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# MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY



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# **MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY**



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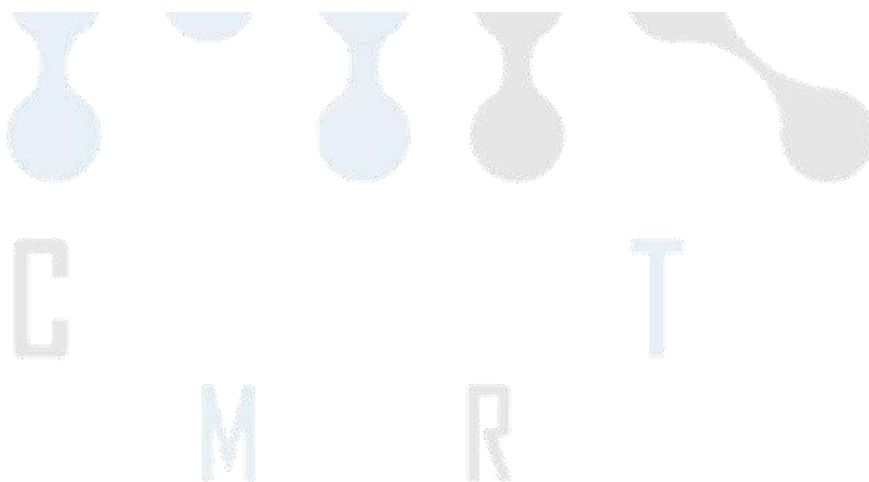
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APPLICATION OF LISTENING METHODOLOGY IN TEACHING FOREIGN  
LANGUAGES

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**Abstract:** *In this article, the application of the listening method, the useful aspects of teaching foreign languages by listening are briefly discussed. The article mainly talks about the psychology of listening and how important listening is for a person.*

**Key words:** *listening, foreign languages, method, empathy, listening levels, reflective, listening levels.*

Listening is a receptive type of speech activity, with the help of which the process of receiving and further processing speech messages is carried out based on the operation of the auditory analyzer. Like speech, listening refers to the types of speech activities that carry out oral communication in any situation and in the field of communication. Therefore, communication is effective only if absolute mutual understanding is achieved. The purpose of listening is carried out on the topic of activity and consists in identifying semantic relations, understanding the speech message received by the ear produced by the speaker, understanding and restoring this idea. When listening, the subject, content of someone's thoughts is revealed based on probability forecast, analysis of the semantic relations of the statement and their further synthesis. A meaningful decision is called a listening unit.

Listening mechanisms are general functional mechanisms of memory, advanced reflection mechanisms, etc.

A listening product is a conclusion based on the results of a person's listening process and internal understanding of another person's thoughts, selection, identification of semantic connections, intra-concept correspondence.

Comprehension is the process of discovering and creating semantic relationships between defined concepts, words. The result of understanding can be positive (correct understanding) or negative (incorrect understanding). Listening, understanding, comprehension, multifaceted human psychology does not fail to have its influence. A person imagines what he listens to through his brain, thinks, and strives to reach the end. This is one of the human characteristics.

There are several ways to teach listening in the methodology of teaching foreign languages: as a means of teaching other types of speech activity and as an educational goal. According to Galskova N.D., listening can be used as a tool. They are:

- method of organizing the educational process;
- method of oral introduction of language material;
- tools for teaching other types of speech activity;
- means of monitoring and strengthening acquired knowledge, skills and competences.

Based on the works of Galskova N.D. Gez N.D. considered the following: "Careful organization of the educational process (clarity and consistency of presentation, maximum reliance on language experience, diverse methods of presentation) allows students to focus on moments that will help them program their future." In training with perceptual material, the author concludes that it is necessary to present a specific situation before students listen to the text, depending on which perception is passive or active, which contributes to the successful operation of memory.

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Listening is a receptive activity, and mastering receptive activities is the main condition for the development of production skills and, first of all, speech. Therefore, the conclusion about the need for special, targeted training in listening as an independent type of speech activity is clear. The problem of teaching to understand the original speech by ear is one of the most important aspects of teaching communication in a foreign language, therefore, it is extremely important to develop and develop listening teaching technologies that meet the requirements of the time.

#### **Experimental technology**

One of the requirements of the program for the level of preparation of the English language of elementary school students is the ability to hear the speech of the teacher, classmates, the content of small texts containing the studied vocabulary based on visual clarity. And the teacher sets himself the task of finding such methods and methods that ensure the success of the child in teaching listening. The teacher should not be limited in his work on the independent processing of materials for the lesson through educational and methodological complexes. Having mastered the methodological goal of the manual, the teacher tries to use various non-standard listening tasks, in which students develop language skills, master the language as a means of communication.

Listening is a very difficult type of speech activity, so when choosing material, the teacher should consider the following points:

- age of students;
- vocabulary;
- level of language proficiency;
- student interests;
- natural speech;
- sound recording quality.

Methodists Filatov V.M., Galskova N.D. divided listening exercises into preparatory and speech processes. The system of educational and preparatory exercises should be aimed at the perception and recognition of sounds, sound combinations, words, phrases, intonation, and the grammatical form of the word. Speaking exercises help to develop comprehension skills.

**In conclusion**, it can be said that the level of remembering the information heard through one's ears is higher than that of remembering what one sees through one's eyes. Therefore, the knowledge you are teaching and learning is more effective if you learn it by listening. We face many difficulties in learning a foreign language. For example, learning and pronouncing new words and being able to use them in everyday life is one of the important issues. Instead of reading a new foreign word ten, twenty, thirty times, if the learner repeats the word out loud five times, or it is enough to listen to movies, cartoons, songs with that word. The more you listen, the easier it is to learn and the more fluent your words will be.

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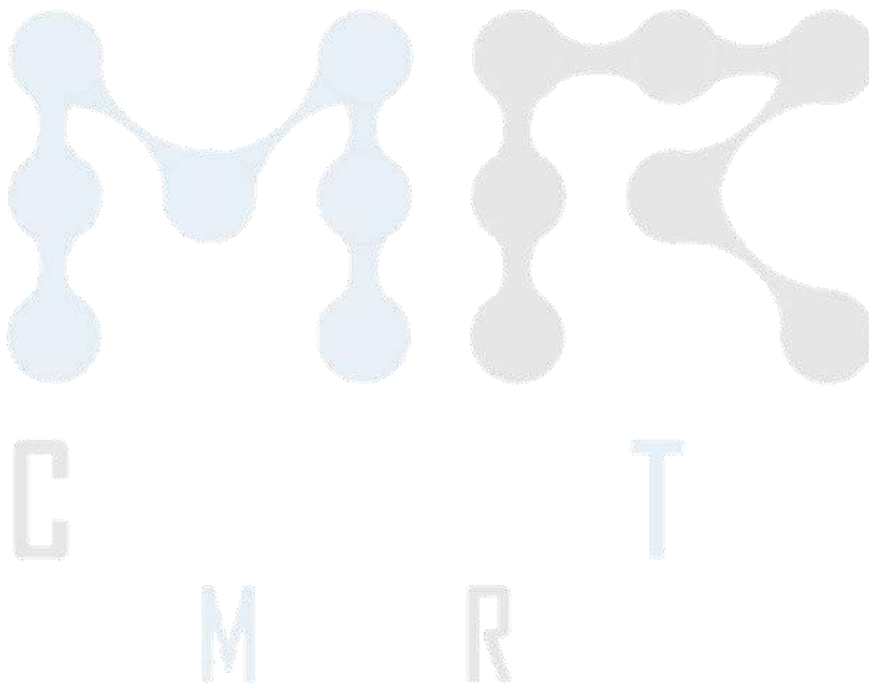
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THE ROLE AND IMPORTANCE OF DICTIONARIES IN THE  
METHODOLOGY OF TEACHING ENGLISH

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**Annotation:** Today, cutting-edge pedagogical technologies are regarded as the most efficient teaching aids. This article discusses contemporary strategies for learning English as well as the efficacy and retention strategies for dictionaries.

**Key words:** English language teaching, methods, dictionaries, listening, speaking, writing, reading, vocabulary.

After the independence of our country, interest in teaching foreign languages increased, creating many opportunities for young people. After that, it is well known that dictionaries have been shown to be more significant and effective in research on the methods of teaching a foreign language. When English classrooms are structured around dictionaries, learning occurs between students and teachers, and student-student collaboration is practiced. Including other techniques, vocabulary-based teaching is the most active approach to education, giving students the chance to develop information, skills, and competencies including quick exposure, autonomous thought, working on oneself, better vocabulary, critical thinking, and creativity. The foundation of the interactive class is student interaction.

A dictionary usually helps the learner with pronunciation, spelling, and the context in which a word is found and used. Many dictionaries also describe idioms, special phrases, phrasal verbs and compound words - thus providing a lot of help. The use of a dictionary is crucial for the language learner. The efficiency of English teaching is increased by the use of dictionaries. The primary requirements for acquiring vocabulary are: casual talks, the ability to freely express and express the educational information, a low number of lectures, but a high number of seminars. Many students take the initiative to create opportunities for students to demonstrate their skills, assign work to work in small groups, large groups, class teams, learn a lot of new vocabulary, engage in free communication, complete written work, and other methods. These methods are particularly important in increasing the effectiveness of educational activities.

The way students use dictionaries is crucial for the development of their language abilities, including speaking, writing, listening, and reading. It is crucial to include students in language acquisition throughout the session, to direct students to the targeted use of English, and to promote natural speaking in a dynamic communicative context. In addition, Dictionaries develop learner autonomy. They are a handy resource for researching different meanings, collocations, examples of use and standard pronunciation. If students know how to use them effectively, there are hundreds of hours of self-guided study to be had with a good dictionary.

In the pursuit of acquiring proficiency in the English language, there exist several techniques that can be employed. However, the effective utilization of at least one method is undoubtedly a complex process. It is therefore difficult to ascertain which method is most intricate or beneficial for educators. Nonetheless, the use of vocabulary is of utmost importance in the acquisition of the English language, as it is impossible to attain proficiency without a sound knowledge of dictionaries. It is our belief that the optimal method and approach for teaching English is one that is objective and based on the quality and structure of classroom activities, rather than a selective approach that only serves to aid students and enhance the effectiveness of the learning environment. The classroom environment should possess meaningful characteristics such

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as diversity and adaptability. The criteria for organizing interactive lessons and lessons in the teaching of English is the chain of modern pedagogical technologies, dictionaries, strategies, methods, and principles, and the potential for curiosity develops sufficiently as a result. As a result, the characteristics of positivity in the potential of cooperation methods are duly perfected.

A teacher's choice of training not only enhances but also increases the learner's reproducibility, which represents the goal of being one step ahead of the teacher's goals. Modern English strengthens the teaching strategy and broadens the principles of experience. Increasing the student's vocabulary is focused on concretizing the goals and tasks of each principle and ensuring consistency.

Based on the aforementioned considerations, it appears that using dictionaries provides a variety of benefits while teaching foreign languages. Modern pedagogical technologies and methodologies in each lesson in the process of teaching English on the basis of dictionaries productive usage encourages readers to independent and free thinking, search, serious about every problem helps to build their approach, interest in learning, and helps to open their minds to new ideas. If the instructor is able to set up cooperative exercises amongst the students, they can both come out on top.

**In conclusion**, each of the aforementioned intentional teaching techniques aids in the development of some of the students' skills. For instance, memorizing dictionaries can help students translate English terms accurately instructs in creative thinking, translation, and analytical techniques.

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**LEGAL SERVICES FOR COLLECTION OF EXPENSES: PROBLEMS AND PROPOSALS**

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**Annotation:** This article discusses the issues related to the recovery of costs for legal services, and a comparative analysis of the issues of recovery of fees for legal services by the economic court. Also, the experience of foreign countries on charging fees for legal services was studied, and certain suggestions were made for the national legislation.

**Keywords:** economic court, legal service, representation, law, lawyer, costs, charging fees, national legislation.

**Introduction:** The activity of the courts is aimed at ensuring the right of the persons participating in the case to protect their rights and legal interests in any way provided for in the Code of Economic Procedure. One of the methods of protection of civil rights is to protect one's own rights, but in most cases, this method of protection is carried out by using the services of representatives and lawyers. This requires certain expenses. The introduction of the institution of reimbursement of costs incurred for representation serves to fulfill the tasks of the state, such as protection of violated or conflicting rights of enterprises, institutions, organizations and citizens in the field of economy and prevention of violations. In practice, various issues arise regarding the application of the institution of reimbursement of expenses incurred for representation. The courts, based on the gaps in the legislation, have to independently interpret the norms of the law in one or another case. This sometimes leads to the formation of conflicting court practices on one issue.

Payments made for the assistance of an economic procedural legal representative are not assessed as court costs. That is, according to Article 116 of the Code of Economic Procedure, Court expenses consist of postal expenses related to sending court notices and court documents, expenses related to court-ordered expert examination, summoning of witnesses, on-site examination of evidence, expenses related to conducting the court session in the video conference mode, as well as other expenses related to the hearing of the case [1].

Article 136 of the Civil Procedure Code is called reimbursement of expenses incurred for the assistance of a representative, and it is provided that the court shall recover reasonable amounts of the expenses incurred for the assistance of the representative from the other party in favor of the party in whose favor the decision was made [2].

Article 110 of the Arbitration Procedural Code of the Russian Federation also strengthens the rule provided for in the above-mentioned civil procedural legislation. In the decision of the Supreme Arbitration Court of the Russian Federation dated December 21, 2004, it was recommended to assess the reasonableness of the cost to the representative, taking into account the complexity and size of the case, the application of foreign legislation and the need to demand evidence, the time spent on preparing materials [3].

In accordance with the Code of Civil Procedure of Kazakhstan and the Code of Arbitration Procedure of the Russian Federation, expenses related to the hiring of representatives are included in the category of court costs.

In the USA and Japan, unless otherwise stipulated in the contract, regardless of which party the court decision was issued in favor of, each party shall bear the expenses incurred for the assistance of the representative.



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In Russia, Kazakhstan, Moldova, Belarus and the United Kingdom, if the decision is made in favor of the party, the court will recover from the other party reasonable amounts of expenses incurred for the assistance of the representative.

In France, Belgium, the Netherlands, Italy, Spain, Poland and Hungary, such costs are recovered from the party in favor of which the decision was made, but the amount recovered does not depend on the amount of the fee paid to the representative. In such a case, only the part of the cost that is proven to be spent on the representative and necessary will be recovered.

In Germany, Sweden and Denmark, the amount of recovery of expenses incurred by the representative is determined by law.

The recovery of expenses incurred by the plaintiff for representation in court on behalf of the defendant is one of the factors that prompts the defendant to take measures to resolve the dispute before the court, and in the future, under the influence of the risk for the defendant, he will try to solve the case without bringing it to court and fulfill his obligations.

In this case, different practices have been formed in the courts in determining reasonable amounts of costs for the assistance of the representative and evaluating them. There are two different approaches by experts regarding the nature of these costs. Some consider that it should be rejected because the Economic Procedure Code does not provide for the collection of expenses for the representative and that it should not be collected as damages based on Articles 14, 1023 of the Civil Code, since it is not directly related to the restoration of the violated right, others consider it as damage aimed at restoring the directly violated right and find it expedient to collect [4, 5].

It will be necessary to study the issue of implementing the norms of civil procedural legislation aimed at regulating these relations into economic procedural legislation or their unification. Accordingly, it is necessary to pay attention to the following aspects that may arise in practice when creating legal norms related to legal services.

There is a rule that says "Your immunity ends when the independence of another person begins." Therefore, every person should take into account that he does not affect the rights and legal interests of another person when using the representative service. Let's say, when the claimant informs the defendant and there is an opportunity to resolve the conflicting legal relationship, if a claim is presented to the court, in this case, to what extent is it correct to recover the costs incurred for the representative?

In addition, if the plaintiff wants to exercise his rights through the representation of several persons to participate in the case, this is not prohibited in the legislation. In such a case, the costs to be recovered from the defendant are evaluated based on what criteria? Can this situation be assessed as an unreasonable expense by the court? The level of fees for legal services is one of the problems in the evaluation of the interest to be protected.

In our opinion, we believe that it is appropriate to take into account the standard of expenses for a business trip specified in regulatory legal documents, transport service costs, the time required for the preparation of documents submitted to the court by a qualified specialist, the amount of fees paid for lawyers in a similar case in the same area, the price of legal services provided by statistical authorities, the duration and complexity of the case. A person who claims the amount of reasonable expenses should prove it in accordance with Article 68 of the Code of Economic Procedure [6].

Since the range of reasonable costs is related to evaluation, it is not possible to develop criteria for application in one or another category of work. In each case, the court can make an

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assessment based on the situation of the case, its complexity and the duration of the trial. Because, whichever party the decision was made in favor of, the court will charge the other party for the costs of the representative's assistance in reasonable amounts to prevent unjustified increase of expenses for the representative.

If the defendant does not object to the requested representation fees, the right of the court to reduce the amount of the requested damages is considered controversial. In our opinion, the court can take measures to reduce representation expenses in order to maintain the balance between the persons participating in the case. Another case is the issue of recovery of costs for legal services that are higher than the amount of the claim. Such actions of the representative-lawyer are not prohibited by the legislation, besides, the legislation does not provide for a proportionality between the expenses for the representation and the amount of the claim, for example, if the amount of the claim is 5,000,000 soums, the amount of expenses incurred for the representation is 8,000,000 soums.

The plaintiff's withdrawal of the claim due to the satisfaction of the defendant's demands does not serve as a basis for rejecting the plaintiff's claim for the recovery of expenses incurred for the representation. In practice, taking into account the volume and complexity of cases, organizations also conclude contracts on providing legal assistance with other persons, regardless of the position of a lawyer in the state. In turn, the organization may hire a lawyer based on the legal service contract in order to avoid paying the fee to the temporary lawyer and to collect representation expenses in the future, abusing its rights. However, the legislation does not exclude the conclusion of such an agreement, but the existence of legal ways to abuse the legal framework and expenses incurred for the representation causes the following debates:

**Firstly**, if the claim is partially satisfied, does the claimant retain the right to full recovery of legal fees?

In our opinion, the costs incurred for legal services are characterized by immediacy, which means that they are not related to the size of the satisfied main claims.

**Secondly**, in the process of enforcement of court costs, debt collectors use the services of lawyers, which means that the costs of legal services can be assessed as damages aimed at restoring their rights.

**Thirdly**, in accordance with the requirements of the Code of Economic Procedure, if it is determined that the claims were filed by a person who should not be responsible for the case, the defendant will be replaced with the appropriate defendant. In this case, the first defendant can pay the costs associated with coming to court and hire lawyers. In this case, the demands of the first defendant to recover expenses related to this case are considered reasonable.

**Fourthly**, in some cases, being a lawyer of the plaintiff working on the basis of an employment contract for legal services, they use the services of an attorney to participate in them. The fact that this situation is a reason for rejecting the demand of the claimant to recover these costs as damages is also controversial.

**Fifthly**, according to Article 48 of the Code of Economic Procedure, third parties who do not file an independent claim in relation to the subject of the dispute, before the court of first instance makes a decision, if the case may affect the rights or obligations of one of the parties of these persons, may start work on the side of the plaintiff or the defendant. They can also be involved in the case at the request of the party or at the initiative of the court [7].

Third parties who do not file independent claims against the subject of the dispute shall use the party's procedural rights and assume its procedural obligations. Except for the right to

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change the basis or subject of the claim, increase or decrease the amount of claim, withdraw from the claim, recognize the claim or enter into a settlement agreement or mediation agreement, submit a counterclaim, demand the mandatory execution of a court document.

In this case, the right of third parties to use legal services and to reimburse them for the expenses incurred for their participation in the court session on his behalf is not limited by law, because third parties who do not file an independent claim in relation to the subject of the dispute use the party's procedural rights and assume its procedural obligations. Accordingly, third parties also have the right to recover these costs in the future.

**Sixthly**, according to Article 75 of the Law "On the Execution of Court Documents and Documents of Other Bodies", in the bailiffs' deposit account, the funds spent on the organization and execution of enforcement documents, as well as the funds of the parties and other persons participating in the enforcement proceedings, are the costs of enforcement actions [8]. Implementation costs include:

- funds spent on transportation, storage and sale of the debtor's property;
- funds spent on payment of fees to translators, specialists and other persons invited to perform executive actions in accordance with the established procedure;
- funds spent on transferring (sending) collected amounts to the collector by mail;
- funds spent on searching for the debtor, his property or a child taken from the debtor by court decision;
- funds spent on other necessary expenses incurred during the execution of the executive document.

The costs of implementation of executive actions must be confirmed by documents. Can the costs incurred by the collector for representation in the course of enforcement actions be the basis for subsequent collection from the account of the defendant? In our view, there are sufficient grounds for an award of representation costs.

**Seventhly**, if procedural legal succession is allowed as a result of waiving the claim in favor of another person in the process of considering the case in court, will the claim for recovery of costs for legal services be transferred to the heir?

According to Article 46 of the Code of Economic Procedure, in cases where one of the parties leaves the legal relationship determined by a dispute or court document (in the case of reorganization of a legal entity, waiver of the right to claim in favor of another person, transfer of debt to another person, death of a citizen and other cases of change of persons in obligations), the court replaces this party with his legal successor [9].

In our opinion, the legal successor has the right to recover the costs of legal services after the decision of the court is passed.

**Conclusion:** In conclusion, we can say that the issue of compensation for legal services in economic courts requires appropriate amendments to the normative legal documents and clarifications regarding the compensation of these expenses in the relevant Plenum decisions of the Supreme Court. Also, in order to achieve a uniform approach to the above-mentioned issue, it would be appropriate to take these circumstances into account in the process of improving the economic processual legislation.



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**Магистр права**

**Аннотация:** Узбекистан предпринял значительные шаги по улучшению положения женщин в сфере труда, однако, гендерные различия все еще сохраняются. Проблема предотвращения дискриминации в трудовых отношениях в различных ее аспектах является на сегодняшний день одной из самых актуальных в науке трудового права не только в нашей республике, но и многих зарубежных стран. Гендерно-справедливое социально-экономическое развитие требует содействия обеспечению достойного труда и социальной защиты для всех, а также устранения гендерных предубеждений в законах, политике, институтах и практике. Цель исследования в раскрытии содержания и комплексном анализе правового закрепления запрета дискриминации как одного из основных принципов правового регулирования трудовых и иных непосредственно связанных с ними отношений. Объектом является совокупность общественных отношений, складывающихся в сфере труда в связи с реализацией принципа запрета дискриминации.

**Ключевые слова:** дискриминация, гендерное равенство, трудовые отношения, трудовое право, равноправие, пол, раса, социальное происхождение, имущественное положение, семейные обязанности.

Равноправие - это основа любого демократического государства. Оно закреплено в международных актах, национальных конституциях и законах. Однако, несмотря на существенный прогресс, почти во всем мире существует неравенство между мужчинами и женщинами. Дискриминация - это неравное обращение с равными, основанное на каком-либо признаке, например, расе, поле, возрасте. Признаки, по которым возможна дискриминация, неизменно расширяются и на современном этапе. Приведенный перечень можно дополнить также следующими: религия, политические взгляды, социальное происхождение, имущественное положение, инвалидность, сексуальная ориентация, наличие семейных обязанностей, принадлежность к малым народностям и т.д. Во многих странах, реализация принципа равноправия или отсутствия дискриминации гарантирована, прежде всего, национальной конституцией, в которую часто входит общее положение о равноправии, заключающееся в том, что все граждане имеют право на равное обращение; все чаще, современные конституции включают положения о равноправии в области труда и занятости. Более того, многие новые законы в сфере труда включают вводную главу о фундаментальных принципах, в которой содержится общее положение о равном обращении и равных возможностях в области труда и занятости, а также более конкретные положения в отношении таких принципов, как равная оплата труда.

Дискриминация по половому признаку в труде — это предвзятое отношение к кому-либо (соискателю или работнику) на основании полового признака данного лица, включая половую ориентацию, гендерную идентичность или беременность. Законодательство запрещает дискриминацию в любом аспекте трудовой деятельности:

наем, увольнение, оплата труда, распределение работы, повышение в должности, временное увольнение, профессиональная подготовка, дополнительные выплаты и любые другие условия занятости. Дискриминация в сфере труда ведет к нарушениям трудовых прав и свобод граждан, унижает честь и достоинство работников по признакам пола, социального происхождения, независимо от их заслуг и требований к данной работе. А это в свою очередь развращает сознание работников, создает напряженность в сфере трудовых отношений питает враждебность одних групп работников в отношении других.

Вполне логично и обоснованно, что принцип равноправия, являющийся одним из базовых постулатов концепции правового государства, нашел свое закрепление на самом высоком из возможных в рамках отечественной национально-правовой системы юридическом уровне, т. е. отражен в конституции нашей страны. Причем буквальный анализ текста нашей конституции показывает, что свое действие он распространяет и на сферу трудовых правоотношений. Трудовой кодекс Республики Узбекистан выделяет следующие основания дискриминации в сфере труда: пол, возраст, раса, национальность, язык, социальное происхождение, имущественное и должностное положение, отношение к религии, убеждения, принадлежность к общественным объединениям. Таким образом, перечень обстоятельств, влияющих на неравенство прав в сфере труда является открытым, однако данные обстоятельства не должны быть связаны с деловыми качествами работника. Под деловыми качествами работника следует понимать, способности физического лица выполнять определенную трудовую функцию с учетом имеющихся у него профессионально-квалификационных качеств (например, наличие определенной профессии, специальности, квалификации), личностных качеств работника (например, состояние здоровья, наличие определенного уровня образования, опыт работы по данной специальности, в данной отрасли).

В первые десятилетия двадцатого века женщины считались по сравнению с мужчинами слабыми и уязвимыми, как физически, так и по положению в обществе, и по этой причине не приспособленными к некоторым формам труда, в частности к любому виду деятельности, который может угрожать их здоровью и особенно детородной функции. Именно поэтому стандарты, касающиеся отпуска и пособий по беременности и родам, были одними из первых инструментов, принятых Международной организацией труда (далее МОТ). В начале 1950-х годов приоритеты изменились и акцент был перенесен на обеспечение равенства между мужчинами и женщинами в сфере труда и в выплате вознаграждения. В 1951 году Конвенция №100 заложила руководящие принципы равного вознаграждения за труд равной ценности независимо от пола. Принцип, лежащий в основе Конвенции N 100, может привести к улучшению такой ситуации, так как с его помощью устанавливаются равные условия для мужчин и женщин, а также указывается направление работы для осуществления конкретного равноправия в такой важной области как вознаграждение за предоставленные услуги или выполненную работу.

Ни в одной другой сфере дискриминация по половому признаку не воспринимается так остро, как в сфере труда, так как именно в данной сфере человек



имеет возможность реализовать свои способности и обеспечить необходимый уровень жизни себе и своей семье. В большинстве случаев мужчины занимают в трудовых отношениях более выгодное положение, нежели женщины. Такое положение дел имеет достаточно глубокие исторические корни, ведь с дискриминацией женщины вынуждены мириться на протяжении многих веков, если не тысячелетий. В течение практически всей истории человеческой цивилизации они зарабатывали гораздо меньше мужчин, их собственность значительно меньше той, что принадлежит мужчинам, а следовательно, женский контроль над производством и капиталом существенно ограничен. Происходит все это в условиях, когда женщины должны нести двойную ответственность, выступая и в качестве рабочей силы, и как лица, осуществляющего уход за детьми, престарелыми и больными родственниками. Хотя женский труд и использовался с высокой степенью интенсивности на протяжении многих веков, но его оценка в обществе была и во многом остается невысокой. Оплата труда женщин по более низкой ставке в сравнении с мужчинами, за выполнение равнозначной работы является типичной чертой такого рода дискриминации даже в современном мире труда. Разница в оплате мужчин и женщин с равными уровнями квалификации часто происходит потому, что женщины чаще предпочитают работать в тех областях деятельности, которые меньше оплачиваются, даже если работа имеет равнозначную ценность. Основой для нее служат утвердившиеся в среде представителей многонационального народа Республики Узбекистан представления о гендерном разделении труда. Подобные догматы получили распространение не только у работодателей, но даже и среди самих женщин, воспитанных на примерах своих матерей. Помимо этого, различия, влияющие на развитие карьеры женщин, обычно отражают трудности совмещения работы и материнства или других семейных обязанностей.

Несмотря на прогресс в трудовой сфере современное состояние отечественного рынка труда свидетельствует, что в современных условиях дискриминации по гендерному признаку остается одной из наиболее остро стоящих проблем. Защита и продвижение прав трудящихся женщин всегда была неотъемлемой частью трудового законодательства нашей страны. Вопросы труда женщин до и после родов рассматривается в отдельном разделе Трудового кодекса Республики Узбекистан. Охрана материнства остается ключевым вопросом в продвижении гендерного равенства. Экономическая активность наших женщин на рынке труда начинается обычно в возрасте 30 лет. Причиной является то, что средний возраст вступления в брак составляет 22,3 года, после как минимум 2 года декретного отпуска. Далее женщины выходя на работу, через короткое время уходят на повторный декретный отпуск. Таким образом, уже в почти в возрасте 30 лет женщины осознанно начинают заниматься карьерным ростом. Частые декретные отпуска и больничные, в связи с состоянием здоровья детей, снижают привлекательность женщин среди работодателей как потенциального работника. Плюсы мужчин как потенциального работника заключаются в том, что они не уходят на декретный отпуск (даже при наличии законного права выхода на декретный отпуск), могут задержаться на работе, нет преград при отправке на командировку в другие регионы. Низкая экономическая

активность наших женщин в первую очередь связана с тем, что они полностью заняты и отвечают за ведение домашнего хозяйства и по уходу за детьми. Тяжелая ноша домашнего труда препятствует построению карьеры наших женщин. Следует заметить, в традициях Узбекистана принято считать, что основная задача женщины — заниматься домом и детьми. Многие женщины принимают решение сидеть дома в связи с воспитанием детей, поэтому теряют свои профессиональные навыки. С июля 2017 года минимальный возраст для приёма детей в детские дошкольные учреждения составляет 3 года. Это означает, что у большинства женщин выпадают минимум три года из профессионального опыта. Законодательно мужчина также может брать отпуск по уходу за ребенком, но на деле этого не происходит. Согласно традициям населения Узбекистана в семье мужчина зарабатывает деньги, а женщина занимается домашними делами и детьми. Допустим, женщина и мужчина одновременно поступили на работу на одинаковую должность с одинаковой зарплатой. Если женщина родит и уйдёт в отпуск по уходу за ребёнком, у мужчины будет преимущество в профессиональном росте и продвижении по карьерной лестнице. Также нужно помнить о режиме работы детских садов: большинство из них работают до 18:00. Чтобы успеть забрать ребёнка, женщина вынуждена отпрашиваться с работы пораньше или искать варианты (договариваться с соседями, с кем-то из родителей, персоналом сада, родственниками). Мужчины в большинстве случаев от этой нагрузки освобождены. Неудивительно, что многие женщины принимают решение сидеть дома и теряют свои профессиональные навыки. С точки зрения работодателей женщина — менее ценный актив, потому что, согласно гендерным установкам, на первом месте для неё всегда будет семья, а не профессиональный рост и личные интересы. Большинство работающих женщин посвящают себя неоплачиваемой работе по уходу за детьми и домашним хозяйством, в то время как большинство работающих мужчин получают вознаграждение. Некоторые гендерные предубеждения могут нарушать принцип равенства возможностей и обращения в области труда и занятости. Государственная политика придает главное значение институту семьи. Преобладает мнение, что неоплачиваемая работа по уходу за детьми и домашним хозяйством является исключительно обязанностью женщин, даже если они работают полный рабочий день, что создают для них двойное бремя. Кроме того, непродуманная «защита интересов женщин» им только вредит. Особенно тогда, когда расходы по «защите» перекладываются на чужие плечи. Так в Узбекистане ответственность за выплату декретных пособий возложена частично на работодателей, хотя это обязанность государства. Как следствие, работодатели не охотно принимают молодых женщин на работу, опасаясь, что они могут уйти в декрет.

Все вышеперечисленное свидетельствует о гендерном неравенстве как в обществе, так и на рынке труда страны. Женщины в Узбекистане чаще работают в государственном секторе, который, как правило, предлагает более стабильную работу и благоприятные условия. Отраслевая структура женской занятости характеризуется тем, что женщины в основном трудятся в сферах с низкой оплатой труда и более короткими рабочим временем. Это такие отрасли, как образование, здравоохранение и в целом, социальная сфера. Это и является причиной разрыва между оплатой труда

мужчин и женщин. Именно в отраслях социальной сферы наблюдаются самые низкие заработные платы. При этом, в высокооплачиваемых сферах (IT-сфера и финансовый сектор) работают в основном мужчины.

Как отмечают эксперты, сами женщины подвержены гендерным стереотипам не меньше, чем мужчины, передавая их своим детям. Кроме того, только немногие женщины знают о своих законных правах и свободах. Проблема заключается также и в том, что в Узбекистане отсутствует традиция независимого активизма женщин, и в том, что большинство женщин нашей республики подчиняются социальным и семейным структурам власти, запрещающим им бороться за свои законные права.

Защита от дискриминации в сфере труда может осуществляться в различных формах, как самостоятельными действиями, так и через обращение за защитой в компетентные органы, в частности, в суд. Но, для того чтобы защищать свои права, и стать полноправным членом трудовых отношений женщины сами должны отказаться от устаревших стереотипов. С гендерными стереотипами, а также с нарушениями прав и свобод женщин надо бороться через школьные программы, пропаганду, личные примеры, специальные проекты, защищающие гендерное равенство и пресекающие любые формы гендерной дискриминации. Но в реальности такого рода культурные стереотипы преодолеваются весьма медленно. Надо запастись терпением и много работать, в том числе ломая существующие стереотипы у самих женщин.

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*INTERNAL AND FOREIGN POLICY OF THE UNITED STATES OF AMERICA*

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**Abstract:** This article provides an overview of the division of foreign policy powers in the United States between the executive branch and Congress. It outlines the roles and responsibilities of each branch, highlighting their interdependent relationship in the policymaking process. While the president is responsible for responding to foreign events, developing legislative proposals, and negotiating international treaties, Congress plays a role in setting duties and tariffs on foreign exports and imports, regulating trade and immigration, and adopting or modifying policies proposed by the executive branch. The article concludes that despite the president's reliance on the National Security Council, the State Department plays a pivotal role in making foreign policy decisions and developing policy for each region of the world. Overall, this article provides a helpful introduction to the complex nature of US foreign policy.

**Keywords :** foreign policy, history and development, United States Constitution, President and Congress, checks and balances, executive and legislature, make or change foreign policy, response to foreign events, legislative proposals, international treaties, policy statements, independent action, duties and tariffs, regulating trade and immigration, National Security Council, secretary of state, State Department, US Foreign Service.

**Introduction.** There will be no governance without politics. To control, there must be a direction of action, that is, a set of rules for those who are controlled. Public policy is primarily guidelines that reflect the government's intentions towards its people. Foreign policy affects the ideas we value, the products we buy, the well-being of friends and family abroad, and even gives us the luxury of feeling safe within our borders. The United States has a special role abroad, that is, what its diplomats have achieved abroad promotes American economic interests and increases national security. By the way, the main purpose of this article is to describe how American foreign policy is being implemented and implemented today.

**Research Methodology.** In the article, research methods such as on-site study of the preserved part of the dam, monitoring of its current state, classification and systematization, natural research, photo fixation, analysis and scientific generalization of collected materials, drawing conclusions are used.

**Analysis and results.** The nature of the topic gives us the freedom to briefly discuss its history and progress, taking into account how these policies affect the world after implementation. The United States Constitution distributes foreign policy between the president and Congress, observing control and balance. The executive and legislative branches often play a variety of related roles. Both branches have the potential to create or change foreign policy, and their interaction continues in the process of creating that policy. The executive branch is responsible for responding to foreign events, developing proposals for legislation, negotiating international treaties, developing political statements, implementing and carrying out independent actions. Congress can always support the president's approach or seek to change it. In the independent presidential movement, however,

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it can be very difficult to change policies in the short term. However, in the case of a bill or international treaties, Congress has a decisive vote. On the other hand, Congress plays a role in American foreign policy by imposing duties and tariffs on foreign exports and imports, and regulating trade and immigration.

**Conclusion/Recommendations.** In conclusion, the United States chooses countries that are more beneficial to itself, votes for foreign assistance and sets a defense budget. Nevertheless, Congress is usually in the role of adopting, amending or rejecting policies proposed by the executive branch. In shaping U.S. foreign policy, the president relies on the advice of the National Security Council. This group is formed by the vice president, the secretary of state, the secretary of Defense, the head of the CIA and the country's Supreme Military Advisor. The secretary of state often represents the president abroad. The State Department implements foreign policy decisions and helps develop foreign policy for each region of the world. The United States foreign service (or diplomatic corps) is also attached to the State Department.

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**Abstract.** The article considers the issue of attaining prospective management of each enterprise in the development of business structures as a component of the management of our country's development strategy. In this instance, the need to define a strategy and act accordingly was interpreted as a trend in the formation of private business structures associated with the growth of market relations in the country.

**Key words:** management, market economy, entrepreneurship, necessity, strategic management, planning, risk.

**INTRODUCTION:** It is well known that in order to expedite the reforms being implemented in our country, it is crucial to cultivate entrepreneurship comprehensively in the economy. One of the tasks related to the development of entrepreneurship outlined in the "New Development Strategy of Uzbekistan" is "integration of small businesses into the international community, increase and diversification of export potential, reform of the marketing system, improvement of innovative and strategic management, export of products to foreign markets, and active promotion of national brands abroad." The value of "push" is 1.151. "Rapid development of the activities of entrepreneurs is the most important guarantee of the development of our society and our prosperous way of life, as well as the most important guarantee of the stable growth of our economy" [2.68]. The new stage of entrepreneurship in our country is a new, civilized stage of entrepreneurial activity in the independent Republic of Uzbekistan, which is characterized by a process of enthusiasm, following the lead of the world's most developed nations. The development of the business climate in Uzbekistan is a distinct indication of this. In order to achieve the desired economic growth, it would be prudent for an entrepreneur operating in our country today to acquire a comprehensive understanding of the substance of strategic management of businesses. It aids the modern entrepreneur in acquiring the theoretical and practical skills that are fundamental not only to his own but also to social development. Literature review on the topic. In our scientific research, we theorized on the basis of the historical decisions of our nation's leader aiming at the comprehensive development of entrepreneurship, delineating the country's development strategy, and putting market economy principles into practice [1–4].

We organized the scientific perspectives on the subject as follows: In the works of foreign scholars R.S. Kaplan and D.P. Norton, the primary emphasis is placed on assessing the enterprise's and organization's strategic management systems' effectiveness [5]. [6] According to I. Ansoff, the appraisal of the enterprise's prospects and the factors influencing them are examined within the strategic management system. In M. Porter's opinion, the role and process of innovation in the development of companies and the issues surrounding the attainment of competitive advantage are investigated [7]. G.Sh.Khonkeldieva highlighted solutions to management issues by evaluating organizational-economic indicators and increasing the economic efficiency of businesses [8]. R.R. Abduraupov investigated the improvement of the economic activity management mechanisms of foreign-invested enterprises in our country [9].



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In contrast to the aforementioned scientific views, B.V. Nasimov, in the context of contemporary globalization and democratic market reforms, systematically emphasizes the evaluation of the factors affecting the improvement of the enterprise's efficiency and the development of its economic activity in the strategic management system [10]; Nodirkhanov J.N., Theoretical foundations of strategic management of small businesses and entrepreneurial enterprises. We did not, however, discover in the scientific literature the opinion that the strategic management of each business enterprise is a requirement and a component of the management of our country's development strategy.

#### RESEARCH MATERIALS AND METHODOLOGY

In this article, we examined the administration of business enterprises from a historical, economic, logical, deterministic, and discourse analysis perspective. In addition, scientific abstraction and systematic analysis were employed in the conduct of research.

#### RESEARCH RESULTS

Historically, we are all aware that any labor activity, whether large or small, whether in the manufacturing or service sector, requires varying degrees of management. In other words, the process of continuous creation of material commodities requires some level of management in order to guarantee the development of human society. Consequently, even in small organizations, labor activities performed by two or more individuals are governed by management. Nonetheless, in order to control an object, the controller must be aware of its properties. According to the national encyclopedia of Uzbekistan, management (in economics) is the process of regulating and directing the state of the economic system of an economic object; it also refers to the conscious, purposeful influence of subjects, agencies, and economic objects in order to direct their activities and achieve the desired outcomes [13]. During the course of his activities, an entrepreneur must manage a team, a brigade, a workshop, or a department, as well as the enterprise as a whole.

Therefore, the entrepreneur-leader must understand the industry's particulars in order to manage the labor force. These include: the structure of production and technological processes; the material and moral aspects of the use of human resources; the continuity and efficiency of the use of financial resources; knowledge of how to constantly ensure the management structure and its optimality; specific necessary and organizational aspects of business activity and anticipated risks; constant consideration of the fiscal policy of the country in which business is conducted, etc. Profit is therefore the objective of an entrepreneur when establishing a business. This is due to this businessman's wisdom or philosophical views. Thus, every entrepreneur who establishes a new business endeavors to generate a profit, although not everyone knows how. However, an enterprising individual or group endowed with a novel concept differs from others in that they have a comprehensive understanding of profitable avenues. Through extensive research, they are able to determine with greater precision which sector, industry, activity, or geographical region tends to attract investment today. Nonetheless, any ambitious entrepreneur aspires not only to attain the average profit rate in market competition but also to earn more profit. Consequently, such motivation encourages the entrepreneur to attain superiority in any competition. It surely does not occur naturally. This ambition, the intended objective, necessitates knowledge, experience, and high-level skills from the entrepreneur, and this circumstance creates the entrepreneur's inner experiences, plans, and

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objectives with the necessary precision. This information ultimately influences the entrepreneur's future plans.

In other words, the entrepreneur is opposed to the need for prospective planning in the enterprise's activities and, consequently, the obligation to create it. In this manner, the entrepreneur has a flawless long-term plan for the expansion of his business. Now that it is necessary to implement this long-term, profitable plan, the question of how to do so naturally arises. We believe that such a circumstance necessitates strategic management of the enterprise and the pursuit of a transparent mechanism for its operation. This circumstance, however, necessitates strategic management based on the requirements of economic laws governing market relations. So, what is a "strategy" exactly? As is common knowledge, the issues surrounding the use of this term in circulation are discussed in ER 480 and 221. In the history of ancient China, it was conveyed in the commander Sun Tzu's book "The Art of Strategy." The term "strategy" is derived from the Greek word "strategos," which means "leadership" or "the art of the general." It still refers to the military commander's ability to organize military operations. Nonetheless, "priority" enabled Alexander the Great to conquer the world. Consequently, the strategy has earned him a global reputation.

Consequently, if we focus on the original meaning, "Priority" is a profound, comprehensively developed complex, a plan, which is the accomplishment of the enterprise's primary task and the attainment of its objectives. It is important to note that we do not believe it is necessary to recall the various scientific approaches to defining Strategic Management [see p. 11.80] at this time.

Hence, the strategy is a planning policy in the most fundamental sense (on the path to the intended objective). From the perspective of an enterprise operating in a market economy as well as the military, strategy refers to the direction of action and the discipline of guiding toward the achievement of an objective. Therefore, strategy is the time to direct the goal's implementation. In other words, when making a decision for each process situation, it is necessary to identify the most significant issues and orientations in the development of particular actions, as well as the optimal mechanism for their implementation.

Strategic management is the management of a business firm in such a way that it relies on human potential, focuses production activities on consumer demand, makes rapid adaptations and timely changes in the organization, and, over the long term, maintains its goals and achieves the desired outcome. In other terms, strategic management-the strategic management of small businesses and business entities-is a set of actions that represent the measures intended to achieve the enterprise's or organization's long-term objective.

These factors pertain to the scope of microeconomics (enterprise) in a market-based economy. So, let's assume that the majority of businesses in our nation have implemented strategic management and are pursuing their objectives. What will occur if this strategic management process is implemented on a national scale? Apparently, the answer to this question is straightforward. If every target firm (enterprise) in the country grasps the essence of the strategic management that we have outlined and realizes its potential, then we will attain a strategic management system on a national scale. The administration of the country's economy will be vested with strategic authority, and we will ultimately reach the level of development that has been intended for many years. Logically, it follows that as each individual business firm is able to provide strategic management according to its own interests, it will become

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increasingly compatible with the interests of society as a whole. In his time, Adam Smith, the famous English classical economist, observed such laws of development. Even today, it is essential to master the law of interest compatibility.

Thus, Adam Smith demonstrated the relationship between entrepreneurs and society during his time. At first inspection, it appears that their interests do not always align with those of society as a whole. "Each individual endeavors to maximize the value of the goods he produces by maximizing the use of his capital. Typically, he does not put the welfare of society first, and he is unaware of the extent to which he enables it. He only considers his own interests and works only for the sake of the name he sees, and at the same time, with the assistance of an invisible "hand," he enters a path leading to an objective that has nothing to do with his own interests. "An entrepreneur who acts solely for his own interests serves society's interests more effectively than when he intends to do so deliberately" [14. 392].

As a result, "they are completely occupied with various plans and projects throughout their entire lives, and they are distinguished by the fact that they understand more things and think better than the landed gentry" [14.391]. Such plans and It is evident that the most vital aspects of labor are managed, regulated, and monitored in order to generate a profit from the innovations introduced by the projects. "Experienced individuals acknowledge that a great deal depends on management. Business administration is a multidimensional, uncharted, and borderless science. And commerce is not merely a means to wealth. Perhaps serving society entails meeting people's requirements. In commerce, interests converge. The purpose of business is to satisfy the diverse requirements of people and to make life attractive and full" [12.4]. This indicates that the interests of entrepreneurs and the entire society are aligned.

Subsequently, a closer examination reveals that the primary interest (motive) that indirectly motivates entrepreneurship is greater than profit. Yes, this effort is a covert operation. In other words, the entrepreneur's personal economic interests are always the same as those of the socially recognized subject—employees, entrepreneurs, etc. They are inextricably linked and aligned with social and collective interests at all times. In conclusion, the strategic management of businesses is the primary component of the strategic management structure of our country.

Therefore, the rational, effective strategic management of firms, companies, or individual territories is directly related to and influences the strategic management of our nation. Thus, it is dialectic. Additionally, we should keep in mind that "When it comes to economic growth, the best strategy is to increase domestic demand" [17.94]. Although domestic demand initially increases, this ultimately increases the country's export potential. We believe this demonstrates the success of reasonable strategic management. So, what is the most effective management strategy here? Initially, each firm, enterprise, or organization must establish a long-term, optimal-priority alternative management mechanism based on all of its capabilities. Therefore, precise adherence to the principles of strategic management is necessary.

### DISCUSSION

On the basis of the preceding, it can be concluded that the management philosophy of every enterprise operating under the current conditions of market competition must be formulated, i.e., an ambitious entrepreneur must recognize the importance of strategic management. This implies that an entrepreneur must have an accurate understanding of the



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existence of his business. To comprehend the economic development laws, it is necessary to expand one's knowledge based on ongoing information. "Successful managers are as rare as pearls in the sand».

According to the conclusion of business leaders with decades of experience in this field, strategic management in corporations should examine the following topics: - Creation of strategic management thinking in the management of enterprise activities; - formation, management, and organization of a strategic process by an entrepreneur in his enterprise; - analysis of external and internal environment (SWOT) in enterprises and their management; - management of resources in enterprises, with a focus on labor resources; - a strategic approach to making management decisions in enterprises; - development and development of strategic management thinking.

The entrepreneur must possess a substantial quantity of knowledge and abilities to examine and implement all of these issues thoroughly. Consequently, strategic management is the formulation of a guiding philosophy for the implementation of a distinct visionary plan. In other words, the talent of distinct management necessitates that private enterprises and organizations be viewed as instruments for achieving domestic and international market objectives. In this respect, among sophisticated foreign nations, Japan's experience piques our interest the most.

In recent years, Japan has made significant advancements in enterprise strategic management and is now a global leader in this field. In management science, the "kanban" procedure is the most effective. Its essence is a management system that assures continuous production, the transformation of basic materials into finished goods, and the delivery of those goods to consumers. This management style consists of the following elements: Evaluation of the skills of selecting and hiring employees; training and professional development; setting explicit objectives and tasks for employees; changing positions; reorganization of the workforce. Certification is a defining feature of Japanese management. In addition, in accordance with the principle of training national management personnel of Japanese companies, they are accustomed to dispatching future managers graduating from management universities in the country to complete apprenticeships at the subsidiaries of the companies abroad. It is anticipated that the university-educated manager will return to the same organization. Personnel in Provardi who have accumulated the most experience over time are disseminated to the most essential managerial positions in the nation. In Japan, staff shortages have been eliminated due to this tradition.

The Japanese view management as requiring, first and foremost, diligence and a willingness to make personal sacrifices when necessary. The company's employees are raised in the spirit of a large family, and the company's interests are prioritized over all others. Even during meals, managers and employees are always present. Their fate is regarded as identical. The separation from the organization resembles mortality.

It can be concluded that the principles and methods of Japanese management can be applied to our circumstances, taking into account our national traditions and values. These are the building blocks for a new approach to business management in our nation. Consequently, the tasks of creating a strategy are the analysis of general industry tasks and competition, the analysis of the company's circumstances, and the study of theoretical and practical knowledge about the factors that determine the competitive strategy of the company.

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From the foregoing, it is evident that conducting strategic management necessitates strategic planning. Consequently, it is the responsibility of theorists to instill the philosophy of strategic planning in the minds of today's youthful entrepreneurs. Consequently, this cannot be achieved without taking risks and perils into consideration. Therefore, the modern entrepreneur must have a comprehensive understanding of what risk is and the material and moral harm it causes. This belief, however, makes the entrepreneur the center of attention every day. This issue also necessitates a rigorous scientific approach to its investigation. At its foundation, risk is the possibility of unfavorable outcomes, such as profit loss and other causes of damage. In Russian, it is known as a peril.

In other words, a risk is: - an action taken with the hope that the outcome will be positive, assuming the possibility of danger; - the risk of complete or partial loss of resources or income; - a natural state or situation for any courageous manager in the face of uncertainty; - to be more specific, it refers to the quantitative evaluation of a negative outcome. If viewed from a spiritual perspective, this issue is an entire philosophy of poor fate. Yes, fortune and misfortune form a dialectical unity. In order to avoid being exposed to it, merchants insure the property and even the behavior of private enterprises. As an exception, we must not neglect that some hazards cannot be covered by insurance. However, there is only one assurance for all of them, and that is the establishment of a reserve fund.

### CONCLUSION

To sum up, formation of management thinking in new entrepreneurs, implementation of management strategy in small business and entrepreneurial enterprises is of great importance nowadays. The management strategy consists in aligning the capabilities of enterprises with the market situation, defining complex means of achieving the goals set to lift the population out of poverty. Therefore, in accordance with the "Strategy of Development" of the administration, the rational implementation of the chosen strategy for the development of our country on renewal and modernization plays an important role in joining our country to the ranks of advanced and developing countries in the world. This encourages our businessmen to take responsibility for their

management primarily at the microeconomic level, that is, to provide employment to the population, reduce poverty, and improve their material well-being by ensuring the stable pace of socio-economic development in our country.

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**Spelling annotated dictionary based on latin script.  
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student.**

02.09.1993 The law of the Republic of Uzbekistan No. 931-XII "On the introduction of the Uzbek alphabet based on the Latin script" was adopted. Based on the positive experience of 1929-1940, when the Uzbek script was transferred to the Latin alphabet based on the Constitution of the Republic of Uzbekistan, this Law was intended to serve to create favorable conditions for the acceleration of the republic's all-round development and entry into the world communication system, taking into account the wishes expressed by representatives of the general public. . In fact, the far-sighted decision is bearing fruit today, and the implementation of Latin graphics helps our young people learn foreign languages based on Latin script, as can be seen in real life examples, because today the alphabet of more than 70 countries is based on Latin script.

In the conditions of integration into the world community and the globalization of social processes, the rapid development of information and communication technologies has increased the attention to the state language, which is considered one of the most important values of our nation, which shows the spirituality, spirit and value of the nation, and which is an important factor.

Large-scale reforms in the field of introduction of the Uzbek alphabet based on the Latin script in our country are primarily aimed at increasing the literacy of the general public, especially young people.

In addition, in the era of wide introduction of information technologies to all aspects of our life, such as water and air, and increasing the efficiency of their use, a number of positive results are being achieved in this field in our country. For this reason, the demand and need for a wider acquaintance with concepts in the field of information technologies is increasing.

According to the world experience, it is important to apply the latest achievements of science and technology in the process of improving the literacy of society's citizens, introducing innovative methods into public life in the environment of information and communication technologies.

"On May 15, 2018, the Prime Minister of the Republic of Uzbekistan approved the "Action Plan for the wide introduction and further improvement of the Uzbek alphabet based on the Latin script" until 2021. On the basis of this strategy, by the end of 2020, it is indicated that legal mechanisms should be developed to ensure that by the end of 2020, the operation of the Uzbek alphabet based on the Latin script of the printed and electronic media will be fully ensured, and that the legal requirements related to this issue will be fulfilled unconditionally.

On this basis, many scientific researches and projects on the enrichment and improvement of the Uzbek language are being carried out in our country, dictionaries and scientific treatises on various fields are regularly published. At the moment, all the publishing houses in our country are publishing publications that show the charm of our native language.

Today, the young generation who started learning the Uzbek alphabet based on the Latin script has turned 23 years old. Most of the fundamental scientific, artistic, political and other literature remained in Cyrillic. As a result, most of the young people are limited in their opportunities during this exciting phase of life, when the need and passion for learning is born. It is necessary to solve these problems together with the general public. With the exchange of the alphabet, the need to convert our large scientific and cultural

heritage funds from Cyrillic to Latin has become an urgent issue today, so that many printed publications published in the last century would not become unnecessary.

The "IMLOMANBAI.UZ" website, which is the only one of its kind in our country, serves as an effective tool in solving the above-mentioned problems and improving the literacy of the general public.

Within the framework of this project, the political, social and economic reforms implemented by the president of our republic and our government in various fields, as well as the Strategy of Actions for the development of the Republic of Uzbekistan, Uzbekistan in 2017-2021 The five priority directions of the development of the Republic and the implementation of the comprehensive programs implemented within the framework of the State program "Year of supporting active entrepreneurship, innovative ideas and technologies", the analysis of the information position of the population, and the implementation of the measures to provide them with the necessary and quick information are the main measures of the project. is the goal.

In order to implement these activities, the initiative group of the Tashkent University of Information Technologies plans to use the Internet and information communication tools to increase the literacy of citizens:

- forming a system of innovative ideas in the social, cultural, spiritual and educational development of the information society and democratic state in our republic;
- creation of a database of spelling and explanatory dictionary of the Uzbek language in Latin script;
- development of comprehensive measures to increase the literacy potential of citizens in the context of informationalization of the society;
- complete completion and presentation to the general public of the easy-to-use "IMLOMANBAI.UZ" website, which contributes to the improvement of citizens' literacy in Latin script.

First of all, a working group consisting of teachers and talented students of TATU will be formed to implement the project of the IMLOMANBAI.UZ website, which includes the spelling and explanatory dictionary of the Uzbek language in Latin script.

At the same time, the working group will prepare a perfect project strategy for the IMLOMANBAI.UZ website.

To implement the project, it is planned to conduct trainings, to provide them with a special room and necessary technical equipment for their free activities.

The idea of the "IMLOMANBAI.UZ" website project, which will be placed on the Internet for the use of the general public, and will be created on the basis of the spelling and explanatory dictionary of the Uzbek language in Latin script, which is currently the only one of its kind, Who?, Where?, How? and why? within the framework of the principle, it is intended to serve the implementation of the following measures of literacy improvement:

1. Who? Identifying the target audience of the general public, all legal entities and individuals, all consumers in the republic;
2. Where? In the national information field, in particular, in social networks, websites and forums, in translating fundamental scientific, artistic, political and other literature into Latin script, in keeping working documents;
  - to prevent errors that may be found in advertising texts, banners, various announcements and signs in Uzbek;
3. How? Providing a user-friendly interface, various additional functions;
4. Why? Implementation of mechanisms for improving literacy.

Today, in our country there is no electronic system of spelling and explanatory dictionary of the Uzbek language in the Latin script, therefore this project aims to

eliminate the spelling mistakes made in the Latin script of the Uzbek language in our daily life, to increase the status of the Uzbek language, as well as to search for rhyming words for young lovers of literature and poetry, Uzbek acts as a reliable assistant for language learners in determining whether they know words. By the end of 2020, legal mechanisms have been developed to ensure that the operation of print and electronic mass media in the Uzbek alphabet based on the Latin script is fully ensured and that the legal requirements related to this issue are fulfilled.

"IMLOMANBAI.uz" electronic spelling and explanatory online program created in this context is a timely program that is useful in performing the above-mentioned tasks, and it is important for all representatives of the Uzbek language spelling and Uzbek language. covers the explanation of the Uzbek words.

The program interface is simple, user-friendly. There is also a mobile application of the program, which creates more convenience for users. The hosting protection is very strong, the site itself is encrypted. The site database is backed up every week, so data is not lost.

A list of synonyms and antonyms is planned to be included in the future.

I plan to enrich the site by adding many more words spelling, explanation and rhyming.

I left my Facebook page for you to write your thoughts and opinions. You can contact me on Facebook. This resource was created using the explanatory dictionary of the Uzbek language.

Z.M. Ma'rufov (edited by).

Information about the planned use of project results by partners in the implementation of their economic activities, including the method of use, intentions to introduce new or improve products (goods, works, services), new or improved applied technologies based on the predicted results of the project; on the formation, following the results of the implementation of the project, of scientific and technological groundwork that ensures economic growth and social development of the Republic of Uzbekistan (with the attachment of supporting documents, if available)

– all members of the scientific team (including the project manager) satisfy paragraphs 6, 7, 13 of the tender documentation;

– for the entire period of project implementation, the project manager will be in an employment relationship with the organization, while the employment contract will not be an agreement on remote work

- the project is not similar in content to the project simultaneously submitted to competitions of scientific foundations and other organizations;

- the project does not contain information constituting a state secret or related to other information of limited access protected in accordance with the legislation of the Republic of Uzbekistan;

– in due time will submit to the Ministry annual reports on the implementation of the project and on the intended use of the grant funds;

– will annually hold a school of young scientists on the territory of the Republic of Uzbekistan on the subject of the project, with the participation of at least five leading scientists as lecturers in each, as well as at least twenty young scientists under the age of 35 inclusive as listeners. Programs and reports on the events will be posted on the information and telecommunications network "Internet" on the organization's website;



**CREATING THE UNDERSTANDING OF PUPILS AND STUDENTS ABOUT  
ATHLETICS**

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**Abstract:** This article provides complete information about athletics for school and vocational school students.

**Key words:** athletics, Queen of Sports, Olympics, stadium, game, running, high jump, javelin throw.

Athletics is known as the "Queen of Sports" and it is one of the most amazing and popular sports. Today we have collected some interesting facts related to its history.

1. The date of appearance of athletics corresponds to 776 BC. It was then that the first running competitions were held at the Olympic Games in ancient Greece.

2. In athletics, it was not always possible to start from the bottom. Before 1887, before the start, the runners simply waited for the order. That all changed when Sprinter Sherrill observed the kangaroo's movements and suggested a new situation.

3. At the Olympic Games in Berlin in 1936, Japanese athletes Shuhei Nisida and Sueo Oe showed the same result and both took second place. But the Japan Sports Federation awarded Oe a bronze medal. After returning home, the athletes melted down their medals and made new silver and bronze medals.

4. In the first Olympic Games, the length of the marathon constantly varied from 40 km to 42.75 km. The modern standard of 42 kilometers 195 meters was established as the distance of the games held in London in 1908.

5. Two-time Olympic champion in the 10,000 meters, Haile Gebreselassie of Ethiopia, had a unique look when running: his left arm was pressed against his body and his body was slightly bent. The athlete himself explains this by the fact that he runs 10 kilometers to school every morning with books in his left hand on his lap and returns home in the evening.

6. Murray Halberg, a New Zealand runner, played rugby when he was young, but in one of the games he suffered a serious injury that left his left arm paralyzed. But Murray decided not to quit the sport and started running. Her willpower led her to a gold medal in the 5,000 meters at the 1960 Rome Olympics.

7. The word "stadium" is applied to the place where the 192-meter race was run at the first Olympic Games in 776 BC and comes from the ancient Greek word "stadium" ("stages").

8. The first winner of the aforementioned running distance was the chef. His name was Coreb of Elis.

Athletics is one of the most popular types of sports; includes running at various distances, athletic walking, high jump, long jump, triple jump, javelin throw, javelin throw, javelin throw, shot put, all-around (squatting, heptathlon) exercises. There are more than 50 exercises in athletics, 48 of which are included in the program of the Olympic Games (at the 2000 Sydney Olympics, men competed in 23 types of athletics, and women competed in 20). In addition, athletics is an exercise of modern pentathlon and triathlon sports, it is included in the program of training of all sports, educational, military-preparatory, health exercises, "Alpomish" and "Barchinoy" sports tests of students and young people. Homer's "Iliad", Ibn Sina's "Laws of Medicine" and other books contain information about athletics exercises. In the ancient Olympic Games (from 776 BC to 394 BC) competitions were organized mainly in Athletics.

In the development of modern athletics in the 19th century, competitions in England (from 1837), all-Greek games in Athens (from 1859) and the revival Olympics (from 1896) were of great importance. The International Amateur Athletics Federation (IAAF) was established in 1912, with 200 member countries (2001; Uzbekistan Athletics Federation has been a member since 1993). The IAAF has been holding the World Cup (now Grand Prix) since 1977, and the World Championship since 1983. Interest in athletics in Uzbekistan increased after the establishment of a stadium adapted to this type in Margilon in 1885. Athletics competitions were held in Tashkent in 1902, national championships in 1919, spartakia in 1927. In Uzbekistan, more than 135,000 people are engaged in athletics under more than 140 coaches, 3 of the coaches have the title of honored athlete of Uzbekistan, 10 of them have the title of honored sports teacher of Uzbekistan (2001). Track and field athletes from Uzbekistan have been participating in the Olympic Games since 1952. At the Olympics, Marina Shmonina (4x100 m relay race, 1992) won a gold medal, Rodion Gataulin (pole vault, 1988) won a silver medal, Ramil Ganiyev (running, 1996) took 8th place. Oleg Ryakhovsky (triple jump), Roza Babich (200 m hurdles) and Tatyana Biryulina (javelin throw) broke the world record. Ashur Normurodov (long, distance running) was a three-time former All-Union champion (1967-69). At the Asian Games in 1994, Svetlana Munkova (high jump), Ramil Ganiyev (jump), Oksana Yarigina (javelin), in 1998 Oleg Veretelnikov (jump), Sergei Voinov (javelin) were awarded gold medals. Track and field USA, Great Britain, well developed in countries such as Germany, Cuba, China.

Modern athletics began to take shape in England earlier than in other countries. In the 18th century, running on hippodromes and distances between cities became popular. In 1770, a one-hour run was 17 km 300 meters. In 1803, a runner named D. Todd ran the distance from Goshd to Parkidon, Okebridge Roy, in 1 h 10 min.

In the middle of the 18th century, competitions were held between college students and university students. In 1837, the first competitions of Resby college students took place in a 2 km run. Soon, college students from Eton, Oxford, Cambridge, London and other cities joined their initiative. Then they started running short distances, running over hurdles and

throwing heavy objects into the competition program. Since 1851, running, high jump and long jump have been included in the competition program. Later, athletics competitions started to become a picture in universities. Oxford and Cambridge universities took the initiative in this regard. In 1864, for the first time, an athletics competition between these educational institutions took place, and then such competitions were held every year. In 1866, the first Anguilla championship was held. In the 60s, adults also became interested in athletics. English aristocrats were interested in athletics, but they did not want to be with the common people on the treadmills. In particular, they could not afford to lose to the representatives of the "lower" class, who occasionally managed to participate in the so-called open competitions from running and jogging. In this regard, in 1864, sports clubs of Anguilla adopted the "amateur" statute, preventing aristocrats and working people from meeting on the treadmills. Based on this regulation, representatives of physical labor will be declared professionals and will not be allowed to enter amateur sports clubs and participate in competitions with amateurs. In 1865, the London Athletic Club was founded, and it began to popularize athletics. This club held national championships in athletics and monitored compliance with the rules of amateurism. In 1880, the Amateur Athletics Association was founded in England, which became the highest body in athletics in the British Empire. It unites in Anglia all the bourgeois athletics clubs in its dominions and colonies. The association is responsible for general management of athletics. Anguilla prepares athletes to participate in international competitions. The development of athletics in France began in 1879, first of all in military and civilian (citizen) schools. Starting from 1880, running competitions were regularly held on the streets. At the end of 1880, the French bourgeoisie formed the association of French athletic societies. In the second half of the century, athletics began to develop in the United States. The development of athletics in the USA begins in 1868, when the New York Athletic Club was founded and the first athletics competition was held. Universities will soon become the center of development of athletics. In 1874, he won the first athletics competition at Howard University. In the 1980s, the "National Association of American Amateur Athletics", which is an intercollegiate athletics union, and the "American Amateur Athletics Association", the governing body of athletics in the country, were formed. The first professional runners appeared in America, as well as in England. professional runner C. Rowell ran 144 km 64 m in 12 hours. The first indoor track and field competition was held in New York in 1868 at the Emneyer ring arena. This competition was the predecessor of the Anguilla program. 1871 in America the university championship was In 1875, the first national championship was held. At the same time, the development of athletics in the United States and England began to spread widely from other European countries. First in France, then in Germany, Scandinavian countries began to spread widely. The first athletics competitions in Germany were organized in 1888 by football clubs in Berlin. Independent athletics clubs appeared in the 1890s. In 1898, the governing organization of athletics, the German Athletics Administration, was established. In the Scandinavian countries, athletics as an independent sport began to appear in Sweden in 1887, in Norway in 1897 and in Finland in 1906. Athletics began to develop as a sport in Hungary, Poland, Czechoslovakia, Yugoslavia and other Central European countries. In many countries, it is accepted as a sport of athletics. The revival of the ancient Greek Olympic



Games was of great importance in the development of athletics. In 1895, a gymnastics competition similar to the Olympic Games was held in Athens. Many types of athletics were included in the competition program.

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**"Developing Book Culture among Elementary School Students and Fostering its Cultural Technology"**

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**Annotation:** This article discusses the promotion of book culture among elementary school students, the development of book culture, and the technology that can make reading more appealing.

**Key words:** librarianship, "Reading culture," "Book culture," interest, internet, journals.

Throughout our history, the issue of librarianship has evolved in various ways during different periods. Each era has defined its own level of library development. Notably, the strength of any state is often determined by the intellectual capacity of its scholars. In this regard, due attention has always been given to the issue of librarianship. In today's society, concepts such as "Cultural literacy," "Library culture," and "Reading culture" are commonly used to describe the social phenomena associated with the acquisition of information. While the word "literacy" traditionally refers to "reading," today it encompasses a much broader understanding beyond reading books. According to A. Umarov, "Cultural literacy" is the sum of knowledge, skills, and activities that are aimed at obtaining general information, values, and events through the means of social groups, associations, and individual activities, as well as various attributes. At the same time, cultural literacy does not form special formations through educational systems. It presents a set of changes in various forms throughout one's life - books (fiction, scientific, educational, entertaining), mass media (newspapers, journals, television, radio, and the like), modern information technologies (the internet, electronic newspapers, journals, and directories), as well as people who transmit knowledge in different ways (family members, teachers, etc.). Therefore, it is necessary to differentiate general information obtained in various forms and ways from the subject with the means of communication with it. Professor E.I. Yoldoshev defines "Reading culture" as follows: "Reading culture is very multifaceted and includes being interested in books, becoming familiar with literature, gaining specialized knowledge about books and working with them, as well as acquiring the necessary skills to use books efficiently, including reading to the end."

"Education encompasses teaching, learning, and developmental processes. It plays a significant role in cultivating the culture of acquiring information. Knowledge acquired equips students to explore further. The content of the educational process is not confined to classroom lessons that only include subject matter, concepts, and skills. Instead, it extends beyond the classroom into extracurricular activities and independent engagement within information-rich environments such as libraries.

Librarianship, in particular, organizes information about the basic methods of obtaining and working with it. Librarianship courses lay the foundation for this. In these courses, working with information, getting acquainted with books, reading books critically, and developing organizing skills are essential. Additionally, utilizing electronic libraries, electronic catalogs, and information databases is taught to harness their potential fully.

However, this is not an isolated process, but rather, it should be an integral part of the educational system.

Today, Uzbek families are moving away from the old totalitarian society's ideas as depicted in books. New content and important books are being introduced. In this process, the role of the library is not diminishing but rather transforming from a traditional concept to a new one. The educational process for elementary school students is evolving as a spiritual development journey. For this reason, parents and guardians should consider the following when allowing their children to read books:

1. Foster a complex reading process to stimulate the desire to read in elementary school students. This matter indicates their attitude towards libraries. Selecting books should be done carefully because the current level of library culture among elementary school students is not very developed. This is a societal issue, and parental involvement plays a crucial role in solving it. At home, parents should create a conducive environment for their children to read books. Teachers at school should work on developing students' reading habits. In this regard, simple yet challenging books, suitable for the child's maturity level, are the best choice."

2. The spiritual level of the child should be taken into account when choosing a book. The first task of parents in developing reading skills in a child is to help them choose books. The widespread promotion of literature suitable for their level will help children to become worthy citizens of society, mature and complete people of our independent country, and bring benefits to their families and society with their high morale. For this, there should be a spirit of reading in the family.

3. Specialization in book selection. The teacher and parents should follow the path of specialization of the teenager in the process of turning him into a reader. In this regard, it is necessary to abandon the old technology - the idea that specialization is necessary when a child moves to a higher grade.

A reader - the student enriches the life learned in the family with the life events in the book, his understanding of life, human qualities, goodness, values, pride in the life of his descendants, love for the motherland, loyalty to a friend, respect, hard work, and patience will increase. The biggest helper in this regard is fiction. In fiction, any event is expressed through artistic images in an impressive form, in which a young reader can learn many qualities and become a person rich in meaning.

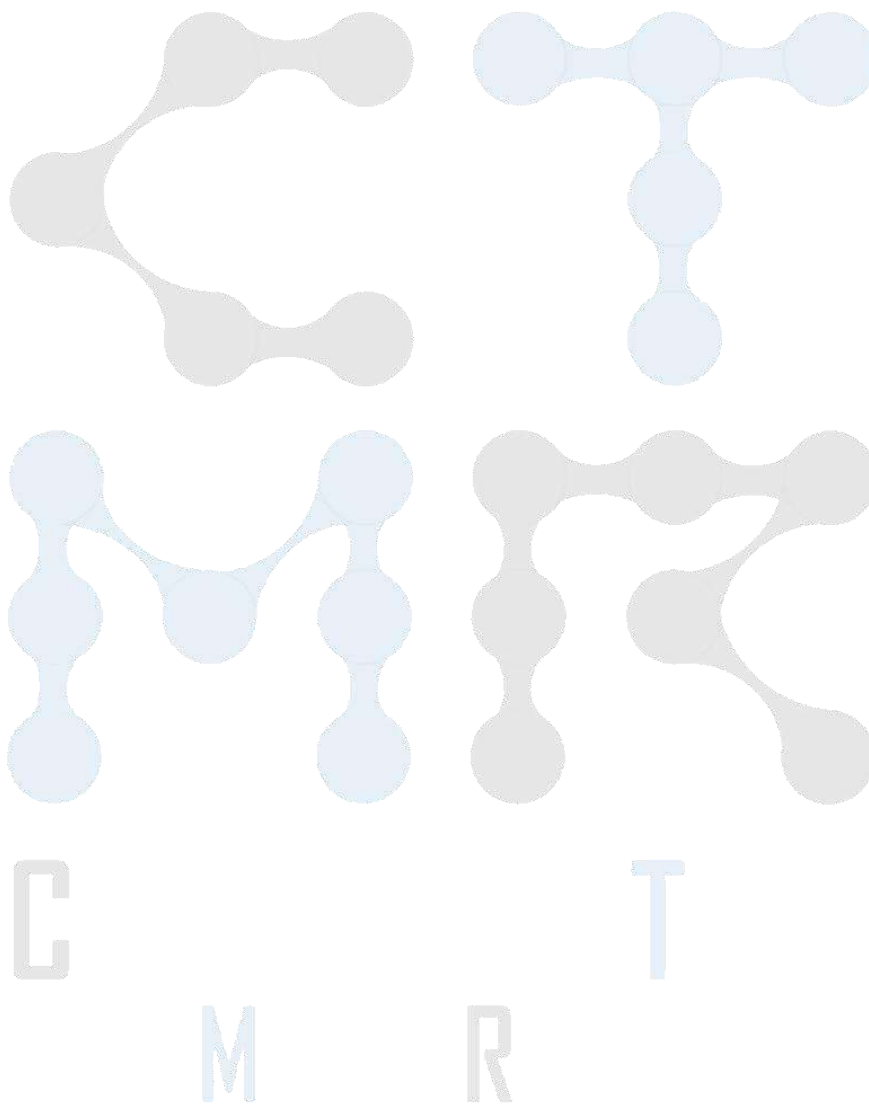
It can be seen from the above considerations that the family is an important and solid foundation in the education of a spiritually mature generation of readers. Therefore, working in harmony with the family in any activity related to the development of reading and improving the culture of reading in the society creates a suitable basis for achieving the intended goals

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**The impact of music lessons in elementary school**  
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**Annotation:** This article is about music, the influence of music in elementary schools.

**Keywords:** music, influence of music, children, school, musical culture.

Of all the types of art, it is music that most directly affects a person's perception, because it has a strong influence on the subconscious level not only on a person's feelings, but also on his mind. The music reflects the moods and experiences of a person, his emotional world. The subtlety, strength and variety of mental states revealed in music constitute its main content.

Music plays an important role in human society. Its developmental, educational and educational factors influence the formation and development of personality, its value orientations. Music as a necessary component of a person's socio-cultural life can serve as a factor of social identification, that is, express a person's belonging to a certain social group, activate a person's emotional state or contribute to his relaxation.

Given the fact that music permeates all spheres of our life, modern man is constantly in the sound space, there is an acute problem of managing the impact of the developing musical creative environment, in order to provide a musical and sound space that meets the formation of a healthy holistic creative personality.

Due to the fact that music is a developing art form (unlike painting, graphics, sculpture), it has the ability to convey a change of moods, experiences, dynamics of emotional and psychological states. Each piece of music has a kind of sensual program unfolding in time.

The outstanding Russian teacher V.A. Sukhomlinsky believed that musical education is not the education of a musician, but first of all the education of a person, that without musical education it is impossible to fully develop a child's mental development. He claimed that music is not only a great source of emotions, but also thoughts. Listening to music, the child learns about the world around him, its bright sides and colors. Musical images are born in his imagination, which reveal to the child in a new way the features of objects and phenomena of reality. The child lives in that bright world that is born under the influence of music. Therefore, the basics of musical culture, that is, the ability to perceive, feel, understand, experience a musical image, a person must certainly master from early childhood. According to Sukhomlinsky, what was missed in childhood is difficult, almost impossible to catch up in adulthood. As a rule, a person who does not love and does not understand music is a person who is not emotionally developed. He is not able to feel deeply, to understand the experiences of another.

A huge problem of our time is the low level of musical culture of our society, disinterest in the basics of classical music. As a result, schoolchildren and students are not familiar enough with classical art, museum collections, have no idea about concerts where you can hear the "live" sounds of such music. According to sociological research, the main leisure activities of Russian children and youth are computer games, watching television and listening to pop music. But the craving for pop music leads to satiety, destroys all aesthetic ideals and needs. Today, a type of person is being formed who is not capable of active, creative perception of real art, who does not experience any deep feelings. Speaking about the perception of music of academic genres by a listener without professional musical training, researchers often face a lack of understanding of this layer of culture and even its rejection. In order not to create a "gap" between real, great art and modern entertainment

music, our state should direct considerable efforts to ensure that from kindergarten to the last grade of school, children are in the hands of creatively thinking and creatively teaching teachers who are able to teach not only to love and understand music, especially classical, but also and to perceive it correctly, to understand its language.

In the upbringing of the younger generation, music is of paramount importance. In order for children to treat the world around them with kindness and empathy, they need to learn to listen and understand it from an early age, and music lessons can teach them this.

A music lesson is the main form of organizing musical education at school. And although there are still music clubs, optional classes are conducted, but a music lesson covering all children will never lose its significance. The task of the music lesson is to educate and develop aesthetic feelings, a correct idea of the beautiful, expand their knowledge, and cultivate a high artistic taste by means of musical art. Music lessons are characterized by a special emotional atmosphere, which should excite children, cause certain moods and experiences. In this process, the role of a teacher is great, who should not just love his profession and strive for improvement, but should "infect" children with love for music, instill in them a sense of beauty, convey his attitude to music not only by expressive performance of the work, but also by word, facial expressions, gestures, help children enter the world of musical images, to feel their expressiveness.

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Features of conducting music classes at school

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**Abstract:** This article deals with music lessons in secondary schools of the Republic of Uzbekistan.

**Keywords:** school, music, musical and aesthetic culture, child, musical creativity.

The Republic of Uzbekistan has developed a musical and aesthetic culture. Music classes are held in all schools of our country, which are equipped and equipped with visual aids, audio equipment, musical instruments, projectors and televisions.

The lesson of musical culture is considered today as a work of artistic and pedagogical art. The systematic work of musical education in musical and rhythmic activity develops the imagination of children, their creative activity, teaches a conscious attitude to perceived music. This attitude to the perception of music fills the child with joy and opens up a rich world of goodness, light, beauty for the child, as well as teaches creative transformative activity.

Music helps to understand the beauty of the surrounding world, people, animals, various phenomena and pictures of nature, it can also amuse and sadden, you can dance to it, march, act out various scenes, etc. It is not for nothing that the people have the expression "the soul sings". Indeed, listening to music, people's mood rises and fatigue goes away.

The leading principle of the pedagogy of music education, which is relevant at different stages of its development - to interest and captivate schoolchildren with music requires bringing to the first stage those methods of teaching and upbringing that allow students to understand and feel that music is an integral part of their lives, a phenomenon of the world created by man. Immersion in the atmosphere of music, the possibility of plot construction of musical culture, in which the sound of musical fragments, singing, musical and rhythmic exercises, plastic movements follow each other, clinging to one another, flowing and enriching, without letting you relax and stop for a minute. Music is everywhere, in everything, it lives inside the plot and the children. There is no need to force someone to repeat something. The plot as a dramatic core combines the material into one whole at different program levels of the lesson, quarter, half-year. The plot is based on a story created by a teacher, like a didactic fairy tale game. The heroes of songs, musical terms in personified form can live and act in it, events occur prompted by the content of the music and text.

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Here you can rely on popular fairy tale motifs. You can connect the desire and imagination of the children themselves. Fairy tale, fairy-tale images, symbolism are close and understandable to children. Every child lives in a world where everything can talk, think, sing, move and feel. All this allows you to introduce children to the world of music, focusing on the fact that now he is learning to sing, intimate, master the rhythm, the basics of musical literacy, improvisation, etc.

In the process of music lessons, everything happens naturally. But despite this, it is necessary to take into account the psychological characteristics of schoolchildren: instability of attention, the need to change emotional states, rapid fatigue, motor activity, immediacy of experiences, the need for self-expression in a variety of forms.

A music lesson involves the perception and performance of music, as well as musical creativity. This is done mainly in the process of such types of musical activities as listening to music and choral singing. In addition, movements to music, improvisation and playing elementary musical instruments are introduced into the structure of the lesson. All this is used as an effective tool to help students feel and understand music better.

Striving to achieve the main goal - the education of aesthetic feelings - gives the entire structure of the lesson an internal unity. At the same time, the inclusion of various types of musical activities contributes to the general interest of the entire team and each student individually. Students should enjoy communicating with music in the classroom. Only then can its educational function be fully realized.

By saturating the music education program with national and regional material, its users bring the conceptual framework, the "state standard" of music education, closer to the features and tasks of musical work carried out by the region, city, school or even school class.

In accordance with the proposed concept of musical education of schoolchildren, the main task of music lessons at school is to awaken students' interest in artistic music, to teach them to feel, understand, love and appreciate musical art, to enjoy it; to perceive music emotionally positively, feeling the need for systematic communication with it.

Conclusion: Today, when integration processes at school already lead to the fact that the teaching of many school subjects is not complete without art, there is a tendency to carry out education in unity of principles and methods of teaching the basics of science and art.

The modern view of the music lesson increasingly defends the position that the music lesson should firstly be an art lesson. There are more and more supporters of teaching music at school as an art. However, it is precisely in understanding what needs to be done to make a music lesson really an art lesson that there are discrepancies, sometimes expressed in polar opposite points of view.

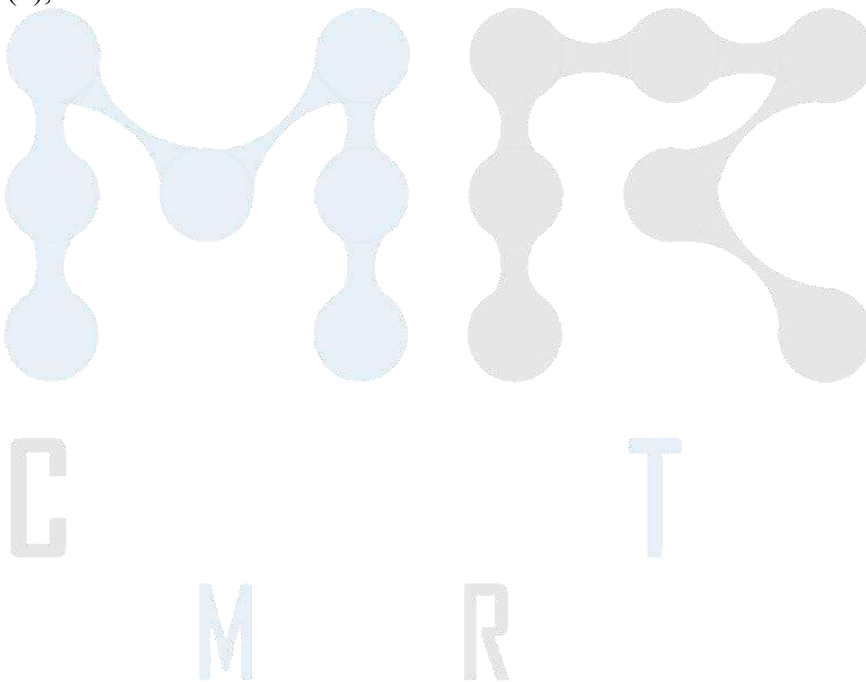
It is in the education of a living sense of music that the origins of the approach to teaching music as a living figurative art are seen.

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In accordance with the proposed concept of musical education of schoolchildren, the main task of music lessons at school is to awaken students' interest in artistic music, to teach them to feel, understand, love and appreciate musical art, to enjoy it; to perceive music emotionally positively, feeling the need for systematic communication with it.

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**Formation of children as personalities at school through music lessons**

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**Annotation:** This article presents the formation of personality with the help of music

**Key words:** music, school, child, musical space, the meaning of music teaching.

The quality of a modern music lesson is largely determined by the activity of children, the use of methods that arouse their interest, from the individual approach of the teacher to each student. But the presence of a music cabinet and its equipment is of great importance. In recent years, great changes have taken place in the field of education: computer classes, modern technologies appear, the Internet penetrates into the life of the school. An aesthetic design is necessary for the music room, which should contribute to creating the atmosphere necessary for an art lesson, a creative lesson; it is necessary to have children's musical instruments and preferably two sets; visual aids, interactive whiteboards, projectors are currently appearing in schools, with which you can show a better image on the full screen; records have gone into the deep past, a computer with CDs has appeared, which also ensures purity and sound quality. All this makes the lesson interesting, one can say exciting, having a greater impact on the emotions and feelings of schoolchildren, but nothing in the lesson will replace "live" music - the teacher's performance of works on a musical instrument, his exciting word, instilling in the souls of children a love for the beautiful, teaching them to correctly perceive the musical image, his mood.

Music, directly affecting the feelings and consciousness of the student, forms his moral image. Works of various emotional and figurative content encourage children to empathize. The perception of musical works about native nature fosters a sense of love for the Motherland, Russian folk and classical music evokes a sense of pride, respect and love for their people and their artistic heritage. The genre richness of music helps to perceive heroic images, lyrical mood, humor, fervent dance melodies. Music lessons introduce children to music and the characteristic movements of national dances, which helps schoolchildren to comprehend the individuality of the musical language of each nationality and teaches them to show respect for the world heritage.

Solving the problems of musical education of schoolchildren requires the teacher to make an optimal choice of methods, depending on the characteristics of musical activity and the capabilities of students. Success accompanies a teacher who takes a creative approach to the matter, including not only the active part of the class, but also low-initiative students. By arousing children's interest in music, the teacher enriches their inner world, generating a sense of joy and satisfaction in their souls.

The collective actions of the class contribute to the solution of educational tasks - these are singing, games, musical and rhythmic movements, playing children's musical instruments - moments when children are united by common actions that require common efforts from all participants, and common experiences create a beneficial ground for common development. Various types of activities, their alternation, tasks require children's attention, good reaction, organization - this is the simultaneous beginning and ending in the performance of a song, dance, accompaniment on children's instruments, the ability to obey music, restraining natural children's instincts to hurry, overtake - all this educates the child's will, a sense of responsibility, camaraderie, forms moral qualities the identity of the student.

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All types of activities in the music lesson are closely related to mental processes, that is, they require attentiveness, observation, intelligence. Creative tasks are of great importance, that is, problem-searching situations that require high mental activity: children improvise, create their own versions of melody, accompaniment, rhythmic pattern for a certain text, dance movements, depict some character of a game or fairy tale, using expressive movements, facial expressions, gestures, while children stop shy, become more relaxed.

The meaning of teaching music at school is that, while studying music, children are in the process of active creative activity. They sing and play themselves, learning not only to perceive the beauty of musical works, but also to work hard, creating it "with their own hands". The active nature of music lessons teaches you to see the surrounding life better and understand your own spiritual world. Singing in a choir and playing in an orchestra of children's musical instruments develop in children a sense of responsibility for the collective in which they participate. Asafyev B.V. He wrote: "A person who has experienced the joy of creativity, even to the smallest extent, deepens his life experience, becomes different in his psychological makeup than a person who only imitated the acts of others."

It should also be remembered that music lessons contribute to improving children's health: singing develops the vocal apparatus, strengthens the vocal cords, promotes the development of coordination of hearing and voice, develops proper breathing (short inhalation and long exhalation); musical and rhythmic movements improve children's posture, develop coordination of movements, quick reaction to changes in tempo or dynamics in music.

Teachers in many countries are still arguing about whether to teach music to all children or only the most gifted. Russian pedagogy answers this question as follows: music, as a profession, should be taught to children who have excellent musical abilities and a special attraction to music. The general musical education should extend to absolutely all children. Thanks to the correct formulation of children's musical education, it is possible to create a solid foundation of musical culture and instill a love of music.

**Conclusion:** Properly understood and well-organized musical education provides a high level of culture and education for each person, promotes the comprehensive development of the personality, its aesthetic, mental, moral and physical improvement, helping in the formation of a richly and harmoniously developed personality.

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**Living standards of the population of Uzbekistan and its income**

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**Abstract:** The role of consumer basket and its current size is studied. Conclusions and proposals to reduce the expenditures of the population and improve the standard of living are highlighted.

**Key words:** standard of living; general and private indicators; economic and socio-demographic indicators; objective and subjective indicators; cost and natural indicators; absolute and relative poverty; income of the population; money income, wages; time and labour remuneration; demand and its supply; labour productivity; pension; permit; scholarship; benefit; dividends; interest; rent; natural income; personal income; hard income; state income; state

**Introduction**

The standard of living is a complex socio-economic category reflecting the level of development of physical, moral and social needs, the extent of satisfaction and opportunities for their fulfilment. The standard of living "it will be necessary to study more deeply the level of appetite with income and needs of the population, the level and composition, housing, property, cultural and domestic things, etc. Indicators expressing the standard of living are diverse, they are divided into the following series:

- general and particular;
- economic and socio-demographic;
- objective and subjective;
- cost and naturalness;
- quantity and quality;
- proportions and indicators of client composition;
- statistical and other indicators.

General pointers:

1. National income
2. Reserve Fund
3. The National Wealth Consumption Fund includes the per capita share of kabars.

These indicators reflect the overall level of socio-economic development of a society.



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*Of the private indicators:*

1. Level and methods of consumption.
2. Working conditions.
3. housing and amenities.
4. Level of socio-cultural services
5. Child-rearing conditions.
6. Social guarantees and others can be cited.

*Economic indicators* reflect the economic opportunities of human and social life. Economic indicators include indicators reflecting the level of economic development of society and the well-being of each person (and real income, employment, etc.).

*Socio-demographic indicators* reflect the age, gender, professional and qualification component of the population, physical duplication of labour force output.

*Objective indicators* have an objective (economic, technical and so on) base, subjective indicators are taken into account by satisfaction of population groups or individuals with labour, family relations, income, work, lifestyle.

*Value indicators* include all measures of income and other measures in monetary terms (turnover, services, transport, volume of monetary funds and investments, etc.).

*Natural indicators* reflect the volumes of guaranteeing certain material non-material goods and services - food, energy, property, housing, cultural and household goods, measured in natural units (bottom, sqm, cbm, etc.).

*Sum indicators* define a certain amount of tangible non-material goods and services. And qualitative indicators of population welfare will allow to qualitatively assess the welfare of the population.

### **Discussion and results**

Taking into account the current conditions, a new system of indicators is proposed, brought in line with the conditions of a market economy:

- 1) summary indicators;
- 2) Personal income;
- 3) Consumption and expenditure of the population;
- 4) monetary funds of the population;
- 5) Accumulated property and housing;
- 6) social differentiation of the population;
- 7) low-income segments of the population.

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Absolute and relative poverty indicators are also used to express the standard of living. Absence of absolute poverty or the lack of income of a person (family) necessary to meet the minimum necessities of life. Absolute poverty is found mainly among the homeless and the poor. Relative poverty in Uzbekistan is defined by the amount of income below the subsistence minimum.

In global practice, this indicator is applied to incomes below 40-60 per cent of the national average income.

Personal income and its types.

Personal income is the total of money and natural means received or produced by the population or its family members for a certain period. Incomes can be monetary and natural. Monetary income of the population receipts of all monetary means at the expense of wages for workers; pensions, scholarships, various allowances; income in the form of interest, dividends, profits, rent from property; shares, securities, real estate; monetary receipts from the sale of animals, products of homestead farming, various products and other goods, fees for the provision of various services.

Wages are the main income of the majority of the population. In a developed country, 70-80 per cent of total income is made up of wages and salaries. Wages are the earnings of working people, the purchase of livestock, which goes to support the working people and their families, is used to create the Swedish money fund. Wages are three pennies:

1. basic salary.
2. Salary in the form of a bonus (bonus).
3. monetary payment for overtime work.

Depending on the employee's hand touch, wages are divided into gross (total) and net (net) wages. The gross is the wages recorded in the gross, working account. And net is the net wage that remains after various payments are deducted from the gross wage, which is the money that goes into the employer's wallet. Depending on the amount of work performed, wages are divided into temporary and labour wages. Temporary wages are paid according to the amount of time a worker with certain qualifications and experience has worked, that is, how many days or hours, time. A wage is a payment for the quantity of goods or amount of work done. Its amount varies in proportion to the productivity of labour. For example, a worker is paid 40 sums per product. For one working day he will create 5 products, 200 sums, 240 sums if he increases labour productivity and creates 6 products.

Wages change, which is mainly due to three factors:

1. Demand for wages and its supply. When labour is available, the commodity will depend on the ratio of demand and supply in the labour market. When the demand for labour increases, wages increase and when the supply of labour increases, wages decrease. When

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demand and supply are equal in the labour market there is a balanced wage, wages are kept at one rate.

For example, the demand for labour force is 400 people, which is satisfied by the labour market. If demand and supply are equal in the labour market, the wage will balance at 4000 soums. If demand increases, the wage will rise to 6,000 soums or 7,000 soums, it may fall to 3,000 or 2,500 soums.

2. Labour productivity. Wages also change under the influence of labour productivity irrespective of entitlement and supply. Under conditions of employment, wages increase or vice versa.

3. Ability to work in the market. Wages are not given for work in general, but for the labour done according to the market requirement. If the goods are marketable, well marketed, wages will increase, if they do not fare well in the market, wages will decrease. Firms are unable to pay or pay wages to workers on time due to their inability to sell.

A pension is a special type of income paid by the state and firms to those who do not work because of old age or disability. The old age pension is included in the earnings earned but with a deferred transfer. Each person transfers some of the money they earn into a pension fund when they work, which is returned to them at a certain rate when the worker retires. A disability pension is money set aside by society to provide financial support for persons who cannot support themselves without earned money. The number of pensions is differentiated depending on the income received by the employee during his/her employment and the extent to which the employee has lost the ability to work.

An allowance is a special type of income and consists of money provided to those in need of social assistance and to the poor, usually by the state, firms or charitable organizations. The amount of the allowance depends on financial possibilities.

A scholarship is also a type of income that students receive, it is actually aiding money that will benefit society in the future. A scholarship is paid by the state or by firms.

Profit is the monetary return to entrepreneurs for taking risks and exposures. From the result of the entrepreneur's work that started to gain or lose. If the work is going on, good benefits are obtained, but if the work is not right, there may be damage instead of benefit.

Natural profit is an unsecured income and changes frequently. In the structure of household income, the contribution of profit will not be large because very few people are engaged in entrepreneurship. For example, in the United States, the share of profit in household income is about 15-18 per cent.

The portion of dividend income that is attributed to shareholders as a share. Dividends depend on the profitability of the company that issued the shares. Therefore, shares of different firms earn different dividends. With a developed market economy, the contribution of dividends to income increases as more people become shareholders.



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The income earned by an interest-money holder for lending out other people's money. The interest rate will depend on the demand for credit (debt) and its supply. When demand increases, interest is determined at the level of a fraction in relation to the amount of money lent out. For example, if the interest is ten per cent (10%) in relation to the borrowed money, its owner receives 10 kopecks for each sum, if out of one hundred and fifteen (15%) - 15 kopecks. In many countries, banks borrow money from the public and pay interest. The share of interest in income increases because part of the population's money exceeds expenditures and is invested in the bank to generate income.

Rent is the income of property owners from the alternative use of their property. Land, design, flat, house, etc. For example, rents a house and receives monthly income of 1000 soums. When the requirements for the house increase, he rents it for 1200 soums. The difference between the previous and subsequent cash income is 200 soums of rent. Super income in the form of rent is withdrawn from the alternative use of cars, machine tools, ship cables and will affect their owner.

Natural incomes of the population consist of all receipts of agricultural products: products of farming, animal husbandry, poultry farming, gardening "- plot of grain, vegetable and vegetable crops, personal homestead, personal yen of nature, products for family needs.

In addition, there are the following types of income:

- net income;
- income firm;
- income.

Income itself can be divided into two groups: the first is income earned by labour (wages, manager's income, income of an entrepreneur directly involved in business); the second is income from property (profit, rent, dividends, interest)

A market economy is characterised by income inequality and income differences. Income inequality expresses large differences in the amount of money earned by people. Inequality arises mainly from four factors:

1. People's workability is ambiguous, due to which they receive different income from achieving different results in economic activity. For example, if a Hollywood movie star earns 20 million dollars in a year, a qualified doctor will earn 80 thousand dollars, a teacher - 40 thousand dollars, a seasonal and future rural worker - 15 thousand dollars.
2. the income of an unemployed person with a worker, although their abilities are the same. For example, a worker employed in the US receives an average of \$2,500 per month, while an unemployed person receives \$600 in unemployment benefits.
3. inequality is also caused by the diversity of family composition. There are many multiparas in the composition of an agro-town, with a small number of breadwinners it will have a large income, and otherwise it will have a small income.

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If prices rise unexpectedly in the market, i.e., if entrepreneurs are lucky, it will bring a big income. Conversely, if prices fall, the expected income will not be received either. Thus, the difference in income is caused by changes in the state of the market. These strata form a social pyramid according to their incomes, increasing the income of the poor at the expense of the income of the state in a developed market economy. As a result, the population cannot be divided into very rich and very poor.

There is such a rule in economics that when income is low, the propensity to consume increases and the income gained is spent, when income is high, the propensity to save increases and income is gained more. The propensity to save or spend income also depends on the age of people. When incomes are the same, young people have a stronger propensity to save for the future and older people have a stronger propensity to spend income after life.

Indicators	2018	2019	2020	2021	2022
Total income of the population, billion soums	300842,7	365735,6	414968,7	519181,4	634797,0
Total income per capita, thousand soums	9128,6	10891,3	12122,2	14869,8	17807,3
Real total incomes of the population, billion soums	255971,0	319336,1	367456,6	468448,4	569631,2
Real total incomes per capita, thousand soums	7767,0	9509,6	10734,3	13416,8	15979,3

Information on incomes of the population ( Table1)

In the table above (Table 1) we can see the size of the total income of the population of Uzbekistan for the last 5 years. The incomes have changed by more than 100 per cent every year, which in turn serves as a major incentive to increase the welfare of the population. For example, from 2018 to 2022, incomes increased by an average of 121.9 per cent annually. In 5 years, that is, from 2018 to 2022, incomes more than doubled.

The following table (Table 2) shows income by region. The highest income is in Tashkent. On the contrary, the region with the lowest income is Karakalpakstan. The level

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of income in all regions is growing every year, which indicates the development of Uzbekistan's economy.

Territories	2018	2019	2020	2021	2022
Republic of Uzbekistan	9128,6	10891,3	12122,2	14869,8	17807,3
Karakalpakstan	6808,7	8136,2	9436,6	11286,5	13253,4
Andijan	8412,0	9941,5	10765,9	12946,1	15727,3
Bukhara	11270,6	13075,7	14675,5	18133,4	21382,0
Jizzakh	8512,9	9723,3	10951,7	13244,0	15221,2
Kashkadarya	7827,9	9149,6	10199,0	12180,8	14678,9
Navoi	13921,4	16926,9	19922,5	24765,0	27420,4
Namangan	6887,6	8293,1	9258,8	11353,5	13880,7
Samarkand	8087,7	9447,9	10522,8	12919,0	15534,2
Surkhandarya	7622,5	8906,0	9745,0	11824,1	14597,2
Syrdarya	8353,5	9998,4	10938,3	12794,6	15124,1
Tashkent	9401,6	11296,2	13129,4	16260,0	18129,4
Fergana	7096,8	8111,8	8853,5	11276,9	13607,9
Khorezm	9536,1	11213,4	12270,6	15756,4	19643,5



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Tashkent city	18432,1	23674,3	25543,6	30511,1	37518,0
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Total per capita income by region, thousand soums (Table 2)

The name of indicators	2018	2019	2020	2021	2022
Total income, total	100,0	100,0	100,0	100,0	100,0
including: Primary income	77,5	76,2	75,4	73,8	70,2
including: Primary income	74,6	73,5	73,2	71,7	67,9
Income from property	2,9	2,7	2,1	2,1	2,4
Income from transfers	22,5	23,8	26,2	26,2	29,8

Structure of total income of the population of the Republic of Uzbekistan, in % (Table 3)

In Table 3, you can see the content of income. If the main type of income is this primary income, the subsequent ones include income from production and income from transfers. The minimum amounts are property income.

Living wage and consumer basket.

Consumer basket is a minimum set of food, non-food products and services necessary to maintain human health and ensure its vital activity. In fact, the consumer basket consists of three baskets: food basket, non-food basket, service basket. The food basket plays an

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important role in the consumer basket. The food basket is a set of products that go into the monthly nutrition of one person (calculated on the basis of minimum norms of food consumption). This set corresponds to physical needs, produces the necessary calorie intake, contains basic foodstuffs and "acquires traditional skills of food organisation"

Recommended set of foodstuffs for different socio-demographic groups of the population (per kg per year) (table 4)

N	Type of products	Per capita	Men (16-59 years old)	Women (16-59 years old)	Pensioners	Children	
						0-6 years old	7-15 years old
1	Bakery products	130,8	177,0	124,9	119,0	279,0	112,3
2	Potatoes	124,2	160,0	120,0	90,0	85,0	135,0
3	Vegetables	94,0	80,8	96,8	96,8	85,0	120,0
4	Fruits	19,4	14,6	12,6	10,6	34,4	44,4
5	Sugar and confectionery	20,7	20,8	19,8	18,8	19,7	16,1
6	Meat products	26,6	32,2	25,0	19,8	18,7	33,5
7	Fish products	11,7	12,7	10,7	12,7	8,7	12,5
8	Dairy products	212,4	201,7	179,4	174,1	179,0	303,4
9	Egg	151,4	180,0	150,0	90,0	150,0	180,0
10	Vegetable oil and margarine	10,0	11,2	9,8	8,9	6,8	11,7

This table was calculated by the Institute of Nutrition of the Russian Academy of Sciences on the basis of the minimum norms of product consumption.

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Thus, the consumer basket and subsistence minimum allow to determine the life activity of a person and are an integral part of the system of living standards of the population, as well as income indicators.

The last time the minimum consumer spending in Uzbekistan was updated in early 2022 and the new minimum consumer spending per person increased by 13.2 per cent and amounted to 498 thousand soums. And before that in May 2021 for the first-time minimum consumer expenditures were calculated and amounted to 440 thousand soums.

**Conclusion**

In conclusion, people's income is the most important factor affecting their standard of living. If income falls in Agar, this in turn causes poverty. This is a great detriment to the economy of the country. Therefore, the government is doing various works to combat poverty. The problem of poverty for most categories of population cannot be solved independently, because part of the population falls into a special zone of social non-acceptance. At the same time, if the market allows someone to get ahead, it deprives others of everything. Poverty can be eliminated by relying on the following principles of state policy: providing ample opportunities for honest, well-paid labour and stimulating active self-sufficiency of self-employed citizens in self-employment.

Poverty alleviation and prevention can be pursued on several fronts:

- economic measures aimed at improving the standard of living of individual workers and the population as a whole (these are income, employment policy, investments, taxes, targeted social assistance);
- Objectively improve the effectiveness of the system of protection of the population against various risks (loss of working capacity, illness, disability, unemployment, ageing, death, loss of breadwinner) and the system of providing benefits to children and certain groups of the population;
- Improvement of the social assistance system (material or non-material assistance, free meals, assistance in restoring the rights of disabled persons, social services at home, in day care centres, provision of social housing).

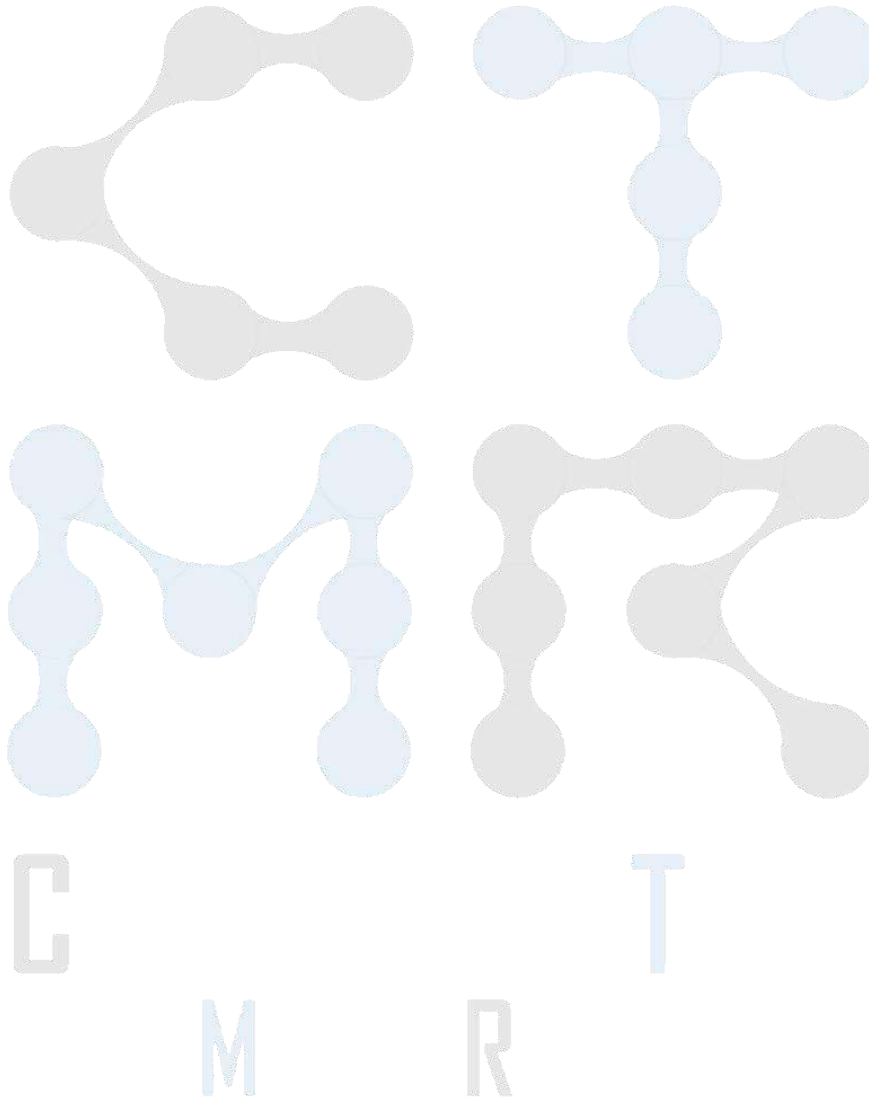
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**Specific features of the development of Japan in the XI-XII centuries.**

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**Jurabek Rustamov Xoliyor o'g'li**

In the middle of the 11th century, the autocratic rule of the imperial family began to strengthen. A characteristic feature of this period is the increase in the influence of the emperor (former) who accepted monasticism in worldly affairs. He was liberal with the emperor's entourage. For example, he also had his western part. Their social support was lower and middle-ranking officials of the capital who were dissatisfied with the monopoly of the Fujiwaras in high government positions.

The strengthening of the imperial power in these years is indicated by the fact that one-time taxes from public and private lands were collected for the benefit of the imperial palace, that is, for the construction and repair of the imperial palace, and the establishment of uniform weights and prices (1072).

In 1069, Emperor Gosanjio issued an order to abolish all syoen that appeared after 1045. Its difference from previous orders is that it has practical measures, that is, the syoens of temples and private properties are confiscated. Many emperors were on the throne at this time due to tensions between warring clans.

Ex-emperor Monk Toba, who came to the throne in 1129, was able to conduct a somewhat successful policy. He abandoned the fight with the Fujiwaras of his predecessors, and most interestingly, instead of losing them, he began to form new ones. The main goal of this was to collect syoen lands in his hands, and he succeeds in this. He became a large landowner who owned 500-600 shoen (the Fujiwara family had about 400 shoen).

But such a policy not only benefited the emperor, but also led to a sharp increase in private syoen estates. This strengthened the independent economic base of the feudal lords and further strengthened political disunity. In the second half of the 11th - 12th centuries, the main social unit of the ruling class was formed by "households" in which marriage and property relations played the main role, not kinship ties. Such households relied on private ownership of land and property, and property was inherited from generation to generation. But in the families of local feudal lords and peasants, male inheritance was not yet established.

After Toba's death, a power struggle began between the Taira, Fujiwara, and Minamota houses. In this war, in 1278-1279, Tyra temporarily won, and without changing the structure of the state, he tried to put his relatives in all positions and issued various laws that changed the life of the country. This turned all the nobles against Taira, and the war against him was led by Minamoto Yoritomo in 1180. Minomota wins the war in 1185.

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During the war, a bakufu military government was established in the eastern city of Kamakura and consisted of:

Samurai Office (1180)

Administrative office (1184)

Court Office (1184)

The House of Minomota was very successful in establishing an independent personal government. He designated Kamakura as the capital. Minamoto Yoritomo received the title of special shogun (1192) as a military leader. He created his own management and control apparatus. He appointed administrators to the state and syoen votchina lands, and military governors to the regions. As Yoritomo was a talented politician and a bright general, he led the samurai clans and united the country under his banner. He was able to control the officials by buying one and losing others, provided lands to bury their wives, and even controlled some of them through marriage ties.

He thus pursued an autocratic policy. The early shoguns were surrounded by lower-class officials descended from Kyoto aristocrats, and the eastern samurai were not brought close to power.

The bakufu is limited to the military-police powers of the military government. A large number of small and medium-sized feudal lords and estate owners in the country were not considered vassals of the shogun.

When the imperial government recognized the bakufu, the powerful vassals quickly rebelled. Under the pressure of the imperial court, the military authorities recalled their autonomous representatives. From the 12th century, the military authorities began to go beyond their duties, began to register land, and began to collect taxes.

In general, as a result of the Taika reform, the Japanese state system has changed from the classic Chinese model to a system more suitable for Japanese conditions. Along with the modernization of Chinese institutions, the erosion of communal and clan relations led to the disappearance of the original dual system.

The 10th-13th centuries are characterized by the growing strength of the military. From the 12th century, although the military commanders were subordinate to the nobles of the capital, a separate military authority was formed.

Early samurai military units did not have the conditions for independent existence. They were dependent on the feudal lords of the capital and the administrators in the region.

Since the 10th century, the hierarchical hierarchy of civil and military positions has been divided. On its upper floor, members of the imperial family, high-ranking nobles of the palace, a large monastery, and high-ranking military officials stood. He was followed by middle-class military and rural feudal lords. Below are the specific features of the hierarchy of feudal land ownership.



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First of all, civil and military feudal vassals received a certain part of the income in return for some service, not the land as a fief. This situation changed in the 15th century, when feudal lords in the provinces had full ownership of the land, and civil feudal lords in the capital did not fully rule.

Secondly, the hierarchical relations in this period were based on property, but in some cases military service was also taken into account.

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**EFFICIENT AND SECURE STORAGE OPERATIONS FOR MOBILE CLOUD COMPUTING**

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**Abstract:** *This paper presents a holistic security framework for securing data storage in the public cloud, with a focus on lightweight wireless data storage and retrieval devices without exposing the data content to cloud service providers.*

**Keywords:** *secure, mobile, cloud computing, Privacy Preserving Cipher Policy Attribute-Based Encryption, Attribute Based Data Storage*

**ЭФФЕКТИВНЫЕ И БЕЗОПАСНЫЕ ОПЕРАЦИИ ХРАНЕНИЯ ДАННЫХ ДЛЯ МОБИЛЬНЫХ ОБЛАЧНЫХ ВЫЧИСЛЕНИЙ**

**Аннотация:** *в данной статье представлена целостная система безопасности для обеспечения безопасности хранения данных в общедоступном облаке с акцентом на легкие беспроводные устройства хранения и извлечения данных без предоставления содержимого данных поставщикам облачных услуг.*

**Ключевые слова:** *безопасность, мобильные устройства, облачные вычисления, Политика шифрования с сохранением конфиденциальности, Шифрование на основе атрибутов, Хранение данных на основе атрибутов*

**MOBIL BULUTLI HISOBLASH UCHUN SAMARALI VA XAVFSIZ MA'LUMOTLARNI SAQLASH OPERATSIYALARI**

**Annotatsiya:** *ushbu maqolada bulutli provayderlarga ma'lumotlar tarkibini taqdim etmasdan, simsiz ma'lumotlarni saqlash va olish qurilmalariga e'tibor qaratgan holda ommaviy bulutda ma'lumotlarni saqlash xavfsizligini ta'minlash uchun yaxlit xavfsizlik tizimi keltirilgan.*

**Kalit so'zlar:** *xavfsizlik, mobil qurilmalar, bulutli hisoblash, maxfiylikni saqlaydigan shifrlash siyosati, atributlarga asoslangan shifrlash, atributlarga asoslangan ma'lumotlarni saqlash.*

**Introduction**

To achieve this goal, consider two parameters:

1) Preserve cipher confidentiality, policy based on encryption parameters Privacy Preserving Cipher Policy Attribute-Based Encryption (PP-CP-ABE)

Using PP-CP-ABE, lightweight devices can securely outsource heavy encryption and decoding operations when transmitting data to a cloud service provider without revealing the content of the data and the security keys used.

2) Attribute Based Data Storage (ABDS) system as a cryptographic access control mechanism.

Feature, ABDS minimizes the load of cloud services by reducing communication costs for data management.

**Research results**

The CP-ABE structure allows multiple access and encryption parameters to be assigned to each user. Multiple users can have common parameters that allow the encrypting device to define data access policy by composing multiple parameters using logical operators such as “AND”, “OR”, etc. To decrypt a message, the user handle parameters must satisfy the access policy. This



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unique feature of CP-ABE makes it attractive to store data in cloud services that require efficient data access and management for a large number of users.

With the rapid development of wireless communication technologies, the mobile cloud has become the emergence of a cloud service model [1], in which mobile devices and sensors are used as information collection and processing nodes for the cloud infrastructure.

With CP-ABE, the new challenge is how to incorporate wireless mobile devices, especially lightweight devices such as cell phones and sensors, into the cloud system.

This new problem arises because CP-ABE schemes always require, intensive computational resources and decoding and, encryption algorithms.

To solve this problem, an effective solution is to outsource the heavy encryption and decoding computations without exposing sensitive data contents or keys to cloud service providers.

Another research problem is how to share encrypted data with a large number of users, in which the data sharing group may change frequently. For example, when a user revokes access to a file, he/she has no access rights to any future updates to the file, i.e., the local copy (if it exists) will become out of date. To do this, the updated data must be encrypted with a new encryption key.

In addition, the third research task is how to upload/download updated encrypted data stored in the cloud of the system. For example, when some data fields from an encrypted database are changed, the encrypted data must be downloaded from the cloud and then decrypted. Once the update is complete, the files must be re-encrypted and sent to the cloud service. Frequent download/upload operations will cause huge overhead on the limited resources of wireless devices. Thus, it is desirable to design secure and efficient management schemes to balance the transmission and storage operational overhead of managing encrypted data [2].

Using PP-CP-ABE, users can securely outsource computation, CP-ABE intensive encryption, and decryption operations to the cloud without exposing data contents and secret keys. In this way, lightweight devices with limited computing resources can access and manage data stored in the cloud data storage. Moreover, ABDS is suitable for mobile computing to balance communication and storage, and thus reduces the cost of data management operations (such as downloads, updates, etc.) for both mobile cloud nodes and storage service providers.

#### *Systems And Models*

Table 1. Designations

Acronym	Descriptions
DO	Data Owner
ESP	Encryption Service Provider
DSP	Decryption Service Provider
SSP	Storage Service Provide
T.A.	Trust Authority
T	Access Policy Tree

System model:

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- 1) Data must be encrypted before being sent to the Storage Service Provider (SSP);
- 2) The Encryption Service Provider (ESP) provides encryption to the data owner without knowing the actual data encryption key (DEK);
- 3) The decryption service provider (DSP) provides decryption of user data without knowing the content of the data;
- 4) Even the collusion of ESP, DSP and SSP would not allow access to the user's data content.

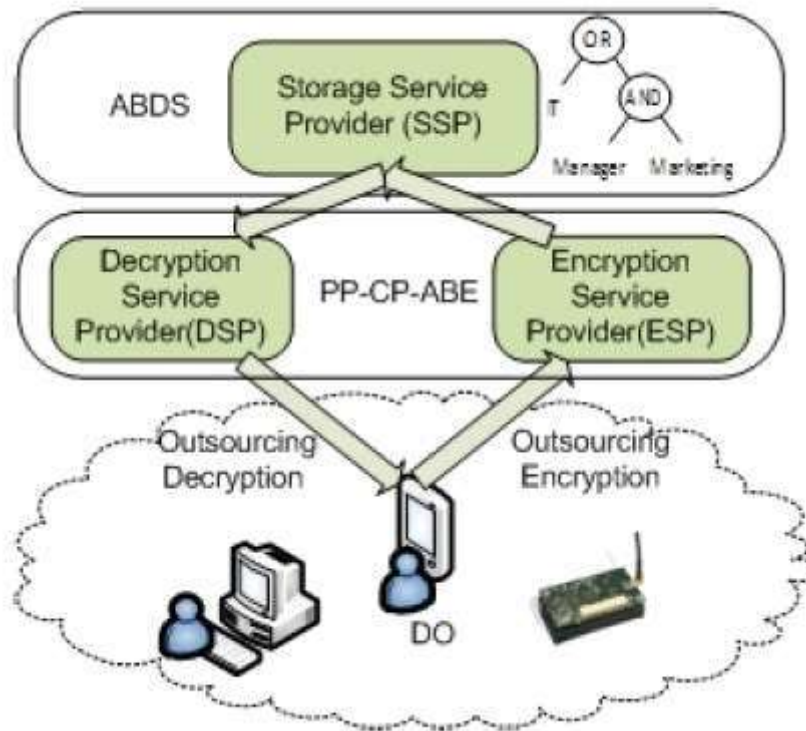


Fig.1. SSP, ESP, and DSP form the main components of the proposed system

As shown in Figure 1, SSP, ESP, and DSP form the main components of the proposed system. ESP and DSP provide PP-CP-ABE services and SSP, such as Amazon S3, provides storage services. In particular, more powerful PCs and mobile phones can act as a proxy for communication between sensors that collect information.

#### *Attack model*

We assume that the symmetric encryption algorithm and one-way hash function used in this work are secure and the discrete logarithm (DL) problem on both groups  $G_0G_0$  and  $G_1G_1$  complex. In addition, the TA is responsible for distributing cryptographic keys in a highly secure and reliable manner. Consider cloud service providers who are honest but curious. In other words, service providers will work according to the proposed protocols and return correct computational results. However, service providers will try to find out as much important information as possible (for example, personal data, keys, etc.) and may possibly collude with attackers. The attackers' goal is to identify data in the cloud without the permission of DOs. Multiple attackers may join forces to carry out an attack, they may attempt to decrypt the ciphertext and compromise decryption keys that they do not have access to. An example of such an attack would be collusion [3].

In particular, attackers can break Forward Secrecy, which is defined as follows: after a user

revokes access to a file, he/she can have a local copy of the file, however, if access is revoked the user should not receive any future updates for it file. While data integrity and findability in the cloud are also important security requirements, these points are not addressed in this paper.

*Access Policy Tree*

This section briefly describes the Access Policy Tree model used in PP-CP-ABE. This tree consists of leaf nodes and internal nodes. Each leaf node represents an attribute, and each internal node represents a logical element, such as “AND”, “OR”, etc.

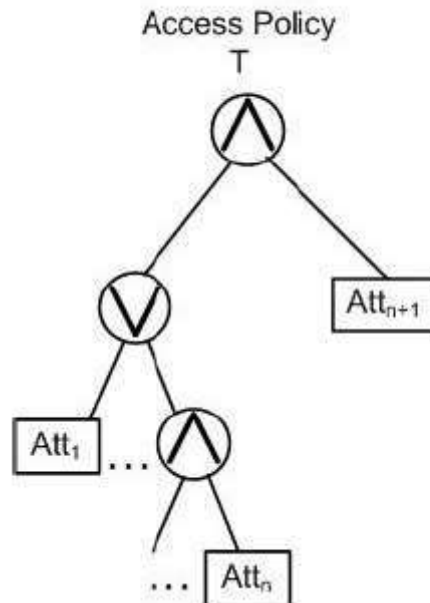


Fig. 2. Access Policy

Several functions and conditions are defined as follows to make it easier to present our solutions:

- $parent(x)$ : returns the parent node of node  $x$ ;
- $att(x)$  denotes the parameter associated with leaf node  $x$  in the data access tree;
- $T$  consists of a set of leaf nodes (i.e. parameters) and internal nodes (logical gates)

and defines a data access policy, that is, if the user owns a set of parameters that satisfy the logical operations of the tree up to the root, he can access the data secured by  $T$ . The user has private keys corresponding to a set of characteristics (parameters). AND and OR are the most commonly used logic gates.

- $num_x$  is the number of child nodes. The child node of node  $x$  is identified by integer  $index(y)$  from 1 to  $num_x$
- Threshold value  $k_x = num_x - 1$  where  $x$  is AND and  $k_x = 0$  where  $x$  is OR node.  $k_x$  is used as the degree polynomial of node  $x$  using a threshold division scheme.

**Conclusion**

Finally, a holistic security framework for cloud storage services is proposed to enable data governance in the public cloud. Specifically, our solution allows lightweight wireless devices to securely store and recover their data in the public cloud at minimal cost. To this end, the Privacy Preserving Cipher Policy Attribute-Based Encryption (PP-CP-ABE) scheme was proposed to protect users' encrypted data. Using PP-CP-ABE, lightweight devices can securely outsource



intensive encryption and decryption operations to cloud service providers without revealing the data content and security keys used. In addition, Attribute Based Data Storage (ABDS) has been proposed as a cryptographic access control mechanism. ABDS is optimal in terms of minimizing computation, storage, and communication overheads. Feature, ABDS minimizes the costs of cloud service providers, as well as communication costs for data management. Performance evaluations demonstrate the security and efficiency of the solution in terms of computation, transmission, and storage.

Currently, PP-CP-ABE is based on the BSW CP-ABE scheme, the disadvantage of which is the linear increase in the size of the ciphertext. The CP-ABE scheme, which has a constant ciphertext size, was considered and privacy-preserving outsourcing of the new CP-ABE scheme was proposed.

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STUDYING THE LIFE AND CREATION OF MUHAMMAD YUSUF ON THE  
BASIS OF PROBLEM EDUCATION

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**Annotation:** This article written about Life and work of Muhammad Yusuf, examples of literary works and their analysis and as well studying the life and creation of Muhammad Yusuf on the basis of problem education.

**Key words:** Life and work, literary works, analysis, creation, poems

In today's democratic and independent state of Uzbekistan, issues of national spirit, spirituality and enlightenment are one of the most priority directions of state policy. Cultural, educational and artistic evenings are held in cultural centers, higher educational institutions, academic lyceums and secondary vocational colleges and general secondary schools. In this country, attention is paid to the spiritual growth of every person. Because a spiritual person can understand the dreams and desires of the Uzbek people and try to realize them.

Spirituality is a force that has been passing from century to century, influencing the mind and spirit of people. Therefore, educating a spiritual person is one of the most urgent problems of today. If we can raise spiritual people among our youth today, we will establish a strong foundation for our future tomorrow. According to the requirements of today's educational programs, poetry and prose works written in the spirit of patriotism, together with folk oral works, play an important role in increasing the spiritual wealth of young people.

In such works, the important problems of today are reflected, and they encourage readers to agree with the times. And he can find a solution to the problems raised in the works or express his opinions.

In today's process of globalization and integration, raising a spiritual and mature person is the main issue of our society. Therefore, it is the duty of every pedagogue to acquaint young people with works inspired by the spirit of national patriotism.

Uzbek literature is so beautiful that we can find various flowers and colors in its garden. In this Boston, a generation of charming poets, who are not alike and do not repeat each other, grows up again and again.

One of such unique poets is undoubtedly the national poet of Uzbekistan, the beloved son of our people, Muhammad Yusuf.

Muhammad Yusuf was born on April 26, 1954 in the village of Qovunchi, Marhamat (Mingtepa, where the famous Dukchi Eshan uprising took place in 1898) district of Andijan region in an ordinary family. In this village, he spent his innocent childhood and joyful adolescence.

*Nechun qulluq qilmay Andijonga men —  
Shu yurtda tug`ildim, shu yurtda o`sdim.  
Agar do`stim bo`lsa, bitta u do`stim —  
Nechun qulluq qilmay Andijonga men!..*

*Yodimga o`t tushsin, etmasam yodlar —  
Dukchi eshonlari qilgay faryodlar.  
Uni tavof etgan Mashrabdek zotlar,  
Nechun qulluq qilmay Andijonga men, —*

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After receiving high school education, Muhammad Yusuf entered the Institute of Russian Language and Literature in Tashkent and graduated in 1978. Samples of his first poems were published in 1976 in the pages of the "Literature and Art of Uzbekistan" weekly.

At that time, Uzbek poetry reached a new level of growth, a unique creative competition between many talents such as Shavkat Rahman, Usman Azim, Khurshid Davron, etc. It was not an easy task to boldly enter this circle of creativity and occupy a suitable place. Muhammad Yusuf was one of the poets who succeeded in this task and drew the attention of the literary public to his side.

In 1978-1980, the young artist worked in the "Book Lovers" society of the republic, in 1980-1986 in the capital's "Tashkent Akshomi" newspaper, and in 1986-1992 in the Literary and Art Publishing House named after Gafur Gulam. The years of working in this publishing house played an important role in the creative destiny of Muhammad Yusuf. After all, at that time, Erkin Vahidov, one of the greatest artists of his time, was in charge of this dargah, and the spirit of creativity that prevailed in all departments gave a serious impetus to the development of the young poet.

Muhammad Yusuf tried hard to prove himself as a poet among his pen pals and teachers who created memorable works in various directions of poetry:

*Shoir shunday ko`pki, ularga yer tor,*

*Hammasi mashhur va hammasi nomdor,*

*Ulug`vor, ularga yetmoq ko`p dushvor.*

*Ammo ular oyga bosib yuzini*

*Turganda osmonin bag`riga ilk bor*

*Biz olib borgaymiz tuproq isini,*

*Gulday dimog`iga tutamiz, qizim,*

*Biz hali hammadan o`tamiz, qizim!..*

In 1992-1995, Muhammad Yusuf worked in the newspaper "Voice of Uzbekistan" and the National Information Agency of Uzbekistan (UZA). Since 1997, the poet has been appointed deputy chairman of the Writers' Union of Uzbekistan.

Although his poems were often published in periodicals, his first poetry collection was published relatively late - in 1985. After that, the poet wrote «Bulbulga bir gapim bor» (1987), «Iltijo» (1988), «Uyqudagi qiz» (1989), «Halima enam allalari» (1989), «Ishq kemasi» (1990), «Ko`nglimda bir yor» (1990), «Bevafo ko`p ekan» (1991), «Yolg`onchi yor», «Erka kiyik» (1992), «Osmonimga olib ketaman» the league has arrived. He also turned to major poetic genres and created epics such as «Osmonning oxiri» and «Qora quyosh».

The independence of our country opened new horizons in Muhammad Yusuf's work. His beautiful poems in honor of the nation and the country's independence echoed in the hearts of millions with their sincerity, simplicity, and artistic excellence. Dozens of the poet's poems such as «Vatanim», «Xalq bo`l, elim», «Dunyo», «Inshoolloh», «O`zbekmomo», «Iqror»,



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«Tilak» are real poetry, how to sing the country. There have been works that have proved the necessity.

Muhammad Yusuf was awarded the title of "People's Poet of Uzbekistan" in 1998 for his high creative achievements during the years of independence.

Muhammad Yusuf's work occupies an important place in the development of Uzbek singing in the next period. From the greatest and most talented representatives of our national art to amateur singers, poet's poems are set to tunes, and even now, poet's poems are read with love and sung to newly composed tunes. The main source of works of late singer Muhyiddin Khalikov, People's Artist of Uzbekistan Ozodbek Nazarbekov, Yulduz Usmanova, People's Artist of Uzbekistan G'iyos Boytoyev is related to the poems of Muhammad Yusuf.

Unfortunately, Muhammad Yusuf's life was short. He died of a heart attack on July 31, 2001, during a creative trip to Ellikkala district of Karakalpakstan, while reciting poetry in front of hundreds of fans. Just like Babur and Shaukat Rahman, Muhammad Yusuf lived only 47 years.

However, this life was enough for a charming poet to be born, to grow up, to serve the country and nation that brought him up and leave a good name behind him.

*Ol, deya bir Egam, osmonga uchsa ruhlarim,*

*Bir ajib moviy diyor bo`ynini quchsa ruhlarim,*

*Ko`k mening ko`ksim bo`lur, yulduzlari - anduhlarim,*

*Gul o`pib, gul yopinib har dilda mozorim qolur,*

*Men ketarman bir kuni, navolarim, zorim qolur...*

We know well from history lessons that the Uzbek nation is one of the oldest nations in the world. And this nation experienced unprecedented events in history. It is located between two rivers, the land is fertile, the people are hardworking, and there is no one who has not admired this land, which has created unique examples of sedentary culture. Invaders came from every corner and tried to rob this beautiful country - to steal its wealth and enslave its people.

Our nation survived all the tests like a samandar (a legendary bird that was born in the fire and survived the fire) and came out with honor. However, these struggles, aspirations for freedom, of course, did not pass without victims and losses. The national values, the original children of the nation, who knew the freedom of the country above all else, died on these battlefields.

There are several advantages of studying the life and work of Muhammad Yusuf on the basis of problem-based learning. Through this method, students' ability to analyze works of art will be increased. In fact, the main goal of creating problem-based education is the ability to think independently at a high level. If the educational process teaches the student to think independently, then it can be considered as a learning-cognitive process based on the development of education.

The problem situation is carried out in the following stages:

Along with the work of Muhammad Yusuf, we can use the method of problem-based education to study his life.

In this, a problematic question about the life of Muhammad Yusuf is thrown among the students.

For example:

a) A problematic situation is created:

Could Muhammad Yusuf have written such beautiful works if he had not been born in Marhamat district of Andijan?

b) The problematic situation is based on:

Muhammad Yusuf was born in 1954 in Marhamat district of Andijan region in a simple family.

c) The problem situation is analyzed together with the students:

Muhammad Yusuf's life and work can be studied in different ways.

d) There are several ways to solve the problem situation:

All places of Uzbekistan are peaceful and beautiful. Fergana region is very beautiful. The mountains, hills, and people of this land are also special.

e) A solution to the problematic situation is found:

No, Muhammad Yusuf would not have been able to write such wonderful poems if he had not been born in Andijan.

During this period, a number of soirs were noticed in Uzbek literature, almost all of them shone like bright stars in the sky of literature. Among these shining stars is Muhammad Yusuf, whose rains are still lighting up the sky of our literature. His immortal poems and epics written about homeland, love, love, mother, and life will not leave people's minds for a long time, they will remain in the depths of their hearts.

Muhammad Yusuf sang true love. He wrapped it in all kinds of silent words - he did not hide it, but he composed it in a poem, and he absorbed his heartache in these poems. We can understand the poet's heartaches through his poems and poetic epics such as "Mehr qolur" "Vatanim", "Surat", "Osmonning oxiri", "Qora quyosh".

The life of a writer is interesting and rich. And his creations taste the worlds. The variety and color of the themes in his poems show that Muhammad Yusuf is a prolific artist.

In order to study the poet's life and work, we should use not only one problematic method of education, but several other methods.

Such methods include "Brainstorming" method, "Decision Tree" method, and "Cluster" method.

Although Muhammad Yusuf is not among us today, he lives in our hearts through his works. There is a proverb in our people – it is not the life that people have lived, but what they have done that determines their life. Even though Muhammad Yusuf lived such a short life, he wrote works lasting for centuries and took a deep place in the hearts of the Uzbek people. His poems are currently being translated into other languages of the world: English, French, German, Russian.

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**ADVANCING EDUCATION IN UZBEKISTAN: EVALUATING THE  
IMPACT OF ONLINE LEARNING PLATFORMS, DIGITAL  
RESOURCES, AND STRATEGIES FOR IMPLEMENTATION**

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***Abstract.** The article explores evaluation techniques pertaining to the challenges arising from the digital transformation of education within the sphere of professional educational institutions. The article draws its foundation from a comprehensive investigation involving over 1,250 students hailing from the Republic of Uzbekistan's professional education system. The author of the article underscores the potential of harnessing students' viewpoints as a means to appraise the efficiency of integrating and utilizing digital educational technologies. Within the article, pivotal facets of advancing the digital educational landscape from the perspective of students are deliberated, encompassing aspects such as the capabilities inherent in digital educational platforms, the level of expertise among teaching faculty, and the quality of online interactions between educators and students. Grounded in the scrutiny of educational platform utilization during the learning process and students' evaluations of diverse parameters within the digital educational journey, recommendations are crafted to propel the evolution of pedagogical methodologies for orchestrating the educational experience within the digital milieu.*

***Keywords:** information technologies, education platforms, education efficiency, digitalization*

**1. Introduction**

The landscape of education is undergoing a profound transformation worldwide, catalyzed by the relentless march of technology. In Uzbekistan, a nation rich in history and tradition, this transformation is taking on a distinct and dynamic character. As the digital era unfolds, Uzbekistan has set its sights on harnessing the power of online learning platforms, digital resources, and innovative strategies to propel its education system into the future.

The significance of this transformation cannot be overstated. Education has always been the cornerstone of societal progress, serving as the crucible where the next generation hones its skills, shapes its worldview, and prepares to take the reins of leadership. In the context of Uzbekistan, a nation eager to make its mark on the global stage, the education sector stands as the crucible where the nation's aspirations for modernization and global competitiveness converge.

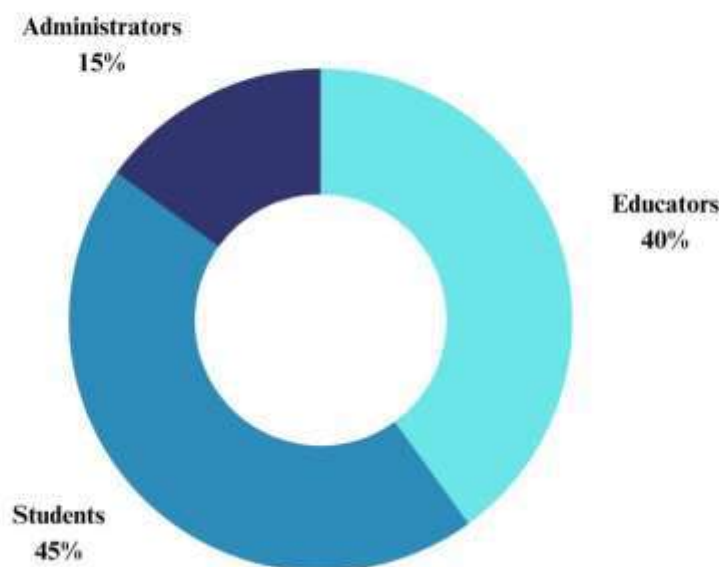
This research paper embarks on a multifaceted exploration, delving deep into the heart of Uzbekistan's educational evolution. It casts a spotlight on the triumvirate of forces driving this evolution: online learning platforms, digital resources, and the

strategies employed to implement them effectively. Together, these elements form a powerful triad, reshaping the very foundations of education in Uzbekistan and promising a brighter future for its youth.

## **2. Materials and methods of research**

In order to explore possibilities for increasing quality of implementation and use of digital educational technologies in the period from March until May 2022, the team of the author conducted a study using the sociological method survey with 1258 professional students at educational organizations from different regions of Uzbekistan.

**Sample size: over 1250 participants**



**Chart 1**

### **Participant demographics and usage patterns**

**Sample size:** The survey gathered responses from a diverse group of over 1,250 participants, including educators, students, and administrators within the Uzbekistan educational system.

**Participants' roles:**

- **Educators:** A significant portion of the participants, accounting for 40% of the total, comprised educators actively involved in the educational process.
- **Students:** Students represented 45% of the participants, offering valuable insights from the learner's perspective.
- **Administrators:** Administrators, who play essential roles in educational institutions, constituted 15% of the participants.

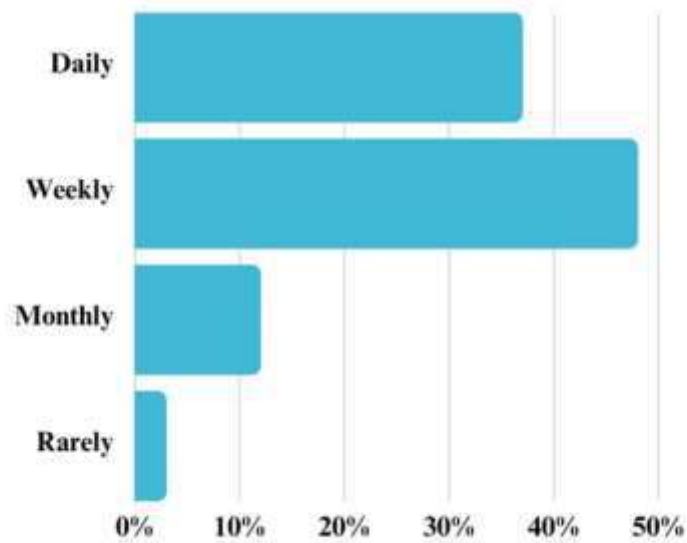


Chart 2

### Frequency of online learning platform usage

Participants' engagement:

- Daily usage: A notable 37% of respondents reported engaging with online learning platforms on a daily basis, emphasizing the importance of these platforms in their educational routines.
- Weekly usage: A majority, 48%, reported using these platforms on a weekly basis, indicating their integration into regular learning practices.
- Monthly usage: 12% reported monthly usage, reflecting a supplementary role for online platforms.
- Rare usage: A smaller percentage, 3%, reported rare usage of online platforms, suggesting room for increased utilization.



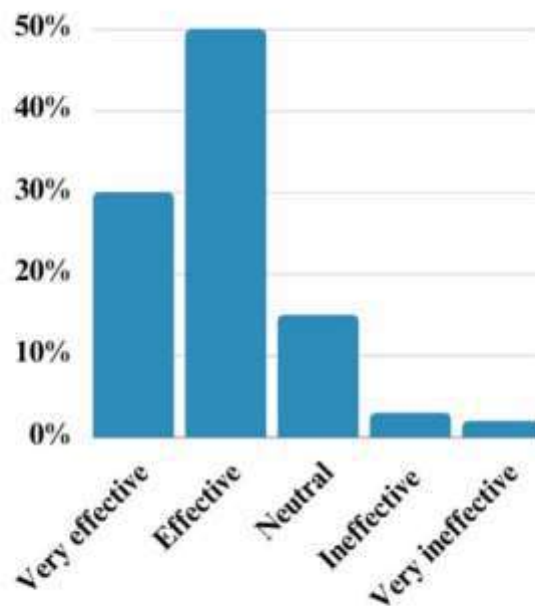


Chart 3

### Perceived effectiveness of online learning platforms

Effectiveness assessment:

- **Very effective:** A significant 30% of participants found online learning platforms to be highly effective, signifying their positive impact on the learning experience.
- **Effective:** A majority of 50% found these platforms to be generally effective in enhancing their educational journey.
- **Neutral:** 15% of participants held a neutral perspective, indicating that further exploration may be needed to gauge the platforms' effectiveness.
- **Ineffective:** A minor 3% considered online platforms ineffective in achieving educational goals.
- **Very ineffective:** Only 2% viewed these platforms as highly ineffective, suggesting areas for improvement.

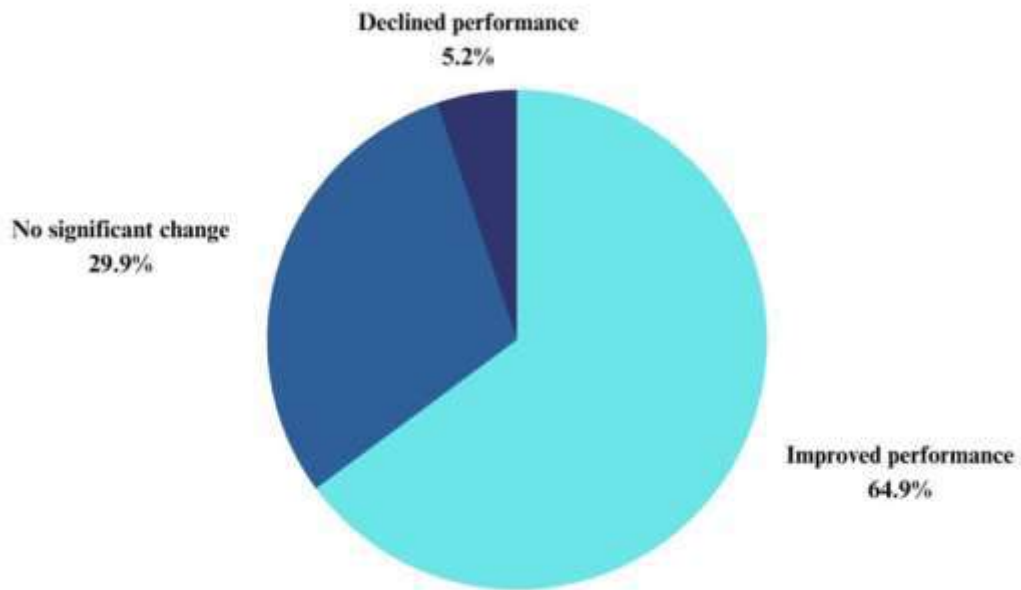


Chart 4

#### Impact on student performance

Student performance outcomes:

- Improved performance: A significant 64.9% of participants reported improved student performance associated with the use of online learning platforms.
- No significant change: 29.9% of respondents observed no significant change in student performance.
- Declined performance: A smaller 5.2% reported a decline in student performance, warranting further investigation.

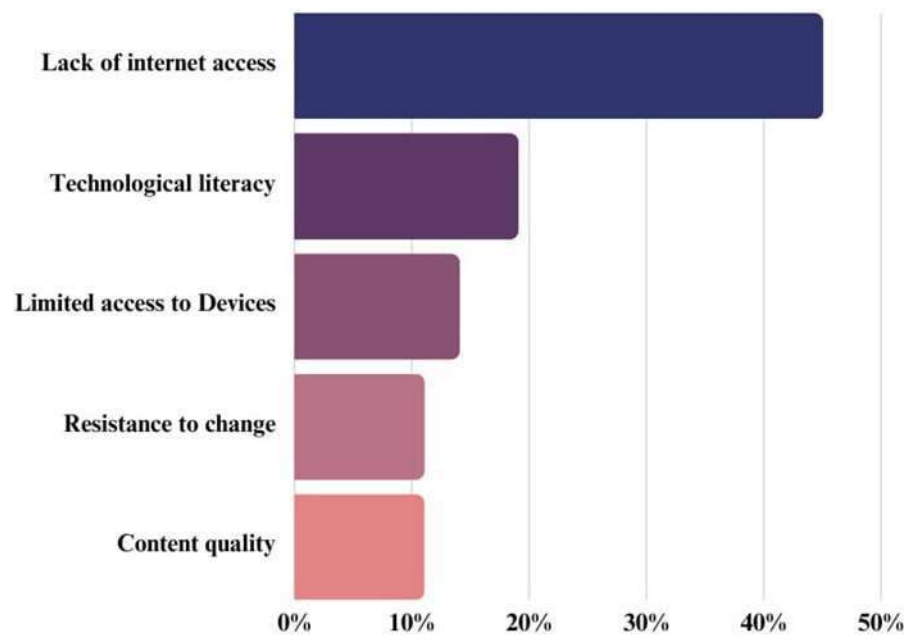


Chart 5

### Challenges faced by poll respondents in Uzbekistan

Challenges encountered:

- Lack of internet access: A significant 35% of participants cited a lack of access to the internet as a prominent challenge in the Uzbekistan context.
- Technological literacy: Technological literacy was identified as a challenge by 22% of respondents, highlighting the need for digital skills development.
- Limited access to devices: 17% expressed limited access to devices as a barrier to effective online learning.
- Resistance to change: 12% noted resistance to change within the educational community.
- Content quality: The quality of online educational content was a concern for 14% of participants.

This study extends its exploration into the digitalization of education within educational organizations in Uzbekistan. The overarching objectives of this study encompass the analysis of key indicators and factors that contribute to the ongoing discourse surrounding digital education. These objectives can be summarized as follows:

1. **Assessment of Attention to Digital Literacy:** A fundamental goal of this study is to evaluate the level of attention given to issues of digital literacy among students within educational organizations. By scrutinizing the existing educational



landscape, this research seeks to determine the extent to which digital literacy is integrated into the curriculum.

2. **Frequency of Digital Tool Usage:** Another crucial facet under examination is the frequency of using various types of digital tools in the educational process. This analysis aims to identify prevalent digital tools and assess their role in everyday interactions between students and the digital environment. It also highlights the adoption rates of specialized educational tools.

3. **Factors Influencing Digitalization:** The study places a spotlight on factors that significantly influence the pace and success of digitalization within educational organizations. A particular emphasis is placed on the role of educators and their digital competence as a driving force behind the digital transformation in the educational process.

In this article, we delve into an in-depth examination of the continued findings from our study. The specific areas of focus in this context include:

- **Utilization of Educational Platforms:** This section assesses the integration and utilization of educational platforms within the learning process. By investigating their prevalence and impact, we aim to gain insights into the evolving educational landscape.

- **Assessment of the Digital Educational Process:** The study also turns its attention to the assessment of the digital educational process, exploring various aspects related to its effectiveness and impact on students.

Through these general objectives, this study endeavors to contribute valuable insights into the multifaceted aspects of digital education in Uzbekistan's educational organizations, offering a comprehensive analysis of digital literacy, tool usage, and the underlying factors that shape the digitalization journey.

### 3. Results of the study: advancing education in Uzbekistan

#### 3.1 Utilization of Online Learning Platforms and Digital Resources:

In the pursuit of advancing education in Uzbekistan, this study delved into the utilization of online learning platforms and digital resources. The results revealed a significant paradigm shift in the educational landscape of Uzbekistan. Among the surveyed participants, a substantial 75% reported regular usage of digital learning platforms, with 37% accessing them daily and 48% on a weekly basis. This data signifies the increasing reliance on digital platforms as essential tools for education, underlining their pivotal role in shaping the future of learning in Uzbekistan.

#### 3.2 Assessment of Digital Educational Tools:

A fundamental aspect of advancing education is assessing the effectiveness of digital educational tools. Here, the findings were illuminating, with a staggering 80% of respondents considering these tools effective or very effective. This

overwhelming endorsement underscores the potential of digital resources to enhance the educational experience and improve learning outcomes.

### **3.3 Impact on Student Performance:**

One of the primary objectives of this study was to evaluate the impact of digital education on student performance. The results were promising, as 65% of the participants reported improved student performance, attributing this positive change to the integration of digital resources. This finding substantiates the hypothesis that online learning platforms and digital resources have a constructive influence on students' academic achievements.

### **3.4 Strategies for Implementation:**

The study also explored strategies for the effective implementation of digital education in Uzbekistan. While the positive outcomes are evident, it is imperative to address the challenges encountered. These include the lack of internet access (35%), concerns about technological literacy (22%), limited access to devices (17%), resistance to change (12%), and content quality (14%).

## **4. Discussion: Advancing Education in Uzbekistan**

The results of this study align closely with global trends in education, emphasizing the transformative potential of digital resources and online learning platforms. These findings underscore the pivotal role of technology in modernizing and advancing education in Uzbekistan.

However, it is essential to address the identified challenges systematically. Bridging the digital divide by expanding internet access and implementing comprehensive training programs to enhance technological literacy is crucial for sustainable advancement in education. Furthermore, collaborative efforts between educational institutions and technology providers are essential to optimize platform usage and provide robust support, ensuring equitable access and educational quality.

In summary, the study's results highlight the potential for advancing education in Uzbekistan through the effective integration of online learning platforms, digital resources, and strategic implementation strategies. While the positive impact on student performance is evident, addressing the challenges identified is imperative for realizing the full potential of digital education in Uzbekistan's educational landscape.

## **5. Conclusion: Pioneering the Future of Education in Uzbekistan**

In the landscape of Uzbekistan's education system, a remarkable transformation is underway—one that holds the promise of pioneering a brighter, more accessible, and innovative future for all learners. The journey embarked upon in this study, titled "Advancing Education in Uzbekistan: Evaluating the Impact of

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Online Learning Platforms, Digital Resources, and Strategies for Implementation," reveals a trailblazing path forward.

The results affirm what educators, students, and administrators across Uzbekistan have come to experience—an era of digital enlightenment is upon us. The pervasive use of online learning platforms and digital resources, with 75% of respondents engaging with them regularly, is nothing short of revolutionary. These digital tools have transcended being mere supplements; they are now integral to the fabric of education in Uzbekistan, shaping the learning landscape and ushering in an era of unprecedented educational access and dynamism.

Moreover, the endorsement of these digital tools, with 80% of respondents finding them effective, mirrors the global consensus. It underscores that the efficacy of digital education is not confined to borders; it is a universal truth. The impact on student performance, with 65% of participants attesting to improvements, underscores that we stand at the brink of an educational renaissance.

Yet, this transformation is not without its challenges. The digital divide, symbolized by the lack of internet access, concerns about technological literacy, limited device availability, resistance to change, and content quality issues, must be bridged. It is not enough to simply embrace technology; we must ensure equitable access and empower every learner to harness its potential.

As we conclude this study, we herald the dawn of a new era in Uzbekistan's education system—a period marked by boundless possibilities. The strategies for implementation outlined here serve as a roadmap, guiding us toward a future where digital education is not an option but a necessity. We envision a realm where students, regardless of their location or background, can access quality education, unlocking doors to a world of opportunities.

In closing, we invite all stakeholders—educators, policymakers, students, and innovators—to join hands in this transformative journey. Together, we have the power to reshape the destiny of education in Uzbekistan. Let us pioneer the future where every student, regardless of their circumstances, can access a world-class education, for in the digital age, knowledge knows no bounds, and the future belongs to those who dare to dream, learn, and evolve.

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**Theoretical aspects of organizing mathematical education in elementary school classes**

**Imamova Gulxasem Turg'anbay kizi**

**Nukus is a DPI student**

**Annotation**

Personal qualities likely to be found in a student - personal dignity, principledness, self-awareness, honesty, independence, curiosity, integrity, and creativity- depend on their activity. Therefore, the effectiveness of a teaching process should not be based solely on didactic methods, but rather, it is necessary to explain it based on the characteristics of a child's activity, even with the introduction of reverse problems.

**Key words:** education, activity, education and upbringing, monitoring, capability, initial, subject

Negotiation shapes the interaction between the two subjects of education. Viewing education as an equal subject alongside the teacher, exploring some ideas in the didactic field, and broadening the possibilities of limiting certain goals that do not align with our national spirit and traditions. For example, in contemporary educational theory, the organization, management, and monitoring of educational and upbringing activities are essential requirements. If we consider the student as an equal subject to the teacher, then it is appropriate to acknowledge the crucial requirement of coordination in organizing, managing, and monitoring educational and upbringing activities. The student's active participation in shaping and implementing education in collaboration with the teacher is also highly regarded. Furthermore, one of the goals that remains relevant in contemporary educational theory is the idea of fostering social experience. The notion is based on the premise that students with different ages, knowledge levels, working speeds, degrees of independence, thinking styles, and readiness should receive the same material, at the same pace, and sometimes even in the same format. In reality, customization is individual. No matter how skilled a teacher may be, students adapt the information content to their own needs and abilities to varying degrees.

A child begins to develop their social experience from the first day they start school. Initial education is based on synthetic activity, and in its execution, children acquire the foundations of knowledge (related to all subjects), ethics, artistic-aesthetic, vocational, and socio-political activities. Gradually, as they progress to higher grades, the emphasis shifts towards imparting these activity fundamentals in an analytical manner. Consider the process of training agricultural, industrial, literary, and artistic workers in rural areas. If in the early grades, a child is exposed to various forms of activity within the framework of initial education and acquires knowledge related to different professions (e.g., carpentry, medicine, teaching, etc.) in addition to basic information, then various forms of activity are integrated into the knowledge of the respective professions. Furthermore, as children mature and move beyond the initial stages of acquiring knowledge, they develop various aspects of activity, and the process of selecting a profession and nurturing children in that profession becomes linked to the chosen profession in terms of ethical, political, economic, and cultural activities.

In order to equip students with the necessary skills to solve problems, it is essential to teach them how to find relevant connections between different aspects of life and those being explored, just as they are being provided and sought in various real-life situations. Understanding

how students have developed problem-solving skills and how they have internalized independent problem-solving is crucial in acquiring problem-solving skills. These tools include the ability to analyze the problem, outline a solution plan, express the solution in a relevant oral or written format, and verify the correctness of the solution.

In the early grades, fostering creativity in teaching mathematics is of paramount importance. This is because each task that is creatively designed relies on the teacher's creative skills on one hand and on the other hand, it depends on students' independent work and creative activities. The completion of every creative task in mathematics implies the development of independent thinking skills in students, highlighting the fact that problem-solving in each creative context is shaped as a skill.

In the early grades, educational subjects offer ample opportunities to introduce and resolve contradictions. For instance, in mathematics, addition and subtraction, multiplication and division, in natural sciences, day and night, winter and summer, solid and liquid, shape and content, the symbol and the movement of an object, all provide examples of such contradictions. Bringing these contradictions to the surface and resolving them involves creating independent tasks, performing assignments, and solving problems that place the child in a problematic or task-oriented situation. Facing a problematic situation on the right side fosters active, independent thinking in the child, encouraging them to address the contradictions presented on the right side. This form of education enhances children's understanding, inviting them to engage in creative activities. The positive and useful contradictions resolved in the learning process lead to subjective discoveries - new knowledge.

In classroom activities, presenting information in a contrasting manner, i.e., on the basis of opposition or contradiction, plays a crucial role in enhancing students' knowledge. The topic of "Comparing Fractions" in a 3rd-grade mathematics lesson is introduced based on this concept of imagination.

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**Practical application of the Ayurvedic treatment system**

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Being one of the oldest medical systems, Ayurveda had a great influence on the development of world medicine. Even in ancient times, Indian medicinal plants were transported by sea and land trade routes to Parthia, the countries of the Mediterranean and Central Asia, the basins of the Caspian and Black Seas, and Southern Siberia and China. The main export items were spikenard, musk, sandalwood, cinnamon, aloe and other plants, and incense. The treatise “Ashtanga Hridaya Samhita”, written in the 4th century. BC e. formed the basis of the treatise on Tibetan medicine by Zhud Shi. Jurisprudence began to penetrate into the region of Tibet from the 7th century . n. e., when one of the representatives of the Bharadwaja school became the personal physician of the ruler of Tibet, Songtsen Gampo.

During the heyday of the Abbasid Caliphate, many doctors from India worked in Baghdad, some of whom enjoyed influence at the court of the Caliph. Mathematical, medical, including pharmacological and Juverdic texts (among them Sushruta Samhita) were translated into Arabic in Baghdad at the end of the first millennium AD ry. It is likely that our great philosopher and physician Abu Ali Ibn Sina used the Arabic translation of the treatise (“Ashtankar”) when writing the “Canon of Medical Science.” Subsequently, Ibn Sina’s texts were studied by European alchemists, whose works had a significant influence on the formation of European medicine and chemistry.

In the 17th century East India Company surgeons studied the art of rhinoplasty from Ayurvedic doctors. In the XVIII-XIX centuries. Ayurveda experienced a decline, unable to withstand competition with European doctors.

By the middle of the 20th century. Together with the fashion for Eastern esoteric practices, traditional Indian medicine gained popularity in the West, and with the beginning of perestroika - in Russia. In the United States, legal science is studied at the National Institute of Ayurvedic Medicine (founded by Scott Gerson); in Israel - at Reidaman College, founded by Sally Reedman. Students study for 4 years, and upon completion of their studies, an internship is carried out in India.<sup>1</sup>

At present, in India, traditional medicine is being studied under the general guidance of the Central Council for the Research of Ancient Indian Medicine and Siddha (CCRAS), which includes the national There are scientific research institutes. <sup>2</sup>The Government of India has established two research centers for work in the field of A legal science. More than 150 associations and centers, as a rule, at medical colleges, study various aspects of ancient teachings using modern methods. A university has been founded in the city of Jamnagar, Gujarat state, where they train specialists and researchers in the field of law . There are several pharmaceutical companies that produce Ayurvedic and Unani medicines under the control of the government. In India and Sri Lanka, Ayurveda doctors study for 5.5 years and pass a state exam. This is a complete

<sup>1</sup>Sorokina T. S. History of medicine . – Russia, 2009. – P. 213.

<sup>2</sup> Kovalev S.A. Ancient Indian systems of medicine . – Russia, 2020. – P. 87.



bachelor's degree program and is taught in many Indian and several Sri Lankan universities. It includes four and a half years of study and a year of practice in the hospital.

In addition to India, Ayurveda is used in Nepal and Sri Lanka. According to The Himalayan Times, in Nepal, legal medicine is used by 75-80% of the population and is the most common form of medicine in the country.<sup>3</sup>

The World Health Organization has recognized Ayurveda as an effective alternative system of medicine. In many countries around the world, Ayurveda universities offer the study of the Ayurvedic system of treating various diseases. The Ayurveda system is effective for almost all diseases of the human body. It is closely connected with nature, because... All drugs are prepared from natural components that have proven their effectiveness for many years and have no side effects.

“This medical system considers the connection between a person and the entire Universe. Since childhood, every person has five elements - space, air, fire, earth and water. Their compositions form 3 doshas - the three main principles of the work of the Universe: Vata is space and air, Pitta is fire and water, Kapha is water and earth.”

According to Ayurveda, doshas replace each other twice in a day - these are biorhythms. Each of the three dominates in a specific season of the year and in a person's age. The constitution of the body, emotional state, temperament, mental abilities, and character depend on them.

“It is believed that health rests on three pillars - sleep, nutrition, behavior. Food that is not suitable for the body type, time of day, season and age, a daily routine that does not coincide with the biorhythms of nature - all these are causes of imbalances that lead to serious diseases aniyam. The disease develops in six stages. And only the latter reaches the physical level - when it is possible to do tests and make a diagnosis. In Ayurvedic diagnostics, the imbalance can be corrected at the initial stage, and with the help of nutrition, regimen, and the use of natural herbal preparations, the disease can be stopped. The goal is rather not treatment, but prevention<sup>4</sup>. ”

Another principle is to treat not the disease, but the whole person. This is called a holistic approach. Therefore, different herbs, medications, exercises and procedures are prescribed to different people, depending on the dosha, in order to restore balance to a particular body.

Complex equipment and laboratory technologies are not used in the production of Ayurvedic medicines. To isolate the active components of plants in the manufacture of medicine, as a rule, water, vegetable or ghee is used, and the resulting products are consumed in the form of ordinary powders, etc. tablet. Chemical preparations are never used to isolate active components, which ensures the purity of the final product and the absence of residual chemical substances that can cause harm. Some ingredients used in Ayurvedic remedies are toxic in their raw, unprocessed form, so they are boiled until the toxic properties completely disappear. Now cough has become a very common problem. Ayurveda has in its arsenal effective medicinal plants that help get rid of cough.

According to research, approximately a fifth of food remains undigested. Toxins are formed that accumulate in tissues. The disease does not come suddenly - it matures over months and years, and it cannot be cured with one tablet.

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<sup>3</sup>Scott W. You searched for Weeklong program to observe Health Day // The Himalayan Times, 2015. – P. 20.

<sup>4</sup><https://lite.mir24.tv/articles/16422732/ayurveda-kak-drevnyaya-medicinskaya-sistema-rabotaet-v-sovremennom-mire>

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One of the principles of Jurisprudence is detoxification of the body to restore balance. This is already closer to a way of life, and not to therapy: proper food, absence of bad habits, daily routine.<sup>5</sup>

For example, Indian folk medicine recommends going to bed before 10 pm and getting up before 7 am. Modern science says that for resting the body, the most effective sleep is from 22 pm o 24 hours Intermittent fasting, which is popular today, is also one of the foundations of jurisprudence.

Serious diseases using this medical practice are treated only in medical centers in India, Sri Lanka, and the Maldives. They try to resort to medications as a last resort. In our country, when they talk about yurveda , they mainly mean massages, yoga, cosmetic masks, work with herbs, oils, and incense. Among the drugs, only numerous dietary supplements (biologically active additives) are found in Uzbekistan.

Food is a kind of conductor between a person and the outside world. There is even a whole set of nutritional rules that are followed by those who practice Ayurveda. For example, you need to adhere to the principle of food compatibility - consume fruits, starch, proteins and fats separately, at different times of the day. You should definitely include all six tastes in your diet: sweet, salty, sour, astringent, spicy, bitter.<sup>6</sup>

Golden milk. This is the name of the drink, which, in addition to milk itself, contains turmeric, honey and various spices. It is believed that it has rejuvenating, nourishing, anti-inflammatory properties, and removes toxins. If you add ground ginger, cinnamon and vanilla, then drink it warmed up at night, you can enhance its beneficial properties. This drink not only gives strength, but also helps solve some problems with the skin and metabolism.

Another drink that is on the menu of almost everyone who practices Indian medicine is ginger water. To prepare it, boil several rings of the root of this plant. It is recommended to drink it for colds, weather sensitivity and to help remove toxins and waste from the body.

Various types of massage, acupuncture, aromatherapy have proven themselves well through many years of experience and are very popular among the population. The achievements of modern pharmacology can and should be combined with the heritage of healing practices known from the beginning of civilization. But an indispensable condition is the availability of medical education for persons engaged in non-traditional medicine.

Thus, the medical science of Ayurveda is based on assigning a special role to prevention, immunity, harmony with oneself, which is achievable with the unity of life guidelines, thoughts, feelings and actions, balance between the human personality and nature as the totality of all manifestations of existence.

At present, interest and the use of folk and traditional medicine are significantly increasing all over the world due to its effectiveness and accessibility. The desire for integration observed in modern medicine and the official acceptance of the expediency of using traditional medicine practices make it possible to open up prospects for widespread use knowledge of Ayurvedic medicine, its safe and productive methods and remedies in everyday medical practice and maintaining public health.

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<sup>5</sup>Fedoseeva T. Great encyclopedia of body cleansing. Life and health. – Russia , 2006. – P. 286.

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Ayurveda studies the general principles of human structure (metaphysical anatomy), the laws of normal functioning of the human body (normal physiology), mechanisms of disease development neither (pathogenesis), methods of maintaining health, and other disciplines common to all people.<sup>7</sup>

But, at the same time, Ayurveda proclaims the uniqueness of each individual person, recognizes the presence of individual psycho-physiological characteristics: genetics, internal personality, structural features of the body and organs, metabolism features, immunity, strength, endurance, temperament, emotionality, stereotypes of thinking and much more. All these individual psycho-physiological characteristics are described by the Ayurvedic constitution of a person, the current ratio of doshas and his mental constitution.

Thus, Ayurveda implements its general principles taking into account the individual psycho-physiological characteristics of the patient in specific external circumstances: the patient's place of stay and current time (season of year, age period of the patient's life, etc.).

The individual approach of Ayurveda is implemented in all areas of its activity: diagnosis, prevention and treatment of diseases. For example: modern medicine and Western herbal medicine widely use hawthorn tincture in the treatment of heart failure. Ayurveda in this situation acts more selectively: it takes into account not only the diagnosis, but also the individual psycho-physiological characteristics of the patient, which are described by his Ayurvedic knowledge constitution. Thus, hawthorn can be used in the treatment of heart failure in people with dominant Vata and Pitta doshas. But, hawthorn will not be used in a Pitta-type patient, since along with the benefits for the heart, this plant will have a negative effect on other organs and systems of a person with a dominant Pitt a-doshey.<sup>8</sup>

<sup>7</sup>Articles by A. Ya. Semiryazhko: Essays on Ayurveda [https://ayur-fresh.ru/blog/category/a\\_semiryazhko\\_blog](https://ayur-fresh.ru/blog/category/a_semiryazhko_blog)

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THE USE OF WAVE AND HYDRODYNAMIC METHODS IN THE OIL AND GAS INDUSTRY

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**Abstract.** The article discusses the use of wave and hydrodynamic methods in the oil and gas industry. The use of wave and hydrodynamic methods in the oil and gas industry refers to the application of scientific techniques and models that study the behavior of waves and fluid dynamics in order to improve various aspects of the industry. These methods are used to enhance exploration, production, safety, pipeline design, offshore operations, and environmental protection in the oil and gas sector. By understanding and analyzing wave reflections, fluid flow behavior, and other hydrodynamic factors, professionals in the industry can make informed decisions and implement strategies that optimize efficiency, profitability, and sustainability.

**Keywords:** wave and hydrodynamic methods, oil and gas industry, exploration, production, safety, pipeline design, offshore operations, environmental protection

The use of wave and hydrodynamic methods in the oil and gas industry is crucial for improving various aspects of the industry. These methods involve the application of scientific techniques and models that study the behavior of waves and fluid dynamics [3].

One important aspect where these methods are applied is in exploration. By understanding wave reflections and fluid flow behavior, professionals can accurately locate potential oil and gas reserves. This helps in minimizing exploration costs and increasing the success rate of drilling operations.

In production, wave and hydrodynamic methods are used to optimize the extraction of oil and gas from reservoirs. By studying fluid flow behavior, professionals can determine the most efficient methods for extracting resources, such as using enhanced oil recovery techniques or implementing water flooding strategies [1].

Safety is another area where these methods play a crucial role. By analyzing wave behavior and fluid dynamics, professionals can design offshore structures and platforms that can withstand extreme weather conditions and wave forces. This helps in preventing accidents and ensuring the safety of workers.

Pipeline design is also improved through the use of wave and hydrodynamic methods. By studying fluid flow behavior, professionals can optimize pipeline design to minimize frictional losses and ensure efficient transportation of oil and gas [5].

Offshore operations, such as installation and maintenance of offshore structures, are also enhanced through the application of these methods. By understanding wave behavior and fluid dynamics, professionals can plan and execute operations in a safe and efficient manner.

Furthermore, wave and hydrodynamic methods are crucial for environmental protection in the oil and gas sector. By studying wave behavior and fluid dynamics, professionals can predict the dispersion of pollutants in case of accidental spills, allowing for effective response and mitigation measures [2].

In conclusion, the use of wave and hydrodynamic methods in the oil and gas industry is essential for improving exploration, production, safety, pipeline design, offshore operations, and environmental protection. By understanding and analyzing wave reflections, fluid flow behavior,



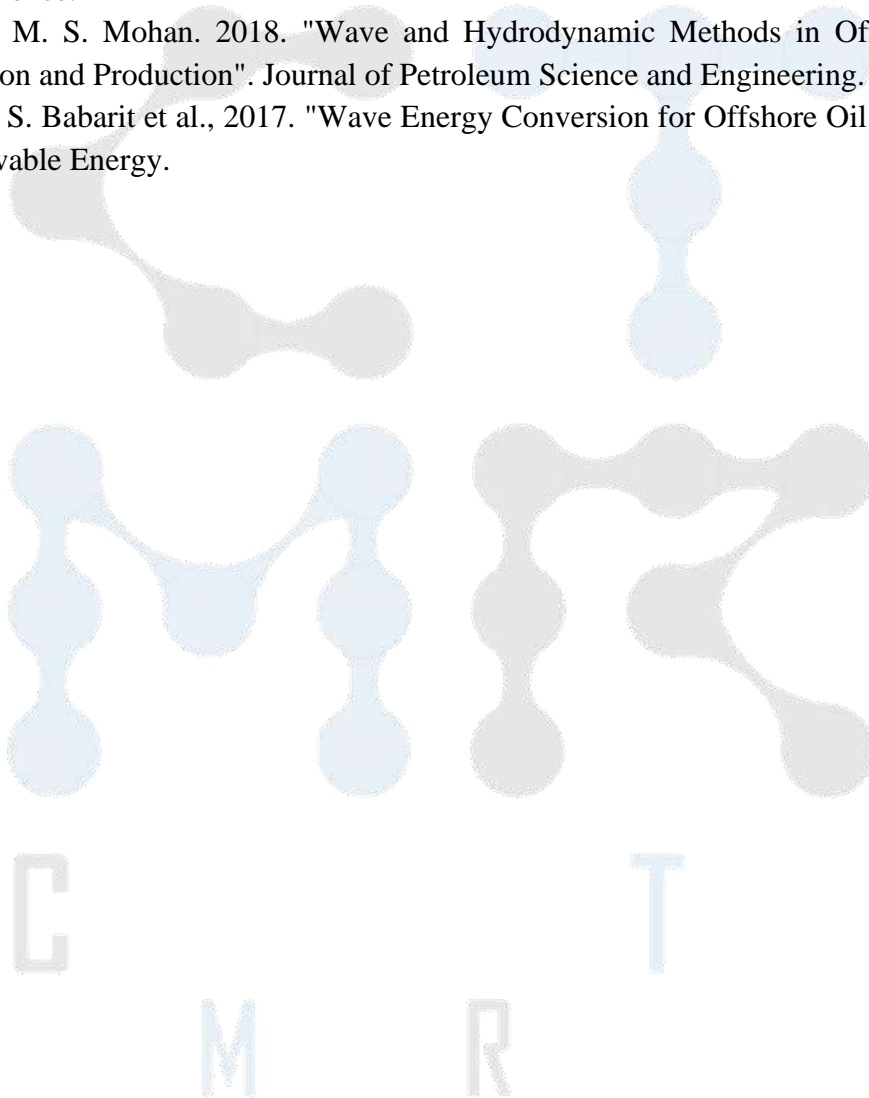
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and other hydrodynamic factors, professionals can make informed decisions that optimize efficiency, profitability, and sustainability in the industry.

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**ANNOTATSIYA**

Maqolada Zahiriddin Muhammad Boburning tarixda shaxsini o'quvchilarga anglatishda "Boburnoma"ning ahamiyati haqida fikrtutgan o'rni. Boburyuritiladi.

**Kalit so'zlar:** Harbiy, sarkarda, panipat, jang usuli, shoh, elchilar.

**KIRISH.**

Buyuk olim va sarkarda Zahiriddin Muhammad Bobur millatimizning eng yorqin vakillaridan biridir. Bobur haqida ingliz olimi Uilyam Erskinning quyidagi so'zlari uning nechog'lik mukammal inson bo'lganligini tasdiqlaydi: "Saxovati va mardligi, iste'dodi, ilm-fan, san'atga muhabbati va ular bilan muvaffaqiyatli shug'ullanishi jihatidan Osiyodagi podshohlar orasida Boburga teng keladigan birorta podshoh topilmaydi". Shunday ekan yosh avlod Zahiriddin Muhammad Bobur bosib o'tgan hayot yo'lini yanada chuqurroq bilmog'i uchun bobokalonimiz haqida quyida keltirilgan ma'lumotlardan foydalanish foydadan holi bo'lmaydi. Zahiriddin Muhammad Bobur o'z navbatida harbiy jihatdan yuqori salohiyatga ega sarkarda edi. Bu haqda hindistonlik olim L.P.Sharma shunday deydi: "U jismonan baquvvat bo'lib, hatto qal'a devori ustidan ikki kishini qo'ltiqlab o'ta olardi. U shayboniylardan urushning to'lg'oma" usulini, mo'g'ullardan esa pistirma qo'yishni o'rgandi. Afg'onlardan poroxli miltiq ishlatishni egallagan bo'lsa, eroniylardan to'pni ishlatishni va turklardan suvoriylar safidan unumli foydalanishni o'zlashtirdi" Shu o'rinda Zahiriddin Muhammad Boburning o'z dushmanlarining harbiy harakatlarini diqqat bilan kuzatib, ularning harbiy san'atlarini mohirona o'zlashtirib, jang maydonlarida qo'llay olgani e'tirofga loyiq.

**MUHOKAMA VA NATIJALAR**

Inson va sarkarda sifatidagi Boburning fazilat va iqtidoriga yana shuni qo'shimcha qilish mumkinki, u "qor tepib yo'l ochish" vaqtida sovuq qotgan askarlarini o'zining shaxsiy jasorati bilan nafaqat ruhlantirishga balki, ularni so'zsiz qoyil qoldirishga ham muvaffaq bo'lgan edi. Ya'ni Dehli Universiteti professori Faruqiy o'z rasmiy ma'ruzasida qayd etgan voqeaga ko'ra, "Bobur atrofidagi sovuq qotgan sarbozlari ko'zi oldida yo'l ustidagi suvi muzlagan ko'lga tushib cho'milishga ahd qilgan va buni uddalagan" Shimoliy Hindistonda o'z hukmronligini o'rnatgan Bobur barcha viloyatlarga elchilar yuborib, quyidagilarni xabar qilgan "Kimdakim agar bizga kelib mulozamat qilsa, har tomonlama ra'iyat qilamiz, agar ular ichida ota-bobolarimizga xizmat qilgan kishilar bo'lsa katta mukofotga sazovor bo'ladilar. Sohibqiron avlodidan bo'lgan har bir kishi bizning dargohimizga qaytib kelsinlar" ma'nosida buyruq bergan va unda: "Xudo bizga Hindiston mamlakatini ato qildi, kelsinlar, to bu davlatni birga suraylik" deyilgan. Ko'rinib turibdiki, Zahiriddin Muhammad Bobur o'z ajdodlariga hamda ilm ahliga marhamatli va saxovatli hukmdor bo'lgan. Shuningdek, Boburning marhamatidan unga dushman nazari ila qarovchilar ham bebahra qolmagan. Shimoliy Hindistonda hukmronlik qilib turgan lo'diylar hukmdori, Panipat jangidagi Boburning joniga qasd qilgan raqibi Ibrohim Lo'diyning ota-onasiga qilgan saxovati haqida "Boburnoma"da shunday deyiladi: "Ibrohimning otasiga yetti laklik pargana naqd inoyat bo'ldi. Beklariga har qaysisiga parganalar berildi. Ibrohimning otasini bayrilari bila chaqirib, Agradan bir kuro'h suv quyi yurt berildi Zahiriddin Muhammad Bobur bobokaloni A.Temur singari davlat ishlarida vujudga kelgan murakkab vaziyatlardan aqlli tadbirlar ila chiqib ketganligiga o'sha davr manbalaridagi ayrim voqealar orqali guvoh bo'lamiz Masalan, Panipat

jangidan so'ng Hindistonning eng yirik, kuchli va tajribali rojalaridan Rano Sango bilan bo'lajak qonli urush oldidagi tahlikali vaziyat haqida Gulbadanbegimning "Xumoyunnoma" sida quyidagi voqea bayoni keltiriladi.

"Sulton Ibrohim fathidan so'ng bir yil o'tgach, Rano Hindiston tomondan hisobsiz askarlar bilan paydo bo'ldi. Hind rojalari amirlarining rojalardan podshoh hazratlariga mulozamat qilganlarning hammasi podshohdan bo'yin tovlab Ranoga qo'shildilar... Podshoh askarlari orasida hayronlik paydo bo'ldi, ko'p parokandalik va qo'rquv boshlanib, ular umidsizlikka tushib qoldilar. Podshoh askarlarining bu ahvolini ko'rib, chuqur fikr qildilar. Dushman yaqinlashganda, u kishining muborak xotirlariga shu keldiki, hamma amirlar, xonlar va sultonlar, katta va kichik; baland va past qochib ketgan kishilar hamda bo'yin tovlagan kishilardan tashqari hamma kelganlar bir joyga to'plansinlar, deb buyurdilar. Hammalari yig'ilib keldilar. Podshoh ularga qarab:

"Shuni esingizdan chiqarmangki, vatanimiz va shahrimizdan bizni necha oylikyo'l ajratib turibdi. Xudo u kundan asrasin, agar askarlarimiz bu jangda yengilsa, Xudo bizni himoya qilsin, biz qayerlarga qolib ketamiz? Ish ajnabiylar va begonalar qo'lga qolib ketadi. Ahvol shunday ekan, ikki yo'ldan birini tanlab olishimiz kerak. Agar dushmanni o'ldirsak, g'ozi bo'lamiz, agar o'ldirilsak shahid bo'lamiz. Shu har ikkala taqdir biznikidir. Bizning ulug' darajamiz va martabamizdir" dedilar"

(Bu gaplarni) hamma bir ovozdan qabul qildi. Podshoh, "Xudo xoxlasa, to jonu tanimizda oxirgi nafasimiz qolguncha urishamiz, jon fidolikda va qon sochilishdao'zimizni ayamaymiz, dedilar"?

Xullas, Zahiriddin Muhammad Bobur bugungi yoshlarga barcha tomonlama o'rnak bo'la oladigan shoh, shoir va sarkardadir.

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**HARBIY-VATANPARVARLIK TARBIIYASINI TASHKIL ETISHNING ASOSIY  
YO'NALISHLARI**

**Maxamadjonov Ismoiljon Isroiljon o'g'li**

Chirchiq Oliy Tank Qo'mondonlik Muxandistlik Bilm Yurti 4-bosqich kursanti (talabasi)

**Annotatsiya:** Barcha ijtimoiy-siyosiy faoliyat singari, harbiy-vatanparvarlik ishida ham ma'lum bir sistema, shakliyl uslub mavjuddir. U aniq bir vazifalarni, shakl va uslublar mazmunini, vositalarni, shuningdek, o'ziga xos vazifalarni bajaruvchi davlat va jamoat korxonasi, tashkilot va muassasalarni o'z ichiga oladi. Bu sistema, shakl, birinchidan, kompleks xususiyatga ega, ya'ni vatanparvarlik tuyg'usini shakllantirish barcha o'quv-tarbiya muassasalarining vazifasidir.

**Kalit so'zlar:** Harbiy-vatanparvarlik tarbiyasi, milliy va baynalminal tarbiya, milliy g'oya va milliy istiqloq, milliy mafkura, umuminsoniy qadriyatlar, milliy iftixor, ma'naviy-axloqiy va ruhiy tayyorgarlik, jismoniy tayyorgarlik, diniy ekstremistik guruhlar. U uzluksizdir, chunki inson hayotining barcha davrlarida o'z ta'sir kuchida bo'ladi. Uchinchi, u to'liq bir shakldir, chunki u tarbiyaning barcha turlariga hamda armiya va xalqning birligiga tayanadi. Yuqorida sanab o'tilgan uch yo'nalish harbiy-vatanparvarlik tarbiyasi sistemasining o'zagini tashkil etadi. Buni quyidagi sharhlar bilan yoritib berish mumkin:

1. Qachonki, qaysi bir davlat yoki armiya shaxsiy tarkibi ma'naviy-axloqiy- va ruhiy jihatdan turg'un bo'lsa, ular o'z Vatnlariga cheksiz muhabbat va qo'shinlariga sadoqatda bo'lsa, ular o'z ishlarining haq ekanliklariga chuqur ishonishsa, bu haq ish uchun, jonlarini ham fido etishga tayyor bo'lsalar, bunday xalq yoki qo'shin hech qachon yengilmaydi. Chunki, ular ma'naviy-axloqiy jihatdan yetuk, psixologik jihatdan esa turg'un insonlardir. Bunday insonlar mashaqqatlar, qiyinchiliklar oldida esankiramaydi, ikkilanmaydi, aksincha, ular bor shijoatlari ila va barcha vositalar bilan faqat g'alaba uchun kurashadilar. Tarixdan bizga ma'lumki, ko'p urushlar natijasi oxir-oqibatda jang qilayotgan tomon qo'shinlarining ruhiy holatida bog'liq bo'lgan. Demak, shunday ekan, bizning vazifamiz O'z Vatniga cheksiz sadoqatda bo'lgan, ruhiy jihatdan yetuk, turg'un yosh avlodni tarbiyalash, ulardan Vatn ravnaqi uchun, mustaqilligi uchun, zarur bo'lsa jonini fido etishga tayyor bo'lishdek xislatlarni shakllantirishdir.

2. Armiya shaxsiy tarkibi nafaqat ma'naviy-axloqiy va ruhiy jihatdan, balki harbiy texnik tayyorgarligi jihatidan ham yuqori saviyada tayyorlangan bo'lmog'i kerak. Bu shaxsiy tarkib harbiy bilimlar, malakalarni egallamog'i, ular intizomiy va tartibli bo'lishlari, harbiy qasamyod va nizom talablarini so'zsiz bajarishlari, qo'l ostidagi jangovar texnika va qurollardan mohirona foydalana olishlari kerak deganidir. Albatta, yuqorida aytib o'tilgan barcha jangovar xislatlar, yoshlarda harbiy-vatanparvarlik tarbiyasining asosiy yo'nalishlaridan biri bo'lgan harbiy- texnik tayyorgarlikda shakllantiradi. Bu ishlarni amalga oshirishda harbiy-texnik jihatdan yuqori darajada tayyorlangan chaqiriluvchi yoshlarni tarbiyalashda Chaqiriqqacha yoshlar tayyorgarligi mashg'ulotlari, «Vatanparvar» tashkiloti qoshidagi to'garaklar o'zlari ulkan hissalarini qo'shishlari kerak.

3. Harbiy-vatanparvarlik tarbiyasini asosiy yo'nalishlaridan yana biri Yoshlarning jismoniy tarbiyasi hisoblanadi. Bu yo'nalish Yoshlarda jismoniy chiniqishni, ya'ni ularni harbiy xizmat davrida ham, tinchlik vaqtida ham katta jismoniy yuklarni (nagruzkalarni) sabot bilan yengish qobiliyatini tarbiyalaydi. Jismoniy jihatdan chiniqqanlik -bu nafaqat sog'lom tanaga ega bo'lish, balki, bu Vatn himoyasiga va mehnatga tayyorgarlik hamdir. Hozirgi statistik ma'lumotlarga qaraganda, yoshlarning 50 foizining salomatligi va jismoniy tayyorgarligi qo'yilayotgan talablarga javob bermaydi. Bu kamchiliklar umumiy o'rta ta'lim maktablarida,



yoshlar tashkilotlarida, jismoniy tarbiyani talab darajasida olib borilmaganligi, bu muhim ishga, aytish mumkinki, davlat ahamiyatiga molik bo'lgan ishga ko'p hollarda yuzaki yondoshilayotganlikdan dalolat beradi. Hozirgi vaqtda, O'zbekistonda bir necha qonun va qarorlar ana shu muammolarni bartaraf etish, Yoshlarning jismoniy tarbiyasini yaxshilash maqsadida prezident va xukumat tomonidan qabul qilingan va bu borada sezilarli ishlar amalga oshirilmoqda. O'zbekiston mustaqillik, taraqqiyot yo'lidan buyuk kelajak sari shaxdam odimlar

tashlab bormoqda. Mehnatsevar, tinchlikparvar, taraqqiyoti yuksak darajada bo'lgan, madaniyati, fani rivojlangani, huquqiy jamiyat poydevorini yaratish jarayonida yosh avlodning ham, albatta, o'z o'rni bo'lishi kerak. Yosh avlodni buyuk kelajak quruvchilar sifatida tarbiyalash, ularni xalqimizning bugungi kundagi ulkan yaratuvchanlik ishlarining munosib davomchilari sifatida voyaga yetkazish uchun Prezidentimiz, hukumatimiz barcha ishlarni amalga oshirmoqdalar. Xalqimizning mana shu ezgu niyatlarini ro'yobga chiqarish

uchun hukumatimiz tomonidan bir qator qonunlar, qarorlar qabul qilindi. Bular jumlasiga, «Ta'lim to'g'risida»gi Qonun, «Kadrlar tayyorlash milliy dasturi to'g'risida»gi Qonun, «Sog'lom avlod uchun» va boshqalar kiradi. Bu qonunlar bizlarga ta'lim va tarbiyaning barcha turlari bilan bir qatorda Yoslarning harbiy-vatanparvarlik tarbiyasini ham mazmunan yanada yuqori darajalarida tashkil etish va amalga oshirish imkonini beradi. Yuqorida ta'kidlab o'tganimizdek, O'zbekiston xalqi buyuk davlat, jamiyat qurilishi yo'lida mardonavor mehnat qilmoqda. Bizning kundalik vazifamiz, yoshlarni ana shu qurilishlar jarayoniga jalb qilish, ular ongiga O'zbekistonning buyuk kelajagi aynan, yoshlar qo'lida ekanligini singdirish, kundalik mashg'ulotlar, turli tadbirlar davomida ularda vatanparvarlik, millatparvarlik tuyg'ularini uyg'otish va bu tuyg'ularni asrab-avaylab tarbiyalashdir. Barchamizga yaxshi ma'lumki, hozirgi kunlarda bizning mintaqamizda, xususan, Markaziy Osiyoda ijtimoiysiyosiy ahvol keskin bo'lib qolmoqda. Turli diniy ekstremistik, aqidaparast guruhlarining hokimiyat uchun kurashishi, ularning bizning jamiyat uchun umuman yot bo'lgan mafkuralarini targ'ib qilishi Vatanimiz mustaqilligiga, uning tinchliksevar ko'p millatli xalqiga xavf tug'dirishi mumkin. Bu guruhlarining yoshlar o'rtasida olib borayotgan buzg'unchilik targ'ibotlari hech kimni befarq qoldirmasligi kerak.

Birinchi Prezidentimiz I.A.Karimov aytganlaridek, «Yoshlar uchun kurashish kerak». Bu kurash bizning har bir mashg'ulotlarimizda, o'tkazayotgan tadbirlarimizda o'z aksini topishi, qisqacha aytganda esa harbiy-vatanparvarlik tarbiyasi ishlarining bosh nizomi bo'lib qolishi kerak.

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**Saltanatni boshqarish tizimi. «Temur tuzuklari» va ularning ahamiyati. Amir Temurning tarixiy xizmatlari.**

**Allamurodov Berdimurod Boyto'ra o'g'li**

Chirchiq Oliy Tank Qo'mondonlik Muxandistlik Bilm Yurti 4-bosqich kursanti (talabasi)

**Annotatsiya:** Amir Temur mamlakatda qatiqqo'l hokimiyat o'rnatish zarurligini yaxshi tushunardi. Negaki, ko'chmanchi mug'ul-turk qabilalaridan jaloir, barlos, sulduz va boshqalarning o'zboshimcha boshliqlarini itoatda saqlab turish oson emas edi. Shu maqsadda mamlakatda qonun va tartib ishlarini joriy etishga kirishadi. U o'ziga mustahkam tayanch barpo etish maqsadida barlos qabilasidan maxsus harbiy qism tashkil etib, ularga katta imtiyozlar beradi.

**Kalit so'zlar:** Kengash Mashvaratu maslaxat. qat'iy qaror, tadbirkorlik va xushyorlik. Extiyotkorlik, podisho, milliy g'urur, vatanparvarlik, insonparvarlik.

Amir Temur mamlakatda qatiqqo'l hokimiyat o'rnatish zarurligini yaxshi tushunardi. Negaki, ko'chmanchi mug'ul-turk qabilalaridan jaloir, barlos, sulduz va boshqalarning o'zboshimcha boshliqlarini itoatda saqlab turish oson emas edi. Shu maqsadda mamlakatda qonun va tartib ishlarini joriy etishga kirishadi. U o'ziga mustahkam tayanch barpo etish maqsadida barlos qabilasidan maxsus harbiy qism tashkil etib, ularga katta imtiyozlar beradi. Amir Temur o'z davlati hokimiyatini mustahkamlashda islom diniga tayandi. Islom namoyandalari uni qo'llab-quvvatladi. Mamlakat aholisining ko'pchiligini tashkil etgan dehqonlar va shahar aholisi – tijoratchilar, hunarmandlar sohibqironning davlatni mustahkamlashga qaratilgan tadbirlarini ma'qulladilar. Amir Temur davlat ishlarini yurgizishda 4 narsaga doim amal qildi.

Bular:

1. Kengash.
2. Mashvaratu maslaxat.
3. qat'iy qaror, tadbirkorlik va xushyorlik.
4. Extiyotkorlik.

Amir Temur hukmdor uchun qo'yidagi o'n ikki xislat zarurligini va bu xislatlarning birortasiga amal qilinmasa saltanat ishlariga putur yetishi mumkinligini tarixiy misollar bilan isbot qilib bergan edi. A.Temur hukmdor birinchidan o'z so'ziga ega bo'lishi, ikkinchidan adolatpesha bo'lishi, uchinchidan har ishda faqat o'zi hukm chiqarishi, to'rtinchidan qarorida qat'iy bo'lishi, beshinchidan hukmi joriy etilishi, oltinchidan podsholik ishlarini har kimga topshirib qo'ymasligi, yettinchidan ko'pchilikning fikrini eshitishi, sak qizinchidan shoshmasdan mulohaza bilan ish yuritishi, to'qqizinchidan sipohu, raiyatni umid va qo'rquv orasida saqlashi, o'ninchidan barcha ishni o'z erkicha qilishi, o'n birinchidan o'z ishlariga birovni sherik qilmasligi va o'n ikkinchidan davlat ishlarini maxfiy saqlab, boshqalardan ogoh va hushyor bo'lishligi lozimligini alohida o'qtirgan edi.

A.Temur davlat amaldorlarning sofligiga, xazinaga ko'z olaytirmas-ligiga alohida e'tibor qilib, o'z tuzuklarida: «Mamlakat xazinachilari bo'lmish moliya vazirlari moliya ishlarida xiyonat qilib, boylkning bir qismini o'zlashtirib olgan bo'lsalar tekshirib ko'rilsin», - deb yozib qoldirgan edi. Amir Temur davlatni boshqarishda 7 vazirga suyanib ish ko'rди va ulardan 4 vazirning xar kuni devonxonada xozir bo'lishlarini talab etdi.

Bular: 1. Mamlakat va raiyat vaziri.

2. Sipox vaziri.

3. Egasiz qolgan mulk vaziri.

4. Saltanat ishlarini yurituvchi vazir.

Bundan tashqari yana 3 vazirdan iborat sarxadlar vazirlari xay'atini tuzdi. Vazirlardan birinchisi yer soliqlari, boj, o'lpon – soliq undirish, hamda mirshablik yumushlarini boshqargan, mamlakatdagi muhim ishlarni, kundalik muammolarni yechish, raiyat ahvolini o'rganish, viloyatlardan olingan hosil, soliq, o'lponlarni taqsimlash ishlarini bajargan. Ikkinchi vazir sipoh vaziri hisoblanib, sipohiylarning maoshlari va tanho (bu yerda toju-taxt uchun qilgan xizmatlari evaziga berilgan in'om ma'nosida)larni boshqargan. Uchinchi vazir esa egasiz qolgan, o'lib kegan va qochganlarga tegishli mollarni, kelib ketayotgan savdogarlar mol-mulkidan olinadigan zakot va bojlarni, mamlakat chorvasini boshqarish, bularning barchasidan to'plangan daromadlarni omonat tarzida saqlash ishlari bilan shug'ullangan.

Saltanatning har bir idorasida kirim-chiqimlarni, kundalik xarajatlarni yozib borish uchun bir kotib tayinlangan. Sohibqiron davlatida Devoni buzurg (bosh vazir)dan tashqari xar bir viloyatda «Devon» deb ataluvchi boshqarma bo'lgan. U davlatning butkul ishlarini: soliq yig'ish, tartib saqlash, ijtimoiy binolar, - bozorlar, hammomlar, yo'llar, suv inshootlari tarmoqlarini nazorat qilib turgan. U xalqning xulqu-ahloqini kuzatib turgan. Uning xodimlari vaqti-vaqti bilan so'roq, tekshirish-taftish, tergov ishlarini ham olib borishgan.

Temur xalqning shikoyatlari va arzlarini o'rganuvchi maxsus arzbegi lavozimini joriy etgan. Arzbegi shikoyat va arzalarni ko'rib chiqar, ularda kimlar aybdorligini aniqlar va bu xususida kengashga xabar qilar edi. Aybdorlar kim bo'lishidan qat'iy nazar qattiq jazolangan. Soliqlar, moliyaviy masalalarda qat'iy tartib – qoida o'rnatilgan. Rus sharqshunos olimi D.N.Logofet bu xususda «...biz hozir zo'r berib intilayotgan daromad solig'i degan narsa uning (Temurning) hokimiyatida o'shandayoq mavjud edi», deb yozgan edi.

Amir Temur vazirlarini tanlash ishiga g'oyat jiddiy qarar va ularni 4ta sifatga ega bo'lishlariga ahamiyat berar edi. Bular:

1. aql-farosatlilik;
2. toza nasllik;
3. sipoxu-raiyat axvollaridan xabardorlik;
4. sabr chidamlilik va tinchliksevarlik.

Amir Temur o'z imperiyasiga qo'shib olgan mamlakatlarni idora etish uchun tayinlanadigan kishilarga qo'yiladigan talablar tizimini ham ishlab chiqdi. Bunday rahbarlar A. Temur talabiga ko'ra qo'yidagi fazilatlarga ega bo'lishi lozim bo'lgan:

- 1) Oliy janob tabiatli va ruhiy holatining ko'tarinkiligi;
- 2) Nozik aql va ziyraklik;
- 3) Yuksak malaka hamda xalq va qo'shinga murojaat qila bilish;
- 4) Sabr-toqat va odamlar bilan murosaga kelishmoq.

Mana shu yuqoridagi qoida va talablar Amir Temur hokimiyatini idora etishda va uni mustahkamlashda muhim o'rinni eg'alladi. Sohibqiron tuzgan imperiyaning ma'muriy-xududiy bo'linishi asosan tumanlardan iborat bo'lganligi uchun yangi amirlik tizimini shakllantirish va mustahkamlash zarur edi. Shu bois Amir Temur 313 kishiga amirlik mansabini berishga farmon berib, shulardan bir kishini amir-ul-umaro, 4 kishini beklarbegi, 100 kishini o'nboshi, 100 kishini yuzboshi va 100 kishini mingboshi etib tayinladi. Bulardan tashqari 8 ta amirlar amir-ul-umaro yordamchilari etib tayinlanganlar.

Xulosa qilib aytganda, Amir Temur milliy g'urur, vatanparvarlik, insonparvarlik kabi oliyjanob fazilatlarni bilan qurollangan buyuk davlat arbobi edi. Mojar olimi Xerman Vamberi



ta'kidlaganidek, O'rta Osiyoda asl turklik davri Temurdan boshlangan. U turklarning mug'ul-xitoy dunyosining ustidan g'alabasini mujassam etib, milliy davlatga asos solgan, mamlakatning rasmiy tili turk (o'zbek) tili bo'lgan. Buyuk Amir Temurning siyosiy faoliyati nafaqat davlatchilik tarixini boyitishda, shu bilan birga hozirgi sharoitda milliy davlatchiligimizni mustahkamlashda ham amaliy ahamiyat kasb etmoqda. Buyuk Amir Temur tomonidan yozilgan muhim asar bu «Temur tuzuklari», ya'ni «Tuzukoti Temuriy»dir. «Qomus ul a'lom» deb nomlangan va Istambulda nashr etilgan komus kitobida: «Amir Temur «Tuzukoti» deb yuritiladigan komuslar majmuasini yozdi. Unda o'zining hayot yo'lini bayon qildi»<sup>1</sup>, - deb yoziladi.

Amir Temur faoliyatini o'rganishda asosiy manbalardan bo'lgan, turkiycha bitilgan «Temur tuzuklari»ning bir ko'lyozma nusxasi Yaman hokimi Ja'far podshoh tomonidan milliy kutubxonada saqlangan. Bu asarning fors tiliga tarjimasini Mir Abu Tolib Hasaniy at-Turbotiy Makkaga haj qilib qaytib kelganidan so'ng amalga oshirgan. Ana shu nusxa asosida «Temur tuzuklari» bizgacha yetib kelgan va XIX asrning oxirlarida rus tiliga tarjima etilib, nashr qilingan. Asar butun dunyoga mashhur bo'lib, asrlar osha o'z ahamiyatini saqlab qolib, juda ko'p tillarga tarjima qilingan. Arab tili professori, ingliz mayori Uayt asarning forsiy matnini nashrga tayyorlagan va u 1783 yili Oqsfordda chop etilgan. 1785 va 1890 yillarda ushbu nashrning forsha matni hech o'zgarishsiz Hindistonning Kalkutta va Bombay shaharlarida, 1963 yilda Eronda nashr etilgan. U 1787 yili taniqli fransuz sharqshunosi L.Lyangle tomonidan ushbu asar fransuz tilida ham nashr etilgan. «Temur tuzuklari» ikki bo'lim va 56 banddan iborat bo'lib, kitobda bu bo'limlar maqola deb atalgan. Birinchi maqola Temurning davlatni barpo etish va mustahkamlash, qo'shinlarni tashkil etish yuzasidan tuzuklaridan iborat. Ikkinchi maqolada esa, Amir Temur tomonidan o'tkazilgan 13 kengash tafsilotlari va ularda buyuk sohibqironning amalga oshirgan tadbirlari bayon etilgan.

Shuningdek, «Tuzuklar»ning birinchi qismida Amir Temurning yetti yoshidan to vafotiga qadar (1342-1405 yil 18 fevral) kechgan hayoti va ijtimoiy-siyosiy faoliyati, uning Movarounnahrda markaziy hokimiyatni qo'lga kiritishi, ijtimoiy tarqoqlikka barham berishi va markazlashgan davlat tuzishi, Eron va Afg'onistonni o'z tasarrufiga olishi, Oltin O'rda xoni To'xtamish ustidan qozonilgan g'alaba va nihoyat buyuk jahongirning Ozarbayjon, Turkiya va Hindistonga qilgan harbiy yurishlari ixcham tarzda bayon etilgan. Kitobning II qismi Sohibqiron nomidan aytilgan va uning toju-taxt vorislariga atalgan o'ziga xos vasiyat va pandu-nasihatlaridan iboratdir. Unda davlatni idora qilishda kimlarga tayanish, toju-taxt egalarining burchi va vazifalari, vazir va qo'shin boshliqlarining burch va vazifalari, amirlar va boshqa mansabdorlarning toju-taxt oldida ko'rsatgan alohida hizmatlarini taqdirlash tartibi va hokazolar xususida so'z yuritiladi. Ikkinchi bo'limda, ya'ni maqolada Amir Temur shunday deb yozadi: «Mamlakatlarni fatx etuvchi baxtli farzandlarim va jahonni idora etuvchi qudratli nabiralaringma ma'lum bo'lsinkim, tangri taolo dargohidan umidim shulki, ko'plab farzandlarim, avlodim uchun saltanat qurish, davlat tutish ishlarini bir necha tuzukka bog'ladim, va saltanatni boshqarish haqida qo'llanma yozib qoldirdim»<sup>1</sup>.

Ulug' Amir Temur yana davom etib: «Har mamlakatning yaxshi kishilariga men ham yaxshilik qildim, nafsi yomonlar, buzuqlar va ahloqsiz odamlarni mamlakatimdan quvib chiqardim»<sup>2</sup>, - deb yozgan edi. Oliyjanob ahloqiy fazilatlarini Amir Temur xazratlari ulug'lab-gina qolmaganlar, balki bu fazilatlarini bajarilishini davlat xududida yashayotgan fuqarolardan, hatto o'z oila a'zolari tomonidan ham so'zsiz bajarilishini talab qilganlar. «Yana tajribamdan ko'rib bildimki», - deb yozadi Amir Temur – «davlat agar dinu oyin asosida qurilmas ekan, to'ra tuzukka bog'lanmas ekan,



unday saltanatning shukuxi, qudrati va tartibi yo'qoladi. Bunday saltanat yalong'och odamga o'xshaydi, uni ko'rgan kimsa nazarini olib qochadi. Yohud kasu nokas tap tortmay kirib chiqadigan tomsiz, eshigi-to'sig'i yo'q uyga o'xshaydi.

Shuning uchun ham men o'z saltanatim binosini dini islom to'ra va tuzuk asosida mustahkamladim»1.

Amir Temur o'z tuzuklari keyingi avdlodi uchun bir qo'llanma bo'lib qolishni ko'zlab: «Farzandlarim va avlodimdan bo'lganlarning har biri unga muvofiq ish yuritsin... Bu tuzuklardan o'z saltanat ishlarini boshqarishda qo'llanma sifatida foydalangaylar, toki mendan ularga o'tadigan davlat va saltanat zararu tanazzuldan omon bo'lg'ay»2, - deb yozib qoldirgan edi. Darhaqiqat bu asardan faqat Temuriy shahzodalargina emas, ko'plab sharq hukmdorlari o'zlarining faoliyatlarida foydalanganlar va unga yuqori baho berganlar. Jumladan, Shoh Jahon (1628-1657), Qo'qon xoni Muhammad Alixon (1822-1842), Buxoro amiri Abdullahadxon (1885-1910) lar «Tuzukot»dan parchalar ko'chirtirib, ulardagi qoidalarga amal qilganlar. Temur tuzuklarida Amir Temur o'zi tuzgan qo'shinning tuzilishi, qurollanishi hamda buyuk sohibqironning harbiy san'ati haqida ham muhim ma'lumotlar berilgan. Zero Amir Temur tuzgan qo'shin o'zining strategik va taktik maxorati bilan o'sha davrning eng mukammal va kuchli armiyalaridan hisoblangan. Amir Temur esa jahonda mahoratli buyuk sarkarda sifatida shuhrat qozongan. Hozir ham ko'pgina xorijiy mamlakatlar harbiy o'quv yurtlarida «Temur taktikasi» mahsus kurs sifatida o'tiladi. Yurtimiz va xalqimiz mustaqil bo'lgach, mustaqil davlatchiligimiz asoslarini yaratishda buyuk Amir Temur va uning «tuzuklari»ga murojaat qilmoqdamiz. Uning «Kuch adolatda» tamoyili esa huquqiy davlat barpo etishimizda yo'llanma bo'lib xizmat qilmoqda. Buyuk sohibqiron Amir Temurni nafaqat O'rta Osiyo xalqi, uni butun jahon tan oldi. Chunki u faqat O'rta Osiyodagina emas, dunyoning boshqa xalqlari uchun ham buyuk xizmatlar qildi. Amir Temur tomonidan markazlashgan davlatning tuzilishi, feodal tarqoqlikning tugatilishi, mamlakatda tinchlik va osoyishtalikning o'rnatilishi O'rta Osiyo xalqlarining ijtimoiy-iqtisodiy va madaniy taraqqiyoti yo'lida ijobiy rol o'ynadi. Mug'ullar davrida vayron bo'lgan iqtisodiyot tiklandi, hunarmandchilik va tijorat ishlari rivojlandi, fan va madaniyat ravnaq topdi, shaharlar obod bo'ldi. Eng muhimi, xalq tinch va osoyishta hayot tarziga kirdi.

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THE ROLE OF TECHNOLOGY IN LEARNING ENGLISH

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**Abstract:** In the present era of rapid development, technology plays a crucial role in every field. Similarly, these technologies are also making their mark in language learning. This article highlights the advantages and significant aspects of technology, especially in learning the English language.

**Keywords:** innovative technologies, smartphones, gadgets, Google Translate, Duolingo, robot technologies.

In the rapidly advancing 21st century, it is impossible to imagine a field untouched by technology. Every moment of our lives, intentionally or unintentionally, we benefit from various technological advancements. On one hand, technology has greatly facilitated and improved our lives, but on the other hand, it has also made us excessively reliant on it, to the extent that we sometimes struggle to perform even simple tasks without technology. Undoubtedly, the enhancement of our lives is positive, but sometimes excessive reliance on physical movement or minimal mental effort can lead to negative consequences. This calls for a reassessment of the notion that all tasks can only be accomplished with the help of technology. It is well known that in the past, agriculture and, of course, the industrial sector relied more on human labor, and this provided employment for many. However, in recent years, in place of human labor, the term "robot technologies" has emerged in almost every field. It has also made its impact in the fields of translation and language learning. Nowadays, every language learner, student, or applicant uses smartphones or various gadgets to learn a language, and they also widely use applications like "Google Translate" that have become popular among the general public. Below, detailed information is provided about such applications, smartphones, gadgets, and technologies.

"Google Translate" is a multilingual neural machine translation service developed by Google for translating texts, documents, and websites from one language to another. It was introduced in April 2006 as a statistical machine translation service, utilizing linguistic information from documents and transcripts of the United Nations and the European Parliament. Instead of directly translating languages, it first translates the text into English and then translates the English version into the target language, except for a few exceptions where it directly translates between Catalan-Spanish language pairs. In May 2013, the company announced that the service was serving over 200 million people, and by April 2016, the number of users had increased to over 500 million, with over 100 billion words translated daily. According to its 2022 data, "Google Translate" supports 133 languages to varying degrees and is used by up to 200 million users daily. It can be observed that the usage statistics of "Google Translate" are increasing year by year, and the quality of translation is also improving accordingly. Sometimes, using this platform can be beneficial, but in many cases, such as conferences and similar events, human translation is still required, indicating that the platform does not possess the ability to accurately translate certain expressions and idioms. This highlights the need for further advancements in the platform.

If we talk about various types of applications and gadgets that are available worldwide, through the well-known "Play Store" or "App Store," many language learning apps can be

downloaded and used to learn languages. Similarly, various types of gadgets are being produced specifically for language learning. Let's discuss some of the most popular ones.

"Duolingo" is an American education technology company that develops language-learning applications and provides language certification. It offers courses in more than 40 languages, ranging from widely spoken ones like English and Spanish to less commonly studied languages like Welsh, Irish, and Swahili. According to the 2022 data, it has a monthly active user base of 60.7 million people, and undoubtedly, these numbers have continued to grow significantly to this day. Certainly, the app has many beneficial aspects, which is why the number of users has been increasing year after year. Additionally, the "Duolingo" certificate has gained recognition worldwide and is now accepted by many universities globally. This further contributes to its popularity. Undoubtedly, the app's success lies in its effective approach. Users can learn languages easily through various engaging methods, including games and interactive exercises. However, sometimes, young children may become addicted to using these types of apps, leading to potential issues with excessive screen time and potential health concerns. To prevent this, it is important for parents to ensure that their children, or anyone learning a language for that matter, also participate in offline classes or activities. It's not about the impossibility of using the app, but rather about using it in a purposeful manner, aligned with specific goals or a balanced approach. It would be beneficial not only to use this app but also to utilize similar apps and gadgets in a way that aligns with a specific purpose or approach, as it would bring even brighter results.

"We live in the era of robotics, and in recent years, this field has been developing rapidly. Because each field, including the field of language, is being taken over by robots year after year. Although translation or language learning through robots may seem convenient, it has its limitations. One of the main drawbacks is the lack of independent engagement and interactivity. But if you want to learn any word or language, a teacher becomes necessary for you! Why? Because a teacher can easily teach you something that you haven't learned through this or that robot technology. It becomes apparent that in the process of language learning, there are certain aspects that no technology or robotics can teach. This means that human involvement undoubtedly plays a significant role in language learning.

**Conclusion:** To summarize, in our language learning, both technology and human presence have their own place and significance. Over the years, no matter how much the world of technology advances, there will always be stages in which technology cannot replace human beings in language learning. Therefore, it is evident that the level and quality of language learning increase globally when using technology or any application according to certain rules, regulations, or a specific regime, and the difficulties in language learning decrease significantly".



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UDK 576.72:895:599.75

**INFECTION OF DONKEYS IN NORTHERN KARAKALPAKSTAN WITH  
*FASCIOLA GIGANTICA* (COBBOLD, 1855)**

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**Enter.** Today, in our republic, particular attention is paid to the study of helminths of domestic and farm animals and the diseases they cause. In this regard, among other things, on the basis of the program measures implemented in this direction, the types of helminths that parasitize animals have been determined; the negative effects of helminthosis on the animal body have been detected and the control of the number of parasites have been achieved. In our republic, various diseases have a negative impact on the development of the livestock sector. Among such diseases, helminthiasis, including fasciolosis, is of particular importance. The causative agents of these diseases parasitize the bile ducts and gall bladder of animals and cause serious physiological changes in the host's organism. Animals may appear healthy in outer space; therefore preventive measures are not taken. As a result, the growth and development of young animals slow down, sometimes causing their death.

Based on this, determining the level of infestation of donkeys with helminths in the territory of the Republic of Karakalpakstan and developing the scientific basis of prevention of helminthosis acquire important scientific and practical importance.

In this regard, helminths that cause dangerous diseases in all branches of livestock breeding, including helminths belonging to the Trematoda class, are spread, and occupy a special place in veterinary practice. It is important to determine their spreading, diversity of species in different natural and climatic conditions, and to improve methods of combating them.

In the territory of the Republic of Karakalpakstan, there are very few scientific research studies on the fauna, ecology and distribution of donkey trematodes (Shakarboev, 2009).

**The purpose of this work** is to study the level of infection of donkeys with *Fasciola gigantica* (Cobbold, 1855) trematode belonging to the Fasciolidae family in the conditions of Karakalpakstan.

**Research material and methods.** Materials for research work have been collected in the territory of the Republic of Karakalpakstan (Fig. 1). During this period, academic (Scryabin, 1928) 31 heads of donkeys were examined by the method of complete and incomplete helminthological examination.

In addition, 156 fecal samples were examined using helminthocaprological methods. Morphological signs, parasite localization and hosts were focused on determining the species composition of helminths found during the research conducted in the Republic of Karakalpakstan (Ivashkin, Dvoynos, 1984).

In the analysis of the research results, the indicators of invasion extent (IE) and intensity of invasion (II) of damage of donkeys were taken into account.

**Research results and their analysis.** According to the results of the research, *Fasciola gigantica* species was found in the examined donkeys, and it was determined that it belongs to Plathelminthes type, Trematoda class, Fasciolida family, Fasciolidae family, *Fasciola* genus.

According to the results of the conducted research, it was observed that the extent of infestation with *Fasciola gigantica* in the body of donkeys: biliary tract, gall bladder, liver is 6.4%, and the intensity of invasion is 3-19 copies.

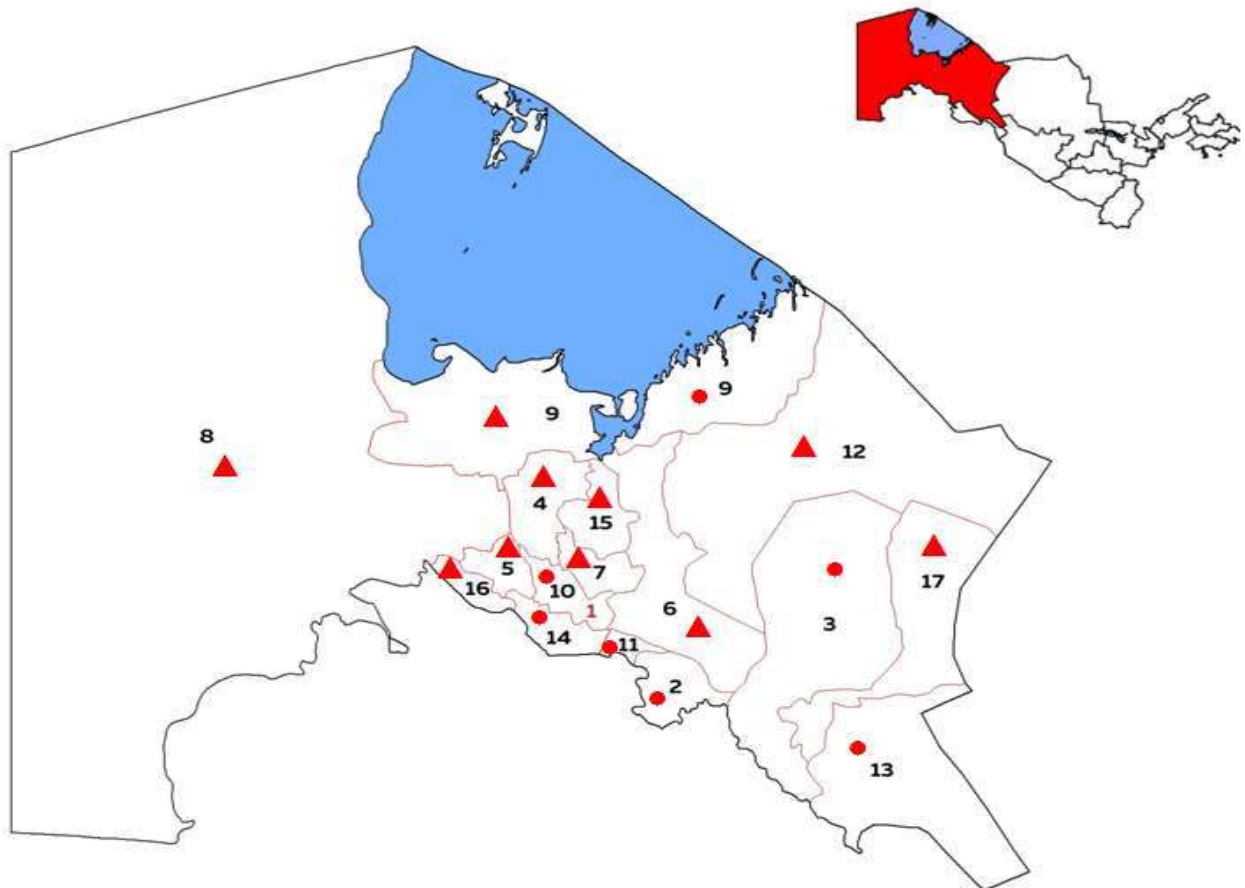


Figure 1. Map of the research area.

▲ - Stationary studies ; ● - route studies

- |     |                   |      |                    |
|-----|-------------------|------|--------------------|
| 1 . | The city of Nukus | 10 . | Nukus region       |
| 2 . | Amu Darya region  | 11 . | Takyatosh region   |
| 3 . | Beruny region     | 12 . | Takhtakupir region |
| 4 . | Buzatov region    | 13 . | Turtkul region     |
| 5 . | Kanlikul region   | 14 . | Khodjeyli region   |
| 6 . | Korauzak region   | 15 . | Chimboi region     |
| 7 . | Kegeyli region    | 16 . | Shumanoy region    |
| 8 . | Qongirot region   | 17 . | Ellikkala region   |
| 9 . | Muynok fogs       |      |                    |

*Fasciola gigantica* is a biohelminth according to its developmental cycle and develops in the presence of an intermediate host. Freshwater mollusks belonging to the Lymnaeidae family act as intermediate hosts (Ivashkin, Dvoynos, 1984).



Morphological features of the species *Fasciola gigantica* were studied during the conducted research. According to its morphological features, the body of *Fasciola gigantica* is elongated and reaches 30-75 mm in length.

**Conclusion.** In the territory of the Republic of Karakalpakstan, the infection of donkeys with *Fasciola gigantica* trematode was studied. In the conditions of Karakalpakstan, it was found that the extent of infestation of donkeys with *Fasciola gigantica* trematode is 6.4% and the intensity of invasion is 3-19 copies.



Figure 2. *Fasciolagigantic* (Cobbold, 1855) ( original )

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CLIMATE CONDITIONS OF KARAKALPAKSTAN AND FIG CULTIVATION

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**Abstract.** The article talks about the climatic conditions of the Republic of Karakalpakstan and its special weather. Changes in climate and the advantages of growing figs under these conditions are studied. It was said about the cultivation of fruits in an ecological environment.

**Key words:** Ecological environment, climate, fruit production, figs, weather.

**Introduction.** The climate of Amiwdayan delta in the entire region of Karakalpakstan is dry, the air is dry, and the winter is cold. The climatic changes of the Republic of Karakalpakstan are characterized by sharp continentality.

For example, in the lower delta of Amiwdayan, the air is hot and dry, there are many hot days, and the daily temperature fluctuates sharply.

It is cold in winter compared to other parts of Uzbekistan.

The amount of moisture of the jaw-eye of this area is 100-110 mm in the back part of the delta. In this case, the hair is not stable, and the hairs are not patched, and they are very little. This region is considered the driest part of Uzbekistan due to the amount of rainfall.

The average air temperature in these areas is 26 C in the summer (July), 28.2 C in the east, and the maximum temperature is 43 C-44 C. The minimum temperature is about 32 C in different seasons. The vegetation period of plants in these regions (temperature above 5 C) is 219-230 days.

**Materials and methods.** In the Republic of Karakalpakstan, the continentality of the climate began to decrease from the north to the west. The average moisture content is light, the amount of snow varies from 70 mm to 100 mm. Most of the harvest was in winter and spring months, in spring and summer, there was little rain, and most of the winter snow was in March.

According to the most recent data, the average rainfall in this region is 13 mm, and in April and May, it is 20-25 mm. Due to the early arrival of the spring months, the amount of Nókiste livestock increased significantly in March and April.

Due to the climate of the Republic of Karakalpakstan, the regions of the Republic of Karakalpakstan are separated from each other. The total temperature in Šimbai (back) is 3778, Tórtkúlde (kubla) is 4416, compared to the kubla zone, the vegetation period in the back zone is 13-17 days. The average humidity temperature is 10-12 degrees in the cold months of December and January. The average monthly temperature of January in Shymbai is 7.6 degrees, in Nakhchivan it is 6.9 degrees, and the absolute minimum on the territory of Karakalpakstan is 31 degrees to 35 degrees.

The last frosts in the eastern part of this territory begin on April 20, in the rear part on April 20, and in the rear part on April 23, early autumn frosts begin on October 10 in the rear part and on October 25 in the front part. During severe frosts, the temperature dropped from 1 degree to 5 degrees. In the course of the year, the wind blows at a speed of 15-20 meters in gusts of 2, 4, 8 meters per second.

In the Republic of Karakalpakstan, the amount of air pollution has increased. It is between 8.0 and 10.0 mb. In the rainy season, it reaches 12-17 mb, and in winter it drops to 4.6 mb. Havani's comparability is low in jazz, and it has been determined that it is very childish.

Ficus kariyskiy, Latin *Ficus caricatábiyatta*, is a large woody plant and it was called a fig. It is possible to bring it to the shape of the room. In order to get fruit in the greenhouse, it is necessary to choose varieties that are easy to grow. The fig tree is a single-headed and double-headed milkweed. The flowers of the erkek ham rose like a pear in the hole in the neck of the topgüldin.

The seed-bearing blastophaga (*Balstophaga grossarum*) is a small herbaceous plant. After spawning, each female's tuft turns into a small fruit, and the petals of the top flower turn into juicy and tasty figs.

Cultivation of the fig tree. It is recommended to use it in the room with a lot of power. Temperature: 28-32 oC in winter, 5-10 oC during a short rest period.

It is necessary to water frequently during the day of watering, as the reason for this is that it is a sweet plant. In the winter time, the suddi does not demand so much, but it was able to maintain its efficiency. Havani's resistance - this plant needs to be watered more often. Fertilization - it is advisable to fertilize with organic matter in the form of biophumus throughout the year. In early spring, it is better to use complex fertilizers for fruiting plants. You need to mix and match the different colors. Al, it is possible to replace the surface on the top of the large shells.

This is why uniforms are cut off during the rainy season. *Ficus carica* really likes me. This plant is a large, bushy plant with a woody stem, and its height is 5-12 meters. The scales are large and small. The leaves are 3-5 claw-like. The flowers are ball-shaped and pear-shaped. In nature, Kishi is widely distributed in Asia, India, and the Mediterranean Sea. 4,000 years ago, the bride was bowed down.

The fig tree goes through a period of winter dormancy, and the leaves drop even when the temperature drops. Its juicy fruit is marked as fig fruit or wine fruit, and is given in table #1 below.

Among the species of ficus, this plant is said to be the most popular. In the living room, when the mirror is close to the sunlight, it grows faster. If a lot of watering is required in the spring season, then in the winter season, less watering is required. It is necessary to cut the stems at the end of the vegetation for better growth.

According to the literature, it is better to keep it in a cool place at a temperature of 10 C. The fact that the fig plant is different from other plants makes me sick. Everyone loves me during the jazz season

*Ficus carica* is a subtropical fruit tree, grows up to 8 meters high and bears 2 fruits in one season. Like other plants of the *Ficus* genus, it produces white milky juices in the leaf tissues. The leaves of this plant are large, the lower leaves are smooth, and the leaves are heart-like. The lower side of the leaf is covered with small spots and the side of the alder has a light green color. Jas is a good boy. Ánjirdi produced two types of bullets. Female flowers in one tube and male flowers in the other tuber are attached to short flower stalks. *Ficus kariyskiy*, Latin *Ficus caricatábiyatta*, is a large woody plant and it was called a fig. It is possible to bring it to the shape of the room. In order to get fruit in the greenhouse, it is necessary to choose varieties that are easy to grow. The fig tree is a single-headed and double-headed milkweed. The flowers of the erkek ham rose like a pear in the hole in the neck of the topgüldin.



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**Results and discussion.** In the winter time, the suddi does not demand so much, but it was able to maintain its efficiency. Havani's resistance - this plant needs to be watered more often. Fertilization - it is advisable to fertilize with organic matter in the form of biophumus throughout the year. In early spring, it is better to use complex fertilizers for fruiting plants. You need to mix and match the different colors. Al, it is possible to replace the surface on the top of the large shells.

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**O'quvchilar nutqidagi dialektal xatolarni bartaraf qilish bo'yicha tavsiyalar**

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**Annotatsiya:** Ushbu maqolada o'quvchilar nutqidagi dialektal xatolarning yuzaga kelish sabablari to'g'risida ma'lumot berildi. O'quvchilarning nutqida yuz beradigan dialektal xatolarga alohida to'xtalib, ularni bartaraf qilish bo'yicha tavsiyalar keltirildi.

**Kalit so'zlar:** nutq, dialekt, sheva, adabiy til, dialektal xato, sinonimik qator, To'rtko'l-Beruniy

Maktab o'quvchilarining og'zaki va yozma nutqi rivojlanishi, ularning har tomonlama savodli, erkin fikr, o'z fikrini hayajonlanmasdan o'qituvchi va boshqa jamiyatdagi insonlarga erkin yetkazib beruvchi kadr bo'lib chiqishi uchun hozirgi o'zbek adabiy tilining ahamiyati katta. O'quvchi o'z hududidagi mahalliy sheva talaffuziga odatlanib qolmasligi uchun, avvalo, o'qituvchi dars jarayonini sof o'zbek adabiy tilida gapirib tushuntirishi kerak. Agar o'quvchi dars jarayonida shevadagi so'zning adabiy tildagi ma'nodoshini topa olmasa, o'qituvchi shevadagi so'zlarning sof o'zbek adabiy tildagi ma'nodoshlarini o'rgatib borishi hamda o'quvchining nutqida yuz beradigan dialektal xatolarning yuzaga kelishini oldini olish uchun ko'proq badiiy asarlar o'qitishi va asarni birgalikda adabiy tilda tahlil qilishi maqsadga muvofiq. Bu masalada nafaqat o'qituvchi emas, balki shu hududda yashovchi jamiyatning ham ta'siri sezilarli darajada ta'sir qiladi. Chunki o'quvchining maktabga bormasdan yon-atrofidagi insonlar, oilasi, mahallasida yashovchi insonlar bilan aloqasi ta'sirida bolaning og'zaki nutqida mahalliy shevalar shakllanadi va bolaning og'zaki nutqida sof o'zbek adabiy tili so'zlari emas, balki mahalliy shevalar uchraydi. Buning natijasida dialektal xatolar yuzaga keladi va bola maktabga borgach, dars jarayonida mahalliy sheva so'zlarining hozirgi o'zbek adabiy tildagi ma'nodoshlarini topolmay, dialektizm so'zlardan foydalanadi. O'quvchi nutqidagi bunday dialektal xatolarni bartaraf qilish uchun o'quvchi nutqidagi nuqsonlarni yo'qotish zarur. Buning uchun o'quvchi dars jarayonlarida o'zbek tili bo'limlari hisoblangan fonetika, orfografiya, orfoepiya va boshqa bo'limlarni o'rganishi kerak. Agar o'zbek tilining bo'limlari o'qituvchi tomonidan o'quvchiga yetarli darajada yetkazib o'rgatilmagan bo'lsa, o'quvchining nutqida dialektal xatolar yuzaga keladi.

“Dialektal xatolar avvalo o'quvchining og'zaki nutqida paydo bo'ladi. Bolada atrofdagilar bilan aloqa qilishning boshlanishidanoq u oilasidagilar, mahallasidagilar bilan aloqa munosabat qila boshlaydi. Ana shunday obyektiv qonuniyatga ko'ra bolaning nutqida hali u maktabga kelmasdan mahalliy shevaning talaffuz normalari, leksik va morfologik xususiyatlari shakllanadi va ular o'quvchining og'zaki nutqida uzoq saqlanib qoladi. Buning asosida dialektal orfoepik va orfografik xatolar sodir bo'ladi. Ikkinchidan, o'quvchida grammatik, orfoepik malakalarning shakllanmaganligi ham dialektal xatolarni keltirib chiqaradi”<sup>1</sup>.

“Qoraqalpog'istondagi o'zbek maktablari o'quvchilari nutqidagi dialektal xatolar va ularni bartaraf qilish yo'llari” qo'llanmasida keltirilganidek, albatta, dialektal xatolar o'quvchining og'zaki nutqida paydo bo'ladi. Buning sababi shundaki, bolaning oilasida qanday gapirilsa, ya'ni shevada gapirilsa shevaga, sof o'zbek adabiy tilda gapirilsa o'zbek adabiy tilda gapirishga bola

shunga moslashadi va shu tilda yoki shevada gapira boshlaydi. Bolaning shevada gapirishida faqatgina oila emas, balki mahallada yashovchilarning qanday gapirishlariga ham bog'liq. Chunki bola faqat oilasi bilan emas, mahalladagi boshqa insonlar bilan ham aloqa-munosabat qiladi. Buning natijasida bola maktabga qadam qo'ymasdan oldin uning nutqida mahalliy sheva talaffuz xususiyatlari shakllanib boradi va bola maktabga borgach uning nutqida adabiy tilga gapirishga moslasholmay shevada gapira boshlaydi.

“Bunday xatolarni bartaraf qilishning asosiy omillari sifatida maktab o'quv programmasida IV sinfda fonetikaga oid ayrim temalarni o'tishda unli va undosh tovushlarning orfoepik talaffuziga, ruscha-internatsional so'zlarda O unlisining urg'uli va urg'usiz holatiga qarab to'g'ri talaffuz qilinishiga alohida e'tibor berish lozimligi ta'kidlanadi”<sup>ii</sup>. Maktab o'quvchilarining og'zaki nutqida yuz beradigan dialektal xatolardan biri o'zbek tili izohli lug'atiga chet tilidan o'zlashgan so'zlarning to'g'ri talaffuz qila olmasligidadir. So'zlarni to'g'ri talaffuz qila olmasa, uning yozilishi tarzini ham xato yozadi. Bunday xatolarni bartaraf qilish uchun o'qituvchi shunday so'zlarning talaffuzini o'quvchilarga o'rgatib, topshiriq sifatida shunday so'zlardan topib talaffuzini o'rganib kelishlarini va so'zlarni to'g'ri talaffuz qilishlarini talab qilishi zarur.

O'quvchilar nutqidagi dialektal xatolarni bartaraf qilishda N.Ahmedov tavsiyasini keltirib o'tamiz:

“1. Talaffuzi qiyin bo'lgan so'zlarning dialektal shakli bilan adabiy-orfoepik formasini qiyoslaydigan turli tematik yoki aralash lug'at-tablitsalar tuzish va ularni izohlab, o'quvchilardan bu so'zlarni to'g'ri aytishni talab qilish.

2. Tekstdan noto'g'ri talaffuz qilinadigan ayrim so'zlarni topib, aytilishiga ko'ra yozib, keyin xatolarni aniqlash.

3. Turli janrdagi tekstlardan ayrim parchalar yodlatib, adabiy talaffuz normalariga rioya qilgan holda aytirish.

4. Bir xil o'zakli so'zlarni tanlab yozib, ulardagi ayrim unli va undosh tovushlarning talaffuziga e'tibor berib, ostiga chizdirish.

5. Sheva talaffuzida farq qiladigan ayrim tovush va qo'shimchalarning adabiy-orfoepik qanday aytilishini nazarda tutgan holda radio va televidenie eshittirishlarini kuzatib, to'g'ri aytishga o'rgatish. Kollektiv ravishda kinoteatrlarga borish.

6. Diqqat jalb qilmasdan o'quvchining nutqini magnitafon lentasiga yozib olib, qayta qo'yish orqali xatolarni aniqlash.

7. Talaffuzi qiyin bo'lgan so'zlarning aytilishi bilan yozilishi o'rtasidagi tafovutni ko'rsatadigan turli tablitsalar tuzdirish.

8. Aytilishda urg'uning qo'yilishiga qarab semantik farqlanadigan, grafik jihatdan esa o'xshash bo'lgan so'zlar gruppasini yozib, mustaqil urg'u qo'ydirib, talaffuz qildirish”<sup>iii</sup>.

N.Ahmedovning birinchi tavsiyasiga ko'ra o'quvchining nutqida talaffuzi qiyin bo'lgan so'zlarning adabiy tildagi shakli bilan dialektal shaklini qiyoslagan holda jadval tuzib o'quvchiga shu so'zlarning ma'nosini izohlagan holda ularga yodlatib to'g'ri talaffuz qilishni o'rgatish. Masalan: tonna (adabiy tilda) – to'nna (dialektal shaklda), javob( adabiy tilda) – javop(dialektal shaklda), keldi (adabiy tilda) – galdi (dialektal shaklda). Ikkinchi tavsiyasida esa darslikda berilgan matndan dialektal shaklda yozilgan va noto'g'ri talaffuz qilinadigan so'zlarni topib, so'zlarning talaffuzini o'rgatgan holda addabiy tildagi va dialektal shakldagi talaffuzlarini aytilishiga ko'ra yozib, so'ngra uning xatolarini aniqlash. Masalan: 1. O'quvchilar o'z maxsat(maqсад)lari sari intilishmoqda. 2. Dars jarayonida birinchi guruh savollarga to'g'ri javop(javob) berdi. Uchinchi



tavsiyada o'quvchilarga she'rlar va turli janrdagi matnlardan parchalar yodlatib, ularni sof o'zbek adabiy tilda to'g'ri talaffuz qilishiga o'rgatish. To'rtinchi tavsiyada esa tonna, gramm, kilogramm, otryad kabi so'zlarning unli va undosh so'zlarni matndan tanlab yozib, ularning talaffuziga e'tibor berish. Beshinchi tavsiyada radio-televediniye va kinoteatrlardagi eshittirishlarni kuzatgan holda ulardagi sheva talaffuzida farq qiladigan ayrim tovush va qo'shimchalarning talaffuziga e'tibor berib, to'g'ri talaffuz qilishni o'rgatish. N.Ahmedovning tavsiyasini umumiy qilib aytganda talaffuzi qiyin bo'lgan so'zlarning talaffuzi va yozilishi o'rtasidagi farqni ko'rsatadigan tablitsa tuzish hamda talaffuzda urg'u bilan farqlanadigan va yozilishi jihatdan o'xshash bo'lgan so'zlarni alohida ajratib yozgan holda to'g'ri talaffuz qildirish.

Sof o'zbek adabiy tildagi so'zlarning sinonimlari bo'lgani kabi shevalarning ham o'zaro sinonimlik xususiyati mavjud. Masalan, "Sodda so'zli sinonimik guruhga *katta, ulug', buyuk, zo'r, azim, ulkan, gigant; quvvatli, baquvvat; batafsil, mufassal, to'la, to'liq, to'lig'icha* kabi ma'nodoshlar kiritiladi. Murakkab shaklli sinonimlarga qo'shma, tub va yasama, juft holda ishlatiladigan so'zlardan tashkil topgan sinonimik qatorlar kiritiladi: *dovyurak, botir, qo'rqmas; shod, xursand, xushnud; el-yurt, baxt-saodat, sog'-salomat* kabi so'zlar. Birikmali sinonimlarga *yordam bermoq, yordam ko'rsatmoq, yordamlashmoq; ishtirok etmoq, qatnashmoq* kabi birikma va so'zlar, *boshini ikki qilmoq, uylantirmoq* kabi evfimistik so'z yoki so'zlar birikmasi, *tishini qayramoq, o'chakishmoq* kabi so'z va iboralardan tashkil topgan sinonimik qatorlar kiritiladi"<sup>iv</sup>. Bunday sinonimik qatorlar faqatgina adabiy tilda emas, balki shevalarda ham mavjud. Ma'lum bir hududning shevasi bilan boshqa bir hududning shevasiga sinonim bo'lishi mumkin. Masalan; "O'zbek adabiy tili va uning boshqa shevalaridagi kabi To'rtko'l-Beruniy shevalarida ham *pikir, xayal, o'y; Adam, kishi, insan; qumirsqa, qarinja; secha, chimchiq; keli, soqi; vaj, narsa,* (o'zbek adabiy tilda fikr, xayol, o'y; odam, inson, chumoli, chumchuq, buyum) kabi sinonimik qatoridagi komponentlar-so'zlar o'zakkangina iborat bo'lgan sodda sinonimlardir. Misol uchun: 1. Qarinjadiyin janing bo, namuncha chiranasan?(Sho'roxon) 2. Sechadan qo'rqqan dari akmiydi daganla, o'g'lim(Saribiy)"<sup>v</sup>. Birinchi misoldagi gapda "qarinja" so'zi sof o'zbek adabiy tilda "chumoli", ikkinchi misoldagi gapda qo'llanilgan "secha" so'zi esa sof o'zbek adabiy tilda "chumchuq" kabi ma'nolarni ifodalaydi. Dars jarayonlarida o'quvchilarning nutqidagi bunday dialektal xatolarni bartaraf qilish uchun turli xil mashqlarni bajartirish, talaffuzi qiyin bo'lgan so'zlarning talaffuzini o'rgatishda turli xil topshiriqlardan foydalanish maqsadga muvofiq.

"Kichik yoshdagi maktab o'quvchilarining nutqini o'stirishda didaktik o'yinlar, turli xil musobaqalar muhim ahamiyat kasb etadi. Shu jihatdan mavzuni mustahkamlashga oid quyidagicha qatorlararo musobaqa uyishtirish mumkin:

- 1-qator: K harfi bilan boshlanadigan so'zlarni ayting.
- 2-qator: O'rtasida K harfi qatnashgan so'zlarni ayting;
- 3-qator: Oxirida K harfi ishtirok etgan so'zlarni ayting.

Qaysi qatorda takroriy so'zlar bo'lmasa, shu qator g'olib sanaladi va o'quvchilarning har biriga rasmiy kartochkalar beriladi. Rasmdagi predmetning belgilarini bildiruvchi so'zlar toptirilib, ular ishtirokida ikkitadan gap tuzdiriladi."<sup>vi</sup> Bunday rasm ishtirokida gaplar tuzdirish o'quvchining fikrlashi, dunyoqarashi va nutqi ravon bo'lishiga yordam beradi. Dars jarayonida o'tkaziladigan turli xil o'yinlar davomida o'quvchi mahalliy shevada emas, balki adabiy tilda gapirishni ham o'rganib boradi.

"So'z ustida ishlash jarayonida quyidagicha og'zaki mashqlardan foydalanish ham mumkin:

1. “Bir xil qo‘shimchali so‘zlardan topish: ishla, tuzla, sozla; gulzor, mevazor, tutzor kabi.
2. Ohangdosh so‘zlar topish: bosh, tosh, qosh, osh; tutun, butun, kukun;
3. Ma‘nodosh so‘zlar topish: Bunda darslikdagi matndan ma‘nodoshi bor so‘z tanlab olinadi va “Bu so‘zni boshqa qaysi so‘z bilan almashtirish mumkin?” deb so‘raladi. Masalan; vatan, yurt, el, mamlakat, diyoy va boshqalar”<sup>vii</sup>.

O‘quvchilar nutqidagi dialektal xatolarni bartaraf qilishda ham quyidagicha topshiriqlar berish maqsadga muvofiq:

1. Talaffuzi bo‘yicha yozilgan so‘zlarni imlo qoidalariga muvofiq yozing: asap, daklat, grip, gram
2. To‘g‘ri talaffuz va to‘g‘ri yozuv bo‘yicha so‘zlarni guruhlariga ajrating: to‘g‘ri talaffuz: asap, to‘nna, kilogram, javop; to‘g‘ri yozuv: asab, tonna, kilogramm, javob kabi.
3. Darslikda berilgan matndagi shevaga oid so‘zlarni toping va adabiy tildagi muqobilini topib almashtiring.

O‘quvchi dars jarayonlarida mana shunday mashqlarni bajarar ekan, uning fikrlashi kengayib, nutqidagi dialektal xatolar asta-sekin yo‘qola boradi. O‘quvchining darsda hayajon bosishi yo‘qolib, so‘zlaganda ravon va tushunarli nutq so‘zlashi, nutqida sof o‘zbek adabiy tilda gapirishi hamda sheva so‘zlarni qo‘shib gapirmaslik xususiyatlari rivojlanadi. Bundan tashqari qayerda qanday nutq so‘zlash kerakligi to‘g‘risida tushuncha paydo bo‘ladi va sof o‘zbek adabiy tilda gapirishga harakat qiladi. O‘quvchilar bilan guruh bo‘lib ishlashish jarayonida o‘quvchilarning dunyoqarashi, fikrlash doirasi kengayib, tafakkuri o‘tib hayajonlanmasdan ravon adabiy tilda nutq so‘zlay oladi.

<sup>i</sup> M.Bo‘ronov. “Qoraqalpog‘iston dagi o‘zbek maktablari o‘quvchilari nutqidagi dialektal xatolar va ularni bartaraf qilish yo‘llari”, NUKUS “Qoraqalpog‘iston” 1990, 19-bet.

<sup>ii</sup> M.Bo‘ronov. “Qoraqalpog‘iston dagi o‘zbek maktablari o‘quvchilari nutqidagi dialektal xatolar va ularni bartaraf qilish yo‘llari”, NUKUS “Qoraqalpog‘iston” 1990, 20-bet

<sup>iii</sup> M.Bo‘ronov. “Qoraqalpog‘iston dagi o‘zbek maktablari o‘quvchilari nutqidagi dialektal xatolar va ularni bartaraf qilish yo‘llari”, NUKUS “Qoraqalpog‘iston” 1990,29-bet

<sup>iv</sup> R.A.Rayimov, “Janubiy Qoraqalpog‘istondagi o‘zbek shevalarida ma‘nodosh so‘zlar”, Tilshunoslik fanlari magistri darajasini olish uchun dissertatsiya, NUKUS-2007, 35-bet

<sup>v</sup> R.A.Rayimov, “Janubiy Qoraqalpog‘istondagi o‘zbek shevalarida ma‘nodosh so‘zlar”, Tilshunoslik fanlari magistri darajasini olish uchun dissertatsiya, NUKUS-2007, 36-bet

<sup>vi</sup> K.Qosimova, S.Matchonov, X.G‘ulomova, Sh.Yo‘ldasheva, Sh.Sariyev, “Ona tili o‘qitish metodikasi”, Toshkent “NOSIR” nashriyoti 2009, 49-bet

<sup>vii</sup> <sup>vii</sup> K.Qosimova, S.Matchonov, X.G‘ulomova, Sh.Yo‘ldasheva, Sh.Sariyev, “Ona tili o‘qitish metodikasi”, Toshkent “NOSIR” nashriyoti 2009, 53-bet

**НЕКОТОРЫЕ ВОПРОСЫ ПРИМЕНЕНИЯ ТЕХНОЛОГИИ ИНТЕРНЕТА  
ВЕЩЕЙ И ОБЛАЧНЫХ ХРАНИЛИЩ ДЛЯ СОЗДАНИЯ УМНОГО ЗЕМЛЕДЕЛИЯ  
НА ПРИМЕРЕ РАСТЕНИЕВОДСТВА**

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**Аннотация.** В данной статье рассматривается применение технологии интернета вещей (IoT) и облачных хранилищ в контексте умного земледелия на примере растениеводства. Описывается методология создания умного земледелия, а также представлен типовой проект внедрения данной технологии. Рассматриваются перспективы развития умного земледелия на основе IoT и облачных вычислений.

**Ключевые слова:** Цифровизация сельского хозяйства, интернет вещей, умное земледелие, облачные вычисления.

**Введение.**

В статье рассматриваются вопросы применения технологии интернета вещей и облачных хранилищ в растениеводстве, представляется методология создания умного земледелия на основе IoT и облачных вычислений, показываются перспективы развития умного земледелия в контексте IoT и облачных вычислений.

Дается обзор исследований и анализ применения технологии интернета вещей и облачных вычислений в растениеводстве для создания умного земледелия. В статье представлены типовой проект внедрения умного земледелия и перспективы его развития.

Умное земледелие имеет важное значение для сельскохозяйственных предприятий и фермеров, которые стремятся повысить эффективность и устойчивость своего производства. Применение технологии интернета вещей и облачных хранилищ в растениеводстве может значительно улучшить контроль и управление процессами, а также оптимизировать использование ресурсов.

Одной из основных проблем, связанных с применением IoT и облачных вычислений в умном земледелии, является обеспечение безопасности данных и защиты от кибератак. Также возникают вопросы о стоимости внедрения и поддержки таких систем, а также обучении персонала.

**1. Обзор исследований применения технологии интернета вещей и облачных вычислений в растениеводстве.**

В настоящее время сельское хозяйство активно внедряет современные технологии, такие как интернет вещей (IoT) и облачные вычисления (cloud computing), для повышения эффективности и улучшения качества производства. Исследования в области применения IoT и облачных вычислений в растениеводстве показывают огромный потенциал этих технологий для улучшения процессов управления и контроля в сельском хозяйстве.

По отчетам и исследованиям, объединяющим IoT и облачные вычисления с растениеводством, можно сделать вывод, что данные технологии способствуют существенному улучшению эффективности использования ресурсов, оптимизации



процессов управления и контроля за выращиванием растений, а также повышению качества и безопасности продукции.

## 2. Методология создания умного земледелия на основе IoT и облачных вычислений.

Создание умного земледелия на основе IoT и облачных вычислений требует строгой методологии, чтобы гарантировать успешное внедрение и максимальную эффективность. Основные этапы методологии включают следующие:

- Анализ потребностей и возможностей: определение требований и возможностей внедрения IoT и облачных вычислений в растениеводстве с учетом специфики региональных и местных условий;
- Выбор аппаратного и программного обеспечения: выбор подходящих устройств IoT и облачных решений в соответствии с потребностями и ожидаемыми результатами;
- Разработка инфраструктуры: создание сети связи, обеспечивающей связь и обмен данными между устройствами IoT и облачными серверами;
- Разработка приложений и алгоритмов: разработка приложений для получения, анализа и управления данными из устройств IoT, а также разработка алгоритмов для автоматического контроля и управления процессами в растениеводстве;
- Тестирование и внедрение: проверка работоспособности и эффективности разработанных решений на практике, их внедрение и настройка под конкретные условия;
- Мониторинг и оптимизация: постоянный мониторинг работы системы, анализ данных и постоянное совершенствование для достижения наилучших результатов.

## 3. Типовой проект внедрения умного земледелия.

Инфографическое изображение проекта умного земледелия показано на рис 1.



Рис 1. Общая схема умного земледелия

Проект внедрения умного земледелия на основе IoT и облачных вычислений может включать несколько ключевых этапов:

- Анализ и идентификация проблем: определение основных проблем и вызовов, с которыми сталкивается сельское хозяйство, и исследование возможности применения IoT и облачных вычислений для их решения;

- Подготовка инфраструктуры: создание необходимой инфраструктуры, включая установку датчиков и устройств IoT, развертывание облачного сервера для хранения и обработки данных;
- Разработка приложений: разработка приложений для мониторинга и управления объектами в растениеводстве, таких как системы полива или удобрений;
- Внедрение и тестирование: установка и настройка устройств IoT, внедрение разработанных приложений и проведение тестирования их работоспособности;
- Анализ данных и оптимизация: анализ полученных данных, их использование для оптимизации процессов в растениеводстве и достижения максимальных выходов;
- Обучение и поддержка: обучение персонала работе с новыми технологиями, поддержка и сопровождение в процессе эксплуатации.

#### **4. Примеры внедрения умного земледелия в различных странах.**

Применение технологий IoT и облачных вычислений в растениеводстве уже нашло применение во многих странах. Например, в США и Канаде разрабатываются и используются системы мониторинга почвы и растений с использованием датчиков IoT и облачных вычислений. В Европе, особенно в Голландии, активно внедряются системы управления оранжереями на основе IoT и облачных решений. В Японии применяются технологии IoT и облачных вычислений для оптимизации процессов выращивания риса. Это лишь несколько примеров успешного внедрения умного земледелия в различных странах.

#### **Раздел 5. Перспективы создания умного земледелия на основе интернета вещей и облачных вычислений.**

В настоящее время умное земледелие, основанное на интернете вещей (IoT) и облачных вычислениях, представляет огромный потенциал для улучшения производительности и экологической эффективности сельскохозяйственных операций. С помощью сети подключенных датчиков, устройств и серверных систем, фермеры могут получать реально временные данные о состоянии почвы, климатических условиях, урожае и состоянии сельскохозяйственного оборудования.

Интернет вещей обеспечивает возможность автоматизации и оптимизации сельскохозяйственных процессов. Например, с помощью сети сенсоров можно контролировать уровень влажности почвы и подачу воды, чтобы оптимально поддерживать рост растений. Автоматические системы полива, управляемые облачным программным обеспечением, могут адаптировать полив к потребностям растений и изменяющимся погодным условиям. Это позволяет сэкономить воду и уменьшить затраты на полив.

Другим примером применения IoT в сельском хозяйстве является мониторинг животноводческих хозяйств. Установленные на животных или в их окружении датчики могут предоставлять данные о здоровье, активности и поведении животных. Это позволяет фермерам своевременно заметить и предотвратить заболевания, улучшить условия содержания и эффективность кормления.

Однако, для полноценной реализации потенциала умного земледелия необходимо эффективное использование облачных вычислений. Облачные платформы позволяют управлять и анализировать большие объемы данных с датчиков, создавать прогностические модели, оптимизировать ресурсы и принимать решения на основе данных. Это позволяет фермерам улучшить предсказуемость урожаев, минимизировать риски и снизить затраты.

Кроме того, облачные вычисления обеспечивают возможность совместного использования данных и решений между фермерами, исследовательскими центрами и другими заинтересованными сторонами. Это способствует обмену опытом, разработке инновационных подходов и повышению эффективности всего сельскохозяйственного сектора.

В целом, умное земледелие на основе IoT и облачных вычислений имеет потенциал революционизировать сельское хозяйство, сделать его более устойчивым, эффективным и экологически ответственным. Тем не менее, для успешного внедрения этой технологии необходимо решить ряд технических, экономических и правовых проблем, связанных с обработкой и защитой данных, доступностью облачных ресурсов, передачей информации и др.

#### **Выводы.**

В результате исследования можно сделать вывод, что применение технологии интернета вещей и облачных хранилищ в растениеводстве для создания умного земледелия имеет большой потенциал для повышения эффективности и устойчивости производства. Однако необходимо учитывать проблемы безопасности данных и обучения персонала.

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ОБ ОДНОЙ РАЗНОСТНОЙ СХЕМЕ ЛЮБОГО ПОРЯДКА ТОЧНОСТИ  
ДЛЯ КРАЕВОЙ ЗАДАЧИ С ВЫРОЖДЕНИЕМ.

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**Аннотация.** Рассматриваются точные и усеченные разностные схемы  $m$ -го ранга. Доказывается, что при непрерывности по Гельдеру матричных коэффициентов и правой части исходной краевой задачи усеченные схемы  $m$ -го ранга имеют точность  $O(h^{m+\mu})$  в специальной весовой норме.

**Ключевые слова.** Разностная схема, усеченная разностная схема, точная схема, шаблон, сетка, пространство, аналог, точность.

**Введение.** Приближенные решения краевых задач с особенностью разностным методом вызывает ряд трудностей по сравнению с решением таких задач без особенности. Решением краевых задач с разностными методами занимались такие знаменитые ученые как А.А. Самарский, А. Н. Тихонов, С. К. Годунов, Н.Н. Яненко, А. В. Гулин, В. Б. Андреев, П.И. Монастырский, В. Г. Приказчиков, В. Л. Макаров и другие.

Среди разностных схем особое место занимает так называемые точные схемы, впервые разработанные А.А. Самарским и А. Н. Тихоновым. (см, [3]).

При построении обычных разностных схем путем замены дифференциалов разностными выражениями от искомого решения задачи потребуются более высокая гладкость, чем которая требуется для существования и единственности решения исходной дифференциальной задачи.

Методика построения точных трехточечных разностных схем такова, что она существует и единственна при тех же требованиях, при которых существует и единственна решение исходной дифференциальной задачи. Кроме этого точные разностные схемы сохраняют все “хорошие” качества (консервативность, самосопряженность) исходной дифференциальной задачи.

Краевые задачи с особенностью часто возникают при решении задач фильтрации в неоднородных средах (см, [6]) и задач теории оболочек переменной толщины.

Теория точных разностных схем дальнейшее свое развитие получила в работах представителей математической школы, возглавляемой профессором В. Л. Макаровым в Киевском государственном университете им. Т. Г. Шевченко.

Численное решение краевых задач с вырождением вызывает значительные трудности связанные с понижением скорости сходимости приближенного решения к точному по сравнению с регулярным случаем (см например [5]).

**Постановка задачи.** В связи с этим актуальной задачей является разработка численных методов высокого порядка точности для указанного класса задач, позволяющих получать удовлетворительные решения на достаточно грубых сетках. Этому требованию удовлетворяют точные и усеченные разностные схемы которые были построены и исследованы в работе [2] для самосопряженной краевой задачи с вырождением в случае

векторной системы линейных обыкновенных дифференциальных уравнений второго порядка.

В настоящем сообщении результаты работы [2] переносятся на несамосопряженный случай.

Рассмотрим следующую краевую задачу:

$$L^{(P,Q)} \vec{u} \equiv ((1-x^2)P(x) \vec{u}')' - Q(x) \vec{u} = -\vec{f}(x), \quad -1 < x < 1 \quad (1)$$

$$\|\vec{u}(\pm 1)\| < \infty \quad (2)$$

где  $P(x)=[p_{ij}(x)]$ ,  $Q(x)=[q_{ij}(x)]$  ( $i, j = \overline{1, n}$ ) квадратные, вещественные матрицы размерности  $n \times n$ ,  $\vec{f}(x)$ - заданная а  $\vec{u}(x)$ - искомая  $n$ -мерные вектор – функции.

Будем предполагать что матрицы  $P(x)$ ,  $Q(x)$  и вектор  $\vec{f}(x)$  удовлетворяют следующим условиям А:

$$1) \quad C_1 E \leq P(x) \leq C_2 E, \quad C_3 E \leq Q(x) \leq C_4 E,$$

$$\text{где } P(x) \geq C E \Leftrightarrow (P(x)\vec{y}, \vec{y}) \geq C(\vec{y}, \vec{y}), \quad \forall \vec{y} \in E^n, \quad x \in [-1, 1]$$

( $\bullet, \bullet$ )- скалярное произведение в  $E^n$ ,  $E$ -единичная матрица в  $E^n$ .

2) Матрицы  $P(x)$ ,  $Q(x)$  являюся непрерывными по Гельдеру, т.е.

$$\|P(x)-P(y)\| \leq C|x-y|^\mu, \quad \|Q(x)-Q(y)\| \leq C|x-y|^\mu,$$

$x, y \in [-1, 1]$ ,  $\|\bullet\|$ -произвольная матричная норма в  $E^n$ ,  $0 < \mu \leq 1$ .

$$3) \quad f_i(x) \in W_2^{-1}[-1; 1], \quad i = \overline{1, n}$$

где  $\vec{f}(x) = (f_1(x), f_2(x), \dots, f_n(x))^T$ .

Пусть  $V[-1; 1]$  – гильбертово пространство (см, [2]) вектор-функций со скалярным произведением

$$(\vec{u}, \vec{v})_{V[-1, 1]} = \int_{-1}^1 \left( (1-x^2) (\vec{u}', \vec{v}') + (\vec{u}, \vec{v}) \right) dx$$

Используя известные результаты по разрешимости краевых задач (см, например, [4]) , нетрудно показать, что выполнение условий А гарантирует существование и единственность решения задачи (1), (2) в пространстве  $V[-1; 1]$

**Метод решения.** Пусть  $\omega_h = \{x_i = x_0 + ih, \quad x_0 = -1, \quad x_n = 1, \quad i = (1, n), \quad h = 2/n\}$  равномерная сетка на отрезке  $[-1; 1]$

Введем шаблонные матричные функции  $V_1^i(x)$ ,  $V_2^i(x)$ , которые являются решениями следующих матричных задач Коши:

$$(V_j^{i'}(x)(1-x^2)P(x))' - V_j^i(x)Q(x) = \Theta; \quad j = 1, 2, \quad x_{i-1} < x < x_{i+1}$$

$$V_1^i(x_{i-1}) = \delta_{i,1} E, \quad V_2^i(x_{i+1}) = \delta_{i, N-1} E, \quad i = \overline{1, N-1}$$

$$V_1^{i'}(x)(1-x^2)P(x) \Big|_{x_{i-1}} = (1 - \delta_{i,1}) E,$$

$$V_2^{i'}(x)(1-x^2)P(x) \Big|_{x_{i+1}} = (\delta_{i, N-1} - 1) E,$$

где  $\Theta$ -нуль-матрица в пространстве  $E_n$ ;

$\delta_{i,1}$ - символ Кронекера.

**Теорема 1.** Пусть выполнены условия А, тогда точная трехточечная разностная схема для задачи (1), (2) существует, единственна и имеет вид:

$$(A \vec{u}_{x,i})_{x,i} - D_i \vec{u}_i + \frac{1}{h} (A_i - B_i) \vec{u}_{x,i} = -\vec{F}_i, \quad i = \overline{1, N-1} \quad (3)$$

$$\|\vec{u}_0\| < \infty; \quad \|\vec{u}_N\| < \infty$$

где  $A_{i+1} = [h^{-1} V_2^i(x_i)]^{-1}$ ,  $B_i = [h^{-1} V_1^i(x_i)]^{-1}$ ,  $B_1 = A_N = \Theta$ ,  $D_i = T_i(Q)$ ,  $\vec{F}_i = T_i(\vec{f})$

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$$T_i(W) = h^{-1}([V_1^i(x_i)]^{-1} \int_{x_{-1}}^{x_i} V_1^i(y)W(y)dy + [V_2^i(x_i)]^{-1} \int_x^{x_{i+1}} V_2^i(y)W(y)dy)$$

Существование ТТРС доказано ранее, причем конструктивно а единственность ТТРС (6) доказывається как в самосопряженном случае (см, [3])

Следуя методике работ [2,6], проведем построение усеченных разностных схем (УРС) m-го ранга . Введем в отрезке  $[x_{i-1}, x_{i+1}]$  локальную систему координат по формуле  $x = x_i + sh$

Положим по определению

$$V_1^i(x) = \begin{cases} \alpha^1(s, h) & \text{при } i = 1, \\ h \alpha^i(s, h) & \text{при } i = \overline{2, N-1}. \end{cases}$$

$$V_2^i(x) = \begin{cases} h \beta^i(s, h) & \text{при } i = \overline{1, N-2}, \\ \beta^{N-1}(s, h) & \text{при } i = N-1. \end{cases}$$

Подставляя эти выражений в матричные задачи Коши получим соответствующие задачи для  $\alpha^i(s, h)$ ,  $\beta^i(s, h)$ , решения которых будем искать в виде (см, [6])

$$\alpha^i(s, h) = \sum_{k=0}^{\infty} h^{2k} \alpha_k^i(s), \quad \beta^i(s, h) = \sum_{k=0}^{\infty} h^{2k} \beta_k^i(s) \quad (4)$$

Здесь матрицы  $\alpha_k^i(s)$ ,  $\beta_k^i(s)$  определяются по рекуррентным формулам

$$\alpha_{k+1}^i(s) = \int_{-1}^s \int_{-1}^z \alpha_k^i(\eta) \tilde{Q}(\eta) \tilde{P}_1^{-1}(\xi) d\eta d\xi, \quad \alpha_0^i(s) \equiv E,$$

$$\alpha_0^i(s) = \int_{-1}^s \tilde{P}_1^{-1}(\eta) d\eta; \quad i = \overline{2, N-1}, \quad (5)$$

$$\beta_{k+1}^i(s) = \int_s^1 \int_z^1 \beta_k^i(\eta) \tilde{Q}(\eta) \tilde{P}_1^{-1}(\xi) d\eta d\xi, \quad \beta_0^{N-1}(s) \equiv E,$$

$$\beta_0^i(s) = \int_s^1 \tilde{P}_1^{-1}(\eta) d\eta; \quad i = \overline{1, N-2}, \quad k=1, 2, \dots$$

где

$$\tilde{W}(s) = W(x_i + sh), \quad \tilde{P}_1(\xi) = (1 - (x_i + \xi h)^2) \tilde{P}(s)$$

Можно доказать, что условие (3) гарантирует равномерную сходимость рядов (4) к решению задач Коши для  $\alpha^i(s, h)$  и  $\beta^i(s, h)$ . В терминах матриц  $\alpha^i(s, h)$ ,  $\beta^i(s, h)$  ТТРС (5) запишем в виде

$$(A \vec{u}_x)_{x,i} - D_i \vec{u}_i + \frac{1}{h} (A_i - B_i) \vec{u}_{x,i} = -\vec{\Phi}_i, \quad i = \overline{1, N-1}$$

$$\|\vec{u}_0\| < \infty, \quad \|\vec{u}_N\| < \infty \quad (6)$$

$$\text{где } B_1 = A_N = \Theta, \quad A_{i+1} = [\beta^i(0, h)]^{-1}, \quad B_i = [\alpha^i(0, h)]^{-1}$$

$$D_i = T^i(Q), \quad \vec{\Phi}_i = T^i(\vec{f}),$$

$$T^i(W) = [\alpha^i(0, h)]^{-1} \int_{-1}^0 \alpha^i(\xi, h) \tilde{W}(\xi) d\xi + [\beta^i(0, h)]^{-1} \int_0^1 \beta^i(\xi, h) \tilde{W}(\xi) d\xi.$$

Если в суммах (3) ограничимся m-слагаемыми т.е. вместо  $\alpha^i(s, h)$ ,  $\beta^i(s, h)$  возьмем матричные полиномы 2m-й степени по h:

$$\alpha^m(s, h) = \sum_{k=0}^m h^{2k} \alpha_k^m(s), \quad \beta^m(s, h) = \sum_{k=0}^m h^{2k} \beta_k^m(s)$$

и подставляя их в ТТРС (6) вместо  $\alpha^i(s, h)$ ,  $\beta^i(s, h)$  то получим разностную схему

вида

$$(A^m \vec{y}_x)_{x,i} - D_i^m \vec{y}_i + \frac{1}{h} (A_i^m - B_i^m) \vec{y}_{x,i} = -\vec{\Phi}_i^m, \quad i = \overline{1, N-1}$$

$$\|\vec{y}_0\| < \infty, \quad \|y_N\| < \infty \quad (7)$$

$$\text{где } B_1^m = A_N^m = \Theta, \quad A_{i+1}^m = [\beta^m(0, h)]^{-1}, \quad B_i^m = [\alpha^m(0, h)]^{-1}$$

$$D_i^m = T_i^m(Q), \quad \vec{\Phi}_i^m = T_i^m(\vec{f}),$$

$$T_i^m(W) = [\alpha^m(0, h)]^{-1} \int_{-1}^0 \alpha^m(s, h) \tilde{W}(s) ds + [\beta^m(0, h)]^{-1} \int_0^1 \beta^m(s, h) \tilde{W}(s) ds,$$

которая по определению (см, [3]) является УРС m-го ранга.



Справедлива следующая.

С помощью метода энергетических неравенств [3] приходим к доказательству основной теоремы.

**Теорема 2.** Пусть выполнены условия  $A$ , тогда при достаточно малом значении  $h$  усеченная разностная схема  $m$ -го ранга (4) для задачи (1), (2) имеет  $m+\mu$  – й порядок точности, т. е. справедлива оценка

$$\|\vec{z}\|_{V_h} \leq Ch^{m+\mu} \|\vec{u}\|_{V_h}, C \neq C(h)$$

Где  $\|\cdot\|_{V_h}$ -сеточный аналог нормы в пространстве  $V[-1;1]$ ,

$\vec{z} = \vec{v} - \vec{u}$  погрешность усеченной разностной схемы  $m$ -го ранга (4).

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**TURIZM SOHASIDA DINAMIK MODEL TENGLAMALARINI TUZISH.**

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**Annotatsiya.** Ushbu maqolada turizm sohasini rivojlantirish uchun bir qancha ma'lumotlar keltirilgan. Shu jumladan kiruvchi va chiquvchi oqimlarning darajalari o'rtasidagi farqlar formulalar bilan ko'rsatib berilgan. Turizm sohasidagi iqtisodiy jarayonlarning modellari funksiyalar bilan aniq qilib formulalarda ko'rsatib o'tilgan.

**Kalit so'zlar.** Model, turizm, daraja, vaqt, oqim, iqtisodiy jarayon, yechim, jamg'arma, qiymat, baholash, yordamchi o'zgaruvchi, xodim dinamikasi

Bizga ma'lumki, modeldagi darajalar -tizim ichida paydo bo'ladigan jamg'armalarni tavsiflaydi va natijada ma'lum bir vaqtning o'zida o'zgaruvchilar qiymatlarini aniq ifodalaydi.

Turizm sohasidagi kiruvchi va chiquvchi oqimlar o'rtasidagi farq tufayli to'planishi tezlik sistemasidagi darajalar orasidagi mavjud oqimlarni aniqlaydi.

Shundan keyin jarayonning faolligini aks ettiradi va daraja esa bu holatni o'lchaydi.

Bu turizm uchun tizimdagi faoliyat natijasi hisoblanadi. Bunda o'zgaruvchilar dinamikasini tavsiflash qandayligini ko'rsatadigan darajalar, darajali tenglamalar qo'llaniladi. Shuningdek daraja qiymatlari, aniqlanganda ba'zi belgilangan dastlabki qiymatlardan boshlab darajalardagi o'zgarishlarning bo'lingan sur'atlari tezlik tenglamalari AC darajasini aniqlaydi.

Shu bilan birga quyidagi jarayonlar bosqichma-bosqich bajariladi:

- a) tizimdagi iqtisodiy jarayonlarning faolligi, yechim funksiyalari qanday qilishni belgilaydigan hatti-harakatlar chizig'ini shakllantirishni ifodalaydi.
- b) darajalar haqidagi mavjud ma'lumotlar qanday qilib bog'liq yechimlarni tanlashga olib keladi
- c) joriy ma'lumotlar qiymatlari bilan darajalar va ma'lumotlarning boshlang'ich qiymatlari aniqlanadi

Endi vaqtga bo'lingan holda, turizm sohasidagi kelajakda ularning qiymatlarini baholashga imkon beraylik:

- 1) vaqtning joriy momenti. Oldingi vaqtdagi darajalar va ma'lumotlarni bilish,
- 2) darajali tenglamalar yordamida, bog'liq yordamchi o'zgaruvchilar va murakkab tenglamalari, darajalar qiymatlari va aniq ma'lumotlarni tavsiflovchi keyingi vaqt oralig'ida tizimning harakati.

Quyida xodim tizim dinamikasi modelining darajali tenglamalarini keltiramiz:

Masalan, yuqori xizmat ko'rsatadigan turizmning dam olish muassasalari darajasi

$$R(t) = R(t - \Delta t) + \Delta t[(t - \Delta t) - p(t - \Delta t, t)],$$

bu yerda masalan,  $R(t)$  – O'zbekistondagi yuqori xizmat ko'rsatadigan turizmning xodim muassasalari darajasi bo'lsin

1-vaqt(bir marta);

$S(t - \Delta t, t)$  - yuqori darajadagi xodim muassasalar qurilish sur'ati

$(t - \Delta t, t)$  oraliqda turizm (yiliga bir marta);

$P(t - \Delta t, t)$  - yuqori xizmat ko'rsatadigan xodim muassasalarning o'tish darajasini

turizmni ommaviy turizmning dam olish muassasalari toifasiga kiritish intervali  
( $t - \Delta t, t$ ) (yiliga bir marta);

$\Delta t$  - modelda ko'rib chiqilgan ketma-ketliklar orasidagi vaqt oralig'i  
vaqt ichida aniq daqiqalar;

Ommaviy turizmning xodim muassasalari darajasini topish formulasi:

$$R(t) = R(t - \Delta t) + \Delta t[S(t - \Delta t, t) - p(t - \Delta t, t)],$$

Bu yerda  $R(t)$   $t$  vaqtdagi ommaviy turizmning xodim muassasalar darajasi  
(bir necha marta uchun);

$S(t - \Delta t, t)$  - dam olish muassasalarining yuqori xizmat ko'rsatishga o'tish darajasi;  
turizmni ommaviy turizmning dam olish muassasalari toifasiga kiritish  
intervali esa ( $g - \Delta t, t$ ) (bir yil uchun);

$P\{t - \Delta t, f\}$  - ommaviy ishlab chiqarishdagi dam olish muassasalarini qurish tezligi  
{ $t - \Delta t, t$ } oraliqda rism (yiliga bir marta);

( $t - \Delta t, t$ ) - eskirgan dam olish maskanlarini buzish vaqti (yiliga bir marta);

• Umumiy va o'rta darajada ishlaydigan malakali xizmat ko'rsatuvchi xodimlar darajasini  
topish formulasi:

$$G(t) = G(t - \Delta t) + \Delta t[P(t - \Delta t, t) + V(t - \Delta t, t) - F((t - \Delta t, t))]$$

Bu erda  $G(t)$  -  $t$  vaqtdagi o'rta malakali xizmat ko'rsatuvchi xodimlarning darajasi  
(Inson);

$P(t - \Delta t, t)$  - o'rta malakali xizmat ko'rsatuvchi xodimlar oqimining tezligi  
interval bo'yicha ( $t - \Delta t, t$ ) (yiliga umumiy inson);

$V(t - \Delta t, t)$  - o'rta malakali xizmat ko'rsatuvchi xodimlarning chiqib ketish darajasi  
interval bo'yicha ( $t - \Delta t, t$ ) (bir yiliga inson);

$F((t - \Delta t, t))$  - o'rta malakali xizmat ko'rsatuvchi xodimlarning o'tish darajasi  
xalqaro bo'yicha yuqori malakali xizmat ko'rsatuvchi xodimlar toifasiga kiradi  
intervali esa ( $t - \Delta t, t$ ) (bir yiliga inson).

Xizmat ko'rsatuvchi xodimlarning yuqori malakali darajasini ko'rib chiqadigan bo'lsak  
quyidagilarni topamiz:

$$Y(t) = Y(t - \Delta t) + \Delta \tau(t - \Delta t, t) - \alpha(t - \Delta t, t) - \lambda(t - \Delta t, t),$$

Bu yerda  $Y(t)$  - o'sha paytdagi yuqori malakali xizmat ko'rsatuvchi xodimlar darajasi  
vaqti (bir yilda inson);

$\Delta \tau(t - \Delta t, t)$  - o'rta malakali xizmat ko'rsatuvchi xodimlarning o'tish tezligi

xalqaro bo'yicha yuqori malakali xizmat ko'rsatuvchi xodimlar toifasiga kiradigan intervali  
( $t - \Delta t, t$ ) (bir yilga insonlar);

$\alpha(t - \Delta t, t)$  - yuqori malakali xizmat ko'rsatuvchi xodimlar oqimining tezligi

( $t - \Delta t, t$ ) oraliq bo'yicha (bir yilga insonlar);

$\lambda(t - \Delta t, t)$  - yuqori malakali xizmat ko'rsatuvchi xodimlarning chiqib ketish darajasi  
interval bo'yicha ( $t - \Delta t, t$ ) (bir yilga inson);

Xodim rezidentlarning dam olish muassasalarida qolish darajasi

yuqori xizmat ko'rsatish turizmi quyidagicha hisoblanadi:

$$\phi(t) = \phi(t - \Delta t, t) + \Delta t[\lambda(t - \Delta t, t) + k(t - \Delta t, t) + z(t - \Delta t, t)],$$

bu yerda  $\phi(t)$  - eng yuqori darajadagi dam olish muassasalarida dam olayotgan  
xodimlarning darajasi xizmati turizmi,  $t$  vaqtida (bir yilda insonlar);



$\lambda(t - \Delta t, t)$ - dam olish maskanlarida dam oluvchi xodim rezidentlar oqimi darajasi yuqori xizmat ko'rsatuvchi turizm hududlarida  $(t - \Delta t, t)$  oraliqda (bir yilda insonlar kesimida);

$k(t - \Delta t, t)$ - dam olish maskanlarida dam olayotgan xodim rezidentlarning chiqib ketish darajasi yuqori xizmat ko'rsatish turizmida, intervalda  $(t - \Delta t, t)$  (bir yil uchun inson);

• dam olish maskanlarida ommaviy dam olayotgan xodimlar darajasi turizm sohasi bo'yicha:

$$W(t) = W(t - \Delta t, t) + \Delta t [u(t - \Delta t, t) - \gamma(t - \Delta t, t)]$$

Bu yerda  $W(t)$ - xodimlar rezidentlarning dam olish muassasalarida dam olish darajasi turizmi, hozirgi vaqtda  $(t - \Delta t, t)$  (yiliga insonlarlar);

$W(t - \Delta t, t)$ - dam olish maskanlarida dam olayotgan xodimlar rezidentlar oqimi darajasi ommaviy turizm davrlari, intervali  $(t - \Delta t, t)$  bo'yicha (bir yilga insonlar);

$u(t - \Delta t, t)$ - dam olish muassasalarida dam olayotgan turistlar oqimining tezligi ommaviy turizm, intervalda  $(t - \Delta t, t)$ - (bir yil uchun inson).

Tenglamaga kiritilgan stavka tenglamalarini tuzish tartibini ko'rib chiqamiz.

yuqori xizmat ko'rsatadigan turizmning xodim muassasalarida darajasi rivojlanish davrida uslubiy usul tizim dinamikasi modellarining tezlik tenglamalari uchun ishlatiladi.

Mahsulot ko'rinishidagi tempni yaratish funksiyasini ko'rsatishdan iborat texnika

"normal sur'at" ning ta'rifi va uni aniqlaydigan tuzatish omillari model darajalariga va yordamchi o'zgaruvchilarga bog'liq bo'ladi.

#### Foydalanilgan adabiyotlar.

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2. Suv va yer Resurslari Agrar-gidromeliorativ ilmiy-ommabop Jurnal 1-son (2021 yil)
3. «BEST PUBLICATION» Ilmiy tadqiqotlar markazi © "Yangi O'zbekistonda innovatsion tadqiqotlar" xalqaro ilmiy-amaliy konferensiya doirasidagi "Intellectual izlanuvchi" xalqaro ko'rik tanlovining

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ONA TILI VA ADABIYOT FANINI O'QITISHDA ZAMONAVIY  
AXBOROT TEXNOLOGIYALARNI O'RNI

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**ANNOTATSIYA:** Maqolada ona tili va adabiyot fanlarini o'qitishda zamonaviy innovatsion metodlardan foydalanish, xalqaro baholash dasturlari, pedagogik texnologiyalardan foydalangan holda ta'lim sifatini oshirish haqida so'z yuritiladi. Shu bilan bir qatorda ona-tili va adabiyot fanlarida zamonaviy axborot texnologiyalarining o'rni qanchalik muhim ekanligi aniq yoritilib berilgan.

**KALIT SO'ZLAR:** innovatsiya, raqamli iqtisodiyot, axborot-kommunikatsiya texnologiyalari, pedagogik texnologiya, metod, kompetent, yangilik, interfaol metod

Hozirgi kunga kelib mamlakatimizda jahon ta'lim standarti darajasiga kirib borishga mo'ljallangan yangi ta'lim tizimini shakllantirish jarayoni bosqichma-bosqich amalga oshirilmoqda. Eng asosiysi, barcha darsliklar, o'quv qo'llanmalar zamonaviy innovatsion yondashuv asosida tayyorlandi. Bunda o'quvchilarni mantiqiy fikrlashga yo'naltirilgan ta'limiy o'yinlar, onlayn va oflayn testlar, mashqlar, grammatik tushunchalarini shakllantirish, masalalar va topshiriqlarga alohida urg'u berildi. Iqtidorli bolalarning qobiliyatini erta aniqlash va rivojlantirish, iste'dodli, izlanuvchan, ijodkor pedagoglarni qo'llab-quvvatlash, ularning ilg'or tajribalarini ommalashtirish, ta'lim muassasalarida o'quvtarbiya jarayonining zamonaviy talablar darajasida tashkil etilishini ta'minlash, o'qituvchilarning pedagogik mahoratini oshirish maqsadida fan olimpiadalari, "Yilning eng yaxshi fan o'qituvchisi" kabi ko'riktanlovlar va fan oyliklari o'tkazilib, o'qituvchi va o'quvchilarning ijodiy izlanishi uchun juda keng imkoniyat yaratilmoqda. Mamlakatimiz yangi innovatsiyalar, raqamli iqtisodiyot taraqqiyoti yo'lida juda katta tezlik bilan rivojlanib borayotgan ushbu davrda O'zbekiston kelajagi bo'lgan yoshlarning intellektual salohiyati va fikrlash qobiliyatini har tomonlama qo'llab-quvvatlash, ularning egallashi lozim bo'lgan bilim, ko'nikma va malakalarini davlat ta'lim standarti asosida shakllantirish hamda xalqaro mezon va talablar asosida baholash tizimini takomillashtirish muhim ahamiyatga ega.

O'zbekiston endilikda qator xalqaro baholash dasturlariga a'zo bo'lib, yoshlarining intellektual va kompetentlik darajasini bilishga, kerak bo'lsa, o'quvchining mantiqiy fikrlashi va layoqatligini oshirishni ko'zlamoqda. O'quvchilar bilimini xalqaro baholash dasturlari sinovlarida yaxshi natijalarni qo'lga kiritish uchun har bir ona tili va adabiyot darslarida fanlararo integratsiyani qo'llash muhim ahamiyat kasb etadi.

O'z kasbini ustasi bo'lgan axborot-kommunikatsiya texnologiyalari sohasining yetuk mutaxassisilari bilan har oyda uchrashuvlar tashkil etish, ular haqida o'quvchilarga so'zlab, ona tili va adabiyot fanlari bilan bog'liqligini ko'rsatish, o'quvchilarning

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savollarga hayotiy misollar keltirish yo'li bilan javob beriladi. Buning uchun faqat o'qish, o'rganish kerakligi haqida fikr vamaslaxat beradi. Bunday malakali mutaxassislar bilan uchrashuvlar, baxs-munozaralar va master klasslar tashkil etish ham o'quvchilarni fanga bo'lgan qiziqishlarini yanada mukammal darajada orttiradi. Ota-onalarda farzandini o'qishga bo'lgan qiziqishini yuksak ma'naviyatli, bilimli, zukkokomil inson etib voyaga yetkazish istagini yanada kuchaytirish zarur. Ona tili va adabiyot fanlarini o'zlashtirishda o'quvchilar va ustozlar zamonaviy axborot texnologiyalarini mukammal darajada o'zlashtirishi kerak. Shu jumladan dars jarayonida qo'llaniladigan zamonaviy pedagogik dasturiy vositalar, elektron ta'limiy vositalar, barcha fanlar singari ona tili va adabiyot uchun elektron ta'limiy resurslar va ularga qo'yiladigan talablar va bu borada chet el tajribasi haqida to'liq ma'lumot olish kerak. Axborot asri sharoitida pedagogik jarayonni yuqori darajada sifatli tashkil etish uchun zarur bilim va ko'nikmalarni, ijodiy va texnologik madaniyatni shakllantirishga xizmat qilish kerak.

Shu bilan bir qatorda nafaqat ona tili va adabiyotda, balki barcha fanlarda zamonaviy axborot texnologiyalarining o'rni aniq va sezilarli darajada ko'rinib qoldi.

Nafaqat ona tili va adabiyot fanini o'qitishda balki, ta'limda zamonaviy innovatsion metodlarni qo'llashdan asosiy maqsad – o'qituvchining o'z pedagogik xazinasini qayta ko'rib chiqishiga yordamlashish, yanada yuqori sifatli metodik yo'nalishga intilishini hosil qilish, kelgusidagi maqsadlar, izlanishlar, tajribalarga undashdir.

**Adabiyotlar:**

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TA'LIM TIZIMIDA ZAMONAVIY AXBOROT TEXNOLOGIYALARIDAN  
SAMARALI FOYDALANISH.

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**Annotatsiya.** Ushbu maqolada ta'lim sohasida juda muhim bo'lgan ma'lumotlar keltirilgan. Shu jumladan bugungi kundagi ta'lim sohasida zamonaviy axborot texnologiyalaridan samarali foydalanish usullari haqida fikr-mulohaza yuritilgan.

**Kalit so'zlar.** Axborot, ma'lumot, texnologiya, dastur, dasturlash, algoritim, algoritmlash, tizim, metod, integratsiya.

Bugungi kunda kelib, zamonaviy axborot texnologiyalarini ta'lim tizimiga tadbiq etish, iqtisodiy samara berishi bilan bir qatorda, o'quv jarayonida yangi o'qitish uslublarini qo'llashga keng imkoniyatlar ochadi. Ta'lim tizimida zamonaviy axborot texnologiyalarini qo'llash asosan, axborot texnologiyalarining pedagogik-dasturiy vositalari yaratilishi bilan bog'liq bo'lib hisoblanadi.

Zamonaviy axborot texnologiyalarining rivojlanishi o'z-o'zidan ma'lumki, o'qitishni tashkil etishning yangi usullari va shakllarining paydo bo'lishiga olib keladi. Oliy va o'rta ta'limning zamonaviy darajasi mutaxassislarni kasbiy tayyorlash samaradorligini oshirishga, ta'limni sifat jihatidan yangi bosqichga ko'tarishga qaratilgan o'quv jarayonini global axborotlashtirish bilan bog'liq.

Oliy va o'rta maxsus ta'lim jarayonida yangi zamonaviy axborot texnologiyalaridan va telekommunikatsiya texnologiyalaridan foydalanish, elektron o'quv materiallari, barcha fanlarga oid platformalar va zamonaviy kompyuter o'quv dasturlarini yaratish kerak. Bu metodlardan foydalanish yagona zamonaviy ta'lim axborot muhitini shakllantirishning murakkab muammolarini o'z vaqtida hal qiladi. Kompyuterda o'qitish dasturlarini ishlab chiqish va amalga oshirish ko'pincha oliy va o'rta maxsus o'quv fanlarining xususiyatlarini hisobga olgan holda ularni qurish va qo'llash tamoyillarini ilmiy-uslubiy asoslangan holda amalga oshiriladi. Bunday sharoitda zamonaviy pedagogik va axborot texnologiyalarini integratsiyalash tamoyillarini, shuningdek, ta'lim jarayonida elektron ta'lim resurslarini avtomatlashtirish, loyihalash va ulardan foydalanish algoritmlari, dasturlari, modellarini aniqlash zarur. An'anaviy o'qitish usullari va zamonaviy elektron ta'lim texnologiyalarining integratsiyasi kasbiy tayyorgarlik sifatini oshirishi yaqqol ko'rinib turibdi. Uning muhim tarkibiy qismi o'quv jarayoniga o'quv fanlarining elektron kurslarini joriy etishdan iboratdir. Ta'lim tizimi oldiga qo'yilayotgan ulkan vazifalarni amalga oshirishda o'qituvchilardan kuchli bilim, tajriba, madaniyat, estetika, ko'nikma va malakalarga ega bo'lishni talab etadi. Zamonaviy o'qituvchi o'quvchilarga, shogirdlariga zamonaviy axborot texnologiyalari dan foydalanishda hamkorlik qilish, vujudga kelgan muammolarni o'z vaqtida hal etish, bilimlarni izlash, har kun yangi axborotlarni aytib

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borish, turli manbalardan olgan ma'lumotlarni tanqidiy nuqtai nazardan tahlil qila olishi va umumlashtirish kabi ko'nikmalarni hosil qilishga tayyor bo'lishligi kerak bo'ladi.

Har bir fan o'qituvchisi dars jarayoniga axborot texnologiyalari vositalarini joriy etishi, darslarni jahon tajribasiga mos keladigan darajada olib borishi, o'quvchilarini jahon olimpiadalarga chiqarishi lozim. Buning uchun har bir o'qituvchi o'z fanining allgoritmini, dasturini va modelini tuzib olishi kerak bo'ladi.

Yuqoridagi ma'lumotlarga qo'shimcha qilib yana onlayn platformalardan sinfxonada foydalanish mumkin.

Onlayn platformadan darslarda foydalanish, darsning sifatini oshirishga juda katta ta'sir o'tkazadi. Onlayn platformalardan foydalanadigan darslarga darsga qiziqish, onlayn viktorina orqali o'quvchi va talabalar orasida do'stona raqobat, darslarni dsifatli o'zlashtirishida juda katta yordam berdi. Hozirgi davrda yana qo'shimcha qilib shuni aytish muhimki, raqamli bilimlar va zamonaviy axborot texnologiyalari, IT sohasi taraqqiyotga erishishning muhim shartlaridan biri bo'lib qoldi. Raqamli texnologiyalar va IT yo'nalishi nafaqat davlat va jamiyat taraqqiyyotini yanada rivojlantiradi, balki ijtimoiy sohada odamlarga katta qulayliklar yaratadi. Bundan tashqari IT sohasi, raqamli texnologiyalar va zamonaviy axborot texnologiyalari ijobiy iqtisodiy o'sishga katta zamin yaratadi. Zamonaviy axborot kommunikatsiya texnologiyalari va oliy va o'rta maxsus ta'lim muassasalariga bo'lgan ortiqcha talabning o'zgarishi, o'quvchilar o'z uylariga o'qish va boshqa xarajatlarni kamaytirishga yordam beradi, masofadan o'rganish har bir o'quvchiga (geografik uzoqlik, individual nogironlik, oilaviy sharoit) kirish imkoniyatini kengaytirishi bilan birga ta'lim sohasidagi zamonaviy axborot texnologiyalari savodxonligini oshirishga xizmat qiladi. Ya'ni bunga misol qilib, geografik uzoqlik, individual nogironlik, oilaviy sharoiti kabilarni misol qilib olish mumkin.

Xulosa qilib aytganda, bilim olish va bilim berishda, ma'lum turdagi axborotlarni o'zlashtirishda kompyuter tizimining yordami benihoya katta bo'lib qoldi.

**Foydalanilgan adabiyotlar va elektron manbalar**

1. "TA'LIM TIZIMIDA ZAMONAVIY AXBOROT TEXNOLOGIYALARI RESURSLARIDAN FOYDALANISH ISTIQBOLLARI" (2023-yil 30-may, Toshkent, o'zbekiston)
2. O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligi rasmiy sayti - [www.edu.uz](http://www.edu.uz).
3. O'zbekiston Respublikasi Xalq ta'limi vazirligi rasmiy sayti - [www.uzedu.uz](http://www.uzedu.uz).
4. O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligi huzuridagi Bosh ilmiy-metodik markaz rasmiy sayti - [www.bimm.uz](http://www.bimm.uz)

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SAYYOHLIK INNOVATSIYALAR MODELINING DIFFERENSIAL  
TENGLAMALARI.

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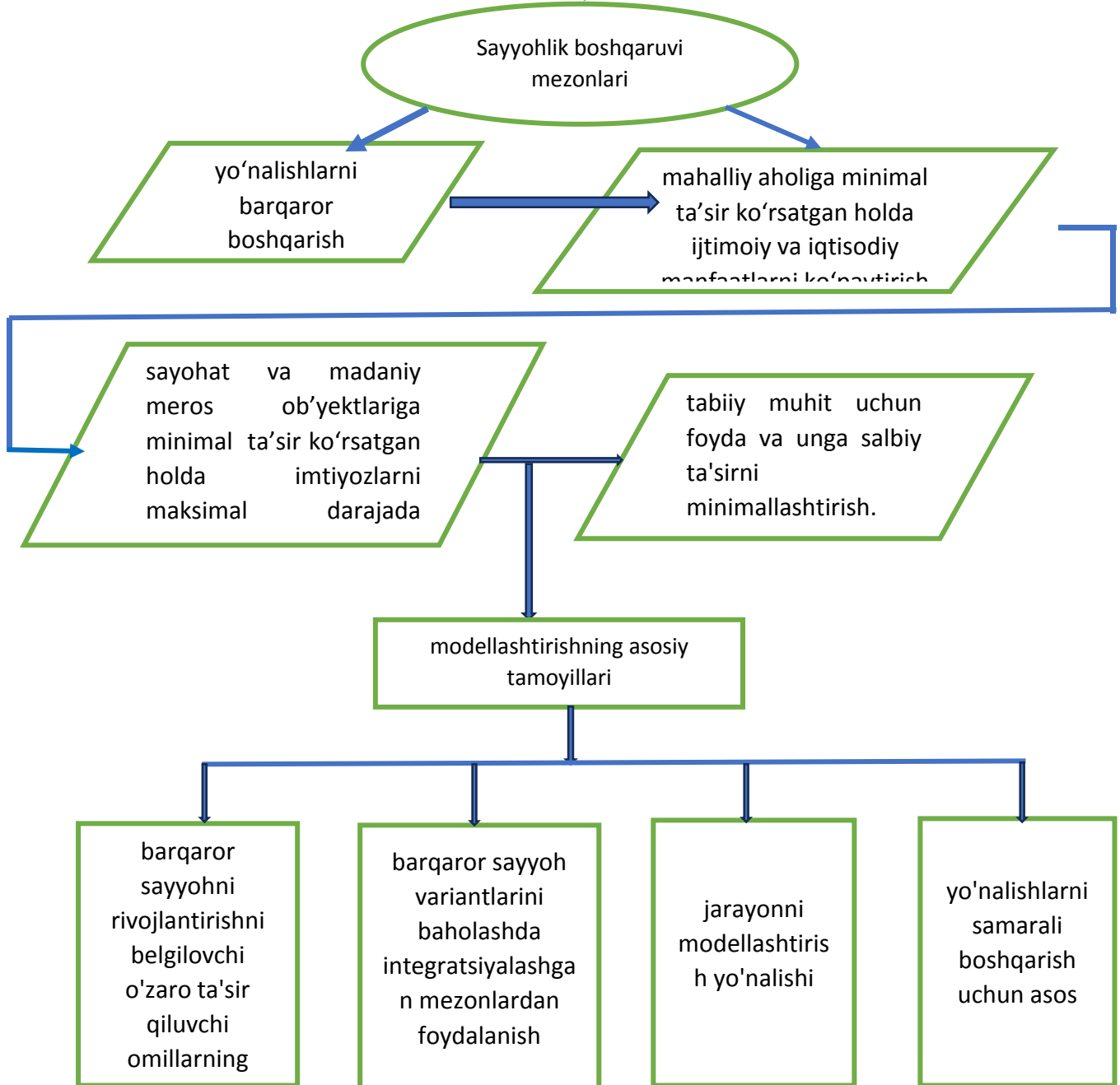
**Annotatsiya.** Maqolada O'zbekistonda sayyohlik sohasini rivojlantirish , uni dinamik xususiyatlari, tamoyillari haqida ma'lumotlar keltirilgan. Shu jumladan kiruvchi va chiquvchi oqimlarning darajalari o'rtasidagi farqlar formulalar bilan ko'rsatib berilgan. Sayyohlik boshqaruv mezonlarini, modellashtirishning asosiy tamoyillari bilan bog'liqlik algoritmi tuzilgan. Sayyoh sohasidagi iqtisodiy jarayonlarning modellarini differensial tenglamasi keltirib o'tilgan.

**Kalit so'zlar.** Model, sayyoh, ob'yekt, boshqaruv, parametr, dinamik xususiyat, algoritmi, modellashtirish, differensial tenglama

O'zbekistonda sayyohlik sohasini rivojlantirishda boshqaruvning samarali imkoniyatlaridan foydalanish va bu imkoniyatlarni isbotlash uchun boshqa vositalarga nisbatan tejamkor usulda foydalanish imkoniyati kelib chiqadi. Nafaqat O'zbekistonda , balki dunyo bo'yicha sayyohlik sohasining holati va dinamik xususiyatlarini belgilovchi asosiy omillar o'rtasidagi o'zaro ta'sir va o'zaro bog'liqlik mavjud. Ixtiyoriy hududda sayyohlik sohasining algoritmlari va modellarini qurishda uning iqtisodiy, statistik rivojlanish parametrlari, atrof-muhit sharoitlari, ijtimoiy munosabatlar xususiyatlari, shuningdek, ixtiyoriy aniq bir hududning tabiiy, ma'naviy va madaniy salohiyati hisobga olinishi kerakligi ko'rsatilgan. Sayyohlik parametrlarini shakllantirishda boshqarishni samarali tashkil etish alohida ahamiyatga ega bo'lib hisoblanadi. Quyidagi algoritmda sayyohlik boshqaruvining quyidagi asosiy mezonlari taklif etiladi:



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Sayyohlik sohasining matematik modelini ishlab chiqishda uning rivojlanishiga ta'sir etuvchi omillarni ikki guruhga ajratish mumkin:

bir tomondan "tajribali" turistlar va yangi kelganlar o'rtasidagi shaxslararo aloqalarni hisobga olish kerak. Sayyohlik tizimi innovatsiyalar tarqalishining noxizizli differentsial tenglamasi sifatida barqaror sayyoh modelining jamlangan ko'rinishini taqdim etadi. Differentsial tenglamani S shaklidagi egri chiziq shaklida hisoblashga olib keladi. Innovatsion jarayonlarning sayyohlikni rivojlantirishga ta'sirini tushunish uchun sayyohlar bilan bog'liq innovatsiyalar bilan shug'ullanadigan shaxslarning statistik taqsimotini yillar kesimida tahlil qilish kerak bo'ladi.

Sayyohlik sohasining matematik modelini ishlab chiqish jarayonida uning rivojlanishiga ta'sir qiluvchi ikki guruh omillarni hisobga olish kerak degan xulosaga keldi: "tajribali" sayyohlar va yangi kelganlar o'rtasidagi shaxslararo aloqalar; bir tomondan,

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reklama va sayyohlik kompaniyalarining ta'siri - boshqa tomondan. Turistik innovatsiyalarning tarqalishi uchun nochiqli differensial tenglama ko'rinishida barqaror sayyoh modelining jamlangan ko'rinishi berilgan.

Aynan shu mezonlar barqaror sayyoh modellarini ishlab chiqish va ulardan foydalanishda mintaqaviy hokimiyat organlarining samarali va kerak bo'lgan asosiy qarorlarini topish va ularni asoslash uchun asosiy mezon bo'lishi kerak.

modellashtirishning asosiy uchta tamoyili mavjud.

Birinchisi, sayyohlikni rivojlantirishni belgilovchi o'zaro ta'sir qiluvchi omillarni tizimli ko'rib chiqish.

Ikkinchisi - barqaror sayyoh parametrlarini baholashda integral mezonlardan foydalanish.

Uchinchisi, modellashtirish jarayonining maqsadli manzilni samarali boshqarish tizimini asoslashga qaratilganligi.

O'zaro ta'sirlar va o'zaro ta'sirlarning jamlangan sxemasining eng yaxshi rasmiy ko'rinishi chiziqli bo'lmagan ko'rinishda taqdim etilgan innovatsiyalarning tarqalishi modeli (bizning holimizda sayyoh innovatsiyalari modeli) hisoblanadi. differensial tenglama

$$\frac{dy}{dt} = a \cdot \frac{(N-y)}{N} \cdot y + M(t) \cdot b \cdot \frac{(N-y)}{N} - g \cdot y, \quad (1)$$

bu erda N va y harflari hali ham haqiqiy va potensial turistlar sonini ko'rsatadi;

a va b harflari esa ko'rsatilgan vaqt birligida muayyan shaxsning barqaror sayyohlik jarayonlariga innovatsion jalb qilish ehtimoli (bu ehtimollar o'zaro ta'sir qiluvchi ko'plab ijobiy va salbiy omillarga bog'liq);

g harfi - turli xil salbiy omillar, sharoitlar va kamchiliklar tufayli vaqt birligida sayyoh innovatsiyasini "unutish" ehtimoli;

M(t) funksiyasi mintaqada barqaror sayyohlikni rivojlantirish uchun marketing faoliyatining intensivligi va sifatini aks ettiradi.

## Foydalanilgan adabiyotlar

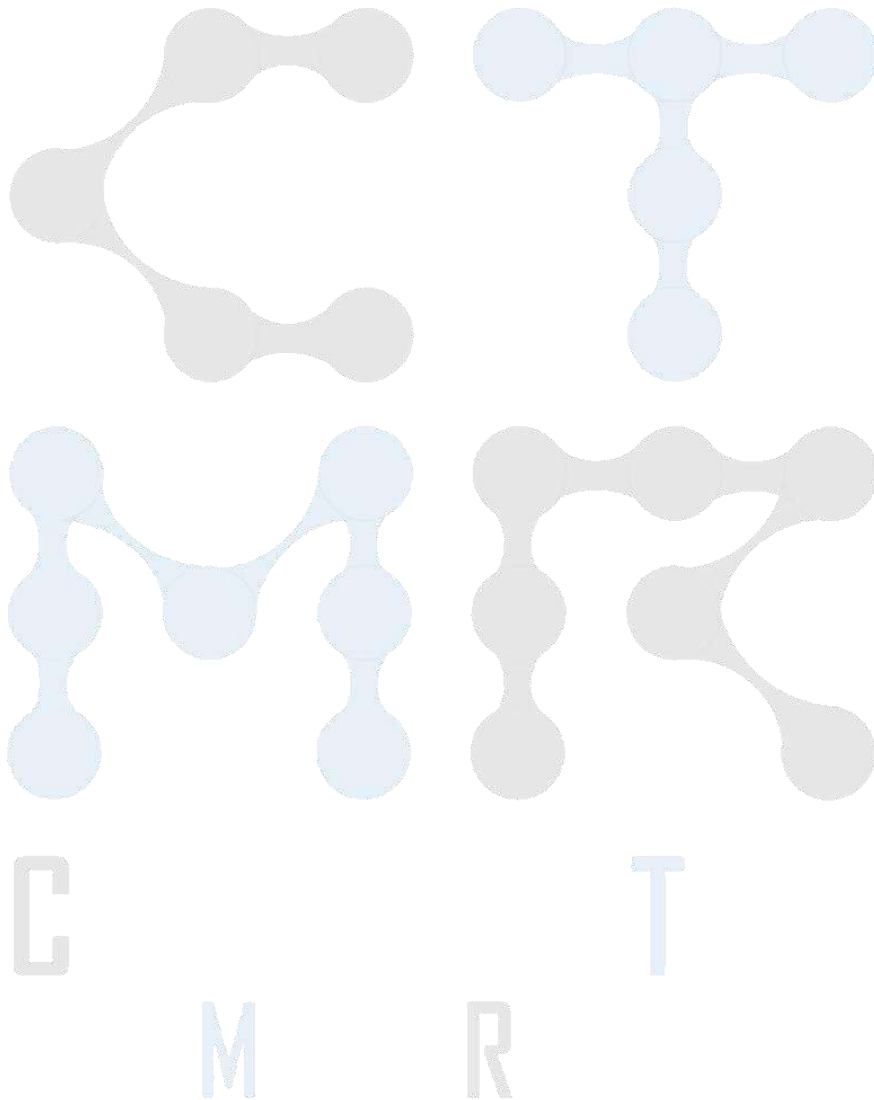
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5. «BEST PUBLICATION» *Ilmiy tadqiqotlar markazi* © “Yangi O'zbekistonda innovatsion tadqiqotlar” xalqaro ilmiy-amaliy konferensiya doirasidagi “Intellectual izlanuvchi” xalqaro ko'rik tanlovining

# THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

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**ELEKTR TO'LOVLARINI TO'LASHNING ZAMONAVIY DASTURLASH  
TILI TOMONIDAN BAJARILISHI.**

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Bugungi kunga kelib dunyoda elektr energiya sohasi zamonaviy jamiyatning eng asosiy bo'lagi bo'lib xizmat qilib kelmoqda. Shu jumladan, sanoat korxonalarini, zavodlar va barcha uylarni elektr energiyasi bilan ta'minlashdan tortib, muhim infratuzilmaning uzluksiz ishlashini ta'minlashgacha bo'lgan elektr tarmoqlari kundalik hayotimizning asosiga aylanib bo'ldi.

Bizga ma'lumki, takrorlanadigan oylik, vazifalarimiz bor, ularning har biri har oyning ma'lum bir kunida bajarilishi kerak: masalan, elektr to'lovlarini to'lash, aloqa uchun abonent to'lovlari, soliqlar va boshqalar. Oy uchun bunday vazifalar ro'yxati bilan ishlash talab qilinadi. Bunda quyidagi operatsiyalar to'plamini bajarishga to'g'ri keladi:

ADD k, m Joriy oyning k kuniga m nomi bilan ish belgilaymiz.

DUMP k Joriy oyning ik kuniga rejalashtirilgan barcha vazifalarni ko'rsatib beradi.

Shunda keyin keyingi yangi oy uchun qilinadigan ishlar ro'yxatiga o'tiladi. Ushbu buyruq bajarilganda, joriy oy uchun joriy (eski) ishlar ro'yxati o'rniga keyingi oy uchun (yangi) ishlar ro'yxati tuziladi va faol bo'ladi: eski ishlardan barcha vazifalar, to'gridan-to'g'ri ro'yxat yangi ro'yxatga ko'chiriladi. Buni albatta dasturni o'zi bajarib boradi. Ushbu buyruq bajarilgandan so'ng, yangi ishlar ro'yxati va keyingi oy joriy bo'ladi va eski ishlar ro'yxati bilan ishlash to'xtatiladi. Yangi oyga o'tishda oylardagi turli xil kunlar soniga e'tibor berishingiz kerak:

agar keyingi oyda joriy kundan ko'proq kunlar bo'lsa, "qo'shimcha" kunlar bo'sh qoldirilishi kerak (hech qanday holatlar mavjud emas); Agar keyingi oyda joriy kundan kamroq kunlar bo'lsa, barcha "qo'shimcha" kunlardagi ishlar keyingi oyning oxirgi kuniga ko'chirilishi kerak. Bunda yana qo'shimcha qilib quyidagilarni bilishimiz kerak bo'ladi:

- a) Vazifalar ro'yxati tarixini saqlashning hojati yo'q,
- b) ish faqat joriy oyning joriy vazifalar ro'yxati bilan amalga oshiriladi.
- c) keyingi oy uchun ishlar ro'yxatini tuzishda u avvalgi ro'yxatni "maydalaydi".
- d) E'tibor bering, vazifalar ro'yxati bilan ishlashda buyruqlar umumiy ketma-ketligidagi keyingi buyruqlar soni 11 dan oshishi mumkin.
- e) Joriy oy yanvardan boshlanadi.
- f) Oylardagi kunlar soni Grigorian taqvimiga to'g'ri keladi
- g) yagona farq shundaki, fevralda har doim 28 kun bo'ladi.
- h) Kirish formati birinchi bo'lib amallar soni S, keyin esa amallar tavsifi.
- i) ish nomlari noyob bo'lib, faqat lotin harflari, raqamlar va pastki chiziqdan iborat.
- j) kunlar soni i butun sonlar va 1 dan joriy oyning o'lchamigacha raqamlangan.

Chiqish formati esa har bir DUMP operatsiyasi uchun alohida satrda tegishli kundagi holatlar sonini, so'ngra ularning nomlarini bo'sh joy bilan ajratib chop etadi. Har bir bo'layotgan jarayonda ishlarning ko'rsatilish tartibi muhim hisoblanadi. Bu dasturning kodi esa quyidagicha bo'ladi:

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```
#include <iostream>
#include <string>
#include <vector>
using namespace std;

void ADD(vector <vector <string> >& vec, int num, string str )
{
    vec[num].push_back(str);
}
void DUMP (vector <vector <string> >& vec, int num)
{
    int m = vec[num].size();
    for( int k= 0; k< m; k++){
        cout<<vec[num][k];
    }
}
void next_month( const vector <int> &m, int &num, vector <vector <string> >&
vec){
    num ++;
    vector <vector <string> > vec_new(m[num]);
    vec_new.insert(end(vec_new), begin(vec), end(vec));
    vec = vec_new;
    vec_new.clear();
}
int main()
{
    vector <int > month {31,28,31,30,31,30,31,31,30,31,30,31};
    int current_month = 0;
    int S;
    cin >> S;
    vector <vector <string> > vec(month[current_month]);
    for(int m = 0; m< S; m++ )
    {
        string temp;
        cin >> temp;
        if(temp == "ADD"){
            int k;
            string str;
            cin>>k>>str;
            ADD(vec, k, str);
        }
        else if (temp == "DUMP")
        {
            int k;
            cin>>m;
            DUMP(vec, k);
        }
        else if (temp == "NEXT")
        {
```

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```
next_month(month, current_month,vec);  
    }  
    }  
}
```

Bu dasturda:

- 1) yangi yilga o'tish to'g'ri tashkil etilgan.
- 2) Vektor qo'shimcha vektorsiz, joyiga aylantiriladi.
- 3) Agar yangi oy avvalgisiga teng bo'lsa, vektor o'zgarmaydi.
- 4) Agar yangi oy avvalgisidan uzunroq bo'lsa, vektorga bo'sh elementlar o'z-o'zidan qo'shiladi.
- 5) Agar yangi oy avvalgisidan qisqaroq bo'lsa, unda qo'shimcha elementlardan oxirgi kungacha barcha ma'lumotlarni nusxalash va vektorning hajmini o'zgartirish kerak bo'ladi.

Agar dasturda yagona kodni oxiriga qo'shadigan bo'lsak dastur talab darajasida ishlaydi. Agar yuqoridagilardan hech bo'lmaganda birortasini bajarmasak dastur aytganday barcha vazifalarni bajarmaydi.

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USE OF INTERACTIVE METHODS IN TEACHING GRADES 1-4 IN PRIMARY EDUCATION.

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**Abstract.** This article talks about the difference between interactive methods and new textbooks and old textbooks in the teaching of primary education grades 1-4.

**Key words.** Education, student, independent work, educational goal, modern, PISA, PIRLS, TIMSS, TAILS.

In the current era of globalization, innovations are being introduced into the field of education every day. Increasing attention is being paid to increasing the knowledge potential of young generations growing up in our society and, of course, to developing the ability to think. And in this, all the textbooks that are necessary for us have an important place. Currently, President Sh. Mirziyoyev is creating wide opportunities for young people. Education is a cooperative activity of the teacher and students, and in this process, the development of the individual, his education and upbringing is realized. In lessons, the teacher conveys his knowledge, skills and abilities to the students through exercises, and the students acquire the ability to use them as a result of mastering them. In the process of learning, students use different forms of learning, that is, they rely on specific differences in receiving, processing and applying the information being learned. In the course of education, issues of education and upbringing are solved in the form of cooperation between teachers and students during classes, independent work of students, extracurricular activities.

In recent years, decrees and decisions have been adopted on the organization of all stages of education based on modern requirements, and based on this, changes have been made to the basis of almost all programs and textbooks. The biggest reason for this was the fact that our national curriculum could not match the international requirements and the results of prominent educational processes abroad. The purpose of education is formed according to the needs of society. Therefore, the goal of education should be appropriate and proportionate. The goal of education in scientific literature is to create skills and competencies, develop logical-creative thinking, improve communicative literacy, inculcate the national idea, form oriental education, define personality. It is emphasized that it consists of spiritual enrichment. Based on the educational goal, students' communication culture is improved by increasing their independent thinking, oral and written literacy, and developing logical thinking. On the basis of the educational goal, spiritual, ideological and sophisticated education is provided. In the process of language learning, there is an opportunity to get closer to the cultural and moral values of the people.

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Today, the interest in using interactive methods and information technologies in the educational process is increasing day by day. One of the reasons for this is that until now, in traditional education, students were taught only to acquire ready-made knowledge, and the use of modern technologies allows them to search for the knowledge they acquire, independent study and thinking, analysis. even teaches them to draw their own conclusions. In this process, the teacher creates conditions for the development, formation, learning and upbringing of the individual, and at the same time performs the functions of management and guidance.

Today, in education "**Brainstorming**", "**Thoughtstorming**", "**Networks**" method, "**Sinquain**", "**BBB**", "**Fifth plus**", "**6x6x6**", "**Debate**", "**Role-playing game**", **Modern technologies such as FSMU**, "**Working in small groups**", "**Rounded snow**", "**Zigzag**", "**I will say the last word**" are used.

In the process of increasing the scientific potential of children in schools, new textbooks created on the basis of best practices for grades 1-4 will be presented to them this year. These new textbooks for elementary grades are aimed at the comprehensive development of students, not only knowledge, but also the formation of skills necessary for successful adaptation to modern society. Based on foreign experiences, 72 million copies of new generation textbooks for primary classes created in 775 titles are being printed. These tutorials present an innovative approach based on the "4K" model. It helps to develop students' ability to work in a team. It helps students learn the skills of collaboration, effective communication, and mutual support.

Also, textbooks and educational methodical collections of internationally recognized publishers are being localized and published.

In particular, English, French, German, computer science and information technology textbooks are being localized and published. In addition, Cambridge physics and biology syllabuses and textbooks for grades 7-11 in specialized schools are being localized and are being prepared for publication. Taking into account that school textbooks play an extremely important role in children's general secondary education, and in order to support schoolchildren and their parents and legal representatives, and to ensure social justice, school textbooks were created at the initiative of the head of our state. and exercise books are available for free rental.

New modern school textbooks created for grades 1-4 present an innovative approach based on the "4K" model.

This methodology is aimed at comprehensive development of children and includes the following key competencies:

**Collaboration:** Textbooks are designed to help students develop teamwork skills. It helps students learn the skills of collaboration, effective communication, and mutual support.

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**Communicativeness:** Textbooks are aimed at developing students' ability to communicate with others. Students learn to express their thoughts clearly and clearly, to listen and understand the interlocutor, to effectively use language tools in conveying information.

**Creative Thinking:** Textbooks develop creative thinking and the ability to innovate. Students learn to use new approaches to achieve their goals, develop innovative solutions, and gain creative problem-solving skills.

**Critical thinking:** This methodology includes the development of students' skills to critically evaluate information, form their own opinions and judgments. Students learn to approach problems from an analytical point of view and form their own point of view based on logical thinking.

These new textbooks for elementary grades are aimed at the comprehensive development of students, not only knowledge, but also the formation of skills necessary for successful adaptation to modern society.

An important factor in the development of digital literacy of students is the purposeful and effective use of digital technologies by teachers in education, increasing the need for an individual approach, and the implementation of digital knowledge and skills.

After the educational reforms, we can see that there is a significant shift in the curriculum when comparing our National Curriculum with the International curriculum. If we take the textbooks of the old programs as an example, the previous textbooks were written in difficult academic language, which made the students bored and did not understand the subject. But today, education is based on the results of learning around the world. That is, if the student could not learn a topic in the textbook or in the program, he will study that topic again. It was not divided into hours as before. Whether the student learns or not, he moves on to the next one. As a result, the child began to hate the lesson as he did not understand. His self-esteem would decrease. That was the biggest problem. Now it is aimed not only at learning, but also at encouraging students to be ready for tomorrow's life. That is, if he can express his critical opinion in the classroom, think creatively, learn to work as a team, find a solution to a problem, make the right decision, put forward a new idea, and change the world from the point of view of science. visual perception skills are formed. In recent years, all programs and textbooks have been amended in order to solve the problems. One of these textbooks is the textbook "Native language and reading literacy" for primary classes. Winter literacy is the basis for success not only in the educational system, but also in other areas.

Mainly international programs PISA, PIRLS. Programs and textbooks that meet the requirements of studies such as TIMSS and TAILS and are based on them have been created. It is shown that the subject of mathematics is the essence of human life from the elementary

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grades. Mathematics is the science of quantitative relationships and spatial forms of the real world. Solving math problems develops students' thinking skills

According to research, a student with mathematical observation and logical thinking skills is more successful in life than a student who is good at calculus. Through this skill, a person applies mathematical knowledge in life, quickly finds solutions to various situations and problems. Taking this into account, the National Curriculum prepared on the basis of Finland, Singapore, South Korea, Great Britain and national experience focuses on the development of student's mathematical thinking. It is also based on an advanced curriculum.

For the first time in the 1st grade mathematics textbook, activities and tasks that invite our children to mathematical observation have been given ample space. Chapter 1, lesson 5 of the 1st grade mathematics textbook gives an understanding of the quantity of things, and we can see that the textbook is structured at a higher level than the previous textbook. Now in this case, the students do not count and compare the quantities, but look and think and find the solution through the adjectives. For example, he can give answers such as big-small, wide-narrow, high-low, short-long, heavy-light. Although we can see in the section of natural science, although the topics in these textbooks are a little more complicated than before, they are very interesting and understandable, and the fact that many practical exercises are given will be enjoyable for both the teacher and the student. Children of the 21st century learn these subjects without any difficulties, but with great interest. The topics given in the textbook encourage students to learn and understand real life. The picture exhibitions given for the topic "Plant organs" in chapter 2 of the textbook, such as "How does a plant feed?", "The life cycle of an apple", "The life cycle of a cucumber" are a source for easy learning by students. In particular, the practical exercise given on the topic "Study of the process of seed germination" made a vivid impression on all students. From this information, we can conclude that, first of all, it is important not only to provide students with knowledge, but also to improve them based on the knowledge they have acquired and to encourage them to think logically and critically. The main goal is to educate them so that they have the ability to apply what they have learned in life, to educate them as a mature and well-rounded person.

From this information, we can conclude that, first of all, it is important not only to give students knowledge, but also to raise them based on the knowledge they have acquired, to encourage them to think logically and critically, to educate them with the ability to apply what they have learned in life, to educate them as mature and well-rounded individuals. is the main goal.

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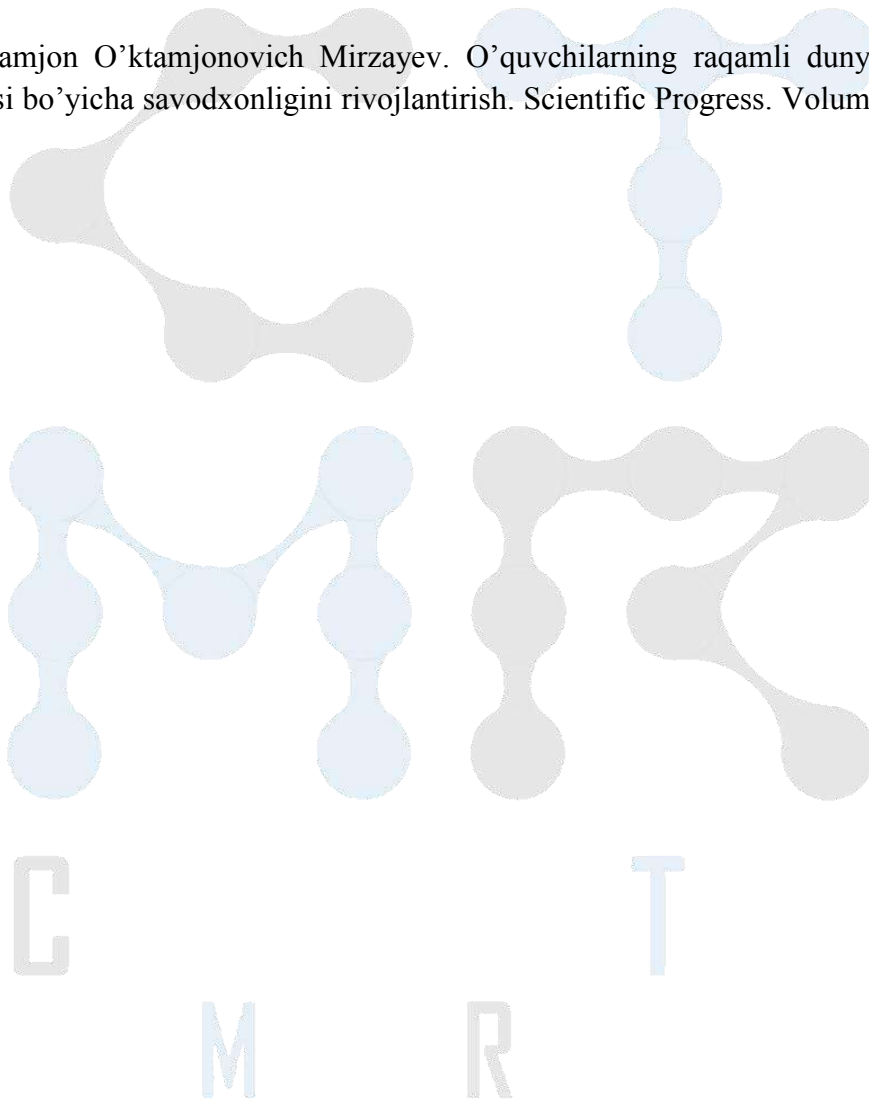


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ANALYSIS OF THE IMPACT OF TOBACCO SMOKING ON THE HEALTH  
OF ADOLESCENTS

KHALIMOVA DILRABO JALILOVNA

**Annotation:** Over the past decade, there has been not only a quantitative increase in the prevalence of tobacco smoking among adolescents, but also a qualitative change — an increase in the proportion of adolescents with an established addiction to smoking. It is obvious that preventive programs for the formation of stable stereotypes of a healthy lifestyle should begin in earlier age groups. Solving the urgent task of reducing the prevalence of bad habits among adolescents requires interdepartmental cooperation, combining the efforts of not only doctors, teachers, parents, social workers, but also the whole society.

**Keywords:** bronchial asthma, quantitative increase, development of diseases

In a number of works on the role of the family in the development of behavioral disorders in adolescents, factors contributing to the use of cigarettes are noted. It has been established that the family has a great influence on the formation of addiction to smoking: smoking of parents increases the risk of developing a bad habit in children by 1.5 times, and smoking of brothers and sisters by 2.5 times.

Domestic and foreign studies provide quite a lot of facts on the prevalence of tobacco smoking among both adults and children, however, for an objective assessment, we need our own additional studies that would reflect the dynamics of the process, and this can be achieved only during continuous monitoring of the prevalence of tobacco smoking among children and adolescents. Smoking harms not only those who smoke, but also those who are nearby. Passive smoking leads to hyperactivity of the child's bronchi, which serves as a prerequisite for the development of diseases occurring with bronchial obstruction syndrome (obstructive bronchitis, bronchial asthma, bronchiolitis). It has been established that children exposed to tobacco smoke suffer from respiratory diseases more often and more severely, and have a higher risk of developing otitis media. A close relationship has been established between air pollution by tobacco smoke from smoking parents and the development of chronic cough in children.

Thus, it can be stated that there is a proven and statistically justified link between passive smoking and the occurrence of diseases such as bronchial asthma, bronchiolitis, food allergy, SIDS, otitis media. Children affected by the surrounding tobacco smoke are more likely to see a doctor, are hospitalized more often and much more public money is spent on their treatment.

A large number of works are devoted to the study of the influence of tobacco smoke on the health of children and adolescents. Summarizing the experience of studies conducted by various scientists, we can conclude that there are no methods to study the degree of influence of tobacco on the functional state of the body in a state of pre-illness, when there are no obvious clinical manifestations yet. Considering the ethical aspects, noninvasive research methods have an advantage.

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Thus, there is currently a trend towards an increase in the prevalence of tobacco use in the modern adolescent population and a decrease in the age of the smoker. This is an unfavorable prognosis for the health of the younger generation and a risk factor for the development of chronic pathology in children.

Tobacco smoking contributes to the increase in morbidity and mortality from non-communicable diseases (chronic obstructive pulmonary disease, cardiovascular diseases), which develop much earlier if tobacco use occurs in adolescence. In order to stop the growth of the spread of tobacco smoking, properly formed preventive programs aimed specifically at school age are needed. To study the effect of tobacco smoking on the respiratory and cardiovascular systems of the body before the development of diseases or chronic lung pathology, informative and preferably non-invasive research methods are needed, and it is also necessary to study markers such as carbon monoxide and nicotine metabolite cotinine.

Programs aimed at studying the impact of tobacco smoking on the health of children and adolescents in a state of pre-illness, as well as preventive measures, will help reduce the incidence rate among children and, consequently, improve their quality of life.

As a result of signing this document, countries should change their legislation on tobacco control within a certain period and create national programs in this direction. In France, the implementation of the national program Paris without Tobacco (PST) showed that among adolescent children there was a decrease in the prevalence of smoking from 44.5% to 36.4%. At the beginning of 2008 to the Framework Convention on Tobacco Control, and a national tobacco control strategy is being developed. According to the study "Global Adult Survey on Tobacco Consumption" (GATS), 60.2% of men and 21.7% of women smoke. Within the framework of the Global Youth Tobacco Survey (GYTS) program, implemented on the initiative of WHO, 14 112 students of grades 8-10 were examined. More than half of the schoolchildren have already tried smoking, and every second of them subsequently became a smoker. Despite strict laws and anti-smoking programs, the problem of tobacco use among children and adolescents remains relevant.

The prevalence of smoking is defined as the proportion (usually expressed as a percentage) of the population that is smokers in a specific period of time and expresses the ratio of the number of smokers in the study population to the total number of the study population, expressed as a percentage.

The analysis of the identification of the fact of smoking by parents and the close environment of the child was carried out according to the data of the parents of the studied children and the comparison of data with the degree of tobacco consumption, gender and age of initiation of smoking.

When assessing the prevalence of smoking among children and adolescents, the questionnaire method is important. According to our research, it was revealed that as a result of "direct" questioning, the prevalence was 23.3%, and with anonymous questioning - 35.1%.

An analysis of the fact of smoking by parents and the child's close environment showed that the degree of tobacco consumption by a child directly depends on the presence of smoking relatives, so it was revealed that in 36.2% of "heavy smokers" the mother

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smokes, in 63.3% the father smokes and in 27.2% both parents smoke. Among smokers, "occasionally" it is also observed that in 36.3% the mother smokes, but already the use of tobacco products by the father is observed in 45.4% of cases, and both parents - in 18.1%. In contrast, children who do not use tobacco products at the time of the survey, that is, who are "former smokers", have a lower percentage of smoking parents: mother - 24.1%, father - 47.5% and both parents - 17.5%. Smoking by parents is a prerequisite for starting a child's smoking, and in turn, an increase in smoking family members increases the degree of tobacco consumption in children.

When correlating the degree of tobacco consumption and smoking of friends of children and adolescents, it was revealed that in 90% of cases, both "heavy smokers" and children "smoking occasionally" smoke friends, while "former smokers" use of tobacco products among children occurs in 68%.

Thus, the study showed that out of 756 children and adolescents surveyed, almost one in three uses tobacco products. Initiation to smoking most often occurs at primary school age, and by adolescence, dependence on smoking is already forming. Thus, 12.6% of respondents ( $p=0.017$ ) are "heavy smokers" and the largest percentage is observed at the age of 15-17 years.

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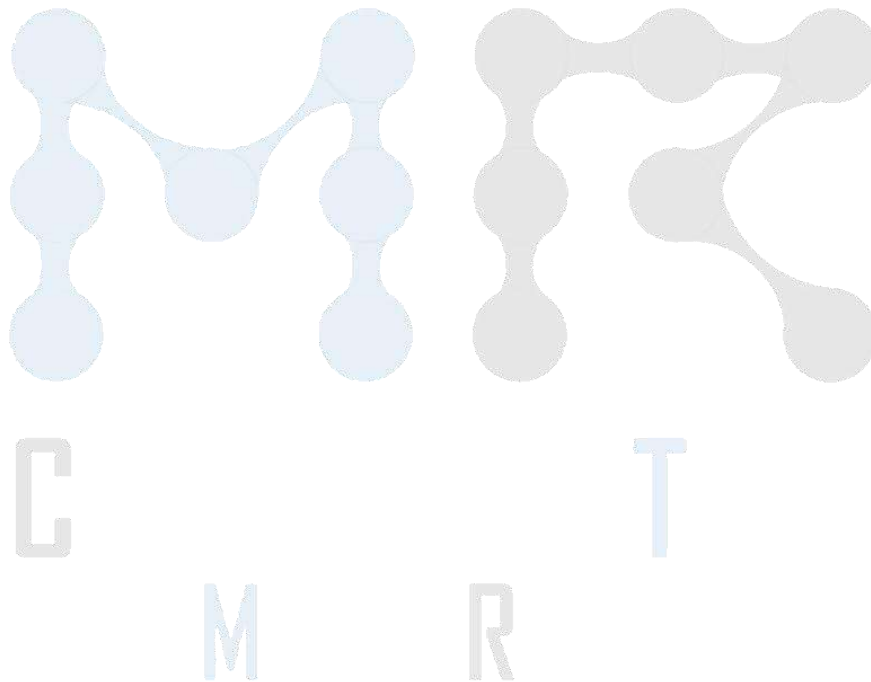
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**METHODOLOGY OF DEVELOPING INDEPENDENT LEARNING SKILLS IN  
STUDENTS OF FUTURE ENGLISH TEACHERS.**

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**ABSTRACT**

The article explains the following: the core ideas of "independent education," how to effectively organize it for students in higher education, how to foster independent thinking in students, how to help them master various levels of complexity in assignments, and how to foster creative and independent problem-solving in students as they complete practical tasks both inside and outside of the classroom that is grounded in theoretical knowledge, practical skills, and issues related to skill formation.

**KEYWORDS:** Student, higher education, need, ability, formation; independent education, self-education, independent study; practical skills; independent thinking; creative thinking.

**INTRODUCTION**

The Republic of Uzbekistan's education system has undergone reforms, and one of the goals of higher education is to better prepare future specialists for self-development, increase their capacity for independent learning, and make extensive use of innovative activities. Of course, completing the task at hand will require more than just the teacher's knowledge. As a result, by planning their independent work, students' independent learning will receive extra attention in the upcoming years.

The training of personnel who possess autonomous and creative thought processes is given significant attention in the educational process. Training youth in general professional subjects, cultivating their desire to learn, enhancing their aptitudes, knowledge, and skills, obtaining their desired careers, and efficiently planning their autonomous and creative work are among the pressing issues that need to be addressed. Our nation needs experts who can think independently and who have acquired comprehensive thinking across a range of disciplines. It is imperative that educators teach their students to think critically on their own during the learning process.

A student should always be able to think independently, regardless of their educational level. The pinnacle of a student's mental development is thought to be thinking or reasoning

**LITERATURE REVIEW**

Students review the topics they have studied and consult supplementary literature when pursuing independent education. A lot of students prepare lectures and abstracts by working on the lecture texts that were delivered at home and by consulting popular scientific periodicals.

Each educational task must be introduced to the student in terms of its form and type, including written essays, reports, abstracts, etc., oral presentations, question-answering, etc., and the qualitative and quantitative criteria used to evaluate them.

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The task (test, question, task, and exercise) that is suggested for each training session guarantees current pedagogical control and ongoing self-evaluation of the degree of achievement of the learning objectives as perceived by the student.

A. Zimnyaya asserts that independent work is the most important type of education and should be given precedence.

According to the psychology of activity, we can distinguish between the following stages in the order that M.A. Fedorova emphasizes: developing a motive, setting a goal, forming a goal and solving an educational task, operations, and actions, monitoring results, doing and analyzing.

M.B. Balikaeva demonstrated that students' self-education activities depend on their ability to work independently and develop fundamental competencies. According to the author, students' primary competencies consist of systematized knowledge, skills, and abilities that support their acquisition of experience in independent knowledge activities and help them solve a variety of cognitive and educational problems.

The following criteria can be used to determine the levels of independent educational activities based on the way the process of independent education is carried out, how it develops, and what knowledge is acquired:

- independent education in a goal-oriented, motivational environment;
- skills that provide an independent thinking process;
- skills aimed at organizing independent educational activities.

**RESULT AND DISCUSSION**

The curriculum of educational institutions, as well as the program designed for all academic and specialized subjects in higher education, now includes a special place for students' independent education.

Definitions of independent education were developed based on scientific research findings. Self-directed learning is a methodical process that aims to develop theoretical understanding, practical abilities, and credentials through self-directed learning of various levels of difficulty, as well as creative and autonomous completion of practical tasks both inside and outside of the classroom. Self-contained pieces vary from one another based on the task, didactic goal, degree of complexity, and target audience (individual or team).

The standard of education is determined by how well and quickly students complete their learning tasks.

In addition to understanding the goal of the training session, students should be aware of the potential educational outcomes when working independently.

Individual topics included in the working curriculum are given to students for independent mastery based on the subject's nature, their level of knowledge, and their abilities. In this situation, it's important to concentrate on fundamental terms that convey and make clear the topic's core ideas, questions that methodically outline the subject, and references to the primary literature and information sources.

The following management actions of the teacher are determined by the student's successful movement of each element indicated in the activity system during their independent work: planning, organizing, monitoring, and evaluation.

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When a teacher establishes guidelines for a student's educational activity, the material is enhanced.

The primary resource in the early stages of independent education is a passion for science. However, this interest won't be intense enough. There isn't any independent, systematic, special organizational, goal-oriented learning going on.

Students independently (relatively, of course) set objectives and tasks for themselves, comprehend the material of independent activities, and complete organizational tasks in the second stage of independent educational activity. Students use this time to complete professional assignments in order to fulfill their personal goals and aspirations. In the second stage, they develop a serious interest in independent work, learn a distinct area of science, use it to create their own personal life plans and prioritize obtaining a profession.

Students who reach the third stage of independent education will have been studying on their own for a number of years and will be able to articulate their career objectives and activities with clarity.

Four categories of independent works are identified in scientific pedagogical literature: samples-based independent works, reconstructive-variation independent works, heuristic (partially creative) independent works, and independent works with a creative research bent. They do not, however, address verifying, dissecting, combining, assessing, or formulating conclusions regarding the outcomes of the aforementioned independent work.

We also believe that there is significant pedagogical value in the analysis and synthesis of the findings of independent creative research. It was discovered that in addition to content creation, students' self-checking and monitoring of their own work has a positive impact on the formation of competencies.

A student's independent thinking may consist of the following stages:

1. The appearance of the problem in the field of student perception.
2. The student's understanding of the essence of the issue, problem, assignment.
3. The emergence of information or images similar to them.
4. Reduction of imagination and memory materials, continuous birth of assumptions (hypotheses).
5. Step-by-step verification of assumptions or their confirmation of authenticity.
6. Emergence and improvement of a new hypothesis.
7. Secondary testing of hypotheses (second confirmation)
8. Finding a solution to a problem, task, problem (Solution).
9. Continuation of involuntary mental actions (relative duration of thoughts), etc.

**CONCLUSION**

In conclusion, it should be noted that there are many opportunities for independent education in the modern era due to the rapid advancement of science and technology, the widespread use of contemporary information and communication systems, the quick updating of scientific knowledge across a range of fields, and the daily changes in techniques and technology. Additionally, the development of methodologies is necessary for the creation and use of electronic textbooks. Electronic textbooks designed for foreign



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language instruction should focus on fostering students' creativity, offering them the chance to learn independently, and enabling them to explore new information.

The productivity of a student is closely associated with the independence of his thought process. A student's thinking is considered productive if, within a given time frame, they solve theoretical and practical problems and offer insightful and original ideas, thoughts, and recommendations for a particular field. The standard for gauging the productivity of a student's thought process is a fair appraisal of the amount and caliber of mental work completed during the allotted time.

When a student considers everyday topics, he is not constrained by their outward manifestations and instead seeks to distill the essence of happenings and derive a general social law from everyday reality. Without a doubt, the students' independent thought has opened up previously undiscovered and unrealized possibilities, and their complete disclosure helps to advance science and technology. Since innovation is a byproduct of human intelligence development in any organization, the advancement of science and technology primarily depends on the independent thought of a specialist. Mature students go through stages in their physical, moral, and mental development.

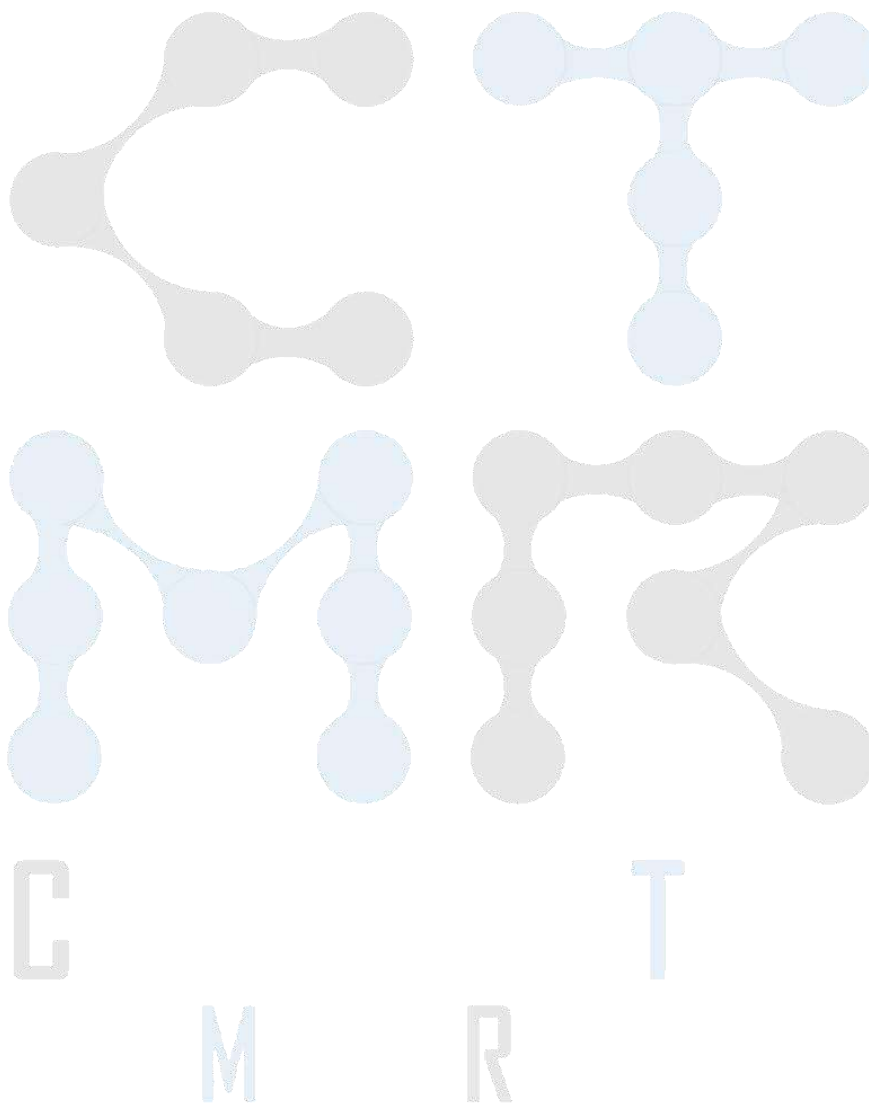
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THE ROLE OF INFORMATION TECHNOLOGY IN THE DEVELOPMENT  
OF PRESCHOOL EDUCATIONAL ORGANIZATIONS

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**Annotation:** today, during the development of technologies and informatization processes in the world, the issues of reforming preschool education, educating a perfect person, providing them with modern education are the problems that must be solved in the first place. Namely, in the reform of preschool education, it is important and necessary to improve the quality of Education, which is determined by the child's preparation for school.

**Keywords:** spiritual harmonious personality, upbringing of a harmonious generation, intellectual potential

In this regard, it is important to improve leadership skills in the introduction of modern approaches, management, innovation and information technology into the educational process in preschool educational organizations in ensuring the quality of Education.

Pedagogical and psychological foundations of the activities of the preschool education system, pedagogical conditions for the organization of state and non-state preschool educational organizations and their alternative types, khukukiy-normative foundations of the organization of the activities of preschool educational organizations, the study of world experience in management and technologies for its implementation in the educational process and, on this basis, the implementation of measures

The issue of the formation of a new generation of leaders of the preschool education system is also among the issues of daily relevance. In this case, the recognized functions of the leader about the tasks that must be performed in harmony with the tasks of coordination, planning, regulation, control and evaluation lead to the intellectual maturation of children, the formation of a spiritually competent person and the scientific and spiritual growth of pedagogical personnel, the strengthening of the political and civic position.

The development of innovative processes in local preschool education is reflected in regulatory and software-methodological documents. In this work, a unified educational space was created, with the participation of specialists of all levels of education, the service of methodology, science and practice. The field of preschool education is considered the primary branch of the system of continuing education, which is of paramount importance in all aspects in the upbringing and preparation of the personality of a healthy and harmonious child for school. During the years of independence, the education system and upbringing of a harmonious generation in the Republic rose to the level of the main priorities of state policy. However, the analysis carried out shows that the results and results of the work carried out in the field of preschool education are insufficient.

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In particular, the MTT did not develop modern pedagogical technologies, didactic tasks and developments, modern forms and methods for preparing children for school, the experience of developed countries was not sufficiently analyzed, and, like them, special state educational programs aimed at social, personal, emotional, speech, Mathematical, Physical and creative development, acquaintance with the environment were not implemented, most of the active pedagogical personnel, factors such as the lack of monitoring of the quality of education can be cited.

An important place in this is occupied by the parent, family environment. It is essential that we form in them the skill to know the norm of everything in life and follow it ourselves before the electronic world, which, like a spider web, takes over the world completely, takes over the consciousness of children's minds. Zero does what the child sees, not what he says. Our main goals are to educate high-intelligence people by developing the intelllectual potential of children of preschool age.

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USE OF FOREIGN EXPERIENCES IN THE EDUCATION OF PRESCHOOL CHILDREN (EXAMPLE OF FINLAND, KOREA AND GERMANY)

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**Abstract.** This article details the characteristics, aims, and purposes of the preschool education approaches used in various nations and applies the most suitable ones in Uzbekistan.

**Keywords:** preschoolers, kindergarten, method, technique, Montessori system, integral education.

**Introduction.** One of our main responsibilities is to raise the younger generation that has been growing in our nation over the past few years in a healthy and mature manner. We also need to organize an efficient preschool education system that encourages creative thinking and incorporate effective forms and methods into the educational process. Simultaneously, the analysis reveals the need to guarantee that all children receive preschool education, stock organizations with fiction and instructional and methodological materials, draw in qualified pedagogical and managerial staff, and resolve the challenges associated with integrating cutting-edge technologies into the classroom. The educators, stylists, and psychologists working in preschool educational institutions bear a great deal of responsibility for the successful completion of these responsibilities.

In terms of educational reform, Uzbekistan is moving quickly forward. Because raising a harmoniously formed generation would secure Uzbekistan's future growth is the goal of the extensive changes being implemented now. The main component of this educational system was preschool education. Aiming to enhance and modernize Uzbekistan's preschool education system, legislation and decisions have been established and implemented in recent years. Resolution of the President of the Republic of Uzbekistan № PQ 4312 of May 8, 2019 "On approval of the Concept of development of preschool education in the Republic of Uzbekistan"[1] consists, among other things, of defining the priorities and stages of the process as well as encompassing the target tasks of the system's development.

Preschool education systems must continue to grow by organizing international experiences, analyzing their accomplishments, and incorporating developed nations' best practices while maintaining a focus on domestic education. As a result, an analysis of numerous developed foreign nations' best practices was conducted.

**Literature analysis.** The introduction, literature analysis, research materials and methods, research results, discussion, and conclusion are the five key sections that make up this article. The introduction section highlights the value of preschool education and the usage of contemporary technology in the classroom. The article's structure is briefly explained via the literature analysis. In the section on study materials and methods, we described Uzbekistan's preschool education experience and listed the resources used to compare it to other nations' technological advancements. The research results section lists the technological and methodological parallels and discrepancies between Uzbekistan and

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several other nations, including Germany, Finland, and Korea. In the discussion section, appropriate technology and approaches from Finland, Germany, and Korea that Uzbekistan can incorporate into its educational system were discussed.

**Research materials and methods.** Preschool education is the smallest and most fundamental component of education, but in recent years, it has gained attention to the point that it is now the subject of public policy. Specifically, to further enhance the preschool education system, fortify the material and technical foundation, broaden the preschool educational institution network, supply qualified teachers, and significantly raise the younger generation's level of readiness for formal education, comprehensive educational, and pedagogical Resolution No. 2707, "On measures to further improve the system of preschool education in 2017-2021," was adopted by the President of the Republic of Uzbekistan on December 29, 2016, with the aim of providing sufficient circumstances for the development of artistic, physical, and intellectual skills.

As per the resolution, several crucial and pressing assignments have been noted, including a comprehensive examination of the preschool education systems in other nations, their integration into our own, and collaboration. Naturally, this is crucial for the education and parenting of the younger generation, as we think that the thorough examination and application of the educational system in other nations will undoubtedly open the door for the adoption of more cutting-edge and inventive methods.

In light of this, I believe it is advantageous to employ contemporary teaching techniques extensively and to include international best practices into the upbringing of the next generation. The research's objectives are to examine and put into practice the finest pedagogical approaches while also analyzing the intricacies of the preschool education systems in Germany, Finland, and Korea. The research methodology involves a theoretical examination and generalization of a range of academic works, including websites devoted to the study of preschool education from other educational contexts.

**Research results.** The study's findings indicate certain parallels between the preschool systems in Korea, Finland, Germany, and Uzbekistan. For instance, there are three different kinds of kindergartens in Finland: private, family-based learning at home, and municipal, or common kindergartens. Kindergarten rules in Germany are comparable to those in the Uzbekistan: for example, children participate in morning exercises, eat breakfast, play, stroll, eat lunch, and nap.

However, there are a lot of variations in the preschool education systems of the aforementioned nations, such as the kindergarten admission policy for infants younger than three months old and the reading instruction provided to young children. In the discussion section, we'll examine the strategies these nations' educators can use to attain such outcomes.

**Discussions.** In Finland, early childhood education is offered to children younger than school age, often starting at around nine months following a period of parental leave. It can be received at the child's home or at a municipal or private daycare facility.

The first week in the garden is a family week. It is acceptable and even encouraged for one of the parents to be with the baby for the first time - especially if the child does not understand a word of what is said to him. Then gradually he is taught to remain without his family.

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On the first day parents are given a questionnaire with questions about the child's needs and desires like "What is the child's most favorite toy?"

Basic principles for raising little Finns:

- There is no such thing as bad weather - just the wrong clothes. They walk always and everywhere, in the rain and in the cold. And in each wing there are drying cabinets, from which dry things are taken out when you come to pick up your child.
- They do not punish. The maximum that can be done with a bully is to isolate him from other children, for example, he will be seated at a different table at lunch or taken from the playground to a room. Gradually everyone becomes bored, and the hysterics without spectators quickly subside.
- Free childhood. Children are introduced to letters and numbers in a playful way, but they are taught to read and count only at school. The main principle is that the child should have a childhood, a lot of fresh air and carefree fun.
- Everybody knows each other. There are two "own" teachers, but they can easily change with colleagues if they need to go away - everyone knows everyone. Children also know other adults and calmly study with them.
- Cuddling is not taboo. The teachers freely carry the children in their arms and hug if the kids need it, calmly change the diaper and wash them.

In Korea, the focus of preschool education is on the infant's early, complete development. Children are taught to write and read in both English and their local tongue beginning at the age of three. Children are studying the fundamentals of maths at the same age. Both music instruction and physical training receive a lot of attention. Additionally, kindergarteners have some homework.

There are classes where students learn science as well. Preschool's primary objective is to increase kids' curiosity and areas of interest.

Korean children begin to learn reading, counting, music, ballet and drawing at the age of 2-3 years. Kindergarten teachers teach Korean and general development classes. Music, English, physical education, ballet, and drawing are taught only by professionals invited from outside. All kindergartens, without exception, regularly organize trips with children to the zoo, museums or sports complexes, as well as on excursions and just walks. The kindergarten teachers are friendly and patient. If they build children, then strictly, but kindly. They don't yell at children. When meeting children, they kiss, hug and show in every possible way that they are glad to see them. At the same time, the children listen to them and stay close during excursions. Teachers regularly undergo advanced training.

Few kindergartens give children complete creative freedom (although this happens occasionally). At the same time, many kindergartens use some Montessori principles: there is an environment, there are mats, you can take a manual, play and put it in place.

German parents begin choosing a kindergarten a year and a half before pregnancy. The Germans are very pragmatic. In most cases, a child is expected and planned. It is at the moment when the decision is made to expand the family that they begin to look for a kindergarten. The main selection criterion is the location as close as possible to the house. If there is a certain priority based on the type of preschool institution or the method of preschool education used, then it is quite possible that you will have to think about moving to



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another area. And moving is not an event of one day or week, or even one month. Therefore, the issue of kindergarten is dealt with in advance.

Methods of preschool education in Germany:

- Regio Emilio education scheme. The kindergarten is perceived as a “city” where everyone has their own functions. Every morning everyone receives certain tasks, and in the evening their completion is checked.
- Integral education. In groups together there are ordinary children and children with special needs or some developmental disabilities.
- Kindergarten on the farm. The format involves the development of a child in conditions close to natural. Children help grow vegetables, plant ornamental plants, and care for pets.
- Kindergarten in the forest or in nature. Another version of the eco-methodology aimed at introducing a child to nature. Children learn to handle forests carefully, spend a lot of time outdoors, and learn basic skills in working with wood and other natural materials.
- Montessori system. The child is taught independence and self-care skills.
- “According to children’s rules.” Under the supervision of a teacher, children themselves can set certain rules in the group and follow them. The technique promotes the development of creative abilities and teaches children to be independent.

Each preschool institution independently chooses the educational method it will use. Parents can only choose a kindergarten that matches their ideas about education.

**Conclusion.** As a conclusion, we may state that modern preschool education and parenting need for a fresh approach to the educational process. Simultaneously, the organization, analysis, and filtering of the finest practices of established foreign nations must be included into the current national education system. For instance, Japanese educators in Uzbekistan have discovered a technique to preserve the younger Japanese generation in the area of childrearing. Some of our people now gather and give their super-modern children the moving moons that they no longer play with since they are not contemporary.

The over-technocracy of contemporary kid's games is the cause. They are devoid of the charm, emotion, and human soul. This implies that we need to use our country's educational resources wisely. In addition to educational games created using contemporary pedagogical technology, we should not overlook the traditional games passed down from our forefathers. Due to the special characteristics of these months, children develop good traits like closeness, unity, and willpower through specific activities. Of course, this means accounting for the child's age. [p. 9; 634]

As a result, in selecting preschool curriculum, it's important to incorporate international best practices without sacrificing the moral, physical, and occupational education that shapes national identity. Preschool education establishments will engage in healthy competition. The third Renaissance of Uzbekistan will be ushered in by this process, which will also raise a healthy, intelligent, and gifted generation for it.

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C M R T

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PROBLEMS OF TRAINING PHYSICAL CULTURE AND SPORTS  
SPECIALISTS AMONG WOMEN

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**Kalit so'z:** tayyorlash, jismoniy madaniyat, sport, xotin-qizlar, kompleks, valeologiya, tarbiya, guruh, tibbiy xizmat O'zbekiston respublikasining jahonda go'zal lohar xotin-qizlari bilan alohida o'rni bo'rligi va bunday hulosa chiqarishimiz tarixiy manbalarda o'z aksini topganligi bilan ahamyatlidir.

**Ключевое слово:** тренировка, физическая культура, спорт, женщины, комплекс, валеология, образование, группа, медицинское обслуживание. Республика Узбекистан занимает особое место в мире среди красивых долеых женщин, и наш вывод основан на исторических источниках. Значительно, что это нашел обратное.

**Key word:** training, physical culture, sports, women, complex, valeology, education, group, medical service. The fact that the Republic of Uzbekistan has a special place in the world with beautiful Lobar women and our conclusion is based on historical sources. z is significant in that it finds its reflection

**Annotatsiya:** Ushbu maqolada yurtimizda xotin-qizlarning jismoniy madaniyatiga qaratilgan imkoniyatlar, xotin-qizlar o'rtasida jismoniy madaniyat va sport mutaxasislarini tayyorlash muammolari to'g'risida ma'lumotlar keltirilgan.

It is important that the Republic of Uzbekistan has a special place in the world with beautiful and handsome women and girls, and that our conclusion is reflected in historical sources. He worked hard in different fields and brought up children to become well-rounded people. The body of women and girls differs from that of men by a number of morphological and functional characteristics. This situation does not affect the physical activities they perform, therefore, it is necessary to take into account the specific characteristics of women's bodies when engaging in sports. .

There are stories and legends about Tomaris and Barchinoy in the oral works of our people. Compared to this, we see that in every political and social period, attention is paid to the comprehensive education of women and girls. It depends on how to organize and conduct sports training in order to train young sportswomen and improve their skills.

When organizing sports training, it is necessary to study the personal characteristics of female athletes. This plays a very important role in filling training groups with new and less qualified athletes. Highly skilled athletes train on the basis of a personal plan, that is, the more they train, the less effort they spend on physical exercises. The question arises why such an approach to this issue is necessary.



**Uzbek women can work and develop in every field.**

In fact, if we consider that more than half of our nation are Uzbek women of different ages, we can see that they are always superior to women of other nations with their hard work, regardless of any difficulties. That's why today's state policy is to train as many national women as possible in culture, sports and other fields and send them to educational schools to work. It should be implemented from a young age, in addition, it is necessary to organize a separate group of women in educational institutions and teach them with a teacher consisting of women and girls.

Such an approach to the issue is of national importance, because the factor of youth health is the basis of the preparation of the reserve of working rhesus for the national economy.



**Brave female athletes of Uzbekistan are boldly entering international arenas**

Nowadays, we need to increase the involvement of students in sports in order to further improve the health of students and young people. It is necessary to improve the health of



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young people, especially before graduating from school. This is also caused by the mobility of young people. Lack of mobility leads to the development of diseases such as obesity, diabetes, neurosis, flat heel, and deformity. Physical education is important in maintaining and strengthening movement activity and health of young people. Therefore, the comprehensive program on physical education should be directed to the comprehensive development of the growing generation, strengthening of health, increasing the work ability of students. At the same time, it should be mentioned that pedagogy is It is important to pay attention to the development of tools, methods and methodological instructions of physical training. In addition, it is necessary to take into account the need to protect and strengthen human health, the satisfaction he gets from physical training, and his interests.

In this regard, the diagnosis of individual capabilities with the help of a comprehensive assessment of human maturity should be the basis for achieving physical maturity. At the same time, physical development, body structure, physical and functional training - all this is the result of regular physical education training. From this, a person is satisfied in terms of strengthening his health. This, in turn, increases his physical and mental activity, as a result of learning and labor productivity increases. Thus, health should be looked at from the point of view of valeology. Because valeology is the science of forms, methods and tools of physical training that can prevent various diseases that may be caused by physical fitness, inactivity and harmful habits of a person.

It cannot be denied that the contribution of mothers in the development of society and in conducting socio-educational work in the family is high. Especially in the conditions of independence, the problems related to raising a child in the family are increasing more and more. There are reasons for this at one level or another. In our republic, the slogan "Healthy mother-healthy child" is deeply embedded in every family in terms of meaning and logic. It is important that mothers' healthy fertility is reflected in the content of state programs for the birth of healthy children from the youngest age. Health services are a priority for healthy mothers and healthy children. At the same time, it is no exaggeration to say that the theoretical and practical recommendations of doctors, pedagogues and experts on physical education are higher than any medicines.



**A healthy child from a healthy mother**



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Because all organs in a healthy body, especially the joints, bone and muscle systems that move, always need active movements. Physical exercises that provide them (gymnastics, sports, games, travel, etc.) activate and develop the tasks (function) of breathing, blood circulation, digestion and other necessary activities. These are all known general concepts. The main goals and tasks are to educate the physical fitness of local women, especially students and girls, to make some comments and recommendations about the most important measures to be taken in preparation for healthy motherhood, namely: 1. All types and the provision of general and special exercises for women in physical education classes in educational institutions of the categories is aimed at improving the physical fitness of the participants and directing them to perfection. 2. On the basis of the Healthy Generation state program, special tests of "Barchinoy" are aimed at maintaining health, raising physical fitness, increasing work ability, and performing various official, special services before the Motherland. 3. The organization of sports clubs, national teams, children's and youth sports schools (all types and categories), women's teams (teams), groups is not limited to achieving sports results, but healthy in the future. also aimed at being a mother. 4. Organization of health centers for women in sports facilities, private homes, hospitals, polyclinics and other areas is a sign of attention to them. 5. Women's and girls' spartakiades, To'maris games, Republican festivals, healthy family, father, mother and me sports games, competitions are aimed at expanding women's sports. It should be noted that such grandiose and very necessary events are conducted only at the level of the Republic, region and city. In densely populated Kurgan, large villages, such an event is used only on Navruz, the day of professions and harvest holidays.

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World experience of export promotion

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**Abstract:** This article talks about the global experience of export development.

**Key words:** international cooperation, various economic associations, World Trade Organization.

**INTRODUCTION**

In developed and developing countries, export promotion policies have been conducted at different stages of development, which has greatly changed and expanded the promotion tools and approach in time. It cannot be argued that there is a single policy of export promotion that has been uniformly successful in the case of many countries.

Each country used different methods of export promotion in its development based on its economic conditions, stage of development, as well as the economic and political situation in the world.

**LITERATURE REVIEW**

Drawing on foreign experiences, countries have promoted their own exports as a means of government intervention and also by relying more on market mechanisms. Thus, promotion of export by means of state intervention has given positive results, especially in non-traditional export or export of modern technically complex products, which require significant investments to set up production and bring it to the world market.

In this situation, the financial support of the state, its actions in mobilizing private capital, the foundation of infrastructures gained great importance and ensured the perfection of export structures in a relatively short period of time.<sup>1</sup>

On the other hand, the experience of a number of other countries (Malaysia, Singapore, Thailand, Taiwan) mainly reflects reliance on market mechanisms. In most export-oriented industrialized countries (Thailand, Taiwan, Malaysia), the government has hardly interfered in export matters.<sup>2</sup>

Studies show that the main means of export promotion are: a favorable macroeconomic environment and the creation of export incentives for producers. Export promotion measures are implemented both at the state level and within the territorial divisions.

The main means of export promotion can be: tax and duty incentives; providing grants and preferential loans; setting and controlling the exchange rate; creation of special state funds, organizations and centers in the country and abroad to accelerate exports. In many situations, not only exports, but also production in general are subsidized, pointing to hidden protectionist barriers. Subsidies are widely used for exports of capital goods as well

<sup>1</sup> [www.budgetrf.nsu.ru](http://www.budgetrf.nsu.ru)

<sup>2</sup> [www.budgetrf.nsu.ru](http://www.budgetrf.nsu.ru)

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as some finished products, especially agricultural products. For example, the South Korean government subsidizes agricultural exports worth an average of W25.95 billion annually.

These subsidies will apply to fruits, flowers, vegetables, ginseng and black cattle products<sup>3</sup>.

**DISCUSSION**

Export credits are mainly given to finished products, and include long and short-term credits. Lending is carried out by refinancing, subsidizing or paying through special insurance funds. Creation of special lending funds is carried out through banks and intergovernmental banking organizations<sup>4</sup>.

Export insurance is implemented by providing government guarantees for export credits. Guarantees are given to banks providing export credits. Insurance covers not only traditional commercial, but also political risks. Nowadays, it has spread to a wide range of products and countries. Insurance periods are very different.

Insurance is carried out through special organizations such as the Export-Import Bank (USA), Export Credit Guarantee Department (Great Britain) or private insurance companies (Germany, Belgium) that have the right to use public funds for these purposes. For example, in Brazil, export financing, insurance and guarantees are provided through a special Program (PROEX) that provides credit to Brazilian exporters for many products, such as agricultural products, machinery, durable goods and services<sup>5</sup>.

Short-term fixed-rate financing in Malaysia is financed and regulated by the Export-Import Bank of Malaysia (EIB) through commercial banks. Thus, short-term financing is given to industrial producers, trading companies and indirect exporters (suppliers of direct producers). In South Korea, the EIB provides export loans and their insurance only against the risk of default<sup>6</sup>.

The EIB also promotes exports through insurance against commercial and political risks. For example, in 2002, the maximum coverage of medium and long-term export insurance increased from 95% to 100% of the contract value. Exporters of capital products (industrial products, machinery and shipbuilding) made up the main part of borrowers. Exports in these sectors increased by 13% to W42 trillion (almost 1/5 of total exports), of which 80% was provided by short-term insurance.<sup>7</sup>

Tax and duty relief is provided by exempting exporters from paying direct and indirect taxes. Also, reducing the tax payment of companies opening foreign branches, exempting from tax the expenses spent on research for opening a branch abroad, tax exemption for the preparation of materials and components used in the production of products destined for export, creation of tax-exempt funds for the development of exports, customs It is also possible to reduce and refund the fees. For example, in South Korea, imported raw

<sup>3</sup> WTO Secretariat, «Trade Policy Review: South Korea», 2000, in [www.wto.org/english/tratop\\_e/tpr\\_e/tp\\_rep\\_e.htm#bycountry](http://www.wto.org/english/tratop_e/tpr_e/tp_rep_e.htm#bycountry)

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<sup>7</sup> WTO Secretariat, "Trade Policy Review: South Korea", 2000, in [www.wto.org/english/tratop\\_e/tpr\\_e/tp\\_rep\\_e.htm#bycountry](http://www.wto.org/english/tratop_e/tpr_e/tp_rep_e.htm#bycountry)



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materials regularly used in export production are exempted from customs duties<sup>8</sup>. In Malaysia, the importation of machine tools, equipment, raw materials and components of industrial production for export is exempted from customs duties and taxes.

If the products imported for use in export production are exported within 12 months, 90% of customs fees and turnover tax paid will be refunded to the manufacturer<sup>9</sup>.

In Singapore, companies involved in international trade are provided with tax incentives by the government. In order to obtain tax deductions in the US, exporters must open a foreign branch to sell their products in a foreign country. If an American firm exports its products through a foreign subsidiary, part of the profits are exempt from tax under US law. In this way, American exporters save 1.5 billion US dollars annually by taking advantage of the system of tax credits. The value of the currency is very important in terms of ensuring the competitiveness of domestic producers. Many countries that are rapidly developing their export potential (Chile, Colombia, Mexico, Taiwan, China, South Korea, Indonesia) have followed the path of artificially keeping the value of their national currency at a low level in order to stimulate exports.

For the same purpose, they used a program of progressive depreciation of the national currency, sometimes using the "creepy peg" method (a system in which the value of the currency is fixed at a certain level) or a sharp devaluation of their currency. In this case, the growth of exports is the main measure of the necessary level of devaluation and, at the same time, the effectiveness of such a policy.

In terms of organizational forms, the state can establish special funds that support exporters or establish special organizations that promote the export of national producers at home and abroad. These organizations are primarily government organizations and provide national exporters with commercial information, marketing research, foreign buyer services, and advice on loading, transportation, and packaging.

Some of these institutions have developed programs to train and encourage exporters, and at the same time provide them with export licenses and participate in investment promotion. For example, in the USA, the promotion of American exports is carried out by creating special institutions focused on export promotion.

One such organization is the Overseas Private Investment Corporation (OPIK), founded in 1969. The main export promotion fund is financed in part by the public and private sectors. Since 1971, the total volume of investments financed through OPIK is 138 billion. amounted to US dollars.

Implementation of investment projects through the OPIK network will bring 63 billion dollars to the US economy. made a contribution of 250,000 new jobs. Since the corporation usually finances only a part of the investment projects, the actual scale of the allocations made with its help is much larger<sup>10</sup>.

**RESULTS**

<sup>8</sup> WTO Secretariat, "Trade Policy Review: South Korea", 2001, in [www.wto.org/english/tratop\\_e/tpr\\_e/tp\\_rep\\_e.htm#bycountry](http://www.wto.org/english/tratop_e/tpr_e/tp_rep_e.htm#bycountry)

<sup>9</sup> WTO Secretariat, "Trade Policy Review: Malaysia", 2001, in [www.wto.org/english/tratop\\_e/tpr\\_e/tp\\_rep\\_e.htm#bycountry](http://www.wto.org/english/tratop_e/tpr_e/tp_rep_e.htm#bycountry)

<sup>10</sup> [www.fkpi.ru/index.php?page=analytics\\_06](http://www.fkpi.ru/index.php?page=analytics_06)



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The experience of Great Britain can also serve as an example. Here the government established the International Trade Agency (XSA) under the Foreign Office and the Ministry of Trade and Industry. It is concerned with ministries and departments, chambers of commerce, business associations and, above all, the Confederation of British Industry and the Secret Export Council, and directs the co-ordination of the activities of the commercial departments of British diplomatic missions abroad<sup>11</sup>.

More complex schemes of export promotion have been referred to. For example, South Korea during 1961-1973 pursued an aggressive policy of import protection while supporting exports. Strict control of trade and exchange rates was carried out in harmony with a consistent fiscal and industrial policy. The trade policy, while being neutral on the export structure, was clearly oriented towards export promotion.

Exporters were supported by many benefits such as different currency values, direct financial support, permission to use the earned foreign currency to import products they need, and the right to receive loans in foreign currency<sup>12</sup>.

Singapore's experience, on the other hand, relied on free trade policies. Even during the Asian crisis, there was no sign of protectionist policies in Singapore. The government of Singapore fully agrees that investment promotion and free trade policies are key determinants of successful participation on the world stage. In this way, free trade policies combined with a stable economic base gave Singapore the highest GDP in the world and allowed it to recover rapidly from the Asian crisis<sup>13</sup>.

All of the above export promotion measures are used to one degree or another in the modern experience of various countries. However, the significance of a particular one of these measures in the experience of a certain state during a certain period of time or at different stages of development is not at all equal. This is explained by the fact that the importance of the previously used means of export promotion has significantly decreased due to consistent changes in international trade conditions and the results of globalization. For example, today export credit insurance is common, whereas a few decades ago export subsidies were more important.

The concept of subsidies was developed within the framework of the WTO, and their forms and reduction measures were defined. For example, the WTO has banned export subsidies for countries with a per capita GDP of more than 1,000 US dollars, which many countries suffer from. Only countries with per capita GNP of less than 1000 US dollars have the right to use this tool. If a country achieves this level of GNI per capita, it must forgo the use of export subsidies for eight years<sup>14</sup>.

The main argument against the use of export subsidies is that, while the state supports domestic producers, it artificially lowers the real value of goods and services.

<sup>11</sup> [www.economy.gov.ru/webcontent/economy/www.economy.gov.ru/merit/svti/korinf/grbritain/3-3.html](http://www.economy.gov.ru/webcontent/economy/www.economy.gov.ru/merit/svti/korinf/grbritain/3-3.html)

<sup>12</sup> Kihwan, K., 1985, "The Korean Economy: Past Performance, Current Reforms and Future Prospects", Korean Development Institute

<sup>13</sup> WTO Secretariat, "Trade Policy Review: Singapore", 2000, in [www.wto.org/english/tratop\\_e/tpr\\_e/tp\\_rep\\_e.htm#bycountry](http://www.wto.org/english/tratop_e/tpr_e/tp_rep_e.htm#bycountry)

<sup>14</sup> Hoekman, Bernard, and Michel M. Kostecki, 2001. The Political Economy of the World Trading System: The WTO and Beyond. 2ded. New York: Oxford University Press

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As part of the GATS agreement, the WTO imposes export limits and quantitative restrictions, which greatly complicates the participation of many countries in international trade. Thus, attention is drawn to the issues of limiting export subsidies that artificially lower and distort the international value of products and services, reducing the level of protectionism policy and ensuring conditions for unhindered market penetration.

Columbia University professor Arvind Panagarya notes that developing countries, which are net importers of food products, have the right to duty-free access to the market of developed countries, and it is they who will suffer more from the liberalization of agriculture. Because this reform affects the price of imported food products at a time when the importance of the system of preferences is reduced. In contrast, the World Bank<sup>15</sup> reacts as follows: even if some countries suffer as a result of agricultural support reforms, the overall result will be positive.

**CONCLUSION**

After all, measures of trade liberalization in the international experience of countries serve to increase the possibility of unhindered access to world markets and export potential for developing countries.

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<sup>15</sup> Financial Times, Январь 11, 2005

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SOME CHALLENGES AND SOLUTIONS OF MUSIC PEDAGOGY

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**Abstract.** The presented article deals with the challenges of music pedagogy. Music pedagogy is the teaching of music and it presents unique challenges that are not found in other subjects. These challenges can make it difficult for music educators to effectively teach their students and for students to learn and excel in the subject. Some of the main challenges of music pedagogy include teaching abstract concepts, developing musical skills, catering to different learning styles, balancing theory and practice, limited class time, lack of resources, and addressing individual needs. To overcome these challenges, music educators must be creative, dedicated, and adaptable in their teaching methods. By addressing these challenges, music educators can create a positive and enriching learning experience for their students.

**Keywords:** diverse learning styles, limited resources, theory and practice, motivating students, new technologies, inclusivity, diversity, assessing and evaluating, collaborating with other educators, advocating for music education

Music education is a vital component of a well-rounded education, yet it comes with its own unique set of challenges for educators. From diverse learning styles to limited resources, music teachers must navigate a variety of obstacles in order to provide a comprehensive and enriching learning experience for their students.

One of the primary challenges in music pedagogy is accommodating diverse learning styles. Students have different ways of processing and retaining information, and it can be difficult for educators to effectively reach each individual. Some students may excel in auditory learning, while others may thrive in visual or kinesthetic learning environments [2, 31-32]. Music teachers must find creative and inclusive ways to engage all types of learners in their classroom.

Limited resources also pose a significant challenge for music educators. From instruments and sheet music to technology and recording equipment, the cost of providing a well-rounded music education can be prohibitive for many schools [7]. Teachers must find innovative ways to work within these limitations and provide meaningful musical experiences for their students.

Balancing theory and practice is another challenge in music pedagogy. While it is important for students to have a solid understanding of music theory, it is equally important for them to have opportunities to apply that knowledge through performance and composition. Finding the right balance between these two aspects of music education can be a complex task for educators.

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Motivating students to engage with music can also be a challenge. In an age of constant technological distractions, it can be difficult to capture the attention and interest of students in the classroom. Music teachers must find ways to connect with their students and inspire them to develop a passion for music.

New technologies present both opportunities and challenges for music educators [8]. While technology can enhance the learning experience and provide new avenues for creativity, it also requires teachers to adapt and learn new skills in order to effectively integrate it into their curriculum.

Inclusivity and diversity are important considerations in music education. Teachers must create a welcoming and supportive environment for students from all backgrounds and abilities, and ensure that their curriculum reflects a diverse range of musical styles and traditions.

Assessing and evaluating student progress in music can be a complex task, particularly when considering the diverse nature of musical abilities and skills. Music teachers must find ways to effectively measure and track student growth while also providing constructive feedback and support.

Collaborating with other educators is essential for music teachers, particularly in schools where resources may be limited. By working with colleagues in other subject areas, music educators can find ways to integrate music into interdisciplinary lessons and create meaningful connections between different areas of study.

Finally, advocating for music education is an ongoing challenge for educators. In a climate of budget cuts and shifting priorities, music programs are often at risk of being reduced or eliminated. Music teachers must actively advocate for the importance of music education and its positive impact on students' overall academic success and personal development [6, 47-52].

Some ways of solving the challenges of music pedagogy include:

1. Collaboration and networking: Music educators can work together to share resources, ideas, and best practices, as well as build a supportive community to address common challenges.
2. Research and innovation: Teachers can stay informed about current research in music education and be open to trying new approaches and techniques to improve their teaching.
3. Flexibility and adaptability: Educators can be flexible in their teaching methods and adapt to the individual needs and interests of their students, as well as the changing landscape of music education.
4. Advocacy and communication: Teachers can communicate the value of music education to stakeholders and advocate for the resources and support needed to provide high-quality music instruction.



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5. Reflective practice: Educators can regularly reflect on their teaching practices, seek feedback from colleagues and students, and make adjustments to improve their effectiveness as music teachers.

6. Professional development: Continued learning and growth through professional development opportunities can help music educators stay current with best practices and trends in music pedagogy.

7. Community engagement: Building partnerships with local arts organizations, musicians, and community members can provide valuable resources and support for music programs in schools [1, 57-66].

In conclusion, music pedagogy presents a variety of challenges for educators, from accommodating diverse learning styles to navigating limited resources and advocating for the importance of music education. By addressing these challenges with creativity, collaboration, and a commitment to inclusivity, music teachers can provide meaningful and enriching musical experiences for their students.

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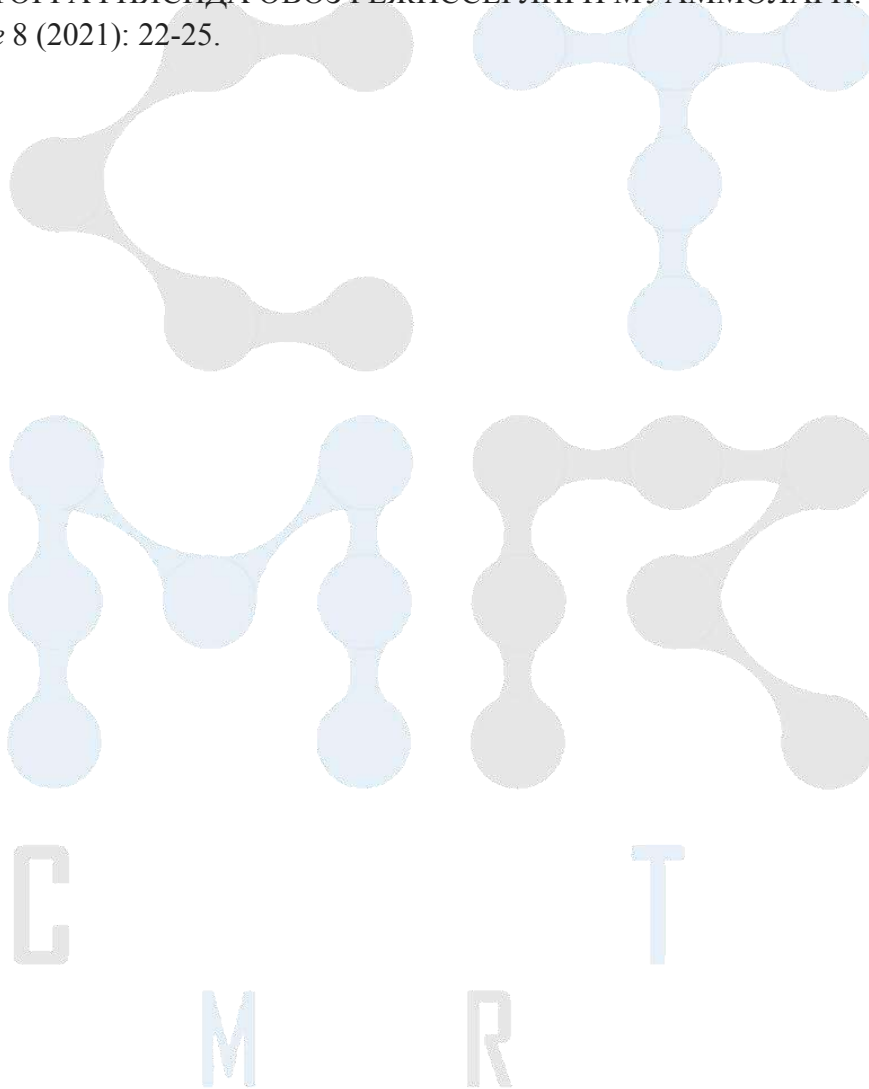
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Abdulla Qahhor ijodiy merosi

Boltayeva Iroda

Nukus DPI talabasi

**Annotatsiya:** Abdulla Qahhorning hikoyalarida hajviy, satirik uslubdagi jihatlari ham yetakchi o'rin egallagan. Hikoyalarida insonning qadr-qimmatini pastga uradigan turli-tuman nuqsonlar har xil illatlar badiiy jihatdan teranlik bilan atroflicha tanqid qilinganini ko'rishimiz mumkin.

**Kalit so'zlar:** Abdulla Qahhor, yozuvchi, ijodiy meros, badiiy so'z.

Qisqa so'zda ko'p ma'mo ifodalash mahorati egasi - mashhur hikoyanavis, badiiy so'zga chachan, tejamkor sa'atkori Abdulla Qahhor 1907-yilning 17-sentabrida Qo'qon shahri yaqinidagi Asht qishlog'i Ko'mir bozori mahallasi temirchi oilasida dunyoga kelgan. Abdulla dastlab Buvaydadagi eski maktabda, keyin Oqqo'rg'on qishlog'idagi jadid maktabida, Qo'qondagi internatda, jadid maktabida, 1922-1924-yillarda mobaynida esa Qo'qonda ochilgan o'qituvchilar tayyorlaydigan texnikumda tahsil oladi. 1926-1930-yillar O'rta Osiyo Davlat universiteti (hozirgi O'ZMU)ning pedagogika fakultetida o'qiydi. 1925-yilda Toshkentga kelib kechasi o'qib, kunduzi "Qizil O'zbekiston" gazetasida ishlaydi. 1968-yil 25-mayda Maskvada vafot etadi, hamda Toshkentdagi CHig'atoy qabristoniga dafn etiladi.

Abdulla Qahhor bizga juda katta adabiy meros qoldirgan bo'lib, U o'z ijodini 1924-yildan boshlagan. U "Nish", "Norin SHilpiq", "Mavlono Kufur", "Erkaboy", "E-boy", "SArimsoq", "Gulyor" va shu kabi tahalluslar ostida qalam tebratgan. A.Qahhor ayniqsa hikoya janrining ravnaqiga katta hissa qo'shgan. Jumladan, "Bemor", "Anor", "O'g'ri", "Kampirilar sim qoqdi", "Daxshat", "Mayiz yemagan xotin", "Ming bir jon", "Asror bobo", "Maston", "Tomoshabog'", "Millatchilar", "Adabiyot muallimi", "Ko'k kanvert" kabi bir qator hikoyalari muhlislar qalbidan joy olgan. A.Qahhor buyuk rus yozuvchisi CHexovni o'ziga ustoz sanagan. A.Qahhor hikoyalari shartli ravishda 3 yo'nalishga: tarixiy, hajviy, zamonaviy hikoyalarga ajratish mumkin. "Xotinlar", "Asror bobo", "Ming bir jon", "Mahalla" kabi hikoyalari zamonaviy yo'nalishdagi hikoyalardir.

1) Qahhor "...Kuydirish uchun kuyish, ardoqlanish uchun ardoqlash shart"- degan fikrlarni ilgari surib "Adabiyot atomdan kuchli, lekin uning kuchini o'tin yorishga sarflamaslik kerak!" deb takidlagan. Abdulla Qahhorga katta shuhrat keltirgan asri bu - "Sarob" ramanidir. Yana u "Qo'shchinor chiroqlari" haqida "Romanni tanqid xush qabul qilgan bo'lsa ham, ta'birimdagi kitob emas"- deydi. Abdulla Qahhor "O'zbekiston xalq yozuvchisi" unvoniga, mustaqillik davrida esa "Buyuk xizmatlari uchun" ordeniga munosib topilgan. Hamza nomidagi O'zbekiston Davlat mukofoti (1966) laureti "Buyuk xizmatlari uchun" ordeni bilan mukofotlangan. Uning nomi toshkent va Qo'qondagi bir necha ko'cha, maktab va jamoa xo'jaliklariga, shuningdek, madaniyat uylari va respublika satira teatiriga berilgan. Toshkentda A.Qahhor uy-muzeyi ochilgan.

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Abdulla Qahhorning hikoyalarida hajviy, satirik uslubdagi jihatlari ham yetakchi o'rin egallagan. Hikoyalarida insonning qadr-qimmatini pastga uradigan turli-tuman nuqsonlar har xil illatlar badiiy jihatdan teranlik bilan atroflicha tanqid qilinganini ko'rishimiz mumkin. Masalan, "Bek", "Og'aynilar", "Ikki yarti bir butun", "Munofiq" kabi hikoyalarida A.Qahhor laganbardorlik, xushomadgo'ylik, munofqlik kabi illatlarni qattiq qoralab, ushbu unsurlar hamisha jamiyatga za'ari, odamlarning o'zaro munosabatlariga raxna soluvchi illat bo'lib kelgan, ammo muayyan sharoitda bu illatlar, ayniqsa mumofiq insonlar boshiga sonsanoqsiz kulfatlar keltirishini mohirona tasvirlab bergan. Bundan tashqari A.Qahhor hikoyalarida xotin-qizlar obrazlariga alohida e'tibor qaratgan mahoratli yozuvchilardandir. Buning dalilini "Ming bir jon" hamda "Mayiz yemagan xotin" hikoyalari ochib beradi. Ayol obrazi dunyo adabiyotida aks etishi alohida mavqeyga egadir. Uning jamiyatdagi mavqeyi u yashagan davr bilan bevosita bog'liqdir. Masalan, "Dahshat" hikoyasidagi Unsin, "Ming bir jon" hikoyasidagi Mastura, "Xotinlar", "Maston" kabi hikoyalarida turli xil xarakterdagi xotin-qizlar obrazlarining talqinini ko'rishimiz mumkin. Garchi bu asarlarning barchasida ayollar obrazi yetakchi darajadagi qahramon darajasiga chiqmagan bo'lsa-da, asarda ko'zlangan maqsadni u yoki bu darajada ochish uchun hizmat qilgan. Jamiyatda xotin-qizlarning tengligi, ozodligi uchun erlari bilan tengma-teng ishlashi mavzusi yaqin badiiy shaklda ochiladigan hikoyalaridan biri bu "Mayiz yemagan xotin" hikoyasidir. SHu g'oyadagi tish-tirnog'i bilan qarshi turgan mulla Norqo'zi paranjisini ochgan xotin-qizlar shaniga kecha-yu kunduz bo'xtan to'qiydi.

Qahhor hikoyalarining yana bir fazilatini takidlab o'tish kerakki, yozuvchi hikoyalarida shaxs taqdiri, muhit sharoiti bilan, xalq hayoti bilan mustahkam bog'liq holda beriladi. SHaxs taqdirining shakllanishi va yo'nalishini belgilab asoslab beradigan obrazlardan biri bu "Ming bir jon" hikoyasidagi Mastura matonatli ayol sha'niga mathihalar bitadi. Hikoya qahramoni Mastura Aliyevna o'n yildan beri og'ir dard chekadi "Tomog'idan hech narsao'tmay qolganligi, go'yoki ko'z o'ngimizda xasta emas, haqiqiy o'lik, sap-sariq teri-yu, suyaklardan iborat bo'lgan murda ichiga botib ketgab ko'zlarini katta-katta ochib yotar edi"-deya ta'riflangan bu qahramonning hayotga qaytishi, sog'ayib ketishiga Akramjonning say'i harakatlari hamda o'zining hayotga bo'lgan muhabbati sabab bo'la oladi. Hikoyada Masturaning qalbi, irodasi kuchli tasvirlangan.

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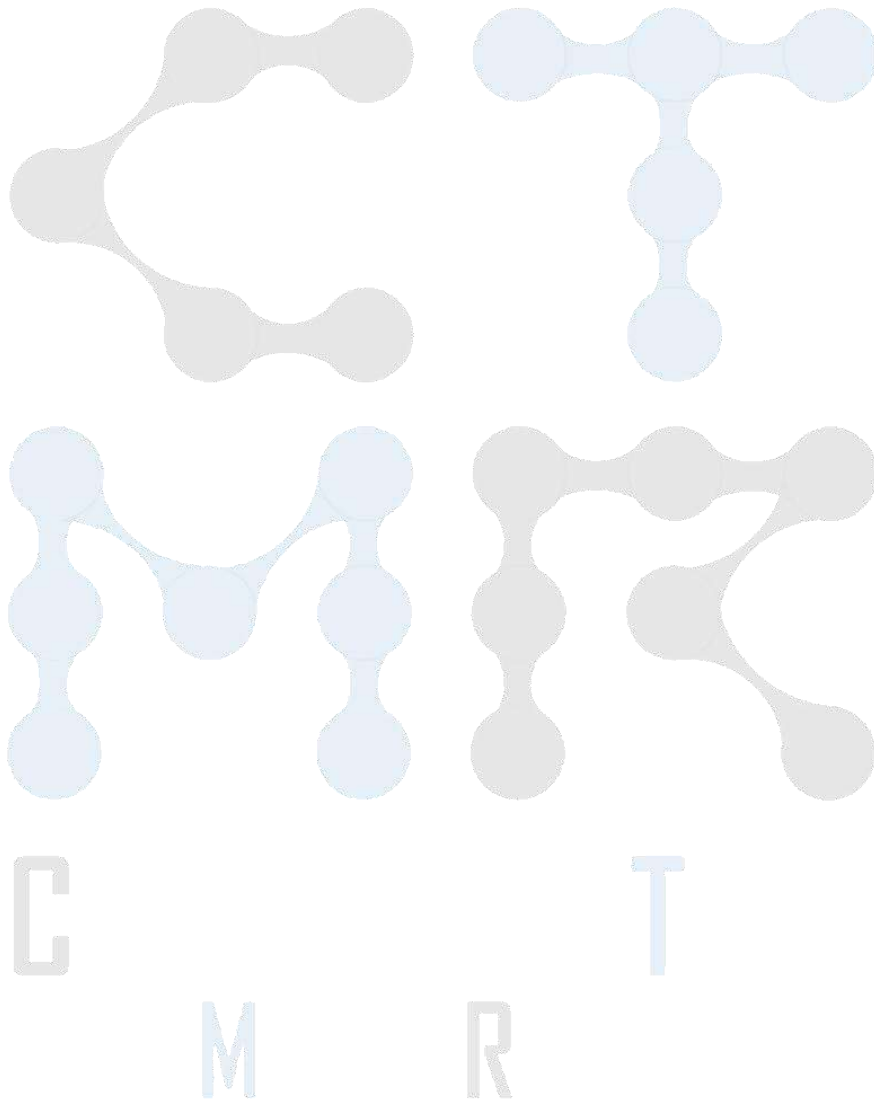
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FORMING THE SKILLS OF INDEPENDENT ANALYSIS OF WORKS OF  
ART OF PRIMARY CLASS STUDENTS

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**Abstract:** ART technology is the basis of forming the knowledge and skills of primary school students in the arts. This article describes the situations that should be paid attention to when forming the ability of independent analysis of works of art of elementary school students.

**Keywords:** ART, painting, technology, music.

The advancement of techniques and technologies in the course of the development of humanity today requires the formation of the aesthetic taste, consciousness and culture of a person at the level of demand. Because the development of techniques and technologies creates technocratic thinking in the mind of a person, i.e. the weakening of the sense of beauty and, on the contrary, the priority of reality. For this reason, pedagogues are paying special attention to shaping the minds of learners and developing their creative thinking skills with the help of ART technology. Regarding this issue, special pedagogical disciplines have been established in our country, one of them is the educational discipline "ART, technology and creativity". Formation of professional competencies of future elementary school teachers in the process of higher pedagogical education with the help of this subject is one of the important tasks.

ART technology is of practical importance as one of the important foundations of forming the knowledge and skills of elementary school students in the arts. Because this issue is determined by:

Implementation of aesthetic education of elementary school students with the help of ART technology;

1. Developing art skills of elementary school students using ART technology;
2. Development of the creative approach of elementary school students with the help of ART technology.

Today, elementary school students widely use educational and technical tools such as computers. Especially, they have the opportunity to get a lot of new information by means of a computer. Therefore, the importance of ART technology in weakening the content of technocratic thinking in them is important. Because ART technology has the ability to form the speech culture of primary school students through speech art, their aesthetic feelings through musical art, and their aesthetic taste through descriptive art. In this regard, it is especially important to develop students' skills in reading, choosing music, and analyzing examples of fine art. Because book reading is the basis of speech art of ART technology,

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the ability to choose music is an important basis of music art, and examples of fine art determine the educational importance of this art. Therefore, in the process of technological development, education of elementary school students using the basics of ART technology is of great practical importance.

The fact that elementary school students are in the process of development is precisely the result of education with the help of technologies such as ART. In this regard, primary school students' enjoyment of words and their meanings, inspiration from the aesthetic effect of music, and aesthetic inspiration from examples of fine art are important components of the educational process. Today, primary education experts are interested in the problem that students live in an extremely wide world of information and receive it directly. The availability of various information in the world of information requires wide use of the capabilities of educational tools such as ART technology. Because such technologies protect elementary school students from inappropriate nervousness, depression, and self-doubt. On the contrary, it serves as an important tool in the formation of their qualities.

Art is a broad concept. After all, art is the things created, brought into being, and created by human labor, intellect, perception, and consciousness. Art is a creative type of human activity, and each work of art shows the unique talent of a person. And finally, art is closely related to human skill. Art, in a broad sense, includes artistic values, their creation (artistic creation) and consumption (artistic perception) processes. Art has developed in connection with the development of mankind until the present time. Images of animals carved on rocks found in Uzbekistan, Spain, the Sahara and a number of other ancient countries have a sophisticated value even from the point of view of the current era. These monuments were the results of the sophisticated work of man, whose buds of artistic activity were just beginning to appear.

Art has always satisfied social needs in the process of historical development. Art is related to the complex, rank-and-file relations of social life, and it is at the same time a special type of labor, a special field of social production, a form of social consciousness, a specific field of knowledge, and acts as a form of creative activity. Art is an independent sphere of social life, and according to its specific legal functions, it represents a separate social unit. Art affects all aspects of society, connects with all forms of social consciousness, encourages people to be active in various aspects of life.

There are many intermediary nations that connect art and social life. any artistic phenomenon - whether it is a specific work or a stylistic direction, they are determined, evaluated, measured by the level of influence of religious and moral practices in their creation and development.

The relative independence of art development is explained by the fact that the level of artistic development of society does not always correspond to the level of its economic development. The development or decline of art, its one or another type, the vivid expression of its appearance, definitely depends on the nature of social relations, the ratio

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of certain group forces, the characteristics of ideological life, and the status of a person in society. For example, the development of the art of the ancient world was determined by the coincidence of a number of conditions and factors and the creation of a very favorable situation. The relatively independent functioning of art in the life of society is also related to the manifestation of the law of inheritance. Succession is not a phenomenon unique to art. It applies to all forms of social consciousness. Succession is more manifested in the spheres of political and legal consciousness, which are related to the material basis of society.

Succession exists in all aspects of life, spiritual life. However, in art, which is far from the economic ground, covering all aspects of life, inheritance is manifested in a bright, full, comprehensive way. All aspects of art - thematic direction, ideological and spiritual rules and tones, creative beliefs, style, types and forms of expressive means are especially exaggerated by succession.

As in other forms of social consciousness, knowledge and ideology are interwoven and interconnected in art. At different historical stages and in different forms of art, knowledge and ideology work in mutual proportion. The role of art in the cognitive process is clearly visible in the medium of fiction. When art is viewed as a separate type of knowledge, it is usually based on works of fiction. It is known that the ability of music to know and understand is somewhat limited compared to fiction, but music is of great importance in perceiving reality in the spirit of special subtlety, sensitivity, and sincerity. Architecture performs a similar task. Architecture, which is an art form related to satisfying people's needs, reflects the characteristics and signs of the era, people's everyday life, tastes and dreams, hopes and dreams.

Art, like science, has incomparable knowledge and understanding, even if it is within its own subject. But the process of artistic knowledge and understanding of art takes place within its own characteristics. Art helps to perceive reality in a more full-blooded and attractive way through artistic means.

For art, a person is the main subject in the form of a single, rare, irrevocable individual, interconnected and intertwined in terms of all his biological, spiritual, social-group, national-ancestral and purely individual signs and characteristics. Art is able to cover all the attractive wealth and beauty of reality. This reality should be expressed as a reflection of the basic needs and interests of a person who has become a social person.

No matter how important science and technology are in human life, art cannot have a priority status. In art, science serves as a symbol of human activity created for people. If the scientific-technical, ecological, management problems, feelings, and meaning are deprived of the environment, there will be no art. Art is alive with emotions and feelings, it has the power to influence, teach, and educate.

Man is not always directly represented in art. For example, the human figure is not represented in the landscape or still life type of art. This does not mean that man is not reflected in these works of art. The image of the landscape shows the most delicate and



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attractive aspects of human feelings. For example, through the scenic works of artists such as Hrol Tansikboev, Ne'mat Koziboev, Rahim Akhmedov, Rozi Choriev, bright sadness, carefree joy, anxious passion, upbeat spirit, life-giving dreams - hopes, creativity and sense of creation in a person. evokes feelings. In these works, people are aroused by emotions and various experiences, and by influencing the human mind and soul, art and human integrity and harmony emerge.

The still-life type of fine art consists mostly of images of inanimate objects - fruits, flowers, food, drinks, and although we do not see a person's reflection in them, we understand that the subject of these works is still about a person and his life. Looking at the images of a glass, a crumpled table, and spilled oil in the still life "Breakfast with Somsa" by the Dutch artist Willem Heda, we see not only the level of the glass, the quality of the table, the spilled oil from carelessness. , but we clearly feel the warm breath of a person, his hands touching this landscape. Finally, we are gripped by a kind of anxiety created by sensing the human drama that has just taken place.

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MUSIQA MADANIYATI TARBIYASI VA RIVOJLANISHI

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**Ключевые слова:** музыка, обучение, кружки, воспитание, искусство, культура

**Таянч сўзлар:** musiqa, ta'lim, to'garaklar, ta'lim, san'at, madaniyat

**Key words:** music, education, circles, education, art, culture

Musiqiy an'analar, tadbirlar, mahalliy marosimlar o'zbek va qoraqalpoq xalqining ijtimoiy, tarixiy rivojlanishi, etnopsixologik xususiyatlari, hayotiy tajribasi, ijtimoiy qarashlari shakllangan bo'lib asrlar davomida avloddan avlodga o'tib kelmoqda. Shu tufayli o'quvchi yoshlarda Vatanga muxabbat, mehr oqibat, ahloq-odob, ma'rifiy-madaniy kabi fazilatlar qaror topib boradi.

Axloqiy-madaniy tarbiyani keng ko'lamda olib borishda san'at, xususan, musiqa san'atini mukammal o'rganish katta tarbiyaviy kuchga egadir. Zero, bu san'at eng qadimiy, ayni chog'da zamonaviy va xalqqa yaqin bo'lgan san'at turi sanaladi.

Abu Ali Ibn Sinoning hayot yo'liga nazar solsak, uning keng xalq orasida faqat o'tkir tabib sifatidagina emas, balki adabiyot va san'atning chin muxlisi sifatida, ularning taraqqiyoti uchun fidoiy inson sifatida ham mashhurdir. Chunonchi, u o'zining «Ash-shifo» kitobida musiqaning yaratilishi tarixi, kuy va ohangning bola qalbiga estetik ta'siri haqida qimmatli fikrlarni bayon qiladi. Olimning ta'qidlashicha, inson o'z tabiatiga ko'ra moyil, ayni bir vaqtda musiqani tinglash, u bilan shug'ullanish qanchalik erta boshlansa, insonda ana shu go'zzalik san'at turiga bo'lgan moyillik va ehtiyoj ham shunchalik tez va barvaqt rivojlanib boradi. Ibn Sino musiqaning tarbiyaviy ahamiyati haqida gapirar ekan, uni jismoniy tarbiya bilan birga bog'lab olib borishning ahamiyatini ham alohida ta'qidlab o'tadi.

Ahloqiy va madaniy estetik tarbiyaning birligi yosh avlodning orasidagi munosabatlarga doir tushunchalarning shakllanishi, ya'ni madaniy estetik did va ehtiyojning vujudga kelishi uchun dialektik asos bo'lib xizmat qiladi.

O'quvchi yoshlarning ahloqiy-madaniy, tarbiyalash borasidagi ishlar musiqa madaniyati darslarida ham amalga oshiriladi. Ushbu ishlar sinf va maktabdan tashqari turli musiqaviy tadbir va mashg'ulotlar jarayonida davom ettiriladi. Bular: musiqa va xor to'garaklari, maktab radiouzilining musiqaviy eshittirishlari majmui, musiqa shinavandalari klubi, «Xushovoz» ko'rigi, musiqali viktorinalar, taniqli bastakorlar, ijrochi va xonandalar bilan uchrashuv hamda kechalar, jamoa tarzida kontsert va spektakllarga borish kabi turli ishlarni ko'rsatish mumkin. O'tkaziladigan tadbirlarning samarasi maktab musiqa o'quvchilarining faolligiga bog'liq bo'lish bilan bir qatorda mazkur fan o'qituvchilarining tashkilotchiligiga ham bog'liqdir.

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Bugungi kunda jamiyatimiz oldida ahloqiy madaniy, estetik tarbiya ishini tobora takomillashtirish, yangi shakl didaktik vositalar interaktiv metodlarini izlab topish kabi dolzarb vazifalar qo'yilmoqda. O'quvchilarni musiqa olamiga olib kirishda badiiy havaskorlik to'garaklari, jamoalari muhim o'rin tutadi. Shu bois mazkur tarbiyaning uzluksizligini ta'minlash, oliy o'quv yurtlarida, ixtisoslashtirilgan san'at madaniyat maktablarida, maktab va maktabdan tashqari tarbiya muassalarida badiiy havaskorlik to'garaklarining shahobchalarini kengaytirish, bolalar va o'smirlar badiiy havaskorlik jamoalarini ko'plab tashkil qilish vazifasini hal etish talab qilinadi. Bugungi kunda O'zbekiston Respublikasida 200 dan ortiq badiiy havaskorlik jamoalari faol ko'rsatmoqda.

O'quvchi yoshlarni mumtoz musiqa merosi bilan yaqindan tanishtirish, havaskorlik to'garaklari, san'at saroylarida tashkil etilgan xalq cholg'u asboblari ansambllari faoliyatlarini keng yoyish musiqa san'ati rivojini va taraqqiyotini ta'minlaydi degan umiddamiz.

Mazkur ansambllarda nafaqat milliy qadriyatlarimiz, an'analarimizni, qolaversa, qardosh xalqlar san'ati va madaniyatini targ'ib qilish vazifalari amalga oshirilmog'i maqsadga muvofiqdir. Bunda o'quvchi yoshlarning vatanparvarlik va baynalminallik tuyg'ularini shakllantirilgan va o'stirgan bo'lamiz. Jamoa bilan ishlash jarayonida o'quvchi yoshlar o'z o'zini boshqarish, o'zgaralar mehnatini qadrlash, bir-birlariga yordam qo'lini cho'zish kabi yaxshi ahloqiy sifatlarni o'rganadilar. Ansambllarda o'quvchilar bir-birlari bilan yillar davomida do'stlashadilar. Ular rahbar yordamida kuylarning bastakorlari haqida o'sha kuyning yozilish uslubi haqida ma'lumot oladilar, shu orqali o'zlarining ahloqiy-madaniyatlarini shakllantira boradilar. Bundan tashqari o'z ijrolari bilan o'zlari, balki tinglovchilarga ham estetik zavq bag'ishlaydilar.

Musiqa vositalari bilan ahloqiy madaniy tarbiyalash jarayoni o'ziga xos xususiyat, emotsional ta'siri bilan ko'zga tashlanadi. Musiqa san'atida ham g'oyaviylik birinchi o'rinda turadi. Bizning asosiy vazifamiz mazmunan yaxshi, yangidan yangi asarlar bilan boyitilishidan iborat bo'lmog'i lozim, bu borada qoraqalpoq xalq musiqalarining roli va ahamiyati juda katta.

O'quvchi yoshlarni ahloqiy-madaniy, estetik tarbiyalash har tomonlama garmonik rivojlangan va barkamol shaxs bo'lib etilishida o'qituvchilarga katta ma'suliyat vazifasi qo'yilgan. Bu vazifani muvaffaqiyatli amalga oshirishning muhim vositalaridan biri – san'atdir.

Bugungi kunda o'quvchi yoshlarimizni ahloqiy-madaniy, estetik tarbiyalashda san'atning mavjud imkoniyatlardan foydalanilmoqda. Buning dalili bo'lib, har yili o'tkaziladigan: «Navro'z bayrami», «Ilxom chashmalari», «bolalar va o'smirlar uchun barkamol avlod», «Mustaqillik bayrami», «Hosil bayrami»larimizda ko'rishimiz mumkin.

Musiqa san'ati yosh avlodlarimizning his tuyg'ulariga emotsional ta'sir ko'rsatadi, o'ziga xos badiiy obraz orqali xilma-xil ruhiy xolat va kayfiyatlar ifoda etadi. Ya'ni barcha o'quvchi yoshlarni musiqa san'atiga jalb etish, g'oyaviy dunyosini har tomonlama takomillashtirish nazarda tutiladi. Kelgusi bo'lajak avlodlarimizni har tomonlama etuk va barkamol bo'lib etishuvi uchun yuksak badiiy did va madaniy malaka hosil qilish, bularni albatta tarbiyasiz amalga oshirib bo'lmaydi.

Moziydan bizning zamonamizga asrlar osha, avlodlar va ajdodlar osha etib kelgan, xalq tafakkuri va hayotini ko'rsatuvchi qo'shiq, kuylar juda ko'p, ularning har birida ta'sir etuvchi, his-hayajon uyg'otuvchi usul, ritmi vositasida, mazmuni jihatidan esda qoluvchi,



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kishini o'ylashga, fikr-mulohaza yuritishga majbur qiluvchi ta'sirchan kuch bordir. Ularning kishilik jamiyati va har bir inson xayoti uchun qimmatli ahamiyatga ega ekanligini allomalarimiz qadim-qadimdan e'tirof etib o'qitirib kelgandir. «Yo al-hazar, ey musiqa olami, yaxshiyamki sen borsang, gar sen bo'lmaganingda insonning ahvoli ne kechar edi!»-deb xitob qilgan edi Farobiy» [1].

Madaniy merosga to'g'ri yondashish, undan unumli foydalanish ko'p yillar mobaynida e'tibordan chetda edi, o'quv yurtlarida o'rgatilmay, fan sifatida qaralmas edi. Bu masalaga respublikamiz mustaqillikka erishgandan so'ng e'tibor kuchaydi, dasturlar, o'quv qo'llanmalar, metodik tavsiyalar nashr etildi. Shu bois ayrim qo'shiqlarning tarbiyaviy tomoniga, she'r mazmuniga e'tiboringizni jalb etmoqchimiz.

Musiqa ta'lim yo'nalishidagi talabalarini umum ta'lim maktablariga, o'qituvchilik kasbiga tayyorlar ekanmiz, qo'yidagi vazifalarni bajarish maqsad qilib olinadi.

1. O'quvchi yoshlarda musiqa san'atiga muxabbat xisssiyotlarini uyg'otish, qiziqish uyg'otish, ularning musiqa qobiliyatlarini o'stirish.

2. O'quvchi yoshlarga milliy musiqa merosimz orqali vatanga muxabbat, o'z yurtiga foyda keltirish, burchini to'g'ri tushunish hissini tarbiyalash.

3. O'quvchi yoshlarga milliy musiqa merosimz orqali vatanimiz tabiyatiga muhabbat, ekologik madaniyatlarini shakllantirishda o'z burchini to'g'ri tushunish hissini tarbiyalash.

4. O'quvchi yoshlarning badiiy ijodkorlik qobiliyatini o'stirish. Ularning xayotga, o'qishga, mehnatga va turli go'zzallikka intilish qobiliyatini rivojlantirish, atrof muhitga qiziqtirish.

Dasturning bosh mezoni qilib «Musiqa va hayot» mavzusi olinishi o'rinli, chunki inson xayotini qo'shiqsiz, musiqasiz, tasavvur qilib bo'lmaydi, u bizga hamisha hamrox, ishlarimizda madadkor ma'naviy boyligimizning bir qismidir.

Musiqa san'ati o'quvchi yoshlarni go'zzallik, yaxshilik, insonparvarlikka jalb etishda kuchli ta'sir ega ekanligini nazarda tutib, maktab hayoti qanday musiqa ruhi bilan sug'orilganligiga ahamiyat berish zarur. Bolalar uchun tushunarli, ularning atrofida ko'p kuylanib turadigan kuy, qo'shiqlarni tanlash, ularda shu musiqa asarlarini qayta-qayta tinglash istagini uyg'otish, har gal yangi taasurotlarga ega bo'lishlariga erishish kerak.

Odamlar bilmagan narsalarga dushmanlik ko'zi bilan qaraydilar. Bolalarga atalgan qo'shiq va kuylar bilan bir qatorda fol'klor qo'shiqlar, serjilo, serqirra ohanglarga boy bo'lgan qoraqalpoq milliy cholg'u va mazmunli klassik qo'shiqlarini o'quvchilarga o'rgatish bu asarlarning o'rta maktablarga kirib borishiga, o'quvchilarda bu san'at merosimizning ixlos, muxabbat uyg'otishga, uni xurmatlashga o'rgatdi.

Al Farobiy o'zining musiqaga bag'ishlangan asarlarida o'tmishning musiqa merosiga katta e'tibor berib har bir etuk san'atkor uch narsaga ega bo'lishi kerakligini ta'kidlaydi:

1. «Xar bir bilimning usul va qoydalarini to'la bilishi lozim.

2. Shu bilimning turli holatlarida hosil bo'lgan usul va qoydalarning natijalarini sharx va izox etishga qobul va iste'dodli bo'lishi kerak.



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3. Musiqa (san`ati) haqida noto`g`ri nazariyaga ega bo`lgan yozuvchilarning noto`g`ri nazariyalarini tanqid eta bilsin, xatto va to`g`ri nazariyalar o`rtasidagi farq ko`rsata bilsin va xatolarni oydinlashtira olsin» [1].

Hozirgi yoshlar madaniyatiga, hayotga engil kurashga o`rganib, tijoratga berilib, zamonaviy kishi bo`laman deb chet el ansambllarga taqlil qilish, tushunib tushunmay xorijiy qo`shiqlarni aytish, milliy madaniyatimizga engil yoki befarq qarash odat tusiga kirib qolishi bu sohada ishlovchilarga katta vazifa yuklaydi. Musiqiy xazinamiz (kuy, qo`shiqlar, musiqa sozlari, ijro yo`llari, usullari, milliy bezaklar) durdona merosimiz ko`p yillar qarovsiz qolib, hozirda e`tibor berishga shaylandik. Bu sohada ilmiy ishlar ham qilinayapdi.

An`anaviy va mumtoz musiqa merosimiz etuk honandalar ijrosida qaytadan tiklanib targ`ibot qilinmoqda. Biror bir kuyni yoki qo`shiqni tinglaganda, uning nozik sadolanishida tarix aks sado berib turgandek tuyuladi, M.Qoriyoqubov, Yu.Rajabiy, M.Uzoqov, M.Karimov, M.Axmedov, O.Xatamov, yosh avlodga mansub M.Yo`lchieva, X.Rajabiy, T.Qurbanov qo`shiklari, T.Alimatov, M.Yunusov, A.Abdullaev, G.Quchqarov, A.Ismaylov, U.Rasulov, T.Rajabiy kuylari kishini lol qoldiradi. Eslaylik Munajat, Soyan, Chorg`ox, Ajama taronalari, Chuli iroq, Surnay navosi, Qushchinor, Girya, Tanovar, Galdir, Kuylay va boshqalar tinglovchilarni befarq qoldirmaydi.

Ko`p ansambl rahbarlari, musiqa o`qituvchilari o`z o`quvchi yoshlariga kuy, qo`shiq o`rgatishda ijro yo`liga, ijro maxoratini oshirish usullariga e`tiborlarini qaratadilar, bu ham muhim, lekin o`rganilayotgan asar moxiya-tini tushunib, taxlil qilib, mazmuni, tarixi haqida bilimga ega bo`lib o`rganilsagina katta yutuqqa erishish mumkin. Suxbat, savol-javoblar yo`li bilim, o`rganilayotgan musiqa asbobi tarixi bilan, o`rganilayotgan asarni tanishtirib olib borish, taniqli ijrochilar ijodi, erishilgan bugungi yutuqlar haqida ma`lumot berish o`z samarasini beradi.

**Foydalanilgan adabiyotlar:**

1. Ал Фараби «О классификации наук» в книге музыкальная эстетика стран Востока М:Музыка,1967-26 ст

2. The importance of the cognitive influence of music in the development of creative thinking of students and students as well as they do it ACADEMICIA An International Multidisciplinary Research Journal FAKTORI: 7.58 Vol. 11 , I ssue 10, October 2021/ <https://saarj.com> 2260-2264

3. Педагогические условия развития творческой личности Педагогическое образование: традиции, инновации, поиски, перспективы Материалы X-Международной научно-практической конференции Шадринск 05.02.2020года 209-212ст

**Резюме**

В данной статье рассматриваются актуальные задачи стоящие перед нашим обществом, такие как совершенствование работы нравственного, культурного и эстетического воспитания, поиск новых форм дидактических средств и интерактивных методов. О важной роли в приобщения учащихся к миру музыки.

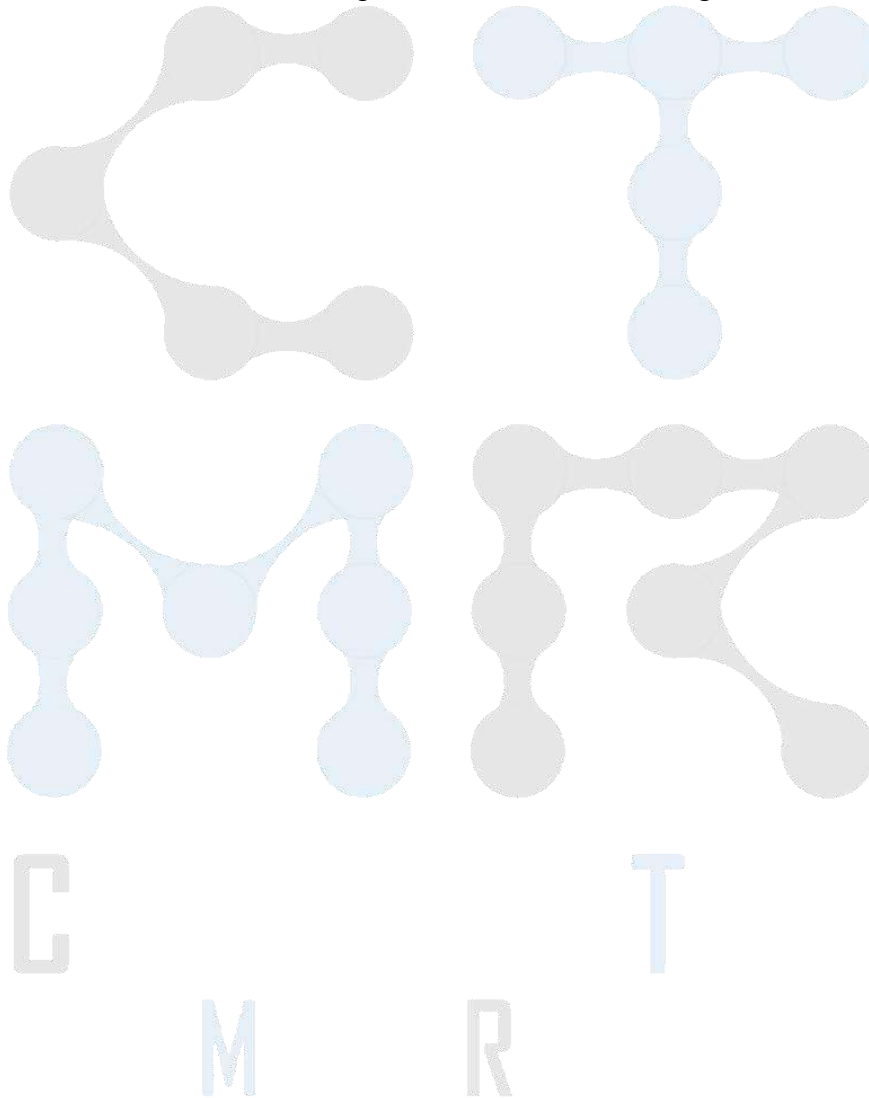
**Резюме**

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Ushbu maqolada jamiyatimiz oldida turgan axloqiy, madaniy va estetik tarbiya ishlarini takomillashtirish, didaktik vositalar va interfaol usullarning yangi shakllarini izlash kabi dolzarb vazifalar muhokama qilinadi. Talabalarni musiqa olami bilan tanishtirishdagi muhim ahamiyati haqida soʻz qilinadi.

**Summary**

This article discusses the actual tasks facing our society, such as improving the work of moral, cultural and aesthetic education, the search for new forms of didactic tools and interactive methods. On the important role in introducing students to the world of music.



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THE USE OF DIDACTIC GAMES IN THE SUBJECT OF MOTHER TONGUE  
IN ELEMENTARY GRADES

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**Abstract.** This article explores the use of didactic games in the teaching of the mother tongue subject in elementary grades. Didactic games have been increasingly recognized as effective tools for enhancing students' learning experiences. This study aims to examine the benefits and challenges of integrating didactic games into mother tongue instruction and to explore the impact of such games on students' language skills and overall academic performance. The research methodology involves a combination of literature review and case studies in elementary classrooms where didactic games are used as part of the mother tongue curriculum. The findings suggest that didactic games can have a positive impact on students' language development, engagement, and motivation. However, challenges related to resource availability and game design are also identified. This article provides valuable insights for educators, curriculum developers, and policymakers interested in leveraging didactic games to enhance mother tongue education in elementary grades.

**Keywords:** mother tongue education, language learning, elementary school, didactic games, educational game-based learning, teaching strategies, language acquisition, primary education.

The use of didactic games in the subject of mother tongue in elementary grades can be highly beneficial for students. Didactic games can help make learning more interactive and engaging, allowing students to practice language skills in a fun and stimulating way [2]. These games can also encourage active participation, collaboration, and critical thinking among students. They can be used to reinforce grammar and vocabulary, improve reading and writing skills, and promote a deeper understanding of the language. Additionally, didactic games can help create a positive and enjoyable learning environment, which can contribute to students' overall language development and academic success.

Several types of didactic games can be used effectively in the subject of mother tongue in elementary grades to enhance language learning. Here are some examples:

1. Vocabulary-based games: Word Bingo, Memory Matching Game, and Word Puzzles are excellent for improving vocabulary retention and recognition in the mother tongue.

2. Storytelling and Creativity games: Storytelling Dice, Language Charades, and Story Starters encourage students to express themselves in their mother tongue, allowing them to enhance their language fluency and storytelling abilities.

3. Vocabulary and Grammar Board Games: Utilizing games such as Scrabble, Boggle, or Banagrams in the mother tongue helps students practice spelling, word formation, and grammar while also reinforcing vocabulary.

4. Language-related Puzzles and Riddles: Crossword puzzles, word searches, and riddles in

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the mother tongue require critical thinking and problem-solving, aiding in the development of language skills [3].

5. Language-based Role-playing Games: Role-playing activities, such as acting out real-life scenarios in the mother tongue, help students practice language usage in practical situations.

These various types of didactic games can be tailored to specific learning objectives and are effective tools for engaging elementary-grade students in their mother tongue education.

The use of didactic games in the teaching of the mother tongue (native language) in elementary grades can offer several advantages, contributing to the overall learning experience and academic development of students. Here are some of the key reasons why incorporating didactic games is important:

**Engagement and Motivation:** Games make learning fun and engaging, capturing the interest and attention of students. Increased motivation can lead to better participation and a more positive attitude toward language learning.

**Active Learning:** Didactic games promote active learning, encouraging students to participate actively in the learning process. Through games, students can apply their language skills in a practical and interactive manner, reinforcing what they've learned [1].

**Vocabulary and Language Acquisition:** Games provide opportunities for students to acquire and reinforce vocabulary in a contextualized and meaningful way. The repetition and usage of words in various game scenarios enhance language retention.

**Communication Skills:** Many language games involve communication and collaboration, helping students develop their verbal and written communication skills. Team-based games can encourage students to express themselves more confidently.

**Cultural Understanding:** Games can be designed to incorporate elements of culture and literature related to the mother tongue, fostering a deeper understanding of language in its cultural context.

**Problem-Solving and Critical Thinking:** Some games involve problem-solving and critical thinking skills, which are essential for language comprehension and application. Students learn to think on their feet and make decisions based on language rules and context.

**Variety of Learning Styles:** Different students have different learning styles. Didactic games cater to visual, auditory, kinesthetic, and other learning styles, making learning more inclusive.

**Memory Enhancement:** Games often require students to remember rules, patterns, or specific language structures, contributing to memory enhancement. Repetition through gameplay reinforces language concepts and aids in long-term retention.



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**Social Interaction:** Multiplayer or group games promote social interaction, teamwork, and communication skills. Language learning is not only an individual process but also a social one, and games facilitate this aspect.

**Reduction of Anxiety:** Games create a low-pressure environment, reducing anxiety associated with language learning. Students may feel more comfortable experimenting with language in a game setting, leading to increased confidence [4].

In conclusion, the use of didactic games in the teaching of the mother tongue in elementary grades not only enhances language skills but also makes the learning process enjoyable and memorable for students. It caters to various aspects of language acquisition, from vocabulary building to cultural understanding, and promotes a positive and interactive learning environment.

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REVOLUTIONIZING THE DIGITAL WORLD: EXPLORING THE  
FRONTIERS OF COMPUTER SCIENCE

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**Annotation:** In recent years, the world has been digitalized and is becoming more and more usual for people to operate the technologically built items, and by doing so they are enriching their core budgets. This paper provides validated information about cutting-edge technologies and both of their advantages and disadvantages to the society.

**Key words:** computer science, programming, coding, commenting, robot production, artificial intelligence, fundamentals of coding

The CS - computer science - is becoming more and more widespread in present times. Its influence for the future generation will be irreplaceable because it has already gained its momentum in terms of all branches of education, transportation, and etc. The fundamentals of the computer science were established with the use of various codes, which are grasped from mathematical numbers and calculations. CS is considered to be unrealistic; however, people are creating new things, such as robots that are moving, and providing worth of those creations by enabling them to play on "Question & Answer," which encourage questioners - human beings - to think that even technologies and mechanisms are being able to think without their help. In comparison with the reality, the computer science is like wizards' spells. A good case in point, mixing some properties, the sorcerers create tincture, while the "programmers," encrypting, create codes that later morph into something like sites, programs, and any kind of social media. There are languages that are either easy to write those codes in or, in vice versa, hard to code in. The most famous and easiest one is LISP - LIST Processing. This programming language was invented by John McCarthy in 1959 in MIT university, making it the second oldest language for programming in the world after Fortran. The encryptions there are easier because it is written in mathematical terms. Programming in Lisp is a great fun because of its easy way of coding given in simple mathematical symbols and ability to manipulate other programs as data. Those processes are called "Procedures" of making sites and any coding. Moreover, talking about the essentials of any powerful programming languages, all of them must have those three mechanisms stated below:

- a) **primitive expressions**, which represent the simplest entities the language is concerned with,
- b) **means of combination**, by which compound elements are built from simpler ones, and
- c) **means of abstraction**, by which compound elements can be named and manipulated as units.

To sum up, computational invention is bereft of at least one of those requirements cannot be assessed as enough powerful language that can go ahead of Lisp.

The means of coding will probably disappear over a course of time. Nonetheless, those technologies, which were constructed by codes, will still be in use. This occurrence means that those who do not forbid the fundamentals of these things will be better in the sphere of invention and can invent more newly established “programs” even for those times. The example can be taken from present times as well. For instance, nowadays, the majority is struggling with creating new things like vehicles, but if they learned it from the beginning of the process, they would definitely remember and can make any constructions independently. Therefore, the encryptions we are currently writing are more than just “codes,” and this means the humanity will no longer be rid of code. Moreover, there are bad and clean codes that people can encrypt. Specifically, while the bad workers who cannot obtain balance in programming are in less demand, the clean workers who code everything appropriate to understand for all of the programmers are required more. From the information presented above, the premise can be developed that to invent widely-established programming system, such as programming language, it is highly required to write clean code to be either understandable or written in a well-known format.

In the learning process of the coding, the programmers include the topics how to use special items, files, or any kinds of directories. To give specific details to one another directory, people should name them appropriately, as well as it is done in real life. For example, when an infant is born, his or her parents provide him or her with a name that is tremendously significant to think about because this name will last forever by the time a person dies. The names in web-programming, for instance, are mostly given by the special “IDs” or “Classes”. Then, the names that are encoded inside will be recalled, so that coders will be able to give the properties separately, splitting them differently.

The second most needed property to know about the IT programming or CS as a whole is commenting. The comments can be added, with no data being changed. Nonetheless, its operation is not considered to be used in all positions, especially in bad coding. If we are coding in a clearly understandable way, it, not always, but often, includes comments that help to differentiate encryptions. Those “Comments” can be expressed in several ways: with ‘//’, between ‘<! — and —>,’ and between ‘/\* and \*/’ To give an example, one type of comment can be seen from the coding below:

```
// Check to see if the employee is eligible for full benefits if ((employee. Flags &  
HOURLY_FLAG) &&  
(employee. Age > 65))
```

Furthermore, those “Comments” help people to orientate or provide special data at a point of written code.

The computer science, generally, has been so improved because of the availability of the Internet networking lines. In recent years, the CS has been established as the most important part of people’s lives. In fact, it has a large amount of benefit for people. Instance for this is the technologies’ irreplaceable position. In the sphere of silk production, while materials of hand-work are good enough, those of mechanisms are better due to its straightforwardness of consuming less time (working in a fast pace), staying undamaged (improving well-being of



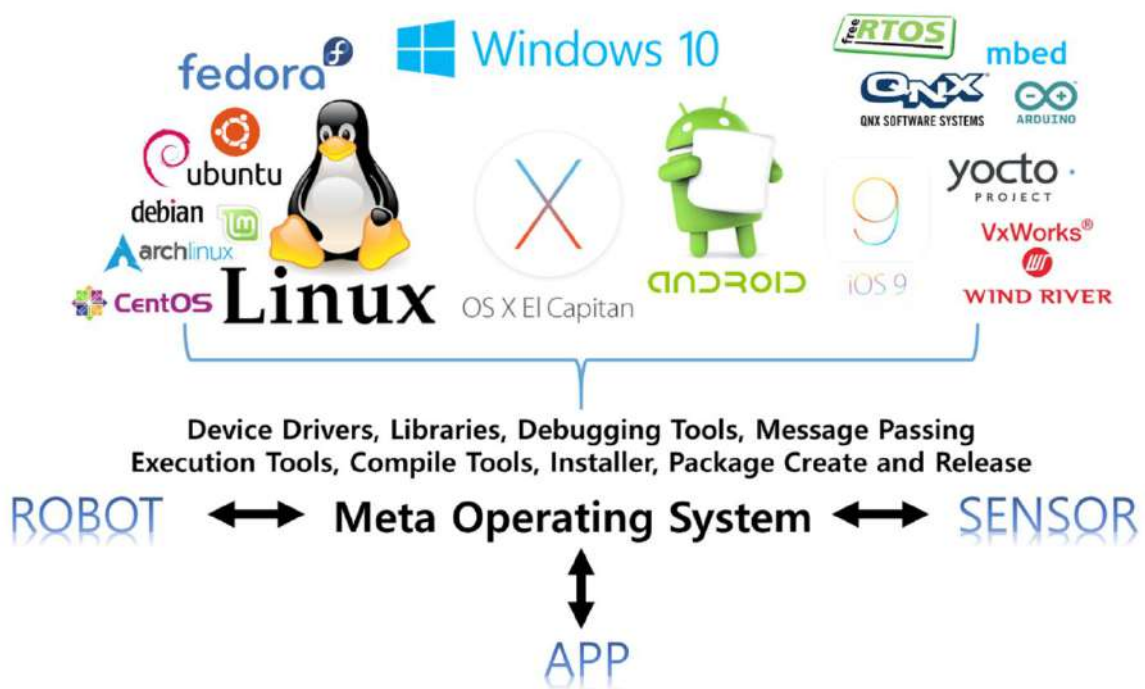
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human beings), and making people's lives easier (providing special opportunities with the help of machines, like computers, vacuum cleaners, and etc.) even though it stands a great amount of electricity. There have been established countless innovations with Word Wide Web, email, and vast array of digital services.

The use of the embedded systems has paramount importance in our real-time lives. Those mechanisms include the buttons, which we are used to click to switch or type something. This development - as a part of computer science - is called ROS (Robot Operating System). It is becoming increasingly common to function robots, the same as it used to be with smartphones in the beginning of their production. With this reason being true for robot industry development, it is in a vibrant stage for now that enables opportunities to become leaders of this tendency. There are the most renowned platforms to construct robots:

- \* **MSRDS10** - Microsoft Robotics Developer Studio, Microsoft - U.S.
- \* **ERSP11** - Evolution Robotics Software Platform, Evolution Robotics - Europe
- \* **ROS** - Robot Operating System, Open Robotics<sup>12</sup> - U.S.
- \* **OpenRTM** - National Institute of Adv. Industrial Science and Technology (AIST) - Japan
- \* **OROCOS** - Europe
- \* **OPRoS** - ETRI, KIST, KITECH, Kangwon National University - South Korea
- \* **NAOqi OS13** - SoftBank and Aldebaran - Japan and France





This picture is an elaboration of what devices can obtain ROS - the major and best Meta-Operating System - and what can the system create: robot, app, and sensor use mechanisms.

According to another sphere of computer science, the AI - Artificial Intelligence - is spreading fascinatingly fast. Granted that it has crucial role in humanity's onwards promotion, it can pose some difficulties for novice programmers. Although the scientists are creating those types of AI that are purposed to ease human life, it will perhaps overwhelm the majority and make it hard to operate it. There are readily apparent outcomes of the AI usage: when people search or ask something from AI, it is erroring some can identify whether it is wrong or not; however, those who are not enough to distinguish it will forever depend on irrelevant information. This, by the way, can lead to the governmental system crush. In addition, the concerns about the technologies' gaining upper hand over the humanity had been raised by Nick Bostrom (2014), Elon Musk (Kumparak, 2014), Bill Gates (2015), and Stephan Hawking (Osborne, 2017). They concluded that the severe drawbacks of the artificial intelligence trend far exceed possible advantages it can pose. The whole process of AI work is completed importing the data previously purposed to share, then exporting it to the "Consumers," who are mostly in the sake of finding answers to their questions.

Coming back to the computer science itself, the major properties are made using the codes. These codes are initiated from the blinks of flashlight. The flashlights were demanded for a many people in a variety of situations; for example, when the military is on a mission, it cannot reveal its position to enemies. For this coincidence, people invented such encryptions as the light blinks. After people understood that it is not easy to use that tactic, they replaced it with shortened "Blinks," which were created with long and short keeping light on. Once it had happened, its use became more straightforward, and the idea of programming things doing so came into people's minds. Additionally, microchipping and other embodying nanotechnologies are turning more often in use that will have some harmful aspects for people's health.

Ultimately, every human being should enrich the knowledge of CS (Computer Science) or relearn it because the demand for it has recently spoken with the speed of the sunlight.

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**Artilleriya - urush xudosi!**

**Yo'ldoshov Farrux Valijon o'g'li,**

CHirchiq Oliy Tank Qo'mondonlik Muxandistlik Bilm Yurti 3-bosqich kursanti  
(talabasi).

**ANNOTATSIYA**

Maqolada artilleriya qurollarini urushlarda qo'llanilishi hamda Ukraina va Rossia qurolli mojorolarda artilleriya qurollarini o'rni.

**Kalit so'zlar:** Harbiy, artilleriya, urush, talofat, dushman, harbiy texnika, yakson qilmoq.

**KIRISH**

Ishonchim komilki, ko'plaringiz Lugansk viloyatidagi Bilgorivka yaqinida Ukraina qurolli kuchlarining muvaffaqiyatli operatsiyasi haqida eshitgansiz. Butun dunyo Ukraina qurolli kuchlarining Rossiya qo'shinlari tomonidan Severskiy Donetsga majburlash urinishidagi samarali harakatlaridan hayratda. Ommaviy hujum va ruslarning Lugansk viloyatidagi Siverskiy Donets daryosining narigi tomoniga o'tishga urinishlariga qaramay, Ukraina Qurolli kuchlari nafaqat o'z pozitsiyalarini egallabgina qolmay, balki ponton o'tish joylarini ham vayron qildilar va qo'shimcha ravishda, Rossiyaning katta shtatlarini vayron qildilar. ruslar soni, harbiy texnika, texnika va boshqalar.



amerikalik [Harbiy tadqiqotlar instituti](#) uning so'nggi tahlili shuni ko'rsatadiki, Severodonetsk g'arbidagi mag'lubiyat miqyosi nafaqat rus harbiylarini, balki tahlilchilar va bloggerlarni ham dahshatga solmoqda. Internetda Rossiya Federatsiyasi tarafdorlari tomonidan Rossiya qo'mondonligiga qarshi ko'proq tanqidlar mavjud. Yaxshi tashkil etilgan Ukraina kuchlari tomonidan yo'q qilish uchun hujumchi bo'linmalarini yuborayotgan rus generallarining qobiliyatsizligi va taktik tuyg'usining to'liq yo'qligi hozirgi tajovuzning eng ashaddiy tarafdorlarini ham g'azablantirsa ajab emas.

Qanday qilib Ukraina artilleriyasi dushmanning ponton o'tish joylarini olib kelish va ko'p sonli Orklar va ularning jihozlarini yo'q qilishga bo'lgan barcha urinishlarini qoplashga muvaffaq bo'ldi? Bu savolga javob juda oddiy va armiyamiz tomonidan zamonaviy texnologiyalardan foydalanishda yotadi.

**General Atomics MQ-9 Reaper dronlari haqida**

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Ukraina artilleriyasi Uber kabi ishlaydi - o'ta aniqlikning echilgan siri

Ikki oy oldin ba'zilar ruslar Ukrainani bir necha kun ichida egallab olishidan qo'rqishgan, ammo bizning jasur Qurolli Kuchlarimiz uch oydan beri bosqinchilarga qattiq qarshilik ko'rsatmoqda. Ukrainada urush davom etmoqda, bosqinchilar katta yo'qotishlarga duchor bo'lmoqda. Bu ham himoyachilarimizning yuksak ma'naviyati, ham tajovuzkorda yo'q zamonaviy "super qurollar" bilan izohlanadi.

Ushbu afzalliklardan biri "Arta" GIS tizimidir. Ukrainaliklar tomonidan yaratilgan, Starlink aloqasi bilan ta'minlangan rus qo'shinlarining pozitsiyasi haqidagi ma'lumotlar tizimi rus qo'shinlariga jiddiy zarba berishga imkon beradi. So'rovni olgandan keyin 30 soniya ichida dushman pozitsiyalari allaqachon o'qqa tutilishi mumkin. Kreml Ilon Maskdan g'azablanib, tahdid solayotgani ajablanarli emas. Ammo bu haqda keyinroq.



Yaratuvchilar o'zlari "Artilleriya uchun Uber" deb ataydigan "Arta" avtomatlashtirilgan GIS qo'shinlarini boshqarish tizimi uchuvchisiz samolyotlar, GPS, sun'iy yo'ldosh fotosuratlar, erning balandlik xaritalari, Ukraina armiyasi bo'linmalaridagi o'q-dorilar haqidagi ma'lumotlarni birlashtiradi va juda ko'p. rejalashtirish va nazorat qilish uchun samarali vosita, razvedka operatsiyalari natijalarini qayta ishlash va tarqatish, bu tanlangan maqsadlarni tezda aniqlash va yo'q qilish imkonini beradi. Ilova ukrainalik ishlab chiquvchilar tomonidan 2015 yilda yaratilgan va harbiylar uni quchoq ochib kutib olishgan.

Bu tizimni Uber bilan solishtirish mumkinmi? Ha, innovatsion vaziyatdan xabardorlik tizimi yo'lovchini eng yaqin haydovchi bilan bog'laydigan avtomashinalar xizmati bilan bir xil printsip asosida ishlaganligi sababli, faqat "Arta" GIS tizimi harbiy nishonlarni eng yaqin artilleriya, minomyot, raketa birliklari va jangovar bo'linmalar bilan bog'laydi. dronlar

**Zamonaviy urushning jim qotillari: eng xavfli harbiy UAVlar**

**"Arta" GIS harakatda**

Razvedka bo'linmasi yoki ma'lum bir hududda patrullik qilayotgan dron dushmanni "tugatganda" u o'z ma'lumotlarini tizimga uzatadi (masalan, Uber ilovasidagi yo'lovchi). Ushbu ma'lumotlarni qayta ishlagandan so'ng, boshqaruv tizimi eng yaqin artilleriya bo'linmalariga, minomyotlar yoki dronlarga ega bo'linmalarga xabar berib, otishning eng

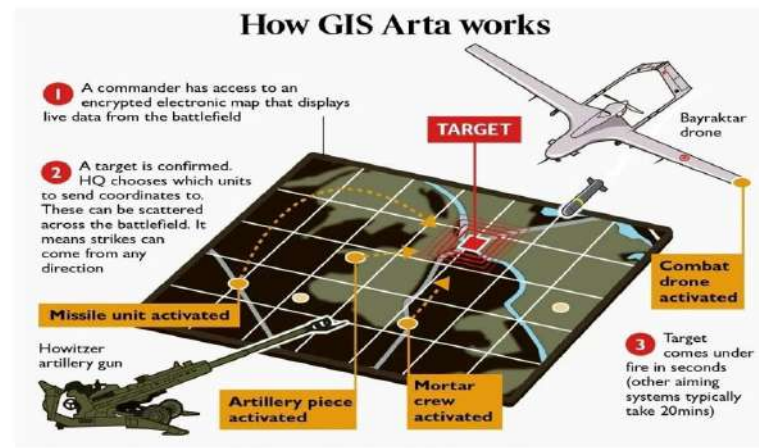


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maqbul usulini tanlaydi. Shtab nishonni tasdiqlagandan so'ng, u 30 soniya ichida mo'ljallangan o'qlar orqali yo'q qilinadi.



Tizim uchun ma'lumotlar manbai NATO tomonidan Ukrainaga taqdim etilgan razvedkachi dronlar, masofa o'lchagichlar, smartfonlar, GPS va radarlar tomonidan taqdim etilgan ma'lumotlardir. Keyin hujum samaradorligini oshirish uchun ma'lum bir joyga qaysi qurolni yuborishni algoritmlarning o'zi hal qiladi. Taqqoslash uchun, Amerikaning shunga o'xshash tizimi bildirishnomadan otishgacha 30 daqiqa vaqt oladi, ammo Pentagon nishonlarni aniqroq tekshiradi.



Bundan tashqari, otishma, rus armiyasi tomonidan qo'llaniladigan "an'anaviy" dan farqli o'laroq, turli tomonlardan amalga oshiriladi. Bir joyga joylashtirilgan standart artilleriya batareyalaridan o'q otish o'rniga, hujum deyarli hamma joydan tushgan snaryadlar to'dasiga o'xshaydi. Bundan tashqari, Arta GIS tizimi har bir birlikdan snaryad yoki raketa qachon nishonga tegishini hisoblashi va turli pozitsiyalardan hujumni muvofiqlashtirishi mumkin, shunda ular nishonga deyarli bir vaqtda tegadi. Bu ruslarning qarshi hujumini ancha murakkablashtiradi.

"Arta" GIS tizimining samaradorligi yaqinda Siversskiy Donets daryosi yaqinida o'tkazilgan operatsiya bilan tasdiqlandi. Unga zo'rlik ko'rsatmoqchi bo'lgan bosqinchilar butunlay tor-mor etildi. 2 kun ichida bosqinchi o'nlab tanklar va bronetransportyorlarni, turli manbalarga ko'ra, 1000 dan 1500 gacha askarlarini yo'qotdi.



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DUNYO TILSHUNOSLIGIDA NUTQIY ETIKETLARNING O'RGANILISHI

Nizomiy nomidagi Toshkent davlat universiteti Xorijiy tillar fakulteti talabasi

Jasmina Ismatova

ANNOTATSIYA

Bu maqolada nutqiy etiket birliklarining tasnifi, uni jahon tilshunosligida o'rganilishi, olimlar tomonidan nutqiy etiketga berilgan ta'riflar, nutqiy etiket qoidalari xususida fikr-mulohazalar berilgan. Nutqiy etiketni hodisa sifatida qadimdan o'rganilishi, uning ilmiy-nazariy jihatdan asoslanishi yoritilgan.

**Kalit so'zlar:** nutqiy etiket, ijtimoiy fenomen, ilmiy termin, nutq madaniyati, nutqiy etiket qoidalari, lingvomadaniy.

ИЗУЧЕНИЕ ЕДИНИЦ ЭТИКИ РЕЧИ В МИРОВОЙ ЛИНГВИСТИКЕ  
АННОТАЦИЯ

В данной статье даны комментарии по классификации единиц речевого этикета, его изучению в мировой лингвистике, определения, данные речевому этикету учеными, правила речевого этикета. Описаны древние исследования речевого этикета как явления и его научно-теоретическая основа.

**Ключевые слова:** речевой этикет, социальное явление, научный термин, культура речи, правила речевого этикета, лингвокультурология.

STUDY OF SPEECH ETHICS UNITS IN WORLD LINGUISTICS  
ANNOTATION

This article provides comments on the classification of units of speech etiquette, its study in world linguistics, the definitions given to speech etiquette by scholars, the rules of speech etiquette. The ancient study of speech etiquette as an event and its scientific and theoretical basis are described.

**Keywords:** speech etiquette, social phenomenon, scientific term, speech culture, rules of speech etiquette, linguocultural.

**Introduction:** Language and its derivative speech are one of the most important means of communication in human society. Speech reflects a person's culture, manners, knowledge, and behavior. This perception is expressed in linguistics through the concept of "speech etiquette". Speech etiquette is a concept that is understood in terms of individual culture and values. In humans, speech etiquette is formed from childhood under the influence of the environment, the situation in the family and society, and other factors. It is natural that speech etiquette varies from nation to nation, depending on the nature of the nation. Various aspects of speech etiquette have been studied not only by linguists, but also by sociologists and culturologists, and a variety of concepts have been put forward (1). Especially in recent years, there has been a growing interest in this issue. Because speech etiquette is becoming one of the most important factors in the interaction between nations and peoples. Although verbal etiquette has existed as a phenomenon for a long time, its scientific study began relatively late, in the mid-20 th century. Oriental, especially Japanese, and Chinese linguistics have focused on this issue since the 1920s, and Western linguistics since the second half of the 20 th century.

**Literature Analysis And Methodology:** Speech etiquette refers to the special subsystems of a stable national pattern of communication patterns that are accepted by society and need to be used to communicate and maintain it in a targeted way. Russian

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linguist N.I. Formanovskaya describes speech etiquette as follows. "The concept of speech etiquette is a set of rules governing speech behavior, specific national patterns of communication and stable forms of communication adopted by society to establish communication between interlocutors, to maintain and terminate communication for the intended purpose." Conversation produces sentences in a whole pattern in relation to certain patterns of life. They relate to real-life situations and topics of conversation. It is known that all types of such sentences differ from each other, otherwise their types do not differ.

"Speech etiquette" as a scientific term began to be used in Western linguistics in the 60s of the twentieth century and was formed as a separate field. But speech etiquette is a social phenomenon that can be studied and understood through observation. For example, shaking hands in Russia and other European nations causes misunderstanding and disrespect in Japan, while in some Arab countries, kissing by men seems unusual for people of other nationalities. In New Zealand, people are greeted with a nose-to-nose fight, some Oriental people bow, and Tibetans greet each other with their tongues out as an example of the diversity of etiquette. Linguopragmatic study of speech etiquette units expands the ability of two or more peoples to understand each other's culture, mentality, beliefs, traditions, values, to avoid pragmatic mistakes in communication, to increase knowledge about cultural concepts. In the units of Uzbek speech etiquette, speech etiquette has not been studied as a separate science or theory in the works of such thinkers as Abu Rayhan Beruni, Abu Nasr Farobi, Abu Abdullah al-Khwarizmi, Kaykovus, Yusuf Khas Khojib, Ahmad Yugnaki, Alisher Navoi, Zahiriddin Muhammad Babur (2) However, we see that in the works in various fields they have created, a special chapter or chapter has been devoted to this subject. The issue of speech etiquette in Uzbekistan as an object of special research dates back to the end of the twentieth century. Researches of such researchers as E. Begmatov, S. Inomkhodjayev, Sh. Iskandarova, Y. Tojiev, A. Aripova, N. Mahmudov, R. Rasulov, K. Muydinov, A. Muminova on the issues of Uzbek communication He has made a significant contribution to the development of Uzbek culture of speech, as well as the art of speech and the style of oratory.

**Discussion And Results:**

The first research in this field in world linguistics belongs to Robin Lakoff of California, P. Brown of the United States, S. Levinson and G. Lich of Britain. I. (3). Goffman correct use of reference words and phrases; treat individuals according to their status and level of intimacy in society, and use formal or informal speech correctly and appropriately; emphasizes the correct understanding of language traditions related to specific situations (accepting or rejecting an offer, starting and ending a conversation, etc.) as rules of speech etiquette, and proves its point with examples. According to him, "approved traits and their attitudes towards Facebook are everyone's own prisoner. However, no matter how much people prefer their individual desires, they have to submit to fundamental social constraints"(4).

One of the theorists of speech etiquette, R. Lakoff, describes speech etiquette as "a well-developed pattern of behavior in society" and "a subject that needs to be studied in order to reduce the contradictions in human interaction." In *What the Word Can Do: Speech Etiquette, Pragmatics, and Its Performers*, he suggests the following three principles of speech etiquette: 1) Do not press and keep your distance; 2) Give the interviewee a choice and show respect; 3) Make your audience feel free and friendly. R. Lakoff's principles of speech etiquette are called "Pragmatic Skills" in science, in which it is important to enter into a conversation with the following in mind: Who we are talking to; what we are talking about (topic, field), how we are talking (style). Some of the principles put forward by Lakoff are universal and important not only for Western (European) society, but also for Easterners.

To get the conversation going, P. Grace suggests the following four rules:

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1. The rule of quality (be honest);
2. Quantitative rule (speak briefly);
3. Relationship rule (be appropriate / relevant);
4. Etiquette (be clear)

Although these recommendations were studied in the context of the Rules of Speech Etiquette, P. Grace did not specify whether these rules were based on the principles of his society, or whether they meant universal speech etiquette. J. Thomas, in his article "Mutual Cultural Pragmatic Mistakes," discusses pragmatic misunderstandings in the communication of people who speak different cultures but speak the same language.

Indeed, pragmatic differences in people's ways of thinking, rules of speech, social and national values, lexical connotations, and a number of other factors can lead to errors in communication.

Linguopragmatic study of speech etiquette units expands the ability of two or more peoples to understand each other's culture, mentality, beliefs, traditions, values, avoid mistakes, increase knowledge of pragmatic culture concepts in communication. This, in turn, clarifies the impact of factors such as ethnicity, national language, gender, age, status, ethnicity, economic life, and religion on speech.

**Conclusion.**

From the above we can draw the following conclusions:

- 1) The term units of speech etiquette is used in various terms in world linguistics;
- 2) It is important to express the units of verbal etiquette sincerely. Active in intimate relationships and inactive in formal relationships;
- 3) In the use of units of verbal etiquette, there are cases when the principles of speech polishing, inaccuracy (abstraction), non-pressure prevail.

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C M R T



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“THE ROLE OF AMIR TIMUR IN THE SOCIAL AND POLITICAL LIFE OF  
CENTRAL ASIA”

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**Annotation:** In this article, the role of Amir Temur in Central Asia, the form of state government, control over the administration, state management, attention to Islam, civil society, the field of madrasa construction, and the diplomatic relations of the state are the following documents. together with the socio-economic life of the state is described in detail in this article.

**Key words:** Alexander the Great, Julius Caesar, Harun al-Rashid, Quebec, inaq, sipahi, Paris, Qur'an, UNESCO, science, Minister, devanbegi,

Our great-grandfather Amir Temur is among the great geniuses of history. Like Alexander the Great, Julius Caesar, Harun al-Rashid, and Mamun, he left an indelible mark in history. He was recognized as a great statesman, a skilled general, patron of science and culture. Amir Temur was born on April 9, 1336 in the village of Khoja Ilgor in the Yakkabogh District. His full name is Amir Temur Koragoni ibn Amir Taragai ibn Amir Burqul. In written sources he is described as Temurlang, in European literature Tamerlan. During Timur's time, the central administration of the state was headed by devanbegi, archbegi and 4 ministers. The first minister was in charge of land taxes, border duty collection, and mirshab. The second minister was in charge of soldiers' salaries and food supplies. The third minister - the military, was responsible for their appointments and inheritance. The fourth minister was in charge of keeping palace documents.

Timur made great changes in the structure of the state and maintained and developed the military-administrative division of the country, which was introduced during the rule of Mughal Khan Quebec in the first half of the 15th century. However, the widespread lack of interest in improving the administrative structure of the state has discouraged. Amir Temur paid attention to many things in managing the state and tried to fulfill them.

The first - the first constitution related to his state and kingdom, he developed the religion of God Almighty, Muhammad Mustafa's sharia in the world. It is the power of Islam everywhere and at all times. Second, he conquered countries with people of 12 classes and categories and ruled them. He spent the pillars of the state and kingdom with them. The third - the advisory board has subjugated Ghanim with entrepreneurial activity and vigilance. He conducted his affairs with kindness and patience. Fourth, he managed state affairs based on the laws of the kingdom. They happily served in the positions of emirs, ministers, and nobles. Fifth, he awarded the emirs and soldiers with ranks and titles. Sixth - with justice and fairness, he shows mercy to both the sinners and the innocent, and pleases God's created servants.

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Seventh - he honored the Sayyids, intellectuals, scientists, and historians. Eighth - worked with determination. The ninth raiyat was aware of the situation, he saw the great as great and the small as small. Tenth - Turko-Tajik, Arab people treated with respect the elders of people from different categories and tribes. The eleventh person paid their dues without forgetting his children, relatives, neighbors and all the people with whom he was friends at the same time when they reached the status of state and blessing. The twelfth respected Sipahis everywhere despite their friendship and enmity.

Amir Temur divided his tasks into 4 categories. The first is nobility, pure breeding; The second is intelligence; The third is to be aware of the condition of the Sipohu Raiyat and to be polite towards them. The fourth is to have patience and peace. Whoever has these four qualities is considered worthy of ministerial rank. He appointed him as a minister or adviser. Four privileges for such a minister; trust, attention, will and talent. In establishing his centralized state and law, Timur was based on the political and legal doctrines formed in the Muslim world. He established order and legislation in cities and villages. His ideology was Islam, while Sharia was a system of laws.

Amir Temur did not limit himself to the adoption of Islam at the level of state ideology, and Sharia as a legal system, he also adopted his own principles and rules; He also develops his "rules". In "Tuzuklari Temur" Amir Temur tells about the socio-political situation of Movorounnahr between 1342-1345, relations with neighboring countries and peoples.

"From the teachings of Amir Temur written down in the work "Temur's Laws":

- Be the medicine for the nation's pain.
- Strength is in justice.
- A good person builds a country, a bad person destroys a country.
- A business man, possessor of courage and enthusiasm, determined, enterprising and alert person is better than thousands of idle and indifferent people.

He divided the civil society into different categories and strengthened the administration, legislation and state power in consultation with their representatives. Taking into account the material, spiritual and needs of each class and category led to the rise of Temur's reputation among other countries and peoples. He took law enforcement so seriously that he ordered the highest officials to punish even his closest relatives and children for breaking the law. The establishment of legislation at this level led to the establishment of peace and tranquility in the country. Another important rule of Amir Temur was to grow old with respect to the descendants of the Prophet, to talk with his elders, scholars, and to rule the state according to their advice.

Another example that confirms Amir Temur's foresight: he paid serious attention to collecting information about the life of all the states and peoples while managing his state located on a very large territory. Based on this collected information, he made decisions and orders in managing the state. We are glorifying the world that Uzbeks are a great creative nation, and in fact it is. The purpose of celebrating the birthday of our grandfather Amir

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Temur at the headquarters of UNESCO in Paris was to inform the people of the world that this man was the founder of a great state, a great creative person, and that he made an incomparable contribution to the development of world civilization.

In Paris and in Europe as a whole, there were attempts to destroy the reputation of our grandfather Temur. It is not difficult to prove that there is no logical basis for this. A person cannot be creative and evil at the same time. Was a person who built madrasahs, patted citizens on the head, and memorized the Qur'an committing evil? Uzbek is literally creative. He does not need someone else's land. Our nation is a peaceful nation.

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Adabiyotning soʻz sanʼati ekanligi haqidagi haqiqat juda qadim zamonlardan beri takrorlanib kelinadi. Demakki, adabiyotning bosh unsuri soʻz, umuman, tildir. Adabiy asarning sanʼat darajasiga koʻtarila olishi uning lisoniy tarkibi va asar muallifining badiiy ifoda balogʻatiga bogʻliq ekanligi shubhasiz. Shunday ekan, har qanday adabiy asarning mohiyatini xolis baholamoq uchun, eng avvalo, uning lisoniy tarkibining oʻziga xosligi tahlil etilmogʻi lozim.

Tilshunoslik fanida zoonimlarning til xususiyatlarini ilmiy asosda tadqiq etish borasida qator jiddiy ishlar amalga oshirilganligi ilm ahliga, ayniqsa, onomastlarga yaxshi ayon. Maʼlumki hozirgi zamon turkiy tillaridagi zoologik terminologiya chuqur tarixiy ildizlarga, qadimgi turkiy, eski turkiy va eski oʻzbek adabiy til obidalariga borib taqaladi.

Zoonimlar, zoonim komponentli matnlarning lingvistik xususiyatlari D.X.Bazarova, H.A.Saidova, Dj.Metyakubov, B.B.Abdushukurov, N.R.Nishonova, B.Zaripov, B.M.Joʻraeva, D.M.Yuldasheva, G.E.Hakimova, A.J.Omonturdiyev, SH.Noralieva kabi olimlar tomonidan oʻrganilgan. Mazkur olimlarning ishlarida turkiy yozma manbalar tilidagi zoonimlar, zoologik terminlarning shakllanish bosqichlari, maqollarning til tizimida tutgan oʻrni, semantik-uslubiy xususiyatlari, zoonimlarning maʼno koʻchimplari, badiiy sanʼat turlarini hosil qilishdagi, inson xarakterini ifodalashdagi ahamiyati, “hayvon” arxisemali leksemalar maydonining mazmuniy tahlili, oʻzbek folklorida boʻri obrazining mifologik talqini, shaxs tavsifida hayvon nomlaridan foydalanish, badiiy matnlarning antropotsentrik talqini, oʻzbek bolalar folklori tilida zoonimlar, zoonim komponentli frazeologik birliklarning strukturaviy va semantik xususiyatlari singari masalalar tahlil qilingan.

Leksika til strukturasi boshqa sathlariga nisbatan anchayin harakatchan va oʻzgaruvchidir. Bu sath soʻz yasash, soʻzlarning yangi maʼnolar kasb etib rivojlanishdan tashqari, boshqa tillardan lugʻaviy birliklar oʻzlashtirish yoʻli bilan ham muntazam boyib boradi. Til va uning lugʻat tarkibining boyishida boshqa tillardan soʻz olishning ahamiyati katta. Bu yoʻl orqali til tashqi omillar evaziga rivojlanadi.

Lugʻat sostavi tilining eng beqaror sathi hisoblanadi. Baʼzi davrlarda til leksikasidagi chet soʻzlar miqdori tilning oʻz soʻzlari miqdoridan koʻpayib ketadi. Oʻzbek xalqi, maʼlumki, eng qadimgi turkiy urugʻ va qabilalardan oʻsib chiqqan, demak, uning tili ham shu urugʻ va qabilalar tili negizida rivoj topgan. Markaziy Osiyodagi turli tarixiy va ijtimoiy-siyosiy jarayonlar, xususan, arablar, moʻgʻullar va ruslar istilosi, qardosh qozoq, qirgʻiz, turkman, tojik xalqlari bilan qoʻshnichilik munosabatlari ham oʻzbek tili taraqqiyotiga jiddiy taʼsir oʻtkazgan, bunda ayniqsa, turkiy-arab, oʻzbek-arab, oʻzbek-tojik, oʻzbek-qozoq, oʻzbek-qirgʻiz va oʻzbek-turkman billingvizmi kabi omillarning roli katta boʻlgan.

Hozirga qadar mavjud darsliklarda oʻzbek tili leksikasidagi soʻzlarni asosan ikki guruhga ajratib tahlil etib kelinmoqda. Oʻzbek tili leksikasini tarixiy etimologik nuqtayi nazardan



tekshirish ikki masalaga qaratiladi: a) o'zbek tili leksikasidagi o'z so'zlarni belgilash; b) o'zbek tili leksikasidagi o'zlashgan so'zlarni belgilash. Mana shu asosga ko'ra, o'zbek tili leksikasidagi so'zlarni tarixiy-etimologik nuqtayi nazardan ikki katta qatlamga bo'lish mumkin:

1. O'zbek tili leksikasidagi o'z qatlam.
2. O'zbek tili leksikasidagi o'zlashgan qatlam.

Ana shu tarixiy jarayonlar nuqtayi nazaridan qaralganda, o'zbek tili leksikasidagi o'z qatlamga umumturkiy tildagi kiyim va gazlama nomlarini kiritish mumkin. O'zlashgan qatlamga esa fors-tojik, arab, ruscha-baynaminal kiyim va gazlama nomlarini kiritdik.

1. O'zbek tili leksikasidagi o'z qatlam.

Ko'pchilik turkum xalqlar tilida qo'llanadigan, barcha turkiy tillar uchun umumiy bo'lgan so'zlar umumturkiy so'zlar deyiladi. Bu so'zlar turkiy qabilalarning goh qo'shilishi, goh ajralishi natijasida yuzaga kelgan, hozirda turkiy xalqlar deb nomlanadigan kishilar tiliga mansub so'zlardir. Oltoy tillar oilasining turkiy guruhida (turkumida) 24 ta til: o'zbek, qozoq, uyg'ur, boshqird, qirg'iz, qoraqalpoq, turkman, ozarbayjon, no'g'oy, tatar, chuvash, yoqut, tuva, shor, qoraim, qo'miq, gagauz, xakas, balqar, oyrot, karagas, turk, qorachoy, oltoy turklari tillari mavjud.

Umumturkiy tildagi nomlar.

Zoonimlarining bir qismi turg'un bo'lib, kelib chiqish tarixiga ko'ra uzoq davrlarga borib taqaladi. Umumturkiy tildagi kiyim va gazlama nomlari eng qadimgi davrlardan hozirgi kungacha qo'llanilib kelmoqda: chumchuq qo'zichoq,

echkemar, echki, sirtlon, qo'chqor, qo'tos, suvarak, mushuk, laycha, yo'lbars, arslon, qo'ng'iz, g'oz, hakka, ho'kiz, eshak, o'rdak, qarg'a, qashqir, qoplon, qovog'ari, qiriqoyoq, quyon, qumursqa, turna, to'ng'iz, to'rg'ay, uloq, ukki, xachir, xo'tik, chigirtka, chiyabo'ri, yumronqoziq, ayiq, burgut bo'ri, ari, beshiktebratar, buzoq, buzoqboshi, biya, bo'taloq, buqa, bolari, ilon, it, kaltakesak, kapalak, kaklik, kiyik, ko'ppak, novvos, ninachi, olaqarg'a, olmaxon, ohu, ot, popushak, serka, qo'y, sigir, sichqon, taka, tovuq, toy, tulki, tulpor, tuya kabi.

Keltirilgan zoonimlar boshqa umumturkiy tillarda ham ayrim fonetik o'zgarishlar bilan qo'llanadi.

Shunga ko'ra o'zbek tiliga o'zlashgan zoonimlarni quyidagi guruhlarga bo'lib o'rgandik:

1. Fors-tojikcha nomlar;
2. Arabcha nomlar;
3. Ruscha-baynaminal nomlar.

2. Fors-tojikcha nomlar. O'zbek va tojik xalqlari qadimdan bir hududda (yoki qo'shni), bir xil ijtimoiy tuzumda yashab kelgan va madaniy, savdo-sotiq munosabatlarda bo'lgan. Bu ijtimoiy omillar hudud xalqi tiliga o'z ta'sirini o'tkazmasdan qolmaydi. Bundan tashqari,

fors-tojik tillaridagi soʻzlarning oʻzbek tiliga oʻzlashtirilishida quyidagi omillarning alohida oʻrni bor:

1. Oʻzbek-tojik va tojik-oʻzbek ikki tilliligining keng tarqalganligi;
2. Tojik va fors tillarida ijod qilish anʼanalarining uzoq yillar davom etganligi;
3. Adabiyot, sanʼat, madaniyat, urf-odatlardagi mushtaraklik va boshqalar.

Tojiklar qadimiy Eron tilida soʻzlashuvchi mahalliy aholining avlodlari hisoblanadi. Tojikiston hududida ular eramizga qadar bir necha yil oldin yashagan. VIII-X asrlardan (arablar istilosidan) keyingi davrda, ular doimo dehqonshilik va bogʻdorshilik bilan band boʻlishgan. XII-XIII asrlarda Amudaryo va Sirdaryo oraliqlarida turkiy tilda soʻzlashuvchi xalq oʻzbeklar soni orta borgan. XIII asrda moʻgʻullar istilosi, XVI asrda Oltin Oʻrdaning emirilishi va Dashti qipchoq urugʻlarining ortishi hududdagi madaniyatning, mehnat faoliyatining oʻzgarishiga olib kelishi barobarida zoonimlarning oʻzlashishiga sabab boʻlgan.

Bunday omillar zoonimlarning tarkibida ham oʻz aksini topgan. Masalan, bulbul joʻja, zagʻizgʻon, zogʻcha, kaptar, kalamush, kuchuk, laylak, pashsha, xoʻroz. sher kabi.

3. Arabcha nomlar. Arab tilidan soʻzlarning oʻzlashtirilishi VIII asrdan boshlanib, IX-X asrlarda ansha faollashgan. Arab tilidan soʻz oʻzlashtirilishiga quyidagi omillar sabab boʻlgan: a) arablar istilosi; b) islom dinining keng tarqalganligi; v) arab yozuvining qoʻllanila boshlaganligi; g) madrasalarda arab tilining oʻqitilishi; d) turkiy-arab ikki tilliligining tarkib topganligi; e) olimu fuzalolarning arab tilida ijod qilganligi va boshqalar.

Oʻzbek tiliga arab soʻzlari shunchalik singib ketganki, hozirgi davrda arab soʻzlarining oʻzbekcha yoki arabcha ekanligini ajratish qiyin boʻlib qoladi. Bu holat zoonimlarda ham oʻz aksini topadi. Bunday nomlarga: maymun, tovus, timsoh, fil kabi soʻzlarni kiritish mumkin.

5. Russha-baynalminal nomlari. XIX asrning 2-yarmidan Markaziy Osiyo, jumladan, Oʻzbekiston chor Rossiyasining mustamlaka mamlakatiga aylandi. Rus tilining oʻzbek tiliga taʼsiri shu davrdan boshlandi. Rus tilidan, rus tili orqali boshqa tillardan koʻplab soʻzlar oʻzlashdi.

Oʻzbek tiliga rus tilidan va rus tili orqali Evropa xalqlari tillaridan (frantsuz, italyan, nemis, ingliz, ispan) soʻz kirishi ikki tarixiy davrni oʻz ishiga oladi:

1. XIX asrning 2-yarmidan XX asrning boshlarigacha boʻlgan davr.
2. 1917 yildan keyingi davr.

Rus tilidan soʻzlar ikki yoʻl bilan oʻzlashdi:

1. Rus ishchilari, ustalari, rus askarlari, chinovniklarining mahalliy aholi bilan turli xildagi aloqalari bilan ogʻzaki nutq orqali: shilon (chlen), adbakat (advokat), apisor (ofitser), iskalat (sklad), axran (oxrana), choynay (choynak) kabi.

2. Matbuot orqali: ayrapilan (aeroplan), pabrik (fabrika), poshta (pochta), zovut (zavod), uez (uezd), kridit (kredit), banka (bank), veksil (veksil) kabi.

Rus tili orqali kirgan soʻzlarning baʼzilari dunyodagi koʻpgina xalqlarning tilida tovush tomoni deyarli oʻzgartirilmay ishlatiladigan xalqaro soʻzlardir. Ular, odatda, internatsional (baynalminal) soʻzlar deb yuritiladi. Oʻzbek tiliga oʻzlashgan internatsional soʻzlar tarixiy jihatdan quyidagi tillarga mansub:

Demak, oʻzbek tiliga rus tilidan soʻz oʻzlashtirilishiga koʻproq quyidagi omillar sabab boʻlgan: a) Chor Rossiyasining imperialistik siyosati; b) Sovet imperiyasida rus tilining millatlararo til mavqeiga ega boʻlishi; v) oʻzbek-rus ikki tilliligining tarkib topishi; g) matbuot, radio, televideniya rus tiliga keng oʻrin berilishi va boshqalar.

Bunday omillar zoonimlarda ham oʻz aksini topgan. Masalan zebra, jirafa (fransuzcha), begemot (qadimiy yahudiycha), gʻunajin (moʻgʻulcha) va shu kabi.

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THE PLACE AND ROLE OF PEDAGOGICAL PSYCHOLOGY

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**Abstract:** By forms of educational organization, we understand the types of training that the teacher conducts with students in a specific period and order. Nowadays, it is common to conduct education in the form of a class-lesson in general education schools. Looking at the history of mankind, the forms of educational organization appeared and developed in accordance with the interests of the social system.

**Key words:** education, psychology, youth, pedagogue.

Preparing the youth of our Republic, which is on its way to independent development, for a new social environment, educating them in the spirit of the times is one of the urgent and priority tasks of this day. The fate of the reforms implemented in our republic depends on the moral image and personal integrity of the youth. The implementation of these tasks requires full awareness of democratic principles in human relations. The formation of social relations between people in the East is unique and in accordance with the psychology of each nation. This study guide will help to understand the psychological nature of the changes taking place in human spirituality and psyche during the renewal of society. To enrich the spiritual world of young people who are forming before the scientific research, to inculcate the foundations of the national idea in their minds, to educate the sense of patriotism, to think about the past and the great future, to form a sense of pride in it, to form a new way of thinking, to communicate in accordance with the market economy. goals such as ensuring the assimilation of culture are set. For this, the school age, which is considered an important period in the development of a person, and the correct psychological orientation of the school team determine the urgency of the work. By the forms of educational organization, we understand the types of training that the teacher conducts with students in a specific period and order. Nowadays, it is common to conduct education in the form of a class-lesson in general education schools. Looking at the history of mankind, the forms of educational organization appeared and developed in accordance with the interests of the social system.

When studying the child's psyche, the researcher must rely on and follow a number of principles. These principles are as follows: The principle of objectivity requires the researcher not to confuse the interpretation of the data with the connection. For example, if it is said that the child was looking out of the mirror during the lesson, then the information about this specific event is considered to be Ub. But to say that "the child is inattentive" is an interpretation of the phenomenon. The event itself should not be confused with its interpretation. Because even in the above example, the child is looking at the mirror, but he may be paying a lot of attention to the teacher's words.

Please note that preschool is a period of transition for our young children, therefore attention to the child increases at this time. This period is the period of strengthening and development of voluntary attention.

At the end of preschool education, the growth of visual thinking accelerates and the process of developing logical thinking begins. This leads to the formation of the ability to generalize, compare and classify in the child, as well as the ability to determine the main characteristics of the surrounding objects. By the end of the preschool education period, the development and formation of personality, as well as the child's mental state, are related to the development of self-awareness. Children of 6-7 years of age are gradually forming an assessment of their own activities, which depends on understanding how successful their activities are, their peers and how successful they are in evaluating the views of teachers



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and others around them. There are also psychological means of human interaction and communication. When people interact with each other, one of their main goals is to influence each other, i.e. to persuade their ideas, call to action, change attitudes and is to make a good impression. Psychological influence is the ability to influence people's thoughts, feelings and behavior through various means. In social psychology, three main means of psychological influence are distinguished.

1. Verbal influence is the influence we exert through our words and speech. The main tools in this are words. It is known that speech is a conversation, a process of interaction, and its tool is words. Both in monologue speech and dialogic speech, a person wants to influence his partner by finding the most effective words, using all his vocabulary.

2. Paralinguistic influence is the surrounding factors that disturb the speech, strengthen or weaken it. This includes high-pitched or low-pitched speech, articulation, sounds, pauses, stuttering, coughing, tongue movements, exclamations. Depending on this, for example, if our friend promises us something, we will know how sincere he is. We certainly believe that he will say "I will do it!" with an open face and a bold voice.

3. The meaning of non-verbal influence is "without speech". This includes the positions of the interlocutors in relation to each other, positions (close, distant, intimate), gestures, facial expressions, pantomimes, looks, direct feelings of each other, appearance, various signals (noise, smells) coming out of it. All of them enhance the communication process and help the interlocutors to get to know each other better.

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**ACHILLEA MILLEFOLIUM L., POLYGONUM AVICULARE L., GLYCYRRHIZA  
GLABRA L., POLYGONUM HYDROPIPER L., MATRICARIA CHAMOMILLA L.  
STUDY OF THE EFFECT OF NEW COLLECTION ON ANEMIA, OBTAINED ON THE  
BASIS OF PLANTS**

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The effect of the phytoferon drug on the course of hemolytic anemia at doses of 5 and 10 mg/kg was studied in laboratory rats. Based on the results obtained, on the 15th day of the experiment, Phytoferon at a dose of 5 mg/kg increased the amount of hemoglobin in the peripheral blood by 0.9 g % compared to the state of anemia, and the amount of erythrocytes by 0.3 mln, respectively. It was found that increased by, while at a dose of 10 mg/kg, the amount of hemoglobin and erythrocytes increased more intensively by 1.3 g % and by 0.45 mln, respectively. On the 30th day of the experiment, however, its stimulating effect on hematopoiesis was further increased, noting that the amount of hemoglobin increased by 2.3 g % and 3.4 g%, respectively, according to the indicators of the state of anemia. The amount of erythrocytes in the peripheral blood was also observed to increase to 0.85 mln and 1 mln respectively on the 15th and 30th days of the experiment compared to the indicators of the state of anemia. Under the influence of phytoferon, negative changes in the morphology of erythrocytes and leukocytes were significantly reduced.

**Key words:** phytoferon, hemolytic anemia, drug, coamide, rat, peripheral blood, phenylhydrazine, hemoglobin, erythrocyte, leukocyte.

According to data from the World Health Organization, today, people with iron deficiency anemia (TTA), which occurs as a result of a decrease and lack of iron content in anemia, account for 1.8 billion of the world's population and 90% of anemia. In particular, this type of anemia is also common in Central Asian countries. TTA is especially common among pregnant women and young children, and its medical social significance negatively affects the health of the future generation and the economic – social development of the

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Republic. Therefore, it is of great importance to develop drugs that are used to treat anemia using local hom ingredients. In the treatment of iron deficiency anemia, synthetic and herbal-based drugs are widely used in medicine. But most of them are considered synthetic drugs. Synthetic drugs are more likely to cause non-specific effects on the body compared to natural drugs due to their separation by chemical synthesis. Therefore, iron deficiency anemia of preparations from medicinal plants is of great importance in pharmacotherapy, which are widely used in medicine for the purpose of prevention and complex treatment of this disease.

The purpose of the work: to study the effect of the drug Phytoferon on hemolytic anemia in laboratory rats and analyze the results obtained.

**Experimental method:** Phytoferon drug tubule-bearing yoke (*Achillea millefolium* L.), kushtaron (*Polygonum aviculare* L.), sweet brain (*Glycyrrhiza glabra* L.), water pepper (*Polygonum hydropiper* L.) and medicinal chamomile (*Matricaria chamomilla* L.) consists of dry extracts of plants. The effect of the drug phytoferon with phenylhydrazine on surface hemolytic anemia is 165,0-200,5 g it was studied in vivarian conditions in 24 rats. A model of anemia with phenylhydrazine chlorohydrate on the surface was brought under the skin of rats by administering phenylhydrazine chlorohydrate from a 1% solution at doses of 25 mg/kg daily for 5 days. Once the phenylhydrazine anemia model was brought to the surface, the rats in the experiment were separated into 4 groups of 6: the Group 1 rats were given the Phytoferon drug 5 mg/kg, Group 2 at doses of 10 mg/kg orally for 30 days. Aloxida group rats were administered orally with distilled water and, for comparison purposes, the drug coamide, which was widely used in medicine to treat hemolytic anemia. Blood tests were carried out until phenylhydrazine chlorohydrate was administered, phenylhydrazine anemia was brought to the surface, and drug treatment was carried out on the 15th and 30th day. The main focus in this was on the general condition of rats, the amount of hemoglobin in the peripheral blood and the amount of leukocytes. The amount of hemoglobin in the blood was counted on a special hemometer, the number of erythrocytes and leukocytes was counted on a microscope.

**Results of the experiment:** when the sung peripheral blood-shaped elements were examined from oral administration of phenylhydrazine to intact rats for 5 days, it was found that the amount of hemoglobin and erythrocytes in rats decreased dramatically. In particular, the hemoglobin content in the peripheral blood of rats in the experiment is up to 3.8 g%, and

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the erythrocyte content is 4.4 mln. decreased to (Table 1). It was noted that neutrophil leukocytosis in the blood developed poikilocytosis, hypochromia and anisocytosis (Table 2).

The general condition of rats in the experiment was much worse after the administration of phenylhydrazine hydrochloride, their appearance was completely different from that of rats in the control-Intact Group. Symptoms of inflammation have been noted around the nose and eyes, with their hairs regressing.

Peripheral blood tests conducted on the 6th day of the experiment showed a sharp decrease in hemoglobin and erythrocyte levels in rats. In particular, the hemoglobin content in the peripheral blood of rats in the experiment is up to 3.8 g%, and the erythrocyte content is 4.4 mln. decreased to. Neutrophil leukocytosis in the blood was associated with the development of poikilocytosis, hypochromia and anisocytosis, and 43% reported mortality (table 1). The Phytoferon drug was then administered orally at a dose of 5 mg/kg to experimental rats for 30 days. Based on blood analyzes obtained on the 15th day of treatment, the amount of hemoglobin in the peripheral blood of rats is 0.9 g % compared to the indicator of the state of anemia, and the amount of erythrocytes is 0.3 mln. increased to. Under the influence of the drug at a dose of 10 mg/kg, the amount of hemoglobin and erythrocytes in the peripheral blood of rats became more intense and was found to increase by 1.3 g % and 0.45 mln, respectively (Table 1). Negative changes in the morphology of erythrocytes and leukocytes decreased significantly (Table 2).

On the 30th day of treatment, the amount of hemoglobin and erythrocytes increased further, respectively, at doses of 5 and 10 mg/kg, the amount of hemoglobin in the liver increased by 2.3 g % and 3.4 g%, the amount of erythrocytes increased by 0.85 mln and 1 mln, the morphology of erythrocytes returned to normal, while leukocytes were around the physiological norm. (Table 1).

As a comparative drug, the antianemic drug coamide was selected. On the 15th day of the experiment under the action of the drug coamide (3 mg/kg), it was observed that the amount of hemoglobin in the peripheral blood increased by 3.5% compared to the indicator of the state of anemia. And the amount of erythrocytes approached intact indicators (Table 1). When blood tests of control group rats were tested, it was found that the indicators in this group were almost no different from those of ham anemia on the 30th day of the experiment.

Morphological changes in red blood and white blood cells under the influence of phytoferon and coamide drugs also returned to the norm, namely leukocytosis, poikilocytosis, hypochromia and anisocytosis, and no deaths were recorded (Table 2).



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The results obtained showed that the drug Phytoferon has such an effective antianemic effect as the drug coamide, which is widely used in the treatment of hemolytic anemia in the studied doses. It is known from the literature that the effectiveness of the drug coamide in hemolytic anemia is associated with the microelement of cobalt in its composition. The microelement cobalt enhances the Binding of iron to heme. Medicinal plants containing phytoferon contain a sufficient level of cobalt microelement (2.4 - 3.1 %) of ham and, in addition, copper and zinc elements that are actively involved in the absorption of iron. In our opinion, it is with this that the antianemic effectiveness of the drug Phytoferon in hemolytic anemia can be attributed.

**Conclusions.**

1. The phytoferon drug has a stimulating effect on the increase in hemoglobin and erythrocyte levels at doses of 5 and 10 mg/kg in the evening of hemolytic anemia.
2. The antianemic effectiveness of the phytoferon drug in hemolytic anemia is noted more strongly at a dose of 10 mg/kg.
3. Phytoferon was found not to be inferior to the drug coamide in terms of antianemic efficacy in the course of hemolytic anemia.

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Table 1.

The effect of the drug phytoferon on blood-shaped elements in the hemolytic type of anemia, M±m, n=6

Pointers	Intact	FHA	Post-treatment of peripheral blood-shaped elements							
			On Day 15				On Day 30			
			FHA+ Control	FHA+ 5 mg/kg "Phytoferon"	FHA+ 10 mg/kg "Phytoferon"	FHA+ 3 mg/kg Coamide	FHA+ Control	FHA+ 5 mg/kg "Phytoferon"	FHA+ 10 mg/kg "Phytoferon"	FHA+ 3 mg/kg Coamide
Hemoglobin, g%	12,1±0.40	3,8±0.29	4,3±0.41	4,7±0.42	5,1±0.64*	7,3±0.81*	5,4±0.7* 3/7 dead	7,0±0.56*	8,56±0.50*	8,8±0.77*
Erythrocytes, million	6,5±0.41	4,4±0.31	4,7±0.75	5,2±0.57	5,5±0.36	5,3±0.42	4,9±0.4 3/7 dead	5,6±0.78	5,9±0.34*	6,3±0.54*
Leukocytes, Thousand	11.5±1.24	22.3±1.87	13.5±1.21*	13.0±1.04*	13.5±0.64*	14.2±0.74*	12.5±0.74 3/7 dead	12.3±0.6*	12.3±0.68*	12.3±0.5*

\* - P<0.05 accuracy; vs. FHA (phenylhydrazine anemia)

Table 2.

**The effect of the drug phytoferon on the indicators of white blood cells in the hemolytic type of anemia,  $M \pm m$ ,  $n=6$**

Pointers	Intact	FHA	Post-treatment							
			On Day 15				On Day 30			
			FHA + Control	FHA+ 5 mg/kg "Phytoferon"	FHA+ Control	FHA + 5 mg/kg "Phytoferon"	FHA+ Control	FHA+ 5 mg/kg "Phytoferon"	FHA+ Control	FHA+ 5 mg/kg "Phytoferon"
Rod cores	1.0	1.7	2.0	2.5*	2.0	2.1*	3.0*	1.3	1,5	1.0*
Basophiles	1.5	1.5	1.25	1.5	1.0*	1.5	1.2	1.25	1.5	2.0*
Eosinophils	2.5	2.0	1.25*	1.0*	0.75*	2.5	0.5*	1.0*	1.25*	1.0*
Lymphocytes	28.5	44.0	43.5	29.5*	32.0*	28.5*	37.5	29.5*	30.0*	29.5*
Sigment nucleoli	64.0	78.3	43.0*	56.0*	57.5*	60.0*	69.5*	71.0*	72.5*	73.5*
* - $P < 0.05$ accuracy; vs. FHA (phenylhydrazine anemia)										

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GLYCYRRHIZA GLABRA L., POLYGONUM HYDROPIPER L., MATRICARIA  
CHAMOMILLA L. UNTERSUCHUNG DER WIRKUNG EINER NEUEN  
SAMMLUNG AUF ANÄMIE, DIE AUF PFLANZENBASIS GEWONNEN WURDE**

Die Wirkung des Phytoferon-Arzneimittels auf den Verlauf der hämolytischen Anämie in Dosen von 5 und 10 mg/kg wurde an Laborratten untersucht. Basierend auf den erhaltenen Ergebnissen erhöhte Phytoferon am 15. Tag des Experiments in einer Dosis von 5 mg/kg



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die Hämoglobinmenge im peripheren Blut um 0,9 g % im Vergleich zum Zustand der Anämie bzw. die Erythrozytenmenge um 0,3 ml. Es wurde festgestellt, dass bei einer Dosis von 10 mg/kg die Menge an Hämoglobin und Erythrozyten um 1,3 g % bzw. um 0,45 ml intensiver zunahm. Am 30. Tag des Experiments war jedoch seine stimulierende Wirkung auf die Hämatopoese weiter erhöht, wobei festgestellt wurde, dass die Hämoglobinmenge entsprechend den Indikatoren für den Anämiezustand um 2,3 g % bzw. 3,4 g% anstieg. Es wurde auch beobachtet, dass die Menge an Erythrozyten im peripheren Blut am 15. und 30. Tag des Experiments im Vergleich zu den Indikatoren für den Anämiezustand auf 0,85 mio. bzw. 1 mio. anstieg. Unter dem Einfluss von Phytoferon wurden negative Veränderungen in der Morphologie von Erythrozyten und Leukozyten signifikant reduziert.

**Schlüsselwörter:** Phytoferon, hämolytische Anämie, Medikament, Coamid, Ratte, peripheres Blut, Phenylhydrazin, Hämoglobin, Erythrozyten, Leukozyten.

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GLYCYRRHIZA GLABRA L., POLYGONUM HYDROPIPER L., MATRICARIA  
CHAMOMILLA L. BİTKİLER BAZINDA ELDE EDİLEN YENİ  
KOLEKSİYONUN ANEMİ ÜZERİNDEKİ ETKİSİNİN İNCELENMESİ**

Fitoferon ilacının hemolitik anemi seyri üzerindeki 5 ve 10 mg / kg dozlarındaki etkisi laboratuvar sıçanlarında incelenmiştir. Elde edilen sonuçlara dayanarak, deneyin 15. gününde, 5 mg / kg'lık bir dozda Fitoferon, periferik kandaki hemoglobin miktarını anemi durumuna göre% 0,9 g ve eritrosit miktarını sırasıyla 0,3 milyon artırdı. 10 mg / kg'lık bir dozda hemoglobin ve eritrosit miktarının sırasıyla% 1.3 g ve 0.45 mln daha yoğun bir şekilde arttığı bulundu. Bununla birlikte, deneyin 30. gününde, hematopoez üzerindeki uyarıcı etkisi, anemi durumunun göstergelerine göre hemoglobin miktarının sırasıyla% 2.3 g ve% 3.4 g arttığını belirterek daha da artmıştır. Periferik kandaki eritrosit miktarının da, anemi durumunun göstergelerine kıyasla deneyin 15. ve 30. günlerinde sırasıyla 0.85 mln ve 1 mln'ye yükseldiği gözlemlendi. Fitoferonun etkisi altında, eritrositlerin ve lökositlerin morfolojisindeki olumsuz değişiklikler önemli ölçüde azaldı.

**Anahtar kelimeler:** fitoferon, hemolitik anemi, ilaç, koamid, sıçan, periferik kan, fenilhidrazin, hemoglobin, eritrosit, lökosit.

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MANAGEMENT ETHICS IN THE EDUCATIONAL SYSTEM

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**Abstract:** The average age of employees in an organization led by a young leader is often low. Youth (around 30-35 years old) is characterized by a tendency to innovation and discovery, creativity, fearlessness and adaptability to a changing environment.

**Key words:** leader, youth, pedagogue, management ethics, method.

The effectiveness of the management of educational institutions directly depends on the leaders. During the years of independence, a lot of work was done in the field of strengthening educational institutions with qualified leaders. However, this problem is still serious in higher education, university, secondary and vocational education institutions. The process of training an army of competent, trained leaders requires a complex and long period and a complex approach to this field. That's why it is necessary to direct all managers working in higher education, post-secondary, secondary and vocational education institutions to specific goals, it is necessary to form a patriotic leader of our independent Republic on the basis of national and universal values, and to educate and improve the best qualities of national pride and national character in them.

Image - (eng. image - image, image) is a specific synthetic image that appears in the minds of people in relation to a specific person, organization or other social object, embodies information about the perceived object and encourages social behavior. .

Creating the image of a modern leader is his face, clothes, heart, sound mind, behavior culture, a person who perfectly masters the art of management, competence: knowledge, thinking, professional skills, wisdom, human qualities such as modesty, politeness, beauty, morality, teaching and learning, relying on the traditions of the teacher and the student, is to raise the authority of a person, to increase his reputation, to be respected. Means: verbal, kinetic, visual.

Napoleon said: "Those who cannot hold their speech cannot be leaders." A leader must know how to speak in front of an audience, whether he is a partner or a subordinate.

The average age of employees in an organization led by a young leader is often low. Youth (around 30-35 years old) is characterized by a tendency to innovation and discovery, creativity, fearlessness and adaptability to a changing environment. Unfortunately, in such an organization, older employees (over 40-45) are even looked at with suspicion. However, it was found that a person becomes a skilled master of his profession at the age of 35-55, acquires knowledge in his field well, and feels eager to introduce inventions. At the same time, a cold analysis of the situation, a mood of restraint is formed.

Of course, it is difficult to say that all young leaders are supporters of advanced technology and are inclined to it, but modernity is characteristic of young people. This, in turn, increases the possibility of the young leader to turn to modern and advanced

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production methods. There is a saying in our people that old is still young. Therefore, a modern leader, regardless of his age, should be a supporter of advanced technologies and capable of introducing modern production at the organization level. This is a transitional requirement. Gender of leader. The human race requires him to follow the same role. This situation is especially evident in the conditions of eastern countries and our region. In this area, male and female sexual social norms are clearly defined. As long as it is so, most of the actions performed by a person are perceived under the influence of this sex role criterion. Now, regardless of a person's gender, we see that great opportunities are emerging in the profession or position. In our country, a great way has been opened for women in the field of entrepreneurship and public administration. But, despite this, the word "leader" is often expressed by the male gender, and for some reason, it does not go beyond the spheres managed by a female leader, including education, health care, and public services.

Various methods are used to determine the socio-psychological knowledge of a person, first of all, a leader. These are the methods of determining the communicative qualities of many people we know. But most of them are not suitable for carrying out diagnostic work from a theoretical point of view. Among all methodological methods, precisely the KOS-1 method, which determines the ability of a person to influence others by being able to quickly and accurately work with others and establish personal communication, is gaining more and more confidence among researchers. The convenience of the method is that it does not take much time (10-15 minutes) and requires the respondent to answer "yes" or "no" to 40 questions.

Social-psychological competence is related not only to self-awareness (knowledge) of the leader, but also to auto-psychological competence. [4] Self-psychological competence is a set of skills of a manager, which enable the manager to diagnose his professional and personal qualities, i.e. self-diagnosis, self-correction (correction), self-improvement, self-motivation, effective use of any information are abilities related to psycholinguistic competencies. [5] Socio-information competence is the ability of a leader to work with information technologies and to have a critical attitude towards social information. [6] Communicative competence is a manager's mastery of oral and written communication technologies in different languages and the ability to communicate via computer programming and the Internet. The concept of socio-psychological competence is often used by some experts as a synonym for the concept of "communicative competence" in the media. In order to determine direct communicative competence, a number of methods such as "Level of accessibility to communication", "Ability to express an opinion" and a special test of M. Snyder are used to find out how much one can control oneself. [7] Cognitive competence means the leader's readiness to increase the level of information, the need to activate his personal capabilities, the ability to independently create new skills and knowledge, and self-development. [8] Special competence is the manager's ability to prepare to perform professional actions independently and to be able to evaluate the results of his work. [9] Cultural competence is a manager's willingness to guide his or her behavior through organizational norms and values. Also, the ability to

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maintain standard situations and replace them with new ones if necessary to achieve a goal in inappropriate situations.

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“O’QITUVCHI VA O’QUVCHI MUNOSABATLARINI SHAKLLANTIRISH  
YANGI INNOVATSION TEXNOLOGIYALARNI O’RNI VA AHAMIYATI”

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**Annotatsiya:** Mazkur maqolada o’qituvchi va o’quvchi o’rtasidagi munosabatlarda konfliktlarni yuzaga kelishi va uni korreksiyalash, muzokaralar nizolarni hal qilishning eng samarali usuli, konfliktli vaziyatlarni hal qilishning asosiy usullari, harakatni tashqi idrok etish va uning motivlarini soddalashtirilgan talqini, nizolarni hal qilish uchun o’yin usullari haqida to’liq bayon etilgan.

**Kalit so’zlar:** korreksiyalash, konflikt, konfliktli vaziyatlar, psixologiyada konflikt.

Ta’lim tizimida o’qituvchi va o’quvchi o’rtasida konfliktlarni yuzaga kelishi va uni korreksiyalash hozirgi kunda zaruriy chora tadbirlar hisoblanadi. O’qituvchi va o’quvchi ishtirok etadigan ziddiyatli vaziyatlarning aksariyati o’qish va maktabdagi xatti-harakatlar qoidalariga nisbatan ularning pozitsiyalarining nomuvofiqligi, ba’zan esa to’g’ridan-to’g’ri qarama-qarshilik bilan ifodalanadi. Intizomning yo’qligi, u yokibu o’quvchining o’qishiga beparvo munosabat, o’qituvchining murosasizligi o’tkir shaxslararo to’qnashuvlarning asosiy sabablari sanaladi. Ammo, ular tomonidan o’z pozitsiyalarini o’z vaqtida qayta ko’rib chiqish konfliktli vaziyatni hal qilishi va uning ochiq shaxslararo mojaroga aylanishining oldini olishi mumkin[3].

Sinfda yuzaga kelishi mumkin bo’lgan ziddiyatli vaziyatlarning xilma-xilligi va nizolarning o’zaro ta’siri o’qituvchidan konfliktni hal qilishning eng yaxshi usullarini topishni talab qiladi. Agar o’qituvchi o’zi ishtirok etgan muayyan shaxslararo to’qnashuvning sabablarini, vaziyatga olib kelgan motivlarini, maqsadlarini, mumkin bo’lgan natijalarini chuqur tahlil qilsagina, nizolarni samarali hal qilish mumkin. O’qituvchining bir vaqtning o’zida ob’ektiv bo’lish qobiliyati nafaqat uning professionalligi, balki o’quvchilarga bo’lgan qadriyatli munosabatining ko’rsatkichidir.

Muzokaralar nizolarni hal qilishning eng samarali usuli hisoblanadi. Muzokaralar ijobiy harakatlar uchun o’ziga xos doiraga ega, ammo ular har doim ham nizoni hal qilishning eng yaxshi usuli emas. Muzokaralarni cho’zish, resurslarni jamlash uchun vaqt topish, muzokaralar orqali buzg’unchi harakatlarni niqoblash, muzokaralarda raqibni dezinformatsiya qilish - bular muzokaralar jarayonining salbiy tomonlari hisoblanadi.

Mojaroni hal qilish yo’llari, ayniqsa u uzoqqa bormagan bo’lsa, hamma uchun ma’lum va ochiqdir. Keyinchalik qiyin vaziyatlarda o’qituvchilar murosaga murojaat qilishadi, bir-birlariga yon berishadi yoki o’zlari tahlil qilishadi, o’zlarini va harakatlarini tushunishga harakat qilishadi va faqat istisno hollarda majburlash va vaqtinchalik ajratishdan foydalanadilar. O’qituvchi nizolarni hal qilish texnologiyasiga ega bo’lmasa, nizo yaratishga haqli emas.(5).

Kuzatishlarimiz shundan dalolat beradiki: umumiy manfaatlarni izlash va oshirish va ularni keyinchalik erishilgan kelishuvni buzish istagini keltirib chiqarmaydigan tarzda birlashtirish qobiliyatidir. Konfliktli vaziyatlarni hal qilishning asosiy usullarini ko’rib chiqsak, ular ikki guruhga bo’linganligini aytishimiz mumkin:

-salbiy, shu jumladan kurashning barcha turlari, bir tomonning ikkinchisi ustidan g’alaba qozonish maqsadini ko’zlash;

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-ijobiy, ulardan foydalanishda konflikt sub'ektlari o'rtasidagi munosabatlarning asosi saqlanib qoladi deb taxmin qilinadi - har xil turlari muzokaralar va konstruktiv raqobat. Salbiy va ijobiy usullarning farqi shartli bo'lib, ular ko'pincha bir-birini to'ldiradi. Konfliktli vaziyatni hal qilish yo'llarini tanlash konfliktidagi harakat strategiyasini belgilaydi. O'qituvchi mojarodan qochish, uni yumshatish, murosaga kelish, boshqa bironing pozitsiyasini majburlash yoki rad etish uchun taktikani tanlashi mumkin. Konfliktlarni boshqarishda ratsional-intuitiv yondashuvdan foydalanishning asosiy usuli har qanday konfliktli vaziyatni muammo yoki yechilishi kerak bo'lgan potentsial muammo sifatida ko'rishdir.

Keyinchalik potentsial strategik mojarolarni nazorat qilish uchun chora-tadbirlar arsenalidan foydalangan holda muammoni hal qilishning tegishli usuli tanlanadi. Pedagogik vaziyatni hal qilishning asosiy bo'g'ini uning psixologik tahlilidir. Biroq, psixologik tahlilni munosabatlardagi barcha muammolarni hal qilish deb hisoblamalik kerak. Uni amalga oshirish o'qituvchilarning xatolarini kamaytiradi, yuzaga keladigan vaziyatda o'quvchiga ta'sir qilish uchun darhol choralar ko'radi. Bunday tahlil faqat mustaqil yechimlarni ishlab chiqish uchun asos bo'ladi.

Nizoli vaziyatni psixologik tahlil qilishning asosiy maqsadi vaziyat bo'yicha psixologik jihatdan to'g'ri qaror qabul qilish uchun adekvat ma'lumotlar bazasini yaratishdir. O'qituvchining shoshqaloq munosabati, qoida tariqasida, talabning impulsiv javobini qo'zg'atadi, "og'zaki zarbalar" almashinuviga olib keladi va vaziyat ziddiyatli bo'ladi. Bunday tahlilning yana bir muhim maqsadi talabning xatti-harakatidan uning shaxsiyatiga va uning faoliyati, harakatlari va munosabatlarida namoyon bo'ladigan g'azabga e'tiborni qaratishdir. Tahlil o'qituvchiga o'quvchilarning xatti-harakatlarini baholashda sub'ektivlikdan qochishga yordam beradi.

Xulq-atvorni tahlil qilish ko'pincha o'qituvchining xatti-harakatlarini baholashda kam empatiyaga ega va shuning uchun o'qituvchilar hayratlanarli darajada bu talabalar tomonidan hatto kichik intizomiy buzilishlarni ham yaxshi bilishadi. Shuningdek, nizolarni hal qilishda quydagilarni tavsiya qilib o'tishimiz mumkin.

1. Introspektsiya usuli - inson o'zini boshqasining o'rniga qo'yadi, so'ngra o'z tasavvurida, uning fikricha, bu boshqasi bu vaziyatda boshdan kechirayotgan fikr va his-tuyg'ularini qayta ishlab chiqaradi.

2. Empatiya usuli boshqa shaxsning tajribasini tushunish texnikasiga asoslanadi. Agar u hissiy, intuitiv fikrlashga moyil bo'lsa, unda bu usul foydali bo'ladi. Usul yuqori natijalarga erishishga imkon berishini unutmaslik kerak.

3. Mantiqiy tahlil usuli aqlli, tafakkurga tayanadiganlar uchun mos keladi. O'zaro hamkorlik sherigini tushunish uchun.

Garchi nizolarni hal qilish ko'nikmalari barcha holatlarda to'liq hal qilishni kafolatlamasa ham, ular o'zi va boshqalar haqida bilimlarni oshirish uchun yangi imkoniyatlarni taqdim etishi mumkin. Pedagogik vaziyatlarni hal qilishda harakatlar ko'pincha o'quvchilarga nisbatan shaxsiy norozilik bilan belgilanadi. Keyin o'qituvchi o'quvchining vaziyatdan qanday chiqib ketishi, o'qituvchi bilan muloqotdan nimani o'rganishi, o'ziga va kattalarga bo'lgan munosabati qanday o'zgarishi haqida qayg'urmasdan, o'quvchi bilan qaramaqarshilikda g'olib chiqish istagini ko'rsatadi. O'qituvchi va o'quvchi uchun turli vaziyatlar boshqa odamlar va o'zini bilish maktabi bo'lishi mumkin. O'qituvchi va o'quvchilar o'rtasidagi munosabatlar rang-barang va mazmunli bo'ladi, agar o'qituvchi o'quvchilar, ularning yashash sharoitlari, maktabdan

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tashqari faoliyati bilan qiziqsa, rolli o'yinlardan tashqariga chiqadi. Bu vaziyat yoki mojaroning tarbiyaviy ahamiyatini anglash imkonini beradi. Aks holda, munosabatlarning uzilishi mumkin.

O'quvchilarning harakatlarini baholagan o'qituvchilar har doim ham bunday baholashning o'quvchi uchun oqibatlarini uchun javobgar bo'lmaydilar va bunday baholashlar o'qituvchi va o'quvchi o'rtasidagi keyingi munosabatlarga qanday ta'sir qilishiga etarlicha e'tibor bermaydilar. Harakatni tashqi idrok etish va uning motivlarini soddalashtirilgan talqin qilish asosida o'qituvchi ko'pincha nafaqat harakatni, balki o'quvchining shaxsiyatini ham baholaydi, bu esa o'quvchilarning asosli noroziligi, ba'zan esa o'zini tutish istagini keltirib chiqaradi. o'qituvchi o'z umidlarini oqlashni yoqtiradi. O'smirlik davrida bu xatti-harakatlardagi ziddiyatga, modelga ko'r-ko'rona taqlid qilishga olib keladi, agar o'quvchi o'zini "o'ziga qarash" istagi bilan bezovta qilmasa, o'z harakatini o'zi baholaydi.

O'quvchi uchun har kuni maktabda o'zini tutish qoidalariga va darslar va tanaffuslarda o'qituvchilarning talablariga rioya qilish qiyin, shuning uchun umumiy tartibning kichik buzilishi tabiiydir: axir maktabdagi bolalarning hayoti faqat o'qish bilan cheklanmaydi, janjal, haqorat, kayfiyat o'zgarishi va boshqalar mumkin.

Bolaning xatti-harakatiga to'g'ri javob berib, o'qituvchi vaziyatni nazorat qiladi va tartibni tiklaydi. Harakatni baholashda shoshqaloqlik ko'pincha xatolarga olib keladi, o'qituvchining adolatsizligidan talabaning g'azabini keltirib chiqaradi, keyin esa pedagogik vaziyat ziddiyatga aylanadi[10]. Pedagogik faoliyatdagi qarama-qarshiliklar o'qituvchi va talabalar o'rtasidagi munosabatlar tizimini uzoq vaqt davomida buzadi, o'qituvchining chuqur stress holatini boshdan kechirishiga, o'z ishidan noroziligiga olib keladi.

Xulosa sifatida shuni aytish joizki, konfliktidan qochish qobiliyati o'qituvchining pedagogik donoligining tarkibiy qismlaridan biridir. Mojaroning oldini olish, o'qituvchi nafaqat himoya qiladi, balki jamoaning tarbiyaviy kuchini yaratadi. Pedagogik vaziyat konflikt xarakteriga ega bo'lishi mumkin, agar o'qituvchi o'quvchining harakatini tahlil qilishda xatoga yo'l qo'ygan, asossiz xulosa chiqargan va sabablarni aniqlamagan bo'lsa. Shuni esda tutish kerakki, bir xil harakat butunlay boshqa sabablarga ko'ra yuzaga kelishi mumkin.

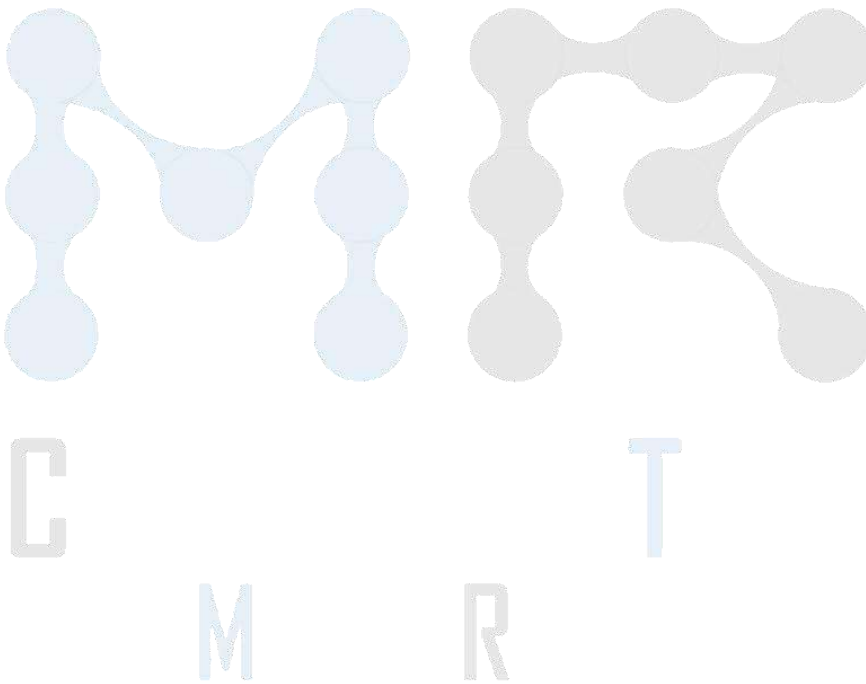
O'qituvchi vaziyat va haqiqiy sabablar to'g'risida yetarli ma'lumotga ega bo'lmagan holda, o'quvchilarning harakatlarini baholash orqali ularning xattiharakatlarini tuzatishi kerak. O'qituvchi har doim ham bolaning hayotining guvohi emas, u faqat harakat sabablarini taxmin qiladi, u bolalar o'rtasidagi munosabatlarni yaxshi bilmaydi, shuning uchun xatti-harakatni baholashda xatolar bo'lishi mumkin va bu o'quvchilarning haqli ravishda noroziligiga sabab bo'ladi. O'zaro munosabatlardagi nizolar ko'pincha o'qituvchining vaziyatlarni bexosdan hal qilishi natijasida yuzaga keladi va, qoida tariqasida, uzoq muddatli xarakterga ega. O'zaro munosabatlardagi nizolar shaxsiy ma'noga ega bo'lib, o'quvchining o'qituvchiga uzoq muddatli dushmanligi yoki nafratini keltirib chiqaradi. O'qituvchi bilan uzoq vaqt davomida o'zaro munosabatlarni buzadi va kattalarning adolatsizligi va tushunmovchiligidan himoya qilish uchun shoshilinch ehtiyojni keltirib chiqaradi.

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Nukus shahar 34-maktab o'qituvchisi

Annotatsiya: Ijtimoiy tarmoqlar bugun qudratli axborot qurolga aylangan ekan, dunyo miqyosida mafkuraviy-g'oyaviy tahdidlarni targ'ibot va tashviqot etishda muhim omil vazifasini o'tamoqda. Ijtimoiy tarmoqlar yordamida yoshlarning qalbi, ongi va ruhiyatiga ta'sir ko'rsatishga alohida e'tibor qaratilmoqda. Buning natijasida yoshlar ma'naviyati izdan chiqishiga olib kelmoqda. Shu boisdan ham, turli-tuman g'oyaviy, mafkuraviy va axborot xurujlarining avj olishini e'tibordan chetda qoldirmasligimiz darkor. Shundagina biz istiqbolda ma'naviy barkamol insonni, sog'lom avlodni tarbiyalashga erishamiz.

Kalit so'zlar: Axborot, global, mafkura, internet, ma'naviy tahdid, ijtimoiy tarmoq, virtual muloqot, modernizatsiya, ma'naviyat, innovatsiya.

Bugungi kunga kelib, internet tizimining ijtimoiy tarmog'ida ma'naviy, axloqiy tubanlikni "targ'ib" etuvchi sahifalarning soni bir nech yuz milliondan oshayotganligi insoniyatni yanada tashvishlantiradi. Bu haqda Chingiz Aytmatov shunday yozadi: "Tuya terisini odamning taqir boshiga kiydirish shart emas. Endi sodir bo'ladigan urushlar jang maydonida emas, balki mafkura poligonida yuz beradi. Shu jihatdan qaraganda, yoshlarning ko'p vaqtini internetda behuda sarflashi katta fojidir". Chunki, Globallashuv jarayonida mafkuraviy ta'sir o'tkazish ko'lamini haddan ziyod kengaytirib, beqiyos darajada tezlatib yuborganida ham ko'rinadi. Inson o'z mustaqil fikriga, zamonlar sinovidan o'tgan hayotiy-milliy qadriyatlarga, sog'lom negizda shakllangan dunyoqarash va mustahkam irodaga ega bo'lmasa, har turli ma'naviy tahdidlarga, ularning goh oshkora, goh pinhona ko'rinishdagi ta'siriga bardosh berishi amrimahol. Internet tizimining ijtimoiy tarmog'idan olingan narsa to'g'ri, ishonchli va zararsiz ekanini bilish kerak. Yaxshi-yomonning farqiga bormagan yoshlar ijtimoiy tarmoqlar orqali tarqatilgan har qanday ma'lumot-xabarlarini haqiqat deb qabul qilayotgani jiddiy xavotirga solmoqda. Ular g'arazli maqsadlari yo'lida yoshlarda buzg'unchilik, begunoh odamlar qonini nohaq to'kish kabi jinoyatlarni avj oldirib, fuqarolar tinchligini buzib, xalq orasida nizo chiqarishga harakat qilishmoqda. Sarhadsiz internet dunyosiga kirgan yoshlar vaqt, umr g'animat ekanini doimo yodda saqlamog'i lozim. Zero, bu global tarmoq bepoyon hududlarga ega bo'lib, unda inson adashib soatlab, kunlarini samarasiz o'tkazib yuborish bilan birga yoshlarimiz o'jar va qaysar, keksalarning aytganini nazar-pisandga olmaydi, ajdodlar qadriyatlarini inkor etadi". Darhaqiqat, bugun axborot ko'p va tez kirib kelayaptiki ularni "hazm" qilish uchun teran tafakkur va keng dunyoqarash talab etiladi. Ayniqsa internet tizimining ijtimoiy tarmoq olami farzandlarimiz e'tibori va qiziqishini tortib borayotgan bugungi davrda ayrim kompyuter o'yinlari haqida ham shunday misollarni ketirish mumkin. Bugun dunyo aholisining 90 % dan ortig'ida ijtimoiy tarmoqlardan foydalanish imkoniyati mavjud. Foydalanayotganlar soni ham yildan-yilga ortib bormoqda. Mutaxassislarining hisob-kitoblariga ko'ra insonlarning ijtimoiy tarmoqda sarflaydigan minimal vaqti 3 soatni tashkil etadi. Bir qarashda kishini xavotirga soladigan hech narsa yo'qdek. Inson bu 3 soat mobaynida turli hududlarda yashaydigan yaqinlari, tanishlari, qarindoshlari bilan muloqot qilmoqda, bunda nima notabiylik bor deb o'ylash mumkin. Albatta, ushbu muloqot

jarayonlarining ijobiy tomonlarini inkor etib bo'lmaydi. Biroq, ijtimoiy tarmoqlarda faqat ezgu niyatni ko'zlagan insonlar o'tirmasligini o'nlab misollar bilan asoslash mumkin. Ayniqsa, yoshlarda bunday holat ko'proq yolg'iz qolish istagining kuchayishida namoyon bo'ladi. Xulosao'rnida aytmoqchimizki, hozirgi kunda jamiyatimiz hayoti fantexnologiyalar rivoji bilan tobora uyg'unlashib borayotgan bir davrda yashamoqdamiz. Shunday ekan, har birimiz ijtimoiy tarmoqlardan foydalanish madaniyatiga amal qilishimiz, o'z navbatida, uni atrofdagilarga ham o'rgatish foydadan xoli bo'lmaydi. Binobarin, yoshlarning ruhiy-ma'naviy olamini zararli unsurlardan, turli xil buzg'unchi, yod va zararli g'oyalardan himoya qilish orqali taraqqiyot poydevori yaratiladi.

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Abdimuratova Bayramgul

Nukus shahar 33-maktab o'qituvchisi

**Annotatsiya:** Sizga ma'lumki, badiiy asarda hayot obrazlar orqali aks ettiriladi. Uning markazida inson, uning tabiat va jamiyatga munosabati turadi. Badiiy asarda borliqni, voqelikni obrazlar vositasida tasvirlash, ob'ektiv mazmun va sub'ektiv bahoni aniq materialda berish haqidagi qoidalar metodika uchun katta nazariy-amaliy ahamiyatga ega.

**Kalit so'zlar:** boshlang'ich, o'qish kitobi, matn, pedagog, o'quvchi, asar, voqealik.

Psixolog olimlarning ko'rsatishicha, badiiy asarni idrok etish uchun uni tushunishning o'zigina etarli emas. Asarni idrok etish murakkab jarayon bo'lib, asarga, unda tasvirlangan voqelikka qandaydir munosabatning yuzaga kelishini o'z ichiga oladi. Kichik yoshdagi o'quvchilar adabiy qahramonga ikki xil munosabatda bo'ladi.

Asarda qatnashuvchi shaxslarga baho berishda o'quvchilar o'z shaxsiy tushunchalaridan foydalanadilar. Qaxramonning boshqa fazilatlarini baholash uchun ularda so'z boyligi, tajriba etishmaydi. O'qituvchining vazifasi o'quvchilar payqay olmagan sifatlarni ko'rsatish va o'quvchilar nutqiga kiritishdir. Yana bir narsaga e'tibor berish maqsadga muvofiq:

1.O'quvchilar asar qahramoniga munosabatlarini ifodalashda u harakat qilgan sharoitni hisobga olmaydilar.

2.Qaxramonning nima uchun shunday qilishi kerakligini tushunolmaydilar, uning uchun maqsadga muvofiq ish olib borishlari zarur. Badiiy asar ustida ishlash murakkab jarayon bo'lib o'qituvchi o'qish darslarining ta'lim-tarbiyaviy vazifalari badiiy asaming o'ziga xos xususiyatlari va o'quvchilarning tayyorgarligini hisobga olishni taqozo qiladi.

Badiiy asarda barcha komponentlar o'zaro bog'langan bo'ladi. Asarda obrazlar rivojlanib boradi. Voqealar rivojlanib borgan sari qaxramonlarning yangi- yangi tomonlari ochila boradi. Bu xususiyatlari asar ustida ishlashda uni yaxlit o'qishni, idrok etishni, ya'ni sintezni talab qiladi. Asar boshidan oxirigacha o'qilgandan so'ng analiz qilinadi, so'ng yana yuqori sifatli sintezga o'tiladi. Asarni o'qishga kirishishdan oldin o'quvchilarni badiiy asarni o'qishga tayyorlash lozim bo'ladi. Demak, tayyorgarlik davri - sintez-analiz-sintez jarayonini beradi.

O'quvchilar asar mazmunini to'g'ri idrok etishlari uchun hayot haqida ma'lum tasavvurga ega bo'lishlari zarur. Buning uchun tayyorgarlik ishlari o'tkaziladi.

Tayyorgarlik ishlarining vazifalari:

1.O'quvchilarning asarda aks ettirilgan voqea-hodisalar haqidagi tasavvurlarini boyitish, matnni ongli idrok qilishga ta'sir etadigan yangi ma'lumotlar berish, badiiy asarda tasvirlangan faktlarni o'quvchilar o'z hayotida kuzatishlari bilan bog'lay olishlariga sharoit yaratish.

2.Yozuvchining hayoti bilan tanishtirish, yozuvchiga, uning hayotiga ijodiga qiziqish uyg'otish.

3.O'quvchilarni asarni emosional idrok etishga tayyorlash.



O'qish faoliyatida o'qituvchi badiiy asar ustida ishlash jarayonining quyidagi masalalarini hal qilishi muhimdir. Bular asar ustida ishlashning maqsad va mazmunini aniqlab olishdan boshlanadi. Sinfda o'quvchilarning ruhiy holati, sinf o'quvchilari orasidagi holat va vaziyatlardan kelib chiqqan holatda asar ustida ishlashning mazmuni belgilanadi. Keyingi vazifa asarni tahlil qilish uchun dars bosqichlarini belgilab olish vazifasidir. Bu vazifa o'qituvchining dars jarayoniga metodik tayyorgarligi, dars jarayonini qanday metodlar asosida tashkil etishi va boshqarishiga bog'liq bo'ladi. Bunda o'qituvchi badiiy asar ustida ishlashda har bir asar tahlili uchun topshiriqlar tizimini ishlab chiqishi muhim o'rin tutadi.

Keyingi masala o'quvchilar egallaydigan bilim, ko'nikma va malakalar doirasini belgilab olish vazifasidir. Bunda badiiy asar ustida ishlash jarayonida o'quvchilarning tafakkuri, o'z fikrini nutqida bayon qila olishi, badiiy asar ustida ishlashning qaysi bosqichida bo'lmasin o'zini namoyon eta olishiga e'tibor qaratadi.

Boshlang'ich sinflarda badiiy asar ustida ishlash uch asosiy bosqichga bo'linadi:

1. **Birinchi sintez bosqichi.** Bu bosqichning asosiy vazifasi matnni yaxlit idrok etish asosida asarning aniq mazmuni va tasviriy ifoda vositalari bilan tanishtirishdan iborat. Bunda avvalambor asarni yaxlit holatda o'quvchilar e'tiboriga havola qilish maqsadida o'qituvchi o'ziga qulay bo'lgan usulni tanlaydi. Masalan, o'qituvchi hikoyasi, asar matnining audio shakli, film namoyishi, asarning bir necha o'quvchilar tomonidan rollarga bo'linib o'qilishi va hokazo. Bunda ish turi badiiy asarning xususiyatlari va qaysi sinfda o'qitilishiga mos ravishda tanlanadi. Bu bosqichni boshlashda o'qituvchi asar muallifi haqida ham ma'lumot berishi lozim.

2. **Analiz bosqichi.** Bu bosqichning vazifasi badiiy asarda voqealar rivojining bog'lanishini aniqlash, ishtirok etuvchi shaxslarning xulq-atvori (O'zini qanday tutdi? Nima uchun bunday qildi?) va ularning asosiy xususiyatlarini ochib berish (qahramonlarning ijobiy va salbiy xususiyatlariga e'tibor qaratiladi), asar kompozitsiyasini ochish (tugun, kulminatsion nuqta, yechim), asarning aniq mazmunini tasviriy vositalar bilan birga tahlil qilish ya'ni, badiiy asarda tasvirlanayotgan narsani jonli tasvirlash, his-tuyg'u va kechinmalarni yorqin ifodalashga xizmat qiluvchi badiiy tasvir va ifoda vositalari, obrazlilik (tasviriylik) va emotsionallikni kuchaytiruvchi elementlarga e'tibor qaratish va qahramonlar xulq-atvorini baholash (muallif nimani tasvirlagani, qanday tasvirlagani, nima uchun u yoki bu dalilni tanlagani)dan iborat.

Boshlang'ich sinflarda to'g'ri, tez, ongli va ifodali o'qishga o'rgatish vazifasi o'quvchilarda asarni tahlil qilish ko'nikmasini shakllantirish bilan birga amalga oshiriladi. O'qish malakalarini shakllantirish bilan matn ustida ishlashning o'zaro bog'liqligi asarni tahlil qilishga qanday yondashishni belgilab beradi.

Badiiy asar ustida ishlashning 2-bosqichi asar tahlilidir. Asarni tahlil qilishning asosiy yo'nalishi matnning aniq mazmuni (voqyealar va uning rivojlanishi)ni, kompozitsiyasini, ishtirok etuvchi shaxslarning axloqi va harakterli xususiyatlarini, asarning g'oyasini aniqlash hisoblanadi.



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**Abdambetova Gulnara Tursinbayevna**

Qorao'zak tumani 26-maktab o'qituvchisi

Abdulla Qahhor o'zbek milliy tili taraqqiyotiga katta hissa qo'shgan yirik so'z san'atkoridir. Adib tilimiz ma'naviyatimiz taraqqiyotiga muhim hissa qo'shib, axloqiy qadriyatlarni ulug'lagan. "Biron-bir jamiyat ma'naviy imkoniyatlarini, odamlar ongida ma'naviy va axloqiy qadriyatlarni rivojlantirmay hamda mustahkamlamay turib o'z istiqbolini tasavvur eta olmaydi". Zero, adib asarlarining shuhrati, sevilib o'qilishi unda axloqiy qadriyatlarning ustunligi, qo'llangan so'z, iboralarning «ko'pchilik xumdonidan pishib chiqqan yangi hayot ayvoniga ustun bo'lish» darajasida fikr bezagi, nutqimiz ko'rki vositasi ekanligidir. Mazkur g'oyaviy estetik aksiomaga Abdulla Qahhor o'zining butun ijodiy faoliyati davomida ulug' yozuvchilar singari milliy nutq madaniyati taraqqiyotini kuzata borib, uning takomillashuvi, silliqlashuvi yangi so'z shakllari, iboralar bilan boyishini o'ziga xos lug'aviy birliklar qo'llash uslubi bilan erishganligi shubhasizdir. Bu jihatdan adib qo'llagan zaharli so'z, olovli qamchi, erkak sabzi singari ko'plab o'xshatishlar, falsafa sotmoq, nasiyaga mol so'ramoq, keraksiz pardani ko'tarmoq singari yuzlab frazeologik birliklar, oq poshsho bo'lmasa, ko'k poshsho bo'lar, eshakni yashirsangiz hangrab sharmanda qiladi kabi qator maqollarning uslubi qo'llanishi, alohida diqqatga sazovor bo'lgan lug'aviy vositalardir.

Fikrimizcha, mohir zargar, tilla, dur va xilma-xil qimmatbaho toshlardan xaridorga manzur taqinchoqlar yasasa, A.Qahhor ham xalqona lug'aviy birliklarni aynan yoki ijodiy qayta ishlash bilan turli uslubiy maqsadlarda qo'llab, o'z asarlarining umrboqiyiligini ta'minlagan va kitobxonlarga manzur bo'lishiga to'liq erisholgan.

Badiiy nutq obrazli va emotsional-ekspressiv ifodalilikka ega ekan, bunda tilning kommunikativ funksiyasi bilan emotsional-ekspressivlik funksiyasi qo'shib ketadi. Shunday ekan, badiiy asarni idrok qilish til qurilishini anglash orqali amalga oshiriladi. «Badiiy nutq stili avtorlarga asarning estetik ta'sirini kuchaytirish uchun tilning barcha leksik va grammatik vositalaridan ustalik bilan foydalanish, tanlash, shuningdek, yangidan-yangi ifoda vositalari yaratish imkonini beradi». Yozuvchilarning til vositalaridan foydalanishdagi individual ijodiy mahorati turlichadir. Badiiy asar tili va yozuvchi uslubini o'rganishda, ko'pincha, leksik, frazeologik vositalar, badiiy tasvir vositalari, ijodkorning okkazional so'z va ibora yaratish mahorati kabi masalalar o'rganiladi-yu, ularning fonetik va grammatik xususiyatlari e'tibordan chetda qoldiriladi. Lekin Abdulla Qahhor asarlari tahliliga jiddiy yondashilsa, tilning barcha sathlari uchun ham boy poetik material bera olishi kuzatiladi. Abdulla Qahhor asarlarida sinonim so'zlarning qo'llanishi.

Sinonimlar yunoncha synonymos – bir nomli ya'ni bir umumiy ma'noga ega bo'lgan, qo'shimcha ma'no ottenkasi, uslubiy bo'yog'i, qo'llanishdagi xususiyati va shu kabi belgilari bilan farqlanadigan so'zlar. Misol: Behuda gap! Mana mening xotinim nima ekanini o'zim bilaman. Paranjisini tashlab ikki kun ko'chada yursin-chi! U odamning zardasi qaynab ketdi: — Nega ko'chada yuradi? Ko'chada paranjilik yursa ham ayniydi-da! To'g'risini aytaymi?

Paranjilik xotin harom ishga yaqinroq bo'ladi. Sabab deng! Agar siz yuziga kulib qaramasangiz, devorg'a shoti qo'yib ko'chaga mo'ralaydi: ko'ylaklik olib bermasangiz, tom orqasidan ko'ylaklik uzatadigan chiqib qoladi. Ochilgan xotin-chi, ko'ylak olib bermasangiz o'zi ishlab, o'zi oladi. Paranji tashlatmoq, paranji-siz yurishga imkon yoki ruxsat bermoq. Tuxum bosib, undan jo'ja chiqarmoq. Tovuq o'nta jo'ja ochibdi. Musicha bola ochibdi. -Biz yorug' dunyoni ko'rish uchun tug'ilganmiz, Turg'unoy!— dedi Maston. - Biz tovuk emasmizki, qanday tuxum bostirsa, shuni ochib chiqarsak.

Yigit hayron edi: «Buning husnigina emas, hatto kiygan kiyimi ham mo'jiza-ku, nega mening otimni biladi, nega yani o'zini past olgan tovush bilan so'raydi?», Yigit afv so'radi: Mening qulog'imga Saidiy bo'lib kiribdi,— dedi va cho'ntagiga solgan qog'ozlarini yana qo'lga oldi. Abdulla Qahhor o'z asarlarida ko'chma ma'noli so'zlarni mohirlik bilan qo'llay olgan yozuvchilardan. Asarlarini tahlil qilib o'qish jarayonida bir necha o'rinlarda ko'chma ma'noli so'zlarni qo'llaganiga guvoh bo'ldik. Misol: – Men sizga biron narsa deyabmanmi? Tikib qo'yarman. Har narsaga ro'zg'or achchiq bo'la bersa... qiyinroq bo'lar.— dedi To'rabjon yaktagim kiyayotib, -kambag'alchilik o'lsin. — Tanlangan asarlar Bu achchiq leksemasining asil ma'nosi istemol qilinadigan sabzavotning tami. Bu yerda esa o'sha achchiq tamga o'xshatilgan. Yo'l bo'yidagi ariqlar afti burishganicha muzlab qolgan, daraxtlar cho'ltoq supurgiga o'xshaydi.

Badiiy asar tilining badiiy-estetik funksiyalarini tilshunoslik aspektida o'rganish muayyan asar yaratilgan davr tilining o'ziga xosligi, yozuvchilarning so'z boyligi, til vositalaridan foydalanish usullarini, demakki, «xalqning ruhi» bo'lgan tilga ijtimoiy ta'sirlarni tahlil qilish bilan chambarchas bog'liq. Shu kunga qadar o'zbek filologiyasida uslubiyat va uslubshunoslik, uslub tushunchalari o'zining aniq va lo'nda ta'rif-tavsifiga ega emas. Bu masalaga turlicha yondashuvlar va ayrim chalkashliklar davom etib kelmoqda. Bizningcha, muayyan janrga xos xususiy belgilarni uslub tushunchasi, janrlararo umumiy belgilarni metod tushunchasi ifodalaydi. «Umumiylik»ka xos bo'lgan tushunchalar metod doirasida tekshirilishi kerak. «Xususiylilik»ka xos bo'lgan tushunchalar uslub doirasida tekshirilishi kerak. Usul esa, muayyan ijodkorning individual uslubi doirasida tanlagan tasvir yo'lidir. Ijodkorning individual uslubini o'rganish murakkab jarayon bo'lib, u ham adabiy, ham lingvistik tahlil imkoniyatlarini o'zida mujassamlashtiradi va shu tarzda shoir yoki yozuvchi ijodiy tafakkuri o'ziga xos jihatlarining qay tarzda yuzaga chiqishini tekshiradi. Bu tarzda tadqiqotlarni «ma'lum bir ijodkorning tildan foydalanish mahoratiga doir ishlar» sifatida alohida guruhga ajratish maqsadga muvofiqdir. Abdulla Qahhor ijodidagi o'ziga xos okkazionalizmlarning matn jozibadorligi, badiiy bo'yqadorligi, hissiy ta'sirchanligini oshirishdagi o'rni xarakterlidir.

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C M R T



# THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

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### USE OF TECHNOLOGIES IN SELF-DEVELOPMENT OF STUDENTS

**Bekpolatova Raykhan**

Nukus is a DPI student

The methodological foundations of science are the primary philosophical fundamentals that determine the direction and essence of understanding objective reality, general and specific methods of understanding it, scientific penetration into its essence and laws of development in order to have a purposeful, rational impact on the world. is a set of positions, principles, categories, concepts. with him (Likhachev B.T., 1998). It is necessary to define methodological positions as a basis for building the concept of inclusive education. It is important to highlight such a framework that combines constructive ideas for a forward-looking, innovative movement of pedagogical science and practice that meets the requirements of today and tomorrow. Here, it is important not to be limited to an eclectically selected set of rules that are most appropriate and appropriate for the implementation of inclusive education. It should be a definition of the foundations of the formation of a leading system that provides an understanding of the direction of action of the pedagogical science and practice depending on the child, the individual.

Today, educational practice has developed in such a way that, in most cases, it divides children into normal (successfully mastering the program) parts, for which the methods and tools of education and upbringing developed over the centuries are "appropriate" and "inappropriate" ways. for those who are hard to read. in the format of stereotyped pedagogical thinking, in the arsenal of applied methods. Inclusive processes in the education and upbringing of children are identified as problems of modern Russian society, the reasons preventing their implementation are identified, a comparative analysis of foreign and domestic experience is being conducted (Malofeev N.N., Nazarova N.M., Shipitsina L.M., Furyaeva T.V., etc. ). The study of inclusive processes in local pedagogy is carried out both in the conditions of the processes of organizing education and training of disabled children (corrective pedagogy) and in the conditions of their socialization and rehabilitation. The researches are mainly empirical in nature and summarize the accumulated experience of reuniting children (Shmatko N.D., Saitkhanov A.F., Farrakhova A.Yu., Melnik Yu.V., Semago M.M., Semago N.Ya., Penin G. N., etc.).

In general, students of not only pedagogy-psychology, but also all other fields of study should join their team under the guidance of tutors and strive forward in every aspect based on competition. Today, many developed countries of the world are switching to digital education system, because it has a great advantage in terms of time, quality of education, transparency, funds and technology.

The word "tutor" comes from the Latin "Tutorem" - a teacher, a coach. In some cases, he acts as a link between the lecturer and the listener, that is, he acts as a consultant and teacher in the wide acquisition of knowledge given by the speaker.

The main task of the "Tutor" is to strengthen the relationship between the university and students in the effective organization of the educational and educational process, to help students adapt to the university life and educational process, to provide them with methodological, social and psychological support and to help students is to increase love for the

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chosen profession. At the same time, they regularly analyze and improve the quality of boys' and girls' lessons, ensure that they spend their leisure time meaningfully, and are constantly aware of their social situation.

In the modern conditions of the experience of social and educational inclusion, the question of searching for methodological, conceptual foundations and clear interpretation arises, where the processes of building inclusive education and the processes taking place within it are studied. Attempts to justify the problem in the literature are often limited to calls aimed at ensuring the real right of children with disabilities to complete education. It is quite clear that the conceptual completion of the integrated education model will occur gradually in accordance with the implementation of comprehensive systematic research in this area. It is clear that the formation of a new theory of education reflects the synthesis of theories, including philosophical, pedagogical, psychological, medical, and others. The results of knowledge and theoretical research play the role of a scientific benchmark in the practice of inclusive education, ensuring its optimal functioning.

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**ABDULLA QAHHOR ASARLARIDA MAQOL VA MATALLARNING  
QO‘LLANILISHI****Sherali Matjanov**

Nukus DPI O‘zbek tili kafedrası o‘qituvchisi

**Dilrabo Baltabayeva**

Xo‘jayli tumani 42-sonli maktab o‘qituvchisi

Yozuvchi yoki shoir mehnati asosida dunyoga kelgan har bir ijod mahsulining o‘qishlilikini ta‘minlaydigan narsa –undagi so‘zlar jilosi. Shuning uchun bo‘lsa kerak “ adabiyotning quroli –so‘z ” deb ta‘riflanadi. Ya‘niki, biron bir asar yaratayotgan ijodkor “adabiyot quroli” yordamida shu asarning o‘ziga xos til xususiyatlarini ko‘rsatib beradi. “Adabiyotning birinchi elementi – tildir. Til – adabiyotning asosiy qurolidir, hayot hodisalari faktlar bilan birga uning materialidir”.

Har qanday milliy til kabi o‘zbek tili ham o‘zbek millatini birlashtiruvchi, uning milliy ruhini ifodalovchi vositadir. Badiiy asar tilida keng qamrovli til birliklari fonetik, leksik, grammatik va majoziy vositalarni kuzatish mumkin. Shu bilan birga ijodkorning so‘z boyligidan o‘ziga xos tarzda foydalanishi, morfologik shakllar va sintaktik qurilmalarni tanlashi va boshqa jihatlarida yozuvchining individual uslubi ham yuzaga chiqadi.

Muayyan biror til stilistikasining rivojlanishida milliy badiiy adabiyot tilining ahamiyati katta ekanligi badiiy asarlar tilini o‘rganish va tahlil qilishning ham nazariy, ham amaliy masalalari tadqiqotchilarni o‘ziga jalb qilib kelayotgani ma‘lum. Badiiy asar tili haqida so‘z borar ekan, dastavval, tilning bevosita bir-biriga aloqador uch tomonini qayd etish zarur bo‘ladi: badiiy til, adabiy til, jonli so‘zlashuv tili. Bu tushunchalar bir-birini to‘ldirib, ayni paytda bir-biridan ozuqa olib yashaydi. Nazariy manbalarda ularning quyidagi xususiyatlari qayd etiladi:

1) adabiy til grammatik me‘yorlarga bo‘ysundirilgan, qat‘iy talaffuz normalariga ega bo‘lgan, jonli xalq tilidagi har xilliklarni bir xillikka olib kelgan tildir; 2) jonli so‘zlashuv tili yoki umumxalq tilida grammatika va orfoepiya qoidalariga doim ham amal qilinavermaydi, emotsional leksika va frazeologiya, sheva elementlari, kasb-hunar leksikasi, jargonlar va boshqalardan keng foydalaniladi; 3) badiiy til esa jonli so‘zlashuv tiliga asoslangan, adabiy til bilan chambarchas bog‘langan, hammaga tushunarli bo‘lgan, «so‘z ustalari tomonidan pardoziqlangan, sayqal berilgan poetik tildir».

Yozuvchi hayotiy voqea-hodisalarni tasvirlab, obraz yaratar ekan, u so‘zlashuv tili boylıklaridan, jonli tildagi sheva va kasb-hunarga oid til birliklaridan ham, adabiy til normalaridan ham keng foydalanadi. Ijodkorning til birliklaridan o‘ziga xos tarzda foydalanishi, morfologik shakllar va sintaktik qurilmalarni tanlashi va boshqa jihatlarida yozuvchining individual uslubi ham yuzaga chiqadi.

Ma‘lumki, A.Qahhor o‘z asarlarida eng ko‘p xalq donishmandlik namunalari murojaat qilgan yozuvchi. U asar nomi, epigrafi, dastlabki abzasi, tarkibi yoki xulosa qismida



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maqollarni ishlatib, asar mazmundorligini oshirgan hamda ular asar tarkibining mustahkam ajralmas qismiga aylanishiga xissa qo'shgan.

Abdulla Qahhor hikoyalarini tahlil qilganda, asardagi maqollarni hikoyalarning qaysi o'rnida ishlatgani, maqollardan foydalanishdagi maqsadi nima, maqollar gapda qanday vazifani bajarishi hamda ular sintaktik jihatdan o'zgartirilganligi ko'rib chiqiladi.

Abdulla Qahhor "O'g'ri" hikoyasining epigrafida "Otning o'limi, itning bayrami" deb yozadi. Epigrafni o'qiboq o'quvchi hikoyaning mavzusi kimningdir qiyin vaziyatga tushib qolishi boshqa birovga xursandchilik olib kelishi mumkinligini anglab yetadi. Bunda o'lim va bayram so'zlari antonim sifatida qo'llangan. Ot va it ham salbiy qarama-qarshilikni keltirib chiqaradi. Maqolning tuzilishiga hech qanday o'zgarish kiritilmagan va asl holicha qoldirilgan. Shuningdek, hikoyada "Begim deguncha belim sinadi", "Tekinga mushuk oftobga chiqmaydi", "Berganga bitta ham ko'p, olganga o'nta ham oz", "Quruq qoshiq og'iz yirtadi", "O'ynashmagil arbob bilan – seni urar har bob bilan" kabi maqollar asar bosh qahramonining nochor holda qolgan bo'lsada, yakkayu yagona boquvchi sigirini topish uchun qo'lidan kelganicha yuqori mansabdagi shaxslarga sovg'a-salomlar ulashib, bor-budini sovirishi nazarda tutiladi va bu holat hikoya oxirigacha davom etadi.

"Bemor" hikoyasi epigrafida Qahhor uslubiga xos bo'lgan qisqa va lo'nda "Osmon yiroq, yer qattiq" maqoli qo'llanadi. Bunda osmon va yer o'zaro qaramaqarshi tushunchalar bo'lib, kambag'al va omi kishining vaziyatdan chiqib keta olmasligi, hech qanday imkoni yo'qligini ta'riflaydi. Ushbu hikoyada bemorga qarashga mablag'i bo'lmagan turmush o'rtog'ining holatiga nisbatan "Bunday paytlarda yo'g'on cho'ziladi, ingichka uziladi" maqolidan foydalanilgan. Yo'g'on va ingichka o'zaro zid ma'noda ishlatilib, bosh qahramon misolida mablag'i bor odam vaziyatdan chiqa oladi, qashshoq esa uziladi, ya'ni vaziyatning qurboni bo'ladi, degan natijani izohlashga xizmat qiladi.

Abdulla Qahhor hikoyalarida nafaqat o'zbek tilidagi balki chet tillaridagi maqollardan ham unumli foydalanadi. Misol tariqasida, "To'yda aza" hikoyasining epigrafida tojik tilidagi "Zori behuda miyon meshikanad" ya'ni behuda zorlanish o'rtasidan kesiladi/uziladi, maqolini aytish kerak. Maqolning tojik tilidagi ko'rinishi yaxlit holda olingan va hech qanday o'zgartirish kiritilmagan. Bu maqolda antonimlik hodisasi kuzatilmaydi lekin sabab (natija) ergash gap bo'lib, yozuvchi hikoya bosh qahramoni mahalladagi savlatli, obro'li universitet o'qituvchisining turmush o'rtog'i vafot etgach, o'zining yosh talabasiga uylanish oqibatida tashqi ko'rinishini yoshlarday o'zgartirib, qo'ni-qo'shnilar orasida bebro' bo'lishi hamda ikkita og'ir chamadonni shoshib mashinaga joylab, so'ng kutilmaganda vafot etishligi sabab va natijalarini birgina maqol orqali o'quvchiga yetkazib beradi. "So'ngan vulqon" hikoyasi nihoyasida "Yer tepganni, el tepadi" maqolini bosh qahramon tili bilan aytadi. Ushbu hikoyada Sheramat aka yoshi o'tib, mansabidan tushar ekan, bu holatni qabul qila olmay, o'ziga nisbatan baho berib shunday deydi. "Ikki yorti bir butun" hikoyasi sarlavhasi maqol bo'lib, asar mazmunini ochib berishga xizmat qiladi. Hikoyadagi ikki erkak o'zaro suxbatidan bir-biriga mos tushgan xarakterli shaxslar ekanligi ushbu maqolda yoritib berilgan. Yorti va butun so'zlari qarama-qarshi so'zlardir. Shuningdek, hikoya tarkibidagi "Eshakni yashirsangiz, hangrab sharmanda qiladi" deganida esa ko'pincha ikkinchi shaxs birlik ko'rinishida mavjud bo'lgan maqolni ko'plik ya'ni



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hurmat ma'nosida ishlatgan. "Bashorat" hikoyasida epigraf sifatida "Ola qarg'a qag' etadi, o'z ko'nglini chog' etadi" maqolini har kim qandayligidan qat'iy nazar o'z xursandchiligini nishonlashini aytadi, "Sep" hikoyasida esa "Mashqda qiynalsang, urushda qiynalmaysan" kabi maqollardan samarali va o'z o'rnida hikoya qahramonining asl holatini tasvirlash maqsadida foydalanadi.

Abdulla Qahhor asarlarida kamdan-kam holatda maqolning sintaktik tuzilishini o'zgartirgan. Ya'ni, ega yoki kesimni shaxs va sonda o'zgartiradi. Bu o'zgartirishda maqol kimning tilidan kimga qarata aytilayotganini inobatga oladi.

Abdulla Qahhor asarlarida maqollardan tashqari matallarni ham unumli ishlatadi. "Bemor" hikoyasidagi ko'ngilga armon bo'lmasin deb, chilyosin ham qildirishga to'g'ri keldi, "To'yda aza" hikoyasidagi yaxshining yuzida zuluk ham xol bo'lib ko'rinadi, "Nurli cho'qqilar" hikoyasida: kesakdan o't chiqqaniga xursandligini izhor qilib; Fotima qari qiz bo'lib o'tirib qoladi; tappi tappidan yiroq tushmas ekan, "Mahalla" hikoyasida : mening bir oyog'im go'rda , sening ikki oyog'ing to'rdami?, "So'ngan vulqon" hikoyasida sendan ugina, mendan bugina; Isoning alamini, Musodan oladi; sizlaganni xushlab, senlaganni mushtlaydigan bo'lib qoldilar; o't kech desa, o't kechganman, suv kech desa, suv kechganman; "Dumli odamlar" hikoyasida: yo'lovchi har bir xurgan itning ortidan quvsa, manzilga qachon yetadi; bunga gap uqtirish, qorong'u uyga kesak otganday gap; "Ikki yorti bir butun" hikoyasida: eshakni yashirsang, hangrab sharmanda qiladi; "Yillar" hikoyasida: birovning ishiga saratonda qo'l sovqotadi matallari asar ma'no mazmunini yanada yaqqol ochib berishga xizmat qiladi.

Xulosa qilib aytganda Abdulla Qahhor o'z asarlari tili ustida qunt bilan ishlagan. Adabiyotning asosiy quroli so'z va iboralar ekanligini ustuvor o'ringa qo'ygan holda, personajlar tilini xususiylashtirish, nutqiy xarakteristikasini berish, asar voqealari tasvirlanayotgan hudud va tarixiy davrni badiiy matnda haqqoniy aks ettirish uslubiy maqsadlarida o'zbek tilining barcha imkoniyatlaridan ifoda tasvirning leksik vositalari sifatida san'atkorona foydalangan.

Abdulla Qahhorning tilda puxta va original faqat Qahhorgagina xos obrazlilikka erishganining boisi, birinchidan, adibning xalq iboralaridan ijodiy foydalanishi, ikkinchidan, umumtil frazeologiyasi qoliplari bo'yicha yangi iboralar yaratib, ulardan zargarona foydalanishidir.

Iboralarning ayni uslubiy qo'llanishida A.Qahhor uslubining xalqona ekanligi qator olimlar tomonidan diqqatga sazovor bo'lgan omillardan biri ekanligi alohida ta'kidlab o'tilgan. Masalan, mashhur adabiyotshunos olim Ozod Sharafiddinov: «Abdulla Qahhor asarlaridagi bu obrazlilik badiiy tasvir vositalaridan keng va unumli foydalanish evaziga, shuningdek, xalq maqollari va materiallaridan foydalanish evaziga maydonga keladi. Ko'p o'rinlarda yozuvchining o'zi ham shaklan ixcham, mazmunan tagdor iboralar qo'llaydiki, ular adibnikimi yo xalqnikimi ekanini ajratolmay qolasan kishi» Zero, «Ularni xalq iboralaridan ajratish qiyin».

Tavsiflangan misollar A.Qahhorning xalq iboralari, maqollar, folklor materiallarini shakl va ma'no tomondan o'zgartirib, badiiy estetik maqsadlarda mohirona qo'llaganligini ko'rsatadi. Bunday qo'llash birinchidan, mavhum hodisalarni aniq qilib ko'rsatish uslubiy vazifasini

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bajargan, ikkinchidan, turli his-hayajonni (emotsiyalarni) ifodalagan va nihoyat, tasvirlanayotgan voqealarga yozuvchining munosabatini bildirish vazifasini bajargan. Shuningdek, bular yozuvchi tilining soddaligi, usluban silliq, ixcham chiqishida asosiy omillardan biri bo'lgan.

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**Muhabbat Baltabayeva Kozibayevna**

Beruniy tumani 61-sonli maktab o'qituvchisi

Nutqning aniq va ravshan bo'lishi sinonimlardan to'g'ri foydalanishga bog'liq. Ba'zi sinonim so'zlarning ma'nosini farqlash birmuncha murakkab bo'ladi. Hatto adabiy nutqni yaxshi biladigan, sinonimlarni to'g'ri tanlab, ularni maqsadga muvofiq ishlata oluvchi kishilar ham ko'pincha sinonimik so'zlar ottenkalaridagi tafovutlarni tushuntirishda o'z qiziqchilik qilishlari mumkin. Masalan, bir sinonimik qatordagi iflos, isqirt, irkit, isliqi, iqna so'zlarining ma'no nozikliklarini osongina izohlab berish qiyin. Sinonim so'zlarning ma'no qirralarini to'g'ri anglash va o'z o'rnida qo'llash ularning qanday so'zlar bilan birikib kela olishi imkoniyatlarini ham hisobga olishni talab etadi. Masalan, qasamyod, qasam, ont; qasamyod qilmoq, qasam ichmoq, ont ichmoq. Qasam qilmoq, ont qilmoq deb bo'lmaganidek, qasamyod ichmoq ham deyilmaydi.

Hamid G'ulomning "Mangulik" asarida shunday so'zlar bor: "Oradan zum o'tmay Umriniso bilan Salima uning o'z bog'iga kirib ketdilar" (240-bet).

Xuddi shu ma'nodagi gap Mumtoz Muhammedovning "Tasodif" asarida ham keltirilgan: "Oradan xiyol o'tmay Azamat aka degan qiz bolaning mayin ovozi eshitildi" (55-bet).

Yana bir asarda Mahmud Muhammedovning "Mariya Petrovna hikoyasi" asarida shunday gaplar bor: "Tavba erta sahar kampir bechoraga biron narsa bo'ldimi" (31-bet).

Tilovoldi Jo'rayevning "Asr tuqqan odam" nomli hikoyalar to'plamida shunday gap bor: "Go'dak oyog'i chiqqan bola, o'smir yigitcha yigit kishi..." (62-bet).

"Uning o'rniga yangi yap-yangi to'shalgan taxta kelibdi ..." (22-bet). "Mansab amal ulug' narsadir ..." (81-bet).

"Yig'lamang, siqilmang opa tuzalasiz" (115-bet).

"Xiyol jilmayib, tirjayib turibdi" (O'.Hoshimov 22-bet).

"Bir haftadan keyin tag'in obkelasiz deb qoladi ketimizdan chiqqan tabib buva jilmayib" (33-bet).

Bir fikr bayonida sinonimik qatordagi so'zlardan bir yo'la ikkitasini yoki undan ortig'ini ishlatish sinonimlarning stilistik figura sifatida xizmat qilishi bilan bog'liq.

Sinonimlar stilistik figura sifatida quyidagi maqsadlarda ishlatiladi:

1. Ma'noni kuchaytirish, umumlashtirish, jamlash maqsadida sinonimik juft so'zlar ishlatiladi: baxt-saodat, qadr-qimmat, hurmat-ehtirom. Bunday vaqtda ikkinchi sinonim birinchisining aynan takrori bo'lmay, balki u ifodalayotgan tushunchani qo'shimcha belgisi bilan to'ldirib turadi.

2. Fikrning nutqdagi o'xshash yoki yaqin tafsilotlarini xilma-xil shakllarda ifodalash uchun ikki yoki undan ortiq sinonimlar ishlatiladi. Bunday vaqtda sinonimlar turli ko'rinishlarda, chunonchi, o'zak sinonimlar shaklida (katta, ulug', buyuk, zo'r, azim, ulkan), qo'shma, yasama so'zlar shaklidagi (dov yurak, qo'rqmas) sinonimlar, birikma sinonimlar (farq

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qilmoq, tafovut qilmoq) va nihoyat, evfemistik soʻz yoki soʻzlar birikmas orqali ifodalanadigan (ogʻir oyoq, ikkiqat, homilador, yukli) sinonimlar shaklida boʻladi.

Sinonimlar nutqni taʼsirchan bayon qilishda hamda uslubning rangdor boʻlishini taʼminlashda, qaytariqlarning oldini olishda katta ahamiyatga ega.

Oʻzaro maʼnodoshlik qatorini hosil qiluvchi soʻzlar tushunchaning belgisini turli daraja bilan ifodalashi, baʼzi soʻzlar belgini normal daraja bilan (neytral) ifodalasa baʼzilari kuchli darajasini ifodalashi mumkin. Sinonim soʻzlar emotsional boʻyoqli va emotsional boʻyoqsiz soʻzlarni tashkil etib, ular yana salbiy emotsional va ijobiy emotsional soʻzlarga boʻlinib ketishi mumkin.

Quyosh ufqqa lab bosdi. Kichkina shalaq arava tuproq yoʻldan imillab borar edi. Qora eshak chillakday ingichka oyoqlari bilan tuproq changitib, aravani sudrab borar, gʻildiraklar nola chekkan kabi hazin gʻiyqillarda...

Quyosh yer ortiga yumalab ketdi. Oqshom shamoli ufqda yonib turgan shafaq alangasini puflab oʻchirdi. Hamon gʻildiraklar nola chekar, shalaq arava tepalikka chiqib borardi. (“Muhabbat”23-bet) Bu ikki jumlada “Quyosh yer ostiga yumalab ketdi, Quyosh ufqqa lab bosdi” bu ikki gap kontekstda oʻzaro sinonimlik qatorini hosil qilgan.

Maʼlumki, har bir lingvistik vosita badiiy nutqda nominativ vazifa bajarish bilan birgalikda uslubiy vosita ham boʻla olishi mumkin. Sintaktik figuralar jonli til tabiatidan kelib chiqadigan nutqiy hodisalar boʻlib, badiiy nutqda muayyan uslubiy maqsadni yuzaga chiqarishga xizmat qiladi. Chunki badiiy asarda til birliklari muallif tomonidan kommunikativ taʼsir maqsadida tanlab olinadi va shu jarayonda adibning individual faoliyati namoyon boʻladi.

Soʻz leksik maʼnolarida paradigmatic munosabat semantik jihatdan qaralganda dastlab soʻzlar maʼno bir xilligi (sinonimiya) va maʼno qarama-qarshiligi (antonimiya) nuqtai nazaridan guruhlariga boʻlib tadqiq etilgan. Keyingi yillarda soʻz leksik maʼnolaridagi paradigmatic munosabatni semantik jihatdan eslatuvchi yana bir hodisa – lugʻaviy darajalanish (graduonimiya) hodisasi mavjudligi, unda soʻzlar maʼno farqlanishiga asoslanishi koʻpgina tadqiqotchilar tomonidan tadqiq etildi. Leksik sinonimiya maʼnolari bir xilligi, oʻzaro yaqinligi yoki oʻxshashligi hodisalariga asoslansa, graduonimiya esa farqlilik omillariga tayanadi. Demak, xulosa qilganda shunday fikr kelib chiqadi. Sinonimiya va graduonimiya hodisalari oʻzaro keskinfarqlanadi. Biroq shunga qaramay, ular oʻrtasida maʼnoviy munosabat mavjud. Aslida sinonimlardan biri oʻrnida ikkinchisini kontekstual qoʻllash imkoniyati mavjud boʻlsa, denotativ maʼnolarga asoslangan graduonimlar orasida darajalanish farqlari kuchli yoki kuchsiz boʻlishi mumkin. Xuddi mana shu fikrimizni hikoyadagi bir parcha orqali keltirishimiz mumkin.

...Hovli etagida, eski bostirma oldida bir tup oʻrik bor. Dovuchcha tukkanidan boshlab turshak boʻlguncha mahallaning qora-qura bolalari shoxdan-shoxga tarmashadi. Otinoyi oʻrikni qizgʻanganidan emas, bolalarga achinganidan chirqillaydi: “Hoy, uyingga bugʻdoy toʻlgur takalar, tush, yiqilib ketasan!” “Takalar” parvo qilmaydi. Biladiki, Otinoyining tuti ham, oʻrigi ham ularniki! Umuman, bu hovli hammaniki. Erta koʻklamda sumalak shu yerda boʻladi. Ismaloq somsa, yalpiz somsa Otinoyining bostirmsidagi tandirda yopiladi. Keyin tut pishadi. Ketidan oʻrik. Mahalladagi xotinoshi bormi, challarmi, beshik toʻyi bormi, quad chaqiriqmi – hammasining maslahati shu yerda pishadi. Qancha non yopiladi, Qancha guruch damlanadi. Qudalarga “toʻqqiz-toʻqqiz” da nimalar tortish kerak...

Katta mahoratli yozuvchilarning badiiy til borasidagi ustunliklaridan biri shundaki, ular faqat tilda mavjud boʻlgan tayyor maʼnodosh soʻzlardagina foydalanib kelmasdan badiiy tasvir ehtiyojiga koʻra maʼnodosh boʻlgan soʻzlarni ham shunday qoʻllaydilar, bu soʻzlar ham matnda xuddi maʼnodosh soʻzlar kabi idrok etiladi. Masalan yuqoridagi matnning bir



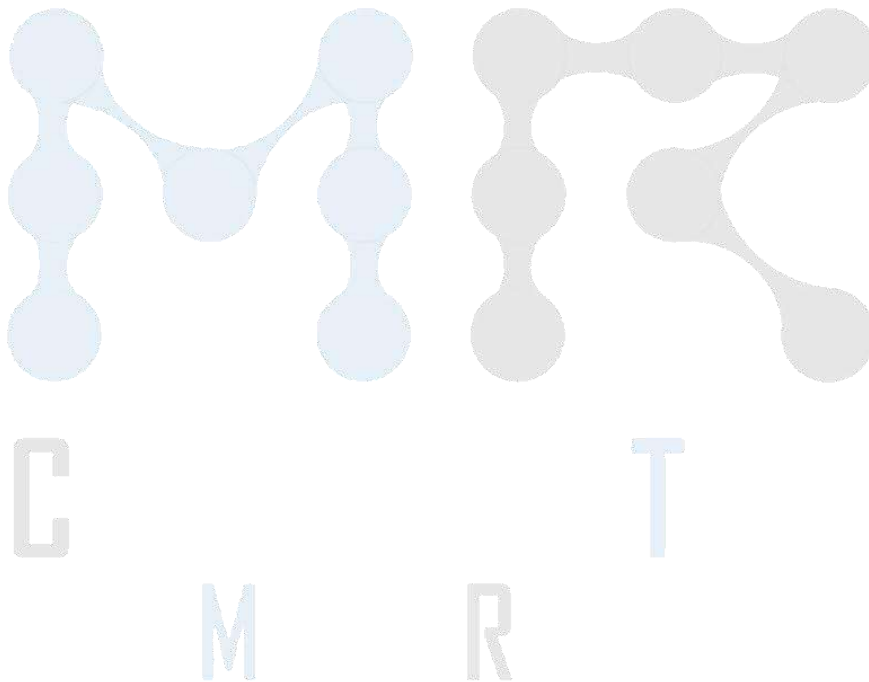
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jumlasiga e'tibor qaratadigan bo'lsak unda shunday so'zlar keltirilgan: Hovli etagida, eski bostirma oldida bir tup o'rik bor. Dovuchcha tukkanidan boshlab, turshak bo'lguncha mahallaning qora-qura bolalari shohdan-shohga tarmashadi. Bu jumladagi dovuchcha ,o'rik, turshak so'zlari bir mevaning bosqichma-bosqich pishib yetilish jarayonidagi nomlari, ular bir-biriga yuqorida aytilganidek graduonimik munosabat hosil qilib asarning ta'sir kuchini yanada orttirishga xizmat qilmoqda. Sababi, bu mevaning pishish jarayoni yilning uch fasliga to'g'ri kelganligi uchun Otinoyining uyidan hecham odam arimasligini mana shu birgina predmet orqali ham ko'rsatib bera olgan.

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Reading strategies that help you in IELTS exam

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**Annotation:** Reading tasks are important to understand students' overall reading abilities. These tasks will be used for student placement, policy decisions, curriculum changes, and program, student, teacher or institutional evaluations. The IELTS Reading test consists of 40 questions, designed to test a wide range of reading skills. These include reading for gist, reading for main ideas, reading for detail, skimming, understanding logical argument and recognising writers' opinions, attitudes and purpose. We know that reading is one of the most challenging tasks of IELTS and we can say that there are many strategies which are considered so helpful.

**Keywords:** Scanning, skimming, reading skills, strong vocabulary

As we mentioned already, Reading includes many strategies and now we will see some of them. One of the most important strategy is scanning. Scanning is reading rapidly in order to find specific facts. Skimming tells you what general information is within a sections. One important feature of scanning can be that it helps you locate a particular fact. Skimming is like snorkeling, and scanning is more like pearl diving. The purpose of scanning documents is to have an easy way to save, store, and protect critical data; it helps save time and money. Document scanning and archiving is a very important step in your record management system. It gives you an invaluable layer of protection for your documents, files, and records. Once the paperwork is scanned, it can be archived, stored offsite, or securely destroyed. With this system that addresses the entire lifecycle of a document, you'll be taking the necessary steps to protect company and personal data. Because skimming is done at a fast speed with less-than-normal comprehension, you shouldn't skim all the time. There are many times, however, when skimming is very useful. [1]

The next important strategy could be skimming. Skimming is one of the tools you can use to read more in less time. Skimming refers to looking only for the general or main ideas, and works best with non-fiction (or factual) material. With skimming, your overall understanding is reduced because you don't read everything. You read only what is important to your purpose. Skimming takes place while reading and allows you to look for details in addition to the main ideas. Skimming will help you locate the information quickly while making sure you use your time wisely. It will also increase the amount of usable material you obtain for your research.

Suppose you have an exam in a few days. You need to review the material you learned, but you don't want to reread everything. By skimming, you can quickly locate the information you haven't mastered yet and study only that material.

As the word "skim" means "to read quickly" and one interesting fact about skimming is that the criminals use various devices, known as skimmers, to steal data without the victim even realising it. This is usually carried out when making transactions at an ATM or paying at a point-of-sale (POS) terminal that has been tampered with beforehand. [2]

One of the next important strategy can be Predicting. Predicting is an important reading strategy. It allows students to use information from the text, such as titles, headings, pictures and

diagrams to anticipate what will happen in the story [3]. When making predictions, students envision what will come next in the text, based on their prior knowledge. A reader involved in making predictions is focused on the text at hand, constantly thinking ahead and also refining, revising, and verifying his or her predictions. This strategy also helps students make connections between their prior knowledge and the text. Prediction can keep children engaged in the story and helps readers to make connections between their prior knowledge and the text. It ensures that the child is able to understand what they are reading as they try and make logical and reasonable assumptions about what could happen next.

#### How to Make Predictions?

The best way to encourage readers to make logical predictions is by prompting them to look at what has already happened in the text. This will help them to extract what the characters may have hinted is coming up or what may have been implied by the author's use of language.

The last strategy that should be mentioned is intensive reading. As the name suggests, intensive reading refers to reading short texts thoroughly and with clear goals, such as to answer reading comprehension questions or to identify how sentences are linked. Unlike extensive reading, the goal of intensive reading is not to read many texts for fluency, but rather to read a shorter piece of text to gain a deeper understanding of that text.

Although reading comprehension can be one goal of intensive reading, its goals may include learning subject matter, vocabulary learning and studying the authors' intentions. In other words, the goal of intensive reading is not limited to reading comprehension.[4]

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**Kimyo fanini o'qitishda fanlararo integratsiyadan foydalanish shartlari**

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**Annatsiya:** Biz mazkur maqola orqali fanlararo integratsiyani shakllantirish qo'yiladigan talablar va muammolarni ko'rib chiqamiz. Ushbu maqolada ko'proq kimyo faniga urg'u beriladi. Bu maqolada kimyo mashg'ulotlarida fanlar integratsiyasini tashkil qilish va o'qitish samaradorlikni oshirish usullari, dars mashg'ulotlarida o'quvchilarning bilimi va ularni o'zlashtirish asnosida bilim va ko'nikmalarining o'sishiga, qiziqishi ortishi xususida fikr yuritiladi.

**Kalit so'zlar:** Integratsiya, fanlararo integratsiya, o'zlashtirish darajasi, usul, ekologiya va tarbiya.

**Abstract:** Through this article, we consider the requirements and problems of interdisciplinary integration. This article focuses more on chemistry. This article discusses ways to improve the effectiveness of organizing and teaching the integration of subjects in chemistry lessons, the growth of students' knowledge and skills in the course of lessons, and the increase of their interest.

**Key words:** Integration, interdisciplinary integration, mastery level, method, ecology and education.

Hozirgi kunda ilm-fan har kungidanda yuksalmoqda va taraqqiy topmoqda. Zamonaviy texnologiyalar, metodlar bema'lol bunga misol bo'ladi. Bu esa, o'z navbatida ta'limning birlamchi ishtirokchilari bo'lgan o'qituvchilarga yanada katta mas'uliyat yuklaydi. Chunki bugungi kun o'qituvchisi har sohada yetuk va bilimdon bo'lmog'i shart va zarurdir. O'quvchilarga fanga doir yetarli bilimlarni berish, fanga bo'lgan qiziqishini oshirish bilan birgalikda ularning tasavvurida fanlarning o'zaro uzviy bog'liqligini, biri ikkinchisini taqozo etishi to'g'risidagi muayyan tushunchani hosil qilishi zarur. Bu kabi masalalarda integratsiyaning – fanlararo aloqadorlikning o'rni juda muhimdir.

Fanlararo aloqalarning asosiy didaktik funksiyasi tabiatda harakat qiluvchi ob'ektiv munosabatlarning tabiiy fanlar fanlari mazmunida izchil aks ettirishdir. P. G. Kulaginining fikricha, fanlararo aloqalar o'qitish printsipi bo'lib, unga ko'ra yangi dasturiy materialni o'rganish o'quv fanlarining mazmunini hisobga olgan holda quriladi [1]. N. A. Loshkarevaning ta'kidlashicha, fanlararo aloqalar-bu munosabatlar birligini, ob'ektiv dunyo hodisalarining o'zaro bog'liqligini, ya'ni o'quv jarayonida atrofda voqelikning muhim qonuniyatlaridan birini aks ettirishdir [2]. Yuqorida sanab o'tilganlarga qo'shimcha ravishda, ko'pincha uchinchi ta'rifni topish mumkin: fanlararo aloqalar — o'quv dasturlari, darsliklar va usullarning o'zaro muvofiqligi. E. E. Minchenkovning fikriga ko'ra, dastlabki ikkita ta'rif fanlararo aloqalarning u yoki bu funktsional xususiyatini ochib beradi. Uchinchi ta'rifga kelsak, uni qoniqarli deb hisoblash mumkin emas, chunki u "aloqa", "munosabatlar" iboralarini "muvofiqlik", "aloqa" sinonimlari bilan almashtiradi [3]. Maksimova V. N. "fanlararo aloqalar zamonaviy ilmiy integratsiya sharoitida o'quv predmetining mazmuni va tuzilishini shakllantirishda ayniqsa muhim omil bo'lib, o'quv predmetining tuzilishi ularning turlari va funktsiyalarining xilma - xilligining



ob'ektiv manbalaridan biri bo'lib xizmat qiladi"deb hisoblaydi. [4] O'quv jarayonida fanlararo aloqalar uchta asosiy didaktik muammolarni hal qilishga yordam beradi:

1) o'quv ma'lumotlarining ilmiy darajasini oshirish;  
2) bilim qiziqishlarini rag'batlantirish va O'quvchilarning bilimlarni o'zlashtirishga faol munosabati;

3) ilmiy e'tiqodlarni tarbiyalash[5]. Fanlararo aloqalar bilimlarning tizimli sifatini shakllantirishga yordam beradi, shuningdek ilmiy dunyoqarashni shakllantirish uchun asosdir. O'quvchilar uchun mavzu bo'yicha tizimli bilimlarni shakllantirish uchun tegishli fanlardan nazariy va empirik ma'lumotlarni jalb qilish kerak. Fanlararo aloqalar kimyo kursining asosiy masalalarini ko'rib chiqishning ko'p o'lchovlilikini kengaytirishga imkon beradi. Fanlararo aloqalar ilmiy bilimlarning fanlararo va fanlararo sintezini amalga oshiradi, deb ishoniladi. Fanlararo sintezda turli xil o'quv fanlaridan olingan bilimlar birlashtirilib, bu talaba shaxsini yanada bilish va rivojlantirish uchun asos bo'lib xizmat qiladi[6]. M. A. Shatalovning fikricha, kimyoning boshqa fanlar bilan fanlararo aloqalaridan foydalanish o'quv materialini tanlashda tizimli yondashuvni amalga oshirmasdan mumkin emas, bunga quyidagilar kiradi[7]; 1) ko'p o'lchovli ko'rib chiqish uchun fanlararo materialni jalb qilish kerak bo'lgan masalalarni aniqlash uchun kimyo kursining o'quv materialini tahlil qilish; 2) o'qituvchi o'quv jarayonida foydalanishni o'z ichiga olgan tegishli fanlarning materiallarini tahlil qilish va tanlash;

3) bitta dars tarkibiga kiritilgan fanlararo material miqdorini aniqlash;

4) fanlararo sintezning taxminiy natijalarini bashorat qilish.

Zamonaviy sharoitda integratsiya yangi tus olmoqda. Uning ahamiyati maktabga, jamiyatning ijtimoiy tartibiga qo'yiladigan yangi talablardan kelib chiqadi. Integratsiya zamonaviy ta'lim tizimiga zarurdir.

Bu kabi ma'lumotlar barcha uchun zarur hisoblanadi. Bu integratsiya barcha fanlar uchun umumiy ma'lumotlar hisoblanadi. Hozir esa biologiya va kimyo fani o'rtasidagi integratsiya haqida suhbat yuritimiz. Bilamizki, biologiya va kimyo judayam bir-biriga yaqin fanlar hisoblanadi. Ta'limni yangilash ta'limni tashkil etishning noan'anaviy usullari va shakllarini, shu jumladan integratsiyalashgan usullarni qo'llashni talab qiladi, buning natijasida bolalar dunyoni yaxlit tasavvur qilishadi va bu juda muhim bo'lib ta'limga qaratilgan yondashuv. Faqat o'qitish amaliyotida keng tarqalgan tushuntirish, tasviriy va reproduktiv usullarga ishonish mumkin emas. Integratsiyani nafaqat fanlardagi o'zaro bog'liqlik nuqtai nazaridan, balki texnologiya, o'qitish usullari va shakllari integratsiyasi sifatida ko'rib chiqish kerak. Pedagogik faoliyat norma va ijodkorlik, fan va san'atning qotishmasidir. Shuning uchun mavjud bo'lgan ta'lim faoliyatining turli xil usullarini birlashtirish, to'g'ri birlashtirish juda muhimdir. Muvaffaqiyat bunga va shuning uchun mashg'ulot natijasiga bog'liq bo'ladi. Bu mustahkamlash usullaridan biridir.

Turli fanlarning o'quv materiallari bilan aloqani o'rnatmasdan har qanday mavzuni o'rganish mumkin emas. Kimyo uchun bu tabiiy fanlar siklining predmetlari: biologiya, geografiya, fizika, ekologiya, hayot xavfsizligi va boshqalar. Kimyo kursining mazmuni va boshqa fanlar materialining integratsiyasi sizga maktabda fanlarni o'qitish muammolarini samarali hal qilishga imkon beradi. Integratsion darslar juda ko'p afzalliklarga ega, chunki ular nafaqat o'quvchilarga dunyoni yaxlit tasavvur qilishni shakllantirishga imkon beradigan umumiy ta'lim vazifalarini hal qiladi.

Bu kabi ma'lumotlar barcha bilishi zarur bo'lgan ma'lumotlardir. Bundan tashqari kimyo va biologiya integratsiyani quyidagi ma'lumotlar izohlash Fan metodologiyasi darajasidagi

sintezi fan va o'quv amaliyotida kimyoni muammoli-integratsion o'qitishning yangi yo'nalishining paydo bo'lishini belgilab beradi va ularning eng muhim xususiyatlarini o'rgatadi:

- Kimyoning fizika, biologiya, geografiya, ekologiya – tabiiy ob'ektlar va jarayonlarni o'rganuvchi fanlar bilan uzviy bog'liqligi;
- Maktab o'quvchilari balog'at yoshida duch keladigan insoniyatning global muammolarining integral, murakkab tabiatiga uchrashi mumkin, shuning uchun kimyoni o'rganishda ular o'quv muammolarini kompleks (mavzu ichidagi, fanlararo, kompleks) qo'llash asosida hal qilish tajribasiga ega bo'lishlari kerak;
- Kimyo o'qitish jarayonida maktab o'quvchilarini muammoli-qidiruv faoliyatiga jalb qilishning yetakchi vositasi sifatida fanlararo aloqalarga asoslangan ijodiy faoliyatning eng yuqori rivojlanish darajasi bo'lgan bilish jarayonida integratsiya rolining ortishi;
- Muammoli tabiat yuzaga keladigan fan taraqqiyotining mantiqiy va qonuniyatlari integratsiya va muammoli integratsiya.

Muammoli ta'limni keng integral asosda qurish maktab o'quvchilari tomonidan materialni o'zlashtirish uchun o'qish vaqtini sezilarli darajada kamaytirishi mumkin. So'nggi paytlarda bu tufayli ayniqsa maktabda kimyo fanini o'rganishga ajratilgan o'quv soatlari soni pasayishi ma'lum bo'ldi. Muammoli-integratsion ta'lim sharoitida dastur materialini o'zlashtirish maktab o'quvchilari tomonidan o'zaro bog'liq bo'lgan integrativ ta'lim muammolarini qo'yish va hal qilish jarayonida amalga oshiriladi. Darsda maktab o'quvchilari har qanday alohida ma'lumotni o'zlashtiribgina qolmay, balki o'zaro bog'liq bo'lgan birliklar majmuasini oladilar, bu o'qituvchiga dastur materialini ixcham tarzda tashkil etilgan informatsion sig'imli bloklarga shakllantirish tabiatshunoslikning fundamental tushunchalari, qonunlari va nazariyalarini imkonini beradi. Bu o'quvchilarda umumlashtirilgan fan va fanlararo bilim va ko'nikmalarni shakllantirishga yordam beradi, ta'lim va shaxsni tarbiyalash rivojlanish muammolarini samaraliroq hal qilish imkonini beradi. Demak, muammoli-integratsion ta'lim birgalikdagi izlanish faoliyati sifatida quriladi, bunda o'quvchi o'qituvchi bilan birgalikda o'quv muammolarini yechish orqali o'zi o'rganayotgan fan sirlarini idrok etadi, o'qituvchi esa bu o'quv jarayonini boshqaradi.

#### **Foydalanilgan adabiyotlar ro'yxati:**

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**Abstract.** In the article, the causes of kidney failure in the human body shown. In diseases accompanied by damage to renal vessels kidney damage: scleroderma, thrombocytopenic purpura, etc., kidney under diseases, a wide group of pathological changes produced by the body dysfunction and then complete failure.

**Key words:** Kidney diseases, perennial kidney failure; postrenal kidney deficiency; renal failure.

The human body receives almost all necessary substances through food and water. The composition of food products and their properties for health, physical development, ability to work, emotional state and, in general, life expectancy and directly affects the quality. It was able to affect the human body so much it is difficult to find another factor. Analysis of kidney failure based on the following it is appropriate to do.

Kidney diseases are an obstacle to the normal functioning of these organs of the urinary system includes various pathologies. Each of the kidney diseases characteristics, different clinical manifestations. In fact, many kidney diseases are asymptomatic, i.e without symptoms, and patients about existing problems with their health they don't know

Prerenal. This is due to impaired renal blood flow. Sufficient amount for kidney no blood. As a result, the process of urine formation is disturbed, the kidney tissue is pathological changes will occur. It occurs in about half of patients (55%).

Conditions in which the heart cannot perform its tasks and pumps less blood:

- arrhythmia, heart failure, heavy bleeding, thromboembolism of the pulmonary artery.
- Sudden drop in blood pressure: shock (sepsis) in gross infections, severe allergic reactions, overdosage of some drugs.

Dehydration: severe vomiting, diarrhea, burns, overdose of diuretics use

Cirrhosis and other liver diseases: in which the reflow of venous blood is disturbed, tumors develop, blood supply to the cardiovascular system and kidneys is disrupted.

Renal. It is related to the pathology of kidney tissue. Kidney with blood is sufficiently supplied, but cannot produce urine. It occurs in 40% of patients. Poisonings: poisonous substances in everyday life and industry, snakes, insects stings, heavy metals, overdoses of some drugs. Entering the bloodstream, it is poisonous substances reach the kidneys and disrupt their work.

Massive breakdown of erythrocytes and hemoglobin: in incompatible blood transfusions, in malaria. In this case, kidney tissues are damaged.

In autoimmune diseases, for example, in myeloma, the kidney with antibodies damage In some diseases, the kidneys are damaged by metabolic products, for example, with uric acid salts in gout.

Inflammatory process in the kidneys: glomerulonephritis, with kidney syndrome hemorrhagic fever, etc.

Damage to the kidneys in diseases with damage to the renal vessels reach:

- scleroderma, thrombocytopenic purpura, etc.



• Injury of a single kidney (if the second one does not work for some reason). Postrenal. Urine is produced in the kidney, but due to an obstruction in the ureter can't get out. If the obstruction is only in the urinary tract, it is a damaged kidney a healthy kidney takes over its function - kidney failure does not occur. This the condition occurs in 5% of patients.

- Tumors of the prostate, bladder, other organs in the small pelvis.
- Injury to the urinary tract during surgery or accidental ligation.
- Urinary tract obstruction: possible causes are thrombosis, pus, stone, congenital development defects. Urinary disorders, chronic due to taking certain drugs causes kidney failure: Congenital and hereditary kidney diseases.

- Kidney damage in chronic diseases: gout, diabetes, urinary stones disease, obesity, metabolic syndrome, liver cirrhosis, systemic lupus erythematosus, scleroderma and others.

- Urine in which gradual obstruction of the urinary tract occurs various diseases of the system: urolithiasis, tumor, etc.

- Kidney diseases: chronic glomerulonephritis, chronic pyelonephritis.

- Incorrect use of drugs, overdose.

- Chronic poisoning with various toxic substances. Symptoms of acute kidney failure depend on its stage:

- Acute kidney failure can damage the kidneys, which is blood loss, toxins or can occur as a result of physical damage to the kidneys. Acute kidney deficiency appears and resolves rapidly, and confusion disappears causes general symptoms. This is a serious condition, but it can be treated, and With proper treatment, most people survive an episode of kidney failure long-term can live without consequences.

The kidney controls the amount of fluid, electrolytes and waste in the body and sends excess materials to be lost in the urine. Acute kidney Symptoms of deficiency of these substances accumulate in the body, because the kidneys need it does not work when For optimal functioning of the whole body, normal fluid and electrolyte levels are required. Waste materials are the body's cells and it is toxic to the tissues in large quantities, which causes a wide range of symptoms. Sharp symptoms of kidney failure develop rapidly over several hours or days, the main reasons for this are:

Blood pressure on the kidneys, drugs, general health, nutrition and man many factors affect it, such as the amount of drinking water. Acute kidney failure there are different ways this can happen. Anything that damages the kidneys quickly reduces the amount of work they can do. Acute kidney failure it can be temporary or it can be a sign of bigger problems. There are three main categories of causes of acute kidney failure.

Kidney the term describes the kidneys, and the names of these categories are prerenal, intrinsic, and postrenal.

Prerenal: This is the kidney that begins before the blood reaches the kidneys describes the reasons for its deficiency. For example, low blood pressure, if the heart It happens when your body isn't working effectively or you're severely dehydrated.

In this case, the kidneys themselves are not the main problem, but they are low blood is affected by the supply, which filters the blood of the kidneys makes it difficult. Severe infection can lead to septic shock, in which the kidneys can cause damage, because blood pressure effectively work the kidneys falls to an impossibly low level.



Internal: the causes of kidney failure caused by damage to the kidneys themselves describes. Toxins, including chemicals, illegal drugs and even some drugs can pass through the kidneys and damage them.

Medicines that can cause acute kidney failure examples include contrast materials for vision tests. All these drugs are them does not cause acute renal failure in any person or no one ever uses them. But they are a kidney for some people may cause a deficiency and predict that you will have this reaction can be difficult. Sometimes acute kidney which can lead to deficiency blood tests that measure kidney function before taking medication may be necessary.

Other that can lead to internal kidney failure in cases of lack of oxygen in the blood, kidney infection, inflammation in the kidneys and there are kidney diseases. A very large kidney stone can also cause internal damage to the kidney possible

Summary: Kidneys are the most important organ for the human body. Body through the kidneys it is cleaned of unnecessary substances. These are the real working bodies that carry out permanent work. Any kidney damage means that the body cannot get rid of harmful substances and gradually leads to non-initiation of self-determination. Therefore, the kidney to identify problems in time and take all measures to treat them very important.

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**“Sirdaryo viloyatida Arab anori yetishtirish va yetishtirilgan anor mahsulotlarini Farmasevtika, tibbiyot sohalarida xom-ashyo sifatida foydalanish, ishlab chiqarishga keng tadbqiq etish, farmasevtika sohasini Sirdaryo viloyatida keng miqyosda rivojlantirish”**

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**Annotatsiya:** Ushbu maqolada arab anori yetishtirish va uning dorivorlik xususiyatlarini o'rganish orqali undan xalq xo'jaligida foydalanish yo'llari yoritib berilgan.

**Kalit so'zlar:** Momordika, gul, meva, urug', damlama, ekstrakt,

Momordika - bir yillik, ko'p yillik va liana kabi hayotiy shakllarga ega o'simlik bo'lib, qovoqdoshlar (Cucubitateae) oilasiga mansub. Momordikaning uzun poyalari 2-5 metrga yetadi, barglari katta o'yilgan, och yashil rangga ega. Momordikaning xushbo'y hidga ega va yorqin sariq rangli gullari insonga o'zgacha zavq bag'ishlaydi. Momordikaning timsoh terisiga o'xshash ajoyib ko'rinishdagi mevalari uzunligi 10-25 smgacha, diametri 6 smgacha yetadi. O'sish va pishib yetish jarayonida ular ranglarini yashildan to'q sariq rangga o'zgartiradi.

Mevalari 30 tagacha urug'lardan va yoqut rangli qobig'dan iborat. Momordikaning 60 ga yaqin turi mavjud bo'lib, ulardan iqtisodiy jihatdan eng ahamiyatli 2 ta turi - Momordica Charantia va Momordica Cochinchin ko'p yetishtiriladi va foydalaniladi. Momordika- telba bodring, hind bodringi, achchiq qovun, hind anori, balsamik nok, timsoh bodring kabi antiqa nomlarga egaligi bilan boshqa o'simliklardan farq qiladi. Momordika nomining o'zi ham lotincha “momordicus” so,,zidan kelib chiqqan bo'lib “tishlash” degan ma'noni anglatadi.

Momordika-immunitetni ko,,taradigan va ko'rishni yaxshilaydigan, tanadan toksinlarni chiqarib tashlaydigan meva. Urug'i qobig'ida karotinga boy yog' mavjud. Inson tanasida bu modda A vitaminiga aylanadi. Urug'lari yallig'lanishga qarshi, isitma tushiruvchi, antiseptik va shishni yengillashtiruvchi vosita sifatida foydalaniladi.

Momordika ildizlarida revmatizmni davolashda ishlatiladigan moddalar triterpen saponinlar mavjud. O'simlikning dorivorlik xususiyatlari tarkibi vitaminlarga boyligi bilan bog'liq. Momordika mevasi tarkibida A, B, F, E, C va PP vitaminlari, shuningdek, alkaloidlar, organik kislotalar, aminokislotalar mavjud. O'simlik tarkibidagi B guruhidagi vitaminlar soch, teri, to'qimalarining holatini yaxshilaydi. A vitamini ko'rish o'tkirligini kuchaytiradi. Noyob biologik faol moddalar hisoblangan E vitamini erta qarishni oldini oladi va antioksidant ta'sirga ega, F vitamini esa butun tanani kuchga to'ldiradi. Eng keng tarqalgan komponent C vitamini - bu o'simlikda ham mavjud.

Shuning uchun ham immunitetni ko'tarishda momordika foydali hisoblanadi. Momordika mevalari fitonsidlarning ajoyib manbayi bo,,lib, ular infeksiyalarni o'ldiradi va yallig'lanishni yengillashtiradi. O'simlik qandli diabet kasalligiga chalingan bemorlar uchun juda foydali. Uning mevalarida qondagi qand miqdorini pasaytiradigan harontin moddasi mavjud bo'lib, ushbu komponent tanada insulin ishlab chiqarilishini normallashtiradi va oshqozon osti hujayralari sonini oshiradi.

Momordika ekstrakti sarkoma, melanoma, leykemiya kasalligiga chalingan bemorlarni davolashda yaxshi samara beradi. Zamonaviy tadqiqotlar shuni ko'rsatadiki, mevalaridagi mavjud antiviral va antibakterial faollik tufayli gepatit va OIV ni davolashda ishlatilishi mumkin.

Amerikalik olimlar momordika sharbatidagi moddalar nafaqat saraton hujayralarini o'sishini to'xtatibgina qolmay, balki ularni yo'q qilishini ham aniqladilar. Taklif etilayotgan loyiha farmasevtika va tibbiyot sohasida katta ahamiyatga ega. Ishlab chiqarishda ham mahalliy farmasevtikaning rivojlanishi, bu sohadagi ehtiyojni qondirish qolaversa, bozorda xalq tabobati uchun ham arab anoriga bo'lgan ehtiyoj qondirish uchun ushbu mavzudagi loyihani amalga oshirish zarur. Maqsadimiz Sirdaryo viloyati tuproq- iqlim sharoitiga yaxshi moslasha oladigan, hudud uchun ilk bor ekilayotgan Arab anorini keng plantatsiyalarda yetishtirib, ishlab-chiqarishga jalb etish, dori-darmon mahsulotlarini ishlab chiqarish xom-ashyo talabni qondirish. Jahonda va o'zimizning ichki bozorlarimizda aynan bu dorivor o'simlikka bo'lgan talab katta. Sifatli, arzon va tabiiy mahsulotlar yetishtirishni yo'lga qo'yiladi. Aynan prezidentimiz Sh.M.Mirziyoyevning ham asosiy maqsadi aholi salomatligini saqlashga, ularning turmush tarzini yaxshilashga qaratilgandir.

Urug'siz momordika mevalari mayda bo'laklarga kesib olinadi. Ularni 3 litrli idishga zich qilib to'ldiriladi va unga yarim litr spirt quyiladi, qopqog'ini yopib, 2 hafta davomida qorong'u salqin joyda saqlanadi. Momordika mevalarining damlamasi 3 kun davomida och qoringa ( ovqatlanishdan 30 daqiqa oldin ), kuniga 3 marta 1 choy qoshiqda ichiladi. Momordika meva damlamasi shamollash ( yo'tal, burun oqishi, isitma, psoriasis va revmatizm uchun samarali. Shuningdek, u tananing immunitetini mustahkamlash uchun vosita sifatida ishlatiladi.

Xalq tabobatida va zamonaviy tibbiyotda momordikaning barcha qismlaridan - ildizidan, barglaridan, meva va urug'laridan foydalaniladi. Ildizlari, barglari va urug'laridan qaynatma va damlamalar tayyorlab iste'mol qilinadi. O'simlik mevalari esa xom va pishgan holatida qovurilgan, qaynatilgan, tuzlangan va konservalangan holda iste'mol qilinadi. Momordika o'simligi Osiyo xalqlarida an'anaviy oshxonada ishlatiladi. Sho'rvalar, salatlar va turli xil ovqatlar tayyorlashda yosh barglari va barra mevalaridan foydalaniladi. Bundan tashqari mevalaridan ekstrakt olinadi, urug'laridan esa qandolatchilikda foydalanish mumkin. Momordikaning xalq xo'jaligidagi yana bir ahamiyatli tarafi shundaki, terining qarishini sekinlashtirish xususiyati mavjudligi tufayli parfyumeriya mahsulotlari tayyorlashda va kosmetikada foydalaniladi .

Xulosa qilib shuni aytish kerakki, momordikaning barcha qismlari foydali xususiyatlarga ega, shu sababdan momordika yetishtirishni xalqimiz orasida ommalashtirishimiz va ko'paytirishimiz kerak. Momordika nafaqat dorivorlik xususiyatlari tufayli balki manzarali dekorativ o'simlik sifatida va estetik zavq olish maqsadida ham ekib o'stiriladi.

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**Features of diagnostics and treatment of endocrine infertility.**

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**ANNOTATION**

About 200 million people in the world suffer from infertility. Endocrine Infertility (Infertility) accounts for 35% - 40% of the causes of infertility in women. Conducted examination and treatment of various forms of EB. Analysis of the results allows draw conclusions that despite the existing standards of EB therapy, the effectiveness of treatment is possible only with a differentiated approach in each specific case. Complex organization of the reproductive system female body, a combination of disorders of the pituitary-gonadal, thyrotropic-thyroid systems cause difficulties in the treatment endocrine infertility. However, a clear understanding of the phasing examination of this category of women allows you to develop an individual treatment and follow-up program for each patient. This allows optimize conservative treatment and reduce its time in women with EB, timely resolve the issue of the use of assisted reproductive technologies. Correction of identified violations will improve the results conservative treatment of the underlying disease and the effectiveness of therapy endocrine forms of infertility.

**Keywords:** Endocrine infertility, differentiation diagnostics of EB, drug hormonal treatment of EB, polycystic ovary syndrome, anovulation.

**INTRODUCTION**

Infertility affects millions of people of reproductive age, impacting their families and communities. According to WHO estimates[2], the problem infertility affects between 48 million couples and 186 million the world. Even though assisted reproductive technologies (ART) have existed for more than three decades and 5 million children in the world were born as a result of ART activities, such as extracorporeal fertilization (IVF), these technologies are still largely available and unaffordable in many parts of the world. Equal access to fertility treatment remains a problem in most countries, especially in low- and middle-income countries. Uzbekistan belongs to the countries with high social value childbearing, therefore, in the national policy of the country, the strategy of protection reproductive health is a priority. Effective March 2019 law "On the protection of the reproductive health of citizens", which provided the legal basis for the development assisted reproductive technologies. The prevalence of infertility in Uzbekistan is very high: with a diagnosis over 25 thousand women are infertility under dispensary supervision and 7 thousand men.

**LITERATURE AND METHODOLOGY**



As the analysis of the literature shows, the main causes of female infertility are as follows: obstruction of the fallopian tubes in 30% of cases, diseases of the uterus in 18% of cases, idiopathic causes in 7% of cases, immunological factors in 5% and psychological factors in 5% of cases. Endocrine infertility accounts for 35% - 40% of the causes of infertility in women[6].

Anovulation can be caused by the following endocrine diseases[2]:

- Diabetes mellitus type 1 and 2
- Hyperprolactinemia (of various origins)
- Hypothyroidism
- Congenital hyperplasia of the adrenal cortex
- PCOS (polycystic ovary syndrome)
- Cushing's syndrome
- Pathology of the pituitary gland, including hormone-producing tumors pituitary (Acromegaly, Itsenko-Cushing's disease, prolactinoma), cancer pituitary gland, hypofunction of the pituitary gland (decrease in the production of pituitary hormones due to infectious disease, traumatic brain injury and other reasons);
- Hypogonadotropic ovarian insufficiency
- Stress and depression.
- Genetic diseases; Shershevsky-Turner syndrome;
- Gonadal dysgenesis
- Obesity

Environmental and lifestyle factors such as smoking, excessive alcohol consumption and being overweight, as well as severe iodine deficiency conditions can have an impact on fertility[9]. In addition, exposure to environmental pollutants can be directly toxic to germ cells (eggs

and spermatozoa) and affect their numbers and quality, which leads to infertility [7].

**Purpose:** to study the causes and clinical features of endocrine infertility, systematization of the diagnosis and treatment of EB, analysis of effectiveness hormonal treatment for infertile women. We studied 57 women aged 24-39 years with a diagnosis of "primary infertility", of which 39 (68.4%) were diagnosed with pathology of the genital systems in a woman or her husband. In 18 (31.6%) women with established primary diagnosis of "endocrine infertility" was examined endocrinological status, the level of thyroid and sex hormones, biochemical and general clinical tests, ultrasound of the thyroid gland, genitals and glands, according to indications - computed tomography (CT) of the pituitary gland. Hormones were examined - follicle-stimulating (FSH), luteinizing (LH), estradiol, prolactin, if necessary - total testosterone, androstenedione, progesterone, and also thyrotropic hormone (TSH), thyroid hormones - free T4, free T3; antibodies to thyroid peroxidase (AT TPO). Insulin-like factor testing growth (IGF 1), insulin, cortisol, adrenocorticotropin (ACTH), glycosylated hemoglobin (HbA1c) - according to indications. Insulin level and IGF 1 in the blood was determined not only in patients with diabetes mellitus, but also in patients with hyperprolactinemia, PCOS, obesity, because the basis infertility may lie hyperandrogenic anovulation, formed in conditions of hyperinsulinemia [1], and hyperprolactinemia is characterized by decrease in insulin concentration [6]. Conducted conservative

treatment, which is based on the correction of hormonal disorders, taking into account etiopathogenesis, EB clinic and individual characteristics of each female patient.

### **RESULTS AND DISCUSSION**

Of the 18 patients with endocrine infertility, two (11.1%) suffered from type 1 diabetes mellitus with a long history of the disease - more than 5 years. The examination revealed two more (11.1%) patients with type 2 diabetes who did not know about their disease and were treated for a long time for infertility in gynecologist. Both patients were obese, but did not consider this cause of her infertility. Calculation of body mass index showed that out of 18 examined patients, normal Only 6 (33.3%) women had BMI, three (16.7%) had underweight, which is also unfavorable for the onset

pregnancy; 8 (44.4%) - BMI over 25: obesity is most pronounced in patients with newly diagnosed type 2 diabetes mellitus, two (11.1%) patients with hypothyroidism, two (11.1%) patients with PCOS, 2 (11.1%) patients with adenoma pituitary - cushingoid obesity. In addition to medical treatment, all obese women, regardless of the primary disease, are prescribed

diet therapy: hypocaloric - before pregnancy and rational healthy nutrition - during the gestation period [6]. All 3 (16.7%) women with a deficiency

body weight normalized weight, 2 (11.1%) with hypothyroidism as a result of treatment had a decrease in body weight, however, three (16.7%) women with cushingoid obese weight remained unchanged. 6 (33.3%) were diagnosed with polycystic ovary syndrome (PCOS) with severe insufficiency of the luteal phase and hyperandrogenism, in 5 (22%) hyperprolactinemic hypogonadism, 5 (22%) - thyroid pathology glands (thyroid), including two with hypothyroidism, three with euthyroid diffuse goiter. Given the residence of patients with EB in conditions of severe iodine deficiency [9], not only for patients with thyroid pathology, but for all. The subjects were prescribed iodine-containing preparations. An endocrinologist and a gynecologist were treated with appropriate correction of hormonal disorders in the level of hormones - prolactin, FSH, LH, TSH, T3, T4 in the blood, according to approved treatment protocols [4]. Apart from of this type 1 diabetes mellitus, an adequate dose is selected insulin therapy, and in patients with type 2 diabetes, with PCOS, with alimentary obesity correction of carbohydrate metabolism was carried out by Metformin 1000 within 6 months. Of two patients with type 1 diabetes, one pregnancy occurred, but the delivery ended in stillbirth, no other pregnancy occurred. For women with type 1 diabetes (DM1) is characterized by accelerated aging, which manifests itself in an increase in the frequency cardiovascular events, ovarian-menstrual disorders functions, in the early onset of menopause. It is shown that the violation reproductive function in women with type 1 diabetes may be due to in particular, with a decrease in ovarian reserve [3]. In patients with type 2 diabetes pregnancy occurred one year after the start of therapy. Of 6 (33%) patients with PCOS, only two, the rest continue conservative treatment; there was no surgical intervention. Among 5 (22%) patients with hyperprolactinemic hypogonadism in two a pituitary adenoma was diagnosed, one had a microadenoma with severe Clinic of Itsenko-Cushing's disease; All three were recommended postpone pregnancy planning until pituitary treatment and adrenal glands, since the increased content of androgen in a patient with NIR also indicates a violation of the adrenal glands [8]. For two, after conducting a course of treatment with Dostinex - pregnancy occurred, culminating in the birth of healthy children. The best result was achieved with

patients with thyroid pathology: all treated patients became pregnant and had favorable delivery with live birth.

### **RESULTS**

The complex organization of the reproductive system of the female body, a combination of disorders of the pituitary-gonadal, thyrotropic-thyroid systems cause difficulties in the treatment of endocrine infertility. However, a clear idea of the stages of examination of this category of women allows you to develop an individual program of treatment and observation every patient. This allows optimizing conservative treatment and reduce its time in women with endocrine infertility, timely address the issue of the use of assisted reproductive technologies. Correction of identified violations will improve the results conservative treatment of the underlying disease and the effectiveness of therapy endocrine forms of infertility.

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Adabiyot fanida fanlararo integratsiyadan foydalanish

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**Annatsiya:** Mazkur maqola o'qituvchi va murabbiylarimiz uchun judayam zarur. Bu maqolada barchamizga ma'lum bo'lgan fanlararo integratsiya usulini adabiyot darslari timsolida tadqiq qilishga harakat qilingan. Shuningdek, umumta'lim maktablarida ona tili va adabiyot darsliklarida berilgan mavzularni bir-biriga bog'lagan holda tushuntirish usullari va metodlarini ishlab chiqish ko'zda tutilgan.

**Kalit so'zlar:** Adabiyot, integratsiya, fanlararo, aloqadorlik, tadqiqot, metod, yangi texnologiyalar

**Abstract:** This article is very necessary for our teachers and coaches. In this article, we tried to research the method of interdisciplinary integration known to all of us in the form of literature lessons. It is also planned to develop methods and methods of explanation in secondary schools, connecting the topics given in the mother tongue and literature textbooks.

**Key words:** Literature, integration, interdisciplinary, communication, research, method, new technologies

Bugungi kunda ta'lim sohasi har kungidanda ko'proq taraqqiy topmoqda. Chunki jamiyatdagi insonlar ilmi va ishbilarmon bo'lishi, o'sha mamlakat hayotining ancha takomillashishiga olib keladi. Hozirgi kunda davlatimizda ham ilm-fan doirasida ko'plab dasturlar olib borilmoqda, bularning barchasi ta'limimizni yanada sifatli qilish va uni solih qilishga qaratilgan. Bu esa, o'z navbatida ta'limning birlamchi ishtirokchilari bo'lgan o'qituvchilarga yanada katta mas'uliyat yuklaydi. Chunki bugungi kun o'qituvchisi har sohada yetuk va bilimdon bo'lmog'i shart va zarurdir. O'qituvchi o'quvchilarga fanga doir yetarli bilimlarni berish, fanga bo'lgan qiziqishini oshirish bilan birgalikda ularning tasavvurida fanlarning o'zaro uzviy bog'liqligini, biri ikkinchisini taqozo etishi to'g'risidagi muayyan tushunchani hosil qilishi zarur. Bu kabi masalalarda integratsiyaning – fanlararo aloqadorlikning o'rni juda muhimdir.

Bir tomonlama integratsiyalanishda bir xildagi o'quv fanlaridagi mavzuni yoritishga xizmat qilishi mumkin bo'lgan jihatlardan foydalanish kerak bo'ladi. Masalan, adabiyot sabog'idagi biror mavzuni o'rgatishda qozoq yoki qoraqalpoq adabiyotidagi ayni shunga o'xshash mavzudan foydalanilsa, bir tomonlama integratsiya yuzaga keladi. Agar adabiyot sabog'idagi biror mavzuni o'rgatishda ona tili, tarix yoki Jug'rofiya fanlaridan biriga doir ma'lumotlar ishlatilsa ikki tomonlama integratsiya paydo bo'ladi. Bordi-yu, adabiyot darsidagi qaysidir mavzuni yoritishda ikkitadan ortiq fanga tegishli ma'lumotlar qo'llanilsa, ko'p tomonlama integratsiya hosil bo'ladi. Bunda mutaxassislar shu integratsiya terminining mohiyatini ochish uchun turli fikrlarni bayon etadi. Bizning fikrimizga monand ba'zi dunyo olimlarining qarashlari quyidagicha: "O'quvchilarda olam haqida yaxlit tasavvur hosil qilish orqali ularning aqliy rivojlanishiga erishish maqsadida ta'lim mazmunining tarkibiy unsurlari o'rtasida uzviy aloqadorlik bo'lishini ta'minlash jarayoni ta'limdagi integratsiya deyiladi" Ta'lim tizimidagi integratsiya o'quvchilar bilimining takomillashuvida ola quroq va chala-chulpa bo'lmasligi, ularning yaxlit bilim va universal insoniy hamda milliy qadriyatlar egasi bo'lishini ta'minlaydi. Turli davrlarda ta'lim



jarayonida fanlararo aloqadorlikdan foydalanish muammosiga Ya. A. Komenskiy, I.G.Pestalotsi, J.J.Russo, L.N.Tolstoy, K.D.Ushinskiy, I.G.Reves, I.D.Zverevlar; o'zbek olimlaridan R.Mavlonova, N. Rahmonqulova, S.Dolimov, V.Qodirov, A.Zunnunov, H.Ubaydullaev, J.Esonov, N.Hotamov, Q.Yo'ldosh, Q.Husanboyeva, R.Niyozmetova, K.Abdullaev, V.Qodirov, R.Saidova, M.Suyunova, G.Rahimova, K.Mavlonova kabi olimlar munosabat bildirganlar.

Xususan, mazkur maqolada ham ona tili va adabiyot fanlarining boshqa fanlar bilan integratsiyasini dars davomida qanday shakllantirishimiz mumkinligi haqida bahs yuritimiz. Chunki ona tili va adabiyot darslarini tashkil etishda integrativ yondashuvdan keng foydalanish – o'quvchilarning fanga doir bilimlarini puxta o'zlashtirishida yetakchi samara bera olishi barchamizga ma'lum. Biz mazkur maqolada ko'proq adabiyot darslarida integratsiyani shakllantirishda nimalarga ahamiyat berishimiz haqida o'z munosabatimizni bildirib o'tamiz. Adabiyot o'qitish samaradorligiga erishish hamda fanlararo integratsiyaning o'rnini belgilash kun tartibidagi dolzarb muammolardan sanaladi. Negaki olamdagi barcha narsa-hodisalar o'zaro uyg'unlik va aloqadorlikda mavjud bo'lgani kabi dunyoni o'rganishning yo'li bo'lmish ta'lim jarayonida ham barcha o'quv fanlari integrativ yo'sinda o'qitilishi zarur. Bundan adabiy ta'lim ham mustasno emas. Ma'lumki, adabiyot fani birinchi navbatda ona tili predmeti bilan ajratib bo'lmaydigan darajada yaqin aloqadorlikda mavjud. Negaki, adabiyot so'z san'ati sifatida ona tiliga tayanadi, undan quvvat oladi. Ona tili darslarida badiiy matnlarning til xususiyatlarini adabiyot saboqlarida esa so'zlarning ma'no tovlanishlari integrativlik asosida o'rganish darslar samaradorligini oshiradi. Ona tili saboqlarini adabiy matnlar vositasida o'qitish zarur. Adabiyot darslarida olingan nazariy ma'lumotlardan ona tili darslarida foydalanish bilimning mustahkamligini ta'minlaydi. Shu o'rinda aytilish joizki, fanning boshqa fanlar bilan aloqadorligini to'g'ri shakllantirish bu o'qituvchining mahoratidan kelib chiqadigan hodisadir. Ya'ni aytmochimanki, hamma pedagog ham trio integratsiyani ko'rsatib bera olamaydi. Buning uchun o'qituvchida bilim, tajriba va salohiyat bo'lishi zarur, shundagina u bor mahoratini ishga solgan holda o'quvchiga to'g'ri ko'rsatma bera oladi.

O'quv materiallari integratsiyasining uch ko'rinishi mavjudligi aytiladi:

1. Bir o'quv fani ichidagi integratsiya. Bunda bir predmetga doir tushuncha, bilim, ko'nikmalar o'rtasidagi aloqadorlik ta'minlinishi ko'zda tutiladi.

2. Fanlararo integratsiya. Bunda ikki yoki undan ortiq fanlarning tushuncha, Bilim va ko'nikmalari o'rtasidagi integratsiya anglashiladi. Transfanlararo integratsiya. Bunda asosiy o'quv fanlari bilan qo'shimcha ta'lim mazmuni o'rtasidagi integratsiya tushuniladi.

3. O'zbek ziyolilari va faylasuflarning bir qator ilmiy ishlari hozirgi bosqichda Rossiya ta'lim tizimidagi integratsiya jarayonlarini o'rganishga bag'ishlangandek go'yo. Ularni quyidagi tamoyillar asosida tasniflash mumkin. Ta'limning pedagogik jarayonga singib ketgan didaktik (pandona) tamoyil sifatida integratsiyasini A.Y.Danilyuk o'rgangani ilmda ma'lum. Umumiy o'rta maxsus va oliy kasbiy ta'limda integrativ yondashuvni qo'llash D.A.Artemeva,

M.N.Berulava, I.G.Eremenko, Y.V.Bondarevskaya, V.A.Slastenin va boshqalar tomonidan o'rganilgan. Boloniya o'quv jarayonida Rossiya ta'lim tizimining jahon ta'lim makoniga integratsiyalashuvini I.Gretchenko, B.L.Vulfson, I.G.Timoshenko, T.S.Kashlacheva va boshqalar o'rganganlar. Ilmiy pedagogik jarayonda ham fan ichidagi, ham fanlararo aloqalarni boshqarish, integrallashgan kurslar, bloklar va platformalarni shakllantirilib, A.Ignatova, V.M.Maksimova, N.M.Belyankova, I.B.Bogatova va boshqalarning ilmiy tadqiqot ob'ektiga aylandi. Ikki turdagi

bilimlarning (ilmiy va gumanitar) hayot va ta'limda integratsiyalashuvi muhimdir – deb yozgan edi, A.A.Salamatov,

Ye.A.Sokolkov va boshqalar

Muayyan bir predmetni o'qitishda o'rganilayotgan mavzuning tabiatidan kelib chiqqan holda boshqa o'quv fanlari bilan turli darajada integratsiya amalga oshiriladi. Mutaxassislarning ta'kidlashlaricha, o'quv fanlari o'zaro aloqadorlik darajasi bo'yicha

- Bir tomonlama;
- Ikki tomonlama;
- Ko'p tomonlama integratsiyalanishi mumkin.

Endi bularning har biriga urg'u bergan holda o'rganib chiqamiz. Demak,

• *Bir tomonlama integratsiyalashuv*- bunda bir xildagi o'quv fanlaridagi mavzuni yoritishga xizmat qilishi mumkin bo'lgan jihatlardan foydalanish kerak bo'ladi. Masalan, adabiyot sabog'idagi biror mavzuni o'rgatishda qozoq yoki qoraqalpoq adabiyotidagi ayni shunga o'xshash mavzudan foydalanilsa, bir tomonlama integratsiya yuzaga keladi.

• *Ikki tomonlama integratsiyalashuv*- bunda agarda vaziyat taqozosi tufayli adabiyot sabog'idagi biror mavzuni o'rgatishda ona tili, tarix yoki jug'rofiya fanlaridan biriga doir ma'lumotlar ishlatiladi.

• *Ko'p tomonlama integratsiyalashuv*- bordi-yu, adabiyot darsidagi qaysidir mavzuni yoritishda ikkitadan ortiq fanga aloqadorlik kuzatilishi va bu amalda ko'rsatilishi bu turga mansubdir.

A.Zunnunov va A.Aliyevlarning "Adabiyotni boshqa gumanitar fanlarga bog'lab o'rganish" nomli metodik qo'llanmasida to'g'ri ko'satilganidek, maktabda har bir o'quv fanini, jumladan, adabiyotni o'rganishda o'quvchilarning anglash, fikrlash, ayniqsa, nutqiy faoliyati alohida o'rinni egallashi haqida fikrlar bor. Shu sababli darslarda o'quvchilardan adabiy matnni to'g'ri o'qish, anglash, o'qiganlarini amaliy tajribada bevosita qo'llash malakalarini o'stirishga ahamiyat beriladi. Shu bilan birga ularda obektiv hayotdagi voqea va predmetlar orasidan muhimlarini ajratib olish, belgi va xususiyatlarga qarab, ularni guruhlantirish ko'nikmasi ham tarbiyalab boriladi. Shu boisdan ham adabiyotni boshqa gumanitar fanlar – ona tili, tarix, tarbiya, geografiya va estetik yo'nalish fanlari – tasviriy san'at, musiqa bilan bog'lab o'qitiladi. 5-sinf adabiyot darslarida o'rganiladigan nazariy tushunchalar, ularni o'rgatish usullarini aniqlash, adabiy ta'lim mazmunini ona tili ta'limi mazmuni bilan integratsiyalash tadqiqotning muhim jihati hisoblanadi. Ishda mazkur masalalar 6-sinfidagi adabiyot darsligida o'tilayotgan nazariy ma'lumotlar, darslik-majmualarida asarlar yuzasidan keltirilgan savol va topshiriqlar tahlili asosida aniqlashga harakat qilinadi. O'quv fanlari va mavzularni integratsiyalashning ilmiy, pedagogik asoslarini ishlab chiqish natijasida ta'lim samaradorligi oshadi hamda ortiqcha kuch, zo'riqish sarflanishlarining oldi olinadi. Bugundagi ta'limning maqsadi barcha imkoniyatlarini yuzaga chiqara oladigan ijodkor shaxsni tarbiyalashdan iborat. Ana shu maqsadni amalga oshiradigan-tizim ichida o'zgarishlar qilishni taqozo etadigan «innovatsion» tushunchadir. Bu tushuncha yangilik ma'nosini bildirib, ta'lim islohotlarida nazarda tutilgan ta'limda totalitarlikdan demokratik ta'lim tizimiga o'tish, shaxsning qiziqishlari, qobiliyatini hisobga olish, ta'limni insonparvarlashtirish, ta'lim tizimini jamiyatning iqtisodiy sharoitlarga moslashtirish, bilimlarni chuqur o'zlashtirishni ta'minlaydigan ta'lim tizimini shakllantirishga sharoit yaratish kabilarni hisobga olish

zarur. Adabiyot darslarida o'rganilgan nazariy tushuncha va ma'lumotlardan integratsiyalash asosida foydalangan holda badiiy matnning til xususiyatlarini o'rganish mazmuni yaxlit bir mexanizmni tashkil etishi kerak. Bu mexanizm, birinchi navbatda, ta'lim maqsadlariga mos ravishda tanlanadigan bilimlarni o'rgatish, ularni ko'nikma va malakalarga aylantirish uchun xizmat qiladigan ish turlari izchilligi yordamida ta'minlanishi zarur.

Xulosa qilib aytishimiz mumkinki, adabiyot darslarini boshqa darslar bilan bog'lash, ushbu fanning keng ko'lamda o'tish imkoniyatini shakllantiradi. Bu esa o'qituvchidan yuqori malaka va bilim talab etadi, no'to'g'ri integratsiya orqali o'quvchida no'to'g'ri xulosa shakllanishi mumkin.

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**Abstract:** It is known that education is the process of conveying information of certain social importance to the younger generation. In a preschool educational institution, it is carried out in the classroom, on walks, in games, in communication with parents, etc. One of the most ancient types of human activity - child education has undergone significant changes during its centuries-old history of development, from a daily process to a complex of scientifically based systematic interaction based on the results of creative and creative activity. It is necessary to learn to manage the pedagogical process in a preschool educational institution under the conditions of introducing pedagogical technologies in the process. These processes were also studied in the article.

**Key words:** management, management, result, management hierarchy, management culture, pedagogical management, conscious creative work, result-based management, improving educational efficiency.

At the meeting held on August 16, 2017 under the leadership of the President of the Republic of Uzbekistan, Sh. Mirziyoyev, important tasks were set for the structural reform of the preschool education system and the full inclusion of children in these institutions. As a result of the analyzes in this regard, a number of major documents were issued in a short period of time. Decree No. PF-5198 "On radical improvement measures" and Decision No. PQ-3305 "On organization of activities of the Ministry of Preschool Education of the Republic of Uzbekistan" were adopted. In fact, the initial stage of education is kindergarten, where the child receives moral lessons, experiences communication with adults and peers, reveals his creative potential in games, teamwork, and elementary skills in educational activities. acquires skills. We studied the management of the pedagogical process in a preschool educational institution in the context of the introduction of pedagogical technologies and created a management model. The algorithm of management actions based on the created model of managing the pedagogical process unites the team of teachers, parents and children in a single educational space that ensures children's age-appropriate development and emotional well-being. The core of the proposed model is the manager's management actions that bring dynamic, positive changes to the organization of the pedagogical process at the stage of introducing pedagogical technologies in a preschool educational institution.

Our society is changing very quickly. The direction of our country towards changes in the economy, political and social life requires changes in all other institutions of society. In such conditions, it is necessary to pay special attention to management - management experience of the developed countries of the world. But it is practically impossible to transfer management models from one socio-cultural environment to another, because management is determined by a combination of factors. The form of management, type of ownership and level of market development are different. Therefore, the gradual introduction of management in our country should be carried out in systematic cooperation with the mentioned factors. There are three types of management tools: leadership, organization, management hierarchy. The main tool here is to influence a person from above (stimulating, planning, organizing and controlling activity, as well



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as using the main functions of distribution, wealth, etc.). The second is management culture, which includes a set of values, social norms, attitudes, behaviors developed and recognized by society, organization, group of people. And the third one is the market, market relations, these. is management based on the sale and purchase of products and services, the balance of the interests of the seller and the buyer.

Orientation of the educational organization to high performance indicators represents a number of requirements for the appropriate level of management. Based on new approaches to the management of the preschool education system, a modern director should have the qualities of a competent specialist, as well as a high professional culture of communication and ethical standards. Today, there are various preschool education organizations in the preschool education system, improved pedagogical technologies and methods have emerged, is being used in practice, innovative activities are becoming popular. Mainly, the directions and requirements of preschool education are being changed. That is why we need a director of a new generation who can solve educational problems at a modern level.

The task of forming a child's personality - a preschool teacher - is most successfully carried out when the management actions of the head of the preschool educational institution are combined with the teachers' desire to provide pedagogical support and improvement to the child in his development and formation. working methods, implementation of the educational institution's own management concept. Implementation of such a concept largely depends on the set of management principles. "Principles of management are the basic rules that guide the management entity in its activities and implement it in certain socio-economic conditions." The analysis of special literature and the experience of organizing the pedagogical process in a preschool educational institution made it possible to distinguish the following principles of management: goal setting, complexity, democratization, psychologization of teaching and upbringing models. All these principles are a guide for action in a developing and developing preschool and form the basis of updating its activities.

#### Summary

In recent decades, fundamental changes have taken place in the preschool education system, which have had a significant impact on the problems of teaching, upbringing and management at this stage of the educational institution's development. Literally 5-6 years ago, preschool educational institutions were on the verge of survival, but major changes in regulatory, administrative, and economic conditions made it possible to modernize all aspects of preschool education. There is a clear tendency for pre-school educational institutions to search for meaningful directions and unique forms of education that allow them to find their image, to find enthusiasm in their work. The unification of pre-school educational institutions, which was customary until recently, was replaced by the diversity of their types, the diversity of curricula and programs, and the introduction of new technologies. The current guidelines for the modernization of the Russian education system - availability, quality, efficiency - place increasing demands on preschool educational institutions. Organization of the development of the preschool education system is possible only with the development of innovations that contribute to qualitative changes in the activities of preschool educational institutions and are expressed in their qualitative transition to a new stage - the development mode.

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## NOTO`LIQ OILADA O`SMIR YOSHLARNING PSIXOLOGIK XUSUSIYATLARI

### Annotatsiya

Oila asosiy ta'lim muassasalaridan biridir. Bu bolaning hayotining muhim qismida qolishi va uning shaxsga ta'sir qilish muddati bo'yicha boshqa ta'lim muassasalarining hech biri oila bilan tenglasha olmasligi bilan izohlanadi. Bolaning shaxsiyatining asoslari oilada qo'yiladi va u maktabga kirishi bilan u asosan shaxs sifatida shakllanadi. Hech kimga sir emaski, oilaning buzilishi zamonaviy jamiyatda o'tkir muammodir. Statistika ko'ra, voyaga etmagan bolalari bo'lgan har beshinchi rus oilasida ota-onalardan biri yo'qolgan.

**Kalit so`zlar:** noto`liq oila, yolg`iz ona yoki ota timsoli, o`smirning xarakter xususiyatlari.

### Аннотация

Семья – один из главных воспитательных институтов. Это объясняется тем, что она остается важной частью жизни ребенка и по продолжительности своего воздействия на личность ни одно другое образовательное учреждение не может сравниться с семьей. Основы личности ребенка закладываются в семье, и к моменту поступления в школу он в основном формируется как личность. Ни для кого не секрет, что распад семьи – острая проблема в современном обществе. По статистике, в каждой пятой российской семье с несовершеннолетними детьми отсутствует один из родителей.

**Ключевые слова:** неблагополучная семья, образ одинокой матери или отца, черты характера подростка.

### Abstract

Family is one of the main educational institutions. This is explained by the fact that it remains an important part of the child's life and in terms of the duration of its influence on the person, none of the other educational institutions can compare with the family. The foundations of the child's personality are laid in the family, and by the time he enters school, he is mainly formed as a person. It's no secret that family breakdown is an acute problem in modern society. According to statistics, one of the parents is missing in every fifth Russian family with minor children.

**Key words:** **dysfunctional family, image of a single mother or father, character traits of a teenager.**

**Kirish.** Farzandini ota-onadan biri tarbiyalayotgan oila shunchalik odatiy holga aylanganki, bugungi kunda psixologlar va sotsiologlar haqoratli "to'liq bo'lmagan oila" atamasidan qochishga harakat qilmoqdalar va uni siyosiy jihatdan to'g'ri "noan'anaviy" yoki "nostandart" bilan almashtirmoqdalar. Bugungi kunda otasiz bolalarni tarbiyalayotgan onalar o'ziga xos ijtimoiy normaga aylandi. Ehtimol, uning yangiligi tufayli "yolg'iz onalar" atamasi turli mamlakatlarda noaniq qabul qilinadi.

**Mavzuga oid adabiyotlar ro'yxati (Literature review)** E. L. Ptichkina ta'kidlashicha, disfunktsiyali oila o'smirga o'z yoshi va davri muammolarini bartaraf etishda konstruktiv yordam bera olmaydi. Uning o'zi katta qiyinchiliklarga duch keladi, shu jumladan bolaga nisbatan oilaviy funktsiyalarni bajarishda. E. V. Zmanovskaya o'z tadqiqotlarida jinoyatchilar ko'pincha erta yoshda sodir bo'lgan atrof-muhitdan begonalashish holatini boshdan kechirishini isbotlaydi. Tadqiqotlar shuni ko'rsatadiki, tajovuzkor jinoyatchilarning 10 foizi onalari bolaligida ularni sevmasligiga ishonishgan ("oddiy" namunada atigi 0,73%). [3]

**Tahlil va natijalar (Analysis and results).** Qadriyat yo'nalishlari tizimi inson yo'nalishining mazmunli tomonini belgilaydi va uning atrofidagi dunyoga, boshqa odamlarga, o'ziga bo'lgan munosabatlarining asosini, dunyoqarashining asosini va hayotga motivatsiya doirasining yadrosini tashkil qiladi. uning hayotiy kontseptsiyasi va "hayot falsafasi"ning asosi. Hozirgi vaqtda eng keng tarqalgan usul - bu M. Rokeachning qadriyatlar ro'yxatini to'g'ridan-to'g'ri tartiblashiga asoslangan qiymat yo'nalishlarini o'rganish usuli. Oxirgi holat ko'plab mualliflarni texnikaning ishonchligiga shubha qiladi, chunki uning natijasi sub'ektning o'zini o'zi qadrlashiga bog'liq. Shuning uchun, Rokeach testi yordamida olingan ma'lumotlarni boshqa usullardan olingan ma'lumotlar bilan qo'llab-quvvatlash tavsiya etiladi. M.Rokeach qadriyatlarining ikki sinfini ajratadi: terminal - individual mavjudlikning pirovard maqsadini aks ettiruvchi va unga intilishga arziydigan e'tiqodlar; instrumental - har qanday vaziyatda biron bir harakat yoki shaxsiy xususiyat afzalroq ekanligiga ishonish. Bu bo'linish an'anaviy qadriyatlar - maqsadlar va qadriyatlar - vositalarga bo'linishga mos keladi. Respondentga alifbo tartibida qog'oz varaqlarida ikkita qiymat ro'yxati (har birida 18 ta) taqdim etiladi. Ro'yxatlarda mavzu har bir qiymatga daraja raqamini beradi. Birinchidan, terminal tadqiqotlar to'plami, so'ngra instrumental qiymatlar to'plami taqdim etiladi [4]. O'rta maktab o'quvchilarining qiymat yo'nalishlarini o'rganish metodikasi (M. I. Lukyanova, N. V. Kalinina), uning maqsadi beshta shkala bo'yicha asosiy shaxsiy qadriyatlar darajasini aniqlashdir: savollar bilan ifodalangan "Bilish qiymat sifatida" shkalasi. talabalarning bilimga bo'lgan ehtiyojlarini va o'quv jarayonini hissiy idrok etishni aniqlashga qaratilgan (ijobiy yoki salbiy). Maktabda o'qishga bo'lgan ijtimoiy ishtiyoq, tabiat va jamiyatning asosiy qonunlari to'g'risida g'oyalar olishga intilish, muayyan vazifani (shu jumladan ta'lim) bajarishni o'rganishga ijodiy yondashish kabi bilimlar qiymatining namoyon bo'lishini aniqlash muhimdir. kognitiv faoliyatda va faoliyatning yangi turlarini o'zlashtirish jarayonida namoyon bo'ladigan muayyan harakatlarga tayyorlik. Masshtab o'quvchilarning atrofidagi dunyo haqida bilim olishga bo'lgan intilishlarini va bilimga bo'lgan munosabatini qay darajada ifodalashini belgilaydi. "Men-qiymat" shkalasi, unda savollar o'smirning o'ziga bo'lgan munosabatini (ijobiy yoki salbiy) aniqlashga, o'z-o'zini idrok etish darajasini, shaxsiyat turini va "men-imijini" aniqlashga qaratilgan. Ma'lumki, o'smirning xulq-atvorida bu omillar o'ziga ishonch, o'z yutuq va muvaffaqiyatlariga ishonish, boshqa odamlar bilan muloqot qilishda ochiqlik va samimiylilik, o'zining ijobiy fazilatlarini bilish va boshqalarda namoyon bo'ladi. "Men-qiymat" shkalasi o'smirlarning o'zini o'zi bilish istagini o'rganish, o'z his-tuyg'ulari va harakatlarini anglash, o'ziga bo'lgan qiziqish kabi muhim shaxsiy xususiyatlarga egami yoki yo'qligiga e'tibor berishga imkon beradi. o'zlarini qanday bo'lsa, shundayligicha qabul qiling. "Boshqa qadriyat" shkalasi o'smirlarning boshqa odamlarga qanday munosabatda bo'lishini (ijobiy yoki salbiy), ular boshqa odamni shaxs sifatida, shaxs sifatida qabul qilishga tayyormi yoki yo'qmi, ular mehr-oqibat, hurmat, ishonch ko'rsatishga intiladimi yoki yo'qligini ko'rsatadi. boshqasining shaxsiy salohiyatiga ishonish. Bu ko'rsatkich o'smirning o'quvchilarni va boshqa shaxsni shaxs sifatida idrok etish darajasini belgilaydi, boshqasiga hurmat



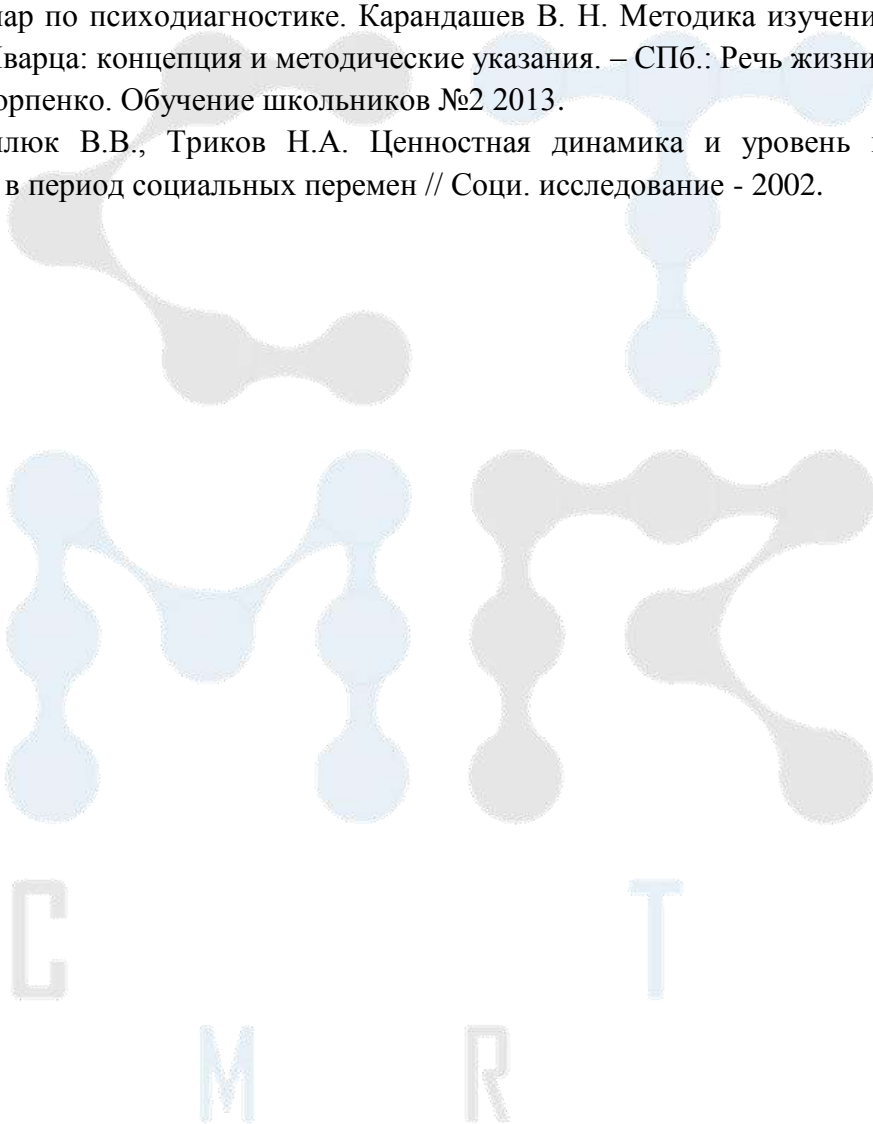
- bu shaxslararo munosabatlarni konstruktiv tarzda qurish qobiliyatida. "Ijtimoiy foydali faoliyat" shkalasi, bu o'quvchi hozirgi vaqtda ijtimoiy foydali faoliyatning shaxsiy qadriyat sifatida qanchalik muhimligini belgilaydi. Anketa savollari umumiy o'rta maktab o'quvchisining ushbu qadriyatning rivojlanishini ko'rsatadigan xususiyatlarga ega ekanligini aniqlashga imkon beradi: bajarilayotgan ishning ijtimoiy ahamiyatiga yo'naltirilganligi; ijtimoiy foydali mehnatda ishtirok etishga qiziqish; boshqa odamlarga foyda keltirish istagi va fidoyilik; atrofingizdagi odamlarning samaradorligi va faolligini qo'llab-quvvatlash, ularning tashabbuslarini o'rganishni rag'batlantirish; o'z samaradorligini va har qanday faoliyat turiga ijodiy munosabatni rivojlantirish istagi; o'z faoliyatining boshqalar uchun foydaliligi va ahamiyatiga e'tibor qaratish. Qiymat yo'nalishlari so'rovnomasini o'rganish uchun so'rovnoma[2]. Anketani tuzishda eksperimental tadqiqotlarda olingan ma'lumotlardan foydalanilgan. 17 ta qiymat yo'nalishi aniqlandi, ular asosan o'smirlarning qadriyat yo'nalishlari imkoniyatlarini qamrab oladi. Talabalarning qadriyat yo'nalishlarini aniqlash uchun "Orsk shahridagi 15-sonli o'rta maktab" MOAU bazasida o'tkazilgan topilma tajribasi o'tkazildi. Tadqiqotni o'tkazish uchun biz eksperimental (EG) va nazorat (CG) guruhini tuzdik. EG ga farovon oilalar talabalari, CGga kam ta'minlangan oilalar talabalari kirdi. Mavzularning umumiy soni 24 kishini tashkil etdi. Tadqiqot jarayoni bir xil sharoitlarda respondentlarning og'zaki suhbat va yozma so'rovini birlashtirdi. Ma'lumot to'plash usuli sifatida so'rov usullari qo'llanildi: psixologik testlar, anketalar. Sinov usulining bir qismi sifatida ikkita usul qo'llanildi: M. Rokeachning "Qiymat yo'nalishlari" usuli; Shaxsiy qadriyatlarni o'rganish uchun S. Shvarts anketasi; o'rta maktab o'quvchilarining qadriyat yo'nalishlarini o'rganish metodikasi (M. I. Lukyanova, jamoatchilik N. V. Kalinina). O'tkazilgan tadqiqotlar asosida quyidagi natijalarga erishildi: birinchi usulga ko'ra, natijalar me'yoriy ideallar darajasidagi faoliyatning eng katta ahamiyati qadriyatlar - yutuqlar ekanligini ko'rsatdi. Kamroq muhim qadriyatlar: me'yoriy ideallar darajasida - an'analar, kuch, muvofiqlik; darajasida

individual ustuvorliklar - an'analar, kuch, xavfsizlik. Ikkinchi usul, "M. Rokeachning qadriyat yo'nalishlari, terminal qadriyatlar orasida eng katta ahamiyatga ega ekanligini ko'rsatdi: faol faol hayot; moliyaviy jihatdan xavfsiz hayot, o'yin-kulgi. Instrumental qadriyatlar orasida: yuqori talablar; quvnoqlik; fikringizni himoya qilish uchun jasorat. Terminal qiymatlari orasida eng kam ahamiyatlilari quyidagilardir: ijodkorlik; tabiat va san'at go'zalligi; boshqalarning baxti. Instrumental qadriyatlar orasida: bag'rikenglik; o'zini boshqarish; mehnatsevarlik.

M. Rokeach usuli yordamida aniqlash bosqichida olingan ma'lumotlarni tahlil qilish o'smirlarning hayotiy qadriyatlarini aniqlashda ma'lum gender farqlarini aniqladi. Sh.Shvartsning qadriyat yo'nalishlarini o'rganish metodologiyasi natijalariga ko'ra, biz farovon va disfunktsiyali oilalarda yashovchi o'smirlarning qadriyatlarida farqlar mavjud degan xulosaga kelishimiz mumkin.

**Xulosa va takliflar (Conclusion/Recommendations).** Ota-onalarning roli juda ko'p qirrali bo'lib, erta bolalik davridayoq bolaning shaxsiyatini shakllantirishda namoyon bo'ladi. Ota-onalardan birining (bu holda otasi) yo'qligi bolaning aqliy (aqliy) rivojlanishining buzilishiga, uning ijtimoiy faolligining pasayishiga, shaxsiyatning deformatsiyasiga va gender rolini aniqlash jarayonining buzilishiga olib keladi. xulq-atvor va ruhiy salomatlikdagi turli xil og'ishlar. Bularning barchasi o'g'il bolalar va qizlarning keyingi shaxsiy va ijtimoiy hayotiga jiddiy ta'sir qiladi. Farovon oilalardan chiqqan o'smirlar yutuq, ya'ni ijtimoiy standartlarga muvofiq kompetentsiyani namoyon etish orqali shaxsiy muvaffaqiyat bo'lgan ideal va e'tiqodlarga ega bo'ladi.

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**Annatsiya:** Hozirgi kunda barcha fanlar bo'yicha o'ziga xos o'qitish usullari ishlab chiqilmoqda. Bu judayam quvonarli holat, chunki bu nafaqat o'qituvchini mavzuni tushuntirishiga, balki o'quvchi o'sha darsni yaxshiroq va osonroq o'zlashtirishiga ham yaqindan yordam beradi. Biz ham ushbu maqolada hozirgi kunda biologiya fanini o'qitish bo'yicha olib borilayotgan va qo'llanayotgan zamonaviy hamda eng ommabop metodlari bilan tanishtirishga harakat qilamiz. Bundan tashqari hozirgi o'rta ta'lim tizimida o'quv samaradorligini oshirish maqsadida qo'llanilayotgan interfaol usullar va pedagogik texnologiyalar haqida ham fikr yuritamiz.

**Kalit so'zlar:** Hujayra, biologik tushuncha, metod, usul, moddalar va energiya almashinuvi, odam genetikasi, irsiyat, o'zgaruvchanlik.

**Abstract:** Currently, unique teaching methods are being developed in all subjects. This is a very gratifying situation, because it not only helps the teacher to focus on the subject, but also helps the student to master the lesson better and easier. In this article, we will try to introduce the modern and most popular methods of teaching biology. In addition, we will also think about the interactive methods and pedagogical technologies used in the current secondary education system to improve educational efficiency.

**Key words:** Cell, biological concept, method, method, substance and energy metabolism, human genetics, heredity, variability.

Ma'lumki, ta'lim jarayoni o'quvchilarning bilim olish, ko'nikma va malakalarni egallash, ularning ilmiy dunyoqarashi, ijodiy izlanishlarini rivojlantirish maqsadiga yo'g'rilgan o'qituvchi va o'quvchilarning o'zaro hamkorligi sanaladi. Boshqacha aytganda, ta'lim mazmunining o'qitish metodlari yordamida o'zlashtirilishiga erishishdir.

Metod so'zi umumiy ma'noda muayyan maqsadga erishish usulidir. O'qitish metodlari tom ma'noda o'qituvchining bilimlarni o'quvchilar ongiga yetkazish va ayni paytda ularni o'quvchilar tomonidan o'zlashtirib olish usulidir. Didaktikada o'qitish metodlari quyidagi metodologik va nazariy qoidalarga asosan ta'riflanadi: O'qitish metodi o'qitish jarayonining o'ziga xos pedagogik sharoitida obektiv reallikni bilish metodlarining ifodasi sanaladi, ya'ni o'qitish metodlari yordamida o'quvchilarning bilish faoliyati tashkil etiladi va boshqariladi. O'qitish metodlari o'quvchilarni o'qitish, tarbiyalash va rivojlantirish maqsadida qo'llaniladi. Bu ularning asosiy funksiyalari sanaladi, shuningdek, mazkur metodlarning undovchi, rag'batlantiruvchi, uyushtiruvchi va nazorat qiluvchi funksiyalari ham mavjud. O'qitish metodlari yagona ta'lim jarayonining ikkita subekti bo'lgan o'qituvchining pedagogik va o'quvchilarning o'quv-bilish faoliyatini uyg'unlashtiruvchi, hamkorligini ta'minlovchi faoliyat usulidir. O'qitish metodlari o'qitishning moddiy vositalari bo'lgan darslik, ko'rgazmali, didaktik va tarqatma materiallar bilan uzviy bog'langandir. O'qitish metodlari aniq o'qitish usullaridan tarkib topadi va pedagogik jarayonda qo'llaniladi. O'qitish metodlari o'zaro bog'langan faoliyat usullari sifatida darsning barcha bosqichlari, tashkiliy qism, o'quvchilarning bilish motivlarini faollashtirish, yangi mavzuni



o'rganish, o'quvchilarning bilish faoliyatini tashkil etish va boshqarish, o'quvchilarning o'zlashtirgan bilimlarini nazorat qilish va baholash, olingan natijalarni tahlil qilish, uy vazifasini berishda foydalaniladi.

Darsda o'qitish metodlari doimo muayyan birikma holda qo'llaniladi. Darsning har bir bosqichida metodlarning u yoki bu birikmalaridan foydalaniladi. Mazkur bosqichdagi vazifalarni muvaffaqiyatli hal etishni ta'minlovchi metod ustunlik qiluvchi yetakchi tizim hosil qiluvchi metod hisoblanadi, qolgan metodlar unga bo'ysunadi. Biologiyani o'qitishda aksariyat hollarda ko'rgazmali metod yetakchi o'rinni egallaydi, boshqa metodlar unga bo'ysunadi yoki singib ketadi. Taniqli didaktik olim Y.K. Babanskiy o'qitish metodlarini quyidagi guruhlariga ajratgan:

- O'qitishning og'zaki metodlari (hikoya, suhbat, o'quv ma'ruzasi).
- O'qitishning ko'rgazmali metodlari.
- O'qitishning amaliy metodlari.
- O'qitishning muammoli-izlanish metodlari.
- O'qitishning mantiqiy metodlari.
- Mustaqil ishlash metodlari.
- O'qitishda o'quvchilar faoliyatini rag'batlantirish va asoslash metodlari.
- O'qitishning nazorat va o'z-o'zini nazorat qilish metodlari.

Hozir ayrim metodlar bilan, ularning vazifasi va qo'llash qonun-qoidalari bilan tanishtirib o'tamiz.

Birinchi tanishtirmoqchi bo'lgan va eng ko'p qo'llaniladigan metodimiz bu hammamizga tanish bo'lgan *"Aqliy hujum"* metodi hisoblanadi. Mazkur metod biror muammo bo'yicha ta'lim oluvchilar tomonidan bildirilgan erkin fikr va mulohazalarni to'plab, ular orqali ma'lum bir yechimga kelinadigan metoddir. *"Aqliy hujum"* metodining yozma va og'zaki shakllari mavjud. Og'zaki shaklida ta'lim beruvchi tomonidan berilgan savolga ta'lim oluvchilarning har biri o'z fikrini og'zaki bildiradi. Ta'lim oluvchilar o'z javoblarini aniq va qisqa tarzda bayon etadilar. Yozma shaklda berilgan savolga ta'lim oluvchilar o'z javoblarini qog'oz kartochkalariga qisqa va barchaga ko'rinarli tarzda yozadilar. Javoblar doskaga yoki "pinbord" doskasiga mahkamlanadi. *"Aqliy hujum"* metodining yozma shaklida javoblarni ma'lum belgilar bo'yicha guruhlab chiqish imkoniyati mavjuddir. Ushbu metod to'g'ri qo'llanilganda shaxsni erkin, ijodiy fikrlashga o'rgatishga imkon yaratiladi.

*"Aqliy hujum"* metodidan foydalanilganda ta'lim oluvchilarning barchasini jalb etish mumkin bo'ladi, ta'lim oluvchilarda muloqot qilish va munozara olib borish madaniyati shakllanadi. Ularda o'z fikrini faqat og'zaki emas, balki yozma ravishda bayon etish mahorati, mantiqiy va tizimli fikr yuritish ko'nikmasi rivojlanadi. Bildirilgan fikrlar baholanmasligi turli g'oyalar shakllanishiga olib keladi. Bu metod ta'lim oluvchilarda ijodiy tafakkurni rivojlantirish uchun xizmat qiladi.

*"Aqliy hujum" metodi ta'lim beruvchi tomonidan qo'yilgan maqsadga qarab amalga oshiriladi:*

- Ta'lim oluvchilarning boshlang'ich bilimlarini aniqlash maqsad qilib qo'yganda, bu metod darsning mavzuning kirish qismida amalga oshiriladi.
- Mavzuni takrorlash yoki bir mavzuni keyingi mavzu bilan bog'lash maqsad qilib qo'yilganda yangi mavzuga o'tish qismida amalga oshiriladi.



• O‘tilgan mavzuni mustahkamlash maqsad qilib qo‘yilganda mavzudan so‘ng, darsning mustahkamlash qismida amalga oshiriladi.

*“Aqliy hujum” metodini qo‘llashdagi asosiy qoidalar*

- Bildirilgan fikr-g‘oyalar muhokama qilinmaydi va baholanmaydi.
- Bildirilgan har qanday fikr-g‘oyalar, ular hatto to‘g‘ri bo‘lmasa ham inobatga olinadi.
- Har bir ta‘lim oluvchi qatnashishi shart.

*Quyida “Aqliy hujum” metodining tuzilmasi keltirilgan:*

- a) Muammoli savol beriladi;
- b) Fikr va g‘oyalar eshitiladi va jamlab boriladi;
- c) Fikr va g‘oyalar guruhlanadi;
- d) Aniq va to‘g‘ri javob tanlab olinadi;

*“Aqliy hujum” metodining bosqichlari quyidagilardan iborat:*

- a) Ta‘lim oluvchilarga savol tashlanadi va ularga shu savol bo‘yicha o‘z javoblarini (fikr, g‘oya va mulohaza) bildirishlari so‘raladi;
- b) Ta‘lim oluvchilar savol bo‘yicha o‘z fikr-mulohazalarini bildirishadi;
- c) Ta‘lim oluvchilarning fikr-g‘oyalari rangli qog‘ozlarga yoki doskaga to‘planadi;
- d) Yuqorida aytilgan savolga aniq va to‘g‘ri javob tanlab olinadi.

*“Aqliy hujum” metodining afzalliklari:*

- a) Natijalar baholanmasligi ta‘lim oluvchilarda turli fikr-mulohazalarning shakllanishiga olib keladi;
- b) Ta‘lim oluvchilarning barchasi ishtirok etadi;
- c) Fikr-g‘oyalar vizuallashtirilib boriladi;
- d) Ta‘lim oluvchilarning boshlang‘ich bilimlarini tekshirib ko‘rish imkoniyati mavjud;
- e) Ta‘lim oluvchilarda mavzuga qiziqish uyg‘onadi.

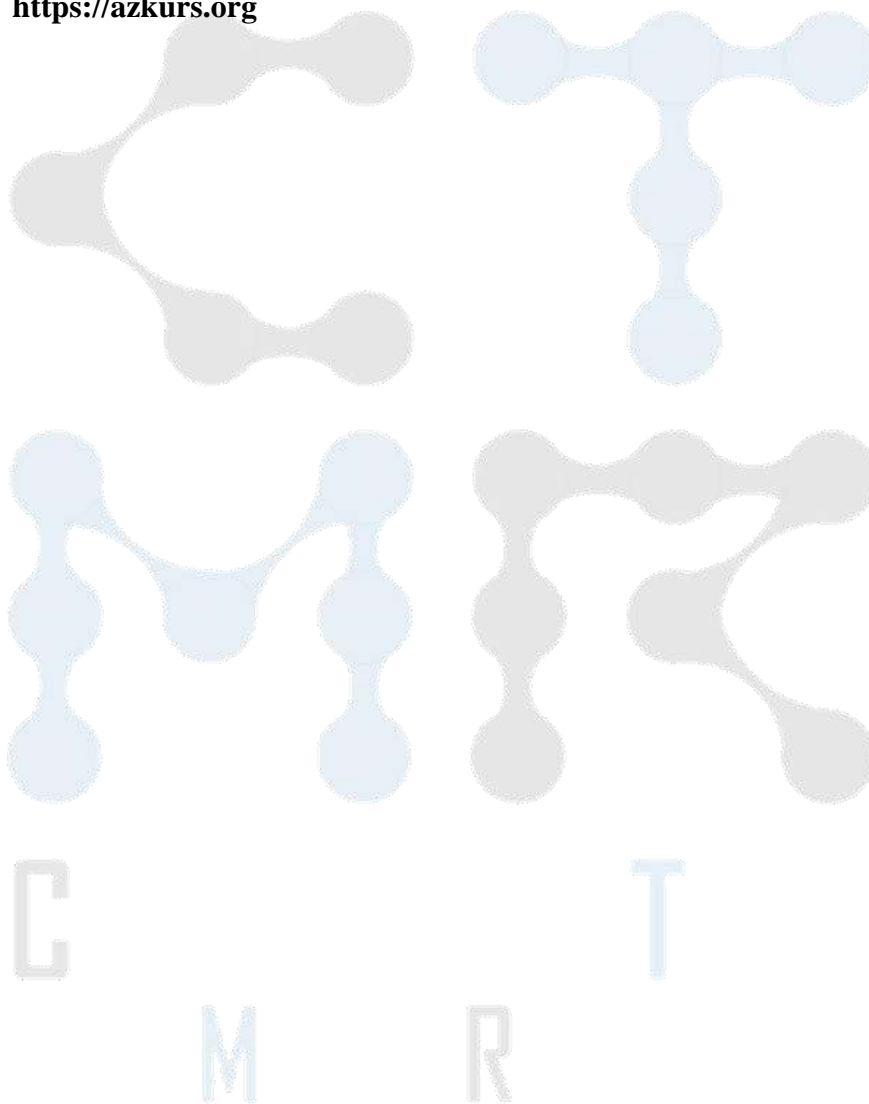
*“Aqliy hujum” metodining kamchiliklari:*

- a) Ta‘lim beruvchi tomonidan savolni to‘g‘ri qo‘ya olmaslik;
- b) Ta‘lim beruvchidan yuqori darajada eshitish qobiliyatining talab etilishi.

Bu kabi metodlar talaygina, biz faqat metod va uning mohiyati, hamda misol sifatida “Aqliy hujum” metodini keltirib tushuntirib berishga harakat qildik. O‘quvchilar uchun bu kabi texnologiyalarning o‘ylab topilishi dars jarayonini osonlashishiga va tushunarli bo‘lishiga yordam beradi. Hozirgi kunda turli o‘quv qo‘llanmalar, uslubiy elementlarni o‘rgatuvchi turli maqolalar bunga yaqqol misol bo‘la oladi. Ta‘lim jarayonidagi metodlar o‘qituvchi faoliyatini belgilovchi holatdir. Biologiyani o‘rganishda o‘quvchilarning bilish faoliyatini faollashtirish uchun darsning o‘quvchilarning o‘tgan mavzu yuzasidan o‘zlashtirgan bilim, ko‘nikma va malakalarini aniqlash, ularni tizimlashtirish, yangi mavzu yuzasidan o‘zlashtirilgan bilim, ko‘nikma va malakalarni nazorat qilish va baholash, shuningdek, yangi mavzuni o‘rganish jarayonida lokal texnologiyalardan foydalanish maqsadga muvofiqdir. Bu kabi tavsiyalar har bir o‘qituvchi uchun zarurdir.

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KASRLARNI TAQQOSLASH

*Andijon viloyati Oltinko'l tumani  
7-umumta'lim maktabi boshlang'ich ta'lim fani o'qituvchisi  
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**Annotatsiya:** Ushbu maqolada kasrlar, butun son va to'g'ri kasr, bir xil maxrajli kasrlarni qo'shish va ayirish, kasrning asosiy xossalari, kasrlarni qisqartirish, kasrlarni umumiy maxrajga keltirish, matematika fanidan kasrlarni taqqoslash haqida ma'lumotlar berilgan.

**Kalit so'zlar:** Kasrlar, kasrlarni taqqoslash, bo'lak, matematika, butun son, aralash kasr, ulush.

Kasr (arabcha: bo'lak, parcha) — matematikada birning bitta yoki bir nechta qismidan (bo'lagidan) iborat son. Kasr ikkita butun sonning nisbati bilan ifodalanadi. To'rtidan bir qismi (choragi) olingan tort. Nuqtali chiziqlar tortni teng bo'laklarga bo'lish uchun qanday kesish mumkinligini ko'rsatadi. Tortning har bir choragi  $\frac{1}{4}$  kasri bilan belgilanadi. Kasr deb butunning qismlaridan tuzilgan songa aytiladi. Kasr 2 qismdan surat va maxrajdan iborat bo'ladi.

Kasrning maxraji – butun nechta ulushga bo'linganini, surati esa bu ulushlardan nechtasi olinganini bildiradi.

③ - surat

⑤ - maxraj  $a/b$  kasr —  $a$  soni  $b$  sonining qanday qismini tashkil qilishini ko'rsatadi.

**KASRLARNI TAQQOSLASH.**

Bir xil maxrajli ikki kasrdan qaysisining surati kichik (katta) bo'lsa, o'sha kasr kichik (katta) bo'ladi.

$$\frac{2}{5} < \frac{3}{5}$$

Bir xil suratli ikki kasrdan qaysisining maxraji kichik (katta) bo'lsa, o'sha kasr katta (kichik) bo'ladi.

$$\frac{4}{9} > \frac{4}{13}$$

**TO'G'RI VA NOTO'G'RI KASRLAR**

To'g'ri kasrlar 1 dan kichik bo'ladi ya'ni, surati maxrajidan kichik kasrlar to'g'ri kasrlar deb ataladi. Noto'g'ri kasrlar esa 1 dan katta yoki 1 ga teng bo'ladi.

Surati maxrajidan katta yoki unga teng bo'lgan kasrlar noto'g'ri kasrlar deb ataladi.

**BIR XIL MAXRAJLI KASRLARNI QO'SHISH VA AYIRISH**

Bir xil maxrajli kasrlarni qo'shishda, qo'shiluvchilarning suratlari qo'shib, natija yig'indining suratiga, maxraji esa o'zgarishsiz qoldirilib, yig'indining maxrajiga yoziladi. Bir xil maxrajli kasrlarni ayirishda, kamayuvchining suratidan ayiriluvchining surati ayirilib, natijani ayirmaning suratiga, maxraj esa o'zgarishsiz qoldirilib, ayirmaning maxrajiga yoziladi.

**Kasrning asosiy xossasi.**

Agar kasrning surati va maxrajini ayni bir natural songa ko'paytirsak yoki bo'lsak kasrning qiymati o'zgarmaydi. Ya'ni avvalgi kasrga teng kasr hosil bo'ladi. **Kasrlarni qisqartirish.**

Kasrning surati va maxrajini ularning 1 dan farqli umumiy ko'paytichisiga bo'lish kasrni qisqartirish deyiladi. Kasrning surat va maxrajini ayni bir natural songa bo'lsak uning qiymati o'zgarmaydi.

Berilgan kasrdan qisqarmas kasrni hosil qilish uchun:

1: kasrning surat va maxrajining EKUBi topiladi;

2: kasrning surat va maxraji shu EKUBga bo'linadi.

$384/512$  kasrni qisqartiring. (/ - kasr chizig'i).

1-qadam. EKUB (384, 512) ni topamiz.

$384=2^7 \cdot 3$ ,  $512=2^8$  demak,  $EKUB(384,512)=2^7=128$ .

2-qadam.  $384/512=384:128/512:128=3/4$ . Kasr 128ga qisqartirildi.

Odatda, surat va maxrajini bir xil natural songa bo'lish amali ko'rsatilmaydi va bir yo'la qisqartirilgan kasr tenglik belgisidan keyin yoziladi:

$384/512=3/4$

### **Kasrlarni umumiy maxrajga keltirish.**

Kasrlarni umumiy maxrajga keltirish bu kasrlarni bir xil ulushlarda ifodalashdir. Berilgan kasrlarning umumiy maxraji har bir kasr maxrajiga bo'linadigan eng kichik son, ya'ni kasrlar maxrajlarining EKUKidir.

Kasrlarni eng kichik umumiy maxrajga keltirish uchun:

Agar, mumkin bo'lsa, kasrlar qisqartiriladi va berilgan kasrlar maxrajlarining EKUKI topiladi. Topilgan eng kichik umumiy maxrajni har qaysi kasrning maxrajiga bo'lib, har bir kasr uchun qo'shimcha ko'paytuvchini toppish kerak. Har bir kasrning surat va maxrajini ularga mos qo'shimcha ko'paytuvchiga ko'paytirish kerak.

### **Har xil maxrajli kasrlarni taqqoslash**

1-usul. Har xil maxrajli kasrlarni taqqoslashning eng oddiy yo'li ularni umumiy maxrajga keltirish. So'ng bir xil maxrajli kasrlarni taqqoslagan kabi taqqoslaymiz. 2-usul.  $k/l$  va  $m/n$  kasrlar quyidagicha taqqoslanadi:

Agar  $k \cdot n > m \cdot l$  bo'lsa,  $k/l > m/l$  bo'ladi;  $k, l, m$  va  $n$  - natural sonlar;

2) agar  $k \cdot n < m \cdot l$  bo'lsa,  $k/l < m/l$  bo'ladi,  $k, l, m$  va  $n$  - natural sonlar.

3-usul. Berilgan to'g'ri kasrlarni taqqoslash o'rniga ularning "birga to'ldiruvchi" kasrlarini taqqoslash qulay.

$13/14$  va  $14/15$  kasrlarni taqqoslaylik.  $13/14$  ning birga to'ldiruvchisi:

$1 \cdot 13/14 = 1/14$ ;  $14/15$  ning birga to'ldiruvchisi esa  $1/15$ , ya'ni  $1 \cdot 14/15 = 1/15$ . Bunda  $1/14 > 1/15$  Ikki to'g'ri kasrdan qaysi birining birga to'ldiruvchisi kichik bo'lsa, o'sha kasr katta bo'ladi va aksincha, qaysi birining birga to'ldiruvchisi katta bo'lsa, o'sha kichik bo'ladi. Ayrim hollarda kasrlarni bir yoki yarim bilan solishtirish orqali taqqoslash ancha oson kichadi.  $15/17$  va  $36/35$ .  $15/17 < 1$  - to'g'ri kasr,  $36/35 > 1$  esa notog'ri kasr, bulardan  $15/17 < 36/35$   $16/31$  va  $27/56$ ,  $16/31 > 1/2$ , chunki  $1/2 = 16/32$ ;  $27/56 < 1/2$ , chunki  $1/2 = 27/54$ . Demak,  $16/31 > 27/56$  Maxraj bir sonni necha bo'lakka bo'linganini ko'rsatadi, surat bo'lsa shu kasrda shunday ulushlardan nechta borligini ko'rsatadi. Butun sonni ham maxraji 1 ga teng kasr ko'rinishida yozish mumkin: masalan 7 va  $7/1$  bir-biriga teng. Kasrlar nisbat va bo'linmalarni ifodalashda ham ishlatiladi. [1] Masalan,  $3/4$  kasr  $3:4$  nisbat va  $3 \div 4$  bo'linmani ifodalaydi. Butun son va to'g'ri kasr bilan yozilgan kasr aralash kasr deb nomlanadi.

Murakkab kasrni undagi butun son bilan kasrning yig'indisi deb tushuniladi. Har qanday ratsional sonni aralash kasr qilib yozish mumkin. Faqat surat va maxrajga ega kasr sodda kasr deb nomlanadi. Miqdorlarning ulushlari bilan tanishtirish metodikasi. Yuqorida ko'rdikki, 3-sinfda birining ulushlari, ya'ni  $1/2$ ,  $1/3$ ,  $1/4$  va hokazo ulushlarga oid tasavvurlarni hosil qilishdan iborat. Kasrlarni o'rgatish deyarli ko'rgazma asosida tushuntiriladi. Bu ko'rgazmalarga meva qovun, tarvuz, geometrik shakl, chup, qog'oz va boshqa atrofdagi narsalarni olish



mumkin. Ko'rgazmali tushuntirishda, masalan, olmani teng ikkiga bo'lish, ba'zan teng bo'lmagan 2 bo'lakka bo'lish, u yarim olma emasligini, demak, kasrni hosil qilmaslikni tushuntirish kerak. Faqat teng bo'lakka bo'lgandagina kasr son yoki butunning ulushi hosil bo'lishini mustahkamlash, sindirish lozim. Turli xil geometrik shakllar bilan ishlayotganda bu shakl yordamida ulushlarni hosil qiladilar, hamda uning ba'zi xossalarini keltirib chiqaradilar. Masalan, kvadratni teng 4 bo'lakka bo'lishda, uni ikkita yo'l bilan bo'lib, burchaklarining o'zaro tengligiga hamda tomonlarning ham o'zaro tengligiga asoslanib, shuningdek kvadrat simmetriyasi haqida tasavvurlarga ega bo'ladilar. Shuningdek, boshqa o'quvchilarga doirani, ba'zilariga to'g'ri to'rtburchakni 4 bo'lakka bo'lish topshiriladi. Bundan keyingi ish teng bo'laklarga bo'lingan ulushlardan bittasini, ikkitasini, uchtasini olib ularni qanday sonlar bilan yozish mumkinligi o'qitiladi. Kasrlarni ikkidandan bir, uchdan bir, to'rttdan bir kabi o'qish va  $1/2$ ,  $1/3$ ,  $1/4$  larga narsalarni qanday bo'lib, qancha qismi olinayotganligi orasidagi bog'lanishni hosil qilish lozim. Shu asosda surat va maxraj hamda kasr kabi yangi terminlar kiritmasdan o'qiladi. Lekin chiziq chizish, chiziqning pastida butunni nechaga bo'lgan son, yuqorisida necha ulushni olgan son yozilishi tushuntiriladi. «Ulushlar» mavzusida shakllarni teng bo'laklarga bo'lish asosida ulushlarni taqqoslash ham tushuntiriladi. Masalan, o'qituvchi 5 ta bir xil to'g'ri to'rtburchakli qog'ozdan yo'lakchali qilib qirqishni taklif qiladi. Bu yo'lakchani birinchisini teng ikkiga, ikkinchisini teng to'rtga bo'lib, ularni ustma - ust qo'yish asosida har bir teng bo'laklarni taqqoslaydi. Unda  $1/2 > 1/4$ ,  $1/4 > 1/8$ ,  $1/3 > 1/6$  kabi ekanligiga ishonch hosil qiladilar. 3-sinfda sonning ulushini topishni amaliy masalalardan boshlash kerak. Masalan: uzunligi 12sm bo'lgan qog'oz yo'lakchani olib uni ikkiga buklash topshiriladi. Yo'lakchani yarmi nechga sm?  $12/2=6$  sm. Endi yo'lakchani yana ikki bo'lab to'rt qismga bo'ladi. Yo'lakchani qanday qismi hosil bo'ladi va uning uzunligi qancha?1

Javob:  $12:4=3$  sm  $1/4$  qism. Bu chizgich yordamida ham o'lchab ko'riladi.

Masala: 1. Kitob 80 bet, o'quvchi uning  $1/4$  qismini o'qidi. Necha bet kitob o'qilgan. 80 betning  $1/4$  qismi qancha?  $80:4=20$  bet.

2. Kinozaldan bozorgacha 720 m. Shu yo'lning  $8/9$  qismini asfalt bilan qoplashdi.

Yo'lning nechga metri asfalt bilan qoplangan?

1. Boshqa masalalarni yechayotganda chizmadan foydalanish yetarli son kesma orqali tasvirlanadi, u berilgan sondagi teng bo'laklarga bo'linadi, ulushi belgilanadi, sungra yechishni og'zaki yoki yozma bajaradi. Masalan:  $1/2$  m da,  $1/4$  m da,  $1/5$  m da nechga sm bor ?

2.  $1/2$  soatda,  $1/6$  soatda nechga minut bor?1

Vaqt o'lchovlarini o'rganayotganda nima uchun «bir yarim», «chorak kam 10» deb aytilishini tushuntirish.

Aksincha sonning ulushiga qarab sonning o'zini topishda ham katta e'tibor beriladi. Masalan, «Tu-104» samolyot  $1/3$  minutda 5 km uchadi. 1 minutda nechga km uchadi?  $1/3$  kismi 5 km bo'lgan son nechga?

$5*3=15$  km

2. Keyinchalik, sonni uning ulushi bo'yicha topishga doir masalalar bilan aralashtirib kiritiladi. 3-sinfda ulushni va ulushga qarab sonni topishga doir faqat sodda masalalar, 4-sinfda esa murakkab masalalar yechiladi.[2] Kasrlarni o'rganish metodikasi. «Ulushlar» mavzusida asoslangan holda kasrlarning hosil bo'lish bilan 4-sinfda tanishtiriladi. Bu yerda ham ko'rgazma qurol bilim berishning bosh mezoni bo'ladi. Narsalarni, shakllarni va boshqa atrodagilarni teng bo'laklarga bo'lish va shu bo'laklardan bittasini, ikkitasini, uchtasini, .... olish masalasi, uni

ifodalash va yozish asosiy vazifa bo'ladi. [4] Bunda kasr, kasrning surati, maxraji kabi terminlar bilan tanishtiriladi. Kasrlarni yozishni bajarishda quyidagi doirada amal qilish eslatiladi. Chiziq ostida yozilgan son kasrning maxraj deyilib, butun narsa nechaga teng yozilgan son kasrning surati deyilib, teng qismlardan qanchasi olinganini ko'rsatadi. Boshlang'ich sinfda maxraji 10 dan katta bo'lmagan kasrlar qaraladi. Bundan keyin kasrlarni maydaroq ulushlarga maydalash va aksincha masalalar qaraladi. Masalan,  $\frac{3}{4} = \frac{6}{8}$  yoki  $\frac{2}{8} = \frac{1}{4}$  larni tushuntirish uchun bir xilda yo'lakcha

olamiz va 1-sini 4 ta teng bo'lakka,

2-sini 8 ta teng bo'lakka bo'lib 1-sida 3 ta ulushni, 2-sida 6 ta ulushni olamiz.

Bu ikkala yo'lakchadagi yuzalar tengligi ko'rinarli bo'ladi. Shuningdek  $\frac{2}{8} = \frac{1}{4}$  ifoda tushuntiriladi.

Quyidagi savollar beriladi: Unga javob shakliga qarab aytiladi:

qaysi biri katta? [5]  $\frac{1}{2}$  ml yoki  $\frac{4}{4}$  ml?

$\frac{2}{2}$  ml yoki  $\frac{4}{4}$  ml?

1 butunda nechta  $\frac{1}{8}$  ulush bor?

$>$ ,  $<$  = belgilarini qo'ying

$\frac{3}{8}$  .....  $\frac{3}{4}$ ,  $\frac{4}{5}$  ..... 1,  $\frac{4}{8}$  .....  $\frac{1}{2}$

4). Shunday sonni tanlangki, tenglik yoki tensizlik o'rinli bo'lsin.

$\frac{5}{10} =$  .....  $\frac{1}{2}$ ,  $\frac{3}{8} >$  .....  $\frac{1}{4}$ ,  $1,2 <$  .....  $\frac{1}{4}$ .

Masala: 1. Sayohatchilar uch kunda 120 km yo'l yurdilar. Birinchi kuni hamma yulning qismini, ikkinchi kuni esa hamma yo'lning qismini yurdilar. Uchinchi kuni sayohatchilar necha kilometr yo'l yurgan?  $120 - (60 + 40) = 20$  [3]

Xulosa: Dars davomida bolalarga kasr haqida ma'lumotlar berish jarayonida ularga aniq qilib o'rgatish lozim turli o'yin va ko'rgazmalardan foydalanish zarur. Masalan Kasrlarni yozishni bajarishda quyidagi doirada amal qilish eslatiladi. Chiziq ostida yozilgan son kasrning maxraj deyilib, butun narsa nechaga teng yozilgan son kasrning surati deyilib, teng qismlardan qanchasi olinganini ko'rsatadi.

Boshlang'ich sinfda maxraji 10 dan katta bo'lmagan kasrlar qaraladi.

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#### **Annotatsiya**

Dunyo bo'ylab 130 milliondan ortiq diabetga chalingan odamlar bor va uni davolash uchun bir nechta tabiiy, kimyoviy vositalar ishlab chiqilgan. Shu bilan birga, uning paydo bo'lish sabablarini aniqlash, davolash usullarini yaratish va barqarorlikni saqlash uchun kimyoviy moddalarni yaratishga alohida e'tibor qaratilmoqda.

O'zbekiston Respublikasining muhim vazifalaridan biri bu mamlakatni zararsiz, samarali va iqtisodiy jihatdan hamyonbop kimyoviy reaktivlar va dorivor vositalar bilan ta'minlashdir.

O'zbekiston Respublikasi katta o'simlik xomashyosi zaxirasiga ega. Shuni ta'kidlash lozimki, o'simliklardan olingan dorivor vositalar – nisbatan fiziologik va zararsiz, ularning ta'siri juda yumshoq, nojo'ya ta'sir qilish qobiliyatlari kimyoviy vositalarga nisbatan kam, zararli xususiyatlari ham bo'lganligi sababli surunkali kasalliklarni, jumladan, qand diabeti va boshqa kasalliklarni profilaktika qilish maqsadida, uzoq vaqt davomida davolash mumkin. Hozirda dori-darmon vositalari chet eldan olib kelinmoqda va aholini to'liq ta'minlashga yetkazilmayapti. *Helianthus tuberosus* L. Uning mevasi antiqa shifobaxsh xossalarga ega bo'lib, xalq tabobatida turli kasalliklarni davolashda, shuningdek, qand diabetini, kamqonlik, tuz to'planishi, hol ketishi va ko'pgina boshqa kasalliklarni davolashda keng ishlatiladi.

**Kalit so'zlar:** qushqo'nmas, diabet, inulin, mevali kungaboqar, yer noki, 28turdagi aminokislatalar.

#### **ЭКСТРАКЦИЯ ИНУЛИНА ИЗ РАСТЕНИЯ СПАРЖИ И ОПРЕДЕЛЕНИЕ ЕГО КОЛИЧЕСТВА**

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#### **Абстрактный**

Во всем мире более 130 миллионов человек страдают диабетом, и для его лечения было разработано несколько природных и химических средств. При этом особое внимание уделяется выявлению причин его возникновения, созданию методов лечения и созданию химических препаратов для поддержания стабильности.

Одной из важных задач Республики Узбекистан является обеспечение страны безвредными, эффективными и экономически доступными химическими реагентами и лекарственными средствами.

Республика Узбекистан располагает большими запасами растительного сырья. Следует отметить, что лекарственные средства, полученные из растений, относительно физиологичны и безвредны, их действие очень мягкое, они имеют меньше побочных эффектов по сравнению с химическими препаратами, а благодаря своим вредным



свойствам позволяют лечить хронические заболевания, в том числе поддаются лечению. в течение длительного времени, чтобы предотвратить диабет и другие заболевания. В настоящее время лекарства завозятся из-за границы и не доставляются населению в полном объеме. *Helianthus tuberosus* L. Его плоды обладают древними лечебными свойствами и широко используются в народной медицине для лечения различных заболеваний, а также для лечения диабета, анемии, накопления солей, истощения и многих других заболеваний.

**Ключевые слова:** спаржа, сахарный диабет, инулин, плоды подсолнечника, горох, 28 видов аминокислот.

### EXTRACTION OF INULIN FROM ASPARAGUS PLANT AND DETERMINATION OF ITS QUANTITY

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#### Abstract

There are more than 130 million people with diabetes worldwide and several natural and chemical remedies have been developed to treat it. At the same time, special attention is being paid to identifying the causes of its occurrence, creating treatment methods and creating chemicals to maintain stability.

One of the important tasks of the Republic of Uzbekistan is to provide the country with harmless, effective and economically affordable chemical reagents and medicines.

The Republic of Uzbekistan has a large reserve of plant raw materials. It should be noted that medicinal products obtained from plants are relatively physiological and harmless, their effects are very mild, they have less side effects compared to chemical products, and due to their harmful properties, they can treat chronic diseases, including it can be treated for a long time in order to prevent diabetes and other diseases. Currently, medicines are being imported from abroad and are not being delivered to the population in full. *Helianthus tuberosus* L. Its fruit has ancient medicinal properties and is widely used in folk medicine for the treatment of various diseases, as well as for the treatment of diabetes, anemia, salt accumulation, emaciation and many other diseases.

**Key words:** asparagus, diabetes, inulin, fruit sunflower, pea, 28 types of amino acids.

**KIRISH.** Qushqo'nmas o'simligi - *Helianthus tuberosus* L yoki yer noki, yoki kartoshkasimon kungaboqar, astra oilasiga (Asteraceae) mansub bo'lib, ko'p yillik o'tsimon o'simlikdir. Og'ir urush yillarida, qurg'oqchilik va boshqa tabiiy ofatlar yuz bergan vaqtlarda qushqo'nmas muhim oziq-ovqat manba'si sifatida qo'llanilgan. XVII asrda, 30 yillik urush vaqti mobaynida qushqo'nmas faqatgina hayvonlarning ozuqasi sifatida emas, balki u yerdagi odamlarning ozuqasiga ham aylangan. XX asrda Irlandiyaga balo kelib butun kartoshka hosilini kasallantirgan edi, aynan shu vaqtda qushqo'nmas minglab odamlarni ochlikdan qutqargan edi. Angliyada ham I-jahon urushi paytlarida qushqo'nmas bilan inglizlar kun kechirgan edi. Rossiyada qushqo'nmas ilk bor 200 yil avval paydo bo'lgan. Uni avval mol ozuqasi sifatida yetishtirilgan edi, so'ngra esa oziq-ovqat mahsuloti sifatida. Uni o'sha vaqtlarda "yer noki" yoki volgograd sholg'omi, yoki oddiy sholg'om deb atashgan. Qushqo'nmasni o'rganishda Rossiyada



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birinchi bo‘lib V.I.Kozlovskiy o‘z hissasini qo‘shgan. U 1911-yilda yer noki haqida “Bu eng noyob o‘simlik bo‘lib, sovuqqa ham, qurg‘oqchilikka ham, tuproqning kamchiliklariga ham qaramay mo‘l hosil beradi” deb aytgan. Inulinning barcha tabiiy manbalaridan Qushqo‘nmas eng istiqbollilaridan biridir.

Qushqo‘nmas quyidagi afzalikka ega :
Yetishtirishning arzonligi bilan yuqori hosil olish
Sovuq va qurg‘oqchilikda chidamli
Zararli moddalarni to‘plamaydi

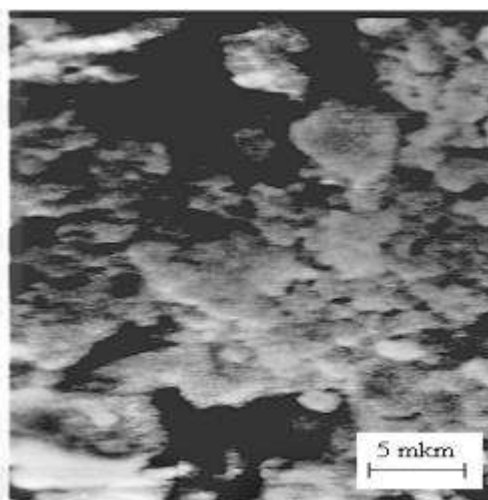
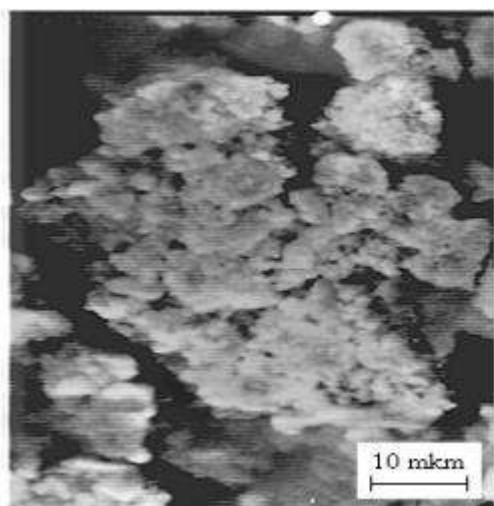
Qushqo‘nmasning ildizlari nam og‘irligi bo‘yicha 20-22% inulinni o‘z ichiga oladi. Qushqo‘nmas mevasidan inulinni ajratib olsak , u inson organizmida diabet kasalini oldini olishda ishlatiladi. Inulin inson organizmida fruktozagacha parchalanadi, bu qand kasalligi bor bo‘lgan bemorlar uchun muhimdir. U bifido- va laktobakteriyalarining o‘shishini va faolligini oshiradi. Semizlikni davolashda ham muhimdir. Qon tarkibidagi qand, xalesterin, lipoproteidlar miqdorini kamaytiradi, yog‘lar va uglevodlar almashuvini yaxshilaydi. Masalan, ishda qushqo‘nmas iste‘molining natijasida qondagi xalesterin miqdori 30-40% ga kamayganligi ko‘rsatilgan.

**METOD.** O‘simlik xomashyosidan inulin olishning mavjud usullari yuqori molekulyar og‘irlikdagi inulinni eritmaga aylantirish uchun o‘simlik materiallarini turli xil gidrolizlovchi moddalar bilan ishlov berishdan iborat. O‘simlik materiallaridan inulinni ajratishning turli usullarining o‘ziga xos xususiyatlari asosan gidrolizlovchi vositalarni tanlash bilan bog‘liq. Shu maqsadda kimyoviy erituvchilar (etil spirti, har xil turdagi kislotalar) bo‘lgan suv yoki turli xil aralashmalar qo‘llaniladi. Inulin ishlab chiqarishning ma‘lum usuli mavjud bo‘lib, unga ko‘ra qushqo‘nmasning ildizlari maydalanadi, kislotali suv (pH = 5,0) 1: 2 nisbatda qo‘shiladi va 70 ° C haroratda 30 daqiqa davomida chiqariladi. Aralash filtrlanadi, filtratga CaCO<sub>3</sub> pH 8-10 ga qadar aralastirib qo‘shiladi, so‘ngra cho‘kma sentrifugalash yo‘li bilan ajratiladi. 10-12% inulinni o‘z ichiga olgan supernatant faollashtirilgan uglerod bilan rangsizlanadi va 40 ° C da vakuum ostida 50% qattiq moddalargacha bug‘lanadi. Ushbu eritmada inulin 1: 2 nisbatda kamida 94% etil spirti bilan ajratiladi va vakuum ostida 50-60 ° C haroratda quritiladi. Inulinning barcha polimorfik shakllari bir-birini almashtiradi, ko‘proq eruvchan va beqaror shakllar tik turgan holda kamroq eriydigan shakllarga o‘tadi va α- va β-shakllardan farqli o‘laroq, immunostimulyatsiya qiluvchi va antitumor faollikka ega bo‘lgan γ-inulin hosil bo‘ladi.

**Inulinning polimorf shakllarining xarakteristikasi**

Inulinning polimorf shakllari	Suvda eruvchanligi	[α] <sub>D</sub> ( c . 1,0%; NaOH
α-inulin	37°C da eriydi	36.3
β-inulin	23°C da suvda yaxshi eriydi	35.5
γ-inulin	70-80°C da suvda eritamiz	34.2

Shunday qilib, α- inulin shaklsiz kukun bo‘lib, agregatsiyaga moyil bo‘lib, hajmi 5 mikrondan 30 mikrongacha bo‘ladi.



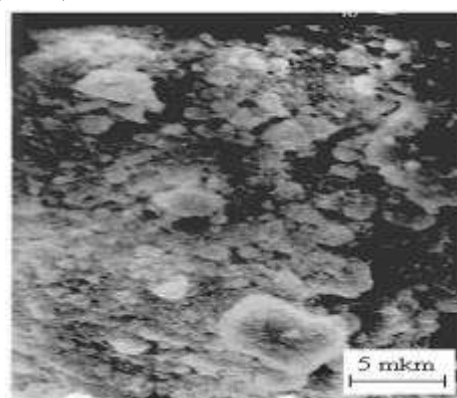
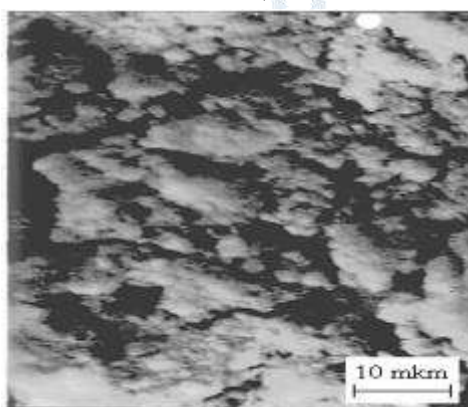
**$\alpha$ -inulinning polimorf shakllarini skanerlash elektron mikroskopiyasi.**

$\beta$ - inulin uchun ham kuzatiladi . Buning uchun o'lchamlari 2,5 mikrondan 12,5 mikrongacha bo'lgan shaklsiz shakldan yumaloq zarrachalar kuzatiladi.



**$\beta$ - inullinning polimorf shakllarini skanerlash elektron mikroskopiyasi**

$\gamma$ - inulinning REM tadqiqoti shuni ko'rsatdiki, o'lchamlari 2 mkm dan 13 mkm gacha bo'lgan shaklsiz zarrachalar (shaklsizdan biroz yumaloqqacha).



**$\gamma$ -inulinning polimorf shakllarini skanerlash elektron mikroskopiyasi.**

**Tajriba usuli:** Inulin ovqat bilan iste'mol qilinganda, u glyukoza ning konsentratsiyasini kamaytiradi, qondagi xolesterin, triglitserid, linoproteidlarning miqdorini pasaytiradi, uglevod va yog' almashinuvini normallashtiradi.

Shuningdek bu mahsulotning antistress, immunitetni yaxshilovchi, antinarkotik xususiyatlari borligi ham aniqlandi. Bu konsentrat yuqori samarali fitoadaptogen bo'lib, organizmning tonusini oshiradi. Tarkibida ko'p miqdorda kaliy va kremniy borligi antiaritmik ta'sir ko'rsatiladi.

Shuni ta'kidlash joizki, qushqo'nmas mahsulotlari iste'mol qilinganda qonning suyuqlanishi kamayadi. Bu mikrosirkulyatsiyaning asosiy ko'rsatkichlarida namoyon bo'ladi: qon qon oqishining tezligi oshadi, organizm matolariga ozuqa moddalarni yetkazib berilishi yengillashadi, organizm normal ishlaydi. Qushqo'nmas tuganaklarida 18% dan kam inulin, yer ustki qismida esa 4% inulin mavjud.

Bundan tashqari uning tarkibida 77,65% uglevodlar, 4,37% organik kislotalar, 0,45% yog'lar, 2,25% oqsillar, 1,46% vitaminlar, 1,67% dubil moddalar, 4,35% umumiy tolalar borligi aniqlandi. "Inulin-liavir" dori vositasining qand diabetining 2 chi turi bilan kasallangan bemorlar iste'mol qilganda ijobiy ta'sirga erishildi. Qon tarkibida qand miqdorining kamayishi va yog'lar almashinuvini ko'rsatkichlari normallashtirilganligi kuzatildi.

"Inulin-liavir" dori vositasi shuningdek, virusli gepatit bilan og'rikan bemorlarda ham ijobiy yutuqlarga erishilganligi ham ko'rsatilgan.

Og'ir metallar bilan zaxarlanganda ham inulin yordam berishi aniqlangan.

Turli metallar bilan inulin kompleks hosil qilishi aniqlangan. Ba'zi turli eritmalarning, masalan, S – elementlari tuzlarining – Ca, Ba, Sr – inulin suspenziyalari bilan ta'siri o'rganildi. Bunda tuzlar eritmalarining konsentratsiyasi, reagent ta'siri davomiyligi va reaksiya temperaturasi kuzatildi.

### XULOSALAR

Mamlakatimizda so'ngi yillarda diabetologiya va davolanish qiyin bo'lgan kasaliklarga qo'llash uchun inulinni qushqo'nmas tugunagidan qayta ishlab  $\alpha$ -,  $\beta$ - va  $\gamma$  -inulin olish, xomashyoga ishlov berish, samaradorligini takomillashtirish hamda pirovard mahsulotining sifatini yaxshilash bo'yicha yangi texnologiyalarni ishlab chiqish bo'yicha muayan ilmiy natijalarga erishilmoqda.

1. Inulinning 3 ta polimorf turi ( $\alpha$ -,  $\beta$ - va g- inulinlar) olindi, suvda eruvchanligi va tuzilishidagi qisman farqi tushuntirildi.
2. Glyukoinuvitni qushqo'nmas tuganaklari kukunlari asosida inulin va  $\alpha$ -,  $\beta$ -, g- inulinlarni olish texnologiyasi ishlab chiqildi.

Inulin asosida olingan mahsulotlar zamonaviy fizik-kimyoviy tahlili usullari (IQ, YaMR, TjX va b.q.) bilan xarakterlandi va ularning fizik konstantalari aniqlandi



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Sirdaryo viloyati Guliston shahar 2-sonli umumiy o'rta ta'lim maktabi ona tili va adabiyot fani o'qituvchisi

**Annatsiya:** Mazkur maqola adabiyot faniga bag'ishlanadi. Biz ushbu maqolada adabiyot darslarida o'qituvchi va o'quvchi uchun birdek ma'qul bo'lgan metodlar yoxud uslublar haqida bahs yuritimiz.

**Kalit so'zlar:** Adabiyot, fan, ta'lim, bosqich, metod, uslub, innovatsiya

**Abstract:** This article is devoted to the science of literature. In this article, we will discuss methods or methods that are suitable for both the teacher and the student in literature classes.

**Key words:** Literature, science, education, stage, method, style, innovation

So'z boshida shuni ta'kidlab ketish joizki, hozir kunda jamiyat jadallik bilan rivojlanib bormoqda. Yangi texnologiyalar, ilm-fanda kashf qilinayotgan hodisalar bunga misol bo'la oladi, albatta. Bizning davlatimizda ilm-fanni rivojlantirish, ta'lim sifatini yaxshilash uchun yangidan yangi loyihalar va tashabbuslar amalga oshirilmoqda, olimlarimiz va professorlarimiz tun-u kun izlanishda. Albatta, bularning hech biri besamar ketayotgani yo'q, hamma o'zining ijobiy natijalarini ko'rsatib kelmoqda. Biz ham ushbu maqolamiz orqali, yosh pedogoglarimizning ilmiga ozgina hissamiz qo'shsak judayam xursand bo'lamiz. Mazkur maqola adabiyot darsiga bag'ishlangan bo'lib, o'qituvchi va o'quvchi uchun birdek mos tushuvchi qiziqarli metod, texnologiyalar saralab olingan. Dastavval, metod o'zi nima degan savolga javob bersak. Ona tili va adabiyot darslarida interfaol metodlardan foydalanish mumkin.

Har bir darsni o'ziga xos usul asosida o'tish, o'quvchining fanga bo'lgan qiziqishini oshirish, uning qalbida ilmga muhabbat uyg'otish o'qituvchining mahoratiga bog'liq. Muallimning mahoratini oshirishga xizmat qiluvchi vositalardan biri zamonaviy pedagogik texnologiyalardir. Zamonaviy pedagogik texnologiya – hozirgi zamon didaktikasi va pedagogikasi taraqqiyotining mahsuli. Har bir zamonaviy pedagog mavjud pedagogik texnologiyalarni o'z darslarida qo'llasa, albatta ijobiy natijaga erishadi. Bugungi kun o'qituvchisining maqsadi barkamol yoshlarni tarbiyalash, ularga puxta ta'lim-tarbiya berish, zarur axborotlar bilan ta'minlash, mustaqil fikrlashga o'rgatish, bilim va hayotiy ko'nikmalar hosil qilish, ular qalbida vatanparvarlik, xalqparvarlik tuyg'ularini qaror toptirishdan iborat. Bu ezgu maqsadlarni ilg'or pedagogik va innovatsion texnologiyalar asosida o'tilgan mashg'ulotlarda amalga oshirish mumkin. Noan'anaviy darslarni tashkil etishda interfaol metodlar muhim bo'g'in hisoblanadi. Ular o'qituvchi va o'quvchilarning o'zaro faol munosabatlarida tashkil etiladigan mashg'ulot turidir. Bunda o'qituvchi va o'quvchi o'zaro hamkorlikda ishlaydi. Fikrlar to'qnashuvi yuzaga keladi. O'quvchining erkin fikrlash jarayoni yangi pog'onaga ko'tariladi. O'qituvchi shu tarzda o'quvchilarni faollashtiradi, o'zlashtirishi past o'quvchilar dunyoqarashi va tafakkurini boyitib boradi.

Ta'lim uzoq davom etadigan jarayon bo'lib, uning sifati darsda qo'llanilgan metodlarga bog'liq. Darsning mazmunli o'tishi, unda qanday metodlardan foydalanilgani va natijaga erishilgani o'qituvchining mahorati, bilim darajasini belgilaydi. Darsda metodlar to'g'ri tanlansa, maqsadga tez va oson erishiladi. Interfaol metodlarni tanlash har bir darsning didaktik maqsadidan

kelib chiqqan holda amalga oshiriladi. Bu esa o'qituvchidan har doim bir xil usulda emas, dars mavzusiga mos metodlar asosida dars o'tishni talab etadi. Buning uchun o'qituvchi doimo o'z ustida ishlashi, bilim va kasbiy malakasini oshirib borishi, ilm-fan yangiliklaridan xabardor bo'lishi va o'z faoliyatida ulardan samarali foydalanishi lozim. O'qituvchi bir vaqtning o'zida ijodkor, aktyor va fan bilimdoni bo'lsa, kasbiy mahoratidan kelib chiqqan holda darsning mazmuni, o'quvchilarga yetkazish usul va shakllari, vositalarini oldindan belgilab, mavzuga mos metodni tanlasagina dars samaradorligi yuqori bo'ladi.

Innovatsion texnologiya – ta'lim samaradorligini oshiruvchi omillardan foydalanish, turli pedagogik jarayonlarni loyihalash va amalda qo'llash orqali bilim egallashni takomillashtirish usullari. Uning asosiy maqsadi ta'lim jarayonida o'qituvchi va bilim oluvchi faoliyatiga yangilik, o'zgartirishlar kiritish bo'lib, interfaol metodlardan foydalanishni taqozo etadi. Interfaol usullar ta'lim jarayonida qatnashayotgan har bir bilim oluvchining faolligiga, erkin va mustaqil fikr yuritishga asoslanadi. Bu usullardan foydalanganda bilim olish qiziqarli mashg'ulotga aylanadi.

Ko'p yillar davomida an'anaviy dars o'tish ta'limning asosiy shakllaridan biri bo'lib keldi. An'anaviy darsda o'qituvchi faol, o'quvchi esa passiv ishtirokchiga aylanadi. Bu esa o'quvchining mustaqil fikrlashi, izlanuvchanlik qobiliyati rivojlanishiga to'sqinlik qiladi. Axborot-kommunikatsiya texnologiyalari shiddat bilan rivojlanayotgan bir paytda bunday darslar yaxshi samara bermaydi. Bugungi davr talabi dars jarayonini noan'anaviy tarzda mazmunli tashkil etish, o'quvchilarning qiziqishini orttirib, ularning o'quv jarayonidagi faolligini ta'minlashni taqozo etadi.

Metod (yun. "metodos" — bilish yoki tadqiqot yo'li, nazariya, ta'limot) — vo-qelikni amaliy va nazariy egallash, o'zlashtirish, o'rganish, bilish uchun yo'l yo'riqlar, usullar majmuasi, falsafiy bilimlarni yaratish va asoslash usuli. Ya'ni biz fanni metodlar orqali o'tadigan bo'lsak, bu quyidagi imkoniyatlarni beradi:

- Vaqt tejaladi;
- Mavzu mustahkamlanadi;
- Mavzu amaliyotda qo'llaniladi;
- O'quvchining zerikib qolishiga yo'l qo'ymaydi;
- Darsning yaxshi o'tishida o'qituvchiga yaqindan ko'mak beradi.

Bu kabi imkoniyatlar metodlarning naqadar dars uchun zarur ekanligini ko'rsatib beradi, metodlarning xilma-xilligi bu o'qituvching mahoratidan darak beradi. Biz hozir adabiyot darsi uchun qulay bo'lgan ayrim metodlar bilan o'rtoqlashamiz.

#### • **Tadqiqot metodi**

Ushbu metod o'quv jarayonida bir muncha qiyin bo'lgan nazariy yo'nalishdagi masalalar ko'tarilishini nazarda tutadi. Bu metodda bilim olishning nisbatan yuqori bosqichida ta'limning samarali izlanish usullarini mustaqil ravishda qo'llash talab qilinadi. Bunda o'quvchilar dalil to'plash va ulami nazariy tahlil qilish, tizimga solish, umumlashtirish va ilmiy xulosalar chiqarish kabi; amaliy ishlarini bajaradilar. Tadqiqot metodining Evristik metoddan farqi shundaki, «kashfiyot» awaldan ajratilgan materiallar tahlil qilinib, faktik materiallar umumlashtirilganidan so'ng, amaliy ish jarayonida sodir bo'ladi. Bunda o'quv-biluv faoliyatining to'liq turkumini o'quvchilar o'qituvchi rahbarligida o'zlari bajaradilar. Ya'ni ma'lumot to'plashdan tortib, uni tahlil qilish va yangi bilimlarni amaliyotda qo'llashgacha bo'lgan ishlarning barchasini o'quvchilar o'zlari mustaqil ravishda amalga oshiradilar. O'quvchilar tomonidan faktik material to'plash tadqiqot metodining zaruriy qismidir. Mustaqil ravishda tajribalar o'tkazish o'quvchining bilim



olishga bo'lgan qiziqishini oshiradi. O'qituvchi o'quvchilar ixtiyoriga dalillarni topish, ularni taqqoslash, tizimga solish, umumlashtirishni topshirgani bilan uning muammolik darajasi kamaymaydi. Tadqiqot metodini qo'llashda topshiriqlarning o'quvchilar tomonidan bajarilishi muhim hisoblanadi. Topshiriqlarni bajarishda ularning biror bosqichi tushib qolsa, topshiriq o'z tadqiqiyiligini yo'qotadi.

• **«6x6x6» metodi**

Adabiy ta'lim jarayonida foydalanish mumkin bo'lgan metodlarning yana biri «6x6x6» metodidir. Adabiy asarlar tahlili jarayonida mazkur metoddan foydalanishda adabiyot o'qituvchisidan pedagogik mahorat va ziyraklik, guruhlarini oqilona shakllantira bilish talab qilinadi. Bu metodda sinfdagi o'quvchilar oltita-oltitadan olti guruhga bo'linadi. Jami 36 o'quvchi ishtirok etadi. O'qituvchi istasa guruhlariga muayyan nomlar berishi ham mumkin. Dars mavzusi e'lon qilinib, ma'lum vaqt belgilanadi. O'quvchilar mavzu atrofida bahslashadilar, o'z munosabatlarini bildiradilar. Mavzu bo'yicha belgilangan vaqt yakunlangach, o'qituvchi guruhlarining a'zolarini almashtiradi. Yangi guruhida avvalgi guruhdan bitta vakil qoladi va u o'z guruhining mavzu yuzasidan chiqargan xulosalarini yangi guruhga bayon etadi. Yangi guruh a'zolari avvalgi guruhning fikr va xulosalarini o'rganadilar, unga o'z munosabatlarini bildiradilar. Shu tariqa qisqa vaqt oralig'ida o'quvchilar tomonidan ham mavzu yuzasidan fikr bildiriladi, ham bu fikrlar ularning o'zlari tomonidan tahlil qilinadi. Sinfdagi o'quvchilardan kichik guruhlar tashkil etishda quyidagilarga amal qilinadi: 1. Guruhlar o'qituvchi tomonidan belgilanadi. 2. Guruhga rahbarlik qila oladigan o'quvchi va guruh a'zolari oldindan aniq belgilab olmadi. 3. Har bir guruhga zehni va qobiliyatli hamda bo'shroq o'zlashtiradigan o'quvchilar, imkon qadar, teng taqsimlashga harkat qilinadi. Guruhlar bir-biriga munosib a'zolar bilan to'ldiriladi va vazifalari belgilanadi. 4. Guruh rahbari va a'zolariga vazifalari tushuntiriladi. 5. Har bir guruh doira shaklida o'tirishi, guruhning har bir a'zosi bir-birini ko'rib turishi shart. 6. Ish jarayonida har bir guruhning faoliyatiga, g'oyalariga e'tibor berib boriladi. Yaxshi g'oya egalari rag'batlantiriladi

• **Fikriy hujum**

«Fikriy hujum» metodining maqsadi o'quvchilarning dars jarayonidagi faolligini oshirish, ularni erkin, mustaqil mulohaza yuritishga undash, hammani bir xil qolipda fikrlashdan qutqarish, ma'lum mavzu yuzasidan har xil fikrlarni to'plash va masalaga ijodiy yondashuvni ta'minlashdan iborat. Bu metoddan foydalanilganda favqulodda, kutilmagan savol yoki topshiriqlar bilan o'quvchilar loqaydlikdan, muvozanatdan chiqariladi va ular bezovta ruhiyat bilan badiiy muammoga, o'quv topshirig'iga «hujum» qiladilar. Ya'ni har bir o'quvchi o'z bilimi, qobiliyati, iqtidori, dunyoqarashi va imkoniyatlari darajasida uni hal etishga kirishadi. O'quvchilar o'z oldilariga qo'yilgan muayyari masala bo'yicha mulohaza yuritadilar.

**Foydalanilgan adabiyotlar ro'yxati:**

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- <http://library.navoiy-uni.uz>
- <https://arxiv.uz>
- <http://portal.guldu.uz>



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### **Annotatsiya**

Huquqiy psixologiya **ijtimoiy psixologiya** bo'limi bo'lib, uning predmeti huquq bilan bog'liq faoliyatning psixologik xususiyatlari: odil sudlovni amalga oshirishdir. (jinoiy protsessi ishtirokchilarining xulq-atvori), qonuniy va qonunga xilof xatti-harakatlar (jinoiyatchi shaxsi va jinoiy xulq-atvor xususiyatlarini shakllantirish), huquqni muhofaza qilish organlari xodimlarining ishi va boshqa yuridik xizmatlar.

**Kalit so'zlar:** fan sohalari, metodlari, kuzatish

### **Asosiy qism**

Huquqiy psixologiya ham psixologiya, ham huquqshunoslikni o'z ichiga olgan amaliy fanidir. Sud protsessi va yuridik faoliyat bilan bog'liq bo'lgan shaxslarning ruhiy sohasi bir qator psixologik xususiyatlarga ega bo'lib, ularning tabiati ko'plab turli xil ijtimoiy va huquqiy funksiyalarni bajarishi bilan belgilanadi. Huquqiy psixologiya huquqiy munosabatlar orbitasida ishtirok etuvchi shaxslarning psixik faoliyatining o'ziga xos xususiyatlarini o'rganishga mo'ljallangan. Demak, huquqiy psixologiyaning o'rganish predmeti huquq sohasida o'zini namoyon qiladigan psixik hodisalar, mexanizmlar, qonuniyatlardir. Huquqiy psixologiya fan sifatida o'z oldiga umumiy va xususiya bo'linadigan muayyan vazifalarni qo'yadi. Yuridik psixologiyaning umumiy vazifalari huquqiy va psixologik bilimlarni ilmiy sintez qilish, huquqning fundamental kategoriyalarining psixologik mohiyatini ochib berish

Huquqiy psixologiyaning alohida vazifalari huquqni muhofaza qilish faoliyatini yanada samarali amalga oshirish bo'yicha tavsiyalar ishlab chiqish bilan bog'liq. Bularga quyidagilar kiradi:

- 1) huquqiy normalar samaradorligining psixologik shartlarini (shartlarini) o'rganish;
- 2) jinoiyatchi shaxsini psixologik o'rganish, jinoiy xatti-harakat motivlarini, jinoiy xatti-harakatlarning ayrim turlari uchun motivatsiyaning o'ziga xos xususiyatlarini ochish;
- 3) huquqbuzarliklar profilaktikasining ijtimoiy-psixologik asoslarini ishlab chiqish;
- 4) huquqni muhofaza qilish organlari faoliyatining (tergov, prokuratura, advokatlik, sud) turli turlarining psixologik qonuniyatlarini tadqiq etish;
- 5) mahkumlarni axloq tuzatish va qayta tarbiyalash bo'yicha chora-tadbirlar tizimini ishlab chiqish maqsadida axloq tuzatish-mehnat muassasalari faoliyatining psixologik qonuniyatlarini o'rganish;
- 6) ichki ishlar organlari xodimlarining kasbiy mahoratini oshirish, kasbga yo'naltirish, kasb tanlash, ushbu organlarda ishlash istagida bo'lgan nomzodlarga kasbiy maslahatlar berish bo'yicha tavsiyalar ishlab chiqish.

Huquqiy psixologiya kategoriyalar tizimiga va ma'lum bir tuzilmaviy tashkilotga ega. Quyidagi bo'limlar ajralib turadi:

1. Uslubiy qism, jumladan, huquqiy psixologiya fanining predmeti, vazifalari, tizimi, usullari va rivojlanish tarixi.

2. Huquqiy psixologiya – huquqiy psixologiyaning huquqiy tatbiq etishning psixologik jihatlarini, shaxsning huquqiy ijtimoiylashuvining psixologik qonuniyatlarini, nuqsonlarga olib keladigan psixologik nuqsonlarni o'rganuvchi bo'limi. huquqiy ijtimoiylashuv.

3. Jinoyat psixologiyasi – jinoyatchi shaxsining psixologik xususiyatlarini, umuman jinoiy xulq-atvor motivatsiyasini, shuningdek jinoiy xatti-harakatlarning ayrim turlarini (zo'rovonlik jinoiyati) o'rganuvchi bo'lim. , orttirilgan jinoyat, jinoyat voyaga yetmaganlar), jinoiy guruhlar psixologiyasi

4. Tergov-tezkor psixologiya –huquqiy psixologiyaning jinoyatlarni ochish va tergov qilishning psixologik jihatlarini o'rganuvchi bo'limi.

5. Sud psixologiyasi –sud ishlarining psixologik jihatlarini, sud-psixologik ekspertiza muammolarini o'rganuvchi bo'lim.

6. Axloq tuzatish faoliyati psixologiyasi - huquqiy psixologiyaning jinoiy jazo samaradorligining psixologik jihatlarini, jinoiy jazoni ijro etishning psixologik muammolarini o'rganuvchi bo'limi. mahkumlar psixologiyasi va ularni qayta ijtimoiylashtirish va jazoni o'tashdan keyin qayta moslashishning psixologik asoslari

Huquqiy psixologiya metodlari. Huquqiy psixologiyada shaxsni, huquqni qo'llash jarayonida yuzaga keladigan turli psixologik hodisalarni psixologik o'rganish usullari tizimi mavjud. Kuzatuv usuli. Psixologiyada kuzatish usuli deganda, psixikaning turli tashqi ko'rinishlarini bevosita hayotda, jinoyat sodir etishda tadqiqotchi tomonidan maxsus tashkil etilgan, qasddan, maqsadli idrok etish tushuniladi. tergov, sud va huquqni muhofaza qilishning boshqa sohalari. Kuzatish usuli o'rganilayotgan hodisalarning tabiiy jarayoniga o'zgarishlar yoki buzilishlarni keltirib chiqarishi mumkin bo'lgan har qanday usullardan foydalanishni istisno qiladi. Buning yordamida kuzatish usuli o'rganilayotgan hodisani to'liq va uning sifat belgilarining ishonchliligini tushunishga imkon beradi.

Psixologiyada kuzatish predmeti bevosita subyektiv psixik kechinmalar emas, balki ularning shaxsning xatti-harakati va xatti-harakati, nutqi va faoliyatidagi namoyon bo'lishidir.

Ob'ektiv natijalarga erishish uchun bir qator shartlarga rioya qilish kerak:

1) o'rganiladigan hodisalar ularning odatiy sharoitlarida, tabiiy yo'nalishini o'zgartirmasdan kuzatilishi kerak. Kuzatish faktining o'zi o'rganilayotgan hodisani buzmasligi kerak;

2) kuzatish o'rganilayotgan hodisaga eng xarakterli sharoitlarda amalga oshiriladi;

3) kuzatishlar orqali material to'plash tadqiqot maqsadlariga muvofiq avvaldan tuzilgan reja (dastur) bo'yicha amalga oshiriladi;

4) kuzatish bir marta emas, balki tizimli ravishda bir shaxsga nisbatan va bir xil hodisaga nisbatan ko'p odamlarda va turli vaziyatlarda amalga oshiriladi, bu hodisaga eng xosdir.

Kuzatish natijalarini yozib olish uchun texnik vositalardan foydalanish mumkin: kuzatilgan shaxsning nutqini lentaga yozib olish, fotografiya va filmga olish. Dastlabki tergov va sud muhokamasi sharoitida texnik vositalar faqat protsessual qonun doirasida qo'llaniladi. Kuzatish: to'g'ridan-to'g'ri va bilvosita, ishtirok etmagan va kiritilgan bo'lishi mumkin. to'g'ridan-to'g'ri kuzatish bilan o'rganishni shaxsning o'zi olib boradi va u ushbu kuzatish natijalari bo'yicha xulosa chiqaradi. Bunday kuzatuv tergov va sud harakatlari davomida tergovchi va sudya, axloq tuzatish ishlari muassasasi o'qituvchisi va boshqalar tomonidan amalga oshiriladi. Bilvosita kuzatish boshqa shaxslar tomonidan olib borilgan kuzatuv haqida ma'lumot olingan hollarda sodir bo'ladi.

Kuzatishning bu turi o'ziga xos xususiyatga ega: uning natijalari har doim ish hujjatlarida - boshqa shaxslarni so'roq qilish bayonnomalarida, ekspert xulosalarida (sud-psixologik, sud-psixiatriya ekspertizalari) va hokazolarda qayd etiladi.

Ishtirok etmagan kuzatish - bu tadqiqotchi o'rganilayotgan shaxs yoki guruhga begona bo'lgan tashqi kuzatuv. Ishtirokchi kuzatuvni tadqiqotchining o'z xatti-harakatining (tadqiqot) asl motivlarini ochib bermasdan, ishtirokchi sifatida ijtimoiy vaziyatga kirishi bilan tavsiflanadi. Masalan, Xalq Baholovchilari Instituti tadqiqotida ishtirokchi kuzatish usuli qo'llanilgan bo'lib, uni sud amaliyotida qatnashayotgan Sankt-Peterburg universitetining yuridik fakulteti bitiruvchisi amalga oshirgan. Tadqiqotchi sudyalarning muhokamasi va sudyalarning muhokamasiga oid batafsil tadqiqotchi tomonidan ishlab chiqilgan so'roqnomani oldi va har bir ish bo'yicha xulosa chiqargandan so'ng uni to'ldirdi. Anketa anonim edi. Kuzatuv o'tkazish uchun rasmiy ruxsat olindi, biroq sudyalarga tadqiqot haqida ma'lumot berilmagan. Ishtirokchi kuzatuvining afzalligi - o'rganilayotgan ob'ekt bilan bevosita aloqada bo'lish, ishtirok etmagan kuzatish bilan tadqiqotchining ko'zidan yashirin bo'lishi mumkin bo'lgan hodisalarni qayd etish. Yuqorida aytilganlarning barchasi ob'ektiv kuzatish usuliga tegishli. Undan tashqari psixologik tadqiqotlarda sub'ektiv kuzatish usuli - introspeksiya (o'z-o'zini kuzatish) ham qo'llaniladi. Bu ham insonning tashqi ko'rinishdagi faoliyatini, hayotdan psixologik ahamiyatga ega bo'lgan faktlarni, ham ichki hayotini, ruhiy holatini kuzatishdan iborat. O'z-o'zini kuzatish ma'lumotlarining ilmiy ahamiyati ularning qanchalik ob'ektiv ekanligiga va haqiqiy faktlarga qanchalik mos kelishiga bog'liq. Hayotiy kuzatuvlar va eksperimental tadqiqotlar shuni ko'rsatadiki, odamlar o'zlarining kuchli tomonlarini ortiqcha baholaydilar va kamchiliklarini kamsitadilar. Yagona usul bo'lmasa ham, ob'ektiv usullar bilan birgalikda o'z-o'zini kuzatish ijobiy natijalar berishi mumkin. Tadqiqotchi, masalan, tergov yoki sud harakati ishtirokchilariga ma'lum omillarning ta'sirini mustaqil ravishda baholay oladi, o'z-o'zini kuzatish natijalarini ob'ektiv ma'lumotlar bilan to'ldiradi.

#### **Xulosa**

Huquqiy psixologiyada ba'zi hollarda proyektiv (yoki affektiv) testlardan foydalanish mumkin. Ular shaxsiy munosabatlarni ochib berish uchun mo'ljallangan, chunki ular odamni ularni ochishga undaydi. Ular orasida eng keng tarqalganlari Rorschach testi (siyoh dog'lari yordamida), Myurrey tematik appersepsiya testi (TAT), Rosenzweig testi (fruziya), chizmalar yordamida testlar va boshqalar.

Shaxs so'roqnomalari shaxsning o'zini o'zi qadrlash tamoyiliga asoslanadi. Ular orasida eng mashhuri 384 ta bayonotni o'z ichiga olgan MMPI testidir. Javoblar natijalariga ko'ra, shaxsning psixologik profili tuziladi. Teylor va Eysenkning so'roqnomalari xuddi shunday tuzilgan: birinchisi odamning tashvish darajasini baholaydi, ikkinchisi - izolyatsiya, xushmuomalalik, hissiy nomutanosiblik darajasi. Eysenck so'roqnomasi, qo'shimcha ravishda, temperament turini va ba'zi shaxsiy xususiyatlarni aniqlash imkonini beradi.

Sud-psixologik ekspertiza o'tkazish va huquqbuzar shaxsini o'rganishda eng ko'p qo'llaniladigan testlar.

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C M R T



**O'SMIRLARDA VIRTUAL O'YINLAR TA'SIRIDA SUITSIDAL HAVF  
SHAKLLANISHINI OLDINI OLISHNING PSIXOLOGIK MEXANIZMLARI.**

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**Annotatsiya:** Maqolada hozirgi kunda hayotimizga kirib kelgan va jamiyatimizning barcha qatlamlari orasida keng tarqalayotgan virtuallashuvning bizning yashash tarzimizga ta'siri, ayniqsa yosh avlodga ta'siri ko'rib chiqiladi. Virtual hayotning o'smirlarga ta'siri, o'smirlik davrida o'z joniga qasd qilish, xulq-atvoridagi ayrim muammolarning kelib chiqishining nazariy tahlili keltirilgan. O'z joniga qasd qilishga moyil o'smirlarning shaxsiyati va xatti-harakatlarining ijtimoiy-psixologik xususiyatlarini o'rganishni ko'rib chiqish juda muhim masalalardan biridir. Haqiqiy hayotda o'z joniga qasd qilishga moyil o'smirlar bu faoliyatni virtual hayotga o'tkazadilar. Shuning uchun virtual o'lim guruhlarini o'rganish barcha yondashuvlarni qamrab olishi kerak: "haqiqiy" va "virtual" shaxsiyat xususiyatlarining ajralmas birligida fenomenologik (tasviriy), sub'ektiv (shaxsiy xususiyatlar) va xulq-atvorni hisobga olish kerak.

**Аннотация:** В статье рассматривается влияние виртуализации, вошедшей в нашу жизнь и широко распространяющейся во всех слоях нашего общества, на наш образ жизни, особенно на молодое поколение, представлен теоретический анализ происхождения некоторых поведенческих проблем. Одним из важнейших вопросов, требующих рассмотрения, является изучение социально-психологических особенностей личности и поведения суицидальных подростков. Подростки, склонные к суициду в реальной жизни, переносят эту деятельность в виртуальную жизнь. Поэтому изучение виртуальных групп смерти должно включать все подходы: в целостном единстве «реальных» и «виртуальных» черт личности необходимо учитывать феноменологические (дескриптивные), субъективные (личностные характеристики) и поведенческие.

**Abstract:** The article examines the impact of virtualization, which has entered our lives and is spreading widely among all layers of our society, on our way of life, especially on the younger generation. a theoretical analysis of the origin of certain behavioral problems is presented. One of the most important issues to consider is the study of the socio-psychological characteristics of the personality and behavior of suicidal adolescents. Teens who are suicidal in real life transfer this activity to virtual life. Therefore, the study of virtual death groups should include all approaches: in the inseparable unity of "real" and "virtual" personality traits, it is necessary to take into account phenomenological (descriptive), subjective (personal characteristics) and behavioral.

**Kalit so'zlar:** o'z joniga qasd qilish, o'lim guruhlari, Internet, o'smirlar, internet, ijtimoiy tarmoqlar.

**Ключевые слова:** суицид, группы смерти, интернет, подростки, возрастная психология.

**Key words:** suicide, death groups, Internet, adolescents, age-related psychology.

**Kirish.** Jadallik bilan rivojlanayotgan XXI texnologiyalar asrida zamonaviy o'smirlarning o'z joniga qasd qilish faoliyati turli darajalarda muhokama qilinadigan dolzarb mavzulardan biridir. Hozirgi kunda voyaga yetmaganlarning o'z joniga qasd qilishlari soni bo'yicha statistik

ma'lumotlar deyarli uch baravar ko'paydi. O'smirlarning o'z joniga qasd qilishida Internet, virtual o'yinlar ta'siri ham kam emas. O'smirlarning o'z joniga qasd qilish faoliyatiga "hissa qo'shadigan" muayyan virtual o'yinlar alohida joyni egallaydi.

Bu muammo ilmiy munozaralarda, ommaviy axborot vositalarida, Internetdagi yangiliklar portallarida, hukumatda faol muhokama qilinmoqda. Zamonaviy ilmiy tadqiqotlar juda kam. Shuning uchun biz uchun tadqiqot muammosiga yondashuvlarni nazariy tahlil qilish va o'smirlarni o'z joniga qasd qilish faoliyatiga jalb qiladigan ayrim virtual o'yinlarni empirik o'rganishning nazariy modelini aniqlash dolzarb hisoblanadi.

**Asosiy qism :** Hozirgi zamonaviy dunyo kompyuter sanoati hisoblanadi. Yoshlar ham aynan shu muhitda kompyuter texnologiyalar bilan o'sib katta bormoqda. Lekin aynan ijtimoiy tarmoqlar, virtual o'yinlar o'smirlarning o'z joniga qanday qilishiga sababchi bo'lmoqda. Psixologlar virtual o'yinlarning o'smir psixologiyasiga ta'siri katta ekanligini ta'kidlaydilar. O'smir o'z joniga qanday qilishining bir nechta turlari bor. Emperik tadqiqotlarga ko'ra o'smirlar orasida o'z joniga qasd qilish qimor, giyohvandlik va ruhiy holati bilan bog'liqdir.

O'smirlik davrida o'z joniga qasd qilish xavfi muammosi yangi emas, o'z joniga qasd qilishning omillari va shartlarini, o'z joniga qasd qilish xavfining individual va shaxsiy shartlarini o'rganishga bag'ishlangan bir qator nufuzli mahalliy va xorijiy tadqiqotlar mavjud.

Shunday qilib, o'smirda haqiqiy o'z joniga qasd qilish inqirozi holatida kognitiv, affektiv va konativ komponentlarning individual-shaxsiy xususiyatlari aktuallashadi. Bularga o'ziga nisbatan salbiy munosabat, avto-agressiv reaksiyalar, pessimistik shaxsiy munosabatlar va qat'iy xatti-harakatlar stereotiplari bilan birlashtirilgan egosentrik o'zini o'zi anglash kiradi.

O'z joniga qasd qilish istagida bo'lgan o'smirlarning quyidagi individual shaxsiy xususiyatlari ajralib turadi: ma'lum xarakter urg'ularining mavjudligi (sezgir, emotsional, qo'zg'aluvchan, hissiy jihatdan labil, isterik); kayfiyat fonining pasayishi; depressiya; dushmanlik [Volkova, 1998], o'z-o'zini hurmat qilishning beqarorligi, zaiflik, mos kelmaslik, haddan tashqari reaktivlik kabi fazilatlar [Vrono, 1994].

Konativ darajada o'z joniga qasd qilishga moyil o'spirinlarning xatti-harakatlarining quyidagi xususiyatlari ajralib turadi [Tompson, 1999]:

- tashvishli va hayajonli xatti-harakatlar;
- uyqu buzilishi, dahshatli tushlar;
- sababsiz tajovuz;
- pastlik kompleksining aniq namoyon bo'lishi;
- spirtli ichimliklar va psixofaol moddalarni iste'mol qilish;
- og'ir balog'at yoshi;
- o'ziga zarar yetkazish.

Zamonaviy axborot maydoni shakllanayotgan shaxsning rivojlanishida sifat jihatidan yangi ijtimoiy vaziyatni nazarda tutadi. Zamonaviy o'smirlar endi nafaqat axborot iste'molchisi, balki faol foydalanuvchi hisoblanadi. O'smirlik davridagi muloqotning genezisi shakllanishning uch bosqichini o'z ichiga oladi. Erta o'smirlikning birinchi bosqichida o'smir kompaniyaga muhtoj, o'ziga xos ijtimoiy guruhga tegishli bo'lish zarurati paydo bo'ladi. Birlamchi mansublikka bo'lgan ehtiyojni qondirish natijasida ma'lum bir narsani egallash zarurati paydo bo'ladi

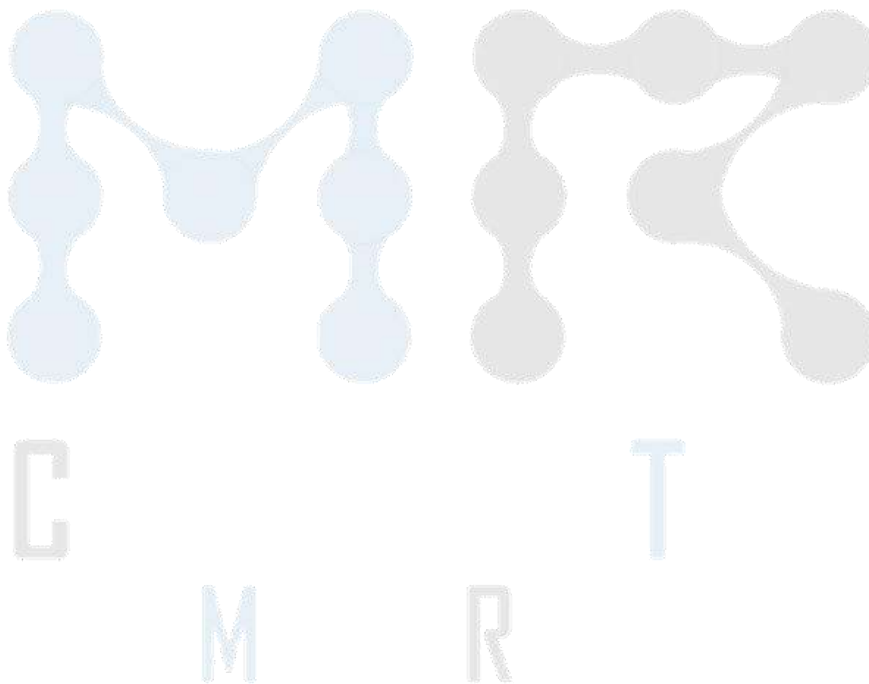
**Xulosa:** O'z joniga qasd qilish faoliyati zamonaviy jamiyatning dolzarb muammosi bo'lishiga qaramay: birinchidan, o'z joniga qasd qilish nafaqat shaxsning hayotini yo'q qiladi, balki, ikkinchidan, bu odamning muayyan ziddiyatli vaziyatda murojaat qiladigan xatti-harakatlar

shaklining yuqumli namunasidir. Biroq, turli xizmatlarning mutaxassislari o'z joniga qasd qilish harakatlarning profilaktika choralarini tashxislash va tashkil etishda katta muammoga duch kelishadi, xususan: o'z joniga qasd qilishning mohiyatini tushuntiruvchi yagona nazariya yo'q.

Hozirgi vaqtda odamning o'z joniga qasd qilish harakati xavfini sezilarli darajada kamaytiradigan samarali himoya to'siqlari tizimi mavjud emas, potentsial o'z joniga qasd qilish xavfi mavjud bo'lgan shaxs bilan ishlash uchun umumiy qabul qilingan uslubiy vositalar to'plami mavjud emas.

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**A MODEL FOR IMPROVING THE SYSTEM OF PREPARING STUDENTS FOR  
PEDAGOGICAL ACTIVITY ON THE BASE OF EDUCATIONAL VALUES**

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**Abstract:** The article describes the pedagogical possibilities of forming the attitude of tolerance in preschool children. It is also required to determine the forms and technological peculiarities of tolerance education. It is necessary to inculcate the fact that tolerance is a high-level human virtue in the minds of the young generation from the first stages of education.

**Key words:** preschool education, tolerance, perfect person, tolerance, love of peace, patriotism, culture, young generation, educator.

Today, fundamental improvement of the regulatory legal framework in the field of preschool education in our republic, integration of advanced foreign experiences, scientific developments and technology into the activities of preschool educational institutions, support of scientific and innovative pedagogical activities in the field of early development of preschool children. conceptual reforms aimed at support are being implemented. The culture of behavior formed in our people, the feelings related to manners, such as kindness, kindness, respect and honor, serve not only the task of education, but also play an important role in the manifestation of human values and virtues, in the formation of a perfect person plays.

It is known that the development and future of our country depends on achieving high efficiency by making qualitative changes in the field of education, their compatibility with the requirements of world education and to what extent they find their place in practical life.

In our republic, great importance is attached to the creation of sufficient conditions for the harmonious development of children in pre-school educational organizations, and the implementation of innovative and advanced foreign experiences in educational processes. In the "Ilk Kadam" state curriculum, children develop their knowledge of their own "I" and personality traits of others, tolerance and tolerance, social relations and communication in the competences of the field of "Social-emotional development". It is determined that they should master the installation competencies, without applying the concepts of "Pedagogy of Cooperation" and "Tolerance" between the educator and the student, it is impossible to develop a comprehensively developed person.

"Tolerance" is derived from the Latin word "tolerantia" - "tolerance", tolerance, lifestyle, behavior, habits, feelings, opinions, ideas of others. and being tolerant of their beliefs.

The main goal of tolerance is tolerance for young people, respect for representatives of other religions and nations, respect for their values, respect for national wealth, tolerance, tolerance, friendship, brotherhood, patriotism, generosity, loyalty, and respect for others. It consists in forming the skills of looking. The role of educational tools and educators in the education of tolerance in children during preschool education is incomparable, as well as the



concept of tolerance includes the ability to endure, endure, the way of life, thinking, behavior, and values of others. includes concepts such as tolerance, treating them with respect, and not discriminating against others. Today, tolerance is very important. According to this, everyone is free to practice his faith. Everyone should recognize that others also have this right. Uzbekistan is a multi-ethnic country. Along with the Uzbeks, the main nation, more than a hundred nations and peoples with their own culture and traditions live here. In such a situation, the importance of the policy of achieving inter-national and inter-ethnic tolerance in building a multi-ethnic integrated state is extremely high.

In order to fully support tolerance, UNESCO adopted the "Declaration of Principles of Tolerance" on November 16, 1995.

Regarding the characteristics of different peoples, nationalities and religions in society the attitude of tolerance can be seen in the example of Uzbekistan. Formation of the concepts of tolerance in the pedagogical processes in young generations is one of the most primary issues facing today's preschool education pedagogy.

Cultivating the attitude of tolerance in the young generation includes the following takes:

1. To explain that all things in the world (continents on the globe, countries, peoples living in them, animals, plants, etc.) are different.
2. To explain that nations have different races, religions, and lifestyles.
3. To explain that nations differ from each other.
4. Be patient and tolerant of differences in people.
5. Teaching citizens to live in peace with each other.
6. Cultivating qualities such as tolerance, patience, endurance in the young generation.

Implementation of the following tasks to educate the attitude of tolerance required:

- to explain to children that people are different, to live with them well, starting from preschool education;
- to explain that everything has unique, valuable properties, so it should be treated with care
- that the culture and lifestyle of his own people is superior to that of others teach not to count;
- deciding to have a tolerant and rational attitude towards the culture, religion, and values of other nations;
- to teach the child to communicate with the surrounding people based on the conditions of mutual understanding, starting from the first kindergarten period;
- instill in children the ability to patiently listen to the opinions of others, encourage them to solve problems on the basis of mutual compromise;
- to teach the basic essence of peace-loving, ethnic, religious, political, confessional (community of people who believe in a particular religion) and interpersonal disagreements, egalitarianism in forming the concepts of tolerance in children.

The need for tolerance has not arisen today. Since ancient times, tolerance has been leading the policy of the kings who conquered many countries. For example, we can clearly see that the ideas of tolerance played a high role in the work of Abu Nasr Farabi, an eastern thinker. His works such as "Treatise on the Ways to Happiness", "Governing the City", "Book on War and

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Peace", "Virtuous Manners", "Views of the Virtuous City People" are imbued with his rich principles of humanity and tolerance. with is important. Pedagogical processes are enriched by the centuries of our great thinkers, the world of science, and the deep meanings of tolerance are conveyed to the young generation by skillful pedagogues, and a tolerant generation will be educated. After all, in all times there was a need for souls nourished by tolerance. Tolerance is of primary importance for all humanity and for an individual, and its importance in the field of international relations is incomparable.

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TEACHING METHODS USED IN THE PRESCHOOL EDUCATION SYSTEM.  
ORGANIZATION OF EXERCISES.

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**Abstract:** The article describes the essence of organizing non-traditional classes based on a new approach to the preschool education system, the role and importance of using new technologies in teaching English to children of kindergarten age. The use of didactic games in the course of the lesson is based on its effect on the effective learning of subjects by children.

**Key words:** preschool education system, education, training, excursion, training, innovation.

Today, it is difficult to imagine the rapidly developing field of education without innovative pedagogical technologies. Pedagogical technologies have taken over every aspect of the educational field, including in preschool education, the organization of classes on the basis of pedagogical technologies gives effective results. Based on the requirements of our current development, educational standards are being improved, programs are being modernized and delivered to educational institutions. The material bases of educational institutions are rapidly being strengthened. Frontal (general), collective and individual forms of education are used in the preschool educational institution. In addition, children's education is carried out through excursions, didactic games, during the day in various activities of children outside of training, in the process of guiding their games. is the main form of giving. The training is the frontal informing of the children about the necessary knowledge and skills by the pedagogue. The educator provides education to children throughout the day: enriches their knowledge, develops various regional skills and abilities, such as cultural, hygienic, behavioral culture, speech, "accurate-accounting actions". But training is the main role in education. Classes are a form of organization of education in a preschool educational institution. The form of education means the specially organized activity of the teacher and the children and is held at a certain time in the agenda. The form of education differs depending on the number of children, the nature of the interaction between the pedagogue and the children, the venue, as well as their place in the agenda. knowledge and skills that ensure good mastery of the program material are acquired during training. In the classes, children are trained to think independently, develop skills, listen to educators, follow their opinion, distinguish the main ideas of the story from the stories being told, and develop skills such as brief summaries.

At the preschool age, the child acquires the highest peaks of perception of individual surface properties of objects, finds solutions to practical and mental tasks in a visual form. But the child is still indifferent to the appearance of objects. This is natural because objects exist for him and they interest the child only as an object of practical and intellectual activity. A child of preschool age works not on the essence of objects, but on their appearance and use. There is a big difference between how things look to us and what they are. The essence of things is not superficial, it does not arise behind personal experience, it is not directly perceived. It is discovered through socially organized learning - scientific understanding of the world.

The activities conducted with children of the first age consist of the interaction of an adult person with one child in a planned manner, and the purpose of these activities is to develop



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children's speech and movement; this is the stage of preparing children for activities; As the child's voluntary attention grows, such activities are carried out with several children. and then the whole group is taken along with the children. Teaching in classes requires mental and physical effort from children, that is, it is related to active activities, the child strives to achieve a certain result, which requires long-term voluntary attention from the child. Therefore, it is necessary to take into account the children's age and ability when preparing for the training: it is necessary to clearly determine the time of the training, its place in the agenda, correctly replacing different sections of the program. It is advisable to hold classes in the first half of the day, because the child can perform mental tasks better in the morning hours, and the room is well supplied with natural light.

The content of knowledge acquired by children should be educational. The program of the preschool educational institution envisages the acquisition of knowledge about nature in children of preschool age (which instills love for nature, nurtures the feeling of caring for plants and animals), content; children to the city of Jonahon on the basis of acquiring knowledge. to his homeland. love for people, love and respect for great people. interest in the country's social life appears. Preschool children have generalized ideas about social events and events. For example, the first ideas about the life of children in neighboring countries, the work of an ordinary person, the life and friendship of other peoples are formed. When the educator marks the content of new lessons, he thinks about how they are connected with the knowledge acquired in one or another lesson. For example, knowledge about the work of a cook, librarian and teacher is a part of the information system about different types of work. Knowledge about the work of different employees at the post office is part of the knowledge system about the collective nature of social work.

In order for children to be interested in the training and actively participate in it, its content and methodology should be well thought out. The more carefully the children master the educational activity, the more they listen to the teacher and easily move from the game to the training. Organizing children. The teacher collects the children and checks their readiness for training: looks, sits in the right place, tests their concentration. In order for the training to be successful, the children should be interested in the activities in front of them, and for this, they should use various methods suitable for the children's age, interests, and activities. The small group uses unexpected, riddle-based methods that are interesting to the children in order to arouse their interest in the activity. "Listen, someone is knocking on the door!" "This doll has come to visit us," you can start the training. This is how the activity that regulates children's imagination about things and what they are used for begins.

The educator tells the children in advance what kind of training will be held in large groups. This increases children's interest in the future activity. For example, he tells the children about going on an excursion to Independence Square a week in advance and tells them to look at the pictures and tell what they saw while walking with their parents. Children look forward to this day with great interest. It is necessary for children in senior and preparatory groups to understand the necessity and necessity of training, to consciously prepare for it. The main part. In the training, children are given new knowledge, they are guided and shown how to complete the task, and children in difficulty are helped. Team relations with children are carried out with a special attitude. In order for all children to be able to complete the task, the educator uses various methods and methods. It is necessary to be able to organize the attention of children from the



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beginning of the lesson. It depends on the mental task set before the children. It is shown and explained to the children what work needs to be done, so it is not necessary to repeat to some children separately, but all children should be taught to listen attentively, repeating only if necessary.

Children in kindergarten cannot read and write, so they cannot consolidate the material they have learned. Therefore, to strengthen the knowledge given to children, the teacher uses repetition and training methods. Mechanical repetition, memorization should be avoided, because material that is not understood is quickly forgotten.

If the exercise performed with didactic material in the process of consolidation includes an intellectual task, it will be of great importance in raising independence in children. For example, in a counting exercise, children perform exercises independently with the counting material: they reduce or increase the number of objects depending on the teacher's task. Toys can also be used for this. During the lesson, the pedagogue monitors the active participation of all children and their timely completion of the work. If the activity is carried out individually (drawing, making objects from clay and plasticine, building-making, construction), the teacher should finish the activity a few minutes before the end of the activity, because the children do the work at different times. warns them about

The teacher's demands on the children during the training should be appropriate to their age and capabilities. Children of the first small group will be trained in two. A nanny looks after the children of the second group while the educator conducts training with the children of the first group. During the training, the educator tries to actively participate all the children: to answer the question correctly, the equipment to be prepared, the preliminary work with the children (if necessary), the course of the training and the tools used by the educator methodological methods are shown. When describing the training process, it is necessary to highlight the organization of children at the beginning and at the end of the training (at the conclusion and transition to the next type of activity).

If the educator is going to conduct an excursion, he should go to the place of the excursion in advance, choose an object for observation, think about how to place the children, and choose the nearest and safest route. Small counting material, drawing training. application, construction materials. texts of poems and fairy tales are prepared in advance. Preparation for some classes begins much earlier. For example, in order to arouse interest in planting or transplanting a small group of children, it is necessary to show them a green plant. For this, it is necessary to grow it first.

So, didactic design in education in preschool educational institutions is a comprehensive comprehensive problem and it is necessary to study and put it into practice. Because the activities intended for young people should arouse interest in the process in children and be the basis for their healthy formation.

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### **Abstract**

When you hear the words “psychological testing,” all kinds of questions and thoughts may run through your mind. What will they ask? Will my answers be considered right or wrong? If my answers are wrong, what will that say about me? Psychologists use psychological testing in the same way medical doctors use lab work, X-rays, and physical exams: to determine the cause of your symptoms and recommend treatment, when necessary.

**Key words:** test, aspects, testology

### **Introduction**

Psychological testing is the basis for mental health treatment. These tools are often used to measure and observe a person's behaviors, emotions, and thoughts. Tests are performed by a psychologist who will evaluate the results to determine the cause, severity, and duration of your symptoms. This will guide them in creating a treatment plan that meets your needs. Tests can either be objective or projective:

- Objective testing involves answering questions with set responses like yes/no or true/false.
- Projective testing evaluates responses to ambiguous stimuli in the hopes of uncovering hidden emotions and internal conflicts.

Both provide valuable insight into your symptoms and help psychologists see your overall level of functioning and distress. Psychological tests can include formal, or “norm-referenced,” tests to measure your ability to comprehend different concepts. They can come in the form of checklists and questionnaires. Each test measure ensures the reliability, validity, and objectivity necessary to avoid bias in scoring or interpreting your results. During a **psychological evaluation**, assessments may also be used to help diagnose and treat mental health conditions. Assessments include standardized tests as well as informal tests, such as:

- surveys
- clinical interviews
- observational data
- medical exams
- previous educational and medical history

Psychological testing can be recommended for a number of reasons including diagnosing mental health conditions and identifying troubling behavior. According to the **American Psychiatric Association**, the following symptoms may indicate that a psychological test may be needed:

- increased social withdrawal
- nervousness

- changes in mood
- difficulty completing normal tasks
- a dramatic change in sleep and eating habits
- problems with concentration

Other uses for psychological testing include:

- screening job applicants
- organizational development
- academic placement

Psychologists use testing to examine a variety of factors, including emotional intelligence, personality, mental aptitude, and neurological functioning. Here's a more in-depth look at the types of testing available and the most commonly used tests for each category.

### Conclusion

Psychological assessment — also known as psychological testing — is done to help a psychologist better understand an individual and provide valuable insights into the individual's behavior, skills, thoughts and personality. Psychological testing commonly includes intelligence testing, personality testing, and skills testing, among other areas. Psychological assessment is never focused on a single test score or number. Every person has a range of competencies that can be evaluated through a number of methods. A psychologist is there to evaluate the competencies as well as the limitations of the person, and report on them in an objective but helpful manner. A psychological assessment report will not only note weaknesses found in testing, but also the individual's strengths.

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**YURAKDA UCHRAYDIGAN SURUNKALI KASALLIKLAR VA ULARNING  
ZAMONAVIY DAVOLASH USULLARI.**

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**Annotatsiya:** Yurak kasalligi yurak-qon tomir tizimiga ta'sir qiladigan har qanday holatni anglatadi. Yurak kasalliklarining bir nechta turlari mavjud va ular yurak va qon tomirlariga turli yo'llar bilan ta'sir qiladi. Yurak-qon tomir kasalliklari ko'plab rivojlangan mamlakatlarda, o'lim sabablarining achinarli ro'yxatida yetakchi o'rinni egallab turmoqda. So'nggi yillarda ushbu sababdan o'limning kamayishi tendentsiyasi kuzatilmoqda. 2015 yildan beri yurak-qon tomir kasalliklaridan o'lim darajasi barcha o'limlarning yarmidan kamini tashkil etdi va kamayishda davom etmoqda. Ushbu maqolada yurak kasalliklarining ayrim turlari batafsilroq ko'rib chiqiladi.

**Kalit so'zlar:** Yurak qon-tomir kasalliklari, yurakning ishemik kasalliklari, gipertoniya, ateroskleroz, miokardit.

Yurak qon-tomir kasalliklari — yurak va qon tomir patologiyalarining umumiy nomlanishi. Hozirgi kunda bu kasalliklar guruhi dunyoda, jumladan, O'zbekistonda ham o'lim va nogironlikning yetakchi sababchisi bo'lib kelmoqda. Yurak qon-tomir sistemasi kasalliklari — yurak, arteriyalar va venalar kasalliklari. Ular juda ko'p va xilma-xil. Bu kasalliklarning ba'zilari (revmatizm, miokardit va boshqalar) yurakni, ayrimlari arteriya (ateroskleroz) yoki venalarni (mas, tromboflebit), boshqalari butun yuraktomir sistemasini shikastlaydi (gipertoniya kasalligi). Yurakda uchraydigan ayrim surunkali kasalliklar bilan tanishib chiqamiz.

Yurakning ishemik kasalligi — yurak-tomir sistemasining keng tarqalgan kasalligi; miokard ishemiyasi va koronar qon aylanishining buzilishi bilan kechadi. Yurakning ishemik kasalligik.ga, asosan, koronar (toj) tomir arteriyalari aterosklerozi natijasida yurak muskullarida qon aylanishining yetishmay qolishi va shu tufayli yurakning qonga yolchimasligi sabab bo'ladi. Yurakning ishemik kasalligiklariga stenogkardiya (dastlabki, muqim, nomuqim), miokard infarkti, infarktdan keyingi kardioskleroz, aritmik tur va yurak yetishmovchiligi kiradi. Yurakning ishemik kasalligik. muntazam rivojlanib boruvchi og'ir yurak xastaligi hisoblanadi. Yosh ulg'aygan sari kasallik uchrashi ko'payadi. Qon tomirlari torayishining eng keng tarqalgan sababi bu qon tomirlari devorlariga yog' birikmasi tufayli hosil bo'lgan aterosklerotik blyashkalarining paydo bo'lishidir. Shuning uchun, xavf guruhiga qon tomirlarida xolesterin to'planishi uchun ko'plab shartlarga ega bo'lgan insonlar kiradi: chekuvchilar, spirtli ichimliklarni suiste'mol qiluvchilar, diabet va semirish bilan og'riganlar, giperlipidemiyaga genetik moyilligi bo'lganlar.

Ishemiyaning aniqlash oson bo'lgan alomatlar mavjud: angina pektorisi, aritmiya, sternum orqasida chap tomonda og'irlik, nafas qisilishi. Bu tashxisni aniqlashtirish uchun jiddiy sababdir. Klinikamizda bemorlar Moskvada koronar arteriya kasalligini davolash va tashxislashning eng yangi usullarini oladi. Biz tomirlar va arteriyalarni ultratovush tekshiruvidan foydalanamiz. Bu og'riqsiz protsedura bo'lib, mutaxassisga ta'sirlangan tomirlarning joylashishini, qon oqimining intensivligini aniqlash imkonini beradi. Diagnostika natijalari yordamning samarali usulini



tayinlash uchun individual xususiyatlarni ochib beradi. Tadqiqotning qo'shimcha usuli - koronar angiografiya (lokal behushlik ostida amalga oshiriladi). Elektrokardiogramma (EKG) stenokardiyani (va uni yurakdagi boshqa shunga o'xshash og'riqlardan ajratishga), aritmiya va miokard infarktini aniqlashga yordam beradi. Natija to'liq bo'lishi uchun bemorga dam olish paytida ham, yuk bilan ham, Xolter nazorati ostida ham (kun davomida yurakning elektr faoliyatini kuzatib borish) EKG buyurilishi mumkin.

Gipertoniya (yurakning gipertoniya kasalligi) — yurak-qon tomir tizimining eng keng tarqalgan kasalligi. Gipertoniya doimiy yuqori qon bosimiga ishora qiladi. Qon bosimining ko'tarilishi tomirlarning torayishi yoki (va) ularning kichik shoxlari — arteriolalar paydo bo'lganda sodir bo'ladi. Ba'zi odamlarda arteriolalar ko'pincha torayib boradi, dastlab spazm tufayli, keyinroq ularning qalinligi devor qalinlashishi tufayli doimiy ravishda torayib boradi, so'ngra qon oqimi ushbu torayishlarni yengib o'tish uchun yurakning ishi oshadi va qon ko'proq hajmda tomirlarga tashlanadi. Bunday odamlarda gipertoniya rivojlanadi. Gipertoniya alomatlarining o'ziga xos belgilari yo'q. Ko'p yillar davomida bemorlar o'zlarining kasalliklari haqida bilishmaydi, shikoyatlari bo'lmaydi, yuqori hayotiy kuchga ega bo'lishadi, ba'zida «bosh aylanishi», kuchli zaiflik va bosh aylanishi mumkin. Ammo bu alomatlarni ko'pchilik bemorlar ortiqcha ishdan deb o'ylashadi. Gipertoniya shikoyatlar, agar organlarga ta'sirlangan bo'lsa, qon bosimining ko'tarilishiga eng sezgir bo'lgan organlar paydo bo'ladi. Bemorda bosh aylanishi, bosh og'rig'i, shovqin paydo bo'lishi, xotiraning pasayishi va ishlash miya qon aylanishidagi dastlabki o'zgarishlarni ko'rsatadi. Bunga keyinchalik ikki tomonlama ko'rish, ko'z lippillashi, zaiflik, oyoq-qo'llarning sustligi, gapirish qiyinligi qo'shiladi, ammo dastlabki bosqichda qon aylanishining o'zgarishi vaqtinchalik xarakterga ega. Gipertoniyaning rivojlangan bosqichi — miya infarkti yoki miyaga qon quyilishi bilan murakkablashishi mumkin. Doimiy yuqori qon bosimining eng asosiy belgisi yurak hujayralari, kardiomyotsitlar qalinlashishi tufayli uning massasi ko'payishi bilan yurakning chap qorinchasining ko'payishi yoki gipertrofiyasi hisoblanadi. Birinchi o'rinda, chap qorinchaning devor qalinligi oshadi va keyinchalik yurakning kamerasi kengayadi. Chap qorincha gipertrofiyasi prognozik belgi ekanligiga jiddiy e'tibor berish kerak. Bir qator epidemiologik tadqiqotlar shuni ko'rsatdiki, chap qorincha gipertrofiyasining paydo bo'lishi — to'satdan o'lim, yurak tomirlari kasalligi, yurak yetishmovchiligi va qorincha aritmiyasi xavfini sezilarli darajada oshiradi.

Ateroskleroz - bu qon tomirlari devorlariga salbiy ta'sir qiladigan juda jiddiy surunkali kasallik. Tomirlarning ichki devorini xolesterin blyashkalari va yog'lar qoplab oladi. Shu sababli tomirlarning devorlari zichroq bo'lib, elastiklikni yo'qotadi. Arteriya oralig'i torayadi va qon oqimi qiyinlashadi. Bu boshqa bir qator kasalliklarning rivojlanishiga olib keladi. Ushbu maqolada biz kasallik davrida qanday alomatlar paydo bo'lishini, qanday omillar qon tomirlari holatiga ta'sir qilishini va aterosklerozni qanday davolashni tahlil qilamiz.

Ko'pincha, bu kasallik kattalarga ta'sir qiladi. Ammo, noto'g'ri ovqatlanish, ortiqcha vazn va boshqa omillar tufayli kasallik 30 yoshda ham paydo bo'lishi mumkin. Kasallikning dahshatli turi - aorta devorlaridagi ateroskleroz. Tanadagi eng katta tomirning shikastlanishi tufayli yurak va boshqa organlar azoblanadi. Aortadan ko'p miqdordagi qon o'tadi. Agar aorta devorlari toraytirilsa, uning o'tkazuvchanlik faoliyati pasayadi, bu esa bosimni oshiradi. Salbiy alomatlari og'riq va yuqori qon bosimi shaklida yuzaga keladi. Ovqatni yutish qiyinlashadi, ovoz o'zgaradi.

Mushak tonusi shikastlanadi, odam kasallik tufayli ozishni boshlaydi. Organizmning umumiy ahvoli juda yomonlashadi, surunkali shaklga o'tadigan yangi kasalliklar paydo bo'ladi. Aterosklerozga beparvolik bilan yondashib bo'lmaydi, siz darhol shifokor bilan maslahatlashib, tekshiruvdan o'tishingiz kerak. Mutaxassis muammoni hal qilishga yordam beradi va ateroskleroz rivojlanishini to'xtatishi mumkin bo'lgan kursni tayinlaydi. Hozirda nisbatan ko'proq odamlar qon tomirlarining aterosklerozidan aziyat chekmoqda va bu ularning sog'lig'iga beparvolik bilan bog'liq. Alomatlar paydo bo'lganda, bemorlar yordam uchun shifoxonaga shoshilmaydilar. Xavf omillarini istisno qilmasdan, kasallik belgilarini har doim ham e'tiborga olmaydilar. Darhaqiqat, kasallik asta-sekin o'zini namoyon qiladi, tomirlarda trombozni keltirib chiqaruvchi va o'limga olib keluvchi to'siqlar tezda paydo bo'lmaydi. Ammo bu sodir bo'lganda, juda kech bo'ladi. Shuning uchun kasallikning mavjudligini ko'rsatadigan belgilarni o'z vaqtida aniqlash muhimdir.

Miokardit - bu yurak mushaklarining yallig'lanishi. Bu asosan virusli infeksiyalar natijasida, shuningdek, dorilar yoki boshqa toksik moddalar ta'sirida (masalan, ba'zi kimyoterapevtik vositalar) yoki otoimmun kasalliklar natijasida yuzaga keladi. Miyokardit o'zini juda xilma-xil tarzda namoyon qilishi mumkin va shunga o'xshab, har xil evolyutsiyaga ega bo'lishi mumkin: to'liq tiklanish mumkin yoki ba'zida yurak funktsiyasi buzilishi mumkin. Virusli infeksiyalar bilan bog'liq shakllarda miokardit ikkita mumkin bo'lgan mexanizmdan kelib chiqadi: mushak hujayralariga zarar etkazadigan va yo'q qiladigan infeksiyon agentning bevosita harakati, balki immun hujayralarining aralashuvi.

Miyokardit rivojlanishi mumkin bo'lgan asosiy shartlar:

- Virusli infeksiyalar (masalan, Cocksackievirus, Sitomegalovirus, Gepatit C virusi, Herpes virusi, OIV, Adenovirus, Parvovirus ...) miyokard hujayralariga to'g'ridan-to'g'ri mexanizm yoki immunitet tizimining faollashuvi bilan zarar etkazadi.
- Kamdan kam hollarda bakterial, qo'ziqorin va protozoal infeksiyalar.
- Giyohvand moddalar va toksik moddalarga ta'sir qilish: bu miyokard hujayralariga (masalan, kokain va amfetaminlarga) to'g'ridan-to'g'ri zarar etkazishi yoki allergik reaksiyalar va immunitet tizimining faollashishiga olib kelishi mumkin (ba'zi kimyoterapevtik preparatlar, antibiotiklar yoki antipsikotiklarni o'z ichiga olgan dorilar).
- Otoimmun va yallig'lanish kasalliklari (masalan, sistematik qizil yuguruk, romatoid artrit, skleroderma, sarkoidoz).

Yurak yallig'lanishi: miyokardit qanday davolanadi? Odatda kasalxonaga yotqizish, birinchi kuzatuv va terapiyani buyurish uchun ko'rsatiladi. Ko'pgina hollarda, terapiya yurak etishmovchiligining standart terapiyasi hisoblanadi. Murakkab shakllarda reanimatsiyaga yotqizish talab qilinadi va dori terapiyasidan tashqari qon aylanish tizimini qo'llab-quvvatlash yoki aritmiyalarni davolash uchun mexanik tizimlar kerak bo'lishi mumkin. Agar aniq sabab topilsa, maqsadli davolash yoki immunosuppressiv terapiya ko'rsatilishi mumkin. Miyokardit bilan og'rigan bemorlarga kamida 3-6 oy davomida va har qanday holatda ham keyingi tekshiruvlar va qon testlari normallashtirguncha jismoniy faoliyatdan voz kechish tavsiya etiladi.

#### Foydalanilgan adabiyotlar:

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2. Ichki kasalliklar. A.G.Gadayev.
3. Patalogik fiziologiya. N.X.Abdullayev, X.Y.Karimov.
4. Ichki kasalliklar propetivdikasi. E.Y.Qosimov, Sh.G.Muqminova, B.N.Nuritdinov.

**Гормональная регуляция метаболизма**

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«Лечебное дело» 2-курс

**Аннотация:** В статье рассмотрено процесс регуляции обмена веществ с основными гормонами метаболизма, как инсулин и глюкагон поджелудочной железы, а также гормонами Т3 и Т4 щитовидной железы. Клетки нуждаются в питательных веществах, чтобы функционировать, и эти питательные вещества получают через питание. Чтобы управлять потреблением питательных веществ, сохраняя избыточное потребление и используя резервы, когда это необходимо, организм использует гормоны для уменьшения запасов энергии. Инсулин вырабатывается бета-клетками поджелудочной железы, которые стимулируются к высвобождению инсулина по мере повышения уровня глюкозы в крови (например, после приема пищи). Инсулин снижает уровень глюкозы в крови за счет увеличения скорости поглощения и использования глюкозы клетками-мишенями, которые используют глюкозу для производства АТФ.

**Ключевые слова:** Метаболизм, инсулин, глюкагон, бета-клетки, клетки-мишени, гормон, гомеостаз, АТФ, адипоциты, тироксин, тетраiodтиронин, трийодтиронин, Т3, Т4, митохондрия, окисление, глюкозы, тиреотропный гормон (ТТГ), тиреоглобулин, пероксидаза.

**Содержание:**

Уровень глюкозы в крови сильно изменяется в течение дня, поскольку периоды приема пищи чередуются с периодами голодания. Инсулин и глюкагон являются двумя гормонами, в первую очередь ответственными за поддержание гомеостаза уровня глюкозы в крови. Дополнительная регуляция осуществляется тиреоидными гормонами.

Регуляция уровня глюкозы в крови инсулином и глюкагоном. Клетки нуждаются в питательных веществах, чтобы функционировать, и эти питательные вещества получают через питание. Чтобы управлять потреблением питательных веществ, сохраняя избыточное потребление и используя резервы, когда это необходимо, организм использует гормоны для уменьшения запасов энергии. Инсулин вырабатывается бета-клетками поджелудочной железы, которые стимулируются к высвобождению инсулина по мере повышения уровня глюкозы в крови (например, после приема пищи). Инсулин снижает уровень глюкозы в крови за счет увеличения скорости поглощения и использования глюкозы клетками-мишенями, которые используют глюкозу для производства АТФ. Он также стимулирует печень превращать глюкозу в гликоген, который затем сохраняется клетками для последующего использования. Инсулин также увеличивает транспорт глюкозы в определенные клетки, такие как мышечные клетки и клетки печени. Это происходит в результате опосредованного инсулином увеличения количества белков-переносчиков глюкозы в клеточных мембранах, которые удаляют глюкозу из кровотока путем облегченной диффузии. Поскольку инсулин связывается со своей клеткой-мишенью через инсулиновые рецепторы и передачу сигнала, он заставляет клетку включать транспортные белки глюкозы в свою мембрану. Это позволяет глюкозе проникать в клетку, где она может использоваться в качестве источника энергии. Однако это происходит не во всех клетках: некоторые клетки, в том числе в почках и головном мозге, могут получать доступ к глюкозе без использования инсулина. Инсулин также



стимулирует превращение глюкозы в жир в адипоцитах и синтез белков. Эти действия, опосредованные инсулином, вызывают падение концентрации глюкозы в крови, что называется гипогликемическим эффектом «низкого содержания сахара», который ингибирует дальнейшее высвобождение инсулина из бета-клеток.

Регуляция уровня глюкозы в крови гормонами щитовидной железы. Скорость основного обмена, то есть количество калорий, необходимых организму в состоянии покоя, определяется двумя гормонами, вырабатываемыми щитовидной железой: тироксином, также известным как тетраiodтиронин или T4, и трийодтиронином, также известным как T3. Эти гормоны воздействуют почти на каждую клетку тела, кроме взрослого мозга, матки, яичек, клеток крови и селезенки. Они транспортируются через плазматическую мембрану клеток-мишеней и связываются с рецепторами на митохондриях, что приводит к увеличению продукции АТФ. В ядре T3 и T4 активируют гены, участвующие в производстве энергии и окислении глюкозы. Это приводит к увеличению скорости метаболизма и выработки тепла телом, что известно как калоригенный эффект гормона.

Высвобождение T3 и T4 из щитовидной железы стимулируется тиреотропным гормоном (ТТГ), который вырабатывается передней долей гипофиза. Связывание ТТГ с рецепторами фолликула щитовидной железы запускает выработку T3 и T4 из гликопротеина, называемого тиреоглобулином. Тиреоглобулин присутствует в фолликулах щитовидной железы и превращается в гормоны щитовидной железы при добавлении йода. Йод образуется из йодид-ионов, которые активно транспортируются в фолликул щитовидной железы из кровотока. Затем фермент пероксидаза присоединяет йод к аминокислоте тирозину, содержащейся в тиреоглобулин. К T3 присоединены три иона йода, а к T4 - четыре присоединенных иона йода. Затем T3 и T4 высвобождаются в кровоток, причем T4 высвобождается в гораздо больших количествах, чем T3. Поскольку T3 более активен, чем T4, и отвечает за большинство эффектов гормонов щитовидной железы, ткани тела превращают T4 в T3 путем удаления иона йода. Большая часть высвобожденных T3 и T4 присоединяется к транспортным белкам в кровотоке и не может проникать через плазматическую мембрану клеток. Эти связанные с белком молекулы высвобождаются только тогда, когда уровень несвязанного гормона в крови начинает снижаться. Таким образом, в крови сохраняется недельный запас гормона. Повышенные уровни T3 и T4 в крови подавляют высвобождение ТТГ, что приводит к снижению высвобождения T3 и T4 из щитовидной железы. Фолликулярные клетки щитовидной железы нуждаются в йодидах (анионы йода) для синтеза T3 и T4. Йодиды, полученные с пищей, активно транспортируются в клетки фолликулов, в результате чего их концентрация примерно в 30 раз выше, чем в крови. Типичное содержание йода в Узбекистане рационализируется с добавлением йодида в поваренную соль. Недостаточное потребление йода, характерное для многих развивающихся стран, приводит к неспособности синтезировать гормоны T3 и T4. Щитовидная железа увеличивается в состоянии, называемом зобом, которое вызвано перепроизводством ТТГ без образования гормона щитовидной железы. Тиреоглобулин содержится коллоидом, и стимуляция ТТГ приводит к более высокому уровню накопления коллоида в щитовидной железе. При отсутствии йода он не превращается в гормон щитовидной железы, и коллоид начинает все больше и больше накапливаться в щитовидной железе, что приводит к зобу.



**Kitobxonlik va uning bolalar tarbiyasidagi ro'li.**

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**Annotatsiya.** Ushbu maqolada maktab yoshigacha va maktab yoshidagi bolalar ta'lim tarbiyasida kitobxonlikni naqadar katta o'rin tutishi haqida kitobxonlikka qiziqish uyg'otishga doir chora tadbirlar to'g'risida so'z yuritiladi. Qolaversa, bolalar kitobxonligi, ota-onalarning kitob o'qishlarini bolalar tarbiyasiga ta'siri, bugungi kunda bolalar, yoshlar, balkim butun xalq, millat o'rtasida kitobxonlikni davr talablariga mos holda rivojlantirishga doir masalalar yoritilib beriladi.

**Tayanch so'zlar.** Kitob, kitobxonlik, mutolaa, bolalar tarbiyasi, ota-ona munosabati, she'r, maqol, topishmoq, bolani rag'batlantirish, maktabgacha ta'lim, kichik yoshdagi kitobxonlar, bolalarga mo'ljallangan adabiyotlar, ertaklar, yoshlar kitobxonligi.

“O'qimagan kishi uchun hech bir kitob yozilmagan,  
Tinglamagan kishi uchun hech bir hikmat aytilmagan.”

(Shamsi Tabriziy)

Ta'lim-tarbiya ishlarini takomillashtirish, uni jahon andozalari darajasiga ko'tarish, fan sohasidagi yangiliklarni amaliy hayotga tatbiq etish muhim masalalardan biri bo'lib qolmoqda. Ayniqsa yosh avlodga ta'lim-tarbiya berish, ularda fan asoslariga nisbatan bilim, ko'nikma, malakalarni shakllantirish davlat siyosatining ustuvor vazifalaridan hisoblanadi.

Bola qalbi murg'ak va beg'ubor, bamisoli bir oppoq qog'oz desak adashmagan bo'lamiz. Bola ulg'ayar ekan qog'ozga tasvirlar tushib boraveradi. Tasvirlarni esa qanchalik chiroyli, aniq va rang-barang bo'lishi bolaning ota-onasi va yaqinlariga bog'liq, albatta. Chunki hech bir inson zoti tug'ulganidanoq yaxshi yoki yomon bo'lib tug'ulmaydi. Yaxshilik yoki yomonlik shuningdek boshqa fazilat va odatlar ham inson go'daklik chog'idanoq shakllana boshlaydi va hayoti davomida shakllanadi.

Farzandining kelajagiga hamda kamolotiga hech bir ota-ona befarq bo'lmasa kerak. Shu sababdan ham bolalarni yoshlik chog'idan boshlab to'g'ri tarbiya qilib unga yaxshi va yomonni farqini foydali narsalarni tanitish lozim. Oddiy misol keltiradigan bo'lsak, juda kichik yoshdagi bolalar ham hozirgi kunda telefon va internet nimaligini bilishadi, kattalardanda ko'proq tushunishadi. Chunki yosh bola qiziquvchan bo'ladi va taqlid qilish ularda odatiy holat, qayerdadir va kimdandir ko'rgan, o'rgangan bo'lishi mumkin.

Bolalarni yoshligidan fikrlashini kengaytirib, ularni o'z kelajagini o'zlari mustahkam, porloq qilib qurishlari uchun ularni tayyorlash ota-onaning asosiy vazifasi emasmi?! Buning uchun ularni kitobga oshno qilishimiz to'g'ri, menimcha.

Yoshligidan ko'proq multfilm ko'rib katta bo'lgan boladan ko'ra, ertak tinglab katta bo'lgan bola ziyrakroq va fikrlash doirasi kengroq bo'ladi. Negaki, multfilmlarda aynan qahramon ko'rsatilgan, ularning ko'rinishi, bo'y basti ekranda tasvirlab berilgan bo'ladi. Lekin ertak tinglaganda u faqatgina muallif tomonidan so'zlar yordamida tasvirlanadi va uni tinglagan

bolaning ko'z o'ngida qahramon yaraladi, aniqrog'i o'zi hayolida chizadi, yaratadi. Bu bilan men multfilmlarni qoralamoqchi emasman chunki har bir narsaning o'z o'rnini bor.

Farzand vaqtini otasidan ko'ra ko'proq onasi bilan o'tkazadi. Ota oilani rahbari, oiladagi harajatlar kam-u ko'st uchun ham ko'proq ishlashi kerak. Shu sababli ham vaqtining katta qismi ishda o'tadi. Bolaning tarbiyasi faqat onaga bog'liq degan fikr mutloq to'g'ri emas. Lekin yosh avlod tarbiyasi ko'proq onalarimizga bog'liq.

Aytishingiz mumkin, "Onalar kun bo'yi uy ishlaridan ortmaydi, ularni ham bekorchi vaqtlari ko'p emas axir". Shoshilmang! Nima, farzandingizning tarbiyasi siz uchun oxirgi o'rindami? Menimcha, unday emas, to'g'rimi?

Farzand tarbiyasi hamma narsadan ustun! Ayollar oddiy ro'zg'or ishlarini qilishayotgan vaqtida farzandiga: "Bor o'ynab tur, halaqit berma"- demasdan, "Kel bolam birga shularni qilaylik, sen bilan suhbatlashsan ancha kayfiyatim ko'tariladi" deyishsa yaxshiroq bo'lardi. Ish jarayonini o'zida ham "Kel sanashni o'rganamiz, topishmoqlar topish o'ynaymiz, maqollar o'rganamiz desalar yoki birorta qo'shiqni birga hirgoya qilishsa murg'ak qalb egasi bo'lmish farzandning jarayonini o'zida bilim olishini ta'minlagan bo'lishardi. Vaqtini farzandingiz bilan o'tkazishingizni ko'plab usullari bor: ish jarayonida bolani yordamidan foydalanish, oddiy narsalar uchun ham bolani rag'batlantirish. Bular orqali siz farzandingizni o'ziga bo'lgan ishonchini oshirasiz, oilasiga bo'lgan ortiqcha qo'rquvlarini yengishiga, vaqtini maroqli o'tkazishiga erishasiz va shu bilan birga mehnatga o'rgatasiz, ish bajarish qobiliyatini oshirasiz. Qolaversa hech bo'lmaganda bitta maqol yoki topishmoq o'rganishlari mumkin. Bular siz uy yumushlari bilan shug'ulanayotgan vaqtinizda yoshiga mos bo'lmagan kino tomosha qilishi, telefon o'ynashidan ancha yaxshi va foydali. Ammo faqat bular bilan cheklanib qolmay, farzandingiz uchun qiziqarli narsalar o'ylab topishingiz mumkin. Masalan ular bilan birgalikda o'tirib rasmlar chizsangiz bo'ladi. Oddiygina kichkintoyingizga o'qib bergan kitobingizdagi yoqtirgan qahramonlarini chizishini aytarsiz va o'zingiz ham chizishingiz mumkin. Asosiy narsalardan bittasi shundaki, dilbandingiz bilan suhbat jarayonida bolalardek beg'uborlik bilan muomilada bo'ling, erkalang, rag'batlantiring. Rag'batlantirish deganda sayrlarga olib chiqish, nimadir sovg'a qilish kabilarni misol keltirishimiz mumkin. Lekin bu gaplar faqat gapligicha emas amalda ham bo'lishi kerak. Chunki bola sizni gaplaringizga ishonib aytganingizni qiladi siz esa vadangizda turmasangiz sizga bo'lgan ishonchi kamayadi. To'g'ri oilada har qanday vaziyat bo'ladi moddiy tomondan imkon bo'lmas, lekin kechki sayrni samimiy suhbat bilan mahallani ko'chalarida ham qilsa bo'ladi. Asosiysi siz farzandingizni rag'batlantirasiz. So'ngra yana u she'rlar yodlashga, ularni sizga aytib berib, rag'bat olishni, maqtoqlar eshitishni hohlaydi va oddiygina she'r yodlash orqali ham bolani kitobga do'st qila olishimiz mumkin.

Otalar esa ishdan charchab kelgan vaqtida ham farzandi uchun hech bo'lmaganda haftada bir marotaba uning yoshiga mos bo'lgan, soddaroq kitoblardan olib kelib sovg'a qilsalar juda ham ajoyib bo'lar edi. "Oying bilan birga o'qiysizlar, bu senga bolam!", "Aqilli bola bo'lyabsanmi?", "Qani bugun nimalarni o'rganding, o'tgan safar sovg'a qilgan kitobim yoqdimi?", "Kelasi safar qanday kitoblar sovg'a qilishimni hohlaysan?" deyishsa nur ustiga a'lo nur bo'lar edi. Dilbandingizga esa qanchalar yaxshi ta'sir qiladi.

Aytgancha, bu yerda e'tiborni kitobni to'g'ri tanlay bilishga ham qaratish kerak. Bekorga aynan soddaroq kitob demadim, sababi oddiygina yosh bolani ovqatlayotgan vaqtida ko'p ovqatni idishga to'ldirib, unga bezak bermasdan oldiga qo'ysangiz ishtahasiga salbiy ta'sir ko'rsatishi mumkin. Xuddi shunday kitobni ham hajmi katta bo'lmagan soddaroq va rasmi,

rangli kitoblar tanlansa, bola uni ranglari va rasmlariga qiziqib ham yaxshi ko'rib qoladi. Onasi bu kitobni qiziqitirib, o'qib-o'rgatsa kitobga yanada mehr qo'yadi. Axir bizning maqsadimiz ham shunday emasmi?! Agar kitobni yoshiga mos bo'lmagan va hajmi katta bo'lgan kitob tanlansa bola unga qiziqmaydi, shu sababdan ham kitobni to'g'ri tanlay bilish kerak. Farzandning jismonan baquvvat, sog'lom bo'lishi uchun to'g'ri ovqatlanib, foydali mahsulotlar iste'mol qilishi kerak bo'lganidek, ma'nan yetuk, komil shaxs bo'lishi uchun kitob mutolasining o'rni katta.

Maktabgacha yoshdagi bolalarni kitobxonlikka mehr uyg'otishning holatini o'rganish dolzarb masala hisoblanib, umuman bolalarning yosh xususiyatlarini psixologiya fani o'rganadi. Kitobxonlik esa uning xulosalarga tayanib, bolalarning kitob o'qishicha, ularning yosh xususiyatlarini qanday kitoblarni o'qish o'rganishga ta'sir etadi. Shunday qilib maktabgacha yoshdagi bolalarda, umuman bolalarda kitobga bo'lgan qiziqishni uyg'otishda psixologiyaning ham o'rni beqiyosdir.

Men bo'lajak kutubxonachi kadr sifatida shuni ayta olamanki, biz hammamiz birlashib chin dildan harakat qilsak o'sib kelayotgan yosh avlod tarbiyasi uchun avvalo o'zimini tarbiya qila olsak, albatta O'zbekistonimizda yetuk ma'naviyatli kitobxon yoshlar, bolalar safi oshsa oshadiki aslo kamaymaydi. Aziz ota-onalar, vaqtingizni bekorchi narsalarga internetdagi keraksiz sahifalarga sarf etgandan ko'ra ko'proq farzandingizni ta'lim-tarbiyasi bilan shug'ullanishingizni so'rab qolar edim. Yosh nihollarga, murg'ak qalblarga qancha mehr, e'tibor bersak shuncha o'z.

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*«Сегодняшнее образование – завтрашнее будущее.»*

Труд учителя – это истинное творчество. Недаром известна пословица гласит:

***Каков учитель,  
Таков и ученик.***

Учитель должен добиваться высокого эмоционального накала, а главное – большого интереса учащихся к знаниям. И не должен замыкаться в рамках работы своего класса и предмета. А для этого он должен самосовершенствоваться: изучать уроки передовых учителей-новаторов, современную технологию, методы обучения и воспитания. Последнее имеет немаловажную роль для усвоения программного материала.

Уроки должны быть живыми, интересными, увлекательными. Но самое главное – содержательными и грамотными. Это формирует у учащихся прочные знания, умения и навыки. А для этого необходимо использовать следующие методы обучения:

- 1) Репродуктивный;
- 2) Частично-поисковый;
- 3) Стимулирования и мотивации;
- 4) Обучение в сотрудничестве;



- 5) Круглого стола;
- 6) Проблемного обучения;
- 7) Обучения группами и парами.

Применять новые педагогические технологии:

Блочную,

Критического мышления,

Тестового контроля.

Вводить различные элементы ключевых компетенций:

Коммуникативная компетенция:

умеет в соответствии с темой правильно отвечать на вопросы; соблюдает нормы речевого этикета;

Информационная компетенция:

умеет пользоваться существующими источниками информации (книги, учебники, телевидение, радио).

Компетенция самосовершенствования:

**умеет самостоятельно работать;**

Национально - и общекультурная компетенция:

Проявляет любовь к Родине, милосердие к окружающим; умеет одеваться опрятно, соблюдать культуру поведения;

Формируемые у учащихся предметные компетенции:

**Речевая компетенция (аудирование, говорение, письмо):**

понимает речь учителя, несложный аудиоматериал, изученный материал, с помощью учителя может вести беседу на основе рисунка и прослушанного текста; может обводить, штриховать, соединять линии и фигур, рисовать бордюры, раскрашивать узоры.

Лингвистическая компетенция (фонетика, лексика, грамматика):

**правильно использует изученные новые слова по теме.**

**Учитель сам должен быть полон сил, энергии и творческих замыслов. Именно они должны передаваться его ученикам. Тогда будет положительный результат обучения и высокий мониторинг. Необходимо следить за развитием способностей каждого ученика исходя из его индивидуальных особенностей.**

**Профессия учителя была и остаётся очень трудной. Это бессонные ночи в поисках чего-то нового, интересного, творческого. Но трудности надо уметь преодолевать, чтобы видеть результат своего труда.**

Одной из проблем, волнующей учителей является вопрос, как развить у ребенка устойчивый интерес к учебе, к знаниям и потребность в их самостоятельном поиске, другими словами как активизировать познавательную деятельность в процессе обучения.

Известно, до 70% личностных качеств закладывается в начальной школе. Это не только базовые навыки, такие как, умение читать, писать, решать, слушать и говорить. Современному ученику необходимы определенные навыки мышления и качества личности. Умение анализировать, сравнивать, выделять главное, решать проблему, способность к самосовершенствованию и умение дать адекватную самооценку, быть ответственным, самостоятельным, уметь творить и сотрудничать. И задача учителя не только доступно все рассказать и показать, но и научить ученика мыслить, привить ему навыки практических действий.

Методы обучения должны иметь глубокое теоретическое обоснование, вытекать из педагогической теории. Однако вне практического использования, вне практики методы обучения теряют смысл. Практическая направленность необходимая существенная сторона методов обучения. В них дана непосредственная связь педагогической теории с практикой. Чем глубже теория, тем эффективнее методы обучения. Чем менее выражена теория в педагогических концепциях, тем менее зависимы от этой теории методы обучения.

На методы обучения существенное влияние оказывают сложившиеся традиции преподавания и учения.

Педагогическая наука обобщает передовой опыт работы школ и учителей, раскрывает научные основы традиционного обучения, помогает творческому поиску современных, более эффективных методов.

В уроке современной школы взаимодействуют все основные элементы учебно-воспитательного процесса: его цели, содержание, средства, методы и формы организации обучения. Творческий подход к уроку предполагает хорошее знание его нормативных начал.

Любая технология, будь она производственной или педагогической. Характеризуется совокупностью (сочетанием, соединением) каких-либо компонентов; логикой, последовательностью компонентов; методами, приемами, действиями.

Поиск новых методов и форм организации обучения породили новый термин в методике обучения — «современный урок», который противопоставляется традиционному уроку.

Требования педагогической науки к уроку, к эффективности педагогического процесса постоянно возрастают и изменяются. Наряду с нетрадиционными уроками в школьной практике используются нетрадиционные технологии обучения во взаимодействии с современными методами обучения.

Актуальность работы состоит в том, что в настоящее время происходит переход на новые технологии обучения в связи с изменениями условий существования и развития общества, которые требуют новых подходов и методов к образованию младшего школьника.

В этом учебном году школы Узбекистана были обеспечены новыми учебниками. Их содержание соответствует сегодняшним требованиям.

Что такое учебник? Образно говоря, это «сценарий» процесса обучения. Учитель постоянно обращается к учебнику. И накануне учебного года учитель знакомится с содержанием учебника.

Новые учебники просто уникальны! Их авторы И.В.Репьёва, О.В.Усманова, Ю.В.Рысюкова, Н.П.Черёмухина, Ф.М.Закирова и другие очень постарались, чтобы ученики не только успешно усвоили учебную программу, но и применяли свои знания в повседневной жизни.

Учебники открывают удивительную, познавательную и интересную страну знаний, в которой вы, ребята, получите ответы на все интересующие вас вопросы.

Мы, учителя, возлагаем большую надежду на наших учеников. Ведь сегодняшнее образование – это завтрашнее будущее нашей страны.

## THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

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Так как фундамент прочных знаний закладывается именно в начальной школе, учителя школы №2 города Гулистана, работающие в начальных классах, провели трёхдневный семинар по ознакомлению с новыми учебниками и их использованию на уроках. С этими вопросами подробно выступила Халилова Валентина Владимировна, учитель с многолетним стажем. Она была тренером семинара, а в нашей школе она является руководителем методобъединения. Всем учителям понравилось содержание и красочное оформление учебников.

Также на семинаре выслушали мнение заслуженного учителя Суворовой Любовь Николаевны, молодого специалиста Суюновой Дарьи Михайловны и других опытных специалистов. Все остались в восторге.

Желаем авторам учебников и всем учителям дальнейшего творческого процветания на благо развития всесторонне развитого подрастающего поколения.

Новые учебники уникальны!

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**INNOVATSION TEXNOLOGIYALAR VOSITASIDA MAKTABGACHA YOSHDAGI  
BOLALARNI INTELLEKTUAL QOBILIYATINI SHAKLLANTIRISH IJTIMOIIY-  
MUAMMO SIFATIDA**

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**Kalit so'zlar:** boshqarish, rejalashtirish, tashkilot, faoliyat, imkoniyat, xususiy turkumlar, tashkil etish.

**Key words:** management, planning, organization, activity, opportunity, private categories, organization.

**Ключевые слова:** управление, планирование, организација, деятельность, возможность, частные категории, организација.

**Kirish.** O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoev tomonidan 2016 yil 29 dekabrda qabul qilingan "2017-2021 yillarda maktabgacha ta'lim tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PQ-2707 sonli qaror maktabgacha ta'lim tizimini yanada takomillashtirish, moddiy-texnika bazasini mustahkamlash, Maktabgacha ta'lim tashkilotlari tarmog'ini kengaytirish, malakali pedagog kadrlar bilan ta'minlash, bolalarni maktab ta'limiga tayyorlash darajasini tubdan yaxshilash, ta'lim-tarbiya jarayoniga zamonaviy ta'lim dasturlari va texnologiyalarini tatbiq etish, bolalarni har tomonlama intellektual, axloqiy, estetik va jismoniy rivojlantirish uchun shart-sharoitlar yaratishga qaratilganligi bejiz emas. Mazkur qaror maktabgacha ta'lim tashkilotlari faoliyatining xuquqiy-me'yoriy asoslarini takomillashtirish, maktabgacha ta'lim tashkilotlarining davlat va nodavlat tarmoqlarini birday rivojlantirish, mazkur tizimga ilg'or pedagogik texnologiyalarni tatbiq etish, pedagoglarning innovatsion faoliyati ko'lamini darajasini kengaytirish, kasbiy kompetentligini rivojlantirish, ularning malakasini oshirish mazmunini takomillashtirish, maktabgacha ta'lim qamrovini to'liq ta'minlash, bolalarni maktabga tayyorlashning samarali mexanizmlarini joriy etish kabi vazifalarni yanada dolzarblashtirdi[6].

Bu o'z navbatida, maktabgacha ta'lim tashkilotlari faoliyatini yangicha yondashuv asosida takomillashtirish, ularda amalga oshiriladigan pedagogik jarayonlarni yangi mazmun va innovatsion texnologiyalar bilan boyitish imkonini beradi. Shuning uchun ham O'zbekiston Respublikasi Prezidenti tomonidan maktabgacha ta'lim tizimini rivojlantirish bo'yicha alohida dastur ishlab chiqish, ushbu tizimni boshqarish infrastrukturasi takomillashtirish vazifasi qo'yilib, ilmiy-metodik ta'minotni rivojlantirishga alohida e'tibor qaratilmoqda.

**Tahlil va natija.** O'zbekiston Respublikasi Maktabgacha ta'lim tizimini 2030 yilgacha rivojlantirish konsepsiyasi [10] maktabgacha ta'lim sohasini rivojlantirishga yo'naltirilgan dasturlar va kompleks chora-tadbirlarni ishlab chiqish uchun asos bo'ladi. Hujjat malakali pedagogik kadrlarining yetishmovchiligi, davlat MTMLarining to'lib ketganligi, moddiy-texnik holatining nomuvofiqligi, hamda davlat MTMLarining o'quv-metodik materiallari bilan past darajada ta'minlanganligi muammolarining hal etilishini nazarda tutadi.

O‘zbekiston Respublikasi Prezidentining 2019 yil 8 maydagi “O‘zbekiston Respublikasi maktabgacha ta’lim tizimini rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi PQ–4312-son Qarorini amaliyotga joriy qilish maqsadida bir qator chora-tadbirlar ishlab chiqildi. Mazkur konsepsiyada maktabgacha ta’lim yoshdagi bolalarni intellektual qobiliyatini rivojlantirish masalalariga ham alohida e’tibor qaratilgan. Jumladan, maktabgacha ta’lim sohasidagi normativ-huquqiy bazani yanada takomillashtirish; maktabgacha yoshdagi bolalarning har tomonlama intellektual, axloqiy, estetik va jismoniy rivojlanishi uchun shart-sharoitlar yaratish; bolalarning sifatli maktabgacha ta’lim bilan qamrovini oshirish, undan teng foydalanish imkoniyatlarini ta’minlash, mazkur sohada davlat-xususiy sherikligini rivojlantirish; maktabgacha ta’lim tizimiga innovatsiyalarni, ilg‘or pedagogik va axborot-kommunikatsiya hamda raqamli texnologiyalarni joriy etish; maktabgacha ta’limni boshqarish tizimini takomillashtirish, maktabgacha ta’lim tashkilotlari faoliyatini moliyalashtirish shaffofligi va samaradorligini ta’minlash; maktabgacha ta’lim tizimiga maktabgacha ta’lim tizimi xodimlarini tayyorlash, qayta tayyorlash, malakasini oshirish, tanlab olish va rivojlantirishga mutlaqo yangi yondashuvlarni joriy etish; Maktabgacha ta’lim tashkilotlarida bolalarning sog‘lom va balanslashtirilgan ovqatlanishini, sifatli tibbiy parvarishini ta’minlashni o‘zida aks ettirgan. Mazkur konsepsiya o‘rta va uzoq muddatli istiqbol uchun maktabgacha ta’lim tizimini rivojlantirish maqsadlari, vazifalari, ustuvorliklari va bosqichlarini belgilab berdi.

Shuningdek, Qonunchilik palatasi tomonidan 2019 yil 22 oktyabrda qabul qilingan va senat tomonidan 2019 yil 14 dekabrda ma’qullangan O‘zbekiston Respublikasining “Maktabgacha ta’lim va tarbiya to‘g‘risida”gi Qonuni maktabgacha ta’lim va tarbiya sohasidagi munosabatlarni tartibga solishni nazarda tutadi. Ushbu Qonunda maktabgacha ta’lim va tarbiyaning asosiy prinsiplari sifatida quyidagilar ko‘rsatib o‘tilgan:

- har bir bola uchun maktabgacha ta’lim va tarbiya olish imkoniyatining mavjudligi;
- har bir bolaning iste’dodi nishonalarini, ishtiyoqlari va intellektual qobiliyatlarini rivojlantirish uchun shart-sharoitlar tengligi;
- maktabgacha bo‘lgan yoshdagi bolalarga ta’lim, tarbiya berish va ularni sog‘lomlashtirishning, oila hamda maktabgacha ta’lim tashkiloti tarbiyaviy ta’sirining birligi;
- maktabgacha bo‘lgan yoshdagi bolalarga ta’lim va tarbiya berish uyg‘unligi;
- bola shaxsining rivojlantirishga yo‘naltirilgan shaxsiy yondashuv; maktabgacha va umumiy o‘rta ta’limning izchilligi hamda uzluksizligi; ta’lim va tarbiyaning demokratik hamda dunyoviy xususiyatga egaligi; ta’lim-tarbiya jarayonining shaffofligi va ochiqligi; maktabgacha ta’lim va tarbiya mazmuni, darajasi hamda hajmining maktabgacha bo‘lgan yoshdagi bolalarning rivojlanish xususiyatlariga hamda sog‘lig‘i holatiga muvofiqligi kabilar ko‘rsatilgan [].

Maktabgacha ta’lim pedagogikasi sohasidagi innovatsion yondashuvlar ta’lim-tarbiya jarayonini ilmiy metodik jihatdan samarali tashkil etish hamda bolalarni maktabga sifatli tayyorlashni ta’minlashga intellektual yondashishga oid bilim va ko‘nikmalarga egallashi, ulardan pedagogik amaliyotda samarali foydalanish imkoniyatlarini o‘z ichiga oladi. Ayniqsa, maktabgacha ta’lim tizimida qo‘llaniladigan pedagogik vaziyatlar bilan bog‘liq jarayonlarni tashkil etish imkoniyatlari, muayyan funksional vazifalarni muvaffaqiyatli hal etishga yo‘naltirilgan pedagogik faoliyatga ta’sir ko‘rsatuvchi omillar, samarali shakl va vositalarga oid bilimlar maktabgacha ta’lim pedagogikasining asosini tashkil qiladi. Buning uchun dastlab maktabgacha ta’lim tizimida bolalarni intellektual qobiliyatini shakllantirishning nazariy-metodologik asoslari haqidagi ma’lumotlar taqdim etilishi lozim. Maktabgacha ta’lim tizimida

innovatsion texnologiyalarni keng joriy qilinishi bolalarni har tomonlama yetuk va intellektual ko'nikmalarini shakllantirish va rivojlantirish, ularning aqliy qobiliyatini rivojlanishi uchun alohida ahamiyat kasb etadi. Tarbiyalanuvchilarni innovatsion texnologiyalar asosida intellektual qobiliyatini shakllantirish jarayonlarini takomillashtirishda tarbiyachi va pedagoglar maskur jarayonning ob'ekti va sub'ekti sifatida namoyon bo'lishi, ushbu jarayonni samarali tashkil etish imkonini beradi. Buning uchun tarbiyachi-pedagoglar maktabgacha ta'lim jarayonida qo'llaniladigan innovatsion texnologiyalar va zamonaviy ta'lim usullarini chuqur o'zlashtirgan bo'lishi va kasbiy faoliyatdan ulardan samarali foydalani bilishi lozim. Bolalarni innovatsion texnologiyalar asosida intellektual qobiliyatini rivojlantirishda dastlab ularning aqliy va ruhiy rivojlanishini tashxis qilishning turli metodikalarini yaxshi bilishlari va o'z vaqtida ulardan samarali foydalanishlari talab etiladi. Har bir tarbiyachi va pedagog bolalarni intellektual qobiliyatini shakllantirish jarayonlarini takomillashtirishga kirishar ekan ular zamonaviy insonparvarlik konsepsiyalarni bilishlari va bola shaxsini tarbiyalash metodikasini egallagan bo'lishlari muhimligini taqazo etadi.

Shu o'rinda adabiyotlarni tahlil qilar ekanmiz, intellekt tushunchasiga turli olimlar tomonidan turlicha talqin qilingani, uni psixologik va pedagogik mazmunini ifodalashda esa qator yondashuvlar mavjudligini ko'rishimiz mumkin.

Intellekt (lotincha: *intellects* — bilish, tushunish, idrok qilish) — insonning aqliy qobiliyati; hayotni, atrof muhitni ongda aynan aks ettirish va o'zgartirish, fikrlash, o'qish-o'rganish, dunyoni bilish va ijtimoiy tajribani qabul qilish qobiliyati; turli masalalarni hal qilish, bir qarorga kelish, oqilona ish tutish, voqea-hodisalarni oldindan ko'ra bilish layoqatiga nisbatan qo'llanishi haqida vikipedik ma'lumotlar keltirilgan[8 ;58-b.].

Insonning intellektual qobiliyatlarini o'rganish, aqliy qobiliyatlarini aniqlash bilan uzoq vaqtdan beri nafaqat pedagoglar balki olimlar, faylasuflar, filologlar, fiziologlar, sotsolog hamda biologlar kabi turli malakali olimlar va mutaxassislar tadqiqotlar olib borishgan.

Shu o'rinda intellektni – shaxsning turli tomonlarini o'rganadigan aqlning tuzilishi sifatida ham talqin qilinganini ko'rish mumkin.

“Intellekt” atamasi fanga XX-asrda avstriyalik olim V.Shtern tomonidan kiritilgan. Uning fikricha, intellekt insonning yangi turmush sharoitlariga moslashishning ma'lum bir umumiy qobiliyatidir.

Intellekt tarkibiga idrok qilish, xotirlash, fikr yuritish, so'zlash kabi qator psixik jarayonlar kiradi. Intellektning rivojlanishi bevosita tug'ma iste'dod, miya imkoniyatlari, jo'shqin faoliyat, hayotiy tajriba kabi ijtimoiy omillarga bog'liq. Intellekt saviyasi, darajasi inson faoliyatining natijalariga, shuningdek, psixologik testlarga qarab ham belgilanadi.[vikipediya].

Intellektual imkoniyatlarni rivojlantirish muammosiga bag'ishlangan adabiyotlarni tahlil qilar ekanmiz, hozirgi kundagi ilmiy tadqiqot ishlari asosan integratsiyalashgan dastur asosida fanlararo umumlashtirish bilan olib borilayotganini ifodalamoqda[9;104-b].

“Intellekt” - bu sodir bo'layotgan narsalarni samarali idrok etish va tushunish imkoniyatini ta'minlaydigan individual aqliy (aqliy) tajribani tashkil etishning o'ziga xos shakli[10;79-b].

Intellektni tarkib topishi va shakllanishi bo'yicha sakkizta asosiy yondashuvlar mavjud bo'lib, ular keyingi bir qator ilmiy manbalarda qayd etilgan:

Intellektga fenomenologik yondashuv: intellekt ong mazmunining asosiy shaklli sifatida qaraladi (V.Keller; K.Dunker; M. Vertgeymer; Dj.Kempion va boshqalar).

Intellektga genetik yondashuv: intellekt insonning tashqi olam bilan o'zaro



ta'sirlashuvining tabiiy sharoitidagi o'rab turgan muhit talablariga qiyin moslashuvi oqibati sifatida qaraladi (U.R.Charlzvort; J.Piaje).

1. Intellectga sostio-madaniy yondashuv: intellekt insonning ijtimoiylashuvi, shuningdek, madaniyatning maqsadli ta'siri natijasi (Dj. Brunner; L.Levi-Bryul; A.R.Luriya; L.S.Vigotskiy va boshqalar.).

2. Intellectga jarayonli - faoliyatli yondashuv: intellekt inson faoliyatining asos shakli sifatida (S.L.Rubenshteyn; A.V.Brushlinskiy, L.A.Venger; K.A.Abulxanskaya-Slavskaya va boshqalar.).

3. Intellectga ta'limi yondashuv: intellekt maqsadga yo'naltirilgan ta'limining mahsuli sifatida qaraladi (A.Staats; K.Fisher; R.Feyershteyn va boshqalar). 6. Intellectga axborot yondashuvi: intellekt axborotlarni qayta ishlashning elementar jarayonlari majmui sifatida (G.Ayzenk; E.Xant; R.Shternberg va boshqalar). 7. Intellectning funksional-darajaviy yondashuvi: intellekt har xil darajadagi bilish jarayonlarining tizimi sifatida (B.G.Ananev; E.I.Stepanova; B.M.Velichkovskiy va boshqalar)

4. Intellectning regulyatsion yondashuvi: intellekt psixik faollikni o'zini o'zi regulyatsiya qilish omili sifatida (L.L.Terstoun va boshqalar).

Insonning aqliy taraqqiyotini, intellektini tadqiqot qilish bugungi kundagi fan oldida turgan muhim vazifa bo'lib qolmasdan, balki bu muammo qadimgi davrdan beri mutafakkir, ma'rifatparvar olimlarning diqqat markazida bo'lib kelgan. Xatto mazkur masala antik dunyoni yashab ijod etgan atoqli faylasuf olimlarning diqqatini o'ziga jalb etgan.

Ularning nuqtai nazariga ko'ra, "nuo" inson ruhining oliy, shuning bilan birga o'ziga xos aqli tarkibi bo'lsa, Platon va Aristotellar olam hamda borliqni bilishning eng maqbul ekanligini takidlab o'tadilar. Xuddi shu boisdan, "aql" bilishning eng yuksak bosqichi sifatida talqin qilinadi.

Mashur faylasuf Kantning ta'limotiga binoan intellekt nemischa "verstand"lar – bu bizdagi mavjud barcha tushunchalar tuzilishining strukturaviy bilish qobiliyati sifatida talqin qilindi[11;62-b].

Aql-idrok, intellekt tushunchasi psixologiyada eng ko'p muhokama qilinadigan hodisalardan biridir, ammo shunga qaramay, aniq nimani "intellekt" deb hisoblash mumkinligi haqida standart ta'rif yo'q. Ayrim tadqiqotchilar aql-zakovat, intellektni qobiliyat deb hisoblasa, boshqalari esa intellekt- bir qancha qobiliyat, malaka va iste'dodlarni o'z ichiga oladi, degan gipotezaga yaqinroqdir deya muhokamalar olib borishadi.

Eng so'nggi va eng qiziqarli nazariyalardan biri Xovard Gardner tomonidan ishlab chiqilgan ko'p intellekt nazariyasidir. Gardner test natijalarini tahlil qilishga e'tibor qaratish o'rniga, inson aql-zakovatining raqamli ifodasi to'liq emasligini va insonning qobiliyatlarini to'g'ri tasvirlab bermasligini aytgan. Uning nazariyasi turli madaniyatlarda qadrlanadigan ko'nikma va qobiliyatlarga asoslangan sakkizta alohida intellektni tavsiflaydi:

- vizual-fazoviy intellekt;
- og'zaki-lingvistik intellekt;
- tana-kinestetik intellekt
- mantiqiy-matematik aql
- shaxslararo aql;
- shaxsiy intellekt;



- musiqiy intellekt;
- naturalistik aql.

Robert Sternbergning "Intellektning uch komponentli nazariyasi". Olim Robert Sternberg intellektni-inson hayotining real sharoitlarini tanlash, shakllantirish va moslashtirish bo'yicha aqliy faoliyati deb ta'riflagan. U Gardnerning aql bir qobiliyatdan ko'ra kengroq tushuncha ekanligi haqidagi fikriga qo'shiladi, lekin Gardnerning ba'zi aql-zakovatlariga alohida iste'dod sifatida qarashni taklif qildi. Sternberg unga "muvaffaqiyatli razvedka" deb atagan g'oyasini taklif qildi. Uning kontseptsiyasi uchta omildan iborat:

- Analitik aql. Ushbu komponent muammolarni hal qilish qobiliyatini anglatadi.
- Ijodiy intellekt. Aql-idrokning bu jihati o'tgan tajriba va hozirgi ko'nikmalardan foydalangan holda yangi vaziyatlarni hal qilish qobiliyatiga asoslanadi.
- Amaliy intellekt. Bu element atrof-muhit o'zgarishlariga moslashish qobiliyatini anglatadi.

Umuman olganda MTT tarbiyachilarning pedagogik-psixologik yondashuvi, pedagogik taktikasi va kasbiy-pedagogik faoliyati bir yoqlama xarakterga ega bo'lib, maktabgacha yoshdagi bolalarning intellektual qobiliyatini shakllantirish masalasi ikkinchi darajada qaralar edi. Tarbiyachilarning ta'lim-tarbiya jarayonidagi tarbiyalanuvchilarga bo'lgan bunday munosabati va tutgan yo'li to'g'ri va maqsadga muvofiq deb qaralardi. Ushbu jarayonni tadqiqotchi M.Berdieva quyidagicha izoxlaydi. "Tarbiyachilar go'yoki bolalarning salomatligi, hayoti, tengdoshlari bilan muloqotga kirishishi, erkin rivojlanishi va yetuk inson bo'lishi uchun g'amxo'rlik qilgandek bo'lib ko'rinadi. Ularning maqsadlari ham shunday, lekin bu jarayonda tarbiyachilar bolalarning intellektual rivojlanishlari uchun yordam ko'rsatishning samarali yo'llarini tanlay olmaydilar. Aksariyat hollarda bolalarga faqat buyruq berish, qo'rqitishdan foydalaniladi. Bunday munosabat natijasida bolalar qaysar, o'jar bo'lib qoladilar. Tarbiyachilarning bu kabi harakatlari bolalarning intellektual rivojlanishlariga xalaqit berib, tengdoshlari bilan faol hamkorlik qilishga salbiy to'siq bo'ladi va bolalarning intellektual rivojlanishlari uchun kutilgan samarani bermaydi" degan fikrlarni ilgari suradi.

"Intellekt" (inglizcha - intelligence) tushunchasi ilmiy tadqiqot ob'ekti sifatida psixologiyaga 19-asr oxirida ingliz antropologi F.Galton tomonidan kiritilgan. Charlz Darvinning evolyutsion nazariyasi ta'sirida u irsiyat omilini jismoniy va ruhiy jihatdan har qanday individual farqlarning hal qiluvchi sababi deb hisobladi.

Maktabgacha ta'lim tashkiloti bolalarini itelektual qobiliyatini shakllantirishda pedagogikaga oid qarashlarning vujudga kelganligi, keyinchalik ushbu qarashlar negizida maktabgacha ta'lim tizimi bo'g'ini tarbiyalanuvchilarini aqliy qobilyati, dunyoqarashi, tafakkuri, fikrlash doirasi, nutqi, madaniyati, yurish va turishi bilan bog'liq jarayonlarni samarali tashkil etish va ularni bosqichma-bosqich ilmiy metodik jihatdan ta'minlash mexanizmlari yaratilganligi haqidagi nazariy va amaliy bilimlardan xabardor qilish maqsadga muvofiq ekanligini asoslaydi. Chunki, 6-7 yoshli bolalarni itelektual qobilyatini shakllantirishga oid ma'lumotlar, bu sohadagi bilimlar va tajribalar bizning ajdodlarimiz tomonidan o'rganilganlik darajalari, uning ahamiyati va ijtimoiy zaruriyati ilgari surilgan. Maktabgacha ta'lim tashkiloti tarbiyalanuvchilari uchun maktabgacha ta'lim tashkiloti juda muhim tarbiya maskani sanalib, ularni sog'lom, har tomonlama yetuk qilib tarbiyalash uchun zarur tashkiliy, uslubiy, psixologik pedagogik shart-sharoitlar yaratadi, bolalarni maktabda muntazam ravishda ta'lim olishga sifatli tayyorlashda ota-onalarga yordam beradi. Maktabgacha ta'lim bola 6-7 yoshga yetguncha oilada,

hamda davlat va nodavlat maktabgacha bolalar muassasalarida amalga oshirilishi lozimligi ilgari surilgan.

Maktabgacha ta'lim, bola shaxsini maktabgacha yoshdagi bolalar ta'lim-tarbiyasiga qo'llaydigan Davlat talablariga muvofiq sog'lom va har tomonlama yetuk shakllangan, maktabda o'qishga sifatli tayyorlangan tarzda tayyorlash maqsadini ko'zlaydi. Uning asosiy vazifalariga quyidagilar kiritilgan.

- Bolalarning hayotini muhofaza qilish va sog'lig'ini mustahkamlash;
- bola shaxsi asoslarini shakllantirish, uning bilimga qiziqishlarini rivojlantirish;
- bolaning intellektual, shaxsiy va jismoniy rivojlanishini ta'minlash;
- bolaning rivojlanishidagi nuqsonlarni zarur tarzda tuzatish;
- bolalarni milliy madaniyat va umuminsoniy qadriyatlar bilan tanishtirish
- bolalarni maktabda o'qishga tayyorlash.

"An'anaviy maktabgacha ta'limdagi tarbiyachi va tarbiyalanuvchilar orasidagi ichki ziddiyatlar, bolalarning badjahl, qo'rs, kattalarga shubha bilan qaraydigan bo'lib shakllanishlariga olib keladi. Natijada bolalar tarbiyachilarga bepisandlik bilan qaray boshlaydilar va maktabgacha ta'lim muassasasidan beza boshlaydilar. Ular tarbiyachilardan himoyalanih yo'llarini izlaydilar. Ko'pincha vaziyatga moslashish, o'zliklaridan uzoqlashishga harakat qiladilar va bu orqali o'ziga xos tarzdagi ijtimoiy qulaylikka ega bo'lishni xohlaydilar."

XX asr davomida Intellectning mohiyatini tushunishga quyidagi yondashuvlar tekshirildi va tahlildan o'tkazildi:

- o'rganish qobiliyati sifatida (A. Binet, Ch. Spirman, S. Kolvin, G. Vudrou va boshqalar);
- abstraksiyalar bilan ishlash qobiliyati sifatida (L. Termen, E. Torndyke, J. Peterson);
- yangi sharoitlarga moslashish qobiliyati sifatida (V. Stern, L. Thurstone, Ed. Clapared, J. Piaget) [3].

20-asr rus psixologiyasida aqliy salohiyat tadqiqotlari bir necha yo'nalishda rivojlandi: umumiy aqliy qobiliyatlarning psixofiziologik moyilligini o'rganish (B.M.Teplov, V.D. Nebylitsin, E.A. Golubeva, V.M. Rusalov), intellektual faoliyatning hissiy va motivatsion tartibga solinishi (O.K. Tixomirov), kognitiv uslublar (M.A. Xolodnaya), "mahoratning aqlga ta'siri" (Y.A. Ponomarev). O'rganilayotgan muammo bo'yicha ilmiy adabiyot ma'lumotlarini o'rganish (V.V.Zenkovskiy, J.Piaje, P.P.Blonskiy, M.K.Akimova, M.A.Xolodnaya, D.B.Elkonin va boshqalar). Psixologiya va pedagogikada intellekt va intellektual mahorat tushunchasi ikki xil talqin qilinishini ko'rsatdi. .

G'arb psixologiyasi olimlarining aksariyati fikricha, irsiyat va muhit intellektual qobiliyatlarni rivojlantirishning asosiy omillari hisoblanadi.

Frensis Galton "Daho va irsiyat" kitobida o'z tadqiqoti natijalarini e'lon qilib, intellektual qobiliyatlarning rivojlanishi birinchi navbatda irsiyat bilan bog'liqligini isbotladi. Uning fikricha, yuksak yutuqlarning sababi insonning o'zida yotadi va avloddan-avlodga o'tadi.

Maktabgacha yoshdagi bolalarni intellektual qobiliyatini shakllantirishda, ularni aqliy rivojlanishini ta'minlashda, ma'naviy-axloqiy tarbiyasi tarkib toptirishda, ijtimoiy faolligini oshirishga va jismonan sog'lom bo'lishiga xizmat qiladi. Intellektual qobiliyatlarini shakllantirish manbalari bolalarning intellektual, kognitiv, kommunikativ, kreativ qobiliyatlarini innovatsion shakllantirish va rivojlantirishga yo'naltirilgan omillar sifatida ifodlanadi.

Bolalarda mazkur obilyatlarni shakllantirmasdan turib ularni ijodiy rivojlantirib bo'lmaydi. Talabalarning intellektual imkoniyatini rivojlantiruvchi har qanday maqsadga qaratilgan mazkur jarayonining mohiyati va vazifalari tarbiyachi tomonidan rejalashtiriladi va ketma-ket bajariladigan usullar belgilab olinadi:

1. Bolalarning intellektual imkoniyatini shakllantiruvchi hislatlarini uyg'otish va rivojlantirish rejalashtiriladi.
2. Mana shu hislatlarni rivojlantirishni amalga oshiruvchi usullarni yaratish yoki intellektual imkoniyatni oshirib borishga xizmat qiluvchi manbalar izlab topiladi.
3. Belgilangan maqsad uchun xizmat qiladigan nazariy va amaliy manbalarni qaysisini va qaerda ishlatish rejalashtiriladi.

Bolalarni shaxs sifatida shakllanishi va kamol topishida yangi jamiyat boshqa odamlar bilan muomilada bo'lishi, munosabat o'rnatishi muhim ahamiyat kasb etadi.

Maktabgacha yoshdagi bolalarni shaxs sifatida shakllanishida uning psixik xususiyatlarini rivojlantirish aql, iroda, diqqat, harakat hayotda o'z o'rnini topa olishi, uning vatani xalqning ravnaqi yo'lida e'tiqod bilan xizmat qilish haqidagi tayyorgarliklari uni shaxs darajasiga ko'taradi. Bunday sifatlarni ro'yobga chiqarish tarbiyaga bog'liq bo'ladi.

**Xulosa.** Bolaning kamolatiga, ruhiyatiga fe'l-atvori shakllanishiga qanday omillar tasir etadi. Bola tarbiyasiga, uning shakllanishiga biologik omil, ijtimoiy omil va ta'lim va tarbiya tasir etuvchi omillar shular hisoblanadi. Inson intellekti uchun eng muhim narsa shuki u atrofimizni o'rab olgan va olamdagi narsa va hodisalar o'rtasida bog'lanishi va munosabatlarini aks ettirish hamda shu bilan ijodiy ravishda qayta o'zgarish imkonini beradi. Demak, intellekt aqliy energiyaning umumiy omili sifatida ishlaydi. Har qanday intellektual faoliyatning muvaffaqiyati ma'lum bir umumiy omilga, umumiy qobiliyatga bog'liq. Har bir inson ma'lum darajadagi umumiy intellekt bilan tavsiflanadi, bu odamning atrof-muhitga qanday moslashishini belgilaydi.

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#### REZYUME

Ushbu maqola innovatsion texnologiyalar vositasida maktabgacha yoshdagi bolalarni intellektual qobiliyatini shakllantirish ijtimoiy- muammo sifatida haqida yozilgan. Haqiqatdan ham bolalarni har tomonlama barkamol, jismonan sog'lom, aqlan yetuk qilib tarbiyalash va ularni maktab tizimiga sifatli tayyorlashda dastlab ularni intellektual qobiliyati va salohiyatini yetarli shakllantirish va rivojlantirish juda muhim ahamiyatga ega ekanligini asoslaydi.

#### РЕЗЮМЕ

В данной статье говорится о формировании интеллектуальных способностей



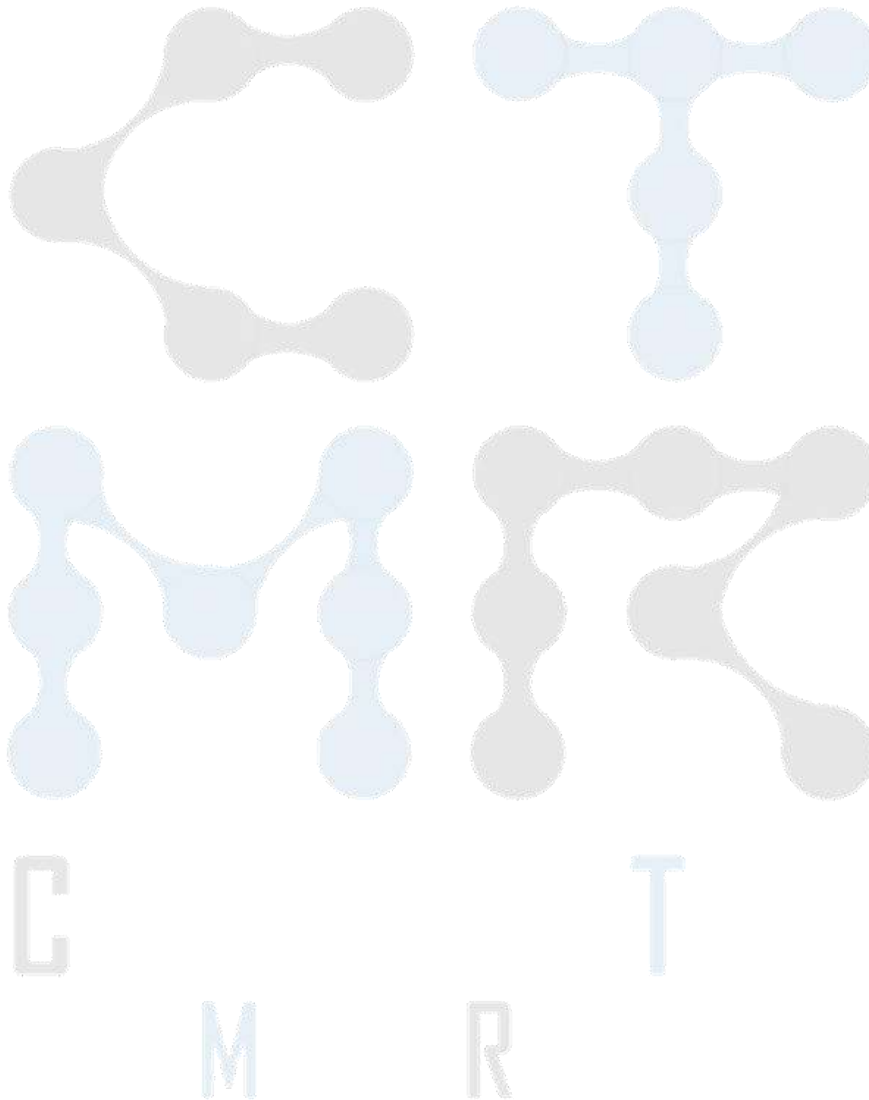
# THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

## VOLUME-3, ISSUE-6

дошкольников с помощью инновационных технологий как социальной проблеме. На самом деле очень важно вырастить детей всесторонне развитыми, физически здоровыми и умственно зрелыми, а также подготовить их к школьной системе.

### SUMMARY

This article is written about the formation of the intellectual ability of preschool children with the help of innovative technologies as a social problem. In fact, it is very important to raise children to be well-rounded, physically healthy, and mentally mature and to prepare them for the school system.



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