘z aksini topgan. Sharq xalqlari orasida eramizning IV asridan boshlab siyosiy o‘zgarishlar yuz berdi. Quldorlik asta-sekin feodal tuzum bilan almashdi.

Sharq mamlakatlari ikki guruhga bo‘linib, turk va Sharqiy Eron xalqlariga qo‘shilib yashash jarayoni boshlandi. Qadimgi Panjakent shahridan topilgan yorqin naqshlarda aks ettirilgan turii ziyofat va marosimlar, kumush laganda ov manzarasi, raqqosaning haykali shundan dalolat beradiki, qadimgi O‘rta Osiyo xalqlari orasida musiqqa madaniyati yuqori baholangan⁴. Musiqqa merosida mahalliy turklarning ijro etgan ko‘nikmalari to‘g‘risida «Kitobi Qo‘rqut» da ko‘rsatilgan⁵. Ushbu kitob turli xalqlarining yaratilgan qahramonlik eposlarining rivojlanishiga turtki bo‘lgan. VIII-IX asrlarda O‘rta Osiyo xalqlari orasida islom dini qabul qilinishi munosabati bilan mahalliy xalqlar shu diniy e‘tiqod bilan yashay boshladi. Ayniqsa, shu davrda xalq orasida aholining mehnatkash tabaqalari manfaatlarini ifodalovchi Muqanna rahbarligida «Oq kiyimlilar» harakati tarixda asosiy o‘rin egalladi. Shu davrdan boshlab O‘rta Osiyoda arab hukmronligi davri boshlandi.

Mahalliy aholining va arab xalqining usiqqa san‘ati birlashib, ko‘proq mahalliy musiqachilar arab musiqasini o‘rganib, shu zayl yangi asarlar yaratildi. A.Mahoniyning «Qo‘shiqqlar Kitobi» asariga murojaat qilganda quyidagi ma‘lumotlaiga ega bo‘lamiz: ya‘ni birinchi arab qo‘shiqchisi Musadjik O‘rta Osiyoda bo‘lib, turli kuylarni tanlab oladi va ular asosida qo‘shiqqlar ijrosi tizimini yaratdi.

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29.Features of Sound Recording in the Uzbek Singing Art

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SHASHMAQOM TARKIBIDAGI SARAXBORLARGA BIR NAZAR

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

Annotatsiya

Ushbu maqolada Shashmaqomning tarkibiga kiruvchi Saraxborlar xususida so'z boradi. Saraxborlarning Rost, Navo, Dugoh, Segoh, Iroq maqomlarining tarkibida kelishi va ulardagi ijro etiladigan melizm, ohang, qochirimlar xususida so'z boradi.

Аннотация

Эта статья о Сарахборах, входящих в состав Шашмакома. Обсуждается состав макамов «Рост», «Наво», «Дюгох», «Сегох» и «Ирак» Сарахборса, мелизма, мелодия и песни, исполняемые в них.

Annotation

This article is about Saraxbors, which are part of Shashmaqom. The composition of the maqams "Growth", "Navo", "Dyugoh", "Segoh" and "Iraq" of Saraxbors, melisma, melody and songs performed in them are discussed.

Kalit so'zlar: Rost, Navo, Dugoh, Segoh, Iroq, Sho'ba, Avj, Shashmaqom, Saraxbor, Namud.

Yosh avlodni ajdodlarimiz an'analari, qadriyatları va madaniyati asosida tarbiyalash, ularda ma'naviy ahloqiy fazilatlarni shakllantirishda milliy musiqiy merosimiz, xususan maqomlar alohida o'rin tutadi. Ta'limni isloh qilishdagi konsepsiyalar, davlat ta'lim standartları, qabul qilinayotgan qarorlar ham musiqqa ta'limini yanada rivojlantirishga qaratilgan.

Buyuk qomusiy olim Abu Nasr Forobiy musiqqa asarlarining inson vujudi ruhiyati, umuman ma'naviyati bilan chambarchas bog'liq ekanligini, musiqqa inson kayfiyatini o'zgartirishdan tashqari uning butunlay ma'naviy qiyofasiga tahsir etishini psixologik va estetik jihatdan asoslab bergan. Musiqaning inson xulqini mukammal qilishi haqidagi fikr musiqiy estetik tafakkur tarixidagi juda katta yangilik bo'lib, unda musiqaning tarbiyaviy-ma'naviy ahamiyatiga alohida ehtibor berilgan.

Mumtoz musiqqa inson moddiy va manaviy turmush talablari, ehtiyojlari va O'zini qurshab turgan tashqi muhitga, boshqa kishilarga bo'lgan munosabatlari natijasida paydo bo'lgan. Xalqning ichki ruhiyati, dunyoqarashi, intilishlari va orzu-havasi musiqqa ohanglarida aks etib kelgan.

Shashmaqomda "sho'ba" degan tushuncha borki, sho'ba- (arab. – شَوْبَا soha, bo'lak, tarmoq, qism) – 1. Shashmaqom ashula bo'limida maxsus nomga ega bo'lgan 1 va 2 guruhlarıni tashkil etuvchi asosiy qismlar ifodasi. 2. Sharq musiqqa risolalarida maqom (parda) larning pastki yoki yuqorigi qismlaridan hosil etiladigan ma'lum 24 xil parda tuzilmalarining tarkibiy qismlari ifodasi.

Yuqoridagi sho'balarda usullarning birlamchi ko'rinishlari bayon qilingan bo'lsa, ular maqomlar o'zgargani sayin usullar ham variatsiyaga uchrab boradi. Buni Saraxbor sho'basi misolida ko'rib chiqamiz.

Buzruk maqomi ashula bo'limining birinchi guruh sho'balari taronalari bilan yaxlit turkum sifatida ijro etiladi. Ushbu guruh sho'balari turkumi Saraxbari Buzrukdan boshlanadi. U ikki chorak takt o'lchoviga mos doira usuli bilan ijro etiladi. Saraxbari Buzrukka aytiladigan she'r "*muzorei axrabi maqfufi mahzuf*", deyilgan bahrda bo'lib, "*mafoilun-foilatun-mafoilun-foilun*" tarzida talaffuz etiladi.

Saraxbari Buzruk kuy rivojlanishi jarayonida tersiya, kvarta kvinta, oktava darajasidagi sakrama harakatlar hamda turli pardalarga ko'chishlar tez tez sodir bo'lib turadi.

Rost maqomida. Rost so'zi "to'g'ri", "haq" ma'nolarini anglatadi. Musiqa risolalarida aytilishicha, bu maqomning pardalariga juda ko'p kuylar va ashulalar mos tushgani uchun "Rost" deb nomlangan.

Rost maqomining ashula yo'llari kuy mavzulari jihatidan xilma-xildir. Ular birinchi va ikkinchi guruh sho'balaridan tarkib topgan. Birinchi guruh Saraxbari Rost, Talqini ushshoq, Nasri Ushshoq, Navro'zi Sabo sho'balari va Ufari Ushshoq qismidan iborat. Rost maqomi asosiy yo'llari uch xil kuy mavzudagi ashulalardan, ya'ni Rost, Ushshoq va Navro'zi Sabo ashula yo'llaridan iborat. Rost maqomining birinchi guruh sho'balari turkumining bosh mavzui bo'lgan Saraxbari Rost bilan boshlanadi. Undan so'ng uning 4 ta taronasi o'qiladi.

Saraxbari Rostning murakkab kuy qiyofasi tinglovchiga oson yetib boradi, kishida yuksak lirik kayfiyatlar uyg'otadi, ajoyib manzaralarini tasvirlab, voqelikni musiqiy-badiiy vositalari bilan tushuntiradi. Namud, avjlari esa kuy mazmunining rang-barang bo'limini ta'minlaydi va uning rivojlanishida muhim ahamiyat kasb etadi.

Navo maqomida¹. Navo Shashmaqom tarkibidagi uchunchi maqomdir. Uning tarixi ham uzoq o'tmish zamonlariga borib taqaladi. Navo atamasi forsa "kuy", "ohang" ma'nolarini bildiradi.

Navo maqomi ashula bo'limining birinchi guruh sho'balari saraxbar, talqin, uchta nasr va bitta ufar qismlardan tarkib topgan. Ular Saraxbari Navo, Talqini Bayot, Nasri Bayot, Orazi Navo, Xusayniy Navo deb nomlanadi.

Dugoh maqomida. Dugoh so'zi "ikkio'rin", "ikki joy" ma'nolarini bildiradi. Shashmaqom tarkibida Dugoh mustaqil maqom bo'lib, o'tmishdagi sho'ba mavqeini butunlay yo'qotgan.

Ashula bo'liming birinchi guruh sho'balari taronalari bilan yaxlit holda. Turkum tarzida ijro etiladi. Bu sho'balarning asosiy yo'llari Saraxbari Dugoh, Talqini Chorgoh, Nasri Chorgoh, Orazi Dugoh, Husayniy Dugoh sho'balari va ufari Chorgoh qismidir.

Segoh maqomida. Sharq musiqasiga doir manbaalarda segoh uch o'rin ya'ni torli cholg'ularining butun ton va yarim ton oralig'idagi uchta pardadan hosil etiladigan tovushlarni ifodalagan. Shashmaqom tarkibida esa 6 ta maqomlardan biri sifatida gavdalanadi.

Ashula bo'limi Saraxbari Segoh sho'basidan boshlanadi. U sakkiz bayt she'r bilan o'qiladigan o'noltita kuy jumlaridan tarkib topadi. Saraxbari Segoh cholg'u muqaddimasidan boshlanadi.

Iroq maqomida. Iroq maqomi ham qadim zamonlardan mashxur bo'lib kelgan maqomlardan. U haqdagi ma'lumotlar tahminan bundan ming yil muqaddam bitilgan musiqaga oid yozma obidalarda tilga olinadi. Iroqning ashula yo'llar turkumi Saraxbari Iroq bilan boshlanadi. Bu ashula yo'lining kuy tuzilishi juda ham murakkab. Avvalo u kichik oktavaning

¹I.Rajabov. Maqom asoslari. Toshkent – 1992. 59-b.

“Iya” pardasidan boshlanib, ikki yarim oktavagacha, ya’ni uchinchi oktavaning “re” pardasigacha ko’tariladi. Bu maqom diapazoni esa ko’pchilik erkak xonandalar ovozi uchun balandlik qiladi. Shuning uchun hozirda ansambllarda ashulaning baland qismini xotin-qizlar ijro etib to’ldiradilar. O’tmishda ovoz ko’lami keng xonandalargina Saraxbori Iroqni ijro eta olardilar.

Biz ushbu maqomlarga, xususan Shashmaqomning Saraxbor sho’balariga qaratilgan ishimizni yakunlar ekanmiz. Ayanan bugungi kundagi Saraxborlarga o’xshash ashula yo’llarini yaratish va tuzish bilan birgalikda uni ijro eta oladigan kuchli iqtidor va jarangli ovoz sohiblarini yetishtirmoq o’ta muhim masala. Ayniqsa bugungi ommaviy madaniyatning rijovlanib borishi davrida bu o’ta muhim masala.

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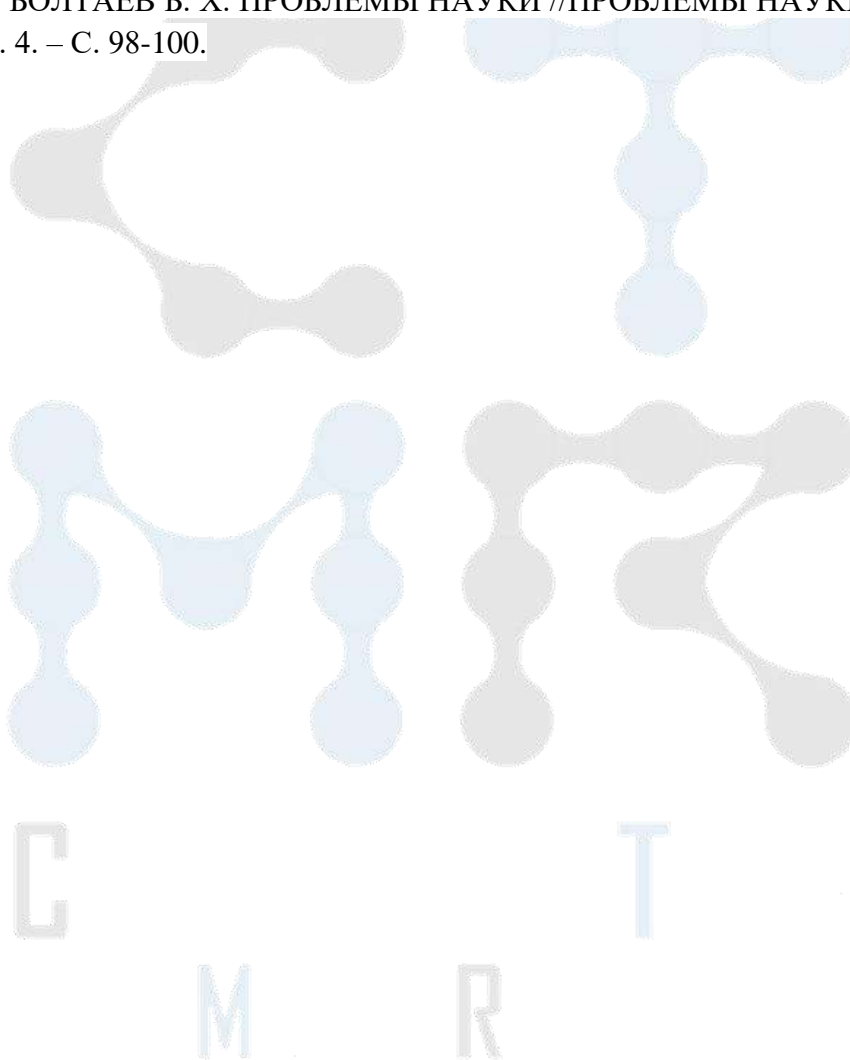
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MUSIQA TA'LIMIDA METOD VA USULLARDAN DARS JARAYONIDA FOYDALANISH

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ANNOTATSIYA: Xalqimiz azaldan musiqani o'zgacha mehr bilan sevishtgan va qadrlashgan. Musiqachilar va xofizlarga bo'lgan hurmat va e'tibor o'zgacha shakllangan. Harf bir o'zbek xonadoni borki musiqqa asboblarisiz bo'lmaydi. Shu sababli ham yurtimiz musiqqa bo'yicha shug'ullanish uchun keng va ochiq yo'l, imkoniyatlar yaratgan.

Kalit so'zlar: Musiqaviy ifoda, ma'lum, tajriba, qo'shiq aytish, musiqqa ijro qilish, abstrakt fikrlash, nazariy bilimlar, metod, usul.

Musiqa ta'limida o'quvchilarga nazariy bilimlar ham sodda metod va usullar orqali singdirilishi kerak. Nazariy bilimlarni egallasdan amaliyotga o'tish qiyinroqkechadi. Ayniqsa musiqqa ijrochiligida amaliy faoliyatgina o'quvchilarning hartomonlama rivojlanishga yordam beradi, ijtimoiy hodisalarga to'g'ri munosabatni tarbiyalaydi. Tashabbuskor, ongli va faol bo'lishga imkon yaratadi. Shunday qilib, biz musiqiy tarbiya metodlarini tanlashda - jonli kuzatuvdan abstrakt fikrlashga va undan nazariy bilimlarni o'rganib amaliyotga qarab borishga tayanamiz. Maktabgacha yoshdagi bolalarga musiqiy ta'lim va tarbiya berishning o'zaro uzviy bog'langan uchta metodi bor:

- 1) ko'rgazmali metodi;
- 2) so'zlab berish metodi;
- 3) amaliy faoliyat metodi.

“Bu metodlarning har biri ma'lum tajriba xususiyatlardan kelib chiquvchi qatorusullarni o'z ichiga oladi. O'rganish jarayonida ulardan qaysi birini tanlash muayyan musiqqa mashg'ulotining aniq vazifasi, ijro etilayotgan musiqqa materialining murakkabligi, o'qitishning bosqichlari va bolalarning umumiy taraqqiyot darajasi bilan belgilanadi. Bolalarga turli metodik usullardan foydalangan holda musiqaviy ta'lim-tarbiya berishda pedagog quyidagi qoidalarga amal qilish kerak:”¹.

a) o'quvchilarga tavsiya etilayotgan musiqqa materialining badiiyligini va uning sifati ijrosini ta'minlash;

b) muayyan bolalar jamoasining o'ziga xosligini, uning umumiy va musiqaviy taraqqiyot darajasi, uyushqoqligini hisobga olish;

v) maktabgacha yoshdagi bolalarning musiqani obrazli va aniq idrok eta olishini e'tiborga olish;

g) asar mazmunini va musiqaviy ifoda vositalarini bolalar ongiga yetkaza bilish;

d) bolalarni aktivlashtirish, ularning e'tiborini musiqqa sadosiga torta bilish;

e) ta'lim berish jarayonida bolalarda musiqaviy obrazni idrok etish qobiliyatini tarbiyalash².

Yuqorida keltirilgan metodlarning har birini alohida ko'rib chiqamiz:

¹ D.Namozova, D.Nosirov “Maktabgacha ta'lim muassasalarida musiqiy ta'lim metodikasi” Qo'qon: 2016 y. B. 42

² R.Qodirov “Musiqa pedagogikasi” Toshkent: 2013 y. B. 24

Ko'rgazmali metod. Bu metod o'quvchi bolalarga turli hodisalarni, atrof-muhitdagi voqealarni, kishi va hayvonlarning hissiyoti, harakatini yorqin va badiiy obrazlarda ko'rsatishga, ularni hayot va turmush jihozlar bilan tanishtirishga asoslanadi.

1) eshitishga asoslangan ko'rgazmalilik. Bunda o'quvchini o'rgatish bevosita musiqa eshitish orqali bo'ladi. Musiqa eshitish maxsus mashg'ulot paytida yoki o'quvchi tomonidan qo'shiq va musiqaviy-ritmik harakatlarning ijro etilishi paytida bo'lishi mumkin.

2) ko'rishga asoslangan ko'rgazmalilik. U musiqa sadolari bilan qo'shib olib boriladi. Bu usulga quyidagilar kiritiladi: qo'shiq aytish usullari, yo'llaridan, turli o'yin, raqs, mashq harakatlaridan namunalar ko'rsatish; muayyan musiqa asari bilan bog'liq o'yinchoqlarni, rasm, kostyum va boshqa ko'rgazmali qurollarni ko'rsatish va h.k.

So'zlab berish metodi. Bu metod bola ongiga mo'ljallangan bo'lib, uning faoliyatini ma'noli va mazmundor qilishga qaratiladi. Bunda pedagogning so'zi musiqa asarining dasturini tushunib olishda bolaga yordam beradi: uning tasavvurini jonlantiradi, ijodiy aktivligini oshiradi.

Amaliy faoliyat metodi. Bolalarning aniq yo'naltirilgan faoliyati ma'lum maqsadlarga yo'naltirilgan hamda tizimli mashg'ulotlar tarzida olib boriladigan ta'lim-tarbiya sifatida qaraladi. Qo'shiq aytish va musiqa ijro qilish harakatlarni bajarishda bolalarga shunday rahbarlik qilish kerakki, ular topshiriqni mumkin qadar ta'sirli va ifodali qilib bajarishga intilishsin. O'rgatish jarayonida ularning yosh xususiyatlarini hisobga olib topshiriqlarni asta-sekin murakkablashtirish mumkin. Bunday murakkablashtirish bolalarning ko'nikma musiqaviy tarbiya metodlaridan aralash foydalanganda doimo yodda tutish zarur bo'ladi. Yuqorida aytib o'tilganidek, musiqa cholg'ulari bilan chalinadigan kuyni tinglashdan oldin pedagog tomonidan so'zlanadigan tushuntirish nutqi poetik, obrazli yoki sharxlovchi xarakterda bo'lishi mumkin. Qo'shiq aytishga o'rgatish jarayonida so'zlanadigan nutq mazmuni musiqa va adabiy matnlarning uzviy bog'liqligi bilan belgilanadi.

Qo'shiq adabiy matn orqali, mazmuni haqida o'zi ma'lumot beradi, shunisi bilan musiqa cholg'usida chalinadigan kuydan farq qiladi. Shuning uchun pedagogning qo'shiq haqidagi ko'rsatma va suhbatlari shu qo'shiqning badiiy obraziga mos bo'lishi kerak.

Qo'shiqning adabiy matni, ayniqsa u murakkab poetik aylanishlardan tarkib topgan bo'lsa, alohida tushuntirishni talab qiladi. Ma'lum musiqa asari bo'yicha bolalar bilan ishlashning maqsadli metodik usullarini topish uchun pedagog bu asarni yaxshi bilishi, badiiy ta'sir vositalari bilan tanishib chiqishi, asar mazmuni va xarakterini chuqur o'rgangan bo'lishi shart. Shundagina musiqa ijrosida bolalarning anglab olishini ta'minlovchi oddiylik va ta'sirchanlikka erishish mumkin bo'ladi.

Shunday qilib maktabgacha yoshdagi bolalarga musiqa ta'limini berish turli metodik usullarning barchasidan foydalanishini taqozo qiladi. "Endi metod va metodik usullardan turli yoshdagi guruhlarda qanday foydalanish kerakligini ko'rib chiqaylik. Kichik yoshdagi guruhda so'zlab berish metodini qo'llashda pedagog ko'proq tushuntirish usulidan foydalanadi. Tushuntirish aniq bo'lishi kerak.

Masalan, pedagog bolalarga biron bir asarni o'rgatishda baland ovozli musiqaga ikki qo'lining kaftlarini bir-biriga urib chapak chalish kerakligini, past ovozli musiqaga esa barmoqlarni barmoqlarga asta-sekin urish lozimligini tushuntiradi. Tinglash paytida ham, o'yin, raqs va mashqlar o'rganayotganda ham pedagog bolalar bilan suhbatlashib turadi, ularga "musiqaning xarakteri qanaqa?, musiqani sur'ati tezmi yoki sekinmi?, bu musiqaning muqaddimasi bormi?" tarzda savollar berib boradi, bu savollarga ko'pincha o'zi javob

qaytaradi, chunki bolalarning tajribasi, musiqa sohasidagi bilimi yetarli bo'lmaganidan ular yuqoridagi savollarga mustaqil savol javoblar jarayonida bolalarni musiqa terminalogiyasi bilan mumkin qadar tanishtirib borishi kerak, bu hol ularning kelajak terminalogiyasidan mustaqil ravishda foydalana oladigan bo'lishlari uchun zamin hozirlaydi. Lekin shuni ham ta'kidlash lozimki, bolalarga berilayotgan savollarning mazmuni ularga tushunarli bo'lishi kerak"³

Xalqimiz azaldan musiqani o'zgacha mehr bilan sevishgan va qadrlashgan. Musiqachilar va hofizlarga bo'lgan hurmat va e'tibor o'zgacha shakllangan. Har bir o'zbek xonadoni borki musiqa asboblari bo'lmaydi. Shu sababli ham yurtimiz musiqa bo'yicha shug'ullanish uchun keng va ochiq yo'l, imkoniyatlar yaratgan. Uning isborti o'laroq bolalar uchun qurilayotgan musiqa maktablarini keltirib o'tsak bo'ladi. Ushbu dargohlarda musiqa bilan shug'ullanish uchun bolalarda yetarlicha imkoniyatlar yaratish ishlari olib borilmoqda. Mustaqillikdan keyin ushbu maktablarda Yevropa klassik musiqasi bilan yanada ko'proq yaqinlashdik. Zamonaviy elektron cholg'ular, o'quv dastgohlari bilan boyitilib bordi. Klassik nota yozuvini o'zbek bolalariga o'rgatish bo'yicha ko'plab metodlar yaratildi. Xullas kalom musiqa yo'nalishida bolalarni havaskorlikda bosqichidan to professional darajaga olib chiqqungacha metodlar va dasturlar yaratilgan. Yuqorida ta'kidlaganimizdek, millatrimiz musiqaga o'zgacha mehr qo'ygan. Bu mehr bolalarda musiqaga qiziqishni ortishiga sabab bo'ladi. Shu sababli bolalarda musiqaga qiziqish, cholg'ularda ijro etishga bo'lgan intilish kuchli. Ularga ozgina yo'l ko'rsatilsa, ulardan juda mahoratli musiqachilar xatto vertioz ijrochilar ham chiqishi mumkin. Tarbiya bolalikdan boshlanadi degandek, musiqa bo'yicha ilk ko'nikmalar ham chaqoloqlikdan boshlanadi bizda aslida, ya'ni chaqaloqlarni beshikka belash juda muhim. Chunki eng birinchi musiqa u onanaing allasi ekanini ko'pchiligimiz bilamiz, ammo allaning tempi ostida beshikni ma'lum ritmik usul bo'yicha tebratish orqali chaqaloqqa eng birinchi ritmik figuralar anglatiladi. Shu sabab bizni bolalarimizda ritmik eshitish qobiliyati, musiqiy eshitish qobiliyatiga nisbatan ancha yaxshiroq rivojlangan. Ritmni, usulni his qilish ancha oson.

Ammo bu degani bitta belanchakni bir maqomda tebratish orqali ritmlarni bolalarni o'rgatdik deb ham bo'lmaydi. Uni rivojlantirish kerak. Musiqa maktablarida o'zlari anglab yeta olmagan metrik hissalarini qanday angay olgani va anglaganlarini nimaligini tushuntirish va yanada ritmik usullarni o'rgatish uchun musiqa maktablarida ritmik usullarni tarbiyalash metodlar qo'llaniladi. Shulardan ritmni bolalarni tarbiyalashdagi usullardan ko'rib chiqamiz. Musiqada, ritm doimo davriy ketma-ketlikning natijasidir. Boshqa umumiy musiqiy atamalarda u ritmo (italyancha), ritm (frantsuz) va ritmus (nemis) deb nomlanadi. Ko'pincha, "marom" atamasi bir-biriga o'xshash yoki bir-birining o'rnini bosish bilan ishlatiladi", ammo ularning ma'nolari bir xil emas, bu tempoda musiqiy asarning" vaqt "yoki" tezligi "degan ma'noni anglatadi, bu ritm uning yurak urishini belgilaydi. Siz tez yoki sekin yurak urishingiz mumkin, lekin pulsing doimiydir - bu ritmdir. Zamonaviy musiqa tasviri musiqachi uchun qo'shiqning ritmini tushunish uchun bir nechta vositalarni taqdim etadi. Masalan, metr va vaqt imzolari, o'yinchilarning mos ritm bilan musiqa qismini o'ynashiga imkon beruvchi chora-tadbirlar bo'yicha qanday taqsimlanishini ko'rsatadi. Keyinchalik katta miqdordagi ritm ham bir-biriga bo'lgan munosabatlariga bog'liq bo'lishi mumkin; Agar eslatmalarning nisbati bir-biriga nisbatan nisbati noto'g'ri bo'lsa, marom ritmi "yopiq" bo'lishi mumkin. Musiqa, raqs, til va she'riyatdagi ritm, asosan, inson miqyosidagi hodisalarning vaqti. Ritm va vaqtni ovoz va sukunat o'z ichiga olishi mumkin, ammo tovushlar va ovozsizliklar, raqs harakati va to'xtashlari

³ D.Islomov "Sharq musiqasi tarixidan" Toshkent 2017 y. B. 41

yoki vergullar va davrlarning barchasi harakatlanadigan vaqt jadvalida yuz beradi. Vaqt jadvali odatdagidek, odamlar tomonidan boshqarilayotgan bo'lsa-da, ko'plab mutaxassislar va havaskorlar metronom bilan ishlashni afzal ko'radilar. Metronomlar o'zlarining maromini o'lchash uchun metronomdan foydalansa, unda odatda aniqroq bo'ladi. Metronomdan foydalanilganda, temp odatda har bir o'lchovdagi jarohatlarni ko'rsatadigan aniq sozlamaga o'rnatiladi. Metronom bilan muntazam ravishda mashq qilish musiqachi musiqiy asari tezkor, o'rta yoki sekin bo'lsa-da, ishlashning izchil ichki ritmini rivojlantirishiga yordam beradi. Eng avvalo, ritmlarni o'rgatishda cho'zimlarni o'rgatishdan boshlash zarur. Musiqa vaqt bilan uzviy bog'liq bo'lgani sabab tovushlarni tebranish davomiyligini cho'zimlar bilan belgilash tartibi joziry etilgan bo'lib ular nota yozuvi bilan turlicha belgilar bilan belgilanadi. Bu nota belgilarini cho'zimlari bilan o'rgatish juda muhim. Chunki bu narsani muhimligi shundaki ritmlarni tinglaganda bolalarni ko'z o'ngida ritmlar shakl shamoili bilan esda qolarli bo'la oladi. Bu ularga usullarni o'rganish va ritmlarni eslob qolishda yanada oson bo'la oladi. Cho'zimlar mukammal o'rganilgach ritmlarni osondan murakkabga qadar metod asosida o'rgatila boshlash kerak. Buning uchun qarsak metodi ancha qol keladi. Har bir usulni qarsak yoki partaga urish orqali bolani qulug'ida xuddi kuy misolida keltirish zarur. Kichik cho'zimlarni boshlang'ich bosqichda kamroq qo'yib, eng birinchi uzun cho'zimlar orqali usullarni o'rgata boshlash zaur.

Musiqalarda marsh ritmlarini o'rganishda qadamlar bilan mashq qilish eng maqbul yo'llardan sanaladi. Ritmni butun vujudi bilan his qilishi zarur. Shunda undagi ritmik mahorat bora bora refleks darajasiga bora oladi.

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**ФОРМИРОВАНИЕ СИСТЕМЫ БЮДЖЕТИРОВАНИЯ В
МНОГООТРАСЛЕВЫХ ФЕРМЕРСКИХ ХОЗЯЙСТВАХ****Юлдашева Умида Бахром кизи**

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Аннотация. В статье рассмотрены формирование системы бюджетирования в многоотраслевых фермерских хозяйствах” рассмотрены организационно-методические аспекты и основные направления совершенствования бюджетирования в многоотраслевых фермерских хозяйствах, этапы формирования системы бюджетирования и вопросы совершенствования методов формирования основных финансовых бюджетов.

Ключевые слова: *эконометрика, эмперический анализ, страхование, внутренний аудит, экономика, методология.*

В частности, согласно исследованиям, целью бюджетирования является рационально организовать распределение ресурсов по основным направлениям и проектам, а также периодам, обеспечить гибкость финансовых ресурсов и строгую экономию, проводить регулярный финансовый мониторинг и адаптироваться к меняющимся требованиям рынка.

В рамках осуществления системы бюджетирования в фермерских хозяйствах на каждого фермера возлагается задача определения ответственности, обязательств и заинтересованности в обеспечении конкурентоспособности фермерского хозяйства. Все это осуществляется вместе с улучшением координации, организации и контроля финансовых результатов фермерского хозяйства, финансового бюджетирования и развития инициативы и менеджмента. При этом необходимо избегать таких ситуаций, как бюрократическая волокита, чрезмерные ограничения и отсутствие гибкости бюджета. Бюрократическая волокита приводит к увеличению трудовых и финансовых затрат, особенно на мелких фермерских хозяйствах и дехканских хозяйствах.

Система бюджетирования должна включать в себя технологии управления. Поэтому необходимо учитывать методические, организационные и применение новых информационных технологий для их реализации (таблица 1).

Процесс финансового бюджетирования в крупных специализированных и многоотраслевых фермерских хозяйствах требует иного, особого подхода, чем в мелких фермерских и дехканских хозяйствах.

Многоотраслевые крупные фермерские хозяйства имеют несколько внутривладельческих подразделений, отраслей (деханство, животноводство и т.д.), производят разнообразную продукцию и закупают материальные ценности, имеют большое количество служащих и сезонных наемных рабочих. В этой связи формирование центров финансовой ответственности, распределение обязательств и назначение ответственных лиц, построение графика документооборота (изменения в бюджеты и т.п.), организация процессов подготовки бюджетов, их формирования, согласования,

утверждения, контроля, разработка нормативных документов и другие организационные мероприятия считаются основными аспектами финансового бюджетирования в многоотраслевых фермерских хозяйствах.

Таблица-1. Типовая модель, содержащая основные документы для финансового бюджетирования текущей деятельности¹

Бюджет доходов и расходов (БДР)	Бюджет денежных потоков (БДП)	Прогнозный баланс (ПБ)
обеспечение фермерского хозяйства денежными средствами и положительным финансовым результатом (прибылью); повышение эффективности деятельности фермерского хозяйства и контроль за ее динамикой.	обеспечение отсутствия дефицита бюджета (реализуемость производственных программ); совместимость денежных потоков с потребностями; определение взаимосвязи между денежными потоками и финансовыми результатами.	обеспечение баланса активов и обязательств (оценка реализуемости БДР и БДП); оценка будущего финансово-экономического положения фермерского хозяйства.

Таким образом, мы рекомендуем следовать следующим рекомендациям в качестве способов повышения эффективности бюджетирования фермерских хозяйств:

поскольку требования бюджетирования не столь строги, как требования бухгалтерского учета, в ряде случаев целесообразно упростить показатели финансовых прогнозов, процедур многоэтапных начислений налогов и амортизации;

сосредоточение основного внимания, особого учета и контроля на деле, которое действительно имеет значение. Для этого необходимо выделить важные стороны деятельности фермерского хозяйства;

лучше создавать такие бюджеты, которые реально исполнить;

разработка бюджета должна быть организована эффективно.

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¹Составлено на основе исследований автора.

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YOSH AVLODNI TARBIYALASHDA MUSIQANING O'RNI

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Annotatsiya: Ushbu maqolada yoshlarning tarbiyasida-musiqaning o'rni va ahamiyati to'g'risida to'liq yoritib berilgan. Musiqadagi so'zlarning va tovushlarning ma'nolari haqida ham aytib o'tilgan. Ayni paytda respublika miqyosida yoshlarning ta'lim va tarbiya olishiga hukumat tomonidan katta e'tibor qaratilmoqda. Ko'plab pedagog izlanuvchilarning ham asosiy maqsadi ta'lim va tarbiyaning o'quvchilar tomonidan qabul qilinishi, ko'rsatgichini oshirishga qaratilgan bo'lib, ushbu maqolada milliy musiqaning yoshlarlar ongini o'stirish va tarbiyalashdagi o'rni nazariy va qiyosiy tahlil qilingan.

Kalit so'zlar: milliy musiqa, ohang, tarbiya, hayotiy, insoniy, jamiyat, ta'lim

Musiqa tarbiyasi - insonning ruhiy olami, nozik his - tuyg'ulari, ichki kechinmalari va ijtimoiy faoliyatini boshqarishda yosh avlodga shodlik va ilhom baxsh etib, ularning aqliy, ahloqiy rivojlanishiga, badiiy va ma'naviy tarbiyasiga ijobiy ta'sir ko'rsatadi. Ajdodlarimiz asrlar davomida musiqaning qudratiga tahsinlar o'qiganlar. Ular o'z munosabatlarida, mehnat faoliyatlarida, hayotda undan bahramand bo'lganlar, ezgu niyatlarini amalga oshirganlar. Ayniqsa, kattalar hamisha o'z farzandlarini uylab yashaganlar, mehnat va ijod bilan shug'ullanganlar. Bu jarayon ularda bola va uning takdiri to'g'risida qayg'urish majburiyatining tabora chuqurlashuvi tarzida kechib, talay qo'shiqlarning to'qilishiga sabab bo'lgan. Chaqaloqni parvarish etish mas'uliyati behad katta bo'lgan. Onalar ana shu murakkab ma'suliyatni o'z zimmalariga olganlar. Bu yo'lda qo'shiq ularga madadkor bo'lgan.

Bolalarni qo'shiq bilan uxlatganlar, yig'lasa kuylab ovutganlar, erkalaganlar, hatto qo'shiq bilan chaqaloqqa dahldor rasm - rusumlarni bajarganlar. Shu tariqa allalar, aytim - olqishlar, ovutmachoqlar, erkalamalar, qiziqmachoqlar yuzaga kelgan. Shuni ham aytish zarurki, allalar, aytim olqishlar, ovutmachoqlar, erkalamalar, qiziqmachoqlarning ijod etilishida barcha kattalar: otalar, buvilar, bobolar, amma-yu xolalar qatnashgan bo'lsalarda baribir, onalar etakchi o'rinda bo'lganlar. Shu bois, musiqa bolalarga faol emotsional ta'sir ko'rsatib, ularning ruhiyatini va fiziologiyasini o'zgartira oladi. Chunki, musiqa hayotni va kelajakni aks ettiradi. Inson musiqani ona allasi orqali idrok etib, umrbod musiqadan zavq oladi va madad topadi.

O'zbekiston mustaqillikka erishgandan so'ng, milliy - ma'naviy qadriyatlarimiz qatorida ko'p asrlik musiqiy merosimizga ham alohida e'tibor berila boshlandi. Endilikda xalqimizning ajoyib xilma - xil va bir - biridan go'zal mahalliy musiqiy an'analaridan, mumtoz musiqaning yuksak durdonalaridan, maqom namunalaridan ma'naviy zavq olish, ruhiy bahramand bo'lish imkoniga ega bo'ldilar. Bu an'analar esa uzoq davrlar mabaynida shakllangan bo'lib ular xalqimizning turli sharoitlaridagi turmush tarzi, mehnat mashg'ulotlari, urf odat va bayramlari kabi jarayonlar bilan bog'liqdir. Shu bois, barcha o'quv fanlari qatorida musiqiy ta'limda ham davlat ta'lim standartining joriy etilishi milliy musiqiy meroslardan to'laqonli foydalanish imkoniyatini beradi. Milliy musiqa ta'limining asosiy maqsadi barkamol avlodni milliy musiqa me'rosimizga vorislik qiladigan, bilimli, sog'lom yoshlarni tarbiyalash va ularni Ona - Vatanga bo'lgan mehru muhabbatini oshirishdan iborat. Shu bilan birgalikda har bir o'quvchining

musiqiy iqtidorini, san'atga bo'lgan ishtiyoqini yanada oshirish musiqa ta'limining asosiy vazifasidir.

Mazkur maqsadni amalga oshirishda ta'lim mazmuni va o'qitish uslubiyotini takomillashtirishda musiqa ta'limining milliy, an'anaviy va hozirgi zamon yutuqlariga hamda ilg'or tajribalarga ijodiy tayanish maqsadga muvofiqdir. Respublika umumta'lim maktablari va Oliy o'quv yurtlaridagi ta'lim tarbiya jarayoni ham shaklan, ham mazmunan jahon andozalariga yaqinlashtirilmoqda. Jumladan, o'quv rejalari dasturlari, darsliklar va boshqa qo'llanmalar qayta ishlanib takomillashtirilmoqda. Barkamol avlod tarbiyasiga jiddiy e'tibor berish, ularni musiqiy merosimizga hurmat hissini muhabbatga, qiziqishga, mehrga aylantirish musiqiy ta'lim oldida turgan asosiy vazifalardan biridir. Musiqa o'qituvchisi o'z kasbiga va bolalarga mehr qo'ygan madaniyatli, keng dunyo qarashli, mohir ijrochi, musiqa san'atiga kasbiy qiziqishda bo'luvchi, kishilar bilan ishlay oladigan, yaxshi tashkilotchi, san'atning hamma turlari, ularning umumiy ta'rifi va tarixi bilan tanish bo'lishi, xalq ta'limi sohasida musiqiy cholg'u asbobi, dirijyorlik, musiqa tarixi, qo'shiq kuylash sirlari, vokal xor malakalari haqida darslar bera oladigan bilimli, tajribali, xonanda, dirijyor, jo'rnavozchi, bir so'z bilan aytganda musiqa nazariyotchisi va musiqa asboblarida mohir ijrochi bo'lmog'i lozim.

U davlat ta'lim standarti asosida dars ishlanmalarini va xo'jjatlarini yozuvchi, musiqa madaniyati darslarini innavasion pedagogik texnologiyalar asosida tashkil eta olishi zarur. Tabiiyki, odob – gahloq o'qituvchi shaxsning eng muhim fazilati sanaladi. Musiqa o'qituvchisi ham odobli, tarbiyali, madaniyatli va o'quvchilarga nisbatan mehribon murabbiy bo'lishi, jamiyatning ilg'or shaxsi bo'lishga intilishi, davr talabini tushunish, san'atimiz va madaniyatimiz istiqbolini his eta olishi, yuksak musiqa madaniyatiga ega faol targ'ibotchi bo'lishi lozim. Bundan tashqari, musiqa o'qituvchisi mutaxassisligini egallagan har bir shaxs musiqa o'qituvchisi bo'lish bilan birga "San'atkor" hamdir. Musiqa o'qituvchisi o'z fanini jon dildan sevishi, bolajonlarni hurmat qilib, mehr bilan musiqa darslarini olib borishi o'z faoliyatida pedagogika, psixologiya, musiqa uslubiyoti etika va nafosat tarbiyasini uyg'unlashtira olishi milliy musiqamiz qonuniyatlarini, madaniy merosimizni, yosh avlod ongiga to'g'ri va sodda qilib etkaza olishi musiqa o'qituvchisi oldiga qo'yilgan vazifalar jumlasiga kiradi.

Hozirgi zamon musiqa o'qituvchisi pedagogik muloqat ustasi bo'lishi, har qanday vaziyatda ham pedagogik ta'sir usullaridan unumli foydalanish qobiliyatga ega bo'lmog'i lozim. Shuningdek, musiqa o'qituvchisi ilmiy tafakkur egasi, ilg'or tajribalar shaydosi, izlanuvchan - ijodkor bo'lib, musiqa o'qitishning yangi shakl va usullarini kashf etishga intiluvchan bo'lishi talab etiladi.

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STRATEGIES FOR EFFECTIVE ONLINE EDUCATION IN THE DIGITAL AGE

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Annotation: This article explores effective strategies for teaching in the digital age, with a focus on online education. It examines the benefits and challenges of digital learning environments and offers practical methods to enhance student engagement, ensure accessibility, and maintain academic rigor. The article highlights best practices for integrating technology, fostering interactive learning, and supporting diverse learners, aiming to help educators create effective and inclusive online educational experiences.

Keywords: online education, digital learning, student engagement, accessibility, interactive learning, technology integration, diverse learners.

The advent of digital technology has transformed education, positioning online learning as a key component of modern teaching. As more educational institutions adopt online platforms, educators face the challenge of creating engaging and effective virtual learning experiences. This article explores strategies for effective online education, emphasizing the importance of student engagement, accessibility, and maintaining academic rigor.

One of the main advantages of online education is its flexibility. Students can access course materials, participate in discussions, and complete assignments at their own pace. However, this flexibility also brings challenges, such as keeping students motivated and engaged. To address these challenges, educators need to employ various strategies to create dynamic and interactive online learning environments.

Engagement is crucial for effective online education. In a traditional classroom, teachers can use physical presence and immediate feedback to capture students' attention. Online, educators must rely on different techniques. One effective strategy is incorporating multimedia elements, such as videos, podcasts, and interactive simulations, into the curriculum. These tools can make learning more engaging and cater to different learning styles.

Interactive learning activities are another essential component of successful online education. Discussion forums, group projects, and peer reviews encourage collaboration and critical thinking. By fostering a sense of community, these activities help students feel connected to their peers and the instructor, which can reduce the isolation often associated with online learning. Synchronous sessions, where students and instructors meet in real-time via video conferencing tools, can also enhance engagement and provide opportunities for immediate feedback.

Ensuring accessibility is another critical aspect of effective online education. Digital learning environments must be inclusive and accommodate diverse learners, including those with disabilities. Educators should design courses that comply with accessibility standards, such as the Web Content Accessibility Guidelines (WCAG). This includes providing transcripts for videos, using alt text for images, and ensuring that all course materials are compatible with screen readers.

In addition to technical accessibility, educators must consider the diverse needs of their students. This involves creating a flexible curriculum that allows for different learning paces and styles. Universal Design for Learning (UDL) principles can guide educators in developing

inclusive online courses. UDL promotes multiple means of representation, engagement, and expression, ensuring that all students have equal opportunities to succeed.

Maintaining academic rigor in an online environment can be challenging but is essential for ensuring the quality of education. Clear and consistent communication is vital. Instructors should provide detailed syllabi, assignment guidelines, and grading rubrics. Regular feedback on assignments and assessments helps students understand their progress and areas for improvement.

Assessment strategies must also be adapted for online learning. Traditional exams may not be feasible or effective in a virtual environment. Instead, educators can use a variety of assessment methods, such as open-book exams, project-based assessments, and reflective journals. These approaches not only evaluate student learning more comprehensively but also reduce the risk of academic dishonesty.

Technology plays a significant role in facilitating effective online education. Learning Management Systems (LMS), such as Canvas, Blackboard, and Moodle, provide a centralized platform for delivering course content, managing assignments, and tracking student progress. These systems often include tools for communication, collaboration, and assessment, making it easier for educators to create cohesive and interactive learning experiences.

However, technology should not be used for its own sake. It must serve pedagogical goals and enhance the learning experience. Educators should select tools and platforms that align with their instructional objectives and are user-friendly for both teachers and students. Training and professional development are crucial for helping educators effectively integrate technology into their teaching practices.

Supporting students in an online environment extends beyond academic instruction. Educators must be attentive to students' emotional and mental well-being. Regular check-ins, virtual office hours, and providing resources for academic and emotional support can help students navigate the challenges of online learning. Building a supportive online community where students feel valued and heard is essential for fostering a positive learning experience.

Another important strategy for effective online education is fostering self-directed learning. Online environments offer students greater autonomy over their learning, which can develop important skills such as time management, self-discipline, and problem-solving. Educators can support this by providing clear expectations, regular feedback, and opportunities for students to set their own learning goals.

Moreover, integrating real-world applications and problem-solving activities into the curriculum can enhance relevance and engagement. This approach not only helps students understand the practical implications of what they are learning but also prepares them for future careers. Case studies, simulations, and project-based learning are effective ways to bring real-world context into online education.

In conclusion, teaching in the digital age requires a multifaceted approach that prioritizes student engagement, accessibility, and academic rigor. By incorporating multimedia elements, fostering interactive learning, ensuring accessibility, maintaining clear communication, and leveraging technology effectively, educators can create dynamic and inclusive online learning environments. Supporting students' emotional well-being and fostering self-directed learning are also crucial for the success of online education. As technology continues to evolve, educators must remain adaptable and committed to continuous improvement in their teaching practices.

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THE IMPORTANCE OF SYNONYMS AND ANTONYMS IN LEARNING FOREIGN LANGUAGES

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Abstract. This article provides general information on the importance of synonyms and antonyms in the language and their correct use in both oral and written speech. At the same time, the article answers the questions of what is a synonym, what is an antonym, and what methods can be used to know them well.

Key words:

CHET TILLARINI O'RGANISHDA SINONIM VA ANTONIMLARNING MUHIMLIGI

Annotatsiya. Ushbu maqola tildagi sinonim va antonymlarning muhimligi, ularni ham og'zaki ham yozma nutqda to'g'ri qo'llash borasida umumiy ma'lumotlar beriladi. Shu bilan birga sinonim o'zi nima? Antonim nima? Ularni yaxshi bilishda qanday usullardan foydalanish mumkin? degan savollarga maqoladan javob topiladi.

Kalit so'zlar:

ЗНАЧЕНИЕ СИНОНИМОВ И АНТОНИМОВ В ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ

Абстрактный. В данной статье представлены общие сведения о значении синонимов и антонимов в языке и их правильном употреблении как в устной, так и в письменной речи. В то же время, что такое синоним? Что такое антоним? Какие методы можно использовать, чтобы лучше узнать их? Ответы на эти вопросы можно найти в статье.

Ключевые слова:

These days, having knowledge about language, its internal terms, importance, and how to use it in the language is becoming more important. First of all, we should know about the terms of "synonym" and "antonym". Synonyms are words that have the same or almost the same meaning as another word. For example, you can say an "interesting book" or a "gripping book" because interesting and gripping are synonyms. However, when using synonyms, it is necessary to pay attention to their different meanings. This is because, some words cannot be replaced by other words. For instance, the word of "look" synonyms are glance, view, examination, study, inspection, observation, scan, survey, peep, peek, glimpse, gaze, stare, eyeful, gander, look-see, once-over, squint.

In the language, we cannot utilize the word "examination" instead of the word "view", because their internal meaning is slightly different from each other. The language is full of pairs of words that have subtle distinctions between them. Therefore, most writers, not only beginners, but also professionals alike face the challenge of choosing the appropriate synonym to express their ideas. If you use more synonyms in your writing or speaking, the sentences become much more clear and rich in meaning. Utilizing synonyms are significant important to improve the writing quality and provide readers with a crisp and unique outlook of the text. Some synonyms:

Happy	Big	Brave
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Joyful	Large	Courageous
Delighted	Huge	Fearless
Content	Enormous	Valiant
Pleased	Massive	Bold
Ecstatic	Gigantic	Heroic

On the other hand, an antonym is a word that has the opposite meaning of another word. For instance, “attractive” and “ugly” are antonyms because they have contrasting meanings related to appearance. It will also be helpful for sharpening our overall sense of language.

There are some antonyms:

Word	Antonym	Word	Antonym
Powerful	Weak	Tasty	Unpalatable
Tiny	Huge	Modern	Cheesy
Build	Destroy	Recollect	Forget
Ripe	Raw	Sleep	Wake up
Cry	Smile	Nice	Nasty

In summary, synonyms are words with similar meanings while antonyms are opposite meanings. With them, we can enhance our language skills, comprehension, and communication skills.

The importance of Antonyms and synonyms

They play a significant role in learning language for several reasons:

1. Improving language proficiency: Proficiency illustrates a deeper understanding of the language and its nuances.
2. Vocabulary expansion: Synonyms and antonyms help learners to express their vocabulary by providing alternative words with similar or opposite meanings. This allows learners to describe themselves more precisely and effectively.
3. Understanding nuances: Learning them assists learners understand the subtle differences in meaning and usage between words. This enhances their ability to comprehend and communicate more effectively in the language.
4. Reading comprehension: Knowing and utilizing synonyms and antonyms helps people to comprehend written texts, readings more effectively by recognizing the relationships between words and inferring meanings from context.
5. Improving writing and speaking skills: Knowledge of antonyms and synonyms enables learners to choose the most appropriate words for writing and speaking, making them more expressive and in the exams, it is beneficial to get higher scores.

All in all, antonyms and synonyms are vital tools for language learners as they contribute to vocabulary expansion, nuanced understanding of language, improved skills, overall language proficiency.

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Musiqqa ijrochiligi va madaniyat kafedrası

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Annotatsiya Maqolada umumiy o'rta ta'lim maktablarining musiqa darslarida an'anaviy xonandalik — maqom haqida tushunchalarni shakllantirishning dolzarb masalalari qamrab olingan. Shuningdek, muallif darsliklarda mumtoz ashulani o'rganish bo'yicha yuzaga kelayotgan muammolar, musiqa o'qituvchilarining kasbiy tayyorgarligidagi kamchiliklar, maqomlarni kuylash malakasining talab darajasida emasligi va ularni bartaraf qilishning yo'l-yo'riqlari haqida fikr yuritgan.

Kalit so'zlar: *mumtoz, an'anaviy xonandalik, qo'shiqchilik, maqom, meros, diapazon, chormaqom, kichik oktava, improvizatsion ijrochilik.*

Milliy maqomlarimizda xalqimizning qadimiy tarixi, ma'naviy dunyosi, badiiy falsafasi, ruhi mujassam. Shu bois necha asrdirki, maqom bebaho madaniy meros sifatida ardoqlanib kelinmoqda. Prezidentimizning 2017 yil 17 noyabrdagi "O'zbek milliy maqom san'atini yanada rivojlantirish chora-tadbirlari to'g'risida"gi qarori o'zbek mumtoz musiqasi tarixida yangi davrni boshlab bergan muhim hujjat bo'ldi. Unda maqom san'atini yanada rivojlantirish va uni butun dunyo bo'ylab tan olinishiga imkon yaratish borasida muhim vazifalar belgilab berilgan.

Xalq qo'shiqlari, maqomlarning qamrov doirasi chegaralanmagan. Mazkur ijro namunalarini o'quvchilarning yosh xususiyatlari, dunyoqarashi, ahloqiy-estetik taraqqiyot darajasiga ko'ra darsliklarga kiritish ta'lim jarayonida o'quvchilarning ma'naviyatini yuksaltiradi. Hozirda ta'lim muassasalarida musiqiy ta'lim-tarbiya berishdan asosiy maqsad yosh avlodni milliy musiqiy merosimizga hurmat ruhida voyaga yetishini ta'minlashdan iboratdir.

Mutaxassislarining ta'kidlashicha, mumtoz maqom yo'llarining nafis va dilkash, chuqur falsafiy ma'noga ega ta'sirchan cholg'u ila aytim navolari xalqimizni qadimdan bahramand etib kelmoqda. Maqomlarning asrlar osha yashab kelayotgani bir qator omillar, xususan, ustoz hofizu sozandalarning yuksak ijrochilik mahorati bilan chambarchas bog'liq. Xalq musiqa san'atining jonli jarayonini aks ettiruvchi mezon bu — ijrochilik amaliyotidir. Ijrochilik amaliyoti qanchalar ilg'or va salohiyatli bo'lsa, uning ijodiyotga ta'siri ham ulkan bo'ladi.

Umumiy o'rta ta'lim maktablarining VI sinflari uchun S. Begmatov, D. Karimova, Q.Mamirovlarning "Musiqqa" darsligi, O. Ibrohimov, J. Sadirov tomonidan yaratilgan VII sinf uchun "Musiqqa" darsliklarida mumtoz musiqa haqida tushuncha, kuylar, ashulalar, Shashmaqom, maqom turlari haqida bayon etilgan. Har bir mavzu bolalarning yosh xususiyatlaridan kelib chiqib tinglash va kuylash uchun ijro namunalari keltirilgan. Darslik mavzularini o'rganish jarayonida kuylash amaliyoti bo'yicha ko'pgina mulohazalar yuzaga keldi, muammolar aniqlandi. VI sinf musiqa darsligida har bir chorakda muayyan mavzuni yoritishga qaratilgan. O'quvchilar choraklar davomida Shashmaqom, Chormaqom, Xorazm maqomlari ijrochilik maktablari haqida nazariy ma'lumotlarga ega bo'ladilar. Biroq, maqom ashulalarini kuylash bo'yicha ko'nikma va malakalarni egallash uchun ijro namunalari taqdim etilmagan. Buning asosiy sababi, mazkur maqom ijrochiligi maktablarida ashula namunalari katta diapozonli, yuksak ijrochilik mahoratini talab qiladigan asarlardan iborat. Shuning uchun

mualliflar asarlarni berishdan mulohazaga borganlar. Ashulalarni o'quvchilarning yosh xususiyatlari, dunyoqarashi, axloqiy-estetik taraqqiyot darajasiga ko'ra tanlashda voila ashulachilik ijro namunalari — mumtoz ashula darajasidagi asarlari ko'plab uchraydi. Masalan, xalq qo'shiqlari "Sharob", "Tanovar", "Miskinlar", "Farg'onacha", o'tmish bastakorlar ijodi "So'lim", "Dilxiroj", "Sallamno" kabi o'nlab ashulalar, mumtoz ashulalardan "Chorgoh 4", "Qashqarcha", "Rok", "Sarohbori", "Dugoh 2–3" taronalari shular jumlasidan. Yosh avlodni milliy musiqiy merosimizni idrok eta oladigan barkamol shaxs qilib voyaga yetkazishda mazkur ashulalarning to'liq variantini darsliklarga kiritish lozim. Mavzu bo'yicha nazariy bilimlardan so'ng musiqa savodi va ijro asarlari mantiqan mavzuga mos bo'lishi lozim. Masalan, darslikda mumtoz musiqa haqida tushuncha berilib, musiqa savodi qismida mavzuga mos bo'lmagan mashqlarga dirijorlik qilish jarayoniga o'tilgan. Bolalarning psixo-fiziologik holatlaridan kelib chiqib bir soatlik dars jarayonida bolaning xotirasini uch xil faoliyatga chalg'itmay, musiqa savodini ham, ashulani ham mavzuga mos ravishda tanlash kerak. Musiqa savodi qismida mumtoz musiqaga oid kalit so'zlar yoki atamalar maqom, bozgo'y, maqom nomlari va boshqalar berilsa, maqsadga muvofiq bo'lardi. Ashula qismida mumtoz kuylar "Farg'onacha janon" "Ey sarviravon", "Sarohbori dugoh taronalari", "Qalandar", "Soqiynoma" va "Uforlar" tarannumini kiritish dars samaradorligini oshiradi. Musiqa fani o'qituvchilarining barchasini ijrochilik mahoratini yuksak, deya olmaymiz. hamma o'qituvchi ham iqtidorli xonanda emas, yoki aksincha sozanda emas. Shunday ekan, musiqa o'qituvchisi o'z imkon darajasida faoliyat ko'rsatadi. Mutaxassislarining fikricha, maqom ijrochiligida necha-necha avlodlarga mansub mashhur honanda-yu sozandalarning ijroviy mohirligi va tajribalari bu sohani yuksalishiga olib kelgan. Bunda ustoz darajasiga yetgan bastakor va ijrochi o'zi ning ijodiy bisotidan shogirdlariga "yuqtirish" bilan mumtoz musiqa namunalari abadiylashtirishga o'z hissasini qo'shishga intiladi. Shogirdlar ham ushbu qoidaga amal qilgan holda ustozlardan olgan ilmiy-ijodiy malakalarini yanada sayqallashtirib, o'z navbatida kelgusi avlod vakillariga yetkazishga harakat qilish lozim Kaykovusning "Qobusnoma" asarining "Hofiz va sozandalik zikrida" nomli bobida bayon etilishicha, musiqa ilmining ustozlari ushbu muallif yashagan davrda xalqning har bir tabaqasi tabiatiga mos ravishda kuylar tuzishgan. Bunday tabaqalardan biri esa yosh bolalar va nozikta'b kishilar, ya'ni ayollar bo'lishgan. Bu qavm uchun, — deyiladi asarda — taronani ishlab chiqdilar, toki bu qavm ham bahra olsinlar, rohat qilsinlar. Chunki hamma vaznlarning orasida taronadin yoqimli vazn yo'qdur". XIX asrning oxiri XX asrning birinchi yarmida maqom ijro an'analari buyuk davomchilaridan biri, benazir hofiz va sozanda Abdulaziz Rasulov shogirdlarining ijodiy mahoratini oshirish maqsadida maqomlarni bilib olgan yosh ashulachilarga bitta ashulani turli variantlarda ko'rsatib, ularni mustaqil improvizatsiya qilishga o'rgatar edi. Ustoz shogirdlaridan shu tariqa ijro ham ijodiy barkamollikka erishishni talab qilar edi. "Ustoz-shogird" maktabi asosida maqomlarni o'rganish uzoq o'tmishda shakllangan va hozirgacha davom ettirilmoqda. Ijrochilik sabog'i azal-azaldan an'anaga ko'ra ustoz-shogird ko'rinishida amalga oshirilgan. har bir shogird o'z ustozini nazoratida va tarbiyasida bo'lgan. Musiqa san'ati va badiiy adabiyotga xos bo'lgan soz chertish, ashula aytish, so'zni to'g'ri talaffuz qilish, she'r va g'azallarning ma'nosini anglash, musiqiy merosni o'rganish doimo ustozlarning nazoratida bo'lgan.

Xulosa qilib aytganda, ijtimoiy hayotida mavjud barcha sohalar qatori musiqa san'ati ham ajdodlarning bebaho merosidan bahramand bo'lmay turib taraqqiyotga erishishi mumkin emas. Shu bois, an'analarga sodiq qolish va ularga har lahzada tayanish kelajak samarasi, farzandlar istiqboli va barkamol avlod tarbiyasi garovidir.

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