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Information systems, modern information technologies and systems in the education, education and development of an individual.

Shukurova Yulduz Ilhomjonovna

Annotation

Pedagogical software tools are didactic tools designed to partially or completely automate the educational process using computer technology. They are considered one of the promising forms of improving the effectiveness of the educational process and are used as a teaching tool of modern technologies. Pedagogical software tools include: a software product (a set of programs), technical and methodological support, additional auxiliary tools aimed at achieving specific didactic goals in educational science.

Base words: education, information, communication, method, application, automation, didactics, tool, complex, animation.

The use of information and communication technologies in the educational process is a time requirement. Without the use of modern methods of teaching and information and communication technologies, the teacher will not be able to achieve effective results in his professional activities. But in this it is important to correctly choose the goals and content, methods and means of education and organizational forms.

With the increasing flow of information and the complication of educational methods, it is increasingly difficult to organize education mainly in the traditional way. The means of information and communication technology are of particular importance in the educational process and provide an incredibly wide range of opportunities for the educational sphere:

- Organization of the differential and individual training process;
- feedback link: self-control and correction of students;
- the use of computer and information technology such as animation, graphics, multiplications, sound in the lessons;
- to give students skills to master science, etc.

The basis of knowledge is practice. Information technology, on the other hand, has its advantage in this respect. The presence of the opportunity to shed light even in practical terms on the basis of technical means of learned theoretical knowledge ensures a more active participation of students in the educational process. The effective organization of information reception and appropriation, bilateral communication (between teacher and student, student and student) requires a high level of student activity. In the implementation of information and methodological support in the educational process, the main task of information and Communication Technologies is to ensure bilateral communication. Without feedback, it is impossible to teach without constant communication between the teacher and the student. Educational motives occupy a special place in the effective organization of this process.

ICT, in turn, is one of the most important motivational factors. Because, the concentration of information, the exhibitionism, that is, the possibility of presenting a wide variety of that that the presence of the image, the use of animations, the presentation of information corresponding to the age and physiological characteristics of the educated bring to the surface the interest in education in students and the internal driving forces (motive) to acquire knowledge. The content of the work carried out in this regard consists in teaching how to grow a motive, how to put it.

Informatization is a whole set of tools and conditions for the development of Information Processes, a process that involves the creation of an appropriate technical, base, organizational, economic, cultural and educational reforms, which provides ample opportunities for the technologization of Education.

Modern technologies that strengthen the capabilities of mankind in Information production also determine the quality of the intellectual potential of an informed society, and such processes ensure the regular development of the informatization industry.

Operating on the basis of the effective use of information provides acceptable ways to solve the following tasks:

- processing information about the source and the process that takes place in it;
- regularly carry out periodic information about the course of processes and carry out controls on their basis.

The use of tools of computational teaching techniques provides for the acquisition of knowledge that is reported to the student by the teacher and (or) ICT, and the organization of the educational person's activities related to the re-creation of the studied material, its application in similar (analogous) situations. Although the application of this method with the use of information and communication technologies makes it possible to seriously improve the quality of the organization of the educational process, but does not make it possible to radically change the educational process in relation to the use of a traditionally used scheme (without information and communication technologies). In this respect, the use of research techniques in problematic Ham is more self-justifying. The problematic method of teaching takes advantage of the possibilities of information and Communication Technologies regarding the organization of the educational process as the search for solutions to put some kind of problem and solve it. The main goal is to maximise the increase in cognitive activity of learners.

Based on the knowledge gained in the educational process, the solution of various categories of issues is envisaged, as well as the acquisition and analysis of a number of additional knowledge that will be necessary to solve the problem posed. In this case, special attention is paid to the acquisition of skills related to the collection, sorting, analysis and transmission of information.

Information and communication technologies, like all industries in our country, are rapidly developing, which puts new tasks before educators. Providing this network with mature qualified personnel is a requirement of the time, and the application of information technologies in the training requires the educator to know the following:

- learning and creativity from information as a process;
- information and creative processes in science and technology and culture;
- problems of development of society in information;
- information systems and knowledge-giving methods of artificial intelligence;
- technical means of information and telecommunications;
- to know and be able to apply an informative information system about educational materials;
- universal and problematic-technologies with an idea of the software tools for the implementation of remote information technologies;
- fundamentals of Information Modeling;
- automation system of training and control;
- use of global internet computer network;
- application of practical application packages in the educational process;
- having skills in the use of email in the learning process.
- development of the structure, content of the educational subject, which is intended to be written to the disk.
- develop a set of questions for independent work, mastering and strengthening.
- drawing up test questions, conducting tests and exams to test knowledge.

- list of resources for in-depth study of material, catalog of literature, development of topics of creative work.

- organizing teleconferences, organizing an active discussion, preparing an abstract, a list of topics for independent work.

- perform training exercises, control their sequence and analyze assessment forms.

- to make a proposal to analyze and improve the results of training.

- conducting control work.

It is worth noting that educational and educational electronic resources serve as a means of increasing the capabilities of educators, but it is natural that they cannot replace an educator.

In the joint activities of computers and people, the need for people is reflected. In this case, the educator who is the administrator of this process directs the goals of the educator on a certain basis. Joint activities and communication occur in conditions of social control.

This process manifests itself in a special way between the learner and the computer. In doing so, the teacher assigns part of his duties to the computer, but, retains the role of Administrator. Also defines the types of "feedback". That is, such as recording the results on the computer, conducting controls and, on this basis, controlling the knowledge of students.

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IMPORTANCE OF USEFUL MICROORGANISMS IN PLANT DEVELOPMENT

Teacher of Navoi State Pedagogical Institute

PhD: Bakhodirova Umida Bakhodirovna

Abstract: A number of tasks have been defined in terms of expanding the production of environmentally friendly products, protecting plants from external stress.

Key words: Microorganism, epiphytic bacteria, *Pseudomonas* sp, *Bacillus subtilis*.

Microorganisms living on the surface of plants today are not accidental, but are formed on the basis of mutual relations between microbes and plants, if necessary, on the basis of the laws of these relations. In plant organs, the formation of microorganism species specific for individual species, and this process changes dynamically during plant vegetation, the growth conditions of this plant, and a number of biotic and abiotic factors affect it determined. So, it has been determined that the characteristics of epiphytic microorganisms change depending on the change in the environment.

A change in the ecological situation in the region where the plant grows leads to the transformation of the quantitative and qualitative composition of microorganisms, which leads to a change in the biotic relations between them. Along with other factors that ensure the immunity of plants, epiphytic bacteria serve as the first barrier protecting plants from saprophytic, conditionally pathogenic and pathogenic microorganisms that come from the external environment, which shows how urgent this problem is and shows that it is promising. The first attempt to determine the role of epiphytic bacteria in the life of plants was made by Ya.P.Khudyakov in 1944, and continued 25 years later in 1969 by Yu.M.Voznyakovskaya. After that, articles began to be published about microorganisms living in the above-ground part of various perennial plants (Delova, 1973; Zvyaginsov, 1993; Yevsev, 2004; etc.) candidate thesis on the role of microflora was also defended (Grodnitskaya, 2005). Microorganisms interact with environmental factors and play a key role in regulating nutrient cycling. Microorganisms play an important role in nitrogen fixation, phosphate solubilization, carbohydrate and sulfur metabolism and control the biogeochemical cycle. The growing part of plants is quickly covered with microorganisms. Microbes appear on the surface of plants even in conditions where it is not allowed for microorganisms to fall from the air or to be transported by insects. Interestingly, not only motile bacteria, but also mycobacteria, yeasts, and non-motile microorganisms like sardines are found. Only some of them have special devices for spreading. For example, yeasts belonging to the genus *Sporobolomyces* have the ability to throw their ballistospores far. In order to determine the high adaptability of epiphytic microorganisms to volatile phytoncides of plants, they were studied in comparison with soil saprophytes and some root microflora in the presence of these phytoncides. Different microorganisms have been found to be resistant to phytoncides of birch (*Pinus silvestris*) and turnip (*Raphanus sativus*). As mentioned above, it was observed that microorganisms living in the phyllosphere are the most resistant to these phytoncides, root microflora is less resistant, and finally, the most sensitive and less resistant type of microorganisms are non-epiphytic microorganisms. Some microbiota are representatives of several ecological groups at once. One of such microorganisms are bacteria belonging to the genus *Bacillus*. They are the predominant microorganisms both in the rhizosphere of plants (rhizosphere) and on the surface of their above-ground parts (epiphyte). Among them, members of the genus *Bacillus* living in the rhizosphere are better studied. Representatives of bacteria belonging to the genus *Bacillus* differ from other bacteria in their viability in external environmental conditions and tolerance to various anthropogenic influences. This is helped by the fact that bacilli have various biological activities: they synthesize phytohormones, antibiotics, enzymes, toxins and

other metabolites. Bacteria belonging to the genus *Pseudomonas* are distinguished from some microorganisms by their resistance to external abiotic influences. Bacterial strains belonging to this genus also have high antagonistic properties. It is used against diseases caused by phytopathogenic micromycetes and bacteria. It has been found to reduce the disease by 86.7% when used against root rot diseases in cereals. It has also been found that bacterial strains belonging to this species form ice crystals in cold climates and protect the plant from cold and increase the plant's immunity. In highly saline soils and plants, the dominance of bacteria belonging to the genus *Pseudomonas* was observed.

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**Urazbaeva Gulshirin Kadirbaevna Nukus State Pedagogical Institute named after
Ajiniyaz Assistant teacher of the "Music Education" department
ABOUT IMPROVING THE EFFICIENCY OF TEACHING MUSIC LESSONS IN
SECONDARY SCHOOLS**

Annotation: This article talks about methods of forming musical literacy in elementary school students.

Key words: beginning, music, literacy, media, tempo, rhythm.

All the knowledge and concepts given to students about music are included in the scope of music literacy. In particular, as an important type of music art, the ability to express the real reality of life through sounds, its means of expression (language, speech), types of genres, structure, performance styles, types of performance, classification features related to musical instruments constitutes the main composition. In music literacy, starting from musical sounds and their extension, to terms, pace (tempo), method (rhythm), scale, intervals, alteration, dynamic symbols, simple music form, genres, major and minor scales, theoretical an understanding of knowledge is given. Music lessons and musical education are of particular importance in raising the growing young generation to become mature in all aspects. In this regard, it is one of the important tasks of music teachers to focus on the spiritual and educational maturity of elementary school students, especially in the process of teaching singing, to pay attention to the cultivation of artistic creativity. is considered one of the most important tasks. The president of our republic Sh.Mirziyoyev, deeply feeling the possibilities of music culture teachers, i.e. the owners of this profession, paid special attention to the need to provide musical education to the young generation and issued a special decree to create the necessary conditions for them.

It is known that teachers cannot freely analyze a piece of music, or they find it difficult to use the results obtained in the first exercises in the next exercises. They do not understand the connection between singing skills. In such cases, there are many difficulties in the effective course of the lesson and in the quality singing of a particular work. For this reason, it is necessary to use the method of "re-singing exercises" among students. There are 2 terms of this method, both of which are related to each other. Firstly, to have a thorough and accurate knowledge of what exactly to do when the student sings and what positive results can be achieved, and secondly, to know what they have achieved, how each exercise has resulted, as well as what mistakes have been made. is to know. In the next exercises used in this regard, it should be aimed directly at eliminating these mistakes, correcting them, and singing cleanly and clearly. It is known that one of the most important aspects in feeling the descriptive content of music is the combination of chords. Lad (pitch, mode) is a system of interdependence of sounds with different pitches. In order for the students to understand that the musical works are written on the basis of major and minor scales, it is an advantage to explain them with relative words such as bright, bright, cheerful, festive (major), soft, gentle, pleasant, and melodious (minor). is enough. For this, the teacher should explain the importance of the five note paths: the note path is the place where the note is written. As he draws the path of the note on the board, he points to the bottom line, where the counting of the lines begins. It is possible to explain that the notes are written on these lines, between the lines, using the following quatrain. Do, re, mi, fa, sol, lya, si, Lines-note path The writing is in five lines. Interesting for those who know! Long-shortness, high-low notes, key, tonality, partial scales and the place of similar symbols in a melody or song are performed with the help of various interesting games, riddles and rebuses. Teaching the division of notes to students is also important in developing the level of musical knowledge.

First of all, practicing songs familiar to children will help to implement this activity. Naturally, children's ability to sense harmony varies. The exercises are divided into three groups depending on ability, starting from three to four lessons. Individual musical abilities of children can be identified and studied while singing small exercises. Here, the individual characteristics of each student's attitude to music, singing position of the vocal cords, respiratory tract, and pronunciation are meant. For the correct formation of these features, it is appropriate to divide them into three groups. The direct influence of national musical instruments on the positive formation of singing skills is important. Uzbek national musical instruments such as circle, drum, gijjak, tanbur, flute are rarely used in the music lessons of many schools. A perfect knowledge of the importance of national instruments will further increase their interest in learning. So, if these musical instruments are used more, the result of the process of formation of singing skills would be more effective.

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**RESEARCH ON IMPROVING THE PROPERTIES OF CONCRETE MIXTURE WITH
CHEMICAL ADDITIVES**

Ismailov F.S, Karimov M.U. Djalilov A.T.

¹*Doctoral student of the Tashkent Research Institute of Chemistry and Technology.*

²*doctor of technical sciences, professor, Tashkent Research Institute of Chemistry and Technology,*

³*Chemical Science of Doctor, Academician of the Academy of Sciences of the Republic of Uzbekistan, Tashkent Research Institute of Chemical Technology*

Corresponding author: ismoilovferuz54@gmail.com

Abstract. *In this article, the optimal conditions for the synthesis of superplasticizer based on UzKor Gas waste naphtha raw material (with 85-90% naphthalene) are studied. It was determined that the optimal temperature is between 60-700C and 130C0, and such substances as formalin, sulfuric acid and sodium hydroxide were used. According to the obtained results, this super plasticizer was dissolved in 42 g of water and mixed with 100 g of cement, and its expansion was tested based on GOST 310.3-76.*

Keywords: *Naphtha, upper plasticizer, formalin, sulfuric acid, sodium hydroxide.*

1. Introduction

During the years of independence of the Republic of Uzbekistan, industrial production in all sectors of the economy has developed rapidly, which leads to an increase in the volume of raw materials involved in the production process and an increase in the volume of man-made waste[1,2]. Based on this, the problem of nature conservation and rational use of natural resources is of great importance now. Today, in the republic, it is important to produce chemical additives for concrete mixes, including: superplasticizers and hyperplasticizers, to reduce water consumption by using them in concrete mixes, and as a result, to obtain concrete products with high strength[3]. Conducting scientific research and practical application of highly effective superplasticizers used in the construction industry in our country is one of the urgent issues. In order to achieve these indicators, increasing the volume of production of superplasticizers for concrete mixtures, using various alternative sources, has a special place[4].

Until now, the synthesis of additives added to the concrete mixture is carried out by various methods. The most common is the synthesis of naphthalene sulfonic acid and formaldehyde superplasticizer through naphthalene. The rapid growth of the oil and gas industry also leads to the release of secondary raw materials in large quantities. In the research work, Superplasticizers for concrete mixtures were synthesized based on Uz Kor Gas waste, pyrolysis oil, which is a local and secondary raw material[5]. Solving these issues is not only an urgent solution to the problem of environmental protection, but also a beneficial option to provide concrete production enterprises with alternative sources of raw materials and additives, which contributes to the implementation of the program of localization and de-virtification of production. The purpose of the research is to obtain superplasticizers for concrete mixes based on pyrolysis oil[6].

2. Experimental part

The experiment was carried out using UzKor Gas waste Naphtha raw material (which contains up to 85-90% Naphthalene), concentrated H₂SO₄, CH₂O, NaOH solution. During the experiment, 1 mol of liquid sperm is placed in a 400 g glass and brought to a temperature of 60-700 °C. Here the temperature begins to rise and an exothermic process begins. The temperature rises to 110 C0 and we increase the temperature to 130 C0. CH₂O solution is added dropwise using a syringe. After formalin is added dropwise, the reaction temperature drops (the reaction temperature drops to 70 C0). increasing the temperature to 130 °C, we continue to add CH₂O

and a black dark mixture is formed. A 40% NaOH solution is slowly added to the resulting mixture, foaming occurs and the color of the mixture turns dark brown[7].

3. Results and its Discussion

Dissolve the obtained product in 42 grams of water, add it to 100 grams of cement and mix well, and spread according to GOST. The spread of cement falling from the cylinder was spread up to 25 dm.



Figure 1. Spreading of concrete with superplasticizer

During the neutralization process, it was observed that the amount of NaOH solution significantly affected the fluidity of the cement mixture. Superplasticizer was used in amounts from 10% to 40% by mass.

4. Conclusion.

The obtained results showed that when the alkali solution was used in an amount of 10% compared to the mass of the superplasticizer, the plasticizing property showed the highest result, and the expansion of the cement mixture was 16 cm. As a result, a superplasticizer with the highest plasticizing properties was obtained. Experiments were carried out on the basis of GOST 310.3-76.

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Critical thinking in higher education

Farrukh Aminov, Teacher of Karshi State University, Uzbekistan

E-mail: farruxaminov68@gmail.com

Introduction

Critical thinking skills are considered to be a paramount importance in tertiary education. Some private universities in Uzbekistan have been using this skill effectively. Many teachers argue that students tend to assess the arguments of others as well as their own, tackle arguments with the help of critical thinking. Implementation of critical thinking skill into every university in our country is believed to be first and foremost step. Thinking critically, students can gain social empowerment, improve communication, employability and networking. According to Tsui (2002), education of cognitive skill along with critical thinking can allow people to ameliorate their functioning in many situations. Some researchers and educators put a great emphasis on the importance of critical thinking pedagogy in higher education. However, they also claimed that how such skills could be encouraged through instruction. It is argued that if critical thinking is articulated in teaching subject specific knowledge and skills, critical thinking instruction tends to show students productivity in education while others feel that they ought to be taught separately because critical thinking skills are a generalized subset of skills. (Ennis, 1989)

Conceptions of critical thinking

There used to be always disagreement on the definition of critical thinking and the interpretation of critical thinking has been done in different way. Edward Glaser (1942) wrote that critical thinking is defined as an approach and logical application of competence in problem-solving contexts. According to Elder and Paul (2009), critical thinking skill is interpreted not only information but it is also belief generating and processing skill. Researchers are often in dilemma whether it can be learned or it is a procedure which is connected with personality trait, disposition or motivation.

While Banning (2006) pointed out that Critical thinking includes assessing data, distinguishing and scrutinizing, Brookfield (1987) noted that the significance of thinking critically is to analyze notions for validity and to detect challenges. Other researchers prove that this skill requires controlling to evaluate the capability of thinking, knowledge, the ability to challenge one's thinking. According to Simpson and Courtney (2002), the requirement of critical thinking involves initiative, active argumentation, envisaging, identifying complicated alternatives, reasoning along with making contingency-related value judgements. It is interesting to note that However, if critical thinking cultivation plays a fundamental role in tertiary education, how to teach them and what strategies and tips are necessary to cultivate critical thinking?

How to teach and implement critical thinking in Higher education:

Acker (2003, autumn) stated that excellent teachers use a sense of humor during the lesson and encourage them to think critically and solve problems. Outstanding teachers tend to create academic atmosphere by promoting them to think and ask questions and by allowing them to analyze information before making a big decision and tackle the problem. According to Braun (2004), He gave useful ideas and laid a great emphasis on discussions and debates and also commented that students should be taught to investigate problems and categorize the information through making wise decision. In order to teach and evaluate the enhancement of these skills, critical thinking skills ought to be educated even though it is a daunting task.

Much of the literature reply to the question ‘‘Are critical thinking skills increased in an introductory level college leadership course that encourage active learning? One of the researchers, Glaser asserted that active learning tips and techniques seem to ascend the scope of critical thinking and he found that college students show dominance in thinking critically when compared to non-college students. Dr.Linda Elder (2004) claimed that a growing number of prospective teachers are neither educated to think critically nor taught how to make their students think in a critical way and she also states that education system ought to focus on teaching students the chief critical skills so as to overcome some academic issues.

Critical thinking skills are flourished while analyzing the research literature along with inductive and deductive logic reasoning skills. (Tremblay, Downey,2004). There is no doubt that students can cultivate critical thinking skills by visiting the library to do research or working with other students to do classroom assignment such as holding discussions and student presentation in the classroom.

In addition, Paul Vanderburgh (2005) argued that carrying out open-book exams and student-authored exam questions appear to improve students’ critical thinking. This method is believed to bring a tremendous benefit for active learning which definitely results in teaching higher level of critical thinking.

However, it is worth-mentioning that according to Ralph Clair there is a distinction between critical thinking and critical pedagogy. Critical pedagogy is argued to be linked to the education of children than adults (2004). But I never totally advocate this idea. Because, I think, adults should not be underestimated and critical teaching ought to be implemented in higher education.

The majority of the researchers asserted that there is a strong bond between foreign language acquisition and cognitive development. Students are not promoted to think critically due to the fact that the traditional instructional process gives incentives to students to receive ready-made information instead of questioning. However other methods and approaches denote that concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material are considered to be productive and valid techniques to foster critical thinking (Brinton, Snow, Welsche,1989). Brown (2007) also approve that intrinsic motivation is a result of critical thinking activities and content-based instruction. The utilization of a content-based approach creates different and fascinating topics from various subject matter into the language classroom. Furthermore, this approach gives teachers more chance for the usage of different pursuits which refers to students’ learning abilities rather than focusing only on their linguistic abilities. (Chamot,1995). Crocker and Bowden (2010, p.3) had also identical attitudes and claimed that fostering critical thinking skills provides learners a great motivation which leads to inner strong wish for self-improvement

Conclusion

Overall, it is apparent from the ideas of scholars, critical thinking skills play an integral part of education system which my literature review has investigated its’ efficacy in tertiary education as well as language teaching and pedagogy. As far as I am concerned, tertiary education should promote critical thinking on account of its endless benefit aforementioned. ‘‘If we understand critical thinking substantively, we not only explain the idea explicitly to our students, but we use it to give order and meaning to virtually everything we do as teachers and learners’’ (Paul 2004).

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**XIX АСР ОХИРИ XX АСР БОШЛАРИ ЎРТА ОСИЁДАГИ ҚОЗИЛАР СУДИ
ТАРИХИНИНГ РУС МАНБАЛАРИДА ЁРИТИЛИШИ.**

Опаев Б.А.

Қорақалпоқ гуманитар фанлар илмий-тадқиқот институти.

Ф.И.О. Опаев Baymurat Abdrashitovich

Эл. Почта: Opaevb@list.ru

Чор Россияси Ўрта Осиёни босиб олганидан сўнг ўзларининг мустамлакачилик сиёсатини юритиш учун маҳаллий аҳолини ўргана бошлади ва бошқарув тизимида реформалар ўтказди. Мустамлакачилик даврида анъанавий суд тизимида ҳам реформалар ўтказилди. Бу реформалар салбий натижаларга олиб келди ва маҳаллий аҳолининг норозиликларига сабаб бўлди.

Ўрта Осиёда колониал даврга тегишли манбалар асосан рус олимларининг ўлканинг табиий ресурсларини ва унинг маҳаллий аҳолисини махсус топшириқлар билан ўрганиш мақсади да қилинган тадқиқотлар бўлиб, уларда қозилар суди фаолиятини мустамлакачилик қарашларида ёритган. Россия империяси мустамлака сиёсатини амалга ошириш учун маҳаллий аҳолининг суд-ҳуқуқ тизимини ҳам ўрганди. Шу даврдаги тадқиқотларни сиёсий-колониал мақсадларда олиб борилган характердаги изланишларнинг натижаси ҳисобланади.

Сирдарё вилояти Амударё бўлимининг Шўраҳон участкаси бошлиғи Орест Шкапскийнинг асарлари Амударё бўлимининг кулақларининг ҳаёти ва уларнинг қозилар судидаги масалалари ҳақида муҳим маълумотлар беради. Муалифнинг «Аму-Дарьинские кулаки перед судом шариата и казиев»[14] асарида Хива хонлиги давридаги Шўраҳонда қози судлари судхўрлик бўйича хулосалари ҳақида ёзилиб, уларнинг қарз олиш, бериш қоидалари ҳақида ва шариатда судхўрликнинг тақиқланганига қарамай ўзгача усулда судхўрлик йулга қўйилганини ёзади. Шунингдек, Шкапский хонлик давридаги ер эгаллиги ва у бўйича қозилик ҳужжатлари асосида ўрганди. Урта Осиёда кўчманчи аҳоли аёл-қизларининг одат ва шариат олдида ҳуқуқий ҳолатини тасвирлайди.

Рус шарқшуноси, ҳарбий амалдор Н. С. Лыкошин Ўрта Осиёни Чор Россияси босиб олганидан кейин анъанавий суд тизимида киргизилган ўзгаришлар ҳақида маълумотлар беради. Унинг «Полжизни в Туркестане: Очерки быта туземного населения»[10] асарида қозилик мансабига тайинланадиган инсон қандай бўлиши кераклиги ҳақида сўз этилади.

Рус шарқшуноси, Хива хонлигига юришида қатнашган А. Кун Хива хонлиги бўйлаб қилган юриши давомида кўрганларини ёзиб қолдиради. Хива хонлиги қозилари шунингдек, қорақалпоқ ва қозоқ қозиларига маҳаллий аҳолининг муражат этиш учун қийинчиликларга дуч келиятганини такидлайди[8]. Шунингдек, у Хива хонлигига тегишли мўхрлар бўйича биринчилардан бўлиб ёзади.

Россиялик ёзувчи, этнограф Н. А. Дингельштедт Чор Россиясининг бошқа жойларидаги халқларнинг Туркистонга нисбатан анча мураккаб ҳуқуқий ва суд шароитида яшаётганларини такидлайди[2]. У минтақада суд соҳасидаги ислохотларнинг амалга оширилишини хато эканлигини ёзади.

Рус амалдори, Ўрта Осиё юришлари иштирокчиси, Туркистон тарихига оид қатор очерклар муаллифи Ю. Д. Южаков ислом динининг аҳолига таъсири бошқа ҳеч бир жойда шариат судларида бўлгани каби кўрсатилмаган, дея таъкидлайди[15]. У ўзининг асарларида шариат судининг Туркистон халқи орасида таъсири жуда катта эканлигини,

рус маъмуриятининг аралашувида мусулмон судларида порахўрлик ва туҳмат авж олганини айтади.

А. А. Кауфман, Ф. Гирс, С. М. Духовский, К. К. Пален каби амалдорларнинг мақола, кундаликлари, ҳисоботлари ва докладларида мавзу буйича бир қатар маълумотларни берилган. Жумладан, С.М.Духовский ўз доклади да Туркистаннинг маҳаллий аҳолисининг дини бўлган исломга эҳтиёткорлик ёндашишни такидлайди[4]. Шунингдек, 1908 - 1909 йилларда Туркистон ўлкасини текширган сенатор К. К. Пален ҳисоботида бошқа соҳалар қатори суд тизими буйича ҳам маълумотлар беради[11]. Граф Пален бошчилигида Туркистон суди қарорларини сенаторлик томонидан қайта кўриб чиқишда қатнашган С. Н. Трегубов ҳам Туркистон ўлкасидаги халқ суди буйича тадқиқот олиб борди[13].

Турғай вилоятининг катта маслаҳатчиси И. Крафт кўчманчи ва ярим кўчманчи аҳолининг тарихий суди ҳисобланган одат асосида судловчи бий судларини тадқиқ этди. Жумладан, у «Туркистон ўлкаси ва дашт вилоятларида суд бўлими» асарида одат ҳуқуқи шаклланиши ва ундаги жазолаш қоидаларини таҳлил қилиб, кунни ундириш тартиби ҳақида аниқ маълумотлар келтиради[7]. Чор Россияси томонидан босиб олингандан кейинги Туркистондаги суд реформалари натижасида юз берган ўзгаришларни баён қилади.

Л. А. Словохотов қозоқларнинг Кичик Жузидаги (Кичик Ўрда) одат ҳуқуқи асосида иш юритадиган халқ судлари (бий судлари) ни тадқиқ қилиб, Оренбург областида кучманчи ҳаёт кечирувчи қозоқларнинг суд тизимини юридик жиҳатдан ўрганган[12].

Рус тарихчиси, этнограф Турғай вилоятида 4 йил ветеринар бўлган А. И. Добросмыслов шу вилоятнинг туб аҳолиси қозоқларнинг XVIII - XIX асрлардаги суд тарихини ўрганади. Қозоқ хони Тавке ва унинг давридаги суд тарихини яритиб берди[3]. Лекин қозоқларнинг суд тизими ҳақида ёзган Словохотов, Крафт, Добросмыслов ва бошқа муаллифлар XIX аср бошида тадқиқот олиб борган А. Левшиннинг ёзганларини такрорлайди.

И. В. Аничков ҳам Туркистон ва даштдаги қозоқларнинг одат ҳуқуқи буйича тадқиқот олиб борди[1]. Унинг асарида маълумотлар ўзидан олдин қозоқларнинг суд тизимини ўрганган Крафтнинг келтирган маълумотларига мос келади.

Рус этнографии, юристи Г. Загряжскийнинг ҳам илмий қизиқишлари анъанавий қозоқ суд ҳуқуқини ўз ичига олган[5]. У ўз тадқиқоти давомида Дашт буйлаб кенг тарқалган бийлар суди заң (қонун) – анъанавий ҳуқуққа асосланиши ва шу билан шариат кучли таъсир кўрсатган одатга асосланган суддан фарқланишини кўрсатди.

Хива хонлиги қўл остида бўлган туркманлар Чор Россияси босиб олганидан кейин Каспийорти вилояти таркибида кўпчиликни ташкил этади. Туркманларнинг суд тизими буйича асарлар ёзган А. Ломакин, Қараш Хон ўғли одат ҳуқуқи, туркманларнинг катхуда судларини ўрганди[9].

Бу даврдаги тадқиқотлар Чор Россиясининг мустамлакачилик сиёсати билан боғлиқ бўлиб, марказдан юборилган махсус топшириқлар асосида олиб борилган эди. Колониал даврдаги илмий ишлар мустамлакачилик нуқтаи назардан ёзилган бўлиб, Туркистондаги анъанавий судларга ҳолисона баҳо берилмаган. Ҳозирда давлат архивларидаги Амударёнинг чап тарафида яъний Хива хонлигига қарашли бўлган ҳудудга тегишли қозилик ҳужжатларнинг кўпчилик қисми ўрганилган бўлса, Амударё бўлимидаги қозиларга тегишли ҳужжатлар ҳалигача ўрганилгани йўқ ва бу ҳозирда Қорақалпоғистон тарихининг далзарб мавзуларидан бири ҳисобланади.

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РАЗВИТИЕ ЗНАНИЙ УЧАЩИХСЯ ОБЩЕОБРАЗОВАТЕЛЬНЫХ ШКОЛ
ПО ТЕМЕ СИЛА ТРЕНИЯ В СЕМЕЙНОЙ СРЕДЕ

Чориева Махфуза Садриддиновна

mahfuzachoriyeva@gmail.com

Аннотация

В этой статье исследуются инновационные способы улучшить понимание учащимися средних классов силы трений в семейной обстановке. Признавая важность естественнонаучного образования, особенно основной концепции трения, мы проводим практические занятия и семейные дискуссии, которые устраняют разрыв между обучением в классе и практическими явлениями реального мира. Посредством экспериментов, прогулок на природе, занятий спортом и содержательных бесед семьи могут работать вместе, чтобы вдохновить более глубокое понимание силы трения и его важности в повседневной жизни, пробуждая в детях страсть к научным исследованиям на всю жизнь.

Ключевые слова. Трение, естественнонаучное образование, старшекласники, домашнее обучение, практический опыт, практическое применение, критическое мышление, примеры из реальной жизни.

Abstract

This article explores innovative ways to enhance secondary school students' comprehension of the force of friction within the familial setting. Recognizing the importance of science education, especially the fundamental concept of friction, we present hands-on activities and family discussions that bridge the gap between classroom learning and practical, real-world applications. By engaging in experiments, nature walks, sports, and meaningful conversations, families can collectively inspire a deep appreciation for the force of friction and its relevance in everyday life, fostering a lifelong passion for scientific inquiry.

Key words. Friction, science education, secondary school students, family-based learning, hands-on experiments, practical applications, critical thinking, real-world examples.

ВВЕДЕНИЕ

В современном быстро развивающемся мире научное образование играет важную роль в формировании сознания молодых людей и подготовке их к вызовам будущего. Развитие прочной основы научных принципов, таких как сила трения, имеет важное значение для учащихся средних школ. Однако изучение предмета не обязательно должно ограничиваться классной комнатой; его также могут проводить родители в семейной обстановке. В этой статье исследуются творческие способы вовлечения учащихся средних школ в изучение трений посредством семейных занятий и дискуссий.

Иметь представление о силе трения

Прежде чем погрузиться в стратегии, ориентированные на семью, давайте кратко рассмотрим концепцию трений. Трение — это сила, которая противодействует относительному движению или тенденции движения между двумя контактирующими поверхностями. Это можно наблюдать во многих событиях нашей повседневной жизни: от торможения автомобилей до катания на коньках.



Рисунок 1. Без силы трения мы не можем идти прямо даже по обычной дороге. Семейные занятия по объяснению детям силы трения

1. Практический опыт: стимулируйте интерес вашего ребенка, выполняя вместе простые опыты с трением. Например, мы можем проверить, как различные поверхности влияют на трение, используя наждачную бумагу, восненую бумагу и картон. Это не только иллюстрирует концепцию, но и расширяет их экспериментальные навыки.



Рисунок 2. Изучение влияния силы трения на активность предметов через картон и наждачную бумагу.

2. Кулинарные курсы: приготовление пищи может быть одним из самых эффективных и приятных семейных занятий. Можно обсудить, как возникает трение при смешивании ингредиентов на сковороде или раскладывании теста на столе. Ребенок узнает, как трение влияет на разные процессы приготовления пищи.



Рисунок 3. Заметим, что трение важно даже при приготовлении пищи.

3. Прогулки на природе: изучение роли прогулок на природе и трения в нашей жизни. Можно обсудить такие темы, как насекомые, ходящие по листьям, или эрозия камней ветром и водой. Соединение процессов в природе с научными принципами помогает укрепить понимание.



Рисунок 4. Изучить значение силы трения для деятельности животного мира.

4. Спорт и игры: Занятие спортом и играми, в которых присутствует трение. Например, играя в настольный теннис и обсуждая, как резина ракетки механически движется вместе с мячом, или катаясь на коньках и обсуждая роль трения в управлении движением на льду.

M R



Рисунок 5. Наблюдение за силой трения в различных играх и видах спорта. Семейные обсуждения:

1. Примеры из повседневной жизни. Поощряйте ребенка определять ситуации трений в повседневной жизни. Обсудите важность трения при вождении автомобиля, ходьбе или даже открытии двери. Это осознание делает их более внимательными к этой концепции.



Рисунок 6. Наблюдение за реальными событиями.

2. Исторический контекст: Делимся историями об исторических личностях, таких как Леонардо да Винчи и Исаак Ньютон, которые внесли значительный вклад в наше понимание трения. Обсудите их открытия и то, как они сформировали наш современный мир.

3. Практическое применение: узнайте, как трение используется в различных отраслях промышленности, от производства до транспорта. Обсуждайте области, связанные с трением, например инженерное дело или материаловедение, чтобы стимулировать интерес ребенка к областям, связанным с наукой.

ВЫВОД

Включение концепции трения в семейные занятия и обсуждения может сделать обучение школьников увлекательным и приятным занятием. Таким образом, мы не

только помогаем им понять научные принципы, но и прививаем им любовь к знаниям и любопытство к окружающему миру на всю жизнь. Важно помнить, что развитие более глубокого понимания трения – это не просто учебники и классные уроки, это деятельность, которую родители могут начать вместе, чтобы вырастить умное поколение, любознательное в науке.

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**ЧАҚАЛОҚ БОЛАЛАРДА ИЧАК МИКРОБИОЦЕНОЗИНИНГ ЎЗИГА
ХОСЛИГИ**

Султонов Равшан Комилжонович, Нодирова Нодира Икром қизи

Термиз иқтисодиёт ва сервис университети

Тиббиёт кафедраси катта ўқитувчиси PhD

EMU UNIVERTSITY,

Даволаш иши факултети 110 А гуруҳ талабаси.

e-mail: ravshansultonov605@gmail.com

+998945195500

Аннотация: Бу мақолада Ўрта Осиё давлатларида жумладан, Республикамизда юқумли касаллик ўткир диарея касалликлари ханузгача интенсив кўрсаткичининг юқорилиги билан олдинги ўринларда қолмоқда. Бу касалликдан хар йили 4-5 млн болалар ҳаётдан кўз юмади. Янги туғилган чақалоқлар ҳаётининг иккинчи хафтасидан бошлаб, ичак микробиоценозининг сифат жихатидан ўзгариши аниқланди. Чақалоқлар ҳаётининг 5-7 кунларида 50% ҳолатдагина ичак микрофлораси нормал шаклланганлиги кузатилди.

Калит сўзлар: Болалар, меконий, лактобактериялар, бифидобактериялар, бактериодлар, микрофлора.

**СПЕЦИФИКА МИКРОБИОЦЕНОЗА КИШЕЧНИКА У ДЕТЕЙ РАННЕГО
ВОЗРАСТА**

Султонов Равшан Комилжонович, Нодирова Нодира Икром қизи

Термезский университет экономики и сервиса

Преподаватель медицинского факультета PhD

Университета EMU,

На лечебном факультете работают 110 студентов группы А.

адрес электронной почты: ravshansultonov605@gmail.com

+998945195500

Аннотация: В данной статье инфекционные заболевания в странах Центральной Азии, в том числе и в нашей республике, остаются на прежних местах с высокими показателями интенсивности острой диареи. Ежегодно от этой болезни умирает 4-5 миллионов детей. Со второй недели жизни новорожденных выявлено качественное изменение микробиоценоза кишечника. Было отмечено, что через 5-7 дней жизни в 50% случаев микрофлора кишечника формировалась нормально.

Ключевые слова: Детский меконий, лактобактерии, бифидобактерии, бактериоды, микрофлора.

SPECIFICITY OF INTESTINAL MICROBIOCENOSIS IN INFANTS.

Sultanov Ravshan Komiljonovich, Nodirova Nodira Ikrom daughter

Termiz Economics and Service University

Katta Department of Medicine

EMU UNIVERTSITY,

There is a group of students at Faculty 110.

e-mail: ravshansultonov605@gmail.com

+998945195500

Annotation: In this article, infectious diseases in the countries of Central Asia, including in our Republic, remain in the previous places with high intensity indicators of acute diarrhea. Every year 4-5 million children die from this disease. From the second week of life

of newborns, a qualitative change in the intestinal microbiocenosis was detected. It was observed that in 5-7 days of life in 50% of cases, intestinal microflora was formed normally.

Key words: Children, meconium, lactobacteria, bifidobacteria, bacteroids, microflora.

Муаммонинг долзарблиги: Жаҳон миқёсида, айниқса, Ўрта Осиё давлатларида жумладан, Республикамизда юкумли касалликларни камайтириш устида олиб борилаётган илмий тадқиқотларда эришилган муваффақиятларга қарамасдан ўткир диарея касалликлари ханузгача интенсив кўрсаткичининг юқорилиги билан олдинги ўринларда қолмоқда [1-2].

Эрта ёшдаги болалар ўртасида ҳам касаллик юқори даражада қайд қилинмоқда.

Бутун Жаҳон Соғлиқни Сақлаш Ташкилотининг (БЖССТ) маълумотида кўра, дунёда ҳар йили диарея касаллигидан 4-5 млн болалар ҳаётдан кўз юмади. Ушбу ҳолат кўпчилик ҳолларда ичак микробиоценозининг бузилиши натижасида кузатилади. Организмда жойлашган 500 хилдан ортиқ микроорганизмлар нормал микрофлорани ташкил қилади ва уларнинг асосий қисми йўғон ичакда жойлашган бўлиб, булар 12 та турга мансуб бўлган 400 хилдан ортиқ бактериялардир. Табиий шароитда ушбу бактериялар макроорганизм билан симбиоз ҳолатда маълум бир мувозанатда яшайдилар ва хўжайин организмда турли хил функцияларни (метаболик, трофик, химоя) бажарадилар [4-5-6].

Йўғон ичакда яшовчи нормал бактерияларнинг асосини бактероидлар, бифидобактериялар, лактбактериялар, клостридийлар, эубактериялар, пептококклар, вейлонеллалар, ҳамда энтеробактериялар, стафилококклар, энтерококклар, кандида замбуруғлари ва 4% дан ортиқроқ бўлган баъзи бактериялар ташкил қилади. Бифидобактериялар, лактобактериялар, бактероидлар, ичак таёқчалари, энтерококклар йўғон ичакнинг облигат (индиген) бактерияларини ташкил қилади. Аниқланишича, ичакдаги индиген микрофлоралар ичакнинг шиллиқ қаватидаги ворсинкалар устида биопленка ҳосил қилиб, патоген микроорганизмларни бу ерга жойлашишига (колонизациялашувига) йўл қўймайди. Натижада макроорганизм микроорганизмларнинг жойлашишига қаршилик қила оладиган кучли механизмга, яъни индоген микроорганизмлар томонидан ҳосил қилинган колонизациялик чидамлилик билан таъминланади. Аммо, баъзан ички ва ташқи таъсирлар натижасида ичак микрофлораси сифат ва миқдор жиҳатидан ўзгаради. Бундай ҳолатларда колонизациялик чидамлилик пасайиб, дисбактериоз ривожланади, яъни индоген бактериялар сони камаяди, шартли патоген бактериялар сони ортади, организм шартли патоген ва ташқаридан кирган патоген бактерияларга қарши кураша олмайди, натижада паталогик (инфекцион) жараён бошланади. Шунинг учун ҳам янги туғилган чақалоқларда ичак микробиоценозининг тўғри ривожланиши боланинг чақалоқлик даврида ҳам, кейинчалик соғлом бўлиб ўсишида ҳам жуда катта аҳамиятга эга [3].

Ишнинг мақсади: Янги туғилган чақалоқ болаларнинг ичак микробиоценозини ўзига хослигини аниқлаш.

Тадқиқот материаллари ва усуллари. Тадқиқот 40 нафар муддатига етиб туғилган чақалоқларда олиб борилди. Ичак микробиоценозини текширишда бактериологик усул қўлланилди ва қуйидаги микроорганизмларни миқдори аниқланди: бифидобактериялар, лактбактериялар, бактероидлар, энтеробактериялар, энтерококклар, кандида авлодига мансуб бўлган ачитқисимон замбуруғлар, протейлар. Текширилувчи материал стерил суюлтирилган ҳолда лозим бўлган селектив муҳитларга жумладан, МРС, Блаурокка, 5% ли қонли агар, Эндо, Сабуро муҳитлари, висмут сульфитли агар (ВСА), тухум сариғи ва туз қўшилган агар (ТСТА), Шукевич муҳити Na

азид қўшилган сафроли – эскулинлик агарларга экиб текширилди. Ичакдаги микроблар сони 1 гр нажасда аниқланди ва КОЕ/г ҳисобида 1 гр да белгиланди. Олинган натижаларга Стюдент критерийсини аниқлаш бўйича статистик ишлов берилди.

Тадқиқот натижалари: Тадқиқот текширишлари 40 нафар муддатига етиб туғилган чақалоқларда олиб борилди. Чақалоқларни йўғон ичагида микрофлораларнинг колонизацияланишини аниқлаш мақсадида, улар туғилганидан сўнг, хаётининг 2-3 кунларда улардан олинган меконийлар, бактерияларнинг қайси озик муҳитда ўсишини ҳисобга олган ҳолда, тегишли озик муҳитларига экилди. Олинган натижалар шуни кўрсатдики, 32 нафар (80%) чақалоқларда лактобактериялар ўсиб чиқди. Шулардан, 6 нафар (15%) чақалоқларда бактериоидлар ва лактобактериялар ассоциацияда ўсдилар. Қолган 8 нафар (20%) чақалоқларни меконийсида ҳеч қайси микрофлоралар ўсмади, яъни меконий стерил ҳолда эканлиги аниқланди.

Кейинчалик чақалоқларда ичак микрофлорасини шаклланиши куйидагича кечди: Чақалоқлар хаётининг 5-7 кунларида лактобактериялар барча болаларнинг (100%) ичагидан топилди ва уларнинг сони 10^5 дан 10^{10} КХҚБ/г га тенг бўлди. Аммо, бифидобактериялар фақат 24 нафар (60%) чақалоқлардагина пайдо бўлиб, уларнинг миқдори 8 нафар чақалоқда 1 гр 4 дан кам эканлиги аниқланди. Ушбу чақалоқларнинг биттасидан анаэроб кокклар ажратиб олинди ва унинг миқдори 10^6 КХҚБ/г га тенг бўлди.

Текширилаётган чақалоқларнинг 26 тасидан (65%) юқори титрда (10^6 - 10^{10} КХҚБ/г) нормал ичак таёқчалари ажратилди, 20 та (35%) болалардан эса энтеробактериялар оиласига мансуб бўлган бошқа микрофлоралар (клебсиеллалар 10 тасида, протейлар 10 тасида) ажратилди. Барча ҳолларда микрофлораларнинг миқдори 10^5 - 10^7 КОЕ/г га тенг бўлди. Чақалоқларнинг 10 тасидан (22%) 10^5 КХҚБ/г да энтерококклар, 12 тасидан (30%) 10^3 КОЕ/г кандида авлодига мансуб бўлган замбуруғлар ажратиб олинди.

Текширишлар натижасига кўра, чақалоқлар ичагида микрофлораларнинг сифат жиҳатидан ўзгарганлиги, жумладан эшерихийларнинг паст даражадаги гемолитик хусусиятига эга бўлган атипик турларининг пайдо бўлиши, чиритувчи бактерияларнинг (протейлар) ва кандидиларнинг колонизацияланиши, кокклар туркумидаги бактериялар сонининг ортиб бориши чақалоқлар ичаги микробиоценозининг ўзгариб бораётганлигини кўрсатди.

Лактозаманфий ичак таёқчаси айрим вақтларда ичакдаги барча бактерияларнинг 50% ини ташкил қилди. Ичак микрофлорасини меёрдаги таркиби сон ва сифат жиҳатидан бузилиши натижасида кандидатларнинг кўпайиб бориши кўпроқ ичак касалликларининг оғир шаклларида кузатилади. Бизнинг кузатувимиздаги болаларда, паст титрда бўлса ҳам 6 та болаларнинг ичагида *Stafilococcus aureus* пайдо бўлганлиги кузатилди.

Шундай қилиб, янги туғилган болалар ичагида лактобактериялар сон жиҳатидан кўпроқ бўлишига қарамасдан, чақалоқ хаётининг 5-7 чи кунларида ичак микробиоценози фақат 50% чақалоқлардагина тўғри шаклланганлиги аниқланди. Уларда лактобактериялар миқдорининг юқори даражада бўлганлиги, энтеробактериялардан асосан *E.Coli* 10^6 - 10^7 КХҚБ/г да колонизацияланганлиги, микроблар спектрида бифидобактериялар миқдорининг кўпайиб борганлиги аниқланди. Чақалоқ организмида микроор-ганизмларнинг микроэкологик колонизацияси табиий туғилиш жараёнида онанинг фекалий массасидан ўтган бактерияларга ҳам боғлиқ.

Асептик режим бу имкониятга йўл бермайди ва унинг ўрнини боса оладиган манба ҳам бўлмайди.

Шундай қилиб, янги туғилган чақалоқлар ичагининг бирламчи колонизацияси кўп омилларга боғлиқ экан, яъни, тасодифан, назоратдан четда қолган ҳолатларда, кўпчилик тиббиёт ҳодимларининг қўлларидан, тиббиётда ишлатиладиган ускуналардан, ичиш учун тайёрланган эритмалардан, ва ташқи муҳитга чидамли бўлган госпитал штаммларни ҳар хил йўллар билан организмга тушишига боғлиқ экан.

Шунинг учун ҳам чақалоқни ичак микрофлорасини, чақалоқ туғилган кунидан бошлаб унга бактериал пробиотиклардан Бифидумбактериумни оғзи орқали юбориш ёки онасининг кўкраги учига уни суркаб қўйиб, эмизиш йўли билан юбориб туриш мақсадга мувофиқ бўлади деб ҳисобланади [3].

Янги туғилган чақалоқнинг ичак микробиоценозини оптимал шаклланишида шу нарсага эътибор бериш керакки, нормал микрофлоранинг шаклланиши боланинг соғлом бўлиб ўсиши учун зарур бўлган энг муҳим омилларидан биридир. Стационарларда, туғруқхоналарда она ва боланинг чақалоқ туғилган кунидан бошлаб бирга бўлишларига шароит яратиш, чақалоқнинг колонизацион резистентлигини оширади, янги шароитга мослашишига замин яратади ва чақалоқда сепсис ривожланишини олдини ола оладиган асосий фактор бўлиши ҳам мумкин.

Янги туғилган чақалоқларни туғруқхонадан бошлаб нормал микрофлораларни манбалари билан таъминлаш муҳим рол ўйнайди (соғлом она билан доимий яқинликда бўлиш, нормал микрофлоралар таркибига кирувчи бактериялардан тайёрланган препаратларни бериш ва х.к.). Бунинг учун оналарни туғишдан олдин жиддий микробиологик текширишдан ўтказиш, лозим бўлган ҳолатларда ичак микрофлорасини коррекциялаш керак бўлади.

Хулоса.

1. Янги туғилган чақалоқлар ҳаётининг 2-4 кунларида, йўғон ичагида асосан лактобактериялар кўп миқдорда бўлиши, бифидобактериялар ва нормал микрофлорани таркибига кирувчи бошқа бактериялар асосан 5-7 кунларидан бошлаб колонизацияланиши аниқланди.

2. Янги туғилган чақалоқлар ҳаётининг иккинчи хафтасидан бошлаб, ичак микробиоценозининг сифат жихатидан ўзгариши аниқланди, яъни кучсиз ферментатив хоссага эга бўлган гемолитик эшерихиялар, протейлар, кандида авлодига кирувчи замбуруғлар ва шарсимон бактериялар пайдо бўлганлиги кузатилди.

3. Бактериологик текширишларда гемолитик эшерихиялар, лактозаманфий энтеробактериялар сонининг ошиб бориши ва айрим ҳолларда улар ичакдаги барча бактеияларнинг 50% ини ташкил қилганлиги кузатилди.

4. Чақалоқлар ҳаётининг 5-7 кунларида 50% ҳолатдагина ичак микрофлораси нормал шаклланганлиги кузатилди. Чақалоқлар ичагидан *St aureus* нинг топилиши эса диарея касаллигининг яратилишини кўрсатади.

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INFLAMMATORY DISEASES OF THE FEMALE SEX.

Salibayeva Nozima Yakubjon qizi

Gynecologist of family polyclinic number 11 of Tashkent city medical association.

Abstract: Inflammatory diseases of women are the first among gynecological diseases. In this disease, anatomical and physiological features of the female body have a special place. In particular, the proximity of the genitals to external influences, monthly cyclical changes depending on the menstrual function, abortion and damage to the reproductive tract tissue during childbirth are among them. In addition, during pregnancy, a decrease in the body's resistance to various negative effects of the external environment, tissue damage, operative interventions, combined with posthemorrhagic anemia, cause the development of the inflammatory process. Factors that reduce the body's resistance include mental and physical exhaustion, colds, flu, and others.

Key words: Gynecological inflammatory diseases, pelvioperitonitis, salpingoophoritis, cytomegalovirus, vulvitis.

The causative microbe plays an important role in the pathogenesis of acute and moderate inflammatory diseases. As soon as it passes, the body's resistance reaction aimed at limiting the focus of inflammation starts. In the chronic stages of the disease, the causative microbe loses its pathogenetic significance. Specific changes in the genital organs of women with inflammatory diseases are as follows: Pain is one of the constant symptoms. Impulses arising as a result of exposure to the genitals reach the cerebral cortex through the spinal cord, where they are processed into a pain sensation. Pain in inflammatory processes depends on many factors (scarring processes) and physico-chemical influence of pain receptors (metabolic disorders, intoxication). Features of pain:

- when the inflammatory process passes to the pelvic peritoneum, the pain is stronger than in metroendometritis;
- in the acute stage of the inflammatory process, the level of pain is moderate, more intense than in the chronic stage;
- the intensity of pain depends on the nature of the stimulus causing inflammation;
- pain increases before menstruation, during menstruation, during cold and during physical exertion.

Violation of menstrual function. These disorders are accompanied by hyperpolymenorrhea, metrorrhagia. Acyclic bleeding is caused not only by ovarian dysfunction caused by inflammation of the genitals, but also by tumors. Sexual function. Pain during sex is associated with inflammation of the uterus, connective tissue, pelvic floor and peritoneum. Bloody discharge during sexual intercourse (contact bleeding) is observed in cervical polyp, colpitis, endocervicitis in cervical erosion (except for cancer).

Vulvitis in women of reproductive age, vulvitis often occurs as a result of colpitis, cervicitis, and endometritis, as a result of infection of the external genital organs by pathogenic microorganisms contained in vaginal secretions. The development of primary vulvitis is caused by cutting, non-observance of external genital hygiene, chemical, thermal, mechanical effects, endocrine diseases, inflammatory diseases in the perianal area. The secondary process often has the character of vulvovaginitis. In the acute phase, vulvitis is characterized by hyperemia, swelling, serous purulent and purulent coating of the external genitalia. Subjective complaints include: pain, burning, general weakness. In the chronic stage of vulvitis, hyperemia, swelling, exudation, itching decrease, but periodically recur. The cure. It is necessary to take a bath with a decoction of kokiot, use antibacterial ointments, and treat related diseases.

Vulvovaginitis (Lat. vulva - external genital organ, vagina - vagina, dog - inflammation) is inflammation of female external genital organs and vagina. In this case, a lot of waste begins to be released from the vagina, the vulva area itches and hurts, the pain increases when walking, the skin of the external genitalia, sometimes the inner surface of the thighs and buttocks reddens. If treated on time, the patient will recover quickly. In delayed cases, the disease takes on a chronic nature and often recurs, adhesions of the front and back walls of the vagina, adhesions between the labia are observed in 3-4-year-old girls. Vulvovaginitis is caused by various microbes (often, staphylococcus, streptococcus, Escherichia coli, sometimes diphtheria bacillus) and fungi. The origin of the disease is related to violation of personal hygiene rules, damage to the skin of the vulva and mucous membrane of the vagina (inflammation, itching), the effects of seizures, as well as various chronic diseases that weaken the body's protective function (tonsillitis, pyelonephritis) and metabolic disorders. can be caused by diseases (obesity, diabetes). The cure. Increasing the body's immunity, primary infection foci are sanitized; the vagina is rinsed with local remedies, antibiotic therapy is carried out.

Endocervicitis is an inflammation of the mucous membrane of the cervical canal, which can be caused by staphylococci, streptococci, gonococci, and Escherichia coli. Endocervicitis is caused by diseases that reduce the overall strength of the body, tearing of the cervix, the hiatus during childbirth, prolapse of the internal genitals, chemical and thermal exposure, and burns. There are acute, moderately acute and chronic stages of endocervicitis. In acute endocervitis, there is redness and swelling around the cervix. Purulent or muco-purulent discharge comes from the cervical canal. When the disease progresses to moderately acute and chronic stages, the redness and swelling decrease, the discharge becomes muco-purulent, and then mucoid.

After viewing the external genitalia, the vagina and cervix are in the mirrors A thorough anamnesis is performed to determine the etiology of the disease collection, careful examination of patients, necessary bacteriological and bacterioscopic examinations should be carried out

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ОСОБЕННОСТИ УХОДА ЗА КАРДИОЛОГИЧЕСКИМИ БОЛЬНЫМИ В ЧАСТНОСТИ ЗА ЮОЛЬНЫМИ С АРТЕРИАЛЬНОЙ ГИПЕРТЕНЗИЕЙ**Ибрагимова Шоира Абдунабиевна****Турайев Бехзод Яшнарович****Европейский медицинский университет**

В данной работе изложены причины, общие принципы профилактики и лечения артериальной гипертензии у пожилых. Обсуждаются особенности ухода за пожилыми больными при этом заболевании.

Ключевые слова: артериальная гипертензия у пожилых, клинико-диагностические мероприятия, лечение, уход.

Артериальная гипертензия (АГ) — наиболее распространенное хроническое заболевание, характеризующееся устойчивым повышением систолического (более 140 мм рт. ст.) и/или диастолического (более 90 мм рт. ст.) артериального давления. Ее выявляют приблизительно у 30% населения планеты и значительно чаще — у 60–70% пожилых и старых людей. Высокое артериальное давление (АД) является основным фактором риска сердечно-сосудистых заболеваний и их летальных осложнений, причем ведущая роль в причинах смертности населения принадлежит повышенному систолическому АД.

В пожилом и старческом возрасте выделяют два вида АГ: 1) первичную (гипертоническая болезнь) и вторичную (заболевания почек, желез внутренней секреции и др.) систоло-диастолическую, 2) изолированную систолическую (ИСГ).

Повышение АД чаще всего диагностируют при обращении пациента к врачу или во время профилактических осмотров. Последующие измерения АД желательно проводить в привычных для больного домашних условиях самостоятельно или с помощью родственников для исключения психоэмоциональной «гипертензии белого халата», обусловленной посещением врача. Снижение повышенного АД у пожилых пациентов способствует значительному уменьшению частоты нарушений мозгового кровообращения, инфаркта миокарда и сердечной недостаточности. Регулярно измерять АД следует не реже 1 раза в год — при однократном и нестойком повышении, 1 раза в месяц — при тенденции к частому или стабильному его повышению, 2 раз в день — при ухудшении самочувствия и стабильном повышении.

Факторы риска в той или иной степени нарушают нейрогуморальные механизмы регуляции аппарата кровообращения, нормальное (оптимальное) соотношение сосудорасширяющих и сосудосуживающих факторов в пользу последних и основных гемодинамических показателей с последующим повышением АД. Такой механизм развития АГ в сочетании с возрастными особенностями сердечно-сосудистой системы у пожилых наиболее характерен для гипертонической болезни (первичной АГ). Ведущими патогенетическими факторами изолированной систолической артериальной гипертензии, свойственной пожилому и старческому возрасту, является поражение (склероз) аорты и ее крупных ветвей с последующими увеличением их плотности и уменьшением эластичности, повышением нагрузки на левый желудочек сердца и систолического АД.

Уход: При опросе пожилого человека с подозрением на АГ медицинский персонал обращает внимание на следующие анамнестические факты: наличие эпизодов повышения АД, сердечно-сосудистых заболеваний и сахарного диабета у пациента и его близких родственников, вредных привычек (курение, злоупотребление алкоголем), хронических психоэмоциональных напряжений, уровень физической активности,

применение лекарственных препаратов, способных повышать АД (кортикостероиды, нестероидные противовоспалительные препараты, препараты, содержащие сосудосуживающие вещества, капли для глаз и носа и др.).

Больному с ранее диагностированной АГ следует задать вопросы о длительности и возможных причинах (обстоятельствах) повышения АД, выполнении предписанных врачом режима физической активности, диетических мероприятий и лекарственного лечения, их эффективности.

При планировании ухода медицинский персонал информирует пациента и членов его семьи о сути заболевания, общих принципах его предупреждения и лечения, организации психологической, физической, социальной и экономической помощи больному со стороны родственников и мероприятиях по изменению привычного для него стиля жизни. Призывает больного к сотрудничеству, обучает его способам ухода за собой и сохранения личной безопасности, укрепляет веру в безопасность и эффективность лечебных мероприятий.

Благоприятным фоном, способствующим эффективности ухода, является исключение психоэмоциональных стрессовых ситуаций путем поддержания в палате и в домашних условиях (семье) доброжелательной, доверительной и спокойной обстановки. Наряду с ограничением физической активности, достаточным отдыхом и сном пациента эти мероприятия в определенной степени способствуют уменьшению общей слабости, утомляемости, одышки, сердцебиений, снижению АД. Для улучшения сна полезны проветривание помещений, спокойные прогулки на свежем воздухе, теплый чай с успокаивающими сборами, обеспечение пациента памперсами, назначение успокаивающих или снотворных лекарств.

В связи с склонностью пожилых и старых пациентов к ортостатическим и ночным обморокам, особенно на фоне гипотензивной терапии, им не рекомендуют пребывать в жарких и душных помещениях, принимать горячую ванну, их обучают навыкам осторожного перемещения из горизонтального положения в вертикальное, своевременного опорожнения кишечника и мочевого пузыря.

Медицинский персонал при стабильном повышении АД измеряет его не реже двух раз в день, следит за динамикой клинических проявлений заболевания, своевременно выявляет его осложнения и докладывает об этом врачу.

Главная роль в решении различных проблем пациента принадлежит немедикаментозному и медикаментозному лечению, направленному на нормализацию АД, уменьшение выраженности или исчезновение неблагоприятных клинических проявлений АГ и сопутствующих заболеваний, улучшение качества жизни и снижение смертности.

Суть профилактики развития и немедикаментозного лечения АГ — соблюдение правил здорового образа жизни, включающее рациональное питание, разумную и строго индивидуализированную физическую активность, уменьшение или исключение психоэмоционального напряжения и вредных профессиональных воздействий (шум, вибрация и др.), отказ от вредных привычек, снижение массы тела при наличии избыточной массы тела и ожирения, а также применение психотерапии, физиотерапии, фитотерапии и лечебной физкультуры.

Пищевой рацион должен содержать достаточное количество белков, жиров, углеводов, витаминов и минеральных веществ с ограничением легкоусвояемых углеводов, животных жиров, поваренной соли — не более 5 г/сут (1 чайная ложка) при калорийности 2000–2500 ккал/сут. Употребление жидкости ограничивают при отеках на

фоне хронической сердечной недостаточности. Желательно принимать пищу не реже 4–5 раз в день малыми порциями, в одно и то же время. Не рекомендуют употреблять жирное мясо, крепкие мясные бульоны, говяжий, бараний, свиной жир, субпродукты (печень, почки, мозги), сливочное масло, сало, острые, соленые и жирные закуски. Ограничивают употребление сливок, сметаны, жирного творога, яиц, кофе, какао и алкогольных напитков.

Следует отдавать предпочтение блюдам из нежирного мяса, рыбы и птицы, круп и макаронных изделий, вегетарианским, молочным и фруктовым супам, нежирному молоку, творогу, сыру. Увеличивают содержание в рационе растительных масел — кукурузного, подсолнечного и оливкового. В рационе должны быть достаточно широко представлены богатые минеральными веществами и витаминами овощи и фрукты. Для увеличения поступления в организм солей калия употребляют богатые ими изюм, урюк, чернослив, горох, фасоль, абрикосы, персики, морскую капусту, печеный картофель.

При неэффективности немедикаментозного лечения прибегают к медикаментозному лечению АГ. С этой целью врач назначает лекарственные препараты, которые эффективно снижают АД, защищают от поражения головной мозг, сердце, почки и другие органы, обладают наименьшими побочными (отрицательными) действиями, улучшают качество и увеличивают продолжительность жизни. Перечень этих гипотензивных средств выглядит следующим образом:

- мочегонные средства (диуретики): гипотиазид, арифон ретард и др.;
- антагонисты кальция (нифедипин, верапамил, дилтиазем, амлодипин и др.);
- ингибиторы ангиотензин-превращающего фермента (ИАПФ): эналаприл, периндоприл, лизиноприл и др.);
- бета-адреноблокаторы (пропранолол, атенолол, метопролол, бетаксол и др.);
- блокаторы рецепторов ангиотензина II (валсартан, ирбесартан и др.).

Мочегонные средства и антагонисты кальция используют для начального лечения пожилых и старых больных АГ, в первую очередь — больных изолированной систолической гипертензией. Диуретики назначают в комбинации с другими препаратами, снижающими АД. Тактика лечения — назначение одного или нескольких гипотензивных средств и длительность их применения — зависит от выраженности (тяжести) клинического течения АГ, наличия сопутствующих заболеваний и риска развития сердечно-сосудистых осложнений.

Нередко возникает необходимость применения препаратов, снижающих уровень холестерина в крови (симвастатин, ловастатин, никотиновая кислота и др.), улучшающих реологические свойства крови и уменьшающих риск тромботических осложнений (аспирин, курантил, тиклид и др.), оптимизирующих обменные процессы в сердечной мышце (предуктал, милдронат, фосфокреатин и др.).

Снижение АД проводят осторожно и постепенно, применяют низкие начальные дозы желательно длительно действующих гипотензивных средств для предотвращения возможных ортостатических реакций. Медицинский персонал контролирует выполнение пациентом назначений врача, эффективность лечения и динамику показателей АД, выявляет побочное действие лекарственных средств. Больной должен быть ориентирован на регулярное и длительное применение лекарственных средств, способствующее стойкому снижению АД до нормального или пограничного уровня. Следует предостеречь его от самолечения и напомнить, что выбор препаратов, их комбинации и дозировки осуществляет врач.

Медицинский персонал обязана своевременно диагностировать гипертонический криз, оказать доврачебную медицинскую помощь и информировать об этом врача. Больному должен быть обеспечен полный покой: его надо успокоить, усадить или уложить в постель, ослабить стесняющую одежду. Следует безотлагательно измерить АД, узнать его обычные («рабочие») величины, названия и дозы используемых лекарственных препаратов и, если криз развился в домашних условиях, вызвать врача скорой помощи. Для внутреннего применения (под язык) используют препараты быстрого действия: 1–2 таблетки клофелина (0,075–0,15 мг), коринфара (10–20 мг), а при болях в области сердца — нитроглицерин (1,25–2,5 мг).

Лечение криза проводят поэтапно: сначала применяют таблетированные формы, затем препараты для внутримышечного и внутривенного введения. Важным принципом является постепенное снижение АД. Дальнейшие мероприятия по лечению криза определяет врач (внутривенные инъекции клофелина, эуфиллина, эналаприла, мочегонных средств — фуросемида, внутримышечные — сульфата магния и др.).

В дневнике отражают время наступления и симптомы гипертонического криза, цифры АД, частоту и ритмичность пульса, а также названия, дозы и время введения назначенных врачом гипотензивных препаратов. Через 30 мин и 1 ч после их введения медицинская сестра измеряет АД, определяет частоту и ритмичность пульса. В процессе дальнейшего наблюдения она оценивает динамику изменений АД, клинической картины заболевания, выявляет новые проблемы пациента и способствует их решению, оказывает ему психологическую поддержку.

Медицинский персонал совместно с врачом, пациентом и членами его семьи участвует в мероприятиях по предупреждению развития (первичная профилактика) и замедлению прогрессирования (вторичная профилактика) АГ. Способы первичной и вторичной профилактики почти идентичны и изложены выше при описании немедикаментозного лечения заболевания. Дополнительно отметим, что предупреждение прогрессирования АГ во многом зависит от желания и возможности пожилого человека изменить стиль жизни и соблюдать правила здорового образа жизни, от способности медицинских работников убедить пациента регулярно и длительно применять гипотензивные и другие лекарственные средства, научить его методам самоизмерения АД, организовать ему психологическую, физическую и экономическую поддержку в семье.

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IMPROVING THE DIRECTIONS OF ATTRACTING FOREIGN INVESTMENT IN THE NATIONAL ECONOMY

Jamolov Jo'rabek Jamolovich

The doctoral student of Tashkent State University of Economics

Annotation: *The article covered the flow, composition and dynamics of direct foreign investments, as well as the practice of attracting them to the economy of Uzbekistan and improving it. There is discussed impact of foreign investment to economic growth, the role of foreign investments in economic growth in Uzbekistan, the role of foreign investment in Uzbekistan, the importance of foreign investment in economic achievement, the role of foreign investments in fixed capital and the ICOR index, analyzed. The current problems related to the attraction and use of foreign investments in the country are studied and tasks to be addressed are considered.*

Key words: *investments, foreign investments, the economic growth, JDP, investment projects, tax credits, index ICOR, directs foreign investment.*

Introduction: Foreign investments are all the property, financial, and intellectual assets that are mobilized by foreign investors for business and other activities of the economy of another state in order to obtain a high level of income and efficiency. Foreign investment is a source of external financing, unlike domestic investment. Foreign investments differ from domestic investments in that the investor is a citizen of another country. According to their economic content, foreign investments are divided into debt capital (i.e. debt and credit), and direct and portfolio investments. The direction of investments determines which type of foreign investment they fall into.

Systematic expansion of cooperation with international financial institutions, attraction of long-term investment loans and direct foreign investments occupy a leading place in the program of anti-crisis measures in Uzbekistan.

Foreign investments can take part in joint ventures, create enterprises fully owned by foreign investors, participate in privatization, establish a bank with foreign partners, purchase securities, have the right to use land and other natural resources, and operate in free economic zones.

Foreign investments are mainly influenced by 2 groups of factors:

1) economic factors:

- production development and economic growth rates are maintained at the same rate;
- implementation of deep structural changes in the economy of the world and individual countries (in particular, under the influence of scientific and technical progress and the development of the world services market);
- deepening of international specialization and cooperation of production;
- growing transnationalization of the world economy (the volume of production of foreign branches of Transnational Corporations (TCCs) of the United States of America is 4 times greater than the export of goods from the United States);
- internationalization of production and deepening of integration processes;
- active development of international economic relations (IRI) and others.

2) political factors:

- liberalization of capital export (import) (free economic zones, offshore areas, etc.);
- conducting industrialization policy in developing countries;
- carrying out economic reforms (privatization of state enterprises, support of the private sector and small business);

- carrying out a policy of keeping the level of employment, etc.

All types of tangible and intangible assets and rights related to them, including intellectual property rights, which foreign investors add to business activities and other types of activity objects mainly for the purpose of obtaining income (profit), any income received from foreign investments are considered foreign investments in the territory of the Republic of Uzbekistan.

This, in turn, made it possible to develop a large-scale complex program of anti-crisis measures aimed not only at mitigating the negative consequences of the crisis, but also at turning the economy of Uzbekistan into a stronger and more durable economy, and its faster implementation. The most crucial task in this regard is to fundamentally modernize the production base of the economy, to re-equip it technically and technologically, in exchange for attracting foreign investments and long-term investment loans.

Therefore, since investments are the power that moves any economy and ensures its development, we should use all our possibilities to increase the amount of investments directed to our economy.

As we see, there are a number of problems in our republic, and we believe that the following measures should be taken to solve them:

- creation of equal opportunities and benefits for foreign investors and national producers;
- bringing national accounting closer to International Financial Accounting Standards;
- acceleration of activities of joint ventures directed to foreign markets, stabilization of currency flow. Achieving this through partial exemption from various communal services and full exemption from taxes, levies, customs fees;
- in order to prevent regional one-sidedness of investments, to divide the regions into 3 groups according to the level of development, to create more interest and inclination for investors to the less developed regions;
- study the practice of free export zones and achieve their implementation in our country.

In 2019, it was developed on the implementation of important projects aimed at modernization, technical and technological re-equipment. For the implementation of investment projects within the framework of the program approved by the decision of the President of the Republic of Uzbekistan on April 29, 2019, it was planned to attract loans and investments in the total amount of more than 22 billion dollars from international financial organizations, bilateral agreements and leading foreign companies. Currently, specific sources of investment and financing of more than 80 projects with a total value of more than 19 billion dollars have been identified and agreements have been signed with foreign partners.

Generally speaking, in the conditions of the world financial and economic crisis, the basis of the successful and stable development of the economy of Uzbekistan is a unique and suitable model of economic reforms, which are deeply thought out and fully take into account the peculiarities of Uzbekistan. The consistent implementation of this program over the past 18 years is a serious formal factor that leads to continuous high-speed economic growth of agrarian, low-tech and inefficient economic structure, which is fully connected to the former "Center", entering the diversified world market with a wide variety of competitive finished products and ensure that it becomes a modern economy with an impeccable credit history.

Conclusion: In conclusion, it should be said that the future development of Uzbekistan and the world economy implies that today almost every specialist and business entity has realized that it depends on investments. It is not difficult to understand

that the wider attraction of investments, especially foreign investments, to the economy of our republic today is due to the fact that they have become an important basis for ensuring the effective implementation of economic reforms carried out in our country.

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СЕМАНТИЧЕСКИЕ И ФУНКЦИОНАЛЬНЫЕ ИЗМЕНЕНИЯ СЛОВ, ВХОДЯЩИХ В АНГЛИЙСКИЙ ЯЗЫК ИЗ ДРУГИХ ЯЗЫКОВ

Хушвактова Гулноза Тулкиновна

из 71 школы Мирзо-Улугбекского района города Ташкента

Преподаватель английского языка высшей категории

Аннотация: В данной статье рассматриваются слова, пришедшие в английский язык из иностранных языков, и их классификация, семантические и функциональные изменения слов, входящих в английский язык из других языков.

Ключевые слова: слова, форму, чувств и эмоций.

На самом деле человек даже не знает, что большинство из них пришло из иностранного языка. Как и в любом другом языке, в английском есть множество слов-переводчиков из других языков. Некоторые из них были адаптированы к статусу английского языка, но некоторые остались в исходном виде. С 17 века и до конца 19 века Англию занимала идея завоевания как можно большего количества территорий. Действительно, было время, когда люди говорили: «На территории Британской империи никогда не заходит солнце» — это маленькое островное государство занимало такую большую часть нашей планеты, что солнце всегда вставало с одной из британских территорий. или колонии. Само собой разумеется, что Британия впитала многое из стран, которые она завоевала на протяжении веков, но одна из этих вещей — язык.

Английский подобен объединенному столу стран Средиземноморского региона. Здесь есть тонны «колбасок» и «круассанов», «салатов нинуаз» и «шоколадных суфле». То есть английский язык в основном состоит из корней латинских, немецких и французских слов. Благодаря этому появился язык, богатый красочными значениями. Однако есть и другие языки, придающие этой вечеринке особый колорит, которые обычно не обнаруживаются. Есть также слова из арабского языка, которые обогащают английский язык горькой теплотой и придают ему вкус Газы со всех сторон. Арабский язык — один из древнейших языков мира, богатый разнообразием и красивой письменностью. На арабском языке говорят почти 400 миллионов человек, что делает его одним из пяти самых распространенных языков в мире. Сильное влияние арабского языка на испанский язык со времен мавританского вторжения хорошо известно, однако мало кто знает, что ряд слов, широко используемых в английском языке, на самом деле произошли из арабского языка. Термин «мавры» относится главным образом к мусульманскому населению Магриба, Пиренейского полуострова, Сицилии, Сардинии, Корсики и Мальты в средние века. Изначально мавры произошли от коренного населения Магриба — берберов. В Европе этот термин применялся в более широком, несколько уничижительном смысле по отношению к мусульманам в целом и, в частности, к лицам арабского или берберского происхождения, в зависимости от того, живут ли они в Испании или Северной Африке. В 711 году армия из Северной Африки, состоявшая в основном из мавров, вторглась в Испанию. В истории это событие называется победой Уммави. После этого Пиренейский полуостров на классическом арабском языке стал называться Аль-Андалусом. В период своего расцвета страна включала большую часть Септимании, а также нынешнюю Испанию и Португалию. Не все слова вошли в английский язык напрямую; Обычно эти слова, пропущенные через латынь, турецкий, французский, испанский, немецкий или итальянский языки, изменили форму, а иногда и значение, потому что они пришли из арабского языка. Ниже приведен их список:

1. Ноль (ноль)

Электронное оборудование, о котором вы читаете этот текст, не существовало бы без цифрового программирования. Цифровое программирование не существовало бы без числа 0 (ноль). Европейцы считали, что числа ноль не существует до тех пор, пока итальянский математик Фибоначчи не представил его в начале 13 века. Фибоначчи познакомился с числом ноль, изучая арабскую культуру в Северной Африке. Он взял арабское слово «сифр», что означает «пустой» или «ничто», и использовал слово «зефирум», немного латинизировав его. Со временем это слово тоже претерпело изменения и приняло форму итальянского нуля. Конечно, наряду с самой концепцией Фибоначчи должен был показать ее письменно. В римских цифрах (нигде) не было нуля, однако нет возможности представить десятичные дроби римскими цифрами: умножать 20 на 67, а не умножать XX на LXVII', разведение гораздо проще. Именно поэтому Фибоначчи ввел в оборот арабские цифры, и по этой причине типографы называют эти числа «арабскими цифрами». Формы этих чисел арабской графикой немного отличаются от привычных нам цифр.

2. Алкоголь

Знаете ли вы, что слово «алкоголь» тоже происходит из арабского языка? Слово вошло, но не то, что его обозначает. Это слово и фраза проникли в Европу из арабского мира в XII веке. Арабское корневое слово «аль-кухл» используется в значении косметической пудры для глаз. Слово происходит от процесса извлечения продукта из соответствующего минерала, и европейские химики начали использовать слово «спирт» для обозначения любого продукта, полученного путем экстракции или дистилляции. Однако позже этот термин стал употребляться целиком в значении «спирт, полученный из винограда» (то есть спирт, полученный перегонкой виноградного сока). Есть два возможных происхождения этого слова: первая теория состоит в том, что слово «алкоголь» — это антисептик (похожий на этанол) и элегантный химический порошок, которым красят глаза (Клеопатра открыла кошачий глаз). куль (аль-куль). По другой теории, это слово происходит от слова аль-гаул, что означает «дух» или «дьявол» (англ. ghoul (вампир, кладбищенский вор), отсюда и происхождение слова). Основа второй теории, вероятно, очень близка к этой возможности: британцы выражают алкоголь словом Spirits, которое также означает спиртные напитки. Кроме того, головная боль по утрам после пьянки типична для работы дьявола.

3. Сахар

Жители западного мира должны быть благодарны арабским торговцам за то, что они принесли им много приятных чувств и эмоций. Торговцы первыми привезли сахар западным европейцам (сначала итальянцам и французам, затем англичанам), добавив слово суккар, происходящее от санскритского слова шаркара.

4. Кофе

Это слово вошло в английский язык от итальянского словаcaffè, которое происходит от турецкого слова «кофе» (kahve). Турки взяли это слово от арабского слова кофе. Европейцы завезли этот напиток из Аравии (через Турцию в Италию, а затем и в остальную Европу); а арабы привезли его из Восточной Африки. Если вы представите, как готовится турецкий кофе, темный нефильтрованный напиток с кофеином, вы приблизитесь к происхождению слова кофе. Кофе пришел в Турцию, но там не появился. Впервые он появился в Абиссинии (Эфиопия), а в 15 веке кофе попал в страны Ближнего Востока (впервые завезен в Йемен) и получил в этих странах название

кофе. Это арабское слово означает «не вызывающий головной боли», а кофе изначально использовался для обозначения аппетитных (темных) темных мусаллас.

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HISTORY OF LEXICOGRAPHY

Zamira Hakimova Xurram qizi

Uzbekistan State University of World Languages

Teacher of the integrated course of English

+998944619988

Zamirahakimova866@gmail.com

Annation : This article discusses lexicography and its history and origin. In addition, the basics of lexicography were also discussed.

Key words : Lexicography , language, vocabulary , methodological .

Lexicography is a branch of lexicology that studies the principles of creating a dictionary. The branch of science that studies the semantic structure of words, the properties of words, and their interpretation. Applied lexicography performs socially important functions that provide language teaching, language description and normalization, interlinguistic communication, scientific study of language. Lexicography seeks to find the most appropriate and acceptable ways to perceive all knowledge about the language to reflect the vocabulary. Macrocore of theoretical lexicography (vocabulary selection, vocabulary and nature, principles of location of material) and microstructure of the dictionary (structure of the dictionary entry, types of dictionary definitions, ratio of different information about the word , types of linguistic illustrations, etc.) includes a set of problems: with the creation of a typology of dictionaries, with the history of lexicography. All dictionaries are divided into two main types: encyclopedic and linguistic, or linguistic. In monolingual dictionaries, words are explained using words of the same language. Monolingual dictionaries are complex and aspectual. Consolidated glossaries. Such dictionaries contain information necessary for understanding the word, its use in speech, and others. Aspect dictionaries reflect one or another aspect of the language. These include: dictionaries of foreign words, synonyms, antonyms, homonyms, paronyms, phraseological, orthoepic, spelling, derivative, morphemic, etymological, reverse, abbreviations and other types of dictionaries. Each dictionary has an introduction that explains how to use the dictionary. From the first small hand-written dictionaries for various peoples, the road to multi-volume printed publications has developed on its way. In the first period of the development of lexicographic practice, most European nations developed only individual elements of future dictionaries. In the so-called pre-glossary period, such elements were glosses (from the Greek glossa - an obsolete or little-used word). They were a translation or interpretation of an obscure word or phrase. These comments and translations are made in the margins or directly in the text of the book. For the first time in the Western European tradition, the Greeks began to use glosses in the study of Homeric poetry. Later glosses some parts of the Bible, legal texts, literary

began to be widely used in the interpretation of monuments. The historical development of the vocabulary of a particular language can be observed in historical and etymological dictionaries. Dictionaries include information related to the history of words in a particular language, usually found in written records. Historical dictionaries started by the Grimm brothers and published for more than a hundred years (1854-1961), "Materials for a dictionary of the Old Russian language from written monuments" (1893-1912) by I.I. Sreznevsky, "Dictionary of the Russian language of the 11th-17th centuries.", "Historical Slounics of the Belarusian language" in many volumes, which is not yet completed, etc.

Etymological dictionaries contain information about the motivation of the oldest meanings of words, along with the main forms. Lexicography is a very delicate and long-term labor. Studying the meaning of the vocabulary of all languages, lexical units, is one of the main goals of general linguistics. In the next period, in terms of lexicology, attention is being paid to

the study of the system of nominative units of the language, synonyms and functional features. After all, perfect learning of the language with the help of lexicography, which provides extensive information about the lexicon and lexical units, becoming aware of the language features, determining the linguistic essence of the language units, determining the connections between professionalism and professional communication, and developing criteria for distinguishing various functional and methodological areas of the language are of great importance. The English name of the annotated dictionary comes from the Latin word. For over 300 years, no English word has been in any dictionary. Most dictionaries in England are written to help people learning Latin. The titles of these books are really meaningful. For example, such as "Storage for the little ones" or "Garden of words". In 1552, the first dictionary of English words compiled by Richard Haloet was published. The title of the dictionary was long: Absedarium Anglico-Latinum pro Tirunculis. As you can see, this book is also titled in Latin. It differed from other dictionaries in that every English word was written first with an English explanation and then with a Latin translation. The dictionary is recognized as the first English annotated dictionary because it first comes with annotated English words. The dictionary "Absedarium" consisted of 26,000 words. It was very popular but extremely expensive. As a result, many similar books have been published that are small in size but affordable for the average reader. At that time, dictionary compilers did not annotate all the words in the English language, but only the most complex ones. The first book called "English Annotated Dictionary" was compiled in 1623 by Henry Cockerham. In 1807, Noah Webster began work on a huge dictionary in the United States. This dictionary was published in 1828 and contained 12,000 words and 40,000 definitions. No one had done this before Webster, who simplified the spelling of difficult words quite a bit, which is why some English words are spelled differently in England and America.

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MECHANISMS OF FORMING THE INTELLECTUAL ABILITY OF PRE-SCHOOL STUDENTS THROUGH INNOVATIVE TECHNOLOGIES

Altibayeva Gulbaxor Majitovna

Termiz State Pedagogical Institute, teacher

Key words: management, planning, organization, activity, opportunity, private categories, organization, leadership, control, efficiency, quality of education, knowledge, awareness.

In order to provide children with quality education in pre-school educational organizations, it is necessary to organize the educational process on the basis of innovative technologies. For this, it is necessary to harmonize all pedagogical technologies that serve to prepare the child for social life.

The quality of pre-school education guarantees the quality acquisition of knowledge by children at the next stages of education. For this, it is necessary to develop uniform requirements for raising the quality of preschool education to a new level. These requirements imply the creation of quality education and basic skills. Based on these requirements, education of children begins at the age of 3 and continues until the age of 7.

The principle of individualization of preschool education embodies a number of requirements. This is a unique natural process. Along with the development of the society, the activity of the individual is individualized to a greater extent and his position changes. If the country and society are developed, then each person will be valued separately and will have his place.

It is known that preschool education is aimed at comprehensive development of children. According to the requirements of the new era, preschool education is a social institution of a new form. Therefore, it should be convenient for children to participate and acquire certain knowledge and develop. The quality of pre-school education should be regularly analyzed from the point of view of the requirements of the time. In this process, basic knowledge and concepts are formed that have equal opportunities for all children.

Education, as a separate component of the structure of the global community, should take into account all the changes taking place in society, and change its structure and content of activity on this basis.

Today, the fact that education lags behind the pace of development of society, that the technologies used in the educational process do not fully meet modern requirements, is often recognized by the world community. Because education, as a socializer, should follow the changes in society and have an impact on its development. However, the relationship between the development of the society and the education system has a complex appearance and is distinguished by a high level of enthusiasm. Education does not accept the influence of all active and slow changes, but it has its influence on the events happening in society. From this point of view, changes in education are not only a result, but a condition for the future development of society.

It is known that today, when science and technology are developing at a rapid pace, the amount of scientific knowledge, understanding and imagination is increasing dramatically. This, on the one hand, ensures its differentiation due to the development of new fields and departments of science and technology, and on the other hand, creates the process of integration between sciences.

In such conditions, the demands for highly qualified pedagogues are increasing, who have the ability to educate a mature generation in the spirit of universal and national values that have been formed over the centuries, who have mastered the fundamentals of science,

pedagogy and psychology methods, who have a high level of professional training and modern pedagogical and It is necessary to train creative pedagogues with the skills and qualifications to apply information technologies in practice.

Currently, the wide application of pedagogical innovations in the educational process is a global trend of world development. Special attention is being paid to the systematic introduction of innovations in the field of education at the same time when the scope of pedagogical innovations is increasing and the modernization process is developing rapidly in the country. However, despite the fact that many pedagogical innovations are being created, the level of introducing pedagogical research on the application of new content, forms, methods and tools of teaching to educational processes cannot be considered sufficient.

In fact, in the introduction of the updated education system, every teacher should regularly study the innovations related to their subject and the education of the mature generation, and acquire the skills to apply them consistently in their work. is an important requirement of today. The experience of foreign countries was studied in connection with the activities aimed at the formation of the intellectual ability of the students, and a comparative analysis was made as follows. In Japan, a large part of the family budget is spent on ensuring that children receive a thorough education in kindergartens and universities. In the family, all conditions are created for the child to get a good education. During exams, children are freed from housework. Parents actively participate in all areas of school life, they are role models for their children in all areas. They study a lot to help their children study, they learn the school curriculum perfectly.

Mothers have a great role and responsibility in raising children. They consider themselves responsible to the family dynasty and the state for their children to grow up to be smart, wise, polite, fair and hardworking. In Japan, many methodical manuals and recommendations on family education are published, many pedagogical tips are given on radio and television. There are great opportunities for the child's independent and intellectual development during preschool education. In this process, it is important that the pedagogical activity is directed to support a specific child for his intellectual development. Directing pedagogical activity to a specific goal does not deny its existence, but expands its scope. Only concrete activity expressed in a specific result will bear fruit. Pedagogical activities of the educator should be in accordance with his goals, thoughts, and work style.

In the actions of educators, such cases are very rare. They are often combined with each other. The mutual harmony and interdependence of the factors that represent the reasons is the basis for the general slowness in the intellectual development of students of preschool educational organizations. Programs and pedagogical measures aimed at the intellectual development of children not only make the lessons interesting, but also make a special contribution to the intellectual development of children. For example, most boys initially have difficulties in writing letters and memorizing poems. At such times, they start to feel ashamed of their failures. As a result, they reluctantly participate in training. They don't even want to attend preschool.

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METHODS OF TEACHING HISTORY IN INCLUSIVE EDUCATION.

Ulug'bek Soliyev

teacher, specialized boarding school "Nurli maskan" No. 1 for blind children with special educational needs in Fergana city Address: 25 Boston street, Fergana city

Abstract: A student with special educational needs in the Republic of Uzbekistan involving children in inclusive education. Types of disabilities in inclusive education to study the proportionality of the reforms that should be made in this regard increase efficiency. Methods of teaching history.

Key words: Education, children, disability, inclusive education, social adaptation, principle of comprehensive approach.

"Inclusive education" does not include this definition. It only mentions that "inclusive education is equal treatment of all children, including children with physical or mental disabilities, excluding any form of discrimination during education." Galina Nam, a researcher of inclusive education in Uzbekistan and a doctoral student at the University of Waikato in New Zealand, said that it should be a priority for children with disabilities to be educated in general educational institutions, not in special boarding schools or at home. It is necessary to give consent to studying in places and at home only in special cases. The right to choose an educational institution should remain with the children themselves and their parents and their legal representatives," says Galina Nam. Inclusive education creates equal opportunities for children with special needs and healthy children. UNICEF deals with the issues of inclusion of inclusive education in the education system of Uzbekistan. The mission of inclusive education is to provide quality education to all children, regardless of their abilities and circumstances. At the same time, the principle of inclusion implies that children with limited opportunities should live in a family and study together with their peers in a regular school in order to have a positive mental and social development. An inclusive education system ensures that a child in a wheelchair attends a nearby school, receives special support for learning to read and write if he/she is struggling, and provides appropriate support for returning to school for a child who does not attend classes.

The essence of this principle is that since 1990, several declarations and decisions have been made on the world level regarding the education of children with special needs in the system of general education institutions. Many countries of the world recognized them. But to date there are many problems in their implementation. In some countries, when laws or decisions on general education are adopted, the issue of education of disabled children is not included in it. But the recognition of inclusive education will not depend only on passing laws. Fighting discrimination and social prejudice is the most important thing. In other words, the first thing to do is to carry out propaganda among the population, recognizing inclusive education.

From this it can be understood that inclusive education includes children with disabilities not only in special schools, but general education where healthy children are studying it is determined that it is appropriate for them to study in their schools. And for that pedagogic staff, educators, parents and children are included in the inclusive education system readiness, school level, physical conditions and the factors that make it possible to study this education must fully meet the requirements. Children with special needs are also healthy peers to work at the level of one's own ability, get education, profession able to learn and develop. 1990 A very important conference in Thailand was conducted. This conference aims to formulate the goal of

"Education for All". 155 countries and more than 150 non-governmental organizations added ones. The held conference showed that; about 10-15 percent are children identified as needing special education. Currently, 250,000 children in Uzbekistan (under 16 years of age) of various forms have a need for education. The number of special educational institutions is 86 and covers the following areas.

As for the subject of history, it deals with the events that happened before. History. The topics in the program are usually far from the everyday life and experiences of the students. Many historical relics and materials from the past to the present are around us. Although it exists, history is found as an abstract subject in its content possible. Due to this feature of the history lesson, especially young students have trouble understanding events that happened long before their time will come. In other words, without connecting history with today because of the effort to teach, some students find history class boring. An incomprehensible series consists of numbers, figures and objects. History and historical processes, political-historical situation are the main factors in their occurrence. Comprehensive analysis in scientific research of causes and features is considered a major factor in the emergence of historical truth. Especially in different eras in the created historical scientific works, the research questions of the authors are different approaches and opinions, differences of conclusions, their scientific in-depth analysis making and the most correct conclusions based on historical, scientific and objectivity. It is one of the important tasks facing today's historians is counted. Today, students who study in the field of history are about history methods of mastering such as using works, analyzing them, from them. Historical research methods and scientific-historical knowledge of the effectiveness of use he should understand the ways to reach the truth.

Conclusion: Up to now, in the schools of the regions of our republic organized inclusive classes take their work activities as an experiment, a test are going. In order to introduce the idea of inclusive education in Uzbekistan and to solve its problems, organizing various measures, promotion and campaigning through the media became somewhat more active.

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SOME RECOMMENDATION FOR KARAKALPAK LEARNERS' ENGLISH LANGUAGE TEACHERS.

Umida Muratbaeva Tumuratovna

A graduator of Master's degree at the department of English linguistics at Karakalpakistan State University named after Berdakh

Abstract:

The thesis is aimed at providing methodological approaches to teach English for the learners whose native language is Karakalpak. It is naturally to have difference between English and Karakalpak language, as the former is Indo-European while the latter is Turkey language. Both of them have different Grammar and Lexical peculiarities. So this work tries to give effective tips for those phenomenons.

Introduction

Error correction a crucial aspect of foreign language teaching, but also one of the most complex decisions the teacher has to make in a foreign language classroom. However, based on the personal experiences of pre-service teachers and scientific findings, the first thing to do, even before deciding on the appropriate error correction technique, is to prepare the learners to receive corrective feedback and regard it as part of learning a foreign language. Having a positive attitude towards corrective feedback is the first step in making error correction a necessary part of language acquisition. Furthermore, it is crucial that the learners notice the teacher's correction following their error, because, according to the Noticing Hypothesis, it is only that part of the corrective feedback that is noticed by the learner that turns into intake, the internalised part of the input. Teachers should also take into consideration the fact that even error correction can and should be provided within a communicative context so that their learners will have as many opportunities to be involved in meaningful communication in the foreign language as possible. Apart from correcting learners' errors verbally, teachers have the choice of using nonverbal techniques of error correction, which are also unobtrusive in nature. They can use various gestures, facial expressions, pointing, and other metalinguistic cues that do not interfere with the communication flow and do not deprive the learners of valuable speaking time. Besides, such techniques can be humorous and contribute to a friendly atmosphere in the classroom. Another aspect of corrective feedback, which is perhaps neglected in the education of young teachers, is written error correction. As in verbal correction, teachers also have an abundance of techniques to choose from when correcting written compositions. What might be the most useful, however, is self-correction, which provides the learners with the opportunity to reflect more deeply on their errors and eventually learn more from them than if the correct solution is simply provided by the teacher. The teacher is there to give cues, and it is the learners' task to come to the correct form. This statement is in line with Vygotsky's sociocultural theory of language acquisition, which suggests that teachers should use scaffolding when providing corrective feedback. This means that they should give their learners the amount of help they need to correct their own errors and no more than needed. However, this is nearly impossible when working with young learners. Corrective feedback becomes a real challenge in the classroom of very young learners, due to their lack of metalinguistic knowledge, short attention span, and other factors. This is why teachers who work with this group of learners need to be even more patient and combine various types of feedback until they find methods which suit their learners best. Apart from age, there are a number of other individual factors, such as

the learners' intelligence, language aptitude, motivation, attitudes towards language learning, and proficiency, that teachers should take into account when choosing the appropriate method of error correction. Due to the individual differences among learners, which determine how they notice and perceive corrective feedback, one technique which has proved to be excellent for one group of learners may be completely useless in another group. All in all, the conclusion can be reached that there is no right way of correcting learners' errors. It is the teacher's task to find a method which both serves its purpose – providing a basis for further language acquisition – and is well accepted by their group of learners.

To conclude, from this study I discovered that students/learners' language errors are not static (fossilized) but dynamic. They can be disappeared through pedagogical language instructions. At a certain step of language learning, these errors appear. As a result of instructions, some errors stabilized. Other new types of errors are prone to appear when learners use new grammatical items. Grammatical errors maintain dynamic as the learners continue learning foreign languages. In this way, the learners' interlanguage system improves into target language structure. Furthermore, grammar instruction helps to destabilization of errors because it comprises grammar explanation, feedback and the learner given a chance to practice. The stabilized errors are more likely to fossilize if the learner stops learning the language or limit exposure of target language. Then errors become permanent characteristic of the learners' interlanguage system. In contrast, when learners continue learning target language, the process of destabilization also continues, interlanguage alters its state and finally can constitute part of the target language.

In addition, the learner has the ability to acquire language system: grammar, vocabulary and pronunciation.

Without knowing possible meaning and interpretations of syntactic stylistic constructions of the English and Karakalpak languages it is impossible for the teachers to give proper knowledge to the future philologists and teachers in teaching process.

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**SWOT TAHLILIDAN FOYDALANIB BO‘LAJAK BOSHLANG‘ICH SINIF
O‘QITUVCHILARIDA EKOLOGIK-VALEOLOGIK MADANIYATNI
RIVOJLANTIRISH**

Uralova G.O‘.-Nizomiy nomidagi TDPU

“Boshlang‘ich ta‘lim pedagogikasi”

kafedra dotsenti v.b., PhD

Annotatsiya: Mazkur maqolada bo‘lajak boshlang‘ich sinif o‘qituvchilarining ekologik-valeologik madaniyatini rivojlantirishda sezilarli samara beradigan metodlardan biri va uni qo‘llash jarayonlari haqida so‘z boradi.

Kalit so‘zlar: Swot, idientiv integrallash, didaktik tuzilma, produktivlik, interaktiv muloqot, integratsiya, differensiasiya.

SWOT tahlili texnologiyasi. SWOT tahlili kuchli, zaif tomonlar, imkoniyatlar va tahdidlarni tahlil qiladi. SWOT kuchli tomonlar va imkoniyatlarni maksimal darajada oshirish orqali maqsadlaringizga erishish uchun strategiyangizni rejalashtirishga yordam beradi. Shuningdek, u har qanday zaif tomonlar yoki tahdidlarni bartaraf etish uchun dars davomida mavzimiz uchun vositalar va tushunchalarni beradi[1].

Dars vaqtida SWOT-tahlili innovatsion texnologiyasini kiritilishi talabalar tomonidan o‘zlashtiriladigan bilimlarni chuqurlashtiradi; amaliy mashg‘ulotlarni innovatsion texnologiyalari bilan olib borish talabalarda shu fandan olgan bilimlarini xotirada uzoq vaqt saqlab qolish xususiyatini shakllantiradi; talabalarning o‘qish jarayonida fanga bo‘lgan qiziqishlarini doimiyligini ta‘minlaydi, shuningdek ularning mustaqil ravishda har bir masalaga ijodiy yondoshgan holda qarashlari kuchayadi.[2]

SWOT metodini o‘tkazish mazmuni[1]. Birinchidan, SWOT tahlilidan qanday foydalanishni hal qilamiz. Talabalarni, modellarni, natijalarni baholash uchun ushbu turdagi tahlildan foydalanamiz. Bundan tashqari, ta‘lim tizimida yoki boshqa sohalarda ishlashni yaxshilash uchun shaxsiy darajada foydalanish mumkin. Talabalar o‘zlarining kuchli tomonlaringizni ko‘rib chiqishadi va jadvalga ro‘yxatlab qo‘yishadi. Agar bu shaxsiy tahlil bo‘lsa, bu talabaga boshqalardan ustunlik beradigan ta‘lim, tajriba va xarakter xususiyatlari kabi narsalarni o‘z ichiga oladi.

Keyin talabalarning zaif tomonlari ko‘rib chiqiladi. Shaxsiy darajada bu tajriba yoki ta‘limdagi bo‘shliqlar va kechikish kabi yomon odatlarini o‘z ichiga olishi mumkin. Dars jarayonida berilgan mavzuni yoritish uchun qanday imkoniyatlar mavjudligini yoki bo‘lishi mumkinligi ko‘rib chiqiladi. Shaxsiy tahlil uchun bu ta‘lim imkoniyatlari yoki faoliyatni o‘z ichiga olishi mumkin.

Yangi mavzuni qiziqarli hamda tushunarli olib borishga qarshi ishlaydigan har qanday tahdid yoki narsalarni yozib olish lozim. Shaxsiy tahdidlar autsorsing yoki talabalarning dars jarayonidagi faoliyatiga tahdid soluvchi texnologiya yoki shaxsiy tibbiy holati va shaxsiy maqsadlariga erishishga to‘sqinlik qiladigan paydo bo‘lgan vaziyatni o‘z ichiga olishi mumkin.

Talabalarning kuchli tomonlari mavzuni o‘zlashtirishga erishishga qanday yordam berishini va ulardan qanday qilib samarali foydalanishi aniqlanadi. Keyin zaif tomonlarini kamaytirish yoki yengish uchun qanday qadamlar qo‘yish mumkinligi tahlil qilinadi.

Talabalarga ta‘sir qiladigan imkoniyatlar va tahdidlarni yoki tashqi omillar tahlil qilinadi. Qaysi imkoniyatlardan foydalanish yaxshiroq bo‘lishini dars jarayonida hal qilamiz va shaxsiy darajasida talabaga duch keladigan tahdidlarni minimallashtirish yoki zararsizlantirish rejasi tuziladi.

Dars jarayoni va talabalar uchun eng yaxshi yo‘nalishni aniqlash uchun harakat qadamlarimiz va ichki hamda tashqi omillar tahlilidan foydalaniladi. Mavzu uchun mavjud

bo'lgan eng yaxshi imkoniyatdan foydalanish va tahdidlardan qochish uchun talabalarning kuchli tomonlaridan qanday foydalanishni aniqlash uchun ichki va tashqi omillar birgalikda tahlil qilinadi.

SWOT tahlilidan foydalanishda ekologik muammolarni hal qilish masalalari o'rganilishi mumkin.

“Fikr so'rovi” texnologiyasi.

Azaldan jamoatchilik fikrini o'rganish va uni boshqaruv qarorlarni qabul qilishda e'tiborga olish murakkab ish sanaladi. Chunki, jamoatchilik fikri o'z ijtimoiy va psixologik tabiatiga ko'ra o'ziga xos tig'iz va notekis oqim bo'ylab rivojlanadi. Ushbu oqimning mazmuni va yo'nalishiga bir tomondan ilm ahli, ikkinchi tomondan boshqaruv apparatiga ma'lum bo'lgan va bo'lmagan obyektiv hamda subyektiv omillar ta'sir ko'rsatadi. Shuning uchun sotsiologik tadqiqotlar metodologiyasida jamoatchilik fikrini uzluksiz ravishda so'rov instrumentlari orqali monitoring qilib borishga ko'proq urg'u beriladi. Eng muhim so'rov instrumenti esa – bu sotsiologik anketa yoki anketa so'rovi metodidir[3].

Fikr so'rovi talabalarga o'rganilayotgan mavzu bo'yicha o'z fikrlarini bildirishga yordam beradi. So'rov turli fikrlarni o'tkazishga imkon beradi (masalan, qat'iy roziman, roziman, bir qarorga kelmayman, qo'shilmayman, qat'iy rozi emasman). Ijtimoiy so'rovlar muhokama uchun boshlang'ich nuqta bo'lib xizmat qilishi mumkin; o'qituvchiga talabalarning qadriyatlarini, munosabatlari va e'tiqodlari haqida tushuncha berish; va bu munosabatlardagi o'zgarishlarni aniqlash uchun foydalaniladi.

“Fikr so'rovi” texnologiyasini qo'llashda ochiq tipdagi savollar va matnli savol, nominal savol, miqdoriy savol, yopiq tipdagi savollarlardan foydalaniladi[3].

“Fikr so'rovi” texnologiyasini qo'llashda ta'lim jarayoni, atrof-muhit (ta'lim va tabiiy-ijtimoiy muhit), o'z-o'zi, pedagoglar, bolalar va oilani faol sog'lomlashtirish texnologiyalari –

Yuqorida aytib o'tilgan texnologiyalar asosida ketma-ket va uzluksiz ravishda o'zini va atrof muhitni sog'lomlashtirish istaklari va ehtiyojlari shakllanadi. Shunday qilib, tadqiqot jarayonida ishlab chiqilgan va amaliyotga tatbiq etilgan boshlang'ich sinf o'qituvchilarining ekologik-valeologik madaniyati rivojlantirish tizimining samaradorligini baholashda pedagogika oliy ta'limi subyektlari pedagogik faoliyatining aytib o'tilgan barcha turlari va

Bo'lajak boshlang'ich sinf o'qituvchilarining ekologik-valeologik madaniyatini rivojlantirish texnologiyalari bilish produktivligini subyekt-subyekt hamkorligidagi sog'lomlashtirish faolligiga izchil moslashtirish imkoniyatlarini aniqlash hamda ijobiy faoliyat, interaktiv muloqot jarayonlarini didaktik tuzilmaning tashkiliy mazmuniga idientiv integrallash asosida takomillashtirilgan.

Talaba o'z faoliyatini, o'z taqdirini, o'z hayotini mustaqil boshqarishga faol kirishadi. Bu konsepsiya “subyekt-subyekt” munosabatlari sifatida tan olindi va ko'pgina rivojlangan davlatlar ta'lim tizimida o'z o'rniga ega. Bunga, masalan, subyektlararo aloqalarni aniqlash va ulardan foydalanish g'oyasini izlash, ishlab chiqarish va amalga oshirishni talab qiladigan vazifalar yordam beradi.

Tabiiy va ijtimoiy-iqtisodiy voqealarda barcha hodisalar ular o'rtasidagi munosabatlarning har-xil ko'rinishida mavjud bo'ladi. Faol munosabatlar alohida ajralib turadi, ular faoliyat deb ataladi. Faoliyat aniq turlari xilma-xilligi subyektlarning funksiyalarini ularning munosabatlari, subyektlar bilan o'zaro ta'siri jarayonida tavsiflaydi. Inson

ko'rsatadi, o'z ongida obyektiv olamni aks ettirib va ayni paytda ongli maqsadga erishib, uni o'zgartiradi.

Bo'lajak boshlang'ich sinf o'qituvchilarining ekologik-valeologik madaniyatini rivojlantirish texnologiyalarini bilish produktivligini subyekt-subyekt hamkorligidagi sog'lomlashtirish faolligiga izchil moslashtirish imkoniyatlarini aniqlash hamda ijobiy faoliyat, interaktiv muloqot jarayonlarini didaktik tuzilmaning tashkiliy mazmuniga idientiv integrallash asosida takomillashtirishda integrallash masalasini alohida qayd etish lozim.

O'zbekiston milliy ensiklopediyasida qayd etilishicha, «Integral [lot, integer-butun] - matematik analiz (tahlil) ning asosiy tushunchalaridan biri. Integrallash- matematikada aniqmas integralni izlash amali. Integratsiya (lot. Integration - tiklash, to'ldirish, integer-butun so'zidan), fanlarning yaqinlashishi va o'zaro aloqa jarayoni, differensiasiya bilan birga kechadi» [4].

«Macmillan English Dictionary for Advanced Learners» lug'atida esa quyidagicha izohni uchratish mumkin: Integral (integral) – 1. to'liq bo'lishi uchun biror bir qismni yaxlitlash; Integratsiyalash (Integrate) – 2. Ikki yoki undan ortiq narsalarni to'liq tizim yoki bo'lak bo'lishi uchun birlashtirish. Integratsiya (Integration)-narsalarni, odamlarni yoki turli xil fikrlarni bitta qilib jamlash, jamlab olmoq [5].

Demak, Bo'lajak boshlang'ich sinf o'qituvchilarining ekologik-valeologik madaniyatini rivojlantirish texnologiyalarini bilish produktivligini subyekt-subyekt hamkorligidagi sog'lomlashtirish faolligiga izchil moslashtirish imkoniyatlarini aniqlash hamda ijobiy faoliyat, interaktiv muloqot jarayonlarini didaktik tuzilmaning tashkiliy mazmuniga idientiv integrallash (lot. integer – bir butun, buzilmagan, qayta tiklangan[6])da jarayonning umumiy xususiyatlariga alohida ahamiyat qaratiladi.

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Metaphorical connotation of Compound nouns in English**Baltabaeva Delfuza Baxtiyar qızı****A graduator of Master's degree at the department of English linguistics at Karakalpak State University named after Berdakh**

Abstract: In close connection with the indicated state of linguistics is the topic of this study, which is devoted to the description of compound nouns with metaphorical meaning in modern English. Both "composition" and "metaphor" are not new topics, they have a long tradition of study. However, the current level of development of linguistics, the emergence and development of new branches of knowledge in it make it possible to make from a combination of these seemingly traditional topics such an object of study that, in a new scientific coverage, or, in other words, within the framework of a new scientific paradigm, can give new important results.

Key words: nouns, compound nouns, descriptive method, metaphor, connotation, types of compound nouns.

Introduction: This work is devoted to the study of metaphorical meanings in compound words, in particular, in compound nouns formed according to the N + N model, in English, as well as to the determination of the specifics of the emergence of figurative (metaphorical) meanings in the process of creating compound words.

Before proceeding to the description of the process of development of metaphorical meanings, it is advisable to dwell on some issues related to a compound word in general, namely: to define a compound word, to show its role and place in the system of derivative words, to give a brief description of the formal and semantic features of compound words, to establish the differences between the semantics of compound words and the semantics of derivatives of other types, i.e. highlight the specific features of the compound word in general and the model under study, in particular. ¹

Interlingual lexical equivalence is a concept that affects the vocabulary of any language. Within the framework of this concept, full equivalence, incomplete equivalence and non-equivalence are traditionally distinguished, which characterize the vocabulary of different languages. Despite the fact that the facts of lexical non-equivalence and incomplete equivalence are widely represented in languages, it is assumed that most words in different languages are equivalent, and they are based on an interlingual concept, that is, the denotative meanings of words in different languages completely coincide. ²

The derived name is a new word, therefore its formal characteristics do not repeat in their totality those inherent in the original word. Being a new unit of nomination, the compound word also has new formal characteristics in comparison with its constituent components. The components in the composition of a compound word are deprived of those grammatical categories that are inherent in them as words in independent use. Thus, the morphological design of the plural inflection refers to the entire composite, and not to its components. Compare: *garden-houses*, and *gardens-houses*. Based on the fact that a compound word is also a new unit of nomination with new formal characteristics, it can be concluded that this feature is also shared by compound words.

Thus, the morphological design of the plural inflection refers to the entire composite, and not to its components. Compare: *garden-houses*, and *gardens-houses*. Based on the fact that

¹ Авеличев А.К. Метафора и контекст. Вестник МГУ, 1974, -С. 3.

² Авеличев А.К. Заметки о метафоре. Вестник МГУ, сер.Х, Филология, 1973, 181, с. 18-23.

a compound word is also a new unit of nomination with new formal characteristics, it can be concluded that this feature is also shared by compound words.³

Research methods: In conducting the research, a research design plays an important role in obtaining the data. It is the way information gained from the subjects. In this matter, the writer used descriptive qualitative study as the research design. They are definitional analysis, component analysis, the method of elementary statistical calculations.

Analysis and result. This study sought to investigate the use of the process of metaphorical connotation of compound nouns. From the result of the findings and discussion, it can be stated as follows. It expands the range of problems solved by derivatology and the theory of nomination. Having provided their theoretical apparatus for our study of new material - metaphorical compound words, word formation and onomasiology at the same time received a new impetus for further development based on the results obtained.⁴ The paper provides a comparative analysis of metaphorical and non-metaphorical types of compound words, the role and place of metaphorical meanings in the system of meanings of a multi-valued compound noun, and also presents a possible classification of metaphorical meanings, shows the main ways of developing metaphorical meanings of derivatives. The significance of the study from a theoretical point of view is also due to the fact that when revealing a metaphorical meaning, the place of a metaphorical predicate is determined, which is present either in an explicit or implicit form, which makes it possible to establish on what basis the metaphorical meaning was formed compared to the literal. As criteria for selecting a compound word in this paper, we rely on two theoretical provisions, which, in our opinion, can form the basis for an adequate solution of this issue. Firstly, this is G. Paul's concept of isolation, which includes all aspects of composition: semantic, morphological, syntactic, phonetic. Thus, the defining features of compound words in this work are: 1) the semantic integrity (or isolation) of a compound word as an independent unit of nomination; 2) grammatical wholeness, namely: the absence of morphological categories in the components of a compound word that are inherent in their independent use; morphological design, for example, in the plural, refers to the entire compound word as a whole, and not to its components (morphological integral design); lack of expression of the syntactic connection between the components. We do not take into account the graphic integral design, therefore, among the analyzed items are separately designed units of the *cover girl type* - a "picture", a *pretty girl* whose portrait is obsessed with the cover of an illustrated magazine, etc.; *air potato* - клубниканың ботаникалық шаңарагына кириуши мийўе; *almond willow* - ботаникада, дәнели өсимликлер түрине криушия; *snow job* - амер. жарг. хийлегерлик пенен алдаў; *жақсылап таярланған жалған, ақыллылық пенен өткерилген хийле*. These criteria formed the basis for the definition of a compound word in our work.

Conclusion. Based on the data collected and analyzed from the observation, it can be concluded that the results of the work are summed up and conclusions are drawn about the role of the study of metaphorical composition in the development of some scientific disciplines.

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*PR в образовании**Амирлан Ердинал Сейдин улы*

Амирлан Ердинал Сейдин улы - Преподаватель кафедры педагогики, психологии и технологии обучения в Национальном центре по обучению педагогов новым методикам Республики Каракалпакстан, г. Нукус

Аннотация: Статья посвящена основным технологиям продвижения образовательных услуг. Цель работы анализ существенных технологий коммуникационного продвижения образовательных услуг. В работе рассматриваются специфика и особенности образовательных услуг, а также инструменты их продвижения. Методы, использованные при анализе - экспертное интервью, наблюдение. По результатам работы, был сделан вывод, что для продвижения образовательных услуг используются, помимо традиционных методов продвижения, инструменты интернет-маркетинга.

Annotation: The article is devoted the main technologies of promoting educational services. The purpose of the work is to analyze the essential technologies of the communication promotion of educational services. The work examines the specifics and features of educational services, as well as tools for their promotion. Methods used in the analysis are expert interviews, observation. Based on the results of the work, it was concluded that, in addition to traditional promotion methods, Internet marketing tools are used to promote educational services too.

Ключевые слова: связи с общественностью, инструменты продвижения, PR-технологии, интернет-маркетинг, социальные сети, образовательные услуги.

Key words: public relations, promotion tools, PR technologies, internet marketing, social networks, educational services.

Что такое пиар? Прежде чем подробно говорить о PR в образовании, следует уточнить, что же мы понимаем под этим термином. PR, public relation, чаще всего переводится как «связи с общественностью». Известный специалист в области PR *Жан-Пьер Бодуан* кратко выразил суть public relations, сказав, что «пиар — это установление и поддержание эффективных отношений с нужными людьми». Почему-то традиционно сферу деятельности PR структур связывают со сферами бизнеса или политики. На самом же деле грамотное применение PR технологий оправдывает себя практически в любой области. Образование в данном случае не является исключением.

Связи с общественностью в образовании – это попытка удовлетворить интерес к образовательному учреждению и его образовательным услугам путем передачи имеющейся информации через различные каналы, в основном, на бесплатной основе. PR – это организация общественного мнения в целях наиболее успешной работы образовательного учреждения и повышения его репутации. Грамотно выстроенные «связи с общественностью» формируют доверие к учебному заведению со стороны органов власти, общественности, родителей, педагогов и учащихся.

Пиаром, или связями с общественностью, неосознанно занимается практически каждое образовательное учреждение. Это родительские собрания, работа с жителями микрорайона, работа с шефами, спонсорами, общественными организациями.

На сегодняшний день PR в образовании объективно необходим. Мы можем сколько угодно говорить себе, что именно наше учреждение образования является лучшим. Но откуда остальные могут узнать об уникальности нашего учебного заведения? Как убедить родителей, выбирающих школу для своего ребенка, обратиться именно к нам? Определенной специализацией сегодня уже никого не удивить: каждая

вторая школа или гимназия предлагает углубленное изучение иностранного языка, предметов гуманитарного или социально-экономического профиля. Конечно, сегодня родители решают, в какую школу отдать ребенка, что из дополнительных образовательных услуг ему выбрать. Но они, как правило, при выборе учебного заведения исходят не из всех имеющихся в городе, а только из 3-4, расположенных вблизи от дома, и из собственного понимания того, насколько данное образовательное учреждение заслуживает их доверия. Ученик и его родители будут обращать внимание на следующие моменты: близость к дому, удобство и гигиенические условия учебных помещений, доброжелательность педагогического коллектива, график занятий, особенности учебного плана, а также «элитность», репутация и престиж школы в данном районе и др.

PR-деятельность в сфере образования, прежде всего, направлена на укрепление и формирование доверия между целевой аудиторией и образовательным учреждением. Прежде всего, PR-деятельность должна быть направлена на то, чтобы учреждения сферы образования была положительная репутация и долгосрочные отношения с потребителем.

Стоит выделить целевую аудиторию PR-деятельности в сфере образования. **Целевая аудитория PR-деятельности в сфере образования:**

- Родители школьников или студентов
- Непосредственно учащиеся
- Преподавательский состав
- Сотрудники образовательного учреждения
- Представители органов власти

Цели и задачи PR в сфере образования:

- создание и поддержание имиджа;
- паблисити (создание известности) образовательного учреждения;
- совершенствование коммуникативного пространства образовательного учреждения;
- лоббирование, взаимодействие с федеральными и региональными органами управления образованием, а так же с местными органами власти;
- работа с конкурентами;
- взаимодействие с партнерами, реализация совместных образовательных программ;
- взаимодействие с представителями бизнеса:
- взаимодействие с общественными организациями;
- работа с персоналом и др.

Для эффективного продвижения учебного заведения необходимо использовать различные **PR-инструменты**, среди них: работа с целевыми СМИ, продвижение в сети Интернет, внутренний PR, организация специальных мероприятий и др.

Функции PR:

Контроль включает изучение потребностей и интересов аудитории для формирования стратегии позиционирования и продвижения школы или педагогического состава.

Реагирование на общественность состоит из анализа событий, мониторинга поведения аудитории. Это позволяет школе устанавливать связи с общественностью, предотвращать возникающие конфликты и недоразумения.

Достижение взаимовыгодных отношений способствует эффективному взаимодействию со всеми группами общественности.

Виды PR:

На основе тех или иных критериев можно выделить несколько видов PR.

Классификация PR по эмоциональному окрасу:

1. Белый пиар. Этот вид относится к классическому представлению о пиаре. Репутация школы или педагогического состава формируется благодаря политике открытости.
2. Черный пиар. Используется для очернения репутации.
3. Серый пиар. Направлен на создание положительной репутации.
4. Зеленый пиар. Связан с темой экологии и защиты окружающей среды.

Существуют разные методы в PR, например: социологические методы, психологические методы и т.д. Есть такие методы как внушение, убеждение, стереотипизация, повторение.

Для коммуникации с общественностью специалисты используют самые разные пиар-технологии. Об основных рассказываем ниже.

1) *Пресс-релизы*

Это текстовый документ, который PR-специалист рассылает в СМИ. Он нужен, когда в школе происходит какое-то значимое для общества событие. Например, если школа объемная, деловым изданиям будут интересны кадровые перестановки в руководстве.

2) *Экспертные комментарии*

Для СМИ, часто для статей, телепрограмм или радиопередач требуется эксперт, который может дать свой комментарий по какой-то актуальной теме. Если обсуждают образование, могут пригласить учителя. Так человек продвигает и свою личность, и школу, в которой работает.

3) *Мероприятия Public relations* очень часто включают в себя разные мероприятия, например, это могут быть профессиональные конференции, где выступают разные спикеры. А заодно школа-организатор рассказывает всем о своих нововведениях и обновлениях.

Таким образом, в статье были рассмотрены PR-технологии образовательных услуг. Можно сделать вывод, что строгих ограничений по использованию какого-либо инструмента в данной сфере нет, однако стоит обращать внимание на специфику образовательных услуг, определить правильно целевую аудиторию, определить объект продвижения, продумать и реализовать коммуникационную стратегию продвижения предлагаемых услуг.

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Qayıpnazarova Ulbanu – magistr

Ájiniyaz atındaǵı Nókis mámleketlik pedagogikalıq institutu

«AQ DÁRYA» ROMANÍNDA QOLLANÍLGAN FRAZEOLOGIZMLER

Gilt so'zler: K.Sulttanov, "Aq dárya" romanı, frazeologizmler, paremiologiyalıq birlikler, obraz, xarakter.

Anotatsiya: Maqalada Karamatdin Sultanovtıń «Aqdárya» romanındaǵı frazeologizmler analiz qılınǵan, jazıwshınıń obraz, syujet hám xarakterdi ashıp beriwde frazeologizmlerden paydalanıw óneri misallar arqalı tákrarlap ótilgen.

ФРАЗЕОЛОГИЗМЫ, ИСПОЛЬЗОВАННЫЕ В РОМАНЕ «АК ДАРЬЯ».

Ключевые слова: К. Султанов, роман «Ақдарья», фразеологизми, паремнологические единицы, образ, характер.

Резюме: В статье анализируются фразеологизмы из романа Караматдина Султанова «Ақдарья». Также на примерах подчеркивается умение писателя использовать фразеологизмы для раскрытия образа, сюжета и характера.

PHRASEOLOGISMS USED IN THE NOVEL "AQ DÁRYA".

Key words: K. Sulttanov, "Aq Darya" novel, phraseology, paremiological units, image, character.

Summary: The article analyzes phraseologys from the novel "Aqdarya" by Karamatdin Sultanov. Also, the writer's ability to use phraseologys to reveal the image, plot and character is highlighted through examples.

Frazeologizmler hár qanday tildiń baylıǵınan, kórkemliginen derek beretuǵın birlikler esaplanadı. Qaraqalpaq tiliniń frazeologizmin arnawlı izertlew – tilimizdiń baylıǵın, onıń kórkemligin ashıp beriwde úlken áhmiyetke iye. Qaraqalpaq tili frazeologizmlerge júdá bay bolıp, frazeologiyalıq sóz dizbekleri ózine tán ózgeshelikleri iye bolıp keledi. Sonıń menen birge, frazeologizmler ózleriniń ańlatatuǵın mánileri boyınsha da bir qansha sıpatlı ayırıqshalıqlarǵa iye, sonlıqtan frazeologizmler mánilik jaqtan da bir neshe toparlarǵa bólip qaraladı.

Qaraqalpaq tiliniń leksikasında ózgeshe tábiyatı menen salmaqılı orın iyeleytuǵın frazeologiyalıq sóz dizbekleri astarlı mánilerde, kórkemlik, awıspalı mánililik, obrazlılıq sıpatqa iye qaraqalpaq ádebiyatınıń talantlı wákili K.Sultanovtıń «Aqdárya» romanı tilinde úlken sheberlik penen paydalanıladı. Jazıwshı frazeologizmlerdi óz ornı menen zárúr jerinde paydalanıw arqalı óz shıǵarmasınıń tiline tásirlik beredi. Onı xalıq tiline únles, tásirli, ápiwayı jáne obrazlı etip qollanadı, bunda tildiń kommunikativlik xızmeti menen birge estetikalıq xızmeti de ámelge asadı. Jazıwshı óz shıǵarmasınıń tili menen oqıwshıǵa tek xabarlap ǵana qoymastan tásir etedi.

K.Sultanovtıń biz tallayjaq bolǵan «Aqdárya» shıǵarmasınıń tilin úyrenip qaraǵanda frazeologizmlerdiń mánileri jaǵınan ózgeshelenip turatuǵını, hár qıylı maqsetlerde qollanılǵanın kóriwge boladı. Biz ózimizdiń izertlew jumısımızda olardıń hár biriniń qollanılıwına tallaw isleymiz.

K.Sultanovtıń «Aqdárya» romanı tili ózine tán kórkemligi, obrazlıǵı, tildiń kórkemlew qurallarına baylıǵı, ulıwma xalıqqa túsinikliliǵı, ápiwayılıǵı menen ajıralıp turadı. Shıǵarmada kóplegen kórkemlew quralları, leksikalıq qurallar paydalanılǵan bolıp, olardıń bári de shıǵarma tiliniń tásirlikligin payda etiw ushın xızmet etedi, solardıń arasında roman tiliniń ótkir, kórkem hám obrazlı bolıwın támiyin etiw maqsetinde frazeologizmler ónimli qollanıladı. Frazeologiyalıq sóz dizbekleri shıǵarma tiliniń tásirli hám kórkem bolıwın júzege

keltiredi. Kórkem sóz sheberi tárepinen aytlajaq oy-pikirdi ele de tereń, tásirli etip jetkerip beredi. Bunday frazeologizmlerdi avtor óziniń romanı tilinde qaraqalpaq tilindegi leksikalıq qurallardıń biri sıpatında sheberlik penen kóplep paydalanadı. Mısalı:

Tilewmuratov balıqshılardıń qasına kelse, zavod direktori Dáwjanov penen Tilemis *qızıl kegirdek bolıp* atır eken. (132-bet)

Endi mına xabarı *jüregine chay tartqanday*, ishi bawırı-álem-jálem. (135-bet)

Batır balıqshılarımızdıń *súyegin dalada qaldırmaymız* (135-bet)

Alamannıń ele *murtı buzılmaptı*. Teńizdiń ishi súren-shawqımğa tolı. (156-bet)

Oy *kelebinin ushın tabalmay* daǵdırıp kiyatırıp Jámiyla jolda Niyazovtı ushırastırdı. (162-bet)

Tayda tuyaq qalmaq awıldın bala-shaǵaları jaǵaǵa jıynalıp Sapardı kútip aldı. (176-bet)

Mısallardaǵı *qızıl kegirdek bolıw, júregine chay tartqanday, súyegin dalada qaldırmaw, murtı buzılmaw, keleptin ushın tappaw, tayda tuyaq qalmaq* frazeologiyalıq sóz dizbekleri quramındaǵı komponentleriniń leksikalıq mánilerinen ǵárezsiz bári jıynalıp barıp, bir máni ańlatadı. Olardıń quramındaǵı komponentler ózleriniń leksikalıq mánilerin joıtıp, ekinshi bir astarlı, basqa mánige ótip, tilge tásirlilik, kórkemlik ótkirlik beriw ushın xızmet etedi. Bul frazeologizmler K.Sultanovtıń «Aqdárya» romanı tilinde obrazlılıq jaratıw maqsetinde óz ornı menen qollanıladı.

Roman tilinde usınday frazeologizmlerdiń kóplep qollanılganın kóriwge boladı. Olardıń arasında múshe atamalarına, tábiyat qubılıslarına, sanlarǵa yamasa reńlerge baylanıslı frazeologizmler de kóp. Ónimli qollanıw ózgesheligin esapqa alıp, biz shıǵarmadaǵı adam múshe atamaları menen kelgen frazeologizmlerdiń qollanılwın qarap shıǵamız.

Qaraqalpaq tilinde adamnıń múshe atamları menen baylanıslı dóregen frazeologizmler – somatizmler oǵada kóp. Olardıń arasında til sózi menen keletuǵın frazeologiyalıq sóz dizbekleri belgili orın tutadı. Biz tallaw jasap atırǵan shıǵarma tilinde de usı ózgeshelikti kóriwge boladı.

Mısalı:

Onıń sebebi: birinshiden – sayız oylap, kewline kelgen iske kózsiz urnatuǵın ójet minezlilikten bolsa, ekinshiden, kisiniń *tiline ergish*, óz aqlı menen sabırlı sheshiwge shorqaq kisi. (9-bet)

Jámiyla *til qatpay* sazırayıp otıra berdi. (26-bet)

Ata-anańnıń da *tilin alıwın* kerek, qulınım!... (26-bet)

– Aytıwǵa *til gúrmelmey tur*, – dep Qáliyla basın tómen salıp, tunjırap otırdı. (73-bet)

Shıǵarma tilinen keltirilgen ǵáplerde *tiline ergish, til qatpaw, tilin alıw, til gúrmelmey tur* frazeologiyalıq sóz dizbekleri ańqaw, sada, óziniń jeke pikirine iye bolmaǵan, sóylemew, úndemew, aqlın alıw, tıńlaw, qulaq salıw, ayta almaw, aytıwǵa batına almaw mánilerin bildirip, shıǵarma tilinde óz ornında sheberlik penen paydalanıladı. Bulardıń bári de til sózi menen birge kelip, basqa komponentler usı sózdiń dógeresine jámlenip bir máni ańlatıp keledi.

Somatizmlerge baylanıslı qaraqalpaq tilinde frazeologizmlerdiń kóplep ushırasatuǵının bilemiz. Olar kórkem shıǵarmalarda da, kúndelikli qarım-qatnasta da kóplep paydalanıla beredi. K.Sultanovtıń «Aqdárya» shıǵarmasınıń tilinde de awız sózi kelgen frazeologizmler ónimli jumsaladı. Mısalı:

Kempir-ǵarrılarǵa *awzınıń ebi bar goy* (7-bet).

Tañ erteńine Qáliylaǵa shıǵırılǵan qosıq *awızdan-awızǵa taradı* (8-bet).

Kulaklar menen *awız jalasıp* qarsı urısqań jawızlar Moynaqtıń qalasın panalap, biraz kún sergeldeń qıldı (9-bet).

Usı sózdi *aytıp awzın jıyǵansha bolǵan joq*, esikten haplıǵıp Jámiyla kirip keldi de, kempirge qarap:

– Bizin ağamlar. Tósek salayın, – dep jıynawlı kentke asıldı (26-27-betler)

Ol bunnan soń júregi hawlıǵıp, *awzına sóz túspeđi* (32-bet)

Kem-kemnen iyter órshelenip, óshpenligii ulǵayıp Qádirdin denesine *awız salıwǵa* jaqınlastı. (36-bet)

Mısallardaǵı *awzınıń ebi bar goy*, *awızdan-awızǵa taraw*, *awız jalasıw*, *aytıp awzın jıyǵansha bolǵan joq*, *awzına sóz túspew*, *awız salıw* frazeologizmleriniń bárinin de dóreliwinde awız sóziniń tiykarǵı sóz sıpatında xızmet atqarıp turǵanlıǵın túsiniw qıyın emes. Bunday birlikler shıǵarma tilinde sheber hám óz ornı menen paydalanılǵanın aytıp ótiw ornlı. Bunday birlikler tildin kórkemligin támiyin etiwshi qurallar qatarında turadı, sonlıqtan, olardı sóz sheberleri shıǵarmalarınin tilinde kóplep qollana beredi.

Hár qanday shıǵarma tiliniń leksikalıq ózgesheliklerine tallaw jasap qaraǵanda onın belgili bir bólegin frazeologizmler qurap turǵanın kóriwge boladı. Olardıń arasında adamnıń múshe atamalarına qatnaslı payda bolǵan frazeologizmler úlken orın tutadı. Atap aytqanda, kóz sózine qatnaslı frazeologizmler de ornlı túrde shıǵarma tilinde paydalanıladı. Mısalı:

– Qulaqlardıń bir óreski isin *óz kózim menen kórdim* – dedi Úsen degen ǵarrı awdı kóngelep otırıp. (8-bet)

Jolına qaray-qaray *kózi de sarǵaydı*, pochtaǵa qatnay-qatnay tabanı da qabardı. (18-bet)

Biraq, ol xattın aqırǵı jolına *kózin juwırtıp*, jaqtırmaǵan pishin kórsetip, Sapardıń aldına tasladı. (45-bet)

Endi ol Sáliymasın izlep kóptin arasına *kóz taslaydı*. (50-bet) Jumabay shabatugin jolbarıstay, ǵazap penen Erjanǵa *záhárli kózin qadadı*. (52-bet)

Predsedatel diywalda iliwli turǵan kartaǵa *kózi túsip* qaptalina bardı. (71-bet)

Sabırov ornınan uship turıp, jáne qaytadan ornına otırıp, ókpelegen baladay bultıyıp, *kóziniń qıyığı menen* alarıp *qarap*, qaltasına qolın suǵıp, maxorka qaltasın aldı da, qolları qaltırap shılım oradı. (73-bet)

Ustavta Artel mülkin *kózdiń qarashıǵında saqlamaǵan* adam aǵza bola almaydı, – degen. (74-bet)

Berilgen mısallardaǵı *óz kózi menen kóriw*, *kózi sarǵayıw*, *kóz juwırtıw*, *kóz taslaw*, *kózin qadaw*, *kózi túsiw*, *kóziniń qıyığı menen qaraw*, *kózdiń qarashıǵında saqlaw* birlikleri kóz sózine qatnaslı payda bolǵan frazeologizmler bolıp, adamnıń hár qıylı is-hárektelerin, halatların hám t.b. kórsetiwde xızmet etedi.

Qol sózi menen kelgen frazeologizmler de shıǵarma tiliniń leksikasında óz ornı menen paydalanıladı. Bul pikirimizdi shıǵarma tilinen alınǵan tómendegi mısallar tastıyıqlaydı. Mısalı:

Qolı epli usta ǵarrılar bar goy. (34-bet)

Bul balıqtı muzdin üstine shıǵarıw ekewimizdin *qolımızdan kelmeydi* goy. (67-bet)

Qoldan kelgenshe járdem beresiz. (69-bet)

Buni maman balıqshılar sezse de, *qoldın qısqaılıǵın* bildirgisi kelmeydi. (80-bet)

Bizin pishenimizdin tawsılǵanına da olar: «juwapker emesimiz» dep *qolımızdı qurı qaytarmas pa eken*. (86-bet)

Bir jaǵadan bas, *bir jeńnen qol shıǵarıp*, iyin tireskenlikten xalıqlar tis-tırnaǵına shekem shekem záhárlengen jawdı kókiregin jer qabıstırıp atır. (88-bet)

Urıstaǵı tirilerge *qol-kómek kórsetiw* kerek emes pe? (91-bet)

Men sorlınıń *qolınan ne kelsin*. (91-bet)

– Jawdıń jeńiliwine sep bolar ma, balam sawashtan tezirek quwısar ma, – dep *qol-qabısımdı tiygizip* júrmen. (98-bet)

Átteń, tınıshlıq waqıtta *qolıma túspedi-aw* bul xızmet... (101-bet)

Kempir-ǵarrı menen bala-shaǵanıń halınsha islep-aq bolǵanı. *Qolǵa qaraytuǵın is...* (139-bet)

Áne, qızlar, *qolına alǵan* iske úmitsiz qarawǵa bolmaydı, – deydi. (143-bet)

Qızıl áskerlerge sıylıq jıynaw jumısın *qolǵa al*. (156-bet)

Kórsetilgen *qolı epli – qanday da bir iske, nársege, jumısqa uqıplı*, qolınan kelmew – *hesh nárse isley almaw, kúshi jetpew, múmkinshiligi jetpew*, qoldan kelgenshe – *múmkinshiligi barınsha, ilajı bolǵanınsha, kúshiniń jetkeninshe*, qolı qısqa – *kúshi az, múmkinshiligi az*, qolın qurı qaytarıw – *hesh nárse bermew, soraǵan nársesin bermey jiberiw*, bir jaǵadan bas, bir jeńnen qol shıǵarıw – *hámme jámlesip, birigip, bir iske umtılw*, qol-kómek kórsetiw – *járdem beriw, kómeklesiw*, qolınan ne keliw – *hesh nárse isley almaw*, qol-qabısı tiygiziw – *járdemlesiw*, qolına túspew – *ala almaw, iyelik ete almaw, qolına tiymew*, qolǵa qaraǵan (jumıs) – *islewge tiyisli, májbúr bolǵan, islew zárúr bolǵan* (jumıs), qolǵa alıw – *baslaw* somatizmi qol sózi átirapında payda bolǵan birlikler bolıp, ózleri ańlatqan mánileri menen shıǵarma tiliniń tásirliǵi, obrazlılıǵı ushın xızmet etedi.

Qaraqalpaq tilindegi somatizmler menen kelgen frazeologiyalıq sóz dizbekleri arasında tańlay sózi menen keletuǵın frazeologizmlerden de K.Sultanovtıń óz shıǵarmasında únemli paydalanǵan. Mısalı:

«Kúni menen asay basıp keldi, shóllep *tańlayı kepken* shıǵar» dep ayadı ishinen. (65-bet)

– Óybey, solay ma edi? Sáliyma jolkerlenip *tańlayın qaqtı*. – Áytewir, kishe, há demey baslıq boldıń-aw? – Maǵan, kishe, «*mańlay bermegen, tańlay bergen*» – Ajardıń keńkildegen kúlsisin «gápimniń qonǵanı» dep Sáliyma jáne sózdi balalatpaqshı bolıp edi. (95-bet)

Birinshi misaldaǵı tańlayı kebiw, ekinshi misaldaǵı tańlayın qaǵıw hám mańlay bermegen tańlay bergen frazeologizmleri tańlay atamasına baylanıslı payda bolǵan frazeologizmler bolıp, olar tańlayın qaǵıw – tańlanıw, hayran qalıw, mańlay bermegen, tańlay bergen – sózge sheber, taqıwa, tańlayı kebiw – shóllew mánilerinde tásirlikti kúsheytiwde qollanılǵan sinonimler sanaladı.

Tilde bas sózi menen keletuǵın frazeologizmler de kóplep ushırasıp, olar hár qıylı mánilerdi bildirip keledi. Bas sózi menen keletuǵın frazeologizmler roman tilinde orınlı paydalanılǵan. Mısalı:

Araǵa «Toqımbet»tiń *bas kóterińki* jas úlkenlerin saldı. (25-bet)

Bası meń-zeń bolıp, kóziniń aldı túnerdi, tula boyın ıza keredi. (33-bet)

Jumabay *jekke baslı* bolǵanlıqtan ba, awılǵa Rawshan degen mómin qızǵa Sapardan eki jil burın úylendi. (45-bet)

«Dúnyaǵa shıqqanda kórgen jańǵızım Jámiylanı kórip júrip óleyin, awılǵa barıp birewge *basıńdı qosa ǵoy* desem, qızım aytqandı qılmaydı» deydi. (64-bet)

Birinshi misalda qollanılǵan *bas kóterińki* – sózi itibarlı, *bası meń-zeń bolıw* – ne qıların bilmew, *jekke baslı* – basqa tuwısqanları, qawenderi joq, bir ózi jasaytuǵın, *bas qosıw* – turmıs qurıw, shańaraq bolıw mánilerin bildirip keledi hám usı mánini tásirli jetkerip beriw ushın xızmet atqaratuǵın frazeologiyalıq sóz dizbekleri bas sózi menen kelgen frazeologizmler esaplanadı.

Tilde adamniń múshe atamalarına qatnaslı frazeologizmlerdiń oǵada kóp jáne ónimli qollanılauı kórip óttik. Olar adam músheleriniń biri qulaq sózi menen keletuǵın frazeologizmlerdi jazıwshınıń shıǵarması tilinen alınǵan tómendegi misallarda da anıq kóriwge boladı. Mısalı:

Jáne artına qarap *qulaq saldı*. (34-bet)

Onıń menen jantasa kiyatırǵan shanadaǵı Sáliymanıń burqıp sóylegen dawısı Ajardıń *qulaǵına* shanslıwday *tiyedi*. (94-bet)

Gá toqtap ján-jaqqa *qulaǵın saladı*. (140-bet)

Adamlardıń ǵawırlısı, kúlisken, súrenleskeni dáslep *qulaǵına* jat bolıp *tiydi*, jabayıday olarǵa túksireyip qaradı, biraq, kem-kemnen onıń janı úyir tarttı ma, bul dawıs tula boyında qızıw qan oynatıp, adamlarǵa búyiri búrip sala berdi. (150-bet)

Qulaǵınıń qurshı qanar emes. (151-bet)

Tilemis onıń ǵápine *qulaq asqan joq*. (221-bet)

Jaydıń diywalına qalshıyıp qatıp turıp, terezeden ishke *qulaǵın saldı*. (228-bet)

Bunda *qulaq salıw (qulaq túrdi)* – tıńlap otırđı; úmitlendi, dámelendi, *qulaǵına tiyiw (qulaq shalıw)* – esitti, xabardar boldı, *qulaǵınıń qurshı qanbaw* – tıńlap qumardan shıqpaw, ráhátlenbew, *qulaq aspaw* – tıńlap otırmadı, aytqanın qılmadı frazeologizmleri mánileri jaǵınan óz ornında jumsalıp, shıǵarma tiliniń tásirliǵi ushın úlken xızmet etedi. Olardıń bári de tıńlaw, esitiw yamasa tıńlaǵısı kelmew hám t.b. mánilerdi bildirse de, usı mánini ele de ótkir, ayqın jetkerip beriw menen áhmiyetli.

Sonday-aq, shıǵarma tilinde adam múshe atamalarına baylanıslı sózler menen kelgen frazeologizmler arasında júrek sózi menen keletuǵın frazeologizmler de orınlı qollanılgan. Olar personajdıń xarakterin, sezimlerin, qásiyetlerin hám t.b. kórkemlep sıpatlawda belgili bir qural xızmetin atqaradı. Mısalı:

Tula boyı sergeksip, *júregi* quwanıshtan *sháwkiildep* soqtı. (19-bet)

Júregi óz-ózine *háwlirdi*. (19-bet)

Bul suwıq xabardı esitip «álle qanday zaman boladı!» dep *júregi háwlirogen* kempir úyde Jámiyla joq waqıtta bir sawasın tawıp, aqıllasıw ushın Máteke menen Qaliylanı shaqırtıp aldı. (27-bet)

Tań atıwǵa meyil berdi. Qaytadan anıqlap barıp kórgisi keldi de, taǵı aldında tosıp turǵanday *júregi dawamadı*. *Qoyan júrekligine* ızası keldi. (36-bet)

Ashtan *júregi úzilip*, miyi meń-zeń bolǵan ol, ayıbın umıtıp, shettegi bir qara úyge ilajsızdan qayrıldı. (36-bet)

Az ǵana naniń bolsa *júrek jalǵaǵanday* berseń-o, jeńge! (103-bet)

Ólim tırnaǵınan shıǵıp, «ómir bosaǵasın endi atladıq» dep *júrekleri sháwkiildep* kiyatırǵan Jumabay menen Jámiylanıń jigeri qum boldı. (121-bet)

Júregi sháwkildew – quwanıw, *júregi háwliriw* – qáweterleniw, *júregi dawamaw* – batılı barmaw, *júreksinbew*, *qoyan júrek* – qorqaq, *júregi úziliw* – ashırqaw, ash bolıw, *júrek jalǵaǵanday* – ash bolǵanda jegendey frazeologizmleriniń jasalıwında júrek sózi menen kelgen frazeologizmler tiykarǵı orında turadı hám kórsetilgen mánilerdi bildiredi. Shıǵarma tilinde júrek sózi menen kelgen frazeologizmler adamnıń hár qıylı halatların, sezimlerin sıpatlawda jazıwshı tárepinen sheberlik penen paydalanıladı.

Roman tilinde múshe atamaları menen kelgen frazeologizmlerdiń qatarında ókpe hám bawır sózleri menen keletuǵın frazeologizmler de orın alǵan. Mısalı:

1. Men... – Jámiyla bunnan sońǵı sózdi *ókpesi isip* ayta almadı. (9-bet)

2. Hár bbir awılda bir dúrkin bolıp ósken jigittiń de, qızdıń da ózine tábiya tartıp, *bawır basatuǵın* qurdası boladı (43-bet).

3. Sáliyma *oy bawırın úzip* Jumabayǵa ashıq edi (45-bet).

4. Sabırovtnıń *ókpesi óship*, parǵa túskendey tula boyınan sıbaq ter aqtı (80-bet).

5. *Ókpesi awzına tıǵılıp*, demi qısadı, kózi záhárdey ashıydı (142-bet).

Keltirilgen birinshi mısalda *ókpesi isiw* – tıǵılıw, ekinshi mısalda *bawır basıw* – úyrenisiw, úshinshi mısalda *oy bawırın úziw* – qattı jaqsı kóriw, *ókpesi óshiw* – haplıǵıw, *ókpesi awzına tıǵılıw* – qısılıw mánilerin bildirip keledi.

Bul frazeologizmler shıǵarma tilinde avtor sózi menen qaharmanlar tilinde tildiń tásirlilegen támiyinleude sheberlik penen paydalanılǵan. .

Qaraqalpaq tilinde biz joqarıda talqılaǵan frazeologizmlerden basqa da *súyek, bet, alaqan, turnaq, tóbe, kegirdek, ayaq, kirpik, tis* sózleri menen kelgen frazeologizmler de shıǵarmanıń tilinde ónimli qollanılǵan. Oǵan tallaw islep qaraǵanımda bul frazeologizmlerdiń de qollanılǵanın kóriwge boladı. Mısalı:

1. Ólimdi esitip, Qádirdiń *tóbesine muz quyılǵanday boldı*. (10-bet)
2. Keńsedegi adamlar dalaǵa shıǵıp, Uzaqbaevtıń bir ózi qalǵan waqıtta *ayaǵın ǵaz-ǵaz basıp* Qádir ishke kirdi. (12-bet)
3. Tórebay da jańǵız balasın frontqa jiberip, qolı *qurı alaqan* qalǵan joq pa. (38-bet)
4. Tirimen degen eki eli qaǵazın kelgende Jámiylanıń *súyegi sipse bolǵansha* jolında eki kózi sarǵaymas pa edi... (41-bet)
5. Sebebi, úsh jigittiń ortasındaǵı jalǵız qız dep áke-sheshesi jaslayınan *betine jel tiygizbey* álpeshlep ósirdi. (46-bet)
6. Solardıń *turnaqlap jıynanǵan* sıyırı, onıń izine ergen úsh-tórt baspaǵı, jeti-segiz qoy-janlıǵı Sáliymaǵa ırıs boldı. (48-bet)
7. Jámiylanıń hákislengenine shamlanıp, eki *beti kógerip* Sáliyma da shabatuǵın búrkitey qomlandı. (64-bet)
8. Xojaniyazov kempir menen ǵarrınıń *qızıl kegirdek bolıp* aytısa ketkenin sezip, artına jalt qaradı. (70-bet)
9. Onıń shırayı solıp, sabılıp kelgenine qaraǵanda, balıqtıń xabarın esitip túni boyı *kirpigini ayqastırmaı* jol júrgen adamǵa usaydı. (82-bet)
10. Predsedatel álle nege batılı barmay turǵanday *tis jarıp* sóylemedi. (86-bet)
11. Kúyewim paqır, dár’yadan suwdı da ózi ákelip, *tabanımdı juljıtpaytuǵın* edi. (91-bet)

Keltirilgen mısallardaǵı *tóbesine muz quyılǵanday bolıw* – qattı eti túrshigip, qorqıp ketiw, *ayaǵın ǵaz-ǵaz basıw* – áste, ayaq ushınan júriw, *qurı alaqan* – qolı bos qalıw, *súyegi sipse bolıw* – kóp kútiw, *betine jel tiygizbew* – júdá erkeletiw, aytqanın buljıtpay orınlaw, *turnaqlap jıynaw* – qattı qıyınshılıq penen, únemlep jıynaw, *beti kógeriw* – ashıwlanıw, *qızıl kegirdek bolıw* – urısıw, baqırısıw, jánjellesiw, *kirpigini ayqastırmaıw* – uyqılamaw, *tis jarmaw* – aytpaw, *tabanın juljıtpaw* – bir jerden qozǵalmaw, jumsamaw frazeologizmleriniń bári de adam múshe atamalarına baylanıslı kelip shıqqan bolıp, olar shıǵarmada júdá sheberlik penen zárúrli jerinde utımlı paydalanıladı.

Usı leksikalıq birlikler menen bir qatarda frazeologiyalıq sóz dizbekleri esaplangan frazeologiyalıq birlikler ónimli qollanıladı. Frazeologiyalıq birlikler biz tallaw jasap atırǵan shıǵarma tilinde ózine tán shırayı, ótkirlikti menen sheber qollanılǵanın mısallar ayqın tastıyıqlaydı. Mısalı:

Adıraq kózlerin bejireytip, suwıq kelbet penen shaǵınıp sóylegen eki ǵarrınıń aytısına *qulaq saldı*. (6-bet)

Kempirdiń bul sózine hesh qaysısı *til qatpadı*. (20-bet)

Jaǵ jarıstıratuǵın waqıt pa usı. (132-bet)

Al, astın qızıl aǵıs qarıp, ústin qızıl suw jawıp turǵan dár’yanıń muzı *ókshesin* birinshi bolıp *kóteredi*. (178-bet)

Berilgen mısallardaǵı *jaǵ jarıstırıw, ókshesin kóteriw, qulaq salıw, til qatpaw* frazeologizmleri eregisiw, ketiw, tuńlaw, úndemew sózlerine salıstırǵanda mánilik jaqtan

tereñligi, ótkirliǵı, tásirliǵı menen sıpatlanadı. Sonlıqtan da, sóz sheberleri bunday birliklerdi kórkemlew quralı sıpatında ózleriniń kórkem shıǵarmalarında ónimli qollanıladı. K.Sultanovtıń shıǵarması tilinde de usı frazeologizmlerdiń sheberlik penen paydalanılıp, tildi kórkemlep turǵanın mısallarıımız tastıyıqlaydı.

K.Sultanovtıń «Aqdárya» romanı tilinde bunday frazeologiyalıq sóz dizbekleri júdá jiyi qollanıladı. Shıǵarma tiliniń leksikalıq quramında olar belgili orın iyeleydi hám shıǵarma tiline kórkemlik, obrazlılıq qosadı.

Mısalı:

Endi *barın bazar ete bereyin.* (132-bet)

Onıń páminshe urıs baslanǵan kúnnen Tilemistiniń *qabaǵı* tastay *jabilǵan* edi. (133-bet)

Joldan tabılǵanlardı tiegen mashına birazdan keyin basqa mashinalardan bólinip shıǵtı da, qalaǵa qaray *jol tarttı.* (140-bet)

Qırǵa *tabanı tiygenge* me, teńiz bayaǵısınan da ǵaybarlanǵanday qara tútini shıǵıp ábeshiy kórinedi. (141-bet)

Náwbet penen kúni-túni *bas ushında* dejurniy vrach gúzetip otır. (142-bet)

Nawqas ele *esine kirgen joq.* (143-bet)

Keltirilgen mısallardaǵı *barın bazar etiw* – bar nárseni ónimli hám ornında paydalanıw, *qabaǵı jibılıw* – ashıwlanıw, *tabanı tiyiw* – jetip barıw, *bas ushında* – qasında, *esine kiriw (keliw)* – ózine kelmew, *jol tartıw* – júriw sıyaqlı frazeologiyalıq dizbekler quramındaǵı komponentler mánilerin saqlap kelse de, óz aldına basqa máni ańlatpastan, bári birge ulıwmalıq, bir máni bildirip keledi hám olardan mánilerin qosımsha ótkirlik, tásirlik jaratıwshı reńkleri arqalı bildirip turǵanlıǵın biliwge boladı. Bunday kórkemlik qásiyetke iye bolǵanı ushın kórkem shıǵarma tilinde bul frazeologiyalıq birlikler áhmiyetli qural wazıypasın atqaradı.

Juwmaqlastırıp aytqanda, K.Sultanovtıń «Aqdárya» romanı tilinde frazeologizmlerdiń bir neshe mánilik túrleri paydalanılıp, olardıń arasında adam múshe atamalarına baylanıslı frazeologizmler kórkemlik, obrazlılıq jaratıw maqsetinde ónimli qollanıladı.

K.Sultanovtıń «Aqdárya» romanı tilinde kásiplik sózler, dialektizmler, qarapayım leksikaǵa tán birlik kóplep ushırasadı.

Qaraqalpaq prozasınıń kórnekleli wákili, kórkem sóz sheberi K.Sultanov shıǵarmalarınıń tili qaraqalpaq tiliniń baylıǵın, kórkemligin frazeologizmler arqalı ayqın kórsetip turadı. Bizniń bulay dewimizdiń tiykarǵı sebebi onıń prozalıq shıǵarmalarınıń tilinde ana tilimizdiń leksikasında bar bolǵan hár qıylı birlikler sheberlik penen paydalanıladı. Tildiń sózlik quramınan orın alǵan leksikalıq birlikler shayıw shıǵarmalarınıń tilinde estetikalıq jaqtan xızmet atqarıp keledi, onıń tiline kórkem tús beredi. Jazıwshınıń prozalıq shıǵarmalarınıń tilindegi birlikler, máselen, gónergen sózler dóretpede sóz etilip atırǵan tariyxıy dáwirdiń koloritin súwretlew ushın xızmet etip, xalıqtıń sol dáwirdegi turmısın ashıp beriwde úlken orın tutadı. Al, dialektlik sózler bolsa xalıqtıń belgili bir aymaқта jasawshı wákilleriniń sóylew tilindegi ózgeshelikti ashıp beriw, personajdıń sóylew sıpatlamasın jaratıw ushın xızmet etedi. Sinonimler sózlerdi orınsız tákirarlamaw maqsetinde jumsalǵanın atap ótiw orınlı. Demek, jazıwshınıń kórkem dóretpeleriniń tilinde paydalanılǵan basqa da birliklerdiń – antonimlerdiń, omonimlerdiń, kásiplik sózlerdiń, ózlestirme sózlerdiń, awızeki sóylew tiline tán birliklerdiń hám t.b. ózine tán atqaratuǵın xızmeti, ornı bolıp, olardıń hár birin avtor stil’lik jaqtan qollanıw menen shıǵarma tiliniń tásirli hám obrazlı bolıwın támiyin etedi.

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**PROPHYLACTIC PROBLEMS IN THE PREVENTION OF INFECTIOUS DISEASES
IN ANIMALS**

Esboganova Maryam

Student of the Nukus branch of the Samarkand State University of Veterinary Medicine, Animal Husbandry and Biotechnology

Resume. *This article mainly deals with the scientific analysis of the emergence of diseases in the animal world and its prevention. Proposals and recommendations on their content and prevention are given.*

Keywords. *animal world, development, system, prevention, activity, sick animal, dispensation, body structure, diagnosis, diseases, pericarditis, reticulitis, treatment.*

The animal world is considered the most important unique nature of the general development system. It is very necessary to carry out preventive activities of the animal world. For this reason, it is advisable to pay serious attention to the aspects that we offer below in order to prevent any diseases in the animal scientist.

Every sick animal should be registered first when it is brought to the treatment facility. In order to quickly and accurately find a sick animal among other animals, identifying and recording its unique individual characteristics is called animal recording or registration. When registering an animal, the necessary information is requested from the animal's owner or the person who takes care of it, and depending on the submitted documents, the animal is examined in general.[1] This is transferred to the animal registration journal, medical history, dispensary card. In this case, the time the animal arrived at the hospital, the name, surname and residence of the animal owner, the type, sex, age, breed, color and some signs of the animal, nickname or ring number, obesity, behavior, body structure or constitution, time of illness, diagnosis, the result of treatment and the time of discharge from the treatment facility are written.

By determining the type of animal, we mean which diseases are more common in animals of this type. For example, most ungulates have manka and dumb (sap, myt); traumatic pericarditis, reticulitis, dangerous catarrhal fever, black fever in cattle; diseases of saramas (roja) and atrophic rhinitis occur in pigs. When choosing drugs for treatment, it is necessary to take into account the sensitivity of certain species of animals to certain drugs. For example, ruminant animals are very sensitive to mercury preparations, cats to phenol.[2] Purebred animals are more susceptible to disease than non-breed animals, and the disease is severe. For example, purebred dogs are less susceptible to plague than purebred dogs. Some diseases occur only in male animals, while others occur only in females. Slaughtering male animals also has a certain effect on the performance of the animal. The age of the animal depends on the resistance of the body and susceptibility to certain diseases. The size and fatness of the animal is necessary when determining the dose of the medicine. In addition, registration data is considered a legal document, used for making monthly, quarterly and annual reports, for diagnosis. Therefore, the information on the registration of sick animals should be written clearly, comprehensibly and completely.

Anamnesis (from the Greek anamnesis - means to remember) is to ask the owner or the person who cares about the animal's life and illness before coming to the hospital. Thus, when collecting anamnesis information, the doctor asks the owner of the animal or a person who cares for it about its life and illness, and they answer the questions by recalling it. That is, the anamnesis is a conversation between the doctor and the owner of the animal. Collecting anamnesis data is of great importance for the doctor to diagnose the disease, and it is important for identifying some diseases. Therefore, when collecting the anamnesis data, the

doctor should have a friendly, good conversation with the owner of the animal and find out all the information that the owner of the animal knows. The doctor's questions should be understandable for the owner of the animal or the person taking care of it. Sometimes, if the animal gets sick due to the fault of the person taking care of the animal - the cowherd or the calf, he may give the wrong answer.[3] Therefore, the information obtained during the anamnesis is compared with the results of the examination and it is determined whether it is correct or incorrect. In addition to these, other veterinary staff are also asked when the anamnesis information is obtained, and the submitted documents are reviewed.

Information about the life of an animal - Anamnesis vitae. When asked about the life of an animal, the following questions are answered:

1. Origin of the animal: was the sick animal born and raised in the owner's house or was it bought? If he was born and raised at home, information about his parents will be requested. If purchased: when, where and from whom? Are there diseases in the purchased farm?

2. Conditions of keeping the animal: where is the animal kept, in a room, under a porch, or outdoors? If it is in a room, the building's floor, ventilation, lighting, heating or cooling are requested. Is the animal kept alone or with a group; connected or open? Will the asset receive a loan, will it be released? How many times is the animal inside the building cleaned? It is asked about the excretion of manure and urine.

3. Animal feeding and watering conditions; how many times they are fed, what kind of food is given; quantity and quality of food provided; whether food is given at the end or not; alone - alone or with a group; whether the given food is rotten, rotten, moldy; no poison ivy? Are minerals, table salt, vitamins added to the diet? Where is the animal watered: from a water pipe, a well, a stream, a lake, a pond, a canal, a river, etc. What is the quality and temperature of the supplied water, how is it transported and supplied?

4. It is determined whether the animal is pregnant, has given birth, or has an infected udder.

5. It is determined for what purpose the animal is kept (for production, breeding, labor, hobby, teaching, etc.).

Determining the size of the animal. For this, attention is paid to the development of the bones and muscles of the animal and it is checked visually. Depending on the development of bones and muscles, the body of the animal is similar to that of a sheep. Strong-bodied animals are characterized by well-developed bones and muscles. Such animals have a large and heavy head, a short and thick neck, a wide and developed chest, short and thick legs, wide joints and a narrow waist. will be wide. Their lungs, heart and intestines are well developed, and they are more resistant to the bad effects of the external environment. Although such animals are quite resistant to diseases, they are prone to certain diseases (ketosis, myoglobinuria, postpartum paresis and other diseases). Medium-bodied animals have moderately developed body bones and muscles, and such animals are productive and resistant to diseases. Weak-bodied animals are characterized by poorly developed body bones and muscles. The head of such animals is small and light, the neck is thin and long, the chest is narrow, the legs, waist, and stomach are long and thin. Even if the spinal cord of animals is injured, they have rickets, osteodystrophy, and rheumatism, they have a weak jussa. Such animals are prone to diseases, and the disease is severe and chronic. Cattle with weak jussa often suffer from tuberculosis; calves and piglets to diseases of rickets, pneumonia, salmonellosis, paratyphoid, dictiocaulosis; horses suffer from chronic pulmonary emphysema and heart diseases. In dogs with a weak body, plague is severe and the animal often dies.

Determination of animal obesity. Fatness of the animal is determined by the accumulation of subcutaneous fat and the development of muscles. Depending on the fatness of the animal, the type and quality of feeding, the level of metabolism is determined. If the farm animals are fed correctly and of good quality, their fatness is good, if they are fed poorly and poorly, their fatness is bad, the animal is thin. During diseases, the moisture content of the skin can change:

1. Animal sweating or hyperhidrosis. This condition often occurs in horses, and sometimes in ruminants. Normally, when the outside temperature is too high, when the animals are left under the sun, when the air humidity increases, general sweating is also observed when working. Pathological general sweating is observed in severe and severe fever, myoglobinuria, during colic, severe pain, heart disease, uremia, during shivering, when injecting pilocarpine, adrenaline and salicylic drugs into the body.

2. Limited or localized sweating (hypohidrosis) - in which the skin and wool in some places are covered with sweat drops. This condition can be observed during mechanical injury of the peripheral nerve, inflammation and injury of the spinal cord. Strong sweating of the stomach area in horses is a sign of stomach rupture. Bloody sweat may appear if the skin bleeds (hemohidrosis).

3. Dryness of the skin (anhidrosis) - is observed when the formation of sweat on the skin is reduced or absent at all. This condition can occur when the body is dehydrated, thin, in diabetes, in nephritic diseases, and in fever. On dry skin, wool is snoring, and at this time, the nasal cavity, nose of dogs and cats is dry. On palpation, the skin is dry, hot and cracked, and many crusts appear on the surface of the skin. In case of stomach-intestinal diseases of cattle, the drops of sweat are small and do not form again immediately after wiping the sweat. Therefore, the size of the sweat drops is also taken into account during the examination.

Skin temperature - by determining the temperature of the skin, it is possible to determine the pathological processes in the skin, subcutaneous tissues and internal organs, the uniform distribution of blood in the blood vessels of the skin, the release of heat, and the body temperature. The temperature of the skin depends on the thickness of the blood vessels, the amount and speed of the blood in the blood vessels, and the release of heat. Therefore, the temperature of the skin is different in different animals and in different areas of the skin.

In general, the world of animals is a part of nature, and it is everyone's duty to protect them. That is why it is necessary to pay great attention to the world of animals.

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SHPURLAR TO'PLAMINI PORTLATILISHIGA QO'YILADIGAN TALABLAR

O.Sh. Yormatov¹, U.T. Toshtemirov²¹Islom Karimov nomidagi Toshkent davlat texnika universiteti Olmaliq filiali Konchilik ishi kafedrasida 3d-20KI guruh talabasi.,²Islom Karimov nomidagi Toshkent davlat texnika universiteti Olmaliq filiali Konchilik ishi kafedrasida dotsenti v.b., PhD

Hozirgi vaqtda qattiq foydali qazilma konlarida kon lahimlarining asosiy qismi burg'ilash-portlatish ishlari yordamida o'tiladi. Bundan ko'rinib turibdiki burg'ilash-portlatish ishlarining samaradorligini oshirish yo'llarini tadqiq qilish dolzarbdir. Shu yo'nalishda so'ngi yillardagi adabiyotlar tahlili doirasida, turli kon-geologik sharoitlarda kon lahimlarini o'tish ishlari sohasidagi tadqiqotlar ko'rib chiqildi. Adabiyot manbalaridan zamonaviy tendensiyalarni tahlil qilish shuni ko'rsatdiki, kon lahimlarini o'tish ishlarini muayyan kon-texnik sharoitlarini hisobga olgan holda burg'ilash-portlatish ishlariga qo'yiladigan talablarni sifatli bajarilishini ta'minlash tavsiya etiladi.

Yer osti gorizonttal kon lahimlarini o'tishda, portlashdan so'ng tog' jinslarining kerakli o'lchamda parchalanishini va uning sifatli maydalanishini ta'minlash, lahimning loyihaviy ko'ndalang kesim yuzasiga muvofiq hajmda, tog' jinslarining massivdan ajralishini va shpurlardan foydalanish koeffitsiyenti ko'rsatkichi yuqori bo'lishini ta'minlash bo'yicha burg'ilash-portlatish ishlariga yuqori talablar qo'yiladi.

Yuqoridagi talablarni bajarish uchun har bir alohida holatda burg'ilash-portlatish ishlari pasporti parametrlarini va ushbu kon-geologik sharoitlarga eng mos keladigan mexanizatsiyalashgan vositalarni o'rnatish va kon lahimlarini o'tishning maksimal texnik-iqtisodiy samaradorligini ta'minlash zarur. Ushbu vazifalar burg'ilash-portlatish ishlari yordamida lahim o'tish ishlari olib boriladigan barcha konlar uchun dolzarbdir.

Yer osti kon lahimlarini **burg'ilash-portlatish ishlari yordamida o'tish bo'yicha olib borilgan ko'plab tadqiqotlarga qaramay, hozirgi vaqtda yer osti gorizonttal kon lahimlarini o'tishda burg'ilash-portlatish ishlari parametrlarini aniqlashning yagona usuli mavjud emas.** Burg'ilash-portlatish ishlari ko'rsatkichlarini hisoblashda portlash energiyasining maydalanishi lozim bo'lgan massivga ta'sir etishida muhim rol o'ynaydigan bir qator omillarni hisobga olish lozimligi yuzaga keladi.

Burg'ilash-portlatish ishlari parametrlarini hisoblash uchun mavjud barcha usullarni shartli ravishda ikkita katta guruhga bo'lish mumkin:

1. portlovchi modda solishtirma sarfini birlamchi aniqlashga asoslangan;
2. portlovchi modda zaryadi portlatilganda uning atrofidagi tog' jinslari massivi parchalanish hududlarini aniqlashga asoslangan usullar.

Burg'ilash-portlatish ishlari parametrlarini hisoblashda birinchi guruh usullari ko'pincha murakkab empirik formulalardan foydalaniladi. Bu holda portlovchi moddaning solishtirma sarfi amaliyot ma'lumotlari bo'yicha aniqlanadi, empirik formulalar yordamida hisoblanadi yoki jadval ma'lumotlaridan olinadi. Lahim o'tish ishlarini amalga oshirishda ko'pincha bitta ochiq kavjoy yuzasi bo'lib, unda bir qator shpurlar ushbu kavjoy yuzasiga perpendikulyar va qiya burg'ilanadi hamda shpurlar to'plami portlatiladi.

Shpurlar to'plamining portlashi quyidagi talablarga javob berishi kerak:

dastlab, qolgan zaryadlarning parchalanish ta'sirini kuchaytirish uchun shpurlarning bir qismini portlatish orqali qo'shimcha ikkinchi ochiq yuzani hosil qilish;

kon lahimining ko'ndalang kesim yuzasi bo'ylab tog' jinsini parchalashda konditsion o'lchamda bo'laklar hosil qilish, yuklashga qulay ya'ni yuklovchi mashinalar yuqori unumdorlikka erishishi uchun, odamlar xavfsizligini ta'minlash va lahimning mustahkamlashda qo'shimcha muammolarni keltirib chiqarmasligi;

kon lahimining ko'ndalang kesim yuzasini imkon qadar loyihada ko'rsatilgan shaklda hosil qilish, shpurlardan foydalanish koeffitsiyentini yuqoriligini ta'minlash, shuningdek kon lahimi ko'ndalang kesim yuzasining konturidan tashqari massivning tabiiy mustahkamligini ham saqlab qolishi;

burg'ilash-portlatish ishlarining ko'rsatkichlari, vaqt va qiymati bo'yicha (muayyan xarajatlar) minimal bo'lishi kerak.

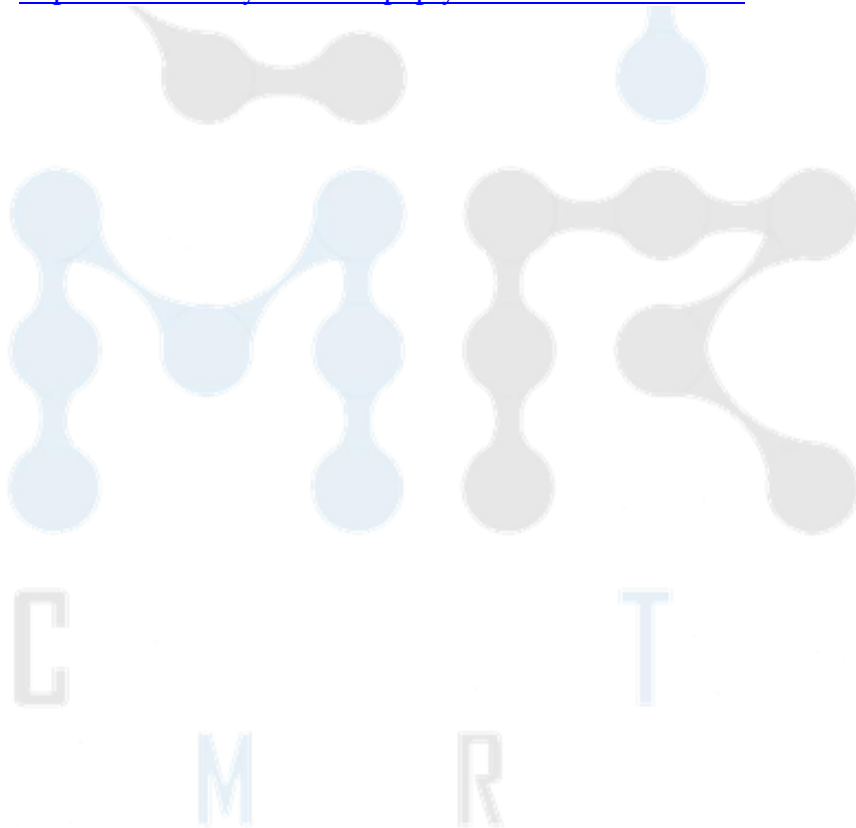
2-rasm. Shpurlar to'plamining portlatilishiga qo'yiladigan talablar

Portlashning belgilangan natijalariga erishish uchun o'yiqlar to'plami kiritilgan. Kon lahimlarini o'tish ishlarini olib borishda, portlatish ishlari tadqiqotining natijalari tahlilidan xulosa qilish mumkinki, bugungi kunda burg'ilash-portlatish ishlari parametrlarini hisoblash uchun turli xil usullar mavjud. Ular burg'ilash-portlatish ishlarining sifatli ishlashiga ta'sir etuvchi kon-geologik va kon-texnik omillarning turli jihatlari va xususiyatlarini hisobga oladi.

Burg'ilash-portlatish ishlari pasportlarini tuzishda gorizontall kon lahimlarini o'tish ishlarini olib borishda yuqori samaradorlikni ta'minlovchi barcha asosiy kon-geologik, kon-texnik va iqtisodiy omillarni hisobga olish kerak. Ma'lumki, hozirgi burg'ilash-portlatish ishlari pasportida kerakli miqdordagi shpurlarning sonini o'zgarishi portlovchi moddaning solishtirma sarfini o'zgarishiga sabab bo'ladi. Bunday holda, kon massasini kerakli o'lchamda maydalanishini ta'minlaydigan kam sonli (minimal) shpurlardan foydalanish kerak.

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**SPECIFICATIONS FOR PROPER SPEECH ETIQUETTE AS AN APPARATUS FOR
CROSS-CULTURAL COMMUNICATION**

Dadamirzayeva (Egamberdiyeva) Mohidil G'ulomjon qizi

PhD student

Uzbekistan State World Languages University

Annotation. The article examines speech etiquette in intercultural communication and highlights the rules of speech etiquette of different cultures. The peculiarities of speech etiquette of different peoples at such stages of communication as greeting and farewell are revealed, and the specifics of maintaining a conversation with the help of questions and wishes are also considered.

Keywords: speech etiquette, speech etiquette formulas, speech rules etiquette, intercultural communication.

Introduction. In every society, there exists its traditions and rituals of communication. The experience of nations, reflected in the original customs and ways of life of different peoples, is preserved in the system of language, speech activities, and established communication formulas. In its entirety, all of this forms etiquette behavior, and in terms of speech, it forms speech etiquette.

Speech etiquette represents a system of means and methods of expressing the relationship between communicators. N.I. Formanovskaya, who has devoted a considerable amount of work to the study of speech etiquette, offers the following definition: "Speech etiquette is understood as regulating rules of speech behavior, a system of nationally specific stereotypical, stable communication formulas accepted and prescribed by society for establishing contact between interlocutors, maintaining and terminating contact in a chosen tone".

Speech etiquette has its national peculiarities. Communicating with representatives of another culture can lead to misunderstandings if one does not learn the rules of speech etiquette. Being in a foreign country, you can inadvertently find yourself in an awkward situation if you are not familiar with the life and communication peculiarities of the local population. This work aims to provide an overview of the variety of speech etiquette formulas, knowledge of which can help resolve misunderstandings that may arise during cross-cultural interactions.

Etiquette rules, for example, in the Russian language, involve maintaining conversation even with strangers if you happen to be in a confined space with them (in a train compartment), while the Japanese and the English will try to remain silent in similar circumstances or talk about highly neutral topics. To avoid awkward or humorous situations in communication with foreigners, it is advisable to familiarize yourself with their etiquette rules in advance. Differences are expected from the very first moment of interaction – greetings. The greeting stage is one of the most important in establishing contact; words should be spoken with sincere intonation, with an infusion of positive emotionality. The specifics of greetings vary among different nations¹.

Even in our culture, there are special greetings for different occasions, different times of day, and different people. In addition to the traditional "hello," we say in Russian, "good morning," "good day," and "good evening." We welcome guests with "welcome" or "please, come in." Slavic brothers from neighboring countries also greet with words like "Здоровеньки

¹ З. Кузнецов И.Н. Деловой этикет: учебное пособие. – М.: НИЦ ИНФРА-М, 2014. – 348с.

булы" and "Ласкаво просимо." The ancient "исполать" (glory to you) and the epic "Гой еси!" have become part of passive vocabulary. Just like in our culture, other cultures also have their unique ways of greeting. For example, among the Ossetians, Abkhazians, and other peoples of the Caucasus, there are about thirty different greetings specialized according to the situation, age, and gender. Therefore, before starting a conversation with the hospitable people of the Caucasus, it's important to assess the situation and choose appropriate words.

Similarly, there is a great variety of greetings among Mongolians, which vary depending on the season. For example, in the fall, they might inquire, "Is the livestock fat?" While in winter, they might ask differently, "How are you wintering?" And by the end of winter, you might hear something like, "Are you welcoming spring well?"

In some Native American tribes, greetings are truly philosophical. They might say, "You are my other self," a tradition that dates back to ancient times when psychoanalysis was unheard of. Although such a greeting might seem unusual to us at first glance, it is undoubtedly pleasant to hear and conveys warmth and love.

Speaking of warm relationships and love, in Polish speech etiquette, there is a special expression for a man to greet a woman: "Целую ручки, пани" (I kiss your hands, madam). However, this expression is not always taken literally and can be used even when the mentioned gesture is not performed.

If we look back at greetings in ancient times, they were noticeably different from modern greetings and might even appear somewhat strange to today's generation. For instance, in ancient Egypt, people would casually ask each other, "How are you sweating?" This sounds quite odd to us and modern Egyptians, but it was considered normal in ancient Egypt.

After the initial greeting, people usually inquire about each other's well-being, health, and family. It's important to remember that each culture has its customs and rules for maintaining a conversation. An interesting conversation style can be observed in Central Asian countries. It's customary to bombard an acquaintance with a series of questions: "How is your health? How are the children? How is your home? How is your car? How is your dog (or other pet)?" Only at the end of these inquiries do they ask about the wife. Specifically, asking about the wife at the end of the conversation allows the husband to ensure that there is no special interest in his spouse, particularly of an intimate nature.

It's worth noting that if you find yourself in England and don't fully understand a local's speech, you should never ask them "Что?" ("What?" in Russian), as you would in our culture. When translated to English, "Что?" becomes "What?" and a polite inquiry turns into a real offense. To avoid coming across as rude, use "sorry" with a questioning tone instead [1, p.487]. In India, as in Nepal, before starting to inquire about someone's health and affairs, they express the wishes "намастэ" (bow to you) and "намасткап" (literally: doing a bow). The tradition of good wishes upon meeting dates back to ancient times. Even the ancient Greeks used to say succinctly and clearly in such cases: "Χαίρε!" (Rejoice!). It's an excellent tradition that fills one with positivity for the entire day. For Romans, it was more important to wish good health upon meeting, which is also quite important and, it must be said, pleasant to hear.

Wishing well is not unique to the people of India and Nepal; it exists in every culture, just expressed differently. For example, in Iran, when meeting an acquaintance, they say: "Да не уменьшится никогда твоя тень!" (May your shadow never decrease!). At first glance, the meaning of these words may not be entirely clear. What does a shadow have to do with it?

However, it turns out to be quite symbolic for these people, as the absence of a shadow indicates impurity taking on a physical form².

Caring Chinese people, upon meeting, first and foremost inquire if their interlocutor has eaten or had lunch. It's not just a formality for them; they genuinely worry about whether their acquaintance is hungry. When the greeting has been successful, questions have been asked appropriately, and wishes have been expressed taking into account the specificity of a particular culture, it's time to consider the nuances of saying goodbye. It might seem like there should be no problems with this, as saying goodbye is not particularly complicated. But it's not always as simple as it seems, as the common "goodbye" is not appropriate in every culture. For example, if you meet someone late at night in England, you should not say "Good night!" to them, as in English, this is not a greeting but a farewell. Of course, in Russia, it's also not quite correct to use the phrase "добррой ночи" (good night) as a greeting. It's more logical to use it when saying goodbye to someone you met late at night. But in our country, this phrase has gradually transitioned from farewells to greetings. This change can be attributed to the fact that in practice, late-night meetings do not happen very often in Russia, as people who used to light their homes with candles typically went to sleep at night. However, in the modern world, with the advent of various late-night broadcasts on radio and television, the situation has changed. Resourceful radio and TV hosts quickly and easily introduced the phrase "Добррой ночи" as a greeting in their speech. Gradually, the phrase has spread to the masses. So today, you can often hear it as a nighttime greeting, despite its incorrect usage, which, to make matters worse, characterizes the speaker as uneducated.

When Chinese people say goodbye, they bow and nod their heads as a sign of respect. People from Beijing often say: "Ужу-и," which means "take care" or "be careful." In general, according to Chinese tradition, when they wish someone well, they advise doing everything slowly. For example, when a guest is leaving, they usually say: "Мань-мань цзоу," which translates to "go slowly" and means "don't rush," "go carefully."

In England, "goodbye" is typically used in formal meetings or as a final farewell, implying "I won't see you again"; whereas "bye" is a more relaxed, informal version. It's also worth noting that if you say "goodbye" with a lowered tone, English people might perceive it as a threat. This emphasizes the importance of not only choosing the right words but also using the appropriate intonation during conversations.

Conclusion. Thus, it has been established that verbal etiquette is an important element of any national culture. It represents a set of verbal forms of politeness that are indispensable. The national specificity of verbal etiquette in each country is extremely distinct because it combines the unique features of the language with the customs, habits, and accepted and unaccepted behavior in social etiquette. Therefore, when communicating with representatives of different cultures, something similar to playing a complex musical instrument occurs. Different registers of communication are activated, and an appropriate tone is chosen in various conditions of complex verbal interactions. And when the right mode is set, it results in that pure, enchanting sound manifested in communication that knows no obstacles or boundaries, ignoring differences in culture, skin color, customs, and morals. As academician N. Moiseev once said, the ancient principle of "love your neighbor as yourself" must be reborn in a new form that aligns with a clear understanding of the necessity of cooperative human

² Antyufeeva Yu.N., Rodionova I.V. Semantic and pragmatic correlation of colloquialisms // Modern European Researches. – 2016. - № 5. – С. 66-69.

activity. This is its main function and purpose. Verbal etiquette will likely continue to evolve in this direction in the future.

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OUTLINE

VOLUME-1, ISSUE-2

1	Information systems, modern information technologies and systems in the education, education and development of an individual. Shukurova Yulduz Ilhomjonovna	4-6
2	IMPORTANCE OF USEFUL MICROORGANISMS IN PLANT DEVELOPMENT Bakhodirova Umida Bakhodirovna	7-8
3	ABOUT IMPROVING THE EFFICIENCY OF TEACHING MUSIC LESSONS IN SECONDARY SCHOOLS Urazbaeva Gulshirin Kadirbaevna	9-10
4	RESEARCH ON IMPROVING THE PROPERTIES OF CONCRETE MIXTURE WITH CHEMICAL ADDITIVES Ismailov F.S, Karimov M.U., Djalilov A.T	11-12
5	Critical thinking in higher education Farrukh Aminov	13-15
6	XIX АСР ОХИРИ XX АСР БОШЛАРИ ЎРТА ОСИЁДАГИ ҚОЗИЛАР СУДИ ТАРИХИНИНГ РУС МАНБАЛАРИДА ЁРИТИЛИШИ. Ораев Баймурат Abdreshitovich	16-18
7	РАЗВИТИЕ ЗНАНИЙ УЧАЩИХСЯ ОБЩЕОБРАЗОВАТЕЛЬНЫХ ШКОЛ ПО ТЕМЕ СИЛА ТРЕНИЯ В СЕМЕЙНОЙ СРЕДЕ Чориева Махфуза Садриддиновна	19-23
8	ЧАҚАЛОҚ БОЛАЛАРДА ИЧАК МИКРОБИОЦЕНОЗИНИНГ ЎЗИГА ХОСЛИГИ Султонов Равшан Комилжонович, Нодирова Нодира Икром кизи	24-28
9	INFLAMMATORY DISEASES OF THE FEMALE SEX. Salibayeva Nozima Yakubjon qizi	29-30
10	ОСОБЕННОСТИ УХОДА ЗА КАРДИОЛОГИЧЕСКИМИ БОЛЬНЫМИ В ЧАСТНОСТИ ЗА ЮОЛЬНЫМИ С АРТЕРИАЛЬНОЙ ГИПЕРТЕНЗИЕЙ Ибрагимова Шоира Абдунабиевна, Турайев Бехзод Яшнарович	31-34
11	IMPROVING THE DIRECTIONS OF ATTRACTING FOREIGN INVESTMENT IN THE NATIONAL ECONOMY Jamolov Jo'rabek Jamolovich	35-37
12	СЕМАНТИЧЕСКИЕ И ФУНКЦИОНАЛЬНЫЕ ИЗМЕНЕНИЯ СЛОВ, ВХОДЯЩИХ В АНГЛИЙСКИЙ ЯЗЫК ИЗ ДРУГИХ ЯЗЫКОВ Хушвактова Гулноза Тулкиновна	38-40
13	HISTORY OF LEXICOGRAPHY Zamira Hakimova Xurram qizi	41-42
14	MECHANISMS OF FORMING THE INTELLECTUAL ABILITY OF PRE-SCHOOL STUDENTS THROUGH INNOVATIVE TECHNOLOGIES Altibayeva Gulbaxor Majitovna	43-44
15	METHODS OF TEACHING HISTORY IN INCLUSIVE EDUCATION. Ulug'bek Soliyev	45-46
16	SOME RECOMMENDATION FOR KARAKALPAK LEARNERS' ENGLISH LANGUAGE TEACHERS. Umida Muratbaeva Tumuratovna	47-48
17	SWOT TAHLILIDAN FOYDALANIB BO'LAJAK BOSHLANG'ICH SINIF O'QITUVCHILARIDA EKOLOGIK-VALEOLOGIK MADANIYATNI RIVOJLANTIRISH Uralova G.O'.	49-52
18	Metaphorical connation of Compound nouns in English Baltabaeva Delfuza Baxtiyar qizi	53-54
19	PR в образовании Амирлан Ердинал Сейдин улы	55-58
20	«AQ DÁRYA» ROMANÍNDÁ QOLLANÍLGÁN FRAZEOLOGIZMLER Qayıpnazarova Ulbanu	59-66
21	PROPHYLACTIC PROBLEMS IN THE PREVENTION OF INFECTIOUS DISEASES IN ANIMALS Esboganova Maryam	67-70
22	SHPURLAR TO'PLAMINI PORTLATILISHIGA QO'YILADIGAN TALABLAR O.Sh. Yormatov, U.T. Toshtemirov	71-73
23	SPECIFICATIONS FOR PROPER SPEECH ETIQUETTE AS AN APPARATUS FOR CROSS-CULTURAL COMMUNICATION Dadamirzayeva Mohidil G'ulomjon qizi	74-77
	OUTLINE	78